



ਜਗਤ ਗੁਰੂ ਨਾਨਕ ਦੇਵ
ਪੰਜਾਬ ਸਟੇਟ ਓਪਨ ਯੂਨੀਵਰਸਿਟੀ
ਪਟਿਆਲਾ

**The Motto of Our University
(SEWA)**

SKILL ENHANCEMENT

EMPLOYABILITY

WISDOM

ACCESSIBILITY

JAGAT GURU NANAK DEV

PUNJAB STATE OPEN UNIVERSITY, PATIALA

(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER III

Head Quarter: C/28, The Lower Mall, Patiala-147001

WEBSITE: www.psou.ac.in

SELF-INSTRUCTIONAL STUDY MATERIAL FOR JGND PSOU

ALL COPYRIGHTS WITH JGND PSOU, PATIALA

LIST OF COURSE COORDINATORS

1. Dr. ANITA GILL

Dean, Academic Affairs and Professor,
School of Social Science and Liberal Arts
Jagat Guru Nanak Dev Punjab State Open University, Patiala

2. DR. AMITOJ SINGH

Associate Professor in Computer Science
School of Sciences & Emerging Technologies
Jagat Guru Nanak Dev Punjab State Open University, Patiala

3. DR. ROHIT KUMAR

Assistant Professor in Commerce
School of Business Management and Commerce
Jagat Guru Nanak Dev Punjab State Open University, Patiala

4. Dr. GURLEEN AHLUWALIA

Assistant Professor in English
School of Languages,
Jagat Guru Nanak Dev Punjab State Open University, Patiala

5. Dr. AMARJEET SINGH

Assistant Professor in Punjabi
School of Languages,
Jagat Guru Nanak Dev Punjab State Open University, Patiala

6. Dr. PINKY

Assistant Professor in Economics
School of Social Sciences and Liberal Arts
Jagat Guru Nanak Dev Punjab State Open University, Patiala

7. Ms. PARAMPREET KAUR

Assistant Professor in History
School of Social Sciences and Liberal Arts
Jagat Guru Nanak Dev Punjab State Open University, Patiala

7. Dr. SUKHPAL KAUR

Assistant Professor in Political Science
School of Social Sciences and Liberal Arts
Jagat Guru Nanak Dev Punjab State Open University, Patiala

CONTENTS

SYLLABI OF THE COURSES SEMESTER-III

SR. NO.	COURSE	COURSE NAME
1	Economics	Public Finance
2	English Elective	Reading Poetry
3	History	History of India- c.1750 – c.1947
4	Political Science	Indian Political System-I
5	Sociology	Sociological Thought
6	Punjabi Compulsory-2	-----
7	Any one of the following: (SECs) (i) Positive Psychology (ii) Fundamentals of Computer Applications (iii) Entrepreneurship Development	-----
8	Drug Abuse: Problem, Prevention and Management	-----



ਜਗਤ ਗੁਰੂ ਨਾਨਕ ਦੇਵ
ਪੰਜਾਬ ਸਟੇਟ ਓਪਨ ਯੂਨੀਵਰਸਿਟੀ
ਪਟਿਆਲਾ

**The Motto of Our University
(SEWA)**

SKILL ENHANCEMENT

EMPLOYABILITY

WISDOM

ACCESSIBILITY

JAGAT GURU NANAK DEV

PUNJAB STATE OPEN UNIVERSITY, PATIALA

(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

BACHELOR OF ARTS (LIBERAL ARTS)

CORE COURSE (CC): ECONOMICS

SEMESTER- III

BLAB32301T: PUBLIC FINANCE

Head Quarter: C/28, The Lower Mall, Patiala-147001

Website: www.psou.ac.in

SELF-INSTRUCTIONAL STUDY MATERIAL FOR JGND PSOU

ALL COPYRIGHTS WITH JGND PSOU, PATIALA

The Study Material has been prepared exclusively under the guidance of Jagat Guru Nanak Dev Punjab State Open University, Patiala, as per the syllabi prepared by Committee of Experts and approved by the Academic Council.

The University reserves all the copyrights of the study material. No part of this publication may be reproduced or transmitted in any form.

COURSE COORDINATOR AND EDITOR:

Dr. Pinky

Assistant Professor in Economics

School of Social Sciences and Liberal Arts

Jagat Guru Nanak Dev Punjab State Open University, Patiala

LIST OF CONSULTANTS/ CONTRIBUTORS

Sr. No.	Name
1.	Dr. Manjinder Kaur
2.	Dr. Manisha
3.	Dr. Richa
4.	Dr. Bhaskar Sarmah
5.	Dr. Swati Mehta



JAGAT GURU NANAK DEV PUNJAB STATE OPEN UNIVERSITY, PATIALA

(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

PREFACE

Jagat Guru Nanak Dev Punjab State Open University, Patiala was established in December 2019 by Act 19 of the Legislature of State of Punjab. It is the first and only Open University of the State, entrusted with the responsibility of making higher education accessible to all, especially to those sections of society who do not have the means, time or opportunity to pursue regular education.

In keeping with the nature of an Open University, this University provides a flexible education system to suit every need. The time given to complete a programme is double the duration of a regular mode programme. Well-designed study material has been prepared in consultation with experts in their respective fields.

The University offers programmes which have been designed to provide relevant, skill-based and employability-enhancing education. The study material provided in this booklet is self-instructional, with self-assessment exercises, and recommendations for further readings. The syllabus has been divided in sections, and provided as units for simplification.

The University has a network of 10 Learner Support Centres/Study Centres, to enable students to make use of reading facilities, and for curriculum-based counselling and practicals. We, at the University, welcome you to be a part of this institution of knowledge.

Prof. Anita Gill
Dean Academic Affairs



BACHELOR OF ARTS (LIBERAL ARTS)

CORE COURSE (CC): ECONOMICS

SEMESTER-III

BLAB32301T: PUBLIC FINANCE

MAX. MARKS: 100

INTERNAL: 30

PASS: 35%

EXTERNAL: 70

TOTAL CREDITS: 6

OBJECTIVE

This course introduces the basic principles of public expenditure and revenue. It acquaints the students with the needs and effects of public debt and deficit financing and how a fiscal policy works under the conditions of deflation and inflation.

INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt any two questions each from the sections A, and B of the question paper, and any ten short answer questions from Section C. They have to attempt questions only at one place and only once. Second or subsequent attempts, unless the earlier ones have been crossed out, shall not be evaluated.

SECTION – A

Introduction to Public Finance: Nature, Scope and its Importance.

Public Expenditure: Theory of Public Expenditure: Maximum Social Advantage, Theory of Social Goods. Effects of Public Expenditure on Production and Distribution, Social over-head capital, stability and innovation. Causes for the growth of public expenditure.

Theory of Public Revenue: Theories of Taxation-Benefits, Principles: Cost of Service Principle, Ability to pay. Theory, Principle of Equity. Effects of Taxation.

Analysis of major taxes: income tax, expenditure tax, (GST) corporation tax, custom duties. Theories of tax shifting; concepts of incidence, measurement of incidence.

Section -B

Public Debt: Its Types and Role. Burden and Methods of Redemption of Public Debt. Debt Management. Budgetary Policies: Functional and Economic

Classification of budgets and their uses. Balanced and unbalanced budgets, Performance budgets, Budgets as an instrument of mobilisation and channelization of resources and redistribution of income and wealth.

Deficit Financing: Objectives and Limitations. Fiscal Federalism: Principles of Federal finance.

Development Finance: Functional Finance vs. Development finance. Development Financial Institution. Effectiveness of fiscal policy in periods of inflation and deflation.

Suggested Readings

1. A.R. Musgrave and P.B.Musgrave : Public Finance in Theory and Practice, McGraw Hill, International Student's Edition, 1976.
2. H. Dalton : Principles of Public Finance, London, Routeledge and Kegan Paul, 1936.
3. John Cullis and Philip Jones, Public Finance and Public Choice, Oxford University Press, 1st edition, 1998.
4. Ulbrich, H. (2003), Pubic Finance in Theory and Practice. Thomson.
- Aronson,J.R. (1985). Public Finance. New York: McGraw-Hill International.
5. Houghton, R. W. (1973). Public finance. London: Penguin Education.



JAGAT GURU NANAK DEV PUNJAB STATE OPEN UNIVERSIT, PATIALA

(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

BACHELOR OF ARTS (LIBERAL ARTS)

CORE COURSE (CC): ECONOMICS

SEMESTER -III

BLAB32301T: PUBLIC FINANCE

COURSE COORDINATOR AND EDITOR: DR. PINKY

SECTION A

UNIT NO:	UNIT NAME
Unit 1	Introduction to Public Finance: Nature, Scope and Its Importance.
Unit 2	Theory of Social Goods
Unit 3	Theory of Public Finance
Unit 4	Theories of Taxation and Effects of Taxation
Unit 5	Analysis of Major Taxes and Theories of Tax Shifting

SECTION B

UNIT NO:	UNIT NAME
Unit 6	Public Debt: Its Types and Role. Burden And Methods of Redemption Of Public Debt, Debt Management And Budgetary Policies
Unit 7	Classifications Of Budgets and Their Uses
Unit 8	Deficit Financing: Objectives and Limitations. Fiscal Federalism: Principles Of Federal Finance.
Unit 9	Development Finance: Functional Finance Vs. Development Finance and Development Financial Institution
Unit 10	Effectiveness Of Fiscal Policy in Periods Of Inflation And Deflation

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER-III

COURSE: PUBLIC FINANCE

UNIT 1: INTRODUCTION TO PUBLIC FINANCE: NATURE, SCOPE AND ITS IMPORTANCE

STRUCTURE

1.0 Learning Objectives

1.1 Introduction

1.2 Meaning and Definition of Public Finance

1.3 Nature of Public Finance

1.4 Scope of Public Finance

1.5 Importance of Public Finance

1.6 Summary

1.7 Questions for Practices

1.8 Suggested Readings

1.0 Learning Objectives

After reading this unit, learner will be able to:

- Know the meaning and a few important definitions of public finance
- Discuss the nature and scope of public finance
- Differentiate between public finance and private finance
- Describe the importance of public finance.

1.1 Introduction

Just like we individuals earn and spend money, the Government also has to earn and spend money. As individuals, to earn our living, we do a job, run a business or sell our labour in factories, business establishments or households. The money so earned we spend on our food, shelter, clothing, education, health, entertainment etc. Some portion of our income may also go

to savings or investment. Similarly, we often hear that Government collects taxes from salaried persons, traders, companies or from consumers also. And there are so many various sources of its income. Again, we also have seen that Government also spends money in the construction of roads, schools, hospitals and also in providing us defence and many such other activities. The branch of Economics that studies the theoretical as well as many empirical dimensions of such earning and spending activities of the Government is known as *Public Finance*. Thus, this entire course deals with the discussion of various important theories and concepts in public finance. Here, you will get to know many important day-to-day concepts relating to taxation, public expenditure, public debt, government budgets etc.

1.2 Meaning and Definition of Public Finance

The term “public finance” clearly is a combination of two meaningful words, viz., public and finance. Public means, the public authority, i.e., Government and finance means financial resources. In this way, loosely speaking, public finance studies how Government collects and utilizes the resources. The subject *public finance* (also termed as public economics) describes and analyses government services, subsidies, welfare payments as well as the methods by which the expenditures to these ends are covered through taxation, borrowing, foreign aid and the creation of money.

Please note that traditionally, the subject public finance has been conceived as that branch of Economics basically devoted to the study of the principles that govern the spending and raising of funds by the public authorities. The classical economists, being the proponent of the ‘laissez-faire’ doctrine, advocated minimal role for the Government. For example, J. B. Say (b.1767- d.1832) said: “*The very best of all plans of finance is to spend little and the best of all taxes is that which is least in amount*”. Among the early Classical economists, Adam Smith (b.1723- d. 1790) (who is also known as the Father of Economics) offered a detail account of the various problems encompassing this subject. Significantly, Smith also recognized the close inter-connection between science of finance (i.e., public finance, as is known today) with political economy (Economics was earlier known as Political Economy). Following Adam Smith, other economists also had discussed many issues on this subject. Some lateral classical economists also advocated public debt as a component of public finance. However, it was C. F. Bastable who for the first time offered a systematic discussion on the subject Public Finance. In his book

Public Finance (1892), Bastable writes, “Public Finance deals with expenditure and income of public authorities of the State and their mutual relation as also with the financial administration and control.”

In 1902, in the book *Introduction to Public Finance*, Carl C. Plehn wrote: “*Public Finance may be defined as the science which deals with the activity of the statesman in obtaining and applying the material means necessary for fulfilling the proper functions of the State.*”

One of the prominent definitions of the subject was put forward by Hugh Dalton. According to him, “*Public Finance is concerned with the income and expenditure of public authorities and the adjustments of one to the other.*” (*Principles of Public Finance*, 1922).

Findlay Shirras defined the subject as “*the study of the principles underlying the spending and raising of funds by the public authorities*”. (*The Science of Finance*, 1936).

In a nutshell, the Classical economists viewed Public Finance only as the subject of dealing with revenue and expenditure of the Government, though some of them also talked about public debts. However, in the recent times, Public Finance has come to be considered as a branch of study more than merely the study of public revenue and expenditure. Particularly, in the aftermath of Great Depression of the 1930s and with the emergence of Keynesian Economics, the role of public finance got a higher level of attention. Keynes for the first time pointed out that the financial or fiscal instruments of the Government can be used correct the macroeconomic distortions in the economy. In fact, Keynes demonstrated that it was possible through fiscal activities of the State to increase employment and to maintain it at high level. Thus, the emphasis on the State participation in economic life is continuously increasing. Following such advancement, the subject Public Finance is today recognized as that branch of study which is more concerned with the attainment of

- (a) optimum allocation of resources,
- (b) economic stability with an acceptable level of growth and employment,
- (c) an equitable distribution of income and wealth and
- (d) economic growth.

Significantly, four major instruments of Public Finance have emerged, i.e., public revenue, public expenditure, public borrowing and financial administration. However, these four divisions

of public finance are not ends in themselves. Rather, they are the means to achieving critical economic objectives like optimal allocation, economic stability with high growth and employment, and a more equitable distribution of income and wealth.

Acknowledging this broader perspective, post-Keynesian economists have tried to define the subject in a different way. For example, Harold Groves writes: *“Public finance is a field of enquiry that treats the income and expenditure of Government. In modern times, this includes four major divisions: public revenue, public expenditure, public debt and certain problems of the fiscal system as a whole such as fiscal administration and fiscal policy.”* (Financing Government, 1964).

Mrs. Ursula Hicks put forward a very comprehensive definition of the subject. She writes: *“The main content of Public Finance consists of the examination and appraisal of the methods by which Government bodies provide for the collective satisfaction of wants and secure the necessary funds to carry on their purposes.”* (Public Finance, 1948).

Some other important definitions of Public Finance include:

E. R. Rolph and G. F. Break defines the subject in these words: *“It may be defined as the discovery and the appraisal of the effects of government financial policies.”* (Public Finance, 1961).

To sum up, public finance is the subject, which studies the income and expenditure of the government as a means to achieving the economic objectives of stabilization, growth and welfare of the people.

1.3 Nature of Public Finance

Nature of public finance deals with the discussion of whether public finance is science or art or both. However, before discussing whether public finance is art or science, let us briefly discuss what is meant by science or art. Science is defined as a branch of knowledge dealing with a body of facts or truths systematically arranged and showing the operation of general laws. Science is of two types: positive and normative. Positive science analyses factual situation or facts as they are. It describes “what is”. Branch of studies like Physics, Chemistry, Mathematics etc. are examples of positive sciences. On the other hand, normative science presents norms or ideals. It describes “what ought to be” or what is right or wrong i.e., value judgement. Subjects like

political science, economics are considered as normative science. Again, art is defined as any branch of study devoted to achieving definite objectives.

1. Public Finance as a Positive Science: Many economists have argued public finance as a science. Earlier economist in the subject like Carl C. Plehn has put forward the following arguments in favour of considering Public Finance as a science. Plehn put forward the following arguments:

- Public finance is not a complete knowledge about human rather it is concerned with definite and limited field of human knowledge.
- Public finance is a systematic study of the facts and principles relating to government revenue and expenditure.
- Scientific methods are used to study public finance.
- Principles of public finance are empirical.

It is to be noted here that as we have already mentioned, classical economists including Adam Smith, David Ricardo being the advocates of the '*laissez faire*' policy, did not favour large-scale intervention of the government in the individual decision-making process. Thus, they viewed the role of public finance is very limiting cases of simple fiscal problems. Social and economic policies were considered to be outside its purview. Even modern economist like Bastable, who is credited to have written down the first comprehensive text in the subject of Public Finance, and also established it as a separate branch of study from the general economics continued to view the subject as a study of the "funds raised by government to meet the cost of government" or as "a field of enquiry that treats of income and outgo of the government" or it "deals only with the finances of the government". Thus, according to these economists, (mostly, they belonged to the pre-Keynesian era), public finance is a positive science, because (a) it deals with the facts as they are, (b) it enquires into the expenditure-income process and (c) it does not deal with good or bad consequences or with the welfare aspect of taxation, expenditure or any budgetary provisions.

2. Public Finance as a Normative Science: The normative aspect of public finance got due weightage after the publication of Keynes' *General Theory* in 1936. Here, Keynes argued that the fiscal operations of the Government can be effectively used to influence the general level of economic activity in the economy. With such advocacy, the post-Keynesian

economists later came up with the concepts of ‘compensatory finance’, ‘functional finance’ etc. Significantly, economists like Musgrave, Brownlee, Allen Harber and many subsequent economists therefore have argued the inclusion of “principles of public economy” within the scope of public finance. According to Herber, “In addition to the allocation function, public finance is also concerned with the three major areas of economic activity – distribution, stabilization and economic growth.”

Thus, this change in the perspective towards the role of the Government clearly indicates that public finance is not merely the study of revenue and expenditure process. It is also concerned with the distribution and stabilization affects, only through which the overall economic growth can be attained. On such grounds, public finance can definitely be seen as a normative science.

3. **Public Finance as an Art:** J. M. Keynes defined Art as “the application of knowledge for achieving definite objectives.” When we evaluate the different aspects of public finance, we can see that fiscal policy which is an important instrument of public finance makes use of the knowledge of the government’s revenue and expenditure to achieve the objectives of full employment, economic equality, economic development and price stability, etc. We all know that to achieve the objective of economic equality, taxes are levied at progressive rate. Since every tax is likely to be opposed, it becomes essential to plan their timing and volume. The process of levying tax is certainly an art. Similarly, there is no denying the fact that the budget making is an art in itself. Study of public finance is helpful in solving many practical problems. Public finance is therefore also an art.

Thus, to sum up, we can say that certain aspects of public finance like revenue, tax collection etc. may be viewed as positive science to a great extent. However, at the same time, public finance is also concerned with the welfare of the people. Hence, it also a branch of normative science. Finally, public finance is also considered an Art as various instruments like budgeting, delivering social equity etc. are matter of great practical deliberations.

Check Your Progress-I

Q1. Define public finance?

Ans: -----

Q2. Is public finance an art? Justify your view.

Ans: -----

1.4 Scope of Public Finance

The scope (subject matter) of public finance may be discussed under the broad heads like:

1. **Public Revenue:** The subject matter of public revenue consists of the methods of raising public revenue, the principles of taxation and the various problems associated with this. In other words, all kinds of income from taxes and receipts and all other public deposits are included in public revenue. It also includes the methods of raising funds. Besides, it also studies the classification of various resources of public revenue into taxes, fees and assessment etc.
2. **Public Expenditure:** Here, we study the principles and problems relating to the expenditure of public funds. This part of public finance deals with the fundamental principles that govern the flow of Government funds into various streams.
3. **Public Debt:** In this section of public finance, the problems associated with raising of loans are studied. Please note that the public authority or the Government can raise income through loans to meet the short-fall in its traditional income. The loan raised by the government in a particular year is the part of receipts of the public authority.
4. **Financial Administration:** Proper organization and administration of the financial mechanism of the Government is another important branch of study of public finance. Under financial or fiscal administration, studies are undertaken on various aspects of the Government machinery which is responsible for performing various functions of the state.
5. **Economic Stabilization:** Now-a-days, economic stabilization and growth have become twin major objectives of any Government economic policy. Along with that, equitable distribution of resources and growth also has become one of the major economic objectives

of the Government. Thus, public finance also studies the various economic policies and other measures of the government to bring about economic stability, equality and equity in the country.

Therefore, the subject-matter of public finance is not static, but dynamic which is continuously widening with the change in the concept of state and functions of the state as well as changing need of the time. As the economic and social responsibilities of the state are evolving each day, the methods and techniques of raising public income, public expenditure and public borrowings are also changing. In view of the changed circumstances, public finance only has gained greater importance as a tool of achieving desired socio-economic goals.

1.5 Importance of Public Finance

From the above discussion, we can see that public finance is not just about money. Its subject matter includes not only all aspects of public sector finances but also the structure of the public sector and fiscal institutions as well as the broad objectives and rationale for government activity. Again, as we have already discussed, there is no denying the fact that the importance of public finance was not so recognized in the 19th century as the Government's role was thought to be very limited only to the maintenance of law and order situation as well as to provide adequate defense of the country from external aggression. Thus, in those days, it was generally believed that the Government has no role to intervene in economic activities of the market. However, later, in the 20th century, particularly with the Great Depression of the 1930s, there were marked changes on the role of Government. Subsequently, discussion came up on how the Government ensures 'Social Welfare' to its citizens and therefore, the scope of governmental activities has been expanding day by day. Today, Governments simply do not confine themselves to law and order situation, rather, they also actively intervene in economic matters to justify themselves as, 'Welfare States'. Consequently, the Government has to devote its resources for the overall welfare of citizens. Thus, essentially, the importance of public finance has also tremendously increased in the recent times.

We can discuss the importance of public finance under the following broad heads:

- 1. Planned Economic Development:** Public finance plays a pivotal role in the planned economic development of the country. The planning authorities fix the priorities of expenditure for the plan period. To achieve the stated goals, the Government raises the

necessary funds to through direct and indirect taxation. It also utilizes many other fiscal instruments, different control measures (say, to control inflation, unemployment etc.) to achieve the plan objectives. Budgeting is another important fiscal tool to translate the national development objectives into realities.

- 2. Regulating Consumption Habits:** Public finance also can be instrumental in regulating the consumption habits of the people. For example, Government can impose higher taxes on items of certain socially undesirable commodities, like: wine, cigarettes, tobacco and bidi, and allows concessions and rebates on taxes on certain commodities which it finds socially desirable, like milk and milk products, health drinks, vitamins etc. Thus, we can see that through the effective use of various tax instruments and taxation policy, Government can regulate the consumption habits of the people, i.e., it can either encourage or discourage the demand of various commodities.
- 3. Reducing Inequalities:** Various instruments of public finance, for example, the fiscal policies can play an instrumental role in reducing social inequalities in the society. For example, the Government can adopt progressive taxation policy; here, it can levy progressively higher rates of taxation on higher brackets of income. On the contrary, it can reduce the rates of taxation on the lower income bracket people. Further, the Government can also offer various subsidy/free schemes to the people earning below certain level of income, say the BPL (below poverty line) families. This is the reason why the Government offers various facilities to poorer sections of the society such as providing free medical facilities, educational facilities, cheap/free housing, cheap/free rations through fair price shops etc. Thus, through the effective use various fiscal instruments, the Government, on one hand, can reduce the purchasing power of the richer sections and on the other hand, increases the purchasing power of the poorer sections of the society.
- 4. Maintaining Balance or Trade:** The Government in most of the times seeks to limit the imports only to the essential items. As a result, it imposes heavy import tariffs/import duty of non-essential items. On the other hand, the Government encourages the exports of its surplus production. It reduces the burden on export items and also supports them with subsidies and grants. These operations of restricting imports and encouraging exports of the Government maintain the balance of trade.

- 5. Protection of Infant Industries:** The Government of an underdeveloped country seeks to protect its infant Industries against foreign competition through the use of various public instruments like imposition of heavy tariff duties on imports, putting restrictions on imports, giving subsidies to domestic industries to keep the cost low etc. The objective of such operations is to enable these industries to stand on their legs against competition from foreign giant companies.
- 6. Development of Particular Sector of the Economy:** The Government can use different tools of public finance to help certain sectors of the economy, say, agriculture, industry, service etc. Based on its priorities, the Government can provide grants, subsidies, tax rebates etc. to certain target sectors/industries. Further, to help those particular sectors to grow, the Government can also set up certain ancillary industries of its own. For example, to help the industrial sector grow, India, during its initial planning years, set up a huge public sector in the basic industries like steel, oil and natural gas, telecom, railways, airways etc.

Similarly, to help the rural and agricultural sector, the Government set up the institutions like the Food Corporation of India, Indian Council of Agricultural Research, National Bank for Rural Development (under the control of the Reserve Bank of India) etc. Various other policies like the Minimum Support Price, Lead Bank Scheme, Public Distribution System, various rural development and employment generation schemes were also adopted by the Government to support the rural and agricultural sector of the country.

Thus, from the above discussion, we can conclude that the Government of a country can push up the different sectors of the economy to achieve the objective of economic development as well as to provide employment opportunities, encourage investments and savings in the desired direction and increase social benefits through public expenditure. On the reverse, it can have an influential check over infrastructure economic and social activities, mitigate the inflationary and deflationary trends in the economy regulates the consumption and production of unwanted items, and can regulate the flow of imports to protect its own industries and so on. It therefore, affects the overall economic and social system of the country. In a nutshell, public finance plays a very crucial role in the modern times, both in developed and developing countries.

Check Your Progress-II

Q1. Mention the major subject matters of public finance.

Ans: -----

Q2. How can public finance regulate consumption habits of people?

Ans: -----

1.6 Summary

The term “public finance” clearly is a combination of two meaningful words, viz., public and finance. Public means, the public authority, i.e., Government and finance means financial resources. In this way, loosely speaking, public finance studies how Government collects and utilizes the resources. The subject public finance (also termed as public economics) describes and analyses government services, subsidies, welfare payments as well as the methods by which the expenditures to these ends are covered through taxation, borrowing, foreign aid and the creation of money. The classical economists viewed Public Finance only as the subject of dealing with revenue and expenditure of the Government, though some of them also talked about public debts.

In the recent times, Public Finance has come to be considered as a branch of study more than merely the study of public revenue and expenditure. Particularly, in the aftermath of Great Depression of the 1930s and with the emergence of Keynesian Economics, the role of public finance got a higher level of attention. Thus, public finance is the subject, which studies the income and expenditure of the government as a means to achieving the economic objectives of stabilization, growth and welfare of the people. The classical economists including Adam Smith, David Ricardo being the advocates of the ‘laissez faire’ policy, did not favour large-scale intervention of the government in the individual decision-making process. Thus, they viewed the role of public finance is very limiting cases of simple fiscal problems. Social and economic policies were considered to be outside its purview. The normative aspect of public finance got due weightage after the publication of Keynes’ General Theory in 1936. Here, Keynes argued that the fiscal operations of the Government can be effectively used to influence the general level

of economic activity in the economy. The change in the perspective towards the role of the Government in the modern times clearly indicates that public finance is not merely the study of revenue and expenditure process. It is also concerned with the distribution and stabilization affects, only through which the overall economic growth can be attained. On such grounds, public finance can definitely be seen as a normative science. Study of public finance is helpful in solving many practical problems. Public finance is therefore also an art. The scope (or, subject matter) of public finance may be discussed under the broad heads like: (a) public revenue, (b) public expenditure, (c) public debt, (d) financial administration and (e) economic stabilization. In a nutshell, public finance plays a very crucial role in the modern times, both in developed and developing countries.

1.7 Questions For Practices

A. Short Answer Type Questions

- Q1. Why Plehn considered public finance as a Science?
- Q2. Mention the important aspects of public finance as discussed by the pre-Keynesian economists.
- Q3. How does Keynes influence the subject public finance?
- Q4. Trace out the major changes in the subject public finance in the post-Keynesian period.
- Q5. Put forward a comprehensive definition of the subject public finance.
- Q6. Mention the major contributions of Bastable to the subject public finance.

B. Long Answer Type Questions

- Q1. Discuss the nature and scope of public finance.
- Q2. Discuss the scope of public finance.
- Q3. Discuss the subject matter of public finance.

1.8 Suggested Readings

- Bhatia, H.L. (2005), "Public Finance", New Delhi, Vikas Publishing House Pvt. Ltd.
- Lekhi, R.K. (2001), "Public Finance and Fiscal Policy", Ludhiana, Kalyani Publishers.

- Menkar, V.G. and Sarma, L.S. (2001), “Public Finance: Theory and Practice”, Mumbai, Himalaya Publishing House.
- Prakash, O. (2008), “Public Economics: Theory and Practice”, Jalandhar, Vishal Publishing House.

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER-III

COURSE: PUBLIC FINANCE

UNIT 2: THEORY OF SOCIAL GOODS

STRUCTURE

2.0 Learning Objectives

2.1 Introduction

2.2 Evolution of the Theory of Social Goods

2.3 Classification of Social Goods

2.4 Characteristics of Social Goods

2.5 Theory of Social Goods

2.5.1 Lindahl's Theory of Social Goods

2.5.2 Samuelson's Theory of Social Goods

2.5.3 Demand and Supply Equilibrium

2.6 Free Rider Problem

2.7 Summary

2.8 Questions for Practices

2.9 Suggested Readings

2.0 Learning Objectives

After reading this unit, learner will be able to:

- Understand the difference between public goods and private goods
- Distinguish between merit goods and demerit goods
- Identify the two main characteristics of public goods
- Describe the two theories of pure public goods
- Know the free rider problem in pure public goods.

2.1 Introduction

The allocation function of public policy is justified by the theory of social goods. Non-excludability and non-rivalry are characteristics of public goods. The private market fails to use resources efficiently in the provision of public goods. Public goods are also linked to the so-called "free-rider" dilemma, in which those who do not pay for a good can continue to use it, resulting in underproduction, over-consumption, and degraded commodities, necessitating government action.

The issue then becomes how the government should decide how much of these things should be produced and distributed. The challenge is determining the type and quality of a public good that should be provided, as well as how much a certain consumer should be charged. Consumers pay for the advantages they obtain when purchasing private goods, but the difficulty with public goods is determining how these benefits are valued. Besides this, there is no need for individual consumers to disclose to the government how much they value the public goods. Let us understand in detail.

It is important to mention here that the market mechanism alone cannot perform all economic functions so there is a need for the public sector. It is needed to guide, correct and supplement the market mechanism in certain respects.

Prof. Musgrave explained the importance of the public sector and the need for government intervention to remove the obstacles to free entry and for providing the full market knowledge to the consumers and producers. Besides this, it is needed to bring high employment, price level stability and the socially desired rate of growth.

2.2 Evolution of the Theory of Social Goods

Classical economists believed in the policy of laissez faire and non-interference by government in economic affairs; however, they had accepted the role of the government sector. For instance, Prof. Adam Smith justified four types of government duties in his book, "The Wealth of Nations" 1776 as (a) the duty of protecting the society from foreign invasion, (b) the duty of establishing administration of justice, to provide for law and order within the country, (c) the duty of setting up and maintaining beneficial institutions and public works, (d) and the duty of maintaining the sovereign or the executive agency level.

John Stuart Mill, in his “Principles of Political Economy” (1848), accepted government allocation on a much wider basis than Smith. According to him, "there is scarcely anything really important to the general interest, which it may not be desirable, or even necessary, that the government should take itself, not because private individuals cannot effectually perform it, but because they will not." Thus, he believed that the government can enter in any field of economic activity and especially those which are generally not undertaken by private individuals.

Prof. Pigou further supported the case for the public sector in his book, “A Study in Public Finance” in 1928. In the words of Prof. Pigou, “just an individual will get more satisfaction out of his income by maintaining a certain balance between different sorts of expenditure, so also will a community through its government. He believed that resources should be allocated among different uses in such a manner that the marginal utility in each use is the same.

The theory of public goods, social goods and merit goods establishes a rationale for allocating resources to meet social and merit wants. In other words, it emphasizes that the government should be responsible for providing public goods. It indicates that the theory of public goods gives a rationale for the fiscal allocation of resources to meet social and merit needs. It appears in the budget policy's allocative function. The problem is crucial to public-sector economics, just as consumer-household and firm theories are to private-sector economics. Let us now understand public goods, social and merit goods, and show why social and merit desires cannot be met efficiently through market mechanisms.

2.3 Classification of Social Goods

1. Private Goods: Private goods yield utility or satisfaction only to those persons who are consuming that good; it is denied to others, only the person who drinks a cup of coffee, for example, benefits from the consumption of that cup of coffee. And the coffee consumed by one person cannot be consumed by anyone else. Thus, it can be said that private goods are rivals in consumption. Moreover, a private good is priced in the market and only those are allowed the use of it who pays its stipulated price. Thus, those who do not agree to pay its market price, or those who cannot pay for it, are excluded from the use of the private goods. It means the principle of exclusion is applicable in case of private goods.

2. Public Goods and Services: Pure public goods are those goods in which one person's consumption of the goods does not reduce the amount available to others i.e., the consumption of a public good is non-rival in nature. It means in case of public goods A's partaking of consumption benefits does not reduce the benefits derived by all others. So the total supply available to the community can be made available to each person in the community. For example, a television signal that is available to one person can be made available to all persons in the area within the range of the signal. And one viewer's use of the signal does not reduce the amount of entertainment for others. It is worthwhile to mention here that a good can be public but not be produced by the government, for example, television signals. Similarly, a private good may be produced by the government, for example, public housing or electricity.

Professor Musgrave called public goods as social wants and was of the view that they should be satisfied by the government. Thus, "Private wants are provided far adequately by the market. Social wants must be satisfied through the budget, if they are to be satisfied at all. He pointed out that public wants are of two kinds: i.e. social wants and Merit wants

A. Social Wants: According to Prof. Musgrave "*social wants are those wants which are satisfied by services that must be consumed in equal amounts by all.*" People who do not pay for the services cannot be excluded from the benefits that result, and since they cannot be excluded from the benefits, they will not engage in voluntary payments. Hence, such wants cannot be satisfied through the mechanism of market because their enjoyment cannot be made subject to price payments, budgetary provision is needed, if they are to be satisfied at all. In case of private wants, if a consumer wishes to satisfy his desire for any particular commodity, he must meet the terms of exchange set by those who happen to possess this particular commodity and vice versa. That is to say, he is excluded from the enjoyment of any particular commodity or services unless he is willing to pay the stipulated price to the owner. This may be referred to as the exclusion principle. Where it applies, the consumer must bid for the commodities he wants. His offer reveals the value he assigns to them and tells the entrepreneurs what to produce under given cost conditions. This is known as a market mechanism. It is worthwhile to mention here that the market mechanism breaks down in case of social wants, where the satisfaction derived by any individual consumer is independent of his own contribution.

B. Merit Wants: Some goods are deemed "worthy," while others are deemed "undesirable". For example, low-cost housing is subsidized because good dwelling is seen as desirable, but liquor is subjected to sumptuary taxes since drinking is deemed undesirable. It is important to note here that the consumption choices which are supported may involve goods which are private (rival in consumption) as well as goods which are social (non-rival in consumption). Merit goods are those for which it is considered that consumption should be promoted; non-merit or demerit goods are those for which it is thought that consumption should be discouraged. Merit wants to become public when they are deemed so important that they are funded through the public budget, in addition to what is available in the market and paid for by private buyers. It includes publicly furnished schools, subsidized low-cost housing and free education. Thus, it can be said that social wants and merit wants are public wants.

Difference Between Social Wants and Merit Wants: It should be carefully noted that the satisfaction of merit wants cannot be explained in the same terms as the satisfaction of social wants. While both are public wants in that they are provided for through the public budget, different principles may apply in their satisfaction. Social wants constitute a special problem because the same amount must be consumed by all, with all the difficulties to which this gives rise. The satisfaction of merit wants, by its very nature, involves interference with consumer preferences. Besides, the social wants satisfy the condition of non-excludability, indivisibility and non-rival nature of consumption of goods and services while these are not the necessary conditions for merit wants, i.e., they may apply or may not apply.

Moreover, certain public wants may fall on the border line between private and social wants, where the exclusion principle can be applied to a part of the benefits gained but not to all. Budgetary provisions for free education services or free health measures are examples for this. Such measures are of immediate benefit to a particular pupil or patient, but apart from this, every person stands to gain from living in a more educated or healthier community.

Difference Between Merit Goods and Non-Merit Goods: Merit and non-merit goods are simply those goods that generate external cost or benefits. Certainly goods that are often termed merit (or non-merit) may also give rise to external costs or benefits, as occurs when an intoxicated person drives a car. However, in the case of merit and non-merit goods, rationale for

interference with individual choices is that consumption of the commodity is either good (merit) or bad (non-merit) for the person who consumes or uses the goods, regardless of whether other persons are also favourably or unfavourably affected. It means that the satisfaction of merit goods does not depend upon the costs or benefits of the goods in question. Thus, the motive for interference in the satisfaction of merit wants does not require the existence of external costs or benefits.

Merit goods may also be provided for distributional reasons. People may wish to make minimum levels of necessary goods and services (housing, education and medical care) available to everyone. But, they may not wish to redistribute money incomes so that each person can and will obtain these levels; doing so would involve too much equality in the availability of other less necessary goods and services. It means people may not care that poor people are deprived of movies, television, vacations, and non-basic items of food and clothing. But, they may care very much if the poor are deprived of the basic necessities of life. The freedom to belong may override the freedom to exclude.

2.4 Characteristics of Pure Public Goods

The pure public goods possess the two main characteristics

There are certain things that we are happy to share with others, such as fresh air or sunlight in the open air, swimming in a lake, or watching a TV show together in our living room. This is because my consumption is unaffected or decreased when others eat it at the same time. In terms of consumption, such items are unrivalled. As a result, products may be separated according to consumer rivalry. . For goods whose consumption is rivalrous, like coffee, tea and biscuit, we can write $X = X_1 + X_2$, where X is total supply and X_i , $i = 1, 2$ is the amount of consumption by consumer i . On the other side, the goods whose consumption is non-rivalrous, like fresh air, cricket match, street lighting, knowledge, flood control system and national defense, we can write $X = X_1 = X_2$. In this instance, both consumers can consume the entire amount if they so want. Rivalry is defined as the impossibility of other consumers to consume at the same time, and non-rivalry is defined as the capacity to do so. There are non-rival consumption commodities for which some customers may be excluded from consuming them. In the case of a street light, for example, no one may be excluded from using it. Those who have not purchased a ticket or acquired a pass may be excluded from a cricket match. Producers have the ability to exclude

specific types of consumers. It is worthwhile to mention here that private goods possess both the characteristics of rivalry in consumption and excludability from consumption.

Check Your Progress-I

Q1. Define public goods.

Ans.-----

Q2. What is the difference between private goods and public goods?

Ans.-----

Q3. Distinguish between merit goods and non-merit goods.

Ans.-----

2.5 Theory of Social Goods

To calculate the quantity of a public good or its distribution to different users, several approaches have been employed. In this case, we define cost as the price or tax. There are two types of approaches: partial equilibrium and general equilibrium. The first one is linked to Erik Lindahl, while the second is linked to Paul Samuelson. Let's take a closer look at these two models:

2.5.1 Lindahl's Model

In a market, customers pay a fixed price for an item but receive different quantities according to their demand schedules. The total quantity of a good is equal to the sum of its constituent quantities. When it comes to a pure public good, everyone gets the same amount, and the total remains constant. Because various customers' demand schedules for a public commodity are varied, different prices may be expected to be paid by them.

It would be costly since numerous public goods would need to be created. The cost of manufacturing might be distributed to various consumer-citizens on a mandatory basis. However, the allocation rule cannot be uniform. Knut Wicksell advocated that (i) each public good be funded by a distinct identified tax and (ii) the quantity to be given be decided by all members of society unanimously. The Voluntary Exchange Model is what it's called. Eric Lindahl expanded on the concept. The following is how Lindahl's strategy works.

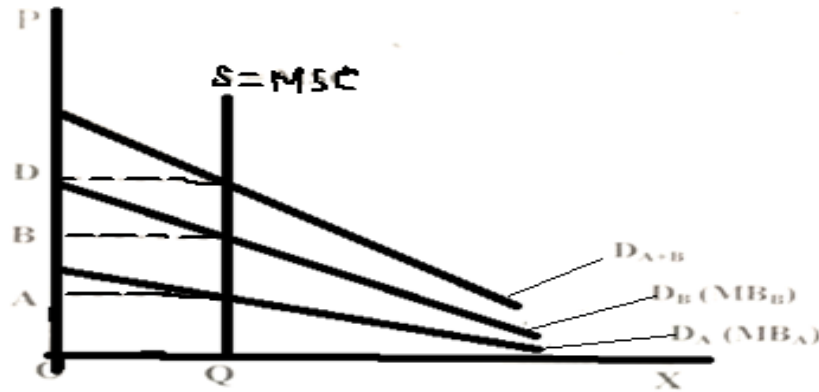


Figure 2.1

It can be seen from the figure 2.4 that there are only two consumers, A and B, of a public good. In Fig. 2.1, we draw D_A , D_B and D_{A+B} . D_{A+B} is the vertical summation of D_A and D_B . For clarity, we assume that these are straight lines. The curve $S=MSC$ is the supply curve which represents the marginal social cost. The figure clearly indicates that public good has to be produced in OQ quantity and for this OQ quantity, A and B have to pay OA and OB prices respectively and it represents their marginal benefits (or utilities) MB_A and MB_B , for a public good, Thus, in case of public goods:

$$MSC = MB_A + MB_B$$

Nature of Demand and Supply Schedule of Private Goods and Social Goods: Let us understand the demand and supply schedule of private goods and social goods through figure a,b

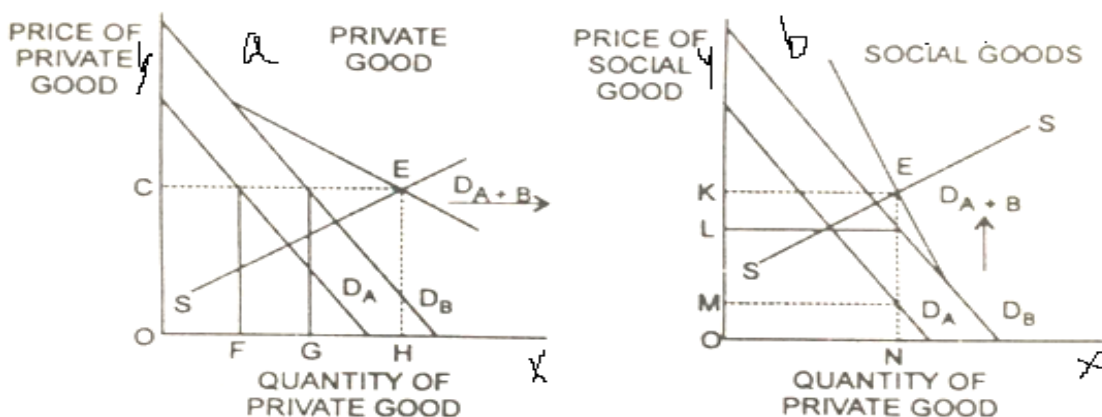


Figure 2.2

Figure 2.2 (a) shows the market for private goods where D_A and D_B are A's and B's demand curves based on a given distribution of income and prices for other goods. The aggregate market

demand curve $DA+B$ is obtained by horizontal addition of DA and DB , adding the quantities which A and B purchase at any given price. SS is the supply schedule, and equilibrium is determined at point E where the market demand curve intersects the supply curve. At this point, price is equal to OC and output is OH . The OF amount of the commodity is purchased by A and OG by B , where $OF+OG=OH$.

Figure 2.2 (b) shows corresponding demand and supply curves for a social good. It is assumed that consumers are willing to reveal their evaluation of the social good. As before DA and DB are A 's and B 's, respective demand curves, subject to the same conditions of given incomes and prices for other goods. It is also supposed that consumer preferences are revealed.

The crucial difference from the private good case then arises is that the market demand curve $DA+B$ is obtained by vertical addition of DA and DB with $DA+B$ showing the sum of the prices which A and B are willing to pay for any given amount. This follows because both consume the same amount and each is assumed to offer a price equal to his or her true evaluation of the unit. The price available to cover the cost of service equals the sum of prices paid by each. SS is again the supply schedule, showing marginal cost for various outputs of the social good.

The level of output corresponding to equilibrium output OH in the private good case now equals ON , which is the total quantity consumed by both A and B . The combined price equals OK , but the price paid by A is OM while that paid by B is OL where $OM+OL=OK$.

In the case of private goods, it can be seen that the vertical distance under each individual's demand curve reflects the marginal benefit which each individual derives from its consumption. At equilibrium E , both the marginal benefit derived by A in consuming OF and the marginal benefit derived by B in consuming OG equals marginal cost HE . This is an efficient solution because marginal benefit equals marginal cost for each consumer. If the output decreases to OH , the marginal benefit for each individual exceeds the marginal cost and each will be willing to pay more than needed to cover the cost. Net benefits will be gained by expanding the output so long as the marginal benefits exceed marginal cost of doing so, and net benefits are maximized therefore by producing OH units, at what point marginal benefit equals the marginal cost. Welfare losses would occur, if the output is expanded beyond OH , because marginal cost would thereby exceed the marginal benefit. Hence, net benefits are maximized by producing OH units, where the marginal benefit equals the marginal cost.

In figure 2.2 (b), the equilibrium point E shows the equality between the sum of marginal benefits and the marginal cost of the social goods. If the output decreased, the vertical addition short of ON, it will again be advantageous to expand it because the sum of the marginal benefits exceeds cost, while an output in excess of ON, would imply welfare losses, since the marginal cost out-weights the sum of the marginal benefits.

From the above discussion, an important difference arises in the case of public goods and private goods. In case of private goods, efficiency requires equality of marginal benefit derived by each individual with marginal cost. On the other hand, in the case of social goods, the marginal benefits derived by the two consumers differ and it is the sum of marginal benefits that should equal marginal cost. Prof. Musgrave pointed out that the basic doctrine of 'consumer's sovereignty' rests on the assumption of complete market-knowledge and traditional appraisal. In the modern economy, the consumer is subject to advertising, screaming at him through the media of mass communication and designed to sway his choice rather than to give complete information. The distortions may arise in the preference structure that needs to be counteracted.

According to Prof. P.E. Taylor, "Individual consumption decisions are inferior because of inadequate knowledge, and the market principle results in allocation of resources to other than the best uses". It means that the market economy may fail to achieve efficient allocation of resources due to imperfect conditions of the market, for instance, imperfect knowledge of the market.

2.5.2 Collective Supply of Public Goods

Paul Samuelson defined the notion of public goods in his article "The Pure Theory of Public Expenditure" released in 1954. For this, he developed the phrase "collective consumption goods." It refers to commodities that are inherently non-rival and non-excludable. His paper showed that "no decentralized pricing system can serve to determine optimally these levels of collective consumption".

Let us understand how a market system allocates resources to the government of a public good? And how this market determines supply and how government action affects the welfare of the members of a community. How market supply of public goods is inefficient and how collective supply or government supply of public goods is more efficient.

It is evident from figure 2.2 that on x-axis we take the demand for public goods and on y-axis we take the price. The curve $S(MC)$ is the supply curve for the public good. The demand curves for two individuals, A and B, have been shown in the diagram as d_A and d_B respectively. If they are only two individuals in the community, what is the community's demand curve?

The community demand curve depicts the marginal value of a public good to the community, or the value of other commodities that community members are prepared to forego in exchange for an additional unit of public good, say X. The marginal value of X to the community is the total of the individual marginal values, since any unit of X may be made accessible to every member of the community without diminishing the quantity available to any other person. A curve ED depicts this. To figure out what the community value of the qth unit is, we need to know what the individual values of A and B are for the qth unit.

Since, the individual A has PA value and the individual B has PB value for qth unit of the commodity. Hence, the value to the community for qth unit is equal to $PA + PB = P$.

2.5.3 Demand and Supply Equilibrium

How much public goods (say X) will be provided with the given demands and supply curve. A's marginal value of X exceeds the marginal cost of X for quantities upto q_A units, while B's marginal value exceeds the marginal cost for quantities upto q_B units. So, the maximum that A would purchase at a price equal to marginal cost is q_A while the maximum for B is q_B . However, if A should first purchase q_A units, then those units will also be available to B, who would then be willing to purchase only $q_A - q_B$ additional units. Similarly, if B should purchase q_B units, then A would purchase nothing. So, each person's purchases of the goods affect the other's willingness to purchase it. It is because of the fact that social goods are provided without exclusion. It can be seen from figure 2.3.

Neither A nor B is willing to bear the full cost of extending output beyond q_B although B as an individual would demand and pay for an output of q_B . Therefore, we might expect the market determined output of X to be at least as great as q_B .

Thus, it can be said that market output of a public good can be at least as great as the maximum output that any one person in the community is willing to purchase unaided by others; it is q_B in figure 2.3.

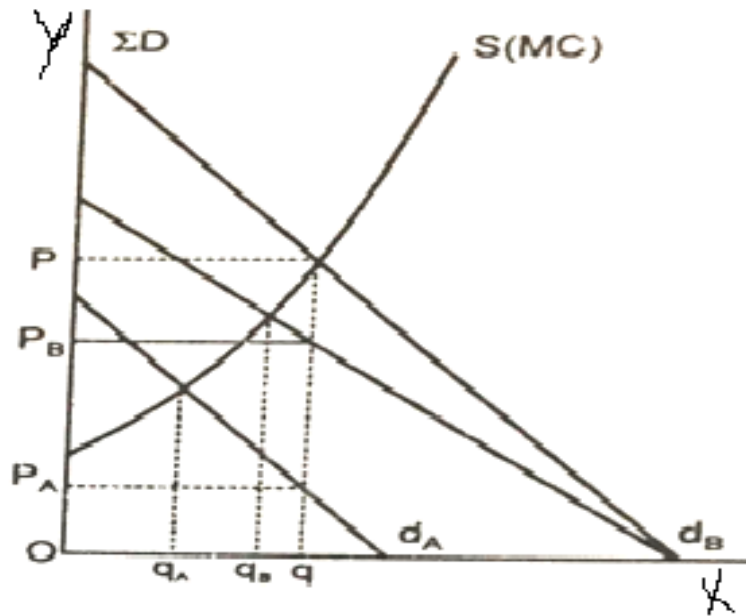


Figure 2.3

The market output may exceed q_B and reach to the point q . The price to each buyer must be equal to his or her marginal value of X at q , which is P_A for A and P_B for B . Such pricing usually means that each person cannot be charged the same price.

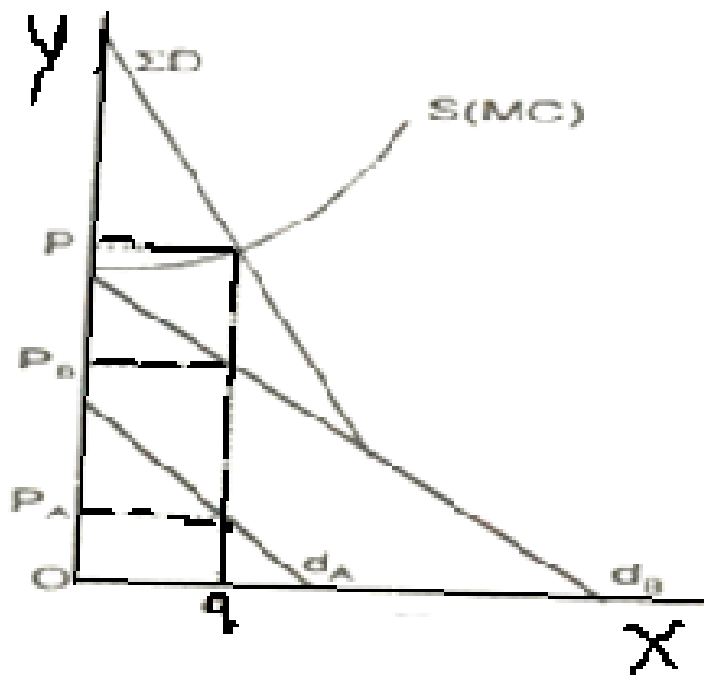


Figure 2.4

It can be seen from figure 2.4 that output could be zero or nearly so in the case of such goods as national defence or television "specials" that are very costly per unit. From the figure 2.4 zero output case is the point where marginal cost exceeds the marginal value of both A and B for the first unit of production.

It should be noted here that extending output beyond q_B in figure 2.3, produces a potential welfare gain for both A and B or, more generally, for all members of the community. It means that if the output expands beyond q_B , it increases the welfare of all members of the community. It means utility is greater than the cost of the commodity. To put it differently, for outputs less than q , it can be said that the cost of producing each unit of X is less than what the members of the community are willing to pay. It means that the welfare of each member of the community can be increased by collective action (collective supply of public goods) that expands the output of X to q and distributes the cost of outputs expansion in such a way that no one is made worse off.

Such action is collective in which, the cost of additional X (means public goods) has been shared by members of the community in such a way that no one is made worse off.

For outputs more than q , on the other hand, there is no way to divide the cost of extra X without some persons paying more than they are willing to pay. As a result, increasing output beyond q is incompatible with economic efficiency since it inevitably makes some people worse off.

Prof. Musgrave stated in the context of the cost of collective action and the delivery of public goods that when it has been decided that public needs, whether social or merit, would be met through the budget. It means that the government must provide for the fulfilment of such desires. The government should cover the expense of collective action and budgetary provisions should be made for this purpose.

2.6 Free Rider Problem

The free rider problem is a major issue in economics. It is considered an example of a market failure. That is, it is an inefficient distribution of goods or services that occurs when some individuals are allowed to consume more than their fair share of the shared resource or pay less than their fair share of the costs. It prevents the production and consumption of goods and services through conventional free-market methods. To the free rider, there is little incentive to

contribute to a collective resource since they can enjoy its benefits even if they don't. As a consequence, the producer of the resource cannot be sufficiently compensated. The shared resource must be subsidized in some other way, or it will not be created.

Why this problem occur:

This problem will occur, when everyone consumes resources in unlimited amounts and when no one can limit anyone else's consumption expenditure. To resolve this problem, the role of government is very important. The government responds by collecting and distributing tax revenue to fund public services. In theory, taxes are proportional to income, allowing for equitable cost-sharing. Besides this, a modest charge can be imposed on everyone in a community. This will reduce over consumption and, over time, may even encourage altruism.

Check Your Progress-II

Q1 Write a Short note on Samuelson's theory of pure public goods?

Ans.-----

Q2 What do you understand by the free rider problem?

Ans.-----

2.7 Summary

In this unit, we have studied that supply of pure public goods should be entrusted in the hands of the public sector. If the task is left in the hands of the private sector, then even a pure public good would have to be priced. This would automatically involve the enforcement of the principle of exclusion to its use. As a result, a section of the society will be deprived of the use of this good. This is highly undesirable in many cases, since a number of needy members of the society would be left out. However, though desirable, the state may not be able to provide all those goods, because the state may not have enough resources to undertake the supply of all goods which are considered public in nature. Besides this, the administrative machinery of the state may not be efficient enough to undertake the provision of all goods which are predominantly public in nature. It is generally considered that the efficiency in public undertakings is low as compared to the private undertakings. The extent to which a government will choose to undertake the

provision of public goods also depends upon the political and social acceptability of the government policies.

2.8 Questions for Practices

A. Short Answer Type Questions

- Q1. What are the two key characteristics of public goods?
- Q2. Name two public goods and explain why they are called public goods.
- Q3. Elaborate the free rider problem.
- Q4. Distinguish between public goods and private goods.

B. Long Answer Type Questions

- Q1. Define public goods. Also elaborate how individual demand curves are added to find out the societal demand curves in case of public goods.
- Q2. Explain in detail the Lindahl's theory of social goods.
- Q3. How Lindahl's theory of social goods is different from Samuelson's theory of pure public goods?
- Q4. Define Merit goods.

2.9 Suggested Readings

- B. P. Tyagi, Public Finance
- J. K. Mehta, Public Finance
- J. R. Gupta, Public Economic in India, Theory and Practice
- R. A. Musgrave and P. B. Musgrave, Public Finance in Theory and Practice

BACHELOR OF LIBERAL ARTS

SEMESTER-III

COURSE: PUBLIC FINANCE

UNIT. 3: THEORY OF PUBLIC EXPENDITURE

STRUCTURE

3.0 Learning Objectives

3.1 Introduction

3.2 Meaning and Classification of Public Expenditure

3.3 Maximum Social Advantage

3.4 Effects of Public Expenditure

3.4.1 Effects of Public Expenditure on Production

3.4.2 Effects of Public Expenditure on Distribution

3.4.3 Effects of Public Expenditure on Social Overhead capital

3.4.4 Effects of Public Expenditure on Stability and Innovation

3.5 Causes for the Growth of Public Expenditure

3.6 Summary

3.7 Questions for Practices

3.8 Suggested Readings

3.0 Learning Objectives

After reading this unit, learner will be able to:

- Know the meaning and different classifications of public expenditure
- Understand the principle of public finance i.e., Principle of Maximum Social Advantage
- Know the effects of public expenditure on production and distribution
- Identify the effects of public expenditure on social overhead capital and stability and innovation
- Identify the causes for the growth of public expenditure.

3.1 Introduction

Public expenditure refers to the expenditure incurred by public authorities at all levels including central, state and local governments, to meet citizen's collective needs or for promoting their economic and social welfare. Because of the ongoing development of state and other public entities' operations on various fronts, the volume of public expenditure has been growing in virtually all nations across the world. The scope of government services was limited in the nineteenth century; therefore, a theory of public expenditure was not required. The expansion of the state's activities in social concerns, such as education and public health, as well as commercial and industrial undertakings such as railways, irrigation and similar projects has resulted in a significant increase in public spending in the twentieth century. Besides this, the importance of public expenditure has also increased because of its nature, volume and effects on the economic life of a country in various ways.

3.2 Meaning and Classification of Public Expenditure

Public expenditure occupies a significant place in the study of public finance. It means the expenses of public authorities like the central, state and local governments. It is incurred basically to maximize social welfare.

It means the systematic arrangement of different items on which the government incurs expenditure. Let us discuss all these in detail.

1. Revenue and Capital Expenditure:

A. Revenue Expenditure: It is also called recurrent or consumption expenditure and it is incurred on public administration, public health and education, maintenance of government machinery, defense forces, subsidies and interest payments. These expenditures are called recurrent because they do not create any capital asset. It is classified into development and non-development expenditure.

- i. Development Expenditure:** The part of revenue expenditure which directly or indirectly contributes to the development of the economy is known as development revenue expenditure. For instance, maintenance of education and public health infrastructure like schools, hospitals, irrigation facilities, electricity boards etc.
- ii. Non-Development Expenditure:** The part of revenue expenditure which does not directly contribute to economic development is known as non-development revenue

expenditure. For instance, maintenance of defense establishments, administrative expenditure, interest payments and payment of old age pension etc.

B. Capital Expenditure: It is incurred on building durable assets, like highways, multipurpose dams, irrigation projects and buying machinery and equipment. This type of expenditure is useful to improve the productive capacity of the economy.

It is important to mention here that not all capital expenditures are productive. Non-development capital expenditures which are incurred on defense establishment, do not have any direct impact on economic development; however, necessary for the security of the nation. Besides this, capital expenditures on social infrastructure like government schools, hospitals, primary healthcare centers may not generate revenue and therefore cannot be termed productive, but it is an indirect way to improve the productivity of the economy.

2. Productive and Unproductive Expenditure:

A. Productive Expenditure: It is that expenditure which increases the productive capacity of the economy and brings income to the government through tax and non-tax revenues. For example, expenditure on infrastructure development, public enterprises or development of agriculture etc.

B. Unproductive Expenditure: Consumption expenditures, such as defense, interest payments, law and order and public administration, do not generate any productive assets that can provide revenue or returns for the government. Unproductive expenditures are what these kinds of spending are referred to as.

3. Pigou's Classification:

A. Non-transfer Expenditures: This type of expenditure is incurred for buying or using goods and services. It includes expenditure on defense, education, public health etc.

B. Transfer Expenditures: It refers to that expenditure against which there is no corresponding transfer of real resources i.e., goods or services. It includes expenditure incurred on old age pension, sickness benefits, unemployment allowance, interest payments on public debt and subsidies.

4. Plan and Non-Plan Expenditure:

A. Plan expenditures: It comprises current developmental outlays as well as investment outlays. For instance, expenditure on industrial development, agricultural development, infrastructure, education and health.

B. Non-Plan Expenditures: It is that expenditure for which the government is supposed to do or committed to do or obliged to do. A portion of the expenditure is mandatory, such as interest payments and pensions, and a portion is vital, such as defence and internal security.

5. Dalton's Classification: Dalton classified public expenditure into two categories 'grants and purchase price'. He defined grants and purchase price as, "payments by a public authority to any of its employees by way of salaries and wages, or to contractors, whom it employs are purchase prices. On the other hand, payments of old age social insurance are grants".

When the state incurs expenditure and gets in return some services or commodity, the expenditure is called a purchase price, for example, the salaries of government employees and the price paid for purchasing furniture, etc. But, when the government spends money and does not get any commodity or service in return, the expenditure is called a grant. It is important to mention here that according to Dalton these two types of expenditure may go together.

6. Mehta's Classification: Prof. Mehta classified public expenditure into constant and variable expenditure.

A. Constant Expenditure: This type of expenditure is incurred irrespective of the number of people using the services and hence the people have no influence upon the amount that the Government decides to spend. The expenditure on defense is a clear example of this.

B. Variable Expenditure: It is expenditure which increases with every increase in the use of public services by the people for whose benefit it is incurred. The expenditure on postal services is an example of it.

Check Your Progress-I

Q1. What is the meaning of public expenditure?

Ans.-----

Q2. Distinguish between plan and non-plan expenditure.

Ans.-----

3.3 Maximum Social Advantage

The principle of maximum social advantage is the 'Principle of Public Finance'. Public expenditure and public revenue are the two important financial operations of a state. These two operations of the state are governed by some fundamental principles, so that they may result in maximum social benefit. Maximum social advantage is the fundamental principle which should determine fiscal operations of the state. It is formulated and popularized by Dr. Dalton and Prof. Pigou. Prof. Pigou calls it the principle of maximum aggregate welfare and Dr. Dalton calls it the principle of maximum social advantage.

According to this principle, the state should collect revenue and spend the money so as to maximize the welfare of the people. When the state imposes taxes, some disutility is created. On the other hand, when the state spends the money, there is some gain in utility. The state should adjust the revenue and expenditure so that the surplus of utility is maximized and disutility is minimised. It is important to mention here that the individual welfare of all the people cannot be maximized and the welfare of some may even decrease; however, if welfare of the majority of the people will increase then the net welfare of the society as a whole would be greater.

Extent of Public Revenue and Expenditure

According to Prof. Dalton, "Public expenditure in every direction should be carried just so far, that the advantage to the community of a further small increase in any direction is just counter-balanced by the disadvantage of a corresponding small increase in taxation or in receipts from any other source of public income. This gives the ideal total both of public expenditure and public income". It means with every additional unit of tax raised, the burden of sacrifice will go on increasing and the amount of benefit will go on decreasing. Thus, a point will be reached where the benefit derived from a unit of money spent by the state will be just equal to the sacrifice imposed in raising that unit of revenue. The 'Principle of Maximum Social Advantage' (MSA), is the fundamental principle of public finance. It states that public finance leads to economic welfare when public expenditure & taxation are carried out up to that point where the

benefits derived from the MU (marginal utility) of expenditure is equal to the marginal disutility or the sacrifice imposed by taxation.

Dalton explains the principle of maximum social advantage with reference to marginal social sacrifice and marginal social benefits.

Marginal Social Sacrifice (MSS) It is the amount of social sacrifice undergone by the public due to the imposition of an additional unit of tax. Whenever a tax is imposed by the government there is a loss of utility. When taxes are imposed, the stock of money with the community diminishes; therefore, the marginal utility of money goes on increasing.

Marginal Social Benefit (MSB) The benefit conferred on the society, When an additional unit of public expenditure is incurred the benefits are received to the society. Those benefits are called marginal social benefits. It is important to mention here that the social benefit from each additional unit of public expenditure declines as more and more units of public expenditure are spent.

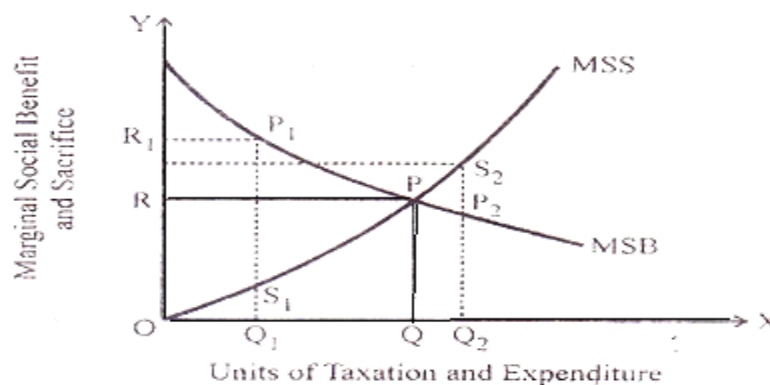
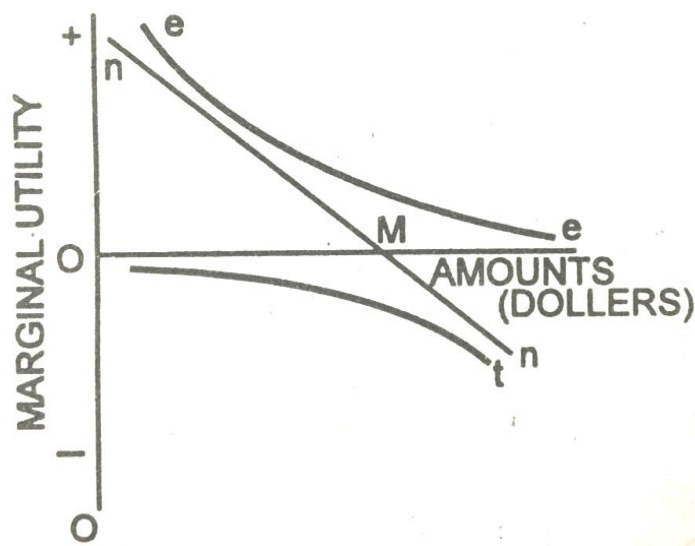


Figure 3.1

It is evident from figure 3.1 that the MSS curve shows the sacrifice or disutility and MSB curve shows the benefits. On the X-axis, we measure the units of taxation or expenditure spent and on Y-axis marginal social benefit and sacrifice. Both these curves intersect at the point p. OP expenditure is the optimum at the point p as the utility gained by the last unit of money is equal to the utility lost by the last unit of money at this point. It should be carefully noted that public expenditure should be incurred upto the point, where marginal utility due to public expenditure, is just equal to the marginal disutility due to taxation of public income. It is worthwhile to mention here that the point P where MSS and MSB curves meet shows the optimum limit of state's financial activity.

Musgrave's Views on the Principle of Maximum Social Advantage

Richard Musgrave named it the maximum welfare principle of budget determination. According to him, “this principle explains that taxation and public expenditure should be carried out up to that level where satisfaction obtained from the last unit of money spent is equal to the sacrifice from the last unit of money taken in terms of taxes”. It is evident from the figure 3.2 that optimum size of the budget is determined at OM where marginal net benefits are zero. Suppose the marginal utility of successive dollars of public expenditures allocated optimally between public uses is known by the line ee and that the marginal disutility of taxes imposed so as to cause least total sacrifice, is shown by tt, since the marginal utility of both public and private outlays declines with successive increments, both schedule fall from left to the right. The line nn is obtained by deducting tt from ee and measuring the net benefits derived from successive additions to the public budget.



Some economist have criticised this principle on the following grounds:

- 1. Problems in Measuring Social Benefits:** Marginal utility analysis is used to explain this principle; however, the objective measurement of this concept is very difficult.
- 2. Unrealistic Assumptions:** This principle assumes every tax is a burden to society and public expenditure is always beneficial. For instance, the taxes which are levied on cigarettes or alcohol can provide benefits to the society; expenditure on health care will give rise to social benefit.
- 3. Neglect of Non-Tax Revenue:** According to this principle, the whole public expenditure is financed by taxation. However, in practice, a significant portion of public expenditure

is also financed by other sources like public borrowing, profits from public sector enterprises, imposition of fees, penalties etc.

4. Different Periods: The impact of many public projects is felt over the long period by both the present and the future generations. In order to determine maximum social advantage it becomes necessary to calculate social benefits from public expenditure in a short period and in a long period.

5. Misuse of Government Funds: This principle is based on the assumption that the government funds are utilized in the most effective manner to generate marginal social benefit. However, in practice, large shares of government funds are misused for unproductive purposes which do not provide any social benefits.

As a result, maximum social advantage is attained when the marginal social benefit of government spending and the marginal social sacrifice of taxes are equal, i.e., $MSB = MSS$. To achieve maximum social benefit, public expenditure should be carried up to the point when the marginal social benefit of the last rupee or dollar spent equals the marginal social sacrifice of the last rupee or dollar taxed.

Check Your Progress-II

Q1. Define maximum social advantages principle.

Ans:-----

Q2. What are assumptions of maximum social advantages?

Ans:-----

Q3. Give any two criticisms of maximum social advantages principle.

Ans:-----

3.4 Effects of Public Expenditure

The traditional economist believes that the state should least interfere in economic activities and the government is merely an agent for the people to keep political organizations intact. Adam Smith advocated minimum activities of the state i.e., justice, police and army. However, a new concept of public expenditure has been developed by modern economists. Today Wagner's law

of increasing public expenditure-both extensively and intensively is considered universally true. The trend of rising public expenditure is not confined to any particular nation, but it is found in almost all countries of the world, irrespective of its socio-economic and political set-up.

The significance of the government expenditure arises from the fact that it creates income to the various individuals due to the purchase of goods and services from private firms or individuals for undertaking defence, administrative and developmental activities, which involve the use of resources in the public sector for the use of the country as a whole.

It is important to mention here that government expenditure, which is in the nature of transfer expenditure, involves a transfer of purchasing power from one section of the community to another. Thus, when income is transferred to the poor people or to the people whose propensity to consume is high, the national income would tend to rise and vice versa, other things being equal.

Direct and Indirect Effects: Public expenditure can affect the production of the country in two ways-directly or indirectly. Let us discuss the effects of public expenditure on production in detail.

3.4.1 Effects of Public Expenditure on Production

Dalton said that just as taxation, other things being equal, should reduce production as little as possible so the public expenditure should increase it as much as possible.

A. Ability to Work, Save and Invest: The public expenditure on education, medical services, cheap housing facilities, means of transport and communication will increase the efficiency of persons to work, save and invest. Public expenditure for increasing the salaries and wages of the people and supply of goods and articles and other essential commodities at cheap rates will increase the purchasing power of people which will further improve their standard of living, efficiency; therefore, their ability to work and save may increase. As production increases, the income of the people also increases, and it will transfer larger income in their hands. Thus, their ability to work, save and invest will increase.

On the other hand, the ability to work, save and invest is also affected when a greater amount of public expenditure is wasted on social functions, on the production of intoxicants and other articles, which are harmful for health and efficiency. Similarly, if heavy public expenditure is made on the construction of film studios, cinema houses, hotels and bars, instead of constructing

roads, banks and other means of transport and communication, training schools for engineering, medical and other branches, it will prove harmful for production, since such diversions of public expenditure will have adverse effects on ability to work, save and invest. Hence, public expenditure should be incurred in a way in which it is most beneficial to the entire community.

B. Willingness to Work, Save and Invest: The willingness to work, save and invest depends upon the character of public expenditure and the policy of the government. For instance, old age pension, provident fund benefit, insurance against sickness and employment at state expense, provide security and safety to persons and, therefore their willingness to work and save. It is important here that why should a person work hard and save more when he knows that he will be looked after by the government. Thus, the public expenditure should be regulated in such a way that it may not adversely affect the person's incentive to work. If someone finds that his future is insecure, he will not work and save. Therefore, his willingness to save and invest will be contacted. On the other hand, the desire to work and save will increase when benefits increase with the increase in work and the volume of savings. Moreover, the desire to work and save will also increase, when the present savings and investments of the people are secure and they are hoping to yield dividends in near future.

C. Diversion of Economic Resources: Public expenditure diverts resources from private to public use in many ways, e.g., the government expenditure on defense, police, civil administration, etc., diverts resources from private sector to public sector. This type of expenditure is sometimes called an economic waste. Every defense programme subtracts economic resources from other uses in which they might have made direct contribution to economic welfare." But it is wrong to assume that this diversion of resources from private use to government use reduces the amount of consumption of goods with the people, and reduces economic welfare of the people. For example, the expenditure on defense is not unproductive, as it is important for internal peace and external security of a nation. Internal peace and external security are vitally important to promote economic activities in the country. Hence, public expenditure on defense, police and justice, etc., is required to create a climate in which a better and optimum use of existing and developing resources of the country may become possible. In fact, too much public expenditure on these services may have an adverse effect on the production, other things being the same.

3.4.2 Effects of Public Expenditure on Distribution

Public expenditure is a significant tool in the hands of the government for achieving a more equal distribution of income. For bringing about an equitable and just distribution of wealth, the government can use not only its taxation policy but public expenditure policy can also help to a great extent in achieving this objective. In fact, the role of taxation and public expenditure in removing inequalities of income is complementary and supplementary. While formulating its expenditure policy, the government has to decide as to which section of the community it has to benefit most. If most of the public expenditure is incurred for the welfare of the rich people, it will result in enlarging the inequalities of income in the country. On the contrary, if most of the public expenditure is incurred for the welfare of poor people, it will result in bringing about a more equitable distribution of incomes and wealth in the community.

3.4.3 Effects of Public Expenditure on Social Overhead Capital

The public expenditure incurred by the government on the construction of infra-structure, like roads, railways, irrigation projects, etc., helps in promoting economic growth and development of the country. In a developing economy, the diversion of resources from private to public sector for the construction of infra-structure is paramount. This type of public expenditure provides incentives to private investment by enlarging the size of markets for various commodities and services. In fact, the presence and extent of economic overheads in a country indicates the possibilities of economic development of that country.

Public expenditure in the form of subsidies is helpful in diverting the resources of the people to establish new industries as well as to accelerate the production of existing industries. Similarly, public expenditure on the social overheads like education and training, public health, social security schemes, old age pensions, etc., increases social welfare as well as efficiency and skill of human capital. Hence, it contributes to economic growth and development to a greater extent in developing countries rather than in developed countries. Thus, public expenditure for the creation of economic and social overheads is vitally important to provide external economies to enterprises and social welfare to human capital and to promote and accelerate the rate of private investments in productive activities and economic growth of the entire community.

3.4.4 Effects of Public Expenditure on Stability and Innovation

In depression, when savings exceed investment, this results in lowering the aggregate effective demand and hence in falling prices. Falling prices cause losses among businessmen and manufacturers and reduce their confidence for further production. This leads them to curtail production and employment. Thus, a large number of workers are thrown out of employment. Therefore, the consumption of these unemployed workers will reduce, this leads to lowering the aggregate effective demand and further curtailment in production and in employment. It will further cause reduction in total consumption and total demand.

In this situation, the government should employ workers on public works projects. The employed workers receive wages from the government and can thus increase their demand for various commodities. The increased demand leads to an increase in the volume of production. And, when production is increased, the volume of employment will increase. And this increased employment of workers will again increase the aggregate effective demand for various commodities and therefore, the volume of production and employment may further increase. Thus, the objective of public expenditure during depression is to increase the level of aggregate effective demand. In this way, public expenditure can offset the effect of decreased demand of output due to decreased consumption by a corresponding increase in investment expenditure on public works. This leads to an increase in the level of aggregate effective demand and employment, and thus can help to maintain economic stability.

Check Your Progress-III

Q1. Does public expenditure affect the distribution?

Ans:-----

Q2. What is social overhead capital?

Ans:-----

Q3. What is meant by economic stability?

Ans:-----

3.5 Causes for the Growth of Public Expenditure

The following are the reasons due to which public expenditure will increase:

- 1. Increase in the Activities of the State:** Governments have enlarged the field of services supplied to the consumer free or at less than cost. The expenditure incurred on education, health and public recreation are examples of this. Besides this, the government has increased their expenditure for public works i.e., railways and roads, etc., in order to relieve distress and to utilize unemployed resources and labour.
- 2. Industrial Development:** The industrial development brought not only a profound industrial but also a political and a social transformation in most of the countries of the world. With the increased output of industry, income and level of living rose, larger population could be supported and new wants could be satisfied. With the introduction of no problems in labour relations, regulation of industry, protection of consumers, distribution of wealth and income and economic insecurity have arisen and have called for expansion of government intervention.
- 3. Social Security Measures:** The modern governments are spending huge amounts of funds for providing benefits like old-age pensions, sickness benefits, accident benefits, free educational and medical services for industrial workers. It has taken the responsibility of protecting the interests of the community and promoting the implementation of welfare programs.
- 4. Development of Agriculture:** The governments of the developing countries are spending huge amounts for providing loans to the cultivators, low rate of interest, give export subsidies, assure minimum guarantee prices and give tariff protection. Apart from this, it has to spend a lot of money on agricultural research and soil conservation programs too.
- 5. Rising Trend of Prices:** In most of the countries of the world rising prices have also been responsible for growth of public expenditure. With increased price levels, governments have been compelled to pay more for the commodities and services that they desire and to increase the salaries, dearness allowance of government employees, as a result public expenditure increased.
- 6. Problems of Defense:** The manufacture of war weapons and maintenance of the army is a costly task. The techniques of war are changing very fast, and with the change in the

technique of wars, new weapons of war are required by the army; therefore, it further enhances the burden of public expenditure on the state.

- 7. Urbanization:** Increased urbanization of the population is an important cause of rising public expenditure. The governments are subject to additional burden of public expenditures in towns because of the construction and maintenance of hospitals, roads and street lights, play grounds, and community halls.
- 8. Economic Development:** Public expenditure has been rapidly increasing in under-developed countries due to the rapid economic development programs i.e., provision of infrastructure to the economy such as transport, communication and power, etc. Moreover, it is necessary for the state to provide economic and social over-heads so that industries may develop rapidly.
- 9. Poverty Alleviation and Employment Generation:** To eradicate poverty and to create employment in the economy there is a need to increase the public expenditure.

3.6 Summary

In this unit, we have studied that public expenditure is an essential part of the welfare states. It has played an important role to pull the economy out of turmoil. It regulates the economic activities and helps to attain the long-run and short-run objectives of economic development. Public expenditure has been witnessing a continuous increase over time in almost every country across the globe. It grows over time, not at a constant rate, but on an ascending spiral. Social emergencies like war and depression require a sizable increase in their relative share of public expenditure. A number of reasons are responsible for the increase in public expenditure like social emergencies like war and depression which require a sizable increase in public expenditure, rise in prices, marked increase in non-development expenditure activities like upward revision of pay scales and dearness allowances and increasing law and order problems in the states.

3.7 Questions for Practices

A. Long Answer Type Questions

Q1. What is the meaning of public expenditure? Elaborate the different classifications of public expenditure.

Q2. Explain in detail the “Principle of Maximum Social Advantage”.

Q3.Elaborate in detail the effects of public expenditure on production and distribution.

Q4.Mention the effects of public expenditure on social overhead capital and stability and innovation.

Q5.What are the reasons for the growth of public expenditure?

B. Short Answer Type Questions

Q1.Explain the principle of public finance.

Q2.How does public expenditure affect the distribution?

Q3.What are the types of public expenditure?

Q4.Does public expenditure affect the social overhead capital?

Q5.What do you mean by public expenditure?

Q6.Mention any two reasons for the growth of public expenditure.

3.8 Suggested Readings

- B. P. Tyagi, Public Finance
- J. K. Mehta, Public Finance
- J. R. Gupta, Public Economic in India, Theory and Practice
- R. A. Musgrave and P. B. Musgrave, Public Finance in Theory and Practice

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER- III

COURSE: PUBLIC FINANCE

UNIT 4: THEORIES OF TAXATION AND EFFECTS OF TAXATION

STRUCTURE

4.0 Learning Objectives

4.1 Introduction

4.2 Principle of Equity

4.3 The Benefit Approach

4.3.1 Lindhal Model

4.3.2 Bowen model

4.4 The Ability to Pay Approach

4.4.1 Subjective Approach

4.4.2 Objective Approach

4.5 Cost of Service Principle

4.6 Effects of Taxation

4.7 Effects of Taxation on Production

4.7.1 Ability to work, Save and Investment

4.7.2 Effects on Willingness to Work, Save and Investment

4.7.3 Effects on Diversion of Resources

4.8 Effects on Distribution

4.9 Summary

4.10 Questions for Practice

4.11 Suggested Readings

4.0 Learning Objectives

After reading this unit, learner will be able to:

- Know Benefit Approach of taxation

- Evaluate limitations of benefit approach
- Differentiate Ability-to-Pay Approach and index of Ability-to-Pay.
- Define Cost of Service Principle
- Examine the effects of taxation
- Describe economic effects of taxation on production, distribution and stabilisation.

4.1 Introduction

In a context where many governments have to cope with less revenue, increasing expenditures and resulting fiscal constraints, raising revenue remains the most important function of taxes, which serve as the primary means for financing public goods such as maintenance of law and order and public infrastructure. Assuming a certain level of revenue that needs to be raised, which depends on the broader economic and fiscal policies of the country concerned, there are a number of broad tax policy considerations that have traditionally guided the development of taxation systems. These include neutrality, efficiency, certainty and simplicity, effectiveness and fairness, as well as flexibility.

Most of the countries are welfare states and the functions and responsibilities of these governments are continuously expanding. The states cannot perform functions in the absence of finance or revenue, which can be raised from various sources such as taxes, loans, creation of money, profits of public undertakings etc. The most important source of revenue in modern times is taxation. It is clearly a desired characteristic of taxes that they should be fair. Apart from the ethical desirability of equity, there is need on practical grounds also, that taxes should be acceptable to tax paying public. An important question widely discussed in public finance is what kind of tax system is fair, just or equitable. As seen above, equity in taxation was the first canon of taxation on which Adam Smith laid a good deal of stress. A fair tax system is not merely an issue in pure economic analysis but also in social philosophy.

4.2 The Principle of Equity in Taxation

The welfare approach to distribution of tax burden grew out of the equity view. The problem of equity has two major aspects: The first is horizontal equity that people in similar circumstances should be treated similarly. The other is vertical equity that people in dissimilar circumstances should be treated differently. There is almost unanimity among economists that persons in the same circumstances should be taxed to the same extent, but the treatment of persons in dissimilar circumstances poses complex problems. While vertical equity has great merit as an ideal but it is very hard to achieve it in practice. This is because there are many

views held as to what is the appropriate degree of inequality with which persons in dissimilar circumstances should be treated.

There are two prominent theories put forward to devise a fair or equitable tax system. They are

(1) Benefits Received Theory and

(2) Ability to pay Theory.

There are several approaches to the theory of taxation. The Benefit and Ability to Pay approaches are the subject matter of this lesson.

Check Your Progress-I

Q1. What do you mean by principle of equity?

Ans.-----

Q2. What is horizontal and vertical equity?

Ans.-----

4.3 The Benefit Approach or Voluntary Exchange Principle

According to this theory of taxation, citizens should be asked to pay taxes in proportion to the benefits they receive from the services rendered by the Government. This theory is based upon the assumption that there is an exchange relationship or quid pro quo between the tax payer and Government.

The Government confers some benefits on the tax payers by performing various services or providing them what are called social goods. In exchange for these benefits individuals pay taxes to the Government. Further, according to this theory, equity or fairness in taxation demands that an individual should be asked to pay a tax in proportion to the benefits he receives from the services rendered by the Government.

In the Benefit Approach, the relation of taxpayer and government is seen in quid-pro quo term. Since the relation is one of exchange, the benefit approach involves the application of the rules of one sector to the entire government sector. Benefit principle is based on the idea that people should pay taxes based on the benefits they receive from government services. It tries to make public goods similar to private goods. The more you use, the more you pay. According to this theory, the total tax burden should be so distributed among the people that each of them pays that proportion of the total expenses, which his benefits bear to the total benefits of the society.

That equity is best served if the beneficiaries of the government expenditure pay for these benefits through taxation in proportion to the benefit they enjoy and it is unfair to make some persons pay for what others get. The second advantage of the benefit approach is that it gives simultaneous determination of the tax level and of the level of government expenditure incurred. This happens in the same way as in the market where the prices that people are willing to pay and the amounts that they are willing to buy are determined simultaneously. So, this can be called a willingness to pay theory. In other words, the benefit approach has the advantage of providing a simultaneous determination of public service and the tax shown, thus combining both sides of the budget process.

The benefit approach to taxation was accepted widely among the political theorists of the 17th century. Its modern formulation dates back to Adam Smith and leads up to Voluntary Exchange Theory of Lindahl.

(i) The Classical Version:

The mercantilist writer, Sir William Petty argues that “it is generally allowed by all that men should contribute to the public charge, but according to the share and interest they have in the public peace that is according to their estates and riches”.

In the first sentence of his *Maxim* Smith introduced ability as well as benefit considerations in revenue rising. Smith observes “the subjects of every state ought to contribute towards the support of the government as nearly as possible in proportion to the revenue which they respectively enjoy under the protection of the state”.

This raises some doubt whether Smith should be placed in the benefit camp. But towards the end of book No. V of *Wealth of Nations* there appears a clear-cut rule that the cost of public expenditure should be allocated according to benefit and that general contribution should be used only where expenditure cannot be allocated on a benefit basis.

According to Smith, everyone is benefited from public services and everyone should contribute to the cost of sustaining them. But the problem is how we can measure individual benefit and cost.

Since there is no practical way of doing this, a general rule of thumb is needed in place of individual imputation. This rule, according to Adam Smith, is provided by taxing individuals “in proportion to their respective abilities”. That is the revenue which they respectively enjoy under the protection of the state. Musgrave argues that Smith shrewdly inserted an ability element into the weak link of the benefit rule.

(ii) Modern Views on Benefit Theory – Voluntary Exchange Approach:

4.3.1 Lindahl Solution

A modern approach to the benefit view of taxation comes from the famous Swedish economist Erik Lindahl in his voluntary exchange theory in 1919.

In its simplest form, the theory states that the cost of supplying public service should be covered by taxes voluntarily contributed by the beneficiaries, just as they pay voluntarily for any commodity purchased from private market. Lindahl's theory simultaneously tries to find out solution to allocation and distributive aspect of fiscal problem.

Lindahl tries to solve three problems:

- a) Extent of state activity
- b) Allocation of the total expenditure among various goods and services and
- c) Allocation of tax burden.

This model makes four assumptions:

- a) There is one social good.
- b) The social good is enjoyed by two tax-payers A and B.
- c) The distribution of income is ideal, and
- d) The social good is produced under conditions of constant costs.

Lindahl's solution involves taking three set of decisions simultaneously. They are:

- a) We must determine the total amount of public expenditure to be incurred and tax resources raised
- b) The second decision relate to the allocation of total public expenditure among goods and services meant for the satisfaction of social wants and
- c) The allocation of total taxes among various individuals, who are beneficiaries of the provision of public service.

Lindahl states that these decisions are included in the allocation branch and are mutually interdependent and it must be rendered jointly. In a sense Lindahl applies the Marshallian market principle of total cost allocation of two joint products to their respective supply prices.

Lindahl's solution can be explained with the following numerical example. Let us consider a community consisting of two tax payer's 'A' and 'B' and one type of social goods. Both 'A' and 'B' consumes the total amount of social goods supplied. But they receive different amount of satisfaction from it.

Hence, their benefit share may be considered as joint products. So cost of supplying social good is jointly contributed by A and B. Individually, one will have to pay less as the other contributes more

The only way to allocate cost is to do it in accordance with the demand for two products. Thus, if A' is willing to contribute 'X' percent of the total joint cost, then 'B' will be contributing the rest, that is $(1 - X)$ percent of the total cost.

Thus, joint contribution of both A and B covers the total cost of supplying the social good. It follows that A's offer to contribute certain percentage of total cost may be looked upon as 'B's supply schedule of goods. Likewise, 'B's offer may be similarly seen as the supply schedule for 'A'.

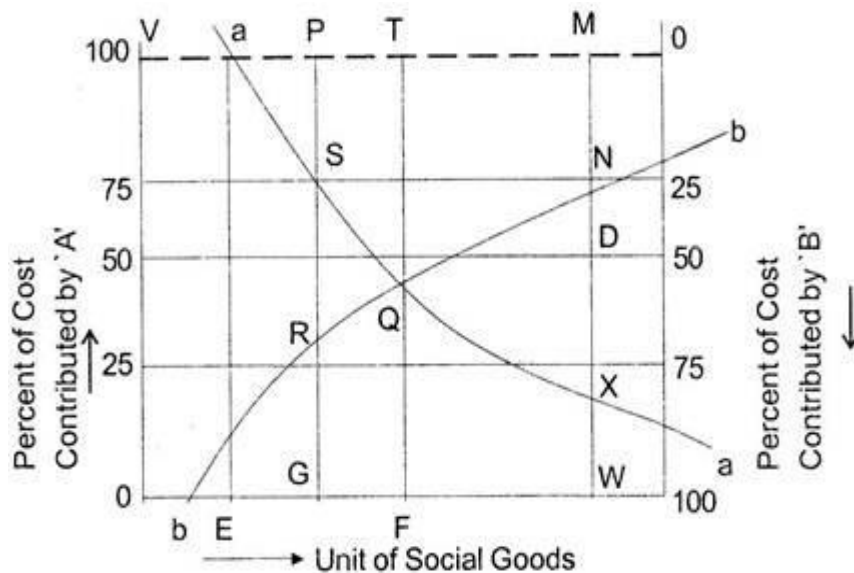


Figure 1

Quantities of social goods are measured along the horizontal axis. Percentage of total cost contributed by A' along left vertical axis and percentage of total cost contributed by 'B' along right vertical axis.

Total unit cost of supplying social good is OV. The curve 'aa' is the demand schedule of individual A' and 'bb' corresponds to that of 'B'. Taxpayer A' will be willing to contribute 100 percent of cost for output OE, which will then be available free to 'B'. At the output level OG, taxpayer A' is willing to contribute GS percent of the cost.

Then the output is available to taxpayer 'B' at PS percent of cost. But taxpayer 'B' willing to contribute 'PR' percent of cost, because 'R' is the point on his demand schedule. Hence the

total contribution of taxpayers 'A' and 'B' will exceed the cost of supplying social well by SR percent. This indicates that both taxpayers A and B prefer larger scale of social goods.

The optimum level of social good is given at OF, at which taxpayer 'A' contributes FQ percent of cost and taxpayer 'B' contributes TQ percent of cost. Their combined contribution covers the total cost of supplying OF level of social good

It is not possible to extent the production of social good beyond the quality OF. The reason is that the combined contribution of both taxpayers will fall short of total cost of production.

Let us take the point OW level of output. At this output level, taxpayer 'A' will be willing to contribute WX percent of cost and taxpayer 'B' will be willing to contribute MN percent of cost, because 'N' is the point on his demand schedule. As a result, 'NX' percent of cost will remain uncovered.

Suppose now taxpayer 'A' contributes 'WD' percent of cost, then 'OW' quantity of social good can be produced and supplied. But the taxpayers will be paying larger share of cost than the valuation they attach to the social good.

Hence both tax payers 'A' and 'B' will vote for small quantity of social good. Similarly, it can be shown that both the taxpayers will reveal their preference for larger quantity of social goods, when the supply of social goods falls short of the optimum level at OF.

In this way, the budgetary process for the satisfaction of social wants is determined by a competitive solution, as in the case of a private goods market. Thus, the voluntary exchange model of the benefit approach provides a tool by which the quantity of public goods and the contribution of tax share might be simultaneously determined.

4.3.2 Bowens Model

A better and simple model of benefit principle has been presented by Howard. R. Bowen in his book "*Towards Social Economy*" published in 1948. Prof. Musgrave favours Bowens approach, because it is more realistic and assumes increasing cost conditions in the provision of social goods.

Bowen's simple model is explained by assuming one social good and two individual tax payers 'A' and 'B'. The figure 2 illustrates the model.

Here we have one social good and tax payers 'A' and 'B'. The demand of taxpayer consumers A' and 'B', respectively for social good are presented by 'a' and 'b'. The total demand for social good is given by the schedule (a + b).

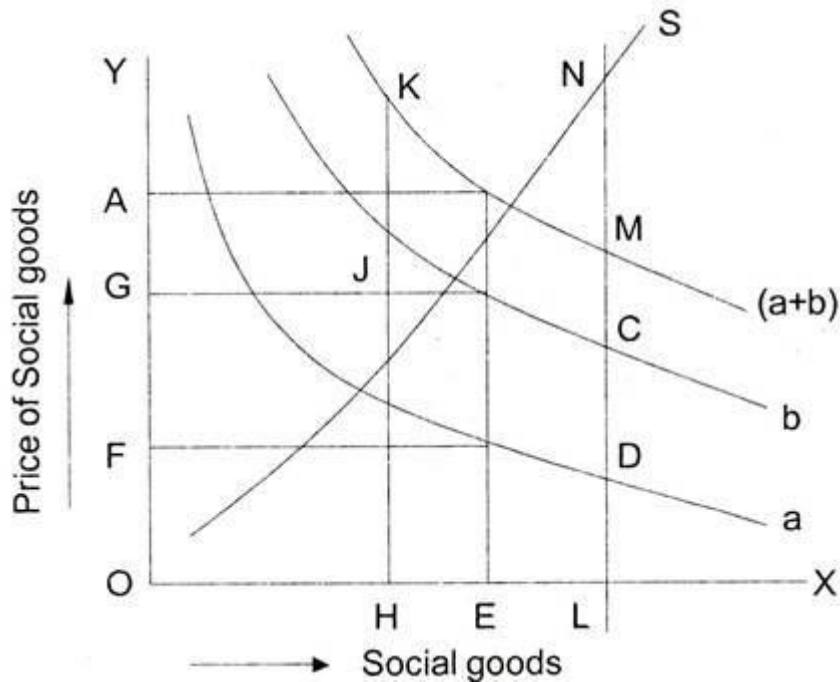


Figure 2: Bowen's Model

The supply curve of social good is represented by 'S'. It is upward rising, which indicates that social good is produced under conditions of increasing cost. OX axis represent quality of social good and OY axis the price of social goods or tax to be paid by beneficiaries to meet the cost of social good. The above figure simultaneously determines the amount of social goods and the tax share between consumers according to their own valuation of benefits.

The equilibrium quantity of social good is OE, and the total amount of tax revenue to be raised to cover the cost of supplying OE quantity is given by the area OEBA. ED and EC are the marginal benefits expected from OE quantity of social good, by tax paying consumers A and B respectively.

Hence A' will pay 'ED' and 'B' will pay 'EC' amount of tax per unit, so that the total amount of tax revenue raised comes to OEBA. The tax share of A and B will be OEDF and OECG respectively ($OEDF + OECG = OEBA$).

Any quantity of social good other than OE level will not be an optimum level of supply. For example, if the public good is at OH output level, the combined contribution of tax per unit will be HK, which is larger than the cost of supplying it that is HJ.

It reveals that more social good is demanded. At OL quantity of social good, the total contribution LM, per unit falls short of its cost, that is LN. Hence OE provides the optimum mix of social goods.

An Assessment of the Benefit Approach:

The benefit approach to tax burden distribution has some advantages. It co-ordinates the revenue and expenditure sides of the budget directly. It involves an approximation of market behaviour in the Allocative procedure of the public sector.

Allocative efficiency and distributional equity considerations are reconciled in this approach. The theory suggests that the benefit conferred by public services justify the imposition of taxes to pay for them. This theory is essentially a cost benefit approach which maintains a balance between income and expenditure of the government.

Moreover, the theory links the provision of public services to the preference pattern of individuals. However, this approach, though simple in application, has little practical use due to a number of limitations.

The theory is based on an unrealistic assumption that varied and complex activities of the public authorities are calculable and measurable.

According to this theory, this can be assessed on the basis of personal benefit received. But in reality, benefits from public services are indivisible. Moreover, there is no standard yardstick to measure benefit conferred upon the people. How can we measure and divide the benefits of national defence or education, which give rise to externalities.

The benefit approach limits the scope of government activities. Modern state is a welfare state. It provides certain services meant for the common benefit of the society and mostly targeted for the poorer sections of the community.

In this case, there is no quid-pro-quo basis in the exchange of social goods. Hence, if this theory is truly followed, government will have to stop many of its welfare oriented expenditure policies targeted towards the socially vulnerable groups in the society. In this sense, the theory seems obsolete.

The Lindahls' solution to benefit approach, assumes optimum distribution of income. However, no precise meaning is given as to what constitute an optimum distribution of income.

At its core, the theory assumes that each consumer reveals his preference for social goods. However, in reality consumers cannot reveal their preferences because of ignorance or with deliberate intension. Hence, authorities cannot judge and take prudent Allocative decisions. Hence, it can be concluded that benefit approach to distribution of tax burden has little

operational significance. It is theoretically sound, and is an ideal approach, but lacks of practical applicability.

In practice, state cannot allocate tax burden on the basis of benefit conferred. Many of the budgetary operations of the state are beyond the lines of pure cost-benefit approach. However, it has some limited application, in the case of local authorities.

Local authorities if needed can apply some local taxes on benefit-cost basis. For example, limited application of this principle, in certain taxes such as vehicle tax, for financing improvements in road system is admit able and feasible.

Check Your Progress-II

Q1. Explain Lindhal's model.

Ans.-----

Q2. Explain Bowen's solution of Benefit approach.

Ans.-----

4.4 Ability to Pay Theory

The ability to pay is another criterion of equity or fairness in taxation. This theory requires that individuals should be asked to pay taxes according to their ability to pay. The rich have greater ability to pay, therefore they should pay more tax to the Government than the poor.

Essentially, the ability to pay approach to fairness in taxation requires that burden of tax falling on the various persons should be the same. In the discussion of various characteristics of a good tax system, we mentioned about the two concepts of equity, namely horizontal equity and vertical equity based on the principle of ability to pay.

According to the concept of horizontal equity, equals should be treated equally, that is, persons with the same ability to pay should be made to bear the same amount of tax burden. According to the vertical equity, unequal's should be treated unequally, that is, how the tax burden among people with different abilities to pay is divided.

In both these concepts of equity, what exactly do we mean by ability to pay and what are the objective measures of ability to pay are crucial? Some have explained the ability to pay treating it as a subjective concept. Others have treated the ability to pay in terms of some objective

bases such as income, wealth, consumption expenditure etc. We shall explain below both these approaches to the measurement of ability to pay.

4.4.1 Ability to Pay: Subjective Approach

In the subjective approach to tax paying ability, the concept of sacrifice undergone by a person in paying a tax occupies a crucial place. In paying a tax, a person feels a pinch or suffers from some disutility. This pinch or disutility felt by a tax payer is the sacrifice made by him. In this subjective approach to ability to pay, tax burden is measured in terms of sacrifice of utility made by the tax payers.

The following three principles of sacrifice have been put forward by various authors:

1. The Principle of Equal Absolute Sacrifice;
2. The Principle of Equal Proportional Sacrifice; and
3. The Principle of Equal Marginal Sacrifice (or Minimum Aggregate Sacrifice).

The principle of equal absolute sacrifice implies that the tax burden in terms of utility sacrificed should be the same for all tax payers. If U stands for total utility, Y stands for income and T for the amount of tax paid, then the principle of equal absolute sacrifice requires that $U(Y) - U(Y - T)$ should be the same for all individuals.

The term $U(Y)$ implies that total utility of a given income Y and $U(Y - T)$ implies the total utility of the post-tax income $(Y - T)$. If the equal absolute sacrifice principle is applied, none will be exempted from taxation and everybody will pay same amount of the tax.

Now, the pertinent question is what type of tax, proportional or progressive, follows from this principle. If marginal utility of money income falls, as is generally believed, and if this fall in marginal utility of money income equals the rate of increase in income, then this principle will suggest proportional income tax. However, if the fall in marginal utility of income is greater than the rate of increase in income, then equal absolute sacrifice principle will suggest progressive income tax.

A. Equal Proportional Sacrifice: This principle requires that every person should be made to pay so much tax that the sacrifice of utility as a proportion of his income is the same for all tax payers. In terms of the notation used above, this implies that $U(Y) - U(Y - T)/U(Y)$ of all tax payers should be equal. If a person enjoying higher income is to bear same proportion of sacrifice, then given the falling marginal utility of income, he will have to pay income tax at a higher rate. This means progressive income tax.

B. Equal Marginal Sacrifice: According to this principle, tax burden should be so apportioned among various individuals that marginal sacrifice of utility of each person paying the tax should be the same. This approach seeks to minimize the aggregate sacrifice of the society as a whole. When all persons pay so much tax that their marginal sacrifice of utility is the same, the loss of total utility by the society will be minimum. Thus, the principle of equal marginal sacrifice looks at the problem of dividing the tax burden from the point of view of welfare of the whole society. The social philosophy underlying this principle is that the total sacrifice imposed by taxation on the community ought to be minimum. Assuming that marginal utility of income falls, the principle of equality of marginal sacrifice implies very high marginal rates of taxation. Indeed, in the extreme this principle can be used to recommend 100 per cent rate of tax on the people in highest income bracket in the society. Thus, this principle recommends a highly progressive tax structure. This principle of taxation has been recommended among others by Edgeworth, Pigou and Musgrave who consider this as the ultimate principle of taxation.

The whole subjective approach to ability to pay based on the sacrifice of utility has been termed as invalid because utility being a subjective entity cannot be measured in cardinal sense. Further, it is alleged there is no definite evidence that marginal utility of money income falls as income increases.

4.4.2 Ability to Pay: Objective Approach

The most popular and commonly accepted principle of equity or justice in taxation is that citizens of a country should pay taxes to the government in accordance with their ability to pay. It appears very reasonable and just that taxes should be levied on the basis of the taxable capacity of an individual. For instance, if the taxable capacity of a person A is greater than the person B, the former should be asked to pay more taxes than the latter.

It seems that if the taxes are levied on this principle as stated above, then justice can be achieved. But difficulties do not end here. The fact is that when we put this theory in practice, difficulties actually begin. The trouble arises with the definition of ability to pay. The economists are not unanimous as to what should be the exact measure of a person's ability or faculty to pay. The main viewpoints advanced in this connection are as follows:

- 1. Ownership of Property:** Some economists are of the opinion that ownership of the property is a very good basis of measuring one's ability to pay. This idea is out rightly

rejected on the ground that if a person earns a large income but does not spend on buying any property, he will then escape taxation. On the other hand, another person earning income buys property, he will be subjected to taxation. Is this not absurd and unjustifiable that a person, earning large income is exempted from taxes and another person with small income is taxed?

- 2. Tax on the Basis of Expenditure:** It is also asserted by some economists that the ability or faculty to pay tax should be judged by the expenditure which a person incurs. The greater the expenditure, the higher should be the tax and *vice versa*. The viewpoint is unsound and unfair in every respect. A person having a large family to support has to spend more than a person having a small family. If we make expenditure. as the test of one's ability to pay, the former person who is already burdened with many dependents will have to pay more taxes than the latter who has a small family. So this is unjustifiable.
- 3. Income as the Basis:** Most of the economists are of the opinion that income should be the basis of measuring a man's ability to pay. It appears very just and fair that if the income of a person is greater than that of another, the former should be asked to pay more towards the support of the government than the latter. That is why in the modern tax system of the countries of the world, income has been accepted as the best test for measuring the ability to pay of a person.

4.5 The Cost of Service Theory

Some economists were of the opinion that if the state charges actual cost of the service rendered from the people, it will satisfy the idea of equity or justice in taxation. The cost of service principle can no doubt be applied to some extent in those cases where the services are rendered out of prices and are a bit easy to determine, e.g., postal, railway services, supply of electricity, etc., etc. But most of the expenditure incurred by the state cannot be fixed for each individual because it cannot be exactly determined. For instance, how can we measure the cost of service of the police, armed forces, judiciary, etc., to different individuals? Dalton has also rejected this theory on the ground that there's no quid pro qua in a tax.

In a democratic country, the policies of the Government should be based on the principle of justice otherwise the people will protest against the unjust policies of the Government. The taxation policy of the Government should be based on justice and equity. How justice can be achieved is a very crucial element of taxation system. A number of theories have been put

forward by different economists explaining how justice in taxation can be achieved among which Cost of Service Theory of Taxation is an important theory and is discussed as follows-

This theory implies that the Government should tax the citizens according to the cost of service rendered by it. The Government renders certain services to citizens and the cost of such services should be collectively met by the citizens. The tax, an individual should bear, must be equal to the cost of benefit he receives.

Criticisms of Cost of Service Theory or Taxation

The theory is also subject to several criticisms by many economists.

1. Finding out total cost of services rendered by the Government is very difficult and therefore, the question of distribution of total cost among citizens is not so easy to solve.
2. If we presume that the total cost of services can be determined, the next difficulty is how to divide the cost of the services among individuals.
3. If this theory is followed in the modern welfare state, the poorer will have to pay more taxes because they enjoy more benefits. Hence, it is opposite to the principle of justice.
4. The cost of the services rendered depends very much on the efficiency of the administrator. If the administrator is efficient, the cost would be lower and if the administrator is inefficient, the cost of the benefit would be high.

Check Your Progress- III

Q1. Explain subjective as well as objective approach of Ability to pay approach.

Ans.-----

Q2. Explain Cost of Service principle

Ans.-----

4.6 Effects of Taxation

Taxation, these days, is not only used as a means of raising revenues but also it is considered as an important instrument for achieving various socio-economic objectives such as regulation of consumption, production and distribution of income, controlling booms and depressions and thus promoting economic growth with stability in a country. With a view to achieve these objectives we have to analyse in detail the various direct and indirect, favourable and

unfavourable effects of taxation on work effort, saving and investment and with reference to the present and the future generations.

Since the economic effects of taxation may be good as well as bad, the modern government should not keep only the revenue considerations in mind, but the economic effects of taxation should also be considered. Prof. Dalton said that the best system of taxation from the economic point of view is that which has these economic effects under the following three heads:

- Effects of taxation on Production
- Effects of taxation on Distribution and
- Other effects of Taxation

4.7 Effects of Taxation on Production

In line with Dalton, we shall analyse the effects of taxation on production and growth with reference to (i) ability to work, save and invest (ii) desire or willingness to work, save and invest and (iii) diversion of resources between various employments and localities and influencing pattern and composition of production.

4.7.1 Effects on Ability to Work, Save and Invest

Taxes transfer the purchasing power from the hands of people to government. Hence this transfer implies the reduction of purchasing power of the tax-payer and his ability to obtain the necessary goods, comforts and luxuries of life. This causes adverse effects on the poor people. When the tax burden falls upon the poor, it curbs their income and consumption of necessities and comforts and lowers their standard of living. Thus, efficiency and ability to work of poor people is adversely affected by taxation. On the other hand, the efficiency and ability to work of richer people is not so much affected by taxation, because taxes on the rich may only curb their consumption of luxuries and that may not affect their efficiency and ability to work. That is why heavy taxation on the poor has been strongly objected by one and all. Therefore, taxes on low income and on those articles, which are largely consumed by less well-to-do people, should be avoided in the interest of production and economic growth.

However, there are certain taxes which do not adversely affect people's ability to work. Examples of such taxes are taxes on harmful drugs like opium and liquor. The consumption of these commodities is certainly harmful to the health and efficiency of the people. Hence, taxes on such commodities have good effects on people's health, efficiency and ability to work. Ability to save, on the other hand, depends on income, and when income is reduced by taxation,

saving automatically declines. Therefore, using Dalton's words, "Ability to save is reduced by all taxes on those who have any margin of income, out of which saving is possible. The only taxes, therefore, which do not to some extent, reduce ability to save, are those which fall exclusively on people who are so poor that they have no such margin. It is evident that heavy taxes on the rich, though defensible on other grounds (such as equity), substantially reduce their ability to save." The argument is, of course, based upon the presumption that only saving makes an addition to capital and not spending. To most modern economists this argument is fallacious. To them "Capital", in a broad view, includes human capital. Moreover, much "spending" is also required to maintain human capital at its existing level of efficiency:

Hence, a large proportion of expenditure on its consumption is in short really investment. And, on the other hand, large "Saving" especially in time of trade depression, makes no addition to material capital because it fails to find its way into investment.

Since ability to invest depends on the resources available for investment i.e. savings, any reduction in saving as a result of taxation, is bound to reduce investment and cause adverse effects on production and economic growth.

4.7.2 Effects on Willingness to Work, Save and Investment

Turning from effects of taxation on people's ability to its effects on desire to work, save and invest, we have to take into account, not only the primary effects of actual taxation in the present but also the secondary effects of the expectation that taxation will continue in the future. For it is these secondary effects which are here by far the most important. A tax which is expected to be short-lived as, for example, a special tax to meet some special emergency such as war expenditure or rapid extinction of a war debt, would not produce significant secondary effects of this kind.

Taxation affects the desire or willingness or incentives of the people to work, save and invest and when this happens, the production and growth will automatically be affected. Hence the need arises to analyse the effects of taxes on incentive to work, save and invest. However, the effects of taxation on economic incentives depend upon two types of factors are nature of taxes, and psychological reaction of the tax-payers. We will examine the nature of taxes first.

A. Nature of Taxes: From the point of view of production, the aim of taxation is to put people in more work effort, to earn more, save more and invest more. However, the effect of various taxes would differ depending upon the nature of tax. Some taxes have the least or no bad effects at all on the desire or incentive to work, save and invest whereas some have

very bad and distorting effects. For instance, taxes on unearned income or windfalls, inheritances, capital gains, abnormal profits etc., all being unexpected will not affect the desire to work and save adversely. Moreover, a reasonable commodity taxation such as sales tax and excise duties may not have any unfavourable effects on the desire to work, save and invest. But, if a large proportion of the income is taken away by way of taxation of the commodities of wide consumption, the savings are likely to fall due to high marginal propensity to consume.

Similarly, the effect of income tax, wealth tax, inheritance tax and expenditure tax differ in nature. A highly progressive income tax discourages most tax-payers from working hard and saving more and same is the case with wealth tax. But wealth tax has less adverse effects on the desire to work and save of the tax-payer than income tax, since the former does not directly affect the reward for work. Similarly, compared to income tax, inheritance tax is preferable, because the former is paid by the tax-payer out of his present income and the latter will be paid from the wealth and income which he inherits and which is unearned in nature to him. Though, income tax and inheritance tax both affect the desire to work and invest, yet the effects of income tax are more unfavourable on the desire to work and save (and hence on production) as compared to the effect of inheritance tax. An expenditure tax, on the other hand, may have more favourable effect on the desire to work and save than income tax. A progressive expenditure tax will discourage wasteful expenditure on consumption and thus encourage saving and investment.

Thus, it is obvious that, taxes differ in nature and in their effects on the incentives of the people, i.e., on the desire to work, save and invest.

B. Psychological Reaction of the Tax-payers: The psychological reaction of the tax-payers to any tax varies from person to person and is governed by the elasticity of his demand for income. The demand for income is said to be elastic when a person is not so anxious to maintain his given income, and he is not prepared to work hard and secure the same amount of income.

However, the elasticity of demand for income, being more a psychological and subjective factor, and also varying from person to person 'and in different circumstances, is a difficult thing to measure. But, usually, the demand for income, is inelastic i.e. people generally desire to have a certain level of income always and by all means. The factors responsible for the inelasticity of demand - for income may be mentioned as:

- 1) Some people desire to maintain a certain minimum standard of living for themselves and their families under all circumstances. Such people certainly like to work more, and save more when a tax is imposed.
- 2) Some people desire to have a definite minimum income from their savings in future, either for themselves or for their dependants. Such people may also like to work more and save more when tax is imposed.
- 3) Some persons have a strong tendency to accumulate wealth, acquire power and distinction. These, too, are likely to work more and save more on the imposition of tax.
- 4) Those people who have love for action and enterprise, will also work hard and save more when a tax is imposed.

Check Your Progress-IV

Q1. What are the effects of taxation on ability to work, save and invest?

Ans.-----

Q2. What are the effects of taxation on willingness to work, save and invest?

Ans.-----

4.7.3 Effects of Taxation on the Diversion of Economic Resources

While the volume of production in a country depends upon the ability and desire to work, save and invest, the composition pattern of production depends upon the way the economic resources are distributed and allocated between various industries and localities. Taxation can be used as an instrument of fiscal policy for favourable diversion of resources between industries and regions in a country. When the products of certain industries are taxed, their prices rise, hence the demand for their products falls, and thereby the profits are reduced. This may result in the diversion of resources from these industries to some other industries whose products are either untaxed or are taxed at a lower rate.

The extent to which the diversion of resources takes place - from taxed to non -taxed or low taxed industries - will depend upon the elasticity of demand and supply of the products of such industries. If the demand for taxed commodity is inelastic and its supply is elastic the incidence of tax will be relatively more upon the buyers, and hence, the diversion of resources would not

take place. Contrary to this, if the demand for the product is elastic and its supply is inelastic, the incidence of tax will fall upon the producer. If the producer finds it unprofitable or comparatively less profitable to carry on production in taxed industries, the diversion of resources may take place to non-taxed industries.

Beneficial Diversion: Taxation on harmful drugs or injurious articles of consumption may discourage their production, and the labour; capital and other resources employed in these industries may be shifted to other industries. Restriction of consumption and hence of production of harmful goods and the consequent diversion of productive resources to other and more useful industries may be taken as beneficial diversion. A check on the consumption of such articles may also improve the health and efficiency of the consumers. Hence the taxation of such articles is socially desirable. Similarly, a tax on production of luxuries may divert resources (labour capital, etc.) to the production of necessities. This type of diversion is beneficial, especially, in the under-developed countries where productive resources are generally scarce.

Harmful Diversions: Taxation on necessities of life or articles of common consumption may not be socially desirable. Taxation on such articles will increase their prices and thus the consumption of these articles may be reduced. This may have an adverse effect upon the health and efficiency of the people. Further, the rise in prices will reduce the demand, and hence, the production of such articles. This may reduce profits and therefore, it is possible that the resources may be diverted from the production of necessities or the articles of common consumption to that of some less useful goods. Thus, such diversion of resources are harmful and are socially undesirable.

4.8 Effects of Taxation on Distribution

Therefore, one of the major objectives of taxation in modern economies is to use it as an important tool of fiscal policy to reduce the income and wealth inequalities and to bring an equalitarian society. Here the distribution should not be in terms of taxation and distribution; but fiscal policy and distribution. Both taxation and public expenditure are used together to achieve this objective. The effects of taxation on the distribution of income and wealth among the various sections of society, however, depends upon the following two factors:

- 1. Nature of Taxes or Tax Rates:** The nature of taxation means whether the taxation is progressive, proportional or regressive. A tax is said to be progressive if the larger the taxpayer's income (or property) the greater is the proportion which he pays as tax. A tax is

called proportional if all the tax payers pay the same proportion of their income (or property) as tax. A tax is regressive if the larger is tax payer's income (or property) the smaller is the proportion which he pays as tax.

If taxation is "regressive", the inequalities in the distribution of wealth and income may increase as the burden of taxation falls more heavily on the poor than on the rich. A toll-tax is regressive, as the amount of tax is the same for the rich and the poor, while the utility of money, which is paid as tax is greater for the poor than for the rich. Hence, the burden of taxation is higher on the poor than on the rich.

If taxation is "proportional", inequalities would continue as before, if the income remains the same. But, if the income changes in unequal proportions, the inequalities in income will increase. Therefore, the burden of proportional taxation falls more heavily upon the poor than the rich as the income increases.

If the tax system is "progressive" the income and wealth inequalities would be reduced, because a higher proportion of the income and wealth of the rich would be taken away by way of taxes than that of the poor. Hence, a sharply progressive tax system tends to reduce inequalities in the distribution of income and wealth and, the sharper the progression, the stronger is the tendency to reduce inequalities.

2. **Kinds of Taxes:** Whether the system of taxation is progressive, proportional or regressive in nature, depends upon the kind of taxes, i.e. whether the tax system is composed of direct or indirect taxes or both.

A. Direct Taxes and Distribution: If taxation is to be used as a tool of reducing inequalities in the distribution of wealth and income in a society, all those taxes which fall heavily upon the rich sections can have favourable distributional effects and hence justified. Therefore, direct taxes like taxes on income, property, wealth, inheritance, gift etc. which are based upon the principle of progression and ability to pay and hence having equitable distributional effect are able to reduce disparity.

B. Indirect Taxes and Distribution: The burden of indirect taxes, like taxes on commodities of wide consumption, generally falls on the poor. It is because the poor spend a larger proportion of their income on such commodities than the rich. Since poor people's propensity to consume is higher than that of the rich, the burden of indirect taxes such as taxes on food stuffs, tobacco, cheaper sorts of alcohol etc. falls more heavily upon the poor than the rich. However, the indirect taxes may be made

progressive or equitable if the necessities are exempted from taxation and luxuries are subjected to heavier ad valorem taxes, so that the tax rates would be higher for the highly proved goods of superior quality-which are mainly purchased by the rich. It may, however, be noted that the purchases of luxury goods are optional, and hence the rich can avoid the payment of these taxes by not purchasing such goods or by reducing their demand to some extent.

Further, commodity taxes such as import duties, may have favourable effects on distribution of income. For instance, when duties are levied on imported goods to give protection to those industries in which the wage rates are higher than in other industries there would be tendency for the workers to move from the low wage industries to the high-wage industries. This may help to reduce inequality of incomes. The import duties may also have favourable effect when imposed on those commodities which are imported for the benefits of the rich people. However, indirect taxes are, in general, regressive in nature. Hence, the inequalities of income and wealth cannot be reduced by these taxes.

Other Effects of Taxation:

If taxes produce favourable effects on the ability and the desire to work, save and invest, there will be a favourable effect on the employment situation of a country. Further, if resources collected via taxes are utilized for development projects, it will increase employment in the economy. If taxes affect the volume of savings and investment badly then recession and unemployment problem will be aggravated.

Again, effect of taxes on the price level may be favourable and unfavourable. Sometimes, taxes are imposed to curb inflation. Again, as an imposition of commodity taxes lead to rising costs of production, taxes aggravate the problem of inflation.

Thus, taxation creates both favourable and unfavourable effects on various parameters. Unfavourable effects of taxes can be wiped out by the judicious use of progressive taxation.

4.9 Summary

In this lesson, you have read about some approaches i.e. the Benefit, Ability to-Pay and cost of service approach of taxation. The Benefit Approach is based on the idea that people should pay taxes based on the benefits they receive from government services. Ability to pay approach is defined as one where the sacrifices of utility by all tax payers are equal. There are three principles of sacrifices. Equal absolute sacrifice, equal proportional sacrifice and equal

marginal sacrifice. In the case of last principle, the tax liability is the most on the rich man and the lowest on the poor man.

As compared to incidence of tax, effects of tax are much wider. Effects of tax are incidental results of the tax. Economics effects of taxation are studied under three important heads: Effects of taxation on production, on distribution, and on stabilisation. Taxation influence the ability to work, save and invest; desire to work, save and invest; and diversion of resources between various employments and thus the composition of production. The effects of taxation on the distribution of income and wealth depend on the nature of taxes and kinds of taxes. Stabilisation effects of taxes on the economy are also important to regulate the level of economic activity.

4.10 Questions for Practice

A. Short Answer Type Questions

- Q1.What is significance of Benefit Principle?
- Q2.What is the index of ability-to-pay?
- Q3.Explain Lindahl Model to distribute tax burden among different people.
- Q4.Horizontal and vertical equity.
- Q5.What are the elements of a tax?
- Q6.Discuss effects of taxation on production.
- Q7.Discuss the effects of taxation on ability to work, save and invest.
- Q8.Briefly explain the effects of taxation on Economic Stability.

B. Long Answer Type Questions

- Q1.Discuss the various approaches of taxation. Which of these explains the principle of taxation most accurately?
- Q2.What is meant by ability-to-pay principle of taxation? How it is generally implemented?
- Q3.Discuss critically the Benefit Approach to equity in taxation. Also describe the problem evolved in the practical application of this approach.
- Q4.Discuss briefly the economic effects of taxation?
- Q5.How do taxes affect production in a country?
- Q6.How do taxes help to regulate the level of economic activity in a free market developed economy?
- Q7.Discuss the favourable and unfavourable effects of taxes with special reference to effects on ability to work, save and invest.

4.11 Suggested Readings

- Otto Eckstein: Public Finance
- Richard A Musgrave: Public Finance in theory and practice
- Harvey S. Rosen: Public Finance
- Gareth D Myles: Public Economics
- David A. Starrett: Foundations of Public Economics
- Francesco Forte: Principles of Public Economics

BACHELOR OF LIBERAL ARTS

SEMESTER-III

COURSE: PUBLIC FINANCE

UNIT 5: ANALYSIS OF MAJOR TAXES AND THEORIES OF TAX SHIFTING

STRUCTURE

5.0 Learning Objectives

5.1 Introduction

5.2 Analysis of Major Taxes in India

5.2.1 Income Tax

5.2.2 Expenditure Tax

5.2.3 Goods and Services Tax (GST)

5.2.4 Corporation Tax

5.2.5 Custom Duties

5.3 Shifting of Taxation

5.3.1 Theories of Tax Shifting

5.4. Concepts of Incidence of Taxation

5.4.1 Measurement of Tax Incidence

5.5 Summary

5.6 Questions for Practice

5.7 Suggested Readings

5.0. Learning Objectives

After reading this unit, learner will be able to:

- Analyze the effects and incidence of major taxes in India.
- Explain the concept of tax shifting.
- Understand the various views regarding the concept of tax incidence.
- Measure the incidence of taxation.

5.1. Introduction

The Indian tax structure is divided into two parts i.e. direct taxes and indirect taxes. The direct taxes are imposed on taxable income generated by corporate entities as well as individuals. Contrary to it, indirect taxes are imposed on the sale as well as provision of commodities and services. In Indian tax system, taxes are imposed by both the central government as well as the state governments. Some minor taxes are also imposed by the local authorities i.e., local governments and municipality. During the past few years, the various state governments and the central government have introduced several policy reforms and measures to simplify the process in order to achieve automation, transparency and high predictability.

5.2 Analysis of Major Taxes in India

5.2.1 Income Tax: It was for the first time; the modern form of Income Tax was introduced in India in 1860 to remove the financial problems which led to the revenue crisis of 1857. Later on, various Income Tax Acts like 1886, 1916 and 1922 came into existence and was abolished. Currently, the Income Tax Act, 1961 is working in India.

A. Incidence of Income Tax

- 1. Incidence of Income Tax on Net Income of the Individuals:** Income tax is imposed on net income when all business costs have been subtracted. Hence, there is no chance of shifting of Income tax. However, there is great contention over the income tax incidence. An individual earns his income in form of rent, dividends, wages and interest. The taxes on the income of individuals are levied on the incomes which are more than the subsistence level. Hence, individual's taxable income is the surplus over and above such costs. Thus, the taxes imposed on these kinds of incomes cannot be transferred
- 2. Incidence of Income Tax on Net Income of Business Firms:** The incidence of income tax on net income of business firms will be borne by its owner(s) when the profit of the firm is at maximum level. If the business firm increases the price of a good to transfer the burden on to customers, the demand for that good will decline. So, the profit of the business firm will also decline. Thus, the business firm will have to bear the tax burden in short run. Hence, there is no chance to transfer the tax. The tax cannot be transferred under normal conditions as it is imposed on profits when all the essential conditions are met. The business firm having marginal income with no profits does not

pay the income tax as their cost will be equal to price. Hence, there is no possibility of shifting the tax burden even in long run.

3. **Incidence of Income Tax on Business Profits:** Income tax on net profits are the taxes on surplus, when all costs i.e. entrepreneurial wages, interest on capital and other costs have been deducted. Besides, income tax on income from business or business profit is imposed on taxable profit when entrepreneurial wages and interest on the capital of owner have not been reduced. These taxes are called corporate taxes. The interest on the capital of owner is an essential cost until capital is not acquired without remuneration to the savers, corporate income taxes are collected from super marginal as well as sub marginal firms which generate income for the owners. Similarly, entrepreneurial wages and interest instead of services and capital respectively, are essential payments in larger non-corporate firms. This shows that even marginal firms whether these are corporate and non-corporate, generate income for owners instead of services and capital, as wages and interest respectively. Hence, when a tax is levied on these incomes, it cannot be transferred forward or backward. Contrary to it, there may be some chances of transferring business income taxes in the long run. When heavy income tax is imposed, it reduces the supply of new capital as well as business ability, as a result, it may lead to decline in output and increase in prices. Even in long run, there are no possibilities of tax shifting when there are no non-taxed opportunities are available.

B. Effects of Income Tax:

1. **Effects of Income Tax on Production:** Production depends on the savings and incentive to work. In order to realize the effects of income tax on production, its effects on savings as well as incentive to work have been discussed as below:
2. **Adverse Effect on Savings:** An income tax affects an individual's capacity to save directly by declining his disposable income. If high tax proportion is paid out of consumption expenditure, savings would not be reduced directly rather savings will be affected indirectly. But if tax payment does not affect consumption expenditure, it will have direct impact on the savings which will lead to reduction in savings.
3. **No Adverse Effect on Savings:** Prof. Friedman has said that the proportion of income saved remains constant in long-run. According to Keynes, when income rises, larger portion of it is saved. So, it can be said that savings cannot remain constant as national income rises various times in the long run. Hence, progressive income tax needs not necessarily lead to decline in savings in the long-run.

- 4. Effect on Incentive to Work and Ability to Save:** The high- and progressive-income tax reduces the net monetary reward which is to be generated by an extra hour's work; this makes the additional work less attractive. Hence, disposable income of the tax payer is reduced which in turn reduces the savings. But this statement may not always be true.
- 5. Effect on Willingness to Work and Save:** The willingness of people to raise their income may not be affected under any conditions. They must be just as willing to work and save for the smaller rise in income as the larger rise in income. Hence, it can be said that people are not affected by monetary award they get.
- 6. Effect on Incentive to Work Hard and Save More:** The income tax induces people to work hard and save more as the tax may compel the people to save more than before as to acquire that level of net income which provides reasonable comfort. But number of such people is less and mostly people belong to less wealthy class and their contributions to savings is likely to constitute small part of the total national income.
- 7. Effect on Investment:** If savings and investment are considered to be same then income tax will reduce savings which in turn declines level of investment. If investments and savings are considered to be separate then effects of income tax on investment has to be studied through financial and non-financial motives. Financial motives are the desire of income, the desire for liquidity, desire to protect purchasing power, expectation of profit through appreciation and the desire for security. Besides, non-financial motives are pride of ownership and the satisfaction of correctly evaluating non speculative risks. The non-financial motives are less important than financial motives.
- 8. Effects of Income Tax on Distribution:** Income tax is the most significant instrument of declining inequalities in the distribution of income and wealth in the economy. Contrary to it, some economists are of the view that highly progressive income tax is not very much helpful in reducing the problem of inequalities. Income tax may be levied to avoid concentration of wealth in the hands of few people by higher tax slabs for the higher incomes; reduce inequalities in the level of consumption through the implementation of progressive income tax system; and to raise the accumulation of socially useful forms of wealth by giving income tax exemptions.
- 9. Effects of Income Tax on Employment:** Income tax can be considered as an instrument for maintaining as well as achieving economic stability. At the time of increasing prices, taxes on capital gains, incomes and profits may have dis-inflationary

effects. Contrary to it, at the time of declining prices, a reduction in burden of income tax on lower income groups may lead to increase in consumption. Hence, it will surely help in solving the problem of depression.

5.2.2 Expenditure Tax

The income has been regarded as the most adequate method of measuring economic welfare of the people; expenditure is also regarded as the basis of taxation as an alternative to income. Fisher, Marshall and Pigou have put forward the fact that expenditure tax is a good direct tax in principle, but it is not considered as a good tax in administrative efficiency. Prof. Kaldor has said that expenditure of a person is a better measure of a person's tax paying capacity than income. Moreover, some particular amount of consumption expenditure may be exempted and the tax can be progressive or proportional. Expenditure tax has little negative impact on incentive to work and save than income tax. Moreover, expenditure tax on spending, increases savings rather highly progressive income tax has adverse impact on savings. According to Prof. Kaldor, expenditure tax is justified on the basis of 'fairness' and 'equity' as this tax would not tax people on the basis of what they contribute to common pool but according to what they take out of it. Expenditure tax is justified at the time of inflation as it reduces consumption and controls prices. On the contrary, expenditure tax has negative impact at the time of deflation as reduction in consumption may reduce investment level which in turn leads to increase in unemployment. Hence, this tax has been recognized as good tax specifically to increase the level of economic development in the economy as it increases savings and capital formation in the economy. The expenditure tax has been criticized on various grounds. Firstly, expenditure is difficult to assess. Secondly, this tax may lead to rise in inequalities in the distribution of wealth as it encourages savings. Third, if expenditure is regarded as the base for taxation, people under different economic situations having same expenditure are bound to pay the same amount of tax. Fourth, this tax treats every one equally without taking into account the temperaments, wishes and habits. Fifth, this tax is not suitable for the times of economic depression and sixth, administration of this tax is very difficult.

5.2.3 Goods and Services Tax (GST)

The GST was implemented in India on 1st July 2017 and it was the most significant policy measure in India since independence. GST has replaced different kinds of indirect taxes at central as well as at state levels to strengthen the spirit of one tax, one market and one nation.

Through implementation of GST, manufacturers of goods and services have become liable to make payments of sales tax to the central as well as state governments simultaneously. GST has eliminated all structural inflexibilities and additional burdens on customers as a result of cascading of taxes. The built-in-mechanism of GST credit system is estimated to minimize the problem of tax evasion as well as tax avoidance. India has adopted dual GST system i.e. at central and at state levels like Canada and Brazil. The implementation of GST may have a number of demand and supply side effects. Generally, GST may prove to be beneficial for household sector, business firms and central as well as state governments. The household sector may reap various benefits like simpler tax system; decline in price of goods and services as a result of removal of tax cascading; uniform prices all over the country; transparency in tax system; and rise in job opportunities. The trade and industry may also get several advantages from GST i.e. reduction in the number of taxes imposed; elimination of double taxation and tax cascading; more effective tax neutralization especially for exports; expansion of common national market; and simpler tax system which includes fewer tax rates and exemptions. The central and state governments may get different benefits from introduction of GST like development of unified common national market to increase foreign investment and strengthen 'Make in India' drive; encouragement to export/production activity; upgradation of overall investment climate for state development; uniform rates of Integrated Goods and Services Taxes (IGST) and State Goods and Services Taxes (SGST) to decline the chances of tax evasion; and decline in compliance costs as no multiple record keeping is required. The distribution of income has become more equal after the introduction of GST in India. Through GST, increase in output of production sectors may lead to rise in GDP also. Moreover, movement of resources from less productive to more productive sectors has declined. It can be said that introduction of GST has remained positive for investment, growth, consumption, capital formation and employment in Indian economy.

5.2.4 Corporation Tax

1 Incidence of Corporation Tax

- a) **Incidence of Corporation Tax and Equity:** The corporation tax declines the real income of three type of individuals i.e., income of shareholders may decline as less dividends are paid out of capital gains, the price of commodities and services manufactured by corporate sector may rise as a result the real income of the purchasers of these commodities and services will decline and the income of raw material and labor supplier to the corporate sector may also decline. If tax burden is borne by

shareholders, tax is not transferred. If tax burden is borne by customers, tax has been shifted forward. If tax burden is borne by the supplier, tax has been shifted backward.

- b) Incidence of Corporation Tax in Short Run:** If corporation is generating maximum profits at the time of imposition of corporation tax and continues to do so, short run tax burden will be entirely borne by the owners of the capital employed in the corporation. If corporation is not getting maximum profits, imposition of corporation tax may result in increase in prices as tax can help the corporation to maintain the income level as it was before the imposition of tax. Increase in prices means consumer will have to bear a part of tax burden. During this time period, if corporation is paying wages more than subsistence level, labor will also have to bear a part of tax payments.
- c) Incidence of Corporation Tax in Long Run:** The tax can be shifted on to other in long run as resources may move among different sectors of the economy. The incidence of imposition of corporate tax may spread over all owners of the capital in tax and non-taxed areas. The imposition of corporate income tax reduces returns on all capital but it is not sure that burden of tax will entirely be borne by the owners of the capital. Moreover, the individual's real income may be influenced by the tax on relative prices of the goods. To conclude, tax can be shifted forward by increasing prices and tax can also be shifted backward through capital movement to other sectors by declining the supply of capital.
- d) Incidence of Corporation Tax and Ability to Pay:** In case of corporate sector, if tax is not transferred and borne by the shareholders then it is vertically and horizontally inequitable as shareholders of corporate sector are taxed twice. Firstly, by corporate tax and secondly by income tax but shareholders of non-corporate sector pay only the income tax. On the other hand, if tax is transferred then shareholders pay only the single tax. If tax is shifted forward, it will increase the price of the good which in turn reduces the purchasing power of the customer. Now, it can be said that tax burden is distributed according to ability to pay. But, if tax is shifted backward, the income of the employees will decline. So, it cannot be said that tax burden has been distributed according to ability to pay.

2 Effects of Corporation Tax

- a) Effects of Corporation Tax on Savings:** If corporation income tax is paid at the cost of distribution of dividend which in turn declines retained profits, will further lead to

reduction in corporate savings. But, if tax rate is less on undistributed profits, it will be an encouragement to the company savings.

- b) **Corporate Income Tax and Investment:** The imposition of corporate income tax may influence corporate investment either by fund availability or by anticipated return. The corporate income tax can affect ability of the corporations to invest in different ways i.e., it influences business cost which further declines profitability of the firm and it may reduce the rate of return on investment that accrues to shareholders.

5.2.3 Custom Duties

Export duties as well as import duties are included in Custom duties. The incidence of custom duties is analyzed by the elasticity of demand of the goods to each country.

1. **Incidence of Export Duty:** If the good manufactured in Country A is a necessity for B, the demand for the good is inelastic to B, then tax incidence will be mostly on B and vice-versa. If there exists high competition for A's good in B's market, then burden of export duty on A's good will be on the producer's country. If A manufactures only a little portion of the total global supply of a good, then burden of export duty on A's good will be on the producer's country and vice-versa. If country A is a monopolist for the production of a good needed by B, then burden of export duty on A's good will be on the customers of B and vice-versa.
2. **Incidence of Import Duty:** if country A's demand for B's good is inelastic, then import duty burden of B's good will be on country A and vice-versa. If country A is a monopolist for the production of a good needed by B, then burden of import duty on A's good will be on the monopolist if the demand for the good is elastic and vice-versa. If a good imported by country A from country B is a necessity for country A, the import duty burden will be on consumers of country A and vice-versa. If country A manufactures only a little portion of the total production of a good exported in exchange of country B's good, an import duty of B's good will be higher on country A. If the supply of a good, manufactured by country B and needed by country A, is very elastic, the import duty burden will be on the importing country and vice-versa.

Check Your Progress-I

Q1. Explain the two main effects of income tax.

Ans. -----

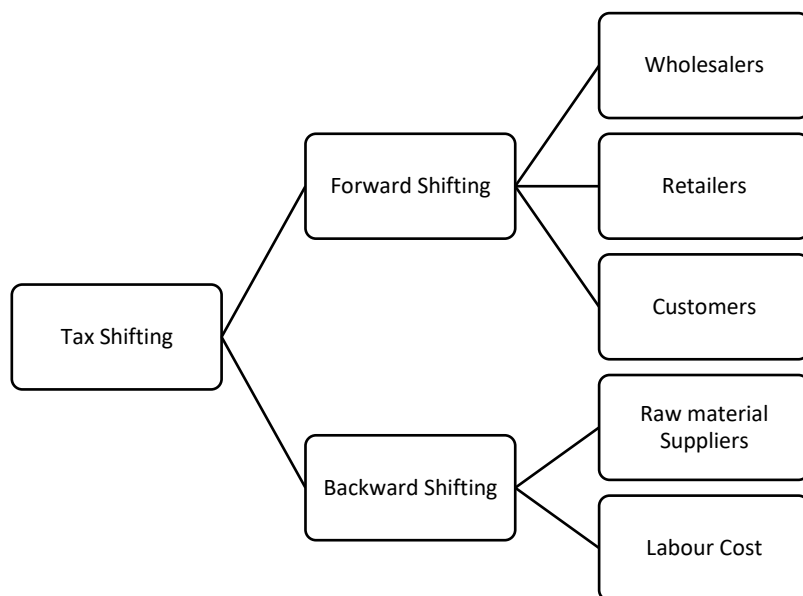
Q2 Write a short note on the incidence of corporation tax.

Ans. -----

5.3. Shifting of Taxation

The process of tax shifting deals with the important issues of how much burden of a tax is actually borne by the tax payer and how much of it is transferred on to the other persons. Tax shifting is a process through which some or entire money burden of a tax is transferred from the person on whom it is imposed to another person. The burden of taxation is to be transferred through change in price of goods. Exchange of commodities is the pre-requisite for tax shifting. The incidence of taxation falls on that person who cannot shift it on to others. For instance, the government levies excise duty on the production of cloth and collects the amount of tax from producer. The producer will add amount of tax to the production cost and will decide the price accordingly. By deciding price inclusive of taxation, manufacturer transfers the burden of

excise duty on to the customers. Thus, by comparing price of a good before and after the imposition of tax, one can ascertain 'shifting of taxation'. The shifting of taxation is of two types i.e. single point and multiple point shifting. In single-point shifting, the



manufacturer transfers tax burden of the

Figure 1: Tax Shifting

product on to the customer in form of higher prices. In multi-point shifting, the manufacturer transfers the tax burden of the product from single point to different points. In this, if government levies excise duty on cloth, it is paid by the manufacturer in the first instance but manufacturer transfers tax burden to the wholesaler who in turn, transfers burden to the retailer and finally on to the consumer's shoulders. Generally, shifting of taxation is done through three main processes i.e. shifting through price, tax capitalization and forward as well as backward shifting of tax. Tax shifting is done through price by the seller in form of raising

the price of the good. There is no other vehicle than price transactions through which process of tax shifting can take place in the free market economy. Sometimes, manufacturer does not transfer money burden of tax in form of increasing prices but by deteriorating the quality of the product. Shifting through tax capitalization takes place when commodities are durable in nature and are subject to a series of annual taxes during its life span. If the complete series of the taxes which are to be levied in future are to be transferred backward at the time of buying of a capital good, the lump-sum amount of these taxes must be calculated to deduct it from the price offered for the capital good. This type of tax shifting can be facilitated wholly or partially subject to various conditions. For instance, if somebody is interested to purchase residential building which will be taxed yearly during its life span, the buyer would ask the dealer to deduct the lump-sum amount of future taxes from the price of residential building. This is called tax capitalization. Forward and backward shifting of tax can take place through the price manipulations of taxed good. This kind of tax shifting can take place in two directions: forward and backward shifting as shown in figure 1. The forward tax shifting takes place when a manufacturer of a good transfers the tax money burden on to the wholesaler, retailer and consumers. In this type of shifting, either the price of the good is increased or the quantity and quality of the good is being reduced in order to transfer the entire tax money burden from the original taxpayers to the customers. The backward tax shifting takes place when manufacturer of a good transfers the tax money burden on to the agents of production. In this type of shifting, price is not changed and the burden of tax is borne by the factors of production or inputs. When a tax is levied on a good, the manufacturer will force the factors of production to accept the lower remuneration. For instance, tax is levied on the wholesaler of a good. The wholesaler cannot increase the price of the commodity but imposition of tax forces him to compel his workers to accept the lower wages or compel other factors of production to accept lower prices.

5.3.1 Theories of Tax Shifting

The process of shifting of taxation determines who will bear the incidence of taxation. Thus, the theories of incidence are the theories of tax shifting.

1. The Concentration Theory: The French economists are of the view that Physiocrats have advanced this theory. According to this theory, any tax, eventually is likely to rest upon a single class of taxpayers or landlords without considering who pays it. The physiocrats were of the view that only agriculture and no other occupation, was productive in nature. They put forward the fact that other classes of people did not generate any surplus so they

could not pay any kind of tax and they have to pass it on to others. It was only the agriculturist class which could pay taxes out of the surplus generated by them. Thus, the taxes levied on the non-agriculturist class must be transferred to others. The tax levied on the agriculturist class could not be transferred to others. No surplus was created in trade, commerce and other occupations and these occupations were regarded as 'Sterile'. Consequently, it was believed that a tax whether it was levied on a person or a commodity would eventually fall on land through tax shifting. Therefore, physiocrats strongly proposed that agriculturist class must be asked to pay single direct tax on land owners and agricultural land as they are both economical as well as productive. Adam Smith has opposed the view of physiocrats that agriculture alone is productive in nature.

Merits

This theory has stressed that all the taxes are paid by taxpayer out of the surplus generated. If there is no surplus, then efforts are made to transfer the tax money burden on to others. Therefore, it would not be right to levy a tax on the one who does not have any kind of surplus.

Criticism

All the economic activities are productive in nature because these activities have utility, demand as well as value in exchange. A single tax on agriculture land is not the right policy decision in modern welfare states. A single tax on agriculture land cannot meet the financial requirements of the present welfare states.

2. The Diffusion Theory: The diffusion theory has been given by the French economist N.F. Canard. This theory is also known as 'Absorption Theory'. It proposes that all the taxes are diffused among the members of the society. According to this theory, taxes did not rest on one specific class and has the tendency to reach throughout the community. The taxes were diffused among the members of the community equitably and tax shifting would go on till it spreads throughout the community. The individual taxpayer from whom tax is being collected do not eventually bear the complete burden but transfer it on to others, in order to diffuse it all over the community. According to Prof. Lord Mansfield, "I hold it true that a tax imposed at a place is like a stone thrown in a lake, making circles in it, each circle creating another circle and thus, expanding these." N.F. Canard has compared the tax imposition with operation of veins in the human body. If the blood is being extracted from a vein of the body, the loss is not of that vein only but it reaches throughout the body and

the whole body remains in equilibrium. Therefore, if a tax is levied at a specific place, the tax burden does not rest on that specific place only rather it gets infused all over the community. The taxable surplus is generated by employing the land, labour and capital. Through selling and purchasing, all the taxes are infused among the different sections of the community and leftover upon the surplus income. The members of the society do not feel the burden of an old tax as they have sufficient time to adjust themselves to it. A new tax creates disequilibrium in the society as it takes time to diffuse all over the community. Therefore, according to this theory, old tax is no tax as it gets infused all over the community. Society does not feel burden of such tax as people gets used to the old tax.

Merits

The principle of equality is the main pillar on which this theory is based. This theory is in favour of imposition of indirect taxes in the society. This theory has put forward that old tax burden would not be felt as the community had sufficient time to adjust itself to it. On the other hand, a new tax disturbs the economic equilibrium of the society as it takes time to get infused all over the society. Prof. Canard has highlighted “Every old tax is good, every new tax is bad.” This theory has assumed that burden of tax does not fall on any particular person, but gets infused among the different people of the community.

Demerits

The justice in taxation has been assumed in this theory. According to this theory, tax is neither just nor unjust as all the imposed taxes are get infused among different members of the society and no one can either endure the whole burden of tax or can run away from tax burden completely. There are many taxes i.e. capital gain tax, estate duty etc., which cannot be transferred. This theory is based on several unrealistic assumptions like perfect competition, perfect mobility of factors of production as well as full employment in the economy. This theory has assumed that there is no specific advantage in studying incidence of taxation but the modern critics have opposed this view as the main aim of present government is to obtain maximum social benefit. To achieve this aim, one has to study the tax burden on different sections of society according to their ability to pay. This theory fails to determine the incidence of taxation. This theory is ambiguous in nature as it has assumed that tax payer is only a way of tax paying as far as tax burden is concerned. But tax burden is borne by different people of the society. Therefore, this supposition is baseless.

3. The Modern Theory: The Modern Theory has been propounded by Prof. Dalton and many other modern economists like E.R.A. Seligmen and F.Y. Edgeworth have favored this theory. This approach is considered to be the most acceptable in explaining the incidence of taxation and also known as 'Theory of Demand and Supply'. Like other two approaches, this theory has assumed that a tax could be paid out of surplus only and if there is no surplus, tax money burden will be shifted on to others.

This approach has applied analysis of value and price to the problem of shifting of taxation and determination of tax incidence. This theory has put forward the fact that all taxes should be levied upon taxable economic surplus directly, If the tax payer has generated economic surplus, he will bear the tax burden otherwise he will try to transfer it on to others. According to Prof. Shirras, a tax enters into the price of the commodity by becoming the part of production cost of that good.

According to this theory, all taxes should be levied directly on the economic surplus otherwise it will be transferred on to others. Tax becomes the part of production cost and enters into price of a good. It is by increasing the price of a good that a person shifts tax on to others. If taxes do not have any impact on price, tax money burden cannot be shifted. Moreover, if there are no price transactions, tax shifting is not possible. Critics do not support Stein's view that taxation will be a part of cost of production. Therefore, Hobson has argued that taxes must be levied on economic surplus directly.

It is the price process on which shifting as well as incidence of taxation depends. Tax shifting is based on the behavior of buyers and sellers. All these elements have to be evaluated which have their impact on demand and supply conditions.

Modern economists have taken into consideration the following components of tax shifting:

- 1. Nature of Tax:** There are several taxes that can be transferred backward as well as forward. The tax shifting is not possible in case of other taxes.
- 2. Surplus:** if economic surplus is not there, tax burden is shifted on to others. The tax is shifted on to a particular place where economic surplus exists.
- 3. Amount of Tax:** When tax amount is less, no tax shifting is there and when tax amount is more, seller can go for tax shifting.
- 4. Mobility of Labor and Capital:** Tax shifting is possible only in case of mobility of labor and capital. If both are immobile, no tax shifting will be there.

5. **Condition of Production:** In case of production under monopoly, tax burden will be transferred on to the consumers and in case of perfect competition, tax shifting will depend on law of returns.
6. **Elasticity of Demand and Supply:** When the demand is inelastic, burden of tax will be entirely on buyers and when demand is elastic, burden of tax will be partly on buyers and partly on sellers.

5.4 Concepts of Incidence of Taxation

The incidence of taxation refers to a problem who will have to bear the final money burden of tax or who will pay the tax ultimately. In other words, eventual money burden of tax or final payment of the tax is called incidence of taxation. Incidence of taxation rests on the one who cannot transfer it on to others. For instance, the government levies excise duty on the production of cloth and collects the amount of tax from producer. The producer will get it from wholesaler, wholesaler from retailer and retailer from consumer. Hence, incidence of taxation will be on customers.

A. Prof. Dalton's Concept of Tax Incidence

According to Prof. Dalton, *“Whatever tax revenue is collected by the government, it has an ultimate burden on someone or the other. Such a burden is called incidence of taxation.”*

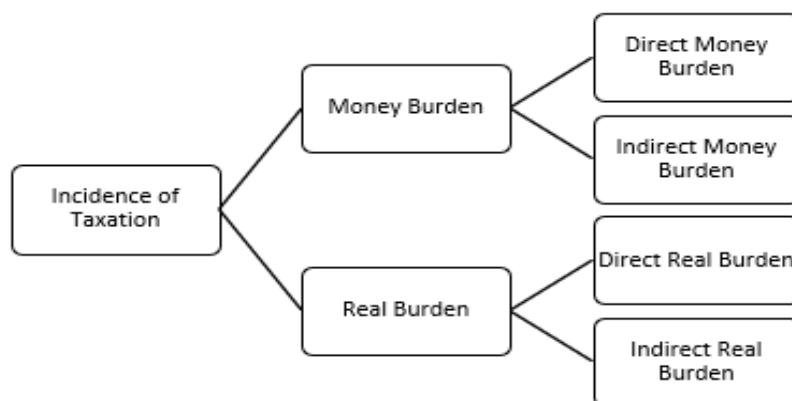


Figure 2: Classification of Incidence of Taxation

Prof. Dalton has classified incidence of taxation into two parts i.e. money burden and real burden. Money burden is the amount of tax money collected by the government. Money burden is of two types: direct money burden and indirect money burden. If tax burden is borne by the person who pays it, is called direct money burden. If tax burden is shifted by the one who pays it onto other persons, then the ultimate tax burden borne by other person is

called indirect money burden. Real money burden is the sacrifice made by taxpayer due to payment of tax. Real money burden is of two types: direct real burden and indirect real burden. Direct real burden is the sacrifice or reduction of economic welfare due to imposition of tax. If there is reduction in consumption of commodities by the tax payer due to tax imposition, it is called indirect real burden.

B. Mrs. Ursula Hicks's Concept of Tax Incidence

It was in 1940; Mrs Ursula Hicks put forward the two concepts of tax incidence i.e., formal incidence and effective incidence. These two concepts are as follows:

Formal Incidence refers to money incidence or the tax money burden. It refers to the amount of taxpayer's income which has been paid to the government. This amount does not provide any direct benefit to the actual taxpayer rather it is used by government to provide collective goods. In other words, formal incidence is the statistical measurement of the mode of distribution of actual tax burden among several income groups during a financial year.

Effective Incidence incorporates all the costs and benefits which an economy gets from a tax system. It refers to the effects of taxation on the economy. The statistical measurement of effective incidence is not possible rather one can only compare the situation before and after the imposition of tax.

C. Prof. Musgrave's Concept of Tax Incidence

According to R.A. Musgrave, if there is change in the distribution of income available for private uses, then it is called incidence of taxation. These fluctuations occur due to change in budgetary policy which includes resource transfer. Prof. Musgrave has argued that distributional changes occur either due to change in expenditure policy or tax policy or in both. He has put forward the five concepts of incidence relating to various types of changes as follows:

- a) Specific Tax Incidence is the change in income distribution because of change in tax policy when public expenditure remains constant.
- b) Differential Tax Incidence is the difference between the distributional outcomes of two tax policies which give same yield in real terms. It is the outcome of substitution of one tax for another.
- c) Specific Expenditure Incidence is the change in income distribution because of change in rate of public expenditure when tax policy remains constant.

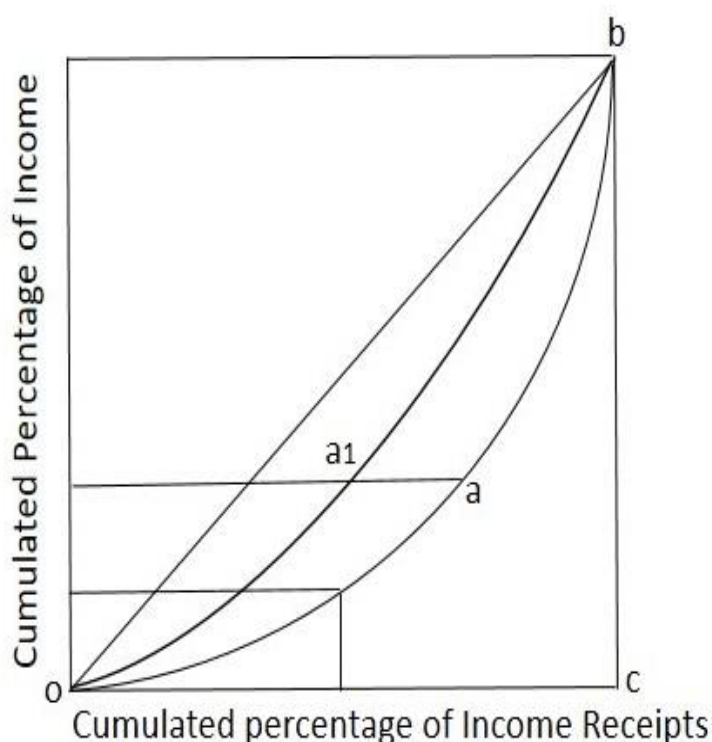
- d) Differential Expenditure Incidence is the change in income distribution because of change in type of expenditure when tax function remains constant.
- e) Balanced Budget Incidence is the change in income distribution because of change in both the level of real expenditure and policy of taxation.

Prof. Musgrave's concept of incidence is same as that of effects of taxation. According to him, incidence and effects are the similar concepts. Contrary to it, both are different concepts, incidence is the money burden and effects are the real burden.

Modern economists like Prof. Musgrave, Mrs. Ursula Hicks and several other economists have made substantial efforts to move from traditional approach of tax incidence to its modern approach. Traditional economists have taken into consideration only the direct money burden, other concepts like indirect money burden; direct real burden and indirect real burden have been ignored.

5.4.1 Measurement of Tax Incidence

The incidence has been measured by Prof. Musgrave through cumulative percentage of income and percentage of income corresponding to percentage of income receipts as shown in figure 2. Hence, the Lorenz Curve is plotted. In figure 2, the line of perfect equality is ob which accords with the line of equal distribution. The index of equality is given by $oabc/obc$. If some reforms occur in budgetary policy, it results into shifting of Lorenz curve from oab



to oa_1b which is closer to the line of perfect equality. Now, the co-efficient of equality becomes oa_1bc/obc . Hence, the ratio of index of equality before and after budgetary reforms measures the incidence or distributional fluctuations. The formula becomes:

Distributional Change = Co-efficient of equality after budgetary change / Co-efficient of equality after budgetary change

$$(oa_1bc/obc) / (oabc/obc) = oa_1bc/obc$$

Hence, incidence or distributional fluctuations can be measured as follows:

If $R < 1$, incidence is regressive

If $R = 1$, incidence is proportional

If $R > 1$, incidence is progressive

This method has been criticized as it does not comprise the effects which are necessary to be incorporated in incidence to give the final decision. Moreover, it is the aim of analyzing the incidence of the person or the authority on which the definition of incidence would depend.

Check Your Progress-II

Q1. Explain the concept of tax shifting.

Ans. -----

Q2. Mention about merits of diffusion theory of tax shifting.

Ans. -----

Q3. Write a short note on incidence of taxation.

Ans. -----

5.5. Summary

In this unit deals with various topics like analysis of major taxes in India, theories of tax shifting, concept of incidence as well as measurement of incidence. Analysis of major taxes includes income tax, expenditure tax, GST, corporation tax and customs duty. In this part, incidence as well as effects of taxation have been analyzed. The three theories of tax shifting have been included i.e., concentration theory, diffusion theory and modern theory. The views of various economists like Prof. Dalton, Mrs. Ursula Hicks and Prof. Musgrave related to incidence have been analyzed. Moreover, Prof. Musgrave's concept of measurement of incidence has also been included in the unit.

5.6. Questions for Practice

A. Short Answer Type Questions

Q1. Write a note on GST.

Q2. Discuss about measurement of tax incidence.

Q3.Explain the terms

- a) Expenditure tax
- b) Co-operate tax

Q4. What do you mean by tax shifting?

Q5. Define tax incidence

Q6. Explain income tax incidence

Q7.Explain the effects of income tax

Q8.Explain the measurement of tax incidence

Q9.Evaluate diffusion theory of tax shifting

B. Long Answer Type Questions

Q1.Explain about incidence and effects of co-operation tax.

Q2.Mention about modern theory of tax shifting.

Q3.Explain the incidence and effects of income tax.

Q4.Define the concept of shifting of taxation in details

Q5. Explain the theories of tax shifting.

Q6. What do you mean by taxes? Evaluate the measurement of tax incidence.

5.7. Suggested Readings

- B.P. Tyagi: Public Finance
- R.K. Lekhi: Public Finance

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER- III

COURSE: PUBLIC FINANCE

UNIT: 6 PUBLIC DEBT: ITS TYPES AND ROLE. BURDEN AND METHODS OF REDEMPTION OF PUBLIC DEBT, DEBT MANAGEMENT AND BUDGETARY POLICIES

STRUCTURE

6.0 Learning Objectives

6.1 Introduction

6.2 Meaning and Definition of Public Debt

6.3 Public Debt: Types

6.4 Sources of Public Debt

6.5 Public Debt and Private Debt: Similarities and Differences

6.6 Role of Public Debt

6.7 Economic Effects of Public Debt

6.8 Burden of Public Debt

6.9 Redemption of Public Debt

6.10 Public Debt Management

6.11 Budgetary Policies: Functional and Economic

6.12 Summary

6.13 Questions for Practice

6.14 Suggested Readings

6.0 Learning Objectives

After reading this unit, learner will be able to:

- Understand the meaning, types and roles of public debt
- Know the methods of redemption of public debt
- Describe public debt management
- Evaluate functional and economic classification of budgetary policies.

6.1 Introduction

Public debt is an important component of Public Finance. Public debts are government borrowings of various types. Government can borrow from both internal and external sources. The government redeems these debts using suitable method for overall debt sustainability. Therefore, government takes utmost care in managing its public debt with a focus upon the nature and quantum of borrowings along with the process of its redemption.

Another important component of Public Finance is Budgets, which is a balance of expenditures and receipts of the economy in a given period. It is a financial plan that is used to depict the rationalization of resources amongst the various demand expenditures in the economy. Budgetary transactions of the government are classified into two important types: Functional and Economic with its peculiar features.

6.2 Meaning and Definition of Public Debt

To finance the expenditure, government has two options. It may impose taxes or may borrow from various internal and external sources. To borrow, the government sells government securities to the public, with a promise to pay back with interest in future. The borrowing increases public debt that is owned by the government. Public debt is a very important concept in Public Finance mainly concerning the fiscal policy

The liabilities payable by the government are known as Public Debt. In recent times, countries across the world resort to borrowing along with raising the finance through taxes, fees etc. The consolidated debt of the Central Government and State Governments composed General Government Debt. Various economists have defined the concept of public debt.

Prof. J.K Mehta says: *“Public revenue, therefore, consists of the money that the government is not obliged to return to the very individual from whom it is obtained. Public debt, on the other hand, carries with it the obligation on the part of the government to pay money back to the individuals from whom it has been obtained.”*

According to Prof. P.E. Taylor. *“The debt is the form of promises by the treasury to pay to the holders of these promises a principal sum and, in most instances, interest on that principal. Borrowing is resorted in order to provide funds for financing a current deficit.”*

Like all government, Government of India also borrows for various reasons. General Government Debt composed of the borrowing done by Central, State and Union Territories with legislature. Both the Central Government and State Governments can borrow according

to the provisions in the Constitution of India. The Central Government Debt includes all the liabilities of Central Government contracted against the Consolidated Fund of India. This provision is stated in Article 292 of the Constitution of India. ‘Other liabilities’ of the Central Government includes that in the Public Accounts.

The Constitution of India empowers State Governments to borrow only from domestic sources under Article 293 (1). Major source of financing of gross fiscal deficit (GFD) of the State Governments are market borrowings and loans from financial institutions, provident funds, reserve funds and deposits etc.

The government has been publishing the *Annual Status Paper on Government Debt* since 2010-11 that provides a detailed position of Government’s debt position.

6.3 Public Debt: Types

Public debt is classified into various types depending upon nature of public debt like the level of aggregation, sources of raising funds, nature of legal enforcement, creation of funds for its redemption, use of funds, redemption of debts and time period of the debt as shown in Figure.

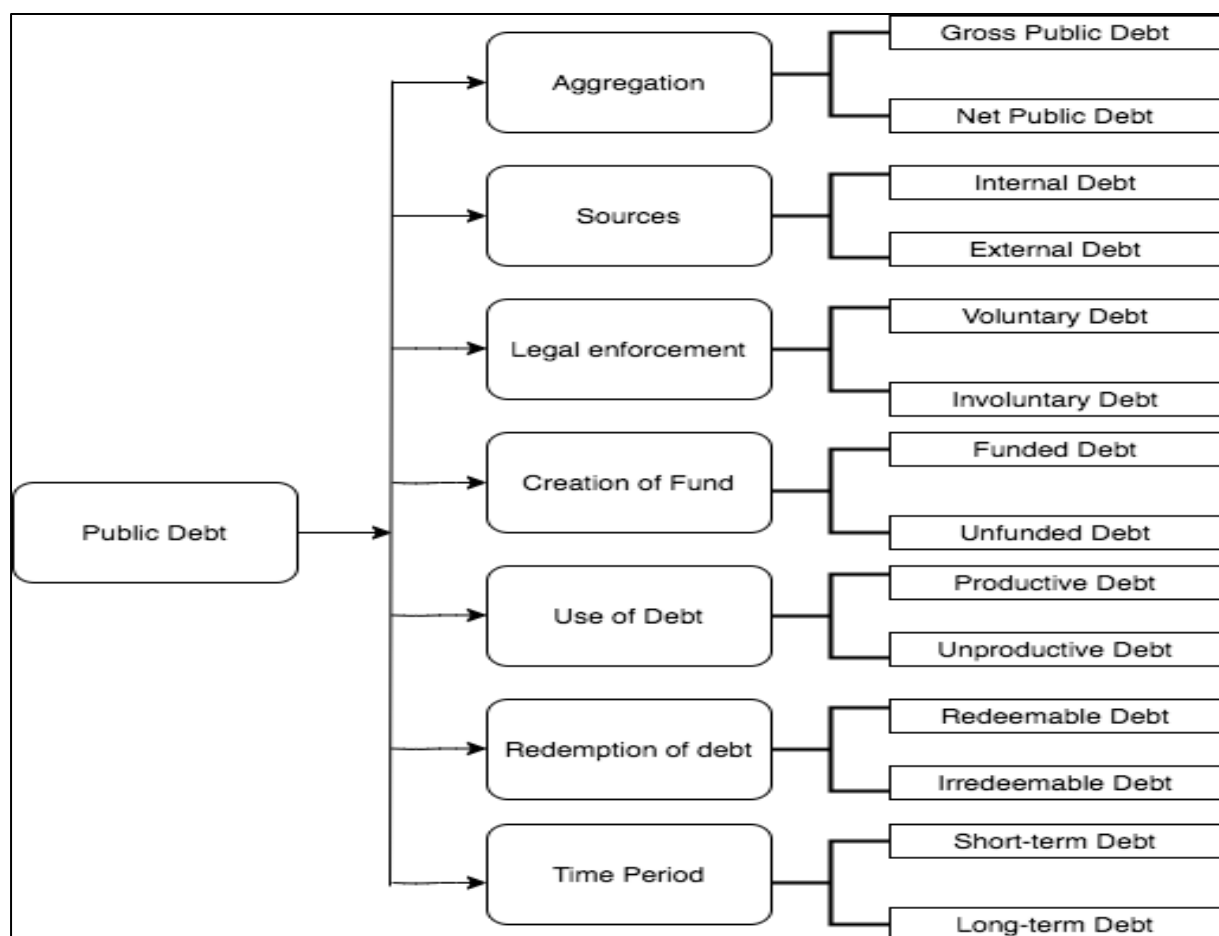


Figure 1. Different Types of Public Debt

- 1) **Gross Public Debt:** Gross public debts include the total financial liability of the government.
- 2) **Net Public Debt:** These are the gross financial liabilities less the financial assets of the government. In other words, it means the amount of Public Debt left after exclusion of 'sinking funds' and other assets of the government to be used for repayment of debt.
- 3) **Internal Debt:** When the government borrows from persons or institutions within its geographical area is called as the loans taken from internal sources or internal debt. An internal loan can be voluntary or involuntary. Internal debt involves the transfer of wealth from lender to borrower within the territorial area.
- 4) **External Debt:** The borrowing of the government outside its geographical territory constitutes external debt. These loans are voluntary in nature. In case of external borrowings, the loans are taken from foreign lenders while reverse happens in case of return payments.
- 5) **Voluntary Debt:** Debts are actually the loans taken by the government. When the lender gives the loan to the government without any legal enforcement, is called as voluntary debt. The lender has a freedom of the quantum of loans given to the government.
- 6) **Involuntary Debt:** Also known as compulsory loan, people are compelled to pay to the government. This type of borrowing is very rare in present times due to its inept disadvantages as compared to taxation and voluntary loans. Governments may resort to these borrowings at the times of war, or other demanding eventualities.
- 7) **Funded Debt:** These are the debts that are repayable within definite period in conjunction with proper agreements, terms and conditions of repayment of interest, subject to repayment of principal.
- 8) **Unfunded Debt:** These are short-term debts and are raised in anticipation of public revenue. The borrowings are made for meeting the short-term expenditures.
- 9) **Productive Debt:** These are also known as reproductive debt. This debt is fully backed by the possession of assets of equal or greater value. Therefore, the interest on productive debts is paid from the returns to the assets possessed by the public authority.
- 10) **Unproductive Debt:** Also known as 'dead-weight debt'. These debts are not backed by corresponding assets. The payment of interest on unproductive debts is done with some other sources of public income, like taxation, fees etc.

11) Redeemable Debts: These are the debts that the government promises to pay off in the future date. Therefore, the government makes the arrangement for the repayment of loans either through tax collections or some more borrowings.

12) Irredeemable Debts: For irredeemable debts, the government only pays the interest but never the principal amount. These are long-term loans without any maturity period.

13) Long-term Debt: These are the borrowings of the governments that are paid after a long period of time, say 10 years or more. The long-term loans gradually become short-term loan with the approach of repayment date.

14) Short-term Debt: These are the short-term loans that are repaid within three months or less. In India, Treasury Bills are redeemed minimum after 91 days. Since, 2010, Cash Management Bill (CMB) was introduced with the maturity of less than 91 days.

Check Your Progress-I

Q1. Explain the meaning and Definition of Public Debt.

Ans.-----

Q2. Discuss the concept of Public Debt in context of India.

Ans.-----

Q3. What are the various types of Public Debt?

Ans-----

6.4 Sources of Public Debt

There are two major sources of Public Debt, namely Internal Sources and External Sources. The government makes choice regarding the major source of taking debt, depending upon the characteristics of the sources.

A. Internal Sources: Internal sources of raising public debts are the one that the government borrows from various sources within the country.

1) Borrowing from Individuals: Individuals buys government bonds of various denominations and for varied times, thus diverting the funds from individual consumption to government exchequer. The highly secure and low-risk investments encourage the individuals to buy government bonds. The government further invests the collective funds from individual investors for public projects

- 2) Borrowing from Non-Banking Financial Institutions:** Non-banking financial institutions include insurance companies, venture capitalists, investment trusts, mutual saving banks etc. In India, Reserve Bank of India defines “Non Banking Financial Company (NBFC) as a company registered under the Companies Act, 1956 engaged in the business of loans and advances, acquisition of shares/stocks/bonds/debentures/securities issues by Government or local authority....” The non-banking financial institutions invest the idle funds available with them in risk free, safe and highly liquid government bonds.
- 3) Borrowing from Commercial Banks:** Unlike the individuals and non-banking financial institutions, Commercial Banks has the mechanism of credit creation that is multiple times of the primary deposits. The excess cash reserves are invested in government bonds to earn profits for paying interest to their depositors.
- 4) Borrowing from Central Bank:** The Central Bank of the country also subscribes to government loans. The credit is created by the Central Bank by purchasing government bonds and the government pays back the loan from the accounts maintained by the Central Bank. The creditors who receive the cheques from the government, deposit them in their commercial banks that acts as an additional source of loans and advances. Therefore, the borrowings of the government from commercial banks are most expansionary in nature.

B. External Sources: Borrowings by the government from outside the country constitutes an important component of public debt. These funds are largely borrowed to meet the expenditure on various developmental projects, defense expenditures and other security concerns. Apart from individual countries, the government can also borrow from the international institutions like International Monetary Fund (IMF), International Bank for Reconstruction and Development (IBRD), International Development Association (IDA), International Finance Corporation (IFC) etc.

6.5 Public debt and Private Debt: Similarities and Differences

Similarities:

- 1) Both public debt and private debt is taken to finance the expenditure that are over and above the revenues generated.
- 2) In both public and private debt, the resources are diversified from one use to another.
- 3) In both public and private debt, interest has to be paid on the debt.

- 4) The borrowing capacity of the borrower is the determining factor of the quantum of public and private debt.

Differences:

- 1) No private individual or entity can compel any other person or institution to extend him or her the loan, whereas government can force people to lend.
- 2) The loan taken by the government is mainly used for productive purposes, whereas the private debt can be utilized for either productive or unproductive purposes.
- 3) The government can repudiate the repayment of the public debt under certain circumstances, while the private debt has to be paid under all circumstances.
- 4) Usually, the rate of interest of the public debt is lower as compared to the private loan due to the higher credit-worthiness of the government.
- 5) The government can resort to various sources to repay back the public debt. They can either increase the taxes, or can borrow again for repayment and in some cases can also print currency to repay the loan; whereas private debt has to be repaid from the individual resources only.
- 6) Public debt produces an important impact on the economy, from the perspective of both borrowings and spending; while the impact of private loan remains confined to the borrower only.
- 7) The government may also resort to public debt to control inflation as a policy instrument; whereas the private debt does not have any such provisions.
- 8) The burden of repayment of public debt falls on general public, if more taxes are imposed on the people and/or expenditure on welfare schemes are reduced; whereas the burden of the private debt remained confined to the borrower only.
- 9) The public debts are considered to be risk-free and safe with high credit worthiness unlike the case of private debt.

6.6 Role of Public Debt

Public debt had become an important means of revenue generation in modern times. Earlier, the government used to borrow to finance mainly war expenditures. But in present times, the public expenditures exceed the proceeds from taxes. However, the government also prefers not to impose high rate of taxes to avoid any type of discouragement amongst the present generation to produce. Therefore, the government prefers borrowing from the various internal and external sources for current consumption with future promise of payment.

Following are the major reasons for incurring Public Debt:

- 1) The major reason for raising the public debt is the mismatch between revenue and expenditure of the government. In the lean season, with incurring deficit budget, the government resorts to public borrowings to balance the budget.
- 2) There may be some sudden events like wars, internal disorders, or natural calamities that also demands expenditures from the government, which it can meet by borrowing from various sources.
- 3) The government also borrows funds to finance developmental plans like construction of roads, bridges, ports, educational institutes, financial institutes etc.
- 4) The government also uses public debts as a means to control inflationary trends in the economy by mopping away the excess money available in the economy.
- 5) The government also resorts to public debt during depression wherein the resources of the government revenue fall along with the fall in employment opportunities and effective demand. Under these circumstances, borrowings from various internal and external sources provide an important means of expenditure of the government that can have expansionary impact on the economy with multiple times increase in income.
- 6) There are certain public enterprises and utilities that promote the welfare of the people like railways, water, postal services, power generation etc. Maintenance of these public enterprises for making these utilities available to almost whole population irrespective of the economic stature of the people requires huge resources, which the government raises through loans taken from the public in the form of raising public debts at the case of deficit budget.

Check Your Progress-II

Q1. What are the major sources of raising Public Debt?

Ans.-----

Q2. Distinguish between Public and Private Debt.

Ans.-----

Q3. What is the role of public debt in the economy?

Ans.-----

6.7 Economic Effect of Public Debt

The economic effect of public debt can be assessed from the nature of the public debt raised, like the sources of public debt, the duration of public debt, the utility of public debt and its redemption process. The public encounter numerous effects of government decisions to raise public debt that are highlighted as follows:

- 1) Public debt has an impact on current consumption of the lenders. The government borrows for various reasons e.g., to curb inflationary trend, to fill the mismatch of public budget etc. Whatever may be the reason, the divergence of funds to government exchequers reduces the funds, otherwise used for consumption purposes with the lenders.
- 2) The impact of public debts can be understood from two perspectives. If people lends to the government by cutting their consumption expenditures, it would impact demand of the goods negatively and thus produce detrimental impact on the overall private investment. But usually, people lend their idle funds to the government to earn risk-free returns. On the other hand, if the government utilizes the public funds for developmental purposes, it produces positive impact on private investment. Thus, the net results of raising public debt depend upon the comparative impact of raising public debts.
- 3) The public debt also helps in redistribution of wealth in the economy. Usually, the idle funds are collected mainly from the relatively richer section of the society and are invested for developmental programs keeping in view the relatively poorer sections of the society. Thus the raising the public debt and utilizing its productively helps in decreasing socio-economic inequalities and poverty in the society.
- 4) The public debts act as a means of increasing employment opportunities and economic growth through making development related investment, mitigating rural-urban divide for inclusive growth in the economy.
- 5) The public debt also helps in balancing the balance of payment accounts. If with raising the funds, the investment is made on capital goods and other productive activities, it can raise the production and productivity in the economy. This in turn raises exports as compared to imports.
- 6) Raising public debt instead of addition taxation to meet the current expenditures also helps in controlling the price level of various raw materials and intermediate products. Therefore, public debt is also important means of controlling inflation in the economy.

Therefore, it is important to highlight that public debt is an important component of the government. It is helpful not only in meeting the deficits in the economy, but also helps in

controlling inflation along with generating employment opportunities, increasing economic growth and reducing inequalities in the economy.

6.8 Burden of Public Debt

As the personal debts are worrisome for an individual, can we say similarly for the public debt raised by the government at different levels? In this context, it is important to examine the impact of public debt (internal and external sources) on the present and future generations. Dalton has classified the impact of internal and external public debts as (i) real or monetary and (ii) direct or indirect. Therefore, impact of public debts raised an array of possible features:

A. Internal Public Debt

- 1) **Direct Money Burden:** This involves the sacrifice of the current consumption of the people due to increase in tax payments and other payments to the government.
- 2) **Indirect Money Burden:** In case the loans are raised for developmental purposes, the income of the people increases multiple times raising the demand for goods and services leading to higher general prices, thus imposing an indirect burden of price rise on people and reducing their overall welfare.
- 3) **Direct Real Burden:** The collection of taxes by the government for the payment of principal amount and interest thereon, results in the transfer of purchasing power within the geographical boundary of the government. Moreover, the whole society pays the taxes to redeem the loans taken by the government, whose real impact is borne more by the economically poor people of the society.
- 4) **Indirect Real Burden:** The additional taxes on different sections of the society can increase the level of poverty and inequality in the economy that has the indirect impact of adverse working possibilities due to tiding away the earned income in taxes.

B. External Public Debt

- 1) **Direct Money Burden:** The payment of principal amount and the interest thereon to the external creditors has a direct monetary burden on the nationals of the borrower country
- 2) **Indirect Money Burden:** The payment of loans to external creditors reduces the monetary resources for indigenous developmental projects, which reduce the income of the people and also have an impact on demand of goods and services. This can result in

the increase in the prices of the goods and services without the increase in income, causing economic losses.

- 3) **Direct Real Burden:** The tax burden on different sections of the society imposes direct real burden on them with the high collection of taxes that also diverts funds from the immediate consumption of goods and services.
- 4) **Indirect Real Burden:** The high tax collections used for the payment of loans also affects the morale of the people to work more, mainly with the imposition of progressive taxation. These high rates of taxes, collected for repayment of loans can indirectly affect the production and productivity in the economy, leading to some unwarranted impacts on the society.

6.9 Redemption of Public Debt

The repaying of the loan by the government is known as Redemption, whereas refusal to pay back the borrowed funds is known as Repudiation. Repudiation of the loans by the government has numerous social and economic consequences. The creditors who were denied the repayment suffer economic losses and if the creditors composed a large section of society, the social unrest also becomes a possibility. Moreover, the future borrowing also becomes a challenging task.

The redemption of the loan to both the internal and external creditors are important and the authorities are concerned about the timely redemption of the debt for building creditability and trust of the creditors. Hence maintaining the pace of redemption is also important. The speed of redemption should not be fast enough to adversely impact the taxpayers, and neither it should slow enough to prolong the debt burdens.

The Following Are the Means of Redemption of Public Debt:

- 1) **Capital Levy:** This is a special debt redemption levy that is imposed 'all at once' that raises controversies across academic and political spheres. Supported by economist like Ricardo, Pigou and Dalton, the same are opposed by Hicks and Shirras. The capital levy is a very heavy tax imposed on property and wealth. Dalton argued that Capital Levy is important as it avoid the burden on the younger upcoming generation.
- 2) **Conversion:** Conversions means converting the old debts into new debts in order to reduce the burden of debt by substituting the low interest loans in place of old high interest loans. The conversion is usually done either before or at the time of maturity of the debt. For the purpose of conversion, it is important to compare the total burden of debt over a given

period including the money required to repay the principal amount and the interest, with a further provision of allowances for untaxed capital appreciation.

- 3) **Refunding:** This is a process where the new bonds and securities are issued by the government to repay the matured loans. Usually, the short-term securities are replaced with long-term securities, mainly to postpone the date of redemption of debt.
- 4) **Sinking Fund:** The creation and maintenance of debt-redemption fund, called as 'sinking fund' is very important and has been adopted by many countries. In this fund, some part of public revenue is credited continuously during the period of the loan to repay the debt on maturity. Sinking funds are classified broadly into two types, (a) certain sinking funds and (b) uncertain sinking funds. Whereas in certain sinking fund, government credits a fixed sum of money annually, but in the uncertain sinking funds, the money is credited on account of surplus budget. In present times, governments find it difficult to accumulate sinking funds over time as are used for the repayment of some parts of the debt each year or to buy the bonds from the market.
- 5) **Terminal Annuities:** Conceptually similar to 'sinking fund', the government pay off a part of the public debt each year by issuing the terminal annuities. This subsequently eases the burden of debt up till the actual time of its maturity.
- 6) **Surplus Budget:** A budget is surplus when the spending is less than the public revenues obtained. The excess of the public revenue over the spending is utilized for paying off the public debt. Having surplus budgets in recent times has become a rare plausibility. Usually, governments resort to increasing taxes or fees to increase revenues and reducing the expenditures in the economies that may results in decelerated scenario in the economy.
- 7) **Surplus Balance of Payment:** The excess of exports earnings over the import expenditures results in the surplus in the balance of payment. These surpluses are used to repay the external debt and internal debt. Therefore, the countries concentrate more on increasing exports.

6.10 Public Debt Management

Public debt management refers to the policies designed and adopted to achieve the objectives of borrowing from internal and external creditors. The public debt management thus concerns about making decisions regarding the optimal source of public borrowings, terms of agreement of taking loans and their redemption process. Conclusively, it is concerned with examining the different characteristics of public debt. The management of public debt is very important for the growth of the economy.

According to Prof. Abbot, *“Public Debt Management is concerned with the decisions of the forms of public debt in terms of which new bonds are sold, maturing debts are redeemed or refunded, the proportion in which different forms of public debt should be issued, the pattern of maturities of debt and its ownership etc.”*

Government of India publishes its ‘Debt Management Strategy’ (DMS) in its annual ‘Status Paper on Government Debt’ since Dec 2015. Earlier various documents of the Government of India and RBI publish the various components of public debt management. The DMS document has three components spread in three chapters. This includes, Objectives and Scope of DMS, Risk Assessment of Public Debt Profile of Central Government, and Medium-Term Debt Strategy (MTDS). The objectives of the DMS revolve around three main pillars of low cost, risk mitigation and market development.

6.11 Budgetary Policies: Functional and Economic

Budget is a statement that contains the forecast of revenue and expenditures of the government during a period of time, usually a year. Whereas, the expenditure of the government is basically meant to increase the public welfare along with economic development; the taxes are the cost imposed on the taxpayers of all these measures taken by the government by collected the revenues. The concerns of the budget makers are to balance the expenditure and revenue sides of the budget that revolves around the major objectives of the economic planning for growth and development.

Therefore, the classification of expenditure is very important aspect of budgetary policy. Some of the important classification systems include Functional Classification and Economic Classification

A. Budgetary Policies: Functional Classification: A Functional Classification is very important under the system of budgeting. The expenditures are presented in accordance with the nature of the functions and projects planned for the growth and development of the economy. The targets to be achieved should be financed with respect to the physical targets to be achieved. Therefore, for utility aspects, the functional distribution classifies the government expenditure on the basis of different tasks like education, defense, health, transport, etc. Therefore, the focus of the policy makers get due attention with respect to the different projects to be implemented in the economy for the targeted growth and development.

B. Budgetary Policies: Economic Classification: The budget has a significant impact on the whole economy. It is imperative to understand the impact of revenues and expenditure of the government on different sectors to the economy. Therefore, it is important to group the budget in accordance with the economic criteria. Economic classification categorizes the expenditure into the important heads, like investment, consumption, capital formation etc. India did the economic classification of the budget in the year 1956 by the Economic Division of the Ministry of Finance for the budget of 1957-58. According to Ministry of Finance *“The classification of government transactions is attempted in a manner which makes it possible to link them with a system of a national income and expenditure accounts, it would be possible to indicate the share of government in the generation of the national product and in national expenditure, the breakdown of government expenditure into consumption and capital formation and the impact of government transactions on the level and pattern of expenditure of the rest of the economy.”*

Check Your Progress-III

Q1. What are the economic effects of Public Debt?

Ans-----

Q2. Distinguish between Certain and Uncertain Sinking Fund.

Ans-----

Q3. What do you understand by repudiation and redemption of public fund?

Ans-----

6.12 Summary

Public debt is an important component of resource generation in different developed and developing economies. Countries, irrespective of their level of development need funds for achieving set targets for the economy. The government raises revenues through taxation, fees etc. and make provisions for various types of expenditures. But it was observed that for most of the times for many countries, the revenues collected through taxes fall short of the needs of expenditures in the economy. Therefore, the governments resort to borrowing to finance its expenditures. Government can raise public debt from internal or external sources at different rate of interest with distinguishing redemption criterion. These loans can be of long-term or

short-term, they may accrue a high or low rate of interest, and these may be redeemed with the imposition of new taxes or new borrowings. Hence, it is very important for the Government to manage the debts raised from different sources amicably, with making proper planning and policies for raising the funds, deciding their duration, types and manner of their redemption so that the sustainable economic growth is achieved.

6.13 Questions for Practice

A. Short Answer Type Questions

- Q1.Explain the meaning of Public Debt.
- Q2.Differentiate between Public Debt and Private Debt.
- Q3.What are Sinking Funds? What is their importance?
- Q4.Differentiate between redeemable and irredeemable debts.
- Q5.How do Surplus Budget and Surplus Balance of Payments help in redemption of public debt?
- Q6.What is the importance of economic classification in budgetary policy making?
- Q7.Explain the major objectives of Public Debt Management.
- Q8.Distinguish between function and economic classification of Budgetary Policies.

B. Long Answer Type Questions

- Q1.Explain the meaning, types and importance of Public Debt.
- Q2.What is meant by Repudiation and Redemption? Which is better and why?
- Q3.What are the various means of redemption of public debt?
- Q4.State the meaning and importance of Public Debt management.
- Q5.Compare the nature and importance of internal and external sources of raising public debts.

6.14 Suggested Readings

- Chand, S. N., Public Finance, Atlantic Publishers, New Delhi, 2008.
- Eckstein, O., Public Finance, Prentice-Hall of India, New Delhi, 1973.
- Hugh Dalton, Principles of Public Finance, F.A. Praegen, New York. 1955.
- Musgrave, R.A. and Musgrave, P.G., Public Finance in Theory and Practice, McGraw Hill, New Delhi, 2004.

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER-III

COURSE: PUBLIC FINANCE

UNIT 7: CLASSIFICATIONS OF BUDGETS AND THEIR USES

STRUCTURE

7.0 Learning Objectives

7.1 Introduction

7.2 Concept of Budget: Meaning and Definition

7.3 Objectives of Public Budget

7.4 Functions and Impact of Budget

7.5 Classification of Budget

7.6 Balanced Budget

7.7 Unbalanced Budget

7.7.1 Surplus Budget

7.7.2 Deficit Budget

7.8 Performance Budget and its Classification

7.9 Budget as an Instrument of Mobilization and Channelization of Resources and Redistribution of Income and Wealth.

7.10 Summary

7.11 Questions for Practice

7.12 Suggested Readings

7.0 Learning Objectives

After studying this unit, learner will be able to:

- Understand the various definitions of budget
- Differentiate among various types of budgets

- Analyze the concepts of balanced and unbalanced budgets
- Explain the concept of performance budget
- Examine budget as an instrument of economic policy

7.1. Introduction

The word ‘budget’ is derived from a French word, 'Bougett' which means a leather bag or wallet’ that contains financial proposals and recommendations. People are restless to see what the bag contains in the form of economic bill introduced by the finance minister in the Parliament House annually, in order to maximize the welfare of the community in the modern times. In other words, a government budget is an annual financial statement which shows item wise evaluations or estimates of expected revenue and anticipated expenditure during a fiscal year.” The budget in a modern state is a forecast and an estimate of all public receipts and expenses and for certain expenses and receipts an authorization to incur them and collect them

7.2. Concept of Budget: Meaning and Definition

The term budget refers to a document which contains estimates of revenue and expenditure of a country, generally for a period of one year. Just as your household financial plan is concerning what you earn and spend, similarly the government budget is a statement of its income and expenditure. In the first quarter of every year, government presents its budget by giving an estimate and evaluation of its receipts and expenditure before the Lok Sabha for the coming financial year. The government plans expenditure as indicated by its objectives and then attempts to raise resources to meet the proposed expenditure. Government earns money broadly from fees and fines, taxes, interest on loans given to states and dividend by public sector enterprises. Government spends mainly on (i) securing and giving goods and services to citizens, (ii) on law and order and (iii) internal security, defence, staff salaries and so on. In India there is constitutional necessity to introduce budget before Parliament for the ensuing financial year. The financial (fiscal) year begins on April 1 and ends on March 31 of next year. For instance, fiscal or budget year 2011-12 is from April 1, 2011 to March 31, 2012. So clearly, the budget is the most important document for the government because government executes its plans and programmes through the proposed financial plan. Some of the definitions of public budget are as follows:

As per Dimock “A budget is a financial plan summarizing the financial experience of the past stating a current plan and projecting it over a specified period of time in future.”

According to Harlod R. Bruce “A budget is a financial statement, prepared in advance of the opening of a fiscal year of the estimated revenues and proposed expenditures of the given organization for the ensuring fiscal year.”

Munro “Budget is a plan of financing for the incoming fiscal year. This involves an itemized estimate of all revenues on the one hand and all expenditures on the other.”

Wilne defined as “Budget is a detail of estimated revenues and expenditures-a comparative chart of revenues and expenditures-and over and above this it is an authority and direction of the competent authority given for the collection of revenues and expenditure of public money.”

As per S torum “Budget is a document containing a preliminary approved Plan of Public Revenue and Expenditure.”

Taylor defined “Budget is a financial plan of government for a definite period.”

From the above definitions, we conclude that the following are the main elements of public budget:

1. It is a financial document having expected estimates of revenue and proposed expenditure;
2. It needs some authority to approve it;
3. Budget is prepared for a limited period, generally it is annual;
4. It additionally sets the procedure and manner in which the collection of revenue and the administration of expenditures is to be executed.
5. Expenditure and sources of finance are arranged in accordance with the objectives of the government.

7.3 Objectives of Public Budget

It should be remembered that rapid and balanced economic growth with equality and social justice has been the overall objective of all the policies and plans. General objectives or uses of a public budget are as under:

- 1) **Economic Growth:** The first objective is to promote speedy and balanced economic growth in order to improve living standard of individuals. Economic growth refers to a

continued increase in real GDP of the economy, i.e., a sustained increase in the volume of goods & services.

- 2) **Reduction of Poverty and Unemployment:** Another aim of public budget is to eradicate mass poverty and unemployment by creating employment opportunities and giving maximum social benefits to the poor. In fact, social welfare is the single most significant objective. Every citizen of our country should be able to meet his fundamental requirements like food, housing, clothing (roti, kapda, makaan) along with decent educational and medical care facilities.
- 3) **Reduction of Inequalities/Redistribution of Income:** In order to minimize the inequalities of wealth and income, government can influence distribution of income through levying taxes and giving subsidies. Government imposes high tax rate on rich people reducing their disposable income and lowers the rate on group having lower income. Again, government gives subsidies and amenities to people whose income level is low. Again, public expenditure can be helpful in reducing inequalities. More focus is laid on equitable distribution of income and wealth. Economic advancement in itself is not a sufficient and complete goal but the goal must be equitable progress.
- 4) **Redistribution of Income:** Equalities in distribution of income mean allocating the income distribution in such a way that minimizes income inequalities and also there is no concentration of income among few rich. It basically requires that rate of increase in real income of poor or helpless sections of society should be faster than that of rich segments of society. Fiscal instruments like taxation, subsidies and public expenditure can be utilized to achieve the object.
- 5) **Reallocation of Resources:** Reallocation of resources is another objective of budget in order to accomplish social and economic objectives. Again, government gives more resources into socially productive sectors where private sector initiative is not forthcoming, for example, rural electrification, education, health, public sanitation and so on. Also, government allocates more funds to create socially valuable goods (like Khadi) and draws away resources from some different areas to promote balanced economic growth and development of regions. Moreover, govt. undertakes production directly when required.

- 6) Economic Stability/Price Stability:** Government can bring economic stability by controlling fluctuations in general price level through taxes, subsidies and expenditure. For example, when there is inflation (continuous/persistent rise in prices), government can reduce its expenditure and when there is depression, and government can reduce taxes and grant subsidies to encourage spending by individuals.
- 7) Financing and Management of Public Enterprises:** Another objective of budget is to finance and manage public enterprises which are of the nature of national monopolies like railways, water lines, power generation and so on.

7.4 Functions of Budget

The following points highlight the functions of budget:

- 1) It guarantees the financial and legal accountability of the executive to the legislature.
- 2) It ensures the responsibility and accountability of subordinates to superiors in the administrative hierarchy.
- 3) It acts as an instrument of social and economic policy in order to serve the functions of allocation, distribution and stabilization.
- 4) Budget works with the efficient execution of the functions and services of government.
- 5) Budget facilitates administrative management and coordination as it brings together the different activities of the government departments into a single plan.

A budget impacts the society at the following three levels:

- a) Budget helps to promote aggregate fiscal discipline by way of controlled expenditure, given the quantum of revenues,
- b) Resources of the nation are allocated on the basis of social priorities,
- c) The budget contains effective and efficient programmes for delivery of goods as well as services to achieve its targets and goals.

7.5 Classification of Budget

A budget is defined as an annual statement of the estimated receipts and expenditure of the government over the fiscal year. The types of budgets are as follows:

- 1. Revenue and Capital Budget:** The revenue or current budget is associated with current financial transactions of the government which are of recurring nature. It includes revenue receipts i.e. tax and non- tax revenue and expenditure made out of revenue receipts. Capital budget is associated with those transactions which are related to the acquisition and disposition of capital assets. It includes receipts from borrowings from RBI, market loans, loans from foreign institutions and governments, sale of long term securities and treasury bills etc.
- 2. Conventional and Administrative Budget:** The administrative budget is a set of accounts prepared within the framework manner i.e. through the imposition of taxes. The flows which are not owned by government are excluded from this budget. The cash or conventional budget includes all the cash receipts from and payment to the government. The funds whether belong or not belong to government are included in this budget. This budget is more detailed than administrative budget.
- 3. Executive and Legislative Budget:** The executive budget is established by the executive of the government. This budget is required to be adopted and passed by the legislature but the main initiative has to be taken by the government. The legislative budget is prepared as well as adopted by legislature either directly or indirectly through committees constituted by it.
- 4. Multiple and Unified Budget:** When more than one budget is prepared in order to evaluate the fiscal control and performance efficiency of every specialized function of government, then it is called multiple budgeting. This type of budgeting was prevalent in U.S.A. When single and comprehensive budget is made to evaluate budget operations and its total effect on the economy, then it is called unified budgeting.
- 5. Federal, State and Local Bodies Budget:** The federal and state government budgets are prepared, passed as well as implemented by the executive of the government. In some cases, local budget is different from executive budget. At state and local level, the process of budget is less difficult and one can easily evaluate advantages of public expenditure than in the federal budget.
- 6. Ordinary and Emergency Budget:** The ordinary budget is associated with the functions which are relatively permanent. On the other hand, emergency budget is associated with the exceptional or unusual situations like war, depression etc.

- 7. Deficit, Surplus and Balanced Budget:** If public revenue is more than public expenditure, then it is surplus budget. If public revenue is less than public expenditure, then it is deficit budget. If public revenue is equal to public expenditure, then it is balanced budget.
- 8. National Income Accounts Budget:** The data for preparing such type of budget is extracted from national income and product accounts. These accounts show the total resource-absorbing production as well as income generation by public and private sectors of the country. The activities of private sector are presented through investment as well as consumption and that of public sector are presented through federal, state and local components.
- 9. Full Employment Budget:** The full employment budgeting is based on revenue and expenditure that would be in existence under full employment conditions. This budget gives secondary importance to the actual revenue and expenditure of the coming year, it gives primary importance to the impact of budget on the economy. This budget must include estimates of revenue and expenditure at full employment level as well as at anticipated level of employment.
- 10. Plan and Non-plan Budget:** The part of budgetary receipts which finance the planned expenditure and the outlays on planned development heads constitute the plan budget while the remaining part of the budgetary resources and expenditures is referred to as normal or non-plan budget.
- 11. Development and Non-development Budget:** Budget have two type of heads i.e. development and non-development expenditure. Further, development expenditure includes revenue account and capital account. Revenue account comprises of expenditure on public health, education, industry, agriculture etc. Capital account comprises of civil works, power projects, road construction, railways construction etc. If all these expenditures whether in capital account or in revenue account are added, one can get a complete view of development budget. Non-development expenditure also includes revenue account and capital account. Revenue account comprises of tax collection, interest payments, administrative services etc. Capital account comprises of repayment of loans, discharge of permanent debt, loans and advances by government etc. If all these expenditures whether in

capital account or in revenue account are added, one can get a complete view of non-development budget.

12. Modern Classification of Budget or Economic and Functional Classification of

Budget: Taking into consideration multiple objectives and functions of modern public sector, modern economists have tried to classify budget into two types i.e. economic and functional classification of budget. The classification of the expenditure and mode of its financing in terms of economic category is known as economic classification of budget which would include information regarding consumption, savings, investment, creation of public assets as well as liabilities etc. from several budgeting items. On the other hand, functional classification consists of different type of functions that government performs or services provided i.e., defense, social and economic services etc.

Check Your Progress-I

Q1. Explain the concept of budget.

Ans-----
-----.

Q2. Differentiate between plan and non-plan budget.

Ans-----
-----.

Q3. Write a short note on modern classification of budget.

Ans-----
-----.

7.6 Balanced Budget

A government budget is said to be a balanced budget wherein government estimated receipts (revenue and capital) are equal to government estimated expenditure. Let us assume for the sake of convenience that the only source of revenue is a lump sum tax. A balanced budget will then imply that the tax amount is equal to the expenditure amount. A fair spending will then, at that point infer that the measure of duty is equivalent to the measure of use.

Balanced Budget: Estimated Government Receipts = Estimated Government Expenditure
It is always advisable to have a balanced budget for individuals and families. Most of the

classical economists advocated balanced budget, which was based on the approach of 'Live within means'. According to them, revenue of government should not fall short of expenditure. These economists also favoured balanced budget as they believed that government should not interfere in economic activities and should simply focus on the maintenance of internal and external security and provision of essential economic and social overheads. To accomplish this, government must have sufficient fiscal discipline so that its expenditures are equal to revenue.

Merits

- i) It guarantees financial stability
- ii) The balanced budget avoids wasteful expenditure
- iii) This budget help in fighting the situation of depression.

Demerits

- i) This type of budget does not effectively deal with economic evils
- ii) The process of economic growth is hindered
- iii) Scope of undertaking welfare activities as government assistance is restricted.

As indicated by Adam Smith, public expenditure should never exceed public revenues, i.e., he supported a balanced budget. But Keynes and modern economists disagree with the policy and arrangement of a balanced budget. They argue that in a balanced budget, total expenditure (public and private) falls short of the amount necessary in order to maintain full employment. Thus, government should expand its expenditure to close the gap between the expenditure essential for full employment and expenditure that actually takes place. A balanced budget is ideally a good approach to bring the near full employment economy to a full employment equilibrium.

7.7 Unbalanced Budget

When government estimated expenditure is either more or less than government estimated receipts, the budget is said to be an unbalanced budget. Unbalanced budget may be either surplus budget or deficit budget.

7.7.1 Surplus Budget

When government receipts are more than government expenditure in the financial plan, the budget is called a surplus budget. In other words, a surplus budget refers to a situation where in

government revenue is in excess of government expenditure. The surplus budget indicates the financial strength and soundness of the government. When there is too much inflation, the government can adopt the approach of surplus budget as it will help to reduce aggregate demand. Increase in revenue by imposing taxes on individuals reduces their disposable incomes, which otherwise could have been spent on consumption or saved and devoted to capital formation. Since government spending will be less than its income, aggregate demand will decrease and help to decrease the price level. However, in modern times, when governments have so many social, financial & political obligations, it is virtually not possible to have a surplus budget.

Symbolically:

Surplus Budget = Estimated Government Receipts > Estimated Government Expenditure

A surplus budget indicates that the government is taking away more money than what it is pumping in the economic framework. Subsequently, aggregate demand tends to fall which helps in diminishing the price level. Hence, in times of extreme inflation, which emerges due to excess demand, a surplus budget is the suitable budget. However, in case of deflation and recession, surplus budget should be avoided. In modern-day world, balanced budget and surplus budget are rarely used by the government.

7.7.2 Deficit Budget

When government estimated expenditure exceeds government receipts in the budget, the budget is said to be a deficit budget. In simple words, in a deficit budget, government estimated revenue is less than the estimated expenditure. Symbolically:

Deficit Budget = Estimated Government Expenditure > Estimated Government Receipts

Nowadays' famous democratic governments adopt generally deficit budget in order to meet the growing needs of individuals. It could be mentioned that Keynes had advocated a deficit financial plan to remedy the situation of unemployment and under-employment. Government covers the gap either through public borrowings or through withdrawals from its accumulated reserve surplus. Therefore, a deficit budget suggests increase in government liability and fall in its reserves. At the point when an economy is in under-employment equilibrium due to inadequate demand, a deficit budget is a good solution to combat recession. In developing nations like India, where a large number of resources are needed for the purpose of economic

growth & development it is impossible to raise such resources through taxation, deficit budgeting is the only option. In underdeveloped nations, deficit budget is utilized for financing planned development and in advanced countries it is used as stability tool to control economic and business fluctuations. In figure 1, national income is measured on OX axis and public revenue and expenditure on OY axis. At the Point e, budget is balanced. Towards the left of point e, the government budget is in deficit and to the right of point e, the budget is in surplus. At the point when the government incurs a budget deficit it is financed by borrowing. The government borrows from the general public by way of issuing government bonds. This gives rise to the public debt or government debt.

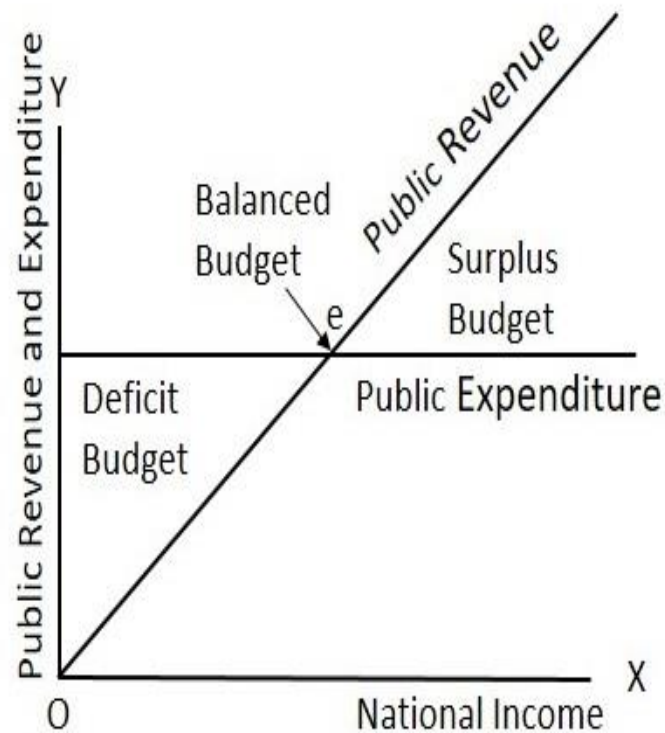


Figure 1: Balanced, Deficit and Surplus Budget

Merits

A deficit budget has the following benefits particularly for developing economy:

- i) It accelerates economic growth and development,
- ii) Deficit budget enables to undertake welfare programmes of the people and
- iii) It is a remedy for deflation as it really looks at downward movement of prices.

Demerits

At the same time, deficit budget has demerits also as follows:

- i) A deficit budget encourages unnecessary and wasteful expenditure by the government,
- ii) It might lead to financial and political instability and
- iii) It rattles the confidence of the foreign investors.

The situation of excess demand leads to inflation (continuous rise in prices) and the situation of insufficient demand leads to depression (fall in prices, rise in unemployment, etc.) in the economy. A surplus budget is suggested in the situations of inflationary trends in the economy whereas a deficit budget is recommended in the situation of recession.

7.8 Performance Budget

Performance budget is a spending plan which refers to programs and functions which reflects the estimated costs and revenues of the organizations, Government or Statutory bodies. This budget gives the objective and purpose for which funds are being raised and proposed activities and projects to be accomplished. Performance budget is aimed to improve the productivity and efficiency of the people involved in performing the tasks as per the budget requirements. This budget is not just about the performance; it is significantly more than the evaluation of performance or giving the performance information in the financial plans. The primary features of the performance budget are to introduce the performance estimation in the budgeting method and to incorporate the budget management system with the overall responsibility to compensate for the good performances and punish the terrible or poor performances.

Examples of Performance Budget

- i) 80 percent reduction in the patients suffering from Dengue and Malaria by the end of 2020;
- ii) 20 percent decline in manufacturing waste by introducing staff training in the process of manufacturing; and
- iii) 50 percent decrease in the infant mortality rate through the implementation of vaccination centers in various parts of the country by the year 2021.

Merits

- i) **Clear Purpose:** Performance budget provides a clear purpose of financial planning and gives a reasonable understanding of the performance of the individuals involved. It becomes accessible to review the performances and the deviations and then correct them.
- ii) **Improvement in Performance:** This budget helps to improve the performance, as there will be a constant check on the deviations and performances to eliminate the errors and correct the deviations, and hence this will help in improving the performances.

iii) Sets Accountability: Since the performance budget provides a reasonable understanding of the jobs to be performed and tasks to be completed by the concerned persons, it gives accountability on each individual for their jobs and tasks, and they will be considered responsible for their part of work.

iv) Transparency: The budget succeeds in making transparency in the budget related tasks and their performances, as it is clear to all their roles and responsibility, and they are accountable for their jobs, which will help in giving clear transparency in the entire process.

Demerits

- i) There can be the chance of data manipulation anywhere in the process;
- ii) There is a necessity of a robust accounting system;
- iii) Performance budgets are subjective in nature; and
- iv) This system has no universal applicability.

Classification of Performance Budget

In the words of Burkhead, performance budget is one which presents the purposes and objectives for which funds are requested, the costs for programmes proposed for achieving these objectives and quantitative data measuring the accomplishments and work performance under each programme. In a mixed economy of developing countries where a part of the budget is concerned with planned development programmes, a time bound achievement of objectives is all necessary.

(i) Object Classification

The object classification elaborates further each of the heads of expenditure under functional classification. In India, functional classification of budget is made among what are described as ‘major’ heads of expenditure like those under social services, economic services, general services, community services, etc. Each of these functions is again sub-divided into minor heads and sub-heads against which expenditure is shown separately. This is what is referred to as object classification. The table 1 will help in understanding the classification in a better way:

Table 1: Functional and Objective Classification	
Functional Classification	Objective Classification
1. Administrative and general services (Functional head) <ul style="list-style-type: none"> a) Defence (Major Head) b) Police (") c) Justice (") d) General Administration (") 	Agriculture and Allied services (Major Head) <ul style="list-style-type: none"> a) Agriculture Proper (Minor head) b) Soil and water conservation (") c) Food and Nutrition (") d) Animal Husbandry (") e) Dairy Development (")
2. Social Services (functional head) <ul style="list-style-type: none"> a) Education (Major Head) b) Medical and health (") c) Social security (") d) Information & Broadcasting (") 	
3. Economic Services (functional head) <ul style="list-style-type: none"> a) Agriculture and allied services (Major Head) b) Fuel and Power (") c) Forest (") d) Industries (") e) Transport and Communication (") 	
4. Community Services (functional head) <ul style="list-style-type: none"> a) Roads (Major Head) b) Irrigation and Drainage (") c) Flood Control (") d) Sanitation (") 	

From the above table, it is clear that the object classification is a device to facilitate departmental accountability to legislature. The control of public expenditure at the functional level has necessitated the object classification. Thus, object classification by breaking down the heads of the expenditure into their minutest details serves a very important purpose of budget planning.

(ii) Programme Budgeting Classification

Under this, the budget would frame a programme structure to attain a particular objective and specify spending to attain it. For example, if the objective is to remove the poverty, these expenditures would constitute the poverty removal programme as shown in table 2.

Table 2: General Objective Poverty Removal	
Name of the Objective	Detail of item
Specific objective No. 1	Increase of Earning capacity
Programmes	a) Elementary and secondary education programme b) Teacher's training programme c) Adult literacy programme d) Skill formation programme e) Job placement programme etc.
Specific objective No. 2	Income Maintenance
Programmes	a) Employment Insurance programme b) social security programme c) Consumption subsidy programme d) Price support programme etc.
Specific objective No. 3	Agricultural Improvement Programmes
Programmes	a) Input supply programme b) Irrigation improvement programme c) Flood control programme d) Land reforms programme etc.

7.9 Budget as an Instrument of Mobilization and Channelization of Resources and Redistribution of Income and Wealth

In modern times, budget is considered as an important instrument of economic policy of the national economy. The budget is not simply proposals of estimates but a comprehensive plan and programme for the future on the basis of past experience, expressing the economic and social policy of the Government and its ideology. It is prepared by the executive and is approved by the Parliament of the country. In the words of Prof. Taylor, budget is the master plan of the

Government. Thus, a budget is a necessary and crucial instrument of economic policy. Budget is not merely an estimate of anticipated revenue and expenditure rather a document of fundamental importance for the as a whole. In the words of Prof. D.T. Lakdawala, budget is an instrument of economic policy meant to guide and regulate the course of the economy in the desired direction at an optimum pace. The following points will make clear to what extent budget is an instrument of economic policy:

- 1) **Revenue Raising Device:** The government requires more revenue to discharge its fiscal responsibility. The modern nations have progressively become welfare states with larger state activities coming under the fold of public sector. Subsequently, resources have to be found in adequate quantity. The budget secures this purpose through a financial arrangement. The receipts side of the budget shows the sources and the extent of funds for the purpose of financing state activities.
- 2) **Incentive to Economic Activity:** Budgetary receipts and expenditures can greatly influence economic activities both in the industrial and the agricultural sectors. Through tax concessions and discriminatory taxes, the budget can influence production and productivity in favour of those sectors which the government likes to promote. Important industries in the priority list of government may be granted tax holiday or tax concessions in order to attract promising entrepreneurs to these ventures. Similarly, agricultural activity and production can be increased through budgetary provisions of free or subsidized supply of agricultural inputs and extension services.
- 3) **Human Capital Formation:** The most important need for a country's economic development is human capital formation. The level of human capital like education, medical and public health etc. is very poor in the underdeveloped countries. Budgetary provisions can serve this purpose. Since investment on such human capital formation is heavy and subjected to long gestation period, funds will not come from private sector. It is only the government which can raise the level of general and technical education and of health and productive capacity by providing educational and health facilities through the budgetary outlays.
- 4) **Proper Allocation of Resources:** Most efficient allocation of resources is given by equality between marginal cost and price which is possible only under perfect market conditions.

Underdeveloped nations are seriously suffering from misallocation of resources. The overall market conditions in private sectors are set by the presence of monopoly, oligopoly and monopolistic competition. To correct this misallocation, the government has to interfere either in the form of production subsidy or supply of goods and services by public authorities so that the gap between average revenue (i.e. price) and the marginal cost is reduced to a greater extent. That is the reason why the heavy instrument public welfare industries which are subjected to decreasing cost conditions are increasingly coming under the fold of public sector.

- 5) **Diversion of Resources to More Useful Production:** Free market mechanism leads to production of those goods which give maximum profit to private enterprises. Hence private investment is generally concentrated on the production of luxury commodities. Thus, it is important to redirect resources to the creation of more valuable goods and services, especially of the kind of mass consumption ones. This could be possible by government interference through the budget. Imposition of heavy tax on less essential and harmful and tax exemption or tax concessions granted to more essential goods as well as services can divert resources to the creation of right kind of services and goods. Moreover, grant of facilities through budgetary expenditure can also help in diversion of resources to useful production.
- 6) **Building of Economic Overheads:** The main cause of the underdevelopment of the poor countries is absence of proper economic infrastructure. Without adequate transport & communication system, establishment of essential and key industries and proper training facilities for entrepreneurs and workers, large scale generation of electric power, industrial development is not possible. Similarly, agricultural production and productivity cannot improve in the absence of proper irrigation facilities, flood control measures, technological improvement with R & D activities etc. The above-mentioned facilities must be given by the government. The expense of supplying these services is heavy and can't be raised directly from the beneficiaries. Thus, these facilities are provided free of direct charges through the budgetary provisions. Therefore, budget has a great influence on the agricultural and industrial development.

- 7) **Income and Employment:** Since less developed countries are low-income economies, people live in poverty and hence, saving and investment is very low. The income of individuals can be increased by way of improving productivity and production. The budgetary provisions can go a long way to accomplish this. Setting up of public sector industries in backward regions and improvement of small-scale industries in the rural areas will create employment opportunities in these industries. The budgetary provisions of employment related tax concessions can affect creation of employment opportunities in the private sector also.
- 8) **Reduction of Inequality:** The next important fiscal objective of budget is to achieve reduction of inequality. Inequality of income and wealth is acute in most of the underdeveloped countries. Budgetary tax-expenditure programmes can go a long way to reduce inequality. Thus, the provisions of progressive taxes on income and property are aimed at securing this objective.
- 9) **Planning for Economic Purpose:** Programme budgeting is a complete plan with respect to a particular purpose of achievement. It pursues an “overall programme management in the light of long run objectives and seeks to relate planning and programming with budgeting.” Thus, to achieve the general objective of poverty removal, for example, the budget will frame as many specific objectives as will be directly and indirectly connected with poverty removal. The specific objectives in this case may be in the form schemes of increase of earning capacity, income maintenance schemes, community improvement programmes, agricultural improvement programmes, etc. which have to be taken up simultaneously so that main purpose is achieved in its fullest form by the targeted period.

Check Your Progress-II

Q1. Explain the concept of balanced budget.

Ans-----
-----.

Q2. Mention about merits of deficit budget.

Ans-----

Q3. Write a short note on performance budgeting.

Ans.-----

7.10 Summary

In modern times, budget is considered as an important instrument of economic policy of the national economy. Just as your household financial plan is concerning what you earn and spend, similarly the government budget is a statement of its income and expenditure. In the first quarter of every year, government presents its budget by giving an estimate and evaluation of its receipts and expenditure before the Lok Sabha for the coming financial year. This chapter highlights the importance of budget as financial document comprising revenue and expenses over a year. Depending on these estimates, budgets are classified into three categories-balanced budget, surplus budget and deficit budget. It contains effective and efficient programmes for delivery of goods as well as services to achieve its targets and goals. The chapter also explains the performance budget that how it reflects the estimated costs and revenues of the organizations, Government or Statutory bodies and aims to improve the efficiency of the people involved in performing the tasks as per the budget requirements. The last part of the chapter explains budget as a comprehensive plan describing the economic and social policy of the government and its ideology. Budget as an instrument helps to guide and regulate the economy in the desired direction at the optimum pace.

7.11 Questions for Practice

A. Short Answer Type Questions

- Q1. Write about classification of performance budgeting.
- Q2. Discuss two uses of budget.
- Q3. Explain unbalanced budget.
- Q4. Define the functions and impact of budget
- Q5. What do you mean by deficit budget?

B. Long Answer Type Questions

- Q1. Differentiate between balanced and unbalanced budget.
- Q2. Explain various types of budgets.
- Q3. Widely explain the classification of budget

Q4.What is performance budget. Explain its classification

Q5.Explain budget as an instrument of mobilization and channelization of resources and redistribution of income and wealth

7.12 Suggested Readings

- i) B.P. Tyagi: Public Finance
- ii) R.K. Lekhi: Public Finance

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER- III

COURSE: PUBLIC FINANCE

UNIT 8: DEFICIT FINANCING: OBJECTIVES AND LIMITATIONS

FISCAL FEDERALISM: PRINCIPLES OF FEDERAL FINANCE

STRUCTURE

8.0 Learning Objectives

8.1 Introduction

8.2 Deficit Financing- Meaning and Definition

8.3 Deficit Financing- Objectives

8.4 Effects of Deficit Financing

8.5 Limitation of Deficit Financing

8.6 Fiscal Federalism: Meaning and Features

8.7 Fiscal Federalism and Finance Commission in India

8.8 Allocation of Revenue Resources between the Centre and the States

8.9 Principles of Federal Finance

8.10 Summary

8.11 Questions for Practice

8.12 Suggested Readings

8.0. Learning Objectives

After reading this unit, Learner will be able to:

- Define Deficit Financing: Meaning, Objectives and Limitations
- Know about Fiscal Federalism
- Describe Principles of Federal Finance

8.1. Introduction

Governments of different countries across the world are concerned about economic growth and development with a focus upon increasing the welfare of people, decreasing economic

and social inequalities, increasing literacy, decreasing poverty, along with increasing the standard of living of the people. In recent times, governments across the world are getting concerned about environmental issues also. Investments are thus; also needed for attaining sustainable growth that demands a balance between long-run economic growths without environment degradation. Moreover, with the advancements in production technologies, increasing resources are needed for maintaining internal and external securities, creating employment opportunities, mitigating the rural-urban divide etc. Therefore, the government requires huge resources that are usually over and above the public revenue that is collected through various taxes, fees and borrowings from internal and external sources. In these cases, deficit financing is an important instrument with the government to increase the money supply in the economy. Importantly, government cannot resort to deficit financing all the times due to its certain limitations. Therefore, it is important to understand the concept of deficit financing in details.

8.2 Deficit Financing: Meaning and Definition

Economic development is impacted by and results in public expenditures within the economy. This expenditure may exceed the revenues generated through various means. After the great depression of 1930s, Keynesian model of income and employment depicts the multiple times increase in income with autonomous government expenditures. Therefore, for generating long run income and employment in the economy, the initial investment by the government acts as a motivating factor for private entities to invest further. Henceforth, government collects funds through taxation, fees etc. to begin with and also meet the shortfalls in the required funding through (i) further imposing taxes, (ii) or to finance the 'deficit' (called 'deficit financing') through borrowing from internal and external sources and by printing new notes. But, if government resorts to further increasing taxes, then it may face resentment from the people. Therefore, the second option of financing the excess of expenditure over income is normally adopted by the government, which is known as 'Deficit Financing'.

Deficit Financing in normal parlance connotes all means of raising finance that could help in meeting the planned deficit of the government on both domestic front and in balance of payment. But it is important to highlight the meaning of deficit financing as has been considered in Western world and in India. While the countries in the West, describes 'deficit financing' as financing of a deliberating created gap between public revenue and expenditure that can be filled through government borrowings from various internal and external sources.

The idea largely revolves around utilizing all the idle cash in the economy. In Indian context, deficit financing connotes direct addition to gross national expenditure through issue of new currency or loans from the Central Bank.

In other words, deficit financing are the means of financing the deliberate excess of expenditure over income through printing of currency notes or borrowings. According to Planning Commission, India, “The term Deficit Financing is used to denote the direct addition to the gross national expenditure through budget deficit when the deficit are on revenue or capital account.” Here, capital expenditure includes the money spend for acquiring assets like land, buildings, machinery etc. On the other hand, revenue expenditures are the expenditure of the government for its operational needs like paying salaries, wages, pensions, interest etc. Thus, the capital accounts include capital receipts and payments; and revenue account includes all the revenue receipts and current expenditure of the government.

As defined in Britannica “Deficit financing, practice in which government spends more money than it receives as revenue, the difference being made up by borrowing or minting new funds”. It further added that “budget deficits may occur for numerous reasons, the term usually refers to a conscious attempt to stimulate the economy by lowering tax rates or increasing government expenditures.”

Precisely, deficit is financed through either or a mix of the following sources: (i) Borrowing from the Central Bank, (ii) Withdrawal of cash balances; (iii) withdrawal from the commercial banks and (iv) issue of new currency by the government.

8.3 Deficit Financing: Objectives

Deficit Financing has the following objectives:

- 1) Economic Development:** The major reason of exceeding expenditures as compared to the revenue earned by the government is the need of investment for economic development. The investment for economic development like allocation of funds for construction of roads, bridges, educational institutes, financial institutes, public utilities etc. is done in developed and developing countries. While developed countries needs continuous investment to maintain the higher standard of living, the developing and underdeveloped countries requires investment for making their economies developed in the years to come. But due to the need of more resources as compared with the revenue generated compel the government to raise funds to meet the deficit. The government can raise funds with imposing additional taxes, which become challenging in

developing and underdeveloped economies with low tax base with lower taxable capacity. Also, increasing the rate of taxation has a limited scope in democratic political system. Likewise, borrowings from internal and external sources also have limited scope, mainly in low-income countries with higher marginal propensity to consume. Therefore, deficit financing, i.e. printing new currency is the option with little resentment from the public.

- 2) **Revival of Depressed economy:** During the great depression of 1930s, Keynes firmly advocated the increase in investment of the government to multiple the incomes in the economy. Keynes argued that the autonomous investment in the economy induce the private entities to invest that in turn increases income, employment, production and prices in the economy. Deficit financing is thus, regarded by Keynes as an important means to revive the economy from depression.
- 3) **Unprecedented expenditures:** In the dynamic world, the economies can witness some unprecedented expenditure like war expenditure, maintaining internal security; natural calamities etc. that requires fund in short notice. Under such circumstances, governments resort to deficit financing as compared to raising taxes and increasing borrowings. Historical evidences show that the governments of different countries resorted to deficit financing during the first and second world wars.
- 4) **Optimal Utilization of Natural Resources:** There are many natural resources that are available with different countries. Apart from fossil fuels, petroleum products, some renewable resources like solar energy, wind power etc. has to be exploited optimally with public investment that can generate long-run sustainable economic growth. Generating employment opportunities: Generating employment opportunities are important for the growth, development and sustainability of the economies. Therefore, the investment by the government in developing new sectors and revival of the existing sectors can create jobs to give boost to effective demand, is based upon Keynesian model of economic growth. But, on the other hand, with economic advancements, government also invests in providing education and necessary skills to improve the capabilities amongst the people for future jobs. Therefore, to meet these expenses government may resort to deficit financing.
- 5) **Mobilization of Idle resources in the economy:** Deficit financing acts as an instrument of mobilizing idle resources in the economy by infusing confidence

amongst the wealth holders by doing autonomous investment in the initial stages. The autonomous investment by government pump-prime the private investment and spending in the economy.

8.4 Effects of Deficit Financing

Deficit financing helps in increasing economic growth and development, but it is also having some effects that needs to be looked at in case of resorting to deficit financing for growth and sustainability in the economy.

- 1) **Inflation:** Deficit financing is considered to be largely inflationary in nature. The increase in money supply increases the aggregate demand of the goods in the economy that would lead to increase in prices in the short period of time. However, if the deficit financing results in increasing output, income and employment then there is no increase in price level in the economy. Second, it also gives rise to credit creation by commercial banks that also give rise to inflationary tendencies. Keeping in view the inflationary tendency of deficit financing, it should be gradually infused with controlled quantum within the economy to achieve the desired targets.
- 2) **Investment:** Deficit financing induces the private investors to invest in the economy. With the increase in price level, private entities perceives increasing profitability in the near future that encourages them to invest in the economy in the short run. However, if in the long run, the rate of inflation remained increasing, the uncertainty of demand from the market discourages further investment in the economy. Therefore, whereas relatively lower rate of inflation encourages investment, the rather higher rate of inflation discourages investment. Therefore, a careful handling of deficit financing as an instrument of increasing money supply in the economy should be done.
- 3) **Savings and investment relationship:** Deficit financing causes investment to precede savings. Usually, when the voluntary savings are not enough for funds required for investment, the deficit is compensated with increasing the money supply in the economy. Hence, the increase in income in the economy lead to higher savings rather than the other way around. On the other hand, if deficit financing results in rapid increase in prices, the forced savings and decrease in consumption produces deceleration in the economy.
- 4) **Price Instability:** Maintaining price stability is very important for sustainable economic growth. But the infusion of money supply in the economy increases inflation

that accentuates with increasing the velocity of money. But exorbitant higher rate of inflation decelerates the economy by impacting the purchasing power and thus rate of employment.

- 5) Economic Disparities:** The infusion of money in the economy may lead to economic disparities amongst the people belonging to different strata of the economy. The worst suffer of inflation would be the people in the lower strata as compared to the ones in the relatively higher economic stage of the financial hierarchy.

8.5 Limitation of Deficit Financing

Although opting for deficit financing is always a lucrative option before the government to meet the gap between the revenue and expenditure of the government budget, as this does not command opposition from the general public as compared with raising additional taxes. But it is important that even if the government resorts to deficit financing, it must be kept within the limits. Thus, it is important to consider the following points:

It is important to limit the amount of deficit financing according to the precise need of the economy. However, it is a difficult task to estimate precisely the needs of the economy in the dynamic world. But past trends of many indicators and variables can indicate the quantum of money supply to be increased in the economy to achieve the desired results in a timely manner. Such indicators include examining the past relationship between money supply and rate of inflation, the rate of growth of economy in real terms, the credit creation mechanism of banking system, the relationship between increasing the supply of money and the velocity of money and the relationship between demand and supply factors in the economy.

With deficit financing, a balance should be maintained to wipe out the excess money thorough taxes and saving schemes so as to check the spiral increase of credit creation process leading increasingly inflationary trends in the economy.

The impact of deficit financing on inflation can be checked by regulating the general price levels of the goods in the economy, especially wage-goods through certain formal and informal ways of rationing. Further, taxes should be imposed to reduce inequalities in the economy that may have increased due to increasing money supply.

To reiterate, it is very difficult to setting the precise limit of infusing money supply in the economy to control its probable impacts on inflation. It is important to highlight that inflation at the mild level is considered instrumental for economic growth. But if fiscal deficit lead to

higher rate of inflation then, it can have multitude of impacts on economic growth and development in the economy.

Check Your Progress-I

Q1. Explain the meaning and definition of Deficit Financing.

Ans.-----

Q2. Discuss the objective of deficit financing?

Ans.-----

Q3. What are the effects of deficit financing?

Ans.-----

8.6 Fiscal Federalism : Meaning and Features

N. K. Singh, Chairman of Fifteenth Finance Commission, India regarded that ‘India is going through a transition in its intergovernmental relations’. An American economist, Richard Musgrave, introduced the term ‘fiscal federalism’ in 1959. Financial federalism means the division and coordination of different items of income and expenditure between the central government, state government and local government. The theory of fiscal federalism assumes that the federal system lead to efficient system of distribution of income and thus can lead to economic stability.

Unlike unitary type of government with centrality of the finances, the federal system has layers of government in decentralized pattern. The experts specializing in political science and economics have defined the term ‘federalism’ differently. Political scientist considers federalism as when the territorial division of power is secured formally by the constitution with some legal protections. On the other hand, economist considers broader view of the term ‘federalism’ by considering decentralization of fiscal decision –making at the different levels of the government. In nutshell, federal federalism is an institutional arrangement where the fiscal arrangements are decided at multi-layered decision-making framework, based upon the general principle of decentralization and inclusiveness.

Features of Fiscal Federalism: Following the general principle of decentralization, different countries identify the unique characteristics for their countries. The following are some of the essential distinguishing features of fiscal federalism:

- 1) **Multi-Layered Government:** In Federal form of government, there are two layers of government. Apart from the National government at the center, the individual States too have their governments with the decision-making bodies.
- 2) **Power distribution:** The decision-making powers and the division of authority is the peculiar feature of federalism.
- 3) **Constitutional Authority:** The constitutional supremacy exists in the federal setup that commands the faith of the people in the system.

8.7 Finance Commission and Finance Commission in India

India has a federal structure of government. The Constitution of India is supreme law of the land. The Union government at the center and the individual State government have the powers enshrined by the Constitution of India. The Seventh Schedule of the Constitution divides the legislative, administrative and financial powers between Union and State governments according to the three List I, II, and III. List I is the Union List that describes the functions and power of the Central Government. In this list the powers to make laws are enumerated with the Parliament. List II is the State List that mentions the functions and powers of State Governments. For matters concerning this list, the legislature of the States has the power to make laws. List III is the Concurrent List that describes the matters on which both the Union Government and the State Government can legislate. The parliament and the legislature of the States specified in the first schedule have to make laws, subject to certain restrictions according to the constitution.

According to the Article 280 of the Constitution of India, the President of India shall, within two years, from the commencement of the Constitution and thereafter at the expiration of every fifth year, or at such earlier times as the President considers necessary, by order can constitute a Finance Commission, consisting of one Chairman and four other members. The provision of Finance Commission in constitution is with respect to obligatory sharing of income tax, the optional or voluntary sharing of excise duties and for making provisions of grant-in-aid. The Finance Commission presents its recommendation to the President of India, which are then (along with explanatory memorandum) placed before each house of the parliament. The first Finance Commission was established in 1951 that was operational for the years 1952-57 under the Chairmanship of Sh. K.C. Neogy. Presently, the Fifteenth Finance Commission is established in 2017 under the Chairmanship of Sh. N.K. Singh for the operational years 2020-26.

8.8 Allocation of Revenue Resources Between the Centre and The States

According to the Constitution of India, the functional and financial powers of the government have been distributed into Central and the States, with some provisions of joint spheres under Concurrent List. There is a clear demarcation of the sources of revenue between Centre and the States.

According to the Chairman of 15th Finance Commission of India, N.K. Singh, *“The Finance Commission is a constitutionally mandated body that is at the center of fiscal federalism. Set up under Article 280 of the Constitution, its core responsibility is to evaluate the state of finances of the Union and State Governments, recommend the sharing of taxes between them, lay down the principles determining the distribution of these taxes among States. Its working is characterized by extensive and intensive consultations with all levels of governments, thus strengthening the principle of cooperative federalism. Its recommendations are also geared towards improving the quality of public spending and promoting fiscal stability.”*

The 15th Finance Commission under the chairmanship of Sh. N.K. Singh submits its report to the President of India for the years 2020-21 to 2025-26 in November 2020. The four volume report titled as ‘Finance Commission in Covid Times’ covers wide-ranging issues related to tax devolution, local government grants, disaster management grant etc. The commission also analyzed the finances of State in depth along with the Union Government and examines the departments in greater depth.

The Constitution of India has assigned certain functions exclusive to Union government, States government and concurrent jurisdiction.

- 1) **Taxes:** The following is the broader classification of tax revenues between the Union and the States. Taxes levied by the Union but collected and wholly appropriated by the State like stamp duties and excise duties on medicinal and toilet preparations. Taxes levied and collected by the Union Government, but wholly assigned to the States like duties on succession to property other than agricultural land, estate duty on property other than agricultural land, terminal taxes on goods and passengers, taxes on railway fares and freights etc. Taxes levied and collected by the Union and distributed between the Union and the States like taxes on income other than agricultural income. Taxes levied and collected by the Union by may be shared with the States like excise duties.
- 2) **Grants-in-aid:** Apart from devolution of revenue from taxes amongst Union and State governments, the Union also provides grants-in-aids to the States for promoting welfare

schemes and specific projects. Grants-in-aid are also used to remove inter-state and intra-state disparities.

- 3) **Loans:** The Union government can borrow from both internal and external sources, while the State government can also get short-term and long-term loans from the Central Government that can be for the specific scheme or for general purpose.

Check Your Progress-II

Q1. What are the major features of fiscal federalism?

Ans-----

Q2. Discuss about the nature of fiscal federalism in India.

Ans-----

8.9 Principles of Federal Finance

The division of powers between the Centre and the State governments are based upon certain principles. There are numerous sources of revenue that the Centre and State resorts to for their expenditures. However, it is the aim of the provisions of the federal finance that the resources are allocated between different states according to their needs. The following are the important principles to be taken into account while determining the financial policy of the federal government.

- 1) **Uniformity:** This is an important principle of federal finance that depicts no discrimination of any sorts within the States. In other words, uniformity implies that the tax imposed by the Union government should be uniform across the country, while those imposed by the individual states have the uniformity across the region of its jurisdiction. However, taking about uniformity also means that depending upon the level of development of individual States, the contribution to the common pool should also be uniform. This implies that the economic ability of the States should be the criterion determining their share to the Central government.
- 2) **Autonomy:** Under the system of federal finance, the individual states should be autonomous in managing the internal financial matters. It means that government in one state should have the ability to raise adequate sources of revenue according to the provisions of the Constitution. The States should also have autonomy in the scope of the expenditure depending upon the unique conditions of their States.

- 3) **Accountability:** In the matters related to public finance including both revenue generation and expenditures, both the Governments at the Centre and the individual States should be accountable for the optimal utilization of resources that are adequately and equitably collected. Henceforth, the Central government is accountable in the Parliament while the individual States are accountable in State Assembly. This accountability brings transparency and boosts the confidence of the people in the process of managing public finances.
- 4) **Fiscal Sufficiency and Flexibility:** Federal system of government has its unique characteristics where the States governments are concerned about the growth and development of their own States; the Union government is concerned about the reducing the socio-economic disparities amongst the different States. Therefore, the main concerns of both the Union government and the States government are to increase welfare of the people in their jurisdiction. Therefore, the governments should have sufficiency in the matters of finances to meet their developmental goals. Moreover, in the dynamic world, the principle of flexibility ensures the provisions of raising resources and doing expenditures according to their means and needs, respectively.
- 5) **Equity:** The principle of Equity is very important in federal finance. The resources should be distributed to each State in such a manner that each State receives the fair share of revenue. Moreover, the concern of the governments at both the Center and the States is to ensure equity in collection of direct and indirect taxes from the people so as to have inter-personal equity in the country across states. Inter-personal equity connotes the provision of collection of taxes and the pattern of expenditure should be framed in a manner so as to equalize the Marginal Social Benefits and Marginal Social Cost for different individuals across different States under the Union.
- 6) **Efficiency:** The principle of Efficiency is of utmost importance in Federal Finance. This implies that the Central and the State governments should inculcate 'efficiency' in collection of taxes, fees across its jurisdiction. In other words, the government should ensure that there is no frauds and evasion of taxes at different levels. Moreover, the burden of the taxes is equally distributed. For example, considering the case of collection of Income Tax by the Government of India, that is imposed at the uniform rate across different Indian States. The provision of collection of this tax should be done in the most efficient manner so that the nationals are taxed according to their taxable capacity. On the other hand, the State governments should ensure efficiency in collection of various taxes.

- 7) **Administrative Economy:** Another important principle of federal finance is of administrative efficiency. It implies that under the system of federal finance, there should be a close coordination of the Centre and the States for the imposition and collection of taxes to bring maximum welfare to its people. Specifically, administrative economy connotes that there should be minimum cost in collection of taxes across the nation. In the present times, with the development of information and communication technologies (ICT), the possibility of increasing administrative autonomy also get strengthened manifold.
- 8) **Fiscal Access:** In the fast-changing world, the needs and responsibilities of the government also changes accordingly. Therefore, there should be a possibility for the governments at both the Center and the States to identify and develop new sources of revenue within their constitutional provisions.
- 9) **Adequacy and Elasticity:** The principle of adequacy means that the allocation of resources between the central government and the state governments should be adequate according to the developmental needs of the latter. On the other hand, the principle of elasticity is also important to meet the challenges of dynamic world. In other words, there should be adequate elasticity in the collection of revenues and their expenditures.
- 10) **Integration and Coordination:** With the basic aim of economic development of the country and to increase the welfare of the people, the principle of integration and coordination amongst different layers of the governments are very important. A closely connected governments of different levels, brings maximum efficiency in the collection of taxes. Moreover, the close interaction between Centre and the States helps in consistent efforts for increasing welfare of the people. The judicious utilization of resources should depend upon an integrated approach to avoid wasteful and redundant expenditures. Apart from the much-needed coordination and integration between the Centre and the States, the coordination and integration should also be strengthened between different departments within the States for the overall development of the people and to avoid wastage of resources.

Check Your Progress-III

Q1. Why is it important for the federal finance to be Uniform, Adequate and Elastic?

Ans.-----

Q2. Can autonomy and accountability be fix in federal finance?

Ans.-----

8.10 Summary

Public finance has a broader scope of examining the different sources of generating revenues and the subsequent expenditures. The aim is to increase the welfare of the people with overall economic growth and development. But for economic development, usually the revenue generated through collection of taxes and fees etc. fall short of the requirements in the economy. Therefore, the government resorts to other means like borrowings and minting money to increase funds.

In India, deficit financing connotes the means of increasing money supply in the economy through government borrowings from the Central Banks, printing of new currency etc. Although, these means of raising funds for expenditure in the economy have its merits of attracting minimum opposition from the public, but it can lead to inflationary tendency in the economy (if remained unchecked). Therefore, increasing the supply of money in the economy without increasing the subsequent output can have a self-distortionary effect in the economy. Therefore, it is imperative that the government should increase the money supply in the economy in a consistent manner so as to avoid the higher rate of inflation in the economy.

Fiscal Federalism is another important component of the public finance. The clear division of administrative and financial powers amongst the Central and the State governments lead to the integrated approach for economic and social development in the national state. The Constitution of India clearly distributes the sources of revenue generation for the Centre government and for the States. The various principles of federal finance including the provisions for autonomy, accountability, equity, uniformity, etc. are paramount for bringing overall development of the economy by increasing welfare of the people.

8.11 Questions for Practice

A. Short Answer Type Questions

- Q1. Explain the meaning of Deficit Financing.
- Q2. Discuss the need and limitations of deficit financing.
- Q3. What does Fiscal Federalism mean?

Q4. Explain the principles of Equity and Accountability for fiscal federalism.

Q5. What is the importance of principle of Elasticity under fiscal federalism?

B. Long Answer Type Questions

Q1. Explain the meaning, importance and limitations of Deficit Financing.

Q2. Discuss in detail the meaning and principles of Fiscal Federalism.

Q3. How the Principle of Integration and Coordination helps in reaping the maximum benefit of fiscal federalism?

Q4. What are the important principles of Fiscal Federalism?

8.12 Suggested Readings

- Andley, K.K and K.P.M. Sundharam (1972) Public Economics and Public Finance, Ratan Prakashan Mandir, Agra.
- Chand, S. N. (2008), Public Finance, Atlantic Publishers, New Delhi.
- Finance Commission of India (official website), accessed from <https://fincomindia.nic.in>
- Government of India (GOI) (2020). Press Release of the 15th Finance Commission Report Submission accessed from: <https://pib.gov.in/PressReleasePage.aspx?PRID=1671384>.
- Rosan, H.S. and t. Gayer (2012), Public Finance, McGraw Hill Education (India) private Limited, Chennai.

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER-III

COURSE: PUBLIC FINANCE

UNIT 9: DEVELOPMENT FINANCE: FUNCTIONAL FINANCE VS. DEVELOPMENT FINANCE AND DEVELOPMENT FINANCIAL INSTITUTION

STRUCTURE

9.1 Learning Objectives

9.2 Introduction

9.2 Development Finance: Concept and Evolution

9.3.1 Evolution of the Concept of Development Finance

9.3.2 Components and Tools of Development Finance

9.4 Functional Finance: Meaning and Definition

9.4.1 Rules of Functional Finance

9.4.2 Role of Functional Finance

9.5 Development Finance Vs Functional Finance

9.6 Development Financial Institutions

9.6.1 The Economic Rationale of Development Banks

9.6.2 Evolution of Development Finance Institutions

9.6.3 Major Multilateral Development Finance Institutions

9.6.4 Multilateral Development Finance Institutions: A Critical Assessment

9.6.5 Development Finance Institutions: Indian Context

9.6.6 Development Finance Institutions in India: A Critical Assessment

9.6.7 Future Directions of Development Finance Institutions in India

9.7 Summary

9.8 Questions for Practices

9.9 Suggested Readings

9.1 Learning Objectives

After going through this unit, you will be able to:

- Put forward the meaning and a few important definitions of development finance

- Derive the meaning and a few important definitions of functional finance
- Distinguish between development finance and functional finance
- Describe the objectives, functions and role of a few developments' financial institutions.

9.2 Introduction

Dear learners, in the earlier units of this course of *Public Finance*, we have discussed different tools the Government utilises for the collection of revenue. In this unit, we shall basically focus on development and functional finance. This unit shall be helpful in getting insights into the concept, evolution, and role of development finance institutions from both international as well as national perspectives.

9.3 Development Finance: Concept and Evolution

Development finance is one of the important sources for arranging finance for a development project/activity, be it for local, regional, national or global scale (Please refer to box 9.1). Broadly, the term 'development finance' can be defined as the use of public sector resources to facilitate private sector investment, primarily undertaken in the low-and middle-income countries. Different tool of development finance not only provides necessary funds for the development activities, but also helps to avoid political risks of attracting purely private capital. Development finance institutions use direct loans, loan guarantees, equity investments, and a variety of other financial products and tools to support and enable these

Box 9.1: The Global Role of Development Finance

The Brookings Institute based in Washington DC, USA hosted the 15th Annual Brookings Blum Roundtable during August 1-3, 2018. In one of the proceedings of the Roundtable, it was estimated that to achieve the Sustainable Development Goals by 2030, globally, an additional investment of US\$ 2.4 trillion (According to the US system: 1 trillion means 1000 billion; 1 billion means 100 crores) per annum is needed. The Roundtable pointed out four options to raise the additional funds. The options include:

- To aggressively pursue efforts aimed at reducing or eliminating trade barriers that inhibit access to markets, impede the movement of goods and services across borders, and discourage foreign direct investment.
- To increase official development assistance (ODA) from the current flat trend of around \$160 billion per year.
- To generate more revenue from domestic resource mobilization (DRM) and from improvements to the enabling environment for private sector investment and finance.
- To increase foreign and domestic investment in low and middle-income countries by ramping up the engagement of the development finance institutions (DFIs) and the multilateral development banks (MDBs).

Source: <https://www.brookings.edu/research/development-finance-filling-todays-funding-gap/>

investments by avoiding any significant political and commercial risk.

Let us now discuss two important definitions of the term development finance to properly derive its meaning. In the book entitled “Development Finance: Challenges and Opportunities” edited by Gianluigi Giorgioni (2017, published by Palgrave Macmillan), it has been mentioned:

[Development finance is a very broad area encompassing, in no specific order, overseas development assistance (ODA), foreign direct investment (FDI), remittances from migrants as well as microfinance. Development finance should also focus on the way capital is being allocated (banks and/ or stock markets) and the way individuals access financial institutions in terms of financial inclusion and financial literacy.] (p.1)

According to the Council of Development Finance Agencies (CDFA):

[Development finance is the efforts of local communities to support, encourage and catalyze expansion through public and private investment in physical development, redevelopment and/or business and industry. It is the act of contributing to a project or deal that causes that project or deal to materialize in a manner that benefits the long-term health of the community.](Source: <https://www.cdfa.net/cdfa/cdfaweb.nsf/pages/df.html>)

9.3.1 Evolution of the Concept of Development Finance

Since the days of Adam Smith, attainment of higher economic growth has become a major issue of discussion in Economics and even today it still is. However, the instruments advocated by them for attaining such objectives though many a time differed. For example, Adam Smith advocated division of labour to raise productivity. David Ricardo, on the other hand, with the assumption that agriculture is subject to diminishing returns, advocated that the capitalists can be instrumental to achieving higher growth as investment of their profits would lead to more productive capital, and hence more income. Thus, Ricardo assumed that economic growth would thus be promoted by shifting the distribution of income to profits which capitalists would use to finance investment and to raise incomes. Thus, according to him, efficient allocation of saving was the central concern of growth. He did not pay attention to the fact that availability of saving to finance investment is also important. In a way, financing growth remained a question of sufficient and efficient use of saving. Any role for financial institutions as provider of finance for investment was not taken into account. Not only that, the role of finance for economic growth was basically ruled out.

Please note that even when certain development banking institutions existed in the Europe in the nineteenth century, which later served role models for certain other countries to establish such institutions after the World Wars I and II. We shall discuss the case of development

finance institution later in section 9.6. In this section, we shall basically focus on the concept of development finance only.

To trace the historical evolution of development finance, we also need to go back to the Twentieth century. Thanks to Keynes's seminal work and his subsequent writing on "finance and funding", the role of modern banks and financial institutions and the market became much clear by the second half of the 1930s. However, it is to be noted that most of Keynes' analysis was primarily applicable for the industrial economies. But the role of development finance was not much clear in case of the other countries, particularly the developing countries. The economies of the developing countries in those times were in practice dominated by international division of labour. This is because, in the nineteenth century, imports of European manufactured goods by non-industrial nations were financed by British finance (as those countries were under the British empire). And the resulting debt was serviced by their production and exports of primary product exports. To be brief, the consequence of this commodity-based growth was this: by taking comparative advantage of the primary commodities of the backward countries, and with the help of open international capital markets, finance for investment in building an industrial base of the British empire was arranged.

However, the propagation of international division of labour and the consequent rise of the British empire's/European colonies' industrial sector on the shoulders of the primary sector of the poor developing countries received two major blows in the Twentieth century. First, after the end of the World War I (1914-1918), new economic and political entities emerged in the *Baltics* (which is today known developing economies). These newly emerged countries that had once been integrated in the international division of labor of large empires suddenly found themselves isolated by political boundaries. The challenge before them was to remain self-sustaining in the new geopolitical environment. In Latin America, deprived of their external markets for imports and exports, import-substitution industrialization became a natural path for many "developing nations".

Significantly, for former European colonies in Asia and Africa, such things did not occur. Significantly, the second blow to the international division of labour came in the aftermath of the Great Depression of 1929 and the World War II. In the post-World War II era, as most of the countries that were previously under the European Colonies became independent, they also faced the challenges of economic growth/development. However, by then, Soviet-style planning and industrialisation model became their major attraction. Significantly, we should

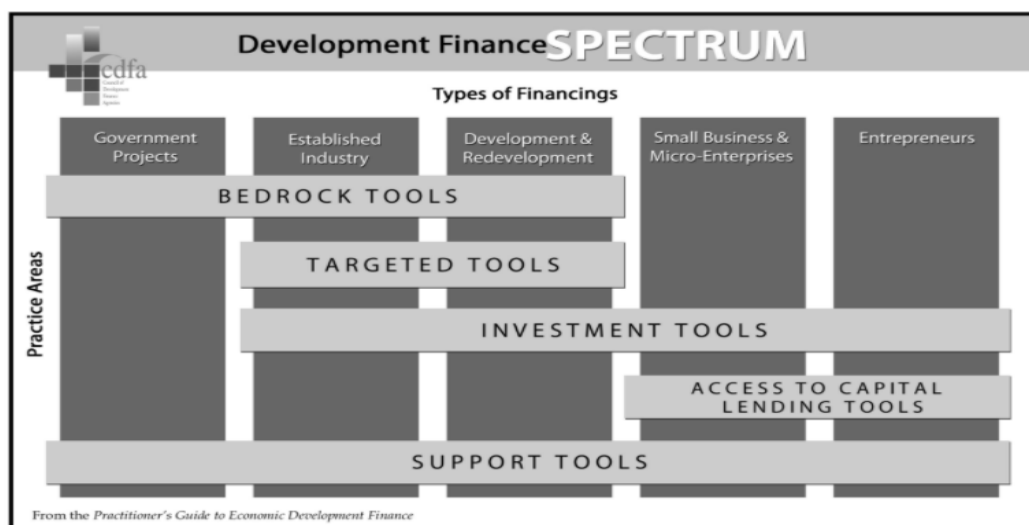
also note here that this post-World War II era, which is also known as the Cold era, imparted urgency to the need to introduce market-friendly development strategies and theories to support the developing countries that followed the capitalist of mixed economic systems. In this context, it is important to note that during this phase, the discussion of development strategies inter-mingled with Cold War politics, in which the major powers provided financial support to enrol political allies into one's own basket, as much as to ensure successful economic expansion.

On such historical context, development literature suggests that the concept of development finance is a product of the Post-World War II era. In a nutshell, the post-World War II era witnessed a marked shift in looking at the arrangement of finance for economic growth. Traditionally, the source of investment was efficient allocation of resources, from which the capitalist was believed to earn profit and thereby raise the source of investment. In the post-WWII period, the attention shifted to looking at institutional sources like banks, financial market etc., as the major source of investment.

9.3.2 Components and Tools of Development Finance

The basic objective of Development Finance is to establish proactive approaches that leverage public resources to solve the needs of business, industry, developers and investors. In the book entitled "Practitioner's Guide to Economic Development Finance" (2009), Toby Rittner of CDFA as presented the different components (or areas of function) of Development Finance and also has highlighted the different tools that are used in each of these areas. Rittner termed this concept as Development Finance Spectrum in Figure 9.1.

Figure 9.1: Development Finance Spectrum



Source: <https://www.cdfa.net/cdfa/cdfaweb.nsf/pages/df.html>

The above graphical presentation is useful for development finance agencies to address the needs of established industries, large real estate development projects, small businesses, and individual entrepreneurs. Acknowledgement of the fact that development finance occurs along a continuum is critical to maximizing the resources available in a community. In the above Figure, the dark columns represent, generally speaking, the spectrum of projects that the development finance industry is seeking to finance. Here, we see the different sectors in which development finance is utilized, viz., Government projects, established industry, development and redevelopment activities etc. Again, the different tools of financing that are available under each such sector have also been shown. Let us briefly explain these sectors and the types of financings.

- (1) Government projects include major public activities like: roads, bridges, sewers, water facilities, schools, airports, docks, parking garages, broadband, utilities, etc.
- (2) Established industry represents industrial, office and retail sectors (depending on location). Examples such as industrial parks, manufacturing, tech/research hubs and commercial retail centers fall within this category.
- (3) Development and redevelopment consist of the projects that require major public resource commitments to catalyze new private sector development. We see this throughout the country with urban revitalization, rural rejuvenation, adaptive reuse and other transformative projects that require significant public capital.
- (4) Small Business and Micro-Enterprises projects represent our economic engine locally. For example, in India, the investment limit for micro enterprises is less than 1 crore INR, for small enterprises, this limit is 1-10 crore INR and for medium enterprises, the investment limit is 10-50 crore INR. Similarly, the turn-over limit for micro enterprises is less than 5 crore INR, for small enterprises, the amount is 1-25 crore INR, and for medium enterprises, the annual turnover limit is 25-250 crore INR.
- (5) Entrepreneurs represents our future businesses. These are one-two person companies that are working through the early stages of the business life cycle. Typically, entrepreneurs are not ready for traditional financing and need a unique approach to help them find the working capital needed to expand and grow.

From the above Figure 9.1, different tools available to different sectors have also been shown. These tools can be broadly categorized as Bedrock tools, Targeted tools, Investment tools, Access to Capital Lending Tools and Support Tools. The different components of these broad tools have been briefly shown as follows:

- (1) Bedrock Tools: These tools include bonds and the basics of Public Finance.
- (2) Targeted Tools: These tools include Tax Increment Finance, Special Assessment Districts, Government Districts & Project Specific District Financing.
- (3) Investment Tools: Investment tools include Tax Credits, Seed & Venture Capital and Angel Funds.
- (4) Access to Capital Lending Tools: These include Revolving Loan Funds, Mezzanine Funds, Loan Guarantees and Microenterprise Finance.
- (5) Support Tools: These include Federal Economic Development Programs & Tax Abatements.

(Source: <https://www.cdfa.net/cdfa/cdfaweb.nsf/ord/cdfatoolboxarticle.html>)

From Figure 9.1 and the different tools that we have mentioned in the above para, we can see that the financing types significantly differ with respect to the sector. For example, large-scale industrial development requires a different financing approach compared to small business development. In addition, real estate development does not require the use of innovation capital such as seed or venture capital funding, but an early-stage entrepreneur is not likely to benefit from bond financing either. Some financing options, such as a revolving loan fund, may address a variety of needs and clients. To be effective, however, most development finance efforts must be tailored to a specific need or project.

By utilizing the toolbox approach, economic development practitioners, public officials and private sector leaders can harness the full spectrum of the development finance industry to support business growth, build public financing capacity, increase investment and secure redevelopment and development projects.

9.4 Functional Finance: Meaning and Definition

Professor Abba P. Lerner introduced the concept of functional finance in the year 1943 in his essay entitled “Functional Finance and the Federal Debt” in the journal *Social Research* published by the John Hopkins University Press. Professor Lerner advocated that fiscal measures should be judged only by their effects. Thus, the way fiscal measures function in an economy is called functional finance. According to him, fiscal policy is an effective instrument in the hands of the government for maintaining full employment and controlling economic fluctuations.

Professor A. P. Lerner states the central idea of functional finance is that government’s fiscal policy, its spending and taxing, its borrowing and repayment of loans, its issue of new money

and its withdrawal of money, shall all be undertaken with an eye only to the results of these actions on the economy and not to any established traditional doctrine about what is sound or unsound.

As he argued, the principle of judging only by effects has been applied in many other fields of human activity, where it is known as the method of science as opposed to scholasticism. In the words of Lerner, *“The principle of Judging fiscal measures by the way they work or function in the economy we may call Functional Finance.”* Functional Finance entrust the government the meritorious re-sponsibility of keeping a watch over the movements of the economy as a whole.

Whenever and where ever employment sags, income decreases, profitability declines and the economy suffer a severe setback the public authorities are advised to counteract these tendencies by unleashing the opposite force which would rise up the dropping nerves of the system and bring the situation back normally.

The government cannot remain a silent spectator of the dislocations and disturbance in the economy in tune with the non-intervention list policy of the captains of Laissez-fairism. The object of a stable economy is as much in the interest of the capitalists as in the rest of the society.

Hence maintenance of a high level of demand reason-able prices, a high level of employment and income ought to be the supreme objective of functional finance through the instrument of budgetary manipulations.

Functional Finance is a positive policy in the sense that it advocates a vigorous policy of intense activity on behalf of the community undertaken by the public authority.

9.4.1 Rules of Functional Finance

Concept of functional finance insists on the elimination of the basic causes of inflation and deflation and thereby to maintain economic stability. To achieve this objective, Lerner suggests the following rules for government activity under functional finance:

Rule 1: The first financial responsibility of the government is to keep the total rate of spending in the country on goods and services neither greater nor less than that rate which at the current price would buy all goods that it is possible to produce. If total spending is allowed to go above this, there will be inflation. If it is allowed to go below this there will be unemployment. The government can increase total spending

by spending more itself or by reducing taxes so that the tax payers have more money left to spend. It can reduce spending by spending less itself or by raising taxes so that tax payers have less money left to spend. By these means total spending can also be kept at the required level, where it will be enough to buy the goods produced.

Rule 2: The second law of functional finance is that the government should borrow money only if it is desirable that the public should have less money and more government bonds. This might be desirable if otherwise the rate of interest would be reduced too low and induce too much investment, thus bringing about inflation. Conversely the government should lend money only if it is desirable to increase the money or to reduce the quantity of government bonds in the hands of the public.

Rule 3: Taxing is never to be undertaken merely because the government needs to make money payments. According to the principle of functional finance, taxation must be judged only by its effect. Taxation should be framed to regulate the spending habit of the people. If private spending is desirable government should reduce the volume of taxation and vice versa.

Rule 4: Lerner was of the view that printing of money (deficit finance) should take place only when it is needed to implement functional finance in spending or lending (repayment of public debt). That is deficit financing should be used when current revenue falls short of expenditure during depression under inflation hoarding or destruction of money should be done.

Functional finance thus rejects completely the traditional doctrines of “sound finance” and the principle of trying to balance the budget. Lerner observes “no budget balancing principle can be used for maintaining full employment and preventing inflation”. Thus, functional finance has come to stay, whatever the reactions of the ortho-dox school. It has demolished the basis of the fiscal policy based on sound finance.

9.4.2 Role of Functional Finance

A. Role of Functional Finance during Inflation: Functional finance can be used as an effective instrument to fight inflation and depression. The various instruments of the fiscal system functions in the following way under inflation:

- (1) **Budgetary Policy:** According to the policy of functional finance, government should not adopt a balanced budget during inflation; government should follow a surplus budget.

By resorting to heavy taxation and extensive borrowing, the excess purchasing power in the economy should be neutralized. Government should apply drastic cut in expenditure programmes to deal with inflationary force. All these measures should result in surplus budget, which act as an anti-dot during inflation.

- (2) **Government Expenditure Policy:** Inflation is a situation in which aggregate effective demand increases too much due to unregulated private expenditure. To counter increased private spending government at such a time, should reduce its expenditure to the possible extend. All unproductive and wasteful ex-penditure should be minimized.
- (3) **Taxation Policy:** As an anti-inflationary weapon taxation policy has much significance. During inflation, the problem is to reduce the size of the disposable income. Hence taxation must be resorted to take away the excess purchasing power from the people. For this the rate of existing taxes should be increased steeply. Moreover, if needed new taxes should be imposed.
- (4) **Public Borrowing:** The object of public borrowing should be to take away from the public excess purchasing power. Government can resort to voluntary and if needed compulsory methods to raise loans. Coupled with this the existing public debt should be managed in such a manner as to reduce the existing money supply and to prevent credit expansion.

Anti-inflationary debt management required the payment of bank held debt out of a budget surplus. That is during inflation government securities should be repaid through a budgetary surplus. Thus, by resorting to a surplus budget, increasing the volume of taxation, reducing the rate of expenditure and by resorting to public borrowing, the inflationary forces can be controlled under inflation.

B. Role of Functional Finance during Deflation: Deflation or unemployment is the result of deficiency in private spending. Hence fiscal policy under deflation should be fine-tuned to increasing consumption and investment expenditure. For achieving this various instrument of functional finance should be adjusted in the following way:

- (1) **Budgetary Policy:** Budgetary policy of the government is geared to fight depression and unemployment. The need of depression is an increased flow of income. This according to Keynes, can only be realized through a deficit budget.

Government should spend more than its ordinary revenue collection. The deficit so incurred should be met either by borrowing from the bank or through printing of currency. The injection of more money into circulation will stimulate private spending and economic recovery. In this context Professor Gunnar Myrdal remarked: *“Under balancing the budget during depression is not primarily a deliberate policy but a practical necessity.”* Hence as an anti-inflationary tool deficit budget is a virtue.

- (2) Taxation Policy:** As an anti-depression policy fiscal policy, should aim at increasing both consumption and investment expenditure. For realizing this objective taxation policy can render valuable help to the government. Taxation policy in depression, according to Keynes should be de-signed to stimulate both consumption and investment. This can be achieved by reducing the burden of taxation on the community.

Commodity taxation should be reduced to the possible extend, to stimulate consumption. Moreover, reduction in excise duty, sales tax etc. will also help to increase the propensity to consume of the community. Coupled with this to boost investment, business and corporate tax should be slashed down to increase consumption during deflation.

- (3) Expenditure Policy:** The deficiency in effective demand during depression can be mitigated through increased public expenditure. Public expenditure according to Keynes is a best anti-depression tool to recover economic activity.

Government should increase the volume of development expenditure on public works programmes and social security measures. The expenditure incurred on public works programme and social security measures are together called compensatory spending.

Keynes opines that government should always keep at hands certain well planned schemes of public works such as road construction, building, parks, schools, canals, hospitals etc. to be enforced during depression.

This type of development works will generate employment not only directly but also indirectly. Increased employment leads to additional income and increased effective demand. This will help to enhance productive capacity and remove the evils of depression

- (4) Public Debt Policy:** During depression government should resort to a deficit budget. The deficit caused in the government budget should be met particularly or wholly by borrowed money. That is public borrowing should be resorted during deflation to meet the budget deficit.

However, in order to keep the burden of public debt low, the government should aim at a policy of low interest rate during depression. Government should also try to borrow from those sections of population with whom the funds are laying idle.

“Thus the role of fiscal policy can be linked to the driving of a car. While driving up a gradient, what is needed is an increase in power. On the other hand, when it moves against the national interest it is necessary to control the supply of power and also to apply breaks judiciously to ensure that the vehicle does not slip out of control but keeps a moving all the same. The national exchequer could see that the breaks are not pressed so much as to bring the vehicle to a stop.”

What is imperative is a continuous and judicious use of fiscal policy, in tune to the existing circumstances.

Check Your Progress-I

Q 1: Mention the different tools of development finance.

Ans. -----

Q2: Mention the use of budgetary policy during inflation as per the guidelines of functional finance.

Ans. -----

9.5 Development Finance Vs Functional Finance

Similarities

- Both the concepts evolved after the Great Depression. So, both are post-Keynesian concepts. In fact, in the evolution of both the concepts, Keynes had major role.
- Both development finance and functional finance aims at promoting economic growth. Development finance seeks to promote economic growth through the provision of development institutions. On the other hand, functional finance seeks to control economic situations like business cycles, inflation etc. and thereby promote economic growth.

Distinction

- Development finance is more concerned with funds availability. Functional finance is more concerned with fund utilization.

- Development finance is more innovative. Newer and newer tools are utilized here. But functional finance primarily lays emphasis on conventional fiscal and budget tools of the Government.
- Development finance is much wider in practice than the concept of functional finance.
- From practical implementation point of view, development finance can be seen as institutional based, while the practice of functional finance is more Government policy and practice based.

9.6 Development Financial Institutions

In this section, we shall discuss development finance institutions (DFIs) both in international and Indian perspectives.

9.6.1 The Economic Rationale of Development Banks

In the previous section 9.3, we have already discussed the evolution of development finance. In this section, we shall briefly discuss the economic rationale behind the establishment of the DFIs, primarily the development banks in the general international context.

The economic logic of development banks is simple. In the countries which entered late to industrialisation, their capital markets are imperfect. Therefore, to begin the process of industrialization, it was very difficult for the new firms to obtain finance for their initial investment, particularly when it comes to establishing the basic infrastructural facilities. The lumpiness in returns and long-gestation period make private investment in the basic sectors very unattractive. In these circumstances, firms might underinvest, or fail to invest, in the creation of manufacturing capacities that require learning capital.

Another issue here is that as the capital market in these economies are fragmented, most financing is self-financing, so that new entrepreneurs or firms simply do not have access to capital at any price, and even when they do the interest rates may be too high to make the investment worth-while. The problem is particularly worse in case of long-term finance, because, as the industrial set up is not in place, the risks of initial losses are high and the learning period is long. This initial phase of industrialization in a developing country is also to be seen in the context of ‘infant industry’ argument, following which certain degrees of protection for these industries have been advocated.

To fulfill the financing needs of such a nascent industrial section, the concept of establishment of development banks (or development finance institutions) have come up. The

existing commercial banks of the country are unlikely to fulfill needs of this type of financial needs, because the calculated risks in such projects are quite high. It has been argued that to initiate the process of industrialization in these developing countries, the risks of investments have to be borne socially, not individually. As has been argued by Professor Deepak Nayyar,

[In effect, development banks represent a socialisation of risk, where the risks associated with financing industrialisation in its early stages are borne by society rather than by individuals. Insofar as social objectives diverge from private objectives, it is clearly justifiable to accept lower rates of return for development banks in the short run or medium term, because these rates of return are much higher in the long term for patient capital with the benefit of inside information.]

Source: Nayyar, D. (2015). Birth, Life and Death of Development Finance Institutions in India. *Economic and Political Weekly*, L(33)

9.6.2 Evolution of Development Finance Institutions

Professor Deepak Nayyar in his article “Birth, Life and Death of Development Finance Institutions in India” published in the weekly journal *Economic and Political Weekly*, L (33), has mentioned that the historical origins of development banking can be traced to countries in Western Europe, which developed bank-centred financial systems to finance industrialisation, in sharp contrast with the stock market-centred financial markets in Britain and the United States. For example, in France, long-term finance institutions were created in the late 1840s to provide for industrial and infrastructural development. In Germany, Kreditbanken were born in the 1870s to finance investments in an infant manufacturing sector. In the subsequent phases of the two world wars, these banks served as role models for the provision of industrial finance in many other countries to support their reconstruction and industrialisation.

A country-wise analysis of establishment of development banks are as follows:

- The Nacional Financiera (NAFINSA) was among the early birds to be established in Mexico in 1934.
- Subsequently, the Corporacion de Fomento de la Produccion (CORFO) was established in Chile in 1939.
- In India, the Industrial Finance Corporation of India (IFCI) came up in 1948, Industrial Credit and Investment Corporation of India (ICICI) in 1955 and Industrial Development Bank of India (IDBI) in 1964.
- The Kreditanstalt fur Wiederaufbau (KfW) was established in Germany in 1948, as a government-owned bank.

- The Japan Development Bank was established by the Japanese government in 1951.
- Banco Nacional de DesenvolvimentoEconomico (BNDES) was established in Brazil in 1952.
- Korean Development Bank (KDB) was established in South Korea in 1953
- Industrial Development Bank of Turkey (TSKB) was established in Turkey in 1950;
- Industrial Finance Corporation of Thailand (IFCT) was established in Thailand in 1959.
- In Malaysia and Taiwan, commercial banks with financial support from governments were set up to act as surrogate development banks.
- The Development Bank of Singapore (DBS), listed as a public company with foreign capital participation, was set up later in 1968.
- The China Development Bank (CDB), entirely government-owned, was established decades later in 1994.

Multilateral Development Finance Institutions: Along with such DFIs established at the country level, certain major multi-lateral DFIs also came up to help the process of industrial development. Major multi-lateral development banks (MDBs) in the world today include:

- World Bank.
- European Investment Bank (EIB)
- Islamic Development Bank (IsDB)
- Asian Development Bank (ADB)
- European Bank for Reconstruction and Development (EBRD)
- CAF - Development Bank of Latin America (CAF)
- Inter-American Development Bank Group (IDB, IADB)

It may be noted here that the common objective of these diverse institutions was to finance investment through long-term lending and promote industrial development. In this unit, we shall briefly basically discuss the history, objective, mission, activities of World Bank, European Investment Bank and Asian Development Bank.

Check Your Progress-II

Q1. Mention any two important distinctions between development finance and functional finance.

Ans.-----

Q2. Mention the names of DFIs that were established between the World Wars I and II.

Ans.-----

9.6.3 Major Multilateral Development Finance Institutions

WORLD BANK

Established in 1944, the International Bank for Reconstruction and Development, soon called the World Bank is one of the world's largest sources of funding and knowledge for developing countries. Originally, its loans helped rebuild countries devastated by World War II.

Basic Mission of the World Bank is: The two basic objectives of World Bank are:

- (1) To end extreme poverty: By reducing the share of the global population that lives in extreme poverty to 3 percent by 2030.
- (2) To promote shared prosperity: By increasing the incomes of the poorest 40 percent of people in every country.

Presently, with 189 member countries, staff from more than 170 countries, and offices in over 130 locations, the World Bank Group is a unique global partnership: five institutions working for sustainable solutions that reduce poverty and build shared prosperity in developing countries. The five institutions of World Bank are:

- **IBRD** (International Bank for Reconstruction and Development): IBRD is a global development cooperative owned by 189 member countries. As the largest development bank in the world, it supports the World Bank Group's mission by providing loans, guarantees, risk management products, and advisory services to middle-income and creditworthy low-income countries, as well as by coordinating responses to regional and global challenges.

Created in 1944 to help Europe rebuild after World War II, IBRD joins with IDA, our fund for the poorest countries, to form the World Bank. They work closely with all institutions of the World Bank Group and the public and private sectors in developing countries to reduce poverty and build shared prosperity.

- **IFC** (International Finance Corporation): With the founding of the International Finance Corporation in 1956, the institution became able to lend to private companies and financial institutions in developing countries.

- **IDA** (The International Development Association): The founding of the International Development Association in 1960 put greater emphasis on the poorest countries, part of a steady shift toward the eradication of poverty becoming the Bank Group's primary goal
- **ICSID** (International Centre for Settlement of Investment Disputes): Established in 1966, ICSID is the world's leading institution devoted to international investment dispute settlement. It has extensive experience in this field, having administered the majority of all international investment cases. States have agreed on ICSID as a forum for investor-State dispute settlement in most international investment treaties and in numerous investment laws and contracts.
- **MIGA** (Multilateral Investment Guarantee Agency): Established in 1988, the MIGA was established to promote cross-border investment in developing countries by providing guarantees (political risk insurance and credit enhancement) to investors and lenders.
- It may be mentioned here that India is a member of four of its five institutions, excluding ICSID.

World Bank's Strategies of Development:

- **Partnering with Governments:** Together, IBRD and IDA form the World Bank, which provides financing, policy advice, and technical assistance to governments of developing countries. IDA focuses on the world's poorest countries, while IBRD assists middle-income and creditworthy poorer countries.
- **Partnering with the Private Sector:** IFC, MIGA, and ICSID focus on strengthening the private sector in developing countries. Through these institutions, the World Bank Group provides financing, technical assistance, political risk insurance, and settlement of disputes to private enterprises, including financial institutions.
- **One World Bank Group:** While our five institutions have their own country membership, governing boards, and articles of agreement, we work as one to serve our partner countries. Today's development challenges can only be met if the private sector is part of the solution. But the public sector sets the groundwork to enable private investment and allow it to thrive. The complementary roles of our institutions give the World Bank Group a unique ability to connect global financial resources, knowledge, and innovative solutions to the needs of developing countries.
- **Major Activities:** Over that time, the World Bank has worked to help more than 100 developing countries and countries in transition adjust to these changes by offering loans

and tailored knowledge and advice. The Bank Group works with country governments, the private sector, civil society organizations, regional development banks, think tanks, and other international institutions on issues ranging from climate change, conflict, and food security to education, agriculture, finance, and trade. All of these efforts support the Bank Group's twin goals of ending extreme poverty by 2030 and boosting shared prosperity of the poorest 40 percent of the population in all countries. As demand for its services has increased over time, the Bank Group has risen to meet them. For perspective, the World Bank made four loans totalling \$497 million in 1947, as compared to 302 commitments totalling \$60 billion in 2015.

Box 9.2: Covid-19 Pandemic and the Response from the World Bank

On April 2, 2020 the first group of projects using the dedicated COVID-19 Fast-Track Facility (also called the COVID-19 Strategic Preparedness and Response Program (SPRP)), amounting to \$1.9 billion and assisting 25 countries, was rolled out. On May 19, 2020 the Bank Group announced its emergency operations to fight COVID-19 have reached 100 developing countries – home to 70% of the world's population. On October 13, 2020, \$12 billion was approved for developing countries to finance the purchase and distribution of COVID-19 vaccines, tests, and treatments for their citizens. In addition, the World Bank is working worldwide to redeploy resources in existing World Bank financed projects, including through restructuring and use of projects' emergency components as well as contingent financing instruments designed for catastrophes, including pandemics.

The World Bank Group is taking broad, fast action to help developing countries strengthen their pandemic response, increase disease surveillance, improve public health interventions, and help the private sector continue to operate and sustain jobs. Over 15 months, through June 2021, the World Bank Group is making available up to \$160 billion in financing tailored to the health, economic and social shocks countries are facing, including \$50 billion of IDA resources on grant and highly concessional terms. (*Source:* Website of the World Bank.)

EUROPEAN INVESTMENT BANK (EIB)

Established in 1958, the European Investment Bank is the lending arm of the European Union. EIB is the biggest multilateral financial institution in the world and one of the largest providers of climate finance. The EIB offers four major categories of services: loans, guarantees, equity investments and advisory services. Since its establishment, the EU bank has invested over a trillion euros. While climate action is its core agenda of action, its activities focus on the priority areas like: climate and environment, development, innovation and skills, small and medium-sized businesses, infrastructure and cohesion. The EIB works closely with other EU institutions to foster European integration, promote the development of the EU and support EU policies in over 140 countries around the world.

The EIB has been active in India since 1993. It supports the projects in India relating to climate action, sustainable economic development, the COVID-19 recovery, digitalisation of economy, key infrastructure development, as well as India's small and medium-sized enterprises.

Box 9.3: Covid-19 Pandemic and the Response from the European Investment Bank

The European Guarantee Fund (EGF) has been constituted to tackle the economic consequences of the COVID-19 pandemic. Through this EGF Fund, it has been expected that the EIB group will be able to scale up its support for mostly small and medium-sized European companies, providing up to €200 billion of additional financing. Its response to Covid-19 pandemic strategies include two major agenda:

- Immediate health-related emergencies and the need to rapidly find a cure and a vaccine against COVID-19, as well as solutions to limit the spread of the virus.
- Measures aimed at containing the economic effects of the crisis, which are having a profound impact on European businesses and the European economy as a whole.

On both accounts, many unified and ambitious activities have been taken up. Through the EGF, EIB Group, in partnership with local lenders and national promotional institutions has targeted to scale up its support to small and medium-sized companies (SMEs) and others in the real economy by mobilising up to €200 billion, in addition to the support package announced already.

EGF is now operational, following guarantees by EU Member States accounting for at least 60% of EIB's capital. As of May 2021, EGF has already approved €11.7 billion, almost half the fund's target for 2021, in support of European businesses struggling with the economic fallout of the COVID-19 pandemic. The initiatives financed so far are expected to generate €93.9 billion in funding for the EU economy.

ASIAN DEVELOPMENT BANK (ADB)

The Asian Development Bank (ADB) was established in 1966, with 31 members that came together to serve a predominantly agricultural region. During the 1960s, it focused much of its assistance on food production and rural development. During the 1970s and 1980s, as the oil crises continued ADB increased its support for energy projects, especially those promoting the development of domestic energy sources in member countries. In 1974, ADB established the Asian Development Fund to provide low-interest loans to ADB's poorest members. During the 1980s, ADB also increased its support to social infrastructure, including projects involving microfinance, the environment, education, urban planning, health issues, and helping women and girls. In 1995, ADB became the first multilateral organization to have a Board-approved governance policy to ensure that development assistance fully

benefits the poor. Policies on involuntary resettlement and indigenous peoples were also put in place.

In the first decade of the Twentieth century, ADB focused on helping its member countries achieve the Millennium Development Goals (MDGs).

ADB also had to respond to unprecedented natural disasters, committing more than \$850 million for recovery in areas of India, Indonesia, Maldives, and Sri Lanka hit by the December 2004 Asian tsunami. In addition, a \$1 billion line of assistance to help victims of the October 2005 earthquake in Pakistan was set up.

In 2009, ADB's Board of Governors agreed to triple ADB's capital base from \$55 billion to \$165 billion, giving it more resources to respond to the global economic crisis.

Presently, ADB has 68 countries as its members, of which 49 are from within Asia and the Pacific and 19 outside. India was a founding member of the Asian Development Bank (ADB) in 1966. Today, the country is ADB's fourth-largest shareholder and its top borrower since 2010.

Box 9.4: Covid-19 Pandemic and the Response from the European Investment Bank

ADB's COVID-19 response consists of a \$20 billion package announced in April 2020 and the \$9 billion Asia Pacific Vaccine Access Facility (APVAX) announced in December 2020.

ADB's initial \$20 billion COVID-19 response package supports its developing member countries in countering the severe macroeconomic and health impacts caused by COVID-19, including \$2.5 billion in concessional and grant resources, as well as \$2 billion earmarked for the private sector (non-sovereign).

ADB's \$9 billion APVAX vaccine initiative offers rapid and equitable support to its developing member countries as they procure and deliver effective and safe COVID-19 vaccines. (Source: Website of the Asian Development Bank).

9.6.4 Multilateral Development Finance Institutions: A Critical Assessment

The multilateral DFI have played an instrumental in the successful establishment of many key infrastructural and social projects in its developing nations in general and the developing world in particular. In this section, we shall not undertake any detail critical evaluation on the activities of the multilateral DFIs, but will briefly mention a few important facts.

When critically evaluated, it comes out to be a mixed bag of both success and failures. For example, as we have already mentioned, since the beginning of the twentieth century, the ADB focused its activities on the achievement of MDGs. A self-study undertaken by ADB mentions that ADB has been able to make significant contributions in Asia and the Pacific region in slashing extreme poverty by more than half. However, even then, the region is still home to 1.2 billion people who live on \$3.10 a day or less and almost three-quarters of the world's underweight children. About 600 million people have no access to electricity and 1.7 billion still lack improved sanitation. A huge amount of work still must be done with the new Sustainable Development Goals as important guideposts.

In a web-article published in the eurodad (european network on debt and development: www.eurodad.org) on 05 November 2020, Julia Ravenscroft made some important revelations:

- Only two per cent of investments made by five of the world's largest development finance institutions (DFIs) have reached companies based in the poorest countries since the outbreak of the Covid-19 pandemic.
- Similarly, a report published by the European Network on Debt and Development (eurodad) mentions that despite committing at least US \$7 billion in additional investments to tackle the Covid-19 crisis, these DFIs have concentrated on a limited number of sectors that are likely to be financially lucrative. This means that 65 per cent of investments have gone to the financial sector and infrastructure instead of directly to small and medium enterprises (SMEs) based in low-income countries. SMEs employ more than half of the population of the global south.

Further, Jan van de Poel, Advocacy Manager at Eurodad, said: *“As development actors, DFIs have a mandate to fight poverty and contribute to an economy that is sustainable and equitable. Yet this analysis shows that since March they have essentially continued with business as usual, which means relying on the financial sector to channel funds. This raises serious questions about whether the countries, sectors and clients most in need during this pandemic are actually being reached.”*

Some other important findings revealed by Poel include:

- Twelve per cent of DFI investments which were meant largely to support private sector activity have gone to healthcare and education. This raises serious questions about whether that is contributing to further commercialising of these vital public services. Poel

writes: *“The private sector could play a role in supporting the health sector, but DFIs must avoid promoting the privatisation or commercialisation of healthcare. There is sufficient evidence showing that the privatisation of health care is inefficient and risks creating financial barriers to those in need and hampering efforts to reduce inequalities in healthcare access.”*

- The briefing also calls for the institutions to take greater responsibility for the social and environmental outcomes of their activities, including human rights, labour rights, climate and gender impacts. It further demands an improvement in DFI governance and accountability. As has been observed by Poel, *“In the coming days and weeks, institutions and the governments backing them will have an opportunity to embark on an ambitious rethink of the role and place of DFIs in the development finance landscape. They must not squander the opportunity of spaces like the Finance in Common summit to launch this new agenda before it is too late.”*

9.6.5 Development Finance Institutions: Indian Context

After Independence, to promote rapid development in the country, India set up a network of financial institutions to bridge the gaps in the supply of long-term finance to industry. In this section, we shall basically discuss four major DFIs in the country, viz., Industrial Finance Corporation of India (IFCI), National Industrial Development Corporation (NIDC), Industrial Credit and Investment Corporation of India (ICICI) and Industrial Development Bank of India (IDBI). The major such initiatives have been summarised as follows:

- **Industrial Finance Corporation of India and the State Finance Corporations:** The IFCI was set up in 1948. In the next five years of its establishment, a number of state governments, with the encouragement of the central government, also established their own state financial corporations (SFCs). In the initial years, the IFCI was empowered to extend loans above Rs 10 lakh and the SFCs were mandated to extend loans below this threshold. The SFCs were created basically to serve the financial requirements of small- and medium-sized enterprises in the states.
- **National Industrial Development Corporation (NIDC):** The NIDC was set up in 1954 as an agency of the central government to provide both entrepreneurship and finance to the industrial sector, and it functioned till early 1963.
- **Industrial Credit and Investment Corporation of India (ICICI):** The ICICI was established in 1955 as a public limited company. Other than the Government of India, the

World Bank and representatives of Indian industry were its major contributors. The primary objective of the bank was to provide medium-term and long-term project financing to businesses. In the subsequent phases, it emerged as the major source of foreign currency loans to Indian industry, and for underwriting corporate finance. Despite the involvement of the World Bank and the private sector, the central government played a significant role in the establishment of the ICICI.

- **Industrial Development Bank of India (IDBI):** As an apex institution to provide medium- and long-term finance to the industrial sector, IDBI was set up in 1964. It took over the business of the Refinance Corporation for Industry (RCI), which was set up in 1958 for the SFCs. Further, the control of the IFCI was transferred to the IDBI from the central government.

Role of the Reserve Bank of India (RBI): The RBI has played a significant role in establishing institutional mechanisms to facilitate development institutional credit in India, both for the industrial as well as the agricultural sector. In the agricultural sector, it established the important institutions like the National Bank for Agriculture and Rural Development (NABARD) in the year 1982. It also played a significant role in the establishment of a number of Regional Rural Banks in different states of the country. However, prior to that, the RBI also played significant role in the establishment of development banks/finance institutions in the country. For example, the IDBI was constituted as a wholly-owned subsidiary of RBI, which created a new long-term fund known as the National Industrial Credit (Long-term Operations) Fund with an initial contribution of Rs 10 crore. The RBI used to make annual allocations to the fund out of its surplus profits before they are transferred to the government.

Significantly, following the model of “*development central banking*”, the RBI built up a three-pronged strategy of developing an institutional framework for industrial financing alongside extending rural credit and designing concessional financing schemes for economic development. The RBI also played key roles in the establishment of the IFCI (1948), RCI (1958), IDBI (1964), and the Industrial Reconstruction Corporation of India (1971) alongside a network of SFCs to meet the term credit needs of local medium- and small-scale industries (SSI) and for funding land development banks. The RBI also subscribed 50 per cent of the initial capital of the Unit Trust of India (UTI). As a result of all these developments, by the time the banking system was proceeding towards nationalisation, India already had a network of specialised institutions that were active in providing industrial finance (Table 9.1).

Table 9.1: Loans Disbursed by Special Industrial Financing Institutions (In Rs Crores)

Year	IFCI	SFCs	ICICI	Refinance to Banks	IDBI (Direct loans)	NIDC	Total
1948	0.7						0.7
1949	1.7						1.7
1950	2.2						2.2
1951	2.1						2.1
1952	2.1						2.1
1953	2.7	0.2					2.9
1954	2.2	1.1					3.3
1955	1.9	1.7	0.1				3.7
1956	6.0	2.7	0.4			0.2	9.3
1957	9.1	3.5	1.4			0.3	14.3
1958	7.9	3.4	1.4			2.2	14.9
1959	8.0	3.8	2.4	0.8		1.9	16.9
1960	7.5	4.5	1.8	1.4		1.7	16.9
1961	8.7	7.3	4.5	4.7		2.3	27.5
1962	12.4	10.5	8.0	8.0		3.2	42.1
1963	15.1	12.3	8.8	15.4		2.6	54.2
1964	17.3	12.7	13.4	18.8			62.2
1965	21.2	15.3	15.4	16.4	1.8		70.1

Source: ParthaRay, (2015). Rise and Fall of Industrial Finance in India. Economic and Political Weekly, L (5), p.63.

Apart from these specialized institutions catering exclusively to industries, investment institutions such as the Life Insurance Corporation (LIC), which had been set up in 1956, played an active role in purchasing industrial securities.

Thus, over the years, many more term-financing institutions were established and these institutions played a significant role in providing long-term finance to Indian industries. By the end of the nineteenth century, the broad structure of development finance institutions that prevailed in India can be broadly categorized as:

- (a) All-India development banks, viz., IFCI, ICICI, IDBI, Small Industries Development Bank of India (SIDBI), and Industrial Investment Bank of India (IIBI);
- (b) Specialised institutions like: Export-Import Bank of India (EXIM Bank), IFCIVenture Capital Funds (IVCF), ICICI Venture, Tourism Finance Corporation of India (TFCI), and Infrastructure Development Finance Company (IDFC);
- (c) Investment institutions like: UTI, LIC, and General Insurance Corporation (GIC) and its subsidiaries; and

- (d) Refinance institutions like: National Bank for Agriculture and Rural Development (NABARD) and National Housing Board (NHB). Besides, there were 18 SFCs and 26 state industrial development corporations (SIDCs).

9.6.6 Development Finance Institutions in India: A Critical Assessment

Deepak Nayyar in his article has made a detailed analysis on the performance of DFIs in India (Please refer to section 9.6.2). Similarly, Partha Ray also has deliberated a detail analysis on the similar issues (Please refer to Table 9.1). Learners are encouraged to go through these article for a detail understanding on the different issues on DFIs in India. In this section, we shall make a brief critical assessment of the performance of DFIs in India.

- DFIs made a significant contribution in making industrial finance available in India in the post-independence era. Their total disbursements, financed just 10 percent of the modest gross fixed capital formation in India's manufacturing sector in 1950–51 but this proportion increased by five times (i.e., almost fifty percent) in 2000–01.
- The private sector received the due attention in getting loans from these DFIs, as loans extended to the public sector was considerably low. Out of the total disbursements, as a proportion of gross fixed capital formation, loans provided to the private sector, increased from approximately 25 percent in 1950–51 to 75 percent in 2000–01. Thus, in the growth of the private industries, the DFIs played a major role. In the absence of these institutions, such levels of private investment would have been difficult to finance from alternative sources.
- Certain DFIs also played an unconventional role of mobilising household savings through government-owned insurance firms, or a mutual fund for small savers. It was a novel method of transforming savings by households into investment by firms without creating problems arising from maturity mismatches. Significantly, their relative importance increased during the 1990s and more so in the 2000s but that was because the term-lending institutions vanished.
- Similarly, the refinancing institutions for agriculture or rural development, housing and small-scale industries performed multiple functions as lenders, catalysts and regulators. They also performed a very effective and considerable impact in the economy.

However, other than such success stories, many other problems were also seen. The DFIs in India followed a very complex structure. The DFIs that were established in the national and state levels though played a crucial role in the development of the industrial

sector in the country for more than two decades, yet, after the country moved on the path of liberalisation, their relative importance declined in the 1990s and dropped rapidly in the early 2000s. Some of the issues that the DFIs faced are as follows:

- There was not proper coordination among different DFIs in extending credit to different sectors of the economy. As a result, the DFIs either concentrated on the same sectors, or they ignored certain important sector. Again, this also led to shortfall of funds availability in certain sectors. For example, the pharmaceutical sector of India which is considered as the pharmacy of the developing world did not receive proper attention from the DFIs. Similarly, the textiles and clothing sectors which had huge export potential did not receive proper preferences. Other such sectors which did not receive proper attention of the DFIs include: mechanised two-wheelers, commercial vehicles, or auto-components.
- Similarly, even when specialised, sector- specific institutions, e.g., Export–Import Bank, were not provide enough finance, resulting in very limited scale of operation.
- Government patronage obviously exercised a significant influence. The rising share of non-performing assets in the portfolio of some institutions was almost an inevitable consequence. In this context, it is also worth noting that the engagement of development finance institutions with the borrowing firms seldom extended beyond lending.
- DFIs could not exert proper managerial control over the large investors. Even when the DFIs nominated persons in the Board of the Directors of the big lenders, yet they only functioned independently without protecting the interests of the institutions they represented. Which proved ineffective in controlling their state of affairs.

9.6.7 Future Directions of Development Finance Institutions in India

We have already discussed that in the post-economic reforms era in India, there has been significant decline in the lending activities of the DFIs. Please refer to Table 9.2 for a comparative international scenario which reflects that unlike many other countries, the role of DFIs in India in extending credit to investors has significantly declined since the 2000.

Table 9.2: Outstanding Loans of DFIs as a Percentage of GDP

Year	2000	2005	2010
Brazil (BNDES)	6.4	6.5	9.7
China (CDB)	6.8	9.4	11.2
India (ICICI, IFCI, IDBI and SIDBI)	7.4	2.2	0.8
South Korea (KDB)	8.6	6.2	6.8

Mexico (NAFINSA)	2.7	1.7	0.9
Turkey (TSKB)	Na	0.04	0.1
Germany (KfW)	8.5	11.5	14.9
Japan (DBJ+JFC)	3.2	2.8	7.2

Note: For Development Bank of Japan (DBJ), data for 2000 are not available and 3.2 percent is the outstanding loans/GDP ratio for 2002 used here as an approximation. The figure for Japan in 2010 is the sum of DBJ and JFC, of which the latter accounted for 4.4 percent.

Source: Deepak Nayyar (2015), Birth, Life and Death of Development Finance Institutions in India, *Economic and Political Weekly*, L(33), p.60.

Based on the above analysis, it can be pointed out that India failed to cope up with the changing need of the time. It has been argued that in the post-reform period, India should have transformed these DFIs as term-lending institutions in the line with countries like Brazil. Further, with the demise of the significant played by the DFIs prior to the economic reform period, has adversely affected the growth of the industrial sector of the country, particularly those the SME sector of the rural areas. The current need of funds, though have been managed from the financial market, yet the long-term financing has been adversely affected. However, in the recent times, particularly in the aftermath of the Global Financial Crisis, the need for of DFIs has once again been realized. Among the recent initiatives in this directions, the following are important:

First, the Reserve Bank of India in its “Discussion Paper on Whole-sale and Long-term Finance Banks” published in 2017, comes up certain important facts as follows:

- (1) Deceleration in annual economic growth from 8to 9 percent until 2011–12, to around 7 percent last year (2016–17).
- (2) A nearly 10 percentage point decline in the rate of domestic capital formation, to about 29 percent of GDP, from its peak in 2008–09.
- (3) Declining capacity utilisation in manufacturing and electricity generation since 2011–12, and an unprecedented fall in bank credit growth, especially for industry.
- (4) A surge in corporate bad debts, raising the banking sector’s non-performing assets (NPAs), and thereby undermining its financial viability.

Secondly, in the Union budget presented in February 2021, the Government made an announcement for setting up a Development Finance Institution in India. In March, 2021 the Cabinet cleared the budget proposal to establish a DFI to be named as the National Bank for Financing Infrastructure and Development (NaBFID) it will be set up with a corpus of

₹20,000 crores and an initial grant of ₹5,000 crores from the government. It has been expected that this DFI will be able to raise up to Rs 3 lakh crores in the next few years. Again, presently, the Government will own 100 percent share in this DFI, which will subsequently be brought down to 26 percent.

Thus, it can be summed up DFI had played an important role in the development of the industrial sector in India. Again, if the current proposal is materialised, it can be expected that the industrial sector will receive a major source of industrial finance in the coming days

Check Your Progress-III

Q1. Which was the DFI in India that came up after independence?

Ans.-----

Q2. Mention the role played by the RBI to provide industrial finance in India.

Ans.-----

9.7 Summary

- Development finance is one of the important sources for arranging finance for a development project/activity, be it for local, regional, national or global scale. Broadly, the term ‘development finance’ can be defined as the use of public sector resources to facilitate private sector investment, primarily undertaken in the low-and middle-income countries.
- Since the days of Adam Smith, attainment of higher economic growth has become a major issue of discussion and even today it still is.
- Even when certain development banking institutions existed in the Europe in the nineteenth century, which later served role models for certain other countries to establish such institutions after the World War I and World War II.
- Development literature suggests that the concept of development finance is a product of the Post-World War II era.
- The basic objective of Development Finance is to establish proactive approaches that leverage public resources to solve the needs of business, industry, developers and investors.

- Professor Abba P. Lerner introduced the concept of functional finance in the year 1943 in his essay entitled “Functional Finance and the Federal Debt” in the journal *Social Research*.
- Professor A. P. Lerner states the central idea of functional finance is that government’s fiscal policy, its spending and taxing, its borrowing and repayment of loans, its issue of new money and its withdrawal of money, shall all be undertaken with an eye only to the results of these actions on the economy and not to any established traditional doctrine about what is sound or unsound
- The concept of functional finance insists on the elimination of the basic causes of inflation and deflation and thereby to maintain economic stability.
- To fulfill the financing needs of such a nascent industrial section, the concept of establishment of development banks (or development finance institutions) have come up.
- The multilateral development finance institutions have been instrumental in the successful many key infrastructural and social projects in its developing nations in general and the developing world in particular.
- After Independence, to promote rapid development in the country, India set up a network of financial institutions to bridge the gaps in the supply of long-term finance to industry.
- The Reserve Bank of India has played a significant role in establishing institutional mechanisms to facilitate development institutional credit in India, both for the industrial as well as the agricultural sector.
- In the post-economic reforms era in India, there has been significant decline in the lending activities of the DFIs.
- India failed to cope up with the changing need of the time. It has been argued that in the post-reform period, India should have transformed these DFIs as term-lending institutions in the line with countries like Brazil.
- However, in the recent times, particularly in the aftermath of the Global Financial Crisis, the need for of DFIs has once again been realized.
- The Union budget presented in February 2021; the Government made an announcement for setting up a Development Finance Institution in India. Setting up of such proposed institution has already been approved by the Union Cabinet in March, 2021.

9.8 Questions for Practices

A Short Answer Type Questions

- Q1. Discuss how the concept of development finance evolved.
- Q2. Discuss the different components and tools of development finance.
- Q3. Briefly discuss the rules of functional finance.
- Q4. Describe the role played by functional finance.
- Q5. Briefly discuss the economic rationale behind establishment of the development banks.
- Q6. Discuss the evolution of development finance institutions.
- Q7. Write a short note on the evolution of development finance institutions in India.
- Q8. Make a critical assessment of the multilateral development finance institutions.
- Q9. Briefly discuss the role played by development finance institutions in India.
- Q10. Make a critical assessment of the multilateral development finance institutions in India.
- Q11. Prepare a short note on future directions of development finance institutions in India

B. Long Answer Type Questions

- Q1. Discuss the major activities of multilateral development finance institutions. Discuss the role such institutions play during the Covid-19 pandemic.
- Q2. Discuss the concept, Meaning, Definition and Evolution of development finance.
- Q3. What is meant by functional Finance? Discuss its major contributions. Make a comparison between functional finance and development finance.

9.9 Suggested Readings

- Nayyar, D. (2015). Birth, Life and Death of Development Finance Institutions in India, *Economic and Political Weekly*, L(33), p.60.
- Ray, P. (2015). Rise and Fall of Industrial Finance in India. *Economic and Political Weekly*, L(5), p.63.

Books and Journals

- Bell, S. (1999). *Functional Finance: What, Why, and How?* Working Paper No. 287. University of Missouri at Kansas City.
- Giorgioni, G. (Ed). (2017). *Development Finance: Challenges and Opportunities*. London: Palgrave Macmillan.
- Ingram, G. and Mosbacher, R. A. Jr. (2018). *Development finance: Filling today's funding gap*. Tuesday, July 31, 2018. Accessed from <https://www.brookings.edu/research/development-finance-filling-todays-funding-gap/>
- Nayyar, D. (2015). Birth, Life and Death of Development Finance Institutions in India, *Economic and Political Weekly*, L(33), p.60.

- Nissanke, M. and Ocampo, J. A. (Eds). (2019). *The Palgrave Handbook of Development Economics: Critical Reflections on Globalisation and Development*. Switzerland: Palgrave Macmillan.
- Patnaik, I. and Pandey, R. (2021). *How Modi govt can make the reborn Development Finance Institution a success this time*. 19 March, 2021 8:34 am IST. Accessed from: <https://theprint.in/ilanomics/how-modi-govt-can-make-the-reborn-development-finance-institution-a-success-this-time/624370/>
- Ray, P.(2015). Rise and Fall of Industrial Finance in India. *Economic and Political Weekly*, L(5), p.63.

Websites

- Website of Asian Development Bank. <https://www.adb.org/>
- Website of European Investment Bank. <https://www.eib.org/en/index.htm>
- Website of the World Bank. <https://www.worldbank.org/en/about/unit/dfi>

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER-III

COURSE: PUBLIC FINANCE

UNIT 10: EFFECTIVENESS OF FISCAL POLICY IN PERIODS OF INFLATION AND DEFLATION

STRUCTURE

10.0 Learning Objectives

10.1 Introduction

10.2 Fiscal Policy: Concept, Meaning and Definition

10.3 Objectives and Rules of Fiscal Policy

10.4 Fiscal Policy during Inflation

10.5 Fiscal Policy during Deflation

10.6 Effectiveness of Fiscal Policy during Inflation and Deflation

10.6.1 Effectiveness of Contractionary Fiscal Policy during Inflation

10.6.2 Effectiveness of Expansionary Fiscal Policy during Deflation

10.6.3 Secondary Effects of Expansionary and Contractionary Fiscal Policy

10.7 Summary

10.8 Questions for Practice

10.9 Suggested Readings

10.0 Learning Objectives

After reading this unit, learner will be able to:

- Put forward the meaning and a few important definitions of fiscal policy
- Discuss the different uses of fiscal policy during inflation and deflation
- Describe the effectiveness of fiscal policy during inflation and deflation

10.1 Introduction

Fiscal policy basically deals with the taxation and expenditure policies of the Government. Please note, in the previous units, we have already come across the theoretical aspects of relating to taxation and public expenditure. There are some of the empirical aspects of fiscal

policy, particularly with reference to the situations of inflation and deflation. Thus, this unit helpful in gaining some insights into the application of fiscal policy in some real situations in the economy, like inflation and deflation. Here, we shall begin with concept, meaning and definition of fiscal policy, broad objectives of fiscal policy, major instruments of fiscal policy and finally shall examine effectiveness of fiscal policy in the situations like inflation and deflation.

10.2 Fiscal Policy: Concept, Meaning and Definition

The term fiscal policy mainly consists of tax and expenditure policies of the government. Please note, expenditure here also includes public borrowing. This is because, borrowing is an important source of revenue for the government. Thus, how the government operates the instruments of taxation, public expenditure and public borrowing (also called as public debt) broadly constitute the subject matter of fiscal policy.

Public finance got its major thrust only after the Great Depression of the 1930s. There we had discussed that the early economists assigned a very limited role for the Government. They advocated only minor public works for the Government in the time of economic distress. They thought that additional government expenditure can no bring about any improvement in the general economic conditions. But Keynes showed that national income was an important index of economic activity. Further, he also showed the relationship between the level of economic activity and total government spending. Through his analysis, Keynes established the direct and indirect effects of fiscal actions on aggregate spending in the community and its effects on economic activity, which also served as a tool for macroeconomic management.

There are few important definitions of the term fiscal policy, so that we can get a clear idea of what fiscal policy is all about. Arthur Smithies defined fiscal policy as, *“a policy under which the government uses its expenditure and revenue programme to produce desirable effect and avoid undesirable effects on macro variables like income, production and employment.”* Thus, according to Smithies, fiscal policy consists of (a) the budgetary policy of the Government, (b) it uses public expenditure and taxation as instruments and (c) its objective is to influence production and employment opportunities.

Otto Eckstein defines it as *“changes in taxes and expenditure which aim at short run goals of full employment, price level and stability.”* Thus, this definition adds two more goals for fiscal policy, viz., full employment and price stability.

Gerhard Colm defines fiscal policy *“as the conduct of the government expenditure, revenues and debt management in such a way as to take fully into account the effect of these*

operations on the allocation of resources and the flow of funds, and thereby their influence on the levels of income, prices, employment and production”.

Ursula Hicks and Gerhard Colm significantly acknowledges a broad perspective of fiscal policy, as they also include public borrowing as one of its instruments.

Thus, fiscal policy may be concisely defined as the policy of the government in regard to taxation, public expenditure and public borrowing in an economy.

Before we proceed further, let us consider the fact that just like the Government resorts to fiscal policy as a means to achieving certain macroeconomic objectives like economic stability, economic growth etc., the monetary authority of the economy (which is usually the central bank of the country. In India, it is the Reserve Bank of India) also resorts to monetary policy to achieve such macroeconomic objectives. And most of the economists suggest that a proper coordination between the two is necessary for achieving such macroeconomic objectives. Both of these policies cannot be highly effective if they function alone. However, it should be noted here that fiscal policy significantly differs from monetary policy in its mode of operation. Fiscal policy has a direct impact on aggregate demand. On the other hand, the monetary policy seeks to function indirectly through the financial institutions (e.g., bank) and instruments (say, rate of interest). As has been pointed out by Gardner Ackley, “...unlike monetary policy these measures involve direct government entrance into the market for goods and services (in case of expenditure) and a direct impact on private demand (in case of taxes)”.

10.3 Objectives and Rules of Fiscal Policy

In this section, we shall discuss the major objectives and rules of fiscal policy. This discussion will help in the subsequent discussion on use and effectiveness of fiscal policy in certain macroeconomic situations like inflation and deflation.

A. Objectives of Fiscal Policy in the Developed Economies: Fiscal policy is now considered an important instrument in achieving certain macroeconomic objectives. As we have already mentioned, Keynes advocated that fiscal policy should be used to regulate and control the economy with the help of the fiscal tools like taxation, public expenditure and public borrowing. This concept has been further developed by A. P. Lerner and he termed it as functional finance. The concept of functional finance evaluates fiscal policy by its effects on the way it functions in an economy. The principle of functional finance advocates the following:

- (a) The foremost aim of fiscal policy should be to remove the causes of inflation and deflation so that economic stability can be attained in the economy.
- (b) The instrument of public borrowing should be such utilized that it not only aims at increasing money supply, but also leads people to hold more bonds and less money. This means, public borrowing should aim at controlling purchasing power of the people.
- (c) Taxation should also be such used that it not only simply collects revenue, but also controls purchasing power of the people.
- (d) Any excess expenditure over its revenue should be covered through public borrowing. If public borrowing is not possible, deficit financing or printing of new currency should be undertaken, particularly if the economy is passing through depression.

In a way, the principles of functional finance significantly establish the role of fiscal policy in controlling cyclical fluctuations, i.e., to help the economy avoid the macroeconomic situations like inflation and deflation.

Another prominent economist in the field of Public Finance, Professor Musgrave has argued that the fiscal policy should aim at certain more specific issues like: (a) in the adjustment of allocation of resources, (b) in the adjustment in distribution of income and wealth and (c) to ensure economic stabilization.

B. Objectives of Fiscal Policy in the Developing Economies: The objectives laid down in the above are more applicable in case of the developed economies. In the developing countries, the fiscal policy should be utilized to attain certain specific economic objectives, which are somewhat different from the developed economies. In general, economic objectives like: full employment, price stability, acceleration of the rate of economic growth, optimum allocation of resources, equitable distribution of resources and wealth, external stability, capital formation and investment, regional imbalance etc. have been prescribed for fiscal policy in the context of a developing economy. These economic objectives of fiscal policy in the developing economy context can broadly be classified under the four major heads:

- a) Promotion and acceleration of capital formation in the public and private sectors, so that rapid economic development can be attained.
- b) Mobilisation of financial and other resources for the public sector in a way that does not adversely affect the private sector.
- c) Maintaining a reasonable degree of economic stability, so that economic development is not adversely affected.

- d) Redistribution of national income among different sections of the society so that redistributive justice can be ensured.

Rules of Fiscal Policy:

- a) During the period of falling employment and rising unemployment, the Government should act to raise the level of aggregate demand by (a) an increase in expenditure on purchase of goods and services, or (b) increase in government transfer payment, or (c) reduction in taxes, or (d) a combination of these three or (e) a balanced-budget expansion.
- b) If the economy is facing the issue of inflation caused by excess demand, the government should aim at curtailing the excess demand by (a) increase in taxes, or (b) by reducing public expenditure on purchase of goods and services, or (c) reduction in transfer payments, (d) a combination of these three measures.
- c) If the level of employment and output is quite high, the Government must attempt to achieve at a high rate of economic growth so that continued full employment and price stability can be maintained.

However, the real macroeconomic situation may significantly differ and be much complex, and hence, use of proper fiscal policy may be different from such general prescribed rules.

Check Your Progress-I

Q1. Define fiscal policy.

Ans.-----

Q2. Mention any three important objectives of fiscal policy.

Ans.-----

10.4 Fiscal Policy During Inflation

Inflation is characterized by rising prices or declining purchasing power. Here, the phrase rising prices is important. This is because inflation denotes a situation where the prices are rising continuously and not for once only. Thus, a sudden increase in the price level of the economy will not be termed as inflation; unless it is experienced on a continuous basis over a period of time. The rise in the general level of prices, often expressed as a percentage, means that a unit of currency effectively buys less than it did in prior periods.

In fiscal policy, during inflation (particularly, in case of demand-pull inflation), the Government should aim at curtailing purchasing power (i.e., excess demand) of the people.

This can be achieved by: (a) increase in taxes, or (b) by reducing public expenditure on purchase of goods and services, or (c) reduction in transfer payments, (d) a combination of these three measures. Let us discuss these in brief.

To curtail the purchasing power (which is also called as disposable income) of the people in case of demand-pull inflation, an appropriate tax policy would aim at increasing the tax rates as well as introduction of new taxes. Increased tax rates as well as new taxes curtail the disposable income of the people. For example, by increasing income tax rates, the salaried peoples' disposable income can be effectively curtailed. Expenditure tax also can be introduced on certain commodities.

Similarly, tax incentives can be offered to the entrepreneurs which will help them to produce more. Appropriate tariff policy measures should be undertaken so that inflow of imported goods is increased, which will ultimately help in meeting the domestic demands.

Along with curtailment of private spending through taxation policy as discussed above, the Government should also reduce public expenditure. Whenever possible, the Government should aim at either withdrawing or postponing public expenditures. It should also attempt to spend less on the social security measures. However, it should be kept in mind that such curtailment in expenditure is done only on the unproductive channels. Public expenditures on productive channels should not be curtailed to the extent possible. Otherwise, there might be long-term adverse impact on the productive channels of the economy.

Among the three instruments of public policy, public borrowing is the other one. During inflation, public borrowing should be increased. This will help in flow of funds from the public to the Government. Ultimately, the purchasing power of the people will be reduced. Again, the Government should present a surplus budget during inflation.

Fiscal Policy in case of Cost-Push Inflation:

Another reason for inflation can be the rise in costs. Changes in costs often caused by rise in wages. Due to the rise in prices of goods and services, organized labours can demand for an increase in their wages. As a result, the costs of production further increase, leading to further increase in the prices of goods and services. This type of cost-push or wage-induced inflation cannot be controlled simply by taxation. In fact, increase in indirect taxation would only increase the prices of goods and services and can worsen the inflationary situation. To fight

situations, the Government may provide subsidies to lower the prices of the essential commodities, which can ease the situation to some extent.

Again, when increased taxation adversely affects production, inflationary situation can worsen. To tackle such situations, private investments should be encouraged. Private investments in such situations can have positive impact on increasing production, and in the long-run can also positively contribute towards national income.

To control such cost-push inflations, another effective instrument is encouraging private savings. Government can offer higher interest rates on savings. Increased savings can curtail the excess purchasing power in the hands of people and also curb excess money supply in the economy. Towards meeting this objective, public borrowing is another important instrument. The Government can raise public borrowing by offering bonds and other such instruments, which will ultimately reduce the liquidity (i.e., purchasing power) in the hands of the people.

10.5 Fiscal Policy During Deflation

The term 'Deflation' refers to a situation when there is a sustained drop in prices in the economy. Deflation is often regarded as the opposite of inflation. Policy-makers are very concerned about a possible deflationary cycle -- when prices start to drop, consumers may believe that prices will drop further. As a result, they delay consumption (i.e., buying stuff), which makes the drop in prices inevitable. A sharp drop in prices also leads to businesses cutting back on investment, production, and employment because they cannot sell goods at profitable prices. This can further exacerbate the downturn in the economy. The Great Depression was characterized by a deflationary cycle, which many believe was partially responsible for the depths of the economic downturn.

During deflation, the main attempt of the Government is to increase the level of aggregate demand, which is simply the opposite to the inflationary situation, that we discussed in the previous section. Thus, in this situation, an increase in public expenditure is likely to increase the aggregate demand for goods and services, which will lead to a large increase in income via the multiplier process. On the other hand, a reduction in taxes will help in increasing the disposable income in the hands of the people, which will consequently increase the consumption and investment expenditures of the people.

During deflation, the Government should increase its expenditure through deficit budgeting and reduction in taxes. The public expenditure which are generally effective during deflation includes the expenditure on public works such as roads, canals, dams, parks, schools, hospitals and other buildings, etc. Other than those, certain relief measures, such as

unemployment insurance, pensions, etc. can also be effective. It should be noted here that the expenditure on public works helps in creating demand for the products of private construction industries and also helps in reviving them. On the other hand, expenditure on relief measures stimulates the demand for consumer goods industries. Along with such measures, the Government can also reduce certain taxes like: corporate profits tax, income tax, and excise taxes, which will ultimately help in increasing the disposable income, leading to increased spending and investment.

As borrowing is one of the fiscal instruments of the government. During deflation, the Government should borrow to finance budget deficits. This helps in utilising the idle money lying with banks and financial institutions for investment purposes. But the effectiveness of public expenditure primarily depends upon the public works programme. The importance of the public works, their volume and nature, as well as, their planning and timing: all these significantly affect the success of public borrowing as a fiscal tool to tackle the situation of deflation.

Check Your Progress-II

Q1. How should the Government handle public expenditure during inflation?

Ans:-----

Q2. How should the Government handle taxation during deflation?

Ans:-----

10.6 Effectiveness of Fiscal Policy During Inflation and Deflation

As we have already discussed the different uses of fiscal policy during inflation and deflation, in this section, we shall discuss the effectiveness of fiscal policy to tackle those macroeconomic situations. However, before that we shall briefly discuss the concepts of expansionary and contractionary fiscal policy and the Classical and Keynesian views of fiscal policy.

A. Contractionary and Expansionary Fiscal Policy: During inflation, Government should cut in public expenditure. This means contraction of public expenditure. Thus, contractionary fiscal policy is defined as a decrease in government expenditures and/or an increase in taxes that causes the government's budget deficit to decrease or its budget surplus to increase. Similarly, we have also mentioned that during deflation, Government needs to increase public expenditure. This means expansion public expenditure. Thus,

expansionary fiscal policy is defined as an increase in government expenditures and/or a decrease in taxes that causes the government's budget deficit to increase or its budget surplus to decrease.

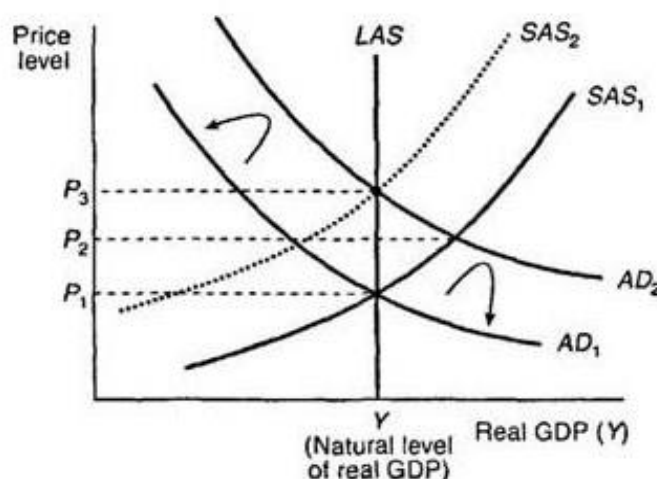
B. Classical and Keynesian Views of Fiscal Policy: The belief that contractionary and expansionary fiscal policies can be used to influence macroeconomic performance is most closely associated with Keynes and his followers. As we have already discussed, the classical believed that any such contractionary or expansionary fiscal policies are unnecessary because there are market mechanisms—for example, the flexible adjustment of prices and wages—which serve to keep the economy at or near the natural level of real GDP at all times. Accordingly, classical economists believed that the government should run a balanced budget each and every year.

Now we shall discuss how the contractionary fiscal policy and expansionary fiscal policy can help the Government to tackle the situations of inflation and deflation respectively.

10.6.1 Effectiveness of Contractionary Fiscal Policy during Inflation

Keynesians also argue that fiscal policy can be used to combat expected increases in the rate of inflation. Suppose that the economy is already at the natural level of real GDP and that aggregate demand is projected to increase further, which will cause the AD curve in Figure to shift from AD_1 to AD_2 .

Figure 10.1: Effectiveness of Contractionary Fiscal Policy during Inflation



From Figure 10.1, it can be seen that as real GDP rises above its natural level, prices also rise, prompting an increase in wages and other resource prices and causing the short run aggregate supply curve to shift from SAS_1 to SAS_2 . The end result is inflation of the price level from P_1

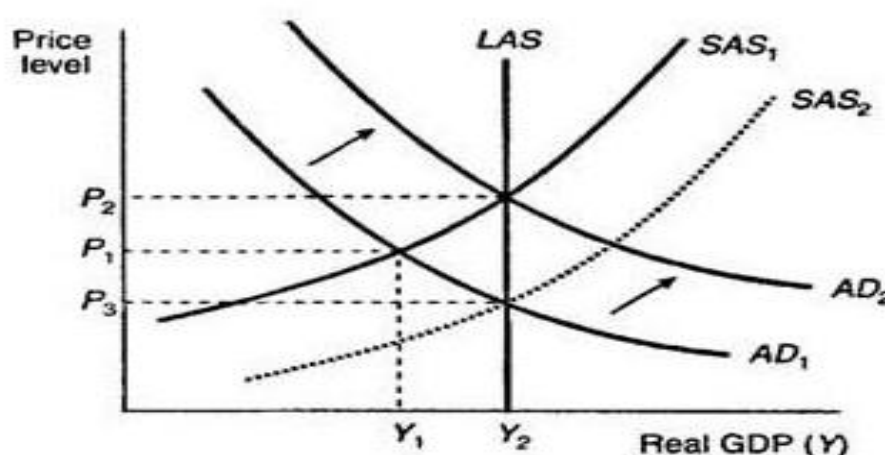
to P_3 , with no change in real GDP. The government can head off this inflation by engaging in a contractionary fiscal policy designed to reduce aggregate demand by enough to prevent the AD_1 curve from shifting out to AD_2 . Again, the government needs only to decrease expenditures or increase taxes by a small amount because of the multiplier effects that such actions will have.

10.6.2 Effectiveness of Expansionary Fiscal Policy during Deflation

Keynesian theories of output and employment were developed in the midst of the Great Depression of the 1930s, when unemployment rates in the U.S. and Europe exceeded 25 per cent and the growth rate of real GDP declined steadily for most of the decade. Keynes and his followers believed that the way to combat the prevailing recessionary climate was not to wait for prices and wages to adjust but to engage in expansionary fiscal policy instead. The Keynesians' argument in favour of expansionary fiscal policy is illustrated in Figure 10.2.

Let us assume that the economy is initially in a recession (Please refer to the box item). The equilibrium level of real GDP, Y_1 , lies below the natural level, Y_2 , implying that there is less than full employment of the economy's resources. Classical economists believe that the presence of unemployed resources causes wages to fall, reducing costs to suppliers and causing the SAS curve to shift from SAS_1 to SAS_2 , thereby restoring the economy to full employment. Keynesians, however, argue that wages are sticky downward and will not adjust quickly enough to reflect the reality of unemployed resources.

Figure 10.2: Effectiveness of Expansionary Fiscal Policy during Deflation



Consequently, the recessionary climate may persist for a long time. The way out of this difficulty, according to the Keynesians, is to run a budget deficit by increasing government expenditures in excess of current tax receipts. The increase in government expenditures

should be sufficient to cause the aggregate demand curve to shift to the right from AD_1 to AD_2 , restoring the economy to the natural level of real GDP. This increase in government expenditures need not, of course, be equal to the difference between Y_1 and Y_2 . Recall that any increase in autonomous aggregate expenditures, including government expenditures, has a multiplier effect on aggregate demand. Hence, the government needs only to increase its expenditures by a small amount to cause aggregate demand to increase by the amount necessary to achieve the natural level of real GDP.

Keynesians argue that expansionary fiscal policy provides a quick way out of a recession and is to be preferred to waiting for wages and prices to adjust, which can take a long time. As Keynes once said, “In the long run, we are all dead.”

10.6.3 Secondary Effects of Expansionary and Contractionary Fiscal Policy

Classical economists point out that the Keynesian view of the effectiveness of fiscal policy tends to ignore the secondary effects that fiscal policy can have on credit market conditions. When the government pursues an expansionary fiscal policy, it finances its deficit spending by borrowing funds from the nation's credit market. Assuming that the money supply remains constant, the government's borrowing of funds in the credit market tends to reduce the amount of funds available and thereby drives up interest rates. Higher interest rates, in turn, tend to reduce or “crowd out” aggregate investment expenditures and consumer expenditures that are sensitive to interest rates. Hence, the effectiveness of expansionary fiscal policy in stimulating aggregate demand will be mitigated to some degree by this crowding-out effect.

The same holds true for contractionary fiscal policies designed to combat expected inflation. If the government reduces its expenditures and thereby reduces its borrowing, the supply of available funds in the credit market increases, causing the interest rate to fall. Aggregate demand increases as the private sector increases its investment and interest-sensitive consumption expenditures. Hence, contractionary fiscal policy leads to a crowding-in effect on the part of the private sector. This crowding-in effect mitigates the effectiveness of the contractionary fiscal policy in counteracting rising aggregate demand and inflationary pressures.

Check Your Progress-III

Q1. Explain briefly effectiveness of contractionary fiscal policy during Inflation.

Ans:-----

Q2. Define contractionary and expansionary fiscal policy.

Ans:-----

10.7 Summary

Fiscal policy basically deals with the taxation and expenditure policies of the Government. Please note, in the previous units, we have already come across the theoretical aspects of relating to taxation and public expenditure. How the government operates the instruments of taxation, public expenditure and public borrowing (also called as public debt) broadly constitute the subject matter of fiscal policy. According to pre-Keynesian economists thought that additional government expenditure can no bring about any improvement in the general economic conditions. But Keynes showed that national income was an important index of economic activity. Further, he also showed the relationship between the level of economic activity and total government spending. Through his analysis, Keynes advocated that fiscal policy should be used to regulate and control the economy with the help of the fiscal tools like taxation, public expenditure and public borrowing. This concept has been further developed by A. P. Lerner and he termed it as functional finance. The concept of functional finance evaluates fiscal policy by its effects on the way it functions in an economy. During deflation, the main attempt of the Government is to increase the level of aggregate demand, which is simply the opposite to the inflationary situation, that we discussed in the previous section. Thus, during inflation, an increase in public expenditure is likely to increase the aggregate demand for goods and services, which will lead to a large increase in income via the multiplier process. On the other hand, a reduction in taxes will help in increasing the disposable income in the hands of the people, which will consequently increase the consumption and investment expenditures of the people. The term contractionary fiscal policy is defined as a decrease in government expenditures and/or an increase in taxes that causes the government's budget deficit to decrease or its budget surplus to increase. Whereas, expansionary fiscal policy is defined as an increase in government expenditures and/or a decrease in taxes that causes the government's budget deficit to increase or its budget surplus to decrease. Keynesians argue that expansionary fiscal policy provides a quick way out of a recession and is to be preferred to waiting for wages and prices to adjust, which can take a long time. As Keynes once said, "In the long run, we are all dead." However, Classical economists point out that the Keynesian view of the effectiveness of fiscal policy tends to ignore the secondary effects that fiscal policy can have on credit market conditions.

10.8 Questions For Practices

A. Short Answer Type Questions

- Q1. Discuss the meaning of fiscal policy.
- Q2. Mention the different rules of fiscal policy.
- Q3. How does taxation policy help in controlling inflation and deflation? Discuss.
- Q4. How does public expenditure help in controlling inflation and deflation? Discuss.
- Q5. Briefly discuss the secondary effects of expansionary and contractionary fiscal policy.

B. Long Answer Type Questions

- Q1. Discuss the effectiveness of fiscal policy in tackling inflation.
- Q2. Discuss the effectiveness of fiscal policy in tackling deflation.
- Q3. “During deflation, the main attempt of the Government is to increase the level of aggregate demand”. Discuss the statement.
- Q4. Compare the objectives of fiscal policy in developed countries vis-à-vis the developing countries.
- Q5. Discuss the objectives of fiscal policy.

10.9 Suggested Readings

- Bhatia, H.L. (2005), “Public Finance”, New Delhi, Vikas Publishing House Pvt. Ltd.
- Hajela, T.N. (2004). Public Finance, Konark Publishers Pvt. Ltd., New Delhi.
- Lekhi, R.K. (2001), “Public Finance and Fiscal Policy”, Ludhiana, Kalyani Publishers.
- Menkar, V.G. and Sarma, L.S. (2001), “Public Finance: Theory and Practice”, Mumbai, Himalaya Publishing House.
- Prakash, O. (2008), “Public Economics: Theory and Practice”, Jalandhar, Vishal Publishing House.
- Sundharam, K.P.M. and Andley K.K. (2003). Public Finance: Theory and Practice, New Delhi, S. Chand & Company Ltd.



**The Motto of Our University
(SEWA)**

SKILL ENHANCEMENT

EMPLOYABILITY

WISDOM

ACCESSIBILITY

**JAGAT GURU NANAK DEV
PUNJAB STATE OPEN UNIVERSITY, PATIALA**
(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

BACHELOR OF ARTS (LIBERAL ARTS)

Core Course (CC): ENGLISH ELECTIVE

SEMESTER-III

BLAB32302T

READING POETRY

Head Quarter: C/28, The Lower Mall, Patiala-147001
Website: www.psou.ac.in

The Study Material has been prepared exclusively under the guidance of Jagat Guru Nanak Dev Punjab State Open University, Patiala, as per the syllabi prepared by Committee of Experts and approved by the Academic Council.

The University reserves all the copyrights of the study material. No part of this publication may be reproduced or transmitted in any form.

COURSE COORDINATOR AND EDITOR:

DR. GURLEEN AHLUWALIA
Assistant Professor in English
JGND PSOU, Patiala

LIST OF CONSULTANTS/ CONTRIBUTORS

1.	DR. BINDU SHARMA
2.	DR. GURPARTAP KHAIRAH
3.	DR. KOMIL TYAGI

;



JAGAT GURU NANAK DEV PUNJAB STATE OPEN UNIVERSITY, PATIALA
(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

PREFACE

Jagat Guru Nanak Dev Punjab State Open University, Patiala was established in December 2019 by Act 19 of the Legislature of State of Punjab. It is the first and only Open University of the State, entrusted with the responsibility of making higher education accessible to all, especially to those sections of society who do not have the means, time or opportunity to pursue regular education.

In keeping with the nature of an Open University, this University provides a flexible education system to suit every need. The time given to complete a programme is double the duration of a regular mode programme. Well-designed study material has been prepared in consultation with experts in their respective fields.

The University offers programmes which have been designed to provide relevant, skill-based and employability-enhancing education. The study material provided in this booklet is self-instructional, with self-assessment exercises, and recommendations for further readings. The syllabus has been divided in sections, and provided as units for simplification.

The University has a network of 10 Learner Support Centres/Study Centres, to enable students to make use of reading facilities, and for curriculum-based counselling and practicals. We, at the University, welcome you to be a part of this institution of knowledge.

Prof. Anita Gill
Dean Academic Affairs



B.A (Liberal Arts)
Core Course (CC): ENGLISH ELECTIVE

Semester -3
BLAB32302T: READING POETRY

Section A

Unit 1: Understanding Poetry: Types of Poetry: Lyric, Ode, Sonnet, Elegy, Ballad, Epic, Mock Epic, Dramatic Monologue, Haiku, Confessional Poetry, conceit, doggerel, hymn.

Unit 2: Terms pertaining to Poetry

- **Stanza:** Couplet, tercet, terza rima, ottava rima, quatrain, spensarian stanza, rime royal.
- **Meter:** Heroic Couplet, Free Verse and Blank Verse.
- **Poetic devices:** alliteration, assonance, simile, metaphor, image, symbol, rhyme, Imagery, hyperbole, allusion.

The poems given below are prescribed from the text book *Selected College Poems*. Edited by Ambika Sengupta. Hyderabad: Orient BlackSwan, 2012.

Unit 3:

- (i) All the World's a Stage
- (ii) Kubla Khan
- (iii) Ode to the West Wind

Unit 4:

- (iv) La Belle Dame Sans Merci
- (v) Ulysses
- (vi) My Last Duchess

Unit 5:

- (vii) Say not the Struggle not Avail
- (viii) A Prayer for My Daughter
- (ix) The Road not Taken
- (x) Journey of the Magi

Section B

Unit 6: Insight into great poetic movements

- Metaphysical poetry
- Romantic poets
- Pre-Raphaelite Poets

Unit 7: Indian English Poets

- **Rabindranath Tagore:** I Cast My Net into the Sea, When I Go Alone at Night
- **Nissim Ezekiel:** Night of the Scorpion, Good Bye party for Miss Pushpa T.S

Unit 8: Women Poets

- **Sarojini Naidu:** Cradle Song
- **Annie Walker:** Women's Rights
- **Maya Angelou:** I Know why the Caged Birds Sing

JAGAT GURU NANAK DEV PUNJAB STATE OPEN UNIVERSITY, PATIALA
(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)



BACHELOR OF ARTS (LIBERAL ARTS)
BLAB32302T: READING POETRY

COURSE COORDINATOR AND EDITOR: DR. GURLEEN AHLUWALIA

SECTION A

UNIT NO.	UNIT NAME
UNIT 1	UNDERSTANDING POETRY
UNIT 2	TERMS PERTAINING TO POETRY
UNIT 3	POEMS - I
UNIT 4	POEMS - II
UNIT 5	POEMS - III

SECTION B

UNIT NO.	UNIT NAME
UNIT 6	INSIGHT INTO GREAT POETIC MOVEMENTS
UNIT 7	INDIAN ENGLISH POETS
UNIT 8	WOMAN POETS

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER III COURSE: READING POETRY

UNIT 1: APPRECIATING POETRY

STRUCTURE

1.0 Objectives

1.1 Introduction

1.2 Types of Poetry:

1.2.1 Lyric

1.2.2 Ode

1.2.3 Sonnet

a. Petrarchan Sonnet

b. Shakespearan Sonnet

c. Spenserian Sonnet

1.2.4 Elegy

1.2.5 Ballad

1.2.6 Epic

1.2.7 Mock Epic

1.2.8 Epithalmion

1.3 Check your progress – I

1.4 Types of Poetry (contd.)

1.4.1 Dramatic Monologue

1.4.2 Haiku

1.4.3 Confessional poetry

1.4.4 Conceit

1.4.5 Doggerel

1.4.6 Hymn

1.4.7 Villanelle

1.4.8 Concrete Poetry

1.4.9 Free Verse

1.5 Check your progress – II

1.6 Summing Up

1.7: Suggested Readings

1.8: Questions for Practice

1.8.1: Long Answer Questions

1.8.2: Short Answer questions

1.0 OBJECTIVE:

The principal objective of this course is to make students aware of the various types of poems available in the English literature. A student of literature should be able to distinguish immediately the type of poem that is being read. The characteristic feature of each type is also given here for ready reference. This will help in creating a deeper understanding of poetry.

1.1 INTRODUCTION

Poetry has always been regarded as the most sensitive, intimate and exalted form of expression in literature. The inherent desire of human beings to express themselves has manifested itself in the creation of art and literature, and poetry is perhaps the oldest form of literature. Over the years, writing poetry has undergone many changes. Poets have experimented with the forms, developing their own favourite forms for expression. Today, many different types of poems exist while some others have been abandoned and are now not in use, and writers are still experimenting with the form, rebelling against traditional forms and their constraints. This course will help students in developing an appreciation of the various types of poems, and also to identify them at first glance. The course will also facilitate in understanding why a particular form is preferred by a given poet over another.

1.2 TYPES OF POETRY

1.2.1 Lyric:

The word can be said to be derived from the word 'Lyre', a musical instrument. In Greek poetry, a lyric was simply a poem that was meant to be sung to the accompaniment of a lyre. In general, the words of a song are referred to as the 'lyrics' but a lyric denotes a poem of limited length which expresses the thoughts and feelings of a single speaker. Although a lyric need not have any definite structure, many poets ascribe to certain poetic structures. A lyric may be categorized on the basis and nature of the speaker. In Dramatic Lyrics, for instance, the speaker is represented as addressing another person in a particular, defined situation. John Donne's 'Canonization', and William Wordsworth's 'Tintern Abbey' are examples of Dramatic Lyrics. It is to be noted here that even though a poet may use the first person narrative, the 'I' in the poem need not be the poet of the lyric. But in certain cases, where the lyric refers to some special circumstances of the poet, well known to the public, as in John Milton's 'When I Consider How My Light is Spent', the lyric becomes intensely personal. However, the speaker in the lyric can also refer to the public in general conveying a public mood or uttered on some ceremonial occasion as in Walt Whitman's ode on the death of Abraham Lincoln 'O Captain, My Captain'. In still some other cases, the lyric may be written expressly to delineate a sustained process of thought and observation, and resolution as in Mathew Arnold's 'Dover

Beach'. The term is also extended to include expressions of a complex development of emotional thoughts as in the elegy or the ode. The process of observation, thought and memory is organized in many different ways. In love lyrics, for instance, the writer may use the form only to express an enamoured state of mind while retaining an organized structure and expression. 'How Do I Love Thee' by Elizabeth Barrett Browning is an example of a love lyric which expresses the writer's feelings of love all the time retaining the organization of thought. Ben Johnson's 'Drink to me Only with Thine Eyes' uses the form to forward an elaborate compliment. In the same way, Shakespeare's first seventeen sonnets, addressed to a male figure, are lyrics used as an argument to take advantage of fleeting youth. On the other hand, John Milton's 'L'Allegro' is written expressly to describe and praise a particular set of values and beliefs.

1.2.2 Ode:

An Ode is a lyric poem that is thus defined on the basis of its length, subject and style. Typically, a poem of some considerable length, serious in subject and elevated in style can be called an Ode. The form is usually traced back to the Greek poet Pindar, and was a choral song sung at an important celebratory occasion like victory in the Olympic Games. Typically, an ode was divided into three stanzas sung according to the movement of the chorus. This is how a **Pindaric ode** works. They consisted of the **strophe** – moving in rhythm to the left, the **antistrophe** – the movement to the right, and the **epode** – standing still. The Pindaric or the regular Ode had all the strophes and antistrophes in one stanza while the epodes were all contained in another stanza. Thomas Gray's 'The Progress of Poesy' is a perfect example of this particular arrangement. Typically, the Pindaric Odes are written to serve the purpose of glorifying a virtue or to praise someone. That is the reason why they are also called 'Encomiastic' in nature. Wordsworth's 'Ode to Duty', for instance, is a celebration of duty.

On the other hand, if in an ode the stanzas are irregular in rhyme scheme and number of lines it is called a 'Cowleyan' (after Abraham Cowley) or an 'irregular' ode. Apart from being celebratory in nature, an ode can also be personal expressions of the poet. John Keats' 'Ode to a Nightingale' or Shelley's 'Ode to the West Wind' are typical examples of odes where the poem is an expression of the poet's private and emotive meditations on a given subject or theme. Another characteristic feature of this type of ode is that it is inspired by an aspect of the outer scene and turns on the attempt to solve either a personal emotional problem or one that is concerned with a general human condition. In **Horation Odes** the passion and boldness of formal language of the Pindaric Ode is replaced by calm and meditative tones of expression and are colloquial in nature. They were modeled on the style, form, and tone of the odes of the Roman Horace. These are also usually 'homostrophic' which means written in a single repeated stanza form, and are also shorter in length than the Pindaric Odes. John Keats' 'Ode to Autumn' is an example of an Horation ode.

1.2.3 Sonnet: A poem containing fourteen lines, usually iambic pentameter and a complicated rhyme scheme is called a Sonnet. Sonnets can basically be divided into three broad categories:

- a. **Petrarchan Sonnet:** Named after the Italian poet Petrarch, this sonnet typically has two distinct parts: octave (eight verses) following the rhyming scheme *abbaabba*, followed by a sestet (six verses) rhyming *cdecde* or some variant of this scheme. Petrarchan sonnet was quite popular with English poets like Wordsworth, Christina Rossetti, etc. Wordsworth's 'The World is Too Much with Us' is an example of a Petrarchan Sonnet. The octave is traditionally rhymed while the sestet follows the scheme *cdcdcd*.
- b. **Shakespearan Sonnet:** Although Shakespeare did not create this form as the name suggests, it is thus named in honour of its great practitioner. This sonnet typically falls into three quatrains (four verses) with a concluding couplet (two lines), and follows the rhyming scheme of *abab cdcd efef gg*. Refer to his 'That Time of Year...' (sonnet no. 37).
- c. **Spenserian Sonnet:** Named after Edmund Spenser, this form of sonnet varies only in the rhyming scheme that it follows which is continuing in nature: *ababbcbccdcdee*.

Sonnets were traditionally written to express love or sexual love but things changed with the coming of John Donne. He used sonnets to explore and express religious feelings and themes. His 'Holy sonnets' are an example of religious sonnets. In the latter part of the Seventeenth century John Milton also used sonnets to express more serious and lofty emotions. The popularity of sonnets waned a little in the Neoclassic Period but regained its popularity and remains a favoured form of poetry even today. In the Nineteenth century eminent poets like William Wordsworth, John Keats, Christina Rossetti, and in the Twentieth century W.B. Yeats, W.H. Auden, and Robert Frost wrote many sonnets. The characteristic feature of these sonnets was that the length of the stanza was just long enough to explore and develop a complex emotion but short enough to pose an artistic challenge to the poet.

A Sonnet sequence or Sonnet cycle refers to a series of sonnets by a single author which are linked together by exploring a common linking theme. These are usually love poems which are an expression of the feelings of the writer, the lover in these poems, and these sonnets reflect the development of love and relationship between the two persons. Shakespeare's sonnets are an example of this sequence which constitutes a kind of development of plot. Wordsworth's 'The River Duddon' and Elizabeth Barrett Browning's 'Sonnets from the Portuguese' are further examples of sonnet sequences

1.2.4 Elegy:

The word 'Elegy' is derived from the Greek word 'elegia' which means a lament. In Greek and Roman literature, any poem using the elegiac couplet on tragic subject like loss and change can be called an elegy. Themes of war and death and love often feature in elegies. Since the Sixteenth Century, elegies have been personal mournings lamenting the loss by death of an individual or of all men. W.H. Auden's 'In Memory of W.B. Yeats' and Thomas Gray's 'Elegy Written in a Country Churchyard' respectively are examples of the personal and general elegies. A significant departure from this form and theme is the Pastoral Elegy wherein the poet and his subjects are referred to as shepherds and goatherds and the setting is the Classical pastoral world.

Mythical characters like nymphs and other inhabitants of this world join in mourning but the elegy typically ends on a happy or joyful note. John Milton's 'Lycidas' and P.B. Shelley's 'Adonais' are examples of the Pastoral Elegy.

But throughout the different ages, elegies have been written to express feelings of sadness brought about by any change or loss. In the Old English, poems like 'The Wanderer' and 'The Seafarer', laments about the transience of all things worldly are called elegies. John Donne's elegies are essentially love poems but they can also be called elegies as they are laments about change and loss in love. It was only in the Seventeenth century that the term came to be expressly used for poems which dealt with the sustained and formal lament about the death of a close person. These poems usually ended in the poet offering consolation to the troubled heart. Alfred Lord Tennyson's 'In Memoriam', and W.H. Auden's 'In Memory of W.B. Yeats' are prime examples of such personal elegies lamenting the deaths of Arthur Hallam and Yeats respectively.

'The Dirge' is also a lament on the lines of an elegy but differs from it in that a dirge is short and less formal than an elegy. A dirge is also usually meant to be sung. Shakespeare's 'Full fathom five thy father lies' from 'The Tempest' is a dirge. Nowadays, the term 'Threnody' is used in place of dirge, while 'Monody' is used to denote a dirge which is the utterance of a single person. Mathew Arnold's 'Thyrsis' is described as a monody by the poet as is John Milton's 'Lycidas'.

1.2.5 Ballad:

A ballad traditionally is a short poem, telling a story, meant to be sung since these are transmitted orally, they are narrative species of folk songs which circulated among the semi literate or illiterate audience. Because of this limitation of audience, ballads utilize simple language, tell the story briefly, incorporating action into the narrative. The folk ballad which originated and became popular in England was composed anonymously and was handed down to generations orally. This of course changed the narrative from person to person. The Literary ballad, on the other hand, is consciously written by the poet imitating the tropes of the folk ballad to narrate an episode of bravery, mystery etc. John Keats' 'La Belle Dame Sans Merci' and Oscar Wilde's 'Ballad of Reading Gaol' are prime examples of the literary ballad.

1.2.6 Epic:

An Epic poem is an extended narrative poem on a serious or exalted theme. It is narrated in a formal style and at its centre is a heroic figure whose actions determine the outcome or fate of a nation. There is a difference in the form and style of Traditional Epic and the Literary Epic. The former were written versions of the oral narratives about a tribal hero during difficult times like wars etc. Homer's 'The Iliad' and 'The Odyssey' are examples of the traditional epic poems. In the former, at the centre of the epic poem is the Greek warrior Achilles who was infallible but for his vulnerable heel. Literary Epics, on the other hand, are works by literary poets, and were written in deliberate imitation of the traditional epics. The prime example of this imitation is John Milton's 'Paradise Lost' which is inspired by Virgil's 'Aeneid'.

1.2.7 Mock Epic:

To understand the meaning of mock epic, it is also necessary to understand the term 'Burlesque', of which mock epic is a form. Burlesque is a term used to ridicule or make fun of attitudes, style or content by handling a serious or elevated subject in a trivial manner or a low subject with mock dignity. It is also used to denote various types of satirical imitations. But burlesque is distinct from parody which is its subgenre and is used for a work written specifically for the purpose of ridiculing a serious literary work or the typical style of a writer imitating the elevated style for an inappropriate or trivial subject. The mock epic treats a simple, trivial subject making it ridiculous by using elaborate and dignified devices used in the epic. Perhaps the best known mock epic is Alexander Pope's 'The Rape of the Lock' wherein the clash between two aristocratic families of the era, arising due to the cutting of a lock of hair of a lady by her fiancée, is described in lofty style and the whole episode is treated with ridiculous gravity and importance. It is important to note here that the style employed in the mock epic is called the 'mock heroic' used in works that do not ridicule the epic form. But the intent is similar to that in the mock epic i.e. to satirize the subject(s) by lending them with fake dignity. Oscar Wilde's 'The Importance of Being Earnest' is a popular example of this form.

1.2.8 Epithalmion:

The word is derived from the Greek word 'Epithalmium' which means 'at the bridal chamber'. Thus epithalmions are lyrics written to celebrate marriage and to be sung outside the chamber of a newly married couple. The classic Greek poets like Sappho and Theocritus, and the Roman poets Ovid and Catullus were famous practitioners of the form. The form continued to be popular among the Neo-Latin poets of the Renaissance period whose model was followed by European writers. In the English language, Sir Philip Sidney wrote the first epithalmion. But it was Edmund Spenser who composed his great lyric in celebration of his own marriage who immortalized it. He wrote the lyric as a wedding gift to his bride. In this poem he describes the hours of his wedding day and night with ease and dignity. Later poets like John Donne, Ben Johnson and others also wrote such marriage songs which were serious or vulgar as was the writer's intention or temperament.

1.3: CHECK YOUR PROGRESS – I

1. What is the word 'Lyric' derived from?
2. What is a Dramatic lyric?
3. What is an Ode? What are its three stanzas called?
4. How are Cowleyan and Horatian odes different from Pindaric ode?
5. What is the characteristic feature of a sonnet? Name the three types of sonnets in practice.
6. What is a sonnet sequence?
7. What is a Pindaric ode? What are its stanzas called?
8. How is a Cowleyan ode different from Horatian ode?
9. What is an Elegy? What are Personal and general odes?
10. What is a Pastoral elegy?
11. How is an ode different from a dirge?

12. What do you know about Ballads? What are Literary ballads?
13. Who features at the centre of an Epic? What are Mock epics?
14. What is the meaning of the word 'Epithalmium'?
15. Match the following:

i. A poem sung to a musical instrument	a. Sonnet
ii. A poem of fourteen lines	b. Ballad
iii. A poem written in praise of something	c. Elegy
iv. A poem containing thrilling elements	d. Lyric
v. A poem written as a lament	e. Ode

1.4 TYPES OF POETRY (CONTD.)

1.4.1 Dramatic Monologue:

A monologue is a lengthy speech delivered by a single person. A monologue is distinct from a soliloquy where the speaker is supposed to be alone on the stage and the device is used by dramatist to convey to the audience the innermost and true feelings of the character. Hamlet's soliloquy on action and inaction, 'To be or not to be', is perhaps the best known example of this form. Where it differs from the dramatic monologue is in the revelation that it makes at the end of the poem. A Dramatic Monologue typically has the following characteristics:

The character, ostensibly not the poet, is alone in the situation; the person addresses his audience whose reactions and responses are duly recorded by the narrator and shared with the audience through him/her; there is an unexpected revelation at the end of the poem which reveals some hitherto unknown aspect of the narrator's character and nature which serves the purpose of heightening interest in the reader's mind through suspense and shock. The dramatic monologue also differs from the soliloquy as in the latter the time and place are already established whereas in the former these indices of setting are established during the discourse itself. Robert Browning is the most famous practitioner of this form. His poems 'My Last Duchess' and 'Prophyria's Lover' are example of dramatic monologue. Although Browning is the most noted poet for this particular form, later poets like T.S. Eliot and W.B. Yeats used this form in 'The Love Song of J. Alfred Prufrock' and 'Crazy Jane' respectively. A Dramatic Monologue is different from a **Dramatic Lyrics** as practiced by John Donne. In the dramatic lyric the import shifts from the revelation that the character makes to the elaborate argument offered to the reader for feeling the particular way that he/she is feeling. Donne's 'The Flea' is an example of the dramatic lyric as the poem focuses more on the narrator/poet's argument about seeing the flea as the bed of unison of the lovers as it has sucked blood from both.

1.4.2 Haiku:

A haiku is a Japanese form of poetry which is usually unrhymed, consisting of seventeen *jion* (Japanese symbol-sounds). The characteristic feature of a haiku is that it captures the essence of a moment, keenly perceived and felt and establishes a link between nature and human nature. It should be noted here that although traditionally a haiku has no fixed form, the western practitioners of the form, especially Americans, used three lines of five, seven, and five syllables. On the other hand, the English variation of the form consists of

seventeen syllables. This may vary as in having fewer syllables although hardly ever more. The following haiku by the renowned poet, Taniguchi Buson, is an illustration of the Japanese form of haiku although it should be noted that it loses its standard number of syllables in the translation even as it conveys the essence of a haiku:

*The short night is through:
on the hairy caterpillar,
little beads of dew.*

Ezra Pound and others were deeply influenced and fascinated by the brevity and intensity of the form and produced many poems in this form. His 'In a Station of the Metro' is one such example of English haiku:

*The apparition of these faces in the
crowd;
petals on a wet, black bough.*

The word 'haiku' can be said to be derived from the word 'Hokku' which is a loose word used to denote more than just one form of verse which also included haiku. Even as the form of haiku continues to prosper and is practiced throughout the world, *Hokku* has become obsolete in both Japan and America.

1.4.3 Confessional Poetry:

As the word suggests, this form of poetry is deeply and directly concerned with the mental and physical experiences of the poet's own life. This form of poetry was given impetus by the American poet Robert Lowell with his *Life Studies*. It is interesting to note how Confessional poetry came to be written in the first place. It was out of rebellion by the poets against the demands for impersonal poetry by poets like T.S. Eliot and the New Critics. Confessional Poetry is not to be confused with the genre of *Spiritual Autobiographies*, as in Augustine's 'Confessions' nor with the personal poems of the Romantic Period which delved in the representation of the poet's own circumstances, experiences, and feelings such as Wordsworth's 'Tintern Abbey' or Samuel Taylor Coleridge's 'Dejection: An Ode'. In these poems, the poets offer startling revelations about themselves, their emotions, suicidal tendencies, experiments with drugs, and sometimes even their sexual experiences and frustrations. In contrast the Confessional poems were written by poets like Robert Lowell, Allen Ginsberg, Sylvia Plath, and other American poets. As an extension of the same is *Confessional Literature* which is a type of autobiography involving the revelation by an author of events or feelings that are usually kept concealed from society. Jean Jacques Rousseau's 'Confessions' and Thomas De Quincey's 'Confessions of an English Opium-Eater' deal expressly with a particular aspect of the writer's life.

1.4.4 Conceit:

The word 'conceit' is derived from the Italian word 'Concetto' which in turn means 'conception'. It is the use of a fanciful image employed by the poet especially a startling comparison between two very disparate objects which are not usually compared. The

Italian poet Petrarch made extensive use of such astonishing images in his poems and came to be called 'Petrarchan conceits'. These similes and images were mocked by poets like Shakespeare who ridiculed them in his sonnets. The following is an example of the same where the images are reverted by the poet:

*My Mistress' eyes are nothing like the sun
coral is far more red than her lips...*

Metaphysical Conceits were practiced by Metaphysical poets like John Donne in the Seventeenth century. These again consisted of elaborate, extended, or startling analogies between obviously dissimilar objects. Donne's 'The Flea' is an example of such conceits. In the poem the poet, having noted a flea which has sucked blood from both himself and his mistress, stops her from killing it by exclaiming that it is their marriage bed:

*Oh stay, three lives in one flea spare,
Where we almost, yea more than married are.
This flea is you and I, and this
Our marriage bed, and marriage temple is.*

1.4.5 Doggerel:

It is a term applied to rough and crudely written verse usually humorous in nature. Another characteristic feature of doggerel is that the verses are regular in meter and conventional in sentiment. The term probably has its first use by Geoffrey Chaucer's 'rym doggerel' in 'The Tale of Sir Thopas', a burlesque of a medieval romance in his classic 'The Canterbury Tales'. A doggerel might result from the ineptitude on the part of the writer but has also been deliberately used by poets for satiric or comic purposes. The poet John Skelton wrote short lines of two or three stresses which were intentionally rough and varying in meter which came to be called 'Skeltonics'. His verses from 'Colin Clout' are an example of doggerel:

*On rainy days alone I dine,
Upon a chick, and pint of vine.
On rainy days, I dine alone
And pick my chicken to the bone:
But this my servants much enrages,
No scraps remain to save board-wages.*

The renowned writer, Samuel Butler, also wrote doggerel only on his part the writing was intentional. For his particular brand of doggerel, known as 'Hudibrastic verse' he used tumbling, broken and comically grotesque octosyllabic couplet with imperfect rhymes. These are thus named for he used them in his poem 'Hudibras'. The following is an example, and extract, from the same poem:

*Besides, he was a shrewd philosopher,
And had read every text and gloss over;
Whate'er the crabbed'st author hath,
He understood b'imlicit faith.*

1.4.6 Hymn:

The term hymn is derived from the Greek word 'Hymnos', which were songs written specifically in praise of God but were also sung in praise of heroes and warriors, extolling their virtues, and, in some cases, in praise of some abstract concept. But today the usage is limited mostly to verses sung in praise of God, which celebrate God or express religious feelings, and are meant to be sung as a part of a religious service. Traditionally, the Christian Churches followed classical instances and introduced the singing of hymns as part of the religious ritual. These could also be derived from the Old Testament in the form of texts or paraphrases of the Old Testament Psalms, and sometimes were written to be sung in praise of God by the churchly authors of the time. This practice of writing religious lyrics set to tunes continued to flourish in the Middle Ages and the Protestant Reformation. The religious poet Martin Luther composed the lyric and the tune for many a hymn including 'A Mighty Fortress is Our God' which continues to be sung even today by many Christian denominations. Religious hymns continued to be written during the Renaissance and some of these were metrical version of psalms while others were original compositions. This practice received more impetus with the composition of 'Literary Hymns' on subjects other than religious while some of them were centred on secular or pagan themes. This tradition was kept alive by neo-Latin poets. The only difference was that now the hymns were meant to be read rather than sung, an activity which also involved quiet contemplation. The hymns composed by Edmund Spenser 'Fowre Hymns' are an example of literary hymns. Of the four hymns included here, the first two deal with and celebrate earthly love and beauty while the second two celebrate Christian love. This later practice continued to thrive in the nineteenth century and was taken up by many Romantic poets. John Keats' 'Hymn to Apollo' and Shelley's 'Hymn of Apollo' and 'Hymn of Pan' are fine examples of literary hymns written on secular subjects. The characteristic feature of the literary hymns was that they were long and elaborate compositions which resembled the ode, another form of praise.

1.4.7 Villanelle:

The term is derived from the word 'villa' i.e. a farm or a country house and thus its subject matter was usually pastoral in nature. It is one of the French fixed forms of poetry and is used for light verse. Technically a Villanelle is of 19 lines with five stanzas of tercets (three lines) followed by a quatrain (four lines). The opening line is repeated at the end of second and fourth tercets while the final line of the first tercet concludes the third and fifth. The two refrain lines are repeated at the end of the quatrain. W.E. Henley's 'Villanelle' is a good example of this form.

1.4.8 Concrete Poetry:

The original term used for concrete poetry was the latin phrase *Carmen figuratum* which literally means a shaped poem. This form of poetry is designed by the poet to take a particular shape on the page when written. The words and spacing are manipulated to emphasize a theme or some important element in the text. In some cases these can take the literal shape of the subject. In many cases such poems consist of single letters, words, or phrases in a variety of colours or styles, the purpose of which is to challenge the reader to perceive the shape and theme of the poem. George Herbert's

‘The Altar’ is an example of Concrete poetry as the words take on the shape of a church altar.

1.4.9 Free Verse:

As the name suggests, a free verse is free from any rules regarding rhyming or form. The writer is free to do whatever he/she wishes to in order to achieve the desired effect. It is often used in contemporary poetry.

1.5 CHECK YOUR PROGRESS - II

1. What are the features of a Dramatic monologue? How is it different from a Dramatic Lyric?
- 2 In the American form of the ‘Haiku’ how many syllables are used in each line?
- 3 What are Confessional poetry and Confessional literature?
- 4 What are Petrarchan and Metaphysical conceits?
- 5 What is the characteristic feature of a Hudibrastic verse?
- 6 What are Literary hymns?
- 7 What are Villanelles usually composed for?
- 8 What do you know about Concrete poems?
- 9 Why are Free verses preferred by contemporary poets?

1.6: SUMMING UP

The main aim of this unit was to familiarize students with different types of poetry, which should heighten not only the understanding of poetry in all its diversity but should also bring about a deeper understanding of poems. The identification of different poems on the basis of meter, rhyming scheme, division of lines, intention etc adds to the beauty of poems. It is hoped that students, after going through the above definitions, will find it easy to differentiate between different types of poems at a glance.

1.7: SUGGESTED READINGS:

- a) **Literary Terms by Karl Beckson**
- b) **A Handbook of Literary terms by M.H. Abrams and Geoffrey Harpham**
- c) **Oxford Dictionary of Literary Terms by Chris Baldick**

1.8: QUESTIONS FOR PRACTICE:

1.8.1: Long Answer Questions

1. What are the different types of sonnets? How do they differ from one another?
2. How would you define an Elegy? How is it different from a Dirge? What are the characteristic features of a Pastoral Elegy?
3. What is the definition of a Lyric? What are its characteristics?
4. What is the difference between an epic and a Mock Epic?
5. Show your familiarity with Odes.

1.8.2: Short Answer Questions

1. What are the different stanzas of an ode called?
2. What is a Dramatic Lyric?
3. What are the various elements that can be found in a Ballad?

**BACHELOR OF ARTS (LIBERAL ARTS)
SEMESTER III
COURSE: READING POETRY**

UNIT 2: TERMS PERTAINING TO POETRY

STRUCTURE

2.0 Objectives

2.1 Introduction

2.2. Terms Pertaining to Poetry:

2.2.1 Stanza

- a. Couplet**
- b. Tercet**
- c. Terza rima**
- d. Ottava rima**
- e. Quartrain**
- f. Spenserian stanza**
- g. Rime royal**

2.2.2 Meter

- a. Quantitative**
- b. Syllabic**
- c. Accentual**
- d. Accentual syllabic**

2.3 Check Your Progress – I

2.4 Literary devices

2.4.1 Alliteration

2.4.2 Simile

2.4.3 Metaphor

2.4.4 Imagery

2.4.5 Symbol

2.4.6 Rhyme

- a. Internal rhyme**
- b. End rhyme**
- c. Masculine rhyme**

d. Feminine rhyme

2.4.7 Hyperbole

2.4.8 Allusion

2.5 Check your Progress – II

2.6 Summing up

2.7 Suggested readings

2.8 Questions for practice

2.8.1 Long answer questions

2.8.2 Short answer questions

2.0 OBJECTIVES:

The principal aim of this unit is to familiarize students with the various poetic devices and terms used in poetry. The terms pertaining to poetry give an idea of how poems are divided into different sections, and what they are called. The literary devices will help in understanding how such devices are made use of by different poets in order to create some special desired effect.

2.1 INTRODUCTION:

A deep knowledge of how poems are divided into different sections by lines or stanzas, and how these enhance the beauty of the poem is desirable for all students of literature. Literary devices have always been an integral part of poetry. All poets make use of such devices to achieve certain effects of imagery or sound, bringing depth and complexity to their works, which heighten the appreciation of the creativity of the poet. Students of literature derive due pleasure from the identification of the literary devices made use of by poets and how these affect or improve the overall reading of the work.

2.2.1 Stanza:

It is a group of lines which constitutes a division of a poem. The pattern of a stanza is determined by the number of lines, the number of feet per line, the meter, and the rhyme scheme. Usually, once the stanza pattern is established in the poem it is followed throughout the poem but variations of this have been used by poets for artistic effect. To understand the various stanza forms it is desirable to know the following terms:

- a. Couplet:** A couplet is the term used for two successive lines of verse, usually rhymed and with the same meter. The following stanza, humorous in nature, by an anonymous writer consists of a pair of couplets:

*Lizzie Borden with an axe,
Hit her father forty whacks,
When she saw what she had done,
She hit her mother forty-one.*

a. **Tercet:** In verse, a tercet is a set of three lines which constitutes a unit. The term is sometimes used interchangeably with triplet where it designates a three-line stanza on a singly rhyme. The term may also be used in Petrarchan sonnets where it refers to half of the sestet and to the Terzarima (see below) stanza. The following, Thomas Carew's 'Inscription on the Tomb of the Lady Mary Wentworth', is an example of a tercet:

*And here the precious dust is laid:
Whose purely-tempered clay was made
So fine, that it the guest betrayed.*

*Else the soul grew so fast within
It broke the outward shell of sin,
And so was hatched a cherubin.*

b. **Terzarima:** It is a series of interlocking tercets in which the second line of each tercet rhymes with the first and third lines of the succeeding one, and follows the rhyming scheme: aba, bcb, cdc, and so on. The form originated in Italy and was used by Dante in 'The Divine Comedy' as well as by Petrarch and Boccaccio. Into English it was first introduced by Sir Thomas Wyatt in the sixteenth century and in spite of being used by popular and important poets like Shelley, Browning and Auden it did not really become popular. Shelley's 'Ode to the west Wind' is a famous example of a terzarima.

*Make me thy lyre, even as the forest is:
What if my leaves are falling like its own!
The tumult of thy might harmonies
Will take from both a deep, autumnal tone,
Sweet though in sadness. Be thou, Sprite fierce,
My spirit! Be thou me, impetuous one!*

c. **Ottava rima:** The form originated in Italy and has been very popular with poets like Boccaccio, Pulci, and Tasso. As the name suggests it has eight lines in iambic pentameter which is rhymed *abababcc*. This stanza is most favoured for narrative or epic verse. In Don Juan, a mock epic, Lord Gordon Byron uses ottava rima. The poem opens as follows:

*I want a hero: an uncommon want,
When every year and month sends forth a new one,
Till, after cloying the gazettes with cant,
The age discovers he is not the true one;
Of such as these I should not care to vaunt,
I'll therefore take our ancient friend Don Juan –
We all have seen him, in the pantomime,
Sent to the devil somewhat ere his time.*

Byron uses the form to great comic effect especially with the use of the forced rhyme in the concluding couplet.

d. Quartrain: A stanza of four lines is called a quartrain. The most commonly used stanza in English versification, a quartrain allows the writer the liberty of using different meters and rhyme schemes. The ballad stanza uses alternate four and three-foot lines with the rhyming scheme *abcb* or *abab*. Emily Dickinson uses the quartrain in a subtle and varied style.

*Purple – is fashionable twice
This season of the year,
And when a soul perceives itself
To be an Emperor*

It will be beneficial here to also know what the ‘Heroic Quartrain’ is. It is a stanza of four lines written in iambic pentameter (a line of verse with five metrical feet, each consisting of one short and one long syllable) as used by Thomas Gray in ‘Elegy Written in a Country Churchyard’ with the rhyming scheme *abab*.

e. Spenserian Stanza: A Spenserian stanza is a still longer form of writing than the Ottava Rima as it consists of nine lines in which the first eight lines are in iambic pentameter and the last one in iambic hexameter (also called Alexandrine) as used by Edmund Spenser in ‘The Faerie Queene’. Many poets were inspired by Spenser’s graceful writing to take up this rather difficult form. John Keats used this form in ‘The Eve of St. Agnes’ as did P.B. Shelley in ‘Adonais’ and Lord Byron in ‘Childe Harold’s Pilgrimage’. The following is an example taken from Spenser’s ‘The Faerie Queene’;

*And more, to Lulle him in his slumber soft,
A trickling streame from high rocke tumbling downe
And ever-drizling raine upon the loft
Mixt with a murmuring winde, much like the sowne
Of swarming Bees, did cast him in a swowne:
No other noyse, nor peoples troublous cries,
As still are wont t’annoy the walled towne,
Might there be heard: but careless Quiet lyes,
Wrapt in eternal silence farre from enemyes.*

f. Rime Royal: It was first introduced by Geoffrey Chaucer in ‘Troilus and Cressida’ and other narrative poems. But it is believed to take its name from the its later use by King James I of Scotland, also known as ‘the Scottish Chaucerian’, in his poem ‘The King’s Quair (The King’s Book)’. It consists of a seven-line iambic pentameter stanza with the rhyming scheme *ababbcc*. The Rime Royal was used by many Elizabethan poets like Shakespeare in ‘A Lover’s Complaint’ and ‘The Rape of Lucrece’ of which the following is an extract:

From the besieged Ardea all in post,

*Borne by the trustless wings of false desire,
Lust-breathed tarquin leaves the Roman host
And to Collatium bears the lightless fire
Which, in pale embers hid, lurks to aspire
And girdle with embracing flames the waist
Of Collatine's fair love, Lucrece the chaste.*

2.2.2 Meter: The term 'meter' refers to the pattern of stressed and unstressed syllables in a line. In the English verse, it is based on accent rather than quantity. The number of syllables in a line may be fixed while the number of stresses varies, or the stresses may be fixed with variation in the number of unstressed syllables. In the most commonly used form of the meter, the number of both stressed and unstressed syllables is fixed. In practice, a meter retains its basic pattern while the syllables vary in order to bring variety to the verse making it less monotonous. In modern verse, however, a cadence is preferred, which approximates the flow of speech. In the European language, there are four main types of meter:

- I. Quantitative:** In this case, the meter is established by the duration of the utterance of a syllable, and consists of recurrent patterns of long and short syllables.
- II. Syllabic:** This form is used mostly in French and other Roman languages, and depends on the number of syllables in a line with little import given to the fall of the stresses.
- III. Accentual:** In Old English, the meter is accentual i.e. it depends on the number of stressed syllables in a line without regard to the number of intervening unstressed syllables.
- IV. Accentual-syllabic:** This form combines the features of the two preceding types. Here the metric units consist of a recurrent pattern of stresses on a recurrent number of syllables.

Of the given four types, the last one has been the most favoured one of poets from Chaucer to those of the present day.

It will be profitable to understand the four distinct and standard feet in English:

Iambic: In this form, an unstressed syllable is followed by a stressed syllable.

The curfew tolls the knell of parting day.
(from Thomas Gray's 'Elegy Written in a Country Churchyard')

Anapestic: Here, two unstressed syllables are followed by a stressed syllable.

The Assyrian came down like a wolf on the fold.
(from Lord Byron's 'The Destruction of Sennachrib')

Trochaic: In this, a stressed syllable is followed by an unstressed syllable.

There they are, my fifty men and women.
(from Robert Browning's 'One Word More')

Dactylic: In this form, a stressed syllable is followed by two unstressed syllables.

*Eve, with her basket, was
Deep in the bells and grass.
(from Ralph Hodgson's 'Eve')*

a. Heroic Couplet: The term takes its origin from the use of such couplets in the seventeenth century in heroic poems and in heroic dramas. These are two lines of iambic pentameter which rhyme in pairs i.e. *aa, bb, cc*, and so on. This form was introduced in the English poetry by Geoffrey Chaucer in most of 'The Canterbury tales'. Since then it has been in constant use. Poets like John Dryden, Samuel Johnson, and Alexander Pope used this form extensively, especially Pope who favoured it over other forms. For the Neoclassical poets, especially Pope, the closed heroic couplet was a dominant form wherein there is usually a pause at the end of the first line and the termination of a unit at the end of the second line. The following, taken from Pope's 'An Essay on Criticism' is a fine example of a heroic couplet;

*One science only will one genius fit;
So vast is art, so narrow human wit:
Not only bounded to peculiar arts,
But oft in those confined to single parts.*

b. Free Verse: By the French this form was called the *verslibre*, and it lacks regular meter and line length. It relies more upon the natural speech rhythms of the language, the flow or cadences which are a result of the alternation of stressed and unstressed syllables. This form has gained popularity in this century but it was primarily used by the French poets of the nineteenth century in an effort to free themselves from the confines of the metrical regularity of alexandrine. The English and American poets used the form in order to seek freedom in verse structure. It was used in the King James translation of The Holy Bible especially in the 'Song of Solomon' and the Psalms. Walt Whitman's 'Leaves of Grass' is perhaps the most famous and striking example of the organization of speech patterns into verse cadences.

*A child said What is the grass? Fetching it
to me with full hands,
How could I answer the child? I do not know
what it is any more than he.
I guess it must be the flag of my disposition, out
of hopeful green stuff woven.*

c. Blank Verse: Strictly speaking, a blank verse is nothing other than unrhymed, the term is restricted to unrhymed iambic pentameter. As compared to all the other English metrical forms, the blank verse is closest to the natural rhythms of English speech. It is flexible and adaptive varied levels of discourse. Because of this it has been in more frequent use than other forms of versification. In the English language it was first introduced by the

Earl of Surrey in his translations of the second and fourth books of Virgil's 'The Aeneid'. Later on it came to be the standard meter for Elizabethan poets. Even in the twentieth century eminent poets like T.S. Eliot, and Maxwell Anderson favoured this form for their verse plays. It was also chosen by John Milton for his epic 'Paradise Lost'. The Romantics like William Wordsworth (in *The Prelude*), Robert Browning (in *The Ring and the Book*) and Coleridge (in *Frost at Midnight*). In some cases, the blank verse is divided by the poet into five-line stanzas as in Alfred Lord Tennyson's 'Tears, Idle Tears'. Such divisions in blank verse poems are used to set off a sustained passage from other passages and are called 'Verse paragraphs'. Poets like Wordsworth and Milton used verse paragraphs of longer length. Milton's 'Paradise Lost' is a great verse paragraph with twenty six lines, while Wordsworth used this form in 'Tintern Abbey' with a para of twenty-two lines.

2.3 CHECK YOUR PROGRESS – I

1. What are the different criteria for determining a stanza?
2. Who introduced the Heroic couplet in English?
3. How many lines constitute a Heroic couplet? What is the rhyming pattern?
4. In which work was Rime royal introduced? After whom is it named?
5. What is the origin of Ottava rima and who introduced it in English?
6. What are the characteristic features of a Spenserian stanza?
7. How many types of meter are there in poetry?
8. How is Free verse different from Blank verse?
9. **State whether True or False:**
 - a. Rime Royal was introduced by John Keats.
 - b. Heroic couplet was introduced by Geoffrey Chaucer.
 - c. A Spenserian stanza has 8 lines in each stanza.
 - d. Terza rima has stanzas of 5 lines.
 - e. In heroic couplets rhyming scheme is *aa bb cc*.

2.4 POETIC DEVICES:

2.4.1 Alliteration: Alliteration is the repetition of a speech sound in words approximate to one another usually at the beginning of words, which is also called 'Head Rhyme'. In normal practice, the term is used only for repetition of consonants and that too when the recurring sound is emphatic as it begins a word or a stressed syllable within a word. In the Old English alliterative meter, alliteration is the main organizing device of the verse line. In this form, the verse is unrhymed and each line is divided into two half-lines of two stresses by a significant pause (also called 'caesure'), and one or both of the two stressed syllables in the first half-line alliterate with the first stressed syllable of the second half-line. Middle English poets like William Langland used alliteration extensively in his poems like 'Piers Plowman', and 'Sir Gwain and the Green Knight'. However, in the later day usage, alliteration is used only for stylistic effects to provide tone or colour, or to reinforce the meaning of the line. The following stanza by W.S. Gilbert in 'The Mikado' is an example of alliteration:

*To sit in solemn silence in a dull, dark dock,
In a pestilential prison, with a life-long lock,
Awaiting the sensation of a short, sharp shock,
From a cheap and chippy chopper on a big, black block.*

When the repetition is of a sequence of two or more consonants, with a change in the intervening vowel (for example, such combinations as live-love, lean-alone, etc) the form is called '**Consonance**'. W.H. Auden's poem 'O Where are You Going?' makes use of consonance quite dominantly.

*'Out of this house' - said rider to reader,
'Yours never will' - said farer to fearer,'
They're looking for you' – said hearer to horror,
As he left them there, as he left them there.*

On the other hand, '**Assonance**' is the repetition of identical or similar vowels, especially in the stressed syllables, in a sequence of words approximate to one another. In Keats' 'Ode on a Grecian Urn' the recurrent 'i' (underlined) in the stressed syllables is an example of assonance:

*Thou still unravished bride of quietness,
Thou foster child of silence and slow time...*

2.4.2 Simile: To understand the word and its meaning, it would be easier to see it as a version of 'similar to'. A simile is thus a comparison between two unlike objects, usually an unknown quantity with a known quantity in order to understand the value attributed to the unknown one. The comparison between the two objects is drawn out by using words like 'like' and 'as'. A direct comparison between two like objects is simply that, a comparison. For example if we say: He is as tall as his brother, we are making a simple, direct comparison between two similar objects. But if we say, He is as ugly as sin, we are comparing the quality of one with another. This constitutes a simile. A simple example of a simile would be Robert Burns' famous lyric: *My love's like a red, red rose...* All poets of any import have made use of similes in their poems to great effect. Coleridge's 'Rime of the Ancient Mariner' also uses similes to forward such comparisons. Consider the following lines from the same:

*And ice, mast-high, came floating by,
As green as emerald.*

In comparison, 'Epic Similes' or Homeric similes (so called because of the great Greek poet Homer) are formal, extended similes in which the secondary subject, the vehicle, is elaborated deliberately beyond its points of close parallel to the primary subject, the tenor. The term is taken from its common use in epics by writers like Homer, from whom it was taken forward by Virgil, Milton, and other poets. In 'Paradise Lost' Milton makes repeated use of epic similes to forward an elaborate description of one or both objects.

2.4.3 Metaphor: A metaphor is again a comparison between two unlike objects, the difference from a simile being that here the comparison is by identification or substitution of

one for the other. In the lines given above by Robert Burns, if we remove the word 'like' it would technically become a metaphor as then the comparison would be a substitution. The two objects are identified as 'tenor' (for the subject as in 'My love' above) and the 'vehicle' (for the metaphorical term, as 'rose' above). In an 'Implicit Metaphor', the tenor is not specified but only implied to be understood as such. For example, to describe a stubborn man we say 'a mule standing his ground' where the man is said to be a mule. A 'Dead metaphor' is the term used for a substitution which has been so overly used as to lose its meaning and the distinction between tenor and vehicle lies ceases to exist as such. 'Leg of the table' and 'heart of the matter' are examples of dead metaphors.

2.4.4 Imagery: in its most common usage, the term 'imagery' refers to 'mental pictures' which means the use of language to represent descriptively things, actions, or even abstract ideas so that upon reading the poem or part of it the reader is able to conjure a mental picture of the same in the mind. In order to develop a mental image, the writer makes elaborate, startling or unusual descriptions by using similes and metaphors. This usage is intended to render vividness and immediacy to the object being described. In the 'Lucy poems', Wordsworth uses images to describe Lucy and her life by using word-images. In 'She Dwelt among the untrodden Ways' Wordsworth uses such words as 'untrodden ways', 'violet' and 'star' to develop a particular image. Imagery is not limited to objects that we can see but also to qualities that are auditory, tactile, olfactory (of smell), and so on. In 'in Memoriam', Tennyson's range of imagery is not limited to the visual alone but encompasses qualities that can be smelled, tasted, or heard. For example:

*Unloved, that beech will gather brown,
And many a rose-carnation feed
With summer-spice the humming air...*

Similarly, John Keats personifies an abstract idea to present an image in his 'To Autumn':

*Who hath not seen thee oft amid thy store?
Sometimes whoever seeks abroad may find
Thee sitting careless on a granary floor,
Thy hair soft-lifted by the winnowing wind...*

Thus, we can say that the purpose of imagery is to serve as a vehicle for the imaginative thought, the aesthetic experience, which the writer wishes to communicate to the reader.

2.4.5 Symbol: A symbol should be seen as distinct from a sign, an object which signifies something else. In order to be efficient a sign must have a single meaning. A red light that instructs drivers to stop is a sign that is universal in nature and meaning. A symbol, on the other hand, is more complex. In its simplest sense, one thing that stands for another is a symbol. For example, the cross can be seen as a symbol of Christianity just as a hammer-and-sickle can be seen as a symbol of communism. These are complex as they can hold different meanings for different people or in different circumstances. In literature, symbols do not have a publicly accepted meaning but take their meaning(s) from the context in which they appear which could be the private system of the writer's. In Herman Melville's 'Moby Dick' the

white whale is simply an animal but as the story progresses it keeps on taking more and complex meanings. It is less common to see not an object but the whole poem as a symbol but poets like Coleridge have written poems which are completely symbolic in nature. 'The Rime of the Ancient mariner' is about the journey of the titular character but may be seen as a symbolic and universal journey into the depths of despair and the return to spiritual stability.

2.4.6 Rhyme: The repetition of similar or duplicate sounds at regular intervals, usually the repetition of the terminal sounds of words at the ends of lines of verse. Many important poets like Milton have spoken against the usage of rhyme but in spite of such opposition rhyme remains one of the most persistent of all poetic devices. It draws attention to the word as sound as opposed to the word as a conveyer of meaning. Since it is commonly used at the end of a line, it can be seen as a marker which signals the end of the rhythmical unit. When these are regularly arranged, rhymes also help to serve to mark stanzaic structures.

Of the various forms of rhymes, some are distinguished by position. Some such common forms are:

Internal rhyme: As the name suggests, the rhyme here is internally located i.e. within the line. In the line 'Sister my sister, O fleet sweet swallow' from Algernon Swinbourne's 'Itylus' the words 'fleet' and 'sweet' provide the internal rhyme.

End rhymes: In this type of rhyming, the pattern of rhyming is sustained at the end of a line verse. It is the most commonly used form of rhyming in practice. It is also known as a 'tail rhyme'. The following couplet from Edgar Allen Poe's 'the Raven' as an example of end rhyme:

*Once upon a midnight dreary,
While I pondered, weak and weary...*

There are still other variations of rhymes depending upon stressed symbols:

Masculine rhyme: In this form, the rhyme is limited to a single stressed terminal syllable. Wordsworth's 'The Solitary Reaper' has two consecutive lines ending with the single stressed syllable:

*I listened, motionless and still;
And as I mounted up the hill...*

Here, 'still' and 'hill' form the masculine rhyme.

Feminine rhyme: In this, the rhyme extends over two or more syllables. It is also known as the 'double rhyme'. In some cases, it may extend over three syllables also. In the following stanza about Lear's description of himself, the first and third lines are an example of feminine rhyme while the second and fourth constitute masculine rhyme:

*He has many friends, laymen and clerical,
Old Foss is the name of his cat;
His body is perfectly spherical,
He weareth a runcible hat.*

On the other hand, an '**Eye rhyme**' is a term used for words whose ending words are spelled alike and may also be pronounced in the same way too. For example, word pairs like 'love-prove' or 'laughter-daughter' give the impression of being similar in sound but are not.

2.4.7 Hyperbole: It is a figure of speech wherein a particular desired effect is achieved by extreme deliberate exaggeration. Hyperboles exist in verse as abundantly as they do in common everyday expressions. 'Packed like sardines' is one such example. Andrew Marvell

used this form in the way he describes the way in which he would love his mistress if he had time in his 'To His Coy Mistress' which is one of the most remarkable examples of hyperboles in English.

*My vegetable love should grow
Vaster than empires, and more slow,
An hundred years should go to praise
Thine eyes, and on thy forehead gaze:
Two hundred to adore each breast:
But thirty thousand to the rest...*

2.4.8 Allusion: It is a passing reference, with no specific identification, to a literary or historical person, place, or event, or to another literary work or passage. In Thomas Nashe's 'Litany in Time of Plague' the reference to a 'Helen' in the last line of the following stanza is an allusion to 'Helen of Troy':

*Brightness falls from the air,
Queens have died young and fair,
Dust hath closed Helen's eye...*

In some cases, allusions are used to achieve an ironical effect. T.S. Eliot does this in 'The Waste Land' when he describes a woman at her dressing table and the allusion is to the queen Cleopatra:

*The Chair she sat in, like a burnished throne,
Glowed on the marble...*

Here, the ironic allusion is employed by echoing Shakespeare's description of Cleopatra in her magnificent barge.

2.5 CHECK YOUR PROGRESS - II

1. How are 'Similes' and 'Metaphors' different from one another?

- A. How do poets achieve effects of imagery?
- B. How is a 'Symbol' different from a signal?
- C. Why do poets use 'Rhyme' in poems? What are the different popular forms of rhymes?
- D. What are 'Hyperboles'?
- E. Show your familiarity with the term 'Allusion'.
- F. Match the following with the correct option:
 - a. A set of two rhyming lines
 - b. Meter which is determined by number of syllables
 - c. This poet introduced Rime Royal
 - d. A stanza containing four lines
 - e. A poem in which rules are not followed
- G. Identify the following devices:
 - a. Life is but a walking shadow.
 - b. Her lips are red as a rose.
 - c. In mist of cloud, on mast or shroud.
 - d. The arm of the chair.

- i. Quartrain
- ii. Couplet
- iii. Syllabic
- iv. Geoffrey Chaucer
- v. Free Verse

- e. The grave's a fine and private place
But none, I think, do there embrace.

2.6. SUMMING UP:

The aim of this unit was to make the students familiar with the various literary devices used by poets in their creation. The use of such devices adds variety and colour to the poem. A thorough understanding of these devices should make the reading of poetry a much rewarding process. It is hoped that after understanding such devices and how they are used, students will appreciate the art of poetry more.

2.7 SUGGESTED READINGS:

1. The Routledge dictionary of literary terms by Peter Childs and Roger Fowler.
2. Collins dictionary of literary terms by Quinn Edward.
3. Literary terms by Moon Brian

2.8 QUESTIONS FOR PRACTICE:

2.8.1 Long Answer Questions

1. What are the different types of alliteration?
2. What are the different types of rhymes?
3. How does the use of symbols add to the depth of a work? Illustrate with an example.

2.8.2 Short Answer Questions:

1. What is the difference between Masculine and feminine rhyme?
2. What is an Eye rhyme?
3. How is hyperbole used to achieve certain effects?
4. What is the purpose of Allusion?

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER III

COURSE: READING POETRY

UNIT 3: POEMS-I

STRUCTURE:

3.0 Objectives

3.1 Poem 1: 'All the World's a Stage'

3.1.1. About the poet

3.1.2. About the poem

3.1.3. Text of the poem

3.1.4. Explanation of lines

3.1.5. Glossary

3.1.6. Summing up

3.1.7. Check your progress

3.1.8. Questions for practice

3.2 Poem 2: 'Kubla Khan'

3.2.1. About the poet

3.2.2. About the poem

3.2.3. Text of the poem

3.2.4. Explanation of lines

3.2.5. Glossary

3.2.6. Summing up

3.2.7. Check your progress

3.2.8. Questions for practice

3.3 Poem 3: 'Ode to the West Wind'

3.3.1. About the poet

3.3.2. About the poem

3.3.3. Text of the poem

3.3.4. Explanation of lines

3.3.5. Glossary

3.3.6. Check your progress

3.3.7. Questions for practice

3.0. OBJECTIVES:

- The chief objective of this lesson is to familiarize the students with Shakespeare's 'All the World's a Stage', Coleridge's 'Kubla Khan' and Shelley's 'Ode to the West Wind'
- To introduce the learners to the literary forms/genres of the prescribed texts
- To acquaint them with the text and explanation of these works
- To help students critically analyze these poems
- To help them assess their understanding of the works through self help exercises
- To make them attempt exercises based on the prescribed texts

3.1. POEM 1: 'ALL THE WORLD'S A STAGE' BY WILLIAM SHAKESPEARE

3.1.1. About the poet:

William Shakespeare is regarded as the greatest names in the history of English literature. He was both a poet and a dramatist who was born on 24 April 1564 at Stratford-upon-Avon, Warwickshire in England. He enrolled in the Stratford Grammar School but had to leave his education midway due to a financial crisis. He married Anne Hathaway in 1582 and had three children. Thereafter, he left for London and began his career initially as an actor, and then went on to writing plays. Soon, he made a mark for himself as a playwright. He penned thirty seven plays including tragedies, comedies, tragi-comedies, romantic comedies and history plays. He was also a prolific poet who wrote narrative poems, allegories and, most significantly, 154 sonnets which are ranked among the finest in English language. Many of his plays are also adorned with his poetic touch. Shakespeare was a great student of human nature and his works probe into man's psyche as well as the social and political conditions of his times.

Shakespeare is also known for ‘As You Like It’, ‘Twelfth Night’, ‘Julius Caesar’, ‘Othello’, ‘King Lear’, ‘Macbeth’, ‘Hamlet’, ‘Antony and Cleopatra’ etc.

3.1.2. About the Poem:

‘All the World is a Stage’ is an extract from a famous Romantic Comedy titled ‘As You Like It’ written by William Shakespeare, the noted playwright of the Elizabethan Age. These lines are uttered by a melancholic character Jacques in the presence of Duke Senior and his followers who, having been banished by his younger brother Duke Frederick, were living a simple life in the Forrester of Arden.

In this extract, the sad philosopher Jacques, a close friend of the exiled Duke Senior compares the world to a stage where all men and women, like actors and actresses, perform different roles. If the world is a stage, life is a play. Similarly, man’s birth and death resemble an actor’s entry and exit from the stage. According to Jacques, each individual plays several roles in his life. Just as each play is divided into different acts, similarly, human life can also be divided into seven stages.

The first stage of man’s life which begins from birth is that of infancy, is followed by his boyhood and then flamboyant youth. In the next stage, he goes on to become a soldier and then, in his middle age, a judge. The sixth stage sees man become old, weak and gaunt. The last stage of life which leads to his exit from the stage of life is like a second childhood. With the loss of his eyesight, teeth, sense of taste and other senses, man is as helpless and dependant on others as a child.

3.1.3. Text of the Poem:

All the World’s a Stage

William Shakespeare

And all the men and women merely players;
They have their exits and their entrances;
And one man in his time plays many parts,
His acts being seven ages. At first the infant,
Mewling and puking in the nurse’s arms;
And then the whining school-boy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school. And then the lover,
Sighing like furnace, with a woeful ballad

Made to his mistress' eyebrow. Then a soldier,
 Full of strange oaths, and bearded like the pard,
 Jealous in honour, sudden and quick in quarrel,
 Seeking the bubble reputation
 Even in the cannon's mouth. And then the justice,
 In fair round belly with good capon lin'd,
 With eyes severe and beard of formal cut,
 Full of wise saws and modern instances;
 And so he plays his part. The sixth age shifts
 Into the lean and slipper'd pantaloon,
 With spectacles on nose and pouch on side;
 His youthful hose, well sav'd, a world too wide
 For his shrunk shank; and his big manly voice,
 Turning again toward childish treble, pipes
 And whistles in his sound. Last scene of all,
 That ends this strange eventful history,
 Is second childishness and mere oblivion;
 Sans teeth, sans eyes, sans taste, sans everything.

3.1.4. Explanation of lines:

William Shakespeare through the character of Jacques presents the idea that the whole world may be viewed as a stage on which the drama of life is enacted, while all human beings are players or performers. Each individual enters the stage, performs his role and exits the stage. Like an actor, he performs many roles. The drama of life may be divided into seven stages. The first stage is that of a tiny baby crying and vomiting in his nurse's arms. The stage of infancy is followed by boyhood when we see the little baby grown into a bright-faced school boy carrying his school bag but reluctant to go to school.

Gradually, the little boy grows up into an adolescent lover who is constantly sighing and penning poems in the praise of his beloved's beauty. The next stage is that of a brave young soldier, bearded like a leopard, who swears hard and is ready to give up his life for the sake of honour. He quarrels at the slightest provocation, and guards his reputation zealously in the battlefield. In the next stage of life we see a middle aged, confident and experienced well-dressed man in the role of a judge. His youthful personality has turned fat due to overeating

of meat. He bears a severe expression in his eyes and supports a beard of formal cut. He is full of wisdom and plays a dignified role.

As man enters the sixth stage, he grows weak, thin and old. His eyesight betrays him and his clothes hang loosely upon his shrunken body. His manly voice turns into a “childish treble” and resembles “pipes and whistles.” In the last stage that takes the eventful journey of human life towards its end, man enters a pitiable state. He loses his manliness, vitality and strength. Deprived of his teeth, sight, sense of taste, memory and other sensory faculties, he is reduced to a state of abject helplessness which is not very different from a second childhood. With this approaches the end of the eventful drama of man’s life.

Thus, the journey of man’s life can be divided into seven stages namely, infancy, childhood, adolescence, youth, maturity, old age and second childhood.

3.1.5. Glossary:

Pard: leopard

Capon: male chick, poultry

Wise saws: wise sayings

Youthful hose: Close-fitting garment worn in youth

Shank: Part of the leg between the knee and the ankle

Oblivion: forgetfulness

Sans: without

3.1.6. Summing Up:

‘All the World’s Stage’ is a monologue of 28 lines in which Shakespeare through Jacques presents an insightful analysis of the different stages that a man has to pass through during the journey of his life. Through the course of his life, starting from his birth, man performs several roles just as an actor performs several roles on the stage. By comparing life to a stage and man to actors or performers, Shakespeare has accorded a place of eminence to the dramatic art. John Keats’ ‘Human Seasons’ also compares the different stages of life to the different seasons in a year.

3.1.7. Check your progress:

Fill in the blanks in the following with correct options:

1. ‘All the World’s a Stage’ is an extract from a play titled _____.
2. ‘All the World’s a Stage’ is written by _____

3. The lines in the extract are uttered by _____
4. The last stage of life is compared to a _____
5. The drama of human life is divided into _____ stages.

3.1.8. Questions for practice:

Long Questions:

1. Trace the development of thought in the poem 'All the World's a Stage.'
2. Describe the different stages of human life as conveyed in the poem 'All the World's a Stage.'

Short Questions:

1. What does the poet compare human life and human beings to?
 2. What are the first two stages of human life?
 3. How does the poet describe the third and fourth stage of life?
 4. What is the condition of man in the last two stages of life?
-

3.2. POEM 2: 'KUBLA KHAN' BY S T COLERIDGE

3.2.1. About the Poet:

Samuel Taylor Coleridge, hailed as the greatest representative of the Romantic sensibility which dominated the literary world in the post-Augustan era, was born on 21 October, 1772 in Devonshire, England to a parish vicar. An imaginative, sensitive and introspective child, Coleridge preferred books to human company in his school days after the death of his father in 1781, and found solace in reading Homer, Virgil, Shakespeare and *the Bible*. His wide range of reading and amazing eloquence won him both, an admission in Jesus College, Cambridge and the admiration of fellow students. Though he was a diligent pupil, his political liberalism, religious atheism and revolutionary zeal aroused by the French revolution offended the authorities and he was forced to abandon his studies in December, 1794 without completing his degree.

It was in 1797 that Coleridge became friends with another towering figure of the Romantic era, William Wordsworth. Regarded as one of the most famous and fruitful literary associations, it allowed Coleridge's creative genius to bloom and won him wide recognition. The collaboration of these two temperamentally different poets who esteemed each others'

poetic genius led to the composition and contribution of Coleridge's finest works including 'Kubla Khan', 'Christabel' and 'The Rime of Ancient Mariner' to the publication of *Lyrical Ballads* (1798) at the young age of 25 years.

It is believed that the finest poetic output of Coleridge belonged to the first year of his association with Wordsworth. From 1810-16, Coleridge delivered lectures, wrote for newspapers and prepared another edition of his poems before penning his magnum opus -- a literary biography called *Biographia Literaria* (1817) which contains his critical views on the Romantic ideals of art. He passed away in 1834 due to complications caused by his dependence on opium.

3.2.2. About the Poem:

'Kubla Khan is one of the most celebrated and anthologized poems of S T Coleridge and is known for its imaginative appeal. It was described as 'A Vision in a Dream' by him. It is said that once Coleridge fell asleep under the impact of opium (an intoxicant/pain reliever) while reading about the grand palace of Emperor Kubla Khan, the grandson of Gengiz Khan, a great conqueror of Central Asia. The poet saw a vision of the magnificent palace and penned more than 200 lines on it in his dream. On waking up, he recollected the entire poem distinctly and sat down to write it but was interrupted by the arrival of a person from Porlock who detained him for an hour. When he returned to complete the poem, he realized that it had vanished from his memory. He had only a faint recollection of the vision. The result was a fragmented poem called 'Kubla Khan.'

3.2.3. Text of the Poem:

Kubla Khan

S T Coleridge

In Xanadu did Kubla Khan

A stately pleasure-dome decree:

Where Alph, the sacred river, ran

Through caverns measureless to man

Down to a sunless sea.

So twice five miles of fertile ground

With walls and towers were girdled round;

And there were gardens bright with sinuous rills,

Where blossomed many an incense-bearing tree;

And here were forests ancient as the hills,

Enfolding sunny spots of greenery.

But oh! that deep romantic chasm which slanted
Down the green hill athwart a cedarn cover!
A savage place! as holy and enchanted
As e'er beneath a waning moon was haunted
By woman wailing for her demon-lover!
And from this chasm, with ceaseless turmoil seething,
As if this earth in fast thick pants were breathing,
A mighty fountain momently was forced:
Amid whose swift half-intermitted burst
Huge fragments vaulted like rebounding hail,
Or chaffy grain beneath the thresher's flail:
And mid these dancing rocks at once and ever
It flung up momently the sacred river.
Five miles meandering with a mazy motion
Through wood and dale the sacred river ran,
Then reached the caverns measureless to man,
And sank in tumult to a lifeless ocean;
And 'mid this tumult Kubla heard from far
Ancestral voices prophesying war!
The shadow of the dome of pleasure
Floated midway on the waves;
Where was heard the mingled measure
From the fountain and the caves.
It was a miracle of rare device,
A sunny pleasure-dome with caves of ice!

A damsel with a dulcimer
In a vision once I saw:
It was an Abyssinian maid
And on her dulcimer she played,
Singing of Mount Abora.
Could I revive within me
Her symphony and song,
To such a deep delight 'twould win me,
That with music loud and long,
I would build that dome in air,
That sunny dome! those caves of ice!
And all who heard should see them there,
And all should cry, Beware! Beware!
His flashing eyes, his floating hair!
Weave a circle round him thrice,
And close your eyes with holy dread
For he on honey-dew hath fed,
And drunk the milk of Paradise.

3.2.4. Explanation of lines:

Lines 1-10: The poem opens with a beautiful description of the magnificent palace which Kubla Khan had ordered to be built for him in Xanadu. This pleasure dome was situated on the bank of Alph, a sacred river which flowed through immeasurably deep caves and then sank into a dark subterranean sea where the sun's rays didn't penetrate. A very fertile and green land of ten square miles in area, surrounding the palace was enclosed with walls and towers. Beautiful gardens, meandering and tall trees laden with sweet-smelling flowers adorned this place. There existed a forest as ancient as the hills nearby which enclosed many sunny and green spot within it.

Lines 12-16: In these lines, the poet describes the deep and mysterious gorge/ravine that ran down the side of a hill. There existed a wood of Cedar trees across it. It was indeed a strange, mysterious and awe-inspiring place. Ironically, it appeared both holy and savage. What adds an element of mystery to it is the appearance of a young woman in the dim light of the waning moon, wandering about in search of her lover who seemed to be a demon rather than a human. An atmosphere of mystery and supernaturalism dominates these lines.

Lines 17-24: These lines show the creativity of nature. Coleridge draws a vivid picture of a fountain gushing out of the chasm which seemed to be bubbling with a lot of activity in its depth. It appeared as if the earth was panting, gasping for breath and was in deep agitation. Suddenly, a huge fountain burst out of the gap and threw up large pieces of rocks which struck the ground with force and rebounded like the hailstones or grains struck with a stick by a farmer to separate them from the chaff.

Lines 25-30: For five miles, the sacred Alph followed a meandering and winding path through the wood and valley till it reached the deep measureless caves and never visited by any man and sank noisily into a clam and deep ocean. Amid this noise created by the gushing waters of the Alph, Kubla Khan heard the voices of his forefathers warning him about an impending war. Thus, Coleridge further heightens the atmosphere of mystery, suspense and supernaturalism.

Lines 31-35: These lines describe the matchless beauty of the pleasure dome which is reflected in the sparkling waters of the river. One hears the mingled music of the bursting fountain and the waters of the river gushing down the caves. The pleasure dome was indeed a marvel of architectural skill. Built on the foundation of icy caves, the high dome shone brightly in the sunlight.

Lines 36-47: Moving on from the description of the enchanting palace, Coleridge seems to recall his wonderful dream about a young girl from Abyssinia (modern Ethiopia) who played a dulcimer (a stringed instrument) and sang a sweet song about Mount Abora. But the poet is unable to remember her song. He says that if he could remember her melodious music and song, he would be filled with such delight and poetic inspiration, that he would recreate the beauty of the sunny pleasure dome and its icy caves for everyone to see.

Lines 48-53: In the last lines of the poem, Coleridge presents a picture of a poet in a poetic frenzy. He says that if he could recall the song of the Abyssinian girl, he would seek inspiration from it. As his inspiration rises, his eyes flash, his hair floats and there appears a halo round him. He is like a divine being, a God with the magical powers to create anything. In this state, he would arouse fear and awe in the hearts of people. To escape his power of magic, they would draw three circles around him. They would believe him to be a divine being with supernatural powers who has come down from the Heaven and has been fed on heavenly food and milk. Coleridge shows how a moment of inspiration arouses the creativity of a poet.

3.2.5. Glossary:

Xanadu: a town in Tartary, in the Chinese province of Shantung now.

Kubla Khan: a Mongol Emperor and conqueror, ruled from 1257-94

Alph: an imaginary river

Sinuuous rills: streams flowing in a zig-zag manner

Athwart: across

Waning moon: fading moon

Seething: boiling

Pants: breathes heavily, gasping for breath

Meandering: following a zig-zag or meandering course

Dale: valley

Damsel: a young unmarried woman

Dulcimer: a stringed musical instrument

Vision: dream

Abyssinian maid: a young woman from Abyssinia, modern Ethiopia

Mount Abora: an imaginary mountain in Abyssinia

Flashing eyes: poetically inspired eyes

Honey-dew: food of the dwellers of Heaven

Milk of Paradise: divine drink

3.2.6. Summing Up:

‘Kubla Khan’ or ‘A Vision in a Dream’ transcends the world of reality and carries us into a realm of dreams. It is marked by an atmosphere of wonder, strangeness and mystery. Coleridge creates a magical world where anything and everything seems possible. In this imaginative world of the pleasure dome, the Alph, the chasm, fountain, the woman, the Abyssinian girl with a dulcimer and finally, the poet in a frenzied state of poetic inspiration – everything is shrouded in mystery. All these contribute significantly in creating a romantic atmosphere in the poem. An element of suspense, eeriness and wonderment pervades the entire poem and this is what makes it unique.

3.2.7. Check your progress:

Fill in blanks with appropriate words:

1. Coleridge called his poem ‘Kubla Khan’ _____.
2. Kubla Khan ordered his pleasure dome to be built in _____.
3. The sacred river that flowed near the pleasure dome is _____.
4. Amid the noise of the river and the fountain, Kubla Khan heard the voices of his _____.
5. In his dream Coleridge saw an _____ girl playing a _____.

3.2.8. Exercises for Practice

Long Questions:

1. Write a critical assessment of the poem ‘Kubla Khan.’
2. Describe the supernatural elements in the poem ‘Kubla Khan.’

Short Answer questions:

1. Describe the beauty of the pleasure dome.
 2. What makes the place both “holy and savage?”
 3. Describe the origin of river Alph.
 4. Why does the poet wish to recall the song of the Abyssinian girl?
 5. How does the poet describe a poet in his creative frenzy?
-

3.3. POEM 3: ‘ODE TO THE WEST WIND’ BY P B SHELLEY

3.3.1. About the Poet:

Percy Bysshe Shelley occupies a place of great eminence among the Romantic Poets. He is regarded as the finest lyric poet in English. Born in Sussex in 1792, Shelly was educated first at Eton and then at Oxford from where he was expelled for preaching atheism. Shelley was a strong rebel and a great reformer who championed the cause of human liberty, dignity, social justice and peace. He rejected the social norms, political systems and religious institutions. He dreamt of an ideal world for the entire mankind. Though he was unhappy and pessimistic about the existing times, he was extremely hopeful about a bright future for the entire world. His rebellious ideas, pessimism and optimism are all reflected eloquently in his poetry. Shelley spent his last years in Italy and died by drowning in 1822.

‘The Cloud,’ ‘Prometheus Unbound,’ ‘Adonais,’ ‘The Cenci’ are the other important works of Shelley.

3.3.2. About the Poem:

An **Ode** is a long lyric, somber in theme/subject, dignified in style and elaborate in structural design. It generally begins with an address. The origin of the ode is associated with the great Greek poet Pindar who wrote in the 5th century BC. Some of the finest examples are John Keats’ ‘Ode to the Nightingale,’ Andrew Marvell’s ‘An Ode to George Orwell on His Return to England,’ William Wordsworth’s ‘Immortality Ode’ and P B Shelley’s ‘Ode to the West Wind.’

‘Ode to the West Wind’ is one of the finest and most anthologized Odes in English poetry. Written in 1820, this lyric is matchless in its structural excellence, original imagery and musical quality. It is an inspirational poem in which the West Wind is visualized as a symbol of power, hope and rebirth. The poem displays Shelley’s imaginative quality at its best and presents him as both, a poet and a prophet. The last line – “If winter comes, can spring be far behind?” -- echoes Shelly’s invincible optimism for the future of the entire mankind.

3.3.3. Text of the Poem:

Ode to the West Wind

Percy Bysshe Shelley

I

O wild West Wind, thou breath of Autumn's being,
Thou, from whose unseen presence the leaves dead
Are driven, like ghosts from an enchanter fleeing,

Yellow, and black, and pale, and hectic red,
Pestilence-stricken multitudes: O thou,
Who chariotest to their dark wintry bed

The winged seeds, where they lie cold and low,
Each like a corpse within its grave, until
Thine azure sister of the Spring shall blow

Her clarion o'er the dreaming earth, and fill
(Driving sweet buds like flocks to feed in air)
With living hues and odours plain and hill:

Wild Spirit, which art moving everywhere;
Destroyer and preserver; hear, oh hear!

II

Thou on whose stream, mid the steep sky's commotion,
Loose clouds like earth's decaying leaves are shed,
Shook from the tangled boughs of Heaven and Ocean,

Angels of rain and lightning: there are spread
On the blue surface of thine æry surge,
Like the bright hair uplifted from the head

Of some fierce Maenad, even from the dim verge
Of the horizon to the zenith's height,
The locks of the approaching storm. Thou dirge

Of the dying year, to which this closing night
Will be the dome of a vast sepulchre,
Vaulted with all thy congregated might

Of vapours, from whose solid atmosphere
Black rain, and fire, and hail will burst: oh hear!

III

Thou who didst waken from his summer dreams
The blue Mediterranean, where he lay,
Lull'd by the coil of his crystalline streams,

Beside a pumice isle in Baiae's bay,

And saw in sleep old palaces and towers
Quivering within the wave's intenser day,

All overgrown with azure moss and flowers
So sweet, the sense faints picturing them! Thou
For whose path the Atlantic's level powers

Cleave themselves into chasms, while far below
The sea-blooms and the oozy woods which wear
The sapless foliage of the ocean, know

Thy voice, and suddenly grow gray with fear,
And tremble and despoil themselves: oh hear!

IV

If I were a dead leaf thou mightest bear;
If I were a swift cloud to fly with thee;
A wave to pant beneath thy power, and share

The impulse of thy strength, only less free
Than thou, O uncontrollable! If even
I were as in my boyhood, and could be

The comrade of thy wanderings over Heaven,
As then, when to outstrip thy skiey speed
Scarce seem'd a vision; I would ne'er have striven

As thus with thee in prayer in my sore need.
Oh, lift me as a wave, a leaf, a cloud!
I fall upon the thorns of life! I bleed!

A heavy weight of hours has chain'd and bow'd
One too like thee: tameless, and swift, and proud.

V

Make me thy lyre, even as the forest is:
What if my leaves are falling like its own!
The tumult of thy mighty harmonies

Will take from both a deep, autumnal tone,
Sweet though in sadness. Be thou, Spirit fierce,
My spirit! Be thou me, impetuous one!

Drive my dead thoughts over the universe
Like wither'd leaves to quicken a new birth!
And, by the incantation of this verse,

Scatter, as from an unextinguish'd hearth
Ashes and sparks, my words among mankind!
Be through my lips to unawaken'd earth

The trumpet of a prophecy! O Wind,
If Winter comes, can Spring be far behind?

3.3.4. Stanza-wise Explanation:

Stanza I: The poem, being an Ode, begins with an address to the West Wind which is personified as a living entity – wild, strong and uncontrollable, but invisible. Addressing it as the “breath” of Autumn season during which it generally blows, Shelley describes various activities of the West Wind in the first stanza. Though invisible, the wind exercises a great power over the dead leaves- yellow, black, pale and red in colour – as if stricken with some disease, and lie scattered on the ground. With its force, it carries them along and deposits them in depressions. There are driven here and there by its force just as ghosts are driven away by a magician.

Similarly, it carries various seeds which seem to have developed wings, and deposits them in low lying beds where they lie throughout the winter under a thick blanket of snow. However, when the Spring arrives and warm winds begin to blow, these seed sprout and give forth beautiful flowers which fill the entire valley with sweet smells and enchanting colours. Addressing the West Wind as a wild spirit, Shelley urges it to listen to him.

Analysis: The Ode begins with the customary **Apostrophe** or address to the West Wind – “O wild West Wind.” Shelley personifies the wind and grants it power, swiftness and speed. There are several similes in the opening stanza e.g. the dead leaves are driven by the wind “like ghosts from an enchanter fleeing.” Similarly, the seeds lie “cold and low/Each like a corpse within its grave” and the colourful buds emerging from the new plants in the spring season are “like flocks to feed in the air.” The West Wind is, quite paradoxically, presented as both a destroyer and a preserver. While it destroys the withered and dead leaves, it also preserves the life-giving seeds.

Stanza II: In the second stanza, the poet displays the power of the West Wind in the air wherein it is seen carrying on its surface loose clouds which resemble the withered leaves shed by trees in the autumn season on the earth. The gathering clouds and the west wind cause a great tumult in the sky, leading to the development of stormy conditions. Shelly calls these thick clouds messengers of rain and lightning. As the dark clouds spread across the sky, rising to the zenith from the horizon, they resemble the bright dishevelled hair of Maenad, a semi-divine priestess of Bacchus, God of Wine.

When darkness covers the entire sky, it looks like the dome of a huge tomb. The collective strength of the dark clouds is like a vault or the arched roof of the tomb, and the strong wind seems to sing the funeral song of the dying year as thunder, hail and lightning burst from it.

Analysis: In this stanza, Shelley makes use of several devices to paint beautiful images of various activities going on in the sky. He uses a **simile** to show how loose clouds resemble the shedding of withered leaves on the earth. Another **simile** is employed when the “locks of the approaching storm” are likened to the uplifted hair of Maenad, a figure from mythology. Shelley employs a metaphor when he calls the west Wind “dirge of the dying year.”

Stanza III: This stanza describes the impact of the West Wind’s power on the water bodies. With its loud noise and speed, it seems to wake up from its peaceful and deep slumber the blue Mediterranean, which had been soothed to a peaceful sleep by the gentle movement of streams in its depth beside a volcanic island in Baiae’s Bay. Just like a child, the sea had been dreaming of beautiful old palaces and towers which had once adorned its shores but now lie hidden under its blue waters. The clear and bright surface of the Mediterranean Sea reflects these old structures which are covered with moss and flowers of such intoxicating sweetness that the mere thought of them makes one dull and drowsy.

However when the West Wind blows across the Atlantic, its calm waters turn tumultuous. Waves begin to rise from one end to the other, and the wind, while crossing it seems to break the plain surface of the sea into troughs. Such is the might of the West Wind that the sapless water plants which grow in the depth of the sea begin to tremble and shed their leaves out of fear on hearing its loud noise (just as the trees shed their leaves on the earth). The poet calls out to the wind and urges it to listen to him.

Analysis: Shelley uses personification to lend human qualities to the Mediterranean Sea who is woken from his deep sleep and dreams, and the Atlantic which cleaves its surface into furrows to let the wind pass. The “sea-blooms and oozy woods” also grow pale with fear and drop their leaves. The stanza pays a tribute to the matchless power of the West Wind on the waters of vast seas, and its abject submission to its might.

Stanza IV: In this stanza Shelley introduces a personal note. He compares himself to the West Wind and recalls how in his boyhood, he was as swift, energetic and uncontrollable as the West Wind. In fact, he could match its vitality and even dare to out speed it. However, trials and misfortunes have crushed his spirit, weakened his energy and forced him to plead with the wind for assistance. The poet wishes that he had been a leaf, a cloud or a wave to be

carried by the West Wind so that he could share its power and freedom once again. The poet laments that he has fallen upon the thorns (adversities) of life and is bleeding. In his distress, pain and loss, Shelley seeks inspiration and help from the West Wind.

Bent under the cumbersome burden of life, he wishes to re-live those times when he was as “tameless”, “swift” and “proud” as the West Wind, and regain his strength and confidence.

Analysis: This stanza brings out a contrast between the unlimited power of nature as against the helplessness of man. Shelley realizes the might of the West Wind and submits to its supremacy. He also draws attention to the hard and bitter experiences of life which have broken his spirit. He also identifies himself as a young boy with the West Wind. This affinity encourages him to appeal to it for help.

Stanza V: The last stanza is Shelley’s ardent prayer to the West Wind to turn him into its lyre and treat him as a musical instrument just as it treats the forest. The poet suggests that when the strong wind passes with great force through the forest, it produces a musical sound. Moreover, just like the forest, he too is passing through the autumn of his life. He is losing his vitality and energy just as the trees are losing their leaves. He urges the West Wind to blow him like a lyre and scatter his dead thoughts away just as it would scatter sparks and ashes from a hearth or withered leaves to create new life. He would like it to spread his prophecy about the beginning of a new and golden era in the history of mankind.

Shelley requests the West Wind to act as his mouthpiece and announce to the suffering mankind that just as the cold winter is always followed by a warm summer, similarly, this era of suffering, misery and exploitation shall be followed by an era of happiness, prosperity, beauty and love.

Analysis: These lines convey Shelley’s invincible idealism and optimism with regard to the arrival of a Golden Age in the history of mankind, and an unshakable faith in the triumph of good over evil forces. The winter and spring become symbols of bad and good times.

3.3.5. Glossary:

Hectic red: red or flushed as in high fever

Pestilence stricken: suffering from a deadly disease

Azure: blue

Sister of the spring: wind in the spring

Commotion: hectic activity

Clarion: a trumpet call

Maenad: Priestess of Bacchus, the God of Wine and revelry

Pumice Isle: a volcanic island in Baiae's Bay. Volcanic eruptions had destroyed the palaces on this island.

Sapless foliage: plants at the bottom of the sea, their leaves are without sap/fluid

Pant: breathe with difficulty

Thorns of life: problems/ miseries of life

Weight of hours: burden of age

3.3.6. Check your progress:

Fill in the blanks with appropriate words:

1. In the opening lines of the poem, the West Wind is addressed as the _____
2. The poetic device used in the expression "Each within its corpse like a grave" is _____
3. The locks of the approaching storm are compared to the bright hair of _____
4. The waters of _____ cleave themselves into chasms.
5. In the poem, Shelley _____, _____, _____ and _____ as adjectives for the West Wind.

3.3.7. Exercises for Practice

Long Questions:

1. Trace the development of thought in P B Shelley's 'Ode to the West Wind.'
2. How are the earth, sky and ocean influenced by the power of the West Wind?

Short Questions:

1. How is the West Wind both a destroyer and a preserver?
 2. Describe briefly the activities caused by the wind in the sky.
 3. How do the Mediterranean and the Atlantic react to the power of the West Wind?
 4. How does the poet compare himself to the West Wind?
 5. What favour does Shelley seek from the West Wind in the last stanza?
 6. What message does Shelley want to be conveyed by the West Wind?
-

BACHELOR OF ARTS (LIBERAL ARTS)

Semester III

COURSE: READING POETRY

UNIT-4 POEMSII

STRUCTURE:

- 4.0 Objectives**
- 4.1 Poem 1: ‘La Belle Dame Sans Merci’**
 - 4.1.1. About the poet**
 - 4.1.2. About the poem**
 - 4.1.3. Text of the poem**
 - 4.1.4. Explanation of lines**
 - 4.1.5. Glossary**
 - 4.1.6. Summing up**
 - 4.1.7. Check your progress**
 - 4.1.8. Questions for practice**
- 4.2 Poem 2: ‘Ulysses’**
 - 4.2.1. About the poet**
 - 4.2.2. Defining the Ballad**
 - 4.2.3. About the poem**
 - 4.2.4. Text of the poem**
 - 4.2.5. Explanation of lines**
 - 4.2.6. Glossary**
 - 4.2.7. Summing up**
 - 4.2.8. Check your progress**
 - 4.2.9. Questions for practice**
- 4.3 Poem 3: ‘My Last Duchess’**
 - 4.3.1. About the poet**
 - 4.3.2. About the poem**
 - 4.3.3. Defining a Dramatic Monologue**
 - 4.3.4. Text of the poem**
 - 4.3.5. Explanation of lines**

4.3.6. Glossary

4.3.7. Summing up

4.3.8 Check your progress

4.3.9. Questions for practice

4.0. OBJECTIVES:

1. To acquaint the students with the works of John Keats, Alfred Lord Tennyson and Robert Browning, major poets in the 19th Century English Literature.
2. To introduce the students to various poetic genres used by these poets.
3. To familiarize the learners with various devices employed by the poets.
4. To make the students aware of the evocative imagery or word pictures to enable them appreciate the beauty of the poetic language.
5. To enable the students to assess the meaning hidden in the prescribed poems.

4.1.POEM 1: ‘LA BELLE DAME SANS MERCI’ BY JOHN KEATS

4.1.1. About the Poet

John Keats is one of the greatest Romantic poets whose poetry is known for its sensuousness and pictorial imagery. A lover of beauty and nature like other Romantics, Keats also had a special fondness for Greek myths and medieval romances. Born in 1795 to poor parents in London, John Keats trained to become a doctor as a young man. However, he gave up medicine to pursue poetry.

Keats’ first publication came out in 1816 and the next few years of his poetic career were extremely productive and he wrote some of the finest lyrics in English. However, by 1820 Keats fell seriously ill with consumption while tending to his brother who also died of the same disease. When his health began to fail, he sailed to Italy and reached Rome in November, 1820. Keats died there at the age of 26.

“Hyperion”, “Eve of St. Agnes”, “La Belle Dame Sans Merci”, “Ode to Autumn”, “Ode to a Grecian Urn”, “Ode to Psyche”, “Ode to the Nightingale” are the other important works of John Keats

4.1.2. Defining the Ballad

A Ballad may be defined as a narrative poem written generally in a simple language to tell some story tersely through dialogue and action. The ballad is a form of traditional narrative poetry which was widespread in Europe and has had a long past. Majority of English ballads date back to the 15th century, however there are some which describe even earlier events. It is derived from a Latin word *ballare* which means ‘to dance.’ According to J A Cuddon, “The

ballad poet drew his raw material from the community life, from local and national history, from legend and folklore. These tales are usually of adventure, war, love, death and the supernatural” (Cuddon 73).

There are generally two kinds of ballads -- the Folk/Traditional ballad which is anonymous and transmitted orally from one generation to the next over centuries. Some of the traditional ballads include *The Elfin Knight*, *The Demon Lover*, *The Cruel Mother* and *The Two Sisters*. The other kind is called the Literary Ballad which is not anonymous and is written by a poet in its typical narrative style and is inspired by the themes and structure of folk ballads. Ballads were popularized in the 18th century include by Romantic poets. The most significant ones are S T Coleridge’s *The Rime of the Ancient Mariner*; John Keats’ *La Belle Dame Sans Merci* and Oscar Wilde’s *The Ballad of Reading Gaol*.

4.1.3. About the Poem:

The poem is a ballad which presents a simple but sad tale of love and deception. Its title is in French and it means ‘a beautiful lady without pity.’ It refers to a beautiful lady who entices young men in her love and destroys them. She is a *femme fatale* – a mysterious, attractive and seductive woman who captures lovers with her charms into deadly traps. She seems to have some supernatural powers with which she binds them in her spell. Written in 12 stanzas of four lines each and a rhyme scheme of ABCB, the poem is remarkable for the impact it creates through its simple language.

4.1.4. Text of the poem:

La Belle Dame sans Merci

by John Keats

O what can ail thee, knight-at-arms,
Alone and palely loitering?
The sedge has withered from the lake,
And no birds sing.

O what can ail thee, knight-at-arms,
So haggard and so woe-begone?
The squirrel’s granary is full,
And the harvest’s done.

I see a lily on thy brow,
With anguish moist and fever-dew,
And on thy cheeks a fading rose
Fast withereth too.

I met a lady in the meads,
Full beautiful—a faery's child,
Her hair was long, her foot was light,
And her eyes were wild.

I made a garland for her head,
And bracelets too, and fragrant zone;
She looked at me as she did love,
And made sweet moan

I set her on my pacing steed,
And nothing else saw all day long,
For sidelong would she bend, and sing
A faery's song.

She found me roots of relish sweet,
And honey wild, and manna-dew,
And sure in language strange she said—
'I love thee true'.

She took me to her Elfin grot,
And there she wept and sighed full sore,
And there I shut her wild wild eyes
With kisses four.

And there she lullèd me asleep,
And there I dreamed—Ah! woe betide!—
The latest dream I ever dreamt
On the cold hill side.

I saw pale kings and princes too,
Pale warriors, death-pale were they all;
They cried—'La Belle Dame sans Merci
Thee hath in thrall!'

I saw their starved lips in the gloam,
With horrid warning gapèd wide,
And I awoke and found me here,
On the cold hill's side.

And this is why I sojourn here,
Alone and palely loitering,
Though the sedge is withered from the lake,
And no birds sing.

4.1.5. Stanza-wise Explanation:

Stanza 1: The poem begins with a question posed by the poet to a knight who seems lost and miserable in the bleak landscape on a cold winter day. The poet enquires about the cause of his sadness and lonely wanderings near the lake in the dead of winter when not a single blade of grass is visible, nor is any bird singing.

Stanza 2: The poet repeats his earlier query and wonders why the knight looked so sad and grief-stricken in such a cold weather when even the squirrel has hidden itself in a burrow after collecting sufficient grains, and even the harvest is over.

Stanza 3: The poet notices the pale complexion of the knight's face. It appears as white as a lily. Drops of sweat and expression of pain on his forehead reveal that he is sick. The fading brightness of his face makes it look like a withered rose.

Stanza 4: In the fourth stanza, the knight finally answers the questions raised by the poet and begins to share his story. He informs that he had met in the meadows a beautiful lady with lovely long hair, fair complexion and passionate eyes. In her beauty, she resembled a fairy's child.

Stanza 5: The knight further tells the inquisitive knight that he fell instantly in love with that beautiful woman. As a token of his ardour, he gifted her with a garland, a bracelet and a belt of flowers to deck her waist. The lady too reciprocated by looking at him with lovelorn eyes and sighed sweetly.

Stanza 6: Thereafter, he took her along with him on the horseback and they spent the entire day in each other's company. Merrily she sang melodious songs of love for him.

Stanza 7: In the evening, the lady offered him sweet juices, fruits and honey to eat. All these appeared magical in taste. Though he could not understand her language, yet from her gestures he could make out that she too loved him as much as he did.

Stanza 8: As darkness fell, the lady took him to her small fairy cave. There she began to cry bitterly and sighed heavily. Though he could not understand the reason behind these, he soothed her gently to calmness by shutting her teary eyes with sweet kisses.

Stanza 9: At night, the lady lulled the knight to sleep. In his sleep he had a nightmare. The dream was so terrible that ever since he has not been able to sleep.

Stanza 10: In his nightmare, the knight saw several kings, princes and great warriors who looked pale as if dead. All of them seemed to warn him against the beautiful lady without mercy. They asked him to beware of her, for she had destroyed them all and would do the same to him.

Stanza 11: In the fading light, the lips of the deathly pale kings, princes and warriors appeared parched, starved and gaping wide to warn the knight. The terrible scene shook him out of his sleep and he found himself all alone on the cold hill side. The lady and her little cave had vanished.

Stanza 12: In the last stanza, the knight-at-arms confesses that to the poet that ever since that terrible night and the sudden disappearance of his lady love, he has been wandering there alone in a miserable condition looking for her in the thick of winter when all greenery along the lake has withered and there are no birds to sing.

4.1.6. Glossary

La Belle: the beautiful lady without mercy

Ails thee: troubles you

Palely: looking pale

Loitering: wandering aimlessly

Sedge: grass growing on the edge of water

Haggard: worried, tired

Woe begone: sad and grief stricken

Lily on the brow: looking as pale as a lily

Anguish: deep mental suffering

Fever dew: drops of perspiration due to fever

Withered: dry, decaying

Fragrant: sweet smelling

Zone: belt of flowers

Moan: sigh

Manna dew: Juice of some magical fruit

Elfin grot: a fairy's cave

Woe-betide: alas!

In thrall: under a magical spell

Gloam: twilight

Gaped: opened

Horrid: horrible, dreadful

Sojourn: stay

4.1.7. Summing Up:

This ballad is said to have been based on John Keats' own unreciprocated passion for Fanny Brawne. The poem conveys a poignant tale of a knight's true love and a beautiful lady's deceit. Set in a landscape remote from the real world, the poem is marked by an element of suspense, mystery and magic. It also draws our attention to contrast between the knight's true love and the fickleness of the love of the lady without mercy. Deceived by her, he is left alone to languish in the fire of love for a heartless and merciless woman. The poem is matchless in its simplicity and imaginative appeal apart from its supernatural atmosphere which is filled with mystery and suspense.

4.1.8. Check your progress:

Fill in the blanks with appropriate words:

1. The French title of the poem 'La Belle Dame sans Merci' means _____.
2. The poem 'La Belle Dame sans Merci' is a literary _____.
3. The season described in the opening stanza is _____.
4. The beautiful lady resembled a _____.
5. The knight gifted the lady a garland, a _____ and a _____ zone for her girdle.
6. In the evening, the lady took the knight to her _____.
7. In his nightmare, the knight saw death pale _____, _____ and _____.

4.1.9. Exercises for Practice:

Long Questions:

1. Narrate the story of the knight in your own words.
2. Bring out the character of the knight in Keats' 'La Belle Dame sans Merci.'

Short Questions:

1. Whom does the poet meet and where?
2. Describe the condition of the knight as seen in the opening stanzas.
3. How does the knight describe the lady?
4. Which instances show that the knight and the loved each other?
5. Describe the nightmare seen by the knight.

4.2. POEM 2: 'ULYSSES' BY ALFRED LORD TENNYSON

4.2.1. About the Poet:

Alfred Tennyson was born on 6 August 1809 and educated in Trinity College, Cambridge. He is, generally, considered the most representative of all the Victorian poets. He is known for a rare lyrical intensity in his poetry and a use of highly evocative poetic language. Tennyson's poetic career spanned nearly half a century during which he wrote many poems which voiced the anxieties of his generation. After the death of William Wordsworth in 1850, Tennyson was appointed the Poet Laureate of the United Kingdom by Queen Victoria. He died on 6 October 1892.

Apart from 'Ulysses', Tennyson is known for 'The Lady of Shalott', 'The Lotus Eaters' and 'The Princess', a satire on women's education. After the death of his friend, Arthur H Hallam, Tennyson was emotionally devastated and his overwhelming grief found expression in the long elegy 'In Memorium' which was published in 1850.

4.2.2. About the Poem

Tennyson's poem '**Ulysses**' is based on the Homeric legend of Odysseus who was the hero of the Trojan War. Ulysses is the Latin name for the Greek Odysseus and refers to the same

mythological character. After the end of the Trojan War, Ulysses is sad as the thrill of adventure is missing from his life as the ruler of Ithaca, an island in Greece. This reflective poem lays bare the anguish of Ulysses for rusting from idleness. He struggles to break free from his listless and uneventful existence in Ithaca. He recalls nostalgically the adventurous expeditions which he had undertaken as a warrior. The poem offers a psychological insight into Greek hero's heart which yearns for a life of action. The poet has used highly evocative imagery in order to depict Ulysses' restlessness.

4.2.3. Text of the Poem

Ulysses Alfred Tennyson

It little profits that an idle king,
By this still hearth, among these barren crags,
Match'd with an aged wife, I mete and dole
Unequal laws unto a savage race,
That hoard, and sleep, and feed, and know not me.
I cannot rest from travel: I will drink
Life to the lees: All times I have enjoy'd
Greatly, have suffer'd greatly, both with those
That loved me, and alone, on shore, and when
Thro' scudding drifts the rainy Hyades
Vext the dim sea: I am become a name;
For always roaming with a hungry heart
Much have I seen and known; cities of men
And manners, climates, councils, governments,
Myself not least, but honour'd of them all;
And drunk delight of battle with my peers,
Far on the ringing plains of windy Troy.
I am a part of all that I have met;
Yet all experience is an arch wherethro'
Gleams that untravell'd world whose margin fades
For ever and forever when I move.
How dull it is to pause, to make an end,
To rust unburnish'd, not to shine in use!

As tho' to breathe were life! Life piled on life
Were all too little, and of one to me
Little remains: but every hour is saved
From that eternal silence, something more,
A bringer of new things; and vile it were
For some three suns to store and hoard myself,
And this gray spirit yearning in desire
To follow knowledge like a sinking star,
Beyond the utmost bound of human thought.

This is my son, mine own Telemachus,
To whom I leave the sceptre and the isle,—
Well-loved of me, discerning to fulfil
This labour, by slow prudence to make mild
A rugged people, and thro' soft degrees
Subdue them to the useful and the good.
Most blameless is he, centred in the sphere
Of common duties, decent not to fail
In offices of tenderness, and pay
Meet adoration to my household gods,
When I am gone. He works his work, I mine.

There lies the port; the vessel puffs her sail:
There gloom the dark, broad seas. My mariners,
Souls that have toil'd, and wrought, and thought with me—
That ever with a frolic welcome took
The thunder and the sunshine, and opposed
Free hearts, free foreheads—you and I are old;
Old age hath yet his honour and his toil;
Death closes all: but something ere the end,
Some work of noble note, may yet be done,
Not unbecoming men that strove with Gods.
The lights begin to twinkle from the rocks:

The long day wanes: the slow moon climbs: the deep
 Moans round with many voices. Come, my friends,
 'T is not too late to seek a newer world.
 Push off, and sitting well in order smite
 The sounding furrows; for my purpose holds
 To sail beyond the sunset, and the baths
 Of all the western stars, until I die.
 It may be that the gulfs will wash us down:
 It may be we shall touch the Happy Isles,
 And see the great Achilles, whom we knew.
 Tho' much is taken, much abides; and tho'
 We are not now that strength which in old days
 Moved earth and heaven, that which we are, we are;
 One equal temper of heroic hearts,
 Made weak by time and fate, but strong in will
 To strive, to seek, to find, and not to yield.

4.2.4. Stanza wise Explanation

It little profits.....not me.

Ulysses, the King of Ithaca, is back from the Trojan War which ended with a glorious triumph of the Greeks. Back home, this great warrior is disillusioned with his mundane existence as a ruler of Ithaca because life here offers him no thrill. Having experienced an eventful life, full of action, adventure and honour, he is uncomfortable in his present state. Sitting by the cold hearth in the company of his aged wife Penelope, offers him no joy. He feels that as the king of Ithaca, he rules over uncivilised and uncultured people whose sole purpose in life is to eat, horde and sleep. They are absolutely unaware of the greatness of their king. Ulysses is tired of his present life of inaction and wishes to escape it. He seems driven by a compelling urge to embark on a series of thrilling expeditions.

I cannot rest....vext the dim sea:

Ulysses has a passionate desire to undertake new adventures and he longs to free himself from the shackles of boredom and langour (listlessness). He craves for thrill and wants to experience whatever challenges life can offer. He is constantly reminded of the bygone days when he, along with the fellow-sailors, travelled far and wide. In those days he was held in high esteem by his mariners because they knew that he was a warrior par excellence. Nothing seemed to dissuade them from undertaking their thrilling voyages. They confronted bravely all the dangers such as the tumultuous waves of the sea when the drifting clouds rained terror

from Hyades, the group of stars which brings hail and rain. Ulysses craves for a life brimming over with knowledge, excitement and exploration.

I am become a name.....plains of windy Troy.

Ulysses was one of the greatest names in the Trojan War. His fame has reached far and wide. Tennyson draws a poignant picture of his longing to break free from the life of bondage and inaction in Ithaca. Ulysses' travels to the various parts of the world have instilled in him an insatiable desire to seek even more knowledge and experience. He has met people belonging to the distant places and diverse cultures, and this has given him an insight into the subtleties of human nature across geographical boundaries. His skills as a warrior have also been widely recognized. He has always revelled in his victory in the raging battle of Troy. Having experienced the pinnacle of success, Ulysses finds it suffocating to be confined to an unexciting and monotonous existence in Ithaca.

I am a part ofwhen I move.

Ulysses believes that all the varied experience he has got in the course of his life have shaped his personality. But he yearns for much more in life. He asserts that his experiences as a warrior are like an arch through which the unexplored world of adventures shines and beckons him. He finds it impossible to resist his urge to go to the sea once again. It seems to stretch endlessly in front of him and lures his hungry spirit.

How dull.....human thought

We have seen that Ulysses craves for a life of adventure and feels that it is futile to let one self be constrained by worldly or material considerations. A passive existence leads to the sterility of the spirit just as iron starts rusting when it is not used. Life is not a mere mechanical process of breathing. It is only adventure that adds value, vigour and joy to human life. Ulysses realizes that he is at the fag end of his life. Yet he longs for another voyage which will instil a fresh lease of life in his spirit. He wishes to live every moment of life and wants to make the most of the remaining years before death overpowers him. For him, each day brings a fresh morning full of hope and enthusiasm. He yearns for unravelling the world of knowledge and visit uncharted lands which seem to lie beyond human reach.

This is my son...I mine.

As Ulysses resolves to chase his dream, he introduces us to his son Telemachus, who would take over the reins of his empire in his absence. He knows that his son will help the people of Ithaca become civilised so that they contribute to the good of their homeland. Ulysses is confident that Telemachus will prove to be a capable ruler who would pay due respect to the local gods and rituals after Ulysses is gone. Thus, nothing can deter Ulysses from undertaking another adventurous trip to the distant lands.

There liewith Gods.

It seems evident that Ulysses has an irresistible desire to travel to the unexplored corners of the world. The sight of the port and the ship puffing up her sails to set off on an adventurous voyage tempts him. The dark and immense sea beckons him. Ulysses calls upon his mariners who have confronted the challenges and perils of sea with unmatched grit and courage during

their adventurous trips, and exhorts them not to be dissuaded by their old age. He feels that even at this ripe age, one can achieve an honourable feat, for eventually death devours all. This adventure will be as glorious as their heroic battles with the gods in the Trojan War.

The light.....until I die.

Ulysses is unable to resist the call of the sea any longer. As the lights shimmer through the rocks, a long day of inaction and insipidity draws to a close and the moon begins her journey upwards in the sky. When the sea makes a rumbling sound, Ulysses urges his fellow mariners to accompany him in this glorious expedition since it is never too late to tread the unfamiliar paths. He longs to sail to the farthest boundaries of the world, beyond the western stars. In Greek mythology, the abode of the souls of warriors and the blessed men is supposed to be in the west.

It may benot to yield.

Ulysses warns his fellow mariners that the world of adventures is beset with uncertainties and dangers. The turbulent waters of the vast sea may wash them all away or they may reach the land of the blessed souls in the farthest end of the western land. If so, there they will meet the great Greek heroes who fought in the Trojan War. Ulysses realizes well that they have achieved enough in their lives, but thinks that there is still a lot more to aspire for even at this age. They may not be as energetic as they were in their glorious years when they could move heaven and earth. But their spirits are as young and heroic as they were in their youthful days. They are ready to strive for new honour and glory as their spirits cannot be bowed down by the burden of age.

4.2.5. Glossary

- i) Barren: a dry and bare land
- ii) Crags: steep rocky cliff or a part of a mountain
- iii) Savage: animal-like, uncivilised
- iv) Scudding drifts: roaming clouds
- v) Drink life to the lees: experience life to the hilt
- vi) Hyades: a group of stars supposed to bring rain
- vii) Sceptre: an ornamental rod carried by a king, a symbol of power
- viii) Prudence: carefulness, caution
- ix) Adoration: praise
- x) Frolic welcome: face all the odds happily

4.2.6. Summing Up:

‘Ulysses’ by Alfred Lord Tennyson is about the invincible spirit of Ulysses, a great Greek of the Trojan War and the King of Ithaca. Having lived a life of war, adventure and exploration which won him great honour and recognition, Ulysses refuses to lead a life of stagnation after the war. He wishes to seek more knowledge, explore new lands and live every moment of life in thrill undeterred by his advancing age. Only death can put an end to his overwhelming desire to go to the sea and discover distant lands and cultures. The last line of the poem epitomises the goal of Ulysses’ life – “To strive, to seek, to find, and not to yield.”

4.2.7. Check your progress:

Fill in the blanks:

1. Ulysses is the King of _____
2. The aged wife of Ulysses is named _____
3. Ulysses compares his idle life to a _____
4. Ulysses wishes to leave his kingdom in the care of _____
5. Ulysses urges his fellow sailors to accompany him to seek _____

4.2.8. Exercises for Practice

Long Answer Questions

1. Trace the development of thought in the poem Ulysses.
2. What is the theme of Tennyson’s poem ‘Ulysses’.
3. Write a note on the character of Ulysses on the basis of your reading of ‘Ulysses’.

Short answer Questions:

1. What kind of life is Ulysses leading in Ithaca?
 2. How does Ulysses view his life on sea?
 3. Why does Ulysses feel that it is dull to pause?
 4. What does Ulysses say about his son Telemachus?
 5. How does Ulysses justify that age cannot come in the way of his adventurous spree?
 6. How does Ulysses exhort/ motivate his mariners to join him in the adventurous voyage?
-

4.3. Poem 3: ‘My Last Duchess’ by Robert Browning

4.3.1. About the Poet

Robert Browning was born on 7 May 1812 in a wealthy English family. He received his early education at home and later studied at the University of London. He started writing poetry at an early age and went on to become a prominent poet of the Victorian age. At a time when the Victorian society was passing through a rough phase due to the clash between faith and science, Browning wrote poems which reaffirmed his faith in Christian values. His robust optimism shines through all his work. He married Elizabeth Barrett, a noted poet in her own right. He is best known for writing dramatic monologues. He died in Venice on 12 December 1889.

Browning was a student of human nature but he was regarded as an obscure poet by his contemporaries because many of his poems dealt with the eccentricities of man's behaviour. His work 'Sordello' was dismissed as incomprehensible. 'Men and Women' brought him some credit but 'The Ring and the Book' brought him recognition as a dramatic poet. He wrote many love poems as well. 'The Last Ride Together', 'Fra Lippo Lippi', 'Gramscian's Funeral' and 'My Last Duchess' are his most well known dramatic monologues.

4.3.2. About the Poem

This poem 'My Last Duchess' is a dramatic monologue which first appeared in 1842. It is presumed to be based on Alfonso II, the Duke of Ferrara, a state in the Renaissance Italy. The poem is a strong manifestation of the aristocratic vanity and social pretence which the nobility stands for. The complex character of the Duke and also his dead wife come alive in his pompous speeches as he tries to show his dead wife down and, in the process, exposes his own greed, jealousy and brazenness.

4.3.3. Defining a Dramatic Monologue:

Robert Browning introduced the dramatic monologue in English literature. A dramatic monologue begins *media res*, that is, in the middle of an action. Even though there is only one speaker throughout the piece, the reader can feel the presence of another person as the speaker refers to his gestures in the course of his monologue. This feature makes it a dramatic monologue. A very important feature of this genre is that the innermost layers of the speaker's soul are laid bare before us.

4.3.4. Text of the poem:

My Last Duchess

Robert Browning

That's my last Duchess painted on the wall,
Looking as if she were alive. I call
That piece a wonder, now; Fra Pandolf's hands
Worked busily a day, and there she stands.

Will't please you sit and look at her? I said
 "Fra Pandolf" by design, for never read
 Strangers like you that pictured countenance,
 The depth and passion of its earnest glance,
 But to myself they turned (since none puts by
 The curtain I have drawn for you, but I)
 And seemed as they would ask me, if they durst,
 How such a glance came there; so, not the first
 Are you to turn and ask thus. Sir, 'twas not
 Her husband's presence only, called that spot
 Of joy into the Duchess' cheek; perhaps
 Fra Pandolf chanced to say, "Her mantle laps
 Over my lady's wrist too much," or "Paint
 Must never hope to reproduce the faint
 Half-flush that dies along her throat." Such stuff
 Was courtesy, she thought, and cause enough
 For calling up that spot of joy. She had
 A heart—how shall I say?— too soon made glad,
 Too easily impressed; she liked whate'er
 She looked on, and her looks went everywhere.
 Sir, 'twas all one! My favour at her breast,
 The dropping of the daylight in the West,
 The bough of cherries some officious fool
 Broke in the orchard for her, the white mule
 She rode with round the terrace—all and each
 Would draw from her alike the approving speech,
 Or blush, at least. She thanked men—good! but thanked
 Somehow—I know not how—as if she ranked
 My gift of a nine-hundred-years-old name
 With anybody's gift. Who'd stoop to blame
 This sort of trifling? Even had you skill
 In speech—which I have not—to make your will
 Quite clear to such an one, and say, "Just this
 Or that in you disgusts me; here you miss,
 Or there exceed the mark"—and if she let
 Herself be lessoned so, nor plainly set
 Her wits to yours, forsooth, and made excuse—
 E'en then would be some stooping; and I choose
 Never to stoop. Oh, sir, she smiled, no doubt,
 Whene'er I passed her; but who passed without
 Much the same smile? This grew; I gave commands;
 Then all smiles stopped together. There she stands
 As if alive. Will't please you rise? We'll meet
 The company below, then. I repeat,
 The Count your master's known munificence
 Is ample warrant that no just pretense

Of mine for dowry will be disallowed;
Though his fair daughter's self, as I avowed
At starting, is my object. Nay, we'll go
Together down, sir. Notice Neptune, though,
Taming a sea-horse, thought a rarity,
Which Claus of Innsbruck cast in bronze for me!

4.3.5. Stanza wise Explanation:

Line 1-13: That...ask thus.

Browning's dramatic monologue begins *medias res* or in the middle of an action. A visitor has come to meet the widowed Duke of Ferrara, Italy. The visitor is a messenger of a foreign Count and has come to seek the Duke's hand for the Count's daughter. The Duke draws the visitor's attention towards the portrait of his dead Duchess. He eulogises the Renaissance painter Fra Pandolf who had painted that life-like masterpiece. It is important to note that the painter was a Friar, a religious man committed to celibacy. The Duke informs the visitor that strangers were not allowed to catch a glimpse of the Duchess' passionate glance. That is why the portrait remained behind the curtain.

The poet reveals the complex character of the Duke who must have been a jealous husband to the last Duchess.

Line 13-21: Sir...of joy.

He points to the flush of colour in the cheek of the Duchess and says that it was not caused by the Duchess' bashful grace in the presence of her husband but due to the compliment that Fra Pandolf happened to pay while recreating her beauty. The Duke suspects that perhaps, the artist asked her to bare her wrist as the cloak covered her feminine charm. Or, perhaps, he had complimented her beauty by saying that art could never capture her faint blush or complexion as it reached close to her throat. She took such words as courtesy and blushed at the compliments offered by others.

Line 21- 31: She had ...at least.

These lines depict the jealous Duke in his true colours. He resents the fact that the Duchess was an uninhibited person, brimming over with the joy of life. In fact, being a simple hearted girl, she was capable of enjoying each and every moment without conforming to the distinction of ranks. She had a genial temperament which the Duke did not appreciate as he was a vain and arrogant snob. He complains that she was easily made glad, and could not distinguish between the favour of being loved by the Duke or the joy of receiving cherries from some disgusting fool.

Line 31- 43: She thanked ... stoop

The Duke conveys to the messenger of the Count that his former wife smiled at every one and took delight in everything around her. He is evidently not charmed by her spontaneity. Her way of thanking ordinary people for every small gesture irritated the proud and egoist Duke. His aristocratic lineage of nine hundred years seemed to be of no value to the Duchess

and it was beneath his dignity to correct her or reprimand her for her free and untamed behaviour.

Line 43- 47. Oh sir, ... alive.

The Duke informs the visitor that his last Duchess showered smiles at everybody. She should have been more guarded in her behaviour. In a masterly stroke of understatement, the Duke says that as this practice on her part continued to grow, he gave orders and all the smiles stopped. What he actually means to say is that he passed orders for her to be executed. But now she looked in the portrait as if she were alive. In other words her portrait was truly life-like.

Line 47-56. Will't ... for me.

The Duke having informed the visitor about his last Duchess, takes him out of his room. Towards the end of the poem, the reader is told about the purpose of the Duke's speech. The visitor is an emissary from the Count for a marriage proposal for the Duke. The motive for apprising the visitor about the last Duchess' untamed behaviour is primarily to warn the next Duchess. Though he professes otherwise, the greedy Duke is looking forward to getting a rich dowry from the generous Count.

The Duke is very courteous to the visitor as he escorts him downstairs. Very eloquently, he draws the emissary's attention towards the statue of Neptune (Sea God) taming the sea-horse. He tells him that this rare work of art was cast in bronze by a great sculptor, Claus of Innsbruck especially for him. This shows his love of art over human beings. It also reflects the boastful nature of the Duke as he proudly tells the visitor that it is a rare work of art. Secondly, the Duke wants to convey the idea that he likes to tame people and control them according to his whims and fancies.

4.3.6. Glossary:

- i) Fra Pandolf: an imaginary Renaissance painter, in whose name Fra stands for friar who had taken a vow of celibacy.
- ii) Countenance: face
- iii) Mantle: cloak
- iv) Stoop: bend
- v) Exceed the mark: crossed the limit
- vi) Munificence: generosity
- vii) Pretence: deceit
- viii) Avowed: affirmed
- ix) Rarity: a rare work of art

x) Claus of Innsbruck: a famous sculptor

4.3.7. Summing Up:

Thus, we find that in this dramatic monologue, the speaker reveals his own character as well as that of his wife through his speech. We find him a proud, hard-hearted and jealous husband who does not appreciate the simple and generous nature of his wife. Being jealous by nature, he suspects her of misconduct. For him, the relationship of marriage is not between equals but between a master and a slave. Unable to tolerate or change her nature, he gets her killed. He also conveys to the visitor his expectations from his new wife. Browning offers us an insight into the innermost caverns of the arrogant and avaricious Duke's psyche. His last speech proves that he likes to control people by intimidating them. The poem becomes a profound study of human nature as the Duke exposes his jealous and greedy nature.

4.3.8. Check your Progress:

Fill in the blanks with appropriate words:

1. The picture on the wall was of the Duke's _____.
2. The life-like painting was made by _____.
3. The speaker in the poem is the Duke of _____.
4. 'My Last Duchess' is a _____.
5. The pink spot on the lady's face was caused by the compliment paid by _____.
6. The Duke chose never to _____ (blame, smile, stoop)
7. The Duke gave commands for the Duchess to be _____ (felicitated, executed, painted)
8. The Duke appears to be a _____ husband. (happy, jealous, sad).

4.3.9. Practice Exercises

Long Answer Questions

1. Write a critical appreciation of the poem 'My Last Duchess'.
2. Write a Character sketch of the Duke of Ferrara.
3. Bring out the salient features of the Duchess' nature.

Short answer Questions:

- Q1): Comment on the beauty of the painting.
- Q2) What does the Duke think of the Duchess?
- Q3) Why didn't the Duke advise the Duchess to behave in a guarded manner?
- Q4) Why does the Duke believe that his claim for a rich dowry is justified?
- Q5) What is the significance of Neptune's statue in the poem?
-

BACHELOR OF ARTS (LIBERAL ARTS)

Semester III

COURSE: READING POETRY

UNIT-5 POETRY-III

STRUCTURE:

5.0 Objectives

5.1 Poem 1: 'Say not the Struggle not Availeth'

- 5.1.1. About the poet**
- 5.1.2. About the poem**
- 5.1.3. Text of the poem**
- 5.1.4. Explanation of lines**
- 5.1.5. Glossary**
- 5.1.6. Summing up**
- 5.1.7. Check your progress**
- 5.1.8. Questions for practice**

5.2 Poem 2: 'A Prayer for My daughter'

- 5.2.1. About the poet**
- 5.2.2. About the poem**
- 5.2.3. Text of the poem**
- 5.2.4. Explanation of lines**
- 5.2.5. Glossary**
- 5.2.6. Summing up**
- 5.2.7. Check your progress**
- 5.2.8. Questions for practice**

5.3 Poem 3: 'The Road not Taken'

- 5.3.1. About the poet**
- 5.3.2. About the poem**
- 5.3.3. Text of the poem**
- 5.3.4. Explanation of lines**
- 5.3.5. Glossary**
- 5.3.6. Summing up**
- 5.3.7. Check your progress**
- 5.3.8. Questions for practice**

5.4 Poem 4: 'Journey of the Magi'

- 5.4.1. About the poet**
- 5.4.2. About the poem**
- 5.4.3. Text of the poem**
- 5.4.4. Explanation of lines**
- 5.4.5. Glossary**
- 5.4.6. Summing up**

5.4.7. Check your progress
5.4.8. Questions for practice

5.0. OBJECTIVES:

The chief objective of this lesson is to familiarize the students with the prominent works of A H Clough, W B Yeats, Robert Frost and T S Eliot.

- To acquaint the learners with other important works of these poets.
- To help the students understand and analyze the meaning hidden in the poems
- To familiarize the readers with various devices used by the poets
- To enable the students to understand the relationship between poetry and life.

5.1. POEM 1. ‘SAY NOT THE STRUGGLE NOT AVAILETH’ BY ARTHUR HUGH CLOUGH

5.1.1. About the poet:

Arthur Hugh Clough was born in Liverpool, England in 1819 but he shifted to South Carolina, USA, where he spent his early years. For his higher education, he joined the Oxford University and became a tutor as well as a Fellow of Oriel College. After a few years, he came back to the USA and taught at Cambridge, Massachusetts. During this period, he befriended several intellectuals and poets including Matthew Arnold, R W Emerson and Charles Norton. He returned to England in 1853 to serve as an examiner in the Education office. He died in 1861 at Florence, Italy.

Clough published only two volumes of poetry and 29 short poems during his lifetime and remained neglected for long. His poetry has recently won recognition for its lyrical quality and its presentation of Victorian anxiety.

5.1.2. About the poem:

‘Say not the Struggle not Avaieth’ is a short inspirational lyric which celebrates the value of hard work, labour and struggle. It asserts that no effort goes waste. So we should never give it up, nor ever lose hope. Constant and determined endeavour always leads to success. We should not be afraid of failure nor let it deter us or disappoint us. Courage and persistent hard work surely leads to success.

5.1.3: Text of the Poe:

Say not the Struggle not Availeth

Arthur Hugh Clough

Say not the struggle nought availeth,s
The labour and the wounds are vain,
The enemy faints not, nor faileth,
And as things have been they remain.

If hopes were dupes, fears may be liars;
It may be, in yon smoke concealed,
Your comrades chase e'en now the fliers,
And, but for you, possess the field.

For while the tired waves, vainly breaking
Seem here no painful inch to gain,
Far back through creeks and inlets making,
Comes silent, flooding in, the main.

And not by eastern windows only,
When daylight comes, comes in the light,
In front the sun climbs slow, how slowly,
But westward, look, the land is bright.

5.1.4. Explanation:

Stanza 1: The poet says that one must not say that hard work does not bear fruit. One must not believe that all effort and wounds suffered in the battlefield would yield nothing. Temporary setbacks or failures must not make us feel that the enemy or problems would never weaken or be overcome. Nor should one think that the situation would never change. The poet asserts that one must have faith in one's labour. No effort goes waste. Struggles always bear fruit and all the wounds had in the battle ground lead one to defeat the enemy. All things can be changed with a determined effort.

Stanza 2: At times, hope deceives us and we feel disappointed in life. But if hope is a deception, so is our fear of failure. Mostly, our fears are baseless and false. Sometimes, in a battle field, when we are overcome with a fear of defeat or failure, we do not realize that far away, hidden behind the thick smoke, our companions have chased the fleeing enemy and won the battle for us. Thus, it is very important to shun fear and embrace hope.

Stanza 3: This stanza conveys the idea that no effort goes in vain through an example of sea waves which seem to be striking against the rocks on the sea shore without gaining any ground. It appears to an onlooker that they are striking the shore uselessly as they do not seem to gain even an inch of ground. But the same little waves make inlets in the distant

creeks through which eventually, the sea water comes gushing during the high tide and covers a large area of land.

Stanza 4: The poet says that hope sustains life. One must not give up an effort believing it to be useless. To a man waiting for sunrise through the eastern window, the sun seems to rise very slowly and darkness appears to persist in the east. But when he looks towards the sky in the west, he realizes that the light of the sun has already lit up that side and brightened the entire firmament even though the sun itself is not visible to the eye in the east. Similarly, our efforts may appear to be slow in bearing results, but we must not lose hope.

5.1.5. Glossary:

Naught: nothing

Availeth: bears, results in

Faints: weakens

Dupe: deception

Yon: that

Concealed: hidden

Comrades: companions, fellow soldiers

Fliers: those fleeing the battle field

Possess the field: win the battle

Vainly: uselessly

Main: sea

5.1.6. Summing Up: The poem is a motivational lyric which conveys the idea that no effort is worthless, and no attempt goes waste. Consistent and sincere efforts always lead to success. We must not lose heart or hope if our immediate efforts do not lead to the desired result. Moreover, the fear of failure is unfounded. It weakens us. Courage and persistent effort contain the key to success.

5.1.7. Check your progress:

Fill in the blanks with appropriate words:

1. No effort ever goes _____.
2. If hopes are dupes, fears are _____.
3. Concealed by _____, your comrades may have won the battle for you.
4. The sun rises in the _____ but it lights up the _____ first.
5. The _____ strike against the rocks on the shore to make way for the _____ to flood the land.

5.1.8. Practice Exercises:

Long Answer Type:

1. Write the central idea of the poem.
2. What is the message of the poet in the poem 'Say not the Struggle naught Availeth'?

Short Answer Type:

1. What does the opening line of the poem mean?
 2. What are the poet's views about hope?
 3. What message does the example of sea waves convey?
 4. What lesson is hidden in the rising sun?
-

5.2. POEM 2. 'A PRAYER FOR MY DAUGHTER' BY WILLIAM BUTLER YEATS

5.2.1. About the Poet

William Butler Yeats is regarded as one of the most prominent poets in English language in the first half of the twentieth century. He was the most significant figure in the Irish Cultural Movement who led to the revival of the ancient Irish literature. He played a pivotal role in establishing the famous Abbey Theatre in Dublin to promote Irish drama. Yeats was born in 1865 in Dublin, Ireland but went to London to pursue a literary career. Most of his poems were based on the themes of Irish mythology, legends and folklore and were marked by a dreamy, romantic and lyrical quality. However, as Yeats grew in age and experience, his style also became direct and dramatic. By the end of his long and fruitful career, Yeats came to be ranked among the most important Modern poets such as Ezra Pound, T S Eliot and W H Auden.

Yeats was also actively involved in the Irish freedom struggle against the British rule and wrote several poems on the theme of Nationalism. He also became a senator in the Irish Free State in 1922. Yeats was awarded the Nobel Prize for literature in 1923. He died in 1939.

Some of Yeats' most well known poems include "Easter 1916", "The Second Coming", "A Prayer for My Daughter", "Sailing to Byzantium", "Two Trees", "Leda and the Swan", "Among School Children" etc.

5.2.2. About the Poem:

"A Prayer for My Daughter" is a Yeats' prayer for his infant daughter Ann Butler Yeats who was born on 24 February, 1919, a month after he wrote his renowned poem "The Second Coming."

Written in a deeply personal tone, this poem expresses Yeats' concern for his little daughter's future. He wants his daughter to grow up into an ideal woman – wise, noble and virtuous. He wants her to be beautiful but not so much as to distort her nature and destroy the gifts bestowed by God. He wants her to know how to win hearts and keep friends. Yeats prays

that his daughter should stay away from strong opinions, distrust and hatred. He hopes that when she marries, her husband's house would be full of rich traditions, custom and love. In reality, Yeats wishes his daughter to grow up like her mother, George Hyde Lees, rather than like Maud Gonne—a beautiful, strong-willed, radical and opinionated woman whom he had hopelessly loved for many years. Thus the poem presents to us Yeats' image of an ideal woman and his desire of a daughter who is ideal and virtuous in every way.

The poem consists of 10 stanzas, with 8 lines in each stanza. The rhyme scheme used by Yeats is aabbcdcc.

5.2.3. Text of the poem:

A Prayer for My Daughter

W B Yeats

Once more the storm is howling, and half hid
Under this cradle-hood and coverlid
My child sleeps on. There is no obstacle
But Gregory's wood and one bare hill
Whereby the haystack- and roof-levelling wind,
Bred on the Atlantic, can be stayed;
And for an hour I have walked and prayed
Because of the great gloom that is in my mind.

I have walked and prayed for this young child an hour
And heard the sea-wind scream upon the tower,
And under the arches of the bridge, and scream
In the elms above the flooded stream;
Imagining in excited reverie
That the future years had come,
Dancing to a frenzied drum,
Out of the murderous innocence of the sea.

May she be granted beauty and yet not
Beauty to make a stranger's eye distraught,
Or hers before a looking-glass, for such,
Being made beautiful overmuch,
Consider beauty a sufficient end,
Lose natural kindness and maybe
The heart-revealing intimacy
That chooses right, and never find a friend.

Helen being chosen found life flat and dull
And later had much trouble from a fool,
While that great Queen, that rose out of the spray,
Being fatherless could have her way
Yet chose a bandy-legged smith for man.
It's certain that fine women eat
A crazy salad with their meat
Whereby the Horn of Plenty is undone.

In courtesy I'd have her chiefly learned;
Hearts are not had as a gift but hearts are earned
By those that are not entirely beautiful;
Yet many, that have played the fool
For beauty's very self, has charm made wise,
And many a poor man that has roved,
Loved and thought himself beloved,
From a glad kindness cannot take his eyes.

May she become a flourishing hidden tree
That all her thoughts may like the linnet be,
And have no business but dispensing round
Their magnanimities of sound,
Nor but in merriment begin a chase,
Nor but in merriment a quarrel.
O may she live like some green laurel
Rooted in one dear perpetual place.

My mind, because the minds that I have loved,
The sort of beauty that I have approved,
Prosper but little, has dried up of late,
Yet knows that to be choked with hate
May well be of all evil chances chief.
If there's no hatred in a mind
Assault and battery of the wind
Can never tear the linnet from the leaf.

An intellectual hatred is the worst,
So let her think opinions are accursed.
Have I not seen the loveliest woman born
Out of the mouth of Plenty's horn,
Because of her opinionated mind
Barter that horn and every good
By quiet natures understood
For an old bellows full of angry wind?

Considering that, all hatred driven hence,
The soul recovers radical innocence
And learns at last that it is self-delighting,
Self-appeasing, self-affrighting,
And that its own sweet will is Heaven's will;
She can, though every face should scowl
And every windy quarter howl
Or every bellows burst, be happy still.

And may her bridegroom bring her to a house
Where all's accustomed, ceremonious;
For arrogance and hatred are the wares
Peddled in the thoroughfares.
How but in custom and in ceremony

Are innocence and beauty born?
Ceremony's a name for the rich horn,
And custom for the spreading laurel tree.

5.2.4. Explanation of the Poem:

Stanza I:

As the title suggests, this poem is a father's prayer for his infant daughter's bright, peaceful and prosperous future. The poet begins by comparing the restless weather outside with the peaceful sleep of the baby inside the house. A violent storm, born in the Atlantic Ocean is raging outside. Nothing seems capable of controlling its wild power or hindering its passage except the wood around Lady Gregory's estate and a hill which has no tree or shrub on it. The storm is so furious that it has shattered many roofs and haystacks. This restless weather represents not only the poet's state of mind but also the disturbance caused by the Irish war of independence and the political conditions prevailing in world in 1919, the year of the baby's birth and ending of the First World War. The child however, is unaware of the tumult outside and sleeps on peacefully in its cradle. The poet on the other hand, is worried about the dark future that he foresees.

Yeats' use of personal pronouns as in "my child", "I have walked" and "in my mind" shows that the personal tone and subjectivity of the poem.

Stanza II.

The second stanza of the poem is an extension of the first in the sense that the poet continues to describe the rough storm that has engulfed the entire landscape including the tower of his house Thoor Ballylee, the arches of the bridges and the elm trees growing along the flooded stream. He is pensive because he fears that the dreaded violent times of the future have already arrived and the noise of the wind which resembles the wild beating of a drum seems to announce the same. The beating of the drums is associated with a call for the members of a tribe to assemble and prepare for a battle. In the poem however, the "wild beating of the drum" refers to the fierceness of the rough winds rising from the sea.

Yeats applies the poetic device of **Oxymoron** in "murderous innocence"- two words with opposite import. The sea is seen as murderous because it has given rise to a dangerous storm, yet it is innocent because it bears no personal ill-will against anyone.

Stanza III

In the third stanza, the poet hopes that his little daughter would grow up to be a beautiful woman, but not excessively so (like Maud Gonne). It is because excessive beauty can distract a stranger's eye or lead to heart ache by making a stranger fall in love with her. Moreover, he feels that beauty can lead to conceit and pride. The poet does not want his daughter to regard beauty as a sufficient end in itself. She should not feel that there is nothing else to achieve in life. He fears that vanity (excessive pride) would make her lose her natural kindness and

emotional warmth. Without these virtues she would never be able to find a sincere friend or true love in life.

It is evident that Yeats values qualities like innocence, calmness, compassion and emotional warmth as more important than beauty in a woman. For him virtue is primary and beauty, secondary.

Stanza IV

In this stanza, Yeats offers examples from history and Greek mythology to prove his point made in the previous stanza. In these lines, he shows how three beautiful women, blinded by their pride, took wrong decisions in life and suffered endlessly. First, he cites the example of Helen of Troy, an extra-ordinarily beautiful woman who loved Paris but married Menelaus, a great Greek warrior. Menelaus admired and loved her only for her unmatched beauty. Bored with her married life, Helen eloped with her lover. This decision resulted in a terrible war between the Trojans and Greeks that lasted for years and caused immense destruction.

The second example Yeats offers is of Aphrodite, the Goddess of love and beauty who is said to have emerged out of sea foam. Being fatherless, she was free from all paternal control or authority, and enjoyed complete liberty to marry any man of her choice. However, led by her whims, she foolishly chose to marry an inferior man – a lame blacksmith. No wonder she suffered an unhappy marriage.

The third woman whom Yeats refers to is Maud Gonne – the amazingly attractive, fire brand revolutionary and Irish freedom fighter -- who also made a mistake by marrying McBride. The marriage didn't last and she lived a lonely life after their separation.

The poet does not want his daughter to make similar mistakes in her youth. He displays how women of beauty, talent and culture make wrong choices of partners in life because of their pride. Consequently they lead unhappy lives. He fears that instead of taking wholesome meat, such women prefer to take some “crazy salad” (i.e. prefer mates of inferior qualities) leading to the ruin of the Horn of Plenty and their joys. The “Horn of Plenty” or Cornucopia, according to a Greek myth, is a goat's horn which is forever overflowing with flowers, fruit and grains. This gift of God Zeus is a symbol of plentifulness and prosperity.

What he means to say through “the horn of plenty is undone” that women such as Helen, Aphrodite and Maud Gonne, who were gifted with unmatched beauty, talent, grace and prosperity, wasted these gifts away by marrying foolishly. Their pride in their own beauty blinded them to the virtues of others. Yeats wishes his daughter not to do so.

Stanza V

Yeats wants his daughter to be courteous because he knows that only courtesy can help one win hearts. Hearts are not offered as gifts. They have to be won with kindness and goodness, especially by “those that are not entirely beautiful”. The obvious reference here is to Yeats' wife George Hyde Lees who was not as beautiful as Maud Gonne, yet she won the poet's heart with her gentle, caring and pleasing nature. He therefore pities all those men, including his own self, who fall hopelessly in love with beautiful women and never get their love in return. Such men, he confesses, have learnt their lesson from kind women who offered them kindness, courtesy and their unconditional love.

Thus, Yeats wants his daughter to grow up into a kind and gentle woman like her mother rather than a beautiful but proud woman like Maud Gonne. He confesses that he had fallen in love with her and foolishly believed that she too reciprocated his feelings. However, it was not so. With time he realized that his love was of no value to her, and that he was merely wasting his time. Thereafter he acted wisely and married George Hyde Lees who offered him love, care and a “glad kindness.”

Stanza VI

In this stanza, Yeats wishes his daughter to grow and prosper like a flourishing tree, in quiet and peaceful environs away from public gaze. He wants her thoughts to be as bright, pleasant and sweet as the songs of the linnet bird that scatters the beauty of its sweet voice all around. He does not wish her to possess an argumentative or irritable nature because these arouse conflicts and friction. Instead, he wants her to be blessed with a generous spirit. He would not want her to enter into any competition out of jealousy, or get involved in any conflict except in amusement. In fact, Yeats wants his daughter to resemble a laurel tree which is evergreen and rooted firmly to a spot. In other words, he wants her to be stable, steady and firm in her life like a laurel tree.

In this stanza Yeats uses **Similes** to draw comparisons between his daughter and a linnet (“That all her thoughts may like the linnet be,”) and a laurel tree (O may she live like some green laurel).

Stanza VII

In these lines, the poet seems to introspect (i.e. look into himself) and confesses that in the past, he used to admire and love those people who caused him great pain and disappointment later on. The conduct of such people has withered his spirit and filled his heart with deep dislike. However, he asserts emphatically that hatred is destructive and therefore it must be avoided. A person who stays away from such strong feelings is capable of overcoming all storms and challenges of life. No harm can touch him. Thus, Yeats wishes his daughter to stay away from all kinds of negative and regressive feelings.

Stanza VIII

Elaborating upon the idea conveyed in the earlier stanza, Yeats observes that “intellectual hatred”, the kind that Maud Gonne had in her heart against the British, is the worst kind of hatred. He does not want his daughter to have such a strongly opinionated mind because it leads to unhappiness and misery. Yeats gives the example of Maud Gonne once again to show how one of the loveliest women born into an affluent and aristocratic family bartered (i.e. exchanged) her prosperity, nobility of birth and breeding to become a revolutionary. As a political activist she was always busy shouting angrily against those she hated i.e. the British.

What these lines suggest is that the poet wants his daughter to use all the gifts of nature wisely and stay away from hatred.

Stanza IX

Dwelling upon the ill effects of hatred, Yeats observes that if all hatred is driven from the human heart, the soul regains its childlike innocence, the original state of purity. One realizes that the seeds of both, joy and sorrow lie within one’s own self. Moreover, a soul free from

hatred is always guided by God's own will. It is therefore able to find eternal joy despite all criticism, opposition, and hostility that may surround it.

What Yeats suggests is that if his daughter nurtures love and kindness in her heart, no criticism can ever trouble her. She would always be happy.

Stanza X

In the final stanza we find Yeats thinking about his daughter's marriage. He wishes that when she grows up, she should marry a man whose family believes in custom and ceremony instead of harbouring arrogance and hatred. He wants the groom's family to be refined and cultured so that it is able to value his daughter's virtues. He believes that joy, beauty and innocence are born only in the care of custom and ceremony. Yeats was an admirer of aristocratic life style and had a great regard for courtesy, etiquette and refinement of conduct. These qualities, according to him, distinguished the cultured from the ordinary. As a typical loving father, he wishes his daughter to marry into a rich and prosperous family where customs and traditions flourish forever like the evergreen laurel tree.

5.2.5. Glossary

Howling : crying

Cradle hood: the crib in which the baby is sleeping.

Bare hill: barren hill

Obstacle: impediment, hurdle

Lady Gregory: a dear friend of Yeats

Haystack and roofs: fierce wind strong enough to level stacks of hay and rooftops

Bred : born

Elms: a kind of trees

Reverie: day dreaming

Frenzied drum: loud noise of drums announcing the arrival of a new era

Murderous: dangerous, hostile

Distraught: distract, divert

Intimacy: closeness to heart

That chooses right: which makes the right choice

Helen: Helen of Troy, a very beautiful woman who was married to Menelaus, but she eloped with Paris, her lover. This led to the Trojan War

Great Queen: Venus/Aphrodite who married Hephaestus, the ironsmith of Gods.

Rose out of the spray: Venus is said to have risen from the sea

Crazy salad: strange, eccentric behaviour

Horn of plenty: a Horn gifted by Zeus to Cornucopia which could fulfil all the wishes of the holder, symbol of prosperity and plenty

Roved: wandered about
Glad kindness: cheerfulness
Flourishing hidden tree: growing without showing itself off
Linnet: a little bird
Dispensing around: spreading
Magnanimities of sound: greatness of music
Chase: follow, run after
Laurel: an evergreen tree associated with knowledge and wisdom
Perpetual place: same place
Prosper: grow, flourish
Choked: suffocated
Assault and battery: physical attack
Accursed: blighted with a curse
The loveliest woman: Maud Gonne, whose beauty had bewitched Yeats
Plenty's horn: the Horn of Plenty
Opinionated: having very strong opinions
Barter: exchange
Radical: original, immediate
Self appeasing: self satisfying
Self affrighting: self controlling
Scowl: make angry face
Howl: shout loudly
Bellows: an instrument to pump air
Accustomed: used to
Ceremonious: full of ceremony
Arrogance: rudeness, emerging from pride
Wares: objects
Thorough fare: public road or street
Spreading laurel tree: prospering evergreen tree

5.2.6. Summing Up:

W B Yeats prays that his daughter grows up into an ideal woman, wise and virtuous, in an atmosphere safe from political disturbance. He wants her to be beautiful but not so much as to distort her nature and destroy the gifts offered by God. He wants her to learn how to win hearts and keep friends. She should stay away from strong opinions, distrust and hatred. He

hopes that when she marries, her house would be full of custom and love. Yeats wishes her to grow up like her mother, and not harbor hatred, radical thoughts and strong opinions in her heart. The poem presents to us Yeats' image of an ideal woman and his dream of having a daughter who is ideal and virtuous in every way.

5.2.7. Check your progress:

Fill in the blanks with appropriate words:

1. What is howling in the opening lines of the poem?
_____ (A tempest, A child, A storm)
2. The mood of the poet is _____ (grave, happy, disinterested)
3. Yeats compares the noise made by the wind to the sound of a _____.
4. He wants his daughter to be _____ (extremely beautiful, tolerably beautiful, beautiful but not over much)
5. According to Yeats, beautiful women ate a crazy salad whereby _____ was undone.
6. The poet wanted his daughter to be chiefly learned in _____ (courtesy, cookery, beauty)
7. He wanted her to be firm and flourishing like a green _____ tree. (peepal, pine, laurel)
8. According to Yeats, _____ hatred is the worst evil. (physical, emotional, intellectual)
9. A pure heart, free from _____ is led by God. (beauty, hatred, jealousy)

5.2.8. Practice Exercises:

Long Answer Type Questions

1. Comment upon the main idea of the poem.
2. Write a critical appreciation of the poem "A Prayer for my Daughter."

Short Answer Type Questions

1. Describe the storm as presented by the poet.
2. What kind of beauty does Yeats wish for his daughter?
3. Which examples are cited by Yeats to show how extremely beautiful women land in trouble?
4. What does "Horn of Plenty" stand for?
5. Why does Yeats compare his daughter to a laurel tree?
6. Why does Yeats want his daughter to learn courtesy?
7. What happens to the soul once "intellectual hatred" is driven from it?
8. What kind of a groom and house the poet wish his daughter to have?

5.3. POEM 3. ‘THE ROAD NOT TAKEN’ BY ROBERT FROST

5.3.1. About the Poet:

Robert Frost was born in 1874 in San Francisco, USA and is ranked among the most prominent American poets. After the death of his father in 1885, Frost was forced to quit his studies and support his family by teaching. However, the untimely deaths of his wife, son and daughter pushed him into a deep depression. In 1912, he moved to England and published his first two collections of poems titled *A Boy's Will* (1913) and *North of Boston* (1914) which were well appreciated. His friendship with noted literary figures of the times such as Ezra Pound and Edward Thomas widened his exposure. He returned to the USA in 1915 and settled in a farm in New England; a region with which his poetry identifies. Most of his poems are short lyrics written in simple language. They explore man's efforts to make sense of the world, or study the relationship between man and God in the modern world. He was the first poet to be awarded the coveted Pulitzer Prize three times in his poetic career.

Other important works: ‘Mending Wall’, ‘Stopping by Woods on a Snowy Evening’, ‘Birches’, ‘The Onset’, ‘Neither Out Nor Far in Deep’, ‘Death of the Hired Man’ etc.

5.3.2. About the poem:

‘The Road Not Taken’ is ranked among one of the most well known works of Robert Frost. Published in 1916, this poem pertains to the condition of everyman. Its apparent simplicity hides complex and multiple meanings. The poet lends a touch of ambiguity by leaving it open ended for interpretation. The poet asserts that all human beings have to make certain choices in life. His eventual success or failure depends on his decision made in the past. It is only future that can tell whether the choices made earlier were right or wrong. The speaker in the poem was faced with a choice between two roads, and he chose the one less travelled by - a decision which impacted his life and “made all the difference.” He does not however, clarify whether that decision was right or wrong.

5.3.3. Text of the Poem:

The Road Not Taken

Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

5.3.4. Explanation:

Stanza 1: Once the poet while crossing a wood reached a turning point where two roads bifurcated in front of him. Since he could not walk on both the roads, he had to choose one. He took some time to take his decision and tried to assess both options before making his choice.

Stanza 2: The poet faced a dilemma as both looked equally attractive. After giving a thought to the pros and cons of both, he decided to take the one less travelled by. It looked green, attractive and un-trodden. However, after travelling on that passage for some time, he realized that it wasn't as un-trodden as it had appeared to be.

Stanza 3: He recalls the morning when both the roads lay in front of him, covered with freshly shed yellow leaves in the autumn wood. This had made it difficult for him to make the right choice. He chose to take the second one, thinking that he would come back one day and take the first one. However, he soon realized that the road of his choice would take him to new lands and destination. It would become impossible for him to come back and reverse his decision.

Stanza 4: The last stanza takes us into the future when the poet, after reaching the destination the road leads to, would be able to tell whether his choice made in the past was right or wrong. It is only in the future that while recounting the story of his life to his future generations, he would be able to comment on the aptness of his decision. Here, the poet ceases to be an individual. He becomes a representative of the entire mankind, an everyman. The use of 'sigh' is ambiguous. We do not know whether it is a sigh of relief that follows a

successful journey or a sigh of dejection that follows failure and heartbreak. The last three lines are a repetition of the opening lines, thus ending the poem where it began. This lends it a circular structure. The last line “And that has made all the difference” carries the essence of the poem.

5.3.5. Glossary:

Two roads: two choices or options

Yellow wood: forest in autumn when the leaves turn yellow

Long I stood: he took a long time to take his decision

Ages and ages hence: a long time in future

I shall: the tense changes from past to future

5.3.6. Summing Up:

It is a truth of human existence that everyone has to make certain choices in life. It is not certain whether he will make the right choice or not. Man has his own limitations and cannot foresee the future. Hence, he is bound to make mistakes in his decisions. But once a choice is made, he cannot reverse it. Once you have taken a road, you will go where it leads. The road decides your destination. Just as you cannot go back to your childhood, you cannot travel back in time to reverse or change your decision. In fact, the difficulty in making a decision arises from the fear of not knowing if the choice is right or wrong. Only the future holds the key to it.

5.3.7. Check your progress:

Fill in the blanks with appropriate words:

1. ‘The Road Not Taken’ has been written by _____.
2. The season described in the opening lines is _____.
3. The poet took the _____ road because it was _____.
4. He kept the first road for _____.
5. He will be telling his progeny with a _____ in the _____ about his decision.

5.3.8. Exercises for Practice:

Long questions:

1. Trace the development of thought in the poem ‘The Road Not Taken.’
2. Write the central idea of the poem ‘The Road Not Taken.’

Short questions:

1. Describe the two roads that lay in front of the poet.
2. Which road did the poet finally take and why?
3. What did he realize after travelling some distance on it?

4. What does the poet come to know in the future?

5.4. POEM 4. 'THE JOURNEY OF THE MAGI' BY T S ELIOT

5.4.1. About the Poet:

Thomas Stearns Eliot was born at St. Louis, Missouri, USA in 1888 into a renowned family of educators. He studied at Harvard and then at Oxford in England. After shifting his base to London, he rose to eminence. Eliot was a great poet, critic and playwright who played a very prominent role in moulding (giving shape to) the modern poetry. His own poems are marked by the use of myths, and allusions to the great works of the past which make his style complex and difficult.

Eliot's other major works include "The Love Song of J Alfred Prufrock", "The Waste Land", "The Hollow Men", "Ash Wednesday", "Gerontion", "Four Quartets" etc. Eliot was awarded the Nobel Prize in 1948 for his unique contribution to English poetry. He died in 1965.

5.4.2. About the Poem:

"The Journey of the Magi" was published in August, 1927. Its story has been borrowed from the Gospel of St. Mathews in 'The New Testament' of *The Bible*. The poem describes the arduous (difficult) journey undertaken by three wise men or three kings of the East, called the Magi. Led by a bright star these wise men set out to pay their respects and rich gifts to the newly born Jesus Christ. The poem is a dramatic monologue in which one of the travelers gives an account of the difficulties faced by them during this long, dangerous and tiring journey.

5.4.3. Text of the poem:

The Journey of the Magi

T S Eliot

"A cold coming we had of it,
Just the worst time of the year
For a journey, and such a long journey:
The ways deep and the weather sharp,
The very dead of winter."
And the camels galled, sore-footed, refractory,
Lying down in the melting snow.
There were times we regretted
The summer palaces on slopes, the terraces,
And the silken girls bringing sherbet.
Then the camel men cursing and grumbling
And running away, and wanting their liquor and women,
And the night-fires going out, and the lack of shelters,

And the cities hostile and the towns unfriendly
 And the villages dirty and charging high prices:
 A hard time we had of it.
 At the end we preferred to travel all night,
 Sleeping in snatches,
 With the voices singing in our ears, saying
 That this was all folly.
 Then at dawn we came down to a temperate valley,
 Wet, below the snow line, smelling of vegetation;
 With a running stream and a water-mill beating the darkness,
 And three trees on the low sky,
 And an old white horse galloped away in the meadow.
 Then we came to a tavern with vine-leaves over the lintel,
 Six hands at an open door dicing for pieces of silver,
 And feet kicking the empty wine-skins.
 But there was no information, and so we continued
 And arrived at evening, not a moment too soon
 Finding the place; it was (you may say) satisfactory.
 All this was a long time ago, I remember,
 And I would do it again, but set down
 This set down
 This: were we led all that way for
 Birth or Death? There was a Birth, certainly,
 We had evidence and no doubt. I had seen birth and death,
 But had thought they were different; this Birth was
 Hard and bitter agony for us, like Death, our death.
 We returned to our places, these Kingdoms,
 But no longer at ease here, in the old dispensation,
 With an alien people clutching their gods.
 I should be glad of another death.”

5.4.4. Explanation of the Poem:

The opening lines of the poem, which are uttered by one of the Magi, three Wise Men from the East, describe the beginning of the arduous journey which they undertook on the day of Christ's birth, 25th of December, the coldest time of the year. This long and difficult journey started in an extremely cold, unkind and rough weather. It was unbearable even for the camels who got afflicted with painful sores on various parts of their bodies including their feet. Due to their suffering they refused to obey their riders and instead lay down in the melting snow.

The journey was so difficult that it shook the confidence of the travelers. At times these wise men were overcome with doubts and regret at having embarked upon it. They were reminded of other beautiful places with lovely summers and palaces on the hill slopes where beautiful young women in soft silken dresses offered sherbet to tired travelers like them.

In the second stanza, the speaker gives a further account of the problems faced by the travelers on their way to Bethlehem. The camel men/drivers of the Magi, unhappy with their situation, grumbled and complained, and at times ran away as they wanted liquor and women. On many occasions the Magi could not find suitable shelter and the fire would die out soon. Moreover, the city and town dwellers whom they passed on their way were unfriendly, hostile and refused to help them. The villages they crossed were dirty yet costly. Since they were having a very rough time during the day, they decided to travel all through the night and slept either in parts or by turns. They would hear strange voices ringing in their ears telling them their decision to undertake this journey was indeed foolish.

At last after travelling throughout the night the travelers reached a temperate (gentle) valley at the break of dawn. For the first time they saw water in place of snow, green vegetation, a running stream and a water mill signifying a village nearby. They also came across three trees which represented three crosses on which Christ and two thieves were crucified. Later they also saw an old white horse that ran in the grassland symbolizing Christ riding on a white stallion in his second arrival.

The Magi then reached an inn with vine leaves decorating its doors and window lintels. Inside they saw three men playing dice for 30 pieces (coins) of silver. The reference here is to the betrayal of Christ by one of his followers named Judas who had deceived him for 30 silver coins. Finally, they saw a group of drunken men kicking the empty wine-skins (bags made of animal skins which were used to contain wine/water) signifying their rejection of the worn out (old) practices and faith. Thus, the Wise Men came across varied signs which predicted Christ's betrayal and crucifixion but they did not get any clear information about the exact location of the place of Christ's birth. However, they managed to reach there in the evening well in time and realized that the place was absolutely unsuitable and unimpressive. Nevertheless, the Magi paid their respects and offered gifts which they had brought with them to the baby Christ and started their return journey.

The last 12 lines of the poem bring out the psychological transformation in the Magi after seeing baby Christ, and the strange symbols associated with him on the way. The speaker is one of the Magi, who remembers this arduous journey and other related events of the past, confesses that though they had to face many hardships on the way, yet he has no regrets. In fact, he asserts that he is ready to undertake the same journey once again but is yet to decide or settle the purpose of the journey. He is still confused if they had seen the birth or death of Jesus Christ. This was as agonizing as the journey they had undertaken. He agrees strongly that they witnessed the birth of Christ, a symbol of the birth of a new order. But they also saw his death, his crucifixion which was extremely painful, as painful as one's own death.

So, the Magi returned to their native places and kingdoms which still practised old religious practices. This made them restless and uncomfortable. The sight of these people who clutched on to their traditional order and modes of worship disturbed these men. Since they had witnessed the birth of a new order, it was painful for them to adjust to the old system. Only death, they felt, would perhaps relieve them of this suffering so that their transformation into true Christians is complete. Thus, the journey turned out to be a spiritual quest for these Wise Men.

5.4.5. Glossary:

Magi: Wise men

“A cold coming ...winter” : Words of Bishop Lancelot Andrews in the presence
of King James I on Christmas Day, 1622.

Sharp: inhospitable, unkind

Galled: suffering from sores

Refractory: disobedient, reluctant to obey

Silken girls: girls dressed in silk

Grumbling: complaining

Hostile: inimical, unfriendly

Snatches: short spells

Temperate valley: a valley with mild climate

Voices: inner voice discouraging from undertaking the journey

Three trees: suggesting the three crosses on Cavalry where Christ along with two
thieves was crucified

Old white horse: signifying Christ riding a white horse in glory

Meadows: grasslands

Tavern: inn

Vine leaves: leaves of a creeper

Lintel: horizontal wood on a door or front window as a support

Dicing: playing the game of dice

Pieces of silver: coins of silver

Wine-skin: containers made of animal skin filled with wine

Agony: pain, suffering

Birth and Death: reference to Christ's birth and execution

At ease: comfortable

Dispensation: order

Alien: strange

5.4.6. Summing Up:

For T S Eliot, the journey of the Magi is symbolic of a spiritual quest (search) which is always difficult and dangerous. It is so as it leads to the death of old faith and the adoption of a new one. The poem reminds us of Eliot's own conversion to Anglicanism and the difficulties he faced in his spiritual re-birth. The poet also conveys the idea that the journey towards spiritual goals is an arduous one and fraught with impediments, distractions and perils. The poem is full of hidden meanings.

5.4.7. Check your progress:

Fill in the blanks with appropriate words:

1. 'The Journey of the Magi' is about the _____ (physical, spiritual, emotional) quest of three wise men.
2. When they began their journey, the weather was _____ (extremely cold, extremely hot, extremely pleasant)
3. On the way, the travellers were reminded of _____ (their homes, summer palaces, mountains)
4. They found the towns and cities on the way _____ (friendly, hostile, courteous)
5. They had a _____ time. (hard, wonderful, pleasant)
6. At dawn they reached a _____ valley. (polar, tropical, temperate)
7. In the tavern, they saw signs of Christ's _____. (birth, betrayal, death)

5.4.8. Practice Exercises:

Long Answer Type Questions:

1. Give an account of the difficulties faced by the Magi during their journey.
2. Discuss the journey of the Magi as a spiritual quest.

Short Answer Type Questions:

1. Describe the purpose of the journey undertaken by the Magi.
2. Describe the weather conditions during the journey of Magi
3. Where did the Magi reach at dawn?
4. What did the Magi see in the inn?
5. What did the Magi experience on reaching their destination?
6. Why is the birth of Christ described as painful for the Magi?
7. What did the Magi experience on coming back to their native places?

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER: III

COURSE: READING POETRY

UNIT 6- LITERARY TERMS

STRUCTURE

6.0 Objectives

6.1 Introduction to Literary Terms

6.2 Metaphysical Poetry

6.2.1 Questions for Comprehension

6.3 Romantic Poets

6.3.1 Questions for Comprehension

6.4 Pre-Raphaelite Poetry

6.4.1 Questions for Comprehension

6.5 Reading Suggestions

6.6 Check Your Progress

6.0 OBJECTIVES:

After a careful reading of this Unit you will be able to:

- **Write explanation of given literary terms**
- **Analyze different ways of understanding poetry or other literary texts**
- **Appreciate the writing style of the poets**
- **Identify the devices used by the writers/ poets to create a particular style**

6.1 INTRODUCTION TO LITERARY TERMS

Dear readers, literary terms are used to refer to eras, techniques, styles and formatting used by writers from time to time. It includes powerful figurative language that writers use to summon emotions in newer ways. Literary terms have a wide range of applications, from the text's aesthetics to persuasion to development. They allow writers and speakers to make comments on society, politics and trends. Literary terms are created or coined by historians/ philosophers/ critics/writers to classify a certain type of a text that becomes an identifiable marker for them. Here are some for you.

6.2 METAPHYSICAL POETRY

Literary critic and poet Samuel Johnson first coined the term 'metaphysical poetry' in his book *Lives of the Most Eminent English Poets* (1179-1781). In the book, Johnson wrote about a group of 17th-century British poets that included John Donne, George Herbert, Richard Crashaw, Andrew Marvell, Cleveland, Traherene and Henry Vaughan. He noted how the poets shared many common characteristics, especially wit and intricate style. According to the Mariam Webster Dictionary, "Metaphysical poetry is highly intellectualized poetry marked by bold and ingenious conceits, incongruous imagery, complexity and subtlety of thought, frequent use of paradox, and often by deliberate harshness or rigidity of expression".

The word 'meta' means 'after or beyond' so the literal translation of 'metaphysical' is 'after or beyond the physical.' Basically, metaphysics deals with questions that cannot be explained by science. It questions the nature of reality in a philosophical way. Some common metaphysical questions challenge; the existence of God, natural appearance of things, reality and perception, free choice and consciousness of the human brain. Metaphysics covers a broad range of topics from religion to consciousness; however, all the questions about metaphysics primarily ponder on the nature of reality.

Metaphysical poetry was at its peak during the seventeenth century in England. During this period poets relaxed their previously strict use of meter and explored new ideas. Perhaps the most common characteristic of metaphysical poetry is that it contained large doses of wit, sought to shock the reader in order to question the unquestionable. The poetry often mixed ordinary speech with paradoxes and puns. The results were strange, comparing unlikely things, such as lovers to a compass or the soul to a drop of dew. These weird comparisons were called 'conceits-an external metaphor'. It became the characteristic feature of Metaphysical poetry. For example in John Donne's poem 'The Flea', he compares the flea to a marriage bed, having noted that it has sucked the blood from both himself and his mistress: "Oh stay, there lives in one flea spare, Where we almost, yea more than married are, This flea is you and I, and this our marriage bed, and marriage temple is the flea". Donne rejected forceful interference of the sun in the lover's mutual time saying, "... Must to thy motions lover's seasons run? Saucy pedantic wretch, go chide late school boys and sour prentices, go tell them court huntsmen that the king will ride, call country ants to harvest offices...". It is

one of Donne's most celebrated poems and chastises the sun for peeping through the curtains and rousing him and his beloved.

Observe Richard Crashaw's description of tearful eyes of the repentant Magdalene in the poem 'Saint Mary Magdalene "two faithful fountains, two walking baths, two weeping motions, portable and compendious oceans". Andrew Marvell (1621-78) in 'The Definition of Love' mentions, "As lines, so loves oblique may well, themselves in every great; But ours so truly parallel, though infinite, can never meet."

These poets have had admirers in every age, but beginning with the neo-classical period of the later seventeenth century, they were by most critics and readers regarded as interesting but defiantly imaginative and 'obscure exponents of false wit'. The term received a re-emphasis in the 1930s and 40s, largely because of T.S. Eliot's influential essay "The Metaphysical Poets" (1921), a review of Herbert J.C. Grierson's anthology *Metaphysical Lyrics & Poems of the Seventeenth Century*. In this essay Eliot argued that the works of these men embody a fusion of thought and feeling that later poets were unable to achieve because of a "dissociation of sensibility," which resulted in works that were either intellectual or emotional but not both at once. Some of the great metaphysical poetry works by metaphysical poets include: *The Flea*, *The Sun Rising*, *A Valediction: Forbidding Mourning*, *Death Be Not Proud*, by John Donne, *The Collar*, *The Pulley*, by George Herbert, *The Retreat*, by Henry Vaughan, *The Definition of Love*, *To His Coy Mistress*, by Andrew Marvell, etc.

Metaphysical poetry is to be read and comprehended with a broader perspective as it is interplay between the world of the mind and the playful world. It is not purposely trying to convince readers to think in a certain way but it propounds a newer philosophy. The challenging approach of such poetry develops the concentration of readers on the things that exist beyond this physical world. It also permits the poets to state their inner thoughts in the poetry though higher cognitive skills are required to comprehend the abstract ideas and concepts coined in metaphysical texts of poetry. To conclude, metaphysical poetry is concerned with the whole experience of man, the intelligence, the learning about love, romantic and sensual about man's relationship with God and the eternal perspective.

6.2.1: Questions for Comprehension

1. Explain the term Metaphysical Poetry.
2. How did the metaphysical poets use conceits?

.....
.....

6.3 ROMANTIC POETS

Romantic poetry is the poetry of the Romantic Era, an artistic, literary, musical, intellectual and legendary movement that originated in Europe towards the end of the 18th century. It was partly a reaction against the prevailing industrial revolution and, the aristocratic social and political norms of the Age of Enlightenment ideas of the 18th century, and lasted approximately from 1800 to 1850. Romanticism was nothing short of a revolution in how poets understood their art, its attribution, and its credits. It was also a reaction against the scientific rationalization of nature.

In Britain, Romanticism was not a single unified movement, consolidated around any one person, place, moment, or manifesto, and the various schools, styles, and stances. Yet all of Romanticism's products exploded out of the certain similar set of contexts: revolutions in the United States (1776) and the French Revolution (1789). Emboldened by the era's revolutionary spirit, Romantic poets invented new literary forms and argued radical ideas. Romantic poets also did justice to the disadvantaged, to those marginalized or forgotten by an increasingly urban and commercial culture—rural workers, children, the poor, the elderly, or the disabled, simply by foregrounding the poet's own subjectivity at its most idiosyncratic or experimental.

Romantic poets, the most famous ones being John Keats, William Wordsworth, Percy B. Shelley Robert Frost, William Blake, Lord Byron, Mary Shelley, Robert Burns, validated strong emotions as an authentic source of aesthetic experience, placing new emphasis on imagination, untamed nature and feelings. To William Wordsworth poetry should be 'the spontaneous overflow of powerful feelings'; in order to truly express these feelings, the content of art must come from the imagination of the artist, with as little interference as possible from 'artificial' rules dictating what a work should consist of.

In contrast to the usually very social art of the Enlightenment, romantic poets had a close connection with human world and nature and they addressed their audiences/readers so frequently that the reader could identify with the protagonists/poets. According to Isaiah Berlin, Romanticism embodied ‘a new and restless spirit, seeking violently to burst through old and cramping forms, a nervous preoccupation with perpetually changing inner states of consciousness, a longing for the unbounded and the indefinable, for perpetual movement and change, an effort to return to the forgotten sources of life, a passionate effort at self assertion both individual and collective, a search after the means of expressing an unappeasable yearning for unattainable goals’. To validate the same, here are some examples of romantic poets and their exemplary work:

a. William Wordsworth, ‘*My heart leaps up*’.

My heart leaps up when I behold
A rainbow in the sky:
So was it when my life began;
So is it now I am a man;
So be it when I shall grow old,
Or let me die ...

This simple poem describes how the poet is filled with joy when he sees a rainbow, and a joy that was there when the poet was very young, is still there now he has attained adulthood, and – he trusts – will be with him until the end of his days. The poem contains Wordsworth’s famous declaration, ‘The Child is father of the Man’, highlighting how important childhood experience was to the Romantics in helping to shape the human beings they became in adult life.

b. Samuel Taylor Coleridge, *The Rime of the Ancient Mariner*.

And a good south wind sprung up behind;
The Albatross did follow,
And every day, for food or play,
Came to the mariner’s hollo!

‘God save thee, ancient Mariner!
From the fiends, that plague thee thus!—
Why look’st thou so?’—With my cross-bow
I shot the ALBATROSS ...

Written in 1797-8, this is Coleridge’s most famous poem – it first appeared in *Lyrical Ballads*. The idea of killing an albatross bringing bad luck upon the crew of a ship appears to have been invented in this poem, as there is no precedent for it. The poem is one of the great

narrative poems in English, with the old mariner recounting his story, with its hardships and tragedy, to a wedding guest. Various interpretations as being about guilt over the transatlantic slave trade, about Coleridge's own loneliness, and about spiritual salvation, *The Rime of the Ancient Mariner* remains a challenging poem whose ultimate meaning is elusive.

c. Percy B. Shelley, To a Skylark.

Hail to thee, blithe Spirit!
Bird thou never wert,
That from Heaven, or near it,
Pourest thy full heart
In profuse strains of unpremeditated art ...

Shelley completed this, one of his most famous poems, in June 1820. The inspiration for the poem was an evening walk Shelley took with his wife, Mary, in Livorno, in north-west Italy. Mary later described the circumstances that gave rise to the poem: 'It was on a beautiful summer evening while wandering among the lanes whose myrtle hedges were the bowers of the fire-flies, that we heard the skylark. Shelley asks the bird to teach him just half the happiness the bird must know, in order to produce such beautiful music. If the skylark granted the poet his wish, he – Shelley – would start singing such delirious, harmonious music that the world would listen to him, much as he is listening, enraptured, to the skylark right now.

d. John Keats, 'Ode to a Nightingale'.

My heart aches, and a drowsy numbness pains
My sense, as though of hemlock I had drunk,

...

that thou, light-winged Dryad of the trees
In some melodious plot
Of beechen green, and shadows numberless,
Singest of summer in full-throated ease ...

From its opening simile likening the poet's mental state to the effects of drinking hemlock, to the poem's later references to 'a draught of vintage' and 'a beaker full of the warm South'. 'Ode to a Nightingale' is about the poet's experience of listening to the beautiful song of the nightingale. By the nightingale's heartbreakingly beautiful song, he feels as though he'd drunk the numbing poison hemlock or the similarly numbing (though less deadly) drug, opium. He is forgetting everything: it's as though he's heading to Lethe ('Lethe-wards', as in 'towards Lethe'), the river of forgetfulness in Greek mythology. The contrast between

mortality and immortality, between the real world and the enchanted world has been brought about by the nightingale's song.

e. **William Wordsworth**, '*I wandered lonely as a cloud*'.

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze ...

Often known simply as 'The Daffodils' this lyric enjoys the status of being one of the most famous poems of English Romanticism, and sees the poet celebrating the 'host of golden daffodils'. The poem was actually a collaboration between Wordsworth, his sister Dorothy (whose notes helped to inspire it), and Wordsworth's wife, Mary. One fine day they were walking around Glencoyne Bay and they came upon a 'long belt' of daffodils, and this became a muse for the poet. Wordsworth spun it in this phenomenal poem and since then it has been relished by one and all. The simplicity yet extraordinariness of the poem have earned it a place in almost every curriculum around the world and is relished by one and all.

Romanticism was arguably the largest artistic movement of the late 1700s. Its influence was felt across continents and through every artistic discipline into the mid-nineteenth century and many of its values and beliefs can still be seen in contemporary poetry. Romantic poets cultivated individualism, originality, regard for the natural world, social idealism, physical and emotional passions and a keen interest in mysticism and supernaturalism. Romantic poets set themselves in opposition to the order and rationality offered by the classical and neo-classical poets to embrace freedom and revolution in art and literature. Romantic ideals set deep roots and never died out in poetry but were largely absorbed into the percepts of many other surreal movements.

6.3.1 Questions for Comprehension

1. Explain the term Romantic Poetry?
2. What makes the Romantic poets different from the others?

.....
.....

6.4 PRE-RAPHAELITE POETRY

The Pre-Raphaelites were a secret society of young artists (and one writer), founded in London in 1848. They were opposed to the Royal Academy's promotion of the ideal as exemplified in the work of Raphael (Fifteenth century Italian painter and architect of the High Renaissance). The name Pre-Raphaelite Brotherhood referred to the groups' opposition to the Royal Academy's promotion of the Renaissance master Raphael. They were also in revolt against the triviality of the immensely popular genre painting of time. The Pre-Raphaelites' commitment to sincerity, simplicity, and moral seriousness is evident in the contemplative but uncomplicated subjects of its poetry and in the religious, mythical, and literary subjects depicted in its paintings. While a relatively short-lived movement, the Pre-Raphaelite Brotherhood had a profoundly influential effect on the course of Victorian literature and art.

The Pre-Raphaelite movement during the Victorian era was an idealistic reaction against the didacticism moral fervor, and pre-occupation of poets and novelists with contemporary society. In the reign of Queen Victoria there was a growing tendency to make literature a handmaiden social reform and an instrument for the propagation of moral and spiritual ideas. Literature became the vehicle of social, political, and moral problems confronting the Victorian age. Ruskin, Carlyle, Dickens were engaged in attacking the evils rampant in the society of their times. So the movement was against these pre-occupation of poets, prose writers, and novelists with the mundane problems of their times, that a set of high -spirited artists formed this group.

Inspired by the theories of John Ruskin, who urged artists to 'go to nature'; the Pre-Raphaelite Brotherhood believed in an art of serious subjects treated with maximum realism. Their principal themes were initially religious, but they also used subjects from literature and poetry, particularly those dealing with love and death and also explored modern social problems.

Its principal members were William Holman Hunt, John Everett Millais and Dante Gabriel Rossetti. After initial heavy opposition the Pre-Raphaelites became highly influential, with a second phase of the movement from about 1860, inspired particularly by the work of Rossetti, made major contribution to symbolism. Pre-Raphaelite art and poetry had a considerable influence on the nineteenth century, particularly on the Aesthetics and

Decadents, in the latter part of the century, who worshipped beauty and disdained the growing materialism of the age.

Pre-Raphaelitism began in 1848 when a group of seven young artists banded together against what they felt was an artificial and mannered approach to painting taught at London's Royal Academy of Arts. They called themselves the 'Pre-Raphaelite Brotherhood' (PRB), a name that alluded to their preference for late medieval and early Renaissance art that came 'before Raphael'. The painters were: Dante Gabriel Rossetti, William Holman Hunt, John Everett Millais, James Collinson and Frederic George Stephens. Their aims were vague and contradictory, even paradoxical at times, and this was expected from a youthful movement made up of strong-minded individuals who sought to modernize art by reviving the practices of the Middle Ages. Here is an illustration for you.



The Blue Closet (1857) by Dante Gabriel Rossetti is a prime example of the Pre-Raphaelites's use of medieval imagery.

(Usage terms © De Agostini Picture Library, Held by© De Agostini Picture Library)

In 1850 the Pre-Raphaelites also produced a literary and artistic magazine, *The Germ*, which was something of a manifesto for their artistic concerns and ran for only four issues. The group's debates were recorded in the Pre-Raphaelite Journal. The Pre-Raphaelite passion for modern writing was reflected in this journal, which contained not only pictures, but also reviews, essays and original poetry. Though *The Germ* only survived for four issues, but this experimental periodical was an important forerunner of the Modernist 'little magazine'. Its eagerness to explore the interactions between words and images set a precedent for subsequent high-profile Pre-Raphaelite projects; Rossetti's, Millais's and Hunt's illustrations

for an edition of Tennyson's poems brought a collaborative spirit and a new respectability to the commercial art of book illustration.

From the first, the Pre-Raphaelites aspired to paint subjects from modern life. In 'The Awakening Conscience' (painting made in 1854), Hunt represented a kept woman realizing the error of her ways, and in 1852, Madox Brown began the most ambitious of all Pre-Raphaelite scenes from modern life, *Work* (1852–1865). Although the brotherhood included no women, Christina Rossetti, sister of Dante and William, pioneered a Pre-Raphaelite style in poetry, and Elizabeth Siddall—model, muse, and eventually wife of Dante Gabriel Rossetti—produced distinctive watercolors and drawings that went unrecognized in her lifetime but received critical attention after the advent of feminist art history in the late 1970s.

Literature was always as important as fine art to the Pre-Raphaelites; their paintings are often inspired by subjects from the bible, medieval romances, Arthurian legends, Ovid, Chaucer and Shakespeare. However, it is in their relationship to contemporary poetry that their avant-garde (ahead of the times) spirit is indisputably evident. In 1848, Rossetti and Holman Hunt drew up a list of 'Immortals', or artistic heroes, which included not only canonical writers such as Homer, Dante Alighieri and Boccaccio, but also recent predecessors and contemporaries such as Lord Byron, John Keats, P. B. Shelley, Longfellow, William Emerson, Edgar Poe, Tennyson, Elizabeth Barrett-Browning, Robert Browning and William Thackeray. The group continued to accept the concepts of history painting and mimesis, imitation of nature, as central to the purpose of art. The Pre-Raphaelites defined themselves as a reform movement and were able to create a distinct name for their form of art. Interested in the beauty and sound of language, Pre-Raphaelite verse experimented with forms such as the ballad, lyric and dramatic monologue.

The Pre-Raphaelites were a loose collective of Victorian poets, painters, illustrators and designers whose tenure lasted from 1848 to roughly the turn of the century. Drawing inspiration from visual art and literature, their work privileged atmosphere and mood over narrative, focusing on medieval subjects, artistic introspection, female beauty, sexual yearning and altered states of consciousness. In defiant opposition to the utilitarian ethos that formed the dominant ideology of the mid-century, the Pre-Raphaelites helped to popularize the notion of 'art for art's sake'. Generally devoid of the political edge that characterized much Victorian art and literature, Pre-Raphaelite work incorporated elements of 19th-century realism in its attention to detail and in its close observation of the natural world.

The first characteristic of the Pre-Raphaelite Poetry is that it was a revolt and reaction against the conventionality of poetry represented by Tennyson. The poets of this school revolted against the harshening use of poetry to the service of social and political problems of the age. Tennyson concentrated on social, religious, and political life of the age. It was against this age bound poetry that the Pre-Raphaelite raised their revolt and introduced the new standard of the glorification of art rather than the glorification of fleeting and temporary values of mundane life. The second characteristic is that the Pre-Raphaelites above all, were artists and their poetical works were artistic creations. Art was their religion. The poetry of this movement had no morality to preach and no reforms to introduce to the correctness of societal life. Life of beauty was their creed, and if in glorifying beauty they had to be sensuous, they feared not the charges of the moralists and orthodox puritans.

Important literary developments of this period included a volume of William Morris's poems, *The Defence of Guenevere* (1858), and George Meredith's *Modern Love* (1862), a scandalous sonnet sequence about marital breakdown. Christina Rossetti's poetry collection, *Goblin Market* (1862), was the first unqualified Pre-Raphaelite literary success. Illustrated by her brother Dante Gabriel in a style that would become widely imitated, it was also a landmark publication in terms of Victorian book illustration. Critical reaction against Algernon Charles Swinburne's *Poems and Ballads 1866*, whose subjects included necrophilia, and blasphemy, caused the publisher to withdraw the volume. Championed first by the Pre-Raphaelites and later by the Aesthetes of the *fin-de-siècle*, Swinburne's controversial ideas about poetry's purpose evolved into an aesthetic philosophy that elevated artistic quality over moral, political or social content. The movement lasted for a small period of time but left an indelible impression on literary and art history.

6.4.1 Questions for Comprehension

1. Explain the Pre Raphaelite Movement in detail.
2. Who were the proponents of Pre-Raphaelite Movement and how were they instrumental in shaping the movement?

.....
.....

6.5 READING SUGGESTIONS

1. Rosemund Tuve, *Elizabethan and Metaphysical Imagery* (1947)
2. M. H. Abrams, ed. *English Romantic Poets: Modern Essays in Criticism* (1960)
3. William E. Freedman, *Pre-Raphaelitism: A Bibliocritical Study* (1965)

6.6 CHECK YOUR PROGRESS

Answer the following questions in 150 words:

1. Explain the term 'Metaphysical Poetry'.
2. Who are Romantic Poets? Give examples of romantic poetry.
3. Discuss Pre-Raphaelite Movement and its exponents.

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER: III

COURSE: READING POETRY

UNIT 7- INDIAN ENGLISH POETS

STRUCTURE

7.0 Objectives

7.1 Introduction to Indian English Poetry

7.2 Rabindranath Tagore: An Introduction

7.2.1 Text: *I cast my Net into the Sea*

7.2.2 Glossary

7.2.3 Analysis of the Poem

7.2.4 Questions for Comprehension

7.2.5 Text: *When I go alone at Night*

7.2.6 Glossary

7.2.7 Analysis of the Poem

7.2.8 Questions for Comprehension

7.3 Nissim Ezekiel: An Introduction

7.3.1 Text: *Night of the Scorpion*

7.3.2 Analysis of the Poem

7.3.3 Glossary

7.3.4 Comprehension

7.3.5 Text: *Goodbye Party for Miss Pushpa T.S.*

7.3.6. Glossary

7.3.7 Analysis of the Poem

7.2.8 Comprehension

7.4 Reading Suggestions

7.5 Check Your Progress

7.0 OBJECTIVES:

After a careful reading of this Unit you will be able to:

- **Understand and appreciate Indian Poetry**
- **Analyze different ways of understanding poetry**
- **Appreciate the writing style of the poets**
- **Identify the devices used by the poets to create a particular style**

7.1 INTRODUCTION TO INDIAN ENGLISH POETRY

Dear Readers, Indian English poetry carries the message of Indian sensibility, culture and heritage with a meaningful approach and perception. The journey started in the eighteenth century and has continued till date with all other major Indian languages. Therefore, it would be worthwhile to regard Indian English Poetry as a limb of the larger body of Indian poetry. Indian poets in English display comfortable control on universal themes. Most of the Indian poets in English have also been bilinguals or translators. The list of these poets starts from Toru Dutt, Manmohan Ghose, Sri Aurobindo, Rabindranath Tagore, Puran Singh, Sri Ananda Acharya, and Nissim Ezekiel up to Dilip Chitre and more. In this section you will be introduced to two Indian poets from two different centuries, nineteenth and twentieth respectively giving an overview of the long journey that Indian Writing in English has traversed.

7.2 RABINDRANATH TAGORE: AN INTRODUCTION

Rabindranath Tagore, a Nobel Laureate, was a prolific and accomplished poet, story-writer and playwright and is known for his literary output, a massive corpus comprising superb writing both in Bengali and English. He was awarded the Nobel Prize for Literature in 1913 for *Gitanjali*, a cycle of prose poems. Tagore was also a prominent educator who laid the foundation of Visva Bharati University at Shantiniketan, a university noted for its internationalism and strength in arts. Tagore is well known as a philosopher and poet who contributed greatly to Indian Writing in English in the early twentieth century. He participated in the Indian National Movement in his own non-sentimental visionary way and was a devoted friend to Gandhi. Though he wrote successfully in all literary genres, he was first of all a poet. Here are two of his famous poems for you.

7.2.1: I Cast my Net into the Sea

In the morning I cast my net into the sea.
I dragged up from the dark abyss things of strange aspect and strange beauty –

some shone like a smile, some glistened like tears,
and some were flushed like the cheeks of a bride.

When with the day's burden I went home,
my love was sitting in the garden idly tearing the leaves of a flower.

I hesitated for a moment, and then
placed at her feet all that I had dragged up, and stood silent.

She glanced at them and
said, 'What strange things are these? I know not of what use they are!'

I bowed my head in shame and thought, 'I have not fought for these,
I did not buy them in the market; they are not fit gifts for her.'

Then the whole night through I flung them one by one into the street.
In the morning travellers came; they picked them up and carried them into far countries.

7. 2. 2 Glossary

abyss : a very deep hole or wide space that seems to have no bottom

aspect : appearance

flushed : red with some strong emotion

dragged up : caught

7. 2. 3 Analysis of the Poem

This is poem number three from Tagore's collection *The Gardener*, published in 1903. According to Tagore, a poet's mission shouldn't be to open his inner ears to whatever intimations might come from God and the realm beyond but to remain attentive to this world and the needs and aspirations of men close to him.

You will notice that the poem begins in morning and the poet has wasted no time: his net is already full of the "dark abyss things" which it has lifted from the sea last night. What things were they? From the description one can imagine that they could possibly be pearly shells, rare fish, coral and whatever trifling tit-bits that come out from the sea. He then winds his way home, and, after a moment's hesitation, puts the strange sea-things in front of his loved-one, who is idly tearing petals from a flower. She is shown doing this because she is affectedly checking her lover's attention to her. However to the poet's misfortune, she doesn't welcome his gift with a very warm appreciation: "What strange things are these? I don't know what use they might be". Please note here that there is a hint of expressing herself in utilitarian terms.

The readers are then introduced to the poet/fisherman's reaction. He realizes the gifts aren't suited to her, because they come neither from the battlefield, nor from the market, whence perhaps she was expecting some finery? He's ashamed not to have taken her real needs into consideration, and brought her objects which he probably knew she wouldn't like, and this explains why he had hesitated at first. So what should he do; get rid of the miserable things, which alienate him from his beloved. And he does the same; one by one, he flings them into the street. And the next morning, they're no more, as 'travelers' from across the world have taken them and whisked them away to their own countries.

The poem brings to our attention, that like the sea one can drag up to the surface some strange and beautiful things until then hidden in the dark abysses. They have gone through the process of depth and darkness, and now have been brought to the surface.

In this poem the sea-things which emerge from the net, embarrass the poet in front of his idle love at home. His wife or partner disdains what he brings her! And then, ashamed, he gets rid of those 'things' and the greedy passers-by whisk them away. Note how long this took: "the whole night through", and the violence involved: "I flung them in the street" - it *does* seem that he's unwilling to part with such treasures, and only does it out of spite and shame, but without any pleasure. The indication "far countries" could also mean either his regret that he will never see them anymore, or his enagement, because too far will mean no hope of being able to travel there one day and see them once again. This also helps us see that his loved one is detached; as detached as the leaves of the flower that she is negligently tearing apart. The rest of the poem describes his disillusionment, and his only recourse is to write down his poetic findings on the incident.

In the poem, the speaker is ashamed to realize that he tried to express his devotion to his God by offering Him things that belong to the physical, transient world. He says that he did not make an effort to acquire these things ('I have not fought for these') nor has he forsaken anything for them ('I did not buy them in the market'). They have simply come to him as a part of being born in this physical world. Therefore they are not befitting offerings to God. The implication is that what matters to God are the sentiments of true devotion and spirituality. When the speaker discovers that what he considers beautiful is of no importance in his spiritual journey he throws them out of his window. Metaphorically, it suggests that he gave up the belief that the material world is the ultimate reality. But who are the people who pick up these things? They are those who are still caught in the web of *maya*, that is, in the

materialistic and selfish world. When you interpret the poem in this sense, you will realize that one has to transcend many emotions and events in order to realize God in one's life.

7.2.4 Questions for Comprehension

Q1. Write briefly how the poem shows the difference between important and unimportant things?

Q2. Write a short note on the similes and rhythm of the poem?

Q3. How does the poet speak of devotion to God?

7.2.5 When I go alone at night

When I go alone at night to my
love-tryst, birds do not sing, the wind
does not stir, the houses on both sides
of the street stand silent.

It is my own anklets that grow loud
at every step and I am ashamed.
When I sit on my balcony and listen
for his footsteps, leaves do not rustle
on the trees, and the water is still in
the river like the sword on the knees
of a sentry fallen asleep.

It is my own heart that beats wildly
—I do not know how to quiet it.

When my love comes and sits by
my side, when my body trembles and
my eyelids droop, the night darkens,
the wind blows out the lamp, and the
clouds draw veils over the stars.

It is the jewel at my own breast
that shines and gives light. I do not
know how to hide it.

7.2.6 Glossary:

Tryst (here): a secret meeting between lovers

still: not moving

draw veils over : cover

7.2.7 Analysis of the Poem

Dear readers, the poem appears to be about two lovers. One of them, probably the woman, is speaking these lines and is trying to describe how she feels when she goes to meet her lover, when she waits for him, and when he comes to her. On a closer reading of similar poems by Tagore (as the one before this), you will realize that the poem is not really about two lovers but about the relationship between humans and God. In a great deal of devotional literature of our country God has been represented as a lover and the devotee as His beloved. You can think of the poems of Mirabai in which she describes Lord Krishna as her beloved; we have a similar symbolism in the present poem.

The opening movement describes how the devotee feels when he thinks of God. It is like a beloved going to meet her lover. There is silence all around. She goes alone; there are no birds singing, there is no sound of any wind, and there are quiet houses on the two sides of the street. There is only the sound of her anklets that disturbs the silence and she is scared that someone will hear her going to meet her lover. The sound of her anklets stands for the fact that it is the beloved herself who is disturbed. She is unable to calm her mind that is necessary if the devotee wants to realize the presence of God in her life. The next movement presents the image of the beloved waiting for the lover to come to her. Again there is total silence as there is no rustling of leaves. The river flows quietly as if it were a sentry who has fallen asleep with his sword across his knees. But again, it is the furiously beating heart of the beloved that she does not know how to be quiet. When understood in terms of a devotee trying to pray to God the poem suggests that the devotee needs to put his heart to rest in order to be able to experience the presence of God in his life.

The third movement presents the image of the lover coming to the beloved. When it happens, her body trembles and her eyelids droop. The night becomes dark and the wind blows out the lamp. The clouds cover the stars and there is total darkness everywhere. This darkness represents the complete surrender of the devotee to the will of God. As in the earlier movements of the poem, it is only the jewel at her breast that shines and disturbs the darkness. The beloved does not know how to hide that brightness. Again, the brightness of her jewel represents the emotional disturbance in the devotee. The poem suggests that if a devotee is unable to become one with God, it is because he fails to get rid of his insignificant self and his ego. The ego is represented by the sound of the beloved's anklets, the beating of her heart and the brightness of the jewel at her breast. When you consider the images in the poem you will see that there is a contrast between complete silence symbolizing a total

surrender to God's will and various sounds representing the emotional disturbance in the devotee. The poem says that a devotee should pray to God in a spirit of total surrender. As long as he is aware of himself as an entity separate from God, a complete communion with the divine is not possible.

Tagore, through his poems wishes to deliver the message that though God is everything, everything is not God. The whole universe is regarded by Tagore as an expression of God but different things express his divinity in varied ways. Tagore makes the soul of man the highest manifestation of divinity. In the heart of mankind, God shapes his will and therefore He needs man as much as man needs His love. God reveals his beauty in all his creation so that man may be forever in love with it and thereby with him.

7. 2. 8 Questions for Comprehension

Q1. What happens when the beloved is waiting for her lover on the balcony?

Q2. How should a devotee pray to God?

Q3. Why is the beloved so scared of the night?

7.3 NISSIM EZEKIEL: AN INTRODUCTION

Dear readers, we will now move from one century to another, from divinity to practicality. We now proceed to read the works of another celebrated Indian English Poet Nissim Ezekiel, who is known for his practical every-day themes that the readers can effortlessly connect with.

7. 3.1 Nissim Ezekiel: An Introduction

Nissim Ezekiel, a Bene-Israelite settled in India, was educated in Mumbai and London. Returning home, he took up teaching and retired as Professor of English at the University of Bombay. A poet with a professional attitude, his poetry is chiefly introspective and self-analytical and expresses modern concerns in a contemporary voice and manner. The distancing of emotions and iconic perception are the major features. Widely travelled, he has been a cultural ambassador through his poetry readings in many countries. Ezekiel's *A Time to Change* heralded the modern, realistic and critical poetry of intellectualism. He never wearied of experimentation and so no two his poems are alike. Here are two of them for you to appreciate.

7. 3. 2 Night of the Scorpion

I remember the night my mother
was stung by a scorpion. Ten hours
of steady rain had driven him
to crawl beneath a sack of rice.

Parting with his poison - flash
of diabolic tail in the dark room -
he risked the rain again.

The peasants came like swarms of flies
and buzzed the name of God a hundred times
to paralyze the Evil One.

With candles and with lanterns
throwing giant scorpion shadows
on the mud-baked walls
they searched for him: he was not found.
They clicked their tongues.
With every movement that the scorpion made his poison moved in Mother's blood, they said.

May he sit still, they said
May the sins of your previous birth
be burned away tonight, they said.
May your suffering decrease
the misfortunes of your next birth, they said.
May the sum of all evil
balanced in this unreal world

against the sum of good
become diminished by your pain.
May the poison purify your flesh

of desire, and your spirit of ambition,
they said, and they sat around
on the floor with my mother in the centre,
the peace of understanding on each face.
More candles, more lanterns, more neighbours,
more insects, and the endless rain.
My mother twisted through and through,
groaning on a mat.
My father, sceptic, rationalist,
trying every curse and blessing,
powder, mixture, herb and hybrid.
He even poured a little paraffin
upon the bitten toe and put a match to it.
I watched the flame feeding on my mother.
I watched the holy man perform his rites to tame the poison with an incantation.
After twenty hours

it lost its sting.

My mother only said
Thank God the scorpion picked on me
And spared my children.

7.3.3. Glossary

Stung: bitten (with poison), harmed

Diabolic: having the qualities of a devil

Paralyze: disable, immobilize

Skeptic: disbeliever, cynic

Hybrid: mixture, variety

7. 3. 4 Analysis of the Poem

Dear readers, the poem was published as a part of *The Exact Name*, and it demonstrates a new and emerging aesthetic in Ezekiel's and Indian English poetry. Here, the speaker tells about an incident from his childhood in which his mother was stung by a scorpion. The scorpion had entered the speaker's house probably because it wanted to hide from the rain. When it bit the speaker's mother, it was hiding beneath a sack of rice.

The speaker describes the incident in which the scorpion stings his mother, he focuses on the scorpion and what he did immediately afterward: "Parting with his poison—flash / of diabolic tail in the dark room— he risked the rain again" (5-7). Rather than stick around and look at the scene he had caused, the scorpion ran back outdoors. After the speaker's mother was bitten, the speaker notes that poor people went to his mother's side "like swarms of flies," bustling with Christianity in them and hoping to kill one of their visions of Satan. The peasants look for the scorpion on their hands and knees with lanterns. Their wish is to find the scorpion quickly because they believe that every movement the scorpion makes without getting killed affects the speaker's mother. The peasants begin to share good wishes for the speaker's mother, hoping that the scorpion will die that night, or at least sit still, that the sins of her past life will be burned away, and that she may return to an even better life in her next life because of her suffering.

The peasants continue making wishes for the speaker's mother, wishing that the forces of evil might be diminished by the speaker's mother's pain. They sat on the floor around the

speaker's mother, hoping that the scorpion's bite would "purify" her. More people come to visit the speaker's mother but oblivious to it all, she spent this time suffering and twisting on a mat.

The speaker turns his attention to his father, who he describes as a skeptic and rationalist. The speaker notes that even his father is making an effort to help his mother in any way that he knows how, which means turning towards that which he wouldn't otherwise believe. The speaker's father even lit the bite on fire in an attempt to remove the poison. The speaker's mother suffered for twenty hours. Her only response at the end of it all was her gratitude that it didn't happen to anyone else in their family and the children were spared.

While the personal crisis is clearly on the surface of the poem, the mocking social commentary is evident through the speaker's tone. The speaker in the poem, who inhabits a perspective between the little boy watching his mother suffer and the older man looking back upon that memory, relays the events of the crisis in a calm and detached manner. The casualness with which the speaker relays this scene is incongruous and even alarming for the reader. This emotional detachment lets the poem speak directly to the reader, who understands right away what Ezekiel means without having to juggle emotional pain over the suffering mother.

In this poem, Ezekiel's irony dramatizes the peasants', as well as the speaker's father's, superstition in their desperate attempts to save the speaker's mother. The speaker does not see the peasants in a positive light and instead compares them to "swarms of flies" in their desperation to help his mother. Their mixture of Christianity and Hinduism allows for slight confusion, as they pray to God for the mother's wellbeing yet also hope for the best in her reincarnations. The speaker highlights how futile their spiritual efforts were in helping his mother: "My mother twisted through and through / groaning on a mat" . Finally, this poem communicates a tension between urban living and the natural world that Ezekiel returns to again and again in this work. The speaker's community, which lives close together and keeps itself informed about its residents, rose up in this work to surround the mother as she burned. The antagonist of the poem is the scorpion, who is forgiven by the speaker very early on since he was indoors simply for survival. In this way, the true force of chaos and evil is the rain, which drove the scorpion indoors and beats down upon the speaker and his family throughout their ordeal.

Superstition is an imperative topic that is canvassed in this verse. He investigates certain aspects of the Indian life that are so frequently addressed and thought about out of date, yet at the same time pervasive. The poem depicts a circumstance that is illustrative of the rustic Indian ethos and draws out the commonness of such a circumstance. The poem is an Indian poem by an Indian writer whose enthusiasm for the Indian soil and its customary human occasions of everyday Indian life is sublime. According to the poet, in Indian villages a decent number of people are ignorant and are indiscriminately superstitious. In any case, they are straightforward, adoring and adorable. They endeavour to spare the casualty by doing whatever they can. The poem ends with a 'sting in the tail' as the reaction of the mother stupefies everyone. The last line reflects the spirit of motherhood for she is happy that the scorpion had picked her and spared her children! It is a brilliant narrative poem that employs a typically Indian situation. The poem is remarkable for its simplicity and uniqueness of theme.

7. 3. 5 Questions for Comprehension

Q 1. How does the poet describe his mother in pain?

Q 2. How do the villagers handle the situation?

Q 3. How does the poet's father try to help his mother?

.....

7.3.6 Goodbye Party for Miss Pushpa T.S.

Friends, our dear sister
 is departing for foreign
 in two three days, and
 we are meeting today
 to wish her bon voyage.
 You are all knowing, friends,
 What sweetness is in Miss Pushpa.
 I don't mean only external sweetness
 but internal sweetness.

Miss Pushpa is smiling and smiling
 even for no reason but simply because
 she is feeling.

Miss Pushpa is coming
 from very high family.
 Her father was renowned advocate

in Bulsar or Surat,
I am not remembering now which place.
Surat? Ah, yes,
once only I stayed in Surat
with family members
of my uncle's very old friend-
his wife was cooking nicely...
that was long time ago.
Coming back to Miss Pushpa
she is most popular lady
with men also and ladies also.

Whenever I asked her to do anything,
she was saying, 'Just now only
I will do it.' That is showing
good spirit. I am always
appreciating the good spirit.

Pushpa Miss is never saying no.
Whatever I or anybody is asking
she is always saying yes,
and today she is going
to improve her prospect
and we are wishing her bon voyage.
Now I ask other speakers to speak
and afterwards Miss Pushpa
will do summing up.

7. 3. 6 Glossary:

Bon voyage: a greeting to someone meaning a happy journey

Prospects: chances of success

Good spirit: friendly

Departing: leaving

7. 3. 7 Analysis of the Poem:

In this comical poem by Ezekiel, Miss. Pushpa is portrayed as a satisfying identity. Towards the start of the poem, the speaker clarifies that Miss Pushpa is heading off to another nation and states that she is a sweet individual. He clarifies that the lady originates from a conspicuous family and gets diverted to his own particular recollections. Amidst the poem the poet discusses Miss Pushpa's father and his activity appears as immaterial and comprises of multiple redirections from thoughts. The tone of the poem is hilarious however mocking is

destitute. The speaker calls her as sister and demonstrates that she holds a respectable position in office.

From this poem, it is clear that Ms. Pushpa is excellent both internally and externally in appearance and attitude. There is an absence of clearness in this poem in view of insignificant points of interest yet the poet talks about the Indian English with clarity. Subsequent to straying, the speaker expresses that Miss Pushpa is a well-known individual who is thoughtful and continually eager to help other people. He then tells that she comes from a reputed family. Her father is a renowned advocate. The narrator doesn't remember the place and guesses that it could be Bulsar or Surat. He then starts talking about himself. According to him long ago he had stayed in Surat with his Uncle's friends' family and his wife used to cook very delicious food.

Toward the end of the poem, the speaker asks the others at the gathering to give their own particular speeches. The poem may be straightforward one yet it talks about a genuine subject. The artist ridicules the manner by which semi-taught Indians compose their sentences. He disparages the blunders in sentence structure, linguistic structure and expressions which numerous Indians confer while communicating in English. The poem is very interesting and the writer impersonates the Indian method for communicating in English with such a significant number of deficiencies.

This is one of Ezekiel's most famous poems, both because of its subject matter and the way in which it was written. There are two abundant sources of humor in this poem: Ezekiel's use of Indian English and the character of the speaker, who seems to be lacking certain public speaking skills. Ezekiel uses a type of register and style of speaking that many people in India use while speaking English, particularly when English is their second language. This type of English deviates from Standard English, but it is spoken by a large number of Indians. Additionally, this realism adds a bit of humor to the overall message of the poem, since the ability to speak English is a huge marker of status in India and the characters in this poem struggle with the language without even seeming to notice. For those with a keen eye, the ability to speak English indicates and establishes social status more promptly than many other markers, such as material wealth, titles, or names. The speaker makes several mistakes that are humorous for a speaker more familiar with Standard English.

The narrator uses Babu English which can be considered as a mix of English and Hindustani, e.g. ample use of -ing and funny terms like, 'two three days', 'what sweetness is Miss Pushpa', 'external and internal sweetness', 'smiling and smiling', 'simply because she is feeling' and many more. The narrator is trying to exaggerate to demonstrate his love and respect for Miss Pushpa. The poem is considered a mellow assault on Indian English Speakers. The poem may be straightforward, yet it talks about a genuine subject. The tradition of over praising the one who is about to leave or retire is common in India. The artist utilizes Pidgin or Colloquial English as it satisfies the requirement for an exceptional dialect in a bilingual circumstance and the artist could likewise mirror the idiolect highlights of English utilized by the speakers of various local dialects.

The poem starts with present continuous tense as to the ridiculing of Indian Speakers, which can be seen throughout the poem. The speaker and the gathering of people at the goodbye party don't realize that his English is linguistically incorrect. The poet ridicules how insufficiently trained Indians talk or compose the English dialect. He disparages the blunders in sentence structure, linguistic structure and expressions which numerous Indians confer while communicating in English. The poem is very interesting, and the writer impersonates the Indian method for communicating in English with such a significant number of deficiencies. Hence, the poem is all about the use of English by some Indians and the reflection of Indian culture in their expression. It is in the form of a dramatic monologue. The poem is in free verse, typical of modern poetry. The speaker stands for every speaker in Indian context. He uses free and dented language to share his opinions and emotions. The poet mocks at literal translation. Behind the facade of humour, however, one may recognize certain worrying issues in our social structure. The use of unrhymed diction, a colloquial tone and the 'speaking voice' are essential for the nature of the poem. The poem is another validation of his experimentation with themes.

7. 3. 8 Questions for Comprehension

Q1. How does the poet use language to create humour?

Q2. How is the poet being sarcastic in his descriptions?

Q3. Pick out the grammatically incorrect phrases in the poem.

.....
.....

7.4 READING SUGGESTIONS:

- 1. *A History of Indian English Literature* by M. K. Naik (New Delhi: Sahitya Akademi, 1982)**
- 2. *The Later Poems of Tagore* by Sisirkumar Ghose (Bombay: Asia Publishing House, 1961)**
- 3. *The Poetry of Nissim Ezekiel* by M. Belliappa and R. Taranath (Calcutta: Writer's Workshop, 1966)**
- 4. *The Role of English Language in Free India* by Mulk Raj Anand (Bombay: Hind Kitabs, 1947)**

7.5 CHECK YOUR PROGRESS

Answer the following questions in 150 to 200 words:

- 1. Tagore's lyrics are songs of Devotion. Discuss.**
- 2. Ezekiel's experimentation with themes is the reason of his poetic magnitude. Elaborate.**

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER: III

COURSE: READING POETRY

UNIT 8- WOMEN POETS

STRUCTURE

8.0 Objectives

8.0.1 Introduction to Women Poets

8.1 Sarojini Naidu: An Introduction

8.1.1 Text: Cradle Song

8.1.2 Glossary

8.1.3 Summary

8.1.4 Analysis of the Poem

8.1.5 Questions for Comprehension

8.2 Annie Walker: An Introduction

8.2.1 Text: Women's Rights

8.2.2 Glossary

8.2.3 Summary

8.2.4 Analysis of the Poem

8.2.5 Questions for Comprehension

8.3 Maya Angelou: An Introduction

8.3.1 Text: I Know why the Caged Bird Sings

8.3.2 Glossary

8.3.3 Summary

8.3.4 Analysis of the Poem

8.3.5 Questions for Comprehension

8.4 Reading Suggestions

8.5 Check Your Progress

8.0 OBJECTIVES:

After a careful reading of this Unit you will be able to:

- **Understand and Appreciate Poetry written by Women**
- **Analyze different ways of understanding poetry**
- **Appreciate the writing style of the poets**
- **Identify the devices used by the poets to create a particular style**

8.0.1 Introduction to Women Poets

If poetry is spontaneous overflow of feelings, then women have held fountains for long and released rivers later. From early Greek writers to Mirabai in India, women have had their small share of writing poetry. It received serious attention with Elizabeth Barret Browning and Emily Dickinson in the eighteenth century and in India, Sarojini Naidu became the flag bearer of India's struggle for freedom and women's emancipation. From Anna Akhnatova of Russia to Denise Levertov from Vietnam, from Soma Sanchez of the Black Arts Movement to the African-American poet Maya Angelou, from the psychoanalyst Jenny Zsig (Chinese American immigrant) to the confessional poet Sylvia Plath, from the political Activist Annie Walker to the realistic romantic Rupri Kaur, from the feminist Adrienne Rich to Pulitzer winner Rita Dove, women poets have come a long way and there is more to traverse. Throughout the last three centuries, women poets faced the challenge of being unaccepted in the literary world but their spirit to write remained undeterred. They often had to prove the worthiness and importance of their works, as they were being categorized in ways different than men and were subjected to more criticism. Their struggle has been long and they had to travel an extra mile to be published and recognized. They challenged every boundary and fought tooth and nail to gain a deserving place in the literary and social circles. Despite all odds, some of them made a mark in history and here are some of these famous poets and their work for you.

8.1 SAROJINI NAIDU: AN INTRODUCTION

Sarojini Naidu was a prominent Indian freedom fighter and a poet. She went to England on a scholarship where she studied at King's College, London and then at Girton College, Cambridge. While in England, she came in contact with English scholars and critics like Arthur Symonds and Edmund Gosse. On her return from England, she married Dr. Naidu and became Sarojini Naidu from Sarojini Chattopadhyaya. Later, she joined the Indian National Congress. Her first collection of poems was titled *The Golden Threshold* (1905). About her first book, The Times Literary Supplement, London wrote, 'Her poetry seems to sing itself as

if her swift thoughts and strong emotions sprang into lyrics of themselves'. Her poetic works include *The Bird of Time* (1912), *The Broken Wing* (1917), *The Sceptred Flute Songs of India* (1946) and *The Feather of the Dawn* was published posthumously in 1961. Her images are very powerful and haunting and there is a spontaneous movement in her verse leading to a natural magnificence. The Renaissance marked in her poetry shows a revival of interest in the great philosophical, intellectual and literary tradition of India. Her poetry impressed poets and thinkers like Sri Aurobindo who said of her work, 'Some of her lyrical work is likely, I think, to survive among the lasting things in English literature.' He was absolutely correct and you will relish and validate the same while reading her work. Here is one for you:

8.1.1 Text: The Cradle Song

From groves of spice,
O'er fields of rice,
Athwart the lotus-stream,
I bring for you,
A glint with dew,
A little lovely dream.
Sweet, shut your eyes,
the wild fire-flies
Dance through the fairy neem;
From the poppy-bole
For you I stole,
a little lovely dream.
Dear eyes, good-night,
In golden light
The stars around you gleam;
on you I press
With soft caress,
a little lovely dream.

8.1.2 Glossary

Grove: orchard, woods

Athwart: crossways, diagonally

Glint: sparkle, shine

Poppy-bole: poppy plant

Caress: embrace

8.1.3 Summary

A cradle song is a lullaby that a person, usually the mother, sings to her child to sleep and the mother in the poem seems to do the same. She wishes her child to have beautiful dreams. She says that she has gathered many lovely things from various places so that all of them can combine into a beautiful dream for the child. She says to her child that she has picked up from ‘groves of spice’ the fragrance that will pervade the dream world of the child. When she says that she has carried that fragrance over ‘fields of rice’ she adds the scent of rice fields and their bright green colour to the fragrance of spices like cardamom and cinnamon. She articulates that while bringing fragrance and colour for the dreams of her child she will cross bright streams full of lotus. From that world she will bring for her child a dream shining with dew drops. Thus, you find that the poet has suggested the fragrance of spice groves, the sweet smell and bright green colour of rice fields, the sound of flowing streams and the white, red and pink colour of lotuses in the same image. This sensuous image represents the beautiful world of the child’s dreams.

The next stanza depicts another beautiful dream. It is a scene in which there stands a *neem* tree with fairies on it, or the *neem* tree itself is a fairy. Glow-worms flit through the leaves of the tree making it a favorite place for the fairies. Then the mother says that she has stolen a dream from a poppy plant. Poppy from which opium is derived has a sleep-inducing property. Thus, the stanza suggests that the baby will sleep peacefully and see a beautiful dream. In the last stanza the baby is probably asleep. The mother wishes him/her good night. The night sky is full of stars with golden light. The mother kisses the baby’s eyes and leaves a lovely dream there.

8.1.4 Analysis of the Poem

In the initial part of the poem, the poet creates imagination from different and beautiful places. According to her, she has brought a little lovely dream with glittering dew drops in the form of a melodious song. She has fetched this melody from a group of trees

(groves) of spice, the field of rice and from a running stream with lotus flowers in it. All these places appear as picturesque and alluring to the reader; the garden of spices seems uniquely aromatic, the field of rice is golden and the stream is full of blushing-pink lotus flowers; all these are a part of the magical wishes that a mother has for her child wishing him or her a great future ahead. Moving further, the mother asks the child to shut his/her eyes and dream of glow worms that dance through the fairy neem. The neem is probably described as a fairy for it is a medicinal and sacred plant that holds a great deal of socio- cultural significance in India. The mother/poet tells the child that she has stolen a lovely little dream from poppy flowers that are bright and colourful. The poppy plant has a sleep-inducing effect and therefore is used as a metaphor for a deep and peaceful sleep. In the final stanza the mother bids the child good-night laden with glittering stars around him probably an indication or wish of a bright and successful prospect of the child.

8.1.5 Questions for Comprehension

1. Describe in your own words the kind of dream the mother wants her child to see.
2. How does the poet introduce a note of fantasy in the poem?
3. Explain how does the ‘Cradle Song’ help establish a mother-child relationship?
4. Write a small note on Sarojini Naidu as a poet.

.....

After reading the lyric from the ‘Nightingale of India’, dear readers let us proceed to understand the expression of the English and Canadian author Annie Louisa Walker.

8.2 ANNIE LOUISA WALKER: AN INTRODUCTION

Annie Louisa Walker was born in 1836 in Staffordshire, England. She came to Lower Canada as a child with her family. In the year 1858 Annie and her sisters, Isabella and Frances, opened a private girls’ school, a one of its kind. In 1861 Annie, who had been publishing poems in periodicals and newspapers since her teens, brought out a collection by subscription, *Leaves from the Backwoods*. Shortly thereafter she returned to England with her parents, who soon died. Between 1873 and 1881 Walker brought out five novels and a volume of plays for children. Following her marriage to a wealthy widower and move to Staffordshire, Annie did not give up writing completely; she published one more novel, and a

second book of poetry. Her poems are largely about religion or nature. The most effective are those characterized by unpretentious phrasing and directness of expression, but most are conventional in diction, form, and subject matter. Walker's writing career began in Canada and her most telling poems are the Canadian nature poems and the ones that speak about women emancipation. Here is one for you.

8.2.1 Text: Women's Rights

You cannot rob us of the rights we cherish,
Nor turn our thoughts away
From the bright picture of a "Woman's Mission"
Our hearts portray.

We claim to dwell, in quiet and seclusion,
Beneath the household roof,--
From the great world's harsh strife, and jarring voices,
To stand aloof;--

Not in a dreamy and inane abstraction
To sleep our life away,
But, gathering up the brightness of home sunshine,
To deck our way.

As humble plants by country hedgerows growing,
That treasure up the rain,
And yield in odours, ere the day's declining,
The gift again;

So let us, unobtrusive and unnoticed,
But happy none the less,
Be privileged to fill the air around us
With happiness;

To live, unknown beyond the cherished circle,
Which we can bless and aid;
To die, and not a heart that does not love us
Know where we're laid.

8.2.2 Glossary

Dwell: reside, live, settle

Inane: childish, immature

Deck: adorn, decorate

Hedgerow: shrubs

Ere: before

Yield: surrender, give in

8.2.3 Summary

Annie Louisa addresses society at large and says that society should allow women to pursue the kind of life that they value. It should also not convince them to think of anything other than what they believe is women's duty to the world. This sense of duty is not a burden to women, but rather it cheers them and provides a bright vision for their future. It is also a call that comes to them directly from their hearts. Hence it is natural and instinctive and cannot be suppressed. Annie Louisa acts as a representative for all women of Victorian English society and speaks on their behalf. She says that women stay within the domestic sphere, away from the harsh world of men, in peace and quiet. This world of men is what lies outside the threshold of the house and is in direct contrast with the world of women. Instead of tranquility and silence, what you find in the world of men is discordant noises and many arguments and battles. Women choose to stay away from all this trouble and concentrate instead on making the home a welcoming and peaceful environment. She defends Victorian English women's lifestyle from the way in which it can be misconstrued. She says that women may choose to live separate from the difficult world outside, but this is not any form of escapism on their part. It is not that staying in the house is a convenient excuse to while away their time doing nothing. They don't just relax or sleep the whole day. Instead, they decorate their houses with brightness and vigor, in the same way that the morning sun greets humans with a new day. Just as the sun does away with the darkness of night, and provides vitality to men, so do women help men forget the dangers and inhospitality of the world outside as soon as they enter the homestead.

Annie Louisa compares Victorian English women with plants. She says that plants have no pride whatsoever. They just grow next to rows of shrubs in the rural countryside, but they are very resourceful despite this. They store up the water from the rainfall that showers down on them. They do not then waste this water but give it back to the earth in the form of the scent they give off all day and the role of women is just the same. They take whatever little is given to them, by way of what is available to them in nature (like cotton) and use that to create beautiful things (like cloth and dresses). She elaborates on what kind of activities women constructively engage in. She says that women do not crave a public audience, as men do. Rather they remain out of sight, doing their work without expecting or desiring any prizes for

the same. According to the poet, they also believe that it is their special advantage that they are allowed to spread happiness to the world around them. Annie Louisa shows what noble life Victorian English women have. In doing so, she sets up a contrast between men and women of her time. She says that it is men who are valued in society and women, on the other hand, only serve those who are valued. However, Annie Louisa doesn't think women should resent this kind of service that they provide.

8.2.4 Analysis of the Poem

Women's Rights' by Annie Louisa Walker is an influential poem that communicates the freedom and rights of women. Poetic techniques such as sensory imagery, figurative language and symbolism are used in the poem to portray that women's rights should be respected and they should be treated fairly. Walker has used sensory imagery in the poem to provide a vivid image to the reader, which gives them a greater insight on Walker's views on women's rights. Another poetic technique that is used in the poem is figurative language. Figurative language has been used to draw the reader's attention and express the mood and atmosphere Walker is trying to convey. Symbolism is another technique that is used in the poem and it has also been used to give the reader a greater insight on Walker's views on women's rights, which then captures the reader's attention.

Walker has used all three poetic techniques - sensory imagery, figurative language and symbolism where it says, "As humble plants by country hedgerows growing, that treasure up the rain". In this line, Walker has conveyed that women's rights have been oppressed and only recently have women begun to regain their freedom or rights and power. When interpreted figuratively, the rain symbolizes the oppression and the humble plants symbolize the women's rights. At first, the rain oppresses and damages the growth of the plants, but over time the plants have treasured the rain in order to grow and become more powerful. This informs the reader that Annie Walker believed that woman's rights were gradually becoming stronger and that eventually, they would have the same rights as men.

8.2.5 Questions for Comprehension

- 1. Annie Walker communicates the freedom and rights of women through this poem. Discuss.**
- 2. How does the poet describe a noble life of Victorian English Women?**

3. Some of you might find Walker's idea of feminism regressive. If so, build your argument with the help of the given poem.

4. Explain the symbolism offered in the poem 'Women's Rights' by Annie Louisa Walker.

.....
.....

Dear Readers, from the Canadian and English understanding of the struggles of women, it is time now to move to the other part of the continent, and comprehend the sentiments of the American poet who fought a long battle against racism, Maya Angelou.

8.3 MAYA ANGELOU: AN INTRODUCTION

Maya Angelou was an African-American author and has brilliant essays, poems, plays and autobiographical notes to her credit. One of the most celebrated poets of her time; she won a lot of recognition and many awards for her phenomenal work. An acclaimed activist and litterateur, Maya Angelou was born Marguerite Johnson in St. Louis, Missouri. Angelou had a broad career as a singer, dancer, actress, composer, and Hollywood's first female black director, but became most famous as a writer, editor, essayist, playwright, and poet. As a civil rights activist, Angelou worked for Dr. Martin Luther King Jr. and Malcolm X. She was also an educator and served as the Reynolds professor of American Studies at Wake Forest University. **She is best known for her series of autotrophies which focus on her childhood and early adult experiences. The most highly acclaimed 'I Know Why the Caged Bird Sings' reflects on the primary years of her life. She is known all over the world as a spokesperson for the black people and women, and her work speaks about struggle of the blacks and generates a demand of equality. Her themes revolve around the layers of family, identity and racism.**

Angelou attended George Washington High School in San Francisco and took lessons in dance and drama on a scholarship at the California Labor School. When Angelou, just seventeen, graduated from high school and gave birth to a son, Guy, she began to work as the first African American and first female street car conductor in San Francisco. As she explained in *Singin' and Swingin' and Gettin' Merry like Christmas* (1976), the third of her

autobiographies, she also “worked as a shake dancer in night clubs, fry cook in hamburger joints, dinner cook in a Creole restaurant and once had a job in a mechanic’s shop, taking the paint off cars with my hands.” All the physical and mental agony that she and fellow black women suffered from can be read in her works. Angelou joined the Harlem Writers Guild in the late 1950s and met James Baldwin and other important writers. It was during this time that Angelou had the opportunity to hear Dr. Martin Luther King speak. Inspired by his message and dream, she decided to become a part of the struggle for civil rights. She worked as a freelance writer and was a feature editor at the *African Review in West Africa for some time*. When Angelou returned to the United States in the mid-1960s, she was encouraged by author James Baldwin and Robert Loomis, an editor at Random House, to write an autobiography. Initially, Angelou declined the offers, but eventually changed her mind and wrote *I Know Why the Caged Bird Sings*. The book chronicles Angelou’s childhood and ends with the birth of her son. It won immediate success and was nominated for a National Book Award. Please read a part of the memoir:

8.3.1 Text: I Know why the Caged Bird Sings

A free bird leaps
on the back of the wind
and floats downstream
till the current ends
and dips his wing
in the orange sun rays
and dares to claim the sky.

But a bird that stalks
down his narrow cage
can seldom see through
his bars of rage
his wings are clipped and
his feet are tied
so he opens his throat to sing.

The caged bird sings
with a fearful trill
of things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.

The free bird thinks of another breeze

and the trade winds soft through the sighing trees
and the fat worms waiting on a dawn bright lawn
and he names the sky his own

But a caged bird stands on the grave of dreams
his shadow shouts on a nightmare scream
his wings are clipped and his feet are tied
so he opens his throat to sing.

The caged bird sings
with a fearful trill
of things unknown
but longed for still
and his tune is heard
on the distant hill
for the caged bird
sings of freedom.

8.3.2 Glossary

Leap: jump, rise

Downstream: towards the mouth of the river

Current: (here) flow of air

Dare: to have courage, challenge

Stalk: follow, trail

Seldom: rarely, hardly ever

Rage: anger

Clipped: cut, shortened

Trill: shrill

Distant: remote, faraway

Nightmare: frightening, terrifying

8.3.3 Summary

The poem describes a ‘Caged bird’ that is trapped in iron bars with limited mobility and is only able to sing the song of freedom in her trill note. Aware of the fact that she will never be able to attain freedom she sings the song for the world to understand her longing for the same. The caged bird is an extended metaphor for the African-American community and its past, and also their on-going experience of race-based oppression in the United States of America. The metaphor captures the overwhelming agony of the

marginalized communities by equating it with the emotional suffering of the caged bird. It also denotes how the coloured people are emotionally and psychologically impacted by the physical and mental oppression. The fact that the poet mentions, 'They see through the bars' is descriptive of their limited opportunities of education and employment. The poem further describes the same as, 'bars of rage' hinting that anger and desperation cannot be separated from each other. The subjection to physical and mental violence doesn't just keep the bird captive; the captivity changes the bird and in doing so robs the bird of its natural self.

The bird is singing her African-American Experience, and though it may appear as a song of hope, it is born from a place of deep pain, misery and intolerable situations. The fact that songs are an expression of joy is also refuted by the poem as this particular bird-song brings a note of melancholy and anguish forced upon the black community for a very long time. In the further part of the poem, the poet compares the free bird to the caged bird bringing about the differences in their lives. Where the caged bird is a victim of race-based oppression, the free bird is open to all avenues of education, employment and experience. The free bird gets to eat fat worms which could possibly be their prospective lucrative future. The caged bird can only think of these concepts and therefore sings about the same, filled with emotional and intellectual exhaustion. The caged bird is completely immobilized, its wings are clipped, and its feet are tied, so even if she tries to escape from the cage she will never be able to fly. The official policies of America at that time did not allow the blacks to gain equal opportunities of education and employment as the whites, and therefore there was a long and brutal struggle to gain these rights.

The desire of the caged bird to gain freedom is an organic desire; there are things/concepts/phenomena that she is yet to experience and may never get the chance to do the same. There will always be longing for things unknown but the yearning and singing will go hand in hand to produce a legitimate movement with desired results.

8. 3.4 Analysis of the Poem

Angelou writes of both physical and conceptual freedom. The caged bird is not physically free—"his wings are clipped and / his feet are tied"—yet his desire for freedom is so powerful that his song of yearning is heard even "on the distant hill." Though freedom is

“unknown” to the caged bird, the poem suggests it is only natural for him to desire it, as all living creatures do. This inherent longing for freedom highlights the cruelty of the caged bird’s imprisonment, particularly when juxtaposed with the free bird’s happy obliviousness and sense of ownership over the sky through which he “leaps” and “floats.” That one bird should be free and one needlessly caged is an injustice that remains unresolved at the poem’s conclusion, pointing to the injustice and inequality that remain un-redressed in society.

The poem’s elaboration on the multiple dimensions of freedom is achieved seamlessly through the descriptions of the birds, one in flight and the other with wings clipped. Birds are particularly suited to this metaphor, as the natural condition of most birds is to fly. Further, the symbol of the imprisoned bird’s cage is connected to various negative emotions, particularly “rage.” Through the plight of the caged bird, Angelou conveys the resilience, dignity, and power of the oppressed. The caged bird rages against the injustice of his physical imprisonment, but still he “sings of freedom.” The repetition of this song (expressed in stanzas three and six) evokes the ongoing nature of the caged bird’s struggle while also suggesting that he will continue to sing and persevere, no matter the hopelessness of his situation.

Though the caged bird is physically imprisoned, the poem does not suggest that he is powerless. Freedom of speech and expression are conveyed primarily through the word “sing,” which is used four times, including the repeated phrase “sings of freedom.” Singing, in this respect, can be seen as a symbol for free expression, especially free artistic expression. The use of the words “sing,” “tune,” and “trill,” all words associated with music and help to convey the power of art to liberate. Further, even though the caged bird is himself imprisoned, the poem emphasizes that his song is able to go beyond his physical confines, even to the point of being heard “on the distant hill.” The power of artistic creation to communicate—to move beyond a single consciousness, influencing and impacting others—is crucial, particularly to one whose physical body is confined.

8.3.5 Questions for Comprehension

Q1. How does the poet create a sense of enslavement in the poem?

Q2. Compare and contrast the birds in the poem- one free and the other caged.

Q3. I know why the caged bird sings is a narrative of struggle. Discuss.

Q4. Write a small note on Maya Angelou and her work.

8.4 READING SUGGESTIONS

1. *I Know Why the Caged Bird Sings* by M. Angelou. Paperback, 2009
2. Works of Annie Louisa Walker (The Perfect Library: May 2013) Available as the Kindle edition at Amazon
3. The Sceptred Flute Songs of India - The Golden Threshold, The Bird of Time & The Broken Wing: With a Chapter from 'Studies of Contemporary Poets' by Mary C. Sturgeon

8.5 CHECK YOUR PROGRESS

1. Sarojini Naidu is a revolutionary poet who is rightly called the Nightingale of India. Discuss.
2. Annie Walker is a strong advocate of women rights and that can be read in her works. Illustrate.
3. Maya Angelou's poems are a reflection of her stand against racism. Validate the statement with examples from the text.



**The Motto of Our University
(SEWA)**

SKILL ENHANCEMENT

EMPLOYABILITY

WISDOM

ACCESSIBILITY

JAGAT GURU NANAK DEV

PUNJAB STATE OPEN UNIVERSITY, PATIALA

(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

BACHELOR OF ARTS (LIBERAL ARTS)

CORE COURSE (CC): HISTORY

SEMESTER III

BLAB32303T

HISTORY OF INDIA: c. 1750-1947

Head Quarter: C/28, The Lower Mall, Patiala-147001

WEBSITE: www.psou.ac.in

The Study Material has been prepared exclusively under the guidance of Jagat Guru Nanak Dev Punjab State Open University, Patiala, as per the syllabi prepared by Committee of experts and approved by the Academic Council.

The University reserves all the copyrights of the study material. No part of this publication may be reproduced or transmitted in any form.

COURSE COORDINATOR AND EDITOR

Ms. PARAMPREET KAUR
Assistant Professor in History
JGND PSOU, Patiala

LIST OF CONSULTANTS/ CONTRIBUTORS

S.No	Name
1.	Prof. Reeta Grewal
2.	Prof. Sheena Pall
3.	Dr. Neha Sharma



JAGAT GURU NANAK DEV PUNJAB STATE OPEN UNIVERSITY, PATIALA
(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

PREFACE

Jagat Guru Nanak Dev Punjab State Open University, Patiala was established in December 2019 by Act 19 of the Legislature of State of Punjab. It is the first and only Open University of the State, entrusted with the responsibility of making higher education accessible to all, especially to those sections of society who do not have the means, time or opportunity to pursue regular education.

In keeping with the nature of an Open University, this University provides a flexible education system to suit every need. The time given to complete a programme is double the duration of a regular mode programme. Well-designed study material has been prepared in consultation with experts in their respective fields.

The University offers programmes which have been designed to provide relevant, skill-based and employability-enhancing education. The study material provided in this booklet is self-instructional, with self-assessment exercises, and recommendations for further readings. The syllabus has been divided in sections, and provided as units for simplification.

The University has a network of 10 Learner Support Centres/Study Centres, to enable students to make use of reading facilities, and for curriculum-based counselling and practicals. We, at the University, welcome you to be a part of this institution of knowledge.

Prof. Anita Gill
Dean Academic Affairs



BACHELOR OF ARTS (LIBERAL ARTS)

CORE COURSE(CC): HISTORY

SEMESTER- III

(BLAB32303T) HISTORY OF INDIA: c. 1750-1947

MAX. MARKS: 100

EXTERNAL MARKS: 70

INTERNAL MARKS: 30

PASS PERCENTAGE: 35%

Total Credits: 6

Course Objective:

The objective of this paper is to familiarize the students with the major developments in the colonial period. The main political events along with their economic and social impact is the focus of study. It aims at introducing students to the history of colonial India and the beginning of change to the modern Era.

INSTRUCTIONS FOR THE PAPER SETTER/EXAMINER:

1. The syllabus prescribed should be strictly adhered to.
2. The question paper will consist of three sections: A, B, and C. Sections A and B will have four questions each from the respective sections of the syllabus and will carry 10 marks each. The candidates will attempt two questions from each section.
3. Section C will have fifteen short answer questions covering the entire syllabus. Each question will carry 3 marks. Candidates will attempt any 10 questions from this section.
4. The examiner shall give a clear instruction to the candidates to attempt questions only at one place and only once. Second or subsequent attempts, unless the earlier ones have been crossed out, shall not be evaluated.
5. The duration of each paper will be three hours.

INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt any two questions each from the sections A, and B of the question paper, and any ten short answer questions from Section C. They have to attempt questions only at one place and only once. Second or subsequent attempts, unless the earlier ones have been crossed out, shall not be evaluated.

SECTION -A

- Unit 1 Establishment of British Rule: Conquest and Expansion, Administration, Colonial Policy
- Unit 2 1857: First War of Indian Independence
- Unit 3 Transformation under Colonial Rule: Agriculture, Railways, Education, Middle Classes
- Unit 4 Socio Religious Reform: Agenda of Reformers, Activity, Nature of Reform
- Unit 5 Political Developments 1885-1935

SECTION -B

- Unit 6 Constitutional Developments 1909-1935
- Unit 7 The Indian National Congress and the All India Muslim League
- Unit 8 Militant Nationalism
- Unit 9 Politics of the 1940's
- Unit 10 Partition and Independence

Suggested Readings

- Bipan Chandra, *History of Modern India*, Orient Black Swan, Hyderabad, 2009.
- -----, *India's Struggle for Freedom*, Penguin, Delhi, 1989.
- Kenneth Jones, *Socio Religious Reform Movements in British India*, Foundation Books, Delhi, 1993.
- Sekhar Bandhopadhyaya, *From Plassey to Partition*, Orient Black Swan, Delhi, 2007.
- Sumit Sarkar, *Modern India*, MacMillan, Delhi, 1983.



JAGAT GURU NANAK DEV PUNJAB STATE OPEN UNIVERSITY, PATIALA
(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

BACHELOR OF ARTS (LIBERAL ARTS)
CORE COURSE (CC): HISTORY

SEMESTER – III
COURSE (BLAB32303T) HISTORY OF INDIA: c. 1750-1947

COURSE COORDINATOR AND EDITOR: Ms. PARAMPREET KAUR

SECTION A

Table of Contents

Sr. No.	UNIT NAME
UNIT 1	ESTABLISHMENT OF BRITISH RULE: CONQUEST AND EXPANSION, ADMINISTRATION, COLONIAL POLICY
UNIT 2	1857: FIRST WAR OF INDIAN INDEPENDENCE
UNIT 3	TRANSFORMATION UNDER COLONIAL RULE: AGRICULTURE, RAILWAYS, EDUCATION, MIDDLE CLASSES
UNIT 4	SOCIO RELIGIOUS REFORM: AGENDA OF REFORMERS, ACTIVITY, NATURE OF REFORM
UNIT 5	POLITICAL DEVELOPMENTS 1885-1919
UNIT 5A	POLITICAL DEVELOPMENTS 1920-1935

SECTION B

UNIT 6	CONSTITUTIONAL DEVELOPMENTS 1909-1935
UNIT 7	THE INDIAN NATIONAL CONGRESS AND THE ALL INDIA MUSLIM LEAGUE
UNIT 8	MILITANT NATIONALISM
UNIT 9	POLITICS OF THE 1940'S
UNIT 10	PARTITION AND INDEPENDENCE

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER III

COURSE: HISTORY OF INDIA: c. 1750-1947

UNIT 1: ESTABLISHMENT OF BRITISH RULE: CONQUEST AND EXPANSION; ADMINISTRATION; COLONIAL POLICY

STRUCTURE

1.0. Learning Objectives

1.1. Introduction

1.2. Conquest and Expansion under British

1.2.1. Bengal

1.2.2. Deccan

1.2.3. Mysore

1.2.4. Territories under the Marathas

1.2.5. Punjab

1.2.6. Awadh

1.2.7. Check your Progress I

1.3. Administration

1.3.1. Check Your Progress II

1.4. Colonial Policy

1.4.1. Check Your Progress III

1.5. Summary

1.6. Suggested Readings

1.7. Questions for Practice

1.7.1. Long Answer Questions

1.7.2. Short Answer Question

1.0. LEARNING OBJECTIVES

Students, after reading this unit you will be able to:

- Examine the circumstances which led to the conquest of Bengal, Deccan, Mysore, territories under the Marathas, Punjab and Awadh by the British.
- Understand the new administrative structure under the colonial rule.
- Acquaint yourself with the colonial policies in the British occupied territories.

1.1 INTRODUCTION

Students, the death of last powerful Mughal Emperor Aurangzeb in 1707 paved the way for the rise of British power in India. In order to establish its dominance in India, British had to wage a number of wars. The most important encounters in this regard were the Battles of Plassey and Buxar in Bengal, the Carnatic Wars, Anglo-Mysore Wars, Anglo-Maratha Wars and Anglo-Sikh wars. So, in this module an attempt has been made to study the circumstances and course of events which led to their final sway over India. This module will also help you to understand the administrative structure and policies extended by the British in the newly conquered territories of India.

1.2 CONQUEST AND EXPANSION

Students, the regional kingdoms in Awadh, Bengal, Punjab, Deccan, Marathas, and Mysore were among the successor states which arose on the Indian political scene after the dissolution of the Mughal Empire in the early half of the 18th century. However, the short sightedness of the Indian elites ruling these states, insufficient modernization of the Indian state and military apparatus, inherent institutional weaknesses, Indian political disunity and economic weaknesses paved the way for the rise of British power in India. The period from the mid eighteenth to the mid nineteenth century (1757-1857) was characterized by the rise and simultaneous consolidation of British power in India. After conquering Bengal, with large revenues of Bengal at its behest, British embarked on a conquest of other parts of India. In the process, British defeated all these Indian regional states. Let us discuss the British process of expansion, annexation and consolidation in detail.

1.2.1. BRITISH CONQUEST OF BENGAL

Students, Bengal was the first province to declare independence from the Mughal Empire under Murshid Quli Khan. In the beginning of the 17th century, Bengal was one of the great silk-producing regions of the world. Its fertile lands, well-developed industries and commerce, a strong community of skilled artisans, and a major point of international trade- all contributed to Bengal's history of economic prosperity. Seeing the bright prospects of trade in the region, towards the end of the seventeenth century, Company established its headquarters in Calcutta. By the early 18th

century Bengal became a key region for the Company's trade in textiles, and Bengal goods came to comprise nearly 60 percent of the British imports from Asia.

The Farman of 1717 issued by the Mughal Emperor Farrukh Siyar had permitted the British to trade in Bengal without paying custom and other duties on an annual payment of mere three thousand rupees but the Farman didn't apply to private trade by Company officials. This private trade by Company officials brought enormous loss of revenue to the Nawab's government. By the time Siraj-ud-daula succeeded Alivardi Khan as Nawab of Bengal in 1756 trade privileges and their misuse by the Company and its officers had already become an issue of conflict. Certain other factors like the fortification around Calcutta without the permission of the Nawab, repeated defiance of the Nawab's authority along with sheltering the offenders of the Nawab were the acts on the part of the Company which provoked the Nawab.

The young and short-tempered Nawab could not tolerate this defiance, laid siege to Calcutta and took control of British factory at Qasim bazar and Fort William. 146 Englishmen were locked up into a tiny dark cell that measured 14 feet by 18 feet with no ventilation. 123 died of suffocation and thirst. This episode is known as Black Hole Tragedy (1756). Within no time the troops under Robert Clive recovered Calcutta and in February 1757, a Treaty of Alinagar was concluded by which the Nawab restored all the privileges of the Company and promised compensation for losses.

The very next month (in March 1757) Clive captured Chanderanagore, a French settlement, which was under Siraj-ud-daula's protection. British further planned to overthrow the Nawab of Bengal by winning over Mir Jafar, Rai Durlabh, Jagat Seth and other key persons around him to their side. In the battle between the British army led by Robert Clive and Admiral Watson and Siraj-ud-daula at Plassey on 23 June 1757, the Nawab was defeated. He was captured and executed. So, British victory in the battle of Plassey was pre-decided. It was not the superiority of the military power but the conspiracy that helped the British in winning the battle. Mir Jafar, the commander-in-chief of the Nawab was awarded the Nawabship for his support to the British. In turn Mir Jafar granted Company undisputed right to trade freely in Bengal, Bihar, and Orissa. Company also received the Zamindari of 24 Parganas and 22 million rupees were paid to the British for their losses. But soon Mir Jafar, failing to meet the ever-increasing revenue demand by the British, was replaced by his son-in-law Mir Qasim. He rewarded British by giving expensive presents totaling 29 lakhs of rupees.

However, Mir Qasim was determined to set Bengal free from British. Therefore, he shifted his capital from Murshidabad to Monghyr (1762) to avoid the growing interference of the British in his court. His various reforms like to improve the economic condition of Bengal he took the extreme step of abolishing all the duties on internal trade for Indian merchants, his attempt at reorganizing the army and navy on modern lines led to confrontation between them. Soon Mir Qasim with the help of Shuja-ud-daula, Nawab of Awadh and Shah Alam II, the fugitive Mughal Emperor waged a war against British. In this battle of Buxar (22 October 1764) their joint confederacy got defeated. Mir Qasim fled to the north-west and died. Shah Alam II and Shuja-ud-daula sought shelter in the British camp. The war concluded with the signing of two treaties of

Allahabad with the Shuja-ud-daula and Shah Alam II. Shuja-ud-daula was made to pay a war indemnity of 50 lakhs of rupees and was given back his dominions except the two districts of Kara and Allahabad, which were given to the Mughal Emperor Shah Alam II for the upkeep of his Allahabad court. From Shah Alam II the Company received the Diwani rights or revenue collection rights of Bengal, Bihar and Orissa in return for a regular annual payment of 26 lakhs of rupees.

The annexation of Bengal was the first step towards establishing a strong foothold in India. The conquest of Bengal gave the British unlimited access to its vast rich resources, needed to conquer other regions of India. She was able to establish her supremacy in the sea. The conquest of Bengal also gave the Company easy access to the large military labour market located on the border of Bengal in Uttar Pradesh and Bihar. The availability of professional soldiers in large numbers combined with the rich revenues of Bengal created the famous Bengal Army. This proved to be the most powerful army in India which helped the British conquer south and west India.

1.2.2. BRITISH CONQUEST OF DECCAN

Students, let us now discuss the expansion and consolidation of the British rule in the Deccan region. The absence of any central power after the death of Aurangzeb gave the Europeans an opportunity to expand their political influence and control over the affairs of the south Indian states. By the early eighteenth century, the Portuguese, the Danish and the Dutch lost their important position in trade between India and the West to the British and the French. It was left for the British and the French to contest among themselves for the control of trade, wealth and political power in India. Let us discuss how Company expanded in Deccan.

The French East India Company founded in 1664 was firmly established at Chandranagore near Calcutta and Pondicherry on the south east coast of India. In 1740, the war was declared between the French and Britain over the Austrian succession in Europe. The war spread to India and the French and English settlements in India also became involved in open hostilities. The first Carnatic War (1746-48) began in 1745, when the English navy captured French ships off the south-east coast of India and threatened Pondicherry. Dupleix, the French Governor-General at Pondicherry retaliated and occupied Madras, the British settlement, in 1746. With the signing of the treaty of Aix-la-Chappelle in 1748 the war of Austrian succession came to an end in Europe which also ended the Carnatic war in India. In accordance with the treaty of Aix-la-Chappelle, the French government returned Madras to the British in exchange for Louisburg in North America.

The cause of the second Carnatic War (1749-54) was the interference of the British and the French in the wars of succession in the states of Hyderabad and Carnatic with a view to enhance their political power and area of influence in southern India. After the death of Asaf Jha, the Nizam of Hyderabad, the throne was contested between his son Nasir Jung and his grandson Muzzafar Jung. Similarly, after the death of Dost Ali, the Nawab of Carnatic, the throne was contested between Anwar-ud-din and his son-in-law Chanda Sahib. The French supported Muzzafar Jung and Chanda Sahib. To undermine the growing French power in the region, the British decided to support the other two namely the Muhammad Ali and Nasir Jang. So, a war broke out in 1748. The combined armies of Muzaffar Jang, Chanda Sahib and the French defeated and killed Anwar-ud-din at the Battle of

Ambur (near Vellore) in 1749. To revert the French, British under Robert Clive successfully laid sudden raid on Arcot (the capital of the Carnatic). This war came to an end with the Treaty of Pondicherry in 1755. By this treaty, both French and British agreed not to interfere in the internal affairs of the Indian princely states and returned each other's territories captured during the war.

As a result of Seven Years War (1756–1763) in Europe, the French and English settlements in India also became involved in open hostilities. In the third Carnatic war (1758-63), the French under Count De Lally were defeated by Sir Eyre Coote at Wandiwash in January 1760, and French lost their Indian possessions including Pondicherry, Mahe, Gingee and Karaikal to the British. Thus, ending almost a century of conflict over supremacy in India. The Seven Years War came to an end with the Treaty of Paris in 1763. This also brought to close the third Carnatic War in India. As per the Treaty, Chandranagar in Bengal and Pondicherry were returned to France but the French were forbidden to fortify their settlements in India. They could only carry trading activities. The Third Carnatic war put an end to the French ambitions to create a colonial empire in India. In the aftermath of the war, the British reigned supreme over India as all their European rivals had been decisively eliminated. The path was clear for the establishment of a British rule in India.

1.2.3. BRITISH CONQUEST IN MYSORE

Students, Mysore located in the north of Malabar, emerged as a powerful state and a formidable opponent of the British in the wake of the Mughal decline in the eighteenth century. It grew in strength under the leadership of powerful rulers like Haider Ali (ruled from 1761 to 1782) and his famous son Tipu Sultan (ruled from 1782 to 1799). The rulers of Mysore, Haider Ali and Tipu Sultan, fought four wars against the Company before Mysore was finally defeated by the British in 1799. Let us discuss these wars.

Haider Ali with French assistance was able to build a strong army and his annexation of coasts of Canara and Malabar in south threatened the growth and commercial prospects of Madras under Company's control. The British, along with the Marathas and the Nizam of Hyderabad declared war on Mysore. Haider skillfully managed to win over the Nizam and the Marathas. This first Anglo-Mysore war (1767 and 1769) continued for 3 years without any conclusion. Finally, Haider changed his strategy and suddenly appeared before the gates of Madras, the British Presidency. Following complete chaos and panic at Madras, British sued for peace and signed a very humiliating Treaty of Madras in 1769, which brought an end to the war. Both parties agreed to a mutual restitution of territories and it was also agreed upon that they would help each other in case an enemy's attack. The British acceded to this treaty under pressure and to buy time.

British attack on Mahe, a French settlement in 1780 under Haider Ali's jurisdiction and the only outlet for Mysore's trade with Europe, resulted in second Anglo-Mysore war (1780-84). British forces under Eyre Coote defeated Haider in Portonova. In 1782, Haider Ali died in the course of the war but his son Tipu continued the war which ended with the Treaty of Mangalore in 1784. The prisoners of war and the conquered territories were mutually returned.

The immediate cause of the third Mysore War (1790-92) was Tipu's attack on the Kingdom of Travancore in 1790, a British ally in Malabar coast (which controlled profitable trade of British in pepper and cardamom). British got into action immediately under Cornwallis, who with the help of Nizam of Hyderabad and Marathas seized his capital Seringapatam. The British defeated him at various places before the war came to an end with the Treaty of Seringapatam in 1792. This treaty made Tipu surrender a half of his territory to the British, which was divided among the British and their allies, namely the Maratha and the Nizam and his two sons were taken to Calcutta as hostages. Cornwallis did not completely destroy Mysore rather let it remain an independent state, a counterweight to the Marathas.

The fourth Anglo-Mysore War (1799) was the final confrontation between the British and Tipu Sultan. Tipu secretly tried to enlist the support of the French to oust the British from the south. This gave the new Governor-General Lord Wellesley a pretext to overrun Mysore. In 1799, the capital city of Seringapatam fell to the British forces and Tipu died defending it. The young Wodeyar Hindu Raja was restored to the throne as a 'subsidiary'. The greater part of Karnataka was annexed by the British and was made a part of the Madras Presidency. The threat of French revival in the Deccan was permanently eliminated by the British.

1.2.4. BRITISH CONQUEST OF TERRITORIES UNDER THE MARATHAS

Students, Marathas presented perhaps the most formidable challenge to British East India Company both in the Deccan and in the North. The Maratha empire at this time consisted of a confederacy of five big chiefs, namely, the Peshwa at Poona, the Gaekwad at Baroda, the Sindhia at Gwalior, the Holkar at Indore and the Bhonsle at Nagpur. The Peshwa was the nominal head of the Maratha confederacy (1720-1818). Though they united on occasion, as against the British (1775-82), but more often they quarreled with each tried to expand at the cost of other. Internal strife among the Marathas was the order of the day. The internal dissensions of the Marathas and the growing imperialistic designs of the British brought the beginning of the Anglo-Maratha struggle.

The first Anglo-Maratha War (1775-82) was caused by the British interference in the struggle for power between Madhav Rao II and Raghunath Rao. All the leading Maratha chiefs under Nana Phadnavis refused to accept Raghunath Rao as their new Peshwa. As a consequence, Raghunath Rao sought the help of the British. Marathas under Nana Phadnavis defeated the forces of Raghunath Rao and the British near Pune at the Battle of Wadgaon in January 1779. However, this defeat did not deter the British. They continued to fight against the Marathas and finally the war ended with the Treaty of Salbai signed in 1782. As per the Treaty of Salbai, the British took control of Salsette, all the territories occupied by the British were given back to the Marathas and Madhav Rao II was accepted as the Peshwa.

After the death of Nana Phadnavis in 1800, the Maratha confederacy could no longer stay united. Soon, the throne of Peshwa was challenged by Jaswant Rao Holkar, the chief of the Holkar's of Indore. In the Battle of Poona in 1802, Jaswant Rao Holkar defeated the combined

armies of the Peshwa and the Sindhia. Thereupon, Baji Rao II fled to Bassein and concluded a 'subsidiary alliance' treaty with the British in December 1802. Following this, the British reinstalled the Peshwa in Pune and issued an ultimatum to the Maratha Sardars opposing him. It was a decisive step in the breakup of the Maratha confederacy. The Scindia, the Bhonsle and Holkar rulers refused to accept this treaty. As a result, the second Anglo-Maratha war (1803-05) broke out in central India in 1803. The British destroyed the Maratha's power. The large part of central India, and Delhi (1803) came under British occupation.

The third Anglo-Maratha war (1817–18) was the result of an invasion of Maratha territory in the course of operations against Pindari robber bands by the British Governor-General, Lord Hastings. The *Peshwa's* forces, followed by those of the Bhonsle and Holkar, rose against the British but the Sindhia remained neutral. This war ended in a complete rout of the so-called Maratha confederacy. The office of Peshwa was ended and was pensioned off to Bithur near Kanpur. The Peshwa's territories were absorbed into the Bombay Presidency and the territories seized from the Pindaris became the Central Provinces of British India. With this, most parts of India barring Punjab and Sindh directly or indirectly came under the control of the British.

1.2.5. BRITISH CONQUEST OF PUNJAB

Students, the final step in the consolidation of British power in India was the annexation of the state of Punjab by Lord Dalhousie. So, let us discuss the circumstances leading to the annexation of Punjab.

It was in the year 1799 that Maharaja Ranjit Singh (1799-1839), often called Sher-i-Punjab, laid the foundation of the first independent Sikh Kingdom in the north-west of river Sutlej. His kingdom formed between the rivers Indus and Sutlej, acted as a barrier between the British and the Afghans Empire. In his attempt to extend his kingdom to as far as river Jamuna, he crossed river Sutlej in 1809 and occupied Ludhiana with a large force. British government saw this as a good opportunity to offer protection to the 'Cis-Sutlej' states of Patiala, Nabha, and Jind and then contain Maharaja Ranjit Singh. A compromise was achieved by the Treaty of Amritsar of 1809, under which river Sutlej was accepted as the eastern boundary of Maharaja Ranjit Singh. British undertook not to interfere in matters 'north of Sutlej', while Maharaja Ranjit Singh committed himself to abandon any further designs on territories on the left side of the Sutlej (Cis-Sutlej Punjab) which was placed under the British protection. Maharaja Ranjit Singh was thus free to extend his conquests to the north and the west. On the other hand with the friendly power on the north of the Sutlej, the only dangerous frontier of India, British could now utilise their whole strength in consolidating their position in India.

The first Anglo-Sikh War (1845), was the outcome of British expansionism and the near anarchical conditions that overtook the Lahore court after the death of Maharaja Ranjit Singh in June 1839. In 1843, Dalip Singh, the youngest son of Maharaja Ranjit Singh, was made the ruler of Punjab in the regency of his mother Maharani Jindan. Actual power, however, resided with the army, which was itself in the hands of *Panchs*, or military committees. An attempt to enthrone

Shah Shuja's (their friend) on the throne of Afghanistan, annexation of Sindh (1843) to the south of Punjab, establishing cantonments at Ambala, Ferozepur, just a few miles from Sutlej, clearly pointed to the offensive nature of the British military preparedness. Sikhs emboldened by British defeat in the First Anglo-Afghan War (1839-42) crossed river Sutlej and invaded the British territory. After fighting hard, the Sikhs finally lost the war. This ended with a peace Treaty of Lahore 1846. Under the Treaty, Dalip Singh was recognized as the Maharaja, Maharani Jindan was removed from the post of regency, the Bist Jallandhar Doab was added to the Company's territory, Henry Lawrence was appointed British Resident to assist the Sikh council of Regency at Lahore and a British force was sent to garrison Punjab on behalf of seven and half year old king, Dalip Singh.

The immediate cause that led to the outbreak of Second Sikh War was the revolt of Mulraj, the governor of Multan. The rebellion sparked when British forced Diwan Mulraj to pay exorbitantly enhanced land revenue and taxes. Mulraj resigned as Diwan, and he was soon indicted to become the leader of the disbanded soldiers of Multan which led to the outbreak of the war. This war resulted in the annexation of Punjab on 29 March 1849 by Lord Dalhousie. Dalip Singh was pensioned off to England. Maharani Jindan was separated from her son and was sent to Ferozepur. By winning this battle, the British had become supreme power in India, and in control of affairs directly or indirectly over most of India except the Indus basin.

1.2.6. BRITISH CONQUEST OF AWADH

Students, final state to fall within the ambit of British Empire in India was Awadh. Let us discuss it in detail.

Awadh was one of the important independent state which emerged out of the break-up of the Mughal Empire under Saadat Khan Burhan-ul-Mulk, the first Nawab of Awadh in 1722. It was a prosperous region, controlling the rich alluvial land between Ganga and Yamuna rivers and was the main trade route between north India and Bengal. The subjugation of Awadh began with the Treaty of Allahabad signed by Shuja-ud-daulah and the British after the former's defeat in the Battle of Buxar (1764). It is important to note that despite the total collapse of Shuja-ud-daula in the Battle of Buxar, British decided not to annex Awadh and made Awadh as its firm ally to use it as a 'buffer' state between the Bengal Presidency and the rest of north India dominated by the Marathas and Sikhs.

After signing this treaty Shuja, in an effort to check further advance of the British into his territory and to assert his authority expanded the territorial limits of his kingdom, reorganized his army on the European model, hired French artillery experts and built a formidable arsenal at his capital Faizabad. This threatened the British, who impelled Shuja to enter into another treaty with them in 1768. This treaty forced the Nawab to reduce the strength of his army to 35,000 troops. Another treaty signed in 1773, increased the number of British troops in the kingdom and the Nawab was made to agree to bear the maintenance expenses of the British troops in addition to payment of rupees 20 lakhs. But despite these impingements made by the British, the Nawab

managed to safeguard the internal workings of the kingdom from British encroachment to a large extent.

A serious erosion of Awadh's independence started during the reign of Asaf-ud-daulah (1775-97). On the death of Shuja-ud-daula (1775) a Treaty of Faizabad was concluded with his successor, Asaf-ud-daula in 1775, which further tightened the control of British over the Awadh. The subsidy for the maintenance of the British troops in Awadh was increased. The amount of tribute and other liabilities were increased in such a disproportionate manner that it drove Awadh into chronic indebtedness. From the beginning of the 19th century the Company Resident became the indirect ruler of Awadh. In other words, the Resident posted at Nawab court, positioned himself firmly in the day to day working of the administration of Awadh and kept a track of all Nawab's diplomatic relations and almost directed the course of events.

Asaf-ud-daula died in 1797, nominating his son Wazir Ali as the fifth Nawab of the kingdom. He re-organized his army and administration and was determined to check the growing influence of the British in Awadh. British found this development as detrimental to their interests in Awadh, therefore, were quick to replace him by Saadat Ali Khan (brother of deceased Asaf-ud-daula), a mere puppet in the hands of British.

In 1798, a British Resident was assassinated in Banaras by Wazir Ali, the deposed Nawab of Awadh, which gave the British further excuse for interference in the internal affairs of Awadh. Lord Wellesley who came to India as a Governor-General between the years 1798-1805, forced the Nawab to accept the 'subsidiary alliance' with the British in 1801, which made him an entirely dependent ally of the British. The Nawab was also made to cede a major portion of his dominion, amounting to more than one crore in revenue, for the exclusive management and control of the Company and their officers. Though the Company did not formally take over the administration of Awadh till 1856, its intervention in the matters of governance kept on increasing. Due to the exploitive and over-assessed revenue policies of the British, Awadh was seething in discontent by the time Asaf-ud-daula died in 1797, which adversely affected its administration. Lord Dalhousie formally annexed Awadh in 1856 on the pretext of its maladministration.

1.2.7. CHECK YOUR PROGRESS I

1. Who was the Governor-General of India during the second Anglo-Sikh war?

2. When was the third Anglo-Maratha War fought?

3. What was the reason for annexation of Awadh?

4. What is the significance of the Treaty of Mangalore?

5. Which Peshwa signed the 'subsidiary alliance' with the British?

6. What is the importance of Plassey battle?



India in 1798¹

1.3. ADMINISTRATION

Students, the establishment of colonial rule in India brought significant changes in the traditional administrative system of the country. Let us discuss these changes in detail.

¹ Barbara D. Metcalf and Thomas R. Metcalf, *A Concise History of Modern India*, New York: Cambridge University Press, 2002, pp. 70-71.

Dual Administrative System in Bengal: In order to administer newly conquered province of Bengal Robert Clive introduced the dual government or joint rule of East India Company and Nawab of Bengal, which lasted from 1765 to 1772. Under this system, the administration of Bengal was divided into two parts- Diwani and Nizamat. The right to collect the Diwani or revenues of Bengal, Bihar and Orissa was given out to the Company and the administration of law and order and criminal justice were given to Nawab. As the Nawab himself was a minor, the Company appointed two native officials Mohammad Raza Khan and Raja Shitab Rai as the Deputy Nazims of Bengal and Bihar respectively. They were also given an additional charge of collecting Diwani from their respective areas. So, Mohammad Raza Khan and Raja Shitab Rai had a dual role to play, of a Deputy Nazim and a Deputy Diwan. The Deputy Nazims could not be removed without the consent of the Company. So, indirectly both the Nizamat and the Diwani rights were exercised by the British. This implied that the British had power and resources without responsibility while the Nawab had the responsibility of the administration without power to discharge it. Thus, the Nawab had to take all responsibility for bad governance. Company's repressive policies of high taxation, cruel methods of collection of revenues, led to famine in Bengal in 1770. The system was abolished by Warren Hastings in 1772 and Bengal was brought under direct control of the British and the Nawabs remained as the mere pensioners of the East India Company.

Administration in three Presidency Towns: British territories were broadly divided into administrative units called Presidencies. By the mid of the eighteenth century there were three Presidencies: Bengal, Madras and Bombay. Each was ruled by a Governor. The Regulating Act of 1773 made the presidencies of Bombay and Madras, subordinate to the Governor-General of Bengal, especially in matters of foreign policy. Under the Charter Act of 1833, the Governor-General of Bengal was hereafter called the 'Governor-General of India'. The Governor-General was given full control over revenue, civil and military administration. The Act also deprived the presidencies of Bombay and Madras of its power to make laws, now the Governor-General would make laws for all India. With expansion of the British territories and the increasing administrative responsibilities, a bureaucracy was also required to control British possessions. In 1785, Lord Cornwallis created a professional cadre of Company servants, outlawed private trade by company employees, enhanced the salaries of company's servants to prevent them from indulging in fraudulent means of earning money, system of regular promotion and were entitled to pensions. All high-level posts were reserved for the British, and Indians were excluded. Bureaucrats were appointed as judges, revenue collectors and magistrates. From 1806 the Company trained its young recruits in Haileybury College near London. The Charter Act 1853 gave birth to the Indian Civil Services and was opened to all including Indians. This ended the system of appointments by recommendation and started a system of open and fair competition.

Judicial Administration: From 1772, a new system of justice was established. Under the new system each district had two courts: a criminal court (Faujdari Adalat) and a civil court (Diwani Adalat). Maulvi and Pandits interpreted Indian laws for the district collectors who presided over civil courts. The criminal courts were still under a Qazi and a Mufti, but under the supervision of

the Collectors. A Supreme Court was established under the Regulating Act of 1773, and a court of appeal (Sadar Nizamat Adalat) was also set up at Calcutta. The Supreme Courts in Madras and Bombay were finally established in 1801 and 1823, respectively. The laws were codified and attempts were also made to separate the judiciary from the executive. Efforts were made to establish the 'Rule of Law' in India. But this only helped the British to enjoy arbitrary powers and to interfere with the rights and liberties of the Indians. The new judicial system also discriminated between Europeans and Indians.

Transfer of Power from East India Company to Crown: The British government was no longer willing to allow the Company's affairs to continue unsupervised. Therefore, from 1773 to 1857, British Parliament enacted 5 major laws to regulate the functioning of British East India Company and to help them rule over India, namely the Regulating Act of 1773, Pitt's India Act of 1784, the Charter Act of 1813, the Charter Act of 1833, and Government of India Act of 1858. The Government of India Act of 1858 brought an end to the rule of East India Company. The powers were transferred to the British Crown. The Secretary of State for India was given the powers and duties of the former Court of Directors. He Controlled the Indian administration through the Viceroy of India. The Secretary of State for India was assisted by the Council of India. This Council had 15 members. The Council was an advisory body. Governor-General of India was made the Viceroy of India. Lord Canning became the first Viceroy of India.

The Indians found it difficult to adjust to the new system of administration introduced by the British. The Indians were denied political rights and the British officers treated them with contempt. Indians were excluded from all higher positions in the civil administration and military.

1.3.1. CHECK YOUR PROGRESS II

1. Who established the dual government in Bengal?

2. Name the Act which made Governor of Bengal, the Governor-General of India.

3. Name the first Viceroy of India.

4. Which Government of India Act brought an end to the rule of East India Company?

1.4. COLONIAL POLICY

Students, new policies were formulated to give shape to their imperialistic designs in India. Let us discuss these policies.

Agricultural Policy: The colonial economic policies were more concerned with arrangements which would guarantee their revenue and not provoke too much political disturbance rather than in increasing productivity. The main source of colonial revenue was the land tax exacted from the peasants. Therefore, British devised three systems of collection of land revenue, namely the Permanent Settlement, Mahalwari Settlement and Ryotwari system. Lord Cornwallis introduced the Permanent Settlement (also called Zamindari system) in Bengal and Bihar in 1793. It granted legal ownership of land to the Zamindars in Bengal and the peasant was reduced to the status of the tenant on his own land. In return, Zamindars had to pay the government fixed revenue by a certain particular date. This arrangement was to last forever; hence the title 'permanent settlement' was given. Now land became a negotiable property and the state was excluded from agricultural expansion and development, which came under the purview of the Zamindars. But, if the Zamindar failed to pay the fixed revenue on time his land was sold off to another Zamindar. In Madras and Bombay, the Ryotwari (peasant) settlement system (introduced by Munro in 1818) was set in motion, in which peasant cultivators had to pay annual taxes directly to the government. Under no circumstances a peasant could claim anything of the nature of proprietary rights which were vested in the state. In 1833, in the north-western provinces, Punjab, the Ganga valley and parts of central India, British introduced the Mahalwari settlement. This too was a settlement of land revenue with the Zamindars who held their Mahal (estate) in joint proprietorship, not in individual ownership. Here all the proprietors of Mahal were jointly responsible for paying the sum of revenue assessed by the government.

Regardless of the system employed, it brought no benefit to the peasants as the colonial power exacted the maximum possible land tax, and peasants were barely left with enough to improve the agricultural implements and techniques used. Under the colonial government fixed taxes were laid down and these were collected regardless of whatever unfavourable conditions might develop in the country. The extracted taxes from the farmers were used to finance their policies and war efforts.

Industrial Policy: The primary objective of the British rulers was to develop such an industry in India that would never be able to compete with the British industry. Under the pressure of its industrialists, the British government followed discriminatory tariff policy by imposing a high protective tariff on Indian textiles. For instance, on imports of British cloth into India an import duty of only 2-3.5% was levied. Whereas import duties on Indian goods in the Britain market was between 20 and 30 %. By 1813, the Indian handicrafts lost both their domestic as well as foreign market. It was only during the second half of the nineteenth century that modern industry began to take root in India but its progress remained very slow. Initially, this development was confined to

the setting up of cotton and jute textile mills. Between the years 1850-55, the first cotton mill, jute mill, and coal mine were established.

Policy with Regard to Transportation and Communication: The Governor-General Lord Dalhousie is credited for introducing railways, posts and telegraphs in India. However, the real motive behind this development was not to provide basic amenities to the people but to sub serve various colonial interests. The roads and railways were primarily built to serve the purposes of mobilizing the army within India and drawing out raw materials from the countryside to the nearest railway station or the port to send these too far away England or other lucrative foreign destinations. The first railway line connecting Bombay with Thane was opened in 1853. Railway lines connecting from Calcutta to the Raniganj coal-fields were opened in 1854 and from Madras to Arakkonam in 1856. Along with the development of roads and railways, the colonial government introduced electric telegraph in India, which similarly, served the purpose of maintaining law and order. Main cities of the country viz., Calcutta, Peshawar, Bombay and Madras were telegraphically connected. About 4000 miles long telegraph lines were laid before the departure of Dalhousie. During the Revolt of 1857, the system of telegraphic communication proved a boon for the British. A new Post Office Act was passed in 1854. Consequently, irrespective of the distance over which the letter was sent, a uniform rate of half an anna per post card was charged throughout India. Postage stamps were also introduced for the first time. The first regulation of the press was introduced by the Governor-General Lord Wellesley in 1799. Though it did not harshly affect the functioning of the press owing to its small presence, it marked the beginning of the authority control over the press of India. In 1823, the acting Governor-General John Adam made prior registration and licensing compulsory. However, when Sir Charles Metcalf took over the office of the Governor-General in 1835, the regulation was abolished marking the liberation of the Indian press. As soon as the Revolt of 1857 broke out government gagged the press.

Social Policy: Female infanticide was one of the horrible and heartless deeds committed even by civilized people. This practice of killing female infants was very much prevalent in places like Rajputana, Punjab, Malwa and Cutch. Bentinck took effective steps to prevent the ritual of child sacrifice at Saugor Island in Bengal. He not only prohibited female infanticide but declared them as punishable crime. Sati (widow burning) was prohibited by Regulation XVII in 1829. Slavery was abolished without compensation under the Act V of 1843.

From the above discussion it is evident that their policies were meant only to serve the interests of the East India Company and later the British Empire.

1.4.1. CHECK YOUR PROGRESS III

1. When was Sati banned in India?

2. How were Indian industries affected by the British policy of industrialization?

3. Who introduced the Permanent Land Revenue Settlement system?

4. When was the first railway line started in India?

1.5. SUMMARY

Students, this unit discussed at length the expansion and consolidation process of the British in India. Bengal was the first province to be occupied by the British in India. The British used its vast resources (men, money and material) as a springboard to further its expansion process. From the late 18th century, Mysore, the Deccan and Western India and finally Punjab and Awadh came into the Company's hands. On the whole Company successes can be attributed to a combination of the following factors like superior leadership, superior navy, vast resources, unity in command, a well-paid and disciplined army, Indian political disunity, friendly collaborating sections of the Indian elite and finally the inefficient armies of Indian rulers. These annexations made the Company the supreme power in the region. The British government was no longer willing to allow the Company's affairs to continue unsupervised. Therefore, from 1773 to 1857, the British Parliament enacted 5 major laws to regulate the functioning of the British East India Company and to help them rule over India. This module also discussed at length the new colonial policies in India, which were meant only to serve the interests of the East India Company and later the British Empire.

1.6. SUGGESTED READINGS

Irfan Habib, *A People's History of India: The Establishment of British Rule 1757-1813*, New Delhi: Tulika Books, 2016. (Second edition)

Irfan Habib, *A People's History of India: The Indian Economy Under Early British Rule, 1757-1857*, New Delhi: Tulika Books, 2014. (Second edition)

Amar Farooqui, *A People's History of India: The Establishment of British Rule 1757-1813*, vol. 23, New Delhi: Tulika Books, 2014.

B.B. Misra, *The Administrative History of India, 1834-1947*, London: Oxford University Press, 1970.

Barbara D. Metcalf and Thomas R. Metcalf, *A Concise History of Modern India*, New York: Cambridge University Press, 2002.

1.7. QUESTIONS FOR PRACTICE

1.7.1 LONG ANSWER QUESTIONS

1. 'The Battle of Plassey was not a great battle but a great betrayal'. Comment.
2. Discuss the circumstances which led to the Anglo-Carnatic Wars in India.
3. Examine the circumstances which led to the Anglo-Maratha wars.
4. Discuss the expansion and consolidation of British rule in Mysore.
5. Give the main causes and significance of the Anglo-Sikh wars.
6. Write a detailed note on the annexation of Awadh.
7. Discuss colonial agrarian and industrial policies between the years 1757-1857.
8. Discuss the colonial administrative structure between the years 1757-1857.

1.7.2 SHORT ANSWER QUESTIONS

1. Explain briefly the significance of Battle of Plassey.
2. Give two reasons which caused the First Anglo-Carnatic War in India.
3. Give two terms of Treaty of Seringapatam.
4. Give two reasons which led to the Battle of Buxar.
5. What was Ryotwari system?
6. Who was Maharani Jindan?
7. Explain briefly the 'Doctrine of Lapse'.
8. What do you understand by the 'Subsidiary alliance' system?
9. Give two impacts of British economic policies over India.
10. Give two demerits of dual system established in Bengal.

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER III

COURSE: HISTORY OF INDIA: c. 1750-1947

UNIT 2: 1857: FIRST WAR OF INDIAN INDEPENDENCE

STRUCTURE

2.0. Learning Objectives

2.1. Introduction

2.2. 1857: First War of Indian Independence

2.2.1. Causes

2.2.2. Extent

2.2.3. Composition

2.2.4. Significance

2.2.5. Check Your Progress I

2.2.6. Nature

2.2.7. Causes of the Failure of the Revolt

2.2.8. Check Your Progress II

2.3. Summary

2.4. Suggested Readings

2.5. Questions for Practice

2.5.1. Long Answer Questions

2.5.2. Short Answer Questions

2.6 Appendix

2.0. LEARNING OBJECTIVES

Students, after reading this unit you will be able to:

- Understand the causes of rise and failure of the First War of Indian Independence (1857).
- Analyze the extent and nature of the First War of Indian Independence.
- Understand the significance of this Great Revolt of 1857.

2.1. INTRODUCTION

Students, one hundred years after the Battle of Plassey, anger against the unjust and oppressive policies of the British Government took the form of a historic revolt of 1857 that shook the very foundations of British rule in India. The aim of the chapter is to apprise you with the circumstances that led to the First War of Indian Independence in 1857. The chapter will also look into the nature of the revolt, people's participation, its extent, and impact on the British government.

2.2. 1857: FIRST WAR OF INDIAN INDEPENDENCE

India was under the British rule for 200 years. The fight for independence was not easy and certainly not won in a day. Many revolts were won and lost that paved the way to the independence of India. One of the major revolt fought was the 'Revolt of 1857' also known as 'The Sepoy Mutiny', 'The Great Rebellion' and 'India's First War of Independence'. The year 1857 witnessed several dispersed elements coming together in parts of northern and central India to mount the very first serious challenge to the British dominion. As a result of which from the local British administration to the highest authority of England all were shaken and effective British rule nearly collapsed in these regions until the spring of 1858, when order was restored again by the advancing imperial forces. The revolt witnessed an extraordinary amount of violence unleashed on both sides. As British rule had "meticulously constructed a monopoly of violence", it was retorted with an equal amount of counter-violence of their subjects. If the British counter-insurgency measures included public execution of the rebels, blowing them off from cannons and indiscriminately burning native villages, the rebels also massacred white civilians-women and children without mercy. Let us look into the causes which led to this First War of Indian Independence in 1857.

2.2.1. CAUSES

Students, the Revolt of 1857 was not sudden, but was the end result of the already simmering discontent of Indians against the policies of East India Company. Multiple causes: social-religious-political- economic worked together to produce the rebellion. Let us discuss them.

a. POLITICAL CAUSES

The expansionist policy of the British created distrust among the rulers of the then existing Indian states. Their distrust against the British was confirmed by the imperialist policy of 'Doctrine of Lapse' adopted by Lord Dalhousie. Under this policy, any state could be annexed on the ground

of mis-governance and also if the native ruler died without any biological heir to the throne then after his death the territory would automatically 'lapse' into the British India. It completely disregarded the right of an adopted heir to the throne. Rulers of tributary states were allowed to adopt heirs only with the prior consent of the Company. Rani Lakshmi Bai's adopted son was not permitted to sit on the throne of Jhansi. Satara (1848), Punjab (1849) Nagpur and Jhansi (1854) were annexed under the Doctrine of Lapse. Oudh, despite being the loyal ally of the British was annexed on the plea of misrule by Lord Dalhousie, which left thousands of nobles, officials, retainers and soldiers jobless. This measure converted Oudh, a loyal state, into a hotbed of discontent and intrigue. The refusal to continue the pension of Peshwa Nana Saheb, the adopted son of Baji Rao II, created hostility among the ruling class. The maltreatment towards the Mughal emperor Bahadur Shah-II hurtled the sentiment of the Muslim community. A large number of Indian rulers and chiefs dislodged aroused fear in the minds of other ruling families who apprehended a similar fate.

b. ECONOMIC CAUSES

The annexation of Indian states one after the other by the Company rendered the large number of artisans and craftsmen unemployed as the native rulers and the nobles, could no longer afford to patronage them. The ruined artisans and craftsmen unable to find an alternative job began to come to villages and crowded agriculture. This broke the union of agriculture and self-sufficient rural economy. The imposition of high tariffs on Indian goods led to the destruction of Indian handicraft and cottage industries which were the backbone of the Indian economy as they failed to compete with cheaper imported machine-made goods from Britain. The peasant was also progressively impoverished under the British rule. The British policy of extracting the largest possible amount of land revenue ruined the peasant's condition. They were left at the mercies of the Zamindars who ransacked them, compelled them to pay illegal dues and to perform forced labour. The high land revenue demand was accompanied by rigidity in collection, and intrusion of money lenders. Many peasants were unable to meet the heavy revenue demands and repay their loans to money lenders, eventually losing the lands that they had held for generations. All this resulted in the unprecedented poverty in Indian villages throughout the British regime. The imposition of high tariffs on Indian goods, de-industrialization, and drain of wealth led to the overall decline of the economy. It caused widespread resentment among all sections of the people. So they bore a deep-seated grievance against the British. Large numbers of sepoys were drawn from the peasantry and had family ties in villages, so the grievances of the peasants also affected them.

c. SOCIAL AND RELIGIOUS CAUSES

One of the major reasons for the revolt was socio-religious policies of the British which included racial superiority and discrimination, missionary activities and deliberate efforts to subvert the socio-religious beliefs of the people in India. British hurling insults mixed with racial slurs and abuses towards Indians was a common sight in colonial India. The attempt at socio-religious reforms like abolition of Sati, female infanticide, child marriage and encouragement to widow remarriage and women education were considered as a threat to the established Indian traditions.

Even the introduction of the railways and telegraph was viewed with suspicion. In 1850, Religious Disabilities Act was passed to make conversion to Christianity easier. This Act changed the Hindu law of property. It enabled a convert from Hinduism to other religion to inherit his ancestral properties. Hindus regarded this as an incentive to give up one's religious faith. Also, the British decision to collect taxes from Mosque and Temples angered the locals, thus creating hatred among them for British officials. It seemed to the people that their socio-religious customs that they cherished and held sacred were being destroyed by the British. This created a kind of discontentment and distrust among the people against the British rule.

d. MILITARY CAUSES

In 1856, Lord Canning's government passed the General Service Enlistment Act, which decreed that all future recruits to the Bengal army would have to give an undertaking to be ready to serve even in British land across the sea when required. The Bengal army was recruited from high caste communities in Oudh. They were not prepared to cross the ocean (Kalapani) which was forbidden as per Hindu religious beliefs as to the Hindus of the time, crossing the seas meant loss of caste and his right in his ancestral property. Secondly, Indian sepoys formed more than 87% of British troops in India. They were considered inferior to British soldiers. Indians were unable to obtain promotion beyond the rank of Sergeant and any fresh recruit from Britain would automatically be placed above them. A more immediate cause of the sepoy's dissatisfaction was the order that they were required to serve in areas far away from their homes and would not be given the foreign service allowance (Bhatta) when serving in Sindh or Punjab. The annexation of Oudh in 1856 had a special adverse effect on the morale of the Bengal army, as about 75,000 of them were recruited from this region. The annexation of Oudh shook the loyalty of these sepoys. Nawab's army was disbanded. These soldiers lost their means of livelihood. They became bitter enemies of the British.

e. IMMEDIATE CAUSES

The immediate factor was the introduction of the 'Enfield' rifle and cartridge. The cartridge had to be bitten off before loading it into the gun. Rumour aroused amongst the Indian sepoys that the cartridge was greased with pig and cow fat. The pig is taboo in Muslims and the cow is sacred in the Hindu religion. The sepoys became convinced that the introduction of the greased cartridge was a deliberate attempt to defile their religion. The sepoys refused to use these cartridges despite of persuasion and intimidation. In the court of inquiry that followed, the offenders were tried, condemned and sentenced to 10 years of hard labour. The sentenced men were stripped of their shoes and uniform. It was an act of gross humiliation and set out the signal for the mutiny the following evening.

Therefore, its causes lay deeply embedded in the grievances that all sections of Indian society right from royal families, army men and common people jointly nurtured against the British rule.

2.2.2. EXTENT

Students, the revolt triggered on 29 March 1857 when an Indian sepoy of 34 Native Infantry, Mangal Pandey refused to use the greased cartridges and in retaliation killed two British officials at Barrackpore (near Calcutta). The Indian soldiers present there refused to obey orders to arrest Mangal Pandey. However, he was later on arrested, tried and hanged. On 24 April 85 soldiers of the 3rd cavalry regiment at Meerut refused to use the greased cartridges. On 9 May, they were publicly disgraced and were sentenced to 10 years imprisonment. After that incident, the entire regiment at Meerut revolted and hence the Mutiny really started at Meerut on 10 May 1857, when the Indian sepoys broke the jails and got released their comrades, murdered the Europeans, burnt their houses and marched to Delhi after sunset. The soldiers along with other group of civilians went on a rampage shouting 'Maro Firangi Ko' proclaiming their intention to restore the Mughal Emperor Bahadur Shah II to imperial glory. The workers, farmers, and common man also supported the revolt and helped the soldiers. On 12 May, they captured Delhi and obliged the Mughal Emperor Bahadur Shah Zafar to give leadership: the Revolt had become open and formal.

From Delhi the revolt spread over the entire area from the neighborhood of Patna to the borders of Rajasthan. On 4 June 1857, Lucknow, the capital of Oudh, witnessed an intense civilian revolt under the leadership of Begum Hazrat Mahal, one of the Begums of the ex-king of Oudh. The day after, Kanpur also jumped into the revolt under the leadership of Nana Saheb. His troops were commanded by Tantya Tope and Azimullah. In Jhansi, Rani Lakshmi Bai and in Arrah, Kunwar Singh led the revolt. Khan Bahadur Khan was the leader in Bareilly. According to the British Commander-in-Chief, Sir Hugh Rose, Rani Lakshmi Bai was the best and bravest military leader of the rebels who died in the battle field after giving a strong fight. Kunwar Singh was killed in a battle in Bihar. Begum Hazrat Mahal, Nana Saheb and Khan Bahadur Khan escaped to Nepal. Tantya Tope was captured while he was asleep. He was hanged after a trial. The old Mughal Emperor Bahadur Shah II along with his two sons was taken prisoner. After a trial he was deported to Rangoon, where he died in 1862, at the age of 87. This brought an end to the heroic battle and on 8 July 1858, fourteen months after the outbreak at Meerut, peace was finally proclaimed by Lord Canning.

2.2.3. COMPOSITION

Students, the Revolt of 1857 was not one movement but many. Though the majority of the rebels consisted of the sepoys who were discontented with the discrimination they faced in the service in the British army, but the revolt of the sepoys was also accompanied by a rebellion of civil population, particularly in the north-western provinces and Oudh. Their accumulated grievances found immediate expression and they rose in big numbers to give vent to their opposition to the colonial exploitive rule. The participation of peasants, Zamindars, religious mendicants, priests, shopkeepers, day laborer's, and civil servants gave it the real strength as well as the character of a popular revolt. It is pertinent to note that regions and people who were beneficiaries of colonial rule did not revolt. Entire South India remained unaffected.

Different classes had different grievances, for instance, while the peasants were angered by exploitative land levies and losing their lands under permanent settlement system; Zamindars resented the British for taking away their titles and lands on their own whims and the Taluqdars of Oudh raised the banner of revolt for the revival and restoration of their feudal privileges. Similarly, artisans and traders suffered under British regime due to exploitative economic and mercantilist policies. The local rulers like Tantya Tope, Rani laxmi Bai, etc., were looking for personal gains and resented the British for annexing their states. Similarly, the nature of grievances also varied from region to region. For instance, some areas of central India, where there was no such dispossession, like Indore, Gwalior, Saugar or parts of Rajasthan, where the sepoys rebelled, the princes remained loyal to the British. Not all peasants suffered equally either. Those in the fertile and irrigated areas could more easily withstand the burden of over assessment than those in the backward regions. It is also important to note that it was not a class revolt. The peasantry did not rebel against the landlords. They only directed attacks against money-lending grain dealers or the representatives of the British Indian government.

It was for the first time that soldiers of the Indian army recruited from different communities, Hindus and Muslims, and civilians including landlords and peasants etc., having different interests had come together in their opposition to the British. Perhaps, the only common trait that pervaded all the layers of rural society was a suspicion of British rule, allegedly threatening their religion. It also provided the necessary foundation for the later successful anti-colonial struggles against the British.

2.2.4. SIGNIFICANCE

Students, the mutiny clearly brought to the surface the growing resentment amongst the Indians against the exploitive rule of East India Company and its consequences and forced the colonial masters to reconsider their policies and strategies.

The Revolt of 1857 proved useful as it showed up the glaring shortcomings in the Company's administration and its army. To pacify the Indians the first development that happened almost immediately was that the British parliament passed Government of India Act on 2 August 1858 for the better governance of India as it did not want to lose India, its biggest and most beneficial colony. The Act formally abolished the rule of East India Company in India and transferred all its powers to the Crown; declaring Queen Victoria to be the sovereign of British India. India became a colony of the British Empire and the East India Company returned to being just a trading organization. The Board of Control was abolished and the Board of Directors was done away with. For the administration of India, a new ministry was created known as 'India House', headed by the Secretary of State for India, who was to be assisted by an advisory council of 15 members. The India House was the apex body to administer India and was a connecting link between the British Parliament and the Indian governing system.

The Governor-General acquired the additional title of Viceroy. The difference between Governor-General and Viceroy was that the Viceroy would act as the representative of the Queen and the Governor-General was the representative of the British Parliament whose authority was

restricted to that of British India itself and not on the princely states. In other words, he remained Governor-General for the provinces under his rule, and came to be known as Viceroy while dealing with the princely states.

After the revolt of 1857, the British rule in India underwent major transformation in its policy. It started protecting and fostering the princes as its puppets. The Queen Victoria's announcement declared against any desire for extension of territorial possessions (a direct reversal of Dalhousie's policy). The native princes were assured of maintenance of their treaties and engagements of territorial integrity of their states and promised to respect their rights, dignity and honour. The right to adopt sons as legal heirs was also accepted. A similar move was made which promised religious toleration and promise to safeguard the customs and traditions of India. It was in this way that the British government made attempts to win over the confidence of the people of India for years to come.

The sepoy who had once been a trusted ally of the British could no longer be trusted, therefore, new recruitment policy of the army men was announced to make sure that they could not organize any such revolt in future. The strength of European troops in Indian army was increased from the pre-1857 figure of 45,000 to 65,000 and the number of Indian troops reduced from the pre-1857 figure of 238,000 to 140,000. All Indian artillery units with the exception of a few mountain batteries were disbanded, even the artillery was kept with the British soldiers. All higher posts in the army and police were reserved for Europeans. Separate units were created on the basis of caste, community and region to keep the Indian army divided.

It was a glorious landmark in history as Hindus and Muslims fought shoulder to shoulder against the exploitive colonial rule. After initial harsh treatment of Muslims, the rulers started talking for the betterment of the Muslim subjects. Realizing that Hindu-Muslim unity would pose a serious danger to them, the British gave a fillip to the policy that came to known as 'Divide and Rule' and used one class or community against another unscrupulously.

The British territorial conquest ended only to start a period of systematic economic exploitation of India, which became more serious and much wider from here.

Though the revolt was unsuccessful, the spirit of the people remained unshaken. The revolt left an indelible impression on the minds of the Indian people and thus paved the way for the rise of a strong national movement in future.

2.2.5. CHECK YOUR PROGRESS I

1. Give two causes that led to the Revolt of 1857.

2. Who was the prominent leader in Lucknow during the Revolt of 1857?

3. Name four important centres of Revolt of 1857.

4. Sir Hume described whom as 'the best and bravest military leader of the rebel'?

5. What is the significance of Revolt of 1857 in Indian history?

2.2.6. NATURE

Students, debate over the nature of 1857 continues to rage mainly because of its unique position in Indian history. There are differences of opinions amongst historians on the nature of the 1857 revolt. Let us discuss.

For the British like Stanley (Secretary of State for India), Sir John Lawrence, Malleson and Seeley, the Revolt of 1857 was nothing more than a sepoy mutiny. According to John Seeley, the revolt of 1857 was “a wholly unpatriotic and selfish sepoy mutiny with no native leadership and no popular support.” However, the truth lies somewhere in between. In his *Discovery of India*, Jawaharlal Nehru maintains that the Revolt of 1857 was much more than just a sepoy mutiny. Though initially it started as a mutiny of the Indian soldiers, the revolt spread rapidly and assumed the nature of a mass rebellion. Jawaharlal Nehru maintains that the Revolt of 1857 was essentially ‘a feudal uprising though there were some nationalistic elements in it’. By looking closely, we can see that to term the revolt of 1857 as a sepoy mutiny was rather a British propaganda. It is true that the revolt was started by the sepoys but was joined in large numbers by the civilian population. The participation of peasants and artisans made the revolt a widespread and popular event. In some areas, the common people revolted even before the sepoys. All this shows that it was clearly a popular revolt.

The differing views from across the political spectrum were also being voiced since the time of the revolt itself. “Is it a military mutiny, or is it a national revolt?”, asked Benjamin Disraeli in the House of Commons on 27 July 1857. Karl Marx in his several essays described this revolt as nationalist fight for independence. It was V.D. Savarkar, who drafted the first nationalist interpretation of the event in 1909 in his book *The Indian War of Independence, 1857*, called the revolt of 1857 the ‘Indian War of Independence’ when Indians rose up in arms for safeguarding their religion (Swadharma) and their land (Swaraj). In 1959, it received serious academic support from S.B. Chaudhuri. For whom it was certainly the first war of independence, as in the whole canvas of the recorded history of India it would be difficult to find a parallel to this gigantic anti-foreign combine of all classes of people and of many provinces of India. There was never a war in India lasting continuously for more than a year and simultaneously in all the regions which had for its objective the abasement and ejection of the alien ruling power. According to Stanley Wolpert, it was far more than a mutiny, yet much less than a war of independence. However, this claim was vigorously denied by R.C. Majumdar, S.N. Sen and Tarachand. A national war of independence necessarily implies or presupposes a definite plan and organization. Further such an organization

implies a pre-concerted conspiracy or plot to drive out the British. However, there is no evidence for the existence of any such conspiracy. R.C. Majumdar in his work *The Sepoy Mutiny and the Rebellion of 1857*, considers it as neither the 'first', nor 'national', nor a 'war of independence' as large parts of the country remained unaffected and many sections of the people took no part in the upsurge. He argued that the mutiny brought different kinds of people fighting for different interests. S.N. Sen in his centenary volume on the mutiny, *Eighteen Fifty Seven*, writes, "The movement began as a military mutiny, and then when the administration collapsed the lawless elements . . . took the upper hand." The civil population that revolted thought more of plunder and other means of attaining wealth and power than anything else, at least there is no evidence to show that with the probable exception of a very few individuals the people were inspired by the idea of regaining freedom of India. In fact, a large section of Indians were friendly to the British and even sided with them in the revolt. So, it will be an exaggeration to call the revolt of 1857 as national war of independence. He denied that the rebel leaders were in any way 'nationalist' in the modern sense of the term. He admitted the use of religion as the unifying factor but denied that the rebels had any clear conceptions about either individual freedom or territorial allegiance. Tarachand also admits that the war against the British was not inspired by any sentiment of nationalism, for in 1857 India was not yet politically a nation. Sen, in fact went to the extent of saying, "India in the first half of the nineteenth century was a geographical expression." Nationalism in India was yet in its infancy. There was no feeling of nationalism, as we know it today. In 1857, the Bengalis, the Punjabis, the Marathas the Madrasis, and Rajputs never felt even for a movement that they all belonged to one and the same nation. It is a fact that the Hindus and Muslims cooperated but the leaders and the followers of the two communities were moved by personal loyalties rather than loyalty to a common motherland.

Marxist writers looked at this event as uprising of peasants against feudal system of exploitation. M.N. Roy said that it was the reaction of the feudal against capitalism.

The revolt of 1857 is not easy to categorize. While one can easily dismiss some views such as Medley have described the Revolt of 1857, as a war of races, it was a struggle between the whites and the blacks. However, this view is also not correct. Undoubtedly, all the whites in India irrespective of their nationality were on one side, but not all the blacks. In the British war camps, Indians were employed as cooks, and palanquin-bearers, who carried the white wounded sepoys out of the danger zone. Moreover, there was a considerably large number of Indian soldiers in the company's army that took part in the suppression of the rebellion.

Students we can say that, the revolt of 1857 definitely had some seeds of nationalism and anti-imperialism and it was much more than a mutiny of disgruntled sepoys which is reflected in the widespread participation of the civilian population. However, one cannot go so far to call it a war of independence.

2.2.7. CAUSES OF THE FAILURE OF THE REVOLT

Students, the revolt was an extraordinary event in Indian history. On 8 July 1858, fourteen months after the outbreak at Meerut, peace was finally proclaimed by Lord Canning. It can be said that the Great Revolt of 1857 was a failure, but was not fruitless. The result of the revolt was unsuccessful due to some major drawbacks. Let us discuss them.

There was no unity of purpose among the rebels. Most of the leaders of the revolt were motivated by their own narrow personal gains. They only fought to liberate their own territories and lacked a coherent idea for modern India. For instance, the sepoys of Bengal wanted to revive the ancient glories of the Mughals while Nana Saheb and Tantya Tope tried to re-establish the Maratha power. Rani Lakshmi Bai fought to regain Jhansi, which she had lost as a result of the British policy of Doctrine of lapse. A common agenda among them could not be evolved.

This rising was not widespread, it remained confined to north and central India only. The southern provinces did not take part in it. Some of the local rulers like Scindia of Gwalior, the Holkar of Indore, the Nizam of Hyderabad, the Raja of Jodhpur, the Nawab of Bhopal, the rulers of Patiala, Sindh, and Kashmir, the Afghans and Gurkhas of Nepal, provided active support to the British. All these groups had their reasons to do so. For instance, the Sikhs who had faced so much of oppressions at the hands of the Mughals, and Rajput chiefs, Nizam of Hyderabad, were so much harassed by the Marathas that they dreaded their revival. Thus, it failed to have the character of an all-India struggle.

Some epicenters of the revolt were- Kanpur, Lucknow, Aligarh, Agra, Arrah, Delhi, and Jhansi. Due to lack of communication facilities, the sepoys of these widely dispersed cantonments could not act simultaneously in a concerted manner.

Another major factor contributing to the failure of the revolt was the weak leadership of the movement. The Mughal Emperor, Bahadur Shah II, was an old and exhausted man who failed to fuse the scattered elements into a consolidated force of great momentum with a definite policy and plan of action. Therefore, the uprisings in different parts of the country remained uncoordinated and sepoys often behaved in an uncontrolled manner.

The English educated middle class also did not support the revolt as they believed that the British would usher in an era of modernization. Similarly, the Zamindars of Bengal Presidency were the creation of the British. They acted as break-waters to storm. Oudh Taluqdars also backed off, once promises were made by the British to restore their land and titles. Similarly, the rich merchants, who were benefiting from the colonial rule too stayed away from the uprising.

The lack of resources both in trained men and modern weapons made the Indian rebels to give up the fight on many occasions. Whatever few weapons existed, were old and outdated. In many areas, rebels fought with swords and spears. On the other hand, the European soldiers were equipped with latest weapons of war like the Enfield rifle. The electric telegraph kept the commander-in-chief informed about the movement and strategy of the rebels. The English mastery of the sea enabled them to get timely help from England and crush the revolt ruthlessly.

2.2.8. CHECK YOUR PROGRESS II

1. Who wrote the book *The Indian War of Independence, 1857*?

2. What are the views of S.N. Sen about the Uprising of 1857?

3. Who called the revolt of 1857 as “a wholly unpatriotic and selfish sepoy mutiny with no native leadership and no popular support”.

4. Give two reasons responsible for the failure of 1857 revolt.

2.3. SUMMARY

Students, in this unit you learnt about the First War of Indian Independence in 1857 that was an important landmark in the history of modern India as by far it was the largest, most widespread, and dangerous threat to the British rule in India. The rebellion of 1857 is considered the first blow that came to shatter the British rule in India. For the first time it united, though in a limited way, many sections of Indian society to put up a unified challenge to the British rule. It started essentially as a sepoy mutiny but was soon joined by the civilians from different classes viz. peasants, Zamindars, local rulers etc. There are different views and opinions among the nature of the revolt. For some it was a mere sepoy mutiny, for some it was a first war of Independence, and for some it was far more than a mutiny, yet much less than a war of independence. By the end of 1859, the revolt was suppressed and the British authority over India was firmly re-established. Though the efforts of the rebels failed, the British government was pressurized to change their policy towards India. The revolt marked the end of the East India Company's rule in India. India was placed under the direct rule of the British Crown. The revolt is remembered for the valour and the courage of its rebels. Even though they failed to achieve their objective they succeeded in sowing the seeds of nationalism among the Indians and paved the way for the rise of a strong national movement.

2.4. SUGGESTED READINGS

Irfan Habib, *A People's History of India: The National Movement: Origins and Early Phase, to 1918*, New Delhi: Tulika Books, 2019.

Ishita Banerjee Dube, *A History of Modern India*, Delhi: Cambridge University Press, 2014.

Sekhar Bandyopadhyay, *From Plassey to Partition*, New Delhi: Orient Blackswan, 2010.

Lakshmi Subramanian, *History of India: 1707-1857*, Hyderabad: Orient Black Swan, 2018. (first published in 2010)

2.5. QUESTIONS FOR PRACTICE

2.5.1. LONG ANSWER QUESTIONS

1. Elaborately explain the causative factors that led to revolt of 1857.
2. “The Mutiny was not inevitable in 1857, but it was inherent in the constitution of the Empire.” Comment.
3. Critically examine the nature of the Revolt of 1857. How did it affect the British policy in India after 1858?
4. Analyze the causes for the failure of Revolt of 1857.

2.5.2. SHORT ANSWER QUESTIONS

1. Give two political causes that led to the Rebellion of 1857.
2. How did the introduction of Enfield rifles become an immediate cause of the war of independence in 1857?
3. Who was the Governor-General of India during the Uprising of 1857?
4. Why and when was Mangal Pandey executed?
5. Write two impacts of Uprising of 1857.
6. Name two states which were annexed under the ‘Doctrine of Lapse’.

2.6 APPENDIX

CHRONOLOGY OF REVOLT OF 1857

DATE	REVOLT OF 1857
March 29, 1857	Barrackpore, Mangal Pandey, a sepoy from Oudh, mutinies. Said to be initial action of Revolt.
May 10, 1857	Meerut: Initial mutiny of Indian troops. Troops march to Delhi.
May 11, 1857	Delhi: Mutiny. City seized by rebels.
May 13, 1857	Ferozepore Mutiny. 45th Regiment join rebels at Delhi.
May 14, 1857	Simla: Commander-in-Chief Anson leaves for Delhi. (Dies May 27 at Karnal).
May 30, 1857	Hindan River: First battle of Revolt
May 30, 1857	Lucknow: Mutiny
June 2, 1857	Peshawar: Forty surviving mutinies from Hoti Mardan blown guns as example of retribution.
June 4, 1857	Benares: Mutiny of troops during disarmament.
June 4, 1857	Cawnpore: Mutiny
June 6, 1857	Rebel's siege of city begins
June 7, 1857	Fyzabad: Mutiny: Maulvi Ahmad Shah becomes a major rebel leader.
June 8, 1857	Delhi Ridge: Arrival of British troops.
June 9, 1857	Benares: Gen. Neill begins punitive measures.
June 18, 1857	Fatehgarh: Mutiny
June 26, 1857	Cawnpore: City falls to rebels.
June 27, 1857	Massacre of British evacuees
July 1, 1857	Lucknow: Rebels set siege to British Residency.

July 16, 1857	Cawnpore: City falls to rebels
July 17, 1857	City retaken by British
August 12, 1857	Jagdishpur: First battle at stronghold of rebel leader, Kunwar Singh, who then moves into Central India.
Aug 16, 1857	Bithur: capture of place of exile of Maratha rebel leader, Nana Sahib.
Aug 17, 1857	Poonamallee: 8th Madras Native Regiment, in route to Madras, refuses to go north and is disbanded. (Other Madras regiments were used in quelling rebellions in Central India and Chota Nagpur.)
Sept 20, 1857	Delhi: Retaken by British
Sept. 25, 1857	Lucknow: British reinforced.
Nov. 22, 1857	2nd relief and evacuation except for Alambagh defended under Gen. Outram.
Nov. 23, 1857	Mandasor: British take stronghold of rebel leader from Delhi, Firoz Shah.
Nov. 28-Dec. 6, 1857	Cawnpore: Occupied by rebel Gwalior contingent.
Jan. 3-1858	Fatehgarh: Occupied by British
March 2-22, 1858	Lucknow: Retaken by British after siege. Securing of Oudh assured this victory.
March 19-April 3, 1858	Jhansi: Siege and capture by British under Maj-Gen. Rose of rebel leader, the Rani of Jhansi.
April 22, 1858	Kalpi: (Gathering place of rebels under the Rani and Tantia Tope.)
May 5-6, 1858	Bareilly: Sir Colin Campbell takes capital of Rohelkhand leader, Khan Bahadur Khan.
June 16-21, 1858	Gwalior: British take city and defeat fleeing rebels at nearby Jaura-Alipur ending effective Central India rebellion. Rani of hansi killed. Tantia Tope leads British on 1,000 mile, ten month chase.
Aug 31, 1858	Multan: Disarmed troops revolt. 1300 Indian rebels killed.
Nov 1, 1858	Proclamation of Queen Victoria, taking on Government of Indian Territories, offering clemency to all rebels not convicted of murder of British subjects.
April 7, 1859	Paron Jungles: Tantia Tope betrayed and captured.
May 21, 1859	Sirwa Pass Battle; remnants of rebels flee into Nepal.

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER III

COURSE: HISTORY OF INDIA: c.1750-1947

UNIT 3: TRANSFORMATION UNDER COLONIAL RULE: AGRICULTURE, RAILWAYS, EDUCATION, MIDDLE CLASSES

STRUCTURE

3.0. Learning Objectives

3.1. Introduction

3.2. Agriculture

3.3 Railways

3.3.1 Check Your Progress I

3.4 Education

3.5 Middle Classes

3.5.1 Check Your Progress II

3.6 Summary

3.7 Suggested Readings

3.8 Questions for Practice

3.8.1 Long Answer Questions

3.8.2 Short Answer Questions

3.0. LEARNING OBJECTIVES

Students, after reading this unit you will be able to:

- Examine critically the transformations that took place with the establishment of British rule.
- Analyze the impact of commercialization of agriculture on the economy.
- Understand the significance of the introduction of railways in colonial India
- Analyze the response of the Indians to introduction of modern western education by the British.
- Learn about the factors responsible for the emergence of middle classes in India

- Analyze the contribution of the middle classes to the national movement.

3.1. INTRODUCTION

Students, this unit will deal with the transformation that came about with the new agrarian policies adopted by the British. The construction of canals by the British led to expansion of cultivation to dry arid areas, thereby increasing agricultural production. The introduction of railways to a large extent was responsible for the commercialization of agriculture in colonial India. The prices of land increased but it also led to large scale indebtedness of small farmers. The Railways were introduced in India to serve colonial interests. Similarly, education institutions too were established to benefit the British to man the lower rungs of administration with English educated Indians who were paid low wages as compared to the Europeans. Significantly, this module will examine the emergence of western educated urban middle classes who played an important role in India's struggle for freedom.

3.2 AGRICULTURE

The Indian peasant in the second half of nineteenth century continued to follow traditional methods of crop production and effectively used simple tools. They willingly accepted new implements provided they could afford the price. There was a tendency towards the use of more iron in place of wood, leading to better quality irrigation equipment and better-quality irrigation equipment and better ploughs in some areas. In the early twentieth century, agricultural scientists at times advocated a heavy plough and deep ploughing for dry areas. The policy gave rise to a number of iron ploughs. Although partially successful in Punjab, elsewhere their diffusion remained limited as it was both heavy and expensive to maintain. The light wooden plough was easier to carry to far-off fields and it easily turned the thin fertile top soil. Significantly, the iron cane crusher that was introduced by the British was accepted almost in all parts of India despite the cost and difficulty in repairing. Improved varieties of wheat and cotton seeds were the result of the establishment of a chain of agricultural research stations by the British in India.

The British started construction of canals from the early nineteenth century in colonial India. The percentage of irrigated area was less than 12 per cent around 1820. Some old canals were restored but majority of the canals were newly constructed primarily in four regions – Punjab, deltaic Madras, western United Provinces and Sind. By 1892 70,500 km of canals and distributaries had been laid that irrigated 5.42 million hectares. As more canals were constructed a total of 6.32 million hectares were irrigated annually in 1912-1917. Canal network was extensive in the regions of Punjab, Sind, Western UP and parts of Madras Presidency.

The effects of different canal work varied and there some negative aspects as well. As canals in Punjab were constructed in areas where water was sparse there was a large addition to the cultivated area. Regions adversely affected were riverine tracts in which the water table fell tremendously as the canals took away the river water upstream. Canals constructed in Western UP

cut across natural drainage lines, creating malarious swamps, made Kuchcha wells fall in as the water table rose and spread saline which made soil unproductive. Availability of a large number of canals encouraged over-use of water harming crops. In spite of these problems, canal irrigated lands gave much higher yields than unirrigated lands. Government canals encouraged a change in the cropping pattern and raised the value of land. That in turn stimulated private investment in the form of wells. Canal water was cheap but supplies were seasonal. Well water was expensive but it was a controllable resource usually available throughout the year.

It is important to take note of the extent of cultivated area for calculating the volume of agricultural production. In colonial India cropped area expanded at a higher rate than the rate of increase of population. Increase in total cropped area was 11.77 per cent between 1891 and 1911, while the population in the same period increased no more than 7.41 per cent. Therefore, the increase in cropped area kept pace with the increase in population in British India. Even in individual regions expansion of cultivation outpaced the increase of population in most areas.

Railways impacted the crop distribution pattern in different parts of colonial India. Railways reduced the cost of transport, levelling off prices of crops in different regions. This resulted in regional specialization of different crops. Each region focused on crops grown best and least expensively within it, in order to take the benefit of nation-wide markets. Export of crops was another factor that influenced crop distribution. Railways transported goods to the port and from there steamships took over, reducing costs. Many crops were now grown to be sold in foreign markets. Naturally the extent of area producing such export crops as cotton, rice, wheat, jute, and oilseeds expanded in regions where they were produced best. Due to exports and internal market influences there was a shift from food to non-food crops in British India. Crop specializations started in certain regions like in Berar the area under cotton increased from 28.1 per cent of the total cropped area in 1870 to 38.1 per cent in 1900.

‘Commercialization of agriculture’, describes the ‘extension of trade and money relations’ in rural India after the construction of railways. The peasants started producing primarily for sale in the markets, rather than for self-consumption. The peasant used the money he got from selling the crop to purchase his requirements from the market. This was usually not done earlier. This was most common in areas like the cotton regions of Berar, where area under cotton cultivation increased from 21.1 per cent in 1860 to 35.8 per cent in 1901. This tells us that many peasants must have shifted from growing food grains to growing cotton. In Western UP most farmers grew wheat for selling in the market and bought cheaper grains for self-consumption.

Prices in general rose with the commercialization of agriculture. Between 1861 and 1901 prices doubled and by 1914 rose again by about a third. Significantly, agricultural prices increased proportionately more than non-agricultural prices. Agricultural prices in relation to non-agricultural prices rose by 35.8 per cent between 1873 and 1895 and by 47.4 per cent between 1873 to 1915. Thus, there was a shift in “the terms of trade” in favour of agriculture.

With commercialization of agriculture the cropped area increased in most regions from 1870 to 1920, mostly led by commercial crops such as wheat, cotton, oilseeds, sugarcane, and tobacco. Rents and prices of land also increased. Scale of credit transactions increased too. So, did

the scale of land transfers. Circulation of agricultural laborer's in and out of agriculture increased too.

Commercialization was facilitated by both demand and supply factors. The world demand for food and raw materials was stimulated by industrialization in Europe. Steam ships from the second quarter of the nineteenth century aided the process, as it enabled European buyers to reach South Asian supplies more cheaply and quickly than before. Within India railways brought pockets of excess supply and excess demand in closer touch. Industrialization created a demand for food and raw materials in the cities.

On the supply side, land taxes that had to be paid in cash was a lighter burden for some peasants. This to an extent encouraged saving and investment as product prices rose, and almost certainly increased the role of the profit motive in peasant production decisions. The railways too brought down the cost the farmers and merchants had to bear while accessing the ports. Large-scale irrigation systems such as canals made wastelands cultivable and increased cropping intensity in areas where rainfall was limited. Another factor that aided the production of commercial crops was changes in agricultural practices and technology, mainly canals, wells and seeds.

The peak period of commercialization of agriculture was between 1860 and 1925. By the early 1920s, world agricultural markets had begun to face persistent oversupply and price depression. In India, major cash crops faced stagnation or falling prices, though cotton was the exception. Furthermore, by the 1920s, good quality arable land had become scarce.

The earlier wave of commercialization of agriculture saw increased production of indigo and opium export. Between 1860 and 1890, indigo cultivation first shifted from Bengal to Bihar and eastern – UP districts, and thereafter declined. The reason for the shift was the Indigo Revolt in Bengal of 1860. Also, it failed to compete with the newly discovered mineral dyes. Opium production continued till the end of the nineteenth century mainly in Bihar and Benaras. Opium was the most important item of income after the land taxes. From roughly 4 per cent of the revenues in the 1790s, opium contributed 16-17 per cent between 1850 and 1880, after which it steadily declined. Two other Bengal exports, cane sugar and silk, also declined by mid nineteenth century. Important commercial crops in the later wave were cotton, wheat and rice. After the 1850s, export of both cotton and wheat expanded, and was joined by oilseeds, tobacco, groundnut and sugarcane.

In British India, the plantations were essentially capitalist enterprise fully under European control. Important were tea, coffee and rubber. The planters raised the crops and processed them. It was after 1850 tea plantations were set up in British India. Lands were given very cheaply to retired European civil and military officers. By 1871 there were 205 plantations in Assam. Soon plantations were established at Darjeeling. Travancore state and Madras. By 1910 the output of tea was 119.4 million kilograms. The condition of labourers in these tea plantations was pathetic. Wages were very low and living conditions were bad. They were almost like bonded labourers without any rights. Coffee plantations were established by local Europeans in the highlands of Mysore and Cochin. The peak of coffee production was 1885 after which it declined

due to competition from Brazilian coffee. Rubber plantations too were European controlled. Their number was not large and in 1911 there were only 48 rubber plantations. Rubber was mainly produced in Burma and the state of Cochin.

3.3 RAILWAYS

Students, common means of long-distance transportation of cargo in the mid-nineteenth century British India were pack animals, bullock carts and small ships and boats on navigable rivers. The Banjaras used pack animals (camels, horses and donkeys) on roads that connected different regions of India. For short-distance trade and travel, the common means of transportation were palanquins, small river boats, and bullock carts. The older systems of long-distance trade were cumbersome and took a lot of time. The railways replaced these older means of travel. Short-distance travel continued via boats, carts, and palanquins even after 1947.

The interests of the railway building industry in London and that of the Lancashire industry coincided. The cotton industry wanted access to the inland cotton regions of India as a cheap source of supply for British cotton industry and also to expand the inland markets for British cotton items. It was also in the British interests to connect by rail different parts of India to make army movements easier and faster both in times of war beyond the boundaries of India as well as for suppressing internal rebellions. The financial investors in railway would get free land from the government of India. They would also get a return of 5 per cent on their capital from the government of India, if they faced a loss or failed to make profit. The railways would be privately managed with only minor government intervention. The contract was signed by the Directors of the East India Company in 1849 with two companies: East Indian Railway and Great Indian Peninsular Railway.

The terms of this contract proved to be a burden on the Indian tax-payer. He was to make good all losses in profits to provide a guaranteed return on investment which was over 56 per cent above the 1849 London market rate. Since the return was guaranteed there was no limit to the amount of capital being spent. They also felt no need for economizing or for employing Indians instead of high-paid Europeans. The railway lobby was very strong in 1860 as there were 186 railway company directors in both the Houses of British Parliament. By 1871 main railway lines coming inland from Calcutta, Bombay and Madras had been laid out at the cost of Rs. 100 crores.

Students let us now look at the numerous drawbacks of the railways established in colonial India by the British. India had to bear the burden of the guarantee system. The entire railway system was established in a haphazard manner with no single plan for railway construction. Many railway lines were laid down to meet the immediate concerns of Lancashire or the army, resulting in wasteful tracks. Organization of the Railway was complex as there were multiple companies as well as the government involved in administration. It was only after 1905 that a Railway Board was set up. Profit motives directed the fixation of freight and passenger travel rates. Freight rates for short distances was very high. Indian passengers were over-charged for bad travelling conditions. All railway administrations, whether private, state or princely were 'solidly

British'. In 1892 all 105 top officers in Indian railways getting a salary of over ten thousand a year were Europeans. All supervisory and technical staff, including ticket checkers, drivers and plate layers were Europeans. This not only increased the running cost but also encouraged racial discrimination against Indian travelers.

On an average nearly 1,000 km of railway lines were opened every year between 1859 and 1909. Between 1860 and 1940, total route miles of tracks had increased from 838 to 41852. Route miles per 1,000 square miles increased from 0.5 to 26, route miles per million persons increased from 3 to 107. Passengers carried by the railways increased from 48 million in 1880 to 604 million in 1940. The railways had revolutionized the mobility of people and goods in India.

The railways moved goods at a faster speed and a lower cost than any means of land transport. By 1914 the railways was moving 14 times what the Banjaras used to move 250 years earlier and of course faster and much more cheaply. This meant loss of jobs for people who worked in transportation and trade. By 1850 the number of Banjaras declined to one-fourth. The railways did increase employment but not much. There was a levelling effect on prices as bulk goods moved cheaply by railways. Temporary food shortages were relieved in specific areas by the railways. But in case of famines and large-scale failure of crops, the railways spread the rise in prices over a larger region, thereby extending the 'area of famine while lowering its intensity'. But some benefits of the railways could not be limited to the British only. The supply of inland cotton not only reached Lancashire but also the Bombay textile mill, helping Indian industry. By 1947, the Indian railways were the largest employer in the organized sector. Railways facilitated the major channels of internal labour migration.

3.3.1 CHECK YOUR PROGRESS I

1. Name two socio-religious movements started by Hindus.

2. Name three cash crops.

3. Name two railway companies that laid railway tracks in India.

4. What were the means of transportation in medieval India?

3.4 EDUCATION

Students, pre-British Indian society was not without scientific knowledge and technical know-how. They possessed knowledge of different subjects like mathematics, astronomy, medicine etc. It was the British who introduced modern western education in India after colonizing it. There

were three agencies responsible for the spread of modern education in India, Christian missionaries, British government and 'progressive Indians'.

The Christian missionaries came to India for the spread of Christianity among the Indians. For this purpose, they set up modern educational institutions, that taught subjects English, Mathematics, History, Political Science, Sciences, Geography and economics as well religious instruction of the Christian faith. Their aim was to get Indians together in schools to preach tenets of Christianity with the purpose of converting them. Nevertheless, these educational institutions played a very important role in providing modern western education to a large number of Indians.

The British government was the principal agent in disseminating modern education in India. Their political, administrative and economic requirements motivated them to set up network of schools and colleges in India. The British needed a large number of English educated Indians to staff the administrative apparatus at the subordinate level. Some British administrators also believed that English education would make the Indian people accept the British rule and therefore it was a 'political necessity'. A large number of Indians too wanted to be educated in English. This led to the establishment of Hindu College at Calcutta (1816), the Elphinstone College at Bombay (1827), and the Delhi College at Delhi (1824). All the three colleges were built and maintained by Indian effort and donations.

In 1835, Lord Bentick and his Council resolved that funds for education would be used for English education alone. They had faith in the doctrine of filtration according to which the government needed to educate only a few Indians in English who would then teach others. This doctrine was modified in Sir Charles Wood's 'dispatch' of 1854 in which 'a system of 'vernacular' and English education from schools to Universities was outlined'. Only then the government established schools, one in each district and began to give aid to missionary schools as well. The first Universities in India at Calcutta, Madras and Bombay were established in 1857. In 1880, there were 83 colleges, including medical and engineering colleges, and 155 normal and technical schools, with a combined student population of 14,000. More than a third of these were concentrated in Bengal. It was only after 1880 that there was rapid advancement of education in colonial India.

Numerous socio-religious reform organizations had been established by middle class progressive Indians. Some of them were, the Brahmo Samaj, the Arya Samaj, the Aligarh movement, the Singh Sabhas, the Anjumans, the Prarthana Samaj etc. These organizations set up educational institutions for both men and women. Along with modern western education, religious instruction too formed part of the teaching in these institutions. The Arya Samaj along with schools established the Dayanand Anglo Vedic College at Lahore for men. They also set up a college for women, Kanya Mahavidhyalaya at Jalandhar. Similarly, the Singh Sabha established the Khalsa College at Amritsar.

Significantly, the bulk of English education was provided in private schools and colleges. These were Indian enterprises run by finances and donations provided by Indians. Some of these institutions got government aid occasionally. The number of students in schools and

colleges was limited. These students mostly came from well to do sections of the upper middle classes and landlords. The aim of obtaining such an education was to get government jobs.

In 1901-02, there were 696 government secondary schools with 1,03,077 students whereas there were private secondary schools were 2401 in number with 3,19,110 pupils in colonial India. Government art colleges in 1902 were 32 with 4417 students, whereas private colleges were 108 with 12,731 students.

Literacy rates and enrolment rates had caste and community biases. Significantly, the average literacy rate among the Parsi was 79 per cent in 1931 (73 among Parsi women), whereas the general literacy rate was on 8.3 (2.3 for women). Among the Jains, the literacy rate was 35 per cent (11 among women). Literacy rates were above average for the upper-caste Hindus: the Brahman, Kayasth and corresponding groups, and among men than among women within these groups.

After 1920, a number of higher educational institutions were established by eminent intellectuals and leaders of the national movement. In Bengal, Vishwa-Bharti was started by Rabindra Nath Tagore, and the S.N.D.T University was organized by Karve in Bombay. Some others institutions were Kashi Vidhyapith at Benaras, the Gujarat Vidhyapith in Gujarat and the Jamia Milia Islamia at Delhi.

The colonial character of education introduced in India was visible in its aims, methods, curricula and content that was designed to serve colonialism. Over emphasis on English as a medium of instruction prevented the spread of education among the masses. It also created a linguistic and cultural gap between the educated and the masses. As education was expensive it became the monopoly of the upper classes. Modern technical education was neglected and it was very late that technical institutions were established in India. Nevertheless, an expanding educated middle class in India became 'receptive to ideas of social cohesion' and were also responsible spreading 'national consciousness' among the masses.

3.5 THE MIDDLE CLASSES

Students tracing the growth of the Indian middle-classes, B.B. Misra stated that, "the class of people which arose as a result of changes in the British social policy and with the introduction of the new economic system and industry and with the subsequent growth of new professions", from mid-eighteenth century to modern times. The factors responsible for the emergence of the Indian middle class were different from those responsible for the emergence of the middle class in the West. The middle class in the west emerged mainly as a result of the Industrial Revolution of the eighteenth century which brought about large-scale mechanical production as a result of economic and technological change. The Indian middle classes emerged due to the changes that occurred in the course of about 200 years of British rule largely as a result of changes in British land and legal policies. Introduction of modern western education that included the study of English language and literature and subjects like political science, world Geography (physical and political) Mathematics and many more was to a very large extent responsible for the birth of middle classes. Other important changes introduced by the British were establishment of modern capitalist

enterprise and transport and communications. A network of better roads, railways, steamships, motor vehicles and post and telegraphs aided the emergence of an urban western educated middle class in colonial India.

The process of the growth of the Indian middle class can be traced to the advent of political stability and contractual relations during the period of East India Company. Custom was replaced by law. The British brought with them a political and economic organization based on rational principles which ignored caste distinctions. Caste was ignored by the system of Western education as well. Increase in external trade created capital resources for industrialization. The higher castes were the first to take advantage of the changing conditions as they already occupied higher traditional social, economic and political positions. They shifted to urban centres where they received modern western education and were able to get profitable occupations. But they were restricted to urban centres especially to the Presidency towns because of the concentration of wealth and of educational institutions.

The emergent middle-class belonged roughly to four categories of people according to the role played by them in the new economy in British India.

(a) The commercial middle-class of middlemen and brokers worked in foreign companies and in indigenous businesses and banking houses in the second half of the eighteenth century. The indigo plantations employed a new category of officials like the clerks, supervisory group of persons and a group of contractors who distributed advances and supplied the plants. With the opening up of trade, establishment of Agency houses, Joint Stock Companies and Indian banks, a large number of people who specialized in business administration grew.

(b) The money-lenders, the brokers, the Banias, the agents and the creditors (the new moneyed class) invested their money in land which became transferable due to the British policy. In addition, there were people who held land on lease on behalf of the indigo factory (for before 1830 planters were not permitted to buy lands of their own). The recognition of the rights of the under-tenures in 1765 also gave birth to a landed middle-class. The class of salaried employees and money-lenders who invested money in land grew with the expansion of commerce, thus transferring land from the cultivating community to the commercial classes.

(c) The industrial middle class in colonial India was very small because the growth of industry was very slow. The first to invest money in industry were the English Civil Servants, followed initially by other Europeans and then by some Bengalis in Calcutta and Parsis in Bombay.

(d) The educated middle class comprised of a class of professionals which emerged with the introduction of modern Western education and technology. The importance of educating Indians on a larger scale was realized but due to limited funds colleges and schools could not be opened in rural areas. They were opened only in the urban centres. The rate of progress of higher education increased in the last quarter of the nineteenth century. Lord Curzon also saw the need of coordinating technical education with industrial development and thus technical schools and

colleges were established. Some engineering and medical colleges were established in India. The professional classes grew rapidly. The public servants and men in the liberal professions were mainly high caste people, especially Brahmans. The changes in the system of law gave rise to a class of lawyers. Then emerged doctors, teachers, engineers, printers, publishers and journalists. The primary characteristic of these groups forming the Indian urban middle classes was that they acquired respect and prestige not through social status or birth but by education, wealth and position.

The urban western educated middle classes played an important role in politics and society in the first half of the twentieth century. Western education had exposed these middle classes to new ideas of freedom of speech, democracy, republic, liberty, equality, fraternity, and revolution. As a result, they had become politically conscious and had come to resent their status of being colonized people at the mercy of a dominant state. The middle class expressed their opinion against the extreme and continuous economic exploitation of India by the British. They formed political organizations that petitioned the British government placing forth numerous demands like representation of Indians in the government, reduction of taxes etc. Majority of the members of the Indian National Congress formed in 1885 came from the middle classes. The middle classes participated in the struggle for Indian's independence. They participated in the Swadeshi movement, Rowlatt Satyagraha, and mass movements like Non-cooperation, Civil Disobedience and Quit India. Large number of educated middle class youth were attracted to and participated in revolutionary activity as well. Well known were Bhagat Singh, Chandra Shekhar Azad and Rash Bihari Bose.

In a transformed environment created by the new British administrative structure, socio-economic policies, and new means of transport and communications and technology, the middle classed were unable to adjust and felt marginalized as they were neither completely modern nor were they comfortable in the traditional settings. They were on the margins of modernity and tradition. These 'marginalized' urban western educated middle classes of each religious community (Hindus, Muslims, Sikhs, Parses) tried to reform their society and religion by setting up socio-religious reform organizations. The Hindus started Reform movements like the Brahmo Samaj at Calcutta, Arya Samaj at Bombay and Lahore, and the Prarthana Samaj in Maharashtra. Similarly, a socio-religious movement like the Singh Sabha was founded by the Sikhs at Lahore. Sir Syed Ahmad Khan introduced reform among the Muslims.

All the socio-religious reform movements were dominated by the middle classes, strongly influenced by the west and focused on social service. The scope of the socio religious reform movements was religious reform, modification in ritual and ceremony, social welfare, education and political concerns. Uplifting the untouchables and improving the condition of women were important concerns for them. All these organizations used similar means to carry out the activities. They made use of public meetings and lectures, debates with other groups, criticism of other religions and used the press to spread their ideas among the people. They established schools and colleges for the dissemination of modern as well as traditional education.

3.5.1 CHECK YOUR PROGRESS II

1. When and where was the first three Universities set up in colonial India?

2. Name two agricultural implements.

3. Why was Lancashire important?

4. What was the filtration theory?

3.6 SUMMARY

Students, this unit has analyzed the transformed nature of agriculture in India. The impact of commercialization of agriculture on the Indian economy as well as society has been noted. Waves of a variety of cash crops as well as plantations in the nineteenth and the twentieth century introduced a number of changes in the methods of cultivation. The railways too impacted the lives of people as movement of goods and passengers became faster and cheaper. Professional, commercial and industrial middle classes emerged primarily as a result of introduction of modern western education in India. These middle classes played a significant role in politics, economy and society of colonial India.

3.7 SUGGESTED READINGS

Irfan Habib, *A People's History of India: The National Movement: Origins and early Phase, to 1918*, vol. 30, New Delhi: Tulika Books, 2018.

Tirthankar Roy, *The Economic History of India 1857-1947*, vol. 31, New Delhi: Oxford University Press, (3 ed.), 2019.

Ishita Banerjee Dube, *A History of Modern India*, New Delhi: Cambridge University Press, 2014.

Sekhar Bandyopadhyay, *From Plassey to Partition*, New Delhi: Orient Blackswan, 2010.

Sumit Sarkar, *Modern India: 1885-1947*, Gurgaon: Macmillan, 1983.

A.R. Desai, *Social Background of Indian Nationalism*, Bombay: Popular Prakashan, fifth edition, 1993 (rpt).

3.8. QUESTIONS FOR PRACTICE

3.8.1 LONG ANSWER QUESTIONS

1. Critically examine the transformation in Agriculture in colonial India.
2. Trace the emergence of Railways in colonial India. What was its impact on the society and economy?
3. What factors led to the birth of the middle classes in colonial India?
4. Analyze the role of the middle classes in transforming politics and society.
5. Trace the emergence of modern education in colonial India. How did it result in the birth of middle classes?
6. Examine the primary agencies responsible for the introduction of modern western education in colonial India.

3.8.2 SHORT ANSWER QUESTIONS

1. Define modern western education.
2. Define middle classes.
3. Give two factors responsible for the emergence of the middle classes.
4. What was the Guarantee system in Railways?
5. Define commercialization of agriculture.
6. What are plantations?
7. What were the drawbacks of construction of canals?
8. What was the role of middle classes in setting up socio-religious movements among different communities of India?
9. What was the importance of the Wood's Dispatch of 1854?
10. What role did the Christian missionaries play in spreading modern education in India?
11. What was the role of socio-religious reform movements in spreading modern western education in India?

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER III

COURSE: HISTORY OF INDIA: c.1750-1947

UNIT4: SOCIO RELIGIOUS REFORM: AGENDA OF REFORMERS, ACTIVITY, NATURE OF REFORM

STRUCTURE

4.0 Learning Objectives

4.1 Introduction

4.2 Emergence of movements in different regions

4.3 Agenda

4.3.1 Check Your Progress I

4.4 Activity

4.5 Nature

4.5.1 Check Your Progress II

4.6 Summary

4.7 Suggested Readings

4.8 Questions for Practice

4.8.1 Long Answer Questions

4.8.2 Short Answer Questions

4.0 LEARNING OBJECTIVES

Students after reading this unit you will be able to:

- To know about Socio religious reform activity in the 19th and early 20th centuries
- To understand how change was coming about in Indian society.
- To learn about the ideas, activities and methods of working of the movements.
- Analyze the nature of these movements as agents of change.

4.1 INTRODUCTION

The theme of socio religious reform in 19th century India has been a recurrent one in the study of modern Indian history and has often been used to explain social change in Indian society and the nature of modernity in India. In fact, most early scholars were of the view that the changes in

Indian society were a direct consequence of the efforts of the reformers and an impact of their activities. Recent historical work however, offers a wider and more complex perspective on the nature of reform in colonial times.

J. N. Farquhar's work on *Modern Religious Movements in India* talks of the 'awakening' of Indian people with the new colonial environment. He identifies three 'forces' responsible for this 'awakening' – the British, the missionaries and the Orientalists. The administrative change with colonial rule, the introduction of western education and the colonial concern with the social 'evils' at that time are seen as the factors bringing about social reform. Farquhar believes there were four phases of 'awakening'. The first from 1800-1828 marking the work and ideas of the Orientalist; the second from 1828-1870 in which the colonial authorities, brought reforms against 'cruel practices'; a third phase from 1870 – 1895 which was characterized by 'counter – reformation', i.e. social reform advocated by the Indian social leaders and a final phase from 1895 – 1913 which created a new 'national spirit' due to the earlier phases. Thus, in a sense, the process of reform was completed in these four phases.

A more recent work on *Social Reform Movements in British India* by Kenneth Jones overviews the broad sweep of reforms that took place in the 19th and 20th centuries. He highlights that each region and every religious community responded to the new environment in a different way. In fact, there were various efforts at social reform in different regions. Jones talks of two kinds of social reform movements – transitional and acculturative. By transitional, he means those movements that sought to restore their religion to its earlier, 'pure' form and shed any 'outside' customs and practices. These movements looked to the past for inspiration. Acculturative movements attempted to adjust to the new colonial situation, suggested modifications in socio religious way of life and organized themselves on western lines. All these movements were responses to the new colonial milieu and ushered in several changes in the country both in contributing new ideas and in their activity in various spheres.

4.2 EMERGENCE OF MOVEMENTS IN DIFFERENT REGIONS

Every region had its own unique response to colonial rule giving rise to many socio religious reform movements in the 19th century. In Bengal, among the Muslims were– the Fararizis, Tariqa –i Muhamadiya and Ta'ayuni movements. They were led by the theologians (*ulema*) and influenced the cultivating groups through their use of the local language. They were searching for 'pure' religion and in the process mobilized and Islamized Bengali Muslims, strengthening their communal identity. Among the Bengali Hindus emerged acculturative movement – the Brahmo Samaj, Vaishnavite revival of Bijoy Krishna and the Ramakrishna Mission. These movements took concepts and symbols from their own religious heritage as well as from western ideals. Led by the educated elite and middle classes they structured themselves on western lines and focused on social service. They created new forms of Hindu belief and practice.

In the Gangetic plains of Uttar Pardesh and Bihar arose transitional movements among the Muslims–Tariqa-i-Muhamadiya and Dar-ul-Ulum Deoband as well as acculturative movements like the Aligarh experiment of Sayyid Ahmed Khan and the Barelwis. Among the

Hindus were movements like Radhasaami Satsang and Bharat Dharm Mahamandal. In this region the dominant religious elites – Brahmans and Ulemas – restricted direct challenges to established customs. In a sense, they were defensive and orthodox in their outlook and wanted to restore their ‘rightful position in society’. They turned to their own traditions of thought and action to bring about reform

A greater response to colonial rule emerged in Punjab and the North West with three major communities – Hindu, Muslim and Sikh. Among the transitional movements of the Sikhs were Nirankari and Namdhari movements. Hindu tradition was defended by the Sanatanists and Pandit Shraddha Ram Phillauri, while the Arya Samaj and Dev Samaj emerged as acculturative movements. Acculturative movements among Sikhs were the Singh Sabha, among Muslims, Ahmediya and Anjumans. Each movement saw its own ideas as the ‘truth’ and took an aggressive stance to propagate their views. By the end of the 19th century religious identity was being expressed in language, script and religion.

Transitional movements among the Hindus in the central regions of the subcontinent, Gujrat and Maharashtra included the Swami Narayan Sampradaya (Gujrat), Satnamis (Chhatisgarh), and Satya Mahima Dharma (Orissa). These movements opposed contemporary Hinduism and established new sacred spaces and rituals which gave them a new separate identity on the periphery of Hinduism. Among acculturative movements were the Manav Dharm Sabha, Paramhansa Mandali, Prarthana Samaj and Rahnumai Mazdayasnan Sabha of the Parsis. In Maharashtra, the Brahmans dominated the reform movements among Hindus and supported orthodox ideals. The Parsis became divided over the reforms suggested by the Rahnumai Sabha.

The southern part of the country saw reform movements among the untouchables. The Nadars, Swami Narayan Guru (Izhavas) and the Sadu Veda Siddanta Sabha criticized Hinduism, rejected it and sought alternatives to escape socio religious restrictions. The colonial milieu gave rise to acculturative movements – Brahmo Samaj Veda Samaj, Prarthana Samaj and Theosophist. This region was dominated by Hinduism and had a long Christian presence which had impact on the reform movements too.

4.3 AGENDA

The agenda of the socio religious reform movements was focused on four broad areas – religious reform, modification in ritual and ceremony, social welfare and political concerns. The different movements took up one or all of these concerns as they responded in varied ways. These four aims were the core of the social reform efforts.

The most significant concern was with religious reform. Most of the movements spoke of ‘inner decay’ in the religion, deterioration or even change and wanted to review the basic ideas of their religion, to re-look at their beliefs. They clarified the basic elements, identified errors that had crept in, revised religious belief and gave new interpretation to the then contemporary ideas. In doing so, they introduced reform, demarcated their beliefs from that of others and reiterated basic ideas. The Brahmo Samaj for example, focused on Vedas, Vedanta and Upanishads and rejected idol worship, caste and the role of the Brahman. The Arya Samaj was concerned with

Vedic religion and did not subscribe to the existing rituals, idol worship or the importance of a priest. The Faraizis underlined the basic duties of a Muslim (*faraiz*) – the five daily prayers, *hajj* (pilgrimage to Mecca) *roza* (fasting in the month of Ramzan) and *zakat* or giving a portion of earnings for the betterment of fellow Muslims. Other than these, they did not accept any other religious belief. They all re-defined the basic beliefs of their religions, removing what they saw as errors. The movement at Aligarh under Sir Syed Ahmad also introduced modification in religious thought and even gave new interpretations of the ideas in the *Quran*. Similarly, the Ahmediyas at Qadian and the Parsees in Mumbai attempted to reform religious belief in their own groups.

The social reformers were concerned with rituals and ceremony as well. They stood against elaborate rituals and suggested modifications, even alternative rituals. The Brahmo introduced new rituals for marriage; the Aryas a new simple *havan* ceremony without the Brahman priest; the Satya Mahima movement and Ta'aiyuni movement introduced new prayers in place of the existing ones. Many spoke of inter-dining, inter-caste marriage, even remarriage of widows. In this way they changed the manner in which rituals and ceremonies were held. The Ramakrishna Mission spoke against superstitious rituals to strengthen religious consciousness. Sir Syed Ahmed tried to modify custom in the sacred space and believed that shoes/foot were should be allowed in it. He also supported western customs related to dining. The Namdharis and Radhasoami Satsang introduced the ideas of worship of a 'living guru'. The Bharat Dharm Mahamandal paid attention to worship of the Ganga, Cows and initiated the ritual of public recitation of *gayatri mantra* and procession of the sacred scriptures. The also opposed the governments intervention in Hindu customs. The Satya Mahima Dharm introduced new rituals – *saranam* in the morning, which consisted of praying seven times while facing east and *darshanan* in the evening while facing the west.

Social welfare was another of the aims of the socio religious reform movements. They took up the cause of education in a big way, provided famine relief, set up orphanages, widow homes and training centers to help people in distress and difficulty. Education was a major plank of the Arya Samaj, Aligarh Movement, Deoband movement while several other like the Brahmo Samaj, Ved Samaj, Prarthana Samaj, set up schools and libraries for the public. Famine relief and orphan homes were set up by the Aryas, Aligarh movement, Ramakrishna Mission, among others. The Arya Samaj established widow homes and vocational training centers. The Bharat Dharm Mahamandal repaired temples and maintained the sacred spaces. The social reform movements encouraged people to volunteer for social service and help fellow beings in times of distress and as a regular part of everyday life.

Some of the social reform movements had a political programme as well and became involved with protest and agitation against the colonial rulers and at times the zamindars or landed group. The Faraizis for instance, took up the economic issues faced by the tenants in the 1830's and provided support and solidarity with them against the landlords. They even set up a parallel government with the help of volunteers and courted arrest. This was however, a short lived programme. The Theosophists too, were concerned with political issues. The Namdharis also stood against the British and in fact, wanted to restore Sikh rule in the Punjab. On the other hand, the

Aligarh movement cooperated with the British to prove their loyalty and maintained an anti-Congress stance. They formed a new political party too. The social reform movement thus, took up political concerns in varying degrees which was largely in response to government policy and the attempt to make themselves relevant and visible. The political element remained a minor goal of social reform.

4.3.1 CHECK YOUR PROGRESS I

1. What are transitional movements?

2. What is meant by acculturative movements?

3. What were the aims of the social reform movements?

4.4 ACTIVITIES

The activities of the social reform movements were linked to these goals. They had some common activities to meet their professed aims and used similar tactics and strategies. They propagated their beliefs through public meetings, debates with other groups, criticism of other religions and used the press to disseminate their ideas among the people. The reformers published newspapers, journals, tracts, pamphlets and books to reach out to a wider audience. Among the publications were: Ram Mohan Roy's 'A Gift to Deists (1804), the *Tattvabodhini Patrika*, *Sulabh Samachar*, *Nava Samhita*, *Arya Patrika*, *Panchal Pandita* and *Koh-i-Noor*, *Hariyana* and *Mathura Akbar* of the Bharat Dharm Mahamandal, Syed Ahmed Khan's, *Loyal Muhammadans of India*, and many others. The spoke to the people in the regional languages to have a closer connect with them. The social reform movements also supported the regional languages and translated scriptures to reach out to the people. The Aryas and Singh Sabhas among others recruited people to mingle with the public and spread their ideas through *upadeshaks* and *pracharaks*. Open debates in the bazaar were held by the Aryas, Ahmediyas with the Christian missionaries and others. This led to controversy and competition, and even conflict among the different movements, as was seen in the case of the Aryas and Ahmediyas, and the Aryas and Singh Sabha.

Conversion was another contentious activity. The Aryas evolved the programme of *Shuddhi* a ritual to convert people into the Arya fold. This added to competition among the movements who were all keen to increase their numbers and even to conflict, as in the case of the Rahtias claimed by both the Aryas and Singh Sabhas. The social reform movements attempted to provide a new identity to their followers and in doing so clearly demarcated their boundaries and highlighted their differences from each other. They gave a new dress, and symbols to identify with the movement. For example, the woolen rosary of the Namdharies, the fez and Turkish coat by the Aligarh movement, the red tilak on the forehead and *tulsi* beads of the Sanatanists, the rope

of the Kumbhi tree bark by the Satya Mahima Dharm and the white dress of the Namdharis. The distinctive dress underlined their separate identities and their differences.

The social and religious reform movements set up new sacred spaces to function as centres of their activities and pilgrimage centers. The Radhasoami Satsang established new centers at Agra, and later Beas; the Nirankaris at the Dayalbagh; and later Bhaini; the Ahmediyas at Qadian near Batala; among others. They also framed rules of conduct for the followers as did the Bharat Dharma Mahamandal in an attempt to standardize Hindu belief and practice, the Rahit namas endorsed by the Singh Sabhas, the Aryas promotion of vegetarianism and the ban on alcohol or tobacco by several movements.

The establishment of educational institutions was a significant activity of the reform movements. Most outstanding was the DAV institutions of the Arya Samaj; which catered to primary, secondary and higher education. The Singh Sabhas set up the Khalsa Schools, the Brahmo Samaj, Aligarh Movement, Deobandis, Barelwis all supported educational centers. The Prarthana Samaj established study centers and libraries for young children and adults. The concept of education however varied. For example, the Ta'ayuni movement favoured a religious education in the *pir-muridi* tradition; the Barelwis established a *madrassa* to prepare young men for understanding their traditional religion on Islamic law. On the other hand, the Aligarh movement wanted to initiate a new western education at par with the government institutions and adopted western style of functioning as well. They supported public speaking, debate, and invited the bright minds from Cambridge and Oxford to join the Mohammadan Anglo Oriental College, later Aligarh University. The Deobandis also introduced a new organized syllabus with regular examinations and course of study to prepare young men to become the *ulema*. The Aryas formed the Dayanand Anglo Vedic Trust and Management Society in 1886 and established institutions with the western government syllabi as well as religious study in a 'safe' Hindu environment, a happy compromise.

To serve society, the reform movements initiated the setting up of orphanages, widow homes, vocational centers, as by the Arya Samaj, Singh Sabha, Aligarh Movement and even individuals like Pandita Ramabai. They also worked to provide famine relief and spread anti caste, anti-dowry, anti-child marriage and anti-Sati ideas. They asked people to lead a morally upright life, help others and work for social upliftment – as seen in the Radhasowmi Satsang, Sanatam Dharma movement, Ramakrishna Mission, and others. The Namdharis introduced a new baptism, the Singh Sabhas supported voluntary service of society. To put forth their views to the colonial authorities the social reform movements sent delegations, signed petitions organized conferences and held public meetings and gatherings. This served as a part of their strategy to be seen and heard. In the effort to organize their activities the social reform movements re-structured themselves on western lines and set up more democratic ideals, with committees and elected members to supervise work. The Singh Sabha is an example of such new organization.

A significant element of the socio religious reform movements was their concern and action with regard to equality and casteism. Many of the movements were anti-caste and spoke of parity for all, permitting people from diverse social backgrounds all to join to fold. They established schools for the lower castes, and attempted to uplift the depressed groups in away.

For instance, the Brahmo Samaj was anti caste, rejected the Brahman and claimed that all persons could read sacred texts. They supported and propagated inter caste dining and inter-caste marriage too, and even refused to wear the sacred thread. The Sangat Sabha, Dev Samaj, Ved Samaj also had similar ideas. The Dev Samaj even established a Depressed Class School Fund. The Aryas programme of Shuddhi gave entry to untouchable groups like Ode, Megh and Rahtia. Other movements the Paramhansa Mandali pledged to abandon caste and even accepted food from lower castes; the Prarthana Samaj called for abandoning all caste restriction and spoke of education for all. The Swami Narayan Guru fought against caste disabilities and constructed their own temples. Some movements opened their doors to all caste but took no other concrete steps to act on ensuring equality – as in the Swami Narayan Samprada, Satya Mahima Dharm, Radhasawmis and Nirankaris. Yet other movements of lower castes took matters in their own hands to bring about change.

The Nadars turned to Christianity while the Satnamis started to follow upper caste norms to change their status. On the whole, the movement largely rejected caste, in varying degrees, talked of equality, and claimed their doors were open for all. In practice, however, the Brahmos supported giving up the sacred thread, inter-dining and inter caste marriage. The Dev Samaj too spoke up for inter-caste dining. Several movements supported conversion or re-conversion as well as education for upliftment of depressed groups with minor impact. It was mainly, the lower classes and untouchables themselves who acted to improve their social situation. The social reform movement thus, advocated varying degrees of change and employed different methods to put this into practice. The overall effect was however, rather negligible. This was not of any major concern to the reformers, but remained at the periphery of their activity.

4.5 NATURE

If we turn to the nature of socio-religious reform it is clear that the concerns of the reform movement were rather limited. They related more to the issues facing the upper classes and upper castes who were the new collaborators of the colonial rulers and wished to unproved their own image in the face of European criticism of society. The middle classes that had emerged at this time are seen as the ‘harbingers of social and economic progress’. This group however, varied from region to region and remained concerned about some specific ‘social evils’ only. In fact, even in their concern for the ‘women’s question’ they relied more on re-interpretation of sacred texts rather than rational and logical arguments. It is generally overlooked that the reform in the context of the ‘women’s question’ – sati, child marriage female infanticide and remarriage of widows – was passed by the state legislation and was opposed by the Hindu orthodoxy. Hardly any conviction was seen in the transgression of these new ‘social’ laws. Public opinion was mostly opposed to the government decisions where the legislation was concerned.

The social reform movements as a whole focused largely on reform for Hindus, while only a marginal concern is seen for other communities. Hindu revivalism is more visible on the nineteenth century along with a more militant nationalism. The social movements thus, created new tension in society and added to the conflict and competition that was becoming evident in the

different communities at this time. This conflict was at two levels – within the community and with outside groups. This conflict was mainly due to difference of opinion, re-interpretation of beliefs, degree of change or cultural adjustment, path of education and attitude to practices and language. In the movements linked to Hinduism, dissent was seen in the Brahmo Samaj eventually leading to a split. The orthodox Hindu Dharm Sabha opposed the Brahmos and got into a religious debate with them. Within the Brahmo Samaj internal dissensions took place over the wearing of the sacred thread, inter-caste marriage. Keshab Chandra Sen was more radical in his outlook and sought a higher degree of change, so he started another group, the Nava Vidhan. The Arya Samaj had differences over their educational programme, later separated into two groups-the college party or moderate group and the Gurukul party or militant group. They also got into debates with the Dev Samaj, Sikhs and Christian missionaries. The Sanatanists opposed the Brahmo Samaj, Arya Samaj and Dev Samaj over traditional beliefs. The Radhasoami Satsang had dispute over succession, the Bharat Dharm Mahamandal over organization and administration and the Satnamis over the use of tobacco. Conflict took place in the Nirankaries and Singh Sabha as well. Among the movements related to Islam there was opposition from orthodox groups to the ideas and activities of the Faraizis, Tariqa-i-Muhamadiya and Ta'aiyuni movement. Deoband was marred by controversy over functioning and the new institution with fellow Muslims and also by debate with Hindus and missionaries – like Swami Dayanand and Reverend Tara Chand. The Aligarh movement faced internal clash over ideas with opposition of orthodox groups – who even labeled Syed Ahmad Khan *nechari*, a term of disgust. There was a prolonged debate with Hindu groups over the use of language – Hindi or Urdu. The Barelwis, and Ahmediyas clashed within their groups and with 'others'. Barelwis debated with Deobandis and called them '*kafir*', even issued *fatwas* against them. They also attacked Shias. The Ahmediyas were condemned by the *ulema* as Ghulam Ahmad, the founder claimed he was a *mujaddid*, renewer of the faith, *mahdi* or messiah. The Ahmediyas also got into conflict with Pandit Lekh Ram (Arya Samajist) and the missionaries as he claimed he was their messiah as well. The social reformers on the whole, faced a lot of criticism from their own fellow reformers often leading to a split in the movement. As seen in the case of the Brahmo Samaj; the Deobandis and Aligarh movements also had to face severe criticism from the orthodoxy. Reform activity thus, led to heightened tensions within the group. The criticism of other religions in an attempt to highlight one's own also added to this growing conflict and divided society on communal lines. The leaders of these varied movements came from several diverse backgrounds and appealed to a specific group of people. There was no single dominant group, or pan-Indian movement but a variety of different attempts to bring about some change. They did collectively oppose the missionaries though. The degree of change they advocated also varied considerably with some focusing more on religion and others on the social sphere. They were all concerned with numbers and competed for followers. In their demarcation of their own group, re-definition of their own ideals they created new identities within each religious community.

The social reform movements made effective use of the press and brought out several newspapers and journals, as well as books. This propagation of their ideas through literary effort

led to a continued debate over religious belief and practice, a polemical one, in fact. They used the printed word to further their ideas and programmes and critique that of others.

4.5.1 CHECK YOUR PROGRESS II

1. Which activities were initiated for social service?

2. How did the socio religious reform movements use the press?

3. Why the Socio Religious Movements are called ‘agents of change’?

4.6 SUMMARY

Students, the socio religious reform movements are seen as agents of change in the colonial period. They were collectively responsible for re-defining religion, clarifying custom, introducing new customs and rituals, taking up social issues and at times even took some interest in the politics of the time. They are thus, an instrument of change in society, bringing about a new consciousness and awareness about religions, custom, social practices and identities. Many of their programmes, especially educational institutions function even today. After the first half of the 20th century their impact seems to have weakened as the country got involved in the freedom struggle and the political domain. The social reform movements with their narrow agenda, and concerns largely with the middle and upper classes, no longer remained relevant to all categories of people. The modifications and adjustments they put forth reflect the new ways of thinking and expression in the colonial time. The contribution of the social reform movements is not merely in the form of individuals with a new vision who took up the fight against social ‘evils’, but as creators of a force to usher in change. In fact, the Arya Samaj, Radhasoami Satsang, Ahmediyas and Ramakrishna Mission extended to south East Asia and even the rest of the world taking the religion to a global level. The dimension of social service propagated by them was a new element in society. Today, the socio religious reform movements do not openly identify with nationalism but maintain them one religious organizations. Such movements continue to emerge and demand new forms of social behavior, custom and belief.

4.7 SUGGESTED READING

Kenneth W. Jones, *Socio Religious Reform Movements in British India*, India: Cambridge University Press, First published 1989, reprint 2003.

4.8 QUESTIONS FOR PRACTICE

4.8.1 LONG ANSWER QUESTIONS

1. Discuss the agenda of the socio religious reform movements.

2. Describe the various activities of the social reform movements to meet their goals.
3. What was the attitude of the social reform movements towards the depressed classes?
4. Comment on the nature of the social reform movements.
5. Elaborate on the socio religious reform movements as 'agents of change'.

4.8.2 SHORT ANSWER QUESTIONS

1. Which movements emerged in Bengal and the north-east?
2. Identify the social reform movements in the Gangetic plains.
3. Name the socio religious reform movement that arose in the Punjab and North West.
4. What kind of political concerns did the social reform movements have?
5. List some of the publications of the social reform movements.
6. What was *shuddhi*?

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER III

COURSE: HISTORY OF INDIA: c.1750-1947

Unit 5: POLITICAL DEVELOPMENTS 1885-1919

STRUCTURE

5.0. Learning Objectives

5.1. Introduction

5.2. Formation of the Indian National Congress

5.3 The Swadeshi Movement

5.3.1 Check Your Progress I

5.4 The Home-Rule Movement

5.5 The Rowlatt Act Satyagraha

5.6 The Khilafat Issue

5.6.1 Check Your Progress II

5.7 Summary

5.8 Suggested Readings

5.9 Questions for Practice

5.9.1 Long Answer Questions

5.9.2 Short Answer Questions

5.0. LEARNING OBJECTIVES

Students, after reading this unit you will be able to:

- Examine critically the foundation of the Indian National Congress.
- Trace the Swadeshi movement as a response to the partition of Bengal
- Analyze the emerging differences between the Moderates and the Extremists.
- Learn about the Home Rule movement
- Examine the response of the nationalist to the Jallianwala Bagh massacre.

5.1. INTRODUCTION

Students, this unit will deal with the foundation and early activities of the Indian National Congress as first political organization of India. The response of the Moderates as well as the Extremists to the Swadeshi movement on the Partition of Bengal reflected the growing divide within the Congress. The role played by both Tilak and Annie Besant in the Home Rule Movement as well as in the Lucknow Pact of 1916 will be underscored in this module for a better understanding of the National movement. The tragedy of the Jallianwala Bagh of 1919 and its impact on the national movement will also be taken up in detail. Simmering discontent among the Indians due to the Punjab Wrongs, inadequate reforms of 1919 and the Khilafat issue will be underscored in the present module.

5.2 FORMATION OF THE INDIAN NATIONAL CONGRESS

As predecessors to the Indian National Congress, a few associations were formed for venting grievances of propertied and middle classes, and placing them before the British government. In 1851, the British India Association was formed at Calcutta; in 1852, the Bombay Association at Bombay; and later, the Madras Native Association at Madras. The East India Association was established in London in 1866, with Dadabhai Naoroji as its most prominent figure. In the last quarter of the nineteenth century, that Indians felt that they should unite and organize themselves politically, so that their requests may be heard.

Ferozeshah Mehta (1845-1915), Badruddin Tyabji (1844-1906) and others formed the Bombay Presidency Association in January 1885, and Surendranath Benerjee and his group planned an Indian National Conference at Calcutta to be held in December, 1885. Allan Octavian Hume (1829-1912) a British government servant, retiring from the civil service in 1882, decided to bring prominent Indians together in a national body to air their political grievances. He added that this would also suit the British since an Indian body of this kind could serve as a 'safety valve' to avoid a violent outbreak. W.C. Bonnerjee (1844-1906), a distinguished Calcutta lawyer was elected as President of the first session of the Organization. He was supported by groups from Calcutta and Madras. The first session of the Indian National Congress was held on 28 December 1885 at Bombay.

Initially, the Indian National Congress stance was loyalist and moderate. This can be gauged by the demands: an expansion of Legislative Councils so as to include a number of 'elected' Indian representatives; Civil Service examinations to be held in India as well as in England, with a raising of the age limit for candidates; and reduction of the tax burden through cuts in civil and military expenditure. Surendranath Banerjee's National Conference had merged with the Indian National Congress in the next session at Calcutta and as many as 434 delegates from different parts of India were present at the session-over six times the number at Bombay. This session was presided over by Dadabhai Naoroji.

The British were now disturbed with the success of the Congress and they encouraged Syed Ahmad Khan to oppose the Congress. On 28 December 1887, Syed Ahmad delivered a speech against the Congress at Lucknow. The Viceroy Lord Dufferin too in a speech in November 1888, denounced the Congress as representative of only a minority referring to its middle-class base.

A.O. Hume tried hard to expand the popular base of the Congress by organizing a propaganda campaign. Many public meetings were held and pamphlets in local languages were published and distributed. Muslims were reassured by a decision put before the Congress's Allahabad session (where it was approved) that no resolution would be passed by the Congress, without the approval of both Hindu and Muslim delegates. As a result, in spite of government hostility, 1,248 delegates attended its Allahabad Session in December 1888; and of these, as many as 222 delegates were Muslims. By now the Congress had established its position as the major political organization of the country. The British could not ignore the Congress and therefore took steps for constitutional progress of India. The Viceroy's Council, and the Governors and Lieutenant Governors Legislative Councils, were expanded by including a number of nominated Indian members. The Congress was recognized as a major opponent of the British government in India.

5.3 THE SWADESHI MOVEMENT

On becoming the Viceroy, Lord Curzon (1899—1905), initiated a number of acts detrimental to the interests of Indians. He had changes made in the Calcutta Corporation Act, which reduced the public representation in the Corporation by half and made the European community in the city stronger. Next, he introduced the Indian Universities Act, in 1904 according to which all decisions on crucial matters such as affiliation and disaffiliation of colleges were now in the hands of government officials. There was an open protest in the colleges, primarily of Bengal.

Next, Curzon carried out the Partition of Bengal. The existing province of Bengal was divided and a full-fledged province of Eastern Bengal and Assam was created, with Dacca as its capital. It was suggested that this division would better serve the interests of Muslims who formed a majority of the population in Eastern Bengal. This was done to drive a wedge between Hindus and Muslims. At the same time, it would also weaken the influence of nationalist in Calcutta. Curzon himself left India for Britain in 1904, but the Partition of Bengal was announced on 19 July 1905, before his term of Viceroyalty ended.

The announcement resulted in the first real large-scale agitation launched by the nationalist. Protest meetings were held, with students in the lead. Moderate and Extremist leaders of the Indian National Congress like Surendranath Banerjee and Bepin Chandra Pal came together. 'Boycott' of British goods, cotton cloth and woollens, Britain's main items of export to India, was adopted as a weapon of protest. This would hurt Britain as well as promote Swadeshi or Indian home industry. On 7 August 1905, the Boycott resolution was passed at a meeting in the Town Hall of Calcutta. Fasting was organized throughout Bengal, a *hartal* (market closure) was also

observed in Calcutta. Many large meetings were organized, addressed by nationalist leaders, and Bankim Chandra's *Bande Mantaram* became overnight the national song of Bengal. Rabindranath Tagore composed his *Amar Sonar Bangla* (now the national anthem of Bangladesh), that inspired protest wherever Bengali was spoken or understood. For the first time Indian nationalism had become a 'mass movement'.

Understandably, the pace of the Swadeshi movement slowed down by 1906. A long term programme of mass awakening continued through national education and cultural upliftment. Rabindranath Tagore, promoted the principle of *Atmashakti* or 'self-power', and promoted a scheme of rural awakening and education. Others sought to promote industry by providing technical education. The Technical College at Jadavpur in Calcutta was established in 1907 and was maintained through private donations. Another feature of the movement in Bengal was the birth of *Samitis* or societies with their 'volunteers' for various causes, connected with the anti-Partition struggle.

Politically, in 1906 the Moderates and the Extremists kept together, in spite of differences. The Extremists used Hindu religion as a mobilizing force. For example, the *Shivaji Utsav* which the Extremists organized involved the worship of goddess Bhavani. They seemed to show little concern for the sentiments of Muslims that constituted a majority of the Bengali-speaking population. The differences between the Moderates and the Extremists were, temporarily put aside at the Congress session in Calcutta in December 1906. Tilak's Extremist group was present in full strength, and resolutions were passed with the approval of both groups. The Partition of Bengal was denounced and it was demanded that the British government 'reverse or modify the Partition in such a manner as to keep the entire Bengali-speaking community under one undivided administration'. The resolution on 'Self-Government' set for India the goal of dominion status (similar to 'self-governing British colonies'). In accordance with the decisions taken by the Congress, Provincial committees were formed and district conferences were held. In Bengal, Surendranath Banerjee organized a series of district conferences in 1907. The Extremists were mostly left out of these activities.

Differences between the Moderate and Extremist leaders again came out in the open. Bipin Chandra Pal, the Extremist leader of Bengal, started a daily, *Bande Mataram*. They began to raise the movement's level of militancy by extending boycott of foreign cloth to boycott of all activities of the government. The radical weekly *Yugantar* (or *Jugantar*), regarded even passive resistance insufficient and called for violent revolution. The Moderates objected to this escalation of protests by the Extremists.

The Extremists attended the Congress session at Surat in 1907 in large numbers, headed by Tilak. There was no compromise between the Moderates and Extremists. The Moderates occupied the platform whereas the Extremists were in majority among the delegates. Ultimately, the Extremists moved to another venue, and the split in the Congress was complete. Repression was let loose on the Extremists and in June 1908 Tilak was arrested and charged with disloyalty and enmity towards the British Crown, and he was deported for six years. This resulted in a general *hartal* in Bombay for a week. The army was called and about 200 men were killed in police and

army firing. Similar incidents took place in the Madras Presidency. The police arrested Aurobindo Ghose with thirty-eight others accused of conspiracy and armed actions. Aurobindo Ghose was acquitted in May 1909. Bipin Chandra Pal too was arrested for eight months after which he left India in 1908 for three-year stay in England. In Punjab, Lala Lajpat Rai had been deported to Burma in 1907 for participating in a peasant protest. The well-known nationalist poet of Tamil, Subramania Bharati (1882-1921) was also exiled. Other means were also used by the British government to suppress the Extremists. In 1908, many printing presses were seized and shut down. This was aided by passage of the Vernacular Press Act of 1910. Expectedly, the *Yugantar* was among the first to be closed down by the Police in 1908. Other nationalist papers met the same fate. Interestingly, towards the end of 1911 in order to rebuff the budding nationalist Muslim politicians, the British declared the annulment of the partition of Bengal. This was done in spite of repeated declarations by the British in the past that the partition of Bengal was 'irreversible'. The provincial boundaries of Bengal were redrawn.

5.3.1 CHECK YOUR PROGRESS I

1. Name two founders of the Indian National Congress in 1885?

2. What was the Calcutta Corporation Act?

3. Name two Extremist leaders.

5.4 THE HOME RULE MOVEMENT

The Lucknow Pact of 1916 was an important development bringing the Extremists and Moderates together after 1908. This Pact also united the Indian National Congress and the All India Muslim League. But all points of disagreements did not end. For the Extremists led by Tilak, and Annie Besant and her followers, this was only a first step towards 'Home Rule'.

The term 'Home Rule' came from the vocabulary of Irish nationalists, who began using it from 1870 as representing a high degree of autonomy but not necessarily full independence. In 1912 an Irish Home Rule Bill was passed by the House of Commons, giving to a contingent Parliament in Ireland a high degree of autonomy, but still much less than what the white dominions, Canada, Australia and South Africa, possessed.

Annie Besant was an Englishwoman of Irish descent with some socialist ideas, and faith in theosophist movement. She came to India in 1893 and started promoting education at Benares, and from 1907, she was active from Adyar, Madras (the headquarters of the Theosophical Society in India). In 1913, at a public meeting in Madras she asserted that the British Parliament should set up a committee to recommend constitutional reforms for India. She started the weekly, *Commonweal* (January 1914), and a daily, *New India* (June 1914) — both from Madras. In December 1914, she attended the annual session of the Congress at Madras. She also acted as an intermediary in the negotiations between the Moderates and the Extremists.

Annie Besant in September 1915 decided to form a 'Home Rule League' to undertake constant political activity. As the Moderates did not support her, she set up the Home Rule League on her own. She had plans to establish branches in several major cities of India. Soon Tilak too had formed a Home Rule League in April 1916, at a conference in Belgaum where representatives mainly from Bombay and the Central Provinces had gathered. The aim of Tilak's League too was 'attain [ing] Home Rule or Self-Government within the British Empire by all constitutional means. Tilak wanted to merge the two organizations, but Besant preferred only cooperation between the two Leagues.

Both these organizations had mass membership, though restricted to the educated classes. At its peak Besant's League had some 27,000 members and Tilak's League some 30,000. They also made use of the printing press to express their views. Both Annie Besant and Tilak toured the country and their speeches drew large audiences. Their influence penetrated the villages. This was confirmed by the presence of a large number of peasant delegates at the Congress session in Delhi. In June 1917, Annie Besant and her two colleagues, G.S. Arundale and B.P. Wadia were arrested. In protest Moderates like Madan Mohan Malaviya, Surendranath Banerjee and M.A. Jinnah joined the Home Rule League, and Sir Subramania Aiyar renounced his knighthood. In July, the All-India Congress Committee even circulated a proposal by Tilak to begin passive resistance over her arrest as well as over the issue of Home Rule. Annie Besant was soon freed in September, and was unanimously elected to preside over the 1917 session of the Calcutta Congress.

The Lucknow Pact with its scheme of provincial autonomy and the growing fervour of the Home Rule movement could no longer be ignored by the British government. It was therefore felt that the time had arrived to give some concessions to keep the Moderates and Home Rulers quiet. On 20 July 1917, Edwin Montagu, was appointed the Secretary of State for India and he soon made the Montagu Declaration. This declaration unlike the Morley-Minto Reforms spoke of constitutional progress in India. However, Montagu's statement was full of reservations and double-speak. India would remain 'an integral part of the British Empire, apparently forever. Reforms would happen only in stages but Indians would have no role in it. Everything would be decided by the government in London. Indians would have to accept these reforms and show their cooperation.

The declaration did not cause any division among the Nationalists since under its terms the entire constitutional scheme approved by the Congress in 1916, could be adopted. But once

the report prepared by Montagu and Chelmsford was released no illusions were left. The proposed full self-government in municipalities and district boards, was not welcomed. It suggested that certain powers be transferred to the provinces, but instead of provincial autonomy, it promised only what came to be known as 'dyarchy' i.e. transfer of some departments (invariably of less importance) to elected representatives, with major portfolios to remain with the Governor. At the centre, all executive powers and legislative authority would remain with the Viceroy.

Both Tilak and Annie Besant were disappointed with the scheme. The Congress in August labelled the Montagu proposals as 'disappointing and unsatisfactory' and suggested changes. This position was confirmed at the annual session at Delhi in December 1918. The Muslim League session, also held at Delhi in December 1918, similarly rejected the Montagu-Chelmsford proposals. By this time, the bulk of the Moderates had left the Congress. Tilak's and Annie Besant's Home Rule Leagues could not cooperate with each other. Tilak left for England in September 1918, to pursue (unsuccessfully) a defamation suit against a Tory journalist, V. Chirol, author of *Indian* (1910), and to persuade English politicians to improve the proposals. But even in this effort differences prevailed. While Tilak was joined by a Congress delegation in England in May 1919, Besant brought a separate delegation of her own. Only limited success could be attained due to internal differences between the two groups.

5.5 THE ROWLATT ACT SATYAGRAHA

After the First World War, the situation in India was not good. India was made to gift 150 crores to Britain. Prices of goods nearly doubled between 1914 and 1919, increasing poverty. Returning soldiers brought influenza that spread in India in 1918-19 and took away 6.6 per cent of the country's total population. The Montague Declaration of August 1917, when put into practice gave nothing to Indians and India. The political reality was very different in 1918 in India.

Once the war ended a 'Sedition committee' under a British Justice Rowlatt, was formed. This Report collected information on seditious activities which had previously taken place. It recommended the imposition of measures such as detention without trial by provincial governments and speedy trials by special courts without right of appeal against their judgments. Two bills embodying these provisions were pushed through the Imperial Legislative Council, though all the non-official Indian members voted against them. The Bill was called the 'Revolutionary and Anarchical Crimes Act', popularly known as the Rowlatt Act. It received the Viceroy's approval in March 1919 and became a law.

These bills provoked anger among the Indians in the country. It was thought that these were framed to humiliate Indians in order to pacify the Europeans in India. Other factors too led to mass unrest: high prices, post-war unemployment and looming threat of dismemberment of Turkey, the seat of the Caliphate (Khilafat), which aroused bitterness among Indian Muslims. Gandhiji launched a Satyagraha agitation on a national scale, against the Rowlatt Act.

At Ahmedabad on 24 February 1919, Satyagraha pledge was taken by Gandhi and his followers. They swore to disobey certain laws. Gandhiji toured India, visiting and delivering

speeches at Delhi, Allahabad, Bombay, Madras and various towns of South India. A call was given for a general strike and closure of shops (*hartal*) all over India, fixed for 6 April. Owing to some misunderstanding, Delhi observed the *hartal* on 30 March, where a crowd assembled at the Delhi railway station was fired upon by police and army, leading to at least ten deaths and serious injuries to many. The general *hartal* on 6 April successful. Among the large cities, the *hartal* was nearly complete in Bombay and Madras. Calcutta too observed the *hartal* with a large protest meeting. In United Provinces and Punjab, the *hartal* was almost observed in all the towns. The Ram Naumi processions on 9 April were a striking demonstration of Hindu-Muslim unity. Due to the all-India protest the British acted against Gandhi. His train was stopped just before it reached Delhi and he was taken back to Bombay. Two more Congress leaders of the Punjab, Saifuddin Kitchlew and Dr. Satyapal were arrested from Amritsar. At Kasur, a town in Lahore district, there was a complete *hartal* on 12 April, and a crowd attacked the railway station and murdered two British soldiers. Indians were arrested by the police.

Sir Michael O'Dwyer was the Lieutenant Governor of Punjab. Amritsar was placed under the control of Brigadier General Dyer. He began arresting suspects and cut off electricity and water supply to punish people. He also banned any 'procession' and 'gathering'. A public meeting at Jallianwala Bagh was planned to be held on 13 April. A large number of people along with children came to attend the meeting. While the meeting was being addressed by speakers, General Dyer arrived with a force of Indian army soldiers. He immediately ordered his men to open fire without any warning. The firing continued even when the crowd tried to escape from the walled ground. The shooting did not stop until 1,650 rounds had been fired and the gunpowder exhausted. Dyer then left the ground with the soldiers. No medical aid of any kind was made available to the injured. He had been keen to produce a 'moral effect'. His only regret later was that ammunition ran out. The official count of less than 400 dead was incorrect, the actual number was about a thousand with the injured three times that number.

A reign of terror followed: Lieutenant Governor O'Dwyer placed Amritsar under martial law on 15 April. Persons of all classes were arrested, maltreated and kept in intolerable conditions. Any Indian who did not offer respectful salutation to a passing European could be seized. Lahore was placed under Colonel Johnson. Summary courts were set up, which allowed imprisonment, whipping and fines. Some three hundred students and professors of a college were made to walk three miles under the sun. Indians were made to crawl in a lane in Amritsar where a white woman had been insulted. At Gujranwala, there was firing on a protesting crowd on 14 April, as a result a church and some government buildings were destroyed by an angry mob. Military planes bombed some villages in Gujranwala district. As many as eighteen persons were hanged on mere suspicion during Punjab's martial law. In the Punjab under the martial law, 1200 persons got killed and 3,600 were wounded.

People of not only Punjab but all over India protested and opposed Gandhiji's arrest. In Bombay there was a two-day hartal. There were violent protests in Ahmedabad, where many government buildings were attacked and set on fire. Martial law was imposed and twenty-eight deaths took place as a result of military and police actions. After his release Gandhiji reached

Ahmedabad and condemned violence. Gandhiji on 18 April announced the 'temporary' suspension of 'civil disobedience' due to escalation of violent incidents in Gujarat. This 'temporary' suspension resulted in the end of Satyagraha.

On 8 June, the All-India Congress Committee meeting at Allahabad formed a sub-committee to enquire into the Punjab events. The British government appointed its own committee of enquiry under a British lawyer, Lord Hunter (14 October 1919), taking care to nominate four Europeans on it to give them a majority over its three loyalist Indian members. The AICC collected considerable evidence and issued a detailed report on the 'Punjab disorders' on 25 March 1920. Mainly drafted by Gandhiji, it was signed also by C.R. Das, the famous leader from Bengal, and by Abbas Tyabji and M.R. Jayakar. Action was demanded against the guilty officials, O'Dwyer, General Dyer, Colonel Johnson and others, and asked for the resignation of Lord Chelmsford, the Viceroy. The Hunter Committee's report was published only on 28 May 1920. Its European members tried to whitewash most of the dark deeds, putting all the blame squarely on 'Mr. Gandhi's movement' for what had happened. But the tragedy of Jallianwala Bagh could not be overlooked. The British Parliament stood up for General Dyer. In England a Dyer Fund was established, to which Europeans in India also liberally contributed. The support given to General Dyer in the British Parliament and press angered Indians. There was a great deal of resentment among Indians as no British official was punished for what had happened in Punjab, while a large number of Indians in that province were put to death and subjected to all kinds of hardship and torture without any crime being proved against them. The Bengali intellectual, Rabindranath Tagore, gave up his knighthood (the title of 'Sir' conferred by the British government) in protest against British atrocity in Punjab.

5.6 THE KHILAFAT ISSUE

The Government of India Act of 1919 was passed by British Parliament. This Act embodied the 'reforms' that had been proposed by the Montagu—Chelmsford Report. The Indians were not happy with the Act, as it did not fulfill their demands. Understandably in the annual session of the Indian National Congress held in December 1919 at Amritsar, Bal Gangadhar Tilak and C.R. Das, asked for a total rejection of the Montagu—Chelmsford Reforms and that the struggle for a full-fledged Home Rule should continue. Gandhi, however, opposed the proposal and forced a compromise.

In 1918 after the end of the first world war, there was increasing fear among Muslims in India over Britain's intentions regarding Turkey and the Caliphate (Khilafat). Until 1914 the Ottoman Empire had controlled a large part of West Asia, including the territories of the present-day regions of Turkey, Syria, Lebanon, Palestine, Jordan, Iraq and Hejaz. These territories contained the holiest sites of Islam: Mecca, Medina, Najaf and Jerusalem; and the Turkish Sultan's authority over these sites made him the Khalifa (Caliph), literally 'successor of the Prophet', and so the protector of the Islamic community. For the Indian Muslims his position as Caliph was

significant as it would preserve the holy places and maintain the prestige of Islam as an international faith.



Delegates to the 1919 Congress Session in Amritsar²

When First World War broke out in 1914 between Britain, France and Czarist Russia (Allied powers) on one side, and Germany and Austria-Hungary on the other, Turkey joined the latter side. At the end of the war British troops occupied much of the Ottoman territory outside Turkey. Britain had already decided to dismember the Ottoman Empire. In 1920 the British occupied Constantinople (Istanbul), the capital of the Caliphate, thereby obtaining control over the 'person and court of the Caliph'. These events created alarm among Indian Muslims who felt that now not only Islam's holiest places, but also the Caliph himself, had fallen into Christian hands. On 20 March 1919, at a mass meeting at Bombay, a Khilafat Committee was formed whose request to meet the Viceroy was rejected. Mohammad Ali and his brother Shaukat Ali held radical views as they not only spoke in support of Turkey, but also against the Rowlatt Act. They were jailed again in June 1919 and thus attained great popularity. A Khilafat Day was observed on 17 October all over India; and an all-India Khilafat Conference was held at Delhi in late November in which both Gandhiji and Madan Mohan Malaviya participated. Muslim theologians were introduced into the movement by the establishment of the Jamiat al-Ulama-i Hind (Association of Indian Religious Scholars) at Delhi immediately after the Khilafat Conference, under the leadership of a Muslim priest, Abdul Bari. The Jamiat al-Ulama joined the Congress, the Muslim League and the Khilafat Committee. Meetings were held at Amritsar when all these organizations passed resolutions in support of Khilafat and the freedom of Turkey. In November 1919 Gandhiji was elected President of the Khilafat Conference. Muslims were asked not to join public celebrations of the Allied victory and threatened boycott and non-cooperation. Muslim leaders like Azad, Akram Khan and

² Barbara D. Metcalf and Thomas R. Metcalf, *A Concise History of Modern India*, New York: Cambridge University Press, 2001, p.186.

Fazlul Haq toured Bengal supporting Khilafat as well as Hindu-Muslim unity. The Maulanas of Deoband schools and the Ulemas of Lucknow followed the same programme in north India.

In early 1920, a Khilafat delegation was sent from India to England but they were not heard. Britain and France published the terms of the Treaty of Sevres, which was signed by the Ottoman government at Constantinople on 10 August 1920. By this treaty the Ottoman territories in West Asia were mainly divided between Britain and France. Britain occupied Iraq, Transjordan (now Jordan) and Palestine, while Hejaz (the area of Mecca and Madina) was given to the Sharif of Mecca, a British puppet. France acquired Syria and Lebanon.

Greece was given eastern Thrace and a large area around Izmir; Armenia received much of northeastern Turkey; while the French occupied Cilicea, a large region in southern Turkey. Turkey also lost all control over the Dardanelles, the narrow sea passage between Istanbul and Asian Turkey. The rump left to Turkey, nominally under the Caliph seated at Constantinople, was now to be controlled by Britain.

These events increased the anger of Muslim Indians against British actions against Turkey. Abul Kalam Azad spoke in support of both the defence of the Caliphate and Hindu—Muslim unity. Gandhiji in a Khilafat Conference at Meerut proposed a four-stage plan of non-cooperation: renunciation of titles, abandonment of government service (civil), resignation from army and police, and, refusal to pay taxes. At the Khilafat Conference in Allahabad in June 1920 it was decided that non-cooperation over the issue of Khilafat should begin on 1 August. A section of Muslims from Sindh and North West Frontier organized a Hijrat movement. As a protest against the Treaty of Sevres, they decided to leave India and migrate to Afghanistan, but the Afghan government refused them admission.

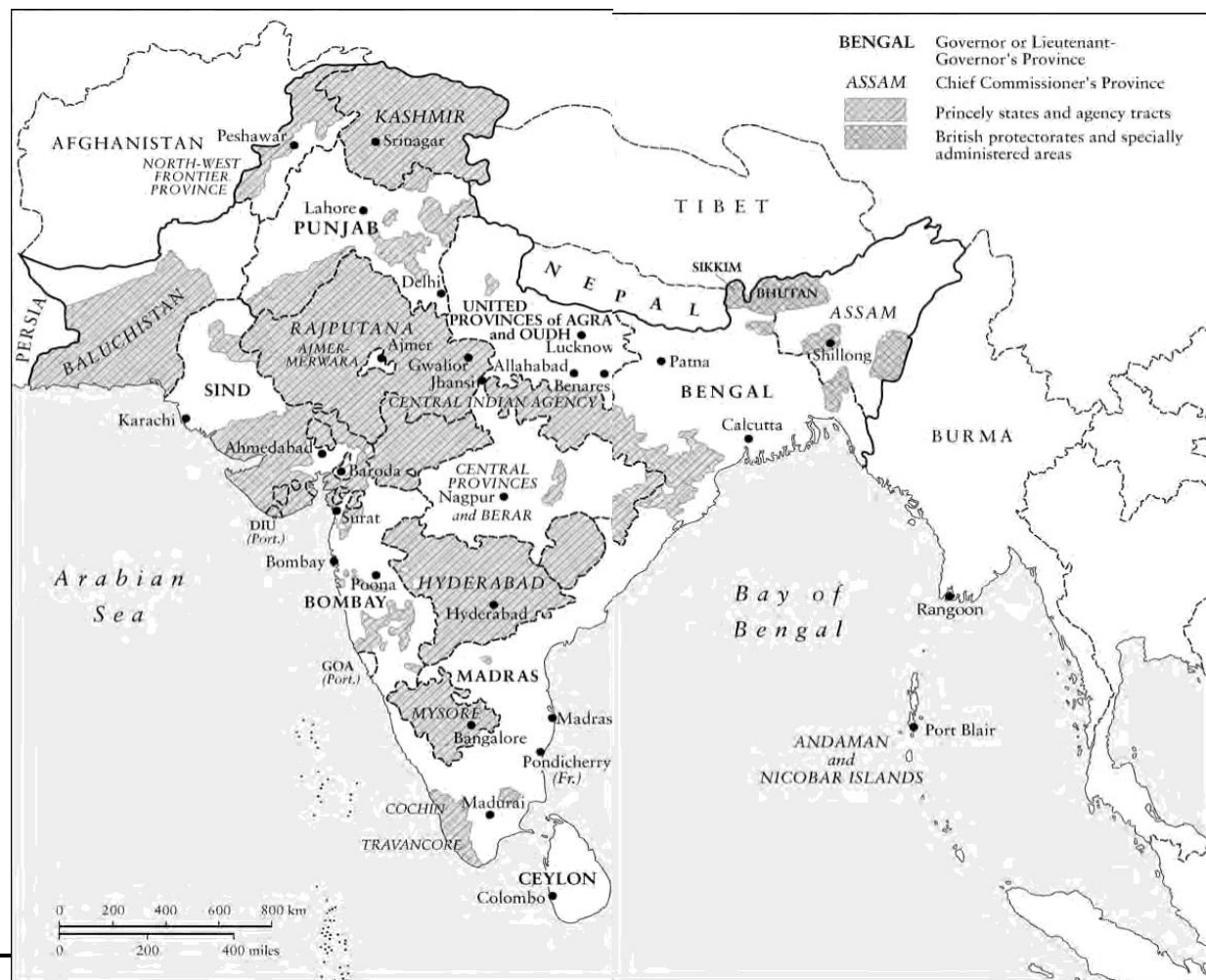
5.6.1CHECK YOUR PROGRESS II

1. What is the importance of the Surat session (1907) of the Congress?

2. Name two newspapers started by Annie Besant.

3. Who was General Dyer?

4. Name two Muslim leaders of the Khilafat movement.



The British Indian Empire, c.1900³

5.7 SUMMARY

Students, this unit has traced the foundation of the Indian National Congress and has also taken note of the growing schism between the Moderates and the Extremists. The scope, extent and the significance of the Swadeshi movement has also formed part of this module. The struggle for a full-fledged Home Rule by Annie Besant and Tilak bore little fruit. The irate response of the Indians to the much-awaited Government of India Act of 1919 passed by British Parliament has been dealt with. Increasing alarm among Muslims in India over Britain's intentions regarding Turkey and the Caliphate (Khilafat) after the First World War has also been examined. The Khilafat issue provided Gandhiji with a platform to unite the Hindus and Muslims. Significant political developments from 1885 to 1919 leading to the Non-Cooperation movement have been highlighted. Students, the next module will examine the first mass movement under the leadership of Mahatma Gandhi.

³ Barbara D. Metcalf and Thomas R. Metcalf, *A Concise History of Modern India*, New York: Cambridge University Press, 2001, pp.128-129

5.8 SUGGESTED READINGS

Irfan Habib, *A People's History of India: The National Movement: Origins and early Phase, to 1918*, vol. 30, New Delhi: Tulika Books, 2018.

Irfan Habib, *A People's History of India: The National Movement Part 2: The Struggle for Freedom 1919-1947*, vol. 31, New Delhi: Tulika Books, 2019.

Ishita Banerjee Dube, *A History of Modern India*, New Delhi: Cambridge University Press, 2014.

Sekhar Bandyopadhyay, *From Plassey to Partition*, New Delhi: Orient Blackswan, 2010.

Sumit Sarkar, *Modern India: 1885-1947*, Gurgaon: Macmillan, 1983.

A.R. Desai, *Social Background of Indian Nationalism*, Bombay: Popular Prakashan, fifth edition, 1993 (rpt).

Barbara D. Metcalf and Thomas R. Metcalf, *A Concise History of Modern India*, New York: Cambridge University Press, 2001.

5.9. QUESTIONS FOR PRACTICE

5.9.1 LONG ANSWER QUESTIONS

1. Critically examine the Swadeshi Movement.
2. Trace the relationship between the Moderates and the Extremists in the first two decades of the twentieth century.
3. Write a note on the Home Rule League.
4. Trace and analyze the events leading to the Jallianwala Bagh massacre. What was the impact on the National movement?

5.9.2 SHORT ANSWER QUESTIONS

1. Highlight the objectives of the Indian National Congress.
2. What role did A.O. Hume play in enhancing the base of the Congress?
3. Why did Lord Curzon announce the partition of Bengal?
4. When and why was Lucknow Pact signed?
5. Who was Annie Besant?
6. What were the main features of the Rowlatt Act?
7. What was importance of the Caliph for the Indian Muslims?

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER III

COURSE: HISTORY OF INDIA: c.1750-1947

UNIT 5A: POLITICAL DEVELOPMENTS 1920-1935

STRUCTURE

5A.0. Learning Objectives

5A.1. Introduction

5A.2. Non-Cooperation Movement

5A.2.1. Check Your Progress I

5A.3 The Decade of the 1920s

5A.4 Simon Commission-Nehru Report

5A.5 Civil Disobedience Movement-First Phase

5A.6 The Communal Award

5A.7 Civil Disobedience Movement-Second Phase

5A.7.1 Check Your Progress II

5A.8 Summary

5A.9 Suggested Readings

5A.10 Questions for Practice

5A.10.1 Long Answer Questions

5A.10.2 Short Answer Questions

5A.0. LEARNING OBJECTIVES

Students, after reading this unit you will be able to:

- Critically examine the Non-cooperation Movement and assess its impact on National Politics.
- Trace the political events of the 1920s
- Analyze the Simon Commission and highlight the significance of the Nehru Report.
- Trace the Civil Disobedience Movement and form an understanding of the Communal Award of 1932.
- Carry out a comparison of the two mass movements led by Mahatma Gandhi.

5A.1. INTRODUCTION

Students, this unit will take up the Non-cooperation Movement and highlight the role of the masses in a first movement of this nature. The peasants and the working class participated in massive numbers as they had become aware of socio-economic injustice of colonial rule. The ideology and leadership of Mahatma Gandhi mobilized the masses of India. This movement was significant as it showcased Hindu-Muslim unity. The 1920s saw the rise of the Swarajists, birth of the Hindu Mahasabha and the communist party in India. Hindu-Muslim unity broke resulting in communal riots. The Simon Commission and the Nehru Report too have been examined. The Civil Disobedience movement as well as its significance for the freedom struggle will be highlighted.

5A.2. NON-COOPERATION MOVEMENT

Gandhiji wanted the Congress to adopt the campaign of Non-cooperation on three issues: Punjab wrong, Khilafat wrong and Swaraj. There was a tussle between two groups within the Congress, one supporting Gandhi and the other opposing the non-cooperation programme. But at a special session of the Congress at Calcutta (September 1920) Gandhiji's resolution on Non-cooperation was approved despite opposition from C.R. Das, Jinnah and Bepin Chandra Pal. The programme included surrender of government titles, boycott of schools, courts and councils, boycott of foreign goods, encouragement of national schools, arbitration courts and Khadi.

Non-cooperation began with a call to students to abandon government-aided institutions. The M.A.O. College, Aligarh was the first institution chosen. Gandhi and Mohammad Ali came to Aligarh and called on the college management, staff and students to convert it into an independent university. Mohammad Ali announced the foundation there of the Jamia Millia Islamia (Muslim National University) that was later shifted to Delhi. In Banaras a nationalist educational institution, Kashi Vidyapith, was inaugurated by Gandhi in 1921. The Gujarat Mahavidyalaya at Ahmedabad was set up admitting nearly 700 students. The Council elections under the Act of 1919, held in November 1920 were boycotted. Only 8 per cent of the registered voters voted in Bombay and 5 per cent in Lahore. Many candidates withdrew from the elections, and for six seats there were no candidates.

The annual session of the Congress at Nagpur held on 26-31 December 1920 endorsed the programme of Non-cooperation. A Tilak Memorial Swaraj Fund was set up to be used for carrying out constructive activities (Bal Gangadhar Tilak had passed away on 1 August 1920). By 30 June 1921, as much as Rs. 1.05 crore had been collected for the Fund. A major step taken at the Nagpur session was to give to the Congress an organizational framework that would help in carrying on work in all parts of the country. Provincial committees were established. These units were extended to kinds of district and sub-districts in a kind of hierarchy. A nominated working committee would be at the top to provide leadership.

Initially the students were asked to leave government educational institutions. College enrolment in India declined by 13.5 per cent between 1919-20 and 1921-22. This was a remarkable phenomenon. Attempts were made to run 'national' institutions to absorb those leaving government-aided colleges and schools. Many such students joined the corps of 'National' and 'Khilafat' Volunteers, acting as foot-soldiers of the Non-Cooperation Movement. By March 1921 the movement had expanded to include renunciation of titles, boycott of courts by lawyers and litigants, besides the boycott of government educational institutions. A Swadeshi campaign was launched that included twin forms of boycott of foreign cloth and the promotion of yarn spinning on the *charkha* (spinning wheel). Mahatma Gandhi insisted on abandonment of untouchability that was necessary for entry of the lower castes and outcastes into the movement.

The Non-Cooperation Movement spread to almost all parts of the country. Bonfires of imported cloth were set alight everywhere, imports of foreign cloth fell dramatically — from Rs. 102 crores in value in 1920-21 to Rs. 57 crores in 1921-22, a drop of 44 per cent. Khadi (homespun locally woven cloth) became the fabric of the nationalist's clothing. The All-India Khilafat Conference meeting at Karachi on 8-10 July asked all Muslims to stop serving in the army, and Gandhi and other leaders appealed not only to civilians, but also to soldiers to give up government jobs.

Simultaneously there was violence in southern Malabar (now northern Kerala). The Moplah (Mappilla) was a Muslim community in south Malabar consisting mostly of peasants. They had grievances as tenants of *jenmis* or landlords who were mainly higher-caste Hindus. On 20 August 1921 there was a sudden uprising over a large area. Railway lines were uprooted, telegraph wires cut, and police stations and post offices set on fire in the district. The houses of the landlords were attacked and plundered, many Hindus killed or forcibly converted. Martial law was declared in October 1921. Government repression was hard on the rebels. Despite British criticism of the Moplah rebellion the Non-Cooperation Movement remain strong and undeterred.

In Punjab, the Non-Cooperation Movement was merged with the Gurdwara Reform Movement started by the Akalis, who wanted to liberate the Gurdwaras or Sikh temples from the hereditary *mahants* who now controlled them, under the protection of the British administration. On 31 October 1920, the Khalsa College, Amritsar refused to accept any grant from the government. On 21 February 1921 nearly 150 Akalis were killed at Nankana Sahib by armed men engaged by the shrine's *mahant*. Gandhi went to Nankana Sahib on 3 March and issued a statement in support of the Sikh cause. In May the Shiromani Gurdwara Prabandhak Committee resolved to support Non-Cooperation, and the Akalis courted arrest in large numbers over the management of the Golden Temple in Amritsar, carrying on the agitation until 17 January 1922, when the keys of the Golden Temple were finally handed over to Baba Kharak Singh, the Akali leader. Gandhiji praised the Akalis for their non-violent action and success.

Edward, Prince of Wales reached Bombay on 17 November 1921. He was welcomed with near-total *hartal* (general closure) all over India. In Bombay there was a complete strike. There was police firing resulting in deaths. A complete *hartal* was also noticed in Calcutta as all activity came to a standstill. The British government arrested leaders of the Non-cooperation

movement. They included Lala Lajpat Rai, Motilal Nehru and his son Jawaharlal Nehru, C.R. Das, Abul Kalam Azad and Asaf Ali. People in large numbers voluntarily courted arrest, the number arrested exceeding 25,000. The British government had to back down and release the volunteers.

By now almost every aspect of the non-cooperation programme had been used with varying degree of success. The next stage had to be that of civil disobedience involving a refusal to pay tax. This would hit the government hard. The Congress in November 1921 in Delhi decided to start a programme of civil disobedience which included non-payment of taxes. In the 1921 a general session of the Indian National Congress, Muslim League and Khilafat Conference was held at Ahmedabad. Many volunteers courted arrest. Mahatma Gandhi was given the authority to launch the Civil Disobedience movement. However, this programme did not have much importance as it was limited to Bardoli, a sub-district of Surat district in Gujarat. A no-tax campaign in Andhra was started by its Provincial Committee, but Gandhi recommended its withdrawal.

But before anything could happen even in Bardoli, a sudden event in a village in the United Provinces put an end to everything. In response to police firing some peasants set fire to a police station and caused the death of 23 policemen in Chauri Chaura on 4 February 1922. On hearing this news Gandhiji suspended the mass civil disobedience at Bardoli. He was criticized by his own supporters in the Congress, particularly the younger members for withdrawing the movement when it had reached its peak. Mahatma Gandhi was arrested on 10 March 1922. With most of the leaders in jail the first non-cooperation ended without the mass civil disobedience even being started. Soon the Khilafat question also became unimportant. A revolution had taken place in Turkey and Mustafa Kemal Pasha had come to power in Turkey and in November 1922 all powers of the Sultan were taken away. Turkey was set up as a modern secular state and the Caliphate was abolished.

The national movement got a mass basis for the first time as various sections of peasants and working classes participated in it. The Non-cooperation movement contributed to the awakening of the masses to economic problems and its 'political cause' that is 'imperialism'. Even villagers felt that only Swaraj would solve their problems and as such were ready to participate in the national struggle. However, middle class participation was not great. Except in Madras council election boycott was more or less successful. The polling average was 5-8 per cent. Economic boycott was more intense and successful as the value of imports of foreign cloth dropped from Rs. 1,020 million in 1920-21 to Rs. 570 million in 1921-22. The import of British cotton piece goods also declined. This was due to successful trader and businessmen participation. Production of handloom increased. Other Gandhian social movements too achieved some success. Anti-liquor campaign resulted in drop in liquor excise revenue in Punjab, Madras, Bihar and Orissa. Hindu-Muslim alliance remained unshaken during the period, except in the Malabar region. However, the anti-untouchability campaign remained a secondary concern for the Congress. The emphasis of the movement was always on the 'unifying issues' and effort was to cut across class and communal disjunctions.

Significantly, an important aspect of the non-cooperation movement was ‘its uneven geographical spread’ and ‘regional variations’. There was involvement of regions and classes that did not participate in the past in any movement started by the Congress. Large number of peasants participated in Rajasthan, Sindh, Gujarat, Avadh, Assam and Maharashtra. There was some non-Brahman lower caste participation in Madras and Maharashtra, tribal movements in Andhra and Bengal, Labour unrest in Madras, Bengal and Assam and trader’s participation in Bombay and Bengal. But the masses often resorted to violence. Gandhiji himself condemned this but was unable to stop them.

5A.2.1 CHECK YOUR PROGRESS I

1. What was the Khilafat issue?

2. Name two Nationalist education institutions set up during the Non-cooperation movement.

3. What was the significance of the Charkha?

4. What happened at Nankana Sahib?

5A.3. THE DECADE OF THE 1920's

After the withdrawal of the Non-cooperation movement the Hindu-Muslim unity was shattered. Communal feelings were revived with the Moplah revolt. Campaigns of Shuddhi (conversion) and Sanghathan (organization) were organized by the Arya Samaj. The All-India Hindu Mahasabha was founded in 1922 at the initiative of Madan Mohan Malaviya and Lala Lajpat Rai. It gained strength in north and central India. In response the Muslims launched the Tabligh (propagation) and Tanzim (organization) campaign. Communal riots became common. There were Hindu-Muslim riots in Multan (1922) and Amritsar (1923) in Punjab and in Agra and Saharanpur (1923) in the United Provinces. In September 1924 a riot in Kohat in the North West Frontier Province took place. 31 persons were killed that included 20 Hindus and 11 Muslims. In UP between 1923 and 1927, 88 riots took place.

C.R. Das in his Presidential address of the Congress at Gaya in 1922 put forth his idea of ‘entering the Councils in order to wreck the system from within’. But this idea was not accepted by the ‘No-Changers’ who dominated the session. Therefore, Das and Motilal Nehru at a conference at Allahabad in 1923 formed the Congress Khilafat Swaraj Party (Swaraj Party). Their aim was to fight Council elections. Significantly, this party was to function within the Congress as well as outside. In the elections of 1923 the Swarajists were successful. In the Central Legislative Assembly, the Swarajists got 48 out of 105 seats. In the Provincial Councils the Swarajists won

‘sizable blocs’ in most states. In the Central Provinces they had a majority. In Bengal they had more than half the seats. But in Punjab the Swarajists fared poorly.

Mahatma Gandhi was released from prison in 1924. He did not approve of the Swarajists action of contesting Council elections. He was very worried about the deteriorating Hindu-Muslim relations all over India. He went on fast and broke it only after a Unity Conference had been held to promote ‘principles of religious liberty, tolerance of both cow slaughter and temple music, etc.

In the 1920s, the Muslim League too had moved away from the Indian National Congress. The League held its own session separate from the Congress at Lahore in 1924. M.A. Jinnah was the President and he looked to protect the interests of the Muslim community. In this atmosphere the Rashtra Swayamsewak Sangh was established by Hedgewar in 1925 in Nagpur.

The 1920’s also saw the re-orientation of revolutionary Nationalist groups. In March 1926 the Naujawan Bharat Sabha was set up by Bhagat Singh. Its aim was to establish ‘a republic of labourers and peasants’. Along with Chandrasekhar Azad he reorganized the Hindustan Republican Army as Hindustan Republican Socialist Army in 1928 in Delhi. Significantly, the Communist Party of India (CPI) was formally established at Kanpur in 1925. Their aim was to attain liberation from the British imperialism. With their aid and guidance many Workers and Peasants parties were formed in different provinces. This led to the founding of an All-India Workers and Peasants Party in 1928 at Calcutta. Dr. B. R. Ambedkar formed the All-India Depressed Classes Congress to organize the Harijans in 1930.

5A.4. SIMON COMMISSION-NEHRU REPORT

The British government appointed a commission on 8 November 1927 headed by Sir John Simon to recommend whether responsible government should be extended in India. The Indian National Congress boycotted the all-white Simon Commission. The Muslim League as well as the Hindu Mahasabha supported the national boycott of the Commission. No Indian leader gave evidence before the Commission. A nation-wide agitation started. An all-India Hartal was organized on 3 February 1928 when the Commission reached Bombay. There were protest demonstrations with flag flags and the slogan ‘Simon Go Back’. A procession led by Lala Lajpat Rai was attacked by the police. Lalaji was injured and died soon after. Working class as well as peasants took part in political agitations across India. The Bardoli agitation led by Patel received national attention.

The All-Parties Convention adopted the Motilal Nehru Report (a report on what India’s constitution should contain) in December 1928. The Report was moderate asking only for ‘Dominion Status’ of the same kind adopted by the White dominions. The Congress also adopted the same in Calcutta but only if it was also accepted by the British government by the end of 1929. Lord Irwin invited all parties to attend a round table conference in London to discuss Dominion Status. Gandhi and Motilal Nehru meet Lord Irwin without receiving any concessions on 23 December 1929. The Lahore session of the Congress in 1929 gave a call for struggle for ‘*purna swaraj*’ or full independence. 26 January 1930 was observed as Independence Day and a pledge

was taken by all. The national tricolor was unfurled throughout the country in various meetings. The British government arrested Subhas Chandra Bose on charges of sedition and conspiracy. Gandhi gave his 11 points in *Young India* on 30 January 1930 in response to Lord Irwin's speech.

The peasants were to have their tax or rent burden lightened by a 50 per cent reduction in land revenue, to be made possible by corresponding reductions in military expenditure and salaries in 'higher grade services'; and all the poor, generally, would benefit from the abolition of the salt tax. 'Protective tariff on foreign cloth' would appeal to the millions of hand spinners and weavers as well as the industrialists and workers in modern textile industry; the demand for the devaluation of the rupee to 1s. 4d. and the reservation of coastal traffic to Indian shipping were designed to harness the sympathies of Indian capital. Total prohibition had religious appeal for both Hindus and Muslims, and Gandhi had been appealing to women particularly to support it. Finally, the discharge of political prisoners, abolition of the CID (Civil Intelligence Department) and the issue of firearm licenses represented preliminary political demands affecting both the nationalists and ordinary people.

5A.5. CIVIL DISOBEDIENCE MOVEMENT-FIRST PHASE

Lord Irwin did not compromise and on 12 March Gandhiji began the historic Dandi March to the Gujarat seashore where on 6 April he publicly violated the salt law. The march was followed by wholesale illegal manufacture and sale of salt, along with boycott of foreign cloth and liquor. This was followed by non-payment of revenue in the Ryotwari areas, non-payment of Chaukidari taxes in the Zamindari areas and violation of forest laws in the Central Provinces. Towards the end of April violent terrorist activities and less disciplined mass agitation took place in different parts of India. The most important of these was the armory raid in Chittagong in Bengal, followed by similar activities throughout the province. In Peshawar there was unrest among the masses after the arrest of the local leader Badsha Khan. Then in mid-May Gandhi himself was arrested. This was followed by a spontaneous textile strike in Sholapur, where the workers destroyed government buildings in the city. In nearly all parts of India a mass movement started that did not merely involve non-cooperation with a foreign government, but actual violation of its laws to achieve complete independence. According to Sumit Sarkar, the present Civil Disobedience movement was definitely more radical than the 1920 movement. But at the same time, it was not a complete success. There was an absence of Hindu-Muslim unity, no major labour participation and the intelligentsia (middle classes) was not as involved as in the past.

A new feature of the Civil Disobedience movement was massive business support. They provided finance and promoted the boycott movement, particularly that of foreign cloth. The value of imported cloth declined from £26 million in 1929 to £13.7 million in 1930. The other most important feature of the Civil Disobedience movement was large-scale women's participation. During the Dandi March, women in thousands came to hear Gandhi and once the movement was launched, they fully participated in it. They took part in the picketing of shops dealing in foreign cloth and liquor, and at places processions participated by one to two thousand

women surprised the country and 'bewildered the authorities. These women belonged mostly to families of the upper castes, such as the Brahman and Marwari families in Berar or the Bhadrak and orthodox Marwari and Gujarati trading families in Bengal. Gandhiji's name and support legitimized their coming out in the open street and participating in agitational politics. Both in urban as well as rural areas, in Bengal for example, the peasant women considered it to be a "religious mission" to participate in the Gandhian movement and they belonged mostly to the upwardly mobile peasant castes. In the villages there was more participation from the richer peasantry, whose grievances against high revenue demands were connected to the demand for Swaraj. Non-payment of Chaukidari taxes and no revenue campaign became major features of the movement in parts of Gujarat, UP, Bihar, Orissa and Coastal Andhra. This was accompanied by the boycott movement, illegal manufacture of salt and picketing of liquor shops.

The government adopted repressive measures and all-important leaders and thousands of volunteers were arrested. From September 1930 onwards, the movement began to decline. In the urban areas the fervor of the merchants declined due to the financial losses because of loss of daily business. The middle class had not been keen from the beginning, and now the educated youth felt more attracted and were influenced by the activities of revolutionaries.

Bhagat Singh in Punjab, who had assassinated a British officer and thrown bombs at the legislative assembly, and Benoy, Badal and Dinesh in Bengal, who had attacked the Writers Building in Calcutta, became their heroes.

Working-class support was almost nil. One exception was Nagpur, where there was a large working-class participation. In the rural areas the enthusiasm of the richer peasantry, such as the Patidars of Gujarat or the Jats of UP, reduced due to confiscation and sale of properties. Due to fall in agricultural prices the poor farmers started radical programmes such as no-rent campaigns in UP, violation of forest laws and tribal rebellions in parts of Andhra, CP, Maharashtra, Orissa, Bihar, Assam and Punjab. Gandhiji wanted to avoid such activities and thus the movement was withdrawn through the Gandhi-Irwin Pact of 5 March 1931. By the terms of the agreement, the Civil Disobedience Movement was to be 'discontinued', the government would release all political prisoners and withdraw all ordinances issued during the movement as well as notifications of unlawful associations. The Congress agreed to participate in the Second Round Table Conference to discuss the future constitution of India.

The alliance between Congress and the capitalists was uneasy and from the very beginning the uncontrolled mass movement made the business classes uneasy as they wanted to give peace a chance. Thus, there was pressure on Gandhi to return to constitutional politics and the result was the Gandhi-Irwin Pact. The enthusiasm of the industrialists was also dampened by the depression, boycott, *hartals* and the social disruptions, and they wanted to ensure the end of civil disobedience and to establish peace between Congress and the government. But on the other hand, the merchants and the traders still remained staunch supporters of Gandhiji. It is important to remember that the most important reason for withdrawal of the movement was radicalism and violence among certain lower classes who did not remain under the control of local Congress

leaders. The movement was moving in 'wayward directions – or going against the Gandhian creed of non-violence and was tearing apart the fragile unity of the political nation; hence, the compromise and withdrawal'.

But the negotiations with the British government failed the Gandhi returned empty-handed from the second Round Table Conference in London held in September-December 1931.

Congress had boycotted the first session of the conference; the second session deadlocked on the minority issue, as not just the Muslims, but all other minorities, such as the depressed classes (untouchables), Anglo- Indians, Indian Christians and Europeans demanded separate electorates, which Gandhi was adamant not to concede.

Gandhi announced the renewal of the movement on coming back to India. The government had already banned the Congress on 4 January 1932. The movement was renewed with 'greater vigour' but failed to evoke enthusiasm. The rich peasant groups felt betrayed by its withdrawal and did not join the renewed protests in coastal Andhra, Gujarat or UP. Some aspects of the Gandhian social programme, such as his crusade against untouchability, did not appeal to them as they belonged mostly to the higher castes. Significantly, Gandhiji's Harijan campaign failed to impress the Harijans themselves. In Nagpur and Berar, which had been the strongholds of Ambedkar's Dalit politics, the untouchables refused to support the Congress. In addition, certain sections of the lower peasantry adopted radical means like salt Satyagraha's, forest Satyagrahas, non-payment of Chaukidari taxes, no-rent and no-revenue campaigns. But these movements were not under the control of Congress leaders and therefore they distanced themselves from such activity. Business groups too did not respond in the urban areas. There was tension between the Congress and the Bombay mill-owners, who opposed the renewal of the movement. The big Indian business men did not want to spoil their relationship with the British government by joining the renewed Civil Disobedience. Therefore, the unity of the Indian capitalist class broke down.

5A.6. THE COMMUNAL AWARD

Meanwhile, the British government framed a 'Communal Award' on 4 August 1932 for granting representation to various communities of India in the government. The Award firmly established the principle of separate electorates for Muslim, Sikhs, Indian Christians, Anglo Indian and European communities. All others (Hindus) would be voters in general constituencies. 'Qualified members of the Depressed classes ('Untouchables') would be voters in the general constituencies' but would also have a limited number of separate constituencies given to them.

In most of the provinces Muslim minorities got seats in provincial councils in excess of their share in population. But in Bengal the Muslims got 46.8 per cent of the seats though they formed a majority of the population. Their seats in Punjab too were limited to 49 per cent, Hindus got 27.4 per cent and Sikhs 18.9 per cent. The Sikhs got much more than their population which was only 11 per cent. Anglo Indians and Europeans were well provided for even though they constituted a minute proportion of the total population. The Depressed classes were granted 71

seats in the Councils of different provinces, where they alone would be voters. In the Central Legislature no provision was made for their representation.

The Muslim League and the Muslim Conference appreciated MacDonald's Communal Award. On the other hand, leaders of the Hindu Mahasabha criticized it. Gandhiji was unhappy with the provisions made for the Depressed classes as he felt that the Hindus were being divided. He gave an ultimatum to the British Prime Minister that unless the terms of the Award regarding the Depressed classes was changed he would go on fast, that he started on 20 September 1932. Madan Mohan Malaviya, Tej Bahadur Sapru and some other Congress leaders negotiated with the two Depressed caste leaders, Dr. B.R. Ambedkar and M.C. Rajah and reached an agreement known as the Poona Pact. According to this Pact:

All elections in general constituencies would be through joint electorates, where the seats reserved for Depressed Castes in the Provincial Councils would be increased to 148, more than double the number reserved for them in the MacDonald Award. Moreover, for a limited period (ten years) there would still be separate electorates of Depressed Castes to elect four candidates who alone could then stand for election in respective reserved general constituencies. In the Central Legislature, for which no provision had been made in MacDonald's Award, 18 per cent of the 'general' seats were to be reserved for Depressed Castes.

Gandhiji approved of the terms of the Pact and broke his fast when it was approved by the British Cabinet. Immediately after the Poona Pact, uplift of the 'Harijans' (the name used for Untouchables) became an important part of Gandhi's political and social programme. An All-India Anti-Untouchability League was formed, it was later renamed Harijan Sevak Sangh. Many Congress leaders regarded Gandhi's Harijan campaign as an 'unwelcome diversion' from the Civil Disobedience Movement.

5A.7. CIVIL DISOBEDIENCE MOVEMENT-SECOND PHASE

The British government came down hard on the Civil Disobedience movement on its renewal, resulting in a 'cycle of arrests and imprisonment of leaders and workers'. Leaders of the Congress, like Jawaharlal Nehru, Abdul Ghaffar Khan and Subhas Chandra Bose were repeatedly arrested. Ordinary Satyagrahis too were given harsh prison sentences. Between January 1932 and April 1933, 74,671 protestors were jailed. Among them 477 were women. Significantly, highest number of people in relation to the population were punished in the North West Frontier Province followed by Bombay.

By 1933, the weakening economy and growing violence even crushed the enthusiasm of the staunchest of Gandhian supporters-the Gujarati and Marwari merchants. The urban middle classes stopped following the Gandhian path. Bombs were used to disrupt the peace and express their anger by the protesters, which Gandhi condemned, but failed to stop. The labour class did not participate and the Muslim were opposed to the movement. Government repression saw thousands of Congress volunteers behind bars.

Mahatma Gandhi on 28 July 1933 withdrew the Civil Disobedience movement and replaced it with Civil Disobedience by select individuals. Gandhiji along with his supporters adopted this form of Satyagraha and marched from Ahmedabad to a village in Kaira district in

Gujarat. In November 1933 he toured India promoting the fight against untouchability. On 7 April 1934, Mahatma Gandhi suspended the Civil Disobedience movement thereby allowing Congressmen to contest elections to Legislatures.

For Congress, the Civil Disobedience movement was not a failure. The Congress was admired by the people for resisting harsh government repression. It had withstood closure of its offices and physical ill-treatment of its workers. The Congress had mobilized massive political support and gained moral authority, which were converted into a massive electoral victory in 1937. In this first election under the Government of India Act 1935, which offered franchise to a larger electorate, Congress achieved absolute majority in five out of eleven provinces, i.e., Madras, Bihar, Orissa, C.P. and U.P., near majority in Bombay and became the single largest party in Bengal, which was a Muslim majority province.

5A.7.1 CHECK YOUR PROGRESS II

1. What do you understand by Shuddhi?

2. What was the importance of the Lahore session of the Congress held in 1929?

3. What do you know about the Communal Award of 1932?

4. Was the Second Round Table Conference successful? Comment.

5A.8. SUMMARY

Students, the causes, various stages, programme as well as the significance of the Non-cooperation movement has been analyzed. Mahatma Gandhi emerged as the leader of the national movement in colonial India. He had the support of the masses as well as the middle classes in this movement. The revival of revolutionary groups, birth of the communist party as well as the growing awareness and organization of the Harijans too has been examined to enhance the understanding of politics of this period. The call given for complete independence (*purna swaraj*) at Lahore in 1929 and the beginning and different phases of the Civil Disobedience movement has been highlighted. The Communal Award and the Poona Pact as a compromise have been dealt with. The gradual decline and withdrawal of the Civil Disobedience movement and the subsequent position of the Congress is also noted.

5A.9. SUGGESTED READINGS

Irfan Habib, *A People's History of India: The National Movement: Origins and early Phase, to 1918*, Vol.30, New Delhi: Tulika Books, 2018.

Irfan Habib, *A People's History of India: The National Movement Part 2: The Struggle for Freedom 1919-1947*, vol. 31, New Delhi: Tulika Books, 2019.

Ishita Banerjee Dube, *A History of Modern India*, New Delhi: Cambridge University Press, 2014.

Sekhar Bandyopadhyay, *From Plassey to Partition*, New Delhi: Orient Blackswan, 2010.

Sumit Sarkar, *Modern India: 1885-1947*, Gurgaon: Macmillan, 1983.

A.R. Desai, *Social Background of Indian Nationalism*, Bombay: Popular Prakashan, fifth edition, 1993 (rpt).

5A.10. QUESTIONS FOR PRACTICE

5A.10.1 LONG ANSWER QUESTIONS

1. Critically examine the circumstances leading to the Non-cooperation movement. What was its significance?
2. Write a note on the Simon Commission. What was the response of the nationalists?
3. Highlight the main events of the 1920s.
4. Trace and analyze the civil disobedience movement. Was it successful? Comment
5. Compare the Non-Cooperation and the Civil Disobedience movements under Mahatma Gandhi's leadership.

5A.10.2 SHORT ANSWER QUESTIONS

1. Why was the non-cooperation movement called off?
2. What was the constructive programme of the Non-cooperation movement?
3. What were the Punjab wrongs?
4. What organization did Bhagat Singh establish?
5. Who were the Swarajists?
6. What were the main features of the Poona Pact?
7. What do you know about the Dandi march?
8. What do you know about the Gurdwara Reform Movement?
9. What do you know about the Gandhi-Irwin Pact?

BACHELOR OF ARTS (LIBERAL ARTS)
SEMESTER III

COURSE: HISTORY OF INDIA: c.1750-1947

UNIT 6: CONSTITUTIONAL DEVELOPMENTS 1909-1935

STRUCTURE

6.0. Learning Objectives

6.1. Introduction

6.2. Constitutional Developments 1909-1935

6.2.1. Indian Councils Act of 1909

6.2.2. Check Your Progress I

6.2.3. Government of India Act, 1919

6.2.4. Check Your Progress II

6.2.5. Government of India Act, 1935

6.2.6. Check Your Progress III

6.3. Summary

6.4. Suggested Readings

6.5. Questions for Practice

6.5.1 Long Answer Questions

6.5.2 Short Answer Questions

6.0. LEARNING OBJECTIVES

Students, after reading this unit you will be able to:

- Explain why there was a need for the constitutional reforms between the years 1909 to 1935.
- Understand the important features of constitutional reforms of 1909, 1919 and 1935.
- Critically analyze the administrative reforms of Indian Acts of 1909, 1919 and 1935.

6.1. INTRODUCTION

Students, the decades following the Indian rebellion of 1857 were a period of growing political awareness and the people began to demand an effective voice in the administration of the country. In the first half of the 20th century, the Indian National Congress started a vigorous agitation for 'responsible' rather than only 'representative' government in India. As a result of growing pressure from the nationalists the British had to enact a number of statutes to fulfil agitational demands of nationalists on one hand and to forestall more extreme demands on the other. Key among them were the Indian Councils Acts of 1909, Morley-Minto Reforms of 1919 and Montagu Chelmsford Reforms of 1935. Students, in this module an analytical attempt has been made to study these constitutional reforms in detail.

6.2. CONSTITUTIONAL DEVELOPMENTS 1909-1935

Students, the need for constitutional change arose after the East India Company acquired political power in India after the Battle of Plassey in 1757. The British government was no longer willing to allow the Company's affairs to continue unsupervised. Therefore, from 1773 to 1857, five Acts were passed by the British Government which mainly aimed to control and regulate the affairs of the East India Company and to help them rule over India. None of the Act satisfied Indian aspirations because they all failed to grant political rights to the Indians and did not allow them any share in the administration of their country both at the central and provincial levels. By the Government of India Act of 1858, the East India Company rule was swept away and the governance of India passed into the hands of the British Crown. However, no fundamental change was made in the system of government in India until the Indian Councils Act of 1861 was passed. For the first time Indians were associated and nominated as non-official members in the Legislative Council of Viceroy. This was the first step in the development of representative government in India. The policy of association, which aimed at making the administration in some measure 'responsive' to public opinion in this country, was taken a step further in 1892. However, the provisions of the Indian Councils Act of 1892 like indirect elections, limited powers of Legislative councils, small number of elected members failed to satisfy the radical section of the country who were aiming for Purna Swaraj. To pacify the agitational tendencies of the nationalists, British government introduced three more constitutional reforms in the year 1909, 1919 and 1935, which aimed at conferring responsible government but in successive stages. These reforms have been critically analysed below in sequence.

6.2.1. INDIAN COUNCILS ACT OF 1909

Students, the Indian Councils Act of 1909 popularly called the Morley-Minto reforms (Minto, the then Viceroy of India and Morley, the then Secretary of State for India) represented the next constitutional advance after the Indian Councils Act of 1892. The partition of Bengal (1905) hardened anti-government feeling in the country. This led to the rise of extremists in the country

which meant the end of an era of constitutional politics and the beginning of the new politics of boycott, political confrontation, non-cooperation with the government and promoting the cult of bomb to overthrow the British rule from India. The threatened British adopted the policy of repression towards the Extremists to check their activities, and to win the sympathy of moderate wing of the Congress and segregate the Muslims from the nationalist movement, the government decided to introduce some administrative reforms under the Morley-Minto reforms of 1909.

a. Main Provisions of the Act

Students, let us now discuss the main provisions of this Act.

The strength of the Legislative Councils at the centre and the provinces was increased as compared to what it was under the Indian Councils Act of 1892. It was as following:

- a. Central Legislative Council – from 16 to 60 members.
- b. Legislative Councils of Bengal, Madras, Bombay and United Provinces – from 8, 20, 30, and 15 respectively to 50 members each.
- c. Legislative Councils of Punjab, Burma and Assam – from 15, 15 and 20 respectively to 30 members each.

The Legislative Councils, both at the centre and the provinces were to have four categories of members as follows:

- Ex-officio members: Governor-General and members of the Executive Council.
- Nominated official members: Government officials who were nominated by the Governor-General.
- Nominated non-official members: nominated by the Governor-General but were not government officials.
- Elected members: elected by different categories of Indians.

The elected members of the Imperial Legislature were elected indirectly. The members of local bodies were elected by the people who, in turn, were to elect members of electoral colleges. The members of electoral colleges were to elect members of the Provincial Legislature. These members would, in turn, elect the members of the Imperial Legislature. In order to win the support of maximum factions of the society, the government gave special representation to the loyalist classes like landlords, universities, traders' communities, chambers of commerce and other influential groups.

For the first time, the Governor-General was empowered to nominate one Indian member to his Executive Council. Satyendra Prasad Sinha became the first Indian to join the Governor-General's Executive Council.

It introduced a system of communal representation for Muslims by accepting the concept of a 'separate electorate'. Under this, the Muslim members were to be elected only by Muslim voters. A fixed number of seats were reserved for the Muslims in the Councils as well as in public services. The Muslims were favoured by giving them representation in excess of their population. Also, the income qualification for Muslim voters was kept lower than that of the Hindus.

It enlarged the deliberative functions of the legislative councils at both levels. For example, members were allowed to discuss budget, ask supplementary questions, move resolutions on matters of general public interest, but subject to certain limitations.

b.Evaluation of the Reforms

Students, let us critically analyze the reforms introduced by the Indian Councils Act of 1909.

The Act failed to provide responsible government. The Governor-General was given the veto power who ensured that no bill detrimental to the British interest was ever passed. It made provisions for indirect elections. The result was that there was no direct connection between the people and the members sitting in the legislature. Therefore, Act failed to satisfy the political aspirations of the people.

The Act created a wide gulf between the Hindus and Muslims by legalizing communalism. Infact, by introducing communal electorates it sowed the seeds of partition of the country. These reforms, no doubt, introduced the system of elections but the rules for the qualification for a voter were based on high property qualifications and therefore only a few people could vote. In some constituencies, the number of voters did not exceed 9 or 10 or constituted a mere one percent of the population. Since the number of voters was less, all votes could be brought. Women were completely excluded from such a right. And above everything, the Government of India was given the general power to disallow any candidate from contesting the election on suspicion of being politically dangerous.

Elaborate rules were made for the discussion on budget. The members could only discuss the budget but could not make any substantial change in the budget. They could vote on separate items in the budget but the budget as whole could not be voted upon. No discussions on foreign policy or on relations with the princely states were permitted. They could only advise in the council but the British were not even bound to reply or listen to their suggestions.

The Indians were not given responsibility. So, they were in the legislatures only to air the criticism. The councils had no real power in the field of legislation and finance also. The Act turned out to be an eyewash and an indirect effort of the British in establishing constitutional autocracy.

Nevertheless, the Morley-Minto Reforms had some of their merits. The inclusion of the Indians in councils was a learning experience for the Indians. The Act marked an important stage in the development of representative establishments in India and one step ahead towards the responsible association of elected Indians with the administration. Further, it also gave recognition

to the elective principle as the basis of the composition of the legislative council for the first time. It gave some further avenues to Indians to ventilate their grievances. They also got the opportunity to criticize the executives and make suggestions for better administration. The enlargement of the legislatures furthered the demand of complete Indianization of the legislature. This paved the way to future constitutional reforms.

6.2.2. CHECK YOUR PROGRESS I

1. Who was Satyendra Prasad Sinha?

2. Who were given the Separate Electorates under the Indian Councils Act of 1909?

3. Give two demerits of Government of India Act 1909.

4. Write down two merits of Government of India Act 1909.

6.2.3. GOVERNMENT OF INDIA ACT, 1919

Students, the Indian Councils Act of 1909 was the most short-lived of all constitutional reforms in British India and had to be revised within ten years as it provided for limited self-government and therefore, satisfied none of the Indian political groups. Also, some political developments between the years 1909-1919 like outbreak of the World War I, Khilafat agitation, coming together of Congress and Muslim League under the Lucknow Pact of 1916 and their joint demand for self-rule, Home Rule movement, revolutionary activities of Ghadarites, and shattered economy post World War I, resulted in growing discontentment against the British rule. To pacify the Indians, British new policy was outlined in the famous announcement made on 20 August 1917 by Montagu, the then Secretary of State for India in which he made clear that progress towards realization of a full-fledged responsible government would be achieved in the gradual stages. The new policy found practical embodiment in the Government of India Act 1919, popularly known as the Montagu–Chelmsford reforms, named after the Edwin Montagu, the then Viceroy of India, and Frederic Chelmsford, the then Secretary of State for India.

Main Provisions of the Act

Students, let us discuss the important features of the Act.

a. Changes in the Central Government

Students, under the Act of 1919 a bicameral legislature was introduced at centre with two houses consisting of an Upper House (Council of State) and a Lower House (Legislative Assembly). The majority of members of both the Houses were chosen by direct election. The Council of State consisted of 60 members. Out of 60 members, 34 were elected (20 General, 10 Muslims, 3 Europeans and 1 Sikh) and 26 were nominated members (16 official and 10 non-official). The Legislative Assembly had 145 members. Out of 145 members 103 were elected members (51 General, 30 Muslims, 2 Sikhs, 7 by landholders, 9 by Europeans and 4 by the Indian commercial community) and 41 were nominated members (26 official and 15 non-official members). The number of elected members was enlarged in both the Houses of the central legislature.

The tenures of the Council of State and the Legislative Assembly were fixed at five and three years respectively but the Governor-General was empowered to dissolve them within the period or he could also extend their period, if needed. The Act further consolidated the system of communal and class electorates by extending the communal electorate to the minorities present in the nation at that time such as the Sikhs, the Europeans, the Anglo-Indians and Christians.

It should be noted that the distribution of the seats of the elected members amongst the provinces was not based on their population but on their supposed importance in the eyes of the government.

The financial powers of the central legislature were also very much limited. The budget was divided into two categories, votable (20%) and non-votable (80%). Even in this sphere, the Governor-General was empowered to restore any grant refused or reduced by the legislature if in his opinion the demand was essential for the discharge of his responsibilities. Again, the two Houses were given the power to make laws for the whole of British India, but the Governor-General had the right to veto or validate any bill against the wishes of the partially elected council. In addition to the power to veto any bill, the Governor-General was given the power of certification also, which meant he could certify or enact bills rejected by the Central Legislature. He could even summon, prorogue and dissolve the two Houses of Legislature.

To implement the policy of increasing association of Indians in every branch of administration, it was provided that the three out of the eight members of the Viceroy's Executive Council (other than the commander-in-chief) would be Indians. The departments assigned to Indian officials were comparatively insignificant like health, law, forest, education, local government, labour, or industry.

b. Changes in the Provincial Government

Students, the most important feature of the Act was the introduction of dyarchy or rule by two authorities in the provinces, in which one is accountable, the other is not accountable. Its relaxed control over provinces by demarcating subjects as 'central subjects' and 'provincial subjects'. Under this system, subjects to be dealt with by the provincial government were divided into two parts: transferred and the reserved subjects. The reserved subjects were controlled by the British Governor of the province. The reserved list included subjects such as police, justice, control over

printing presses, irrigation, land revenue, factories, law and order, finance, etc. The transferred subjects were given to the Indian ministers of the province. It included subjects which required more local knowledge and experience such as education, health, local government, industry, agriculture, excise, etc. The Secretary of State for India and the Governor-General could interfere in respect of reserved subjects while in respect of the transferred subjects, the scope for their interference was restricted. In case of failure of constitutional machinery in the province the Governor could take over the administration of transferred subjects also. Hence, the Governor was the head of transferred and reserved subjects.

The Governor and the members of the Executive Council were appointed by the British government and were jointly responsible to the Governor-General and the Secretary of State for India. The number of executive councilors was not to exceed four.

The provincial legislature could not introduce any bill relating to the matters enumerated in the provincial list with the prior consent of the Governor. The members could reject the budget, but the Governor could restore it, if necessary.

In each of the provinces, a unicameral legislature (one House alone), called the Provincial Legislative Council was created. The size of these legislative bodies was considerably increased which varied from province to province in accordance with the population of that area. The smallest council was that of Assam with 53 members and the largest that of Bengal with 139 members. Like the centre separate electorates were introduced in the provinces for the Muslim, Sikhs, Europeans, Anglo-Indians and Indian Christians.

The functions of the provincial legislature were greatly enlarged. Its members enjoyed the right and freedom of speech, the right to move resolutions, the right to ask questions and to move adjournment motions and motions of no-confidence even against the ministers.

The tenure of the Provincial Legislative Council was three years but the Governor could dissolve it earlier or could also extend its period, if required.

c. Miscellaneous Changes

It was laid down that after 10 years a statutory commission would be appointed to inquire into the working of the government and suggest reforms to advance in successive stages in the direction of conferring responsible government. The Simon commission of 1927 was an outcome of this provision. It provided for the establishment of a Public Service Commission. An important change was brought by the Act that the Secretary of State for Indian affairs who was formerly paid out of the Indian revenues, was henceforth to be paid out of the British exchequer. It established the position of a High Commissioner with residence in London to represent India in the United Kingdom. He was to be paid out of the Indian fund.

Evaluation of the Reforms

Students, the Act of 1919 was, of course, a step forward in this direction but reforms were nowhere near the Swaraj that the people had hoped to achieve at the end of World War I. Let us critically analyze these reforms.

The introduction of dyarchy in the provincial sphere was too complicated to be worked out smoothly. The interaction between the reserved and transferred subjects was difficult. For example, while industry was a transferred subject, electricity, water power, mines, labour were placed on the reserved list. How could a Minister for Industries administer his subject without control over mines, labour, electricity, water, etc.?

The position of ministers in the provinces was very weak. They had to now serve two masters namely the Governor and the Legislative Council, which was quite difficult as he was appointed by the Governor and could be dismissed by him but he was accountable to the legislature.

Undoubtedly, the size and power of both the central and provincial legislatures were increased under the Act but it did not improve the matters in any way because both the Viceroy and Governors could veto anything passed by them and were given certificate power.

Even though direct elections were introduced, the Franchise (right of voting) was granted to the limited number of people. Only those who paid a certain minimum income tax or land revenue to the government or had titles, or held office, were entitled to vote. The electorates were considerably enlarged to 5.5 million for the provinces and 1.5 million for the imperial legislature.

However, this Act marked the end of the policy of benevolent despotism, and thus began the genesis of the responsible government in India. It brought various new dimensions in Indian polity which were unknown hitherto like parliamentary system in India, involvement in budget making and policy formulation, participation in central legislative assembly, dyarchy (decentralized form of government) and others. For the first time, elections were known to the people and it created political consciousness among the people. One important significance of the reforms was that demand by nationalists for self-government or Home Rule couldn't be termed as seditious since the attainment of self-government for Indians now officially became a government policy which was indicated in the August Declaration of Montagu (1917). The key principles of responsible government, self-governance and federal structure grew out of these reforms.

6.2.4. CHECK YOUR PROGRESS II

1. What was the Act of 1919 commonly known as?

2. Write two important features of 1919 Act.

3. Which Act introduced dyarchy at the provincial level?

4. Write down two merits of Government of India Act 1919.

6.2.5. GOVERNMENT OF INDIA ACT, 1935

Students, this Act was adopted in response to opposition and criticism of the Act of 1919 for doing too little in terms of granting autonomy. In 1927, the Simon Commission was appointed to inquire into the working of the government and suggest reforms to advance, by successive stages, in the direction of conferring responsible government. The commission submitted its report in 1930 and recommended the abolition of dyarchy, extension of responsible government in the provinces, establishment of a federation of British India and princely states, continuation of communal electorate and so on. To consider the Simon-Commission proposals, a Third Round Table Conference was held at London in 1930-31. The recommendations of this Conference were published in a White Paper in 1933 and later discussed in the British Parliament. The recommendations were analysed and the Government of India Act of 1935 was passed on its basis. This legislation was the longest Act passed by the British Parliament after its domination and overtaking of administrative control in India.

Main Provisions of the Act

Students, the Act of 1935 was a lengthy and intricate document. It consisted of 321 sections and ten schedules. Following were the main provisions of this Act:

a. Changes in the Central Government

The Act provided to form an All India Federation consisting of British provinces and princely states as its units. The All India Federation was to come into existence if 50% of Indian states decided to join it after signing the Instruments of Accession. They would then have a large number of representatives in the two houses of the central legislature. However, the federation never came into being as the required number of princely states did not join it.

The Act divided the powers between the Centre and units in terms of three lists, namely, the Federal list, Provincial list and Concurrent list. About 59 subjects which were of all-India interest and demanded uniform treatment like custom, railway, army, post and telegraph etc. were put in the federal list. 34 subjects mainly of local interest like education, land revenue, local self-government, etc. were included in the provincial list. While about 36 subjects which were primarily of provincial interest but at the same time required uniformity of treatment all over the country like criminal law, civil procedure etc. were put in the concurrent list, where both the federal and the provincial legislatures could make laws but in the event of conflict the law of the federal government would prevail. Residuary powers were given to the Viceroy, who was to decide which legislature should be loaded with the responsibility of enacting on subjects not mentioned in the three lists.

The bi-cameral Federal Legislature consisted of two Houses, the Council of State (Upper House) and Federal Assembly (Lower House). The Council of States was a permanent body with one third of its members retiring every three years. It was to consist of 260 members of which 156 were to be the representatives of British India while 104 of the Indian states. 150 out

of 156 representatives of British India were to be elected on communal basis while six were to be nominated by Governor-General from amongst women, minorities and depressed classes. The Federal Assembly had a tenure of five years with one third of its members retiring every three years. The Governor-General had the special power to dissolve it earlier if required. It was to be made of 375 members of which 250 were to be the representatives of British India and 125 members from princely states. Election to the Federal Assembly was to be indirect.

The dyarchy which was abolished in the provinces was introduced at the Centre. Consequently, the federal subjects were divided into reserved subjects and transferred subjects. Subjects like defence, press, police, external affairs, taxation, justice, ecclesiastical affairs (church related) and administration of tribal areas were classed as the reserved subjects, which were to be administered by the Governor-General with the help of three councilors appointed by him. They were not responsible to the legislature. The transferred subjects (under the control of Indian ministers) included local self-government, agriculture, public works, forests, education, health, etc. The Indian ministers were responsible to the federal legislature. However, the Governor-General was given 'special powers' to interfere in the transferred subjects also.

The Government of India Act 1935 provided for the establishment of a Federal Court for the resolution of disputes arising between the provinces, and also between the centre and provinces. It was to have one chief justice and not more than six judges. A provision was also made to hear appeals against the decisions of the High Courts. In 1937, a Federal Court was established at Delhi.

b. Changes in the Provincial Government

The most important change introduced in the provincial sphere was that dyarchy was replaced by the 'provincial autonomy'. According to it, the elected ministers of the provincial governments were to be responsible to the legislature and secondly, provinces were free from outside control and interference in a large number of matters. The provinces were allowed to act as autonomous units of administration in their defined spheres. Now all the subjects (mentioned in the provincial list) were placed under the charge of the elected minister, however, in certain matters like the police, the government had the authority. The appointment of the Governors remained in the hands of the British government and they were not responsible to the legislatures. No bill passed by the provincial legislature could become law without his assent which he could refuse at his discretion. He could issue ordinances and dissolve the Legislative Assembly with any lame excuse. This came into effect in 1937 and was discontinued in 1939.

It introduced bicameralism in six out of eleven provinces. Thus, the legislatures of Bengal, Bombay, Madras, Bihar, Assam and the United Provinces were made bicameral consisting of two Houses namely a Legislative Council (upper house) and a Legislative Assembly (lower house). The Legislative Council was to be a permanent body, one-third members retiring after every three years, while the Legislative Assembly was to continue for five years. It was laid down that all the members of the Legislative Assembly were to be elected.

The executive authority of the province was vested in the Governor, who was to be assisted by a Council of Ministers. These ministers were appointed by the Governor from the majority party of the legislature, but it all lay in his discretion whether to accept their advice or not. In the discharge of his 'special duty', which covered almost every branch of administration, he could act the way he liked.

c. Changes in the Home Government

It abolished the Council of India, established by the Government of India Act of 1858. In its place the Secretary of State for India was provided with a team of not more than six and less than three advisors appointed by him. The Secretary of State was not bound to consult them in every affair. This change made the Secretary of State more powerful than he was before.

d. Miscellaneous Changes

The Act laid down for the establishment of a Federal, Provincial and Joint Public Service Commissions for two or more provinces, to conduct examinations and give aid in the selection of a candidate for the service. It provided for the establishment of a Reserve Bank of India to control the currency and credit of the country. It also provided for the establishment of a Federal Railway Authority to administer the railways. The Act re-organized certain provinces like creating the two new provinces of Orissa (Bihar and Orissa were split) and Sind (carved out of Bombay Presidency). Aden was separated from India and made into a Crown Colony. Burma was completely separated from India in 1935.

Evaluation of the Reforms

Students, no doubt the Act of 1935 possessed certain principles of Federation, but it had many inherent and apparent defects. Let us discuss them.

The All India Federation established by the Act was defective as merger of states in the union depended on their will. Undue weightage was given to the princely states. The Indian princes could make nominations to the assembly while representatives from the provinces had to be elected. The native states were given representation in proportion larger than their geographic or demographic strength.

In a federation, the Constitution is supreme but under the Act, British Parliament retained a right to suspend responsible government. The Secretary of State for India and the Governor-General were the ultimate authority and they were not responsible to the legislature.

In theory, this Act provided for a responsible government in the provinces, but the degree of autonomy introduced at the provincial level was subject to important limitations like Governors retained 'discretionary powers' regarding summoning of legislatures, giving assent to bills, could veto any bill passed by legislature, and administering certain special regions (mostly tribal)- and on these matters ministers were not entitled to give advice.

The division of subjects under the dyarchy at centre was very defective. If law and order was a transferred subject then maintaining peace and tranquility was the special responsibility of the Governor-General.

The Act further consolidated the communal electorate by giving communal representation to the Muslims, Sikhs, Anglo-Indians, and the Indian Christians. The Muslims were given 1/3rd (33 per cent) seats in the Federal Legislature although their population was less than 1/3rd of the total population of India. It led to the further disintegration of India. Nehru called it “all breaks, no engine”.

Under the strict franchise rules, the voters constituted hardly 14 per cent of the adult population of British India. It was an advance over the 1919 Act, but it was too short of adult franchise which would make democracy broad based.

Residuary powers were left neither with provinces nor with the centres but with the Governor-General. This never happens in the case of federation, where such powers are left either with the centre or the provinces.

So, it can be concluded that the British rule was to continue as before; only a few popularly elected ministers were to be added to the structure and the Congress condemned the Act as ‘totally disappointing’. The Act was condemned by one and all. Mr. Jinnah called it, “thoroughly rotten, fundamentally bad and totally unacceptable”.

6.2.6. CHECK YOUR PROGRESS III

1. Write down two main provisions of Government of India Act 1935.

2. Why was the Simon Commission appointed?

3. Which Act introduced dyarchy at centre?

4. In which year Burma was completely separated from India?

6.3. SUMMARY

Students, in this unit the main focus have been given that there was a great deal of political consciousness amongst the Indians by 1909. The British realised that in order to defend British rule in India it was important to satisfy the aspirations of those Indians who were prepared to confine their demands within the narrow constitutional framework. Keeping this in view some constitutional changes were introduced by the British in India between the years 1909-1935. The narrow franchises, limited powers of the Legislative Councils, veto power of Governor-General

and Governors, faulty system of dyarchy, failed to pacify the enlightened Indians political aspirations. These Acts rather added new political problem with the introduction of the separate electorate system. These periodic reform schemes were just an expression to conciliate and suppress the anti-imperialist movement which had become a perennial feature of India.

6.4. SUGGESTED READINGS

Irfan Habib, *A People's History of India: The National Movement Part 2: The Struggle for Freedom 1919-1947*, vol. 31, New Delhi: Tulika Books, 2019.

Sekhar Bandyopadhyay, *From Plassey to Partition*, New Delhi: Orient Blackswan, 2010.

Sumit Sarkar, *Modern India: 1885-1947*, New Delhi: Macmillan, 1983.

6.5. QUESTIONS FOR PRACTICE

6.5.1 LONG ANSWER QUESTIONS

1. Critically examine the general features of the Indian Councils Act of 1909.
2. What circumstances led to the Montague-Chelmsford Reforms or the Government of India Act of 1919? What were its main features?
3. Explain the system of dyarchy set up in the provinces by the Government of India Act of 1919 and give reasons for its failure.
4. Critically evaluate the salient features of the Government of India Act of 1935.

6.5.2 SHORT ANSWER QUESTIONS

1. Write down two main provisions of Morley-Minto reforms.
2. What do you mean by Dyarchy?
3. Write two demerits of the Government of India Act, 1919.
4. What were the two aims of the Government in introducing the Government of India Act 1935?
5. Write two main limitations of the Government of India Act 1935.
6. What did provincial autonomy mean?

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER III

COURSE: HISTORY OF INDIA: c.1750-1947

UNIT 7: INDIAN NATIONAL CONGRESS AND THE ALL-INDIA MUSLIM LEAGUE

STRUCTURE

7.0. Learning Objectives

7.1. Introduction

7.2. Indian National Congress and the All-India Muslim League

7.2.1. Foundation of Indian National Congress

7.2.2. Check Your Progress I

7.2.3. Foundation All-India Muslim League

7.2.4. Check Your Progress II

7.2.5. Indian National Congress and the All-India Muslim League

7.2.6. Check Your Progress III

7.3. Summary

7.4. Suggested Readings

7.5. Questions for Practice

7.5.1 Long Answer Questions

7.5.2 Short Answer Questions

7.0. LEARNING OBJECTIVES

Students, after reading this unit you will be able to:

- Understand the contribution of A.O. Hume towards the foundation of the Indian National Congress and its aims and objectives.
- Explain the causes responsible for the growth of All-India Muslim League.

- Critically analyze the changing relationship between the Indian National Congress and All India Muslim League.

7.1. INTRODUCTION

Students, the revolt of 1857 is considered as the culmination of popular discontentment against British rule and marked the beginning of a long-drawn struggle against British imperialism. The new Hindu intelligentsia who were the beneficiaries of western education became critical of the exploitative character of the colonial rule and continued the spirit of protest even after 1857. The emerging anti-colonial feelings created conditions and set the process in motion for the growth of the Indian National Congress in 1885. With the Congress emerging as a threat, the government began to actively promote Muslims as a separate political interest. This module will discuss in detail the foundation of Indian National Congress and formation of All India Muslim League as an alternative political group to the Indian National Congress to represent the interests of Indian Muslims in a country made up of mostly Hindus. Also, the changing relationship between the Congress and All India Muslim League has been analyzed in detail.

7.2. INDIAN NATIONAL CONGRESS AND THE ALL-INDIA MUSLIM LEAGUE

Students, before the uprising, the British had simply assumed that the Muslims and Hindus formed separate communities. But the mutiny showed that they could engage in united action. This scared the British and henceforth they began to actively pursue the policy of ‘Divide and Rule’ to strengthen and prolong their rule in India. W.W. Hunter, in his book Indian Musalmans published in 1871 analyzed the Muslims' grievances and recommended that the government should pay extra attention to improve the backward condition of Muslims by educating them and hence making them more suitable for official employment, thereby weaning them away from the path of disloyalty and to prevent Muslim rebellions in future like the Wahabis. The government took his analysis seriously. Further, in the 1890s, with the Congress emerging as a threat, the government began to actively promote Muslims as a separate political interest. By the dawn of the 20th century, an ideological divide developed between the Muslims and the Hindus of India. On one side there were strong feelings of nationalism in India, on the other side there were communal conflicts and movements in the country that were based on religious identities rather than class or regional ones. Students let us discuss them in detail.

7.2.1. FOUNDATION OF INDIAN NATIONAL CONGRESS

Students, the efforts made by educated Indians at the provincial level to form political associations like Poona Sarvajanik Sabha, Indian Association, Madras Mahajan Sabha, Bombay Presidency Association etc., with the aim of organizing public opinion culminated in mobilizing a national political conference of educated Indians. A retired British official, Allan Octavian Hume, played an important part in bringing the educated Indians together to form one national political association. He did not want another rebellion like 1857, or revolutionary Indians to adopt violent and aggressive measures to register their discontent and anger against the British rule. Hume

wanted to provide a 'safety valve' against the growing discontent amongst the masses by encouraging people to take legitimate paths of protest like- appeals, memorandum, delegations to influence the British government, in order to fulfil their demands. The leaders of Congress, accepted the leadership of Hume in the foundation of Indian National Congress because they assumed that if Indians would come forward to start such an all India movement, authorities would have found some way or the other to suppress them and they were not in the position of having an open conflict with the British Government. It was thought prudent to cooperate with Hume, in order to have a common political platform from which they could fight against the imperialist government in an organized manner. Finally, in December 1885, the Indian National Congress was established at Bombay with 72 delegates. The year 1885 was a turning point as now the modern intellectuals interested in politics no longer saw themselves as spokesmen of narrow group interests, but as representatives of national interest. The all-India nationalist body that came into being was to be the platform, the organizer, the headquarters, the symbol of the new national spirit and politics.

The majority of the founding members of Congress were English educated like Allan Octavian Hume, Badruddin Tyabji, W.C. Bannerjee, Dadabhai Naoroji, Surendranath Banerjee, Pherozeshah Mehta, etc. Dufferin described the all-India Congress as the body representing only a "microscopic minority of India's vast population". He maintained that it represented only the English-educated class of the Indians in which more than half were lawyers, and the remainder consisted of journalists, businessmen, landowners, and professors. But its pattern changed in the very next year. It gave representation to the people of different parts of India belonging to different walks of life. The decision to hold the Congress session every year in different parts of the country and to choose the President belonging to a region other than the one where the session was being held, was meant to break the regional barriers and misunderstandings. 434 representatives who attended the second session of the Congress in 1886 belonged to different classes from different parts of India. To broaden the base of the Congress, leaders of different communities were invited to preside over its annual sessions. The first President of the Congress was an Indian Christian, W.C. Banerjee; second was a Parsi, Dadabhai Naoroji; third one was a Muslim, Badruddin Tyabji; and the fourth and fifth were two Englishmen, George Yule and William Wedderburn, respectively. This helped Congress to gain a national character representing all. The Muslim community was divided and a section under the leadership of Syed Ahmed Khan actively opposed the Congress after 1886. Even then, the number of Muslim delegates increased from 2 at Bombay to 33 at Calcutta and 81 in Madras. In 1890, at the sixth session, there were 156 Muslims (or 22%) out of 702 delegates.

The Indian National Congress was founded with a modest constitutionalist outlook and chose the strategy of 3P's, i.e., protest, prayer and petitions rather than violence, pressure and agitation. Loyalty to the British Crown was loudly and repeatedly declared. However, the Congress aimed at: reform of Central and Provincial Legislative Councils (with greater powers and with acceptance of elective principle in representation), the Indianization of higher administrative services, simultaneous organization of entrance examination to Indian Civil Service both in

England and India, repealing the Arms Act of 1878, freedom to form associations, freedom of speech and press for the defence of their civil rights, improvement of education, separation of executive and judicial functions, and removal of defects of local self-government. Other demands were economic in nature such as to end economic drain of India by the British, reduction of Home charges and military expenditure, the need to encourage technical education with a view to facilitate the industrial development of the country, abolishment of duty on sugar for the benefit of the poor, and permanent fixation of the rent paid by peasants to their landlords. These issues were of interest only to a small section of privileged individuals within the indigenous society. The nationalist paradigm of development reflected the aspirations of the propertied sections to take India onto an independent course of capitalistic development, although some broader issues such as reduction of salt tax, betterment of conditions of Indian migrant labour working in colonial plantations and revocation of Forest Acts were included to give the programme a semblance of general public concern. As most of the members of Indian National Congress, especially in Bengal belonged to Zamindars, the scope of agrarian programmes remained very limited. Indeed, initially they did not take up the cause of the workers and peasants considering them as 'local issues'. In its first twenty years, known as a 'moderate phase', Congress was not interested in campaigning for independence or self-rule but for greater political autonomy within the Empire. After the 1905 Partition of Bengal, Congress became more vocal and active in demanding substantial political reform, and eventually voiced demand for full independence from Britain. As Congress came under the influence of Gandhiji in the 1920s, Congress was transformed from an assembly dominated by western-educated elites to a mass organization that appealed to diverse sections of the Indian public in the decades to come.

7.2.2. CHECK YOUR PROGRESS I

1. Who presided over the first session of the Indian National Congress in 1885?

2. Who described the all-India Congress as the body representing only a “microscopic minority of India’s vast population”.

3. Mention any two aims of the Indian National Congress.

4. Name the first Muslim President of the Indian National Congress.

7.2.3. FOUNDATION OF ALL-INDIA MUSLIM LEAGUE

Students, the Muslims were treated more harshly than any other social group involved in the revolt of 1857. Seeing Hindus advancing under the British rule at the expense of their Muslim counterparts, Syed Ahmed Khan took it upon himself to secure the future of Muslims through modern education and reconciliation with the British. To accommodate the backward Muslim community in the existing and future colonial administrative structures he was helped by the British in establishing the Muhammadan Anglo Oriental College at Aligarh in 1877. He encouraged the Muslims to seek European education and enter into the colonial civil services to bring about changes in social and political aspects of their lives. So, under Syed a cultural and educational movement developed among the Muslim elite of north India, called the Aligarh movement. It is interesting to note that while M.A.O. College was founded for Muslims, its doors were open to all. Many graduates in the early years of this college were Hindus for which he was fiercely attacked by the conservative Muslims. He remained undaunted in his endeavor. Syed was also a champion of the Hindu-Muslim unity. He had once described the Hindus and Muslims as one Qaum.

However, certain Hindu revivalist activities in the late 19th century and the early decades of the 20th century deteriorated the relations between the Hindus and the Muslims. For instance, the Shuddhi Movement started by the Arya Samaj to win back converts to Hinduism, the rapid emergence of cow protection societies all over northern and western India to check cow-slaughter, reorganization of the private household Ganesh and Shivaji festivals into community festivals to propagate Hindu culture and nationalism by Tilak, the anti-partition Bengal agitation was started with dips in the Ganges, many prominent writers including Bankim Chandra Chatterjee often referring Muslims as foreigners in their writings, the attempt of Hindu revivalists to change the official script from Urdu (which was jointly developed by the Hindus and Muslims) to Hindu Devanagari script (Hindu-Urdu controversy), developed communal trend in the society causing large number of riots in the 1880s and 1890s and fear of Hindu political hegemony amongst the Muslims.

Syed Ahmad Khan, once the supporter of Hindu Muslim unity, vehemently opposed the formation of the Indian National Congress by delivering a remarkably intemperate speech at Lucknow (28 December 1887) by calling it essentially a party of Bengali Hindus who could not best represent the viewpoint of a Muslim population, full of appeals to regional, communal and casteist sentiments. It was mainly because none of the authoritative Hindu leaders paid heed to Sayyid's repeated warnings since 1870s against the linguistic division of the country. Congress clearly sided with Hindi and supported the movement against Urdu. It could hardly be a coincidence that he was awarded a knighthood (Sir) within four days of the speech (on 1 January 1888)! Also, in its very first session held in 1885, the Congress passed a resolution urging the reconstitution of the Legislative Councils on a representative basis. Muslims of the region perceived this new environment in a different way. For them, the movement in favour of the Hindi language and against the slaughter of cows were signs of an emerging nationalism that aspired to Hindu supremacy and feared the religious oppression that Muslim minority would

be exposed to in a representative system. All these events had a direct bearing on alienating Muslims from this militant brand of Hinduism. In August 1888, along with Theodore Beck, Sir Syed Ahmad Khan founded the Indian Patriotic Association, which aimed at informing the British nation that the Indian National Congress does not represent all communities of India. He believed that Indians were not yet ready to govern themselves and that their interests would be best served by remaining loyal to the British rule, which was conceived as a legitimate successor to the Mughal empire. The formation of Islamic nationalism was a gradual reaction to the manifestation of a looming Hindu nationalism. The Muslims were growingly recognizing the absence of a countrywide organization like the Indian National Congress, through which they could effectively put forward their demands. Sir Syed Ahmad Khan worked as a guiding force for the Muslims to form a separate organization.

The Secretary of State, Morley's budget speech of 1906 in the House of Commons, indicated that representative government was going to be introduced in India. This created great concern among the Muslim leaders, as they thought that in the new self-governing bodies they would be swayed by the Hindu majority who were now well organized under the Congress. Consequently, on 1 October 1906, Lord Minto, the then Viceroy of India, received a deputation of 35 prominent Muslims, headed by Agha Khan III at Shimla. The deputation asserted that introduction of European type of representative institutions, without consideration of peculiar social and religious conditions of India, 'might place the interests of Muslim minority at the mercy of an 'unsympathetic' Hindu majority'. The delegation proposed adoption of the institution of separate electorates for the Muslims and representation in excess of their numerical strength in view of 'the value of the contribution' Muslims were making 'to the defence of the empire' and their previous status as rulers. In reply, the Viceroy assured the delegation that the political rights and interests of the Muslim community would be protected in the electoral representation.

The success of Shimla deputation encouraged Nawab Salimullah of Dhaka, the staunchest supporter of the Partition of Bengal, to form a separate political party of their own to counter the anti-partition agitation launched by the Congress cadres. Encouraged by Viceroy's support, it was in the Dacca Educational Conference on 30 December 1906 that a new party called the All-India Muslim League was launched with a still poorly defined program but with a clear pro-British orientation and a contrary inclination to Indian National Congress. Its first secretaries were Mohsin-ul-Mulk and Viqar-ul-Mulk, and from March 1908 Agha Khan was appointed its permanent President. In this way Muslim league was established and became the sole representative of the Muslims. Its professed goals were to promote loyalty to the British, to safeguard and advance the political rights of the Muslims of India, and to represent their needs and aspirations to the government in a mild and moderate way. It was also stated that there was no intention to affect the rights of other religious groups. Like the Indian National Congress, they also conducted annual sessions and put their demands to the British government. Initially, they enjoyed the support of the British.

To intensify the communal tensions between the Hindus and Muslims British announced the separate electorates for the Muslims in the Minto-Morley reforms of 1909 wherein

only Muslims could vote for Muslim candidates in constituencies reserved for them. Additionally, seats were reserved for Muslims in the Imperial Legislature, Provincial Councils, and in District and Municipal Boards. The Muslims were accorded representation in excess of the strength of their population and were also given a vote in the general constituencies wherever they fulfilled the voting requirements. The income qualification for Muslim voters was kept lower than that for the Hindus in general constituencies. Out of 27 elected seats in the Imperial Legislative Council, 8 were reserved for the Muslims under separate electorates, while in 1910, 3 Muslims were also elected from the 'general' constituencies. By doing so the British wanted to promote the idea that the political, economic and cultural interests of the Muslims and Hindus were separate. The system of separate electorates was the single largest factor responsible for the emergence and the spread of communal politics. It created new challenges for Congress as representing the politics of secular nationalism.

7.2.4. CHECK YOUR PROGRESS II

1. Who established the Muhammadan Anglo Oriental College at Aligarh in 1877?

2. Who led the Shimla deputation in 1906?

3. Give two reasons responsible for the alienation of Muslims from the Indian National Congress.

4. Who was Sir Sayyid Ahmed Khan?

7.2.5. INDIAN NATIONAL CONGRESS AND THE MUSLIM LEAGUE

Students, the Congress press criticized the birth of the Muslim League and in 1909 Congress passed four resolutions disapproving of the election of separate electorates on the basis of religion. It intensified the antagonism between the Congress and the League. Madan Mohan Malviya, presiding over the Lahore session of the Congress in December 1909, not only protested against the favour shown to Muslims, but also wondered why similar separate electorates for Hindu minorities had not been created in Muslim-majority provinces. In other words, Congressmen regarded the Muslims disproportionately large representation in relation to their share of population as "gross injustice to other communities". Congress also opposed it as it tended to perpetuate the rift between the Muslims and the Hindus.

The British alienated the Muslims in a series of episodes between 1911 and 1914. In 1911, the partition of Bengal was annulled. Having benefited from the partition, Muslims felt dejected and felt that the Hindus have got what they wanted, whereas Muslims loyalty has been

rewarded by betrayal by the British. The British foreign policy further alienated the Muslims by indirectly backing the attacks on the Ottoman Empire (Turkey) by Italy (1911-12). Seeing how easily the Italians had defeated the Ottomans, the members of the Balkan League attacked the Ottoman Empire starting the First Balkan War (1912-13). The two successive military conflicts deprived the Ottoman Empire of all its remaining territory in Europe except part of Thrace and the city of Adrianople (Edirne). This provoked a bitter feeling amongst the Indian Muslims against the British. The loyalist policy of the Muslim League now began to meet opposition from the more radical elements like Muhammad Ali, Abul Kalam Azad etc. From 1912 Pan-Islamic papers like Azad's *Al Hilal* in Calcutta, Mohammad Ali's *Comrade* in Delhi, and Zafar Ali Khan's *Zamindar* in Lahore denounced the British government and proposed reconciliation between the Muslim League and the Congress. Mohammad Ali felt that the Muslim League should promote the integration of India, not its fragmentation, stating that "The Congress and the League are like two trees growing on either side of the road, their trunks stood apart, but their roots were fixed in the same soil". In 1912, Agha Khan as the President of Muslim League resigned and in 1913, Muhammad Ali Jinnah joined the League without leaving the membership of the Congress. These tendencies became more prominent with the outbreak of the First World War when Britain declared war against Turkey, a symbol of the worldly power of Islam and the seat of its 'universal' Caliphate.

Jinnah acted as a bridge between the League and the Congress. In 1916, as a President of Muslim League and a member of Congress, Jinnah conducted the simultaneous meetings of both political parties at Lucknow to further their unity for a common cause of self-government for India. The heads of both political parties agreed and signed Lucknow Pact. The pact established an alliance between the Indian National Congress and the Muslim League. The Muslims led by the Muslim League promised to work with the Hindus to achieve freedom in return for the Congress conceding to the Muslims separate electorates with weightage far in excess of their numerical strength where they constituted a minority but not in Bengal and Punjab where they were in majority. The Muslims also gave up their right to vote in the general electorates. Also, the Congress recognized the Muslim League as legitimate representative of the Muslim community. This pact set the platform ready for an all India movement based on Hindu-Muslim unity which was anti-British in nature and not communal. However, the pact failed to fuse them into one political community by recognizing them as two different communities. In 1917 the Muslim League supported the Home Rule agitation started by Annie Besant. But the outbreak of communal riots in Bihar, United Provinces and Bengal soon after this rapprochement revealed the continuing disjunction between the masses and their leaders.

The next important landmark of this period was the passing of the Rowlatt Act, 1919 by the government. Rowlatt Act authorized the government to imprison any person suspected of terrorism for a maximum period of two years, without trial (*Na Appeal, Na Vakil, Na Dalil*). It aimed at severely curtailing the civil liberties of the Indians in the name of curbing terrorist violence. This Act was treated by the whole of political India as a grievous insult, especially as it came at the end of the war when substantial constitutional concessions were expected by the

Indians in lieu of the unconditional services provided by the Indian soldiers in the First World War to Britain. At this point, Gandhiji called a nationwide strike to protest against this draconian law. To combat protests against the British, martial law was declared in Punjab and police opened fire on a crowd gathered for the Baisakhi festival (13 April 1919) in Jallianwala Bagh, killing close to 1,000 people. In response, Gandhiji fashioned the tools that would win India freedom—non-cooperation and civil disobedience.

The First World War had ended with the defeat of Turkey and division of its territories under the Treaty of Sevres (10 August 1920) among European powers angered the Muslims who took it as an insult to the Calipha. To express Muslim support for the Calipha of Turkey and force the government to change its attitude towards Turkey soon a Khilafat Committee was formed in Bombay in March 1919 under the leadership of the Ali Brothers (Mohammad Ali and Shaukat Ali), Abdul Kalam Azad, Hakim Ajmal Khan and Hasrat Mohani. Its main objective was to allow Calipha to retain his control over Muslim sacred places and the Calipha should be left with sufficient territories after territorial arrangements. For some time, the Khilafat leaders limited their actions to meetings, petitions, deputations to London to draw British attention but all in vain. The leaders of the Khilafat agitation, Mohammad Ali and Shaukat Ali, now wished to initiate a full-fledged non-cooperation movement with the help of the Congress. This led some young brigade of the Muslim leaders to discuss with Gandhiji about the possibility of a united mass action on the issue. This was in tune with Gandhiji's idea that British can be fought only with united Hindus and Muslims. Hence, Gandhiji looked upon the Khilafat agitation as "an opportunity of uniting the Hindus and the Mohammedans as would not arise in a hundred years". This set the stage for a protracted struggle.

In the meantime, the conference of Muslims leaders held at Lucknow on 21 September 1919, called upon the people to observe 17 October as Khilafat Day, a day of fasting and prayer. On the advice of Gandhiji, Hindus also joined hands with the Muslims to showcase their solidarity to the British. The day was widely observed and may be said to mark the beginning of the Khilafat movement and of the short-lived period of political collaboration between Hindus and Muslims. After this, a first All-India Khilafat Conference was organized at New Delhi on 23 November 1919, in which Gandhiji was elected its President.

The Congress acted in close coordination with the Khilafat movement, which managed a wide participation of Muslims in the Non-Cooperation Movement organized by Gandhiji in 1920 to boycott all aspects of British rule, to undone the "Punjab wrongs" (Jallianwala massacre), the Khilafat wrong and demand Swaraj. The religious character of Gandhiji's Non-Cooperation Movement alienated Jinnah. Jinnah opposed this policy and resigned from the Congress. The movements, despite having different issues, adopted a unified plan of action of non-violence and non-cooperation. Khilafat and Non-Cooperation together produced India's first powerful mass upheaval. The Non-Cooperation Movement gained momentum through 1921-22. Thousands of students left government-controlled schools and colleges. Many lawyers such as Motilal Nehru, C.R. Das, C. Rajagopalachari and Asaf Ali gave up their practices. British titles were surrendered and legislatures boycotted. People lit public bonfires of foreign cloth. The imports of foreign cloth

fell drastically between 1920 and 1922. Large parts of the country were on the brink of a formidable revolt.

Violent tendencies soon appeared in the Khilafat movement, as the masses lost self-discipline and the leaders failed to control them. The worst-case scenario was the Moplah uprising in Malabar (August 1921), where the poor Moplah peasants, emboldened by the Khilafat spirit, rose against the Hindu moneylenders and the British. It had proved to be another problem for Gandhiji, as the attitudes of the Khilafat leaders increasingly revealed that they had accepted the Gandhian creed of non-violence more as a matter of convenience to take advantage of Gandhiji's charismatic appeal, rather than as a matter of faith.

The year 1922 was a turning point in Indian history; Gandhiji announced the withdrawal of the Non-Cooperation Movement on 12 February 1922 when an infuriated mob attacked a police station causing the death of 22 policemen at Chauri-Chaura (on 5 February 1922), a village in Gorakhpur district, U.P. After this incident and for publishing rebellious material Gandhiji was arrested in March 1922 and imprisoned for next six years.

In Turkey, with the triumph of Kemal Ataturk's nationalist movement, Turkey was transformed into a modern Republic. The Sultan was deposed in 1923, the institution of Caliphate was abolished in 1924 and Kemal Ataturk was elected the first president. This brought a great disappointment for the Muslims of India. The reason for the collaboration between the Muslim League and the Congress disappeared. The feelings of insecurity and fear of Hindu domination reasserted among them. The Muslims pulled away from the mainstream Indian nationalism and the fraternalism was replaced by the communal riots of 1924.

Muslim alienation became marked with the rejection of the Motilal Nehru Committee Report, published in 1928 as it recommended no separate electorates for any community, reservation of seats for Muslims only in provinces where they were in a minority, and discarded reservation of seats for Muslim in Punjab and Bengal where they formed majority. This was a reversal of the Lucknow Pact. This was viewed by almost all shades of Indian Muslim opinion as providing insufficient safeguards for India's Muslim minority. They saw in it the spectre of Hindu domination. After 1930 the demand for a separate Muslim nation after independence began to be articulated. Sir Muhammad Iqbal became the leader of the Muslim League in 1930 and for the first time articulated a demand for a separate Muslim state. He argued that Muslims and Hindus constitutes two different nations in themselves and are incompatible. The Congress rejected this theory and argued in favour of a united India based on unity between different religious groups. The policy of the British to divide and rule got exemplified in the Communal Award of 1932. This policy further strengthened the provisions for separate electorates.

The relations between the Congress and the Muslims finally broke down after the provincial elections of 1937. In the United Provinces, the Congress had won an absolute majority and the Muslim League wanted to form a joint government with the Congress but Congress refused to form coalition ministry with the Muslim League in U.P. It was demanded that the League in the United Provinces Legislature shall cease to function as a separate group, the members of the Muslim League in the U.P. shall become part of the Congress party and will fully share with other

members of the party their privileges and obligations as members of the Congress party. These conditions were in no case acceptable to the Muslim League, for that would have meant the complete loss of its identity and subjugation to the Congress camp. Congress on its part was not willing to accept League as a political organization because in none of the appeals to the Muslim masses did it find any reference to a political or economic issue. The Congress leaders believed that the League raised only the religious sentiments of the Muslims by raising the slogan of 'Islam in danger', and that the League wished that every organization other than the Muslim League, might thus become a non-Muslim organization, even though it may have Muslim members. In 1940, at a Muslim League session in Lahore, the first official demand was made for the partition of India and the creation of a Muslim state of Pakistan to safeguard the rights of Indian Muslims. His insistence on this issue through negotiations with the British government resulted in the partition of India and the formation of the state of Pakistan on 14 August 1947. This occurred against a backdrop of widespread violence between Muslims, Hindus and Sikhs, and a vast migration of population between the new states of Pakistan and India in which hundreds of thousands died.

7.2.6. CHECK YOUR PROGRESS III

1. When was the institution of Caliphate abolished in Turkey?

2. Who were the Ali Brothers?

3. What were the main demands of the Khilafat agitation?

4. When did the Chauri Chaura incidence take place?

7.3. SUMMARY

Students, this unit discussed the changing attitude of the British towards the Muslim community after 1870's. Initially, the British held the Muslims responsible for the uprising of 1857 and punished them by depriving them of government jobs and by stripping them off their power, prestige, glory and wealth, which engrossed them into acute poverty and backwardness. However, after 1870, the British changed their attitude towards the Muslims, when nationalism started gaining force under the Hindu intelligentsia class. The British tried to appease the Muslims in order to counter the political activities of Congress. It encouraged communal and separatist tendencies in Indian politics by following the policy of 'Divide and Rule' to sustain their rule in

India. Encouraged by the British, Sir Sayyid Ahmed Khan, once the supporter of the Hindu-Muslim unity, started instigating the communal sentiments amongst the Muslims by advising the Muslims to remain away from the Hindus, the Congress, and the national movement as he feared Hindu hegemony in case of a withdrawal of the British rule. He felt that the continuance of British rule was a guarantee for the welfare and progress of the Muslim community. He encouraged the Muslim elites to gradually become aware of their right to constitute in nationhood and the need to organize politically to defend their interests. He worked as a guiding force for the Muslims to form a separate organization. All India Muslim League at Dacca on 30th December 1906 came as an expression of that desire. This led to the growth of the communal and separatist trend of thinking among the Muslims. In 1909, Muslims were awarded the separate electorates. The period 1916-22 witnessed a golden phase of Hindu-Muslim unity. Muslim solidarity and the Hindu-Muslim alliance was more emotional than concrete, the phase of Hindu-Muslim unity short lived and ended with the abolition of the Caliphate in 1924. The Muslims became conscious about their social, economic and political future in India. The Indian Muslims political resistance which initiated after WWI ended on the partition of India in 1947.

7.4. SUGGESTED READINGS

Irfan Habib, *A People's History of India: The National Movement: Origins and early Phase, to 1918*, vol. 30, New Delhi: Tulika Books, 2018.

Irfan Habib, *A People's History of India: The National Movement Part 2: The Struggle for Freedom 1919-1947*, vol. 31, New Delhi: Tulika Books, 2019.

Ishita Banerjee Dube, *A History of Modern India*, Delhi: Cambridge University Press, 2014.

Sekhar Bandyopadhyay, *From Plassey to Partition*, New Delhi: Orient Blackswan, 2010.

Sumit Sarkar, *Modern India: 1885-1947*, Gurgaon: Macmillan, 1983.

7.5. QUESTIONS FOR PRACTICE

7.5.1 LONG ANSWER QUESTIONS

1. "In its origin, Congress was an officially sponsored body, intended to act as a safety valve for the growing discontent in India". Comment.
2. What circumstances led to the foundation of All-India Muslim League?
3. Trace the relationship between the Indian National Congress and Muslim League from 1885-1940.

7.5.2 SHORT ANSWER QUESTIONS

1. When was the Indian National Congress formed?
2. Who was A.O. Hume?

3. Mention two factors leading to the formation of the Muslim League.
4. When was the Lucknow Pact signed? What were its implications?
5. Mention any two aims of the Muslim League.
6. What was Shimla Deputation?
7. What is meant by Separate Electorates?

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER III

COURSE: HISTORY OF INDIA: c.1750-1947

UNIT 8: MILITANT NATIONALISM

STRUCTURE

8.0. Learning Objectives

8.1. Introduction

8.2. Militant Nationalism

8.2.1. Militant Nationalism in Bengal

8.2.2. Check Your Progress I

8.2.3. Militant Nationalism in Maharashtra

8.2.4. Check Your Progress II

8.2.5. Militant Nationalism in other Parts of India

8.2.6. Check Your Progress III

8.2.7. Militant Nationalism Abroad

8.2.8. Fate of the Militant Nationalism

8.2.9. Check Your Progress IV

8.3. Summary

8.4. Suggested Readings

8.5. Questions for Practice

8.5.1 Long Answer Questions

8.5.2 Short Answer Questions

8.0 LEARNING OBJECTIVES

Students, after reading this unit you will be able to:

- Understand the rise and growth of the militant nationalism in India.
- Acquire knowledge about militant nationalists in Maharashtra, Bengal, Punjab and abroad.
- Understand how they roused the feeling of nationalism in millions of hearts in India and paved the way for independence of India.

8.1 INTRODUCTION

Students, towards the opening years of the twentieth century, political discontent started brewing in the nation due to repressive policies of the British rule in India. The main aim of this lesson is to acquaint you with how the repressive policies of the British resulted in change in Indian national movement from conservative moderation to political extremism, from petitioning and public speeches to militant nationalism, passive resistance and boycott. Militant nationalism represented a distinct phase in the anti-colonial struggle. This chapter discusses in length about the factors responsible for the rise and growth of militant nationalism in India, its objectives, revolutionary methods and activities. The main centres of militant nationalism: Bengal, Maharashtra, Punjab and its spread in foreign lands have also been discussed in detail.

8.2 MILITANT NATIONALISM

Students, militant nationalism gained a powerful impetus when on 20 July 1905 Lord Curzon announced the partition of Bengal. Though the colonial masters cited administrative reasons, the nationalists saw the act of partition as a Machiavellian move to destroy the unity of the Bengali people, by dividing the Bengalis territorially and on religious grounds for western Bengal would have a Hindu majority and eastern Bengal and Assam would have a Muslim majority population. To protest this move of separating the province of Bengal on communal lines, the Indian National Congress and nationalists of Bengal started the Swadeshi movement. The anti-partition movement or Swadeshi movement at the initial stage was led by moderate leaders like Gokhale, Surendranath Banerjee and Krishna Kumar Mitra, who voiced their support for the boycott of the British goods in Bengal as a form of protest against partition. However, soon the radical wing of the Congress party lost all its faith in the official Congress policy of petitioning and expressions of loyalty and trust in the British government as it failed to yield any results. They wanted the movement to be taken outside Bengal to other parts of the country and go beyond the boycott of foreign goods to become a full-fledged political mass struggle with the goal of attaining complete independence from the colonial rulers. They criticized the limited demands of the moderate leaders for Swaraj within the colonial rule. Instead, they advocated the adoption of complete Swaraj as the goal of the Congress to be achieved by more self-reliant and independent methods. Tilak remarked “Swaraj is my birth right and I shall have it”. But the moderates, dominating the Congress at that time, were not willing to go that far.

This led to the sharp criticism of the ideology and constitutional methods of moderate congressmen. But, most of all, it was the repressive policy of the government which led people to militant and revolutionary politics. For instance, the singing of Bande Mataram in public streets in East Bengal was banned, public meetings were restricted, freedom of press was completely suppressed, Swadeshi workers were severely beaten, or forcefully dispersed or arrested, many students were awarded even corporal punishment, etc. It is within this context that we have to view the rise of the militant nationalism that emerged as the most radical strand within the

Swadeshi movement after 1907, with its belief that in order to attain full independence for India the British must be physically expelled. This attitude marked the beginning of the militant nationalism in India.

Their methods included an armed struggle a short-cut to freedom via violence and conspiracies, contrary to the methods and policies of moderates and extremists; called for boycott of foreign cloth and other British institutions like schools, colleges, councils government services etc.; formed secret societies; propagated revolutionary ideas in traditional popular fairs and festivals and also through newspapers, pamphlets, books; launched Swadeshi or national education; manufactured bombs and other firearms and also imported them from foreign countries whenever possible, emphasized on self-sacrifice, and self-reliance or Atma Shakti; engaged themselves in dacoities to raise funds for their activities; copied the methods of the Irish terrorists and the Russian Nihilists of assassination of oppressive British officials. Through such assassinations they wanted to strike terror into the hearts of the rulers, arouse the patriotic instincts of the people, inspire them and remove the fear of authority from their minds.

8.2.1. MILITANT NATIONALISM IN BENGAL

The era of revolutionary terrorism began and very soon number of secret societies of the revolutionaries sprung up all over the country. In 1902, by the efforts of Promotha Mitter (a barrister from Calcutta), Aurobindo Ghosh, Bhupendra Natha Datta (brother of Swami Vivekananda), Jatindranath Banerji and Barindrakumar Ghosh, the first secret society named Anushilan Samiti made its first appearance in Bengal with its capital in Calcutta. In the same year its branch was opened in Dacca under Pulin Das. The Dhaka Anushilan Samiti soon overshadowed its parent body in Calcutta and by 1932 it had 500 branches spreading from Bengal, Assam, Tippera, Bihar, Punjab, U.P., Central Provinces down to Poona. Initially their activities remained confined to physical and moral training of members and were not particularly significant till 1907. It gained a powerful impetus from the partition of Bengal (1905), which caused considerable anger amongst the revolutionaries of Bengal. These militant nationalists drew inspiration from thoughts, speeches, and writings of Swami Vivekananda, and from some works like *Bande Mataram* edited by Aurobindo Ghosh, *Sandhya* edited by Brahmabandhab Upadhyaya, Bankim Chandra Chatterjee's *Anandmath*, which encouraged and advocated the 'cult of the bomb'. It started a revolutionary press which issued newspapers, pamphlets and books, preaching revolutionary activities including terrorism. Their newspapers—*Yugantar* (End of the Era), a weekly newspaper published from April 1906 by Barindrakumar Ghosh and Bhupendranath Dutta, the evening daily *Sandhya* of Brahmabandhav Upadhyay, as well as the *Bande Mataram*, began to write about the need for political independence, without which national unity and economic and social progress could not be achieved. The *Yugantar* wrote on 22 April 1906 after the Barisal Conference: "The remedy lies with the people themselves. The 30 crores of people inhabiting India must raise their 60 crores of hands to stop this curse of oppression. Force must be stopped by force".

From 1907 the members belonging to the Anushilan Samiti were very active in revolutionary activities. On 6 December 1907, its members made an abortive attempt to blow up the train in which the Lieutenant-Governor of the new province of Eastern Bengal and Assam was travelling. A few days later, on 23 December, they attempted to assassinate Mr. Allen, formerly District Magistrate of Dhaka. In 1908, one of its members Hemchandra Qanungo, after learning the art of making bombs from France established a bomb factory at a garden house in the Maniktala suburb of Calcutta. On 30 April 1908, two of its members namely Khudiram Bose and Prafulla Chaki attempted to kill sadistic Magistrate Douglas Kingsford of Muzaffarpur district in Bihar. However, the bomb thrown at his horse carriage missed its target and instead landed in another carriage and killed two innocent British women namely Mrs and Miss Kennedy (Kennedy's murder). The British cracked down hard on the activists. When chased by the police, Prafulla Chaki shot himself dead, while his associate Khudiram Bose was arrested, tried and hanged.

The bomb-throwing incident was soon followed by the arrest of 38 Indian nationalists of the Anushilan Samiti in Calcutta from a garden house in Muraripukur in the Manicktala area on the charge that they were manufacturing illegal weapons with the purpose of attacking the government. Among the famous accused was Aurobindo Ghosh, who was known as the spiritual Guru of the revolutionaries, was also arrested and the government followed up by bringing the arrested men to trial on the charges of sedition. The trial is famous in history as the Alipore bomb case (1908-1910) also called Manicktala bomb conspiracy case. Aurobindo Ghosh was acquitted due to lack of evidence who after serving a prison sentence awarded in the trial retired from active nationalist politics, thus beginning his journey into spirituality and philosophy, while others served varying life-terms in notorious Cellular jail in Andaman. Terrorism of a more efficient variety meanwhile developed in east Bengal, spearheaded by the much more tightly organized Dacca Anushilan of Pulin Das, with the Barrah dacoity (2 June 1908) as its first major venture. After 1913 the revolutionary work slowed down in Bengal.

Second phase of militant nationalism in Bengal started after the failure of the Non-Cooperation Movement. The militant groups started reorganizing and developing their underground activities once again. Among the several actions of the reorganized groups was an attempt to assassinate Charles Tegart, the hated Police Commissioner of Calcutta, by Gopinath Saha in January 1924. By an error, another Englishman named Day was killed. Saha was hanged despite massive popular protest.

In 1930, Surya Sen a member of the Anushilan Samiti formed the Indian Republican Army, by grouping young and passionate revolutionary men like Ganesh Ghosh, Ananta Singh, Ambika Chakravarty, Loknath Baul, Tegra (Tiger) Baul as well as women like – Kalpana Dutt and Pritilata Waddadar with the intention of liberating Chittagong, in the Bengal Presidency of British India (now in Bangladesh), from the British rule and to spark a nationwide uprising. On the night of 18 April 1930, they seized arms from the two main British armouries in Chittagong. The group also succeeded in dismantling the telephone and telegraph systems to isolate the city. In all, sixty-five raids were undertaken in the name of Indian Republican Army, Chittagong Branch. After the raids, the revolutionaries gathered outside the police armoury, where Sen took a military salute,

hoisted a national flag, and proclaimed a Provisional Revolutionary Government. To evade police action, they left Chittagong town and marched towards the Chittagong hill ranges, looking for a safe place to hide. On 22 April 1930, thousands of British army personnel surrounded them on Jalalabad hill and engaged in a brutal standoff, resulting in the death of 12 revolutionaries and 80 British army personnel. Analyzing the adversity of the standoff, Sen and his comrades escaped into the neighboring village, where they divided themselves into smaller groups conducting guerrilla raids and surprise attacks on colonial personnel and property for ensuing 3 years. Sen was finally arrested on 16 February 1933, tried and hanged on 12 January 1934. Many of his associates were also caught and sentenced to long terms of imprisonment. Chittagong Armory Raid is said to be the first organized armed struggle for independence after 1857. The Chittagong armoury raid inspired many other militants in Bengal. In Midnapore district alone, three British magistrates were assassinated. During 1930-33, twenty-two officials and twenty non-officials were killed.

Remarkable aspect of this new phase of militancy in Bengal was the large-scale participation of young women. The traditionally home-centered women joined processions and picketing. Under Surya Sen's leadership, they provided shelter, acted as messengers and custodians of arms, and fought with guns. Pritilata Waddadar, an underground activist of Surya Sen, died while conducting a raid, while Kalpana Dutta was arrested and tried along with Surya Sen and was given a life sentence. From now on they were to take an active part in the nationalist movements.

8.2.2. CHECK YOUR PROGRESS I

1. Who founded Anushilan Samiti and what was its purpose?

2. Who wrote *Anandmath*?

3. Who was the leader of Chittagong armoury raid?

4. Name two women who played an active part in Indian militant nationalism.

8.2.3. MILITANT NATIONALISM IN MAHARASHTRA

Students, in Maharashtra as well as in India, the first one to use militant methods was Vasudev Balwant Phadke. As a young boy, he was influenced by M.G. Ranade's speeches about how colonial economic policies were impoverishing the land of India. In 1876-77, a severe famine hit Maharashtra, he toured the area and was horrified by the actual devastation and the apathy of the authorities towards the plight of the poor farmer community. Therefore, he formed a revolutionary group of around 300 people, called Ramoshi with the help of Kolis, Bhils and Dhangars communities in Maharashtra to overthrow the exploitive colonial rule in an armed struggle. This

was probably the first revolutionary army in India. He provided his followers with arms and weapons to launch raids on English businessmen and oppressive moneylenders. With the funds looted, he tried to recruit professional soldiers, who according to his plans, were to become the nucleus of a popular militia. Phadke came into limelight when he got control of the city of Pune for a few days in 1879 and caught the British soldiers during one of his surprise attacks. Pursued by the British, Phadke fled to Hyderabad where he made another effort to raise an army. In 1879, Phadke was arrested and was sentenced to life imprisonment and transported to Aden where he died in 1883 in hunger strike at a young age of 38 years. Bankim Chandra Chattopadhyay's patriotic novel *Anand Math* incorporated various contemporary acts of patriotism performed by Phadke during his freedom struggle. He is hence aptly called the 'Father of militant nationalism in India'.

In 1896, a severe plague epidemic had spread from Bombay to Pune. By the end of February 1897, the epidemic was raging, with a mortality rate double the norm. Half of the population had run away from the city and the British mercantile community panicked lest it might reach the shores of the British Isles and affect their commerce. The colonial government quickly decided to put serious measures in place to curb the spread of the plague by appointing a Special Plague Committee under the chairmanship of W.C. Rand in Pune. As soon as the operations to curb the plague began, W.C. Rand began his reign of terror too. Instead of employing doctors, troops were brought in to deal with the emergency. The troops forcefully entered private houses, stripped men, women and children naked for 'check-ups', sometimes even in public, and evacuated them to hospitals or quarantined them. At times they also indulged in vandalizing personal property including religious symbols in the name of controlling the epidemic. Such regular harassment of the Rand commission prompted the Chapekar brothers to take action against it. On 22 June 1897, the Chapekar brothers (Damodar Hari Chapekar and Balkrishna Hari Chapekar) assassinated W.C. Rand and his military escort Lieutenant Ayerst at Pune, Maharashtra. The Chapekar brothers were found guilty and were hanged. This was the first case of militant nationalism in India after the famous revolt of 1857.

Tilak transformed the simple Ganesh Puja (1893) and Shivaji Jayanti (1895) performed at home into social and public festivals to create unity, a national spirit among the people and to spread the message of boycotting westernization in India. Unfortunately, this move alienated non-Hindus from him. In 1897, Tilak published fiery articles in his Marathi newspaper *Kesari* asking the people not to suffer quietly the tyrannical and oppressive rule of Mr. Rand. This eventually led to the murder of two British officers, W.C. Rand and Lt. Ayester, who were heading the Special Plague Committee at that time. The British charged Tilak with 'incitement to murder' and sentenced him to 18 months in prison, the first nationalist leader to suffer imprisonment for a political cause.

The cause of the anti-partition movement of Bengal (1905) was taken up by Tilak in Maharashtra and tried to make it a full-fledged political mass struggle with the goal of attaining Swaraj. Through his newspaper *Kesari* and *Mahratta*, he advocated his militant views, made the Indians aware of their glorious past and encouraged the masses to be self-reliant. The boycott

movement involved boycotting foreign-made goods and also the social boycott of Indians who used foreign goods. Tilak preached non-cooperation and advocated abstaining from cooperating with the government directly or indirectly. In his newspaper *Kesari*, Tilak defended the two young revolutionaries Prafulla Chaki and Khudiram Bose who were involved in the Kennedy's murder case and called for immediate Swaraj. This was followed by the immediate arrest of Tilak by the British on charges of sedition. The court termed Tilak's articles in *Kesari* as 'seething with sedition' and accused him of glorifying violence and approving of murder. Tilak was sentenced to six years rigorous imprisonment at Mandalay (Burma).

After the arrest of Tilak, revolutionaries again took the path of individual heroism, with the Nasik based Abhinava Bharat group as the most important. The Abhinav Bharat Society emerged from Mitra Mela, which was founded by Veer Savarkar and Ganesh Savarkar in 1899 in Nasik. It was renamed Abhinav Bharat in 1904, before Veer Savarkar left for London. It was Ganesh Savarkar, who really made militant nationalism a political force in Maharashtra. The society grew to include several hundred revolutionaries and political activists with branches in different parts of Maharashtra like Bombay, Poona, Kolhapur and Satara, etc. This was inspired from Mazzini's 'Young Italy', an Italian secret society which was created to unify Italy. It came to highlight after its members were tried under the Nasik Conspiracy Case, a chain of investigations which were initiated after the assassination of Mr. Jackson, Collector of Nasik, by one of its members Anant Laxman Kanhere by using the pistols sent secretly from London by V.D. Savarkar in December 1909. For his involvement in the murder, Kanhere was hanged to death in 1910.

However, terrorism in Maharashtra never became anywhere near or as formidable as in Bengal, and we hear little more about it after the Nasik conspiracy case of 1909-10.

8.2.4. CHECK YOUR PROGRESS II

1. Who is called 'Father of militant nationalism in India'?

2. Name two newspapers started by Tilak.

3. Name the two Chapekar brothers.

4. Anant Laxman Kanhere was tried and hanged in which case?

8.2.5. MILITANT NATIONALISM IN OTHER PARTS OF INDIA

Students, the militant nationalist groups spread from Bengal and Maharashtra to the whole of northern India. Let us discuss them.

In 1912, Ras Behari Bose and Sachin Sanyal made an abortive attempt on the life of Viceroy Lord Hardinge, when he was making his official entry in Delhi, the new capital of British India.

The militant activities in Punjab and the United Province region were dominated by the Hindustan Republican Association (Army). The HRA was founded in 1924 in Kanpur by Ramprasad Bismil, Jogesh Chandra Chatterjee and Sachindranath Sanyal as an offshoot of Anushilan Samiti. Influenced by the socialist ideas, the party was renamed as Hindustan Socialist Republican Army (HSRA) in 1928. The main objective of HRA was to organize an armed revolution to overthrow the colonial government and establish in its place a 'Federal Republic of United States of India' which will be based on the principles of universal adult suffrage, nationalization of major industries, right to recall elected representatives and group rights. The organization conducted many robberies and raids in an attempt to raise funds to acquire arms and ammunition to strengthen the revolutionary cause. The most famous incident was the Kakori Conspiracy Case which took place on 9 August 1925, in which ten men looted cash from an official train by holding it at Kakori, a village near Lucknow. The reaction of the government was quick and hard. The government arrested a large number of young men and tried them in the Kakori Conspiracy Case. In the Kakori Conspiracy Case, Ashfaqulla Khan, Ram Prasad Bismil, Roshan Singh and Rajindra Lahri were hanged, four others were sent to Andaman for life and seventeen others were sentenced to long terms of imprisonment.

In 1924–25, many young people joined the party, prominent among them being Bhagat Singh, Sukhdev and Chandrasekhar Azad. To avenge the death of Lala Lajpat Rai, who died in a Lathi charge while protesting against the Simon Commission, its members Bhagat Singh, Chandra Shekhar Azad and Rajguru, assassinated Saunders, a police official at Lahore on 17 December 1928. On 8 April 1929, Bhagat Singh and Batukeshwar Dutt, threw a bomb in the Central Legislative Assembly against the passage of the Public Safety Bill and the Trade Disputes Bill, which deliberately aimed at curtailing the civil liberties of citizens in general and workers in particular. The aim was not to kill, for the bombs were relatively harmless, and the ideology behind the bombing was 'to make the deaf government hear the voices of its oppressed people'. The objective was to get arrested and use the trial court as a forum for propaganda so that people would become familiar with their movement and ideology.

Some members of the HSRA again made another abortive attempt to blow up Lord Irwin's train near Delhi in December 1929.

Bhagat Singh and Batukeshwar Dutt were tried in the Assembly Bomb Case. Later, Bhagat Singh, Sukhdev, Rajguru and tens of other militants were tried in a famous Lahore Conspiracy Case for several cases. In prison, the revolutionaries started a hunger strike demanding better treatment and facilities. They demanded that they be treated not as criminals but as political prisoners. Hunger strike was observed and Jatin Das died on the 64th day of the epic fast. His body was carried from Lahore to Calcutta where a two-mile long procession of more than six lakh people carried his coffin to the cremation ground. A large number of militants were convicted in the Lahore Conspiracy Case and sentenced to long terms of imprisonment and deportation. Bhagat

Singh, Sukhdev and Rajguru were sentenced to be hanged. The sentence was carried out a day earlier on 23 March 1931 fearing public protest. Azad was also killed by the police in a shootout at Allahabad in 1931. After 1931, most leaders of the party had been killed or imprisoned. The party disintegrated as there was no leadership.

8.2.6. CHECK YOUR PROGRESS III

1. What does HSRA stands for?

2. When were Bhagat Singh, Sukhdev and Rajguru hanged?

3. Name two militant nationalists tried in Kakori Conspiracy Case.

4. What was the aim of throwing a bomb in the Central Legislative Assembly?

8.2.7. MILITANT NATIONALISM ABROAD

Students, a number of militant activities were organized on the foreign lands by the Indians living abroad to hasten the process of ending the colonial rule in India. Let us discuss them.

Shyamji Krishna Varma took the responsibility of the mammoth task of uniting Indian revolutionaries in London by establishing Indian Home Rule society and a hostel for Indian students living in London, popularly known as the Indian House in 1905. The most important revolutionaries associated with him included Madan Lal Dhingra, V.D. Savarkar, Madam Bhikaji Cama, and Dadabhai Naoroji, all living in Britain at that time. Krishna Varma started a journal, *The Indian Sociologist*, which laid the foundation of the militant Indian nationalist movement in Britain. In 1909, Madan Lal Dhingra assassinated William Curzon Wyllie in London for spying on Indian students. Madan Lal Dhingra was arrested, tried and hanged on 1 August 1909. After this incident, Shyamji Krishna Varma shifted his head-quarters to Paris and Savarkar took up the political leadership of the Indian House in London. From here he supplied weapons to the Abhinav Bharat Society, which was working under the direction of his brother Ganesh Sarvarkar.

Another important revolutionary activity organized on the foreign land was the Ghadar movement. In March 1913, nearly 200 immigrants under Lala Hardayal, met at Washington and founded an association called 'Hindu Association of the Pacific Coast' headquartered at Yugantar Ashram, San Francisco of USA. Their motive was to wage a nationwide armed struggle against British colonialism in India. By November 1913, this party popularly came to be called Ghadar party after the publication of its very famous weekly paper *Ghadar*. Ghadar, is an Urdu word meaning 'revolt' or 'rebellion'. The inaugural issue of *Ghadar*, which appeared in Urdu, Gurmukhi and Hindi, contained an advertisement with the following lines: "Wanted: Brave soldiers to stir up revolution in India; Pay: Death; Prize: Martyrdom; Pension: Liberty; Field of Battle: India"

and captions like *Angrezi Raj Ka Dushman*, *Angrezi Raj ka Kacha Chita* (or an expose of the British rule) etc, aroused anger amongst the Indians against the exploitive colonial rule. The ideology of the party was strongly secular. In the words of Sohan Singh Bhakna, “We are not Sikhs or Punjabis. Our religion is patriotism”. Their ideology helped in mobilizing a number of Indians living in other countries such as Mexico, Japan, China, Philippines, Malaya, Singapore, Thailand, Indo-China, and East and South Africa, which strengthened Indian's urge to free their country from the foreign Yoke. The government of the USA issued warrants of imprisonment for Hardayal. He left the USA and went to Switzerland. After his departure, the Ghadar party was led by Ram Chander, Bhagwan Singh and Barkatullah.

On 4 April 1914, a wealthy and influential businessman in Hongkong Baba Gurdit Singh Sandhu hired a Japanese steamship Komagata Maru (Nanak Jahaz) to immigrate 376 Indian passengers (mostly Sikhs) to Canada. They reached Vancouver's harbour a month later. Only 24 passengers who were able to prove that they were already Canadian residents and not new immigrants were given entry. The rest were deemed illegal and after a two-month standoff in the waters just off Vancouver, were forced to return to Calcutta. When the ship docked at Budge Budge (Calcutta), the police arrested 20 people thinking of them as revolutionaries including Baba Gurdit Singh. A riot ensued, and they were fired upon by the police, resulting in the deaths of 20 people. The events surrounding the Komagata Maru incident served as a catalyst for the Ghadarites' cause as they used the event to rouse the sentiments of the people and as a rallying point to recruit members for the Ghadar movement, most notably in support of promulgating plans to coordinate a massive armed uprising in India.

As soon as the First World War broke out in 1914, the Ghadarites though not fully prepared decided to send arms and men to India to start an uprising with the help of soldiers and local revolutionaries as they didn't want to let the much-awaited opportunity go. Therefore, leaders of the Ghadar party started sending its activists to Punjab by different ships. It's important leaders including Sohan Singh Bhakna, Harnam, Kartar Singh Sarabha, Barakatulla and others reached India. The Punjabis were already provoked due to the Kirpan issue, demolition of a wall of the Gurudwara Rakab Ganj and the Budge-Budge incident at Calcutta related to Komagata Maru. With the entry of the Ghadar agitators, the atmosphere became highly surcharged. Ras Bihari Bose and Sachin Sanyal reached Punjab to provide leadership to the Ghadarites. Meetings were held in different parts of Punjab. The leaders used to go to the rural fairs in Punjab to propagate their ideals. Contacts were established with the army cantonments. Ghadarites planned to revolt on 21 February 1915. Kirpal Singh, a traitor, leaked out the plan to the government. Plans for revolt in the regiments of Punjab did not go beyond the conspiracy stage. Government arrested the important leaders of the Ghadar movement and cases were started against them in a Special Tribunal under Defence of India Act under which all 'revolutionary and nationalist' activities were banned. People were incarcerated without trial and sent to indefinite detentions in jails. Fearing this, Ras Bihari Bose, who was at the time given the reins of the Ghadar movement, escaped to Japan, leaving the party with no leadership. 46 Ghadarites were executed, 18 were awarded life imprisonment and 58 were exiled. The prominent martyrs were Kartar Singh Sarabha,

B.G. Pingle and Harnam Singh. The Ghadar movement in Punjab failed but is known for setting the foundation for future Indian revolutionary movements like its influence was quite evident in Babbar Akalis movement, which culminated against the treatment meted out to the peaceful agitation of Akalis by the British government and also as a rejection of the ideology of peaceful movement adopted by the Gurdwara reform leadership. Though the Babbar movement could not hold out any longer, nevertheless it consolidated the Ghadar mode of armed revolution against repressive foreign rule and also provided a backdrop for the arrival of another armed revolutionary struggle led by Bhagat Singh, a nephew of Sardar Ajit Singh and ardent admirer of Kartar Singh Sarabha.

In 1915, India's Independence Committee, Berlin was set up by Virendranath Chattopadhyay, Bhupendranath Dutta and others with the help of German foreign office under the 'Zimmerman Plan'. It aimed at liberating India through the armed rebellion. It supplied bombs and seditious literature to politically awaken the masses against the exploitative rule of the British.

8.2.8. FATE OF THE MILITANT NATIONALISM

Students, despite gaining popularity and a dedicated following, the militant nationalist activists failed to achieve its objectives of India's independence from the British rule. Several factors contributed to its failure. Let us highlight them briefly.

- The division of nationalist leaders into moderates and extremists in historic Surat split of 1907, did much harm to the militant nationalist activities.
- With the death of Chandra Shekhar Azad in a shooting encounter in a public park at Allahabad in February 1931, militant nationalism faded away in northern India. Surya Sen's martyrdom marked an end to the prolonged saga of militant activities in Bengal.
They could not survive the arrest of their main leader Tilak and the retirement from active politics of Bipin Chandra Pal and Aurobindo Ghosh.
- One of the unintended consequences of glorifying Indian festivals, customs etc. is that it highlighted the religious identities of people and gave rise to communalism.
- The militant nationalists failed to create an effective organization or a party structure.
- The effective espionage system and repressive policies of the British government checked their growth.
- Militant nationalists faced the difficulty of procuring arms.
- They largely remained confined to the urban lower and middle classes and Zamindars, and failed to reach the masses, especially the peasantry. Moreover, they believed in individual heroism.

It should be noted that it aroused the people from their slumber of centuries; they learnt to have a bold and fearless attitude in politics. They had acquired self-confidence and self-reliance and learnt to participate in new forms of mass mobilization and political action. They now waited for a new movement to arise. The ultimate aim of the revolutionaries was not terrorism, but revolution and the purpose of the revolution was to install a national government.

8.2.9. CHECK YOUR PROGRESS IV

1. Who was Baba Gurdit Singh?

2. Who established Indian House in London in 1905?

3. Name two prominent leaders of the Ghadar party.

4. Give two reasons responsible for the decline of militant nationalism in India.

8.3. SUMMARY

Students, this unit discussed in detail how the partition of Bengal in 1905 opened the eyes of the Indians to the true colors of the British rulers, which ultimately resulted in the rise and growth of militant nationalism. They gave a new dimension to India's struggle for independence by boosting the idea of Swaraj as a matter of birth right. New militant leaders emerged at the local levels and their methods were at variance with the moderate form of struggle. Non-violence was no more a guiding principle, they believed in mass actions, self-sacrifices, self-reliance rather than methods of persuasive approach, petitions, prayers, adopted by Moderates. Leaders like Bal Gangadhar Tilak, Aurobindo Ghosh, and Lala Lajpat Rai played a very significant role in bringing masses to political struggle. Contrary to belief in western values they instilled confidence in self-reliance and Atma Shakti. National schools, colleges, Swadeshi goods sprung up during this anti-partition agitation. So, people brought their inner strength and traditional values to oppose the British. All over there were attacks on unpopular government officials, dacoities, hurling of bombs etc. Very soon secret societies of revolutionaries sprang up all over the country. Of such secret societies, the famous one of long-standing credit was Anushilan Samiti in Bengal. Apart from Bengal, Delhi, Kanpur, Chittagong, Nasik, Poona, Amritsar, Lahore, etc. also became the breeding grounds of militant activities. This type of revolutionary terrorist activities intensified even outside India on foreign lands. The most famous revolutionary terrorists acting abroad were Shyam Krishna Verma, Madan Lal Dhingra, V.D. Savarkar etc. However, terrorism in other parts of India or abroad, never became as formidable as in Bengal. The sacrifices of leaders like Bhagat Singh, Chandra Shekhar Azad, Surya Sen, Raj Guru, Bal Gangadhar Tilak, Aurobindo Ghosh, V.D. Savarkar, etc., who became household names in the Indian society, aroused the patriotic emotions of the Indian people and thus helped in building up of the national consciousness which certainly contributed to gaining independence. This is how they prepared the way for mass struggles conducted by the Congress under the leadership of Gandhiji. Though the British government was able to crush these revolutionary activists, but it created a sense of apprehension in the minds of the British that time is nearing to leave India.

8.4. SUGGESTED READINGS

Bipan Chandra Pal, et al., *India's Struggle for Independence, 1857-1947*, New Delhi: Penguin Books, 1988.

Ishita Banerjee Dube, *A History of Modern India*, Delhi: Cambridge University Press, 2014.

Sumit Sarkar, *Modern India: 1885-1947*, New Delhi: Macmillan, 1983.

T.R. Sareen, *Indian Revolutionary Movement Abroad 1905-20*, New Delhi: Sterling, 1979.

Peter Heehs, *The Bomb in Bengal: The Rise of Revolutionary Terrorism in India 1900–1910*, New Delhi: Oxford University Press, 2004. (first ed. 1993)

Peter Heehs, *Nationalism, Terrorism, Communalism: Essays in Modern Indian History*, New Delhi: Oxford University Press, 2006. (first ed. 1998)

Manmath Nath Gupta, *History of the Indian Revolutionary Movement*, India: Somaiya Publications, 1972.

8.5. QUESTIONS FOR PRACTICE

8.5.1 LONG ANSWER QUESTIONS

1. What factors gave rise to the growth of militant nationalism in colonial India?
2. Discuss the nature, methods and activities of the militant nationalists and assess its place in India's Freedom Struggle.
3. "The very idea of the bomb and the secret society, and of propaganda through action and sacrifice were imports from the West." Critically examine.

8.5.2 SHORT ANSWER QUESTIONS

1. Write a short note on Anushilan Samiti.
2. Write a short note on Kamagatamaru incidence.
3. Who was Shyamji Krishna Varma?
4. Who was Lala Hardayal?
5. What was the Kakori Conspiracy Case?

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER III

COURSE: HISTORY OF INDIA: c.1750-1947

UNIT 9: POLITICS OF THE 1940'S

STRUCTURE

9.0. Learning Objectives

9.1. Introduction

9.2. Politics of the 1940's

9.2.1. Lahore Resolution 1940

9.2.2. August Offer

9.2.3. Cripps Mission

9.2.4. Check Your Progress I

9.2.5. Quit India Movement

9.2.6. C. Rajagopalachari's Formula

9.2.7. Check Your Progress II

9.2.8. Wavell Plan

9.2.9. Cabinet Mission

9.2.10. Elections of 1946 and its Aftermath

9.2.11. Check Your Progress III

9.3. Summary

9.4. Suggested Readings

9.5. Questions for Practice

9.5.1 Long Answer Questions

9.5.2 Short Answer Questions

9.0. LEARNING OBJECTIVES

Students, after reading this unit you will be able to:

- Acquire knowledge how Lahore Resolution of 1940 sowed the seeds of partition.
- Critically analyze the different constitutional proposals offered by the British to pacify the Indians to seek their support during World War II.
- Understand the role played by the Quit India Movement in furthering the cause of India's independence.
- Trace the events leading to the partition of India.

9.1. INTRODUCTION

Students, the Indian independence struggle had become more extensive during the period of World War II. The demand for the independence of India was gaining strength. The British rulers realized that it was necessary to take serious cognizance of this situation. Accordingly, the British government began preparing various plans for granting independence to India. This module will discuss in detail how the events in 1940's and different constitutional proposals of the British government played an important role in determining the final contours of independence and partition of India.

9.2. POLITICS OF THE 1940'S

Students, on 3 September 1939, World War II broke out and Lord Linlithgow, the then Viceroy without consulting the main political parties of India declared that India had joined the war on the side of the British against Germany. The British claimed that they were fighting to save democracy in Europe. In protest against this unilateral act, which appeared to Indians as a reassertion of high-handed British imperialism, Congress withheld its cooperation in the war efforts by stating that India could not be the party to a war being fought for democratic freedom, when that very same freedom was being denied to her in her own land. If Britain is fighting for democracy and freedom, it should prove it by ending imperialism in its own colonies and establishing full democracy in India. The British refused to fulfil this demand and therefore the provincial ministers of Indian National Congress resigned in November 1939 refusing to cooperate in the war. On this, the Muslim League chief Muhammad Ali Jinnah called upon Indian Muslims to celebrate 22 December as 'Deliverance Day' from Congress. Meanwhile, in March of 1940, the Muslim League, at its annual meeting in Lahore, enacted the Pakistan Resolution, with its ill-defined demand for independent Muslim states. The political landscape was now becoming complicated: it was no longer Indians versus the British; rather, it had become a three-way struggle between the Congress, the Muslim League, and the British. The stage was set for the crisis that was to dominate the decade of the 1940s – the war, Lahore resolution of 1940's, British efforts to gain India's support in the war, the Congress final movement of non-cooperation, and then, finally, in 1947 independence with the devastating partition of the subcontinent into two states. Students, let us discuss in detail.

9.2.1. LAHORE RESOLUTION 1940

Students, under the provisions of the Government of India Act, 1935, provincial elections were held in 1937. Out of 11 provinces, Congress secured a sweeping majority in six provinces and formed its ministries. While the Muslim League fared better on Muslim seats from the non-Muslim majority provinces, its performance was less impressive in the Muslim majority provinces of Punjab and Bengal. After the election, Jinnah offered to form a coalition government with the Congress in U.P. and Bombay. The League insisted that the Congress should not nominate any Muslims to the ministries, as it (the League) claimed to be the exclusive representative of Indian Muslims. This was not acceptable to the Congress. Not only did Congress refuse to share power or enter into any coalition government in the minority provinces like U.P. and Bombay with the Muslim League, but also Jawaharlal Nehru declared with supreme arrogance that there are only two parties in the Indian political scene, the Raj and the Congress. This alienated the Muslims forever in 1937 and Hindu-Muslim controversy entered into a new phase. This finally convinced the League that even the right of separate electorates is not enough to protect their political, social, and religious identity. Muslim interests are not safe under the Congress rule and if India was to stay united under Congress, Muslims would always be a minority and their interests would always be considered below par. Subsequently, the demand for a separate nation started gaining momentum.

Meanwhile, World War II broke out and Congress leaders were ready to support the British war effort but in return they demanded immediate self-rule and complete freedom after the war from the British. In his negotiation with the Congress, the Viceroy made it clear that it could not go beyond the immediate expansion of the Viceroy's Executive Council, and dominion status after the war. The Congress rejected the proposal, and asked the ministries to resign from 8 provinces where they were in power. The Congress ministries resigned in October and November 1939 in protest against Viceroy Lord Linlithgow's action of declaring India to be a belligerent in World War II without consulting the Indian people. On 2 December 1939, Jinnah put out an appeal, calling for Indian Muslims to celebrate 22 December 1939 as a 'Day of Deliverance' from Congress. This resulted in the changed attitude of the British towards the Congress and turned to Muslims for support. Jinnah readily assured his support to the British.

On 23 March 1940, Lahore Resolution was adopted by the Muslim League. The resolution repudiated the concept of united India and recommended the creation of an independent Muslim state consisting of Punjab, N.W.F.P, Sind and Baluchistan in the northwest, and Bengal and Assam in the northeast. The resolution signaled the transformation of Indian Muslims from a 'minority' to a 'nation', so that no future constitutional arrangement for India could any more be negotiated without their participation and consent. It made five specific demands:

- The resolution rejected the federal system of government as envisaged in the Government of India Act, 1935 because it was “totally unsuited to and unworkable in the peculiar conditions of this country and is altogether unacceptable to Muslim India”.

- The Muslims would not accept any revised constitutional plan unless it was framed with their consent and approval.
- The adjacent territorial units should be demarcated into regions that may involve some territorial adjustments in a manner that the areas in which the Muslims are numerically in a majority as in north-western and eastern zones of India become independent states in which the constituent units shall be autonomous and sovereign.
- The resolution offered “adequate, effective and mandatory safeguards for religious minorities” in the Muslim majority units for the “protection of their religious, cultural, economic, political, administrative and other rights and interests in consultation with them”. Similar rights will be given to the Muslims in other parts of India.
- The Muslim League Working Committee was asked to formulate a constitutional scheme on the basis of the principles outlined in the resolution. The resolution thus offered a new course of action for the Muslims of British India as compared to the Muslim League position adopted on constitutional and political issues in the past.

In the resolution there was no mention either of the partition of the country or the creation of Pakistan and the official name of the resolution was ‘Lahore Resolution’. Sikandar Hayat Khan, the leader of the Unionist Party who drafted the resolution, was opposed to the idea of the formation of Pakistan. He opined of a loose federation with a lot of autonomy for the states. It was the Hindu newspapers including *Partap*, *Bande Matram*, *Milap*, *Tribune*, etc., who ironically dubbed it as the ‘Pakistan Resolution’. However, the idea was appreciated by the Muslim masses and the resolution is more known as ‘Pakistan Resolution’. With the passage of this resolution, the Muslims of the sub-continent changed their demand from “separate electorates” to a “separate state”. The Hindu called the “Pakistan” demand “anti-national.” They characterized it as “vivisection of Mother India” (i.e. its murdering India); above all, they denounced it as imperialist – inspired to obstruct India’s march to freedom”.

9.2.2. AUGUST OFFER

Students, in 1940, the Allies (France, Britain, China, America, Soviet Russia) were suffering many reverses in the war and France had fallen to the Axis Powers (Germany, Italy and Japan). Britain herself was in danger of being occupied by the Nazis and in this light, the Congress softened its stand as also both Gandhiji and Jawaharlal Nehru had been strongly critical of Hitler and the Nazis. They decided to support Britain in her fight to uphold democracy and freedom but only if Great Britain concedes to its two demands: the complete independence of India after the war, and constitution of a Provisional National Government at the centre immediately. In response to the Congress demands Lord Linlithgow, seeing the worsening situation of Allies in the war, suggested some measures to get the support of the Indians, which is known as ‘August Offer’. Some of the provisions were as follows:

- A representative Constituent Assembly would be framed to frame the constitution of India after the conclusion of war.
- No future constitution to be adopted without the consent of the minorities (veto power to the Muslim League).
- Dominion status would be granted to India.
- Immediate expansion of the Viceroy Executive Council by including more number of Indians.
- However, defence, finance, home affairs, minority rights, treaties with states, etc. will remain in the hands of the British government.
- A War Advisory Council was to be established, which would meet at regular intervals and include representatives of the Indian states.
- The government assured the minorities that the power would not be transferred to any system of government whose authority is directly denied by large and powerful elements in Indian national life.

The Indian National Congress rejected this proposal at its meeting held at Wardha in August 1940 as it turned down its demand to set up a provisional national government at centre and its demand of complete freedom. Jawaharlal Nehru said that the whole idea was “as dead as a doornail”. Muslim League also rejected the August Offer as it did not go far enough to meet the demand of the League for a separate nation.

The unsatisfactory provisions of the August Offer obliged the Congress to launch an Individual Satyagraha on 17 October 1940 under the leadership of Gandhiji. While the leftists and the radicals in the Congress demanded a mass movement, Gandhiji urged avoiding it saying that a free India should not rest on the ruins of Britain, which was now more vulnerable than ever. It was decided that instead of a collective movement, every single person should disobey the laws, propagate anti-war sentiments to pressurize the rulers to promise complete freedom once the war ends and also Gandhiji wanted to counter British propaganda that India was supporting the war of her own free will. “Not a pie, not a man for the war effort” became the watchwords of these Satyagrahis. The Individual Satyagraha was not to seek independence but to affirm the right to free speech. The non-violence was set as the centerpiece of Individual Satyagraha. Gandhiji chose Acharya Vinoba Bhave as the first Satyagrahi to launch the Individual Satyagraha, second Satyagrahi was Jawahar Lal Nehru and third was Brahma Datt, one of the inmates of the Gandhiji’s Ashram. These leaders followed by nearly 25,000 Satyagrahis were sent to jails for violating the Defense of India Act by making ‘seditious’ speeches. But later all the Satyagrahis were released with a hope of gaining Indian support in the war as the situation in Europe had become critical after Japan’s attack on Pearl Harbour. Though the Satyagraha failed to achieve any tangible results but it was successful in displaying unity and patience in the masses of India and showed that in no condition India would settle for anything less than Poorna Swaraj.

9.2.3. CRIPPS MISSION

Students, in 1942, the Japanese army had reached the eastern borders of India and the Japanese threat to invade India seemed real now. The British realized that if Japan attacks India, then they will need cooperation from the Indians. There was also mounting pressure on Britain from the Allies to sort out Indian problems on priority basis to ensure that India remains a safe base to operate against the Japanese enemy in case of a war. Hence, in March-April 1942, the British Prime Minister Winston Churchill sent Sir Stafford Cripps to India. It tried to work out a formula for India's participation in the war and partial transfer of power acceptable to all three, the Hindu and Muslim parties in India as well as the British forces. The main provisions of the Mission were:

- For the first time, sole responsibility for framing the constitution was given to the Indians.
- An Indian Union with a dominion status would be established.
- It would be free to decide its relations with the commonwealth and free to participate in the United Nations and other international bodies.
- After the end of the war, a Constituent Assembly would be convened to frame a new constitution. Members of this assembly would be partly elected by the provincial assemblies through proportional representation and partly nominated by the princes. Hence, all members would be Indians.
- Cripps mission proposed that the new constitution would be accepted by the British on two conditions: (i) any province not willing to join the Union could have a separate constitution and form a separate union, and (ii) the new constitution-making body and the British government would negotiate a treaty to effect the transfer of power and to safeguard racial and religious minorities.
- In the meantime, until this new constitution came into force, India's defence would be controlled by the British and the Governor-General's powers would remain unaltered.

The Congress rejected the Cripps proposal as it ignored the Congress demand of immediate self-rule in return for its support in war efforts. It contained provisions which could divide India into hundreds of independent provinces. There was no time limit within which the constitution making body was to be set up. The Congress wanted that all subjects, including defence, should be handed over to the national government. For Gandhiji the proposal contained nothing worthwhile for the present, and gave only a promise for the future. Being upset with the proposal, he termed it as, "a post-dated cheque drawn on a crashing bank".

The Muslim League rejected the proposals because it did not accept the two-nation theory and refused to recognize the right of self-determination of the Muslims. The League reaffirmed its conviction that "The only solution of India's constitutional problem is the partition of India into independent zones". The Hindu Mahasabha opposed the Cripps proposals on two grounds. It was opposed to the freedom given to the provinces to leave the Indian Union and set up separate governments of their own. It also objected to the elections on the basis of communal awards which were anti-national and undemocratic. The Sikhs, the Indian Christians, the Anglo-

Indians and the labour leaders also refused to accept the proposals as it provided no safeguards for their interests.

The Cripps Mission failed to satisfy any political group or party. The failure of the Cripps has been generally interpreted from two angles. From the British viewpoint the mission failed due to Gandhiji's commitment to non-violence and his anxiety to keep India out of war. From an Indian point of view, the mission failed because Churchill, a staunch imperialist, had no intention of promoting the cause of India's self-government and simply designed the mission to appease the American opinion which was growing in favour of India's independence. Further, the incapacity of Cripps to go beyond the draft declaration and the adoption of a rigid "take it or leave it" attitude added to the deadlock. The procedure of accession was not well-defined. It was not clear who would implement and interpret the treaty affecting the transfer of power. Talks broke down on the question of the Viceroy's veto. Cripps' visit to India also made clear, for the first time, that the British envisaged that the main parties involved in the transfer of power would be the Congress and the Muslim League.

9.2.4. CHECK YOUR PROGRESS I

1. Who presided over the Lahore session of the Muslim League held in the year 1940?

2. Why 22 December 1939 was celebrated as a 'Day of Deliverance' by the Muslim League?

3. Why was the Cripps Mission rejected by the Muslim League?

4. Which Viceroy of India made the declaration of August Offer?

5. Who was selected as the first Satyagrahi during the Individual Satyagraha of 1940?

9.2.5. QUIT INDIA MOVEMENT

Students, the failure of the Cripps' mission prepared the ground for a total confrontation between the British and the Congress. The Congress got convinced that they could not expect anything better from the British government in the near future. In this context, Gandhiji thought that the time has come for a final assault on imperialism. Accordingly, he launched the Quit India Movement also known as India's 'August Movement' or '*Bharat Chhodo Andolan*' as his third major mass movement against British rule on 8 August 1942 in Bombay after the All India Congress Committee passed a resolution. It declared its demand for an immediate end of British rule. The Congress decided to organize a mass struggle on non-violent lines on the widest possible scale. Gandhiji's slogan of 'Do or Die' ('*Karo Ya Maro*') inspired the nation. This time the emphasis in the struggle was not on the traditional Satyagraha but on 'fight to the finish'. It therefore meant that now Gandhiji was also prepared for the riots and violence. He now conceded

that the masses could take up arms in self-defence. In March 1942, in his articles in the *Harijan* he wrote, “Armed resistance against a stronger and well-equipped aggressor is to be considered a non-violent act”. Every man, woman and child began dreaming of a free India.

The government response to the movement was quick. The Congress was banned and most of its leaders were arrested on the morning of 9 August in the expectation that the arrests would finish off any contemplated movement. The people, however, were unstoppable. Aruna Asaf Ali presided over the All India Congress Committee session on 9 August and hoisted the Indian flag at the Gowalia Tank Maidan in Bombay. The leaderless and unorganized supporters of the Congress rose in ‘spontaneous’ revolt in various parts of the country in reaction to the arrest of their popular leaders. Gandhiji’s ‘Do or Die’ call for the people, triggered violence, riots, and protests across the country. Jai Prakash Narayan, S.M. Joshi, Aruna Asaf Ali, Ram Manohar Lohia, Achyut Patwardhan, Biju Patnaik, Usha Mehta, Sucheta Kripalani, and others went underground and made attempts to redirect the movement in tune with the Quit India resolutions. In spite of severe risks and challenges, Usha Mehta ran a mobile ‘Congress Radio’ from different locations of Bombay for some nearly three months to disseminate information about the movement to the people, to upkeep their hope and morale and also to provide a line of command and guidance to distribute arms and ammunition.

There were hartals and demonstrations all over the country. The people attacked all symbols of the British government such as railway stations, law courts and police stations. Railway lines were damaged and telegraph lines were cut, many buildings were set on fire, electricity lines were cut, shops were shut down, students left their schools, etc. Almost every city and town in every nook and corner of the country witnessed violent activities. The events of 1942 showed the depth of the national will. The British responded with terrible brutality. The army was called out to assist the police. In August and September, the British used 57 battalions to crush the rebellion. There were Lathi-charges and firing at the unarmed demonstrators. Even old men and children were shot dead while taking part in processions. Protestors were arrested and tortured and their homes raided and destroyed. By December 1942, over sixty thousand people had been jailed.

One of the most remarkable features of the Quit India movement is the absence of any communal incident or disorder. Another significant feature of the Quit India movement was that in some places, people even set up their independent or parallel governments by driving out the British officers from their areas. Places such as Ballia, Tamluk, Satara, Dharwar, Balasore and Talcher were freed from British rule and the people there formed their own governments. People started accepting the verdict passed by the people’s court appointed by the parallel government. Opposition to money lenders, prohibition on liquor, spread of literacy, opposition to caste distinctions, cyclone relief work, supply of paddy from rich to the poor, many such constructive works were done by these governments. Though these governments failed to survive for long, it showcased the capability of the Indians to manage government and administration on their own.

The Congress had little success in rallying other political forces under a single flag and program. Smaller parties like the Hindu Mahasabha opposed the call under the apprehension that the movement would create internal disorder and would endanger internal security during the war.

The Communist Party of India strongly opposed the Quit India movement and supported the war effort since they were allied with the Soviet Union. In response the British lifted the ban on the party. Despite the lack of support to the movement by the communist group, workers did provide support by not working in the factories. Jinnah and provincial Muslim Leaguers appealed to the Muslims to keep themselves totally aloof from the movement. Jinnah's opposition to the call led to large numbers of Muslims cooperating with the British, and enlisting in the army. Lastly, the princely states and Indian bureaucracy also did not support the movement and funded the opposition.

The imprisonment of the Congress members of provincial assemblies enabled the League to form ministries, and establish itself as a major force in Sind, Bengal and Northwest Frontier, previously where it scarcely had any presence. The League, like Congress, introduced two Anna memberships and began to build up bases in villages. It promised not only an Islamic state but also a peasant utopia where Muslims peasants will be as prosperous as Hindu moneylenders, landlords or Zamindars. On the whole, this process made the demand for Pakistan seem realistic.

9.2.6. C. RAJAGOPALACHARI'S FORMULA

Students, Gandhiji on account of his deteriorating health was released from prison on 6 May 1944. The Muslim League was demanding the partition of India with the patronage of the British government. C. Rajagopalachari, one of the veteran leaders of the Congress, evolved a formula known as "C.R. Formula" to bring about a settlement between the League and the Congress. Gandhiji sincerely thought to bridge the gap between the Congress and the League taking Rajagopalchari's formula as a basis for discussion and held a series of meetings with Jinnah. The formula accepted the League demand of Pakistan for the first time. In turn, the Muslim League would support the demand of the Congress for independence of India. Both parties would cooperate and form a provisional government at the centre. After the war, a commission would be entrusted with the task of demarcating those areas with an absolute majority of Muslims and a plebiscite to be held in those areas where all the inhabitants (Muslims and non-Muslims) would vote based on adult suffrage whether to form a separate sovereign nation or not. In case of partition, joint agreements to be made for the safeguarding of defence, communications and commerce. The above terms were binding on the parties only if the British government transferred all control into the hands of Indians for the administration of the country. Jinnah rejected the formula. He declared that he would not accept anything less than the six provinces of Sind, Punjab, N.W.F.P., Baluchistan, Bengal and Assam. Moreover, he was not prepared to allow the non-Muslims living in the Muslim majority areas to vote along with the Muslims. Thus, Jinnah rejected the formula and continued his demand of Pakistan.

9.2.7. CHECK YOUR PROGRESS II

1. Who was Aruna Asaf Ali?

2. Name two places where parallel governments were formed during the Quit India Movement.

3. Why did Jinnah reject the C.R. Formula?

4. When and where was the Quit India Resolution passed?

9.2.8. WAVELL PLAN

Students, in 1945, the Labour government came to power in Britain and committed itself to grant India the freedom it had been demanding for so long. All the members of the Congress working committee along with Jawaharlal Nehru were released from the jails as the war ended. Lord Wavell, was charged with presenting a formula for the future government of India that would be acceptable to both the Congress and the Muslim League, allowing for a smooth transition of power. He, therefore, convened a conference at Shimla and invited 21 political leaders including Gandhiji and Jinnah to Shimla, the summer capital of British India to discuss the Wavell Plan on 25 June 1945. The Wavell Plan proposed the following:

- The Viceroy's executive council was to have all Indian members except the Viceroy himself and the Commander-in-Chief.
- To establish an Interim Government at the centre with equal representation of both the Hindus and the Muslims.
- The Interim Government would deal with all portfolios except the defence and it would function under the framework of the Act of 1935 till a new constitution was formed.
- Wavell had given place to 6 Muslims in the Executive Council of 14, and the British had given it the power to veto any constitutional proposal which was not in its interest. The representation was far in excess of their number as Muslims represented only 25% of the Indian population.
- The council was to have a 'balanced representation' of all Indians including 'caste-Hindus', Muslims, depressed classes, Sikhs, etc.
- Though the Governor-General's veto would not be abolished, but it would not be used unnecessarily.
- The foreign affairs portfolio would be transferred from the Governor-General to an Indian member of the council.
- The defence would be handled by a British official until the full transfer of power was made.

The conference was a failure because the League and the Congress could not settle their differences. Jinnah insisted that only League members could be the Muslim representatives in the council, and opposed to the Congress nominating Muslim members. This was because Jinnah wanted the League to be the sole representative of Muslims in India. Congress refused to accept it, for that would amount to an admission that Congress was a party only of the caste Hindus. Ironically, at that time, Maulana Abul Kalam Azad was the Congress President! Congress also rejected the veto power given to the Muslims.



Jawaharlal Nehru (left) and M.A.Jinnah (right) walking in the garden during Shimla Conference, June 1945.

Source: Barbara D. Metcalf and Thomas R. Metcalf, A Concise History of Modern India, p.211.

9.2.9. CABINET MISSION

Students, this new government under Sir Clement Attlee sent a Cabinet Mission to India for the transfer of powers from the British Indian government to Indian leaders without much delay. Lord Attlee deputed three members of his cabinet- Lord Pethick Lawrence, Sir Stafford Cripps, and A.V. Alexander. The mission had two main tasks— to discuss the principles and procedures of framing a new constitution in order to grant independence to India and to form an Interim Government on the widest possible agreement among political parties to facilitate the transfer of power. After having a prolonged discussion with the leaders of all sections of Indian society, the Mission announced its plan. The main terms of the Mission were:

- The central government at Delhi would have powers over the defence, foreign affairs, communications and currency. The rest of the powers would be vested with the provinces.
- The dominion of India would be granted independence but without any partition.
- It provided for the formation of a Constituent Assembly to formulate a constitution. For the composition of the Constituent Assembly each province shall be allotted a fixed number of seats in proportion to its population.
- An Interim Government would be formed at the centre with 14 members (6 from Congress, 5 from Muslim League and 1 member each representing the Sikh, Parsee, and scheduled caste minorities).

- It provided that all the members of the interim cabinet would be Indians and there would be minimum interference by the Viceroy.
- It recognized the Indian right to cede from the Commonwealth.
- The Union would have its own executive and legislature composed of members elected by all provinces.
- The Union government and its legislature were to have limited powers, dealing with finance, foreign affairs and communications. The Union would have powers necessary to raise the finances to manage the above-mentioned subjects. Thus, the Cabinet Mission Plan proposed a weak centre.
- The provinces would enjoy full autonomy for all subjects other than the Union subjects.
- The princely states would retain all subjects and all residuary powers.
- A Constituent Assembly was to be elected by provincial assemblies by proportional representation (voting in three groups- General, Muslims, Sikhs). This Constituent Assembly would be a 389-member body with provincial assemblies sending 292, Chief Commissioner's provinces sending 4, and princely states sending 93 members. Each province was allotted a total number of seats in proportion to its population.
- The representation of the provincial legislatures was to be broken up into 3 sections. However, a province could leave any group and join another by a majority of votes.

Section A: Madras, United Provinces, Central Provinces, Bombay, Bihar and Orissa (Hindu majority provinces).

Section B: Punjab, Sind, NWFP, Baluchistan (Muslim majority provinces).

Section C: Assam and Bengal. (Muslim majority provinces).

The full autonomy of the provinces and the provisions for grouping were meant to give the Muslim League the 'substance' of Pakistan.

The Congress on the whole was unhappy, one, for the formation of a weak central government with states having more powers. Two, the right of the province to leave the union in future was considered a dangerous proposal. Three, it rejected the grouping of provinces on the basis of religion. The Muslim League approved the plan because it felt that the grouping of Muslim majority provinces in a way meant the formation of Pakistan.

9.2.10. ELECTIONS OF 1946 AND ITS AFTERMATH

Students, in accordance with the Cabinet plan, as an immediate measure, elections to the Constituent Assembly to draft a constitution had to be held and an Interim Government had to be formed. Accordingly, in July 1946 fresh elections were held to elect the members of the Constituent Assembly by the provincial legislatures. The Congress won 205 out of 296 seats, a clear majority in every province except Bengal, Sind and Punjab. The Congress won handsome majorities in two provinces being claimed for Pakistan, N.W.F.P. and Assam, while the Muslims

League won 73 seats. The League's success in the Muslim seats was equally spectacular. Unlike 1937, it had now clearly established itself as the dominant party among Muslims. In Group B and C, which the Muslim League claimed for Pakistan, the Congress secured a respectable tally of 41 seats against 54 seats secured by the Muslim League. After this election, the Muslim League refused to cooperate with the Congress. The political situation got worse and Hindu Muslim riots started. The Muslim League demanded for a separate Constituent Assembly for Muslims in India. So, the British declared that the decisions of the Constituent Assembly would not be valid in the Muslim majority areas. Thus the working of the assembly got virtually crippled.

Certain difficulties cropped up with regard to the formation of the Interim Government as provided for in the Cabinet Mission scheme. On 16 June 1946, Lord Wavell issued invitation to 6 representatives of the Congress, 5 representatives of the Muslim League and 3 representatives of the minorities. The Congress demanded the right to include one nationalist Muslim in its list of 6 members. As its claim was rejected Congress refused to join the Interim Government. The League demanded that it should be allowed to form the government even without the Congress but this was rejected by the British. This made Jinnah withdraw its acceptance of the Cabinet Mission Scheme. On 27 July, the Muslim League council met at Bombay and called for a "Direct Action Day" to be observed on 16 August 1946 to press the League's demand for Pakistan. This day, called Direct Action Day or the Great Calcutta Killings, witnessed the worst communal riots British India had seen. Road battles between Hindus and Muslims, mainly in Bengal, saw widespread manslaughter and over 4,000 deaths and over 1 lakh displaced – all in a span of 72 hours. The communal riots spread to rural Bengal, then to Bihar, and then across the country to the United Provinces and the Punjab. The worst hit areas were Calcutta, Bombay, Noakhali, Bihar and Garhmukteshwar (United Provinces).

At the invitation of Lord Wavell, the Congress leaders agreed to form the Interim Government under Jawaharlal Nehru on 2 September 1946 to oversee the transition of the country from a British colony to an independent republic. The new government began the task of framing a constitution for the country. In October 1946 League agreed to join the government and nominated its 5 members. The League's purpose behind it was to fail the government. Liaquat Ali Khan refused to accept the leadership of Jawaharlal Nehru. Soon communal riots broke out again in different parts of the country such as Bihar, U.P., Amritsar, Lahore, Multan and Peshawar etc. Communal situation deteriorated day by day and the Interim Government failed to control the situation. Now, there was no other alternative than to accept the partition.

9.2.11. CHECK YOUR PROGRESS III

1. Who headed the Interim Government formed in the year 1946?

2. Which party called for the 'Direct Action Day' and when?

3. Name the three members of the Cabinet Mission.

4. Write down two important provisions of the Wavell Plan?

9.3. SUMMARY

Students, this unit discussed how with the outbreak of the Second World War, India's struggle for independence entered its decisive and final phase. In 1940, under the Lahore Resolution, the Muslim League changed its demand from "separate electorates" to a "separate state" mainly concentrated in the North-west and the East, which set India on the path of partition. To seek India's unconditional participation in the war against Japan, the British had to offer a number of constitutional proposals like August Offer (1940), Cripps Mission (1942). Both these offers failed to pacify the Congress demand of immediate self-rule. Hence, the Congress decided to launch the Quit India movement as a final assault on British imperialism. Within hours of Gandhiji's historic speech, almost the entire leadership of the Congress was jailed without trial. Without the guidance of the leaders, the movement descended into violence. It showed the impatience of the Indian people to attain independence from colonial exploitive rule. The long imprisonment of Congress leaders like Gandhiji, Nehru and Patel enabled the Muslim League, which had rejected Gandhiji's calls to join the Quit India Movement, to grow in influence. The growing incidents of communal violence in the country escalated the rise of the League. By 1945, WWII had ended and the British, finding it difficult to rule over awakened India, decided to grant India its freedom at the earliest. The British had to deal with a major obstacle: while the Muslim League wanted the Muslim majority provinces of India to constitute a separate sovereign state of Pakistan, the Congress wanted a united India. In 1946-47, as independence grew closer, tensions turned into terrible violence between League and Congress, which finally resulted in partition of India into two states.

9.4. SUGGESTED READINGS

David Page, et al., *The Partition Omnibus*, New Delhi: Oxford University Press, 2002.

Irfan Habib, *A People's History of India: The National Movement Part 2: The Struggle for Freedom 1919-1947*, vol. 31, New Delhi: Tulika Books, 2019.

Ishita Banerjee Dube, *A History of Modern India*, Delhi: Cambridge University Press, 2014.

Sekhar Bandyopadhyay, *From Plassey to Partition*, New Delhi: Orient Blackswan, 2010.

Sumit Sarkar, *Modern India: 1885-1947*, Gurgaon: Macmillan, 1983.

9.5. QUESTIONS FOR PRACTICE

9.5.1 LONG ANSWER QUESTIONS

1. Why did Muslim League adopt the 'Lahore Resolution'? What were its main demands?
2. "The Cripps Mission gave India a post-dated cheque". Comment.
3. Examine the background and the objectives that were laid in the Cabinet Mission Plan, 1946 and the reasons for its failure.
4. Write a detailed note on the Quit India Movement.
5. Critically analyze the events in 1940's which led to the partition of India.

9.5.2. SHORT ANSWER QUESTIONS

1. Briefly explain the Lahore Resolution of 1940.
2. What was the August Offer?
3. What were the objectives of the Individual Satyagraha that Gandhiji launched in the year 1940?
4. Why is the Quit India movement called the 'Spontaneous Movement'?
5. Why did the Congress Ministries resign in 1939?
6. State any two important proposals of Cripps offer.
7. What was Wavell's Plan?
8. What was C. Rajagopalachari Formula?

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER III

COURSE: HISTORY OF INDIA: c.1750-1947

UNIT 10: PARTITION AND INDEPENDENCE

STRUCTURE

10.0 Learning Objectives

10.1 Introduction

10.2 The Beginning of the Process: 3rd June Plan

10.3 The Boundary Commission

10.3.1 Check Your Progress I

10.4 The Partition and Its Impact

10.4.1 Check Your Progress II

10.5 Summary

10.6 Suggested Readings

10.7 Questions for Practice

10.7.1 Long Answer Questions

10.7.2 Short Answer Questions

10.0 LEARNING OBJECTIVES

After reading this unit, you will be able to:

- To understand the context of the partition.
- To learn the process of boundary demarcation and the issues related to it.
- To know about the impact of the partition.
- To identify the legacies of partition and independence.

10.1 INTRODUCTION

Students, historiography on the partition and independence reflects the evolving concerns of the people on this traumatic event. The first response was one of recording in biographies, auto biographies and memoirs what one had witnessed in this 'historic' event- civil servants, army

officers, even Mountbatten, reported their impressions. Many British historians wished to highlight the role of Mountbatten finding a solution to the 'problem'. Indian writers, including Maulana Abul Kalam Azad, tried to underline the valiant struggle for Hindu-Muslim unity and the role of the leaders of the time in accepting a partition of the country. In fact, both India and Pakistan looked at the partition from their own perspectives to focus on the emergence of their national-states after a long struggle and both blamed the British and the other for the ensuing violence.

By the 1960's historians took interest in the theme of the partition to focus on the historical context in which the events of achieving independence were shaped and the views of those participating in the event. They began to look at the transfer of power after partition and the political-administrative arrangements in the new nation-states. They had at their disposal vast documentation made available in the 1970's and original sources to present a historical narrative of the partition and independence. They viewed the process of partition as the culmination of the long struggle for independence and creation of a new free nation. Thus, providing an Indian perspective. They looked at the partition as the price to pay for freedom and questioned why such communal discord had occurred; partition was seen as 'inevitable'. The strategy of the last three viceroys – Linlithgow, Wavell and Mountbatten as well as leaders of the major political parties – Congress and Muslim League – were highlighted as significant factors in the circumstances leading to partition and independence. Jinnah was portrayed as the main force pursuing a separate nation for the Muslim minority, a position challenged by recent historians in Pakistan who state that Jinnah was in favour of Dominion status for the six provinces forming Pakistan in which no population transfer would have taken place. This idea too, is challenged by other historians.

Most British accounts put Mountbatten in the role of a hero, while Indian and Pakistani work accuses him of manipulation, imposing his own 'solution' and hastily completing a process for which no adequate provisions had been made. In recent studies regional developments have been seen rather than 'national studies and new concerns are being addressed – local movements, changes in cultural and national identities, impact of partition on irrigation works, economy, gender, patterns of violence, problems for Indian Muslims, consequences for individual communities and the social dimensions of partition. Literature and cinema have also contributed to the understanding of the partition specially from the gender perspective. There are thus, not one but several ways of looking at partition and independence which all remain relevant for the study of history. The aftermath of partition is a continuing legacy in which people and communities faced violence, loss of life and property, trauma for women, forced uprooting and refugeehood. The partition transformed the northern parts of the Indian subcontinent, millions crossed the borders and millions were killed. It impacted the administrative institutions, the economy and the life that people had known till 1947.

Historians have gone into the questions of why the partition took place when the Congress believed that India was one nation. Since the Congress had been unable to draw in the Muslim masses into the national movement, an increasing communal fury was becoming visible. This was further strengthened when the League won 90% Muslim seats in 1946. The Congress leaders, Nehru and Patel felt only transfer of power could stem this growing action and

disturbances. The Interim government had also failed to check communal activity. The acceptance of partition was a final act of the process of gaining independence and governance over the future of India. The Congress therefore, conceded to the idea of partition for independence. 15th August dawned with the dual reality of Independence and partition.

10.2 THE BEGINNING OF THE PROCESS: 3rd JUNE PLAN

The partition of India was an extremely complex exercise of boundary demarcation ever attempted. In a short period of time, between 3 June and 17 August 1947, the new boundaries between India and Pakistan were created. The division of the Punjab and Bengal in this process resulted in several problems – resettlement, and rehabilitation of refugees, Kashmir, water disputes and the relations of the two newly created nations.

Mountbatten came to India with the idea of transferring power to the Indian people as soon as possible. It had become clear in early 1947 that the Indian Union could not be maintained as a unitary state. On 3 June he announced a plan to create two nations – India and Pakistan – which was endorsed by Nehru, Jinnah and Sardar Baldev Singh. It was understood that communal majority would be the basis of division of the subcontinent. According to Mountbatten the Muslim majority provinces – Bengal, Punjab, Sind Baluchistan and North West Frontier province were to decide whether they wanted a new constitution framed by the then existing Constituent Assembly or by a new, separate one. If the consensus was for partition a Boundary Commission would be appointed to finalize the territorial division. The main political parties accepted partition in order to move towards independence for the nation, and saw it as the ‘only way forward’. In a separate meeting, West Bengal decided in favour of partition, as did Punjab, Sind, Baluchistan and NWFP. This was not however, a unanimous decision.

The major challenge was the demarcating of boundaries as there was no clear idea about territories that could be defined as Pakistan. The Muslim League had passed the Lahore Resolution for Pakistan in 1940 but had not defined its territories, laying down only the demand of ‘Muslim Majority areas’. All political parties were clear however, that some adjustments would be required to ensure that ‘non-Muslim’ majority areas were excluded from the League’s demands. The process of division thus, began.

10.3 THE BOUNDARY COMMISSION

To draw the boundaries, it was decided to have two separate Commissions each consisting of an independent Chairman and four other persons, two each to be nominated by the Congress and Muslim League. The process of demarcating the boundaries would obviously be influenced by the political parties and their agendas. With equal representation to Muslim and non – Muslim members in the Commission the Chairman would play a significant role. The Chairman, a European also held a casting vote. Cyril Radcliffe, a legal expert from Britain was appointed Chairman of both the Bengal and Punjab Boundary Commissions. Radcliffe had no experience of

India, was void of any local understanding of the provinces and had no knowledge of the problem at hand. He was however, said to be impartial, though it was believed that he would follow the dictates of Mountbatten. Radcliffe was unfamiliar with boundary making and was equally unfamiliar with the territories he had to divide. He was given only five weeks to complete the task. The 3 June Plan had no detail on the terms of reference for the boundary, and did not elaborate on 'other factors' in addition to Muslim majority areas. Radcliffe thus had three undefined criteria – demography, 'contiguous area' and 'other factors' which he had to interpret on his own. The task was further complicated by representations by the Muslim League, Congress, the Sikhs and the Hindu Mahasabha. At the end of July 1947, the Boundary Commission held a series of public meetings to listen to the submissions and arguments of Lawyers representing the different political parties. Their claims were divergent and competing, each trying to put forward a demarcation which best suited their own interests. The Muslim League highlighted demography and claimed Lahore, Rawalpindi and Multan divisions which had a Muslim majority in the Census of 1941. Additionally, they demanded tehsils in the districts of Ferozepur, Nakodar, Jalandhar and Hoshiarpur where a Muslim majority had been recorded. The Congress focused on 'other factors' and favoured a boundary of the Chenab river stating that the city of Lahore and the areas of Lyallpur and Multan had a large non-Muslim component with 'historical association with Hindus and Sikhs' and a close connection with the economy of the region. They claimed that demography alone could not be the overriding factor. The Sikhs who were most impacted by a split through the areas they were numerous in – Lahore and Jalandhar divisions- argued that their sacred places, including the birth place of Guru Nanak, would go to Pakistan and the fertile lands of a large Sikh cultivating group would be lost to them. They submitted a long memorandum claiming significant portions of Lahore, Lyallpur, Gujranwala and Sialkot districts as they were the major contributors to land revenue in these areas. They stated that the 'integrity and solidarity' of the Sikhs should be maintained in the demarcation of boundaries.

The division in Bengal was less complicated to finalize the demarcation, but the length of the boundary was many times more than in the Punjab. Here in the public sitting's arguments were presented by the Congress, Hindu Mahasabha, Muslim League and new Bengal Association. The Congress accepted the contiguous area with Muslim majority principle but claimed the area in the Calcutta-Burdwan industrial region for economic regions. The New Bengal association wanted 57% of the area of Bengal, while the Congress about 46%. The Muslim League made an extreme claim even over the Hindu majority pockets if not contiguous with Hindu majority areas outside Bengal. It also proposed that Calcutta be a 'Free city' under joint administration, which was strongly challenged by the Congress. The Muslim League claimed more than 80% of the area of undivided Bengal. It also insisted that the demarcation should be on a district basis, while the Congress demanded a *thana* or police station basis for the division. The League wanted demography to be the criteria while the Congress wanted 'other factors' to be given importance.

Mountbatten too received many petitions and memoranda regarding the demarcation of boundaries – including from Nehru, Maharaja of Patiala and Liaqat Ali Khan but he clarified that the final boundary would be as decided by Radcliffe. The task for Radcliffe was a difficult

one, he had to interpret the ‘other factors’, contend with conflicting arguments, deal with topographical problems – specially access to Assam and the status of Calcutta, the main port of the region, decide on ‘disputed’ territories and even the system of communications in these areas.

The Radcliffe Award demarcating the boundaries between India and Pakistan was announced as scheduled, but Radcliffe was conscious that it was a hasty decision which would be criticized by many. No consistent criteria were followed in Bengal and it was unfavorable to both Hindus and Muslims. East Pakistan was awarded 54.5 sq miles for a population of about 40 million, 27% were non-Muslim. West Bengal received 28000 sq miles, and Calcutta, for 21.19 million people of which 29% were Muslim. The fertile area of Murshidabad, Jessore, Nadia and Sylhet were awarded to West Bengal leaving over 1 million Muslims out of East Pakistan.

In Punjab, the boundary was irrational and problematic. Radcliffe followed the demographic principle, but not consistently. All Muslim majority districts, except Lahore and Gurdaspur, were allotted to West Pakistan, while thirteen non-Muslim majority districts to East Punjab. These included Jalandhar and Ambala divisions, Amritsar district and Pathankot, Gurdaspur and Batala tehsils of Gurdaspur district. A part of Kasur tehsil of Lahore district also went to East Punjab as it had a non-Muslim majority. The ‘other factor’ kept in mind were the irrigation systems and road and railway networks. However, Amritsar district was allotted to East Punjab despite a 53% Muslim population. As were the tehsils in Gurdaspur with a 50.2% Muslim presence. It is believed that Radcliffe was influenced by Mountbatten and decided the boundary to give India access to Jammu and Kashmir. Radcliffe was thus, not only hasty and ill-formed of the terrain but arbitrary and inconsistent in determining the boundaries. West Punjab was granted 63000 sq miles with a 16 million population, of which 25% were non-Muslim, while East Punjab was allotted an area of 37000 sq miles with a population of 12.5 million people of which 35% were Muslim. This created Hindu-Sikh pockets in West Pakistan and Muslim enclaves in India. The award was not based on the demographic criteria and created resentment in both nations with long term consequences.

10.3.1 CHECK YOUR PROGRESS I

1. What was the 3 June plan?

2. What was the criteria for the Boundary Commissions?

3. What was the Radcliffe Award?

10.4 THE PARTITION AND ITS IMPACT

Mountbatten received the Radcliffe Award on 12 August 1947 but delayed the announcement till 17th August after the ceremonies of the two new independent countries had taken place. This gave

rise to rumors which sparked off violence and rioting. There was no adequate time to make arrangements for securing life and property and caught even the provincial administration by surprise. Mountbatten was of the view that displacement of people would be 'on a relatively minor scale and spread over a long period of time'. The choice of a delayed announcement also absolved the British of any responsibilities and placed it on the newly formed, yet to be organized, governments.

The migration of population between India and Pakistan exceeded all estimates and was eventually the largest transfer of population known in history. Over 13 million people crossed the newly created borders. Millions were displaced from their homes – 4.5 million Hindus and Sikhs were uprooted from West Punjab while 5.5 million Muslims moved to Pakistan. Both sides faced large scale violence, massacre, trauma, loss of property and inhuman treatment. It is estimated – that property worth 1.5 billion rupees was lost in this process. In 1951 about one fifth of the population in the Punjab was of refugees and 2% of the total population of India had crossed the borders. The violent nature of the partition created an atmosphere of hostility and suspicion between India and Pakistan.

The process of rehabilitation and resettlement of the refugees was the first task of the new government. After the partition plan was announced by the colonial authorities ten committees had been formed to deal with the transfer of power and related matters but not one dealt with dislocation, rupture and refugees. A broad division of responsibility was shared by the Indian and state governments. The Indian government was to look after and rehabilitate refugees in urban areas while the responsibility to resettle the refugees in the rural areas was given to the states. An MEO, Military Evacuation organization was hurriedly assembled to escort the massive foot columns (Kafilas) and the migration by trains, ships, even planes in an attempt to minimize any problems in the movement of such large proportions. The army escort could not however, ensure safety or even provision of food. They were active in four areas – Norawal – Dera Baba Nanak, Lahore – Amritsar, Kasur – Ferozepur and Montgomery – Fazilka. The refugees gathered their belonging and walked for days on end to reach their destinations. Kafilas of bullock carts, house carts and even hand carts snaked across the region with millions on the move.

A majority of the refugees were settled in Delhi and East Punjab. Delhi received the largest number of migrants who were housed in 'Camps' at Red Fort, Purana Qila and Kingsway Camp (with 35000 refugees). The campsites were later converted to permanent housing through government projects. In addition, several colonies emerged – Lajpat Nagar, Rajendra Nagar, Punjabi Bagh, Reharpura, Jangpura and Nizammuddin East. The government provided schemes for education, employment and loans for start – ups. Many refugees settled in west and central Uttar Pradesh, and even Mumbai.

Refugees from Bangladesh settled in West Bengal, Assam, Tripura, Bihar and even Madhya Pradesh and Orissa. Sindhis settled in Gujarat, Maharashtra and Rajasthan. A new township of Ulhasnagar was also founded for them. However, almost one million people were reported as missing due to partition related migration.

The issue of abduction and rape was one of the serious consequences related to the partition. The Indian government claimed 33,000 women – Sikh and Hindu were abducted while the Pakistan government put the number of Muslim women at 50,000. With the help of the Abducted Persons (Recovery and Restoration) Act 1949 it was claimed that 12,000 women had been recovered in India and 6000 in Pakistan. This was an additional trauma for women as they were usually not accepted back by their families. The recovered women were ‘partitioned’ twice in the mass violence of the partition.

The refugees had left 5,700,000 acres of land in West Punjab and had to be settled in 4,500,000 acres left by Muslim landowners in East Punjab. The Government therefore evolved a system of graded cuts by which each landholder lost land in increasing proportion to the size of the holding. Large landholding were thus, virtually eliminated.

Several legislative measures between 1951-57 ensured that occupancy tenants did not lose their rights, jagirs were liable to resumption and land tenures were made secure. An effort to consolidate landholding was also made to aid agricultural production. The government built a new dam at Harike to ensure a steady supply of water in the canals. The Modhopur – Beas link was completed in 1955 and the Bhakra scheme was to be completed at a rapid pace. By 1957 2½ million additional acres of land were provided with irrigation.

With government support and the hard efforts of the people themselves transport and industry sectors began to revive. A new capital – Chandigarh – was built as a symbol of hope for the future and to provide opportunities to the refugees. A new University and a high court were also established.

Rehabilitation and resettlement brought about demographic change as well. The Sikhs now formed 35% of the total population in the new Punjab state and the Hindus 62% for the first time the Sikhs were in a large contiguous area.

The division of canal and communication network in Punjab resulted in long term issues between the two countries. While two headworks of the canal system were allotted to India a major part of the canal system was in Pakistan, which became dependent on India for a sustained water supply. An argument in December 1947 provided for proper allocation of water and maintenance of headworks but it expired a year later and was not renewed, becoming thus, a major dispute between India and Pakistan. The Indus Water Treaty of 1960, with the intervention of the World Bank, settled the conflict to some extent.

In Bengal too, there were long term implications of the boundary drawn by Radcliffe. Major disruptions, existed in road and rail systems disputes over the Ganga Waters and disagreements over the Brahmaputra projects created new issues and dissent. Since the Radcliffe award followed no natural features it dissected the two provinces, the canals and rail systems and even its homes. The trauma of the partition had a deep impact on the lives of millions of people and on the relations between the two nations – India and Pakistan.

The Sikhs in the Punjab had been concerned that the creation of two new states with partition would make them ‘politically subordinate to a Muslim or Hindu dominated post-independence ‘Punjab’. They wanted to secure safeguards for the community once the British

handed over power. However, they were not included in the demographic considerations and the Radcliffe award split the community into two and they faced, and even perpetrated violence along with the other communities. The Sikhs were a minority in East Punjab and were concerned about control by the majority. When demands for safeguards were not met by the Nehru government they raised the demand for a Sikh state and a linguistic unit, which was secured in 1966. The partition thus had long term impact on the politics and life of the people in the Punjab. In the decades after partition the economy of the Punjab was rebuilt with the Green Revolution.

In West Bengal the resettlement of refugees was not successful as the government failed at meeting the challenge of rehabilitation. Officials provided merely relief – temporary shelter in camps and rations on a daily basis. There was no long-term perspective. In 1957 the Dandakaranya scheme was introduced to colonize new areas, create employment and provide vocational skills to the refugees, but was not very successful. Mostly however, they had to rely on self – rehabilitation, specially those who lacked financial resources, resulting in squatter colonies on public land all over Bengal.

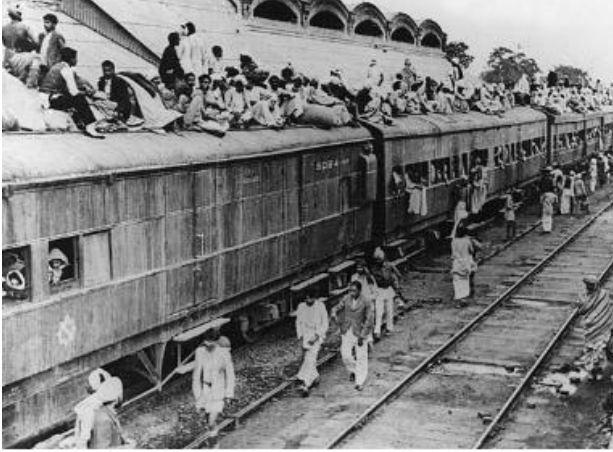
The partition changed the landscape and the life of the people in Punjab and Bengal. Lahore and Calcutta received a setback as did Amritsar. Capital investment moved away from these cities, industry relocated from these ‘border’ areas. Financial shortfall led to closure of industrial units, decline in labour force and economic crisis. Delhi too was burdened, by refugee seekers, rioting and creation of ghettos leading to alarm in the new government. Delhi became a city of refugees – its boundaries extended, population rapidly increased and placed pressure on civic amenities. City landscape transformed with ‘camps’, model towns, slums, squatter colonies and the development of satellite towns. Lahore changed from being Punjab’s pride and socio-cultural centre becoming a border town, Karachi served as temporary capital for Pakistan and also saw a rapid growth of population and size. Partition also led to the establishment of new capital cities – Chandigarh in East Punjab and Islamabad in Pakistan, both symbols of hope representing the new independent – status and future of the nascent nations.

10.4.1 CHECK YOUR PROGRESS II

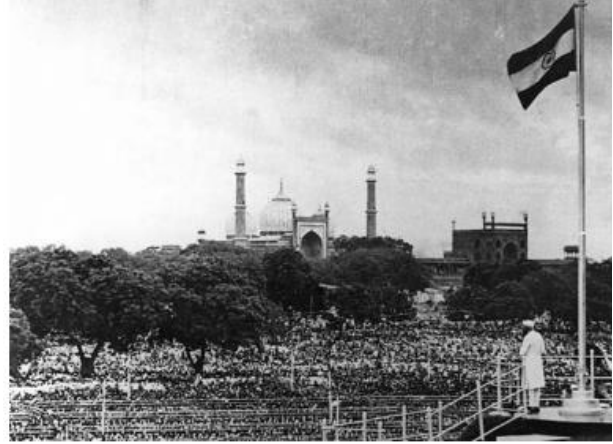
1. Which issues became matters of dispute between India and Pakistan?

2. What were ‘camps’?

3. How did partition impact the cities?



Train carrying Refugees, 1947



Nehru addressing the nation from the Red Fort, Delhi, on Independence Day 1947.

Source: Barbara D. Metcalf and Thomas R. Metcalf, A Concise History of Modern India, pp. 220,222.

10.5 SUMMARY

Students, the legacies of the partition transformed the Indian subcontinent and continues to impact the two nations even today. Peace and stability have been major issues impacting the development potential and political, social and economic life in many ways. One of the ongoing issues is the unresolved one of Kashmir, which is central to a long-drawn dispute between India and Pakistan. India had control over about half of Kashmir including Jammu and Ladakh, while Pakistan has control over about one – third of Kashmir which is organized into two administrative areas – Azad Kashmir and Northern areas. About a fifth of Kashmir is under Chinese control – the Aksai Chin area. India had military conflict over this disputed zone with Pakistan in 1948-9, 1965 and 1971 and the more recent Kargil war, and with China in 1962. The stalemate created with partition persists and remains ‘unfinished business’. Security concerns were thus, significant in the independent nations. Disputes over water – sharing are also a source of tension in the relations of the two countries, and later formed Bangladesh. Partition left an indelible imprint on the people, places and institutions. Uprooting of people led to a series of migrations and the creation of diaspora in a global context. Post partition emigration was on the rise and continues even today and is essentially a family strategy to deal with loss of wealth and status. The partition also created a problem of ‘minorities’ – the Muhajirs in Pakistan, Muslims in India and Biharis in Bangladesh. Issues related to minorities have plagued the political environment on the subcontinent along with concerns of ‘nationalism’. The contradictory nature of reality of independence and partition continues to torment people in both India and Pakistan and has left a long-term legacy of mistrust, even hatred, disputes, fractured economies, unsuccessful political systems despite a socio-cultural similarity, a shared history and a long struggle to achieve freedom.

10.6 SUGGESTED READINGS

Tai Yong Tan and Gyanesh Kudaisya, *The Aftermath of Partition in South Asia*, Norwick: Curren Publishing, 2000.

Sekhar Bandyopadhyay, *From Plassey to Partition*, New Delhi: Orient Blackswan, 2010.

Sumit Sarkar, *Modern India: 1885-1947*, Gurgaon: Macmillan, 1983.

Barbara D. Metcalf and Thomas R. Metcalf, *A Concise History of Modern India*, New York: Cambridge University Press, 2001.

10.7 QUESTIONS FOR PRACTICE

10.7.1 LONG ANSWER QUESTIONS

1. Write an essay on the historiography on the Partition.
2. Describe the formation and functioning of the Boundary Commissions.
3. Discuss the aftermath of the Partition and the issues faced by the refugees?
4. Comment on the legacy of Partition and Independence.
5. Write a note on the rehabilitation and resettlement programme of the government.

10.7.2 SHORT ANSWER QUESTIONS

1. What were the limitations of Cyril Radcliffe?
2. What did 'other factors' mean for the Boundary Commission?
3. How were the Sikhs impacted by the Partition?
4. Why did Mountbatten delay the announcement of the Radcliffe Award?
5. How many people migrated due to the partition?
6. What are squatter colonies?

CHRONOLOGY OF GOVERNOR GENERALS OF INDIA, 1774-1858

S. NO.	NAME	TERM OF OFFICE
1	Warren Hastings	20 October 1774-1 February 1785
2	Sir John Macpherson	1 February 1785-12 September 1786
3	The Earl of Cornwallis	12 September 1786-28 October 1793
4	Sir John Shore	28 October 1793- March 1798
5	Sir Alured Clarke	March 1798-18 May 1798
6	The Earl of Mornington	18 May 1798-30 July 1805
7	The Marquess Cornwallis	30 July 1805-5 October 1805
8	Sir George Hilario Barlow	10 October 1805-31 July 1807
9	The Lord Minto	31 July 1807-4 October 1813
10	The Earl of Moira	4 October 1813-9 January 1823
11	John Adam	9 January 1823-1 August 1823
12	The Lord Amherst	1 August 1823-13 March 1828
13	William Butterworth Bayly	13 March 1828-4 July 1828
14	Lord William Bentinck	4 July 1828-20 March 1835
15	Sir Charles Metcalfe	20 March 1835-4 March 1836
16	The Lord Auckland	4 March 1836-28 February 1842
17	The Lord Ellenborough	28 February 1842-June 1844
18	William Wilberforce Bird	June 1844-23 July 1844
19	Sir Henry Hardinge	23 July 1844-12 January 1848
20	The Earl of Dalhousie	12 January 1848-28 February 1856
21	The Viscount Canning	28 February 1856-1 November 1858

CHRONOLOGY OF VICEROYS

S. NO.	NAME	TERM OF OFFICE
1	The Viscount Canning	1 November 1858-21 March 1862
2	The Earl of Elgin	21 March 1862-20 November 1863
3	Sir Robert Napier	21 November 1863-2 December 1863
4	Sir William Denison	2 December 1863-12 January 1864
5	Sir John Lawrence	12 January 1864-12 January 1869
6	The Earl of Mayo	12 January 1869-8 February 1872
7	Sir John Strachey	9 February 1872-23 February 1872
8	The Lord Napier	24 February 1872-3 May 1872
9	The Lord Northbrook	3 May 1872-12 April 1876
10	The Lord Lytton	12 April 1876-8 June 1880
11	The Marquess of Ripon	8 June 1880-13 December 1884
12	The Earl of Dufferin	13 December 1884-10 December 1888
13	The Marquess of Lansdowne	10 December 1888-11 October 1894
14	The Earl of Elgin	11 October 1894-6 January 1899
15	The lord Curzon of Kedleston	6 January 1899-18 November 1905
16	The Earl of Minto	18 November 1905-23 November 1910
17	The Lord Hardinge of Penshurst	23 November 1910-4 April 1916
18	The Lord Chelmsford	4 April 1916-2 April 1921
19	The Earl of Reading	2 April 1921-3 April 1926
20	The Lord Irwin	3 April 1926-18 April 1931
21	The Earl of Willingdon	18 April 1931-18 April 1936
22	The Marquess of Linlithgow	18 April 1936-1 October 1943
23	The Viscount Wavell	1 October 1943-21 February 1947
24	The Viscount Mountbatten of Burma	21 February 1947-15 August 1947

CHRONOLOGY

- 1600: East India Company established in London.
- 1756: Bengal Nawab Siraj-ud-daula conquers Calcutta.
- 1757: Battle of Plassey; British control of Bengal.
- 1761: Afghans defeat Marathas at battle of Panipat; Haider Ali founds state of Mysore in South.
- 1764: British defeat combined forces of Bengal and Awadh *nawabs* and Mughal Emperor at Buxar.
- 1765: Emperor awards British revenue-collecting rights (*diwani*) over Bengal.
- 1772: Warren Hastings appointed first Governor-General.
- 1783: India Act establishes Board of Control.
- 1784: Asiatic Society of Bengal founded.
- 1793: Cornwallis restricts Indian Civil Service positions to Europeans; Permanent Settlement of Bengal.
- 1803: Conquest of Delhi; Mughal Emperor confined to his palace as pensioner.
- 1818: Defeat of Marathas; British control entire subcontinent outside northwest.
- 1819: Foundation of Hindu College, Calcutta.
- 1828: Raja Ram Mohan Roy founds Brahmo Samaj.
- 1829: Bentinck abolishes *sati*.
- 1835: Macaulay's Minute of Education
- 1849: Second Sikh War; conquest of Punjab; Dalhousie arrives as Governor-General.
- 1853: Railway construction begins, with guaranteed interest for investors.
- 1856: Annexation of Awadh (Oudh).
- 1857: Mutiny and revolt throughout northern India, first Indian universities established.
- 1858: East India Company abolished; Mughal ruler exiled; Crown rule instituted.
- 1868: Muslim academy established at Deoband.
- 1872: First all-India Census.
- 1875: Sayyid Ahmad Khan founds MAO College, Aligarh; Dayanand Saraswati founds Arya Samaj.
- 1876: Empress of India Act
- 1877: Imperial Assemblage held by Lord Lytton.
- 1878: Afghan War, Vernacular Press Act.
- 1882: Liberal viceroy Ripon enacts local self-government for municipalities.
- 1884: Ilbert Bill guarantees Europeans trial by jury.
- 1885: Indian National Congress founded; final conquest of Burma.
- 1891: Age of Consent Act.
- 1893: Swami Vivekananda attends World Parliament of Religions; Tilak establishes Ganapati festival; rioting over cow protection.
- 1896: Plague in Bombay.
- 1899: Curzon arrives as Viceroy to 1905.
- 1901: Punjab Land Alienation Act prohibits transfer outside agricultural classes.
- 1905: Partition of Bengal; *swadeshi* movement begins; Gokhale founds Servants of India Society.

1906: Muslim League founded.

1907: Tata Iron and Steel Company founded.

1909: Indian Councils Act; Gandhi publishes 'Hind Swaraj'.

1911: Partition of Bengal undone; Delhi made capital of India.

1914: First World War begins; India participates on British side.

1916: Congress and League join in Lucknow Pact.

1917: Montagu Declaration of eventful responsible government.

1919: Rowlatt Acts; Amritsar Massacre; Montagu-Chelmsford Report offers dyarchy.

1920: Gandhi launches a non-violent campaign to secure Indian self-rule with the support of the Muslim Khilafat Movement and the Indian National Congress.

1922: Chauri Chaura killings; Gandhi calls off non-cooperation.

1925: Rashtriya Swayamsevak Sangh (RSS) founded.

1927: Simon Commission of British MPs, appointed.

1930: Gandhi inaugurates Civil Disobedience Movement with salt march to the sea to oppose British taxes; round table conferences held in London in effort to negotiate settlement.

1932: Communal Award and Poona Pact between Gandhi and Ambedkar.

1935: Government of India Act

1937: Elections under 1935 Act give Congress control of seven provinces.

1939: Second World War; Congress ministers resign.

1940: Muslim League under M.A. Jinnah adopts Pakistan Resolution.

1942: Cripps Mission; 'Quit India' Movement.

1943: Bengal Famine; Subhas Chandra Bose leader of INA in Singapore.

1946: Elections give Congress and Muslim League overwhelming victories in Hindu and in Muslim majority areas; Cabinet Mission seeks compromise; Calcutta Killing initiates cycle of violence.

1947: India wins independence from Britain and is partitioned, creating a new India and the 'Muslim Homeland' of Pakistan. Up to a million people lose their lives during this transition.



**The Motto of Our University
(SEWA)**

SKILL ENHANCEMENT

EMPLOYABILITY

WISDOM

ACCESSIBILITY

**JAGAT GURU NANAK DEV
PUNJAB STATE OPEN UNIVERSITY, PATIALA**

(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

**BACHELOR OF ARTS
(LIBERAL ARTS)**

**CORE COURSE (CC): POLITICAL SCIENCE
SEMESTER III**

BLAB32304T: INDIAN POLITICAL SYSTEM I

Head Quarter: C/28, The Lower Mall, Patiala-147001

WEBSITE: www.psou.ac.in

The Study Material has been prepared exclusively under the guidance of Jagat Guru Nanak Dev Punjab State Open University, Patiala, as per the syllabi prepared by Committee of experts and approved by the Academic Council.

The University reserves all the copyrights of the study material. No part of this publication may be reproduced or transmitted in any form.

COURSE COORDINATOR AND EDITOR:**DR. SUKHPAL KAUR**

Assistant Professor in Political Science

JGND PSOU, Patiala

LIST OF CONSULTANTS/ CONTRIBUTORS

1. Dr. Shveta Dhaliwal
2. Dr. Sukhdeep Kaur
3. Dr. Kiranjeet Kaur
4. Dr. Amandeep Kaur
5. Prof. Navneet Kaur



JAGAT GURU NANAK DEV PUNJAB STATE OPEN UNIVERSITY, PATIALA
(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

PREFACE

Jagat Guru Nanak Dev Punjab State Open University, Patiala was established in December 2019 by Act 19 of the Legislature of State of Punjab. It is the first and only Open University of the State, entrusted with the responsibility of making higher education accessible to all, especially to those sections of society who do not have the means, time or opportunity to pursue regular education.

In keeping with the nature of an Open University, this University provides a flexible education system to suit every need. The time given to complete a programme is double the duration of a regular mode programme. Well-designed study material has been prepared in consultation with experts in their respective fields.

The University offers programmes which have been designed to provide relevant, skill-based and employability-enhancing education. The study material provided in this booklet is self-instructional, with self-assessment exercises, and recommendations for further readings. The syllabus has been divided in sections, and provided as units for simplification.

The University has a network of 10 Learner Support Centres/Study Centres, to enable students to make use of reading facilities, and for curriculum-based counselling and practicals. We, at the University, welcome you to be a part of this institution of knowledge.

Prof. Anita Gill
Dean Academic Affairs



**BACHELOR OF ARTS (LIBERAL ARTS)
CORE COURSE (CC): POLITICAL SCIENCE
SEMESTER – III
(BLAB32304T) INDIAN POLITICAL SYSTEM I**

MAX. MARKS: 100

INTERNAL: 30

PASS: 35%

EXTERNAL: 70

Objective:

Credits: 6

This course aims to introduce the students to the basic concepts and themes of the discipline of political science. It will provide an overview about political science and theory and State and its sovereignty.

INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt any two questions each from the sections A, and B of the question paper, and any ten short answer questions from Section C. They have to attempt questions only at one place and only once. Second or subsequent attempts, unless the earlier ones have been crossed out, shall not be evaluated.

SECTION – A

1. Constituent Assembly and making of Indian Constitution.
2. Preamble and Basic features of Indian Constitution.
3. Fundamental Rights and Fundamental Duties: Meaning, Explanation and Evaluation.
4. Directive Principles of State Policy: Meaning, Explanation and Evaluation and its relationship with Fundamental Rights.
5. Indian Federalism: Legislative, Administrative and Financial relations between Union and States.

SECTION – B

1. Union Executive - President: Election, Powers, Position and Changing Role.
2. Prime Minister: Appointment, Powers, Position and Relation between President and Prime Minister.
3. Union Parliament: Composition, Powers and its Changing Role.
4. Speaker of Lok Sabha: Election, Powers, Position and its Changing Role.
5. Supreme Court: Composition, Powers and Judicial Review.

Recommended Readings:

1. G. Austin: The Indian Constitution: Corner Stone of a Nation, Oxford University Press, 1966.
2. G. Austin: Working of a Democratic Constitution: The Indian Experience, Delhi, Oxford University Press, 2000.
3. D.D. Basu: An Introduction to the Constitution of India, New Delhi, Prentice Hall, 1994.
4. C.P. Bhambari: The Indian State fifty years, New Delhi, Sipra, 1997.
5. A.G. Noorani, Constitutional Questions in India, Oxford University Press, 2000.
6. P. Brass: Ethnic Groups and the State, London, Croom Helm, 1995.
7. P. Brass: Language, Religion and Politics in North India, London, Cambridge University Press, 1974.
8. B.L. Fadia: State Politics in India, Vol. II, New Delhi, Radint Publisher, 1984.
9. Laxmikant: Indian Polity, McGraw Hill Education, New Delhi, 2013.

10. R. Kothari: State against Democracy: In Search of Human Governance, Delhi, Ajantha, 1988.
11. R. Kothari: Politics in India, New Delhi, Orient Longman, 1970.
12. Nirja Gopal ayal, Partap Bhanu Mehta, The Oxford Companies to Politics in India, Oxford University Press, 2010.
13. M.V. Pylee : Constituional Government in India, Bombay, Asia Publishing House, 1977.
14. M.V. Pylee: An Introduction to the Constitution of India, New Delhi, Vikas 1998.
15. Partha Chatterjee (ed.), State and Politics in India, Oxford University Press, 1999.



JAGAT GURU NANAK DEV PUNJAB STATE OPEN UNIVERSITY, PATIALA
(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

BACHELOR OF ARTS (LIBERAL ARTS)

CORE COURSE (CC): POLITICAL SCIENCE
COURSE (BLAB32304T): INDIAN POLITICAL SYSTEM I

COURSE COORDINATOR- DR. SUKHPAL KAUR
SEMESTER - III

SECTION A

Table of Contents

Sr. No.	UNIT NAME
Unit 1	Constituent Assembly and making of Indian Constitution.
Unit 2	Preamble and Basic features of Indian Constitution
Unit 3	Fundamental Rights and Fundamental Duties: Meaning, Explanation and Evaluation.
Unit 4	Directive Principles of State Policy: Meaning, Explanation and Evaluation and its relationship with Fundamental Rights.
Unit 5	Indian Federalism: Legislative, Administrative and Financial relations between Union and States.

SECTION B

Unit 6	Union Executive - President: Election, Powers, Position and Changing Role.
Unit 7	Prime Minister: Appointment, Powers, Position and Relation between President and Prime Minister.
Unit 8	Union Parliament: Composition, Powers and its Changing Role.
Unit 9	Speaker of Lok Sabha: Election, Powers, Position and its Changing Role.
Unit 10	Supreme Court: Composition, Powers and Judicial Review.

BACHELOR ARTS (LIBERAL ARTS)

SEMESTER –III

COURSE: - INDIAN POLITICAL SYSTEM -I

UNIT 1: CONSTITUENT ASSEMBLY AND MAKING OF INDIAN CONSTITUTION

STRUCTURE:

1.0: Learning Objectives

1.1. Key Words

1.2. Introduction

1.2. Formation

1.2.1. The Cabinet Mission

1.2.2. Communal Tensions

1.2.3. Mountbatten Plan

1.2.4. Check Your Progress I

1.3. Composition

1.4. Making of the Constitution

1.4.1 Check Your Progress II

1.5. Sources of the Constitution

1.6. Summary

1.7. Questions for Practice

1.7.1. Short Answer Questions

1.7.2. Long Answer Questions

1.8. Suggested Readings

1.0. LEARNING OBJECTIVES

After the completion of this unit, you will be able to

- Understand the formation and composition of the Constituent Assembly.
- Develop a better understanding of the making of the Indian Constitution.
- Understand the working of the Constituent Assembly.

- Summarize the important committees of the Constituent Assembly and major sources of the Constitution of India.

1.1.KEY WORDS: Constitution, Constituent Assembly,

1.2. INTRODUCTION

The task of framing the constitution of a sovereign democratic nation is generally undertaken by a representative body of the people of that country. A body such elected by the people for drafting and adopting a constitution for their country is called a Constituent Assembly. In India, the idea of a Constituent Assembly, whereby Indians would themselves draft a constitution for their country, was interconnected with the growth of the national movement, and also implicit in the opposition to the Government of India Act, 1919. The idea of the Assembly was put forth by M.N. Roy in 1934. This demand was authoritatively conceded in principle for the first time by Viceroy Linlithgow in 1940, in what is known as the August Offer, although with certain important reservations. Thereafter, in 1942, Sir Stafford Cripps came to India with a draft proposal on the drafting of an independent Constitution which would be adopted after the Second World War, wherein the British government clearly undertook to accept the Constitution drafted by the proposed Constitution-making body. The Cripps Mission failed due to rejection by the Muslim League, which demanded two states with separate Constituent Assemblies.

1.3.FORMATION

After the Cripps proposals were rejected, no further steps were taken to resolve the Indian constitutional problem until the end of the War in 1945. The Constituent Assembly was ultimately constituted in 1946 on the basis of the Cabinet Mission Plan. The Mission comprising three Cabinet Ministers of England – Lord Pethick Lawrence, Sir Stafford Cripps, and Mr. A. V. Alexander – was sent to India in 1946 after the Labour Party came to power in England. After dialogue with numerous Indian leaders, and holding the Shimla conference with the representatives of the Muslim league and the Indian National Congress, when no settlement could be reached due to a strong demand for partition by the Muslim League, the three ministers announced the Cabinet Mission Plan on May 16, 1946.

1.3.1. THE CABINET MISSION

The Cabinet Mission Plan recommended a basic form and framework for the Constitution, and also laid down the procedure for election to the Constituent Assembly - a single, transferable-vote system of proportional representation. The Cabinet Mission understood that the most appropriate method to constitute such a body would have been elections based on adult franchise, but was of the opinion that that would cause a “wholly unacceptable delay” in the formulation of the Constitution. Therefore, the Mission decided to make use of the then recently elected Provincial Legislative Assemblies as electing bodies, which in its opinion was the “fairest and most practicable plan.”

The members of each Provincial Assembly except the Punjab Provincial Assembly were to be divided into two groups – Muslim and General. The division in Punjab was into communities– Muslim, General, and Sikh. Each group had to elect its own representatives to the Assembly by proportional representation with a single transferrable vote. The number of representatives assigned to each community and each Province was to be in proportion to the population of that community and that province, in the ratio of one to one million. The strength of the Assembly was to be 385, with 292 representing the Governors’ Provinces of British India and 93 representing the Indian Princely States. 4 members representing the Chief Commissioner’s Provinces of Delhi, Ajmer-Merwara, Coorg, and British Baluchistan were added to this figure.

Further, an interim government having the support of the major political parties was to be set up under the plan. The Cabinet Mission proposals were accepted by all parties, although subject to certain reservations, and elections for the 296 seats allotted to the British-Indian Provinces were held in July 1946. Special arrangements were also made for the participation of the nominated representatives of the Princely States. The Indian National Congress secured 208 of the 292 seats, including all but 9 general seats, while the Muslim League won 73 seats, including all but 5 seats assigned to Muslims.

1.3.2. COMMUNAL TENSIONS

In spite of its own resolution, 6 June 1946, whereby it accepted the proposals put forth in the Cabinet Mission Plan of 16th May, the Muslim League withdrew its acceptance and reasserted its demand for a separate sovereign nation on 27th July. A “direct action” plan was chalked out, and it was declared that 16th August, 1946 would be observed as “Direct Action Day.” The conflict leads to unspeakable violence on 16th August, which led to non-cooperation and non-participation by the League in the Constituent Assembly when it met for its first session in December.

Meanwhile, under the leadership of Jawaharlal Nehru, an Interim Government of 14 members was put in place on 2nd September after a great deal of deliberations, with 6 ministers representing the Congress, 5 the Muslim League, and one member each representing the Indian Christians, Sikhs, and Parsis. However, due to non-cooperation from the Muslim League, this government was not able to function successfully. This Interim Government remained in place till 15th August, 1947.

On 20th February 1947, the British Prime Minister Clement Attlee announced in the House of Commons his government’s intention of transferring power to Indian people and granting complete self-government to British India by a date no later June 30 1948. The British government hoped that the Muslim league would cooperate with the functioning of the Cabinet Mission provisions and formulate a Constitution that would be acceptable to everyone, given that the League had boycotted the earlier sessions of the Constituent Assembly, calling for partition and a separate state of Pakistan. It had declared that it would not participate in a single constitution-making body. In the sixth paragraph of the statement of 20th February, His Majesty’s government noted with regret that differences between Indian parties still persisted which were preventing the Constituent Assembly from working as intended, and that it was the essence of the Cabinet Mission Plan that the Assembly should be fully representative. In case the Muslim League did not cooperate, and it became apparent that a Constitution would not be framed by a fully representative Assembly before 30th June 1948, then the British Government would be forced to “consider to whom the powers of the Central Government in British India should be handed over, on due date, whether as a whole to some form of Central Government for British India, or in some areas to the existing Provincial Governments, or in such other way as may

seem most reasonable and in the best interest of the Indian people.” The formation of a separate state, Pakistan, may be understood to have been envisaged in this statement.

1.3.3. MOUNTBATTEN PLAN

Thereafter, Lord Mountbatten became the Viceroy of India in March 1947. Subsequently, on June 3, he released a statement to the effect that the partition of India along with the Provinces of Assam, Bengal, and Punjab was the only solution to the Indian political problem. As per the Mountbatten Plan, British India would be divided into two dominions of Pakistan and India. A referendum was to be held in the North West Frontier Province to determine which dominion it would join. The same was the case with the district of Sylhet. The Constituent Assembly was also to be partitioned into two, representing members from India and Pakistan separately.

The Mountbatten Plan was accepted by all - the Sikhs, the Muslim League, and the Congress. The North West Frontier Province decided to join Pakistan while the district of Sylhet decided to join East Bengal. The Legislative Assembly of Sindh, which was supposed to decide whether to join the Indian Constituent Assembly or the new one, went with Pakistan. The Plan was given effect by the enactment of the Indian Independence Act of 1947. Under the said Act, the respective Constituent Assemblies of the two countries were solely conferred with all the legislative powers, and were not limited in exercising their constituent powers in any manner whatsoever. Subject to certain adaptations and modifications, the Government of India Act, 1935 was to govern India till the time a new Constitution was put in place. The Act received Royal assent on 18th July 1947, and came into effect on 15th August 1947, when the 182 years old British rule in India ended. Lord Mountbatten was sworn in as the first Governor-General of India, the office of viceroy now abolished.

The Constituent Assembly as it was initially constituted in 1946 as per the Cabinet Mission Plan was not an independent or sovereign body, its authority being limited both with respect to basic principles and procedure. The sovereign character of the Constituent Assembly was established by the Indian Independence Act, making it unfettered by the Cabinet Mission

Plan, and free from all limitations. It was now the successor to the British Parliament's absolute power and authority in the country.

1.2.4. CHECK YOUR PROGRESS I

1. What was the composition of the Constituent Assembly as originally envisaged under the Cabinet Mission Plan?

.....
.....
.....

2. What was the significance of the statement of 20th February, 1947?

.....
.....
.....

3. What was the impact of the Indian Independence Act on the Constituent Assembly?

.....
.....
.....

1.3 COMPOSITION

The Constituent Assembly of India first met on the ninth day of December, 1946, in the Constitution Hall in New Delhi, which is now popularly known as the the Central Hall of Parliament House. The Muslim League boycotted this meeting despite their earlier acceptance, and the 93 seats assigned to the princely states initially remained vacant as they decided to stay away from the Constituent Assembly. Thus, only 211 members were present at the first meeting. Members representing some of the Indian Princely states took their seats in the Assembly on 28th April 1947. By the 15th of August, most of the Princely States were represented, and the representatives of the remaining States were also sent to join the Assembly in due course of time. After the Mountbatten Plan of June 3 was accepted, the members of the Muslim League from the Indian Dominion started participating in the Constituent Assembly. By December 1947, after the Partition, the Assembly had 299 members – 229 from 12 Indian Provinces, and 70 members nominated from 29 Princely States.

The Assembly thus became that fully represented all of India – all the States and the Provinces of India. It was free from all external authority, completely sovereign. It had the power

to amend or abrogate any law applicable to India made by the British Parliament, including the Indian Independence Act itself. Most of the members elected to the Constituent Assembly were male Hindus. There were 15 female representatives, and at least two representatives from all major religious communities. Around 80% of the Assembly consisted of members from the Indian National Congress, ideological diversity was present within the party itself, which led to representation of a range of ideologies including liberalism, conservatism, and socialism.

**STATE-WISE MEMBERSHIP OF THE CONSTITUENT ASSEMBLY OF INDIA AS ON
31ST DECEMBER, 1947
PROVINCES-229**

S.No	State	No. of Members
1.	Madras	49
2.	Bombay	21
3.	West Bengal	19
4.	United Provinces	55
5.	East Punjab	12
6.	Bihar	36
7.	C.P. and Berar	17
8.	Assam	8
9.	Orissa	9
10.	Delhi	1
11.	Ajmer-Merwara	1
12.	Coorg	1

INDIAN STATES-70

1.	Alwar	1
2.	Baroda	3
3.	Bhopal	1

4.	Bikaner	1
5.	Cochin	1
6.	Gwalior	4
7.	Indore	1
8.	Jaipur	3
9.	Jodhpur	2
10.	Kolhapur	1
11.	Kotah	1
12.	Mayurbhanj	1
13.	Mysore	7
14.	Patiala	2
15.	Rewa	2
16.	Travancore	6
17.	Udaipur	2
18.	Sikkim and Cooch Behar Group	1
19.	Tripura, Manipur and Khasi States Group	1
20.	U.P. States Group	1
21.	Eastern Rajputana States Group	3
22.	Central India States Group (including Bundelkhand and Malwa)	3
23.	Western India States Group	4
24.	Gujarat States Group	2
25.	Deccan and Madras States Group	2
26.	Punjab States Group I	3
27.	Eastern States Group I	4
28.	Eastern States Group II	3
29	Residuary States Group	4
	Total	299

1.4. MAKING OF THE INDIAN CONSTITUTION

The Constituent Assembly in its first meeting held on the appointed Monday, 9th December, with only 211 members, elected Dr. Sachchidananda Sinha, the eldest member, as the temporary interim President of the Assembly. Two days later, on 11th December, 1946, the members elected Dr. Rajendra Prasad as the permanent President and H.C. Mukherjee as the Vice-President of the Assembly. Later, V.T. Krishnamachari was elected as the second Vice-President of the Assembly, and Sir B.N. Rau was appointed as the Constitutional Advisor to the Assembly.

• THE OBJECTIVE RESOLUTION

On 13th December, 1946, Jawaharlal Nehru moved the Objective Resolution defining the aims of the Constituent Assembly. It encapsulated the values and aspirations of the Constitution-making process, a philosophy for the India to be, that served as guiding principles for the Constituent Assembly. The Resolution, which was adopted unanimously by the Assembly on January 22, 1947, and later became the foundation of the Preamble to the Constitution of India, envisaged a federal polity with sovereignty lying with the people and residuary powers vested in autonomous units. It can be summarized as follows

1. India is an Independent Sovereign Republic, for whose future governance the Constituent Assembly shall draw up a Constitution.
2. India shall be a Union of Indian States, erstwhile territories of British India, as well as all other such territories that lie outside British India and Indian States as are willing to be a part of the Independent Sovereign India.
3. The territories that form the Union shall be autonomous units and shall possess and exercise all powers and functions of government and administration, save and except those powers and functions that lie with the Union.
4. All the authority and power of Sovereign and Independent India, its constituent parts and organs of the government, flow from the people of India.
5. Social, economic, and political justice; equality before the law and equality of status and opportunity; basic freedoms - of speech, thought, expression, faith, belief, worship, vocation, association, and action – subject to law and public morality, shall be guaranteed and secured to all the people of India.

6. The depressed and other backward classes, backward and tribal areas, and the minorities shall be protected by adequate safeguards.
7. The integrity of the territory of the Republic of India shall be maintained as per justice and the law of civilized nations, along with its sovereign rights over land, air, and sea.
8. The ancient land of India, having reached its right and honored place in the world, would make its complete and voluntary contribution to the welfare of mankind and the promotion of world peace.

• **WORKING OF THE ASSEMBLY**

The Constituent Assembly appointed numerous committees to handle the various aspects of Constitution-making. There were a total of 22 committees which dealt with substantive and procedural affairs, which include the Drafting Committee, the Union Constitution Committee, Union Powers Committee, etc. The work of the Assembly was carried out in eleven sessions and preceded in various stages.

Preparation and deliberation on reports

The committees appointed by the Assembly produced valuable reports on basic issues and aspects of the constitution. It submitted the reports between April and August of 1947. Parallely, the Constituent Assembly, as and when the reports were submitted, discussed the broad principles laid down in the committees' recommendations. These debates came to an end by end of August, 1947.

Preparation of B.N. Rau's draft Constitution

On the basis of reports submitted by the various committees and sub-committees, the deliberations in the Assembly on these reports, and his own research into the constitutions of other nations, B.N Rau prepared an initial draft of the constitution which was completed by October by 1947 giving effect to the decisions taken in the Assembly on the reports of different committees. It contained 240 Clauses and 13 Schedules. Before this draft was prepared, voluminous background material containing important texts from the constitutions of around sixty countries was provided to the members of the Constituent Assembly in the form a series of three Constitutional Precedents.

Preparation of the Draft Constitution of India

On 29th August, 1947, a Drafting Committee was appointed by the Constituent Assembly. It was tasked with scrutinising the first draft of the Constitution prepared by the Constitutional Advisor. Dr. Ambedkar was elected the chairman in its first meeting held on 30th August. It initially comprised K.M. Munshi, N. Gopalaswami, Alladi Krishnaswami Ayyar, Mohammad Saadullah, B.L. Mitter, D.P. Khaitan, and Dr. B.R. Ambedkar. However, Sir B.L. Mitter resigned after the first meeting and was replaced by N. Madhava Rao, while T.T. Krishnamachari filled in D.P. Khaitan's seat when he passed away in 1948. The committee began studying B.N. Rau's draft along with other memoranda, notes, and reports on 27th October, 1947.

The Drafting Committee considered and worked on Rau's draft from October 1947 to February 1948, making various changes and tweaks to it. The Committee then came up with and submitted the Draft Constitution of India, 1948 to the President of the Assembly on 21st February, 1948. The Draft had 315 articles organised in 18 Parts and 8 Schedules. The Drafting Committee included footnotes along with brief explanations wherever the Draft Constitution differed in a major manner with B.N. Rau's draft and wherever there was a lack of clarity in some provision or any controversy.

The Draft Constitution was published and widely circulated among the general public, and feedback and suggestions were invited. A huge number of criticisms, comments, and suggestions for the amendment of the Draft Constitution came in. A Special Committee comprising members of the Union Powers Committee, the Union Constitution Committee, the Provincial Constitution Committee, and the Drafting Committee itself, was established to go through all the feedback that was received. The Drafting Committee met in March and October of 1948 to consider and review the inputs and suggestions of the Special Committee, based on which it prepared amendments. To make reference to such amendments easier, the Drafting Committee reprinted the Draft Constitution it had originally submitted on 21st February together with the intended amendments, which were appended to clauses that were intended to be amended. The same was submitted to the President of the Assembly on 26th October, 1948.

Deliberations on and amendments to the Draft Constitution

The Draft Constitution was formally presented in the Assembly on 4th November, 1948, by Dr. B.R. Ambedkar. Every member of the Assembly possessed a copy along with the recommended amendments that were prompted by the feedback received. There were mixed initial reactions to the Draft. Dr. Ambedkar gave an overview of the Draft in his address, and replied to some criticisms levelled against it. For instance, to the criticism that the Draft Constitution could not be called original and that it had reproduced numerous provisions of the Government of India Act, 1935, he responded, “The only new things, if there can be any, in a Constitution framed so late in the day are the variations made to remove the faults and to accommodate it to the needs of the country. The charge of producing a blind copy of the constitutions of other countries is based, I am sure, on an inadequate study of the Constitution.” He firmly held that there was no plagiarism involved in framing the Constitution, and that no one has patent rights over the fundamental ideas of a constitution.

Thereafter, a clause by clause consideration of the Draft Constitution was undertaken by the Constituent Assembly during the period between 15th November 1948 - 17th October 1949. The most vital and comprehensive Constituent Assembly debates took place during this First Reading. Every article of the Draft Constitution of India was discussed and deliberated upon. Numerous amendments put forth by individual members of the Assembly as well as the Drafting Committee were also debated upon. After a period of almost one year, this stage came to an end on 17th October 1949, a day on which the Preamble to the Constitution of India was also debated and voted upon.

Consequently, the Drafting Committee incorporated the necessary amendments on the basis of the Assembly’s decisions, prepared the revised draft. Other revisions related to minor changes in language, numbering of articles, dropping and inserting relevant clauses were also made at this stage. This revised draft was presented to the President of the Assembly on the 3rd of November, 1949, and was placed before the Assembly for another reading on 14th November. The Second Reading of the Constitution saw many amendments being moved by the members, though most were rejected. This took three days, till the 16th of November. The very next day, on the 17th of November, a Third Reading of the Draft Constitution was undertaken by the

Assembly which began with a motion by Dr. B.R. Ambedkar to the effect “that the Constitution as settled by the Assembly has passed.” Few substantive debates occurred in this stage, with a majority of the addresses commenting on the Constitution as a whole. The Third Reading got over with the Constituent Assembly voting for and adopting the motion on the 26th day of November, 1949.

Adoption of Indian Constitution

Thus, the Constitution of India, containing 395 Articles, 22 Parts, and 8 Schedules, was adopted, enacted, and given to the people of India by themselves. The Preamble to the Constitution was also adopted on 26th November. Certain provisions of the Draft Constitution concerning elections, citizenship, Provisional Parliament, temporary and transitional provisions immediately came into force on 26th November, 1949 when the Draft was adopted, while the Constitution of India came into effect on 26th January, 1950. The Constituent Assembly ceased to exist on that day, becoming the Provisional Parliament of India which continued till a new Parliament was constituted after the first general elections in 1952.

The humongous task of constitution-making was accomplished in less than three years. It took two years eleven months and seventeen days to draft the Constitution of Independent India. Eleven sessions were held during this period. The major portion of the Constituent Assembly debates, and the constitution-making process overall, was dedicated to the deliberations over the Draft Constitution of India and its revised version. 114 out of a total 165 sittings of the Constituent Assembly were spent discussing and considering the Draft. During the process, an astounding 7,635 amendments were tabled, of which the Assembly moved, deliberated upon and disposed off 2,473. Besides making the Constitution for Independent India, the Constituent Assembly also adopted the National Flag on 22nd July 1947 and *Jana Gana Mana* as the National Anthem on 24th January 1950. Ours is the longest written constitution in the world, and although it has borrowed ideas and provisions from other constitutions of the world, it cannot be called copied. It was drafted comprehensively in light of India’s distinct past, location, diversity, tradition, and needs, making it unique in both content and spirit.

SESSIONS OF THE CONSTITUENT ASSEMBLY:

First Session:	9-23 December, 1946
Second Session:	20-25 January, 1947
Third Session:	28 April - 2 May, 1947
Fourth Session:	14-31 July, 1947
Fifth Session:	14-30 August, 1947
Sixth Session:	27 January, 1948
Seventh Session:	4 November, 1948 - 8 January, 1949
Eighth Session:	16 May - 16 June, 1949
Ninth Session:	30 July - 18 September, 1949
Tenth Session:	6-17 October, 1949
Eleventh Session:	14-26 November, 1949

The Assembly met one more time after the eleventh session, on 24th January 1950, the last day of the assembly, when 284 members signed the Constitution of India. That day, the drizzling rain outside was interpreted to a good omen.

IMPORTANT COMMITTEES

Name of the Committee	Chairman
Committee on the Rules of Procedure	Rajendra Prasad
Steering Committee	Rajendra Prasad
Finance and Staff Committee	Rajendra Prasad
Credential Committee	Alladi Krishnaswami Ayyar
House Committee	B. Pattabhi Sitaramayya
Order of Business Committee	K.M. Munshi
Ad hoc Committee on the National Flag	Rajendra Prasad
Committee on the Functions of the Constituent Assembly	G.V. Mavalankar
States Committee	Jawaharlal Nehru
Advisory Committee on Fundamental Rights, Minorities and Tribal and Excluded Areas	Vallabhbhai Patel

Minorities Sub-Committee	H.C. Mookherjee
Fundamental Rights Sub-Committee	J.B. Kripalani
North-East Frontier Tribal Areas and Assam Excluded & Partially Excluded Areas Sub-Committee	Gopinath Bardoloi
Excluded and Partially Excluded Areas (Other than those in Assam) Sub-Committee	A.V. Thakkar
Union Powers Committee	Jawaharlal Nehru
Union Constitution Committee	Jawaharlal Nehru
Drafting Committee	B.R. Ambedkar

1.4.1 CHECK YOUR PROGRESS II

1. Precisely how long did it take to frame the Constitution of India?

.....

.....

2. What was the final Composition of the Constituent Assembly in December 1947?

.....

.....

.....

.....

3. How many Readings of the Draft Constitution take place?

.....

.....

.....

1.5. SOURCES OF INDIAN CONSTITUTION

Sl. No	Countries	Borrowed Features of the Constitution
1.	Japan	<ul style="list-style-type: none"> The concept of Procedure Established by law
2.	UK	<ul style="list-style-type: none"> Parliamentary form of government Rule of Law

		<ul style="list-style-type: none"> • Legislative procedure • Idea of Single Citizenship • Cabinet system • Prerogative writs • Parliamentary privileges • Bicameralism
3.	Canada	<ul style="list-style-type: none"> • Federation with a strong Centre • Vesting of residuary powers in the Centre • Appointment of state governors by the Centre • Advisory jurisdiction of the Supreme Court
4.	Soviet Union (USSR) (now, Russia)	<ul style="list-style-type: none"> • Fundamental duties • Ideals of justice (social, economic and political) in the Preamble
5.	Ireland	<ul style="list-style-type: none"> • Directive Principles of State Policy • Nomination of members to Rajya Sabha • Method of election of the president
6.	US	<ul style="list-style-type: none"> • Fundamental rights • Independence of judiciary • Judicial Review • Impeachment of the president • Removal of Supreme Court and High Court judges • Post of vice-president
7.	Australia	<ul style="list-style-type: none"> • Concurrent list • Freedom of trade, commerce and intercourse • Joint-sitting of the two Houses of Parliament
8.	Germany	<ul style="list-style-type: none"> • Suspension of Fundamental Rights during emergency

9.	France	<ul style="list-style-type: none"> • The concept of “Republic” • Ideals of liberty, equality and fraternity in the Preamble
10.	South Africa	<ul style="list-style-type: none"> • Procedure for amendment to the Indian Constitution • Election of members of Rajya Sabha

1.6 SUMMARY

The foremost criticism of the Constituent Assembly has been that it was not a representative body its members were not elected directly by the people of India on the basis of universal adult franchise, but indirectly. The time taken in drafting the Constitution has also been commented upon negatively, along with the fact that it was dominated by members of the Indian National Congress, the Hindu community, and also the Lawyer-Politician community. The complicated language and the originality, or lack thereof, has also been criticised, with the Constitution being labelled a borrowed one. However, these criticisms need to be considered in light of the prevailing circumstances of that time, for some of them may be explained. Direct elections by adult franchise during those times when partition and communal riots threatened the country were impracticable, and would have caused an even further delay in the constitution-making process, as was noted by the Cabinet Mission. The delay in drafting is also understandable given the complexity of issues involved, as well as the diversity of a nation like India. Further, it was only natural that a majority of the members of the Assembly would belong to the Congress since the party dominated the Provincial Assemblies. The Congress party itself comprised members belonging to varying ideologies and all the different sections of the Indian society.

1.7. QUESTIONS FOR PRACTICE

1.7.1 LONG ANSWER QUESTIONS

1. What was the Mountbatten Plan?
2. What was the Objective Resolution? Explain.
3. What was the composition and role of Drafting Committee?
4. What are the various sources of the Indian Constitution? Elaborate.

5. What are some common criticisms of the Constituent Assembly? Do you agree with such criticisms?

1.7.2 SHORT ANSWER QUESTIONS

1. What was Dr. Ambedkar's opinion on the originality of the Constitution?
2. When were the Preamble, the National Flag, and the National Anthem adopted, respectively?
3. How many committees were appointed by the Constituent Assembly? Which were the important ones?
4. How many sessions of the Constituent Assembly were held? Why did the Assembly meet on 24th January, 1950?
5. During which Reading of the Draft Constitution did the greatest deliberation take place? What took place in the other two Readings?
6. Is it fair to say that the Indian Constitution is plagiarized?
7. Who prepared the initial draft of the Constitution based on the Committee reports and Assembly debates till August 1947?
8. What is the significance of the Objective Resolution?

1.8. SUGGESTED READINGS

- M. Laxmikanth (2013), Indian Polity, Mc Grow Hill Education, New Delhi
- V. N. Shukla (1998), Constitution of India, Eastern Book Company, Lucknow
- Subhash C. Kashyap (1995), Our Constitution, National Book Trust, New Delhi
- G. Austin: Working of a Democratic Constitution: The Indian Experience, Delhi, Oxford
- Nirja Gopal, Partap Bhanu Mehta, The Oxford Companies to Politics in India, Oxford University Press, 2010.
- M.V. Pylee, Constitutional Government in India, Bombay, Asia Publishing House, 1977.

BACHELOR ARTS (LIBERAL ARTS)
SEMESTER –III
COURSE: - INDIAN POLITICAL SYSTEM -I

UNIT 2: PREAMBLE AND BASIC FEATURES OF INDIAN CONSTITUTION

STRUCTURE:

- 2.0: Learning Objectives
- 2.1. Key Words
- 2.2. Introduction
- 2.3. Purpose of the Preamble
- 2.4. Objectives enshrined in the Preamble
- 2.5. Can Preamble be amended?
 - 2.5.1 Check Your Progress I
- 2.6. Basic features of the Indian Constitution
 - 2.6.1. Check Your Progress II
- 2.7. Summary
- 2.8. Questions for Practice
 - 2.8.1. Long Answer Questions
 - 2.8.2. Short Answer Questions
- 2.9. Suggested Readings

2.0. LEARNING OBJECTIVES

After the completion of this unit, you will be able to:

- What does the Preamble mean and how it came into existence
- The effect of the 42nd Amendment Act, 1976 on the Preamble
- The basic features of the Constitution of India

2.1 KEY WORDS: Preamble, Constitution, judgement, Socialist, Secular, democratic, Republic, Liberty, Equality, Justice, Freedom

2.2. INTRODUCTION

The Preamble to the Constitution of India enlists the main objectives which the Constitution intends to achieve. It is a codified form of all the ideals which India has striven hard to achieve, even during its struggle for independence. The Supreme Court in *Re Berubari case*¹ has said that the Preamble is a door to the thought process of the makers of this Constitution and encapsulates their aims and goals for it.

The Preamble declares:

“We, the people of India having solemnly resolved to constitute India into a Sovereign, Socialist, Secular, Democratic, Republic and to secure to all its citizens:

Justice, social, economic and political;

Liberty of thought, expression, belief, faith and worship;

Equality of status and of opportunity; and to promote among them all;

Fraternity assuring the dignity of the individual and the unity and the integrity of the Nation;

In our Constituent Assembly this twenty-sixth day of November, 1949 do Hereby, Adopt, Enact and Give to ourselves this Constitution.”

The Preamble may be a way of peering into the minds of the makers of the Constitution, but it does not have an overriding effect on the express provisions stated in it. This was held in *Re Berubari*², where it was said that the Preamble was not to be considered as a part of the Constitution and therefore, could not be a source of substantive powers. The Preamble serves as a guiding light to understand any ambiguity in the provisions of the Constitution.

However, this view was rejected by the Supreme Court in *Kesavananda Bharti v. State of Kerala*³, where it held that the Preamble is a part of the Constitution. Sikri, C.J., observed, “No authority has been referred before us to establish the propositions that what is true about the powers is equally true about the prohibitions and limitations. Even from the Preamble limitations have been derived in some cases. It seems to me that the Preamble of our Constitution is of extreme importance and the Constitution should be read and interpreted in the light of the grand and noble vision expressed in the Preamble.”

¹AIR 1960 SC 845.

²*Ibid.*

³AIR 1973 SC 1461.

2.3. PURPOSE OF THE PREAMBLE

The aim of the drafting committee of the Constitution was that the Preamble serves the following purposes:

- i. It is an indicator of the source of the Constitution, i.e., it comes directly from the people of India.
- ii. It enshrines the clause which brings the Constitution into force.
- iii. It declares the rights and freedoms intended for the people of India and the type of political system which the people of India wished to establish.

According to the Preamble, the source of the Constitution is the people of India itself, and there is no subordination to any external authority or force. The Preamble also declares India to be a “*Sovereign Socialist Secular Democratic Republic*”. Sovereign power is absolute, and in the words of Cooley, “A State is sovereign where there resides within itself a supreme and absolute power acknowledging no superior”. However, India is still considered a member of the Commonwealth of the Nations, and its sovereign status is not affected by such membership.

The Preamble declares India as a Republic because the head of the State is not a hereditary monarch. In a republic, the head of the State is elected by the people for a fixed amount of time. The Constitution of India states that the head of the Executive is the President, and is elected for a term of five years. The term ‘democratic’ indicates that the Constitution has established a form of the government which derives its power from the people, and is answerable to them as well.

There are two types of democracy: (i) Direct democracy, where the legal and the political sovereignty is vested in the people, as followed in Switzerland, and (ii) Indirect democracy, where the representatives elected by the people are vested with powers of legal and political sovereignty. Such type of democracy is also known as *Representative Democracy*.

The terms ‘Socialist’ and ‘Secular’ were added to the Preamble by the 42nd amendment, 1976. The concept of Socialism is implicit in the Preamble, specifically where the words ‘Economic justice’ has been used. It denotes India’s aim to bring about a socio-economic revolution in the country for the upliftment of weaker classes. While the term ‘Socialism’ has no definition, it has normally implied a political system where means of production are wholly or in large part owned by the State itself. The Constitution of India has added the democratic aspect to

it for its idea of government, which is why it is known as democratic socialism. The effect of the word ‘Socialist’ was considered by the Apex Court in *Excel Wear v. Union of India*⁴, where it was held that addition of the word ‘Socialist’ may tilt the Court decisions in favour of Nationalisation and State Ownership. As long as a large section of the Indian economic structure is composed of private ownership, the rules of Socialism cannot be pushed to such an extent so as to completely ignore their interests. This point was later elaborated in *D.S. Nakara v. Union of India*⁵, where the Supreme Court held that the ‘basic framework’ of Socialism is to provide a decent standard of life to the working people and provide economic security ‘from cradle to grave’.

A State being ‘secular’ means that it does not recognize any religion as the State Religion. The concept of Secularism is also implicit in the Preamble, where it reads, “liberty of... belief, faith and worship”. In the Constitution, Articles 25 to 28 provide a constitutional guarantee to every person of the freedom of conscience and the right to profess, practise and propagate any religion. In *S.R. Bommai v. Union of India*⁶, it was held by the Supreme Court that secularism is “a basic feature of the Indian Constitution”. The definition was expanded in *Aruna Roy v. Union of India*⁷, where the Apex Court held that secularism has a “positive meaning”, that is developing, understanding and respect towards different religions.

The word ‘integrity’ was also added by the 42nd amendment Act, 1976, which aimed at ending separatist tendencies and making people feel that India is their home. While the concept was already implied by the federal nature of the Constitution, the drafting committee has expressly used the following words in Article 1 of the Constitution: “India shall be a Union of States.” This makes it clear that the states have no right to secede from the Union. In addition to this, Article 19(2) of the Constitution empowers the State to impose reasonable restrictions on the freedom of speech and expression of the citizens in the interests of integrity and sovereignty of India.

2.4. OBJECTIVES ENSHRINED IN THE PREAMBLE

There are certain ideals which the Preamble envisages for the Constitution to achieve and those are mentioned in the Preamble itself: *Justice, Liberty, Equality* and *Fraternity*. The Constitution

⁴AIR 1979 SC 25.

⁵AIR 1983 SC 130.

⁶(1994) SCC 1.

⁷AIR 2003 SC 3176.

of India wishes to secure political, social and economic justice for the citizens of India. The attainment of collective good as distinguished from individual good is the main aim of rendering justice. Combining the ideals of political, social and economic democracy with that of equality and fraternity in the preamble will make an India “in which the poorest shall feel that it is their country in whose making they have an effective voice: an India in which all communities shall live in perfect harmony.”, in the words of Mahatma Gandhi.

Article 1 of the Universal Declaration of Human Rights adopted by the United Nations Organization embodies the noble idea that “all human beings are born free and in equal dignity and rights, they are endowed with reason and conscience and should act towards one another in a spirit of brotherhood”. It is this concept of brotherhood of the man which is contained in the Preamble of the Constitution.

2.5 CAN PREAMBLE BE AMENDED?

This question was asked for the first time in *Kesavananda Bharti* case, where the Attorney General argued that according to power of amendment under Article 368, even the Preamble can be amended, as it is a part of the Constitution. However, the petitioners argued that the power under Article 368 was limited, and did not extend to amending the Preamble. It was further argued that the Preamble contained the ‘basic features’ or the ‘fundamental elements’ of the Constitution, and any attempt to tamper with or alter them may violate the spirit of the Constitution itself.

The Supreme Court by a majority decision held that since Preamble is a part of the Constitution, it can be amended. However, any amendment of the Preamble would be subject to keeping its ‘basic structure’ intact. The identity of the Constitution cannot be maintained if the elements integral to its core are removed. The Court stated, “the edifice of our Constitution is based upon the basic elements mentioned in the Preamble. If any of these elements are removed the structure will not survive and it will not be the same constitution or it cannot maintain its identity. The Preamble declares that the People of India resolved to constitute their country into a sovereign democratic republic. No one can suggest that these words and expressions are ambiguous in any manner. An amending power cannot be interpreted so as to confer power on the Parliament to take away any of these fundamental and basic characteristics of policy.”

2.5.1 CHECK YOUR PROGRESS I

1. What were the words added by the 42nd Amendment?

.....
.....

2. Can Preamble be amended under Article 368?

.....
.....

3. What do the words 'Socialist' and 'Secular' mean?

.....
.....

2.6. BASIC FEATURES OF THE INDIAN CONSTITUTION

The Constitution of India has some very unique and interesting features. They are elaborated as follows:

i. Longest Constitution –

The Constitution of India is one of the longest and most elaborate of all the codified constitutions of the world. The Australian Constitution has only 128 Articles, the American Constitution has 7 Articles and the Canadian Constitution has only 147 Articles. On the other hand, Indian Constitution originally consisted of 395 Articles, 25 Parts and 12 Schedules. Since the original draft of the Constitution, a lot more Articles and provisions have been added. Some of the reasons for this bulk are as follows:

- a) The framers of the Indian Constitution had gone through a lot of written constitutions available and wanted to incorporate their best provisions into their Constitution. This was done with the sole purpose of avoiding any defects and loopholes that might come in future.
- b) The Constitution of India lays down the structure for both central and state governments. Quite a lot of other countries' constitutions have not done this.

ii. Parliamentary form of Government –

The makers of the Indian Constitution followed the British model of Government *in to*, adopting the parliamentary form of government both at the central and the state level. The reason for this is that Indian political system was used to this form of government, and such form of government was also considered as the one which was directly responsible for and answerable to

its source of power, i.e. the people of India. The President is the constitutional head of the State, but the real executive power is vested in the Council of Ministers, and headed by the Prime Minister. All the ministers and other representatives (both in lower house, the Lok Sabha and the upper house, the Rajya Sabha) are elected, either directly or indirectly, by the citizens of India.

iii. Blend of rigidity and flexibility –

Many of the federations have lengthy or cumbersome constitution- or law-amending processes. However, barring a few provisions requiring assent from half of the state legislatures of India, a simple method of amendment is followed for altering the Constitution in India. While it may be a codified constitution, it is still possible to change/alter a provision with a relatively easy process. Hence, the Constitution of India is both rigid and flexible.

iv. Fundamental Rights –

As the fundamental rights have been incorporated in Part III of the Constitution, they are considered as one of the most distinguishing features of a democracy. These rights are a safeguard against any illegal action taken by the state with respect to freedoms granted to the citizens (and other persons too, in some cases). In order to enforce these rights, various remedies in the form of writs have also been created, such as *Habeas Corpus*, *Mandamus*, *Prohibition*, *Quo Warranto* and *Certiorari*. However, fundamental rights come with reasonable restrictions defined under the Constitution. In other words, fundamental rights are not absolute.

v. Directive Principles of State Policy –

Written in Part IV of the Constitution of India, the Directive Principles of State Policy sets the goals which the State wishes to achieve through governance of its subjects. These are not enforceable in a Court of Law, unlike the fundamental rights. While these principles may not be justiciable, yet the idea of a welfare state envisaged in the Constitution can only be achieved if the States endeavour to implement them with high sense of moral duty. The representatives are answerable to their constituents during every election, and directive principles serve as a checklist for the constituents to see what work has been done and what more is expected out of their representatives.

vi. Federation with a strong Centre –

The structure provided by the Constitution of India is such that a lot of power has been given to centre over the states, unlike a federal system, where division of powers is done equally between centre and the states. In times of emergency, the federal system of government in India becomes

a unitary one, with all the power concentrated at the Centre. All the decisions related to finance, legislation, security, etc. are then decided by the Centre rather than the states. This combination of federal and unitary character is a unique feature of the Indian Constitution, and can be better understood by understanding the circumstances and the historical background upon which federalism was introduced in India.

vii. Adult suffrage –

The previously used system of communal electorates was abolished by this Constitution and the uniform adult suffrage system was adopted. Under the Constitution of India, every person above the age of 18 years has been given the right to elect their representatives. This right has been given without any qualification for sex, property, taxation returns, etc., which makes it both bold and ambitious to give this right to every citizen of India, considering the country's diversity. It is safe to say that this attempt to create the world's largest democracy has been met with modest success, keeping in mind the fact that number of people voting in every subsequent election is increasing and yet there are a lot of problems with the way how elections are conducted in India.

viii. Independent Judiciary –

Listing of freedoms in the Constitution without a body with powers to protect those freedoms, defeats the purpose of giving such freedoms and rights in the first place. That's why for enforcement of these rights, an independent judiciary is necessary and has also been established. Unless there is remedy, there is no right, as rights do get violated from time to time. The Judiciary has been granted powers like Judicial Review in order to safeguard people's rights against violations by the State or private persons. Besides, in a federal Constitution, it plays the role of defining the powers and limits of the Centre and the States.

ix. Secular State –

As mentioned earlier, a Secular State is one where a State has no recognised religion of itself and treats all religions equally. Once again, trying to create a secular state in a country as diverse as India is a bold attempt to portray the unity amongst different religions which continue to propagate and exist within the boundaries of the Country. The Preamble declares to give all the citizens of India "liberty of... belief, faith and worship", while the Articles 25 to 28 emphasise on the secular nature of the Indian Constitution. It guarantees every person the freedom of conscience and the right to profess, practise and propagate the religion of their choice. In a secular state, the only relationship which the State regulates is that of man and man, not man and

God. A person can worship God according to what their conscience dictates, but this freedom too, like other freedoms, is subject to regulation by the State. Nothing can be done under the garb of religion which against public health, order or morality. Similarly, religious freedom is not a tool to be used for economic exploitation. The right to own, acquire and administer property by religious institutions is also subject to regulation by the Government.

x. Single Citizenship –

Although the Constitution of India has a federal character and provides for a dual polity, i.e. governments in both centre and states, it only provides for a single citizenship, which spans throughout the whole of the country. This is unlike other countries with federal constitutions, such as the United States of America (USA), where dual citizenship exists. In India, there is no ‘state citizenship’. Every Indian is a citizen of India and enjoys the same rights of citizenship no matter what state he/she/they reside in.

xi. Fundamental Duties –

The Constitution (42nd Amendment) Act, 1976 introduced the concept of fundamental duties for the citizens. These duties serve as a reminder that while the people may have certain rights granted to them under the Indian Constitution, they also have certain duties which they have to perform in order for the country to become a successful democracy. However, these duties are not enforceable in a Court of Law.

xii. Judicial Review –

‘Judicial Review’ is the power of the higher Courts to decide the constitutionality of the legislations and laws which fall under their jurisdiction to enforce and the power to refuse enforcement of such law which it deems unconstitutional or not meeting the standards set by the Constitution, and hence void. Khanna, J., in *Kesavananda Bharati* case, said, “Judicial Review has thus become an integral part of our Constitutional System and a power has been vested in the High Courts and the Supreme Court to decide about the constitutional validity of the provisions of statutes. If the provisions of the statutes are found to be violative of any of the articles of the Constitution, which is the touchstone for the validity of all the laws, the Supreme Court and the High Courts are empowered to strike down the said provisions.”

‘Power corrupts a man and absolute power corrupts absolutely’ is a very significant adage to be kept in mind, especially when talking about governments and their ambit of powers. When Montesquieu gave his doctrine of separation of powers, he was ‘moved’ by his desire to

put a curb on absolute and uncontrollable power with any one organ of the government. A legislature, an executive and a judiciary make the aggregate of what is understood and meant as 'Government'. Power has to be kept in check, or the tilt of human nature towards chaos and tyranny will violate the body and the spirit of the Constitution, and the promise of a democratic state made by it to the people of India.

The doctrine of Judicial Review was first propounded by the Supreme Court of USA in the case of *Marbury v. Madison*⁸. Judicial Review works on the premise that there is a supreme law of the land which is the foundation and source of other legislative authorities in the country, and it is applied when any ordinary law is in violation of the supreme law of the land, and in order to declare such law void, some authority must possess this power of pronouncing such Acts void.

In the Indian Constitution, the Judicial Review has been expressly mentioned, unlike USA, where it is on a softer footing. In *State of Madras v. V.G. Row*⁹, Patanjali Sastri, C.J., observed, "Our Constitution contains express provisions for judicial review of legislation as to its conformity with the Constitution, unlike in America where the Supreme Court has assumed extensive powers of reviewing legislative acts under cover of widely interpreted 'due process' clause in the Fifth and the Fourteenth amendments. If then, the courts in this country face up to such important and none too easy task, it is not out of any desire to tilt at legislative authority and a crusader's spirit, but in discharge of duty plainly laid upon them by the Constitution. This is especially true as regards the fundamental rights as to which the Court has been assigned the role of the sentinel on the *qui vive*".

In *Binoy Viswam v. Union of India*¹⁰, the Supreme Court held that the Supreme Court or the High Courts while exercising their power of judicial review may declare law passed by the Central or the State Legislature as invalid on only two grounds: (a) The legislature which passed the law is not competent to do so and/or (b) it is in violation of any of the fundamental rights given in Part III of the Constitution or any other right/provision of Constitution.

Judicial Review has also been considered as a part of the 'basic structure' of the Constitution in the *Kesavananda Bharati* case and therefore, "it cannot be damaged or destroyed by amending the Constitution under Article 368 of the Constitution".

⁸2L Ed. 60.

⁹AIR 1952 SC 196.

¹⁰AIR 2017 SC 2697.

2.6.1. CHECK YOUR PROGRESS II

1. Are Directive Principles of State Policy enforceable in a Court of Law?

.....

.....

.....

2. Does India grant dual citizenship?

.....

.....

3. Which landmark case stated that Judicial Review is the ‘basic structure’ of the Constitution?

.....

.....

2.7. SUMMARY

Both the Preamble and the basic features of the Constitution have an important role to play in upholding the lofty standards set by the makers of the Constitution, and while it is still an ongoing process, India now fares far better as a legal and political system than its performance at the time of independence, which has been only possible in large part due to following the letter and the spirit of the Constitution and understanding what it means to be a lawfully-abiding citizen of this country.

2.8. QUESTIONS FOR PRACTICE

2.8.1 LONG ANSWER QUESTIONS

1. Explain the basic features of the Constitution of India in brief.
2. What is the meaning of the terms ‘Socialist’ and ‘Secular’ and why were they added to the Preamble?
3. Elaborate upon the power of Judicial Review and how it has been incorporated into the Indian Constitution.

2.8.2. SHORT ANSWER QUESTIONS

1. Why is the Constitution of India the lengthiest Constitution in the World?

2. Is Preamble a part of the Constitution?
3. What purpose is served by the Preamble?
4. How is being secular a basic feature of the Indian Constitution?
5. What are the remedies for the enforcement of Fundamental Rights?

2.9. SUGGESTED READINGS

- J.N. Pandey, *CONSTITUTIONAL LAW OF INDIA*, Central Law Agency, Allahabad, 2018.
- K.C. Wheare, *Federal Government*, Oxford University Press, 1946.
- Constituent Assembly debates, Vols. VIII and XI
- Bowie & Friedrich, *Studies in Federalism*, Little, Brown & Co., 1954

BACHELOR OF ARTS (LIBERAL ARTS)
SEMESTER III
COURSE: INDIAN POLITICAL SYSTEM I

**UNIT 3 FUNDAMENTAL RIGHTS AND FUNDAMENTAL DUTIES: MEANING,
EXPLANATION AND EVALUATION**

STRUCTURE

- 3.0 Learning Objectives
- 3.1 Key Words
- 3.2. Introduction
- 3.3. Features of fundamental rights
- 3.0. Learning Objectives
- 3.4. Elaboration of Fundamental Rights Enshrined in the constitution
 - 3.4.1 Writs
- 3.5. Evaluation of Fundamental rights
- 3.6. Significance of Fundamental Rights
 - 3.6.1. Check Your Progress I
- 3.7. Fundamental Duties
- 3.8. Criticism of Fundamental Duties
- 3.9. Significance of Fundamental Duties
 - 3.9.1. Check Your Progress II
- 3.10. Summary
- 3.11. Questions for Practice
 - 3.11.1 Long Answer Questions
 - 3.11.2 Short Answer Questions
- 3.12. Suggested Readings

3.0 LEARNING OBJECTIVES

After the completion of this unit, you will be able to:

- Explain the meaning of rights and duties and critically evaluate their need and importance in our day to day life.

- Assess the importance of fundamental rights given in the constitution of India and analyze their expectations and restrictions.
- Know the importance of fundamental duties and the need to perform them as a good and law abiding citizen of India.

3.1. KEY WORDS: Fundamental, Rights, Liberty, Equality, Justice, Freedom, Duties

3.2. INTRODUCTION:

Fundamental rights are integral part of any democratic system. They are required for the overall development of an individual's personality. The constitution of India also provides us with a number of fundamental rights. The constituent assembly which began its work on December 1946, created a special committee under Sardar Patel, to deal with problems of fundamental rights. They faced a stupendous job of identifying rights which would be essential for the people of India. Thus, they made a distinction between Directive Principles of state policy and fundamental Rights making the former non-enforceable and the latter enforceable by the courts of law. The fundamental rights are the 'conscience of the constitution' and very 'soul of the constitution'.

Fundamental Rights in India are those rights which guaranteed under part III (Articles 12 to 35) of the constitution of India. There are six fundamental rights (Article 12- 35) recognized by the Indian constitution i.e. the right to equality (Articles 14-18), the right to freedom (Articles 19-22), the right against exploitation (Articles 23-24), the right to freedom of religion (Articles 25- 28), Cultural and educational rights (Articles 29-30) and right to constitutional remedies(Article 32 and 226).

While the constitution also gives other rights, such as right to property, they are not fundamental rights. In the case of fundamental rights violations, the supreme court of India can be directly petitioned under Article 32 of the constitution. The rights have their origins in many sources, including England's bill of Rights, the United States bill of Rights and France's Declaration of the Rights of Man. Fundamental Rights for Indians have also been aimed at overturning the inequalities of pre independence social practices. Specifically, they have also been used to abolish untouchability and thus prohibit discrimination on the grounds of religion, race, caste, gender or place of birth. They also forbid trafficking of human beings and forced labour. They also protect cultural and educational rights of religious establishments. Right to property was changed from fundamental right to legal right.

3.3. FEATURES OF FUNDAMENTAL RIGHTS:

The fundamental rights guaranteed by the constitution are characterized by the following

1. Fundamental Rights are different from ordinary legal rights in the manner in which they are enforced. If a legal right is violated, the aggrieved person cannot directly approach the

Supreme Court (SC) bypassing the lower courts. He or she should first approach the lower courts.

2. Some of the fundamental Rights are available only to all citizens while the rest are for all persons (citizens and foreigners).
3. Fundamental Rights are not absolute rights. They have reasonable restrictions, which mean they are subject to the conditions of state security, public morality and decency and friendly relations with foreign countries.
4. They are justiciable implying and are enforceable by courts. People can approach the SC directly in case of violation of fundamental rights.
5. Fundamental Rights can be amended by the parliament through a constitutional amendment but only if the amendment does not alter the basic structure of the constitution.
6. Fundamental rights can be suspended during a national emergency. But, the right guaranteed under Articles 20 and 21 cannot be suspended.
7. The application of fundamental rights can be restricted in an area that has been placed under martial law or military rule.

3.4. ELABORATION OF FUNDAMENTAL RIGHTS ENSHRINED IN THE CONSTITUTION:-

Originally, there were seven fundamental rights in the constitution. Besides the above mentioned six rights, there was the right to property also since this Right created a lot of problems in the way of attaining the goal of socialism and equitable distribution of wealth it was removed from the list of fundamental Rights in 1978 by 44th constitutional amendment. However, its deletion does not mean that we do not have the right to acquire, hold and dispose of property. Citizens are still free to enjoy this right. But now it is just a legal right and not a fundamental Right.

1. RIGHT TO EQUALITY(Articles 14-18):-

Right to equality is very important in a society. The purpose of this right is to establish the rule of law where all the citizens should be treated equal before the law. It has five provisions (Article 14 to 18) to provide for equality before law or for the protection of law to all the persons in India and also to prohibit discrimination on the grounds of religion, race, caste, sex or place of birth.

- **Equality Before Law (Article 14):**

The constitution guarantees that all citizens will be equal before law. It means that everyone will be equally protected by the laws of the country. No person is above law. It means that if two persons commit the same crime, both of them will get the same punishment without any discrimination.

- **Prohibition of Discrimination on the grounds of Religion, Race ,Caste ,Sex or Place of birth (Article 15):**

The state cannot discriminate against a citizen on the basis of religion, race, caste, sex or place of birth. This is necessary to bring about social equality. Every citizen of India has equal access to shops, restaurants, and places of public entertainment or in the use of wells, tanks or roads without any discrimination. However the state can make special provisions for women and children.

- **Equality of opportunity in matters of public employment (Article 16):**

The state cannot discriminate against anyone in the matter of public employment. All citizens can apply and become employees of the state. Merits and qualifications will be the basis of employment. However, there are some exceptions to this reservation of posts for citizens belonging to scheduled castes, scheduled tribes and other backward classes.

- **Abolition of Untouchability (Article 17):**

Practicing untouchability in any form has been made a punishable offence under any law. This provision is an effort to uplift the social status of millions of Indians who had been looked down upon and kept at a distance because of either their caste or the nature of their profession. But it is really very unfortunate that despite constitutional provisions, this social evil continues even today. Can you find any difference when you see a nurse cleaning a patient, a mother cleaning her child and lady cleaning a toilet in the illustration? Why do people consider the cleaning of a toilet in derogatory manner?

- **Abolition of Titles (Article 18):**

All the British titles like sir or Rai Bahadur which were given to the British loyalists during British rule have been abolished because they created distinctions of artificial nature. However, the president of India can confer civil and military awards to those who have rendered meritorious service to the nation in different fields. The civil awards such as Bharat Ratna, Padma Vibhushan, Padma Bhushan and Padma Shri and military awards like Veer Chakra, Param Vir Chakra, and Ashoka Chakra are conferred.

2. RIGHT TO FREEDOM (Article 19-22) :

Freedom is the most cherished desire of every living being. Human beings definitely want and need freedom. The constitution of India provides Right to freedom to all its citizens. The right is stipulated under Article 19-22. The following are the four categories of Right to Freedom

Protection of certain Rights regarding Freedom of Speech etc (Article 19)

- **Six freedoms:**

Article 19 of the constitution provides for the following six freedoms:

- a. Freedom of speech and expression
- b. Freedom to assemble peacefully and without arms.
- c. Freedom to form associations and unions
- d. Freedom to move freely throughout the territory of India.
- e. Freedom to reside and settle in any part of India.
- f. Freedom to practice any profession or to carry on any occupation, trade or business.

The purpose of providing these freedoms is to build and maintain an environment for proper functioning of democracy. However, the constitution has authorized the state to impose certain reasonable restrictions on each of them:

1. Restrictions may be put on the Right to Freedom of speech and expression in the interests of the sovereignty, integrity and security of India, friendly relations with foreign states, public order, decency or morality, or in relation to contempt of court, defamation or incitement to an offence.
2. Right to assemble peacefully and without arms may be restricted in the interests of sovereignty and integrity of India or public order.
3. Right to form associations or unions may have restrictions in the interests of the sovereignty and integrity of India, public order or morality.
4. Right to move freely throughout the territory of India and to reside and settle in any part of India may also be restricted in the interests of the general public or for the protection of the interests of any scheduled Tribe.
5. Right to practice any profession or to carry on any occupation, trade or business may have restrictions in the interests of the general public. The state is also permitted to lay down the professional or technical qualifications necessary for practicing any profession or carrying on any occupation, trade or business.

- **Protection in respect of conviction for offences (Article 20):**

Article 20 of the constitution provides for the protection in respect of conviction for offences. No one can be convicted for an act that was not an offence at the time of its commission, and no one can be given punishment greater than what was provided in the law prevalent at the time of its commission. Also, no one can be prosecuted and punished for the same offence more than once and can be forced to give witness against his or her own self.

- **Protection of life and personal liberty (Article 21):**

As provided in Article 21, No one can be deprived of his or her life or personal liberty except according to the procedure established by law.

- **Right to Education (Article 21A):**

The right to education is added by introducing a new Article 21A in the chapter on fundamental Rights in 2002 by the 86th constitutional amendment. It was a long standing demand so that all children in the age group of 6-14 years can claim compulsory and free education as a fundamental right. It is a major step forward in making the country free of illiteracy. But this addition remained meaningless, as it could not be enforced until 2009 when the parliament passed the right to education Act 2009. It is this act which aims at ensuring that every child who is between 6- 14 years of age and is out of the school in India, goes to school and receives quality education that is his /her right.

- **Protection against arrest detention in certain cases(Article 22):**

It is provided in Article 22 that whenever a person is arrested, he or she should be informed, as soon as it is possible, of the grounds for arrest and should be allowed to consult and to be defended by a legal practitioner of his or her choice. Moreover, the arrested person must be produced before the nearest magistrate within 24 hours of such an arrest excepting a person who has been arrested under preventive detention law has also to be referred to an advisory board within a period of three months of his or her arrest.

3. RIGHT AGAINST EXPLOITATION (Article 23 and 24):

Traditionally, the Indian society has been hierarchical that has encouraged exploitation in many forms which why the constitution makes provisions against exploitation. The citizens have been guaranteed the right against exploitation through Article 23 and 24 of constitution. These two provisions are:

a. Prohibition of traffic in human beings and forced Labour (Article 23):-

Traffic in human beings and beggar and other similar forms of forced labour are prohibited and any breach of this provision shall be an offence punishable in accordance with law.

Traffic in human beings means selling and buying of human beings as material goods. Trafficking, especially of young woman, girls and even boys are continuing as an illegal trade.

Earlier especially in the feudal Indian society, people belonging to the poor and downtrodden sections were made to do work free of charge for landlords and other powerful people. This practice was Begari or forced labour.

b. Prohibition of employment of children in factories etc.(Article 24):

As the constitution provides, no child below the age of fourteen years shall be employed to work in any factory or mine or engaged in any other hazardous employment. This right aims at eliminating one of the most serious problems, child labour that India has been facing since ages. Children are assets of the society. It is their basic right to enjoy a happy childhood and get education. In spite of this constitutional provision, the problem of child labour is still continuing at many places. This malice can be eliminated by creating public opinion against it.

4. RIGHT TO FREEDOM OF RELIGION (Article 25-28):

- I. Freedom of conscience and free profession, practice and propagation of religion (Article 25):** This shows that all persons are equally entitled to freedom of conscience and the right to freely profess, practice and propagate religion. The implications of these are:
- a. Freedom of conscience: Inner freedom of an individual to mold his relation with God or Creatures in whatever way he desires.
 - b. Right to profess: Declaration of one's religious beliefs and faith openly and freely.
 - c. Right to practice: Performance of religious worship, rituals, ceremonies and exhibition of beliefs and ideas.
 - d. Right to propagate: Transmission and dissemination of one's religious beliefs to others or exposition of the tenets of one's religion. But it does not include a right to convert another person to one's own religion. Forcible conversions impinge on the 'freedom of conscience' guaranteed to all persons alike. These rights are available to all persons—citizens as well as non- citizens.

II. Freedom to Manage Religious Affairs (Article 26):

According to Article 26, every religious denomination or any of its section shall have the rights:

- a. Right to establish and maintain institutions for religious and charitable purposes.
 - b. Right to manage its own affairs in matters of religion.
 - c. Right to own and acquire movable and immovable property.
 - d. Right to administer such property in accordance with law.
- The Supreme Court held that a religious denomination must satisfy three conditions:
- a. It should be a collection of Individuals who have a system of beliefs which they regard as conducive to their spiritual well – being.
 - b. It should have a common organization.

c. It should be designated by a distinctive name

Under the above criteria, the Supreme Court held that the 'Ramakrishna Mission' and 'Ananda Marga' are religious denominations within the Hindu religion. It also held that Aurobindo society is not a religious denomination.

III. Freedom as to payment of taxes for promotion of any particular Religion (Article 27):

Article 27 lays down emphasis that no person shall be compelled to pay any taxes for the promotion or maintenance of any particular religion or religious denomination. In other words, the state should not spend the public money collected by the way of tax for the promotion or maintenance of any particular religion. This provision prohibits the state from favoring, patronizing and supporting one religion over the other. This means that the taxes can be used for the promotion or maintenance of all religions.

This provision prohibits only levy of a tax and not a fee. This is because the purpose of a fee is to control secular administration of religious institutions and not to promote or maintain religion. Thus, a fee can be levied on pilgrims to provide them same special service or safety measures. Similarly, a fee can be levied on religious endowments for meeting the regulation expenditure.

IV. Freedom as to attendance at Religious Instruction or religious worship in certain educational institutions (Article 28):

Under Article 28, No religious instruction shall be provided in any educational institution wholly maintained out of state funds. However, it will not apply to an educational institution which is administered by the state but has been established under any trust which requires that religious instruction shall be compelled to take part in any religious instructions that may be imparted there or attend any religious worship that may be conducted there. In case of a minor the consent of his/ her guardian is essential for attending such activities.

5. CULTURAL AND EDUCATIONAL RIGHTS(Article 29-30):

India is the largest democracy in the world having diversity of culture, scripts, languages and religions. As we know the democracy is a rule of the majority. But the minorities are also equally important for its successful working. Therefore, protection of language culture and religion of the minorities becomes essential so that the minorities may not feel neglected under the impact of the majority rule. Since people take pride in their own culture and language, a special right known as cultural and educational Right has been included in the chapter on fundamental Rights. In articles 29-30 two major provisions have been made:

I. Protection of Interests of Minorities (Article 29):

Any minority group having a distinct language, script or culture of its own shall have the right to conserve the same. No citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of state funds on grounds only of religion, race, caste, language or any of them.

II. Right of Minorities to Establish and Administer Educational Institutions (Article 30):

All minorities, whether based on religion or language, have the right to establish and administer educational institutions of their choice. In making any law providing for the compulsory acquisition of any property of an educational institution established and administered by a minority, the state shall ensure that the amount fixed under such law for acquisition of such property would not restrict or abrogate the right guaranteed under that clause. The state shall not in granting aid to educational institutions, discriminate against any educational institutions on the ground that it is under the management of a minority, whether based on religion or language.

6. RIGHT TO CONSTITUTIONAL REMEDIES(ARTICLE 32):

The constitution guarantees remedies if citizen's fundamental Rights are violated. The government cannot infringe upon or curb anyone's rights. When these rights are violated, the aggrieved party can approach the courts. Citizens can even go directly to the Supreme Court which can issue writs for enforcing fundamental rights. The right to get the Fundamental Rights protected is in itself a fundamental right. This makes the Fundamental Rights real. That is why DR. Ambedkar called Article 32 as the most important article of the constitution- 'an Article without which this constitution would be nullity. It is the very soul of the constitution and the very heart of it.'

WRITS:

The Supreme Court under article 32 and the high court under Article 226 can issue the writs of habeas corpus, mandamus, prohibition, certiorari and quo-warranto. Further, the parliament (Under Article 32) can empower any other court to issue these writs.

Habeas corpus:

It is a Latin term which literally means 'to have a body of'. It is an order issued by the court to a person who has detained another person, to produce the body of the latter before it. The court

then examines the cause and legality of detention. It would set the detained person free, if the detention is found to be illegal. Thus, this writ is a bulwark of Individual liberty against arbitrary detention.

Mandamus:

It literally means 'we command'. It is command issued by the court to a public official asking him to perform his official duties that he has failed or refused to perform. It can also be issued against any public body, a corporation, an inferior court, a tribunal or government for the same purpose.

Prohibition:

Literally, it means 'to forbid'. It is issued by a higher court to a lower court or tribunal to prevent the latter from exceeding its jurisdiction that it does not possess. Thus, unlike mandamus that directs activity, the prohibition directs inactivity. The writ prohibition can be issued only against judicial and quasi-judicial authorities. It is not available against administrative authorities, legislative bodies, and private individuals.

Certiorari:

It means 'to be certified' or 'to be informed'. It is issued by a higher court to a lower court or tribunal either to transfer a case pending with the latter to itself or to squash the order of the latter in a case. It is issued on the grounds of excess of jurisdiction or lack of jurisdiction or error of law. Thus unlike prohibition, which is only preventive, certiorari, is both preventive as well as curative. Previously, the writ of certiorari could be issued only against judicial and quasi-judicial authorities and not against administrative authorities. However, in 1991, the Supreme Court ruled that the certiorari can be issued even against administrative authorities affecting rights of Individuals.

Quo-Warranto:

In the literal sense, it means 'by what authority or warrant'. It is issued by the court to enquire into the legality of claim of a person to a public office. Hence, it prevents illegal usurpation of public office by a person.

3.5. EVALUATION OF FUNDAMENTAL RIGHTS:

The Fundamental Right enshrined in part III of the constitution has met with a wide and varied criticism. The arguments of critics are:

1. Excessive Limitations:

They are subjected to innumerable exceptions, restrictions, Qualifications and explanations. Hence, the critics remarked that constitution grants fundamental Rights with one hand and takes them away with other.

2. No Clarity:

They are stated in a vague, indefinite and ambiguous manner. The various phrases and words used in the chapter like public order, minorities, reasonable restriction, and public interest and so on are not clearly defined. The language used to describe them is very complicated.

3. No consistent Philosophy:

Critics say that the chapter on the fundamental rights is not the product of any philosophical principle. Sir Ivor Jennings expressed this Rights proclaimed by the Indian constitution are based on no consistent philosophy. This creates difficulty for the Supreme Court and the high courts on interpreting the fundamental rights.

4. Suspension During Emergency:

The suspension of their enforcement during the operation of National emergency (except Article 20 and 21) is another blot on the efficiency of these rights. This provision cuts at the roots of the millions of innocent people in continuous jeopardy. Critics say, the fundamental rights should be enjoyable in all situations, Emergency or no emergency.

5. Preventive Detention:

The critics assert that provision for preventive detention (Article 22) takes away the spirit and substance of the chapter on fundamental rights. It confers arbitrary powers on the state and negates individual liberty. It justifies the criticism that the constitution of India deals more with the rights of the state against individual than with the rights of the individual against the state. Notably, no democratic country in the world has made preventive detention as an integral part of their constitutions as has been made in India.

6. No Permanency:

They are not sacrosanct as the parliament can curtail them as the abolition of the fundamental right to property in 1978. Hence, they can become a play tool in hands of politicians having majority- support in the parliament.

7. Expensive Remedy:

The judiciary has been made responsible for defending and protecting these rights against the interference of the legislatures and executives. However, the judiciary process is very costly and hinders the common man from getting his rights enforced through the courts.

8. No Social and Economic Rights:

The list is not comprehensive as it mainly consists of political rights. It makes no provision for social and economic rights. These rights are made available to the citizens of advanced democratic countries. The socialistic constitutions of erstwhile USSR or China provided for such rights.

3.6. SIGNIFICANCE OF FUNDAMENTAL RIGHTS:

The vitality of fundamental Rights is stated in our constitution. Part III of the constitution covers all the traditional civil and political rights enumerated in the universal declaration of human rights. Dr. B.R Ambedkar described them as the most citizen part of the constitution. They were considered essential to protect the liberties and rights of the people against the infringement of the power, delegated by them to their government. They uphold the equality of all individuals, the dignity of the individual and the nation's unity. It can be clear from the below points:

1. They constitute the bedrock of democratic system in the country.
2. They provide necessary conditions for the material and moral protection of man
3. They serve as a formidable but work of individual liberty.
4. They facilitate the establishment of Rule of law in the country.
5. They protect the interests of minorities and weaker sections of the society.
6. They strengthen the secular fabric of the Indian state.
7. They check the absoluteness of the authority of the government.
8. They lay down the foundation stone of social equality and social justice.
9. They ensure the dignity and respect of individuals.
10. They facilitate the participation of people in the political and administrative process.
- 11.

3.6.1 CHECK YOUR PROGRESS I

1. What is the difference between fundamental and legal rights?

.....

.....

.....

2. Who called which article 'it is the very soul of the constitution and the very heart of it' and why?

.....

.....

.....

3.7. FUNDAMENTAL DUTIES

The fundamental duties of citizens were added to the constitution under article 51A by the 42 amendment act of 1976. Originally, they were ten in number, but later the duties were increased to eleven by the 86th amendment in 2002, which added a duty on every parent or guardian to ensure that their child or ward aged between six years and fourteen years was provided with the opportunities for education. However, like the Directive principles, these are non-justiciable, and thus, without any legal sanction in case of their violation or non-compliance. As India upholds the universal declaration of human rights and International covenant on civil and political Rights, where there is some reference to such duties it can be said that Article 51A tries to strike a balance with these international treaties. The following are the fundamental duties prescribed by the constitution of the nation under part IV A to its very citizen:

1. To abide by the constitution and respect its ideals and institutions, the national flag and the national anthem.
2. To cherish and follow the noble ideals which inspired our national struggle for freedom.
3. To uphold and protect the sovereignty, unity and integrity of India.
4. To defend the country and render national service when called upon to do so.
5. To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women.
6. To value and preserve the rich heritage of composite culture.
7. To protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures.
8. To develop the scientific temper, humanism and spirit of inquiry and reform.
9. To safeguard public property and to abjure violence.
10. To strive towards excellence in all spheres of Individual and collective activity so that the nation constantly rises to higher levels of endeavor and achievement.

11. The 86 amendment added the 11th fundamental duty in 2002, which states that the every citizen 'who is parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

3.8. CRITICISM OF FUNDAMENTAL DUTIES:

The fundamental duties mentioned in part IV A of the constitution have been criticized on the following points:

1. The list of duties is not exhaustible as it does not cover other important duties like casting vote, paying taxes, family planning and so on.
2. Some of the duties are vague, ambiguous and difficult to be the common man. For example, different interpretations can be given to the phrases like 'Noble Ideas', 'composite culture', scientific temper and so on.
3. They have been described by the critics as a code of moral precepts due to their non-justiciable character.
4. Their inclusion in the constitution was described by the critics as superfluous. This is because the duties included in the constitution as fundamental would be performed by the people even though they were not incorporated in the constitution.
5. The critics said that the inclusion of fundamental duties as an appendage to part IV of constitution has reduced their value and significance.

3.9. SIGNIFICANCE OF FUNDAMENTAL DUTIES:

In spite of criticisms and opposition, the fundamental duties are considered significant from the following viewpoints:

1. They remind the Indian citizens of their duty towards their society, fellow citizens and the nation.
2. They warn citizens against anti- national and anti- social activities.
3. They inspire citizens and promote a sense of discipline and commitment among them.
4. They help courts in examining and determining the constitutional validity of a law.
5. They are enforceable by law. Hence, the parliament can provide for the imposition of appropriate penalty or punishment for failure to fulfill any of them.

3.9.1. CHECK YOUR PROGRESS II

1. By which constitutional amendment how many fundamental duties were added in Indian Constitution?

.....
.....

2. 'To uphold and protect the sovereignty, unity and integrity of India.' It is our fundamental duty, what it means?

.....

.....

3.10. SUMMARY

In the end we can say that, fundamental rights play a very significant role in the life of any citizen. These rights can defend during the time of complexity and difficulty and help us grow into a good human being and that's why all the rights are the needs of people, on the other hand, fundamental duties are the essence of a democratic state like India. The best part is the word 'Fundamental' before duties. It gives equal status against fundamental rights and can be correlated. These are guidelines for a socially aware and morally correct citizen of India.

3.11. QUESTIONS FOR PRACTICE

3.11.1 LONG ANSWER QUESTIONS

1. Discuss the provisions related to the right to equality as provided by the constitution of India.
2. Discuss the nature of fundamental Rights and critically examine the Right to freedom.
3. Critically examine the fundamental Rights of India.
4. Discuss how the fundamental Rights in India can be protected in the light of Article 32.
5. Discuss the fundamental duties of India.
6. Critically examine the fundamental duties of India.

3.11.2 SHORT ANSWER QUESTIONS

1. What are the limitations on the enjoyment of Rights to freedom under article 19?
2. What are the provisions made under article 32?
3. What is Quo-Warranto?
4. Write a note on Prohibition.
5. Write a note on Right to education.
6. Give any two Fundamental duties of India.
7. In Which article Right to equality is mentioned and what it means?

3.11. Suggested Readings:-

- P.M Bakshi, *The constitution of India*, Universal Law Publishing Delhi, 2000.
- D.D Basu, *Introduction to the constitution of India*, Prentice-Hall of India, New Delhi, 1992.
- O.P Goyal, *Indian Political system*, Macmillan India, New Delhi, 1985.

- V.D Mahajan, *Constitutional History of India*, S. Chand &Co., New Delhi, 1976.
- M.V. Pyle *India's constitution*, S. Chand & Company, New Delhi, 1994.
- Laxmikanth *Indian Polity*, McGraw hill India, 2016.
- R. Kothari, *Politics in India*, Orient Longman, New Delhi, 1970.

BACHELOR ARTS (LIBERAL ARTS)
SEMESTER –III
COURSE: - INDIAN POLITICAL SYSTEM -I

**UNIT 4 DIRECTIVE PRINCIPLES OF STATE POLICY: MEANING, EXPLANATION
AND EVALUATION AND ITS RELATIONSHIP WITH FUNDAMENTAL RIGHTS**

STRUCTURE

4.0 Learning Objectives

4.1. Key Words

4.2. Introduction

4.3. Meaning

4.4. Classifications of the Directive principles

4.4.1. Socialistic principles

4.4.2. Gandhian Principles

4.4.3 Liberal-Intellectual Principles

4.4.4. Check Your Progress I

4.5. Criticism of the Directive Principles of State Policy

4.6. Significance of Directive Principles

4.7. Implementation of Directive principle

4.8. Relationship between fundamental Rights and Directive principles of state policy

4.8.1 Check Your Progress II

4.9. Summary

4.10 Questions for Practice

4.10.1. Long Answer Questions

4.10.2. Short Answer Questions

4.11. Suggested Readings

4.0. LEARNING OBJECTIVES:

After the completion of this unit, you will be able to:

- Understand the meaning and nature of Directive Principle of state policy.
- Explain the philosophical basis of the Directive Principles.

- Classify the directive principles of state policy.
- Appreciate the role of Directive Principles towards making India a welfare state.
- Appreciate the importance of Directive principles of state policy in promoting socio-economic equality.
- Distinguish between fundamental Rights and directive principles of state policy.
- Assess the role of government in implementing Directive principles of state policy.

4.1. KEY WORDS: Directive Principle of state policy, Gandhism, Socialism, Liberalism, constitution

4.2. INTRODUCTION:

Part IV of constitution of India (Article 36-51) contains the Directive principles of state policy (DPSP). These principles aim at ensuring socio- economic justice to the people and establishing India as a welfare state. The founding fathers of Indian constitution were aware of the fact that Independent India state was going to face many challenges. After colonial rule of almost two hundred years country and the society was left with widespread poverty, hunger and with deep rooted socio-economic inequalities. The Framers of constitution felt that certain policy directions, guidelines or instructions for the governance of the country were required to handle these problems. Legislature, executive and administration of the independent India were expected to exercise their powers in accordance with the direction and guidelines given in this part of the constitution.

4.3. MEANING:

Directive Principles are certain ideals, particularly aiming at socio- economic justice, which according to framers of the constitution , Indian state should for Dr. B.R Ambedkar described directive principles as a ‘Novel Feature’ of the constitution.

They are in the nature of general directions, instructions or guidelines to the state. Directive principles embody the aspirations of the people, Objectives and ideals which union and the state governments must bear in mind while making laws and formulating policies. According to L.M. Singhvi, the Directive principles are the life giving provisions of the constitution. They represent the philosophy of social justice incorporated in the constitutions of India. Although Directive principles are non- Justiciable or they are not legally binding by any courts, they however, are fundamental in the governance of the country. They lay down a code of conduct for the legislatures, executives and administrators of India to discharge their responsibilities in tune with these ideals. Directive principles in the Indian constitution are taken from the constitution of Ireland. But the idea and philosophy of these principles can be traced back to French declaration of human rights, American declaration of Independence, liberal as well as socialist philosophy of 19th century and our own Gandhian Concept of Sarvodaya.

Ivor Jennings has observed that philosophy underlying most of the directive principles is 'Fabian Socialism'. Many of our constitution makers were under the great influence of socialism and Gandhism. So, through these provisions and principles they laid down the socialistic pattern of society and Gandhian ideal state as the objective, which the Indian state should strive to achieve. Article 37 of the constitution, states about the application of the directive principles, which says that the provisions contained in this part IV shall not be enforceable by any court but principles there in laid down, are nevertheless fundamental in the governance of the country and it shall be in the duty of the state to apply these principles while making the laws.

4.4. CLASSIFICATIONS OF THE DIRECTIVE PRINCIPLES:

The constitution does not contain any classification of Directive Principles. However, on the basis of their content and direction, they can be classified into three broad categories, viz., socialist, Gandhian and liberal intellectual.

4.4.1. SOCIALISTIC PRINCIPLES:

These principles reflect the ideology of socialism. They lay down the framework of a democratic socialist state, aim at providing social and economic justice, and set the path towards welfare state. They direct the state:

Article 38:

The state shall strive to promote the welfare of the people by securing and protecting as effectively as it may a social order in which justice, social, economic and political, shall inform all the institutions of the national life. The state shall, in particular, strive to minimize the inequalities in income, and endeavor to eliminate inequalities in status, facilities and opportunities, not only amongst individuals but also amongst groups of people residing in different areas or engaged in different vocations.

Article 39:

To secure the right to adequate means of livelihood for all citizen, the equitable distribution of material resources of the community for the common good, prevention of concentration of wealth and means of production, equal pay for equal work for men and women, preservation of the health and strength of workers and children against forcible abuse, and opportunities for healthy development of children.

Article 39 A:

To promote equal justice and to provide free legal aid to the poor by suitable legislation or schemes or in any other way, to ensure that opportunities for securing justice are not denied to any citizen by reason of economic or other disabilities.

Article 40:

The state shall take steps to organize village panchayats and endow them with such powers and authority as may be necessary to enable them to function as units of self-government.

Article 41:

To secure the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement.

Article 42:

To make provision for just and humane conditions of work and maternity relief

Article 43:

To secure a living wage, a decent standard of life and social and cultural opportunities for all workers.

Article 43 A:

To take steps to secure the industries.

Article 47:

To raise the level of nutrition and standard of living of people and to improve public health

4.4.2. GANDHIAN PRINCIPLES:

These principles are based on Gandhian Ideology. They represent the programs of reconstruction enunciated by Gandhi during the natural movement. In order to fulfill the dreams of Gandhi some of his ideas were included as directive principles. They require the state:

Article 40:

To organize Village Panchayats and endow them with necessary powers and authority and to enable them to function as units of self- government

Article 43:

To promote cottage industries on an individual or co-operation basis in rural areas

Article 43B:

To promote voluntary formation, autonomous functioning, democratic control and professional management of co-operative societies

Article 46:

The state shall promote with special care the educational and economic interests of the weaker sections of the people and in particular, of the scheduled tribes and shall protect them from social injustice and all forms of exploitation.

Article 47:

The state shall regard the raising at the level of nutrition and the standard of living of its people and the improvements of public health as among its primary duties and in particular, the state shall endeavor to bring about prohibition of the consumption except for medicinal purpose of intoxicating drinks and of drugs which are injurious to health.

Article 48:

The state shall endeavor to prohibit the slaughter of cows, calves and other milch and drought cattle and to improve their breeds.

4.4.3 LIBERAL-INTELLECTUAL PRINCIPLES:

The principles included in this category represent the ideology of Liberalism. They direct the state:

Article 44:

To secure for all citizen a uniform civil code throughout the country

Article 45:

To provide early childhood care and education for all children until they complete the age of six years.

Article 48:

To organize agriculture and animal husbandry on modern and scientific lines

Article 48A:

The state shall endeavor to protect and improve the environment and to safeguard the forests and wild life of the country.

Article 49:

It shall be the obligation of the state to protect every monument or place or object of artistic or historic interest, declared by or under law made by parliament to be of national importance, from spoliation, disfigurement, destruction, removal, disposal, or export, as the case may be.

Article 50:

The state shall take steps to separate the judiciary from the executive in the public services of the state.

Article 51:

The state shall endeavor to promote international peace and security, maintain just honorable relations between nations, foster respect for international law and treaty obligations in the dealings of organized people with one another and encourage settlement of International disputes by arbitration.

4.4.4. CHECK YOUR PROGRESS I

1. Are Directive Principles of State Policy is Justiciable?

.....
.....
.....

2. In which categories directive principles are divided?

.....
.....
.....

4.5. CRITICISM OF THE DIRECTIVE PRINCIPLES:

Sir B.N Rau, the constitutional advisor to the constituent assembly, recommended that the rights of an individual should be divided into two categories- justiciable and non- justiciable, which was accepted the drafting committee. Consequently, the fundamental Right, which is justiciable in nature, is incorporated in part 3 and the Directive principles, which are non- justiciable in nature, are incorporated in part 4 of the constitution. Though the Directive principles are non-justiciable, the constitution (Article 37) makes it clear that ‘these principles are fundamental in the governance of the country and it shall be the duty of the state to apply these principles in making laws. Thus, they impose a moral obligation on the real force behind them is political, that is, public opinion. As observed by Alladi Krishnaswamy Iyer’, no ministry responsible to the people can afford lightly to ignore the provisions in part 4 of the constitution. The Directive principles of state policy have been criticized by some members of the constituent assembly as well as other constitutional and political experts on the following grounds.

1. No legal force :

The Directive principles have been criticized mainly because of their non- justiciable character so, their means the violation of DPSPs cannot be challenged in any court. Nassiruddin, a member of constituent assembly characterized them as a set of ‘New Year’s’ resolutions.

Prof. K.T. Shah described them as pious superfluities and compared them as a cheque payable only when the resources of the bank permit. K.C wheare called them as ‘manifesto of aims and aspirations’.

2. Illogically Arranged :

Critics had an opinion that DPSPs are not arranged in a logical manner based on a consistent philosophy. According to N Srinivasan, ‘The Directives are neither properly classified nor logically arranged. So, these principles appear to be a collection of some pious declarations which have only moral values.

3. Lack as clarity:

Several Directives lack clarity again this is the issue with whole Indian constitution. Several principles are the repetition of earlier ones. Article 51, which says, promotes international peace and friendly co-operation among all the nations is a laudable declaration. But the real issue is

how to secure it? So, when it comes to the implementation part, there is no clear guidance. Article 31-C has made them totally unclear.

4. Reactionary in Nature :

Many critics have the opinion that several of the Directives appear to be reactionary. The party in power at a particular time can use some of the directives for political moreover, enumeration as these principles involves an attempt to unduly bind the present with the past.

5. Constitutional conflict:

K. santhanam has pointed out that the Directive principles lead to constitutional conflict;

- * Between the center and the states
- * Between the president and the prime minister
- * Between the governor and the chief minister.

According to him, the center can give directions to the states with regard to the implementation of these principles and in case of non- compliance can dismiss the state government. Similarly, when the prime minister gets a bill which violates the directive principles passed by parliament, the president may reject the bill on the ground that these principles are fundamental to the governance of the country and hence, the ministry has no right to ignore them. The same constitutional conflict may occur between the governor and the chief minister at the state level.

4.6. SIGNIFICANCE OF DIRECTIVE PRINCIPLES:

In spite of the above criticisms and shortcomings, the Directive principles are an essential ingredient of the Indian constitution. The constitution itself declares that they are fundamental to the governance of the country (Art 37). The Directive principles place an ideal before the legislator of India which guides them to frame the policies and laws. DPSP's is basically a code of conduct for the legislature and administrations of the country. They show the path to the leaders of the country to achieve the ideal of the Indian constitution.

According to L.M. Singhvi, an eminent jurist and diplomat, the directives are life giving provisions of the constitution. They constitute the stuff of the constitution and its philosophy of social justice. M.C. Chagla, former chief justice of India, is of the opinion that, if all the principles are fully carried out, our country would indeed be a heaven on earth. Indian would then be not only democracy in the political sense, but also the welfare state looking after the welfare of its citizens. Sir B.N Rau, the constitutional advisor to the constituent assembly, stated that the directive principles are intended as moral precepts for the authorities of the state. They have at least an educative value. According to M.C. setalvad, the former attorney General of

India, the Directive principles, although confer no legal rights and create no legal remedies, are significant and useful in the following ways:

- I. They are like an Instrument of instructions or general recommendations addressed to all authorities in the Indian union. They remind them of the basic principles of the new social and economic order, which the constitution aims at building.
- II. They have served as useful beacon lights to the courts. They have helped the courts in exercising their power of judicial review, that is, the power to determine the constitutional validity of a law.
- III. They form the dominating background to all state action, legislative or executive and also a guide to the courts in some respects.
- IV. They amplify the preamble, which solemnly resolves to secure to all citizens of India justice, Liberty, equality and fraternity.

4.7. IMPLEMENTATION OF DIRECTIVE PRINCIPLE:

The current status of the directive principles is secondary to the fundamental rights and the latter enjoy a legal superiority over the former. The crux of several amendments and Supreme Court verdicts thrust the responsibility on the government of the day to implement the directive principles in such a way that they do not contravene the fundamental rights or there arise a need for further constitutional amendment. The implementation of directive principles is a monumental job for any government, because non- implementation of these principles can cost the governments heavily. The governments over the year have made efforts to give expressions to some of the directive principles, yet lot has to be done if the benefit of social welfare and economic justice is to percolate into the bottom most level of the society.

The state has made many efforts to implement the directive principles with the aim of providing universalisation of education, the government works with the objective to provide elementary education free of cost to all children up to the age of 14 years which has always been a priority for the government. The 86th constitutional amendment of 2002 inserted a new article, Article 21 A, into the constitution that seeks to provide free and compulsory education to all children aged from 6 to 14 years. The government has made great effort so that the percentage of drop- outs from the schools decreases every year. Mid-day meals are also provided for their nutrition as well as added incentive to come to school.

Another noteworthy development was the 73rd amendment act, 1992 which is a landmark amendment towards decentralization and setting up of local self-government in India and this amendment inserted part IX to make provisions for constitution, election, financing and function of Panchayati Raj bodies. The 74th amendment act 1992, inserted part IX A to make provisions for constitution, election, financing and functioning of municipal bodies. These two were a great step towards decentralization and establishment of local self-governments.

As far poverty alleviation and creation of employment opportunities are concerned several programs have been initiated by the government of India like Pradhan Mantri Gram

Sadak Yojana 2000, Mahatma Gandhi National Rural Employment Guarantee Act 2005, and various other schemes under the development and employment programs in India.

To protect the right of child, the Indian government has also passed several acts, like Child Labour Act 1947, Child Marriage Restraint Act 1929, Children Act 1960, Children Act 1933, Commissions for protection of child rights act, 2005, Commissions for protection of child right Act 2006 and so on.

Nationalization of Banks and insurance sectors were other significant steps towards realization of directive principles in India. To translate the Directive Principles into action, the government of India has initiated national five years plans for which a planning commission has been formed. The planning commission of India was set up on march 15, 1950, under the chairmanship of Jawaharlal Nehru, by a resolution of union cabinet for formation of plans for the most effective and balanced utilization of country's resources . Till date, 11 plans have been implemented and the twelfth five year plan is underway.

India's foreign policy, has also to some degree, been influenced by the Directive principles. India has always reposed great faith in the United Nations and has always upheld its basic principles and objectives. It has also taken part in a number of peace keeping activities under the auspices of the United Nations. Despite such steps taken by the government of India, at both the state and the central levels, a lot is to be done as the conditions of women, children, weaker sections of the society and the poor have not shown significant difference even with such lofty measures and acts in place.

4.8.RELATIONSHIP BETWEEN FUNDAMENTAL RIGHTS AND DIRECTIVE PRINCIPLES OF STATE POLICY:

The Relationship between part III and part IV is the one that is not a novice one and was discussed by the constitutional advisor sir B.N Rau who advocated the idea that the right of an individual on the basis of their nature can be divided into:

- Justiciable Rights
- Non – Justiciable Rights

The list of justiciable rights was engulfed in Part –III while the non- justiciable one became the member of part IV of the constitution. At times and again these directive principles are used by the judiciary to determine the constitutional validity of any legislation when they are found to be in conflict with the fundamental rights or part III of the constitution.

The first case we are going to discuss in this light is of Sajjan Singh vs. State of Rajasthan of 1964 where the obiter dicta laid down by justice Madhukar becomes opposite, even the fundamental rights enshrined in part III were taken as unalterable, the much needed dynamism may be according to him achieved by a proper interpretation of the fundamental rights in light of directive principles. Further, he observed that part IV is fundamental in the governance of the country and the provision relating to part III must be interpreted harmoniously with these principles. As discussed above in the case of Champakam Dorairajan it was held by

the Supreme Court that the fundamental Rights would be reduced to a 'Mere rope of sand' if they were to be override by the Directive principles of state policy.

The parliament reacted to the Supreme Court's judgement in Golaknath case (1967) by enacting the 24th amendment act (1971) and the 25th amendment act (1971). The 24th Amendment act declared that the parliament has the power to abridge or take away any of the fundamental rights by enacting constitutional amendment acts. The 25 amendment act inserted a new article 31 C which contained the following two provisions:

1. No law which seeks to implement the socialistic Directive principles specified in Article 39 (b) and (c) shall be void on the ground of contravention of the fundamental rights conferred by Article 14, Article 19 (protection of six rights in respect of speech, assembly, movement, etc.) or Article 31 (right to property).
2. No law containing a declaration for giving effect to such policy shall be questioned in any court on the ground that it does not give effect to such a policy.
- In a case of conflict between the rights of an individual and a law that particularly aims at the implementation of socio-economic policies in furtherance of the Directive principles, the weight would be accorded to the latter.
- Every act or Legislation enacted in fulfillment of the directive principles should be construed as the one professing in the public interest or as a reasonable restriction to part 3 of the constitution.

In the 'Kesavananda Bharati' case (1973), the Supreme Court declared the second provision of Article 31 C as unconstitutional and invalid on the ground that judicial review is a basic feature of the constitution and hence, cannot be taken away. However, the above first provision of Article 31 C was held to be constitutional and valid.

Justice Chandrachud in the landmark case of *Minerva Mills v. Union of India* observed "fundamental rights are not an end in themselves but are means to an end", the aforesaid end is specified in the directive principles. In the (Paras 56 and 57) of the same judgment, it was also duly held that harmony and balance between the fundamental rights and directive principles is an essential feature of the basic structure of the constitution.

The same becomes pertinent when we look in the case as *Bandhua Mukti Morcha* case where the bench headed by justice P.N. Bhagwati in para 163 of the same judgment has expressly mentioned: The right to live with human dignity, free from exploitation enshrined under Article 21 derives its life and breath from the directive principles of state policy and particularly clauses (e) and (f) of Article 39 and Article 41 and 42.

Recently in the case of *Charu Khurana vs. Union of India* of 2015, the supreme court of India again highlighted the importance of their existence (part 3 and part 4) by observing that fundamental rights and the Directive principle are the two wheels of the chariot establishing the egalitarian social order.

Therefore, the present position is that the fundamental rights enjoy supremacy over the directive principles. Yet, this does not mean that the Directive principles cannot be implemented.

The parliament can amend the fundamental rights for implementing the Directive principles. So long as the amendment does not damage or destroy the basic structure of the constitution.

4.8.1 CHECK YOUR PROGRESS II

1. Which Principle of Directive Principles of State Policy is now a Fundamental right?

.....
.....

2. Write any two Gandhian Directive Principles of State Policy.

.....
.....
.....

4.9.SUMMARY:

In the end we can say that, these Directives constitute the national objectives and the national conscience and whosoever is victorious at the polls will not be free to violate them. According to Mr. Alladi Krishnaswamy Iyer, “No ministry responsible to the people can afford light heartedly to ignore the provision in part 4 of the constitution”. They have served as a guide for the union parliament and state legislatures. They are cited by the courts to support decisions. The governmental bodies have been invariably guided by these provisions. The critical analysis clearly shows that attempts of propagating the views that fundamental rights and directive principles are inter-related are untenable. Directive principles are moral guidance to state for enacting the laws. It is also proved that the soul of the constitution is that fundamental rights are above Directive principles and in case of any conflict between the two former should be accorded priority or the later.

4.10 QUESTIONS FOR PRACTICE

4.10.1. LONG ANSWER QUESTIONS

1. Analyze the significance of directive principles of state policy in comparison with fundamental rights as guaranteed by the constitution of India.
2. Examine the various Directive Principles provided in the constitution of India.
3. Discuss the meaning and evaluation of Directive Principles of state policy.
4. Discuss the importance of the Directive principles of state policy while discussing the various directive principles of state policy.

4.10.2. SHORT ANSWER QUESTIONS

1. What is the meaning of Directive Principles of state policy?

2. Briefly explain the difference between fundamental rights and Directive principles.
3. Write any five Directive Principles of State Policy.
4. Discuss the Utility of Directive principles of State Policy.

4.11. SUGGESTED READINGS:

- Granville Austin, *The Indian constitution: cornerstone of a nation*, oxford university press, Bombay, 1972.
- D.D. Basu, *Introduction to the constitution of India*, prentice Hall of India, New Delhi, 1992.
- J.R. Siwach, *Dynamics of Indian government and politics*, Sterling publishers Pvt. Ltd. New Delhi, 1985.
- P.M. Bakshi, *The constitution of India*, Universal Law Publishing, Delhi, 1992.
- M.P. Jain, *Indian constitutional law*, wadhwa, Third Edition (1978).
- M.V. Pylee, *Constitutional Government in India*, Bombay, Asia Publishing House, 1977.
- M. Laxmikanth, *'Indian polity'* McGraw Hill India, 2016.

BACHELOR ARTS (LIBERAL ARTS)
SEMESTER –III
COURSE: - INDIAN POLITICAL SYSTEM -I

**UNIT 5: INDIAN FEDERALISM: LEGISLATIVE, ADMINISTRATIVE AND
FINANCIAL RELATIONS BETWEEN UNION AND STATES**

STRUCTURE

- 5.0: Learning Objectives
- 5.1. Key Words
- 5.2. Introduction
- 5.3. Features of Indian Federalism
- 5.4. Nature of Indian Federalism
 - 5.4.1. Check Your Progress I
- 5.5. Relations between Centre and State
 - 5.5.1. Legislative Relations
 - 5.5.2. Distribution of Powers (Subject Matter)
 - 5.5.3. Administrative Relations
 - 5.5.4. Financial Relations
- 5.6. The Sarkaria Commission
 - 5.6.1 Check your Progress II
- 5.7. Summary
- 5.8. Questions for Practice
 - 5.8.1. Long Answer Questions
 - 5.8.2. Short Answer Questions
- 5.9. Suggested Readings

5.0. Learning Objectives

After the completion of this unit, you will able to

- Understand the nature of Indian federalism
- Discuss why the framers of the Indian Constitution adopted a federal form of government
- Describe the federal features of the Indian Constitution
- Recognize the quasi federal structure of governance

- Describe the unitary features of the Indian federation
- Enumerate and discuss the process of the central government and those of the governments of the states
- Understand the two-fold division of legislative powers between the Centre and the State
- Understand the legislative, administrative (executive) and the financial relations between the centre and the units
- Analyze how the powers of the central government prevails over States' power
- Understand the rationale behind states' demand for greater autonomy
- Examine the recommendations that were put forth by the Sarkaria Commission to regulate and improve Centre- State relations.

5.1. Key Words: Federal, Unitary, Constitution, Centre- State relations,

5.2. INTRODUCTION

In a federal system, the powers and functions of the government are divided between the Union and the State. In a federal form of government, both the central and state governments work independently as well as in coordination with each other. The Indian constitution has adopted federal features thus providing for a federal form of government. Both the union and state are the creation of the constitution and their authority is derived from it. However, there has been criticism that the Indian form of government is a federal one but with unitary features. In order to verify the validity of this criticism, it is important to understand the relations between the centre and the state. How far is this criticism valid? To understand this, it is desirable to study the relationship between the Union and the States.

The Indian constitution recognizes the principle of 'quasi-federalism'. Though there is division of powers between the Union and the States under schedule 7 of the constitution, this division is not absolute. In the 7th schedule of the constitution, the power of legislation has been given separately to the centre and the states in the first and second lists respectively and in the concurrent list being the third list power has been given to legislate to both the State and the Centre. In J.P Rao Petitioner v. Union of India, the Supreme Court observed that "Supremacy of the Central legislature is already provided in the Constitution as far as the concurrent list is concerned as it will appear from Article 254 of constitution of India". The court further observed that "it is very clear that in a certain situation the Central Legislature will have the overriding power over the state legislature and even exclusive power in some cases to legislate even on the state list (list II)".

The Indian judiciary has recognized the fact that Indian constitution does not accept an absolute form of federalism. In State of West Bengal v. Union of India, the apex court arrived at the conclusion that Indian constitution does not propound the principle of 'absolute

federalism’¹¹. In *State of West Bengal vs. Kesoram Industries Ltd. and others*, the apex court observed that “Federalism under the Indian context points out to the supremacy of parliament and legislative entries contained in different lists of the Seventh schedule must be construed accordingly”¹². Noted legal scholar Professor K.C. Wheare was the one who first declared that “It seems clear that, after allowing for the federal features of the Indian Union it can only be concluded that the constitution is quasi-federal”¹³.

5.3. FEATURES OF INDIAN FEDERALISM

Before we delve into discuss regarding the division of legislative, administrative and financial powers between the Centre and the State, it is important to understand the essential features of the Indian Constitution.

Written Constitution

In order for a nation to be a federation, it is essential that it has a written constitution. This is to ensure that both the Centre and the State can refer to it when required. It is a well known fact that Indian Constitution is a written document that was drafted after a long deliberation by the constitution makers. The Constitution is a supreme document and it empowers both the Centre and the State to function independently in their administrative sphere with minimum interference.

Rigid Constitution

Amending a constitution in a federal system is generally a rigid and complicated task. The Indian Constitution lays down emphasis that in order for amending certain provisions, a special majority is required. This means that majority of total members of each house of the Parliament as well as by two-thirds majority of the members present and voting has to pass the amendment. Moreover, in addition to this, there are certain amendments that must be approved by at least 50% of the states. After this process is over, the head of the state i.e. the President gives his assent by signing the amendment. This procedure can be time consuming and tedious. Thus, it has been rightly said that Indian Constitution is rigid in nature.

Division of Powers

Our Constitution lays down a clear cut division of powers. This ensures that both the States and the Centre are able to enact and legislate within their assigned administrative sphere. This is done

¹¹ *State of West Bengal v. Union of India* 1963 AIR SC 1241

¹² *The State of West Bengal v. Kesoram Industries Ltd. & Ors* [2004] Insc 28 (15 January 2004).

¹³ *Federal Government*, by K.C. Wheare, 1961

so as to prevent any violation of its limits and prevent any interference with their respective autonomy's. Our constitution provides three lists, viz. the Union, the State and the Concurrent List.

Supremacy of the Judiciary

The independence of the judiciary is yet another important feature of the Indian Constitution. The original jurisdiction of the Supreme Court of India allows it to resolve disputes between the Union and the States. In case a law undermines or contradicts a provision of the constitution, the judiciary can declare it to be unconstitutional.

5.4. NATURE OF INDIAN FEDERALISM

As per Article 1 of the Constitution, India is a 'Union of States' thus indicating that is not a product of arrangement between the Union and the States and the States do not have the power to ask for separation from the union. Apart from that, the Constitution of India binds the Union and the States in such a manner that they cannot exit the same and must operate within the framework that has been laid down by it. The objective of the federation is to preserve the unity of the nation thus making it indestructible. The Governors are appointed by the Centre and their recommendations can prompt the Centre to take over the control of the state.

It can be said that the governor acts as an agent of the Centre. A closer look at the Indian federal system indicates that governor's are appointed to represent the interests of the Centre. This is in contrast with their responsibility as the head of the state. The Governor's position ensures that the Centre continues to exercise its control over the State. This becomes particularly significant in the context of imposition of National Emergency. If the units are to be treated equally in a federation, then they must be entitled to equal representation in the Upper House of the federal legislature i.e. the Parliament. However, the same is not followed in the Indian States. This means that states have been given unequal representation in Rajya Sabha. This is in contrast to other countries that have adopted a federal form of government such as the United States of America. In USA, states are entitled to equal representation in the upper house that happens to be the Senate. This is irrespective of the size of their area or the population. Additionally, the Union Government is in charge of making important appointments such as the appointment of Chief Election Commissioner, the Comptroller and Auditor General are made by the Union Government. The provision for a separate constitution for the state is absent. The states are not empowered to suggest amendments to the Constitution. This is because only the Union Government is empowered to make amendments.

Generally, in a federal system, a dual system of courts is followed. However, that isn't the case in the Indian context. Here, we have a system of unified judiciary in which the Supreme Court assumes the apex position. The Constitution has made the Centre strong by assigning it subjects of significance. The States governments have been provided with minimal powers. The

states are at a disadvantage from a financial perspective as they are made dependent on the Centre. One relevant statement accurately explains the nature of Indian federalism that ‘Indian Constitution is federal in form but unitary in nature, is justified. All this will be discussed in depth in the coming sections.

5.4.1. CHECK YOUR PROGRESS I

1. What is the meaning of Supremacy of Judiciary?

.....
.....

2. Briefly explain the three lists?

.....
.....
.....

5.5. RELATIONS BETWEEN CENTRE AND STATE

Part XI of the Indian Constitution lays down the relations between the union and the states. The Centre state relations are divided into three parts namely- Legislative Relations (article 245-255), Administrative Relations (Article 256- 263) and financial relations (Article 268-293). These have been discussed below in detail-

5.5.1. LEGISLATIVE RELATIONS

As per Chapter I of Part XI (Article 245-254) of the Indian Constitution, there exists a two-fold division of legislative powers between the State and the centre. This division is with respect to territory and subject matter.

Territorial Jurisdiction:- With respect to territory, Article 245(1) lays down that subject to the provisions contained in the Constitution, a State Legislature is empower to enact laws for whole of the state or any area that falls within its territory. However, State Legislatures cannot expand its territorial jurisdiction under any circumstances. The only scenario in which they can do the same is if the boundaries of the state are enlarged by an act of the Parliament.

On the Other hand, the Parliament is entitled to legislate for ‘the whole or any part of the territory of India, which includes not only the states but also the union territory of India’. This has been laid down by Article 246(1) of the Constitution. The Parliament is also entitled to the power of ‘extra territorial jurisdiction. This power is given by Article 245(2) and is not available to state legislatures. This means that the legislation enacted by the Parliament will not only concern itself with those people who are in the Indian territory but will also extent to Indian subjects and property that are situated outside India.

5.5.2. DISTRIBUTION OF POWERS (SUBJECT MATTER)

As discussed above, under a federal form of government, there is a distribution of powers between the Centre and the State. The local and political backgrounds of a country play a critical role in determining the nature of distribution of powers. For example, in the USA, sovereign states were opposed to the idea of absolute subordination to the Government at Centre. Therefore, they entrusted subjects of common interest to the Central Government and legislated upon the remaining themselves. Australia also followed this pattern of single enumeration of powers. In contrast to this, Canada opted for double enumeration of the power. They took into account the US experience that resulted in a Civil War as a result of weak centre. Thus, to prevent the same from happening, they opted for a strong Centre. The makers of the Indian Constitution followed the federal scheme of double enumeration as adopted by Canada thereby going for a strong Centre. However, they modified this by adding a third list called the Concurrent list.

In the Indian context, with respect to legislative relations, powers have been divided into three categories in the Constitution. As per the seventh schedule of the Indian Constitution, legislative powers have been divided into lists- one for the Centre and the other for the State, known as the Union List and the State List, respectively. The concurrent list has also been added. There are 97 subjects of national interest in the Union List and is the largest list among the three. Some of the important subjects that fall within the purview of Union List include: Defence, Railways, Post and Telegraph, Income Tax, Custom Duties, etc.

The Parliament has the exclusive power to legislate on the subjects contained in the Union List for the entire country. There are 66 subjects in the State List that deal with local interest. Some of the important subjects as contained in this List are- Trade and Commerce within the State, Police, Fisheries, Forests, Industries, etc. The State Legislatures have the power to legislate on the subjects included in the State List.

The Concurrent List is composed of 47 subjects that are of common interest to both the Union and the States. Some of the subjects included in this list are: Stamp Duties, Drugs and Poison, Electricity, Newspapers etc. Both the Parliament and the State Legislatures are empowered to legislate on the subjects included in this list. But in case a conflict arises between the Union and the State law with respect to the same subject, the Union law will prevail over the State law. The parliament is empowered to legislate on all subjects that do not fall within the purview of the three lists. The Parliament is also empowered to legislate on the subjects contained in the state list in certain circumstances.

5.5.3. ADMINISTRATIVE RELATIONS

The administrative relations between the union and the states can be examined under: (i) normal and (ii) emergency conditions.

Several techniques have been devised by the Indian Constitution to ensure that the Union government is able to exercise control over the state government in 57 normal circumstances. The state is not allowed to interfere in the legislative and executive actions and policies of the Centre. This control of the Centre has been possible because of the President's powers. Article 155-156 provides the president with the power to appoint and dismiss a governor. Apart from that, Article 304 allows him to introduce legislation in the state legislature; Article 213 lays down that the President's assent is required in case the Governor wishes to introduce ordinances pertaining to specific issues and Article 200 confers veto power on the President in case of State bills that have been reserved by the Governor.

It was not the intention of the framers of the Indian Constitution to lay down a constitutional framework that facilitated administrative co-operation and co-ordination between the union and states. The state is still required to exercise its executive power in such a manner that it complies with the laws made by the parliament. Furthermore, the Union Executive has the power to give directions to a State. This happens when such direction are necessary for a requisite purpose. For example, The Union Government is empowered to direct the States to make sure that it complies with the laws that are enacted by the Parliament. These include laws pertaining to the construction and maintenance of means of communications, which have been declared to be of national and military importance, and also on the measures regarding the protection of Railways. Additionally, only the Parliament is empowered to adjudicate on inter-state river disputes. There is also a provision that lays down the an Inter-State Council should be constituted for advising the president on Inter- State disputes.

The State governments are empowered to delegate some of its administrative functions pertaining to the State subjects to the Union Government for a certain period of time. The Constitution of India has incorporated certain special provisions to make sure that the administrative system is uniform in nature. The creation of the All India Services such as IAS and IPS is an example of that. The members of these services are placed in significant administrative positions in the states. This enables the Central Government to exercise its authority and ensure that the states are in its control. The recruitment of these members takes place through a centralized examination. However, they are appointed at in different states.

The states do not have the authority to take any disciplinary action against them without the Centre's prior permission. The Constitution has also made a provision that empowers the Parliament to establish a new All India Service on the recommendations of Rajya Sabha. The President possesses the powers to hand over the entire control of the state administrative machinery to the Union. Such powers have been enumerated in the emergency provisions.

The Union executive has the power to issue directions to a state if such directions are necessary to fulfill a requisite purpose of the union government. In addition to this, Union Government can be subjective in its approach and issue directions as it deems fit. In other words, the scope of Union powers is wide enough to result in interference with the state's administrative machinery. Under ordinary circumstances, it is the states that request the centre to deploy Central Police Force and Army in the states. However, in certain exceptional circumstances, the Central

Government has deployed CRPF or BSP despite the objections of the State Government. Thus, The Centre plays a very critical role in the states' administrative sphere.

5.5.4. FINANCIAL RELATIONS

In order to determine the nature of State's relationship with the Centre, it is important to pay adequate attention to the distribution of financial resources between the two. The Constitution has provided independent sources of revenue for both the Union and the State. The Parliament is empowered to impose taxes on the subjects that fall within the purview of the Union List. Similarly, the States can impose taxes on the subjects included in the State List. Most of the times, the Centre is in charge of levying taxes that have an inter-state base whereas taxes that have a local base are levied by the state.

The Union List contains items of taxation which can be categorized as:

- (i) There are taxes that are levied by the Union. However, their collection and appropriation is done by the states. For example, stamp duties and duties of excise on medicinal and toilet preparations etc.
- (ii) There are taxes that are levied and collected by the Union. However, such taxes are assigned to the States viz. railways, sea or air etc.
- (iii) There are taxes that are levied and collected by the Central Government. In some cases, the parliament prescribes that these taxes be distributed between the Central and the states. For example- union excise duties, excise on toilet preparations etc.
- (iv) There are taxes that are levied and collected by the Centre for its own utilization. These include customs, surcharge on income tax etc.
- (v) There are taxes that levied and collected by the Centre and their distribution takes place between the union and the states. For example- taxes other than agriculture etc. This indicates that the Centre is better equipped to deal with matters concerning the financial sphere.

The state finances are subject to the control of the Centre. In some instances, the Centre is empowered to provide financial aid so that the expenditure requirements of states' developmental schemes can be met. In case of a financial emergency, the President is empowered to suspend the provisions concerning the division of taxes between the Centre and the State. In such a scenario, other restricts can also be imposed on the expenses of the state by the President.

The priorities of the central plan mind are kept in mind while framing the state plans. The Planning Commission plays a critical role in the process as state plans cannot be executed without its approval. Furthermore, the States are provided with certain grants for carrying out centre sponsored schemes. It can be said that an over-centralized planning system has been established by the Planning Commission. The State haven't been gave much power to take up their own initiatives. Instead, they have to implement the schemes that have been formulated by the Centre.

One of the primary concerns of the founding fathers of the Indian Constitution was to ensure that the constitution fostered the unity and integrity of the country. They took into account the disunity and lack of harmony that prevailed in the country especially in the immediate period following the independence. To counter the same, they felt that a strong government at Centre was needed. Therefore, the Centre was assigned a relatively stronger role by the framers of the Indian Constitution. They also incorporated provisions that led to the establishment of a co-operative federalism.

In the past few decades, the working of the Indian federal system has revealed that the Centre and States have had unfriendly relations. Instead of working co-operatively, they have had fair share of disagreements and failed to coordinate with each other. In light of the same, over the course of years, the Indian Government has appointed the administrative Reforms Commission and several other Commissions with the objective of regulating and improving Centre State relations.

5.6. THE SARKARIA COMMISSION

The Sarkaria Commission was appointed by the Union Government to recommend ways and measures to improve Centre-State relations. The recommendations put forth by the Sarkaria Commission are important as they seek to ensure that an appropriate policy with respect to legislative, administrative and financial relations between Centre and States is adopted. However, no fundamental changes with respect to the constitutional fabric have been suggested. The Commission was of the opinion that federalism is co-operative in nature instead of being a static institutional concept.

One of the more concrete recommendations that was put forth by the commission was with regards to the establishment of permanent Inter-State Council. Additionally, it was of the opinion that the development of backward regions or areas should be common concern of both the Central and State Government. This would ensure that the economic development of these backward regions took place in a planned manner thereby reducing the separatist tendencies. Apart from that, it recommended that the Union and the States should resolve their disagreements/ differences through mutual consultations. It viewed the States' demand for more financial resources from a favorable perspective. It further suggested that Centre –State relations can be improved by putting impetus on economic liberalization and making suitable amendments to the Constitution.

5.6.1 CHECK YOUR PROGRESS II

1. Which part of Indian Constitution deals with administrative relations?

.....
.....

2. What is Sarkaria Commission?

.....
.....

5.7. Summary

A federal system of government requires a definite division of power between the Union and States. In addition, a written and rigid constitution is also necessary and in order to effectively deal with the disputes between the Union and the States, there should be a strong independent judiciary. Even though the Indian Constitution has adopted several federal features, the Indian State has failed to function as a true federation. This can be attributed to incorporation of some non federal features in it by the framers of the constitution. These include single citizenship, single judiciary, a strong centre, appointment of the Governor by the President, unequal of representation in the Rajya Sabha etc.

This indicates a preference for a strong centre. The states are required to work in close co-operation with the centre. However, this is not always possible as the powers of the centre often prevail over that of the state. The constitution may be projected to be federal in form but it has proved to be unitary in function.

This above discussion of Center-State relationship in legislative, administrative and financial spheres reveals that the Centre has been made relatively stronger than the states. The rationale behind assigning a dominant role to the Centre was to preserve the unity and integrity of the nation. Therefore, provisions laying down a co-operative form of government have been laid down.

As the relations between the Centre and the States have failed to remain cordial, states have started asking for more autonomy to conduct its administrative affairs. In such a scenario, the government intervened and set up commissions to examine the situation and put forth recommendations.

5.8. QUESTIONS FOR PRACTICE

5.8.1. LONG ANSWER QUESTIONS

1. Describe the unitary features of the Indian Constitution.
2. Write a short note on each of the following-
 - a.) Legislative relations between the Centre and the States
 - b.) Financial relations between the Centre and the States
 - c.) Administrative relations between the Centre and the States
3. “Indian Constitution is federal in form but unitary in spirit”. Comment.

4. What is co-operative federalism?
5. Why did the framers of the Constitution felt the need for a strong centre?
6. What are the salient features of Indian federalism?

5.8.2. SHORT ANSWER QUESTIONS

1. Do you think that India has adopted an absolute form of federalism? Given reasons supporting your answer.
2. Discuss the recommendations that were put forth by the Sarkaria Commission to regulate Centre-State relations. Do you agree with the recommendations? Given reasons supporting your answer.
3. Write a short note on how the Indian Federal System varies from that adopted by the United States of America?
4. What is quasi-federalism?
5. Differentiate between the Union, State and the Concurrent list.

5.9. SUGGESTED READINGS

- Constitutional Assembly Debates, Vol. 5, P.37,1949.
- Basu, D.D., Introduction to the Constitution of India, Wadhwa and Company Law Publishers, New Delhi, 2005.
- Basu, D.D., Constitutional Law of India, Prentice Hall of India, 1991.
- Tope, T.K., Constitutional Law of India (Edn.), 1982.
- Basu, D.D., Comparative Federalism, Prentice Hall of India, New Delhi, 1987

BACHELOR ARTS (LIBERAL ARTS)
SEMESTER –III
COURSE: - INDIAN POLITICAL SYSTEM -I

**UNIT 6: UNOIN EXECUTIVE: PRESIDENT- ELECTION, POWERS, POSITION AND
CHANGING ROLE**

STRUCTURE

6.0. Learning Objectives

6.1. Key words

6.2. Introduction

6.3. Election of the President

6.3.1 Uniformity in the scale of Representation

6.3.2 Eligibility

6.3.3 Oath or affirmation

6.3.4 Salary and Allowances of the President

6.3.5. Conditions of President's office

6.3.6 Term of President's Office

6.3.7. Process of Impeachment

6.3.8. Vacancy of President's office

6.3.9. Check Your Progress I

6.4. Powers and Functions of President

6.4.1 Executive Powers

6.4.2. Legislative Powers and Functions

6.4.3. Power to Promulgate Ordinances

6.4.4. Financial Powers and Functions

6.4.5. Emergency Powers of the President

6.4.6. Diplomatic powers

6.4.7. Military powers

6.4.8. Judicial Powers

6.4.9. Pardoning Power of the President

6.5. Position or Changing role of the Indian president in Minority Government

6.5.1 Check Your Progress II

6.6. Summary

6.7 Questions for Practice

6.7.1 Long Answer Question

6.7.2 Short Answer Question

6.8 References

6.9 Suggested Readings

6.0 LEARNING OBJECTIVES:

After the completion of this unit, you will be able to:

- Understand the election method, qualifications, term and impeachment of the President of India.
- Examine the powers and functions performed by the President.
- Evaluate the constitutional position and changing role of the President in Indian Political System.

6.1. KEY WORDS

Electoral College, Impeachment, veto power, ordinance-making and changing role.

6.2. INTRODUCTION

The Constitution of India has opted for parliamentary system of Government modeled on the British pattern, where the head of the state is the nominal executive and the real executive is the Council of Ministers headed by the Prime Minister. Though the executive power is vested in the president but he exercises this power with the aid and advice of the Council of Ministers. The President is the head of the Indian State and acts as the symbol of unity, integrity and solidarity of the nation. He is the first citizen of India. Article 52 of the Indian Constitution deals with the office of President.

6.3 ELECTION OF THE PRESIDENT

The president is not directly elected by the people but by members of Electoral College consisting of:

1. The elected members of the both the houses of Parliament;
2. The elected members of the legislative assemblies of the states;
3. The elected members of the legislative assemblies of the Union Territories of Delhi and Puducherry.

Thus, the nominated members of both of the houses of parliament, the nominated members of the state legislative assemblies, both elected and nominated members of Legislative councils (in case of the bicameral legislature) and nominated members of the legislative assemblies of Delhi and Puducherry do not participate in the election of the president.

According to Article-55(3), “the election of the president shall be held in accordance with the system of proportional representation by means of single transferable vote and voting of such election shall be secret ballot.”

6.3.1 UNIFORMITY IN THE SCALE OF REPRESENTATION-

Article 55 provides the formula of uniformity in the scale of representation of different states, as far as practicable. The formula is given below:

1. Value of the votes of the members of state legislature- Every elected member of the legislative assembly of a state shall have as many votes as there are multiples of one thousand in the quotient obtained by dividing the population of the state by the total number of the elected members of the assembly. This can be expressed as:

Value of the vote of MLA = $\frac{\text{Total population of state}}{\text{total number of elected members in the state legislature}} \times 1 \div 1000$

2. Value of the vote of an elected member of Parliament- Every elected member of parliament shall have such number of votes as many as obtained by dividing the total number of votes assigned to members of the legislative assemblies of the states by the total number of the elected members of both the houses of Parliament. This can be expressed as:

Value of the vote of an MP = $\frac{\text{Total value of votes of all MLAs of all states}}{\text{total number of the elected members of Parliament}}$

The President's election is held in accordance with the system of proportional representation by means of the single transferable vote and the voting is by secret ballot. This system ensures that the successful candidate is returned by absolute majority of votes. A candidate, in order to be declared elected to the office of President, must secure a fixed quota of votes. The quota is determined by dividing the total number of valid votes polled by the number of candidates to be elected (here only one candidate is to be elected as President) plus one and adding one to the quotient. The formula can be expressed as:

Electoral quota= Total number of valid votes polled/1+1+1

Each member of the Electoral College is given only one ballot paper. The voter, while casting his vote, is required to indicate his preferences by marking 1,2,3,4, etc. against the names of candidates. This means that the voter can indicate as many preferences as there are candidates in the fray.

In the first phase, the first preference votes are counted. In case a candidate secures the required quota in this phase, he is declared elected. Otherwise, the process of transfer of votes is set in motion. The ballots of the candidate securing the least number of first preference votes are cancelled and his second preference votes are transferred to the first preference votes of other candidates. This process continues till a candidate secures the required quota.

Supreme Court shall inquire and decide regarding doubts and disputes arising out of or in connection with the election of a President per Article 71(1) of the constitution. Supreme Court can remove the president for the electoral malpractices or upon being not eligible to be Lok Sabha member under the Representation of the People Act, 1951. Subject to Article 71 (3), Parliament made applicable rules/procedure to petition the Supreme Court for resolving the disputes only that arise during the election process of the president but not the doubts that arise from his unconstitutional actions/deeds or changing Indian citizenship during the tenure of president which may violate the requisite election qualification.

6.3.2 ELIGIBILITY

Article 58 of the Constitution sets the principal qualifications one must meet to be eligible to the office of the president. A president must be:

- A Citizen of India
- 35 years of age or above
- Qualified to become a member of the Lok Sabha

A person shall not be eligible for election as president if he holds any office of profit under the Government of India or the Government of any State or under any local or other authority subject to the control of any of the said Governments.

Certain office-holders, however, are permitted to stand as presidential candidates. These are:

- The current vice-president
- The governor of any state
- A Minister of the Union or of any state (including prime minister and chief ministers)

In the event that the vice-president, a state governor or a minister is elected president, they are considered to have vacated their previous office on the date they begin serving as president.

A member of parliament or of a State Legislature can seek election to the office of the president but if he is elected as president, he shall be deemed to have vacated his seat in parliament or State Legislature on the date on which he enters upon his office as President [Article 59(1)].

Article 57 provides that a person who holds, or who has held, office as president shall, subject to the other provisions of this constitution, be eligible for re-election to that office.

Under the Presidential and Vice-Presidential Elections Act, 1952,^[43] a candidate to be nominated for the office of president needs 50 electors as proposers and 50 electors as seconders for his name to appear on the ballot.

6.3.3 OATH OR AFFIRMATION

The President is required to make and subscribe in the presence of the Chief Justice of India (or in his absence, the senior-most Judge of the Supreme Court), an oath or affirmation that he/she shall protect, preserve and defend the Constitution as follows:

I, (name), do swear in the name of God (or solemnly affirm) that I will faithfully execute the office of President (or discharge the functions of the President) of the Republic of India, and will to the best of my ability preserve, protect and defend the Constitution and the law, and that I will devote myself to the service and well-being of the people of the Republic of India.

6.3.4 SALARY AND ALLOWANCES OF THE PRESIDENT

Under Article-59(3) the power to fix the salary and allowances of the president is vested in Parliament. According to the President's emoluments and Pension (Amendment) Bill passed by the Parliament in December, 2008, the president gets salary of Rs.1.50 lakh per month. This amount was further increased to Rs.5 lakh per month in the 2018 Union Budget of India. The pension of the president is 50% of his salary per month. He is also entitled to free accommodation, free electricity, telephone, medical facility, travelling also. The President's salary and pension is charged from the consolidated fund of India and cannot be reduced during his tenure.

6.3.5. CONDITIONS OF PRESIDENT'S OFFICE

Certain conditions, per Article 59 of the Constitution, debar an otherwise eligible citizen from contesting the presidential elections. The conditions are:

1. The President shall not be a member of either House of Parliament or of a House of the Legislature of any State, and if a member of either House of Parliament or of a House of the Legislature of any State be elected President, he shall be deemed to have vacated his seat in that House on the date on which he enters upon his office as President.
2. The President shall not hold any other office of profit.

6.3.6 TERM OF PRESIDENT'S OFFICE

The President holds office for a term of five years from the day on which he enters upon his office. However, he can resign from his office at any time by addressing the resignation letter to the vice-president. Further, he can also be removed from office before completion of his term by the process of impeachment. The President can hold office beyond his term of five years until his successor assumes charge. He is also eligible for re-election to that office. He may be elected for any number of terms.

6.3.7. PROCESS OF IMPEACHMENT

The President may be removed before the expiry of the term through impeachment for violating the Constitution of India. The process may start in either of the two houses of the Parliament. The house initiates the process by levelling the charges against the President. The charges are contained in a notice that has to be signed by at least one quarter of the total members of that house. The notice is sent up to the President and 14 days later, it is taken up for consideration. A resolution to impeach the President has to be passed by a two-third majority of the total number of members of the originating house. It is then sent to the other house. The other house investigates the charges that have been made. During this process, the President has the right to defend oneself through an authorised counsel. If the second house also approves the charges made by special majority again, the President stands impeached and is deemed to have vacated his/her office from the date when such a resolution stands passed. No president has faced impeachment proceedings so the above provisions have never been used.' Under Article 361 of the constitution, though president cannot be summoned for questioning except on his voluntary willingness to testify in the court in support of his controversial deeds, the unconstitutional decisions taken by the president would be declared invalid by the courts. The case would be decided by the courts based on the facts furnished by the union government for the president's role. As clarified by the Supreme Court in the case 'Rameshwar Prasad &Ors vs Union Of India &Anr on 24 January 2006', though president cannot be prosecuted and imprisoned during his term of office, he can be prosecuted after his term of office for the guilty committed during his term of presidency as declared earlier by the courts. No president has resigned on impropriety to continue in office for declaring and nullifying his unconstitutional decisions by the courts till now. No criminal case at least on the grounds of disrespecting constitution is lodged till now against former presidents to punish them for their unconstitutional acts though many decisions taken during the term of presidency had been declared by Supreme Court as unconstitutional, mala fides, void, ultra vires, etc.

6.3.8. VACANCY OF PRESIDENT'S OFFICE

The Office of the president falls vacant in the following scenarios:

1. On the expiry of their term.
2. By reason of death.
3. By Resignation.
4. Removal by Supreme Court.
5. Removal by impeachment.

Article 65 of the Indian constitution says that the Vice-President of India will have to discharge the duties, if the office falls vacant due to any reason other than the expiry of the term. The vice-president reverts to their office when a new president is elected and enters office. When the president is unable to act because of absence, illness or any other cause, the vice-president discharges the president's functions until the president resumes the duties.

A vice-president who acts as or discharges the functions of the president has all the powers and immunities of the president and is entitled to the same emoluments as the president. When a vice-president discharges the duties of the president, he/she does not function as the Chairperson of the Rajya Sabha.

The Indian parliament has enacted the law—*The President (Discharge of Functions) Act, 1969*—for the discharge of the functions of the president when vacancies occur in the offices of the president and of the vice-president simultaneously, owing to removal, death, resignation of the incumbent or otherwise. In such an eventuality, the chief justice—or in his absence, the senior most judge of the Supreme Court of India available—discharges the functions of the president until a newly elected president enters upon his office or a newly elected vice-president begins to act as president under Article 65 of the constitution, whichever is the earlier. For example, in 1969, when President Zakir Husain died in Office, Vice-President V. V. Giri served as the acting president of India. However, later, V.V Giri resigned from both posts (Acting President of India and Vice-President of India) as he became a candidate in the 1969 presidential election in India. In this event, the then Chief Justice of India, Justice Mohammad Hidayatullah served as the acting president of India until the next president was elected.

6.3.9. CHECK YOUR PROGRESS I

1. Who is eligible to become president of India?

.....
.....

2. How the President of can be removed from his office?

.....
.....

6.4. POWERS AND FUNCTIONS OF PRESIDENT

The constitutional powers and functions of the President of India may be classified into six principle types.

6.4.1 EXECUTIVE POWERS

1. Head of the Union: The President is at the head of the Union Executive. Consequently, all executive powers are exercised in his name. The executive power of the Union to be exercised by the President is extended to the matters with respect to which Parliament has power to make laws and to conclude treaty and agreement.

2. Appointments: As head of the executive, the President appoints the Governors of States, the Judges of the Supreme Court and the High Courts, the Auditor General of India and many other high officials, such as the members of Finance Commission, Election commission, Union Public commission etc.

3. Appointment of the Prime Minister and other Ministers: The President also appoints the Prime Minister and with his advice the other Ministers of the Union Council of Ministers. But here too, as in all other appointments, the President can seldom use his discretion. He is, ordinarily, duty-bound to summon the leader of the political party which secures an absolute majority in the Lok Sabha to become the Prime Minister and form the Ministry. He does enjoy some discretionary powers in the matter only under exceptional circumstances. When no single political party wins a clear absolute majority and, as a result, no Council of Ministers can be formed without a coalition of parties the President can exercise his discretion judiciously in appointing the Prime Minister. Such situations developed in the past. India has entered into an age of coalition politics. And it may so happen that no single party will be able to secure an absolute majority, and the President may be required to exercise his discretionary power for some time to come, in appointing Prime Minister.

4. Can ask to prove Majority in Lok Sabha: Union Council of Ministers normally remains in office for five years, unless dissolved earlier for any reason. The President must be satisfied that the Council of Ministers enjoys the confidence of the majority of the Lok Sabha. In case of any doubt he can ask the Council of Ministers to prove its majority in the Lok Sabha, as the Prime Ministers Sri H.D. Deve Gowda was asked by the President after the official withdrawal of support by the Congress Party from Ministry. The President can also dissolve the Union Council of Ministers in accordance with Article 75(2) of the constitution, if he finds that the Ministry does not enjoy the support of the majorities in the Lok Sabha.

5. Supreme Commander of Armed Forces: As head of State, the President is the supreme Commander of the Armed Forces of India and is entitled to declare war or conclude a treaty.

6.4.2. LEGISLATIVE POWERS AND FUNCTIONS

1. President is a part of Parliament: The Union Legislature or Parliament consists of the President and two Houses of Parliament. The President is, therefore, an integral part of Union Legislature. He shall summon from time to time, either separately or jointly, the Houses of Parliament. The President can prorogue the Houses or either House of Parliament and, if necessary, can dissolve the lower Chamber of Parliament, the Lok Sabha. For example, the President dissolved the twelfth Lok Sabha in early 1999 when the confidence motion in favour of the Vajpayee government was lost in the Lok Sabha.

2. Summons and Addresses Parliament: The President may address either or both House of Parliament. In such address, at the first session after general election to the Lok Sabha and at beginning of a joint session of Parliament each year, he may place the reasons for summoning it. Apart from addressing Parliament, the President may also, in case of 3 necessities, send messages to either House, or to both Houses [Article 86(2)]. Normally, the President does not send such a message, unless however, he has a serious disagreement with the Council of Ministers.

3. Nomination: The President nominates a number of members in both Houses. The chief purpose of the nomination is to ensure adequate representation in Parliament of all sections of population which many not always be achieved through elections.

4. Power in respect of Bills: The President has certain functions in respect of passing of a Bill. A bill passed by both the Houses of Parliament requires his assent in order to become an Act. He may give his assent to a bill or can withhold assent when a bill, after getting approved in both the Houses, is placed before the President. But, if Parliament, acting on President's refusal to assent to a bill, passes it again with or without amendment, for the second time and presents it to the President for his approval, the President shall not withhold his assent there from under Article 111. In other words, it becomes obligatory upon him to give his assent. In certain cases, prior sanction of the President is required for initiating any legislation. For instance, bill for formation of a new State or altering the boundaries of the existing State or States is to be placed before Parliament with prior approval of the President. Money bill is another example in which obtaining of such approval of the President is a constitutional necessity.

5. Bill passed by a State Legislature: A bill passed by a State Legislature may also be reserved for the consideration of the President by the Governor of that State. The President enjoys this right in relation to a bill passed by a State Legislature only in such cases where those are referred to him by the Government of a State under Article 200.

6.4.3. POWER TO PROMULGATE ORDINANCES

Except when both Houses of Parliament are in session, the President may promulgate such Ordinances as the circumstances appear to him to require (Article 123). Such an ordinance can

have the same force and effect of an Act of Parliament. Such an ordinance shall cease to operate unless passed by both Houses of Parliament within the stipulated period. A.K. Roy vs. Union of India (1982) illustrates the proposition that the satisfaction of the President must be as to the existence of a situation which makes it necessary for the President to promulgate such an Ordinance.

The more controversial and debatable legislative power of the President has always been the Ordinance Making Power. Usually, the power to make the laws rests with the Parliament. However, special power on the President empowering him to promulgate ordinances when the Parliament is not in session and the circumstances are such which require immediate action. An ordinance cannot be promulgated when both the houses of parliament are in session. However, it may be passed when only one house is in session, the reason being that a law cannot be passed by only one house and thus it cannot meet a situation calling for immediate legislation. This power granted to the President in the Indian Constitution is unique and no such power has been conferred upon the executive in Britain or the USA. In justification of the inception of the Ordinance Making power in the Constitution, Dr Ambedkar said that there might be a situation of emergency when the Houses of the parliament are not in session. It is important that this situation should be dealt with and it seems to me that the only solution is to confer upon the President the power to promulgate the law which will enable the executive to deal with that particular situation because it cannot resort to the ordinary process of law because the legislature is not in session.

6.4.4. FINANCIAL POWERS AND FUNCTIONS

The President of India also exercises financial powers. No money bill can be introduced in Parliament without the recommendations of the President. According to the Constitution of India, the Annual Financial Statement is placed by the President before both the Houses of Parliament. This statement shows the estimates of revenue and expenditure of the central Government for the next year. It may be pointed out that the proposal for taxation and expenditure cannot be made without the approval of the President. No proposal for spending money or raising revenues for purposes of government can be introduced in Parliament without previous permission of the President.

6.4.5. EMERGENCY POWERS OF THE PRESIDENT

The constitution of India empowers the President to proclaim three kinds of Emergencies:

1. National Emergency (Art. 352);
2. Emergency for failure of Constitutional Machinery in a State (Art. 356);
3. Financial Emergency (Art. 360)

1. National Emergency: The President of India may issue a Proclamation of National Emergency when the security of India or any part thereof is threatened by war, armed rebellion or external aggression. Such a Proclamation of Emergency may remain in force for an indefinite period. During a Proclamation of National Emergency, the executive power of the States is to be exercised in accordance with the directions given by the Central Government. Parliament has the power to make laws on the subjects enumerated in the State List. The right to freedom of speech and expression, freedom to form association, freedom to practice and profession, etc., embodied in Article 19 shall remain suspended.

2. Failure of State Constitutional Machinery: In Case of failure of Constitutional machinery in a State, the President of India is authorized to make a Proclamation to that effect. The maximum duration of this type of emergency is three (3) years. During such an emergency, the President may assume to himself the executive powers of the State. The powers of the legislatures of the State are to be exercised by the Union Parliament.

3. Financial Emergency: The President may also issue a Proclamation of Financial if he is satisfied that the financial stability of India is threatened. This type of emergency may continue to remain in force for an indefinite period. The Central Government may give directions to the States for canons of financial propriety. All money-bills passed by the State Legislatures are to be reserved for the consideration of the President. The President of India grants, pardons, reprieves or remissions of punishment to any person who has been convicted by a Court of Law.

6.4.6. DIPLOMATIC POWERS

All international treaties and agreements are negotiated and concluded on behalf of the President. However, in practice, such negotiations are usually carried out by the Prime Minister along with his Cabinet (especially the Foreign). Also, such treaties are subject to the approval of the Parliament. The President represents India in international forums and affairs where such a function is chiefly ceremonial. The President may also send and receive diplomats, i.e. the officers from the Indian Foreign Service. The President is the first citizen of the country.

6.4.7. MILITARY POWERS

The President is the Supreme Commander of the Indian Armed Forces. The President can declare war or conclude peace, on the advice of the Union Council of Ministers headed by the Prime Minister. All-important treaties and contracts are made in the President's name. He also appoints the chiefs of the service branches of the armed forces.

6.4.8. JUDICIAL POWERS

The Judicial powers and function of the president are

- He appoints the chief justice and other judges of Supreme Court and high courts
- He can seek advice from the Supreme Court on any question of law or fact. However the advice of Supreme Court is not binding on the president.

- The President of India grants, pardons, reprieves or remissions of punishment to any person who has been convicted by a Court of Law. As mentioned in Article 72 of the Indian Constitution, the President is empowered with the powers to grant pardons in the following situations:
 - I. Punishment or sentence is for an offence against Union Law;
 - II. Punishment or sentence is for by a court martial (Military Court)
 - III. Sentence is a sentence of death

The decisions involving pardoning and other rights by the President are independent of the opinion of the Prime Minister or the Lok Sabha majority. In most cases, however, the President exercises his executive powers on the advice of the Prime Minister and the cabinet.

6.4.9. PARDONING POWER OF THE PRESIDENT

Article 72 of the Constitution empowers the President to grant pardons to persons who have been tried and convicted of any offence in all cases which are given above.

- I. **Pardon:** It removes both the sentence and the conviction and completely absolves the convict from all sentences, punishments and disqualifications.
- II. **Commutation:** It denotes the substitution of one form of punishment for a lighter form. For example, a death sentence may be commuted to rigorous imprisonment, which in turn may be commuted to a simple imprisonment.
- III. **Remission:** It implies reducing the period of sentence without changing its character.
- IV. **Respite:** It denotes awarding a lesser sentence in place of one originally awarded due to some special fact, such as physical disability of a convict or the pregnancy of a woman offender.
- V. **Reprieve:** It implies a stay of the execution of a sentence (especially that of death) for a temporary period. Its purpose is to enable the convict to seek pardon or commutation from the President.

6.5. POSITION OR CHANGING ROLE OF THE INDIAN PRESIDENT IN MINORITY GOVERNMENT

As stated, the President is the nominal head so he himself/herself does not take major decisions rather it is the Council of Ministers headed by the Prime Minister which helps the President in taking the decisions and executing them. The issue was resolved during the first presidency of Dr. Rajendra Prasad, who sometimes questioned the position of the President vis-à-vis Nehru's cabinet decisions sent for the consent of the President when he had to give his consent while having different opinion personally but as President of the Republic, he abided by the constitutional mandate. With the emergence of coalition politics in India, the President is getting

opportunities where s/he can use discretion. As no party is in a position to get majority in the general elections so who should be the PM becomes a discretionary choice for the President. Though first of all s/he tries to invite the single largest party to form the government but if he feels that the single largest party may not prove majority on the floor of the House then it became a kind of discretion for him/her. In case of Chandra Shekhar, President Venkatraman allowed him to form the government though he had support of only around sixty MPs of Lok Sabha who defected from the Janta Dal. Secondly, dissolution of the Lok Sabha may be advised by a Council of Ministers but it is up to the President to accept such a move, especially in circumstances where the existing council of Ministers might have lost the confidence of Parliament and thus s/he may like to explore the possibilities of government formation by any other political group. Thirdly, asking the Council of Ministers to resign or get confidence of the Parliament if they seem to have lost the confidence of the lower House.

6.5.1. CHECK YOUR PROGRESS II

1. What are the diplomatic Powers of President?

.....
.....

2. Write a note on Pardon.

.....
.....
.....

6.6. SUMMARY

In nutshell, it can be said that the constitution of India has provided for a parliamentary form of government. Consequently, the President has been made only a nominal executive; the real executive being the council of ministers headed by the Prime Minister. But after 1989, the period of coalition politics began in India as President has to play an active role and not the role of a rubber stamp. He is above party politics; therefore, he thinks of national interests. He is also the guardian of the constitutional propriety and ensures that the government functions within the framework of the constitution.

6.7 QUESTIONS FOR PRACTICE

6.7.1 LONG ANSWER QUESTION

- 1 Discuss the election, qualifications and Impeachment of Indian President.
- 2 Describe the powers, functions and position of President in detail.

3 Examine the changing role of President in the context of Minority Government.

6.7.2 SHORT ANSWER QUESTION

- 1 Write necessary qualifications for the office of President.
- 2 Write down the composition of Electoral College constituted for the election of President.
- 3 Discuss the tenure and method of removal of the President.
- 4 Write any four Legislative Powers of the President.
- 5 When can the President issue Ordinance?
- 6 Write down the emergency powers of the President.

6.8 REFERENCES

- M. Laxmikanth (2013), *Indian Polity*, Mc Grow Hill Education, New Delhi.
- V. N. Shukla (1998), *Constitution of India*, Eastern Book Company, Lucknow.
- Subhash C. Kashyap (1995), *Our Constitution*, National Book Trust, New Delhi.
- G. Austin: *The Indian Constitution: Corner Stone of a Nation*, Oxford University Press, 1966.
- Nirja Gopal, Partap Bhanu Mehta, *The Oxford Companies to Politics in India*, Oxford University Press, 2010.
- M.V. Pylee, *Constitutional Government in India*, Bombay, Asia Publishing House, 1977

6.9 SUGGESTED READINGS

- Dr. B. L. Fadia & Dr. Kuldeep Fadia, *Indian Government and Politics*, Sahitya Bhawan, Agra, 2017
- Dr. S. S. Awasthy, *Indian Government and Politics* (3rd Edition), Har-Anand Publications Pvt. Ltd., New Delhi, 2013
- M. Laxmikanth, *Indian Polity*, McGraw Hill Education, New Delhi, 2016
- Bidyut Chakrabarty & Rajendra Kumar Pandey, *Indian Government and Politics*, SAGE Publications Pvt Ltd., New Delhi, 2008
- J. C. Johri, *Indian Government and Politics (Basic Framework, State Structure and Political Dynamics)*, Vol. II, Shoban Lal & Co.; India, 2012
- Peu Ghosh, *Indian Government and Politics* (2nd Edition), PHI Learning, New Delhi, 2017
- Dr. Suhas R. Morale & Dr. Dilip S. Pawar, *Indian Political System* (14th Edition), ChandralokPrakashan, Kanpur, 2012
- J.S. Badayal, *Indian Government and Politics* (Revised Edition), Raj Publishers, Jalandher, 2021

BACHELOR ARTS (LIBERAL ARTS)
SEMESTER –III
COURSE: - INDIAN POLITICAL SYSTEM –I

**UNIT 7: PRIME MINISTER: APPOINTMENT, POWERS, POSITION AND RELATION
BETWEEN PRESIDENT AND PRIME MINISTER**

STRUCTURE:

- 7.0: Learning Objectives
- 7.1. Key Words
- 7.2. Introduction
- 7.3. Appointment
 - 7.3.1 Check Your Progress I
 - 7.3.2. British Convention
 - 7.3.3. History of Appointments
- 7.4. Working of Prime Minister
- 7.5. Functions and Powers
- 7.6. Relationship with the President
 - 7.6.1 Check Your Progress II
- 7.7. Summary
- 7.8. Questions for Practice
 - 7.8.1. Long Answer Questions
 - 7.8.2. Short Answer Questions
- 7.9. Suggested Readings

7.0. LEARNING OBJECTIVES

After the completion of this unit, you will be able to:

- To understand the working of the Prime Minister in India.
- Understand the structure of central executive.
- Understand the operation of law with regards to the central executive.

- Summarize the major historical changes associated with the appointment of Prime Minister of India.

7.1. KEY WORDS: Executive, Council of Ministers, Prime Minister, Lok Sabha, Cabinet

7.2. INTRODUCTION

The central executive of India is structured similarly to the British model, with a president and a council of ministers led by the Prime Minister. Articles 74 and 75, which deal with the Council of Ministers' composition and status, are vague and overly written. The Indian Constitution's founders left certain issues unclear in order for them to be handled by practice and conventions. The conventions operating in Britain, where a similar pattern of government prevails, are very relevant and can be adopted here to according to our needs.

The clause that "there shall be a Council of Ministers" is obligatory, and the President may not do away with it at any moment. Even if the Lok Sabha is dissolved, the Council of Ministers continues to function. The Supreme Court has rejected the argument in *U.N.R. Rao* that there is no need for a Council of Ministers at the dissolution of the Lok Sabha and that the President can act with the help of advisors.¹⁴

The Constituent Assembly did not choose the Presidential System of Government accepting the argument that An. 74(1) is not mandatory would change the whole concept of the Executive. It would mean that the President would no longer require the services of a Prime Minister and Ministers to assist and advise him in the performance of his duties. Nobody would be accountable to the Lok Sabha without the Council of Ministers. Until he is impeached, the President would be allowed to rule with the help of advisors. As a result, the Court decided that the term "shall" in Art. 74(1) should be interpreted as "shall" rather than "may." As a result, the President cannot exercise executive power without the Council of Ministers' assistance and advice. As a result, it is evident that the President cannot function without the assistance of a Ministerial Council at any time.

While the Constitution appears to give the President the power to designate anyone he wants as Prime Minister, this is not the case in practice. A few conventions, as well as a few constitutional constraints, limit his ability to choose a Prime Minister.

To keep the fabric of parliamentary government in proper working order, it is necessary that the Council of Ministers, of which the Prime Minister is the head, enjoys the confidence of the Lok Sabha. As a result, the Council of Ministers is collectively accountable to the Lok Sabha [Article 75(3)].

7.3. APPOINTMENT

According to Article 75(1), the President appoints the Prime Minister. This is a decision made by the President without consulting the Council of Ministers or the Prime Minister. The issue of

¹⁴ *U.N.R. Rao v. Indira Gandhi*, A.I.R. 1971 S.C. 1002

appointing a new Prime Minister normally arises following a new Lok Sabha election, or when the current Prime Minister dies or resigns. In such a case, the President will be unable to pick and install the Prime Minister on his own as he cannot act on advice of the Prime Minister.

As a result, it is critical that the President appoints a Prime Minister who has the support and confidence of a majority of Lok Sabha members; otherwise, he will be unable to form a stable Cabinet and carry the House along with him in his policies and programs, and the government will be unable to function. This implies that the leader of the majority party in the Lok Sabha should always be considered for the position of Prime Minister. In practice, this is the main constraint on the President's choice. "If a party gets a majority and that party has a leader, that leader becomes Prime Minister," as Ivor Jennings put it in the context of the United Kingdom.

The President has some discretion in appointing the Prime Minister, but only to the extent that he can choose a person who is qualified to be a member of Parliament under Article 84 and is not disqualified under Article 102, who is either a member of Parliament or has the potential to be so elected within six months of his appointment, and who can command the support of the Senate. The Supreme Court recently ruled that there was no requirement in the Constitution for a person elected to the Rajya Sabha to be a voter or a resident of the state they were chosen to represent.¹⁵

The President's choice of Prime Minister may prove to be exceedingly important at critical times. When a party has a clear majority in the Lok Sabha, the President is required to induct the party's acknowledged leader into the Prime Minister's office, and the President's power is essentially ceremonial in this situation. If, on the other hand, the political situation is unclear and no single party has a clear majority, the President will have considerable leeway in deciding who among the many candidates for the post has the best possibility of building a stable government and gaining the Lok Sabha's trust.

However, it may be good to have some agreed-upon conventions for the President's guidance, such as inviting the leader of the most powerful party in the Lok Sabha to form the government. In the end, however, the President's choice of Prime Minister is influenced by the will of the Lok Sabha majority. Even a minority government can stay in power for a long period if other parties in parliament support it. Indira Gandhi's government, for example, although being in a numerical minority in the Lok Sabha near the end of 1969, remained in power for a long time. The Gandhi government was challenged on the floor of the House on multiple times, but the opposition motions were defeated by large margins.

7.3.1 CHECK YOUR PROGRESS I

1. Why Prime Minister of India takes Oath of Office and Secrecy?

.....
.....

¹⁵ Kuldip nayar v. Union of India, (2006) 7 S.C.C. 1.

2. What is not the correct statement?

- (A) If a minister is not the member of any house at the time of becoming a minister, then he will have to get a membership of Lok Sabha within 6 months.
- (B) A minister who is a member of lower House can participate in the proceedings of the upper house.
- (C) A minister can vote only in that house whose membership he holds.
- (D) The President appoints the Prime Minister.

7.3.2. BRITISH CONVENTION

In the United Kingdom, it is customary for the Prime Minister to be a member of the House of Commons. The House of Commons is chosen by the people, reflects public opinion more accurately and authentically than the House of Lords, and plays a key role in the legislative process. It is responsible to the Cabinet, which controls the purse strings, and it is here that maintaining party organization is critical. The Prime Minister cannot afford to be out of touch with the House of Commons in order to run the government efficiently. Therefore, it is necessary that the Prime Minister should be a member of Commons so that he may carry the House along with him.

A member of the Rajya Sabha is not barred from becoming Prime Minister by any particular provision in the Indian Constitution or by any required convention. Mrs. Indira Gandhi, a Rajya Sabha member, for example, was elected Prime Minister in 1966. However, her election to the Lok Sabha soon after illustrates that it is regarded desirable for the Prime Minister to be a Lok Sabha member. Because one-third of Rajya Sabha members are indirectly elected every two years, it is not a hereditary house like the House of Lords, and it interacts with current public opinion.

A minister, who is member of the Rajya Sabha, has the right to participate in the proceedings of Lok Sabha [Art. 88]. Such is not the case in Britain where a Lord, even though a Minister, cannot participate in the proceedings of the House of Commons, in view of these circumstances, there may not be as much objection to a member of the Rajya Sabha becoming the Prime Minister as there is in the case of a peer becoming the Prime Minister in Britain. In fact, the ex-Prime Minister, Dr. Manmohan Singh, was appointed as such in 2004 as a member of the Rajya Sabha, and he did not seek re-election to the Lok Sabha after resigning from the Rajya Sabha, as was customary at the time. However, in order to preserve the best democratic traditions and to maintain the efficient operation of the government machinery, the Prime Minister should be a member of the Lok Sabha rather than the Rajya Sabha. In any case, when a member of the Rajya Sabha becomes Prime Minister, he or she should seek election to the Lok Sabha as soon as possible.

7.3.3. HISTORY OF APPOINTMENTS

List of all the Prime Ministers of India from 1947-2021 below:

S.N.	Name	Term of office	Remark
1.	Jawahar Lal Nehru	15 August 1947 to 27 May 1964 16 years, 286 days	The first prime minister of India and the longest-serving PM of India, the first to die in office.
2.	Gulzarilal Nanda (Acting)	27 May 1964 to 9 June 1964, 13 days	First acting PM of India
3.	Lal Bahadur Shastri	9 June 1964 to 11 January 1966 1 year, 216 days	He has given the slogan of 'Jai Jawan Jai Kisan' during the Indo-Pak war of 1965
4.	Gulzari Lal Nanda (Acting)	11 January 1966 to 24 January 1966 13 days	-
5.	Indira Gandhi	24 January 1966 to 24 March 1977 11 years, 59 days	First female Prime Minister of India
6.	Morarji Desai	24 March 1977 to 28 July 1979 2 year, 126 days	Oldest to become PM (81 years old) and first to resign from office
7.	Charan Singh	28 July 1979 to 14 January 1980 170 days	Only PM who did not face the Parliament
8.	Indira Gandhi	14 January 1980 to 31 October 1984 4 years, 291 days	The first lady who served as PM for the second term
9.	Rajiv Gandhi	31 October 1984 to 2 December 1989 5 years, 32 days	Youngest to become PM (40 years old)
10.	V. P. Singh	2 December 1989 to 10 November 1990 343 days	First PM to step down after a vote of no confidence

11.	Chandra Shekhar	10 November 1990 to 21 June 1991 223 days	He belongs to Samajwadi Janata Party
12.	P. V. Narasimha Rao	21 June 1991 to 16 May 1996 4 years, 330 days	First PM from south India
13.	Atal Bihari Vajpayee	16 May 1996 to 1 June 1996 16 days	PM for shortest tenure
14.	H. D. Deve Gowda	1 June 1996 to 21 April 1997 324 days	He belongs to Janata Dal
15.	Inder Kumar Gujral	21 April 1997 to 19 March 1998 332 days	-----
16.	Atal Bihari Vajpayee	19 March 1998 to 22 May 2004 6 years, 64 days	The first non-congress PM who completed a full term as PM
17.	Dr. Manmohan Singh	22 May 2004 to 26 May 2014 10 years, 4 days	First Sikh PM
18.	Narendra Modi	26 May 2014 - Present	4th Prime Minister of India who served two consecutive tenures

The Janata Party, a coalition of many parties, won a majority in 1977. The Janata Party's leader was appointed as Prime Minister. Following the breakup of this party in 1979, Chaudhury Charan Singh, the head of a Janata Party section, was chosen Prime Minister because he was backed by the Congress Party from the outside, i.e. without being a member of the Council of Ministers.

Despite the fact that he did not have an outright majority in the Lok Sabha, he received more support than Morarji Desai, who had just resigned as Prime Minister. The President stated at the time that the Prime Minister should seek a vote of confidence in the Lok Sabha as soon as possible "in conformity with the greatest democratic traditions and in the sake of creating healthy customs." The Congress Party withdrew its support within a few days, and Charan Singh was reduced to a minority in the Lok Sabha. On the suggestion of the new Prime Minister, the President prorogued the House.

The nomination of Charan Singh as Prime Minister was challenged in the Delhi High Court with a plea for issuance of a writ of quo. The petition was, however, dismissed by the court. The Court rejected the contention that a member of the Lok Sabha should only be chosen Prime Minister after receiving a vote of confidence from the Lok Sabha. The Court held that accepting this argument would essentially mean that the Prime Minister should be chosen by the Lok Sabha rather than the President.¹⁶ The President is mandated by the Constitution to undertake such duties. Of course, when selecting the Prime Minister, he must adhere to constitutional conventions.

Following a consideration of the pertinent cases, and British conventions, in *Madan Murari v. Chaudhury Charan Singh*, the petition was dismissed. Despite the 42nd Amendment, the Court stated that "When it comes to selecting the Prime Minister, the President has complete power. He is not fettered in his choice of who will enjoy the confidence of the Lok Sabha save by his own opinion, and the court could not pass judgment on the President's political assessment. It is not for the court to decide whether he was politically justified in appointing the Prime Minister.

Without a doubt, the Chaudhury Charan Singh incident was a one-of-a-kind situation. Here was a Council of Ministers that had never been before the Lok Sabha, had never demonstrated its accountability to the House, had resigned before facing a vote of confidence, and was assisting and advising the President in the exercise of his duties. The entire episode does not follow the best traditions of constitutionalism and the legislative system.

The Congress Party, which had a majority in the Lok Sabha when Prime Minister Indira Gandhi was assassinated in 1985, had no recognized leader. It would have taken a few days to organize a meeting of the Congress Legislature Party, but it was imperative to appoint Prime Minister right now. At this critical moment President Giani Zail Singh named her son Rajiv Gandhi as Prime Minister without waiting for him to be properly elected as the Congress Party's leader. He was elected as the leader of the majority party only after his nomination as Prime Minister.

V.P. Singh was nominated Prime Minister in 1989 despite his party's lack of a clear majority, with only 176 members in a House of 520. Without participating in the government, the BJP committed to help V.P. Singh from the outside. V.P. Singh received a vote of confidence from the Lok Sabha. After a period of time, the BJP withdrew its support. Despite the fact that V.P. Singh was reduced to a minority in the House, the President did not order him to resign immediately, instead giving him time to show his majority. When V.P. Singh was unable to gain a vote of confidence from the House, he resigned.

In 1996, the Lok Sabha was dissolved at the end of its five-year term, and general elections were held, resulting in a Parliament in which no party had a majority. The Congress Party, which had been in power prior to the elections (1991-1996), only managed to secure 135 seats in a House of 520 members. The Bhartiya Janata Party (BJP) won 162 seats in the election. The United Front (Leftist Parties, Janta Dal, and a few other regional parties) won 178 seats,

¹⁶ *Dinesh Chandra v. Chaudhary Charan Singh*, A.I.R 1980 Del. 114.

while Independents and small groups took the remaining seats. The President invited the leader of the BJP, the single largest political party, to form the government on the condition that it received a confidence vote. After failing to secure such a vote, Prime Minister Atal Bihari Vajpayee resigned after only 13 days.

The house was again dissolved in 1997 and fresh elections were held in 1998. In the Lok Sabha, no majority party emerged once more. Atal Bihari Vajpayee, the leader of the Bhartiya Janata Party (BJP) (the largest single party with 162 members compared to 141 for the Congress Party), was able to form a coalition with several small regional parties and was thus invited to form the government. Atal Bihari Vajpayee was re-elected Prime Minister and received a vote of confidence from the Lok Sabha. The Congress, which emerged as the largest single party in the general elections of 2004 and 2009, formed the government in the center with the support of other political parties.

It is evident from the above scenarios that, the President clearly wants to appoint a Prime Minister who can command a majority in the House, as evidenced by the above events. This is consistent with S.A. de Smith's view that when "no party has an overall majority in the House," the Queen must decide who has "a reasonable prospect" of remaining in office. Normally, but not always, that person will be the leader of the largest party in the House of Commons.

7.4. WORKING OF PRIME MINISTER

The Prime Minister plays a critical role in the parliamentary system of government, according to JENNINGS, who calls him the "keystone of the Constitution." "All routes in the Constitution lead to the Prime Minister," he continues. Joh Morley had previously referred to him as the "keystone of the cabinet arch." In the Lok Sabha, the Prime Minister is the leader of the majority party. He is the Ministerial Council's Chairman. He is in charge of government policy coordination. He is the sole conduit of communication between the President and the Council of Ministers. In this regard, the provisions of Article 78 may be referred to.

He is in charge of appointing Ministers as well as allocating duties among them. He has the right to demand a Minister's resignation and to use the presidential power to dismiss an unpopular Minister hence all Ministers serve at his discretion. Ministers who refuse to accept their positions of leadership must resign. The Prime Minister is the Cabinet's primary spokesman and advocate in Parliament. He has the power to dissolve the Lok Sabha. He is the Chairman of the Cabinet, summoning and presiding over its meetings. His resignation would be followed by the resignations of all of the government's ministers.

As a result, the Prime Minister's post carries a lot of weight, influence, and status. He ensures that the legislative system of government is in good working condition. His personality appears to be at the center of the entire constitutional apparatus. As a result, he has been referred to as the "keystone" of the Cabinet arch, as he is vital to its development, existence, and death. No Prime Minister, however, can govern without the help of his or her colleagues. As a result, he is constrained by one major constraint: maintaining a government in power that has the confidence of the Lok Sabha majority. The Prime Minister's appointment is the product of

compromises between various elements within the political party in question, and as a result, the Prime Minister must constantly seek the support of the political party to which he belongs. When the Prime Minister leads a coalition government, his freedom of action is severely limited because he must carry not just his own party but also the alliance's various parties.

Thus, the Prime Minister cannot operate as an authoritarian or despot; he cannot afford to ignore his colleagues' and party organs' opinions all of the time. He is reliant on his colleagues for support, and too many resignations from the Cabinet could spell his collapse.

It has been suggested that the Prime Minister is *primus inter pares* among his colleagues as a result of this. However, this does not accurately portray the Prime Minister's perspective. The Prime Minister's position is far superior to that of other Ministers, subject to the limitation of commanding the Lok Sabha's confidence and the political party's support. Much, however, depends on the Prime Minister's unique personality, and someone like Nehru, Indira Gandhi or Modi might entirely eclipse the entire Cabinet and even the party machinery. KEITH, in his own words has stated that, "The courteous definition of the Prime Minister as *primus inter pares* is insufficient to represent the Prime Minister's true status, his temperament allows him to exert the entire power that he has if he so wishes."

The position of Deputy Prime Minister is not mentioned in the Constitution, but it has been filled on occasions. Devi Lal took the oath of office as Deputy Prime Minister when V.P. Singh was named Prime Minister in 1990. The validity of Devi Lal's oath was called into doubt in a writ case before the Supreme Court.

The Court dismissed the writ petition in *K.M. Sharma v. Devi Lal*, stating that an oath contains two parts: (i) descriptive and (ii) significant. A little mistake or inaccuracy in the descriptive component of the oath would not void the oath if the substantive part was followed correctly. On this basis, the Court concluded that, while Devi Lal characterised himself as the Deputy Prime Minister, he was "simply a Minister like other members of the Council of Ministers," and that his designation "did not confer on him any powers of the Prime Minister."¹⁷

7.5. FUNCTIONS & POWERS

As an integral part of Parliament, the Council of Ministers, led by the Prime Minister, takes part in the legislative process and performs numerous vital functions in connection to Parliament. The Council of Ministers, as a constituent of Parliament, plays an active role in the legislative process and performs a number of significant functions in connection to Parliament. The fact that the President is a constituent part of Parliament emphasizes this concept.

Because the government has a majority in the Lok Sabha, no law can be passed unless it has the support of the government. As a result, a private member's bill with no government support has little prospect of passing the House. In practice, the administration has a monopoly on the legislative process in the House of Commons. All bills presented to the House of Commons are, in effect, those presented by the administration.

¹⁷ *K.M. Sharma v. Devi Lal*, A.I.R. 1990 S.C. 528

The Central Executive also takes part in the legislative process in the states to some extent. Certain types of State legislation require its approval: in some situations, before a Bill is introduced in the State Legislature, such as a Bill restricting the freedom of trade, commerce, and intercourse within the State, and in other cases, after a Bill is enacted by the State Legislature. As a result, State Bills that falls under Article 288(2) do not become law until they have received approval from the Central Executive.

The Executive's principal responsibility is to administer and carry out the laws passed by Parliament, as well as to maintain peace and order. However, executive function isn't just restricted to this. A modern state is more than the collection of taxes, the maintenance of law and order, and the defense of the country against external aggression. It engages in a wide range of activities. The Executive with Prime Minister as its real head is in charge of a vast region and performs a wide range of functions.

In a parliamentary government, the council of ministers, led by the prime minister, has a majority of support in the legislature and, to a significant part, dominates it. It leads foreign policy, signs treaties with other countries, manages and monitors general administration, and promotes the people's socioeconomic well-being. It develops and implements policies, as well as making modifications to policies when circumstances change; it also proposes laws. The Executive is not limited to performing only those tasks that have been officially delegated to it by the Legislature or the Constitution in this situation.

As long as the Executive has the backing of the Legislature, it can continue to carry out its policies, and no objections can be raised on the basis that a policy has not been sanctioned by legislation. However, there are some restrictions, such as the Executive's ability to ignore a constitutional prohibition or requirement. The Constitution requires that executive power be exercised in line with it. It can't spend money from the Consolidated Fund without an Appropriation Act, and it can't levy a tax without a law.

7.6. RELATIONSHIP WITH THE PRESIDENT

The following provisions of the constitution deal with the relationship between the President and the Prime Minister:

Article 74: There shall be a council of ministers with the Prime Minister at the head to aid and advice the President who shall, in the exercise of his functions, act in accordance with such advice. However, the President may require the council of ministers to reconsider such advice and the President shall act accordance with the advice tendered after such reconsideration.

Article 75: (a) The Prime Minister shall be appointed by the President and the other ministers shall be appointed by the President on the advice of the Prime minister;
(b) The ministers shall hold office during the pleasure of the President; and
(c) The Council of Ministers shall be collectively responsible to the House of the People.

Article 78: It shall be the duty of the Prime Minister:

- (a) to communicate to the president all decisions of the council of ministers relating to the administration of the affairs of the Union and proposals for legislation;
- (b) to furnish such information relating to the administration of the affairs of the Union and proposals for legislation as the President may call for; and
- (c) if the President so requires, to submit for the consideration of the council of ministers any matter on which a decision has been taken by a minister but which has not been considered by the council.

7.6.1 CHECK YOUR PROGRESS II

1. Which of the following statements is not correct?

- a. Article 74 deals with the Council of Ministers
- b. The Prime Minister is the head of the Council of Ministers
- c. The Central Council of Ministers is the head of India's political and administrative system.
- d. Article 75 is related only to the appointment of ministers.

2. Name the first Prime Minister of India who served office (15 August 1947 – 27 May 1964) until his death.

- a. Gulzarilal Nanda
- b. Jawaharlal Nehru
- c. Rajendra Prasad
- d. Lal Bahadur Shastri

7.7. SUMMARY

India's government is based on the parliamentary system. However, unlike in England, introduction of the parliamentary form of government did not come gradually. The Constituent Assembly of India chose this style of administration on purpose. India has been in a period of political transformation since the promulgation of the Constitution, particularly after 1977. Political parties have proliferated like mushrooms. Despite adopting the first-past-the-post system, the electorate is divided, and hung Parliaments and Legislative Assemblies are the result. The President has the right to appoint the Prime Minister under Article 75(1) of the Constitution. Apart from Article 75(3), which discusses the notion of collective accountability of the council of ministers to the House, no other direction is given as to who the President should appoint as Prime Minister. In the event of a hung parliament, the Constitution is silent on who the President should call to form the administration. In the event of a clear electorate mandate, the President is a foregone conclusion.

7.8. QUESTIONS FOR PRACTICE

7.8.1 LONG ANSWER QUESTIONS

1. What are the duties of prime minister provided under article 78?
2. What are the powers and functions of prime minister in relation to the council of ministers?
3. How is the British practice of appointing prime minister, different from ours?

7.8.2 SHORT ANSWER QUESTIONS

1. A person not belonging to any house of the parliament can become the prime minister. Explain?
2. Why is the post of deputy prime minister not a constitutional office?
3. What is a no confidence motion?
4. Distinguish between political executive and permanent executive?
5. What are the powers of prime minister with respect to formation of cabinet?

7.9. SUGGESTED READINGS

- M. Laxmikanth (2013), Indian Polity, Mc Grow Hill Education, New Delhi.
- V. N. Shukla (1998), Constitution of India, Eastern Book Company, Lucknow
- Subhash C. Kashyap (1995), Our Constitution, National Book Trust, New Delhi.
- G. Austin: The Indian Constitution: Corner Stone of a Nation, Oxford University Press, 1966.
- G. Austin: Working of a Democratic Constitution: The Indian Experience, Delhi, Oxford
- Nirja Gopal, Partap Bhanu Mehta, The Oxford Companies to Politics in India, Oxford University Press, 2010.
- M.V. Pylee, Constitutional Government in India, Bombay, Asia Publishing House, 1977.

BACHELOR ARTS (LIBERAL ARTS)
SEMESTER –III
COURSE: - INDIAN POLITICAL SYSTEM -I

**UNIT 8: UNION PARLIAMENT: COMPOSITION, POWERS AND ITS CHANGING
ROLE**

STRUCTURE:

8.0 Learning Objectives

8.1. Key Words

8.2. Introduction

8.3. Composition of the Houses

8.4. Meeting of the Parliament

8.5. Offices of Parliament

8.6. Termination of the Parliament

8.7. Roles of the Parliament

8.7.1. Legislation

8.7.2. Financial Control

8.7.2.1. Parliamentary procedure with respect to Bills

8.7.2.2. The Consolidated Fund of India

8.7.2.3. Contingency Fund

8.7.2.4. Comptroller and Auditor General

8.7.2.5. Parliamentary Financial Committees

8.7.2.6. Deliberation and Discussion

8.7.2.7. Parliamentary Committees

8.7.2.8 Check Your Progress I

8.8. Eligibility for Parliamentary Membership

8.9. Parliamentary Privileges

8.9.1 Check Your Progress II

8.10. Summary

8.11. Questions for Practice

8.11.1. Long Answer Questions

8.11.2. Short Answer Questions

8.12. References

8.13. Suggested Readings

8.0. LEARNING OBJECTIVES-

After the completion of this unit, you will be able to:

- To understand the composition and structure of the Indian Parliament.
- Understand the functions of Parliament.
- Comprehend how the Parliament and Executive carry out financial operations of the country.

8.1. KEY WORDS: Parliament, Legislature, government, Upper House, Lower House, Rajya Sabha, Lok Sabha

8.2. INTRODUCTION

The government of India has been structurally categorized into three organs- Executive, Legislature and Judiciary. All three organs are responsible for performing distinct functions and enjoy different powers. Legislative functions of the union in India are performed by the Parliament. Articles 79-122 of the Constitution of India particularly deal with the powers, duties and features of the Union Parliament.

‘The Parliament of India is ‘Bicameral’, which means it is made up of two Houses-

- Council of States or Rajya Sabha (Upper House)
- House of the People or Lok Sabha (Lower House)

The Lower and Upper Houses along with The President form the Parliament of India. The President does not directly participate in the proceedings of the houses. However, he serves many discrete functions and has important powers. The two houses are very different in nature and are not equal in many respects. The ‘House of the People’, as suggested by its name, is comprised of members that are elected by the citizens of India. In contrast, the Rajya Sabha is indirectly elected. Though they share many functions and powers, the Lok Sabha is generally considered more important, owing to the fact that it reflects the verdict of the people. Despite this however, the Rajya Sabha too enjoys some powers and performs functions that are specific to it.

8.3. COMPOSITION OF THE HOUSES-

RAJYA SABHA-

The maximum strength of the Upper House has been capped at 250 members by the Constitution of India. [Art. 80] Out of the maximum number, 238 are the elected representatives of states and

UTs, while the remaining 12 members are nominated by the President. The specially nominated people are chosen on the basis of their contributions in the fields of science, art, literature or social service.

Seats in the Rajya Sabha are allotted on the basis of population. The members of Rajya Sabha are elected by the members of the Legislative Assembly of the state, thus making Rajya Sabha members indirectly elected by the people. The person elected to the Rajya Sabha from a state does not necessarily have to be a resident of that state. The President is advised by the Council of Ministers on who to nominate to the Council of States.

A member of Rajya Sabha continues to be a member for 6 years. Unlike the Lok Sabha, the Upper House cannot be dissolved. A third of the members retire every 2 years, thereby allowing the house to run continuously.

LOK SABHA-

The Lower House is elected by the people. Its members are chosen by the people for a period of 5 years, after which the house ceases to exist and is re-elected. The maximum strength of the Lok Sabha as stated by the Constitution of India is 550. Of the maximum capacity, 530 members are elected from states and the remaining 20 from Union Territories. An additional two members can be nominated by the President from the Anglo-Indian population if it is felt by him that the community is not adequately represented.

The members are elected through Lok Sabha elections. The principle of Universal Adult Franchise is applicable in India. Therefore, every citizen of India above 18 years of age and who is not disqualified by the law in India is allowed to cast his vote.

8.4. MEETING OF THE PARLIAMENT-

Summoning the Parliament-

On paper, the Parliament is summoned by the President of India. However, in reality it is the leader of the house, along with his cabinet and the speaker of the house takes the decision. The summons to the members is sent out under the name of the President and a notification is published in the Official Gazette.

Article 85(1) provides that the period between the final sitting of a session and the initial sitting of another session of the house must not exceed six months, unless if the Lok Sabha is dissolved before its allotted five years.

President's Address-

Article 87(1) dictates that soon after Lok Sabha elections are finished and before the Parliament begins its session, the President is supposed to deliver an address to both the houses together. The President's address is of importance as it involves the government's assessment of the contemporary state of affairs and its strategy for the upcoming term. It is for that reason that the

Presidential address is drafted by cabinet members. The houses of Parliament are bound to allot time for discussion of the topics that President's speech talks about.

A motion is also made in the houses subsequently for a debate on the President's speech. The debate is held under the name of thanking the President for the speech. Amendments can be made to the motion of thanks. It is the government's position to defend the motion and if it fails to prevent the motion from being defeated or amended, it is taken to be a successful no-confidence against the government.

Power to send messages-

It is within the President's power to send a message to either of the houses. He draws this power from article 86(2) of the Constitution of India. The message that is sent to a house needs to be given attention to.

Quorum-

Quorum refers to the minimum no. of members that must be present in a house for it to conduct its agenda. In both the houses of Parliament, that number has been fixed to be one-tenth of the total capacity. The houses cannot function if quorum is not present and must be adjourned till the required number is fulfilled. Further, article 100(3) provides that quorum can be changed if a law is passed.

Voting and decisions-

All decisions on matters raised before the house are being taken through a vote of simple majority. In this vote, all the members present in the house vote on the matter, except the speaker, who only votes if there is a tie of votes. [Art. 100(1)] However, not all matters can be decided by the way of a simple majority vote. The Constitution of India directs that some matters be decided by a special majority. These matters are usually of substantial significance, such as amendment of constitutional provisions or removal of persons on high constitutional posts.

Language-

All business is transacted in the houses in either English or Hindi. [Art. 120(1)] For the benefit of those who cannot express themselves in either of the aforementioned languages, the presiding speaker can allow him/her to speak in his mother tongue.

8.5. OFFICES OF PARLIAMENT-

1. Speaker/ Deputy Speaker-

The Lok Sabha is presided over by Speaker of the house. The Deputy Speaker acts in his stead when the speaker is indisposed. In cases where both positions are vacant, the Lok Sabha chooses a member of the house to temporarily perform the speaker's functions.

The Speaker and Dep. Speaker are elected by the Lok Sabha from amongst its members. [Art. 93] The Constitution of India provides the Speaker to conduct the proceedings and maintain that all business is carried out with order. He exercises prominent powers within the Lok Sabha and relies on his discretion to ensure that the house functions optimally. The term of the Speaker and Dep. Speaker continues till the Lok Sabha is dissolved. The Speaker represents the 'House of the People' and acts as the spokesmen on its behalf. It is up to the speaker to pronounce if the bill before the house is a money bill or otherwise. [Art. 110(3)]

The Speaker may be removed from his office if a resolution is passed by the majority of the total strength of the house. Moreover, the Speaker can resign from office by writing to the Dep. Speaker. The salaries of the Speaker and Dep. Speaker are paid out of the Consolidated Fund of India and are fixed by law of the Parliament. Due to these reasons, the Speaker's impartiality is assured.

2. Chairman of Rajya Sabha/ Deputy Chairman-

The Chairman presides over the sittings of the Council of States. The Vice-President of India acts as the ex-officio chairman of the Rajya Sabha. [Art. 89(1)] Just like Lok Sabha, the Dep. Chairman is chosen from amongst the members of the house. The Dep. Chairman performs the functions of the Chairman when he is unavailable or the post is vacant. Similar to Lok Sabha, the Dep. Chairman can be removed from his post by a resolution passed in the house, following a period of 14 days before which the notice must be given to him. Also, he can resign from his post by writing to the Chairman himself. The salaries and allowances provided to the Chairman and Dep. Chairman are determined by the law made by Parliament.

Consistent to the Speaker of Lok Sabha, the Chairman also holds great authority with regards to the conduct and proceedings of the Upper House.

3. Secretariat of the Parliament [Art. 98]

This office of the Parliament consists of the staff members that are required to assist or facilitate the working of the house. They are appointed by the President, on the behest of the Speaker/Chairman and the terms of their recruitment are determined by the Parliament.

8.6. TERMINATION OF PARLIAMENT

Adjournment-

The presiding officer of the house holds the power to adjourn the sitting of the house. This ends the ongoing sitting of the house and it can be done without providing a date for the parliament to reconvene.

Prorogation [85(2)]

A prorogation of the house can be directed by the President of India. What this does is put an end to the session of the house. So the house stops to function for a certain period of time. However, any bills pending before the house prior to the prorogation do not lapse and can be picked off as soon as the session recommences.

Dissolution [Art. 83]

Dissolution of the Lok Sabha renders it vacant completely and re-elections would have to be held for a new Lower House. On the other hand, the Rajya Sabha can never be dissolved as a third of the total members retire every two years. So, the house always remains in existence. The Lower House can be dissolved by the President of India by virtue of Article 85(2)(b).

8.7. ROLES OF THE PARLIAMENT

The most important tasks of the Parliament are-

- A) Legislation
- B) Controlling the Executive
- C) Constituent Functions
- D) Deliberation
- E) Financial Control
- F) Removal of people in certain offices

8.7.1. LEGISLATION

Formation of new laws, amending and doing away with obsolete laws is the primary function of the Parliament. This is done through the passage of bills before each house and finally receiving the assent of the President. A bill before the Parliament can be of the following types-

- i. Ordinary Bill
- ii. Money Bill
- iii. Financial Bill

There are three steps involved in the passage of a bill in one house. The initial step is the introduction phase which usually does not include any deliberation unless the bill is of a highly controversial nature.

Next comes the consideration phase which further has a pair of stages. The first stage is of general discussion of the bill. Conventionally, this is handed over to a select committee or joint committee of both houses. This is followed with the clause by clause consideration during which amendments to the bill can be made through deliberations. Then the third stage consists of a final discussion after which the bill is passed in the house and can be sent to the other house.

Joint Sessions-

This provision of the Constitution provided in article 108(1) allows for a joint session of both the houses to be held in cases when there is a deadlock between them. The President has been presented with the authority to arrange for a joint session of the houses.

Once the President announces the joint sitting to be held, the bill cannot proceed further. The sitting is presided over by the Speaker. The rules and procedure for the sitting is prepared by the President, who consults with the Speaker of Lok Sabha and the Chairman of Rajya Sabha. If the bill is passed by a majority in the joint session, it is estimated to have been passed by both houses.

President's Assent-

This is the last stage subsequent to which the bill can be passed and regarded as an official act. The President can either choose to give his approval to the bill or deny it. He may also suggest some amendments to be made to the bill. In such a situation the bill returns to the houses and it is necessary for them to reconsider or evaluate such prescribed changes. The bill after undergoing such deliberations and changes once again reaches the President. However, the President cannot withhold assent when the bill reaches him the second time.

8.7.2. FINANCIAL CONTROL-

In order for the government to carry out its plan of development and make reality of the goals it initially proclaimed, it would need financial backing and support. In India, the finances are regulated by the Parliament. In this way, the Parliament can also keep a track of the government's functioning.

There exist some important principles that constitute the financial obligations and control of the Parliament and Executive.

1. The Executive cannot raise money by taxation, borrowing or otherwise, or spend money, without the authority of Parliament. This principle has been provided in art. 265 of the Constitution. The article additionally provides that not only the imposition, but the collection of taxes must also be authorized by the Legislature.
2. The lower house enjoys greater power and authority than the upper house in matters of public finance.
3. Moreover, another important principle asserts that the Parliament does not have the capability to grant funds greater than the government's demands.

4. Lastly, the Parliament cannot impose a tax without the Executive's will.

Three types of bills-

a.) Money Bill [Art. 110(1)]-

As the name suggests, a money bill is only considered with matters relating to imposition, abolition or amendment of taxes, the borrowings of the central government, use of the Contingency or the Consolidated Fund of India etc. Thus, a money bill is only associated with the transaction or audit of finances.

b.) Financial Bill [Art. 117(1)]-

A Financial Bill is any bill which has a matter regarding money or finances, but also any other non-financial matter attached to the same bill. Therefore, if any separate matter is tethered to a money bill, it will be treated as a Financial Bill.

c.) Ordinary Bill of Expenditure-

Bills that deal with imposition of fines, taxation by a local authority or payment of fees for services rendered or license authenticated. Thus, any taxes levied by a Municipal body are not of the nature of a money or financial bill.

8.7.2.1. PARLIAMENTARY PROCEDURE WITH RESPECT TO BILLS-

A Money Bill can only be introduced in the House of the People. The Rajya Sabha has very limited powers when it comes to Money Bills. Also, such bills can only be introduced and moved on the recommendation of the President.

After a money bill is introduced and passed in the Lok Sabha, it is transmitted to the Rajya Sabha. The Rajya Sabha has a period of 14 days within which the house can return the bill with its recommendations. If it does not take any actions within the stipulated 14 days, the bill is deemed to have been passed.

Alternatively, if recommendations have been suggested by the Rajya Sabha, it falls upon the Lok Sabha to either accept or reject them. If the changes are rejected, the bill passes in its original form. If changes are accepted, the bill passes in both houses with the modified changes. Whether a bill is a money bill or not is decided by the Speaker.

Money Bills are similar to Financial Bills in two respects. Firstly, both are only capable of being introduced only in the Lok Sabha. Secondly, both are introduced on the recommendation of the President.

In the last stage of the money bill, it is required to be approved by the President. However, in contrast to an ordinary bill, the President cannot withhold his assent.

8.7.2.2. THE CONSOLIDATED FUND OF INDIA-

All the funds and finances for the use by government are drawn from the Consolidated Fund of India. Nothing can be drawn out of the fund without due procedure of the law which requires the sanction of the Parliament. The Consolidated Fund is single unified account for all government departments. All the money raised by the Government of India through loans, taxes etc. are

deposited in the Consolidated Fund. According to Article 114 (3) of the Constitution, money withdrawn from the Consolidated Fund must be done through an Appropriation Act. Once a certain amount has been fixed by the Parliament through an Appropriation Act, it cannot be changed by the Lok Sabha. This act is a money bill and so the Rajya Sabha has very limited powers regarding it.

The following expenditures are charged on the Consolidated Fund of India-

- (a) The emoluments and allowances of the President and other expenditure relating to his office;
- (b) The salaries and allowances of the Chairman and the Deputy Chairman of the Rajya Sabha and the Speaker and the Deputy Speaker of the Lok Sabha;
- (c) Debt charges for which the Indian Government is responsible;
- (d) The salaries allowances and pensions payable to or in respect of Judges of the Supreme Court; (e) the pensions payable to the Judges of the Federal Court;
- (e) The Judges of the High Courts;
- (f) Any sum of money needed to satisfy any judgment, decree or award of any court or arbitral tribunal;
- (g) The salary, allowances and pensions payable to the Comptroller and Auditor-General of India;
- (h) Any other expenditure declared by this Constitution or by Parliament by law to be so charged [Art. 112(3) (g)]. Thus Parliament may by law declare any other expenditure to be charged on the Consolidated Fund of India.

8.7.2.3. CONTINGENCY FUND

As the name suggests, this provision has been provided by art. 267(1) of the Constitution for scenarios where an unforeseen requirement for funds is required by the government and it is not convenient for the Parliament to convene. Therefore, funds are drawn from this account and are later sanctioned by the Parliament.

8.7.2.4. COMPTROLLER AND AUDITOR GENERAL

The Comptroller and Auditor General (CAG) is a constitutional post created by virtue of Article 148 of the constitution. The CAG is appointed by the President of India. The basic function of the CAG is securing the accountability of the Executive to Parliament in the field of financial administration. He compiles the accounts of the centre and the state, while also auditing the government's expenditure. This is very essential as the spending of the government always remains scrutinized, thereby ensuring accountability.

8.7.2.5. PARLIAMENTARY FINANCIAL COMMITTEES

The Lok Sabha has two committees for better control and management of financial affairs.

Public Accounts Committee- This committee is formed with 15 members elected from the Lok Sabha, along with 7 members of Rajya Sabha. It is headed by a member of opposition of the Lok Sabha. The job of this committee is to examine the accounts of government bodies and government corporations, in addition to the examination of accounts showing the appropriations

of the sums granted by Parliament for government's expenditure. This committee also examines the reports made by the Comptroller and Auditor General. The committee makes its reports to the house itself.

Estimates Committee- This committee is made up of 30 Lok Sabha members and no Rajya Sabha members. This committee inspects the numbers in the budget in order to ensure greater efficiency and economy. This committee also reports to the house only.

8.7.2.6. DELIBERATION AND DISCUSSION

This is another one of the Parliament's most vital functions. The houses consistently participate in debates and discussions on topics of substantial importance. Debates on government's policies, agenda and legislation are of prime value as they lead to better governance and criticism of government rule reduces maladministration. A discussion may be raised by a member moving in the House a resolution on a matter of general public interest; by raising half an hour discussion on a matter of sufficient public importance which has been the subject of a recent question in the House and the answer to which needs elucidation on a matter of fact.

8.7.2.7. PARLIAMENTARY COMMITTEES-

Since the functions and privileges of both houses are so big in number, a great number of committees have been instituted for their facilitation and efficiency. The committees shoulder various duties and their functions are distinctly divided for more effectiveness. More Committees can also be joint i.e. having members from both houses of the Parliament. .

The Lok Sabha committees have been listed below-

- Committee on Absence of Members from the sitting of the House
- Committee on Business Advisory Committee
- Committee on Welfare of Other Backward Classes
- Committee on Empowerment of Women
- Committee on General Purposes Committee
- Committee on Government Assurances
- House Committee
- Library Committee
- Committee on Papers Laid on the Table
- Committee on Petitions
- Committee on Private Members Bills and Resolutions
- Committee on Privileges
- Rules Committee
- Committee on Subordinate Legislation
- Committee on The welfare of Scheduled Castes and Scheduled Tribes

The Committees of Rajya Sabha have been listed below-

- Business Advisory Committee
- Committee on Papers Laid on the Table
- Committee on Petitions
- Committee of Privileges
- Committee on Rules
- Committee on Subordinate Legislation
- Committee on Government Assurances
- General Purposes Committee
- House Committee
- Committee on Ethics
- Committee on Provision of Computers to Members of Rajya Sabha
- Committee on Members of Parliament Local Area Development Scheme

8.7.2.8. CHECK YOUR PROGRESS I

1. What is the total capacity of the Lok Sabha and Rajya Sabha respectively?

.....

2. Why is the President's Address to the houses at the start of term essential?

.....

3. Which article of the constitution grants the CAG his powers?

.....

4. How is a Money Bill different from a Financial Bill?

.....

8.8. ELIGIBILITY FOR PARLIAMENTARY MEMBERSHIP

There is a certain set of criteria that must be adhered to for a person aspiring to be a member of the Parliament. He must be a citizen of India. He must be above 25 years of age for Lok Sabha and above 30 in order to be a Rajya Sabha member. He should not be disqualified under any of the following grounds listed in the Representation of the People Act, 1951 –

- (1) Corrupt practice at an election;
- (2) conviction for an offence resulting in imprisonment for two or more years, or for an offence under certain provisions of the Indian Penal Code, or The Prevention of Terrorism Act, 2002 or conviction for contravening a law providing for the prevention of hoarding or profiteering or of adulteration of food and drugs and sentenced to imprisonment for not less than six months;
- (3) Failure to lodge an account for election expenses;

(4) Having a subsisting contract for supply of goods to, or execution of any works undertaken by, the government

(5) Being a managing agent, manager or secretary of a corporation in which government has not less than 25 per cent share;

(6) Dismissal from government service for corruption or disloyalty to the state.

Additionally, the Indian Constitution lays down 4 grounds that bar a person from contesting membership of Parliament under Art. 102(1)-

i. He is of unsound mind

ii. He is a discharged insolvent

iii. He is not a citizen of India

iv. He holds an office of profit under the central or state government.

Termination of Membership-

Members of Parliament can resign their respective seats by writing to the presiding officer of their respective houses. Once accepted, the seat becomes vacant. A seat may also be declared vacant if a member excuses himself from the sittings of the house for a period of 60 days without permission. A committee of the house is responsible to consider leave applications of members.

Oath-

All members of the house must take an oath before the President before they can participate in the proceedings.

Defection-

Defection means floor-crossing by a member of one political party to another party. This is an undesirable yet not uncommon practice which causes government instability. An act of defection goes against the popular verdict. This might even cause a political party who gained majority through elections lose their majority.

The 52nd amendment act brought about a change that if a member voluntarily gives up his membership or votes or abstains from voting, in the House against the direction issued by, the party on whose symbol he or she was elected, then he or she would be liable to be disqualified from membership. This is often referred to as the Anti-defection law.

8.9. PARLIAMENTARY PRIVILEGES

The members of parliament have been supplied with many privileges to reduce obstructions, interference and allow progress be made without hindrance. They are also provided with immunity and greater freedom for increased effectiveness. The privileges are both internal and external. Article 105 provides for privileges of the house. However, the privileges are not limited to the ones enlisted in the Constitution.

The Constitution guarantees the following privileges-

a) Freedom of Speech [Art. 105(1) and (2)]-

With the aim of allowing greater expression of thoughts and a free flowing discussion and deliberation amongst the members, they are provided with immunity that is broader than the freedom given to citizens.

b) Free publications under Parliamentary authority [Art. 105(2)]-

No person is to be liable to any proceedings in any court in respect of the publication of any report, paper, votes or proceedings by or under the authority of a House of Parliament. Thus, all persons connected with the publication of proceedings of a House are protected if the same is made under the authority of the House itself.

c) Rule-making power [Art. 118(1)]-

The houses have been issued the authority to make rules to regulate the proceedings of the house, as long as it does not violate any principles of the constitution.

d) Internal autonomy [Art. 122(1) and (2)]-

The validity of any proceedings in Parliament cannot be called in question on the ground of any alleged irregularity of procedure. A House has absolute jurisdiction over its own internal proceedings.

8.9.1. CHECK YOUR PROGRESS II

1. What do you understand by 'Defection'?

.....
.....

2. List the important functions of the Parliament.

.....
.....

3. What is the difference between Prorogation and Dissolution of the house?

.....
.....

4. Who decides whether a bill before the house is Money Bill or not?

.....
.....

8.10. SUMMARY

In nutshell, it can be said that the parliament is the legislative organ of the union government. It occupies a pre eminent and central position in the Indian democratic political system due to adoption of the Indian parliamentary form of Government, also known as Westminster model of

government.’ Parliamentary form of government emphasizes on the interdependence between the legislative and executive organs. Hence, we have the ‘President –in- Parliament’ like the Crown-in-Parliament’ in Britain.

8.11. QUESTIONS FOR PRACTICE

8.11.1. LONG ANSWER QUESTIONS-

1. What are the most notable differences between the Lok Sabha and the Rajya Sabha?
2. Give examples to suggest the importance of the President with respect to the functioning of the Parliament.
3. Elaborate on the Parliamentary procedure with respect to Money Bills.
4. What are the grounds for disqualification from being elected as a Member of Parliament?
5. Write a short note on Lok Sabha.

8.11.2 SHORT ANSWER QUESTIONS

1. What is the composition of the Lok Sabha?
2. What is the significance of the President’s Address before the start of term of the houses?
3. What are the primary functions of the Parliamentary Financial Committees?
4. What are the expenditures charged on the Consolidated Fund of India?
5. Name any 5 Lok Sabha and 5 Rajya Sabha committees.

8.12. REFERENCES

- M. P. Jain (2011), Indian Constitutional Law, LexisNexis Butterworths, Nagpur
- M. Laxmikanth (2013), Indian Polity, Mc Grow Hill Education, New Delhi.
- V. N. Shukla (1998), Constitution of India, Eastern Book Company, Lucknow.
- Subhash C. Kashyap (1995), Our Constitution, National Book Trust, New Delhi.
- G. Austin: The Indian Constitution: Corner Stone of a Nation, Oxford University Press, 1966.
- G. Austin: Working of a Democratic Constitution: The Indian Experience, Delhi, Oxford
- Nirja Gopal, Partap Bhanu Mehta, The Oxford Companies to Politics in India, Oxford University Press, 2010.
- M.V. Pylee, Constitutional Government in India, Bombay, Asia Publishing House, 1977.

8.13. SUGGESTED READINGS

- J.N. Pandey, *Constitutional Law of India*, Central Law Agency, Allahabad, 2018.
- Constituent Assembly debates.
- M.P. Jain, *Indian Constitutional Law*, LexisNexis, 2018.

BACHELOR ARTS (LIBERAL ARTS)
SEMESTER –III
COURSE: - INDIAN POLITICAL SYSTEM-I

**UNIT 9 SPEAKER OF LOK SABHA: ELECTION, POWERS, POSITION AND ITS
CHANGING ROLE**

STRUCTURE

- 9.0. Learning Objectives
- 9.1. Key Words
- 9.2. Introduction
- 9.3. Election and Tenure
- 9.4. Speakers of Lok Sabha
- 9.5. Powers and Functions of the Speaker of Lok Sabha
- 9.6. Position of Speaker
- 9.7. Suggestion to Maintain the Respect and Dignity of the Office of the Speaker
 - 9.7.1 Check Your Progress I
- 9.8. Summary
- 9.9. Questions for Practice
 - 9.9.1. Long Answer Questions
 - 9.9.2. Short Answer Questions
- 9.10. References
- 9.11. Suggested Readings

9.0 LEARNING OBJECTIVE

After the completion of this unit, you will be able to:

- Understand the role of speaker of Lok Sabha.
- Know the working of Speaker
- Critically analyse the position of Speaker

9.1. KEY WORDS:

Speaker, Presiding officer, Lok Sabha, Deputy Speaker, Parliament

9.2. INTRODUCTION

Each house of Parliament has its own Presiding officer. The Presiding officer of the Lok Sabha is called the Speaker. The office of the Speaker is of great honour, dignity and authority. In regard to his position and functions Pandit Jawaharlal Nehru had stated that, "The Speaker represents the House. He represents the Nation, in a particular way the Speaker becomes the symbol of the Nation's liberty and freedom". The Speaker over the meetings of the Lok Sabha protects the rights and privileges of the members of the House and represents the House as a whole. S. Hukam Singh, a former Speaker of the Lok Sabha, once said, "The Speaker holds one of the highest offices of Land."

9.3. ELECTION AND TENURE

The Speaker is elected by the Lok Sabha from amongst its own members. Article-93 of the Indian Constitution states that, "The House of the people shall as soon as may be, choose two members of the house to be respectively Speaker and Deputy Speaker thereof and so often as the office of the Speaker and the Deputy Speaker becomes vacant, the house shall choose another member to be Speaker or Deputy Speaker as the case may be." Thus, the Indian Constitution provides for the election of the Speaker of the Lok Sabha. The date of election of the Speaker is fixed by the President.

Usually, the Speaker remains in office during the life of the Lok Sabha. However, he has to vacate his office earlier in any of the following three cases:

1. if he ceases to be a member of the Lok Sabha;
2. if he resigns by writing to the Deputy Speaker; and
3. If he is removed by a resolution passed by a majority of all then members of the lower house. Such a resolution can be moved only after giving fourteen days advance notice.

When the resolution for the removal of Speaker is under consideration of the house, he cannot preside over the meeting, even he / she may be present.

Smt. Meira Kumar was the Speaker of 15th Lok Sabha who was elected unanimously and she was the first woman to occupy this office. Smt. Sumitra Mahajan was the Speaker of 16th Lok Sabha and she was also elected unanimously and was the second woman to occupy this office. It should be noted that, whenever the Lok Sabha is dissolved, the Speaker does not vacate his office and continues till the newly elected Lok Sabha meet.

Sh. Om Birla is the present Speaker of Lok Sabha and was elected unanimously.

TENURE: - Usually the Speaker remains in office during the life of the Lok Sabha. But, in case, the Lok Sabha has been dissolved before its usual tenure of 5 years the Speaker remains in office till the new Lok Sabha has not been elected. He has to vacate his office earlier in any of the following three cases:

- i. If he ceases to be a member of the Lok Sabha.
- ii. If the Speaker, due to reason, tenders his resignation.
- iii. If he is removed by a resolution passed by a majority of all the members of the Lok Sabha. Such a resolution can be moved only after giving 14 days advance notice.

When a resolution for the removal of the Speaker is under consideration of the House, he cannot preside at the sitting of the House though he may be present. However, he can speak and take part in the proceedings of the House at such a time and vote in the first instance, though not in the case of an equality of votes. It should be noted here, that whenever the Lok Sabha is dissolved, the Speaker does not vacate his office and continues till the newly elected Lok Sabha meets.

9.4. SPEAKERS OF LOK SABHA

Till date the following persons have held the office of Speaker –

Sr.No.	Lok Sabha	Name	Period
1.	First Lok Sabha	Sh. G.V. Mavalankar	15-5-52 to 27-2-56
2.	First Lok Sabha	Sh. A.S. Ayangar	8-3-56 to 10-5-57
3.	2 nd Lok Sabha	Sh. A.S. Ayangar	11-5-57 to 16-4-62
4.	3 rd Lok Sabha	Sh. Hukam Singh	17-4-62 to 16-3-67
5.	4 th Lok Sabha	Sh. Neelam Sanjiva Reddy	17-7-67 to 19-7-69
6.	4 th Lok Sabha	S. Gurdial Singh Dhillon	8-8-69 to 19-3-71
7.	5 th Lok Sabha	S. Gurdial Singh Dhillon	22-3-71 to 1-12-75
8.	5 th Lok Sabha	Sh. Bali Ram Bhagat	5-1-76 to 25-3-77
9.	6 th Lok Sabha	Sh. Neelam Sanjiva Reddy	23-6-77 to 13-7-77
10.	6 th Lok Sabha	Sh. K.S. Hegde	21-7-77 to 10-1-80
11.	7 th Lok Sabha	Sh. Balram Jakhar	11-1-80 to 15-1-85
12.	8 th Lok Sabha	Sh. Balram Jakhar	16-1-85 to 4-12-89
13.	9 th Lok Sabha	Sh. Rabi Ray	5-12-89 to 21-6-91
14.	10 th Lok Sabha	Sh. Shiv Raj Patil	22-6-91 to 22-5-96
15.	11 th Lok Sabha	Sh. Purno A. Sangma	23-5-96 to 23-3-98
16.	12 th Lok Sabha	Sh. G.M.C. Balayogi	24-3-98 to 21-10-99
17.	13 th Lok Sabha	Sh. G.M.C. Balayogi	22-10-99 to 3-3-2002 (Died in Office)
18.	13 th Lok Sabha	Sh. Manohar Joshi	10-5-2002 to 13-5-2004
19.	14 th Lok Sabha	Sh. Somnath Chatterjee	4-6-2004 to 31-5-2009
20.	15 th Lok Sabha	Smt. Meira Kumar (First Woman Speaker of Lok Sabha)	3-6-2009 to 4-6-2014
21.	16 th Lok Sabha	Smt. Sumitra Mahajan	6-6-2014 to 16-6-2019

		(Second Woman Speaker)	
22.	17 th Lok Sabha	Sh. Om Birla	19-6-2019.....

PANEL OF CHAIRMAN:

In the beginning of the Parliament the Speaker of the Lok Sabha prepares a panel of the members of the House, who as and when the meet arises will preside over the meeting of the House in the absence of the Speaker and the Deputy Speaker.

Salary and Allowances: According to Article-79 of the constitution the salary and allowances of the Speaker of the Lok Sabha, are fixed by the Parliament. In addition to this, the Speaker is also entitled to a free accommodation, car, and medical facilities. The salary of the Speaker is drawn from the consolidated fund of India over which the Indian Parliament has no right to vote etc.

Speaker Pro-Tem: Appointment of Speaker Pro Tem after the General Elections: - When the officer of both the Speaker and Deputy Speaker are vacant, the duties of the Speaker are performed by such member of the House as the President may appoint for the purpose. The person so appointed is known as Speaker Pro tem and he/she continues in office till the Speaker is elected. The name of a member to appoint the Speaker pro term is suggested by the Prime Minister. Normally, a senior member of Lok Sabha is appointed as the Speaker Pro Tem. He vacates the seat soon after the House elects its own Speaker.

9.5. POWERS AND FUNCTIONS OF THE SPEAKER OF LOK SABHA:-

The Speaker is the head of the Lok Sabha, and its representative. He is the guardian of the powers and privileges of the members, the House as a whole and its committees. He is the Principal spokesman of the House and his decision in all Parliamentary matters is final.

The Speaker of the Lok Sabha derives his Powers and duties from three sources, that is, the Constitution of India, the Rules of Procedure and conduct of Business of Lok Sabha, and Parliamentary Conventions (residuary Powers that are unwritten or unspecified in the Rules). Altogether, he has the following powers and duties:

1. **To preside over the meetings of the House:** The Speaker presides over the meetings of the Lok Sabha and controls its proceedings. As a Presiding Officer he holds the Supreme position in the House. The Speaker gives his assent to the members to express their view on the floor of the House and the members of the Lok Sabha address to the Speaker.
2. **Presiding Officer of the Joint Sitting:** The Speaker also presides over the Joint meeting of the two houses of the Union Parliament. Such a sitting is summoned by the President to settle a dead lock between the two Houses on a bill.

3. **To maintain discipline in the House:** The Speaker also maintains discipline in the House. If some members of the House obstructs the proceedings of the House, the Speaker gives him a warning and if need be and he deems fit, he can order the expulsion of such a member from the meeting of the House. The Speaker can debar a member from participating in the deliberations of the House for a fixed period if that member creates disturbance and indiscipline in the House. The Speaker is assisted by the Marshals in the maintainances of discipline in the House.
4. **To fix the Programme of the House:** The Speaker, in consultation with the leader of the House, fixes its programme which includes selecting various items for discussion and the time to be allowed for such discussion in the house.
5. **Manage the discussion in the House:** Every member of the Parliament can ask questions from the Ministers but it is necessary to get the assent of the Speaker before asking a question. The Speaker decides whether the question is worth-asking or not.
6. **Determination of the Business of the House:** The Speaker fixes the hour of commencement or termination of a sitting and determines the days on which the House will sit. In consultation with the leader of the House, he determines the order of the business of the House which can be varied only if he is satisfied that the sufficient grounds exist for doing so.
7. **To conduct the Business of the House:** The main responsibility for the conduct of the business of the Lok Sabha rests on the Speaker. He gives his consent to the members to introduce the various bills, Present Adjournment Motion, Censur Motion, No-confidence Motion and the call Attention Motion etc. The Speaker fixes the duration of period for which various issues or topics are debated or discussed in the House, takes the voting in the House and announces the result. He asks the members of the House to use parliamentary language.
8. **Interpretation of the rule:** He is the final interpreter of the provisions of (a) the constitution of India, (b) the rules of Procedure and Conduct of Business of Lok Sabha, and (c) the Parliamentary precedents, within the House.
9. **Adjournment of the House:** He adjourns the House or suspends the meeting in absence of a Quorum. The Quorum to constitute a meeting of the House is one-tenth of the total Strength of the House. If he thinks that of too much of noise etc. the proceeding of the House cannot be smoothly and fruitfully conducted, he can adjourn the meeting for a fixed period.
10. **Decision about Money bill:** If a dispute arises whether a particular bill is a money bill or not a money bill, the decision given by the Speaker in this regard is considered final and no appeal can be made against such a decision of the Speaker. Every Money Bill, when it is transmitted to the Rajya Sabha, is so certified by him and also when it is presented to the President for his assent.
11. **To give approval to introduce the Bill:** The Speaker gives approval for the introduction of the Bill in the House. Without his prior permission no bill can be introduced in the Lok

Sabha. After the Bill has been passed by the Lok Sabha, the Speaker certifies it and puts his signature on it.

12. **To exercise casting vote:** He does not vote in the first instance because as a general rule, the Speaker does not participate in the discussion and debates on the various bills in House. He also does not cast his vote but he can exercise a casting vote in the case of a tie. In other words, only when the House is divided equally on any questions, the Speaker is entitled to vote such vote is called casting vote, and its purpose is to resolve a deadlock.
13. **Grant of Permission to ask Questions:** Various powers are conferred on the Speaker in relation to questions put to Ministers by members of the House. Though the guiding principles regarding admissibility of questions are laid down in the rules, their interpretation is rested in the Speaker. He may the rules relating to notice of questions and permits a question to be asked at short notice if it relates to a matter of public importance. He has a general discretion in regard to the admissibility of questions. The decision as whether a question conforms to the requirements of the relevant rules is rests with the Speaker.
14. **Protection of the Privileges of the members of the House:** The members of the Lok Sabha are entitled to a number of special rights and privileges the protection of which is the responsibility of the Speaker of the Lok Sabha. If some item regarding the special rights of the members becomes a subject of debate in the House, the Speaker sends it to the committee on Privileges. The Speaker is the guard and protector of the interests of the members of the House.
15. **Link between President and the Parliament:** The Speaker of the Lok Sabha is the agency through which the Union Parliament and the President of India establish link. Thus, the Speaker acts as a bridge between the President and the Parliament.
16. **Makes arrangements for the secret sittings of the House:** The Speaker makes arrangements for the secret sittings of the Lok Sabha, if it is needed. The proceedings of such a meeting are kept a secret. When the House sits in secret, no stranger can be present in the Chamber, lobby or galleries except with the permission of the Speaker.
17. **Chairman of Conference of Presiding Officers:** The Speaker of the Lok Sabha is the Chairman of the Conference of Presiding Officers of the Legislature bodies of various states of Indian Union. He presides over the meeting of these conferences. Generally, the Speaker convenes the meeting of the Chairman of the State Legislatures once in a year in which the problems being faced by the Chairman and the methods to improve the functioning of the houses are discussed.
18. **Nomination of members for Parliamentary Delegation:** The Speaker of the Lok Sabha, in consultation with the leader of the House, nominates the members for the various Parliamentary delegations which tour foreign countries.

19. **Controle over Visitor's galleries:** The Speaker controls visitor's galleries. He can allow visitors in the galleries of the house and in case of unruly behaviour or noise; he can order them to leave the gallery.
20. **Framing of rules concerning Defection:** In January 1985, 52nd amendments were made in the Constitution to check defection. Under this amendment, the power to frame rules concerning defection is given to Speaker. So, the Speaker makes rules concerning defection and takes decisions accordingly.
21. **Chairman of Committees:** He appoints the Chairman of all the Lok Sabha and supervises their functioning. He himself is the Chairman of the Business Advisory Committee. The rules committee and the General purpose Committee.
22. **Administrative Functions:** The Speaker of Lok Sabha performs the following administrative functions.
 - (i) He exercises full control over the Secretariat of the House. He makes appointments of the officials working in the Secretariat, fixes their conditions of service and supervises their work and duties.
 - (ii) He makes arrangements for the accommodations of the members of the House.
 - (iii) He makes arrangements for the safe custody of the record of the House.
 - (iv) He undertakes proper measures in order to protect the members of the House and the property of the Parliament.
 - (v) He accepts the letters of resignation of the members of the House.
23. **To accept the resignations of the Members :** The members of Lok Sabha send their resignations to the Speaker and to accept or not to accept these depends upon the will of the Speaker makes through investigation whether the resignation is written with this own hands by the concerned member or it is tendered under any pressure etc. The Speaker accepts the resignation only after making through investigation of all these factors.

After going through the powers and functions of the Speaker of the Lok Sabha a given above, we come to the conclusion that the position of the Speaker is one of influence and respect. The Speaker is the Chairman of the Lok Sabha and thus, in the words of Pt. Jawaharlal Nehru, is the leader of the Nation. The members of the House pay him due respect.

The Speaker is also the guardian of the dignity and honour of the House and he takes every possible step to maintain it. He warns the members who misbehave in the House and if need arises he can turn them out also. He is also the guardian of the rights of the house. The following provisions ensure the independence and impartiality of the office of the Speaker.

 - (1) He is provided with a security of tenure. He can be removed only by a resolution passed by the Lok Sabha by a special majority and not by an ordinary majority (i.e., a majority of the members present and voting in the House). This motion of

removal can be considered and discussed only when it has the support of at least 50 members.

- (2) His salaries and allowances are fixed by Parliament. They are charged on the consolidated Fund of India and thus are not subject to the annual vote of Parliament.
- (3) His work and conduct cannot be discussed and criticised in the Lok Sabha except on a substantive motion.
- (4) His powers of regulating procedure or conducting business or maintaining order in the House are not subject to the jurisdiction of any court.
- (5) He cannot vote in the first instance. He can only exercise a lasting vote in the event of a tie. This makes the position of Speaker impartial.
- (6) He is given a very high position in the order of precedence. He is placed at seventh rank, along with the Chief Justice of India. This means, he has a higher rank than all Cabinet Ministers, except the Prime Minister or Deputy Prime Minister.

9.6. POSITION OF SPEAKER

The Speaker of Lok Sabha Plays an important role in parliamentary system and enjoys a position of respect and dignity. He has highest responsibility to manage the affairs of lower house and have responsibility to conduct the proceedings of the House in such a manner as can lead to an orderly transaction of business in the Lok Sabha. He act as the representative and the leader of the house and as its impartial chairman. The Speaker does not resign of his party after being elected to this high office, nevertheless he exercise his powers in an impartial and objective manner. In the House, he is committed to preserve the dignity of the house and always acts as impartial and neutral member neither as a member of ruling party nor as a member of opposition.

The Speaker of Lok Sabha is neither as deeply politicized as the Speaker of USA House of Representative nor as thoroughly neutral as the Speaker of the British House of Commons. While Indian Speaker retains and even nourishes his political links and affiliations outside the house, he acts as a neutral chairperson of the house. He renounces from indulging into aggressive party politics even while maintain his party membership. The office of the speaker in India is a living and dynamic institution which deals with the actual needs and problems of parliament in the performance of its functions.

9.7. SUGGESTION TO MAINTAIN THE RESPECT AND DIGNITY OF THE OFFICE OF THE SPEAKER:-

The former General Secretary of Lok Sabha Sh. C.K. Jain has given the following suggestions to maintain the respect and dignity of the office of the Speaker:

1. Only a wise and able person, who has a long experience of working of parliamentary system, should be elected as a Speaker.

2. The ruling party should consult the opposition before proposing the name for the office of the Speaker.
3. No party should put up a candidate against the Speaker.
4. Speaker should be elected for two-terms and after this the Speaker should say good-bye to active politics and should play the role of elder statesman.
5. The powers given to the Speaker under the Anti-Defection Law should be withdrawn from the Speaker because usually the Speaker uses these powers in favour of the ruling party. This lowers the dignity of his office.

9.7.1 CHECK YOUR PROGRESS I

1. Who is the first woman speaker of India?

.....

2. What do you understand by Speaker Pro Tempore?

.....

3. Who is the present speaker of Lok Sabha?

.....

9.8. SUMMARY

The respect and dignity of the office of the Speaker depends upon his neutral and impartial attitude. The Speaker cannot run the proceedings of the House in a healthy way without getting full cooperation of the members of the House. But for few years, it seemed that the members have taken an oath not to let the Parliament function properly. On one occasion they even did not allow the Prime Minister to speak in the House. In order to get cheap popularity walk outs, slogans shouting, getting collected in the well of the house etc. have become normal things.

In spite of all this, the position of the Speaker depends upon his individual personality. A person with impressive personality makes the office of the Speaker quite impressive and effective.

In Britain, the Speaker is strictly a non-party man. There is a convention that the Speaker has to resign from his party and remain politically neutral. This healthy convention is not fully established in India where the Speaker does not resign from the membership of his party on his election to the exalted office. The Speaker of the Lok Sabha in India has not been able to set the amount of respect and dignity which the Speaker of the House of Commons gets in Britain.

9.9. QUESTIONS FOR PRACTICE

9.9.1. LONG ANSWER QUESTIONS

1. Explain the appointment and powers of the Speaker of Lok Sabha.
2. Describe the appointment, functions and position of the Speaker of Lok Sabha.
3. Critically examine the role of Speaker in Indian Parliament.

9.9.2. SHORT ANSWER QUESTIONS

1. Who is the First Speaker of India?
2. Which articles relates to the Speaker?
3. Who preside over the joint Sitzings of Parliament?

9.10. REFERENCES

- M. P. Jain (2011), Indian Constitutional Law, LexisNexis Butterworths, Nagpur
- M. Laxmikanth (2013), Indian Polity, Mc Grow Hill Education, New Delhi.
- V. N. Shukla (1998), Constitution of India, Eastern Book Company, Lucknow.
- Subhash C. Kashyap (1995), Our Constitution, National Book Trust, New Delhi.
- G. Austin: The Indian Constitution: Corner Stone of a Nation, Oxford University Press, 1966.
- G. Austin: Working of a Democratic Constitution: The Indian Experience, Delhi, Oxford
- Nirja Gopal, Partap Bhanu Mehta, The Oxford Companies to Politics in India, Oxford University Press, 2010.
- M.V. Pylee, Constitutional Government in India, Bombay, Asia Publishing House, 1977

9.11. SUGGESTED READINGS:-

- P.M Bakshi, *The constitution of India*, Universal Law Publishing Delhi, 2000.
- D.D Basu, *Introduction to the constitution of India*, Prentice-Hall of India, New Delhi, 1992.
- O.P Goyal, *Indian Political system*, Macmillan India, New Delhi, 1985.
- V.D Mahajan, *Constitutional History of India*, S. Chand &Co., New Delhi, 1976.
- M.V. Pyle *India's constitution*, S. Chand & Company, New Delhi, 1994.
- Laxmikant *Indian Polity*, McGraw hill India, 2016.
- R. Kothari, *Politics in India*, Orient Longman, New Delhi, 1970.

BACHELOR ARTS (LIBERAL ARTS)
SEMESTER –III
COURSE: - INDIAN POLITICAL SYSTEM -I

UNIT 10 SUPREME COURT: COMPOSITION, POWERS AND JUDICIAL REVIEW

STRUCTURE

- 10.0. Learning Objectives
- 10.1. Key Words
- 10.2. Introduction
- 10.3. Composition of the Supreme Court
 - 10.3.1. Check Your Progress I
- 10.4. Independence of the Supreme Court
 - 10.4.1. Check Your Progress II
- 10.5. Jurisdiction and Powers of the Supreme Court
 - 10.5.1. Original Jurisdiction
 - 10.5.2. Writ Jurisdiction
 - 10.5.3. Appellate Jurisdiction
 - 10.5.4. Advisory Jurisdiction
 - 10.5.5. A Court of Record
 - 10.5.6. Power of Judicial Review
 - 10.5.7. Other Powers
 - 10.5.8. Check Your Progress III
- 10.6. Summary
- 10.7. Questions for Practice
 - 10.7.1 Long Answer Questions
 - 10.7.2. Short Answer Questions
- 10.8. Suggested Readings

10.0. LEARNING OBJECTIVES:

After the completion of this unit, you will be able to:

- Understanding and Appreciating the role of the Supreme Court in the Indian Democratic Set up

- Studying the composition of the Supreme Court
- Studying the process of appointment of Supreme Court judges and its implications
- Studying the process of Removal of Supreme Court judges
- Understanding the need for Independence of Judiciary
- Analyzing the Jurisdiction and Powers of the Supreme Court
- Analyzing the power of Judicial Review

10.1. KEY WORDS: Judiciary, Law, Supreme Court, Judge, Constitution

10.2. INTRODUCTION:

The Judiciary plays the important role of interpreting and applying the law and deciding upon any controversy that may arise between two citizens or between a citizen and the state. The courts maintain the rule of law in the country and assure that the government runs according to law. In a country with a written constitution, the courts have an additional responsibility of safeguarding the supremacy of the Constitution and keeping all authorities within the constitutional framework.

In a federation, the Judiciary has another responsibility to decide upon the controversies between the constituent states inter se, as well as between the Centre and the States. A Federal Government is a legalistic government,¹⁸ a characteristic feature of which is the allocation of powers between the Centre and the States. Usually the disputes between the Centre and constituent units relate to the distribution of powers and functions between them and therefore, the courts have to scrutinize laws to determine such distribution. The Judiciary is also the protector and enforcer of the fundamental rights guaranteed by the Constitution.

10.3 COMPOSITION OF THE SUPREME COURT:

Under Article 124(1), the Supreme Court consisted of a Chief Justice of India (CJI) and seven other judges. But the Parliament has the power to increase the number of other judges. The Parliament has progressively increased the number of judges through multiple Acts and the number currently stands at 33.

Article 124(2) provides for appointment of Judges by the President. While appointing the CJI, the President has consultation with such of the Judges of the Supreme Court as he may deem necessary. The consultation with the CJI is obligatory in the case of appointment of a judge other than CJI.

¹⁸ DICEY Law of the Constitution, Ch. III, 175 (1956) Also, M.P. JAIN, Role of Judiciary in a Democracy, 6 J.M.C.L. 239 (1979)

Controversy over Consultation

The Supreme Court has interpreted the word ‘consultation’ in a number of ways. In the First Judges case (1982)¹⁹, the court held that it did not mean concurrence and it signified the exchange of views. But, in the Second Judges case (1993)²⁰, the court reversed its earlier decision and interpreted the word to mean concurrence. It also opined that the CJI’s advice would be binding upon the President. But the CJI would advise the President only after consulting two of the senior most judges of the court. Similarly in the Third Judges case²¹, the Court held that the consultation process required the ‘consultation of plurality of judges’ and that the sole opinion of the CJI would not constitute consultation process.

In India, the practice has been to appoint the senior most judge of the Supreme Court as the CJI. However, this practice has been violated twice, once in 1973 when Justice AN Ray was appointed as the CJI superseding three senior judges and again in 1977 when Justice MU Beg was appointed as CJI. The Supreme Court curtailed this discretion in the Second Judges case (1993)²² and held that the senior most judge should be appointed as the Chief Justice of India. There is no fixed tenure provided for a judge of the Supreme Court of India. However, the constitution requires that the judge can only hold office till the age of 65 or that he can resign his office by writing to the president or that he can be removed by the President on the recommendation of the Parliament.

Removal of Judges (Impeachment)

A Supreme Court Judge can be impeached (be removed from his office by an order of the President). However, this order can only be issued on the recommendation of the Parliament. The Constitution also requires the recommendation of the Parliament should be presented to the President in the same session in which the recommendation was passed by a special majority of each house of Parliament. The grounds for such removal are restricted to proven misbehaviour or incapacity. The detailed procedure for the impeachment of a Supreme Court Judge is provided in the Judges Enquiry Act (1968).

Ad hoc Judge

The CJI can appoint a judge of a High Court as an ad hoc judge of the Supreme Court for a temporary period after consulting with the Chief Justice of the concerned High Court and with the consent of the President of India. He exercises this power in case there is a lack of quorum of the permanent judges to continue any session of the Supreme Court. The judge to be appointed as an ad hoc judge must be qualified for appointment as a judge of the Supreme Court.

¹⁹ S.P. Gupta v. Union of India, AIR 1982 SC 149

²⁰ Supreme Court Advocates on Record Association v. Union of India, AIR 1994 SC 268

²¹ Re: Special Reference, AIR 1999 SC 1

²² Supreme Court Advocates on Record Association v. Union of India, AIR 1994 SC 268

The CJI can also request a retired judge of the Supreme Court or a retired judge of a High Court (who is qualified for appointment as a judge of the Supreme Court). He can exercise this power with the consent of the president and of the person concerned. These judges enjoy all the powers, privileges and jurisdiction of a judge of the Supreme Court.

10.3.1. CHECK YOUR PROGRESS I

1. Is the opinion of the Chief Justice Binding upon the President?

.....

.....

.....

2. What is the impact of the government violating the practice of appointing the senior most judges as the Chief Justice on the independence of the Judiciary?

.....

.....

10.4. INDEPENDENCE OF SUPREME COURT

The Supreme Court plays a vital role in India's political structure. It is a federal court, the highest court of appeal, the guarantor of the fundamental rights of the citizens and guardian of the Constitution. Therefore, it is pertinent that the Supreme Court be independent from the other organs of the Government so that it can effectively discharge the duties assigned to it. It should be unaffected from the executive or legislative interference.

The Constitution has made the following provisions to safeguard and ensure the independent and impartial functioning of the Supreme Court:

- a. **Mode of Appointment:** The judges of the Supreme Court are appointed by the President (which means the cabinet) in consultation with the members of the judiciary itself (i.e., judges of the Supreme Court and the high courts). This provision curtails the absolute discretion of the executive as well as ensures that the judicial appointments are not based on any political or practical considerations.
- b. **Security of Tenure:** The judges of the Supreme Court are provided with the Security of Tenure. They can be removed from office by the President only in the manner and on the grounds mentioned in the Constitution. This means that they do not hold their office during the pleasure of the President, though they are appointed by him. This is obvious from the fact that no judge of the Supreme Court has been removed (or impeached) so far.
- c. **Fixed Service Conditions:** The salaries, allowances, privileges, leave and pension of the judges of the Supreme Court are determined from time to time by the Parliament. They

cannot be changed to their disadvantage after their appointment except during a financial emergency. Thus, the conditions of service of the judges of the Supreme Court remain same during their term of Office.

- d. **Expenses Charged on Consolidated Fund:** The salaries, allowances and pensions of the judges and the staff as well as all the administrative expenses of the Supreme Court are charged on the Consolidated Fund of India. Thus, they are non-vote able by the Parliament (though they can be discussed by it).
- e. **Conduct of Judges cannot be Discussed:** The Constitution prohibits any discussion in Parliament or in a State Legislature with respect to the conduct of the judges of the Supreme Court in the discharge of their duties, except when an impeachment motion is under consideration of the Parliament.
- f. **Ban on Practice after Retirement:** The retired judges of the Supreme Court are prohibited from pleading or acting in any Court or before any authority within the territory of India. This ensures that they do not favour any one in the hope of future favour.
- g. **Power to Punish for its Contempt:** The Supreme Court can punish any person for its contempt. Thus, its actions and decisions cannot be criticised and opposed by anybody. This power is vested in the Supreme Court to maintain its authority, dignity and honour.
- h. **Its Jurisdiction cannot be Curtailed:** The Parliament is not authorised to curtail the jurisdiction and powers of the Supreme Court. The Constitution has guaranteed to the Supreme Court, jurisdiction of various kinds. However, the Parliament can extend the same.
- i. **Separation from Executive:** The Constitution directs the State to take steps to separate the Judiciary from the Executive in the public services. This means that the executive authorities should not possess the judicial powers. Consequently, upon its implementation, the role of executive authorities in judicial administration came to an end.

10.4.1. CHECK YOUR PROGRESS II

1. Do the Constitutional safeguards ensure complete independence of the Judiciary from other organs? Is complete independence even desirable?

.....

.....

.....

2. Differentiate between the Writ and Original Jurisdiction of the Supreme Court.

.....

.....

.....

10.5. JURISDICTION AND POWERS OF SUPREME COURT

The Supreme Court has been assigned a very wide jurisdiction and vast powers. Unlike the Supreme Court of the United States and similar to the British House of Lords (Upper House of the British Parliament), the Supreme Court is a final court of appeal. It is also the final interpreter and guardian of the Constitution and guarantor of the fundamental rights of the citizens. It is also entrusted with the advisory and supervisory powers by the Constitution. Alladi Krishnaswamy Ayyar, a member of the Drafting Committee, has rightly said that, “The Supreme Court of India has more powers than any other Supreme Court in any part of the World.” The Jurisdiction and powers of the Supreme Court can be classified into the following categories:

- (a) Original Jurisdiction.
- (b) Writ Jurisdiction.
- (c) Appellate Jurisdiction.
- (d) Advisory Jurisdiction.
- (e) A Court of Record.
- (f) Power of Judicial Review.
- (g) Other Powers.

10.5.1. ORIGINAL JURISDICTION

As a federal court, the Supreme Court decides the disputes between different units of the Indian Federation. More elaborately, any dispute between:

- (a) The Centre and one or more states; or
- (b) The Centre and any state or states on one side and one or more states on the other; or
- (c) Between two or more states.

In these federal disputes, the Supreme Court has the exclusive jurisdiction. It means that no other court in India is competent to deal with these issues and the Supreme Court is the only authority with the power to resolve these.

It is pertinent to note two things about the exercise of exclusive jurisdiction of the Supreme Court. Firstly, the dispute must involve a question of law or fact on which the existence or extent of a legal right or obligation depends. Thus the questions of political nature are not included in it. Secondly, any suit brought before the Supreme Court by a private citizen against the Centre or a state is not covered under this jurisdiction and shall not be entertained under this. Further, this jurisdiction of the Supreme Court does not extend to the following:

- (a) A dispute arising out of any pre-Constitution treaty, agreement, covenant, engagement, sanad or other similar instrument.
- (b) A dispute arising out of any treaty, agreement, etc., which specifically provides that the said jurisdiction does not extend to such a dispute.
- (c) Inter-state water disputes.
- (d) Matters referred to the Finance Commission.
- (e) Adjustment of certain expenses and pensions between the Centre and the states.
- (f) Ordinary dispute of Commercial nature between the Centre and the states.
- (g) Recovery of damages by a state against the Centre.

In 1961, the first suit, under the original jurisdiction of the Supreme Court, was brought by West Bengal against the Centre. The State Government challenged the Constitutional validity of the Coal Bearing Areas (Acquisition and Development) Act, 1957, passed by the Parliament. However, the Supreme Court dismissed the suit by upholding the validity of the Act.

10.5.2 WRIT JURISDICTION

The Supreme Court is the guarantor, enforcer and defender of the fundamental rights of the citizens. The Supreme Court has the power to issue certain writs including Habeas Corpus, Mandamus, Prohibition, Quo-Warranto and Certiorari in order to enforce the fundamental rights of the citizens concerned. The Supreme Court has original jurisdiction in this regard. It means that an aggrieved individual can directly approach the Supreme Court in such issues. The High Courts also have the powers to issue writs to enforce the Fundamental Rights.

Therefore, the original jurisdiction of the Supreme Court with regard to federal disputes is different from its original jurisdiction with regard to disputes relating to fundamental rights. In the first case, it is exclusive and in the second case, it is concurrent with high courts jurisdiction. Moreover, the parties involved in the first case are units of the federation (Centre and states) while the dispute in the second case is between a citizen and the Government (Central or state).

There is also a difference between the writ jurisdiction of the Supreme Court and that of the high court. The Supreme Court can issue writs only for the enforcement of the Fundamental Rights and not for other purposes. The high court, on the other hand, can issue writs not only for the enforcement of the fundamental rights but also for other purposes. It means that the writ jurisdiction of the high court is wider than that of the Supreme Court. But, the Parliament can confer on the Supreme Court, the power to issue writs for other purposes also.

10.5.2. APPELLATE JURISDICTION

As mentioned earlier, the Supreme Court has not only succeeded the Federal Court of India but also replaced the British Privy Council as the highest court of appeal. The Supreme Court is primarily a court of appeal and hears appeals against the judgements of the lower courts. It enjoys a wide appellate jurisdiction which can be classified under four heads:

- (a) Appeals in constitutional matters.
- (b) Appeals in civil matters.
- (c) Appeals in criminal matters.
- (d) Appeals by special leave.

(a) Constitutional Matters: In the constitutional cases, an appeal can be made to the Supreme Court against the judgement of a high court if the high court certifies that the case involves a substantial question of law that requires the interpretation of the Constitution. Based on the certificate, the party in the case can appeal to the Supreme Court on the ground that the question has been wrongly decided.

(b) Civil Matters: In civil cases, an appeal lies to the Supreme Court from any judgement of a high court if the high court certifies—

- (i) That the case involves a substantial question of law of general importance; and
- (ii) That the question needs to be decided by the Supreme Court.

Originally, only those civil cases that involved a sum of `20,000 could be appealed before the Supreme Court. But this monetary limit was removed by the 30th Constitutional Amendment Act of 1972.

(c) Criminal Matters: The Supreme Court hears appeals against the judgement in a criminal proceeding of a high court if the high court—

- (i) Has on appeal reversed an order of acquittal of an accused person and sentenced him to death; or
- (ii) Has taken before itself any case from any subordinate court and convicted the accused person and sentenced him to death; or
- (iii) Certifies that the case is a fit one for appeal to the Supreme Court.

In the first two cases, an appeal lies to the Supreme Court as a matter of right (ie, without any certificate of the high court). But if the high court has reversed the order of conviction and has ordered the acquittal of the accused, there is no right to appeal to the Supreme Court.

In 1970, the Parliament had enlarged the Criminal Appellate Jurisdiction of the Supreme Court. Accordingly, an appeal lies to the Supreme Court from the judgement of a high court if the high court:

- (i) Has on appeal, reversed an order of acquittal of an accused person and sentenced him to imprisonment for life or for ten years; or

(ii) Has taken before itself any case from any subordinate court and convicted the accused person and sentenced him to imprisonment for life or for ten years.

Further, the appellate jurisdiction of the Supreme Court extends to all civil and criminal cases in which the Federal Court of India had jurisdiction to hear appeals from the high court but which are not covered under the civil and criminal appellate jurisdiction of the Supreme Court mentioned above.

(d) Appeal by Special Leave: The Supreme Court is authorised to grant in its discretion special leave to appeal from any judgement in any matter passed by any court or tribunal in the country (except military tribunal and court martial). This provision contains the four aspects as under:

(i) It is a discretionary power and hence, cannot be claimed as a matter of right.

(ii) It can be granted in any judgement whether final or interlocutory.

(iii) It may be related to any matter—constitutional, civil, criminal, income-tax, labour, revenue, advocates, etc.

(iv) It can be granted against any court or tribunal and not necessarily against a high court (of course, except a military court).

Thus, the scope of this provision is very wide and it vests the Supreme Court with a plenary jurisdiction to hear appeals. On the exercise of this power, the Supreme Court itself held that ‘being an exceptional and overriding power, it has to be exercised sparingly and with caution and only in special extraordinary situations. Beyond that it is not possible to fetter the exercise of this power by any set formula or rule’.

10.5.3. ADVISORY JURISDICTION

The Constitution (Article 143) authorises the president to seek the opinion of the Supreme Court in the two categories of matters:

(a) On any question of law or fact of public importance which has arisen or which is likely to arise.

(b) On any dispute arising out of any pre-constitution treaty, agreement, covenant, engagement, sanad or other similar instruments.

The Supreme court can refuse to tender its opinion to the president on any question of law or fact of public importance which has arisen or which is likely to arise. However, the Court must tender its opinion in the second category of matters. The opinion expressed by the Supreme Court is of an advisory nature and it is not a judicial verdict. Therefore, it does not bind the president. He is free to follow or not follow the opinion of the Court. However, it helps the Government to have an authoritative opinion on a matter decided by it.

10.5.4. A COURT OF RECORD

As a Court of Record, the Supreme Court has two powers:

(a) The judgements, proceedings and acts of the Supreme Court are recorded for perpetual memory and testimony. These records are admitted to be of evidentiary value and cannot be questioned when produced before any court. They are recognised as legal precedents and legal references.

(b) It has power to punish for contempt of court, either with simple imprisonment for a term up to six months or with fine up to `2,000 or with both. In 1991, the Supreme Court has ruled that it has power to punish for contempt not only of itself but also of high courts, subordinate courts and tribunals functioning in the entire country.

Contempt of court may be civil or criminal. Civil contempt means wilful disobedience to any judgement, order, writ or other process of a court or wilful breach of an undertaking given to a court. Criminal contempt means the publication of any matter or doing an act which—(i) scandalises or lowers the authority of a court; or (ii) prejudices or interferes with the due course of a judicial proceeding; or (iii) interferes or obstructs the administration of justice in any other manner. However, innocent publication and distribution of some matter, fair and accurate report of judicial proceedings, fair and reasonable criticism of judicial acts and comment on the administrative side of the judiciary do not amount to contempt of court.

10.5.5. POWER OF JUDICIAL REVIEW

Judicial review is the power of the Supreme Court to examine the constitutionality of legislative enactments and executive orders of both the Central and state governments. On examination, if they are found to be violative of the Constitution (*ultra-vires*), they can be declared as illegal, unconstitutional and invalid (null and void) by the Supreme Court. Consequently, they cannot be enforced by the Government.

Judicial review is needed for the following reasons:

- (a) To uphold the principle of the supremacy of the Constitution.
- (b) To maintain federal equilibrium (balance between Centre and states).
- (c) To protect the fundamental rights of the citizens.

The Supreme Court used the power of judicial review in various cases, as for example, the *Golak Nath* case (1967)²³, the *Bank Nationalisation* case (1970)²⁴, the *Privy Purses Abolition* case (1971)²⁵, the *Kesavananda Bharati* case (1973)²⁶, the *Minerva Mills* case (1980)²⁷ and so on. Though the phrase ‘Judicial Review’ has nowhere been used in the Constitution, the provisions of several articles explicitly confer the power of judicial review on the Supreme Court. The constitutional validity of a legislative enactment or an executive order can be challenged in the Supreme Court on the following three grounds:

²³ *Golak Nath v. State of Punjab*, AIR 1967 SC 1643

²⁴ *Rustom Cavasjee Cooper (Bank Nationalization) v. Union of India*, AIR 1970 SC 564

²⁵ *Madhav Rao Jivaji Rao Scindia v. Union of India*, AIR 1971 SC 530

²⁶ *Kesavananda Bharati v. State of Karnataka*, AIR 1973 SC 1461

²⁷ *Minerva Mills v. Union of India*, AIR 1980 SC 1789

- (a) It infringes the Fundamental Rights (Part III),
- (b) It is outside the competence of the authority which has framed it, and
- (c) It is repugnant to the constitutional provisions.

From the above, it is clear that the scope of judicial review in India is narrower than that of what exists in USA, though the American Constitution does not explicitly mention the concept of judicial review in any of its provisions. This is because, the American Constitution provides for 'due process of law' against that of 'procedure established by law' which is contained in the Indian Constitution. The difference between the two is : 'The due process of law gives wide scope to the Supreme Court to grant protection to the rights of its citizens. It can declare laws violative of these rights void not only on substantive grounds of being unlawful, but also on procedural grounds of being unreasonable. Our Supreme Court, while determining the constitutionality of a law, however examines only the substantive question i.e., whether the law is within the powers of the authority concerned or not. It is not expected to go into the question of its reasonableness, suitability or policy implications.'²⁸

The exercise of wide power of judicial review by the American Supreme Court in the name of 'due process of law' clause has made the critics to describe it as a 'third chamber' of the Legislature, a super-legislature, the arbiter of social policy and so on. This American principle of judicial supremacy is also recognised in our constitutional system, but to a limited extent. Nor do we fully follow the British Principle of parliamentary supremacy. There are many limitations on the sovereignty of Parliament in our country, like the written character of the Constitution, the federalism with division of powers, the Fundamental Rights and the judicial review. In effect, what exists in India is a synthesis of both, that is, the American principle of judicial supremacy and the British principle of parliamentary supremacy.

10.5.6. OTHER POWERS

Besides the above, the Supreme Court has numerous other powers:

- (a) It decides the disputes regarding the election of the president and the vice-president. In this regard, it has the original, exclusive and final authority.
- (b) It enquires into the conduct and behaviour of the chairman and members of the Union Public Service Commission on a reference made by the president. If it finds them guilty of misbehaviour, it can recommend to the president for their removal. The advice tendered by the Supreme Court in this regard is binding on the President.
- (c) It has power to review its own judgement or order. Thus, it is not bound by its previous decision and can depart from it in the interest of justice or community welfare. In brief, the Supreme Court is a self-correcting agency. For example, in the Kesavananda Bharati case

²⁸ Subhash C Kashyap, Our Constitution, National Book Trust, Third Edition, 2001, p. 232.

(1973)²⁹, the Supreme Court departed from its previous judgement in the Golak Nath case (1967)³⁰.

(d) It is authorised to withdraw the cases pending before the high courts and dispose them by itself. It can also transfer a case or appeal pending before one high court to another high court.

(e) Its law is binding on all courts in India. Its decree or order is enforceable throughout the country. All authorities (civil and judicial) in the country should act in aid of the Supreme Court.

(f) It is the ultimate interpreter of the Constitution. It can give final version to the spirit and content of the provisions of the Constitution and the verbiage used in the Constitution.

(g) It has power of judicial superintendence and control over all the courts and tribunals functioning in the entire territory of the country.

The Supreme Court's jurisdiction and powers with respect to matters in the Union list can be enlarged by the Parliament. Further, its jurisdiction and powers with respect to other matters can be enlarged by a special agreement of the Centre and the states.

10.5.7. CHECK YOUR PROGRESS III

1. When is the Supreme Court bound to tender its opinion to the president? Is the Court's opinion binding upon the President?

.....

.....

.....

2. What is the difference between the powers of Judicial Review in Supreme Court of India and USA?

.....

.....

.....

10.6. SUMMARY

The Judiciary plays a vital role in safeguarding the Constitutional Framework and deciding upon any controversy that may arise between two citizens or between a citizen and the state. The Supreme Court of India has the additional responsibility of guarding and enforcing the Fundamental Rights of the citizens as well as resolving any dispute that may arise between the constituent units of the Indian Federation.

The Supreme Court has a total strength of 34 Judges (33 Judges + 1 Chief Justice) appointed by the President after consulting the Consortium. The Constitution provides that no Judge shall continue to hold his office after he attains the age of 65. The Constitution also

²⁹ Kesavananda Bharati v. State of Karnataka, AIR 1973 SC 1461

³⁰ Golak Nath v. State of Punjab, AIR 1967 SC 1643

provides the procedure through which a judge may resign or may be removed by the Parliament. The Constitution also provides the CJI powers to appoint Ad Hoc Judges and Retired Judges. In order to effectively discharge its responsibilities, the Supreme Court has to be free from Legislative and Executive interference. For this purpose, the Constitution has provided certain safeguards including security of tenure, fixed service conditions, ban on practice after retirement, etc.

The Supreme Court, being the final authority to resolve any dispute, has been given very wide jurisdiction and vast powers. It exercises Original and Exclusive Jurisdiction over the disputes between the Federal Units. It also has the Writ Jurisdiction in order to safeguard the Fundamental rights. It can hear appeals against judgments delivered by the lower courts and advise the President on legal issues. The Supreme Court, being a Court of Record, has the powers to punish for contempt of court and all the proceedings of the Court are recorded for perpetual memory and testimony. These records are admitted to be of evidentiary value and cannot be questioned when produced before any court.

Lastly, the Supreme Court has the power to examine the Constitutionality of the legislative enactments and executive orders of both the Central and the State governments. On examination, if they are found to be Ultra-Vires of the Constitution, they can be declared as Unconstitutional and invalid. Consequently, they cannot be enforced by the Government.

10.7 QUESTIONS FOR PRACTICE

10.7.1 LONG ANSWER QUESTIONS

1. How has the Supreme Court interpreted the word ‘Consultation’ under Article 124(1) of the Constitution? Does the opinion of the Chief Justice hold primacy over the other judges and the wishes of the President?
2. What are the conditions under which a Supreme Court judge will cease to hold the office? Explain the process of Impeachment.
3. What are protections provided by the Constitution to ensure the independence of the Judiciary? Are these protections sufficient to resolve the issue of Legislative and Executive interference?
4. What is the impact of the Constitutional safeguards (to ensure the independence of the Judiciary) on the Judicial Accountability?
5. Explain the Appellate Jurisdiction of the Supreme Court in detail.
6. Explain the concept of Judicial Review in detail. The Constitution does not use the phrase ‘Judicial Review’, then how is the Supreme Court allowed to use this power?

10.7.2. SHORT ANSWER QUESTIONS

1. What criterion has been used to appoint the Chief Justice of India?
2. Can the CJI appoint Ad Hoc Judges? If yes, how can he exercise such power?

3. Can the CJI appoint retired judges as a judge of the Supreme Court? If yes, how can he exercise such power?
4. What is the significance of an Independent Judiciary?
5. Over which issues does the Supreme Court have Original jurisdiction? Also explain the difference between exclusive or concurrent jurisdiction.
6. Explain the Special Leave Jurisdiction of the Supreme Court.
7. Under which circumstances is the Supreme Court bound to tender its opinion to the president? Is the opinion of the Supreme Court binding upon the president?
8. Explain the power of the Supreme Court to punish for its contempt.

10.8.SUGGESTED READING

- G. Austin: The Indian Constitution: Corner Stone of a Nation, Oxford University Press, 1966
- G. Austin: Working of a Democratic Constitution: The Indian Experience, Oxford University Press, 2000
- D.D. Basu: An Introduction to the Constitution of India, New Delhi, Prentice Hall, 1994
- Laxmikant: Indian Polity, McGraw Hill Education, New Delhi, 2013
- M.P. Jain: Indian Constitutional Law, LexisNexis, 2018



ਜਗਤ ਗੁਰੂ ਨਾਨਕ ਦੇਵ
ਪੰਜਾਬ ਸਟੇਟ ਓਪਨ ਯੂਨੀਵਰਸਿਟੀ
ਪਟਿਆਲਾ

**The Motto of Our University
(SEWA)**

SKILL ENHANCEMENT

EMPLOYABILITY

WISDOM

ACCESSIBILITY

SELF-INSTRUCTIONAL STUDY MATERIAL FOR JGND PSOU

ALL COPYRIGHTS WITH JGND PSOU, PATIALA

**JAGAT GURU NANAK DEV
PUNJAB STATE OPEN UNIVERSITY, PATIALA**

(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

BACHELOR OF ARTS (LIBERAL ARTS)

**CORE COURSE (CC): SOCIOLOGY
SEMESTER II**

BLAB31205T: INDIAN SOCIETY

Head Quarter: C/28, The Lower Mall, Patiala-147001

WEBSITE: www.psou.ac.in

The Study Material has been prepared exclusively under the guidance of Jagat Guru Nanak Dev Punjab State Open University, Patiala, as per the syllabi prepared by Committee of experts and approved by the Academic Council.

The University reserves all the copyrights of the study material. No part of this publication may be reproduced or transmitted in any form.

COURSE COORDINATOR AND EDITOR:

DR. ANITA GILL

Dean, Academic Affairs and Professor,

School of Social Science and Liberal Arts

Jagat Guru Nanak Dev Punjab State Open University, Patiala

LIST OF CONSULTANTS/ CONTRIBUTORS

1. Dr. Vinod Arya
2. Dr. Deepak Kumar
3. Dr. Honey Kumar
4. Dr. Amanpreet Kaur
5. Dr. Jagbir Singh
6. Prof. Namarta Vadhera
7. Dr. Alok Kumar
8. Dr. Sanil M. Neelakandan
9. Prof. Sukhdev Singh



**JAGAT GURU NANAK DEV PUNJAB STATE OPEN UNIVERSITY,
PATIALA**
(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

PREFACE

Jagat Guru Nanak Dev Punjab State Open University, Patiala was established in December 2019 by Act 19 of the Legislature of State of Punjab. It is the first and only Open University of the State, entrusted with the responsibility of making higher education accessible to all, especially to those sections of society who do not have the means, time or opportunity to pursue regular education.

In keeping with the nature of an Open University, this University provides a flexible education system to suit every need. The time given to complete a programme is double the duration of a regular mode programme. Well-designed study material has been prepared in consultation with experts in their respective fields.

The University offers programmes which have been designed to provide relevant, skill-based and employability-enhancing education. The study material provided in this booklet is self-instructional, with self-assessment exercises, and recommendations for further readings. The syllabus has been divided in sections, and provided as units for simplification.

The University has a network of 10 Learner Support Centres/Study Centres, to enable students to make use of reading facilities, and for curriculum-based counseling and practicals. We, at the University, welcome you to be a part of this institution of knowledge.

Prof. Anita Gill
Dean Academic Affairs



BACHELOR OF ARTS (LIBERAL ARTS)

CORE COURSE (CC): SOCIOLOGY

SEMESTER-II

(BLAB31205T) INDIAN SOCIETY

MAX. MARKS: 100

EXTERNAL: 70

INTERNAL: 30

PASS: 35%

Total Credits: 6

Objectives:

This paper will introduce the students to the basic framework of Indian society with its complex structure. This complexity of Indian society also provides the framework through which a student will learn to appreciate the intricacies of Indian society and develop a holistic understanding of the society.

INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt any two questions each from the sections A, and B of the question paper, and any ten short answer questions from Section C. They have to attempt questions only at one place and only once. Second or subsequent attempts, unless the earlier ones have been crossed out, shall not be evaluated.

Section-A

1. Unity and diversity in Indian society: Linguistic and Regional diversity
2. Demographic profile of Indian society: Urban, Rural, Gender, Sex ratio, literacy rate.
3. Scheduled Caste, OBC and Scheduled Tribes of India.
4. Religious Composition of Indian society.
5. Population growth in India since independence.

Section-B

6. Rural society in India: features and changing patterns
7. Urban society in India: features and changing patterns
8. Tribal Society in India: features and changing patterns
9. Caste in India: origin, features and changing patterns
10. Status of Women in Indian society: Historical overview, gender discrimination.

Suggested Readings:

1. Bhatnagar, G.S. and Baldev Singh Rehal 2014 Bharti Samaj. Patiala: Punjabi University
2. Bose, N.K. 1967, Culture and Society in India. Bombay: Asia Publishing House.
3. Chitambar, J.B. 2015 Introductory Rural Sociology. New Delhi: New Age International Publisher
4. Desai, A.R. 1978 Rural Sociology in India. Bombay: Popular Prakashan
5. Doshi, S.L. and P.C. Jain 2001 Rural Sociology, Jaipur: Rawat Publications
6. Dube, S.C. 1990 : Society in India (New Delhi: National Book Trust)
7. Dube, S.C. 1995 : Indian Village (London: Routledge)

8. Gupta, D. (ed.) 1992 : Social Stratification (New Delhi : Oxford University Press)
9. Ganguly, S and N Devtta (ed.) 2003 Understanding Contemporary India (New Delhi : Viva Books)
10. Mandelbaum, D.G. 1970 : Society in India (Bombay : Popular Prakashan)
11. Singh, Sukhdev 2017 *Punjabi Samaj Atey Badlaav*, Patiala: Gracious Books
12. Singh, Sukhdev 2006 *Pendu Samaj Vigyan*. Patiala: Punjabi University
13. Srinivas, M.N. 1980 India: Social Structure (New Delhi: Hindustan Publishing Corp)
14. Srinivas, M.N. 1963 Social Change in Modern India (Berkeley: University of California Press)
15. Singh, Yogendra, 1973 Modernization of Indian Tradition (Delhi : Thomson Press)



JAGAT GURU NANAK DEV PUNJAB STATE OPEN UNIVERSITY, PATIALA
(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

BACHELOR OF ARTS (LIBERAL ARTS)

CORE COURSE (CC): SOCIOLOGY
COURSE (BLAB31205T): INDIAN SOCIETY
COURSE COORDINATOR- DR. ANITA GILL

SEMESTER - II

SECTION A

Table of Contents

Sr. No.	UNIT NAME
Unit 1	Unity and diversity in Indian society: Linguistic and Regional diversity
Unit 2	Demographic profile of Indian society: Urban, Rural, Gender, Sex ratio, literacy rate.
Unit 3	Scheduled Caste, OBC and Scheduled Tribes of India.
Unit 4	Religious Composition of Indian society.
Unit 5	Population growth in India since independence.

SECTION B

Unit 6	Rural society in India: features and changing patterns
Unit 7	Urban society in India: features and changing patterns
Unit 8	Tribal Society in India: features and changing patterns
Unit 9	Caste in India: origin, features and changing patterns
Unit 10	Status of Women in Indian society: Historical overview, gender discrimination.

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER II

COURSE: INDIAN SOCIETY

UNIT 1 DEMOGRAPHIC PROFILE OF INDIAN SOCIETY: URBAN, RURAL, GENDER, SEX RATIO, LITERACY RATE

STRUCTURE

1.0 Learning Objectives

1.1 Introduction

1.2 Demographic Details of India

1.3. Growth Rate

1.4 Rural and Urban Population

1.5 Sex Ratio

1.6 Child Sex Ratio

1.7 Literacy Rate

1.8 Summary

1.9 Questions for Practice

1.0 LEARNING OBJECTIVES

After completion of this unit, we will be able:

- To understand and define key terms used in demographic profile of any population.
- To answer the total number of population of India.
- To acquaint the rural and urban population of India in numbers and in percentage.
- To know the male and female population of India in numbers and in percentage.
- To grasp the sex ratio of the country in general and rural and urban sex ratio in particular.
- To mark the literacy rate of India with the number and percentage of literates in rural and urban population.

1.1 INTRODUCTION

India is a multicultural society with the essence of unity in diversity. If we will begin to explore the plurality and the unifying factors of our country, we will come across various factors and features like territorial boundaries, geographical terrains, varying climate conditions, diversity of flora and fauna etc. In addition to them, we will be also interested to know the history, type of polity and governance, and the diversity of culture. However, the

study of our country will not be complete until and unless we will understand the people of India, in terms of their numbers and other categorisations. The preamble of the Constitution of India also uses the term and adopts the constitution with the words “we the people of India ...” Let us explore in this direction further and try to understand the major features of the people of India.

As soon as we attempt to make the profile of the people of any country, we are actually dealing with the demographic profile of the country. To understand more, we shall attempt to define demography. According to the Oxford Bibliography the study of human populations is called as demography. In such studies we focus on the size and composition of the population, and on the factors which bring change to the size and composition of the population under the study. The key causes which are responsible for changes in any population include fertility (births), migration, aging, and mortality (deaths). In addition to the above, the demographic studies also take account of the economic, social, environmental, and biological causes and consequences of population change. In this way, a demographic study becomes interdisciplinary in nature as it takes help from the other disciplines including biology, economics, epidemiology, geography, and sociology. However, we shall keep in mind that demographic study of any population uses the empirical methods to collect the information. Further, the information is mainly in the forms of data. Within the data collection the emphasis is always on the quality of data.

After understanding the nature and scope of demographic studies, let us now proceed to explore the demographic profile of our country. As soon as we will venture into such objective, the first question which arises in front of us is that where to seek the authentic and qualitative data of our country. The answer to this query is, we shall look into the official data of government of India in the form of Census of India. After every ten years the Census is conducted by the government of India which enumerates not only the population but also the socio-economic, demographic and cultural profile of the country. These valuable set of indicators relating to the human capital of India, becomes the empirical basis to evaluate the past, assess the present and take informed decisions for the future.

1.2. DEMOGRAPHIC DETAILS OF INDIA

Before we explore into the detailed demographic data of our country, let us glance through the administrative divisions and set up of India. To get the authentic answers for our queries we will use Census of India data which is published by the Government of India. According to Census of India 2011, we have 35 states and union territories (which is now 36 with 28 states and 8 union territories). The total number of districts in India is 640. The number of sub-districts is 5,924. Towns in India are of two types which includes 4041 Statutory Towns and 3892 Census Towns. The total number of villages are 6,40,930. If we compare the data with 2001 Census we will find that there is an increase of 47 districts, 461 Sub-districts, 2772 Towns and 2342 villages in the 2011 Census.

After understanding the major administrative divisions and units, let us now explore the demographic details of our country. Before we go into the details let us understand first the meaning of demography. According to the Merriam Webster Dictionary demography

means the statistical study of any human population. This includes the details regarding the size, density, distribution, and other vital statistical data of the concerned population. Let us now see these demographic details of India. To start with, the total population of India is 1210.6 million. The exact absolute number is 1,21,05,69,573. In the Indian number system, it means we have 1 Arab 21 Crores 5 lakhs 69 thousands 573. This huge number of population can also be understood conceptually as more than 120 Crores. It is an interesting fact to know here that we are the second largest country in the world with regard to the population of the different countries in the world. The only country which has more population than us is China. As per the latest data of 2021 by the United Nations Population Fund (UNFPA) the population of China is 1444.2 million and India ranks second with 1393.4 million.

1.2.1 CHECK YOUR PROGRESS

- What is the total number of states and Union Territories in India?
- The total number of districts in India is
- The total number of sub-districts in India is
- Towns in India are of two types, which includes Towns and Towns.
- There are Statutory Towns and Census Towns in India.
- The total number of villages in India is

ACTIVITY

- Prepare a list of the states, which have the highest and lowest number of districts.
- Try to find out your village/town/districts total population.

1.3 GROWTH RATE

Growth rate in terms of census is usually recorded in the decadal period. That means what has been the rate of growth of the population in the past 10 years. India recorded the growth rate of 17.7 percent between 2001 and 2011. In terms of rural urban divide of the growth rate, the decadal growth rate for rural population in India was 12.3 percent and 31.8 percent in case of urban population. Meghalaya has recorded the highest growth rate of 27.2 percent in terms of rural population. Daman & Diu recorded the highest decadal growth rate in urban population with 218.8 percent.

1.3.1 CHECK YOUR PROGRESS

- Growth rate in terms of census is usually recorded after every years.
- India recorded the growth rate ofpercent between the years 2001 and 2011.
- Between the years 2001 and 2011, the growth rate for rural population in India waspercent.
- Between the years 2001 and 2011, the growth rate for urban population in India waspercent.
- The state of has recorded the highest growth rate of 27.2 percent in terms of rural population between the years 2001 and 2011.

- The state ofhas recorded the highest growth rate of 27.2 percent in terms of rural population between the years 2001 and 2011.
- The Union Territoryhas recorded the highest growth rate of 218.8 percent in terms of urban population between the years 2001 and 2011.

1.4 RURAL AND URBAN POPULATION

Let us define the concepts of rural and urban before looking into the numbers of rural and urban population in India. The Census of India defines any area as urban when it fulfils the following criteria:

1. All places with a municipality, corporation, cantonment board or notified town area committee, etc.
2. All other places which satisfied the following criteria:
 - i) A minimum population of 5,000;
 - ii) At least 75 per cent of the male main working population engaged in non-agricultural pursuits; and
 - iii) A density of population of at least 400 persons per sq. km.

The urban areas which are categorised according to the first criteria are called as Statutory Towns. These towns are notified under law by the concerned State/UT Government and have local bodies like municipal corporations, municipalities, municipal committees, etc., irrespective of their demographic characteristics as reckoned on 31st December 2009. For example: Vadodara (Municipal Corporation), Shimla (Municipal Corporation) etc. The urban areas categorised on the basis of second criteria (including the sub-criteria) are termed as Census Town. Here it is important to note that the Census Towns enumerated in the 2011 Census were categorised on the basis of the data of Census 2001.

If we enquire into the proportion of rural and urban population, we will find that yet 68.8 percent of India's population reside in rural areas. The urban population proportion is 31.2 percent. In general and broader terms, it means that still out of every 100 citizen of India, 69 persons live in rural and 31 persons live in urban areas. In terms of state level population, Uttar Pradesh accounts for the largest rural population of 155.3 million which is 18.6 percent of the total rural population of India. On the other hand, Maharashtra accounts for the majority of urban population i.e. 13.5 percent of the total urban population of the country. The urban population of Maharashtra is 50.8 million. It will be important to mark the status of State level population in terms of their population residing in the rural and urban areas. Among the States and Union Territories, 90 percent population of Himachal Pradesh lives in rural areas. It means that within Himachal Pradesh, only 10 percent of the residents are living in urban areas. On the other hand, the 97.5 percent of population of Delhi resides in urban areas and rest 2.5 percent only live in rural areas of Delhi.

1.4.1 CHECK YOUR PROGRESS

- List criteria for determining Statutory Towns and Census Towns.
- According to the Census of India 2011.....percent of India's population reside in rural areas.
- Based on the previous question, calculate the percentage of urban population in India.
- In terms of number of people, which state accounts for the largest rural population in India?
- In terms of number of people, which state accounts for the largest urban population in India?
- Identify the State, where 90 percent of its population lives in rural areas.
- In Delhipercent of population resides in urban areas.

1.5 SEX RATIO

In any given population, we will naturally find the division of males and females. Now the next question which arises in front of us is that what we mean by sex ratio. According to the Census of India, the number of females per 1000 of males is defined as sex ratio. After understanding the definition of sex ratio, the second important question which arises in front of us is that why is it important to know and analyze sex ratio? It can be substantially argued that sex ratio is a scale among the other basic demographic parameters. But it is important, as it measures the relative status of birth and survival of males and females along with their future breeding potential. In view of the modern pattern establishing in the diverse social groups, there is a need for marital alliances between one male and one female. So, it is obvious that we cannot afford a sharp difference between the numbers of males and females in any particular social group in particular and society in general.

Let us now try to find out that, what is the status of India in terms of sex ratio? According to the Census of India 2001, the sex ratio in the country was 933. It increased to 943 in the 2011 census. The total number of male and female population in our country is 62, 31, 21,843 (males) and 58, 74, 47,730 (females). The composition of sex or, we can say, simple count of male and females reflects the socio-economic and cultural pattern of the society.

On a general note, it is believed that the number of males and females are almost equal. However, the above data reveals some significant facts pertaining to this issue. If we compare the sex ratios in urban and rural areas we will find that, there are 40, 58, 30,805 females in comparison to 42, 76, 32,643 males in rural India. In the urban category there are 18, 16, 16,925 females as compared to 19, 54, 89,200 males. If we look at the decadal change in the rural area with respect to sex ratio, we will find that in 2001 the sex ratio was 946. It increased to 949 in the year 2011. On the other hand, in the urban areas the sex ratio increased by 29 points between the ten years of 2001 to 2011. The sex ratio for urban India was 900 in the year 2001 and it rose to 929 in the year 2011. What we can notice here is that, the sex ratio is highlighting more gaps in the urban areas as compared to rural areas.

Moreover, in general it also reflects the socio-cultural patterns of preference of male child over female.

After examining the details of sex ratio at the national and rural and urban level, let us now look into the state wise situation. If we look among the different states of India, we will find the highest sex ratio in Kerala. Based upon Census of India 2011, Kerala has recorded 1084 females per 1000 males for total population. Kerala's urban population has 1091 females per thousand males and rural area has 1078 females per thousand males. On the contrary of it, rural areas of Chandigarh have recorded the lowest sex ratio with 690 females per thousand males. In the urban areas Daman and Diu has recorded the lowest urban sex ratio with 551 females per thousand males. According to the Census of India 2011, seven States of India namely Jammu and Kashmir, Himachal Pradesh, Uttarakhand, Bihar, Jharkhand, Chhattisgarh, Maharashtra and one Union Territory Lakshadweep show fall in the sex ratio in their rural regions. The similar trend has been recorded in the urban areas of two Union Territories, Daman & Diu and Dadra & Nagar Haveli.

We can state here, that a lesser gap in the sex ratio reflects the equity in the social conditions of a particular society. On the other hand, if the sex ratio is very low it may lead to the 'surplus males' which can cause different social problems including violence against both men and women. In India, there are some regions where the skewed sex ratio has led people to bring and marry the brides from other states. This also involves many a times the illegal purchase of brides and their subsequent exploitation by the male and their family members.

Let us now also attempt to know the causal reasons behind such gaps in the sex ratio. Here, we can utilize another concept termed as 'gender' to understand the difference and inequality between males and females. The categorization of male and female is based on the biological features. That is an individual is born as a male or a female. However, our society relates and also ascribes many other characteristics to males and females. These ascribed qualities are called as feminine and masculine. For example, the females and males both are continuously guided and socialized by the society to sit in particular ways, to talk in particular ways, to play with particular toys (gun for boy and doll for girl) etc. The basis behind such ascription of qualities and construction of in-equal status of males and females is a result of many direct and in-direct reasons. Some of the important reasons listed by a sociologist T.K. Oommen (2014) are as below:

1. The domination of patriarchy and hence the privilege to male child.
2. Physiological differences and differing roles in sexual reproduction including period of dependence of child on mother as compared to father.
3. Sexual division of labour and sex-typing of occupations.
4. Ascription of higher values to the works of males in comparison to the works of females, like not higher value is given to domestic works like cleaning, sweeping, sewing etc.
5. Acceptance and perpetuation of inequality between males and females in the areas of education, healthcare and employment.

6. Inequality in the realms of property ownership and political power.

The above given factors lead people to follow in-equal social conditions for maintaining their fictitious dignity. One of the prime reasons for the gap in sex ratio is due to the preference to male child by the patriarchal society. This many a times lead towards illegal prenatal sex determination and consequentially to female feticide. Even after the female birth they continue to face the neglect and in-equal treatment. The activities such as female infanticide, the abandonment of newborn girls, and the neglect of daughters is so common in the daily news items. But, it is an alarming fact which requires urgent multidimensional appropriate actions.

1.5.1 CHECK YOUR PROGRESS

- Define sex ratio.
- Differentiate between sex and gender.
- Why sex ratio is an important parameter for any population?
- According to the Census of India 2001, the sex ratio in the country wasand it increased toaccording to the 2011 census.
- The sex ratio for urban India was 900 in the year 2001 and it rose toin the year 2011.
- The state ofhas recorded 1084 females per 1000 males for total population as per the Census of India 2011.

ACTIVITY

- Count the total number of males and females in your class. Write a short note based upon your observation and findings.
- Try to find out, the total number of males and females in your college/university. Try to elaborate your findings.

1.6 CHILD SEX RATIO

Census of India 2011 has enumerated the child population in the age group of 0-6 years as 164.5 million. Out of this population 121.3 million are in rural areas and 43.2 million are in urban areas. There are total 16, 44, 78,150 children under the age of 6 years, among them there are 8, 57, 32,470 male children and 7, 87, 45,680 female children in India. The child sex ratio has witnessed a considerable fall between 2001 and 2011. According to the Census of India 2001, there were 927 female children per 1000 male children which reduced to 919 in the 2011 census. It is the lowest child sex ratio since 1961. Let us now see the child sex ratio in rural and urban context. For the urban areas it was 906 in 2001 and 905 in 2011. The rural regions in India have recorded a drastic fall in the child sex ratio. It was 934 in the year 2001 and it fell down to 923 in 2011.

If we will analyze the state level rural data we will find that, Delhi scored the lowest child sex ratio with 814 and Chhattisgarh recorded the highest with 977. In the urban regions, Haryana has recorded the lowest with 832 and Puducherry with 975 child sex ratio.

1.6.1 CHECK YOUR PROGRESS

- According to the Census of India 2001, there werefemale children per 1000 male children which reduced toin the 2011 census.
- For the urban areas of India, the sex ratio wasin 2011.
- For the rural areas of India, the sex ratio wasin 2011.

ACTIVITIES

1. Despite of legal restrictions, sex determination is still prevalent. In your opinion, what are the major reasons behind these illegal activities?
2. List the names of Chief Ministers of your state since independence. Identify the representation in the list in terms of male and female candidates.
3. According to you, why the females are under-represented in the structures of social control and authority.

1.7 LITERACY RATE

After the above details and discussion, let us now explore the literacy profile of our country. Before going into the details, let us define the term literacy. According to the dictionary meaning literacy means the ability to read and write coherently in order to comprehend the information and communicate effectively. Census of India also defines literate as a person aged seven and above who can both read and write with understanding in any language. A person, who can only read but cannot write, is not literate.

According to the census of India 2011, 763.5 million (76.35 Crores) people are literate in India. Out of this total number of literates, 482.7 million are in rural areas and 280.8 million are in urban areas. In terms of absolute numbers the total number of the literates in India is 76, 34, 98, 517. If we look in terms of percentage, this means that 73 percent of the population of India is literate. Out of this 48, 26, 53,540 (more than 48 Crores) literates belong to rural population. The percentage of rural population in terms of literacy is 67.8 percent. The other half includes 28, 08, 44,977 (more than 28 Crores) literate people in the urban areas. This makes the percentage of 84.1 percent literates in the urban India. If we will compare the Census of India 2001 and Census of India 2011 data, we will find that there is an increase of 202.8 million (20.28 Crores) literates in this decade. Out of which the rural areas comprise of 120.8 million (12.08 Crores) additions of literates and literates in urban population increased by 82 million (8.2 Crores). It is relevant to note here that, the highest number of rural literates is in Uttar Pradesh with 8.53 Crores. Maharashtra has recorded highest number of urban literates with 4.01 Crores.

In the case of males, 80.9 percent population is literate. In numbers the total count of male literates is 43, 46, 83,779. If we look in terms of number, we will find that Uttar Pradesh

has recorded the highest number of rural male literates with 5.18 Crores and Lakshadweep has registered the lowest with 5,949 rural male literates. In urban areas, Maharashtra got the highest number of male literates i.e. 2.19 Crores persons and Lakshadweep got the lowest number of urban male literates with only 22,074 persons. After looking at the numbers of literates, let us analyze literacy rate of different states. That is how much percentage of population of a particular state is literate. Census of India 2011 shows that, Kerala secured the highest male literacy rate in rural areas with 95.4 percent. In rural areas the lowest male literacy rate was registered in Arunachal Pradesh with 67.4 percent. In the case of urban male literacy rate; Mizoram ranked first with 98 percent and Uttar Pradesh registered the lowest with 80.4 percent.

The female category has 64.6 percent of literates. Out of this total, the rural female literate population accounts for 57.9 percent and urban consist of 79.1 percent. The total number of literate females in India is 32,88,14,738. Among them the highest number of rural female literate population has recorded in Uttar Pradesh with 3.35 Crores. On the other hand, Maharashtra has recorded the highest urban female literates with 1.82 Crores. In the category of least number of literate females Lakshadweep has recorded lowest with 5,339 and 19,191 female literates in both rural and urban areas respectively. In terms of literacy rate, Kerala recorded the highest female literacy rate with 90.8 percent in rural areas while lowest is positioned by Rajasthan with 45.8 percent only. In the case of urban female literacy rate Mizoram has recorded the highest literacy rate with 97.3 percent and Jammu & Kashmir recorded lowest with 69 percent.

Here it is important to know the method through which the literacy rate is calculated. The effective literacy rate is calculated by dividing the number of literate persons of a given age range with the corresponding age group population and then multiplying the result by 100. For example, to calculate the effective literacy rate of the population above the age 7, the formula is following:

$$(\text{Number of literate people aged 7 and above} \times 100) \div \text{Population aged 7 and above}$$

The literacy rate reflects many aspects of a particular group or population including the level of development, social change, equity in terms of opportunities to the members etc. For example, the female literacy rate has significantly increased by 10.9 percent between the years 2001 to 2011. Further, this increment has been 11.8 percent in rural female literacy rate and 6.2 percent in urban female literacy rate. In correlation to the increased female literacy rate, there is also a significant change in the gap between male and female literacy rate. In 2001, the literacy gap was 21.6 percent which has reduced to 16.3 in the year 2011. The rural literacy rate gap among males and females was 24.6 in 2001 which has reduced to 19.3 in 2011. The urban literacy rate gap has also reduced from 13.4 percent in 2001 to 9.7 percent in 2011.

These above mentioned changes indicate the transformation in educational opportunities for every member of the country in general and for females in particular. This transformation is witnessed due to the policy level inclusive measures adopted by the

government of India. The implementation of Right to Education Act which provisioned for free and compulsory education for every child between the age group of 6 to 14 years has resulted into significant improvements at the national and state levels. Due to such measures, the states like Kerala, Goa, Mizoram, Tripura, and Lakshadweep have recorded more than 80 percent of literacy rate. On the other hand, serious efforts have to be made in the case of Bihar, Arunachal Pradesh, Rajasthan, Jharkhand, and Andhra Pradesh which have recorded less than 70 percent literacy rate.

1.7.1 CHECK YOUR PROGRESS

- What is the definition of literate?
- According to the Census of India 2011.....percentage of the India's population is literate.
- The percentage of rural population in terms of literacy in the year 2011 ispercent.
- In 2011percentage of urban population of India is literate.
- The highest number of rural literates in 2011 is in Uttar Pradesh which is Crores.
- Maharashtra has recorded highest number of urban literates in 2011 with Crores.

ACTIVITY

1. Talk to your parents and grandparents and ask them about the composition of their classmates and the difficulties they faced during their schooling/education.
2. Try to find out the kids in your surrounding who dropped out of the school. Discuss with them and prepare a note on the key factors which led to their drop out.

1.8 SUMMARY

In this unit we have learned the demographic details of India. We have attempted to explore the size and composition of the population of India. To maintain the quality of the data, we have used primarily the Census of India data which is collected and published by the Government of India. To summarise this unit we may state that, we have 28 States and 8 Union Territories. The total number of districts in India is 640. The number of sub-districts is 5,924. There are 4041 Statutory Towns and 3892 Census Towns. The total number of villages are 6, 40,930. The total population of India is 1210.6 million. In simpler form, it means we have more than 121 Crore population as per the Census of India 2011. India is the second largest country in the world with regard to the population of the different countries in the world. The only country which has more population than us is China.

India recorded the growth rate of 17.7 percent between 2001 and 2011. In terms of rural urban divide of the growth rate, the decadal growth rate for rural population in India was 12.3 percent and 31.8 percent in case of urban population. 68.8 percent of India's population reside in rural areas and 31.2 percent in the urban areas. According to the Census of India 2011, the sex ratio in the country is 943. The sex ratio for rural areas is 949 and for urban areas it is 929. The total number of male and female population in our country is 62,

31, 21,843 (males) and 58, 74, 47,730 (females). One of the prime reasons for the gap in sex ratio is due to the preference to male child by the patriarchal society. This many a times lead towards illegal prenatal sex determination and consequentially to female feticide also. The child population of India in the age group of 0-6 years is 164.5 million. Out of this population 121.3 million live in rural areas and 43.2 million reside in urban areas. According to the Census of India 2001, there were 927 female children per 1000 male children which reduced to 919 in the 2011 census.

The total number of literates in India is 763.5 million (76.35 Crores). Out of this 482.7 million reside in the rural areas and 280.8 million live in the urban areas. 73 percent of the population of India is literate. In percentage 67.8 percent of rural population and 84.1 percent of urban population of India is literate. In the case of males, 80.9 percent population is literate while the female category has 64.6 percent of literates. India has witnessed a transformation in educational opportunities for all in general and for females in particular. This transformation is observed due to the policy level inclusive measures adopted by the Government of India at different time and intervals.

1.9 QUESTIONS FOR PRACTICE

- What do you understand by the term demography? List the key factors used in the preparing the demographic profile of any particular population.
- Any demographic study is interdisciplinary in nature. Analyse the statement.
- Based upon your readings and experiences, write a short note on the importance of recording of quality data in demographic studies.
- Give a detail of administrative set up of India.
- With the use of suitable examples, differentiate between 'sex' and 'gender'.
- The status of sex ratio in India is a social problem. Discuss in detail.
- In your opinion, what policy level changes shall be implemented in educational sphere of our country?

BACHELOR OF LIBERAL ARTS-

SEMESTER II

COURSE: INDIAN SOCIETY

UNIT 2 SCHEDULED CASTES, OBCs and SCHEDULED TRIBES OF INDIA

STRUCTURE

2.0 Learning Objectives

2.1. Introduction

2.2 Castes in India

2.3 The Scheduled Castes

2.4 The OBCs

2.5 The Scheduled Tribes

2.6 Summary

2.7 Questions for Practice

2.8 Suggested Readings

2.0 LEARNING OBJECTIVES

This Unit would enable you to understand:

- The social categories of caste and tribe in India
- The concept of Scheduled Castes.
- The concept of Scheduled Tribes.
- The concept of Other Backward Castes.

2.1 INTRODUCTION

India is a land of diversity. To map this diversity, the Anthropological Survey of India conducted one of the most comprehensive mappings of the communities in India. The project was named 'People of India' and the study spanned over almost seven years starting from 2

Oct 1985 to 31 March 1992. The project was able to identify 4635 communities in India and provide their details (<https://ansi.gov.in/people-of-india/>). India is one of the countries which has been successfully conducting census for its population every ten years. However, the Census of India does not provide rich ethnographic details of the population as has been achieved through the People of India project. The People of India project, which is rich in qualitative information about the land its people coupled with the Census of India data, provide rich information about India and its population.

2.2 CASTES IN INDIA

One of the features of Indian society that differentiates it from the rest of the societies is its caste based social organization. Caste system in Indian society is a product of Hindu social organization with a highly segregated elaborate scheme of hierarchy of individuals based on their caste identity which in turn is based on their birth. The whole system of caste as a system of classification and stratification of people is completely out of sync with the modern ethos of egalitarianism and achievement. One does not achieve one's caste, it is merely ascribed at the time of birth and one lives with it throughout one's life. The centrality of caste category for many people can be understood from the fact that many important events of one's life, from birth to marriage and even to one's death, the caste distinctions determine various ceremonies associated with these events.

How prevalent is it in Indian society? Given the fact that Hindus, with a population of 96.6 crores, constitute 79.8% of India's total population, it can be conveniently claimed that caste is a widely observed system throughout the country. Muslims, the next most populous religious community in India with a population of almost 17 crores forms 14.2% of India's total population followed by Christians and Sikhs consisting of 2.3% and 1.7% of the total population. Together these four religious communities form 98% of India's population.

The Indian experience has shown that even outside the domain of Hinduism, the caste as a system of social stratification has travelled to other religions too in the subcontinent. Since theoretically Islam, Christianity and Sikhism do not recognize any caste based hierarchy, its prevalence in these religious communities is seen as more of an aberration than a rule. However, the fact of caste based distinctions and inequalities even in these religions have become more visible and open over a period of time. Given the fact that majority of the Muslim, Christian and Sikh population of India consists of people who at some stage in history converted to these religions and co-existed with mainstream Hindu society, the metaphor of caste seem to provide a template of social distancing and segregation to these religious communities as well. The Indian experience, however, shows that converted caste Hindus distinguished themselves from converted Dalits and maintained their position of dominance by carrying caste prejudices into their new religion. Two instances of mass conversion of Dalits out of the fold of Hinduism in the last century are notable from the perspective of Dalit struggle. Conversion to Adi-Dharma in 1920s resulted in more than 4 lakhs people registering themselves under a new religion in the Census Reports of 1931. An

even more significant conversion by Dalits was engineered by Dr Ambedkar in 1956 at Nagpur when more than 55000 Dalits under the leadership of Ambedkar converted to Buddhism. The effect of this conversion can be gauged from the fact that number of Buddhists in Maharashtra in 1951 Census were reported to be merely 2,500 but in 1961 census reports the figure catapulted to 2.5 million (Jafferlot: 2005). (Kumar: 2017)

However, there is one important distinction between Hinduism and other religions vis-à-vis caste system. While Hinduism provide a very elaborate system of multiple caste distinctions with each jati or caste having its own social status and corresponding obligations and restrictions, the non-Hindu communities tend to be more conscious of the top and bottom hierarchy of caste. Invariably, the converts from the privileged caste categories tend to highlight their caste status in order to distance themselves from the low caste converts to these religions. The intermediate caste distinctions are not much pronounced in non-Hindu religions. Although non-Hindu religions have always officially distanced themselves from caste based categories and offered hope for a more egalitarian reformed social system, the reality of caste based format in these communities remain a point of consternation within these communities.

Despite caste identity being a crucial part of a major portion of Indian society, the Census of India does not enumerate caste based details from the respondents. The logic of caste is so much incongruent to modern societies that after independence it was consciously decided not to ask caste identity of Indians so that we may gradually move towards a caste less society.

The main problem of caste system has been its ascriptive basis and highly hierarchized rigid social order. However, the most repugnant aspect of the caste system had been the practice of untouchability which was formally and legally abolished from Indian society by the constitutional provision under Article 17.

During the process of freedom struggle when the Indian leaders were constantly struggling against the Britishers for an independent nation, they were simultaneously negotiating with them the means to address the issues of social inequality in society. The Government of India Act 1935 for the first times made special provisions for those who were never represented before in the corridors of power. It was agreed upon that the untouchable or the Depressed Classes as well as the tribal communities of India, were the most under-privileged segments of Indian society. The social organization of Indian society during that phase of history was totally inimical to the progress of these communities.

2.3 THE SCHEDULED CASTES

The Scheduled Castes is a cluster of castes identified by the Government of India that were the victims of the practice of untouchability in the traditional caste system. Due to this practice they were devoid of the basic human rights in the past and thus over the years they were marred by extreme social deprivation in all spheres of life. These castes were listed and

formed into a schedule so that the Government of India could initiate special measures to support these groups to come out of their state of deprivation.

Soon after Independence, the framers of Indian Constitution envisaged a society based on principles of freedom, equality and justice. In order to achieve this aim, the framers of the constitution felt the need to address the most underprivileged segments victimized by the deep rooted inequalities perpetuated by the caste system over the ages. It was felt that unless the most marginalized segments of the society are not given an extra protection and support by the state, they will fall back into the recesses of darkness.

“In 1931 Census reports the Untouchables were covered under the term ‘Depressed Classes’. “In 1928 the depressed Classes Association was formed which functioned up to 1942” (Louis: 2003). The term however was contested by Dr Ambedkar in 1932 on account of the fact that the term created an impression of these communities as helpless and lowly. In 1935, the term “...Scheduled Caste was coined by the Simon Commission and embodied in the Government of India Act, 1935. In 1936, for the first time Government of British India published a list of Scheduled Castes” (Louis: 2003). The social category of Scheduled Castes is today a common denominator for those whose earlier generations were once considered Untouchables by traditional caste order. Since 1970s, the preferred term used for the erstwhile Untouchables is ‘*Dalits*’ which gained currency in literature and social sciences. The term *Dalit* in Hindi implies ‘the oppressed’ and its adoption by the Scheduled Castes reflects the political aspirations and activist mode of the community. The term implies a conscious recognition by the oppressed community of its unnatural condition of deprivation and marginality created by the social, historical and political forces of dominant Hindu Social Order.” (Kumar: 2017)

One does wonder how could such an egregious social practice exist and survive in India. The reason one finds is the legitimacy drawn by the caste system from eth religious texts. At least one can say that those who benefitted from the practice always interpreted religious texts to support social segregation and social discrimination on the basis of caste.

The *Purush Sukta* hymn of Rig Veda explain how from the primeval being were created the four *Varnas*, namely, Brahmins from the mouth, *Kshatriyas* from the arms and shoulders, *Vaishyas* from the thighs and *Shudras* from the Feet. This scheme of origin of mankind laid the foundation of caste system in India where these four *Varnas* were not merely mentioned to have been born from different part of the primeval being but also segmented into hierarchical order on the basis of their mythical origin. The Brahmins having born from the mouth were regarded as the superior most and were delegated the task of reading, writing and other intellectual activities. The *shatriyas* having born out of arms and shoulders represented strength and therefore were believed to have been born to be warriors. Being just below the mouth in their location of origin, they were considered second in hierarchy after Brahmins. The third *varna* consisted of *Vaishyas* who were born out of the thighs of the primeval being and thus they were meant to engage in trade and production in society. Born just below the shoulders they automatically followed *Khatriyas* in hierarchy. Born from the bottom most part of the primeval being, the feet, *Shudras* were accordingly considered the lowest in Varna hierarchy and were ordained to do nothing except serve the upper three *Varnas*. According to

the *Purush Sukta* hymn, it was the will of God that particular group of people be engaged in particular occupations. Being this the word of God for the Hindus, it was difficult for them to distance themselves from the discriminatory character of caste system where people born as *Shudras* were for once and all relegated to a subservient category and assigned servile position vis-à-vis other caste groups. The hymn only talks about the four *Varnas* which indicates that the fifth Varna became part of Hindu social order at some later stage. As mentioned earlier, it is believed to have emerged around second century AD out of the existing set of *Varnas*. (Kumar: 2017) Creation of an additional category of people outside the traditional fold of caste system where one's caste identity was one's passport to all privileges and duties, the fifth category so created was devoid of sharing any resources with anybody in a village. (Kumar: 2017)

The institution of caste system which formed the foundation and justificatory principle for untouchability was initially jolted by Buddhism and Jainism during 5th to 2nd century BC. Untouchability, which developed around 2nd century AD after the revival of Brahminism during the Gupta period was somewhat discouraged by Vaishnavism and Shaivism which encouraged dropping off the caste distinctions (Dahiwale: 2006). Bhakti movement starting around 6th century AD had a major role in developing the discourse of equality. It also challenged the hegemony of Brahmins and wielded people away from Brahmanic rites and rituals. The movement brought forth some famous saints from the backward as well as Dalit communities also, something that was otherwise not feasible in caste based Hindu social order. Saints like Namdev (14th century AD), Kabir (1440-1518 AD), Meerabai (15th century AD), Ravidas, Dhana Jat, Tukaram and Chokhamela etc., to name a few emerged as new symbols of spiritual enlightenment among the untouchables. Emergence of Sikhism as a movement in 16th century AD directly challenged caste system and started a new religion which advocated equality of all and dignity for all. The concept of free community meals (*langar*) served to people sitting together in a line (*pankat*) irrespective of the caste or creed of the follower was a revolutionary step towards weakening the effect of untouchability in North West India. (Kumar: 2017)

Historically the community was not permitted to own any resources at all, neither a house, a piece of land, nor cattle etc. To make things worse they were not permitted to enter the village limits without making an announcement. Their touch and even their presence in certain areas was considered to be impure. The idea of purity and pollution was so deep rooted in caste system that even their shadow was considered to be something that was to be avoided. They used to live on the borders of the village, outside the settlement region. Their dependence on other caste groups was complete. They were required to do all the impure tasks. Access to public places, wells, temples, market, festivals etc was completely prohibited to these people except when called especially to clean up these places for the use of others. Due to utter deprivation of cultural and material capital, these communities were in no position to achieve a respectable living and equality even if it has been so enunciated by the constitution. Hence, after independence, it was decided that due to the historical wrongs committed against these communities over the ages, the larger society has to show magnanimity and extend special privileges to these members in order to bring them at par with other members of society.

Table: 2.3.1**STATE/UT-WISE SCs POPULATION, 2011**

S No.	State/UT	Total Population	SC Population	% of SC Population
1	Andhra Pradesh	84580777	13878078	16.41
2	Arunachal Pradesh	1383727	0	0.00
3	Assam	31205576	2231321	7.15
4	Bihar	104099452	16567325	15.91
5	Chhattisgarh	25545198	3274269	12.82
6	Goa	1458545	25449	1.74
7	Gujarat	60439692	4074447	6.74
8	Haryana	25351462	5113615	20.17
9	Himachal Pradesh	6864602	1729252	25.19
10	Jammu & Kashmir	12541302	924991	7.38
11	Jharkhand	32988134	3985644	12.08
12	Karnataka	61095297	10474992	17.15
13	Kerala	33406061	3039573	9.10
14	Madhya Pradesh	72626809	11342320	15.62
15	Maharashtra	112374333	13275898	11.81
16	Manipur	2570390	97042	3.78
17	Meghalaya	2966889	17355	0.58
18	Mizoram	1097206	1218	0.11
19	Nagaland	1978502	0	0.00
20	Odisha	41974218	7188463	17.13
21	Punjab	27743338	8860179	31.94
22	Rajasthan	68548437	12221593	17.83
23	Sikkim	610577	28275	4.63
24	Tamil Nadu	72147030	14438445	20.01
25	Tripura	3673917	654918	17.83
26	Uttar Pradesh	199812341	41357608	20.70
27	Uttarakhand	10086292	1892516	18.76
28	West Bengal	91276115	21463270	23.51
29	A & N Islands	380581	0	0.00
30	Chandigarh	1055450	199086	18.86
31	D & N Haveli	343709	6186	1.80
32	Daman & Diu	243247	6124	2.52
33	NCT of Delhi	16787941	2812309	16.75
34	Lakshadweep	64473	0	0.00

35	Puducherry	1247953	196325	15.73
INDIA		1210569573	201378086	16.63

Source: <https://socialjustice.nic.in/UserView/index?mid=76663>

Hence, under Article 14, 15 (4) and 16 (4), along with Article 46 makes way for special provision of reservations for the Scheduled Castes in public jobs. Part XVI of the constitution provides for Part 16 of the Indian Constitution makes special provisions relating to certain classes. Article 330 provides reservation of seats for Schedule Castes in the House of the People. Article 332 provides for reservation of seats for schedule caste and schedule Tribes in the Legislative Assemblies of the states. Article 338 provides for the setting up of the national commission for schedule caste and schedule Tribes which shall work for the protection, welfare and development and advancement of the scheduled caste and scheduled Tribes in the country. Article 341 provides for the procedure for inclusion or exclusion of any caste from the scheduled list of caste.

2.4 THE OBCS

The OBC is an acronym for the Other Backward Classes. As mentioned earlier the Indian constitution provides for special measures in the form of reservations by the state for the promotion and welfare of the socially and educationally backward communities in the country. While the case of Scheduled Castes and the Scheduled Tribes had been a settled matter since independence, the idea of expanding the scope of reservation in employment to other communities besides the historically marginalized communities has been a debatable theme.

Article 340 of the constitution provides for setting up such a commission which has a mandate to investigate the conditions of backward classes and suggest ameliorative measures. The need to identify socially and educationally backward communities for the purposes of additional support by the government in the form of reservations was initially assigned to the First Backward Class Commission headed by Kaka Kalelkar in January 1953. The report was submitted in March 1955. Based on the criteria of

- (i) low status in traditional caste hierarchy
- (ii) lack of educational advancement
- (iii) inadequate or no representation in govt services
- (iv) inadequate representation in the field of trade, commerce and industry

The Commission identified 2399 backward castes or communities in India. The committee recommended among other things extensive land reforms, reorganization of village economy, development of rural and cottage industry, universal education and representation in government jobs. Backwardness was found to be linked with low caste status in Indian population. All women were treated as backward and caste based enumeration was recommended for 1961 census. In 1961 the Govt of India decided not to go by the recommendations to provide reservation to backward classes along the lines of

reservation for SCs and STs. The individual states were, however, given discretion to address the issue of backward classes at their own end.

The history of implementing special programmes for the advancement of backward communities goes back to Provincial Governments in India before independence in the first quarter of twentieth century. Madras government was the first one to extend some financial aid to educational institutions providing special facilities for the students of Depressed Classes. In 1921 the representation of non-Brahmins in government jobs was enhanced. Govt. of Mysore also issues special orders in 1921 providing special facilities to backward communities in education and state services. Bombay also set up a committee to determine the backwardness among its people and found Depressed Classes, Aboriginal Hill Tribes and OBCs as three categories of backward classes. First serious attempt at the welfare of Depressed Classes was made at national level through Montague-Chelmsford Reforms of 1919 when a separate representation in public bodies was made for these communities. It was only after independence that the govt tried to define OBCs, the Other Backward Classes besides the Scheduled Castes and the Scheduled Tribes.

Depending on the population of the Scheduled Castes and the Scheduled Tribes, the quantum of reservation for these communities has been fixed proportionate to their population size. Hence at all India level, the reservation of SCs is 15% and that of STs is 7.5%. While the SCs and STs have been regularly enumerated as separate categories since independence, the case of OBCs is very tricky as there is no caste based enumeration in the Census of India after 1931 except for the Scheduled Castes.

After the submission of Kaka Kalelkar Report, the attempt was made by various states to reach out to the backward communities in their respective states by setting up state level backward class committees in the decades of 1960s and 70s. However, the backward commission set up in 1979 headed by B P Mandal was the one that paved way for a national policy on OBCs. The Commission is popularly known as 'Mandal Commission'. Its mandate was once again to determine the criteria of backwardness and recommend steps for the advancement of backward classes. The commission submitted its report by the end of 1980 and found once again the backwardness of people associated with their caste status, especially among Hindus. It recommended special reservation for the other backward classes based on the provisions of Article 15 (4) and Article 16 (4).

Ten years later, Mr. V P Singh announced the decision to implement the recommendations of the Commission and implement reservation for OBCs in govt jobs. The decision was contested fiercely by many and led to nationwide strikes and protests, especially by the upper castes of northern and western India. Due to massive opposition the case was reservation for OBCs was taken to the Supreme Court of India in 1992. The case is popularly known as 'Indira Sawhney Judgment' case. The judgment upheld 27% reservation for the OBCs but also invoked the idea of 'creamy layer' by bringing in the criterion of economic status. The constitution, however, only speaks of social and educational backwardness as criteria for special provisions.

As of March 2018 there are 2479 communities listed as backward classes with the maximum (256) being listed for the state of Maharashtra followed by Karnataka (199),

Orissa (197), Tamil Nadu (182), Jharkhand (134) and Bihar (132). However, on the other hand there is no list of backward classes for the state of Arunachal Pradesh, Mizoram, Meghalaya and Nagaland. The OBCs are a cluster of castes which have been at the lower end of caste system but were not the victims of untouchability. They were primarily the Sudras who who could not improve their conditions of existence even after independence. The problem of other backward classes once again highlights the ills of caste society as these caste groups failed to make much progress on their own due to the prevailing caste discrimination in the system. Though they were much better placed in caste hierarchy than the untouchables, their social and educational condition has also been deplorable. One can understand the damage suffered by the victims of caste system when one analyses the special efforts which are still being made to bring different communities at par. The backward class commissions found the criteria of backwardness directly linked to the caste status of the communities and their findings were validated by the Supreme Court of India when it endorsed Mandal Commission report.

2.5 THE SCHEDULED TRIBES

The case of tribes in India has been somewhat peculiar. The term tribe in its conventional sense carries the traits of primitiveness, remoteness and isolation from modern civilizations. In case of India the tribes have been found to have a long history of cultural contact and intermingling with other communities without losing their tribal identity. In fact, it is more appropriate to look at tribes in India as having their own ethnic consciousness and a unique social organization which is in contrast to the peasant communities of India which are highly stratified and hierarchized. The widely prevalent caste based social organization in fact provides a good contrast to the tribal social organization. Unlike caste societies divided deeply and vertically, the tribal societies show immense degree of sharing and egalitarianism. The tribal communities have traditionally developed an organic relation with their natural environment and the idea of private wealth and ownership of land is somewhat alien to them. Land is considered a common resource and maintenance of harmonious and balanced relation with land its resources are central to their existence. The social organization is comparatively simple and lacks strong lines of division as witnessed in case of caste system. The tribes also claim to be the original inhabitants of the land who were driven into the forests and hilly regions when the peasant communities raided and plundered the fertile plains for extending their agrarian conquests. According to Andre Beteille, in context of India, tribes may be defined as “an ideal state, a self-contained unit. It constitutes a society in itself.” (Ahmad: 1999)

The advent of modernity problematized the status of tribal communities which were increasingly looked at as primitive, backward and devoid of knowledge. In addition to being devoid of their natural resources for their survival and growth, a negative attitude towards these communities worked against their progress and advancement.

After independence, in order to reach out to the hitherto marginalized communities of the newly formed nation, the makers of the constitution felt the need to identify the tribes of India along with the erstwhile untouchables in the caste system in order to make special arrangements for their progress. The social and historical injustice meted out to these communities demanded a more sensitive approach towards their upliftment. The government thus notified a list of tribes from various parts of the country and all the tribes included in that list are officially called the Scheduled Tribes of India. The Constitution of India makes special provisions for the Scheduled Tribes under Article 330, 332, 335, 338, 339 and 342. The provision has been made not only for their reservation in House of the People, Legislative Assemblies and govt jobs but also extends to special protection of Scheduled Areas which provide a certain degree of autonomy in managing the administrative affairs of the tribal community.

As per the Census of India 2011, the Scheduled Tribes with a population of 10.4 crores form 8.93% of the total population of the country. The table below provides an overview of the Scheduled tribes of India.

Table: 2.5.1

STATE / UT WISE OVERALL POPULATION, ST POPULATION, PERCENTAGE OF STs IN INDIA / STATE TO TOTAL POPULATION OF INDIA / STATE AND PERCENTAGE OF STs IN THE STATE TO TOTAL ST POPULATION (2011)

Sr. No	India / State	Total Population	ST Population	% STs in India/ State to total population of India/ State
		(in lakh)		
	India	12108.55	1045.46	8.6
1	Andhra Pradesh	493.87	26.31	5.3
2	Arunachal Pradesh	13.84	9.52	68.8
3	Assam	312.06	38.84	12.4
4	Bihar	1040.99	13.37	1.3
5	Chhattisgarh	255.45	78.23	30.6
6	Goa	14.59	1.49	10.2
7	Gujarat	604.40	89.17	14.8
8	Haryana	253.51	NST	NA
9	Himachal Pradesh	68.65	3.92	5.7

10	J&K	125.41	14.93	11.9
11	Jharkhand	329.88	86.45	26.2
12	Karnataka	610.95	42.49	7.0
13	Kerala	334.06	4.85	1.5
14	Madhya Pradesh	726.27	153.17	21.1
15	Maharashtra	1123.74	105.1	9.4
16	Manipur	28.56	11.67	40.9
17	Meghalaya	29.67	25.56	86.1
18	Mizoram	10.97	10.36	94.4
19	Nagaland	19.79	17.11	86.5
20	Orissa	419.74	95.91	22.8
21	Punjab	277.43	NST	NA
22	Rajasthan	685.48	92.39	13.5
23	Sikkim	6.11	2.06	33.8
24	Tamil Nadu	721.47	7.95	1.1
25	Telangana	351.94	32.87	9.3
26	Tripura	36.74	11.67	31.8
27	Uttarakhand	100.86	2.92	2.9
28	Uttar Pradesh	1998.12	11.34	0.6
29	West Bengal	912.76	52.97	5.8
30	A & N Islands	3.81	0.29	7.5
31	Chandigarh	10.55	NST	NA
32	D & N Haveli	3.44	1.79	52.0
33	Daman & Diu.	2.43	0.15	6.3
34	Delhi	167.88	NST	NA
35	Lakshadweep	0.64	0.61	94.8

36	Puducherry	12.48	NST	NA
----	------------	-------	-----	----

(Source: <https://tribal.nic.in/downloads/statistics/Statistics8518.pdf>)

Census 2011, Office of the Registrar General, India
NST: No notified Scheduled Tribes (as in 2011), NA: Not Applicable

As in case of SCs and OBCs, the list of STs also varies considerably across various states. Among all the states, the highest number of tribes enlisted under Scheduled Tribe category come from Orissa (62) followed by Karnataka (50) Maharashtra (47) and Madhya Pradesh (46). In terms of percentage share of STs in the state population, the states with highest percentage share are Lakshadweep (94.8%), Mizoram (94.4%), Nagaland (86.48%) and Meghalaya (86.15%). While North eastern states have very high percentage of ST population, the six states from central India namely, Madhya Pradesh, Maharashtra, Orissa, Rajasthan, Gujarat, Jharkhand and Chhattisgarh itself account for two third of the total Scheduled Tribe population of the country.

To name a few sizeable tribes from different parts of the country, the Gonds, Bhils and Santhals are the most numerous tribal groups of mid-India region while the Garos, Khasis, Nagas and Mizos are from the North-east India.

The National Commission for Scheduled Tribes along with the Ministry of Tribal Affairs periodically reviews the status of tribal communities in India and work towards their progress and development. The provision of reservation in government jobs has helped in increasing the participation of tribal communities in public sector.

2.6 SUMMARY

The chapter attempts to introduce students to the widely used social categories in Indian population. All the three social categories, the Scheduled Castes, the Scheduled Tribes and the OBCs have been discussed with special reference to the need for enumerating them and the historical context within which the exercise of creating these categories is to be understood. Soon after independence the framers of the constitution envisioned a society which will be modern in its import and egalitarian in spirit. The diversity of Indian society demanded a more nuanced approach towards building a new India where the most marginalized and deprived sections would also be supported with full vigour. The framers of the constitution realized that given the age old prejudices and practices of discrimination and inequality in Indian society, it is essential that special provisions are made for the betterment of socially and educationally backward communities of the country. The choice to include the most exploited society fell upon the erstwhile untouchables and the tribals to begin with. However, the efforts of the state in improving the conditions of these communities through reservation or affirmative policy were widely recognized. The need to expand its scope to include other communities which had not yet been covered under the umbrella of such provisions has been a burning theme in Indian socio-political arena. The Indian Constitution

has been remarkably flexible and receptive to the changing needs of the changing society. The three social categories mentioned above also indicate the problems posed by the prejudices of caste and tribe in society. The challenges of modern society have made it imperative to address the deep rooted inequalities prevalent in society to bring about the desired change at societal level.

2.7 QUESTIONS FOR PRACTICE

1. Who are the Scheduled castes?
2. What is the difference between the Scheduled Castes and the OBCs?
3. Who are the Scheduled Tribes?
4. What kind of special privileges are extended to the Scheduled Castes, Scheduled Tribes and the OBCs?
5. Name five states that have the highest percentage of Scheduled Caste population.
6. Which five states have the highest population of the Scheduled Tribes?

2.8 SUGGESTED READINGS

1. Ahmad, Aijazuddin (1999) *Social Geography*, Jaipur: Rawat Publications
2. Ambedkar, B. R. (1990) [1948] "The Untouchables", in Vasant Moon (ed.) *Dr Babasaheb Ambedkar: Writings and Speeches*, Vol. 7, Bombay: Education Department, Govt of Maharashtra.
3. Anand, Mulk Raj (1981) [1935] *Untouchable*, New Delhi: Arnold Publishers.
4. Bhat, Janaki Nath (1954) 'Untouchability in India', *Civilisations*, Vol. 4, No. 4, pp 565-570. (<http://www.jstor.org/stable/41377660>. Accessed on 13-05-2016)
5. Charsley, Simon (1996) "'Untouchable': What is in a Name?" *The Journal of the Royal Anthropological Institute*, Vol. 2, No. 1, March, pp 1-23.
6. Dahiwal, S.M. (Ed.) (2006) *Understanding Indian Society: The Non-Brahmanic Perspective*, Jaipur: Rawat Publications.
7. Deshpande, Ashwini (2012) *The Grammar of Caste: Economic Discrimination in Contemporary India*, New Delhi: Oxford University Press.
8. Galanter, Marc (1969) 'Untouchability and the Law', *Economic and Political Weekly*, Vol. 4, No. 1/2, Jan, pp 131-133, 135-137, 139-141, 143-157, 159-170. (<http://www.jstor.org/stable/40736850> Accessed on 13-05-2016)
9. Gupta, Dipankar (1999) 'From Varna to Jati' in K. L. Sharma (ed.) *Social Inequality in India: Profiles of Caste, Class and Social Mobility*, Jaipur: Rawat Publications.
10. Guru, Gopal (2009) 'Archaeology of Untouchability', *Economic and Political Weekly*, Vol. 44, No. 37, Sep 12-18, pp 49-56.
11. Jafferlot, Christophe (2005) *Dr Ambedkar and Untouchability: Analysing and*

Fighting Caste, Delhi: Permanent Black.

12. Jodhka, Surinder S (2002) 'Caste and Untouchability in Rural Punjab', *Economic and Political Weekly*, Vol. 37, No. 19, May 11-17, pp 1813-1823.
13. Kumar, Deepak (2017) 'Emancipation of Untouchables', in *B.R. Ambedkar: Society and Culture*, Delhi: IGNOU.
14. Kumar, Vivek (2001) 'Untouchability in Uttaranchal', *Economic and Political Weekly*, Vol. 36, No. 49, Dec 8-14, pp 4536-4537.
15. Louis, Prakash (2003) *Political Sociology of Dalit Assertion*, New Delhi: Gyan Publishing House.
16. Mendelsohn, Oliver & M Vicziany (2000) *The Untouchables: Subordination, Poverty and the State in Modern India*. New Delhi: Cambridge University Press.
17. Oommen, T.K. (1968) 'Strategy for Social Change: A Case Study of Untouchability', *Economic and Political Weekly*, Vol. 3, No. 25, Jun. 22, pp 933-936.
18. Prashad, Vijay (1996) 'The Untouchable Question', *Economic and Political Weekly*, Vol. 31, No. 9, Mar 2, pp 551-559.
19. Shah, Ghanshyam et al. (2006) *Untouchability in Rural India*, New Delhi: Sage Publications.

BACHELOR IN LIBERAL ARTS

SEMESTER II

COURSE: INDIAN SOCIETY

UNIT 3: RELIGIOUS COMPOSITION OF INDIAN SOCIETY

STRUCTURE

3.0 Learning Objectives

3.1 Introduction

3.2 Understanding Religions of India

3.3 Theoretical Debates on Diverse Religions

3.4 Sects and Indian Religions

3.5 Summary

3.6 Questions for Practice

3.7 Suggested Readings

3.0 LEARNING OBJECTIVES

After completing this Unit, you will be able to:

- Defining Religion
- To know the Religions of India.
- To Explain Theoretical Debates on Diverse Religions
- To Discuss Sects and Indian Religions;

3.1 INTRODUCTION

In this Unit you will read about concept of religion and how it is changing in the world. It also discusses how different religions have different interpretation and meaning of faith, socio-cultural context etc. It also discusses theoretical debates related to the growth and sustenance of different religions. One of the central aspects of this unit is the modes of religions and sects.

3.2 UNDERSTANDING RELIGIONS OF INDIA

Religions are changing across the globe. There are different religions in India. According to T N Madan, coexistence of religion is very much part of the Indian society. Indic religions like Hinduism, Buddhism, Jainism and Sikhism are rooted in the

Indian social-cultural landscape. At the same time, Indic religions coexist with religions like Christianity, Islam, Judaism and Bahai faith. Non-Hindu communities are also integral to Indian social-cultural landscapes (Madan). Hinduism is one of the important religious traditions based on the sacred texts such as Vedas and Darshanas /schools of thought (Blackburn, 2004:173). Jainism, for Blackburn, is one among three heterodox branches of Hinduism. It “traces its origins to Vardhamana, a successor to twenty-three previous ‘ford makers’ or teachers who enabled the faithful to cross the stream leading to the release from the cycle of existence. Its practice demands a monastic life of extreme austerity; for example, one sect is like Digambara or sky-clad” (Blackburn, 2004:201).

Religions, for Madan, determine the culture and ethos of country. Secular and religious facets determine social-cultural realms of India. Religion is central in determining the moral environment of a country. Emile Durkheim described about the manner in which sacred things are distanced from the forbidden in the context of religion. Dharma is one of central categories in Indian religious sphere. Dharma stands for maintenance. It refers to sustenance and moral virtue. Islam is grounded in the submission to the will of God. Tribes have also distinct religious understandings and practices. It is called as animism. According to Madan, religious diversity is central facet of the Indian life worlds. Conflicts based on religion have also fragmented the diverse sections. It has unleashed politicized and communal forms of different religion. India is also known for its great traditions. It has also the genealogy of little traditions. Great traditions are the legitimate part of the hegemonic/dominant culture. Little traditions are categories as the dialects, rituals and traditions. It is further analyzed that there are forms of pluralism that exist above the vicious ideology of caste. However, it is challenged by caste and communal forms of interpretations and practices. Interestingly, India has been experiencing the *mélange* of Hinduism, Buddhism, Slams and other forms of religious practices. Nation-state also promotes pluralism in India in particular and across the globe in general. Religious fractions are also articulated in the backdrop of the anti-immigrant politics across the world. (Madan)

Buddhism, for Blackburn, emerged in India in the 5th century BC. It was founded by Siddhartha Gautama. The term ‘Buddha’ refers to the enlightened one. Buddhism is grounded in the salvation through the discarding of the *samsara*’s, the continuous chain of birth and rebirth. It emphasizes on four noble truth and eight-fold path. *Nibbhana* is considered as the liberation from the perils and pressures of the mundane lives. There are two important streams within Buddhism. One is Theravada Buddhism. It is practiced in Sri Lanka, Thailand, Laos and Cambodia. Theravada Buddhism is analysed as orthodox in nature. Mahayana Buddhism is found in Nepal and China. Mahayana Buddhism believes in rituals, picturesque representation of saints. Buddhism has string ethical core. There are diverse traditions within Buddhism (Blackburn, 2004:50-51).

CHECK YOUR PROGRESS: I

1. Define religion?

.....
.....

2. Write your understanding about diverse religions.

.....
.....

3.3 THEORETICAL DEBATES ON DIVERSE RELIGIONS

Every religion has its own conceptual world. Philosophy of religion, for Blackburn, needs to be understood via the concepts related to religion such as existence, fate, necessity, creation, justice, sin, redemption. God etc. Pagan, Jewish and Christian traditions created major impact in the western philosophy. It is further noted that the differences between religious and philosophical questions are not that much in Taoism, Buddhism and Hinduism. Blackburn analyzed that the “classic problem of conceiving of an appropriate object of religious belief is that of understanding whether any term can be predicated of it; does make it make sense to talk of it creating things, willing events, knowing things, or being good or caring or being one thing or many”.

Language and metaphors are central to the religion. Some of the dominant questions that perplexed the religion were the existence of God and related debates. It is further noted that there are popular manifestations of religions such as “theosophy (using transcendental conceptions that confuse reason), demonology (indulging an anthropomorphic mode of representing the supreme being), theurgy (a fanatical delusion that a feeling can be communicated to us from such a being or that one can make acceptable to the supreme being by other means than that of having the moral law at heart)”. Blackburn considers these debates as part of modern theology. Scholars have analyzed the anthropological dimensions of religion like religious belief and its expression in music, language game etc. Scholars have also analyzed religion as part of psychological urges. Religious experiences are considered as purely subjective in nature (Blackburn, 2004:327-328). Religious experience, for Blackburn, is also studied in multiple ways. Religious experience considers the divine and transcends elements related to religion. It is related to the dialogue between human being, God and religious institutions. It is considered as ‘timeless’ and ‘divine’ in a true. It is also part of the ‘wishful thinking’ of the religious people. It is also analyzed that experiences are not just spontaneous. But it is theory-laden in nature. There are also debates whether theoretical understanding of religion can be tested or beyond the parameters of objectivity or not (Blackburn, 2004:328).

Emile Durkheim’s perspectives are distinct due to its theoretical insights. It is analyzed that “For long time, it has been known that the first representation with which men have pictured to themselves the world and themselves were of religious origin. There is no religion that is not cosmology at the same time that is a speculation upon divine things. If

philosophy and science were born of religion, it is because of religion by taking the place of sciences and philosophy. But it has been frequently noticed that religion has not confined itself to enriching the human intellect, formed before hand, with a certain number of ideas; it has contributed to forming the intellect itself” (Durkheim,85:2004)

3.4 SECTS IN INDIA

One needs to understand some of the basic definitional and etymological debates that emerged over the term ‘sect’ before delving into the nuances of sects in Indian context. According to Lawrence Babb, there are European connotations related to the term, sect. Sect, for Ernest Troeltsch, sect is defined as ‘dissident movement that has split off from the church’ (Troeltsch, Cited in Babb). Church is understood as a compel institution. It is also institutionalized in nature. It operates as a way to arrive at the sacred realms of the membership. Affiliation is grounded in the birth. Sect therefore is interpreted as “an off shoot”. Sects are also analysed as groups affiliated with religions in the contemporary societies. Embedded nature in the sacred texts is considered as a fundamental feature of a sect. Worshipping deities are also central to sects. Every sect has its own field of philosophy. Sects depart from the larger frameworks and spaces of organised religions. At the same time, sects do believe in certain orders of asceticism. Ideological grounds in Hinduism are considered as the peculiar feature of the sects in India. It is important to understand the Durkhemian perspectives related to sects. Emile Durkheim observed that Hinduism possess religious rituals grounded in caste relations and its values and goals are that of people who denounce the world and material interests. Fundamental identity thus is determined by the membership. The membership is determined by sense of individuality and one who excludes oneself from the material world and caste. Sects thus are complex in nature. In the context of the sects, it is analyzed that the members in the sects dissociate themselves with the brahmanic, priestly outlook/practices.

It is observed that there are sects that are connected to Buddhism and Jainism Renouncers as central to these sects. It is also noted that sects are affiliated with caste. Sects also consider disciple descent or *Guru Parampara*. Broadly, they believe in the dominant-Indian religious culture and its aspects such as transmigration based on karma, destiny based on karma, question of liberation etc. Clans also determine the sects in India. Sants are very much part of such groups. Saivites, for instance, are integral to the complex, religious structures in India. It is observed that Lingayats, Nath yogis and Dasnamis are part of the Saivites. It is analysed that Vaishnavas are comparatively unorthodox and they are part of religious realms of northern India. There are Vaisnava ascetics. They are also called as Bairagis. They depart from the Shavites by not detaching themselves from the household. They detach themselves from total renunciation like that of Saivites. It is also relevant to understand the category of Santh while discussing the sect. The term ‘Sant’ stands for the one who has understood the truth. Santh is the one who realizes the truth. The culture of Nirgun bhakti is the core of the Sant tradition in northern India. Vaishnavism attracted the diverse Sants in India. Ravidas and Kabir discarded the premises and practices of organised religion. Ordinary people are the focus of these spiritual forms. Contribution of Nanak, Ravidas and Dadu enriched the rich, plural spiritual traditions in India. Radha soami movement has also

influenced the people in northern regions of India. Paradoxically, sects have also appropriated the ideology and practices of the caste. Sects also differ according to the diverse culture and regional variations. Question of caste becomes a problem while determining the leadership of the sect. Sect has gradually turned into caste. It is analyzed the sects like Lingayat have replaced brahmanism and transformed into a 'reference group' in Karnataka. Politicizations of the hegemonic/dominant religions have also affected the nature and practices of the sects.

3.5 SUMMARY

It is observed that there are sects that are connected to Buddhism and Jainism Renouncers as central to these sects. It is also noted that sects are affiliated with caste. Sects also consider disciple descent or *Guru Parampara*. Broadly, they believe in the dominant-Indian religious culture and its aspects such as transmigration based on karma, destiny based on karma, question of liberation etc. Question of caste becomes a problem while determining the leadership of the sect.

3.6 QUESTIONS FOR PRACTICE

1. Write a note of religious composition of Indian Society.
2. **What do you understand by the different sects?**
3. What is meant by Saivites?

3.8 SUGGESTED READINGS

1. Rao C N Shankar, 2019, *Sociology: Principles of Sociology with an Introduction to Social Thought*. S Chand and Company Limited, New Delhi
2. Sharma K Rajendra, 2020, *Demography and Population Problems*. Atlantic Publishers.
3. Srinivasan Krishnamurthy, 2017, *Population Concerns in India: Shifting trends, policies and programmes*, Sage Publications, New Delhi.
4. Blackburn, Simon (2004) *Oxford Dictionary of Philosophy*, New Delhi: Oxford University Press, pp.50-51
5. Durkheim, Emile (1915) *Elementary Forms of the Religious Life*, Translated by J. W. Swain, London: Allen and Unwin
6. Thompson, Kenneth (2004) *Readings from Emile Durkheim*, London and New York, Routledge

BACHELOR OF ARTS LIBERAL ARTS

SEMESTER II

COURSE: COURSE: INDIAN SOCIETY

UNIT 4: UNITY AND DIVERSITY IN INDIAN SOCIETY: LINGUISTIC AND REGIONAL DIVERSITY

STRUCTURE

4.0. Learning Objectives

4.1. Introduction

4.2. Unity and Diversity in India

4.2.1. Defining the Concept of Diversity

4.2.2. Defining the Concept of Unity

4.2.3. Unity in Diversity in India

4.2.4. Implications of Unity in Diversity

4.3. Linguistic Diversity in India

4.4. Regional Diversity in India

4.5. Summary

4.6. Suggested Readings

4.7. Questions for Practice

4.0. LEARNING OBJECTIVES

After the completion of this Unit, you should be able to:

- Define the concept of unity, diversity and unity in diversity in India
- Explain the social, cultural, regional differences existing in Indian society
- Describe, how the unity exist in the diversity of Indian Society
- Elaborate regional and linguistic diversity

4.1. INTRODUCTION

India is a diverse society and its beauty lies in its multicultural characteristic and further the existence of unity among people belongs to diverse cultural setups. In Indian Society, people of different religions, races, regions, castes, sects etc. have been living together for many centuries (Gore, 2015). Hence, the Indian society is the best example ever, which perfectly demonstrates unity in diversity. Although, India has faced several invasions by Mughals, Britishers etc. however the national unity and its integrity have been maintained (Desai, 1991). Despite having differences in terms of caste, religion, culture, ideologies, India fought against the British Raj as one unified entity (Tharoor, 2006).

The existences of diverse languages, regions, religions etc., migration of people and communities from other nations have made India's culture more tolerant. This has made India a unique example in the world (Jayaram, 2011). Further, this characteristic has attracted many visitors and tourists from different parts of world. Herbert Risley was right when he observed: "Beneath the manifold diversity of physical and social type, language, custom and religion which strike the observer in India there can still be discerned, a certain underlying uniformity of life from the Himalayas to Cape Comorin" (Risley, 1969). There are bonds of unity underlying all this diversity. These bonds of unity may be located in a certain underlying uniformity of life as well as in certain mechanisms of integration. In the present unit, we will discuss and emphasis on the meaning of diversity and unity, the concept of unity in diversity and its implications, types of diversities and particularly regional and linguistic diversity.

4.2. UNITY AND DIVERSITY IN INDIA

4.2.1. DEFINING DIVERSITY

As per the Merriam-Webster dictionary, diversity is the condition of having or being composed of differing elements and ideologies. Other terms used in context of diversity are heterogeneity, heterogeneousness and differentiation etc. Diversity is a natural as well as social phenomenon that helps to bring different views, experiences and acceptance among people (Effendi, 1938). Overall diversity refers to collective differences. Different social sciences looked at diversity in a different way. In sociology, we largely emphasis of social diversities. In other words sociologists are more interested in sociological analysis of social diversities. They define social diversity broadly as differences in different categories such as religion, race, region, ethnicity, gender, caste, citizenship, language, culture etc. On the basis of these categories there is existence of different types of diversities such as religious diversity, racial diversity, ethnic diversity, caste diversity, linguistic diversity and cultural diversity etc.

The term diversity is opposite of term uniformity. Uniformity primarily stands for similarity of some sort that characterises a people. It consist two words. 'Uni' refers to 'one' and 'form' refers to the 'common ways'. When there is something common in different

societies, we say there is some uniformity existing in these societies. Similarly, when students of a school, members of the army wear the same type of dresses, we normally say they are 'uniform'. However, when we have groups of people belongs to different races, religions and cultures, they represent diversity. D.N. Majumdar in his book *Races and Cultures of India* elaborated the concept of diversity in terms of races, cultures and their amalgamation (Majumdar, 1965). Thus, social diversity means variety and differences in different social categories. In India, we have such a variety in abundance. We have here a variety of races, religions, languages, castes and cultures etc. For the same reason India is a country known for its socio-cultural diversity.

4.2.2. DEFINING UNITY

There is a sense of togetherness and integration in the concept of unity. It is the spirit that holds people together, despite multiple ideological and other differences. It connotes a sense of oneness, a sense of we-ness (Nyiri and Preece, 1977). Unity stands for relations between different groups that bind them into a single entity. It can also be defined as the absence of differences among people belongs to different regions, religions, castes, classes, races, ethnicity etc. In India, there are number of castes, clans, races, regions, religions exist with varying ideologies, however at the same time they have sense of togetherness as they all belongs to one nation. Unity is a state of being togetherness, while diversity is a state of being separate or different. For instance, in Indian family, there may have people with different views, interests or preferences who show their diversity in many aspects, but as a member of family, they demonstrate a sense of unity among them. There is a difference between the term unity and uniformity. As far as uniformity is concerned it presupposes similarity and whereas unity does not (Pandey, 2015). Hence, unity may or sometimes may not be based on uniformity. Unity can emerge out of uniformity. Emile Durkheim, one of the modern founding father of sociology, in his book *Division of Labour in society*, calls this type of unity a 'mechanical solidarity'. We find this type of unity mostly in tribal, village and traditional societies. However, unity can also be based on differences. It is such unity, which is described by Durkheim as organic solidarity (Jayaram, 2011). This type of unity characterises the contemporary modern societies where high interdependence exist among members of a larger society.

4.2.3. UNITY IN DIVERSITY IN INDIA

After discussing the meaning of term unity and diversity, it is very clear and also an accepted fact that India is a land of diversity. The nature of Indian culture is made of multi-layers of our existence. In India, we cannot think of or relish single system in anything pertaining to our social life. In fact, India's unity is based on our diversity, on our multi-lingual, racial, regional, religious and traditional co-existence (Gore, 2015). For instance, Indian nationalism is not based on language, geography, ethnicity but on an collective ideology to which we belong. The first prime minister of India, Pandit Jawaharlal Nehru expressed the concept of unity in diversity in his writings. He stated, 'Though outwardly there was diversity and infinite variety among our people everywhere there was that tremendous

impress of oneness, which had held all of us together for ages past, whatever political fate or misfortune had befallen us. The unity of India was no longer merely an intellectual conception but emotional experience' (Tharoor, 2006)

We had and have a tradition of interdependence, which has held us together throughout centuries. The one such example of interdependence and unity in diversity, which was existing in the earlier times in India, is *Jajmani system*. It is a system of functional interdependence of castes. The term “*jajman*” refers generally to the parson who is patron or recipient of specialised services. The other side, there were *Kammis*, whose primary duty was to provide services to *Jajmans*. The relations were traditionally between a food producing family and the families that supported them with goods and services. These came to be called the *jajmani* relations (Jayaram, 2011). *Jajmani* relations were conspicuous in village life, as they entailed ritual matters, social support as well as economic exchange. A patron had *jajmani* relations with members of a high caste. He also required the services of specialists from other *jati* to perform those necessary tasks like cutting of hair, cleaning the room, delivery of the child, work in farms, cultivation, etc. Those associated in these interdependent relations were expected to be and were broadly supportive of each other with qualities of ready help that generally close kinsmen were expected to show. There was also some negative outcome attached with this system because of which it does no longer exist in contemporary society. In such system, a particular task was attached with one caste people. The lower *jati* people were largely exploited in this system by the upper *jati* people of that time. In contemporary society we still have system of interdependence but it is different from the earlier one. For instance, in today's society, some crops are largely produced in one area and distributed in different parts of India. Punjab largely produce wheat and paddy and distribute to different parts. Similarly, coconut is largely produced in Kerala, Goa etc and distributed in others parts of India.

Thus, our unity is the unity of heart and mind which will inspire to work together. This experience is the real foundation of Indian culture. This foundation has ever remained intact here and over that foundation new additions and alterations have been made and still being made. This unity is also found other forms of diversities such as living patters, festivals, dance, food, eating pattern, language and other cultural components. This kind of unified outlook in diversity has given an image to Indian culture as the composite culture.

4.2.4. IMPLICATIONS OF UNITY IN DIVERSITY IN INDIA

Unity in diversity has certain outcomes and implications. They can vary from minor to major. The most primary implication is that it plays an important role in the development of the country because the country which is integrated despite having numbers of differences will always move on the path of development. The chances to face internal issues go lesser than a country that is socially unstable and divided on different terms (Avasthi, 1997). A country that carries multiple differences, but still united at national platform, not only adds value to the nation but is also respected by other nations on global platforms. In India, we have different religions, regions, languages, castes etc. therefore there is an existence of

different ideologies. But when it comes to national security, development of society, we see all religions, regions, castes, races stand together (Desai, 1973). Sociologically speaking, the idea of unity in diversity challenges ethnocentrism; thinking one's own customs superior to others and strengthen cultural relativism; no one has the right to judge and interfere in another community's customs. At individual level, the existence of unity in diversity also helps in expanding cordial relationship among people therefore increases the chances of improving performance, quality of work and ultimately organized the society. It sets an example by displaying the values and morals of the members of a society who respect and support each other despite being from different religions, regions, social groups and cultures etc.

Diversity on the other hand is a major reason of internal conflicts however, unity in diversity plays a very important role in maintaining peaceful co-existence with people with diverse culture and backgrounds (Mukerji, 1958). It helps them to stay united despite their disagreements on different ideologies and keep people far from social ills and manage conflicts more easily. Unity in diversity also helps people to protect their rights. Further, it provides a source of tourism for India. People from all walks of life, cultures, religions, and clothing are attracted to many visitors and tourists from all over the world. It strengthens and enhances the rich heritage of the country and moreover as a cultural heritage of India.

CHECK YOUR PROGRESS I

1. Write a short note on diversity? Also explain some examples of diversities in India.

.....

.....

.....

2. How unity in diversity enhances the feeling of togetherness among people?

.....

.....

.....

3. Do you think India is best example of unity in diversity in the whole world? Discuss in brief.

.....

.....

.....

4.3. LINGUISTIC DIVERSITY IN INDIA

Indian society is a multilingual society, whose parts are having particular dialect (Avasthi, 1997). The famous linguist Grierson noted that there are 179 languages and 544 dialects in India. The 1971 census on the other hand, reported 1652 languages in India which are spoken as mother tongue. Among these, 18 languages are listed in Schedule VIII of the Indian Constitution. These are Assamese, Bengali, Gujarati, Hindi, Kannada, Kashmiri, Konkani, Malayalam, Manipuri, Marathi, Nepali, Oriya, Punjabi, Sanskrit, Sindhi, Tamil,

Telugu and Urdu. Out of these 18 languages, Hindi is spoken as largely speaking language in India.

According to A. R. Desai, “India presents a spectacle of Museum of tongues” (Desai, 1973). Similarly, the tribal groups or ones which are more isolated from the world are likely to speak a different language. Linguistic diversity encompasses different types of qualities which comprise mainly language, grammar, and vocabulary of a person. Linguistic diversity helps in measuring the density or concentration of a certain language in different areas (Jayaram, 2011). When the linguistic traits and patterns of certain groups or communities are shared amongst one another, it results in the development of a language. Language is also a basis for other types of diversities in India. India is divided into different states and union territories. These all sub divisions consists multiple languages, grammar, dialects. Punjabi is the state language of Punjab and is also the 10th most widely spoken native language in the world. Telugu is the official language of Andhra Pradesh. However, there are many local dialects that are also spoken in different parts of the state. Some of these dialects include *Waddar, Chenchu, Savara, Golari, Kamanthi* etc. Telugu has a strong reflection of Sanskrit influence as it has absorbed *tatsamas* from Sanskrit. Arunachal Pradesh is believed to be one for the linguistically richest states in the country as it home to possibly at least 30 distinct languages and innumerable dialects thereof. Some of the common languages spoken in the state are *Tani, Bodic, Idu, Miju* etc. Hindi and English are the official languages used in Arunachal Pradesh. Hindi is the official language of Himachal Pradesh. However, in some parts of the state people still speak the *Pahari* language, which has many dialects and sub-dialects too.

The language commonly spoken in Haryana is Haryanvi. The language is an Indo-Aryan language and is quite similar to *Brāj Bhasha*. It is also considered to be a dialect of Hindi. Gujarati is the official language of the state. Gujarati is an Indo-Aryan language and according to studies it is the 26th most spoken native language in the world. The language owes its origin to old Gujarati which gave birth to the modern day Gujarati and Rajasthani languages. Language of Bihar includes, Some of the common dialects spoken in Bihar include Maithili, Bhojpuri, Magahi, Angika etc. Hindi is the official language and also the medium of instruction in many schools in Bihar. The official language of Goa and the Konkani region is Konkani. Portuguese is still spoken in these parts by the elderly population of Goa. Kannada is the official language of Karnataka. Other languages such as Tulu, Konkani, Kodava and Urdu are also spoken in the state. Bengali is the most common and widely spoken language in West Bengal. Other languages spoken are Hindi, Santali, Nepali, Urdu and Oriya. Thus, by looking at such language differences, we may say that language is one of the important bases for existence of diversity in India.

CHECK YOUR PROGRESS II

1. How language is a basis for diversity in India?

.....
.....

2. Write down the languages and dialects spoken in Punjab, Haryana and Himachal Pradesh.

.....
.....
.....

4.4. REGIONAL DIVERSITY IN INDIA

Indian society has great regional diversity. In terms of geographical boundaries, India is divided into 28 states and 8 union territories. These all states and union territories are different from one another in terms of language, food, dress and other cultural aspects. Further, these all are also divided into sub regions. For instance, Punjab is divided into three sub regions namely *Malwa*, *Doaaba* and *Majha*. These all three regions have their own culture, language, communication patterns, crops, food, living and eating habits etc. Further, the similar nature of division can also be seen in form of rural and urban region. While diversity is the acceptance of all folks regardless of their ethnicity, age, sex, education etc., regional diversity constricts this acceptance to a group of people from a particular region or area. Being one of the important type of diversity, regional diversity is an indication of each community's and their member's uniqueness from a certain area and their members (Avasthi, 1997). For instance, as discussed above India has great regional diversity. The nation has plants, mountains, sea coasts, deserts, cultivation and plain areas etc. This is why it makes India a very regionally diverse country. While existence of multiple differences, these all regions are somehow connected and share their cultural capital and resources with one another. We call it unity in Diversity.

The basis for regional diversity in India is language, food, dance, dress, eating and living habits, communication, crops, vegetation, animals, plant life, dresses, climate conditions, culture, customs etc. Amongst, some of the basis and related examples are discussed as follows. Food is one of the important bases for regional diversity. Food culture is most influenced by the locality of its origin. As far as food is concerned, in Punjab, the most preferred dish in winters particularly in rural Punjab is *Makki Ki Roti* and *Sarso ka Saag*. Punjabi cuisine is one of the most delicious cuisines in the country. Other than this particular famous dish, the food in Punjab is characterised by strong flavours and aroma. Although the dishes include both vegetarian and non-vegetarian, the meat dishes are quite popular not just in Punjab but all throughout the country. The cuisine of Himachal Pradesh is quite similar to the rest of North India. However, some of the popular dishes of Himachal Pradesh such as *Madira*, *Pateer*, *Til Chutney*, *Ghuchi Ka Saag*, *sepu badi* etc. makes it different from rest of the country. The food of Haryana is true to its soil. The diet of the people of Haryana mostly consists of rotis and dairy products. Some of the popular items of the Haryanvi which makes them different from others are *Pethe ki subji*, *teet ka achar*, *churma*, *kheer*, *malpuas* etc. *Goan* cuisine is well known for its tangy and unique taste. Coconut milk, rice and seafood form the main parts of a *Goan* meal. Food cooked in goa is mostly sweet in taste as they mostly use coconut oil in preparation. Whereas Punjab Harayana, Himachal Pradesh etc. are concerned they cook the food in mustard oil to keep the taste of the food little sour or *chatpata*. Kokum is widely used in cooking *Goan* food. The *Goan* fish curry is also one of the popular dishes in the state.

The food in West Bengal has the finest blends of both vegetarian and non-vegetarian dishes. This state is famous for the variety of *Maach* (fishes), served with various flavours. *Hilsa* and *Chingri* fishes are the most loved fishes in the state. West Bengal is also known as the 'land of *Maach & Bhaat*'. West Bengal is also famous for the variety of sweets. '*Rasgulla*', is the most famous sweet of this state. Gujarati cuisine is predominantly vegetarian due to the influence of Jainism and traditional Hindu values. There are four main regions in Gujarat- North Gujarat, *Surti* Gujarat, Kutch and Kathiawar- which have their own distinctive styles of cooking. *Thepla*, *Fafda*, *dokhla* etc. are some of the famous dishes of Gujarat. Most of the dishes are a beautiful blend of sweetness, saltiness and hotness. Karnataka cuisine mainly includes *Bisi bele bhath*, *Holige*, *Vangi Bath*, *Uppittu* etc. Some of the traditional dishes of Andhra Pradesh include *pesarattu*, *pulusu*, *karapoosa*, *ariselu*, *pappucharu*, *rasam*, *vepudu*, *Pootha Rekulu* etc.

With the passage of time, the food habits belongs to one area are spreading to different parts of India and also abroad. We feel happy to observe that silently but very noticeably, Indian cuisine are cutting across the regions day by day. *Chaat* in different forms such as *gol gappas*, *aloo tikkies*, *samosas* and *chholey bhaturey*, a mainly north Indian phenomenon, is spreading to all parts and being devoured even in the deep south. And *dosas* and *idlis* with *sambar* and coconut chutney belong to south are now being enjoyed in the north at large. The northeast is also contributing to this phenomenon, as we can found that *Nepalis* from Sikkim and Darjeeling doing brisk sale of noodles and *momos*, vegetarian and chicken with chilli sauce, from small kiosks that have sprung up in every nook and corner of Delhi and other states. Although there is a bewildering variety of Indian sweets eaten from north to south, like milk cakes and *gulab jamuns* in Punjab and Haryana, *jalebis*, *laddoos*, *pedas* and *rabri* in Uttar Pradesh, *kulfis* all over the north, *rasogullas*, *sandesh*, *chamcham* and *rasomalais* in West Bengal; *mysorepak* in the south, *sooji ka halwa* and *kheer* (made of milk and rice) is the common dessert denominator being called *kesaribhath* and *payasam* in the South. Now these all deserts are available in all regions and also spreading in rural areas day by day. Other than variation in food, the pattern of food preparation and eating also vary region to region.

Although, now a day's most of the dishes are commonly prepared in all most all regions however the variation still exist in their preparation and names. For instance, the good old *kadhi* made with *besan* and *dahi*, and *khichdi* (rice and lentils), is popular from the Himalayan Mountains to the plains of Punjab and Haryana. The cow belt of Rajasthan, Madhya Pradesh, Uttar Pradesh and Bihar all savour *kadhi*. And migrants from the Sindh province of undivided Punjab, now settled mainly in and around Mumbai, love their Sindh *kadhi*. The *kadhi* is also made in Maharashtra and Gujarat. Another example is *Khichdi*. *Khichdi* in the north is eaten with *papad*, *dahi*, *ghee*, *chutney* and *achar*, and also in the south. In Tamil Nadu it is called *pongal* and in Karnataka, *besi beli bhath*. It is given religiously to the young and the old who have upset tummies. There are two other items that constitute our staple daily diet. The glass or *kulhar* of sweet *lassi* with *malai* (cream)/butter in Punjab, Haryana, the cow belt, is one. Then there is the good old butter milk, called *mathha/ chhach* in Gujarat and Maharashtra, and *rai* (black mustard) seeds, *curry patta* and chillies *tadka* in the deep south taken as an appetiser or digestive before and after lunch. *Dahi* is generally not consumed in the northeast.

Another important basis for regional diversity is the dress and dressing pattern in different parts of India. Dressing pattern in India is dependent upon the different ethnicity, geography, climate, and cultural traditions of the people of each region of India. The traditional dresses for Punjabi men is *kurta* along with *pajama*, or even a dhoti styled with different types of *pagri* or turban. Most of the women wear salwar kameez suit. Patiala suit with *paranda*, *fulkari*, *punjabi jutti* as traditional dress belongs to one sub region of Punjab. Most popular traditional dresses of Haryana are *Dhoti-Kurta* paired with *Juttis and Paghari* (turban) for men and women prefer to wear *Ghagra-Choli* along with *Odni* (a headcover). The traditional dresses of Himachal Pradesh, Men wear *dhoti-kurta* or *pajama-kurta* with *Pagri* (turban), whereas women wear *Ghagra*, *Lehenga-choli*, and *Kurtis*. Most popular Gujarati traditional dresses for women is *Chaniya choli*, *salwar kameez*, and *sarees* whereas men prefer wearing dhotis, *kurtas*, or *bandis and Kedia* along with a turban. In Karnataka Women prefer to wear *Ilakal*, *silk sarees*, and *dhavani*, whereas men prefer to wear shirt and *Panche* (a dhoti). The traditional dresses of Goa, women wear *Saree*, also called *Nav Vari* and men wear Dhoti and Shirt. The most traditional dresses among Bengali women is *Saree* in Bengali style, whereas men wear *Dhoti-Kurta*.

Dance is another basis for understanding regional diversity. The common folk dances of Punjab include –*Bhangra and gidda*. *Bhangra* and *gidda* is one of the most popular traditional dances in Punjab. It is usually performed during the harvest season and is noted for the colourful costumes and peppy music. The common folk dance of Haryana include –*Saang Dance, Chhathi Dance etc.* *Saang* dance is performed in groups. Usually comprising of a group of 12, men dress up as women in this dance to play the roles of female characters. The dance is based on folk tales or religious stories. The dance forms of Andhra Pradesh reflect the cultural heritage of the state. They differ in costumes, types and the musical instruments used. *Kuchipudi* is one of the most famous traditional dance forms of Andhra Pradesh. It gets its name from the name of the village where resident Brahmins practiced this art form. The dancers sway to the music and tune of a singer who is accompanied by musicians playing *mridangam*, violin, flute and *tambura*. The common folk dance of Himachal Pradesh includes *Kinnauri Nati*, A beautiful folk dance which is usually a mime and depicts the sowing of crops and the ensuing festivities. Another dance is *Namagen*. This is usually performed to welcome the autumn season. The costumes of the dances of this folk dance are particularly interesting because of the variety of colours and women dancers were extremely beautiful silver jewellery.

Dance of Gujarat includes *Garba, Dandiya Raas etc.* *Garba* is a popular form of dance that is performed during the nine-day festival of *Navratri*. A picture or idol of Goddess *Shakti* or a lamp is placed in the centre and dancers stand in concentric circles for the performance. *Dandiya Raas* on the other hand was traditionally performed by men to the tune of traditional instruments. However, these days the dance form has evolved and men and women are seen dancing to foot-tapping numbers during the *Navratri* festival. The common folk dances of Bihar include *Jhijian Dance, Jat Jatin Dance, Kajari Dance*. Dance of Goa includes *Dekni, Kunbi, Gofftoo etc.* Dances of Karnataka include *Kunitha, Komb-aat etc.*

Other than these important bases, there are many other cultural components on the basis of which the diversity existing among different regions can be described. These are songs, language, stories, living patterns, housing, cultivation, festivals, crops, domestication of different animals etc.

CHECK YOUR PROGRESS III

1. Explain dance as a basis of regional diversity in India.

.....
.....
.....

2. Write down the meaning of diversity.

.....
.....
.....

4.5. SUMMARY

In this unit, we have studied the meaning of diversity, unity and unity in diversity. We have also discussed how unity in diversity is important element of Indian society. There are number of implication of unity in diversity in India that vary from minor to major. In this unit, we have elaborated the important implications of unity and diversity. Further, we have also elaborated and studied that there are major forms of diversity in India such as racial diversity, religious diversity, cultural diversity, linguistic diversity and regional diversity etc. All these diversities are important to understand the concept of unity in diversity, however we have emphasised only on linguistic and regional diversity. Further, we have also discussed the difference between earlier form of unity in diversity and the contemporary one. Overall, we have noted that India has opted for a composite culture model of unity in diversity.

4.6. SUGGESTED READINGS

- Avasthi, A. 1997. *Social and Cultural Diversities*, New Delhi: Rawat Publications
- Desai, A.R. 1973. *Recent trends in Indian Nationalism*, Bombay: Popular Prakashan.
- Desai, A.R. 1991. *Social Background of Indian Nationalism*. Bombay: Popular Prakashan.
- Effendi, S. 1938. *Unity in Diversity*". Wilmette: Illinois Publishing House.
- Gore, M.S. 2015. *Unity in Diversity: The Indian Experience in Nation-Building*. New Delhi: Rawat Publications.
- Jayaram, N. 2011. *Diversities in the Indian Diaspora: Nature, Implications, Responses*. New Delhi: Oxford.
- Majumdar, D.N. 1965. *Races and Cultures of India*. New Delhi: Asia Publishing House.
- Mukerji, D.P. 1958. *Diversities*, Delhi: Peoples Publishing House.
- Nagla, B.K. 2008. *Indian Sociological Thought*, Jaipur: Rawat Publication.

- Nyiri, N. A. and Preece, R. 1977. *Unity in Diversity*. Ontario: Wilfrid Laurier University.
- Pandey, V. 2015. *Indian Society and Culture*, New Delhi: Rawat Publications Press.
- Risley, H. 1969. *The People of India*. Oriental book Reprint.
- Tharoor, S. 2006. *India: From Midnight to the Millennium and Beyond*. New Delhi: Arcade Publishing.
- Desai, A.R. 1991. *Social Background of Indian Nationalism*. Bombay: Popular Prakashan.
- Jayaram, N. 2011. *Diversities in the Indian Diaspora: Nature, Implications, Responses*. New Delhi: Oxford.
- Mukerji, D.P. 1958. *Diversities*, Delhi: Peoples Publishing House.
- Nagla, B.K. 2008. *Indian Sociological Thought*, Jaipur: Rawat Publication

4.7. QUESTIONS FOR PRACTICE

4.7.1. LONG ANSWER QUESTIONS

1. Elaborate the concept of regional diversity in India. Also discuss how sociologists look at diversity in India.
2. Elaborate the meaning and definitions of unity, diversity and unity in diversity in India.

4.7.2. SHORT ANSWER QUESTIONS

1. Write down the difference between unity and uniformity.
2. Explain any two examples of linguistic diversity in India.
3. Describe any three implications of unity in diversity in India.

BACHELORS IN ARTS (LIBERAL ARTS)

SEMESTER: II

COURSE: INDIAN SOCIETY

UNIT 5: POPULATION GROWTH IN INDIA SINCE INDEPENDENCE

STRUCTURE

- 5.0 Learning Objectives**
- 5.1 Introduction**
- 5.2 Population Growth**
- 5.3 Causes of Over Population**
- 5.4 Effects of Population Explosion**
- 5.5 Theoretical Perspective of Population Growth and Control**
- 5.6 National Population Policy (NPP 2000)**
- 5.7 Family Planning**
- 5.8 Programmes/ Measures Suggested to Control Population**
- 5.9 Summary**
- 5.10 Questions for Practice**
- 5.11 Suggested Readings**

5.0 LEARNING OBJECTIVES

This unit will enable the students to understand:

- The concept of population
- Population growth in India
- Population explosion and reasons
- Family planning and policies
- Measures to control population

5.1 INTRODUCTION

Population explosion is causing great concern not only in India, but all over the world, to all the countries. The world is having a period of population explosion. India's population has already crossed the alarming number of one billion. Before 1921, the population growth in India was insignificant between 1921-1951, it was rapid and after 1951, it has become explosive. Population of manageable size is strength of a nation but unmanageable population give rise to many problems. It becomes a hindrance to economic system as well as creates challenges to the social system. Unfortunately, India is facing such conditions. Such a serious problem requires skilful and efficient immediate solutions. A strong political will and general social awareness can provide a long last solution. This chapter highlights the demographic situation in India.

5.2 POPULATION GROWTH

The size and growth of population are two important components of the demographic phenomena in a developing country like India. These have severe implications on the social and economic spheres of our life. India's population has more than doubled since Independence. India is the second most populous country in the world, ranking only, after China and is expected to overtake China by 2024. It is high time that India should start working to improve its economy. The population of India will be on top for the entire 21st century if the current trends continue. Over the years after independence in 1947, India has experienced growth 4x times, reaching 1.34 billion today. The population of India is increasing at the rate of 15 million per year and is the highest growth rate in the world.

The history of growth in India's population can be divided into four distinct phases – the points of division being 1921, 1951 and 1981. Prior to 1921, India's population was characterized by a chequered growth. Decades of substantial growth regularly alternated with decades of small increase or even negative growth. The Census Commissioner for the 1951 census, therefore, rightly called 1921 as the year of Great Divide, which differentiated the earlier period of fluctuating growth rates from a period of moderately increasing growth rates. The second point of division was 1951, which differentiated the period of earlier moderate growth from a period of rapid growth in the post-independence period. This phase of rapid growth in population continued up to 1981. Thereafter, though population continues to grow, the rate of growth shows a definite deceleration. The first twenty years of the twentieth century, thus, witnessed a growth rate of only 5.42 per cent in India's population. It may be recalled here that the decade 1901-11 was struck by several local famines.

India's population is increasing at mind blowing scale. In 1941 it was 31.86 crores, it increased to 36.10 crore in 1951, 43.92 crore in 1961, 54.81 crore in 1971, 68.33 crore in 1981, 84.64 crore in 1991, 102 crore in 2001 and 121 crore in 2011.

If the population growth is sub-divided into three distinct periods, (a) from 1901-1931, (b) 1931-1961, (c) 1961-1999, it is found that the first period of 30 years witnessed an addition

of 17 per cent, the next thirty years observed an increase of 57.4 per cent and in the following 38 years (about four decades), country experienced an explosive growth of 127.4 per cent.

According to the National Population Policy draft prepared in 1997 by the Ministry of Health and Family Welfare, the goal of total fertility rate (TFR) of 2.1 will be achieved by the year 2010. But according to the projections made by the Registrar General, the TFR of 2.1 would not be reached by the year 2026, if the existing demographic trends continued. The current fertility rate of India is 2.3 births per woman and has remained constant for the past two decades. At this rate, the population of India is expected to grow up to 1.8 billion by 2050. Despite the attempts to reduce the fertility rate to 2.1, the expected population growth is expected to reach 1.9 billion by the end of the century. In any case, there is no stopping for India to become the most populous nation in the world. Even if the fertility rate is decreased in the coming years India is expected to reach 2 billion by 2100.

The disastrous population growth in India can be recognized from the following facts:

- A little more than one out of every six persons in the world is from India.
- India adds 46, 500 persons to its population every day.
- India accounts for a meagre of 2.4 per cent of the world's surface area of 135.79 millions square kms, whereas it supports and sustains 17.5 per cent of world's population.
- It is estimated that by 2035, India would overtake China as the world's most populous nation.
- Around 49 per cent of the increase in population in one decade is in five states of Bihar, Madhya Pradesh, Assam, Rajasthan and Uttar Pradesh known as (*BIMARU* states).
- More than three times as many couples enter the reproductive span than those leaving it, with the fertility rate of younger group becoming three times higher than that of those passing out of the reproductive age.
- At the present rate of growth, life for most Indians would be unbearable, medical facilities would be difficult to provide, expenses on education, housing would be excessive, technical and professional education would become the exclusive privilege of the elite and the scarcity of food once again stab more than half of the nation below the poverty line.

Thus, there is immediate need to focus on population explosion in the country. A steep population growth not only reverses the development process but also put tremendous pressure on already overloaded system.

5.3 CAUSES OF OVER POPULATION

After 1951, the growth of population is explained by a decline in mortality due to availability of curative and preventive medicines, control of famines and epidemics, reduction of wars and a large base population. Following are important causes for population explosion:

- **Child marriage/ Low age at marriage-** Child marriages are very common in our country. Seventy two per cent marriages in India were performed before 15 years of age and 34 per cent before ten years of age. Since then, there has been a continuous increase in the mean age of marriage among both the males and females. The infant mortality rate is directly related to the age of women at the time of marriage, as the age group increase, the fertility rate decreases. If population growth is to be controlled, marriage of girls (in rural and urban areas) is to be preferred in 21-23 or 23-25 age group rather than in 15-18 or 18-21 age groups.
- **High illiteracy-** Family planning has a direct link with female education, and female education is directly related with age at marriage, general status of women, their fertility and infant mortality rate and so forth. According to census 2011, literacy rate is 74 percent in India as compared to 64.83 per cent ten years ago. Male literacy rate is 84 percent while female literacy percentage is 65. If both men and women are educated, they will understand the logic of family planning, but if either of them or both of them are illiterate, they would be more rigid and orthodox. This is evident from the fact that Kerala (overall literacy rate 92% and female literacy rate 91 %) that has lowest birth rate (14.70 per thousand), while the low female literacy rate gives rise to high birth rate in the states of Rajasthan (34.6 per thousand), Uttar Pradesh (36 per thousand), Madhya Pradesh (34.7 per one thousand).
- **Religious attitude towards family planning-** Religiously orthodox and conservative people are against the use of family planning measures. There are women who believed that they cannot go against the wishes of God, they argue that the purpose of a women's life is to bear children. Indian Muslims have a higher birth and fertility rate. Muslim women having fertility rate of 4.4 as compared to 3.3 among Hindu women and they are more conservative towards family planning than the Hindus.
- **Peaceful conditions-** For nearly a century (1860-1960) India enjoyed comparative peace without involving in major conflicts or wars especially after the establishment of British rule. Peaceful conditions stimulate population growth in the country.
- **Excessive birth rate over death-** Population growth depends on the excess birth over deaths. Death rate has been declining rapidly and birth rate is still high. The statistic shows the death rate was 16.99 in 1971 which decrease to 7.30 in 2020 per 1,000 inhabitants in India. Number of births of India increased from 22,106.22 thousands in 1971 to 24,067.83 thousands in 2020, growing at an average annual rate of 0.18%. Widening gap between birth and death rate lead to population explosion.

- **Medical advancement-** Medical knowledge and its application has considerably reduced the death rate. It has helped to control the diseases like Malaria, TB, Cholera, Plague, Influenza, Smallpox etc, and protected the lives from these deadly diseases. Positively, contributed to more population, because saved persons from death also produced children and add to the existing number.
- **Improved transport facility-**It has helped people to avail medical and health facilities without much difficulty. These have saved lives and added to the size of population.
- **Improvement in agriculture and industry-**Uncertainties in agriculture have largely been removed with the help of science and technology. During green revolution food production has considerably increased. Industries have been providing employment opportunities to thousands of people. These developments have given people the confidence that they can afford to feed more people if they beget.
- **Social attitude of Indians-** This also favours an increase in population. Poverty, illiteracy, ignorance, absence of recreational facilities, attitudes of conservatism, orthodoxy, feeling of dependence on God, a sense of resignation towards life, looking upon children as old age pension etc. are all responsible for rapid growth of population.
- **Lack of conscious family planning-** Married couples is not conscious about family planning. Use of contraceptives unknown to the illiterate masses. They feel that more children are wanted for economic prosperity.
- **Climatic conditions of the Country-** In India, climatic conditions are very conducive to the population growth. Montesquieu said that people of warm lands are more sex indulgent. Girls become physically mature at an early age between 11-15 years. Child bearing capacity of women lasts in the tropical regions.
- **Lack of entertainment facilities-** It has been observed that people especially in the rural area, have been forced to find entertainment in the sex paly in the absence of other entertainment facilities. This has further enhanced the problem.
- **Other causes**
 - Joint family system and lack of responsibility of Young couples in these families to bring up their children.
 - Lack of recreational activities.
 - Lack of information or wrong information about the adverse effects of vasectomy, tubectomy and the loop.

- Poor parents produce children so that they can get help from them. This is evident from the fact that there are some 35 million child workers in the country.
- Poverty is both the cause and effect of the population growth. A huge family size is the poor man's only way to combat poverty caused by the population boom.

5.4 EFFECTS OF POPULATION EXPLOSION

Population growth has direct effect on the living standard of people. If the growth exceeds the reasonable limits, problems will increase and has happened in India. This is one of the reasons, despite tremendous progress in agriculture and industry since independence, per capita income has not increase significantly. The extraordinary population growth during the recent years has brought about a series of serious consequences. Some of the major effects of population are described as:

- **Population and poverty:** Poverty and population often go together. Poverty is both cause and effect of rapid population growth. India has not counted its poor since 2011. But the United Nations estimated the number of poor in the country to be 364 million in 2019, or 28 per cent of the population. They do not have proper food, shelter and clothing.
- **Unemployment and underemployment:** It is the duty of nation to provide food and shelter to its population, besides they are also to be provided with jobs. But it is not easy to create jobs, there is already unemployment coupled with underemployment. Job opportunities created during the five year plans are not enough to meet the demand.
- **Low per capita income:** During the past 50 years of planning, the national income of the country has increased by about 3.6% per annum. But the per capita income has increased only by 1.5% per annum. This low per capita income of the people in India is attributed to the rapid growth of population.
- **Shortage of food:** Rapid population growth has led to the problem of shortage of food supply. In spite of the fact that more than two third of its population engaged in agriculture. Population is unable to have minimum necessary amount of food, even though we have attained self-sufficiency in food production. As a result one out of every four is suffering from malnutrition and two out of every four get only half of the daily required quantity of food.
- **Increased burden of social overheads:** When there is rapid population growth in the country, government is required to provide the minimum facilities for the people for their living. Hence, it has increase educational, housing, sanitation, public health, medical, transportation, communication and other facilities. This

will increase the cost of the social overheads. Government finds it difficult to find enough funds to meet the unproductive expenses.

- **Population and labour efficiency:** Increase in population reduces per capita income, thus resulting in low standard of living. This affects badly the health and efficiency of workers. Labour inefficiency reduces productivity and nation loses heavily.
- **Population and the standard of living:** Standard of living reflects the quantity and quality of the consumption of the people. Due to rapid population growth, standard of living of the people has been adversely affected.
- **Pressure on land:** Over population inevitably leads to heavy pressure on land. Land is limited and fixed in supply; increase in population can only bring more pressure on it. Hence the born people will have to share the land with the existing people.
- **Increased unproductive consumer:** With the rapid population growth, there will be large proportion of unproductive consumers. In fact, today about 51% of the total population of India is unproductive. Rapid increase in the population contributes to an increase in the dependency ratio.
- **Slow economic development:** Economic development will be slower in highly populated countries. Absence of savings results in low capital formation, thus restrict investments and contributed to the slow economic growth of the country.
- **Political unrest:** Unmanageable population size may contribute to political instability and unrest. The failure of the government to provide basic amenities to the people contributes in agitation and unrest among the masses.

5.5 THEORETICAL PERSPECTIVE OF POPULATION GROWTH AND CONTROL

- **Development and control over population**

The relationship between population and development was explained by the Population Research Office of the Princeton University in the 1940s on the basis that development reduces fertility rate. It is said that development lowers the death rate faster than the birth rate resulting in population growth. The theory does not answer the crucial question as to when decline in birth rates would set in as development progresses. It also does not tell us the level to which fertility would decline and the time span over which the decline would occur. The question of threshold and speed of fertility declines inevitably bring up the questions if identification of factors which cause fertility declines.

- **Theory of economy of households**

According to this theory, a household weighs the cost of a large family with its benefits. As long as the cost of rearing children remains low, compared to the benefits they bring in terms of additional income, birth rate would remain high. The transition would occur when as a result of socio-economic changes like urbanization, compulsory schooling, market penetration, etc., the cost of bringing up children becomes higher than the benefits.

- **Theory of diffusion of ideas regarding access to contraception**

Ansley Coale (1973) supported this theory through his study of fall in fertility rate in Europe between 1850 and 1930. Availability of contraceptive reduces fertility rate and vice versa.

Studies in India have supported all these theories and pointed out other factors too which affects the course of fertility, like higher age at marriage, or what act as hindrance in the use of contraception like female literacy, importance of sons, poverty, female participation in economic activities, and so on. Some empirical studies in this context have also been conducted with Indian data by K G Jolly, Anirudh Jain etc.

5.6 NATIONAL POPULATION POLICY

It cannot be denied that India is over populated country. So to tackle this problem India must make planned efforts and a well thought population policy. A policy is a “plan of action, statement of aims and ideals, especially one made by a government, political party, a business company, etc.” it guides the present and the future decisions.

Population policy refers to the policy intended to decrease the birth rate or growth rate. Statement of goals, objectives and targets are inherent in the population policy. According to UNEP it is “an effort to affect the size, structure and distribution or characteristics of population. In broader term, it includes, “efforts to regulate economic and social conditions which are likely to have demographic consequences”. Two types of population policies have been suggested: (a) the ante-natal policy which aims at discouraging the growth of population and (b) the distributional policy which deals with distributional imbalances of population.

The population policy of a developing country like India has to aim at:

- i. Decreasing birth rate
- ii. Limiting the number of children in family
- iii. Decreasing mortality
- iv. Creating awareness among the masses regarding consequences of speeding population

- v. Procuring necessary contraceptives
- vi. Enacting laws like legalising abortion
- vii. Giving incentives as well as disincentives

India formed its first “National Population Policy” in April 1976. It called for an increase in the legal minimum age of marriage from 15 to 18 for females and from 18 to 21 years for males. The policy was modified in 1977. The new policy statements emphasised the importance of the small family norm without compulsion and changed the programme title to “Family Welfare Programme”.

National Population Policy 2020 (NPP-2020) is the latest in the series. it was announced on 15 February, 2020. It states the commitment of the government towards target free approach in administering family planning services. The NPP-2000 is not just a matter of fertility and mortality rates. It deals with women education, empowering women for improved health and nutrition, child survival and health, the unmet needs for family welfare services, healthcare for the under-served population groups like urban slums, tribal community, hill area population and displaced and migrant population, adolescent’s health and education, increased participation of men in Planned Parenthood and collaboration with non-governmental organizations.

The object of NPP-2000 is to bring the total fertility rate (TFR) to replacement levels by 2010. The goals and target to be achieved by 2010 are:

1. Giving rewards to panchayats and Zila Parishads for promoting small family norm.
2. Reduce infant mortality rate to below 20 per 100 live births.
3. Reduce maternal mortality ratio to below 100 per 1 lakh live births.
4. Achieve universal immunisation of children against all preventable diseases.
5. Achieve 80% institutional deliveries and 100 %deliveries by trained persons.
6. Achieve 100% registration of births, deaths, marriages and pregnancy.
7. Prevent and control communicable diseases.
8. Promote vigorously the small family norms to achieve TFR.
9. Strict enforcement of “Child Marriage Restraint Act”.
10. Contain the spread of AIDS.
11. Make school education up to age of 14 free and compulsory and to reduce drop-out rates at primary and secondary school levels to below 20% to boys and girls.

12. Health insurance covers of Rs.5000 for couple below the poverty line with two living children, who undergo sterilization.
13. Achieve universal access to information/ counselling and services for fertility regulation and contraception.
14. To take appropriate steps to make family welfare programme a people centred programme.
15. Setting up of a National Commission on Population headed by the Prime Minister.

5.7 FAMILY PLANNING

Family planning means planning the number of children in the family. It is limiting the size of family by conscious efforts. The motto of family planning is, child by choice and not by chance. It seeks to inject social responsibility into married life.

Family planning is described by an Expert Committee of the WHO in the following manner. It refers to practices that help individuals or couples to attain certain objectives:

- a) to avoid unwanted births
- b) to bring about wanted births
- c) to regulate the intervals between pregnancies
- d) to control the time at which births occur in relation to the ages of the parent
- e) to determine the number of children in the family

India was the first country to evolve a government-backed family planning programme in the 1950s. Developing countries like Indonesia, Thailand and South Korea that followed suit have successfully stabilized their population growth, but India even after half century is trailing behind. A separate Department of Family Planning was created in 1966 under the union Ministry of Health. Between 1975-1977 Indira Gandhi government at the Centre implemented a forced sterilization programme against populations' wishes and even used such harsh and force methods that today one is reluctant to talk about family planning in public. The program is still criticized, and is blamed for creating a public disgust to family planning, which obstructed government programmes for decades.

In 1977, the Janta Party government formulated a new population policy. The acceptance of the programme was made purely voluntary. The Family Planning Department was renamed as the Family Welfare Department, and took all aspects of family welfare. Government of India adopted the UNEP guidelines of delaying the first child and spacing the subsequent birth.

The methods adopted in family planning are: sterilization, loop, pill, withdrawal, rhythm, sheath, and diaphragm. Condom and the pill seem most popular among the high socio-economic groups. Sterilization is preferred by low social strata people. A good number of women use more than one method, depending on the circumstances and availability. In 1951, only 147 family planning clinics were established during the first five year plan period (1951-56). Since then, a network of Community Health Centres (CHCs), Primary Health Centres (PHCs) and sub centres has been created for implementing family planning programme through state governments with a hindered per cent central assistance. About 50,000 centres and sub-centres are created in rural areas in each five year plan. There were 1,47,069 sub-centres, 23,673 PHCs and 4535 CHCs in the country (March, 2010). The PHCs perform two specific functions; providing services to the people and disseminating information about these services in an effective manner in order to motivate masses to accept family planning. Nearly half million medical and Para medical persons were engaged in the programme.

A New Approach

A social policy with a new integrated approach to population stabilization has now been adopted. Following are the components of this approach:

Target-free Programme

A significant shift has been made from April 1996 in the family planning programme by the introduction of target-free programme. Targets were a major obstacle in the programme in which village *patwaris*, school teachers and government functionaries had to achieve the minimum targets of sterilization and other measures. Postings, promotions and transfers depended on the fulfilment of targets. To achieve the success rate without setting targets is indeed a welcome change.

Bottom-up Approach or Decentralized Participatory Planning

The programme is chalked out at the village level in consultation with health workers and PHC, i.e., male and female workers (ANMs), Panchayat members and active individuals. Planning for the district will be the aggregation of PHC plans and the requirements of district hospitals. These district plans will together make the State Plan and State Plans will contribute to the national Plan.

State-specific Reproductive and Child Health (RCH) Strategy

States display a wide variation in health parameters, such as infant mortality, maternal mortality, birth rates etc., area specific RCH approach has been worked out separately for different states and the special category states where considerable infrastructure inputs flow from state health system projects.

Integrated RCH Package

It provides a minimum model framework for reproductive health services at different levels in the district, sub-centres, PHCs and district hospitals. These services are related to prevention and management of unwanted pregnancy, maternal care, services for new-born and infants and management of STDs.

Comprehensive Integrated Training

Emphasis will be laid on the training of personnel to improve efficiency of intervention, interpersonal communication and management. District would be responsible to provide training. Central and state governments will support the district in training, training material and periodic evaluation.

Increased Involvement of NGOs

More NGOs will be involved in clinic based interventions, in strengthening community participation in implementing project activities and in the training for technical skills. Private rural practitioners including those of indigenous systems of medicines will also be involved in plans.

Independent Evaluation of Programme

The programme will be monitored and evaluated for qualitative performance. Eighteen Population Resource Centres (PRCs) have been established which are engaged in working out formats for annual surveys. Eight regional teams have also been formulated by the government for cross checking of activities.

5.8 PROGRAMMES/ MEASURES SUGGESTED TO CONTROL POPULATION

Overpopulation has adversely affected the progress of the economy and the standard of living. It brings down per capita and national income, it becomes difficult to face the challenges of poverty, unemployment and underemployment. Problem is an urgent and needs immediate solution. The following programmes may be suggested to check population growth:

Incentives vs. Disincentives

There are some scholars who support cooperation while others support coercion. Nobel laureate Professor Amartya Sen, in a lecture in Delhi in August 1995 on “Population Stabilization Programme” favoured ‘cooperation’ approach and condemned the use of coercion. Sen described Condorcet’s approach of cooperation as well defined and Malthus’ a path of coercion as undesirable and even counter-productive in checking population growth. He gave the example of Kerala in support of his viewpoint and developed a hypothesis called “Kerala hypothesis of demographic transition.” In this hypothesis, increase in literacy and primary health care is described as two important factors in population control. ‘Chinese

model' is opposite to 'Kerala model' which supports coercion as an effective solution to the problem. Some thinkers however suggested the combination of both cooperation and coercion or incentives and disincentives to check the population growth.

Division into Zones and Regions

A study conducted in 1990 by two population experts of the Operation Research Group at Baroda has shown how the problem could be tackled. On the basis of the fertility pattern, they have divided the country's 350 districts into 16 zones and four regions. They have identified districts and zones which reflect the impact of family planning on the fertility, the areas where fertility rates have remained low despite hardly any family planning efforts, and those regions which are the hard core areas where the maximum effort is needed. The region wise approach is expected to help in correcting the lacuna in the implementation of the family planning programme.

Search for New Contraceptives

The search for a new, inexpensive, easy to use and harmless contraceptive has not met so far. It is necessary that Indian herbs be thoroughly investigated for their effects. Pursuing vigorous investigation of the health status and dietary habits of some of the tribal in Andaman and Nicobar Islands, among some of whom the fertility rate is found to be extremely low, might provide the needed solution.

Increase in Marriage Age

There is direct relationship between age of marriage, size of family and attitude towards family planning. We can take the example of Kerala, during 1950s population growth in the state was one of the highest in the country. By, 1970 it began to fall significantly and subsequently became the lowest among the Indian states. During 1981-91, the growth rate dropped to 14.3 per cent and in the next decade it further came down to 9.4 per cent. This is all happened due to the rise in age at marriage and higher level of contraception. Rising the marriage age is, thus, bound to reduce the family size in other states too. This needs a necessary public awareness.

Economic Development

Economic development can be the best contraceptive. There is need for quick population control to meet the economic principle of demand and supply. To balance any economic situation, we can either increase the supply which depends on both financial and material resources or reduce the demand which depends on the number of people demanding for various services and commodities. Population problem should not be viewed out of social context. Development which aims at distribution and equality alone can remove poverty and contain population growth.

Role of NGOs

A programme is fully successful when it is accepted by the people. Unless the community is fully involved in the programme and is consider it to be its own programme, it may not be possible to achieve the desired results. This can be achieved in a better way by the non-government organizations (NGOs) as these have very close relation with the people. Their role in removing the deep-rooted beliefs cavorting large families and male children, improving female literacy, raising age at marriage of girls, essential new born care, birth spacing etc., can be very significant. Such organizations not only have the capacity to reach the remote areas but their activities are cost effective also.

Other Measures:

Family planning measures

The motto of family planning is-‘child by choice and not by chance’ or ‘child by desire not by accident’. The size of the family must be limited voluntarily and can be done by birth control measures and other family planning methods.

Providing education facility to the people

Spread of education among illiterate masses is a significant step in reducing the birth rate. People must be educated regarding the benefits of small family and late marriage. Education helps to increase the earning capacity of males and females, improves the status of women and creates awareness regarding family planning.

Improving status of women

High status of women is closely associated with a low birth rate. The desire to rise in the social scale develops a strong feeling for a smaller family. The educated, employed urban women exhibits a desire for small family. Efforts must be made to attract rural women to go in the direction of a small family.

Propaganda in favour of small family

More publicity is to be given regarding the benefits of a small family to the general masses. Mass media of communication like press, radio, TV, movies, internet are of great help for this.

Provision of incentives

Incentives such as cash payments and promotions in jobs, free education, preference in admission etc. could be given to the people who accept and adopt family planning.

Increasing the standard of living of people

People with higher standard of living normally opt for small family. So it is necessary to increase the standard of living.

Providing enough recreational facilities

Lack of sufficient recreational facilities has often contributed to the problem of overpopulation. People must be provided with sufficient facilities to relax and refresh. This will prevent them from resorting to sex play whenever they feel like refreshing themselves.

Internal migration

Unequal distribution of population in different parts of the country can be dealt with internal migration. It means people must be encouraged to move from the densely populated areas towards the thinly populated areas.

Provision of social security

In the absence of social security especially in old age, sickness, unemployment and accident people have tended to depend on large families for security. Poor, consider children as their wealth. It is necessary to introduce various social insurance and social security schemes to help the poor.

Reduction in infant mortality

By taking the suitable medical steps the rate of infant mortality can be reduced. If it is reduced, then parents will feel that their children will survive and live long.

5.9 SUMMARY

After independence it was believed that rising population was an asset and now we are thinking that India's rapid population growth will be checked through the process of development i.e., literacy, healthcare, employment etc. if the country wants to get rid of this problem, the only way is to administer the bitter dose of disincentives and compulsory family planning. This requires a suitable population policy. The population should aim not only at controlling the unregulated human growth but also at checking the unregulated movement of population and the increasing concentration of people in the urbanised areas, providing adequate living space and healthy environment to heterogeneous group. Family planning programme has to look inwards and treat itself as a development input in its own right. A variety of measures will have to be introduced to put the family campaign back on its feet. Legal awareness may help but more important is public awareness and responsible parenthood. Family planning will help to improve the general status of women and their health too. The goal of population control has to be jointly linked with the formulation and implementation of policies aimed at population regulation and planning for preserving natural

and human resources. Thus, only population growth may not be perceived as a problem but its relation with the availability of resources may be viewed with great concern.

5.10 QUESTIONS FOR PRACTICE

- i. Evaluate the population growth since independence.
- ii. What do you think about the reasons of population explosion?
- iii. How overpopulation impact the social fabric of society?
- iv. Discuss the benefits of family planning on masses.
- v. What can be done to control the problem of overpopulation in India?

5.11 SUGGESTED READINGS

1. Mukherjee R K, 1976, Family and Planning in India. Orient Longmans, Kolkata
2. Ram Ahuja, 2014, *Society in India: Concepts, Theories and Recent Trends*. Rawat Publications, Jaipur.
3. Ram Ahuja, 2017, *Social Problems in India*. Rawat Publications, Jaipur.
4. Rao, C N Shankar, 2019, *Sociology: Principles of Sociology with an Introduction to Social Thought*. S Chand and Company Limited, New Delhi
5. Sharma K Rajendra, 2020, *Demography and Population Problems*. Atlantic Publishers.
6. Srinivasan Krishnamurthy, 2017, *Population Concerns in India: Shifting trends, policies and programmes*, Sage Publications, New Delhi.

BACHELORS IN ARTS (LIBERAL ARTS)

SEMESTER: II

COURSE: INDIAN SOCIETY

UNIT 6: INDIAN RURAL SOCIETY: FEATURES AND CHANGING TRENDS

STRUCTURE

- 6.0 Learning objectives**
- 6.1 Introduction**
- 6.2 Meaning of Rural Society**
- 6.3 Features of Indian Rural Society**
- 6.4 Folk Urban Continuum & culture of Poverty**
- 6.5 Emerging trends/changes occurring in rural society**
- 6.6 Summary**
- 6.7 Key words**
- 6.8 Questions for Practice**
- 6.9.1 Suggested Reading**

6.0 LEARNING OBJECTIVES

The aim of present unit is to explain the meaning of rural society and highlighting the major features of Indian rural society along with changes occurring in it. After reading this unit you should be able to

- State the meaning of rural society.
- Explain what the salient features of rural society are.
- Explain what the changes are emerging in rural society.

6.1 INTRODUCTION

Indian society is predominantly a rural society having about 65% total population of nation residing in countryside. Thus, anybody who wishes to understand Indian society will have to understand the rural social structure indispensably. Though rural social structure varies from region to region, yet there are wide similarities among the ruralities like caste and family system. In this unit we shall try to know the meaning of rural society and its major characteristics specifically in the context of Indian rural society.

6.2 MEANING OF SOCIETY

Some of sociologists have attempted to define rural society based on their works, though universality of such issue is not accepted due to geographical, economic, social and cultural factors. The term 'rural society' is defined by interchangeable terms like 'villages', countryside or folk society.

According to Robert Redfield rural or folk society is 'such a society which is small, isolated, non literate and homogenous with a strong sense of group solidarity. The ways of living are conventionalized into that coherent system which we call 'a culture.' Behaviour is traditional, spontaneous, uncritical person; there is no legislation and habit of experiment and reflection for intellectual ends. Kinship, its relationship and institutions are the type of categories of experience and the familial group is the unit of action. The sacred prevails over the secular: the economy is one of status rather than the market.'

According to Dahama and Bhatnagar 'rural society comprises of all persons residing in an administrative unit of village. It is characterized by isolation, and hence the economic features develop around its regional self-sufficiency. The unit of production is the family, which tries to produce much of its required goods.

According to Long 'rural society is that where most people are engaged in agriculture and allied activities and they also constitute a big part of poor'

Generally rural society is characterized as a clusters of human population inhabited on scattered open natural space primarily engaged in agriculture, with homogeneous patterns of behavior, language and customs of social life.

6.3 SALIENT FEATURES/ CHARACTERISTICS OF RURAL SOCIETY

Rural society bears specific characteristics which make it different than that of urban one. Here we shall discuss some of the important characteristics of rural society.

1. Occupation:

One of the prime and foremost characters of rural society lies in the occupational structure. Main occupation of the rural people is agriculture and allied activities. Peasants and their families are the base of rural economy due to their total engagement in cultivation. Generally, it is concluded that 75% of the people in countryside are engaged in agricultural occupation. According to Desai 'rural society is based predominantly on agriculture. Village agriculture is sharply distinguished from urban industry by the fact that it is based on direct extraction from nature by man.' In Indian rural society prime crops grown by the peasants /farmers are wheat, paddy, sugarcane, cotton, jute, tea, chilly and various types of vegetables etc. Land is the basic means of production on which the peasants and their family members put their labour with the help of domesticated animals like, oxen, cows, buffaloes (now machines). Unlike now most of the agricultural production, in the typical rural setting, was at a subsistence level. Grazing of animals in open space was also a part of traditional rural society.

2. General Environment And Orientation Towards Nature:

Rural society is close to nature. The rural people have direct relationship with natural flora and fauna. By virtue of their work rural inhabitants usually experience sun, rain, heat, frost, drought over which they have no control. A strong belief prevails that only nature has strong role in their life hence natural phenomenon are taken with sacredness and people usually propitiate the various natural forces.

3. Isolated:

An important characteristic of the rural society is that it is usually away from the urban centers and is considered as an isolated setting having its own territory and having different social, cultural characteristics. Physical mobility of the rural people is usually restricted to a narrow area.

4. Size of community:

Rural society is small as compare to the urban one. Usually few hundred people reside in an ordinary village with almost direct link with each other. As there is wide size of land and population is scattered. In urban area size of community is comparatively quite large due to concentration on some specific places.

5. Residential Patterns:

Different rural societies in the world have peculiar residence patterns or physical structure of the housing due to geographical and other reasons. In case of Indian rural society, except the hilly terrain, most people of countryside reside in the concentrated dwellings. In the traditional rural society most of the houses were muddy and roofs were connected. The most streets in the villages were congested one. Adjacent to house there used to be some place known, as *Warha*, *haveli etc*, for the animals. By and large all the family members used to take care of animals.

6. Density of Population:

The density of population per square kilometre /mile is less in the rural areas. According to Desai 'generally density and rurality are negatively correlated.' In urban areas where big clusters of population come into being due to variety of work available to the different people hence the density of population is quite high.

7. Homogeneity Vs Heterogeneity:

Another important feature of rural society is the homogeneous nature of rural people. According to Chitambar homogeneity or similarity of such social and psychological characteristics in the population as language, beliefs, mores and patterns of behavior is found much more in rural than in urban areas.

8. Joint Family System:

In the typical rural society, particularly in our country, most rural population used to live in joint family system. In many houses four generations living together could be found. As land was the prime means of production and more muscle power used to be required, most ruralities lived together. Another fact associated with this phenomenon was that rural people used to feel more secure in big families due to tribal elements in the countryside.

9. Social Stratification and differentiation:

Stratification is a hierarchical division of people in different societies. In rural society the people are less stratified or differentiated. In urban areas stratification is quite sharp as one industrialist may earn lakhs of rupees per day with more social status whereas a worker may earn a few hundred rupees and have low status also. In village most people have not much sharp economic differentiation due to limitation of crops production and profits to the people. So in a typical rural society social differentiation and stratification is less as compared to urban areas. Stratification based on caste is comparatively more intense in the rural society. In many villages different castes were having caste wise concentration. Sir Risely a noted scholar writes that caste is a collection of family or group of families bearing a common name, claiming a common descend from a mythical ancestors, human or divine ; professing to follow the same hereditary..... and regarded by those who are competent to give an opinion as forming single homogeneous community. Caste system in Indian society plays an important role in economic, social and cultural aspects of life of the people.

10. Social Mobility:

Social mobility means change from one social group to another, adoption of new occupation from the old one, movement from one territory to another etc. In the rural society mobility or changes in grouping and occupations is very less. In the context of Indian rural society it was little more difficult to move due to orthodoxy of caste and religion.

11. Prevalence of fatalism and traditional value:

According to A. R Desai the mind of rural people is usually gripped with fatalism and even crude form of religion. Animism, magic polytheism, ghost beliefs and other forms of primitive religion are rampant among the rural people. Traditional value system also plays a strong role among the rural people.

12. Social Interaction:

In rural society social interaction is quite intensive. As there is small community size and area of interaction is quite narrow, people have usually face to face and direct or primary relations. Simplicity, sincerity and transparency in behavior are largely found in the rural setting.

13. Social Control:

There are more informal means of social control in rural society. As role of social values, religion, families, mores and pressure of community is intensively followed hence human behavior is controlled largely with these means than formal laws as found in urban areas. Even role of village panchayat is very intense in rural society. Many petty issues are settled at village level by the panchayat.

14. Religious Orientation:

Rural society, particularly Indian, is also characterized as a religious society. In this regards Desai writes that the religious outlook of the rural people dominate the intellectual, emotional and practical life. It is difficult to locate any aspect of their life which is not permeated with and coloured by religion. Even different deities were designated for different purposes, like of rain, fire etc. Role of magic and shamanism was quite popular in traditional rural society.

15. Leadership patterns:

Leadership patterns in rural society are more traditional. Role of land is also very important in the village life because most of the state officials and institutions interacted with land owning peasants/farmers. Choice of leadership is also based on personal contacts and informal means.

16. Standard of Living:

Infrastructural facilities, such as metalled (*pucca*) roads, lack of transport means, markets, recreational facilities, health and education facilities which determine the status of living, are less in comparison to urban setting hence low standard of living in countryside.

17. Social solidarity:

Social solidarity is more profound in rural society than urban society. Due to homogeneity in living patterns, social cohesiveness, strong kinship bounding, preference for intense social knitting, social solidarity among the rural people is an important characteristics of rural society.

18. Position of Women:

In the traditional rural society the position or status of women was very low as compared to urban ones. Even the religious and cultural texts depicted women in lower esteem. Hindi

poet Tulsi Das wrote, “*Dhol Ganwaar Shuder Pasu Nari, Sakal Tarhana ke Adhikari*” meaning that Drum, lunatic, Sudra, animal, women, all deserve continuous suppression).

6.4 FOLK URBAN CONTINUUM & CULTURE OF POVERTY

Based on his empirical research work Robert Redfield’s study, ‘The Folk Culture of Yucatan’ propounded this concept. He concludes that in folk-urban-continuum, folk society comes in contact with urban civilization and inherits certain characteristics. Thus the folk society has certain characteristics of folk and certain characteristic of urban. It is between literate and illiterate, between developed and undeveloped societies. Folk society is losing its characteristics because of urban contact. Isolation, kinship system, group feeling and homogeneity is no more there.

6.5 EMERGING TRENDS/CHANGES IN THE RURAL SOCIETY

As we know that nothing is static in this world and so is with rural society. Due to a variety of factors such as economic, demographic, technological, etc rural societies across the world are experiencing perceptible changes in their structure. According to A.R. Desai in the medieval age, the town and the village lived almost independent of social, economic and cultural existence. This separatism was increasingly undermined as a result of the extension and wider and wider ramification of modern means of transport and communication all over the country and resultant closer and closer contact with urban population.

1. Reducing rural isolation: One of the visible changes in rural society is the reduction in isolation. Gone are the days when rural people rarely visited the urban areas due to *kucha* roads and lack of transport facilities. Now most villagers, particularly in north India, can visit daily to cities and go back. This has happened due to road connectivity and availability of transport means. Now most of the villagers have even their own vehicles and the travel easily to various places. Horton & Hunt writes two generations ago isolation of rural life could be measured by the contrast between the styles shown in the Sears, Roebuck catalog and those on the pages of a metropolitan newspaper. Today the styles are similar. The automobile and good roads have wrought a transformation of rural and village life which is difficult for the present generation of students to appreciate. Thousands of small villages are no longer self-contained communities, as good roads have come up with their trade, their store keepers, professionals, and their recreation to nearby city.

2. Commercialization of Agriculture: About half a century ago most of agricultural activities and production was at the subsistence level. Peasants used to produce for self consumption or at the most barter at local levels the different crops to run their life smooth. Farming used to be a way of life which called for no special knowledge beyond that which farm youth absorbed unavoidably as they grew up. Today farming is a highly complex operation demanding substantial capital and specialized knowledge. The most successful farmers today not only use the latest farm technology but also study market trends and trade in commodities futures more actively. Now even big corporate are entering in the rural society for commercial ventures. Further folk beliefs are being replaced by the use of scientific knowledge.

3. Decreasing proportion of population in rural areas: Due to the penetration of technology in rural society, good education facilities, mass media and commercialization of agriculture, sub division of land holding, lot of people are shifting from rural to urban areas or even abroad. In 1901 about 98% Indian population was in the villages but now about 65% is left in countryside. And if this trend continues, it is estimated by 2050 about half of total Indian population will be found in the urban areas. In this process old arts and skills found with ruralities are also vanishing.

3. Rise in standard of living: Due to economic development, political ideology, changes in the occupational structure rural people achieving higher standard of living, means having a good house, availing good educational and health facilities, good roads machinery, household gadgets, vehicle for transport etc which were not available in the primitive rural society.

4. Decline in importance of primary associations: Old social institutions in rural society are changing fast. Joint family system is being replaced by nuclear families. Empirical studies showed that now about 60% rural families are nuclear. Role of religion is also declining in the rural areas. The new generation, particularly, is going away from religious practices and rituals. Old long ritualized practices of marriages, deaths are now quite short. Old political set up is being replaced by elected Panchayats.

5. Change in position of women: Due to a variety of reasons rural women are getting higher status in the rural society. They are now becoming equal partners' in political structures through Panchayati Raj Institutions, (village Panchayat, Panchayat Samitis, Zila Parishads), state assemblies and even in Parliament

6. Changes in Social relations. *Jajmani* system: In Indian rural society role of caste and untouchability was quite immense. Now social relations based on caste and untouchability are changing very fast. Untouchability is an offence now and any one found practicing it shall be punished. **Jajmani** system, in which contractual relationships were rigidly defined for different castes, has strongly been changed.

7. Changed education system: In the traditional rural society, education used to be given largely by religious institutions. Now the scenario has changed. The spread of schooling structure in rural areas all people of rural society are getting education whereas in the past some sections, particularly downtrodden, were prohibited from getting education.

6.6 SUMMARY

Rural society is characterized by isolation, having prime occupation as agriculture, with low density of population, possessing strong solidarity, coupled with fatalism, religious orientation and women were put on lower rung of social structure. Now rural society is under perceptible changes. According to Horton and Hunt the farming has become the part of market economy, the attitudes appropriate to a subsistence economy died out. Farm people today appear to have as avid an appetite for new cars and color television set as urbanites. In other words rural people are being exposed to new technology, hence perceptible changes in all spheres of rural society and hope with more technological penetration changes in the rural society are expected more and at higher speed.

6.7 KEY WORDS: Rural Society, Agriculture, subsistence economy, solidarity, market economy, changes

6.8 QUESTIONS FOR PRACTICE

1. What do you mean by rural society?
2. Highlight the features of rural Society.
3. Discuss the changes emerging in the rural society.
4. What do you mean by folk –urban continuum and culture of poverty?

6.9 SUGGESTED READINGS

1. Desai A.R. Rural Sociology in India, Popular Prakashan Bombay 1990
2. Chitambar J. B. Introductory Rural Sociology, New Age International New Delhi 2019
3. Doshi S.L & P.C. Jain. Rural Sociology, Rawat Jaipur 2001
4. Sukhdev Singh '*Pendu Samaaj Ate Pendu Vikas*' (Rural Society and Rural Development), Punjabi University, Patiala 2010
5. Dahama O.P. Bhatnagar. Education and Communication for Development 2014
6. Horton P.B and Hunt Chester. Sociology, Tata McGraw-Hill, New Delhi 2012

BACHELOR IN LIBERAL ARTS

SEMESTER: II

COURSE: INDIAN SOCIETY

UNIT 7: URBAN SOCIETY IN INDIA: FEATURES AND CHANGING PATTERNS

STRUCTURE

7.0 Learning Objectives

7.1 Introduction

7.2 What is an urban and urbanization?

7.2.1 Urban-Rural Divides

7.3 The Urban society in India

7.3.1 Features of urban society in India

7.4 Changing urban scenario of India:

7.5 Summary

7.6 Questions for Practice

7.7 References and Suggested readings

7.0 LEARNING OBJECTIVES:

In this unit we are introduced to a very complex social phenomena i.e. urban society, especially in India. In this chapter, you will learn about what is the meaning of being urban and when any area becomes an urban. We also will understand the meaning of related terms like Urbanism, Urbanization, and Slums etc. And main differences between urban and rural society will be discussed. Definitely you will know about some prevalent features of urban society in India and we will discuss some prominent changing patterns at the end.

In short we will take following objectives for discussion as learning objectives:

- What is an urban?
- What is the meaning of urbanization and its present situation in India?
- What are the main features of urban society in general and in India particularly?
- What are the problems of urbanization?
- What are the changing patterns of urban society in India?

7.1 INTRODUCTION:

Urbanization is a complex socio-economic process, intimately shifting the spatial distribution of a population from rural to urban areas with push and pull factors. It affects the demographic and social structure of both urban and rural areas. The contemporary world in the wake of globalization is passing through dramatic changes. The uneven economic development of urban and rural areas combined with a large pool of surplus labour has pushed the large number of rural workforce to the urban areas. A prime feature of industrial societies today is that a majority of the employed population works in factories, offices or shops rather than involved in agriculture. And majority of the people live in towns and cities, where most of the jobs are to be found and new job opportunities are created. The rampant urbanization is the phenomenon of the 21st century. For the first time in history, more than 50 percent of the world's population will live in urban areas. According to UN projections, if the current rate of urbanization continues, the urban share of the global population would reach 60 percent by 2030. The urbanization has brought unprecedented change by its unique nature and created highly populated urban areas in every part of the world. So this massive increase of population in the urban areas caused deterioration in the physical environment and quality of life (Sandhu, 1995).

This was the Industrial Revolution (began in Britain in the late eighteenth century) the broad spectrum of social and economic transformations that surrounded the development of new technological innovations such as steam power and machinery. The rise of industry led to an enormous migration of peasants from the land to factories and industrial work, causing a rapid expansion of urban areas and ushering in new forms of social relationships.

The development of Western Capitalism created new systems of inequality marked by the displacement of the poor from rural areas and the concentration of wealth in the hands of the few people.

The related development of urbanization and industrialization also planted the seeds of the social problems that continue to confront us in the late twentieth century urban crowding and the development of slums, pollution and waste, poverty, crime and new tension in family life.

Activity 1

- You may define the relationship between Urbanization and Industrialization.
- How unplanned and uneven industrialization leads migration and urbanization of poverty?
- How urbanization responsible for economic growth?

Urbanization is responsible for the overall development of a nation in general and the economic development in particular (Sandhu et.al. 2003) A close relationship is said to exist between the level of urbanization and economic development. Urbanization is also associated with modernization. However, benefits of urbanization need not be uniform over time, space and different socio-economic groups of people (Neog, 1995). According to the Global Report on Human Settlement (UNCHS, 1996) the countries in the south that urbanized most rapidly in the last two decades are generally also those with most rapid urban economic growth and most of the world's largest cities are in the world's largest economies, which is further

evidence of this link between economic wealth and cities. In India, cities account for over 55 percent of the country's GDP and more than 90 percent of total government revenues. Delhi, Mumbai and Kolkata contribute around 60 percent of the total value added in manufacturing (Hindustan Times, September 6, 2005).

7.2 WHAT IS AN URBAN AND URBANIZATION?

The city and the town are grouped under the category of urban and the rest are named as rural. As we all know that an urban area has a high density of population, but a city cannot be defined in terms of density of population only. It must be taken of absolute population and absolute area. But there is verity of definitions to define an urban area. In general, urban life is the product of complex social forces. They may produced by population momentum, immigration of rural people, availability of modern means of transportation and communication, markets, trade centers, and influences of industrialization.

Taking up the social aspect of an urban area, the city is a way of life. The word 'urbane' suggests this way of life; it indicates fashionable living, wide acquaintance with things and people and political manner of speech. Louis Wirth's concept 'urbanism' also denoted to that process by which inhabitants of urban areas interact with the built environment.

Activity-2

As you know there are causal connection between the demographic features and social features of an urban community. An area can be demographically urban but socially more rural than the one which is demographically rural and socially more urban. Can a rural area be designated as 'Urban'?

Secondly, urbanization is a worldwide phenomenon and it is irreversible. The term 'urbanization' denotes an increase in the urban population. It may be happen by natural increase in population in urban areas or by migration of people from rural to urban areas. Urbanization exercises an influence on all aspects of society, affecting the nature of economic development, and demographic, ethnic, and all other social processes. In the other words, urbanization means a breakdown of traditional social institutions and values. According to Rao (1974), under the influence of urbanization in India, caste system has been shaken and transformed into class system, nuclear family system has also been emerged and religion may became highly secularized.

In India, urban centers are notified by government by using different methods. These towns are known as statutory towns and always have distinct administrative bodies like municipality, corporation etc. In addition to statutory towns, there are census towns also. The census accepts all statutory towns notified by the government. The census has developed criteria to define urban centers and cities. According to census an urban center must contain;

- Must have a local authority like municipality, corporation etc.

- A minimum population of 5000 or above
- At least 75 percent of all adult male members must be engaged in non-agricultural pursuits
- A density of population of at least four hundred (400) persons per square kilometer.

The census of India distinguishes three categories of human settlements based on size and density of population; city, town and village.

<p>Further cities can be classified as follows, Class I Cities whose population is 100,000 and above, Class II has 50,000 to 99,999, Class III 20,000 to 49,999, Class IV 10,000 to 19,999, Class V 5,000 to 9,999, Class VI less than 5000.</p>
--

- A human settlement with a population of 1, 00,000 or more is called a city.
- A town should have at least a population of 5,000 or more.
- A village has a population of less than 5,000.
- The local self-government system of a city is called corporation, at the town level municipality, and a village has a panchayat.

7.2.1 URBAN-RURAL DIVIDES:

It is difficult to frame a universal definition of the term ‘urban’ but we may understand the concept by discussing the distinction between ‘rural’ and ‘urban’ areas. Sorokin and Zimmermann used occupational point of view to distinguish the ‘rural’ from ‘urban’. Before discussing these points we may recognize that the perception of a village in Asian continent may be entirely different from that in Western regions. It is not easy to demark clear cut line between urban and rural areas. We cannot demarcate where a village ends and a city begins. And the difference between village and city is one of degree rather than of kind. We may see the following points given by Sorokin and Zimmerman for the understanding of rural-urban divides:

- Occupation: In the rural community usually a few representatives of other non-agricultural pursuits. But people from urban centers always engage in non-agricultural pursuits.
- Environment: People in rural areas lives in direct relationship to nature and predominance of nature over anthro-social environment is the main characteristic of the rural world. But people from urban areas lives in great isolation from nature. Predominance of man-made environment over nature is prevalence in the urban world.
- Density of Population: Generally density at rural areas is less than urban communities. Population density is always high at urban centers than rural areas because due to urban pull and rural puss people are tending to migrate towards urban areas.
- Size of community: Size of community is always small at rural centers than urban areas.

- Homogeneity of the population: Compared with urban population, rural communities are more homogeneous in racial and psychological traits.
- Social stratification: in the rural communities social stratification and differentiation are mainly based upon caste and other social aspects but in urban centers it is based upon class and other economic aspects.
- Mobility: Rural communities usually do their traditional occupations, because of that there are very less scope of upward mobility, at the same time in urban world, territorial, occupational and other forms of social mobility of the population are comparatively more intensive.
- System of interaction: Urban area is usually predominating by impersonal, casual and short-lived relations. But in the rural centers system of interaction is always based upon personal and relatively durable relations. Comparative simplicity and sincerity of relations are present over there.

Activity-3

With the above discussion, we may draw some features of rural-urban divides in Indian context.

David Pocock rightly pointed out that in India there is no dichotomy between the village and the traditional city. But there is a great difference between traditional Indian cities and the colonial Indian cities. He said that in the Indian context, urbanization is not equal to western world.

However, there are differences, in terms of property relations and interpersonal behavior patterns within the joint families in the urban contexts. There are different types and degrees of interactions between towns and villages.

7.3 URBAN SOCIETY IN INDIA

7.3.1 FEATURES OF URBAN SOCIETY IN INDIA

The following features are prevalent in contemporary urban society in India.

- Social Heterogeneity: When a large population concentrated in a small area social heterogeneity might be there. High density leads to competition for space and other advantages and further it forced people for specialization. The cities always have variety of people from different professions and cultures. Due to their different concerns and area of belonging social heterogeneity can be consider the feature of urban India.
- Social Control: In cities informal agencies of social control are not very effective like villages. The city usually promotes the feeling of alienation and loneliness. Social control became a big issue in cities. Formal agencies might be helpful to control the people but not fully effective.
- Voluntary Association: unlike its rural counterparts urban India is a representative of voluntary associations. The size, close proximity, diversity and easy contact, makes it the perfect setting for voluntary associations. In such associations membership does not depend on kinship or other ascribed identities. There are a variety of clubs, and other different associations.

- Individualism: The feeling of individualism might be necessary because cities are known for professionalism and very less scope for recreation. The competitiveness of the city life gives very less time for the family care and commitments that are found in traditional communities. As a result, competition for all advantages, professionalism, self-interest and individualism tends to grow in urban people.
- Social Mobility: Urban areas are known for its multidimensional nature and variety of opportunities is there. It promotes great economic and social mobility. In the city person can raise or lower her or his status by their efforts. Because all status are open to achieve. It promotes an open stratification system characterized by inequality.
- Greater Inequality: In urban centers there is existence of both extreme poverty and inequality. Due to unplanned economic growth and industrialization unskilled people tends to migrate to the cities. They are not welcomed by the very professional nature of cities. On the other hand monopoly over business and sources of production creates high level of inequality. Urban slums and elite clubs are notable examples of greater inequality in cities.
- Spatial Segregation: Indian cities are characterized by its traditional spatial segregation. The centre of the city is monopolized by functions of basic importance to the whole city. Centre of a traditional city might be occupied by any religious place.

7.4 CHANGING URBAN SCENARIO OF INDIA

Urban India has increased by more than ten times in size of population in 10 decades from 25 million in 1901 to 285 million in 2001, which is 28 per cent of the total population. By 2020, urban population will be 40 per cent of the total population and by 2050 the figure will be 50 per cent. India's cities are growing at a rate which is much faster than the rest of the world, including China's. Mumbai for instance had a population of 28 lakh in 1951 and was the 17th largest city in the world. Today it is the world's sixth largest with 18.3 million people and in the next ten years it is expected to become the second largest, next to Tokyo. Also by 2015, three more Indian cities Kolkata, New Delhi and Hyderabad will be among the 15 most populated cities in the world. What these numbers say is that even though India's urbanization process has been slow, the absolute figures are impressive, and problematic. Urban India is coming apart at seams.

An analysis of the distribution of urban population across size categories reveals that the process of urbanization in India has been large city- oriented (Kundu, 2003). This is manifested in a high percentage of urban population being concentrated in class 1 cities which have gone up systematically over the decades in the last century. The massive increase in the percentage share of class 1 cities from 26.0 in 1901 to 68.7 in 2001 has often been attributed to faster growth of large cities, without taking into consideration the increase in the number of these cities.

7.5 SUMMARY

Though, the relationship between urbanization and economic growth is visible in all over the world. Large urban centers are always big economies. But the ultimate aim of economic growth must be for the betterment of living conditions of the poor. Economic growth that does not lead to sharp and sustained reduction in poverty may create more problems than it solves (Jha, 2000). Urbanization is however, a positive sign of economic development in any country and important for socio-economic development of the people and is to be encouraged but we require more of urban planning to do that. Due to the concentration of industries near the existing cities, unplanned urbanization and unabated migration and concentration of poor population from the rural areas to the urban settlement, numerous problems of very complex nature have emerged. It has created social and economic imbalances. The migration has strained infrastructure facilities in the cities to the breaking point. The intermixing of various land uses has created confusion and chaotic conditions. Urbanization of poverty is a dominant trend in the developing world and it has become the most challenging problem of the world in the 21st century (Sandhu, 2001). Half of the poor lives in the urban areas. Urban poverty leads to proliferation of slums. According to estimates half of the urban poor lives in slums. Under the assumptions made, the reduction in poverty will be higher in rural areas than in urban areas due to the fact that relative inequalities are more pronounced in urban areas.

In India, Rapid urbanization has put tremendous pressure on existing infrastructure and public services; population too is on rise and most strikingly, the population of the urban poor is increasing in many developing counties/cities (Kumar, et. al., 2003) There has been acute housing shortage in the urban areas with the result that the cities face very grim situation with increasing number of shanty dwellers, squatters, pavement dwellers, and slums in all metropolitan and other cities throughout India. There are areas which are full of confusion and their problems are negative in character. Such areas of extreme negative character are called slums. Having migrated to the city in hope of better livelihoods, most end up living in poor under serviced settlements because of high land prices and lack of affordable/better quality shelter in cities.

7.6 QUESTIONS FOR PRACTICE

1. Write a note on the relationship between Urbanization and Industrialization.
2. How unplanned and uneven industrialization leads migration and urbanization of poverty?
3. How urbanization responsible for economic growth?
4. What do you mean by urbanization?
5. Write about Urban-Rural divides.
6. Write a note on urbanization in India.

7.7 REFERENCES AND SUGGESTED READINGS

1. Berger, L. Peter. (1976). Invitation to Sociology: A Humanistic Perspective. Penguin Press, Harmondsworth.
2. Bhushan, Vidya & D.R. Sachdeva (2008) An Introduction to Sociology, Kitab Mahal, New Delhi.
3. Giddens, Anthony (2010). Sociology, Polity Press, Cambridge
4. Jayram, N. (1987). Introductory Sociology, Macmillan India Ltd., Delhi
5. Kundu, Amitabh, (2000), "Inequality Mobility and Urbanization", Indian Council of Social Science Research and Manak Publications, New Delhi.
6. Kundu, Amitabh, (2003). "Urbanization and Urban Governance", *Economic and Political Weekly*, Vol. XXXVIII, No. 29, July 19-25.
7. Sandhu, R.S., (1989). The City and its Slums, Guru Nanak Dev University Press Amritsar, Amritsar.
8. Sandhu, R.S. (2003). Urbanization in India: Sociological Contributions. Sage Publication. New Delhi.

BACHELOR IN LIBERAL ARTS

SEMESTER: II

COURSE: INDIAN SOCIETY

UNIT 8: TRIBAL SOCIETY IN INDIA: MEANING, TYPES, FUNCTIONS AND CHANGING PATTERNS

STRUCTURE

- 8.0 Learning Objectives
- 8.1 Introduction
- 8.2 Historical Context
- 8.3 Definitions
- 8.4 Demographic Structure
- 8.5 Theories regarding Tribals
- 8.6 Social Formation of Tribals
- 8.7 Constitutional Provisions for Tribals
- 8.8 Modern Changes in Tribal Society
- 8.9 Summary
- 8.10 Key Words
- 8.11 Suggested Readings

7.0 LEARNING OBJECTIVES

After the completion of this unit, you will be able to learn:

- Meaning of Tribal Society.
- Understand the types and functions of Tribal Society.
- Evaluate the changing patterns.

8.1 INTRODUCTION

Tribals were originating from one of the oldest ethnological sections of population, usually known as aboriginal people or 'indigenous inhabitants' of a region. They are generally socially, educationally and economically deprived groups for centuries, living in geographical isolation all over world hence called son of soil. Tribe is a group of people who share common patterns of communication, territory, cultural characteristics, and religious belief. Since time immemorial, the different groups and sub groups of tribals live in the forests, hills, deserts, naturally isolated; in varying environmental and ecological conditions in different parts of the country. The word used for the tribe is *Adivasi* which comprise of two

words *Adi* means aboriginal and *vasi* means inhabitants. The other popular names of tribals are vanyajati, vanvasi, pahari, adimjati, janjati, and anusuchit janjati or schedule tribe (*Constitutional Name*).

If we see the historical context, we would find that Tribals were an integral part of the Indian civilization. It is believed that they were the earliest among the present inhabitants of the country. The ancient and epic literature, the Vedas, the Purans, the Ramayana and the Mahabharata, presents good accounts about the tribal people. During the British period and post independent period tribals faced lots of problem regarding their land, forest ownership, conversion and tribal identity.

In India tribal population do not constitute a homogenous entity. There are around 705 Tribals (with about 170 sub-groups/ segments), inhabiting in 26 states and 4 union territories. The tribal population of India has been found to speak 105 different languages and 225 subsidiary languages.

Tribals in general a unified society, an insignificant population and are found in isolation, within hills and forests. The social life of tribals is very specific in nature and has their own ways of life. The four main qualities of tribals are distinctiveness; smallness; homogeneity; and self-sufficiency.

The process of identification of tribals is based on the procedures and provisions made in the constitution of India. The criteria followed for specification of communities, as schedule tribals are indications of primitive traits, distinctive culture, geographical isolation, shyness of contact with the community at large, and backwardness. There is no religious criterion for this purpose and a tribal can belong to any religion.

8.2 HISTORICAL CONTEXT

- ***Tribals in ancient India:*** The tribals in the early historical period appeared to have lived in a state of internal movement cutting across the country and their movements were generally guided by the rivers, valleys and destinations were the hills and the forest regions of the country. Tribals were an integral part of the Indian civilization. It is believed that they were the earliest among the present inhabitants of the country. The ancient and epic literature, the Vedas, the Purans, the Ramayana and the Mahabharata, presents good accounts about the tribal people. During the long Hindu period of Indian history only a few scattered references of tribals were there. Their history cannot be traced exactly because of the unrecorded past. There has been continuous migration during the historic period; therefore, it is not possible to locate their original place in the absence of records.
- ***Tribals in medieval India:*** Before the medieval period tribals enjoyed sovereignty, but during the medieval period, the tribal people all over India, were harassed and disturbed by Muslim rulers or by the regional rulers. Those tribals who came into

direct conflict were destroyed. Some tribals gradually lost their status and were converted into Islam.

- ***Tribals in modern India:*** Prior to the intervention of the outside agencies i.e., Britishers, tribal people had free access into the land owned by their respective communities; individual ownership of land was unknown in their customary rule. During the British period several tribal groups faced the problem of conversion into Christianity, they created factions into two sections, i.e., tribals and Christian tribals. The conversion as well as the excluded area policy gave rise to a somewhat separate identity in the minds of the tribals of the region.
- ***Tribals in Independent India:*** The situation of tribals in the country after the independence also was not very satisfactory. They were worse than the agrarian folk. The plight of the tribals was poor because of the exploitation made by the non-tribals. The colonial and the triumvirate of trader, money lender and revenue farmer in sum disrupted the tribal identity to a lesser or greater degree. Unbridled exploitation was the root cause of their too loss of land, backwardness, illiteracy and above all a poverty-stricken life. The intensity of tribal exploitation was not similar all over the country; it differed from region to region. Even today, since the tribal people live within the forest coverage and or near the forest and hills, their dependence on forest still prevails. Forest and hills influence their livelihood, personality, world-views and ideology.

8.3 DEFINITIONS

- The term tribe/tribal originated around the time of the Greek city-states and the early formation of the Roman Empire. The Latin term Tribus has since been transformed to mean “A group of persons forming a community and claiming descent from a common ancestor” (Oxford English Dictionary, IX, 1933, pg-339).
- Tribe is a group of persons with a common occupation, interest, or habit, and a large family. (Morris, 1980, pg-1369)
- The term tribe has assumed different meaning in different historical contexts. For the first time Ghurye (1943) brought forward a wealth of evidences from classical, medieval and modern sources to demonstrate the interpretation of tribal cultural practices and social organized.
- According to dictionary of Anthropology “A tribe is a social group usually with a definite area, dialect, cultured homogeneity and unifying social organized. It may include social sub-groups, such as sib or villages”. (Vidhyarthi & Rai)
- Piddington (1956) says that “A tribe is a group of people speaking a common dialect, in habiting a common territory and displaying a certain homogeneity in their culture”. (Vidhyarthi & Rai)
- Hoebel (1949) opines that “A tribe is a social group speaking a distinctive language or dialect and possessing a distinctive culture that marks it off from other tribe it is not necessarily organized politically”. (Vidhyarthi & Rai)

- Lucy Mair defined a Tribe as an independent political division of a population with a common culture. (*Upreti*)
- The meaning of tribals shifts uneasily with changing world views. Its earliest usage refers to a group of people who live in primitive or even barbaric conditions under a chief or head man. Tribe came to mean a group connected through descent from a common ancestor, organized around an ascribed status structure'. (*Macmillan Encyclopedia*)

8.4 DEMOGRAPHIC STRUCTURE

In India tribal population do not constitute a homogenous entity. There are around 705 Tribals (with about 170 sub-groups/ segments), inhabiting in 26 states and 4 union territories. The tribal population of India has been found to speak 105 different languages and 225 subsidiary languages.

According to the 2011 Census Total population in the country is 1,21,05,69,573, out of these 10,42,81,034 are classified as Schedule Tribals with 5,24,09,823 males and 5,18,71,211 females. The tribal population of India constitutes 8.6% of total population of the country and majority of them reside in the rural areas (90%).

If we distribute the tribal population state-wise than we will find that the highest proportion of tribal population resides in north eastern states namely; Mizoram (94.4%), Nagaland (86.5%), Meghalaya (86.1%), Arunachal Pradesh (68.8%), Manipur (35.1%), Sikkim (33.8%) and Tripura (31.8%). Apart from north eastern states tribal population in Lakshadweep islands comprises of 94.8%.

Numerically the major share (67%) of the tribal population of the country is in the central belt which includes seven states viz. Madhya Pradesh, Chhattisgarh, Jharkhand, Maharashtra, Odisha, Rajasthan and Gujarat. The highest tribal concentration is in Madhya Pradesh, which is 14.7% of the total tribal population of India followed by Maharashtra (10.1%) and Odisha (9.2%). These three states together comprise 19.3% tribal population to the country.

8.5 THEORIES REGARDING TRIBALS

▪ THEORY OF ISOLATION-

Varrier Elwin after his research on tribals gave the isolationist theory also known as 'National Park Theory'. According to him the tribals living in the interior parts of the country had a happy life and they are away from the evils of civilized society. He also argued that if tribals were allowed to break their isolation and began to mix with the non-tribal society, they would suffer and acquire all bad habits from them. He also suggested that tribals should be encouraged to retain their isolation in the hills and forests.

▪ **THEORY OF ASSIMILATION-**

A.V. Thakkar and G.S. Ghurye advocated this theory. According to Ghurye, a large section of tribals has assimilated in the Hindu/Christian society. These tribal groups had accepted Hindu gods, goddesses, festivals, ceremonies, rituals, customs and traditions etc. He coined the word 'backward Hindus' for tribals.

▪ **THEORY OF INTEGRATION-**

D.N. Majumdar gave third approach. He argued that there was nothing substantial in the argument of keeping the people in isolation from the main currents of society. He also said that it is not justified that one segment of the society should be deprived from the benefits of modern technology in the name of keeping away from the civilization evils. He pleaded for the integration of tribals in the mainline civilization.

▪ **NEHRU'S APPROACH-**

Jawaharlal Lal Nehru was very conscious of the poor conditions in which the tribals lived. He had observed the evil impact of British Raj on the tribals of the country. He was aware that The British government challenged the authority of tribals on forests and usurped the forest lands and restrictions them to access forest products, cultivation of forest and village common lands. Nehru disapproved the assimilation theory and argued that the tribals were not Hindus. They were inhabitants of forest and hills and need more safety and security. He explicitly made his tribal policy very clear and propounded the theory of *Panchsheel*, i.e., five principals for approach to tribal society. His major contention in his theory was that the state should not impose anything on the tribals. They have their own traditions, customs, rituals, religion and culture; therefore, any social change or cultured change should not be imposed on them.

8.6 SOCIAL FORMATION OF TRIBALS-

Tribals in general a unified society, an insignificant population and are found in isolation, within hills and forests. The social life of tribals is very specific in nature and has their own ways of life. The four main qualities of tribals are distinctiveness; smallness; homogeneity; and self-sufficiency. The Tribals have all intermingled organizations i.e., socio-economic, socio-political, religio-economic and so on. Tribals have their own structure and organization, a common name, dialect, culture, behavior, tattoos, full faith in their deities; leaders; and priests. They form a small community of their own in a particular territory and their relations are direct and intimate. They have retained their customs, traditions, practices and regulations and are guided by their own elders or chiefs in their internal and external affairs. Almost all the tribal communities have more or less similarities found in the composition and functioning of their family. They neither have joint family like traditional Hindus, nor do they have modern nuclear family. The institution of succession and inheritance with a little variation is more or less common in all the tribals. Family is regarded

as the first agency of socialization. Family imparts the knowledge of culture; traditions; knowledge of forests, agro-economic activities, and indigenous skills to new generation.

Tribal political associations are of various kinds and incorporate individuals, elders, families, a clan group, a village and a tribal territory. The political institutions are mainly of five kinds, viz. the council of elders; the village headman; the village Panchayat; the union of villages; and the tribal chief. Political-oriented activities were also very important and powerful among tribals. Tribal chiefs were among the most respected persons among them. For all the disputes the decisions of tribal chiefs were final and nobody could challenge their decisions. In the post-independence period, with the inauguration of formal Panchayati raj institution gave a set back to the traditional panchayat. Due to increasing interference of police and courts, the powers of tribal leaders are now totally reduced or they become powerless.

The socio-economic structure of tribals is distinctly different from that of the non-tribals. They have a very simple technology which fits well with their ecological surroundings and conservative outlook. The structure of the tribal economy is generally based on forest products. The simple technology and absence of technological aids is the other structural feature of the tribal economy. The family is a unit of both production and consumption. The communities itself works like a co-operative unit. The distribution is generally based on gifts and ceremonial exchange. The other features of tribal economy are the absence of profit in economic dealing and presence of periodical markets. The tribals obtain their numerous requirements from the area they inhabit with the help of most simple implements and without any technological aid from outside.

Religion of tribals in India is very unique and different from non-tribals. They live in their own religious world, practicing some distinct and typical religious rituals and are considered as having a separate religious identity. Several religious agencies tried to assimilate the tribals into their religious culture to help in breaking their isolation. Several Christian missionary, Bodhand Hindu religious bodies have attempted to assimilate (convert) tribals into their religious structure. The conversion of tribals by different religious agencies generates a crisis of their identity and ethnicity, and it has often disrupted the tribal cultural fabric or social solidarity. As per the census of India 2011 about 90% of the tribals in India were considered Hindus, 6 percent were Christians, and rest 4 percent were others.

Cultural Practices of tribals is also very different and uncommon in comparison to so called developed world. They have their unique tradition, customs, leisure and lifestyles. The group-oriented activities were the most important leisure in the tribal region. The most important group-oriented activity of village was *chaupal*. *Chaupal* was the lifeline of male villagers and all the major discussions from local to international, gossiping and smoking *hukka* for hours there. Daily debates as well as village decisions were the main attraction of *Chaupal*. Aged villagers were the given respect at the time of discussions. Village wells were also very important for females, not only to fetch the water but also to chat, gossip and discuss the daily family life. The other leisure activities were village *melas* /fair in tribal area. *Melas* were very popular and attended by large crowds due to various reasons. These *melas*

serves multiple purposes but one of the most important aspects of it relates to the leisure activity and recreational life of the tribal people. During *melas*, tribals (both male and female) dress good and clean clothes, wear ornaments and enjoy shopping (new artificial ornaments, bangles, fashionable items, local weapons, toys and other essential items), selling their products, watching circus, dances, puppet shows and *swaang* etc.

Majority of tribals are considered to be a part of Hindus, therefore influence of Hindu cultural and religious practices can be seen in the tribal areas. The celebration and feasting during religious occasion were also the important core activities, and group participation was an essential ingredient. *Ramleela* was enjoyed by the tribals with great enthusiasm. During *holi*, *gangaur*, *teej*, and other festivals as well as marriage and child birth ceremony, tribal females sing traditional songs. Besides these major celebrations many other activities and local festivals take place which have been celebrated for hundreds of years past. The occasion may be the day of a particular god or local deity. Bathing during particular days and months in the reservoir also has traditional and religious significance. Many people (male and female) do fast during these occasions. During fast and festivals, preparations of special dishes were dedicated to god as well as distribution to Brahmins, cows, dogs, and crows were a unique feature of leisure. Religious activities also include occasional as well as daily *Bhajan* and *kirtan* in temples during morning and evening hours.

Traditional games like *kho-kho*, *kabbadi*, *hocky*, *kusti*, *gilli-danda*, *mardadhi*, *sitolia*, *kanchae*, rounder, playing cards, *shatranj* and *chaupad* etc. which were main leisure pursuit of tribals. The other traditional ways of employing leisure were activities like road side games of dice and *pawns*, *lattu*, acrobatics and jugglery, idolatry etc. Swimming in *kund* / *johad* and Listening radio was the most common means of leisure activities among tribals.

Family-oriented activities like folk songs, dances, music, during festivals and marriages were the main leisure activities for the tribal people. During the festivals females decorate their houses with *maandna* and *rangoli*; group songs and dances during nights, visit their relative's house and prepare delicious food. The arrival of guests and relatives were also the occasion of celebration. During marriages celebration was started fortnight before. A marriage or child birth in any family was celebrated by whole community. Marriage is also very important institution of society. In the past the rituals or the religious activities in the marriage were of very little significance and full of simplicity. It was more of a contract based on cooperation and reciprocal needs. Generally, marriage takes place at a late age and full liberty were given to the couples to understand each other.

8.7 CONSTITUTIONAL PROVISIONS FOR THE TRIBALS

While framing the Indian Constitution, members of constituent assembly considering the difference on the qualitative and quantitative bases, preferred to make different footings for Schedule tribals, which are known as Constitutional safeguards. Therefore, they laid responsibility on the shoulders of both the Central as well as State government for the tribal development.

SOME IMPORTANT ARTICLES FOR THE TRIBAL DEVELOPMENT

- Article 16(4) and 16(4A) empowers the state to make provision for reservation in the appointments for post in favour of schedule tribals along with other special categories, both in direct recruitments and in promotions.
- Article 46 states that the state shall promote with special care the educational and economic interests of the people and in particular of the scheduled castes and scheduled tribals and shall protect them from social injustice and all other forms of exploitation.
- Article 244(1) and 244(2) provides that the provisions of fifth and sixth schedule shall apply to the administration and control of schedule areas and schedule tribals.
- Article 275(1) provides that grant in aid would be provided out of consolidated fund of India to the states to meet the cost of such schemes of development as may be undertaken by them with the approval of government of India for the purpose of promoting the welfare of schedule tribals or raising the level of administration of the schedule areas.
- Article 330 and 332 provides reservation for the schedule tribals in lok sabha and state legislative assemblies respectively.
- Article 335 provides reservation in the services of the union and states.
- Article 338 provides the appointment of special officer to assess the tribal welfare activity.

8.8 MODERN CHANGES IN TRIBAL SOCIETY

Societies throughout the world are experiencing profound transformations in each and every field, and tribal society is not an exception. Growing affluence and prosperity, influence of Mass media has dominated and acquired an important place in modern society and is reflected in the life of tribal people. The framers of the constitution while taking note of the centuries old injustice perpetrated against the tribal communities, have adopted two-prolonged strategy of tribal development which seeks to provide them protection from exploitation and assist them in their economic development. Protective discrimination has been provided for in favour of scheduled tribals in the constitution, particularly under the fifth and sixth schedule.

Over a long period of history the tribals had lived on bare subsistence economy therefore, for the development of tribal economy, high priority was given to agriculture, land reforms, irrigation, improved methods of cultivation and completion of land records, as well as special attention to vulnerable groups like shifting cultivators and forest villages; generation of employment opportunities for better utilisation of available manpower through programmes in the fields of horticulture, animal husbandry and allied occupations; development of cottage and small scale industries based on the local raw materials etc.

The economic protection to tribals results in their economic integration. Integration implies that tribals have shown their acceptance to the broader economic policies of the

nation-state. In the sphere of economic enhancement, the tribals are gradually giving on the jajmani system and are being drawn into the market economy. The forces of modernization released at the hands of community development blocks, tribal blocks, and communication links have created a congenial situation in which the tribals are confidently and positively responding to improved and advanced agriculture. Educated tribals have chosen to go to the white-collar jobs whereas less educated become manual labourer.

Tribals were traditionally hunters, fisherman and food gatherers. All over the country they have not been agriculturists in any period of their development. The tribal cultivation is generally a shifting affair. Their agriculture is a recent development and they have now become semi peasants. The tribals of central zone have taken to agriculture as a main source of livelihood and the method of cultivation and irrigation is similar to that practiced in the non-tribal villages of India.

The need to improve literacy and education levels has been identified by various governmental and private fore analysts, as the priority area for action to improve the overall status of the tribals. In framing the seventh five-year plan, stress was put on the education of tribals. The tribals are being brought under increasing educational programmes. The tribals have been given scholarships and other benefit by government for pursuing higher education. Tribal students are in large numbers getting admitted to technical and professional courses of education. The ministry of social justice and empowerment give award of post-metric scholarships, coaching and allied facilities like pre-examination training, educational facilities like book banks, hostels (Boys and Girls), research and training centres etc.

Due to this encouragement the literacy rate of tribals has increased. As per statistics of School Education-2010-2011 the literacy rate of tribals in India is 63.1% (Male-71.7% and Female- 54.4%) out of which 80.4% (male 88.0% and female-72.0%) are urban and 61.5% (Male70.1% and Female- 52.6%) are rural.

Since the attainment of independence, the tribals have become part and parcel of the general political system of the country. The tribals have taken to political life, the opportunities for which are amply available with the reservation in the parliament, legislative assemblies and Panchayati raj. This has created a political awakening among the tribals.

The tribal councils which used to be all powerful in direction the behaviour of its members is now weakening and new generation leaders are emerging. The 73rd and 74th amendment Act have offered greater opportunity for an increased involvement of tribals (both man and women) in the political activities.

The tribal social life is very specific in nature, and has their own way of life. They are a unified society, a negative size and are found in isolation, within hills and forests. Even at the village habitation level, they are found to practice isolation i.e., scattered layout of villages. Due to introduction with other people, the life of tribal people was also affected. Due to efforts of government as well as NGOs and Christian missionary the education level increased. Now tribal people are going out for higher and technical education, white collar

jobs, and business. Previously the tribal family pattern is polygamous, but the process of modernization has tended to make them monogamous. They have changed their dress pattern, diet, worship pattern, language and dialects, and other social practices of various kinds. Now tribals are using mobile, vehicles, televisions, cables, modern sports etc for their leisure and entertainment.

In fact, the process of development itself presupposes the availability of some community infrastructure. It is the responsibility of the government to provide the basic community infrastructure to the tribal community and the general population as a whole. The provision of electricity, transport, drinking water, irrigation facilities, schools and dispensaries is made by the government. One of the important strategies which adopted by the government to construct the road transport in the hill and forest areas so that other basic requirements can be fulfilled. To provide medical and health facilities, the norms for setting up sub-centres, primary health centres and CHCs have been relaxed for the tribal areas. Due to infrastructural development the living standard of tribals has increased.

8.9 SUMMARY

Tribals usually known as aboriginals or indigenous inhabitants of region, and they are socio-economic deprived groups live in isolation all over the world. In India several tribals live in the forests, hills, deserts, outskirts of the village or in naturally isolated environment. In India as per Article 342 of the constitution, the tribals were notified as schedule tribals. In 2011 there are 705 ethnic groups in 30 States / UT have been notified as schedule tribals i.e. 8.6% of total population. Tribals in past enjoyed an autonomous status but during the medieval and modern period their status and identity was destructed. Even after independence the condition of tribals was not satisfactory and till today tribals are the most backward section of the population in India. Social transformation and change are an ongoing process and all the societies of the world are undergoing change since time immemorial and tribal groups are no exception to this process. Schedule tribals constitute one of the socially excluded sections of Indian society for centuries. For a long span of time, they have saved their cultural identities and uniqueness due to adoption of global culture, now they are losing their ethnic culture and identities. Modernization, globalization, liberalization, commercialization of economy and urbanization, improvement in the education are some forces that had transformed the life of tribals and make their life hectic and busy.

A sharp decline in group- oriented activities, family-oriented activities, traditional sports, religious activities, martial activities, sexual oriented activities and adoption of new leisure and lifestyle, increased mobility, economic prosperity, adoption of new education and employment are some changes that can be seen among the tribals.

8.10 KEYWORDS

Ethnological sections, Indigenous inhabitants, Adivasi, Anusuchit Janjati, Homogenous entity, isolation, assimilation, integration, indigenous

8.11 REFERENCES AND SUGGESTED READINGS

- Doshi, S.L., “*Emerging Development in India: Reality or Myth*”, Rawat Publications, Jaipur, 1997
- Aethayil, Mathew., “*Impact of globalization on tribals*”, Rawat Publication, Jaipur, 2008
- Vidyarthi, L.P., & Rai, B.K., “*The Tribal culture of India*”, Concept Publishing Company, New Delhi, 2000
- Behura, N.K., & Panigrahi, N., “*Tribals and the Indian Constitution*” Rawat Publication, Jaipur, 2006
- Meenakshi, Hooja., “*Policies and strategies for Tribal Development*”, Rawat Publication, Jaipur, 2004
- Akram, Mohammed., “*Tribal health studying sexual behavior*”, Rawat Publication, Jaipur, 2008
- Verma, R.C., “*Indian Tribals through the Ages*” Publications Division, Ministry of Information and Broadcasting, Government of India, 1955
- Chaudhari, S.K., & Chaudhri, Suchita.,(ed) “*Primitive tribals in contemporary India:Concept, Ethnography and Demography*”, (ed) vol.1& 2, Mittal Publications, New Delhi, 2005
- Sinha, B.B., “*Society in Tribal India*”, B.R. Publishing Corporation, New Delhi, 1982
- Ghurye, G.S., “*The Scheduled Tribals*” 1959, Popular Prakashan, Bombay.
- Upreti, H.C., “*Indian Tribals then and now*”, Pointer Publishers, Jaipur, 2007
- Bose, N.K., “*Tribal life in India*”, National Book Trust, Delhi, 1971
- Sharma, B.D., “*Tribal Development: The concept and the frame*”, Prachi Prakashan, New Delhi, 1980
- Census of India, 2011

BACHELOR OF ARTS LIBERAL ARTS

SEMESTER II

COURES: INDIAN SOCIETY

UNIT 9 CASTE IN INDIA: ORIGIN, FEATURES AND CHANGING PATTERNS

STRUCTURE

9.0 Learning Objectives

9.1. Introduction

9.2 The Caste System in India

9.3 Origin of Caste

9.4 Features of Caste System

9.5 Changing Patterns of Caste in India

9.6 Summary

9.7 Questions for Practice

9.8 Suggested Readings

9.0 LEARNING OBJECTIVES

This Unit would enable you to understand:

- The concept of caste
- Prevalence of caste system in India
- Origin of caste system
- Feature of caste system
- Changing patterns of caste in India

9.1 INTRODUCTION

While studying Indian society, one comes across the phenomenon of caste that makes the case of Indian society peculiar and distinct. It is something that works as a marker of identity for an average person but a marker that also creates a condition of social inequality that does not go well with the modern principles of equality and fraternity. It is so much part

and parcel of Indian society that its mention and usage does not raise any concern among most of Indians. For example, each weekend one comes across matrimonial advertisements classified along caste lines. Many of the advertisements very clearly mention that they are looking for a bride or a bridegroom belonging to a particular caste. If one visits any market one will invariably come across shops carrying caste names or caste identifiers. Despite its widespread prevalence caste remains a sensitive topic of discussions in public. Caste continues to be a symbol of backwardness, inequality and anti-modern character of Indian society. It remains one of the most contentious issues in Indian society and social scientists have tried to understand the phenomenon in depth.

The term caste is derived from the Portuguese word '*casta*' which literally means race or lineage. The Portuguese '*casta*' in itself is further derived from the Latin word '*castus*' which means pure or chaste. According to Merriam-Webster's Dictionary, the term was first used in English in early seventeenth century. The current usage of the term owes its origin to the advent of Portuguese observers who tried to understand the social groups within Hindu social order that were set apart from each other on the basis of their birth, lineage etc with much more elaborate rules of segregation. Over a period of time the term has come to specifically refer to a specific form of social category within Hindu social order. Social category in Hindu society best depicted by the English term caste is called '*jati*' in Hindi. Some authors have found the term 'caste' somewhat incomplete to capture the complexity of '*jati*' in Hindu community. Over a period of time the term has evolved to depict the main elements of '*jati*' as prevalent in Hindu society and has therefore acquired a specific meaning restricted to a form of social division prevalent in India especially among the Hindus.

Caste therefore can be said to be a social group in which a person is born into and remains associated with all through his/her life. The caste therefore is acquired by birth. One cannot choose one's caste, it is given to one by birth. To understand the concept better it is important to know the whole system of caste within which particular castes make sense.

9.2 THE CASTE SYSTEM IN INDIA

Caste system is a system of social stratification prevalent in Indian society. Like all systems of social stratification caste system also divides society into various segments and places them in a hierarchy. However, what differentiates caste system from other types of social stratification is its rigidity, the practice of untouchability and its enduring nature.

Once born into a caste, one lives and dies in that caste only. No amount of effort on the part of an individual can alter his or her caste. The idea and practice of caste gets reinforced by the religious texts of Hinduism. The fact that caste system finds expression in some religious texts of Hindus makes it a formidable institution to deal with. The caste system is one of the oldest systems of social stratification. The earliest reference to caste system in ancient Indian society is found in Rigveda, one of the oldest sacred texts of the Hindus.

As an institution caste system also shows immense recalcitrance and refuses to vanish with changing times due to ideological strength that it draws from traditional religious texts

of Hinduism. The traditional caste system divides all members of society into four hierarchical categories called *Varnas*, namely, *Brahmins*, *Kshatriyas*, *Vaishyas* and *Shudras* with Brahmins at the top and *Shudras* at the bottom. All castes can be classified into one of these four *Varnas*. The membership of one's caste is ascribed by birth and one's progeny also by default falls into the same caste category. These groups are classified into the twice borns '*Dvijas*' and the *Shudras* who are '*non-Dvijas*'. The twice borns are the ones who have special privilege to adorn the sacred thread after a few years of birth. The ceremonial adorning of sacred thread is called *Upnayana* and is metaphorically referred to as the second birth through which a child gets initiated into the caste group. *Shudras* being *non-Dvijas* are not allowed to wear that thread and therefore remain identified as separate and underprivileged vis-à-vis *Dvijas*.

There is another social group which falls outside the Varna system and is called *Avarnas*. They are different from the *Savarnas* who belong to the *Chaturvarna* (four Varnas) scheme mentioned above. *Shudras* despite being a lower caste belong to the *Savarnas* and are therefore considered better than *Avarnas*. Being outside the Varna scheme *Avarnas* do not enjoy any privileges in society which are otherwise available to rest of the members. In caste hierarchy they are considered lower even to *Shudras* who otherwise form the bottom of the caste hierarchy. *Avarnas* were considered outcaste people and traditionally they were not permitted to have any social ties with members of the mainstream society and were also not allowed to own any resources. They used to live on the outskirts of the village and with no means of production or employment; they used to depend completely on *Savarnas* for their survival. This was the group that was traditionally called the Untouchables.

Untouchables that we are discussing here refer to a group of people in Indian society who belong to the lowest rung of hierarchical division of caste society and as per caste system are considered so impure and polluted that their mere touch is assumed to pollute others. In the opening lines of his essay Charsley writes that "If there were one person whom responsibility for initiating the twentieth century career of the concept of "**untouchability**" might be ascribed it would be Sir Herbert Risley" (Charsley: 1996). It was in his "grand experiment in classifying and ranking castes in the sub-continent" that Risley, after becoming Commissioner for the 1901 Census of India, ended up institutionalizing the term Untouchables for certain communities.

Though the history of the term in English is recent, the concept had many terms in Hindi like '*Achut*', '*Ati-Shudra*' etc. The term was reserved for the *Avarnas* who were ranked below *Shudras* and had no social, cultural or political rights as they were considered outcastes. They were the most deprived segment of society that was hardly recognized as part of it and lived on its margins, both spatially and socially. Deprived of social ties with larger society, devoid of right to own houses, land, or any other sources of subsistence they were virtually isolated and lived a miserable existence. Due to their extreme poverty and helplessness they were the most exploited segment of society which was made to perform all kind of menial labour for the rest of society in order to survive. They were assigned critical socially and economically critical tasks which were otherwise 'polluting' like sweeping, tanning leather (Joshi: 1986), carrying night soil, cremating the dead etc., and therefore over a period of time they were

identified with these menial occupation categories. Untouchables are described as “people considered too impure, too polluted, to rank as worthy beings” (O’Neill: 2003). An Untouchable was considered so polluting and impure that his mere touch or even shadow would defile the upper castes and evoke severe sanctions against him.

In earlier times they were supposed not to venture near village settlements during early sunrise or during evenings when the shadows would be longer and therefore a threat to others. They were supposed to make noise while moving into public areas to warn others of their movement and drag brooms on their back to clean their footmarks (Anand: 1981). There was an elaborate set of rules regarding the kind of punishment imposed on them in case they happen to touch someone from the *Savarana* castes who had to undergo certain rituals and ablution to ward off the impurity imposed upon them by an Untouchable. Hence, all public places and facilities like well or any other water reservoir, places of worship, cultural events etc., were out of bounds for Untouchables and the stigma of being Untouchable was imposed upon them by virtue of being born into that community. It appalls one’s senses to know how a segment of human population was kept at such inhuman level of existence over centuries. One wonders how a society could legitimize existence of such a social category over such a long period of time and one finds the justification in *Karma* theory of Hindu religion whereby the Untouchables are blamed for their pitiable condition owing to the sins of their past lives.

The castes considered Untouchables were kept in their deplorable condition by a set of social, cultural, political and economic practices and beliefs which can be referred to as Untouchability. These set of beliefs and practices which were discriminatory against Untouchables tended to maintain social distance with them on account of their caste status.

While the caste system is very old, the institution of Untouchability is estimated to have emerged around second century AD and had completely rooted itself during Gupta Period (Gupta: 1999). Afterwards, the institution was somewhat challenged by the Bhakti movement, Islam and the Sufi movements in India. However, it was the advent of British rule in India that saw the practice being challenged legally, though only in the later phase of British period. The British officials brought up in modernized intellectual tradition found the practice of Untouchability a sign of a backward society. To an extent the notion of Indian society as essentially pre-enlightened and superstitious and therefore inherently inferior and different to modern European societies suited the British establishment (Mendelsohn & M Vicziany: 2000). Early British period did not offer much legal support for the Untouchables (Galanter: 1969). “Until the 1920s British and wider European interest in the Untouchables was for the most part left to Christian missionaries” (Mendelsohn & M Vicziany: 2000). This resulted in serious effort by social reformers within Hinduism to check conversion of Untouchables to Christianity or other religions. The political necessity of national movement also demanded that the Untouchables are embraced by their own society to forge a more powerful alliance against British rulers. Gandhi realized how the institution of untouchability weakened moral force of the nationalist movement. He acknowledged Untouchability as a grave social wrong (Gandhi: 1929) and the need to get Hindu society rid of this practice. He preferred to use the term ‘*Harijans*’ for the Untouchable castes and pleaded for more humane treatment towards them. ‘*Harijan*’ means ‘the people of God’. The term, however, was not

widely accepted by the untouchables who found it too patronizing. During this period the Untouchables were already using another term for themselves through which they claimed their status as original inhabitants of the land. The term is popular with many Untouchable leaders since 1917 was 'Adi-' as prefix of Dravidians, hence *Adi-Dravidians*, *Adi- Andhras*, *Adi-Dharmi* etc. The prefix 'Adi-' conveyed the sense of untouchables as original inhabitants of India in contrast to non-dalit 'Aryans' who were seen as aggressors who had forcibly extended their control over the land of Untouchables.

In 1931 Census reports the Untouchables were covered under the term '**Depressed Classes**'. "In 1928 the depressed Classes Association was formed which functioned upto 1942" (Louis: 2003). The term however was contested by Dr Ambedkar in 1932 on account of the fact that the term created an impression of these communities as helpless and lowly. In 1935, the term "...Scheduled Caste was coined by the Simon Commission and embodied in the Government of India Act, 1935. In 1936, for the first time Government of British India published a list of Scheduled Castes" (Louis: 2003).

Soon after independence, India became a republic in 1950 and adopted a constitution that envisions a kind of society which will be egalitarian and democratic in character. The modern principles of equality, fraternity and justice enshrine in the constitution made the caste system incongruent to the avowed vision. Any kind of caste

9.3 ORIGIN OF CASTE IN INDIA

The origin of caste has been a matter of debate among scholars and there are a few theories of its origin. The dominant theories of origin of caste system have been discussed as under.

The theory of divine origin emerges from the story of the origin of mankind explained in the religious texts of Hinduism. The *Purush Sukta* hymn of Rig Veda explain how from the primeval being were created the four *Varnas*, namely, Brahmins from the mouth, Kshatriyas from the arms and shoulders, Vaishyas from the thighs and Shudras from the Feet. This scheme of origin of mankind laid the foundation of caste system in India where these four Varnas were not merely mentioned to have been born from different part of the primeval being but also segmented into hierarchical order on the basis of their mythical origin. The Brahmins having born from the mouth were regarded as the superior most and were delegated the task of reading, writing and other intellectual activities. The shatriyas having born out of arms and shoulders represented strength and therefore were believed to have been born to be warriors. Being just below the mouth in their location of origin, they were considered second in hierarchy after Brahmins. The third varna consisted of Vaishyas who were born out of the thighs of the primeval being and thus they were meant to engage in trade and production in society. Born just below the shoulders they automatically followed Khaatriyas in hierarchy. Born from the bottom most part of the primeval being, the feet, Shudras were accordingly considered the lowest in Varna hierarchy and were ordained to do nothing except serve the upper three Varnas. According to the *Purush Sukta* hymn, it was the will of God that particular group of people be engaged in particular occupations. Being this the word of God

for the Hindus, it was difficult for them to distance themselves from the discriminatory character of caste system where people born as *Shudras* were for once and all relegated to a subservient category and assigned servile position vis-à-vis other caste groups. The hymn only talks about the four *Varnas* which indicates that the fifth Varna became part of Hindu social order at some later stage. As mentioned earlier, it is believed to have emerged around second century AD out of the existing set of *Varnas*.

Another major text of Hinduism, *Manusmriti*, gives a detailed account of the laws governing Hindu social order. The text provides elaborate set of prescriptions and prohibitions for the Hindus. It highlights the religious significance of natural social order of a segmented society and elaborates upon the kind of punishment for those who did not abide by the principles of caste society. The *Smriti* does not treat all individuals at par and prescribes different set of norms for different caste groups. The Brahmins being the highest group were to be given special treatment in all walks of life while *Shudras* being the lowest in hierarchy were refrained from seeking any privileges at all. Given the kind of treatment meted out to the *Shudras* in these texts one can imagine the situation of untouchables who later on became part of the scheme as outcaste people and were considered even lower to the *Shudras*. The religious sanctions behind the caste based hierarchy made sure that the institution of caste persisted. The status of one's life was believed to be the result of one's past Karmas. The religious texts ordained it as the moral duty of each one to live one's life according to the caste in which one is born. By following the injunctions of caste society the most deprived had a chance of a better future.

Another theory that explains origin of caste is based on race. According to this theory Indian subcontinent was raided and invaded by a tribe from central Europe called Aryans. During the invasion they subjugated the autochthonous communities called Dravidians or *Dasyus*. Once invaded, they enslaved local community and exploited it by assigning them the most menial tasks. Their contempt for *Dasyus* ensured that there was no inter-mixing and no social intercourse with them. Having been subjugated by Aryans, all their resources were taken away from them and they were treated like slaves by the Aryans. Another version of the race theory by Prabhati Mukherjee suggests that initially, till about 800 BC, the Aryans had an 'amicable relationship' with the local communities. However, some indigenous communities that refused to get assimilated into the culture of ruling Aryans, they had to face extreme hostility of the rulers. Most of them "were constantly being driven out of their homes and hearth" (Sha et al.: 2006). The aboriginals ousted from mainstream society and relegated to extreme levels of subjugation were reduced to the status of Untouchables. The racial theory, however, was questioned by Ambedkar who believed that there was no racial difference between Brahmins and Dravidians in India and also there is no mention in Vedic sources of any invasion of India by the Aryans.

There is an occupational theory of origin of caste system propounded by Nesfield who believed that earlier there was simple division of labour in society and as per the significance of these occupations people were considered superior or inferior. People in society could take up any occupation as per their liking or ability. However, after some time the priestly class of Brahmins gained immense importance due to nature of their assignment. A small and

specialized group of priests gradually restricted entry of other members into their fold and made their occupation hereditary to ensure their dominance in the profession. Likewise society was segregated into four main divisions over a period of time making these divisions permanent.

The economic theory is primarily proposed by Marxian thinkers who look at caste system “rooted in the mode of production” (Shah et al.: 2006) As per this perspective *Varna* scheme was merely class social division of labour which became more rigid over a period of time and transformed into caste. The surplus labour due to overpopulation made easy labour available for small and menial jobs. With changing modes of production the caste based relations will also undergo change. They believe that forces of modernization and industrialization will on its own change the caste dynamics and pave way for a casteless society. This perspective, however, fails to explain deep rooted caste based biases of many even in this age of globalization and modernization. Though it can be said that Indian society has hardly been modernization and industrialized it is also true that pockets of society where sufficient degree of modernization and urbanization has occurred the caste based discrimination is not completely absent.

9.3.1 CHECK YOUR PROGRESS

7. What is the difference between *Savarnas* and *Avarnas*?
8. What is untouchability?
9. What is the racial theory of caste system?
10. How does Karma theory say about caste?

9.4 FEATURES OF CASTE SYSTEM

Caste system has developed into an elaborate set of sanctions and privileges regulating the nature of social, political and economic relations among different caste groups. Ghurye has identified six most significant feature of caste system which has been widely accepted as central to caste system. These features are:

- 1) **Segmental Division of Society:** The caste system divides society into various segments which are clearly set apart from each other. The caste society therefore is essentially a divided society. Each of the caste remain comfortably separated from other caste categories and is governed by its own set of rules and practices. The customs of each caste could be different and the caste-councils of each caste had the responsibility of managing the affairs of that caste. All disputes within the caste group were traditionally resolved within the caste-panchayats. Each caste therefore has a complete social world to offer to its members. In a completely traditional system of one could easily spend one’s life without depending on the members of other caste

groups. The primary allegiance of caste members is thus to their caste groups rather than to the larger society within which they operate. The segmented caste groups as per caste system are allowed to intermingle as per prescribed norms in which the hierarchy of the concerned castes is the central principle in determining the nature of interaction, if possible.

- 2) **Hierarchy:** All castes are vertically segregated and placed in hierarchy vis-à-vis other castes. All castes can be broadly classified under five main categories of *Brahmin*, *Kshatriya*, *Vaishya*, *Sudras* and the Scheduled Castes. The Brahmins are at the top of the hierarchy followed by *Kshatriya*, *Vaishya*, *Sudras* and the Scheduled Castes who form the bottom of the caste hierarchy. The hierarchy is claimed to be on the basis of their ritual status within Hindu society.
- 3) **Commensal Restrictions:** One of the significant features of the caste system is that it imposes certain kind of restrictions on the food habits of the individuals. The members of a caste are strictly governed by these restrictions. According to caste system all food can be divided into two categories, *Kucha* and *Pakka* food. *Kucha* food is that food which is uncooked or cooked in water whereas *Pakka* food is one that is cooked in Ghee alone and does not use water in its cooking. The members of different castes cannot dine together. Even accepting food from lower castes is prohibited as per caste rules. However, in case there is exchange of food among castes, the caste hierarchy determines who can accept food from whom. Generally the caste system restricts upper castes from taking food from the lower castes. If at all food is to be exchanged with other castes, the upper caste members will not accept *kucha* food from the lower caste while the lower castes can accept food from the higher castes.
- 4) **Civil and religious Disabilities and Privileges of the different sections:** Caste system also imposes selective restrictions on members of society. While the upper castes are extended many privileges, the lower castes are generally imposed with disabilities. The caste system hence ensures that the caste hierarchy is maintained through an elaborate set of limitations imposed upon the lower castes vis-à-vis the upper castes which get more and more privileges in all walks of life. Traditionally the scheduled castes were not permitted to own any property at all, be it agricultural land or a home. The Brahmins on the other extreme had the privilege of receiving gifts and donations from rest of the castes as it was considered auspicious to offer them money, cattle, food or other prized assets in society. The Sudras and the untouchables were not permitted to enter the premises of temples. The lower castes, Sudras and untouchables were not permitted to have food in the same stall where members of higher caste would be having their food. The untouchables were not permitted to draw water from the common well in the village. The untouchables were not permitted to wear respectable piece of cloth on their body.
- 5) **Hereditary occupations/ Lack of unrestricted choice of occupations:** Members of a particular caste were considered to follow the same occupation as of their parents.

One's occupation was considered to be one's vocation ordained by God and therefore anyone trying to change his occupation was neither permitted nor tolerated. The Brahmins therefore had the sole privilege of receiving education and becoming a priest. Any other caste member trying to do so was severely punished and reprimanded as per caste rules. Similarly, the Kshatriyas alone can take up arms and fight as warriors, Vasihyas alone can engage in business activities and it is the duty of the Sudras to provide manual labour and service to the higher caste groups. Any violation of such rules invoked string sanctions against the person who committed the mistake of not following the caste rules.

- 6) Endogamy Restrictions on marriage:** The last but perhaps the most potent instrument used by the caste system to maintain caste boundaries is the rule of endogamy. As per this rule members of a particular caste can marry only within their caste category. The rule of endogamy is one of the strictest rules of the caste system. The racial sense of superiority and inferiority entwined in caste system ensures that intermixing of castes is never permitted. The only exception outside caste is when a girl from lower caste is marrying a boy from upper caste. However, if the boy from the lower caste marries the girl from an upper caste, it is not accepted.

The above mentioned features of the caste system in India are some of the most significant ones. Violation of caste principles has often invoked worst kind of sanctions from the society. From excommunication to imposition of monetary penalties, the range of sanctions is wide. The basic principles of caste system, even today, remain the same. However, the institution of caste in itself has undergone tremendous changes

9.5 CHANGING PATTERNS OF CASTE IN INDIA

After independence, the Constitution of India declared Untouchability as a legal offence under Article 17. To further weaken the institution of Untouchability, the Untouchable castes were identified and clubbed together under the category of Scheduled Castes and special provisions were made for their upliftment and participation in larger society through policy of reservation in parliament, education and jobs. Through reservation and various democratic processes *Dalits* continue to struggle for a dignified life.

Constitution of India aims to achieve through legislation in independent India what it could not do in ages. After independence from British rule Indian leadership envisaged a society which would remove all forms of inequality and generate new forces of nationalism and togetherness in a society that is otherwise marked with diversity of religion, caste, language, region etc. From the perspective of Scheduled Castes, it was a historic opportunity to break away from the tradition of subjugation and humiliation and look forward to a free society where they will enjoy equal status with other citizens.

Untouchability is a strange notion in contemporary times and many people believe that it is a thing of past that does not exist anymore. Though there has been some remarkable progress in the condition of *Dalits* since independence the weight of centuries old tradition is still too heavy to be lifted within a span of seven decades. Untouchability continues to manifest itself in newer forms and different shades in many places. In their study Shah et al found untouchability to be a “pan-Indian phenomenon” whose “specific forms and intensity vary considerably across regions and socio-historical contexts” (Shah et al: 2006). That Untouchability is still exercised in contemporary Indian society has been sufficiently reported by various studies (Mendelsohn: 2000; Louis: 2003; Kumar 2001; O’Neill: 2003; Shah et al: 2006; Sarukkai: 2009). There have been efforts in the past also to fight against practice of untouchability but most rapid progress has been achieved only after India’s independence in 1947.

The constitution remains one of the strangest defenders of the rights of all marginalized segments of society today. It is true that through legislation and political mobilization Indian society tried to seize a historic opportunity to undo the inequities of the past but it is also true that there has been major resistance by dominant social groups to concede space to historically deprived groups.

The Scheduled Castes still face stiff resistance from the caste Hindus and their achievements are often denigrated. According to a study by O’Neill featured in National Geographic magazine in 2003, Untouchability remains in practice in India despite being abolished by the Constitution. He describes how prejudice against untouchables remains deeply entrenched in rural areas where majority of the Indian population resides. “Untouchables are shunned, insulted, banned from temples and higher caste homes, made to eat and drink from separate utensils in public places, and, in extreme but not common cases, are raped, burned, lynched, and gunned down” (O’Neill: 2003). Study by Ghanshyam Shah et al also found rural areas to be the main sites where untouchability is more openly practiced. Their study found that “over 70 percent of villages deny *Dalits* entry into non-*Dalit* houses, over 60 percent deny entry into places of worship [...] *Dalit* marriage processions were banned in almost 50 percent of villages” (Zelliot: 2007). An important finding of the study was that in interpersonal relationships untouchability is experienced much more frequently but in the public sphere its prevalence has decreased somewhat. Villages remain more entrenched in practice of untouchability while urban areas provide more anonymity and therefore weaker observance of caste principles in public spheres.

The forces of modernization, urbanization and marketization have somewhat diluted the rigid caste structure. Modern secular education has also played a significant role in weakening the old institution and producing better awareness among *Dalits* about their basic rights. *Dalits* have also developed newer strategies like “dissociation, distancing and autonomy” (Jodhka: 2002) to check practice of untouchability. These strategies however work more effectively where *Dalits* have some alternative opportunities available to them. For example in case of Punjab most of *Dalits* have moved away from their traditional caste based occupations and have constructed their own *Gurudwaras* in order to distance themselves from the relations of dependence over dominant castes and to have their

autonomous religious activities. Interestingly religion still remains a dominant arena within which *Dalits* vie for a respectable place by either converting into new religions or by gaining more access to religious symbols within Hinduism. Education remains one of the most powerful tools of emancipation among *Dalits* as almost all other resources are controlled by non-*Dalits* (Oommen: 1968). Though study by Shah et al revealed that almost 40 percent of village schools act as sites “reproducing the hierarchies of caste and untouchability” (Shah et al.: 2006). Ambedkar had called upon *Dalits* to ‘educate, organize and agitate’. The central role of education for *Dalits* was not merely emphasized by Ambedkar but he also showed way by example. Ambedkar continues to be one of the most formidable symbols of emancipatory zeal among *Dalits*. He has emerged as an all India icon among *Dalits* who constantly inspires them to yearn for a free and equal society.

9.6 SUMMARY

The caste system in India is one of the oldest institutions of social stratification. It has drawn attention of scholars from across the globe due to its enduring capacity to maintain deep rooted social divisions in modern society. The institution of caste goes against the grain of modern values yet it has been able to survive and adapt to changed social conditions. After independence Indians adopted a constitution which envisioned a society free from the ills of caste based society. The most opprobrious aspect of caste system, the practice of untouchability has been squarely under attack in the last two centuries. However, despite abolition of untouchability by the Constitution, the practice of untouchability remains an extant reality. In rural areas Untouchables are more oppressed compared to urban centres. The caste continues to be a significant factor in determining many a political processes, matrimonial alliances and cultural organizations etc. The forces of liberalization, privatization and globalization coupled with rise in education, growth of information technologies etc. were supposed to dilute the effects of caste system. Though caste system has been weakened over the years due to various factors as mentioned above, it cannot be denied that the system has refused to die. However, the incongruent nature of caste in contemporary times makes it difficult to sustain the logic of caste.

9.7 QUESTIONS FOR PRACTICE

1. What is the difference between *Kacha* and *Pakka* food?
2. What is meant by caste endogamy?
3. What is meant by commensal restrictions?
4. Is untouchability still practiced in contemporary Indian society? Explain.
11. What changes can be observed in caste system in contemporary Indian society?

9.8 SUGGESTED READINGS

1. Ambedkar, B. R. (1990) [1948] “The Untouchables”, in Vasant Moon (ed.) *Dr Babasaheb Ambedkar: Writings and Speeches*, Vol. 7, Bombay: Education Department, Govt of Maharashtra.
2. Anand, Mulk Raj (1981) [1935] *Untouchable*, New Delhi: Arnold Publishers.
3. Bhat, Janaki Nath (1954) ‘Untouchability in India’, *Civilisations*, Vol. 4, No. 4, pp 565-570. (<http://www.jstor.org/stable/41377660>. Accessed on 13-05-2016)
4. Charsley, Simon (1996) “ ‘Untouchable’: What is in a Name?”, *The Journal of the Royal Anthropological Institute*, Vol. 2, No. 1, March, pp 1-23.
5. Dahiwal, S.M. (Ed.) (2006) *Understanding Indian Society: The Non-Brahmanic Perspective*, Jaipur: Rawat Publications.
6. Deshpande, Ashwini (2012) *The Grammar of Caste: Economic Discrimination in Contemporary India*, New Delhi: Oxford University Press.
7. Galanter, Marc (1969) ‘Untouchability and the Law’, *Economic and Political Weekly*, Vol. 4, No. 1/2, Jan, pp 131-133, 135-137, 139-141, 143-157, 159-170. (<http://www.jstor.org/stable/40736850> Accessed on 13-05-2016)
8. Gandhi, M.K. (1929) ‘Backward and Untouchable Classes’, *The Annals of the American Academy of Political and Social Science*, Vol. 145, Part 2: India, Sep. (<http://www.jstor.org/stable/1016900>. Accessed on 13-05-2016)
9. Gupta, Dipankar (1999) ‘From Varna to Jati’ in K. L. Sharma (ed.) *Social Inequality in India: Profiles of Caste, Class and Social Mobility*, Jaipur: Rawat Publications.
10. Guru, Gopal (2009) ‘Archaeology of Untouchability’, *Economic and Political Weekly*, Vol. 44, No. 37, Sep 12-18, pp 49-56.
11. Jafferlot, Christophe (2005) *Dr Ambedkar and Untouchability: Analysing and Fighting Caste*, Delhi: Permanent Black.
12. Jodhka, Surinder S (2002) ‘Caste and Untouchability in Rural Punjab’, *Economic and Political Weekly*, Vol. 37, No. 19, May 11-17, pp 1813-1823.
13. Juergensmeyer, Mark (1988) *Religious Rebels in the Punjab: The Social Vision of Untouchables*, Delhi: Ajanta Publications.
14. Kumar, Vivek (2001) ‘Untouchability in Uttaranchal’, *Economic and Political Weekly*, Vol. 36, No. 49, Dec 8-14, pp 4536-4537.
15. Louis, Prakash (2003) *Political Sociology of Dalit Assertion*, New Delhi: Gyan Publishing House.
16. Mendelsohn, Oliver & M Vicziany (2000) *The Untouchables: Subordination, Poverty and the State in Modern India*. New Delhi: Cambridge University Press.
17. Oommen, T.K. (1968) ‘Strategy for Social Change: A Case Study of Untouchability’, *Economic and Political Weekly*, Vol. 3, No. 25, Jun. 22, pp 933-936.
18. O’Neill, Tom (2003) ‘India’s Untouchables’, *National Geographic*, June, pp 2-31
19. Passin, Herbert (1955) ‘Untouchability in the Far East’, *Monumenta Nipponica*, Vol. 11, No. 3, October, pp 247-267. (<http://www.jstor.org/stable/2382914>. Accessed on 13-05-2016)
20. Prashad, Vijay (1996) ‘The Untouchable Question’, *Economic and Political Weekly*,

Vol. 31, No. 9, Mar 2, pp 551-559.

21. Sarukkai, Sundar (2009) 'Phenomenology of Untouchability', *Economic and Political Weekly*, Vol. 44, No. 37, Sep 12-18, pp 39-48.
22. Shah, Ghanshyam et al. (2006) *Untouchability in Rural India*, New Delhi: Sage Publications.

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER II

COURSE: INDIAN SOCIETY

UNIT 10: STATUS OF WOMEN IN INDIAN SOCIETY: HISTORICAL OVERVIEW, GENDER DISCRIMINATION

STRUCTURE

10.0 Learning Objectives

10.1 Introduction

10.2 Position of women in Rig Vedic Era

10.3 Status of women during the Epic period

10.4 Status of women in the Medieval India

10.5 Women Role in the Religious Field

10.6 Women in the Buddhist Period

10.7 Restriction on Women Marriage

10.8 Property Rights in Inheritance

10.9 Better status of women in Southern India in comparison to Northern India

10.10 Women in Pre-Industrial Societies

10.11 Industrialization and Changing Status of Women

10.12 Status of Women in Different Religions

10.13 Subordinate Role of Women and Religious Rituals

10.14 Religion as a Tool for Oppressing Women

10.15 Changing Status of Women in Indian Society: Pre-Colonial, Colonial and Independence Period

10.15.1 Women in Pre-colonial India

10.15.2 Colonial Period

10.15.3 Indian Government and Women's Equality

10.16 Women's Struggle and Reforms

10.17 Gender Discrimination

10.17.1 Introduction

10.17.2 Causes of Gender Inequality

10.17.3 Factors of Gender Discrimination

10.17.4 Gender Discrimination in Employment

10.18 Summary

10.19 Key Concepts/Words

10.20 Questions for Practice

10.22 Suggested Readings

10.0 LEARNING OBJECTIVES

By the end of this chapter, the student shall be able to:

- To understand historically the status of women in Indian society; and
- To understand the concept, causes and factors of gender discrimination.

10.1 INTRODUCTION

Status and role are interlinked with the concepts of power and position. A role confers social, economic, political and cultural power on the individual. In other words, status is determined to a great extent by the power enjoyed by men and women in the domestic and social spheres. Five key aspects have been identified over which women's control has to be assessed to understand status of women in society: (a) women's labour (b) control over resources i.e. economic, health, education and political (c) sexuality (their physical integrity and freedom from all types of physical and mental violence); (d) on their reproduction and (e) mobility. These are the most important parameters to measure and compare women's position in society vis-à-vis men and to define her status. Two other terms like "access" and "control" are important indices for women's autonomy and status in society. These two terms are of significance for comparing women's position in society with men and its changing nature in course of historical phases. The status of women correlates with the social space occupied by them in a particular society at a particular time.

"Status" of women is correlated to the participatory rights and obligations of women in the managing of society. The term refers to the position of women vis-à-vis men in the social structure in terms of rights and obligations. Status of women in society is explained in terms of "role" which is assigned to them by tradition, religion, ideology and the state of economic development. The enhancement of status essentially means the enlargement of the scope of participatory rights in society. The more balanced the opportunity structure for men and women, the larger the role women have in society and consequently higher their status. The idea of status also connotes the notion of equality (Krishnaraj 1986). If we want to study the status of women in any society, we must study the complexity of roles which women perform in society in the socio-economic, cultural, religious and political fields. It is also important to find out such factors as how they face the problems and situations that are connected with their sex roles from birth to death and how they adjust themselves to these role situations. The role of women has differed from society to society and from time to time. Within one society itself, it has changed over time. There were societies where women

performed important economic roles. In these societies' women had complete, or at least major, control over the economic activity. However, the model pattern has been the societies where the status of women is inferior to men. It is important to note that the inferior status of women in societies also coincides with the denial of property rights and education, as well as denial of certain occupations to them.

There are certain constraints, historical, traditional and constitutional, which are responsible for lowering of women's status in society. The (low) status of women constitutes a problem in almost all societies and it has emerged today as a fundamental issue in human development. Studying women's status means a sensitive diagnosis of the nature of gender subordination through an understanding of gender relations in a specific context. Gender based role differentiation is basic to the understanding of the status of women in society. A gender-based concept of status denotes women's social, legal and ideological position and rights and privileges in a given social set up. It is very often conditioned by the prevalent ideas and functions in that society, the attitudes and behaviours of men towards women and their acceptance and rejection of women's role in society. Women's status, which encompasses their traditional as well as changing position in a society, is a dynamic concept where both their present and emerging status is based on the prevalent ideas, functions, norms and traditions. The corresponding changes in the status of women are directly linked with social and cultural traditions, stages of economic development, level of education and political participation. Sociologists while doing women's studies often refer the term "changing status of women" rather than the term status of women in society. However, in a complex and stratified social structure and cultural plurality two other dimensions have been introduced in recent times to facilitate status assessment, particularly in a period of change (Mazumdar 1978).

10.2 POSITION OF WOMEN IN RIG VEDIC ERA

Women constituted the key role in the arch of Indian society. No doubt the Rig Vedic Women in India enjoyed high status in society and their condition was good. Even the women were provided opportunity to attain high intellectual and spiritual standard. But from enjoying free and esteemed positions in the Rig-Vedic society, women started being discriminated since the Later-Vedic period in education and other rights and facilities (Saravana kumar, 2016) Indian society doubts that we are in the midst of a great revolution in the history of women. The voice of women is increasingly heard in Parliament, courts and in the streets. While women in the West had to fight for over a century to get some of their basic rights, (Altekar,1983) like the right to vote, the Constitution of India has given women equal rights with men from the beginning (Devandra,Kiran,1985). The ancient and medieval status of women in modern Indian society regarding equality, education, marriage and family life, race and gender, religion and culture is maintained or deteriorated.

The Rig Vedic Women in India enjoyed high status in society. During the Vedic Age wife was put in an esteemed position. She was considered as half of the man, his trust friend, companion in solitude, father in advice and the rest in passing the wilderness of life. The

women were provided opportunity to attain high intellectual and spiritual standard. There were many women Rishis during this period. Though monogamy was mostly common, the richer section of the society indulged in polygamy. There was no sati system or early marriage. But from enjoying free and esteemed positions in the Rig-Vedic society, women started being discriminated since the Later-Vedic period in education and other rights and facilities. Child marriage, widow burning or sati, the purdah and polygamy further worsened the women's position. The Indian cultural tradition begins with the Vedas. It is generally believed that the Vedic period is spread over from 2000 BC to 500 B.C. (Altekar, 1983). Vedic women had economic freedom. Some women were engaged in teaching work. Home was the place of production. Spinning and weaving of clothes were done at home. Women also helped their husbands in agricultural pursuits.

10.3 STATUS OF WOMEN DURING THE EPIC PERIOD

The women of Epic India enjoyed an honourable position at home. Both Ramayana and Mahabharata Epics had given a respectable place for women; women had been called the root of Dharma, prosperity in the epics. We find vast references of the expression of courage, strong will power and valour of women like Kaikeye, Sita, Rukmani, Satyabhama, Savitri, Draupadi and others. The Ramayana is a glorious illustration for the Hindu ideal womanhood, it glorifies the value of "Pativrata" and idealises womanhood as one of the most venerable aspects of our heritage (Chaturvedi, Geeta 1985). The Mahabharata also outlines the attitude of the wife to husband. The Women during the Period of Dharmashastras and Puranas the status of women gradually declined and underwent a major change. The girls were deprived of formal education. Daughters were regarded as second class citizens. Freedom of women was curtailed. The women were prevented from learning the Vedas and becoming Brahma charinis. The law giver of Indian society gave the statement that women have to be under father during childhood, under her husband during youth and under her son during old age. Shall she deserve freedom? (Saravanakumar, 2017).

10.4 STATUS OF WOMEN IN THE MEDIEVAL INDIA

The Medieval period (Period between 500 A.D-1500 A.D) proved to be highly disappointing for the Indian women, for their status further deteriorated during this period. Medieval India was not women's age it is supposed to be the 'dark age' for them. When foreign conquerors, the Muslims invaded India they brought with them their own culture. For them women were the sole property of her father, brother or husband and she does not have any will of her own. This type of thinking also crept into the minds of Indian people and they also began to treat their own women like this. One more reason for the decline in women's status and freedom was that original Indians wanted to shield their women folk from the barbarous Muslim invaders. As polygamy was a norm for these invaders, they picked up any women they wanted and kept her in their "harems". In order to protect those Indian women started using 'Purdah', (a veil) (Dutt, 1937). They were not allowed to move freely and this led to the further deterioration of their status. These problems related with women, resulted in changed mindset of people. Now, they began to consider a girl as misery and a burden, which

has to be shielded from the eyes of intruders. Thus, a vicious circle started in which women was at the receiving end. All this gave rise to some new evils such as Child Marriage, Sati, *Jauhar* and restriction on girl education.

10.5 WOMEN ROLE IN THE RELIGIOUS FIELD

In the religious field, wife enjoyed full rights and regularly participated in religious ceremonies with her husband. Religious ceremonies and sacrifices were performed jointly by the husband and wife. Women even participated actively in religious discourses. The role of women in public life could shine as debaters in public assemblies (Krishnaraj, Maithveyi, 1986) 5. They usually occupied a prominent place in social gatherings but they were denied entry, into the “*Sabhas*” because these places besides being used for taking political decisions were also used for gambling, drinking and such others purposes. Women’s participation in public meetings and debates, however, became less and less common in later Vedic period.

10.6 WOMEN IN THE BUDDHIST PERIOD

The status of women improved a little during the Buddhist period though there was not tremendous change. Some of the rigidities and restrictions imposed by the caste system were relaxed. Buddha preached equality and he tried to improve the cultural, educational and religious statuses of women. During the benevolent rule of the famous Jain and Buddhist kings such as Chandragupta Maurya, Ashoka, Kanishka, Sri Harsha and others, women regained a part of their lost freedom and status due to the relatively broad-minded Buddhist and Jain philosophy (Sen, 1988)8. Women were not only confined to domestic work but also, they could resort to an educational career if they so desired. In the religious field women came to occupy a distinctly superior place. Women were permitted to become “*Sanyasis*”. Many women took a leading role in Buddhist monastic-life, women had their *sangha* called the *Bhikshuni Sangha*, which was guided by the same rules and regulations as these of the monks. The *sangha* opened to them avenues of cultural activities and social service and ample opportunities for public life. Their political and economic status however remained unchanged.

10.7 RESTRICTION ON WOMEN MARRIAGE

It was a norm in medieval India. Girls were married off at the age of 8-10. They were not allowed access to education and were treated as the material being. The plight of women can be imagined by one of the *shlokas* of *Tulsidas* where he writes “*Dhol, gawar, shudra, pashu, nari, and sabtadan keadhikari*” meaning that animals, illiterates, lower castes and women should be subjected to beating. Thus, women were compared with animals and were married off at an early age. The child marriage along with it brought some more problems such as increased birth rate, poor health of women due to repeated child bearing and high mortality rate of women and children. The veil or the ‘*Purdah*’ system was widely prevalent in medieval Indian society (Menon Indu, 1989). It was used to protect the women folk from the eyes of foreign rulers who invaded India in medieval period. But this system curtailed the

freedom of women. It is also more or less similar to Sati but it is a mass suicide. *Jauhar* was prevalent in the *Rajput* societies. In this custom wife immolated themselves while their husband was still alive (Nanda, 1976). When people of *Rajput* clan became sure that they were going to die at the hands of their enemy then all the women arrange a large pyre and set themselves afire, while their husband used to fight the last decisive battle known as "Shaka", with the enemy. Thus, protecting the sanctity of the women and the whole clan, the ritual of dying at the funeral pyre of the husband is known as "Sati" or "*Sahagaman*". According to some of the Hindu scriptures women dying at the funeral pyre of her husband go straight to heaven so it's well to practice this ritual. Initially it was not obligatory for the women but if she practiced such a custom she was highly respected by the society. Sati was considered to be the better option than living as a widow as the plight of widows in Hindu society was even worse.

The condition of widows in medieval India was very bad. They were not treated as human beings and were subjected to a lot of restrictions. They were supposed to live pious life after their husband died and were not allowed entry in any celebration. Their presence in any good work was considered to be a bad omen. Sometimes heads of widows were also shaved down. They were not allowed to remarry. Any woman remarrying was looked down by the society. This cruelty on widows was one of the main reasons for the large number of women committing Sati (Cormak, 1953). In medieval India living as a Hindu widow was a sort of a curse. It's a serious issue. Courts are flooded with cases related to death due to dowry harassment by husband and in laws. In ancient times women were given '*Stridhan*' when they departed from the house of their parents. This amount of money was given to her as a gift which she can use on her and her children but her in-laws did not have any right on that amount. This amount was supposed to help the girl in time of need. Slowly this tradition became obligatory and took the form of dowry. Nowadays, parents have to give hefty amount in dowry, the in laws of their girl are not concerned whether they can afford it or not. If a girl brings large amount of dowry she is given respect and is treated well in her new home and if she does not bring dowry according to expectations of her in laws then she has to suffer harassment. Due to this evil practice many newly wedded women of India have to lose their lives.

10.8 PROPERTY RIGHTS IN INHERITANCE

Women rights were very much limited in inheriting property. A married daughter had no share in her father's property but each spinster was entitled to one-fourth share of patrimony received by her brothers. Women had control over gifts and property etc. Received by a woman at the time of marriage but the bulk of the family property was under the control and management of the patriarch. As a wife, a woman had no direct share in her husband's property. However, for second wife was entitled to 1/3rd of her husband's wealth. A widow was expected to lead an ascetic life and had no share in her husband's property (Sharma Rathakrishna, 1981). Thus it could be generalized that the social situation was not in favour of women possessing property and yet protection was given to them as daughters and wives.

10.9 BETTER STATUS OF WOMEN IN SOUTHERN INDIA IN COMPARISON TO NORTHERN INDIA

The status of women in Southern India was better than in the North India. While in Northern India there were not many women administrators, in Southern India we can find some names that made women of that time proud. Priyaketala devi, queen of Chalukyas Vikrama ditya ruled three villages. Another woman named Jakkiabbe used to rule seventy villages. In South Indian women had representation in each and every field. Domingo Paes, famous Portuguese traveler testifies to it. He has written in his account that in *Vijayanagara* kingdom women were present in each and every field. Nunez, another famous traveller to the South also agrees to it and says that women were employed in writing accounts of expenses, recording the affairs of kingdom, which shows that they were educated. There is no evidence of any public school in northern India but according to famous historian IbnBatuta there were 13 schools for girls and 24 for boys in Honavar. There was one major evil present in South India of medieval time. But it was the custom of Devadasis (Clark, Alice, 1987). *Devadasis* was a custom prevalent in Southern India. In this system girls were dedicated to temples in the name of Gods and Goddesses. The girls were then onwards known as '*Devadasis*' meaning servant or slave of God. These *Devadasis* were supposed to live the life of celibacy. All the requirements of *Devadasis* were fulfilled by the grants given to the temples. In temples they used to spend their time in the worship of God and by singing and dancing for the God. Some kings to invite temple dancers to perform at their court for the pleasure thus some *Devadasis* converted to *Rajadasis* prevalent in some tribes of South India.

10.10 WOMEN IN PRE-INDUSTRIAL SOCIETIES

A number of scholars addressed the issue of male domination and low status of women as a historical phenomenon, grounded in a particular set of circumstances rather than flowing from some universal aspect of human nature of culture. Many of the Marxist and socialist feminists claim that it is necessary to examine history to find out how and why inequality between the sexes came about. The most important factor in the transition to a society with gender stratification was the development of a form of communal property to a group of kin who had exclusive rights over property (Kin corporate property). The senior members of kinship group gained control over property. Women as gatherers were continued to act as producer and gradually lost control over their products. In the course of history there developed of patrilocal, matrilocal and polygamous societies. Thus, the position of women and gender inequalities vary from society to society in different pre-industrial societies and has altered in many ways after industrialization. The pre-industrial era saw a greater degree of sharing of work and emotional roles by men and women than the industrial era which followed (Bell 1981: 307). In colonial America, there was more equality of men and women in pre-industrial society; women worked to provide for the family, and men played a greater part in raising the children. The trend changed with industrialization, women often stayed home to take care of the children and men went to work in factories. Gender roles became

more distinct with industrialization than they were before. (Rothaman, 1978; Lerner, 1979; Bell, 1981)

10.11 INDUSTRIALIZATION AND CHANGING STATUS OF WOMEN

In modern industrial societies we find significant differences in gender roles. For example, in socialist societies there tends to be more equality between men and women than capitalist societies. In fact, even within a single society we often find important differences in gender roles for various classes and ethnic groups (Conklin 1984: 223). In Western European societies the consequence of industrialization was the modern role of housewife as the dominant mature feminine role. During the early stages of industrialization after the Industrial Revolution in England (dates from 1750 to 1841) the factory system steadily replaced the family as the unit of production. The women were employed in factories where they often continued their traditional work in textiles. From 1841 until the outbreak of the First World War in 1914 a combination of pressure from male workers and reformers in Europe restricted female employment in industry and gradual withdrawal of all female labour from the factory. Ann Oakley (1974) states that from 1914 to 1950, there was a “tendency towards the growing employment of women coupled with retention of housewifery role.

During these years women received many legal and political rights in England but all these had little effect on the mother housewife role, which was central to their lives. Industrialization has had many effects on the role of women. There was a “separation of men from the daily routines of domestic life” and emergence of the “economic dependence of women and children on men and “the isolation of housework and child care from other work. Thus, in the twentieth-century British society housewife mother role became institutionalized as “the primary role for all women”. These generalizations became less valid as the twentieth century progressed. In contemporary societies “patriarchy” is the most important and dominant concept for explaining gender inequalities, low status of women and sexual exploitation against women. Kate Millet (1970) gave the concept of relationship of domination and subordination based on sex and inherent politics based on male-centric power-structured relationships where males controlled females in society. According to her such relationships are organized on the basis of “patriarchy” — a system in which “male dominate female. Patriarchy is the most pervasive ideology and basis of power and more rigorous, more uniform and more enduring system existing in human society. Gender is the primary source of identity for all individuals in modern societies. Eight factors for explaining the existence of patriarchy in human society: a) biological b) ideological c) sociological d) relationship between class and subordination e) educational factors; f) myth and religion g) psychological h) physical force. She attributes some importance to superior male strength and importance to socialization of male (aggressive) and female (passive) characteristics for the formation of patriarchal ideology.

10.12 STATUS OF WOMEN IN DIFFERENT RELIGIONS

A number of writers noted that historically women were not always been subordinate within world's most religions. Armstrong (1993) for example, argues that in early history women were considered central to the spiritual quest. In the Middle East, Asia and Europe archaeologists have uncovered numerous symbols of great mother goddess. With the development of societies there were many gods and goddesses but Mother Goddess still played a crucial role. Armstrong noted, "Mother Goddess was absorbed into the pantheon of deities and remained as a powerful figure. She was called Inanna in Sumer, in ancient Mesopotamia; Ishtar in Babylon; Anat or Asherah in Canaan; Isis in Egypt and Aphrodite in Greece. In all culture people told about the importance of Mother Goddess in their spiritual lives. Everywhere she was revered as the source of fertility (Armstrong 1993: 21). There was gradually the eventual decline of the Mother Goddesses. In Babylon, goddess Tiamot, the goddess of the sea was replaced by the male god Marduk. The final death knell of female goddesses came with the acceptance of monotheism – belief in single god rather than many. This originated with Yahweh, the god of Abraham. Furthermore, this Hebrew "God of Israel" would later become the god of the Christians and the Muslims, who all regarded themselves as the spiritual offspring of Abraham, the father of all believers. Thus, historically with the development of religion impertinence was attributed to the masculine characteristics of the God. Christianity, Islam and Hinduism all have constituted through the important stages in the evolution of humanity. But when the cause of women was concerned, they all added a new load on them in different historical phases. Therefore, for determining status of women in society, religion plays a key role and the problems faced by women of a particular religion are not only peculiar to that religion. They are problems of women in general and that should be addressed and redressed as problems of gender bias, male domination, patriarchy and age-old prejudice against women.

10.13 SUBORDINATE ROLE OF WOMEN AND RELIGIOUS RITUALS

In the classical teachings of many religions there was stress on equality between men and women, but in practice women have usually been far from equal. Women do, of course, have a part to play in many religions, but it is almost always subordinate to the role of men, and it is likely to be in the "private" rather than "public" sphere. Thus, women are devalued by different religious beliefs. There is always a tendency of "patriarchal misinterpretation of religion". Holm (1994) gives a number of examples in this regard. In Buddhism, both men and women can have a religious role as monks and nuns respectively but all monks are seen as senior to all nuns. In Hinduism only men can become Brahminic priests. In Islam, in some regions women are not allowed to enter mosques for worship and men have made all the legal ruling. Orthodox Judaism only allows men to take a full part in ceremonies. In Japanese folk religions women can take part only in organizing public rituals, while only men can take part in public performances. In Chinese popular religion women are associated with less important spirits (Yin) whereas men are associated with more important and powerful spirits (Yang). Christianity has also been male dominated. Many of the most influential ideas were worked out by celibate men in the first five centuries of the church's history and the

significant developments of the medieval church and reformation were also shaped by men (Holm 1994: pxiii). Sikhism is perhaps the most egalitarian of the major religions of the world since all offices are equally open to men and women although in practice only a small minority of women have significant positions within the religion. The second-class status of women in different religion is often related to her sexuality. Menstruation and childbirth are often regarded as polluting. In many religions women are forbidden to enter the sacred places and to touch the sacred objects during the menstrual period. For example, Hindu women are forbidden to touch sacred objects and prohibited from entering family shrines when she is pregnant or menstruating. Muslim women are not allowed to touch a Koran, go to a mosque and to offer prayer during this period.

10.14 RELIGIONS AS A TOOL FOR OPPRESSING WOMEN

According to Simone de Beauvoir (1949) Religion is used by the oppressors (men) to control the oppressed group (women) and it also serves as a weapon for the second class status of women in society. Men have generally exercised control over religious beliefs. He enjoys the great advantage of having a God endorse code he writes to support his dominance. Beauvoir writes from the perspective of a Western, Christian women. For all major religions, man is master by divine right and thus repress the downtrodden female. However, modern societies show evidence of changes in which the inequality between men and women in religion is gradually reduced. Nawal El Saadwi (1980) considers the importance of religion in creating and perpetuating female oppression under Islam. According to her Christianity is much more rigid and orthodox and the oppression of women is caused by the patriarchal system which came into being when society had reached a certain stage of development. Nevertheless, she does see religion as a crucial instrument in women's oppression. "Men do distort religion to serve their own interests, to help justify or legitimate the oppression of women." She also believes that religion became oppressive to women since the development of monotheistic religions. Such religions drew inspiration and guidance from the values of patriarchy and class societies prevalent at that time. For example, the Jewish religion drew upon the patriarchal power of Abraham (Mythological father of all religions). Islamic society is also developed in a patriarchal way through the dominance of male "patriarch" under the authority of male head of the family, the supreme ruler, or the *Khalifa* (political ruler) or Imam (religious leader). Even today, in countries like Egypt women are subject to extremely restricted marriage laws under religious dictum. El Saadwi describes Christ as a revolutionary leader who opposed female oppression. Early Christianity had stricter moral codes than other religious and codes which treated the sexes fairly equally. "Despite the limitations placed by Christianity on man's sexual freedom, women were maintained in her inferior underprivileged status as compared with man. The patriarchal system still reigned supreme and grew even more ferocious with the gradual shift to a feudal system" (El Saadwi 1980: 119).

The Quran and other religious books of Islam evidenced that women are not badly treated in Islam. El. Saadawi believes that the recent enhancement of the status of Arab women has been due to a combination of social, economic and political changes of the

country and the women's own struggles. The socialist revolution has a positive impact. Revolutions will further the cause of women even more if the positive aspects of Quran can be emphasized and the patriarchal misinterpretations abandoned. According to many non-Muslim writers' veil is variously depicted as a tangible symbol of women's oppression, a form of social control, religiously sanctioning women's invisibility and subordinate socio-political status. However, there is another view point: *Idijale*, or religious modesty maintained through veil, actually has advantage for women, which can reduce or allow them to cope with male oppression.

10.15 CHANGING STATUS OF WOMEN IN INDIAN SOCIETY: PRE-COLONIAL, COLONIAL AND INDEPENDENCE PERIOD

Many important changes have taken place in India in the last two hundred years. Some of these are more apparent than real. This is particularly so in relation to the status of women. During the last two hundred years a large number of women have marched out of their segregated households into the public life. However, the position of contemporary Hindu women in India is full of familiar contradictions. There are women politicians who hold high positions, yet men control politics both at the grass roots and at the top. There are some important women intellectuals and professionals in India who occupy top position while the vast majority are still ignorant and illiterate. A large number of women are in the workforce and are landless labourers in the remote villages. There are female deities like Durga, Kali, Chandika, Manasa, etc. who are worshipped and feared by most yet the majority of women at home have low ritual status and live in depressed conditions. Women are revered as mothers at the same time they suffer from brutal violence like rape and physical molestation. They are also worshipped as pure beings, but in order to elevate the status of their men folk rather than themselves. Thus, there are seeming paradoxes in the social life of women in India. The historians argue that despite of many legislations and other changes that have occurred in favour of women over the past two hundred years there has been little significant alteration to the traditional structure of male dominance and authority because still there are some deep ideological and structural roots through which this domination has been perpetuated (Allen and Mukherjee 1982).

Women in India constitute nearly fifty percent of the total population. Yet they do not seem to have enjoyed equal status with men. Women's status, by and large, has been one of general subordination to men in societies known for the perpetuation of cultural heritage and tradition. It has been observed that women in India seem to have experienced various problems, particularly those that are socio-cultural over a period of time.

India is a multicultural society with a great diversity and various forms of social hierarchy and inequality like caste and class. Women's role, rights, norms, values, customs, etc. are greatly influenced by religion, institutions of family, marriage, kinship, descent, inheritance, caste hierarchy, and other cultural traditions. Hindu society is a complex phenomenon, developed by the integration of a system of theology with a system of social organization. It is often said that Hinduism is not just a religion but a way of life. As a way of

life, Hindu society cannot be regarded as being homogenous, for the religious influences have varied through the ages and among peoples at different levels of the social hierarchy (Ponniah 1989).

10.15.1 WOMEN IN PRE-COLONIAL INDIA

The status of women in Indian society has changed from time to time. Their status has been variously estimated and there are many views regarding her place in civilization. There is so much variability in the relation of women to society during different time period that it is difficult to make a general statement. Categorically, her utility, resourcefulness in domestic life, refreshing company and affectionate care for children have always proved a great asset to her partner in life and have to a considerable extent determined her status at different stages of civilization. Throughout the Vedic period, women in India especially of the upper caste were given equal status with men. In view of this equality of status, women participated in sacrificial rites and had to be men's equals in upholding "*Dharma*". Women had been able to hear and learn the Vedas, during 600 B.C. In Rig-Veda, the husband and wife appear to have occupied equal status – both of them were designated as "*Dampati*".

In Indian culture, since the post Vedic period the overall status of women in family and society has been low. This low status of Indian women were mainly emerged from overpowering patriarchy and male domination, economic dependence of women over men, various caste restrictions, religious prohibitions and prejudices, illiteracy, lack of leadership quality, low self-esteem and apathetic and indifferent attitude of men. It was the age of *Sutras* and *Epics* (500 BC to A.D. 500) that the status of women changed considerably. Procreation of a son became a religious necessity for he alone could discharge certain ritual obligations to the ancestors. A wife was expected to provide all services needed by her husband and to keep him satisfied. The religious dictum (Manu's) was that a wife ought to respect her husband as a "god" even if he was a drunkard or dumb headed or lunatic was accepted and applying to all women. Practice of *Sati* was gradually established by A.D. 700. The women were socialized and were expected to play the completely dependent role on men with no opportunity to take decisions of her own.

The status of women continued to deteriorate during the age of *Smriti* (A.D. 500 – A.D. 1800) and Muslim rule till they almost lost all status in society. Scholars like Matson Everett (1981) have identified five specific factors responsible for low status of women in India, both in the family and society and also for seclusion of women. There are Hindu religion, caste system, joint family system, Islamic rule and British colonialism. The values of Hinduism support the male supremacy over female, women's "mother-housewife" role in private domain and men's "public" role in economic and political spheres. Hindu religious scripture prescribed inferior positions of women in ritual activities and a dependent position of woman on man throughout her lifetime. For the first time in Indian history, Indian women were subjected to cruelty during the Mughal period. In view of the Muslim invasion, the indigenous culture had been subjected to acculturation. The customs and traditions of Islam had made in-roads into the native culture. For example, the "purdah" system was widely

practiced among the middle classes. According to Altekar (1956) for nearly 2000 years from B.C. to 1800 AD, the status of women steadily deteriorated. The revival of Sati, the prohibition of remarriage, spread of *pardah* system, and the greater prevalence of polygamy made the position of women worst. Generally speaking, before the advent of Muslims, the status of Hindu women was certainly better. There were many factors directly or indirectly responsible for the continuous deterioration of the status of Indian women in medieval times. Early marriage became a rule – to safeguard the honour and chastity of girls. The Hindu laws gave unequal and discriminated treatment to women. They were discriminated in marriage, marital status, divorce, widowhood and inheritance. Very few women received education even in the 1850s. Literacy reached such low ebb after 1857 that there was hardly one woman in a hundred who could read and write. This was so because of the evil socio-religious practices, sinister customs, irrational religious rites and inhuman superstitions and ceremonies unknown in ancient periods, which had crept into Hinduism such as child marriage, enforced widowhood, sati temple prostitution (*devadasi*), *pardah*, dowry, female infanticides, polygamy, etc. All these made Hindu society a huge, static and immobile one where women had practically no positive role. In this period Hindu women were in a perpetual depressive state. The social structure allowed men greater freedom and liberty and greater access and control over resources, from which women were excluded. Different standards were adapted to judge the individual and social conduct of man and women. The laws did not recognize equality of sexes and equal rights for men and women. Thus there was perpetual decline of status of women for several centuries, had reached its lowest ebb in the nineteenth century.

10.15.2 COLONIAL PERIOD

There was much unrest among women in India during colonial period; a general desire to change the existing state of things. This had become possible because the 1920's were a period of social and political awakening in India, followed by intense reformist efforts made by social reformers with or without organized support. Thus, the issue of women's status, which had long become the focus of social reform, was also reflected in a series of legal enactments relating to or affecting women. To mention only a few, the Sati Abolition Act was passed in 1829 and the Widow Remarriage Act in 1854. By 1929, Indian Women had been granted the right to vote. The Sarda Act, which fixed the minimum age at marriage for girls at 14 was enacted in 1929. Mahatma Gandhi stressed the need for educating women. Women's education and amelioration of their status had received a great deal of impetus by the third decade of nineteenth century (Chanana, 1996: 116-121). One of the outstanding features of modern India has been the unprecedented awakening of Indian women during nineteenth and twentieth century. A number of movements, both religious and social like *Brahmo samaj*, *Aryasamaj* and *Prarthana samaj* were launched in the middle of nineteenth century, reforming Hinduism and Indian society. These movements have had a deep impact on the women's identity and women's life in India. The social reformers like Raja Rammohan Roy, Pandit Iswar Chandra Vidyasagar in Bengal, Malabari, Ranade in Bombay and Dayananda Saraswati in Punjab and many others and their ideas changed the total atmosphere in India and brought about a near revolution through laws which started the new era of emancipation for women in India.

The political upheaval under Mahatma Gandhi marked the climax when women participated in the independence movement. In the 1930s and 1940s the outlook of leaders of the nationalist movement became more egalitarian and less hierarchical. The nationalist leaders' commitment to equality influenced the Indian women's movement to turn to liberal egalitarian values. Some women's organizations were formed to promote modern ideals to women on a nationalist basis. Of these Bharat Stri Mahamandal (BSM) was founded in 1910, Women's India Association (WIA) founded in 1917 by Madame Annie Besant, National Council for Women in India (NCWI) founded in 1925 by Lady Aberdeen, Lady Tata and others and All India women's Conference (AIWC) founded in 1927 by the efforts of Margaret Cousins and others. These organizations took up various issues like women's education; abolition of social evils, Hindu law reform; moral and material progress of women, equality of rights and opportunities and women's suffrage. According to Ahuja (1992) the Indian Women's movement worked for two goals: 1) uplift the status of women in India, that is, reforming social practices so as to enable women to play a more important and constructive role in society and ii) equal rights for men and women, that is, extension of civil rights enjoyed by men in the political, economic and familial spheres to women also.

10.15.3 INDIAN GOVERNMENT AND WOMEN'S EQUALITY

What Indian women achieved after independence of India and the provisions for gender equality in the Indian Constitution was a consequence of their participation in the freedom struggle. The Constitution of India brought Indian women at par with men. Article 326 gave them the right to vote. Articles 14, 15 and 16 ensure equality of opportunity and equality before the law. The state can make special provisions for women. Thus, the Constitution gives equality to Indian women through its fundamental rights and Directive Principles of State Policy. The adult franchise brought Indian women on an equal footing with men. The Constitution of India guarantees all those rights to women which are given to men. The Central Social Welfare Board (CSWB) was established by the Government of India 1953 to promote and strengthen voluntary efforts for the welfare of women. The Five Years Plans also laid emphasis on women's rights and stressed on the welfare activities, education, health and family planning for women.

After Independence in 1947, there was an acceptance of professional life for women although they were not encouraged in scientific and technological vocations. It has been observed that women of the upper classes have better educational and job opportunities whereas the rural and lower-middle class women do not enjoy such wide perspectives because they unfortunately still believe in traditional social taboos. Many of them are still confined to the four walls of domesticity and strict patriarchy. The appointment of the National Committee on the status of women in India 1972, and the publication of its report in 1975 marked the first comprehensive official attempt in contemporary times to study the status of Indian women and recommend changes to improve their position.

The report highlighted that despite constitutional guarantees the roles, rights and participation of women in all spheres of life were limited. The literacy rate of Indian women

in still half of the literacy rate of men; sex ratio is still very low and life expectancy at birth for females is still lower than males and the economic participation rate of women is still very low when compared to men. The National Commission for Women (NCW) was set up on January 31, 1992 to look into women related issues, to probe into the status of women, to study various legislations and point out the gaps, to look into the discrimination and violence against women and analyse possible remedies. Still the status of Indian women is not up to the mark or to the desired level. The question looks large that even in the twenty first century are Indian women belong to the category of second sex? It is true that one set of disabilities of women like – Sati, child marriage, female infanticide, widowhood, denial of property rights, *devadasi* system, etc. have been removed by social reforms and legislations but others have taken their place in some new forms and practices such as bride-price, female foeticide, girl trafficking, divorce, etc. A series of laws have been passed in last five decades since independence for the upliftment of status of women in India but it is really pity for Indian women that all these are far from reality. A handful of womenfolk only enjoy the benefits from the state who belongs to a small section of privileged educated women of urban upper economic strata. We cannot deny that various opportunities for women have considerably widened certain levels and enabled them to achieve numerous advances/gains in various spheres. But the process of modernization, westernization and of latest globalization further complicated the situation.

A large section of the population of India lives in rural areas with traditional mentality and it is difficult for them to accept modern role of women in India based on equality, rationality and progressive mind. Society's attitude in general is changing slowly towards women's due role and status, but the pattern of male superiority is still dominating. Although legally and theoretically women are now recognized as the social equal of men, the patriarchal family, the caste system, religious mores and prevailing value system are still surcharged with the spirit of male domination. The attitude, which determines behaviour and the ideology, is the crucial variable affecting the changing process of status of women. People act on the values or beliefs of the society. Hence a change in status of women can come about only through persuading the public that a given set of values is wrong and must be modified. The attitudes related to women's low position and inequality is very difficult to change except under compulsion. Nevertheless, higher education and employment operated as an effective engine of change in the lives of women. Holding a job has involved women in a role — that of bread earner — which by all accounts is most salient in defining the differences between the sexes.

The change in women's economic role has provided a necessary precondition for the revival of the drive for equality. As more and more women become educated and join in the labour force they will gain personal knowledge of discrimination and the need to correct it. The present unit examines the status of women from a historical perspective. At the outset the unit discusses the different parameters through which one can understand the very concept of status of women and against which the status of women can be analyzed. Then it goes on discussing the status of women in earlier societies. Earlier societies are said to be egalitarian in terms of gender. But with the economic development of the society the status of women

deteriorated. An array of factors collectively contributed to this process. The patriarchal system found a stronghold with industrialization pushing women to secondary position in all areas of social life.

10.16 WOMEN'S STRUGGLE AND REFORMS

Though women of India are not at par with her counterpart in Western world but she is struggling hard to make her mark in men's world (Desai, Neera, 1977). There have been social reformers like Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar, Swami Vivekananda, and Swami Dayananda Saraswati who have helped women gain their previous status in society.

Raja Ram Mohan Roy was strictly against the evils prevalent in society in his time. He is the one who has done women a great favour by abolishing Sati lawfully. He himself married a widow thus setting the example for the whole society. Along with 'Dwarkanath Tagore' he founded "Brahma Samaj" for the reform of Indian society and emancipation of women.

Ishwar Chandra Vidyasagar was popularly known as Vidyasagar, which means sea of Knowledge. He was a pillar of social reform movement of Bengal in the 19th century. He strongly supported women education in Bengal and went door to door to persuade people to send their girl child to school. He also did a lot in the field of widow remarriage (Forbes, Geraldine, 1998). He opened many schools for girls.

Jyotirao Govindrao Phule was a real philanthropist. He was the one to open first girl school in India. He is also credited with opening first home for widows of the upper caste and a home for new born girl children so that they can be saved from female infanticide.

Swami Dayananda Saraswati was the founder of Arya Samaj and gave a cry, "back to Vedas". He translated Vedas from Sanskrit to Hindi so that a common man can read it and understand the Vedic Hindu scriptures gave utmost importance to women (Sharma, Radakrishna, 1981). He emphasized for the equal rights for women in every field. He tried to change the mind-set of people with his Vedic teachings.

10.17 GENDER DISCRIMINATION

10.17.1 INTRODUCTION

Gender disparity still exists in India. Being born as women in Indian society, one has to face gender discrimination at all levels. At the household level, females are confined to their household chores, raising children and looking after families, irrespective of their education degrees or job profile. At her workplace: women have limited access to job opportunities and are paid less for the same work. In India, discrimination was deep rooted and it is being exist since ages. In spite of the provision of equal rights to both the sexes,

inappropriately sexual category still exists in the country. Time and again studies conducted and results shows gender discrimination is mostly in favour of men in many fields, including the workplace.

Gender discrimination is uneven or detrimental conduct of an individual or group of individuals based on gender. Gender discrimination is the unequal or disadvantageous treatment inflicted on someone because they belong to a specific gender. It is usually the women who usually have to face such gender discrimination.

Education and learning opportunities: gender-wise literacy rates in India showcase the wide gap between men and women. As per 2011 census data, effective literacy rates (age 7 and above) were 82.14% for men and 65.46% for women. Parents are unwilling to spend on girls' education because educating women is of no value as they will only serve their husbands and the in-laws in the future.

The Indian constitution provides equal rights and privileges for both men and women, but most women across India don't enjoy these rights and opportunities guaranteed to them. This is because of a number of reasons.

10.17.2 CAUSES OF GENDER INEQUALITY

1. **Poverty** – This is the root cause of gender discrimination in the patriarchal Indian society, as the economic dependence on the male counterpart is itself a cause of gender disparity. A total of 30% of people live below the poverty line, and out of this 70% are women.
2. **Illiteracy** – Gender discrimination In India had led to educational backwardness for girls. It's a sad reality that despite educational reforms in the country, girls in India are still denied a chance at learning. The mind-set needs to be changed, and people need to understand the benefits of educating girls. An educated, well-read woman ensures that other members, especially the children of the house, get a quality education.
3. **Setup in our Indian society** – Men dominate societal and family life in India. This has been the case in the past ages and continues to be practised in the majority of households. Though this mind-set is changing with urbanization and education, there is still a long way to permanently change the scenario.
4. **Social Customs, Beliefs and Practices** – To date, a lot of families have a preference for a male child and disfavour towards the daughter. Sons, especially in the business communities, are considered economic, political, and ritual assets where daughters are considered liabilities.

5. **Lack of Awareness among Women** – Most of the women are unaware of their fundamental rights and capabilities. They lack a basic understanding of how the socio-economic and political forces affect them. They accept all discriminatory practices that persist in families from generation in the name of tradition and societal norms primarily due to their ignorance and unawareness.

Gender-based discrimination across India can only be checked when girls are not denied their chance to learn and grow in life. Girls like boys should get a great start in life in terms of educational opportunities. This will help them attain economic independence and help them be rightly equipped to contribute towards their upliftment and that of the society they are part of.

10.17.3 FACTORS OF GENDER DISCRIMINATION

While there are many factors that explain sex differentials in mortality and morbidity, a key factor is gender inequality. Gender inequalities are obvious in different ways, such as unequal access to resources, power, education and discriminatory socio-cultural practices. The Indian laws on rape, dowry and adultery have women's safety in the forefront, these highly discriminatory practices are still taking place at an alarming rate, affecting the lives of many today.

It is said that 'education starts from home and mother is our first teacher'. But what if the mother herself is denied education? The daughters of our country are reportedly denied even the basic education. They are even disadvantaged of the basic needs of a human being, just because of their gender! Most of the women unfortunately are not even aware of their fundamental rights.

Gender inequality is a major menace that we face in our country. It remains complex to make change in the family front. It pervades in all levels of the society and in the background of social institutions. Some of the major causes are biology, sex roles, illiteracy, so called custom and gender; these are also being applied to the family.

In India as soon as a baby is born, their sex determines how they should be treated, how should they be groomed, what opportunities they should be provided with and how they should behave according to the leading gender maxims in their society, besides how far they should be sent for higher education.

Due to inequality in the society, daughters and womenfolk experience discrimination, arrogance, vehemence, harassment, and struggle even to get equal remuneration and opportunities. In order to get equal wages, they had to fight tooth and nail and to get a law enacted in their favour. However, the status quo and scenario is yet to change positively and regrettably, ensuring the right till date remains a myth.

10.17.4 GENDER DISCRIMINATION IN EMPLOYMENT

Men undoubtedly get paid higher and riskier jobs as compared to women. It is generally thought that the job areas where females are dominant over lower wages. As a woman enters an occupation, the glamour of the occupation associated with the job diminishes and men consequently switch over jobs. People also think that women entering specific occupations like nursing, teaching are less competent and are unskilled. Forgetting the past, that it is the bounded duty of the so-called fair sex to feed the weaker sex, they let women to work, and then belittle the jobs they prefer to do.

Gender inequality in relationships has been increasing over the years. It is highlighted when a couple makes a decision about who will resolve the family matters or issues or who will shoulder the responsibility of the family affairs.

Till recent times women are seen as machines producing successor for their families putting their scholastic and career goals in shelves and to raise their children while their husband's work. Regrettably, gender discrimination is considered as a normal factor and not at all considered as violence against women. In a way poverty can be quoted as the prime issue of gender discrimination in the patriarchal Indian society as women economically depend solely on their male counterpart. However, if women happen to be the breadwinners of the family also the status is not going to change for obvious reasons of domination and claim of supremacy.

The Constitution of India which generously extends rights to all citizens talks mainly about equality, dignity, education and freedom from discrimination. In addition to that India has various rulings prevailing the rights of women which runs parallel with the UN convention. Article 14, 15, 16, 21, 23, 39, 243 and many more, connected with the rights of women comes handy.

CHECK YOUR PROGRESS

1. Discuss the status of women in Indian society in different periods.

.....
.....
.....

2. Explain different causes and factors involved in gender discrimination?

.....
.....
.....

10.18 SUMMARY

Woman constitutes the key role in the Indian society. Women in ancient India enjoyed high status in society and their condition was good. The ancient and medieval status of women in modern Indian society regarding equality, education, marriage and family life, race and gender, religion and culture is maintained or deteriorated. The Vedic women had economic freedom. Some women were engaged in teaching work. Home was the place of production. Spinning and weaving of clothes were done at home. Women also helped their husbands in agricultural pursuit. In the religious field, wife enjoyed full rights and regularly participated in religious ceremonies with her husband. Religious ceremonies and sacrifices were performed jointly by the husband and wife. Women even participated actively in religious discourses. The status of women improved a little during the Buddhist period though there was no tremendous change. The role of women in Ancient Indian Literature is immense. Ancient India had many learned ladies. The Medieval period (Period between 500 A.D-1500 A.D) proved to be highly disappointing for the Indian women, for their status further deteriorated during this period. Women are not treated with respect as in the Ancient Indian society. Lot of crime against women is seen in the modern society. The Constitutional provisions are not sufficient to get the respectable position in society.

The Rig Vedic Women in India enjoyed high status in society. The women were provided opportunity to attain high intellectual and spiritual standard. In Vedic India, women did not enjoy an inferior status rather they occupied an honorable place. They had ample rights in the social and the religious fields and limited rights in the economic and the political fields. They were not treated as inferior or subordinate but equal to men. We have honored our country as our Motherland “Bharat Mata” and our nationalism has grown up from the seed Mantra “Vande Mataram”. Positions of women in society are the index to the standard of social organization. Through this study we come to the conclusion that the women have equal participation in human development. She is half of the human race. But she lacks in society. Women are not treated with respect as in the Ancient Indian society. Lot of crime against women is seen in modern society. Constitutional provisions are not sufficient to get the respectable position in society. Some certain changes inside mind-set of women as well as man are required.

In the gender blind society, the crusade towards equality began in the late 19th century with the longing for aping the western culture. This sought to allow women to vote and hold elected office. If the human beings are in existence, mere gender cannot make one inferior to the other on a few scores or not supposed to overrule the other gender or dominate another, christening them the weaker sex. It is a serious abuse of human rights semblance of chauvinism, possessiveness or be it protection. To an extent, the justified self-esteem be given with the thought in mind that women are not doormats but fellow beings; And especially before the eyes of law, all are equal.

In spite of various protective legislations mentioned herein have been passed by the Parliament to remove mistreatment of women and to give them equal status in society,

regrettably the discrimination prevails unabated. Though the government of India has passed various acts to ensure gender equality in the country, the quantum of awareness is little that the steps to ensure the implementation of laws have to be zoomed up.

10.19 KEY CONCEPTS/WORDS

Gender Discrimination: Gender disparity still exists in India. Being born as women in Indian society, one has to face gender discrimination at all levels. At the household level, females are confined to their household chores, raising children and looking after families, irrespective of their education degrees or job profile. At her workplace: women have limited access to job opportunities and are paid less for the same work. In India, discrimination was deep rooted and it is being exist since ages. In spite of the provision of equal rights to both the sexes, inappropriately sexual category still exists in the country. Time and again studies conducted and results shows gender discrimination is mostly in favour of men in many fields, including the workplace. Gender discrimination is uneven or detrimental conduct of an individual or group of individuals based on gender. Gender discrimination is the unequal or disadvantageous treatment inflicted on someone because they belong to a specific gender. It is usually the women who usually have to face such gender discrimination.

10.20 QUESTIONS FOR PRACTICE

1. What do you understand by gender discrimination?
2. Elaborate the status of women in Indian society historically.

10.21 SHORT ANSWER QUESTIONS

1. Gender Discrimination
2. Status of women in Rig Vedic era
3. Status of women in Buddhist period

10.22 SUGGESTED READING

1. Saravanakumar, A. R. (2016). *Present scenario of women's education in India*. In a National Seminar sponsored by ICHR on Educational Practices in Chola Kingdom (850 – 1279 AD) EPICK – 2016 organized by Department of History & DDE, Alagappa University, Karaikudi
2. Altekar, A. S. (1983). *Position of Women in Hindu Civilization*. Banaras: The Culture publication House
3. Devandra, Kiran. (1985). *Status and Position of Women in India. With Special Reference to Women in Contemporary India*. New Delhi: Shakti Books.
4. Sharma, Radakrishna. (1981). *Nationalism, Social Reform and Indian Women*. New Delhi: Janaki Prakashan
5. Krishnaraj, Maithveyi. (1986). *Women's studies in India*. Bombay Popular Prakashan
6. Chaturvedi, Geeta (1985). *Women administration in India*. Jaipur: RBSA Publication

7. Saravanakumar, A. R. (2017). *Difference between human rights and fundamental rights*. In two day National Conference on Human Rights Education: (NCHRE – 2017) organized by Department of Education, Alagappa University, Karaikudi.
8. Sen, S. N. (1988). *Ancient Indian History and Civilization*. New Delhi: Wiley Eastern Limited
9. Dutt, M. N. (1937). *Status of Women*. Calcutta: Mohendra Publishing Committee
10. Menon, Indu, M. (1989). *Status of Muslim Women in India. A case study of Kerala*. New Delhi: Uppal Publishing House
11. Nanda, B. R. (1976). *Indian women from purdha to modernity*. New Delhi: Vikas Publications
12. Cormack, M. (1953). *The Hindu Women*. Bombay: Asia Publishing House.
13. Clark, Alice. (1987). Social demography of excess female mortality in India: New directions. In *Economic and Political Weekly*, 22(17), 12-21
14. Desai, Neera. (1977). *Women in Modern India*. Mumbai: Vora Company
15. Forb, Geraldine. (1998). *Women in Modern India*, Cambridge University: Replica Press
16. Krishna Raj, Maitreyi (ed) 1986. *Women's Studies in India: Some Perspective*. Popular Prakashan: Bombay
17. Oakley, Ann 1981. *Subject Women*. Martin Robertson: Oxford Wadley, S. 1988. "Women and the Hindu Tradition", in Rehana Gadially (ed.) *Women in Indian Society*. Sage Publications: New Delhi.



**The Motto of Our University
(SEWA)**

SKILL ENHANCEMENT

EMPLOYABILITY

WISDOM

ACCESSIBILITY

**JAGAT GURU NANAK DEV
PUNJAB STATE OPEN UNIVERSITY, PATIALA**
(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

**Bachelor of Arts
(Liberal Arts)**

(PC2B32306T)

General Punjabi

Head Quarter: C/28, The Lower Mall, Patiala-147001

WEBSITE: www.psou.ac.in

The Study Material has been prepared exclusively under the guidance of Jagat Guru Nanak Dev Punjab State Open University, Patiala, as per the syllabi prepared by Committee of Experts and approved by the Academic Council.

The University reserves all the copyrights of the study material. No part of this publication may be reproduced or transmitted in any form.



JAGAT GURU NANAK DEV PUNJAB STATE OPEN UNIVERSITY, PATIALA
(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

COURSE COORDINATOR AND EDITOR:

DR. AMARJIT SINGH
ASSISTANT PROFESSOR IN PUNJABI
JGND PSOU, Patiala

LIST OF CONSULTANTS/ CONTRIBUTORS

1. DR. JASWINDER KAUR
2. DR. DAVINDER SINGH
3. DR. MANJEET SINGH
4. DR. SARABJEET SINGH
5. DR. PAWAN KUMAR



**JAGAT GURU NANAK DEV PUNJAB STATE OPEN UNIVERSITY
PATIALA**

(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

PREFACE

Jagat Guru Nanak Dev Punjab State Open University, Patiala was established in December 2019 by Act 19 of the Legislature of State of Punjab. It is the first and only Open University of the State, entrusted with the responsibility of making higher education accessible to all, especially to those sections of society who do not have the means, time or opportunity to pursue regular education.

In keeping with the nature of an Open University, this University provides a flexible education system to suit every need. The time given to complete a programme is double the duration of a regular mode programme. Well-designed study material has been prepared in consultation with experts in their respective fields.

The University offers programmes which have been designed to provide relevant, skill-based and employability-enhancing education. The study material provided in this booklet is self-instructional, with self-assessment exercises, and recommendations for further readings. The syllabus has been divided in sections, and provided as units for simplification.

The University has a network of 10 Learner Support Centres/Study Centres, to enable students to make use of reading facilities, and for curriculum-based counselling and practicals. We, at the University, welcome you to be a part of this institution of knowledge.

Prof. Anita Gill
Dean Academic Affairs

Bachelor of Arts
(Liberal Arts)
ਭਾਗ ਦੂਜਾ (ਸਮੈਸਟਰ-ਤੀਜਾ)
(PC2B32306T) ਪੰਜਾਬੀ(ਲਾਜਮੀ)-2

ਕੁੱਲ ਅੰਕ : 100
ਬਾਹਰੀ ਮੁਲਾਂਕਣ:70
ਅੰਦਰੂਨੀ ਮੁਲਾਂਕਣ:30
ਪਾਸ: 35%
ਕ੍ਰੈਡਿਟ:6

ਉਦੇਸ਼:

ਇਸ ਕੋਰਸ ਦਾ ਮੁੱਖ ਉਦੇਸ਼ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਅਲੱਗ- ਅਲੱਗ ਹਾਲਾਤਾਂ/ਭਾਵਨਾਵਾਂ ਨਾਲ ਸੰਬੰਧਿਤ ਕਵਿਤਾਵਾਂ ਨਾਲ ਜਾਣੂ ਕਰਵਾਉਣਾ ਹੈ। ਇਸ ਦੇ ਨਾਲ ਹੀ ਵਿਆਕਰਣ ਪਾਠਕ੍ਰਮ ਰਾਹੀਂ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ ਸੰਬੰਧੀ ਵੱਧ ਤੋਂ ਵੱਧ ਜਾਣਕਾਰੀ ਦੇਣ ਦਾ ਵੀ ਉਦੇਸ਼ ਹੈ।

INSTRUCTIONS FOR THE PAPER SETTER/EXAMINER:

1. The syllabus prescribed should be strictly adhered to.
2. The question paper will consist of three sections: A, B, and C. Sections A and B will have four questions each from the respective sections of the syllabus and will carry 10 marks each. The candidates will attempt two questions from each section.
3. Section C will have fifteen short answer questions covering the entire syllabus. Each question will carry 3 marks. Candidates will attempt any 10 questions from this section.
4. The examiner shall give a clear instruction to the candidates to attempt questions only at one place and only once. Second or subsequent attempts, unless the earlier ones have been crossed out, shall not be evaluated.
5. The duration of each paper will be three hours.

INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt any two questions each from the sections A, and B of the question paper, and any ten short answer questions from Section C. They have to attempt questions only at one place and only once. Second or subsequent attempts, unless the earlier ones have been crossed out, shall not be evaluated.

ਭਾਗ-ੳ

ੳ.1 ਪੰਜਾਬੀ ਕਵਿਤਾ:

ਕਵਿਤਾਵਾਂ:- ਅਟਕ-ਭਾਈ ਵੀਰ ਸਿੰਘ, ਪੁਰਾਣੇ ਪੰਜਾਬ ਨੂੰ ਅਵਾਜ਼ਾਂ-ਪ੍ਰੋ.ਪੂਰਨ ਸਿੰਘ, ਅੰਬੀ ਦੇ ਬੂਟੇ ਥੱਲੇ-ਪ੍ਰੋ ਮੋਹਨ ਸਿੰਘ, ਅੱਜ ਆਖਾਂ ਵਾਰਸ ਸ਼ਾਹ ਨੂੰ-ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ, ਤੇਰੇ ਹਜ਼ੂਰ ਮੇਰੀ ਹਾਜ਼ਰੀ ਦੀ ਦਾਸਤਾਨ-ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ, ਹਰ ਮੋੜ 'ਤੇ ਸਲੀਬਾਂ-ਜਗਤਾਰ, ਜ਼ਖ਼ਮ-ਸ਼ਿਵ ਕੁਮਾਰ ਬਟਾਲਵੀ, ਕੰਮੀਆਂ ਦਾ ਵਿਹੜਾ-ਸੰਤ ਰਾਮ ਉਦਾਸੀ, ਮੈਂ ਰਾਹਾਂ 'ਤੇ ਨਹੀਂ ਤੁਰਦਾ-ਸੁਰਜੀਤ ਪਾਤਰ, ਨਾਨਕ-ਹਰਮਨਜੀਤ

ੳ.2 ਪੰਜਾਬੀ ਇਕਾਂਗੀ

ਇਕਾਂਗੀਆਂ :-ਪੱਤਣ ਦੀ ਬੇੜੀ-ਬਲਵੰਤ ਗਾਰਗੀ, ਬੰਦ ਕਮਰੇ-ਗੁਰਸ਼ਰਨ ਸਿੰਘ, ਬਗਾਨੇ ਬੋਹੜ ਦੀ ਛਾਂ-ਅਜਮੇਰ ਸਿੰਘ ਔਲਖ, ਚਿੜੀਆਂ-ਆਤਮਜੀਤ, ਦੂਜਾ ਪਾਸਾ-ਅਜਮੇਰ ਰੋਡੇ, ਪਰਤ ਆਉਣ ਤੱਕ-ਸ਼ਤੀਸ਼ ਕੁਮਾਰ ਵਰਮਾ।

ਭਾਗ ਅ

ੳ.1 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ

ਅ.2 ਰਿਪੋਰਟ ਲਿਖਣਾ (ਕਿਸੇ ਸੱਭਿਆਚਾਰਕ/ਧਾਰਮਿਕ ਪ੍ਰੋਗਰਾਮ, ਘਟਨਾ/ਦੁਰਘਟਨਾ, ਜਾਂ ਚਲੰਤ ਮਾਮਲੇ ਸਬੰਧੀ।

ਭਾਗ-ੲ

ਭਾਗ ੳ.1, ੳ.2 ਅਤੇ ਅ.1 ਵਾਲੇ ਭਾਗਾਂ ਵਿੱਚੋਂ ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ।

ਅੰਕ ਵੰਡ ਅਤੇ ਪੇਪਰ ਸੈਟਰ ਲਈ ਅੰਕ ਵੰਡ ਅਤੇ ਪੇਪਰ ਸੈਟਰ ਲਈ ਵਿਸ਼ੇਸ਼ ਹਦਾਇਤਾਂ

1. ਭਾਗ ੳ.1 ਵਿੱਚੋਂ ਕਿਸੇ ਕਵਿਤਾ ਦਾ ਵਿਸ਼ਾ ਵਸਤੂ/ਸਾਰ ਅਤੇ ਪੰਜਾਬੀ ਸਾਹਿਤ ਵਿੱਚ ਲੇਖਕ ਦੇ ਯੋਗਦਾਨ ਸਬੰਧੀ ਪ੍ਰਸ਼ਨ ਪੁੱਛਿਆ ਜਾਵੇਗਾ।
2. ਭਾਗ ੳ.1 ਵਿੱਚੋਂ ਕਿਸੇ ਇਕ ਕਾਵਿ-ਬੰਦ ਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ।
3. ਭਾਗ ੳ.2 ਵਿੱਚੋਂ ਕਿਸੇ ਇਕਾਂਗੀ ਦਾ ਵਿਸ਼ਾ ਵਸਤੂ/ ਸਾਰ ਅਤੇ ਪੰਜਾਬੀ ਸਾਹਿਤ ਵਿੱਚ ਲੇਖਕ ਦੇ ਯੋਗਦਾਨ ਸਬੰਧੀ ਪ੍ਰਸ਼ਨ ਪੁੱਛਿਆ ਜਾਵੇਗਾ।
4. ਭਾਗ ੳ.2 ਵਿੱਚੋਂ ਇਕਾਂਗੀ ਦੇ ਕਿਸੇ ਇਕ ਪਾਤਰ ਦਾ ਪਾਤਰ ਚਿਤਰਨ।
5. ਵਿਆਕਰਨ ਵਾਲੇ ਭਾਗ ਨਾਲ ਸਬੰਧਤ ਵਰਣਾਤਮਕ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ।
6. ਕਿਸੇ ਇਕ ਵਿਸ਼ੇ 'ਤੇ ਰਿਪੋਰਟ ਲਿਖਣਾ।
7. ਸੰਖੇਪ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ- ੳ.1, ੳ.2 ਅਤੇ ਅ.1 ਵਾਲੇ ਭਾਗਾਂ ਵਿੱਚੋਂ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀਆਂ ਨੇ ਸਾਰੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਸੰਖੇਪ ਵਿਚ ਉੱਤਰ ਦੇਣੇ ਹੋਣਗੇ।

ਅੰਦਰੂਨੀ ਮੁਲਾਂਕਣ 30 ਅੰਕ

ਵਿਦਿਆਰਥੀ ਪਾਠਕ੍ਰਮ ਨਾਲ ਸਬੰਧਿਤ ਤਿੰਨ ਅਸਾਈਮੈਂਟਸ ਤਿਆਰ ਕਰਨਗੇ। ਇਹ ਤਿੰਨੋਂ ਅਸਾਈਮੈਂਟਸ: ਇਕ ਕਵਿਤਾ ਨਾਲ, ਇਕ ਇਕਾਂਗੀ ਨਾਲ, ਇਕ ਵਿਆਕਰਣ ਵਾਲੇ ਭਾਗ ਨਾਲ, ਪਾਠ ਕ੍ਰਮ ਵਿਚ ਨਿਰਧਾਰਿਤ ਵਿਸ਼ਿਆਂ ਨਾਲ ਹੀ ਸਬੰਧਤ ਹੋਣਗੀਆਂ। ਅੰਦਰੂਨੀ ਮੁਲਾਂਕਣ

ਦੇ ਪ੍ਰਾਪਤ ਅੰਕ ਇਹਨਾਂ ਤਿੰਨਾਂ ਅਸਾਈਮੈਂਟਸ ਦੀ ਤਿਆਰ ਕੀਤੀ ਗਈ ਫਾਇਲ 'ਤੇ ਅਧਾਰਿਤ ਹੋਣਗੇ।

ਸਹਾਇਕ ਪਾਠ-ਸਮੱਗਰੀ

1. ਹਰਕੀਰਤ ਸਿੰਘ, ਭਾਸ਼ਾ ਵਿਗਿਆਨ ਅਤੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਬਾਹਰੀ ਪਬਲੀਕੇਸ਼ਨ , ਦਿੱਲੀ.1971
2. ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼ ਸਿੰਘ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਸ਼੍ਰੋਤ ਤੇ ਬਣਤਰ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 1996.
3. ਡਾ. ਹਰਜਿੰਦਰ ਸਿੰਘ ਵਾਲੀਆ ਅਤੇ ਪਾਰੁਲ ਰਾਏਜ਼ਾਦਾ, ਪੱਤਰਕਾਰ ਪੱਤਰਕਾਰੀ ਅਤੇ ਜਨ ਸੰਚਾਰ, ਮਦਾਨ ਪਬਲੀਸ਼ਿੰਗ ਹਾਊਸ, ਪਟਿਆਲਾ, 2014.

BACHELOR OF ARTS (LIBERAL ARTS)

CORE COURSE (CC): ਪੰਜਾਬੀ (ਲਾਜ਼ਮੀ)

COURSE (PCIB31106T) ਪੰਜਾਬੀ(ਲਾਜ਼ਮੀ)-2

SEMESTER - III

SECTION A

Table of Contents

Sr. No.	UNIT NAME	Page No.
Unit 1	ਪੰਜਾਬੀ ਕਵਿਤਾ: ਅਟਕ-ਭਾਈ ਵੀਰ ਸਿੰਘ, ਪੁਰਾਣੇ ਪੰਜਾਬ ਨੂੰ ਅਵਾਜ਼ਾਂ-ਪ੍ਰੋ.ਪੂਰਨ ਸਿੰਘ, ਅੰਬੀ ਦੇ ਬੂਟੇ ਥੱਲੇ-ਪ੍ਰੋ ਮੋਹਨ ਸਿੰਘ	9-36
Unit 2	ਪੰਜਾਬੀ ਕਵਿਤਾ: ਅੱਜ ਆਖਾਂ ਵਾਰਸ ਸ਼ਾਹ ਨੂੰ-ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ, ਤੇਰੇ ਹਜ਼ੂਰ ਮੇਰੀ ਹਾਜ਼ਰੀ ਦੀ ਦਾਸਤਾਨ-ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ, ਹਰ ਮੋੜ 'ਤੇ ਸਲੀਬਾਂ-ਜਗਤਾਰ	37-57
Unit 3	ਪੰਜਾਬੀ ਕਵਿਤਾ: ਜ਼ਖਮ-ਸ਼ਿਵ ਕੁਮਾਰ ਬਟਾਲਵੀ, ਕੰਮੀਆਂ ਦਾ ਵਿਹੜਾ-ਸੰਤ ਰਾਮ ਉਦਾਸੀ	58-75
Unit 4	ਪੰਜਾਬੀ ਕਵਿਤਾ: ਮੈਂ ਰਾਹਾਂ 'ਤੇ ਨਹੀਂ ਤੁਰਦਾ-ਸੁਰਜੀਤ ਪਾਤਰ, ਨਾਨਕ- ਹਰਮਨਜੀਤ	76-94
Unit 5	ਪੰਜਾਬੀ ਇਕਾਂਗੀ: ਪੱਤਣ ਦੀ ਬੇੜੀ-ਬਲਵੰਤ ਗਾਰਗੀ, ਬੰਦ ਕਮਰੇ- ਗੁਰਸ਼ਰਨ ਸਿੰਘ, ਬਗਾਨੇ ਬੋਹੜ ਦੀ ਛਾਂ-ਅਜਮੇਰ ਸਿੰਘ ਔਲਖ	95-110

SECTION B

Unit 6	ਪੰਜਾਬੀ ਇਕਾਂਗੀ: ਚਿੜੀਆਂ-ਆਤਮਜੀਤ, ਦੂਜਾ ਪਾਸਾ-ਅਜਮੇਰ ਰੋਡੇ, ਪਰਤ ਆਉਣ ਤੱਕ-ਸਤੀਸ਼ ਕੁਮਾਰ ਵਰਮਾ	111-126
Unit 7	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ (ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ)	127-144
Unit 8	ਰਿਪੋਰਟ ਲਿਖਣਾ : ਕਿਸੇ ਸੱਭਿਆਚਾਰਕ	145-154
Unit 9	ਰਿਪੋਰਟ ਲਿਖਣਾ : ਧਾਰਮਿਕ ਪ੍ਰੋਗਰਾਮ, ਘਟਨਾ/ਦੁਰਘਟਨਾ	155-163
Unit 10	ਰਿਪੋਰਟ ਲਿਖਣਾ : ਚਲੰਤ ਮਾਮਲੇ ਸਬੰਧੀ	164-173

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTAR-III

ਕੋਰਸ-ਜਰਨਲ ਪੰਜਾਬੀ

ਯੂਨਿਟ- 1 ਪੰਜਾਬੀ ਕਵਿਤਾ: 'ਅਟਕ', 'ਪੁਰਾਣੇ ਪੰਜਾਬ ਨੂੰ ਅਵਾਜ਼ਾਂ 'ਅਤੇ' ਅੰਬੀ ਦੇ ਬੂਟੇ
ਥੱਲੇ' ਕਵਿਤਾਵਾਂ ਦਾ ਵਿਸ਼ਾ, ਸਾਰ ਅਤੇ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ ਅਤੇ ਕਲਾਤਮਕ ਅਧਿਐਨ

1.1 ਪਾਠ ਪਹਿਲਾ : ਪੰਜਾਬੀ ਕਵਿਤਾ

1.1.1 ਭੂਮਿਕਾ

1.1.2 ਪਾਠ ਦਾ ਮੰਤਵ

1.1.3 ਕਵਿਤਾ ਕੀ ਹੈ?

1.1.4 ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ

1.2 ਪਾਠ ਦੀ ਰੂਪ-ਰੇਖਾ ਕਵਿਤਾ: ਅਟਕ ਭਾਈ ਵੀਰ ਸਿੰਘ

1.2.1 ਅਟਕ 'ਕਵਿਤਾ' ਦਾ ਮੂਲ ਪਾਠ

1.2.2 ਲੇਖਕ ਨਾਲ ਜਾਣ-ਪਛਾਣ

1.2.3 ਅਟਕ 'ਕਵਿਤਾ' ਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ

1.2.4 ਅਟਕ 'ਕਵਿਤਾ' ਦਾ ਵਿਸ਼ਾ-ਵਸਤੂ

1.2.5 ਅਟਕ 'ਕਵਿਤਾ' ਦੀ ਸੰਖੇਪ ਚਰਚਾ ਅਤੇ ਸਾਰ

1.2.6 ਅਟਕ 'ਕਵਿਤਾ' ਦਾ ਕਲਾਤਮਕ ਅਧਿਐਨ

1.3 ਪਾਠ ਦੀ ਰੂਪ-ਰੇਖਾ ਕਵਿਤਾ: 'ਪੁਰਾਣੇ ਪੰਜਾਬ ਨੂੰ ਅਵਾਜ਼ਾਂ: ਪ੍ਰੋ. ਪੂਰਨ ਸਿੰਘ

1.3.1 ਪੁਰਾਣੇ ਪੰਜਾਬ ਨੂੰ ਅਵਾਜ਼ਾਂ ਕਵਿਤਾ ਦਾ ਮੂਲ ਪਾਠ

1.3.2 ਲੇਖਕ ਨਾਲ ਜਾਣ-ਪਛਾਣ

1.3.3 ਪੁਰਾਣੇ ਪੰਜਾਬ ਨੂੰ ਅਵਾਜ਼ਾਂ 'ਕਵਿਤਾ' ਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ

1.3.4 ਪੁਰਾਣੇ ਪੰਜਾਬ ਨੂੰ ਅਵਾਜ਼ਾਂ 'ਕਵਿਤਾ' ਦਾ ਵਿਸ਼ਾ-ਵਸਤੂ

1.3.5 ਪੁਰਾਣੇ ਪੰਜਾਬ ਨੂੰ ਅਵਾਜ਼ਾਂ 'ਕਵਿਤਾ' ਦੀ ਸੰਖੇਪ ਚਰਚਾ ਅਤੇ ਸਾਰ

1.3.6 ਪੁਰਾਣੇ ਪੰਜਾਬ ਨੂੰ ਅਵਾਜ਼ਾਂ 'ਕਵਿਤਾ' ਦਾ ਕਲਾਤਮਕ ਅਧਿਐਨ

1.4 ਪਾਠ ਦੀ ਰੂਪ-ਰੇਖਾ) ਕਵਿਤਾ: 'ਅੰਬੀ ਦੇ ਬੂਟੇ ਥੱਲੇ: ' ਪ੍ਰੋ. ਮੋਹਨ ਸਿੰਘ

1.4.1 ਅੰਬੀ ਦੇ ਬੂਟੇ ਥੱਲੇ 'ਕਵਿਤਾ' ਦਾ ਮੂਲ ਪਾਠ

1.4.2 ਲੇਖਕ ਨਾਲ ਜਾਣ-ਪਛਾਣ

1.4.3 ਅੰਬੀ ਦੇ ਬੂਟੇ ਥੱਲੇ 'ਕਵਿਤਾ' ਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ

1.4.4 ਅੰਬੀ ਦੇ ਬੂਟੇ ਥੱਲੇ 'ਕਵਿਤਾ' ਦਾ ਵਿਸ਼ਾ-ਵਸਤੂ

1.4.5 ਅੰਬੀ ਦੇ ਬੂਟੇ ਥੱਲੇ 'ਕਵਿਤਾ' ਦੀ ਸੰਖੇਪ ਚਰਚਾ ਅਤੇ ਸਾਰ

1.4.6 ਅੰਬੀ ਦੇ ਬੂਟੇ ਥੱਲੇ 'ਕਵਿਤਾ' ਦਾ ਕਲਾਤਮਕ ਅਧਿਐਨ

1.5 ਅਭਿਆਸ ਲਈ ਪ੍ਰਸ਼ਨ

1.6 ਹੋਰ ਪੜ੍ਹਨ ਲਈ ਸਹਾਇਕ ਪੁਸਤਕਾਂ

1.1 ਪਾਠ ਪਹਿਲਾ :ਪੰਜਾਬੀ ਕਵਿਤਾ

1.1.2 **ਪਾਠ ਦਾ ਮੰਤਵ** :ਇਸ ਪਾਠ ਦਾ ਉਦੇਸ਼ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪੰਜਾਬੀ ਕਵਿਤਾ ਨੂੰ ਪੜ੍ਹਨ ਅਤੇ ਸਮਝਣ/ਸਮਝਾਉਣ ਦੇ ਸਮਰੱਥ ਬਣਾਉਣਾ ਹੈ। ਕਵਿਤਾ ਸਭ ਤੋਂ ਪੁਰਾਤਨ ਸਾਹਿਤ ਰੂਪ ਹੈ। ਕਵਿਤਾ ਦੇ ਜ਼ਰੀਏ ਜਿੱਥੇ ਮਨੁੱਖ ਦੀਆਂ ਸੂਖਮ ਭਾਵਨਾਵਾਂ ਦੀ ਪੇਸ਼ਕਾਰੀ ਕੀਤੀ ਜਾਂਦੀ ਹੈ ,ਉੱਥੇ ਨਾਲੇ-ਨਾਲ ਸਮਾਜ ਦੇ ਵੱਡੇ ਵਰਤਾਰਿਆਂ ਨੂੰ ਵੀ ਕਵਿਤਾ ਇੱਕ ਖਾਸ ਦ੍ਰਿਸ਼ਟੀਕੋਣ ਤੋਂ ਪੇਸ਼ ਕਰਦੀ ਹੈ। ਕਵਿਤਾ ਦੀਆਂ ਵੱਖ-ਵੱਖ ਪਰਤਾਂ ਨੂੰ ਕਿਵੇਂ ਖੋਲ੍ਹਣਾ ਅਤੇ ਸਮਝਣਾ ਹੈ, ਇਹੀ ਇਸ ਪਾਠ ਦਾ ਉਦੇਸ਼ ਹੈ। ਇਸ ਪਾਠ ਵਿਚ 'ਅਟਕ', 'ਪੁਰਾਣੇ ਪੰਜਾਬ ਨੂੰ ਅਵਾਜ਼ਾਂ ਅਤੇ' ਅੰਬੀ ਦੇ ਬੂਟੇ ਥੱਲੇ 'ਆਦਿ ਕਵਿਤਾਵਾਂ ਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ ,ਲੇਖਕ ਬਾਰੇ ਜਾਣਕਾਰੀ , ਵਿਸ਼ਾ-ਵਸਤੂ ,ਸਾਰ ਅਤੇ ਕਲਾ ਪੱਖ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਦਾਨ ਕੀਤੀ ਗਈ ਹੈ ਤਾਂ ਜੋ ਵਿਦਿਆਰਥੀ ਪੰਜਾਬੀ ਕਵਿਤਾ ਨੂੰ ਸਮਝਣ ਦੇ ਕਾਬਲ ਹੋ ਸਕਣ।

1.1.3 **ਕਵਿਤਾ ਕੀ ਹੈ** :ਕਵਿਤਾ ਸਾਹਿਤ ਦਾ ਪੁਰਾਤਨ ਕਾਵਿ ਰੂਪ ਹੈ। ਕਵਿਤਾ ਮਨੁੱਖ ਦੀਆਂ ਸੂਖਮ ਭਾਵਨਾਵਾਂ ਨੂੰ ਇੱਕ ਖਾਸ ਤਰ੍ਹਾਂ ਦੀ ਲੈਅ ਵਿਚ ਪੇਸ਼ ਕਰਦੀ ਹੈ। ਕਵਿਤਾ ਵਿਚ ਜਜ਼ਬੇ ,ਕਲਪਨਾ ,ਲੈਅ ,ਖਿਆਲ ਆਦਿ ਦਾ ਸੁਮੇਲ ਹੁੰਦਾ ਹੈ। ਕਵਿਤਾ ਮਨੁੱਖ ਦੇ ਸੂਖਮ ਭਾਵਾਂ ਦਾ ਕਲਾਤਮਕ ਢੰਗ ਨਾਲ ਕੀਤਾ ਗਿਆ ਪ੍ਰਗਟਾਵਾ ਹੈ। ਇਹ ਮਨੁੱਖੀ ਵਲਵਲਿਆਂ ਦਾ ਬੇਰੋਕ ਉਛਾਲਾ ਹੈ, ਜੋ ਆਪ-ਮੁਹਾਰੇ ਬਾਹਰ ਨਿਕਲਦਾ ਹੈ।

1.1.4 **ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ** :ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਇਤਿਹਾਸ ਬਹੁਤ ਪੁਰਾਤਨ ਹੈ। ਭਾਸ਼ਾ ਵਿਗਿਆਨੀ ਏਥੋਂ ਤੱਕ ਵੀ ਦਾਅਵਾ ਕਰਦੇ ਹਨ ਕਿ ਵੇਦਾਂ ਵਿਚਲੀ ਸੰਸਕ੍ਰਿਤ ਪੁਰਾਤਨ ਪੰਜਾਬੀ ਦਾ ਹੀ ਰੂਪ ਹੈ। ਇਸ ਤਰ੍ਹਾਂ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਇਤਿਹਾਸ ਵੇਦਾਂ ਦੀ ਕਵਿਤਾ ਤੱਕ ਜਾ ਪਹੁੰਚਦਾ ਹੈ। ਪੰਜਾਬੀ ਕਵਿਤਾ ਦੀ ਇਸ ਕਾਲ ਲੰਮੀ ਪਰੰਪਰਾ ਦਾ ਉੱਭਰਵਾਂ ਰੂਪ ਅੱਠਵੀਂ-ਨੌਵੀਂ ਸਦੀ ਵਿਚ ਜਾ ਕੇ ਨਾਥ-ਜੋਗੀਆਂ ਦੀ ਕਵਿਤਾ ਵਿਚ ਦਿਖਦਾ ਹੈ। ਇਸ ਤੋਂ ਬਾਅਦ ਪੰਜਾਬੀ ਕਵਿਤਾ ਪਹਿਲੀ ਵਾਰ ਆਪਣੇ ਨਿੱਖਰਵੇਂ ਰੂਪ ਵਿਚ ਬਾਰੂਵੀਂ-ਤੇਰਵੀਂ ਸਦੀ ਵਿਚ ਬਾਬਾ ਫ਼ਰੀਦ ਦੀ ਬਾਣੀ ਦੇ ਰੂਪ ਵਿਚ ਸਾਡੇ ਸਾਹਮਣੇ ਆਉਂਦੀ ਹੈ। ਬਾਬਾ ਫ਼ਰੀਦ ਦੀ ਰਚਨਾ ਵਿਚ ਪਹਿਲੀ ਵਾਰ ਦੁਨਿਆਵੀ ਬਿੰਬ ਪ੍ਰਤੀਕ, ਆਮ ਲੋਕਾਂ ਦਾ ਕਾਰ-ਵਿਹਾਰ ਸ਼ਾਮਲ ਹੁੰਦਾ ਹੈ। ਅਗਲਾ ਦੌਰ ਗੁਰਮਤਿ ਕਾਲ ਦਾ ਹੈ। ਜਿਸ ਵਿਚ ਪੰਜਾਬ ਅਤੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਜਿੱਥੇ ਗੁਰਮੁਖੀ ਵਰਗੀ ਲਿਪੀ ਦੀ ਯੋਗ ਵਰਤੋਂ ਕਰਨ ਵਰਗੇ ਵੱਡੇ ਕਾਰਜ ਵਿਚੋਂ ਲੰਘਦੀ ਹੈ, ਉੱਥੇ ਹੀ ਅਧਿਆਤਮਿਕਤਾ ਦੇ ਵਿਸ਼ਾਲ ਮੰਡਲਾਂ ਦੀ ਯਾਤਰਾ ਵੀ ਕਰਦੀ ਹੈ। ਗੁਰਮਤਿ ਕਾਲ ਦੀ ਰਚਨਾ ਵਿਚਲਾ ਅਧਿਆਤਮ ਮਨੁੱਖ ਦੇ ਅੰਦਰ ਵੱਲ ਦਾ ਯਾਤਰਾ ਕਰਨ ਵੱਲ ਅਗਰਸਰ ਹੈ। ਇਸ ਮੱਧਕਾਲ ਦੇ ਸਮੇਂ ਦੌਰਾਨ ਸੂਫ਼ੀ ਸਾਹਿਤ, ਕਿੱਸਾ ਸਾਹਿਤ, ਬੀਰ ਸਾਹਿਤ ਆਦਿ ਦਾ ਦੌਰ ਵੀ ਚਲਦਾ ਰਿਹਾ। ਇਹ ਸਾਰੀ ਰਚਨਾ)ਲੈਕਿਕ (ਦੁਨੀਆ ਹੁੰਦਿਆਂ ਹੋਇਆਂ ਵੀ ਪਰਾਲੈਕਿਕਤਾ ਦਾ ਪ੍ਰਭਾਵ ਕਬੂਲਦੀ ਰਹੀ ਹੈ। ਇਸ ਤਰ੍ਹਾਂ ਦੇ ਅਸਾਰ ਸਾਨੂੰ ਵੀਹਵੀਂ ਸਦੀ ਦੇ ਸ਼ੁਰੂਆਤੀ ਦਹਾਕੇ ਤੱਕ ਦੀ ਕਵਿਤਾ ਵਿੱਚ ਨਜ਼ਰ ਆਉਂਦੇ ਹਨ। ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਆਰੰਭ ਉਨੀਵੀਂ ਸਦੀ ਵਿਚ ਭਾਈ ਵੀਰ ਸਿੰਘ, ਧਨੀ ਰਾਮ ਚਾਤ੍ਰਕ ਆਦਿ ਦੀ ਕਵਿਤਾ ਵਿਚੋਂ ਇਹ ਪ੍ਰਭਾਵ ਦ੍ਰਿਸ਼ਟੀਗੋਚਰ ਹੁੰਦੇ

ਹਨ। ਵੀਹਵੀਂ ਸਦੀ ਦੇ ਦੂਸਰੇ ਅਤੇ ਤੀਸਰੇ ਦਹਾਕੇ ਵਿਚ ਪ੍ਰੋ. ਪੂਰਨ ਸਿੰਘ ਪੰਜਾਬੀ ਕਵਿਤਾ ਨੂੰ ਇਕ ਨਵੀਂ ਲੀਹੇ ਪਾਉਂਦਾ ਹੈ। ਉਸਦੀ ਕਵਿਤਾ ਵਿਚ ਰਾਸ਼ਟਰ ਪ੍ਰੇਮ ਸੱਭਿਅਤਾ ਦੇ ਪ੍ਰੇਮ ਦੇ ਰੂਪ ਵਿਚ ਪ੍ਰਗਟ ਹੁੰਦਾ ਹੈ। ਜਿਸ ਨੂੰ ਉਹ ਉਸ ਸਮੇਂ ਦੀ ਰਾਜਨੀਤਿਕ ਸਥਿਤੀ ਦੇ ਟਕਰਾਅ ਵਿਚੋਂ ਉਭਾਰਦਾ ਹੈ। ਵੀਹਵੀਂ ਸਦੀ ਵਿਚਲਾ ਇਹ ਪ੍ਰਗਟਾ ਰੂਪ ਮੱਧਕਾਲ ਵਿਚਲੀ ਉਸੇ ਰਾਜਨੀਤਿਕ ਚੇਤਨਾ ਦਾ ਵਰ ਮੇਚਵਾਂ ਰੂਪ ਹੈ। ਜਿਹੜਾ ਫੇਰ ਉਸ ਸਮੇਂ ਤੋਂ ਅਗਲੀ ਕਵਿਤਾ ਦਾ ਖਾਸਾ ਬਣ ਜਾਂਦਾ ਹੈ। ਇਸ ਪਾਠ ਵਿਚ ਆਧੁਨਿਕ ਕਵੀਆਂ ਦੀ ਕਵਿਤਾ ਨੂੰ ਸ਼ਾਮਿਲ ਕੀਤਾ ਗਿਆ ਹੈ ਅਤੇ ਉਹਨਾਂ ਦੀ ਕਵਿਤਾ ਦੇ ਪ੍ਰਮੁੱਖ ਸਰੋਕਾਰਾਂ ਨੂੰ ਸਮਝਣ ਦਾ ਯਤਨ ਕੀਤਾ ਗਿਆ ਹੈ।

1.2 ਅਟਕ-ਭਾਈ ਵੀਰ ਸਿੰਘ

1.2.1 ਅਟਕ ਕਵਿਤਾ ਦਾ ਮੂਲ ਪਾਠ:

ਅਟਕ

ਅਟਕ ਦਰਿਆ ਉਤੇ ਪ੍ਰਸ਼ਨ ਤੇ ਅਗੋਂ ਉਸਦਾ ਉੱਤਰ

ਪ੍ਰਸ਼ਨ:-

ਜੁਗਾਂ ਤੋਂ ਤੂੰ ਆਵੇਂ ਜਾਵੇਂ

ਤਿੱਖਾ ਤਿੱਖਾ ਟੁਰਿਆ ਜਾਵੇਂ

ਪਲ ਛਿਨ ਠਹਿਰੇਂ ਨਾਹੀਂ

ਲਗਾਤਾਰ ਚਾਲ ਪਾਈ।

ਅਟਕ ਹੈ ਨਾਮ ਤੇਰਾ,

ਅਟਕਾਯਾ ਕਦੇ ਡਿਠਾ ਨਾ,

ਅਟਕਾਯਾ ਕਿਸੇ ਕੋਲੋਂ ਤੂੰ

ਅਟਕਾਯਾ ਕਦੇ ਹੈ ਨਹੀਂ।

ਪੱਛੇ ਵੱਲੋਂ ਤੁਰੇ ਆਏ

ਜੁਵਾਣਿਆਂ ਦੇ ਦਲੇ ਦਲ

ਮੂੰਹ ਚੱਕ ਪਾਰ ਆਏ

ਪੇਸ਼ ਤੇਰੀ ਨਹੀਂ ਗਈ।

ਅਟਕ ਕੋਈ ਪਾਈ ਨਾਂ

ਜ਼ਾਲਮ ਅਟਕਾਏ ਨਾਂ

ਫੇਰ ਅਟਕ ਨਾਉਂ ਤੇਰਾ

ਗੱਲ ਦੱਸ ਕੀਹ ਹਈ? ||੧||

ਉੱਤਰ: (ਅਟਕ ਵੱਲੋਂ)-

ਅਟਕਣਾ ਨਾ ਕੰਮ ਮੇਰਾ
 ਅਟਕਿਆ ਸੇ ਮਾਰਿਆ ਹੈ,
 ਅਟਕ ਨਾਮ ਮੈਤ ਦਾ ਹੈ
 ਕੋਈ ਅਟਕਦਾ ਨਹੀਂ।
 ਤੇਰੇ ਵਿਚ ਤੁਰਯਾ ਜਾਵੇ
 ਸਾਰਾ ਜੱਗ ਦਿੱਸਦਾ ਜੋ
 ਤੁਰੇ ਰਹਿਣਾ, ਤੁਰੇ ਰਹਿਣਾ,
 ਕਾਰ ਧੁਰੋ ਏ ਪਈ।
 ਰੂਪ ਏਸ ਦਿੱਸਦੇ ਦਾ,
 ਚੇਸਟਾ ਤੇ ਬਦਲਨਾ ਹੈ,
 ਜਾਰੀ ਰਹਿਣਾ ਚੇਸਟਾ ਦਾ
 ਜਿੰਦ ਇਹਦੀ ਹੈ ਸਹੀ।
 ਅਟਕ ਇਹ ਜਦੋਂ ਜਾਸੀ
 ਰੂਪ ਨਾਮ ਬਿਨਸ ਜਾਸੀ
 ਦ੍ਰਿਸ਼ਟਮਾਨ ਰਹੇ ਨਾਹੀਂ-
 ਕਲਾ ਇਹਦੀ ਹੈ ਇਹੀ ॥੨॥
 ਦੇਖ ਖਾਂ ਤੂੰ ਅੱਖ ਉਘਾੜ
 ਸੂਰਜ, ਚੰਦ, ਤਾਰੇ, ਗ੍ਰਹਿ
 ਲਗਾਤਾਰ ਤੁਰੇ ਜਾਣ-
 ਕਦੇ ਕੋਈ ਅਟਕਿਆ ਹੈ?
 ਧਰਤੀ ਨਖੜੂ ਚਲੇ
 ਰੈਣ ਦਿਨ ਬਨਸਪਤੀ
 ਜੀਵ, ਜੰਤੂ ਸਭ ਟੁਰੇ,-
 ਅਟਕਿਆ ਸੇ ਫਟਕਿਆ ਹੈ।
 ਉਮਰਾ ਹੈ ਤਾਂ ਤੁਰੀ ਜਾਏ,
 ਕਾਲ ਹੈ ਤਾਂ ਲਗਾ ਜਾਏ,
 ਜਿੰਦ ਹੈ ਤਾਂ ਚਲੀ ਚਲੇ,
 ਕਦੇ ਕੌਣ ਹਟਕਿਆ ਹੈ?
 ਦਿੱਸਦਾ ਸੰਸਾਰ ਸਾਰਾ
 ਸਦਾ ਸਦਾ ਟੁਰਨਹਾਰਾ
 ਅਟਕੇ ਜੇ ਇਹ ਨਜ਼ਾਰਾ,-
 ਤਦੋਂ ਜਾਣ ਪਟਕਿਆ ਹੈ ॥੩॥

ਨਾਮ ਹੈ 'ਅਟਿਕ' ਮੇਰਾ,
 'ਅਟਕ' ਹੈ ਭੁੱਲ ਤੁਹਾਡੀ,
 ਅਟਕੇ ਬਿਨ ਟੁਰੀ ਜਾਣਾ,-
 ਵਹਿਣ ਦਾ ਹੈ ਕੰਮ ਇਹੀ।
 ਅਕਲਹੀਣ ਕਿਵੇਂ ਸੱਕੇ
 ਅਕਲ ਵਾਲੇ ਅਟਕ ਪਾ,
 ਅਟਕ ਪੈਣੀ ਆਦਮੀ ਨੂੰ
 ਸਾਡੀ ਸਮਰਥ ਨਹੀਂ।
 ਤੁਹਾਡੇ ਵਿਚ ਅਕਲ ਵਸੇ
 ਅਟਕ ਪਾਣੀ ਕੰਮ ਤੁਹਾਡਾ
 ਮੇਲ, ਬਲ, ਸਾਹਸ ਦਾ
 ਅਟਕ ਪਾਣਾ ਫਲ ਹਈ।
 ਅਟਕ ਵਧਾਵਣੇ ਤੋਂ
 ਤੁਸੀਂ ਸਾਰੇ ਅਟਕ ਖਲੇ
 ਅਟਕਿਆ ਸੁ ਹਟਯਾ ਪਿੱਛੇ
 ਤਾਣ ਨਿੱਪਰਦੀ ਗਈ॥੪॥
 ਅੱਗੇ ਨੂੰ ਜੇ ਤੁਰੇ ਨਾਹੀਂ
 ਪਿੱਛੇ ਉਸ ਤੇਰ ਪੈਣੀ,
 ਅਟਕ ਕਿਸੇ ਥਾਵੇਂ ਨਹੀਂ
 ਤੇ ਅਟਕ 'ਟਿਕਾ' ਨਹੀਂ।
 ਅਟਕਣ ਨੂੰ ਅਰਾਮ ਜਾਣੇ
 ਮਾਰਿਆ ਸੋ ਜਾਣ ਲੈਣਾ,
 ਅਗੇ ਅਗੇ ਟੁਰਯਾ ਜਾਵੇ,
 ਮਾਲੀ ਉਸ ਮਾਰ ਲਈ।
 ਵਧਦੇ ਜੇ ਤੁਸੀਂ ਜਾਂਦੇ,
 ਵਿਦਯਾ ਬਲ ਜ਼ੋਰ ਪਾਂਦੇ
 ਕਟਕਾਂ ਦੇ ਕਟਕ ਆਂਦੇ,
 ਅਟਕ ਖਾ ਜਾਂਦੇ ਸਹੀ।
 ਅਟਕੇ ਤੁਸੀਂ ਪਯਾਰੇ!
 ਅਟਕਾਂ ਫੇਰ ਪਾਂਦਾ ਕੌਣ?
 ਜਿੰਦਗੀਨ ਨਦੀਆਂ ਪਾਸੋਂ
 ਅਟਕ ਕਟਕ ਹਨ ਨਹੀਂ॥੫॥

ਹੋ ਬੇਖਟਕ ਸੌਂਦੇ ਨਾ
 ਅਟਕ ਨਾ ਅਰਾਮ ਲੈਂਦੇ
 ਲਟਕ ਐਸ਼ ਲਾਂਦੇ ਨਾ,
 ਅਟਕ ਕੈਣ ਤੇੜਦਾ?
 ਕਟਕਾਂ ਦੇ ਕਟਕ ਆਂਦੇ
 ਤੁਸੀਂ ਉਠ ਅਟਕ ਪਾਂਦੇ,
 ਇੱਕ ਮੁੱਠ ਹਟਕ ਪਾਂਦੇ,
 ਮੈਂ ਭੀ ਕੁਝ ਹੋੜਦਾ;
 ਲਟਕਾਂ ਨੇਹੁ ਤੁਸੀਂ ਲਾਏ,
 ਪਟਕ ਵੈਰੀ ਟੁਰੇ ਆਏ,
 ਗਾਹਣ ਮੇਰੇ ਵਿੱਚ ਪਾਏ,
 ਵਾਹ ਲਗੀ ਮੈਂ ਬੋੜਦਾ।
 ਰੇੜ੍ਹੇ ਨੀ ਮੈਂ ਪੂਰਾਂ ਪੂਰ,
 ਡੋਬੇ ਕੀਤੇ ਕਈ ਚੂਰ,
 ਅਗੋਂ ਭੰਨਦੇ ਤੁਸੀਂ ਮੂੰਹ,
 ਵੈਰੀ ਮੂੰਹ ਚਾ ਮੋੜਦਾ॥੬॥
 ਦੇਸ਼ ਸਾਰਾ ਤੁਸਾਂ ਦਾ ਹੈ
 ਅਟਕ ਜੇ ਗਏ ਸਾਜੇ,
 'ਅਟਕ' ਨਾਮ ਤੁਹਾਡਾ ਹੈ,
 ਅਟਕ ਮੇਰਾ ਨਾਮ ਨਾਂ।
 ਅੱਗੇ ਜਿਹੜਾ ਵਧਦਾ ਨਾ
 ਜਾਣੋ ਪਿਛੇ ਮੁੜ ਰਿਹਾ ਹੈ
 ਬੇੜੀ ਅਪਣੀ ਬੋੜਦਾ, ਤੇ
 ਰੋੜ੍ਹਦਾ ਹੈ ਨਾਮਣਾ।
 ਸਦਾ ਸਦਾ ਵਧੀ ਜਾਏ,
 ਕਿਤੇ ਨਾ ਅਟਕ ਪਾਏ
 ਤੁਰੀ ਜਾਏ, ਵਧੀ ਜਾਏ,
 ਉਸਦੀ ਪੁੱਜੇ ਕਾਮਨਾ।
 ਲਗਾਤਾਰ, ਸਹਿਜ ਸਹਿਜ,
 ਹੋਸ਼, ਬੁਧਿ, ਧਰਮ ਨਾਲ,
 ਮੇਲ, ਵਿਉਂਤ, ਜੁਗਤਿ ਚਲੇ-
 ਕੈਣ ਕਰੇ ਸੇ ਸਾਮਨਾ?॥੭॥

1.2.2 ਲੇਖਕ ਨਾਲ ਜਾਣ-ਪਛਾਣ :ਭਾਈ ਵੀਰ ਸਿੰਘ ਇੱਕ ਪੰਜਾਬੀ ਕਵੀ ਅਤੇ ਵਿਦਵਾਨ ਸੀ, ਜਿਸ ਨੂੰ ਅਜੋਕੇ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਮੋਢੀ ਵੀ ਕਿਹਾ ਜਾਂਦਾ ਹੈ। ਭਾਈ ਵੀਰ ਸਿੰਘ ਦਾ ਜਨਮ 5 ਦਸੰਬਰ 1872 ਈ :ਨੂੰ ਅੰਮ੍ਰਿਤਸਰ ਵਿਖੇ ਡਾ :ਚਰਨ ਸਿੰਘ ਦੇ ਘਰ ਹੋਇਆ। ਇਸ ਘਰਾਣੇ ਦਾ ਸੰਬੰਧ ਸਿੱਖ ਇਤਿਹਾਸ ਦੇ ਦੀਵਾਨ ਕੌੜਾ ਮੱਲ ਨਾਲ ਸੀ। 1891ਵਿੱਚ ਅੰਮ੍ਰਿਤਸਰ ਦੇ ਚਰਚ ਮਿਸ਼ਨ ਸਕੂਲ ਤੋਂ ਦਸਵੀਂ ਦਾ ਇਮਤਿਹਾਨ ਜਿਲ੍ਹੇ ਭਰ ਵਿੱਚੋਂ ਅੱਵਲ ਰਹਿ ਕੇ ਪਾਸ ਕੀਤਾ। ਉਸ ਨੇ ਸਰਕਾਰੀ ਨੌਕਰੀ ਪਿੱਛੇ ਨਾ ਦੇੜ ਕੇ ਆਪਣੀ ਰੁਚੀ ਅਨੁਸਾਰ ਇੱਕ ਲੇਖਕ ਦੇ ਤੌਰ 'ਤੇ ਕੰਮ ਕਰਨਾ ਸ਼ੁਰੂ ਕੀਤਾ ਅਤੇ ਸ਼ੁਰੂ ਵਿੱਚ ਸਕੂਲਾਂ ਲਈ ਪਾਠ-ਪੁਸਤਕਾਂ ਲਿਖੀਆਂ। ਉਸ ਨੇ ਆਪਣੀ ਕਵਿਤਾ ਨੂੰ ਸਿੱਖ ਧਰਮ ਅਤੇ ਗੁਰਮਤਿ ਫ਼ਿਲਾਸਫ਼ੀ ਨਾਲ ਜੋੜਿਆ, ਜਿਸ ਕਰ ਕੇ ਉਸ ਨੂੰ ਭਾਈ ਜੀ ਆਖਿਆ ਜਾਣ ਲੱਗਾ। ਉਸ ਨੇ ਛੋਟੀ ਕਵਿਤਾ, ਮਹਾਂਕਾਵਿ ਤੋਂ ਇਲਾਵਾ ਵਾਰਤਕ ਵਿੱਚ ਨਾਵਲ, ਨਾਟਕ ਇਤਿਹਾਸ, ਜੀਵਨੀਆਂ, ਲੇਖਾਂ ਅਤੇ ਸਾਖੀਆਂ ਆਦਿ ਦੀ ਰਚਨਾ ਕਰਨ ਦੀ ਪਹਿਲ ਕੀਤੀ। ਭਾਈ ਵੀਰ ਸਿੰਘ ਨੇ ਕਈ ਨਾਵਲ, ਇਤਿਹਾਸਕ ਕਿਤਾਬਾਂ, ਟ੍ਰੈਕਟ ਅਤੇ ਕਾਵਿ ਪੁਸਤਕਾਂ ਦੀ ਰਚਨਾ ਕੀਤੀ। ਉਨ੍ਹਾਂ ਦੀਆਂ ਕਾਵਿ ਰਚਨਾਵਾਂ ਰਾਣਾ ਸੂਰਤ ਸਿੰਘ(1919) , ਦਿਲ ਤਰੰਗ(1920) , ਤ੍ਰੇਲ ਤੁਪਕੇ(1921) , ਲਹਿਰਾਂ ਦੇ ਹਾਰ(1921) , ਮਟਕ ਹੁਲਾਰੇ(1922) , ਬਿਜਲੀਆਂ ਦੇ ਹਾਰ (1927) ਅਤੇ ਮੇਰੇ ਸਾਈਆਂ ਜੀਓ (1953) ਆਦਿ ਹਨ।

1.2.3 ਪ੍ਰਸੰਗ ਦੱਸ ਕੇ ਵਿਆਖਿਆ ਕਰੋ:

ਅਟਕਣਾ ਨ ਕੰਮ ਮੇਰਾ
ਅਟਕਿਆ ਜੇ ਮਾਰਿਆ ਹੈ,
ਅਟਕ ਨਾਮ ਮੌਤ ਦਾ ਹੈ
ਕੋਈ ਅਟਕਦਾ ਨਹੀਂ।

ਪ੍ਰਸੰਗ : ਅਟਕ ਭਾਈ ਵੀਰ ਸਿੰਘ ਦੀ ਬਹੁਤ ਮਹੱਤਵਪੂਰਨ ਕਵਿਤਾ ਹੈ, ਜੋ ਕਿ ਪ੍ਰਸ਼ਨ-ਉੱਤਰ ਸ਼ੈਲੀ ਵਿਚ ਲਿਖੀ ਗਈ ਹੈ। ਇਸ ਕਵਿਤਾ ਵਿਚ ਭਾਈ ਵੀਰ ਸਿੰਘ ਨੇ ਜ਼ਿੰਦਗੀ ਦੀ ਰਵਾਨਗੀ ਅਤੇ ਨਿਰੰਤਰਤਾ ਦੀ ਗੱਲ ਕੀਤੀ ਹੈ। ਪ੍ਰਸ਼ਨ ਕਰਤਾ ਅਟਕ ਦਰਿਆ ਨੂੰ ਪੁੱਛਦਾ ਹੈ ਕਿ ਤੇਰਾ ਨਾਮ ਅਟਕ ਹੈ। ਤੂੰ ਲੋਕਾਂ ਨੂੰ ਰੋਕ ਸਕਦਾ ਹੈ, ਇਸੇ ਕਾਰਨ ਤੇਰਾ ਇਹ ਨਾਮ ਹੈ। ਪਰ ਤੂੰ ਪੱਛਮ ਤੋਂ ਭਾਰਤ ਵੱਲ ਆਉਣ ਵਾਲੇ ਅਨੇਕ ਹਮਲਾਵਰਾਂ ਨੂੰ ਕਦੇ ਰੋਕਿਆ ਨਹੀਂ। ਉਨ੍ਹਾਂ ਦੇ ਹਮਲਿਆਂ ਨੂੰ ਠੱਲ੍ਹ ਨਹੀਂ ਪਾਈ। ਫਿਰ ਤੇਰਾ ਇਹ ਨਾਮ ਕਿਵੇਂ ਸਹੀ ਹੋਇਆ। ਜਦੋਂ ਕਿ ਤੂੰ ਆਪਣੀ ਜ਼ਿੰਮੇਵਾਰੀ ਨੂੰ ਠੀਕ ਤਰ੍ਹਾਂ ਨਾਲ ਨਹੀਂ ਨਿਭਾਇਆ।

ਵਿਆਖਿਆ :ਇਸ ਪ੍ਰਸ਼ਨ ਦੇ ਉੱਤਰ ਵਿਚ ਅਟਕ ਦਰਿਆ ਉੱਤਰ ਦਿੰਦਾ ਹੈ ਕਿ ਅਟਕਣਾ ਜਾਂ ਅਟਕਾਉਣਾ (ਰੋਕਣਾ) ਮੇਰਾ ਕੰਮ ਨਹੀਂ ਹੈ। ਪ੍ਰਕਿਰਤੀ ਦਾ ਇਹੀ ਨਿਯਮ ਹੈ ਕਿ ਹਰ ਜੀਵ-ਜੰਤੂ ਅਤੇ ਨਰ-ਨਾਰੀ ਅੱਗੇ ਚਲਦੇ ਰਹੇ, ਵਿਕਾਸ ਕਰਦਾ ਰਹੇ। ਜੇ ਅਟਕ ਜਾਂਦਾ ਹੈ, ਉਹ ਮਰ ਜਾਂਦਾ ਹੈ। ਅਟਕ ਦਾ ਅਰਥ ਮੌਤ ਹੈ, ਜੀਵਨ ਨਹੀਂ। ਇਹੀ ਕਾਰਨ ਹੈ

ਕਿ ਇਸ ਬ੍ਰਹਿਮੰਡ ਵਿਚ ਕੋਈ ਵੀ ਅਟਕਦਾ ਨਹੀਂ ਹੈ। ਪਰ ਭਾਰਤਵਾਸੀ ਜ਼ਰੂਰ ਅਟਕੇ ਰਹੇ, ਉਨ੍ਹਾਂ ਨੇ ਇਕੱਠੇ ਹੋ ਕੇ ਹਮਲਾਵਰ ਨੂੰ ਠੱਲ੍ਹ ਪਾਉਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਹੀ ਨਾ ਕੀਤੀ। ਇਸੇ ਲਈ ਉਹ ਮਾਰੇ ਜਾਂਦੇ ਰਹੇ, ਗੁਲਾਮ ਬਣ ਗਏ।

1.2.4 ਅਟਕ ਕਵਿਤਾ ਦਾ ਵਿਸ਼ਾ-ਵਸਤੂ :ਭਾਈ ਵੀਰ ਸਿੰਘ ਅਧਿਆਤਮਵਾਦੀ-ਰਹੱਸਵਾਦੀ ਪਰੰਪਰਾ ਦਾ ਇਕ ਸ਼ਿਰੋਮਣੀ ਅਧਿਆਤਮਕ ਕਵੀ ਹੈ। ਉਸ ਦੀਆਂ ਕਵਿਤਾਵਾਂ ਵਿਚ ਗੁਰਮਤਿ ਦਰਸ਼ਨ ਵਲੋਂ ਪ੍ਰਾਪਤ ਗਿਆਨ ਨੂੰ ਆਧੁਨਿਕ ਸੰਦਰਭ ਵਿਚ ਵਿਚਾਰਿਆ ਹੈ। ਉਹ ਕਾਲ ਦੀ ਪ੍ਰਵਾਹਮਾਨਤਾ ਨੂੰ ਸਵੀਕਾਰ ਕਰਦਾ ਹੈ। ਬਹੁਤੇ ਕਵੀਆਂ ਵਾਂਗ ਉਹ ਇਸ ਗੱਲ ਉਪਰ ਚਿੰਤਾਤੁਰ ਨਹੀਂ ਹੁੰਦਾ ਕਿ ਸਮਾਂ ਗੁਜ਼ਰ ਰਿਹਾ ਹੈ ਅਤੇ ਇਸ ਦੇ ਗੁਜ਼ਰਨ ਨਾਲ ਮਾਨਵਤਾ ਨੂੰ ਕੋਈ ਘਾਟਾ ਪੈ ਰਿਹਾ ਹੈ ਬਲਕਿ ਉਹ ਮਨੁੱਖ ਨੂੰ ਸਮੇਂ ਦੇ ਹਾਣ ਦਾ ਬਣਨ ਦੀ ਪ੍ਰੇਰਨਾ ਦਿੰਦਾ ਹੈ। ਇਹ ਤੱਥ ਉਸ ਦੇ ਆਸ਼ਾਵਾਦੀ ਹੋਣ ਦਾ ਸਬੂਤ ਪੇਸ਼ ਕਰਦਾ ਹੈ।

‘ਅਟਕ ਕਵਿਤਾ ਪ੍ਰਸ਼ਨ-ਉੱਤਰ ਸ਼ੈਲੀ ਵਿਚ ਲਿਖੀ ਹੋਈ ਹੈ। ਅਧਿਆਤਮਵਾਦੀ ਕਵੀ ਜੀਵਨ ਦੇ ਕੁਝ ਗੂੜ੍ਹੇ ਰਹੱਸਾਂ ਨੂੰ ਖੋਲ੍ਹਣ ਲਈ ਇਸੇ ਸ਼ੈਲੀ ਦਾ ਪ੍ਰਯੋਗ ਕਰਦੇ ਸਨ। ਇਸ ਕਵਿਤਾ ਵਿਚ ਕਵੀ ਅਟਕ ਦਰਿਆ ਨੂੰ ਉਸ ਦੇ ਨਾਂ ਤੇ ਉਸਦੇ ਵਿਹਾਰ ਦੇ ਵਿਰੋਧਾਭਾਸ ਸੰਬੰਧੀ ਪ੍ਰਸ਼ਨ ਕਰਦਾ ਹੈ ਤੇ ਉਸ ਦਾ ਮਾਨਵੀਕਰਨ ਕਰਦਾ ਹੋਇਆ ਉਸ ਦੇ ਉੱਤਰ ਰਾਹੀਂ ਸੁਨੇਹਾ ਦਿੰਦਾ ਹੈ ਕਿ ਅਟਕਣਾ ਜ਼ਿੰਦਗੀ ਨਹੀਂ ਬਲਕਿ ਮੌਤ ਹੈ। ਕੁਦਰਤ ਵਿੱਚ ਵੀ ਹਰ ਚੀਜ਼ ਚਲਾਇਮਾਨ ਹੈ ਨਾ ਕਿ ਅਟਕੀ ਹੋਈ। ਇਸ ਕਵਿਤਾ ਵਿਚ ਪ੍ਰਸ਼ਨ ਕਰਤਾ ਅਟਕ ਦਰਿਆ ਨੂੰ ਪੁੱਛਦਾ ਹੈ ਕਿ ਸਦੀਆਂ ਤੋਂ ਪੱਛਮ ਵਲੋਂ ਆਉਣ ਵਾਲੇ ਜਰਵਾਣੇ ਤੈਨੂੰ ਪਾਰ ਕਰ ਕੇ ਭਾਰਤ ਉਪਰ ਹਮਲਾ ਕਰਦੇ ਰਹੇ ਪਰ ਤੂੰ ਉਨ੍ਹਾਂ ਨੂੰ ਵੀ ਨਾ ਅਟਕਾਇਆ। ਫਿਰ ਤੇਰਾ ਨਾਮ ‘ਅਟਕ ਕੈਸਾ? ਤੂੰ ਆਪਣੇ ਨਾਮ ਦੀ ਲਾਜ਼ ਵੀ ਨਹੀਂ ਰੱਖ ਸਕਿਆ। ਇਸ ਪ੍ਰਸ਼ਨ ਦਾ ਉੱਤਰ ਦਿੰਦਾ ਹੋਇਆ ਅਟਕ ਕਹਿੰਦਾ ਹੈ ਕਿ ਅਟਕਣਾ ਜੀਵਨ ਦਾ ਦਸਤੂਰ ਨਹੀਂ ਹੈ। ਅਟਕ ਦਾ ਅਰਥ ਮੌਤ ਹੁੰਦਾ ਹੈ। ਜਿਹੜੀ ਚੀਜ਼ ਅਟਕ ਜਾਂਦੀ ਹੈ। ਉਹ ਸਮਝੇ ਮਰ ਜਾਂਦੀ ਹੈ। ਇਸ ਲਈ ਮੈਂ ਨਾ ਤਾਂ ਆਪ ਕਦੇ ਅਟਕਦਾ ਹਾਂ ਅਤੇ ਨਾ ਕਿਸੇ ਹੋਰ ਨੂੰ ਅਟਕਾਉਣ ਦਾ ਯਤਨ ਕਰਦਾ ਹਾਂ। ਮੈਂ ਪ੍ਰਕਿਰਤੀ ਦੇ ਅਟੱਲ ਨਿਯਮ ਵਿਚ ਵਿਘਨ ਨਹੀਂ ਪਾਉਂਦਾ। ਪ੍ਰਕਿਰਤੀ ਵਿਚ ਹਰ ਜੀਵ-ਜੰਤੂ ਅਤੇ ਨਰ-ਨਾਰੀ ਤੁਰੇ ਰਹਿੰਦੇ ਹਨ। ਇਸ ਦੁਨੀਆ ਦਾ ਮਾਡਲ ਤਬਦੀਲੀ ਅਤੇ ਵਿਕਾਸ ਹੈ। ਇਸ ਲਈ ਕੋਈ ਵੀ ਚੀਜ਼ ਰੁਕ ਨਹੀਂ ਸਕਦੀ।

ਅਟਕ ਸਮਝਾਉਂਦਾ ਹੈ ਕਿ ਮੈਂ ਇਕ ਬੁੱਧਹੀਣ ਦਰਿਆ ਹਾਂ ਪਰ ਫਿਰ ਵੀ ਆਪਣੇ ਫਰਜ਼ ਨੂੰ ਪਹਿਚਾਣਦਾ ਹਾਂ। ਮੈਂ ਬੁੱਧੀਮਾਨ ਬੰਦਿਆ ਨੂੰ ਨਹੀਂ ਅਟਕਾ ਸਕਦਾ ਪਰ ਤੁਸੀਂ ਤਾਂ ਇਨਸਾਨ ਸੀ। ਤੁਸੀਂ ਜ਼ਾਲਮ ਅਤੇ ਧੱਕੇਸ਼ਾਹ ਹਮਲਾਵਰਾਂ ਨੂੰ ਅਟਕ ਪਾ ਸਕਦੇ ਸੀ। ਅਟਕ ਪਾਉਣ ਲਈ ਮੇਲ, ਬਲ ਅਤੇ ਸਾਹਸ, ਇਹਨਾਂ ਤਿੰਨਾਂ ਗੁਣਾਂ ਦੀ ਜ਼ਰੂਰਤ ਹੁੰਦੀ ਹੈ, ਜੇ ਤੁਹਾਡੇ ਵਿਚ ਤਾਂ ਸਨ ਪਰ ਮੇਰੇ ਵਿਚ ਨਹੀਂ ਹਨ। ਫਿਰ ਮੈਂ ਇਹ ਕੰਮ ਕਿਵੇਂ ਕਰ ਸਕਦਾ ਸਾਂ? ਤੁਹਾਨੂੰ ਮੇਰੇ ਤੋਂ ਇਹ ਆਸ਼ਾ ਹੀ ਨਹੀਂ ਸੀ ਰੱਖਣੀ ਚਾਹੀਦੀ। ਇਹ ਕੰਮ ਤੁਹਾਡਾ ਸੀ। ਜੇ ਤੁਹਾਡੇ ਵਿਚ ਵਿਕਾਸ ਕਰਨ ਦੀ ਹਿੰਮਤ ਹੁੰਦੀ, ਤੁਸੀਂ ਅੱਗੇ ਵਧਣ ਦਾ ਯਤਨ ਜਾਰੀ ਰਖਦੇ ਤਾਂ ਹਮਲਾਵਰਾਂ ਨੇ ਆਪੇ ਅਟਕ ਜਾਣਾ ਸੀ, ਅਟਕੇ ਰਹਿਣਾ ਸੀ ਪਰ ਤੁਸੀਂ ਤਾਂ ਸੁੰਗੜ ਕੇ ਰਹਿ ਗਏ। ਇਸ ਕਾਰਨ ਹੋਰ ਕੌਮਾਂ ਅੱਗੇ ਵਧ ਆਈਆਂ ਅਤੇ ਉਨ੍ਹਾਂ ਨੇ ਤੁਹਾਡੇ ਦੇਸ਼ ਉਪਰ ਕਬਜ਼ਾ ਕਰ

ਲਿਆ। ਤੁਹਾਨੂੰ ਗੁਲਾਮ ਬਣਾ ਲਿਆ। ਜਿਹੜੀਆਂ ਕੌਮਾਂ ਵਿਚ ਨਿਰੰਤਰ ਵਿਕਾਸ ਕਰਦੇ ਰਹਿਣ ਦੀ ਭਾਵਨਾ ਜੀਵਿਤ ਨਹੀਂ ਰਹਿੰਦੀ, ਉਨ੍ਹਾਂ ਨਾਲ ਇਵੇਂ ਹੁੰਦਾ ਆਇਆ ਹੈ ਅਤੇ ਇਵੇਂ ਹੁੰਦਾ ਰਹੇਗਾ। ਸੋ ਇਨਸਾਨ ਨੂੰ ਕਦੇ ਵੀ ਅਟਕਣਾ ਨਹੀਂ ਚਾਹੀਦਾ ਬਲਕਿ ਅੱਗੇ ਵਧਣ ਦਾ ਸੰਕਲਪ ਜੀਵਿਤ ਰੱਖਣਾ ਚਾਹੀਦਾ ਹੈ। ਫਿਰ ਉਸ ਦੇ ਵਿਕਾਸ ਅਤੇ ਪ੍ਰਗਤੀ ਨੂੰ ਕੋਈ ਲੁਟੇਰਾ ਜਾਂ ਹਮਲਾਵਰ ਕਦੇ ਅਟਕਾ ਨਹੀਂ ਸਕਦਾ। ਸਮੇਂ ਦਾ ਹਾਣੀ ਅਤੇ ਵਿਕਾਸ ਕਰਦੇ ਰਹਿਣਾ ਹੀ ਪ੍ਰਕਿਰਤੀ ਦਾ ਅਟੱਲ ਨਿਯਮ ਹੈ ਅਤੇ ਇਹ ਹਰ ਦੇਸ਼ ਤੇ ਕੌਮ ਉਪਰ ਲਾਗੂ ਹੁੰਦਾ ਹੈ।

1.2.5 ਅਟਕ ਕਵਿਤਾ ਦਾ ਸਾਰ : ਭਾਈ ਵੀਰ ਸਿੰਘ (1872-1957) ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਾਵਿ ਦਾ ਮੋਢੀ ਸੀ। ਸਭ ਤੋਂ ਪਹਿਲਾਂ ਉਸ ਨੇ ਹੀ ਨਿਸ਼ਚਿਤ ਸਿਰਲੇਖ ਵਾਲੀਆਂ ਛੋਟੀਆਂ ਕਵਿਤਾਵਾਂ ਲਿਖਣ ਦੀ ਪਹਿਲ ਕੀਤੀ ਸੀ। ਉਸ ਤੋਂ ਪਹਿਲਾਂ ਪੰਜਾਬੀ ਕਾਵਿ ਵਿਚ ਕਿੱਸੇ, ਵਾਰਾਂ, ਜੰਗਨਾਮੇ ਜਾਂ ਅਧਿਆਤਮਕ ਕਾਵਿ) ਗੁਰਬਾਣੀ ਅਤੇ ਸੂਫੀ ਕਲਾਮ ਹੀ ਲਿਖਿਆ ਜਾਂਦਾ ਸੀ। ਅਟਕ ਸਾਂਝੇ ਪੰਜਾਬ ਵਿਚ ਵਗਣ ਵਾਲੇ ਇਕ ਦਰਿਆ ਦਾ ਨਾਮ ਸੀ। ਇਸ ਨੂੰ ਸਿੰਧ ਦਰਿਆ ਦੇ ਨਾਂ ਨਾਲ ਵੀ ਜਾਣਿਆ ਜਾਂਦਾ ਹੈ, ਜੋ ਹੁਣ ਪੱਛਮੀ ਪੰਜਾਬ ਪਾਕਿਸਤਾਨ ਵਿਚ ਰਹਿ ਗਿਆ ਹੈ। ਇਹ ਦਰਿਆ ਆਪਣੀ ਤੇਜ਼ ਰਵਾਨੀ ਕਾਰਨ ਪ੍ਰਸਿੱਧ ਸੀ। ਕਵੀ ਨੇ ਇਹ ਕਵਿਤਾ ਪ੍ਰਸ਼ਨ-ਉੱਤਰ ਸ਼ੈਲੀ ਵਿਚ ਲਿਖੀ ਹੈ। ਕਵੀ ਅਟਕ ਨੂੰ ਇਕ ਪ੍ਰਸ਼ਨ ਪੁੱਛਦਾ ਹੈ, ਜਿਸ ਦਾ ਉੱਤਰ ਅਟਕ ਦਰਿਆ ਬੜੇ ਤਰਕਪੂਰਨ ਢੰਗ ਨਾਲ ਦਿੰਦਾ ਹੈ। ਕਵੀ ਪੁੱਛਦਾ ਹੈ ਕਿ ਪੰਜਾਬੀ ਲੋਕਾਂ ਨੇ ਉਸ ਦਾ ਨਾਮ 'ਅਟਕ' ਇਸ ਕਾਰਨ ਰੱਖਿਆ ਸੀ ਕਿਉਂਕਿ ਉਹ ਕਿਸੇ ਯਾਤਰੀ ਨੂੰ ਪਾਰ ਨਹੀਂ ਸੀ ਲੰਘਣ ਦਿੰਦਾ। ਹਰ ਇਕ ਦੇ ਰਸਤੇ ਵਿਚ ਅਟਕ ਰੁਕਾਵਟ ਪਾ ਦਿੰਦਾ ਸੀ ਪਰੰਤੂ ਜਦੋਂ ਅਫ਼ਗਾਨਿਸਤਾਨ ਅਤੇ ਮੱਧ ਏਸ਼ੀਆਂ ਵਲੋਂ ਆਉਣ ਵਾਲੇ ਹਮਲਾਵਰਾਂ ਨੂੰ ਰੋਕਣ ਦੀ ਜ਼ਰੂਰਤ ਸੀ ਤਾਂ ਉਸ ਨੇ ਆਪਣੀ ਜ਼ਿੰਮੇਵਾਰੀ ਨਾ ਨਿਭਾਈ ਬਲਕਿ ਜ਼ਾਲਮ ਲੁਟੇਰਿਆਂ ਨੂੰ ਬਿਨਾਂ ਕਿਸੇ ਰੁਕਾਵਟ ਲੰਘ ਜਾਣ ਦਿੱਤਾ। ਇਸ ਗੱਲ ਦਾ ਉਸ ਕੋਲ ਕੀ ਉੱਤਰ ਹੈ? ਅਟਕ ਜਵਾਬ ਦਿੰਦਾ ਹੈ ਕਿ ਮੇਰਾ ਨਾਮ ਅਟਕ ਇਸ ਲਈ ਹੈ ਕਿਉਂਕਿ ਮੈਂ ਕਦੇ ਵੀ ਰੁਕਦਾ ਨਹੀਂ ਹਾਂ ਬਲਕਿ ਦਿਨ-ਰਾਤ ਆਪਣੀ ਮੰਜ਼ਿਲ ਸਾਗਰ ਵਲ ਤੁਰਿਆ ਜਾਂਦਾ ਹਾਂ। ਜਿਵੇਂ:

ਨਾਮ ਹੈ 'ਅਟਕ' ਮੇਰਾ,
 'ਅਟਕ' ਹੈ ਭੁੱਲ ਤੁਹਾਡੀ,
 ਅਟਕੇ ਬਿਨ ਟੁਰੀ ਜਾਣਾ,-
 ਵਹਿਣ ਦਾ ਹੈ ਕੰਮ ਇਹੀ।

ਗਤੀਸ਼ੀਲਤਾ ਹੀ ਜੀਵਨ ਹੈ ਅਤੇ ਜਿਹੜਾ ਵਿਅਕਤੀ ਜਾਂ ਕੋਈ ਸ਼ਕਤੀ ਰੁਕ ਜਾਂਦੀ ਹੈ, ਉਹ ਮਰ ਜਾਂਦੀ ਹੈ। ਕੇਵਲ ਦਰਿਆ ਹੀ ਨਹੀਂ ਬਲਕਿ ਨਰ-ਨਾਰੀ, ਰੁੱਖ-ਬੂਟੇ, ਪਸ਼ੂ-ਪੰਛੀ, ਸੂਰਜ-ਚੰਦ ਅਤੇ ਤਾਰੇ ਸਾਰੇ ਹੀ ਤੁਰੀ ਜਾ ਰਹੇ ਹਨ। ਮੇਰਾ ਨਾਮ ਅਟਕ ਇਸ ਲਈ ਹੈ ਕਿਉਂਕਿ ਮੈਂ ਵੀ ਸਦਾ ਤੁਰੀ ਜਾਂਦਾ ਹਾਂ। ਮੈਂ ਇਕ ਦਰਿਆ ਹਾਂ ਅਤੇ ਮੇਰਾ ਕੰਮ ਧਰਤੀ ਨੂੰ ਸਿੰਜਣਾ ਅਤੇ ਫ਼ਸਲਾਂ ਨੂੰ ਉਗਾਉਣਾ ਹੈ। ਮੇਰੇ ਵਿਚ ਏਨੀ ਬੁੱਧੀ ਨਹੀਂ ਹੈ ਕਿ ਮੈਂ ਕਿਸੇ ਚੰਗੇ-ਮੰਦੇ ਆਦਮੀ ਦੀ ਪਹਿਚਾਣ ਕਰ ਸਕਾਂ। ਚੰਗੇ ਨੂੰ ਪਾਰ ਲੰਘ ਜਾਣ ਦੇਵਾਂ ਅਤੇ ਬੁਰੇ ਨੂੰ ਰੋਕ ਦੇਵਾਂ। ਇਹ ਬੁੱਧੀ ਪਰਮਾਤਮਾ ਨੇ ਕੇਵਲ

ਮਨੁੱਖ ਨੂੰ ਹੀ ਬਖਸ਼ੀ ਹੈ। ਉਹੀ ਜ਼ਾਲਮਾਂ ਨੂੰ ਰੋਕਣ ਜਾਂ ਮੋੜਨ ਦਾ ਕੰਮ ਕਰ ਸਕਦੇ ਹਨ, ਮੈਂ ਨਹੀਂ। ਇਹ ਤੁਹਾਡੀ ਮਨੁੱਖਾਂ ਦੀ ਜ਼ਿੰਮੇਵਾਰੀ ਸੀ ਕਿ ਤੁਸੀਂ ਅੱਗੇ ਵਧ ਕੇ ਜਰਵਾਣਿਆ ਨੂੰ ਰੋਕ ਦਿੰਦੇ ਪਰ ਤੁਸੀਂ ਤਾਂ ਆਪ ਹੀ ਅਟਕ ਗਏ, ਸੋਚਾਂ ਵਿਚ ਪੈ ਗਏ। ਸਿੱਟੇ ਵਜੋਂ ਜਰਵਾਣੇ ਅੱਗੇ ਵਧ ਆਏ। ਉਨ੍ਹਾਂ ਨੇ ਨਾ ਕੇਵਲ ਦੇਸ਼ ਨੂੰ ਲੁਟਿਆ-ਪੁਟਿਆ ਬਲਕਿ ਆਪਣਾ ਗ਼ੁਲਾਮ ਬਣਾ ਲਿਆ। ਜੇ ਤੁਸੀਂ ਆਪਣੀ ਜ਼ਿੰਮੇਵਾਰੀ ਨੂੰ ਪਹਿਚਾਣ ਲੈਂਦੇ, ਏਕਤਾ ਅਤੇ ਵਿਉਂਤ ਨਾਲ ਜਾਬਰਾਂ ਨੂੰ ਠੱਲ੍ਹ ਪਾ ਦਿੰਦੇ ਤਾਂ ਮੈਂ ਵੀ ਤੁਹਾਡਾ ਕੁਝ ਸਾਥ ਦੇ ਦਿੰਦਾ। ਪਰ ਤੁਸੀਂ ਐਸ਼ਪ੍ਰਸਤੀ ਅਤੇ ਨਾਇਤਫ਼ਾਕੀ ਦੇ ਕਾਰਨ ਇਕੱਠੇ ਨਾ ਹੋ ਸਕੇ। ਸਿੱਟੇ ਵਜੋਂ ਮਾਰੇ ਗਏ। ਅਟਕ ਦਰਿਆ ਇਹ ਸੰਦੇਸ਼ ਦਿੰਦਾ ਹੈ:

ਅੱਗੇ ਜਿਹੜਾ ਵਧਦਾ ਨਾ,
ਜਾਣੋ ਪਿਛੇ ਮੁੜ ਰਿਹਾ ਹੈ
ਬੇੜੀ ਆਪਣੀ ਬੇੜਦਾ ਤੇ
ਰੋੜਦਾ ਹੈ ਨਾਮਣਾ।
ਲਗਾਤਾਰ ਸਹਿਜ ਸਹਿਜ
ਹੋਸ਼, ਬੁਧਿ, ਧਰਮ ਨਾਲ
ਮੇਲ, ਵਿਉਂਤ ਜੁਗਤ ਚਲੇ—
ਕੌਣ ਕਰੇ ਸੁ ਸਾਮਨਾ?
(ਅਟਕ, ਪੰਨਾ 4)

ਇਸ ਤਰ੍ਹਾਂ ਭਾਈ ਵੀਰ ਸਿੰਘ ਇਸ ਕਵਿਤਾ ਰਾਹੀਂ ਮਨੁੱਖ ਨੂੰ ਅੱਗੇ ਵਧਣ ਦੀ ਪ੍ਰੇਰਨਾ ਦਿੰਦਾ ਹੈ। ਸੋ ਇਹ ਕਵਿਤਾ ਬੜੀ ਪ੍ਰੇਰਨਾ ਭਰਪੂਰ ਹੈ। ਇਹ ਭਾਰਤ ਵਾਸੀਆਂ ਨੂੰ ਏਕਤਾ, ਗਤੀਸ਼ੀਲਤਾ ਅਤੇ ਪਰਸਪਰ ਮੇਲ-ਜੋਲ ਦਾ ਸੰਦੇਸ਼ ਦਿੰਦੀ ਹੈ। ਇਹ ਸੰਦੇਸ਼ ਅੱਜ ਵੀ ਪੂਰੀ ਤਰ੍ਹਾਂ ਨਾਲ ਪ੍ਰਾਸੰਗਿਕ ਹੈ।

1.2.6 ਅਟਕ 'ਕਵਿਤਾ' ਦਾ ਕਲਾਤਮਕ ਅਧਿਐਨ:

ਪ੍ਰਸ਼ਨ-ਉੱਤਰ ਸ਼ੈਲੀ : 'ਅਟਕ ਕਵਿਤਾ ਪ੍ਰਸ਼ਨ-ਉੱਤਰ ਸ਼ੈਲੀ ਵਿਚ ਲਿਖੀ ਹੋਈ ਹੈ। ਅਧਿਆਤਮਵਾਦੀ ਕਵੀ ਜੀਵਨ ਦੇ ਕੁਝ ਗੂੜ੍ਹੇ ਰਹੱਸਾਂ ਨੂੰ ਖੋਲ੍ਹਣ ਲਈ ਇਸੇ ਸ਼ੈਲੀ ਦਾ ਪ੍ਰਯੋਗ ਕਰਦੇ ਸਨ। ਕਵੀ ਅਟਕ ਨੂੰ ਇਕ ਪ੍ਰਸ਼ਨ ਪੁੱਛਦਾ ਹੈ,

ਅਟਕ ਕੋਈ ਪਾਈ ਨਾਂ
ਜ਼ਾਲਮ ਅਟਕਾਏ ਨਾਂ
ਫੇਰ ਅਟਕ ਨਾਉਂ ਤੇਰਾ
ਗੱਲ ਦੱਸ ਕੀਹ ਹਈ? ||੧||

ਜਿਸ ਦਾ ਉੱਤਰ ਅਟਕ ਦਰਿਆ ਬੜੇ ਤਰਕਪੂਰਨ ਢੰਗ ਨਾਲ ਦਿੰਦਾ ਹੈ। ਕਵੀ ਪੁੱਛਦਾ ਹੈ ਕਿ ਪੰਜਾਬੀ ਲੋਕਾਂ ਨੇ ਉਸ ਦਾ ਨਾਮ 'ਅਟਕ' ਇਸ ਕਾਰਨ ਰੱਖਿਆ ਸੀ ਕਿਉਂਕਿ ਉਹ ਕਿਸੇ ਯਾਤਰੀ ਨੂੰ ਪਾਰ ਨਹੀਂ ਸੀ ਲੰਘਣ ਦਿੰਦਾ।

ਅਨੁਪ੍ਰਾਸ ਅਲੰਕਾਰ :ਭਾਈ ਵੀਰ ਸਿੰਘ ਨੇ ਆਪਣੀਆਂ ਕਵਿਤਾਵਾਂ ਵਿਚ ਕਿਸੇ ਗੱਲ ਨੂੰ ਦੁਹਰਾ ਕੇ ਕਹਿਣ ਦੀ ਜੁਗਤ ਦੀ ਜੁਗਤ ਵਰਤੀ ਹੈ। ਉਹ ਆਪਣੀ ਕਵਿਤਾਵਾਂ ਵਿਚ ਅਨੁਪ੍ਰਾਸ ਅਲੰਕਾਰ ਵਰਤਦਾ ਹੈ।

ਸਦਾ ਸਦਾ ਵਧੀ ਜਾਏ,
ਕਿਤੇ ਨਾ ਅਟਕ ਪਾਏ
ਤੁਰੀ ਜਾਏ, ਵਧੀ ਜਾਏ,
ਉਸਦੀ ਪੁੱਜੇ ਕਾਮਨਾ।

ਦ੍ਰਿਸ਼ ਬਿੰਬ :ਭਾਈ ਵੀਰ ਸਿੰਘ ਆਪਣੀ ਕਵਿਤਾ ਵਿਚ ਬਹੁਤ ਸਾਰੇ ਬਿੰਬਾਂ ਪ੍ਰਤੀਕਾਂ ਦੀ ਵਰਤੋਂ ਕਰਦਾ ਹੈ। ਉਹ ਅਨੇਕਾਂ ਬਿੰਬਾਂ ਪ੍ਰਤੀਕਾਂ ਨਾਲ ਆਪਣੀ ਕਵਿਤਾ ਦੇ ਅਰਥਾਂ ਨੂੰ ਹੋਰ ਗਹਿਰਾ ਕਰਦਾ ਹੈ:

ਕਟਕਾਂ ਦੇ ਕਟਕ ਆਂਦੇ
ਤੁਸੀਂ ਉਠ ਅਟਕ ਪਾਂਦੇ,
ਇੱਕ ਮੁੱਠ ਹਟਕ ਪਾਂਦੇ,
ਮੈਂ ਭੀ ਕੁਝ ਹੋੜਦਾ

3.ਪ੍ਰੋ.ਪੂਰਨ ਸਿੰਘ-ਪੁਰਾਣੇ ਪੰਜਾਬ ਨੂੰ ਅਵਾਜ਼ਾਂ

1.3.1ਪੁਰਾਣੇ ਪੰਜਾਬ ਨੂੰ ਅਵਾਜ਼ਾਂ 'ਕਵਿਤਾ ਦਾ ਮੂਲ ਪਾਠ

ਪੁਰਾਣੇ ਪੰਜਾਬ ਨੂੰ ਅਵਾਜ਼ਾਂ

ਉਹ ਪੁਰਾਣਾ ਅਦਬ ਤੇ ਹਿਰਸ ਨਾਂਹ!
ਉਹ ਪ੍ਰੀਤ ਦੀਆਂ ਪੀਡੀਆਂ ਗੰਢਾਂ ।
ਉਹ ਕੁੜੀਆਂ ਦੇ ਚਾਅ, ਤ੍ਰਿਵੇਣਾਂ ਦੇ ਗਾਵਨ ਕਿੱਥੇ,
ਉਹ ਸ਼ਰੀਕਾਂ ਦੀ ਆਬ ਵਾਲੀ ਗੱਲ ਸਾਰੀ ਗਈ ਆਈ,
ਉਹ ਖਾਤਰਾਂ ਤੇ ਸੇਵਾਵਾਂ, ਕੁਰਬਾਨੀਆਂ ਤੇ ਜਰਨੇ, ਜਿਗਰੇ ਤੇ ਹੌਸਲੇ,
ਉਹ ਰੋਟੀਆਂ ਤੇ ਮਹਿਫ਼ਲਾਂ, ਉਹ ਡੂੰਘੀ ਡੂੰਘੀ ਸ਼ਰਮਾਂ, ਸ਼ਰਾਫ਼ਤਾਂ,
ਉਹ ਕਿੱਥੇ ?

ਇਕ ਪੜ੍ਹੇ ਨੌਜਵਾਨ ਨੂੰ ਮੈਂ ਪੁੱਛਿਆ,
ਉਹ ਸਾਡੇ ਅਨਪੜ੍ਹਾਂ ਦਾ ਪੁਰਾਣਾ, ਗਠੀਲਾ, ਅਣਟੁੱਟ ਜਿਹਾ ਭਾਈਚਾਰਾ ਕਿੱਥੇ ?

ਹਿਤ ਕਿੱਥੇ ? ਪਿਆਰ ਕਿੱਥੇ ? ਉਹ ਸਾਡਾ ਹੱਸ ਬੋਲਣਾ ਗੁਆਚ ਗਿਆ ਕਿੱਥੇ ?

ਦਿਲ, ਜ਼ੋਰ, ਮਿੱਠਤ ਕਿੱਥੇ ? ਉਹ ਬਾਹਾਂ ਦਾ ਮਾਣ, ਜ਼ੋਰ ਸਾਰਾ ?

ਸੱਸਾਂ ਦੇ ਉਹ ਸਮੁੰਦਰਾਂ ਵਰਗੇ ਦਿਲ ਕਿੱਥੇ ?

ਨੂੰਹਾਂ, ਧੀਆਂ ਦੀ ਉਹ ਲਿਹਾਜ਼ ਦੀ ਸਭਿਅਤਾ,

ਜਵਾਈਆਂ ਦੀ ਪੁਰਾਣੀ ਮੋਤੀਆਂ ਵਰਗੀ ਆਬ ਕਿੱਥੇ ?

ਸਜ-ਵਿਆਹੀਆਂ ਦਾ ਉਹ ਆਦਰ, ਭਾ, ਸ਼ਿੰਗਾਰ ਤੇ ਸੰਭਾਰ ਕਿੱਥੇ,

ਲਾਡ ਤੇ ਮੁਰਾਦਾਂ ?

ਸਾਲੂ ਕਿੱਥੇ, ਬਾਗ਼ ਤੇ ਫੁਲਕਾਰੀਆਂ,

ਉਹ ਮਹਿੰਦੀ ਦਾ ਰੰਗ ਸੁਹਾਗ ਦਾ,

ਉਹ ਹੱਥ ਪੈਰ ਰੰਗੇ, ਉਹ ਤਿੱਲੇਦਾਰ ਜੁੱਤੀਆਂ ।

ਭਰਾਵਾਂ ! ਇਹ ਪੁਰਾਣੀ ਬੁੱਢੀ ਜਿਹੀ ਸਾਡੀ ਸਭਿਅਤਾ,

ਦਰਿਆਵਾਂ ਝਨਾਵਾਂ ਦੇ ਫੇਰ ਵਾਲੀ, ਦੂਰੋਂ ਆਈ, ਦੂਰ ਜਾਂਦੀ ;

ਬਿਰਾਦਰੀਆਂ ਮਿਲ ਮਿਲ ਜੀਣਾ ਕਿੱਥੇ ?

ਉਹ ਸਦੀਆਂ ਦੀ ਬੇਹੜ ਕਿਸ ਵੱਢੀ ,

ਉਹ ਪੁਰਾਣਾ ਪਿੱਪਲ ਕਿੱਥੇ ਉੱਡ ਗਿਆ ?

ਹਵਾ ਆਈ, ਝੱਖੜ ਆਇਆ ਉਹ ਕਿਸ ਗੋਰਿਆ ?

ਉਹ ਜੰਗਲ ਜ਼ਰੂਰ ਸੀ, ਪੁਰਾਣਾ ਦਦ-ਕੱਢਿਆ, ਗੰਭੀਰ ਸੀ,

ਮੰਨਿਆਂ ਭਾਂਤ ਭਾਂਤ ਬੋਲੀਆਂ ਤੇ ਖਿਆਲ ਸੀ, ਅਸੀਂ ਅਨਜਾਣ ਸੀ,

ਇਕੋ ਜਿਹੇ ਸਿੱਧੇ ਸਾਦੇ, ਕੰਮ ਕਰਨ ਵਾਲੇ ਹੱਡ ਸੀ,

ਤੇ ਇਕ ਅੱਧ ਖਿਆਲ ਕੋਈ ਸੁਣਿਆ, ਮੰਨਿਆਂ ਅਸਾਂ ਲਈ ਬੱਸ ਸੀ,

ਉਸੇ ਵਿਚ ਬਹਿੰਦੇ, ਉੱਠਦੇ, ਜੀਂਦੇ, ਜਾਗਦੇ, ਉਹੋ, ਇਕ ਖਿਆਲ

ਸਾਡੀ ਜੰਦ ਜਾਨ ਸੀ ।

ਵਪਾਰ ਅਸੀਂ ਕਰਦੇ ਸੀ ਸੁੱਚਾ ਸੁਥਰਾ,

ਕਾਹਲੀ ਵਿਚ ਅਮੀਰ ਹੋਣ ਨੂੰ ਨਿੰਦਦੇ,

ਇਕ ਰੱਬੀ ਜੋੜ ਮੇਲ ਜਾਣ ਕੁੱਲ ਦੁਨੀਆ ਦੀ ਸੇਵਾ ਕਰਦੇ

ਇਹ ਚਾਂਦੀ ਦੀਆਂ ਠੀਕਰਾਂ ਕਦੀ ਨਾਂਹ ਸਾਡਾ ਰੱਬ ਸੀ ।

ਵਲਾਇਤਾਂ ਜਾਂਦੇ, ਕਾਬਲ, ਕੰਧਾਰ, ਬੁਖਾਰੇ,

ਸਫ਼ਰ ਝਾਗਦੇ, ਜਫ਼ਰ ਜਾਲਦੇ, ਸਫ਼ਰ ਸਾਡਾ ਦਿਨ ਰਾਤ ਸੀ,
ਸੁਹਣੇ ਉਨਰਾਂ ਦੇ ਕੰਮ ਬਣੇ ਦੇਸ ਆਪਣੇ ਨੂੰ ਆਉਣ ਦੇ ।
ਪਹਿਨਣ ਵਾਲਿਆਂ ਤੇ ਬਣਾਨ ਵਾਲਿਆਂ, ਦੇਹਾਂ ਦੇ ਸ਼ਗਨ ਮਨਾਂਦੇ ;
ਦੇਏ ਧਿਰਾਂ ਜੀਣ, ਵਧਣ ਤੇ ਥੀਣ, ਅਸੀਂ ਰੋਟੀਆਂ ਪਏ ਖਾਂਦੇ,
ਲੱਦੇ ਜਾਂਦੇ ਲੱਦੇ ਆਉਂਦੇ, ਕਿਹਾ ਸੁਹਣਾ ਉਹ ਵਪਾਰ ਸੀ?

ਸੁਹਣਿਆਂ ! ਤੂੰ ਦੱਸ ਨਾ, ਉਹ ਵੇਲੇ ਕਿਉਂ ਲੱਦ ਗਏ?
ਵਹਿਮ ਸਨ ਸਾਡੇ ਠੀਕ, ਪਰ ਤੁਸਾਡੇ ਕੀ ਘੱਟ ਹਨ?
ਨਾਮ ਬਦਲੇ, ਰੂਪ ਬਦਲੇ, ਤੱਕੇ ਨੀਝ ਲਾ, ਹੈਨ ਸਭ ਉਹੇ ਜਿਹੇ
ਵਹਿਮ ਅੱਜ ਵੀ?

ਆਦਮੀ ਦੀ ਪੂਜਾ ਛੱਡੀ, ਮੰਨਿਆ ਗੁਨਾਹ ਸੀ,
ਪਰ ਠੀਕਰੀਆਂ ਦੀ ਪੂਜਾ ਅੱਜ ਦੀ ਕਥਾਈਂ ਦਾ ਪੁੰਨ ਹੈ?
ਸੇਵਾ ਕਰਨੀ, ਮਜ਼ੂਰੀ-ਮੰਗਣੀ ਨਾਂਹ ; ਕੁਝ ਜਹਲ ਸੀ ;
ਪਰ ਮੁਰਦਿਆਂ ਦੇ ਜੇਬੇ ਫੋਲਣੇ ਖਾਣ ਪੀਣ ਨੂੰ, ਕਿਹੜਾ ਇਲਮ ਹੈ ?
ਅਸੀਂ ਗ਼ਰੀਬ ਸਾਂ, ਸੰਤੋਖ ਸਾਡਾ ਕਾਤਲ ਜ਼ਹਿਰ ਸੀ,
ਕੂੜਾ ਪਾਪ ਕਰ ਅਮੀਰ ਹੋਣਾ, ਵਿਹੁਲਾ ਵਿਹੁਲਾ, ਇਹ ਬੇਸਬਰੀ ਕਦ
ਅੰਮ੍ਰਿਤ ਬਣੀ ਸੀ?

ਸੁਹਣਿਆਂ ! ਦੱਸ ਨਾ, ਉਹ ਵੇਲੇ ਕਿਧਰੇ ਲੰਘ ਗਏ?
ਉਹ ਪਿੱਪਲਾਂ ਦੇ ਪੱਤਿਆਂ ਦੀ ਝੂਮ ਝੂਮ,
ਜਿਹੜੀ ਸਾਡੇ ਗੁੰਗੇ ਦਿਲਾਂ ਨੂੰ ਵਲੰਦਰਦੀ ਸੀ;
ਉਹ ਖੜਕਦੇ ਕਿਉਂ ਨਿੰਮੇਝੂਣ ਹੇ ਅੱਜ,
ਕੋਈ ਨਾਚ ਉਨ੍ਹਾਂ ਦਾ ਨਾਂਹ ਹੁਣ ਦੇਖਣੇ ਆਉਂਦਾ,
ਕੀ ਅੰਦਰ ਦੀ ਖੁਸ਼ੀ ਸਾਰੀ ਮਰ ਗਈ?
ਭੱਠ ਪਈ ਅੱਜ ਦੀ ਸੱਭਿਅਤਾ,
ਜਿਹੜੀ ਦੌੜਦੀ, ਹਫ਼ਦੀ, ਦੌੜ ਦੌੜ ਆਰਾਮ ਚਾਹੇ ਲੈਣਾ;
ਇਕੋ ਵਾਰੀ, ਇਕੋ ਦਿਨ ਦੇਹਾਂ ਹੱਥਾਂ ਨਾਲ।

ਅੰਬਾਂ ਦੇ ਬੂਰ ਪਏ ਕਿਰਦੇ ਬੇਵੱਸ ਹੋ,

ਕੋਈ ਸੁਹਣੀਆਂ ਪੀਂਘਾਂ ਹੁਣ ਨਾ ਛੂਟਦੀਆਂ,
 ਇਹ ਕੀ ਹੈ ਮੁਰਦਿਹਾਣ ਜਿਹੀ?
 ਉਹ ਹੁਣ ਪੁਰਾਣੇ ਵਿਆਹ ਦੇ ਰੰਗ ਨਹੀਂ, ਢੰਗ ਨਹੀਂ,
 ਕੁਝ ਉਧਲਣ ਉਧਾਲਣ ਜਿਹਾ ਬਸ ਲੱਗਦਾ।
 ਉਹ ਜੰਵਾਂ ਕਿੱਥੇ ? ਉਹ ਵਿਹਲ, ਉਹ ਖੁੱਲ੍ਹ, ਉਹ ਚਾਅ,
 ਦੱਸੋ ਨਾ ਕਿੱਥੇ ਟੁਰ ਗਿਆ ਸਾਰਾ?
 ਉਹ ਸ਼ਗਨ ਮਨਾਵਣੇ,
 ਉਹ ਢੋਲਕੀਆਂ ਦੇ ਗੀਤ ਜਿਹੜੇ ਰਾਤ ਦੀ ਰਗ ਰਗ ਛੇੜਦੇ,
 ਉਹ ਕੁੜੀਆਂ ਕੰਵਾਰੀਆਂ ਦੇ ਮਨ ਦੇ ਚਾਅ ਦੇ ਟੱਪੇ,
 ਨਿੱਕੇ ਨਿੱਕੇ ਕੋਇਲਾਂ ਦੀਆਂ ਭਾਂਤ ਭਾਂਤ ਬੋਲੀਆਂ;
 ਉਹ ਰਾਗ ਨਵੇਂ ਨਵੇਂ, ਸੱਜਰੇ, ਸਿੱਜੇ ਸਿੱਜੇ, ਭਿੱਜੇ ਭਿੱਜੇ, ਰੂਹਾਂ ਵਿਚ
 ਜਿਹੜੇ ਨਿਕਲਦੇ,
 ਉਹ ਘੋੜੀਆਂ, ਉਹ ਸੁਹਾਗ,
 ਉਹ ਦੇ ਦੇ ਗੱਲਾਂ ਤੇ ਹਾਸੇ,
 ਉਹ ਮਖੌਲੀ ਤਬੀਅਤਾਂ ਖੁਸ਼ੀ ਭਰਨ ਵਾਲੀਆਂ,
 ਉਹ ਦਾਤੇ, ਉਹ ਭੰਡਾਰੀ :ਉਹ ਜਾਂਵੀ, ਉਹ ਮਾਂਵੀ ;
 ਉਹ ਜੰਵਾਂ ਜਗਮਗ ਕਿੱਥੇ, ਕੇਸਰ ਦੀਆਂ ਰੰਗੀਆਂ?
 ਉਹ ਲਾੜੇ ਦਾ ਘੋੜੀ 'ਤੇ ਚੜ੍ਹਨਾ,
 ਉਹ ਭੈਣਾਂ ਲਾੜੇ ਦੀਆਂ ਦਾ ਗਾ ਗਾ, ਵਾਗਾਂ ਦਾ ਗੂੰਦਣਾਂ,
 ਉਹ ਘੋੜੀ ਚਿੱਟੀ ਦਾ ਨਾਜ਼ ਤੇ ਚਾਅ ਵਿਚ
 ਲਾੜੇ ਨੂੰ ਚੱਕ ਮੇਢੇ ਖੁਸ਼ੀ ਥੀਣਾਂ,
 ਉਹਦੇ ਗਲ ਦੀਆਂ ਗਾਨੀਆਂ ਦਾ ਭੈਣਾਂ ਨਾਲ ਰਲ ਮਿਲ ਗਾਵਣਾ।
 ਉਹ ਨੇਜ਼ੇ-ਬਾਜ਼ੀਆਂ ਵਿਆਹਾਂ 'ਤੇ,
 ਉਹ ਰੰਗ ਬਰੰਗ ਦੀਆਂ ਚੋਚਲਾਂ,
 ਉਹ ਖੇਡਾਂ ਉਹ ਕੋਡੀਆਂ, ਉਹ ਖੁੱਲ੍ਹੇ ਖੇਤਾਂ ਵਿਚ ਦੌੜਾਂ ਖੁਸ਼ੀ ਦੀਆਂ।
 ਉਹ ਦਰਿਆਵਾਂ ਦਾ ਨਹਾਣ ਜਾਣਾ, ਢੋਲਕੀਆਂ ਵੱਜਦੇ,
 ਉਹ ਸੈਂਚੀਆਂ ਉਹ ਕੁਸ਼ਤੀਆਂ ਅਖਾੜੇ ਤੇ ਕਬੱਡੀਆਂ।

ਸਭ ਜੀਣ ਦਾ ਚਾਅ ਹੋਣ ਦਾ ਮਾਣ, ਥੀਣ ਦਾ ਨਸ਼ਾ ਕਿੱਥੇ?
ਉਹ ਪਿਆਰੀ ਬਸੰਤ ਦੀਆਂ ਫੁੱਲਾਂ ਦੀਆਂ ਹੋਲੀਆਂ,
ਬਾਗ਼, ਬਾਗ਼, ਭਰ ਪਿਚਕਾਰੀਆਂ, ਰੂਪਾਂ ਦਾ ਖੇਡਣਾ।
ਉਹ ਲੋਹੜੀਆਂ ਦੀ ਲੱਕੜਾਂ ਦੀ ਮੰਗ ਬੁਰੇ ਬੁਰੇ,
ਉਹ ਕੁੜੀਆਂ ਦਾ ਜੁੜਨਾ ਅੱਗ ਦੇ ਚੁਫੇਰੇ ਤੇ ਗਿੱਧੇ ਪਾ ਪਾ ਗਾਉਣਾ ।

ਵਹਿਮ ਜੇ ਉੱਡੇ ਤਾਂ ਉੱਡੇ ਸਦਕੇ,
ਵਹਿਮਾਂ ਦਾ ਉੱਡਣਾ ਜ਼ਰੂਰ ਸੀ,
ਪਰ ਸਾਡੀਆਂ ਸਾਰੀਆਂ ਖੁਸ਼ੀਆਂ ਨਾਲੇ ਗਈਆਂ,
ਜਿੰਦ ਕਿੱਥੇ ਟੁਰ ਗਈ, ਨਾਲੇ ਰੂਹ ਕਿੱਥੇ ਟੁਰ ਗਿਆ ?
ਔਖਾ ਹੋ ਜਿੰਦਾਂ ਫਸਣੀਆਂ ਨੂੰ ਕੱਢਣਾ;
ਕੰਡੇ ਨਾਲੋਂ ਫੁੱਲ ਨੂੰ ਤੋੜਨਾ, ਫੁੱਲ ਨੂੰ ਮਾਰਨਾ ਹੈ।

ਦੱਸ ਨਾ, ਇਹ ਕੀ ਹੋਇਆ?
ਕਿਸ ਲਈ ਸਭ ਕੁਝ ਖੋਇਆ?
ਦਵਾਈ ਖਾ ਮਰੀਜ਼ ਹੀ ਮੋਇਆ, ਸਾਡੇ ਹੱਥ ਕੀ ਆਇਆ?
ਦਿਲ ਸਾਡੇ ਸੱਖਣੇ, ਲਾਟ ਬੁਝ ਗਈ ਹੈ।

1.3.2 ਲੇਖਕ ਨਾਲ ਜਾਣ-ਪਛਾਣ : ਪ੍ਰੋ. ਪੂਰਨ ਸਿੰਘ ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵੀਆਂ ਵਿੱਚੋਂ ਇੱਕ ਹੈ। ਉਸਦਾ ਜਨਮ 17 ਫਰਵਰੀ, 1881 ਈ : ਵਿੱਚ ਜਿਲ੍ਹਾ ਸਲਹਡ ਐਬਟਾਬਾਦ (ਵਿਖੇ ਹੋਇਆ। ਆਪ ਦੇ ਪਿਤਾ ਦਾ ਨਾਮ ਸ੍ਰ. ਕਰਤਾਰ ਸਿੰਘ ਤੇ ਮਾਤਾ ਦਾ ਨਾਮ ਪਰਮਾ ਦੇਵੀ ਸੀ। ਉਹ ਜਮਾਂਦਰੂ ਕਵੀ ਸੀ। ਜਿਸਨੇ ਸਹੀ ਅਰਥਾਂ ਵਿੱਚ ਕਵੀ ਦਾ ਜੀਵਨ ਜੀਵਿਆ। ਉਸਨੂੰ ਪੰਜਾਬ ਦਾ ਛੇਵਾਂ ਦਰਿਆ ਵੀ ਕਿਹਾ ਜਾਂਦਾ ਹੈ। ਪ੍ਰੋ. ਪੂਰਨ ਸਿੰਘ ਨੂੰ ਆਪਣੀ ਜਨਮ ਭੂਮੀ ਦਾ ਸਭ ਤੋਂ ਦਿਲਕਸ਼ ਰੂਪ ਕੁਦਰਤ ਵਿੱਚੋਂ ਦਿੱਸਿਆ। ਪੋਠੋਹਾਰ ਦੀਆਂ ਪਹਾੜੀਆਂ, ਠੰਡੇ ਨਿਰਮਲ ਜਲ, ਚਸ਼ਮਿਆਂ ਬ੍ਰਿਛਾਂ ਬੂਟਿਆਂ ਤੇ ਧਰਤੀ ਦੇ ਹਰੇ ਭਰੇ ਪਿੰਡੇ ਨੇ ਪੂਰਨ ਸਿੰਘ ਦੇ ਬਾਲਮਨ ਉਪਰ ਬੜਾ ਡੂੰਘਾ ਪ੍ਰਭਾਵ ਪਾਇਆ। ਪ੍ਰੋਫੈਸਰ ਪੂਰਨ ਸਿੰਘ ਨੇ ਬਹੁਤ ਸਾਰਾ ਸਾਹਿਤ ਪੰਜਾਬੀ, ਅੰਗਰੇਜ਼ੀ ਅਤੇ ਹਿੰਦੀ ਵਿੱਚ ਰਚਿਆ। ਉਨ੍ਹਾਂ ਨੂੰ ਜਪਾਨੀ ਅਤੇ ਜਰਮਨ ਭਾਸ਼ਾ ਦਾ ਵੀ ਗਿਆਨ ਸੀ। ਉਨ੍ਹਾਂ ਉੱਤੇ ਸਵਾਮੀ ਰਾਮ ਤੀਰਥ, ਭਾਈ ਵੀਰ ਸਿੰਘ, ਵਾਲਟ ਵਿਟਮੈਨ, ਜਪਾਨੀ ਜੀਵਨ ਢੰਗ ਅਤੇ ਸਿੱਖ ਦਰਸ਼ਨ ਦਾ ਡੂੰਘਾ ਅਸਰ ਪਿਆ। ਉਨ੍ਹਾਂ ਦਾ ਆਜ਼ਾਦੀ ਨਾਲ ਮੋਹ, ਖੁਲ੍ਹਾ ਦਿਲੀ ਅਤੇ ਮਨ ਦੀ ਸਾਦਗੀ ਤੇ ਸੁਧਤਾ ਉਨ੍ਹਾਂ ਦੀ ਰਚਨਾ ਵਿੱਚੋਂ ਆਪ ਮੁਹਾਰੇ ਉਮੜ ਉਮੜ ਪੈਂਦੇ ਹਨ। ਉਨ੍ਹਾਂ ਨੇ ਪੰਜਾਬੀ ਵਿੱਚ ਖੁੱਲ੍ਹੇ ਮੈਦਾਨ, ਖੁੱਲ੍ਹੇ ਘੁੰਡ, ਖੁੱਲ੍ਹੇ ਅਸਮਾਨੀ ਰੰਗ) ਕਵਿਤਾ (ਅਤੇ ਖੁੱਲ੍ਹੇ ਲੇਖ) ਵਾਰਤਕ (ਰਚਨਾਵਾਂ ਲਿਖੀਆਂ।

ਡਾ .ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ ਅਨੁਸਾਰ:

“ਉਹ ਪੰਜਾਬ ਦੇਸ਼ ਦਾ ਕਵੀ ਹੈ। ਇਥੋਂ ਦਾ ਜੀਵਨ, ਦਰਿਆ, ਵੇਲੇ, ਖੂਹ, ਤਿੰਝਣ, ਸ਼ਹਿਰ ,ਗਰਾਂ ਉਸਨੂੰ ਚੰਗੇ ਲੱਗਦੇ ਹਨ ਅਤੇ ਉਹ ਬੜੀ ਨਾਲ ਇਸਨੂੰ ਰੂਪਮਾਨ ਕਰਦਾ ਹੈ।”

ਇਸ ਤਰ੍ਹਾਂ ਸਮੁੱਚੇ ਰੂਪ 'ਚ ਅਸੀਂ ਕਹਿ ਸਕਦੇ ਹਾਂ ਕਿ ਉਸਦੇ ਸਮੁੱਚੇ ਕਾਵਿ ਵਿੱਚ ਪੰਜਾਬੀਅਤ ਦਾ ਰੰਗ ਵਧੇਰੇ ਭਾਅ ਮਾਰਦਾ ਹੈ। ਉਸਦੀ ਰਚਨਾ ਦਾ ਮੁੱਖ ਫੋਕਸ ਰੁਮਾਂਸਵਾਦ, ਰਹੱਸਵਾਦ ਪੰਜਾਬ ਪਿਆਰ ਅਤੇ ਪ੍ਰਕਿਰਤੀ ਚਿਤਰਣ ਉੱਪਰ ਹੈ।

1.4.3 ਪੁਰਾਣੇ ਪੰਜਾਬ ਨੂੰ ਅਵਾਜ਼ਾਂ ਕਵਿਤਾ ਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ

ਵਪਾਰ ਅਸੀਂ ਕਰਦੇ ਸੀ ਸੁੱਚਾ ਸੁਥਰਾ,
ਕਾਹਲੀ ਵਿਚ ਅਮੀਰ ਹੋਣ ਨੂੰ ਨਿੰਦਦੇ,
ਇਕ ਰੱਬੀ ਜੋੜ ਮੇਲ ਜਾਣ ਕੁੱਲ ਦੁਨੀਆ ਦੀ ਸੇਵਾ ਕਰਦੇ
ਇਹ ਚਾਂਦੀ ਦੀਆਂ ਠੀਕਰਾਂ ਕਦੀ ਨਾਂਹ ਸਾਡਾ ਰੱਬ ਸੀ।
ਵਲਾਇਤਾਂ ਜਾਂਦੇ, ਕਾਬਲ, ਕੰਧਾਰ, ਬੁਖਾਰੇ,
ਸਫ਼ਰ ਝਾਗਦੇ, ਜਫ਼ਰ ਜਾਲਦੇ, ਸਫ਼ਰ ਸਾਡਾ ਦਿਨ ਰਾਤ ਸੀ,
ਸੁਹਣੇ ਉਨਰਾਂ ਦੇ ਕੰਮ ਬਣੇ ਦੇਸ ਆਪਣੇ ਨੂੰ ਆਉਣ ਦੇ।
ਪਹਿਨਣ ਵਾਲਿਆਂ ਤੇ ਬਣਾਨ ਵਾਲਿਆਂ, ਦੇਹਾਂ ਦੇ ਸ਼ਗਨ ਮਨਾਂਦੇ;
ਦੇਏ ਧਿਰਾਂ ਜੀਣ, ਵਧਣ ਤੇ ਥੀਣ, ਅਸੀਂ ਰੋਟੀਆਂ ਪਏ ਖਾਂਵਦੇ,
ਲੱਦੇ ਜਾਂਦੇ ਲੱਦੇ ਆਉਂਦੇ, ਕਿਹਾ ਸੁਹਣਾ ਉਹ ਵਪਾਰ ਸੀ?

ਪ੍ਰਸੰਗ :ਇਹ ਕਾਵਿ-ਟੋਟਾ ਪ੍ਰੋ .ਪੂਰਨ ਸਿੰਘ ਦੀ ਕਵਿਤਾ 'ਪੁਰਾਣੇ ਪੰਜਾਬ ਨੂੰ ਅਵਾਜ਼ਾਂ' ਵਿੱਚੋਂ ਲਿਆ ਗਿਆ ਹੈ। ਇਸ ਕਵਿਤਾ ਵਿੱਚ ਪ੍ਰੋ .ਪੂਰਨ ਸਿੰਘ ਸਮੁੱਚੇ ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ ਵਿਚ ਬਦਲ ਰਹੇ ਵਰਤਾਰਿਆਂ ਅਤੇ ਸਾਡੇ ਲੋਭ ਲਾਲਚ ਕਾਰਨ ਟੁੱਟ ਰਹੀ ਸਾਡੀ ਭਾਈਚਾਰਕ ਸਾਂਝ ਦੀ ਗੱਲ ਕਰਦਾ ਹੈ। ਉਹ ਆਧੁਨਿਕਤਾ ਦੀ ਹਨੇਰੀ ਅੱਗੇ ਪੰਜਾਬੀ ਭਾਈਚਾਰੇ ਦੀਆਂ ਖੁਰ ਰਹੀਆਂ ਕਦਰਾਂ ਕੀਮਤਾਂ ਦੀ ਨਿਸ਼ਾਨਦੇਹੀ ਕਰਦਾ ਹੈ। ਇਸ ਦੇ ਨਾਲ ਹੀ ਉਹ ਆਪਣੇ ਲੋਕਾਂ ਨੂੰ ਆਪਣਾ ਸੱਭਿਆਚਾਰਕ ਵਿਰਸਾ ਸੰਭਾਲਣ ਅਤੇ ਉਸਦੀਆਂ ਚੰਗੀਆਂ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਨੂੰ ਜਿਉਂਦੇ ਰੱਖਣ ਦਾ ਸੁਨੇਹਾ ਵੀ ਦਿੰਦਾ ਹੈ।

ਵਿਆਖਿਆ :ਪ੍ਰੋ. ਪੂਰਨ ਸਿੰਘ ਉਪਰੋਕਤ ਕਾਵਿ ਸਤਰਾਂ ਵਿੱਚ ਪੰਜਾਬੀਅਤ ,ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਅਤੇ ਪੰਜਾਬੀ ਬੰਦੇ ਦੇ ਬਦਲ ਰਹੇ ਮੂਲ ਖਾਸੇ ਦੀ ਗੱਲ ਕਰਦਾ ਹੈ। ਪੱਛਮੀ ਸਭਿਆਚਾਰ ਅਤੇ ਆਧੁਨਿਕਤਾ ਦੇ ਪਿੱਛੇ ਲੱਗ ਕੇ ਅਸੀਂ ਆਪਣਾ ਸਭਿਆਚਾਰ ਅਤੇ ਲੋਕਹਿਤ ਵਾਲਾ ਭਾਈਚਾਰਾ ਖ਼ਤਮ ਕਰਕੇ ਪੈਸੇ ਅਤੇ ਮੁਨਾਫ਼ੇ ਨੂੰ ਆਪਣਾ ਰੱਬ ਮੰਨਣ ਲੱਗ ਗਏ। ਉਹ ਕਹਿੰਦਾ ਹੈ ਕਿ ਪਹਿਲਾਂ ਅਸੀਂ ਵਪਾਰ ਜ਼ਰੂਰ ਕਰਦੇ ਦੀ ਪਰ ਦੇਵਾਂ ਧਿਰਾਂ ਨੂੰ ਫ਼ਾਇਦਾ ਹੁੰਦਾ ਸੀ ਕਿਸੇ ਦੀ ਲੁੱਟ ਨਹੀਂ ਸੀ ਕਰਦੇ। ਲੋਕ ਕਾਹਲੀ ਵਿਚ ਅਮੀਰ ਹੋਣ ਵਾਲੇ ਦੀ ਨਿੰਦਾ ਕਰਦੇ ਸਨ ਅਤੇ ਸਭ ਸਬਰ ਸੰਤੋਖ ਨਾਲ ਜੀਵਨ ਬਤੀਤ ਕਰਨ ਨੂੰ ਆਪਣਾ ਧਰਮ ਮੰਨਦੇ ਸਨ। ਉਹ ਨਵੇਂ ਬਸਤੀਵਾਦੀ ਪੂੰਜੀਵਾਦੀ ਮੰਡੀ ਤੇ ਮੁਦਰਾ ਅਧਾਰਿਤ ਪ੍ਰਬੰਧ ਨੂੰ ਨਿੰਦ ਰਿਹਾ ਹੈ ,ਜਿਸ ਵਿਚ ਵਪਾਰ ਸਿਰਫ਼ ਮੁਨਾਫ਼ਾ ਕਮਾਉਣ ਤੱਕ ਸੀਮਤ ਹੈ। ਪ੍ਰੋ. ਪੂਰਨ ਸਿੰਘ ਨੇ ਆਧੁਨਿਕਤਾ ਦੇ ਆਉਣ ਨਾਲ ਸਾਡੀਆਂ ਖ਼ਤਮ ਹੋ ਰਹੀਆਂ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਪ੍ਰਤੀ ਆਪਣੀ ਤੜਪ ਨੂੰ ਇਸ ਕਵਿਤਾ ਪੇਸ਼ ਕੀਤਾ ਹੈ।

1.3.4ਪੁਰਾਣੇ ਪੰਜਾਬ ਨੂੰ ਅਵਾਜ਼ਾਂ 'ਕਵਿਤਾ ਦਾ ਵਿਸ਼ਾ-ਵਸਤੂ :ਪ੍ਰੋ. ਪੂਰਨ ਸਿੰਘ ਦਾ ਰੋਮ ਰੋਮ ਪੰਜਾਬ ਦੀ ਧਰਤੀ, ਇਥੋਂ ਦੇ ਲੋਕਾਂ, ਪਾਣੀਆਂ, ਜੰਗਲਾਂ ਆਦਿ ਦਾ ਕਾਇਲ ਹੈ। ਇਸ ਲਈ ਉਹ ਆਧੁਨਿਕ ਜੀਵਨ-ਜਾਚ ਅੱਗੇ ਜਦੋਂ ਪੁਰਾਣੀ ਜੀਵਨ-ਜਾਚ ਖ਼ਤਮ ਹੁੰਦੀ ਦੇਖਦਾ ਹੈ ਤਾਂ ਉਹ ਦੁਖੀ ਹੁੰਦਾ ਹੈ। ਉਸ ਅੰਦਰ ਪੁਰਾਣੇ ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ ਦੇ ਗੁਆਚ ਜਾਣ ਦਾ ਦਰਦ ਹੈ। ਪ੍ਰੋ. ਪੂਰਨ ਸਿੰਘ ਨੂੰ ਮੁੜ ਮੁੜ ਉਹ ਦਰਦ ਡੰਗਦਾ ਹੈ ਤੇ ਉਹ ਬੇਹਾਲ ਹੋ-ਹੋ ਜਾਂਦਾ ਹੈ। 'ਪੁਰਾਣੇ ਪੰਜਾਬ ਨੂੰ ਅਵਾਜ਼ਾਂ' ਕਵਿਤਾ ਵਿੱਚ ਜਿਥੇ ਉਹ ਮੱਧਕਾਲੀ ਖੇਤੀ ਅਧਾਰਿਤ ਜਾਗੀਰਦਾਰੀ ਪ੍ਰਬੰਧ ਵਾਲੇ ਪੁਰਾਣੇ ਪੰਜਾਬ ਨੂੰ ਵਾਪਿਸ ਲਿਆਉਣਾ ਚਾਹੁੰਦਾ ਹੈ। ਉਸਦੇ ਨਾਲ ਹੀ ਉਹ ਨਵੇਂ ਬਸਤੀਵਾਦੀ ਪੂੰਜੀਵਾਦੀ ਮੰਡੀ ਤੇ ਮੁਦਰਾ ਅਧਾਰਿਤ ਪ੍ਰਬੰਧ ਨੂੰ ਨਿੰਦ ਰਿਹਾ ਹੈ।

ਵਪਾਰ ਅਸੀਂ ਕਰਦੇ ਸੀ ਸੁੱਚਾ ਸੁਥਰਾ
ਕਾਹਲੀ ਵਿੱਚ ਅਮੀਰ ਹੋਣ ਨੂੰ ਨਿੰਦਦੇ,
.....
ਆਦਮੀ ਦੀ ਪੂਜਾ ਛੱਡੀ ਮੰਨਿਆ ਲ
ਗੁਨਾਹ ਸੀ
ਪਰ ਠੀਕਰੀਆਂ ਦੀ ਪੂਜਾ, ਅੱਜ ਦੀ
ਕਥਾਈਂ ਨਾ ਪੁੰਨ ਸੀ...

ਪ੍ਰੋ. ਪੂਰਨ ਸਿੰਘ ਅਨੁਸਾਰ ਆਧੁਨਿਕਤਾ ਦੀ ਹਨੇਰੀ ਅੱਗੇ ਪੁਰਾਣੀ ਜੀਵਨ-ਜਾਚ ਪੱਟੀ ਜਾ ਰਹੀ ਸੀ। ਉਸਨੂੰ ਪੁਰਾਣੇ ਪੰਜਾਬ ਦੀ ਸਮੁੱਚੀ ਰਹਿਣੀ-ਬਹਿਣੀ, ਚੱਜ-ਅਚਾਰ, ਰਿਸ਼ਤੇ ਨਾਤੇ ਸਭ ਕੁਝ ਬਹੁਤ ਚੰਗਾ ਲੱਗਦਾ ਹੈ। ਇਸ ਮਿੱਟੀ ਨਾਲ ਉਸਦਾ ਮੋਹ ਹੈ ਤੇ ਇਸ ਸਭ ਕੁਝ ਦੇ ਗੁਆਚ ਜਾਣ ਦਾ ਉਸ ਅੰਦਰ ਹੋਰਵਾ ਹੈ।

1.4.5 ਪੁਰਾਣੇ ਪੰਜਾਬ ਨੂੰ ਅਵਾਜ਼ਾਂ 'ਕਵਿਤਾ ਦੀ ਸੰਖੇਪ ਚਰਚਾ ਅਤੇ ਸਾਰ : ਇਸ ਕਵਿਤਾ ਵਿੱਚ ਪ੍ਰੋ. ਪੂਰਨ ਸਿੰਘ ਸਮੁੱਚੇ ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ ਵਿਚ ਬਦਲ ਰਹੇ ਵਰਤਾਰਿਆਂ ਅਤੇ ਸਾਡੇ ਲੋਭ ਲਾਲਚ ਕਾਰਨ ਟੁੱਟ ਰਹੀ ਸਾਡੀ ਭਾਈਚਾਰਕ ਸਾਂਝ ਦੀ ਗੱਲ ਕਰਦਾ ਹੈ। ਉਹ ਆਧੁਨਿਕਤਾ ਦੀ ਹਨੇਰੀ ਅੱਗੇ ਪੰਜਾਬੀ ਭਾਈਚਾਰੇ ਦੀਆਂ ਖੁਰ ਰਹੀਆਂ ਕਦਰਾਂ ਕੀਮਤਾਂ ਦੀ ਨਿਸ਼ਾਨਦੇਹੀ ਕਰਦਾ ਹੈ। ਇਸ ਦੇ ਨਾਲ ਹੀ ਉਹ ਆਪਣੇ ਲੋਕਾਂ ਨੂੰ ਆਪਣਾ ਸੱਭਿਆਚਾਰਕ ਵਿਰਸਾ ਸੰਭਾਲਣ ਅਤੇ ਉਸਦੀਆਂ ਚੰਗੀਆਂ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਨੂੰ ਜਿਉਂਦੇ ਰੱਖਣ ਦਾ ਸੁਨੇਹਾ ਵੀ ਦਿੰਦਾ ਹੈ। ਪ੍ਰੋ. ਪੂਰਨ ਸਿੰਘ ਨੇ ਆਧੁਨਿਕਤਾ ਦੇ ਆਉਣ ਨਾਲ ਸਾਡੀਆਂ ਖ਼ਤਮ ਹੋਈਆਂ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਪ੍ਰਤੀ ਆਪਣੀ ਤੜਪ ਨੂੰ ਇਸ ਕਵਿਤਾ ਪੇਸ਼ ਕੀਤਾ ਹੈ।

1.3.6 ਪੁਰਾਣੇ ਪੰਜਾਬ ਨੂੰ ਅਵਾਜ਼ਾਂ 'ਕਵਿਤਾ ਦਾ ਕਲਾਤਮਕ ਅਧਿਐਨ : ਪ੍ਰੋ. ਪੂਰਨ ਸਿੰਘ ਛੰਦਾਬੰਦੀ ਨੂੰ ਨਵਾਬੀ ਜੁੱਤੀ ਦੀ ਕੈਦ ਸਮਝਦਾ ਹੈ ਤੇ ਉਹ ਇਸ ਕੈਦ ਤੋਂ ਮੁਕਤ ਹੋਣਾ ਲੋਚਦਾ ਹੈ। ਛੰਦਾਬੰਦੀ ਉਸਦੇ ਭਾਵਾਂ ਦੇ ਸੁਤੰਤਰ ਪ੍ਰਵਾਹ ਵਿੱਚ ਰੋਕ ਪਾਉਂਦੀ ਹੈ। ਉਸ ਅਨੁਸਾਰ ਇਸ ਨਾਲ ਕਲਾ ਵਿੱਚ ਬਣਾਵਟੀਪਣ ਆ ਜਾਂਦਾ ਹੈ। ਇਸ ਤਰ੍ਹਾਂ ਪੰਜਾਬੀ ਵਿੱਚ ਖੁੱਲੀ ਕਵਿਤਾ ਲਿਖਣ ਦਾ ਮੋਢੀ ਪ੍ਰੋ. ਪੂਰਨ ਸਿੰਘ ਹੈ।

ਛੰਦ-ਮੁਕਤ ਕਵਿਤਾ : ਪ੍ਰੋ. ਪੂਰਨ ਸਿੰਘ ਛੰਦਾਬੰਦੀ ਨੂੰ ਨਵਾਬੀ ਜੁੱਤੀ ਦੀ ਕੈਦ ਸਮਝ ਕੇ ਤਿਆਗ ਦਿੰਦਾ ਹੈ। 'ਪੁਰਾਣੇ ਪੰਜਾਬ ਨੂੰ ਅਵਾਜ਼ਾਂ' ਪ੍ਰੋ. ਪੂਰਨ ਸਿੰਘ ਦੀ ਛੰਦ-ਮੁਕਤ ਕਵਿਤਾ ਹੈ।

ਸਾਲੂ ਕਿੱਥੇ, ਬਾਗ ਤੇ ਫੁਲਕਾਰੀਆਂ
ਉਹ ਮਹਿੰਦੀ ਦਾ ਰੰਗ ਸੁਹਾਗ ਦਾ,
ਉਹ ਹੱਥ ਪੈਰ ਰੰਗੇ, ਉਹ ਤਿੱਲੇਦਾਰ
ਜੁੱਤੀਆਂ...

ਸੰਬੋਧਨੀ ਸ਼ੈਲੀ : ਪ੍ਰੋ. ਪੂਰਨ ਸਿੰਘ 'ਪੁਰਾਣੇ ਪੰਜਾਬ ਨੂੰ ਅਵਾਜ਼ਾਂ' ਕਵਿਤਾ ਵਿੱਚ ਸੰਬੋਧਨੀ ਸ਼ੈਲੀ ਦੀ ਵਰਤੋਂ ਕਰਦਾ ਹੈ:

ਉਹ ਬਾਹਾਂ ਦਾ ਮਾਣ ਜ਼ੋਰ ਸਾਰਾ
ਸੱਸਾਂ ਦੇ ਉਹ ਸਮੁੰਦਰਾਂ ਵਰਗੇ ਦਿਲ
ਕਿਥੇ?

ਸੰਵਾਦ ਸ਼ੈਲੀ : ਪ੍ਰੋ. ਪੂਰਨ ਸਿੰਘ ਕਵਿਤਾ ਦੇ ਜ਼ਰੀਏ ਆਪਣੇ ਪੰਜਾਬੀ ਭਾਈਚਾਰੇ ਨਾਲ ਸੰਵਾਦ ਰਚਾਉਂਦਾ ਹੈ। ਉਹ ਇਸ ਸੰਵਾਦ ਜ਼ਰੀਏ ਉਹਨਾਂ ਸਾਹਵੇਂ ਕਈ ਤਰ੍ਹਾਂ ਦੇ ਸਵਾਲ ਖੜ੍ਹੇ ਕਰਦਾ ਹੈ।

ਇਕ ਖਿਆਲ ਸਾਡੀ ਜਿੰਦ ਜਾਨ ਸੀ
ਵਪਾਰ ਅਸੀਂ ਕਰਦੇ ਸੀ ਸੁੱਚਾ ਸੁਥਰਾ
ਕਾਹਲੀ ਵਿੱਚ ਅਮੀਰ ਹੋਣ ਨੂੰ ਨਿੰਦਦੇ

ਇਹ ਚਾਂਦੀ ਦੀਆਂ ਠੀਕਰਾਂ ਕਦੀ ਨਾ

ਸਾਡਾ ਰੱਬ ਸੀ..

ਤੁਲਨਾਤਮਕ ਸੈਲੀ :ਪ੍ਰੋ .ਪੂਰਨ ਸਿੰਘ ਆਪਣੀ ਸੱਚੀਆਂ ਸੁੱਚੀਆਂ ਕਦਰਾਂ ਕੀਮਤਾਂ ਵਾਲੀ ਪੁਰਾਣੀ ਸੱਭਿਅਤਾ ਦੀ
ਤੁਲਨਾ ਨਵ ਸਿਰਜਤ ਪਦਾਰਥਵਾਦੀ ਜਗਤ ਨਾਲ ਕਰਦਾ ਹੈ।

ਆਦਮੀ ਦੀ ਪੂਜਾ ਛੱਡੀ ਮੰਨਿਆ

ਗੁਨਾਹ ਸੀ

ਪਰ ਠੀਕਰੀਆਂ ਦੀ ਪੂਜਾ ਅੱਜ ਦੀ

ਕਥਾਈਂ ਨਾ ਪੁੰਨ ਸੀ..

1.4ਅੰਬੀ ਦੇ ਬੂਟੇ ਥੱਲੇ-ਪ੍ਰੋ .ਮੋਹਨ ਸਿੰਘ

1.4.1ਅੰਬੀ ਦੇ ਬੂਟੇ ਥੱਲੇ ਕਵਿਤਾ ਦਾ ਮੂਲ ਪਾਠ

ਅੰਬੀ ਦੇ ਬੂਟੇ ਥੱਲੇ

ਇਕ ਬੂਟਾ ਅੰਬੀ ਦਾ, ਘਰ ਸਾਡੇ ਲੱਗਾ ਨੀ
ਜਿਸ ਥੱਲੇ ਬਹਿਣਾ ਨੀ ਸੁਰਗਾਂ ਵਿਚ ਰਹਿਣਾ ਨੀ
ਕੀ ਉਸ ਦਾ ਕਹਿਣਾ ਨੀ, ਵਿਹੜੇ ਦਾ ਗਹਿਣਾ ਨੀ
ਪਰ ਮਾਹੀ ਬਾਝੋਂ ਨੀ, ਪਰਦੇਸੀ ਬਾਝੋਂ ਨੀ
ਇਹ ਮੈਨੂੰ ਵੱਢਦਾ ਏ ਤੇ ਖੱਟਾ ਲੱਗਦਾ ਏ
ਇਸ ਬੂਟੇ ਥੱਲੇ ਜੇ, ਮੈਂ ਚਰਖਾ ਡਾਹਨੀ ਆਂ
ਤੇ ਜੀ ਪਰਚਾਵਣ ਨੂੰ ਦੇ ਤੰਦਾਂ ਪਾਨੀ ਆਂ
ਕੋਇਲ ਦੀਆਂ ਫੂਕਾਂ ਨੀ ਮਾਰਨ ਬੰਦੂਕਾਂ ਨੀ
ਪੀਹੜੇ ਨੂੰ ਭੰਨਾਂ ਮੈਂ ਚਰਖੀ ਨੂੰ ਫੂਕਾਂ ਨੀ
ਫਿਰ ਡਰਦੀ ਭਾਬੇ ਤੋਂ ਲੈ ਬਹਾਂ ਕਸੀਦਾ ਜੇ
ਯਾਦਾਂ ਵਿਚ ਡੁੱਬੀ ਦਾ ਦਿਲ ਕਿਧਰੇ ਜੁੜ ਜਾਵੇ
ਤੇ ਸੂਈ ਕਸੀਦੇ ਦੀ ਪੇਟੇ ਵਿਚ ਪੁੜ ਜਾਵੇ
ਫਿਰ ਉੱਠ ਕੇ ਪੀਹੜੇ ਤੋਂ ਮੈਂ ਭੁੰਜੇ ਬਹਿ ਜਾਵਾਂ
ਚੀਚੀ ਧਰ ਠੇਡੀ ਤੇ ਵਹਿਣਾਂ ਵਿਚ ਵਹਿ ਜਾਵਾਂ
ਸੁੱਖਾਂ ਦੀਆਂ ਗੱਲਾਂ ਨੀ ਮੇਲਾਂ ਦੀਆਂ ਘੜੀਆਂ ਨੀ

ਖੀਰਾਂ ਤੇ ਪੂੜੇ ਨੀ ਸਾਵਣ ਦੀਆਂ ਝੜੀਆਂ ਨੀ
ਸੋਹਣੇ ਦੇ ਤਰਲੇ ਨੀ, ਤੇ ਮੇਰੀਆਂ ਅੜੀਆਂ ਨੀ
ਜਾਂ ਚੇਤੇ ਆ ਜਾਵਣ ਲੋਹੜਾ ਹੀ ਪਾ ਜਾਵਣ।
ਉਹ ਕਿਹਾ ਦਿਹਾੜਾ ਸੀ, ਉਹ ਭਾਗਾਂ ਵਾਲਾ ਸੀ
ਉਹ ਕਰਮਾਂ ਵਾਲਾ ਸੀ, ਜਿਸ ਸੁੱਭ ਦਿਹਾੜੇ ਨੀ
ਘਰ ਮੇਰਾ ਲਾੜਾ ਸੀ

ਮੈਂ ਨਾਤੀ ਧੋਤੀ ਨੀ, ਮੈਂ ਵਾਲ ਵਧਾਏ ਨੀ
ਮੈਂ ਕਜਲਾ ਪਾਇਆ ਨੀ, ਮੈਂ ਗਹਿਣੇ ਲਾਏ ਨੀ
ਮਲ ਮਲ ਕੇ ਖੇੜੀ ਮੈਂ ਹੀਰੇ ਲਿਸਕਾਏ ਨੀ
ਲਾ ਲਾ ਕੇ ਬਿੰਦੀਆਂ ਮੈਂ ਕਈ ਫੰਧ ਬਣਾਏ ਨੀ
ਜਾਂ ਹਾਰ ਸ਼ਿੰਗਾਰਾਂ ਤੋਂ ਮੈਂ ਵਿਹਲੀ ਹੋਈ ਨੀ
ਆ ਅੰਬੀ ਥੱਲੇ ਮੈਂ, ਫਿਰ ਪੂਣੀ ਛੇਹੀ ਨੀ
ਉਹ ਚੰਦ ਪਿਆਰਾ ਵੀ, ਆ ਬੈਠਾ ਸਾਹਵੇਂ ਨੀ
ਅੰਬੀ ਦੀ ਛਾਵੇਂ ਨੀ

ਉਹ ਮੇਰੀਆਂ ਪ੍ਰੀਤਾਂ ਦਾ, ਸੁਹਣਾ ਵਣਜਾਰਾ ਨੀ
ਕਿੱਸੇ ਪਰਦੇਸਾਂ ਦੇ, ਲਾਮਾਂ ਦੀਆਂ ਗੱਲਾਂ ਨੀ
ਘੁਮਕਾਰ ਜਹਾਜ਼ਾਂ ਦੀ ਸਾਗਰ ਦੀਆਂ ਛੱਲਾਂ ਨੀ
ਵੈਰੀ ਦੇ ਹੱਲੇ ਨੀ, ਸੋਹਣੇ ਦੀਆਂ ਠੱਲਾਂ ਨੀ
ਉਹ ਦੱਸੀ ਜਾਵੇ ਤੇ ਮੈਂ ਭਰਾਂ ਹੁੰਗਾਰਾ ਨੀ
ਉਸ ਗੱਲਾਂ ਕਰਦੇ ਨੂੰ ਪੱਤਿਆਂ ਦੀ ਖੜ ਖੜ ਨੇ
ਬੱਦਲਾਂ ਦੀ ਸੂਕਰ ਨੇ ਵੰਗਾਂ ਦੀ ਛਣ ਛਣ ਨੇ
ਚਰਖੀ ਦੀ ਘੂਕਰ ਨੇ, ਟੱਪਿਆਂ ਦੀ ਲੋਰੀ ਨੇ
ਕੋਇਲ ਦੀ ਕੂਕਰ ਨੇ ਮੰਜੇ ਤੇ ਪਾ ਦਿੱਤਾ
ਤੇ ਘੂਕ ਸੁਲਾ ਦਿੱਤਾ

ਤੱਕ ਸੁੱਤਾ ਮਾਹੀ ਨੀ, ਚਰਖੀ ਚਰਮਖ ਤੋਂ
ਮੈਂ ਕਾਲਖ ਲਾਹੀ ਨੀ ਜਾ ਸੁਤੇ ਸੋਹਣੇ ਦੇ
ਮੱਥੇ ਤੇ ਲਾਈ ਨੀ, ਮੈਂ ਤਾੜੀ ਲਾਈ ਨੀ
ਮੈਂ ਦੇਹਰੀ ਹੋ ਗਈ ਨੀ, ਮੈਂ ਚੋਹਰੀ ਹੋ ਗਈ ਨੀ

ਉਹ ਉੱਠ ਖਲੋਇਆ ਨੀ, ਘਬਰਾਇਆ ਹੋਇਆ ਨੀ
 ਉਹ ਬਿਟ ਬਿਟ ਤੱਕੇ ਨੀ, ਉਹ ਮੁੜ ਮੁੜ ਪੁੱਛੇ ਨੀ
 ਮੈਂ ਗੱਲ ਨਾ ਦੱਸਾਂ ਨੀ
 ਤੱਕ ਸ਼ੀਸ਼ਾ ਚਰਖੀ ਦਾ ਉਸ ਘੁਰੀ ਪਾਈ ਨੀ
 ਮੈਂ ਚੁੰਗੀ ਲਾਈ ਨੀ
 ਉਹ ਪਿੱਛੇ ਭੱਜਾ ਨੀ ਮੈਂ ਦਿਆਂ ਨਾ ਡਾਹੀ ਨੀ
 ਉਸ ਮਾਣ ਜਵਾਨੀ ਦਾ ਮੈਂ ਹੱਠ ਜ਼ਨਾਨੀ ਦਾ
 ਮੈਂ ਅੱਗੇ ਅੱਗੇ ਨੀ ਉਹ ਪਿੱਛੇ ਪਿੱਛੇ ਨੀ
 ਮੰਜੀ ਦੇ ਗਿਰਦੇ ਨੀ ਅੰਬੀ ਦੇ ਗਿਰਦੇ ਨੀ
 ਨੱਸਦੇ ਵੀ ਜਾਈਏ ਨੀ ਹੱਸਦੇ ਵੀ ਜਾਈਏ ਨੀ
 ਉਹਦੀ ਚਾਦਰ ਖੜਕੇ ਨੀ ਮੇਰੀ ਕੋਠੀ ਧੜਕੇ ਨੀ
 ਉਹਦੀ ਜੁੱਤੀ ਚੀਕੇ ਨੀ ਮੇਰੀ ਝਾਂਜਰ ਛਣਕੇ ਨੀ
 ਉਹਦੀ ਪਗੜੀ ਢਹਿ ਪਈ ਨੀ
 ਮੇਰੀ ਚੁੰਨੀ ਲਹਿ ਗਈ ਨੀ
 ਜਾ ਹਫ਼ ਕੇ ਰਹਿ ਗਏ ਨੀ
 ਚੁੱਪ ਕਰ ਕੇ ਬਹਿ ਗਏ ਨੀ
 ਉਹ ਕਿਹਾ ਦਿਹਾੜਾ ਸੀ ਉਹ ਭਾਗਾਂ ਵਾਲਾ ਸੀ
 ਉਹ ਕਰਮਾਂ ਵਾਲਾ ਸੀ ਜਿਸ ਸੁੱਭ ਦਿਹਾੜੇ ਨੀ
 ਘਰ ਮੇਰਾ ਲਾੜਾ ਸੀ
 ਅੱਜ ਖਾਣ ਹਵਾਵਾਂ ਨੀ, ਅੱਜ ਸਾੜਣ ਛਾਵਾਂ ਨੀ
 ਤਰਖਾਣ ਸਦਾਵਾਂ ਨੀ, ਅੰਬੀ ਕਟਵਾਵਾਂ ਨੀ
 ਤੇਬਾ ਮੈਂ ਭੁੱਲੀ ਨੀ ਹਾੜਾ ਮੈਂ ਭੁੱਲੀ ਨੀ
 ਜੇ ਅੰਬੀ ਕੱਟਾਂਗੀ, ਚੜ ਕਿਸ ਦੇ ਉੱਤੇ
 ਰਾਹ ਢੇਲੇ ਦਾ ਤੱਕਾਂਗੀ।

1.4.2 ਲੇਖਕ ਨਾਲ ਜਾਣ-ਪਛਾਣ : ਮੋਹਨ ਸਿੰਘ ਸਿੰਘ ਨੂੰ ਯੁੱਗ ਕਵੀ ਕਿਹਾ ਜਾਂਦਾ ਹੈ। ਉਹ ਪੰਜਾਬੀ ਸਾਹਿਤ ਵਿੱਚ ਇੱਕ ਵੱਡਾ ਕਵੀ ਹੈ। ਉਸ ਨੂੰ ਅੰਗਰੇਜ਼ੀ, ਪੰਜਾਬੀ, ਉਰਦੂ, ਫਾਰਸੀ ਭਾਸ਼ਾਵਾਂ ਦਾ ਗਿਆਨ ਸੀ। ਮੋਹਨ ਸਿੰਘ ਨੇ ਆਪਣੀ

ਕਲਮ ਦਾ ਸਫ਼ਰ ਵਿਦਿਆਰਥੀ ਜੀਵਨ ਵਿੱਚ ਹੀ ਸ਼ੁਰੂ ਕਰ ਦਿੱਤਾ ਸੀ। ਉਸ ਨੇ ਆਪਣੀਆਂ ਕਾਵਿ ਰਚਨਾਵਾਂ ਵਿੱਚ ਜਗੀਰਦਾਰੀ ਨਿਜ਼ਾਮ ਅੰਦਰ ਔਰਤਾਂ ਅਤੇ ਮਜ਼ਦੂਰਾਂ ਦੀ ਤ੍ਰਾਸਦੀ, ਇਤਿਹਾਸ ਦਾ ਪੁਨਰ ਮੁਲਾਂਕਣ ਅਤੇ ਦੇਸ਼ ਦੀ ਆਜ਼ਾਦੀ ਦੀ ਅਸਲ ਸੱਚਾਈ ਨੂੰ ਪੇਸ਼ ਕੀਤਾ ਹੈ। ਉਸ ਨੇ ਆਪਣੇ ਜੀਵਨ ਵਿੱਚ ਪਹਿਲਾਂ ਕਾਵਿ ਸੰਗ੍ਰਹਿ 'ਸਾਵੇ ਪੱਤਰ' 1936 ਈ : ਵਿੱਚ ਲਿਖਿਆ। ਇਹ ਕਾਵਿ ਸੰਗ੍ਰਹਿ ਮੋਹਨ ਸਿੰਘ ਦਾ ਸਭ ਤੋਂ ਵਧੀਆ ਕਾਵਿ ਸੰਗ੍ਰਹਿ ਸਵੀਕਾਰ ਕੀਤਾ ਜਾਂਦਾ ਹੈ। ਉਸ ਨੇ 'ਸਾਵੇ ਪੱਤਰ' ਤੋਂ ਬਿਨਾਂ ਹੋਰ ਕਾਵਿ ਸੰਗ੍ਰਹਿ 'ਕਸ਼ੁੰਭੜਾ', 'ਅੱਧਵਾਟੇ', 'ਕੱਚ ਸੱਚ', 'ਆਵਾਜ਼ਾਂ', 'ਵੱਡਾ ਵੇਲਾ', 'ਜੰਦਰੇ', 'ਜੈਮੀਰ', 'ਬੂਹੇ' ਕਾਵਿ ਸੰਗ੍ਰਹਿ ਪੰਜਾਬੀ ਸਾਹਿਤ ਨੂੰ ਦਿੱਤੇ। ਮੋਹਨ ਸਿੰਘ ਦੀ ਪੰਜਾਬੀ ਸਾਹਿਤ ਨੂੰ ਅਜਿਹੀ ਦੇਣ ਕਰਕੇ ਹੀ 1959 ਵਿੱਚ ਉਨ੍ਹਾਂ ਦੇ ਕਾਵਿ ਸੰਗ੍ਰਹਿ ' ਵੱਡਾ ਵੇਲਾ' ਨੂੰ ਭਾਰਤੀ ਸਾਹਿਤ ਅਕਾਦਮੀ ਪੁਰਸਕਾਰ ਮਿਲਿਆ। ਉਨ੍ਹਾਂ ਦੀਆਂ ਰਚਨਾਵਾਂ ਨਾਲ ਪੰਜਾਬੀ ਕਾਵਿ ਵਿੱਚ ਗੁਣਨਾਤਮਕ ਵਾਧਾ ਹੁੰਦਾ ਹੈ।

1.4.3 ਅੰਬੀ ਦੇ ਬੂਟੇ ਥੱਲੇ ਕਵਿਤਾ ਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ

ਕੋਇਲ ਦੀਆਂ ਕੂਕਾਂ ਨੀ,
ਮਾਰਨ ਬੰਦੂਕਾਂ ਨੀ
ਪੀਹੜੇ ਨੂੰ ਭੰਨਾਂ ਮੈਂ,
ਚਰਖੀ ਨੂੰ ਫੂਕਾਂ ਨੀ।

ਪ੍ਰਸੰਗ : ਇਸ ਕਵਿਤਾ ਵਿੱਚ ਪ੍ਰੋ .ਮੋਹਨ ਸਿੰਘ ਨੇ ਇੱਕ ਫੌਜੀ ਸਿਪਾਹੀ ਅਤੇ ਉਸ ਦੀ ਸੱਜ-ਵਿਆਹੀ ਪਤਨੀ ਦੇ ਪ੍ਰੇਮ-ਪ੍ਰਸੰਗਾਂ ਨੂੰ ਬਿਆਨ ਕੀਤਾ ਹੈ। ਫੌਜ ਦੇ ਸਿਪਾਹੀਆਂ ਨੂੰ ਸਾਲ ਵਿੱਚ ਇੱਕ ਵਾਰ, ਦੋ ਮਹੀਨਿਆਂ ਦੀ ਸਾਲਾਨਾ ਛੁੱਟੀ ਮਿਲਦੀ ਹੈ। ਇਨ੍ਹਾਂ ਛੁੱਟੀਆਂ ਵਿੱਚ ਇੱਕ ਫੌਜੀ ਜਵਾਨ ਵਿਆਹ ਹੋ ਜਾਂਦਾ ਹੈ। ਇਹਨਾਂ ਦਿਨਾਂ ਵਿੱਚ ਦੋਹਾਂ ਨੇ ਖੂਬ ਮੌਜਾਂ ਮਾਣੀਆਂ ਪਰ ਜਦੋਂ ਛੁੱਟੀਆਂ ਖਤਮ ਹੋ ਗਈਆਂ ਤਾਂ ਪਤਨੀ ਇੱਕੱਲੀ ਰਹਿ ਗਈ। ਹੁਣ ਉਸ ਨੂੰ ਅੰਬੀ ਦੇ ਬੂਟੇ ਥੱਲੇ ਬਿਤਾਏ ਪ੍ਰੇਮ ਭਰੇ ਦਿਨਾਂ ਦੀ ਯਾਦ ਆਉਂਦੀ ਹੈ।

ਵਿਆਖਿਆ : ਫੌਜੀ ਦੀ ਪਤਨੀ ਆਪਣੇ ਪਤੀ ਦੇ ਵਿਛੋੜੇ ਵਿੱਚ ਬਹੁਤ ਉਦਾਸ ਹੈ। ਹੁਣ ਉਸ ਨੂੰ ਨਾ ਕੋਇਲ ਦੀ ਆਵਾਜ਼ ਚੰਗੀ ਲੱਗਦੀ ਹੈ, ਨਾ ਪੀਹੜੀ ਅਤੇ ਨਾ ਚਰਖਾ। ਜਦੋਂ ਪਤੀ ਪਾਸ ਸੀ ਤਾਂ ਇਨ੍ਹਾਂ ਸਾਰੀਆਂ ਚੀਜ਼ਾਂ ਦੇ ਅਰਥ ਸਨ। ਸਭ ਕੁਝ ਪਿਆਰਾ-ਪਿਆਰਾ ਲਗਦਾ ਸੀ ਪਰ ਹੁਣ ਕੋਇਲ ਦੀ ਕੂਕ ਬੰਦੂਕ ਦੀ ਗੋਲੀ ਵਾਂਗ ਉਸ ਦੇ ਸੀਨੇ ਵਿੱਚ ਵੱਜਦੀ ਹੈ। ਪੀਹੜੇ ਉਪਰ ਬੈਠ ਕੇ ਚਰਖੇ 'ਤੇ ਤੰਦ ਪਾਉਣ ਨੂੰ ਵੀ ਦਿਲ ਨਹੀਂ ਕਰਦਾ ਬਲਕਿ ਇਨ੍ਹਾਂ ਨੂੰ ਭੰਨਣ-ਤੇੜਨ ਦੀ ਇੱਛਾ ਹੁੰਦੀ ਹੈ। ਵਿਛੋੜਾ ਡਾਢਾ ਦੁਖਦਾਈ ਹੁੰਦਾ ਹੈ।

1.4.3 ਅੰਬੀ ਦੇ ਬੂਟੇ ਥੱਲੇ 'ਕਵਿਤਾ ਦਾ ਵਿਸ਼ਾ-ਵਸਤੂ : 'ਅੰਬੀ ਦੇ ਬੂਟੇ ਥੱਲੇ' ਮੋਹਨ ਸਿੰਘ ਦੁਆਰਾ ਲਿਖੀ ਬਹੁਤ ਪ੍ਰਸਿੱਧ ਕਵਿਤਾ ਹੈ। ਇਹ ਕਵਿਤਾ ਇੱਕ ਫੌਜੀ ਸਿਪਾਹੀ ਦੀ ਪਤਨੀ ਦੀ ਆਰਥਿਕ, ਸਮਾਜਿਕ ਅਤੇ ਮਾਨਸਿਕ ਸਥਿਤੀ ਨੂੰ ਪੇਸ਼ ਕਰਦੀ ਹੈ। ਪਤਨੀ ਨੂੰ ਆਪਣੇ ਪਤੀ ਦੇ ਵਿਛੋੜੇ ਦਾ ਦੁੱਖ ਹੈ। ਪਤਨੀ ਅੰਬੀ ਦੇ ਬੂਟੇ ਦਾ ਜ਼ਿਕਰ ਕਰਦੀ ਹੋਈ

ਕਹਿੰਦੀ ਹੈ ਕਿ ਇਹ ਬੂਟਾ ਮੇਰੇ ਵਿਹੜੇ ਦਾ ਗਹਿਣਾ ਹੈ। ਇਸ ਥੱਲੇ ਬੈਠਣ ਨਾਲ ਸਵਰਗ ਦਾ ਅਹਿਸਾਸ ਹੁੰਦਾ ਹੈ। ਕਵਿਤਾ ਵਿੱਚ ਬੰਦੇ ਦੀ ਉਸ ਸਮੇਂ ਵਾਲੀ ਤ੍ਰਾਸਦੀ ਨੂੰ ਪੇਸ਼ ਕੀਤਾ ਗਿਆ ਹੈ ਜਦੋਂ ਪੂਰੇ ਜੇਬਨ ਵਿੱਚ ਉਸ ਦਾ ਪਿਆਰਾ ਉਸ ਕੋਲ ਨਹੀਂ ਹੁੰਦਾ। ਸਿਪਾਹੀ ਦੀ ਪਤਨੀ ਆਪਣਾ ਮਨ ਪ੍ਰਚਾਉਣ ਲਈ ਚਰਖਾ ਕੱਟਦੀ ਹੈ। ਸੂਟ ਉੱਤੇ ਕਢਾਈ ਬਣਾਉਂਦੀ ਹੈ ਪਰ ਜਦੋਂ ਹੀ ਕੋਇਲ ਦੀ ਆਵਾਜ਼ ਆਉਂਦੀ ਹੈ ਤਾਂ ਉਸ ਨੂੰ ਆਪਣੇ ਫੌਜੀ ਪਤੀ ਦੀ ਯਾਦ ਆਉਂਦੀ ਹੈ। ਉਸ ਨੂੰ ਕੋਇਲ ਦੀ ਆਵਾਜ਼ ਬੰਦੂਕ ਵਰਗੀ ਲੱਗਦੀ ਹੈ।

ਕੋਇਲ ਦੀਆਂ ਫੂਕਾਂ ਨੀ ਮਾਰਨ ਬੰਦੂਕਾਂ ਨੀ

ਪੀਹੜੇ ਨੂੰ ਭੰਨਾ ਮੈਂ ਚਰਖੇ ਨੂੰ ਫੂਕਾਂ ਨੀ।

ਉਸ ਨੂੰ ਆਪਣੇ ਪਤੀ ਦੀ ਅਣਹੋਂਦ ਵਿੱਚ ਕੁਝ ਵੀ ਚੰਗਾ ਨਹੀਂ ਲੱਗਦਾ। ਇਹ ਬੰਦੇ ਦੀ ਸੁਭਾਵਿਕ ਬਿਰਤੀ ਹੈ ਕਿ ਹਰ ਇੱਕ ਇਨਸਾਨ ਨੂੰ ਪਦਾਰਥਕ ਵਸਤਾਂ ਦੇ ਨਾਲ ਮਾਨਸਿਕ ਸਾਂਝ ਵੀ ਚਾਹੀਦੀ ਹੁੰਦੀ ਹੈ। ਇਸ ਕਵਿਤਾ ਵਿੱਚ ਉਹ ਮਾਨਸਿਕ ਭੁੱਖ ਸਾਫ਼ ਵਿਖਾਈ ਦਿੰਦੀ ਹੈ।

ਵਿਅਕਤੀ ਦਾ ਜਦੋਂ ਵਰਤਮਾਨ ਸਮਾਂ ਸਹੀ ਨਹੀਂ ਹੁੰਦਾ ਤਾਂ ਉਹ ਹਮੇਸ਼ਾ ਹੀ ਆਪਣੇ ਅਤੀਤ ਵੱਲ ਵੇਖਦਾ ਹੈ। ਕਵਿਤਾ ਦੀ ਪਾਤਰ ਵੀ ਅਤੀਤਮੁਖੀ ਹੈ। ਉਸ ਬੂਟੇ ਨਾਲ ਜਾਂ ਉਨ੍ਹਾਂ ਥਾਵਾਂ ਨਾਲ ਉਸ ਦੇ ਆਪਣੇ ਪਤੀ ਨਾਲ ਮਿਲਾਪ ਦਾ ਸੰਬੰਧ ਹੈ। ਉਹ ਵਾਰ-ਵਾਰ ਉਨ੍ਹਾਂ ਨੂੰ ਯਾਦ ਕਰਦੀ ਹੈ ਜਦੋਂ ਉਸ ਕੋਲ ਉਸ ਦਾ ਪਤੀ ਸੀ। ਉਹ ਵਰਤਮਾਨ ਤੋਂ ਬਾਹਰ ਹੁੰਦੀ ਹੈ ਜਿਸ ਨਾਲ ਸਮੇਂ ਅਤੇ ਸਥਾਨ ਦਾ ਦੋਹਰਾ ਮਿਲਾਪ ਹੁੰਦਾ ਹੈ। ਪਤਨੀ ਅੰਬੀ ਨੂੰ ਵੇਖ ਕੇ ਪਤੀ ਨਾਲ ਮੇਲ ਦੇ ਮੌਕੇ ਨੂੰ ਯਾਦ ਕਰਦੀ ਹੈ। ਅਸਲ ਵਿੱਚ ਉਸ ਦਾ ਅੰਬੀ ਨਾਲ ਪਿਆਰ ਹੀ ਇਸ ਲਈ ਹੈ। ਉਹ ਹਾਰ ਸਿੰਗਾਰ ਕਰਕੇ ਪਤੀ ਨੂੰ ਯਾਦ ਕਰਦੀ ਰਹਿੰਦੀ ਹੈ। ਆਪਣੇ ਪਤੀ ਨਾਲ ਸੰਬੰਧਿਤ ਸਾਰੀਆਂ ਥਾਵਾਂ ਨੂੰ ਵੇਖਦੀ ਹੈ ਅਤੇ ਚੀਜ਼ਾਂ ਨੂੰ ਹੱਥ ਲਗਾ ਕੇ ਵੇਖੀ ਜਾਂਦੀ ਹੈ ਪਰ ਬਾਅਦ ਵਿੱਚ ਉਸ ਨੂੰ ਸਭ ਕੁਝ ਵਿਅਰਥ ਲੱਗਦਾ ਹੈ।

ਰਾਜਨੀਤਕ ਨਿਜ਼ਾਮ ਹਮੇਸ਼ਾ ਹੀ ਆਮ ਲੋਕਾਈ ਨੂੰ ਆਪਣੇ ਲਈ ਵਰਤਦਾ ਆਇਆ ਹੈ। ਇਹ ਕਵਿਤਾ ਇਸ ਵਿਸ਼ੇ ਬਾਰੇ ਸੰਕੇਤ ਵਿੱਚ ਗੱਲ ਕਰਦੀ ਹੈ। ਇੱਕ ਫੌਜੀ ਪਰਿਵਾਰ ਦੀਆਂ ਬੇਸ਼ੱਕ ਆਰਥਿਕ ਸਮੱਸਿਆਵਾਂ ਕੁਝ ਹੱਦ ਤੱਕ ਹੱਲ ਹੋ ਜਾਂਦੀਆਂ ਹਨ ਪਰ ਪਰਿਵਾਰਕ, ਸਮਾਜਿਕ ਅਤੇ ਮਾਨਸਿਕ ਸਮੱਸਿਆਵਾਂ ਹੋਰ ਵੀ ਵੱਧ ਜਾਂਦੀਆਂ ਹਨ। ਇਸ ਨਾਲ ਸਾਡੇ ਸਮਾਜ ਵਿੱਚ ਬਣੇ ਹੋਏ ਫੌਜੀ ਦੇ ਸੰਕਲਪ ਨੂੰ ਵੀ ਮੁੜ ਪਰਿਭਾਸ਼ਿਤ ਕੀਤਾ ਗਿਆ ਹੈ। ਜਿਸ ਕਰਕੇ ਸਾਨੂੰ ਉਨ੍ਹਾਂ ਨਾਲ ਇੱਕ ਖਾਸ ਮੋਹ ਪੈਦਾ ਹੁੰਦਾ ਹੈ। ਰਾਜਨੀਤਕ ਲੋਕ ਫੌਜੀਆਂ ਨੂੰ ਆਪਣੇ ਖੇਤਰਾਂ ਦੀ ਸੁਰੱਖਿਆ ਲਈ ਵਰਤਦੇ ਹਨ। ਉਨ੍ਹਾਂ ਲਈ ਫੌਜੀਆਂ ਦੀ ਜ਼ਿੰਦਗੀ ਦਾ ਕੋਈ ਅਰਥ ਨਹੀਂ ਹੈ।

ਕਿੱਸੇ ਪਰਦੇਸਾਂ ਦੇ, ਲਾਮਾਂ ਦੀਆਂ ਗੱਲਾਂ ਨੀ

ਘੁਮਕਾਰ ਜਹਾਜ਼ਾਂ ਦੀ ਸਾਗਰ ਦੀਆਂ ਛੱਲਾਂ ਨੀ।

ਕਵਿਤਾ ਦੇ ਕੇਂਦਰੀ ਵਿਸ਼ੇ ਪਿਆਰ ਦੇ ਸਮੇਂ ਪਿਆਰੇ ਦੀ ਅਣਹੋਂਦ, ਰਾਜਨੀਤਕ ਤਾਕਤ ਲਈ ਫੌਜੀਆਂ ਦੀ ਜ਼ਿੰਦਗੀ ਦੀ ਹਾਲਤ, ਜਵਾਨੀ ਦੇ ਸਮੇਂ ਬੰਦੇ ਦੀ ਮਾਨਸਿਕਤਾ ਦੀ ਅਭਿਵਿਅਕਤੀ ਅਤੇ ਸੁਨਿਹਰੇ ਇਤਿਹਾਸ ਲਈ ਤੜਪ ਆਦਿ ਹਨ। ਪਤਨੀ ਆਪਣੇ ਪਤੀ ਦੀ ਯਾਦ ਵਿੱਚ ਸਾਰਾ ਕੁਝ ਭੁੱਲ ਜਾਂਦੀ ਹੈ। ਆਪਣੇ ਪਤੀ ਦੀ ਅਣਹੋਂਦ ਵਿੱਚ ਉਸਨੂੰ ਸਾਰਾ ਕੁਝ ਵਿਅਰਥ ਲੱਗਦਾ ਹੈ। ਪਤਨੀ ਕਹਿੰਦੀ ਹੈ ਕਿ ਮੈਂ ਤਰਖਾਣ ਸਦਵਾਂ ਕੇ ਇਹ ਅੰਬੀ ਦਾ ਬੂਟਾ ਕਟਵਾਂ ਦਿਆਂਗੀ, ਪਰ ਫੇਰ ਉਸੇ ਵੇਲੇ ਉਸ ਨੂੰ ਸੋਝੀ ਆਉਂਦੀ ਹੈ ਕਿ ਜੇ ਮੈਂ ਬੂਟਾ ਕਟਵਾਂ ਦਿੱਤਾ ਤਾਂ ਆਉਣ ਵਾਲੇ ਢੇਲੇ ਦੀ ਉਡੀਕ ਕਿਸ ਦਰਖਤ ਉੱਤੇ ਚੜ੍ਹਕੇ ਕਰਾਂਗੀ। ਜਦੋਂ ਕਿ ਅੰਬੀ ਦਾ ਬੂਟਾ ਪਤੀ ਦੀ ਯਾਦ ਅਤੇ ਮੇਲ ਦਾ ਇਕੋ ਇੱਕ ਸਾਧਨ ਹੈ। ਇਹ ਬੂਟਾ ਅਸਲ ਵਿੱਚ ਬੰਦੇ ਦੀ ਤ੍ਰਾਸਦੀ ਦਾ ਪ੍ਰਤੀਕ ਵੀ ਮੰਨਿਆ ਜਾ ਸਕਦਾ ਹੈ। ਹਰ ਇੱਕ ਇਨਸਾਨ ਆਪਣੀ ਜ਼ਿੰਦਗੀ ਵਿੱਚ ਆਪਣੀ ਵਰਤਮਾਨ ਸੱਚਾਈ ਤੋਂ ਹੋਰ ਕਿਤੇ ਜਾਣਾ ਚਾਹੁੰਦਾ ਹੈ, ਪਰ ਹਾਲਾਤ ਇਸ ਦੀ ਆਗਿਆ ਨਹੀਂ ਦਿੰਦੇ। ਇਹ ਅੰਬੀ ਦਾ ਬੂਟਾ ਇਸ ਤਰ੍ਹਾਂ ਮਨੁੱਖ ਦੀ ਤ੍ਰਾਸਦੀ ਪੇਸ਼ ਕਰਦਾ ਹੈ।

1.4.4 ਅੰਬੀ ਦੇ ਬੂਟੇ ਥੱਲੇ 'ਕਵਿਤਾ' ਦੀ ਸੰਖੇਪ ਚਰਚਾ ਅਤੇ ਸਾਰ : ਇਸ ਕਵਿਤਾ ਵਿਚ ਪ੍ਰੋ. ਮੋਹਨ ਸਿੰਘ ਨੇ ਇੱਕ ਅੱਲੜੂ ਮੁਟਿਆਰ ਦੇ ਮਨੋਭਾਵਾਂ ਨੂੰ ਚਿਤਰਨ ਦਾ ਯਤਨ ਕੀਤਾ ਹੈ। ਉਹ ਇੱਕ ਫੌਜੀ ਸਿਪਾਹੀ ਦੀ ਪਤਨੀ ਹੈ। ਉਹ ਆਪਣੇ ਪਰਦੇਸ ਗਏ ਮਾਹੀ ਦੀਆਂ ਯਾਦਾਂ ਨੂੰ ਫਰੋਲਦਿਆਂ, ਯਾਦ ਕਰਦੀ ਹੈ ਕਿ ਉਹ ਕਿੰਨੇ ਚੰਗੇ ਦਿਨ ਸਨ ਜਦੋਂ ਸਿਪਾਹੀ ਛੁੱਟੀਆਂ ਕੱਟਣ ਆਇਆ ਸੀ ਅਤੇ ਉਹ ਦੋਵੇਂ ਸਾਰਾ-ਸਾਰਾ ਦਿਨ ਖੂਬ ਮੌਜ ਮਸਤੀ ਕਰਦੇ ਸਨ। ਛੁੱਟੀ ਖਤਮ ਹੋਣ ਤੋਂ ਬਾਅਦ ਸਿਪਾਹੀ ਵਾਪਸ ਚਲਾ ਗਿਆ ਅਤੇ ਉਸ ਦੀ ਪਤਨੀ ਇਕੱਲੀ ਰਹਿ ਗਈ ਹੈ। ਜਦ ਵੀ ਉਹ ਚਰਖਾ ਲੈ ਕੇ ਕੱਟਣ ਬੈਠਦੀ ਹੈ ਤਾਂ ਇਕੱਠੇ ਬਿਤਾਏ ਖੁਸ਼ੀਆਂ ਭਰੇ ਦਿਨਾਂ ਦੀਆਂ ਯਾਦਾਂ ਉਸ ਨੂੰ ਘੇਰ ਲੈਂਦੀਆਂ ਹਨ।

ਇਸ ਔਰਤ ਦੇ ਘਰ ਵਿਚ ਅੰਬੀ ਦਾ ਇਕ ਰੁੱਖ ਲਗਿਆ ਹੋਇਆ ਹੈ। ਉਸ ਨੂੰ ਯਾਦ ਆਉਂਦਾ ਹੈ ਕਿ ਇਕ ਦਿਨ ਜਦੋਂ ਉਸ ਦਾ ਪਤੀ ਘਰ ਵਿਚ ਸੀ ਤਾਂ ਉਸ ਨੇ ਖੂਬ ਹਾਰ ਸ਼ਿੰਗਾਰ ਲਾਇਆ ਹੋਇਆ ਸੀ। ਗਹਿਣੇ ਪਹਿਨ ਕੇ ਆਪਣੇ ਜੋਬਨ ਨੂੰ ਹੋਰ ਚਮਕਾ ਲਿਆ ਸੀ। ਉਸ ਦਾ ਪਤੀ ਸਾਹਮਣੇ ਬੈਠ ਕੇ ਉਸ ਨੂੰ ਆਪਣੇ ਫੌਜੀ ਜੀਵਨ ਦੀਆਂ ਘਟਨਾਵਾਂ ਸੁਣਾ ਰਿਹਾ ਸੀ। ਜੰਗ ਕਿਵੇਂ ਹੁੰਦੀ ਹੈ, ਸਮੁੰਦਰ ਵਿਚ ਜਹਾਜ਼ ਕਿਵੇਂ ਚਲਦੇ ਹਨ ਅਤੇ ਕਿਵੇਂ ਫੌਜੀ ਲੋਕ ਆਪਣੇ ਦੇਸ਼ਾਂ ਦੀ ਆਨ-ਸ਼ਾਨ ਵਾਸਤੇ ਅੱਗੇ ਵਧ-ਵਧ ਕੇ ਲੜਦੇ ਹਨ। ਇਹ ਗੱਲਾਂ ਕਰਦਾ ਕਰਦਾ ਉਹ ਸੌ ਗਿਆ। ਉਸ ਨੂੰ ਸੁੱਤਾ ਵੇਖ ਕੇ ਫੌਜੀ ਦੀ ਪਤਨੀ ਨੂੰ ਇਕ ਸ਼ਰਾਰਤ ਸੁੱਝੀ। ਉਸ ਨੇ ਚਰਖੇ ਦੀ ਚਰਮਖ ਤੋਂ ਥੋੜੀ ਜਿਹੀ ਕਾਲਖ ਲਾਹੀ ਅਤੇ ਸੁੱਤੇ ਪਏ ਪਤੀ ਦੇ ਮੱਥੇ ਉਤੇ ਲਾ ਦਿੱਤੀ। ਫਿਰ ਉਸ ਨੂੰ ਜ਼ੋਰ ਦੀ ਹਾਸਾ ਆ ਗਿਆ। ਹੱਸਣ ਦੀ ਆਵਾਜ਼ ਸੁਣ ਕੇ ਫੌਜੀ ਨੂੰ ਜਾਗ ਆ ਗਈ। ਉਸ ਨੇ ਆਪਣੀ ਪਤਨੀ ਨੂੰ ਪੁੱਛਿਆ ਪਰ ਉਸ ਨੇ ਕੁਝ ਨਾ ਦੱਸਿਆ। ਚਰਖੇ ਉਤੇ ਲੱਗੇ ਸ਼ੀਸ਼ੇ ਵਿਚ ਆਪਣਾ ਚਿਹਰਾ ਦੇਖ ਕੇ ਉਸ ਨੂੰ ਸਾਰੀ ਹਕੀਕਤ ਸਮਝ ਆ ਗਈ। ਫੌਜੀ ਦੀ ਪਤਨੀ ਉਸ ਦੇ ਤੇਵਰ ਵੇਖ ਕੇ ਅੱਗੇ-ਅੱਗੇ ਨੱਠ ਪਈ। ਫੌਜੀ ਵੀ ਉਸ ਨੂੰ ਫੜਨ ਲਈ ਪਿੱਛੇ-ਪਿੱਛੇ ਦੌੜ ਪਿਆ। ਦੋਵੇਂ ਕਾਫ਼ੀ ਦੇਰ ਤਕ ਇਵੇਂ ਨੱਚਦੇ ਰਹੇ। ਆਖ਼ਰ ਸਮਝੌਤਾ ਹੋ ਗਿਆ ਅਤੇ ਦੋਵੇਂ ਫਿਰ ਇਕ-ਦੂਜੇ ਦੇ ਸਾਹਮਣੇ ਹੋ ਕੇ ਬੈਠ ਗਏ। ਉਸ ਵਕਤ ਅੰਬੀ ਦੇ ਇਰਦ-ਗਿਰਦ ਦੌੜਦੇ ਦੋਵੇਂ ਬੜੇ ਖੁਸ਼ ਸਨ ਪਰ ਅਜ ਉਹੀ ਅੰਬੀ ਦਾ ਰੁੱਖ ਵਿਛੋੜੇ ਦੀਆਂ ਯਾਦਾਂ ਨੂੰ ਤਾਜ਼ਾ ਕਰ ਰਿਹਾ ਹੈ।

1.4.6 ਅੰਬੀ ਦੇ ਬੂਟੇ ਥੱਲੇ ਕਵਿਤਾ ਦਾ ਕਲਾਤਮਕ ਪੱਖ :ਮੋਹਨ ਸਿੰਘ ਨੂੰ ਯੁੱਗ ਕਵੀ ਕਿਹਾ ਜਾਂਦਾ ਹੈ। ਉਹ ਪੰਜਾਬੀ ਸਾਹਿਤ ਵਿੱਚ ਇੱਕ ਵੱਡਾ ਕਵੀ ਹੈ। ਉਸਦੀਆਂ ਕਵਿਤਾਵਾਂ ਨੇ ਪੰਜਾਬੀ ਸਾਹਿਤ ਜਗਤ ਵਿਚ ਇੱਕ ਖਾਸ ਮਿਆਰ ਕਾਇਮ ਕੀਤਾ ਹੈ। ਉਸਦੀ ਕਵਿਤਾ 'ਅੰਬੀ ਦੇ ਬੂਟੇ ਥੱਲੇ' ਦਾ ਕਲਾਤਮਕ ਅਧਿਐਨ ਹੇਠ ਲਿਖੇ ਅਨੁਸਾਰ ਹੈ:

ਪ੍ਰਤੀਕ :ਪ੍ਰੋ .ਮੋਹਨ ਸਿੰਘ ਕੋਲ ਪ੍ਰਤੀਕਾਂ ਦਾ ਭੰਡਾਰ ਹੈ। ਉਹ ਪ੍ਰਤੀਕਾਂ ਨਾਲ ਆਪਣੀ ਕਵਿਤਾ ਵਿਚ ਗਹਿਰਾਈ ਲਿਆਉਂਦਾ ਹੈ। ਔਰਤ ਮਨ ਨੂੰ ਸਮਝਦਿਆਂ ਉਹ ਲਿਖਦਾ ਹੈ ਕਿ ਅੰਬੀ ਦਾ ਬੂਟਾ ਪਰਦੇਸੀ ਪਤੀ ਤੋਂ ਬਿਨਾ ਕੌੜਾ ਲਗਦਾ ਹੈ:

ਇਕ ਬੂਟਾ ਅੰਬੀ ਦਾ, ਘਰ ਸਾਡੇ ਲੱਗਾ ਨੀ

ਜਿਸ ਥੱਲੇ ਬਹਿਣਾ ਨੀ ਸੁਰਗਾਂ ਵਿਚ ਰਹਿਣਾ ਨੀ

ਕੀ ਉਸ ਦਾ ਕਹਿਣਾ ਨੀ, ਵਿਹੜੇ ਦਾ ਗਹਿਣਾ ਨੀ

ਪਰ ਮਾਹੀ ਬਾਝੋਂ ਨੀ, ਪਰਦੇਸੀ ਬਾਝੋਂ ਨੀ

ਇਹ ਮੈਨੂੰ ਵੱਢਦਾ ਏ ਤੇ ਖੱਟਾ ਲੱਗਦਾ ਏ

ਪ੍ਰਗੀਤਕ ਸ਼ੈਲੀ :ਪ੍ਰੋ .ਮੋਹਨ ਸਿੰਘ ਆਪਣੀ ਆਪਣੀ ਵਿੱਚ ਸੰਬੋਧਨੀ ਸ਼ੈਲੀ ਦੀ ਵਰਤੋਂ ਕਰਦਾ ਹੈ।

ਇਸ ਬੂਟੇ ਥੱਲੇ ਜੇ, ਮੈਂ ਚਰਖਾ ਡਾਹਨੀ ਆਂ

ਤੇ ਜੀ ਪਰਚਾਵਣ ਨੂੰ ਦੇ ਤੰਦਾਂ ਪਾਨੀ ਆਂ

ਕੋਇਲ ਦੀਆਂ ਫੂਕਾਂ ਨੀ ਮਾਰਨ ਬੰਦੂਕਾਂ ਨੀ

ਪੀਹੜੇ ਨੂੰ ਭੰਨਾਂ ਮੈਂ ਚਰਖੀ ਨੂੰ ਫੂਕਾਂ ਨੀ

ਭਾਸ਼ਾ ਅਤੇ ਸ਼ੈਲੀ :ਇਸ ਕਵਿਤਾ ਵਿੱਚ ਵਰਤੀ ਗਈ ਭਾਸ਼ਾ ਵਿੱਚ ਬਹੁਤ ਸਾਰੇ ਸ਼ਬਦ ਪੇਂਡੂ ਜੀਵਨ ਨਾਲ ਜੁੜੇ ਹੋਏ ਹਨ। ਪ੍ਰੋ .ਮੋਹਨ ਸਿੰਘ ਦੀਆਂ ਰਚਨਾਵਾਂ ਵਿੱਚ ਪੇਂਡੂ ਜੀਵਨ ਅਤੇ ਖੇਤਾਂ ਸੰਬੰਧੀ ਸ਼ਬਦਾਵਲੀ ਆਮ ਵੇਖੀ ਜਾ ਸਕਦੀ ਹੈ। ਉਸ ਦੁਆਰਾ ਵਰਤੇ ਗਏ ਸ਼ਬਦ ਚਰਖਾ ,ਪੀੜਾ ,ਚਰਖੀ ,ਚਰਮਖ ,ਘੂਕਰ ,ਆਦਿ ਪੇਂਡੂ ਖੇਤਰ ਨਾਲ ਜੁੜੇ ਹੋਏ ਹਨ। ਜਿਵੇਂ:

ਤੱਕ ਸੁੱਤਾ ਮਾਹੀ ਨੀ, ਚਰਖੀ ਚਰਮਖ ਤੋਂ

ਮੈਂ ਕਾਲਖ ਲਾਹੀ ਨੀ ਜਾ ਸੁਤੇ ਸੋਹਣੇ ਦੇ

ਮੱਥੇ ਤੇ ਲਾਈ ਨੀ, ਮੈਂ ਤਾੜੀ ਲਾਈ ਨੀ

ਉਹ ਬਹੁਤ ਨਿਵੇਕਲੀ ਸ਼ੈਲੀ ਰਾਹੀਂ ਆਪਣੀ ਕਵਿਤਾ ਸਿਰਜਣ ਵਾਲਾ ਸ਼ਾਇਰ ਹੈ।

ਅਨੁਪਾਸ ਅਲੰਕਾਰ : ਪ੍ਰੋ. ਮੋਹਨ ਸਿੰਘ ਦੀਆਂ ਗਜ਼ਲਾਂ ਵਿੱਚ ਕਿਸੇ ਗੱਲ ਨੂੰ ਦੁਹਰਾ ਕੇ ਕਹਿਣ ਦੀ ਜੁਗਤ ਬਹੁਤ ਵਰਤੀ ਗਈ ਹੈ। ਉਹ ਵਾਰ ਵਾਰ ਆਪਣੀ ਕਵਿਤਾ ਵਿੱਚ ਅਨੁਪਾਸ ਅਲੰਕਾਰ ਵਰਤਦਾ ਹੈ।

ਉਹ ਬਿਟ ਬਿਟ ਤੱਕੇ ਨੀ, ਉਹ ਮੁੜ ਮੁੜ ਪੁੱਛੇ ਨੀ

ਮੈਂ ਗੱਲ ਨਾ ਦੱਸਾਂ ਨੀ

ਸਪਰਸ਼ ਬਿੰਬ : ਪ੍ਰੋ. ਮੋਹਨ ਸਿੰਘ ਬਿੰਬਾਂ ਦਾ ਧਨੀ ਹੈ ਉਹ ਬਹੁਤ ਸੋਹਣੇ ਬਿੰਬ ਆਪਣੀਆਂ ਕਵਿਤਾਵਾਂ ਵਿੱਚ ਵਰਤਦਾ ਹੈ ਜਿਵੇਂ ਸਪਰਸ਼ ਬਿੰਬ ਦਾ ਇੱਕ ਨਮੂਨਾ ਹੇਠ ਲਿਖੇ ਅਨੁਸਾਰ ਹੈ:

ਮੈਂ ਕਾਲਖ ਲਾਹੀ ਨੀ ਜਾ ਸੁਤੇ ਸੋਹਣੇ ਦੇ

ਮੱਥੇ ਤੇ ਲਾਈ ਨੀ, ਮੈਂ ਤਾੜੀ ਲਾਈ ਨੀ

1.5 ਅਭਿਆਸ ਲਈ ਪ੍ਰਸ਼ਨ

1. ਕਵੀ 'ਅਟਕ' ਕਵਿਤਾ ਰਾਹੀਂ ਕੀ ਸੁਨੇਹਾ ਦੇ ਰਿਹਾ ਹੈ?
2. ਭਾਈ ਵੀਰ ਸਿੰਘ ਦੀਆਂ ਪ੍ਰਮੁੱਖ ਪੁਸਤਕਾਂ ਦੇ ਨਾਮ ਦੱਸੋ?
3. 'ਅਟਕ' ਕਵਿਤਾ ਦੀ ਸ਼ੈਲੀ ਉੱਤੇ ਸੰਖੇਪ ਨੋਟ ਲਿਖੋ?
4. ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ ਕਰੋ:

ਲਗਾਤਾਰ, ਸਹਿਜ ਸਹਿਜ,

ਹੋਸ਼, ਬੁਧਿ, ਧਰਮ ਨਾਲ,

ਮੇਲ, ਵਿਉਂਤ, ਜੁਗਤਿ ਚਲੇ

ਕੌਣ ਕਰੇ ਸੇ ਸਾਮਨਾ?

5. ਪ੍ਰੋ. ਪੂਰਨ ਸਿੰਘ ਦੀਆਂ ਪ੍ਰਮੁੱਖ ਪੁਸਤਕਾਂ ਕਿਹੜੀਆਂ-ਕਿਹੜੀਆਂ ਹਨ?

6. ਪੁਰਾਣੇ ਪੰਜਾਬ ਨੂੰ ਅਵਾਜ਼ਾਂ ਕਵਿਤਾ ਦਾ ਪ੍ਰਮੁੱਖ ਵਿਸ਼ਾ ਕੀ ਹੈ?

7. ਆਧੁਨਿਕਤਾ ਦੇ ਆਉਣ ਨਾਲ ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਵਿਚ ਕੀ ਬਦਲਾਅ ਆਉਂਦਾ ਹੈ?

8. ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ ਕਰੋ:

ਭਰਾਵਾ ! ਇਹ ਪੁਰਾਣੀ ਬੁੱਢੀ ਜਿਹੀ ਸਾਡੀ ਸਭਿਅਤਾ,

ਦਰਿਆਵਾਂ ਝਨਾਵਾਂ ਦੇ ਫੇਰ ਵਾਲੀ, ਦੂਰੋਂ ਆਈ, ਦੂਰ ਜਾਂਦੀ ;

ਬਿਰਾਦਰੀਆਂ ਮਿਲ ਮਿਲ ਜੀਣਾ ਕਿੱਥੇ ?

ਉਹ ਸਦੀਆਂ ਦੀ ਬੋਹੜ ਕਿਸ ਵੱਢੀ ,

ਉਹ ਪੁਰਾਣਾ ਪਿੱਪਲ ਕਿੱਥੇ ਉੱਡ ਗਿਆ ?

9. ' ਅੰਬੀ ਦੇ ਬੂਟੇ ਥੱਲੇ 'ਕਵਿਤਾ ਦਾ ਮੁੱਖ ਵਿਸ਼ਾ ਕੀ ਹੈ?

10. ਪ੍ਰੋ .ਮੋਹਨ ਸਿੰਘ ਦੇ ਜੀਵਨ ਅਤੇ ਰਚਨਾ ਬਾਰੇ ਸੰਖੇਪ ਚਰਚਾ ਕਰੋ।

11.ਅੰਬੀ ਦੇ ਬੂਟੇ ਥੱਲੇ 'ਕਵਿਤਾ' ਚ ਨਾਇਕਾ ਆਪਣੇ ਪ੍ਰੇਮੀ ਨਾਲ ਬਿਤਾਏ ਕਿਹੜੇ ਪਲਾਂ ਨੂੰ ਯਾਦ ਕਰਦੀ ਹੈ?

12.ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ ਕਰੋ:

ਤੇਬਾ ਮੈਂ ਭੁੱਲੀ ਨੀ ਹਾੜਾ ਮੈਂ ਭੁੱਲੀ ਨੀ

ਜੇ ਅੰਬੀ ਕੱਟਾਂਗੀ, ਚੜ ਕਿਸ ਦੇ ਉੱਤੇ

ਰਾਹ ਢੇਲੇ ਦਾ ਤੱਕਾਂਗੀ।

1.6ਹੋਰ ਪੜ੍ਹਨ ਲਈ ਸਹਾਇਕ ਪੁਸਤਕਾਂ

1.ਡਾ .ਰਜਿੰਦਰਪਾਲ ਸਿੰਘ ਬਰਾੜ ,ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਇਤਿਹਾਸ ,ਸਾਹਿਤ ਅਕਾਦਮੀ, ਦਿੱਲੀ

2.ਡਾ .ਕਰਮਜੀਤ ਸਿੰਘ ,ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਾਵਿ-ਧਾਰਾਵਾਂ ਦੇ ਵਿਚਾਰਧਾਰਾਈ ਆਧਾਰ ,ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ ,ਅੰਮ੍ਰਿਤਸਰ

3. ਜਸਵਿੰਦਰ ਸਿੰਘ ,ਨਵੀਂ ਪੰਜਾਬੀ ਕਵਿਤਾ :ਪਛਾਣ ਚਿੰਨ੍ਹ ,ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ ਲੁਧਿਆਣਾ।

4.ਹਰਿਭਜਨ ਸਿੰਘ ,ਪੂਰਨ ਸਿੰਘ :ਰਚਨਾ-ਵਿਰਚਨਾ ,ਨਵਚੇਤਨ ਪਬਲਿਸ਼ਰਜ਼ ,ਅੰਮ੍ਰਿਤਸਰ

- 5 .ਖੋਜ ਪੱਤ੍ਰਿਕਾ) ,ਆਧੁਨਿਕ ਕਾਵਿ ਵਿਸ਼ੇਸ਼ ਅੰਕ ,(ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ,ਪਟਿਆਲਾ
- 6.ਸੁਖਦੇਵ ਸਿੰਘ ,ਪੰਜਾਬੀ ਕਵਿਤਾ :ਪੁਨਰ ਸੰਵਾਦ ,ਲੋਕਗੀਤ ਪ੍ਰਕਾਸ਼ਨ ,ਚੰਡੀਗੜ੍ਹ
- 7.ਡਾ .ਯੋਗਰਾਜ ,ਨਵੀਂ ਪੰਜਾਬੀ ਸ਼ਾਇਰ :ਸਮਕਾਲੀ ਸੰਦਰਭ ,ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ ਲੁਧਿਆਣਾ।

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTAR-III

ਕੋਰਸ-ਜਰਨਲ ਪੰਜਾਬੀ

ਯੂਨਿਟ-2 ਪੰਜਾਬੀ ਕਵਿਤਾ: 'ਅੱਜ ਆਖਾਂ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ', 'ਤੇਰੇ ਹਜ਼ੂਰ ਮੇਰੀ ਹਾਜ਼ਰੀ ਦੀ ਦਾਸਤਾਨ 'ਅਤੇ' ਹਰ ਮੋੜ ਤੇ ਸਲੀਬਾਂ 'ਕਵਿਤਾਵਾਂ ਦਾ ਵਿਸ਼ਾ, ਸਾਰ, ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ ਅਤੇ ਕਲਾਤਮਕ ਅਧਿਐਨ

2.1.1ਭੂਮਿਕਾ

2.1.2ਪਾਠ ਦਾ ਮੰਤਵ

2.1.3ਕਵਿਤਾ ਕੀ ਹੈ?

2.1.4ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ

2.2ਪਾਠ ਦੀ ਰੂਪ-ਰੇਖਾ- ਕਵਿਤਾ :ਅੱਜ ਆਖਾਂ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ-ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ

2.2.1ਕਵਿਤਾ ਦਾ ਮੂਲ ਪਾਠ

2.2.2ਲੇਖਕ ਨਾਲ ਜਾਣ-ਪਛਾਣ

2.2.3ਅੱਜ ਆਖਾਂ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ ਕਵਿਤਾ ਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ

2.2.4ਅੱਜ ਆਖਾਂ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ ਕਵਿਤਾ ਦਾ ਵਿਸ਼ਾ

2.2.5ਅੱਜ ਆਖਾਂ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ ਕਵਿਤਾ ਦੀ ਸੰਖੇਪ ਚਰਚਾ ਅਤੇ ਸਾਰ

2.2.6ਅੱਜ ਆਖਾਂ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ ਕਵਿਤਾ ਦਾ ਕਲਾਤਮਕ ਅਧਿਐਨ

2.3ਪਾਠ ਦੀ ਰੂਪ-ਰੇਖਾ-ਕਵਿਤਾ :ਤੇਰੇ ਹਜ਼ੂਰ ਮੇਰੀ ਹਾਜ਼ਰੀ ਦੀ ਦਾਸਤਾਨ-ਡਾ.ਹਰਿਭਜਨ ਸਿੰਘ

2.3.1ਕਵਿਤਾ ਦਾ ਮੂਲ ਪਾਠ

2.3.2ਲੇਖਕ ਨਾਲ ਜਾਣ-ਪਛਾਣ

2.3.3ਤੇਰੇ ਹਜ਼ੂਰ ਮੇਰੀ ਹਾਜ਼ਰੀ ਦੀ ਦਾਸਤਾਨ ਕਵਿਤਾ ਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ

2.3.4ਤੇਰੇ ਹਜ਼ੂਰ ਮੇਰੀ ਹਾਜ਼ਰੀ ਦੀ ਦਾਸਤਾਨ ਕਵਿਤਾ ਦਾ ਵਿਸ਼ਾ-ਵਸਤੂ

2.3.5ਤੇਰੇ ਹਜ਼ੂਰ ਮੇਰੀ ਹਾਜ਼ਰੀ ਦੀ ਦਾਸਤਾਨ ਕਵਿਤਾ ਦੀ ਸੰਖੇਪ ਚਰਚਾ ਅਤੇ ਸਾਰ

2.3.6ਤੇਰੇ ਹਜ਼ੂਰ ਮੇਰੀ ਹਾਜ਼ਰੀ ਦੀ ਦਾਸਤਾਨ ਕਵਿਤਾ ਦਾ ਕਲਾਤਮਕ ਅਧਿਐਨ

2.4ਪਾਠ ਦੀ ਰੂਪ-ਰੇਖਾ-ਕਵਿਤਾ :ਹਰ ਮੋੜ 'ਤੇ ਸਲੀਬਾਂ :ਡਾ.ਜਗਤਾਰ

2.4.1ਕਵਿਤਾ ਦਾ ਮੂਲ ਪਾਠ

2.4.2ਲੇਖਕ ਨਾਲ ਜਾਣ-ਪਛਾਣ

2.4.3ਹਰ ਮੋੜ' ਤੇ ਸਲੀਬਾਂ ਕਵਿਤਾ ਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ

2.4.4ਹਰ ਮੋੜ' ਤੇ ਸਲੀਬਾਂ ਕਵਿਤਾ ਦਾ ਵਿਸ਼ਾ-ਵਸਤੂ

2.4.5ਹਰ ਮੋੜ' ਤੇ ਸਲੀਬਾਂ ਕਵਿਤਾ ਦੀ ਸੰਖੇਪ ਚਰਚਾ ਅਤੇ ਸਾਰ

2.4.6ਹਰ ਮੋੜ' ਤੇ ਸਲੀਬਾਂ ਕਵਿਤਾ ਦਾ ਕਲਾਤਮਕ ਅਧਿਐਨ

2.5ਅਭਿਆਸ ਲਈ ਪ੍ਰਸ਼ਨ

2.6ਹੋਰ ਪੜ੍ਹਨ ਲਈ ਸਹਾਇਕ ਪੁਸਤਕਾਂ

2.0 ਭੂਮਿਕਾ :ਪਿਆਰੇ ਵਿਦਿਆਰਥੀਓ ਤੁਹਾਡੇ ਸਿਲੇਬਸ ਦੇ ਇਸ ਹਿੱਸੇ ਵਿਚ ਪੰਜਾਬੀ ਕਵਿਤਾਵਾਂ ਪੜ੍ਹਾਈਆਂ ਜਾ ਰਹੀਆਂ ਹਨ। ਇਸ ਪਾਠ ਵਿਚ 'ਅੱਜ ਆਖਾਂ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ : 'ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ' ,ਤੇਰੇ ਹਜ਼ੂਰ ਮੇਰੀ ਹਾਜ਼ਰੀ ਦੀ ਦਾਸਤਾਨ : 'ਡਾ .ਹਰਿਭਜਨ ਸਿੰਘ ਅਤੇ' ਹਰ ਮੋੜ' ਤੇ ਸਲੀਬਾਂ : 'ਡਾ .ਜਗਤਾਰ ਆਦਿ ਕਵਿਤਾਵਾਂ ਪੜ੍ਹਾਈਆਂ ਜਾਣਗੀਆਂ। ਇਸ ਪਾਠ ਵਿਚ ਇਹਨਾਂ ਕਵਿਤਾਵਾਂ ਦਾ ਮੂਲ ਪਾਠ ,ਇਸਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ ,ਲੇਖਕ ਬਾਰੇ ਜਾਣਕਾਰੀ ,ਵਿਸ਼ਾ-ਵਸਤੂ ,ਸਾਰ ਅਤੇ ਕਵਿਤਾ ਦੇ ਕਲਾ ਪੱਖ ਆਦਿ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਦਾਨ ਕੀਤੀ ਜਾ ਰਹੀ ਹੈ। ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਚਾਹੀਦਾ ਹੈ ਕਿ ਪਹਿਲਾਂ ਉਹ ਇਸ ਪਾਠ ਵਿਚ ਦਿੱਤੀ ਗਈ ਹਰ ਕਵਿਤਾ ਦਾ ਮੂਲ ਪਾਠ ਪੜ੍ਹ ਲੈਣ। ਇਕ ਵਾਰ ਪਾਠ ਪੜ੍ਹ ਲੈਣ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀਆਂ ਆਪ ਵੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ ,ਵਿਸ਼ਾ-ਵਸਤੂ ਅਤੇ ਸਾਰ ਅਤੇ ਕਲਾ ਪੱਖ ਬਾਰੇ ਲਿਖਣ ਦਾ ਅਭਿਆਸ ਜ਼ਰੂਰ ਕਰਨ।

2.1ਪਾਠ ਦਾ ਮੰਤਵ :ਇਸ ਪਾਠ ਦਾ ਉਦੇਸ਼ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪੰਜਾਬੀ ਕਵਿਤਾ ਨੂੰ ਪੜ੍ਹਨ ਅਤੇ ਸਮਝਣ / ਸਮਝਾਉਣ ਦੇ ਸਮਰੱਥ ਬਣਾਉਣਾ ਹੈ। ਕਵਿਤਾ ਸਭ ਤੋਂ ਪੁਰਾਤਨ ਸਾਹਿਤ ਰੂਪ ਹੈ। ਕਵਿਤਾ ਦੇ ਜ਼ਰੀਏ ਜਿੱਥੇ ਮਨੁੱਖ ਦੀਆਂ ਸੂਖਮ ਭਾਵਨਾਵਾਂ ਦੀ ਪੇਸ਼ਕਾਰੀ ਕੀਤੀ ਜਾਂਦੀ ਹੈ ,ਉੱਥੇ ਨਾਲੇ-ਨਾਲ ਸਮਾਜ ਦੇ ਵੱਡੇ ਵਰਤਾਰਿਆਂ ਨੂੰ ਵੀ ਕਵਿਤਾ ਇੱਕ ਖਾਸ ਦ੍ਰਿਸ਼ਟੀਕੋਣ ਤੋਂ ਪੇਸ਼ ਕਰਦੀ ਹੈ। ਕਵਿਤਾ ਦੀਆਂ ਵੱਖ-ਵੱਖ ਪਰਤਾਂ ਨੂੰ ਕਿਵੇਂ ਖੋਲ੍ਹਣਾ ਅਤੇ ਸਮਝਣਾ ਹੈ ਇਹੀ ਇਸ ਪਾਠ ਦਾ ਉਦੇਸ਼ ਹੈ। ਇਸ ਪਾਠ ਵਿਚ 'ਅੱਜ ਆਖਾਂ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ' , 'ਤੇਰੇ ਹਜ਼ੂਰ ਮੇਰੀ ਹਾਜ਼ਰੀ ਦੀ ਦਾਸਤਾਨ 'ਅਤੇ' ਹਰ ਮੋੜ' ਤੇ ਸਲੀਬਾਂ 'ਆਦਿ ਕਵਿਤਾਵਾਂ ਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ ,ਲੇਖਕ ਬਾਰੇ ਜਾਣਕਾਰੀ , ਵਿਸ਼ਾ-ਵਸਤੂ ,ਸਾਰ ਅਤੇ ਕਲਾ ਪੱਖ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਦਾਨ ਕੀਤੀ ਗਈ ਹੈ ਤਾਂ ਜੋ ਵਿਦਿਆਰਥੀ ਪੰਜਾਬੀ ਕਵਿਤਾ ਨੂੰ ਸਮਝਣ ਦੇ ਕਾਬਿਲ ਹੋ ਸਕਣ।

2.1.3ਕਵਿਤਾ ਕੀ ਹੈ :?ਕਵਿਤਾ ਸਾਹਿਤ ਦਾ ਪੁਰਾਤਨ ਕਾਵਿ ਰੂਪ ਹੈ। ਕਵਿਤਾ ਮਨੁੱਖ ਦੀਆਂ ਸੂਖਮ ਭਾਵਨਾਵਾਂ ਨੂੰ ਇੱਕ ਖਾਸ ਤਰ੍ਹਾਂ ਦੀ ਲੈਅ ਵਿਚ ਪੇਸ਼ ਕਰਦੀ ਹੈ। ਕਵਿਤਾ ਵਿਚ ਜਜ਼ਬੇ ,ਕਲਪਨਾ ,ਲੈਅ ,ਖਿਆਲ ਆਦਿ ਦਾ ਸੁਮੇਲ ਹੁੰਦਾ ਹੈ। ਕਵਿਤਾ ਮਨੁੱਖ ਦੇ ਸੂਖਮ ਭਾਵਾਂ ਦਾ ਕਲਾਤਮਕ ਢੰਗ ਨਾਲ ਕੀਤਾ ਗਿਆ ਪ੍ਰਗਟਾਵਾ ਹੈ। ਇਹ ਮਨੁੱਖੀ ਵਲਵਲਿਆਂ ਦਾ ਬੇਰੋਕ ਉਛਾਲਾ ਹੈ ਜੋ ਆਪ-ਮੁਹਾਰੇ ਬਾਹਰ ਨਿੱਕਲਦਾ ਹੈ।

2.1.4 ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ : ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਇਤਿਹਾਸ ਬਹੁਤ ਪੁਰਾਤਨ ਹੈ। ਭਾਸ਼ਾ ਵਿਗਿਆਨੀ ਏਥੋਂ ਤੱਕ ਵੀ ਦਾਅਵਾ ਕਰਦੇ ਹਨ ਕਿ ਵੇਦਾਂ ਵਿਚਲੀ ਸੰਸਕ੍ਰਿਤ ਪੁਰਾਤਨ ਪੰਜਾਬੀ ਦਾ ਹੀ ਰੂਪ ਹੈ। ਇਸ ਤਰ੍ਹਾਂ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਇਤਿਹਾਸ ਵੇਦਾਂ ਦੀ ਕਵਿਤਾ ਤੱਕ ਜਾ ਪਹੁੰਚਦਾ ਹੈ। ਪੰਜਾਬੀ ਕਵਿਤਾ ਦੀ ਇਸ ਕਾਲ ਲੰਮੀ ਪਰੰਪਰਾ ਦਾ ਉੱਭਰਵਾਂ ਰੂਪ ਅੱਠਵੀਂ-ਨੌਵੀਂ ਸਦੀ ਵਿਚ ਜਾ ਕੇ ਨਾਥ-ਜੋਗੀਆਂ ਦੀ ਕਵਿਤਾ ਵਿਚ ਦਿਖਦਾ ਹੈ। ਇਸ ਤੋਂ ਬਾਅਦ ਪੰਜਾਬੀ ਕਵਿਤਾ ਪਹਿਲੀ ਵਾਰ ਆਪਣੇ ਨਿੱਖਰਵੇਂ ਰੂਪ ਵਿਚ ਬਾਰੂਵੀਂ-ਤੇਰਵੀਂ ਸਦੀ ਵਿਚ ਬਾਬਾ ਫ਼ਰੀਦ ਦੀ ਬਾਣੀ ਦੇ ਰੂਪ ਵਿਚ ਸਾਡੇ ਸਾਹਮਣੇ ਆਉਂਦੀ ਹੈ। ਬਾਬਾ ਫ਼ਰੀਦ ਦੀ ਰਚਨਾ ਵਿਚ ਪਹਿਲੀ ਵਾਰ ਦੁਨਿਆਵੀ ਬਿੰਬ ਪ੍ਰਤੀਕ, ਆਮ ਲੋਕਾਂ ਦਾ ਕਾਰ-ਵਿਹਾਰ ਸ਼ਾਮਲ ਹੁੰਦਾ ਹੈ। ਅਗਲਾ ਦੌਰ ਗੁਰਮਤਿ ਕਾਲ ਦਾ ਹੈ। ਜਿਸ ਵਿਚ ਪੰਜਾਬ ਅਤੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਜਿੱਥੇ ਗੁਰਮੁਖੀ ਵਰਗੀ ਲਿਪੀ ਦੀ ਯੋਗ ਵਰਤੋਂ ਕਰਨ ਵਰਗੇ ਵਡੇਰੇ ਕਾਰਜ ਵਿਚੋਂ ਲੰਘਦੀ ਹੈ ਉਥੇ ਹੀ ਅਧਿਆਤਮਿਕਤਾ ਦੇ ਵਿਸ਼ਾਲ ਮੰਡਲਾਂ ਦੀ ਯਾਤਰਾ ਵੀ ਕਰਦੀ ਹੈ। ਗੁਰਮਤਿ ਕਾਲ ਦੀ ਰਚਨਾ ਵਿਚਲਾ ਅਧਿਆਤਮ ਮਨੁੱਖ ਦੇ ਅੰਦਰ ਵੱਲ ਦਾ ਯਾਤਰਾ ਕਰਨ ਵੱਲ ਅਗਰਸਰ ਹੈ। ਇਸ ਮੱਧਕਾਲ ਦੇ ਸਮੇਂ ਦੌਰਾਨ ਸੂਫ਼ੀ ਸਾਹਿਤ, ਕਿੱਸਾ ਸਾਹਿਤ, ਬੀਰ ਸਾਹਿਤ ਆਦਿ ਦਾ ਦੌਰ ਵੀ ਚਲਦਾ ਰਿਹਾ। ਇਹ ਸਾਰੀ ਰਚਨਾ ਲੋਕਿਕ (ਦੁਨਿਆਵੀ) (ਹੁੰਦਿਆਂ ਹੋਇਆਂ ਵੀ ਪਰਾਲੋਕਿਕਤਾ ਦਾ ਪ੍ਰਭਾਵ ਕਬੂਲਦੀ ਰਹੀ ਹੈ। ਇਸ ਤਰ੍ਹਾਂ ਦੇ ਅਸਾਰ ਸਾਨੂੰ ਵੀਹਵੀਂ ਸਦੀ ਦੇ ਸ਼ੁਰੂਆਤੀ ਦਹਾਕੇ ਤੱਕ ਦੀ ਕਵਿਤਾ ਤੱਕ ਨਜ਼ਰ ਆਉਂਦੇ ਹਨ। ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਆਰੰਭ ਉਨ੍ਹੀਵੀਂ ਭਾਈ ਵੀਰ ਸਿੰਘ, ਧਨੀ ਰਾਮ ਚਾਤ੍ਰਕ ਆਦਿ ਦੀ ਕਵਿਤਾ ਵਿਚੋਂ ਇਹ ਪ੍ਰਭਾਵ ਦ੍ਰਿਸ਼ਟੀਗੋਚਰ ਹੁੰਦੇ ਹਨ। ਵੀਹਵੀਂ ਸਦੀ ਦੇ ਦੂਸਰੇ ਅਤੇ ਤੀਸਰੇ ਦਹਾਕੇ ਵਿਚ ਪ੍ਰੋ. ਪੂਰਨ ਸਿੰਘ ਪੰਜਾਬੀ ਕਵਿਤਾ ਨੂੰ ਇਕ ਨਵੀਂ ਲੀਹੇ ਪਾਉਂਦਾ ਹੈ। ਉਸਦੀ ਕਵਿਤਾ ਵਿਚ ਰਾਸ਼ਟਰ ਪ੍ਰੇਮ ਸੱਭਿਅਤਾ ਦੇ ਪ੍ਰੇਮ ਦੇ ਰੂਪ ਵਿਚ ਪ੍ਰਗਟ ਹੁੰਦਾ ਹੈ। ਜਿਸ ਨੂੰ ਉਹ ਉਸ ਸਮੇਂ ਦੀ ਰਾਜਨੀਤਿਕ ਸਥਿਤੀ ਦੇ ਟਕਰਾਅ ਵਿਚੋਂ ਉਭਾਰਦਾ ਹੈ। ਵੀਹਵੀਂ ਸਦੀ ਵਿਚਲਾ ਇਹ ਪ੍ਰਗਟਾ ਰੂਪ ਮੱਧਕਾਲ ਵਿਚਲੀ ਉਸੇ ਰਾਜਨੀਤਿਕ ਚੇਤਨਾ ਦਾ ਵਰ ਮੋਚਵਾਂ ਰੂਪ ਹੈ। ਜਿਹੜਾ ਫੇਰ ਉਸ ਸਮੇਂ ਤੋਂ ਅਗਲੀ ਕਵਿਤਾ ਦਾ ਖਾਸਾ ਬਣ ਜਾਂਦਾ ਹੈ। ਇਸ ਪਾਠ ਵਿਚ ਅਧੁਨਿਕ ਕਵੀਆਂ ਦੀ ਕਵਿਤਾ ਨੂੰ ਸ਼ਾਮਲ ਕੀਤਾ ਗਿਆ ਹੈ ਅਤੇ ਉਹਨਾਂ ਦੀ ਕਵਿਤਾ ਦੇ ਪ੍ਰਮੁੱਖ ਸਰੋਕਾਰਾਂ ਨੂੰ ਸਮਝਣ ਦਾ ਯਤਨ ਕੀਤਾ ਗਿਆ ਹੈ।

2.2 ਪਾਠ ਦੀ ਰੂਪ-ਰੇਖਾ— ਕਵਿਤਾ : ਅੱਜ ਆਖਾਂ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ - ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ

2.2.1 ਕਵਿਤਾ ਦਾ ਮੂਲ ਪਾਠ

ਅੱਜ ਆਖਾਂ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ

ਅੱਜ ਆਖਾਂ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ ਕਿਤੋਂ ਕਬਰਾਂ ਵਿਚੋਂ ਬੋਲ!

ਤੇ ਅੱਜ ਕਿਤਾਬੇ-ਇਸ਼ਕ ਦਾ ਕੋਈ ਅਗਲਾ ਵਰਕਾ ਫੇਲ!

ਇਕ ਰੋਈ ਸੀ ਧੀ ਪੰਜਾਬ ਦੀ ਤੂੰ ਲਿਖ ਲਿਖ ਮਾਰੇ ਵੈਣ

ਅੱਜ ਲੱਖਾਂ ਧੀਆਂ ਰੋਂਦੀਆਂ ਤੈਨੂੰ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ ਕਹਿਣ:
 ਵੇ ਦਰਦਮੰਦਾਂ ਦਿਆ ਦਰਦੀਆ ! ਉਠ ਤੱਕ ਅਪਣਾ ਪੰਜਾਬ
 ਅੱਜ ਬੇਲੇ ਲਾਸ਼ਾਂ ਵਿਛੀਆਂ ਤੇ ਲਹੂ ਦੀ ਭਰੀ ਚਨਾਬ
 ਕਿਸੇ ਨੇ ਪੰਜਾਂ ਪਾਣੀਆਂ ਵਿੱਚ ਦਿੱਤੀ ਜ਼ਹਿਰ ਰਲਾ
 ਤੇ ਉਹਨਾ ਪਾਣੀਆਂ ਧਰਤ ਨੂੰ ਦਿੱਤਾ ਪਾਣੀ ਲਾ
 ਇਸ ਜ਼ਰਖੇਜ਼ ਜ਼ਮੀਨ ਦੇ ਲੂੰ ਲੂੰ ਫੁਟਿਆ ਜ਼ਹਿਰ
 ਗਿਠ ਗਿਠ ਚੜ੍ਹੀਆਂ ਲਾਲੀਆਂ ਫੁੱਟ ਫੁੱਟ ਚੜ੍ਹਿਆ ਕਹਿਰ
 ਵਿਹੁ ਵਲਿੱਸੀ ਵਾ ਫਿਰ ਵਣ ਵਣ ਵੱਗੀ ਜਾ
 ਉਹਨੇ ਹਰ ਇਕ ਵਾਂਸ ਦੀ ਵੰਡਲੀ ਦਿੱਤੀ ਨਾਗ ਬਣਾ
 ਪਹਿਲਾ ਡੰਗ ਮਦਾਰੀਆਂ ਮੰਤ੍ਰ ਗਏ ਗੁਆਚ
 ਦੂਜੇ ਡੰਗ ਦੀ ਲੱਗ ਗਈ ਜਣੇ ਖਣੇ ਨੂੰ ਲਾਗ
 ਲਾਗਾਂ ਕੀਲੇ ਲੋਕ ਮੂੰਹ ਬੱਸ ਫਿਰ ਡੰਗ ਹੀ ਡੰਗ
 ਪਲੇ ਪਲੀ ਪੰਜਾਬ ਦੇ ਨੀਲੇ ਪੈ ਗਏ ਅੰਗ...
 ਗਲਿਓਂ ਟੁੱਟੇ ਗੀਤ ਫਿਰ ਤ੍ਰਕਲਿਓਂ ਟੁੱਟੀ ਤੰਦ
 ਤ੍ਰਿੰਜਣੇ ਟੁੱਟੀਆਂ ਸਹੇਲੀਆਂ ਚਰੱਖੜੇ ਘੁਕਰ ਬੰਦ
 ਸਣੇ ਸੇਜ਼ ਤੇ ਬੇੜੀਆਂ ਲੁੱਡਣ ਦਿੱਤੀਆਂ ਰੇੜ੍ਹ
 ਸਣੇ ਡਾਲੀਆਂ ਪੀਂਘ ਅੱਜ ਪਿੱਪਲਾਂ ਦਿੱਤੀ ਤੇੜ੍ਹ
 ਜਿਥੇ ਵਜਦੀ ਸੀ ਫੂਕ ਪਿਆਰ ਦੀ ਵੇ ਉਹ ਵੰਡਲੀ ਗਈ ਗੁਆਚ
 ਰਾਂਝੇ ਦੇ ਸਭ ਵੀਰ ਅੱਜ ਭੁੱਲ ਗਏ ਉਸਦੀ ਜਾਚ...
 ਧਰਤੀ ਤੇ ਲਹੂ ਵੱਸਿਆ ਕਬਰਾਂ ਪਈਆਂ ਚੋਣ

ਪ੍ਰੀਤ ਦੀਆਂ ਸ਼ਾਹਜਾਦੀਆਂ ਅੱਜ ਵਿੱਚ ਮਜ਼ਾਰਾਂ ਰੋਣ...

ਅੱਜ ਸੱਭੇ ਕੈਦੋਂ ਬਣ ਗਏ, ਹੁਸਨ ਇਸ਼ਕ ਦੇ ਚੋਰ

ਅੱਜ ਕਿਥੋਂ ਲਿਆਈਏ ਲੱਭ ਕੇ ਵਾਰਿਸ ਸ਼ਾਹ ਇਕ ਹੋਰ...

ਅੱਜ ਆਖਾਂ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ ਕਿਤੇ ਕਬਰਾਂ ਵਿੱਚੋਂ ਬੋਲ!

ਤੇ ਅੱਜ ਕਿਤਾਬੇ ਇਸ਼ਕ ਦਾ ਕੋਈ ਅਗਲਾ ਵਰਕਾ ਫੋਲ!

2.2.2 ਲੇਖਕ ਨਾਲ ਜਾਣ-ਪਛਾਣ : ਪੰਜਾਬੀ ਸਾਹਿਤ ਵਿੱਚ ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ ਇੱਕ ਵੱਡੀ ਕਵਿੱਤਰੀ, ਨਾਵਲਕਾਰ, ਕਹਾਣੀਕਾਰ ਅਤੇ ਵਾਰਤਕਕਾਰ ਹੈ। ਉਹ ਪਹਿਲੀ ਅਹਿਮ ਨਾਰੀ ਲੇਖਿਕਾ ਹੈ ਜਿਸ ਨੇ ਆਪਣੇ ਸਮਕਾਲੀ ਸਮਾਜ ਦੇ ਵੱਖ ਵੱਖ ਔਰਤ ਵਿਰੋਧੀ ਤੱਥਾਂ ਦਾ ਵਰਣਨ ਕੀਤਾ ਹੈ। ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ ਦੀਆਂ ਰਚਨਾਵਾਂ ਤੋਂ ਬਿਨਾਂ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਵੀਹਵੀਂ ਸਦੀ ਨੂੰ ਸਮਝਿਆ ਹੀ ਨਹੀਂ ਜਾ ਸਕਦਾ। ਉਸ ਨੂੰ ਸਦੀ ਦੇ ਸਭ ਤੋਂ ਅਹਿਮ ਕਵੀਆਂ ਵਿੱਚ ਮੰਨਿਆ ਜਾਂਦਾ ਹੈ। ਛੇ ਦਹਾਕਿਆਂ ਵਿੱਚ ਫੈਲੇ ਆਪਣੇ ਸਾਹਿਤਕ ਸਫ਼ਰ ਦੌਰਾਨ ਉਸਨੇ ਕਵਿਤਾ, ਨਾਵਲ, ਜੀਵਨੀ, ਨਿਬੰਧ ਵਰਗੀਆਂ ਵਿਧਾਵਾਂ ਦੇ ਅੰਦਰ ਸੈਂ ਤੋਂ ਵੱਧ ਕਿਤਾਬਾਂ ਲਿਖੀਆਂ ਹਨ। ਇਨ੍ਹਾਂ ਰਚਨਾਵਾਂ ਵਿੱਚ ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ ਦੇ 20 ਕਾਵਿ-ਸੰਗ੍ਰਹਿ, 13 ਕਹਾਣੀ-ਸੰਗ੍ਰਹਿ, ਵਾਰਤਕ ਦੀਆਂ ਕਿਤਾਬਾਂ, ਤਿੰਨ ਸਫ਼ਰਨਾਮੇ, ਦੋ ਸਵੈ-ਜੀਵਨੀਆਂ ਅਤੇ ਪੰਜਾਬੀ ਲੋਕ ਗੀਤਾਂ ਦਾ ਇੱਕ ਸੰਗ੍ਰਹ ਵੀ ਸ਼ਾਮਲ ਹਨ। ਉਸ ਦੀਆਂ ਕਿਤਾਬਾਂ ਨੂੰ ਕਈ ਭਾਰਤੀ ਅਤੇ ਵਿਦੇਸ਼ੀ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਅਨੁਵਾਦ ਵੀ ਕੀਤਾ ਗਿਆ ਹੈ। ਉਸ ਦੀਆਂ ਰਚਨਾਵਾਂ ਔਰਤ ਦੀ ਹੋਂਦ, ਜਗੀਰਦਾਰੀ ਪ੍ਰਬੰਧ ਵਿੱਚ ਮਜ਼ਦੂਰਾਂ ਦੀ ਹਾਲਤ, ਪੰਜਾਬੀ ਸਮਾਜ ਵਿੱਚ ਸਰਮਾਏਦਾਰੀ ਦੀ ਆਮਦ ਆਦਿ ਵਿਸ਼ਿਆਂ ਨਾਲ ਸੰਬੰਧਤ ਹਨ। ਉਸ ਦੀਆਂ ਰਚਨਾਵਾਂ ਵਿੱਚੋਂ 'ਡਾਕਟਰ ਦੇਵ', 'ਪਿੰਜਰ', 'ਇਕ ਸਵਾਲ', 'ਅੱਗ ਦੀ ਲਕੀਰ', 'ਇਹ ਸੱਚ ਹੈ', 'ਰਸੀਦੀ ਟਿਕਟ', 'ਇਕ ਸ਼ਹਿਰ ਦੀ ਮੌਤ', 'ਕੁੰਜੀਆਂ', 'ਨਾਗਮਣੀ', 'ਮੈਂ ਤਵਾਰੀਖ ਹਾਂ ਹਿੰਦ ਦੀ', 'ਸਰਘੀ ਵੇਲਾ' ਆਦਿ ਪ੍ਰਸਿੱਧ ਰਚਨਾਵਾਂ ਹਨ। ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ ਨੇ 1966 ਤੋਂ ਨਾਗਮਣੀ ਮਾਸਿਕ ਪੱਤਰ ਦੀ ਸੰਪਾਦਨਾ ਸ਼ੁਰੂ ਕੀਤੀ। ਉਨ੍ਹਾਂ ਨੂੰ ਆਪਣੀਆਂ ਰਚਨਾਵਾਂ ਦੇ ਲਈ ਸਾਹਿਤ ਅਕਾਦਮੀ ਪੁਰਸਕਾਰ, ਪਦਮ ਵਿਭੂਸ਼ਣ ਸਨਮਾਨ ਅਤੇ ਹੋਰ ਕਈ ਵੱਡੇ ਸਨਮਾਨ ਮਿਲੇ ਹਨ।

2.2.3 ਅੱਜ ਆਖਾਂ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ 'ਕਵਿਤਾ ਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ

ਉਠ ਦਰਦਮੰਦਾਂ ਦਿਆ ਦਰਦਦੀਆ ! ਉਠ ਤੱਕ ਅਪਣਾ ਪੰਜਾਬ

ਅੱਜ ਬੋਲੇ ਲਾਸ਼ਾਂ ਵਿਛੀਆਂ ਤੇ ਲਹੂ ਦੀ ਭਰੀ ਚਨਾਬ

ਕਿਸੇ ਨੇ ਪੰਜਾਂ ਪਾਣੀਆਂ ਵਿੱਚ ਦਿੱਤੀ ਜ਼ਹਿਰ ਰਲਾ

ਤੇ ਉਹਨਾ ਪਾਣੀਆਂ ਧਰਤ ਨੂੰ ਦਿੱਤਾ ਪਾਣੀ ਲਾ

ਇਸ ਜ਼ਰਖੇਜ਼ ਜ਼ਮੀਨ ਦੇ ਲੂੰ ਲੂੰ ਫੁਟਿਆ ਜ਼ਹਿਰ

ਗਿਠ ਗਿਠ ਚੜ੍ਹੀਆਂ ਲਾਲੀਆਂ ਫੁੱਟ ਫੁੱਟ ਚੜ੍ਹੀਆਂ ਕਹਿਰ

ਪ੍ਰਸੰਗ : ਇਹ ਕਾਵਿ ਸਤਰਾਂ ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ ਦੀ ਕਵਿਤਾ 'ਅੱਜ ਆਖਾਂ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ' 'ਕਵਿਤਾ ਵਿੱਚੋਂ ਲਈਆਂ ਗਈਆਂ ਹਨ। ਇਹ ਕਵਿਤਾ ਦੇਸ਼ ਵੰਡ ਦੌਰਾਨ ਪੰਜਾਬ ਦੇ ਕਰੂਰ ਹਾਲਾਤਾਂ ਬਾਰੇ ਸੱਚਾਈ ਨੂੰ ਬਿਆਨ ਕਰਦੀ ਹੈ। 1947 ਦੀ ਆਜ਼ਾਦੀ ਦੌਰਾਨ ਜਿੱਥੇ ਸਾਰਾ ਦੇਸ਼ ਜਸ਼ਨ ਮਨਾ ਰਿਹਾ ਸੀ ਉੱਥੇ ਪੰਜਾਬ ਵਿੱਚ ਲਹੂ ਦੇ ਦਰਿਆ ਵਗ ਰਹੇ ਸਨ। ਭਾਰਤੀ ਸਭਿਆਚਾਰ ਦੇ ਰਾਂਗਲੇ ਪੰਝੂੜੇ ਪੰਜਾਬ ਨੂੰ ਦੋ ਹਿੱਸਿਆਂ ਵਿੱਚ ਵੰਡ ਦਿੱਤਾ ਗਿਆ, ਜਿਸ ਕਾਰਨ ਪੱਛਮੀ ਪੰਜਾਬ) ਪਾਕਿਸਤਾਨ (ਅਤੇ ਪੂਰਬੀ ਪੰਜਾਬ) ਭਾਰਤ (ਵਿੱਚ ਰਹਿਣ ਵਾਲੇ ਲੱਖਾਂ ਲੋਕਾਂ ਨੂੰ ਬੇਘਰ ਹੋਣਾ ਪਿਆ। ਇਸ ਕਾਵਿ ਟੁਕੜੇ ਵਿਚ ਵੀ ਦੇਸ਼ ਵੰਡ ਦੌਰਾਨ ਹੋਏ ਮਨੁੱਖੀ ਘਾਣ ਅਤੇ ਜਬਰ ਜੁਲਮ ਦੀ ਤਸਵੀਰ ਪੇਸ਼ ਕੀਤੀ ਗਈ ਹੈ।

ਵਿਆਖਿਆ : ਇਹਨਾਂ ਸਤਰਾਂ ਵਿਚ ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ ਦੇਸ਼ ਵੰਡ ਤੋਂ ਬਾਅਦ ਦੇ ਦਰਦਨਾਕ ਮੰਜ਼ਰ ਨੂੰ ਪੇਸ਼ ਕਰਦੀ ਹੈ। ਜਿਸ ਪੰਜਾਬ ਦੀ ਵਾਰਿਸ ਸ਼ਾਹ ਨੇ ਆਪਣੇ ਕਿੱਸੇ ਵਿੱਚ ਬਹੁਤ ਸਿਫਤ ਕੀਤੀ ਹੈ, ਜਿਸਦੇ ਲੋਕਾਂ ਦੇ ਖੁੱਲ੍ਹੇ ਡੁੱਲ੍ਹੇ ਰਹਿਣ, ਇੱਥੋਂ ਦੇ ਸਭਿਆਚਾਰ ਦੀ ਸਿਫਤ ਦੇ ਪੁਲ ਬੰਨ੍ਹੇ ਹਨ, ਅੱਜ ਉਸੇ ਪੰਜਾਬ ਦਾ ਇਹ ਹਾਲ ਵੇਖ ਕੇ ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ ਉਸਨੂੰ ਸੰਬੋਧਿਤ ਹੋ ਕੇ ਪੰਜਾਬ ਦੀਆਂ ਲੱਖਾਂ ਧੀਆਂ ਦੀ ਰੁਲ ਰਹੀ ਇੱਜਤ ਆਬਰੂ ਬਾਰੇ ਲਿਖਣ ਲਈ ਕਹਿੰਦੀ ਹੈ। ਦੇਸ਼ ਵੰਡ ਨਾਲ ਪੰਜਾਬ ਦੀ ਫਿਜ਼ਾ ਵਿਚ ਧਰਮ ਦੇ ਨਾਮ ਤੇ ਫੈਲੇ ਜ਼ਹਿਰ ਬਾਰੇ ਕਹਿੰਦੀ ਹੈ ਕਿ ਅੱਜ ਪੰਜਾਬ ਦੇ ਪਾਣਿਆਂ ਵਿਚ ਕਿਸੇ ਨੇ ਜ਼ਹਿਰ ਰਲਾ ਦਿੱਤੀ ਹੈ। ਚਾਰੇ ਪਾਸੇ ਲਾਸ਼ਾਂ ਵਿਛੀਆਂ ਹਨ ਅਤੇ ਚਨਾਬ ਲਹੂ ਨਾਲ ਭਰੀ ਪਈ ਹੈ। ਅੱਜ ਪੰਜਾਬ ਦੀ ਜ਼ਮੀਨ ਵਿੱਚੋਂ ਧਰਮ ਅਤੇ ਮਜ਼ਹਬ ਦੇ ਨਾਮ ਦੀਆਂ ਨਫ਼ਰਤਾਂ ਭਰੀਆਂ ਫ਼ਸਲਾਂ ਉੱਗ ਰਹੀਆਂ ਹਨ।

2.2.4 ਅੱਜ ਆਖਾਂ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ ਕਵਿਤਾ ਦਾ ਵਿਸ਼ਾ : ਅੱਜ ਆਖਾਂ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ ਕਵਿਤਾ ਦੇਸ਼ ਵੰਡ ਦੌਰਾਨ ਪੰਜਾਬ ਦੇ ਹਾਲਾਤਾਂ ਬਾਰੇ ਸੱਚਾਈ ਨੂੰ ਬਿਆਨ ਕਰਦੀ ਹੈ। 1947 ਦੀ ਆਜ਼ਾਦੀ ਦੌਰਾਨ ਜਿੱਥੇ ਸਾਰਾ ਦੇਸ਼ ਜਸ਼ਨ ਮਨਾ ਰਿਹਾ ਸੀ ਉੱਥੇ ਪੰਜਾਬ ਵਿੱਚ ਲਹੂ ਦੇ ਦਰਿਆ ਵਗ ਰਹੇ ਸਨ। ਭਾਰਤੀ ਸਭਿਆਚਾਰ ਦੇ ਰਾਂਗਲੇ ਪੰਝੂੜੇ ਪੰਜਾਬ ਨੂੰ ਦੋ ਹਿੱਸਿਆਂ ਵਿੱਚ ਵੰਡ ਦਿੱਤਾ ਗਿਆ, ਜਿਸ ਕਾਰਨ ਪੱਛਮੀ ਪੰਜਾਬ) ਪਾਕਿਸਤਾਨ (ਅਤੇ ਪੂਰਬੀ ਪੰਜਾਬ) ਭਾਰਤ (ਵਿੱਚ ਰਹਿਣ ਵਾਲੇ ਲੱਖਾਂ ਲੋਕਾਂ ਨੂੰ ਬੇਘਰ ਹੋਣਾ ਪਿਆ। ਦਸ ਲੱਖ ਤੋਂ ਵੱਧ ਪੰਜਾਬੀਆਂ ਨੂੰ ਸੰਕਟ ਦੇ ਇਸ ਸਮੇਂ ਮਜ਼ਹਬੀ ਜਨੂੰਨੀਆਂ ਦੀ ਹਿੰਸਾ ਦਾ ਸ਼ਿਕਾਰ ਹੋਣਾ ਪਿਆ। ਇਸ ਸੰਕਟ ਸਮੇਂ ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ ਨੂੰ ਖ਼ੁਦ ਆਪਣੇ ਪਰਿਵਾਰ ਸਮੇਤ ਪੱਛਮੀ ਪੰਜਾਬ ਤੋਂ ਇੱਧਰ ਦਿੱਲੀ ਆ ਕੇ ਸ਼ਰਨ ਲੈਣੀ ਪਈ। ਦੇਸ਼ ਵੰਡ ਦੀ ਤ੍ਰਾਸਦੀ ਦੇ ਇਸੇ ਦਰਦ ਨੂੰ ਅੰਮ੍ਰਿਤਾ ਨੇ ਆਪਣੀ ਕਵਿਤਾ 'ਅੱਜ ਆਖਾਂ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ' ਨੂੰ ਵਿੱਚ ਦਰਦਮਈ ਲਫ਼ਜ਼ਾਂ ਰਾਹੀਂ ਬਿਆਨ ਕੀਤਾ

ਹੈ। ਇਸ ਕਵਿਤਾ ਰਾਹੀਂ ਅੰਮ੍ਰਿਤਾ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਮਕਬੂਲ ਕਿੱਸਾਕਾਰ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ ਸੰਬੋਧਨ ਹੁੰਦੀ ਤੇ ਉਲਾਂਭਾ ਦਿੰਦੀ ਹੋਈ ਆਖਦੀ ਹੈ ਕਿ,

ਇੱਕ ਰੋਈ ਸੀ ਧੀ ਪੰਜਾਬ ਦੀ ਤੂੰ ਲਿਖ ਲਿਖ ਮਾਰੇ ਵੈਣ

ਅੱਜ ਲੱਖਾਂ ਧੀਆਂ ਰੋਂਦੀਆਂ ਤੈਨੂੰ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ ਕਹਿਣ।

ਅੰਮ੍ਰਿਤਾ ਕਹਿੰਦੀ ਹੈ ਕਿ ਅੱਜ ਤੇਰੇ ਦੇਸ਼ ਦੀਆਂ ਲੱਖਾਂ ਧੀਆਂ ਵਿਰਲਾਪ ਕਰ ਰਹੀਆਂ ਹਨ, ਅੱਜ ਤੈਨੂੰ ਉਹ ਕਿਉਂ ਨੀ ਨਜ਼ਰੀ ਆ ਰਹੀਆਂ। ਇਸ ਪੂਰੀ ਕਵਿਤਾ ਅੰਦਰ ਉਹ ਵੰਡ ਦੇ ਸਾਰੇ ਦਰਦ ਨੂੰ ਬਿਆਨ ਕਰਦੀ ਹੈ।

ਧਰਤੀ' ਤੇ ਲਹੂ ਵੱਸਿਆ ਕਬਰਾਂ ਪਈਆਂ ਰੋਣ...

ਅੱਜ ਸੱਭੇ ਕੈਦੋਂ ਬਣ ਗਏ ਹੁਸਨ ਇਸ਼ਕ ਦੇ ਚੋਰ

ਅੱਜ ਕਿੱਥੋਂ ਲਿਆਈਏ ਲੱਭ ਕੇ ਵਾਰਿਸ ਸ਼ਾਹ ਇੱਕ ਹੋਰ...

ਇਹ ਕਵਿਤਾ 1947 ਦੀ ਦੇਸ਼ ਵੰਡ ਦੀ ਤ੍ਰਾਸਦੀ ਦੀ ਹੂਬਹੂ ਤਸਵੀਰ ਪੇਸ਼ ਕਰਦੀ ਹੈ, ਜਿਸ ਵਿੱਚ ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਮਕਬੂਲ ਕਿੱਸਾਕਾਰ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ ਆਪਣਾ ਰੋਸ ਦਿਖਾਉਂਦੀ ਹੋਈ ਆਖਦੀ ਹੈ ਕਿ,

‘ਅੱਜ ਆਖਾਂ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ ਕਿਤੋਂ ਕਬਰਾਂ ਵਿੱਚੋਂ ਬੋਲ

ਤੇ ਅੱਜ ਕਿਤਾਬੇ ਇਸ਼ਕ ਦਾ ਕੋਈ ਅਗਲਾ ਵਰਕਾ ਫੇਲ।’

2.2.5 ਅੱਜ ਆਖਾਂ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ ‘ਕਵਿਤਾ ਦੀ ਸੰਖੇਪ ਚਰਚਾ ਅਤੇ ਸਾਰ : ਇਸ ਕਵਿਤਾ ਦਾ ਮੁੱਖ ਵਿਸ਼ਾ 1947 ਦੀ ਦੇਸ਼ ਵੰਡ ਹੈ, ਜਿਸ ਵਿੱਚ ਹੋਏ ਮਨੁੱਖੀ ਘਾਣ ਦੀ ਪੇਸ਼ਕਾਰੀ ਵਿੱਚ ਵਿਸ਼ੇਸ਼ ਤੌਰ’ ਤੇ ਔਰਤਾਂ’ ਤੇ ਹੋਏ ਜਬਰ ਜੁਲਮ ਦੀ ਤਸਵੀਰ ਪੇਸ਼ ਕਰਦੀ ਹੋਈ ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ ਆਖਦੀ ਹੈ ਕਿ ਪੰਜਾਬ ਦੀ ਇੱਕ ਧੀ) ਹੀਰ (ਦਾ ਰੋਣਾ ਤੇਰੇ ਤੋਂ ਦੇਖਿਆ ਨਹੀਂ ਗਿਆ ਸੀ ਤੇ ਅੱਜ ਪੰਜਾਬ ਦੀਆਂ ਲੱਖਾਂ ਧੀਆਂ ਰੋ ਰਹੀਆਂ ਹਨ, ਲੱਖਾਂ ਧੀਆਂ ਦੀ ਬੇਪੱਤੀ ਕੀਤੀ ਗਈ ਹੈ, ਲੱਖਾਂ ਦੇ ਸੁਹਾਗ ਉਜਾੜ ਦਿੱਤੇ ਗਏ ਹਨ, ਅੱਜ ਤੈਨੂੰ ਉਹਨਾਂ ਦਾ ਰੋਣਾ ਕਿਉਂ ਨਹੀਂ ਦਿਸ ਰਿਹਾ। ਜਿਸ ਪੰਜਾਬ ਦੀ ਵਾਰਿਸ ਸ਼ਾਹ ਨੇ ਆਪਣੇ ਕਿੱਸੇ ਵਿੱਚ ਬਹੁਤ ਸਿਫਤ ਕੀਤੀ ਹੈ, ਜਿਸਦੇ ਲੋਕਾਂ ਦੇ ਖੁੱਲ੍ਹੇ ਡੁੱਲ੍ਹੇ ਰਹਿਣ, ਇੱਥੋਂ ਦੇ ਸੱਭਿਆਚਾਰ ਦੀ ਸਿਫਤ ਦੇ ਪੁਲ ਬੰਨ੍ਹੇ ਹਨ, ਅੱਜ ਉਸੇ ਪੰਜਾਬ ਦਾ ਇਹ ਹਾਲ ਵੇਖ ਕੇ ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ ਆਖਦੀ ਹੈ:

ਵੇ ਦਰਦਮੰਦਾਂ ਦਿਆਂ ਦਰਦੀਆ ! ਉਠ ਤੱਕ ਆਪਣਾ ਪੰਜਾਬ,

ਅੱਜ ਬੋਲੇ ਲਾਸ਼ਾਂ ਵਿਛੀਆਂ ਤੇ ਲਹੂ ਦੀ ਭਰੀ ਚਨਾਬ।

ਕਿਸੇ ਨੇ ਪੰਜਾਂ ਪਾਈਆਂ ਵਿੱਚ ਦਿੱਤੀ ਜ਼ਹਿਰ ਰਲਾ।

ਤੇ ਉਨਾਂ ਪਾਈਆਂ ਧਰਤ ਨੂੰ ਦਿੱਤਾ ਪਾਈ ਲਾ।

ਫਿਰ ਅੰਮ੍ਰਿਤਾ ਉਨ੍ਹਾਂ ਤ੍ਰਿੰਵਣਾਂ ਦੀ ਗੱਲ ਕਰਦੀ ਹੈ, ਜਿਹੜੇ ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ ਦਾ ਇੱਕ ਖਾਸ ਅੰਗ ਮੰਨੇ ਜਾਂਦੇ ਨੇ, ਜਿੱਥੇ ਪੰਜਾਬੀ ਮੁਟਿਆਰਾਂ ਹੱਸਦੀਆਂ-ਗਾਉਂਦੀਆਂ ਸਨ, ਜਿੱਥੇ ਬੈਠ ਕੇ ਉਹ ਚਰਖੇ ਕੱਤਦੀਆਂ ਸਨ, ਜਿੱਥੇ ਉਹ ਪੀਘਾਂ ਝੂਟਦੀਆਂ ਸਨ। ਅੱਜ ਉਹਨਾਂ ਤ੍ਰਿੰਵਣਾਂ ਦੀਆਂ ਰੋਣਕਾਂ ਵੀ ਖ਼ਤਮ ਕਰ ਦਿੱਤੀਆਂ ਗਈਆਂ ਹਨ। ਉਹਨਾਂ ਚਰਖਿਆਂ ਦੀ ਘੁਕਰ ਵੀ ਬੰਦ ਕਰ ਦਿੱਤੀ ਗਈ ਹੈ। ਅੰਮ੍ਰਿਤਾ ਆਖਦੀ ਹੈ,

ਗਲਿਓਂ ਟੁੱਟੇ ਗੀਤ ਫਿਰ ਤੁੱਕਲਿਓਂ ਟੁੱਟੀ ਤੰਦ

ਤ੍ਰਿੰਜਣੋਂ ਟੁੱਟੀਆਂ ਸਹੇਲੀਆਂ ਚਰੱਖੜੇ ਘੁਕਰ ਬੰਦ।

ਸਣੇ ਸੇਜ ਦੇ ਬੇੜੀਆਂ ਲੁੱਡਣ ਦਿੱਤੀਆਂ ਰੋੜ੍ਹ

ਸਣੇ ਡਾਲੀਆਂ ਪੀਘ ਅੱਜ ਪਿੱਪਲਾਂ ਦਿੱਤੀ ਤੋੜ।

ਅੰਮ੍ਰਿਤਾ ਕਹਿੰਦੀ ਹੈ ਕਿ ਮੈਨੂੰ ਅੱਜ ਸਭ ਹੀ ਕੈਦੋਂ ਬਣੇ ਨਜ਼ਰ ਆ ਰਹੇ ਹਨ। ਪ੍ਰੀਤ ਦੀ ਗੱਲ ਕਰਨ ਵਾਲਾ ਕੋਈ ਵੀ ਨਜ਼ਰੀਂ ਨਹੀਂ ਪੈ ਰਿਹਾ। ਅੰਤ ਉਹ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ ਯਾਦ ਕਰਦੀ ਹੋਈ ਕਹਿੰਦੀ ਹੈ ਕਿ ਇਸ਼ਕ ਦੀ ਕਿਤਾਬ ਦਾ ਤੂੰ ਹੀ ਕੋਈ ਅਗਲਾ ਵਰਕਾ ਫੇਲ ਜਿਸ ਵਿੱਚ ਫਿਰ ਤੋਂ ਆਪਸੀ ਪ੍ਰੀਤ ਦੀ ਗੱਲ ਹੋਵੇ, ਜਿੱਥੇ ਫਿਰ ਤੋਂ ਸਭਨਾਂ ਵਿੱਚ ਆਪਸੀ ਸਾਂਝ ਨਜ਼ਰੀਂ ਪਵੇ। ਇਸ ਤਰ੍ਹਾਂ ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ ਦੇਸ਼ ਵੰਡ ਸਮੇਂ ਅਵਾਮ ਦੀ ਪੀੜਾ ਨੂੰ ਇਸ ਕਵਿਤਾ 'ਚ ਬੜੇ ਮਾਰਮਿਕ ਢੰਗ ਨਾਲ ਪੇਸ਼ ਕਰਦੀ ਹੈ।

2.2.6 ਅੱਜ ਆਖਾਂ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ 'ਕਵਿਤਾ ਦਾ ਕਲਾਤਮਕ ਅਧਿਐਨ : ਪੰਜਾਬੀ ਸਾਹਿਤ ਵਿੱਚ ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ ਇੱਕ ਵੱਡੀ ਕਵਿੱਤਰੀ ਹੈ। ਉਸਨੇ ਆਪਣੀਆਂ ਕਵਿਤਾਵਾਂ ਰਾਹੀਂ ਪੰਜਾਬੀ ਕਵਿਤਾ ਨੂੰ ਅਹਿਮ ਯੋਗਦਾਨ ਦਿੱਤਾ ਹੈ। ਉਸਦੀ ਕਵਿਤਾ ਦੇ ਮੁੱਖ ਗੁਣ ਹੇਠ ਲਿਖੇ ਅਨੁਸਾਰ ਹਨ:

ਪ੍ਰਤੀਕ : ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ ਕੋਲ ਪ੍ਰਤੀਕਾਂ ਦਾ ਭੰਡਾਰ ਹੈ। ਉਹ ਅਨੇਕਾਂ ਪ੍ਰਤੀਕਾਂ ਨਾਲ ਆਪਣੀ ਕਵਿਤਾ ਦੇ ਅਰਥਾਂ ਨੂੰ ਹੋਰ ਗਹਿਰਾ ਕਰਦੀ ਹੈ:

ਧਰਤੀ ਤੇ ਲਹੂ ਵੱਸਿਆ ਕਬਰਾਂ ਪਈਆਂ ਚੋਣ

ਪ੍ਰੀਤ ਦੀਆਂ ਸ਼ਾਹਜ਼ਾਦੀਆਂ ਅੱਜ ਵਿੱਚ ਮਜ਼ਾਰਾਂ ਰੋਣ...

ਅੱਜ ਸੱਭੇ ਕੈਦੋਂ ਬਣ ਗਏ, ਹੁਸਨ ਇਸ਼ਕ ਦੇ ਚੋਰ

ਅੱਜ ਕਿਥੋਂ ਲਿਆਈਏ ਲੱਭ ਕੇ ਵਾਰਿਸ ਸ਼ਾਹ ਇਕ ਹੋਰ...

ਸੰਬੋਧਨੀ ਸ਼ੈਲੀ : ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ ਆਪਣੀਆਂ ਕਵਿਤਾਵਾਂ ਵਿਚ ਸੰਬੋਧਨੀ ਸ਼ੈਲੀ ਦੀ ਵਰਤੋਂ ਕਰਦੀ ਹੈ।

ਵੇ ਦਰਦਮੰਦਾਂ ਦਿਆ ਦਰਦੀਆ ! ਉਠ ਤੱਕ ਅਪਣਾ ਪੰਜਾਬ

ਅੱਜ ਬੇਲੇ ਲਾਸ਼ਾਂ ਵਿਛੀਆਂ ਤੇ ਲਹੂ ਦੀ ਭਰੀ ਚਨਾਬ

ਅਨੁਪ੍ਰਾਸ ਅਲੰਕਾਰ : ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ ਆਪਣੀਆਂ ਕਵਿਤਾਵਾਂ ਵਿਚ ਕਿਸੇ ਗੱਲ ਨੂੰ ਦੁਹਰਾ ਕੇ ਕਹਿਣ ਦੀ ਜੁਗਤ ਬਹੁਤ ਵਰਤੀ ਗਈ ਹੈ। ਉਹ ਆਪਣੀ ਕਵਿਤਾਵਾਂ ਵਿਚ ਅਨੁਪ੍ਰਾਸ ਅਲੰਕਾਰ ਵਰਤਦੀ ਹੈ।

ਦੂਜੇ ਡੰਗ ਦੀ ਲੱਗ ਗਈ ਜਣੇ ਖਣੇ ਨੂੰ ਲਾਗ

ਲਾਗਾਂ ਕੀਲੇ ਲੋਕ ਮੂੰਹ ਬੱਸ ਫਿਰ ਡੰਗ ਹੀ ਡੰਗ

2.3 ਪਾਠ ਦੀ ਰੂਪ-ਰੇਖਾ- ਕਵਿਤਾ: ਤੇਰੇ ਹਜ਼ੂਰ ਮੇਰੀ ਹਾਜ਼ਰੀ ਦੀ ਦਾਸਤਾਨ: ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ

2.3.1 ਕਵਿਤਾ ਦਾ ਮੂਲ ਪਾਠ

ਤੇਰੇ ਹਜ਼ੂਰ ਮੇਰੀ ਹਾਜ਼ਰੀ ਦੀ ਦਾਸਤਾਨ

ਉਦੋਂ ਹਾਜ਼ਰ ਸਾਂ ਮੈਂ

ਤੇਰੇ ਹੱਥ ਵਿੱਚ ਜਦੋਂ ਤਲਵਾਰ

ਨੰਗੀ ਪਿਆਸ ਵਾਂਗੂੰ ਤੜਫੜਾਈ ਸੀ

ਲਹਿਰਦਾ, ਸੁਲਗਦਾ ਮੇਲਾ

ਜਦੋਂ ਸੁੱਕੇ ਸਰੋਵਰ ਵਾਂਗ ਗੁੰਮਸੁੰਮ ਬੁੱਝ ਗਿਆ ਸੀ

ਦੂਰ ਤੀਕਰ ਚੁੱਪ ਦੇ ਬੰਜਰ ਵਿਛੇ ਸਨ

ਜਿਨ੍ਹਾਂ ਦੇ ਵਿੱਚ ਸਵਾਸ ਵੀ ਉੱਗਦਾ ਨਹੀਂ ਪੂਰਾ

ਉਦੋਂ ਹਾਜ਼ਰ ਸਾਂ ਮੈਂ

ਤੇਰੇ ਮੂੰਹੋਂ ਜਦੋਂ ਇੱਕ ਬੋਲ ਦਾ ਟੁਕੜਾ

ਸੁਲਗਦੀ ਲਾਟ ਵਾਂਗੂੰ ਨਿਕਲਿਆ ਸੀ

ਸੀਸ ਜਿਸ ਦੇ ਪਾਸ ਹੈ ਹਾਜ਼ਰ ਕਰੇ

ਉਦੋਂ ਬੇਸੀਸ ਬੰਦੇ ਵਾਂਗ ਮੇਰੀ ਹਾਜ਼ਰੀ ਸੀ

ਮੇਰੇ ਸੀਨੇ 'ਚੋਂ ਮੇਰੀ ਜਾਨ

ਅਚੇਤੀ ਲਹਿਰ ਵਾਂਗੂੰ ਤੁਝਕ ਕੇ ਉੱਠੀ

ਤੇ ਫ਼ਿਰ ਡੀਕੀ ਨਦੀ ਵਾਂਗੂੰ ਮੈਂ ਗਈ
 ਮੈਂ ਆਪਣੇ ਆਪ ਦੀ ਇਕ ਲੀਕ
 ਆਪਣੀ ਹਾਜ਼ਰੀ ਤੋਂ ਬਿਨਾਂ ਉਦੋਂ ਕੁਝ ਵੀ ਨਹੀਂ ਸਾਂ
 ਮੈਂ ਆਪਣੀ ਥਾਂ ਤੇ ਬੈਠਾ ਸਾਂ ਬਿਰਛ ਵਾਂਗੂੰ
 ਜਿਨ੍ਹਾਂ ਮੁੱਢੋਂ ਕਿਸੇ ਦੇ ਚਾਰ ਹੱਥ ਛੱਡ ਕੇ
 ਸਬੂਤਾਂ ਵੱਢ ਦਿੱਤਾ ਸੀ
 ਨਿਰੀ ਨੰਗੀ ਨਿਕੱਦੀ ਹੀਣਤਾ
 ਮੇਰੇ ਉੱਪਰ ਮੇਰੀ ਆਪਣੀ ਵੀ ਛਾਂ ਕੋਈ ਨਹੀਂ ਸੀ
 ਉਦੋਂ ਹਾਜ਼ਰ ਸਾਂ ਮੈਂ
 ਤੇਰੀ ਤੱਕਣੀ ਜਦੋਂ ਛਿਲਤੀ ਕਿਰਨ ਵਾਂਗੂੰ
 ਮੇਰੇ ਵਿਰਲਾਂ 'ਚੋਂ ਅੰਦਰ ਝਾਕਦੀ ਸੀ
 ਮੇਰੇ ਅੰਦਰ ਜੇ ਇੱਕ ਸੂਰਜ ਜਿਹਾ
 ਤੂੰ ਬਾਲ ਧਰਿਆ ਸੀ
 ਉਹਦੇ ਚਾਨਣ 'ਚ ਮੇਰੀ ਹਉਂ ਵਿਆਕੁਲ ਸੀ
 ਮੈਂ ਆਪਣੇ ਆਪ ਨੂੰ ਪੁੱਛਦਾ ਪਿਆ ਸਾਂ
 ਮੇਰੇ ਧੜ ਤੇ ਮੇਰਾ ਸਿਰ ਹੈ ਜਾਂ ਸਿਰ ਦਾ ਦੰਭ ਹੈ
 ਜੇ ਵਿਖਾਇਆ ਤਾਂ ਜਾ ਸਕਦੈ
 ਵਰਤਿਆ ਬਿਲਕੁਲ ਨਹੀਂ ਜਾਂਦਾ
 ਮੈਂ ਆਪਣਾ ਆਪ ਹਾਂ ਜਾਂ ਅਜਨਬੀ ਹਾਂ
 ਮੈਂ ਗੁਰੂ-ਦਰਬਾਰ ਵਿੱਚ ਬੈਠਾ ਪੁਰਖ ਹਾਂ
 ਜਾਂ ਨਾਰ ਹਾਂ
 ਜੇ ਘਰੋਂ ਨਿਕਲੀ ਤਾਂ ਸੀ
 ਪਿੰਡੇ ਤੇ ਇੱਕ ਵਾਫ਼ਰ ਜਿਹਾ ਅੰਗ ਜੋੜ ਕੇ
 ਪਰ ਭਰੇ ਚਾਨਣ,
 ਭਰੇ ਬਾਜ਼ਾਰ ਦੇ ਸਾਹਮਣੇ
 ਅੰਗ ਭੁਰਿਆ
 ਨਾਰ ਦਾ ਬੁੱਚਾ ਅਸਲ
 ਸਭ ਤੇ ਉਜਾਗਰ ਹੋ ਗਿਆ

ਮੈਨੂੰ ਹੁਣ ਆਪਣੀ ਹੀ ਹਾਜ਼ਰੀ
 ਇੱਕ ਭਾਰ ਲਗਦੀ ਸੀ
 ਤੇ ਭਰੇ ਮੇਲੇ ਦੀ ਚੁੱਪ
 ਬੋਲ ਸੀ ਉਪਹਾਸ ਦਾ
 ਤੇ ਚਮਤਕਾਰਾ ਜਦੋਂ ਹੋਇਆ
 ਉਦੋਂ ਹਾਜ਼ਰ ਸਾਂ ਮੈਂ
 ਮੇਰੇ ਲਾਗੇ ਹੀ ਬੈਠਾ ਸੀ ਚਮਤਕਾਰੀ
 ਜਿਨ੍ਹੋਂ ਆਪਣੇ ਹੀ ਹੱਥੀਂ ਸੀਸ ਲਾਹ ਕੇ ਆਪਣਾ
 ਸਹਿਜੇ ਟਿਕਾ ਦਿੱਤਾ ਤੇਰੇ ਚਰਨੀਂ
 ਤੇਰੇ ਹੱਥ ਵਿੱਚ ਅਚੱਲ ਤਲਵਾਰ ਵੀ
 ਛਿਣ ਭਰ ਲਈ ਥੱਰਾ ਗਈ ਸੀ
 ਮੁਅਜ਼ਜ਼ਾ ਤੱਕ ਕੇ
 ਸੀਸ ਵਾਲੇ ਸੀਸ ਅਰਪਨ ਵਾਸਤੇ
 ਤਲਵਾਰ ਦੇ ਮੁਹਤਾਜ ਨਹੀਂ ਹੁੰਦੇ

1.3.2 ਲੇਖਕ ਨਾਲ ਜਾਣ-ਪਛਾਣ : ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ ਪੰਜਾਬੀ ਸਾਹਿਤ ਵਿੱਚ ਵੱਡੇ ਆਲੋਚਕ ਅਤੇ ਕਵੀ ਹਨ। ਉਨ੍ਹਾਂ ਨੇ ਆਪਣੇ ਆਪ ਨੂੰ ਇੱਕ ਸੰਰਚਨਾਵਾਦੀ ਆਲੋਚਕ ਵੱਜੋਂ ਸਥਾਪਿਤ ਕੀਤਾ ਅਤੇ ਪੰਜਾਬੀ ਸਾਹਿਤ ਵਿੱਚ ਉਹ ਸੰਰਚਨਾਵਾਦੀ ਆਲੋਚਕ ਦੇ ਤੌਰ 'ਤੇ ਸਭ ਤੋਂ ਵੱਧ ਪ੍ਰਸਿੱਧ ਹਨ। ਉਸ ਦੀ ਆਲੋਚਨਾ ਨੇ ਪੰਜਾਬੀ ਪਾਠਕ ਵਰਗ ਨੂੰ ਇੱਕ ਨਵੀਂ ਦ੍ਰਿਸ਼ਟੀ ਦਿੱਤੀ। ਉਸ ਦੁਆਰਾ ਰਚਿਤ ਪ੍ਰਸਿੱਧ ਕਾਵਿ ਪੁਸਤਕਾਂ ਦੇ ਨਾਮ 'ਲਾਸਾਂ', 'ਤਾਰ ਤੁਪਕਾ', 'ਅਧਰੈਣੀ', 'ਨਾ ਧੁੱਪੇ ਨਾ ਛਾਵੇਂ', 'ਮੈਂ ਜੇ ਬੀਤ ਗਿਆ', 'ਅਲਫ਼ ਦੁਪਹਿਰ', 'ਟੁੱਕੀਆ ਜੀਭਾਂ ਵਾਲੇ', 'ਮੱਥੇ ਵਾਲਾ ਦੀਵਾ', 'ਮਾਵਾਂ ਧੀਆਂ', 'ਅਲਵਿਦਾ ਤੋਂ ਪਹਿਲਾਂ', 'ਮੇਰੀ ਕਾਵਿ ਯਾਤਰਾ', 'ਨਿੱਕ ਸੁੱਕ', 'ਚੌਥੇ ਦੀ ਉਡੀਕ' 'ਰੁੱਖ ਤੇ ਰਿਸ਼ੀ' ਅਤੇ 'ਰੇਗਿਸਤਾਨ ਦਾ ਲੱਕੜਹਾਰਾ' ਆਦਿ ਹਨ। ਇਸ ਤੋਂ ਬਿਨਾਂ ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ ਨੇ ਸਾਹਿਤ ਆਲੋਚਨਾ ਦੇ ਖੇਤਰ ਵਿੱਚ 'ਸਾਹਿਤ ਅਤੇ ਸਿਧਾਂਤ', 'ਸਾਹਿਤ ਸ਼ਾਸਤਰ', 'ਪਾਰਗਾਮੀ', 'ਰੂਪਕੀ', ਅਧਿਐਨ ਅਤੇ ਅਧਿਆਪਨ', 'ਮੁੱਲ ਤੇ ਮੁਲਾਂਕਣ', 'ਸਾਹਿਤ ਅਧਿਐਨ', 'ਭਾਈ ਵੀਰ ਸਿੰਘ ਪੁਨਰ ਵਿਚਾਰ' ਆਦਿ ਉਨ੍ਹਾਂ ਦੀਆਂ ਪ੍ਰਸਿੱਧ ਪੁਸਤਕਾਂ ਹਨ। ਇਸ ਤੋਂ ਬਿਨਾਂ ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ ਨੇ ਅਨੁਵਾਦ ਦਾ ਕੰਮ ਕਰਦਿਆਂ ਦੋ ਦਰਜਨ ਦੇ ਕਰੀਬ ਪੁਸਤਕਾਂ ਅਨੁਵਾਦ ਵੀ ਕੀਤੀਆਂ ਹਨ। ਇਸ ਤਰ੍ਹਾਂ ਅਸੀਂ ਆਖ ਸਕਦੇ ਹਾਂ ਕਿ ਪੰਜਾਬੀ ਸਾਹਿਤ ਨੂੰ ਡਾ. ਹਰਿਭਜਨ ਦੀ ਬਹੁਪੱਖੀ ਦੇਣ ਹੈ। ਉਨ੍ਹਾਂ ਨੂੰ ਬਹੁਤ ਸਾਰੇ ਸਨਮਾਨ ਵੀ ਮਿਲੇ ਜਿਨ੍ਹਾਂ ਵਿੱਚ ਪ੍ਰਮੁੱਖ ਸਨਮਾਨ ਸਾਹਿਤ ਅਕਾਦਮੀ ਦਾ ਪੁਰਸਕਾਰ, ਮੱਧ ਪ੍ਰਦੇਸ਼ ਦਾ ਕਬੀਰ ਪੁਰਸਕਾਰ, ਪੰਜਾਬ ਰਾਜ ਇਨਾਮ, ਸਾਹਿਤ ਕਲਾ ਪੁਰਸਕਾਰ, ਭਾਈ ਵੀਰ ਸਿੰਘ ਪੁਰਸਕਾਰ ਆਦਿ ਹਨ।

1.3.3 ਤੇਰੇ ਹਜ਼ੂਰ ਮੇਰੀ ਹਾਜ਼ਰੀ ਦੀ ਦਾਸਤਾਨ ਕਵਿਤਾ ਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ:

ਉਦੋਂ ਹਾਜ਼ਰ ਸਾਂ ਮੈਂ
ਤੇਰੀ ਤੱਕਣੀ ਜਦੋਂ ਛਿਲਤੀ ਕਿਰਨ ਵਾਂਗੂੰ
ਮੇਰੇ ਵਿਰਲਾਂ 'ਚੋਂ ਅੰਦਰ ਝਾਕਦੀ ਸੀ
ਮੇਰੇ ਅੰਦਰ ਜੇ ਇੱਕ ਸੂਰਜ ਜਿਹਾ
ਤੂੰ ਬਾਲ ਧਰਿਆ ਸੀ
ਉਹਦੇ ਚਾਨਣ 'ਚ ਮੇਰੀ ਹਉਂ ਵਿਆਕੁਲ ਸੀ
ਮੈਂ ਆਪਣੇ ਆਪ ਨੂੰ ਪੁੱਛਦਾ ਪਿਆ ਸਾਂ
ਮੇਰੇ ਧੜ ਤੇ ਮੇਰਾ ਸਿਰ ਹੈ ਜਾਂ ਸਿਰ ਦਾ ਦੰਭ ਹੈ

ਪ੍ਰਸੰਗ : ਇਹ ਕਾਵਿ ਟੁਕੜਾ ਤੇਰੇ ਹਜ਼ੂਰ ਮੇਰੀ ਹਾਜ਼ਰੀ ਦੀ ਦਾਸਤਾਨ ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ ਦੀ ਕਵਿਤਾ ਵਿੱਚੋਂ ਲਿਆ ਗਿਆ ਹੈ। ਇਸ ਕਵਿਤਾ ਵਿਚ ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ ਨੇ ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ ਦੁਆਰਾ 1699 ਈ. ਵਿਚ ਸਾਜੇ ਜਾ ਰਹੇ ਖਾਲਸਾ ਪੰਥ ਦੇ ਸਮਾਗਮ ਦਾ ਜ਼ਿਕਰ ਕੀਤਾ ਹੈ। ਇਸ ਕਵਿਤਾ ਵਿਚ ਇੱਕ ਸਿੰਘ ਦਾ ਵਰਨਣ ਕੀਤਾ ਗਿਆ ਹੈ। ਜਦੋਂ ਗੁਰੂ ਸਾਹਿਬ ਨੇ ਆਪਣੇ ਹੱਥ ਵਿਚ ਨੰਗੀ ਤਲਵਾਰ ਲੈ ਕੇ ਸੀਸ ਦੀ ਮੰਗ ਕੀਤੀ ਸੀ ਤਾਂ ਬਹੁਤ ਸਾਰੇ ਹੋਰ ਸਿੱਖਾਂ ਵਾਂਗ ਉਹ ਵੀ ਬੇਹੱਦ ਭੈਭੀਤ ਹੋ ਗਿਆ ਸੀ। ਉਸ ਵਕਤ ਕਵੀ ਨੇ ਮਹਿਸੂਸ ਕੀਤਾ ਸੀ : ਕਾਸ਼ ! ਉਸ ਨੇ ਵੀ ਸੀਸ ਭੇਟ ਕਰ ਦਿੱਤਾ ਹੁੰਦਾ ਤਾਂ ਉਸ ਦਾ ਕਿੰਨਾ ਸਤਿਕਾਰ ਹੋਣਾ ਸੀ। ਇਸ ਵਿਚ ਕਵੀ ਦਾ ਮੁੱਖ ਫ਼ੋਕਸ ਇਸ ਗੱਲ ਉੱਤੇ ਹੈ ਕਿ ਬੰਦਾ ਕਿਵੇਂ ਆਪਣੇ ਛੋਟੇ ਜਿਹੇ ਲਾਲਚ ਕਾਰਨ ਆਪਣੇ ਆਪ ਤੋਂ ਪਾਰ ਨਹੀਂ ਜਾ ਸਕਦਾ ਬਾਅਦ ਵਿਚ ਉਹ ਪਛਤਾਵਾ ਕਰਦਾ ਹੈ।

ਵਿਆਖਿਆ : ਇਹਨਾਂ ਸਤਰਾਂ ਵਿਚ ਕਵੀ ਕਹਿੰਦਾ ਹੈ ਕਿ ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ ਆਪਣੀ ਤਲਵਾਰ ਆਸਮਾਨ ਵਿੱਚ ਲਹਿਰਾਉਂਦਾ ਹੈ ਅਤੇ ਸੀਸ ਦੀ ਮੰਗ ਕਰਦਾ ਹੈ। ਆਮ ਲੋਕਾਈ ਆਪਣਾ ਸਿਰ ਨੀਵਾਂ ਕਰ ਲੈਂਦੀ ਹੈ। ਇਸ ਦੌਰਾਨ ਕੁੱਝ ਬਹਾਦਰ ਵਿਅਕਤੀ ਆਪਣਾ ਸੀਸ ਪੇਸ਼ ਕਰਦੇ ਹਨ। ਇਸ ਕਵਿਤਾ ਵਿਚਲਾ 'ਮੈਂ' 'ਪਾਤਰ ਸਿਰ ਝੁਕਾ ਲੈਂਦਾ ਅਤੇ ਸੀਸ ਗੁਰੂ ਨੂੰ ਅਰਪਣ ਨਹੀਂ ਕਰ ਪਾਉਂਦਾ। ਬਾਅਦ ਵਿਚ ਉਸਨੂੰ ਜਾਪਦਾ ਹੈ ਕਿ ਉਸ ਦੇ ਸਿਰ ਉਪਰ ਤਾਂ ਅਣਖੀਲਾ ਅਤੇ ਸੱਚਾ-ਸੁੱਚਾ ਸੀਸ ਹੀ ਨਹੀਂ ਸੀ। ਗੁਰੂ ਦੇ ਦਰਬਾਰ ਵਿਚ ਸੱਚੇ ਸੀਸ ਹੀ ਭੇਟਾ ਚੜ੍ਹ ਸਕਦੇ ਹਨ, ਪਾਖੰਡੀ ਸਿਰਾਂ ਦੀ ਗੁਰੂ ਦੇ ਦਰਬਾਰ ਵਿਚ ਕੋਈ ਕੀਮਤ ਨਹੀਂ। ਕਵੀ ਫ਼ੈਸਲਾ ਕਰਦਾ ਹੈ ਕਿ ਉਹ ਵੀ ਸਾਰੇ ਪਾਖੰਡਾਂ ਨੂੰ ਤਿਆਗ ਕੇ ਸੱਚਾ ਗੁਰਸਿਖ ਬਣਨ ਦੀ ਕੋਸ਼ਿਸ਼ ਕਰੇਗਾ। ਜਦੋਂ ਉਹ ਇਸ ਮੰਤਵ ਵਿਚ ਕਾਮਯਾਬ ਹੋ ਗਿਆ ਤਾਂ ਜ਼ਰੂਰ ਆਪਣਾ ਸਿਰ ਗੁਰੂ-ਚਰਨਾਂ ਵਿਚ ਭੇਟ ਕਰ ਕੇ ਗੁਰੂ-ਘਰ ਦੀ ਮੋਹਰ-ਛਾਪ ਲਵਾ ਲਵੇਗਾ। ਦੰਭੀ ਸਿਰ ਨੂੰ ਲੈ ਕੇ ਜਿਉਣਾ ਕਿੰਨਾ ਕਸ਼ਟਦਾਇਕ ਹੁੰਦਾ ਹੈ। ਇਸ ਕਵਿਤਾ ਰਾਹੀਂ ਕਵੀ ਨੇ ਆਪਣੇ ਸਮੇਤ ਮੱਧਵਰਗੀ ਸੋਚ ਵਾਲੇ ਸਵਾਰਥੀ ਲੋਕਾਂ ਉਪਰ ਇਕ ਭਰਪੂਰ ਵਿਅੰਗ ਕੀਤਾ ਹੈ।

1.3.4 ਤੇਰੇ ਹਜ਼ੂਰ ਮੇਰੀ ਹਾਜ਼ਰੀ ਦੀ ਦਾਸਤਾਨ ਕਵਿਤਾ ਦਾ ਵਿਸ਼ਾ-ਵਸਤੂ : 'ਤੇਰੇ ਹਜ਼ੂਰ ਮੇਰੀ ਹਾਜ਼ਰੀ ਦੀ ਦਾਸਤਾਨ' ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ ਦੁਆਰਾ ਰਚਿਤ ਪ੍ਰਸਿੱਧ ਕਵਿਤਾ ਹੈ। ਇਸ ਕਵਿਤਾ ਵਿਚ ਅਜੇਕੇ ਸਮੇਂ ਦੇ ਵਿਅਕਤੀ ਦੇ ਦਵੰਦ ਬਾਰੇ ਸੰਕੇਤ ਕੀਤਾ ਗਿਆ ਹੈ। ਬਹੁਤ ਸਾਰੇ ਵਿਅਕਤੀ ਆਪਣੇ ਜੀਵਨ ਵਿੱਚ ਸੁਰੱਖਿਅਤ ਦਾਇਰੇ ਅੰਦਰ ਰਹਿ ਕੇ ਸਾਰਾ ਕੁੱਝ ਪ੍ਰਾਪਤ ਕਰਨਾ ਚਾਹੁੰਦੇ ਹਨ। ਅਜਿਹੇ ਵਿਅਕਤੀਆਂ ਕੋਲ ਮੌਲਿਕ ਸਿਰਜਣਾ ਨਹੀਂ ਹੁੰਦੀ। ਇਹ ਕਵਿਤਾ ਅਜਿਹੀ ਮਾਨਸਿਕਤਾ ਬਾਰੇ ਹੀ ਗੱਲ ਕਰਦੀ ਹੈ। ਕਵਿਤਾ ਦਾ ਸਥਾਨ ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ ਦੁਆਰਾ ਖਾਲਸਾ ਸਿਰਜਣ ਵਾਲਾ ਹੈ। ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ ਆਪਣੀ ਤਲਵਾਰ ਆਸਮਾਨ ਵਿੱਚ ਲਹਿਰਾਉਂਦਾ ਹੈ ਅਤੇ ਸੀਸ ਦੀ ਮੰਗ ਕਰਦਾ ਹੈ। ਆਮ ਲੋਕਾਈ ਆਪਣਾ ਸਿਰ ਨੀਵਾਂ ਕਰ ਲੈਂਦੀ ਹੈ। ਇਸ ਦੌਰਾਨ ਕੁੱਝ ਬਹਾਦਰ ਵਿਅਕਤੀ ਆਪਣਾ ਸੀਸ ਪੇਸ਼ ਕਰਦੇ ਹਨ। ਇਹ ਬਹਾਦਰ ਵਿਅਕਤੀ ਹਮੇਸ਼ਾ ਲਈ ਪ੍ਰਸਿੱਧ ਹੋ ਜਾਂਦੇ ਹਨ। ਦੂਜੇ ਪਾਸੇ ਸਧਾਰਣ ਲੋਕ ਹਨ ਜੋ ਆਪਣਾ ਸੀਸ ਨੀਵਾਂ ਕਰ ਲੈਂਦੇ ਹਨ। ਕਵੀ ਆਪਣੇ ਆਪ ਨੂੰ ਹੀ ਸਵਾਲ ਕਰਦਾ ਹੈ ਕਿ ਜਦੋਂ ਗੁਰੂ ਸਾਹਿਬ ਸੀਸ ਦੀ ਮੰਗ ਕਰ ਰਹੇ ਸਨ ਤਾਂ ਉਸ ਦਾ ਸੀਸ ਕਿੱਥੇ ਸੀ।

ਇਸ ਸੰਦਰਭ ਵਿੱਚੋਂ ਅਸੀਂ ਇੱਕ ਆਮ ਬੰਦੇ ਦੀ ਮਾਨਸਿਕਤਾ ਨੂੰ ਪੜ੍ਹ ਸਕਦੇ ਹਾਂ। ਕਵੀ ਉਸ ਸਥਾਨ ਉੱਪਰ ਆਪਣੇ ਆਪ ਦੀ ਕਲਪਨਾ ਕਰਦਾ ਹੈ।

ਮੈਂ ਆਪਣੇ ਆਪ ਨੂੰ ਪੁੱਛਦਾ ਪਿਆ ਸਾਂ

ਮੇਰੇ ਧੜ ਤੇ ਮੇਰਾ ਸਿਰ ਹੈ ਜਾਂ ਸਿਰ ਦਾ ਦੰਭ ਹੈ

ਹਰ ਇਕ ਧਰਮ ਕੁਝ ਸਮੇਂ ਬਾਅਦ ਸੰਪਰਦਾਇਕ ਧਰਮ ਬਣ ਜਾਂਦਾ ਹੈ। ਇਸ ਨਾਲ ਧਰਮ ਉੱਪਰ ਵੀ ਇੱਕ ਵਿਸ਼ੇਸ਼ ਜਮਾਤ ਦਾ ਕਬਜ਼ਾ ਹੋ ਜਾਂਦਾ ਹੈ। ਕਵੀ ਇਸ ਕਵਿਤਾ ਵਿੱਚ ਆਪਣਾ ਸਥਾਨ ਨਿਸ਼ਚਿਤ ਕਰਦਾ ਹੈ। ਉਹ ਕਹਿੰਦਾ ਹੈ ਕਿ ਮੈਂ ਉਨ੍ਹਾਂ ਇਨਸਾਨਾਂ ਵਿੱਚੋਂ ਹਾਂ ਜੋ ਗੁਰਦੁਆਰੇ ਦੇ ਸਮਾਗਮਾਂ ਵਿੱਚ ਪਹਿਲੀ ਕਤਾਰ ਵਿੱਚ ਬੈਠਦੇ ਹਨ। ਹਰ ਇੱਕ ਪਾਸੇ ਚੌਧਰ ਕਰਦੇ ਹਨ ਪਰ ਜਦੋਂ ਧਰਮ ਦੇ ਲਈ ਕੁਰਬਾਨੀ ਦਾ ਸਮਾਂ ਆਉਂਦਾ ਹੈ ਤਾਂ ਮੈਂ ਪਿੱਛੇ ਹਟ ਜਾਂਦਾ ਹਾਂ।

ਇਸ ਕਵਿਤਾ ਵਿਚ ਅਸੀਂ ਦੇਖਦੇ ਹਾਂ ਮੱਧ-ਸ਼੍ਰੇਣੀ ਦੇ ਲੋਕ ਬਿਲਕੁਲ ਇਵੇਂ ਸੋਚਦੇ ਹਨ। ਇਹ ਖ਼ਤਰੇ ਦੇ ਸਨਮੁਖ ਕਦੇ ਨਹੀਂ ਜਾਂਦੇ ਪਰ ਇਨਾਮ-ਸਨਮਾਨ ਹਾਸਲ ਕਰਨ ਲਈ ਸਭ ਤੋਂ ਪਹਿਲਾਂ ਤਿਆਰ ਰਹਿੰਦੇ ਹਨ। ਫਿਰ ਕਵੀ ਸੋਚਦਾ ਹੈ ਕਿ ਸਿਰ ਤਾਂ ਮਨੁੱਖੀ ਸਿਦਕ ਅਤੇ ਸਿਰੜ ਦਾ ਪ੍ਰਤੀਕ ਹੁੰਦਾ ਹੈ ਅਤੇ ਮੇਰੇ ਪਾਸ ਤਾਂ ਇਹ ਗੁਣ ਕਦੇ ਵੀ ਨਹੀਂ ਸਨ। ਮੇਰੇ ਪਾਸ ਸਿਰ ਹੈ ਹੀ ਨਹੀਂ, ਸਿਰਫ਼ ਸਿਰ ਦਾ ਇਕ ਪਾਖੰਡ ਹੀ ਹੈ। ਅਜੇਕੇ ਦੌਰ ਵਿਚ ਬਹੁਤੇ ਲੋਕ ਆਪਣੇ-ਆਪਣੇ ਧੜਾਂ ਉਪਰ ਸੀਸ ਦਾ ਪਾਖੰਡ ਹੀ ਟਿਕਾਈ ਫਿਰਦੇ ਹਨ। ਜੇ ਉਨ੍ਹਾਂ ਪਾਸ ਸਿਰ ਹੁੰਦੇ ਤਾਂ ਉਹ ਇਨ੍ਹਾਂ ਨੂੰ ਕੁਰਬਾਨ ਨਾ ਕਰ ਦਿੰਦੇ? ਆਪਣੇ ਆਸ-ਪਾਸ ਏਨਾ ਜੁਲਮ ਅਤੇ ਬੇਇਨਸਾਫੀ ਕਿਉਂ ਹੋਣ ਦਿੰਦੇ? ਕਵੀ ਸੋਚਦਾ ਹੈ ਕਿ ਉਹ ਸਿਦਕਦਿਲੀ, ਸਿਰੜ ਅਤੇ ਸਾਹਸ ਨਾਲ ਆਪਣੇ ਧੜ ਉਪਰ ਇਕ ਪ੍ਰਮਾਣਿਕ) ਖਰਾ (ਸਿਰ ਉਗਾ ਲਵੇਗਾ ਅਤੇ ਜਿਵੇਂ ਹੀ ਉਹਦੇ ਸਿਰ ਉੱਗ ਆਇਆ, ਉਸ ਨੂੰ ਗੁਰੂ-ਚਰਨਾਂ ਵਿਚ ਅਰਪ ਕੇ ਆਪਣੀ ਭੁੱਲ ਬਖਸ਼ਾ ਲਵੇਗਾ। ਪਾਖੰਡ ਅਤੇ

ਪਸ਼ਚਾਤਾਪ ਲੈ ਕੇ ਜਿਉਣਾ ਕੋਈ ਸੌਖਾ ਕੰਮ ਨਹੀਂ ਹੈ। ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ ਜੀ ਦੀ ਤੀਸਰੀ ਜਨਮ ਸ਼ਤਾਬਦੀ (1966) ਸਮੇਂ ਲਿਖੀ ਗਈ ਇਹ ਰਚਨਾ ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਾਵਿ ਦੀ ਇਕ ਉੱਚਤਮ ਪ੍ਰਾਪਤੀ ਹੈ।

ਕਵਿਤਾ ਵਿੱਚ ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ ਨਵੀਂ ਉਪਜ ਦੀ ਗੱਲ ਕਰਦਾ ਹੈ। ਕਵੀ ਅਨੁਸਾਰ ਬੰਦਾ ਆਪਣੇ ਜੀਵਨ ਵਿੱਚ ਹਰ ਸਮੇਂ ਹੀ ਕੁਝ ਨਾ ਕੁਝ ਕਰ ਸਕਦਾ ਹੁੰਦਾ ਹੈ। ਇਸ ਪ੍ਰਸੰਗ ਵਿੱਚ ਕਵੀ ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ ਦੀ ਮਿਸਾਲ ਲੈਂਦਾ ਹੈ। ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ ਨੇ ਆਪਣਾ ਸਾਰਾ ਕੁਝ ਲੋਕਾਂ ਦੀ ਭਲਾਈ ਲਈ ਕੁਰਬਾਨ ਕਰ ਦਿੱਤਾ। ਉਸ ਨੇ ਆਪਣੇ ਲੋਕਾਂ ਨੂੰ ਨਿਡਰ ਬਣਾਉਣ ਲਈ ਖਾਲਸਾ ਪੰਥ ਦੀ ਸਾਜਨਾ ਕੀਤੀ। ਦੂਜੇ ਪਾਸੇ ਕਵੀ ਵਰਗੇ ਸਧਾਰਣ ਲੋਕ ਹਨ ਜੋ ਨਿੱਜ ਤੋਂ ਉੱਪਰ ਕਦੀ ਸੋਚ ਨਹੀਂ ਸਕਦੇ। ਅਜਿਹੇ ਲੋਕਾਂ ਨੂੰ ਧਰਤੀ ਉੱਪਰ ਆਪਣੀ ਹੋਂਦ ਦਾ ਭਾਰ ਲੱਗਦਾ ਹੈ। ਉਨ੍ਹਾਂ ਨੂੰ ਆਪਣਾ ਸਿਰ ਕੋਈ ਸਿਰ ਨਹੀਂ ਸਗੋਂ ਦੰਭ ਲੱਗਦਾ ਹੈ। ਉਨ੍ਹਾਂ ਨੂੰ ਸੀਸ ਦੇਣ ਵਾਲੇ ਅਤੇ ਗੁਰੂ ਸਾਹਿਬ ਦੇ ਕੰਮ ਚਮਤਕਾਰ ਲੱਗਦੇ ਹਨ। ਖਾਲਸਾ ਪੰਥ ਦੀ ਸਾਜਨਾ ਦੇ ਸਮੇਂ ਸੀਸ ਦੇਣ ਵਾਲੇ ਬਹਾਦਰ ਵੀ ਕਵੀ ਦੇ ਨੇੜੇ ਹੀ ਖੜ੍ਹੇ ਸਨ। ਕਵੀ ਉਨ੍ਹਾਂ ਨੂੰ ਚਮਤਕਾਰੀ ਆਖਦਾ ਹੈ।

ਮੇਰੇ ਲਾਗੇ ਹੀ ਬੈਠਾ ਸੀ ਚਮਤਕਾਰੀ

ਜਿਨ੍ਹੇ ਆਪਣੇ ਹੀ ਹੱਥੀ ਸੀਸ ਲਾਹ ਕੇ ਆਪਣਾ

ਸਹਿਜੇ ਟਿਕਾ ਦਿੱਤਾ ਤੇਰੇ ਚਰਨੀ

ਪੂਰੇ ਸਮਾਗਮ ਤੋਂ ਬਾਅਦ ਜਦੋਂ ਸੀਸ ਦੇਣ ਵਾਲਿਆਂ ਨੂੰ ਨਿਵਾਜਿਆ ਜਾਂਦਾ ਹੈ ਤਾਂ ਕਵੀ ਆਪਣੇ ਆਪ ਨੂੰ ਬੇਵੱਸ ਮਹਿਸੂਸ ਕਰਦਾ ਹੈ। ਇਹ ਬੇਵੱਸੀ ਹੀ ਸਾਰੀ ਦੀ ਸਾਰੀ ਕਵਿਤਾ ਦਾ ਕੇਂਦਰੀ ਵਿਸ਼ਾ ਹੈ। ਇਸ ਮਨੁੱਖੀ ਦਵੰਦ ਅਤੇ ਬੇਵੱਸੀ ਦਾ ਸਿਲਸਿਲਾ ਸਾਰੀ ਉਮਰ ਹੀ ਚਲਦਾ ਰਹਿੰਦਾ ਹੈ।

1.3.5 ਤੇਰੇ ਹਜ਼ੂਰ ਮੇਰੀ ਹਾਜ਼ਰੀ ਦੀ ਦਾਸਤਾਨ ਕਵਿਤਾ ਦੀ ਸੰਖੇਪ ਚਰਚਾ ਅਤੇ ਸਾਰ : ਇਸ ਕਵਿਤਾ ਵਿੱਚ ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ ਨੇ ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ ਦੁਆਰਾ 1699 ਈ. ਵਿੱਚ ਸਾਜੇ ਜਾ ਰਹੇ ਖਾਲਸਾ ਪੰਥ ਦੇ ਇਤਿਹਾਸਕ ਸਮਾਗਮ ਦਾ ਜ਼ਿਕਰ ਕੀਤਾ ਹੈ। ਇਸ ਕਵਿਤਾ ਵਿੱਚ ਇੱਕ ਸਿੰਘ ਦਾ ਵਰਨਣ ਕੀਤਾ ਗਿਆ ਹੈ। ਜਦੋਂ ਗੁਰੂ ਸਾਹਿਬ ਨੇ ਆਪਣੇ ਹੱਥ ਵਿੱਚ ਨੰਗੀ ਤਲਵਾਰ ਲੈ ਕੇ ਸੀਸ ਦੀ ਮੰਗ ਕੀਤੀ ਸੀ ਤਾਂ ਬਹੁਤ ਸਾਰੇ ਹੋਰ ਸਿੱਖਾਂ ਵਾਂਗ ਉਹ ਵੀ ਬੇਹੱਦ ਭੈਭੀਤ ਹੋ ਗਿਆ ਸੀ। ਗੁਰੂ ਜੀ ਨੇ ਇਕ ਤੋਂ ਬਾਅਦ ਇਕ ਪੰਜ ਵਾਰ ਸਿਰਾਂ ਦੀ ਮੰਗ ਕੀਤੀ ਸੀ ਅਤੇ ਹਰ ਇਕ ਨੂੰ ਧਰੂਹ ਕੇ ਤੰਬੂ ਵਿੱਚ ਲੈ ਗਏ ਸਨ। ਪਰ ਪੰਜਵੀਂ ਵਾਰ ਸਿਰ ਮੰਗਣ ਤੋਂ ਬਾਅਦ ਜਦ ਆਪ ਤੰਬੂ ਵਿੱਚੋਂ ਬਾਹਰ ਆਏ ਸਨ ਤਾਂ ਪੰਜੇ ਸਿੰਘ ਵੀ ਆਪ ਦੇ ਪਿਛੇ-ਪਿਛੇ ਬਾਹਰ ਆ ਗਏ ਸਨ। ਗੁਰੂ ਜੀ ਨੇ ਉਨ੍ਹਾਂ ਨੂੰ ਸਤਿਕਾਰ ਦੇ ਕੇ ਆਪਣੇ ਕਰੀਬ ਬਿਠਾ ਲਿਆ ਸੀ। ਉਸ ਵਕਤ ਕਵੀ ਨੇ ਮਹਿਸੂਸ ਕੀਤਾ ਸੀ : ਕਾਸ਼ ! ਉਸ ਨੇ ਵੀ ਸੀਸ ਭੇਟ ਕਰ ਦਿੱਤਾ ਹੁੰਦਾ ਤਾਂ ਉਸ ਦਾ ਕਿੰਨਾ ਸਤਿਕਾਰ ਹੋਣਾ ਸੀ। ਹਰਿਭਜਨ ਸਿੰਘ ਮੱਧ-ਸ਼੍ਰੇਣੀ ਦੇ ਕਿਰਦਾਰ ਨੂੰ ਖੂਬ ਪਹਿਚਾਣਦਾ ਹੈ। ਉਸ ਨੂੰ ਪਤਾ ਹੈ ਕਿ ਇਹ ਸ਼੍ਰੇਣੀ ਕੇਵਲ ਆਪਣੇ ਲਈ ਕੁਝ ਲੈਣਾ ਹੀ ਜਾਣਦੀ ਹੈ, ਦਿੰਦੀ ਬਿਲਕੁਲ ਨਹੀਂ। ਕਵੀ ਨੂੰ ਬੜੀ ਗਿਲਾਨੀ ਅਤੇ ਪਛਤਾਵਾ ਹੋਇਆ ਕਿ ਜੇ ਗੁਰੂ ਸਾਹਿਬ ਨੇ ਸਿਰ ਵਾਪਸ ਹੀ ਕਰ ਦੇਣਾ ਸੀ ਤਾਂ ਉਸ ਨੇ ਆਪਣਾ ਸਿਰ

ਕਿਉਂ ਨਾ ਭੇਟ ਕੀਤਾ। ਕਵੀ ਇਹ ਸੰਕਲਪ ਕਰਦਾ ਹੈ ਕਿ ਜੇ ਕਦੇ ਹੁਣ ਗੁਰੂ ਨੂੰ ਸੀਸ ਦੀ ਜ਼ਰੂਰਤ ਪਈ ਤਾਂ ਉਹ ਜ਼ਰੂਰ ਆਪਣਾ ਸੀਸ ਭੇਟ ਕਰ ਦੇਵੇਗਾ ਕਿਉਂਕਿ ਸੀਸ ਭੇਟ ਕਰਨ ਵਾਲਿਆਂ ਨੂੰ ਜੇ ਸਨਾਖਤ ਅਤੇ ਸਨਮਾਨ ਮਿਲਦਾ ਹੈ, ਉਹ ਦੂਜੇ ਲੋਕਾਂ ਨੂੰ ਨਹੀਂ ਮਿਲਦਾ। ਪਰ ਇਸ ਮੰਤਵ ਲਈ ਇਕ ਪ੍ਰਮਾਣਿਕ ਜਾਂ ਸੱਚਾ-ਸੁੱਚਾ ਵਿਅਕਤੀ ਬਣਨ ਦੀ ਜ਼ਰੂਰਤ ਹੁੰਦੀ ਹੈ

2.3.6 ਤੇਰੇ ਹਜ਼ੂਰ ਮੇਰੀ ਹਾਜ਼ਰੀ ਦੀ ਦਾਸਤਾਨ 'ਕਵਿਤਾ' ਦਾ ਕਲਾਤਮਕ ਅਧਿਐਨ :ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ ਨੂੰ ਕਾਵਿ ਦੇ ਕਲਾ ਪੱਖ ਬਾਰੇ ਵੀ ਬਹੁਤ ਗਿਆਨ ਸੀ। ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ ਇੱਕ ਉੱਘੇ ਕਾਵਿ ਆਲੋਚਕ ਵੀ ਸਨ। ਇਸ ਲਈ ਉਨ੍ਹਾਂ ਦੁਆਰਾ ਲਿਖੀਆਂ ਕਵਿਤਾਵਾਂ ਦਾ ਕਲਾਤਮਕ ਮਿਆਰ ਬਹੁਤ ਉੱਚਾ ਹੁੰਦਾ ਹੈ।

ਸੰਬੋਧਨੀ ਸ਼ੈਲੀ :ਆਪਣੀ ਕਵਿਤਾ 'ਤੇਰੇ ਹਜ਼ੂਰ ਮੇਰੀ ਹਾਜ਼ਰੀ ਦੀ ਦਾਸਤਾਨ' ਵਿੱਚ ਸੰਬੋਧਨੀ ਸ਼ੈਲੀ ਵਰਤੀ ਗਈ ਹੈ। ਉਹ ਆਪਣੇ ਆਪ ਨੂੰ ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ ਦੇ ਨਾਲ ਸੰਬੋਧਨ ਕਰਦੇ ਹਨ। ਕਵਿਤਾ ਵਿੱਚ ਸਾਰੀ ਘਟਨਾਵਾਂ ਦਾ ਵਰਣਨ ਕੀਤਾ ਜਾਂਦਾ ਹੈ ਜਿਸ ਨਾਲ ਕਵਿਤਾ ਵਿੱਚ ਨਾਟਕੀਅਤਾ ਆਉਂਦੀ ਹੈ। ਕਵਿਤਾ ਵਿੱਚ ਕਹਾਣੀ ਅਤੇ ਨਾਵਲ ਵਾਂਗ ਬਿਰਤਾਂਤ ਵੇਖਣ ਨੂੰ ਮਿਲਦਾ ਹੈ। ਇਸ ਕਵਿਤਾ ਵਿੱਚ ਇਤਿਹਾਸਕ ਘਟਨਾਵਾਂ ਉੱਤੇ ਵਾਰ ਵਾਰ ਚਾਨਣ ਪਾਇਆ ਜਾਂਦਾ ਹੈ। ਖਾਲਸਾ ਪੰਥ ਦੀ ਸਾਜਨਾ ਇਤਿਹਾਸ ਵਿੱਚ ਇੱਕ ਵੱਡੀ ਘਟਨਾ ਹੈ। ਕਵਿਤਾ ਦਾ ਮੁੱਖ ਪਾਤਰ ਆਪਣੇ ਆਪ ਨੂੰ ਉਸ ਘਟਨਾ ਵਾਲੇ ਸਥਾਨ ਉੱਪਰ ਕਲਪਿਤ ਕਰਦਾ ਹੈ।

ਖੁੱਲੀ ਕਵਿਤਾ :ਜੇਕਰ ਕਵਿਤਾ ਦੇ ਰੂਪ ਦੀ ਗੱਲ ਕਰੀਏ ਤਾਂ ਅਸੀਂ ਇਸ ਕਵਿਤਾ ਨੂੰ ਖੁੱਲੀ ਕਵਿਤਾ ਦੀ ਸ਼੍ਰੇਣੀ ਵਿੱਚ ਰੱਖ ਸਕਦੇ ਹਾਂ। ਕਵਿਤਾ ਦੀ ਲੈਅ ਵੀ ਖੁੱਲੀ ਕਵਿਤਾ ਵਾਲੀ ਹੈ। ਦੋ ਸਤਰਾਂ ਤੋਂ ਲੈ ਕੇ ਸੱਤ-ਅੱਠ ਸਤਰਾਂ ਤੱਕ ਇੱਕ ਵਿਸ਼ੇ ਉੱਪਰ ਧਿਆਨ ਕੇਂਦਰਿਤ ਕੀਤਾ ਜਾਂਦਾ ਹੈ।

ਉਦੋਂ ਹਾਜ਼ਿਰ ਸਾਂ ਮੈਂ

ਤੇਰੇ ਮੂੰਹੋਂ ਜਦੋਂ ਇੱਕ ਬੋਲ ਦਾ ਟੁਕੜਾ

ਸੁਲਗਦੀ ਲਾਟ ਵਾਂਗੂੰ ਨਿਕਲਿਆ ਸੀ

ਇਸ ਤਰ੍ਹਾਂ ਅਸੀਂ ਕਵਿਤਾ ਦੇ ਰੂਪ ਸੰਬੰਧੀ ਮਿਸਾਲ ਵੇਖ ਸਕਦੇ ਹਾਂ। ਇਸ ਕਵਿਤਾ ਦੀ ਭਾਸ਼ਾ ਵਿੱਚ ਸਿੱਖ ਇਤਿਹਾਸ ਅਤੇ ਧਰਮ ਨਾਲ ਸੰਬੰਧੀ ਬਹੁਤ ਸਾਰੀ ਸ਼ਬਦਾਵਲੀ ਆਉਂਦੀ ਹੈ। ਇਸ ਦੀ ਮਿਸਾਲ ਲਈ ਸੀਸ, ਤਲਵਾਰ, ਸਰੋਵਰ, ਗੁਰ-ਦਰਬਾਰ, ਪੁਰਖ, ਆਦਿ ਸ਼ਬਦਾਵਲੀ ਵੇਖੀ ਜਾ ਸਕਦੀ ਹੈ। ਇਸ ਤਰ੍ਹਾਂ ਅਸੀਂ ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ ਦੁਆਰਾ ਲਿਖੀ ਕਵਿਤਾ 'ਤੇਰੇ ਹਜ਼ੂਰ ਮੇਰੀ ਹਾਜ਼ਰੀ ਦੀ ਦਾਸਤਾਨ' ਦੇ ਕਲਾ ਪੱਖ ਨੂੰ ਜਾਣ ਸਕਦੇ ਹਾਂ।

2.4 ਪਾਠ ਦੀ ਰੂਪ-ਰੇਖਾ ਕਵਿਤਾ : ਹਰ ਮੋੜ ਤੇ ਸਲੀਬਾਂ:ਡਾ .ਜਗਤਾਰ

2.4.1 ਕਵਿਤਾ ਦਾ ਮੂਲ ਪਾਠ

ਹਰ ਮੋੜ ਤੇ ਸਲੀਬਾਂ

ਹਰ ਮੋੜ 'ਤੇ ਸਲੀਬਾਂ, ਹਰ ਪੈਰ 'ਤੇ ਹਨੇਰਾ।
ਫਿਰ ਵੀ ਅਸੀਂ ਰੁਕੇ ਨਾ, ਸਾਡਾ ਵੀ ਦੇਖ ਜੇਰਾ।
ਪੱਥਰ 'ਤੇ ਨਕਸ਼ ਹਾਂ ਮੈਂ, ਮਿੱਟੀ 'ਤੇ ਤਾਂ ਨਹੀਂ ਹਾਂ,
ਜਿੰਨਾ ਕਿਸੇ ਮਿਟਾਇਆ, ਹੁੰਦਾ ਗਿਆ ਡੁੰਘੇਰਾ।
ਕਿੰਨੀ ਕੁ ਦੇਰ ਆਖਿਰ, ਧਰਤੀ ਹਨੇਰ ਜਰਦੀ,
ਕਿੰਨੀ ਕੁ ਦੇਰ ਰਹਿੰਦਾ, ਖਾਮੋਸ਼ ਖੂਨ ਮੇਰਾ।
ਇਤਿਹਾਸ ਦੇ ਵਰਕ ਤੇ, ਤੇ ਵਕਤ ਦੇ ਪਰਾਂ 'ਤੇ,
ਉਂਗਲਾਂ ਡੁਬੇ ਕੇ ਲਹੂ ਵਿਚ, ਲਿਖਿਆ ਹੈ ਨਾਮ ਤੇਰਾ।
ਹਰ ਕਾਲ ਕੋਠੜੀ ਵਿਚ, ਤੇਰਾ ਹੈ ਜ਼ਿਕਰ ਏਦਾਂ,
ਗ਼ਾਰਾਂ' ਚ ਚਾਂਦਨੀ ਦਾ, ਹੋਵੇ ਜਿਵੇਂ ਬਸੇਰਾ।
ਆ ਆ ਕੇ ਯਾਦ ਤੇਰੀ, ਗ਼ਮਾਂ ਦਾ ਜੰਗਲ ਚੀਰੇ,
ਜੁਗਨੂੰ ਹੈ ਚੀਰ ਜਾਂਦਾ, ਜਿਉਂ ਰਾਤ ਦਾ ਹਨੇਰਾ।
ਪੈਰਾਂ 'ਚ ਬੇੜੀਆਂ ਨੇ, ਨੱਚਦੇ ਨੇ ਲੋਕ ਫਿਰ ਵੀ,
ਕਿਉਂ ਵੇਖ ਵੇਖ ਉਡਦੈ, ਚਿਹਰੇ ਦਾ ਰੰਗ ਤੇਰਾ।
ਮੇਰੇ ਵੀ ਪੈਰ ਚੁੰਮ ਕੇ, ਇਕ ਦਿਨ ਕਹੇਗੀ ਬੇੜੀ,
ਸਦ ਸ਼ੁਕਰ ਹੈ ਕਿ ਆਇਐ, ਮਹਿਬੂਬ ਅੰਤ ਮੇਰਾ।

2.4.2 ਲੇਖਕ ਨਾਲ ਜਾਣ-ਪਛਾਣ : ਜਗਤਾਰ ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਪ੍ਰਮੁੱਖ ਸ਼ਾਇਰ ਹੈ। ਜਿਸ ਨੇ ਪੰਜਾਬੀ ਗਜ਼ਲ, ਨਜ਼ਮ, ਗੀਤ ਖੋਜ ਅਤੇ ਅਲੋਚਨਾ ਦੇ ਕਾਰਜ ਰਾਹੀਂ ਆਪਣਾ ਇਕ ਵਿੱਲਖਣ ਸਥਾਨ ਬਣਾਇਆ। ਜਗਤਾਰ ਦਾ ਜਨਮ 6 ਜੂਨ, 1935 ਈ : ਨੂੰ ਮਾਤਾ ਗੁਰਚਰਨ ਕੌਰ ਅਤੇ ਪਿਤਾ ਨੱਥਾ ਸਿੰਘ ਦੇ ਘਰ ਹੋਇਆ। ਸਾਹਿਤ ਜਗਤ ਵਲੋਂ ਡਾ .ਜਗਤਾਰ ਨੂੰ ਕਈ ਸਨਮਾਨਾਂ ਨਾਲ ਨਿਵਾਜਿਆ ਗਿਆ , 'ਦੁੱਧ ਪੱਥਰੀ ਲਈ ' (1961 ਈ (:ਵਿੱਚ ਸਾਹਿਤ ਸਮੀਖਿਆ ਬੋਰਡ ਵੱਲੋਂ ਅਵਾਰਡ ,ਸਾਹਿਤ ਟਰੱਸਟ, ਢੁਡੀਕੇ ਅਵਾਰਡ) 1981 ਈ ,(:'ਸ਼ੀਸ਼ੇ ਦਾ ਜੰਗਲ' ਲਈ ਪੰਜਾਬ ਆਰਟਸ ਕੌਂਸਲ ਅਵਾਰਡ) 1991 ਈ ,(:ਭਾਸ਼ਾ ਵਿਭਾਗ , ਪੰਜਾਬ ਵਲੋਂ ਸ਼੍ਰੋਮਣੀ ਕਵੀ ਵਜੋਂ ਸਨਮਾਨ , ਭਾਰਤੀ ਸਾਹਿਤ ਅਕਾਦਮੀ, ਅਵਾਰਡ ਗਜ਼ਲ ਪੁਸਤਕ 'ਜੁਗਨੂੰ ਦੀਵਾ ਤੇ ਦਰਿਆ ਲਈ '(1995 ਈ (:ਆਦਿ। ਡਾ . ਜਗਤਾਰ ਦੀਆਂ ਪ੍ਰਮੁੱਖ ਕਾਵਿ ਪੁਸਤਕਾਂ -: ਰੁੱਤਾਂ ਰਾਂਗਲੀਆਂ) 1957) , ਤਲਖੀਆਂ ਰੰਗੀਨੀਆਂ) 1960), ਦੁੱਧ

ਪੱਥਰੀ) 1961), ਅਧੂਰਾ ਆਦਮੀ) 1967), ਲਹੂ ਦੇ ਨਕਸ਼) 1973), ਛਾਂਗਿਆ ਰੁੱਖ) 1976), ਸ਼ੀਸ਼ੇ ਦਾ ਜੰਗਲ)1980), ਜਜ਼ੀਰਿਆਂ ਵਿੱਚ ਘਿਰਿਆ ਸਮੁੰਦਰ) 1985), ਚਨੁਕਰੀ ਸ਼ਾਮ) 1990), ਜੁਗਨੂੰ ਦੀਵਾ ਤੇ ਦਰਿਆ)1992), ਅੱਖਾਂ ਵਾਲੀਆਂ ਪੈੜਾਂ) 1999), ਮੇਰੇ ਅੰਦਰ ਇੱਕ ਸਮੁੰਦਰ,(2001) ਪ੍ਰਵੇਸ਼ ਦੁਆਰ) 2002) ਆਦਿ ਹਨ।

2.4.3 ਹਰ ਮੇੜ ਤੇ ਸਲੀਬਾਂ ਕਵਿਤਾ ਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ

ਪੱਥਰ 'ਤੇ ਨਕਸ਼ ਹਾਂ ਮੈਂ, ਮਿੱਟੀ 'ਤੇ ਤਾਂ ਨਹੀਂ ਹਾਂ,
ਜਿੰਨਾ ਕਿਸੇ ਮਿਟਾਇਆ, ਹੁੰਦਾ ਗਿਆ ਡੁੰਘੇਰਾ।

ਕਿੰਨੀ ਕੁ ਦੇਰ ਆਖਿਰ, ਧਰਤੀ ਹਨੇਰ ਜਰਦੀ,
ਕਿੰਨੀ ਕੁ ਦੇਰ ਰਹਿੰਦਾ, ਖਾਮੋਸ਼ ਖੂਨ ਮੇਰਾ।

ਪ੍ਰਸੰਗ : ਉਪਰੋਕਤ ਸਤਰਾਂ ਡਾ .ਜਗਤਾਰ ਦੀ ਪ੍ਰਸਿੱਧ ਗਜ਼ਲ 'ਹਰ ਮੇੜ ਤੇ ਸਲੀਬਾਂ' ਵਿੱਚੋਂ ਲਈਆਂ ਗਈਆਂ ਹਨ। ਇਹ ਉਸਦੀ ਬਹੁਤ ਚਰਚਿਤ ਗਜ਼ਲ ਹੈ ਜੋ 'ਸ਼ੀਸ਼ੇ ਦਾ ਜੰਗਲ' ਪੁਸਤਕ ਵਿਚ ਸ਼ਾਮਲ ਹੈ। ਇਸ ਗਜ਼ਲ ਵਿਚ ਡਾ . ਜਗਤਾਰ ਨੇ ਵਿਰੋਧੀ ਪਰਿਸਥਿਤੀਆਂ ਅਤੇ ਨਿਜ਼ਾਮ ਨਾਲ ਟੱਕਰ ਲੈਣ ਵਾਲੇ ਕ੍ਰਾਂਤਕਾਰੀ ਨਾਇਕ ਨੂੰ ਸਿਰਜਿਆ ਹੈ। ਇਹ ਨਾਇਕ ਸਮਾਜ ਵਿਚਲੀਆਂ ਕੁਰੀਤੀਆਂ ਨੂੰ ਦੂਰ ਕਰਕੇ ਜੁਲਮ ਤੋਂ ਮੁਕਤ ਸੋਹਣਾ ਸਮਾਜ ਸਿਰਜਣ ਦੀ ਤਾਘ ਰੱਖਦਾ ਹੈ।

ਵਿਆਖਿਆ : ਜਗਤਾਰ ਦੀਆਂ ਗਜ਼ਲਾਂ ਵਿੱਚ ਇੱਕ ਵੱਖਰੀ ਲਾਟ ਜਿਸਦਾ ਨਾਂ ਜੁਗਨੂੰ ਹੈ, ਇਹ ਬੜਾ ਸਾਨੂੰ ਮੁਤਾਸਰ ਕਰਦੀ ਹੈ। ਜਿਹੜੀ ਹਨੇਰਿਆਂ ਦੀ ਹਿੱਕ ਚੀਰ ਕੇ ਉਸ ਦੇ ਮੱਥੇ ਤੇ ਝਰੀਟਾਂ ਪਾਉਂਦੀ ਹੈ ਅਤੇ ਹੌਸਲਾ ਨੀ ਹਾਰਦੀ। ਇਹ ਲਾਟ ਆਖਿਰ ਤੱਕ ਇਹਨਾਂ ਹਨੇਰਿਆਂ ਨਾਲ ਲੜਦੀ ਦਿਖਾਈ ਦਿੰਦੀ ਹੈ। ਜਗਤਾਰ ਲੋਕਾਂ ਦੀਆਂ ਪੀੜਾਂ ਨੂੰ ਅਵਾਜ਼ ਦੇਣ ਵਾਲਾ ਕਵੀ ਹੈ। ਉਪਰੋਕਤ ਸਤਰਾਂ ਵਿੱਚ ਕਵੀ ਕਹਿੰਦਾ ਹੈ ਕਿ ਮੈਂ ਮਿੱਟੀ ਨਹੀਂ ਜਿਸਨੂੰ ਕੋਈ ਫਰਕ ਨਹੀਂ ਪੈਂਦਾ ਮੈਂ ਪੱਥਰ ਹਾਂ ਜਿਸਨੂੰ ਜਿਨ੍ਹਾਂ ਕੋਈ ਮਿਟਾਉਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਕਰੇਗਾ ਉਹ ਓਨਾ ਹੀ ਡੁੰਘਾ ਹੁੰਦਾ ਜਾਵੇਗਾ। ਉਪਰੋਕਤ ਸਤਰਾਂ ਵਿੱਚ ਉਹ ਹਨੇਰ ਜੁਲਮ ਨੂੰ ਕਹਿੰਦਾ ਹੈ ਜਿਸਨੂੰ ਕੋਈ ਕਿੰਨਾ ਕੁ ਜਰ ਸਕਦਾ ਹੈ, ਆਖਿਰ ਇਕ ਨਾ ਇਕ ਦਿਨ ਇਸ ਖਾਮੋਸ਼ੀ ਨੂੰ ਤੋੜ ਕੇ ਇਸਦਾ ਸਾਹਮਣਾ ਕਰਨਾ ਹੀ ਪੈਣਾ ਹੈ। ਇਸ ਤਰ੍ਹਾਂ ਡਾ .ਜਗਤਾਰ ਦੀ ਇਹ ਗਜ਼ਲ ਸਥਾਪਤ ਨਿਜ਼ਾਮ ਦੇ ਵਿਰੋਧ ਵਿਚ ਅਤੇ ਮਾਨਵੀ ਕਦਰਾਂ ਕੀਮਤਾਂ ਦੇ ਹੱਕ ਵਿਚ ਆਪਣੀ ਆਵਾਜ਼ ਬੁਲੰਦ ਕਰਦੀ ਹੈ।

2.4.4 ਹਰ ਮੇੜ ਤੇ ਸਲੀਬਾਂ ਕਵਿਤਾ ਦਾ ਵਿਸ਼ਾ-ਵਸਤੂ : ਜਗਤਾਰ ਇਕ ਸੱਚਾ ਕਵੀ ਹੈ, ਜਿਹੜਾ ਪਿਆਰ ਦਾ, ਮੁਹੱਬਤਾਂ ਦਾ, ਅਮਨ ਦਾ ਪੈਗੰਬਰ ਹੈ। ਜਿਸ ਦੇ ਭੇਜੇ ਹੋਏ ਪਰਤ ਕੇ ਆਉਣ ਵਾਲੇ ਹਰ ਕਬੂਤਰ ਦੀ ਹਿੱਕ 'ਚੋਂ ਆਰ ਪਾਰ ਪਹੁੰਚੇ ਹੋਏ ਖੰਜਰ, ਜੱਗ ਦੀ ਬੇਸਕੂਨੀ, ਬਦਅਮਨੀ, ਵੇਲੇ ਦੇ ਜੁਲਮ ਦੀ ਨਿਸ਼ਾਨਕਾਰੀ ਕਰਦੇ ਹਨ। ਜਗਤਾਰ ਕਾਇਨਾਤ ਦੇ ਸਮੁੰਦਰ ਵਿੱਚੋਂ ਪਾਤਾਲ 'ਚ ਲੁਕੇ ਹੋਏ ਮੋਤੀਆਂ ਦੀ ਖੋਜ ਕਰਦਾ ਹੈ। ਤੇ ਅੱਖਰਾਂ ਦੇ ਵੰਨ-ਸੁੰਵਨੇ ਲਾਲਾਂ

ਨਾਲ ਦਿਲਾਂ ਵਿੱਚ ਦਫ਼ਨ ਅਮਾਨਤਾਂ ਦੀ ਖੋਜ ਲਾਕੇ ਤਖਲੀਕੀ ਜਜ਼ਬਿਆਂ ਨੂੰ ਅਜ਼ਹਾਰ ਦੀ ਬਸ਼ਾਰਤ ਦਿੰਦੀ ਹੈ। ਜਗਤਾਰ ਆਪਣੇ ਸ਼ਿਅਰਾਂ ਰਾਹੀਂ ਉਹਨਾਂ ਲੋਕਾਂ ਦੀ ਜੁਬਾਨ ਬਣਦਾ ਹੈ ਜਿਹੜੇ ਸਮੁੰਦਰੋਂ ਪਾਰ ਆਪਣੇ ਘਰ ਬਾਰ, ਆਪਣੇ ਗਰਾਂ ਤੋਂ ਦੂਰ ਢਿੱਡ ਦੀ ਅੱਗ ਬੁਝਾਉਣ ਲਈ ਬਿਰਹੇ ਦੀ ਅੱਗ ਵਿੱਚ ਆਪਣੇ ਹੱਡ ਬਾਲ ਕੇ ਆਪਣੀ ਰੂਹ ਨੂੰ ਸੇਕੇ ਲਾਂਦੇ ਫਿਰਦੇ ਹਨ।

ਆ ਆ ਕੇ ਯਾਦ ਤੇਰੀ, ਜੰਗਲ ਗਮਾਂ ਦਾ ਚੀਰੇ,

ਜੁਗਨੂੰ ਹੈ ਚੀਰ ਜਾਂਦਾ, ਜਿਉਂ ਰਾਤ ਦਾ ਹਨੇਰਾ।

ਹਨੇਰੀ ਦੀਆਂ ਗੁਫਾਵਾਂ ਵਿੱਚ ਚੁੱਪ ਸਾਧੇ ਖੰਡਰਾਂ ਵਿੱਚ ਬਹੁਤ ਸਾਰੀਆਂ ਰੂਹਾਂ ਚੀਖਦੀਆਂ ਸੁਣਾਈ ਦਿੰਦੀਆਂ ਹਨ। ਜਗਤਾਰ ਦੀ ਕਲਮ ਆਪਣੀਆਂ ਲੀਕੀਆਂ ਲੀਕਾਂ ਰਾਹੀਂ ਵੇਲੇ ਦੀ ਤਸਵੀਰ ਖਿੱਚ ਕੇ ਪਾਠਕ ਦੇ ਸਾਹਮਣੇ ਰੱਖ ਦਿੰਦੀ ਹੈ। ਉਸਦੀਆਂ ਇਹਨਾਂ ਹੀ ਲੀਕਾਂ ਵਿੱਚੋਂ ਆਲੇ ਦੁਆਲੇ ਖਿਲਰੇ ਰੰਗ ਬੋਲਦੇ ਹਨ। ਕਦੇ ਉਹ ਅੱਖ ਮਸ਼ਰਿਕ ਦੇ ਸਾਹ ਦੀਆਂ ਡੁੱਬਦੀਆਂ ਹੋਈਆਂ ਨਬਜ਼ਾਂ ਨੂੰ ਵੇਖਦੀ ਹੈ ਤੇ ਕਦੇ ਖੁਸ਼ਕ ਦਰਿਆ, ਸੜੀ ਬਸਤੀ 'ਚ ਉੱਡਦੀ ਹੋਈ ਧੂੜ, ਕਦੇ ਤਿੜਕੇ ਹੋਏ ਸ਼ੀਸ਼ੇ ਤੇ ਕਦੇ ਬੁੱਝੇ ਹੋਏ ਦੀਵੇ। ਸਮੁੱਚੇ ਰੂਪ 'ਚ ਜਗਤਾਰ ਮਨ ਦੇ ਸਾਰੇ ਦਰਦ, ਪੀੜਾਂ, ਉਦਾਸੀ, ਹਾਦਸੇ, ਸਦਮੇ, ਮਹਿਰੂਮੀਅਤ ਆ ਦਿ ਸਾਂਝੇ ਕਰਨਾ ਚਾਹੁੰਦਾ ਹੈ।

2.4.5 ਹਰ ਮੋੜ ਤੇ ਸਲੀਬ ਕਵਿਤਾ ਦੀ ਸੰਖੇਪ ਚਰਚਾ ਅਤੇ ਸਾਰ :ਡਾ .ਜਗਤਾਰ ਦੀ ਪ੍ਰਸਿੱਧ ਗ਼ਜ਼ਲ 'ਹਰ ਮੋੜ ਤੇ ਸਲੀਬਾਂ' ਵਿੱਚੋਂ ਲਈਆਂ ਗਈਆਂ ਹਨ। ਇਹ ਉਸਦੀ ਬਹੁਤ ਚਰਚਿਤ ਗ਼ਜ਼ਲ ਹੈ ਜੋ 'ਸ਼ੀਸ਼ੇ ਦਾ ਜੰਗਲ' ਪੁਸਤਕ ਵਿਚ ਸ਼ਾਮਿਲ ਹੈ। ਇਸ ਗ਼ਜ਼ਲ ਵਿਚ ਡਾ .ਜਗਤਾਰ ਨੇ ਵਿਰੋਧੀ ਪਰਿਸਥਿਤੀਆਂ ਅਤੇ ਨਿਜ਼ਾਮ ਨਾਲ ਟੱਕਰ ਲੈਣ ਵਾਲੇ ਕ੍ਰਾਂਤਕਾਰੀ ਨਾਇਕ ਨੂੰ ਸਿਰਜਿਆ ਹੈ। ਜਿਵੇਂ:

ਹਰ ਮੋੜ 'ਤੇ ਸਲੀਬਾਂ, ਹਰ ਪੈਰ 'ਤੇ ਹਨੇਰਾ।

ਫਿਰ ਵੀ ਅਸੀਂ ਰੁਕੇ ਨਾ, ਸਾਡਾ ਵੀ ਦੇਖ ਜੇਰਾ।

ਪੱਥਰ 'ਤੇ ਨਕਸ਼ ਹਾਂ ਮੈਂ, ਮਿੱਟੀ 'ਤੇ ਤਾਂ ਨਹੀਂ ਹਾਂ,

ਜਿੰਨਾ ਕਿਸੇ ਮਿਟਾਇਆ, ਹੁੰਦਾ ਗਿਆ ਡੂੰਘੇਰਾ।

ਇਹ ਨਾਇਕ ਸਮਾਜ ਵਿਚਲੀਆਂ ਕੁਰੀਤੀਆਂ ਨੂੰ ਦੂਰ ਕਰਕੇ ਜੁਲਮ ਤੋਂ ਮੁਕਤ ਸੋਹਣਾ ਸਮਾਜ ਸਿਰਜਣ ਦੀ ਤਾੱਘ ਰੱਖਦਾ ਹੈ। ਕਵੀ ਕਹਿੰਦਾ ਹੈ ਕਿ ਮੈਂ ਮਿੱਟੀ ਨਹੀਂ ਜਿਸਨੂੰ ਕੋਈ ਫ਼ਰਕ ਨਹੀਂ ਪੈਂਦਾ ਮੈਂ ਪੱਥਰ ਹਾਂ ਜਿਸਨੂੰ ਜਿਨ੍ਹਾਂ ਕੋਈ ਮਿਟਾਉਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਕਰੇਗਾ ਉਹ ਓਨਾ ਹੀ ਡੂੰਘਾ ਹੁੰਦਾ ਜਾਵੇਗਾ। ਉਪਰੋਕਤ ਸਤਰਾਂ ਵਿੱਚ ਉਹ ਹਨੇਰ ਜੁਲਮ ਨੂੰ ਕਹਿੰਦਾ ਹੈ ਜਿਸਨੂੰ ਕੋਈ ਕਿੰਨਾ ਕੁ ਜਰ ਸਕਦਾ ਹੈ ,ਆਖਿਰ ਇਕ ਨਾ ਇਕ ਦਿਨ ਇਸ ਖਾਮੋਸ਼ੀ ਨੂੰ ਤੋੜ ਕੇ ਇਸਦਾ

ਸਾਹਮਣਾ ਕਰਨਾ ਹੀ ਪੈਣਾ ਹੈ। ਇਸ ਤਰ੍ਹਾਂ ਡਾ .ਜਗਤਾਰ ਦੀ ਇਹ ਗ਼ਜ਼ਲ ਸਥਾਪਤ ਨਿਜ਼ਾਮ ਦੇ ਵਿਰੋਧ ਵਿਚ ਅਤੇ ਮਾਨਵੀ ਕਦਰਾਂ ਕੀਮਤਾਂ ਦੇ ਹੱਕ ਵਿਚ ਆਪਣੀ ਆਵਾਜ਼ ਬੁਲੰਦ ਕਰਦੀ ਹੈ।

2.4.6 ਹਰ ਮੇੜ ਤੇ ਸਲੀਬਾਂ ਕਵਿਤਾ ਦਾ ਕਲਾਤਮਕ ਅਧਿਐਨ :ਡਾ .ਜਗਤਾਰ ਗ਼ਜ਼ਲ ਦੇ ਖੇਤਰ ਦਾ ਬਹੁਤ ਵੱਡਾ ਤੇ ਸਮਰੱਥ ਕਵੀ ਹੈ। ਉਸਨੇ ਗ਼ਜ਼ਲ ਦੇ ਖੇਤਰ ਵਿਚ ਇੱਕ ਨਵਾਂ ਮਿਆਰ ਸਥਾਪਿਤ ਕੀਤਾ ਹੈ।

ਸੰਬੋਧਨੀ ਸ਼ੈਲੀ :ਜਗਤਾਰ ਆਪਣੀ ਗ਼ਜ਼ਲ ਵਿੱਚ ਸੰਬੋਧਨੀ ਸ਼ੈਲੀ ਦੀ ਵਰਤੋਂ ਕਰਦਾ ਹੈ।

ਹਰ ਮੇੜ ਤੇ ਸਲੀਬਾਂ, ਹਰ ਮੇੜ ਤੇ ਹਨੇਰਾ

ਫ਼ਿਰ ਵੀ ਅਸੀਂ ਰੁਕੇ ਨਾ ਸਾਡਾ ਵੀ ਦੇਖ ਜੇਰਾ।

ਸੰਵਾਦ ਸ਼ੈਲੀ :ਡਾ .ਜਗਤਾਰ ਆਪਣੀ ਗ਼ਜ਼ਲ ਵਿੱਚ ਸਮੇਂ ਦੀ ਹਕੂਮਤ) ਜੁਲਮ (ਨਾਲ ਸੰਵਾਦ ਰਚਾਉਂਦਾ ਹੈ।

ਪੈਰਾਂ 'ਚ ਬੇੜੀਆਂ ਨੇ, ਨੱਚਦੇ ਨੇ ਲੋਕ ਫ਼ਿਰ ਵੀ,

ਕਿਉਂ ਵੇਖ ਵੇਖ ਉੱਡਦੇ ਚਿਹਰੇ ਦਾ ਰੰਗ ਤੇਰਾ।

ਅਨੁਪ੍ਰਾਸ ਅਲੰਕਾਰ :ਡਾ .ਜਗਤਾਰ ਦੀਆਂ ਗ਼ਜ਼ਲਾਂ ਵਿੱਚ ਕਿਸੇ ਗੱਲ ਨੂੰ ਦੁਹਰਾ ਕੇ ਕਹਿਣ ਦੀ ਜੁਗਤ ਬਹੁਤ ਵਰਤੀ ਗਈ ਹੈ। ਉਹ ਵਾਰ ਵਾਰ ਆਪਣੀ ਗ਼ਜ਼ਲ ਵਿਚ ਅਨੁਪ੍ਰਾਸ ਅਲੰਕਾਰ ਵਰਤਦਾ ਹੈ।

ਕਿੰਨਾ ਕੁ ਦੇਰ ਆਖਿਰ ਧਰਤੀ ਹਨੇਰ ਜਰਦੀ

ਕਿੰਨੀ ਕੁ ਦੇਰ ਰਹਿੰਦਾ ਖਾਮੋਸ਼ ਖੂਨ ਮੇਰਾ।

ਸਪਰਸ਼ ਬਿੰਬ :ਡਾ .ਜਗਤਾਰ ਬਿੰਬਾਂ ਦਾ ਧਨੀ ਹੈ ਉਹ ਬਹੁਤ ਸੋਹਣੇ ਬਿੰਬ ਆਪਣੀਆਂ ਗ਼ਜ਼ਲਾਂ ਵਿਚ ਵਰਤਦਾ ਹੈ ਜਿਵੇਂ ਸਪਰਸ਼ ਬਿੰਬ ਦਾ ਇੱਕ ਨਮੂਨਾ ਹੇਠ ਲਿਖੇ ਅਨੁਸਾਰ ਹੈ:

ਮੇਰੇ ਵੀ ਪੈਰ ਚੁੰਮ ਕੇ, ਇਕ ਦਿਨ ਕਹੇਗੀ ਬੇੜੀ,

ਸਦ ਸੁਕਰ ਹੈ ਕਿ ਆਇਆ, ਮਹਿਬੂਬ ਅੰਤ ਮੇਰਾ।

ਪ੍ਰਤੀਕ :ਡਾ .ਜਗਤਾਰ ਕੋਲ ਪ੍ਰਤੀਕਾਂ ਦਾ ਭੰਡਾਰ ਹੈ।

ਆ ਆ ਕੇ ਯਾਦ ਤੇਰੀ, ਗ਼ਮਾਂ ਦਾ ਜੰਗਲ ਚੀਰੇ,

ਜੁਗਨੂੰ ਹੈ ਚੀਰ ਜਾਂਦਾ, ਜਿਉਂ ਰਾਤ ਦਾ ਹਨੇਰਾ।

2.5 ਅਭਿਆਸ ਲਈ ਪ੍ਰਸ਼ਨ:

1. ਅੱਜ ਆਖਾਂ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ ਕਵਿਤਾ ਕਿਸ ਇਤਿਹਾਸਕ ਘਟਨਾ ਦਾ ਬਿਆਨ ਕਰਦੀ ਹੈ?
2. ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ ਦੀਆਂ ਪ੍ਰਮੁੱਖ ਪੁਸਤਕਾਂ ਦੇ ਨਾਮ ਦੱਸੋ?
3. 'ਅੱਜ ਲੱਖਾਂ ਧੀਆਂ ਰੋਂਦੀਆਂ ਤੈਨੂੰ ਵਾਰਿਸ ਸ਼ਾਹ ਨੂੰ ਕਹਿਣ 'ਇਹਨਾਂ ਸਤਰਾਂ ਵਿਚ ਕਵੀਤਰੀ ਕੀ ਕਹਿਣਾ ਚਾਹੁੰਦੀ ਹੈ?

4. ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ ਕਰੋ:

ਧਰਤੀ ਤੇ ਲਹੂ ਵੱਸਿਆ ਕਬਰਾਂ ਪਈਆਂ ਚੋਣ

ਪ੍ਰੀਤ ਦੀਆਂ ਸ਼ਾਹਜ਼ਾਦੀਆਂ ਅੱਜ ਵਿੱਚ ਮਜ਼ਾਰਾਂ ਰੋਣ...

ਅੱਜ ਸੱਭੇ ਕੈਦੋਂ ਬਣ ਗਏ, ਹੁਸਨ ਇਸ਼ਕ ਦੇ ਚੋਰ

ਅੱਜ ਕਿਥੋਂ ਲਿਆਈਏ ਲੱਭ ਕੇ ਵਾਰਿਸ ਸ਼ਾਹ ਇਕ ਹੋਰ...

5. ਡਾ. ਹਰਿਭਜਨ ਦੀਆਂ ਪ੍ਰਮੁੱਖ ਪੁਸਤਕਾਂ ਕਿਹੜੀਆਂ-ਕਿਹੜੀਆਂ ਹਨ?

6. 'ਤੇਰੇ ਹਜ਼ੂਰ ਮੇਰੀ ਹਾਜ਼ਰੀ ਦੀ ਦਾਸਤਾਨ 'ਕਵਿਤਾ ਦਾ ਪ੍ਰਮੁੱਖ ਵਿਸ਼ਾ ਕੀ ਹੈ?

7. 'ਤੇਰੇ ਹਜ਼ੂਰ ਮੇਰੀ ਹਾਜ਼ਰੀ ਦੀ ਦਾਸਤਾਨ 'ਕਵਿਤਾ ਵਿਚ' ਮੈਂ 'ਕਿਉਂ ਪਛਤਾਉਂਦਾ ਹੈ?

8. ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ ਕਰੋ:

ਸੀਸ ਜਿਸ ਦੇ ਪਾਸ ਹੈ ਹਾਜ਼ਰ ਕਰੇ

ਉਦੋਂ ਬੇਸੀਸ ਬੰਦੇ ਵਾਂਗ ਮੇਰੀ ਹਾਜ਼ਰੀ ਸੀ

ਮੇਰੇ ਸੀਨੇ 'ਚੋਂ ਮੇਰੀ ਜਾਨ

ਅਚੇਤੀ ਲਹਿਰ ਵਾਂਗੂੰ ਤ੍ਰਭਕ ਕੇ ਉੱਠੀ

ਤੇ ਫਿਰ ਡੀਕੀ ਨਦੀ ਵਾਂਗੂੰ ਮੈਂ ਗਈ

9. 'ਹਰ ਮੋੜ' ਤੇ ਸਲੀਬਾਂ 'ਗ਼ਜ਼ਲ ਦਾ ਮੁੱਖ ਵਿਸ਼ਾ ਕੀ ਹੈ?

10. ਡਾ .ਜਗਤਾਰ ਦੇ ਜੀਵਨ ਅਤੇ ਰਚਨਾ ਬਾਰੇ ਸੰਖੇਪ ਚਰਚਾ ਕਰੋ।

11.ਹਰ ਮੋੜ' ਤੇ ਸਲੀਬਾਂ 'ਕਵਿਤਾ ਵਿਚ ਨਾਇਕ ਕਿਹੋ ਜਿਹਾ ਸਮਾਜ ਸਿਰਜਣ ਲਈ ਤਾਂਘਦਾ ਹੈ?

12.ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ ਕਰੋ:

ਪੈਰਾਂ 'ਚ ਬੇੜੀਆਂ ਨੇ, ਨੱਚਦੇ ਨੇ ਲੋਕ ਫਿਰ ਵੀ,
ਕਿਉਂ ਵੇਖ ਵੇਖ ਉਡਦੇ, ਚਿਹਰੇ ਦਾ ਰੰਗ ਤੇਰਾ।

ਮੇਰੇ ਵੀ ਪੈਰ ਚੁੰਮ ਕੇ, ਇਕ ਦਿਨ ਕਹੇਗੀ ਬੇੜੀ,
ਸਦ ਸ਼ੁਕਰ ਹੈ ਕਿ ਆਇਐ, ਮਹਿਬੂਬ ਅੰਤ ਮੇਰਾ।

2.6 ਹੋਰ ਪੜ੍ਹਨ ਲਈ ਸਹਾਇਕ ਪੁਸਤਕਾਂ

1 .ਡਾ .ਰਜਿੰਦਰਪਾਲ ਸਿੰਘ ਬਰਾੜ ,ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਇਤਿਹਾਸ ,ਸਾਹਿਤ ਅਕਾਦਮੀ, ਦਿੱਲੀ ।

2.ਡਾ .ਕਰਮਜੀਤ ਸਿੰਘ ,ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਾਵਿ-ਧਾਰਾਵਾਂ ਦੇ ਵਿਚਾਰਧਾਰਾਈ ਆਧਾਰ ,ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ ,ਅੰਮ੍ਰਿਤਸਰ।

3. ਜਸਵਿੰਦਰ ਸਿੰਘ ,ਨਵੀਂ ਪੰਜਾਬੀ ਕਵਿਤਾ :ਪਛਾਣ ਚਿੰਨ੍ਹ ,ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ ਲੁਧਿਆਣਾ।

4. ਹਰਿਭਜਨ ਸਿੰਘ ,ਪੂਰਨ ਸਿੰਘ :ਰਚਨਾ-ਵਿਰਚਨਾ ,ਨਵਚੇਤਨ ਪਬਲਿਸ਼ਰਜ਼ ,ਅੰਮ੍ਰਿਤਸਰ

5.ਖੇਜ ਪੱਤ੍ਰਿਕਾ) ,ਆਧੁਨਿਕ ਕਾਵਿ ਵਿਸ਼ੇਸ਼ ਅੰਕ ,(ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ,ਪਟਿਆਲਾ

6.ਸੁਖਦੇਵ ਸਿੰਘ ,ਪੰਜਾਬੀ ਕਵਿਤਾ :ਪੁਨਰ ਸੰਵਾਦ ,ਲੋਕਗੀਤ ਪ੍ਰਕਾਸ਼ਨ ,ਚੰਡੀਗੜ੍ਹ

7.ਡਾ .ਯੋਗਰਾਜ ,ਨਵੀਂ ਪੰਜਾਬੀ ਸ਼ਾਇਰ :ਸਮਕਾਲੀ ਸੰਦਰਭ ,ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ ਲੁਧਿਆਣਾ।

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTAR-III

ਕੋਰਸ-ਜਰਨਲ ਪੰਜਾਬੀ

ਯੂਨਿਟ- 3

ਪੰਜਾਬੀ ਕਵਿਤਾ: 'ਜਖਮ', 'ਅਤੇ' ਕੰਮਿਆਂ ਦਾ ਵਿਹੜਾ 'ਕਵਿਤਾਵਾਂ ਦਾ ਵਿਸ਼ਾ', ਸਾਰ, ਪ੍ਰਸੰਗ
ਸਹਿਤ ਵਿਆਖਿਆ ਅਤੇ ਕਲਾਤਮਕ ਅਧਿਐਨ

3.1 ਪਾਠ ਤੀਜਾ : ਪੰਜਾਬੀ ਕਵਿਤਾ

3.1.1 ਭੂਮਿਕਾ

3.1.2 ਪਾਠ ਦਾ ਮੰਤਵ

3.1.3 ਕਵਿਤਾ ਕੀ ਹੈ?

3.1.4 ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ

3.2 ਪਾਠ ਦੀ ਰੂਪ-ਰੇਖਾ-ਕਵਿਤਾ : ਜਖਮ ਸ਼ਿਵ ਕੁਮਾਰ ਬਟਾਲਵੀ

3.2.1 ਕਵਿਤਾ ਦਾ ਮੂਲ ਪਾਠ

3.2.2 ਲੇਖਕ ਨਾਲ ਜਾਣ-ਪਛਾਣ

3.2.3 ਜਖਮ ਕਵਿਤਾ ਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ

3.2.4 ਜਖਮ ਕਵਿਤਾ ਦਾ ਵਿਸ਼ਾ

3.2.5 ਜਖਮ ਕਵਿਤਾ ਦੀ ਸੰਖੇਪ ਚਰਚਾ ਅਤੇ ਸਾਰ

3.2.6 ਜਖਮ ਕਵਿਤਾ ਦਾ ਕਲਾਤਮਕ ਅਧਿਐਨ

3.3 ਪਾਠ ਦੀ ਰੂਪ-ਰੇਖਾ ਕਵਿਤਾ 'ਕੰਮਿਆਂ ਦਾ ਵਿਹੜਾ' : 'ਸੰਤ ਰਾਮ ਉਦਾਸੀ

3.3.1 ਕਵਿਤਾ ਦਾ ਮੂਲ ਪਾਠ

3.3.2 ਲੇਖਕ ਨਾਲ ਜਾਣ-ਪਛਾਣ

' 3.3.3 ਕੰਮਿਆਂ ਦਾ ਵਿਹੜਾ 'ਕਵਿਤਾ ਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ

' 3.3.4 ਕੰਮਿਆਂ ਦਾ ਵਿਹੜਾ 'ਕਵਿਤਾ ਦਾ ਵਿਸ਼ਾ-ਵਸਤੂ

' 3.3.5 ਕੰਮਿਆਂ ਦਾ ਵਿਹੜਾ 'ਕਵਿਤਾ ਦੀ ਸੰਖੇਪ ਚਰਚਾ ਅਤੇ ਸਾਰ

3.3.6 'ਕੰਮਿਆਂ ਦਾ ਵਿਹੜਾ 'ਕਵਿਤਾ ਦਾ ਕਲਾਤਮਕ ਅਧਿਐਨ

3.4 ਅਭਿਆਸ ਲਈ ਪ੍ਰਸ਼ਨ

3.5 ਹੋਰ ਪੜ੍ਹਨ ਲਈ ਸਹਾਇਕ ਪੁਸਤਕਾਂ

3.1 ਪਾਠ ਤੀਜਾ : ਪੰਜਾਬੀ ਕਵਿਤਾ

3.0ਭੂਮਿਕਾ :ਪਿਆਰੇ ਵਿਦਿਆਰਥੀਓ ਤੁਹਾਡੇ ਸਿਲੇਬਸ ਦੇ ਇਸ ਹਿੱਸੇ ਵਿਚ ਪੰਜਾਬੀ ਕਵਿਤਾਵਾਂ ਪੜ੍ਹਾਈਆਂ ਜਾ ਰਹੀਆਂ ਹਨ। ਇਸ ਪਾਠ ਵਿਚ 'ਜਖਮ' 'ਸ਼ਿਵ ਕੁਮਾਰ ਬਟਾਲਵੀ ਅਤੇ' ਕੰਮਿਆਂ ਦਾ ਵਿਹੜਾ 'ਸੰਤ ਰਾਮ ਉਦਾਸੀ ਆਦਿ ਕਵਿਤਾਵਾਂ ਪੜ੍ਹਾਈਆਂ ਜਾਣਗੀਆਂ। ਇਸ ਪਾਠ ਵਿਚ ਇਹਨਾਂ ਕਵਿਤਾਵਾਂ ਦਾ ਮੂਲ ਪਾਠ, ਇਸਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ, ਲੇਖਕ ਬਾਰੇ ਜਾਣਕਾਰੀ, ਵਿਸ਼ਾ-ਵਸਤੂ, ਸਾਰ ਅਤੇ ਕਵਿਤਾ ਦੇ ਕਲਾ ਪੱਖ ਆਦਿ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਦਾਨ ਕੀਤੀ ਜਾ ਰਹੀ ਹੈ। ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਚਾਹੀਦਾ ਹੈ ਕਿ ਪਹਿਲਾਂ ਉਹ ਇਸ ਪਾਠ ਵਿਚ ਦਿੱਤੀ ਗਈ ਹਰ ਕਵਿਤਾ ਦਾ ਮੂਲ ਪਾਠ ਪੜ੍ਹ ਲੈਣ। ਇਕ ਵਾਰ ਪਾਠ ਪੜ੍ਹ ਲੈਣ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀਆਂ ਆਪ ਵੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ, ਵਿਸ਼ਾ-ਵਸਤੂ ਅਤੇ ਸਾਰ ਅਤੇ ਕਲਾ ਪੱਖ ਬਾਰੇ ਲਿਖਣ ਦਾ ਅਭਿਆਸ ਜ਼ਰੂਰ ਕਰਨ।

3.1ਪਾਠ ਦਾ ਮੰਤਵ :ਇਸ ਪਾਠ ਦਾ ਉਦੇਸ਼ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪੰਜਾਬੀ ਕਵਿਤਾ ਨੂੰ ਪੜ੍ਹਨ ਅਤੇ ਸਮਝਣ/ਸਮਝਾਉਣ ਦੇ ਸਮਰੱਥ ਬਣਾਉਣਾ ਹੈ। ਕਵਿਤਾ ਸਭ ਤੋਂ ਪੁਰਾਤਨ ਸਾਹਿਤ ਰੂਪ ਹੈ। ਕਵਿਤਾ ਦੇ ਜ਼ਰੀਏ ਜਿੱਥੇ ਮਨੁੱਖ ਦੀਆਂ ਸੂਖਮ ਭਾਵਨਾਵਾਂ ਦੀ ਪੇਸ਼ਕਾਰੀ ਕੀਤੀ ਜਾਂਦੀ ਹੈ, ਉੱਥੇ ਨਾਲੇ-ਨਾਲ ਸਮਾਜ ਦੇ ਵੱਡੇ ਵਰਤਾਰਿਆਂ ਨੂੰ ਵੀ ਕਵਿਤਾ ਇੱਕ ਖਾਸ ਦ੍ਰਿਸ਼ਟੀਕੋਣ ਤੋਂ ਪੇਸ਼ ਕਰਦੀ ਹੈ। ਕਵਿਤਾ ਦੀਆਂ ਵੱਖ-ਵੱਖ ਪਰਤਾਂ ਨੂੰ ਕਿਵੇਂ ਖੋਲ੍ਹਣਾ ਅਤੇ ਸਮਝਣਾ ਹੈ ਇਹੀ ਇਸ ਪਾਠ ਦਾ ਉਦੇਸ਼ ਹੈ। ਇਸ ਪਾਠ ਵਿਚ 'ਜਖਮ' 'ਸ਼ਿਵ ਕੁਮਾਰ ਬਟਾਲਵੀ (ਅਤੇ' ਕੰਮਿਆਂ ਦਾ ਵਿਹੜਾ) 'ਸੰਤ ਰਾਮ ਉਦਾਸੀ (ਆਦਿ ਕਵਿਤਾਵਾਂ ਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ, ਲੇਖਕ ਬਾਰੇ ਜਾਣਕਾਰੀ, ਵਿਸ਼ਾ-ਵਸਤੂ, ਸਾਰ ਅਤੇ ਕਲਾ ਪੱਖ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਦਾਨ ਕੀਤੀ ਗਈ ਹੈ ਤਾਂ ਜੋ ਵਿਦਿਆਰਥੀ ਪੰਜਾਬੀ ਕਵਿਤਾ ਨੂੰ ਸਮਝਣ ਦੇ ਕਾਬਲ ਹੋ ਸਕਣ।

3.1.3ਕਵਿਤਾ ਕੀ ਹੈ :?ਕਵਿਤਾ ਸਾਹਿਤ ਦਾ ਪੁਰਾਤਨ ਕਾਵਿ ਰੂਪ ਹੈ। ਕਵਿਤਾ ਮਨੁੱਖ ਦੀਆਂ ਸੂਖਮ ਭਾਵਨਾਵਾਂ ਨੂੰ ਇੱਕ ਖਾਸ ਤਰ੍ਹਾਂ ਦੀ ਲੈਅ ਵਿਚ ਪੇਸ਼ ਕਰਦੀ ਹੈ। ਕਵਿਤਾ ਵਿਚ ਜਜ਼ਬੇ, ਕਲਪਨਾ, ਲੈਅ, ਖਿਆਲ ਆਦਿ ਦਾ ਸੁਮੇਲ ਹੁੰਦਾ ਹੈ। ਕਵਿਤਾ ਮਨੁੱਖ ਦੇ ਸੂਖਮ ਭਾਵਾਂ ਦਾ ਕਲਾਤਮਕ ਢੰਗ ਨਾਲ ਕੀਤਾ ਗਿਆ ਪ੍ਰਗਟਾਵਾ ਹੈ। ਇਹ ਮਨੁੱਖੀ ਵਲਵਲਿਆਂ ਦਾ ਬੇਰੋਕ ਉਛਾਲਾ ਹੈ ਜੋ ਆਪ-ਮੁਹਾਰੇ ਬਾਹਰ ਨਿੱਕਲਦਾ ਹੈ।

3.1.4ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ :ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਇਤਿਹਾਸ ਬਹੁਤ ਪੁਰਾਤਨ ਹੈ। ਭਾਸ਼ਾ ਵਿਗਿਆਨੀ ਏਥੋਂ ਤੱਕ ਵੀ ਦਾਅਵਾ ਕਰਦੇ ਹਨ ਕਿ ਵੇਦਾਂ ਵਿਚਲੀ ਸੰਸਕ੍ਰਿਤ ਪੁਰਾਤਨ ਪੰਜਾਬੀ ਦਾ ਹੀ ਰੂਪ ਹੈ। ਇਸ ਤਰ੍ਹਾਂ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਇਤਿਹਾਸ ਵੇਦਾਂ ਦੀ ਕਵਿਤਾ ਤੱਕ ਜਾ ਪਹੁੰਚਦਾ ਹੈ। ਪੰਜਾਬੀ ਕਵਿਤਾ ਦੀ ਇਸ ਕਾਲ ਲੰਮੀ ਪਰੰਪਰਾ ਦਾ ਉੱਭਰਵਾਂ ਰੂਪ ਅੱਠਵੀਂ-ਨੌਵੀਂ ਸਦੀ ਵਿਚ ਜਾ ਕੇ ਨਾਥ-ਜੋਗੀਆਂ ਦੀ ਕਵਿਤਾ ਵਿਚ ਦਿਖਦਾ ਹੈ। ਇਸ ਤੋਂ ਬਾਅਦ ਪੰਜਾਬੀ ਕਵਿਤਾ ਪਹਿਲੀ ਵਾਰ ਆਪਣੇ ਨਿੱਖਰਵੇਂ ਰੂਪ ਵਿਚ ਬਾਰੂਵੀਂ-ਤੇਰਵੀਂ ਸਦੀ ਵਿਚ ਬਾਬਾ ਫ਼ਰੀਦ ਦੀ ਬਾਣੀ ਦੇ ਰੂਪ ਵਿਚ ਸਾਡੇ ਸਾਹਮਣੇ ਆਉਂਦੀ ਹੈ। ਬਾਬਾ ਫ਼ਰੀਦ ਦੀ ਰਚਨਾ ਵਿਚ ਪਹਿਲੀ ਵਾਰ ਦੁਨਿਆਵੀ ਬਿੰਬ ਪ੍ਰਤੀਕ, ਆਮ ਲੋਕਾਂ ਦਾ ਕਾਰ-ਵਿਹਾਰ ਸ਼ਾਮਲ ਹੁੰਦਾ ਹੈ। ਅਗਲਾ ਦੌਰ ਗੁਰਮਤਿ ਕਾਲ ਦਾ ਹੈ। ਜਿਸ ਵਿਚ ਪੰਜਾਬ ਅਤੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਜਿੱਥੇ ਗੁਰਮੁਖੀ ਵਰਗੀ ਲਿਪੀ ਦੀ ਯੋਗ ਵਰਤੋਂ ਕਰਨ ਵਰਗੇ ਵੱਡੇ ਕਾਰਜ

ਵਿਚੋਂ ਲੰਘਦੀ ਹੈ ਓਥੇ ਹੀ ਅਧਿਆਤਮਿਕਤਾ ਦੇ ਵਿਸ਼ਾਲ ਮੰਡਲਾਂ ਦੀ ਯਾਤਰਾ ਵੀ ਕਰਦੀ ਹੈ। ਗੁਰਮਤਿ ਕਾਲ ਦੀ ਰਚਨਾ ਵਿਚਲਾ ਅਧਿਆਤਮ ਮਨੁੱਖ ਦੇ ਅੰਦਰ ਵੱਲ ਦਾ ਯਾਤਰਾ ਕਰਨ ਵੱਲ ਅਗਰਸਰ ਹੈ। ਇਸ ਮੱਧਕਾਲ ਦੇ ਸਮੇਂ ਦੌਰਾਨ ਸੂਫੀ ਸਾਹਿਤ ,ਕਿੱਸਾ ਸਾਹਿਤ ,ਬੀਰ ਸਾਹਿਤ ਆਦਿ ਦਾ ਦੌਰ ਵੀ ਚਲਦਾ ਰਿਹਾ। ਇਹ ਸਾਰੀ ਰਚਨਾ ਲੈਕਿਕ (ਦੁਨਿਆਵੀ (ਹੁੰਦਿਆਂ ਹੋਇਆਂ ਵੀ ਪਰਾਲੈਕਿਕਤਾ ਦਾ ਪ੍ਰਭਾਵ ਕਬੂਲਦੀ ਰਹੀ ਹੈ। ਇਸ ਤਰ੍ਹਾਂ ਦੇ ਅਸਾਰ ਸਾਨੂੰ ਵੀਹਵੀਂ ਸਦੀ ਦੇ ਸ਼ੁਰੂਆਤੀ ਦਹਾਕੇ ਤੱਕ ਦੀ ਕਵਿਤਾ ਤੱਕ ਨਜ਼ਰ ਆਉਂਦੇ ਹਨ। ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਆਰੰਭ ਉਨ੍ਹੀਵੀਂ ਭਾਈ ਵੀਰ ਸਿੰਘ ,ਧਨੀ ਰਾਮ ਚਾਤ੍ਰਕ ਆਦਿ ਦੀ ਕਵਿਤਾ ਵਿਚੋਂ ਇਹ ਪ੍ਰਭਾਵ ਦ੍ਰਿਸ਼ਟੀਗੋਚਰ ਹੁੰਦੇ ਹਨ। ਵੀਹਵੀਂ ਸਦੀ ਦੇ ਦੂਸਰੇ ਅਤੇ ਤੀਸਰੇ ਦਹਾਕੇ ਵਿਚ ਪ੍ਰੋ .ਪੂਰਨ ਸਿੰਘ ਪੰਜਾਬੀ ਕਵਿਤਾ ਨੂੰ ਇਕ ਨਵੀਂ ਲੀਹੇ ਪਾਉਂਦਾ ਹੈ। ਉਸਦੀ ਕਵਿਤਾ ਵਿਚ ਰਾਸ਼ਟਰ ਪ੍ਰੇਮ ਸੱਭਿਅਤਾ ਦੇ ਪ੍ਰੇਮ ਦੇ ਰੂਪ ਵਿਚ ਪ੍ਰਗਟ ਹੁੰਦਾ ਹੈ। ਜਿਸ ਨੂੰ ਉਹ ਉਸ ਸਮੇਂ ਦੀ ਰਾਜਨੀਤਿਕ ਸਥਿਤੀ ਦੇ ਟਕਰਾਅ ਵਿਚੋਂ ਉਭਾਰਦਾ ਹੈ। ਵੀਹਵੀਂ ਸਦੀ ਵਿਚਲਾ ਇਹ ਪ੍ਰਗਟਾ ਰੂਪ ਮੱਧਕਾਲ ਵਿਚਲੀ ਉਸੇ ਰਾਜਨੀਤਿਕ ਚੇਤਨਾ ਦਾ ਵਰ ਮੋਚਵਾਂ ਰੂਪ ਹੈ। ਜਿਹੜਾ ਫੇਰ ਉਸ ਸਮੇਂ ਤੋਂ ਅਗਲੀ ਕਵਿਤਾ ਦਾ ਖਾਸਾ ਬਣ ਜਾਂਦਾ ਹੈ। ਇਸ ਪਾਠ ਵਿਚ ਅਧੁਨਿਕ ਕਵੀਆਂ ਦੀ ਕਵਿਤਾ ਨੂੰ ਸ਼ਾਮਿਲ ਕੀਤਾ ਗਿਆ ਹੈ ਅਤੇ ਉਹਨਾਂ ਦੀ ਕਵਿਤਾ ਦੇ ਪ੍ਰਮੁੱਖ ਸਰੋਕਾਰਾਂ ਨੂੰ ਸਮਝਣ ਦਾ ਯਤਨ ਕੀਤਾ ਗਿਆ ਹੈ।

3.2

ਪਾਠ ਦੀ ਰੂਪ-ਰੇਖਾ(ਕਵਿਤਾ‘ ਜਖਮ ’ਸ਼ਿਵ ਕੁਮਾਰ ਬਟਾਲਵੀ)

3.2.1ਕਵਿਤਾ ਦਾ ਮੂਲ ਪਾਠ

ਜਖਮ

ਚੀਨੀ ਹਮਲੇ ਸਮੇਂ

ਸੁਣਿਉਂ ਵੇ ਕਲਮਾਂ ਵਾਲਿਉ

ਸੁਣਿਉਂ ਵੇ ਅਕਲਾਂ ਵਾਲਿਉ

ਸੁਣਿਉਂ ਵੇ ਹੁਨਰਾਂ ਵਾਲਿਉ

ਹੈ ਅੱਖ ਚੁੱਭੀ ਅਮਨ ਦੀ

ਆਇਉਂ ਵੇ ਫੂਕਾਂ ਮਾਰਿਉ

ਇਕ ਦੇਸਤੀ ਦੇ ਜਖਮ 'ਤੇ

ਸਾਂਝਾਂ ਦਾ ਲੋਗੜ ਬੰਨ੍ਹ ਕੇ

ਸਮਿਆਂ ਦੀ ਬੋਹਰ ਪੀੜ ਕੇ

ਦੁੱਧਾਂ ਦਾ ਛੱਟਾ ਮਾਰਿਉ

ਵਿਹੜੇ ਅਸਾਡੀ ਧਰਤ ਦੇ

ਤਾਰੀਖ ਟੂਣਾ ਕਰ ਗਈ

ਸੇਹੇ ਦਾ ਤੱਕਲਾ ਗੱਡ ਕੇ

ਸਾਹਾਂ ਦੇ ਪੱਤਰ ਵੱਢ ਕੇ

ਹੱਡੀਆਂ ਦੇ ਚੋਲ ਡੋਹਲ ਕੇ

ਨਫਰਤ ਦੀ ਮੋਲੀ ਬੰਨ੍ਹ ਕੇ

ਲਹੂਆਂ ਦੀ ਗਾਗਰ ਧਰ ਗਈ

ਓ ਸਾਥੀਓ, ਓ ਬੇਲੀਓ

ਤਹਿਜੀਬ ਜਿਉਂਦੀ ਮਰ ਗਈ ।

ਇਖਲਾਕ ਦੀ ਅੱਡੀ 'ਤੇ ਮੁੜ

ਵਹਿਸ਼ਤ ਦਾ ਬਿਸੀਅਰ ਲੜ ਗਿਆ

ਇਤਿਹਾਸ ਦੇ ਇਕ ਬਾਬ ਨੂੰ

ਮੁੜ ਕੇ ਜ਼ਹਿਰ ਹੈ ਚੜ੍ਹ ਗਿਆ

ਸੱਦਿਓ ਵੇ ਕੋਈ ਮਾਂਦਰੀ

ਸਮਿਆਂ ਨੂੰ ਦੰਦਲ ਪੈ ਗਈ

ਸੱਦਿਓ ਵੇ ਕੋਈ ਜੋਗੀਆ

ਧਰਤੀ ਨੂੰ ਗਸ਼ ਹੈ ਪੈ ਗਈ

ਸੁੱਖੇ ਵੇ ਰੋਟ ਪੀਰ ਦੇ

ਪਿੱਪਲਾਂ ਨੂੰ ਤੰਦਾਂ ਕੱਚੀਆਂ
ਆਉ ਵੇ ਇਸ ਬਾਰੂਦ ਦੀ
ਵਰਮੀ ਤੇ ਪਾਈਏ ਲੱਸੀਆਂ
ਓ ਦੇਸਤੋਂ, ਓ ਮਹਿਰਮੇ
ਕਾਹਨੂੰ ਇਹ ਅੱਗਾਂ ਮੱਚੀਆਂ

ਹਾੜਾ ਜੇ ਦੇਸ਼ਾਂ ਵਾਲਿਓ
ਹਾੜਾ ਜੇ ਕੈਮਾਂ ਵਾਲਿਓ
ਓ ਐਟਮਾਂ ਦਿਉ ਤਾਜਰੇ
ਬਾਰੂਦ ਦੇ ਵਣਜਾਰਿਉ
ਹੁਣ ਹੋਰ ਨਾ ਮਨੁੱਖ ਸਿਰ
ਲਹੂਆਂ ਦਾ ਕਰਜ਼ਾ ਚਾੜ੍ਹਿਉ
ਹੈ ਅੱਖ ਚੁੱਭੀ ਅਮਨ ਦੀ
ਆਇਉ ਵੇ ਫੂਕਾਂ ਮਾਰਿਉ
ਹਾੜਾ ਜੇ ਕਲਮਾਂ ਵਾਲਿਉ
ਹਾੜਾ ਜੇ ਅਕਲਾਂ ਵਾਲਿਉ
ਹਾੜਾ ਜੇ ਹੁਨਰਾਂ ਵਾਲਿਉ

3.2.2 ਲੇਖਕ ਨਾਲ ਜਾਣ-ਪਛਾਣ : ਸ਼ਿਵ ਕੁਮਾਰ ਬਟਾਲਵੀ ਵੀਹਵੀਂ ਸਦੀ ਦਾ ਇੱਕ ਵੱਡਾ ਪੰਜਾਬੀ ਕਵੀ ਹੈ। ਉਸ ਨੂੰ 'ਬਿਰਹੋਂ ਦਾ ਸੁਲਤਾਨ' ਵੀ ਕਿਹਾ ਜਾਂਦਾ ਹੈ। ਪੰਜਾਬੀ ਸਾਹਿਤ ਵਿੱਚ ਬਿਰਹੋਂ ਨੂੰ ਜਿਸ ਖੂਬਸੂਰਤੀ ਨਾਲ ਸ਼ਿਵ ਕੁਮਾਰ ਨੇ ਪੇਸ਼ ਕੀਤਾ ਹੈ, ਕੋਈ ਵੀ ਹੋਰ ਪੰਜਾਬੀ ਕਵੀ ਸ਼ਿਵ ਕੁਮਾਰ ਦੇ ਪੱਧਰ ਤੱਕ ਪਹੁੰਚ ਹੀ ਨਾ ਸਕਿਆ। ਇਸ ਕਰਕੇ ਹੀ ਪੰਜਾਬੀ ਸਾਹਿਤ ਜਗਤ ਵਿੱਚ ਉਸ ਦਾ ਆਪਣਾ ਇੱਕ ਨਿਵੇਕਲਾ ਸਥਾਨ ਹੈ। ਉਸ ਦੀ ਆਵਾਜ਼ ਵਿੱਚ ਵੀ ਬਹੁਤ ਸੁਰੀਲਾਪਣ ਸੀ। ਜਦੋਂ ਉਹ ਸਟੇਜ ਉੱਪਰ ਕਵਿਤਾ ਜਾਂ ਗ਼ਜ਼ਲ ਦਾ ਉਚਾਰਨ ਕਰਦਾ ਤਾਂ ਸ਼੍ਰੋਤ ਬਹੁਤ ਖੁਸ਼ ਹੁੰਦੇ ਹਨ। ਸ਼ਿਵ ਕੁਮਾਰ ਕੁਮਾਰ ਪਟਵਾਰੀ ਲੱਗਿਆ ਹੋਇਆ ਸੀ ਅਤੇ ਬਾਅਦ ਵਿੱਚ ਕਾਨੂੰਗੋ ਬਣਿਆ। ਉਸ ਦੇ ਕਿੱਤੇ ਦੀ ਸ਼ਬਦਾਵਲੀ ਉਸ ਦੀਆਂ ਰਚਨਾਵਾਂ ਵਿੱਚ ਸਪਸ਼ਟ ਨਜ਼ਰ ਆਉਂਦੀ ਹੈ। ਆਪਣੇ ਜੀਵਨ ਕਾਲ ਦੌਰਾਨ ਉਸ ਨੇ 'ਪੀੜਾਂ

ਦਾ ਪਰਾਗਾ', 'ਲਾਜਵੰਤੀ', 'ਆਟੇ ਦੀਆਂ ਚਿੜੀਆਂ', 'ਮੈਨੂੰ ਵਿਦਾ ਕਰੋ', 'ਬਿਰਹਾ ਤੂੰ ਸੁਲਤਾਨ', 'ਲੂਣਾ', 'ਮੈਂ ਤੇ ਮੈਂ' ਅਤੇ 'ਆਰਤੀ' ਆਦਿ ਰਚਨਾਵਾਂ ਪੰਜਾਬੀ ਸਾਹਿਤ ਨੂੰ ਦਿੱਤੀਆਂ। ਸ਼ਿਵ ਕੁਮਾਰ ਇੱਕ ਵੱਡਾ ਸ਼ਾਇਰ ਹੈ। ਉਸ ਦੁਆਰਾ ਰਚਿਤ ਮਹਾਂਕਾਵਿ 'ਲੂਣਾ' ਉਸ ਦੀ ਸ਼ਾਹਕਾਰ ਰਚਨਾ ਹੈ ਜਿਸ ਵਿੱਚ ਉਹ ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਅਤੇ ਕਦਰਾਂ ਕੀਮਤਾਂ ਨੂੰ ਵੇਖਣ ਲਈ ਇੱਕ ਵੱਖਰਾ ਦ੍ਰਿਸ਼ਟੀਕੋਣ ਦਿੰਦਾ ਹੈ। ਲੂਣਾ ਇੱਕ ਦਲਿਤ ਅਤੇ ਪੰਜਾਬੀ ਸਮਾਜ ਵਿੱਚ ਅਸਵੀਕਾਰ ਪਾਤਰ ਹੈ ਪਰ ਸ਼ਿਵ ਕੁਮਾਰ ਦੀ ਲੂਣਾ ਉਨ੍ਹਾਂ ਤੱਥਾਂ ਅਤੇ ਪ੍ਰਸਥਿਤੀਆਂ ਦੀ ਪਹਿਚਾਣ ਕਰਦੀ ਹੈ ਜਿਸ ਕਰਕੇ ਲੂਣਾ ਦੀ ਸਥਿਤੀ ਨਿਰਧਾਰਿਤ ਹੁੰਦੀ ਹੈ। ਉਸ ਦੀ ਮਹਾਨ ਰਚਨਾ 'ਲੂਣਾ' ਨੂੰ 1967 ਵਿੱਚ ਭਾਰਤੀ ਸਾਹਿਤ ਅਕਾਦਮੀ ਦਾ ਪੁਰਸਕਾਰ ਮਿਲਿਆ। ਇਸ ਤੋਂ ਬਿਨਾਂ ਵੀ ਸ਼ਿਵ ਕੁਮਾਰ ਨੂੰ ਬਹੁਤ ਸਾਰੇ ਪੁਰਸਕਾਰ ਅਤੇ ਸਨਮਾਨ ਮਿਲੇ ਹਨ। ਇਸ ਜਾਣਕਾਰੀ ਤੋਂ ਅਸੀਂ ਸ਼ਿਵ ਕੁਮਾਰ ਦੀ ਪ੍ਰਸਿੱਧੀ ਦਾ ਪਤਾ ਲਗਾ ਸਕਦੇ ਹਾਂ। ਪੰਜਾਬੀ ਸਾਹਿਤ ਵਿੱਚ ਜਦੋਂ ਵੀ ਮੁਹੱਬਤ ਅਤੇ ਵਿਯੋਗ ਦੀ ਗੱਲ ਹੋਵੇਗੀ ਤਾਂ ਸ਼ਿਵ ਕੁਮਾਰ ਹਮੇਸ਼ਾ ਯਾਦ ਕੀਤਾ ਜਾਵੇਗਾ।

3.2.3 ਜਖ਼ਮ ਕਵਿਤਾ ਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ

ਸੁਣਿਉਂ ਵੇ ਕਲਮਾਂ ਵਾਲਿਉ

ਸੁਣਿਉਂ ਵੇ ਅਕਲਾਂ ਵਾਲਿਉ

ਸੁਣਿਉਂ ਵੇ ਹੁਨਰਾਂ ਵਾਲਿਉ

ਹੈ ਅੱਖ ਚੁੱਭੀ ਅਮਨ ਦੀ

ਆਇਉ ਵੇ ਫੁਕਾਂ ਮਾਰਿਉ

ਇਕ ਦੇਸਤੀ ਦੇ ਜਖ਼ਮ 'ਤੇ

ਸਾਂਝਾਂ ਦਾ ਲੋਗੜ ਬੰਨ੍ਹ ਕੇ

ਸਮਿਆਂ ਦੀ ਬੋਹਰ ਪੀੜ ਕੇ

ਦੁੱਧਾਂ ਦਾ ਛੱਟਾ ਮਾਰਿਉ

ਪ੍ਰਸੰਗ : ਇਹ ਕਾਵਿ ਟੁਕੜਾ ਸ਼ਿਵ ਕੁਮਾਰ ਦੁਆਰਾ ਰਚਿਤ ਕਵਿਤਾ 'ਜਖ਼ਮ' ਵਿੱਚੋਂ ਲਿਆ ਗਿਆ ਹੈ। ਇਹ ਕਵਿਤਾ 1962 ਵਿੱਚ ਹੋਏ ਭਾਰਤ-ਚੀਨ ਯੁੱਧ ਨਾਲ ਸੰਬੰਧਿਤ ਹੈ। ਜਦੋਂ ਵੀ ਕਿਸੇ ਦੇਸ਼ ਵਿੱਚ ਯੁੱਧ ਹੁੰਦਾ ਹੈ ਤਾਂ ਇਸ ਵਿੱਚ ਸਭ ਤੋਂ ਵੱਧ ਨੁਕਸਾਨ ਆਮ ਲੋਕਾਈ ਦਾ ਹੁੰਦਾ ਹੈ। ਸ਼ਿਵ ਕੁਮਾਰ ਦੀ ਇਹ ਕਵਿਤਾ ਇਸ ਲੋਕਾਈ ਦੀ ਹੀ ਗੱਲ ਕਰਦੀ ਹੈ।

ਵਿਆਖਿਆ : ਇਹਨਾਂ ਸਤਰਾਂ ਵਿੱਚ ਸ਼ਿਵ ਕੁਮਾਰ ਭਾਰਤ-ਚੀਨ ਦੇ ਯੁੱਧ ਦਾ ਜ਼ਿਕਰ ਕਰਦਾ ਕਹਿੰਦਾ ਹੈ ਕਿ ਇਸ ਲੜਾਈ ਵਿੱਚ ਹਜ਼ਾਰਾਂ ਭਾਰਤੀ ਸੈਨਿਕ ਮਾਰੇ ਗਏ ਸਨ। ਇਹ ਸੈਨਿਕ ਕਿਸੇ ਦੇ ਪਤੀ, ਭਰਾ, ਪਿਤਾ ਅਤੇ ਕਿਸੇ ਦੇ

ਪੁੱਤਰ ਸਨ। ਇਹ ਯੁੱਧ ਸ਼ਹੀਦ ਹੋਣ ਵਾਲੇ ਸਾਰੇ ਸੈਨਿਕਾਂ ਦੇ ਵਿਹੜਿਆਂ ਦੀ ਰੋਣਕ ਅਲੋਪ ਕਰ ਦਿੰਦਾ ਹੈ। ਇਨ੍ਹਾਂ ਯੁੱਧਾਂ ਦਾ ਸਭ ਤੋਂ ਵੱਧ ਫਾਇਦਾ ਕਾਰਪੋਰੇਟ ਦੇ ਲੋਕਾਂ ਨੂੰ ਹੁੰਦਾ ਹੈ ਪਰ ਇਸ ਵਿੱਚ ਸਭ ਤੋਂ ਨੁਕਸਾਨ ਆਮ ਲੋਕਾਂ ਦੀ ਹੁੰਦਾ ਹੈ। ਸ਼ਿਵ ਕੁਮਾਰ ਵਾਰ ਵਾਰ ਆਪਣੀ ਕਵਿਤਾ ਵਿੱਚ ਇਹੀ ਚਰਚਾ ਕਰਦਾ ਹੈ। ਉਹ ਸਾਹਿਤਕਾਰਾਂ ਅਤੇ ਸੂਝਵਾਨਾਂ ਨਾਲ ਆਪਣੀ ਗੱਲ ਸਾਂਝੀ ਕਰਦਾ ਹੈ ਕਿ ਆਪਣੀ ਧਰਤੀ ਉੱਪਰ ਕੋਈ ਟੂਣਾ ਹੋ ਗਿਆ ਹੈ। ਸਾਰੀ ਧਰਤੀ ਉੱਪਰ ਅਣਖ ਅਤੇ ਲਿਆਕਤ ਖਤਮ ਹੋ ਗਈ ਹੈ। ਕੋਈ ਸੱਪ ਆਪਣੀ ਸਾਰੀ ਧਰਤੀ ਜ਼ਹਿਰ ਨਾਲ ਭਰ ਗਿਆ ਹੈ।

3.2.4 ਜ਼ਖ਼ਮ "ਕਵਿਤਾ" ਦਾ ਵਿਸ਼ਾ : ਸ਼ਿਵ ਕੁਮਾਰ ਦੁਆਰਾ ਰਚਿਤ ਕਵਿਤਾ 'ਜ਼ਖ਼ਮ' 1962 ਵਿੱਚ ਹੋਏ ਭਾਰਤ-ਚੀਨ ਯੁੱਧ ਨਾਲ ਸੰਬੰਧਤ ਹੈ। ਜਦੋਂ ਵੀ ਕਿਸੇ ਦੇਸ਼ ਵਿੱਚ ਯੁੱਧ ਹੁੰਦਾ ਹੈ ਤਾਂ ਇਸ ਵਿੱਚ ਸਭ ਤੋਂ ਵੱਧ ਨੁਕਸਾਨ ਆਮ ਲੋਕਾਂ ਦੀ ਹੁੰਦਾ ਹੈ। ਸ਼ਿਵ ਕੁਮਾਰ ਦੀ ਇਹ ਕਵਿਤਾ ਇਸ ਲੋਕਾਂ ਦੀ ਹੀ ਗੱਲ ਕਰਦੀ ਹੈ। ਭਾਰਤ-ਚੀਨ ਦੇ ਯੁੱਧ ਵਿੱਚ ਹਜ਼ਾਰਾਂ ਭਾਰਤੀ ਸੈਨਿਕ ਮਾਰੇ ਗਏ ਸਨ। ਇਹ ਸੈਨਿਕ ਕਿਸੇ ਦੇ ਪਤੀ, ਭਰਾ, ਪਿਤਾ ਅਤੇ ਕਿਸੇ ਦੇ ਪੁੱਤਰ ਸਨ। ਇਹ ਯੁੱਧ ਸ਼ਹੀਦ ਹੋਣ ਵਾਲੇ ਸਾਰੇ ਸੈਨਿਕਾਂ ਦੇ ਵਿਹੜਿਆਂ ਦੀ ਰੋਣਕ ਅਲੋਪ ਕਰ ਦਿੰਦਾ ਹੈ। ਇਨ੍ਹਾਂ ਯੁੱਧਾਂ ਦਾ ਸਭ ਤੋਂ ਵੱਧ ਫਾਇਦਾ ਕਾਰਪੋਰੇਟ ਦੇ ਲੋਕਾਂ ਨੂੰ ਹੁੰਦਾ ਹੈ ਪਰ ਇਸ ਵਿੱਚ ਸਭ ਤੋਂ ਨੁਕਸਾਨ ਆਮ ਲੋਕਾਂ ਦੀ ਹੁੰਦਾ ਹੈ। ਸ਼ਿਵ ਕੁਮਾਰ ਵਾਰ ਵਾਰ ਆਪਣੀ ਕਵਿਤਾ ਵਿੱਚ ਇਹੀ ਚਰਚਾ ਕਰਦਾ ਹੈ। ਉਹ ਸਾਹਿਤਕਾਰਾਂ ਅਤੇ ਸੂਝਵਾਨਾਂ ਨਾਲ ਆਪਣੀ ਗੱਲ ਸਾਂਝੀ ਕਰਦਾ ਹੈ ਕਿ ਆਪਣੀ ਧਰਤੀ ਉੱਪਰ ਕੋਈ ਟੂਣਾ ਹੋ ਗਿਆ ਹੈ। ਸਾਰੀ ਧਰਤੀ ਉੱਪਰ ਅਣਖ ਅਤੇ ਲਿਆਕਤ ਖਤਮ ਹੋ ਗਈ ਹੈ। ਕੋਈ ਸੱਪ ਆਪਣੀ ਸਾਰੀ ਧਰਤੀ ਜ਼ਹਿਰ ਨਾਲ ਭਰ ਗਿਆ ਹੈ। ਸ਼ਿਵ ਕੁਮਾਰ ਅਸਲ ਵਿੱਚ ਆਪਣੀ ਕਵਿਤਾ ਅੰਦਰ ਬਹੁਤ ਸਾਰੇ ਪ੍ਰਤੀਕ ਵਰਤਦਾ ਹੈ। ਉਸ ਦੀ ਕਵਿਤਾ ਵਿੱਚ ਇਹ ਸੱਪ, ਟੂਣਾ ਆਦਿ ਕਾਰਪੋਰੇਟ ਅਤੇ ਭਾਰਤੀ ਰਾਜਨੀਤਿਕ ਪਾਰਟੀਆਂ ਦੀ ਗੱਲ ਕਰਦਾ ਹੈ ਜਿੰਨ੍ਹਾਂ ਨੇ ਪੰਜਾਬੀ ਸਮਾਜ ਨੂੰ ਆਪਣੇ ਹਿੱਤਾਂ ਮੁਤਾਬਿਕ ਰੂਪਾਂਤਰਣ ਕੀਤਾ ਹੈ। ਇੱਥੇ ਜਦੋਂ ਸ਼ਿਵ ਕੁਮਾਰ ਸੱਪ ਦੀ ਗੱਲ ਕਰਦਾ ਹੈ ਤਾਂ ਉਹ ਕਾਰਪੋਰੇਟ ਦਾ ਪ੍ਰਤੀਕ ਹੈ।

ਵਿਹੜੇ ਸਾਡੀ ਧਰਤ ਦੇ

ਤਾਰੀਖ ਟੂਣਾ ਕਰ ਗਈ

ਸੇਹੇ ਦਾ ਤੱਕਲਾ ਗੱਡ ਕੇ

ਸਾਹਾਂ ਦੇ ਪੱਤਰ ਵੱਢ ਕੇ

ਇਤਿਹਾਸ ਆਪਣੇ ਆਪ ਨੂੰ ਕਈ ਵਾਰ ਦੁਹਰਾਉਂਦਾ ਹੈ। ਸ਼ਿਵ ਕੁਮਾਰ 'ਜ਼ਖ਼ਮ' ਕਵਿਤਾ ਵਿੱਚ ਵੀ ਇਤਿਹਾਸ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦਿੰਦਾ ਹੋਇਆ ਦੱਸਦਾ ਹੈ ਕਿ ਇਤਿਹਾਸ ਵਿੱਚ ਪਹਿਲਾਂ ਵੀ ਬਹੁਤ ਵਾਰ ਅਜਿਹਾ ਹੋਇਆ ਹੈ। ਕਾਰਪੋਰੇਟ ਜਗਤ ਨੇ ਆਮ ਲੋਕਾਂ ਨੂੰ ਆਪਣੇ ਹਿੱਤਾਂ ਲਈ ਵਰਤਿਆ ਹੈ। ਉਹ ਇਨ੍ਹਾਂ ਯੁੱਧਾਂ ਤੋਂ ਬਚਣ ਲਈ ਲੋਕ ਧਰਮ ਦੀਆਂ

ਅਨੁਸ਼ਠਾਣ ਦੀ ਗੱਲ ਕਰਦਾ ਹੈ। ਕਦੀ ਉਹ ਪੀਰ ਦਾ ਰੋਟ ਸੁੱਖਦਾ ਹੈ ਅਤੇ ਕਦੀ ਕੋਈ ਹੋਰ ਰਸਮ ਕਰਕੇ ਇਨ੍ਹਾਂ ਯੁੱਧਾਂ ਦਾ ਖਾਤਮਾ ਚਾਹੁੰਦਾ ਹੈ।

ਮਨੁੱਖ ਸੱਭਿਅਤਾ ਦਾ ਜਿਵੇਂ ਜਿਵੇਂ ਵਿਕਾਸ ਹੁੰਦਾ ਹੈ, ਉਸ ਰਫ਼ਤਾਰ ਨਾਲ ਹੀ ਬਹੁਤ ਸਾਰਾ ਕੁਝ ਮਨੁੱਖ ਲਈ ਹਾਨੀਕਾਰਕ ਵੀ ਬਣਦਾ ਹੈ। ਐਟਮ ਬੰਬਾਂ ਦਾ ਕਾਢ, ਪਰਮਾਣੂ ਹਥਿਆਰ ਅਤੇ ਹੋਰ ਵੀ ਬਹੁਤ ਸਾਰਾ ਕੁਝ ਹੈ ਜਿਸ ਦਾ ਸਿੱਧਾ ਸੰਬੰਧ ਮਨੁੱਖ ਦੀ ਤਬਾਹੀ ਨਾਲ ਹੈ। ਇਹ ਸਾਰੇ ਹਥਿਆਰ ਕਾਰਪੋਰੇਟ ਦੀ ਰਾਖੀ ਲਈ ਬਣੇ ਹੋਏ ਹਨ। ਕਾਰਪੋਰੇਟ ਆਪਣੇ ਸਾਮਾਨ ਦੀ ਵਿਕਰੀ ਲਈ ਮੰਡੀਆਂ ਵਧਾਉਣਾ ਚਾਹੁੰਦੇ ਹਨ। ਇਹ ਕਾਰਨ ਹੀ ਇਨ੍ਹਾਂ ਯੁੱਧਾਂ ਦਾ ਮੁੱਖ ਕਾਰਨ ਹੁੰਦਾ ਹੈ। ਸ਼ਿਵ ਕੁਮਾਰ ਆਪਣੀ ਕਵਿਤਾ ਵਿੱਚ ਇਨ੍ਹਾਂ ਹਥਿਆਰਾਂ ਦੇ ਵਪਾਰੀਆਂ ਨੂੰ ਬੇਨਤੀ ਕਰਦਾ ਹੈ ਕਿ ਹੁਣ ਆਮ ਲੋਕਾਈ ਦਾ ਖੂਨ ਵਹਾਉਣਾ ਬੰਦ ਕਰ ਦਿਓ। ਧਰਤੀ ਨੂੰ ਸਵਰਗ ਬਣਾਉਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਕਰੋ ਨਾ ਕਿ ਕੋਈ ਕਬਰਸਤਾਨ। ਸ਼ਿਵ ਕੁਮਾਰ ਸਿਰਫ਼ ਭਾਰਤੀ ਸੈਨਿਕਾਂ ਦੀ ਹਾਮੀ ਨਹੀਂ ਭਰਦਾ ਸਗੋਂ ਦੋਵੇਂ ਦੇਸ਼ਾਂ ਦੇ ਸਿਪਾਹੀਆਂ ਦੀ ਸਾਂਝੀ ਗੱਲ ਕਰਦਾ ਹੈ। ਸ਼ਿਵ ਵਾਂਗ ਪਾਸ ਦੀ ਕਵਿਤਾ 'ਯੁੱਧ'ਵੀ ਅਜਿਹੇ ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਤ ਹੈ। ਪਾਸ ਵੀ ਆਪਣੇ ਸਮੇਂ ਦਾ ਵੱਡਾ ਕਵੀ ਹੈ ਅਤੇ ਵੱਡੇ ਸਾਹਿਤਕਾਰਾਂ ਦੀਆਂ ਰਚਨਾਵਾਂ ਦੀ ਮਹੱਤਤਾ ਹਮੇਸ਼ਾ ਹੀ ਸਰਬਵਿਆਪਕ ਅਤੇ ਸਰਭਕਾਲੀ ਹੁੰਦੀ ਹੈ। ਇਸ ਸੰਬੰਧੀ ਉਨ੍ਹਾਂ ਦੀਆਂ ਕਵਿਤਾਵਾਂ ਦੀਆਂ ਲਾਇਨਾਂ ਵੇਖੀਆਂ ਜਾ ਸਕਦੀਆਂ ਹਨ।

ਨਾ ਜਿੱਤੀ ਏ ਜੰਗ ਕਿਤੇ ਅਸੀਂ

ਨਾ ਹਾਰੇ ਪਾਕਿ ਕਿਤੇ

ਇਹ ਤਾਂ ਪਾਪੀ ਪੇਟ

ਜੋ ਪੁਤਲੀਆਂ ਬਣ ਕੇ ਨੱਚੇ

(ਪਾਸ)

ਬਾਰੂਦ ਦੇ ਵਣਜਾਰਿਉ

ਹੁਣ ਹੋਰ ਨਾ ਮਨੁੱਖ ਸਿਰ

ਲਹੂਆਂ ਦਾ ਕਰਜ਼ਾ ਚਾੜ੍ਹਿਓ

(ਸ਼ਿਵ) ਇਨ੍ਹਾਂ ਕਾਵਿ ਲਾਇਨਾਂ ਤੋਂ ਯੁੱਧ ਦੀ ਸਥਿਤੀ, ਸਿਪਾਹੀਆਂ ਦੀ ਦੁਰਦਸ਼ਾ ਅਤੇ ਆਮ ਲੋਕਾਈ ਦੀ ਤਬਾਹੀ ਬਾਰੇ ਸਹੀ ਅੰਦਾਜ਼ਾ ਲਗਾਇਆ ਜਾ ਸਕਦਾ ਹੈ। ਸ਼ਿਵ ਕੁਮਾਰ ਕਾਰਪੋਰੇਟ ਅਤੇ ਰਾਜਨੀਤਕ ਲੋਕਾਂ ਨੂੰ ਇਹ ਯੁੱਧ ਖਤਮ ਕਰਨ ਲਈ ਕਹਿੰਦਾ ਹੈ। ਉਹ ਨਹੀਂ ਚਾਹੁੰਦਾ ਕਿ ਮਨੁੱਖ ਦਾ ਲਹੂ ਧਰਤੀ ਉੱਪਰ ਡਿੱਗ ਕੇ ਖਰਾਬ ਹੋਈ ਜਾਵੇ।

.3.25 ਜਖਮ ਕਵਿਤਾ ਦੀ ਸੰਖੇਪ ਚਰਚਾ ਅਤੇ ਸਾਰ :ਇਹ ਕਵਿਤਾ 1962 ਵਿੱਚ ਹੋਏ ਭਾਰਤ-ਚੀਨ ਯੁੱਧ ਨਾਲ ਸੰਬੰਧਿਤ ਹੈ। ਜਦੋਂ ਵੀ ਕਿਸੇ ਦੇਸ਼ ਵਿੱਚ ਯੁੱਧ ਹੁੰਦਾ ਹੈ ਤਾਂ ਇਸ ਵਿੱਚ ਸਭ ਤੋਂ ਵੱਧ ਨੁਕਸਾਨ ਆਮ ਲੋਕਾਈ ਦਾ ਹੁੰਦਾ ਹੈ। ਸ਼ਿਵ ਕੁਮਾਰ ਦੀ ਇਹ ਕਵਿਤਾ ਇਸ ਲੋਕਾਈ ਦੀ ਹੀ ਗੱਲ ਕਰਦੀ ਹੈ ਜਿਵੇਂ:

ਹਾੜਾ ਜੇ ਦੇਸ਼ਾਂ ਵਾਲਿਓ

ਹਾੜਾ ਜੇ ਕੌਮਾਂ ਵਾਲਿਓ

ਓ ਐਟਮਾਂ ਦਿਉ ਤਾਜਰੇ

ਬਾਰੂਦ ਦੇ ਵਣਜਾਰਿਉ

ਹੁਣ ਹੋਰ ਨਾ ਮਨੁੱਖ ਸਿਰ

ਲਹੂਆਂ ਦਾ ਕਰਜ਼ਾ ਚਾੜ੍ਹਿਉ

ਹੈ ਅੱਖ ਚੁੱਭੀ ਅਮਨ ਦੀ

ਆਇਉ ਵੇ ਫੂਕਾਂ ਮਾਰਿਉ

ਸ਼ਿਵ ਕੁਮਾਰ ਭਾਰਤ-ਚੀਨ ਦੇ ਯੁੱਧ ਦਾ ਜ਼ਿਕਰ ਕਰਦਾ ਕਹਿੰਦਾ ਹੈ ਕਿ ਇਸ ਲੜਾਈ ਵਿੱਚ ਕਿੰਨੀਆਂ ਮਨੁੱਖੀ ਜ਼ਿੰਦਗੀਆਂ ਦਾ ਖਾਣ ਹੋਇਆ। ਇਸ ਲੜਾਈ ਵਿੱਚ ਹਜ਼ਾਰਾਂ ਭਾਰਤੀ ਸੈਨਿਕ ਮਾਰੇ ਗਏ ਸਨ। ਇਹ ਸੈਨਿਕ ਕਿਸੇ ਦੇ ਪਤੀ, ਭਰਾ, ਪਿਤਾ ਅਤੇ ਕਿਸੇ ਦੇ ਪੁੱਤਰ ਸਨ। ਇਹ ਯੁੱਧ ਸ਼ਹੀਦ ਹੋਣ ਵਾਲੇ ਸਾਰੇ ਸੈਨਿਕਾਂ ਦੇ ਵਿਹੜਿਆਂ ਦੀ ਰੋਣਕ ਅਲੋਪ ਕਰ ਦਿੰਦਾ ਹੈ। ਇਨ੍ਹਾਂ ਯੁੱਧਾਂ ਦਾ ਸਭ ਤੋਂ ਵੱਧ ਫਾਇਦਾ ਕਾਰਪੋਰੇਟ ਦੇ ਲੋਕਾਂ ਨੂੰ ਹੁੰਦਾ ਹੈ ਪਰ ਇਸ ਵਿੱਚ ਸਭ ਤੋਂ ਨੁਕਸਾਨ ਆਮ ਲੋਕਾਂ ਦੀ ਹੁੰਦਾ ਹੈ। ਸ਼ਿਵ ਕੁਮਾਰ ਵਾਰ ਵਾਰ ਆਪਣੀ ਕਵਿਤਾ ਵਿੱਚ ਇਹੀ ਚਰਚਾ ਕਰਦਾ ਹੈ। ਉਹ ਸਾਹਿਤਕਾਰਾਂ ਅਤੇ ਸੂਝਵਾਨਾਂ ਨਾਲ ਆਪਣੀ ਗੱਲ ਸਾਂਝੀ ਕਰਦਾ ਹੈ ਕਿ ਆਪਣੀ ਧਰਤੀ ਉੱਪਰ ਕੋਈ ਟੂਣਾ ਹੋ ਗਿਆ ਹੈ। ਸਾਰੀ ਧਰਤੀ ਉੱਪਰ ਅਣਖ ਅਤੇ ਲਿਆਕਤ ਖਤਮ ਹੋ ਗਈ ਹੈ। ਕੋਈ ਸੱਪ ਆਪਣੀ ਸਾਰੀ ਧਰਤੀ ਜ਼ਹਿਰ ਨਾਲ ਭਰ ਗਿਆ ਹੈ। ਐਟਮ ਬੰਬਾਂ ਦਾ ਕਾਫ਼, ਪਰਮਾਣੂ ਹਥਿਆਰ ਅਤੇ ਹੋਰ ਵੀ ਬਹੁਤ ਸਾਰਾ ਕੁਝ ਹੈ ਜਿਸ ਦਾ ਸਿੱਧਾ ਸੰਬੰਧ ਮਨੁੱਖ ਦੀ ਤਬਾਹੀ ਨਾਲ ਹੈ। ਇਹ ਸਾਰੇ ਹਥਿਆਰ ਕਾਰਪੋਰੇਟ ਦੀ ਰਾਖੀ ਲਈ ਬਣੇ ਹੋਏ ਹਨ। ਕਾਰਪੋਰੇਟ ਆਪਣੇ ਸਾਮਾਨ ਦੀ ਵਿਕਰੀ ਲਈ ਮੰਡੀਆਂ ਵਧਾਉਣਾ ਚਾਹੁੰਦੇ ਹਨ। ਇਹ ਕਾਰਨ ਹੀ ਇਨ੍ਹਾਂ ਯੁੱਧਾਂ ਦਾ ਮੁੱਖ ਕਾਰਨ ਹੁੰਦਾ ਹੈ। ਸ਼ਿਵ ਕੁਮਾਰ ਆਪਣੀ ਕਵਿਤਾ ਵਿੱਚ ਇਨ੍ਹਾਂ ਹਥਿਆਰਾਂ ਦੇ ਵਪਾਰੀਆਂ ਨੂੰ ਬੇਨਤੀ ਕਰਦਾ ਹੈ ਕਿ ਹੁਣ ਆਮ ਲੋਕਾਈ ਦਾ ਖੂਨ ਵਹਾਉਣਾ ਬੰਦ ਕਰ ਦਿਓ। ਧਰਤੀ ਨੂੰ ਸਵਰਗ ਬਣਾਉਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਕਰੋ ਨਾ ਕਿ ਕੋਈ ਕਬਰਸਤਾਨ।

3.26 ਜਖਮ ਕਵਿਤਾ ਦਾ ਕਲਾਤਮਕ ਅਧਿਐਨ :ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਵਿਚ ਸ਼ਿਵ ਕੁਮਾਰ ਬਟਾਲਵੀ ਸਭ ਤੋਂ ਵੱਧ ਹਰਮਨ ਪਿਆਰਾ ਅਤੇ ਸਭ ਤੋਂ ਵੱਧ ਪੜ੍ਹਿਆ ਜਾਣ ਵਾਲਾ ਕਵੀ ਹੈ। ਸ਼ਿਵ ਕੁਮਾਰ ਦੀ ਕਵਿਤਾ 'ਜਖਮ' ਦੇ ਕਲਾਤਮਕ ਪੱਖ ਦੀ ਗੱਲ ਕਰੀਏ ਤਾਂ ਇਹ ਕਵਿਤਾ ਉੱਚ ਪੱਧਰ ਦੀ ਕਵਿਤਾ ਹੈ। ਇਸ ਕਵਿਤਾ ਦੇ ਪ੍ਰਮੁੱਖ ਗੁਣ ਹੇਠ ਲਿਖੇ ਅਨੁਸਾਰ ਹਨ:

ਭਾਸ਼ਾ ਅਤੇ ਸ਼ੈਲੀ :ਇਸ ਕਵਿਤਾ ਵਿੱਚ ਵਰਤੀ ਗਈ ਭਾਸ਼ਾ ਵਿੱਚ ਬਹੁਤ ਸਾਰੇ ਸ਼ਬਦ ਪੇਂਡੂ ਜੀਵਨ ਨਾਲ ਜੁੜੇ ਹੋਏ ਹਨ। ਸ਼ਿਵ ਕੁਮਾਰ ਆਪ ਵੀ ਪਟਵਾਰੀ ਲੱਗਿਆ ਹੋਇਆ ਸੀ ਜਿਸ ਕਰਕੇ ਉਸ ਦੀਆਂ ਰਚਨਾਵਾਂ ਵਿੱਚ ਪੇਂਡੂ ਜੀਵਨ ਅਤੇ ਖੇਤਾਂ ਸੰਬੰਧੀ ਸ਼ਬਦਾਵਲੀ ਆਮ ਵੇਖੀ ਜਾ ਸਕਦੀ ਹੈ। ਉਸ ਦੁਆਰਾ ਵਰਤੇ ਗਏ ਸ਼ਬਦ ਸਾਂਝਾਂ, ਲੋਗੜ, ਥੋਹਰ, ਡੋਹਲ, ਮੇਲੀ, ਬਿਸੀਅਰ, ਰੇਟ, ਮਾਂਦਰੀ ਆਦਿ ਪੇਂਡੂ ਖੇਤਰ ਨਾਲ ਜੁੜੇ ਹੋਏ ਹਨ। ਉਹ ਬਹੁਤ ਨਿਵੇਕਲੀ ਸ਼ੈਲੀ ਰਾਹੀਂ ਆਪਣੀ ਕਵਿਤਾ ਸਿਰਜਣ ਵਾਲਾ ਸਾਇਰ ਹੈ।

ਲੈਅ :ਸ਼ਿਵ ਕੁਮਾਰ ਬਟਾਲਵੀ ਦੀ ਇਹ ਕਵਿਤਾ ਇੱਕ ਲੈਅ ਵਿੱਚ ਮਿਲਦੀ ਹੈ। ਕਵਿਤਾ ਵਿੱਚ ਕਈ ਥਾਵਾਂ ਉੱਤੇ ਹਰ ਸਤਰ ਦਾ ਅੰਤ ਵਿੱਚ ਆਪਸੀ ਮੇਲ ਹੁੰਦਾ ਹੈ ਅਤੇ ਬਹੁਤ ਵਾਰ ਇਹ ਮੇਲ ਇੱਕ ਸਤਰ ਤੇ ਬਾਅਦ ਹੁੰਦਾ ਹੈ। ਕਵਿਤਾ ਦੇ ਵਿੱਚ ਚਾਰ ਹਿੱਸੇ ਹਨ। ਪਹਿਲੇ ਹਿੱਸੇ ਵਿੱਚ ਨੌ ਸਤਰਾਂ, ਦੂਜੇ ਵਿੱਚ ਨੌ, ਤੀਜੇ ਵਿੱਚ ਚੌਦਾ ਅਤੇ ਚੌਥੇ ਹਿੱਸੇ ਵਿੱਚ ਗਿਆਰਾਂ ਸਤਰਾਂ ਹਨ। ਇਹ ਕਵਿਤਾ ਗੀਤ ਸਾਹਿਤ ਰੂਪ ਦੇ ਵੀ ਬਹੁਤ ਨੇੜੇ ਹੈ। ਸ਼ਿਵ ਕੁਮਾਰ ਨੂੰ ਗੀਤ ਲਿਖਣ ਵਿੱਚ ਵੀ ਮੁਹਾਰਤ ਹਾਸਿਲ ਸੀ। ਇਸ ਕਰਕੇ ਇਹ ਕਵਿਤਾ ਥੋੜ੍ਹੀ ਥੋੜ੍ਹੀ ਗੀਤ ਵਰਗੀ ਹੈ। ਇਸ ਤਰ੍ਹਾਂ ਦੀ ਵਿਲੱਖਣ ਕਾਵਿ ਸ਼ੈਲੀ ਸ਼ਿਵ ਕੁਮਾਰ ਕੋਲ ਹੀ ਹੈ।

ਪ੍ਰਗੀਤਕ ਸ਼ੈਲੀ :ਸ਼ਿਵ ਕੁਮਾਰ ਬਟਾਲਵੀ ਆਪਣੇ ਇਸ ਗੀਤ ਵਿੱਚ ਪ੍ਰਗੀਤਕ ਸ਼ੈਲੀ ਦੀ ਵਰਤੋਂ ਕਰਦਾ ਹੈ। ਜਿਸ ਵਿੱਚ ਸੰਬੋਧਨ ਰਾਹੀਂ ਉਹ ਆਪਣੀ ਗੱਲ ਕਹਿੰਦਾ ਹੈ ਜਿਵੇਂ:

ਸੁਣਿਉਂ ਵੇ ਕਲਮਾਂ ਵਾਲਿਉ

ਸੁਣਿਉਂ ਵੇ ਅਕਲਾਂ ਵਾਲਿਉ

ਸੁਣਿਉਂ ਵੇ ਹੁਨਰਾਂ ਵਾਲਿਉ

ਹੈ ਅੱਖ ਚੁੱਭੀ ਅਮਨ ਦੀ

ਆਇਉ ਵੇ ਫੂਕਾਂ ਮਾਰਿਉ

ਵਾਤਾਵਰਣ ਅਤੇ ਸੰਕੇਤਕਤਾ :ਜਖਮ 'ਕਵਿਤਾ' ਦੇ ਜੇਕਰ ਵਾਤਾਵਰਣ ਅਤੇ ਸਮੇਂ-ਸਥਾਨ ਦੀ ਗੱਲ ਕਰੀਏ ਤਾਂ ਇਸ ਦਾ ਵਾਤਾਵਰਣ ਇੱਕ ਸਿਪਾਹੀ ਦੇ ਘਰ ਅਤੇ ਸਮਾਜ ਦੁਆਲੇ ਕੇਂਦਰਿਤ ਹੈ। ਇਸ ਕਵਿਤਾ ਦਾ ਸਮਾਂ ਭਾਰਤ-ਚੀਨ ਯੁੱਧ

ਵਾਲਾ ਹੈ ਜਦੋਂ ਦੋ ਦੇਸ਼ਾਂ ਵਿੱਚ ਲੜਾਈ ਹੋ ਰਹੀ ਸੀ। ਇਸ ਵਿੱਚ ਅੱਗੇ ਹੋਰ ਬਹੁਤ ਕੁੱਝ ਸੰਕੇਤਕ ਸਿਰਜਿਆ ਗਿਆ ਹੈ ਜਿਸ ਨੂੰ ਸਮਝਣ ਲਈ ਪਾਠਕ ਨੂੰ ਸ਼ਿਵ ਕੁਮਾਰ ਦੀ ਮਾਨਸਿਕਤਾ ਸਮਝਣੀ ਪੈਂਦੀ ਹੈ।

3.3 ਪਾਠ ਦੀ ਰੂਪ-ਰੇਖਾ ਕਵਿਤਾ 'ਕੰਮੀਆਂ ਦਾ ਵਿਹੜਾ' : ਸੰਤ ਰਾਮ ਉਦਾਸੀ

3.3.1 ਕਵਿਤਾ ਦਾ ਮੂਲ ਪਾਠ

ਕੰਮੀਆਂ ਦਾ ਵਿਹੜਾ

ਮਾਂ ਧਰਤੀਏ ! ਤੇਰੀ ਗੋਦ ਨੂੰ ਚੰਨ ਹੋਰ ਬਥੇਰੇ

ਤੂੰ ਮਘਦਾ ਰਈਂ ਵੇ ਸੂਰਜਾ ਕੰਮੀਆਂ ਦੇ ਵੇਹੜੇ

ਜਿੱਥੇ ਤੰਗ ਨਾ ਸਮਝਣ ਤੰਗੀਆਂ ਨੂੰ

ਜਿੱਥੇ ਮਿਲਣ ਅੰਗੂਠੇ ਸੰਘੀਆਂ ਨੂੰ

ਜਿੱਥੇ ਵਾਲ ਤਰਸਦੇ ਕੰਘੀਆਂ ਨੂੰ

ਨੱਕ ਵਗਦੇ, ਅੱਖਾਂ ਚੁੰਨੀਆਂ ਤੇ ਦੰਦ ਕਰੇੜੇ

ਤੂੰ ਮਘਦਾ ਰਈਂ ਵੇ ਸੂਰਜਾ.....

ਜਿੱਥੇ ਰੂਹ ਬਣਗੀ ਇੱਕ ਹਾਵਾ ਹੈ

ਜਿੱਥੇ ਜ਼ਿੰਦਗੀ ਇੱਕ ਪਛਤਾਵਾ ਹੈ

ਜਿੱਥੇ ਕੈਦ ਅਣਖ ਦਾ ਲਾਵਾ ਹੈ

ਜਿੱਥੇ ਅਕਲ ਮਸੇਸੀ ਮੁੜ ਪਈ ਖਾ ਰੋਜ਼ ਥਪੇੜੇ

ਤੂੰ ਮਘਦਾ ਰਈਂ ਵੇ ਸੂਰਜਾ.....

ਜਿੱਥੇ ਲੋਕ ਬੜੇ ਮਜਬੂਰ ਜਿਹੇ

ਦਿੱਲੀ ਦੇ ਦਿਲ ਤੋਂ ਦੂਰ ਜਿਹੇ

ਤੇ ਭੁੱਖਾਂ ਵਿਚ ਮਸ਼ਹੂਰ ਜਿਹੇ

ਜਿੱਥੇ ਮਰ ਕੇ ਚਾਂਡਲ ਜਾਂਵਦੇ ਹਨ ਭੂਤ ਜਠੇਰੇ

ਤੂੰ ਮਘਦਾ ਰਈਂ ਵੇ ਸੂਰਜਾ.....

ਜਿੱਥੇ ਬੰਦਾ ਜੰਮਦਾ ਸੀਰੀ ਹੈ

ਟਕਿਆਂ ਦੀ ਮੀਰੀ ਪੀਰੀ ਹੈ

ਜਿੱਥੇ ਕਰਜ਼ੇ ਹੇਠ ਪੰਜੀਰੀ ਹੈ

ਬਾਪੂ ਦੇ ਕਰਜ਼ ਦਾ ਸੂਦ ਨੇ ਪੁੱਤ ਜੰਮਦੇ ਜੇਹੜੇ

ਤੂੰ ਮਘਦਾ ਰਈਂ ਵੇ ਸੂਰਜਾ.....

ਜੇ ਸੋਕਾ ਇਹ ਹੀ ਸੜਦੇ ਨੇ

ਜੇ ਡੋਬਾ ਇਹ ਹੀ ਮਰਦੇ ਨੇ

ਸਭ ਕਹਿਰ ਇਨ੍ਹਾਂ ਸਿਰ ਵਰ੍ਹਦੇ ਨੇ

ਜਿੱਥੇ ਫਸਲਾਂ ਨੇ ਛੱਡ ਜਾਂਦੀਆਂ ਅਰਮਾਨ ਤ੍ਰੇੜੇ

ਤੂੰ ਮੱਘਦਾ ਰਈਂ ਵੇ ਸੂਰਜਾ.....

ਜਿੱਥੇ ਹਾਰ ਮੰਨ ਲਈ ਚਾਵਾਂ ਨੇ

ਜਿੱਥੇ ਕੁੰਜ ਘੇਰ ਲਈ ਕਾਵਾਂ ਨੇ

ਜਿੱਥੇ ਅਣਵਿਆਹੀਆਂ ਹੀ ਮਾਵਾਂ ਨੇ

ਜਿੱਥੇ ਧੀਆਂ ਹੋਕੇ ਲੈਂਦੀਆਂ ਅਸਮਾਨ ਜਡੇਰੇ

ਤੂੰ ਮੱਘਦਾ ਰਈਂ ਵੇ ਸੂਰਜਾ.....

ਜਿੱਥੇ ਰੋਟੀ ਵਿੱਚ ਮਨ ਘੁੱਟਿਆ ਹੈ

ਜਿੱਥੇ ਨੁਰਾ ਦੱਬ ਕੇ ਜੁੱਟਿਆ ਹੈ

ਜਿੱਥੇ ਗ਼ੈਰਤ ਦਾ ਤਗ਼ਾ ਟੁੱਟਿਆ ਹੈ

ਜਿੱਥੇ ਆ ਕੇ ਵੇਟਾਂ ਵਾਲਿਆਂ ਟਟਵੈਰ ਸਹੇੜੇ

ਤੂੰ ਮੱਘਦਾ ਰਈਂ ਵੇ ਸੂਰਜਾ.....

ਤੂੰ ਆਪਣਾ ਆਪ ਮਚਾਂਦਾ ਹੈਂ

ਪਰ ਆਪਾ ਹੀ ਰੁਸ਼ਨਾਂਦਾ ਹੈਂ

ਕਿਉਂ ਕੰਮੀਆਂ ਤੋਂ ਸ਼ਰਮਾਂਦਾ ਹੈਂ

ਇਹ ਸਦਾ ਸਦਾ ਨਾ ਰਹਿਣਗੇ ਮੰਦਹਾਲ ਮਰੇੜੇ

ਤੂੰ ਮੱਘਦਾ ਰਈਂ ਵੇ ਸੂਰਜਾ...

3.3.2 ਲੇਖਕ ਨਾਲ ਜਾਣ-ਪਛਾਣ : ਸੰਤ ਰਾਮ ਉਦਾਸੀ ਦਾ ਜਨਮ 20 ਐਪ੍ਰੈਲ, 1939 ਨੂੰ ਮਾਤਾ ਧੰਨ ਕੌਰ ਅਤੇ ਪਿਤਾ ਮਿਹਰ ਸਿੰਘ ਦੇ ਘਰ ਗਰੀਬ ਦਲਿਤ ਜਾਤੀ ਵਿੱਚ ਹੋਇਆ। ਉਹ ਬਹੁਤ ਸਖ਼ਤ ਮਿਹਨਤ ਕਰਕੇ ਪੜ੍ਹਿਆ ਅਤੇ ਵੱਖ-ਵੱਖ ਸਰਕਾਰੀ ਸਕੂਲਾਂ ਵਿੱਚ ਅਧਿਆਪਕ ਰਿਹਾ। ਕਾਵਿ ਪੁਸਤਕਾਂ ਲਹੂ ਭਿੱਜੇ ਬੋਲਾਂ (1971), ਸੈਨਤਾਂ (1976), ਚੋ ਨੁਕਰੀਆਂ ਸੀਖਾਂ (1978), ਲਹੂ ਤੋਂ ਲੇਹੇ ਤੱਕ (1979) ਅਤੇ ਇਸ ਤੋਂ ਇਲਾਵਾ ਉਹਨਾਂ ਦੀ ਸਮੁੱਚੀ ਕਾਵਿ ਰਚਨਾ ਛਪੀ। ਡਾ. ਰਜਿੰਦਰਪਾਲ ਸਿੰਘ ਬਰਾੜ ਅਨੁਸਾਰ, "ਸੰਤ ਰਾਮ ਉਦਾਸੀ ਨਕਸਲਬਾੜੀ ਦੌਰ ਦਾ ਲੋਕ ਪ੍ਰਿਯ ਗੀਤਕਾਰ ਸੀ। ਉਸ ਦੀ ਕਵਿਤਾ ਦੀ ਮੁੱਖ ਖਾਸੀਅਤ ਇਹ ਹੈ ਕਿ ਉਹ ਨਕਸਲਬਾੜੀ ਲਹਿਰ ਦੇ ਵਿਚਾਰਾਂ ਨੂੰ ਲੋਕ ਮੁਹਾਵਰੇ ਅਨੁਸਾਰ ਢਾਲ ਕੇ ਗੀਤਾਂ ਵਿੱਚ ਪੇਸ਼ ਕਰਦਾ ਸੀ। "ਸੰਤ ਰਾਮ ਉਦਾਸੀ ਪੰਜਾਬੀ ਕਾਵਿ-ਖੇਤਰ ਦਾ ਜੁਝਾਰਵਾਦੀ ਕਵੀ ਹੈ। ਉਹ ਆਪਣੀ ਸਾਦੀ ਅਤੇ ਸੁਖੜ ਕਾਵਿ-ਭਾਸ਼ਾ ਰਾਹੀਂ ਸਮਾਜ ਵਿਚਲੀ ਨਿਮਨ ਅਤੇ ਕਿਸਾਨ ਸ਼੍ਰੇਣੀ ਦੀਆਂ ਅਟੁੱਟ ਸਾਝਾਂ ਦੇ ਕਾਵਿ ਚਿੱਤਰ ਉਘਾੜਦਾ ਹੈ। ਉਹ ਆਪਣੀ ਸਾਦਗੀ ਭਰੀ ਲੋਕਧਾਰਕ ਸ਼ਬਦਾਵਲੀ ਨਾਲ ਆਮ ਸਾਧਾਰਨ ਲੋਕਾਂ ਤੱਕ ਪੁੱਜਦਾ ਹੈ।

3.3.3 'ਕੰਮੀਆਂ ਦਾ ਵਿਹੜਾ' ਕਵਿਤਾ ਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ:

ਜਿੱਥੇ ਰੂਹ ਬਣਗੀ ਇੱਕ ਹਾਵਾ ਹੈ

ਜਿੱਥੇ ਜਿੰਦਗੀ ਇੱਕ ਪਛਤਾਵਾ ਹੈ

ਜਿੱਥੇ ਕੈਦ ਅਣਖ ਦਾ ਲਾਵਾ ਹੈ

ਜਿੱਥੇ ਅਕਲ ਮਸੇਸੀ ਮੁੜ ਪਈ ਖਾ ਰੇਜ਼ ਥਪੇੜੇ

ਤੂੰ ਮਘਦਾ ਰਹੀਂ ਵੇ ਸੂਰਜਾ.....

ਪ੍ਰਸੰਗ :ਇਹ ਕਾਵਿ-ਟੋਟਾ ਸੰਤ ਰਾਮ ਉਦਾਸੀ ਦੀ ਕਵਿਤਾ 'ਕੰਮੀਆਂ ਦੇ ਵਿਹੜੇ' ਵਿੱਚੋਂ ਲਿਆ ਗਿਆ ਹੈ। ਜਿਸ ਵਿੱਚ ਉਹ ਆਰਥਿਕ, ਸਮਾਜਿਕ ਤੇ ਰਾਜਨੀਤਕ ਗੁਲਾਮੀ ਤੋਂ ਪੀੜਤ ਲੋਕਾਂ ਦੀ ਗੱਲ ਕਰਦਾ ਹੈ। ਇਸ ਗੀਤ ਵਿੱਚ ਵੀ ਦੇਖਦੇ ਹਾਂ ਕਿ ਇਨਕਲਾਬੀ ਜ਼ਿੰਦਗੀ ਨੂੰ ਪਰਣਾਏ ਉਦਾਸੀ ਦੀ ਲੰਮੀ ਹੇਕ ਵਿਚ ਏਨਾ ਦਰਦ ਹੈ ਕਿ ਉਸ ਦੇ ਬੋਲ ਧੁਰ ਅੰਦਰ ਤੱਕ ਲਹਿ ਜਾਂਦੇ ਹਨ। ਉਦਾਸੀ ਨੇ ਇਸ ਕਵਿਤਾ ਵਿੱਚ ਮਜਦੂਰ ਵਰਗ ਦੇ ਦਰਦ ਨੂੰ ਬਿਆਨ ਕੀਤਾ ਹੈ।

ਵਿਆਖਿਆ :ਸੰਤ ਰਾਮ ਉਦਾਸੀ ਦੀਆਂ ਉਪਰੋਕਤ ਸਤਰਾਂ ਦਿਲ ਨੂੰ ਹਲੂਣ ਦੇ ਵਾਲੀਆਂ ਹਨ। ਇਸ ਤੋਂ ਵੱਡਾ ਸੰਤਾਪ ਹੋਰ ਕੀ ਹੋ ਸਕਦਾ ਹੈ ਜਿੱਥੇ ਜ਼ਿੰਦਗੀ ਹੀ ਇੱਕ ਪਛਤਾਵਾ ਹੋ ਨਿਬੜੇ। ਇਹਨਾਂ ਸਤਰਾਂ ਵਿੱਚ ਉਦਾਸੀ ਉਸ ਮਜਦੂਰ ਵਰਗ ਦੀ ਗੱਲ ਕਰਦਾ ਹੈ ਜਿਨ੍ਹਾਂ ਦੀ ਜ਼ਿੰਦਗੀ ਵਿੱਚ ਕੋਈ ਖੁਸ਼ੀ ਖੇੜਾ ਕੋਈ ਸੁੱਖ ਅਰਾਮ ਨਹੀਂ ਮਹਿਜ਼ ਪਛਤਾਵਾ ਹੈ ਜੋ ਉਹਨਾਂ ਨਾਲ ਹੀ ਦਫ਼ਨ ਹੋ ਜਾਂਦਾ ਹੈ ਆਪਣੀਆਂ ਅਧੂਰੀਆਂ ਸੱਧਰਾਂ ਨਾ ਪੂਰੀਆਂ ਕਰ ਸਕਣ ਦਾ। ਉਹਨਾਂ ਅੰਦਰ ਅਣਖ ਤਾਂ ਹੈ ਪਰ ਗਰੀਬੀ ਦੀ ਮਜਬੂਰੀ ਕਾਰਨ ਉਹ ਅਣਖ ਵੀ ਕੈਦ ਹੈ। ਜਿਸ ਦਾ ਲਾਵਾ ਉਹਨਾਂ ਦਾ ਅੰਦਰ ਹੀ ਧੁਖਦਾ ਹੈ।

3.3.4'ਕੰਮੀਆਂ ਦਾ ਵਿਹੜਾ' ਕਵਿਤਾ ਦਾ ਵਿਸ਼ਾ-ਵਸਤੂ :ਸ਼ਿਵ ਕੁਮਾਰ ਬਟਾਲਵੀ ਤੋਂ ਬਾਅਦ ਸੰਤ ਰਾਮ ਉਦਾਸੀ ਹੀ ਪੰਜਾਬੀ ਦਾ ਇਕੋ ਇਕ ਕਵੀ ਸੀ ਜਿਹੜਾ ਬਹੁਤ ਹੀ ਮਕਬੂਲ ਹੋਇਆ। ਉਸਦੇ ਗੀਤਾਂ ਵਿੱਚ ਹਮੇਸ਼ਾ ਸਰਮਾਏਦਾਰੀ ਅਤੇ ਜਗੀਰਦਾਰੀ ਨਿਜ਼ਾਮ ਵਿਰੁੱਧ ਬਗ਼ਾਵਤ ਦਾ ਸੁਨੇਹਾ ਹੁੰਦਾ ਸੀ। ਜਿਵੇਂ ਅਸੀਂ 'ਮਘਦਾ ਰਹੀਂ ਵੇ ਸੂਰਜਾ' ਗੀਤ ਵਿੱਚ ਵੀ ਦੇਖਦੇ ਹਾਂ ਕਿ ਇਨਕਲਾਬੀ ਜ਼ਿੰਦਗੀ ਨੂੰ ਪਰਣਾਏ ਉਦਾਸੀ ਦੀ ਲੰਮੀ ਹੇਕ ਵਿਚ ਏਨਾ ਦਰਦ ਹੈ ਕਿ ਉਸ ਦੇ ਬੋਲ ਧੁਰ ਅੰਦਰ ਤੱਕ ਲਹਿ ਜਾਂਦੇ ਹਨ। ਉਦਾਸੀ ਨੇ ਇਸ ਕਵਿਤਾ ਵਿੱਚ ਮਜਦੂਰ ਵਰਗ ਦੇ ਦਰਦ ਨੂੰ ਬਿਆਨ ਕੀਤਾ ਹੈ। ਉਦਾਸੀ ਦਾ ਇਹ ਗੀਤ ਦਲਿਤ ਸਮਾਜ ਦੀ ਪੀੜ ਨਾਲ ਪਰੰਨਿਆਂ ਹੋਇਆ ਹੈ। ਜਿਵੇਂ ਗੀਤ ਦੇ ਬੋਲਾਂ ਰਾਹੀਂ ਦੇਖ ਸਕਦੇ ਹਾਂ।

ਜਿਥੇ ਲੋਕ ਬੜੇ ਮਜਬੂਰ ਜਿਹੇ

ਦਿੱਲੀ ਦੇ ਦਿਲ ਤੋਂ ਦੂਰ ਜਿਹੇ

ਤੇ ਭੁੱਖਾਂ ਵਿੱਚ ਮਸ਼ਹੂਰ ਜਿਹੇ

ਜਿਥੇ ਮਰ ਕੇ ਚਾਂਡਲ ਜਾਂਵਦੇ ਹਨ ਭੂਤ ਜਠੇਰੇ

ਤੂੰ ਮਘਦਾ ਰਹੀਂ ਵੇ ਸੂਰਜਾ...

ਉਦਾਸੀ ਗੀਤ ਰਾਹੀਂ ਉਹਨਾਂ ਲੋਕਾਂ ਦੀ ਗੱਲ ਕਰਦਾ ਹੈ ਜਿਨ੍ਹਾਂ ਲਈ ਜ਼ਿੰਦਗੀ ਇੱਕ ਪਛਤਾਵਾ ਹੋ ਨਿਬੜਦੀ ਹੈ। ਉਹਨਾਂ ਦੀ ਜ਼ਿੰਦਗੀ ਜੋ ਉਹਨਾਂ ਦੀਆਂ ਮੂਲ ਲੋੜਾਂ ਪੂਰੀਆਂ ਕਰਨ ਤੋਂ ਵੀ ਅਸੰਮਰਥ ਹੈ। ਇਸ ਤੰਗੀਆਂ ਤੁਰਸ਼ੀਆਂ ਭਰੀ ਜ਼ਿੰਦਗੀ ਅੰਦਰ ਉਹਨਾਂ ਦੇ ਸਾਰੇ ਚਾਅ ਦਫ਼ਨ ਹੋ ਜਾਂਦੇ ਹਨ। ਇਸ ਗੀਤ ਵਿੱਚ ਉਹ ਜਗੀਰਦਾਰੀ ਵਰਗ ਵਲੋਂ ਮਜ਼ਦੂਰ ਵਰਗ ਦੇ ਹੁੰਦੇ ਸੋਸ਼ਣ, ਉਹਨਾਂ ਦੀਆਂ ਧੀਆਂ ਦੀਆਂ ਬੇਪਤ ਹੁੰਦੀਆਂ ਇੱਜ਼ਤਾਂ, ਉਹਨਾਂ ਦੇ ਸਾਰੇ ਚਾਵਾਂ ਨੂੰ ਜੋ ਮਰਦੇ ਦਮ ਤੱਕ ਪੂਰੇ ਹੋਣ ਲਈ ਤੜਪਦੇ ਰਹਿੰਦੇ ਹਨ ਨੂੰ ਬੇਪਰਦ ਕਰਦਾ ਹੈ।

ਜਿੱਥੇ ਹਾਰ ਮੰਨ ਲਈ ਚਾਵਾਂ ਨੇ

ਜਿੱਥੇ ਕੁੰਜ ਘੇਰ ਲਈ ਕਾਵਾਂ ਨੇ

ਜਿੱਥੇ ਅਣਵਿਆਹੀਆਂ ਹੀ ਮਾਵਾਂ ਨੇ

ਜਿੱਥੇ ਧੀਆਂ ਹੋਕੇ ਲੈਂਦੀਆਂ ਅਸਮਾਨ ਜਠੇਰੇ

ਤੂੰ ਮਘਦਾ ਰਹੀਂ ਵੇ ਸੂਰਜਾ...

ਇਸ ਗੀਤ ਵਿੱਚ ਸੰਤ ਰਾਮ ਉਦਾਸੀ ਜਿੱਥੇ ਇਕ ਪਾਸੇ ਮਜ਼ਦੂਰ ਵਰਗ ਦੀ ਹਾਲਤ ਬਿਆਨ ਕਰਦਾ ਹੈ ਉਥੇ ਦੂਜੇ ਪਾਸੇ ਲੁਕਵੇਂ ਰੂਪ 'ਚ ਇਸ ਸਭ ਕੁੱਝ ਲਈ ਜਿੰਮੇਵਾਰ ਧਿਰਾਂ, ਉਸ ਸਾਰੇ ਨਿਜ਼ਾਮ ਦੀਆਂ ਬਦਨੀਤੀਆਂ ਉੱਤੇ ਵੀ ਪਰਦਾ ਚੁੱਕਦਾ ਹੈ। ਉਸਨੇ ਸਿੱਧੇ ਰੂਪ 'ਚ ਕਿਰਤੀ ਵਰਗ ਦੀ ਹੋ ਰਹੀ ਲੁੱਟ ਨੂੰ ਬਿਆਨ ਕੀਤਾ ਹੈ।

3.3.5 ਕੰਮਿਆਂ ਦਾ ਵਿਹੜਾ 'ਕਵਿਤਾ ਦੀ ਸੰਖੇਪ ਚਰਚਾ ਅਤੇ ਸਾਰ :ਸੰਤ ਰਾਮ ਉਦਾਸੀ ਦੀ ਕਵਿਤਾ ਸਾਧਾਰਨ ਮਨੁੱਖਾਂ ਦੇ ਦੁੱਖਾਂ ਦਰਦਾਂ ਨੂੰ ਬਿਆਨ ਕਰਦੀ ਹੈ। ਇਸ ਕਵਿਤਾ ਵਿੱਚ ਉਦਾਸੀ ਉਸ ਮਜ਼ਦੂਰ ਵਰਗ ਦੀ ਗੱਲ ਕਰਦਾ ਹੈ ਜਿਨ੍ਹਾਂ ਦੀ ਜ਼ਿੰਦਗੀ ਵਿੱਚ ਕੋਈ ਖੁਸ਼ੀ ਖੇੜਾ ਕੋਈ ਸੁੱਖ ਅਰਾਮ ਨਹੀਂ ਮਹਿਜ਼ ਪਛਤਾਵਾ ਹੈ ਜੋ ਉਹਨਾਂ ਨਾਲ ਹੀ ਦਫ਼ਨ ਹੋ ਜਾਂਦਾ ਹੈ ਆਪਣੀਆਂ ਅਧੂਰੀਆਂ ਸੱਧਰਾਂ ਨਾ ਪੂਰੀਆਂ ਕਰ ਸਕਣ ਦਾ। ਉਹਨਾਂ ਅੰਦਰ ਅਣਖ ਤਾਂ ਹੈ ਪਰ ਗਰੀਬੀ ਦੀ ਮਜ਼ਬੂਰੀ ਕਾਰਨ ਉਹ ਅਣਖ ਵੀ ਕੈਦ ਹੈ। ਜਿਸ ਦਾ ਲਾਵਾ ਉਹਨਾਂ ਦਾ ਅੰਦਰ ਹੀ ਧੁਖਦਾ ਹੈ। ਇਸ ਵਿੱਚ ਕਵਿਤਾ ਵਿੱਚ ਉਸਨੇ ਸਮਾਜਿਕ ਨਾ-ਬਰਾਬਰੀ ,ਕਰਜ਼ਈ ਲੋਕਾਂ ਦੇ ਜੀਵਨ ,ਨਿਮਨ ਸ਼੍ਰੇਣੀ ਦੇ ਦੁਖਾਂਤ ,ਤੰਗੀਆਂ-ਤੁਰਸ਼ੀਆਂ ਦਾ ਸੰਤਾਪ ਭੋਗਦੇ ਲੋਕਾਂ ਦੀ ਗੱਲ ਕੀਤੀ ਹੈ।

3.3.6 ਕੰਮਿਆਂ ਦਾ ਵਿਹੜਾ 'ਕਵਿਤਾ ਦਾ ਕਲਾ ਪੱਖ :ਸੰਤ ਰਾਮ ਉਦਾਸੀ ਦੀ ਕਵਿਤਾ ਸਾਧਾਰਨ ਜਨ ਮਾਨਸ ਦੀ ਪਹੁੰਚ ਵਿੱਚ ਆਉਣ ਵਾਲੀ ਹੈ। ਉਹ ਬਹੁਤ ਸਾਦੀ ਭਾਸ਼ਾ ਵਿੱਚ ਲੋਕ ਮਨਾ ਦੀ ਬਾਤ ਪਾਉਣ ਵਾਲਾ ਕਵੀ ਹੈ।

ਪ੍ਰਗੀਤਕ ਸ਼ੈਲੀ :ਸੰਤ ਰਾਮ ਉਦਾਸੀ ਆਪਣੇ ਇਸ ਗੀਤ ਵਿੱਚ ਪ੍ਰਗੀਤਕ ਸ਼ੈਲੀ ਦੀ ਵਰਤੋਂ ਕਰਦਾ ਹੈ। ਜਿਸ ਵਿੱਚ ਸੰਬੋਧਨ ਰਾਹੀਂ ਉਹ ਆਪਣੀ ਗੱਲ ਕਹਿੰਦਾ ਹੈ ਜਿਵੇਂ:

ਮਾਂ ਧਰਤੀਏ !ਤੇਰੀ ਗੋਦ ਨੂੰ ਚੰਨ ਹੋਰ ਬਥੇਰੇ

ਤੂੰ ਮਘਦਾ ਰਹੀਂ ਵੇ ਸੂਰਜਾ ਕੰਮੀਆਂ ਦੇ ਵਿਹੜੇ...

ਕਾਵਿ ਸ਼ੈਲੀ :ਜਦੋਂ ਤੱਕ ਕਿਸੇ ਕਵੀ ਕੋਲ ਭਾਸ਼ਾ ਜਾਂ ਸ਼ਬਦਾਂ ਦੀ ਅਣਹੋਂਦ ਹੈ ਤਾਂ ਉਸਦੇ ਅਨੁਭਵ ਨੂੰ ਕਾਵਿ ਜਾਮਾ ਨਹੀਂ ਪਹਿਨਾਇਆ ਜਾ ਸਕਦਾ। ਸੰਤ ਰਾਮ ਉਦਾਸੀ ਨੇ ਆਪਣੇ ਗੀਤ ਵਿਚ ਸਾਡੇ ਪੰਜਾਬੀ ਸਮਾਜ ਅੰਦਰ ਆਮ ਵਰਤੋਂ ਜਾਂਦੇ ਸ਼ਬਦਾਂ ਦੀ ਵਰਤੋਂ ਕੀਤੀ ਹੈ। ਇਹ ਆਮ ਲੋਕਾਂ ਦੇ ਵਧੇਰੇ ਨੇੜੇ ਤੇ ਸਮਝ ਆਉਣ ਵਾਲੀ ਭਾਸ਼ਾ ਹੈ।

ਜਿੱਥੇ ਤੰਗ ਨਾ ਸਮਝਣ ਤੰਗੀਆਂ ਨੂੰ

ਜਿੱਥੇ ਮਿਲਣ ਅੰਗੂਠੇ ਸੰਘੀਆਂ ਨੂੰ

ਜਿੱਥੇ ਵਾਲ ਤਰਸਦੇ ਕੰਘੀਆਂ ਨੂੰ

ਨੱਕ ਵਗਦੇ, ਅੱਖਾਂ ਚੁੰਨੀਆਂ ਤੇ ਦੰਦ ਕਰੇੜੇ

ਤੂੰ ਮਘਦਾ ਰਈਂ ਵੇ ਸੂਰਜਾ.....

ਸੰਗੀਤਕ ਸ਼ੈਲੀ :ਸੰਤ ਰਾਮ ਉਦਾਸੀ ਵਾਰ ਵਾਰ ਆਪਣੀ ਕਵਿਤਾ ਵਿਚ ਸੰਗੀਤਕ ਸ਼ੈਲੀ ਦੀ ਵਰਤੋਂ ਕਰਦਾ ਹੈ ਹੈ।
ਜਿਵੇਂ:

ਜਿੱਥੇ ਬੰਦਾ ਜੰਮਦਾ ਸੀਰੀ ਹੈ

ਟਕਿਆਂ ਦੀ ਮੀਰੀ ਪੀਰੀ ਹੈ

ਜਿੱਥੇ ਕਰਜ਼ੇ ਹੇਠ ਪੰਜੀਰੀ ਹੈ

ਵਿਅੰਗਆਤਮਕ ਸ਼ੈਲੀ :ਸੰਤ ਰਾਮ ਉਦਾਸੀ ਦੀ ਕਵਿਤਾ ਦਾ ਖਾਸ ਗੁਣ ਉਸਦੇ ਵਿਅੰਗਆਤਮਕ ਲਹਿਜ਼ੇ ਵਿਚ ਪਿਆ ਹੈ। ਉਹ ਵਿਅੰਗ ਨਾਲ ਆਪਣੀ ਕਵਿਤਾ ਨੂੰ ਹੋਰ ਵੀ ਗਹਿਰੇ ਅਰਥਾਂ ਤੱਕ ਲੈ ਜਾਂਦਾ ਹੈ।

ਤੂੰ ਆਪਣਾ ਆਪ ਮਚਾਂਦਾ ਹੈਂ

ਪਰ ਆਪਾ ਹੀ ਰੁਸ਼ਨਾਂਦਾ ਹੈਂ

ਕਿਉਂ ਕੰਮੀਆਂ ਤੋਂ ਸ਼ਰਮਾਂਦਾ ਹੈਂ

ਇਹ ਸਦਾ ਸਦਾ ਨਾ ਰਹਿਣਗੇ ਮੰਦਹਾਲ ਮਰੇੜੇ

ਤੂੰ ਮਘਦਾ ਰਈਂ ਵੇ ਸੂਰਜਾ..

3.5 ਅਭਿਆਸ ਲਈ ਸੰਖੇਪ ਪ੍ਰਸ਼ਨ:

1. 'ਜਖਮ' ਕਵਿਤਾ ਕਿਹੜੀ ਇਤਿਹਾਸਕ ਘਟਨਾ ਦਾ ਬਿਆਨ ਕਰਦੀ ਹੈ?
2. ਸ਼ਿਵ ਕੁਮਾਰ ਬਟਾਲਵੀ ਦੀਆਂ ਪ੍ਰਮੁੱਖ ਪੁਸਤਕਾਂ ਦੇ ਨਾਮ ਦੱਸੋ?
3. 'ਜਖਮ' ਕਵਿਤਾ ਦਾ ਪ੍ਰਮੁੱਖ ਵਿਸ਼ਾ ਕੀ ਹੈ?
4. 'ਜਖਮ' 'ਕਵਿਤਾ' ਵਿਚ ਕਵੀ ਸਾਹਿਤਕਾਰਾਂ ਨੂੰ ਕੀ ਸੁਨੇਹਾ ਦਿੰਦਾ ਹੈ?
5. ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ ਕਰੋ:

ਹਾੜਾ ਜੇ ਦੇਸ਼ਾਂ ਵਾਲਿਓ

ਹਾੜਾ ਜੇ ਕੌਮਾਂ ਵਾਲਿਓ

ਓ ਐਟਮਾਂ ਦਿਉ ਤਾਜਰੇ

ਬਾਰੂਦ ਦੇ ਵਣਜਾਰਿਉ

ਹੁਣ ਹੋਰ ਨਾ ਮਨੁੱਖ ਸਿਰ

ਲਹੂਆਂ ਦਾ ਕਰਜ਼ਾ ਚਾੜ੍ਹਿਉ

ਹੈ ਅੱਖ ਚੁੱਭੀ ਅਮਨ ਦੀ

ਆਇਉ ਵੇ ਫੂਕਾਂ ਮਾਰਿਉ

6. 'ਕੰਮਿਆਂ ਦਾ ਵਿਹੜਾ' 'ਕਵਿਤਾ' ਦਾ ਮੁੱਖ ਵਿਸ਼ਾ ਕੀ ਹੈ?
7. ਸੰਤ ਰਾਮ ਉਦਾਸੀ ਦੇ ਜੀਵਨ ਅਤੇ ਰਚਨਾ ਬਾਰੇ ਸੰਖੇਪ ਚਰਚਾ ਕਰੋ।
8. ਕੰਮਿਆਂ ਦਾ ਵਿਹੜਾ 'ਕਵਿਤਾ' ਵਿਚ ਕਵੀ ਕਿਹੜੀ ਸ਼੍ਰੇਣੀ ਦੇ ਦੁੱਖਾਂ ਦਾ ਬਿਆਨ ਕਰਦਾ ਹੈ?
9. ਜਿੱਥੇ ਬੰਦਾ ਜੰਮਦਾ ਸੀਰੀ ਹੈ 'ਇਸ ਕਾਵਿ ਸਤਰ ਵਿਚ ਕਵੀ ਕੀ ਕਹਿਣਾ ਚਾਹੁੰਦਾ ਹੈ।
10. ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ ਕਰੋ:

ਜਿੱਥੇ ਲੋਕ ਬੜੇ ਮਜ਼ਬੂਰ ਜਿਹੇ

ਦਿੱਲੀ ਦੇ ਦਿਲ ਤੋਂ ਦੂਰ ਜਿਹੇ

ਤੇ ਭੁੱਖਾਂ ਵਿਚ ਮਸ਼ਹੂਰ ਜਿਹੇ

ਜਿੱਥੇ ਮਰ ਕੇ ਚਾਂਡਲ ਜਾਂਵਦੇ ਹਨ ਭੂਤ ਜਠੇਰੇ

ਤੂੰ ਮਾਪਦਾ ਰਈਂ ਵੇ ਸੂਰਜਾ.....

3.6 ਹੋਰ ਪੜ੍ਹਨ ਲਈ ਸਹਾਇਕ ਪੁਸਤਕਾਂ

- 1.ਡਾ .ਰਜਿੰਦਰਪਾਲ ਸਿੰਘ ਬਰਾੜ ,ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਇਤਿਹਾਸ ,ਸਾਹਿਤ ਅਕਾਦਮੀ, ਦਿੱਲੀ
- 2.ਡਾ .ਕਰਮਜੀਤ ਸਿੰਘ ,ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਾਵਿ-ਧਾਰਾਵਾਂ ਦੇ ਵਿਚਾਰਧਾਰਾਈ ਆਧਾਰ ,ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ ,ਅੰਮ੍ਰਿਤਸਰ
3. ਜਸਵਿੰਦਰ ਸਿੰਘ ,ਨਵੀਂ ਪੰਜਾਬੀ ਕਵਿਤਾ :ਪਛਾਣ ਚਿੰਨ੍ਹ ,ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ ਲੁਧਿਆਣਾ।
- 4.ਖੇਜ ਪੱਤ੍ਰਿਕਾ) ,ਆਧੁਨਿਕ ਕਾਵਿ ਵਿਸ਼ੇਸ਼ ਅੰਕ ,(ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ,ਪਟਿਆਲਾ
- 5.ਸੁਖਦੇਵ ਸਿੰਘ ,ਪੰਜਾਬੀ ਕਵਿਤਾ :ਪੁਨਰ ਸੰਵਾਦ ,ਲੋਕਗੀਤ ਪ੍ਰਕਾਸ਼ਨ ,ਚੰਡੀਗੜ੍ਹ
- 6.ਡਾ .ਯੋਗਰਾਜ ,ਨਵੀਂ ਪੰਜਾਬੀ ਸ਼ਾਇਰ :ਸਮਕਾਲੀ ਸੰਦਰਭ ,ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ ਲੁਧਿਆਣਾ।

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTAR-III

ਕੋਰਸ-ਜਰਨਲ ਪੰਜਾਬੀ

ਯੂਨਿਟ- 4 ਪੰਜਾਬੀ ਕਵਿਤਾ: 'ਮੈਂ ਰਾਹਾਂ ਤੇ ਨਹੀਂ ਤੁਰਦਾ', 'ਅਤੇ' ਨਾਨਕ 'ਕਵਿਤਾਵਾਂ' ਦਾ ਵਿਸ਼ਾ, ਸਾਰ, ਪ੍ਰਸੰਗ ਸਹਿਤ
ਵਿਆਖਿਆ ਅਤੇ ਕਲਾਤਮਕ ਅਧਿਐਨ

4.1 ਪਾਠ ਚੋਥਾ : ਪੰਜਾਬੀ ਕਵਿਤਾ

2.1.1 ਭੂਮਿਕਾ

2.1.2 ਪਾਠ ਦਾ ਮੰਤਵ

2.1.3 ਕਵਿਤਾ ਕੀ ਹੈ?

2.1.4 ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ

4.2 ਪਾਠ ਦੀ ਰੂਪ-ਰੇਖਾ ਕਵਿਤਾ: 'ਮੈਂ ਰਾਹਾਂ ਤੇ ਨਹੀਂ ਤੁਰਦਾ': ਸੁਰਜੀਤ ਪਾਤਰ

4.2.1 ਕਵਿਤਾ ਦਾ ਮੂਲ ਪਾਠ

4.2.2 ਲੇਖਕ ਨਾਲ ਜਾਣ-ਪਛਾਣ

4.2.3 'ਮੈਂ ਰਾਹਾਂ ਤੇ ਨਹੀਂ ਤੁਰਦਾ' ਕਵਿਤਾ ਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ

4.2.4 'ਮੈਂ ਰਾਹਾਂ ਤੇ ਨਹੀਂ ਤੁਰਦਾ' ਕਵਿਤਾ ਦਾ ਵਿਸ਼ਾ

4.2.5 'ਮੈਂ ਰਾਹਾਂ ਤੇ ਨਹੀਂ ਤੁਰਦਾ' ਕਵਿਤਾ ਦੀ ਸੰਖੇਪ ਚਰਚਾ ਅਤੇ ਸਾਰ

4.2.6 'ਮੈਂ ਰਾਹਾਂ ਤੇ ਨਹੀਂ ਤੁਰਦਾ' ਕਵਿਤਾ ਦਾ ਕਲਾਤਮਕ ਅਧਿਐਨ

4.3 ਪਾਠ ਦੀ ਰੂਪ-ਰੇਖਾ) ਕਵਿਤਾ: ਨਾਨਕ ਹਰਮਨਜੀਤ

4.3.1 ਕਵਿਤਾ ਦਾ ਮੂਲ ਪਾਠ

4.3.2 ਲੇਖਕ ਨਾਲ ਜਾਣ-ਪਛਾਣ

4.3.3 ਨਾਨਕ ਕਵਿਤਾ ਦਾ ਵਿਸ਼ਾ-ਵਸਤੂ

4.3.4 ਨਾਨਕ ਦੀ ਸੰਖੇਪ ਚਰਚਾ ਅਤੇ ਸਾਰ

4.3.5 ਨਾਨਕ ਕਵਿਤਾ ਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ

4.3.6 ਨਾਨਕ ਕਵਿਤਾ ਦਾ ਕਲਾਤਮਕ ਅਧਿਐਨ

4.4 ਅਭਿਆਸ ਲਈ ਪ੍ਰਸ਼ਨ

4.5 ਹੋਰ ਪੜ੍ਹਨ ਲਈ ਸਹਾਇਕ ਪੁਸਤਕਾਂ

4.0 ਭੂਮਿਕਾ : ਪਿਆਰੇ ਵਿਦਿਆਰਥੀਓ ਤੁਹਾਡੇ ਸਿਲੇਬਸ ਦੇ ਇਸ ਹਿੱਸੇ ਵਿਚ ਪੰਜਾਬੀ ਕਵਿਤਾਵਾਂ ਪੜ੍ਹਾਈਆਂ ਜਾ ਰਹੀਆਂ ਹਨ। ਇਸ ਪਾਠ ਵਿਚ 'ਮੈਂ ਰਾਹਾਂ ਤੇ ਨਹੀਂ ਤੁਰਦਾ', ਸੁਰਜੀਤ ਪਾਤਰ ਅਤੇ ਨਾਨਕ ਹਰਮਨਜੀਤ ਆਦਿ ਕਵਿਤਾਵਾਂ ਪੜ੍ਹਾਈਆਂ ਜਾਣਗੀਆਂ। ਇਸ ਪਾਠ ਵਿਚ ਇਹਨਾਂ ਕਵਿਤਾਵਾਂ ਦਾ ਮੂਲ ਪਾਠ, ਇਸਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ

ਵਿਆਖਿਆ ,ਲੇਖਕ ਬਾਰੇ ਜਾਣਕਾਰੀ ,ਵਿਸ਼ਾ-ਵਸਤੂ ,ਸਾਰ ਅਤੇ ਕਵਿਤਾ ਦੇ ਕਲਾ ਪੱਖ ਆਦਿ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਦਾਨ ਕੀਤੀ ਜਾ ਰਹੀ ਹੈ। ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਚਾਹੀਦਾ ਹੈ ਕਿ ਪਹਿਲਾਂ ਉਹ ਇਸ ਪਾਠ ਵਿਚ ਦਿੱਤੀ ਗਈ ਹਰ ਕਵਿਤਾ ਦਾ ਮੂਲ ਪਾਠ ਪੜ੍ਹ ਲੈਣ। ਇਕ ਵਾਰ ਪਾਠ ਪੜ੍ਹ ਲੈਣ ਉਪਰੰਤ ਵਿਦਿਆਰਥੀਆਂ ਆਪ ਵੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ ,ਵਿਸ਼ਾ-ਵਸਤੂ ਅਤੇ ਸਾਰ ਅਤੇ ਕਲਾ ਪੱਖ ਬਾਰੇ ਲਿਖਣ ਦਾ ਅਭਿਆਸ ਜ਼ਰੂਰ ਕਰਨ।

4.1ਪਾਠ ਦਾ ਮੰਤਵ :ਇਸ ਪਾਠ ਦਾ ਉਦੇਸ਼ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪੰਜਾਬੀ ਕਵਿਤਾ ਨੂੰ ਪੜ੍ਹਨ ਅਤੇ ਸਮਝਣ/ਸਮਝਾਉਣ ਦੇ ਸਮਰੱਥ ਬਣਾਉਣਾ ਹੈ। ਕਵਿਤਾ ਸਭ ਤੋਂ ਪੁਰਾਤਨ ਸਾਹਿਤ ਰੂਪ ਹੈ। ਕਵਿਤਾ ਦੇ ਜ਼ਰੀਏ ਜਿੱਥੇ ਮਨੁੱਖ ਦੀਆਂ ਸੂਖਮ ਭਾਵਨਾਵਾਂ ਦੀ ਪੇਸ਼ਕਾਰੀ ਕੀਤੀ ਜਾਂਦੀ ਹੈ ,ਉੱਥੇ ਨਾਲੇ-ਨਾਲ ਸਮਾਜ ਦੇ ਵੱਡੇ ਵਰਤਾਰਿਆਂ ਨੂੰ ਵੀ ਕਵਿਤਾ ਇੱਕ ਖਾਸ ਦ੍ਰਿਸ਼ਟੀਕੋਣ ਤੋਂ ਪੇਸ਼ ਕਰਦੀ ਹੈ। ਕਵਿਤਾ ਦੀਆਂ ਵੱਖ-ਵੱਖ ਪਰਤਾਂ ਨੂੰ ਕਿਵੇਂ ਖੋਲ੍ਹਣਾ ਅਤੇ ਸਮਝਣਾ ਹੈ ਇਹੀ ਇਸ ਪਾਠ ਦਾ ਉਦੇਸ਼ ਹੈ। ਇਸ ਪਾਠ ਵਿਚ 'ਮੈਂ ਰਾਗਾਂ ਤੇ ਨਹੀਂ ਤੁਰਦਾ' , 'ਅਤੇ' ਨਾਨਕ 'ਆਦਿ ਕਵਿਤਾਵਾਂ ਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ ,ਲੇਖਕ ਬਾਰੇ ਜਾਣਕਾਰੀ ,ਵਿਸ਼ਾ-ਵਸਤੂ ,ਸਾਰ ਅਤੇ ਕਲਾ ਪੱਖ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਦਾਨ ਕੀਤੀ ਗਈ ਹੈ ਤਾਂ ਜੋ ਵਿਦਿਆਰਥੀ ਪੰਜਾਬੀ ਕਵਿਤਾ ਨੂੰ ਸਮਝਣ ਦੇ ਕਾਬਿਲ ਹੋ ਸਕਣ।

3.1.3ਕਵਿਤਾ ਕੀ ਹੈ :ਕਵਿਤਾ ਸਾਹਿਤ ਦਾ ਪੁਰਾਤਨ ਕਾਵਿ ਰੂਪ ਹੈ। ਕਵਿਤਾ ਮਨੁੱਖ ਦੀਆਂ ਸੂਖਮ ਭਾਵਨਾਵਾਂ ਨੂੰ ਇੱਕ ਖਾਸ ਤਰ੍ਹਾਂ ਦੀ ਲੈਅ ਵਿਚ ਪੇਸ਼ ਕਰਦੀ ਹੈ। ਕਵਿਤਾ ਵਿਚ ਜਜ਼ਬੇ ,ਕਲਪਨਾ ,ਲੈਅ ,ਖਿਆਲ ਆਦਿ ਦਾ ਸੁਮੇਲ ਹੁੰਦਾ ਹੈ। ਕਵਿਤਾ ਮਨੁੱਖ ਦੇ ਸੂਖਮ ਭਾਵਾਂ ਦਾ ਕਲਾਤਮਕ ਢੰਗ ਨਾਲ ਕੀਤਾ ਗਿਆ ਪ੍ਰਗਟਾਵਾ ਹੈ। ਇਹ ਮਨੁੱਖੀ ਵਲਵਲਿਆਂ ਦਾ ਬੇਰੋਕ ਉਛਾਲਾ ਹੈ ਜੋ ਆਪ-ਮੁਹਾਰੇ ਬਾਹਰ ਨਿੱਕਲਦਾ ਹੈ।

3.1.4ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ :ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਇਤਿਹਾਸ ਬਹੁਤ ਪੁਰਾਤਨ ਹੈ। ਭਾਸ਼ਾ ਵਿਗਿਆਨੀ ਏਥੋਂ ਤੱਕ ਵੀ ਦਾਅਵਾ ਕਰਦੇ ਹਨ ਕਿ ਵੇਦਾਂ ਵਿਚਲੀ ਸੰਸਕ੍ਰਿਤ ਪੁਰਾਤਨ ਪੰਜਾਬੀ ਦਾ ਹੀ ਰੂਪ ਹੈ। ਇਸ ਤਰ੍ਹਾਂ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਇਤਿਹਾਸ ਵੇਦਾਂ ਦੀ ਕਵਿਤਾ ਤੱਕ ਜਾ ਪਹੁੰਚਦਾ ਹੈ। ਪੰਜਾਬੀ ਕਵਿਤਾ ਦੀ ਇਸ ਕਾਲ ਲੰਮੀ ਪਰੰਪਰਾ ਦਾ ਉੱਭਰਵਾਂ ਰੂਪ ਅੱਠਵੀਂ-ਨੈਵੀਂ ਸਦੀ ਵਿਚ ਜਾ ਕੇ ਨਾਥ-ਜੋਗੀਆਂ ਦੀ ਕਵਿਤਾ ਵਿਚ ਦਿਖਦਾ ਹੈ। ਇਸ ਤੋਂ ਬਾਅਦ ਪੰਜਾਬੀ ਕਵਿਤਾ ਪਹਿਲੀ ਵਾਰ ਆਪਣੇ ਨਿੱਖਰਵੇਂ ਰੂਪ ਵਿਚ ਬਾਰੂਵੀਂ-ਤੇਰਵੀਂ ਸਦੀ ਵਿਚ ਬਾਬਾ ਫ਼ਰੀਦ ਦੀ ਬਾਣੀ ਦੇ ਰੂਪ ਵਿਚ ਸਾਡੇ ਸਾਹਮਣੇ ਆਉਂਦੀ ਹੈ। ਬਾਬਾ ਫ਼ਰੀਦ ਦੀ ਰਚਨਾ ਵਿਚ ਪਹਿਲੀ ਵਾਰ ਦੁਨਿਆਵੀ ਬਿੰਬ ਪ੍ਰਤੀਕ ,ਆਮ ਲੋਕਾਂ ਦਾ ਕਾਰ-ਵਿਹਾਰ ਸ਼ਾਮਿਲ ਹੁੰਦਾ ਹੈ। ਅਗਲਾ ਦੌਰ ਗੁਰਮਤਿ ਕਾਲ ਦਾ ਹੈ। ਜਿਸ ਵਿਚ ਪੰਜਾਬ ਅਤੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਜਿੱਥੇ ਗੁਰਮੁਖੀ ਵਰਗੀ ਲਿਪੀ ਦੀ ਯੋਗ ਵਰਤੋਂ ਕਰਨ ਵਰਗੇ ਵੱਡੇ ਕਾਰਜ ਵਿਚੋਂ ਲੰਘਦੀ ਹੈ ਉਥੇ ਹੀ ਅਧਿਆਤਮਿਕਤਾ ਦੇ ਵਿਸ਼ਾਲ ਮੰਡਲਾਂ ਦੀ ਯਾਤਰਾ ਵੀ ਕਰਦੀ ਹੈ। ਗੁਰਮਤਿ ਕਾਲ ਦੀ ਰਚਨਾ ਵਿਚਲਾ ਅਧਿਆਤਮ ਮਨੁੱਖ ਦੇ ਅੰਦਰ ਵੱਲ ਦਾ ਯਾਤਰਾ ਕਰਨ ਵੱਲ ਅਗਰਸਰ ਹੈ। ਇਸ ਮੱਧਕਾਲ ਦੇ ਸਮੇਂ ਦੌਰਾਨ ਸੂਫ਼ੀ ਸਾਹਿਤ ,ਕਿੱਸਾ ਸਾਹਿਤ ,ਬੀਰ ਸਾਹਿਤ ਆਦਿ ਦਾ ਦੌਰ ਵੀ ਚਲਦਾ ਰਿਹਾ। ਇਹ ਸਾਰੀ ਰਚਨਾ ਲੇਕਿਕ ਦੁਨਿਆਵੀ ਹੁੰਦਿਆਂ ਹੋਇਆਂ ਵੀ ਪਰਾਲੇਕਿਕਤਾ ਦਾ ਪ੍ਰਭਾਵ ਕਬੂਲਦੀ ਰਹੀ ਹੈ। ਇਸ ਤਰ੍ਹਾਂ ਦੇ ਅਸਾਰ ਸਾਨੂੰ ਵੀਹਵੀਂ

ਸਦੀ ਦੇ ਸ਼ੁਰੂਆਤੀ ਦਹਾਕੇ ਤੱਕ ਦੀ ਕਵਿਤਾ ਤੱਕ ਨਜ਼ਰ ਆਉਂਦੇ ਹਨ। ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਆਰੰਭ ਉਨ੍ਹੀਵੀਂ ਭਾਈ ਵੀਰ ਸਿੰਘ, ਧਨੀ ਰਾਮ ਚਾਤ੍ਰਕ ਆਦਿ ਦੀ ਕਵਿਤਾ ਵਿੱਚੋਂ ਇਹ ਪ੍ਰਭਾਵ ਦ੍ਰਿਸ਼ਟੀਗੋਚਰ ਹੁੰਦੇ ਹਨ। ਵੀਹਵੀਂ ਸਦੀ ਦੇ ਦੂਸਰੇ ਅਤੇ ਤੀਸਰੇ ਦਹਾਕੇ ਵਿੱਚ ਪ੍ਰੋ. ਪੂਰਨ ਸਿੰਘ ਪੰਜਾਬੀ ਕਵਿਤਾ ਨੂੰ ਇਕ ਨਵੀਂ ਲੀਰੇ ਪਾਉਂਦਾ ਹੈ। ਉਸਦੀ ਕਵਿਤਾ ਵਿੱਚ ਰਾਸ਼ਟਰ ਪ੍ਰੇਮ ਸੱਭਿਅਤਾ ਦੇ ਪ੍ਰੇਮ ਦੇ ਰੂਪ ਵਿੱਚ ਪ੍ਰਗਟ ਹੁੰਦਾ ਹੈ। ਜਿਸ ਨੂੰ ਉਹ ਉਸ ਸਮੇਂ ਦੀ ਰਾਜਨੀਤਿਕ ਸਥਿਤੀ ਦੇ ਟਕਰਾਅ ਵਿੱਚੋਂ ਉਭਾਰਦਾ ਹੈ। ਵੀਹਵੀਂ ਸਦੀ ਵਿਚਲਾ ਇਹ ਪ੍ਰਗਟਾ ਰੂਪ ਮੱਧਕਾਲ ਵਿਚਲੀ ਉਸੇ ਰਾਜਨੀਤਿਕ ਚੇਤਨਾ ਦਾ ਵਰ ਮੇਚਵਾਂ ਰੂਪ ਹੈ। ਜਿਹੜਾ ਫੇਰ ਉਸ ਸਮੇਂ ਤੋਂ ਅਗਲੀ ਕਵਿਤਾ ਦਾ ਖਾਸਾ ਬਣ ਜਾਂਦਾ ਹੈ। ਇਸ ਪਾਠ ਵਿੱਚ ਅਧੁਨਿਕ ਕਵੀਆਂ ਦੀ ਕਵਿਤਾ ਨੂੰ ਸ਼ਾਮਿਲ ਕੀਤਾ ਗਿਆ ਹੈ ਅਤੇ ਉਹਨਾਂ ਦੀ ਕਵਿਤਾ ਦੇ ਪ੍ਰਮੁੱਖ ਸਰੋਕਾਰਾਂ ਨੂੰ ਸਮਝਣ ਦਾ ਯਤਨ ਕੀਤਾ ਗਿਆ ਹੈ।

4.2 ਕਵਿਤਾ-ਮੈਂ ਰਾਹਾਂ ਤੇ ਨਹੀਂ ਤੁਰਦਾ-ਸੁਰਜੀਤ ਪਾਤਰ

4.2.1 ਕਵਿਤਾ ਦਾ ਮੂਲ ਪਾਠ

ਮੈਂ ਰਾਹਾਂ ਤੇ ਨਹੀਂ ਤੁਰਦਾ

ਮੈਂ ਰਾਹਾਂ ਤੇ ਨਹੀਂ ਤੁਰਦਾ ਮੈਂ ਤੁਰਦਾ ਹਾਂ ਤਾਂ ਰਾਹ ਬਣਦੇ

ਯੁਗਾਂ ਤੋਂ ਕਾਫਲੇ ਆਉਂਦੇ ਇਸੇ ਸੱਚ ਦੇ ਗਵਾਹ ਬਣਦੇ

ਇਹ ਤਪਦੀ ਰੇਤ ਦੱਸਦੀ ਹੈ ਕਿ ਰਸਤਾ ਠੀਕ ਹੈ ਮੇਰਾ

ਇਹ ਸੜਦੇ ਪੈਰ, ਠਰਦੇ ਦਿਲ, ਮੇਰੇ ਸੱਚ ਦੇ ਗਵਾਹ ਬਣਦੇ

ਜੁ ਲੇ ਮੱਥੇ 'ਚੋਂ ਫੁੱਟਦੀ ਹੈ, ਉਹ ਅਸਲੀ ਤਾਜ ਹੁੰਦੀ ਹੈ

ਤਵੀ ਦੇ ਤਖਤ 'ਤੇ ਬਹਿ ਕੇ ਹੀ ਸੱਚੇ ਪਾਤਸ਼ਾਹ ਬਣਦੇ

ਇਹ ਪੰਡਤ ਰਾਗ ਦੇ ਤਾਂ ਪਿੱਛੋਂ ਸਦੀਆਂ ਬਾਅਦ ਆਉਂਦੇ ਨੇ

ਮੇਰੇ ਹਉਕੇ ਹੀ ਪਹਿਲਾਂ ਤਾਂ ਮੇਰੀ ਵੰਝਲੀ ਦੇ ਸਾਹ ਬਣਦੇ

ਅਸਾਨੂੰ ਰੀਤ ਤੋਂ ਵੱਧ ਕੇ ਕਿਸੇ ਦੀ ਪਰੀਤ ਪਿਆਰੀ ਹੈ

ਤੂੰ ਲਿਖ ਲੇਖਾ ਤੇ ਲਿਖ ਜਿੰਨੇ ਵੀ ਨੇ ਸਾਡੇ ਗੁਨਾਹ ਬਣਦੇ

ਰਾਂਝੇ ਨਾ ਵੀ ਹੁੰਦੇ ਤਾਂ ਵੀ ਨਾ ਬਣਦੇ ਅਸੀਂ ਕੈਦੋਂ

ਅਸੀਂ ਜਾਂ ਨਾਥ ਹੁੰਦੇ ਜਾਂ ਅਸੀਂ ਲੁੱਡਣ ਮਲਾਹ ਬਣਦੇ

ਉਦੋਂ ਤਕ ਤੂੰ ਹੈਂ ਸਾਡੀ ਹਿੱਕ ਦੇ ਵਿਚ ਮਹਿਫੂਜ਼ ਮਰ ਕੇ ਵੀ

ਜਦੋਂ ਤਕ ਜਿਸਮ ਸਾਡੇ ਹੀ ਨਹੀਂ ਸੜ ਕੇ ਸੁਆਹ ਬਣਦੇ

ਫਕੀਰਾਂ ਦੇ ਸੁਖਨ ਕੁਛ ਯਾਰ, ਕੁਛ ਤਾਰੀਖ ਦੇ ਮੰਜ਼ਰ

ਜਦੋਂ ਮੈਂ ਜ਼ਖਮ ਖਾ ਲੈਨਾਂ ਮੇਰੀ ਖ਼ਾਤਰ ਪਨਾਹ ਬਣਦੇ

ਮੈਂ ਇਕ ਗੱਲ ਜਾਣਦਾਂ ਕਿ ਹੈ ਕੋਈ ਸ਼ੈ ਇਸ ਵਜੂਦ ਅੰਦਰ

ਉਹ ਜਿਹੜੀ ਲਿਸ਼ਕ ਉਠਦੀ ਹੈ ਜਦੋਂ ਸਭ ਰੁਖ ਸਿਆਹ ਬਣਦੇ

ਕਦੀ ਦਰਿਆ ਇੱਕਲਾ ਤੈਹ ਨਹੀਂ ਕਰਦਾ ਦਿਸ਼ਾ ਆਪਣੀ

ਜ਼ਮੀਂ ਦੀ ਢਾਲ, ਜਲ ਦਾ ਵੇਗ ਹੀ ਰਲ ਮਿਲ ਕੇ ਰਾਹ ਬਣਦੇ

ਅਚਨਚੇਤੀ ਕਿਸੇ ਬਿੰਦੂ 'ਚੋਂ ਚਸਮਾ ਫੁੱਟ ਪੈਂਦਾ ਹੈ

ਇਹ ਦਾਅਵੇਦਾਰ ਦਾਅਵੇਦਾਰ ਐਵੇਂ ਖਾਹਮਖਾਹ ਬਣਦੇ

ਮੈਂ ਕੁਝ ਨਾਦਾਂ ਤੇ ਬਿੰਦਾਂ ਦਾ ਮਿਲਣ-ਬਿੰਦੂ ਹਾਂ ਮੈਂ ਕੀ ਹਾਂ

ਜੇ ਮੈਂ ਆਖਾਂ ਕਿ ਮੈਂ ਕੁਝ ਹਾਂ ਕਥਨ ਮੇਰੇ ਗੁਨਾਹ ਬਣਦੇ

ਇਹ ਤੁਰਦਾ ਕੌਣ ਹੈ ਮੈਂ ਕੌਣ ਹਾਂ ਤੇ ਕੌਣ ਪੁੱਛਦਾ ਹੈ

ਇਹ ਸੋਚਾਂ ਦਾ ਸਫਰ ਹੈ ਜਿਸ ਲਈ ਸੀਨੇ ਹੀ ਰਾਹ ਬਣਦੇ

ਜਦੋਂ ਤਕ ਲਫਜ਼ ਜਿਉਂਦੇ ਨੇ ਸੁਖਨਵਰ ਜਿਓਣ ਮਰ ਕੇ ਵੀ

ਉਹ ਕੇਵਲ ਜਿਸਮ ਹੁੰਦੇ ਨੇ ਜੋ ਸਿਵਿਆਂ ਵਿਚ ਸੁਆਹ ਬਣਦੇ

ਹਮੇਸ਼ਾ ਲੋਚਿਆ ਬਣਨਾ ਤੁਹਾਡੇ ਪਿਆਰ ਦੇ 'ਪਾਤਰ'

ਕਦੇ ਨਾ ਸੋਚਿਆ ਆਪਾਂ ਕਿ ਅਹੁ ਬਣਦੇ ਜਾਂ ਆਹ ਬਣਦੇ

4.2.2 ਲੇਖਕ ਨਾਲ ਜਾਣ-ਪਛਾਣ : ਸੁਰਜੀਤ ਪਾਤਰ ਦਾ ਜਨਮ 14 ਜਨਵਰੀ, 1945 ਨੂੰ ਮਾਤਾ ਗੁਰਬਖਸ਼ ਕੌਰ ਅਤੇ ਪਿਤਾ ਹਰਭਜਨ ਸਿੰਘ ਦੇ ਘਰ ਪਿੰਡ ਪੱਤੜ ਕਲਾਂ, ਜਿਲ੍ਹਾ ਜਲੰਧਰ ਵਿੱਚ ਹੋਇਆ। ਸੁਰਜੀਤ ਪਾਤਰ ਦੀ ਉੱਤਮਤਾ ਬਾਰੇ ਸਾਰਿਆਂ ਵਿੱਚ ਸਹਿਮਤੀ ਹੈ। ਮੁਹੱਬਤ, ਪੰਜਾਬ ਸੰਕਟ, ਇਨਸਾਫ਼ ਦੀ ਮੰਗ, ਦੇਗਲੇ ਕਿਰਦਾਰ ਪੰਜਾਬੀ ਗਜ਼ਲ ਦੇ ਪੁਰਾਣੇ ਵਿਸ਼ੇ ਹਨ। ਪੁਰਾਣੇ ਵਿਸ਼ਿਆਂ ਪ੍ਰਤੀ ਪਾਤਰ ਦਾ ਦ੍ਰਿਸ਼ਟੀਕੋਣ ਵੱਖਰਾ ਹੈ। ਉਹ ਮੱਧਵਰਗੀ ਵਿਅਕਤੀ ਦੀ ਦੁਬਿਧਾਗ੍ਰਸਤ ਤੁਛਤਾ ਨੂੰ ਦਰਸਾਉਂਦਾ ਹੈ। ਡਾ. ਐਸ ਤਰਸੇਮ ਅਨੁਸਾਰ “ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਗਜ਼ਲ ਦੀ ਇਤਿਹਾਸ ਰੇਖਾ ਵਿੱਚ ਸੁਰਜੀਤ ਪਾਤਰ ਦੇ ਨਿਵੇਕਲੇ ਤੇ ਵਿਲੱਖਣ ਕਾਵਿਕ ਹਸਤਾਖਰ ਨੂੰ ਵਿਆਪਕ ਪ੍ਰਵਾਨਗੀ ਮਿਲੀ ਹੈ। ਪੰਜਾਬੀ ਗਜ਼ਲ ਵਿੱਚ ਇਸ ਸ਼ਾਇਰ ਦਾ ਬੋਲ ਆਪਣੀ ਪਹਿਚਾਣ ਆਪ ਹੈ। “ਇਸ ਤਰ੍ਹਾਂ ਅਸੀਂ ਕਹਿ ਸਕਦੇ ਹਾਂ ਕਿ ਪਾਤਰ ਸਾਡੇ ਸਮਕਾਲ ਦਾ ਵੱਡਾ ਸ਼ਾਇਰ ਹੈ। ਉਸ ਕੋਲ ਗੱਲ ਕਹਿਣ ਦੀ ਵਿਧੀ ਤੇ ਵਿਚਾਰਧਾਰਾ ਦੇਣੇ ਹਨ।” ਹਵਾ ਵਿੱਚ ਲਿਖੇ ਹਰਫ਼) ’1979), ‘ਬਿਰਖ ਅਰਜ਼ ਕਰੇ) ’1992), ‘ਹਨੇਰੇ ਵਿੱਚ ਸੁਲਗਦੀ ਵਰਣਮਾਲਾ) ’1992), ‘ਲਫ਼ਜ਼ਾਂ ਦੀ ਦਰਗਾਹ) ’1999), ‘ਪੱਤਝੜ ਦੀ ਪਾਜੇਬ,’ ਚੰਨ ਸੂਰਜ ਦੀ ਵਹਿੰਗੀ ਆਦਿ ਉਸਦੀਆਂ ਪ੍ਰਮੁੱਖ ਕਾਵਿਕ ਪੁਸਤਕਾਂ ਹਨ।

4.2.3 ਮੈਂ ਰਾਹਾਂ ਤੇ ਨਹੀਂ ਤੁਰਦਾ ਕਵਿਤਾ ਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ:

ਇਹ ਤਪਦੀ ਰੇਤ ਦੱਸਦੀ ਹੈ ਕਿ ਰਸਤਾ ਠੀਕ ਹੈ ਮੇਰਾ

ਇਹ ਸੜਦੇ ਪੈਰ, ਠਰਦੇ ਦਿਲ, ਮੇਰੇ ਸੱਚ ਦੇ ਗਵਾਹ ਬਣਦੇ

ਜੁ ਲੇ ਮੱਥੇ 'ਚੋਂ ਫੁੱਟਦੀ ਹੈ, ਉਹ ਅਸਲੀ ਤਾਜ ਹੁੰਦੀ ਹੈ

ਤਵੀ ਦੇ ਤਖਤ 'ਤੇ ਬਹਿ ਕੇ ਹੀ ਸੱਚੇ ਪਾਤਸ਼ਾਹ ਬਣਦੇ

ਪ੍ਰਸੰਗ :ਉਪਰੋਕਤ ਗਜ਼ਲ ਦੀਆਂ ਸਤਰਾਂ ਸੁਰਜੀਤ ਪਾਤਰ ਦੀ ਗਜ਼ਲ 'ਮੈਂ ਰਾਹਾਂ ਤੇ ਨਹੀਂ ਤੁਰਦਾ, ਮੈਂ ਤੁਰਦਾ ਹਾਂ ਤਾਂ ਰਾਹ ਬਣਦੇ' ਵਿੱਚੋਂ ਲਈਆਂ ਗਈਆਂ ਹਨ। ਇਸ ਗਜ਼ਲ ਵਿੱਚ ਸੁਰਜੀਤ ਪਾਤਰ ਦਾ ਮੁੱਖ ਫੋਕਸ ਇਸ ਗੱਲ ਤੇ ਹੈ ਕਿ ਨਵੀਆਂ ਪੈੜਾਂ ਪਾਉਣ ਲਈ ਨਵੇਂ ਰਾਹਾਂ ਦਾ ਪਾਂਧੀ ਬਣਨਾ ਪੈਂਦਾ ਹੈ। 'ਮੈਂ ਰਾਹਾਂ ਤੇ ਨਹੀਂ ਤੁਰਦਾ' ਦਾ ਅਰਥ ਉਹ ਰਾਹ ਜਿਹਨਾਂ ਤੇ ਯੁੱਗਾਂ ਤੋਂ ਕਾਫ਼ਲੇ ਤੁਰੇ ਆਉਂਦੇ ਹਨ ਜਿੱਥੇ ਨਵੇਂ ਸਿਰਜਤ ਕੁੱਝ ਨਹੀਂ। ਇਕ ਚੀਜ਼) ਰਾਹ (ਪਿਛੇ ਤੁਰਨਾ ਬੰਦਿਆਂ ਵਿਚਲੀ ਮਾਨਸਿਕ ਖੜੋਤ ਦੀ ਨਿਸ਼ਾਨੀ ਹੁੰਦੀ ਹੈ। ਜਿੱਥੇ ਬਦਲਾਅ ਦੀ ਕੋਈ ਸੰਭਾਵਨਾ ਨਹੀਂ ਹੁੰਦੀ, ਬਸ ਜ਼ਿੰਦਗੀ ਦੇ ਅਕਾਊ ਪੈਂਡਿਆਂ ਨੂੰ ਤੈਅ ਕਰਦੇ ਲੋਕ ਨੇ। ਪਰ ਪਾਤਰ ਇਹਨਾਂ ਨਾਲੋਂ ਵੱਖਰੀ ਸੋਚ ਦਾ ਧਾਰਣੀ ਹੈ। ਉਹ ਉਹਨਾਂ ਵੱਖਰੇ ਰਾਹਾਂ ਤੇ ਤੁਰਨ ਦਾ ਜੇਰਾ ਕਰਦਾ ਹੈ ਤਾਂ ਰਾਹ ਅਪਣੇ ਆਪ ਬਣਦੇ ਜਾਂਦੇ ਨੇ।

ਵਿਆਖਿਆ :ਸੁਰਜੀਤ ਪਾਤਰ ਦੀਆਂ ਉਪਰੋਕਤ ਗਜ਼ਲ ਦੀਆਂ ਸਤਰਾਂ ਵਿੱਚ ਦੱਸਿਆ ਗਿਆ ਹੈ ਕਿ ਜਿਹੜੇ ਰਾਹ ਤੇ ਮੈਂ ਤੁਰਿਆਂ ਉਹ ਰਸਤਾ ਸੱਚ ਦਾ ਤਾਂ ਹੈ ਪਰ ਉਸ ਵਿੱਚ ਔਕੜਾਂ ਬਹੁਤ ਨੇ। ਪਰ ਜਿਥੇ ਇਹਨਾਂ ਸਾਰੀਆਂ ਮੁਸ਼ੀਬਤਾਂ ਨੂੰ ਮੈਂ ਆਪਣੇ ਪਿੰਡੇ ਤੇ ਹੰਢਾਉਣਾ ਹੈ। ਜ਼ਿੰਦਗੀ ਦੀਆਂ ਉਹਨਾਂ ਸਾਰੀਆਂ ਦੁਸ਼ਵਾਰੀਆਂ ਨੂੰ ਝੱਲਣਾ ਹੈ। ਨਾਲ ਹੀ ਮੈਨੂੰ ਇਸ ਗੱਲ ਦਾ ਸਕੂਨ ਹੈ ਕਿ ਇਹ ਸਾਰੀਆਂ ਚੀਜ਼ਾਂ ਮੇਰੇ ਰਸਤੇ ਮੇਰੇ ਸੱਚ ਦੀਆਂ ਗਵਾਹ ਨੇ। ਇਹਨਾਂ ਰਾਹਾਂ ਤੇ ਚੱਲਦਿਆਂ ਜੇ ਸਿਰਜਣਾ ਤੁਹਾਡਾ ਮਨ ਕਰਦਾ ਹੈ ਉਹ ਤੁਹਾਡਾ ਅਸਲੀ ਤਾਜ ਹੁੰਦੀ ਹੈ। ਜਦੋਂ ਤੱਕ ਤੁਸੀਂ ਉਨ੍ਹਾਂ ਔਖੇ ਪੈਂਡਿਆਂ ਵਿੱਚੋਂ ਨਹੀਂ ਲੰਘਦੇ ਉਦੋਂ ਤੱਕ ਸੱਚੇ ਹੋਣ ਦਾ ਖਿਤਾਬ ਤੁਹਾਡੇ ਹਿੱਸੇ ਨਹੀਂ ਆਉਂਦਾ।

4.2.4ਮੈਂ ਰਾਹਾਂ ਤੇ ਨਹੀਂ ਤੁਰਦਾ 'ਕਵਿਤਾ' ਦਾ ਵਿਸ਼ਾ :ਸੁਰਜੀਤ ਪਾਤਰ ਦੀ ਗਜ਼ਲ 'ਮੈਂ ਰਾਹਾਂ ਤੇ ਨਹੀਂ ਤੁਰਦਾ, ਮੈਂ ਤੁਰਦਾ ਹਾਂ ਤਾਂ ਰਾਹ ਬਣਦੇ' ਦਾ ਸਭ ਤੋਂ ਪਹਿਲਾਂ ਸਿਰਲੇਖ ਹੀ ਪਾਠਕ ਨੂੰ ਆਪਣੇ ਵੱਲ ਖਿੱਚਦਾ ਹੈ। 'ਮੈਂ ਰਾਹਾਂ ਤੇ ਨਹੀਂ ਤੁਰਦਾ' ਦਾ ਅਰਥ ਉਹ ਰਾਹ ਜਿਹਨਾਂ ਤੇ ਯੁੱਗਾਂ ਤੋਂ ਕਾਫ਼ਲੇ ਤੁਰੇ ਆਉਂਦੇ ਹਨ ਜਿੱਥੇ ਨਵੇਂ ਸਿਰਜਤ ਕੁੱਝ ਨਹੀਂ। ਇਕ ਚੀਜ਼) ਰਾਹ (ਪਿਛੇ ਤੁਰਨਾ ਬੰਦਿਆਂ ਵਿਚਲੀ ਮਾਨਸਿਕ ਖੜੋਤ ਦੀ ਨਿਸ਼ਾਨੀ ਹੁੰਦੀ ਹੈ। ਜਿਥੇ ਬਦਲਾਅ ਦੀ ਕੋਈ ਸੰਭਾਵਨਾ ਨਹੀਂ ਹੁੰਦੀ, ਬਸ ਜ਼ਿੰਦਗੀ ਦੇ ਅਕਾਊ ਪੈਂਡਿਆਂ ਨੂੰ ਤੈਅ ਕਰਦੇ ਲੋਕ ਨੇ। ਪਰ ਪਾਤਰ ਇਹਨਾਂ ਨਾਲੋਂ ਵੱਖਰੀ ਸੋਚ ਦਾ ਧਾਰਣੀ ਹੈ। ਉਹ ਉਹਨਾਂ ਵੱਖਰੇ ਰਾਹਾਂ ਤੇ ਤੁਰਨ ਦਾ ਜੇਰਾ ਕਰਦਾ ਹੈ ਤਾਂ ਰਾਹ ਅਪਣੇ ਆਪ ਬਣਦੇ ਜਾਂਦੇ ਨੇ। ਜਦੋਂ ਤੁਸੀਂ ਆਪ ਕੁਝ ਕਰਨ ਦੀ ਸੋਚਦੇ ਹੋ ਤਾਂ ਤੁਹਾਡਾ ਪੈਂਡਾ ਬਾਕੀ ਲੋਕਾਂ ਨਾਲੋਂ ਵੱਖਰਾ ਹੀ ਹੁੰਦਾ ਹੈ। ਉਥੇ ਨਵੀਆਂ ਚੀਜ਼ਾਂ, ਨਵੀਂ ਸੋਚ ਦੇ ਜਨਮ ਲੈਣ ਦੀਆਂ ਸੰਭਾਵਨਾਵਾਂ ਹੁੰਦੀਆਂ ਨੇ। ਸੱਚ ਦੇ ਰਾਹ ਤੇ ਤੁਰਨ ਵਾਲਿਆਂ ਦਾ ਪੈਂਡਾ ਹਮੇਸ਼ਾ ਹੀ ਔਖਾ ਹੁੰਦਾ। ਉਹ ਲੋਕ ਜੋ ਕੁੱਝ ਕਰਦੇ ਨੇ, ਕੁੱਝ ਨਵਾਂ ਸਿਰਜਦੇ ਨੇ ਉਹ ਲੋਕ ਸਦੀਆਂ ਤੀਕ ਤੁਹਾਡੇ ਅੰਦਰ ਜਿਉਂਦੇ ਰਹਿੰਦੇ ਨੇ। ਬਾਕੀ ਜਿਸਮ ਨੇ ਤਾਂ ਸਾਰਿਆਂ ਦੇ ਨੇ ਸੜ ਕੇ ਸੁਆਹ ਹੋ ਜਾਣਾ ਹੁੰਦਾ ਹੈ। ਜਿਵੇਂ ਪਾਤਰ ਆਪਣੀ ਗਜ਼ਲ ਵਿੱਚ ਲਿਖਦੇ ਹਨ:

ਜਦੋਂ ਤਕ ਲਫਜ਼ ਜਿਉਂਦੇ ਨੇ ਸੁਖਨਵਰ ਜਿਉਣ ਮਰ ਕੇ ਵੀ

ਉਹ ਕੇਵਲ ਜਿਸਮ ਹੁੰਦੇ ਨੇ ਜੋ ਸਿਵਿਆਂ ਵਿਚ ਸੁਆਹ ਬਣਦੇ

ਸੁਰਜੀਤ ਪਾਤਰ ਅਨੁਸਾਰ ਲਫਜ਼ ਕਦੇ ਮਰਿਆ ਨਹੀਂ ਕਰਦੇ। ਬੰਦੇ ਲਈ ਕੁੱਝ ਕਰਨ ਤੋਂ ਪਹਿਲਾਂ ਆਪਣੇ ਆਪ ਬਾਰੇ ਜਾਨਣਾ ਜ਼ਰੂਰੀ ਹੁੰਦਾ ਹੈ ਮਸਲਨ:

ਇਹ ਤੁਰਦਾ ਕੌਣ ਹੈ ਮੈਂ ਕੌਣ ਹਾਂ ਤੇ ਕੌਣ ਪੁੱਛਦਾ ਹੈ

ਇਹ ਸੋਚਾਂ ਦਾ ਸਫਰ ਹੈ ਜਿਸ ਲਈ ਸੀਨੇ ਹੀ ਰਾਹ ਬਣਦੇ

ਇਸ ਤੋਂ ਭਾਵਅਰਥ ਇਹ ਹੈ ਕਿ ਸਵੈ ਤਲਾਸ਼ ਹੀ ਨਿਰਧਾਰਿਤ ਕਰਦੀ ਹੈ ਕਿ ਤੁਸੀਂ ਕਿਸ ਚੀਜ਼ ਲਈ ਬਣੇ ਹੋ। ਜਦੋਂ ਤੁਸੀਂ ਆਪਣੀ ਹੋਂਦ ਦੀ ਤਲਾਸ਼ ਕਰ ਲਈ ਤਾਂ ਤੁਸੀਂ ਆਪਣੇ ਜਿਉਣ ਦੇ ਕਾਰਨਾਂ ਦੀ ਤਲਾਸ਼ ਕਰਦੇ ਹੋ ਕਿ ਮੈਂ ਕੀ ਕਰਨਾ ਹੈ ਜੇ ਮੈਂ ਕਰਦਾ ਕਿ ਇਹ ਰਾਹ ਮੇਰਾ ਹੈ। ਇਸਦੇ ਨਾਲ ਹੀ ਉਹ ਰਾਂਝੇ ਅਤੇ ਲੁੱਡਣ ਮਲਾਹ ਦੇ ਪ੍ਰਤੀਕਾਂ ਜ਼ਰੀਏ ਪੰਜਾਬੀ ਭਾਈਚਾਰੇ ਦੇ ਮੂਲ ਗੁਣਾ ਦੀ ਗੱਲ ਕਰਦਾ ਹੈ ਜਿਸ ਵਿਚ ਤਿਆਗ ਅਤੇ ਦੂਜੇ ਲਈ ਅਥਾਹ ਪਿਆਰ ਭਾਵਨਾ ਹੈ।

4.2.5 ਮੈਂ ਰਾਹਾਂ ਤੇ ਨਹੀਂ ਤੁਰਦਾ ਕਵਿਤਾ ਦੀ ਸੰਖੇਪ ਚਰਚਾ ਅਤੇ ਸਾਰ :ਇਸ ਗ਼ਜ਼ਲ ਵਿਚ ਸੁਰਜੀਤ ਪਾਤਰ ਦਾ ਮੁੱਖ ਫ਼ੋਕਸ ਇਸ ਗੱਲ ਤੇ ਹੈ ਕਿ ਨਵੀਆਂ ਪੈੜਾਂ ਪਾਉਣ ਲਈ ਨਵੇਂ ਰਾਹਾਂ ਦਾ ਪਾਂਧੀ ਬਣਨਾ ਪੈਂਦਾ ਹੈ। ਸੱਚ ਦੇ ਰਾਹ ਤੇ ਤੁਰਨ ਵਾਲਿਆਂ ਦਾ ਪੈਂਡਾ ਹਮੇਸ਼ਾ ਹੀ ਔਖਾ ਹੁੰਦਾ। ਉਹ ਲੋਕ ਜੋ ਕੁੱਝ ਕਰਦੇ ਨੇ , ਕੁੱਝ ਨਵਾਂ ਸਿਰਜਦੇ ਨੇ ਉਹ ਲੋਕ ਸਦੀਆਂ ਤੀਕ ਤੁਹਾਡੇ ਅੰਦਰ ਜਿਉਂਦੇ ਰਹਿੰਦੇ ਹਨ ਜਿਵੇਂ:

ਇਹ ਤਪਦੀ ਰੇਤ ਦੱਸਦੀ ਹੈ ਕਿ ਰਸਤਾ ਠੀਕ ਹੈ ਮੇਰਾ

ਇਹ ਸੜਦੇ ਪੈਰ, ਠਰਦੇ ਦਿਲ, ਮੇਰੇ ਸੱਚ ਦੇ ਗਵਾਹ ਬਣਦੇ

ਇਸ ਗ਼ਜ਼ਲ 'ਮੈਂ ਰਾਹਾਂ ਤੇ ਨਹੀਂ ਤੁਰਦਾ' ਦਾ ਅਰਥ ਉਹ ਰਾਹ ਜਿਹਨਾਂ ਤੇ ਯੁੱਗਾਂ ਤੋਂ ਕਾਫ਼ਲੇ ਤੁਰੇ ਆਉਂਦੇ ਹਨ ਜਿੱਥੇ ਨਵੇਂ ਸਿਰਜਤ ਕੁੱਝ ਨਹੀਂ। ਇਕ ਚੀਜ਼ ਰਾਹ ਪਿਛੇ ਤੁਰਨਾ ਬੰਦਿਆਂ ਵਿਚਲੀ ਮਾਨਸਿਕ ਖੜੋਤ ਦੀ ਨਿਸ਼ਾਨੀ ਹੁੰਦੀ ਹੈ। ਜਿੱਥੇ ਬਦਲਾਅ ਦੀ ਕੋਈ ਸੰਭਾਵਨਾ ਨਹੀਂ ਹੁੰਦੀ, ਬਸ ਜ਼ਿੰਦਗੀ ਦੇ ਅਕਾਊ ਪੈਂਡਿਆਂ ਨੂੰ ਤੈਅ ਕਰਦੇ ਲੋਕ ਨੇ। ਪਰ ਪਾਤਰ ਇਹਨਾਂ ਨਾਲੋਂ ਵੱਖਰੀ ਸੋਚ ਦਾ ਧਾਰਣੀ ਹੈ। ਉਹ ਉਹਨਾਂ ਵੱਖਰੇ ਰਾਹਾਂ ਤੇ ਤੁਰਨ ਦਾ ਜੇਰਾ ਕਰਦਾ ਹੈ ਤਾਂ ਰਾਹ ਅਪਣੇ ਆਪ ਬਣਦੇ ਜਾਂਦੇ ਨੇ।

4.2.6 ਮੈਂ ਰਾਹਾਂ ਤੇ ਨਹੀਂ ਤੁਰਦਾ 'ਕਵਿਤਾ' ਦਾ ਕਲਾਤਮਕ ਅਧਿਐਨ :ਸੁਰਜੀਤ ਪਾਤਰ ਸਾਡੇ ਸਮਿਆਂ ਦਾ ਵੱਡਾ ਸ਼ਾਇਰ ਹੈ। ਉਸ ਕੋਲ ਗੱਲ ਕਹਿਣ ਦੀ ਵਿਧੀ ਤੇ ਵਿਚਾਰਧਾਰਾ ਦੇਨੇ ਹਨ। ਉਸਦੀ ਗ਼ਜ਼ਲ 'ਮੈਂ ਰਾਹਾਂ ਤੇ ਨਹੀਂ ਤੁਰਦਾ' ਦਾ ਕਲਾਤਮਕ ਪੱਖ ਹੇਠ ਲਿਖੇ ਅਨੁਸਾਰ ਹੈ:

ਸੰਵਾਦ ਸੈਲੀ :ਸੁਰਜੀਤ ਪਾਤਰ ਇਸ ਗ਼ਜ਼ਲ ਦੇ ਜਰੀਏ ਆਪਣੇ ਪੰਜਾਬੀ ਲੋਕਾਈ ਨਾਲ ਸੰਵਾਦ ਰਚਾਉਂਦਾ ਹੈ। ਉਹ ਇਸ ਸੰਵਾਦ ਜਰੀਏ ਉਹਨਾਂ ਸਾਹਵੇਂ ਕਈ ਤਰ੍ਹਾਂ ਦੇ ਸਵਾਲ ਖੜੇ ਕਰਦਾ ਹੈ।

ਮੈਂ ਰਾਹਾਂ ਤੇ ਨਹੀਂ ਤੁਰਦਾ ਮੈਂ ਤੁਰਦਾ ਹਾਂ ਤਾਂ ਰਾਹ ਬਣਦੇ

ਯੁਗਾਂ ਤੋਂ ਕਾਫ਼ਲੇ ਆਉਂਦੇ ਇਸੇ ਸੱਚ ਦੇ ਗਵਾਹ ਬਣਦੇ

ਅਸਾਨੂੰ ਰੀਤ ਤੋਂ ਵੱਧ ਕੇ ਕਿਸੇ ਦੀ ਪਰੀਤ ਪਿਆਰੀ ਹੈ

ਤੂੰ ਲਿਖ ਲੇਖਾ ਤੇ ਲਿਖ ਜਿੰਨੇ ਵੀ ਨੇ ਸਾਡੇ ਗੁਨਾਹ ਬਣਦੇ

ਪ੍ਰਤੀਕ :ਸੁਰਜੀਤ ਪਾਤਰ ਇਸ ਗ਼ਜ਼ਲ ਵਿਚ ਅਨੇਕਾਂ ਪ੍ਰਤੀਕਾਂ ਦੀ ਵਰਤੋਂ ਕਰਦਾ ਹੈ। ਉਹ ਇਹਨਾਂ ਪ੍ਰਤੀਕਾਂ ਨਾਲ ਆਪਣੀ ਕਵਿਤਾ ਦੇ ਅਰਥਾਂ ਨੂੰ ਹੋਰ ਗਹਿਰਾ ਕਰਦੀ ਹੈ:

ਇਹ ਤਪਦੀ ਰੇਤ ਦੱਸਦੀ ਹੈ ਕਿ ਰਸਤਾ ਠੀਕ ਹੈ ਮੇਰਾ

ਇਹ ਸੜਦੇ ਪੈਰ, ਠਰਦੇ ਦਿਲ, ਮੇਰੇ ਸੱਚ ਦੇ ਗਵਾਹ ਬਣਦੇ

ਦ੍ਰਿਸ਼ ਬਿੰਬ :ਸੁਰਜੀਤ ਪਾਤਰ ਇਸ ਗ਼ਜ਼ਲ ਦੀ ਇਸ ਗ਼ਜ਼ਲ ਵਿਚ ਬਹੁਤ ਸਾਰੇ ਬਿੰਬ ਦੇਖਣ ਨੂੰ ਮਿਲਦੇ ਹਨ। ਜਿਵੇਂ:

ਮੈਂ ਇਕ ਗੱਲ ਜਾਣਦਾ ਕਿ ਹੈ ਕੋਈ ਸ਼ੈ ਇਸ ਵਜੂਦ ਅੰਦਰ

ਉਹ ਜਿਹੜੀ ਲਿਸ਼ਕ ਉਠਦੀ ਹੈ ਜਦੋਂ ਸਭ ਰੁਖ ਸਿਆਹ ਬਣਦੇ ।

ਇਸ ਤਰ੍ਹਾਂ ਅਸੀਂ ਕਹਿ ਸਕਦੇ ਹਾਂ ਕਿ ਸੁਰਜੀਤ ਪਾਤਰ ਗ਼ਜ਼ਲ ਵਿਧਾ ਵਿਚ ਆਪਣਾ ਇੱਕ ਖਾਸ ਮੁਕਾਮ ਹਾਸਿਲ ਕੀਤਾ ਹੈ।

4.3 ਪਾਠ ਦੀ ਰੂਪ-ਰੇਖਾ ਕਵਿਤਾ-ਨਾਨਕ ਹਰਮਨਜੀਤ

4.3.1 ਕਵਿਤਾ ਦਾ ਮੂਲ ਪਾਠ

ਨਾਨਕ

ਪ੍ਰਥਮ ਉਦਾਸੀ ਦੇ ਆਰੰਭ ਵੇਲੇ, ਭਾਈ ਮਰਦਾਨੇ ਦੀ ਨਜ਼ਰੋਂ

ਅੱਜ ਵਣਖੰਡਾਂ ਨੇ ਟਹਿਕੀਆਂ

ਕੁੱਲ ਧਰਤ ਨੂੰ ਚੜ੍ਹਿਆ ਚਾਅ

ਅੱਜ ਮੇਘ ਧੂਸਰੇ ਛਟ ਗਏ
 ਤੇ ਛਤਰ ਗਿਆ ਨਿੰਬਲਾ
 ਅੱਜ ਸੁੱਤੀ ਮਿੱਟੀ ਜਾਗ ਪਈ
 ਤੇ ਜਾਗ ਪਏ ਦਰਿਆ
 ਅੱਜ ਰੱਕੜਾਂ ਦੀ ਕੋਈ ਹਿੱਕ 'ਤੇ
 ਗਿਆ ਮਹਿਕ ਦਾ ਅੱਖਰ ਵਾਹ ।
 ਅੱਜ ਸੱਭੇ ਚਸ਼ਮੇ ਬਹੁਲੀਆਂ
 ਸਭ ਝਰਨੇ ਰਹੇ ਮਸਤਾ
 ਗਏ ਪਰਬਤ ਗਿਰੀਆਂ ਚੋਟੀਆਂ
 ਹੇ ਗਿੱਠ ਗਿੱਠ ਹੋਰ ਉਤਾਂਹ
 ਅੱਜ ਵਣ ਵਿੱਚ ਹਿਰਨੀ ਸੁ ਪਈ
 ਤੇ ਲਿਸਕਣ ਲੱਗ ਪਏ ਘਾਹ
 ਅੱਜ ਨਿੱਖਰ ਆਉਣਾ ਖਿੱਤੀਆਂ
 ਤੇ ਚੜ੍ਹਨਾ ਚੰਦ ਨਵਾਂ।
 ਅੱਜ ਅੱਡੀਆਂ ਨੱਚਣ ਲੱਗੀਆਂ
 ਤੇ ਨੈਣ ਗਏ ਸੁਲਫਾ
 ਅੱਜ ਜਟਾਂ ਜਟੂਰੇ ਬੇਦੜੇ
 ਗਏ ਬਿਨ ਤੇਲੋਂ ਥਿੰਦਿਆ
 ਅੱਜ ਪਵਨੀਂ ਖੁਰੀਆਂ ਮਿਸ਼ਰੀਆਂ
 ਤੇ ਮਿੱਠਤ ਵਧਦੀ ਜਾ
 ਅੱਜ ਰੋਹੀਆਂ ਹੇ ਕੇ ਬੋਰੀਆਂ
 ਲਿਆ ਚੋਗ ਸਰਾਇਰਾ ਪਾ ।

ਅੱਜ ਧੁੱਪਾਂ ਧਿਆਨ ਧਰੋਂਦੀਆਂ
 ਪੜ੍ਹ ਵਰਤਮਾਨ ਗੁਟਕਾ
 ਅੱਜ ਮੈਸਮ ਨੇ ਮਿਜ਼ਰਾਬੜੇ
 ਲਏ ਉਂਗਲਾਂ ਦੇ ਵਿੱਚ ਪਾ
 ਅੱਜ ਪੈਣ ਸ਼ਰੀਹ ਦੀ ਡਾਲੀਏ
 ਰਹੀ ਫਲੀਆਂ ਨੂੰ ਛਣਕਾ
 ਪਏ ਅੱਡੀਆਂ ਚੁੱਕ ਚੁੱਕ ਵੇਖਦੇ
 ਅੱਜ ਕਿੱਕਰਾਂ ਤੇ ਫਰਮਾਂਹ ।
 ਕਹਿੰਦੇ ਵਾਟ ਲੰਮੇਰੀ ਮਾਰਦਾ
 ਇੱਕ ਸਾਧੂ ਲੰਘ ਰਿਹਾ
 ਜੀਹਦੇ ਮਣੀਆਂ ਮੱਥੜੇ ਸਾਹਮਣੇ
 ਗਏ ਸੂਰਜ ਵੀ ਕਚਿਆ
 ਜੀਹਦੀ ਪਾਣੀ ਬਣ ਗਏ ਆਰਸੀ
 ਕੀ ਆਰਸੀਆਂ ਦੀ ਥਾਹ
 ਜੇ ਬ੍ਰਹਮ-ਜਨੇਊ ਪਹਿਨਦਾ
 ਸੂਤਰ ਨੂੰ ਦੂਰ ਵਗਾਹ ।
 ਜੇ ਲੱਲੀ ਉਮਰੇ ਚੱਲਿਆ
 ਪਾਂਧੇ ਨੂੰ ਪੜ੍ਹਨੇ ਪਾ
 ਜੇ ਅੱਥਰਾ ਹੀ ਅਲਬੇਲੜਾ
 ਜੀਹਦੇ ਸੀਸ ਭੁਜੰਗੀ ਛਾਂ
 ਉਹ ਬੇਦੜੀਆਂ ਦਾ ਛੋਕਰਾ

ਜੇ ਡਾਢਾ ਬੇਪਰਵਾਹ
 ਜੇ ਚੁਗਦਾ ਰੱਬ ਕੀਆਂ ਰੋੜੀਆਂ
 ਜੀਹਦਾ ਨਾਨਕ ਨਾਮ ਪਿਆ ।
 ਅੱਜ ਤੁਰਿਆ ਸਿਦਕੀ ਜੋਗੜਾ
 ਚਾਨਣ ਦਾ ਦੀਪ ਜਗਾ
 ਓਹਦੇ ਉੱਡਣੇ ਪੈਰ ਛਬੀਲੜੇ
 ਤੇ ਪਿੰਜਣੀਆਂ ਨੂੰ ਚਾਅ
 ਕੀ ਆਖਾਂ ਓਹਦੇ ਬਾਬਤਾਂ
 ਮੇਰਾ ਤਨ ਜਾਵੇ ਕੰਡਿਆ
 ਤੇ ਮਨ ਦੀ ਡੂੰਘੀ ਧਰਤ 'ਤੇ
 ਇੱਕ ਮੇਰ ਜਿਹਾ ਨੱਚਦਾ।
 ਅੱਜ ਪਰਮ-ਦੁਲਾਰੀ ਨਾਨਕੀ
 ਖੁਦ ਮੇਢਾ ਥਾਪੜਿਆ
 ਅੱਜ ਰੱਬੀ ਸਾਜ਼ ਰਬਾਬੜੀ ਚੋਂ
 ਸ਼ਬਦਾਂ ਲੈਣੇ ਸਾਹ
 ਹੁਣ ਸਭ ਤਰੇੜਾਂ ਲਿੱਪ ਕੇ
 ਸਭ ਟਿੱਬੇ ਦੇਣੇ ਵਾਹ
 ਅੱਜ ਭਰੇ ਪੰਜਾਬ ਦੀ ਵਲਗਣੇ
 ਜਿਉਂ ਉੱਠਿਆ ਆਪ ਖੁਦ।
 ਮੈਂ ਤੇਰੇ ਪੈਰੀਂ ਨਾਨਕਾ
 ਕੁੱਲ ਜੀਵਨ ਰੱਖ ਲਿਆ
 ਤੇ ਤੇਰੇ ਪੈਰੋਂ ਉੱਡੀਆਂ

ਧੂੜਾਂ ਨੂੰ ਚੱਖ ਲਿਆ
 ਮੈਨੂੰ ਚਹੁੰ ਕੂਟੀਂ ਹੀ ਜਾਪਦਾ
 ਬੱਸ ਤੇਰਾ ਅਕਸ ਜਿਹਾ
 ਇੱਕ ਰੀਝ ਕਰੇ ਦਿਲ ਨਿੱਤਰੀ
 ਤੇ ਲੈਂਦਾ ਇੱਕ ਸੁਪਨਾ ।
 ਜਿੱਥੇ ਯਸ਼ਬ ਮਿਲੇਂਦੇ ਸੁੱਚੜੇ
 ਤੇ ਕੁਰਮ ਵਗੇ ਦਰਿਆ
 ਤੇਰੀ ਬੁੱਕਲ ਦੇ ਵਿੱਚ ਪਾਤਿਸ਼ਾਹ
 ਮੇਰੇ ਨਿੱਕਲ ਜਾਵਣ ਸਾਹ
 ਮੇਰੇ ਤਨ ਦਾ ਚੋਲਾ ਉੱਡ ਕੇ
 ਜਦ ਰਲ ਜਾਏ ਵਿੱਚ ਹਵਾ
 ਤਾਂ ਹਵਾ 'ਚੋਂ ਉੱਠੇ ਗੂੰਜ ਵੇ
 ਨਾਨਕਵਾ ! ਨਾਨਕਵਾ!
 ਨਾਨਕਵਾ ! ਨਾਨਕਵਾ!

4.3.2 ਲੇਖਕ ਨਾਲ ਜਾਣ-ਪਛਾਣ : ਹਰਮਨਜੀਤ ਸਿੰਘ (ਜਨਮ : 27 ਜੂਨ 1991) ਪੰਜਾਬੀ ਦਾ ਨੌਜਵਾਨ ਕਵੀ ਅਤੇ ਗੀਤਕਾਰ ਹੈ। ਉਸਨੂੰ 22 ਜੂਨ 2017 ਨੂੰ ਉਸਦੀ ਪਲੇਠੀ ਕਿਤਾਬ 'ਰਾਣੀ ਤੱਤ 'ਲਈ ਸਾਹਿਤ ਅਕਾਦਮੀ ਯੁਵ ਪੁਰਸਕਾਰ ਮਿਲਿਆ ਹੈ। ਹਰਮਨ ਦਾ ਜਨਮ 27 ਜੂਨ, 1991 ਨੂੰ ਪਿੰਡ ਖਿਆਲਾ ਕਲਾਂ ਵਿੱਚ ਹੋਇਆ ਇਹ ਪਿੰਡ ਪੰਜਾਬ ਦੇ ਮਾਨਸਾ ਜ਼ਿਲ੍ਹੇ ਵਿੱਚ ਪੈਂਦਾ ਹੈ। ਬਚਪਨ ਵਿੱਚ ਹੀ ਉਸਨੂੰ ਸਾਹਿਤਕ ਮਾਹੌਲ ਮਿਲ ਗਿਆ ਸੀ। ਉਸ ਦੇ ਵਡੇਰੇ ਵੀ ਸਾਹਿਤ ਵਿੱਚ ਰੁਚੀ ਰੱਖਦੇ ਸਨ। 10ਵੀਂ ਤੱਕ ਹਰਮਨ ਬਾਬਾ ਜੋਗੀ ਪੀਰ ਪਬਲਿਕ ਸਕੂਲ, ਰੱਲਾ ਵਿੱਚ ਪੜ੍ਹਿਆ ਹੈ ਅਤੇ 12ਵੀਂ ਪਿੰਡ ਦੇ ਸਰਕਾਰੀ ਸਕੂਲ ਤੋਂ ਕੀਤੀ ਹੈ। ਇਸ ਤੋਂ ਇਲਾਵਾ ਉਸਨੇ 2 ਸਾਲ ਮਾਡਰਨ ਇੰਸਟੀਚਿਊਟ ਆਫ਼ ਐਜੂਕੇਸ਼ਨ, ਬੀਰ ਕਲਾਂ) ਸੰਗਰੂਰ ਵਿੱਚ ਈ.ਟੀ.ਟੀ .ਦਾ ਕੋਰਸ ਕੀਤਾ ਹੈ। ਉਸਨੇ ਆਪਣੀ ਗ੍ਰੈਜੂਏਸ਼ਨ ਗੁਰੂ ਨਾਨਕ ਕਾਲਜ ਬੁਢਲਾਡਾ ਤੋਂ ਪੂਰੀ ਕੀਤੀ ਹੈ। ਇਸ ਸਮੇਂ ਉਹ ਬਤੌਰ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲ ਅਧਿਆਪਕ ਆਪਣੀ ਸੇਵਾ ਨਿਭਾ ਰਿਹਾ ਹੈ। ਰਾਣੀ ਤੱਤ ਕਿਤਾਬ ਹਰਮਨ ਦੁਆਰਾ ਲਿਖੀ ਗਈ ਪਹਿਲੀ ਕਿਤਾਬ ਹੈ, ਜੋ ਕਿ 19 ਅਗਸਤ, 2015 ਨੂੰ ਰਿਲੀਜ਼ ਕੀਤੀ ਗਈ ਸੀ। ਇਸ ਵਿੱਚ ਲੇਖਕ ਨੇ ਕੁਦਰਤ, ਪੰਜਾਬ ਪੁਰਾਤਨ ਜੀਵਨ ਬਾਰੇ

ਲਿਖਿਆ ਹੈ। ਇਸ ਕਿਤਾਬ ਦਾ ਅੱਧਾ ਭਾਗ ਕਾਵਿ ਹੈ ਅਤੇ ਅੱਧਾ ਭਾਗ ਵਾਰਤਕ ਹੈ। ਕਿਤਾਬ ਦੀ ਸ਼ੁਰੂਆਤ ਵਿਚ ਸਿਰਲੇਖ 'ਸੋਭਾ ਸਗਣ' ਹੇਠ ਹਰਮਨਜੀਤ ਦੁਆਰਾ ਲਿਖਿਆ ਗਿਆ ਕਿਤਾਬ ਦਾ ਮੁੱਖਬੰਧ ਹੈ। ਮੁੱਖ ਬੰਧ ਵਿਚ ਹੀ ਕਵੀ ਨੇ ਆਪਣੀ ਕਵਿਤਾ ਆਪਣੇ ਵਿਸ਼ੇ ਅਤੇ ਕਵਿਤਾ ਬਾਰੇ ਆਪਣੀ ਸਮਝ ਨੂੰ ਪੇਸ਼ ਕੀਤਾ ਹੈ। ਕਵੀ ਦਾ ਮੰਨਣਾ ਹੈ ਕਿ ਇਸ ਸਦੀ ਦੀ ਕਵਿਤਾ ਉਹਨਾਂ ਰਾਹਾਂ/ਥਾਵਾਂ ਦੀ ਕਵਿਤਾ ਹੈ, ਜਿਸ ਵਿਚ ਵਣਾਂ ਦੇ ਸਿੱਲ੍ਹੇ ਤੇ ਘੋਰ ਹਨੇਰੇ ਵਿਚ ਸਾਡੀਆਂ ਪੈੜਾਂ ਅਜੇ ਵੀ ਜਗਦੀਆਂ ਹਨ, ਯੁੱਗਾਂ ਪੁਰਾਣੇ ਦਰੱਖਤਾਂ ਦੀਆਂ ਛਾਵਾਂ ਅੱਜ ਵੀ ਸਾਡਾ ਪਿੱਛਾ ਕਰਦੀਆਂ ਹਨ। ਇਸ ਤਰ੍ਹਾਂ ਕਵੀ ਕੁਦਰਤ ਦਾ ਗੁਣਗਾਣ ਕਰਦਾ ਹੋਇਆ, ਪੁਰਾਣੇ ਪੰਜਾਬ ਦਾ ਨਕਸ਼ਾ ਉਲੀਕਦਾ ਹੈ, ਜਿਸ ਵਿਚੋਂ ਉਹ ਆਪਣੀ ਕਵਿਤਾ ਉੱਗਦੀ ਮੰਨਦਾ ਹੈ। ਹਰਮਨਜੀਤ ਦੀ ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਵਿਚਲਾ ਇਹੋ ਪ੍ਰਭਾਵ ਉਸਨੂੰ ਉਸਦੇ ਸਮਕਾਲੀ ਕਵੀਆਂ ਤੋਂ ਨਿਖੇੜਦਾ ਹੈ। ਰਾਣੀ ਤੱਤ ਕਿਤਾਬ ਦਾ ਕਾਵਿ ਅਤੇ ਵਾਰਤਕ ਦੋਵਾਂ ਵਿਧਾਵਾਂ ਵਿਚ ਹੋਣਾ ਵੀ ਇਸ ਕਿਤਾਬ ਨੂੰ ਵੱਖਰੀ ਨੁਹਾਰ ਦਿੰਦਾ ਹੈ, ਜਿਸ ਨਾਲ ਸਾਨੂੰ ਕਵੀ ਅਤੇ ਵਾਰਤਕਕਾਰ ਦੋਵਾਂ ਥਾਵਾਂ ਤੇ ਖੜੋਏ ਲੇਖਕ ਨੂੰ ਵੇਖਣ ਸਮਝਣ ਵਿਚ ਅਸਾਨੀ ਹੁੰਦੀ ਹੈ।

4.3.3 ਨਾਨਕ ਕਵਿਤਾ ਦੀ ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ:

ਅੱਜ ਤੁਰਿਆ ਸਿਦਕੀ ਜੋਗੜਾ

ਚਾਨਣ ਦਾ ਦੀਪ ਜਗਾ

ਓਹਦੇ ਉੱਡਣੇ ਪੈਰ ਛਬੀਲੜੇ

ਤੇ ਪਿੰਜਣੀਆਂ ਨੂੰ ਚਾਅ

ਕੀ ਆਖਾਂ ਓਹਦੇ ਬਾਬਤਾਂ

ਮੇਰਾ ਤਨ ਜਾਵੇ ਕੰਡਿਆ

ਤੇ ਮਨ ਦੀ ਡੂੰਘੀ ਧਰਤ 'ਤੇ

ਇੱਕ ਮੋਰ ਜਿਹਾ ਨੱਚਦਾ ।

ਪ੍ਰਸੰਗ : ਇਹ ਕਾਵਿ ਸਤਰਾਂ ਹਰਮਨਜੀਤ ਦੀ ਕਵਿਤਾ 'ਨਾਨਕ' ਵਿੱਚੋਂ ਲਈਆਂ ਗਈਆਂ ਹਨ। ਇਹ ਕਵਿਤਾ ਉਸਦੀ ਪੁਸਤਕ 'ਰਾਣੀ ਤੱਤ' ਵਿਚ ਸ਼ਾਮਿਲ ਹੈ। ਇਸ ਕਵਿਤਾ ਨਾਨਕ ਵਿਚ ਭਾਈ ਮਰਦਾਨਾ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਦੇ ਪਹਿਲੀ ਉਦਾਸੀ ਵੇਲੇ ਜਾਣ ਸਮੇਂ ਦਾ ਦ੍ਰਿਸ਼ ਵਰਣਨ ਕਰ ਰਿਹਾ ਹੈ। ਉਸ ਅਨੁਸਾਰ ਗੁਰੂ ਜੀ ਦੇ ਰਸਤਿਆਂ ਤੇ ਆਉਣ ਨਾਲ ਸਗਲ ਪ੍ਰਕਿਰਤੀ ਹੀ ਨਸ਼ਿਆ ਗਈ ਹੈ। ਕੁਦਰਤ ਦਾ ਜਿਹੜਾ ਵੀ ਕਣ ਗੁਰੂ ਜੀ ਦੀ ਹੋਂਦ ਨੂੰ ਮਹਿਸੂਸ ਕਰਦਾ ਹੈ ਉਹ ਖੁਦ ਨੂੰ ਪਵਿੱਤਰ ਹੋਇਆ ਜਾਣਦਾ ਹੈ।

ਵਿਆਖਿਆ :ਇਹਨਾਂ ਕਾਵਿ ਸਤਰਾਂ ਵਿਚਲਾ ਵਰਣਨ ਭਾਈ ਮਰਦਾਨੇ ਦੀ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਪ੍ਰਤੀ ਸ਼ਰਧਾ ਵਿਚੋਂ ਪੈਦਾ ਹੋਇਆ ਮਨੋਭਾਵ ਹੈ। ਜਿਸ ਵਿਚ ਗੁਰੂ ਜੀ ਦੀ ਕਿਸੇ ਇਲਾਹੀ ਮਨੁੱਖ ,ਰੱਬੀ ਸਿਦਕੀ ਜੋਗੜਾ ਆਦਿ ਲਕਬਾਂ ਨਾਲ ਤੁਲਨਾਇਆ ਗਿਆ ਹੈ। ਉਸ ਅਨੁਸਾਰ ਗੁਰੂ ਜੀ ਦੇ ਰਸਤਿਆਂ ਤੇ ਆਉਣ ਨਾਲ ਸਗਲ ਪ੍ਰਕਿਰਤੀ ਹੀ ਨਸ਼ਿਆ ਗਈ ਹੈ। ਰੋਹੀਆਂ ਜੰਗਲਾਂ ਬੇਲਿਆਂ ਵਿਚ ਰੇਣਕਾਂ ਲੱਗ ਗਈਆਂ ਹਨ। ਗੁਰੂ ਨਾਨਕ ਦੇ ਤੁਰਨ ਨਾਲ ਸਭ ਪਾਸੇ ਚਾਨਣ ਹੈ ,ਉਸਦੀਆਂ ਪਿੰਜਣੀਆਂ ਨੂੰ ਚਾਅ ਚੜ੍ਹਿਆ ਹੋਇਆ ਹੈ। ਕੁਦਰਤ ਦਾ ਜਿਹੜਾ ਵੀ ਕਣ ਗੁਰੂ ਜੀ ਦੀ ਹੋਂਦ ਨੂੰ ਮਹਿਸੂਸ ਕਰਦਾ ਹੈ ਉਹ ਖੁਦ ਨੂੰ ਪਵਿੱਤਰ ਹੋਇਆ ਜਾਣਦਾ ਹੈ। ਮਰਦਾਨੇ ਅਨੁਸਾਰ ਗੁਰੂ ਜੀ ਦਾ ਆਗਮਨ ਅਤੇ ਉਦਾਸੀਆਂ ਵੱਲ ਦਾ ਆਰੰਭਨ ਇਕ ਧੁਰੋਂ ਲਿਖਿਆ ਕਾਰਜ ਹੈ।

4.3.4 ਨਾਨਕ ਕਵਿਤਾ ਦਾ ਵਿਸ਼ਾ-ਵਸਤੂ :ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਸਿੱਖ ਧਰਮ ਦੇ ਮੋਢੀ ਗੁਰੂ ਹਨ। ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਜਿੱਥੇ ਅਧਿਆਤਮਕ ਫ਼ਿਲਾਸਫ਼ਰ ਦੇ ਤੌਰ ' ਤੇ ਵਿਚਰੇ ਓਥੇ ਹੀ ਓਨਾਂ ਨੇ ਇਕ ਯਾਤਰੀ) ਉਦਾਸੀਆਂ (ਵਜੋਂ ਵਿਚ ਵੱਖ ਵੱਖ ਦੇਸ਼ਾਂ ਦਾ ਭ੍ਰਮਣ ਕੀਤਾ। ਇਹ ਉਦਾਸੀਆਂ ਦੀ ਪਰੰਪਰਾ ਨਾਲ ਜਿੱਥੇ ਉਹਨਾਂ ਨੇ ਵੱਖ-ਵੱਖ ਲੋਕਾਂ ਨਾਲ ਸੰਪਰਕ ਸਾਧਿਆ ਓਥੇ ਹੀ ਵਿਕੋਲਿਤਰੇ ਸੱਭਿਆਚਾਰਾਂ ਦੇ ਲੋਕਾਂ ਦੇ ਸੰਪਰਕ ਵਿਚ ਆਉਣ ਨਾਲ ਉਹਨਾਂ ਨੇ ਆਪਣੀ ਰਚਨਾ ਵਿਚ ਵੀ ਵੱਖ-ਵੱਖ ਤਰ੍ਹਾਂ ਦੇ ਪ੍ਰਯੋਗ ਕੀਤੇ।

ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਸਾਡੇ ਸਮਕਾਲ ਤੱਕ ਇਕ ਇਤਿਹਾਸਿਕ/ਦਾਰਸ਼ਨਿਕ ਵਿਅਕਤੀ ਵਜੋਂ ਨਾ ਰਹਿ ਕੇ ਇਕ ਮਹਾਂਬਿੰਬ ਦੇ ਰੂਪ ਵਿਚ ਸਥਾਪਿਤ ਹੋ ਚੁੱਕੇ ਹਨ ਜਾਂ ਕਰ ਦਿੱਤੇ ਗਏ ਹਨ। ਅਜਿਹਾ ਕਰਨ ਨਾਲ ਆਮ ਜਨ ਮਾਨਸ ਉਹਨਾਂ ਤੋਂ ਦੂਰੀ ਜਿਹੀ ਅਨੁਭਵ ਕਰਦਾ ਹੈ ਜਦਕਿ ਗੁਰੂ ਜੀ ਦਾ ਉਦੇਸ਼ ਆਪਣੇ ਫਲਸਫੇ ਰਾਹੀਂ ਆਮ ਸਧਾਰਨ ਜੀਵ ਦੇ ਨਾਲ ਜੁੜਣਾ ਸੀ। ਅਜਿਹੇ ਵਿਚ ਅਸੀਂ ਦੇਖਦੇ ਹਾਂ ਕਿ ਗੁਰੂ ਜੀ ਬਾਰੇ ਵਰਤੇ ਗਏ ਸਾਰੇ ਲਕਬ ਨਾਨਕ ਸ਼ਬਦ ਤੋਂ ਹਮੇਸ਼ਾ ਛੋਟੇ ਰਹਿੰਦੇ ਹਨ। ਨਾਨਕ ਇਕ ਅਜਿਹੇ ਨਾਮ ਹੈ ਕਿ ਸਾਡਾ ਸਾਰਾ ਸਤਿਕਾਰ ਅਤੇ ਸ਼ਰਧਾ ਭਾਵਨਾ ਇਸ ਇਕੋ ਸ਼ਬਦ ਨਾਲ ਜੁੜੀ ਹੋਈ ਹੈ।

ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਬਾਰੇ ਵੱਖ ਵੱਖ ਸਮੇਂ ਤੇ ਵੱਖ ਵੱਖ ਲਿਖਾਰੀਆਂ ਨੇ ਵੱਖ-ਵੱਖ ਪ੍ਰਭਾਵ ਵਾਲੀਆਂ ਰਚਨਾਵਾਂ ਦੀ ਰਚਨਾ ਕੀਤੀ ਹੈ। ਭਾਈ ਗੁਰਦਾਸ ਜੀ ਆਪਣੀ ਪਹਿਲੀ ਵਾਰ ਵਿਚ ਹੀ ਆਖਦੇ ਹਨ ਸਤਿਗੁਰ ਨਾਨਕ ਪ੍ਰਗਟਿਆ , ਮਿਟੀ ਧੁੰਧ ਜੱਗ ਚਾਨਣ ਹੋਆ। ਇਸ ਤੋਂ ਬਾਅਦ ਸਾਡੇ ਕੋਲ ਜਨਮਸਾਖੀ ਦੀ ਇਕ ਲੰਮੀ ਪ੍ਰੰਪਰਾ ਹੈ ,ਜਿਸ ਵਿਚ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਦਾ ਇਕ ਵੱਖਰੀ ਤਰ੍ਹਾਂ ਦਾ ਬਿੰਬ ਸਾਡੇ ਸਾਹਮਣੇ ਘੜਿਆ ਗਿਆ ਹੈ। ਇਸੇ ਹੀ ਪਰੰਪਰਾ ਵਿਚ ਅਸੀਂ ਪ੍ਰੋ .ਮੋਹਨ ਸਿੰਘ ਦੇ ਮਹਾਂਕਾਵਿ ਨਨਕਾਇਣ ਤੱਕ ਪਹੁੰਚਦੇ ਹਾਂ। ਪੰਜਾਬੀ ਕਵੀ ਜਸਵੰਤ ਸਿੰਘ ਜਫ਼ਰ ਆਪਣੀ ਕਵਿਤਾ ਅਸੀਂ ਨਾਨਕ ਦੇ ਕੀ ਲਗਦੇ ਹਾਂ ਰਾਹੀਂ ਨਾਨਕ ਦਾ ਸਾਡੇ ਸਾਹਮਣੇ ਬਣਿਆ ਬਿੰਬ ਤੇੜਦਾ ਹੈ। ਉਹ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਨੂੰ ਨਾਨਕ ਆਖ ਕੇ ਸੰਬੋਧਿਤ ਹੁੰਦਾ ਹੈ ਅਤੇ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਨੂੰ ਉਦਾਸੀਆਂ ਕਰ ਰਹੇ ਯਾਤਰੂ ਵਜੋਂ ,ਵੱਖ-ਵੱਖ ਧਰਮਾਂ ਅਤੇ ਧਾਰਾਵਾਂ ਦੇ ਲੋਕਾਂ ਨਾਲ ਸੰਬਾਦ ਰਚਾ ਰਹੇ ਜਿਗਿਆਸੂ ਵਜੋਂ ਪੇਸ਼ ਕਰਦਾ ਹੈ। ਇਸ ਤਰ੍ਹਾਂ ਮੱਧਕਾਲ ਤੋਂ ਬਾਅਦ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਦਾ ਬਣਿਆ ਮਹਾਂਬਿੰਬ ਟੁੱਟਦਾ ਹੈ ਅਤੇ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਆਮ ਜਨ ਸਧਾਰਨ

ਦੇ ਨੇੜੇ ਹੋਏ ਮਹਿਸੂਸ ਹੁੰਦੇ ਹਨ। ਪਰ ਹਰਮਨਜੀਤ ਆਪਣੀ ਕਵਿਤਾ ਨਾਨਕ ਦਾ ਵਿਸ਼ਾ ਅਜਿਹਾ ਚੁਣਦਾ ਹੈ ਜਿਸ ਨਾਲ ਨਾਨਕ ਦਾ ਬਿੰਬ ਇਕ ਵਾਰ ਫਿਰ ਤੋਂ ਪਰਮਾਤਮਾ ਰੂਪੀ ਉੱਘੜਦਾ ਹੈ। ਜਦਕਿ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਪਰਮਾਤਮਾ ਨਹੀਂ ਪਰਮ ਮਨੁੱਖ ਵਜੋਂ ਵਿਚਾਰੇ ਜਾ ਸਕਦੇ ਹਨ।

ਇਸ ਕਵਿਤਾ ਨਾਨਕ ਵਿਚ ਭਾਈ ਮਰਦਾਨਾ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਦੇ ਪਹਿਲੀ ਉਦਾਸੀ ਵੇਲੇ ਜਾਣ ਸਮੇਂ ਦਾ ਦ੍ਰਿਸ਼ ਵਰਣਨ ਕਰ ਰਿਹਾ ਹੈ। ਉਸ ਅਨੁਸਾਰ ਗੁਰੂ ਜੀ ਦੇ ਰਸਤਿਆਂ ਤੇ ਆਉਣ ਨਾਲ ਸਗਲ ਪ੍ਰਕਿਰਤੀ ਹੀ ਨਸ਼ਿਆ ਗਈ ਹੈ। ਰੋਹੀਆਂ ਜੰਗਲਾਂ ਬੇਲਿਆਂ ਵਿਚ ਰੋਣਕਾਂ ਲੱਗ ਗਈਆਂ ਹਨ। ਕੁਦਰਤ ਦਾ ਜਿਹੜਾ ਵੀ ਕਣ ਗੁਰੂ ਜੀ ਦੀ ਹੋਂਦ ਨੂੰ ਮਹਿਸੂਸ ਕਰਦਾ ਹੈ ਉਹ ਖੁਦ ਨੂੰ ਪਵਿੱਤਰ ਹੋਇਆ ਜਾਣਦਾ ਹੈ। ਕਵਿਤਾ ਵਿਚ ਗੁਰੂ ਜੀ ਦੇ ਬਚਪਨ ਦਾ ਵੀ ਜ਼ਿਕਰ ਹੁੰਦਾ ਹੈ ਜਿਸ ਵਿਚ ਗੁਰੂ ਜੀ ਨਾਲ ਜੋੜੀਆਂ ਗਈਆਂ ਕਰਮਾਤਾਂ ਨੂੰ ਵੀ ਬਿਆਨ ਕੀਤਾ ਹੈ:

ਜੇ ਲੱਲੀ ਉਮਰੇ ਚੱਲਿਆ

ਪਾਂਧੇ ਨੂੰ ਪੜ੍ਹਨੇ ਪਾ

ਜੇ ਅੱਥਰਾ ਹੀ ਅਲਬੇਲੜਾ

ਜੀਹਦੇ ਸੀਸ ਭੁਜੰਗੀ ਛਾਂ

ਅਜਿਹਾ ਵਰਣਨ ਕਵਿਤਾ ਨੂੰ ਬਿਰਤਾਂਤਕ ਰੰਗਤ ਵੀ ਦਿੰਦਾ ਹੈ ਅਤੇ ਮੱਧਕਾਲ ਵਿਚਲੀ ਲੋਕ ਪ੍ਰਵਿਰਤੀ ਨੂੰ ਵੀ ਪੇਸ਼ ਕਰਦਾ ਹੈ। ਕਵਿਤਾ ਵਿਚਲਾ ਵਰਣਨ ਭਾਈ ਮਰਦਾਨੇ ਦੀ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਪ੍ਰਤੀ ਸ਼ਰਧਾ ਵਿਚੋਂ ਪੈਦਾ ਹੋਇਆ ਮਨੋਭਾਵ ਹੈ। ਜਿਸ ਵਿਚ ਗੁਰੂ ਜੀ ਦੀ ਕਿਸੇ ਇਲਾਹੀ ਮਨੁੱਖ, ਰੱਬੀ ਸਿਦਕੀ ਜੋਗੜਾ ਆਦਿ ਲਕਬਾਂ ਨਾਲ ਤੁਲਨਾਇਆ ਗਿਆ ਹੈ। ਮਰਦਾਨੇ ਅਨੁਸਾਰ ਗੁਰੂ ਜੀ ਦਾ ਆਗਮਨ ਅਤੇ ਉਦਾਸੀਆਂ ਵੱਲ ਦਾ ਆਰੰਭਨ ਇਕ ਧੁਰੋਂ ਲਿਖਿਆ ਕਾਰਜ ਹੈ। ਜਿਸ ਵਿਚ ਜਰਾਅ ਜਰਾਅ ਝੁੰਮ-ਝੁੰਮ ਸਾਥ ਨਿਭਾਅ ਰਿਹਾ ਹੈ। ਬੇਬੇ ਨਾਨਕੀ ਨੇ ਵੀ ਗੁਰੂ ਜੀ ਨੂੰ ਥਾਪੜਾ ਦੇ ਕੇ ਤੇਰਿਆ ਹੈ:

ਅੱਜ ਪਰਮ ਦੁਲਾਰੀ ਨਾਨਕੀ

ਖੁਦ ਮੇਢਾ ਥਾਪੜਿਆ

ਅੱਜ ਰੱਬੀ ਸਾਜ਼ ਰਬਾਬੜੀ ਚੋਂ

ਸ਼ਬਦਾਂ ਲੈਣੇ ਸਾਹ

ਇਸ ਤੋਂ ਅੱਗੇ ਮਰਦਾਨੇ ਦਾ ਆਪਾ ਸਮਰਪਨ ਦਾ ਭਾਵ ਹੈ ਜਿਸ ਵਿਚ ਮਰਦਾਨਾ ਆਖਦਾ ਹੈ ਕਿ ਉਸਨੇ ਆਪਣਾ ਸਾਰਾ ਜੀਵਨ ਗੁਰੂ ਜੀ ਦੇ ਚਰਨਾਂ ਵਿਚ ਅਰਪਿਤ ਕਰ ਦਿੱਤਾ ਹੈ। ਕਿਉਂਕਿ ਉਸਨੂੰ ਅਜੇ ਤੱਕ ਗੁਰੂ ਜੀ ਜਿਹਾ ਕੋਈ ਹੋਰ ਨਹੀਂ ਲੱਭਿਆ ਜਿਸ ਤੇ ਉਹ ਭਰੋਸਾ ਕਰ ਸਕਦਾ ਅਤੇ ਹੁਣ ਉਸਨੂੰ ਚਾਰੇ ਪਾਸੇ ਨਾਨਕ ਦਾ ਹੀ ਅਕਸ ਵਿਖਾਈ

ਦੇ ਰਿਹਾ ਹੈ। ਭਾਈ ਮਰਦਾਨਾ ਗੁਰੂ ਜੀ ਦੇ ਹੱਥਾਂ ਵਿਚ ਪ੍ਰਾਣ ਤਿਆਗ ਜਾਣ ਦੀ ਲੋਚਾ ਰੱਖਦਾ ਹੈ। ਇਸ ਤਰ੍ਹਾਂ ਸਮੁੱਚੀ ਕਵਿਤਾ ਦਾ ਵਿਸ਼ਾ ਭਾਈ ਮਰਦਾਨੇ ਦੀ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਪ੍ਰਤੀ ਸ਼ਰਧਾ ਹੀ ਬਣਿਆ ਹੈ।

4.3.5 ਨਾਨਕ ਦੀ ਸੰਖੇਪ ਚਰਚਾ ਅਤੇ ਸਾਰ : ਇਸ ਕਵਿਤਾ ਨਾਨਕ ਵਿਚ ਭਾਈ ਮਰਦਾਨਾ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਦੇ ਪਹਿਲੀ ਉਦਾਸੀ ਵੇਲੇ ਜਾਣ ਸਮੇਂ ਦਾ ਦ੍ਰਿਸ਼ ਵਰਣਨ ਕਰ ਰਿਹਾ ਹੈ। ਉਸ ਅਨੁਸਾਰ ਗੁਰੂ ਜੀ ਦੇ ਰਸਤਿਆਂ ਤੇ ਆਉਣ ਨਾਲ ਸਗਲ ਪ੍ਰਕਿਰਤੀ ਹੀ ਨਸ਼ਿਆ ਗਈ ਹੈ। ਕੁਦਰਤ ਦਾ ਜਿਹੜਾ ਵੀ ਕਣ ਗੁਰੂ ਜੀ ਦੀ ਹੋਂਦ ਨੂੰ ਮਹਿਸੂਸ ਕਰਦਾ ਹੈ ਉਹ ਖੁਦ ਨੂੰ ਪਵਿੱਤਰ ਹੋਇਆ ਜਾਣਦਾ ਹੈ।

ਅੱਜ ਪਵਨੀਂ ਖੁਰੀਆਂ ਮਿਸ਼ਰੀਆਂ

ਤੇ ਮਿੱਠਤ ਵਧਦੀ ਜਾ

ਅੱਜ ਰੋਹੀਆਂ ਹੇ ਕੇ ਬੋਰੀਆਂ

ਲਿਆ ਚੋਗ ਸਰਾਇਰਾ ਪਾ

ਇਸ ਕਵਿਤਾ ਵਿਚਲਾ ਵਰਣਨ ਭਾਈ ਮਰਦਾਨੇ ਦੀ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਪ੍ਰਤੀ ਸ਼ਰਧਾ ਵਿੱਚੋਂ ਪੈਦਾ ਹੋਇਆ ਮਨੋਭਾਵ ਹੈ। ਜਿਸ ਵਿਚ ਗੁਰੂ ਜੀ ਦੀ ਕਿਸੇ ਇਲਾਹੀ ਮਨੁੱਖ, ਰੱਬੀ ਸਿਦਕੀ ਜੋਗੜਾ ਆਦਿ ਲਕਸ਼ਾਂ ਨਾਲ ਤੁਲਨਾਇਆ ਗਿਆ ਹੈ। ਉਸ ਅਨੁਸਾਰ ਗੁਰੂ ਜੀ ਦੇ ਰਸਤਿਆਂ ਤੇ ਆਉਣ ਨਾਲ ਸਗਲ ਪ੍ਰਕਿਰਤੀ ਹੀ ਨਸ਼ਿਆ ਗਈ ਹੈ। ਰੋਹੀਆਂ ਜੰਗਲਾਂ ਬੇਲਿਆਂ ਵਿਚ ਰੋਣਕਾਂ ਲੱਗ ਗਈਆਂ ਹਨ। ਗੁਰੂ ਨਾਨਕ ਦੇ ਤੁਰਨ ਨਾਲ ਸਭ ਪਾਸੇ ਚਾਨਣ ਹੈ, ਉਸਦੀਆਂ ਪਿੰਜਣੀਆਂ ਨੂੰ ਚਾਅ ਚੜ੍ਹਿਆ ਹੋਇਆ ਹੈ।

ਅੱਜ ਤੁਰਿਆ ਸਿਦਕੀ ਜੋਗੜਾ

ਚਾਨਣ ਦਾ ਦੀਪ ਜਗਾ

ਓਹਦੇ ਉੱਡਣੇ ਪੈਰ ਛਬੀਲੜੇ

ਤੇ ਪਿੰਜਣੀਆਂ ਨੂੰ ਚਾਅ

ਕੁਦਰਤ ਦਾ ਜਿਹੜਾ ਵੀ ਕਣ ਗੁਰੂ ਜੀ ਦੀ ਹੋਂਦ ਨੂੰ ਮਹਿਸੂਸ ਕਰਦਾ ਹੈ ਉਹ ਖੁਦ ਨੂੰ ਪਵਿੱਤਰ ਹੋਇਆ ਜਾਣਦਾ ਹੈ। ਮਰਦਾਨੇ ਅਨੁਸਾਰ ਗੁਰੂ ਜੀ ਦਾ ਆਗਮਨ ਅਤੇ ਉਦਾਸੀਆਂ ਵੱਲ ਦਾ ਆਰੰਭਨ ਇਕ ਧੁਰੇਂ ਲਿਖਿਆ ਕਾਰਜ ਹੈ। ਉਸਨੇ ਆਪਣਾ ਸਾਰਾ ਜੀਵਨ ਗੁਰੂ ਜੀ ਦੇ ਚਰਨਾਂ ਵਿਚ ਅਰਪਿਤ ਕਰ ਦਿੱਤਾ ਹੈ। ਕਿਉਂਕਿ ਉਸਨੂੰ ਅਜੇ ਤੱਕ ਗੁਰੂ ਜੀ ਜਿਹਾ ਕੋਈ ਹੋਰ ਨਹੀਂ ਲੱਭਿਆ ਜਿਸ ਤੇ ਉਹ ਭਰੋਸਾ ਕਰ ਸਕਦਾ ਅਤੇ ਹੁਣ ਉਸਨੂੰ ਚਾਰੇ ਪਾਸੇ ਨਾਨਕ ਦਾ ਹੀ ਅਕਸ ਵਿਖਾਈ ਦੇ ਰਿਹਾ ਹੈ।

ਤੇਰੀ ਬੁੱਕਲ ਦੇ ਵਿੱਚ ਪਾਤਿਸ਼ਾਹ

ਮੇਰੇ ਨਿੱਕਲ ਜਾਵਣ ਸਾਹ

ਮੇਰੇ ਤਨ ਦਾ ਚੋਲਾ ਉੱਡ ਕੇ

ਜਦ ਰਲ ਜਾਏ ਵਿੱਚ ਹਵਾ

ਤਾਂ ਹਵਾ 'ਚੋਂ ਉੱਠੇ ਗੂੰਜ ਵੇ

ਨਾਨਕਵਾ ! ਨਾਨਕਵਾ!

ਨਾਨਕਵਾ ! ਨਾਨਕਵਾ!

4.3.6 ਨਾਨਕ ਕਵਿਤਾ ਦਾ ਕਲਾਤਮਕ ਅਧਿਐਨ : ਹਰਮਨਜੀਤ ਦੀ ਕਵਿਤਾ ਨਾਨਕ ਦੇ ਉਥਾਨ ਵਿਚ ਦਰਜ ਹੈ ਕਿ ਪ੍ਰਥਮ ਉਦਾਸੀ ਦੇ ਆਰੰਭ ਵੇਲੇ, ਭਾਈ ਮਰਦਾਨੇ ਦੀ ਨਜ਼ਰੋਂ, ਭਾਵ ਕਵੀ ਏਥੇ ਇਹ ਸਪੱਸ਼ਟ ਕਰ ਦਿੰਦਾ ਹੈ ਕਿ ਇਸ ਕਵਿਤਾ ਵਿਚ ਨਾਨਕ ਦਾ ਜਿਹੜਾ ਬਿੰਬ ਸਿਰਜਿਆ ਜਾਣਾ ਹੈ ਉਸਦਾ ਸਿਰਫ਼ ਵਰਨਣ ਹੈ ਜਦਕਿ ਸਿਰਜਣਹਾਰ ਭਾਈ ਮਰਦਾਨਾ ਹੈ। ਕਵੀ ਦਾ ਅਜਿਹਾ ਕਰਨਾ ਜਿੱਥੇ ਕਵਿਤਾ ਨੂੰ ਆਪੇ ਤੋਂ ਮੁਕਤ ਕਰਨਾ ਹੈ ਓਥੇ ਹੀ ਕਵਿਤਾ ਵਿਚਲੀ ਭਾਸ਼ਾ ਅਤੇ ਭਾਵ ਨੂੰ ਅਸਿੱਧੇ ਰੂਪ ਵਿਚ ਮੱਧਕਾਲ ਵਿਚ ਲੈ ਜਾਣ ਦਾ ਮਤਲਬ ਹੈ ਕਿ ਜਿਹੜਾ ਗੁਰੂ ਨਾਨਕ ਜੀ ਦਾ ਬਿੰਬ ਸਮਕਾਲ ਵਿਚ ਲੋਕਾਈ ਦੇ ਨੇੜ ਵਾਲਾ ਬਣ ਰਿਹਾ ਹੈ ਉਸਨੂੰ ਫੇਰ ਤੋਂ ਮਹਾਂਬਿੰਬ ਬਣਾਉਣਾ। ਕਵੀ ਦੁਆਰਾ ਅਜਿਹਾ ਕਰਨਾ ਜਿੱਥੇ ਸਮੇਂ ਨੂੰ ਪੁੱਠਾ ਗੇੜਾ ਦੇਣ ਤੁੱਲ ਹੈ ਓਥੇ ਹੀ ਨਾਨਕ ਨੂੰ ਉਸਦੀ ਫ਼ਿਲਾਸਫ਼ੀ ਤੋਂ ਦੂਰ ਕਰਨਾ ਵੀ ਹੈ। ਕਵੀ ਮਰਦਾਨੇ ਦਾ ਜ਼ਿਕਰ ਹੀ ਇਸ ਕਰਕੇ ਕਰਦਾ ਹੈ ਤਾਂ ਜੋ ਉਹ ਮਰਦਾਨੇ ਰਾਹੀਂ ਉਸ ਸਮੇਂ ਦੀ ਭਾਸ਼ਾ ਤੱਕ ਨੂੰ ਵਰਤ ਸਕੇ। ਕਵਿਤਾ ਵਿਚਲੇ ਸ਼ਬਦ ਜਿੱਥੇ ਸਾਨੂੰ ਪੁਰਾਤਨ ਪੰਜਾਬੀ ਸ਼ਬਦਾਵਲੀ ਵੱਲ ਲੈ ਕੇ ਜਾਂਦੇ ਹਨ ਓਥੇ ਹੀ ਉਹਨਾਂ ਸ਼ਬਦਾਂ ਦੀ ਵਰਤੋਂ ਅਤੇ ਉਸ ਸਮੇਂ ਦੌਰਾਨ ਉਹਨਾਂ ਸ਼ਬਦਾਂ ਦਾ ਭਾਵ ਸਾਡੀ ਸਮਝ ਨੂੰ ਵੀ ਮੱਧਕਾਲ ਵਾਂਗ ਸੋਚਣ ਲਈ ਮਜ਼ਬੂਰ ਕਰਦਾ ਹੈ। ਕਵਿਤਾ ਵਿਚ ਕਵੀ ਮੱਧਕਾਲ ਵਿਚ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਨਾਲ ਜੋੜੀਆਂ ਗਈਆਂ ਕਰਾਮਾਤਾਂ ਨੂੰ ਉਵੇਂ ਹੀ ਵਰਤਦਾ ਹੈ ਜਿਸ ਪ੍ਰਕਾਰ ਪਰੰਪਰਾ ਵਿਚ ਇਹ ਸਾਨੂੰ ਪ੍ਰਾਪਤ ਹੋਈਆਂ ਹਨ। ਇਸ ਤਰ੍ਹਾਂ ਉਹ ਸਾਡੀ ਸਾਰੀ ਆਧੁਨਿਕਤਾ ਨੂੰ ਮੱਧਕਾਲੀ ਪਰੰਪਰਾ) ਆਸਥਾ/ਸ਼ਰਧਾ (ਦੇ ਆਸਰੇ ਟਾਹੁਣਾ ਚਾਹੁੰਦਾ ਹੈ।

ਜੇਕਰ ਕਵਿਤਾ ਨੂੰ ਕਲਾਤਮਕ ਪੱਖ ਤੋਂ ਵੇਖਿਆ ਜਾਵੇ ਤਾਂ ਭਾਸ਼ਾ ਸ਼ੈਲੀ ਪੱਖੋਂ ਇਹ ਕਵਿਤਾ ਮੱਧਕਾਲ ਵਿਚਲੀਆਂ ਕਵਿਤਾਵਾਂ ਨਾਲ ਮੇਲ ਖਾਂਦੀ ਰਚਨਾ ਹੈ। ਸ਼ਬਦ ਚੋਣ ਮੱਧਕਾਲ ਦੀਆਂ ਰਚਨਾਵਾਂ ਵਿਚੋਂ ਕੀਤੀ ਗਈ ਹੈ। ਪਰ ਲੱਛੇਦਾਰ ਭਾਸ਼ਾ ਦੀ ਵਰਤੋਂ ਕਰਦਿਆਂ ਇਸ ਨੂੰ ਬਾਖ਼ੂਬੀ ਨਿਭਾਇਆ ਹੈ। ਕਵਿਤਾ ਵਿਚ ਲੈਅ ਪੈਦਾ ਕੀਤੀ ਗਈ ਹੈ ਜਦਕਿ ਵਜਨ ਅਤੇ ਤੋਲ ਦੇ ਪੱਖ ਤੋਂ ਕਿਸੇ ਛੰਦ ਪ੍ਰਬੰਧ ਵਿਚ ਨਹੀਂ ਬੱਝਦੀ। ਆਲੰਕਾਰਾਂ ਦਾ ਭਰਪੂਰ ਪ੍ਰਯੋਗ ਕੀਤਾ ਗਿਆ ਹੈ। ਲੁਪਤ ਉਪਮਾ ਆਲੰਕਾਰ ਦੀ ਉਦਾਹਰਨ ਦੇਖੋ ਜਿਵੇਂ:

ਜੀਹਦੇ ਮਣੀਆਂ ਮੱਥੜੇ ਸਾਹਮਣੇ

ਗਏ ਸੂਰਜ ਵੀ ਕਚਿਆ

ਇਸੇ ਤਰ੍ਹਾਂ ਮਾਨਵੀਕਰਨ ਦੀ ਵਰਤੋਂ ਵੀ ਵੇਖੀ ਜਾ ਸਕਦੀ ਹੈ:

ਅੱਜ ਸੁੱਤੀ ਮਿੱਟੀ ਜਾਗ ਪਈ

ਤੇ ਜਾਗ ਗਏ ਦਰਿਆ

ਸਮੁੱਚੇ ਤੌਰ ਤੇ ਅਸੀਂ ਕਹਿ ਸਕਦੇ ਹਾਂ ਕਿ ਹਰਮਨਜੀਤ ਪੰਜਾਬੀ ਕਵਿਤਾ ਵਿਚ ਆਪਣੀ ਕਿਤਾਬ 'ਰਾਣੀ ਤੱਤ 'ਨਾਲ਼ ਸ਼ਾਮਿਲ ਹੁੰਦਾ ਹੈ ਅਤੇ ਅਚਾਨਕ ਚਾਰੇ ਪਾਸੇ ਕਿਸੇ ਹੰਗਾਮੇ ਵਾਂਗ ਫੈਲ ਜਾਂਦਾ ਹੈ। ਹਰਮਨ ਦੀ ਇਸ ਲੋਕਪ੍ਰਿਯਤਾ ਕਾਰਨ ਉਸਦਾ ਸਮਕਾਲੀ ਸਮੇਂ ਵਿਚ ਲਿਖੀ ਜਾ ਰਹੀ ਕਵਿਤਾ ਤੋਂ ਵੱਖਰੀ ਗੱਲ ਕਰਨਾ ਹੈ। ਹਰਮਨਜੀਤ ਦੁਆਰਾ ਕੀਤਾ ਗਿਆ ਉਪਰਾਲਾ ਕਾਵਿਕ ਤੌਰ ਤੇ ਠੀਕ ਹੈ, ਪਰ ਜੇਕਰ ਕਵਿਤਾ ਨੂੰ ਕਲਾਤਮਿਕ ਉੱਚਤਾ ਦੇ ਤੌਰ ਤੇ ਵੇਖਿਆ ਜਾਵੇ ਜਾਂ ਵਿਸ਼ੇ ਅਤੇ ਭਾਵ ਦੇ ਤੌਰ ਤੇ ਵੇਖਿਆ ਜਾਵੇ ਤਾਂ ਇਸ ਵਿਚ ਕੁਝ ਵੀ ਨਵਾਂ ਨਹੀਂ ਹੈ ਇਹ ਮੱਧਕਾਲ ਵਿਚ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਬਾਰੇ ਲਿਖੀਆਂ ਗਈਆਂ ਰਚਨਾਵਾਂ ਦਾ ਦੁਹਰਾਅ ਹੀ ਹੈ। ਉਸਦਾ ਵਿਸ਼ਾ ਵੱਖਰਾ ਹੈ, ਉਸਦੀ ਭਾਸ਼ਾ ਵੱਖਰੀ ਹੈ, ਉਸਦੀ ਰਾਜਨੀਤੀ ਵੱਖਰੀ ਹੈ। ਵੱਖਰੀ ਤੋਂ ਭਾਵ ਨਿਵੇਕਲੀ ਨਹੀਂ ਨਾ ਹੀ ਮੌਲਿਕ ਬਲਕਿ ਸਮਕਾਲ ਤੋਂ ਵੱਖਰੀ ਹੋਣਾ ਹੈ। ਹਰਮਨਜੀਤ ਦੀ ਕਾਵਿ ਭਾਸ਼ਾ ਅਤੇ ਵਿਸ਼ਾ ਮੱਧਕਾਲ ਦੀ ਕਾਵਿ ਭਾਸ਼ਾ ਦਾ ਦੁਹਰਾਅ ਹੈ। ਇਸ ਕਵਿਤਾ ਦਾ ਉਦੇਸ਼ ਸਮਕਾਲ ਵਿਚ ਵੱਖਰੀ ਤਰ੍ਹਾਂ ਦੇ ਮੁਹਾਵਰੇ ਵਿਚ ਆਪਣੀ ਗੱਲ ਆਖ ਕੇ ਸਥਾਪਿਤ ਹੋਣ ਦੀ ਹੈ ਜਿਸ ਵਿਚ ਇਹ ਕਾਮਯਾਬ ਵੀ ਰਹਿੰਦੀ ਹੈ।

4.5 ਅਭਿਆਸ ਲਈ ਸੰਖੇਪ ਪ੍ਰਸ਼ਨ:

1. 'ਮੈਂ ਰਾਹਾਂ ਤੇ ਨਹੀਂ ਤੁਰਦਾ' 'ਗ਼ਜ਼ਲ ਕਿਹੜੇ ਨਵੇਂ ਰਾਹਾਂ ਦੀ ਗੱਲ ਕਰਦੀ ਹੈ?
2. ਸੂਰਜੀਤ ਪਾਤਰ ਦੀਆਂ ਪ੍ਰਮੁੱਖ ਪੁਸਤਕਾਂ ਦੇ ਨਾਮ ਦੱਸੋ?
3. 'ਮੈਂ ਰਾਹਾਂ ਤੇ ਨਹੀਂ ਤੁਰਦਾ' 'ਗ਼ਜ਼ਲ' ਦਾ ਪ੍ਰਮੁੱਖ ਵਿਸ਼ਾ ਕੀ ਹੈ?
4. 'ਮੈਂ ਰਾਹਾਂ ਤੇ ਨਹੀਂ ਤੁਰਦਾ' 'ਗ਼ਜ਼ਲ' ਚ ਕਵੀ ਰਾਂਝੇ ਅਤੇ ਲੁੱਡਣ ਮਲਾਹ ਰਾਹੀਂ ਸਾਨੂੰ ਕੀ ਸੁਨੇਹਾ ਦਿੰਦਾ ਹੈ?
5. ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ ਕਰੋ:

ਕਦੀ ਦਰਿਆ ਇੱਕਲਾ ਤੈਹ ਨਹੀਂ ਕਰਦਾ ਦਿਸ਼ਾ ਆਪਣੀ

ਜ਼ਮੀਂ ਦੀ ਢਾਲ, ਜਲ ਦਾ ਵੇਗ ਹੀ ਰਲ ਮਿਲ ਕੇ ਰਾਹ ਬਣਦੇ

ਅਚਨਚੇਤੀ ਕਿਸੇ ਬਿੰਦੂ 'ਚੋਂ ਚਸਮਾ ਫੁੱਟ ਪੈਂਦਾ ਹੈ

ਇਹ ਦਾਅਵੇਦਾਰ ਦਾਅਵੇਦਾਰ ਐਵੇਂ ਖਾਹਮਖਾਹ ਬਣਦੇ

6. ਨਾਨਕ ਕਵਿਤਾ ਦਾ ਮੁੱਖ ਵਿਸ਼ਾ ਕੀ ਹੈ?

7. ਹਰਮਨਜੀਤ ਦੇ ਜੀਵਨ ਅਤੇ ਰਚਨਾ ਬਾਰੇ ਸੰਖੇਪ ਚਰਚਾ ਕਰੋ।

8. ਨਾਨਕ 'ਕਵਿਤਾ' ਵਿਚ ਕਵੀ ਬਾਬੇ ਨਾਨਕ ਦੇ ਉਦਾਸੀ ਤੇ ਜਾਣ ਸਮੇਂ ਕੁਦਰਤ ਦਾ ਕਿਹੋ ਜਿਹਾ ਵਰਨਣ ਕਰਦਾ ਹੈ?

9. ਜੇ ਲੱਲੀ ਉਮਰੇ ਚੱਲਿਆ ਪਾਂਧੇ ਨੂੰ ਪੜ੍ਹਨੇ ਪਾ 'ਇਸ ਕਾਵਿ ਸਤਰ ਵਿਚ ਕਵੀ ਕੀ ਕਹਿਣਾ ਚਾਹੁੰਦਾ ਹੈ।

10. ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ ਕਰੋ:

ਤੇਰੀ ਬੁੱਕਲ ਦੇ ਵਿੱਚ ਪਾਤਿਸ਼ਾਹ

ਮੇਰੇ ਨਿੱਕਲ ਜਾਵਣ ਸਾਹ

ਮੇਰੇ ਤਨ ਦਾ ਚੇਲਾ ਉੱਡ ਕੇ

ਜਦ ਰਲ ਜਾਏ ਵਿੱਚ ਹਵਾ

ਤਾਂ ਹਵਾ 'ਚੋਂ ਉੱਠੇ ਗੂੰਜ ਵੇ

ਨਾਨਕਤਾ ! ਨਾਨਕਤਾ!

ਨਾਨਕਤਾ! ਨਾਨਕਤਾ!

4. ਹੋਰ ਪੜ੍ਹਨ ਲਈ ਸਹਾਇਕ ਪੁਸਤਕਾਂ

1. ਡਾ. ਰਜਿੰਦਰਪਾਲ ਸਿੰਘ ਬਰਾੜ, ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਇਤਿਹਾਸ, ਸਾਹਿਤ ਅਕਾਦਮੀ, ਦਿੱਲੀ

2. ਡਾ. ਕਰਮਜੀਤ ਸਿੰਘ, ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਾਵਿ-ਧਾਰਾਵਾਂ ਦੇ ਵਿਚਾਰਧਾਰਾਈ ਆਧਾਰ, ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ

3. ਜਸਵਿੰਦਰ ਸਿੰਘ, ਨਵੀਂ ਪੰਜਾਬੀ ਕਵਿਤਾ : ਪਛਾਣ ਚਿੰਨ੍ਹ, ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ ਲੁਧਿਆਣਾ।

4. ਹਰਿਭਜਨ ਸਿੰਘ, ਪੂਰਨ ਸਿੰਘ : ਰਚਨਾ-ਵਿਚਰਨਾ, ਨਵਚੇਤਨ ਪਬਲਿਸ਼ਰਜ਼, ਅੰਮ੍ਰਿਤਸਰ

5. ਖੋਜ ਪੱਤ੍ਰਿਕਾ, ਆਧੁਨਿਕ ਕਾਵਿ ਵਿਸ਼ੇਸ਼ ਅੰਕ, (ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ

6. ਸੁਖਦੇਵ ਸਿੰਘ, ਪੰਜਾਬੀ ਕਵਿਤਾ : ਪੁਨਰ ਸੰਵਾਦ, ਲੋਕਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ

7. ਡਾ. ਯੋਗਰਾਜ, ਨਵੀਂ ਪੰਜਾਬੀ ਸ਼ਾਇਰ : ਸਮਕਾਲੀ ਸੰਦਰਭ, ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ ਲੁਧਿਆਣਾ।

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTAR-III

ਕੋਰਸ-ਜਰਨਲ ਪੰਜਾਬੀ

ਯੂਨਿਟ-5 'ਪੱਤਣ ਦੀ ਬੇੜੀ', 'ਬੰਦ ਕਮਰੇ' ਅਤੇ 'ਬਗਾਨੇ ਬੋਹੜ ਦੀ ਛਾਂ' ਇਕਾਂਗੀਆਂ ਦਾ ਆਲੋਚਨਾਤਮਕ ਵਿਸ਼ਲੇਸ਼ਣ

ਪਾਠ ਦੀ ਰੂਪ-ਰੇਖਾ

- 5.0. ਮਨੋਰਥ
- 5.1. ਭੂਮਿਕਾ
- 5.2. ਇਕਾਂਗੀ (One Act Play) ਵੰਨਗੀ ਬਾਰੇ ਸਿਧਾਂਤਕ ਜਾਣ-ਪਛਾਣ
- 5.3. ਬਲਵੰਤ ਗਾਰਗੀ ਰਚਿਤ ਇਕਾਂਗੀ 'ਪੱਤਣ ਦੀ ਬੇੜੀ' ਦਾ ਆਲੋਚਨਾਤਮਕ ਅਧਿਐਨ
 - 5.3.1. ਇਕਾਂਗੀਕਾਰ ਬਲਵੰਤ ਗਾਰਗੀ ਨਾਲ ਜਾਣ-ਪਛਾਣ
 - 5.3.2. 'ਪੱਤਣ ਦੀ ਬੇੜੀ' ਇਕਾਂਗੀ ਦਾ ਵਿਸ਼ਾ-ਵਸਤੂ
 - 5.3.3. ਕਥਾਨਕ/ਪਲਾਟ/ਗੌਂਦ
 - 5.3.4. ਪਾਤਰ ਅਤੇ ਪਾਤਰ ਚਿਤਰਨ
 - 5.3.5. ਭਾਸ਼ਾ ਅਤੇ ਵਾਰਤਾਲਾਪ/ਸੰਵਾਦ
 - 5.3.6. ਵਾਤਾਵਰਨ ਅਤੇ ਰੰਗਮੰਚਤਾ
 - 5.3.7. ਇਕਾਂਗੀ ਲਿਖਣ ਪਿੱਛੇ ਇਕਾਂਗੀਕਾਰ ਦਾ ਉਦੇਸ਼
 - 5.3.8. ਅਭਿਆਸ ਲਈ ਪ੍ਰਸ਼ਨ
- 5.4. ਗੁਰਸ਼ਰਨ ਸਿੰਘ ਰਚਿਤ ਇਕਾਂਗੀ 'ਬੰਦ ਕਮਰੇ' ਦਾ ਆਲੋਚਨਾਤਮਕ ਅਧਿਐਨ
 - 5.4.1. ਇਕਾਂਗੀਕਾਰ ਗੁਰਸ਼ਰਨ ਸਿੰਘ ਨਾਲ ਜਾਣ-ਪਛਾਣ
 - 5.4.2. 'ਬੰਦ ਕਮਰੇ' ਇਕਾਂਗੀ ਦਾ ਵਿਸ਼ਾ-ਵਸਤੂ
 - 5.4.3. ਕਥਾਨਕ/ਪਲਾਟ/ਗੌਂਦ
 - 5.4.4. ਪਾਤਰ ਅਤੇ ਪਾਤਰ ਚਿਤਰਨ
 - 5.4.5. ਭਾਸ਼ਾ ਅਤੇ ਵਾਰਤਾਲਾਪ/ਸੰਵਾਦ
 - 5.4.6. ਵਾਤਾਵਰਨ ਅਤੇ ਰੰਗਮੰਚਤਾ
 - 5.4.7. ਇਕਾਂਗੀ ਲਿਖਣ ਪਿੱਛੇ ਇਕਾਂਗੀਕਾਰ ਦਾ ਉਦੇਸ਼
 - 5.4.8. ਅਭਿਆਸ ਲਈ ਪ੍ਰਸ਼ਨ
- 5.5. ਅਜਮੇਰ ਐਲਖ ਰਚਿਤ ਇਕਾਂਗੀ 'ਬਗਾਨੇ ਬੋਹੜ ਦੀ ਛਾਂ' ਦਾ ਆਲੋਚਨਾਤਮਕ ਅਧਿਐਨ
 - 5.5.1. ਇਕਾਂਗੀਕਾਰ ਅਜਮੇਰ ਸਿੰਘ ਐਲਖ ਨਾਲ ਜਾਣ-ਪਛਾਣ

- 5.5.2. 'ਬਗਾਨੇ ਬੋਹੜ ਦੀ ਛਾਂ' ਇਕਾਂਗੀ ਦਾ ਵਿਸ਼ਾ-ਵਸਤੂ
- 5.5.3. ਕਥਾਨਕ/ਪਲਾਟ/ਗੌਦ
- 5.5.4. ਪਾਤਰ ਅਤੇ ਪਾਤਰ ਚਿਤਰਨ
- 5.5.5. ਭਾਸ਼ਾ ਅਤੇ ਵਾਰਤਾਲਾਪ/ਸੰਵਾਦ
- 5.5.6. ਵਾਤਾਵਰਨ ਅਤੇ ਰੰਗਮੰਚਤਾ
- 5.5.7. ਇਕਾਂਗੀ ਲਿਖਣ ਪਿੱਛੇ ਇਕਾਂਗੀਕਾਰ ਦਾ ਉਦੇਸ਼
- 5.5.8. ਅਭਿਆਸ ਲਈ ਪ੍ਰਸ਼ਨ
- 5.6. ਪਾਠ ਦਾ ਸਾਰ
- 5.7. ਸਹਾਇਕ ਪੁਸਤਕਾਂ ਅਤੇ ਹੋਰ ਪੜ੍ਹਨ-ਸਮੱਗਰੀ

5.0. ਮਨੋਰਥ

ਸਾਹਿਤਕ ਵਿਧਾਵਾਂ (ਜਿਵੇਂ ਕਿ ਕਾਵਿ, ਗਲਪ, ਨਾਟਕ, ਵਾਰਤਕ ਆਦਿ) ਨੂੰ ਸਮਝਣ ਲਈ, ਕਿਸੇ ਵਿਸ਼ੇਸ਼ ਟੈਕਸਟ ਦੇ ਰੂਪ (Form) ਅਤੇ ਵਿਸ਼ਾ-ਵਸਤੂ (Subject) ਸਬੰਧੀ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨ ਲਈ, ਸ਼ਬਦਾਂ ਪਿੱਛੇ ਲੁਕੇ ਅਰਥਾਂ ਨੂੰ ਉਜਾਗਰ ਕਰਨ ਹਿੱਤ ਕਿਸੇ ਵਿਸ਼ੇਸ਼ ਟੈਕਸਟ ਉੱਤੇ ਜੇ ਜੁਗਤ ਵਰਤੀ ਜਾਂਦੀ ਹੈ, ਉਸਨੂੰ ਸਾਹਿਤਕ/ਕਲਾਤਮਕ/ਅਲਾਚੇਨਾਤਕ ਵਿਸ਼ਲੇਸ਼ਣ ਕਿਹਾ ਜਾਂਦਾ ਹੈ। ਵੱਖ-ਵੱਖ ਸਾਹਿਤਕ ਵਿਧਾਵਾਂ ਦਾ ਸਾਹਿਤਕ/ਕਲਾਤਮਕ/ਆਲੋਚਨਾਤਮਕ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰਨ ਲਈ ਵੱਖ-ਵੱਖ ਤਰ੍ਹਾਂ ਦੀਆਂ ਵਿਧੀਆਂ, ਜੁਗਤਾਂ ਦਾ ਪ੍ਰਯੋਗ ਕੀਤਾ ਜਾਂਦਾ ਹੈ। ਇਸ ਪਾਠ ਦਾ ਮਨੋਰਥ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਇਕਾਂਗੀ ਨਾਟ-ਵਿਧਾ ਦੇ ਸਿਧਾਂਤਕ ਅਤੇ ਵਿਹਾਰਕ ਪੱਖ ਬਾਰੇ ਜਾਣੂ ਕਰਵਾਉਂਦੇ ਹੋਏ, ਇਹ ਸਿਖਾਉਣਾ ਹੈ ਕਿ ਇਕਾਂਗੀ ਦਾ ਸਾਹਿਤਕ/ਕਲਾਤਮਕ ਅਧਿਐਨ ਜਾਂ ਵਿਸ਼ਲੇਸ਼ਣ ਜਾਂ ਆਲੋਚਨਾਤਮਕ ਅਧਿਐਨ ਕਿਸ ਵਿਧੀ ਜਾਂ ਢੰਗ ਰਾਹੀਂ ਕਰਨਾ ਹੈ। ਇਸ ਦੇ ਨਾਲ ਇਹ ਮਨੋਰਥ ਵੀ ਸ਼ਾਮਲ ਹੈ ਕਿ ਵਿਦਿਆਰਥੀ ਇਸ ਵੱਖਰਤਾ ਬਾਰੇ ਵੀ ਸਮਝ ਸਕਣ ਕਿ ਇਕਾਂਗੀ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਬਾਕੀ ਸਾਹਿਤਕ ਰੂਪਾਂ ਦੇ ਵਿਸ਼ਲੇਸ਼ਣ ਤੋਂ ਕਿਵੇਂ ਵੱਖਰਾ ਹੁੰਦਾ ਹੈ !

5.1. ਭੂਮਿਕਾ

ਪਿਆਰੇ ਵਿਦਿਆਰਥੀਓ, ਬਾਕੀ ਹੋਰ ਸਾਹਿਤਕ ਰੂਪਾਂ ਨਾਲੋਂ ਇਕਾਂਗੀ (ਨਾਟ-ਰੂਪ) ਦੀ ਇਹ ਵਿਸ਼ੇਸ਼ਤਾ ਹੈ ਕਿ ਇਹ ਲਿਖਤ ਰੂਪ ਸਮੇਤ ਦ੍ਰਿਸ਼ਕ ਮਾਧਿਅਮ ਵੀ ਹੁੰਦਾ ਹੈ, ਇਸੇ ਵਜ੍ਹਾ ਇਸ ਨੂੰ ਦੂਰੀ ਕਲਾ ਹੋਣ ਦਾ ਮਾਣ ਪ੍ਰਾਪਤ ਹੈ। ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਇਕਾਂਗੀ ਪੱਛਮੀ ਇਕਾਂਗੀ ਤੋਂ ਪ੍ਰਭਾਵਿਤ/ਪ੍ਰੇਰਿਤ ਨਾਟ-ਵੰਨਗੀ ਹੈ। ਆਈ.ਸੀ. ਨੰਦਾ ਦੁਆਰਾ 1913 ਵਿੱਚ ਰਚਿਤ ਇਕਾਂਗੀ 'ਦੁਲਹਨ/ਸੁਹਾਗ' ਨੂੰ ਪਹਿਲੀ ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਇਕਾਂਗੀ ਮੰਨਿਆ ਜਾਂਦਾ ਹੈ। ਇਸ ਪਰਿਥਾਇ ਕਿਹਾ ਜਾ ਸਕਦਾ ਹੈ ਕਿ ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਇਕਾਂਗੀ ਨੇ 100 ਸਾਲ ਤੋਂ ਵੀ ਵੱਧ ਸਮੇਂ ਦਾ ਸਫ਼ਰ ਤੈਅ ਕਰ ਲਿਆ ਹੈ। ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਇਕਾਂਗੀ ਪਿਛਲੇ ਕਾਫ਼ੀ ਸਮੇਂ ਤੋਂ ਅਕਾਦਮਿਕਤਾ ਦਾ ਹਿੱਸਾ ਬਣਦੀ ਆ ਰਹੀ ਹੈ।

ਤੁਹਾਡੇ ਸਿਲੇਬਸ ਵਿੱਚ ਵੀ 6 ਇਕਾਂਗੀਆਂ ਨੂੰ ਸ਼ਾਮਲ ਕੀਤਾ ਗਿਆ ਹੈ। ਇਹ ਸਾਰੀਆਂ ਇਕਾਂਗੀਆਂ ਹੀ ਭਾਰਮਿਕ ਪ੍ਰਤੀਨਿਧਾਨ ਸ਼ੈਲੀ (illusionistic Representational Style) ਦੀ ਯਥਾਰਥਵਾਦੀ ਸ਼ੈਲੀ (Realistic Style) ਵਿੱਚ ਰਚੀਆਂ ਗਈਆਂ ਹਨ। ਇਸ ਪਹਿਲੇ ਪਾਠ ਵਿੱਚ, ਤੁਹਾਡੇ ਸਿਲੇਬਸ ਲਈ ਨਿਰਧਾਰਤ 6 ਇਕਾਂਗੀਆਂ ਵਿੱਚੋਂ ਪਹਿਲੀਆਂ ਤਿੰਨ ਇਕਾਂਗੀਆਂ (ਪੱਤਣ ਦੀ ਬੇੜੀ, ਬੰਦ ਕਮਰੇ, ਬਗਾਨੇ ਬੇਹੜ ਦੀ ਛਾਂ) ਦਾ ਸਾਹਿਤਕ/ਕਲਾਤਮਕ/ਆਲੋਚਨਾਤਮਕ ਵਿਸ਼ਲੇਸ਼ਣ ਕੀਤਾ ਗਿਆ ਹੈ। ਇਸ ਵਿਸ਼ਲੇਸ਼ਣ ਲਈ ਇਕਾਂਗੀ ਦੇ ਤੱਤਾਂ ਨੂੰ ਹੀ ਆਧਾਰ ਬਣਾਇਆ ਗਿਆ ਹੈ, ਜਿਸ ਨੂੰ ਨਿਮਨਲਿਖਿਤ ਅਨੁਸਾਰ ਤਰਤੀਬ ਦਿੱਤੀ ਗਈ ਹੈ :

- ਵਿਸ਼ਾ-ਵਸਤੂ : ਭਾਵ ਪ੍ਰਸਤੁਤ ਇਕਾਂਗੀ ਵਿੱਚ ਪੇਸ਼ ਘਟਨਾ ਅਤੇ ਉਸ ਘਟਨਾ ਰਾਹੀਂ ਦਿੱਤਾ ਗਿਆ ਸੁਨੇਹਾ।
- ਕਥਾਨਕ/ਪਲਾਟ/ਗੇਂਦ : ਭਾਵ ਘਟਨਾਵਾਂ ਦੇ ਵਾਪਰਨ ਦੀ ਤਰਤੀਬ ਅਤੇ ਬੁਣਤੀ।
- ਪਾਤਰ ਅਤੇ ਪਾਤਰ ਚਿਤਰਨ : ਪ੍ਰਸਤੁਤ ਘਟਨਾ ਨੂੰ ਜਿਨ੍ਹਾਂ ਰਾਹੀਂ ਪੇਸ਼ ਕੀਤਾ ਜਾਂਦਾ ਹੈ।
- ਭਾਸ਼ਾ ਅਤੇ ਵਾਰਤਾਲਾਪ/ਸੰਵਾਦ : ਪਾਤਰ, ਪ੍ਰਸਤੁਤ ਘਟਨਾ ਨੂੰ ਇੱਕ-ਦੂਜੇ ਨਾਲ ਜਿਹੜੀ ਗੱਲਬਾਤ ਕਰ ਕੇ ਹੀ ਅੱਗੇ ਤੋਰਦੇ ਹਨ।
- ਵਾਤਾਵਰਨ ਅਤੇ ਰੰਗਮੰਚਤਾ : ਭਾਵ ਕਿਸ ਸਮੇਂ ਤੇ ਕਿਸ ਜਗ੍ਹਾ ਦੀ ਘਟਨਾ ਹੈ ਅਤੇ ਉਸ ਸਮੇਂ, ਉਸ ਸਥਾਨ ਦਾ ਚੌਗਿਰਦਾ ਕਿਹੋ ਜਿਹਾ ਹੈ। ਮੰਚ ਉੱਤੇ ਖੇਡੇ ਜਾਣ ਲਈ ਇਕਾਂਗੀਕਾਰ ਜਿਨ੍ਹਾਂ ਜੁਗਤਾਂ ਦਾ ਇਸਤੇਮਾਲ ਕਰਦਾ ਹੈ।
- ਇਕਾਂਗੀ ਲਿਖਣ ਦਾ ਉਦੇਸ਼ : ਉਸ ਘਟਨਾ ਨੂੰ ਇਕਾਂਗੀ ਰਾਹੀਂ ਪ੍ਰਸਤੁਤ ਕਰਨ ਪਿੱਛੇ ਇਕਾਂਗੀਕਾਰ ਦੀ ਭਾਵਨਾ।

5.2. ਇਕਾਂਗੀ ਕੀ ਹੈ ?

ਇਕਾਂਗੀ ਅੰਗਰੇਜ਼ੀ ਦੇ ਸ਼ਬਦ One Act Play ਦਾ ਪੰਜਾਬੀ ਅਨੁਵਾਦ ਹੈ। Act ਦਾ ਅਰਥ ਹੈ ਅੰਕ ਜਾਂ ਅੰਗ। ਇਸ ਤਰ੍ਹਾਂ ਇਕਾਂਗੀ (ਇੱਕ+ਅੰਗੀ) ਤੋਂ ਭਾਵ ਹੈ, ਇੱਕ ਅੰਕ/ਅੰਗ/Act ਵਾਲੀ ਨਾਟ-ਕ੍ਰਿਤੀ। ਇਕਾਂਗੀ ਇੱਕ ਅਜਿਹਾ ਸਾਹਿਤ ਰੂਪ ਹੈ ਜੋ ਜ਼ਿੰਦਗੀ ਦੇ ਕਿਸੇ ਇੱਕ ਭਾਗ/ਖੰਡ ਨੂੰ, ਸੀਮਿਤ ਗਿਣਤੀ ਦੇ ਪਾਤਰਾਂ ਰਾਹੀਂ ਨਾਟਕੀ ਰੂਪ ਵਿੱਚ, ਸਮਾਂ-ਸਥਾਨ-ਕਾਰਜ ਦੀ ਏਕਤਾ ਨੂੰ ਕਾਇਮ ਰਖਦਿਆਂ ਥੋੜ੍ਹੇ ਜਿਹੇ ਸਮੇਂ ਵਿੱਚ ਰੰਗਮੰਚ ਉੱਤੇ ਸਾਕਾਰ ਹੁੰਦਾ ਹੈ। ਭਾਵੇਂ ਇਕਾਂਗੀ ਇੱਕ ਅੰਕ/ਅੰਗ ਵਾਲਾ ਨਾਟਕ ਹੈ ਪਰ ਇਹ ਅੰਕ/ਅੰਗ ਪੂਰੇ ਨਾਟਕ ਦਾ ਅੰਕ ਨਹੀਂ ਹੁੰਦਾ। ਜਿੱਥੇ ਪੂਰੇ ਨਾਟਕ ਦਾ ਇੱਕ ਅੰਕ/ਅੰਗ ਉਸ ਸਮੁੱਚੇ ਨਾਟਕ ਦਾ ਇੱਕ ਭਾਗ ਹੁੰਦਾ ਹੈ, ਉੱਥੇ ਇਕਾਂਗੀ ਆਪਣੇ ਆਪ ਵਿੱਚ ਸੰਪੂਰਨ ਕ੍ਰਿਤ ਹੁੰਦੀ ਹੈ। ਸੰਖੇਪਤਾ, ਤੀਖਣਤਾ, ਤੀਬਰਤਾ, ਇਕਾਗਰਤਾ ਤੇ ਸੰਪੂਰਨ ਨਾਟਕੀ ਕਾਰਜ ਇਸ ਨੂੰ ਵੱਖਰੀ ਨਾਟਕੀ ਵੰਨਗੀ ਬਣਾਉਂਦੇ ਹਨ। ਇਕਾਂਗੀ-ਨਾਟ ਦਾ ਕਥਾਨਕ ਸੰਜਮ ਭਰਪੂਰ, ਪ੍ਰਭਾਵਪੂਰਨ, ਇੱਕੋ ਘਟਨਾ-ਵਿਚਾਰ-ਪ੍ਰਸਥਿਤੀ-ਸਮੱਸਿਆ ਵਾਲਾ ਹੁੰਦਾ ਹੈ। ਇਸ ਵਿੱਚ ਵਿਸ਼ੇ, ਪ੍ਰਭਾਵ ਅਤੇ ਵਾਤਾਵਰਣ ਦੀ ਏਕਤਾ ਲਾਜ਼ਮੀ ਹੈ।

5.3. ਬਲਵੰਤ ਗਾਰਗੀ ਰਚਿਤ ਇਕਾਂਗੀ ‘ਪੱਤਣ ਦੀ ਬੇੜੀ’ ਦਾ ਆਲੋਚਨਾਤਮਕ ਅਧਿਐਨ

5.3.1. ਇਕਾਂਗੀਕਾਰ ਬਲਵੰਤ ਗਾਰਗੀ ਨਾਲ ਜਾਣ-ਪਛਾਣ

ਬਲਵੰਤ ਗਾਰਗੀ ਪੰਜਾਬੀ ਨਾਟਕਕਾਰਾਂ ਦੀ ਪਹਿਲੀ ਪੀੜ੍ਹੀ ਵਿੱਚੋਂ ਸਿਰ-ਕੱਢਵਾਂ ਨਾਟਕਕਾਰ ਹੈ। ਨਾਟਕਕਾਰ ਵਜੋਂ ਗਾਰਗੀ ਨੇ ਦੋ ਦਰਜਨ ਤੋਂ ਜ਼ਿਆਦਾ ਨਾਟਕਾਂ ਅਤੇ ਇਕਾਂਗੀਆਂ ਦੀ ਸਿਰਜਣਾ ਕੀਤੀ ਹੈ, ਜਿਨ੍ਹਾਂ ਵਿੱਚੋਂ – ਲੋਹਾ ਕੁੱਟ, ਧੂਈ ਦੀ ਅੱਗ, ਸੁਲਤਾਨ ਰਜ਼ੀਆ, ਮਿਰਜ਼ਾ ਸਾਹਿਬਾਂ, ਕਣਕ ਦੀ ਬੱਲੀ, ਕੁਆਰੀ ਟੀਸੀ, ਪੈਂਤੜੇਬਾਜ਼, ਅਭਿਸਾਰਿਕਾ ਆਦਿ ਪ੍ਰਮੁੱਖ ਨਾਟ-ਲਿਖਤਾਂ ਹਨ। ਬਲਵੰਤ ਗਾਰਗੀ ਨੂੰ ‘ਰੰਗਮੰਚ’ ਪੁਸਤਕ ਲਈ 1962 ਵਿੱਚ ਭਾਰਤੀ ਸਾਹਿਤ ਅਕਾਦਮੀ ਪੁਰਸਕਾਰ ਮਿਲਿਆ। ਬਲਵੰਤ ਗਾਰਗੀ ਨੇ ਸਾਲ 1964-66 ਦੌਰਾਨ ਦੋ ਸਾਲ ਯੂਨੀਵਰਸਿਟੀ ਆਫ਼ ਵਾਸ਼ਿੰਗਟਨ, ਸੀਆਟਲ (ਅਮਰੀਕਾ) ਵਿੱਚ ਭਾਰਤੀ ਨਾਟਕ ਪੜ੍ਹਾਏ। ਸਾਲ 1968-77 ਦੌਰਾਨ ਉਸ ਨੇ ਚੰਡੀਗੜ੍ਹ ਦੀ ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਦੇ ‘ਇੰਡੀਅਨ ਥੀਏਟਰ’ ਵਿੱਚ ਬਤੌਰ ਪ੍ਰੋਫੈਸਰ ਅਤੇ ਮੁਖੀ ਕਾਰਜ ਕੀਤਾ। ਬਲਵੰਤ ਗਾਰਗੀ ਨਾਟਕਕਾਰ, ਰੰਗਕਰਮੀ ਅਤੇ ਨਾਟ-ਮੰਚ ਅਧਿਆਪਕ ਤੋਂ ਇਲਾਵਾ ਇੱਕ ਸਫਲ ਨਿਰਦੇਸ਼ਕ, ਵਾਰਤਕਕਾਰ, ਗਲਪਕਾਰ ਅਤੇ ਪੱਤਰਕਾਰ ਵੀ ਸੀ।

5.3.2. ‘ਪੱਤਣ ਦੀ ਬੇੜੀ’ ਇਕਾਂਗੀ ਦਾ ਵਿਸ਼ਾ ਵਸਤੂ

ਇਹ ਇਕਾਂਗੀ 1950 ਦੇ ਆਲ ਇੰਡੀਆ ਰੇਡੀਓ ਦੇ ਨਾਟਕ ਮੁਕਾਬਲੇ ਵਿੱਚ ਪਹਿਲੇ ਨੰਬਰ ’ਤੇ ਆਇਆ ਸੀ। ਇਹ ਸ਼ੱਕ ਤੋਂ ਉਪਜਿਆ ਦੁਖਾਂਤ ਹੈ। ਦੀਪੇ ਨੇ ਆਪ ਚੁਣ ਕੇ ਸੁਰਜੀਤ ਨਾਲ ਵਿਆਹ ਕਰਵਾਇਆ ਸੀ। ਦੀਪੇ ਚਾਹੁੰਦੀ ਹੋਈ ਵੀ ਸੁੰਦਰ ਦੇ ਪਿਆਰ ਨੂੰ ਵਿਸਾਰ ਨਾ ਸਕੀ ਅਤੇ ਇਹੋ ਉਸ ਦਾ ਦੁਖਾਂਤ ਹੈ। ਇਹ ਭੁਲੇਖੇ ਦਾ ਨਹੀਂ ਸਗੋਂ ਮਾਨਸਿਕ ਦਵੰਦ ਦਾ ਦੁਖਾਂਤ ਹੈ।

5.3.3. ਕਥਾਨਕ

ਇਸ ਇਕਾਂਗੀ ਵਿੱਚ ਇਕਾਂਗੀਕਾਰ ਨੇ ਕਥਾਨਕ ਵਜੋਂ ਦਰਿਆ ਕੰਢੇ ਵਸਣ ਵਾਲੇ ਮੁਹਾਣਿਆਂ ਦੇ ਪਰਿਵਾਰ ਵਿੱਚੋਂ ‘ਦੀਪੇ ਤੇ ਸੁਰਜੀਤ’ ਦੇ ਪਰਿਵਾਰ ਦੇ ਦੁਖਾਂਤ ਨੂੰ ਚਿਤਰਿਆ ਹੈ। ਸੁਰਜੀਤ ਨੂੰ ਸ਼ੱਕ ਹੈ ਕਿ ਉਸਦੇ ਦੋਸਤ ਸੁੰਦਰ ਦੇ ਉਸਦੀ ਬੀਵੀ ਨਾਲ ਨਜਾਇਜ਼ ਤਾਲੁਕਾਤ ਹਨ। ਇਹ ਸ਼ੱਕ ਉਨ੍ਹਾਂ ਦੇ ਵਿਆਹੁਤਾ ਰਿਸ਼ਤੇ ਨੂੰ ਤਬਾਹ ਕਰ ਦਿੰਦਾ ਹੈ। ਦੀਪੇ ਦੇ ਮਨ ਅੰਦਰ ਸੁੰਦਰ ਪ੍ਰਤੀ ਲੁਕੀ-ਦਬੀ ਇੱਕ ਅਦਿੱਖ ਖਿੱਚ ਜ਼ਰੂਰ ਹੈ ਪਰ ਉਸਦੇ ਸੁੰਦਰ ਨਾਲ ਉਹੋ ਜਿਹੇ ਨਜਾਇਜ਼ ਤਾਲੁਕਾਤ ਨਹੀਂ ਹਨ ਜਿਸਨੂੰ ਆਪਣੇ ਰਿਸ਼ਤੇ ਪ੍ਰਤੀ ਬੇਵਫ਼ਾਈ ਸਮਝ ਕੇ, ਉਸ ਦਾ ਪਤੀ ਸੁਰਜੀਤ ਉਸ ਨੂੰ ਤਿਆਗ ਕੇ ਚਲਾ ਜਾਂਦਾ ਹੈ।

ਇਕਾਂਗੀ ਦਾ ਆਰੰਭ ਦੀਪੇ ਅਤੇ ਉਸਦੀ ਨਨਾਣ ਲਾਜੇ ਦੇ ਆਪਸੀ ਵਾਰਤਾਲਾਪ ਤੋਂ ਹੁੰਦਾ ਹੈ, ਜਿਸ ਤੋਂ ਸੂਚਨਾ ਪ੍ਰਾਪਤ ਹੁੰਦੀ ਹੈ ਕਿ ਉਨ੍ਹਾਂ ਦੀ ਝੁੱਗੀ ਦਰਿਆ ਕਿਨਾਰੇ ਹੈ, ਤੇਜ਼ ਝੱਖੜ ਦੀ ਵਜ੍ਹਾ ਕਰਕੇ ਦਰਿਆ ਵਿੱਚ ਹੜ੍ਹ ਆਇਆ

ਹੋਇਆ ਹੈ ਜਿਸ ਕਾਰਨ ਨੇੜੇ ਵਸੇ ਪਿੰਡ ਦੇ ਝੁੱਗੀਆਂ-ਘਰਾਂ ਵਾਲੇ ਬਾਸ਼ਿੰਦੇ ਉਹ ਥਾਂ ਛੱਡ ਕੇ ਕਿਸੇ ਉੱਚੀ ਸੁਰੱਖਿਅਤ ਥਾਂ 'ਤੇ ਚਲੇ ਗਏ ਹਨ। ਲਾਜੇ ਦੇ ਆਖਣ 'ਤੇ ਵੀ ਦੀਪੇ ਉਹ ਝੁੱਗੀ ਛੱਡ ਕੇ ਨਹੀਂ ਜਾਣਾ ਚਾਹੁੰਦੀ ਕਿਉਂਕਿ ਉਹ ਇੱਥੇ ਹੀ ਵਿਆਹ ਕੇ ਆਈ ਸੀ। ਇਸੇ ਝੁੱਗੀ ਵਿੱਚ ਉਸ ਦੇ ਇੱਕ ਬਾਲ ਹੋਇਆ ਸੀ, ਜਿਹੜਾ ਕਿ ਛੇਤੀ ਹੀ ਮਰ ਗਿਆ ਸੀ ਤੇ ਜਿਸ ਨੂੰ ਝੁੱਗੀ ਦੇ ਨੇੜੇ ਹੀ ਦਫ਼ਨਾ ਦਿੱਤਾ ਗਿਆ ਸੀ। ਭਾਵੁਕ ਹੋਈ ਦੀਪੇ ਅਕਸਰ ਹੀ ਆਪਣੇ ਨਵਜੰਮੇ ਬਾਲ ਦੀ ਕਬਰ ਕੋਲ ਚਲੀ ਜਾਂਦੀ ਹੈ। ਦੀਪੇ ਨੂੰ ਇਹ ਵੀ ਆਸ ਹੈ ਕਿ ਨਾਰਾਜ਼ ਹੋ ਕੇ ਗਿਆ ਉਸ ਦਾ ਪਤੀ ਸੁਰਜੀਤ ਮੁੜ ਕੇ ਜ਼ਰੂਰ ਆਵੇਗਾ, ਇਸ ਲਈ ਉਹ ਇਸ ਝੁੱਗੀ ਵਿੱਚ ਰਹਿ ਕੇ ਉਸ ਦਾ ਇੰਤਜ਼ਾਰ ਕਰਨਾ ਚਾਹੁੰਦੀ ਹੈ।

ਇਸ ਇਕਾਂਗੀ ਵਿੱਚ ਅਗਲਾ ਨਾਟਕੀ ਮੋੜ ਉਦੋਂ ਆਉਂਦਾ ਹੈ ਜਦੋਂ ਉਹ (ਦੀਪੇ ਤੇ ਲਾਜੇ) ਖੰਘ ਨਾਲ ਬੇਹਾਲ ਹੋਈ ਭੂਆ ਬਾਰੇ ਚਿੰਤਾ ਪਰਗਟਾਉਂਦੇ ਹਨ ਜਿਹੜੀ ਕਿ ਝੁੱਗੀ ਦੇ ਅੰਦਰਲੇ ਪਾਸੇ ਮੰਜੇ ਉੱਤੇ ਪਈ ਦਰਦ ਨਾਲ ਬੁਰੀ ਤਰ੍ਹਾਂ ਕਰਾਹ ਰਹੀ ਹੈ। ਵੈਦ ਦਾ ਘਰ ਕਾਫ਼ੀ ਦੂਰ ਹੈ ਅਤੇ ਰਾਹ ਵਿੱਚ ਦਰਿਆ ਦੇ ਚੜ੍ਹਨ ਕਰਕੇ ਪਾਣੀ ਬਹੁਤ ਜ਼ਿਆਦਾ ਹੈ। ਤੇਜ਼ ਝੱਖੜ, ਦਰਿਆ ਦੇ ਹੜ੍ਹ ਕਰਕੇ, ਉਸ ਵੈਦ ਤੋਂ ਦਵਾਈ-ਬੂਟੀ ਲੈ ਕੇ ਆਉਣ ਦੀ ਹਿੰਮਤ ਦੇਹਾਂ ਤ੍ਰੀਮਤਾਂ ਵਿੱਚੋਂ ਕਿਸੇ ਵਿੱਚ ਵੀ ਨਹੀਂ।

ਇਕਾਂਗੀ ਵਿੱਚ ਅਗਲੀ ਨਿਰਣਾਇਕ ਘਟਨਾ ਇਹ ਵਾਪਰਦੀ ਹੈ ਕਿ ਸੁੰਦਰ ਨੂੰ ਆਪਣੀ ਝੁੱਗੀ ਨੇੜੇ ਆਇਆ ਵੇਖ ਕੇ ਲਾਜੇ ਉਸ ਨੂੰ ਵੈਦ ਕੋਲ ਦਵਾਈ ਲੈਣ ਭੇਜ ਦਿੰਦੀ ਹੈ। ਸੁੰਦਰ ਦਵਾਈ ਲੈ ਕੇ ਆਉਂਦਾ ਹੈ ਤੇ ਦਵਾਈ ਲਾਜੇ ਨੂੰ ਫੜਾ ਕੇ ਆਪ ਦੀਪੇ ਨਾਲ ਗੱਲੀ ਲੱਗ ਜਾਂਦਾ ਹੈ। ਸੁੰਦਰ ਦੀਪੇ ਨੂੰ ਆਖਦਾ ਹੈ ਕਿ ਹੁਣ ਸੁਰਜੀਤ ਦਾ ਖ਼ਿਆਲ ਮਨੋਂ ਕੱਢ ਕੇ ਉਸ ਨੂੰ ਅਪਣਾ ਲਵੇ। ਦੀਪੇ ਇਸ ਗੱਲ ਤੋਂ ਇਨਕਾਰ ਕਰ ਦਿੰਦੀ ਹੈ। ਤਦੇ ਚਮਤਕਾਰੀ ਰੂਪ ਵਿੱਚ ਸੁਰਜੀਤ ਉੱਥੇ ਆ ਖਲੋਂਦਾ ਹੈ। ਅੱਜ ਉਹ ਫੇਰ ਆਪਣੀ ਬੀਵੀ ਦੀਪੇ ਨੂੰ ਸੁੰਦਰ ਨਾਲ ਖੜ੍ਹਿਆਂ ਵੇਖਦਾ ਹੈ ਤੇ ਉਸ ਨੂੰ ਲਗਦਾ ਹੈ ਕਿ ਦੀਪੇ ਉਸਦੇ ਜਾਣ ਤੋਂ ਬਾਅਦ ਵੀ ਇਸੇ ਤਰ੍ਹਾਂ ਰੋਜ਼ ਹੀ ਸੁੰਦਰ ਨੂੰ ਮਿਲਦੀ ਰਹੀ ਹੋਵੇਗੀ। ਉਹ ਇਸ ਗੱਲ ਤੋਂ ਖ਼ਫ਼ਾ ਹੋ ਜਾਂਦਾ ਹੈ। ਦੀਪੇ ਉਸ ਨੂੰ ਬਹੁਤ ਸਮਝਾਉਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਕਰਦੀ ਹੈ ਪਰ ਸ਼ੱਕ ਦੇ ਅੰਧਰਾਤੇ ਨਾਲ ਅੰਨ੍ਹਾ ਹੋਇਆ ਸੁਰਜੀਤ ਉਸਦੀ ਇੱਕ ਨਹੀਂ ਸੁਣਦਾ ਤੇ ਇੱਕ ਵਾਰ ਫੇਰ ਵਾਪਸ ਮੁੜ ਜਾਂਦਾ ਹੈ। ਸੁਰਜੀਤ ਦੇ ਜਾਣ ਮਗਰੋਂ ਦੀਪੇ ਕਠੇਰ ਰੂਪ ਵਿੱਚ ਸੁੰਦਰ ਨੂੰ ਵੀ ਜਾਣ ਲਈ ਆਖਦੀ ਹੈ।

ਉਪਰੋਕਤ ਕਥਾਨਕ ਨੂੰ ਜੇ ਸਮਾਂ, ਸਥਾਨ ਤੇ ਸਥਿਤੀ/ਕਾਰਜ ਦੀ ਏਕਤਾ ਦੀ ਦ੍ਰਿਸ਼ਟੀ ਤੋਂ ਵਾਚਿਆ ਜਾਵੇ ਤਾਂ ਇਹ ਇਕਾਂਗੀ ਇਸ ਨਿਅਮ ਉੱਤੇ ਖਰੀ ਉਤਰਦੀ ਹੈ। ਸਾਰੀ ਘਟਨਾ ਇੱਕੋ ਸਮੇਂ ਦੌਰਾਨ ਵਾਪਰਦੀ ਹੈ ਭਾਵ ਕਿ ਇੱਕੋ ਰਾਤ ਵਿੱਚ। ਇੱਕੋ ਸਥਾਨ ਉੱਤੇ ਵਾਪਰਦੀ ਹੈ ਭਾਵ ਕਿ ਦਰਿਆ ਦਾ ਕੰਢਾ, ਦੀਪੇ ਹੁਰਾਂ ਦੀ ਝੁੱਗੀ ਦੇ ਅੰਦਰ-ਬਾਹਰ। ਕਾਰਜ ਪੱਖੋਂ ਵਾਚੀਏ ਤਾਂ ਇਕਾਂਗੀ ਜਿਸ ਪੜਾਅ ਤੋਂ ਸ਼ੁਰੂ ਹੁੰਦੀ ਹੈ, ਉਸੇ ਮੁਕਾਮ ਉੱਤੇ ਪਹੁੰਚ ਕੇ ਸੰਪੂਰਨ ਹੋ ਜਾਂਦੀ ਹੈ।

ਸਾਰੀਆਂ ਘਟਨਾਵਾਂ ਇੱਕੋ ਸੂਤਰ/ਲੜੀ ਵਿੱਚ ਪਰੋਈਆਂ ਹੋਈਆਂ ਹਨ। ਇੱਕ ਤੋਂ ਬਾਅਦ ਇੱਕ ਨਾਟਕੀ ਮੋੜ ਉਤਸੁਕਤਾ ਨੂੰ ਕਾਇਮ ਰਖਦੇ ਹਨ। ਪਾਠਕ/ਦਰਸ਼ਕ ਰੋਚਕਤਾ ਸਹਿਤ ਸਾਹ ਰੋਕੀਂ ਅਗਲੀ ਘਟਨਾ ਦੇ ਵਾਪਰਨ ਦਾ ਬੇਸਬਰੀ ਨਾਲ ਇੰਤਜ਼ਾਰ ਕਰਦੇ ਰਹਿੰਦੇ ਹਨ। ਕਥਾਨਕ ਦੀ ਬੁਣਤੀ ਸੰਘਣੀ ਹੈ। ਕਥਾਨਕ ਦੀ ਬੁਣਤ ਪੱਖੋਂ ਇਸ ਇਕਾਂਗੀ ਨੂੰ ਇੱਕ ਸਫਲ ਇਕਾਂਗੀ ਕਿਹਾ ਜਾ ਸਕਦਾ ਹੈ।

5.3.4. ਪਾਤਰ ਅਤੇ ਪਾਤਰ ਚਿਤਰਨ

ਇਸ ਇਕਾਂਗੀ ਵਿੱਚ ਕੁੱਲ 5 ਪਾਤਰ ਹਨ। ਦੀਪੇ ਇਸ ਇਕਾਂਗੀ ਦੇ ਮੁੱਖ ਪਾਤਰ ਵਜੋਂ ਉਭਰਦੀ ਹੈ ਅਤੇ ਬਾਕੀ ਪਾਤਰ ਉਸ ਦੇ ਸਹਾਇਕ ਪਾਤਰ ਵਜੋਂ ਕਾਰਜਸ਼ੀਲ ਰਹਿੰਦੇ ਹਨ।

ਦੀਪੇ ਇੱਕ ਦੁਖੀ ਪਾਤਰ ਵਜੋਂ ਸਥਾਪਿਤ ਹੁੰਦੀ ਹੈ। ਦੀਪੇ ਦਾ ਦੁਖਾਂਤ ਉਦੋਂ ਹੋਰ ਵੀ ਗੂੜ੍ਹਾ ਹੋ ਜਾਂਦਾ ਹੈ ਜਦੋਂ 4 ਸਾਲਾਂ ਬਾਅਦ ਪਰਤਿਆ ਉਸ ਦਾ ਪਤੀ ਸੁਰਜੀਤ, ਇੱਕ ਵਾਰ ਫੇਰ ਓਸੇ ਸ਼ੱਕ ਦੀ ਵਜ੍ਹਾ ਕਰਕੇ ਉਸਨੂੰ ਤਿਆਗ ਕੇ ਵਾਪਸ ਤੁਰ ਜਾਂਦਾ ਹੈ, ਜਿਸ ਸ਼ੱਕ ਕਾਰਨ ਉਹ 4 ਸਾਲ ਪਹਿਲਾਂ ਉਸਨੂੰ ਛੱਡ ਕੇ ਗਿਆ ਸੀ। ਸੁਰਜੀਤ, ਪ੍ਰਮੁੱਖ ਭਾਰਤੀ ਮਰਦ ਮਾਨਸਿਕਤਾ ਦੀ ਪ੍ਰਤੀਨਿਧਤਾ ਕਰਨ ਵਾਲਾ ਪਾਤਰ ਹੈ। ਸਾਨੂੰ ਭਾਰਤੀ ਇਤਿਹਾਸ, ਮਿਥਿਹਾਸ ਅਤੇ ਵਰਤਮਾਨ ਵਿੱਚ ਅਜਿਹੀਆਂ ਫੇਰ ਸਾਰੀਆਂ ਉਦਾਹਰਨਾਂ ਲੱਭ ਪੈਂਦੀਆਂ ਹਨ ਜਿਨ੍ਹਾਂ ਵਿੱਚ ਪਤੀ, ਸਿਰਫ਼ ਸ਼ੱਕ ਦੀ ਵਜ੍ਹਾ ਕਰਕੇ ਹੀ ਪਤਨੀ ਨੂੰ ਤਿਆਗ ਦਿੰਦੇ ਹਨ। ਸੁਰਜੀਤ ਉਨ੍ਹਾਂ ਸਾਰੇ ਮਰਦਾਂ ਦੀ ਮਾਨਸਿਕਤਾ ਦਾ ਲਖਾਇਕ ਬਣਦਾ ਹੈ। ਸੁੰਦਰ ਪਾਤਰ, ਮਨੁੱਖੀ ਆਸ ਦੇ ਪ੍ਰਤੀਕ ਵਜੋਂ ਉਭਰਦਾ ਹੈ ਜਿਸਨੂੰ ਸਦਾ ਇਹ ਆਸ ਰਹਿੰਦੀ ਹੈ ਕਿ ਉਸ ਦੀਆਂ ਆਸਾਂ ਨੂੰ ਬੂਰ ਜ਼ਰੂਰ ਪਵੇਗਾ। ਲਾਜੇ ਸਮਾਜ ਦੇ ਪ੍ਰਤੀਕ ਵਜੋਂ ਉਭਰਦੀ ਹੈ। ਅਜਿਹਾ ਸਮਾਜ ਜਿਹੜਾ ਔਰਤ-ਮਰਦ ਸਬੰਧਾਂ ਵਿੱਚ ਆਈ ਖਟਾਸ ਲਈ ਸਦਾ ਔਰਤ 'ਤੇ ਵੱਲੂ ਹੀ ਉਂਗਲ ਕਰਦਾ ਹੈ। ਭੂਆ ਪਾਤਰ, ਪਲ-ਪਲ ਮੁੱਕ ਰਹੀ ਆਸ ਤੇ ਧਰਵਾਸ ਦੇ ਚਿੰਨ੍ਹ ਦੇ ਰੂਪ ਵਿੱਚ ਨਜ਼ਰੀਂ ਪੈਂਦੀ ਹੈ, ਜਿਸਨੂੰ ਨਾ ਛੱਡਿਆ ਜਾ ਸਕਦਾ ਹੈ ਤੇ ਨਾ ਹੀ ਪਰਣਾਇਆ ਜਾ ਸਕਦਾ ਹੈ।

5.3.5. ਭਾਸ਼ਾ ਤੇ ਵਾਰਤਾਲਾਪ/ਸੰਵਾਦ

ਬਲਵੰਤ ਗਾਰਗੀ ਭਾਸ਼ਾ ਦਾ ਉਸਤਾਦ ਕਲਾਕਾਰ ਹੈ। ਇਸ ਇਕਾਂਗੀ ਵਿੱਚ ਵੀ ਉਹ ਵਾਰਤਾਲਾਪ ਵਿੱਚ ਕਾਵਿਕਤਾ, ਪ੍ਰਤੀਕਾਤਮਕਤਾ, ਲੈਆਤਮਕਤਾ ਨੂੰ ਗੁੰਦ ਕੇ ਪਾਠਕਾਂ/ਦਰਸ਼ਕਾਂ ਉੱਤੇ ਜਾਦੂ ਜਿਹਾ ਧੂੜ ਦਿੰਦਾ ਹੈ। ਸ਼ਬਦਾਂ ਦੀ ਢੁਕਵੀਂ ਚੋਣ ਅਤੇ ਜੜਤ ਇਸ ਇਕਾਂਗੀ ਦੇ ਵਾਰਤਾਲਾਪਾਂ ਨੂੰ ਕਲਾਤਮਕ ਤੇ ਸੁਹਜਾਤਮਕ ਬਣਾ ਦਿੰਦੀ ਹੈ। ਵਾਰਤਾਲਾਪ ਰਾਹੀਂ ਹੀ ਇਕਾਂਗੀਕਾਰ ਸਮੁੱਚੀ ਘਟਨਾ, ਸਥਾਨ, ਸਥਿਤੀ, ਅਤੀਤੀ ਕਾਰਜ ਆਦਿ ਸਭ ਕਾਸੇ ਦੀ ਸੂਚਨਾ ਦੇ ਦਿੰਦਾ ਹੈ। ਪਾਤਰ ਵਾਰਤਾਲਾਪ ਰਾਹੀਂ ਹੀ ਕਥਾ ਨੂੰ ਅਗਾਂਹ ਤੋਰਦੇ ਜਾਂਦੇ ਹਨ। ਇਕਾਂਗੀਕਾਰ ਗਾਰਗੀ ਦੀ ਭਾਸ਼ਾ ਦੀ ਜਾਦੂਗਰੀ ਦਾ ਨਮੂਨਾ ਨਿਮਨਲਿਖਤ ਵਾਰਤਾਲਾਪ ਵਿੱਚੋਂ ਵੇਖਿਆ ਜਾ ਸਕਦਾ ਹੈ :

ਦੀਪੋ : ਹਾਏ, ਮੈਂ ਇਸ ਮਨ ਦਾ ਕੀ ਕਰਾਂ !! ਮੈਂ ਇਸ ਨੂੰ ਬੰਨ੍ਹ ਕੇ ਰੱਖਿਆ ਏ – ਨੂੜ
ਕੇ, ਤੂਫਾਨਾਂ ਤੋਂ ਬਚਾ ਕੇ, ਛੱਲਾਂ ਤੋਂ ਹਟਾ ਕੇ। ਪੱਤਣ ਦੇ ਕੰਢੇ ਇੱਕ ਥਾਂ ਉਸ
ਬੇੜੀ ਵਾਂਗ ਜਿਸ ਨੂੰ ਦਰਿਆ ਦੀਆਂ ਛੱਲਾਂ ਛੂੰਹਦੀਆਂ ਹਨ, ਪਰ ਠੇਲ੍ਹ ਨਹੀਂ
ਸਕਦੀਆਂ।

5.3.6. ਵਾਤਾਵਰਣ ਅਤੇ ਰੰਗਮੰਚਤਾ

ਇਕਾਂਗੀਕਾਰ ਨੇ ਇਸ ਇਕਾਂਗੀ ਵਿੱਚ ਸੰਵਾਦਾਂ ਰਾਹੀਂ ਹੀ ਸਮੁੱਚੇ ਵਾਤਾਵਰਣ ਦੀ ਉਸਾਰੀ ਕੀਤੀ ਹੈ। ਸੰਵਾਦ ਰਾਹੀਂ ਹੀ ਦੱਸਿਆ ਜਾਂਦਾ ਹੈ ਕਿ ਦਰਿਆ ਦੇ ਕਿਨਾਰੇ ਇੱਕ ਝੁੱਗੀ ਹੈ, ਦਰਿਆ ਵਿੱਚ ਹੜ੍ਹ ਆਇਆ ਹੋਇਆ ਹੈ, ਝੱਖੜ ਝੁੱਲ੍ਹ ਰਿਹਾ ਹੈ, ਕਾਲੀ ਰਾਤ ਹੈ, ਬਾਹਰ ਤੇਜ਼ ਹਵਾ ਸੁਕ ਰਹੀ ਹੈ। ਸ਼ੁਰੂਆਤੀ ਡਿਸਕ੍ਰਿਪਸ਼ਨ ਰਾਹੀਂ ਪਾਠਕ/ਦਰਸ਼ਕ ਨੂੰ ਸਟੇਜੀ ਵਾਤਾਵਰਨ ਦੀ ਸੂਹ ਮਿਲਦੀ ਹੈ।

ਕਿਉਂਕਿ ਇਹ ਇਕਾਂਗੀ ਰੇਡੀਓ ਇਕਾਂਗੀ ਦੇ ਰੂਪ ਵਿੱਚ ਸਿਰਜੀ ਗਈ ਸੀ, ਇਸੇ ਲਈ ਇਸ ਦੇ ਵਾਰਤਾਲਾਪ ਰਾਹੀਂ ਹੀ ਸਾਰੇ ਕਾਰਜਾਂ ਨੂੰ ਸਪੱਸ਼ਟ ਕੀਤਾ ਗਿਆ ਹੈ। ਸਟੇਜੀ ਨਾਟਕ ਵਿੱਚ ਦਰਸ਼ਕਾਂ ਨੂੰ ਅੱਖਾਂ ਰਾਹੀਂ ਦੇਖ ਕੇ ਪਤਾ ਲਗ ਜਾਂਦਾ ਹੈ ਕਿ – ਕਿੱਥੇ, ਕਦੋਂ, ਕਿਵੇਂ, ਕਿਹਦੇ ਨਾਲ ਕੀ ਵਾਪਰ ਰਿਹਾ ਹੈ ਜਦਕਿ ਰੇਡੀਓ ਨਾਟਕ ਵਿੱਚ ਪਾਤਰ ਸੰਵਾਦਾਂ ਰਾਹੀਂ ਸਰੋਤਿਆਂ ਨੂੰ ਉਪਰੋਕਤ ਸੂਚਨਾ ਦਿੰਦੇ ਹਨ, ਜਿਸ ਦੇ ਆਧਾਰ 'ਤੇ ਸਰੋਤੇ ਆਪਣੇ ਮਨ ਦੇ ਮੰਚ ਉੱਤੇ ਖੇਡ-ਪਾਠ ਨੂੰ ਅਭਿਨੀਤ ਹੋਇਆ ਮਹਿਸੂਸਦੇ ਹਨ। ਇਸ ਇਕਾਂਗੀ ਦੇ ਬਹੁਤੇ ਵਾਰਤਾਲਾਪ ਸੂਚਨਾਤਮਕ ਹਨ।

ਇਸ ਇਕਾਂਗੀ ਦਾ ਸਮੁੱਚਾ ਵਾਤਾਵਰਨ External Aids (ਰੋਸ਼ਨੀ, ਪਿਠਵਰਤੀ ਸੰਗੀਤ, ਸੈੱਟ, ਪ੍ਰੋਪਸ ਆਦਿ) ਦੀ ਮਦਦ ਨਾਲ ਹੀ ਸਿਰਜਿਆ ਜਾ ਸਕਦਾ ਹੈ।

5.3.7 ਇਕਾਂਗੀ ਲਿਖਣ ਪਿੱਛੇ ਇਕਾਂਗੀਕਾਰ ਦਾ ਉਦੇਸ਼

ਇਸ ਇਕਾਂਗੀ ਨੂੰ ਲਿਖਣ ਪਿੱਛੇ ਇਕਾਂਗੀਕਾਰ ਦਾ ਉਦੇਸ਼ ਮਨੁੱਖੀ ਰਿਸ਼ਤਿਆਂ ਵਿੱਚ ਆਪਸੀ ਸਮਝ ਨੂੰ ਬਰਕਰਾਰ ਰੱਖਣ ਅਤੇ ਸ਼ੱਕ ਦੀ ਤਿਕੋਣ ਨਾ ਸਿਰਜਣ ਵਿੱਚ ਨਿਹਿਤ ਹੈ। ਇਕਾਂਗੀਕਾਰ ਇਹ ਸਮਝਾਉਣਾ ਚਾਹੁੰਦਾ ਹੈ ਕਿ ਸ਼ੱਕ ਦੀ ਘੁਣ ਰਿਸ਼ਤਿਆਂ ਦੇ ਹਰਿਆਲੇ ਰੁੱਖ ਨੂੰ ਖਾ ਜਾਂਦੀ ਹੈ, ਇਸ ਲਈ ਰਿਸ਼ਤਿਆਂ ਵਿੱਚ ਪਕੇਰਾ ਵਿਸ਼ਵਾਸ ਬਹੁਤ ਜ਼ਰੂਰੀ ਹੈ।

5.3.8 ਅਭਿਆਸ ਲਈ ਪ੍ਰਸ਼ਨ

1. ਇਕਾਂਗੀ ਕੀ ਹੁੰਦੀ ਹੈ ? ਇਹ ਬਾਕੀ ਹੋਰ ਨਾਟ-ਵੰਨਗੀਆਂ (ਵੱਡਾ ਨਾਟਕ, ਲਘੂ-ਨਾਟਕ ਆਦਿ) ਤੋਂ ਕਿਵੇਂ ਵੱਖਰੀ ਹੈ ?

2. ਕਿਸੇ ਵੀ ਸਾਹਿਤਕ ਕ੍ਰਿਤੀ ਦੇ ਵਿਸ਼ਾ-ਵਸਤੂ ਅਤੇ ਕਥਾਨਕ ਵਿੱਚ ਕੀ ਅੰਤਰ ਹੁੰਦਾ ਹੈ ?
3. ਕੀ ਬਲਵੰਤ ਗਾਰਗੀ ਦੀ ਇਕਾਂਗੀ 'ਪੱਤਣ ਦੀ ਬੇੜੀ' ਦੇ ਕਥਾਨਕ ਵਿੱਚ ਤਿੰਨੇ ਏਕਤਾਵਾਂ ਦੇ ਨਿਯਮ ਦਾ ਪਾਲਣ ਕੀਤਾ ਗਿਆ ਮਿਲਦਾ ਹੈ ?
4. ਬਲਵੰਤ ਗਾਰਗੀ ਨੂੰ 'ਨਾਟਕੀ ਭਾਸ਼ਾ ਦਾ ਜਾਦੂਗਰ' ਕਿਹਾ ਜਾਂਦਾ ਹੈ। ਕਿਉਂ ? ਉਦਾਹਰਨ ਸਹਿਤ ਦੱਸੋ।
5. ਇਕਾਂਗੀ 'ਪੱਤਣ ਦੀ ਬੇੜੀ' ਦੇ ਪਾਤਰਾਂ ਨਾਲ ਜਾਣ-ਪਛਾਣ ਕਰਵਾਓ।

5.4. ਗੁਰਸ਼ਰਨ ਸਿੰਘ ਰਚਿਤ ਇਕਾਂਗੀ 'ਬੰਦ ਕਮਰੇ' ਦਾ ਆਲੋਚਨਾਤਮਕ ਅਧਿਐਨ

5.4.1. ਇਕਾਂਗੀਕਾਰ ਗੁਰਸ਼ਰਨ ਸਿੰਘ ਨਾਲ ਜਾਣ-ਪਛਾਣ

ਗੁਰਸ਼ਰਨ ਸਿੰਘ ਪੇਸ਼ੇ ਵਜੋਂ ਇੱਕ ਇੰਜੀਨੀਅਰ ਸੀ ਅਤੇ ਭਾਖੜਾ ਪ੍ਰੋਜੈਕਟ ਵਿੱਚ ਸ਼ਾਮਲ ਸੀ। ਭਾਖੜਾ ਨੂੰ ਵੇਖ ਕੇ ਉਸਨੇ ਮਹਿਸੂਸ ਕੀਤਾ ਕਿ ਜੇ ਮਨੁੱਖ ਦਰਿਆਵਾਂ ਦੇ ਵਹਿਣ ਮੇੜ ਸਕਦਾ ਹੈ ਤਾਂ ਮਨੁੱਖ ਸਰਕਾਰਾਂ ਤੇ ਹਕੂਮਤਾਂ ਦੇ ਵਹਿਣ ਮੇੜ ਕੇ ਉਨ੍ਹਾਂ ਨੂੰ ਲੋਕ-ਪੱਖੀ ਬਣਨ ਲਈ ਮਜਬੂਰ ਕਿਉਂ ਨਹੀਂ ਕਰ ਸਕਦਾ। ਗੁਰਸ਼ਰਨ ਸਿੰਘ ਨੇ ਪੰਜਾਬੀ ਨਾਟ-ਜਗਤ ਨੂੰ 80 ਦੇ ਕਰੀਬ ਨਾਟ-ਲਿਖਤਾਂ ਦਿੱਤੀਆਂ। ਉਨ੍ਹਾਂ ਦੀਆਂ ਪ੍ਰਮੁੱਖ ਨਾਟ-ਲਿਖਤਾਂ ਹਨ : ਜਦੋਂ ਰੋਸ਼ਨੀ ਹੁੰਦੀ ਹੈ, ਨਵਾਂ ਜਨਮ, ਧਮਕ ਨਗਾਰੇ ਦੀ, ਬਾਬਾ ਬੇਲਦਾ ਹੈ, ਲੀਰਾਂ, ਲਾਰੇ, ਬੇਗਮੇ ਦੀ ਧੀ, ਕਾਮਰੇਡ, ਵੰਗਾਰ ਆਦਿ। ਉਨ੍ਹਾਂ ਨੇ ਆਪਣੀਆਂ ਨਾਟ-ਲਿਖਤਾਂ ਵਿੱਚ ਸਮਕਾਲੀ ਰਾਜਨੀਤਿਕ ਸਥਿਤੀਆਂ ਦੀ ਰਾਜਸੀ ਵਿਆਖਿਆ ਕੀਤੀ।

5.4.2. 'ਬੰਦ ਕਮਰੇ' ਇਕਾਂਗੀ ਦਾ ਵਿਸ਼ਾ-ਵਸਤੂ

ਇਕਾਂਗੀਕਾਰ ਨੇ ਇਸ ਇਕਾਂਗੀ ਵਿੱਚ ਕਈ ਵਿਸ਼ਿਆਂ ਨੂੰ ਛੋਹਿਆ ਹੈ। ਉਹ ਉਨ੍ਹਾਂ ਰਵਾਇਤਾਂ, ਕਦਰਾਂ-ਕੀਮਤਾਂ, ਜੀਵਨ ਮੁੱਲਾਂ ਨੂੰ ਵਿਅੰਗ ਦਾ ਨਿਸ਼ਾਨਾ ਬਣਾਉਂਦਾ ਹੈ ਜਿਹੜੇ ਕਿ ਵੇਲਾ ਵਿਹਾ ਗਏ ਹਨ। ਸਮਾਜ ਦੀਆਂ ਵੇਲਾ ਵਿਹਾ ਚੁੱਕੀਆਂ ਰੀਤਾਂ-ਰਵਾਇਤਾਂ ਬੰਦ ਕਮਰਿਆਂ ਵਰਗੀਆਂ ਹਨ, ਜਿੱਥੇ ਮੁਰਦਾ ਰੂਹਾਂ ਰਹਿੰਦੀਆਂ ਹਨ। ਮੁਰਦਾ ਵਿਚਾਰ ਜਿਉਂਦੇ ਲੋਕਾਂ 'ਤੇ ਰਾਜ ਕਰਦੇ ਹਨ। ਅਜਿਹੀ ਹਾਲਤ ਵਿੱਚ ਜ਼ਿੰਦਗੀ ਕਬਰਿਸਤਾਨ ਵਰਗੀ ਬਣ ਜਾਂਦੀ ਹੈ। ਇਸ ਦੇ ਨਾਲ ਹੀ ਇਕਾਂਗੀਕਾਰ ਆਜ਼ਾਦੀ ਦੇ ਨਾਂ ਉੱਤੇ ਬੇਲੋੜੀ ਖੁੱਲ੍ਹ ਅਤੇ ਅਨੁਸ਼ਾਸਨ ਦੇ ਨਾਂ ਉੱਤੇ ਬੇਲੋੜੀ ਬੰਦਿਸ਼ ਦੋਹਾਂ ਦੀ ਹੀ ਖ਼ਿਲਾਫ਼ਤ ਕਰਦਾ ਹੈ।

5.4.3. ਕਥਾਨਕ

ਇਹ ਇਕਾਂਗੀ ਹੈਨਰੀ ਗ੍ਰਾਹਮ ਗਰੀਕ ਦੀ ਕਹਾਣੀ 'ਦਾ ਲਿਵਿੰਗ ਰੂਮ' ਦਾ ਨਾਟਕੀ-ਰੂਪਾਂਤਰਣ ਹੈ। ਇਕਾਂਗੀ ਵਿੱਚ ਅਨੁਸ਼ਾਸਨ ਦੇ ਨਾਂ 'ਤੇ ਬੰਦਿਆਂ ਲਾਉਣ ਵਾਲੀ ਬੀਵੀ, ਆਜ਼ਾਦੀ ਦੇ ਓਹਲੇ ਬੇਲੋੜੀ ਖੁੱਲ੍ਹ ਲੈ ਕੇ, ਹੋਰਾਂ ਰਾਹੀਂ ਆਪਣੀਆਂ ਅਧੂਰੀਆਂ ਖਾਹਸ਼ਾਂ ਦੀ ਪੂਰਤੀ ਕਰਨ ਵਾਲੇ ਅਪਾਹਜ ਖਾਵੰਦ ਨਾਲ ਖੜਾ ਰਹਿੰਦੀ ਹੈ। ਦੋਵੇਂ ਹੀ ਆਪੋ-ਆਪਣੇ ਪੱਖਾਂ (ਆਜ਼ਾਦੀ ਦੀਆਂ ਖੁੱਲ੍ਹਾਂ ਅਤੇ ਅਨੁਸ਼ਾਸਨ ਦੀਆਂ ਬੰਦਿਆਂ) ਨੂੰ ਸਹੀ ਅਤੇ ਜਾਇਜ਼ ਠਹਿਰਾਉਣ ਲਈ ਬਹਿਸਦੇ ਰਹਿੰਦੇ ਹਨ। ਇਕਾਂਗੀ ਦਸਦੀ ਹੈ ਕਿ ਕਿਵੇਂ ਇੱਕ ਚਲਾਕ ਮਰਦ (ਪ੍ਰੋਫੈਸਰ ਨਾਗੀ), ਜਿਹੜਾ ਕਿ ਪਹਿਲਾਂ ਹੀ ਵਿਆਹਿਆ ਹੋਇਆ ਹੈ, ਕੇਵਲ ਦੇਹਿਕ ਸੁਖ ਪ੍ਰਾਪਤ ਕਰਨ ਲਈ ਮਾਸੂਮ ਕੁੜੀ (ਰਾਜੀ) ਨਾਲ ਸਬੰਧ ਬਣਾਉਂਦਾ ਹੈ। ਅਖੀਰ ਮਰਦ (ਪ੍ਰੋਫੈਸਰ) ਦਾ ਕੁੜੀ (ਰਾਜੀ) ਨੂੰ ਵਿਆਹ ਤੋਂ ਇਨਕਾਰ, ਉਸ ਮਾਸੂਮ ਕੁੜੀ ਨੂੰ ਮੌਤ ਦੇ ਮੂੰਹ ਵੱਲੋਂ ਧੱਕ ਦਿੰਦਾ ਹੈ।

ਇਕਾਂਗੀ ਦੇ ਕਥਾਨਕ ਵਿੱਚ ਤਿੰਨੋਂ ਏਕਤਾਵਾਂ (ਸਮਾਂ, ਸਥਾਨ ਤੇ ਸਥਿਤੀ/ਕਾਰਜ) ਦਾ ਨਿਭਾਅ ਬਾਖ਼ੂਬੀ ਹੋਇਆ ਹੈ ਪਰ ਕਿਤੇ-ਕਿਤੇ ਇਨ੍ਹਾਂ ਏਕਤਾਵਾਂ ਤੋਂ ਬਾਹਰ ਹੋ ਕੇ ਖੁੱਲ੍ਹ ਵੀ ਲਈ ਹੈ ਜਿਵੇਂ ਕਿ ਕਹਾਣੀ ਦਾ ਸਮਾਂ ਵਰਤਮਾਨ ਦਾ ਹੈ ਪਰ ਇਸ ਸਮੇਂ ਨੂੰ ਇੱਕੋ ਦਿਨ ਦੇ ਕੁਝ ਇੱਕ ਘੰਟਿਆਂ ਤੱਕ ਨਹੀਂ ਸਮੇਟਿਆ ਹੋਇਆ। ਤਿੰਨ ਝਾਕੀਆਂ, ਅਲੱਗ-ਅਲੱਗ ਸਮੇਂ ਵਾਪਰੀਆਂ ਘਟਨਾਵਾਂ ਦੇ ਸਮੇਂ-ਅੰਤਰਾਲ (Time Lap) ਵਿਚਕਾਰ ਵਖਰੇਵਾਂ ਦਿਖਾਉਣ ਲਈ ਘੜੀਆਂ ਗਈਆਂ ਹਨ। ਸਥਾਨ ਦੀ ਏਕਤਾ ਦੇ ਪੱਖੋਂ ਵੇਖੀਏ ਤਾਂ ਇਸ ਦਾ ਪੂਰਾ ਪਾਲਣ ਕੀਤਾ ਗਿਆ ਹੈ। ਅਖੀਰ 'ਤੇ ਜਦੋਂ ਇਕਾਂਗੀ ਸੰਪੂਰਨ ਹੁੰਦੀ ਹੈ ਤੇ ਪਰਦਾ ਡਿੱਗਦਾ ਹੈ ਤਾਂ ਆਖ਼ਰੀ ਝਾਕੀ ਉਸੇ ਕਮਰੇ ਦੀ ਦਿਖਾਈ ਦਿੰਦੀ ਹੈ, ਜਿਹੜਾ ਕਮਰਾ ਇਕਾਂਗੀ ਦੀ ਪਹਿਲੀ ਝਾਕੀ ਦਾ ਪਰਦਾ ਉੱਠਣ ਤੋਂ ਬਾਅਦ ਨੁਮਾਇਆ ਹੋਇਆ ਸੀ। ਕਾਰਜ ਦੀ ਏਕਤਾ ਦੇ ਪੱਖੋਂ ਵੇਖੀਏ ਤਾਂ ਇਹ ਵੀ ਸਾਰੀ ਇਕਾਂਗੀ ਵਿੱਚ ਬਰਕਰਾਰ ਰਹਿੰਦੀ ਹੈ। ਇਕਾਂਗੀ ਦੀ ਸ਼ੁਰੂਆਤ ਸਮੇਂ ਖਾਵੰਦ-ਬੀਵੀ ਦੀ ਆਜ਼ਾਦੀ ਅਤੇ ਅਨੁਸ਼ਾਸਨ/ਬੰਦਿਆਂ ਨੂੰ ਲੈ ਕੇ ਤਕਰਾਰ ਚੱਲ ਰਹੀ ਹੈ। ਉਸ ਪਿੱਛੋਂ ਭਾਣਜੀ ਰਾਜੀ ਦਾ ਵਿਆਹ ਪ੍ਰੋਫੈਸਰ ਨਾਲ ਇਸ਼ਕ, ਪ੍ਰੋਫੈਸਰ ਦਾ ਰਾਜੀ ਨੂੰ ਵਿਆਹ ਤੋਂ ਇਨਕਾਰ, ਰਾਜੀ ਵੱਲੋਂ ਆਤਮ-ਹੱਤਿਆ ਆਦਿ ਘਟਨਾਵਾਂ ਵਾਪਰਦੀਆਂ ਹਨ ਪਰ ਅਖੀਰ 'ਤੇ ਜਦੋਂ ਪਰਦਾ ਡਿੱਗਦਾ ਹੈ ਤਾਂ ਖਾਵੰਦ-ਬੀਵੀ ਦੀ ਆਜ਼ਾਦੀ ਅਤੇ ਅਨੁਸ਼ਾਸਨ/ਬੰਦਿਆਂ ਨੂੰ ਲੈ ਕੇ ਤਕਰਾਰ ਜਾਰੀ ਰਹਿੰਦੀ ਹੈ।

5.4.4. ਪਾਤਰ ਅਤੇ ਪਾਤਰ ਚਿਤਰਨ

ਇਸ ਇਕਾਂਗੀ ਵਿੱਚ ਕੁੱਲ 4 ਪਾਤਰ ਹਨ। ਸਾਰੇ ਪਾਤਰ ਹੀ ਇਕਾਂਗੀ ਦੇ ਕਾਰਜ ਨੂੰ ਗਤੀਸ਼ੀਲਤਾ ਦੇਣ ਵਿੱਚ ਮਹੱਤਵਪੂਰਨ ਭੂਮਿਕਾ ਅਦਾ ਕਰਦੇ ਹਨ।

ਖਾਵੰਦ ਪਾਤਰ ਅਪਾਹਜ ਹੈ, ਵੀਲ੍ਹ ਚੇਅਰ ਉੱਤੇ ਹੈ ਪਰ ਉਸਦਾ ਅਪਾਹਜਪੁਣਾ ਪ੍ਰਤੀਕਸ਼ਮੀ ਹੈ ਭਾਵ ਜੇ ਉਸ ਦੀ ਚਾਹਨਾ ਹੈ, ਉਹ ਉਸਨੂੰ ਆਪ ਪੂਰਿਆਂ ਨਹੀਂ ਕਰ ਸਕਦਾ। ਉਹ ਆਜ਼ਾਦੀ ਦੇ ਨਾਂ 'ਤੇ ਖੁੱਲ੍ਹ ਦਾ ਪ੍ਰਚਾਰ ਕਰਦਾ ਹੈ

ਅਤੇ ਆਪਣੀਆਂ ਅਧੂਰੀਆਂ ਖਾਹਸ਼ਾਂ ਦੀ ਪੂਰਤੀ ਹਿੱਤ, ਆਪਣੀ ਬੀਵੀ ਦੀ ਭਾਣਜੀ ਰਾਜੀ ਨੂੰ ਉਸ ਪ੍ਰੋਫੈਸਰ ਨਾਲ ਇਸ਼ਕ ਕਰਨ ਦੀ ਖੁੱਲ੍ਹ ਦਿੰਦਾ ਹੈ, ਜਿਹੜਾ ਕਿ ਪਹਿਲੋਂ ਹੀ ਵਿਆਹਿਆ ਹੋਇਆ ਹੈ।

ਬੀਵੀ, ਪੁਰਾਤਨ ਖਿਆਲਾਂ ਤੇ ਵਿਚਾਰਾਂ ਵਾਲੀ ਔਰਤ ਹੈ, ਜਿਹੜੀ ਕਿ ਅਨੁਸ਼ਾਸਨ ਦੇ ਨਾਂ 'ਤੇ ਬੰਦੀਸ਼ਾਂ ਲਾਉਣਾ ਚਾਹੁੰਦੀ ਹੈ। ਉਹ ਸੁਭਾਅ ਪੱਖੋਂ ਅਡੰਬਰੀ ਹੈ ਇਸੇ ਲਈ ਆਪਣੇ ਪਤੀ ਨੂੰ ਜ਼ਿਹਨੀ ਅਪਾਹਜ ਬਣਾਉਣ ਤੋਂ ਬਾਅਦ ਵੀ ਉਸ ਦੀ ਸਿਹਤ ਪ੍ਰਤੀ ਫ਼ਿਕਰਮੰਦੀ ਦਾ ਪਖੰਡ ਕਰਦੀ ਹੈ। ਉਹ ਸਮਾਜ ਦੇ ਉਨ੍ਹਾਂ ਬਹੁ-ਗਿਣਤੀ ਲੋਕਾਂ ਦੀ ਮਾਨਸਿਕਤਾ ਦੀ ਪ੍ਰਤੀਨਿਧਤਾ ਕਰਦੀ ਹੈ, ਜਿਹੜੇ ਬੇਬੀਆਂ ਕਦਰਾਂ-ਕੀਮਤਾਂ, ਸਾਮੰਤੀ ਜੀਵਨ-ਮੁੱਲਾਂ ਨੂੰ ਕਾਇਮ ਰੱਖਣਾ ਚਾਹੁੰਦੇ ਹਨ ਭਾਵੇਂ ਇਸ ਨਾਲ ਸਮਾਜ ਦੀ ਜਿੰਨੀ ਮਰਜ਼ੀ ਦੁਰਦਸ਼ਾ ਹੋ ਜਾਵੇ।

ਸਾਇਕੋਲੋਜੀ ਦਾ ਪ੍ਰੋਫੈਸਰ ਨਾਗੀ ਇੱਕ ਕਾਮੀ ਪੁਰਸ਼ ਹੈ, ਜਿਹੜਾ ਸਾਡੇ ਸਮਾਜ ਦੇ ਅਜਿਹੇ ਮਰਦਾਂ ਦੀ ਪ੍ਰਤੀਨਿਧਤਾ ਕਰਦਾ ਹੈ, ਜਿਹੜੇ ਲੋਕ ਕੁੜੀ/ਔਰਤ ਨੂੰ ਕੇਵਲ ਇੱਕ ਦੇਹ ਵਜੋਂ ਹੀ ਦੇਖਦੇ ਹਨ ਅਤੇ ਉਸ ਤੋਂ ਦੇਹਿਕ ਸੁਖ ਪ੍ਰਾਪਤ ਕਰਨ ਲਈ ਆਪਣੇ ਵਿਆਹੁਤਾ ਰਿਸ਼ਤਿਆਂ ਨਾਲ ਬੇਈਮਾਨੀ ਕਰਦੇ ਹਨ।

ਰਾਜੀ ਇੱਕ ਮਾਸੂਮ ਕੁੜੀ ਹੈ ਜਿਹੜੀ ਕਿ ਜਵਾਨੀ ਦੇ ਜੋਸ਼ ਵਿੱਚ ਹੋਸ਼ ਗੰਵਾ ਕੇ ਇੱਕ ਵਿਆਹੇ ਮਰਦ ਨਾਲ ਸਬੰਧ ਕਾਇਮ ਕਰ ਲੈਂਦੀ ਹੈ। ਉਹ ਇਸ਼ਕ ਤੇ ਰਿਸ਼ਤਿਆਂ ਨੂੰ ਲੈ ਕੇ ਅੱਤ ਦੀ ਭਾਵੁਕ ਵੀ ਹੈ, ਇਸੇ ਲਈ ਪ੍ਰੋਫੈਸਰ ਦੀ ਬੀਵੀ ਵੱਲੋਂ ਖਾਧੀਆਂ ਜਾਣ ਵਾਲੀਆਂ ਨੀਂਦ ਦੀਆਂ ਗੋਲੀਆਂ ਆਪ ਖਾ ਕੇ, ਇਸ ਪਥਰੀਲੇ ਸਮਾਜ ਨੂੰ ਅਲਵਿਦਾ ਆਖ ਜਾਂਦੀ ਹੈ।

5.4.5. ਭਾਸ਼ਾ ਅਤੇ ਵਾਰਤਾਲਾਪ/ਸੰਵਾਦ

ਨਾਟਕਕਾਰ ਗੁਰਸ਼ਰਨ ਸਿੰਘ ਬਾਰੇ ਇਹ ਧਾਰਨਾ ਬਣੀ ਰਹੀ ਹੈ ਕਿ ਉਹ ਨਾਟਕੀ ਸ਼ਿਲਪ ਉੱਪਰ ਬਹੁਤਾ ਧਿਆਨ ਨਹੀਂ ਸਨ ਦਿੰਦੇ ਪਰ ਇਹ ਇਕਾਂਗੀ ਇਸ ਧਾਰਨਾ ਨੂੰ ਰੱਦ ਕਰਦੀ ਹੈ। ਇਸ ਇਕਾਂਗੀ ਵਿੱਚ ਗੁਰਸ਼ਰਨ ਸਿੰਘ ਨੇ ਬਹੁਤ ਮਾਂਜ-ਸੁਆਰ ਕੇ ਵਾਰਤਾਲਾਪ ਲਿਖੇ ਹਨ। ਵਾਰਤਾਲਾਪ ਬਹੁਤ ਸੰਜਮੀ, ਤਰਾਸ਼ੇ ਹੋਏ, ਗੰਭੀਰ, ਪ੍ਰਪੱਕ ਵਿਚਾਰਧਾਰਾ ਦੀ ਪੇਸ਼ਕਾਰੀ ਕਰਦੇ ਹਨ। ਉਦਾਹਰਨ ਵੇਖੋ :

ਖਾਵੰਦ : ਹਾਂ ਕਬਰਿਸਤਾਨ, ਜਿੱਥੇ ਮਨੁੱਖੀ ਕੀਮਤਾਂ ਦੀ ਕਦਰ ਨਹੀਂ ਰੀਤਾਂ ਦੀ ਕਦਰ ਹੈ, ਜਿੱਥੇ ਜੀਂਦੀ-ਜਾਗਦੀ ਜ਼ਿੰਦਗੀ ਦੀ ਨਹੀਂ, ਸਗੋਂ ਜ਼ਿੰਦਗੀ ਦੇ ਪਥਰਾਏ ਰੂਪ ਦੀ ਕਦਰ ਕੀਤੀ ਜਾਂਦੀ ਹੈ, ਜਿੱਥੇ ਜ਼ਿੰਦਗੀ ਨੂੰ ਮਜਬੂਰ ਕੀਤਾ ਜਾਂਦਾ ਹੈ ਕਿ ਉਹ ਕਿਸੇ ਦੇ ਇਸ਼ਾਰੇ 'ਤੇ ਚੱਲੇ, ਮੈਨੂੰ ਜ਼ਿੰਦਗੀ ਦੀ ਇਸ ਚਾਲ ਨਾਲ ਨਫ਼ਰਤ ਹੈ।

ਭਾਸ਼ਾਈ ਰੂਪ ਵਿੱਚ ਇਹ ਇਕਾਂਗੀ ਪ੍ਰਤੀਕਾਂ ਨਾਲ ਭਰੀ ਪਈ ਹੈ। ਬੰਦ ਕਮਰੇ (ਖੜੋਤ, ਖੋਖਲੇ ਆਦਰਸ਼, ਬੰਦ ਸੋਚਾਂ), ਅਪਾਹਜ (ਕੁਝ ਨਾ ਕਰ ਸਕਣ ਦੀ ਅਸਮਰਥਾ), ਢੀਠ ਬੂਟੀ (ਜਿਹੜੀ ਹਰੇਕ ਹਾਲਾਤ ਦਾ ਸਾਹਮਣੇ ਕਰ ਕੇ ਵੀ ਵਧਦੀ-ਫੁਲਦੀ ਰਹਿੰਦੀ ਹੈ), ਜੰਦਰੇ (ਰੋਕ), ਕਬਰਿਸਤਾਨ (ਜ਼ਿੰਦਗੀ ਜਿਊਣ ਦੀ ਉਮੰਗ ਦਾ ਖ਼ਾਤਮਾ), ਬੁੱਢੀ ਡੈਣ (ਬੁਰੀ ਤਾਕਤ), ਖਾਵੰਦ ਦਾ ਵੀਲ੍ਹ ਚੇਅਰ ਤੋਂ ਥੱਲੇ ਡਿੱਗ ਕੇ ਕੁਰਸੀ ਨੂੰ ਫੜ ਕੇ ਪਤਨੀ ਪਿੱਛੇ ਨਾ ਜਾਣ ਦੀ ਜਦੋਜਹਿਦ (ਪੁਰਾਤਨ ਰਵਾਇਤਾਂ ਨੂੰ ਰੱਦਣ ਦਾ ਹੌਸਲਾ) ਆਦਿ ਕਿੰਨੇ ਹੀ ਪ੍ਰਤੀਕ ਹਨ, ਜੋ ਇਸ ਇਕਾਂਗੀ ਦੇ ਵਾਰਤਾਲਾਪ ਅਤੇ ਵਾਰਤਾਲਾਪਾਂ ਪਿਛਲੇ ਅਰਥਾਂ ਨੂੰ ਬਹੁ-ਅਰਥੀ, ਬਹੁ-ਦਿਸ਼ਾਵੀ ਤੇ ਬਹੁ-ਪਰਤੀ ਬਣਾ ਦਿੰਦੇ ਹਨ।

5.4.6. ਵਾਤਾਵਰਨ ਅਤੇ ਰੰਗਮੰਚਤਾ

‘ਬੰਦ ਕਮਰੇ’ ਯਥਾਰਥਕ ਰੰਗਤ ਵਾਲਾ ਇਕਾਂਗੀ ਹੈ। ਇਸ ਦਾ ਸਾਰਾ ਕਾਰਜ ਇੱਕ ਕਮਰੇ ਵਿੱਚ ਹੀ ਵਾਪਰਦਾ ਹੈ। ਇੱਕ ਮਧਵਰਗੀ ਪਰਿਵਾਰ ਦੇ ਇੱਕ ਕਮਰੇ ਨੂੰ ਸਧਾਰਨ ਸੈੱਟ ਰਾਹੀਂ ਦਿਖਾਇਆ ਜਾ ਸਕਦਾ ਹੈ। ਵੀਲ੍ਹ ਚੇਅਰ ਤੋਂ ਇਲਾਵਾ ਹੋਰ ਥੋੜ੍ਹੀਆਂ-ਬਹੁਤੀਆਂ ਪ੍ਰੋਪਸ ਹਨ ਜਿਨ੍ਹਾਂ ਨਾਲ ਯਥਾਰਥਕ ਰੰਗਤ ਨੂੰ ਹੋਰ ਗੂੜ੍ਹਿਆਂ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ। ਸ਼ੁਰੂਆਤੀ ਡਿਸਕ੍ਰਿਪਸ਼ਨ ਵਿੱਚ ਵਾਤਾਵਰਨ-ਸਿਰਜਣ ਲਈ ਇਸ਼ਾਰਾ ਕੀਤਾ ਗਿਆ ਹੈ :

ਇੱਕ ਕਮਰਾ ਜਿਸ ਵਿੱਚ ਫਰਨੀਚਰ ਬੇਢੰਗੇ ਤਰੀਕੇ ਨਾਲ ਤੁੰਨਿਆ ਪਿਆ ਹੈ। ਦੋ
ਦੀਵਾਨ ਹਨ, ਜਿਹੜੇ ਸੌਣ ਵਾਲੇ ਮੰਜੇ ਦਾ ਵੀ ਕੰਮ ਦੇਂਦੇ ਹਨ।

ਸਾਰਾ ਕਾਰਜ ਵਰਤਮਾਨ ਵਿੱਚ ਹੀ ਵਾਪਰਦਾ ਹੈ ਅਤੇ ਤਿੰਨੇ ਭਾਗਾਂ ਵਿੱਚ ਸਮਾਂ ਦਿਨ ਦਾ ਹੈ। ਬਹੁਤ ਘੱਟ ਪਾਤਰਾਂ ਨਾਲ ਖੇਡਿਆ ਜਾਣ ਵਾਲਾ ਇਹ ਇਕਾਂਗੀ ਇੱਕੋ ਸਥਾਨ ਅਤੇ ਇੱਕੋ ਜਿਹੇ ਵਾਤਾਵਰਨ ਦੀ ਉਪਜ ਹੈ ਇਸ ਲਈ ਵਾਤਾਵਰਨ ਸਿਰਜਣ ਲਈ ਬਹੁਤਾ ਯਤਨ ਨਹੀਂ ਕਰਨਾ ਪੈਂਦਾ। ਪੂਰੇ ਇਕਾਂਗੀ ਵਿੱਚ ਕਾਰਜ ਦੀ ਘਾਟ ਰੜਕਦੀ ਹੈ, ਜਿਸ ਨੂੰ ਕਿ ਤਿੱਖੇ ਵਾਰਤਾਲਾਪ ਰਾਹੀਂ ਪੂਰਨ ਦੀ ਕੋਸ਼ਿਸ਼ ਕੀਤੀ ਗਈ ਹੈ। ਜ਼ਿਆਦਾਤਰ ਵਾਰਤਾਲਾਪ ਫਿਲਾਸਫੀਕਲ ਬਹਿਸ ਦੇ ਰੂਪ ਵਿੱਚ ਹਨ, ਇਸ ਲਈ ਮੰਚ ਉੱਤੇ ਤੁਰਨ-ਫਿਰਨ (Movements) ਦੀ ਗਤੀਵਿਧੀ ਕਾਫ਼ੀ ਮੱਠੀ ਹੈ। ਇੱਕ ਪਾਤਰ (ਖਾਵੰਦ) ਤਾਂ ਵੀਲ੍ਹ ਚੇਅਰ ਉੱਤੇ ਹੈ ਜਿਸ ਕਰਕੇ ਦੂਸਰੇ ਪਾਤਰ (ਬੀਵੀ) ਨੂੰ ਹੀ ਮੰਚ ’ਤੇ ਨਾਟਕੀ ਕਾਰਜ ਨੂੰ ਭਖਾਈ ਰੱਖਣ ਲਈ ਮਿਹਨਤ ਕਰਨੀ ਪੈਂਦੀ ਹੈ। ਰੋਸ਼ਨੀ ਲਈ ਵੀ ਉਚੇਚ ਕਰਨ ਦੀ ਲੋੜ ਨਹੀਂ ਪੈਂਦੀ। ਵਿਸ਼ੇਸ਼ ਪਿੱਠਵਰਤੀ ਸੰਗੀਤ ਵੀ ਨਹੀਂ ਵਰਤਿਆ ਜਾ ਸਕਦਾ ਹੈ, ਸੇ ਦਰਸ਼ਕ ਨੂੰ ਬੰਨ੍ਹੀ ਰੱਖਣ ਦਾ ਭਾਰ ਅਦਾਕਾਰਾਂ ਦੇ ਮੋਢਿਆਂ ’ਤੇ ਆ ਖਲੋਂਦਾ ਹੈ।

5.4.7. ਇਕਾਂਗੀ ਲਿਖਣ ਪਿੱਛੇ ਇਕਾਂਗੀਕਾਰ ਦਾ ਉਦੇਸ਼

ਇਕਾਂਗੀਕਾਰ ਇਸ ਇਕਾਂਗੀ ਰਾਹੀਂ ਜੜ੍ਹ ਹੋਏ ਮਨੁੱਖੀ ਮਨ ਨੂੰ ਸੰਵੇਦਨਸ਼ੀਲ ਬਣਾਉਣਾ ਚਾਹੁੰਦਾ ਹੈ ਤਾਂ ਕਿ ਸੰਵੇਦਨਸ਼ੀਲਤਾ ਨਾਲ ਉਨ੍ਹਾਂ ਥੋਥੀਆਂ ਰਵਾਇਤਾਂ, ਅਡੰਬਰੀ ਵਿਖਾਵੇ ਨੂੰ ਮਨਫ਼ੀ ਕੀਤਾ ਜਾ ਸਕੇ। ਮਨੁੱਖ ਨੂੰ ਬੇਲੋੜੀ ਆਜ਼ਾਦੀ ਅਤੇ ਬੰਦਿਸ਼ ਦੇਹਾਂ ਤੋਂ ਤੈਬਾ ਕਰ ਕੇ ਮੱਧਮ ਮਾਰਗ ਨੂੰ ਤਲਾਸ਼ਣ ਦਾ ਯਤਨ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ। ਇਸਦੇ

ਨਾਲ ਹੀ ਇਕਾਂਗੀਕਾਰ ਇਹ ਸੁਨੇਹਾ ਵੀ ਸਿਰਜਦਾ ਹੈ ਕਿ ਕੁੜੀ/ਔਰਤ ਨੂੰ ਕੇਵਲ ਦੇਹਿਕ ਸੰਦਰਭ ਵਿੱਚ ਹੀ ਨਹੀਂ ਵੇਖਣਾ ਚਾਹੀਦਾ ਬਲਕਿ ਉਸ ਦੇ ਮਨ, ਮਨ ਵਿਚਲੀਆਂ ਕੋਮਲ ਭਾਵਨਾਵਾਂ ਤੇ ਜਜ਼ਬਿਆਂ ਨੂੰ ਵੀ ਫੜਨਾ ਚਾਹੀਦਾ ਹੈ।

5.4.8 ਅਭਿਆਸ ਲਈ ਪ੍ਰਸ਼ਨ

1. ਗੁਰਸ਼ਰਨ ਸਿੰਘ ਰਚਿਤ ਇਕਾਂਗੀ ‘ਬੰਦ ਕਮਰੇ’ ਦਾ ਵਿਸ਼ਾ-ਵਸਤੂ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖੋ।
2. ਇਕਾਂਗੀ ‘ਬੰਦ ਕਮਰੇ’ ਲਿਖਣ ਪਿੱਛੇ ਗੁਰਸ਼ਰਨ ਸਿੰਘ ਦਾ ਕੀ ਉਦੇਸ਼ ਦਿਖਾਈ ਦਿੰਦਾ ਹੈ ?
3. ਇਕਾਂਗੀ ‘ਬੰਦ ਕਮਰੇ’ ਦੇ ਪਾਤਰਾਂ ਦੀ ਚਰਿਤ੍ਰਕ ਵਿਸ਼ੇਸ਼ਤਾ ਉੱਤੇ ਰੋਸ਼ਨੀ ਪਾਓ।

5.5. ਅਜਮੇਰ ਐਲਖ ਰਚਿਤ ਇਕਾਂਗੀ ‘ਬਗਾਨੇ ਬੋਹੜ ਦੀ ਛਾਂ’ ਦਾ ਆਲੋਚਨਾਤਮਕ ਅਧਿਐਨ

5.5.1. ਇਕਾਂਗੀਕਾਰ ਅਜਮੇਰ ਸਿੰਘ ਐਲਖ ਨਾਲ ਜਾਣ-ਪਛਾਣ

ਅਜਮੇਰ ਸਿੰਘ ਐਲਖ ਪੰਜਾਬੀ ਨਾਟਕਕਾਰਾਂ ਦੀ ਤੀਜੀ ਪੀੜ੍ਹੀ ਵਿੱਚੋਂ ਪ੍ਰਮੁੱਖ ਹਸਤਾਖਰ ਹੈ। ਉਸ ਨੇ ਡੇਢ ਦਰਜਨ ਤੋਂ ਵਧੇਰੇ ਨਾਟ-ਲਿਖਤਾਂ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਝੋਲੀ ਪਾਈਆਂ। ਅਜਮੇਰ ਐਲਖ ਦੀਆਂ ਪ੍ਰਮੁੱਖ ਨਾਟ-ਲਿਖਤਾਂ ਹਨ : ਅਰਬਦ ਨਰਬਦ ਧੁੰਧੁਕਾਰਾ, ਬਗਾਨੇ ਬੋਹੜ ਦੀ ਛਾਂ, ਸੱਤ ਬੇਗਾਨੇ, ਸਲਵਾਨ, ਗਾਨੀ, ਇੱਕ ਸੀ ਦਰਿਆ, ਝਨਾਂ ਦੇ ਪਾਣੀ, ਕਿਹਰ ਸਿੰਘ ਦੀ ਮੌਤ, ਨਿੱਕੇ ਸੂਰਜਾਂ ਦੀ ਲੜਾਈ ਆਦਿ। ਅਜਮੇਰ ਸਿੰਘ ਐਲਖ ਨੂੰ ਉਨ੍ਹਾਂ ਦੇ ਇਕਾਂਗੀ-ਸੰਗ੍ਰਹਿ ‘ਇਸ਼ਕ ਬਾਝ ਨਮਾਜ ਦਾ ਹੱਜ ਨਾਹੀ’ ਲਈ ਭਾਰਤੀ ਸਾਹਿਤ ਅਕਾਦਮੀ ਵੱਲੋਂ ਸਾਲ 2006 ਵਿੱਚ ਪੁਰਸਕਾਰ ਦਿੱਤਾ ਗਿਆ।

5.5.2. ‘ਬਗਾਨੇ ਬੋਹੜ ਦੀ ਛਾਂ’ ਇਕਾਂਗੀ ਦਾ ਵਿਸ਼ਾ-ਵਸਤੂ

ਇਕਾਂਗੀ ‘ਬਗਾਨੇ ਬੋਹੜ ਦੀ ਛਾਂ’ ਵਿੱਚ ਇਕਾਂਗੀਕਾਰ ਐਲਖ ਇੱਕ ਅਜਿਹੇ ਪੇਂਡੂ ਕਿਸਾਨ ਪਰਿਵਾਰ ਦੀ ਯਥਾਰਥਕ ਤਸਵੀਰ ਪੇਸ਼ ਕਰਦਾ ਹੈ, ਜਿਹੜਾ ਥੋੜ੍ਹੀ ਜ਼ਮੀਨ ਕਾਰਨ ਜਾਂ ਜ਼ਮੀਨ ਦੇ ਵੰਡੇ ਜਾਣ ਕਾਰਨ ਆਪਣੀ ਕਬੀਲਦਾਰੀ ਨੂੰ ਸਾਵੀਂ ਤੋਰ ਤੋਰਨ ਤੋਂ ਅਸਮਰਥ ਹੋ ਜਾਂਦਾ ਹੈ। ਇਕਾਂਗੀਕਾਰ ਨੇ ਇਸ ਇਕਾਂਗੀ ਵਿੱਚ ਜਿੱਥੇ ਆਰਥਿਕ ਮੰਦਹਾਲੀ, ਛੋਟੀ ਕਿਸਾਨੀ ਦੀ ਥੋੜ੍ਹੀ ਜ਼ਮੀਨ ਨੂੰ ਵਿਸ਼ਾ ਬਣਾਇਆ ਹੈ, ਉੱਥੇ ਹੀ ਸ਼ਾਹੂਕਾਰਾਂ ’ਤੇ ਨਿਰਭਰਤਾ ਤੇ ਉਨ੍ਹਾਂ ਵੱਲੋਂ ਕੀਤੀ ਜਾਂਦੀ ਲੁੱਟ-ਖਸੁੱਟ, ਕਾਮਾ ਸ਼ਰੇਣੀ ਦੇ ਕਰਜ਼ਈ ਹੋਣ ਕਾਰਨ ਉਨ੍ਹਾਂ ਵੱਲੋਂ ਆਪਣੇ ਬੱਚਿਆਂ ਨੂੰ ਸੀਰੀ ਰਲਾਉਣਾ, ਸ਼ਰੀਕਾਂ ਦੇ ਝਗੜੇ, ਸ਼ਾਹੂਕਾਰੀ ਸਿਸਟਮ ਦੀਆਂ ਇਕਾਈਆਂ ਦੁਆਰਾ ਕੀਤੇ ਜਾਂਦੇ ਘਾਲੇ-ਮਾਲੇ ਅਤੇ ਕਿਸਾਨੀ ਦੇ ਨਿਘਾਰ ਦੀ ਤਸਵੀਰ ਨੂੰ ਉਜਾਗਰ ਕੀਤਾ ਹੈ।

5.5.3. ਕਥਾਨਕ

ਇਕਾਂਗੀਕਾਰ ਅਜਮੇਰ ਔਲਖ ਨੇ ਇਸ ਇਕਾਂਗੀ ਦੇ ਕਥਾਨਕ ਵਿੱਚ ਪੇਸ਼ਕਾਰੀਆਂ ਅਨੁਸਾਰ ਕਾਫ਼ੀ ਵਾਰ ਵਾਧਾ-ਘਾਟਾ, ਸੋਧ-ਸੁਧਾਈ ਕੀਤੀ ਹੈ। ਉਸ ਨੇ ਘਟਨਾ-ਕ੍ਰਮ ਦੇ ਚੋਖਟੇ ਨੂੰ ਜਿਉਂ ਦਾ ਤਿਉਂ ਰੱਖ ਕੇ ਇਸ ਵਿੱਚ ਪਾਤਰਾਂ ਦੀ ਗਿਣਤੀ ਘਟਾਈ-ਵਧਾਈ ਹੈ। ਬਿਸ਼ਨੀ ਬੁੜੀ ਅਤੇ ਸੀਰੀ ਦੋਲੇ ਦਾ ਪਾਤਰ ਬਾਅਦ ਵਿੱਚ ਜੋੜਿਆ ਹੈ।

ਮੱਧਵਰਗੀ ਕਿਰਸਾਨ ਗੱਜਣ ਸਿੰਘ ਲੱਤ 'ਤੇ ਸੱਟ ਵੱਜਣ ਕਾਰਨ ਤੁਰ-ਫਿਰ ਕੇ ਕੰਮ ਕਰਨ ਤੋਂ ਅਸਮਰਥ ਹੈ। ਉਹ ਆਰਾਮ ਕਰਨ ਹਿੱਤ, ਸਰਦੇ-ਪੁਜਦੇ ਜ਼ਿੰਮੀਦਾਰ ਗੁਆਂਢੀਆਂ ਦੇ ਵਿਹੜੇ ਵਿੱਚ ਲੱਗੇ ਬੋਹੜ ਦੀ, ਉਸਦੇ ਘਰ ਵੱਲੂ ਆਉਂਦੀ ਛਾਂ ਹੇਠ ਮੰਜੀ ਡਾਹ ਕੇ ਬੈਠਾ ਹੈ ਪਰ ਗੱਜਣ ਨੂੰ ਉਹ ਆਰਾਮ ਨਸੀਬ ਨਹੀਂ ਹੁੰਦਾ, ਜਿਸ ਕਰਕੇ ਉਹ ਮਾਨਸਿਕ ਤੇ ਸਰੀਰਕ ਰੂਪ ਵਿੱਚ ਬੇਆਰਾਮ ਹੈ। ਉਸ ਦੀ ਬੇਆਰਾਮੀ ਦਾ ਸਬੱਬ ਉਸਦੇ ਆਪਣੇ ਘਰ ਦੀਆਂ ਨਿੱਜੀ ਸਮੱਸਿਆਵਾਂ ਨੇ ਜਿਹੜੀਆਂ ਕਿ ਬਹੁਤੀਆਂ ਆਰਥਿਕਤਾ ਨਾਲ ਜੁੜੀਆਂ ਹੋਈਆਂ ਹਨ। ਇਸ ਤੋਂ ਇਲਾਵਾ ਹੋਰਨਾਂ ਲੋਕਾਂ (ਪੀਤਾ ਅਮਲੀ, ਭਰਾ ਗੋਲਾ, ਦੋਲਾ ਅਤੇ ਬਿਸ਼ਨੀ ਬੁੜੀ) ਦੀਆਂ ਸਮੱਸਿਆਵਾਂ ਵੀ ਉਸ ਦੀ ਬੇਆਰਾਮੀ ਵਿੱਚ ਵਾਧਾ ਕਰਦੀਆਂ ਹਨ। ਕੋਠੇ ਜਿੱਡੀ ਧੀ ਦਾ ਬੁੜੀ ਆਰਥਿਕਤਾ ਕਰਕੇ ਹੱਥ ਪੀਲੇ ਨਾ ਕਰ ਸਕਣ ਦੀ ਅਸਮਰੱਥਾ, ਆੜਤੀਏ ਕਾਸ਼ੀ ਰਾਮ ਤੋਂ ਉਧਾਰ ਫੜੇ ਪੈਸੇ ਵਾਪਸ ਨਾ ਕਰਨ ਦਾ ਸੰਤਾਪ, ਛੋਟੇ ਮੁੰਡੇ ਵੱਲੋਂ ਕੀਤੀ ਜਾ ਰਹੀ ਐਸ਼/ਅੱਯਾਸ਼ੀ ਆਦਿ ਉਸ ਨੂੰ ਬੇਆਰਾਮ ਕਰ ਕੇ ਤਲਖੀ ਪੈਦਾ ਕਰਦੇ ਹਨ।

ਇਸ ਇਕਾਂਗੀ ਵਿੱਚ ਤਿੰਨੇ ਏਕਤਾਵਾਂ (ਸਮਾਂ, ਸਥਾਨ, ਸਥਿਤੀ/ਕਾਰਜ) ਦਾ ਪਾਲਣ ਬਾਖ਼ੂਬੀ ਕੀਤਾ ਗਿਆ ਹੈ। ਸਮਾਂ ਵਰਤਮਾਨ, ਹਾੜ੍ਹ ਦੀ ਇੱਕ ਦੁਪਹਿਰ, ਸਵੇਰ ਦੇ ਦਸ ਕੁ ਵਜੇ ਦਾ ਹੈ। ਸਾਰਾ ਕਾਰਜ-ਕ੍ਰਮ ਅੱਧੇ-ਪੌਣੇ ਘੰਟੇ ਵਿੱਚ ਹੀ ਸੰਪੂਰਨ ਹੋ ਜਾਂਦਾ ਹੈ। ਸਥਾਨ ਮਾਲਵੇ ਦੇ ਇੱਕ ਪਿੰਡ ਵਿੱਚ ਗੱਜਣ ਸਿੰਘ ਦੇ ਘਰ ਦਾ ਵਿਹੜਾ ਹੈ ਜਿੱਥੇ ਗੁਆਂਢੀਆਂ ਦੇ ਬੋਹੜ ਦੀ ਛਾਂ ਆ ਰਹੀ ਹੈ, ਜਿਹੜਾ ਪਰਦਾ ਉੱਠਣ ਤੋਂ ਲੈ ਕੇ ਪਰਦਾ ਡਿੱਗਣ ਤੱਕ ਸਥਾਪਤ ਰਹਿੰਦਾ ਹੈ, ਨਹੀਂ ਬਦਲਦਾ। ਕਾਰਜ ਦੀ ਏਕਤਾ ਦੇ ਨਜ਼ਰੀਏ ਤੋਂ ਵਾਚੀਏ ਤਾਂ ਇਹ ਏਕਤਾ ਵੀ ਕਾਇਮ ਰਹਿੰਦੀ ਹੈ। ਗੱਜਣ ਸਿੰਘ ਆਰਾਮ ਕਰਨ ਲਈ ਮੰਜੇ ਉੱਤੇ ਬੈਠਦਾ ਹੈ ਪਰ ਅਖੀਰ ਤੱਕ ਉਸਨੂੰ ਆਰਾਮ ਨਸੀਬ ਨਹੀਂ ਹੁੰਦਾ। ਇਕਾਂਗੀ ਦੇ ਸਿਖਰ 'ਤੇ ਪਹੁੰਚ ਕੇ ਉਸਨੂੰ ਉਹ ਆਰਾਮ ਤਿਆਗ ਕੇ ਉੱਠਣਾ ਪੈਂਦਾ ਹੈ।

ਹਾਲਾਂਕਿ ਸਾਰੀਆਂ ਘਟਨਾਵਾਂ ਵੱਖੋ-ਵੱਖਰੀਆਂ ਹਨ ਪਰ ਜਿਹੜਾ ਸੂਤਰ ਸਾਰੀਆਂ ਖਿੱਲਰੀਆਂ-ਪੁੱਲਰੀਆਂ ਘਟਨਾਵਾਂ ਨੂੰ ਇੱਕ ਸੂਤਰ ਵਿੱਚ ਪਰੋਂਦਾ ਹੈ, ਉਹ ਹੈ ਬੁੜੀ ਆਰਥਿਕਤਾ, ਜਿਸ ਕਰਕੇ ਸਭ ਨੂੰ ਸੰਤਾਪ ਭੋਗਣਾ ਪੈ ਰਿਹਾ ਹੈ।

5.5.4. ਪਾਤਰ ਅਤੇ ਪਾਤਰ ਚਿਤਰਨ

ਇਸ ਇਕਾਂਗੀ ਵਿੱਚ ਲਗਭਗ 11-12 ਪਾਤਰ ਹਨ, ਜਿਨ੍ਹਾਂ ਵਿੱਚੋਂ 7 ਪਾਤਰ ਗੱਜਣ ਸਿੰਘ ਦੇ ਆਪਣੇ ਪਰਿਵਾਰ ਨਾਲ ਸਬੰਧਤ ਹਨ ਅਤੇ ਬਾਕੀ ਉਸ ਦੇ ਪਿੰਡ-ਵਾਸੀ ਹਨ। ਇਹ ਆਮ ਜੀਵਨ ਵਿੱਚ, ਸਧਾਰਨ ਹਾਲਤਾਂ ਵਿੱਚ ਜਿਉਂਦੇ-ਜਾਗਦੇ ਹੱਡ-ਮਾਸ ਦੇ ਪਾਤਰ ਹਨ।

ਇਸ ਇਕਾਂਗੀ ਦੇ ਪਾਤਰ, ਇਕਾਂਗੀ ਦੇ ਮੁੱਖ ਵਿਸ਼ੇ ਨੂੰ ਉਭਾਰਨ ਵਿੱਚ ਅਤੇ ਸਥਿਤੀ ਨੂੰ ਸਿਖਰ ਉੱਤੇ ਲਿਜਾਉਣ ਵਿੱਚ ਸਹਾਈ ਹੁੰਦੇ ਹਨ। ਇਕਾਂਗੀਕਾਰ ਮਾਲਵੇ ਇਲਾਕੇ ਦੇ ਦਰਮਿਆਨੇ ਕਿਸਾਨਾਂ ਦੀ ਬੁੜ੍ਹੀ ਆਰਥਿਕਤਾ ਨੂੰ ਪ੍ਰਸਤੁਤ ਕਰਨ ਲਈ ਪਾਤਰਾਂ ਨੂੰ Tool ਵਾਂਗ ਵਰਤਦਾ ਹੈ। ਪਾਤਰਾਂ ਦੇ ਵਿਹਾਰ ਵਿੱਚੋਂ ਯਥਾਰਥਕਤਾ ਝਲਦੀ ਹੈ ਅਤੇ ਸਾਰੇ ਪਾਤਰ ਮੰਚ ਉੱਤੇ ਅਸਲ ਜ਼ਿੰਦਗੀ ਵਾਂਗ ਹੀ ਵਿਹਾਰ (Behave) ਕਰਦੇ ਨਜ਼ਰੀਂ ਪੈਂਦੇ ਹਨ।

5.5.5. ਭਾਸ਼ਾ ਤੇ ਵਾਰਤਾਲਾਪ/ਸੰਵਾਦ

ਇਕਾਂਗੀਕਾਰ ਨੇ ਪਾਤਰਾਂ ਦੇ ਆਪਸੀ ਸੰਵਾਦ ਹਿੱਤ ਮਲਵਈ ਭਾਸ਼ਾ ਵਰਤੀ ਹੈ, ਜਿਸ ਨਾਲ ਇਕਾਂਗੀ ਦੀ ਰੰਗਤ ਪ੍ਰਕ੍ਰਿਤਕ ਯਥਾਰਥਮਈ ਹੋ ਨਿਬੜਦੀ ਹੈ। ਇਕਾਂਗੀਕਾਰ ਨੇ ਵਾਰਤਾਲਾਪ ਦੀ ਘਾੜਤ ਲਈ ਕਿਸੇ ਤਰ੍ਹਾਂ ਦਾ ਉਚੇਚ ਨਹੀਂ ਵਰਤਿਆ ਗਿਆ ਬਲਕਿ ਮਾਲਵੇ ਦੀ ਆਮ ਲੋਕਾਈ ਵੱਲੋਂ ਬੋਲੀ ਜਾਣ ਵਾਲੀ, ਲੋਕ ਰੰਗਤ ਵਾਲੀ ਅਤੇ ਲੋਕ-ਮੁਹਾਵਰੇ ਵਾਲੀ ਠੇਠ ਭਾਸ਼ਾ ਨੂੰ ਹੀ ਵਰਤਿਆ ਹੈ। ਵਾਰਤਾਲਾਪ ਸੰਜਮਮਈ, ਸਰਲ ਅਤੇ ਚੁਸਤ ਹਨ ਜਿਸ ਤੋਂ ਪਿੰਡ ਦੀ ਕਿਸਾਨੀ ਦੇ ਪਾਤਰਾਂ ਦੀ ਤਸਵੀਰ ਉਘੜਦੀ ਹੈ :

ਗੱਜਣ : ਓ ਕਿੱਥੇ ਪੀਤਾ ਸਿਆਂ ? ਮਹੀਨਾ ਹੋ ਗਿਆ ਨੂੜੀ ਫਿਰਦੇ ਨੂੰ ਉੱਤੋਂ ਕੰਮ ਦਾ ਰੁੱਤ ਐ, ਬੜਾ ਕਸੂਤਾ ਹੋਇਐ ਪਿਆ, ਕੀ ਕਰੀਏ ?

ਪੀਤਾ : ਓ ਐਵੇਂ ਨ ਤੂੰ ਫਿਕਰ ਕਰਿਆ ਕਰ ਚਾਚਾ ਸਿਆਂ। ਸੁਖ ਨਾਲ ਮੁੰਡਾ ਤੇਰਾ ਕਮਾਉ। ਛੋਟਾ ਵੀ ਸਾਲ-ਛੀ ਮਹੀਨਿਆਂ ਨੂੰ ਕਿਸੇ ਹੁੰਦੇ 'ਤੇ ਲੱਗਿਆ ਲੈ.... ਫਿਰ ਭਾਈ, ਰੱਬ ਤੇਰਾ ਭਲਾ ਕਰੇ, ਬੋਹੜ ਦੀ ਛਾਂ ਤੇਰੇ ਬਾਰ ਮੂਹਰੇ। ਛਾਵੇਂ ਬੈਠਾ ਆਵਦੀ ਭਜਣ ਬੰਦਗੀ ਕਰਦੈ , ਤੇਰੇ ਅਰਗਾ ਤਾਂ ਐਸ ਵਖਤ ਬਾਦਸ਼ਾਂ ਨੀ, ਕੀ ਕਹਿੰਦੈ ?

ਵਾਰਤਾਲਾਪ ਰਾਹੀਂ ਪਾਤਰ ਉਸਾਰੀ ਲਈ ਇਕਾਂਗੀਕਾਰ ਨੇ ਪਾਤਰਾਂ ਦੀ ਸਵੈ-ਕਥਨੀ, ਸਹਾਇਕ ਪਾਤਰਾਂ ਦੀ ਆਪਸੀ ਗੱਲਬਾਤ ਅਤੇ ਇੱਕ-ਦੋ ਥਾਈਂ ਮੰਚ-ਬਾਹਰੀ ਆਵਾਜ਼ਾਂ ਦੀ ਵੀ ਸਹਾਇਤਾ ਲਈ ਗਈ ਹੈ। ਲੋਕ-ਨਾਟ ਜੁਗਤਾਂ, ਪੇਂਡੂ ਲੋਕ-ਮੁਹਾਵਰਾ ਅਤੇ ਤਕੀਆ ਕਲਾਮ ਇਕਾਂਗੀ ਦੀ ਰੋਚਕਤਾ ਨੂੰ ਵਧਾਉਂਦੇ ਹਨ। ਲੋਕ-ਕਾਵਿ ਅਤੇ ਕਾਵਿ-ਟੋਟਿਆਂ ਦੀ ਵਰਤੋਂ ਨਾਟਕ ਦੇ ਰਸ ਨੂੰ ਦੁੱਗਣਾ ਕਰਦੀ ਹੈ।

5.5.6. ਵਾਤਾਵਰਨ ਅਤੇ ਰੰਗਮੰਚਤਾ

ਦਿੱਖਤ ਰੂਪ ਵਿੱਚ ਮੰਚ 'ਤੇ ਸੰਕੇਤਕ ਰੂਪ ਵਿੱਚ, ਬੋਹੜ ਦੀ ਇੱਕ ਟਾਹਣੀ ਦਿਖਾਈ ਦਿੰਦੀ ਹੈ। ਧੁੱਪ-ਛਾਂ ਨੂੰ ਰੋਸ਼ਨੀ ਜਾਂ ਕਿਸੇ ਵੀ ਹੋਰ ਸਹਾਇਤਾ ਰਾਹੀਂ ਦਰਸਾਇਆ ਜਾ ਸਕਦਾ ਹੈ। ਜਿਵੇਂ ਕਿ ਪਾਤਰ ਪੀਤੇ ਦੇ ਸੰਵਾਦ ਵਾਤਾਵਰਨ ਸਿਰਜਣਾ ਕਰਨ ਵਿੱਚ ਸਹਾਈ ਹੁੰਦੇ ਹਨ :

ਪੀਤਾ : (ਆਉਂਦਾ ਆਉਂਦਾ ਹੀ) ਅੱਗ ਕੀ ਵਰ੍ਹਦੀ ਐ ਚਾਚਾ ਸਿਆਂ, ਬੱਸ ਪੁੱਛ-ਈ ਕੁਸ਼ ਨਾ। (ਖੁੰਢ ਵੱਲੋਂ ਅਹੁਲਦਾ ਹੋਇਆ) ਆਹ ਬੋਹੜ ਦੀ ਛਾਂ ਥੱਲੇ ਕੁਸ਼ ਰਾਮਦਾਰੀ ਐ।

‘ਬਗਾਨੇ ਬੋਹੜ ਦੀ ਛਾਂ’ ਇੱਕ ਯਥਾਰਥਵਾਦੀ ਸ਼ੈਲੀ ਵਾਲੀ ਇਕਾਂਗੀ ਹੈ। ਸਥਾਨ ਵਜੋਂ ਇੱਕ ਪਿੰਡ ਦੇ ਘਰ ਦੇ ਬਾਹਰਲੇ ਵਿਹੜੇ ਨੂੰ ਸਿਰਜਿਆ ਗਿਆ ਹੈ। ਇਸ ਸਿਰਜਣਾ ਲਈ ਭਾਰੀ-ਭਰਕਮ ਸੈੱਟ ਦੀ ਲੋੜ ਨਹੀਂ, ਸਿਰਫ਼ ਕੁਝ-ਇੱਕ ਫ਼ਲੈਟ ਲਗਾ ਕੇ ਹੀ ਪ੍ਰਭਾਵ ਸਿਰਜਿਆ ਜਾ ਸਕਦਾ ਹੈ। ਸਧਾਰਨ ਵੇਸ-ਭੂਸ਼ਾ ਅਤੇ ਸਟਰੇਟ ਮੇਕਅੱਪ ਨਾਲ਼ ਹੀ ਇਸ ਇਕਾਂਗੀ ਨੂੰ ਖੇਡਿਆ ਜਾ ਸਕਦਾ ਹੈ। ਪਿੱਠਵਰਤੀ ਸੰਗੀਤ ਦੀ ਬਹੁਤੀ ਗੁੰਜਾਇਸ਼ ਤਾਂ ਨਹੀਂ ਪਰ ਫੇਰ ਵੀ ਸੁਰੂਆਤੀ ਤੇ ਆਖ਼ਰੀ ਗੀਤ ਦੀ ਪੇਸ਼ਕਾਰੀ ਲਈ, ਗੱਜਣ ਸਿੰਘ ਦੀ ਪਲ-ਪਲ ਵਧ ਰਹੀ ਬੇਆਰਾਮੀ ਜਾਂ ਤਲਖੀ ਨੂੰ ਦਰਸਾਉਣ ਲਈ, ਗੇਲੇ ਤੇ ਉਸ ਦੀ ਪਤਨੀ ਦੀ ਲੜਾਈ ਦੀ ਤੀਬਰਤਾ ਨੂੰ ਵਧਾਉਣ ਲਈ ਅਤੇ ਇਕਾਂਗੀ ਦੇ ਅੰਤ ‘ਤੇ ਲੜਾਈ ਦਾ ਮਾਹੌਲ ਬੰਨ੍ਹਣ ਲਈ ਪਿੱਠਵਰਤੀ ਸੰਗੀਤ ਵਰਤਿਆ ਜਾ ਸਕਦਾ ਹੈ, ਜਿਸ ਨਾਲ਼ ਕਿ ਯਥਾਰਥਕ ਪ੍ਰਭਾਵ ਹੋਰ ਗੂੜ੍ਹਾ ਹੋ ਜਾਵੇਗਾ। ਭਾਵੇਂ ਕਿ ਨਾਟਕ ਦਾ ਮੁੱਖ ਪਾਤਰ ਗੱਜਣ ਸਿੰਘ ਤੋਰਾ-ਫੇਰਾ ਨਹੀਂ ਕਰਦਾ ਪਰ ਇਕਾਂਗੀ ਦੇ ਹੋਰ ਪਾਤਰ ਮੰਚ ਉੱਤੇ ਮੂਵਮੈਂਟਸ ਰਾਹੀਂ ਨਾਟਕੀ ਕਾਰਜ ਨੂੰ ਭਖਾਈ ਰਖਦੇ ਹਨ ਅਤੇ ਨਾਟਕੀਅਤਾ ਬਰਕਰਾਰ ਰਹਿੰਦੀ ਹੈ। ਪਾਤਰਾਂ ਦੀ ਤੋਰ, ਉਨ੍ਹਾਂ ਦੇ ਸੁਭਾਅ ਅਤੇ ਉਨ੍ਹਾਂ ਦੀ ਵਰਤਮਾਨੀ ਦਸ਼ਾ ਨੂੰ ਜਾਹਰ ਕਰਦੀ ਹੈ। ਹਰੇਕ ਪਾਤਰ ਹੀ ਕੋਈ ਨਾ ਕੋਈ ਗੁੰਝਲ ਪੈਦਾ ਕਰਦਾ ਹੈ, ਜਿਸ ਨਾਲ਼ ਇਕਾਂਗੀ ਤੇਜ਼ੀ ਨਾਲ਼ ਆਪਣੇ ਸਿਖਰ ਵੱਲੋਂ ਵਧਦੀ ਜਾਂਦੀ ਹੈ।

5.5.7. ਇਕਾਂਗੀ ਲਿਖਣ ਪਿੱਛੇ ਇਕਾਂਗੀਕਾਰ ਦਾ ਉਦੇਸ਼

ਇਕਾਂਗੀਕਾਰ ਅਨੁਸਾਰ ਬਗਾਨੇ ਸਹਾਰਿਆਂ ਨਾਲ਼ ਜੀਵਨ ਬਸਰ ਨਹੀਂ ਹੋ ਸਕਦਾ। ਚੰਗੇਰਾ ਜੀਵਨ ਬਸਰ ਕਰਨ ਲਈ ਆਪਣੀਆਂ ਲੋੜਾਂ ਤੇ ਬੁਝਾਂ ਦੀ ਪੂਰਤੀ ਆਪ ਕਰਨੀ ਪੈਂਦੀ ਹੈ।

5.5.8 ਅਭਿਆਸ ਲਈ ਪ੍ਰਸ਼ਨ

1. ਇਕਾਂਗੀਕਾਰ ਅਜਮੇਰ ਐਲਖ ਨਾਲ਼ ਜਾਣ-ਪਛਾਣ ਕਰਵਾਓ।
2. ਇਕਾਂਗੀ ‘ਬਗਾਨੇ ਬੋਹੜ ਦੀ ਛਾਂ’ ਦੇ ਵਾਤਾਵਰਨ ਅਤੇ ਰੰਗਮੰਚਤਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦਿਓ।

3. ਇਕਾਂਗੀ 'ਬਗਾਨੇ ਬੋਹੜ ਦੀ ਛਾਂ' ਦੇ ਕਥਾਨਕ/ਪਲਾਟ/ਗੇਂਦ ਬਾਰੇ ਆਪਣੇ ਵਿਚਾਰ ਪਰਗਟ ਕਰੋ।

5.6. ਪਾਠ ਦਾ ਸਾਰ

ਉਪਰਕੇਰਤ ਸਾਰੇ ਵਿਸ਼ਲੇਸ਼ਣ ਉਪਰੰਤ ਕਿਹਾ ਜਾ ਸਕਦਾ ਹੈ ਕਿ ਇਕਾਂਗੀ (ਇੱਕ+ਅੰਗੀ) ਤੋਂ ਭਾਵ ਹੈ, ਇੱਕ ਅੰਕ/ਅੰਗ/Act ਵਾਲੀ ਨਾਟ-ਕ੍ਰਿਤੀ। ਸੰਖੇਪਤਾ, ਤੀਖਣਤਾ, ਤੀਬਰਤਾ, ਇਕਾਗਰਤਾ ਤੇ ਸੰਪੂਰਨ ਨਾਟਕੀ ਕਾਰਜ ਇਸ ਨੂੰ ਵੱਖਰੀ ਨਾਟਕੀ ਵੰਨਗੀ ਬਣਾਉਂਦੇ ਹਨ। ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਇਕਾਂਗੀ ਪੱਛਮੀ ਇਕਾਂਗੀ ਤੋਂ ਪ੍ਰਭਾਵਿਤ/ਪ੍ਰੇਰਿਤ ਨਾਟ-ਵੰਨਗੀ ਹੈ ਅਤੇ ਇਹ ਆਪਣੀ 100 ਵਰ੍ਹੇ ਤੋਂ ਵੀ ਵੱਧ ਦੀ ਅਭਿਵਿਧ ਹੰਢਾ ਚੁੱਕੀ ਹੈ। ਇਕਾਂਗੀਕਾਰ ਬਲਵੰਤ ਗਾਰਗੀ ਨਾਟਕੀ ਭਾਸ਼ਾ ਰਾਹੀਂ ਤਲਿੱਸਮ ਸਿਰਜਣ ਵਾਲਾ ਇਕਾਂਗੀਕਾਰ ਹੈ, ਉਸ ਦੇ ਇਕਾਂਗੀ 'ਪੱਤਣ ਦੀ ਬੇੜੀ' ਦੀ ਪਾਤਰ ਦੀਪੇ ਪਿਆਰ ਤੇ ਵਿਆਹ ਦੇਹਾਂ ਬੇੜੀਆਂ ਵਿੱਚ ਸਵਾਰ ਹੋ ਕੇ ਦੇਵਿੱਤੀ ਦੀ ਜੂਨ ਹੰਢਾਉਂਦੀ ਹੈ ਅਤੇ ਸ਼ੱਕ ਦੇ ਅੰਧਰਾਤੇ ਨਾਲ ਅੰਨ੍ਹਾ ਹੋਇਆ ਉਸਦਾ ਪਤੀ ਸੁਰਜੀਤ ਉਸਨੂੰ ਪੱਤਣ 'ਤੇ ਖੜ੍ਹੀ ਬੇੜੀ ਵਾਂਗ ਛੱਡ ਕੇ ਚਲਾ ਜਾਂਦਾ ਹੈ। ਗੁਰਸ਼ਰਨ ਸਿੰਘ ਇੱਕ ਮਿਸ਼ਨਰੀ ਨਾਟਕਕਾਰ ਹੈ, ਜਿਸਨੇ ਇਕਾਂਗੀ 'ਬੰਦ ਕਮਰੇ' ਵਿੱਚ ਥੇਥੀਆਂ ਰਵਾਇਤਾਂ ਉੱਤੇ ਵਿਅੰਗ ਸਿਰਜ ਕੇ, ਇਨ੍ਹਾਂ ਨੂੰ ਮਨੁੱਖੀ ਸਮਾਜ ਦੀ ਬਿਹਤਰੀ ਲਈ ਜੀਵਨ ਵਿੱਚੋਂ ਖਾਰਿਜ ਕਰਨ ਦਾ ਮਸ਼ਵਰਾ ਦਿੱਤਾ ਹੈ। ਅਜਮੇਰ ਸਿੰਘ ਐਲੋਖ ਮਾਲਵੇ ਦੀ ਬੁੜ੍ਹੀ ਕਿਰਸਾਨੀ ਦੇ ਦੁਖਾਂਤ ਦਾ ਚਿੱਤਰਾ ਨਾਟਕਕਾਰ ਹੈ। ਉਸਨੇ ਆਪਣੀ ਇਕਾਂਗੀ 'ਬਗਾਨੇ ਬੋਹੜ ਦੀ ਛਾਂ' ਵਿੱਚ ਆਰਥਿਕਤਾ ਖੁਣੇ ਬੁੜ੍ਹੇ ਇੱਕ ਕਿਸਾਨ ਦੇ ਬਿਰਤਾਂਤ ਰਾਹੀਂ ਮਾਲਵੇ ਦੀ ਕੁੱਲ ਨਿਮਨ ਕਿਰਸਾਨੀ ਦੇ ਦੁਖਾਂਤ ਨੂੰ ਜ਼ੁਬਾਨ ਦਿੱਤੀ ਹੈ।

5.7. ਸਹਾਇਕ ਪੁਸਤਕਾਂ ਅਤੇ ਹੋਰ ਪੜ੍ਹਨ-ਸਮੱਗਰੀ

- ਅਜਮੇਰ ਸਿੰਘ ਐਲੋਖ, ਬਗਾਨੇ ਬੋਹੜ ਦੀ ਛਾਂ, ਲੋਕਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ, 1997
- ਸਰਬਜੀਤ ਸਿੰਘ, ਨਾਟ-ਚੰਗ (ਚੋਣਵਾਂ ਪੰਜਾਬੀ ਇਕਾਂਗੀ-ਨਾਟ ਸੰਗ੍ਰਹਿ), ਗ੍ਰੇਸੀਅਸ ਬੁਕਸ, ਪਟਿਆਲਾ, 2018
- ਹਰਚਰਨ ਸਿੰਘ (ਡਾ.), ਪੰਜਾਬ ਦੀ ਨਾਟ ਪਰੰਪਰਾ (ਹੜੱਪਾ ਤੋਂ ਹਰੀ ਕ੍ਰਾਂਤੀ ਤੱਕ), ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ, ਮਿਤੀਗਣ
- ਗੁਰਦਿਆਲ ਸਿੰਘ ਫੁੱਲ, ਪੰਜਾਬੀ ਇਕਾਂਗੀ : ਸਰੂਪ, ਸਿਧਾਂਤ ਤੇ ਵਿਕਾਸ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 1987
- ਜਸਵਿੰਦਰ ਸਿੰਘ ਸੈਣੀ (ਮੁੱਖ ਸੰਪਾ.), ਨਾਟ-ਸਿਧਾਂਤ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ, 2017
- ਜਸਵਿੰਦਰ ਕੌਰ ਮਾਂਗਟ, ਰੰਗਮੰਚ ਦੇ ਬੁਨਿਆਦੀ ਨਿਯਮ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ, 2006
- ਪਾਲੀ ਭੁਪਿੰਦਰ ਸਿੰਘ, ਪੰਜਾਬੀ ਨਾਟ-ਸ਼ਾਸਤਰ, ਲੋਕਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ, 2015
- ਮਨਜੀਤ ਪਾਲ ਕੌਰ ਅਤੇ ਸਤੀਸ਼ ਕੁਮਾਰ ਵਰਮਾ (ਸੰਪਾ.), ਨਾਟ ਧਾਰਾ (ਨਾਟ-ਸੰਗ੍ਰਹਿ), ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 1998
- ਮਨਜੀਤ ਪਾਲ ਕੌਰ ਅਤੇ ਜਸਵਿੰਦਰ ਸਿੰਘ ਸੈਣੀ (ਸੰਪਾ.), ਸਮਕਾਲੀ ਪੰਜਾਬੀ ਨਾਟਕ (1960 ਤੋਂ ਪਿਛੋਂ ਦੇ ਇਕਾਂਗੀਆਂ ਦਾ ਸੰਗ੍ਰਹਿ), ਪੰਜਾਬੀ ਯੂਨੀ., ਪਟਿਆਲਾ, 2014

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTAR-III

ਕੋਰਸ-ਜਰਨਲ ਪੰਜਾਬੀ

ਯੂਨਿਟ-6	‘ਚਿੜੀਆਂ’, ‘ਦੂਜਾ ਪਾਸਾ’ ਅਤੇ ‘ਪਰਤ ਆਉਣ ਤੱਕ’ ਇਕਾਂਗੀਆਂ ਦਾ ਆਲੋਚਨਾਤਮਕ ਵਿਸ਼ਲੇਸ਼ਣ
---------	---

ਪਾਠ ਦੀ ਰੂਪ-ਰੇਖਾ

6.0. ਮਨੋਰਥ

6.1. ਪਾਠ ਦੀ ਭੂਮਿਕਾ

6.2. ਇਕਾਂਗੀ (One Act Play) ਵੰਨਗੀ ਬਾਰੇ ਸਿਧਾਂਤਕ ਜਾਣ-ਪਛਾਣ

6.3. ਆਤਮਜੀਤ ਰਚਿਤ ਇਕਾਂਗੀ ‘ਚਿੜੀਆਂ’ ਦਾ ਆਲੋਚਨਾਤਮਕ ਅਧਿਐਨ

6.3.1. ਇਕਾਂਗੀਕਾਰ ਆਤਮਜੀਤ ਨਾਲ ਜਾਣ-ਪਛਾਣ

6.3.2. ‘ਚਿੜੀਆਂ’ ਇਕਾਂਗੀ ਦਾ ਵਿਸ਼ਾ-ਵਸਤੂ

6.3.3. ਕਥਾਨਕ/ਪਲਾਟ/ਗੌਂਦ

6.3.4. ਪਾਤਰ ਅਤੇ ਪਾਤਰ ਚਿਤਰਨ

6.3.5. ਭਾਸ਼ਾ ਅਤੇ ਵਾਰਤਾਲਾਪ/ਸੰਵਾਦ

6.3.6. ਵਾਤਾਵਰਨ ਅਤੇ ਰੰਗਮੰਚਤਾ

6.3.7. ਇਕਾਂਗੀ ਲਿਖਣ ਪਿੱਛੇ ਇਕਾਂਗੀਕਾਰ ਦਾ ਉਦੇਸ਼

6.3.8. ਅਭਿਆਸ ਲਈ ਪ੍ਰਸ਼ਨ

6.4. ਅਜਮੇਰ ਰੋਡੇ ਰਚਿਤ ਇਕਾਂਗੀ ‘ਦੂਜਾ ਪਾਸਾ’ ਦਾ ਆਲੋਚਨਾਤਮਕ ਅਧਿਐਨ

6.4.1. ਇਕਾਂਗੀਕਾਰ ਅਜਮੇਰ ਰੋਡੇ ਨਾਲ ਜਾਣ-ਪਛਾਣ

6.4.2. ‘ਦੂਜਾ ਪਾਸਾ’ ਇਕਾਂਗੀ ਦਾ ਵਿਸ਼ਾ-ਵਸਤੂ

6.4.3. ਕਥਾਨਕ/ਪਲਾਟ/ਗੌਂਦ

6.4.4. ਪਾਤਰ ਅਤੇ ਪਾਤਰ ਚਿਤਰਨ

6.4.5. ਭਾਸ਼ਾ ਅਤੇ ਵਾਰਤਾਲਾਪ/ਸੰਵਾਦ

6.4.6. ਵਾਤਾਵਰਨ ਅਤੇ ਰੰਗਮੰਚਤਾ

6.4.7. ਇਕਾਂਗੀ ਲਿਖਣ ਪਿੱਛੇ ਇਕਾਂਗੀਕਾਰ ਦਾ ਉਦੇਸ਼

6.4.8. ਅਭਿਆਸ ਲਈ ਪ੍ਰਸ਼ਨ

6.5. ਸਤੀਸ਼ ਕੁਮਾਰ ਵਰਮਾ ਰਚਿਤ ਇਕਾਂਗੀ ‘ਪਰਤ ਆਉਣ ਤੱਕ’ ਦਾ ਆਲੋਚਨਾਤਮਕ ਅਧਿਐਨ

6.5.1. ਇਕਾਂਗੀਕਾਰ ਸਤੀਸ਼ ਕੁਮਾਰ ਵਰਮਾ ਨਾਲ ਜਾਣ-ਪਛਾਣ

6.5.2. ‘ਪਰਤ ਆਉਣ ਤੱਕ’ ਇਕਾਂਗੀ ਦਾ ਵਿਸ਼ਾ-ਵਸਤੂ

- 6.5.3. ਕਥਾਨਕ/ਪਲਾਟ/ਗੌਂਦ
- 6.5.4. ਪਾਤਰ ਅਤੇ ਪਾਤਰ ਚਿਤਰਨ
- 6.5.5. ਭਾਸ਼ਾ ਅਤੇ ਵਾਰਤਾਲਾਪ/ਸੰਵਾਦ
- 6.5.6. ਵਾਤਾਵਰਨ ਅਤੇ ਰੰਗਮੰਚਤਾ
- 6.5.7. ਇਕਾਂਗੀ ਲਿਖਣ ਪਿੱਛੇ ਇਕਾਂਗੀਕਾਰ ਦਾ ਉਦੇਸ਼
- 6.5.8. ਅਭਿਆਸ ਲਈ ਪ੍ਰਸ਼ਨ
- 6.6. ਪਾਠ ਦਾ ਸਾਰ
- 6.7. ਸਹਾਇਕ ਪੁਸਤਕਾਂ ਅਤੇ ਹੋਰ ਪੜ੍ਹਨ-ਸਮੱਗਰੀ

6.0. ਮਨੋਰਥ

ਸਾਹਿਤਕ ਵਿਧਾਵਾਂ (ਜਿਵੇਂ ਕਿ ਕਾਵਿ, ਗਲਪ, ਨਾਟਕ, ਵਾਰਤਕ ਆਦਿ) ਨੂੰ ਸਮਝਣ ਲਈ, ਕਿਸੇ ਵਿਸ਼ੇਸ਼ ਟੈਕਸਟ ਦੇ ਰੂਪ (Form) ਅਤੇ ਵਿਸ਼ਾ-ਵਸਤੂ (Subject) ਸਬੰਧੀ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨ ਲਈ, ਸ਼ਬਦਾਂ ਪਿੱਛੇ ਲੁਕੇ ਅਰਥਾਂ ਨੂੰ ਉਜਾਗਰ ਕਰਨ ਹਿੱਤ ਕਿਸੇ ਵਿਸ਼ੇਸ਼ ਟੈਕਸਟ ਉੱਤੇ ਜੋ ਜੁਗਤ ਵਰਤੀ ਜਾਂਦੀ ਹੈ, ਉਸਨੂੰ ਸਾਹਿਤਕ/ਕਲਾਤਮਕ/ਆਲੋਚਨਾਤਮਕ ਵਿਸ਼ਲੇਸ਼ਣ ਕਿਹਾ ਜਾਂਦਾ ਹੈ। ਵੱਖ-ਵੱਖ ਸਾਹਿਤਕ ਵਿਧਾਵਾਂ ਦਾ ਸਾਹਿਤਕ/ਕਲਾਤਮਕ/ਆਲੋਚਨਾਤਮਕ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰਨ ਲਈ ਵੱਖ-ਵੱਖ ਤਰ੍ਹਾਂ ਦੀਆਂ ਵਿਧੀਆਂ, ਜੁਗਤਾਂ ਦਾ ਪ੍ਰਯੋਗ ਕੀਤਾ ਜਾਂਦਾ ਹੈ। ਇਸ ਪਾਠ ਦਾ ਮਨੋਰਥ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਇਕਾਂਗੀ ਨਾਟ-ਵਿਧਾ ਦੇ ਸਿਧਾਂਤਕ ਅਤੇ ਵਿਹਾਰਕ ਪੱਖ ਬਾਰੇ ਜਾਣੂ ਕਰਵਾਉਂਦੇ ਹੋਏ, ਇਹ ਸਿਖਾਉਣਾ ਹੈ ਕਿ ਇਕਾਂਗੀ ਦਾ ਸਾਹਿਤਕ/ਕਲਾਤਮਕ ਅਧਿਐਨ ਜਾਂ ਵਿਸ਼ਲੇਸ਼ਣ ਜਾਂ ਆਲੋਚਨਾਤਮਕ ਅਧਿਐਨ ਕਿਸ ਵਿਧੀ ਜਾਂ ਢੰਗ ਰਾਹੀਂ ਕਰਨਾ ਹੈ। ਇਸ ਦੇ ਨਾਲ ਇਹ ਮਨੋਰਥ ਵੀ ਸ਼ਾਮਲ ਹੈ ਕਿ ਵਿਦਿਆਰਥੀ ਇਸ ਵੱਖਰਤਾ ਬਾਰੇ ਵੀ ਸਮਝ ਸਕਣ ਕਿ ਇਕਾਂਗੀ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਬਾਕੀ ਸਾਹਿਤਕ ਰੂਪਾਂ ਦੇ ਵਿਸ਼ਲੇਸ਼ਣ ਤੋਂ ਕਿਵੇਂ ਵੱਖਰਾ ਹੁੰਦਾ ਹੈ !

6.1. ਪਾਠ ਦੀ ਭੂਮਿਕਾ

ਪਿਆਰੇ ਵਿਦਿਆਰਥੀਓ, ਬਾਕੀ ਹੋਰ ਸਾਹਿਤਕ ਰੂਪਾਂ ਨਾਲੋਂ ਇਕਾਂਗੀ (ਨਾਟ-ਰੂਪ) ਦੀ ਇਹ ਵਿਸ਼ੇਸ਼ਤਾ ਹੈ ਕਿ ਇਹ ਲਿਖਤ ਰੂਪ ਸਮੇਤ ਦ੍ਰਿਸ਼ਕ ਮਾਧਿਅਮ ਵੀ ਹੁੰਦਾ ਹੈ, ਇਸੇ ਵਜ੍ਹਾ ਇਸ ਨੂੰ ਦੂਰੀ ਕਲਾ ਹੋਣ ਦਾ ਮਾਣ ਪ੍ਰਾਪਤ ਹੈ। ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਇਕਾਂਗੀ ਪੱਛਮੀ ਇਕਾਂਗੀ ਤੋਂ ਪ੍ਰਭਾਵਿਤ/ਪ੍ਰੇਰਿਤ ਨਾਟ-ਵੰਨਗੀ ਹੈ। ਆਈ.ਸੀ. ਨੰਦਾ ਦੁਆਰਾ 1913 ਵਿੱਚ ਰਚਿਤ ਇਕਾਂਗੀ ‘ਦੁਲਹਨ/ਸੁਹਾਗ’ ਨੂੰ ਪਹਿਲੀ ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਇਕਾਂਗੀ ਮੰਨਿਆ ਜਾਂਦਾ ਹੈ। ਇਸ ਪਰਿਥਾਇ ਕਿਹਾ ਜਾ ਸਕਦਾ ਹੈ ਕਿ ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਇਕਾਂਗੀ ਨੇ 100 ਸਾਲ ਤੋਂ ਵੀ ਵੱਧ ਸਮੇਂ ਦਾ ਸਫ਼ਰ ਤੈਅ ਕਰ ਲਿਆ ਹੈ। ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਇਕਾਂਗੀ ਪਿਛਲੇ ਕਾਫ਼ੀ ਸਮੇਂ ਤੋਂ ਅਕਾਦਮਿਕਤਾ ਦਾ ਹਿੱਸਾ ਬਣਦੀ ਆ ਰਹੀ ਹੈ। ਤੁਹਾਡੇ ਸਿਲੇਬਸ ਵਿੱਚ ਵੀ 6 ਇਕਾਂਗੀਆਂ ਨੂੰ ਸ਼ਾਮਲ ਕੀਤਾ ਗਿਆ ਹੈ। ਇਹ ਸਾਰੀਆਂ ਇਕਾਂਗੀਆਂ ਹੀ ਭਾਰਮਿਕ ਪ੍ਰਤੀਨਿਧਾਨ ਸ਼ੈਲੀ (illusionistic Representational Style) ਦੀ ਯਥਾਰਥਵਾਦੀ ਸ਼ੈਲੀ (Realistic Style)

ਵਿੱਚ ਰਚੀਆਂ ਗਈਆਂ ਹਨ। ਇਸ ਪਹਿਲੇ ਪਾਠ ਵਿੱਚ, ਤੁਹਾਡੇ ਸਿਲੇਬਸ ਲਈ ਨਿਰਧਾਰਤ 6 ਇਕਾਂਗੀਆਂ ਵਿੱਚੋਂ ਪਿਛਲੀਆਂ ਤਿੰਨ ਇਕਾਂਗੀਆਂ (ਚਿੜੀਆਂ, ਦੂਜਾ ਪਾਸਾ, ਪਰਤ ਆਉਣ ਤੱਕ) ਦਾ ਸਾਹਿਤਕ/ਕਲਾਤਮਕ/ਆਲੋਚਨਾਤਮਕ ਵਿਸ਼ਲੇਸ਼ਣ ਕੀਤਾ ਗਿਆ ਹੈ। ਇਸ ਵਿਸ਼ਲੇਸ਼ਣ ਲਈ ਇਕਾਂਗੀ ਦੇ ਤੱਤਾਂ ਨੂੰ ਹੀ ਆਧਾਰ ਬਣਾਇਆ ਗਿਆ ਹੈ, ਜਿਸ ਨੂੰ ਨਿਮਨਲਿਖਿਤ ਅਨੁਸਾਰ ਤਰਤੀਬ ਦਿੱਤੀ ਗਈ ਹੈ :

- ਵਿਸ਼ਾ-ਵਸਤੂ : ਭਾਵ ਪ੍ਰਸਤੁਤ ਇਕਾਂਗੀ ਵਿੱਚ ਪੇਸ਼ ਘਟਨਾ ਅਤੇ ਉਸ ਘਟਨਾ ਰਾਹੀਂ ਦਿੱਤਾ ਗਿਆ ਸੁਨੇਹਾ।
- ਕਥਾਨਕ/ਪਲਾਟ/ਗੇਂਦ : ਭਾਵ ਘਟਨਾਵਾਂ ਦੇ ਵਾਪਰਨ ਦੀ ਤਰਤੀਬ ਅਤੇ ਬੁਣਤੀ।
- ਪਾਤਰ ਅਤੇ ਪਾਤਰ ਚਿਤਰਨ : ਪ੍ਰਸਤੁਤ ਘਟਨਾ ਨੂੰ ਜਿਨ੍ਹਾਂ ਰਾਹੀਂ ਪੇਸ਼ ਕੀਤਾ ਜਾਂਦਾ ਹੈ।
- ਭਾਸ਼ਾ ਅਤੇ ਵਾਰਤਾਲਾਪ/ਸੰਵਾਦ : ਪਾਤਰ, ਪ੍ਰਸਤੁਤ ਘਟਨਾ ਨੂੰ ਇੱਕ-ਦੂਜੇ ਨਾਲ ਜਿਹੜੀ ਗੱਲਬਾਤ ਕਰ ਕੇ ਹੀ ਅੱਗੇ ਤੋਰਦੇ ਹਨ।
- ਵਾਤਾਵਰਨ ਅਤੇ ਰੰਗਮੰਚਤਾ : ਭਾਵ ਕਿਸ ਸਮੇਂ ਤੇ ਕਿਸ ਜਗ੍ਹਾ ਦੀ ਘਟਨਾ ਹੈ ਅਤੇ ਉਸ ਸਮੇਂ, ਉਸ ਸਥਾਨ ਦਾ ਚੋਗਿਰਦਾ ਕਿਹੋ ਜਿਹਾ ਹੈ। ਮੰਚ ਉੱਤੇ ਖੇਡੇ ਜਾਣ ਲਈ ਇਕਾਂਗੀਕਾਰ ਜਿਨ੍ਹਾਂ ਜੁਗਤਾਂ ਦਾ ਇਸਤੇਮਾਲ ਕਰਦਾ ਹੈ।
- ਇਕਾਂਗੀ ਲਿਖਣ ਦਾ ਉਦੇਸ਼ : ਉਸ ਘਟਨਾ ਨੂੰ ਇਕਾਂਗੀ ਰਾਹੀਂ ਪ੍ਰਸਤੁਤ ਕਰਨ ਪਿੱਛੇ ਇਕਾਂਗੀਕਾਰ ਦੀ ਭਾਵਨਾ।

6.2. ਇਕਾਂਗੀ ਕੀ ਹੈ ?

ਇਕਾਂਗੀ ਅੰਗਰੇਜ਼ੀ ਦੇ ਸ਼ਬਦ One Act Play ਦਾ ਪੰਜਾਬੀ ਅਨੁਵਾਦ ਹੈ। Act ਦਾ ਅਰਥ ਹੈ ਅੰਕ ਜਾਂ ਅੰਗ। ਇਸ ਤਰ੍ਹਾਂ ਇਕਾਂਗੀ (ਇੱਕ+ਅੰਗੀ) ਤੋਂ ਭਾਵ ਹੈ, ਇੱਕ ਅੰਕ/ਅੰਗ/Act ਵਾਲੀ ਨਾਟ-ਕ੍ਰਿਤੀ। ਇਕਾਂਗੀ ਇੱਕ ਅਜਿਹਾ ਸਾਹਿਤ ਰੂਪ ਹੈ, ਜੋ ਜ਼ਿੰਦਗੀ ਦੇ ਕਿਸੇ ਇੱਕ ਭਾਗ/ਖੰਡ ਨੂੰ, ਸੀਮਿਤ ਗਿਣਤੀ ਦੇ ਪਾਤਰਾਂ ਰਾਹੀਂ ਨਾਟਕੀ ਰੂਪ ਵਿੱਚ, ਸਮਾਂ-ਸਥਾਨ-ਕਾਰਜ ਦੀ ਏਕਤਾ ਨੂੰ ਕਾਇਮ ਰਖਦਿਆਂ ਥੋੜ੍ਹੇ ਜਿਹੇ ਸਮੇਂ ਵਿੱਚ ਰੰਗਮੰਚ ਉੱਤੇ ਸਾਕਾਰ ਹੁੰਦਾ ਹੈ। ਭਾਵੇਂ ਇਕਾਂਗੀ ਇੱਕ ਅੰਕ/ਅੰਗ ਵਾਲਾ ਨਾਟਕ ਹੈ ਪਰ ਇਹ ਅੰਕ/ਅੰਗ ਪੂਰੇ ਨਾਟਕ ਦਾ ਅੰਕ ਨਹੀਂ ਹੁੰਦਾ। ਜਿੱਥੇ ਪੂਰੇ ਨਾਟਕ ਦਾ ਇੱਕ ਅੰਕ/ਅੰਗ ਉਸ ਸਮੁੱਚੇ ਨਾਟਕ ਦਾ ਇੱਕ ਭਾਗ ਹੁੰਦਾ ਹੈ, ਉੱਥੇ ਇਕਾਂਗੀ ਆਪਣੇ ਆਪ ਵਿੱਚ ਸੰਪੂਰਨ ਕ੍ਰਿਤ ਹੁੰਦੀ ਹੈ। ਸੰਖੇਪਤਾ, ਤੀਖਣਤਾ, ਤੀਬਰਤਾ, ਇਕਾਗਰਤਾ ਤੇ ਸੰਪੂਰਨ ਨਾਟਕੀ ਕਾਰਜ ਇਸ ਨੂੰ ਵੱਖਰੀ ਨਾਟਕੀ ਵੰਨਗੀ ਬਣਾਉਂਦੇ ਹਨ। ਇਕਾਂਗੀ-ਨਾਟ ਦਾ ਕਥਾਨਕ ਸੰਜਮ ਭਰਪੂਰ, ਪ੍ਰਭਾਵਪੂਰਨ, ਇੱਕੋ ਘਟਨਾ-ਵਿਚਾਰ-ਪ੍ਰਸਥਿਤੀ-ਸਮੱਸਿਆ ਵਾਲਾ ਹੁੰਦਾ ਹੈ। ਇਸ ਵਿੱਚ ਵਿਸ਼ੇ, ਪ੍ਰਭਾਵ ਅਤੇ ਵਾਤਾਵਰਣ ਦੀ ਏਕਤਾ ਲਾਜ਼ਮੀ ਹੈ।

6.3. ਆਤਮਜੀਤ ਰਚਿਤ ਇਕਾਂਗੀ 'ਚਿੜੀਆਂ' ਦਾ ਆਲੋਚਨਾਤਮਕ ਅਧਿਐਨ

6.3.1. ਇਕਾਂਗੀਕਾਰ ਆਤਮਜੀਤ ਨਾਲ ਜਾਣ-ਪਛਾਣ

ਆਤਮਜੀਤ ਪੰਜਾਬੀ ਨਾਟਕਕਾਰਾਂ ਦੀ ਤੀਸਰੀ ਪੀੜ੍ਹੀ ਵਿੱਚੋਂ ਪ੍ਰਮੁੱਖ ਨਾਟਕਕਾਰ ਹੈ। ਉਸਨੇ ਆਪਣੀਆਂ ਸਾਰੀਆਂ ਨਾਟ-ਲਿਖਤਾਂ ਵਿੱਚ ਨਵੇਂ ਤੋਂ ਨਵੇਂ ਪ੍ਰਯੋਗ ਕੀਤੇ। ਉਸ ਦੀਆਂ ਸ਼ੁਰੂਆਤੀ ਨਾਟ-ਲਿਖਤਾਂ ਵਿੱਚੋਂ The Theatre of the Absurd ਦੀ ਝਲਕ ਵੀ ਮਿਲ ਪੈਂਦੀ ਹੈ। ਉਸ ਦੁਆਰਾ ਰਚਿਤ ਨਾਟ-ਲਿਖਤਾਂ ਵਿੱਚੋਂ ਪ੍ਰਮੁੱਖ ਹਨ : ਕਬਰਸਤਾਨ, ਚਾਬੀਆਂ ਤੇ ਹੋਰ ਇਕਾਂਗੀ, ਹਵਾ ਮਹਿਲ ਤੇ ਹੋਰ ਨਾਟਕ, ਰਿਸ਼ਤਿਆਂ ਦਾ ਕੀ ਰੱਖੀਏ ਨਾਂ, ਨਾਟਕ ਨਾਟਕ, ਸ਼ਹਿਰ ਬੀਮਾਰ ਹੈ, ਕੈਮਲੂਪਸ ਦੀਆਂ ਮੱਛੀਆਂ, ਪੂਰਨ, ਮੈਂ ਤਾਂ ਇੱਕ ਸਾਰੰਗੀ ਹਾਂ, ਪੰਚਨਦ ਦੇ ਪਾਣੀ ਆਦਿ। ਆਤਮਜੀਤ ਨੂੰ ਸਾਲ 2009 ਵਿੱਚ ਨਾਟ-ਪੁਸਤਕ 'ਤੱਤੀ ਤਵੀ ਦਾ ਸੱਚ' ਲਈ ਭਾਰਤੀ ਸਾਹਿਤ ਅਕਾਦਮੀ ਦਾ ਪੁਰਸਕਾਰ ਮਿਲਿਆ। ਨਾਟ ਸਿਰਜਣਾ ਦੇ ਨਾਲ-ਨਾਲ ਉਹ ਇੱਕ ਪ੍ਰਬੁੱਧ ਰੰਗਕਰਮੀ, ਨਿਰਦੇਸ਼ਕ, ਨਾਟ-ਸਮੀਖਿਕ ਅਤੇ ਅਧਿਆਪਕ ਵੀ ਹੈ।

6.3.2. ਇਕਾਂਗੀ 'ਚਿੜੀਆਂ' ਦਾ ਵਿਸ਼ਾ ਵਸਤੂ

ਇਕਾਂਗੀ 'ਚਿੜੀਆਂ' ਦੀ ਪਿੱਠਭੂਮੀ ਵਿੱਚ ਭਾਰਤ-ਪਾਕਿ ਬਟਵਾਰਾ (ਪੰਜਾਬ ਵੰਡ) ਪਿਆ ਹੈ, ਜਿਸ ਦਾ ਔਰਤ ਜਾਤ ਨੂੰ ਦੇਹਰਾ ਦੁਖਾਂਤ ਭੋਗਣਾ ਪਿਆ। ਇਕਾਂਗੀ ਵਿੱਚ ਆਤਮਜੀਤ ਨੇ ਹਿੰਦ-ਪਾਕ ਵੰਡੇ ਸਮੇਂ ਦੇਹਾਂ ਕੌਮਾਂ ਦੀਆਂ ਤ੍ਰੀਮਤਾਂ ਨਾਲ, ਜੋ ਕੁਝ ਵੀ ਅਣਹੋਣਾ ਵਾਪਰਿਆ, ਉਸਨੂੰ ਚਿਤਰਨ ਕਰਨ ਦੀ ਕੋਸ਼ਿਸ਼ ਕੀਤੀ ਹੈ। ਇਕਾਂਗੀਕਾਰ ਨੇ ਇਸਤਰੀ ਹੋਂਦ ਦੀ ਗੱਲ ਕਰਨ ਸਮੇਂ ਮਰਦ ਦੀ ਸਾਮੰਤੀ ਹਉਮੈ ਅਤੇ ਸਨਾਤਨੀ ਧਰਮ ਚੇਤਨਾ ਦੇਹਾਂ ਨੂੰ ਵਿਅੰਗ ਦਾ ਨਿਸ਼ਾਨਾ ਬਣਾਇਆ ਹੈ।

'ਚਿੜੀਆਂ' ਇਕਾਂਗੀ ਦੀ ਮੁੱਖ ਪਾਤਰ ਸਤਨਾਮ ਸੱਤੀ ਦਾ ਪਾਕਿਸਤਾਨ ਵਿੱਚ ਕੁਝ ਵੀ ਨਹੀਂ ਹੈ; ਨਾ ਪਿਆਰ ਹੈ, ਨਾ ਸੰਸਕਾਰ ਹਨ, ਨਾ ਸਤਿਕਾਰ ਪਰ ਉਹ ਫੇਰ ਵੀ ਓਥੇ ਹੀ ਵਸੇ ਰਹਿਣ ਦਾ ਫ਼ੈਸਲਾ ਕਰਦੀ ਹੈ ਅਤੇ ਆਪਣੇ ਮਾਪਿਆਂ ਨਾਲ ਵਾਪਸ ਆਪਣੇ ਵਤਨ ਭਾਰਤ ਨਹੀਂ ਪਰਤਦੀ। ਉਸਨੇ ਆਪਣਾ ਪਹਿਲਾ ਪਤੀ ਜੰਗ ਵਿੱਚ ਗੁਆ ਲਿਆ ਅਤੇ ਦੂਸਰਾ 47 ਦੀ ਵੰਡ ਵੇਲੇ, ਹੁਣ ਉਹ ਆਪਣੇ ਤੀਸਰੇ ਪਤੀ ਨਾਲੋਂ ਵੱਖ ਨਹੀਂ ਹੋਣਾ ਚਾਹੁੰਦੀ ਕਿਉਂਕਿ ਉਸਨੂੰ ਲਗਦਾ ਹੈ ਕਿ ਔਰਤ ਦਾ ਅਸਲ ਘਰ ਉਹਦਾ ਸਹੁਰਾ ਘਰ ਹੀ ਹੁੰਦਾ ਹੈ। ਇਕਾਂਗੀਕਾਰ ਨੇ ਦੋ ਛੋਟੀਆਂ ਬੱਚੀਆਂ ਦੇ ਸੰਵਾਦ ਰਾਹੀਂ ਅਤੇ ਗੁੱਡੇ-ਗੁੱਡੀ ਦੇ ਦ੍ਰਿਸ਼ਗਤ ਪਾਸਾਰ ਰਾਹੀਂ ਇਕਾਂਗੀ ਦੇ ਅਰਥਮਈ ਰੂਪ ਨੂੰ ਹੋਰ ਗਹਿਰਾਈ ਅਤੇ ਪਾਸਾਰ ਪ੍ਰਦਾਨ ਕਰਨ ਦੀ ਕੋਸ਼ਿਸ਼ ਕੀਤੀ ਹੈ।

6.3.3. ਕਥਾਨਕ

ਆਤਮਜੀਤ ਨੇ ਇਸ ਇਕਾਂਗੀ ਵਿੱਚ ਭਾਰਤ-ਪਾਕਿ ਬਟਵਾਰੇ ਤੋਂ ਬਾਅਦ ਉਧਾਲੀਆਂ ਮੁਸਲਮਾਨ ਤੇ ਪੰਜਾਬੀ ਕੁੜੀਆਂ/ਔਰਤਾਂ ਨੂੰ, ਜ਼ਬਰਦਸਤੀ ਵਿਆਹ ਕਰ ਕੇ, ਘਰਾਂ ਵਿੱਚ ਨੂੜ ਕੇ ਬੰਨ੍ਹ ਬਿਠਾਉਣ ਦੀ ਵਿੱਥਿਆ ਨੂੰ ਕਥਾਨਕ ਵਜੋਂ ਬੁਣਿਆ ਹੈ। ਸਤਨਾਮ ਨੂੰ ਪਾਕਿਸਤਾਨ ਵਿੱਚ ਇੱਕ ਮੁਸਲਮਾਨ ਪਰਿਵਾਰ ਨੇ ਧੱਕੇ ਨਾਲ ਨਿਕਾਹ ਕਰ ਕੇ ਆਪਣੇ ਘਰ ਰੱਖਿਆ ਹੋਇਆ ਹੈ। ਸਤਨਾਮ ਦੀ ਗੁਆਂਢਣ ਜੈਨਬ ਨੂੰ ਕਿਸੇ ਸਰਦਾਰ ਨੇ ਭਾਰਤੀ ਪੰਜਾਬ ਵਿੱਚ ਵਿਆਹ ਕਰ ਕੇ ਰੱਖਿਆ ਹੋਇਆ ਸੀ ਪਰ ਜੈਨਬ ਦੇ ਮਾਪੇ ਹਿੰਮਤ ਕਰ ਕੇ, ਉਸਨੂੰ ਸਰਦਾਰ ਦੀ ਕੈਦ ਵਿੱਚੋਂ ਛੁਡਵਾ ਕੇ, ਮੁੜ ਆਪਣੇ ਘਰ ਪਾਕਿਸਤਾਨ ਲੈ ਆਏ। ਸਤਨਾਮ ਅਤੇ ਜੈਨਬ ਦੋਹਾਂ ਦੀ ਹੋਈ ਇੱਕੋ ਜਿਹੀ ਹੈ ਕਿਉਂਕਿ ਉਨ੍ਹਾਂ ਦੋਹਾਂ ਨੂੰ ਹੀ ਸਮਾਜ ਸਵੀਕਾਰ ਨਹੀਂ ਕਰਦਾ। ਸਤਨਾਮ ਨੂੰ ਗ਼ੈਰਧਰਮੀ ਹੋਣ ਕਰਕੇ ਸਵੀਕਾਰਿਆ ਨਹੀਂ ਜਾ ਰਿਹਾ ਜਦਕਿ ਜੈਨਬ ਨੂੰ ‘ਉੱਧਲ ਕੇ ਆਈ’ ਆਖ ਕੇ ਤ੍ਰਿਸਕਾਰਿਆ ਜਾਂਦਾ ਹੈ।

ਸਤਨਾਮ ਦੀ ਸੱਸ ਬਹੁਤ ਕੁਪੱਤੀ ਹੈ, ਜਿਹੜੀ ਕਿ ਹਰ ਵੇਲੇ ਆਪਣੀ ਨੂੰਹ ਸਤਨਾਮ ਨੂੰ ਤਾਹਨੇ-ਮਿਹਣੇ ਦਿੰਦੀ ਰਹਿੰਦੀ ਹੈ ਪਰ ਸਤਨਾਮ ਇਹ ਸਭ ਕੁਝ ਚੁਪਚਾਪ ਸਹਿੰਦੀ ਰਹਿੰਦੀ ਹੈ ਅਤੇ ਉਸ ਘਰ ਵਿੱਚ ਜੀਅ ਲਾਉਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਕਰਦੀ ਹੈ। ਇਸ ਤੋਂ ਪਹਿਲਾਂ ਸਤਨਾਮ ਦੇ ਵਾਰ ਵਿਆਹੀ ਗਈ ਸੀ ਪਰ ਉਸਦੇ ਦੋਵੇਂ ਖਾਵੰਦ ਵਾਰੇ-ਵਾਰੀ ਮੌਤ ਦੇ ਮੂੰਹ ਵਿੱਚ ਚਲੇ ਗਏ। ਇਸੇ ਲਈ ਜਦੋਂ ਹੁਣ ਉਸ ਦੀ ਮਾਂ ਪਾਕਿਸਤਾਨ ਵਿੱਚ ਉਸਨੂੰ ਵਾਪਸ ਲੈਣ ਲਈ ਆਉਂਦੀ ਹੈ ਤਾਂ ਉਹ ਆਪਣੇ ਪੇਕੇ ਘਰ ਜਾਣ ਤੋਂ ਇਨਕਾਰੀ ਹੋ ਜਾਂਦੀ ਹੈ ਅਤੇ ਪਾਕਿਸਤਾਨ ਵਿੱਚ ਉਸੇ ਮੁਸਲਿਮ ਘਰ ਨੂੰ ਆਪਣਾ ਪੱਕਾ ਸਹੁਰਾ ਆਖ ਕੇ ਓਥੇ ਹੀ ਵਸਣ ਦਾ ਐਲਾਨ ਕਰਦੀ ਹੈ, ਜਿੱਥੇ ਕੇ ਉਸਨੂੰ ਧੱਕੇ ਨਾਲ ਨਿਕਾਹ ਕਰ ਕੇ ਵਸਾਇਆ ਗਿਆ ਸੀ। ਉਹ ਚਿੜੀਆਂ ਦੇ ਆਲ੍ਹਣੇ ਦੀ ਤਸ਼ਬੀਹ ਦੇ ਕੇ ਆਖਦੀ ਹੈ ਕਿ ‘ਇੱਕ ਚਿੜੀ ਤੀਲ੍ਹਾ-ਤੀਲ੍ਹਾ ਜੇੜ ਕੇ, ਬਹੁਤ ਜ਼ਿਆਦਾ ਮਿਹਨਤ ਕਰ ਕੇ, ਆਪਣਾ ਆਲ੍ਹਣਾ ਬਣਾਉਂਦੀ ਹੈ। ਫੇਰ ਉਹ ਆਪਣੇ ਹੱਥੀਂ ਬਣਾਏ ਆਲ੍ਹਣੇ ਛੱਡ ਕੇ ਨਹੀਂ ਜਾਂਦੀ ਤਾਂ ਉਹ ਆਪਣਾ ਸਹੁਰਾ ਘਰ ਛੱਡ ਕੇ ਆਪਣੇ ਪੇਕੇ ਘਰ ਕਿਉਂ ਜਾਵੇ?’

ਇਸ ਇਕਾਂਗੀ ਵਿੱਚ ਭਾਵੇਂ ਤਿੰਨੋਂ ਏਕਤਾਵਾਂ ਬਾਖ਼ੂਬੀ ਨਿਭਾਈਆਂ ਗਈਆਂ ਹਨ ਪਰ ਇਸ ਇਕਾਂਗੀ ਦੀ ਗੋਂਦ ਢੁੱਕਵੀਂ ਨਹੀਂ ਹੈ। ਇਕਾਂਗੀਕਾਰ ਨੇ ਸ਼ੁਰੂਆਤੀ ਵਾਤਾਵਰਨ ਸਿਰਜਣ ਉੱਤੇ ਹੀ ਸਾਰਾ ਜ਼ੋਰ ਲਗਾ ਦਿੱਤਾ ਹੈ ਅਤੇ ਨਾਟਕੀ-ਮੇੜ ਇਕਾਂਗੀ ਦਾ ਬਿਲਕੁਲ ਅੰਤ ‘ਤੇ ਆਉਂਦਾ ਹੈ ਜਦ ਸਤਨਾਮ ਦੀ ਮਾਂ ਉਸ ਨੂੰ ਲੈਣ ਆ ਪਹੁੰਚਦੀ ਹੈ। ਪਹਿਲਾਂ ਹੀ ਇਕਾਂਗੀ ਵਿੱਚ ਜ਼ਿਆਦਾ ਵਿਸਥਾਰ ਹੋਣ ਕਰਕੇ ਇਸ ਸੀਨ ਨੂੰ ਬਹੁਤ ਛੇਤੀ ਸਮੇਟਿਆ ਗਿਆ ਹੈ, ਜਿਸ ਕਰਕੇ ਇਕਾਂਗੀ ਆਪਣੇ ਸਿਖਰ ‘ਤੇ ਨਹੀਂ ਪਹੁੰਚਦੀ। ਇਕਾਂਗੀ ਵਿੱਚ ਜਿਹੜਾ ਭਾਵਨਾਤਮਕ ਹੜ੍ਹ ਅਖ਼ੀਰ ‘ਤੇ ਆਉਣਾ ਚਾਹੀਦਾ ਸੀ, ਉਹ ਨਹੀਂ ਆਉਂਦਾ। ਇਸ ਲਈ ਇਕਾਂਗੀ ਦਾ ਅੰਤ ਉਹ ਪ੍ਰਭਾਵ ਨਹੀਂ ਛੱਡਦਾ ਜੋ ਉਹ ਛੱਡ ਸਕਦਾ ਸੀ ਜਾਂ ਜਿਹੜਾ ਉਸ ਨੂੰ ਛੱਡਣਾ ਚਾਹੀਦਾ ਸੀ।

6.3.4. ਪਾਤਰ ਅਤੇ ਪਾਤਰ ਚਿਤਰਨ

ਇਸ ਇਕਾਂਗੀ ਵਿੱਚ ਸਾਰੇ ਦੇ ਸਾਰੇ, ਦਸ਼ੇ ਦੇ ਦਸ ਪਾਤਰ ਮਾਦਾ (ਛੋਟੀਆਂ ਬੱਚੀਆਂ, ਨੌਜਵਾਨ ਅਣਵਿਆਹੀਆਂ ਕੁੜੀਆਂ, ਵਿਆਹੀਆਂ ਔਰਤਾਂ, ਅਧਖੜ ਔਰਤਾਂ ਅਤੇ ਬੁੱਢੀਆਂ ਔਰਤਾਂ) ਹਨ। ਇਕਾਂਗੀਕਾਰ ਨੇ ‘ਉਮਰ, ਸੁਭਾਅ ਅਤੇ ਰਿਸ਼ਤਾ-ਨਾਤਾ ਪ੍ਰਣਾਲੀ ਵਿਧੀ’ ਰਾਹੀਂ ਸਾਰੇ ਮਾਦਾ ਪਾਤਰਾਂ ਦੀ ਵੱਖੋ-ਵੱਖਰੀ ਪਛਾਣ ਸਥਾਪਿਤ ਕਰਨ ਦੀ ਕੋਸ਼ਿਸ਼ ਤਾਂ ਕੀਤੀ ਹੈ ਪਰ ਇਕਾਂਗੀਕਾਰ ਇਸ ਯਤਨ ਵਿੱਚ ਬਹੁਤਾ ਸਫਲ ਨਹੀਂ ਹੋ ਸਕਿਆ। ਕੇਵਲ ਸੱਸ, ਸਤਨਾਮ, ਜੈਨਬ ਤੇ ਜੀਨਤ ਆਦਿ ਪਾਤਰ ਹੀ ਆਪਣੀ ਵੱਖਰੀ ਪਛਾਣ ਸਥਾਪਿਤ ਕਰ ਸਕਣ ਵਿੱਚ ਸਫਲ ਰਹਿੰਦੇ ਹਨ; ਬਾਕੀ ਪਾਤਰਾਂ ਦਾ ਚਿਹਰਾ-ਮੋਹਰਾ ਇੱਕੋ ਜਿਹਾ ਜਾਪਦਾ ਹੈ।

6.3.5. ਭਾਸ਼ਾ ਅਤੇ ਵਾਰਤਾਲਾਪ/ਸੰਵਾਦ

ਇਕਾਂਗੀਕਾਰ ਆਤਮਜੀਤ ਇੱਕ ਮੰਡਿਆ ਹੋਇਆ ਤੇ ਪਰਪੱਕ ਨਾਟਕਕਾਰ ਹੈ, ਇਸ ਲਈ ਉਸ ਦੀਆਂ ਨਾਟ-ਲਿਖਤਾਂ ਦੀ ਭਾਸ਼ਾ ਪ੍ਰਤੀਕਾਤਮਕ/ਚਿਹਨਾਤਮਕ, ਕਲਾਤਮਕ ਅਤੇ ਸੁਹਜਾਤਮਕ ਹੁੰਦੀ ਹੈ। ਆਤਮਜੀਤ ਦੁਆਰਾ ਘੜੇ ਗਏ ਵਾਰਤਾਲਾਪ/ਸੰਵਾਦ ਮਾਂਜੇ, ਸੁਆਰੇ, ਤਰਾਸ਼ੇ ਹੋਏ, ਅਰਥ-ਭਰਪੂਰ, ਬਹੁ-ਅਰਥੀ, ਪਾਤਰਾਂ ਦੇ ਅਨੁਕੂਲ, ਗਹਿਰਾਈ ਅਤੇ ਗੰਭੀਰਤਾ ਨਾਲ ਲਬਰੇਜ਼ ਅਤੇ ਤਨਜ਼ੀਆ ਹੁੰਦੇ ਹਨ। ਇਸ ਇਕਾਂਗੀ ਦੇ ਵਾਰਤਾਲਾਪ/ਸੰਵਾਦ ਵੀ ਕਲਾਤਮਕ, ਸੁਹਜ ਭਰੇ ਅਤੇ ਰਸ ਭਰਪੂਰ ਹਨ। ਇਕਾਂਗੀਕਾਰ ਨੇ ਵਾਰਤਾਲਾਪ ਦੇ ਮਾਧਿਅਮ ਰਾਹੀਂ ਬਟਵਾਰੇ ਵੇਲੇ, ਜੋ ਸੰਤਾਪ ਜਾਂ ਜਿਸ ਤਰ੍ਹਾਂ ਦਾ ਵੀ ਸੰਤਾਪ ਤ੍ਰਿਮਤਾਂ ਨੇ ਆਪਣੇ ਹੱਡੀਂ ਜਾਂ ਮਨਾਂ ਉੱਤੇ ਹੰਢਾਇਆ, ਉਸ ਨੂੰ ਹੂਬਹੂ ਪੇਸ਼ ਕੀਤਾ ਹੈ। ਇਸ ਇਕਾਂਗੀ ਦੇ ਬਹੁਤੇ ਵਾਰਤਾਲਾਪ ਗਹਿਰ-ਗੰਭੀਰ ਅਤੇ ਭਾਵਕੁਤਾ ਨਾਲ ਭਿੱਜੇ ਹੋਏ ਹਨ। ਆਤਮਜੀਤ ਨੇ ਛੋਟੀਆਂ ਕੁੜੀਆਂ ਦੇ ਗੁੱਡਾ-ਗੁੱਡੀ ਦੇ ਵਿਆਹ ਨਾਲ ਸਬੰਧਤ ਸੰਵਾਦਾਂ ਵਿੱਚ ਫਲਸਫੇ ਭਰੇ ਨਜ਼ਰੀਏ ਤੋਂ ਔਰਤ-ਮਰਦ ਦੇ ਰਿਸ਼ਤੇ ਨੂੰ ਚਿਤਰਿਆ ਹੈ।

6.3.6. ਵਾਤਾਵਰਨ ਅਤੇ ਰੰਗਮੰਚਤਾ

ਇਕਾਂਗੀ ਵਿੱਚ, ਪਾਕਿਤਸਾਨੀ ਪੰਜਾਬ ਦੇ ਇੱਕ ਮੁਸਲਮਾਨ ਪਰਿਵਾਰ ਦੇ ਘਰ ਦਾ ਵਿਹੜਾ ਦਿਖਾਇਆ ਗਿਆ ਹੈ। ਵਾਤਾਵਰਨ ਦੀ ਸਿਰਜਣਾ ਹਿੱਤ ਮੰਚ ਦੇ ਬਿਲਕੁਲ ਪਿੱਛੇ, ਫਲੈਟਸ ਰਾਹੀਂ ਘਰ ਦੀਆਂ ਕੰਧਾਂ ਉਸਾਰ ਕੇ, ਉਨ੍ਹਾਂ ਨੂੰ ਹਰੇ ਰੰਗਤ ਦੀ ਰੰਗਤ ਦੇ ਕੇ, ਮਿਹਰਾਬਦਾਰ ਦਰਵਾਜ਼ੇ ਅਤੇ ਮੁਸਲਮਾਨੀ ਰਵਾਇਤੀ ਢੰਗ ਦੀਆਂ ਜਾਲੀਦਾਰ ਤਾਕੀਆਂ ਆਦਿ ਬਣਾਈਆਂ ਜਾ ਸਕਦੀਆਂ ਹਨ। ਵਿਹੜੇ ਵਿੱਚ ਇੱਕ ਰੁੱਖ ਲੋੜੀਂਦਾ ਹੈ, ਜਿਸ ਉੱਤੇ ਚਿੜੀ ਦਾ ਆਲ੍ਹਣਾ ਦਿਖਾਇਆ ਜਾਵੇਗਾ। ਇਸ ਦੇ ਨਾਲ ਹੀ ਕੁਝ-ਇਕ ਘਰੇਲੂ ਸਮਾਨ ਦੀਆਂ ਵਸਤਾਂ ਵੀ ਰੱਖੀਆਂ ਜਾ ਸਕਦੀਆਂ ਹਨ, ਜਿਸ ਨਾਲ ਕਿ ਯਥਾਰਥਕਤਾ ਦੀ ਰੰਗਤ ਹੋਰ ਗੂੜ੍ਹੀ ਹੋ ਜਾਵੇਗੀ। ਰੂਪ-ਸੱਜਾ ਅਤੇ ਵੇਸ-ਭੂਸ਼ਾ ਰਾਹੀਂ ਮੁਸਲਿਮ ਔਰਤਾਂ ਦੇ ਦਿੱਖਤ ਕਿਰਦਾਰ ਘੜੇ ਜਾ ਸਕਦੇ ਹਨ। ਪਿੱਠਵਰਤੀ ਸੰਗੀਤ ਰਾਹੀਂ ਇਕਾਂਗੀ ਵਿਚਲੇ ਗੀਤਾਂ ਦੀ

ਖੂਬਸੂਰਤੀ ਵਿੱਚ ਹੋਰ ਵਾਧਾ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ ਅਤੇ ਭਾਵੁਕ ਦ੍ਰਿਸ਼ਾਂ ਦੇ ਸੁਹਜ ਨੂੰ ਹੋਰ ਵਧਾਇਆ ਜਾ ਸਕਦਾ ਹੈ। ਰੋਸ਼ਨੀ ਵਿਉਂਤ ਰਾਹੀਂ ਮੌਸਮ, ਸਮੇਂ ਅਤੇ ਪਾਤਰਾਂ ਦੀਆਂ ਚਰਿਤ੍ਰਕ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਨੂੰ ਉਭਾਰਿਆ ਜਾ ਸਕਦਾ ਹੈ।

6.3.7. ਇਕਾਂਗੀ ਲਿਖਣ ਪਿੱਛੇ ਇਕਾਂਗੀਕਾਰ ਦਾ ਉਦੇਸ਼

ਆਤਮਜੀਤ ਇਸ ਇਕਾਂਗੀ ਰਾਹੀਂ ਕਿਸੇ ਵੀ ਵੱਡੇ ਦੁਖਾਂਤ (ਯੁੱਧ, ਫਿਰਕੂ ਦੰਗੇ, ਬਟਵਾਰਾ, ਹਿੰਸਰਤ ਆਦਿ) ਦੇ ਵਾਪਰਨ ਸਮੇਂ ਔਰਤ ਵੱਲੋਂ ਭੋਗੇ ਜਾਂਦੇ ਦੋਹਰੇ ਸੰਤਾਪ ਦਾ ਵਰਨਣ ਕਰ ਕੇ ਅਤੇ ਰੰਗ, ਜਾਤ, ਨਸਲ, ਧਰਮ, ਰਾਜਨੀਤਿਕ ਵਿਚਾਰਧਾਰਾ ਦੇ ਨਾਮ ਉੱਤੇ ਸਦਾ ਦਿੱਤੀ ਜਾਂਦੀ ਇਸਤਰੀਆਂ ਦੀ ਬਲੀ ਤੇ ਪ੍ਰਸ਼ਨ ਚਿੰਨ੍ਹ ਲਗਾ ਕੇ ਮਨੁੱਖ/ਮਰਦ ਮਾਨਸਿਕਤਾ ਨੂੰ ਸੰਵੇਦਨਸ਼ੀਲ ਬਣਾਉਣਾ ਚਾਹੁੰਦਾ ਹੈ ਤਾਂ ਜੋ ਭਵਿੱਖ ਵਿੱਚ ਵਾਪਰਨ ਵਾਲੇ ਵੱਡੇ ਦੁਖਾਂਤਾਂ ਅਤੇ ਰੰਗ, ਜਾਤ, ਨਸਲ, ਧਰਮ, ਰਾਜਨੀਤਿਕ ਵਿਚਾਰਧਾਰਾ ਦੇ ਨਾਮ ਤੇ ਹੋਣ ਵਾਲੇ ਘਾਣਾਂ ਨੂੰ ਘਟਾਇਆ ਜਾ ਸਕੇ ਜਾਂ ਖ਼ਤਮ ਕੀਤਾ ਜਾ ਸਕੇ।

6.3.8. ਅਭਿਆਸ ਲਈ ਪ੍ਰਸ਼ਨ

1. ‘ਚਿੜੀਆਂ’ ਇਕਾਂਗੀ ਦੇ ਵਿਸ਼ਾ-ਵਸਤੂ ਸਬੰਧੀ ਲਿਖੋ।
2. ‘ਚਿੜੀਆਂ’ ਇਕਾਂਗੀ ਦੇ ਪਾਤਰਾਂ ਨਾਲ ਜਾਣ-ਪਛਾਣ ਕਰਵਾਉਂਦੇ ਹੋਏ, ਇਕਾਂਗੀਕਾਰ ਦੀ ਪਾਤਰ-ਚਿਤਰਨ ਸਮਰਥਾ ਬਾਰੇ ਸੰਖੇਪ ਵਿੱਚ ਚਰਚਾ ਕਰੋ।
3. ਇਕਾਂਗੀਕਾਰ ਆਤਮਜੀਤ ਬਾਰੇ ਜਾਣ-ਪਛਾਣ ਕਰਵਾਓ।
4. ਕੀ ਇਕਾਂਗੀ ‘ਚਿੜੀਆਂ’ ਦਾ ਸਿਰਲੇਖ ਇਕਾਂਗੀ ਅਨੁਸਾਰ ਢੁਕਵਾਂ ਹੈ ? ਚਰਚਾ ਕਰੋ।

6.4. ਅਜਮੇਰ ਰੋਡੇ ਰਚਿਤ ਇਕਾਂਗੀ ‘ਦੂਜਾ ਪਾਸਾ’ ਦਾ ਆਲੋਚਨਾਤਮਕ ਅਧਿਐਨ

6.4.1. ਇਕਾਂਗੀਕਾਰ ਅਜਮੇਰ ਰੋਡੇ ਨਾਲ ਜਾਣ-ਪਛਾਣ

ਅਜਮੇਰ ਰੋਡੇ, ਕੈਨੇਡਾ ਦੀ ਧਰਤੀ ਤੇ ਬਸਣ ਵਾਲਾ ਪੰਜਾਬੀ ਦਾ ਪਰਵਾਸੀ ਨਾਟਕਕਾਰ ਹੈ, ਭਾਵੇਂ ਕਿ ਪੰਜਾਬੀ ਸਾਹਿਤ ਜਗਤ ਵਿੱਚ ਅਜਮੇਰ ਰੋਡੇ ਪ੍ਰਮੁੱਖ ਕਵੀ ਵਜੋਂ ਜਾਣਿਆ-ਪਛਾਣਿਆ ਜਾਂਦਾ ਹੈ ਪਰ ਨਾਟਕਕਾਰ ਵਜੋਂ ਉਸ ਦੀਆਂ ਪ੍ਰਮੁੱਖ ਨਾਟ-ਲਿਖਤਾਂ – ਦੂਜਾ ਪਾਸਾ, ਕਾਮਾਗਾਟਾਮਾਰੂ, ਨਿਰਲੱਜ ਆਦਿ ਨੇ ਉਸਨੂੰ ਨਾਟਕਕਾਰਾਂ ਦੀ ਸ਼ਰੇਣੀ ਵਿੱਚ ਲਿਆ ਖੜ੍ਹਾ ਕਰਦੀਆਂ ਹਨ।

6.4.2. 'ਦੂਜਾ ਪਾਸਾ' ਇਕਾਂਗੀ ਦਾ ਵਿਸ਼ਾ ਵਸਤੂ

ਇਕਾਂਗੀ 'ਦੂਜਾ ਪਾਸਾ' ਦਾ ਵਿਸ਼ਾ-ਵਸਤੂ ਪੰਜਾਬੀਆਂ ਵੱਲੋਂ ਕੈਨੇਡਾ ਵਿੱਚ ਹੰਢਾਈ ਜਾ ਰਹੀ ਨਸਲੀ ਵਿਤਕਰੇ ਦੀ ਵਿਸੰਗਤੀ ਨਾਲ ਜੁੜਿਆ ਹੋਇਆ ਹੈ। ਇਸ ਵਿੱਚ ਇਕਾਂਗੀਕਾਰ ਨੇ ਪਰਵਾਸ ਕਰ ਗਏ, ਉਨ੍ਹਾਂ ਪੰਜਾਬੀਆਂ ਦੀ ਵੇਦਨਾ ਨੂੰ ਪਰਗਟ ਕੀਤਾ ਹੈ, ਜਿਹੜੇ ਇੱਕ ਸੋਹਣੇ ਜੀਵਨ ਦੀ ਆਸ ਲੈ ਕੇ, ਆਪਣੀ ਮਿੱਟੀ ਛੱਡ ਕੇ ਬੇਗ਼ਾਨੀ ਧਰਤੀ ਉੱਤੇ ਜਾ ਵਸੇ ਸਨ। ਹਾਲਾਂਕਿ ਪੰਜਾਬੀ ਬਹੁਤ ਸਮਾਂ ਪਹਿਲਾਂ ਤੋਂ ਹੀ ਪਰਵਾਸ ਕਰ ਕੇ, ਵਿਦੇਸ਼ੀ ਧਰਤੀਆਂ ਉੱਤੇ ਵਸਦੇ ਰਹੇ ਹਨ ਪਰ ਉਹ ਅਜੇ ਤੱਕ ਵੀ ਆਵਾਸੀ ਲੋਕਾਂ (ਕਿਸੇ ਮੁਲਕ ਵਿੱਚ ਰਹਿਣ ਵਾਲੇ ਓਥੋਂ ਦੇ ਮੂਲ ਨਿਵਾਸੀ) ਲਈ ਪਰਵਾਸੀ ਲੋਕ ਹੀ ਹਨ। ਆਵਾਸੀ ਲੋਕ; ਪੰਜਾਬੀ ਲੋਕਾਂ ਦੇ ਧਰਮ, ਸੱਭਿਆਚਾਰ ਤੇ ਪਛਾਣ ਆਦਿ ਨੂੰ ਅਹਿਮੀਅਤ ਨਾ ਦੇ ਕੇ, ਉਨ੍ਹਾਂ ਨੂੰ ਦਿੱਖਤ ਰੂਪ ਵਿੱਚ ਆਪਣੇ ਜਿਹਾ ਬਣਾਉਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਵਿੱਚ ਰਹਿੰਦੇ ਹਨ। ਉਨ੍ਹਾਂ ਦੀਆਂ ਕੋਸ਼ਿਸ਼ਾਂ ਬਹੁਤੀ ਵਾਰ ਪੰਜਾਬੀਆਂ ਲਈ ਜਲਾਲਤ ਦੀ ਵਜ੍ਹਾ ਬਣਦੀਆਂ ਹਨ। ਪੰਜਾਬ ਵਿੱਚ ਸਰਦਾਰੀਆਂ ਛੱਡ ਕੇ ਗਏ ਪੰਜਾਬੀਆਂ ਲਈ ਅਜਿਹੀ ਜਲਾਲਤ, ਉਨ੍ਹਾਂ ਨੂੰ ਧੁਰ ਅੰਦਰ ਤੱਕ ਝੰਜੋੜ ਦਿੰਦੀ ਹੈ ਅਤੇ ਉਹ ਉਦਾਸ, ਨਿਰਾਸ਼, ਹਤਾਸ਼ ਹੁੰਦੇ ਚਲੇ ਜਾਂਦੇ ਹਨ। ਉਹ ਆਪਣੇ ਧਰਮ ਅਤੇ ਸੱਭਿਆਚਾਰਕ ਚਿੰਨ੍ਹਾਂ ਨੂੰ ਤਿਆਗੇ ਬਿਨਾਂ ਹੀ ਵਿਦੇਸ਼ੀ ਧਰਤੀ ਉੱਤੇ ਮਾਣ ਅਤੇ ਸਤਿਕਾਰ ਪ੍ਰਾਪਤ ਕਰਨ ਲਈ ਸੰਘਰਸ਼ਸ਼ੀਲ ਹਨ।

6.4.3. ਕਥਾਨਕ

ਇਕਾਂਗੀਕਾਰ ਨੇ ਕਥਾਨਕ ਦੀ ਬੁਣਤੀ ਲਈ ਵੈਨਕੂਵਰ/ਕੈਨੇਡਾ (ਪਰਦੇਸ) ਦੀ ਧਰਤੀ ਉੱਤੇ ਵਸਣ ਵਾਲੇ, ਇੱਕ ਪੱਗ ਬੰਨ੍ਹਣ ਵਾਲੇ ਸਿੱਖ ਪੰਜਾਬੀ ਹਰਨਾਮ ਸਿੰਘ ਨਾਲ, ਉਸਦੀ ਵੱਖਰੀ ਪਛਾਣ ਕਰਕੇ ਹੋਈ ਨਸਲੀ ਵਿਤਕਰੇ ਦੇ ਆਧਾਰ ਤੇ ਹਿੰਸਾ ਦੀ ਘਟਨਾ ਨੂੰ ਚੁਣਿਆ ਹੈ। ਕੁਝ ਗੋਰੇ ਮੁੰਡੇ ਹਰਨਾਮ ਸਿੰਘ ਨਾਲ ਕੁੱਟਮਾਰ ਕਰ ਕੇ ਭੱਜ ਜਾਂਦੇ ਹਨ। ਤਨੇ-ਮਨੇ ਜ਼ਖ਼ਮੀ ਹਰਨਾਮ ਸਿੰਘ ਢੱਠੀ ਪੱਗ ਨਾਲ ਆਪਣੇ ਘਰ ਆਉਂਦਾ ਹੈ ਤੇ ਆ ਕੇ ਆਪਣੀ ਪਤਨੀ ਜਸਵੰਤ ਕੌਰ ਸਾਹਵੇਂ ਵਾਲ ਕਟਵਾ ਕੇ, ਪੱਗ ਸਦਾ ਲਈ ਲਾਹ ਕੇ ਰੱਖ ਦੇਣ ਦਾ ਐਲਾਨ ਕਰਦਾ ਹੈ। ਜਸਵੰਤ ਕੌਰ ਅਤੇ ਹਰਨਾਮ ਸਿੰਘ ਦਾ ਮਿੱਤਰ ਕਿਰਪਾਲ ਸਿੰਘ 'ਪੱਗ' ਨੂੰ ਸਿੱਖ ਧਰਮ ਨਾਲ ਜੁੜਿਆ ਚਿੰਨ੍ਹ ਸਮਝਦੇ ਹਨ। ਉਨ੍ਹਾਂ ਦੋਹਾਂ (ਜਸਵੰਤ ਕੌਰ ਤੇ ਕਿਰਪਾਲ ਸਿੰਘ) ਲਈ ਹਰਨਾਮ ਸਿੰਘ ਦੁਆਰਾ ਪੱਗ ਨਾ ਬੰਨ੍ਹਣ ਦੇ ਐਲਾਨ ਦਾ ਅਰਥ ਹੈ ਸਿੱਖ ਧਰਮ ਤੋਂ ਮੁਨਕਰ ਹੋਣਾ; ਇਸੇ ਕਰਕੇ ਉਹ ਹਰਨਾਮ ਸਿੰਘ ਦੇ ਵਾਲ ਕਟਾਉਣ ਅਤੇ ਪੱਗ ਨਾ ਬੰਨ੍ਹਣ ਦੇ ਫ਼ੈਸਲੇ ਦਾ ਜ਼ੋਰਦਾਰ ਵਿਰੋਧ ਕਰਦੇ ਹਨ। ਦੂਜੇ ਪਾਸੇ ਹਰਨਾਮ ਸਿੰਘ ਦਾ ਚਚੇਰਾ ਭਾਈ ਬਲਵੰਤ, ਜਿਹੜਾ ਕਿ ਵਿਦੇਸ਼ੀ ਧਰਤੀ ਉੱਤੇ ਪਹੁੰਚ ਕੇ ਵਾਲ ਕਟਵਾ ਕੇ ਕਲੀਨ ਸ਼ੇਵ ਹੋ ਗਿਆ ਸੀ, ਉਹ ਤਰਕ ਦਿੰਦਾ ਹੈ ਕਿ 'ਇਸ ਧਰਤੀ ਦਾ ਜਿਹੇ-ਜਿਹਾ ਸੱਭਿਆਚਾਰ ਹੈ, ਸਾਨੂੰ ਉਵੇਂ ਜੇ ਢਲ ਜਾਣਾ ਚਾਹੀਦਾ ਹੈ ਤਾਂ ਕਿ ਇੱਥੋਂ ਦੇ ਰਹਿਣ ਵਾਲੇ ਪੱਕੇ ਲੋਕ (ਆਵਾਸੀ), ਸਾਡੇ ਵੱਖਰੇ ਸੱਭਿਆਚਾਰ ਕਰਕੇ ਸਾਨੂੰ ਪਰਦੇਸੀ ਤੇ ਪਰਵਾਸੀ ਸਮਝ ਕੇ ਨਫ਼ਰਤ ਨਾ ਕਰਨ।' ਉਹ ਹਰਨਾਮ ਸਿੰਘ ਨੂੰ ਵਾਲ ਕਟਵਾ ਕੇ ਅੰਗਰੇਜ਼ਾਂ ਵਰਗਾ ਦਿਸਣ ਲਈ ਪ੍ਰੇਰਦਾ ਹੈ।

ਹਰਨਾਮ ਸਿੰਘ ਦੇ ਮੁੰਡੇ ਗੁਰਦੀਪ ਸਿੰਘ ਦਾ ਇਸ ਮਾਮਲੇ ਸਬੰਧੀ ਦ੍ਰਿਸ਼ਟੀਕੋਣ ਸਭ ਤੋਂ ਵੱਖਰਾ ਹੈ। ਹਾਲਾਂਕਿ ਉਹ ਆਪ ਮੇਨਾ ਹੈ, ਪੱਗ ਨਹੀਂ ਬੰਨ੍ਹਦਾ ਪਰ ਆਪਣੇ ਡੈਂਡੀ ਦੇ ਪੱਗ ਬੰਨ੍ਹੇ ਜਾਣ ਦੀ ਹਮਾਇਤ ਕਰਦਾ ਹੈ। ਗੁਰਦੀਪ ਦਾ ਪੱਗ ਸਬੰਧੀ ਦ੍ਰਿਸ਼ਟੀਕੋਣ ਧਾਰਮਿਕ ਨਹੀਂ ਸਮਾਜਿਕ-ਸੱਭਿਆਚਾਰਕ ਹੈ, ਨਾਲ ਹੀ ਉਹ ਇਨਸਾਨ ਦੀ ਆਪਣੀ ਮਰਜ਼ੀ ਤੇ ਖੁਸ਼ੀ ਸਬੰਧੀ ਵੀ ਤਰਕ ਦਿੰਦਾ ਹੈ। ਅਖੀਰ ‘ਤੇ ਸਭ ਕਾਸੇ ਤੋਂ ਕਣਤਾਇਆ ਹਰਨਾਮ ਸਿੰਘ ਜਦੋਂ ਬਾਬਰੂਮ ਵਿੱਚ ਵੜ ਜਾਂਦਾ ਹੈ ਤੇ ਕਾਫ਼ੀ ਸਮਾਂ ਬਾਹਰ ਨਹੀਂ ਨਿਕਲਦਾ ਤਾਂ ਸਾਰੇ ਇਸ ਗੱਲ ਨੂੰ ਲੈ ਕੇ ਚਿੰਤਾ ਕਰਦੇ ਹਨ ਕਿ ਗੁੱਸੇ ਹੋਇਆ ਹਰਨਾਮ ਸਿੰਘ ਬਾਬਰੂਮ ਵਿੱਚ ਵਾਲ ਨਾ ਕੱਟ ਰਿਹਾ ਹੋਵੇ ਪਰ ਜਦੋਂ ਹਰਨਾਮ ਸਿੰਘ ਪੇਚਵੀਂ ਪੱਗ ਬੰਨ੍ਹ ਕੇ, ਹੱਥ ਵਿੱਚ ਡਾਂਗ ਫੜ ਕੇ ਬਾਹਰ ਆਉਂਦਾ ਹੈ ਤਾਂ ਸਾਰਿਆਂ ਨੂੰ ਸੌਖਾ ਸਾਹ ਆਉਂਦਾ ਹੈ। ਹਰਨਾਮ ਸਿੰਘ ਦੇ ਹੱਥ ਵਿੱਚ ਫੜੀ ਡਾਂਗ ਇਹ ਸੂਚਨਾ ਦਿੰਦੀ ਹੈ ਕਿ ਹਰਨਾਮ ਸਿੰਘ ਨੇ ਵਾਲ ਕਟਾਉਣ ਦਾ ਇਰਾਦਾ ਤਿਆਗ ਦਿੱਤਾ ਹੈ ਅਤੇ ਹੁਣ ਆਪਣੀ ਵੱਖਰੀ ਸ਼ਖ਼ਸੀਅਤ ਦੇ ਵੱਖਰੇ ਚਿੰਨ੍ਹ ‘ਪੱਗ’ ਨੂੰ ਬਚਾਈ ਰੱਖਣ ਲਈ ਉਹ ਜ਼ੋਰ/ਬਲ ਦਾ ਆਸਰਾ ਲਵੇਗਾ।

ਇਸ ਇਕਾਂਗੀ ਵਿੱਚ ਤਿੰਨੇ ਏਕਤਾਵਾਂ ਦੇ ਨਿਯਮ ਨੂੰ ਪੂਰੀ ਕਰੜਾਈ ਤਹਿਤ ਨਿਭਾਇਆ ਗਿਆ ਹੈ। ਇਸ ਇਕਾਂਗੀ ਦਾ ਸਮਾਂ ਵਰਤਮਾਨ ਦਾ ਹੈ ਅਤੇ ਸਾਰਾ ਘਟਨਾਕ੍ਰਮ ਇੱਕ-ਅੱਧ ਘੰਟੇ ਵਿੱਚ ਹੀ ਸਿਮਟਿਆ ਹੋਇਆ ਹੈ। ਸਥਾਨ ਦੀ ਏਕਤਾ ਪੱਖੋਂ ਇਹ ਪਰਦੇਸੀ ਧਰਤੀ ਵੈਨਕੂਵਰ/ਕੈਨੇਡਾ ਦੇ ਇੱਕ ਪੰਜਾਬੀ ਪਰਿਵਾਰ ਦੇ ਡਰਾਇੰਗ ਰੂਮ ਵਿੱਚ ਵਾਪਰੀ ਘਟਨਾ ਹੈ। ਸ਼ੁਰੂ ਤੋਂ ਲੈ ਕੇ ਅਖੀਰ ਤੱਕ ਦਾ ਸਾਰਾ ਕਾਰਜ-ਕ੍ਰਮ ਉਸੇ ਡਰਾਇੰਗ ਰੂਮ ਵਿੱਚ ਹੀ ਵਾਪਰਦਾ ਹੈ। ਸਥਿਤੀ ਜਾਂ ਕਾਰਜ ਦੀ ਏਕਤਾ ਦੀ ਤਾਂ ਮਿਸਾਲ ਦੇਣੀ ਬਣਦੀ ਹੈ। ਸਾਰਾ ਕਾਰਜ-ਕ੍ਰਮ ‘ਪੱਗ’ (ਨਿੱਜੀ ਆਜ਼ਾਦੀ ਦਾ ਪ੍ਰਤੀਕ) ਦੁਆਲੇ ਉਸਰਿਆ ਹੋਇਆ ਹੈ। ਇਕਾਂਗੀ ਦੀ ਸ਼ੁਰੂਆਤ ਪੱਗ ਦੇ ਮਸਲੇ ਨਾਲ ਹੁੰਦੀ ਹੈ ਅਤੇ ਅੰਤ ਵੀ ਪੱਗ ਬੰਨ੍ਹਣ ਦੇ ਫੈਸਲੇ ਨਾਲ ਹੀ ਹੁੰਦਾ ਹੈ।

6.4.4. ਪਾਤਰ ਅਤੇ ਪਾਤਰ ਚਿਤਰਨ

ਇਸ ਇਕਾਂਗੀ ਦੇ ਪਾਤਰ ਵੱਖੋ-ਵੱਖਰੇ ਦ੍ਰਿਸ਼ਟੀਕੋਣ ਦੇ ਧਾਰਨੀ ਹਨ, ਇਸ ਲਈ ਵਾਰਤਾਲਾਪ ਦੌਰਾਨ ਹਰੇਕ ਆਪਣੇ ਦ੍ਰਿਸ਼ਟੀਕੋਣ ਨੂੰ ਸਹੀ ਸਾਬਤ ਕਰਨ ਲਈ ਤਾਰਕਿਕ ਵਿਆਖਿਆ ਪੇਸ਼ ਕਰਦਾ ਹੈ, ਜਿਸ ਸਦਕਾ ਮੰਚ ਉੱਤੇ ਨਾਟਕੀ-ਕਾਰਜ ਭਖਦਾ ਰਹਿੰਦਾ ਹੈ।

ਜਸਵੰਤ ਕੌਰ ਅਤੇ ਕਿਰਪਾਲ ਸਿੰਘ ਸਿੱਖ ਧਰਮ ਦੀ ਵਿਚਾਰਧਾਰਾ ਨੂੰ ਪਰਣਾਏ ਹੋਏ ਸਿੱਖ ਹਨ। ਉਨ੍ਹਾਂ ਦੇ ਵਾਰਤਾਲਾਪਾਂ ਵਿੱਚੋਂ ਉਦੋਂ ਸਿੱਖ ਧਰਮ ਨੂੰ ਲੈ ਕੇ ਭਾਵੁਕਤਾ ਤੋਂ ਅਗਾਂਹ ਉਪਭਾਵੁਕਤਾ ਝਲਕਦੀ ਹੈ, ਜਦੋਂ ਉਹ ਧਾਰਮਿਕ ਚਿੰਨ੍ਹ ਪੱਗ ਨੂੰ ਬਚਾਈ ਰੱਖਣ ਲਈ ਹਰਨਾਮ ਸਿੰਘ ਨੂੰ ਹਰੇਕ ਤਰ੍ਹਾਂ ਦਾ ਤਸੱਦਦ ਸਹਿਣ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਦੇ ਹਨ।

ਬਲਵੰਤ, ਢਲਣ ਵਾਲੀ ਮਾਨਸਿਕਤਾ ਵਾਲਾ ਬੰਦਾ ਹੈ ਜਿਹੜਾ ਕਿ ਵਿਦੇਸ਼ੀ ਧਰਤੀ ਉੱਤੇ ਪੈਰ ਜਮਾਉਣ ਲਈ ਕਿਸੇ ਵੀ ਤਰ੍ਹਾਂ ਦਾ ਸਮਝੌਤਾ ਕਰਨ ਲਈ ਤਿਆਰ ਰਹਿੰਦਾ ਹੈ। ਇਸੇ ਲਈ ਉਹ ਹਰਨਾਮ ਸਿੰਘ ਨੂੰ ਪੱਗ ਤਿਆਗ ਕੇ

ਗੋਰਿਆਂ ਦੇ ਕਲਚਰ ਵਿੱਚ ਰੰਗ ਜਾਣ ਦੀ ਸਲਾਹ ਦਿੰਦਾ ਹੈ, ਜਿਸ ਕਰਕੇ ਉਸਦੀ ਬਾਕੀਆਂ ਨਾਲ ਕਾਫ਼ੀ ਤਿੱਖੀ ਬਹਿਸ ਹੁੰਦੀ ਹੈ।

ਗੁਰਦੀਪ ਇੱਕ ਸੰਤੁਲਿਤ ਸੋਚ ਤੇ ਪਹੁੰਚ ਵਾਲਾ ਇਨਸਾਨ ਹੈ। ਪੱਗ ਉਸ ਲਈ ਸਿੱਖ ਧਰਮ ਦਾ ਨਹੀਂ ਬਲਕਿ ਵਿਅਕਤੀਗਤ ਆਜ਼ਾਦੀ ਦਾ ਪਰਵਾਨਾ ਹੈ। ਉਹ ਆਪਣੇ ਪਿਤਾ ਹਰਨਾਮ ਦੇ ਪੱਗ ਬੰਨ੍ਹੇ ਜਾਣ ਦੀ ਹਾਮੀ ਭਰਦਾ ਹੈ ਕਿਉਂਕਿ ਉਸ ਦਾ ਮੰਨਣਾ ਹੈ ਕਿ ਵਿਅਕਤੀ ਨੂੰ ਆਪਣੀ ਪਛਾਣ ਬਣਾਉਣ ਅਤੇ ਆਪਣੀ ਹੋਂਦ ਬਚਾਉਣ ਲਈ ਜੂਝਣਾ ਚਾਹੀਦਾ ਹੈ। ਨਸਲ, ਰੰਗ, ਧਰਮ, ਕੌਮ, ਜਾਤ ਆਦਿ ਦੂਜੇਲੇ ਵਿਸ਼ੇ ਹਨ, ਪ੍ਰਾਇਮਰੀ ਵਿਸ਼ਾ ਵਿਅਕਤੀਗਤ ਆਜ਼ਾਦੀ ਹੈ। ਜੇ ਵਿਅਕਤੀਗਤ ਆਜ਼ਾਦੀ ਹੀ ਖੁੱਸ ਗਈ ਤਾਂ ਆਜ਼ਾਦ ਬੰਦਾ ਆਪਣੇ ਆਪ ਨੂੰ ਇਸ ਸਮਾਜ ਦੀ ਖੁੱਲ੍ਹੀ ਜੇਲ੍ਹ ਦਾ ਕੈਦੀ ਸਮਝਣ ਲੱਗ ਪਵੇਗਾ।

6.4.5. ਭਾਸ਼ਾ ਅਤੇ ਵਾਰਤਾਲਾਪ/ਸੰਵਾਦ

ਇਕਾਂਗੀ ਵਿਚਲੇ ਸੰਵਾਦ ਯਥਾਰਥਕ ਸ਼ੈਲੀ ਵਾਲੇ ਹਨ, ਅਲੰਕਾਰਕ ਭਾਸ਼ਾ ਵਾਲੇ ਨਹੀਂ ਹਨ। ਸੰਵਾਦ ਪਾਤਰਾਂ ਮੁਤਾਬਕ ਢੁਕਵੇਂ ਹਨ। ਕਿਤੇ ਵੀ ਇਹ ਨਹੀਂ ਜਾਪਦਾ ਕਿ ਫਲਾਂ ਡਾਇਲਾੱਗ ਦੇ ਸ਼ਬਦ ਇਕਾਂਗੀਕਾਰ ਨੇ ਧੱਕੇ ਨਾਲ ਫਲਾਂ ਪਾਤਰ ਦੇ ਮੂੰਹ ਵਿੱਚ ਪਾਏ ਹਨ। ਸਾਰੇ ਵਾਰਤਾਲਾਪਾਂ ਵਿੱਚ ਯਥਾਰਥਕ ਸਹਿਜਤਾ ਹੈ। ਪਾਤਰਾਂ ਦੇ ਸੁਭਾਅ ਅਤੇ ਉਨ੍ਹਾਂ ਦੇ ਦ੍ਰਿਸ਼ਟੀਕੋਣ ਆਧਾਰਤ ਸੰਵਾਦ, ਯਥਾਰਥਕਤਾ ਦੀ ਰੰਗਤ ਨੂੰ ਹੋਰ ਗੂੜ੍ਹਿਆਂ ਕਰ ਦਿੰਦੇ ਹਨ। ਕਿਤੇ-ਕਿਤੇ ਤਰਕਮਈ ਡਿਬੇਟ ਮੰਚੀ ਮੂਵਮੈਂਟਸ ਦੀ ਘਾਟ ਨੂੰ ਵੀ ਕੱਜ ਲੈਂਦੀ ਹੈ :

ਗੁਰਦੀਪ : ਪੱਗ ਦਾ ਤਾਂ ਸ਼ਾਇਦ ਕੋਈ ਫਾਇਦਾ ਹੋਵੇ... ਪਰ ਆਹ ਥੋਡੇ ਗਲ 'ਚ ਲੱਗੀ
ਟਾਈ ਦਾ ਕੀ ਫਾਇਦਾ ?

ਬਲਵੰਤ : ਟਾਈ ਦਾ ?

ਗੁਰਦੀਪ : ਜੇ ਇਹ ਫਜ਼ੂਲ ਜਿਹੀ ਲੀਰ ਤੁਹਾਡੀ ਡਰੈਸ ਦਾ ਹਿੱਸਾ ਬਣਦੀ ਸਕਦੀ ਹੈ
ਤਾਂ ਪੱਗ ਨੂੰ ਬਣ ਸਕਦੀ ?

ਬਲਵੰਤ : ਟਾਈ ਦੀ ਗੱਲ ਹੋਰ ਐ।

ਗੁਰਦੀਪ : ਗੱਲ ਤਾਂ ਐਨੀ ਈ ਐ ਕਿ ਟਾਈ ਅੰਗਰੇਜ਼ ਨੇ ਲੈਣੀ ਸ਼ੁਰੂ ਕੀਤੀ ਸੀ ਤੇ ਪੱਗ
ਅੰਗਰੇਜ਼ ਨੇ ਨਹੀਂ ਕੀਤੀ।

6.4.6. ਵਾਤਾਵਰਨ ਅਤੇ ਰੰਗਮੰਚਤਾ

ਇਸ ਇਕਾਂਗੀ ਦੀ ਦਿੱਖ ਯਥਾਰਥਕ ਰੰਗਤ ਵਾਲੀ ਹੈ। ਸੇ ਇਸ ਦਾ ਵਾਤਾਵਰਣ ਸਿਰਜਣ ਲਈ ਯਥਾਰਥ ਦਾ ਭੁਲਾਂਦਰਾ ਸਿਰਜਣ ਵਾਲੇ ਸੈੱਟ ਦੀ ਲੋੜ ਹੈ। ਇੱਕ ਮੱਧਵਰਗੀ ਪਰਿਵਾਰ ਦਾ ਡਰਾਇੰਗ ਰੂਮ ਹੈ, ਜਿਸ ਨੂੰ ਕਿ ਆਸਾਨੀ ਨਾਲ ਸਿਰਜਿਆ ਜਾ ਸਕਦਾ ਹੈ ਪਰ ਦਿੱਖਤ ਡਰਾਇੰਗ ਰੂਮ ਦੇ ਸੈੱਟ ਤੋਂ ਇਹ ਕਿਸੇ ਵੀ ਤਰ੍ਹਾਂ ਅੰਦਾਜ਼ਾ ਨਹੀਂ ਲਗਾਇਆ ਜਾ ਸਕਦਾ ਕਿ ਉਹ ਡਰਾਇੰਗ ਰੂਮ ਕਿਹੜੀ ਧਰਤੀ ਉੱਤੇ ਸਥਿਤ ਹੈ। ਸੇ ਜਾਂ ਤਾਂ ਇਕਾਂਗੀ ਦੀ ਸ਼ੁਰੂਆਤ ਵਿੱਚ ਇਸ ਸਬੰਧੀ ਬੋਲ ਕੇ ਦੱਸਿਆ ਜਾ ਸਕਦਾ ਹੈ ਕਿ ਇਹ ਡਰਾਇੰਗ ਰੂਮ ਦਾ ਦ੍ਰਿਸ਼ ਕੈਨੇਡਾ ਦੀ ਧਰਤੀ ਦਾ ਹੈ। ਜਾਂ ਫਿਰ ਸੈੱਟ ਵਿੱਚ ਕੁਝ-ਇੱਕ ਛੋਟੇ ਅਜਿਹੀਆਂ ਦਿੱਤੀਆਂ ਜਾ ਸਕਦੀਆਂ ਹਨ ਜਿਸ ਤੋਂ ਦਿੱਖਤ ਡਰਾਇੰਗ ਰੂਮ ਜਾਂ ਸੈੱਟ ਕੈਨੇਡਾ ਦੀ ਧਰਤੀ ਦਾ ਜਾਪੇ। ਤੀਸਰਾ ਪਾਤਰਾਂ ਦੀ ਭਾਸ਼ਾ ਵਿੱਚ ਅੰਗਰੇਜ਼ੀ-ਫ੍ਰੈਂਚ ਸ਼ਬਦਾਂ ਦੀ ਵਰਤੋਂ ਨਾਲ ਅਤੇ ਕੈਨੇਡਾ ਦੀ ਧਰਤੀ 'ਤੇ ਵਸਦੇ ਲੋਕਾਂ ਦੇ ਬੋਲ-ਲਹਿਜੇ ਦੀ ਨਕਲ ਕਰ ਕੇ ਵੀ ਮਾਹੌਲ ਉਸਾਰਿਆ ਜਾ ਸਕਦਾ ਹੈ।

ਘਟਨਾ ਇੱਕੋ ਸਮੇਂ ਤੇ ਸਥਾਨ ਦੀ ਹੈ, ਸੇ ਰੋਸ਼ਨੀ-ਪ੍ਰਭਾਵ ਸਿਰਜਣ ਦਾ ਤਰੱਦਦ ਕਰਨ ਦੀ ਲੋੜ ਨਹੀਂ ਅਤੇ ਨਾ ਹੀ ਪਿੱਠਵਰਤੀ ਸੰਗੀਤ ਵਾਤਾਵਰਨ-ਸਿਰਜਣ ਵਿੱਚ ਸਹਾਈ ਹੋ ਸਕਦਾ ਹੈ। ਇਕਾਂਗੀਕਾਰ ਨੇ ਸ਼ੁਰੂਆਤੀ ਡਿਸਕ੍ਰਿਪਸ਼ਨ ਵਿੱਚ ਨਿਰਦੇਸ਼ਕੀ ਟਿੱਪਣੀ ਦਿੱਤੀ ਹੈ, ਜਿਸ ਰਾਹੀਂ ਕਿ ਵਾਤਾਵਰਨ ਦੀ ਸਿਰਜਣਾ ਕੀਤੀ ਜਾ ਸਕਦੀ ਹੈ। ਅਦਾਕਾਰਾਂ ਦੀ ਯਥਾਰਥਕ ਅਦਾਕਾਰੀ ਹੀ ਯਥਾਰਥਕਤਾ ਦਾ ਭੁਲਾਂਦਰਾ ਸਿਰਜਣ ਲਈ ਸਹਾਈ ਹੋਵੇਗੀ। ਇਕਾਂਗੀ ਦੀ ਸ਼ੁਰੂਆਤ ਹਰਨਾਮ ਸਿੰਘ ਦੇ Aggressive Mood ਨਾਲ ਹੁੰਦੀ ਹੈ ਤਾਂ ਸ਼ੁਰੂ ਤੋਂ ਹੀ ਮੰਚ ਉੱਤੇ ਨਾਟਕੀ ਕਾਰਜ ਭਖਣਾ ਸ਼ੁਰੂ ਹੋ ਜਾਂਦਾ ਹੈ। ਤਿੱਖੀ ਬਹਿਸਬਾਜ਼ੀ, ਕਾਟਵੇਂ ਸੰਵਾਦ ਇਕਾਂਗੀ ਦੀ ਤੋਰ ਨੂੰ ਮੱਠਾ ਨਹੀਂ ਪੈਣ ਦਿੰਦੇ ਬਲਕਿ ਤਿੱਖਾ ਬਣਾਈ ਰਖਦੇ ਹਨ।

6.4.7. ਇਕਾਂਗੀ ਲਿਖਣ ਪਿੱਛੇ ਇਕਾਂਗੀਕਾਰ ਦਾ ਉਦੇਸ਼

ਇਕਾਂਗੀਕਾਰ ਨੇ ਨਸਲੀ ਵਿਤਕਰੇ ਵਾਲੀ ਮਾਨਸਿਕਤਾ ਉੱਤੇ ਪ੍ਰਸ਼ਨ ਚਿੰਨ੍ਹ ਲਾਉਣ ਦਾ ਯਤਨ ਕੀਤਾ ਹੈ। ਉਹ ਵਿਅਕਤੀ-ਆਜ਼ਾਦੀ ਦੀ ਤਾਂਘ ਰਖਦਾ ਹੈ। ਗੁਰਦੀਪ ਸਿੰਘ ਇਕਾਂਗੀਕਾਰ ਦੀ ਸੋਚ ਅਤੇ ਪਹੁੰਚ ਦਾ ਲਖਾਇਕ ਪਾਤਰ ਹੈ। ਇਕਾਂਗੀਕਾਰ ਨੇ ਪਰਦੇਸੀ ਧਰਤੀ ਉੱਤੇ ਵੀ ਵਿਅਕਤੀ ਆਜ਼ਾਦੀ ਦੇ ਹੱਕ ਨੂੰ ਮੂਲ ਹੱਕ ਵਜੋਂ ਪਰਿਭਾਸ਼ਤ ਕਰਨ ਦਾ ਯਤਨ ਕੀਤਾ ਹੈ। ਅਖੀਰ 'ਤੇ ਇਕਾਂਗੀਕਾਰ ਅਜਮੇਰ ਰੋਡੇ ਇਸ ਗੱਲ ਨੂੰ ਵੀ ਸਥਾਪਿਤ ਕਰਦਾ ਹੈ ਕਿ ਵਿਅਕਤੀਗਤ ਆਜ਼ਾਦੀ ਦੀ ਪ੍ਰਾਪਤੀ ਲਈ, ਆਪਣੇ ਹੱਕਾਂ ਲਈ ਜੂਝਣਾ ਪੈਂਦਾ ਹੈ। ਹੱਕ ਬਹੁਤੀ ਵਾਰ ਮੰਗਿਆ ਨਹੀਂ ਮਿਲਦੇ, ਉਨ੍ਹਾਂ ਨੂੰ ਖੋਹਣਾ ਪੈਂਦਾ ਹੈ।

6.4.8. ਅਭਿਆਸ ਲਈ ਪ੍ਰਸ਼ਨ

1. 'ਦੂਜਾ ਪਾਸਾ' ਇਕਾਂਗੀ ਵਿੱਚ ਕਿਸ ਪ੍ਰਮੁੱਖ ਵਰਤਾਰੇ/ਘਟਨਾ ਦੁਆਲੇ ਇਸ ਇਕਾਂਗੀ ਦਾ ਕਥਾਨਕ ਬੁਣਿਆ ਗਿਆ ਹੈ ?
2. ਇਕਾਂਗੀ 'ਦੂਜਾ ਪਾਸਾ' ਦੇ ਡਰਾਇੰਗ-ਰੂਮ ਨੂੰ ਕੈਨੇਡਾ ਦੀ ਧਰਤੀ ਵਿਖੇ ਸਥਿਤ ਦਿਖਾਉਣ ਲਈ ਕਿਸ-ਕਿਸ ਤਰ੍ਹਾਂ ਦੇ ਨਿਰਦੇਸ਼ਕੀ ਯਤਨ ਕੀਤੇ ਜਾ ਸਕਦੇ ਹਨ ?
3. ਇਕਾਂਗੀਕਾਰ ਅਜਮੇਰ ਰੋਡੇ ਬਾਰੇ ਜਾਣ-ਪਛਾਣ ਕਰਵਾਓ ।

6.5. ਸਤੀਸ਼ ਕੁਮਾਰ ਵਰਮਾ ਰਚਿਤ ਇਕਾਂਗੀ 'ਪਰਤ ਆਉਣ ਤੱਕ' ਦਾ ਆਲੋਚਨਾਤਮਕ ਅਧਿਐਨ

6.5.1. ਇਕਾਂਗੀਕਾਰ ਨਾਲ ਜਾਣ-ਪਛਾਣ

ਡਾ. ਸਤੀਸ਼ ਕੁਮਾਰ ਵਰਮਾ, ਪੰਜਾਬੀ ਨਾਟਕਕਾਰਾਂ ਦੀ ਚੌਥੀ ਪੀੜ੍ਹੀ ਨਾਲ ਸਬੰਧ ਰਖਦੇ ਹਨ। ਡਾ. ਵਰਮਾ ਨਾਟਕਕਾਰ ਹੋਣ ਦੇ ਨਾਲ-ਨਾਲ ਇੱਕ ਵਧੀਆ ਸਟੇਜ ਸੰਚਾਲਕ, ਅਧਿਆਪਕ ਅਤੇ ਨਾਟ-ਸਮੀਖਿਕ ਵੀ ਹਨ। ਨਾਟ-ਸਮੀਖਿਕ ਵਜੋਂ ਉਹ ਤਿੰਨ ਦਰਜਨ ਤੋਂ ਵੱਧ ਕਿਤਾਬਾਂ ਦੀ ਰਚਨਾ ਕਰ ਚੁੱਕੇ ਹਨ। ਇੱਕ ਨਾਟਕਕਾਰ ਵਜੋਂ ਉਨ੍ਹਾਂ ਨੇ - 'ਟਕੋਰਾਂ', ਮਸਲਾ ਪੰਜਾਬ ਦਾ, ਦਾਇਰੇ, ਲੋਕ ਮਨਾਂ ਦਾ ਰਾਜਾ, ਇੱਕ ਗੀਤ ਦੀ ਮੌਤ, ਘੁਟਦੇ ਸਾਹਾਂ ਦੀ ਕਹਾਣੀ, ਸੁਪਨਿਆਂ ਦੇ ਕਾਤਿਲ' ਆਦਿ ਨਾਟ-ਲਿਖਤਾਂ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਝੋਲੀ ਪਾਈਆਂ ਹਨ। ਭਾਰਤੀ ਸਾਹਿਤ ਅਕਾਦਮੀ ਵੱਲੋਂ ਸਾਲ 2012 ਵਿੱਚ ਡਾ. ਵਰਮਾ ਨੂੰ ਪੁਸਤਕ 'ਰੰਗਮੰਚ ਦਾ ਕੋਹਿਨੂਰ : ਪ੍ਰਿਥਵੀਰਾਜ ਕਪੂਰ' ਦਾ ਹਿੰਦੀ ਤੋਂ ਪੰਜਾਬੀ ਅਨੁਵਾਦ ਕਰਨ ਲਈ ਪੁਰਸਕਾਰ ਦਿੱਤਾ ਗਿਆ।

6.5.2. ਇਕਾਂਗੀ 'ਪਰਤ ਆਉਣ ਤੱਕ' ਦਾ ਵਿਸ਼ਾ-ਵਸਤੂ

ਇਹ ਇਕਾਂਗੀ/ਲਘੂ-ਨਾਟ ਪੰਜਾਬ ਸਮੱਸਿਆ ਨਾਲ ਸਬੰਧਤ ਹੈ। ਇਸ ਇਕਾਂਗੀ ਵਿੱਚ ਇਕਾਂਗੀਕਾਰ ਨੇ ਜ਼ਮੀਨ ਵੰਡੇ ਜਾਣ, ਸੰਯੁਕਤ ਪਰਿਵਾਰਾਂ ਦੇ ਟੁੱਟਣ ਅਤੇ ਇਸ ਟੁੱਟ-ਭੱਜ ਦਾ ਦੁਖਾਂਤ ਹੰਢਾ ਰਹੀ ਪੁਰਾਣੀ ਪੀੜ੍ਹੀ ਦੇ ਬਿਰਤਾਂਤ ਰਾਹੀਂ, ਪ੍ਰਤੀਕਾਤਮਕ ਤੌਰ 'ਤੇ ਭਾਰਤ ਅਤੇ ਪਾਕਿਸਤਾਨ ਦੇ ਬਟਵਾਰੇ ਬਾਰੇ ਸੰਬਾਦ ਰਚਾਇਆ ਹੈ। ਇਕਾਂਗੀਕਾਰ ਨੇ ਦਰਸਾਇਆ ਹੈ ਕਿ ਜਿਵੇਂ ਇੱਕ ਪਰਿਵਾਰ ਦੇ ਬਟਵਾਰੇ ਤੋਂ ਬਾਅਦ ਪਰਿਵਾਰਾਂ ਵਿੱਚ ਮੋਹ-ਪਿਆਰ ਨਹੀਂ ਰਹਿੰਦਾ, ਲੜਾਈ-ਝਗੜੇ ਵਧ ਜਾਂਦੇ ਹਨ ਅਤੇ ਵੱਡੇ-ਬਜ਼ੁਰਗ ਇਸ ਲੜਾਈ-ਝਗੜੇ ਕਾਰਨ ਆਪਣੇ ਮਨ ਦੀ ਸ਼ਾਂਤੀ ਖੋਹ ਬਹਿੰਦੇ ਹਨ; ਉਸੇ ਤਰ੍ਹਾਂ ਭਾਰਤ-ਪਾਕਿਸਤਾਨ ਦੀ ਵੰਡ ਤੋਂ ਬਾਅਦ ਭਰਾਵਾਂ ਵਾਂਗ ਵਿਚਰ ਰਹੇ ਹਿੰਦੂ/ਸਿੱਖ ਤੇ ਮੁਸਲਮਾਨਾਂ ਵਿਚਕਾਰ ਮੋਹ-ਪਿਆਰ ਦੀਆਂ ਤੰਦਾਂ ਟੁੱਟ ਗਈਆਂ, ਦੋਹੋਂ ਦੇਸ਼ ਕੋਈ ਨਾ ਕੋਈ ਬਹਾਨਾ ਬਣਾ ਕੇ ਲੜਾਈਆਂ-ਜੰਗਾਂ ਕਰਦੇ ਆ ਰਹੇ ਹਨ ਜਿਸ ਕਾਰਨ ਮਨੁੱਖਤਾ ਦੀ ਕਈ ਰੱਖਣ ਵਾਲੇ ਮਾਨਵਤਾਵਾਦੀ ਇਨਸਾਨਾਂ ਨੂੰ ਮਾਨਸਿਕ ਸੰਤਾਪ ਹੰਢਾਉਣਾ ਪੈ ਰਿਹਾ ਹੈ। ਉਪ-ਵਿਸ਼ੇ ਵਜੋਂ ਇਕਾਂਗੀਕਾਰ ਨੇ ਪੀੜ੍ਹੀ-ਦਰ-ਪੀੜ੍ਹੀ

ਕਲਾਕਾਰੀ ਦੇ ਕਿੱਤੇ ਨੂੰ ਪਰਣਾਏ ਮੀਰ-ਆਲਮਾਂ ਦੇ ਅਜੋਕੇ ਸਮੇਂ ਬੇਰੁਜ਼ਗਾਰ ਹੋਣ ਅਤੇ ਇਸੇ ਵਜ੍ਹਾ ਆਪਣਾ ਜੱਦੀ ਕਿੱਤਾ ਛੱਡ ਕੇ ਹੋਰ ਕਿੱਤੇ ਕਰਨ ਲਈ ਮਜਬੂਰ ਹੋਣ ਦੀ ਤੰਦ ਨੂੰ ਵੀ ਛੇਹਿਆ ਹੈ।

6.5.3. ਕਥਾਨਕ

ਲੋਕ-ਨਾਟ ਸ਼ੈਲੀ 'ਨਕਲ' ਨਾਲ ਸੰਬੰਧਿਤ ਰਚਾਉਂਦਾ ਇਹ ਇਕਾਂਗੀ/ਲਘੂ-ਨਾਟਕ 'ਪਰਤ ਆਉਣ ਤੱਕ' ਯਥਾਰਥਵਾਦੀ ਸ਼ੈਲੀ ਅਤੇ ਬਰੈਖਤ ਦੇ ਐਪਿਕ ਥੀਏਟਰ ਦੀ 'ਵਿੱਥ ਸਿਰਜਣ ਵਿਧੀ' ਦਾ ਸੁਮੇਲ ਹੈ। ਯਥਾਰਥਕ ਕਾਰਜ ਵਾਪਰਨ ਤੋਂ ਪਹਿਲਾਂ 'ਨਕਲਾਂ' ਦੀ ਜੁਗਤ, ਨਾਟਕੀ ਯਥਾਰਥ ਤੋਂ ਵਿੱਥ ਸਿਰਜ ਕੇ ਦਰਸ਼ਕਾਂ ਨੂੰ ਆਉਣ ਵਾਲੇ ਯਥਾਰਥ ਲਈ ਆਲੋਚਨਾਤਮਕ ਦ੍ਰਿਸ਼ਟੀ ਤੋਂ ਤਿਆਰ ਕਰਨ ਦਾ ਰੋਲ ਨਿਭਾਉਂਦੀ ਹੈ।

ਇਕਾਂਗੀਕਾਰ ਨੇ ਕਥਾਨਕ ਦੀ ਬੁਣਤੀ ਹਿੱਤ ਇੱਕ ਸੰਯੁਕਤ ਪਰਿਵਾਰ ਦੇ ਅੱਡ-ਅੱਡ ਹੋਣ, ਪਰਿਵਾਰਾਂ ਵਿੱਚੋਂ ਆਪਸੀ ਮੋਹ-ਪਿਆਰ ਘਟਣ ਤੇ ਨਫ਼ਰਤ ਵਧਣ ਅਤੇ ਅਖੀਰ ਦੋਹਾਂ ਪਰਿਵਾਰਾਂ ਦੇ ਮੁੜ ਇਕਜੁੱਟ ਹੋਣ ਦੀ ਘਟਨਾ ਨੂੰ ਪਰੇਇਆ ਹੈ। ਛੋਟੇ ਕੈਨਵਸ ਉੱਤੇ ਇਹ ਇੱਕ ਪਰਿਵਾਰ ਦੀ ਟੁੱਟ-ਭੱਜ ਜਾਪਦੀ ਹੈ ਪਰ ਇਕਾਂਗੀਕਾਰ ਵੱਡੇ ਕੈਨਵਸ ਉੱਤੇ ਇਸਨੂੰ ਭਾਰਤ-ਪਾਕਿ (ਪੰਜਾਬ ਵੰਡ) ਦੇ ਰੂਪ ਵਿੱਚ ਚਿਤਰਦਾ ਹੈ। ਦੋਹਾਂ ਪਰਿਵਾਰਾਂ ਦੀਆਂ ਔਰਤਾਂ ਦੀ ਤਕਰਾਰਬਾਜ਼ੀ, ਉਨ੍ਹਾਂ ਦੇ ਪਤੀਆਂ ਦੁਆਰਾ ਉਨ੍ਹਾਂ ਨੂੰ ਰੋਕਣ-ਵਰਜਣ ਦਾ ਪ੍ਰਤੀਕਰਮ, ਬੱਚਿਆਂ ਦਾ ਇਕਜੁੱਟ ਹੋ ਕੇ ਰਹਿਣ ਤੇ ਬਾਕੀ ਪਰਿਵਾਰ ਨੂੰ ਵੀ ਇੱਕਜੁੱਟ ਕਰਨ ਦਾ ਅਹਿਦ ਅਤੇ ਬਜ਼ੁਰਗ ਦੁਆਰਾ ਪਰਿਵਾਰ ਦੀ ਸਾਂਝ ਨੂੰ ਮੁੜ ਬਰਕਰਾਰ ਕਰਨ ਲਈ ਵਰਤੀ ਗਈ ਮਰਨ ਵਿਧੀ ਮੰਚ ਉੱਤੇ ਨਾਟਕੀ-ਕਾਰਜ ਨੂੰ ਜੀਵੰਤਤਾ ਪ੍ਰਦਾਨ ਕਰਦੇ ਹਨ।

ਇਕਾਂਗੀ ਵਿੱਚ ਸਥਾਨ ਦੀ ਏਕਤਾ ਦਾ ਨਿਯਮ ਭੰਗ ਹੋਇਆ ਹੈ। ਇਕਾਂਗੀ ਦਾ ਸ਼ੁਰੂਆਤੀ ਸੀਨ ਪਿੰਡ ਵਿੱਚ ਲੱਗੀ ਸਟੇਜ ਦਾ ਹੈ ਅਤੇ ਉਸ ਤੋਂ ਬਾਅਦ ਦਾ ਸਾਰਾ ਕਾਰਜ ਬਜ਼ੁਰਗ (ਪੰਜਾਬੀ) ਦੇ ਘਰ ਵਿਖੇ ਹੀ ਵਾਪਰਦਾ ਹੈ। ਸਮੇਂ ਦੀ ਏਕਤਾ ਵੀ ਬਰਕਰਾਰ ਨਹੀਂ ਰਹਿੰਦੀ ਕਿਉਂਕਿ ਇਹ ਇਕਾਂਗੀ 9 ਦ੍ਰਿਸ਼ਾਂ/ਝਾਕੀਆਂ/ਭਾਗਾਂ ਵਿੱਚ ਵੰਡੀ ਹੋਈ ਹੈ। ਇਹ ਭਾਗ 'ਸਮਾਂ-ਅੰਤਰਾਲ' ਨੂੰ ਦਰਸਾਉਣ ਲਈ ਹੀ ਕੀਤੇ ਗਏ ਹਨ। ਕਾਰਜ/ਸਥਿਤੀ ਦੀ ਏਕਤਾ ਦਾ ਨਿਯਮ ਵੀ ਭੰਗ ਹੋਇਆ ਹੈ ਕਿਉਂਕਿ ਸ਼ੁਰੂਆਤੀ ਦ੍ਰਿਸ਼ ਦਾ ਵਿਸ਼ਾ ਅਜੋਕੇ ਸਮੇਂ ਜੱਦੀ ਕੰਮਾਂਕਾਰਾਂ ਨਾਲ ਜੁੜੇ ਕਲਾਕਾਰਾਂ ਦੀ ਆਰਥਿਕ ਤੌਰ 'ਤੇ ਹੋ ਰਹੀ ਦੁਰਗਤੀ ਨਾਲ ਜੁੜਿਆ ਹੋਇਆ ਹੈ; ਜਦਕਿ ਬਾਕੀ 8 ਦ੍ਰਿਸ਼ ਇੱਕ ਵਿਸ਼ੇ (ਪਰਿਵਾਰ ਦਾ ਵਿਭਾਜਨ, ਲੜਾਈ-ਝਗੜਾ ਅਤੇ ਮੁੜ ਪਰਿਵਾਰ ਦਾ ਇਕਜੁੱਟ ਹੋ ਜਾਣਾ) ਨਾਲ ਜੁੜੇ ਹੋਏ ਹਨ। ਪਰ ਕਿਉਂਕਿ ਇਕਾਂਗੀਕਾਰ ਆਪ ਇਸ ਨਾਟ-ਕ੍ਰਿਤੀ ਨੂੰ ਇਕਾਂਗੀ ਦੀ ਬਜਾਏ ਲਘੂ-ਨਾਟ ਵਜੋਂ ਸਿਰਲੇਖਿਤ ਕਰਦਾ ਹੈ ਤਾਂ ਉਸ ਪਰਥਾਏ ਇਹ ਸਮਾਂ, ਸਥਾਨ, ਕਾਰਜ ਦੀ ਏਕਤਾ ਦੇ ਨਿਯਮ ਦਾ ਭੰਗ ਹੋਣ ਅੱਖਰਦਾ ਨਹੀਂ।

6.5.4. ਪਾਤਰ ਅਤੇ ਪਾਤਰ ਚਿਤਰਨ

ਇਸ ਇਕਾਂਗੀ ਵਿੱਚ 9 ਕੁ ਪਾਤਰ ਹਨ, ਜਿਨ੍ਹਾਂ ਦੇ ਚਰਿੱਤਰ ਨੂੰ 7 ਅਦਾਕਾਰ ਹੀ ਅਭਿਨੀਤ ਕਰ ਸਕਦੇ ਹਨ ਕਿਉਂਕਿ ਸ਼ੁਰੂਆਤੀ ਦ੍ਰਿਸ਼ ਵਿੱਚ ਆਉਣ ਵਾਲੇ ਮਰਾਸੀ ਹੀ ਬਾਅਦ ਵਿੱਚ ਸੱਜਣ ਅਤੇ ਸੁੰਦਰ ਦੇ ਮੁੰਡੇ ਦੀਪਾ ਤੇ

ਜਿੰਦਾ ਬਣ ਕੇ ਆ ਸਕਦੇ ਹਨ। ਇਕਾਂਗੀ ਦੇ ਪਾਤਰਾਂ ਦੇ ਸੁਭਾਅ ਵਿੱਚ ਜੜ੍ਹਤ ਰੂਪ ਵਿੱਚ ਇਕਸਮਾਨਤਾ ਅਤੇ ਸੰਤੁਲਨ ਨਜ਼ਰ ਆਉਂਦਾ ਹੈ। ਜਿਵੇਂ ਕਿ ਦੇਵੇਂ ਭਰਾਵਾਂ (ਸੱਜਣ ਤੇ ਸੁੰਦਰ) ਦਾ ਸੁਭਾਅ ਆਪਸ ਵਿੱਚ, ਦੇਹਾਂ ਤ੍ਰੀਮਤਾਂ ਦਾ ਸੁਭਾਅ ਆਪਸ ਵਿੱਚ ਅਤੇ ਦੇਵੇਂ ਨੌਜਵਾਨ ਬੱਚਿਆਂ (ਦੀਪਾ ਤੇ ਜਿੰਦਾ) ਦਾ ਸੁਭਾਅ ਆਪਸ ਵਿੱਚ ਬਹੁਤ ਰਲਦਾ ਹੈ। ਔਰਤਾਂ ਕਲੇਸ਼ੀ ਸੁਭਾਅ ਦੀਆਂ ਹਨ, ਉਨ੍ਹਾਂ ਦੇ ਪਤੀ (ਦੇਵੇਂ ਭਰਾ) ਬਲਦੀ ਨੂੰ ਬੁਝਾਉਣ ਵਾਲੇ ਹਨ ਜਦਕਿ ਦੇਵੇਂ ਮੁੰਡੇ (ਜਿੰਦਾ ਤੇ ਦੀਪਾ) ਸਮਝੌਤਾਮਈ ਰਵੱਈਏ ਵਾਲੇ ਹਨ। ਬਜ਼ੁਰਗ (ਪੰਜਾਬੀ) ਇਕਾਂਗੀਕਾਰ ਦੀ ਸੋਚ ਅਤੇ ਪਹੁੰਚ ਦੀ ਪ੍ਰਤੀਨਿਧਤਾ ਕਰਦਾ ਹੋਇਆ ਪਾਤਰ ਹੈ, ਜਿਹੜਾ ਕਿ ਟੁੱਟੇ ਪਰਿਵਾਰ ਨੂੰ ਮੁੜ ਗੰਢਣ ਵਾਲਾ ਵਾਹਕ ਬਣਦਾ ਹੈ।

6.5.5. ਭਾਸ਼ਾ ਅਤੇ ਵਾਰਤਾਲਾਪ/ਸੰਵਾਦ

ਇਸ ਇਕਾਂਗੀ ਦੇ ਵਾਰਤਾਲਾਪ/ਸੰਵਾਦ ਯਥਾਰਥਕ ਰੰਗਤ ਵਾਲੇ ਹਨ ਪਰ ਪੂਰੇ ਮਾਂਜੇ-ਸਵਾਰੇ ਹੋਏ। ਇਕਾਂਗੀਕਾਰ ਸ਼ਹਿਰੀ ਅਤੇ ਪੇਂਡੂ ਭਾਸ਼ਾ ਉੱਤੇ ਇੱਕੋ ਜਿਹੀ ਪਕੜ ਅਤੇ ਇੱਕੋ ਸ਼ਬਦ ਵਿੱਚ ਵਾਕ ਸਿਰਜਣ ਦੀ ਅਦੁੱਤੀ ਸਮਰਥਾ ਹੋਣ ਦਾ ਦਾਅਵਾ ਕਰਦਾ ਹੈ, ਜਿਸ ਦੀ ਝਲਕ ਕਿਤੇ-ਕਿਤੇ ਇਸ ਇਕਾਂਗੀ ਵਿੱਚ ਦਿਖਾਈ ਦਿੰਦੀ ਹੈ। ਤਿੱਖੇ ਕਾਟਵੇਂ ਸੰਵਾਦ, ਨਾਟਕੀ ਕਾਰਜ ਨੂੰ ਗਤੀ ਪ੍ਰਦਾਨ ਕਰਦੇ ਹਨ। ਇਕਾਂਗੀਕਾਰ ਨੇ ਹਾਸ-ਵਿਅੰਗ ਜੁਗਤੀ ਦੀ ਵੀ ਢੁਕਵੀਂ ਵਰਤੋਂ ਕੀਤੀ ਹੈ, ਜਿਸ ਨਾਲ ਨਾਟਕ ਵਿੱਚ ਰਸ, ਗਹਿਰਾਈ ਅਤੇ ਗੰਭੀਰਤਾ ਬਣੇ ਰਹਿੰਦੇ ਹਨ। ਇਕਾਂਗੀਕਾਰ ਨੇ ਪਾਤਰਾਂ ਦੀ ਪਛਾਣ ਸਥਾਪਿਤ ਕਰਨ ਲਈ ਹਰੇਕ ਪਾਤਰ ਨੂੰ ਇੱਕ ਵੱਖਰੀ ਤਰ੍ਹਾਂ ਦਾ ਭਾਸ਼ਾਈ ਲਹਿਜਾ (ਮੁਹਾਵਰਾ) ਪ੍ਰਦਾਨ ਕੀਤਾ ਹੈ, ਜਿਸ ਕਰਕੇ ਇੱਕੋ ਜਿਹੇ ਸੁਭਾਵਾਂ ਵਾਲੇ ਤਿੰਨੇ ਜੋੜੇ ਪਾਤਰ (ਦੇਵੇਂ ਭਰਾ, ਦੇਵੇਂ ਘਰਵਾਲੀਆਂ, ਦੇਵੇਂ ਮੁੰਡੇ) ਵੀ ਆਪੋ-ਆਪਣੇ ਪਾਤਰਾਂ ਨੂੰ ਵੱਖੋ-ਵੱਖਰੇ ਰੂਪ ਵਿੱਚ ਸਥਾਪਿਤ ਕਰਨ ਵਿੱਚ ਸਫਲ ਰਹਿੰਦੇ ਹਨ।

6.5.6. ਵਾਤਾਵਰਨ ਅਤੇ ਰੰਗਮੰਚਤਾ

ਜਿਵੇਂ ਕਿ ਪਹਿਲਾਂ ਵੀ ਜ਼ਿਕਰ ਕੀਤਾ ਹੈ ਕਿ ਇਸ ਇਕਾਂਗੀ-ਨਾਟ ਵਿੱਚ ਦੋ ਵੱਖੋ-ਵੱਖਰੇ ਸਥਾਨਾਂ ਉੱਤੇ ਨਾਟਕੀ ਕਾਰਜ ਵਾਪਰਦਾ ਹੈ। ਇੱਕ ਸਟੇਜ/ਮੰਚ ਦਾ ਦ੍ਰਿਸ਼ ਹੈ ਅਤੇ ਦੂਸਰਾ ਘਰ ਦਾ ਵਿਹੜਾ, ਇਸ ਲਈ ਇਨ੍ਹਾਂ ਦੋਵੇਂ ਸਥਾਨਾਂ ਦੀ ਯਥਾਰਥਕਤਾ ਨੂੰ ਕਾਇਮ ਕਰਨ ਲਈ ਅਤੇ ਦੋਵੇਂ ਤਰ੍ਹਾਂ ਦੇ ਵੱਖ-ਵੱਖ ਸਥਾਨਾਂ ਦਾ ਪ੍ਰਭਾਵ ਸਿਰਜਣ ਲਈ ਸੈੱਟ ਬਦਲਾਅ ਦੀ ਲੋੜ ਪਵੇਗੀ। ਇਸ ਕਿਰਿਆ ਨੂੰ ਪੂਰਾ ਕਰਨ ਲਈ (ਭਾਵ ਸੈੱਟ ਬਦਲੀ ਲਈ) ਪਹਿਲੇ ਦ੍ਰਿਸ਼ ਤੋਂ ਬਾਅਦ ਪਰਦਾ ਵੀ ਸੁੱਟਿਆ ਜਾ ਸਕਦਾ ਹੈ ਜਾਂ ਰੋਸ਼ਨੀ ਬੰਦ ਕਰ ਕੇ ਵੀ ਸੈੱਟ ਬਦਲਿਆ ਜਾ ਸਕਦਾ ਹੈ। ਤੀਜਾ ਬਦਲ ਰੋਸ਼ਨੀ ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਸਟੇਜ ਦੀ ਪਾਰਟੀਸ਼ਨ ਕਰ ਕੇ ਏਰੀਏ ਵੰਡੇ ਜਾ ਸਕਦੇ ਹਨ। ਚੌਥਾ ਬਦਲ ਇਹ ਹੈ ਕਿ ਮਰਾਸੀਆਂ ਵਾਲਾ ਸੀਨ, ਪਰਦਾ ਚੁੱਕੇ ਬਗੈਰ, ਸਟੇਜ ਦੇ ਅਗਲੇ ਵਧਵੇਂ ਹਿੱਸੇ ਵਿੱਚ ਖੇਡਿਆ ਜਾ ਸਕਦਾ ਹੈ, ਪਰਦੇ ਚੁੱਕੇ ਜਾਣ ਤੋਂ ਪਹਿਲਾਂ।

ਇਸ ਇਕਾਂਗੀ-ਨਾਟ ਦੀ ਸਫਲ ਪੇਸ਼ਕਾਰੀ ਲਈ ਬਾਹਰੀ ਸਹਾਇਤਾਵਾਂ (External Aids) ਦੀ ਵਰਤੋਂ ਅਤਿ ਲਾਜ਼ਮੀ ਹੈ। ਸੈਂਟ ਦੇ ਨਾਲ-ਨਾਲ ਪ੍ਰੋਪਰਟੀ, ਵੇਸਭੂਸ਼ਾ, ਮੇਕਅੱਪ ਵਿੱਚ ਵੀ ਬਦਲਾਅ ਜ਼ਰੂਰੀ ਹੈ। ਪਿੱਠਵਰਤੀ ਸੰਗੀਤ ਨਾਲ ਦੁਖਾਂਤ ਅਤੇ ਲੜਾਈ ਦੇ ਦ੍ਰਿਸ਼ਾਂ ਨੂੰ ਹੋਰ ਯਥਾਰਥਕ ਤੇ ਰਸ-ਭਰਪੂਰ ਬਣਾਇਆ ਜਾ ਸਕਦਾ ਹੈ।

6.5.7. ਇਕਾਂਗੀ ਲਿਖਣ ਪਿੱਛੇ ਇਕਾਂਗੀਕਾਰ ਦਾ ਉਦੇਸ਼

ਇਕਾਂਗੀਕਾਰ ਦਾ ਉਦੇਸ਼ ਇਸ ਇਕਾਂਗੀ ਰਾਹੀਂ ਦੇ ਮਸਲਿਆਂ ਵੱਲੋਂ ਸਾਡਾ ਧਿਆਨ ਦਿਵਾਉਣਾ ਹੈ। ਪਹਿਲਾ ਮਸਲਾ ਤਾਂ ਪਰੰਪਰਕ/ਜੱਦੀ ਕਿੱਤੇ ਨਾਲ ਜੁੜੇ ਕਲਾਕਾਰਾਂ (ਜਿਵੇਂ ਕਿ ਮੀਰ ਆਲਮ ਆਦਿ) ਦੀ ਡਿੱਗ-ਢਹਿ ਰਹੀ ਆਰਥਿਕਤਾ ਨੂੰ ਥੰਮੀ ਦੇਣਾ ਹੈ। ਦੂਸਰਾ ਮਸਲਾ ਪਰਿਵਾਰਾਂ ਵਿੱਚ ਹੋ ਰਹੇ ਬਟਵਾਰਿਆਂ ਦਾ ਦੁਖਾਂਤ ਦਿਖਾ ਕੇ, ਬਟਵਾਰਿਆਂ ਦੇ ਰੁਝਾਨ ਨੂੰ ਠੱਲ੍ਹ ਪਾਉਣ ਨਾਲ ਜੁੜਿਆ ਹੋਇਆ ਹੈ। ਵੱਡੇ ਕੈਨਵਸ ਉੱਤੇ ਇਕਾਂਗੀਕਾਰ ਘਰਾਂ ਦੇ ਬਟਵਾਰੇ ਨੂੰ ਪੰਜਾਬ ਵੰਡ (ਭਾਰਤ-ਪਾਕਿ ਵੰਡ) ਦੇ ਪ੍ਰਤੀਕ ਵਜੋਂ ਪੇਸ਼ ਕਰਦਾ ਹੈ ਅਤੇ ਇੱਛਤ ਯਥਾਰਥ ਵਜੋਂ ਚੜ੍ਹਦਾ ਅਤੇ ਲਹਿੰਦਾ ਦੇਹੋਂ ਪੰਜਾਬਾਂ ਦੇ ਮੁੜ ਇੱਕ ਹੋ ਜਾਣ ਦਾ ਸੁਪਨਾ ਵੇਖਦਾ ਹੈ।

6.5.8. ਅਭਿਆਸ ਲਈ ਪ੍ਰਸ਼ਨ

1. ‘ਪਰਤ ਆਉਣ ਤੱਕ’ ਵਿੱਚ ਪ੍ਰਸਤੁਤ ‘ਦ੍ਰਿਸ਼-ਪਹਿਲਾ’ ਸੈਲੀ, ਵਿਸ਼ਾ ਅਤੇ ਵਾਤਾਵਰਨਿਕ ਰੰਗਮੰਚਤਾ ਪੱਖੋਂ, ਇਸ ਇਕਾਂਗੀ ਦੇ ਬਾਕੀ ਹੋਰ 8 ਦ੍ਰਿਸ਼ਾਂ ਨਾਲੋਂ ਕਿਵੇਂ ਵੱਖਰਾ ਹੈ ?
2. ‘ਪਰਤ ਆਉਣ ਤੱਕ’ ਇਕਾਂਗੀ ਵਿੱਚ ਦੋ ਪਰਿਵਾਰਾਂ ਦੇ ਬਟਵਾਰੇ ਤੇ ਲੜਾਈ ਨੂੰ ਪ੍ਰਤੀਕ ਰੂਪ ਵਿੱਚ ਸਿਰਜ ਕੇ ਇਕਾਂਗੀਕਾਰ ਵੱਡੇ ਕੈਨਵਸ ਉੱਤੇ ਕਿਸ ਬਟਵਾਰੇ ਵੱਲੋਂ ਇਸ਼ਾਰਾ ਕਰ ਰਿਹਾ ਹੈ ? ਇਸ ਇਕਾਂਗੀ ਨੂੰ ਸਿਰਜਣ ਪਿੱਛੇ ਇਕਾਂਗੀਕਾਰ ਦੀ ਕਿਹੜੀ ਉਦੇਸ਼ੀ-ਭਾਵਨਾ ਕਾਰਜ ਕਰ ਰਹੀ ਹੈ ?
3. ਇਕਾਂਗੀਕਾਰ ਸਤੀਸ਼ ਕੁਮਾਰ ਵਰਮਾ ਬਾਰੇ ਜਾਣ-ਪਛਾਣ ਕਰਵਾਓ।

6.6. ਪਾਠ ਦਾ ਸਾਰ

ਉਪਰੋਕਤ ਸਾਰੇ ਵਿਸ਼ਲੇਸ਼ਣ ਤੋਂ ਬਾਅਦ ਕਿਹਾ ਜਾ ਸਕਦਾ ਹੈ ਕਿ ਆਤਮਜੀਤ ਪ੍ਰਤੀਕਾਂ, ਰੂਪਕਾਂ, ਚਿਹਨਾਂ ਰਾਹੀਂ ਸੰਵਾਦ ਸਿਰਜਣ ਦਾ ਮਾਹਰ ਨਾਟਕਕਾਰ ਹੈ। ਆਤਮਜੀਤ ਨੇ ਆਪਣੀ ਇਕਾਂਗੀ ‘ਚਿੜੀਆਂ’ ਵਿੱਚ ਭਾਰਤ-ਪਾਕਿ ਵੰਡ ਦੌਰਾਨ ਤ੍ਰੀਮਤਾਂ ਦੀ ਹੋਈ ਦੁਰਗਤੀ ਨੂੰ ਚਿਤਰਦਿਆਂ, ਚਿੜੀਆਂ ਦੇ ਆਲ੍ਹਣਾ ਬਣਾਉਣ ਦੇ ਪ੍ਰਤੀਕ ਰਾਹੀਂ ਇੱਕ ਸਾਕਾਰਾਤਮਕ ਸੁਨੇਹਾ ਸਿਰਜਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਕੀਤੀ ਹੈ। ਇਕਾਂਗੀ ਦੀ ਮੁੱਖ ਪਾਤਰ ਸਤਨਾਮ ਦੀ ਮਾਂ ਉਸ ਨੂੰ ਵਤਨ ਵਾਪਸ ਲਿਜਾਉਣ ਲਈ ਭਾਰਤ ਤੋਂ ਚੱਲ ਕੇ ਉਸ ਕੋਲ ਪਾਕਿਸਤਾਨ ਪਹੁੰਚਦੀ ਹੈ ਪਰ ਸਤਨਾਮ ਪਾਕਿਸਤਾਨ ਵਿੱਚ ਇੱਕ ਮੁਸਲਮਾਨ ਦੇ ਘਰ ਨੂੰ ਆਪਣਾ ਪੱਕਾ ਸਹੁਰਾ ਘਰ ਆਖ ਕੇ, ਓਥੇ ਹੀ ਆਪਣੀ ਜੜ੍ਹ ਲਾਉਣ ਦਾ ਨਿਸ਼ਚਾ ਪਰਗਟ ਕਰਦੀ ਹੈ। ਅਜਮੇਰ ਰੇਡੇ ਭਾਵੇਂ ਇੱਕ ਕਵੀ ਵਜੋਂ ਜਾਣਿਆ ਜਾਂਦਾ ਹੈ ਪਰ ਉਸਦਾ ਇਕਾਂਗੀ ‘ਦੂਜਾ ਪਾਸਾ’

ਉਸਦੀ ਨਾਟਕੀ ਪ੍ਰਪੱਕਤਾ ਉੱਤੇ ਮੋਹਰ ਲਗਾਉਂਦਾ ਹੈ। ਰੋਡੇ ਨੇ ਇਸ ਇਕਾਂਗੀ ਵਿੱਚ, ਪਰਦੇਸਾਂ ਵਿੱਚ ਵਸਦੇ ਪੰਜਾਬੀਆਂ ਨਾਲ, ਉਨ੍ਹਾਂ ਦੇ ਧਾਰਮਿਕ ਅਤੇ ਸੱਭਿਆਚਾਰਕ ਚਿੰਨ੍ਹਾਂ ਨੂੰ ਲੈ ਕੇ, ਨਸਲੀ ਵਿਤਕਰੇ ਕਾਰਨ ਹੁੰਦੀ ਹਿੰਸਾ ਨੂੰ ਚਿਤਰਿਆ ਹੈ ਅਤੇ ਇਸ ਨਸਲੀ ਵਿਤਕਰੇ ਦਾ ਮੂੰਹ-ਤੇੜ ਜੁਆਬ ਦੇਣ ਲਈ ਕਮਰਕਸੇ ਕਸਣ ਦੀ ਹਦਾਇਤ ਦਿੱਤੀ ਹੈ। ਸਤੀਸ਼ ਕੁਮਾਰ ਵਰਮਾ ਪ੍ਰਮੁੱਖ ਰੂਪ ਵਿੱਚ ਨਾਟ-ਸਮੀਖਿਕ ਵਜੋਂ ਆਪਣੀ ਪਛਾਣ ਬਣਾਉਂਦਾ ਹੈ ਪਰ ਇਕਾਂਗੀ ‘ਪਰਤ ਆਉਣ ਤੱਕ’ ਉਸਦੀ ਨਾਟਕੀ ਪ੍ਰਤਿਭਾ ਦੀ ਹਾਮੀ ਭਰਦੀ ਹੈ। ਇਸ ਇਕਾਂਗੀ ਵਿੱਚ ਇਕਾਂਗੀਕਾਰ ਵਰਮਾ ਨੇ ਜੱਦੀ ਕਿੱਤੇ ਨਾਲ ਜੁੜੇ ਮੀਰ-ਆਲਮਾਂ ਦੀ ਨਿੱਘਰ ਰਹੀ ਆਰਥਿਕਤਾ ਦਾ ਮੁੱਦਾ ਚੁੱਕਿਆ ਹੈ। ਇਸ ਦੇ ਨਾਲ ਹੀ ਇੱਕ ਪਰਿਵਾਰ ਦੇ ਬਟਵਾਰੇ ਦੇ ਚਿਹਨ ਰਾਹੀਂ ਪੰਜਾਬ ਬਟਵਾਰੇ (ਭਾਰਤ-ਪਾਕਿ ਬਟਵਾਰਾ) ਦੇ ਦੁਖ ਨੂੰ ਪ੍ਰਸਤੁਤ ਕਰਦਿਆਂ, ਮੁੜ ਦੋਹੇਂ ਪੰਜਾਬਾਂ ਦੇ ਇੱਕ ਹੋਣ ਦੀ ਚਾਹਨਾ ਪਰਗਟ ਕੀਤੀ ਹੈ।

6.7 ਸਹਾਇਕ ਪੁਸਤਕਾਂ ਅਤੇ ਹੋਰ ਪੜ੍ਹਨ-ਸਮੱਗਰੀ

- ਸਰਬਜੀਤ ਸਿੰਘ, ਨਾਟ-ਰੰਗ (ਚੋਣਵਾਂ ਪੰਜਾਬੀ ਇਕਾਂਗੀ-ਨਾਟ ਸੰਗ੍ਰਹਿ), ਗ੍ਰੇਸੀਅਸ ਬੁਕਸ, ਪਟਿਆਲਾ, 2018
- ਹਰਚਰਨ ਸਿੰਘ (ਡਾ.), ਪੰਜਾਬ ਦੀ ਨਾਟ ਪਰੰਪਰਾ (ਹੜੱਪਾ ਤੋਂ ਹਰੀ ਕ੍ਰਾਂਤੀ ਤੱਕ), ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, ਮਿਤੀਗੀਣ
- ਗੁਰਦਿਆਲ ਸਿੰਘ ਫੁੱਲ, ਪੰਜਾਬੀ ਇਕਾਂਗੀ : ਸਰੂਪ, ਸਿਧਾਂਤ ਤੇ ਵਿਕਾਸ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 1987
- ਜਸਵਿੰਦਰ ਸਿੰਘ ਸੈਣੀ (ਮੁੱਖ ਸੰਪਾ.), ਨਾਟ-ਸਿਧਾਂਤ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 2017
- ਜਸਵਿੰਦਰ ਕੌਰ ਮਾਂਗਟ, ਰੰਗਮੰਚ ਦੇ ਬੁਨਿਆਦੀ ਨਿਯਮ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ, 2006
- ਪਾਲੀ ਭੁਪਿੰਦਰ ਸਿੰਘ, ਪੰਜਾਬੀ ਨਾਟ-ਸ਼ਾਸਤਰ, ਲੋਕਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ, 2015
- ਮਨਜੀਤ ਪਾਲ ਕੌਰ ਅਤੇ ਸਤੀਸ਼ ਕੁਮਾਰ ਵਰਮਾ (ਸੰਪਾ.), ਨਾਟ ਧਾਰਾ (ਨਾਟ-ਸੰਗ੍ਰਹਿ), ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 1998
- ਮਨਜੀਤ ਪਾਲ ਕੌਰ ਅਤੇ ਜਸਵਿੰਦਰ ਸਿੰਘ ਸੈਣੀ (ਸੰਪਾ.), ਸਮਕਾਲੀ ਪੰਜਾਬੀ ਨਾਟਕ (1960 ਤੋਂ ਪਿਛੋਂ ਦੇ ਇਕਾਂਗੀਆਂ ਦਾ ਸੰਗ੍ਰਹਿ), ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 2014

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTAR-III

ਕੋਰਸ-ਜਰਨਲ ਪੰਜਾਬੀ

ਯੂਨਿਟ-7

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ ਅਤੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ

ਪਾਠ ਦੀ ਰੂਪ ਰੇਖਾ :

7.0 ਭੂਮਿਕਾ

7.1 ਪਾਠ ਦਾ ਉਦੇਸ਼

7.2 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ

7.2.1 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਮੁੱਢਲਾ ਸਮਾਂ

7.2.2 ਭਾਰਤੀ ਆਰੀਆ ਭਾਸ਼ਾਵਾਂ ਦੇ ਵੱਖ-ਵੱਖ ਪੜਾਅ

7.2.3 ਇਸ ਆਧਾਰ ਤੇ ਪੁਰਾਤਨ ਭਾਰਤੀ ਬੋਲੀਆਂ ਦੀ ਵੰਡ ਕੁਝ ਵੱਖਰੇ ਢੰਗ ਨਾਲ ਕੀਤੀ ਜਾਂਦੀ ਹੈ

7.2.4 ਪੰਜਾਬੀ ਨਾਲ ਸ਼ੇਰਸ਼ੈਨੀ ਭਾਸ਼ਾ ਦੀ ਸਮਾਨਤਾਵਾਂ

7.2.5 ਪੰਜਾਬੀ ਦਾ ਪਿਸ਼ਾਚੀ ਨਾਲ ਸੰਬੰਧ

7.2.6 ਪੰਜਾਬੀ ਅਤੇ ਕੈਕੇਈ ਭਾਸ਼ਾ ਦਾ ਸੰਬੰਧ

7.2.7 ਸਾਰੰਸ਼

7.3 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ

7.3.1 ਭੂਮਿਕਾ

7.3.2 ਭਾਸ਼ਾ ਅਤੇ ਲਿਪੀ ਦਾ ਸੰਬੰਧ

7.3.3 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਸੰਬੰਧੀ ਵੱਖ-ਵੱਖ ਪਰਿਭਾਸ਼ਾਵਾਂ

7.3.4 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਹੋਰ ਪ੍ਰਮੁੱਖ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ

7.3.5 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਉਪ-ਭਾਸ਼ਾਈ ਤੌਰ ਤੇ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ

7.3.6 ਸਾਰੰਸ਼

7.4 ਅਭਿਆਸ ਲਈ ਪ੍ਰਸ਼ਨ

7.5 ਸਹਾਇਕ ਪੁਸਤਕਾਂ ਅਤੇ ਹੋਰ ਪੜ੍ਹਨਯੋਗ ਸਮੱਗਰੀ

7.0 ਭੂਮਿਕਾ : ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਜਨਮ ਬਾਰੇ ਵਿਚਾਰ ਕਰਨ ਤੋਂ ਪਹਿਲਾਂ ਭਾਸ਼ਾ ਬਾਰੇ ਗੱਲ ਕਰਨੀ ਜ਼ਰੂਰੀ ਹੈ। ਭਾਸ਼ਾ ਮਨੁੱਖ ਦੀ ਸਭ ਤੋਂ ਵੱਡੀ ਪ੍ਰਾਪਤੀ ਹੈ। ਮਨੁੱਖ ਭਾਸ਼ਾ ਕਰਕੇ ਹੀ ਦੂਜੇ ਪ੍ਰਾਣੀਆਂ ਨਾਲੋਂ ਵੱਖਰਾ ਹੈ। ਭਾਸ਼ਾ ਰਾਹੀਂ ਮਨੁੱਖ ਆਪਣੇ ਭਾਵਾਂ ਦਾ ਇਜ਼ਹਾਰ ਦੂਜੇ ਮਨੁੱਖ ਤੱਕ ਕਰਦਾ ਹੈ। ਇਹ ਭਾਸ਼ਾਈ ਸੰਚਾਰ ਮਨੁੱਖ ਦੀ ਮਨੁੱਖ ਨਾਲ ਸਾਂਝ ਦਾ ਕਾਰਨ ਬਣਦਾ ਹੈ। ਮਨੁੱਖ ਦੇ ਵਿਕਾਸ ਦੌਰਾਨ ਭਾਸ਼ਾ ਨੇ ਵੀ ਵਿਕਾਸ ਕੀਤਾ ਹੈ। ਇਸ ਭਾਸ਼ਾਈ ਵਿਕਾਸ ਵਿਚ ਸੰਸਾਰ ਦੀਆਂ ਵੱਖ-ਵੱਖ ਭਾਸ਼ਾਵਾਂ ਦਾ ਜਨਮ ਹੁੰਦਾ ਹੈ। ਇਹਨਾਂ ਵੱਖ-ਵੱਖ ਭਾਸ਼ਾਵਾਂ ਦੇ ਜਨਮ ਤੋਂ ਬਾਅਦ ਦੂਜੀਆਂ ਭਾਸ਼ਾਵਾਂ ਨਾਲ ਕੁਝ ਗੁਣ ਸਾਂਝੇ ਵੀ ਮਿਲਦੇ ਹਨ। ਭਾਸ਼ਾਵਾਂ ਦੀਆਂ ਸਾਂਝਾਂ ਤੇ ਵੱਖਰਤਾਵਾਂ ਨੂੰ ਨਿਸ਼ਚਿਤ ਕਰਨ ਲਈ ਵਿਦਵਾਨਾਂ ਵੱਲੋਂ ਵੱਖ-ਵੱਖ ਮਾਡਲ ਬਣਾਏ ਗਏ ਹਨ। ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਸੰਬੰਧੀ ਵੀ ਅਜਿਹੇ ਅਧਿਐਨ ਹੋਏ ਹਨ। ਅਜਿਹੇ ਅਧਿਐਨਾਂ ਤੋਂ ਪਤਾ ਲੱਗਦਾ ਹੈ ਕਿ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵੱਖ-ਵੱਖ ਵਿਕਾਸ ਪੜਾਵਾਂ ਨੂੰ ਤਹਿ ਕਰਕੇ ਮੌਜੂਦਾ ਰੂਪ ਤੱਕ ਪਹੁੰਚੀ ਹੈ। ਇਸ ਭਾਸ਼ਾ ਦਾ ਮਨੁੱਖੀ ਜੀਵਨ ਵਿਚ ਅਹਿਮ ਯੋਗਦਾਨ ਹੈ। ਇਹ ਕਹਿਣ ਵਿੱਚ ਕੋਈ ਅਤਿਕਥਨੀ ਨਹੀਂ ਕਿ ਭਾਸ਼ਾ ਨੇ ਮਨੁੱਖ ਨੂੰ ਉਤਮ ਤੇ ਵਿਸ਼ਾਲ ਬਣਾਇਆ ਹੈ। ਇਹਨਾਂ ਸਥਿਤੀਆਂ ਵਿੱਚ ਸੰਸਾਰ ਦੀਆਂ ਭਾਸ਼ਾਵਾਂ ਦੇ ਵਿਕਾਸ ਦੀ ਕਹਾਣੀ ਸ਼ੁਰੂ ਹੁੰਦੀ ਹੈ।

7.1 ਉਦੇਸ਼ : ਇਸ ਪਾਠ ਦਾ ਉਦੇਸ਼ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਜਨਮ ਅਤੇ ਵਿਕਾਸ ਬਾਰੇ ਮਿਆਰੀ ਜਾਣਕਾਰੀ ਦੇਣਾ ਹੈ। ਵਿਦਿਆਰਥੀਆਂ ਨੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਬਾਰੇ ਕੁਝ ਗੱਲਾਂ ਆਪਣੇ ਆਲੇ-ਦੁਆਲੇ ਤੋਂ ਸੁਣੀਆਂ ਹੋਣਗੀਆਂ ਪਰ ਉਹਨਾਂ ਕੋਲ ਇਸ ਜਾਣਕਾਰੀ ਦਾ ਸਪਸ਼ਟ ਉੱਤਰ ਨਹੀਂ ਹੋਵੇਗਾ। ਇਸ ਪਾਠ ਰਾਹੀਂ ਅਸੀਂ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਜਨਮ ਤੇ ਵਿਕਾਸ ਸੰਬੰਧੀ ਤਰਤੀਬ ਬੱਧ ਜਾਣਕਾਰੀ ਦਿੱਤੀ ਹੈ। ਇਸ ਪਾਠ ਵਿੱਚ ਵਿਦਿਆਰਥੀ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਜਨਮ ਸੰਬੰਧੀ ਜਾਣਕਾਰੀ ਲੈਂਦੇ ਹੋਏ ਇਹ ਵੀ ਮਹਿਸੂਸ ਕਰਨਗੇ ਕਿ ਇੱਕ ਭਾਸ਼ਾ ਦਾ ਕਿਹੜੇ-ਕਿਹੜੇ ਵਿਕਾਸ ਪੜਾਵਾਂ ਵਿੱਚੋਂ ਜਨਮ ਹੁੰਦਾ ਹੈ। ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਸਹੂਲਤ ਲਈ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਜਨਮ ਸੰਬੰਧੀ ਵੱਖ-ਵੱਖ ਵਿਦਵਾਨਾਂ ਦੇ ਵਿਚਾਰ ਅਤੇ ਪਰਿਭਾਸ਼ਾਵਾਂ ਅੰਕਿਤ ਕੀਤੇ ਗਏ ਹਨ। ਇਸ ਆਧਾਰ ਤੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਪ੍ਰਮਾਣਿਕਤਾ ਸੰਬੰਧੀ ਵੀ ਚਰਚਾ ਕੀਤੀ ਗਈ ਹੈ। ਇਸ ਪਾਠ ਵਿੱਚ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਦੂਜੀਆਂ ਭਾਸ਼ਾਵਾਂ ਨਾਲ ਕਿਸ ਤਰ੍ਹਾਂ ਦਾ ਸੰਬੰਧ ਰਿਹਾ ਹੈ, ਆਦਿ ਬਾਰੇ ਵਿਚਾਰਾਂ ਨੂੰ ਵੀ ਲਿਆ ਗਿਆ ਹੈ। ਇਸ ਪਾਠ ਦੀ ਜਾਣਕਾਰੀ ਤੋਂ ਅਸੀਂ ਉਮੀਦ ਕਰਦੇ ਹਾਂ ਕਿ ਵਿਦਿਆਰਥੀ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਸੰਬੰਧੀ ਆਪਣੀ ਸਮਝ ਨੂੰ ਹੋਰ ਬਿਹਤਰ ਬਣਾ ਸਕਣਗੇ। ਇਸ ਪਾਠ ਵਿੱਚ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦਿੰਦੇ ਹੋਏ ਸੈਖੀ ਸ਼ਬਦਾਵਲੀ ਦੀ ਵਰਤੋਂ ਕੀਤੀ ਗਈ ਹੈ। ਆਸ ਕਰਦੇ ਹਾਂ ਕਿ ਸਮੁੱਚੇ ਰੂਪ ਵਿੱਚ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਇਹ ਪਾਠ ਦੀ ਪੜ੍ਹਤ ਬਹੁਤ ਲਾਹੇਵੰਦੀ ਹੋਵੇਗੀ।

7.2 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ

7.2.1 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਮੁੱਢਲਾ ਸਮਾਂ :

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਜਨਮ ਤੇ ਵਿਕਾਸ ਸੰਬੰਧੀ ਵੱਖ-ਵੱਖ ਪਹਿਲੂਆਂ ਤੋਂ ਚਰਚਾ ਕਰਦੇ ਹੋਏ ਕੁਝ ਮਹੱਤਵਪੂਰਨ ਨੁਕਤੇ ਸਾਹਮਣੇ ਆਉਂਦੇ ਹਨ। ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਇਤਿਹਾਸਕ ਪਿਛੋਕੜ ਤੋਂ ਪਤਾ ਲੱਗਦਾ ਹੈ ਕਿ ਸਭ ਤੋਂ ਪਹਿਲਾਂ ਆਰੀਆ

ਲੋਕ ਭਾਰਤ ਵਿੱਚ ਦਾਖਲ ਹੋਏ। ਆਰੀਆ ਲੋਕਾਂ ਦੇ ਭਾਰਤ ਆਉਣ ਦਾ ਸਮਾਂ 1500 B.C. ਪੂਰਬ ਮੰਨਿਆ ਜਾਂਦਾ ਹੈ। ਇਸ ਦਾਖਲੇ ਨਾਲ ਆਰੀਆ ਲੋਕਾਂ ਨੇ ਸਿੰਧ ਪੰਜਾਬ ਦੇ ਨੇਗੀਟੇ, ਆਸਟ੍ਰਿਕ, ਦਾਵ੍ਰਿਤ ਤੇ ਕਿਰਾਤ ਆਦੀ ਵਾਸੀ ਲੋਕਾਂ ਨੂੰ ਆਪਣੇ ਅਧੀਨ ਕਰਕੇ ਆਪਣਾ ਸਪਤ ਸਿੰਧੂ ਰਾਜ ਸਥਾਪਤ ਕੀਤਾ। ਵਿਦਵਾਨਾਂ ਦੇ ਮੱਤ ਅਨੁਸਾਰ ਆਰੀਆ ਲੋਕ ਭਾਸ਼ਾ ਪੱਖੋਂ ਕਾਫ਼ੀ ਅਮੀਰ ਸਨ, ਇਸ ਕਰਕੇ ਇਹਨਾਂ ਨੇ ਵੇਦਾਂ ਦੀ ਰਚਨਾ ਕੀਤੀ। ਨਤੀਜੇ ਵਜੋਂ ਆਰੀਆ ਲੋਕਾਂ ਦੀ ਭਾਸ਼ਾ ਨੂੰ ਵੈਦਿਕ ਭਾਸ਼ਾ ਕਿਹਾ ਜਾਣ ਲੱਗ ਪਿਆ। ਜਦੋਂ ਵੈਦਿਕ ਭਾਸ਼ਾ ਨਾਲ ਮੂਲ ਲੋਕਾਂ ਦਾ ਰਾਬਤਾ ਵਧਿਆ ਤਾਂ ਇਸ ਭਾਸ਼ਾ ਵਿੱਚ ਸਥਾਨਕ ਸ਼ਬਦਾਂ ਦੀ ਮਿਲਾਵਟ ਵੱਧ ਗਈ। ਵੈਦਿਕ ਭਾਸ਼ਾ ਵਿੱਚ ਇਸ ਸਥਾਨਕ ਸ਼ਬਦ ਵਾਧੇ ਨੂੰ ਰੇਕਣ ਲਈ ਵਿਆਕਰਣਕ ਨੇਮ ਬਣਾਏ ਗਏ। ਪਾਣਿਨੀ ਦਾ ਮਹਾਨ ਭਾਸ਼ਾ ਗ੍ਰੰਥ ਅਸ਼ਿਟਾਧਿਆਇ ਵੀ ਇਸ ਗੱਲ ਵੱਲ ਸੰਕੇਤ ਹੈ ਕਿ ਉਹਨਾਂ ਨੇ ਇਸ ਪੁਸਤਕ ਵਿੱਚ ਸਥਾਨਕ ਲੋਕ ਭਾਸ਼ਾ ਦੀ ਸ਼ਬਦਾਵਲੀ ਨੂੰ ਸ਼ਾਮਿਲ ਨਹੀਂ ਕੀਤਾ। ਅਜਿਹਾ ਇਸ ਕਰਕੇ ਕੀਤਾ ਗਿਆ ਕਿ ਭਾਸ਼ਾ ਦੀ ਸ਼ੁੱਧਤਾ ਕਾਇਮ ਰੱਖੀ ਜਾ ਸਕੇ। ਪਰ ਆਮ ਲੋਕਾਂ ਨੇ ਇਸ ਸੰਸਕ੍ਰਿਤ ਭਾਸ਼ਾ ਦੇ ਵਿਆਕਰਣ ਨੇਮਾਂ ਤੋਂ ਦੂਰੀ ਬਣਾਈ ਰੱਖੀ ਜਿਸ ਕਾਰਨ ਇਹ ਭਾਸ਼ਾ ਸਿਰਫ਼ ਵਿਦਵਾਨ ਲੋਕਾਂ ਤੱਕ ਸੀਮਤ ਹੋ ਗਈ। ਹੁਣ ਸੰਸਕ੍ਰਿਤ ਦੇ ਨਾਲ-ਨਾਲ ਆਮ ਲੋਕਾਂ ਦੀ ਬੋਲੀ ਵੀ ਪ੍ਰਚੱਲਤ ਤੇ ਵਿਕਸਤ ਹੋਣ ਲੱਗੀ। ਇਸ ਪ੍ਰਚੱਲਤ ਬੋਲੀ ਨੂੰ ਪਾਲੀ ਪ੍ਰਾਕ੍ਰਿਤ ਦਾ ਨਾਂ ਦਿੱਤਾ ਗਿਆ। ਪਾਲੀ ਤੋਂ ਬਾਅਦ ਪੰਜ ਹੋਰ ਭਾਸ਼ਾਵਾਂ ਹੋਂਦ ਵਿੱਚ ਆਈਆਂ। ਇਹ ਪ੍ਰਾਕ੍ਰਿਤਾਂ ਵਿੱਚ ਪਿਸ਼ਾਚੀ ਪ੍ਰਾਕ੍ਰਿਤ, ਸ਼ੌਰਸੇਨੀ, ਮਹਾ ਰਾਸ਼ਟਰੀ ਪ੍ਰਾਕ੍ਰਿਤ, ਮਾਗਧੀ ਪ੍ਰਾਕ੍ਰਿਤ ਅਤੇ ਅਰਧ ਮਾਗਧੀ ਪ੍ਰਾਕ੍ਰਿਤ ਵਿਸ਼ੇਸ਼ ਭਾਸ਼ਾਵਾਂ ਹਨ। ਇਹ ਪ੍ਰਾਕ੍ਰਿਤ ਭਾਸ਼ਾਵਾਂ ਆਪਣੇ ਵੱਖ-ਵੱਖ ਪੜਾਵਾਂ ਉੱਤੇ ਪੂਰੀ ਚੜ੍ਹਤ ਵਿੱਚ ਰਹੀਆਂ। ਇਸ ਕਾਰਨ ਇਹਨਾਂ ਪ੍ਰਾਕ੍ਰਿਤ ਭਾਸ਼ਾਵਾਂ ਦੇ ਵਿਆਕਰਣ ਨੇਮ ਵੀ ਬਣਾਏ ਗਏ। ਫਲਸਰੂਪ ਇਹ ਸਾਰੀਆਂ ਭਾਸ਼ਾਵਾਂ ਸੰਸਕ੍ਰਿਤ ਭਾਸ਼ਾ ਵਾਂਗ ਸਿਰਫ਼ ਸਾਹਿਤਕ ਪੱਧਰ ਤੱਕ ਵਰਤੋਂ ਹੋਣ ਵਾਲੀਆਂ ਭਾਸ਼ਾਵਾਂ ਹੀ ਬਣਕੇ ਰਹਿ ਗਈਆਂ। ਭਾਸ਼ਾਵਾਂ ਦੇ ਇਸ ਵਿਕਾਸ ਕ੍ਰਮ ਵਿੱਚ ਅਪਭ੍ਰੰਸ਼ ਭਾਸ਼ਾਵਾਂ ਦਾ ਜਨਮ ਹੋਇਆ। ਪਿਸ਼ਾਚੀ ਅਪਭ੍ਰੰਸ਼, ਸ਼ੌਰਸੈਨੀ ਅਪਭ੍ਰੰਸ਼, ਭਾਸ਼ਾਵਾਂ ਲੰਮੇ ਸਮੇਂ ਤੱਕ ਪ੍ਰਸਿੱਧ ਰਹੀਆਂ। ਇਹਨਾਂ ਭਾਸ਼ਾਵਾਂ ਦੇ ਨਿਰੰਤਰ ਵਿਕਾਸ ਦੌਰਾਨ ਲੋਕਾਂ ਨੇ ਇਹਨਾਂ ਅਪਭ੍ਰੰਸ਼ਾਂ ਤੋਂ ਵੀ ਮੁਖ ਮੋੜ ਲਿਆ। ਵਿਦਵਾਨਾਂ ਦਾ ਮੰਨਣਾ ਹੈ ਕਿ 1000 ਈ. ਤੱਕ ਅਪਭ੍ਰੰਸ਼ ਭਾਸ਼ਾਵਾਂ ਨੇ ਵਿਕਾਸ ਕੀਤਾ ਤੇ ਬਾਅਦ ਵਿੱਚ ਸਹਿਜੇ ਸਹਿਜੇ ਇਹ ਆਪਣੀਆਂ ਵਿਆਕਰਣਕ ਬੰਦਿਸ਼ਾਂ ਵਿੱਚ ਸਿਮਟ ਗਈਆਂ।

ਆਰੀਆ ਲੋਕਾਂ ਦੀ ਇਹ ਜੱਦੋ-ਜਹਿਦ ਲਗਾਤਾਰ ਜਾਰੀ ਰਹੀ। ਪੰਜਾਬ ਜੋ ਪਹਿਲਾਂ ਸਪਤ ਸਿੰਧੂ ਦੇ ਨਾਂ ਨਾਲ ਮਸ਼ਹੂਰ ਸੀ ਹੁਣ ਇਥੇ ਰਹਿੰਦੇ ਲੋਕਾਂ ਨੂੰ ਪਿਸ਼ਾਚ(ਹਰਨਾਕਸ਼) ਕਿਹਾ ਜਾਣ ਲੱਗ ਪਿਆ। ਇਹਨਾਂ ਨੂੰ ਪਿਸ਼ਾਚ ਕਹਿਣ ਦਾ ਕਾਰਨ ਆਰੀਆ ਲੋਕਾਂ ਦੇ ਇੱਕ ਸਮੂਹ ਦਾ ਸੰਸਕ੍ਰਿਤ ਭਾਸ਼ਾ ਦੇ ਪ੍ਰਭਾਵ ਅਧੀਨ ਵਧੇਰੇ ਹੋਣਾ ਸੀ। ਇਹ ਸਮੂਹ ਪਿਸ਼ਾਚ ਲੋਕਾਂ ਦੀ ਬੋਲੀ ਨੂੰ ਨਫਰਤ ਵਜੋਂ ਪਿਸ਼ਾਚੀ ਆਖਣ ਲੱਗੇ। ਇਹ ਪਿਸ਼ਾਚੀ ਭਾਸ਼ਾ ਜਦੋਂ ਆਪਣਾ ਸਫ਼ਰ ਤੈਅ ਕਰਕੇ ਇਕ ਹਜ਼ਾਰ-ਸਦੀ ਤੱਕ ਅੱਪੜਦੀ ਹੈ ਤਾਂ ਇਹ ਪਿਸ਼ਾਚੀ ਅਪਭ੍ਰੰਸ਼ ਵਿਚੋਂ ਆਧੁਨਿਕ ਆਰੀਆ ਭਾਸ਼ਾਵਾਂ ਦਾ ਜਨਮ ਹੁੰਦਾ ਹੈ। ਦੂਜੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਸੰਬੰਧ ਰਿਗਵੇਦ ਭਾਸ਼ਾ ਨਾਲ ਇਹਨਾਂ ਸੰਕੇਤਾਂ ਵਿਚੋਂ ਹੀ ਦੇਖਦੇ ਹਾਂ। ਸਪਤ ਸਿੰਧੂ ਖੇਤਰ ਦੀ ਇਹ ਬੋਲੀ ਹੀ ਭਾਰਤੀ ਆਰੀਆ ਭਾਸ਼ਾ ਦਾ ਮੁੱਢਲਾ ਬਿੰਦੂ ਕਹੀ ਜਾ ਸਕਦੀ ਹੈ।

ਭਾਸ਼ਾਵਾਂ ਦੇ ਵਿਕਾਸ ਪੱਧਰ ਉੱਤੇ ਮੱਧ ਦੇਸ਼ ਵਿੱਚ ਵਸਦੇ ਆਰੀਆ ਲੋਕਾਂ ਦੀ ਵਧੇਰੇ ਨੇੜਤਾ ਸੰਸਕ੍ਰਿਤ ਨਾਲ

ਹੁੰਦੀ ਹੈ। ਇਸ ਸਮੇਂ ਇਹ ਖੇਤਰ ਸ਼ੌਰਸੈਨ ਨਾਮ ਨਾਲ ਪ੍ਰਸਿੱਧ ਹੁੰਦਾ ਹੈ। ਇਸ ਇਲਾਕੇ ਦੀ ਆਖਰੀ ਅਪਭ੍ਰੰਸ਼ ਨੂੰ ਸ਼ੌਰਸੈਨੀ ਕਿਹਾ ਗਿਆ। ਇਸ ਸ਼ੌਰਸੈਨੀ ਅਪਭ੍ਰੰਸ਼ ਵਿੱਚੋਂ ਖੜੀ ਬੋਲੀ ਉਪਜਦੀ ਹੈ ਜੋ ਅੱਜ-ਕੱਲ੍ਹ ਹਿੰਦੀ ਵਜੋਂ ਪ੍ਰਚੱਲਤ ਹੈ। ਇਸ ਸ਼ੌਰਸੈਨੀ ਵਿੱਚੋਂ ਗੁਜਰਾਤੀ, ਬੁੰਧੇਲੀ, ਕੁਨੇਜੀ, ਬ੍ਰਿਜੀ ਭਾਸ਼ਾਵਾਂ ਹੋਂਦ ਵਿੱਚ ਆਈਆਂ। ਉਪਨਗਰ ਅਪਭ੍ਰੰਸ਼ ਵਿੱਚੋਂ ਗੁਜਰਾਤੀ, ਬੁੰਧੇਲੀ, ਬ੍ਰਿਜੀ, ਰਾਜਸਥਾਨੀ ਆਦਿ ਭਾਸ਼ਾਵਾਂ ਪੈਦਾ ਹੋਈਆਂ, ਜੋ ਹਿੰਦੀ ਦੀਆਂ ਉਪਭਾਸ਼ਾਵਾਂ ਦਾ ਹੀ ਰੂਪ ਹਨ।

7.2.2 ਭਾਰਤੀ ਆਰੀਆ ਭਾਸ਼ਾਵਾਂ ਦੇ ਵੱਖ-ਵੱਖ ਪੜਾਅ :

ਭਾਰਤੀ ਆਰੀਆ ਭਾਸ਼ਾਵਾਂ ਦੀ ਅਜਿਹੀ ਵਿਚਾਰ ਚਰਚਾ ਸੰਬੰਧੀ ਵਿਦਵਾਨਾਂ ਦੇ ਵੱਖ-ਵੱਖ ਮੱਤ ਰਹੇ ਹਨ। ਇਹਨਾਂ ਮੱਤਾਂ ਦੇ ਆਧਾਰ ਤੇ ਜਾਰਜ ਗ੍ਰੀਅਰਸਨ ਤੇ ਸੁਨੀਤੀ ਚੈਟਰਜੀ ਨੇ ਤਿੰਨ ਵਿਕਾਸ ਪੱਧਰ ਨਿਸ਼ਚਿਤ ਕੀਤੇ ਹਨ :

ਪਹਿਲਾ ਦੌਰ : (1500 ਪੂ.ਈ. ਤੋਂ 600 ਪੂ. ਈ.) : ਪ੍ਰਾਚੀਨ ਭਾਰਤੀ ਆਰੀਆ ਭਾਸ਼ਾ (Old Indo-Aryan) ਇਸ ਦੌਰ ਵਿੱਚ ਵੈਦਿਕ ਭਾਸ਼ਾ ਅਤੇ ਕਲਾਸੀਕਲ ਸੰਸਕ੍ਰਿਤ ਪ੍ਰਤੀਨਿਧ ਭਾਸ਼ਾਵਾਂ ਹਨ।

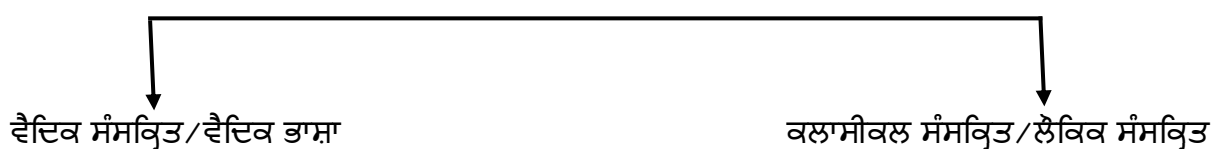
ਦੂਜਾ ਦੌਰ : (600 ਪੂ. ਈ. ਤੋਂ 1000 ਪੂ. ਈ.) : ਮੱਧ-ਕਾਲੀਨ ਭਾਰਤੀ ਆਰੀਆ ਭਾਸ਼ਾ (Middle Indo-Aryan) ਦੂਜੇ ਦੌਰ ਦੀਆਂ ਪ੍ਰਤੀਨਿਧ ਆਰੀਆ ਭਾਸ਼ਾਵਾਂ ਪ੍ਰਾਕ੍ਰਿਤਾਂ ਸਨ। ਇਨ੍ਹਾਂ ਪ੍ਰਾਕ੍ਰਿਤਾਂ ਨੂੰ ਅੱਗੋਂ ਤਿੰਨ ਉਪ-ਅਵਸਥਾਵਾਂ ਵਿੱਚ ਵੰਡਿਆ ਜਾਂਦਾ ਹੈ। (1) ਪਾਲੀ ਪ੍ਰਾਕ੍ਰਿਤ, (2) ਸਾਹਿਤਕ ਪ੍ਰਾਕ੍ਰਿਤਾਂ ਅਤੇ (3) ਅਪਭ੍ਰੰਸ਼ ਭਾਸ਼ਾਵਾਂ

ਤੀਜਾ ਦੌਰ : ਆਧੁਨਿਕ ਭਾਰਤੀ ਆਰੀਆ ਭਾਸ਼ਾ (New Indo-Aryan), ਤੀਜੇ ਦੌਰ ਦੀਆਂ ਅਜੋਕੀਆਂ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਪੰਜਾਬੀ, ਹਿੰਦੀ, ਗੁਜਰਾਤੀ, ਰਾਜਸਥਾਨੀ, ਬੰਗਲਾ, ਉੜੀਆ, ਅਸਾਮੀ, ਮਰਾਠੀ, ਸਿੰਧੀ ਆਦਿ ਅਜੋਕੀਆਂ ਭਾਸ਼ਾਵਾਂ ਸ਼ਾਮਲ ਕੀਤੀਆਂ ਜਾਂਦੀਆਂ ਹਨ।

ਇਸ ਤੋਂ ਇਲਾਵਾ ਭਾਰਤੀ ਆਰੀਆ ਭਾਸ਼ਾ ਪਰਿਵਾਰ ਦੇ ਇਨ੍ਹਾਂ ਤਿੰਨ ਪੜਾਵਾਂ ਨੂੰ ਅਲੱਗ-ਅਲੱਗ ਰੇਖਾ-ਚਿੱਤਰਾਂ ਰਾਹੀਂ ਪੇਸ਼ ਕੀਤਾ ਜਾਂਦਾ ਹੈ। ਜਿਵੇਂ :

ਰੇਖਾ ਚਿੱਤਰ - 1

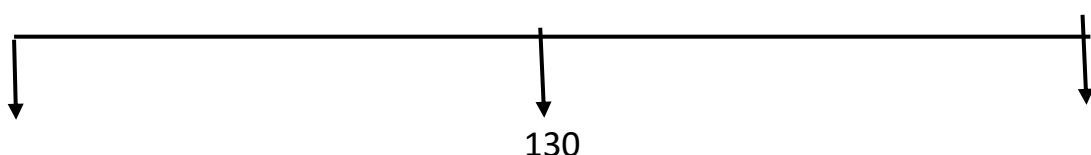
ਪ੍ਰਾਚੀਨ ਭਾਰਤੀ ਆਰੀਆ ਭਾਸ਼ਾ (Old Indo-Aryan) (1500 ਪੂ. ਈ. - 600 ਪੂ. ਈ.)



ਰੇਖਾ ਚਿੱਤਰ - 2

ਮੱਧ-ਕਾਲੀਨ ਭਾਰਤੀ ਆਰੀਆ ਭਾਸ਼ਾ (Middle Indo-Aryan)

(600 BC - 1000 BC)



ਪਾਲੀ ਪ੍ਰਾਕ੍ਰਿਤ

ਅਸ਼ੋਕੀ ਪਾਲੀ

(600 ਪੂ.ਈ. – ਪਹਿਲੀ ਸਦੀ ਈ)

ਸਾਹਿਤਕ ਪ੍ਰਾਕ੍ਰਿਤਾਂ



ਅਪਭ੍ਰੰਸ਼ ਭਾਸ਼ਾਵਾਂ



(ਪਹਿਲੀ ਸਦੀ ਈ.-600 AD)

ਪ੍ਰਮੁੱਖ ਪ੍ਰਾਕ੍ਰਿਤ ਭਾਸ਼ਾਵਾਂ:

ਸ਼ੌਰਸੈਨੀ, ਮਾਗਧੀ, ਅਰਧ-

ਮਾਗਧੀ, ਮਹਾਰਾਸ਼ਟਰੀ,

ਪੈਸ਼ਾਚੀ, (ਗੋਣ-ਪ੍ਰਾਕ੍ਰਿਤਾ):

ਕੈਕੇਈ, ਮਦ, ਟੱਕ, ਲਾਟੀ,

ਆਵੰਤੀ, ਖਸ਼ ਪ੍ਰਾਕ੍ਰਿਤ।

(600 ਈ. – 1000 ਈ.)

ਅਰਥਾਤ

ਮਹਾਰਾਸ਼ਟਰੀ ਅਪਭ੍ਰੰਸ਼,

ਮਾਗਧੀ ਅਪਭ੍ਰੰਸ਼, ਅਰਧ-

ਮਾਗਧੀ ਅਪਭ੍ਰੰਸ਼, ਸ਼ੌਰਸੈਨੀ

ਅਪਭ੍ਰੰਸ਼, ਪੈਸ਼ਾਚੀ ਅਪਭ੍ਰੰਸ਼,

ਲਾਟੀ, ਸੌਰਾਸ਼ਟਰੀ, ਆਭੀਰੀ,

ਆਵੰਤੀ, ਨਾਗਰ, ਉਪਨਾਗਰ,

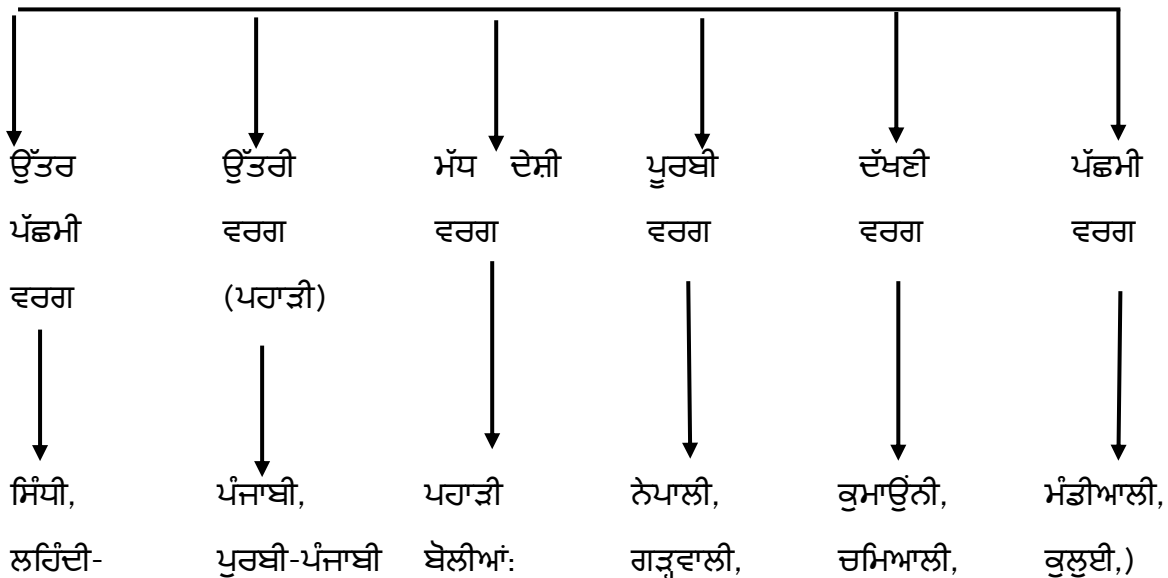
ਵ੍ਹਾਚਡ, ਖਸ਼ (ਦਾਰਦਿਕ),

ਕੈਕੇਈ, ਮਦ, ਟੱਕ, ਐਤਕਲ,

ਗੌੜ, ਗੌਰਜਰ, ਮਰੂ ਅਪਭ੍ਰੰਸ਼

ਰੇਖਾ ਚਿੱਤਰ – 3

ਆਧੁਨਿਕ ਭਾਰਤੀ ਆਰੀਆ-ਭਾਸ਼ਾ (New Indo-Aryan) (1000 ਈ. – 2003 ਈ.)



ਆਧੁਨਿਕ ਭਾਰਤੀ ਆਰੀਆ ਭਾਸ਼ਾ ਪਰਿਵਾਰਾਂ ਦੀ ਇਸ ਵਿਕਾਸ ਪ੍ਰਕਿਰਿਆ ਤੋਂ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਉਤਪਤੀ ਸੰਬੰਧੀ ਮਹੱਤਵਪੂਰਨ ਸਵਾਲ ਪੈਦਾ ਹੁੰਦੇ ਹਨ। ਪਹਿਲਾ ਸਵਾਲ ਇਹ ਹੈ ਕਿ ਪੰਜਾਬੀ ਆਰੀਆ ਭਾਸ਼ਾ ਪਰਿਵਾਰ ਵਿੱਚੋਂ ਕਿਸ ਤਰ੍ਹਾਂ ਹੋਂਦ ਵਿੱਚ ਆਈ ? ਦੂਜਾ ਸਵਾਲ ਕਿ ਆਰੀਆ ਭਾਸ਼ਾ ਦੇ ਮੂਲ ਨੂੰ ਪ੍ਰਾਕਿਰਤ ਜਾਂ ਅਪਭ੍ਰੰਸ਼ ਨਾਲ ਜੋੜ ਕੇ ਕਿਵੇਂ ਦੇਖਿਆ ਜਾਂਦਾ ਹੈ? ਇਤਿਹਾਸ ਦੇ ਸੰਦਰਭ ਵਿੱਚ ਪੰਜਾਬੀ ਨੂੰ ਪ੍ਰਾਕਿਰਤ ਜਾਂ ਅਪਭ੍ਰੰਸ਼ ਵਜੋਂ ਜੋੜਕੇ ਦੇਖਣ ਸੰਬੰਧੀ ਵੱਖ-ਵੱਖ ਮੱਤ ਬਣਦੇ ਹਨ। ਇਸ ਚਰਚਾ ਵਿੱਚ ਇੱਕ ਮੱਤ ਇਹ ਬਣਦਾ ਹੈ ਕਿ ਆਧੁਨਿਕ ਭਾਸ਼ਾਵਾਂ ਅਪਭ੍ਰੰਸ਼ ਵਿੱਚੋਂ ਉਪਜੀਆਂ ਹਨ ਤੇ ਅਪਭ੍ਰੰਸ਼ ਅੱਗੋਂ ਪਾਲੀ ਆਦਿ ਪ੍ਰਾਕ੍ਰਿਤਾਂ ਦਾ ਰੂਪ ਹਨ। ਸੋ ਸਿੱਟੇ ਵਜੋਂ ਇਹਨਾਂ ਸਾਰੀਆਂ ਭਾਸ਼ਾਵਾਂ ਦਾ ਮੂਲ ਉਹ ਭਾਸ਼ਾ ਰਹੀ ਹੋਵੇਗੀ ਜਿਸ ਭਾਸ਼ਾ ਵਿੱਚ ਵੇਦਾਂ ਦੀ ਰਚਨਾ ਹੋਈ ਹੈ।

ਇਸ ਕਰਕੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਆਦਿ ਦਾ ਸੰਬੰਧ ਵੈਦਿਕ ਭਾਸ਼ਾ ਨਾਲ ਜੁੜਦਾ ਹੈ। ਇਸ ਪ੍ਰਸੰਗ ਵਿੱਚ ਇਹ ਮੱਤ ਸਥਾਪਤ ਹੁੰਦਾ ਹੈ ਕਿ ਆਰੀਆ 1500 BC ਵਿੱਚ ਭਾਰਤ ਆਏ। ਉਨ੍ਹਾਂ ਦੀ ਪਹਿਲੀ ਬੋਲੀ ਜੋ ਵੈਦਿਕ ਭਾਸ਼ਾ ਵਜੋਂ ਵਿਕਸਤ ਹੋਈ। ਹਾਲਾਂਕਿ ਭਾਸ਼ਾ ਦੇ ਇਸ ਪੱਖ ਸੰਬੰਧੀ ਬਹੁਤ ਰਹੱਸ ਹਨ ਪਰ ਅਸੀਂ ਮੰਨਦੇ ਹਾਂ ਕਿ ਆਰੀਆ ਦੇ ਆਉਣ ਤੇ ਉਹਨਾਂ ਦੀ ਇਹ ਪਹਿਲੀ ਬੋਲੀ ਸੀ। ਪਰ ਵੈਦਿਕ ਭਾਸ਼ਾ ਦਾ ਵੀ ਕੋਈ ਰੂਪ ਨਹੀਂ ਸੀ, ਇਸ ਵਿੱਚ ਕਾਫ਼ੀ ਵੱਖਰਤਾਵਾਂ ਸਨ। ਇਸ ਸੰਬੰਧੀ ਦੋ ਨੁਕਤੇ ਉਘੜਵੇਂ ਰੂਪ ਵਿੱਚ ਦੇਖਦੇ ਹਾਂ :

ਪਹਿਲਾਂ ਨੁਕਤਾ ਵੈਦਿਕ ਸਭ ਤੋਂ ਪੁਰਾਣੀ ਬੋਲੀ ਹੈ ਅਤੇ ਇਸ ਤੋਂ ਬਾਕੀ ਪ੍ਰਾਕ੍ਰਿਤਾਂ ਹੋਂਦ ਵਿੱਚ ਆਈਆਂ ਹਨ। ਇਸ ਮੱਤ ਸੰਬੰਧੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨੀ ਹਰਦੇਵ ਬਾਹਰੀ, ਉਦੈ ਨਰਾਇਣ ਤਿਵਾੜੀ ਆਦਿ ਨੇ ਹਾਮੀ ਭਰੀ ਹੈ।

ਦੂਜਾ ਨੁਕਤਾ ਹੈ ਕਿ ਵੈਦਿਕ ਭਾਸ਼ਾ ਪ੍ਰਾਕ੍ਰਿਤਾਂ ਤੋਂ ਬਾਅਦ ਹੋਂਦ ਵਿੱਚ ਆਈ – ਇਸ ਮੱਤ ਦੇ ਸਮਰਥਕ ਡਾ. ਰਾਮ ਵਿਲਾਸ ਸ਼ਰਮਾ ਹਨ। ਉਹਨਾਂ ਅਨੁਸਾਰ ਵੈਦਿਕ ਭਾਸ਼ਾ ਇੱਕ ਮਿਆਰੀ ਭਾਸ਼ਾ ਦੇ ਰੂਪ ਵਿੱਚ ਸੀ ਜੋ ਕਿਸੇ ਮੁੱਖ ਪ੍ਰਾਕ੍ਰਿਤ ਉਪਰ ਆਧਾਰਿਤ ਸੀ। ਇੰਜ ਪ੍ਰਾਕ੍ਰਿਤਾਂ ਤੋਂ ਵੈਦਿਕ ਬੋਲੀ ਵਿਕਸਤ ਹੋਈ। ਤੇ ਵੈਦਿਕ ਤੋਂ ਕਲਾਸੀਕਲ ਸੰਸਕ੍ਰਿਤ ਸੁਧਰੇ ਰੂਪ ਵਿੱਚ ਉਪਜੀ। ਇਹਨਾਂ ਪ੍ਰਾਕ੍ਰਿਤਾਂ ਤੋਂ ਹੀ ਅਪਭ੍ਰੰਸ਼ਾਂ ਅਤੇ ਆਧੁਨਿਕ ਬੋਲੀਆਂ ਦਾ ਉਦੈ ਹੋਇਆ।

ਇਥੇ ਇਹ ਗੱਲ ਵਧੇਰੇ ਪ੍ਰਮਾਣਿਕ ਲੱਗਦੀ ਹੈ ਕਿ ਵੇਦਾਂ ਦੀ ਬੋਲੀ ਵਿੱਚ ਵੀ ਰੂਪਾਂਤਰ ਪ੍ਰਾਪਤ ਹੁੰਦੇ ਹਨ। ਪੁਰਾਣੀ ਵੈਦਿਕ ਬੋਲੀ ਵਿੱਚ ਟ ਵਰਗ ਧੁਨੀਆਂ ਦੀ ਹੋਂਦ ਸਿੱਧ ਕਰਦੀ ਹੈ ਕਿ ਇਥੋਂ ਦੀਆਂ ਸਥਾਨਕ ਭਾਸ਼ਾਵਾਂ ਨਾਲ ਵੈਦਿਕ ਭਾਸ਼ਾ ਦੇ ਨਿਰਮਾਣ ਸਮੇਂ ਹੋਏ ਅਦਾਨ ਪ੍ਰਦਾਨ ਕਰਕੇ ਹੀ ਇਹ ਹੋਇਆ।

7.2.3 ਇਸ ਆਧਾਰ ਤੇ ਪੁਰਾਤਨ ਭਾਰਤੀ ਬੋਲੀਆਂ ਦੀ ਵੰਡ ਕੁਝ ਵੱਖਰੇ ਢੰਗ ਨਾਲ ਕੀਤੀ ਜਾਂਦੀ ਹੈ:

1. ਵੈਦਿਕ ਅਤੇ ਪ੍ਰਾਚੀਨ ਆਰੀਆ ਭਾਸ਼ਾ ਕਾਲ, ਆਰੰਭ ਤੋਂ 500 ਈ. ਪੂਰਬ।
2. ਮੱਧਕਾਲੀਨ ਆਰੀਆ ਭਾਸ਼ਾਵਾਂ ਦਾ ਕਾਲ, ਜਿਸ ਵਿੱਚ ਪਾਲੀ, ਮੱਧਕਾਲੀ ਪ੍ਰਾਕ੍ਰਿਤਾਂ ਅਤੇ ਅਪਭ੍ਰੰਸ਼ਾਂ ਆਉਂਦੀਆਂ ਹਨ। 500 ਈ. ਪੂਰਬ ਤੋਂ 1000 ਈ. ਪੂਰਬ।
3. ਆਧੁਨਿਕ ਆਰੀਆ ਭਾਸ਼ਾਵਾਂ ਦਾ ਕਾਲ, ਅੱਠਵੀਂ, ਨੌਵੀਂ ਸਦੀ ਅਤੇ ਮੋਟੇ ਤੌਰ 'ਤੇ 1000 ਈ. ਤੋਂ ਬਾਅਦ।

ਉਪਰੋਕਤ ਵਿਸ਼ਲੇਸ਼ਣ ਤੋਂ ਇਹ ਸਪਸ਼ਟ ਕਰਨਾ ਜ਼ਰੂਰੀ ਹੈ ਕਿ ਪੰਜਾਬੀ ਕਿਸ ਪ੍ਰਾਕ੍ਰਿਤ ਜਾਂ ਅਪਭ੍ਰੰਸ਼ ਤੋਂ ਨਿਕਲੀ ਹੈ। ਇਸ ਸੰਬੰਧ ਵਿੱਚ ਸਭ ਤੋਂ ਪਹਿਲਾਂ ਵਿਦਵਾਨਾਂ ਦੇ ਵਿਚਾਰ ਲੈਂਦੇ ਹਾਂ :

- ਪੀ. ਡੀ. ਗੁਣੇ ਅਨੁਸਾਰ ਪੰਜਾਬੀ ਅਤੇ ਪੱਛਮੀ ਹਿੰਦੀ ਸ਼ੌਰਸੈਨੀ ਅਪਭ੍ਰੰਸ਼ ਤੋਂ ਹੀ ਵਿਕਸਿਤ ਹੋਈਆਂ ਮੰਨੀਆਂ ਜਾਂਦੀਆਂ ਹਨ। ਲਹਿੰਦੀ ਅਤੇ ਕਸ਼ਮੀਰੀ ਸ਼ਾਇਦ ਪਿਸ਼ਾਚ ਅਪਭ੍ਰੰਸ਼ ਵਿੱਚੋਂ ਵਿਕਸਤ ਹੋਈਆਂ ਹਨ।
- ਪ੍ਰੋ. ਦੁਨੀ ਚੰਦਰ ਨੇ ਪੱਛਮੀ ਹਿੰਦੀ ਦਾ ਸੰਬੰਧ ਸ਼ੌਰਸੈਨੀ ਨਾਲ ਜੋੜਿਆ ਹੈ।
- ਗ੍ਰੀਅਰਸਨ ਅਨੁਸਾਰ ਇਸ ਪ੍ਰਾਂਤ ਵਿੱਚ ਪਹਿਲਾਂ ਪਿਸ਼ਾਚੀ ਹੀ ਬੋਲੀ ਜਾਂਦੀ ਹੈ। ਸਹਿਜੇ-ਸਹਿਜੇ ਸ਼ੌਰਸੈਨੀ ਦੇ ਰਿਵਾਜ ਨੇ ਵੀ ਪੰਜਾਬ ਵਿੱਚ ਜ਼ੋਰ ਫੜਿਆ, ਪਰ ਪੰਜਾਬੀ ਦੀ ਨੀਂਹ ਪਿਸ਼ਾਚੀ ਹੈ।
- ਪ੍ਰੋ. ਨਰਿੰਦਰ ਵਰਮਾ ਅਨੁਸਾਰ ਲਹਿੰਦੀ ਲਈ ਕੈਕੇਈ, ਅਪਭ੍ਰੰਸ਼ਾਂ ਦੀ ਕਲਪਨਾ ਕੀਤੀ ਜਾ ਸਕਦੀ ਹੈ। ਪੰਜਾਬੀ ਦਾ ਸੰਬੰਧ ਕੈਕੇਈ ਨਾਲ ਹੋਣਾ ਚਾਹੀਦਾ ਹੈ ਪ੍ਰੰਤੂ ਬਾਅਦ ਵਿੱਚ ਇਸ ਉੱਤੇ ਸ਼ੌਰਸੈਨੀ ਦਾ ਪ੍ਰਭਾਵ ਪਿਆ ਹੈ।
- ਡਾ. ਮੋਹਨ ਸਿੰਘ ਦੀਵਾਨਾ ਦਾ ਮੱਤ ਕਾਫ਼ੀ ਮਹੱਤਵਪੂਰਨ ਹੈ। ਉਨ੍ਹਾਂ ਅਨੁਸਾਰ ਉਜੈਨ ਤੋਂ ਲੈ ਕੇ ਪਿਸ਼ੌਰ ਤੱਕ ਅਤੇ ਸਿੰਧ ਤੋਂ ਲੈ ਕੇ ਕਨੈਜ ਤੱਕ ਮਹਾ ਰਾਸ਼ਟਰੀ ਪ੍ਰਾਕ੍ਰਿਤਾਂ ਇਸ ਵਿੱਚ ਦੇਸ਼ ਭਾਖਾ, ਮਰਾਠੀ, ਗੁਜਰਾਤੀ, ਰਾਜਸਥਾਨੀ, ਸਿੰਧੀ, ਪੰਜਾਬੀ ਆਦਿ ਨਿਕਲੀਆਂ ਸਨ। ਪੰਜਾਬੀ ਦਾ ਨਾਂ ਉਦੋਂ (8ਵੀਂ ਸਦੀ ਵਿੱਚ) ਪਿਸ਼ਾਚੀ, ਅਵਹੱਟ, ਭੂਤ ਭਾਖਾ ਸੀ। ਪਿਸ਼ਾਚ ਭਾਸ਼ਾ, ਭੂਤ ਭਾਖਾ, ਅਵਹੱਟ, ਜਟਕੀ ਇਹ ਪੁਰਾਣੀ ਪੰਜਾਬੀ ਦੇ ਨਾਂ ਸਨ। ਇਸ ਆਧਾਰ ਤੇ ਹੇਠ ਲਿਖੇ ਵਿਚਾਰ ਪ੍ਰਮੁੱਖਤਾ ਦਰਸਾਉਂਦੇ ਹਨ:

ਪਹਿਲਾ ਪੱਖ : ਪੰਜਾਬੀ ਦਾ ਮੂਲ ਸ਼ੌਰਸੈਨੀ ਅਪਭ੍ਰੰਸ਼ ਹੈ।

ਦੂਜਾ ਪੱਖ : ਪੰਜਾਬੀ ਦਾ ਸੰਬੰਧ ਸ਼ੌਰਸੈਨੀ ਕੈਕੇਈ ਦੇਹਾਂ ਅਪਭ੍ਰੰਸ਼ਾਂ ਨਾਲ ਹੈ, ਪੱਛਮੀ ਪੰਜਾਬ ਦਾ ਸੰਬੰਧ ਕੈਕੇਈ ਨਾਲ ਤੇ ਪੂਰਬੀ ਦਾ ਸ਼ੌਰਸੈਨੀ ਨਾਲ ਜੋੜਿਆ ਜਾਂਦਾ ਹੈ।

ਤੀਜਾ ਪੱਖ : ਸਮੁੱਚੇ ਪੰਜਾਬ ਦੀ ਭਾਸ਼ਾ ਦਾ ਆਧਾਰ ਕੈਕੇਈ ਅਪਭ੍ਰੰਸ਼ ਹੈ।

ਸਾਨੂੰ ਤੀਸਰਾ ਪੱਖ ਵਧੇਰੇ ਸਹੀ ਪ੍ਰਤੀਤ ਹੁੰਦਾ ਹੈ। ਪੰਜਾਬ ਦੇ ਪੂਰਬ ਵਿੱਚ ਸ਼ੌਰਸੈਨੀ ਦਾ ਇਲਾਕਾ ਪੈਂਦਾ ਹੈ। ਉੱਤਰ ਪੱਛਮੀ ਖੇਤਰ ਵਿੱਚ ਸਿੰਧੀ ਅਤੇ ਪਹਾੜੀ ਭਾਸ਼ਾਵਾਂ ਦਾ ਆਧਾਰ ਪਿਸ਼ਾਚੀ ਹੈ। ਦੇਹਾਂ ਦੇ ਵਿਚਕਾਰਲੇ ਇਲਾਕਾ ਜੇ ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਖੇਤਰ ਹੈ, ਦੇ ਪ੍ਰਸੰਗ ਵਿੱਚ ਕੈਕੇਈ ਅਪਭ੍ਰੰਸ਼ ਦੀ ਕਲਪਨਾ ਨਿਆਂ ਸੰਗਤ ਹੈ। ਇਹ ਕੇਵਲ ਕਲਪਨਾ ਹੀ ਨਹੀਂ ਸਗੋਂ ਇਸਦੇ ਹਵਾਲੇ ਪੁਰਾਣੇ ਵਿਆਕਰਣ ਗ੍ਰੰਥਾਂ ਵਿੱਚ ਅਤੇ ਮਿਥਿਹਾਸਕ ਕਥਾਵਾਂ ਉੱਪਰ ਆਧਾਰਿਤ ਮਹਾਂ-ਕਾਵਿ ਆਦਿ ਵਿੱਚ ਮਿਲਦੇ ਹਨ। ਨਾ ਤਾਂ ਮਿਥਿਹਾਸ ਰੂਪ ਵਿੱਚ ਸ਼ੌਰਸੈਨੀ ਨੂੰ ਪੰਜਾਬੀ ਮੂਲ ਕਿਹਾ ਜਾਂਦਾ ਹੈ ਅਤੇ ਨਾ ਹੀ ਪਿਸ਼ਾਚੀ ਨੂੰ। ਹਾਂ ਇਨ੍ਹਾਂ ਦੇਹਾਂ ਦਾ ਪੰਜਾਬੀ ਉੱਤੇ ਪ੍ਰਭਾਵ ਜ਼ਰੂਰ ਪਿਆ ਹੈ।

ਇਸ ਨਜ਼ਰੀਏ ਤੋਂ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਨਾਲ ਸ਼ੌਰਸੈਨੀ ਦੀ ਸਾਂਝ ਕਾਫ਼ੀ ਹੱਦ ਤੱਕ ਮੰਨੀ ਜਾ ਸਕਦੀ ਹੈ ਪਰ ਪੂਰਨ ਰੂਪ ਵਿੱਚ ਨਹੀਂ। ਇਹਨਾਂ ਵਿਚਾਰਾਂ ਦੇ ਅੰਤਰਗਤ ਅਸੀਂ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਵੱਖ-ਵੱਖ ਭਾਸ਼ਾਵਾਂ ਨਾਲ ਇਸ ਪ੍ਰਕਾਰ ਦੇ ਸੰਬੰਧ

ਸਥਾਪਤ ਹੁੰਦੇ ਦੇਖਦੇ ਹਾਂ।

7.2.4 ਪੰਜਾਬੀ ਨਾਲ ਸ਼ੌਰਸ਼ੈਨੀ ਭਾਸ਼ਾ ਦੀਆਂ ਸਮਾਨਤਾਵਾਂ :

ਪੰਜਾਬੀ ਨਾਲ ਸ਼ੌਰਸ਼ੈਨੀ ਭਾਸ਼ਾ ਦੀਆਂ ਸਮਾਨਤਾਵਾਂ ਨੂੰ ਦ੍ਰਿਸ਼ਟੀਗੋਚਰ ਕਰਦੇ ਹੋਏ ਕੁਝ ਪੱਖ ਧਿਆਨ ਦੀ ਮੰਗ ਕਰਦੇ ਹਨ। ਜਿਵੇਂ ਸ਼ੌਰਸ਼ੈਨੀ ਵਿੱਚ ਪੁਰਾਣੀ ਆਰੀਆ ਭਾਸ਼ਾ ਦੇ ਕ ਚ ਟ ਤ ਪ ਦੀ ਥਾਂ ਸੰਬੰਧਤ ਵਰਗ ਦੀ ਕ੍ਰਮਵਾਰ ਤੀਸਰੀ ਧੁਨੀ ਆਉਂਦੀ ਹੈ:

ਸ਼ੌਰਸ਼ੈਨੀ	ਪੰਜਾਬੀ
ਸੂਰਯ	ਸੂਰਜ
ਸੰਯਮ	ਸੰਜਮ
ਯੁੱਗ	ਜੁਗ

ਇਸ ਤੋਂ ਬਿਨਾਂ ਸ਼ੌਰਸ਼ੈਨੀ ਵਿੱਚ ਤਿੰਨ ਸੱਸਿਆਂ (ਸ, ਸ਼, ਥ) ਦਾ ਪੰਜਾਬੀ ਵਿੱਚ ਇੱਕ /ਸ/ ਹੈ।

ਸ਼ੌਰਸ਼ੈਨੀ ਦੇ ਕਿਰਿਆ ਰੂਪ ਪੰਜਾਬੀ ਨਾਲ ਕਾਫ਼ੀ ਮਿਲਦੇ ਹਨ

ਸ਼ੌਰਸ਼ੈਨੀ	ਪੰਜਾਬੀ
ਕਥੇਦਿ	ਕਹਿੰਦਾ
ਪੁਛੇਦਿ	ਪੁਛਦਾ
ਦੀਸਦਿ	ਦਿਸਦਾ

ਸ਼ੌਰਸ਼ੈਨੀ ਅਤੇ ਪੰਜਾਬੀ ਵਿਚਲੀਆਂ ਇਹਨਾਂ ਵੱਖਰਤਾਵਾਂ ਦੇ ਸਪਸ਼ਟ ਭੇਦਾਂ ਤੋਂ ਇਲਾਵਾ ਇਹਨਾਂ ਭਾਸ਼ਾਵਾਂ ਦੇ ਸੰਸਕ੍ਰਿਤ ਨਾਲ ਵੱਖਰੇਵੇਂ ਵੀ ਦੇਖੇ ਜਾ ਸਕਦੇ ਹਨ :

ਸ਼ੌਰਸ਼ੈਨੀ	ਸੰਸਕ੍ਰਿਤ	ਪੰਜਾਬੀ
ਦੇਦਿ	ਦੇਤ	ਦਿੱਤਾ
ਪੀਵਦਿ	ਪੀਤ	ਪੀਤਾ

ਇਥੇ ਇਹ ਪੱਖ ਵੀ ਵਿਚਾਰਨਯੋਗ ਹੈ ਕਿ ਜੇ ਸਭ ਪ੍ਰਕਾਰ ਦੇ ਨਿਯਮ ਸ਼ੌਰਸ਼ੈਨੀ ਵਿੱਚ ਹਨ ਉਹ ਪੰਜਾਬੀ ਵਿੱਚ ਨਹੀਂ ਆਏ। ਇਹਨਾਂ ਦੋਨੋਂ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਹੋਰ ਵੀ ਭਿੰਨਤਾਵਾਂ ਦੇ ਪ੍ਰਮਾਣ ਮਿਲਦੇ ਹਨ। ਸ਼ੌਰਸ਼ੈਨੀ ਭਾਸ਼ਾ ਦੀ ਇੱਕ ਵਿਸ਼ੇਸ਼ਤਾ ਪੂਰਬੀ ਪੰਜਾਬੀ ਦੀਆਂ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਹੈ। ਜਿਵੇਂ ‘ਵ’ ਤੋਂ ‘ਬ’ – ਵੀਰ-ਬੀਰ, ਵੇਦ-ਬੇਦ ਆਦਿ ਸ਼ਬਦਾਂ ਤੋਂ ਪਤਾ ਲੱਗਦਾ ਹੈ ਕਿ ਸ਼ੌਰਸ਼ੈਨੀ ਦਾ ਪੰਜਾਬੀ ਉੱਤੇ ਕਾਫ਼ੀ ਪ੍ਰਤੱਖ ਅਸਰ ਹੈ।

7.2.5 ਪੰਜਾਬੀ ਦਾ ਪਿਸ਼ਾਚੀ ਨਾਲ ਸੰਬੰਧ:

ਪੰਜਾਬੀ ਦਾ ਬਹੁਤਾ ਸੰਬੰਧ ਕਸ਼ਮੀਰੀ ਅਤੇ ਬਰੂਹੀ ਭਾਸ਼ਾ ਨਾਲ ਜੁੜਿਆ ਮੰਨਿਆ ਜਾਂਦਾ ਹੈ। ਇਹ ਪੰਜਾਬ ਦੇ ਉੱਤਰ-ਪੱਛਮੀ ਖੇਤਰ ਦੀਆਂ ਭਾਸ਼ਾਵਾਂ ਹਨ। ਇਹਨਾਂ ਦਾ ਪੱਛਮੀ ਪੰਜਾਬੀ ਜਾਂ ਲਹਿੰਦੀ ਉੱਪਰ ਪ੍ਰਭਾਵ ਪਿਆ ਹੈ। ਪਰ ਪਿਸ਼ਾਚੀ ਇਸਦਾ ਪੂਰਨ ਆਧਾਰ ਮੰਨੀ ਜਾ ਸਕਦੀ ਹੈ।

ਪਿਸ਼ਾਚੀ ਵਿੱਚ ਧੁਨੀ ਪਰਿਵਰਤਨ ਪੰਜਾਬੀ ਨਾਲੋਂ ਬਿਲਕੁਲ ਵੱਖਰੇ ਰੂਪ ਵਿੱਚ ਹੈ। ਜਿਵੇਂ ਪੰਜਾਬੀ ਵਿਚਲੇ ਤੀਜੇ ਵਰਗ ਗ ਜ ਡ ਦ ਬ ਦੀ ਥਾਂ ਪਿਸ਼ਾਚੀ ਵਿੱਚ ਪਹਿਲੇ ਵਰਗ – ਕ ਚ ਟ ਤ ਪ ਵਿੱਚ ਤਬਦੀਲ ਹੁੰਦਾ ਹੈ:

ਪੰਜਾਬੀ	ਪਿਸ਼ਾਚੀ
ਦਮੇਦਰ	ਤਮੇਦਰ
ਨਗਰ	ਨਕਰ
ਬਾਲਕ	ਪਾਲਕ

ਇਸ ਭਾਸ਼ਾ ਵਿੱਚ ਮੂਰਧਨੀ ਵਰਗ ਵੀ ਘੱਟ ਹਨ – ਟ ਠ ਡ ਢ ਣ, ਪਿਸ਼ਾਚੀ ਦੀ ਇਹ ਰੂੜੀ ਈਰਾਨੀ ਬੋਲੀਆਂ ਵਾਲੀ ਹੈ, ਜਿੱਥੇ /ਟ/ ਦੀ ਥਾਂ /ਤ/ ਜਾਂਦਾ ਹੈ। ਪੈਸ਼ਾਚੀ ਵਿੱਚ /ਟ/ ਦੀ ਥਾਂ /ਨ/ ਦੀ ਪ੍ਰਧਾਨਤਾ ਹੈ। ਇਸ ਕਰਕੇ ਪੈਸ਼ਾਚੀ ਨੂੰ ਪੰਜਾਬੀ ਦਾ ਆਧਾਰ ਨਹੀਂ ਮੰਨਿਆ ਜਾ ਸਕਦਾ। ਪਰ ਲਹਿੰਦੀ ਦੀਆਂ ਭਾਸ਼ਾਵਾਂ ਉੱਤੇ ਇਸਦਾ ਪ੍ਰਭਾਵ ਜ਼ਰੂਰ ਹੈ।

7.2.6 ਪੰਜਾਬੀ ਅਤੇ ਕੈਕੇਈ ਦਾ ਸੰਬੰਧ:

ਪੰਜਾਬੀ ਅਤੇ ਕੈਕੇਈ ਦੇ ਸੰਬੰਧਾਂ ਬਾਰੇ ਸਾਨੂੰ ਵਿਆਕਰਣਕ ਹਵਾਲਿਆਂ ਤੋਂ ਵਧੇਰੇ ਅਗਵਾਈ ਮਿਲਦੀ ਹੈ। ਭਾਵੇਂ ਕਿ ਕੈਕੇਈ ਅਪਭ੍ਰੰਸ਼ ਦੇ ਸਪਸ਼ਟ ਲੱਛਣ ਉਪਲਬਧ ਨਹੀਂ ਪਰ ਕੈਕੇਈ ਲਈ ਕੁਝ ਪਛਾਣ ਚਿੰਨ੍ਹ ਸਪਸ਼ਟ ਹਨ। ਇਸ ਲਈ ਕੈਕੇਈ ਦੀ ਮੁੱਖ ਪਛਾਣ ਦੁਹਰਾਓ-ਮੂਲਕ ਪ੍ਰਵਿਰਤੀ ਵਾਲੀ ਹੈ ਜਿਵੇਂ ਦੁੱਤ ਵਿਅੰਜਨਾਂ ਦੇ ਪ੍ਰਸੰਗ ਵਿੱਚ ਤੱਤਾ, ਕੰਨ, ਮੁੱਕੀ, ਦੁੱਧ, ਪੁੱਤ ਆਦਿ।

ਇਸੇ ਵਾਂਗ ਸ਼ਬਦ ਦੁਹਰਾਓ ਹੈ – ਕੱਲਮ-ਕੱਲਾ, ਮੁੱਕੇ-ਮੁੱਕੀ ਆਦਿ। ਰੂਪ ਦੁਹਰਾਓ ਵੀ ਕੈਕੇਈ ਦਾ ਪ੍ਰਭਾਵ ਮੰਨਿਆ ਜਾਂਦਾ ਹੈ। ਜਿਵੇਂ ਪਾਈ-ਧਾਈ, ਚਾਹ-ਚੂਹ, ਰੇਟੀ-ਰਾਟੀ ਆਦਿ।

ਕੈਕੇਈ ਦੀ ਇੱਕ ਹੋਰ ਲੱਛਣ /ਕ/ ਦੀ ਪ੍ਰਧਾਨਤਾ ਹੈ। ਇਸ ਤਰ੍ਹਾਂ ਦੇ ਲਛਣ ਪੰਜਾਬੀ ਵਿੱਚ ਕਾਫ਼ੀ ਹਨ – ਕੀਕਣ, ਕਦੋਂ, ਕੁੱਕੜ, ਕੇਕਾ, ਕਿੱਧਰ ਆਦਿ।

ਇਤਿਹਾਸਕ ਅਤੇ ਮਿਥਿਹਾਸਕ ਹਵਾਲੇ ਵੀ ਸਾਨੂੰ ਕੈਕੇਈ ਵੱਲ ਧਿਆਨ ਦਿਵਾਉਂਦੇ ਹਨ। ਕੈਕੇਈ ਪ੍ਰਾਤ ਦਾ ਸੰਬੰਧ ਸਿੰਧ ਦਰਿਆ ਦੇ ਇਧਰਲੇ ਪਾਸੇ ਨਾਲ ਮੰਨਿਆ ਜਾਂਦਾ ਹੈ। ਮੁਲਤਾਨ ਇਨ੍ਹਾਂ ਵਿੱਚੋਂ ਪ੍ਰਮੁੱਖ ਹੈ। ਇਹ ਉਹ ਇਲਾਕਾ ਹੈ ਜਿਥੇ ਕੈਕੇਈ ਲੋਕ ਵਸਦੇ ਸਨ। ਕੈਕਯ, ਪੁਰਾਤਨ ਪੰਜਾਬ ਦੀ ਇੱਕ ਮਸ਼ਹੂਰ ਜਾਤੀ ਹੈ ਜਿਸਦੇ ਹਵਾਲੇ ਵੇਦਾਂ ਤੋਂ ਪ੍ਰਾਪਤ ਹੁੰਦੇ ਹਨ। ਕੈਕਯ ਪ੍ਰਾਤ ਦੇ ਨਿਸ਼ਾਨ ਵੀ ਪੁਰਾਤਨ ਕਾਲ ਵਿੱਚ ਮਿਲਦੇ ਹਨ।

ਕੈਕਯ ਅਪਭ੍ਰੰਸ਼ ਦੇ ਸੰਕੇਤ ਵਿਆਕਰਣ ਵਿੱਚੋਂ ਪ੍ਰਾਪਤ ਹੁੰਦੇ ਹਨ ਭਾਵੇਂ ਕਿ ਇਸ ਭਾਸ਼ਾ ਦੇ ਸਪਸ਼ਟ ਰੂਪ ਉਜਾਗਰ ਨਹੀਂ ਹੋਏ। ਮਾਰਕੰਡੇ ਨੇ ਇਸਦਾ ਖਾਸ ਜ਼ਿਕਰ ਕੀਤਾ ਹੈ।

ਮਹਾਂਭਾਰਤ ਦੇ ਯੁੱਗ ਤੋਂ ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ ਦੇ ਸਮੇਂ ਤੱਕ ਗਦਰ ਗੱਦਰ ਦਾ ਉਲੇਖ ਮਿਲਦਾ ਹੈ। ਇਸਦਾ ਸੰਬੰਧ ਕਿਸ ਪ੍ਰਾਂਤ ਅਤੇ ਭਾਸ਼ਾ ਨਾਲ ਹੈ, ਇਸ ਬਾਰੇ ਬਹੁਤਾ ਕੁਝ ਨਹੀਂ ਕਿਹਾ ਜਾ ਸਕਦਾ ਹੈ। ਟੱਕੀ ਦਾ ਸੰਬੰਧ ਵੀ ਕੈਕੇਈ ਨਾਲ ਜੋੜਿਆ ਜਾਂਦਾ ਹੈ ਕਿ ਇਸਦਾ ਪਹਿਲਾ ਨਾਂ ਕੈਕੇਈ ਸੀ ਅਤੇ ਬਾਅਦ ਵਿੱਚ ਵਿਗੜ ਕੇ 'ਟੱਕੀ' ਪੈ ਗਿਆ। ਇਸ ਤਰ੍ਹਾਂ ਕੈਕੇਈ ਜਾਂ ਟੱਕੀ ਦਾ ਮੂਲ ਸੰਬੰਧ ਪੰਜਾਬੀ ਨਾਲ ਹੈ। ਇਸਦੀਆਂ ਉਪਭਾਸ਼ਾਵਾਂ ਦੀ ਵੰਨ-ਸੁਵੰਨਤਾ ਗੁਆਂਢੀ ਪ੍ਰਭਾਵ ਕਾਰਨ ਹੈ।

7.2.7 ਸਾਰ ਅੰਸ਼ :

ਸਾਰ ਰੂਪ ਵਿੱਚ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਉਤਪਤੀ ਅਤੇ ਵਿਕਾਸ ਸੰਬੰਧੀ ਚਰਚਾ ਕਰਕੇ ਇਹ ਤੱਥ ਸਪਸ਼ਟ ਹੁੰਦੇ ਹਨ ਕਿ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਸੰਬੰਧ ਕੈਕੇਈ ਭਾਸ਼ਾ ਨਾਲ ਜੁੜਦਾ ਹੋਇਆ ਮੌਜੂਦਾ ਸਮੇਂ ਤੱਕ ਪੁੱਜਦਾ ਹੈ। ਇਹ ਭਾਸ਼ਾ ਆਰੀਆ ਭਾਸ਼ਾਵਾਂ ਦੇ ਨਿਰੰਤਰ ਵਿਕਾਸ ਵਿੱਚੋਂ ਹੋਂਦ ਵਿੱਚ ਆਈ। ਹੁਣ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਆਪਣੀ ਵੱਖਰੀ ਗੁਰਮੁਖੀ ਲਿਪੀ ਰਾਹੀਂ ਇੱਕ ਵੱਖਰੀ ਅਤੇ ਸੁਤੰਤਰ ਪਛਾਣ ਰੱਖਦੀ ਹੈ।

7.3 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ

ਭੂਮਿਕਾ : 7.3.1

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਖੇਤਰ ਅਤਿ ਵਿਸ਼ਾਲ ਹੈ। ਪੰਜਾਬੀ ਸਾਰੇ ਪੰਜਾਬ ਵਿੱਚ ਤੇ ਹਰਿਆਣਾ, ਹਿਮਾਚਲ, ਜੰਮੂ ਤੇ ਰਾਜਸਥਾਨ ਦੇ ਹਿੱਸਿਆਂ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ। ਦੂਜੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਪੰਜਾਬ ਵਿੱਚ ਵਸਦੇ ਅਤੇ ਪੰਜਾਬ ਤੋਂ ਬਾਹਰ ਦੇਸ਼-ਵਿਦੇਸ਼ਾਂ ਵਿੱਚ ਵਸਦੇ ਪੰਜਾਬੀਆਂ ਦੀ ਭਾਸ਼ਾ ਹੈ। ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ ਬਾਰੇ ਬਹੁਤ ਸਾਰੇ ਵਿਦਵਾਨਾਂ ਵਿੱਚ ਮਤਭੇਦ ਹਨ ਅਤੇ ਵਿਚਾਰਮੂਲਕ ਸਾਂਝਾ ਹਨ, ਜਿਹਨਾਂ ਦੀ ਪੁਸ਼ਟੀ ਅਸੀਂ ਪਿਛਲੇ ਸਵਾਲ ਵਿੱਚ ਕਰ ਆਏ ਹਾਂ। ਜੇ ਸਾਧਾਰਨ ਸ਼ਬਦਾਂ ਵਿੱਚ ਗੱਲ ਕਰੀਏ ਤਾਂ ਕਿਹਾ ਜਾ ਸਕਦਾ ਹੈ ਕਿ ਕਿਸੇ ਵੀ ਸਮੇਂ ਦੇ ਸਮਾਜ ਨੂੰ ਸਮਝਣਾ ਹੋਵੇ ਤਾਂ ਭਾਸ਼ਾ ਇੱਕ ਅਹਿਮ ਰੋਲ ਅਦਾ ਕਰਦੀ ਹੈ। ਬੋਲਚਾਲ ਤੋਂ ਕਿਸੇ ਸਮੇਂ, ਸਥਿਤੀ ਤੇ ਸ਼ਖ਼ਸੀਅਤ ਦਾ ਪੈਮਾਨਾ ਮਾਪਿਆ ਜਾ ਸਕਦਾ ਹੈ। ਭਾਸ਼ਾ ਦਾ ਮਨੁੱਖ ਅਤੇ ਸਮਾਜ ਨਾਲ ਗਹਿਰਾ ਰਿਸ਼ਤਾ ਹੈ ਜੋ ਇੱਕ ਦੂਜੇ ਦੇ ਪੂਰਕ ਹਨ। ਭਾਸ਼ਾ ਕਿਸੇ ਵੀ ਸਮਾਜ ਦੀ ਸੰਸਕ੍ਰਿਤੀ, ਇਤਿਹਾਸ, ਭੂਗੋਲਿਕਤਾ, ਉਥੇ ਰਹਿੰਦੇ ਲੋਕਾਂ ਦੀ ਜੀਵਨ-ਜਾਂਚ ਨੂੰ ਸਮਝਣ ਵਿੱਚ ਅਹਿਮੀਅਤ ਰੱਖਦੀ ਹੈ। ਭਾਸ਼ਾ ਰਾਹੀਂ ਹੀ ਅਸੀਂ ਦੂਜੇ ਮੁਲਕ ਦੀ ਸੰਸਕ੍ਰਿਤੀ ਨਾਲ ਜੁੜ ਸਕਦੇ ਹਾਂ। ਕਿਉਂਕਿ ਭਾਸ਼ਾ ਅਤਿ ਗਹਿਨ, ਸੂਖਮ ਅਤੇ ਜਟਿਲ ਹੋਂਦ ਹੈ। ਭਾਸ਼ਾ ਉਹ ਸਾਧਨ ਹੈ ਜਿਸ ਰਾਹੀਂ ਅਸੀਂ ਆਪਣੇ ਵਿਚਾਰਾਂ, ਕਾਮਨਾਵਾਂ, ਭਾਵਨਾਵਾਂ ਦਾ ਆਦਾਨ-ਪ੍ਰਦਾਨ ਕਰ ਸਕਦੇ ਹਾਂ। ਇੱਕ ਤੋਂ ਵੱਧ ਭਾਸ਼ਾਵਾਂ ਦੀ ਜਾਣਕਾਰੀ ਰੱਖਦਾ ਮਨੁੱਖ ਦੁਨੀਆਂ ਭਰ ਨਾਲ ਜੁੜ ਸਕਦਾ ਹੈ

7.3.2 ਭਾਸ਼ਾ ਅਤੇ ਲਿਪੀ ਦਾ ਸੰਬੰਧ :

ਭਾਸ਼ਾ ਅਤੇ ਲਿਪੀ ਦਾ ਆਪਸ ਵਿੱਚ ਡੂੰਘਾ ਸੰਬੰਧ ਹੈ। ਭਾਸ਼ਾ ਮੌਖਿਕ ਰੂਪ ਹੈ ਅਤੇ ਲਿਪੀ ਉਸ ਭਾਸ਼ਾ ਦਾ ਲਿਖਤੀ ਰੂਪ ਹੈ। ਕਿਹਾ ਜਾਂਦਾ ਹੈ ਕਿ ਬੋਲੇ ਸ਼ਬਦ ਉੱਡ ਜਾਂਦੇ ਹਨ ਪਰ ਲਿਖੇ ਸ਼ਬਦ ਸਾਂਭੇ ਰਹਿੰਦੇ ਹਨ। ਕਿਸੇ ਭਾਸ਼ਾ ਦੀ ਲਿਪੀ ਹੀ ਉਸ ਭਾਸ਼ਾ ਦੀ ਹੋਂਦ ਨੂੰ ਬਚਾ ਸਕਦੀ ਹੈ। ਸਿੰਧੂ ਘਾਟੀ ਦੀ ਸੱਭਿਅਤਾ ਜਿਹੜੀ ਆਪਣੇ ਸਮੇਂ ਦੀ ਮਹਾਨ ਸਭਿਅਤਾ ਰਹੀ, ਦਾ ਪਤਾ ਸਾਨੂੰ ਖੁਦਾਈ ਤੋਂ ਮਿਲੇ ਅਵਸ਼ੇਸ਼ਾਂ ਤੋਂ ਲੱਗਦਾ ਹੈ। ਪਰ ਉਥੋਂ ਮਿਲੀਆਂ ਮੂਰਤੀਆਂ 'ਤੇ ਲਿਖੇ ਅੱਖਰਾਂ ਨੂੰ ਹਲੇ ਤੱਕ ਪੜ੍ਹਿਆ ਨਹੀਂ ਜਾ ਸਕਿਆ। ਜੇ ਇਹ ਲਿਪੀ ਉਹਨਾਂ ਲੋਕਾਂ ਦੀ ਬੋਲਚਾਲੀ ਤੇ ਸਾਹਿਤਕ ਭਾਸ਼ਾ ਰਹੀ ਹੋਵੇਗੀ। ਸੋਚੋ ! ਜੇਕਰ ਇਹ ਲਿਪੀ ਪੜ੍ਹੀ ਜਾ ਸਕਦੀ ਤਾਂ ਇਹਨਾਂ ਭਾਸ਼ਾ ਸ੍ਰੋਤਾਂ ਰਾਹੀਂ ਅਸੀਂ ਇਸ ਸੱਭਿਅਤਾ ਤੇ ਇਥੇ ਵਸਦੇ ਲੋਕਾਂ ਦੇ ਕੰਮ-ਧੰਦਿਆਂ ਤੇ ਉਹਨਾਂ ਦੀ ਸਮੁੱਚੀ ਜੀਵਨ-ਜਾਂਚ ਨੂੰ ਬਹੁਤ ਬਾਰੀਕੀ ਨਾਲ ਜਾਣ ਸਕਦੇ ਹੁੰਦੇ।

7.3.3 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਸੰਬੰਧੀ ਵੱਖ-ਵੱਖ ਪਰਿਭਾਸ਼ਾਵਾਂ :

ਕਿਸੇ ਵੀ ਭਾਸ਼ਾ ਦੀਆਂ ਖੂਬੀਆਂ ਉਸਦੇ ਵਿਆਕਰਨਕ ਨੇਮ, ਧੁਨੀਆਤਮਕ ਵਿਲੱਖਣਤਾ ਨੂੰ ਦੂਜੀ ਭਾਸ਼ਾ ਨਾਲ ਮਿਲਾਕੇ ਦੇਖਣਾ, ਉਸ ਭਾਸ਼ਾ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਬਣਦੀਆਂ ਹਨ। ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਬਾਰੇ ਗੱਲ ਕਰਨ ਤੋਂ ਪਹਿਲਾਂ ਭਾਸ਼ਾ ਸ਼ਬਦ ਦੀ ਨਿਰੁਕਤੀ, ਸ਼ਾਬਦਿਕ ਅਰਥ, ਇਸ ਸੰਬੰਧੀ ਵੱਖ-ਵੱਖ ਵਿਦਵਾਨਾਂ ਦੀਆਂ ਪਰਿਭਾਸ਼ਾਵਾਂ ਨੂੰ ਵੇਖਣਾ ਉਚਿਤ ਲੱਗਦਾ ਹੈ।

ਭਾਸ਼ਾ ਸ਼ਬਦ ਦੀ ਨਿਰੁਕਤੀ ਸੰਸਕ੍ਰਿਤ ਧਾਤੂ (Root) 'ਭਾਸ਼' (ਭਾਸ) ਤੋਂ ਹੋਈ ਹੈ। ਭਾਸ਼ ਧਾਤੂ ਦਾ ਅਰਥ ਹੈ – ਬੋਲਣਾ, ਸੰਬੋਧਨ ਕਰਨਾ, ਵਾਰਤਾਲਾਪ ਕਰਨਾ, ਵਰਨਨ ਕਰਨਾ ਆਦਿ। ਭਾਸ਼ਾ ਦੇ ਸ਼ਬਦਾਰਥ ਬਾਰੇ ਕਿਹਾ ਜਾ ਸਕਦਾ ਹੈ ਕਿ ਭਾਸ਼ਾ ਉਹ ਕੁਆ ਜਾਂ ਕਰਮ ਹੈ ਜੋ ਭਾਖਿਆ ਜਾਵੇ ਜਾਂ ਬੋਲਿਆ ਜਾਵੇ। (ਪ੍ਰੋਮ ਪ੍ਰਕਾਸ਼ – ਸਿਧਾਂਤਕ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਨਾ-15) ਬੋਲੀ, ਜਬਾਨ, ਜੁਬਾਨ ਆਦਿ ਸ਼ਬਦ ਭਾਸ਼ਾ ਦੇ ਸਮਾਨਰਥਕ ਸ਼ਬਦ ਹਨ। ਭਾਸ਼ਾ ਉਹ ਮਾਧਿਅਮ ਹੈ ਜਿਸ ਰਾਹੀਂ ਵਿਅਕਤੀ ਆਪਣੇ ਭਾਵਾਂ ਦਾ ਆਦਾਨ-ਪ੍ਰਦਾਨ ਕਰ ਸਕਦਾ ਹੈ। ਇਸ ਸੰਬੰਧੀ ਜੀ. ਰੀਵਜ਼ ਦਾ ਕਹਿਣਾ ਹੈ :

“Language is the medium by which commands and wishes are expressed, subjectively and objectively perceived facts are indicated.”

(G. Revesz, The Origin and Pre-history of Language, P-20)

ਭਾਸ਼ਾਵਾਂ ਆਪਣੀ ਇੱਛਾਵਾਂ ਦੇ ਭਾਵਾਂ ਦੇ ਸੰਚਾਰ ਦਾ ਮਨੁੱਖੀ ਅਤੇ ਗੈਰ-ਜਮਾਂਦਰੂ ਢੰਗ ਹੈ –

“Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols.”

(Sapir, Language, 1921, P-28)

ਹਰ ਭਾਸ਼ਾ ਦੇ ਕੁਝ ਭਾਸ਼ਾਈ ਕੋਡ ਹੁੰਦੇ ਹਨ। ਜਿਸ ਰਾਹੀਂ ਵਕਤੇ ਦੇ ਬੋਲਾਂ ਨੂੰ ਸਰੋਤਾ ਸਮਝ ਸਕਦਾ ਹੈ। ਭਾਸ਼ਾ

ਇੱਕ ਸਿਸਟਮੀ ਤੇ ਨਿਯਮਬੱਧ ਵਿਵਸਥਾ ਹੈ। ਇਸ ਸੰਬੰਧੀ ਕੁਝ ਹੋਰ ਭਾਸ਼ਾ-ਵਿਗਿਆਨੀਆਂ ਦੀਆਂ ਪਰਿਭਾਸ਼ਾਵਾਂ ਅੰਕਿਤ ਹਨ :

“Language is a system of arbitrary vocal symbol by means of which a social group co-operates”

(Block and Trager : An outline of linguistic Analysis, 1943, p-5)

“Language is primarily a system of phonetic symbols for the expression of communicable thought and feelings.”

(Robert T. Harris, Language and informal Logic)

“Language in a system of interrelated items and the value of those items is defined by their place in the system rather than by their history.”

“Language is a coherent system of relations to be studied synchronically.”

(Jonathan Culler, (Introduction) Course in General Linguistics by F.D. Saussure)

“Language is the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols.”

(Hall, Essay on Language, 1968, p-158)

जिन ध्वनि-चिन्हों द्वारा मनुष्य परस्पर विचार विनियम करता है उनको सपष्टि रूप से भाषा कहते हैं।

(बाबू राम सक्सेना, सामान्य भाषा विज्ञान)

ਭਾਸ਼ਾ ਵਿਗਿਆਨੀ ਹਾਕੇਟ ਭਾਸ਼ਾ ਦੇ ਸੱਤ ਬੁਨਿਆਦੀ ਤੱਤ ਮੰਨਦਾ ਹੈ:

(i) Quality (ii) Productivity (iii) arbitrariness (iv) Specialization (v) inter-changeability (vi) displacement (vii) cultural transmission

ਹੈਰਿਸ (Harris) ਨੇ ਭਾਸ਼ਾ ਦੀਆਂ ਹੇਠ ਲਿਖੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਉਲੀਕੀਆਂ ਹਨ :

(i) ਭਾਸ਼ਾ ਮੂਲ ਰੂਪ ਵਿੱਚ ਧੁਨੀਆਤਮਕ ਹੁੰਦੀ ਹੈ।

(ii) ਭਾਸ਼ਾ ਇੱਕ ਬਾਕਾਇਦਾ ਪ੍ਰਬੰਧ ਹੈ।

(iii) ਭਾਸ਼ਾ ਪ੍ਰਤੀਕਾਤਮਕ ਹੈ।

(iv) ਭਾਸ਼ਾ ਪ੍ਰਗਟਾਵੇ ਲਈ ਹੈ।

7.3.4 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਹੋਰ ਪ੍ਰਮੁੱਖ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ :

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਬਾਰੇ ਗੱਲ ਕਰਦੇ ਹੋਏ ਅਸੀਂ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਵਿਆਕਰਨਕ ਨੇਮ, ਧੁਨੀਆਤਮਕ ਪ੍ਰਬੰਧ, ਉਪਭਾਸ਼ਾਈ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ, ਦੂਜੀਆਂ ਭਾਸ਼ਾਵਾਂ ਨਾਲੋਂ ਇਸਦੇ ਵਿਸ਼ੇਸ਼ ਲੱਛਣਾਂ ਸੰਬੰਧੀ ਚਰਚਾ ਕਰਾਂਗੇ।

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਸੁਰਾਤਮਕ ਹੈ। ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ ਸੁਰ (Tone) ਦਾ ਬਹੁਤ ਮਹੱਤਵ ਹੈ। ‘ਸੁਰ’ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਪਛਾਣ ਚਿੰਨ੍ਹ ਹੈ। ਭਾਰਤੀ ਆਰੀਆਈ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚੋਂ ਪੰਜਾਬੀ ਹੀ ਇੱਕ ਅਜਿਹੀ ਭਾਸ਼ਾ ਹੈ ਜਿਸ ਵਿੱਚ ਸੁਰ ਦੀ ਵਰਤੋਂ ਹੁੰਦੀ ਹੈ। ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਨੂੰ ਹੋਰ ਭਾਸ਼ਾਵਾਂ ਤੋਂ ਨਿਖੇੜਨ ਵਾਲੀ ਇਹ ਭਾਸ਼ਾਈ ਵਿਸ਼ੇਸ਼ਤਾ ਹੈ। ਮਿਸਾਲ ਦੇ ਤੌਰ ‘ਤੇ ਦੋ ਕਾਰਜੀ ਸ਼ਬਦ ‘ਕੜੀ’ ਅਤੇ ‘ਕੜ੍ਹੀ’ ਲੈਂਦੇ ਹਾਂ। ਜਿਸ ਵਿੱਚ ਪਹਿਲੀ ਕੜੀ ਦਾ ਅਰਥ ‘ਸੰਬੰਧ’ ਹੈ। ਦੂਜੀ ਦਾ ਖਾਣੇ ਨਾਲ ਸੰਬੰਧ ਹੈ। ਇਨ੍ਹਾਂ ਸ਼ਬਦਾਂ ਵਿੱਚ ਬਾਕੀ ਸਥਿਤੀਆਂ ਸਮਾਨ ਹਨ, ਜਿਸ ਵਿੱਚ ਧੁਨੀਆਂ ਅਤੇ ਸ਼ਬਦ-ਜੋੜ ਵੀ ਸਮਾਨ ਹਨ ਪਰ ਸੁਰ ‘ਹ’ ਆਉਣ ਕਾਰਨ ਅਰਥਾਂ ਵਿੱਚ ਅੰਤਰ ਆ ਗਿਆ ਹੈ। ਪੰਜਾਬੀ ਦੀ ਧੁਨੀ ‘ਹ’ (Glottal) ਇਸਦਾ ਮੁੱਖ ਆਧਾਰ ਤੇ ਪ੍ਰਕਾਰ ਹੈ। ਇਸ ਸੰਬੰਧੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨੀ ਗ੍ਰੀਅਰਸਨ ਆਪਣੀ ਰਚਨਾ (Linguistic survey of India (Vol, viii, part I, page-251) ਵਿੱਚ ਪੱਛਮੀ ਪੰਜਾਬੀ ਦੇ ਸੁਰਾਤਮਕ ਲੱਛਣ ਦਾ ਜਿਸਨੂੰ (ਹ) ਅੱਖਰ ਨਾਲ ਲਿਖਿਆ ਜਾਂਦਾ ਹੈ, ਸੰਬੰਧੀ ਵਿਚਾਰ ਕਰਦੇ ਹਨ। ਇਸ ਸੰਬੰਧੀ ਉਹਨਾਂ ਦੀਆਂ ਕੁਝ ਟਿੱਪਣੀਆਂ ਵਿਚਾਰਨਯੋਗ ਹਨ, ਜਿਥੇ ‘ਹ’ ਧੁਨੀ ਸ਼ਬਦ ਦੇ ਆਰੰਭ, ਮੱਧ ਅਤੇ ਅੰਤ ਵਿੱਚ ਉਚਾਰੀਆਂ ਜਾਂਦੀਆਂ ਹਨ।

ਲਹਿੰਦੀ ਤੇ ਪੂਰਬੀ ਪੰਜਾਬੀ ਵਿੱਚ ‘ਹ’ ਨਾਲ ਸ਼ੁਰੂ ਹੋਣ ਵਾਲੇ ਸ਼ਬਦਾਂ ਦੀ ਮੁੱਢਲੀ ਹ – ਧੁਨੀ ਅਰਬੀ ਐਨ ਵਰਗੀ ਹੁੰਦੀ ਹੈ। ਜਿਸ ਕਰਕੇ ਹੀਯਾਂ (ਮੰਜੇ ਦੇ ਪਾਸੇ) ਦਾ ਸਹੀ ਉਚਾਰਨ ਈਯਾ ਹੁੰਦਾ ਹੈ। ਪਿਹਾਈ ਨੂੰ ਵੀ ਪਿਆਈ ਵਾਂਗ ਬੋਲਿਆ ਜਾਂਦਾ ਹੈ।

ਦੂਜੀ ਸਥਿਤੀ ਵਿੱਚ ਜਦੋਂ /ਹ/ ਧੁਨੀ ਸ਼ਬਦ ਦੇ ਸ਼ੁਰੂ ਵਿੱਚ ਨਾ ਹੋ ਕੇ ਵਿਚਕਾਰਲੀ ਜਾਂ ਅੰਤਲੇ ਸਥਾਨ ਤੇ ਹੁੰਦੀ ਹੈ ਤਾਂ ਇਸਦਾ ਉਚਾਰਨ ਸੁਈਂਦਾ ਨਹੀਂ ਜਾਂ ਫਿਰ ਮੁਸ਼ਕਲ ਨਾਲ ਸੁਈਂਦਾ ਹੈ। ਪਰ ਇਹ ਪਹਿਲੇ ਸ੍ਵਰ ਦੀ ਤਾਨ (Pitch) ਨੂੰ ਜ਼ਰੂਰ ਉੱਚਾ ਕਰ ਜਾਂਦੀ ਹੈ ਤਾਂ ‘ਲਾਹ’ ਸ਼ਬਦ ਵਿਚਲੀ ਅੰਤਿਮ ਧੁਨੀ ‘ਹ’ ਧੁਨੀ ਦਾ ਪੂਰਾ ਸਫੇਟ ਨਹੀਂ ਸੁਣਿਆ ਜਾਂਦਾ ਪਰ ਪਿੱਚ ਉੱਚੀ ਹੋ ਜਾਂਦੀ ਹੈ।

ਇਸ ਆਧਾਰ ਤੇ ਪੰਜਾਬੀ ਵਿੱਚ ਤਿੰਨ ਤਰ੍ਹਾਂ ਦੀ ਸੁਰ ਮੰਨੀ ਜਾਂਦੀ ਹੈ –

1. ਉੱਚੀ ਸੁਰ
2. ਮਝਲੀ ਸੁਰ
3. ਨੀਵੀਂ ਸੁਰ

ਪੰਜਾਬੀ ਗੁਰਮੁਖੀ ਲਿਪੀ ਵਿੱਚ ਜੇ /ਘ ਙ ਢ ਥ ਭ/ ਪੰਜ ਵਰਨ ਹਨ। ਅਸਲ ਵਿੱਚ ਇਹਨਾਂ ਵਰਨਾਂ ਦੀਆਂ ਸ਼ਬਦਾਂ ਵਿੱਚ ਜੇ ਸਥਿਤੀਆਂ ਹਨ, ਉਨ੍ਹਾਂ ਅਨੁਸਾਰ ਹੀ ਤਿੰਨਾਂ ਸੁਰਾਂ ਵਿੱਚੋਂ ਕੋਈ ਸੁਰ ਲੱਗਦੀ ਹੈ ਜਾਂ ਕਾਰਜ ਕਰਦੀ ਹੈ।

ਪੰਜਾਬੀ ਸ਼ਬਦ ਉਚਾਰਨ ਅਨੁਸਾਰ ਇਹ ਪੰਜ ਵਰਨ ਨੀਵੀਂ ਸੁਰ, ਮੱਧ ਵਰਤੀ ਸੁਰ ਅਤੇ ਉੱਚੀ ਸੁਰ ਵਜੋਂ ਨਿਰਧਾਰਿਤ ਹੁੰਦੇ ਹਨ।

ਨੀਵੀਂ ਸੁਰ	ਮੱਧਵਰਤੀ ਸੁਰ	ਉੱਚੀ ਸੁਰ
ਘੋੜਾ	ਕੇੜਾ	ਕੇੜਾ/ਕੇਹੜਾ
ਝਾ	ਚਾ	ਚਾਹ/ਚਾ
ਘੜੀ	ਕੜੀ	ਕੜੀ
ਭਾ	ਪਾ	ਪਾਹ
ਘੜ	ਕੜ	ਕੜ

7.3.5 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਉਪ-ਭਾਸ਼ਾਈ ਤੌਰ 'ਤੇ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ :

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਵਿਸ਼ੇਸ਼ਤਾ ਇਸਦੇ ਉਪਭਾਸ਼ਾਈ ਖੇਤਰਾਂ ਵਿੱਚ ਬੋਲੀਆਂ ਜਾਂਦੀਆਂ ਉਪਬੋਲੀਆਂ ਵਿੱਚ ਵੀ ਹੈ। ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਕੇਂਦਰੀ (ਟਕਸਾਲੀ) ਬੋਲੀ ਮਾਝੀ ਦੇ ਨੇੜੇ ਹੈ। ਇਹ ਬੋਲੀ ਵਿਸ਼ੇਸ਼ ਰੂਪ ਵਿਚ ਮਾਝੇ ਦੇ ਇਲਾਕੇ ਵਿੱਚ ਬੋਲੀ ਜਾਂਦੀ ਹੈ। ਬਾਕੀ ਉਪਭਾਸ਼ਾਈ ਖੇਤਰਾਂ ਵਿੱਚ ਮਲਵਈ, ਪੇਠੇਹਾਰੀ, ਦੁਆਬੀ, ਪੁਆਧੀ ਆਦਿ ਉਪਬੋਲੀਆਂ ਵਰਤੀਆਂ ਜਾਂਦੀਆਂ ਹਨ। ਉਪਭਾਸ਼ਾਈ ਵਖਰੇਵਿਆਂ ਦੇ ਬਾਵਜੂਦ ਇਹਨਾਂ ਵਿੱਚ ਸਮਾਨਤਾ ਇਹ ਹੈ ਕਿ ਇਹ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਹੀ ਲੜੀਆਂ ਹਨ। ਡਾ. ਹਰਕੀਰਤ ਸਿੰਘ (1947 : 1980) ਅਤੇ ਹੋਰ ਕਈ ਭਾਸ਼ਾ ਵਿਗਿਆਨੀਆਂ ਨੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਤਿੰਨ ਉਪਭਾਸ਼ਾਵਾਂ ਮੰਨੀਆਂ ਹਨ। ਜਿਵੇਂ :

- (1) ਪੂਰਬੀ ਪੰਜਾਬੀ (2) ਪੱਛਮੀ ਪੰਜਾਬੀ (3) ਪਹਾੜੀ ਪੰਜਾਬੀ

ਇਹਨਾਂ ਉਪਭਾਸ਼ਾਵਾਂ ਦੀ ਅੱਗੋਂ ਵੰਡ ਕਰਕੇ ਹੇਠ ਲਿਖੀਆਂ ਉਪਬੋਲੀਆਂ ਸਥਾਪਿਤ ਕੀਤੀਆਂ ਗਈਆਂ ਹਨ:

- (1) ਪੂਰਬੀ ਪੰਜਾਬੀ – ਮਾਝੀ, ਦੁਆਬੀ, ਮਲਵਈ ਅਤੇ ਪੁਆਧੀ
- (2) ਪੱਛਮੀ ਪੰਜਾਬੀ – ਲਹਿੰਦੀ, ਮੁਲਤਾਨੀ, ਪੇਠੇਹਾਰੀ ਤੇ ਹਿੰਦਕੇ
- (3) ਪਹਾੜੀ ਪੰਜਾਬੀ – ਡੋਗਰੀ, ਜੰਮੂਅਲੀ, ਕਾਂਗੜੀ ਅਤੇ ਭਟਿਆਣੀ (ਦੱਖਣੀ ਪੱਛਮੀ ਚੰਬੇ ਦੀ)

ਭਲਿਆਟੀ ਵਖਰੇਵਾਂ ਭਾਸ਼ਾ ਦਾ ਇੱਕ ਗੁਣ ਨਹੀਂ, ਸਗੋਂ ਪਰਿਭਾਸ਼ਕ ਲੱਛਣ ਹੈ। ਭਾਸ਼ਾ ਵਖਰੇਵਾਂ ਭਾਸ਼ਾ ਦਾ ਬਾਹਰੀ ਨਹੀਂ, ਅੰਦਰੂਨੀ ਲੱਛਣ ਹੈ। ਇਹ ਭਾਸ਼ਾ ਦੇ ਸਮਾਜਿਕ ਵਖਰੇਵੇਂ ਵਿੱਚ ਹੀ ਆਉਂਦਾ ਹੈ। ਉਪਭਾਸ਼ਾ ਭਾਸ਼ਾ ਦੇ ਖੇਤਰੀ ਵਖਰੇਵੇਂ ਦੇ ਆਧਾਰ 'ਤੇ ਸਥਾਪਿਤ ਭਾਸ਼ਾ ਵੰਨਗੀ ਹੈ। ਬਹੁਤ ਸਾਰੇ ਵਿਦਵਾਨਾਂ ਵੱਲੋਂ ਉਪਭਾਸ਼ਾ ਨੂੰ ਭਾਸ਼ਾ ਦਾ ਵਿਗੜਿਆ ਰੂਪ ਮੰਨਿਆ ਗਿਆ। ਪਰ ਇਹ ਅਵਿਗਿਆਨਕ ਧਾਰਨਾਵਾਂ ਹਨ ਸਗੋਂ ਉਪਭਾਸ਼ਾ ਭਾਸ਼ਾ ਦਾ ਹੀ ਇੱਕ ਅਜਿਹਾ ਰੂਪ ਹੁੰਦਾ ਹੈ ਜੋ ਆਪਣੇ ਭਾਸ਼ਾਈ ਲੱਛਣਾਂ ਕਰਕੇ ਉਸ ਭਾਸ਼ਾ ਦੇ ਇੱਕ ਵਿਸ਼ੇਸ਼ ਖੇਤਰ ਦੀ ਪ੍ਰਤੀਨਿਧਤਾ ਕਰਦਾ ਹੈ। ਸੇ ਸਾਰੀਆਂ

ਉਪਬੋਲੀਆਂ ਦੇ ਆਪਣੇ ਵਿਸ਼ੇਸ਼ ਖੇਤਰ ਤੇ ਵਿਆਕਰਨਕ ਨੇਮ ਹੁੰਦੇ ਹੋਏ ਵੀ ਉਹ ਉਸ ਭਾਸ਼ਾ ਦਾ ਹੀ ਇੱਕ ਅੰਗ ਵੀ ਹੁੰਦੀਆਂ ਹਨ। ਜਿਵੇਂ Tree Theory, Wave Theory ਅਤੇ ਪਨੀਰੀ ਸਿਧਾਂਤ ਵੀ ਇਸੇ ਗੱਲ ਵੱਲ ਇਸ਼ਾਰਾ ਹੈ।

ਇਹਨਾਂ ਉਪਭਾਸ਼ਾਈ ਲੱਛਣਾਂ ਨੂੰ ਨਿਮਨਲਿਖਤ ਅਨੁਸਾਰ ਦਰਸਾਇਆ ਜਾ ਸਕਦਾ ਹੈ:

1. ਮਾਝੀ ਉਪਭਾਸ਼ਾ ਨੂੰ ਛੱਡ ਕੇ, ਕਿਸੇ ਵੀ ਦੂਸਰੀ ਉਪਭਾਸ਼ਾ ਵਿੱਚ ਸ਼ੁਰੂ ਧੁਨੀ ਸ਼ਬਦ ਦੀ ਮੁੱਢਲੀ ਸਥਿਤੀ ਵਿੱਚ ਨੀਵੀਂ ਸੁਰ ਨਾਲ ਉਚਾਰੀ ਨਹੀਂ ਜਾਂਦੀ, ਜਿਵੇਂ :

ਹਾਰ	/ਆ ਰੇ/
ਹੋਰ	/ਓ ਰ/
ਹਾਈ	/ਆ ਏ ਈ/
ਹਲ	/ਅ ਲ/

2. 'ਸ' ਧੁਨੀ ਦਾ 'ਹ' ਵਿੱਚ ਪਰਿਵਰਤਨ ਮਾਝੀ ਉਪਭਾਸ਼ਾ ਦੀ ਖਾਸ ਵਿਸ਼ੇਸ਼ਤਾ ਹੈ:

ਸਾਡਾ	ਹਾਡਾ
ਸਾਰਾ	ਹਾਰਾ
ਪੈਸਾ	ਪੈਰਾ
ਪਸ਼ੂ	ਪਹੂ

3. 'ਬ' ਅਤੇ 'ਵ' ਧੁਨੀਆਂ ਦੀ ਬਦਲਵੇਂ ਰੂਪ ਵਿੱਚ ਵਰਤੋਂ ਦੁਆਬੀ ਉਪਭਾਸ਼ਾ ਦੀ ਖਾਸ ਵਿਸ਼ੇਸ਼ਤਾ ਹੈ। ਪਹਿਲੇ ਦਬਾ-ਯੁਕਤ ਉਚਾਰ-ਖੰਡ ਵਿੱਚ ਬ ਦੀ ਵਰਤੋਂ ਵ ਦੇ ਮੁਕਾਬਲੇ 'ਤੇ ਵਧੇਰੇ ਹੁੰਦੀ ਹੈ:

ਵਾਰੀ	ਬਾਰੀ
ਵਹੁਟੀ	ਬਹੁਟੀ
ਵੀਰ	ਬੀਰ
ਵੰਡ	ਬੰਡ
ਵਗਦਾ	ਬਗਦਾ

4. ਮਲਵਈ ਅਤੇ ਕਈ ਹਾਲਤਾਂ ਵਿੱਚ ਮਾਝੀ ਵਿੱਚ ਦੀਰਘ ਸ਼ੁਰੂ ਨਾਸਕੀ ਸ਼ੁਰੂਆਤ ਵਿੱਚ ਉਚਾਰੇ ਜਾਂਦੇ ਹਨ:

ਪੂਛ	ਪੂੰਛ
ਊਠ	ਊਂਠ
ਸ਼ੈਕ	ਸ਼ੌਂਕ
ਜਾਏਗਾ	ਜਾਊਂਗਾ

5. ਪੰਜਾਬੀ ਦੀਆਂ ਤਕਰੀਬਨ ਸਾਰੀਆਂ ਹੀ ਉਪਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਸ਼ਬਦ ਦੀ ਅਖੀਰਲੀ ਸਥਿਤੀ ਵਿੱਚ ਹ ਧੁਨੀ ਉਚੀ ਸੁਰ ਵਿੱਚ ਉਚਾਰੀ ਜਾਂਦੀ ਹੈ, ਪਰੰਤੂ ਮਾਝੀ ਉਪਭਾਸ਼ਾ ਵਿੱਚ ਉਹਨਾਂ ਸ਼ਬਦਾਂ ਵਿੱਚ ਜਿਥੇ ਅਖੀਰਲੀ ਤੇ ਵਿਚਕਾਰਲੀ ਸ ਧੁਨੀ ਹ ਵਿੱਚ ਬਦਲ ਗਈ ਹੈ, ਹ ਧੁਨੀ ਦਾ ਉਚਾਰਨ ਵਿਅੰਜਨ ਵਾਲਾ ਹੀ ਹੁੰਦਾ ਹੈ:

ਕੱਸ ਕਹ

ਦਸ ਦਹ

ਪੈਸੇ ਪੈਰੇ

ਪਸ਼ੂ ਪਹੂ

6. ਪੰਜਾਬੀ ਦੀਆਂ ਸਾਰੀਆਂ ਹੀ ਉਪਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਲ+ਲ ਦਾ ਜੁੱਟ ਵਿਅੰਜਨ ਉਚਾਰਨਾ ਸੰਭਵ ਨਹੀਂ ਹੈ। ਦੁਆਬੀ ਉਪਭਾਸ਼ਾ ਵਿੱਚ ਰਲ ਦਾ ਵਿਅੰਜਨ ਗੁੱਛਾ /ਲ ਲ/ ਦੇ ਜੁੱਟ ਵਿਅੰਜਨ ਵਿੱਚ ਬਦਲ ਜਾਂਦਾ ਹੈ:

ਵਿਰਲਾ /ਵ ਇ ਲ ਲ ਆ/

ਮਰਲਾ /ਮ ਅ ਲ ਲ ਆ/

7. ਉਪਭਾਸ਼ਾ ਪੁਆਧੀ ਵਿੱਚ ਟਕਸਾਲੀ ਭਾਸ਼ਾ ਦੀਆਂ ਭੂਤਕਾਲੀ ਸਹਾਇਕ ਕਿਰਿਆਵਾਂ ਸੀ, ਸਨ, ਤੀ, ਤੇ, ਤੀਆਂ ਵਿੱਚ ਬਦਲ ਜਾਂਦੀਆਂ ਹਨ।

ਭਾਸ਼ਾ ਸਿਸਟਮਾਂ ਦਾ ਸਿਸਟਮ ਹੁੰਦੀ ਹੈ। ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਵਿਸ਼ੇਸ਼ਤਾ ਇਸ ਦੀ ਵਾਕ ਬਣਤਰ ਕਰਤਾ+ਕਰਮ+ਕਿਰਿਆ ਵਿੱਚ ਹੈ। ਕਿਸੇ ਭਾਸ਼ਾ ਦਾ ਸਿਸਟਮਬੱਧ ਹੋਣ ਦਾ ਭਾਵ ਉਸ ਭਾਸ਼ਾ ਦੇ ਵਕਤਾ ਅਤੇ ਸਰੋਤਿਆਂ ਦੇ ਸੰਚਾਰ ਦੀ ਸਮਝ ਨਾਲ ਵੀ ਜੁੜਿਆ ਹੋਣਾ ਹੈ। ਕਿਉਂਕਿ ਇੱਕ ਭਾਸ਼ਾ ਦੇ ਭਾਸ਼ਾਈ ਕੋਡ ਸਾਂਝੇ ਹੁੰਦੇ ਹਨ। ਜਿਸ ਰਾਹੀਂ ਅਰਥ ਸੰਚਾਰ ਹੁੰਦਾ ਹੈ। ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਲਿਪੀ ਗੁਰਮੁਖੀ ਹੈ। ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਧੁਨੀਆਤਮਕ, ਸੰਰਚਨਾਤਮਕ, ਭਾਸ਼ਾਈ ਬਣਤਰ ਦੇ ਅਹਿਮ ਪੱਖ ਉਭਰਕੇ ਸਾਹਮਣੇ ਆਉਂਦੇ ਹਨ। ਗੁਰਮੁਖੀ ਲਿਖਤ ਵਿੱਚ ਅੱਖਰ-ਕ੍ਰਮ ਅਨੁਸਾਰ ਇਹ ਇਕਾਈਆਂ ਸ਼ਾਮਲ ਹਨ :

1. ਸਵਰ ਵਾਹਕ : ਓ ਅ ਏ = 3

2. ਲਗਾਂ-ਮਾਤਰਾ : ਆ ਇ ਈ ਉ ਊ ਓ ਔ ਏ ਐ = 9

3. ਵਰਨ :

ਸ	ਹ				
ਕ	ਖ	ਗ	ਘ	ਙ	
ਚ	ਛ	ਜ	ਝ	ਞ	
ਟ	ਠ	ਡ	ਢ	ਣ	
ਤ	ਥ	ਦ	ਧ	ਨ	

ਪ ਫ ਬ ਭ ਮ
ਯ ਰ ਲ ਵ ਕ = 32

4. ਪੈਰ 'ਚ ਬਿੰਦੀ ਵਾਲੇ ਵਰਨ : ਸ ਖ ਗ ਜ ਲ ਫ = 6

5. ਪੈਰ 'ਚ ਪੈਣ ਵਾਲੇ ਵਰਨ :

ਹ (ੂ) - ਪੜ੍ਹਾਈ
ਰ (ੜ) - ਪ੍ਰੇਰਨਾ
ਵ (ੁ) - ਸਵੈ-ਜੀਵਨੀ = 3

6. ਸਹਾਇਕ ਚਿੰਨ੍ਹ :

ਬਿੰਦੀ (ੜ)
ਟਿੱਪੀ (ੜ)
ਅੱਧਕ (ੜ) = 3

ਕੁੱਲ ਚਿੰਨ੍ਹ = 56

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਵਿਸ਼ੇਸ਼ਤਾ ਦਾ ਇੱਕ ਪੱਖ ਇਸਦੀ ਪ੍ਰਕ੍ਰਿਤੀ ਦਾ ਵਿਜੇਗਤਮਕ ਤੇ ਸੰਜੇਗਤਮਕ ਹੋਣਾ ਹੈ।
ਜਿਸਦਾ ਪਤਾ ਸਾਨੂੰ ਉਪਭਾਸ਼ਾਈ ਖੇਤਰਾਂ ਦੀ ਬੋਲ-ਚਾਲ ਦੇ ਨਿਯਮਾਂ ਤੋਂ ਹੁੰਦਾ ਹੈ:

ਮਲਵਈ	ਮਾਝੀ
ਉਸ ਨੇ ਕਿਹਾ	ਉਸ ਕਿਹਾ
ਰਾਤ ਨੂੰ ਸੁੱਤਾ	ਰਾਤੀਂ ਸੁੱਤਾ
ਸਕੂਲ ਨੂੰ ਗਿਆ	ਸਕੂਲੇ ਗਿਆ
ਕੋਠੇ ਤੋਂ ਡਿੱਗਾ	ਕੋਠਿਓਂ ਡਿੱਗਾ

ਉਪਭਾਸ਼ਾ ਮਾਝੀ (ਖ਼ਾਸ ਖੇਤਰ ਅੰਮ੍ਰਿਤਸਰ, ਗੁਰਦਾਸਪੁਰ, ਬਟਾਲਾ) ਵਿੱਚ ਮਲਵਈ (ਪਟਿਆਲਾ, ਬਠਿੰਡਾ, ਫ਼ਰੀਦਕੋਟ, ਮੁਕਤਸਰ, ਅਬੋਹਰ) ਨਾਲੋਂ ਸੰਜੇਗਤਮਕਤਾ ਹੈ।

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਧੁਨੀਆਤਮਕ ਵਿਸ਼ੇਸ਼ਤਾ ਵਿੱਚ ਉਚਾਰਨ ਅੰਗ (ਜੀਭ, ਫੇਫੜੇ, ਹੋਠ, ਕਾਂ, ਮੂੰਹ-ਪੇਲ, ਕੰਧ ਮਾਰਗ, ਆਦਿ) ਅਤੇ ਉਚਾਰਨ ਵਿਧੀਆਂ (ਅਘੋਸ਼, ਸਘੋਸ਼, ਅਲਪਪ੍ਰਾਣ, ਮਹਾਂਪ੍ਰਾਣ) ਦਾ ਮਹੱਤਵਪੂਰਨ ਸਥਾਨ ਹੈ। ਉਚਾਰਨ ਅੰਗ ਤੋਂ ਭਾਵ ਹੈ ਕੋਈ ਧੁਨੀ ਸਰੀਰ ਦੇ ਕਿਹੜੇ ਅੰਗ ਤੋਂ ਉਚਾਰੀ ਜਾਂਦੀ ਹੈ ਅਤੇ ਉਚਾਰਨ ਵਿਧੀਆਂ ਤੋਂ ਭਾਵ ਹੈ ਉਸ ਧੁਨੀ ਨੂੰ ਉਚਾਰਨ ਸਮੇਂ ਸਾਹ ਦੀ ਮਿਕਦਾਰ ਘੱਟ ਸੀ ਜਾਂ ਵੱਧ ਸੀ।

ਪੰਜਾਬੀ ਵਿੱਚ ਸ੍ਵਰਾਂ ਦੇ ਉਚਾਰਨ ਦੀ ਆਪਣੀ ਵਿਸ਼ੇਸ਼ਤਾ ਹੈ। ਜਿਵੇਂ ਸਾਰੀਆਂ ਸੁਰਾਂ, ਸ੍ਵਰਾਂ ਨਾਲ ਹੀ ਲਗਾਈਆਂ

ਜਾਂਦੀਆਂ ਹਨ। ਸ੍ਰਵ ਸਵਾਧੀਨ ਹੁੰਦੇ ਹਨ, ਜੋ ਇਕੱਲੇ ਕਹਿਰੇ ਉਚਾਰੇ ਜਾ ਸਕਦੇ ਹਨ। ਪੰਜਾਬੀ ਵਿੱਚ ਤਿੰਨ ਸ੍ਰਵ ਵਾਹਕ (ਓ ਅ ਏ) ਹਨ, ਜਿਨ੍ਹਾਂ ਦੇ ਆਧਾਰ 'ਤੇ 10 ਸ੍ਰਵ ਧੁਨੀਆਂ (ਅ, ਆ, ਇ, ਈ, ਉ, ਊ, ਏ, ਐ, ਓ, ਔ) ਉਚਾਰੀਆਂ ਜਾਂਦੀਆਂ ਹਨ।

7.3.6 ਸਾਰ-ਅੰਸ਼ :

ਸੋ ਇਹਨਾਂ ਸਾਰੀਆਂ ਵਿਆਕਰਣਕ ਅਤੇ ਅਰਥਾਤਮਕ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਤੋਂ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਵਿਲੱਖਣਤਾ ਦਾ ਪਤਾ ਲੱਗਦਾ ਹੈ। ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਵਿੱਚ ਇਸ ਗੱਲ ਦੀ ਪ੍ਰਮੁੱਖਤਾ ਹੈ ਕਿ ਇਸਦੇ ਇਕ ਸ਼ਬਦ ਦੇ ਬਹੁ ਅਰਥ ਸੰਕਲਪ ਵੀ ਕਾਰਜਸ਼ੀਲ ਹੁੰਦੇ ਹਨ। ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਧੁਨੀ ਪ੍ਰਬੰਧ ਦਾ ਸੰਬੰਧ ਇਥੋਂ ਦੀ ਭੂਗੋਲਿਕ, ਸਮਾਜਕ ਅਤੇ ਸਭਿਆਚਾਰਕ ਰਹਿਤਲ ਨਾਲ ਜੁੜਦਾ ਹੈ। ਇਸ ਕਾਰਨ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਸੀਮ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਦੀ ਧਾਰਨੀ ਹੈ।

7.4 ਅਭਿਆਸ ਲਈ ਪ੍ਰਸ਼ਨ :

7.4.1 ਭਾਸ਼ਾ ਕੀ ਹੁੰਦੀ ਹੈ?

7.4.2 ਭਾਸ਼ਾ ਦੀ ਪਰਿਭਾਸ਼ਾ ਦਿਉ ?

7.4.3 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਉਪਭਾਸ਼ਾਵਾਂ ਬਾਰੇ ਦੱਸੋ ?

7.4.4 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਦੂਜੀਆਂ ਭਾਸ਼ਾਵਾਂ ਨਾਲ ਸੰਬੰਧ ਦੱਸੋ?

7.5 ਸਹਾਇਕ ਪੁਸਤਕਾਂ :

7.5.1 ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ (ਡਾ.), ਸਾਹਿਤ, ਭਾਸ਼ਾ ਅਤੇ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪਬਲੀਕੇਸ਼ਨ

ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 2003

7.5.2 ਜੋਗਿੰਦਰ ਸਿੰਘ ਪੁਆਰ, ਭਾਸ਼ਾ ਵਿਗਿਆਨ ਸੰਕਲਪ ਅਤੇ ਦਿਸ਼ਾਵਾਂ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ

ਅਕਾਦਮੀ, ਜਲੰਧਰ, 2010

7.5.3 ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼ (ਡਾ.), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ, ਮਦਾਨ ਪਬਲੀਕੇਸ਼ਨ,

ਪਟਿਆਲਾ, 2004

7.5.4 ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼ (ਡਾ.), ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਸਰੋਤ ਤੇ ਬਣਤਰ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ

ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 2013

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTAR-III

ਕੋਰਸ-ਜਰਨਲ ਪੰਜਾਬੀ

ਯੂਨਿਟ-8

ਘਟਨਾਵਾਂ / ਦੁਰਘਟਨਾਵਾਂ ਸੰਬੰਧੀ ਰਿਪੋਰਟ ਲਿਖਣਾ

ਪਾਠ ਦੀ ਰੂਪ ਰੇਖਾ :

8.0 ਭੂਮਿਕਾ

8.1 ਪਾਠ ਦਾ ਉਦੇਸ਼

8.2 ਰਿਪੋਰਟ ਲਿਖਣ ਦੇ ਨਮੂਨੇ (Model) ਘਟਨਾਵਾਂ ਅਤੇ ਦੁਰਘਟਨਾਵਾਂ

8.2.1 ਸੜਕ ਸੁਰੱਖਿਆ ਸਪਤਾਹ

8.2.2 ਚੋਰੀ ਤੇ ਡਕੈਤੀ ਦੀਆਂ ਵਾਰਦਾਤਾਂ

8.2.3 ਅੱਗ ਲੱਗਣ ਦੀਆਂ ਘਟਨਾਵਾਂ

8.2.4 ਘਰੇਲੂ ਝਗੜਿਆਂ ਦੀਆਂ ਘਟਨਾਵਾਂ

8.2.5 ਪਰਾਲੀ ਸਾੜਨ 'ਤੇ ਰੋਕ

8.2.6 ਸੰਸਾਰਕ ਮਹਾਂਮਾਰੀਆਂ ਦੇ ਦੁਖਾਂਤ ਸੰਬੰਧੀ ਇਕ ਰਿਪੋਰਟ

8.2.7 ਪ੍ਰਦੂਸ਼ਣ ਰੋਕਣ ਲਈ ਜਾਗਰੂਕਤਾ ਮੁਹਿੰਮ

8.3 ਅਭਿਆਸ ਲਈ ਪ੍ਰਸ਼ਨ

8.0 ਭੂਮਿਕਾ : ਵਿਦਿਆਰਥੀਆਂ ਲਈ ਇਸ ਪਾਠ ਵਿੱਚ ਸੰਸਾਰ ਵਿੱਚ ਵਾਪਰੀਆਂ ਘਟਨਾਵਾਂ ਤੇ ਦੁਰਘਟਨਾਵਾਂ ਸੰਬੰਧੀ ਵਿਚਾਰ ਚਰਚਾ ਕੀਤੀ ਗਈ ਹੈ। ਇਸ ਪਾਠ ਵਿੱਚ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਸੰਸਾਰ ਵਿੱਚ ਵਾਪਰੀਆਂ ਘਟਨਾਵਾਂ ਸੰਬੰਧੀ ਸਮੱਗਰੀ ਮੁਹੱਈਆ ਕਰਵਾਉਣ ਦਾ ਯਤਨ ਕੀਤਾ ਗਿਆ ਹੈ। ਇਸ ਦੇ ਨਾਲ ਹੀ ਵਿਦਿਆਰਥੀ ਇਹਨਾਂ ਵਿਸ਼ਿਆਂ ਬਾਰੇ ਲਿਖੀਆਂ ਰਿਪੋਰਟਾਂ ਤੋਂ ਆਪਣਾ ਦ੍ਰਿਸ਼ਟੀਕੋਣ ਵੀ ਵਡੇਰਾ ਕਰ ਸਕਣਗੇ।

8.1 ਪਾਠ ਦਾ ਉਦੇਸ਼ : ਇਸ ਪਾਠ ਦਾ ਉਦੇਸ਼ ਵਿਦਿਆਰਥੀ ਨੂੰ ਆਲੇ ਦੁਆਲੇ ਵਾਪਰਦੀਆਂ ਘਟਨਾਵਾਂ ਸੰਬੰਧੀ ਜਾਣੂ ਕਰਵਾਉਣਾ ਹੈ। ਸਾਡਾ ਮੰਤਵ ਹੈ ਕਿ ਵਿਦਿਆਰਥੀ ਆਪਣੇ ਆਲੇ ਦੁਆਲੇ ਵਾਪਰਦੀਆਂ ਘਟਨਾਵਾਂ ਬਾਰੇ ਆਪ ਸਿਰਜਣਾਤਮਕ ਢੰਗ ਨਾਲ ਸੋਚਣ ਦੇ ਕਾਬਲ ਹੋਣ। ਇਸ ਕਾਰਨ ਇਸ ਪਾਠ ਵਿੱਚ ਵੱਖ-ਵੱਖ ਵਿਸ਼ਿਆਂ ਨਾਲ ਸੰਬੰਧਤ

ਘਟਨਾਵਾਂ ਸੰਬੰਧੀ ਵਿਚਾਰ ਚਰਚਾ ਕੀਤੀ ਗਈ ਹੈ। ਸਾਡਾ ਉਦੇਸ਼ ਹੈ ਕਿ ਵਿਦਿਆਰਥੀ ਜਦੋਂ ਕਿਸੇ ਕਿੱਤੇ ਵਿੱਚ ਜਾਣ ਤਾਂ ਉਹ ਲੋੜ ਪੈਣ ਉੱਤੇ ਅਜਿਹੀਆਂ ਰਿਪੋਰਟਾਂ ਨੂੰ ਖੁਦ ਆਪ ਲਿਖ ਸਕਣ ਦੇ ਸਮਰੱਥ ਹੋਣ। ਇਸ ਲਈ ਇਹ ਰਿਪੋਰਟ ਲਿਖਣ ਦਾ ਲਾਭ ਉਹਨਾਂ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਵਧੇਰੇ ਹੋਵੇਗਾ ਜੋ ਪੱਤਰਕਾਰੀ, ਮੀਡੀਆ ਅਤੇ ਭਾਸ਼ਣ ਕਲਾ ਦੇ ਖੇਤਰ ਵਿੱਚ ਜਾਣ ਲਈ ਪੜ੍ਹਾਈ ਕਰ ਰਹੇ ਹਨ। ਆਸ ਹੈ ਇਸ ਪਾਠ ਤੋਂ ਸਾਰੇ ਵਿਦਿਆਰਥੀ ਜ਼ਰੂਰ ਲਾਭ ਉਠਾਉਣਗੇ।

8.2 ਰਿਪੋਰਟ ਲਿਖਣ ਦੇ ਨਮੂਨੇ (Model) ਘਟਨਾਵਾਂ ਅਤੇ ਦੁਰਘਟਨਾਵਾਂ :

8.2.1 ਸੜਕ ਸੁਰੱਖਿਆ ਸਪਤਾਹ :

ਸੜਕਾਂ ਉੱਤੇ ਸੁਰੱਖਿਆ ਨੂੰ ਧਿਆਨ ਵਿੱਚ ਰੱਖਦੇ ਹੋਏ ਇਸ ਹਫ਼ਤੇ ਚੰਡੀਗੜ੍ਹ ਪ੍ਰਸ਼ਾਸਨ ਵੱਲੋਂ ‘ਸੜਕ ਸੁਰੱਖਿਆ ਸਪਤਾਹ’ ਮਨਾਇਆ ਗਿਆ। ਇਸ ਸਮਾਗਮ ਵਿੱਚ ਸ਼ਹਿਰ ਦੇ ਲੋਕਾਂ ਨੇ ਭਰਵੀਂ ਸ਼ਮੂਲੀਅਤ ਕੀਤੀ। ਸਮਾਗਮ ਦੇ ਪੂਰੇ ਹਫ਼ਤੇ ਵੱਖ-ਵੱਖ ਸੈਕਟਰਾਂ ਵਿੱਚ ਟ੍ਰੈਫਿਕ ਨਿਯਮਾਂ ਦੀ ਜਾਣਕਾਰੀ ਦੇਣ ਲਈ ਪ੍ਰੋਗਰਾਮ ਕੀਤੇ ਗਏ। ਇਸ ਮੌਕੇ ਮੁੱਖ ਮਹਿਮਾਨ ਵਜੋਂ ਟ੍ਰੈਫਿਕ ਪੁਲਿਸ ਦੇ ਆਈ. ਜੀ. ਨੇ ਲੋਕਾਂ ਨੂੰ ਸੰਬੋਧਨ ਕੀਤਾ। ਉਹਨਾਂ ਆਪਣੇ ਭਾਸ਼ਣ ਵਿੱਚ ਲੋਕਾਂ ਨੂੰ ਆਵਾਜਾਈ ਸਮੇਂ ਆਉਣ ਵਾਲੀਆਂ ਮੁਸ਼ਕਲਾਂ ਸੰਬੰਧੀ ਵਿਸਥਾਰਪੂਰਵਕ ਚਰਚਾ ਕੀਤੀ। ਉਹਨਾਂ ਕਿਹਾ ਕਿ ‘ਹਰ ਨਾਗਰਿਕ ਦਾ ਜੀਵਨ ਸਾਡੇ ਲਈ ਅਤੇ ਪਰਿਵਾਰ ਲਈ ਬੇਸ਼ਕੀਮਤੀ ਹੈ। ਇਸ ਕਰਕੇ ਨਾਗਰਿਕਾਂ ਦੀ ਸੜਕ ਯਾਤਰਾ ਸੁਰੱਖਿਅਤ ਹੋਣੀ ਜ਼ਰੂਰੀ ਹੈ। ਉਹਨਾਂ ਆਪਣੇ ਭਾਸ਼ਣ ਵਿੱਚ ਸੜਕ ਸੁਰੱਖਿਆ ਸੰਬੰਧੀ ਵੱਖ-ਵੱਖ ਪੱਖਾਂ ਤੋਂ ਚਰਚਾ ਕੀਤੀ। ਇਸ ਵਿੱਚ ਉਹਨਾਂ ਆਵਾਜਾਈ ਸਮੇਂ ਨਸ਼ਿਆਂ ਤੋਂ ਪਰਹੇਜ਼ ਕਰਨ, ਕਾਹਲ ਨਾ ਕਰਨ ਅਤੇ ਜ਼ਿੰਮੇਵਾਰੀ ਨਾਲ ਸਫ਼ਰ ਕਰਨ ਉੱਤੇ ਜ਼ੋਰ ਦਿੱਤਾ। ਇਸ ਸਮੇਂ ਪੁਲਿਸ ਦੇ ਬਾਕੀ ਅਧਿਕਾਰੀਆਂ ਨੇ ਟ੍ਰੈਫਿਕ ਨਿਯਮਾਂ ਦੀ ਵਰਤੋਂ ਸੰਬੰਧੀ ਆਮ ਲੋਕਾਂ ਨੂੰ ਸਿਖਲਾਈ ਦਿੱਤੀ। ਇੱਕ ਅਧਿਕਾਰੀ ਨੇ ਆਵਾਜਾਈ ਸਮੇਂ ਪੰਜ ‘ਬੱਬਿਆਂ’ ਦਾ ਖ਼ਿਆਲ ਰੱਖਣ ਲਈ ਕਿਹਾ : ਬ – ਬੱਚਾ, ਬ – ਬਜ਼ੁਰਗ, ਬ – ਬਾਊ (ਕੁੱਤਾ), ਬ – ਬਾਜ਼ੂ (ਸਾਈਡ) ਤੇ ਬ – ਬਰੇਕ। ਇਸ ਸਮਾਗਮ ਵਿੱਚ ਹਾਜ਼ਰ ਲੋਕਾਂ ਨੇ ਟ੍ਰੈਫਿਕ ਸੰਬੰਧੀ ਆਉਣ ਵਾਲੀਆਂ ਮੁਸ਼ਕਲਾਂ ਬਾਰੇ ਸਵਾਲ ਵੀ ਪੁੱਛੇ। ਇੱਕ ਨਾਗਰਿਕ ਨੇ ਸੜਕਾਂ ਦੀ ਚੌੜਾਈ ਘੱਟ ਹੋਣ ਅਤੇ ਲੋਕਾਂ ਦੇ ਤੇਜ਼ ਰਫ਼ਤਾਰ ਗੱਡੀ ਚਲਾਉਣ ਬਾਰੇ ਕਿਹਾ। ਇਸ ਮੌਕੇ ਬਾਕੀ ਨਾਗਰਿਕਾਂ ਨੇ ਪ੍ਰਸ਼ਾਸਨ ਨੂੰ ਕੁਝ ਜ਼ਰੂਰੀ ਕਦਮ ਚੁੱਕਣ ਲਈ ਅਰਜ਼ ਕੀਤੀ। ‘ਸੜਕ ਸੁਰੱਖਿਆ ਸਪਤਾਹ’ ਵਿੱਚ ਹਾਜ਼ਰ ਸਾਰੇ ਲੋਕਾਂ ਨੇ ਆਵਾਜਾਈ ਨਿਯਮਾਂ ਦਾ ਪਾਲਣਾ ਕਰਨ ਲਈ ਸਹੁੰ ਚੁੱਕੀ। ਇਸ ਸਮਾਗਮ ਵਿੱਚ ਚੰਡੀਗੜ੍ਹ ਪੁਲਿਸ ਵੱਲੋਂ ਇੱਕ ਹੈਲਪ ਲਾਈਨ ਨੰਬਰ ਵੀ ਜਾਰੀ ਕੀਤਾ ਗਿਆ। ਇਸ ਨੰਬਰ ਨਾਲ ਸੜਕ ਉੱਤੇ ਜਾਮ ਲੱਗਣ ਅਤੇ ਆਵਾਜਾਈ ਸਮੱਸਿਆਵਾਂ ਨੂੰ ਰੋਕਣ ਲਈ ਪੁਲਿਸ ਨੂੰ ਬੁਲਾਉਣ ਦੀ ਵਿਵਸਥਾ ਹੈ। ਸਮੁੱਚੇ ਸਮਾਗਮ ਵਿੱਚ ਆਵਾਜਾਈ ਸੁਰੱਖਿਆ ਸੰਬੰਧੀ ਟ੍ਰੈਫਿਕ ਪੁਲਿਸ ਨੇ ਵਚਨਬੱਧਤਾ ਨਾਲ ਕੰਮ ਕਰਨ ਦੀ ਗੱਲ ਕਹੀ।

ਇਸ ‘ਸੜਕ ਸੁਰੱਖਿਆ ਸਪਤਾਹ’ ਵਿੱਚ ਲੋਕਾਂ ਨੂੰ ਆਵਾਜਾਈ ਨਿਯਮਾਂ ਦੀ ਪਾਲਣਾ ਕਰਨ ਅਤੇ ਆਪਸੀ ਸਦਭਾਵਨਾ ਬਣਾਉਣ ਦੀ ਪ੍ਰੇਰਨਾ ਮਿਲੀ।

8.2.2 ਚੋਰੀ ਤੇ ਡਕੈਤੀ ਦੀਆਂ ਵਾਰਦਾਤਾਂ :

ਪੰਜਾਬ ਵਿੱਚ ਚੋਰੀ ਅਤੇ ਡਕੈਤੀ ਦੀਆਂ ਘਟਨਾਵਾਂ ਵਿੱਚ ਵਾਧਾ ਹੋਇਆ ਹੈ। ਇਸ ਗੱਲ ਦੀ ਪੁਸ਼ਟੀ ਕਲ ਦੀਆਂ ਵਾਪਰੀਆਂ ਘਟਨਾਵਾਂ ਤੋਂ ਹੁੰਦੀ ਹੈ। ਕੱਲ੍ਹ ਅੰਮ੍ਰਿਤਸਰ, ਲੁਧਿਆਣਾ ਅਤੇ ਗੁਰਦਾਸਪੁਰ ਵਿੱਚ ਵੱਡੀਆਂ ਵਾਰਦਾਤਾਂ ਹੋਈਆਂ ਇਹਨਾਂ ਘਟਨਾਵਾਂ ਕਰਕੇ ਲੋਕਾਂ ਦੇ ਮਨਾਂ ਵਿੱਚ ਭਾਰੀ ਰੋਸ ਹੈ। ਕੱਲ੍ਹ ਲੁਧਿਆਣੇ ਵਿੱਚ ਸੋਨੇ ਦੇ ਸ਼ੋਅਰੂਮ ਵਿੱਚ ਲੱਖਾਂ ਦੀ ਚੋਰੀ ਹੋਈ। ਅੰਮ੍ਰਿਤਸਰ ਸ਼ਹਿਰ ਵਿੱਚ ਦਿਨ ਦਿਹਾੜੇ ਪੈਟਰੋਲ ਪੰਪ ਤੋਂ ਪੈਸੇ ਲੁੱਟਣ ਦੀ ਘਟਨਾ ਸਾਹਮਣੇ ਆਈ। ਇਸੇ ਤਰ੍ਹਾਂ ਗੁਰਦਾਸਪੁਰ ਬੈਂਕ ਵਿੱਚੋਂ ਪੈਸੇ ਲੁੱਟੇ ਗਏ। ਇਹਨਾਂ ਘਟਨਾਵਾਂ ਨਾਲ ਸੂਬੇ ਦੀ ਸਮੁੱਚੀ ਸੁਰੱਖਿਆ ਵਿਵਸਥਾ ਉੱਤੇ ਸਵਾਲੀਆਂ ਚਿੰਨ੍ਹ ਲੱਗ ਗਏ ਹਨ। ਪੁਲਿਸ ਵਿਭਾਗ ਆਪਣੀ ਸ਼ਾਖ਼ ਬਚਾਉਣ ਲਈ ਥਾਂ-ਥਾਂ ਨਾਕਾਬੰਦੀ ਕਰਕੇ ਮੁਜਰਮਾਂ ਨੂੰ ਫੜਨ ਦੇ ਯਤਨ ਵਿੱਚ ਹੈ। ਅਜਿਹੀ ਸਥਿਤੀ ਵਿੱਚ ਸੂਬੇ ਦੇ ਡੀ.ਜੀ.ਪੀ. ਪੁਲਿਸ ਨੇ ਪੱਤਰਕਾਰਾਂ ਨਾਲ ਕਾਨਫਰੰਸ ਵੀ ਕੀਤੀ। ਡੀ.ਜੀ. ਪੀ. ਸਾਹਿਬ ਨੇ ਸੂਬੇ ਵਿੱਚ ਲੁੱਟ-ਖਸੁੱਟ ਦੀਆਂ ਘਟਨਾਵਾਂ ਤੇ ਕਾਬੂ ਪਾਉਣ ਦੀ ਗੱਲ ਕਹੀ। ਉਹਨਾਂ ਪੰਜਾਬ ਦੇ ਲੋਕਾਂ ਅਤੇ ਨੌਜਵਾਨਾਂ ਨੂੰ ਅਪੀਲ ਕਰਦੇ ਕਿਹਾ ਕਿ ਪੰਜਾਬ ਦੇ ਲੋਕਾਂ ਨੂੰ ਚੋਰਾਂ ਤੋਂ ਸੁਚੇਤ ਰਹਿ ਕੇ ਆਪਣੇ ਕੰਮਕਾਰ ਕਰਨੇ ਚਾਹੀਦੇ ਹਨ। ਨੌਜਵਾਨਾਂ ਨੂੰ ਚਾਹੀਦਾ ਹੈ ਕਿ ਇਸ ਤਰ੍ਹਾਂ ਦੇ ਕੰਮਾਂ ਨੂੰ ਛੱਡ ਕੇ ਮਿਹਨਤ ਨਾਲ ਕਮਾਉਣ। ਡੀ.ਜੀ.ਪੀ. ਦੇ ਸਮੁੱਚੇ ਵਿਚਾਰ ਵਟਾਂਦਰੇ ਵਿੱਚ ਇਸ ਗੱਲ 'ਤੇ ਵਧੇਰੇ ਜ਼ੋਰ ਸੀ ਕਿ ਨੌਜਵਾਨਾਂ ਨੂੰ ਚੰਗੇ ਅਚਾਰ ਵਿਹਾਰ ਨਾਲ ਜੀਵਨ ਜਿਊਣਾ ਚਾਹੀਦਾ ਹੈ। ਪਰ ਪੱਤਰਕਾਰਾਂ ਦੇ ਸਵਾਲਾਂ ਵਿੱਚ ਕੁਝ ਅਜਿਹੇ ਸਵਾਲ ਵੀ ਸਨ ਜੋ ਸੂਬੇ ਵਿਚਲੀ ਅਸਥਿਰਤਾ ਸੰਬੰਧੀ ਸਨ। ਇੱਕ ਪੱਤਰਕਾਰ ਨੇ ਪੁਲਿਸ ਵਿਭਾਗ ਦੀ ਸਮੁੱਚੀ ਕਾਰਜਕਾਰੀ ਉੱਤੇ ਸਵਾਲ ਖਰੇ ਕਰਦੇ ਕਿਹਾ ਕਿ ਇਹਨਾਂ ਘਟਨਾਵਾਂ ਦਾ ਕਾਰਨ ਪੁਲਿਸ ਵਿਭਾਗ ਵੱਲੋਂ ਸਹੀ ਕੰਮ ਨਾ ਕਰਨਾ ਹੈ।

ਇਹਨਾਂ ਸਥਾਨਾਂ ਤੇ ਵਾਪਰੀਆਂ ਘਟਨਾਵਾਂ ਸੰਬੰਧੀ ਲੋਕਾਂ ਦੀ ਰਾਏ ਹੈ ਕਿ ਸੂਬੇ ਵਿੱਚ ਨੌਜਵਾਨਾਂ ਕੋਲ ਰੁਜ਼ਗਾਰ ਨਹੀਂ ਹੈ। ਨੌਜਵਾਨ ਭਟਕਣ ਦੇ ਸ਼ਿਕਾਰ ਹੋਏ ਹੋਣ ਕਾਰਨ ਮਜਬੂਰੀ ਵਿੱਚ ਅਜਿਹੇ ਕੰਮਾਂ ਵੱਲ ਜਾਂਦੇ ਹਨ। ਇਹਨਾਂ ਵਾਰਦਾਤਾਂ ਤੋਂ ਸਪਸ਼ਟ ਹੈ ਕਿ ਸੂਬੇ ਵਿੱਚ ਪਿਛਲੇ ਦੋ ਦਹਾਕੇ ਤੋਂ ਨੌਜਵਾਨਾਂ ਲਈ ਰੁਜ਼ਗਾਰ ਦੀ ਵਿਵਸਥਾ ਨਾ ਦੇ ਬਰਾਬਰ ਹੈ। ਅਜਿਹੀ ਸਥਿਤੀ ਵਿੱਚ ਨੌਜਵਾਨ ਚੋਰੀ, ਡਕੈਤੀ, ਗੈਂਗਸਟਰ ਅਤੇ ਲੁੱਟ ਖਸੁੱਟ ਦੀਆਂ ਘਟਨਾਵਾਂ ਵਿੱਚ ਫਸਦੇ ਜਾ ਰਹੇ ਹਨ। ਇਹਨਾਂ ਹਾਲਤਾਂ ਤਹਿਤ ਹੀ ਦੇਖਦੇ ਹਾਂ ਕਿ ਬੱਸਾਂ ਵਿੱਚ ਜੇਬ ਕੱਟਣ, ਚੇਨ ਸਨੈਚਿੰਗ, ਅਗਵਾਹ ਕਰਨ ਦੀਆਂ ਘਟਨਾਵਾਂ ਵੀ ਵਾਪਰ ਰਹੀਆਂ ਹਨ। ਇੱਕ ਅਖ਼ਬਾਰ ਦੇ ਤਾਜ਼ਾ ਕੀਤੇ ਸਰਵੇ ਅਨੁਸਾਰ ਪੰਜਾਬ ਵਿੱਚ ਹਰ ਮਿੰਟ ਵਿੱਚ ਤਿੰਨ ਚੋਰੀ ਦੀਆਂ ਘਟਨਾਵਾਂ ਵਾਪਰਦੀਆਂ ਹਨ। ਇਹਨਾਂ ਘਟਨਾਵਾਂ ਵਿੱਚ ਕਈ ਵਾਰ ਆਮ ਨਾਗਰਿਕਾਂ ਦੀ ਜਾਨ ਵੀ ਚਲੀ ਜਾਂਦੀ ਹੈ। ਅਜਿਹੀ ਵਿਵਸਥਾ ਕਾਰਨ ਨਾਗਰਿਕਾਂ ਵਿੱਚ ਅਸੁਰੱਖਿਆ ਦੀ ਭਾਵਨਾ ਵੀ ਵਧਦੀ ਹੈ। ਹੋਰ ਤਾਂ ਹੋਰ ਲੋਕ ਇਸ ਸੂਬੇ ਵਿੱਚ ਆਪਣੇ ਆਪ ਨੂੰ ਮਹਿਫੂਜ਼ ਨਾ ਸਮਝਣ ਲੱਗੇ ਹਨ।

8.2.3 ਅੱਗ ਲੱਗਣ ਦੀਆਂ ਘਟਨਾਵਾਂ :

ਪੰਜਾਬ ਵਿੱਚ ਅੱਜਕੱਲ੍ਹ ਕਣਕ ਦੀ ਫ਼ਸਲ ਪੂਰੀ ਪੱਕੀ ਹੋਈ ਹੈ। ਪੱਕੀ ਕਣਕ ਨੂੰ ਅੱਗ ਲੱਗਣ ਦੀਆਂ ਘਟਨਾਵਾਂ

ਥਾਂ-ਥਾਂ ਵਾਪਰ ਰਹੀਆਂ ਹਨ। ਮਹਿੰਗੀ ਲਾਗਤ ਨਾਲ ਪਾਲੀ ਕਣਕ ਨੂੰ ਅੱਗ ਲੱਗਣ ਨਾਲ ਕਿਸਾਨਾਂ ਨੂੰ ਆਰਥਿਕ ਨੁਕਸਾਨ ਹੋ ਰਿਹਾ ਹੈ। ਇਹਨਾਂ ਘਟਨਾਵਾਂ ਦੀਆਂ ਖ਼ਬਰਾਂ ਪੂਰੇ ਪੰਜਾਬ ਵਿੱਚ ਦੇਖਣ ਨੂੰ ਮਿਲ ਰਹੀਆਂ ਹਨ। ਕੱਲ੍ਹ ਪੰਜਾਬ ਵਿੱਚ ਕਈ ਥਾਵਾਂ ਤੇ ਸੈਂਕੜੇ ਏਕੜ ਕਣਕ ਸੜ ਕੇ ਸਵਾਹ ਹੋ ਗਈ। ਇਹਨਾਂ ਘਟਨਾਵਾਂ ਕਾਰਨ ਕਿਸਾਨਾਂ ਦੀ ਹਾਲਤ ਹੋਰ ਵੀ ਨਿੱਘਰ ਰਹੀ ਹੈ। ਕੱਲ੍ਹ ਜ਼ਿਲ੍ਹਾ ਪਟਿਆਲਾ ਦੇ ਪਿੰਡ ਕਕਰਾਲਾ ਵਿੱਚ ਜਗਰੂਪ ਸਿੰਘ ਦੀ ਦਸ ਏਕੜ ਕਣਕ ਸੜ ਗਈ। ਇਸ ਕਿਸਾਨ ਦੀ ਮਾਇਕ ਹਾਲਤ ਪਹਿਲਾਂ ਹੀ ਬਦਤਰ ਸੀ, ਉਸਨੇ ਇਹ ਸਾਰੀ ਫ਼ਸਲ ਠੇਕੇ ਤੇ ਲਈ ਹੋਈ ਸੀ। ਪਰਿਵਾਰ ਦੇ ਮੈਂਬਰਾਂ ਤੋਂ ਪਤਾ ਲੱਗਿਆ ਹੈ ਕਿ ਇਹਨਾਂ ਨੇ ਸੱਤ ਲੱਖ ਰੁਪਏ ਬੈਂਕ ਦਾ ਕਰਜ਼ਾ ਦੇਣਾ ਹੈ। ਕਿਸਾਨ ਕਣਕ ਨੂੰ ਅੱਗ ਲੱਗਣ ਕਾਰਨ ਕਾਫ਼ੀ ਸਦਮੇ ਵਿੱਚ ਹੈ। ਸਥਾਨਕ ਲੋਕਾਂ ਦੇ ਕਹਿਣ ਅਨੁਸਾਰ ਕਿਸਾਨ ਦੇ ਤਿੰਨ ਬੱਚੇ ਹਨ ਇਹਨਾਂ ਵਿੱਚੋਂ ਦੋ ਕੁੜੀਆਂ ਨੂੰ ਪਹਿਲਾਂ ਹੀ ਬਹੁਤ ਮੁਸ਼ਕਲਾਂ ਨਾਲ ਪੜ੍ਹਾਈ ਕਰਵਾਈ ਹੈ। ਇਹਨਾਂ ਵਿੱਚੋਂ ਇੱਕ ਕੁੜੀ ਦਾ ਇਸ ਸਾਲ ਵਿਆਹ ਹੈ। ਮੁੰਡਾ ਬੀ.ਐਡ ਅਤੇ ਟੈਟ ਪਾਸ ਕਰਕੇ ਘਰ ਵਿੱਚ ਬੇਰੁਜ਼ਗਾਰ ਬੈਠਾ ਹੈ। ਕਿਸਾਨ ਦੀ ਮਾੜੀ ਹਾਲਤ ਕਾਰਨ ਕਿਸਾਨ ਜਥੇਬੰਦੀਆਂ ਨੇ ਸਰਕਾਰ ਕੋਲੋਂ ਮੁਆਵਜ਼ੇ ਦੀ ਮੰਗ ਕੀਤੀ ਹੈ।

ਇਸ ਸਾਰੇ ਘਟਨਾਕ੍ਰਮ ਵਿੱਚ ਕਿਸਾਨਾਂ ਨੇ ਬਿਜਲੀ ਬੋਰਡ ਨੂੰ ਵੀ ਜ਼ਿੰਮੇਵਾਰ ਠਹਿਰਾਇਆ ਹੈ। ਕਿਸਾਨਾਂ ਦਾ ਕਹਿਣਾ ਹੈ ਕਿ ਇਹ ਅੱਗ ਬਿਜਲੀ ਦੀਆਂ ਤਾਰਾਂ ਜੁੜਨ ਕਾਰਨ ਹੋਈ ਹੈ। ਸਥਾਨਕ ਲੋਕਾਂ ਦਾ ਕਹਿਣਾ ਹੈ ਕਿ ਬਿਜਲੀ ਸਪਲਾਈ ਦੀਆਂ ਤਾਰਾਂ ਤੀਹ ਸਾਲ ਪੁਰਾਣੀਆਂ ਹਨ। ਇਹ ਪੁਰਾਣੀਆਂ ਤਾਰਾਂ ਢਿੱਲੀਆਂ ਹੋ ਚੁੱਕੀਆਂ ਹਨ। ਜਿਸ ਕਰਕੇ ਹਵਾ ਚੱਲਣ ਤੇ ਆਪਸ ਵਿੱਚ ਟਕਰਾਅ ਕੇ ਅੱਗ ਲੱਗਣ ਦਾ ਕਾਰਨ ਬਣਦੀਆਂ ਹਨ। ਕਿਸਾਨਾਂ ਨੇ ਬਿਜਲੀ ਬੋਰਡ ਤੋਂ ਵੀ ਮੁਆਵਜ਼ੇ ਦੀ ਮੰਗ ਕੀਤੀ। ਬਿਜਲੀ ਵਿਭਾਗ ਦੇ ਐਸ.ਡੀ.ਓ ਨੇ ਕਿਸਾਨਾਂ ਦੀ ਮਦਦ ਕਰਨ ਦਾ ਭਰੋਸਾ ਦਿੱਤਾ। ਇਹਨਾਂ ਅੱਗ ਲੱਗਣ ਦੀਆਂ ਘਟਨਾਵਾਂ ਕਰਕੇ ਉਹਨਾਂ ਕਿਸਾਨਾਂ ਨੂੰ ਦਿਨ ਵਿੱਚ ਖੇਤਾਂ ਦੀ ਬਿਜਲੀ ਸਪਲਾਈ ਨਾ ਦੇਣ ਦੀ ਗੱਲ ਕਹੀ। ਸਾਰੇ ਕਿਸਾਨ ਖ਼ੁਦ ਵੀ ਰਾਤ ਨੂੰ ਬਿਜਲੀ ਸਪਲਾਈ ਦੇਣ ਲਈ ਹੀ ਸਹਿਮਤ ਸਨ ਕਿਉਂਕਿ ਰਾਤ ਨੂੰ ਹਵਾ ਵਿੱਚ ਸਿੱਲ੍ਹ ਹੋਣ ਕਾਰਨ ਕਣਕ ਨੂੰ ਅੱਗ ਲੱਗਣ ਦਾ ਖ਼ਤਰਾ ਵੀ ਘਟਦਾ ਹੈ।

ਇਸ ਮੌਕੇ ਤੇ ਪੰਜਾਬ ਰਾਜ ਬਿਜਲੀ ਬੋਰਡ ਦੇ ਚੀਫ਼ ਨੇ ਬਿਜਲੀ ਤੋਂ ਖੇਤਾਂ ਵਿੱਚ ਅੱਗ ਲੱਗਣ ਦੀਆਂ ਘਟਨਾਵਾਂ ਰੋਕਣ ਸੰਬੰਧੀ ਦਿਸ਼ਾ ਨਿਰਦੇਸ਼ ਦਿੱਤੇ।

8.2.4 ਘਰੇਲੂ ਝਗੜਿਆਂ ਦੀ ਘਟਨਾਵਾਂ :

ਅਜੋਕੇ ਸਮੇਂ ਘਰਾਂ ਵਿੱਚ ਹਿੰਸਾ ਦੀਆਂ ਘਟਨਾਵਾਂ ਦਾ ਵਾਪਰਨਾ ਇੱਕ ਮੰਦਭਾਗਾ ਵਰਤਾਰਾ ਹੈ। ਘਰੇਲੂ ਹਿੰਸਾ ਵਿੱਚ ਔਰਤਾਂ, ਬਜ਼ੁਰਗਾਂ ਅਤੇ ਬੱਚਿਆਂ ਸੰਬੰਧੀ ਘਟਨਾਵਾਂ ਅਕਸਰ ਦੇਖਣ ਨੂੰ ਮਿਲਦੀਆਂ ਹਨ। ਘਰਾਂ ਵਿੱਚ ਕਲਾਸ਼ ਹੋਣ ਦੇ ਬਹੁਤ ਸਾਰੇ ਕਾਰਨ ਮੰਨੇ ਜਾਂਦੇ ਹਨ ਪਰ ਸਭ ਤੋਂ ਵੱਡੇ ਕਾਰਨਾਂ ਵਿੱਚ ਆਰਥਿਕ ਪੱਖ ਪ੍ਰਮੁੱਖ ਹੈ। ਜਿਨ੍ਹਾਂ ਘਰਾਂ ਵਿੱਚ ਆਰਥਿਕਤਾ ਮਾੜੀ ਹੈ ਉਨ੍ਹਾਂ ਘਰਾਂ ਵਿੱਚ ਲੜਾਈ ਝਗੜੇ ਵਧੇਰੇ ਵਾਪਰਦੇ ਹਨ। ਅਜਿਹੇ ਹੀ ਇੱਕ ਹੋਰ ਕਾਰਨ ਨਸ਼ੇ ਨੂੰ ਮੰਨਿਆ ਜਾਂਦਾ ਹੈ। ਜਿਨ੍ਹਾਂ ਘਰਾਂ ਵਿੱਚ ਕੋਈ ਨਸ਼ੇਰੀ ਆਦਮੀ ਹੁੰਦੇ ਹਨ ਉਹਨਾਂ ਵਿੱਚ ਵੀ ਤਕਰਾਰ ਵਧੇਰੇ ਵੱਧ ਜਾਂਦੇ ਹਨ।

ਘਰੇਲੂ ਹਿੰਸਾ ਦੀਆਂ ਘਟਨਾਵਾਂ ਵਿੱਚ ਔਰਤਾਂ ਨਾਲ ਕੁੱਟਮਾਰ, ਬਜ਼ੁਰਗਾਂ ਨਾਲ ਦੁਰਵਿਹਾਰ ਅਤੇ ਬੱਚਿਆਂ ਉੱਤੇ ਤਸੱਦਦ ਦੀਆਂ ਘਟਨਾਵਾਂ ਸਮਾਜ ਦੇ ਖੋਖਲੇ ਪੱਖਾਂ ਨੂੰ ਜ਼ਾਹਿਰ ਕਰਦੀਆਂ ਹਨ। ਇਹਨਾਂ ਘਟਨਾਵਾਂ ਦੇ ਵਾਪਰਨ ਪਿੱਛੇ ਭਾਵੇਂ ਕੋਈ ਵੀ ਕਾਰਨ ਜ਼ਿੰਮੇਵਾਰ ਹੋਵੇ ਪਰ ਘਰ ਦੇ ਜੀਅ ਲਈ ਇਹ ਬਹੁਤ ਕਸ਼ਟਦਾਇਕ ਸਥਿਤੀ ਹੁੰਦੀ ਹੈ। ਇਸ ਨਾਲ ਘਰਾਂ ਵਿੱਚ ਮਾਨਸਿਕ ਰੋਗ ਵੀ ਵਧਦੇ ਹਨ। ਪਿੱਛੇ ਕੁਝ ਸਾਲ ਪਹਿਲਾਂ ਇੱਕ ਖ਼ਬਰ ਅਨੁਸਾਰ ਮੋਹਾਲੀ ਸ਼ਹਿਰ ਵਿੱਚ ਇੱਕ ਪਰਿਵਾਰ ਮਾਨਸਿਕ ਰੋਗ ਹੋਣ ਕਾਰਨ ਕਮਰਿਆਂ ਵਿੱਚ ਬੰਦ ਰਹਿੰਦਾ ਸੀ। ਇਹ ਸਾਰਾ ਪਰਿਵਾਰ ਮਾਨਸਿਕ ਰੋਗੀ ਹੋਣ ਕਾਰਨ ਕਸ਼ਟਦਾਇਕ ਸਥਿਤੀ ਵਿੱਚ ਸੀ। ਅਜਿਹੀ ਘਟਨਾਵਾਂ ਤੋਂ ਚਿੰਤਤ ਸਮਾਜ ਦੇ ਕੁਝ ਚੰਗੇ ਲੋਕਾਂ ਨੇ ਇਸ ਇਕੱਠ ਵਿੱਚ ਭਾਗ ਲਿਆ। ਵਿਸ਼ੇਸ਼ ਮਹਿਮਾਨ ਵਜੋਂ ਮਹਿਲਾ ਮੰਡਲ ਪੰਜਾਬ ਪ੍ਰਧਾਨ ਨੇ ਸ਼ਿਰਕਤ ਕੀਤੀ। ਉਹਨਾਂ ਸਭਾ ਨੂੰ ਸੰਬੋਧਨ ਹੁੰਦੇ ਹੋਏ ਕਿਹਾ ਕਿ ਹੁਣ ਪਰਿਵਾਰਾਂ ਵਿੱਚ ਪਹਿਲਾਂ ਵਾਲ ਪਿਆਰ ਨਹੀਂ ਰਿਹਾ। ਪਰਿਵਾਰ ਦੇ ਜੀਅ ਇੱਕ ਦੂਜੇ ਨੂੰ ਨਹੀਂ ਸਗੋਂ ਪੈਸੇ ਨੂੰ ਪਿਆਰ ਕਰਦੇ ਹਨ ਤੇ ਪਰਿਵਾਰ ਦਾ ਹਰ ਮੈਂਬਰ ਆਪਣੇ ਹਿਸਾਬ ਨਾਲ ਜ਼ਿੰਦਗੀ ਜਿਊਣਾ ਚਾਹੁੰਦਾ ਹੈ ਇਸ ਕਰਕੇ ਪਰਿਵਾਰਾਂ ਵਿੱਚ ਆਪਸ ਵਿੱਚ ਨਾ ਬੋਲਣਾ ਆਮ ਜਿਹੀ ਗੱਲ ਹੋ ਗਈ ਹੈ। ਮਹਿਲਾ ਕਮਿਸ਼ਨ ਦੀ ਪ੍ਰਧਾਨ ਦੇ ਇਹ ਬੋਲ ਕਾਫ਼ੀ ਸਵਾਲ ਖੜੇ ਕਰਦੇ ਹਨ। ਘਰਾਂ ਵਿੱਚ ਮੈਂਬਰਾਂ ਦਾ ਆਪਸ ਵਿੱਚ ਨਾ ਬੋਲਣਾ ਅਤੇ ਮਾੜੀ ਜਿਹੀ ਗੱਲ ਤੇ ਲੜ ਪੈਣ ਪਿੱਛੇ ਬਹੁਤ ਸਾਰੇ ਕਾਰਨ ਜ਼ਿੰਮੇਵਾਰ ਹਨ। ਇਸ ਪ੍ਰਸੰਗ ਵਿੱਚ ਇੱਕ ਪੰਜਾਬੀ ਅਖ਼ਬਾਰ ਦੀ ਰਿਪੋਰਟ ਦੇਖਣ ਵਾਲੀ ਹੈ। ਇਸ ਅਖ਼ਬਾਰ ਨੇ ਇੱਕ ਹਜ਼ਾਰ ਘਰਾਂ ਦਾ ਸਰਵੇ ਕਰਕੇ ਇੱਕ ਅਧਿਐਨ ਕੀਤਾ। ਇਸ ਅਧਿਐਨ ਤੋਂ ਕੁਝ ਸਿੱਟੇ ਪ੍ਰਮੁੱਖਤਾ ਸਹਿਤ ਸਾਹਮਣੇ ਆਏ ਹਨ। ਸਭ ਤੋਂ ਪਹਿਲਾਂ ਨੁਕਤਾ ਪਰਿਵਾਰ ਦੇ ਮੈਂਬਰ ਆਪਸ ਵਿੱਚ ਬੋਲ ਕੇ ਰਾਜ਼ੀ ਨਹੀਂ ਹੁੰਦੇ। ਦੂਜਾ ਪਰਿਵਾਰ ਦੇ ਮੈਂਬਰ ਆਪਸ ਵਿੱਚ ਚੀਜ਼ਾਂ ਸ਼ੇਅਰ ਨਹੀਂ ਕਰਨਾ ਚਾਹੁੰਦੇ। ਤੀਜਾ ਔਰਤਾਂ ਦੀ ਕੁੱਟਮਾਰ ਹੋਣਾ ਆਮ ਜਿਹੀ ਗੱਲ ਹੈ। ਇਸ ਆਧਾਰ ਤੇ ਕਿਹਾ ਜਾ ਸਕਦਾ ਹੈ ਕਿ ਘਰੇਲੂ ਹਿੰਸਾ ਇੱਕ ਅਣਮਨੁੱਖੀ ਵਰਤਾਰਾ ਹੈ। ਇਸ ਵਿੱਚ ਘਰ ਦੇ ਮੈਂਬਰਾਂ ਦਾ ਸਰੀਰਕ ਅਤੇ ਮਾਨਸਿਕ ਨੁਕਸਾਨ ਹੁੰਦਾ ਹੈ। ਘਰੇਲੂ ਹਿੰਸਾ ਨੂੰ ਰੋਕਣ ਲਈ ਜੇ ਐਕਟ ਬਣਾਏ ਹਨ ਉਹਨਾਂ ਨੂੰ ਸੰਜੀਦਗੀ ਨਾਲ ਲਾਗੂ ਕਰਵਾਉਣ ਦੀ ਵਿਵਸਥਾ ਹੋਣੀ ਚਾਹੀਦੀ ਹੈ ਤਾਂ ਜੋ ਘਰੇਲੂ ਹਿੰਸਾ ਦੀਆਂ ਘਟਨਾਵਾਂ ਨੂੰ ਠੱਲ੍ਹ ਪੈ ਸਕੇ।

8.2.5 ਪਰਾਲੀ ਸਾੜਨ 'ਤੇ ਰੋਕ :

ਪੰਜਾਬ ਵਿੱਚ ਝੋਨੇ ਦੀ ਪਰਾਲੀ ਸਾੜਨ ਦੇ ਕਾਰਨ ਹੋਣ ਵਾਲੇ ਪ੍ਰਦੂਸ਼ਣ ਕਰਕੇ ਝੋਨੇ ਦਾ ਨਾੜ ਸਾੜਨ 'ਤੇ ਪੰਜਾਬ ਸਰਕਾਰ ਵੱਲੋਂ ਮੁਕੰਮਲ ਰੋਕ ਲਗਾ ਦਿੱਤੀ ਹੈ। ਖੇਤਾਂ ਦੀ ਪਰਾਲੀ ਸਾੜਨ ਵਾਲੇ ਕਿਸਾਨਾਂ ਨੂੰ ਜੁਰਮਾਨਾ ਕਰਨ ਦੀ ਗੱਲ ਵੀ ਕਹੀ ਹੈ। ਇਸ ਸੰਬੰਧੀ ਕਿਸਾਨਾਂ ਅਤੇ ਸਰਕਾਰ ਦਾ ਵੱਖੋ-ਵੱਖਰਾ ਪੱਖ ਹੈ। ਸਰਕਾਰ ਦਾ ਕਹਿਣਾ ਹੈ ਕਿ ਝੋਨੇ ਦੀ ਪਰਾਲੀ ਕਾਰਨ ਪ੍ਰਦੂਸ਼ਣ ਹੁੰਦਾ ਹੈ। ਇਸ ਪ੍ਰਦੂਸ਼ਣ ਨਾਲ ਕਈ ਪ੍ਰਕਾਰ ਦੀਆਂ ਦੁਰਘਟਨਾਵਾਂ ਵਾਪਰਦੀਆਂ ਹਨ। ਜਿਵੇਂ ਸੜਕਾਂ 'ਤੇ ਧੂੰਆਂ ਫੈਲਣ ਕਾਰਨ ਐਕਸੀਡੈਂਟਾਂ ਵਿੱਚ ਵਾਧਾ ਹੁੰਦਾ ਹੈ ਅਤੇ ਧੂੰਏਂ ਕਾਰਨ ਸਾਹ ਲੈਣ ਵਿੱਚ ਸਮੱਸਿਆ ਆਉਂਦੀ ਹੈ। ਇਹ ਸਾਹ ਲੈਣ ਦੀਆਂ ਸਮੱਸਿਆਵਾਂ ਛਾਤੀ ਅਤੇ ਅੱਖਾਂ ਦੇ ਰੋਗਾਂ ਨੂੰ ਜਨਮ ਦਿੰਦੀਆਂ ਹਨ। ਭਾਰਤ ਸਰਕਾਰ ਦੀ ਵੱਡੀ ਸੰਸਥਾ

AIMS ਦੀ ਇੱਕ ਰਿਪੋਰਟ ਅਨੁਸਾਰ ਧੂੰਏਂ ਕਾਰਨ ਛਾਤੀ ਦੇ ਰੋਗਾਂ ਵਿੱਚ ਲਗਾਤਾਰ ਵਾਧਾ ਹੋ ਰਿਹਾ ਹੈ। ਨਾਲ ਹੀ ਕੈਂਸਰ ਜਿਹੀਆਂ ਬਿਮਾਰੀਆਂ ਵੀ ਇਸ ਨਾਲ ਵੱਧ ਰਹੀਆਂ ਹਨ। ਸਰਕਾਰ ਦਾ ਇਹ ਵੀ ਮੰਨਣਾ ਹੈ ਕਿ ਝੋਨੇ ਦੀ ਪਰਾਲੀ ਦਾ ਧੂੰਆਂ ਹਰਿਆਣਾ ਅਤੇ ਦਿੱਲੀ ਦੇ ਲੋਕਾਂ ਨੂੰ ਵੀ ਪਰੇਸ਼ਾਨ ਕਰਦਾ ਹੈ। ਇਸ ਕਾਰਨ ਸਰਕਾਰ ਨੇ ਝੋਨੇ ਦੀ ਪਰਾਲੀ ਸਾੜਨ ਉੱਤੇ ਰੋਕ ਅਤੇ ਜੁਰਮਾਨਾ ਲਗਾਉਣ ਦੇ ਹੁਕਮ ਦਿੱਤੇ ਹਨ।

ਕਿਸਾਨ ਅਤੇ ਕਿਸਾਨ ਜਥੇਬੰਦੀਆਂ ਪਰਾਲੀ ਸਾੜਨ ਉੱਤੇ ਰੋਕ ਲਗਾਉਣ ਨੂੰ ਲੈ ਕੇ ਸਰਕਾਰ ਦੇ ਵਿਰੁੱਧ ਹਨ। ਕਿਸਾਨਾਂ ਦਾ ਕਹਿਣਾ ਹੈ ਕਿ ਝੋਨੇ ਦੇ ਨਾੜ ਨੂੰ ਸਾੜਨ ਤੋਂ ਇਲਾਵਾ ਕਿਸਾਨਾਂ ਕੋਲ ਹੋਰ ਬਿਹਤਰ ਬਦਲ ਉਪਲਬਧ ਨਹੀਂ ਹੈ। ਇਸ ਸੰਬੰਧੀ ਕਲ ਭਾਰਤੀ ਕਿਸਾਨ ਯੂਨੀਅਨ ਦੇ ਪ੍ਰਧਾਨ ਨੇ ਲੋਕਾਂ ਨੂੰ ਸੰਬੋਧਨ ਕਰਦੇ ਹੋਏ ਕਿਹਾ, ਸਰਕਾਰ ਦਾ ਇਹ ਫ਼ੈਸਲਾ ਕਿਸਾਨ ਵਿਰੋਧੀ ਹੈ। ਸਰਕਾਰ ਨੂੰ ਚਾਹੀਦਾ ਹੈ ਕਿ ਕਿਸਾਨਾਂ ਨੂੰ ਪਰਾਲੀ ਨੂੰ ਅੱਗ ਨਾ ਲਾਉਣ ਦੇਣਾ ਹੋਰ ਸਮੱਸਿਆਵਾਂ ਨੂੰ ਸੱਦਾ ਦੇਣਾ ਹੈ। ਜੇਕਰ ਸਰਕਾਰ ਇਸ ਉੱਤੇ ਰੋਕ ਲਗਾਉਣਾ ਹੀ ਚਾਹੁੰਦੀ ਹੈ ਤਾਂ ਸਰਕਾਰ ਨੂੰ ਝੋਨੇ ਦੇ ਨਾੜ ਨੂੰ ਸਾਂਭਣ ਉੱਤੇ ਆਉਣ ਵਾਲੇ ਖ਼ਰਚੇ ਲਈ ਕਿਸਾਨਾਂ ਨੂੰ ਪੈਸੇ ਦੇਣੇ ਚਾਹੀਦੇ ਹਨ। ਉਹਨਾਂ ਕਿਹਾ ਕਿ ਇਹ ਪਰਾਲੀ ਫ਼ਸਲ ਬੀਜਣ ਸਮੇਂ ਖੇਤ ਨੂੰ ਚੰਗੀ ਤਰ੍ਹਾਂ ਵਾਹੁਣ ਵਿੱਚ ਅੜਿੱਕਾ ਬਣਦੀ ਹੈ ਅਤੇ ਨਾਲ ਹੀ ਇਸ ਪਰਾਲੀ ਵਿੱਚ ਚੂਹੇ ਪੈਦਾ ਹੋ ਕੇ ਫ਼ਸਲ ਦਾ ਨੁਕਸਾਨ ਕਰਦੇ ਹਨ।

ਇਸ ਸਾਰੀ ਵਿਚਾਰ ਚਰਚਾ ਤੋਂ ਕੁਝ ਅਹਿਮ ਨੁਕਤੇ ਉੱਭਰ ਕੇ ਸਾਹਮਣੇ ਆਉਂਦੇ ਹਨ। ਕਿਸਾਨਾਂ ਦਾ ਪਰਾਲੀ ਸਾੜਨਾ ਇੱਕ ਮਜ਼ਬੂਰੀ ਹੈ। ਝੋਨੇ ਦੇ ਬਚੇ ਨਾੜ ਨੂੰ ਜੇਕਰ ਵਾਹਿਆ ਜਾਵੇ ਤਾਂ ਇਸ ਉੱਤੇ ਬਹੁਤ ਖ਼ਰਚਾ ਆਉਂਦਾ ਹੈ। ਇਸ ਖ਼ਰਚ ਨੂੰ ਬਚਾਉਣ ਲਈ ਕਿਸਾਨ ਇਸ ਨਾੜ ਨੂੰ ਫੂਕ ਦਿੰਦਾ ਹੈ। ਦੂਜੇ ਬੰਨੇ ਸਰਕਾਰ ਵੱਲੋਂ ਕਿਸਾਨਾਂ ਨੂੰ ਮਸ਼ੀਨਾਂ ਰੋਟਾ ਬੇਟਰ, ਹੈਪੀਸੀਡਰ ਜਿਹੇ ਸਾਧਨ ਵੀ ਮੁਹੱਈਆ ਨਹੀਂ ਕਰਵਾਏ ਗਏ। ਇਹਨਾਂ ਦੀ ਕੀਮਤ ਲਗਪਗ ਡੇਢ ਲੱਖ ਰੁਪਏ ਹੈ ਅਤੇ ਇਹਨਾਂ ਨੂੰ ਖਿੱਚਣ ਲਈ 8-10 ਲੱਖ ਰੁਪਏ ਵਾਲਾ ਟਰੈਕਟਰ ਚਾਹੀਦਾ ਹੈ। ਪੰਜਾਬ ਦਾ 80% ਕਿਸਾਨ 3 ਏਕੜ ਤੋਂ ਥੱਲੇ ਰਕਬੇ ਵਾਲਾ ਹੈ। ਇਹ ਕਿਸਾਨ ਇਨ੍ਹਾਂ ਮਹਿੰਗਾ ਟਰੈਕਟਰ ਅਤੇ ਹਲ ਨਹੀਂ ਲੈ ਸਕਦਾ। ਇਸ ਕਰਕੇ ਵੀ ਉਸਨੂੰ ਝੋਨੇ ਦੀ ਪਰਾਲੀ ਸਾੜਨੀ ਪੈਂਦੀ ਹੈ।

ਖੇਤੀਬਾੜੀ ਯੂਨੀਵਰਸਿਟੀ ਲੁਧਿਆਣਾ ਦੀਆਂ ਰਿਪੋਰਟਾਂ ਦੇ ਆਧਾਰਿਤ ਕੁਝ ਹੋਰ ਤੱਥ ਵੀ ਸਾਹਮਣੇ ਆਉਂਦੇ ਹਨ। ਇਹਨਾਂ ਰਿਪੋਰਟਾਂ ਵਿੱਚ ਕਿਸਾਨ ਦੇ ਖੇਤੀ ਉਤਪਾਦਨ ਉੱਤੇ ਆਉਂਦੀ ਲਾਗਤ ਸੰਬੰਧਿਤ ਵਰਨਣਾਂ ਤੋਂ ਪਤਾ ਲੱਗਦਾ ਹੈ ਕਿ ਪਿਛਲੇ ਇੱਕ ਦਹਾਕੇ ਤੋਂ ਖੇਤੀ ਲਾਗਤ ਵਿੱਚ ਬਹੁਤ ਵਾਧਾ ਹੋਇਆ ਹੈ। ਜਦਕਿ ਫ਼ਸਲਾਂ ਦੇ ਰੇਟ ਨਾ-ਮਾਤਰ ਦਰ ਵਿੱਚ ਵਧੇ ਹਨ। ਕਿਸਾਨਾਂ ਦਾ ਇਸ ਸਭਾ ਵਿੱਚ ਇਹ ਕਹਿਣਾ ਸੀ ਕਿ ਜੇਕਰ ਸਰਕਾਰ ਪਰਾਲੀ ਸਾੜਨ ਉੱਤੇ ਰੋਕ ਲਗਾਉਣਾ ਚਾਹੁੰਦੀ ਹੈ ਤਾਂ ਸਰਕਾਰ ਨੂੰ ਇਸ ਪਰਾਲੀ ਨੂੰ ਵਾਹੁਣ 'ਤੇ ਆਉਂਦੇ ਖ਼ਰਚ ਦੀ ਲਾਗਤ ਦੇਣ ਦਾ ਪ੍ਰਬੰਧ ਵੀ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ। ਕਿਸਾਨ ਵੀ ਇਹ ਚਾਹੁੰਦੇ ਹਨ ਕਿ ਪਰਾਲੀ ਨੂੰ ਅੱਗ ਨਾ ਲਗਾਈ ਜਾਵੇ। ਪਰ ਉਹ ਸਰਕਾਰ ਵੱਲੋਂ ਇਹਨਾਂ ਸਹੂਲਤਾਂ ਦੀ ਮੰਗ ਕਰਦੇ ਹਨ।

8.2.6 ਸੰਸਾਰਕ ਮਹਾਂਮਾਰੀਆਂ ਦੇ ਦੁਖਾਂਤ ਸੰਬੰਧੀ ਇਕ ਰਿਪੋਰਟ:

ਸੰਸਾਰ ਵਿੱਚ ਹਰ ਸਦੀ ਵਿੱਚ ਕੋਈ ਨਾ ਕੋਈ ਮਹਾਂਮਾਰੀ ਫੈਲਦੀ ਰਹੀ ਹੈ। ਇਹਨਾਂ ਮਹਾਂਮਾਰੀਆਂ ਨੇ ਸੰਸਾਰ ਵਿੱਚ ਬਹੁਤ ਦੁਖਾਂਤਕ ਘਟਨਾਵਾਂ ਨੂੰ ਜਨਮ ਦਿੱਤਾ ਹੈ। ਮਹਾਂਮਾਰੀ ਤੋਂ ਭਾਵ ਸੰਸਾਰ ਪੱਧਰ ਤੇ ਕਿਸੇ ਲਾਗ, ਫੂਤ, ਵਾਇਰਸ ਜਾਂ ਬਿਮਾਰੀ ਦੇ ਫੈਲਣ ਤੋਂ ਹੈ। ਇਸ ਬਿਮਾਰੀ ਦੀ ਦਵਾ ਜਾਂ ਫੇਰੀ ਇਲਾਜ ਸੰਭਵ ਨਹੀਂ ਹੁੰਦਾ। ਸਦੀਆਂ ਤੋਂ ਵੱਖ-ਵੱਖ ਮਹਾਂਮਾਰੀਆਂ ਨੇ ਲੱਖਾਂ-ਕਰੋੜਾਂ ਲੋਕਾਂ ਨੂੰ ਆਪਣਾ ਸ਼ਿਕਾਰ ਬਣਾਇਆ। ਇਹਨਾਂ ਮਹਾਂਮਾਰੀਆਂ ਵਿੱਚ ਪਲੇਗ, ਹੈਜ਼ਾ, ਏਡਜ਼, ਚੇਚਕ, ਇਬੋਲਾ ਜ਼ੀਕਾ ਵਾਇਰਸ, ਸਵਾਇਨ ਫਲੂ ਆਦਿ ਬਿਮਾਰੀਆਂ ਹਨ। ਇਹਨਾਂ ਮਹਾਂਮਾਰੀਆਂ ਸੰਬੰਧੀ ਪੀ.ਜੀ.ਆਈ. ਚੰਡੀਗੜ੍ਹ ਵੱਲੋਂ ਇੱਕ ਦਿਨਾਂ ਸੈਮੀਨਾਰ ਕਰਵਾਇਆ ਗਿਆ। ਇਸ ਵਿੱਚ ਭਾਰਤ ਸਮੇਤ ਸੰਸਾਰ ਦੇ ਵੱਡੇ ਡਾਕਟਰਾਂ ਨੇ ਭਾਗ ਲਿਆ। ਇਸ ਸੰਬੰਧੀ ਮਾਹਿਰ ਡਾਕਟਰਾਂ ਨੇ ਆਪੋ-ਆਪਣੇ ਵਿਚਾਰ ਵਿਅਕਤ ਕੀਤੇ। ਇਹਨਾਂ ਸਾਰੇ ਡਾਕਟਰਾਂ ਦੀ ਵਿਚਾਰ-ਚਰਚਾ ਤੋਂ ਕੁਝ ਮਹੱਤਵਪੂਰਨ ਤੱਥ ਸਾਹਮਣੇ ਆਏ। ਇਹਨਾਂ ਤੱਥਾਂ ਦਾ ਜਦੋਂ ਇਤਿਹਾਸਕ ਤੌਰ 'ਤੇ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰਦੇ ਹਾਂ ਤਾਂ ਪਤਾ ਲੱਗਦਾ ਹੈ ਕਿ ਪਲੇਗ ਤਕਰੀਬਨ 1347-1357 ਤੱਕ ਯੂਰਪ ਵਿੱਚ ਬੈਕਟੀਰੀਆ ਯੋਰਸੀਨੀਆਂ ਪੈਸਟਿਸ ਕਾਰਨ ਫੈਲੀ। ਇਸ ਵਿੱਚ 20 ਕਰੋੜ ਦੇ ਕਰੀਬ ਲੋਕ ਮਾਰੇ ਗਏ ਸਨ ਅਤੇ ਦੁਨੀਆ ਭਰ ਦੀ 30 ਪ੍ਰਤੀਸ਼ਤ ਆਬਾਦੀ ਮਾਰੇ ਜਾਣ ਦਾ ਅਨੁਮਾਨ ਲਗਾਇਆ ਗਿਆ ਸੀ। ਜਿਸ ਕਾਰਨ ਇਸਨੂੰ ਕਾਲੀ ਮੌਤ ਵੀ ਕਿਹਾ ਜਾਂਦਾ ਹੈ। ਅਨੁਮਾਨ ਇਹ ਹੈ ਕਿ ਇਸਦੀ ਸ਼ੁਰੂਆਤ ਮੱਧ ਏਸ਼ੀਆ ਦੇ ਸੁੱਕੇ ਮੈਦਾਨੀ ਇਲਾਕਿਆਂ ਤੋਂ ਹੋਈ। ਜਿੱਥੋਂ ਇਹ ਰੇਸ਼ਮ ਮਾਰਗ ਰਾਹੀਂ ਕ੍ਰੀਮੀਆਂ ਪਹੁੰਚੀ। ਉੱਥੋਂ ਇਹ ਕਾਲੇ ਚੂਹੇ ਦੇ ਪਿੱਸੂਆਂ ਦੁਆਰਾ ਅੱਗੇ ਵਧੀ। ਫਲਸਰੂਪ ਯੂਰਪ ਨਾਲ ਲੱਗਦੇ ਦੇਸ਼ਾਂ ਵਿੱਚ ਇਸਦਾ ਫੈਲਾਅ ਹੋਇਆ। ਇਸ ਤੋਂ ਸਾਰੇ ਵਿਸ਼ਵ ਨੂੰ ਸੁਰੱਖਿਅਤ ਕਰਨ ਲਈ ਲਗਪਗ 200 ਸਾਲ ਦਾ ਸਮਾਂ ਲੱਗਿਆ।

ਇਸੇ ਤਰ੍ਹਾਂ ਇਸ ਸੈਮੀਨਾਰ ਵਿੱਚ ਚੇਚਕ ਮਹਾਂਮਾਰੀ ਬਾਰੇ ਇੱਕ ਪਰਚਾ ਪੜ੍ਹਿਆ ਗਿਆ। ਜਿਸ ਵਿੱਚ ਇਸ ਮਹਾਂਮਾਰੀ ਬਾਰੇ ਦੱਸਦਿਆਂ ਕਿਹਾ ਗਿਆ ਕਿ ਚੇਚਕ ਮਹਾਂਮਾਰੀ ਨੂੰ ਫੈਲਾਉਣ ਲਈ ਵਾਰੀਸੋਲਾ ਮੇਜਰ ਅਤੇ ਮਾਈਨਰ ਵਾਇਰਸ ਜ਼ਿੰਮੇਵਾਰ ਸਨ। ਇਸ ਨਾਲ ਪ੍ਰਭਾਵਿਤ ਵਿਅਕਤੀ ਦੇ ਮੂੰਹ 'ਤੇ ਦਾਗ਼ ਪੈਣੇ, ਅੰਨ੍ਹਾਪਨ, ਬੁਖਾਰ, ਉਲਟੀਆਂ, ਮੂੰਹ ਵਿੱਚ ਜ਼ਖਮ, ਚਮੜੀ 'ਤੇ ਧੱਫੜ ਹੋਣ ਕਾਰਨ ਬਹੁਤ ਮੌਤਾਂ ਹੋਈਆਂ ਸਨ 1980 ਵਿੱਚ ਵਿਸ਼ਵ ਸਿਹਤ ਸੰਗਠਨ ਦਾ ਇਸ ਮਹਾਂਮਾਰੀ ਨਾਲ ਗਲੋਬਲ ਖ਼ਾਤਮੇ ਦੇ ਖਾਤਾ ਵੀ ਪ੍ਰਗਟ ਕੀਤੇ ਗਏ ਸਨ। 1798 ਵਿੱਚ ਐਡਵਰਡ ਜੇਨਰ ਦੇ ਬਣਾਏ ਟੀਕੇ ਦੁਆਰਾ ਇਸ ਬਿਮਾਰੀ ਦਾ ਖ਼ਾਤਮਾ ਹੋ ਗਿਆ ਅਤੇ ਸੰਸਾਰ ਚੇਚਕ ਮੁਕਤ ਹੋ ਗਿਆ। ਪਰ ਵੀਹਵੀਂ ਸਦੀ ਵਿੱਚ ਇਸ ਮਹਾਂਮਾਰੀ ਕਾਰਨ 50 ਕਰੋੜ ਦੇ ਲਗਪਗ ਲੋਕਾਂ ਦੀ ਮੌਤ ਦਾ ਅਨੁਮਾਨ ਹੈ।

ਇਸ ਚਰਚਾ ਵਿੱਚ ਹੈਜ਼ਾ ਮਹਾਂਮਾਰੀ ਬਾਰੇ ਵੀ ਚਰਚਾ ਕੀਤੀ ਗਈ। ਇਸ ਬਿਮਾਰੀ ਦੀ ਸ਼ੁਰੂਆਤ ਬੰਗਾਲ ਖੇਤਰ ਵਿੱਚ ਕਲਕੱਤੇ ਨੇੜੇ 1819 ਵਿੱਚ ਹੋਈ ਤੇ 1824 ਤੱਕ ਪੂਰਬੀ ਏਸ਼ੀਆ, ਯੂਰਪ, ਅਫ਼ਰੀਕਾ ਦੇਸ਼ਾਂ ਵਿੱਚ ਵਪਾਰ ਮਾਰਗਾਂ ਦੁਆਰਾ ਫੈਲੀ। ਹੈਜ਼ਾ ਫੈਲਣ ਦੇ ਬਹੁਤ ਸਾਰੇ ਕਾਰਨਾਂ ਵਿੱਚੋਂ ਗੰਦਗੀ ਇਸਦਾ ਪ੍ਰਮੁੱਖ ਕਾਰਨ ਮਿਲਦਾ ਹੈ। ਇਸ ਮਹਾਂਮਾਰੀ ਨੇ ਵੀ ਲੱਖਾਂ ਲੋਕਾਂ ਨੂੰ ਆਪਣੀ ਲਪੇਟ ਵਿੱਚ ਲਿਆ ਸੀ। 1992 ਵਿੱਚ ਓਰਲ ਰੀਹਾਈਡਰੇਸ਼ਨ ਥੈਰੇਪੀ ਰਾਹੀਂ ਇਸਦਾ

ਇਲਾਜ ਮਿਲਿਆ।

ਇਸੇ ਤਰ੍ਹਾਂ ਹੋਰ ਸੰਸਾਰਕ ਮਹਾਂਮਾਰੀਆਂ ਏਡਜ਼, ਇਬੋਲਾ, ਵਿਸ਼ਾਣੂ, ਜੀਕਾ ਵਾਇਰਸ, ਸਵਾਈਨ ਫਲੂ ਆਦਿ ਮਹਾਂਮਾਰੀਆਂ ਸੰਬੰਧੀ ਚਰਚਾ ਹੋਈ। ਇਸ ਸੈਮੀਨਾਰ ਵਿੱਚ ਮਹਾਂਮਾਰੀਆਂ ਨੂੰ ਰੋਕਣ ਸੰਬੰਧੀ ਅਤੇ ਇਹਨਾਂ ਤੋਂ ਬਚਣ ਲਈ ਦਿਸ਼ਾ-ਨਿਰਦੇਸ਼ ਵੀ ਦਿੱਤੇ ਗਏ। ਸਾਰੇ ਡਾਕਟਰ ਇਸ ਗੱਲ 'ਤੇ ਸਹਿਮਤ ਸਨ ਕਿ ਕੁਦਰਤ ਨੂੰ ਸਾਫ਼ ਸੁਥਰਾ ਰੱਖਣਾ ਅਤੇ ਗੰਦਗੀ ਮੁਕਤ ਰੱਖਣਾ ਇਹਨਾਂ ਮਹਾਂਮਾਰੀਆਂ ਤੋਂ ਬਚਾਅ ਹੈ ਮਨੁੱਖ ਨੂੰ ਚਾਹੀਦਾ ਹੈ ਕਿ ਸਮਾਜ ਨੂੰ ਸੋਹਣਾ ਬਣਾਉਣ ਲਈ ਸਾਦਾ ਜੀਵਨ ਬਤੀਤ ਕੀਤਾ ਜਾਵੇ।

ਇਸ ਸਮੁੱਚੀ ਵਿਚਾਰ-ਚਰਚਾ ਤੋਂ ਮਹਾਂਮਾਰੀਆਂ ਸੰਬੰਧੀ ਜੋ ਜਾਣਕਾਰੀ ਮਿਲੀ, ਉਸਦਾ ਲੋਕਾਂ ਨੂੰ ਬਹੁਤ ਫਾਇਦਾ ਹੋਣਾ ਸੁਭਾਵਕ ਜਿਹੀ ਗੱਲ ਹੈ। ਇਸ ਸੈਮੀਨਾਰ ਵਿੱਚ ਸਿਹਤ ਸੰਬੰਧੀ ਖੋਜ ਕਰਨ ਵਾਲੇ ਵਿਦਿਆਰਥੀ ਵੱਡੀ ਪੱਧਰ 'ਤੇ ਸ਼ਾਮਲ ਹੋਏ। ਇਹਨਾਂ ਖੋਜਾਰਥੀਆਂ ਦਾ ਕਹਿਣਾ ਸੀ ਕਿ ਅਜਿਹੇ ਸੈਮੀਨਾਰ ਨਾਲ ਜਾਣਕਾਰੀ ਅਤੇ ਸਿੱਖਿਆਵਾਂ ਦੇਣੇ ਮਿਲਦੀਆਂ ਹਨ।

8.2.7 ਪ੍ਰਦੂਸ਼ਣ ਰੋਕਣ ਲਈ ਜਾਗਰੂਕਤਾ ਮੁਹਿੰਮ :

ਪ੍ਰਦੂਸ਼ਣ ਇੱਕ ਬਹੁਤ ਵੱਡੀ ਸਮੱਸਿਆ ਹੈ। ਪ੍ਰਦੂਸ਼ਣ ਵਧਣ ਦੇ ਵੱਖੋ-ਵੱਖਰੇ ਕਾਰਨ ਹਨ। ਇਸ ਪ੍ਰਦੂਸ਼ਣ ਕਾਰਨ ਕੁਦਰਤੀ ਵਾਤਾਵਰਨ ਤਾਂ ਗੰਧਲਾ ਹੁੰਦਾ ਹੀ ਹੈ, ਨਾਲ ਹੀ ਮਨੁੱਖ ਲਈ ਇਹ ਗੰਧਲਾ ਵਾਤਾਵਰਨ ਬਹੁਤ ਸਾਰੀਆਂ ਬਿਮਾਰੀਆਂ ਦੇ ਜਨਮ ਦਾ ਕਾਰਨ ਵੀ ਬਣਦਾ ਹੈ। ਪ੍ਰਦੂਸ਼ਣ ਦੀਆਂ ਇਹਨਾਂ ਸਮੱਸਿਆਵਾਂ ਸੰਬੰਧੀ 'ਪੰਜਾਬ ਪ੍ਰਦੂਸ਼ਣ ਕੰਟਰੋਲ ਬੋਰਡ' ਵੱਲੋਂ ਲੁਧਿਆਣਾ ਸ਼ਹਿਰ ਵਿੱਚ ਇੱਕ ਜਾਗਰੂਕਤਾ ਮੁਹਿੰਮ ਚਲਾਈ ਗਈ। ਇਸ ਮੁਹਿੰਮ ਵਿੱਚ ਇੱਕ ਸਮਾਰੋਹ ਆਯੋਜਿਤ ਕੀਤਾ ਗਿਆ। ਇਸ ਸਮਾਰੋਹ ਵਿੱਚ ਪ੍ਰਦੂਸ਼ਣ ਸੰਬੰਧੀ ਵਿਚਾਰ-ਚਰਚਾ ਤੋਂ ਇਲਾਵਾ ਕੁਝ ਨਾਟਕ ਵੀ ਖੇਡੇ ਗਏ। ਇਹਨਾਂ ਨਾਟਕਾਂ ਤੋਂ ਪ੍ਰਦੂਸ਼ਣ ਨਾਲ ਹੋਣ ਵਾਲੀਆਂ ਸਮੱਸਿਆਵਾਂ ਨੂੰ ਸਟੇਜ ਤੋਂ ਦਿਖਾਇਆ ਗਿਆ। ਇਸ ਸਮਾਰੋਹ ਵਿੱਚ ਲੋਕਾਂ ਦਾ ਭਾਰੀ ਇਕੱਠ ਸੀ। ਇਸ ਚਰਚਾ ਵਿੱਚ 'ਪੰਜਾਬ ਪ੍ਰਦੂਸ਼ਣ ਕੰਟਰੋਲ ਬੋਰਡ' ਦੇ ਮੁਖੀ ਨੇ ਲੋਕਾਂ ਨੂੰ ਪ੍ਰਦੂਸ਼ਣ ਫੈਲਣ ਸੰਬੰਧੀ ਲੰਮਾ ਭਾਸ਼ਣ ਦਿੱਤਾ। ਉਹਨਾਂ ਕਿਹਾ “ਧਰਤੀ ਦਾ ਵਾਤਾਵਰਨ ਹਵਾ, ਮਿੱਟੀ ਤੇ ਹੋਰ ਅਨੇਕਾਂ ਹੀ ਸਾਧਨਾਂ ਦਾ ਮਿਸ਼ਰਨ ਹੈ। ਇਹ ਹਵਾ, ਮਿੱਟੀ, ਪਾਣੀ, ਜਦੋਂ ਤੱਕ ਸਾਫ਼-ਸੁਥਰੇ ਹਨ, ਉਦੋਂ ਤੱਕ ਧਰਤੀ ਪ੍ਰਦੂਸ਼ਣ ਮੁਕਤ ਕਹਾਉਂਦੀ ਹੈ। ਪਰ ਜਦੋਂ ਤੋਂ ਇਹਨਾਂ ਸਾਧਨਾਂ ਵਿੱਚ ਪ੍ਰਦੂਸ਼ਣ ਜਾਂ ਗੰਧਲਾਪਣ ਆਉਣ ਲੱਗਾ ਹੈ ਉਸ ਸਮੇਂ ਤੋਂ ਹੀ ਧਰਤੀ 'ਤੇ ਪ੍ਰਦੂਸ਼ਣ ਵਿਕਰਾਲ ਰੂਪ ਧਾਰਨ ਕਰ ਗਿਆ ਹੈ।”

ਪ੍ਰਦੂਸ਼ਣ ਸੰਬੰਧੀ ਇਸ ਸਮਾਰੋਹ ਤੋਂ ਕੁਝ ਮਹੱਤਵਪੂਰਨ ਸਵਾਲ ਪੈਦਾ ਹੁੰਦੇ ਹਨ। ਇਹਨਾਂ ਸਵਾਲਾਂ ਅਤੇ ਖ਼ਦਸ਼ਿਆਂ ਸੰਬੰਧੀ ਜਦੋਂ ਚਰਚਾ ਕਰਦੇ ਹਾਂ ਤਾਂ ਸਭ ਤੋਂ ਪਹਿਲਾਂ ਸਵਾਲ ਇਹ ਪੈਦਾ ਹੁੰਦਾ ਹੈ ਕਿ ਪ੍ਰਦੂਸ਼ਣ ਵਧਣ ਦੇ ਕੀ ਕਾਰਨ ਹਨ? ਇਹਨਾਂ ਕਾਰਨਾਂ ਵਿੱਚੋਂ ਸਭ ਤੋਂ ਪਹਿਲਾਂ ਪੱਖ ਇਹ ਹੈ ਕਿ ਮਨੁੱਖ ਆਪਣੇ ਲਾਲਚੀ ਸੁਭਾਅ ਕਾਰਨ ਕੁਦਰਤੀ ਸਾਧਨਾਂ ਨੂੰ ਆਪ ਲਾਲਚ ਮੁਤਾਬਿਕ ਵਰਤਦਾ ਹੈ। ਅੱਜ ਦਾ ਮਨੁੱਖ ਆਪਣੇ ਲਾਲਚ ਲਈ ਕੁਝ ਵੀ ਕਰਨ ਨੂੰ ਤਿਆਰ ਹੈ।

ਇਸ ਸਮੇਂ ਭਾਰਤ ਦੀ ਆਬਾਦੀ ਲਗਭਗ 135 ਕਰੋੜ ਹੈ। ਇਹ ਆਬਾਦੀ ਪ੍ਰਦੂਸ਼ਣ ਵਧਾਉਣ ਲਈ ਇੱਕ ਜ਼ਿੰਮੇਵਾਰ ਕਾਰਕ (Factor) ਹੈ। ਆਬਾਦੀ ਦੇ ਵਧਣ ਨਾਲ ਇਸ ਦੀਆਂ ਲੋੜਾਂ ਦੀ ਪੂਰਤੀ ਕਰਨ ਲਈ ਕਾਰਖਾਨੇ ਬਣਾਏ ਗਏ। ਇਸੇ ਕਾਰਨ ਆਵਾਜਾਈ ਦੇ ਸਾਧਨ ਬਣਾਉਣੇ ਪਏ। ਜਿਸ ਕਾਰਨ ਲੰਮੀਆਂ-ਚੌੜੀਆਂ ਸੜਕਾਂ ਦੀ ਲੋੜ ਪਈ। ਇਹਨਾਂ ਸੜਕਾਂ ਨੂੰ ਬਣਾਉਣ ਲਈ ਹਰ-ਰੋਜ਼ ਹਜ਼ਾਰਾਂ ਰੁੱਖ ਕੱਟਣੇ ਪੈਂਦੇ ਹਨ। ਇਸ ਸਥਿਤੀ ਕਾਰਨ ਵੀ ਪ੍ਰਦੂਸ਼ਣ ਲਗਾਤਾਰ ਵਧਦਾ ਜਾ ਰਿਹਾ ਹੈ।

ਇਸ ਸੰਬੰਧੀ ਜੇਕਰ ਹੋਰ ਪੱਖਾਂ ਤੋਂ ਗੱਲ ਕਰੀਏ ਤਾਂ ਸਾਡੇ ਕੁਦਰਤੀ ਵਾਤਾਵਰਨ ਵਿੱਚ ਹਵਾ, ਮਿੱਟੀ, ਪਾਣੀ ਕਿਸ ਤਰ੍ਹਾਂ ਪ੍ਰਦੂਸ਼ਿਤ ਹੁੰਦੇ ਹਨ, ਇਹ ਵੀ ਦੇਖਣ ਵਾਲਾ ਮਸਲਾ ਹੈ। ਜੇਕਰ ਪਾਣੀ ਦੇ ਪ੍ਰਦੂਸ਼ਣ ਬਾਰੇ ਗੱਲ ਕਰੀਏ ਤਾਂ ਧਰਤੀ ਦੇ ਉਤਲੇ ਪੱਧਰ ਦਾ ਪਾਣੀ ਪੀਣ ਯੋਗ ਨਹੀਂ ਹੈ। ਇਸ ਪਾਣੀ ਵਿੱਚ ਫੈਕਟਰੀਆਂ, ਨਾਲਿਆਂ, ਨਦੀਆਂ ਆਦਿ ਦਾ ਪਾਣੀ ਰਲ ਗਿਆ ਹੈ। ਇਸ ਕਾਰਨ ਇਹ ਪਾਣੀ ਬਹੁਤ ਜ਼ਹਿਰੀਲਾ ਹੋ ਗਿਆ ਹੈ। ਖੇਤਾਂ ਵਿਚਲਾ ਪਾਣੀ ਕੀੜੇ ਮਾਰ ਦਵਾਈਆਂ ਦੀ ਸਪਰੇਅ ਕਾਰਨ ਧਰਤੀ ਹੇਠਲੇ ਪਾਣੀ ਵਿੱਚ ਜਾ ਰਲਦਾ ਹੈ। ਜਿਸ ਕਾਰਨ ਪੀਣ ਵਾਲੇ ਪਾਣੀ ਰਾਹੀਂ ਬਹੁਤ ਸਾਰੇ ਰੋਗ ਲੱਗ ਰਹੇ ਹਨ।

ਇਸ ਸਮਾਰੋਹ ਵਿੱਚ ਇਕ ਅਧਿਕਾਰੀ ਨੇ ਹਵਾ ਪ੍ਰਦੂਸ਼ਣ ਬਾਰੇ ਗੱਲ ਕਰਦੇ ਹੋਏ ਕਿਹਾ ਕਿ ਹਵਾ ਪ੍ਰਦੂਸ਼ਣ ਫੈਕਟਰੀਆਂ ਦੀਆਂ ਚਿਮਨੀਆਂ, ਮੋਟਰ-ਗੱਡੀਆਂ, ਕੋਲੇ ਅਤੇ ਤੇਲ ਨਾਲ ਚੱਲਣ ਵਾਲੀਆਂ ਭੱਠਾਂ ਆਦਿ ਵਿੱਚੋਂ ਨਿਕਲ ਕੇ ਹਵਾ ਵਿੱਚ ਫੈਲ ਜਾਂਦਾ ਹੈ। ਇਹ ਹਵਾ ਵਿੱਚ ਨਿਕਲੇ, ਨਾਈਟਰੋਜਨ ਅਤੇ ਕਾਰਬਨ ਦੀ ਮਾਤਰਾ ਨੂੰ ਵਧਾਕੇ ਹਵਾ ਵਿਚਲੀ ਆਕਸੀਜਨ ਨੂੰ ਪ੍ਰਦੂਸ਼ਿਤ ਕਰ ਦਿੰਦਾ ਹੈ।

ਪ੍ਰਦੂਸ਼ਣ ਸੰਬੰਧੀ ਇਹਨਾਂ ਚਰਚਾਵਾਂ ਵਿੱਚ ਧਰਤੀ 'ਤੇ ਫੈਲੇ ਪ੍ਰਦੂਸ਼ਣ ਬਾਰੇ ਬਹੁਤ ਸਾਰੇ ਤੱਥ ਪੇਸ਼ ਕੀਤੇ ਗਏ। ਇਸ ਵਿੱਚੋਂ ਇਹ ਗੱਲ ਵੀ ਨਿਕਲ ਕੇ ਸਾਹਮਣੇ ਆਈ ਕਿ ਖੇਤੀ ਖੇਤਰ ਵਿੱਚ ਵੱਖ-ਵੱਖ ਖਾਦਾਂ ਦੀ ਵਰਤੋਂ ਕਰਨ ਨਾਲ ਧਰਤੀ ਦੀ ਉਪਜਾਊ ਸ਼ਕਤੀ ਘੱਟ ਰਹੀ ਹੈ ਜਾਂ ਇਹਨਾਂ ਖਾਦਾਂ ਤੋਂ ਪੈਦਾ ਹੋਇਆ ਅਨਾਜ ਇਹਨਾਂ ਬਿਮਾਰੀਆਂ ਦਾ ਕਾਰਨ ਬਣ ਰਿਹਾ ਹੈ। ਇਸੇ ਤਰ੍ਹਾਂ ਇੱਕ ਬਹੁਤ ਵੱਡਾ ਕਾਰਨ ਆਵਾਜ਼ ਪ੍ਰਦੂਸ਼ਣ ਵੀ ਮੰਨਿਆ ਜਾਂਦਾ ਹੈ। ਮੋਟਰ-ਗੱਡੀਆਂ 'ਤੇ ਲੱਗੇ ਪ੍ਰੈਸ਼ਰ ਹਾਰਨ ਜਾਂ ਲਾਊਡ ਸਪੀਕਰ, ਡੀ ਜੇ ਆਦਿ ਨਾਲ ਬਹੁਤ ਸਾਰਾ ਪ੍ਰਦੂਸ਼ਣ ਫੈਲਦਾ ਹੈ। ਇਹ ਪ੍ਰਦੂਸ਼ਣ ਬਜ਼ੁਰਗਾਂ ਲਈ ਹੋਰ ਵੀ ਘਾਤਕ ਸਿੱਧ ਹੁੰਦਾ ਹੈ। ਜਿਸ ਕਾਰਨ ਬਹੁਤ ਸਾਰੇ ਮਾਨਸਿਕ ਤਣਾਅ ਪੈਦਾ ਹੁੰਦੇ ਹਨ। ਪ੍ਰਦੂਸ਼ਣ ਸੰਬੰਧੀ ਇਕ ਗੱਲ ਹੋਰ ਧਿਆਨ ਕਰਨ ਵਾਲੀ ਹੈ ਕਿ ਇਸ ਨਾਲ ਛਾਤੀਆਂ ਦੇ ਰੋਗ ਵਧੇਰੇ ਪੈਦਾ ਹੁੰਦੇ ਹਨ। ਸਾਲ 2019 ਵਿੱਚ ਸਮੁੱਚੇ ਭਾਰਤ ਵਿੱਚ 17.8 ਪ੍ਰਤੀਸ਼ਤ ਲੋਕਾਂ ਦੀ ਮੌਤ ਪ੍ਰਦੂਸ਼ਣ ਦੀ ਵਜ੍ਹਾ ਕਾਰਨ ਹੋਈ ਹੈ।

‘ਪੰਜਾਬ ਪ੍ਰਦੂਸ਼ਣ ਕੰਟਰੋਲ ਬੋਰਡ’ ਨੇ ਇਸ ਮੁਹਿੰਮ ਰਾਹੀਂ ਲੋਕਾਂ ਨੂੰ ਪ੍ਰਦੂਸ਼ਣ ਰੋਕਣ ਲਈ ਕੁਝ ਸੁਝਾਅ ਵੀ ਦਿੱਤੇ। ਇਹਨਾਂ ਉਪਾਵਾਂ 'ਚੋਂ ਸਭ ਤੋਂ ਜ਼ਰੂਰੀ ਹੈ ਕਿ ਧਰਤੀ ਉੱਤੇ ਵੱਧ ਤੋਂ ਵੱਧ ਰੁੱਖ ਲਗਾਏ ਜਾਣ। ਕਾਰਖਾਨਿਆਂ ਵਿੱਚ ਜ਼ਹਿਰੀਲੀਆਂ ਗੈਸਾਂ ਨੂੰ ਪੈਦਾ ਕਰਨਾ ਬੰਦ ਕੀਤਾ ਜਾਵੇ। ਮਿੱਟੀ ਨੂੰ ਸਾਫ਼-ਸੁਥਰਾ ਰੱਖਣ ਲਈ ਕੀੜੇਮਾਰ ਦਵਾਈਆਂ ਅਤੇ

ਖਾਦਾਂ ਦੀ ਵਰਤੋਂ ਨਾ ਕਰਕੇ ਦੇਸੀ ਰੂੜੀ ਖਾਦ ਦਾ ਇਸਤੇਮਾਲ ਕੀਤਾ ਜਾਵੇ। ਵਧਦੀ ਆਬਾਦੀ ਨੂੰ ਰੋਕਣ ਲਈ ਸਖ਼ਤ ਕਦਮ ਉਠਾਏ ਜਾਣ। ਪ੍ਰਦੂਸ਼ਣ ਦੇ ਖ਼ਤਰਿਆਂ ਨੂੰ ਰੋਕਣ ਲਈ ਟੀ.ਵੀ., ਰੇਡੀਉ ਅਤੇ ਅਖ਼ਬਾਰਾਂ ਨੂੰ ਇਸ ਸੰਬੰਧੀ ਵੱਧ ਤੋਂ ਵੱਧ ਜਾਗਰੂਕਤਾ ਫੈਲਾਉਣੀ ਵੀ ਜ਼ਰੂਰੀ ਹੈ। ਇਸ ਸਮਾਰੋਹ ਤੋਂ ਇਸ ਗੱਲ ਸੰਬੰਧੀ ਪੁਰਜ਼ੋਰ ਅਪੀਲ ਕੀਤੀ ਗਈ ਕਿ ਮਨੁੱਖ ਨੂੰ ਆਪਣੇ ਲਾਲਚਾਂ ਨੂੰ ਤਿਆਗਣਾ ਜ਼ਰੂਰੀ ਹੈ। ਇਸ ਮੁਹਿੰਮ ਦੇ ਸਮਰਥਕਾਂ ਨੇ ਪ੍ਰੋਗਰਾਮ ਦੌਰਾਨ ਪ੍ਰਦੂਸ਼ਣ ਰੋਕਣ ਲਈ ਸਹੁੰ ਚੁੱਕ ਰਸਮ ਵੀ ਅਦਾ ਕੀਤੀ। ਇਸ ਵਿੱਚ ਸ਼ਾਮਲ ਲੋਕਾਂ ਨੇ ਸਾਲ ਵਿੱਚ ਇੱਕ-ਇੱਕ ਰੁੱਖ ਲਗਾਉਣ ਦਾ ਪ੍ਰਣ ਲਿਆ। ਸਥਾਨਕ ਲੋਕਾਂ ਦਾ ਮੰਨਣਾ ਸੀ ਕਿ ਇਹ ਪ੍ਰੋਗਰਾਮ ਪੂਰੇ ਪੰਜਾਬ ਵਿੱਚ ਪ੍ਰਦੂਸ਼ਣ ਨੂੰ ਰੋਕਣ ਲਈ ਇੱਕ ਬਹੁਤ ਵੱਡੀ ਮੁਹਿੰਮ ਬਣੇਗਾ। ਉਹਨਾਂ ਪ੍ਰਦੂਸ਼ਣ ਰੋਕਣ ਸੰਬੰਧੀ ਅਜਿਹੇ ਕਾਰਜਾਂ ਅਤੇ ਪ੍ਰੋਗਰਾਮਾਂ ਬਹੁਤ ਜ਼ਰੂਰੀ ਮੰਨਿਆ। ਇਸ ਸਮੇਂ ਹਾਜ਼ਰ ਲੋਕਾਂ ਨੇ ਅਜਿਹੀ ਮੁਹਿੰਮ ਰਾਹੀਂ ਚੰਗੇ ਸਿੱਟੇ ਨਿਕਲਣ ਦੀ ਆਸ ਪ੍ਰਗਟ ਕੀਤੀ।

8.3 ਅਭਿਆਸ ਲਈ ਪ੍ਰਸ਼ਨ :

8.3.1 ਨੌਜਵਾਨਾਂ ਲਈ ਹਿੰਸਾ ਦੇ ਘਟਨਾਵਾਂ ਦੇ ਕਾਰਨ

8.3.2 ਅਪਰਾਧ ਘਟਨਾਵਾਂ ਵਿੱਚ ਵਾਧੇ ਸੰਬੰਧੀ ਰਿਪੋਰਟ ਰਚਨਾ

8.3.3 ਆਰਥਿਕ ਸਮੱਸਿਆਵਾਂ ਕਾਰਨ ਆਤਮਹੱਤਿਆਵਾਂ ਸੰਬੰਧੀ ਰਿਪੋਰਟ ਰਚਨਾ

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTAR-III

ਕੋਰਸ-ਜਰਨਲ ਪੰਜਾਬੀ

ਯੂਨਿਟ-9

ਸਭਿਆਚਾਰਕ / ਧਾਰਮਿਕ ਪ੍ਰੋਗਰਾਮਾਂ ਸੰਬੰਧੀ ਰਿਪੋਰਟ ਲਿਖਣਾ

ਪਾਠ ਦੀ ਰੂਪ ਰੇਖਾ :

9.0 ਭੂਮਿਕਾ

9.1 ਪਾਠ ਦਾ ਉਦੇਸ਼

9.2 ਰਿਪੋਰਟ ਲਿਖਣ ਦੇ ਨਮੂਨੇ (Model) : ਸਭਿਆਚਾਰਕ ਅਤੇ ਧਾਰਮਿਕ ਪ੍ਰੋਗਰਾਮ

9.2.1 ਵਿਸ਼ਾਭੀ ਦਾ ਤਿਉਹਾਰ

9.2.2 ਸ਼ਹੀਦੀ ਜੋੜ ਮੇਲਾ

9.2.3 ਸਭਿਆਚਾਰ ਸੰਭਾਲ ਮੁਹਿੰਮ

9.2.4 ਵਹਿਮ-ਭਰਮ ਸੰਬੰਧੀ ਵਿਗਿਆਨਕ ਚੇਤਨਾ ਸਮਾਰੋਹ

9.2.5 ਪੰਜਾਬ ਪੱਧਰੀ ਕਬੱਡੀ ਕੱਪ ਦੇ ਆਗਾਜ਼ ਸੰਬੰਧੀ ਇਕ ਰਿਪੋਰਟ

9.2.6 ਤੀਆਂ ਦਾ ਤਿਉਹਾਰ

9.2.7 ਰੈੱਡ ਕ੍ਰਾਸ ਸੰਸਥਾ ਦੀ ਸੇਵਾ ਭਾਵਨਾ ਨੂੰ ਸਮਰਪਿਤ ਇਕ ਯਾਦਗਾਰ ਸਮਾਰੋਹ

9.3 ਅਭਿਆਸ ਪ੍ਰਸ਼ਨ

9.0 ਭੂਮਿਕਾ : ਇਸ ਪਾਠ ਵਿੱਚ ਵਿਦਿਆਰਥੀਆਂ ਲਈ ਸਭਿਆਚਾਰਕ ਅਤੇ ਧਾਰਮਿਕ ਪ੍ਰੋਗਰਾਮਾਂ ਸੰਬੰਧੀ ਰਿਪੋਰਟ ਤਿਆਰ ਕੀਤੀ ਗਈ ਹੈ। ਇਸ ਵਿੱਚ ਸਭਿਆਚਾਰਕ ਅਤੇ ਧਾਰਮਿਕ ਪ੍ਰੋਗਰਾਮਾਂ ਨਾਲ ਸੰਬੰਧਿਤ ਕਾਰਜਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦਿੱਤੀ ਗਈ ਹੈ। ਵਿਦਿਆਰਥੀ ਇਹਨਾਂ ਪ੍ਰੋਗਰਾਮਾਂ ਸੰਬੰਧੀ ਇਹਨਾਂ ਰਿਪੋਰਟਾਂ ਤੋਂ ਆਪਣੀ ਇਕ ਸੋਚ-ਸਮਝ ਬਣਾਉਣ ਦੇ ਸਮਰੱਥ ਹੋਣਗੇ। ਸਭਿਆਚਾਰ ਅਤੇ ਧਾਰਮਿਕ ਦੇ ਅਜਿਹੇ ਪੱਖ ਹਨ ਜੋ ਹਰ ਕਿਸੇ ਮਨੁੱਖ ਦੀ ਸੰਵੇਦਨਾ ਨਾਲ ਜੁੜੇ ਹੁੰਦੇ ਹਨ। ਜਦੋਂ ਕਈ ਵਾਰ ਮਨੁੱਖ ਅਨਜਾਣੇ ਵਿੱਚ ਕਿਸੇ ਧਾਰਮਿਕ ਮਸਲੇ ਉੱਤੇ ਟਿੱਪਣੀ ਕਰ ਦਿੰਦਾ ਹੈ ਤਾਂ ਇਸ ਨਾਲ ਕੁਝ ਲੋਕਾਂ ਦੀਆਂ ਧਾਰਮਿਕ ਭਾਵਨਾਵਾਂ ਨੂੰ ਠੇਸ ਪਹੁੰਚ ਜਾਂਦੀ ਹੈ। ਇਸ ਪ੍ਰਸੰਗ ਵਿੱਚ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਧਰਮ ਦੀ ਸੰਵੇਦਨਸ਼ੀਲਤਾ ਅਤੇ ਕਿਸੇ ਖ਼ਿੱਤੇ ਦੀਆਂ ਸਭਿਆਚਾਰਕ ਖੂਬੀਆਂ ਦਾ ਗਿਆਨ ਹੋਣਾ ਜ਼ਰੂਰੀ ਹੈ, ਇਸ ਪਾਠ ਵਿੱਚ

ਸਭਿਆਚਾਰਕ ਅਤੇ ਧਾਰਮਿਕ ਪ੍ਰੋਗਰਾਮਾਂ ਸੰਬੰਧੀ ਰਿਪੋਰਟਾਂ ਲਿਖੀਆਂ ਗਈਆਂ ਹਨ ਜਿਨ੍ਹਾਂ ਨੂੰ ਪੜ੍ਹ ਕੇ ਵਿਦਿਆਰਥੀ ਆਪਣੀ ਬਿਹਤਰ ਸਮਝ ਬਣਾ ਸਕਦੇ ਹਨ।

9.1 ਪਾਠ ਦਾ ਉਦੇਸ਼ : ਇਸ ਪਾਠ ਦਾ ਉਦੇਸ਼ ਵਿਦਿਆਰਥੀਆਂ ਵਿੱਚ ਵੱਖ-ਵੱਖ ਸਭਿਆਚਾਰਕ ਅਤੇ ਧਾਰਮਿਕ ਪ੍ਰੋਗਰਾਮਾਂ ਸੰਬੰਧੀ ਰਿਪੋਰਟ ਲਿਖਣ ਦੀ ਸਮਝ ਪੈਦਾ ਕਰਨਾ ਹੈ। ਇਸ ਪਾਠ ਵਿੱਚ ਲਿਖੀਆਂ ਰਿਪੋਰਟਾਂ ਦੀ ਚੋਣ ਵਿਦਿਆਰਥੀ ਦੇ ਪੱਧਰ ਮੁਤਾਬਿਕ ਕੀਤੀ ਗਈ ਹੈ। ਇਹਨਾਂ ਰਿਪੋਰਟਾਂ ਦੀ ਪੜ੍ਹਤ ਰਾਹੀਂ ਵਿਦਿਆਰਥੀ ਸਿਰਜਣਾਤਮਕ ਅਤੇ ਉਸਾਰੂ ਸੋਚ ਬਣਾਉਣ ਦੇ ਕਾਬਲ ਹੋਣਗੇ। ਇਸ ਪਾਠ ਦਾ ਉਦੇਸ਼ ਵਿਦਿਆਰਥੀਆਂ ਅੰਦਰ ਗਿਆਨ ਦੀ ਚਿਣਗ ਲਗਾਉਣਾ ਹੈ। ਇਸ ਪਾਠ ਵਿੱਚ ਸ਼ਾਮਲ ਰਿਪੋਰਟਾਂ ਸਮਾਜ ਵਿੱਚ ਆਲੇ-ਦੁਆਲੇ ਵਾਪਰਦੀਆਂ ਘਟਨਾਵਾਂ ਤੇ ਆਧਾਰਿਤ ਹਨ। ਵਿਦਿਆਰਥੀ ਜਦੋਂ ਰੋਜ਼ਾਨਾ ਜੀਵਨ ਵਿੱਚ ਵਿਚਰਦੇ ਹਨ ਤਾਂ ਉਨ੍ਹਾਂ ਨੂੰ ਅਜਿਹੇ ਵਿਸ਼ਿਆਂ ਸੰਬੰਧੀ ਸੋਚਣ ਦੀ ਲੋੜ ਪੈਂਦੀ ਹੈ। ਇਹ ਰਿਪੋਰਟਾਂ ਰਾਹੀਂ ਵਿਦਿਆਰਥੀ ਆਪਣੀਆਂ ਅਜਿਹੀਆਂ ਲੋੜਾਂ ਦੀ ਪੂਰਤੀ ਕਰ ਸਕਦੇ ਹਨ। ਵਿਦਿਆਰਥੀ ਭਵਿੱਖ ਵਿੱਚ ਜਦੋਂ ਕਿਸੇ ਕਿੱਤੇ ਨੂੰ ਅਪਣਾਉਣਗੇ ਤਾਂ ਇਹ ਰਿਪੋਰਟਾਂ ਉਹਨਾਂ ਲਈ ਇੱਕ ਆਧਾਰ ਸਮਗਰੀ ਵਜੋਂ ਕੰਮ ਆਉਣਗੀਆਂ। ਹਰ ਕਿੱਤੇ ਵਿੱਚ ਕੁਝ ਰਿਪੋਰਟ ਕਾਰਡ ਜਾਂ ਸਮੁੱਚੀ ਕਾਰਗੁਜ਼ਾਰੀ ਸੰਬੰਧੀ ਇੱਕ ਸੂਚੀ ਤਿਆਰ ਕਰਨੀ ਹੁੰਦੀ ਹੈ। ਇਹਨਾਂ ਰਿਪੋਰਟਾਂ ਰਾਹੀਂ ਵਿਦਿਆਰਥੀ ਪੱਤਰਕਾਰੀ, ਭਾਸ਼ਣ ਕਲਾ, ਲੇਖ ਰਚਨਾ, ਪ੍ਰੈੱਸ ਨੋਟ ਆਦਿ ਲਿਖਣ ਸੰਬੰਧੀ ਜਾਣੂ ਹੋਣਗੇ। ਉਮੀਦ ਹੈ ਕਿ ਵਿਦਿਆਰਥੀ ਇਹਨਾਂ ਰਿਪੋਰਟਾਂ ਤੋਂ ਭਰਪੂਰ ਲਾਹਾ ਲੈਣਗੇ।

9.2 ਰਿਪੋਰਟ ਲਿਖਣ ਦੇ ਨਮੂਨੇ (Model) : ਸਭਿਆਚਾਰਕ ਅਤੇ ਧਾਰਮਿਕ ਪ੍ਰੋਗਰਾਮ

9.2.1 ਵਿਸਾਖੀ ਦਾ ਤਿਉਹਾਰ :

ਪੰਜਾਬ ਵਿੱਚ ਵਿਸਾਖੀ ਦੇ ਤਿਉਹਾਰ ਦੀ ਇੱਕ ਖਾਸ ਅਹਿਮੀਅਤ ਹੈ। ਇਹ ਤਿਉਹਾਰ ਹਾੜੀ ਦੀ ਫ਼ਸਲ ਕੱਟਣ ਦੇ ਜਸ਼ਨ ਨਾਲ ਸੰਬੰਧਿਤ ਹੈ ਹਾੜੀ ਦੀਆਂ ਫ਼ਸਲਾਂ ਇਸ ਮੌਕੇ ਪੱਕ ਕੇ ਸਿਖਰ 'ਤੇ ਹੁੰਦੀਆਂ ਹਨ। ਵਿਸਾਖੀ ਨੂੰ ਵਾਢੀ ਜ਼ੋਰਾਂ 'ਤੇ ਹੁੰਦੀ ਹੈ। ਇਸੇ ਕਾਰਨ ਇੱਕ ਅਖਾਣ ਪ੍ਰਚਲਿਤ ਹੈ – ਆਈ ਵਿਸਾਖੀ, ਕੱਚੀ ਪੱਕੀ ਨਾ ਦੇਖ। ਇਹ ਤਿਉਹਾਰ ਕਿਸਾਨੀ ਦੀ ਖੁਸ਼ਹਾਲੀ ਨਾਲ ਸੰਬੰਧਿਤ ਹੋਣ ਕਾਰਨ ਭੰਗੜੇ ਵਰਗੇ ਨਾਚ ਨੱਚ ਕੇ ਮਨਾਇਆ ਜਾਂਦਾ ਹੈ। ਇਸ ਵਾਰ ਦਾ ਸੂਬਾ ਪੱਧਰੀ ਵਿਸਾਖੀ ਦਾ ਪ੍ਰੋਗਰਾਮ ਅਨੰਦਪੁਰ ਸਾਹਿਬ ਵਿੱਚ ਮਨਾਇਆ ਗਿਆ। ਉਂਝ ਵੀ ਅਨੰਦਪੁਰ ਦੀ ਵਿਸਾਖੀ ਦੇਖਣਯੋਗ ਹੁੰਦੀ ਹੈ। ਇਸ ਤਿਉਹਾਰ ਵਿੱਚ ਸਮੁੱਚੇ ਪੰਜਾਬ ਤੋਂ ਲੋਕ ਇਕੱਠੇ ਹੋਏ ਸਨ। ਇਹ ਵਿਸ਼ਾਲ ਇਕੱਠ ਮੇਲੇ ਦੀਆਂ ਵੱਖ-ਵੱਖ ਝਲਕੀਆਂ ਵਿੱਚ ਵੰਡਿਆ ਹੋਇਆ ਸੀ। ਇਸ ਵਿੱਚ ਸੋਹਣੇ ਸੁਨੱਖੇ ਨੌਜਵਾਨ ਗਤਕਾ ਖੇਡ ਰਹੇ ਸਨ। ਲੋਕ-ਕਲਾਵਾਂ ਦੇ ਹੁਨਰ ਦਿਖਾਉਣ ਲਈ ਛਿੱਕਾ, ਛਾਬਾ, ਟੋਕਰੀ ਅਤੇ ਰੱਸੀ ਵੱਟਣ ਦਾ ਪ੍ਰਦਰਸ਼ਨ ਕੀਤਾ ਗਿਆ। ਇਹ ਸਾਰਾ ਸਮਾਰੋਹ ਲੋਕਾਂ ਵਿੱਚ ਪੰਜਾਬ ਦੇ ਗੌਰਵ ਨੂੰ ਜਗਾ ਰਿਹਾ ਸੀ। ਸਮੇਂ ਦੀ ਤਬਦੀਲੀ ਕਾਰਨ ਵਿਗਿਆਨਿਕ ਢੰਗ ਨਾਲ ਖੇਤੀ ਨੂੰ ਉਤਸ਼ਾਹਿਤ ਕਰਨ ਲਈ ਖੇਤੀਬਾੜੀ ਯੂਨੀਵਰਸਿਟੀ ਲੁਧਿਆਣਾ ਵੱਲੋਂ ਨਵੇਂ ਬੀਜਾਂ ਦੀਆਂ ਸਟਾਲਾਂ ਲੱਗੀਆਂ ਹੋਈਆਂ ਸਨ।

ਇਹਨਾਂ ਸਟਾਲਾਂ 'ਤੇ ਮਾਹਿਰ ਡਾਕਟਰ ਕਿਸਾਨਾਂ ਨੂੰ ਨਵੇਂ ਬੀਜ ਬੀਜਣ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰ ਰਹੇ ਸਨ।

ਇਸ ਸਮੇਂ ਪੰਜਾਬ ਸਰਕਾਰ ਦੇ ਸਭਿਆਚਾਰਕ ਮੰਤਰੀ (ਕਲਚਰਲ ਮਨਿਸਟਰ) ਨੇ ਉਚੇਚੇ ਤੌਰ 'ਤੇ ਸ਼ਿਰਕਤ ਕੀਤੀ। ਉਹਨਾਂ ਆਪਣੇ ਸੰਬੋਧਨ ਵਿੱਚ ਕਿਹਾ ਕਿ ਇਹ ਤਿਉਹਾਰ ਪੰਜਾਬ ਦਾ ਵਿਰਾਸਤੀ ਤਿਉਹਾਰ ਹੈ। ਇਸਦਾ ਸੰਬੰਧ ਫਸਲ ਕੱਟਣ ਦੀ ਖੁਸ਼ੀ ਤੋਂ ਲੈ ਕੇ ਪੰਜਾਬ ਦੀ ਇਤਿਹਾਸਕ ਪਛਾਣ ਨਾਲ ਸੰਬੰਧਿਤ ਹੈ। ਇਸ ਕਾਰਨ ਇਹ ਖ਼ਾਲਸਾ ਪੰਥ ਦੀ ਸਾਜਨਾ ਦਾ ਵੱਡਾ ਤਿਉਹਾਰ ਹੈ।

ਵਿਸਾਖੀ ਦੇ ਤਿਉਹਾਰ ਦੀ ਇਤਿਹਾਸਕ ਪੱਖਾਂ ਤੋਂ ਚਰਚਾ ਕਰਦੇ ਕੁਝ ਨੁਕਤੇ ਮਹੱਤਵਪੂਰਨ ਹਨ। ਇਸ ਦਿਨ 13 ਅਪ੍ਰੈਲ 1699 ਨੂੰ ਖ਼ਾਲਸਾ ਪੰਥ ਦੀ ਸਾਜਨਾ ਕੀਤੀ ਗਈ। ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ ਜੀ ਨੇ ਖ਼ਾਲਸਾ ਪੰਥ ਦੀ ਸਾਜਨਾ ਰਾਹੀਂ ਸਮਾਜ ਨੂੰ ਬਰਾਬਰਤਾ ਦਾ ਸੁਨੇਹਾ ਦਿੱਤਾ। ਇਸ ਕਰਕੇ ਵਿਸਾਖੀ ਦਾ ਤਿਉਹਾਰ ਹਿੰਦੂਆਂ ਤੇ ਸਿੱਖਾਂ ਦਾ ਸਾਂਝਾ ਤਿਉਹਾਰ ਬਣਦਾ ਹੈ। ਦੂਜੇ ਬੰਨੇ ਵਿਸਾਖੀ ਦੇ ਤਿਉਹਾਰ ਨੂੰ ਮਨਾਉਣ ਵਿੱਚ ਕਾਫ਼ੀ ਬਦਲਾਅ ਵੀ ਆਏ ਹਨ। ਹੁਣ ਇਹ ਤਿਉਹਾਰ ਖੁਸ਼ੀਆਂ ਮਨਾਉਣ ਨਾਲੋਂ ਜ਼ਿਆਦਾ ਦਿਖਾਵਾ ਕਰਨ ਤੇ ਸਿਆਸੀ ਹਿੱਤਾਂ ਦੀ ਪੂਰਤੀ ਕਰਨ ਲਈ ਆਯੋਜਿਤ ਕੀਤਾ ਜਾਂਦਾ ਹੈ। ਇਸ ਵਿਸਾਖੀ ਵਿੱਚ ਵੀ ਅਜਿਹੇ ਬਦਲਾਅ ਦੇਖੇ ਗਏ। ਅਨੰਦਪੁਰ ਸਾਹਿਬ ਦੇ ਇਸ ਵਿਸਾਖੀ ਤਿਉਹਾਰ ਵਿੱਚ ਸਾਰੇ ਰਾਜਨੀਤਿਕ ਦਲਾਂ ਨੇ ਆਪਣੀਆਂ ਸਟੇਜਾਂ ਲਗਾਈਆਂ। ਇਸ ਪਵਿੱਤਰ ਤਿਉਹਾਰ ਨੂੰ ਸਿਆਸੀ ਲੋਕਾਂ ਨੇ ਵੋਟਾਂ ਬਟੋਰਨ ਲਈ ਵਰਤਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਕੀਤੀ। ਦੂਜੇ ਪਾਸੇ ਜਦੋਂ ਮੇਲੇ ਵਿੱਚ ਆਏ ਨੌਜਵਾਨਾਂ ਤੋਂ ਇਸ ਤਿਉਹਾਰ ਦੀ ਇਤਿਹਾਸਕ ਮਹੱਤਤਾ ਬਾਰੇ ਪੁੱਛਿਆ ਗਿਆ ਤਾਂ ਨੌਜਵਾਨਾਂ ਵਿੱਚ ਇਤਿਹਾਸਕ ਜਾਣਕਾਰੀ ਦੀ ਘਾਟ ਲੱਗੀ।

ਪਰ ਵਿਸਾਖੀ ਦੇ ਤਿਉਹਾਰ ਦੇ ਵੱਖ-ਵੱਖ ਪੱਖਾਂ ਸੰਬੰਧੀ ਚਰਚਾ ਕਰਦੇ ਹੋਏ ਇਸ ਵਿਸਾਖੀ ਵਿੱਚ ਕੁਝ ਨਵੀਆਂ ਚੀਜ਼ਾਂ ਦੇਖਣ ਨੂੰ ਮਿਲੀਆਂ। ਇਹਨਾਂ ਵਿੱਚ ਨਵੀਂ ਖੇਤੀ ਦੀ ਵਿਗਿਆਨ ਨਾਲ ਸੰਬੰਧਿਤ ਸਟਾਲਾਂ ਲੱਗਣਾ ਅਤੇ ਲੋਕ ਕਲਾਵਾਂ ਸਿਰਜਣ ਦੇ ਹੁਨਰ ਆਦਿ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਕਾਰਜ ਆਖੇ ਜਾ ਸਕਦੇ ਹਨ। ਸਮੁੱਚੇ ਰੂਪ ਵਿੱਚ ਇਸ ਵਾਰ ਵਿਸਾਖੀ ਦਾ ਤਿਉਹਾਰ ਪਰੰਪਰਾ ਤੇ ਨਵੀਨਤਾ ਦਾ ਮੁਜੱਸਮਾ ਸੀ।

9.2.2 ਸ਼ਹੀਦੀ ਜੋੜ ਮੇਲਾ :

ਸ੍ਰੀ ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ ਜੀ ਦੇ ਚਾਰ ਸਾਹਿਬਜ਼ਾਦਿਆਂ ਦੀ ਸ਼ਹਾਦਤ ਦਿਵਸ ਨੂੰ ਪੂਰਨ ਸ਼ਰਧਾ ਭਾਵਨਾ ਨਾਲ ਮਨਾਇਆ ਗਿਆ। ਇਹ ਮੇਲਾ ਹਰ ਸਾਲ ਵਾਂਗ 26 ਤੋਂ 28 ਦਸੰਬਰ ਨੂੰ ਫ਼ਤਿਹਗੜ੍ਹ ਸਾਹਿਬ ਵਿਖੇ ਆਯੋਜਿਤ ਕੀਤਾ ਗਿਆ। ਛੋਟੇ ਸਾਹਿਬਜ਼ਾਦਿਆਂ ਦੀ ਅਦੁੱਤੀ ਸ਼ਹਾਦਤ ਨੂੰ ਯਾਦ ਕਰਦਿਆਂ ਸਮੁੱਚੇ ਪੰਜਾਬ ਵਿੱਚੋਂ ਲੋਕ ਭਾਰੀ ਇਕੱਠ ਦੇ ਰੂਪ ਵਿੱਚ ਪਹੁੰਚੇ ਹੋਏ ਸਨ। ਬਾਬਾ ਜੋਰਾਵਰ ਸਿੰਘ ਅਤੇ ਬਾਬਾ ਫ਼ਤਿਹ ਸਿੰਘ ਦੀ ਧਰਮ ਲਈ ਦਿੱਤੀ ਕੁਰਬਾਨੀ ਮੁੱਲਵਾਨ ਹੈ। ਇਸ ਜੋੜ ਮੇਲੇ ਵਿੱਚ ਥਾਂ-ਥਾਂ ਲੰਗਰ ਵਰਤਾਇਆ ਗਿਆ। ਸਾਹਿਬਜ਼ਾਦਿਆਂ ਦੀ ਯਾਦ ਨੂੰ ਸਿਜਦਾ ਕਰਦੇ ਗਤਕਾ, ਘੋੜ-ਸਵਾਰੀ ਆਦਿ ਖੇਡਾਂ ਦੇ ਜੌਹਰ ਦਿਖਾਏ ਗਏ। ਸ਼ਹਿਰ ਦੇ ਰਸਤੇ ਥਾਂ-ਥਾਂ ਟੀ.ਵੀ. ਸਕਰੀਨਾਂ ਉੱਤੇ ਛੋਟੇ ਸਾਹਿਬਜ਼ਾਦਿਆਂ ਦੇ ਜੀਵਨ ਤੇ ਸ਼ਹਾਦਤ ਨਾਲ ਸੰਬੰਧਿਤ ਫ਼ਿਲਮਾਂ ਦਿਖਾਈਆਂ ਜਾ ਰਹੀਆਂ ਸਨ ਇਸ ਸਾਰੇ ਮੇਲੇ ਵਿੱਚ ਖ਼ਾਲਸਾ ਝੰਡਿਆਂ ਨਾਲ ਸੰਗਤ

ਵਿੱਚ ਜਲੇਖ ਭਰਿਆ ਜਾ ਰਿਹਾ ਸੀ। ਸ਼ਰਧਾਲੂਆਂ ਵੱਲੋਂ ਛੋਟੀਆਂ ਜਿੰਦਾਂ ਨੂੰ ਨਤਮਸਤਕ ਹੁੰਦਿਆਂ “ਰਾਜ ਕਰੇਗਾ ਖ਼ਾਲਸਾ ਆਕੀ ਰਹੇ ਨਾ ਕੋਇ, ਪੰਥ ਕੀ ਜੀਤ” ਦੇ ਜੈਕਾਰਿਆਂ ਦੀ ਗੂੰਜ ਸਾਰੇ ਮਾਹੌਲ ਨੂੰ ਹੋਰ ਪਵਿੱਤਰ ਬਣਾ ਰਹੀ ਸੀ।

ਇਸ ਮੇਲੇ ਦੀ ਇਤਿਹਾਸਕ ਅਹਿਮੀਅਤ ਨੂੰ ਜਦੋਂ ਯਾਦ ਕਰਦੇ ਹਾਂ ਤਾਂ ਛੋਟੇ ਸਾਹਿਬਜ਼ਾਦਿਆਂ ਦੇ ਜੀਵਨ ਬਾਰੇ ਅਨੇਕ ਪੱਖ ਯਾਦ ਆਉਂਦੇ ਹਨ। ਕਲਗੀਧਰ ਪਾਤਸ਼ਾਹ ਦੇ ਛੋਟੇ ਸਾਹਿਬਜ਼ਾਦੇ ਸ੍ਰੀ ਅਨੰਦਪੁਰ ਸਾਹਿਬ ਦੀ ਭਿਆਨਕ ਲੜਾਈ ਸਮੇਂ ਮਾਤਾ ਗੁਜਰੀ ਸਮੇਤ ਖ਼ਾਲਸਾਈ ਪਰਿਵਾਰ ਨਾਲੋਂ ਵਿੱਛੜ ਗਏ ਸਨ। ਇਸ ਮੌਕੇ ਗੰਗੂ ਬ੍ਰਾਹਮਣ ਦੇ ਧੋਖੇ ਕਾਰਨ ਛੋਟੇ ਸਾਹਿਬਜ਼ਾਦਿਆਂ ਨੂੰ ਸਰਹਿੰਦ ਦੇ ਨਵਾਬ ਵਜ਼ੀਰ ਖਾਂ ਕੋਲ ਕੈਦ ਕਰਵਾਇਆ ਗਿਆ। ਨਵਾਬ ਵਜ਼ੀਰ ਖਾਂ ਨੇ ਛੋਟੇ ਸਾਹਿਬਜ਼ਾਦਿਆਂ ਨੂੰ ਮਾਸੂਮ ਬੱਚੇ ਸਮਝ ਕੇ ਇਸਲਾਮ ਧਰਮ ਧਾਰਨ ਕਰਨ ਲਈ ਬਹੁਤ ਸਾਰੇ ਲਾਲਚ ਦਿੱਤੇ ਗਏ। ਪਰ ਕਲਗੀਧਰ ਪਾਤਸ਼ਾਹ ਦੇ ਸਾਹਿਬਜ਼ਾਦਿਆਂ ਨੇ ਈਨ ਨਾ ਮੰਨੀ। ਨਤੀਜੇ ਵਜੋਂ ਮਾਸੂਮ ਜਿੰਦਾਂ ਨੂੰ ਨੀਹਾਂ ਵਿੱਚ ਜਿਉਂਦੇ ਚਿਣਵਾ ਕੇ ਮਾਰ ਦਿੱਤਾ ਗਿਆ। ਸੰਸਾਰ ਇਤਿਹਾਸ ਵਿੱਚ ਇਹ ਲਾਸ਼ਾਨੀ ਸ਼ਹੀਦੀ ਸਾਕਾ 13 ਪੋਹ 1704 ਈ. (ਦਸੰਬਰ) ਵਿੱਚ ਵਾਪਰਿਆ। ਇਹ ਦੁਖਦਾਈ ਖ਼ਬਰ ਸੁਣਦੇ ਸਾਰ ਹੀ ਮਾਤਾ ਗੁਜਰੀ ਜੀ ਨੇ ਆਪਣੇ ਸੁਆਸ ਤਿਆਗ ਦਿੱਤੇ। ਇਸੇ ਕਾਰਨ ਹੁਣ ਇਸ ਯਾਦਗਾਰ ਨੂੰ ਆਪਣੀ ਜੋੜ ਮੇਲੇ ਦੇ ਰੂਪ ਵਿੱਚ 11, 12, 13 ਪੋਹ ਨੂੰ ਹਰ ਸਾਲ ਮਨਾਇਆ ਜਾਂਦਾ ਹੈ। ਇਸ ਵਾਰ ਦੇ ਜੋੜ ਮੇਲੇ ਦੀ ਇਸ ਗੱਲ ਕਰਕੇ ਬਹੁਤ ਅਹਿਮੀਅਤ ਮੰਨੀ ਜਾਂਦੀ ਹੈ ਕਿ ਇਹ ਪੰਜਾਬ ਦੇ ਲੋਕਾਂ ਨੂੰ ਜ਼ਬਰ ਤੇ ਜ਼ੁਲਮ ਖ਼ਿਲਾਫ਼ ਡਟ ਕੇ ਰਹਿਣ ਦੀ ਪ੍ਰੇਰਨਾ ਦਿੰਦਾ ਹੈ। ਪੰਜਾਬ ਮੌਜੂਦਾ ਸਮੇਂ ਅਨੇਕਾਂ ਸੰਕਟਾਂ ਵਿੱਚ ਫਸਿਆ ਹੋਇਆ ਹੈ। ਇਸ ਗੱਲ ਦਾ ਪਤਾ ਇੱਥੇ ਆਏ ਲੋਕਾਂ ਤੋਂ ਲੱਗਦਾ ਹੈ। ਜਦੋਂ ਇੱਥੇ ਆਏ ਲੋਕਾਂ ਨਾਲ ਗੱਲਬਾਤ ਕੀਤੀ ਤਾਂ ਉਹਨਾਂ ਕਿਹਾ ਕਿ ਇਸ ਸ਼ਹੀਦੀ ਜੋੜ ਮੇਲੇ ਰਾਹੀਂ ਹੱਕ ਸੱਚ 'ਤੇ ਪਹਿਰਾ ਦੇਣ ਦਾ ਪਾਠ ਲੈਂਦੇ ਹਾਂ। ਇਹ ਮੇਲਾ ਸਾਨੂੰ ਛੋਟੇ ਸਾਹਿਬਜ਼ਾਦਿਆਂ ਦੇ ਮਾਰਗ 'ਤੇ ਚੱਲਣ ਦੀ ਪ੍ਰੇਰਨਾ ਦਿੰਦਾ ਹੈ। ਇਸ ਲਈ ਇਹ ਮੇਲਾ ਸਾਡੇ ਲਈ ਬਹੁਤ ਅਹਿਮੀਅਤ ਰੱਖਦਾ ਹੈ।

ਸ਼ਹੀਦੀ ਜੋੜ-ਮੇਲੇ ਦੇ ਇਸ ਸਮੁੱਚੇ ਇਕੱਠ ਤੋਂ ਇਸ ਗੱਲ ਦੇ ਸੰਕੇਤ ਮਿਲਦੇ ਹਨ ਕਿ ਪੰਜਾਬ ਦੇ ਲੋਕ ਜ਼ੁਲਮ ਦਾ ਟਾਕਰਾ ਕਰਨ ਲਈ ਸਦਾ ਹੀ ਆਪਣੇ ਇਤਿਹਾਸ ਤੋਂ ਪ੍ਰੇਰਨਾ ਲੈਂਦੇ ਰਹੇ ਹਨ। ਇਹ ਮੇਲਾ ਪੰਜਾਬ ਦੇ ਲੋਕਾਂ ਵਿੱਚ ਪੈਦਾ ਹੋਏ ਸਮਾਜਿਕ, ਆਰਥਿਕ ਤੇ ਰਾਜਨੀਤਿਕ ਸੰਕਟ ਨੂੰ ਘਟਾਉਂਦਾ ਹੈ। ਇਸ ਲਾਸ਼ਾਨੀ ਸ਼ਹਾਦਤ ਨਾਲ ਸਿੱਖ ਧਰਮ ਦਾ ਗੌਰਵ ਹੋਰ ਵੀ ਵਡਮੁੱਲਾ ਹੋ ਜਾਂਦਾ ਹੈ। ਇਸ ਕਾਰਨ ਇਹ ਪੰਜਾਬ ਵਡਮੁੱਲੀ ਵਿਰਾਸਤ ਹੈ।

9.2.3 ਸਭਿਆਚਾਰ ਸੰਭਾਲ ਮੁਹਿੰਮ :

ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਇੱਕ ਵਿਲੱਖਣ ਸਭਿਆਚਾਰ ਹੈ। ਇਸਦੇ ਆਪਣੇ ਸਭਿਆਚਾਰਕ ਵਿਸ਼ੇਸ਼ ਪਹਿਲੂ ਹਨ। ਇੱਥੋਂ ਦੇ ਲੋਕਾਂ ਦਾ ਰਹਿਣ-ਸਹਿਣ, ਖਾਣ-ਪੀਣ ਅਤੇ ਕਾਰਜ ਵਿਹਾਰ ਵੱਖਰੀ ਕਿਸਮ ਦਾ ਹੈ। ਇਹਨਾਂ ਸਭ ਵਿਚਾਰਾਂ ਨੂੰ ਲੈ ਕੇ ‘ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਸੰਭਾਲ ਸੰਸਥਾ’ ਵੱਲੋਂ ਇੱਕ ਸਭਿਆਚਾਰ ਸੰਭਾਲ ਮੁਹਿੰਮ ਚਲਾਈ ਗਈ। ਇਹ ਮੁਹਿੰਮ ਇਸ ਸੰਸਥਾ ਦੁਆਰਾ ਸਮੁੱਚੇ ਪੰਜਾਬ ਵਿੱਚ ਸ਼ੁਰੂ ਕੀਤੀ। ਇਸ ਵਿੱਚ ਪੰਜਾਬ ਦੇ ਲੋਕਾਂ ਨੂੰ ਆਪਣੇ ਸਭਿਆਚਾਰਕ ਗੌਰਵ ਤੋਂ ਜਾਗਰੂਕ ਕੀਤਾ ਗਿਆ। ਇਸ ਸੰਸਥਾ ਦੇ ਮੁਖੀ ਨੇ ਪੰਜਾਬ ਦੇ ਵੱਖ-ਵੱਖ ਥਾਵਾਂ 'ਤੇ ਜਾ ਕੇ ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਬਾਰੇ ਵਿਚਾਰ-

ਚਰਚਾ ਕੀਤੀ। ਉਹਨਾਂ ਲੋਕਾਂ ਨੂੰ ਸੰਬੋਧਨ ਕਰਦੇ ਹੋਏ ਕਿਹਾ, “ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਇੱਕ ਵਿਲੱਖਣ ਸਭਿਆਚਾਰ ਹੈ। ਇਸਦੀ ਆਪਣੀ ਖੂਬਸੂਰਤੀ ਹੈ। ਇਸਦੇ ਲੋਕਾਂ ਦੀ ਆਪਣੀ ਇੱਕ ਵੱਖਰੀ ਜੀਵਨ ਜਾਚ ਹੈ। ਇਸ ਕਰਕੇ ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਪ੍ਰਤੀ ਜਾਗਰੂਕ ਹੋਣਾ ਹਰ ਪੰਜਾਬੀ ਬਾਸ਼ਿੰਦੇ ਦਾ ਫ਼ਰਜ਼ ਹੈ।”

ਇਸ ਸੰਸਥਾ ਵੱਲੋਂ ਚਲਾਈ ਗਈ ਇਹ ਮੁਹਿੰਮ ਕਈ ਪੱਖਾਂ ਤੋਂ ਵਿਚਾਰਨਯੋਗ ਹੈ। ਜਦੋਂ ਅਸੀਂ ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਬਾਰੇ ਗੱਲ ਕਰਦੇ ਹਾਂ ਤਾਂ ਇਸ ਵਿੱਚ ਧਰਮ, ਰਿਸ਼ਤੇ, ਪਹਿਰਾਵਾ, ਖਾਣ-ਪੀਣ ਆਦਿ ਸੰਬੰਧੀ ਦੇਖਦੇ ਹਾਂ। ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਵਿੱਚ ਚਾਚਾ, ਤਾਇਆ, ਮਾਮਾ, ਭੂਆ, ਫੁੱਫੜ ਆਦਿ ਰਿਸ਼ਤਿਆਂ ਦੇ ਵੱਖੋ-ਵੱਖਰੇ ਮਾਅਨੇ ਹਨ। ਇਸੇ ਤਰ੍ਹਾਂ ਪੰਜਾਬ ਦੇ ਖਾਸ ਮੌਸਮ ਕਾਰਨ ਇੱਥੋਂ ਦੇ ਖੁੱਲ੍ਹੇ-ਫੁੱਲ੍ਹੇ ਪਹਿਰਾਵੇ ਦੇ ਆਪਣੇ ਮਾਅਨੇ ਹਨ। ਇਹਨਾਂ ਸਭ ਪੱਖਾਂ ਤੋਂ ਜਦੋਂ ਪੰਜਾਬ ਸਭਿਆਚਾਰ ਨੂੰ ਅਸੀਂ ਵੇਖਦੇ ਹਾਂ ਤਾਂ ਇਸ ਵਿੱਚ ਕੁੱਝ ਬੇਲੋੜੇ ਪਰਿਵਰਤਨ ਵਾਪਰੇ ਹਨ। ਸਭਿਆਚਾਰ ਇੱਕ ਗਤੀਸ਼ੀਲ ਰੂਪਾਂਤਰਨ ਦਾ ਵਰਤਾਰਾ ਹੈ। ਸਮੇਂ ਦੀ ਗਤੀ ਨੂੰ ਕੋਈ ਰੋਕ ਨਹੀਂ ਸਕਦਾ। ਪਰ ਸਾਨੂੰ ਸਾਡੇ ਸਭਿਆਚਾਰ ਦੇ ਚੰਗੇ ਗੁਣਾਂ ਬਾਰੇ ਸੁਚੇਤ ਜ਼ਰੂਰ ਹੋਣਾ ਚਾਹੀਦਾ ਹੈ। ਸਭਿਆਚਾਰ ਨੂੰ ਬਚਾਉਣਾ ਜਾਂ ਸੰਭਾਲਣਾ ਇੱਕ ਬਹੁਤ ਵੱਡਾ ਸਵਾਲ ਹੈ। ਸਭਿਆਚਾਰ ਸੰਸਥਾ ਵੱਲੋਂ ਪੰਜਾਬ ਵਿੱਚ ਕੀਤੇ ਇਸ ਜਾਗਰੂਕਤਾ ਮਾਰਚ ਵਿੱਚ ਵੱਖੋ-ਵੱਖਰੇ ਪੱਖ ਸਾਹਮਣੇ ਆਏ ਹਨ। ਜਦੋਂ ਨੌਜਵਾਨਾਂ ਨੂੰ ਸਭਿਆਚਾਰ ਸੰਬੰਧੀ ਪੁੱਛਿਆ ਗਿਆ ਤਾਂ ਉਹਨਾਂ ਦੇ ਵਿਚਾਰ ਸੀ ਕਿ ਹਰ ਬੰਦੇ ਨੂੰ ਨਵੀਨਤਾ ਅਪਣਾਉਣੀ ਚਾਹੀਦੀ ਹੈ। ਪਰ ਇੱਕ ਬਜ਼ੁਰਗ ਦਾ ਇਸ ਤੋਂ ਵੱਖਰਾ ਵਿਚਾਰ ਸੀ। ਇਹ ਬਜ਼ੁਰਗ ‘ਅੰਕਲ’ ਜਿਹੇ ਰਿਸ਼ਤਿਆਂ ਨੂੰ ਸਵੀਕਾਰ ਨਾ ਕਰਦੇ ਦਿਖਾਈ ਦਿੱਤੇ। ਉਹਨਾਂ ਦੇ ਵਿਚਾਰਾਂ ਵਿੱਚ ਚਾਚਾ, ਤਾਇਆ, ਭੂਆ, ਫੁੱਫੜ ਆਦਿ ਰਿਸ਼ਤਿਆਂ ਦੀ ਇੱਕ ਆਪਣੀ ਅਹਿਮੀਅਤ ਹੈ ਜੋ ‘ਅੰਕਲ’ ‘ਆਂਟੀ’ ਸ਼ਬਦਾਂ ਰਾਹੀਂ ਨਹੀਂ ਦਿਖਾਈ ਜਾ ਸਕਦੀ। ਇਸ ਸਭਿਆਚਾਰ ਸੰਸਥਾ ਦੀ ਇਹਨਾਂ ਪੱਖਾਂ ਤੋਂ ਇਹ ਖ਼ਾਸੀਅਤ ਰਹੀ ਕਿ ਇਸਨੇ ਲੋਕਾਂ ਵਿੱਚ ਜਾ ਕੇ ਅਜਿਹੇ ਮਸਲੇ ਉਠਾਏ।

ਸਭਿਆਚਾਰ ਸੰਸਥਾ ਵੱਲੋਂ ਕੁਝ ਨਵੇਂ ਨੁਕਤੇ ਉਭਰਦੇ ਹਨ ਕਿ ਆਧੁਨਿਕ ਸਮੇਂ ਵਿੱਚ ਉਪ ਸਭਿਆਚਾਰਕ ਲਘੂ ਪਛਾਣਾਂ ਨੂੰ ਸੰਭਾਲਣ ਵੱਲ ਯਤਨ ਹੋਏ ਹਨ। ਸੰਸਾਰ ਪੱਧਰ ’ਤੇ ਇਹ ਉਪ-ਸਭਿਆਚਾਰਕ ਪਛਾਣਾਂ ਕੇਂਦਰ ਵਿੱਚ ਆਈਆਂ ਹਨ। ਇਸ ਕਰਕੇ ਸੰਸਾਰ ਦੇ ਕਿਸੇ ਵੀ ਹਿੱਸੇ ਵਿੱਚ ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਨਾਲ ਸੰਬੰਧਿਤ ਵਸਤੂਆਂ ਦੀ ਉਪਲਬਧੀ ਹੁੰਦੀ ਹੈ। ਇਹ ਦੋਰ ਇਸ ਗੱਲ ’ਤੇ ਜ਼ੋਰ ਦਿੰਦਾ ਹੈ ਕਿ ਸੰਸਾਰ ਵਿੱਚ ਵਿਕਾਸ ਕਰਨ ਲਈ ਇਸ ਗੱਲ ’ਤੇ ਜ਼ੋਰ ਦਿੱਤਾ ਜਾਵੇ ਕਿ ਇਹਨਾਂ ਲਘੂ ਪਛਾਣਾਂ ਨੂੰ ਮਿਟਾਉਣਾ ਨਹੀਂ ਚਾਹੀਦਾ। ਸਗੋਂ ਇਹਨਾਂ ਰਾਹੀਂ ਸਾਰੇ ਸੰਸਾਰ ਨੂੰ ਵਿਕਾਸ ਵੱਲ ਲਿਜਾਣਾ ਚਾਹੀਦਾ ਹੈ। ਇਸ ਸਭਿਆਚਾਰ ਸੰਸਥਾ ਦੀ ਅਜਿਹੀ ਚਰਚਾ ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਲਈ ਚੰਗੇ ਨਤੀਜੇ ਪ੍ਰਾਪਤ ਕਰੇਗੀ। ਸਥਾਨਕ ਲੋਕਾਂ ਨੇ ਸਭਿਆਚਾਰ ਸੰਬੰਧੀ ਕੀਤੇ ਜਾ ਰਹੇ ਇਹਨਾਂ ਉਪਰਾਲਿਆਂ ਦੀ ਰੱਜ ਕੇ ਪ੍ਰਸ਼ੰਸਾ ਕੀਤੀ।

9.2.4 ਵਹਿਮ-ਭਰਮ ਸੰਬੰਧੀ ਵਿਗਿਆਨਕ ਚੇਤਨਾ ਸਮਾਰੋਹ :

ਵਹਿਮ-ਭਰਮ ਦਾ ਹੋਣਾ ਸਾਡੇ ਸਮਾਜ ਵਿੱਚ ਸਭ ਤੋਂ ਵੱਡੀ ਬੁਰਾਈ ਹੈ। ਜਦੋਂ ਕੋਈ ਵਿਅਕਤੀ ਕੁਦਰਤੀ ਸ਼ਕਤੀਆਂ ਦੇ ਡਰ ਤੋਂ ਬਚਾਅ ਕਰਨ ਲਈ ਉਪਾਅ ਕਰਦਾ ਹੈ ਤਾਂ ਅਸਲ ਵਿੱਚ ਉਹ ਵਹਿਮ-ਭਰਮ ਦਾ ਸ਼ਿਕਾਰ ਹੋ ਜਾਂਦਾ ਹੈ। ਇਹਨਾਂ

ਵਹਿਮਾਂ-ਭਰਮਾਂ ਵਿੱਚ ਫਸਿਆ ਬੰਦਾ ਥਾਂ-ਥਾਂ ਠੇਕਰਾਂ ਖਾਂਦਾ ਫਿਰਦਾ ਹੈ। ਅਸਲ ਵਿੱਚ ਇਹਨਾਂ ਵਹਿਮਾਂ-ਭਰਮਾਂ ਦੀ ਬੁਨਿਆਦ ਡਰ ਹੈ। ਇਹ ਮਨੁੱਖ ਦਾ ਜੀਣ ਦਾ ਮਸਲਾ ਹੋਣ ਕਾਰਨ ਕਈ ਵਾਰ ਦੂਜੇ ਮਨੁੱਖਾਂ ਜਾਂ ਆਂਢੀਆਂ-ਗੁਆਂਢੀਆਂ ਲਈ ਬੁਰੀ ਘਟਨਾ ਦਾ ਕਾਰਨ ਬਣ ਜਾਂਦਾ ਹੈ। ਇਸੇ ਆਂਢੀਆਂ-ਗੁਆਂਢੀਆਂ ਨਾਲ ਸੰਬੰਧਿਤ ਸੰਗਰੂਰ ਵਿੱਚ ਵਹਿਮਾਂ-ਭਰਮਾਂ ਨੂੰ ਲੈ ਕੇ ‘ਵਹਿਮ-ਭਰਮ ਵਿਗਿਆਨਕ ਚੇਤਨਾ’ ਸਮਾਰੋਹ ਕੀਤਾ ਗਿਆ। ਇਸ ਸਮਾਰੋਹ ਵਿੱਚ ਪੰਜਾਬ ਤਰਕਸ਼ੀਲ ਸੁਸਾਇਟੀ ਦੇ ਮੈਂਬਰ ਤੇ ਪ੍ਰਧਾਨ ਸ਼ਾਮਲ ਹੋਏ। ਉਹਨਾਂ ਨੇ ਲੋਕਾਂ ਨੂੰ ਵਹਿਮਾਂ-ਭਰਮਾਂ ਤੋਂ ਦੂਰ ਰਹਿਣ ਦੇ ਵਿਚਾਰ ਦਿੱਤੇ। ਉਹਨਾਂ ਨੇ ਕਿਹਾ ਕਿ ਵਹਿਮ-ਭਰਮ, ਸ਼ਗਨ-ਅਪਸ਼ਗਨ ਆਦਿ ਦੇ ਵਿਚਾਰ ਸਮਾਜਕ ਵਿਕਾਸ ਵਿੱਚ ਖੜੋਤ ਦਾ ਕਾਰਨ ਬਣਦੇ ਹਨ। ਇਸ ਵਿੱਚ ਟੂਣੇ ਆਦਿ ਕਰਨ ਨਾਲ ਭਾਈਚਾਰਾ ਟੁੱਟ ਜਾਂਦਾ ਹੈ। ਇਸ ਲਈ ਵਹਿਮਾਂ-ਭਰਮਾਂ ਤੋਂ ਲੋਕਾਂ ਨੂੰ ਦੂਰ ਰਹਿਣਾ ਚਾਹੀਦਾ ਹੈ।

ਇਸ ਚਰਚਾ ਵਿੱਚ ਇਕ ਹੋਰ ਬੁਲਾਰੇ ਨੇ ਵਹਿਮਾਂ-ਭਰਮਾਂ ਸੰਬੰਧੀ ਲੰਮੀ ਵਿਚਾਰ ਚਰਚਾ ਕੀਤੀ। ਇਸ ਆਧਾਰ ’ਤੇ ਕੁਝ ਖਾਸ ਗੱਲਾਂ ਨਿਕਲ ਕੇ ਸਾਹਮਣੇ ਆਈਆਂ ਕਿ ਮਨੁੱਖ ਨੂੰ ਇਸ ਤਰ੍ਹਾਂ ਦੇ ਵਹਿਮ ਨਹੀਂ ਕਰਨੇ ਚਾਹੀਦੇ ਜਿਵੇਂ ਕਿਸੇ ਦੇ ਕੰਮ ’ਤੇ ਜਾਣ ਲੱਗੇ ਜੇ ਕੁੱਤਾ ਕੰਨ ਮਾਰੇ ਜਾਂ ਕੋਈ ਛਿੱਕ ਮਾਰੇ, ਖਾਲੀ ਟੇਕਰਾ ਜਾਂ ਘੜਾ ਮਿਲ ਜਾਵੇ ਤਾਂ ਮਨੁੱਖ ਨੂੰ ਵਹਿਮ ਹੋ ਜਾਂਦਾ ਹੈ।

ਪਰ ਇਹਨਾਂ ਵਹਿਮਾਂ ਦਾ ਕੋਈ ਵਿਗਿਆਨਕ ਆਧਾਰ ਨਹੀਂ ਹੈ। ਇਸ ਕਰਕੇ ਮਨੁੱਖ ਨੂੰ ਇਹਨਾਂ ਦੇ ਚੱਕਰ ਵਿੱਚ ਨਹੀਂ ਪੈਣਾ ਚਾਹੀਦਾ। ਪਰ ਸਾਡੇ ਸਮਾਜ ਵਿੱਚ ਇਸ ਤੋਂ ਉਲਟ ਹੋ ਰਿਹਾ ਹੈ। ਇੱਥੇ ਲੋਕ ਦਿਨਾਂ, ਪਸ਼ੂਆਂ, ਗ੍ਰਹਿਆਂ, ਦਿਸ਼ਾਵਾਂ ਆਦਿ ਬਾਰੇ ਵਹਿਮਾਂ ਵਿੱਚ ਫਸੇ ਹੋਏ ਹਨ। ਵਹਿਮਾਂ ਵਿੱਚ ਫਸਣ ਦਾ ਕਾਰਨ ਲੋਕਾਂ ਵਿੱਚ ਅਨਪੜ੍ਹਤਾ ਤੇ ਅਗਿਆਨਤਾ ਹੈ। ਇਸ ਅਨਪੜ੍ਹਤਾ ਕਾਰਨ ਇਹ ਮਾਸੂਮ ਲੋਕ ਸਾਧਾ-ਸੰਤਾਂ ਦੇ ਚੱਕਰ ਵਿੱਚ ਪੈ ਜਾਂਦੇ ਹਨ। ਇਹ ਉਹਨਾਂ ਦੇ ਦੱਸੇ ਅਨੁਸਾਰ ਉਪਾਅ ਕਰਦੇ ਹਨ। ਜਿਸ ਕਰਕੇ ਇਹਨਾਂ ਦਾ ਬਹੁਤ ਸਾਰਾ ਪੈਸਾ ਅਤੇ ਸਮਾਂ ਖਰਾਬ ਹੋ ਜਾਂਦਾ ਹੈ। ਜਦਕਿ ਸਮੱਸਿਆ ਕਿਤੇ ਹੋਰ ਪਈ ਹੁੰਦੀ ਹੈ। ਪਿੰਡ ਦੀ ਇੱਕ ਬਜ਼ੁਰਗ ਔਰਤ ਨੇ ਆਪਣੇ ਨਿੱਜੀ ਅਨੁਭਵ ਸਾਂਝੇ ਕੀਤੇ ਤਾਂ ਹੈਰਾਨੀਜਨਕ ਤੱਥ ਸਾਹਮਣੇ ਆਏ। ਉਸ ਬਜ਼ੁਰਗ ਔਰਤ ਨੇ ਕਿਹਾ, “ਮੈਂ ਆਪਣੇ ਘਰ ਵਿੱਚ ਜੀਆਂ ਦੀ ਸੁੱਖ-ਸਮ੍ਰਿਧੀ ਲਈ ਤਰ੍ਹਾਂ-ਤਰ੍ਹਾਂ ਦੇ ਵਹਿਮ-ਭਰਮ ਕਰਦੀ ਸੀ। ਇਹਨਾਂ ਵਹਿਮਾਂ-ਭਰਮਾਂ ਕਾਰਨ ਮੇਰੇ ਮਨ ਵਿੱਚ ਡਰ ਬਹੁਤ ਰਹਿੰਦਾ ਸੀ। ਪਰ ਮੇਰੀ ਨਹੁੰ ਪੜ੍ਹੀ-ਲਿਖੀ ਹੋਣ ਕਾਰਨ ਮੈਂ ਇਹਨਾਂ ਵਹਿਮਾਂ-ਭਰਮਾਂ ਵਿੱਚੋਂ ਨਿਕਲ ਸਕੀ। ਹੁਣ ਮੈਨੂੰ ਇਸ ਗੱਲ ਦੀ ਖੁਸ਼ੀ ਹੈ ਕਿ ਮੈਂ ਬਹੁਤ ਜ਼ਿਆਦਾ ਅੰਧ-ਵਿਸ਼ਵਾਸ ਵਿੱਚ ਯਕੀਨ ਨਹੀਂ ਰੱਖਦੀ। ਇਸੇ ਤਰ੍ਹਾਂ ਗੁਰੂ ਘਰ ਦੇ ਇੱਕ ਪਾਠੀ ਸਿੰਘ ਨੇ ਗੁਰੂ ਨਾਨਕ ਦੀ ਬਾਣੀ ਵਿੱਚੋਂ ਮਿਸਾਲ ਦੇ ਕੇ ਗੱਲ ਸਮਝਾਈ ਕਿ ਭਲੇ ਲੋਕੇ ! ਸਾਡੇ ਬਾਬਾ ਨਾਨਕ ਨੇ ਆਪਣੀ ਇੱਕ ਬਾਣੀ ਬਾਰਾਂਮਾਹ ਰਾਗ ਤੁਖਾਰੀ ਵਿੱਚ ਇਹਨਾਂ ਵਹਿਮਾਂ-ਭਰਮਾਂ ਵਿੱਚੋਂ ਨਿਕਲਣ ਸੰਬੰਧੀ ਗੱਲ ਕਰਦੇ ਹੋਏ ਲਿਖਿਆ ਹੈ ਕਿ “ਬੇਦਸ ਮਾਹ ਰੁੱਤੀ ਥਿਤੀ ਵਾਰ ਭਲੇ” ਭਾਵ ਸਾਰੇ ਦਿਨ, ਮਹੀਨੇ, ਰੁੱਤਾਂ, ਥਿਤਾਂ ਭਲੀਆਂ ਹਨ। ਸੋ ਕਿਸੇ ਕਿਸਮ ਦਾ ਵਹਿਮ ਨਾ ਕਰਕੇ ਮਨੁੱਖ ਨੂੰ ਡਰ ਰਹਿਤ ਜੀਵਨ ਜਿਊਣ ਦਾ ਉਪਦੇਸ਼ ਦਿੱਤਾ ਹੈ।

ਇਸ ਵਿਗਿਆਨਕ ਚੇਤਨਾ ਸਮਾਰੋਹ ਦਾ ਸਥਾਨਕ ਲੋਕਾਂ ਨੂੰ ਬਹੁਤ ਫ਼ਾਇਦਾ ਹੋਇਆ। ਇੱਥੇ ਆਏ ਮਹਿਮਾਨ ਬੁਲਾਰਿਆਂ ਤੋਂ ਇਹਨਾਂ ਲੋਕਾਂ ਨੇ ਵਿਗਿਆਨਕ ਵਿਚਾਰ ਸੁਣੇ ਅਤੇ ਸਮੁੱਚੇ ਰੂਪ ਵਿੱਚ ਨੌਜਵਾਨ ਪੀੜ੍ਹੀ ਨੇ ਇਸ ਵਿਚਾਰ-ਚਰਚਾ ਤੋਂ ਬਹੁਤ ਖੁਸ਼ੀ ਪ੍ਰਗਟ ਕੀਤੀ। ਉਹਨਾਂ ਆਪਣੀ ਆਉਣ ਵਾਲੀ ਪੀੜ੍ਹੀ ਨੂੰ ਵਹਿਮਾਂ-ਭਰਮਾਂ ਤੋਂ ਨਿਰਲੇਪ ਰਹਿਣ ਦੀ ਗੱਲ ਕੀਤੀ। ਇਹ ਵਿਗਿਆਨਕ ਚੇਤਨਾ ਸਮਾਜ ਵਿੱਚ ਇੱਕ ਚੰਗਾ ਸੰਦੇਸ਼ ਦੇ ਗਈ। ਕਿਉਂਕਿ ਇੱਕ ਸਿਹਤਮੰਦ ਸਮਾਜ ਲਈ ਵਹਿਮਾਂ-ਭਰਮਾਂ ਤੋਂ ਦੂਰ ਹੋਣਾ ਬਹੁਤ ਜ਼ਰੂਰੀ ਹੈ। ਅਜਿਹੇ ਪੱਖਾਂ ਤੋਂ ਇਹ ਵਿਗਿਆਨਕ ਚੇਤਨਾ ਲਾਮਿਸਾਲ ਕਾਰਜ ਹੋ ਨਿੱਬੜੀ।

9.2.5 ਪੰਜਾਬ ਪੱਧਰੀ ਕਬੱਡੀ ਕੱਪ ਦੇ ਆਗਾਜ਼ ਸੰਬੰਧੀ ਇਕ ਰਿਪੋਰਟ :

ਪੰਜਾਬ ਦੇ ਵਿਰਾਸਤੀ ਖੇਡ ਕਬੱਡੀ ਕੱਪ ਦਾ ਆਗਾਜ਼ ਜ਼ਿਲ੍ਹਾ ਗੁਰਦਾਸਪੁਰ ਦੇ ਬਟਾਲਾ ਵਿਖੇ ਕੀਤਾ ਗਿਆ। ਇਸ ਕਬੱਡੀ ਕੱਪ ਵਿੱਚ ਪੰਜਾਬ ਦੀਆਂ ਨਾਮੀ ਟੀਮਾਂ ਭਾਗ ਲੈ ਰਹੀਆਂ ਹਨ। ਸਥਾਨਕ ਲੋਕਾਂ ਦਾ ਮੰਨਣਾ ਹੈ ਕਿ ਇਹ ਕਬੱਡੀ ਕੱਪ ਇਲਾਕੇ ਨੂੰ ਨਵੀਂ ਪਹਿਚਾਣ ਦਿਵਾਏਗਾ। ਇਸ ਕਰਕੇ ਇਲਾਕੇ ਦੇ ਲੋਕਾਂ ਵਿੱਚ ਭਾਰੀ ਉਤਸ਼ਾਹ ਨਜ਼ਰ ਆਇਆ। ਇਸ ਕੱਪ ਨੂੰ ਜਿੱਤਣ ਵਾਲੀ ਟੀਮ ਨੂੰ 5 ਲੱਖ ਰੁਪਏ ਇਨਾਮ ਦਿੱਤਾ ਜਾਵੇਗਾ। ਬਟਾਲਾ ਸਪੋਰਟਸ ਕਲੱਬ ਨੇ ਇਸ ਕੱਪ ਲਈ ਸਮੁੱਚਾ ਆਯੋਜਨ ਕੀਤਾ ਹੈ। ਇਸ ਮੌਕੇ 'ਤੇ ਪੰਜਾਬ ਦੇ ਖੇਡ ਮੰਤਰੀ ਨੇ ਉਚੇਚੇ ਤੌਰ 'ਤੇ ਸ਼ਿਰਕਤ ਕੀਤੀ। ਉਹਨਾਂ ਆਪਣੇ ਸੰਬੋਧਨ ਵਿੱਚ ਕਿਹਾ ਨੌਜਵਾਨਾਂ ਨੂੰ ਨਿਰੋਗ ਰਹਿਣ ਲਈ ਖੇਡਾਂ ਵੱਲ ਧਿਆਨ ਦੇਣਾ ਚਾਹੀਦਾ ਹੈ। ਮੈਂ ਚਾਹੁੰਦਾ ਹਾਂ ਕਿ ਪੰਜਾਬ ਦੇ ਖਿਡਾਰੀ ਸੰਸਾਰ ਭਰ ਵਿੱਚ ਪ੍ਰਸਿੱਧੀ ਪਾਉਣ। ਸਾਰੀ ਚਰਚਾ ਵਿੱਚ ਉਹਨਾਂ ਨੇ ਸਰਕਾਰ ਵੱਲੋਂ ਇਹ ਵਚਨਬੱਧਤਾ ਦਰਸਾਈ ਕਿ ਪੰਜਾਬ ਸਰਕਾਰ ਖੇਡਾਂ ਨੂੰ ਉਤਸ਼ਾਹਿਤ ਕਰਨ ਲਈ ਵਿਸ਼ੇਸ਼ ਨੀਤੀ ਅਪਨਾ ਰਹੀ ਹੈ। ਇਸ ਕੱਪ ਵਿੱਚ ਭਾਗ ਲੈਣ ਵਾਲੇ ਖਿਡਾਰੀਆਂ ਨਾਲ ਖੇਡ ਮੰਤਰੀ ਨੇ ਲੰਮੀ ਗੱਲਬਾਤ ਵੀ ਕੀਤੀ। ਖਿਡਾਰੀ ਇਸ ਗੱਲਬਾਤ ਨਾਲ ਸੰਤੁਸ਼ਟ ਨਜ਼ਰ ਆ ਰਹੇ ਸਨ।

ਬਟਾਲਾ ਸਪੋਰਟਸ ਕਲੱਬ ਦੇ ਪ੍ਰਧਾਨ ਨੇ ਖਿਡਾਰੀਆਂ ਨੂੰ ਉਤਸ਼ਾਹਿਤ ਕਰਨ ਲਈ ਇਲਾਕੇ ਦੇ ਲੋਕਾਂ ਦਾ ਸਹਿਯੋਗ ਮੰਗਿਆ। ਉਹਨਾਂ ਕਿਹਾ ਕਿ ਕਬੱਡੀ ਦੇ ਖੇਡ ਪੰਜਾਬੀ ਇਲਾਕੇ ਦੀ ਪਹਿਚਾਣ ਹੈ। ਜੇਕਰ ਨੌਜਵਾਨ ਖੇਡਾਂ ਵਿੱਚ ਭਾਗ ਲੈਣਗੇ ਤਾਂ ਉਹ ਤੰਦਰੁਸਤ ਜੀਵਨ ਜਿਉਂ ਸਕਣਗੇ। ਉਹਨਾਂ ਨਵੀਂ ਪੀੜ੍ਹੀ ਦੇ ਬੱਚਿਆਂ ਨੂੰ ਨਸ਼ੇ ਤੋਂ ਦੂਰ ਰਹਿਣ ਲਈ ਕਿਹਾ। ਕਬੱਡੀ ਕੱਪ ਉੱਤੇ ਆਏ ਜਦੋਂ ਲੋਕਾਂ ਕੋਲੋਂ ਵਿਚਾਰ ਲਏ ਗਏ ਤਾਂ ਉਹਨਾਂ ਦੀ ਰਾਏ ਰਲਵੀਂ-ਮਿਲਵੀਂ ਸੀ। ਉਹਨਾਂ ਦਾ ਕਹਿਣਾ ਸੀ ਕਿ ਬਟਾਲਾ ਸ਼ਹਿਰ ਵਿੱਚ ਕਾਫ਼ੀ ਤਕੜੇ ਖਿਡਾਰੀ ਪੈਦਾ ਹੋਏ ਹਨ, ਪਰ ਯੋਜਨਾਬੰਦੀ ਦੀ ਘਾਟ ਕਾਰਨ ਇਹਨਾਂ ਖਿਡਾਰੀਆਂ ਦੀ ਆਰਥਿਕ ਮਦਦ ਨਹੀਂ ਹੋ ਸਕੀ। ਇਸ ਕਬੱਡੀ ਕੱਪ ਵਿੱਚ ਪੰਜਾਬ ਦੇ ਕਈ ਗਾਇਕਾਂ ਨੇ ਆਪਣਾ ਅਖਾੜਾ ਵੀ ਲਗਾਉਣਾ ਹੈ। ਇਹ ਖੇਡ ਸਮਾਰੋਹ ਤਿੰਨ ਰੋਜ਼ਾ ਹੈ। ਇਲਾਕੇ ਦੇ ਲੋਕਾਂ ਵਿੱਚ ਇਸਨੂੰ ਦੇਖਣ ਲਈ ਭਾਰੀ ਉਤਸ਼ਾਹ ਨਜ਼ਰ ਆਇਆ।

9.2.6 ਤੀਆਂ ਦਾ ਤਿਉਹਾਰ :

ਪੰਜਾਬ ਮੇਲੇ ਅਤੇ ਤਿਉਹਾਰਾਂ ਦੀ ਧਰਤੀ ਹੈ। ਇੱਥੇ ਹਰ ਦਿਨ, ਹਰ ਮਹੀਨੇ ਕੋਈ ਨਾ ਕੋਈ ਤਿਉਹਾਰ ਹੁੰਦਾ ਹੈ। ਤੀਆਂ ਦਾ ਤਿਉਹਾਰ ਪੰਜਾਬ ਦੀ ਸਭਿਆਚਾਰਕ ਵਿਲੱਖਣਤਾ ਦਾ ਖਾਸ ਗੁਣ ਹੈ। ਅਸਲ ਵਿੱਚ ਤੀਆਂ ਦਾ ਤਿਉਹਾਰ ਧੀਆਂ ਲਈ ਹੁੰਦਾ ਹੈ। ਇਸੇ ਸਿਲਸਿਲੇ ਵਿੱਚ ਜਿਲਾਂ ਸੰਗਰੂਰ ਦੇ ਪਿੰਡ ਰਾਜੇਮਾਜਰਾ ਦੀ ਸਭਿਆਚਾਰਕ ਸੁਸਾਇਟੀ ਦੁਆਰਾ ਤੀਆਂ ਦਾ ਤਿਉਹਾਰ ਮਨਾਇਆ ਗਿਆ। ਸਾਉਣ ਮਹੀਨੇ ਦੀ ਤੀਜ ਨੂੰ ਇਸਦਾ ਆਰੰਭ ਕੀਤਾ ਗਿਆ ਸੀ। ਤੀਆਂ ਦਾ ਇਹ ਤਿਉਹਾਰ 12 ਦਿਨ ਤੱਕ ਪਿੰਡ ਵਿੱਚ ਮਨਾਇਆ ਗਿਆ। ਇਹਨਾਂ ਦਿਨਾਂ ਵਿੱਚ ਮੁਟਿਆਰਾਂ ਨੇ ਆਪਣੇ ਸਹੁਰੇ ਘਰ ਤੋਂ ਪੈਕੇ ਘਰ ਆ ਕੇ ਤੀਆਂ ਮਨਾਈਆਂ। ਇਹਨਾਂ ਤੀਆਂ ਨੂੰ ਪਿੱਪਲਾਂ ਦੀ ਛਾਵੇਂ ਪੀਂਘਾਂ ਪਾ ਕੇ ਝੂਟਿਆਂ। ਕੁੜੀਆਂ ਨੇ ਆਪਣੀਆਂ ਸਹੇਲੀਆਂ ਨਾਲ ਗਿੱਧੇ ਪਾਏ ਅਤੇ ਚਾਅ ਮਨਾਏ। ਇਸ ਮੌਕੇ ਗਿੱਧੇ ਦੀਆਂ ਬੋਲੀਆਂ ਨੇ ਮਾਹੌਲ ਵਿੱਚ ਚਾਰ ਚੰਦ ਲਾਏ। ਇੱਕ ਕੁੜੀ ਨੇ ਬੋਲੀ ਪਾਉਂਦੇ ਹੋਏ ਕਿਹਾ :

ਸਾਉਣ ਦੀ ਮੈਂ ਵੰਡਾ ਸੀਰਨੀ

ਭਾਦੋਂ ਚੰਦਰੀ ਵਿਛੋੜੇ ਪਾਵੇ।

ਇਸ ਮੌਕੇ 'ਤੇ ਸਾਰੀਆਂ ਮੁਟਿਆਰਾਂ ਹੱਸ-ਹੱਸ ਚਾਅ ਮਨਾ ਰਹੀਆਂ ਸਨ। ਚਾਅ ਮਨਾਉਣ ਦੀ ਇਹ ਰੁੱਤ ਕੁੜੀਆਂ ਦੀ ਖੁਸ਼ੀ ਨੂੰ ਹੋਰ ਵਧਾ ਰਹੀ ਸੀ। ਇਸ ਪ੍ਰੋਗਰਾਮ ਵਿੱਚ ਸਭਿਆਚਾਰਕ ਸੁਸਾਇਟੀ ਦੇ ਪ੍ਰਧਾਨ ਨੇ ਸੰਗਰੂਰ ਕਾਲਜ ਦੀ ਪ੍ਰੋਫੈਸਰ ਸਾਹਿਬਾਂ ਨੂੰ ਸੱਦਾ ਦਿੱਤਾ ਸੀ। ਪ੍ਰੋਫੈਸਰ ਸਾਹਿਬਾਂ ਨੇ ਮੁਟਿਆਰਾਂ ਨਾਲ ਤੀਆਂ ਦੇ ਤਿਉਹਾਰ ਦੀ ਸਾਰਥਿਕਤਾ ਬਾਰੇ ਗੱਲਬਾਤ ਕੀਤੀ। ਉਹਨਾਂ ਕਿਹਾ ਕਿ ਤੀਆਂ ਦਾ ਤਿਉਹਾਰ ਕੁੜੀਆਂ ਦੇ ਚਾਵਾਂ ਨੂੰ ਮਨਾਉਣ ਦਾ ਤਿਉਹਾਰ ਤਾਂ ਹੈ ਹੀ ; ਸਗੋਂ ਇਹ ਆਪਸੀ ਰਿਸ਼ਤੇ ਦੀਆਂ ਤੰਦਾਂ ਨੂੰ ਵਿਖਾਉਣ ਦਾ ਤਿਉਹਾਰ ਵੀ ਹੈ। ਪਰ ਅੱਜ ਦੁੱਖ ਨਾਲ ਕਹਿਣਾ ਪੈ ਰਿਹਾ ਹੈ ਕਿ ਅੱਜ ਸਮੇਂ ਦੀ ਰਫ਼ਤਾਰ ਨੇ ਇਸਨੂੰ ਕਿਨਾਰੇ 'ਤੇ ਕਰ ਦਿੱਤਾ ਹੈ। ਉਹਨਾਂ ਕਿਹਾ ਹੁਣ ਇਹ ਤਿਉਹਾਰ ਇੰਨੇ ਚਾਵਾਂ ਨਾਲ ਨਹੀਂ ਮਨਾਇਆ ਜਾਂਦਾ ਹੈ। ਪਿੰਡ ਦੇ ਸਥਾਨਕ ਲੋਕਾਂ ਦਾ ਕਹਿਣਾ ਸੀ ਕਿ ਮੇਬਾਈਲ ਫ਼ੋਨ ਆਦਿ ਸੰਚਾਰ ਸਾਧਨਾਂ ਦੇ ਆਉਣ ਨਾਲ ਸਾਡੇ ਵਿਰਾਸਤੀ ਤਿਉਹਾਰਾਂ ਨੂੰ ਨੁਕਸਾਨ ਪਹੁੰਚਿਆ ਹੈ। ਇਹ ਤਿਉਹਾਰ ਆਪਸੀ ਸਾਂਝ ਤੇ ਭਾਈਚਾਰਕ ਏਕਤਾ ਦੇ ਪ੍ਰਤੀਕ ਸਨ। ਇਹਨਾਂ ਤਿਉਹਾਰਾਂ ਨੂੰ ਭੁੱਲਣਾ ਅਸਲ ਵਿੱਚ ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਦੇ ਵਿਰਸੇ ਨੂੰ ਭੁੱਲਣਾ ਹੈ। ਇੱਕ ਬਜ਼ੁਰਗ ਔਰਤ ਨੇ ਕਿਹਾ ਕਿ ਸਾਡੇ ਜ਼ਮਾਨੇ ਵਿੱਚ ਤੀਆਂ ਦਾ ਤਿਉਹਾਰ ਇੱਕ ਅਜਿਹਾ ਤਿਉਹਾਰ ਸੀ ਜਿਸਦੀ ਹਰ ਕੁੜੀ ਨੂੰ ਉਡੀਕ ਰਹਿੰਦੀ ਸੀ। ਇਸ ਪ੍ਰੋਗਰਾਮ ਨੇ ਸਾਰੇ ਪਿੰਡ ਵਿੱਚ ਰੌਣਕਾਂ ਲਾਈਆਂ ਹੋਈਆਂ ਸਨ।

9.2.7 ਰੈਂਡ ਕਰਾਸ ਸੰਸਥਾ ਦੀ ਸੇਵਾ ਭਾਵਨਾ ਨੂੰ ਸਮਰਪਿਤ ਇਕ ਯਾਦਗਾਰ ਸਮਾਰੋਹ :

ਰੈਂਡ ਕਰਾਸ ਸੰਸਥਾ ਮਨੁੱਖਤਾ ਦੀ ਸੇਵਾ ਕਰਨ ਵਾਲੀ ਇੱਕ ਮਹਾਨ ਸੰਸਥਾ ਹੈ। ਇਸ ਦਾ ਆਗਾਜ਼ ਭਾਵੇਂ ਜੰਗ ਦੌਰਾਨ ਜ਼ਖ਼ਮੀ ਹੋਏ ਸੈਨਿਕਾਂ ਦੀ ਸਹਾਇਤਾ ਕਰਨ ਵਜੋਂ ਹੋਇਆ ਪਰ ਸਹਿਜੇ-ਸਹਿਜੇ ਇਸ ਸੰਸਥਾ ਨੇ ਮਨੁੱਖਤਾ ਦੀ ਭਲਾਈ ਕਰਨ ਦਾ ਰਾਹ ਚੁਣ ਲਿਆ। ਇਸ ਸੰਸਥਾ ਦੇ ਚੰਗੇ ਕਾਰਜਾਂ ਨੇ ਇਸਨੂੰ ਬਹੁਤ ਮਹਾਨ ਬਣਾ ਦਿੱਤਾ। ਇਸਦੇ ਇਤਿਹਾਸਕ

ਪਿਛੇਕੜ ਬਾਰੇ ਜੇਕਰ ਗੱਲ ਕਰੀਏ ਤਾਂ ਜੀਨ ਹੈਨਰੀ ਡਿਊਨਾ ਨਾਂ ਦੇ ਵਿਅਕਤੀ ਨੇ 1859 ਵਿੱਚ ਇਸਦੀ ਸ਼ੁਰੂਆਤ ਕੀਤੀ। ਫਰਾਂਸ ਅਤੇ ਆਸਟ੍ਰੇਲੀਆ ਦੇ ਯੁੱਧ ਵਿੱਚ ਜਦੋਂ ਡਿਊਨਾ ਨੇ ਸੈਨਿਕ ਜ਼ਖ਼ਮੀਆਂ ਦੇ ਦਰਦਨਾਕ ਦ੍ਰਿਸ਼ ਦੇਖੇ ਤਾਂ ਉਹ ਇਹਨਾਂ ਜ਼ਖ਼ਮੀਆਂ ਦੀ ਸੇਵਾ ਕਰਨ ਲੱਗਾ। ਇਸ ਤਰ੍ਹਾਂ ਇਸ ਸੰਸਥਾ ਦਾ ਆਗਾਜ਼ ਹੋਇਆ। ਇਸ ਸੰਬੰਧੀ ਨੌਜਵਾਨਾਂ ਨੇ ਰੈੱਡ ਕਰਾਸ ਸੰਸਥਾ ਦੀ ਯਾਦ ਨੂੰ ਸਮਰਪਿਤ ਜ਼ਿਲ੍ਹਾ ਰੂਪਨਗਰ ਵਿੱਚ ਇੱਕ ਯਾਦਗਾਰ ਸਮਾਰੋਹ ਆਯੋਜਿਤ ਕੀਤਾ ਗਿਆ। ਇਸ ਸਮਾਰੋਹ ਵਿੱਚ ਸਮਾਜ ਨਾਲ ਜੁੜੀਆਂ ਵੱਖ-ਵੱਖ ਸ਼ਖ਼ਸੀਅਤਾਂ ਨੇ ਭਾਗ ਲਿਆ। ਇਸ ਇਕੱਠ ਵਿੱਚ ਵੱਖ-ਵੱਖ ਸਮਾਜ ਸੇਵੀ ਸੰਸਥਾਵਾਂ ਦੇ ਵੱਡੇ ਅਧਿਕਾਰੀ ਵੀ ਪੁੱਜੇ। ਨੌਜਵਾਨਾਂ ਨੇ ਇਸ ਸੰਸਥਾ ਦੇ ਵੱਖ-ਵੱਖ ਪਹਿਲੂਆਂ 'ਤੇ ਚਰਚਾ ਕਰਦੇ ਹੋਏ ਕਿਹਾ ਕਿ ਰੈੱਡ ਕਰਾਸ ਸਮਾਜ ਭਲਾਈ ਦੀ ਇੱਕ ਵੱਡੀ ਸੰਸਥਾ ਹੈ। ਰੈੱਡ ਕਰਾਸ ਸੰਸਥਾ ਦੇ ਵੱਖ-ਵੱਖ ਕਾਰਜਾਂ ਸੰਬੰਧੀ ਗੱਲਬਾਤ ਕਰਦੇ ਕੁਝ ਨੁਕਤੇ ਸਾਂਝੇ ਕਰਨੇ ਜ਼ਰੂਰੀ ਹਨ। ਇਸ ਸੰਸਥਾ ਨੇ ਮਾਨਵਤਾ ਦੀ ਸੇਵਾ ਲਈ ਸੰਸਾਰ ਵਿੱਚ ਇੱਕ ਵੱਡੀ ਮਿਸਾਲ ਪੈਦਾ ਕੀਤੀ। ਇਸ ਸੰਸਥਾ ਨੇ ਲੋੜਵੰਦਾਂ ਨੂੰ ਸਹੂਲਤਾਂ ਦਿੱਤੀਆਂ। ਇਸ ਸੰਸਥਾ ਦੀਆਂ ਹਰ ਦੇਸ਼ ਵਿੱਚ ਸ਼ਾਖਾਵਾਂ ਹਨ। ਭਾਰਤ ਵਿੱਚ ਲਗਪਗ 700 ਬ੍ਰਾਂਚਾਂ ਹਨ। ਸਮਾਜ ਸੇਵੀ ਲੋਕ ਇਸ ਸੰਸਥਾ ਨੂੰ ਖੁੱਲ੍ਹਾ ਦਾਨ ਦਿੰਦੇ ਹਨ। ਇਹ ਸੰਸਥਾ ਵੱਖ-ਵੱਖ ਰੈੱਡ ਕਰਾਸ ਸੁਸਾਇਟੀਆਂ ਰਾਹੀਂ ਖ਼ੂਨਦਾਨ ਕੈਂਪ ਲਵਾ ਕੇ ਲੋੜਵੰਦਾਂ ਨੂੰ ਖ਼ੂਨ ਮੁਹੱਈਆ ਕਰਵਾਉਣ ਵਿੱਚ ਵੀ ਸੰਸਾਰ ਪ੍ਰਸਿੱਧੀ ਦਾ ਰਿਕਾਰਡ ਪ੍ਰਾਪਤ ਕਰ ਚੁੱਕੀ ਹੈ। ਰੈੱਡ ਕਰਾਸ ਸੰਸਥਾ ਸੰਬੰਧੀ ਚਰਚਾ ਕਰਦੇ ਹੋਏ ਭਾਰਤ ਵਿੱਚ ਅਜਿਹੀਆਂ ਸੰਸਥਾਵਾਂ ਬਾਰੇ ਇਤਿਹਾਸਕ ਪੱਖਾਂ ਬਾਰੇ ਚਰਚਾ ਕੀਤੀ ਗਈ।

ਇਸ ਸਮੇਂ ਭਾਈ ਘਨੱਈਆ ਜੀ ਦੇ ਯੋਗਦਾਨ ਨੂੰ ਵੀ ਯਾਦ ਕੀਤਾ ਗਿਆ। ਇੱਥੇ ਆਏ ਬੁਲਾਰਿਆਂ ਨੇ ਕਿਹਾ ਕਿ ਸੰਨ 1700 ਈ. ਦੇ ਕਰੀਬ ਗੁਰੂ ਘਰ ਦੇ ਸੇਵਕ ਭਾਈ ਘਨੱਈਆ ਜੀ ਨੇ ਬਿਨਾਂ ਕਿਸੇ ਵਿਤਕਰੇ ਤੋਂ ਹਰ ਜ਼ਖ਼ਮੀ ਨੂੰ ਪਾਣੀ ਪਿਲਾਇਆ ਸੀ। ਭਾਈ ਘਨੱਈਆ ਜੀ ਦੀਆਂ ਇਹਨਾਂ ਸੇਵਾਵਾਂ ਤੋਂ ਸ੍ਰੀ ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ ਜੀ ਬਹੁਤ ਪ੍ਰਸੰਨ ਹੋਏ ਸਨ। ਗੁਰੂ ਜੀ ਨੇ ਭਾਈ ਘਨੱਈਆ ਜੀ ਨੂੰ ਇਸ ਬਦਲੇ ਮਲ੍ਹਮ ਪੱਟੀ ਦੀਆਂ ਸਹੂਲਤਾਂ ਦਿੰਦੇ ਜ਼ਖ਼ਮੀਆਂ ਨੂੰ ਪਾਣੀ ਪਿਲਾਉਣ ਦੇ ਨਾਲ-ਨਾਲ ਉਹਨਾਂ ਦੇ ਜ਼ਖ਼ਮਾਂ ਤੇ ਪੱਟੀ ਕਰਨ ਵੱਲ ਵੀ ਪ੍ਰੇਰਿਆ ਸੀ। ਇਸ ਤੋਂ ਸਿੱਖਿਆ ਲੈਂਦੇ ਭਾਈ ਘਨੱਈਆ ਜੀ ਨੇ ਜੰਗ ਦੇ ਮੈਦਾਨ ਵਿੱਚ ਜ਼ਖ਼ਮੀ ਹੋਏ ਲੋਕਾਂ ਦੀ ਹਰ ਢੰਗ ਤੋਂ ਸੇਵਾ ਕੀਤੀ। ਇਸ ਲਈ ਕਹਿ ਸਕਦੇ ਹਾਂ ਕਿ ਰੈੱਡ ਕਰਾਸ ਸੇਵਾ ਭਾਵਨਾ ਦਾ ਮੁੱਢ ਤਾਂ ਘਨੱਈਆ ਜੀ ਦੇ ਕਾਰਜਾਂ ਤੋਂ ਹੀ ਸ਼ੁਰੂ ਹੋ ਗਿਆ ਸੀ।

ਨੌਜਵਾਨਾਂ ਨੇ ਇਸ ਰੈੱਡ ਕਰਾਸ ਸੰਸਥਾ ਦੀ ਭਾਵਨਾ ਨੂੰ ਯਾਦ ਕਰਦਿਆਂ ਅਜੋਕੇ ਸਮੇਂ ਵਿੱਚ ਸਮਾਜ ਸੇਵੀ ਕਾਰਜਾਂ ਵੱਲ ਆਉਣ ਉੱਤੇ ਜ਼ੋਰ ਦਿੱਤਾ। ਇਸ ਸਮਾਰੋਹ ਵਿੱਚ ਸਮਾਜ ਵਿੱਚ ਕੰਮ ਕਰਦੀਆਂ ਸਮਾਜ ਸੇਵੀ ਸੰਸਥਾਵਾਂ ਦੇ ਮੈਂਬਰਾਂ ਨੇ ਇਹ ਦ੍ਰਿੜ੍ਹਤਾ ਦੁਹਰਾਈ ਕਿ ਸਾਨੂੰ ਭਾਈ ਘਨੱਈਆ ਜੀ ਅਤੇ ਰੈੱਡ ਕਰਾਸ ਸੰਸਥਾ ਵਾਂਗ ਲੋਕਾਂ ਵਿੱਚ ਕੰਮ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ। ਤਾਂ ਕਿ ਸਮਾਜ ਦੇ ਲੋਕਾਂ ਦੀ ਬਿਹਤਰ ਢੰਗ ਨਾਲ ਸੇਵਾ ਕੀਤੀ ਜਾ ਸਕੇ। ਇਸ ਸਮਾਰੋਹ ਵਿੱਚ ਸ਼ਾਮਲ ਲੋਕਾਂ ਨੇ ਸਮਾਜ-ਸੇਵੀ ਸੰਸਥਾਵਾਂ ਦੇ ਮੈਂਬਰਾਂ ਨੂੰ ਆਪਣੀਆਂ ਸਮੱਸਿਆਵਾਂ ਦੱਸੀਆਂ। ਇਸ ਸਮਾਰੋਹ ਵਿੱਚ ਲੋੜਵੰਦ ਪਰਿਵਾਰਾਂ ਨੂੰ ਆਰਥਿਕ ਤੌਰ 'ਤੇ ਮਦਦ ਕਰਨ ਦੀ ਵਚਨਬੱਧਤਾ ਵੀ ਦੁਹਰਾਈ ਗਈ।

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTAR-III

ਕੋਰਸ-ਜਰਨਲ ਪੰਜਾਬੀ

ਯੂਨਿਟ-10

ਚਲੰਤ ਮਸਲਿਆਂ ਸੰਬੰਧੀ ਰਿਪੋਰਟ ਲਿਖਣਾ

ਪਾਠ ਦੀ ਰੂਪ ਰੇਖਾ :

10.0 ਭੂਮਿਕਾ

10.1 ਪਾਠ ਦਾ ਉਦੇਸ਼

10.2 ਰਿਪੋਰਟ ਲਿਖਣ ਦੇ ਨਮੂਨੇ (Model) : ਚਲੰਤ ਮਸਲਿਆਂ ਸੰਬੰਧੀ ਰਿਪੋਰਟ

10.2.1 ਦਰੇਜ ਰੇਕਣ ਸੰਬੰਧੀ ਵਿਸ਼ੇਸ਼ ਉਦਮ

10.2.2 ਨਸ਼ਿਆਂ ਵਿਰੁੱਧ ਜਾਗਰੂਕਤਾ ਮਾਰਚ

10.2.3 ਕਰੋਨਾ ਮਹਾਂਮਾਰੀ ਦੇ ਵਿਭਿੰਨ ਪ੍ਰਭਾਵਾਂ 'ਤੇ ਚਰਚਾ

10.2.4 ਕੰਪਿਊਟਰ ਸਹਾਇਕ ਸਿੱਖਿਆ - ਇਕ ਰਿਪੋਰਟ

10.2.5 ਸੋਸ਼ਲ ਮੀਡੀਆ ਦੇ ਪ੍ਰਭਾਵਾਂ ਬਾਰੇ ਚੇਤਨਾ

10.3 ਅਭਿਆਸ ਲਈ ਪ੍ਰਸ਼ਨ

10.0 ਭੂਮਿਕਾ : ਇਸ ਪਾਠ ਵਿੱਚ ਵਿਦਿਆਰਥੀਆਂ ਲਈ ਚਲੰਤ ਮਸਲਿਆਂ ਸੰਬੰਧੀ ਪ੍ਰੋਗਰਾਮਾਂ ਦੀਆਂ ਰਿਪੋਰਟਾਂ ਲਿਖੀਆਂ ਗਈਆਂ ਹਨ। ਇਹਨਾਂ ਰਿਪੋਰਟਾਂ ਵਿੱਚ ਚਲੰਤ ਮਸਲਿਆਂ ਦੀ ਚੋਣ ਕੀਤੀ ਗਈ ਹੈ। ਵਿਦਿਆਰਥੀ ਇਹਨਾਂ ਰਿਪੋਰਟਾਂ ਰਾਹੀਂ ਆਪਣੇ ਸਮਾਜ ਵਿੱਚ ਹੁੰਦੇ ਕਾਰਜਾਂ, ਪ੍ਰੋਗਰਾਮਾਂ ਅਤੇ ਗਤੀਵਿਧੀਆਂ ਨੂੰ ਵੱਖਰੀ ਦ੍ਰਿਸ਼ਟੀ ਨਾਲ ਦੇਖਣ ਦੇ ਕਾਬਲ ਹੋਣਗੇ। ਜਦੋਂ ਅਸੀਂ ਆਪਣੇ ਆਲੇ-ਦੁਆਲੇ ਘਟਨਾਵਾਂ ਵਾਪਰਦੀਆਂ ਦੇਖਦੇ ਹਾਂ ਤਾਂ ਇਹਨਾਂ ਘਟਨਾਵਾਂ ਸੰਬੰਧੀ ਕੋਈ ਨਾ ਕੋਈ ਵਿਚਾਰ ਜਾਂ ਪ੍ਰਤੀਕਰਮ ਜ਼ਾਹਿਰ ਕਰਨਾ ਚਾਹੁੰਦੇ ਹਾਂ। ਇਹਨਾਂ ਰਿਪੋਰਟਾਂ ਰਾਹੀਂ ਸਮਾਜ ਵਿੱਚ ਹੁੰਦੇ ਕਾਰਜਾਂ ਜਾਂ ਪ੍ਰੋਗਰਾਮਾਂ ਸੰਬੰਧੀ ਵਿਦਿਆਰਥੀ ਪ੍ਰਤੀਕਰਮ ਜ਼ਾਹਿਰ ਕਰਨ ਦੇ ਸਮਰੱਥ ਹੋਣਗੇ। ਇਸ ਪਾਠ ਵਿੱਚ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਹਰ ਪ੍ਰਕਾਰ ਦੇ ਵਿਸ਼ਿਆਂ ਉੱਤੇ ਰਿਪੋਰਟਾਂ ਲਿਖਣ ਦੀ ਸਮਗਰੀ ਮੁਹੱਈਆ ਕਰਵਾਉਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਕੀਤੀ ਗਈ ਹੈ।

10.1 ਪਾਠ ਦਾ ਉਦੇਸ਼ :

ਇਸ ਪਾਠ ਦਾ ਉਦੇਸ਼ ਵਿਦਿਆਰਥੀਆਂ ਵਿੱਚ ਚਲੰਤ ਮਸਲਿਆਂ ਸੰਬੰਧੀ ਰਿਪੋਰਟ ਲਿਖਣ ਦੀ ਕਾਬਲੀਅਤ ਪੈਦਾ ਕਰਨਾ

ਹੈ। ਇਹਨਾਂ ਰਿਪੋਰਟਾਂ ਰਾਹੀਂ ਵਿਦਿਆਰਥੀ ਆਪਣੇ ਮੌਜੂਦਾ ਸਮੇਂ ਵਿੱਚ ਵਾਪਰਦੀਆਂ ਘਟਨਾਵਾਂ ਸੰਬੰਧੀ ਸਿਰਜਣਾਤਮਕ ਦ੍ਰਿਸ਼ਟੀਕੋਣ ਤਿਆਰ ਕਰ ਸਕਦੇ ਹਨ। ਨਾਲ ਹੀ ਵਿਦਿਆਰਥੀ ਆਪਣੀ ਸਮਝ ਅਨੁਸਾਰ ਇਹਨਾਂ ਚਲੰਤ ਮਸਲਿਆਂ ਸੰਬੰਧੀ ਰਿਪੋਰਟਾਂ ਤੋਂ ਨਵੀਆਂ ਰਿਪੋਰਟਾਂ ਲਿਖ ਸਕਣਗੇ। ਇਹ ਪਾਠ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਨਵੇਂ ਵਿਸ਼ਿਆਂ ਸੰਬੰਧੀ ਚਿਣਗ ਪੈਦਾ ਕਰਨ ਦਾ ਕਾਰਜ ਕਰੇਗਾ। ਸਿੱਖਿਆ ਦਾ ਮਕਸਦ ਵੀ ਇਹੀ ਹੁੰਦਾ ਹੈ ਕਿ ਸਿੱਖਿਆ ਮਨੁੱਖ ਅੰਦਰ ਵਿਹਾਰਕ ਸੂਝ ਪੈਦਾ ਕਰੇ। ਇਸ ਮਕਸਦ ਨਾਲ ਅਸੀਂ ਇਹਨਾਂ ਰਿਪੋਰਟਾਂ ਰਾਹੀਂ ਵਿਦਿਆਰਥੀਆਂ ਵਿੱਚ ਸਿਧਾਂਤਕ ਗਿਆਨ ਦੇ ਨਾਲ-ਨਾਲ ਵਿਹਾਰਕ ਸੂਝ ਪੈਦਾ ਕਰਨ ਦੀ ਕੋਸ਼ਿਸ਼ ਕੀਤੀ ਹੈ। ਉਮੀਦ ਹੈ ਕਿ ਇਹ ਰਿਪੋਰਟਾਂ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਜੀਵਨ ਵਿੱਚ ਥਾਂ-ਥਾਂ ਸੇਧ ਦਾ ਕਾਰਜ ਕਰਨਗੀਆਂ।

10.2 ਰਿਪੋਰਟ ਲਿਖਣ ਦੇ ਨਮੂਨੇ (Model) : ਚਲੰਤ ਮਸਲਿਆਂ ਸੰਬੰਧੀ ਰਿਪੋਰਟ

10.2.1 ਦਹੇਜ ਰੋਕਣ ਸੰਬੰਧੀ ਵਿਸ਼ੇਸ਼ ਉੱਦਮ :

ਵਿਆਹ ਜੀਵਨ ਦਾ ਮਹੱਤਵਪੂਰਨ ਪੜਾਅ ਹੈ। ਧੀਆਂ ਦੇ ਮਾਪੇ ਆਪਣੀ ਕੁੜੀ ਦਾ ਵਿਆਹ ਹਰ ਤਰ੍ਹਾਂ ਦੀ ਵਾਹ ਲਗਾ ਕੇ ਕਰਦੇ ਹਨ। ਪਰ ਇਹਨਾਂ ਖੁਸ਼ੀਆਂ ਵਿੱਚ ਦਹੇਜ ਦਾ ਕੋਹੜ ਤ੍ਰੋੜ ਪਾ ਛੱਡਦਾ ਹੈ। ਦਹੇਜ ਉਹ ਸਮਾਜਿਕ ਬੁਰਾਈ ਹੈ। ਜਿਸ ਕਾਰਨ ਬਹੁਤ ਧੀਆਂ ਦੇ ਘਰ ਬਰਬਾਦ ਹੁੰਦੇ ਹਨ। ਇਸਦਾ ਬਹੁਤ ਵੱਡਾ ਕਾਰਨ ਸਾਡੇ ਸਮਾਜ ਦੇ ਲੋਕਾਂ ਦੀ ਸੋਝੀ ਸੋਚ ਹੈ ਜੋ ਇਸ ਬੁਰਾਈ ਨੂੰ ਇਹ ਸਮਝ ਕੇ ਤੇਰੀ ਰੱਖਦੀ ਹੈ ਕਿ ਦਹੇਜ ਤਾਂ ਦੇਣਾ ਹੀ ਪੈਂਦਾ ਹੈ। ਇਸ ਤੋਂ ਬਿਨਾਂ ਸਾਡੀ ਕੁੜੀ ਸੁੱਖੀ ਨਹੀਂ ਵਸ ਸਕਦੀ। ਕੋਈ ਵੀ ਸਮੱਸਿਆ ਜਾਂ ਕੋਹੜ ਯਕਦਮ ਪੈਦਾ ਨਹੀਂ ਹੁੰਦੇ। ਇਸਦੇ ਪ੍ਰਚਲਣ ਵਿੱਚ ਸਮਾਜਿਕ ਪਰੰਪਰਾਵਾਂ ਦਾ ਬਹੁਤ ਵੱਡਾ ਹੱਥ ਹੁੰਦਾ ਹੈ। ਇਹਨਾਂ ਹੀ ਕਾਰਨਾਂ ਨੂੰ ਸਮਝਣ ਲਈ 'ਸਮਾਜ ਭਲਾਈ ਸੰਸਥਾ, ਨਾਭਾ' ਨੇ ਵਿਸ਼ੇਸ਼ ਉੱਦਮ ਕੀਤੇ ਹਨ। ਇਸ ਸੰਸਥਾ ਨੇ ਪੰਜਾਬ ਦੇ ਵੱਖ-ਵੱਖ ਪਿੰਡਾਂ ਵਿੱਚ ਦਹੇਜ ਦੇ ਮਾਮਲਿਆਂ ਸੰਬੰਧੀ ਸਰਵੇ ਕੀਤੇ। ਇਹਨਾਂ ਸਰਵੇਖਣਾਂ ਤੋਂ ਕੁਝ ਮਹੱਤਵਪੂਰਨ ਤੱਥ ਸਾਹਮਣੇ ਆਏ। ਇਹਨਾਂ ਤੱਥਾਂ ਨੂੰ ਸਮਾਜ ਭਲਾਈ ਸੰਸਥਾ ਦੇ ਮੁਖੀ ਨੇ ਅੱਜ ਪਿੰਡ ਵਾਸੀਆਂ ਅੱਗੇ ਵਿਸਥਾਰਪੂਰਵਕ ਪੇਸ਼ ਕੀਤਾ। ਉਹਨਾਂ ਦਹੇਜ ਦੇ ਇਤਿਹਾਸਕ ਪੱਖਾਂ ਬਾਰੇ ਵਿਚਾਰ ਕਰਦੇ ਹੋਏ ਕਿਹਾ ਕਿ ਦਹੇਜ ਜਾਂ ਦਾਜ ਕੀ ਹੈ? ਇਹ ਪ੍ਰਥਾ ਕਿਵੇਂ ਬਣ ਗਿਆ ? ਇਸ ਬਾਰੇ ਜਾਣਨ ਲਈ ਦਹੇਜ ਪ੍ਰਥਾ ਦੇ ਇਤਿਹਾਸਕ ਰੂਪ ਨੂੰ ਦੇਖਣਾ ਬਹੁਤ ਜ਼ਰੂਰੀ ਹੈ। ਦਹੇਜ ਜਾਂ ਦਾਜ ਪਹਿਲਾਂ ਉਹਨਾਂ ਚੀਜ਼ਾਂ ਜਾਂ ਵਸਤਾਂ ਲਈ ਵਰਤਿਆ ਜਾਂਦਾ ਸੀ ਜਿਹੜੀਆਂ ਕੁੜੀਆਂ ਵਿਆਹ ਤੋਂ ਪਹਿਲਾਂ ਆਪਣੇ ਹੱਥੀ ਬਣਾਉਂਦੀਆਂ ਸਨ ਤੇ ਉਸਨੂੰ ਇੱਕ ਯਾਦ ਸਮਝ ਕੇ ਉਹ ਵਿਆਹ ਸਮੇਂ ਆਪਣੇ ਨਾਲ ਲੈ ਜਾਂਦੀਆਂ ਸਨ। ਇਸ ਵਿੱਚ ਮਾਵਾਂ, ਦਾਦੀਆਂ, ਨਾਨੀਆਂ ਵੱਲੋਂ ਕੱਢੀਆਂ ਫੁਲਕਾਰੀਆਂ, ਬੁਣੀਆਂ ਦਰੀਆਂ, ਆਦਿ ਵੀ ਹੁੰਦੀਆਂ ਸਨ। ਅਸਲ ਵਿੱਚ ਮਾਪਿਆਂ ਵੱਲੋਂ ਕੁੜੀ ਦੀ ਜ਼ਰੂਰਤ ਲਈ ਦਿੱਤਾ ਇਹ ਪਿਆਰ ਹੁੰਦਾ ਸੀ। ਪਰ ਹੌਲੀ-ਹੌਲੀ ਇਹ ਕੱਪੜਿਆਂ, ਗਹਿਣਿਆਂ, ਗੱਡੀਆਂ-ਕਾਰਾਂ ਦੇ ਦਹੇਜ ਵਜੋਂ ਕਰੂਪਤਾ ਦਾ ਰੂਪ ਧਾਰਨ ਕਰ ਗਿਆ। ਨਾਲ ਹੀ ਉਹਨਾਂ ਨੇ ਦਹੇਜ ਦੇ ਕਾਰਨਾਂ ਸੰਬੰਧੀ ਚਰਚਾ ਕਰਦਿਆਂ ਕਿਹਾ ਕਿ ਦਹੇਜ ਦੀ ਸਮੱਸਿਆ ਵਧਣ ਦਾ ਕਾਰਨ ਸਾਡੀ ਸਮਾਜਿਕ ਬਣਤਰ ਹੀ ਇਸ ਕਿਸਮ ਦੀ ਹੈ ਕਿ ਕੁੜੀ ਦੇ ਜੰਮਣ 'ਤੇ ਇਹ ਕਹਿਕੇ ਵਧਾਈ ਦਿੱਤੀ ਜਾਂਦੀ ਹੈ ਕਿ ਤੂੰ

ਕਬੀਲਦਾਰ ਹੋ ਗਿਆ। ਦਹੇਜ ਲੈਣ-ਦੇਣ ਦੇ ਕਾਰਨਾਂ ਵਿੱਚ ਮੁੰਡੇ ਵਾਲਿਆਂ ਦਾ ਲਾਲਚਪਣ ਅਤੇ ਕੁੜੀ ਵਾਲਿਆਂ ਦੀ ਦਿਖਾਵੇ ਪ੍ਰਵਿਰਤੀ ਵੀ ਜ਼ਿੰਮੇਵਾਰ ਹੈ। ਦਹੇਜ ਸਮੱਸਿਆ ਦੇ ਹੱਲ ਸੰਬੰਧੀ ਉਹਨਾਂ ਸੁਝਾਅ ਦਿੱਤੇ ਕਿ ਮਾਪਿਆਂ ਨੂੰ ਆਪਣੀਆਂ ਧੀਆਂ ਨੂੰ ਪੜ੍ਹਾ-ਲਿਖਾ ਕੇ ਸਵੈ-ਨਿਰਭਰ ਬਣਾਉਣਾ ਚਾਹੀਦਾ ਹੈ।

ਦਹੇਜ ਸੰਬੰਧੀ ਇਹ ਚਰਚਾ ਕਈ ਤਰ੍ਹਾਂ ਦੇ ਪ੍ਰਭਾਵਾਂ 'ਤੇ ਚਾਨਣਾ ਪਾਉਂਦੀ ਹੈ। ਭਾਰਤ ਵਿੱਚ ਦਹੇਜ ਦੀ ਸਮੱਸਿਆ ਬੇਹੱਦ ਬੁਰਾਈ ਵਜੋਂ ਉੱਭਰੀ ਹੈ। ਇਸ ਨਾਲ ਘਰੇਲੂ ਹਿੰਸਾ, ਕਲੇਸ਼ ਜਾਂ ਝਗੜੇ ਪੈਦਾ ਹੁੰਦੇ ਹਨ।

ਕਈ ਥਾਵਾਂ ਤਾਂ ਕੁੜੀਆਂ ਨੂੰ ਮਾਰਨ ਤੱਕ ਦੀਆਂ ਘਟਨਾਵਾਂ ਸਾਹਮਣੇ ਆਉਂਦੀਆਂ ਹਨ। ਇਹ ਸਾਡੇ ਦੇਸ਼ ਅਤੇ ਸਮਾਜਿਕ ਢਾਂਚੇ ਦਾ ਘਿਣਾਉਣਾ ਚਿਹਰਾ ਹੈ। ਇਸ ਕਰਕੇ ਹੀ ਕੁੜੀਆਂ ਨੂੰ ਕੁੱਖਾਂ ਵਿੱਚ ਮਾਰਨ ਦਾ ਪ੍ਰਚਲਣ ਪੈਦਾ ਹੁੰਦਾ ਹੈ। ਸਮਾਜ ਭਲਾਈ ਸੰਸਥਾ ਵਿੱਚ ਆਏ ਇਕ ਵਕੀਲ ਨੇ ਇਸ ਸੰਬੰਧੀ ਕਾਨੂੰਨੀ ਪੱਖਾਂ ਤੋਂ ਚਰਚਾ ਕੀਤੀ। ਉਹਨਾਂ ਕਿਹਾ ਕਿ ਭਾਰਤ ਸਰਕਾਰ ਨੇ ਦਾਜ ਲੈਣ ਵਾਲਿਆਂ 'ਤੇ ਨਕੇਲ ਕੱਸਣ ਲਈ ਕਾਨੂੰਨ ਵੀ ਬਣਾਏ ਹਨ। ਦਾਜ ਵਿਰੁੱਧ ਐਕਟ 1 ਮਈ, 1961 ਨੂੰ ਪਾਸ ਕੀਤਾ ਗਿਆ ਸੀ ਇਹ ਐਕਟ ਸਿਰਫ਼ ਦਾਜ ਲੈਣ ਵਾਲਿਆਂ ਵਿਰੁੱਧ ਹੀ ਨਹੀਂ ਇਸ ਵਿੱਚ ਦਾਜ ਦੇਣ ਦੀ ਵੀ ਮਨਾਹੀ ਹੈ। ਦਾਜ ਦੀ ਮੰਗ ਕਰਨ 'ਤੇ ਘੱਟੋ-ਘੱਟ 5 ਸਾਲ ਦੀ ਕੈਦ ਅਤੇ 15000 ਰੁਪਏ ਜੁਰਮਾਨਾ ਹੋ ਸਕਦਾ ਹੈ। ਇਸ ਸਮਾਰੋਹ ਵਿੱਚ ਦਹੇਜ ਰੋਕੂ ਉੱਦਮ ਵਿੱਚ ਸਥਾਨਕ ਲੋਕਾਂ ਨੇ ਆਪਣੀਆਂ ਸਮੱਸਿਆਵਾਂ ਦੱਸੀਆਂ। ਇਹਨਾਂ ਲੋਕਾਂ ਦਾ ਕਹਿਣਾ ਸੀ ਕਿ ਦਹੇਜ ਦੀ ਮੰਗ ਕਾਰਨ ਮਾਪੇ ਕਰਜ਼ਾਈ ਹੋ ਜਾਂਦੇ ਹਨ। ਅਜਿਹਾ ਕਰਜ਼ਾ ਮਾਨਸਿਕ ਪਰੇਸ਼ਾਨੀ ਅਤੇ ਆਤਮ-ਹੱਤਿਆ ਦਾ ਕਾਰਨ ਵੀ ਬਣ ਜਾਂਦਾ ਹੈ। ਸਥਾਨਕ ਲੋਕਾਂ ਦਾ ਕਹਿਣਾ ਸੀ ਕਿ ਦਹੇਜ ਨੂੰ ਰੋਕਣ ਲਈ ਸਖ਼ਤ ਕਾਨੂੰਨ ਲਾਗੂ ਹੋਣੇ ਚਾਹੀਦੇ ਹਨ ਤੇ ਨਾਲ ਹੀ ਗ਼ਰੀਬਾਂ ਲਈ ਮੁਫ਼ਤ ਵਿੱਚ ਕਾਨੂੰਨੀ ਸਲਾਹ ਦੀ ਵਿਵਸਥਾ ਵੀ ਹੋਣੀ ਚਾਹੀਦੀ ਹੈ।

ਇਸ ਦਹੇਜ ਰੋਕੂ ਉੱਦਮ ਵਿੱਚ ਸਮੁੱਚੀ ਵਿਚਾਰ ਚਰਚਾ ਤੋਂ ਇਹ ਗੱਲ ਸਪੱਸ਼ਟ ਹੁੰਦੀ ਹੈ ਕਿ ਦਹੇਜ ਪ੍ਰਥਾ ਪਿੱਛੇ ਅਗਿਆਨਤਾ, ਅਨਪੜ੍ਹਤਾ, ਵਿਖਾਵੇ ਦੀ ਪ੍ਰਵਿਰਤੀ, ਸਮਾਜ ਦੀ ਸੋਫ਼ੀ ਮਾਨਸਿਕ ਸੋਚ ਆਦਿ ਕਾਰਨ ਜ਼ਿੰਮੇਵਾਰ ਹਨ। ਇਸਦੇ ਲੰਮੇ ਸਮੇਂ ਦੇ ਪ੍ਰਭਾਵਾਂ ਵਿੱਚ ਲਿੰਗ ਅਨੁਪਾਤ ਵਿੱਚ ਵੱਡਾ ਅੰਤਰ ਵੀ ਵੇਖਿਆ ਜਾ ਸਕਦਾ ਹੈ। ਇਸ ਕਰਕੇ ਇਸਨੂੰ ਰੋਕਣ ਲਈ ਮਾਪਿਆਂ ਵੱਲੋਂ ਧੀਆਂ ਨੂੰ ਆਤਮ ਨਿਰਭਰ ਬਣਾਉਣਾ ਇਸ ਪ੍ਰਥਾ ਦੀ ਨਕੇਲ ਕੱਸਣ ਲਈ ਇੱਕ ਬਹੁਤ ਵੱਡਾ ਹੱਲ ਬਣ ਸਕਦਾ ਹੈ। ਸਥਾਨਕ ਲੋਕਾਂ ਨੇ ਇਸ ਗੱਲ ਸੰਬੰਧੀ ਪੂਰਾ ਹੁੰਗਾਰਾ ਭਰਿਆ ਕਿ ਦਹੇਜ ਨੂੰ ਰੋਕਣ ਲਈ ਅਜਿਹੇ ਸਮਾਜ ਭਲਾਈ ਸਮਾਗਮ ਜਾਂ ਉੱਦਮ ਹੋਣੇ ਚਾਹੀਦੇ ਹਨ। ਇਹ ਕਦਮ ਸਾਡੇ ਸਮਾਜ ਲਈ ਬਹੁਤ ਬਿਹਤਰ ਹੋ ਸਕਦੇ ਹਨ।

10.2.2 ਨਸ਼ਿਆਂ ਵਿਰੁੱਧ ਜਾਗਰੂਕਤਾ ਮਾਰਚ :

ਪੰਜਾਬ ਵਿੱਚ ਨਸ਼ਿਆਂ ਦੀ ਸਮੱਸਿਆ ਇੱਕ ਭਿਆਨਕ ਸਮੱਸਿਆ ਹੈ। ਬੀਤੇ ਕੁਝ ਸਾਲਾਂ ਵਿੱਚ ਇਸਦਾ ਨੌਜਵਾਨਾਂ ਉੱਤੇ ਬਹੁਤ ਮਾੜਾ ਪ੍ਰਭਾਵ ਪਿਆ ਹੈ। ਨਸ਼ਿਆਂ ਦੀ ਵਰਤੋਂ ਪਹਿਲਾਂ ਵੀ ਹੁੰਦੀ ਸੀ। ਪਰ ਇਹ ਬਹੁਤ ਘੱਟ ਲੋਕਾਂ ਦੁਆਰਾ ਵਰਤੇ

ਜਾਂਦੇ ਸੀ। ਦੁੱਖ ਤਾਂ ਇਸ ਗੱਲ ਦਾ ਹੈ ਕਿ ਅੱਜ ਦੇ ਸਮੇਂ ਵਿੱਚ ਅਨਪੜ੍ਹਾਂ ਨਾਲੋਂ ਵੱਧ ਪੜ੍ਹੇ-ਲਿਖੇ ਅਤੇ ਧਨੀ ਲੋਕ ਇਹਨਾਂ ਦੀ ਵਰਤੋਂ ਕਰ ਰਹੇ ਹਨ। ਨਵੀਂ ਪੀੜ੍ਹੀ ਨਸ਼ਿਆਂ ਦੀ ਦਲਦਲ ਵਿੱਚ ਧਸਦੀ ਜਾ ਰਹੀ ਹੈ। ਨੌਜਵਾਨਾਂ ਵਿੱਚ ਨਸ਼ਿਆਂ ਦੀ ਭਰਮਾਰ ਇੱਕ ਚਿੰਤਾਜਨਕ ਵਿਸ਼ਾ ਹੈ। ਇਸ ਸੰਬੰਧੀ ਪਿਛਲੇ ਹਫ਼ਤੇ ਪੰਜਾਬ ਵਿੱਚ ਨਸ਼ਿਆਂ ਵਿਰੁੱਧ ਜਾਗਰੂਕਤਾ ਮਾਰਚ ਕੱਢੇ ਗਏ। ਇਸ ਮਾਰਚ ਦੀ ਅਗਵਾਈ ਪੰਜਾਬ ਪੁਲਿਸ ਵਿਭਾਗ ਵੱਲੋਂ ਕੀਤੀ ਗਈ। ਪੰਜਾਬ ਪੁਲਿਸ ਦੇ ਆਲ੍ਹਾ ਅਧਿਕਾਰੀ ਅਤੇ ਡੀ.ਜੀ.ਪੀ. ਪੰਜਾਬ ਨੇ ਇਸ ਮਾਰਚ ਵਿੱਚ ਖ਼ਾਸ ਤੌਰ 'ਤੇ ਸ਼ਮੂਲੀਅਤ ਕੀਤੀ। ਉਹਨਾਂ ਪੰਜਾਬ ਦੇ ਨੌਜਵਾਨਾਂ ਨੂੰ ਨਸ਼ਿਆਂ ਤੋਂ ਦੂਰ ਹੋਣ ਦੀ ਅਪੀਲ ਕੀਤੀ। ਉਹਨਾਂ ਨਸ਼ਿਆਂ ਦੇ ਕਾਰਨਾਂ ਸੰਬੰਧੀ ਚਰਚਾ ਕਰਦੇ ਹੋਏ ਵੱਖ-ਵੱਖ ਕਾਰਨਾਂ 'ਤੇ ਵਿਚਾਰ ਵਿਅਕਤ ਕੀਤੇ। ਉਹਨਾਂ ਕਿਹਾ ਕਿ 'ਨੌਜਵਾਨਾਂ ਵਿੱਚ ਨਸ਼ਿਆਂ ਦੇ ਪ੍ਰਮੁੱਖ ਕਾਰਨ ਉਦਾਸੀ ਨੂੰ ਦੂਰ ਕਰਨਾ ਰਹੇ ਹਨ।

ਅਜਿਹੇ ਨੌਜਵਾਨ ਸਮਾਜ ਵਿਰੋਧੀ ਅਨਸਰਾਂ ਨਾਲ ਰਲ ਕੇ ਨਸ਼ਾ ਕਰਨ ਦੀ ਆਦਤ ਵਿੱਚ ਫਸ ਜਾਂਦੇ ਹਨ। ਦੂਜੇ ਪਾਸੇ ਪੂਰੀ ਦੁਨੀਆ ਵਿੱਚ ਨਸ਼ੇ ਸਪਲਾਈ ਕਰਨ ਦਾ ਇੱਕ ਨੈੱਟਵਰਕ ਬਣਿਆ ਹੋਇਆ ਹੈ। ਇਸੇ ਕਾਰਨ ਹਰ ਰੋਜ਼ ਕਰੋੜਾਂ ਰੁਪਏ ਦੀ ਹੈਰੋਇਨ ਆਦਿ ਨਸ਼ੇ ਭਾਰਤੀ ਸਰਹੱਦਾਂ ਤੋਂ ਫੜੇ ਜਾਂਦੇ ਹਨ। ਇਹਨਾਂ ਨਸ਼ਿਆਂ ਨੇ ਨੌਜਵਾਨ ਮੁੰਡੇ-ਕੁੜੀਆਂ ਨੂੰ ਆਪਣੀ ਪਕੜ ਵਿੱਚ ਲਿਆ ਹੈ। ਪਹਿਲਾਂ ਇਹ ਨਸ਼ੇ ਨੌਜਵਾਨ ਫ਼ੈਸ਼ਨ ਦੇ ਤੌਰ 'ਤੇ ਕਰਦੇ ਹਨ ਤੇ ਪਿੱਛੋਂ ਇਹਨਾਂ ਨੂੰ ਇਹ ਭੈੜੀ ਆਦਤ ਬਣ ਕੇ ਚੰਬੜ ਜਾਂਦੇ ਹਨ।

ਡੀ.ਜੀ.ਪੀ. ਸਾਹਿਬ ਦੀ ਇਸ ਵਿਚਾਰ-ਚਰਚਾ ਤੋਂ ਕਾਫ਼ੀ ਤੱਥ ਸਾਹਮਣੇ ਆਉਂਦੇ ਹਨ। ਪਿਛਲੇ ਕੁਝ ਸਾਲਾਂ ਵਿੱਚ ਭਾਰਤ ਸਰਕਾਰ ਨੇ ਨਸ਼ਿਆਂ ਦੀ ਵਰਤੋਂ ਦੇ ਮੁਲਾਂਕਣ ਲਈ ਦੇਸ਼ ਵਿਆਪੀ ਸਰਵੇਖਣ ਕਰਨ ਦੀ ਪ੍ਰਵਾਨਗੀ ਦਿੱਤੀ। ਸਾਲ 2015 ਵਿੱਚ ਭਾਰਤ ਸਰਕਾਰ ਦੇ ਸਮਾਜਕ ਨਿਆਂ ਅਤੇ ਅਧਿਕਾਰਤਾ ਮੰਤਰਾਲੇ ਦੁਆਰਾ ਇੱਕ ਅਧਿਐਨ ਕੀਤਾ ਗਿਆ ਸੀ। ਇਸ ਅਧਿਐਨ ਨੇ ਪੰਜਾਬ ਵਿੱਚ ਨਸ਼ਿਆਂ 'ਤੇ ਨਿਰਭਰ ਵਿਅਕਤੀਆਂ ਦੀ ਗਿਣਤੀ ਸੰਬੰਧੀ ਇੱਕ ਰਿਪੋਰਟ ਪੇਸ਼ ਕੀਤੀ। ਇਸ ਵਿੱਚ ਪੰਜਾਬ ਦੇ 10 ਜ਼ਿਲ੍ਹੇ – ਬਠਿੰਡਾ, ਫ਼ਿਰੋਜ਼ਪੁਰ, ਜਲੰਧਰ, ਕਪੂਰਥਲਾ, ਗੁਰਦਾਸਪੁਰ, ਹੁਸ਼ਿਆਰਪੁਰ, ਪਟਿਆਲਾ, ਮੋਗਾ, ਸੰਗਰੂਰ ਅਤੇ ਤਰਨਤਾਰਨ ਸ਼ਾਮਲ ਕੀਤੇ ਗਏ। ਇਹਨਾਂ ਖੇਤਰਾਂ ਦੇ ਸਰਵੇਖਣ ਤੋਂ ਕੁਝ ਮਹੱਤਵਪੂਰਨ ਤੱਥ ਸਾਹਮਣੇ ਆਏ। ਜਿਵੇਂ ਪੰਜਾਬ ਵਿੱਚ ਨਸ਼ਿਆਂ ਦੀ ਵਰਤੋਂ ਕਰਨ ਵਾਲੇ ਲੋਕਾਂ ਦੀ ਕੁੱਲ ਸੰਖਿਆ 2,32,856 ਹੈ। ਇਸ ਵਿੱਚੋਂ 89 ਪ੍ਰਤੀਸ਼ਤ ਨਸ਼ੇੜੀ ਪੜ੍ਹੇ-ਲਿਖੇ ਹਨ। ਪੰਜਾਬ ਵਿੱਚ ਨਸ਼ਿਆਂ ਵਿੱਚ ਲਗਪਗ 99 ਪ੍ਰਤੀਸ਼ਤ ਮਰਦ ਹਨ। ਪੰਜਾਬ ਦੇ 56 ਪ੍ਰਤੀਸ਼ਤ ਨਸ਼ੇੜੀ ਪਿੰਡਾਂ ਦੇ ਹਨ। ਇਸ ਵਿੱਚ ਸਭ ਤੋਂ ਵੱਧ ਵਰਤਿਆ ਜਾਣ ਵਾਲਾ ਨਸ਼ਾ ਹੈਰੋਇਨ (ਚਿੱਟਾ) ਹੈ। ਨਸ਼ਿਆਂ ਦੀਆਂ ਇਹ ਕਿਸਮਾਂ ਸ਼ਰਾਬ, ਅਫ਼ੀਮ, ਭੁੱਕੀ ਤੱਕ ਹੀ ਸੀਮਤ ਨਹੀਂ ਰਹੀਆਂ ਸਗੋਂ ਹੁਣ ਚਰਸ ਗਾਂਜਾ, ਸਮੈਕ, ਸਿਗਰਟ, ਸੁਲਫਾ, ਤੰਬਾਕੂ, ਕੈਪਸੂਲ ਆਦਿ ਦੇ ਪ੍ਰਚਲਿਤ ਰੂਪ ਆਦਿ ਨਸ਼ੇ ਕਰਨ ਲਈ ਵਰਤੇ ਜਾਂਦੇ ਹਨ। ਇਹ ਨਸ਼ੀਲੇ ਪਦਾਰਥ ਨੌਜਵਾਨਾਂ ਵਿੱਚ ਉਦਾਸੀਨਤਾ, ਨਸ਼ੀਲੇ ਪਦਾਰਥ, ਉਤੇਜਨਾ ਅਤੇ ਹੈਲੂਸਿਨੇਸ਼ਨਜ਼ ਜਿਹੇ ਰੋਗ ਪੈਦਾ ਕਰਦੇ ਹਨ।

ਇਸ ਸੰਬੰਧੀ ਜਦੋਂ ਕੁਝ ਲੋਕਾਂ ਨਾਲ ਗੱਲਬਾਤ ਕਰਨ ਦਾ ਮੌਕਾ ਮਿਲਿਆ ਤਾਂ ਪਤਾ ਲੱਗਾ ਕਿ ਪੰਜਾਬ ਵਿੱਚ

ਨੈਜਵਾਨਾਂ ਵਿੱਚ ਨਸ਼ਾ ਕਰਨ ਦੀ ਲੱਤ ਬੇਹੱਦ ਜ਼ਿਆਦਾ ਹੈ ਇਸ ਵਿੱਚ ਪੜ੍ਹੇ-ਲਿਖੇ ਘਰਾਂ ਦੇ ਮੁੰਡੇ-ਕੁੜੀਆਂ ਜ਼ਿਆਦਾ ਫਸੇ ਹਨ। ਇਹਨਾਂ ਨਸ਼ਿਆਂ ਦੇ ਕਾਰਨ ਲੋਕਾਂ ਦੀਆਂ ਜ਼ਮੀਨਾਂ ਤੱਕ ਵਿਕ ਗਈਆਂ ਹਨ।

ਅਜਿਹੀਆਂ ਰਿਪੋਰਟਾਂ ਵੀ ਮਿਲੀਆਂ ਹਨ ਜਿਹਨਾਂ ਵਿੱਚ ਮਾਪੇ ਇਲਾਜ ਨਾ ਕਰਵਾਉਣ ਵੱਲੋਂ ਆਵਾਜ਼ਾਰ ਜਾਪੇ ਹਨ। ਅਜਿਹੀ ਸਥਿਤੀ ਵਿੱਚ ਉਹ ਆਪਣੇ ਹੱਥੋਂ ਜੰਮੇ ਪੁੱਤ ਨੂੰ ਮਰਦਾ ਦੇਖਦੇ ਹਨ। ਇਸ ਸਮੇਂ ਵਿੱਚ ਇੱਕ ਬਜ਼ੁਰਗ ਨੇ ਆਪਣੇ ਅਨੁਭਵ ਸਾਂਝੇ ਕਰਦੇ ਹੋਏ ਕਿਹਾ ਕਿ ਨੈਜਵਾਨਾਂ ਵਿੱਚ ਨਸ਼ਿਆਂ ਦੀ ਵਰਤੋਂ ਦਾ ਵੱਧਣਾ ਇਸ ਗੱਲ ਕਰਕੇ ਵੀ ਹੋਇਆ ਹੈ ਕਿ ਨੈਜਵਾਨਾਂ ਵਿੱਚ ਬੇਰੁਜ਼ਗਾਰੀ, ਗ਼ਰੀਬੀ, ਹੋਸਟਲਾਂ ਦਾ ਬੁਰਾ ਵਾਤਾਵਰਨ, ਸਫ਼ਲਤਾ ਪ੍ਰਾਪਤ ਕਰਨ ਦੀ ਪ੍ਰਬਲ ਇੱਛਾ, ਸਮਾਜਕ ਬੰਦਸ਼ਾਂ ਦਾ ਟੁੱਟਣਾ, ਧਾਰਮਿਕ ਬੰਦਸ਼ਾਂ ਦਾ ਕਮਜ਼ੋਰ ਪੈਣਾ ਆਦਿ ਪ੍ਰਮੁੱਖ ਕਾਰਨ ਹਨ।

ਸਮੁੱਚੇ ਰੂਪ ਵਿੱਚ ਨਸ਼ਿਆਂ ਵਿਰੁੱਧ ਇਹ ਮਾਰਚ ਕਈ ਮਾਅਨਿਆਂ ਤੋਂ ਮਹੱਤਵਪੂਰਨ ਰਿਹਾ। ਇਸ ਵਿੱਚ ਪੰਜਾਬ ਪੁਲਿਸ ਨੇ ਪੰਜਾਬ ਦੇ ਵੱਖ-ਵੱਖ ਹਿੱਸਿਆਂ ਵਿੱਚ ਜਾਗਰੂਕਤਾ ਮਾਰਚ ਕੱਢੇ। ਲੋਕਾਂ ਨੂੰ ਨਸ਼ਿਆਂ ਦੇ ਕੋਹੜ ਤੋਂ ਦੂਰ ਰਹਿਣ ਦਾ ਹੋਕਾ ਦਿੱਤਾ। ਇਸ ਲਈ ਪੰਜਾਬ ਪੁਲਿਸ ਦਾ ਇਹ ਨਸ਼ਾ ਵਿਰੋਧੀ ਜਾਗਰੂਕਤਾ ਮਾਰਚ ਸਮਾਜ ਭਲਾਈ ਲਈ ਸਲਾਹੁਣਯੋਗ ਕਾਰਜ ਹੈ।

10.2.3 ਕਰੋਨਾ ਮਹਾਂਮਾਰੀ ਦੇ ਵਿਭਿੰਨ ਪ੍ਰਭਾਵਾਂ 'ਤੇ ਚਰਚਾ :

ਦਸੰਬਰ 2019 ਵਿੱਚ ਕਰੋਨਾ ਮਹਾਂਮਾਰੀ ਦੀ ਭਿਆਨਕਤਾ ਨੇ ਸਮੁੱਚੇ ਸੰਸਾਰ ਨੂੰ ਆਪਣੀ ਜਕੜ ਵਿੱਚ ਲੈ ਲਿਆ। ਇਸ ਮਹਾਂਮਾਰੀ ਨੇ ਜਿੱਥੇ ਲੱਖਾਂ ਲੋਕਾਂ ਦੀ ਜਾਨ ਲਈ, ਉੱਥੇ ਹੀ ਹਰ ਇਨਸਾਨ ਨੂੰ ਮੌਤ ਦੀ ਭਿਆਨਕਤਾ ਤੋਂ ਡਰਾਇਆ। ਕਿਸੇ ਮਹਾਂਮਾਰੀ ਦਾ ਇਤਿਹਾਸ ਪੜ੍ਹਨਾ ਦੂਜੇ ਦਰਜੇ ਦੀ ਗੱਲ ਹੈ ਅਤੇ ਕਿਸੇ ਮਹਾਂਮਾਰੀ ਨੂੰ ਭੇਗਣਾ ਪਹਿਲੇ ਦਰਜੇ ਦਾ ਅਨੁਭਵ ਹੈ। ਕਰੋਨਾ ਮਹਾਂਮਾਰੀ ਦਾ ਇਹ ਅਨੁਭਵ ਅਸੀਂ ਸਾਰਿਆਂ ਨੇ ਕਿਸੇ ਨਾ ਕਿਸੇ ਰੂਪ ਵਿੱਚ ਕੀਤਾ ਹੈ। ਕਰੋਨਾ ਮਹਾਂਮਾਰੀ ਦੇ ਪ੍ਰਤੱਖ ਪ੍ਰਭਾਵਾਂ ਵਿੱਚ ਡਰ, ਸਹਿਮ, ਬੇਗ਼ਾਨਗੀ, ਅਮਾਨਵੀ, ਲਾਚਾਰੀ, ਭੁੱਖਮਰੀ ਜਿਹੇ ਅਹਿਸਾਸਾਂ ਨੂੰ ਸਾਰੇ ਸੰਸਾਰ ਨੇ ਆਪਣੇ ਹੱਡੀ ਹੰਢਾਇਆ ਹੈ।

ਹੁਣ ਜਦੋਂ ਅਸੀਂ ਕੋਵਿਡ-19 ਬਾਰੇ ਗੱਲ ਕਰਦੇ ਹਾਂ ਤਾਂ WHO ਨੇ ਕੋਵਿਡ-19 ਦੇ ਅਰਥਾਂ ਨੂੰ ਇਸ ਤਰ੍ਹਾਂ ਪੇਸ਼ ਕੀਤਾ ਹੈ ਕਿ (CO) ਭਾਵ ਕਰੋਨਾ, VI ਭਾਵ ਵਾਇਰਸ, D ਭਾਵ ਡਜ਼ੀਜ਼ ਤੋਂ ਹੈ। ਇਹ ਰੋਗ ਕਰੋਨਾ ਪ੍ਰਭਾਵਿਤ ਮਰੀਜ਼ਾਂ ਦੇ ਸੰਪਰਕ ਵਿੱਚ ਆਉਣ, ਛੂਹਣ, ਹੱਥ ਮਿਲਾਉਣ ਜਾਂ ਬਿਨਾਂ ਮੂੰਹ ਢਕੇ ਖੰਘਣ, ਛਿੱਕਣ ਨਾਲ ਹੋ ਸਕਦਾ ਹੈ। ਇਸ ਵਾਇਰਸ ਸੰਬੰਧੀ ਸਮਾਜ ਸੇਵੀ ਸੰਸਥਾ ਲੁਧਿਆਣਾ ਵੱਲੋਂ ਇੱਕ ਪ੍ਰੋਗਰਾਮ ਆਯੋਜਿਤ ਕੀਤਾ ਗਿਆ। ਇਸ ਪ੍ਰੋਗਰਾਮ ਵਿੱਚ ਡਾਕਟਰਾਂ ਅਤੇ ਸਮਾਜ ਵਿਗਿਆਨੀਆਂ ਨੇ ਕਰੋਨਾ ਦੇ ਵਿਭਿੰਨ ਪ੍ਰਭਾਵਾਂ ਸੰਬੰਧੀ ਚਰਚਾ ਕੀਤੀ। ਇਸ ਚਰਚਾ ਵਿੱਚੋਂ ਕੁਝ ਟਿੱਪਣੀਆਂ ਨੂੰ ਲੋਕਾਂ ਨਾਲ ਸਾਂਝੇ ਕਰਨਾ ਜ਼ਰੂਰੀ ਹੋ ਜਾਂਦਾ ਹੈ। ਜਿਵੇਂ ਇਸ ਵਾਇਰਸ ਨੇ ਚੀਨ ਸਮੇਤ ਦੁਨੀਆ ਭਰ ਵਿੱਚ ਆਰਥਿਕ ਤੇ ਸਮਾਜਕ ਪੱਧਰ 'ਤੇ ਕਈ ਤਰ੍ਹਾਂ ਦੀ ਉਥਲ-ਪੁਥਲ ਕੀਤੀ। ਖ਼ਦਸ਼ਾ ਇਸ ਗੱਲ ਦਾ ਹੈ ਕਿ ਇਹ ਵਾਇਰਸ ਤੇਜ਼ੀ ਨਾਲ ਸੰਸਾਰ ਵਿੱਚ ਆਪਣੇ ਪ੍ਰਭਾਵ ਛੱਡ ਰਿਹਾ ਹੈ।

ਕਰੋਨਾ ਵਾਇਰਸ ਦੇ ਤੇਜ਼ੀ ਨਾਲ ਪੈਰ ਪਸਾਰਨ ਕਰਕੇ ਮਸਲਾ ਹੋਰ ਵੀ ਗੰਭੀਰ ਬਣ ਗਿਆ ਹੈ। ਇਸ ਡਰ ਪਿੱਛੇ ਬਹੁਤ ਸਾਰੇ ਕਾਰਨ ਜ਼ਿੰਮੇਵਾਰ ਹਨ। ਕਿਉਂਕਿ ਭਾਰਤ ਬਹੁਤ-ਆਬਾਦੀ ਅਤੇ ਘੱਟ ਸਿਹਤ ਸਹੂਲਤਾਂ ਵਾਲਾ ਮੁਲਕ ਹੈ। ਇਸ ਤੋਂ ਵੀ ਅਗਾਂਹ ਇਸ ਦੇਸ਼ ਦੀ ਸਭਿਆਚਾਰਕ ਬਣਤਰ ਤੇ ਮੁਹਾਂਦਰਾ ਵੱਖਰਾ ਹੈ। ਭਾਰਤ ਦੀ ਲਗਪਗ 70 ਪ੍ਰਤੀਸ਼ਤ ਆਬਾਦੀ ਪਿੰਡਾਂ ਤੇ ਛੋਟੇ ਕਸਬਿਆਂ ਵਿੱਚ ਰਹਿੰਦੀ ਹੈ ਜਿੱਥੇ ਗਿਆਨ-ਵਿਗਿਆਨ ਦੀ ਬਹੁਤੀ ਸਮਝ ਨਹੀਂ ਹੈ। ਇਸ ਕਰਕੇ ਲੋਕ ਆਪਣੇ ਬਣਾਏ ਹੋਏ ਵਿਸ਼ਵਾਸਾਂ ਅਤੇ ਅੰਧ-ਵਿਸ਼ਵਾਸਾਂ ਨਾਲ ਹੀ ਜੀਵਨ ਗੁਜ਼ਾਰਦੇ ਹਨ। ਮਿਲਣਸਾਰਤਾ ਭਾਰਤੀ ਸਮਾਜ ਦਾ ਵਿਸ਼ੇਸ਼ ਪਛਾਣ ਬਿੰਦੂ ਹੈ। ਇਸ ਵਾਇਰਸ ਦੀ ਰੋਕਥਾਮ ਨਾਲ ਸੰਬੰਧਿਤ ਚਲਾਈਆਂ ਜਾ ਰਹੀਆਂ ਮੁਹਿੰਮਾਂ ਵਿੱਚ ਸਮਾਜਿਕ ਦੂਰੀ ਨੂੰ ਲੋਕ ਮਾਨਸਿਕਤਾ ਸਵੀਕਾਰ ਹੀ ਨਹੀਂ ਕਰ ਪਾ ਰਹੀ ਹੈ। ਇਸ ਬਿਮਾਰੀ ਦੇ ਲੱਛਣਾਂ ਤੇ ਰੋਕਥਾਮ ਲਈ ਵਰਤੇ ਜਾਣ ਵਾਲੇ ਉਪਚਾਰਾਂ ਨੂੰ ਸਾਧਾਰਨ ਲੋਕਾਂ ਦੁਆਰਾ ਨਾ ਸਮਝ ਪਾਉਣਾ ਸਭ ਤੋਂ ਵੱਡੀ ਚਿੰਤਾ ਦਾ ਵਿਸ਼ਾ ਹੈ। ਦੂਜੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਭਾਰਤੀ ਲੋਕਾਂ ਦਾ ਰਹਿਣ-ਸਹਿਣ ਅਤੇ ਜੀਣ ਢੰਗ ਪੱਕੀਆਂ ਆਦਤਾਂ ਵਿੱਚ ਢਲਿਆ ਹੋਇਆ ਹੈ। ਇਹਨਾਂ ਆਦਤਾਂ ਨੂੰ ਯਕਦਮ ਬਦਲਣਾ ਔਖਾ ਲੱਗਦਾ ਹੈ। ਇਸ ਕਾਰਨ ਲੋਕ ਘਰਾਂ ਵਿੱਚ ਰਹਿਣ 'ਤੇ ਇਹਤਿਆਤ ਵਰਤਣੋਂ ਕਤਰਾਉਂਦੇ ਹਨ। ਇਸ ਕਰਕੇ ਇਸ ਮਹਾਂਮਾਰੀ ਦੀਆਂ ਵਿਗਿਆਨਕ ਸਚਾਈਆਂ ਤੇ ਭਾਰਤੀ ਲੋਕਾਂ ਦਾ ਜੀਵਨ ਵਿਵਹਾਰ (Practically) ਸਿੱਧੇ ਤੌਰ 'ਤੇ ਟਕਰਾਅ ਦੀ ਸਥਿਤੀ ਵਿੱਚ ਹਨ। ਆਮ ਇਨਸਾਨ ਇਸ ਵਾਇਰਸ ਨੂੰ ਕਈ ਤਰ੍ਹਾਂ ਦੇ ਅੰਧ-ਵਿਸ਼ਵਾਸਾਂ ਰਾਹੀਂ ਭਜਾ ਦੇਣਾ ਚਾਹੁੰਦਾ ਹੈ। ਇਸ ਕਰਕੇ ਜ਼ਮੀਨੀ ਪੱਧਰ 'ਤੇ ਮੁਸ਼ਕਲਾਂ ਪੈਦਾ ਹੋ ਰਹੀਆਂ ਹਨ।

ਭਾਰਤੀ ਲੋਕਾਂ ਦੀ ਮਾਨਸਿਕਤਾ ਬਹੁਤ ਸਾਰੀਆਂ ਮਿੱਥਾਂ ਤੇ ਲੋਕ-ਰੂੜੀਆਂ ਵਿੱਚ ਉਲਝੀ ਹੋਈ ਹੈ। ਇਹ ਲੋਕ ਦੀਵੇ ਬਾਲਕੇ, ਥਾਲੀਆਂ ਖੜਕਾ ਕੇ ਤਰ੍ਹਾਂ-ਤਰ੍ਹਾਂ ਦੇ ਕੋਤਕਾਂ ਰਾਹੀਂ ਕਰੋਨਾ ਨੂੰ ਮਾਤ ਦੇਣਾ ਚਾਹੁੰਦੇ ਹਨ ਜੋ ਕਿ ਅਗਿਆਨਤਾ ਤੋਂ ਵੱਧ ਕੇ ਕੁਝ ਵੀ ਨਹੀਂ ਹੈ। ਅਗਿਆਨਤਾ ਦੇ ਨਾਲ ਇਸ ਵਿੱਚ ਡਰ ਅਤੇ ਖੇਫ਼ ਵੀ ਸ਼ਾਮਲ ਹੈ। ਕਿਉਂਕਿ ਡਰਿਆ ਹੋਇਆ ਬੰਦਾ ਸਭ ਕੁਝ ਕਰੇਗਾ ਪਰ ਲੋੜੋਂ ਵੱਧ ਡਰ ਅਤੇ ਚਿੰਤਾ ਦੁਰਬਲਤਾ ਦਾ ਕਾਰਨ ਬਣਦੀ ਹੈ। ਇਸ ਸਿੱਕੇ ਦਾ ਦੂਜਾ ਪਹਿਲੂ ਅਗਿਆਨਤਾ ਅਤੇ ਬੰਦੇ ਦੀ ਸਵੈ-ਘਾਤ ਅਤਾਰਕਿਕ ਪਹੁੰਚ ਹੈ ਜੋ ਇਹ ਮੰਨਦੀ ਹੈ ਕਿ ਬਿਮਾਰੀ ਸਾਡੇ ਤੱਕ ਨਹੀਂ ਪਹੁੰਚੇਗੀ। ਇਸ ਕਰਕੇ ਬਹੁਤ ਜਨਸੰਖਿਆ ਆਪਣੀ ਸਾਰੀ ਡੋਰ ਆਪਣੇ ਧਾਰਮਿਕ ਦੇਵਤਿਆਂ 'ਤੇ ਰੱਖਕੇ ਓਵੇਂ ਹੀ ਕੰਮਾਂ-ਕਾਰਾਂ ਨਾਲ ਜੁੜੀ ਰਹਿਣਾ ਚਾਹੁੰਦੀ ਹੈ। ਸੋ ਕਰੋਨਾ ਮਹਾਂਮਾਰੀ ਦੇ ਸ਼ੁਰੂਆਤੀ ਦੌਰ ਵਿੱਚ ਪੁਲਿਸ ਵਿਭਾਗ ਸਾਹਮਣੇ ਇਹ ਵੱਡੀ ਚੁਨੌਤੀ ਸੀ ਕਿ ਲੋਕਾਂ ਨੂੰ ਘਰਾਂ ਤੋਂ ਬਾਹਰ ਆਉਣੋਂ ਕਿਵੇਂ ਰੋਕਿਆ ਜਾਵੇ।

ਸੋ 'ਸਮਾਜ ਸੇਵੀ ਸੰਸਥਾ, ਲੁਧਿਆਣਾ' ਵੱਲੋਂ ਕਰੋਨਾ ਸੰਬੰਧੀ ਨਕਾਰਾਤਮਕ ਅਤੇ ਸਕਾਰਾਤਮਕ ਪੱਖਾਂ ਉੱਤੇ ਚਰਚਾ ਕੀਤੀ ਗਈ। ਕਰੋਨਾ ਮਹਾਂਮਾਰੀ ਕਾਰਨ ਬੇਸ਼ੱਕ ਬਹੁਤ ਕੁਝ ਮਾੜਾ ਵਾਪਰਿਆ ਪਰ ਕੁਝ ਅਜਿਹਾ ਚੰਗਾ ਵੀ ਵਾਪਰਿਆ ਜੋ ਇਸ ਸਦੀ ਵਿੱਚ ਸਦਾ ਯਾਦ ਰਹੇਗਾ। ਇਸ ਮਹਾਂਮਾਰੀ ਸਮੇਂ ਪ੍ਰਦੂਸ਼ਣ ਬੇਹੱਦ ਘਟਿਆ। ਸੜਕ ਹਾਦਸਿਆਂ ਨੂੰ ਠੱਲ੍ਹ ਪਈ। ਇਹਨਾਂ ਪੱਖਾਂ ਤੋਂ ਇਹ ਗੱਲ ਸਮਝ ਆਉਂਦੀ ਹੈ ਕਿ ਮਨੁੱਖ ਆਪਣੀ ਭੱਜ-ਦੌੜ ਨੂੰ ਘਟਾ ਸਕਦਾ ਹੈ। ਮਨੁੱਖ ਨੂੰ ਪ੍ਰਦੂਸ਼ਣ ਮੁਕਤ ਵਾਤਾਵਰਨ ਮਿਲ ਸਕਦਾ ਹੈ। ਸਮੁੱਚੇ ਰੂਪ ਵਿੱਚ ਇਹ ਵਿਚਾਰ-ਚਰਚਾ ਸਾਰੇ ਲੋਕਾਂ ਦੇ ਮਨਾਂ ਵਿੱਚ

ਅਜਿਹੇ ਸਵਾਲ ਪੈਦਾ ਕਰ ਗਈ।

10.2.4 ਕੰਪਿਊਟਰ ਸਹਾਇਕ ਸਿੱਖਿਆ – ਇੱਕ ਰਿਪੋਰਟ

ਮਨੁੱਖ ਨੇ ਆਪਣੀ ਵਿਕਾਸ ਯਾਤਰਾ ਵਿੱਚ ਬਹੁਤ ਮਹੱਤਵਪੂਰਨ ਕਾਢਾਂ ਕੱਢੀਆਂ। ਇਹਨਾਂ ਵਿੱਚੋਂ ਇੱਕ ਚਮਤਕਾਰੀ ਕਾਢ ਕੰਪਿਊਟਰ ਹੈ। ਕੰਪਿਊਟਰ ਮਨੁੱਖੀ ਜੀਵਨ ਦੇ ਹਰ ਖੇਤਰ ਵਿੱਚ ਇਸਤੇਮਾਲ ਹੁੰਦਾ ਹੈ। ਸਰਕਾਰੀ ਅਤੇ ਗ਼ੈਰ-ਸਰਕਾਰੀ ਦਫ਼ਤਰਾਂ, ਵਪਾਰ, ਬੈਂਕਾਂ, ਪੁਲਾੜ ਯਾਤਰਾ, ਖੇਜ, ਸੁਰੱਖਿਆ, ਸਿੱਖਿਆ, ਖੇਡਾਂ, ਆਵਾਜਾਈ ਆਦਿ ਲਈ ਕੰਪਿਊਟਰ ਦੀ ਵਰਤੋਂ ਕੀਤੀ ਜਾਂਦੀ ਹੈ। ਕੰਪਿਊਟਰ ਦੀ ਸਿੱਖਿਆ ਅਤੇ ਸਿਖਲਾਈ ਸੰਬੰਧੀ ਐਸ.ਡੀ. ਕਾਲਜ ਚੰਡੀਗੜ੍ਹ ਵਿਖੇ ਵਿਸ਼ੇਸ਼ ਪ੍ਰੋਗਰਾਮ ਕੀਤਾ ਗਿਆ। ਕੰਪਿਊਟਰ ਦੀ ਸਿੱਖਿਆ ਨਾਲ ਜੁੜੀਆਂ ਹਸਤੀਆਂ ਨੇ ਇਸ ਵਿੱਚ ਸ਼ਿਰਕਤ ਕੀਤੀ। ਇਸ ਪ੍ਰੋਗਰਾਮ ਵਿੱਚ ਵਿੱਦਿਆ ਪ੍ਰਣਾਲੀ ਵਿੱਚ ਕੰਪਿਊਟਰ ਦੀ ਸਿੱਖਿਆ 'ਤੇ ਜ਼ੋਰ ਦਿੱਤਾ ਗਿਆ। ਇਸ ਵਿੱਚ ਕੰਪਿਊਟਰ ਅਧਿਆਪਕਾਂ ਅਤੇ ਮਾਹਿਰਾਂ ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਕੰਪਿਊਟਰ ਸਿਖਲਾਈ ਲੈਣ ਸੰਬੰਧੀ ਸਮਗਰੀ 'ਤੇ ਵਿਚਾਰ ਕੀਤਾ ਗਿਆ। ਨਾਲ ਹੀ ਇਸ ਗੱਲ 'ਤੇ ਵੀ ਜ਼ੋਰ ਦਿੱਤਾ ਕਿ ਕੰਪਿਊਟਰ ਰਾਹੀਂ ਨੌਜਵਾਨ ਵਰਗ ਵਧੇਰੇ ਰਚਨਾਤਮਕ ਕਾਰਜ ਕਰ ਸਕਦਾ ਹੈ।

ਕੰਪਿਊਟਰ ਸੰਬੰਧੀ ਇਸ ਚਰਚਾ ਵਿੱਚ ਇੱਕ ਮਾਹਿਰ ਨੇ ਕੰਪਿਊਟਰ ਸਹਾਇਕ ਸਿੱਖਿਆ ਦੀਆਂ ਕਿਸਮਾਂ ਬਾਰੇ ਚਰਚਾ ਕੀਤੀ। ਉਹਨਾਂ ਵਿਕਸਿਤ ਦੇਸ਼ਾਂ ਦੇ ਹਵਾਲੇ ਨਾਲ ਸਹਾਇਕ ਸਿੱਖਿਆ ਨੂੰ ਤਿੰਨ ਪੱਧਰ ਦੀਆਂ ਕਿਰਿਆਵਾਂ ਰਾਹੀਂ ਵਰਣਨ ਕੀਤਾ। ਜਿਵੇਂ :-ਲੇਗੋ – ਇਸ ਸਿਸਟਮ ਨੂੰ ਫਿਊਰਜ਼ੀਰਾ ਅਤੇ ਪਾਪਰਟ ਦੁਆਰਾ ਆਜ਼ਾਦ ਕੀਤਾ ਗਿਆ। ਲੇਗੋ ਕੰਪਿਊਟਰ ਪ੍ਰੋਗਰਾਮ ਦੀ ਇੱਕ ਸਰਲ ਭਾਸ਼ਾ ਹੈ ਜੋ ਨੌਜਵਾਨਾਂ ਨੂੰ ਸਹਿਜੇ ਹੀ ਸਿਖਾਈ ਜਾ ਸਕਦੀ ਹੈ। ਇਸ ਵਿੱਚ ਲੇਗੋ ਦੁਆਰਾ ਨਿਰਦੇਸ਼ ਦਿੱਤੇ ਜਾਂਦੇ ਹਨ। ਜਿਨ੍ਹਾਂ ਦਾ ਨੌਜਵਾਨ ਚਿੱਤਰ ਆਦਿ ਬਣਾਉਣ ਵਿੱਚ ਇਸਤੇਮਾਲ ਕਰਦੇ ਹਨ। ਇਸ ਵਿੱਚ ਵਿਦਿਆਰਥੀ ਆਮ ਤੌਰ 'ਤੇ ਆਪਣੇ ਕਾਰਜ ਦੀ ਰੂਪ-ਰੇਖਾ ਬਣਾਉਂਦੇ ਹਨ। ਇਸ ਨਾਲ ਇੱਕ 'ਪ੍ਰੋਗਰਾਮ' ਬਣ ਜਾਂਦਾ ਹੈ। ਕੰਪਿਊਟਰ ਦੀ ਦੂਜੀ ਪ੍ਰਕਿਰਿਆ -ਨਕਲ ਅਤੇ ਖੇਡ ਹੈ। ਇਸ ਪ੍ਰਣਾਲੀ ਵਿੱਚ ਜੀਵਨ ਦੀਆਂ ਵਾਸਤਵਿਕ ਕਿਰਿਆਵਾਂ ਨੂੰ ਸਿੱਖਣ ਲਈ ਅਭਿਆਸ ਕੀਤਾ ਜਾਂਦਾ ਹੈ। ਨਕਲ ਮੁਕਾਬਲੇ ਦੀਆਂ ਖੇਡਾਂ ਦੇ ਆਧਾਰ ਵਜੋਂ ਵਿਕਸਿਤ ਕੀਤੀਆਂ ਜਾਂਦੀਆਂ ਹਨ। ਜੋ ਵਿਦਿਆਰਥੀ ਲਈ ਰੁਚੀ ਦਾ ਕਾਰਜ ਕਰਦੀਆਂ ਹਨ। ਕੰਟਰੋਲ ਹੇਠ ਸਿੱਖਣਾ ਇੱਕ ਹੋਰ ਅਭਿਆਸ ਪ੍ਰਣਾਲੀ ਹੈ। ਜਿਸ ਵਿੱਚ ਵਿਦਿਆਰਥੀ ਕੰਪਿਊਟਰ ਸੰਬੰਧੀ ਅੰਤਰ ਕਿਰਿਆਤਮਕ ਰਚਨਾਵਾਂ ਨੂੰ ਪ੍ਰਯੋਗ ਕਰਦਾ ਹੈ।

ਇਸ ਪ੍ਰੋਗਰਾਮ ਵਿੱਚ ਕੰਪਿਊਟਰ ਸਿੱਖਣ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਬਾਰੇ ਵਿਸਥਾਰ ਨਾਲ ਚਰਚਾ ਕੀਤੀ ਗਈ ਤੇ ਨੁਕਤੇ ਨੂੰ ਵੀ ਉਠਾਇਆ ਗਿਆ ਕਿ ਕੰਪਿਊਟਰ ਦੇ ਆਉਣ ਨਾਲ ਕੁਝ ਲੋਕਾਂ ਨੂੰ ਇਸ ਗੱਲ ਦਾ ਵਹਿਮ ਹੋ ਗਿਆ ਕਿ ਇਸ ਨਾਲ ਅਧਿਆਪਕ ਦੀ ਲੋੜ ਨਹੀਂ ਰਹੇਗੀ ਪਰ ਅਜਿਹਾ ਨਹੀਂ ਹੈ ਕਿ ਕੰਪਿਊਟਰ ਆਉਣ ਨਾਲ ਵੀ ਅਧਿਆਪਕ ਦੀ ਲੋੜ ਤਾਂ ਰਹੇਗੀ। ਸਗੋਂ ਕੰਪਿਊਟਰ ਨੂੰ ਚਲਾਉਣ ਲਈ ਕੰਪਿਊਟਰ ਮਾਹਿਰਾਂ ਦੀ ਵੀ ਲੋੜ ਰਹੇਗੀ। ਇਸੇ ਕਾਰਨ ਕੰਪਿਊਟਰ

ਇੰਜੀਨੀਅਰਿੰਗ ਜਿਹੇ ਵਿਸ਼ੇ ਹੋਂਦ ਵਿੱਚ ਆਏ। ਇਹਨਾਂ ਵਿਸ਼ਿਆਂ ਰਾਹੀਂ ਕੰਪਿਊਟਰ ਸਾਫਟਵੇਅਰ ਅਤੇ ਹਾਰਡਵੇਅਰ ਦੀ ਤਕਨੀਕੀ ਸਿੱਖਿਆ ਦੇਣ ਲਈ ਥਾਂ ਬਣੀ। ਇੰਡ ਕੰਪਿਊਟਰ ਆਉਣ ਨਾਲ ਰੋਜ਼ਗਾਰ ਦੇ ਨਵੇਂ ਮੌਕੇ ਪੈਦਾ ਹੋਏ ਹਨ।

ਕੰਪਿਊਟਰ ਸੰਬੰਧੀ ਅਜਿਹੀ ਚਰਚਾ ਵਿੱਚ ਕੰਪਿਊਟਰ ਦੇ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਕਾਰਜਾਂ ਬਾਰੇ ਗੱਲਬਾਤ ਕੀਤੀ ਗਈ। ਜਿਸ ਵਿੱਚ ਇੱਕ ਵਿਦਵਾਨ ਨੇ ਕਿਹਾ ਕਿ ਕੰਪਿਊਟਰ ਦੀ ਮਦਦ ਨਾਲ ਲੱਖਾਂ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਇਮਤਿਹਾਨ ਦਾ ਨਤੀਜਾ ਕੁਝ ਹੀ ਦਿਨਾਂ ਵਿੱਚ ਤਿਆਰ ਹੋ ਜਾਂਦਾ ਹੈ। ਇਸ ਲਈ ਕੰਪਿਊਟਰ ਗਣਿਤ, ਵਿਗਿਆਨ, ਭਾਸ਼ਾਵਾਂ, ਇੰਜੀਨੀਅਰਿੰਗ, ਸੈਨਾ ਆਦਿ ਖੇਤਰਾਂ ਵਿੱਚ ਮਹੱਤਵਪੂਰਨ ਕਾਰਜ ਕਰਦਾ ਹੈ। ਕੰਪਿਊਟਰ ਦੀ ਇਸ ਕਾਢ ਨਾਲ ਖੇਤੀ ਖੇਤਰ ਵਿੱਚ ਕ੍ਰਾਂਤੀਕਾਰੀ ਤਬਦੀਲੀ ਆਈ ਹੈ। ਜ਼ਮੀਨਾਂ ਨੂੰ ਪੱਧਰਾ ਕਰਨ ਲਈ ਕੰਪਿਊਟਰ ਵਾਲੇ ਸੰਦ ਤਿਆਰ ਹੋ ਗਏ ਹਨ। ਅਜਿਹੇ ਅਨੇਕ ਕਾਰਜਾਂ ਲਈ ਕੰਪਿਊਟਰ ਇੱਕ ਸਹਾਇਕ ਸਿੱਖਿਆ ਵਜੋਂ ਆਪਣਾ ਮਹੱਤਵਪੂਰਨ ਆਧਾਰ ਰੱਖਦਾ ਹੈ।

ਕੰਪਿਊਟਰ ਸੰਬੰਧੀ ਇਸ ਵਿਚਾਰ ਚਰਚਾ ਵਿੱਚ ਕੰਪਿਊਟਰ ਨੂੰ ਇੱਕ ਰੋਜ਼ਗਾਰ ਪ੍ਰਾਪਤੀ ਦਾ ਪ੍ਰਮੁੱਖ ਵਸੀਲਾ ਬਣਨ ਦੀ ਗੱਲ ਵੀ ਕਹੀ। ਕੰਪਿਊਟਰ ਸੰਬੰਧੀ ਪ੍ਰਾਪਤ ਵਿਭਿੰਨ ਤੱਥਾਂ ਤੋਂ ਇਸ ਗੱਲ ਦਾ ਗਿਆਨ ਹੁੰਦਾ ਹੈ ਕਿ ਕੰਪਿਊਟਰ ਕਿਸੇ ਨਾ ਕਿਸੇ ਰੂਪ ਵਿੱਚ ਹਰ ਮਨੁੱਖ ਦੀ ਜ਼ਿੰਦਗੀ ਦਾ ਹਿੱਸਾ ਬਣ ਗਿਆ ਹੈ। ਇਕ ਰਿਪੋਰਟ ਅਨੁਸਾਰ ਆਉਣ ਵਾਲੇ ਕੁਝ ਸਾਲਾਂ ਵਿੱਚ ਕੰਪਿਊਟਰ ਮਨੁੱਖੀ ਜ਼ਿੰਦਗੀ ਵਿੱਚ ਅਨੇਕਾਂ ਪਰਿਵਰਤਨ ਲਿਆਉਣ ਵਾਲਾ ਵਸੀਲਾ ਬਣ ਜਾਵੇਗਾ।

10.2.5 ਸੋਸ਼ਲ ਮੀਡੀਆ ਦੇ ਪ੍ਰਭਾਵਾਂ ਬਾਰੇ ਚੇਤਨਾ :

ਅਜੋਕਾ ਜ਼ਮਾਨਾ ਸੋਸ਼ਲ ਮੀਡੀਆ ਦਾ ਜ਼ਮਾਨਾ ਹੈ। ਮਨੁੱਖ ਸੋਸ਼ਲ ਮੀਡੀਆ ਰਾਹੀਂ ਇੱਕ ਦੂਜੇ ਨਾਲ ਜੁੜਿਆ ਹੋਇਆ ਹੈ। ਇਸਨੂੰ ਸਮਾਜਿਕ ਮੀਡੀਆ ਵੀ ਕਿਹਾ ਜਾਂਦਾ ਹੈ। ਸੋਸ਼ਲ ਮੀਡੀਆ ਇੱਕ ਅਜਿਹਾ ਪਲੇਟਫਾਰਮ ਹੈ। ਜਿੱਥੇ ਮਨੁੱਖ ਸੁਤੰਤਰ ਤੌਰ 'ਤੇ ਆਪਣੇ ਵਿਚਾਰਾਂ ਅਤੇ ਹੁਨਰ ਨੂੰ ਲੋਕਾਂ ਸਾਹਮਣੇ ਰੱਖ ਸਕਦਾ ਹੈ। ਸੋਸ਼ਲ ਮੀਡੀਆ ਤੋਂ ਚਲੰਤ ਮਸਲਿਆਂ, ਕੈਰੀਅਰ ਸੰਬੰਧਿਤ ਜਾਣਕਾਰੀ, ਦੇਸ਼ਾਂ ਮਿੱਤਰਾਂ ਸੰਬੰਧੀ ਅਤੇ ਵਿਸ਼ਵ ਸਮਾਜ-ਸਭਿਆਚਾਰ ਬਾਰੇ ਜਾਣਕਾਰੀ ਮਿਲਦੀ ਹੈ।

ਸੋਸ਼ਲ ਮੀਡੀਆ ਦੀ ਅਜਿਹੀ ਵਰਤੋਂ ਨਾਲ ਇਸਦੇ ਨੈਜਵਾਨਾਂ ਉੱਤੇ ਕੁਝ ਬੁਰੇ ਪ੍ਰਭਾਵ ਵੀ ਪੈ ਰਹੇ ਹਨ। ਇਹਨਾਂ ਪ੍ਰਭਾਵਾਂ ਸੰਬੰਧੀ ਡੀ.ਏ.ਵੀ. ਕਾਲਜ ਜਲੰਧਰ ਵੱਲੋਂ ਇਕ ਸਮਾਰੋਹ ਆਯੋਜਿਤ ਕੀਤਾ ਗਿਆ। ਇਸ ਵਿੱਚ ਨਾਮੀ ਵਿਦਵਾਨਾਂ ਨੇ ਭਾਗ ਲਿਆ। ਇਸ ਸਮਾਰੋਹ ਦੇ ਮੁੱਖ ਮਹਿਮਾਨ ਪੰਜਾਬੀ ਟ੍ਰਿਬਿਊਨ ਦੇ ਪੱਤਰਕਾਰ ਸਨ। ਉਹਨਾਂ ਆਪਣੀ ਚਰਚਾ ਵਿੱਚ ਕਿਹਾ ਕਿ, 'ਹਰ ਸਿੱਕੇ ਦੇ ਦੋ ਪਹਿਲੂ ਹੁੰਦੇ ਹਨ। ਇੱਕ ਪਹਿਲੂ ਲਾਭ ਜਾਂ ਚੰਗੇ ਪ੍ਰਭਾਵ ਦਾ ਹੈ ਅਤੇ ਦੂਜਾ ਪਹਿਲੂ ਸਮੱਸਿਆਵਾਂ ਨਾਲ ਜੁੜਿਆ ਹੁੰਦਾ ਹੈ। ਸੋਸ਼ਲ ਮੀਡੀਆ ਦੇ ਆਉਣ ਨਾਲ ਬਿਨਾਂ ਮਤਭੇਦ ਅੱਜ ਦੀ ਪੀੜ੍ਹੀ ਨੂੰ ਇਸ ਤੋਂ ਬਹੁਤ ਸਾਰੀ ਜਾਣਕਾਰੀ ਮਿਲਦੀ ਹੈ ਇਹ ਪੀੜ੍ਹੀ ਆਪਣੀ ਪ੍ਰਤਿਭਾ ਨੂੰ ਆਪਣੇ ਵਿਚਾਰਾਂ ਰਾਹੀਂ ਸੋਸ਼ਲ ਮੀਡੀਆ ਤੇ ਦਿਖਾ ਸਕਦੀ ਹੈ।' ਪਰ ਸੋਸ਼ਲ ਮੀਡੀਆ ਦਾ ਦੂਜਾ ਪੱਖ ਉਦੋਂ ਘਿਣਾਉਣਾ ਬਣ ਜਾਂਦਾ ਹੈ। ਜਦੋਂ ਸਮਾਜ ਵਿਰੋਧੀ ਤਾਕਤਾਂ ਭੜਕਾਊ ਵਿਚਾਰ ਪੇਸ਼ ਕਰਕੇ ਮਸ਼ਹੂਰ ਹੋਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਕਰਦੀਆਂ ਹਨ। ਅਜਿਹੀ ਵਿਚਾਰ-ਚਰਚਾ ਵਿੱਚ ਸੋਸ਼ਲ ਮੀਡੀਆ

ਬਾਰੇ ਹੋਰ ਬਹੁਤ ਸਾਰੀਆਂ ਧਾਰਨਾਵਾਂ ਦਿੱਤੀਆਂ ਜਾ ਸਕਦੀਆਂ ਹਨ। ਇਸ ਵਿੱਚ ਇੱਕ ਗੱਲ ਹੋਰ ਉੱਭਰ ਕੇ ਸਾਹਮਣੇ ਆਉਂਦੀ ਹੈ ਕਿ ਉੱਭਰੇ ਅਵਸਥਾ ਵਿੱਚ ਜੇ ਉਰਜਾ ਭਰੀ ਹੁੰਦੀ ਹੈ। ਜਿਸ ਉਮਰ ਵਿੱਚ ਬੱਚਾ ਸਖ਼ਤ ਮਿਹਨਤ ਵਾਲੇ ਪਾਸੇ ਲੱਗ ਕੇ ਆਪਣੇ ਭਵਿੱਖ ਦੇ ਸੁਪਨੇ ਸਿਰਜ ਸਕਦਾ ਹੈ। ਉੱਥੇ ਇਹ ਨੌਜਵਾਨ ਇਸ ਸਮੇਂ ਸੋਸ਼ਲ ਮੀਡੀਆ ਦੇ ਦਿਖਾਵੇ ਵਿੱਚ ਪੈ ਕੇ ਆਪਣਾ ਸਮਾਂ ਬਰਬਾਦ ਕਰ ਲੈਂਦਾ ਹੈ। ਬਿਨਾਂ ਸ਼ੱਕ ਇੰਟਰਨੈੱਟ ਸਾਡੀ ਜ਼ਿੰਦਗੀ ਦਾ ਅਹਿਮ ਹਿੱਸਾ ਬਣ ਗਿਆ ਹੈ। ਦੂਰ-ਦੁਰਾਡੇ ਬੈਠੇ ਵੀ ਅਸੀਂ ਆਪਣੇ ਮਿੱਤਰਾਂ ਤੇ ਰਿਸ਼ਤੇਦਾਰਾਂ ਨਾਲ ਗੱਲਾਂ-ਬਾਤਾਂ ਕਰ ਸਕਦੇ ਹਾਂ। ਇਸ ਦੇ ਨਾਲ ਸੈਂਕੜੇ ਅਜਿਹੀਆਂ ਲਾਇਬਰੇਰੀਆਂ, ਸ਼ਾਪਿੰਗ ਮਾਲ, ਦਫ਼ਤਰ, ਪੈਸਿਆਂ ਦਾ ਲੈਣ-ਦੇਣ ਆਦਿ ਵਰਗੀਆਂ ਮਹੱਤਵਪੂਰਨ ਥਾਵਾਂ ਸਾਡੀਆਂ ਉਂਗਲਾਂ ਦੇ ਪੇਟਿਆਂ ਉੱਤੇ ਖੁੱਲ੍ਹ ਜਾਂਦੀਆਂ ਹਨ। ਇਸ ਨਾਲ ਵਪਾਰ ਅਤੇ ਵਪਾਰੀਆਂ ਲਈ ਅਨੇਕਾਂ ਬਹੁਮੁੱਲੇ ਸਾਧਨ ਮੌਜੂਦ ਹੁੰਦੇ ਹਨ। ਜਿਸ ਨਾਲ ਜ਼ਿੰਦਗੀ ਦੇ ਕੰਮ-ਕਾਰ ਸੌਖੇ ਢੰਗ ਨਾਲ ਹੋ ਜਾਂਦੇ ਹਨ।

ਸੋਸ਼ਲ ਮੀਡੀਆ ਦੇ ਵੱਖ-ਵੱਖ ਰੂਪਾਂ ਨੂੰ ਦੇਖਦੇ ਹੋਏ ਇਸ ਵਿੱਚ ਫੇਸ ਬੁੱਕ, ਵਟਸਐਪ, ਸਨੈਪਚੈਟ, ਇਨਸਟਾਗ੍ਰਾਮ, ਟਵੀਟਰ ਆਦਿ ਵਰਗੀਆਂ ਸੋਸ਼ਲ ਐਪਸ ਨੇ ਅੱਜਕੱਲ੍ਹ ਦੀ ਨੌਜਵਾਨ ਪੀੜ੍ਹੀ ਉੱਤੇ ਕਾਫ਼ੀ ਪ੍ਰਭਾਵ ਪਾਏ ਹਨ। ਇਸ ਨਾਲ ਨੌਜਵਾਨਾਂ ਦਾ ਲੋੜ ਤੋਂ ਜ਼ਿਆਦਾ ਸਮਾਂ ਖ਼ਰਾਬ ਹੁੰਦਾ ਹੈ। ਇਸ ਕਾਰਨ ਵਿਦਿਆਰਥੀ ਕਿਤਾਬਾਂ ਪੜ੍ਹਨ ਅਤੇ ਰਚਨਾਤਮਕ ਗਤੀਵਿਧੀਆਂ ਕਰਨ ਤੋਂ ਆਵਾਜ਼ਾਰ ਹੋਇਆ ਹੈ। ਜਿਸ ਕਾਰਨ ਵਿਦਿਆਰਥੀਆਂ ਦਾ ਪੜ੍ਹਾਈ ਵਿੱਚ ਖ਼ਰਾਬ ਪ੍ਰਦਰਸ਼ਨ ਹੋ ਰਿਹਾ ਹੈ। ਨੌਜਵਾਨਾਂ ਦਾ ਸਿੱਖਿਆ ਵਿੱਚ ਮਾੜਾ ਪੱਧਰ ਉਸ ਵਿੱਚ ਆਤਮ-ਵਿਸ਼ਵਾਸ ਦੀ ਘਾਟ ਪੈਦਾ ਕਰਦਾ ਹੈ। ਨਤੀਜੇ ਵਜੋਂ ਕਈ ਵਾਰ ਵਿਦਿਆਰਥੀ ਆਤਮ-ਹੱਤਿਆ ਕਰਨ ਦੀ ਕੋਸ਼ਿਸ਼ ਵੀ ਕਰਦੇ ਹਨ।

ਸੋਸ਼ਲ ਮੀਡੀਆ ਦੇ ਕੁਝ ਕੋੜੇ ਪੱਖਾਂ ਵਿੱਚ ਸਾਈਬਰ ਧੱਕੇਸ਼ਾਹੀ ਦਾ ਵੀ ਬੋਲਬਾਲਾ ਹੈ ਇਸ ਰਾਹੀਂ ਸੋਸ਼ਲ ਮੀਡੀਆ 'ਤੇ ਧਮਕੀਆਂ ਜਾਂ ਅਫ਼ਵਾਹਾਂ ਦੇ ਮੈਸੇਜ ਆਮ ਜਿਹੀ ਗੱਲ ਹੋ ਗਏ ਹਨ। ਡਾਟਾ ਹਾਇਕਿੰਗ ਰਾਹੀਂ ਨਿੱਜੀ ਜਾਣਕਾਰੀ ਦੇ ਰੈਕਟ ਵੀ ਸਾਹਮਣੇ ਆਉਂਦੇ ਹਨ ਬੱਚਿਆਂ ਵਿੱਚ ਵੀਡੀਓ ਗੇਮਜ਼ ਅਤੇ ਪੱਬ ਜੀ ਵਰਗੀਆਂ ਗੇਮਾਂ ਮਾਪਿਆਂ ਦਾ ਪੈਸਾ ਬਰਬਾਦ ਕਰਨ ਤੋਂ ਇਲਾਵਾ ਜਾਨ ਜਾਣ ਦਾ ਕਾਰਨ ਵੀ ਬਣ ਜਾਂਦੀਆਂ ਹਨ। ਸੋਸ਼ਲ ਮੀਡੀਆ ਦਾ ਸਿਹਤ ਉੱਤੇ ਵੀ ਕਾਫ਼ੀ ਪ੍ਰਭਾਵ ਪੈਂਦਾ ਹੈ। ਇਸ ਨਾਲ ਨੌਜਵਾਨ ਮਾਨਸਿਕ ਸਮੱਸਿਆਵਾਂ ਤਣਾਅ ਅਤੇ ਉਨੀਂਦਰਾ ਰਹਿਣ ਦੀਆਂ ਬਿਮਾਰੀਆਂ ਨਾਲ ਜੂਝਦੇ ਹਨ।

ਕਾਲਜ ਦੀ ਇਸ ਵਿਚਾਰ-ਚਰਚਾ ਵਿੱਚ ਸੋਸ਼ਲ ਮੀਡੀਆ ਦੇ ਬੁਰੇ ਪ੍ਰਭਾਵਾਂ ਨੂੰ ਰੋਕਣ ਲਈ ਕੁਝ ਗੱਲਾਂ ਜ਼ਰੂਰੀ ਤੌਰ 'ਤੇ ਅਪਣਾਉਣ ਦੀ ਗੱਲ ਕੀਤੀ ਗਈ। ਇਸ ਵਿੱਚ ਮਾਪਿਆਂ ਵੱਲੋਂ ਨੌਜਵਾਨਾਂ ਨੂੰ ਸਮਾਂ ਦੇਣ ਦੀ ਗੱਲ ਵੀ ਆਖੀ ਗਈ। ਨਾਲ ਹੀ ਇਸ ਗੱਲ 'ਤੇ ਜ਼ੋਰ ਦਿੱਤਾ ਗਿਆ ਕਿ ਸੋਸ਼ਲ ਮੀਡੀਆ ਦੀ ਸੀਮਤ ਜ਼ਾਬਤੇ ਵਿੱਚ ਰਹਿ ਕੇ ਵਰਤੋਂ ਕਰਨੀ ਚਾਹੀਦੀ ਹੈ। ਇਸ ਦੇ ਨਾਲ ਹੀ ਸੋਸ਼ਲ ਮੀਡੀਆ ਨੂੰ ਚੰਗੀਆਂ ਸਿਰਜਣਾਤਮਕ ਚੀਜ਼ਾਂ ਸਿੱਖਣ ਲਈ ਕਿਵੇਂ ਵਰਤਣਾ ਚਾਹੀਦਾ ਹੈ, ਦੀ ਸਿਖਲਾਈ ਦੇਣ ਬਾਰੇ ਵੀ ਚਰਚਾ ਹੋਈ। ਇਸ ਸਮਾਰੋਹ ਵਿੱਚ ਵਿਦਿਆਰਥੀਆਂ ਨੇ ਮੀਡੀਆ ਨਾਲ ਸੰਬੰਧਿਤ ਕਈ ਚੰਗੇ ਤੇ ਮਾੜੇ ਪੱਖ ਸਾਂਝੇ ਕੀਤੇ। ਇਸ ਲਈ ਸੋਸ਼ਲ ਮੀਡੀਆ ਦੀ ਸੁਚਾਰੂ ਵਰਤੋਂ ਕਰਨ ਲਈ ਇਹ ਚਰਚਾ

ਇੱਕ ਪ੍ਰਕਾਰ ਦਾ ਪ੍ਰੋਰਨਾਦਾਇਕ ਕਾਰਜ ਹੋ ਨਿੱਬੜੀ।

10.3 ਅਭਿਆਸ ਲਈ ਪ੍ਰਸ਼ਨ

10.3.1 ਬੇਰੁਜ਼ਗਾਰੀ ਵਧਣ ਦੇ ਕਾਰਨਾਂ ਤੇ ਇੱਕ ਰਿਪੋਰਟ

10.3.2 ਸੜਕ ਹਾਦਸਿਆਂ ਸੰਬੰਧੀ ਰਿਪੋਰਟ ਰਚਨਾ

10.3.3 ਬਿਮਾਰੀਆਂ ਦੇ ਵਧਣ ਉੱਤੇ ਇੱਕ ਰਿਪੋਰਟ

10.4 ਸਹਾਇਕ ਪੁਸਤਕਾਂ ਤੇ ਸਮੱਗਰੀ:

10.4.1 ਅਜੀਤ ਪੰਜਾਬੀ ਅਖ਼ਬਾਰ, ਜਲੰਧਰ

10.4.2 ਪੰਜਾਬੀ ਟ੍ਰਿਬਿਊਨ, ਚੰਡੀਗੜ੍ਹ

10.4.3 ਮਹਿੰਦਰ ਸਿੰਘ ਰੰਧਾਵਾ, ਦੇਵਿੰਦਰ ਸਤਿਆਰਥੀ, ਪੰਜਾਬੀ ਲੋਕਗੀਤ, ਸਾਹਿਤ ਅਕਾਦਮੀ, 2007

10.4.4 ਨਰਿੰਦਰ ਸਿੰਘ ਦੁੱਗਲ, ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਅਤੇ ਰਚਨਾਵਲੀ, ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ,
ਜਲੰਧਰ, 2017

10.4.5 ਰਾਮਧਾਰੀ ਸਿੰਘ ਦਿਨਕਰ, ਸਭਿਆਚਾਰ ਦੇ ਚਾਰ ਅਧਿਆਏ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ
ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 1992

10.4.6 <https://www.news-medical.net>.



**The Motto of Our University
(SEWA)**

SKILL ENHANCEMENT

EMPLOYABILITY

WISDOM

ACCESSIBILITY

**JAGAT GURU NANAK DEV
PUNJAB STATE OPEN UNIVERSITY, PATIALA**

(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

BACHELOR OF ARTS (LIBERAL ARTS)

SKILL ENHANCEMENT COURSE

SEMESTER-III

BLAB32407T

POSITIVE PSYCHOLOGY

Head Quarter: C/28, The Lower Mall, Patiala-147001

WEBSITE: www.psou.ac.in

The Study Material has been prepared exclusively under the guidance of Jagat Guru Nanak Dev Punjab State Open University, Patiala, as per the syllabi prepared by Committee of Experts and approved by the Academic Council.

The University reserves all the copyrights of the study material. No part of this publication may be reproduced or transmitted in any form.

COURSE COORDINATOR AND EDITOR:

Dr. Gurleen Ahluwalia

Assistant Professor

School of Languages

Jagat Guru Nanak Dev Punjab State Open University

Patiala

LIST OF CONSULTANTS/ CONTRIBUTORS

Sr.No.	Name
1.	Prof. Harprit Kaur



JAGAT GURU NANAK DEV PUNJAB STATE OPEN UNIVERSITY, PATIALA
(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

PREFACE

Jagat Guru Nanak Dev Punjab State Open University, Patiala was established in December 2019 by Act 19 of the Legislature of State of Punjab. It is the first and only Open University of the State, entrusted with the responsibility of making higher education accessible to all, especially to those sections of society who do not have the means, time or opportunity to pursue regular education.

In keeping with the nature of an Open University, this University provides a flexible education system to suit every need. The time given to complete a programme is double the duration of a regular mode programme. Well-designed study material has been prepared in consultation with experts in their respective fields.

The University offers programmes which have been designed to provide relevant, skill-based and employability-enhancing education. The study material provided in this booklet is self-instructional, with self-assessment exercises, and recommendations for further readings. The syllabus has been divided in sections, and provided as units for simplification.

The University has a network of 10 Learner Support Centres/Study Centres, to enable students to make use of reading facilities, and for curriculum-based counselling and practicals. We, at the University, welcome you to be a part of this institution of knowledge.

Prof. Anita Gill
Dean Academic Affairs



JAGAT GURU NANAK DEV PUNJAB STATE OPEN UNIVERSITY, PATIALA
(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

BACHELOR OF ARTS (LIBERAL ARTS)
SKILL ENHANCEMENT COURSE (SEC)

SEMESTER-III
(BLAB32307T) POSITIVE PSYCHOLOGY

MAX MARKS:100

EXTERNAL:70

INTERNAL:30

PASS:35%

Credits: 4

Objective:

The objective of the course is to help the learners draw insights from Positive Psychology to lead a happy, contented and fulfilled life and achieve success at their workplaces.

INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt any two questions each from the sections A, and B of the question paper, and any ten short answer questions from Section C. They have to attempt questions only at one place and only once. Second or subsequent attempts, unless the earlier ones have been crossed out, shall not be evaluated.

Section A

Positive Psychology: Nature; Dimension and scope of Positive Psychology; Character strengths and Virtues.

Well-being: Nature and approaches: Hedonic and Eudemonic; Seligman's Perma.

Section B

Happiness: Physiological Perspectives on Happiness, Psychological Meaning of Happiness, Setting Goals for Life and Happiness.

Biopsychosocial determinants of happiness; Role of emotions and motives in pursuing happiness.

Suggested Readings:

- Lopez, Pedrotti & Synder. (2018). Positive Psychology: The scientific and Practical explorations of Human strengths.
- Peterson, C., & Seligman, M. E. P. (2004). Character strengths and virtues: A handbook and classification. New York: Oxford University.
- Boniwell, I. (2012). *Positive Psychology In a Nutshell: The Science of Happiness (3rd edition)*. London: Mc Graw Hill.
- Compton, W.C. & Hoffman, E. (2012). *Positive Psychology: The Science of Happiness and Flourishing*. Belmont: Wadsworth.

- Ivtzan, I., Lomas, T., Hefferon, K., Worth, P. (2016). *Second Wave Positive Psychology: Embracing the Dark Side of Life*. Routledge.
- Lomas, T., Hefferon, K., Ivtzan, I., (2014) *Applied Positive Psychology: Integrated Positive Practice*. SAGE Publications Ltd.



JAGAT GURU NANAK DEV PUNJAB STATE OPEN UNIVERSITY, PATIALA
(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

BACHELOR OF ARTS (LIBERAL ARTS)

SKILL ENHANCEMENT COURSE (SEC)

SEMESTER-III

(BLAB32307T) POSITIVE PSYCHOLOGY

COURSE COORDINATOR AND EDITOR: DR. GURLEEN AHLUWALIA

SECTION A

UNIT NO:	UNIT NAME
UNIT 1	POSITIVE PSYCHOLOGY
UNIT 2	CHARACTER STRENGTHS AND VIRTUES
UNIT 3	WELL-BEING

SECTION B

UNIT NO:	UNIT NAME
UNIT 4	HAPPINESS: PHYSIOLOGICAL PERSPECTIVES
UNIT 5	PSYCHOLOGICAL MEANING OF HAPPINESS
UNIT 6	BIO PSYCHOSOCIAL DETERMINANTS OF HAPPINESS

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER-III

SKILL ENHANCEMENT COURSE (SEC): POSITIVE PSYCHOLOGY

UNIT-1: POSITIVE PSYCHOLOGY

STRUCTURE

- 1.0 OBJECTIVES**
- 1.1 INTRODUCTION**
- 1.2 DEFINITIONS**
- 1.3 SCOPE**
- 1.4 NATURE**
- 1.5 POSITIVE PSYCHOLOGY IN ACTION**
- 1.6 AIM AND DIMENSIONS**
- 1.7 ASSUMPTIONS OF POSITIVE PSYCHOLOGY**
- 1.8 LIMITATIONS AND CONCERNS**
- 1.9 CONCLUSION**
- 1.10 SUGGESTED READING**
- 1.11 QUESTIONS FOR PRACTICE**

KEYWORDS: Positive psychology, PERMA, Flow, Assumptions of positive psychology

1.0 OBJECTIVES:

After completing this unit, one should be able to define positive psychology and understand its main aims and objectives. One should be able to understand its significance at the subjective, individual level as well as at the group level. The basic assumptions underlying the whole concept of positive psychology must be clear, as also the limitations of its application and study.

1.1 INTRODUCTION:

Positive psychology is a quite new branch of psychology the roots of which can be traced back to Martin E. P. Seligman's 1998 Presidential Address to the American Psychological Association (Seligman, 1998). As APA president, Seligman initiated a shift in psychology's

focus toward more positive psychological topics, such as well-being, contentment, hope, optimism, flow, happiness, savouring, human strengths, and resilience.

In contrast with the classical focus of psychology on curing mental illness, positive psychology emphasizes understanding the factors that build strengths, help people to flourish and contribute to mental health, as well as on subjective wellbeing and happiness. All of these factors and processes may underlie optimal human functioning. The message of the positive psychology as a movement is to ensure that psychology is focused on betterment of all human beings and communities.

Psychology is not just the study of disease, weakness, and damage; it also is the study of strength and virtue. Treatment is not just fixing what is wrong; it also is building what is right. Psychology is not just about illness or health; it also is about work, education, insight, love, growth, and play. And in this quest for what is best, positive psychology does not rely on wishful thinking, self-deception, or hand waving; instead, it tries to adapt what is best in the scientific method to the unique problems that human behavior presents in all its complexity (Seligman, 2002, p. 4).

Considering the basic statement Seligman proposed, positive psychology has multiple definitions for example: “Positive psychology is a scientific field that studies the optimal functioning of individuals, groups, and institutions” (Gable and Haidt, 2005). “Positive psychology is about scientifically informed perspectives on what makes life worth living. It focuses on aspects of the human condition that lead to happiness, fulfilment, and flourishing” (The Journal of Positive Psychology, 2005). “It is nothing more than the scientific study of ordinary human strengths and virtues. Positive psychology revisits ‘the average person,’ with an interest in finding out what works, what is right, and what is improving ... positive psychology is simply psychology”.

Positive psychology does not, however, imply that other applied fields of psychology (e.g. clinical, social or health psychology) are negative, although the science of psychology has made great efforts to understand what goes wrong in individuals, groups, and institutions while paying much less attention to understanding what is ‘right’ with people. Psychologists need to recognize the importance and practical utility of focusing on positive emotions, positive relationships, positive traits, and positive human functioning.

According to Seligman (2002), positive psychology has three primary concerns. The first is to specify and measure positive traits ‘that transcend particular cultures and politics and approach universality’ (Seligman, 1998, p. 1). Understanding positive individual traits involves the study of strengths, such as the capacity for love and work, courage, compassion, resilience, creativity, curiosity, integrity, self-knowledge, moderation, self-control, and wisdom. The second goal is to promote positive experiences and emotions. Understanding positive emotions entails the study of contentment with the past, happiness in

the present, and hope for the future. The third focus is on understanding positive institutions that entails the study of the strengths that foster better communities, such as justice, responsibility, civility, parenting, nurturance, the work ethic, leadership, teamwork, purpose, and tolerance (Positive Psychology Center). As a science it employs and develops assessments and research designs to establish trustworthy findings which can be related to practical application.

Positive psychology is the study of the conditions and processes that contribute to the better life and working of people, groups, and institutions. Positive psychology is a relatively new domain of psychology. It emphasizes the positive influences in a person's life or group's functioning. These may include but are not limited to character strengths, optimistic emotions, and constructive institutions. Positive psychology aims to help people identify happiness at all times

1.2 DEFINITIONS of POSITIVE PSYCHOLOGY

- Positive psychology as "the scientific study of positive human functioning and flourishing on multiple levels that include the biological, personal, relational, institutional, cultural, environmental and global dimensions of life."(Martin Seligman and Mihaly Csikszentmihalyi, 2011)



- “Positive psychology is the scientific study of what makes life most worth living” (Peterson, 2008).

In short, positive psychology is a scientific approach to studying human thoughts, feelings, and behavior, with a focus on Positive rather than negative building the strengths in a person rather than making the strategy on the weaknesses, It believes in building the good in life instead of repairing the bad, and taking the lives of average people up to “great” instead of focusing solely on moving those who are struggling up to “normal” (Peterson, 2008).

- *Positive psychology is the scientific and applied approach to uncovering people's strengths and promoting their positive functioning” (Hugo Alberts,2012).*
- *Positive psychology is the “study of the conditions and processes that contribute to the flourishing or optimal functioning of people, groups and institutions”(Gable and Haidt,2005).*

1.3 SCOPE OF POSITIVE PSYCHOLOGY:

The new positive psychology movement aims to develop a knowledge base focusing on human strengths to complement deficit based approaches (Snyder & Lopez). This message of positive psychology is an optimistic one.

The subject of positive psychology can be studied at three different levels. There is a difference in focus among these three levels. These are:

- **SUBJECTIVE LEVEL:** Subjective level refers to our routine life and emotions their in. The subjective level centers around feelings of happiness, well-being, optimism, and similar emotions or feelings as they relate to your daily experience.
- **INDIVIDUAL LEVEL:** As clear for the name, individual level refers to a person's potential for happiness. This level focuses at the capacity for love and vocation, courage, interpersonal skills, aesthetic sensibility, perseverance, forgiveness, originality, future mindedness, spirituality, high talent and wisdom. (Joseph & Linley).
- **GROUP LEVEL:** As real life is more lived at a community level rather than a personal level; group level primarily deals with the issues of Institutions rather than individuals. At the group level it is about virtues and the institutions that move individuals towards better citizenship, responsibility, nurturance, altruism, civility, moderation, tolerance and work ethic (Joseph & Linley).

Positive psychology is strongly based on humanistic theory. The basis for this as a discipline of psychology is to have the humanistic approach in order to enhance the human potential. This branch of psychology strongly that recognizes the role human emotions, specifically the positive ones play in enhancing human potential. Positive psychology recognizes that people can adapt

and change to adjust to life in highly creative ways, allowing them to feel good about life. Positive psychology aims to find out what is efficient and is working in the right manner giving humans their Independence the choice to their life choices. Positive psychology has a keen interest in finding out what works and what is right with individuals and the way they choose to live their life, work and relate (Joseph & Linley, 2006).

Following points describe the **key areas and subject matter of positive psychology**

- Positive Psychology's primary focus is on what people do right to obtain and maintain optimum happiness, by striving to understand and help people develop qualities that lead to greater personal fulfillment. (Compton)
- Positive psychology aims to identify study and enhance those qualities that improve on the positive subjective experiences and adaptive personality traits of individuals (Robbins).

Positive psychology offers a **strengths-based approach** from which to practice. Many specific suggestions are outlined in Carr 2004. Clients are helped to identify their talents and explore ways to use these frequently to generate flow experiences. Flow experience occur when one becomes engaged in controllable but challenging tasks or activities that require considerable skill and which are intrinsically motivating such as reading, sports, involvement in creative arts and music, rituals and certain kinds of work. (Csikszentmihalyi). positive Psychologists may also help clients recognize and extend arenas within which they exert control of events that matter to them; judge themselves against their immediate local reference groups rather than false images in the media; explore the future from an optimistic perspective; develop positive skills for self-regulation such as meditation and maintaining long term friendships; and develop skills for managing relationship challenges such as empathy and forgiveness.

A strengths-based approach will complement the deficit-oriented models in which most clinicians have been trained and give patients and clients access to services in which their resilience rather than their shortcomings is privileged.

From a **scientific perspective**, positive psychology is a field full of possibilities for future research. There are huge opportunities for young scientists to modify old and build new complex bio-psycho-social theories about aspects of well-being. There are endless opportunities to empirically test hypotheses derived from these theories about the relationships between large sets variables and well-being. For the young scientists, in the field of positive psychology, here are Nobel prizes waiting to be won.

1.4 NATURE OF POSITIVE PSYCHOLOGY:

Positive psychology is more about abstraction it actively partakes interest in subjective experiences such as subjective wellbeing/happiness, flow, joy, optimism and hope.

- Positive psychology has an interest in the thriving individual, paying particular attention to character strengths and virtues such as courage, perseverance, open-mindedness and wisdom.
- The discipline of positive psychology is primarily focused on the promotion of the good life. The good life refers to those factors that contribute most predominantly to a well lived life. Qualities that define the good life are those that enrich our lives, make life worth living and foster strong character (Compton, 2005). Seligman (2002) defines good life as a combination of three elements: Positive connection to others or positive subjective experience; Positive individual traits and; Life regulation qualities.
- Positive psychology Is good wisdom that resides in wellbeing, happiness, flow, personal strengths, wisdom, creativity, imagination and characteristics of positive groups and institutions. The prime focus Moves to institutional group or community level rather than just making individuals happy, thereby perpetuating a self-centered, narcissistic approach.
- Positive Psychology leads to Win-Win situation as it it combines individuals and group and how an individual can thrive in a group and how can a group thrive on the happiness of individuals thereby by forging a very positive strong relationship between community and individual. Positive psychology is concerned with the well-being of an individual both at a personal and group level
- Furthermore positive psychology is focused on what makes individuals and communities flourish. Flourishing is defined as a state of positive mental health; to thrive, to prosper and to fare well in endeavors free of mental illness, filled with emotional vitality and to function positively in all situations.
- The aim of positive psychology is to catalyze a change in psychology from a preoccupation only with repairing the worst things in life to also building the best qualities in life. (Seligman & Csikszentmihalyi)

In short the nature of positive psychology is that of a normative science while it is largely practiced as an art.

CHECK YOUR PROGRESS - 1

- 1) How is positive psychology different from traditional fields of psychology?
- 2) Explain the scope of Positive Psychology.
- 3) List the main characteristics of Positive approach of Psychology.

1.5 POSITIVE PSYCHOLOGY IN ACTION:

The subject matter of positive psychology being defined now we need to move towards the key Action Plan as well as pointers as to practice positive psychology. The primary aim is to focus on gratitude. The cognitions and experience should be seen in positive light

- Greater progress towards important personal goals (Emmons & McCullough). The personal goals must be given the prime importance in a movement towards the application of positive psychology in life
- Employing productive coping strategies (Wood, Joseph & Linley). Coping strategies such as humor or face off must have clear and results.
- Having more positive and beneficial social relationships (Bono et al). Corporation and imagination must form the basis of relationships.
- Better sleep duration and quality (Wood et al.). Since positive psychology focuses on well-being, physical wellbeing is as much a part of positive psychology , which is dependent upon a good sleep.
- Fewer symptoms of mental dysfunction (Emmons & McCullough). Positive psychology aims to do away with mental dysfunctions.
- Being less materialistic (Polak & McCullough) positive psychology believes in having a less materialistic approach
- Higher levels of positive emotions, vitality, hope, self-esteem, optimism and life satisfaction (McCullough et al). Positive psychology wants the humans to focus towards what they want to achieve
- Fewer symptoms of depression, anxiety and negative affect (Kashdan Uswatte & Julian). Positive psychology AIIMS act substituting the symptoms of depression and anxiety and negativity with elation control and positivity.

In general, the **Goals of Positive Psychology** are as follows:

- To positively impact the client's life—this goal is above all others, and all others feed indirectly into this goal. The main goal of positive psychology is to improve the client's life.
- Increase the client's experience of positive emotions.
- Help clients identify and develop their strengths and unique talents.
- Enhance the client's goal setting and goal-striving abilities.
- Build a sense of hope into the client's perspective.
- Cultivate the client's sense of happiness and wellbeing.

- Nurture a sense of gratitude in the client.
- Help the client build and maintain healthy, positive relationships with others.
- Encourage the client to maintain an optimistic outlook.
- Help the client learn to savor every positive moment from his life and environment (Mentor Coach & Peppercorn).

1.6 AIM & DIMENSIONS OF POSITIVE PSYCHOLOGY:

Aim of positive psychology is to make the individual flourish, we flourish when we find fulfillment in life along with achieving more traditional objectives related to success when we are truly living the “good life” (Seligman, 2011). “Flourishing is the product of the pursuit and engagement of an authentic life that brings inner joy and happiness through meeting goals, being connected with life passions, and relishing in accomplishments through the peaks and valleys of life.”

STATE OF FLOW: Positive psychology helps the individual to enter into a state of flow. The concept of flow was first scientifically explored and defined by Mihaly Csikszentmihalyi (our second “founding father” of positive psychology). He gathered more descriptions of this phenomenon, he observed six factors that characterize a flow experience viz; (Csikszentmihalyi, 1975).

- Intense and focused concentration on the present moment.
- The merging of action and awareness or being fully present in your actions.
- A loss of reflective self-consciousness (lack of attention to the self).
- A sense of personal control or agency in the situation.
- A distorted sense of time passing.
- Experiencing the activity or situation as intrinsically rewarding

Those who enter into a state of flow are totally immersed in what they’re doing and this is the basis of mindfulness also.

The PERMA model: To focus on the well-being and well-being is defined with the help of PERMA model (Seligman, 2011). The PERMA model is a widely recognized and influential model in positive psychology. Seligman proposed this model to help explain and define wellbeing in greater depth.

“PERMA” (Positive Emotion, Engagement, Relationships, Meaning, and Accomplishments) is an acronym for the five facets of wellbeing according to Seligman

This model gives us a comprehensive framework for understanding wellbeing as well as a foundation for improving wellbeing. If you’re looking to enhance your own sense of authentic happiness and wellbeing, all you need to do is focus on experiencing more positive emotions; do more of the things that make you happy, and bring enjoyment into your daily routine; Working on upping your engagement; pursue hobbies that interest you, develop your skills, and look for a

job more suited to your passions, if necessary; Improve the quality (and/or quantity) of your relationships with others; work on building more positive and supportive relationships with your friends, family, and significant other(s); Seek out meaning in your work; if you don't find it through your work, look for accomplishments in volunteering opportunities, personal hobbies or leisure activities, or acting as a mentor for others;

1.7 ASSUMPTIONS OF POSITIVE PSYCHOLOGY:

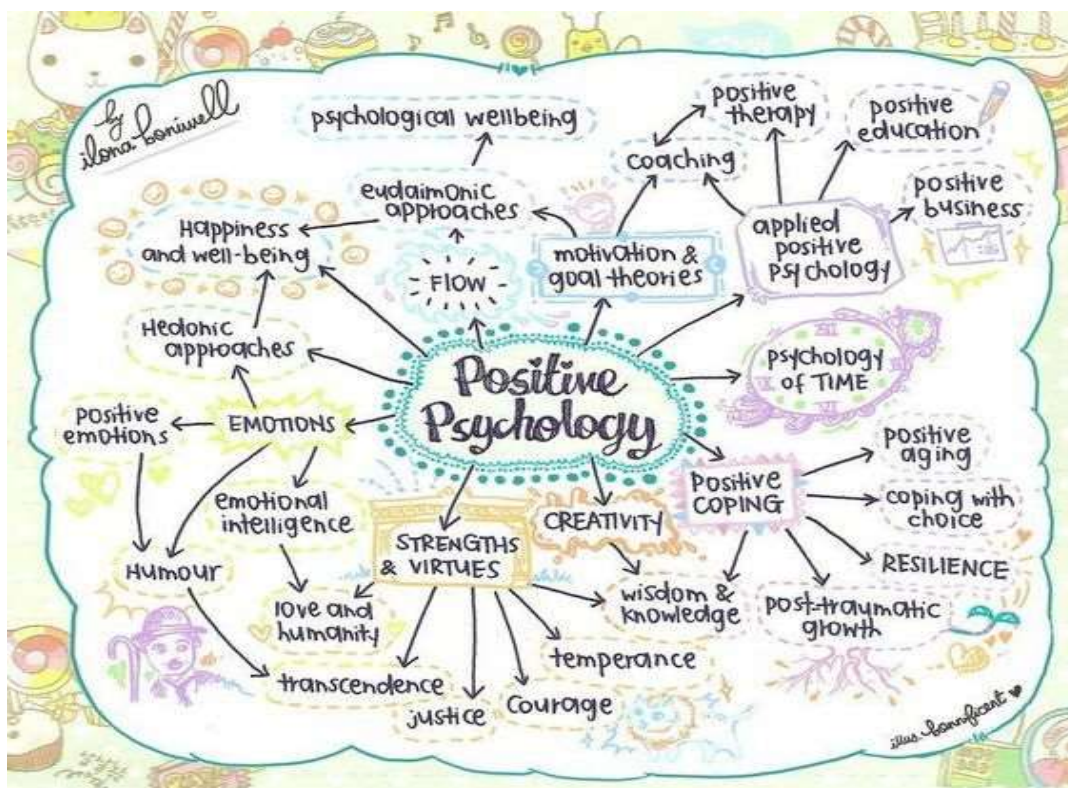
The most basic assumption of positive psychology is that human goodness and excellence are as authentic as disorders and distress and therefore deserve equal attention from mental health practitioners.

Since positive psychologists would argue that the role of the therapist is not to simply alleviate distress and leave the person free from symptomatology, but also to facilitate wellbeing and fulfilment which is not only a worthwhile goal in its own right, it also serves as a preventive function that buffers against future psychopathology and even recovery from illness (Joseph & Linley). Another assumption is that every individual has the capacity to create a meaningful and purposeful life.

Human beings have been bestowed with the capacity and potential to create best out of any situation. All human beings have the potential to create a personally significant life. While the situation may not be in our control, our response to the same and how we perceive it is in our hands. We can move from negative to positive attitude and response intentionally and consciously.

These goals and assumptions can be met with the help of various therapeutic approaches. There are multiple approaches which may evolve our personality and lead to significant change in our happiness levels. A stepwise simple approach, which is universally applicable, could be

- The use of the experience sampling method (or ESM), also referred to as a daily diary method
- The practice of keeping a gratitude journal
- Making a gratitude visit
- Focusing on building personal strengths instead of weaknesses.
- Wellbeing therapy
- Positive psychotherapy.



<https://mappalicious.com/2016/06/08/beautiful-overview-of-positive-psychology-infographic/>

1.8 LIMITATIONS AND CONCERNS IN POSITIVE PSYCHOLOGY

Critiques agree positive psychology may lead to improved mental health in many situations. But the field lacks the empirical evidence to support the claims made regarding its benefit while empirical research is being undertaken there is no legacy of researches which establish the primacy of positive psychology:

- Positive psychology has also been criticized for rejecting, denying or devaluing earlier work closely related to the field.
- The approach's emphasis on personal responsibility may lead some with mental health conditions or emotional distress to feel responsible for these concerns. It is widely known that mental health issues are not the fault of the person experiencing them.
- The approach is thought to be less helpful and possibly ineffective when used in the treatment of certain serious or chronic mental health issues. These may include schizophrenia or traumatic brain injury.

- Research has shown that being optimistic and positive may not benefit everyone. Some people, who can be termed "defensive pessimists" thrive on the fact that they approach situations from a negative viewpoint. These people are better able to achieve success by first anticipating possible setbacks. From there, they work to avoid failure.
- A final criticism of positive psychology is that the approach is somewhat westernized. It primarily focuses on virtues and values that reflect the individualism of American society. This limited set of values may not accurately reflect the belief of other cultures. A more universal definition of terms may be necessary for many.

1.9 CONCLUSION:

Psychology is the scientific study of what makes life most worth living, focusing on both individual and societal well-being. It studies "positive subjective experience, positive individual traits, and positive institutions. It aims to improve quality of life. It is a field of study that has been growing steadily throughout the years as individuals and researchers look for common ground on better well-being.

Positive psychology got a major impetus as a domain of psychology in 1998 when Martin Seligman chose it as the theme for his term as president of the American Psychological Association. It is different from past practices of psychology, which have tended to focus on mental illness and emphasized maladaptive behavior and negative thinking. It builds on the humanistic movement by Abraham Maslow, Rollo May, James Bugental and Carl Rogers, which encourages an emphasis on happiness, well-being, and positivity, thus creating the foundation for what is now known as positive psychology.

Positive psychology focuses on eudaimonia, an Ancient Greek term for "the good life" and the concept for reflection on the factors that contribute the most to a well-lived and fulfilling life. Positive psychologist's prime area of interest and concern is subjective well-being and happiness.

In the nutshell, Positive Psychology Focuses on the positive events and influences in life, including:

1. Positive experiences (like happiness, joy, inspiration, and love).
2. Positive states and traits (like gratitude, resilience, and compassion).
3. Positive institutions (applying positive principles within entire organizations and institutions).

CHECK YOUR PROGRESS - 2

1. Enumerate the basic assumptions underlying the work in the field of positive psychology?
2. What are important applications of Positive Psychology?
3. List the main limitations of Positive approach of Psychology.

1.10 SUGGESTED READINGS

- Adikwu, M. (2020, October 19). *What is Positive Psychology and How Can It Help?* Talkspace.Com. <https://www.talkspace.com/blog/positive-psychology-definition-guide-what-is>
- *What is positive psychology.* (2017, November 15). Dspsychology.Com. <https://dspsychology.com.au/what-is-positive-psychology/>
- Ackerman, C. E. (n.d.). *What is Positive Psychology & Why is It Important?* Positivepsychology.Com. Retrieved December 6, 2020, from <https://positivepsychology.com/what-is-positive-psychology-definition/>
- Baumgardner, S.R. & Crothers, M.K. (2009). *Positive Psychology*. Delhi: Dorling Kindersley India.
- Synder, C.R. and Lopez, S.J. (2000). *Positive Psychology: The Science of Happiness and Practical Explorations of Human Strengths*. SAGE Publication.

1.11 QUESTIONS FOR PRACTICE

1. What are important applications of Positive Psychology?
2. List the main limitations of Positive approach of Psychology.
3. How is positive psychology different from traditional fields of psychology?
4. Explain the scope of Positive Psychology.

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER-III

SKILL ENHANCEMENT COURSE (SEC): POSITIVE PSYCHOLOGY

UNIT-2: CHARACTER STRENGTHS AND VIRTUES

STRUCTURE

- 2.0 OBJECTIVES**
- 2.1 INTRODUCTION**
- 2.2 DEFINITIONS**
- 2.3 VIA (VALUES IN ACTION)**
- 2.4 VIRTUES EXPLAINED**
- 2.5 CHARACTER AS A HOLISTIC CONCEPT**
- 2.6 PERMA BASICS**
- 2.7 THE PERMA THEORY OF WELL-BEING**
- 2.8 MEASURING PERMA**
- 2.9 PERMA APPLICATIONS**
- 2.10 BENEFITS OF PERMA**
- 2.11 CONCLUSION**
- 2.12 SUGGESTED READINGS**
- 2.13 QUESTIONS FOR PRACTICE**

Keywords: Character strengths, Virtues in Action, PERMA

2.0 OBJECTIVES: After completing this unit, one should be able to:

- Understand the concept values and virtues and their role towards happiness
- Classify Strengths and their implications for happy life
- Be able to describe the various virtues and the psychological components associated with them
- Positive emotion (P), Engagement (E), Relationships (R), Meaning (M), and Accomplishment (A) can be understood in context of PERMA
- Appreciate the measurement and applications of PERMA for personal growth and satisfaction.

2.1 INTRODUCTION

Our character is simply the sum total of what we are. There have been many generalizations trying to simplify but it contains primarily what we are composed of as a person. While often simplified as “grit” or “self-control,” character is more than simply individual achievement or a person’s behavior. It is a broad and complex family of thoughts, feelings, and behaviors that are recognized and encouraged across cultures for the values they exhibit in people and society. Character is not just what we are; it is also what is inside us. Character strengths are something which makes One’s character is a strong pillar not only for the self but for the community. Hence character strengths may be defined as those traits of the personality’s characteristics which are not just ethical and moral but also lead to the fulfillment for the individual and the society.



2.2: DEFINITIONS:

Character strength combined with moral integrity is a very significant part for the individual's psychological makeup; it is generally referred to as good character. Despite the importance of good character, scholars had largely neglected this topic throughout most of the 20th century. Positive psychology has refocused scientific attention on character aspects, identifying it as key to understanding the concept of psychological good life (Seligman & Csikszentmihalyi, 2000). Positive psychology further emphasizes building a fulfilling life by identifying individual strengths of character and fostering them (Peterson, 2006; Peterson & Park, 2003). Character strength characterised by good character is what we look for in leaders, what we look for in teachers and students, what we look for in colleagues at work, what parents look for in their children, and what friends look for in each other. Good character is not the absence of deficits and problems but rather a well-developed family of positive traits.

Character may be defined by multiple methods there have been different classification for the same but with VIA (values in action) Classification Peterson and Seligman (2004) introduced a model of character that Includes both a vertical dimension, representing elements of the good character at different conceptual levels of abstraction (i.e., virtues, character strengths, and situational themes), and a horizontal dimension, distinguishing among different entries at each level of abstraction.

Virtues which are considered core characteristics valued by moral philosophers and religious thinkers – are most abstract and are generally divided into six types, namely **wisdom and knowledge, courage, humanity, justice, temperance, and transcendence**. These virtues are considered to be universal. Character strengths are at the mid-level of abstraction and they are seen to be the psychological ingredients defining the virtues. At the horizontal level, 24 such character strengths are distinguished, such as humility, hope, or appreciation of beauty and excellence. Situational themes are the specific habits that lead people to manifest given character strengths in given situations (Peterson & Seligman, 2004)

2.3 VIA (VALUES IN ACTION):

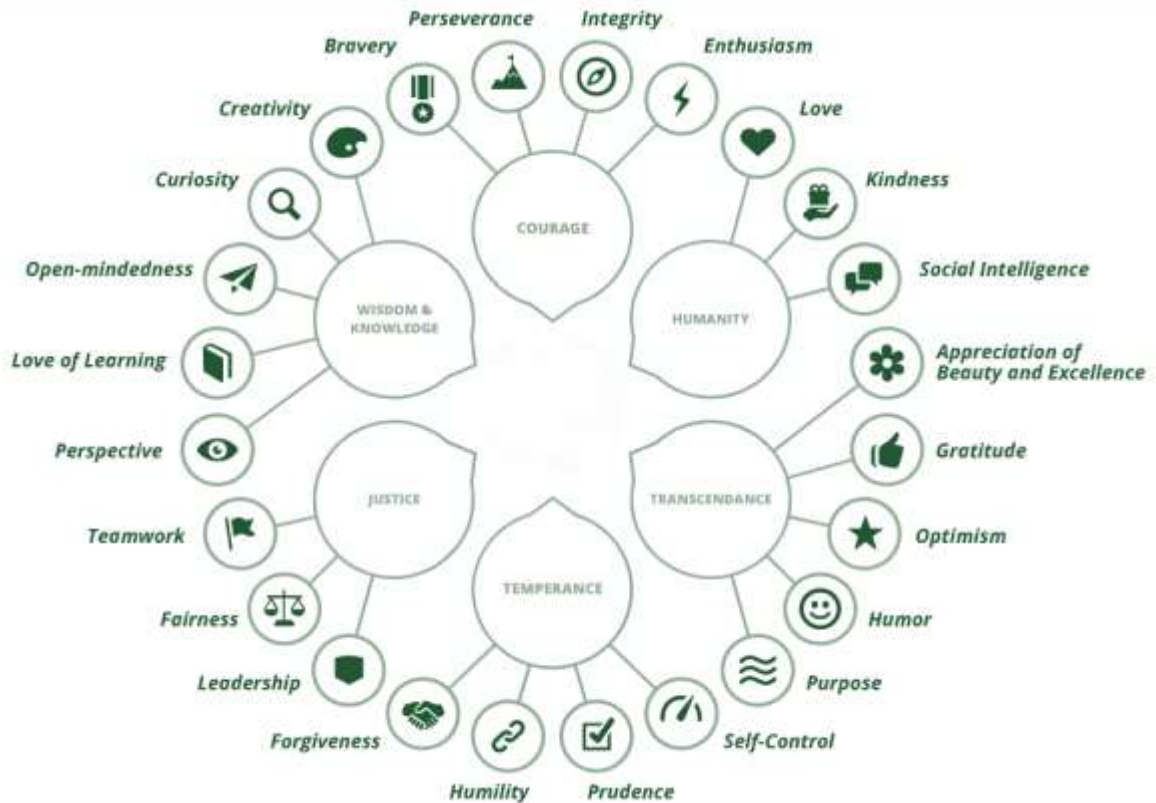
A signature piece of positive psychology is the VIA (values in action) hierarchical classification of 6 virtues and 24 character strengths. These character strength are universal in nature and are found across cultures. Character strengths are positive, trait-like capacities for thinking, feeling, and behaving in ways that benefit oneself and others in the society. It influences in a manner that it leads to betterment of every member of community.

After reviewing a plethora of sources, including philosophical and religious traditions, Peterson and Seligman assert that six virtues emerged as valued across traditions: wisdom, courage, humanity, justice, temperance, and transcendence. Character strengths, they claim, are: ‘. . . the psychological ingredients – process or mechanisms – that define the virtues’ (Peterson & Seligman)

Seligman started with systematic scientific study of what was a good character based on character strength. The result was that value in action classification came into being. Values in action can be classified on the basis of the strength of character.

Values in Action are about focusing that what is good about the people and more specifically about the strengths of the character which are reflected in the virtues lifespan. They first identified components of good character and then devised ways to assess them.

This classification consists of 24 widely-valued character strengths, organized under six broad virtues (see figure).



VIA Classification of Strengths

2.4: VIRTUES EXPLAINED

Virtue 1. Wisdom and knowledge.

- ***Creativity***: Creativity refers to being innovative and imaginative. It is thinking of novel and productive ways to do things
- ***Curiosity***: curiosity refers to the passion about learning of the things around you it is about taking an interest in all of ongoing human experience
- ***Open-mindedness***: open mindedness refers to you being ready to adapt you new elements in the environment without relying on a similar experience earlier. It is also thinking things through and examining them from all sides
- ***Love of learning***: learning is the basis for strengthening the character it is about mastering new skills, topics, and bodies of knowledge around your character

- **Perspective:** Perspective is not just being able to understand anything but also being able to provide wise counsel to others.

Virtue 2. Courage

- **Honesty:** it is about integrity in the face of opposing circumstances honesty refers to speaking the truth and presenting oneself in a genuine way
- **Bravery:** bravery refers to you being able to take action and not shrinking from threat, challenge, difficulty, or pain
- **Persistence:** persistence is a quality that humans have the basic need to finish what they started and not leave thing in between and finishing what one starts
- **Zest:** Zest is about having positive expectations from the life and thereby approaching life with excitement and energy

Virtue3. Humanity

- **Kindness:** kindness is innate human emotion referring to doing favors and good deeds for others without any expectations in return
- **Love:** it is an emotion of intimacy towards fellow human beings which values close relations with others
- **Social intelligence:** social intelligence refers to intelligence which is about being positive part of the society it is about being aware of the motives and feelings of self and others

Virtue4. Justice

- **Fairness:** Fairness refers to treating all people the same according to notions of Equality and justice
- **Leadership:** Leadership refers to taking responsibility of organizing group activities and seeing that they happen when you are capable of doing it
- **Teamwork:** Teamwork is a virtue refers to being a part of the team, being a follower and working well as a member of a group.

Virtue5. Temperance

- **Forgiveness:** Forgiveness is a virtue which is based on forgiving those who have done wrong to you or the society in the larger interest
- **Modesty:** Modesty is a virtue which teaches one that rather than be proud or having vanity, one should let one's accomplishments speak for themselves
- **Prudence:** Prudent is about being careful about one's choices; not saying or doing things that might later be regretted
- **Self-regulation:** Regulating what one feels and does without the external control taking a decision for you or forcing you

Virtue6. Transcendence

- **Transcendence** in positive psychology is about appreciation of beauty and excellence: noticing and appreciating beauty, excellence, and/or skilled performance in all domains of life
- **Gratitude:** Gratitude is a quality to show appreciation and being aware of and thankful for the good things that happen
- **Hope:** Hope is about keeping positive expectations keeping the best scenario in mind and making efforts to achieve what you have visualized.
- **Humour:** Humour is the quality of seeing the fun in the situation which is otherwise not very favourable it is to be able to laugh and joke; bringing smiles to other people
- **Religiousness:** religiousness is about taking actions and having coherent beliefs about the higher purpose and meaning of life

2.5: CHARACTER AS A HOLISTIC CONCEPT:

An important assumption inherent in the VIA Classification is that character is plural rather than singular. To convey the multidimensionality of good character, we refer to its components as character strengths. Accordingly, we need to be cautious about searching for single indicators of good character. There is no reason to not assess a single component of good character—like kindness or hope or Modesty—but it would be incorrect to then treat this single component assessed in a particular way as the whole of good character. Individuals might be very kind or very hopeful but lack other components of good character. They can of course be described as kind or hopeful, but need other characteristics too.

Accordingly, character must be measured in ways that do justice to its breadth and complexity. Our project approaches character as a family of positive characteristics shown in feelings, thoughts, and actions, each of which may not be complete but partial. In everyday conversation, we may speak casually of character as something that a person has or does not have, but the

components of character, the specific strengths above, are separable and furthermore exist in degrees. Someone may be high on one strength yet low on another and average on yet a third, which means that people's moral character is most sensibly described in terms of profiles of greater and lesser strengths (Walker & Pitts, 1998).

Virtues are the core characteristics valued by moral philosophers and religious thinkers: wisdom, courage, humanity, justice, temperance, and transcendence. Character strengths are the more specific psychological processes or mechanisms that define the virtues.

Good character is best captured by a full profile of its components. In order to practice positive psychology one must have the complete profile of the subject. Identifying signature strengths and then using them in everyday life may provide a route to a psychological fulfillment (Seligman, Steen, Park, & Peterson, 2005).

Subjective well-being and associated constructs such as life satisfaction, happiness, and optimism have numerous positive effects on health, success, education, and other important life outcomes. A key focus for Positive psychology is defining, understanding, and supporting human flourishing.

CHECK YOUR PROGRESS - 1

1. Describe the six virtues propagated by Positive Psychology
2. Explain the component character strengths of Transcendence as a virtue.
3. Calculate your PERMA score at

<https://www.purposeplus.com/survey/perma-profiler/>

The site also helps you compare yourself on the basis of age, income and education.

2.6: PERMA BASICS:

Seligman's (2011) developed a new model of well-being which he called PERMA. PERMA theory of well-being describes a multi-dimensional approach in order to define what it means to flourish in life. The PERMA construct is an acronym formed from the first letters of each domain defined by Seligman as a determinant of wellbeing. It includes *Positive emotion (P)*, *Engagement (E)*, *Relationships (R)*, *Meaning (M)*, and *Accomplishment (A)*.

There are multiple definitions and theories surrounding human flourishing, but it can generally be defined as feeling good and functioning well in life. Subjective well-being is an important prerequisite for flourishing. Seligman's PERMA theory suggests that flourishing arises from above-mentioned five well-being constructs

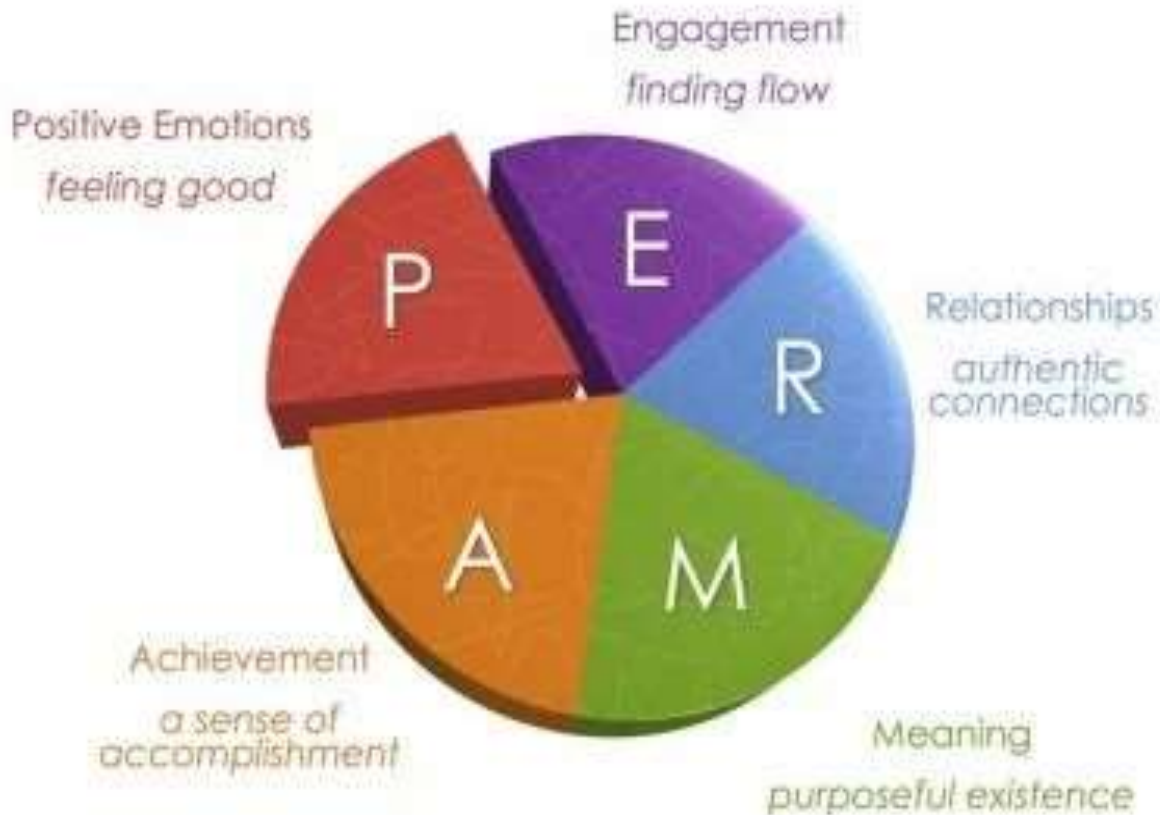
The VIA Classification is descriptive and not based on any given theory. Still it is a matter of interest how character strengths are created, increased, sustained, and displayed.

Character strengths are habits, evident in thoughts, feelings, and actions. Character is not hidden inside a person. No one is a “good kid deep down at heart” unless he or she shows good character in behaviour and action.

Character strengths among youth and among adults are trait-like and relatively stable. Character strengths need development and, the least common strengths among young children and adolescents are those that require cognitive maturation: e.g., appreciation of beauty and excellence, forgiveness, modesty, and open-mindedness

A variety of influences contribute to development of good character—genes, family, schools, peers, and communities. Historically speaking, According to Aristotle, virtues (character strengths) can be taught and acquired only by practice. Aquinas similarly argued that a virtue is a habit that people develop only by choosing the good and consistently acting in accord. Other scholars have made the same point that character must be developed by doing and not just by thinking or talking about it (e.g., Maudsley, 1898). These various notions about virtue imply that character can be cultivated by good parenting, schooling, and socialization and that it becomes instantiated through habitual action. Positive role models are also important for the development of good character (Bandura, 1977; Sprafkin, Liebert, & Poulos 1975).

A key concept in character strength is flow, when time seems to stand still and one loses one’s sense of self, and concentrates intensely on the present. In positive psychology, flow describes a state of utter, blissful immersion in the present moment. When we focus on doing the things we truly enjoy and care about, we can begin to engage completely with the present moment and enter the state of being known as flow. We have a strong inner need for connection, love, physical and emotional contact with others. We enhance our own well-being by building strong networks of relationships around us with all the other people in our lives. We are at our best when we dedicate time to something greater than ourselves. This could be volunteer work, belonging to a community or a civic or religious group, or learning for a specific goal. These activities have a sense of purpose, a compelling reason why individuals do what they do.



<https://www.pinterest.ca/pin/280560251775550929/>

2.7: THE PERMA THEORY OF WELL-BEING:

The PERMA theory has quickly risen in the psychological discourse, although it is still in stage of infancy and empirical support and measure of the model are still needed. The basic model and theory of PERMA requires that each element of well-being must have the following three properties:

1. It contributes to well-being;
2. People pursue it for its own sake, not merely to get any of the other elements;
3. It is defined and measured independently of the other elements (exclusivity).

The **five elements** are defined, in Seligman's theory are as follows.

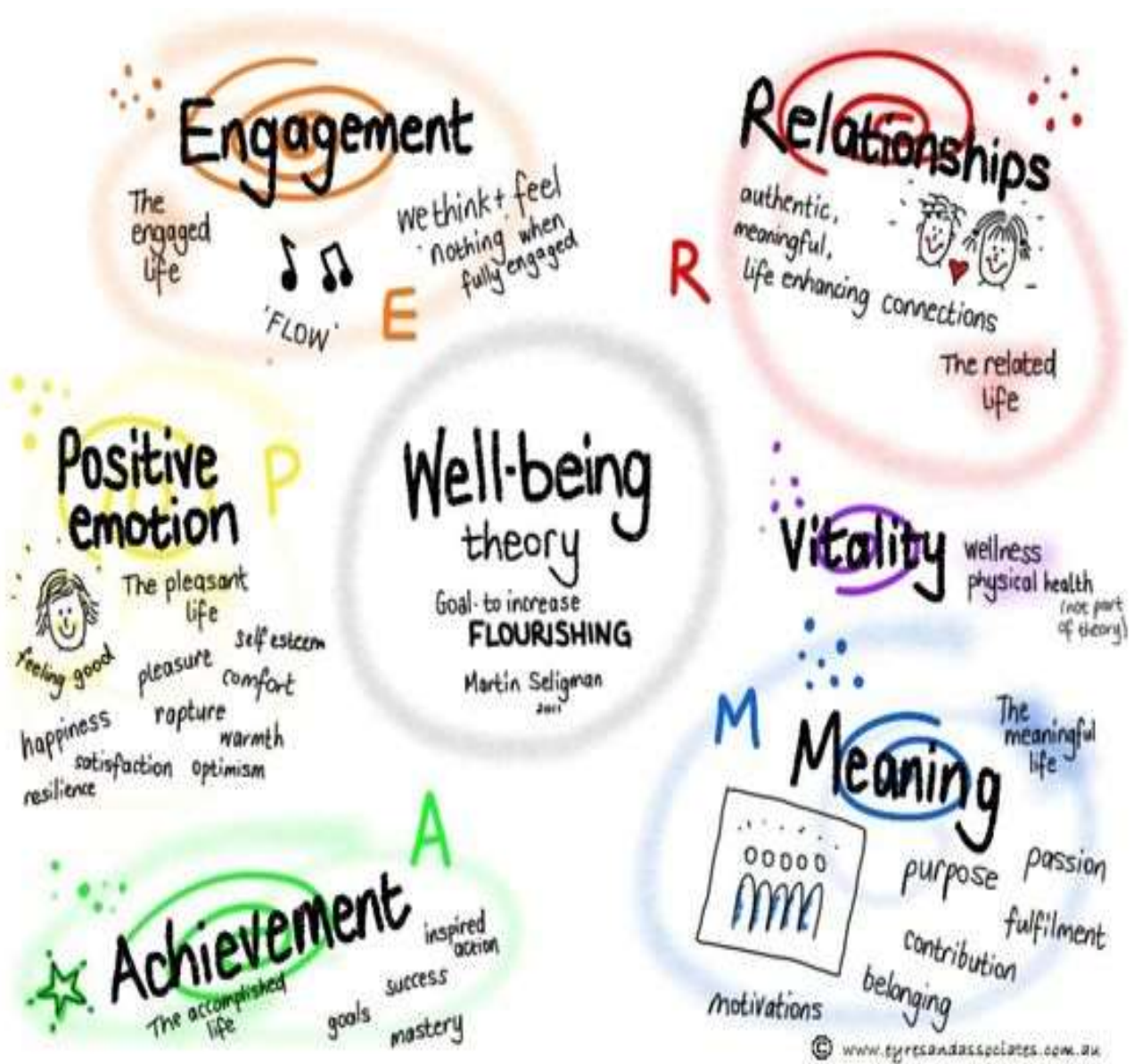
Positive Emotions. Positive emotion encompasses hedonic feelings such as happiness, pleasure, and comfort. Positive emotions serve as a marker for flourishing. For example student it may feel great about finishing the course successfully. For someone else it could be finding a well-paying job.

Engagement. Engagement refers to a deep psychological connection (e.g., being interested, engaged, and absorbed) to a particular activity, organization, or cause. Complete levels of engagement have been defined as a state of flow. Where in “flow state” is a single-minded immersion, an optimal state of concentration on an intrinsically motivating task. For example when we are playing some sport our engagement in the game could be very absorbing.

Relationships. Relationships include feelings of integration with society or a community, feelings of being cared for by loved ones, and being satisfied with one’s social network. Much of our experience as humans revolves around other people. Support from social relationships has been linked to less depression and psychopathology, better physical health, lower mortality, and other positive outcomes. Spending time energy caring for a loved one and drawing happiness out of it could be good example

Meaning. Meaning refers to having a sense of purpose and direction in life, and feeling connected to something larger than the self. People who claim that they have more meaningful lives often also report being fairly happy and satisfied with their lives as a whole, although the meaningful life is not necessarily the happy one.

Accomplishment. Across many cultures, making progress towards one’s goals and achieving superior results can lead to both external recognition and a personal sense of accomplishment. For example, a mother who raises a beautiful, compassionate family might see her life as extremely successful, whereas her husband may define success as achieving a promotion at work



<https://discoveryinaction.com.au/the-perma-theory-of-wellbeing/>

2.8: MEASURING PERMA:.

A theory of well-being is only as good as the ability to measure and test it empirically. To comprehensively measure the components of PERMA, Butler and Kern (2014) developed and validated the PERMA-Profil. To capture the specificity of the multiple dimensions, the PERMA-Profil uses a multidimensional approach that attempts to pinpoint each domain. Cross-Cultural Comparison of the PERMA Model of Well-being contains a questionnaire that

includes 15 items that measure PERMA (three items per domain), as well as eight additional items that assess physical health, negative emotion, loneliness, and overall happiness.

Seligman's model of well-being integrates components of hedonia (the experience of positive emotional states and satisfaction of desires) and eudaimonia (the presence of meaning and development of one's potentials) into one model.

2.9: PERMA APPLICATION:

(Positive emotions, Engagement, Relationships, Meaning, and Achievement) was developed as a conceptual model by Martin Seligman, PhD, as a guide to help individuals find paths towards personal flourishing. Seligman believes that strength in each of PERMA's areas can help individuals find lives of happiness, fulfillment, and meaning.

PERMA has also been used to develop programs that help individuals develop new cognitive and emotional tools. Effort is being made to check if this model can be taken even further and used as a framework for institutional leadership and culture change to help all students And workers.

Some of the initiatives consistent with promotion of PERMA can be exemplified and steps can be generated. A suggested itinerary can be as outlined below:

Positive Emotions:

(1) ***Reduce unnecessary stressors***. There should not be unnecessary competition or testing which could lead to a drop in anxiety and stress while not leading to a drop in outcomes. Programs to reduce non value-added work should be supported throughout the enterprise.

(2) Introduce and plan ***workshops to promote coping skills*** and discuss different coping mechanisms towards an effort to build resilience. Stress reduction programs in workshops help in reducing stress.

(3) ***Transparency in goal setting and action*** leads to uh meaningful inputs from all parties the explanation in policy and procedure also creates positive emotions. Timely explanation and intervention is helpful too

Engagement:

(1) There is a need to actively create opportunities for all to engage fully in their work by ***focusing on meaningful work***. Red tape and other bureaucratic policies and processes would be given lesser importance.

(2) There is a possibility for all to ***reflect on their actions*** and whether their experience beliefs and barriers were impacting their cognitive and emotional actions and feelings. The idea is to build engagement with others and self to create spiritual assets.

Relationships:

(1) Whenever and wherever possible try to increase opportunities for meaningful and productive relationships among the work group: ***mentorship*** can be created which would result in development of learning communities.

(2) Promotion of ***interdivisional and interdepartmental activities*** to bring out the values and motivation to combat a culture of negativism and complaint.

(3) ***Support everyone*** around you at the workplace to find greater meaning and richness in their work.

Meaning: (1) In order to provide the meaning to the life of the person we need to focus on the values and motivation for the work that is being undertaken. This will ***replace the culture of negativism*** and complaint.

(2) Support and help need to be created for everybody to ***find meaning and richness*** in their work.

(3) Try to find goodness and ***praiseworthy*** objects in the environment

Achievement:

(1) Effort needs to be made to ***promote a culture of innovation and advancement*** while reducing barriers to individual initiative. Delegation and empowering others around you also leads to feeling of achievement even small victories need to be celebrated

(2) At the workplace make an effort to ***align incentives with institutional mission*** and values.

(3) ***Celebrate and reward successes in achieving*** institutional missions and goals. There is a need and effort should be made towards recognizing humanism and generosity of spirit.

2.10: BENEFITS OF PERMA:

Conceptual Model of Positive Emotions (P) Engagement (E) Relationships (R) Meaning (M) Accomplishment (A) Research has shown that PERMA model is effective in promoting good

character and character strength it is also beneficial along the process of its implementation some of the common results are as under

- There is a latent enjoyment in the learning process under PERMA.
- This model leads to promotion of gratitude and compassion.
- PERMA model demonstrates interest and enthusiasm with each individual's journey
- This model ensures that interests and likes are integral.
- This model results in community building via promoting individual, small group activities
- Another benefit of this model is a chance and opportunity for meaningful productive relationships.
- PERMA model results in motivation of the individual and furtherance of his values.
- This model also leads to reflection and self-evaluation.
- This model creates achievable yet challenging programs aiming at success.
- Lastly it leads to promotion of a culture that celebrates even small achievements.

2.11: CONCLUSION

Character strengths may be defined as those traits of the personality's characteristics which are not just ethical and moral but also lead to the fulfillment for the individual and the society. Universal virtues are generally divided into six types, namely wisdom and knowledge, courage, humanity, justice, temperance, and transcendence. The PERMA construct is an acronym formed from the first letters of each domain defined by Seligman as a determinant of wellbeing. It includes Positive emotion (P), Engagement (E), Relationships (R), Meaning (M), and Accomplishment (A). Seligman's model of well-being integrates components of hedonia (the experience of positive emotional states and satisfaction of desires) and eudaimonia (the presence of meaning and development of one's potentials) into one model.

CHECK YOUR PROGRESS - 2

SELF EXPLORATION:

The VIA Inventory of Strengths (VIA-IS) is a self-report survey suitable for adults ages 18 or older that comprehensively assesses the 24 character strengths. The VIA-IS can be completed in a single session, typically taking about 45-minutes. For children and youth aged 10-17, the VIA Inventory of Strengths for Youth (VIA-Youth) is suitable. Both of these surveys are available free online (www.authentic happiness.org or www.via strengths.org). Once individuals register on the website and complete the survey, feedback is given about their top strengths, what are called signature strengths.

2.12 FURTHER READINGS

- Park, N., & Peterson, C. (2009). Character strengths: Research and practice. *Journal of college and character*, 10(4).
- Peterson, C., & Seligman, M. E. (2004). *Character strengths and virtues: A handbook and classification* (Vol. 1). Oxford University Press.
- Roncaglia, I. (2017). The role of wellbeing and wellness: A positive psychological model in supporting young people with ASCs. *Psychological Thought*, 10(1), 217-226.
- Khaw, D., & Kern, M. (2014). A cross-cultural comparison of the PERMA model of well-being. *Undergraduate Journal of Psychology at Berkeley, University of California*, 8(1), 10-23.
- Slavin, S. J., Schindler, D., Chibnall, J. T., Fendell, G., & Shoss, M. (2012). PERMA: A model for institutional leadership and culture change. *Academic Medicine*, 87(11), 1481.

2.13 QUESTIONS FOR PRACTICE

1. Define PERMA application and its benefits.
2. Explain the PERMA theory of well-being.

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER-III

SKILL ENHANCEMENT COURSE (SEC): POSITIVE PSYCHOLOGY

UNIT-3: WELL-BEING

STRUCTURE

3.0 OBJECTIVES

3.1 INTRODUCTION

3.2 WELL-BEING CATEGORIES

3.3 APPROACHES TO WELL BEING

3.4 MEASURING WELL BEING

3.5 VIEWS ON HAPPINESS

3.6 THE HEDONIC VIEW

3.7 THE EUDAIMONIC VIEW

3.8 CONCLUSION

3.9 SUGGESTED READINGS

3.10 QUESTIONS FOR PRACTICE

KEYWORDS: Well-being, Hedonia, Eudaimonia, psychological well-being (PWB), Social well-being (SWB)

3.0 OBJECTIVES:

After completing this unit, one should be able to:

- Understood Contextual, affective and cognitive components of wellbeing
- Be able to distinguish between Hedonia and Eudaimonia related wellbeing
- Become familiar with different approaches to wellbeing
- Be introduced to various measures of wellbeing
- Understand the inter-relatedness of happiness and wellbeing

3.1 INTRODUCTION:

Good mental health can easily be described in the terms of wellbeing. The World Health Organization (WHO, 2003) recognizes that mental health and its treatments need to be focusing more on prevention rather than on the absence of mental illness. They describe mental health as a “state of wellbeing in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively, and is able to make a contribution to his or her community” (WHO, 2004, p. 13).

Wellbeing has been recognized to lead to more meaningful productivity, improved physical health, and an increased immune system. Wellbeing is a protective factor which counteracts the effects of stress. A person who is adequately well beingness has optimal function in terms of focus and attention, emotional self-regulation, cognitive ability. Wellbeing in general helps in learning and retaining and acquiring new skills for any individual Mastery and generalization of skills learned, one’s own purpose in life and hope are part of one’s own psychological wellbeing.

The concept of wellbeing is not just limited to fixing the issues and problems in mental health rather it deals with positive models of psychology with focus on happiness and human flourishing. The long term benefits of positive psychology is a positive educational experience includes the normalization of self-inquiry and self-management of one’s mental health from a young age, as young people move into their next stage of life namely adulthood, with increased self-awareness and emotional intelligence

Wellbeing cannot be just thought of as a single domain. It must not be thought as the sole absence of negative psychological states.

The model of wellbeing has been suggested to provide a framework based on principles of positive psychology where its effect can lead to increased health, life satisfaction, increased and promotion of creativity, and ultimately moral development and civic citizenship. Educational and care provisions under model of wellbeing nurture opportunities not exclusively for educational progress and learning or safety and welfare, but aiming to include the promotion of individual characters, resilience in the face of adversities and general wellbeing .

Well-being is important for human flourishing. People supported by close friendships, family, and support groups have higher well-being, and are found to be less vulnerable to sickness and premature death. In contrast loneliness has been found to be an important risk factor for poor health outcomes and functional decline. Studies have also shown an association between positive affect and health outcomes, including lower incidence of morbidity and decreased reported symptoms and pain.

3.2 WELL-BEING CATEGORIES

The well-being definitions of different researchers have fallen into four distinct categories:

ORIENTATION BASED. This category of well-being is composed of the studies and definitions which is based on what a person is seeking from life and the reasons behind it. The orientation category includes the priorities, motives, values, goals and ideals that steer the person and his behaviour towards chosen ends. A person may be pursuing personal growth or could be seeking pleasure.

BEHAVIORAL. The definition regarding behavior category is generally of the actual activities that the individual is engaged in it is based on the action rather than thought and wishes. A person could be enjoying musicals or travelling.

EXPERIENTIAL. Experiences represent a person's momentary or typical subjective feelings, emotions, and cognitive-affective appraisals. Hence this category of wellbeing definitions focus on the emotional aspects of wellbeing and the meaning therein.

FUNCTIONAL. Functioning represents how well a person is doing in life and how far the person has come, in terms of their abilities, accomplishments, healthy habits, and healthy long-term functioning. Functional category of definition of happiness are about outcome of happiness itself (e.g., prioritizing happiness, being skilled at savouring, being good at self-regulation, achieving maturity).

Summarizing, it can be said that orientation is what a person seeks, behavior is what a person does, experience is how well a person feels, and functioning is how well a person does. The first two categories of orientations and behaviors primarily represent ways of living, i.e., what a person chooses to do in life. The second two categories of experiences and functioning are typically treated as well-being outcomes.

SUBJECTIVE WELL-BEING: Traditionally, national well-being has been defined through the lens of economic prosperity, often in terms of Gross National Product (GNP) or Gross Domestic Product (GDP) And Human Development Index (HDI). However, extensive research shows that GDP and GNP measures do not capture the full extent of well-being. As a result, subjective well-being (SWB) measures have recently emerged as a valid alternative to traditional measures of national well-being. Ed Diener suggests that subjective well-being measures have three hallmarks. First, the measure is subjective, residing with the experience of the individual. Second, it includes positive measures. Third, it includes a global assessment of all aspects of a person's life. Subjective well-being measures can provide invaluable information in the measurement of consumer preferences and social welfare, provided that the measures are reliable and valid.

In recent years, governments worldwide have shown increasing interest in using measures of subjective well-being in public policy and also in measuring national well-being. For example, since 1971, Bhutan has adjusted its national policy to focus on Gross National Happiness (GNH) instead of GDP. Instead of the traditional marker of prosperity, material growth, Bhutan's new

approach to development measures prosperity through the principles of GNH, is including the spiritual, physical, social, and environmental health of its citizens and the natural environment.

Subjective theories of wellbeing are focused on subjective overall life evaluations, and comprise two main components **affect** {feelings, emotions and mood} and **life satisfaction**. Affect is divided further into positive and negative emotions, with subjective wellbeing experienced when a predominance of positive emotions occurs more than negative emotions. As people and perceptions are at the heart of the meaning of subjective wellbeing, subjective wellbeing has direct utility in describing and facilitating social and emotional wellbeing. The following contemporary models of wellbeing outline frameworks for exploring wellbeing.



In order to increase the clarity of the role of subjective well-being in public policy, Dolan, Layard, and Metcalfe distinguished three broad types of SWB measures:

- (1) **Evaluation** – global assessments
- (2) **Experience** – feelings over short periods of time
- (3) **Eudaimonic** – reports of purpose and meaning

These different types of SWB measures correspond to different policy purposes, and could serve as a valuable tool in informing the design of public policy in a particular country. There is evidence that life satisfaction measured with subjective well-being measures is correlated with income, employment status, marital status, health, personal characteristics, and major life events. Different theories of well-being in mainstream economic theory overwhelmingly focus on fiscal conditions and overlook non-monetary rewards. However, according to evidence, both monetary and non-monetary factors affect the well-being of individuals and society.

3.3 APPROACHES TO WELL BEING:

As there is increasing awareness that positive affect is not just the opposite of negative affect, various scholars have argued for multiple constructs and dimensions being the foundational building blocks of well-being. Some of the most prominent are

Bradburn's (1969) as given 'hedonic balance' model suggests well-being is maximized by a high ratio of positive to negative affect

Diener's (1984) tripartite model of social well being contains three components: life satisfaction, positive affect, and negative affect. Diener's tripartite model of SWB model adds to Bradburn's emotional focus by including a cognitive component on the degree to which one's life is viewed as satisfactory or close to ideal.

Ryff's (1989) model of psychological well-being (PWB) articulates dimensions that are proposed to be more directly tied to the philosophical traditions of ancient Greeks and psychological theories from humanistic, existential, and developmental traditions.

Ryff and Keyes (1995) distinguishing are six core dimensions of well-being: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth.

Keyes (1998) suggests that due to the societal nature of life in general and the challenges that accompany it, well-being includes social dimensions such as coherence, integration, actualization, contribution, and acceptance. Keyes (1998) combined Diener's SWB dimensions with Ryff's PWB dimensions but felt neither captured a third, purportedly distinct type of well-being – social well-being (even though one of the PWB dimensions is about the depth of one's social relationships)

Kahneman (1999) distinguishes two aspects of well-being: subjective happiness which is primarily concerned with how happy the respondents state they are, while objective happiness is derived from tracking and aggregating the instant utility over the relevant periods.

Ryan and Deci (2001) characterize well-being as falling into hedonic and eudaimonic domains. The hedonic domain focuses on emotion, whereas the eudaimonic domain emphasizes the good life, with a focus on meaning and related well-being constructs.

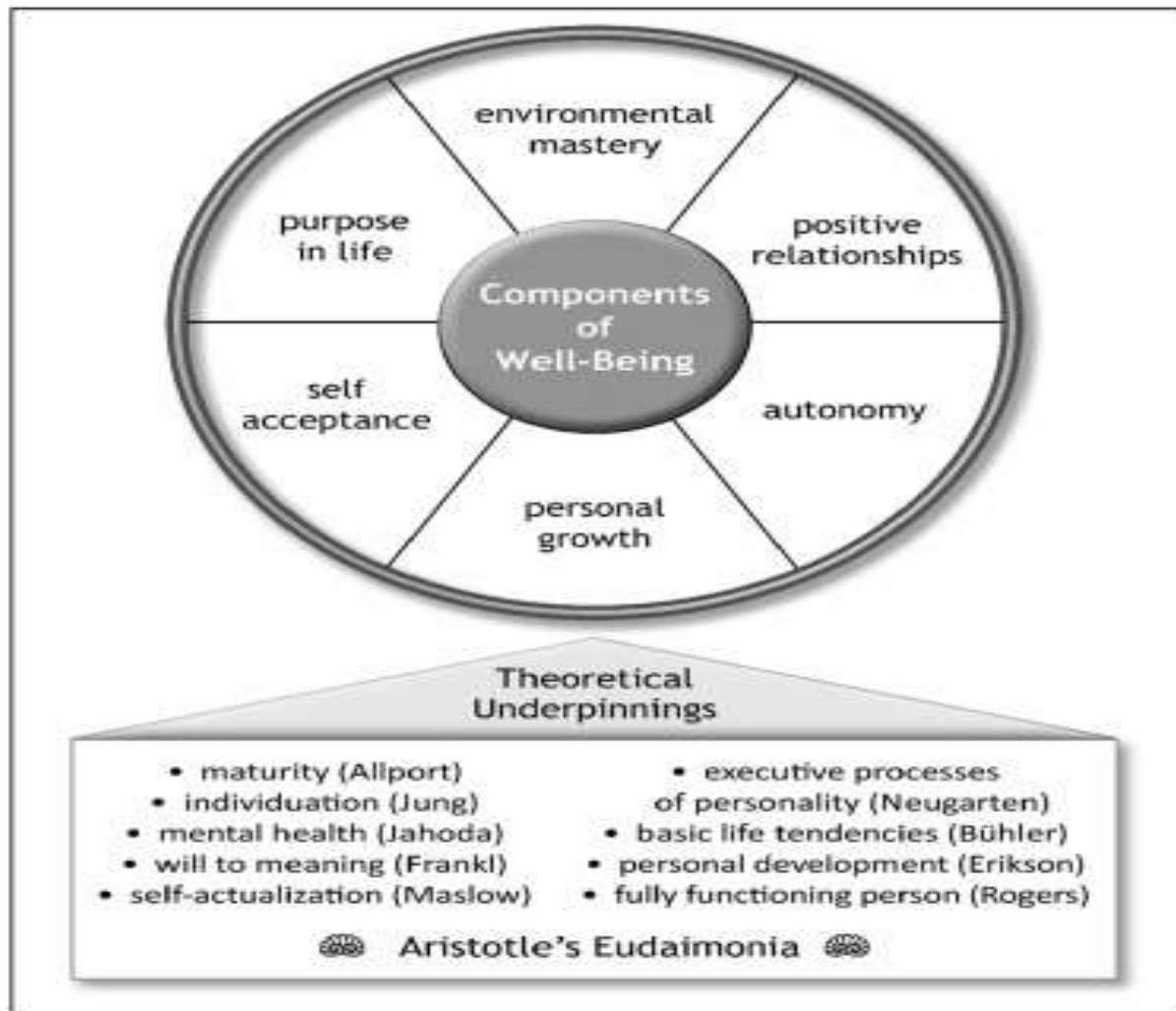
Compton (2001) also argues for three types of well-being, identifying them as Social well being, personal growth, and religiosity; using terminology similar to Diener and Ryff but with different approach results.

Seligman (2011) defined well-being in terms of five constructs: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment (summarized by the acronym PERMA).

All of the above are together on this postulate that positive affect engenders success, and happiness precedes successful outcomes. They argue that positive affect may be the cause of many of the desirable characteristics and successes are correlated with happiness.

Well-being has been a longstanding topic of research interest. The central objective of positive psychology is to facilitate happiness and subjective well-being. Positive psychologists attempt to measure well-being from a positive-based standpoint (e.g. increasing subjective well-being, promoting mental health and personal thriving). The positive psychology movement characterizes well-being as “positive and sustainable characteristics which enable individuals and organizations to thrive and flourish”

Many theorists have suggested that well-being has multiple domains, and is thus a multifaceted construct. Recently Huppert and So (2013) identified 10 items associated with flourishing. The multiplicity of approaches to the study of well-being has resulted in somewhat broad definitions of well-being, with researchers using the construct of ‘well-being’ synonymously with ‘satisfaction’, ‘happiness’, or ‘quality of life’.



<https://www.sciencedirect.com/science/article/abs/pii/S0883902617307899>

The concept of wellbeing has its roots into the works of multiple psychologists whose works formed the basis of wellbeing as is viewed in contemporary times; like Allport saw it as Maturity, Rogers as Fully Functioning Person, Maslow as Self –Actualizing individual and Jung as Individuated being.

3.4 MEASURING WELL-BEING

Measures of well-being play an increasingly important role in applied research. Within psychology the expanding role of overall measures of well-being indicates a greater interest in the determinants of positive functioning. Measuring well-being can be done in a number of ways – there is no ‘one size fits all’ approach. In general, however, well-being measurement tends to be based on two principles: a) individuals, rather than groups, are the ‘unit of measurement’, even if we are ultimately interested in the well-being of a particular group of people.

b) Subjective, rather than objective, indicators provide the data. ‘Subjective indicators’ refers to questions which ask about feelings, experiences and judgments about life .

Subjective measures of well-being capture people’s feelings or real experience in a direct way. They do so by assessing well-being through ordinal measures. A number of questionnaires are available for gathering information on well-being. Most of these questionnaires focus on a single aspect of well-being (e.g. happiness, satisfaction, affect or mental aspect), while others aim to measure overall wellbeing using multidimensional scales.

List of well-known well-being measurements

- Oxford Happiness Inventory Argyle and Hills, 2002.
- Subjective Happiness Scale Lyubomirsky and Lepper, 1999.
- Approaches to Happiness Scale Peterson, 2003.
- Authentic Happiness Inventory Peterson, 2005.
- Satisfaction with Life Scale Diener, Emmons, Larsen and Griffin, 1985.
- PANAS (Positive and Negative Affect Schedule) Watson, Claek, Tellegen, 1988.
- Affect Balance Scale (ABS) Bradburn, 1969.
- Psychological Well-Being Scales Ryff, 1995.
- Psychological Well-Being Scale Diener and Biswas-Diener, 2009.
- Warwick-Edinburgh Mental Well-being Scale (SWEMWBS) Clarke et al., 2011.
- Friedman Well-being Scale Friedman, 1992.

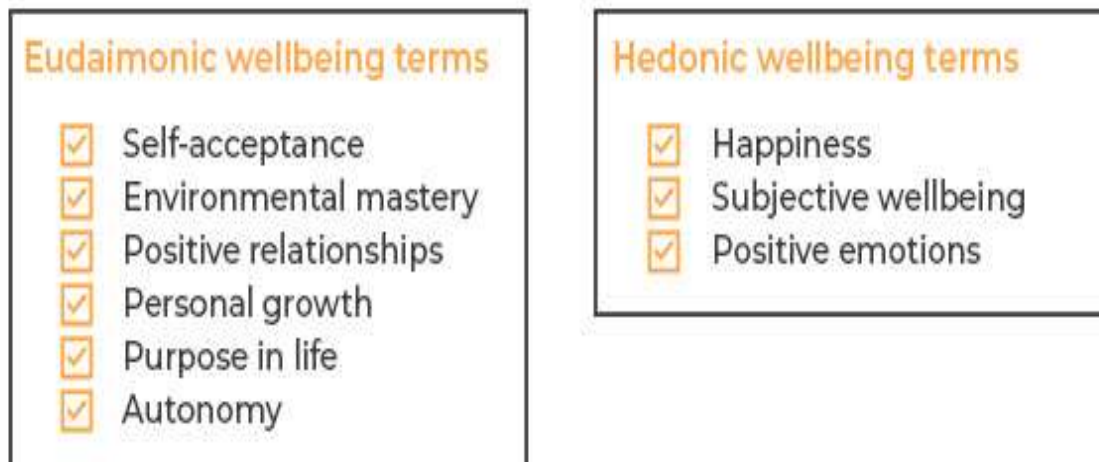
CHECK YOUR PROGRESS - 1

- 1) Define wellbeing. How is it measured?
- 2) Explain the various dimensions of wellbeing..
- 3) Describe the factors contributing towards wellbeing.

3.5 VIEWS ON HAPPINESS

Psychologists think of happiness in many different ways, but two ways are quite prevalent: **hedonic** happiness, i.e. to seek pleasure and enjoyment, and **eudaimonic** well being, to find meaning and purpose. Some psychologists mainly favour either a hedonic or an eudaimonic idea of happiness. Most however, agree that people require both hedonia and eudaimonia to flourish in life.

Quality of life is equally if not more important to most people than the quantity of life. As for quality of life, happiness might be number one on our list. Most people would likely hope for a happy and satisfying life, in which good things and pleasant experiences are more than bad ones. Happiness seems to be an important part of how people define a good life.



<https://www.robertsoncooper.com/blog/what-is-psychological-wellbeing/>

Defining the good life in terms of personal happiness is the general thrust of the hedonic view of well-being. Hedonic psychology parallels aspects of the philosophy of hedonism. While there are many varieties of philosophical hedonism dating back to the ancient Greeks, a general version of hedonism holds that the chief goal of life is the pursuit of happiness and pleasure.

Life satisfaction, the presence of positive affect, and a relative absence of negative affect as a wellbeing concept is widely accepted too.

3.6 THE HEDONIC VIEW

Equating happiness or well-being with hedonic pleasure is an old phenomenon. Aristippus, a Greek philosopher from the fourth century B.C., taught that the goal of life is to experience the maximum amount of pleasure, and that happiness is the totality of one's hedonic moments. His early philosophical hedonism has been followed by many others. Hobbes argued that happiness lies in the successful pursuit of our human appetites, and DeSade believed that pursuit of sensation and pleasure is the ultimate goal of life.

Hedonism, as a view of well-being, has thus been expressed in many forms and has varied from a relatively narrow focus on bodily pleasures to a broad focus on appetites and self-interests. Psychologists have a broad conception of hedonism that includes the preferences and pleasures

of the mind as well as the body. The general view of hedonic psychologists is that well-being consists of subjective happiness and concerns the experience of pleasure versus displeasure.

Happiness is not reducible to physical hedonism, for it can be derived from attainment of goals or valued outcomes in varied pursuits. The Foundations of Hedonic Psychology suggests that the terms well-being and hedonism are close substitutes by defining wellbeing in terms of pleasure versus pain, aiming to maximizing human happiness. Although there are many ways to evaluate the dimensions of pleasure vis a vis pain in human experience, most research within the new hedonic psychology has used assessment of **subjective well-being (SWB)**

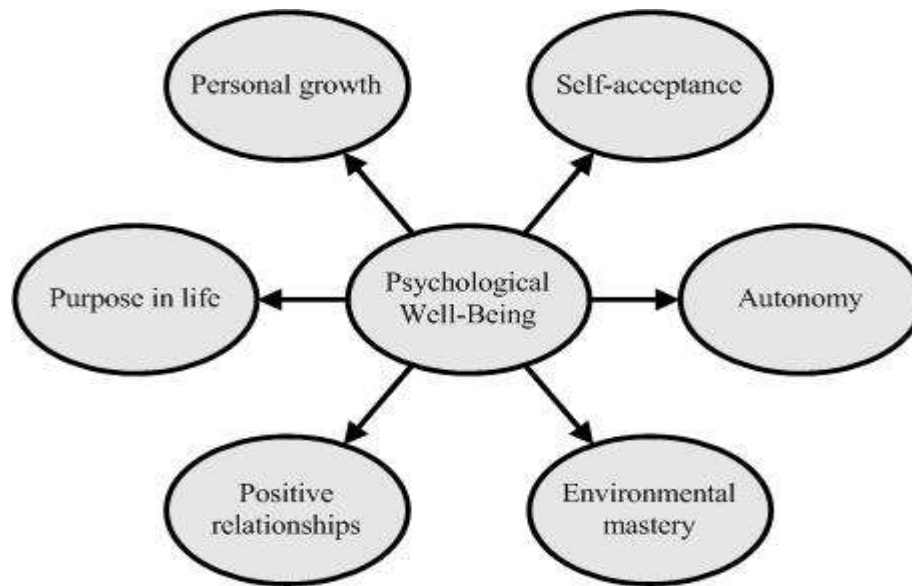
Happiness in SWB consists of three components: life satisfaction, the presence of positive mood, and the absence of negative mood.

This gives rise to concerns about the types of social activities, goals, and attainment leading to well-being. SWB has reigned as the primary index of well-being as the standard social science model, which is built on the assumption of an enormous amount of malleability to human nature. In its simplest form, hedonism suggests that happiness is a function of expecting to attain the outcomes one values, whatever those might be. The focus of hedonic psychology on pleasure versus pain also readily links it with behavioral theories of reward and punishment.

In hedonism, pleasure plays a central role. Psychological or motivational hedonism claims that our behavior is determined by desires to increase pleasure and to decrease pain. This may have societal implications. As just chasing happiness without ethical or moral constraints may hinder society's normal functioning. Taking this philosophy in short run may result in self-harm as well as decay of social system. This has led to certain psychologists favour normative or ethical hedonism, which is not about how we actually act but how we ought to act.

3.7 EUDAIMONIC VIEW

The negative connotations of hedonic view brought forth a different way to see happiness. Psychologists argued that there is more to life than hedonism and subjective pleasure. They believed that there is a deeper and more "authentic happiness" Aristotle, for example, considered hedonic happiness to be a vulgar ideal, making humans slavish followers of desires. He posited, instead, that true happiness is found in the expression of virtue—that is, in doing what is worth doing.



<http://positivepsychology.org.uk/the-concept-of-eudaimonic-well-being/>

Fromm stated that optimal well-being (*vivere bene*) requires distinguishing between those needs (desires) that are only subjectively felt and whose satisfaction leads to momentary pleasure, and those needs that are rooted in human nature and whose realization is conducive to human growth and produces *eudaimonia*, i.e. “well-being.”

There is distinction between purely subjectively felt needs and objectively valid needs. Desires can be harmful to human growth and not in accordance with the requirements of human nature. The term *eudaimonia* is valuable because it refers to happiness along with wellbeing

Eudaimonic theories maintain that not all desires or the outcomes that a person might value, would yield well-being when achieved. Even though they are pleasure producing, some outcomes are not good for people and would not promote wellness alongside happiness. Thus, from the eudaimonic perspective, subjective happiness cannot be equated with well-being.

Whereas pleasure is hedonically defined, the eudaimonic conception of well-being and happiness calls upon people to live in accordance with their true self. *Eudaimonia* occurs when people’s life activities are most congruent and are fully engaged. Under such circumstances people would feel intensely alive and authentic, existing as who they really are.

Calling this **personal expressiveness (PE)** it was found that measures of hedonic enjoyment and PE were strongly correlated, though they were distinct. PE was more associated with being challenged and exerting effort, whereas hedonic enjoyment was more related to being relaxed, away from problems, and happy. Ryff & Keyes spoke of “the striving for perfection that represents the realization of one’s true potential” as **psychological well-being (PWB)** as distinct from **social wellbeing (SWB)**. They presented a multidimensional approach to the

measurement of PWB that taps six distinct aspects of human actualization: autonomy, personal growth, self-acceptance, life purpose, mastery, and positive relatedness. These six constructs define PWB both theoretically and operationally and they specify what promotes emotional and physical health.

3.8 CONCLUSION

Evidence from a number of investigators has indicated that happiness is probably best conceived as a multidimensional phenomenon that includes aspects of both the hedonic and eudaimonic conceptions. Focus area of both hedonic and eudaimonic happiness is overlapping and distinct. While pursuing personal goals, doing well and feeling happy may be disconnected from finding meaning and acting with integrity. There is both divergence and convergence in the hedonic and eudaimonic indicators of happiness

Hedonia and Eudaimonia both these approaches talk of happiness and well being. The subject matter and contents have included positive affect, negative affect, life satisfaction, meaning experience, elevation and inspiration, feelings of self-connectedness, subjective vitality, and so on. It is becoming clear that happiness is a multi-faceted concept. The majority of researchers agree that the contents of happiness fall under hedonia and eudaimonia. Happiness can be analysed under the heads of hedonic experiences, eudaimonic experiences, hedonic functioning, and eudaimonic functioning. Generally speaking, hedonic contents involve pleasure, enjoyment, satisfaction, and comfort, painlessness and ease. While eudaimonic happiness resides in meaning, value, relevance to a broader context, personal growth, self-realization, maturity, excellence, ethics, quality, and authenticity, autonomy, integration.

These variables are associated with certain mindsets, including a balance of focusing on the self and others, a balance of focusing on the present and the future, a tendency to be guided by abstract and big-picture concepts, and a focus on cultivating and building what one values and envisions. A greater degree of eudaimonia exists if all these contents are combined (e.g., if a person ensures that their authentic self-expression is also ethical). Most researchers believe that people need both hedonia and eudaimonia to flourish, and they are complementary psychological functions. Furthermore, a person may derive a hedonic benefit but a eudaimonic loss from an activity, and vice versa. It is therefore important to assess both hedonic and eudaimonic variables when studying happiness.

CHECK YOUR PROGRESS - II

1. Bring out the basics of Eudaimonic wellbeing.
2. Distinguish between Hedonic and Eudaimonic wellbeing.
3. Can an individual be high on both Hedonic and Eudaimonic wellbeing? Elaborate and Explain.

3.9 SUGGESTED READINGS:

- Huta, V. (2016). An overview of hedonic and eudaimonic well-being concepts. *The Routledge handbook of media use and well-being*, 32-51.
- Ryan, R. M., & Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual review of psychology*, 52(1), 141-166.
- Khaw, D., & Kern, M. (2014). A cross-cultural comparison of the PERMA model of well-being. *Undergraduate Journal of Psychology at Berkeley, University of California*, 8(1), 10-23.
- Kun, Á., Balogh, P., & Krasz, K. G. (2017). Development of the work-related well-being questionnaire based on Seligman's PERMA model. *Periodica Polytechnica Social and Management Sciences*, 25(1), 56-63.

3.10 QUESTIONS FOR PRACTICE

1. Bring out the basics of Eudaimonic wellbeing.
2. Distinguish between Hedonic and Eudaimonic wellbeing.

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER-III

SKILL ENHANCEMENT COURSE (SEC): POSITIVE PSYCHOLOGY

UNIT-4: HAPPINESS: PHYSIOLOGICAL PERSPECTIVES

STRUCTURE

4.0 OBJECTIVES

4.1 INTRODUCTION

4.2 THREE LEVELS OF HAPPINESS

4.3 PHYSIOLOGY OF HAPPINESS

4.4 PHYSIOLOGICAL PROCESSES

4.5 CHEMISTRY OF HAPPINESS

4.6 BI-DIRECTIONAL RELATIONSHIPS OF HAPPINESS

4.7 CONCLUSION

4.8 SUGGESTED READINGS

4.9 QUESTIONS FOR PRACTICE

Keywords: Happiness, levels of happiness, sources of happiness, biology of happiness

4.0 OBJECTIVES: After completing this unit, one should be able to:

- Understand the concept of happiness as also the dynamic core of this concept
- Realize the Cognitively and behaviorally sources of happiness, along with the multiple modes and hence be able to enhance happiness from different aspects of life
- Conceptualize the biological basis of happiness in terms of neuro-chemicals, and the neuro-physiological structures; and hence gain insight in the biology of happiness.

4.1 INTRODUCTION: The term happiness is used in the context of mental or emotional states, including positive or pleasant emotions ranging from contentment to intense joy. The quest for happiness is one of the chief engagements of human beings. Since happiness is perceived differently by different people it becomes difficult to define happiness.

Happiness exists in both mind and body and hence we need to be happy in both simultaneously to achieve optimal happiness. To do this, we need to synchronize mind and body.

Happiness is an abstract concept which has been defined based on the culture and context. In general it has been defined as the current experience and joy as an emotion and feeling. It is a good emotional condition as a whole in the present time. Happiness also has been described in terms of appraisal of quality of life on satisfaction it can also be seen as appreciation of one's life as a whole.

Happiness can include both of Subjective well being which includes measures of current experience (emotions, moods, and feelings) and of life satisfaction. Sonja Lyubomirsky has described happiness as “the experience of joy, contentment, or positive well-being, combined with a sense that one's life is good, meaningful, and worthwhile.” In general happiness include measures of subjective wellbeing, mood and eudaimonia.

4.2 THREE LEVELS OF HAPPINESS

1. **Level one:** The most immediate and direct state of happiness involves an emotion or feeling like joy or pleasure. The feeling comes about because a desired state is attained; there is not much cognition involved beyond the recognition that the desired thing has happened. Such feelings are transient.
2. **Level two:** When people say they are happy with their lives they usually don't mean that they are experiencing pleasure in their lives all the time. Rather, they mean that on reflection on the balance sheet of pleasures and pains, the balance is reasonably positive over the long term. This level of happiness is not so much concerned with pleasure and feelings as judgments about the balance of feelings and can be summed up by terms such as contentment and life satisfaction.
3. **Level three:** This state cannot be easily measured as it involves a broader sense of happiness and perhaps can be summed up by Aristotle's ideal of the good life termed 'eudaimonia' which refers to a life in which the person flourishes and fulfils their true potential.

Happiness is considered to have commonality with the concepts of welfare adjustment and mental health in 1950's these were considered to be quiet synonymous. The current related concepts with happiness include Life satisfaction which is conceived as the degree to which an individual judges the overall quality of his life-as-a-whole favourably. In simpler words: how well he likes the life he leads.

The term “happiness” may be used as a description of mental and emotional states. Next to this “overall” evaluation, the appraisals of life-as-a whole can be done in terms of an affective aspect (hedonic level) and a cognitive aspect (contentment). Hedonic level is the degree to which the various affects a person experiences are pleasant. Contentment is the degree to which an individual perceives his aspirations to have been met. i.e. to what extent one perceives oneself to have got what one wants in life.

Though many definitions of happiness have been proposed, most of them are in the terms of context of life satisfaction, subjective well-being, euphoria, flourishing and well-being. Among multiple theories, one of the leading theories comes from Seligman (2002), called *authentic happiness* theory.

4.3 PHYSIOLOGY OF HAPPINESS

HAPPINESS AND NEUROSCIENCES

A flourishing neuroscience of pathology has begun in the past 20 years. Psychologists have more than rudimentary ideas about what the neurochemistry and pharmacology of depression are. They have reasonable ideas about brain loci and pathways for the whole range of abnormal behaviours. Somehow, it has gone less observed that all of these pathological states have their opposites (LeDoux & Armony, 1999), i.e. the neurochemistry and anatomy of flow, good cheer, realism, future mindedness, resistance to temptation, courage, and rational or flexible thinking. Similarly, psychologists are learning and exploring genetic contribution of gene-environment interaction and covariance in the biology of positive experience and positive traits.

THREE SOURCES OF HAPPINESS are posited, namely as pleasure, as engagement, and as meaning. Tanzer and Weyandt, 2019 reviewed the brain activation and Meta analysis to explain the neurological basis of happiness. There were 14 brain regions that were identified as activating for all forms of happiness, structures across the telencephalon, diencephalon, and metencephalon. Specific brain regions that seem to be important to happiness in general are identified as claustrum, insula, basal ganglia, thalamus, prefrontal cortex, frontal gyrus, and temporal gyrus. Certain regions are often labeled as affective regions, namely, the amygdala and insula.

Happiness in general seems to be a whole brain process; however there are specialized regions that are more relevant to different varieties of happiness. Two regions identified as frequently activating across studies were the claustrum and thalamus. These regions coordinate and integrate signals throughout the brain (Crick and Koch 2005). Beyond multiple regions identified, the most frequently activated were specifically for the purpose of bringing together diverse signals. The clearest result of this analysis is that happiness involves many interconnected neural processes. By Seligman's (2002) theory, prototypes for people with different orientations to happiness and activities are listed for what these people tend to appreciate. People who tend to experience happiness as pleasure like to go out and party; people who tend to experience happiness as engagement like doing projects; and people who tend to experience happiness as meaning like volunteering. And this gets reflected in their neural activity.

HAPPINESS AS PLEASURE

Pleasure is defined as hedonic enjoyment, characterized as maximizing fun while avoiding discomfort. An example of this form of happiness is the feeling of going to a party; happiness is defined by the people, the music, and just having fun with no strings attached. Pleasure is characterized as the joy of throwing caution to the wind and having a good time. In line with this, there was increased activation of the basal ganglia and frontal gyrus with decreased activation of the prefrontal cortex and parietal lobule. Dopamine is a catecholamine created in the ventral segmental area (Rosenzweig et al. 1996), a region uniquely identified in happiness as pleasure. Lastly, Weems (2014) suggests that humor is a process by which the unpleasant and confusing is converted into the joyful. Studies of pleasure show proportionally high activity in the insula and amygdala regions. A large activity in the fusiform gyrus in research is indicative of neural processing of happiness in this region. The fusiform gyrus is involved in viewing happiness as pleasure derived as a social experience. The basal ganglia activated for all forms of happiness, but activated more frequently for happiness as pleasure. Taking these findings together, there seems to be a dynamic relationship between how happiness is experienced and neural activity.

HAPPINESS AS ENGAGEMENT

Engagement is largely based on Csikszentmihalyi's (1990) concept of flow; it is defined as a state of focus such that time stands still when accomplishing a task that requires all of one's ability. Happiness as engagement is defined as focus on a task requiring all of one's ability to be accomplished. By this definition, engagement requires a certain amount of cognitive maintenance. The frontal gyrus and orbitofrontal cortex have been described as enabling cognitive focus and maintaining working memory (Gluck et al. 2016). Recruitment of these regions during happiness as engagement is fitting because of the overlapping conceptualizations. Decreased activity of the insula and amygdala paired with proportionally moderately increased activation of the cingulate cortex is noted.

Happiness as engagement requires directing attention, not allowing unrelated stimuli to distract from the task at hand. Reduced activity in brain regions that process urgent negative stimuli with activation of a brain region that facilitates executive functions is an appropriate fit for this phenomenology. There was identified unique activation of the dorsal raphe nucleus during experience of engagement which shows facilitating the learning of fear responses. This all implicates an emotional management network that allows for cognitive focus and happiness as engagement.

HAPPINESS AS MEANING

Meaning is defined as a connection to something broader than the self. An example of this is volunteering at a soup kitchen. Providing food to those in need is not particularly fun and does not require much skill, yet the simple task of volunteering one's time for the betterment of humankind is rewarding. Proportional to other forms of happiness, meaning tended to show increased activation in the prefrontal cortex and insula. The prominence of activation in the prefrontal cortex, which is the decision maker of the brain, and has been described as the seat of morality, provided insight into happiness as abstract phenomenon. Processing meaning may be more than a general function of cognitive control and sensory information organization, but a particularly specialized ability to put things together in the big picture.

4.4 PHYSIOLOGICAL PROCESSES

Underlying factors for happiness are considered from two dimensions: endogenic factors (biological, cognitive, personality and ethical sub-factors) and exogenic factors (behavioral, socio-cultural, economical, geographical, life events and aesthetics sub-factors). Among all endogenic factors, biological sub-factors are the significant predictors of happiness.

At the physiological level happiness can be classified in two parts.

- a) How the happiness exhibits itself in the physiological processes
- b) how the physiological processes are related with happiness

HOW THE HAPPINESS EXHIBITS ITSELF IN THE PHYSIOLOGICAL PROCESSES

The aim is to understand the chemical processes behind the happiness, and the biological processes behind the happiness and how they manifest itself into the human body and more so in different parts of the brain.

Region of the brain	Pleasure	Engagement	Meaning	Total
Basalganglia	26	8	6	40
Prefrontalcortex	8	12	18	38
Temporalgyrus	13	11	12	36
Cingulate cortex	18	11	5	34
Frontalgyrus	13	12	5	30
Insula	10	5	10	25
Amygdala	8	5	3	16
Thalamus	8	5	1	14
Orbitofrontalcortex	6	5	2	13
Hippocampus	4	6	1	11
Cerebellum	2	5	3	10
Parietallobule	2	7	1	10
Postcentralgyrus	4	2	1	7
Fusiform gyrus	5	0	1	6

Junctions	1	3	2	6
Cuneus	2	1	2	5
Occipitalgyrus	0	2	3	5
Precentralgyrus	1	1	2	4
Lingualgyrus	2	1	0	3
Supplementary	2	1	0	3
Supramarginalgyrus	2	0	1	3
Calcarine v	1	0	1	2
Entorhinalcortex	1	0	1	2
Hypothalamus	2	0	0	2
Angular gyri	0	1	0	1
Dorsal raphenucleus	0	1	0	1
Geniculate	0	0	1	1
Periaqueductal gray	0	0	1	1
Pons	0	0	1	1
Retrosplenial cortex	0	1	0	1
Righthemisphere	0	1	0	1
Ventral tegmental	1	0	0	1
Total	142	106	85	341

Source: Imaging Happiness: Meta Analysis and Review

Present advancement in science of neurology and neuroimaging have given the possibility to study the brain while one is experiencing happiness. Similarly we can study the chemicals behind and Pharmacology of happiness.

Blood Flow in the orbitofrontal cortex and dorsal striatum predicted learning within the law of effect paradigm. Additionally, a network of dopaminergic pathways starting in the ventral tegmental area traveling through the prefrontal cortex has been called the pleasure center, a neural circuit that facilitates reward evaluation and selection

Happiness has also been discussed in relation to depression. The neuropeptides dopamine and serotonin have been described as the main physiological communicators of happiness, treatment of depression largely focusing on balancing these chemicals in the brain

A limitation to this approach is that it is a poor characterization of the phenomena of happiness. The behaviorists were in staunch opposition to the study of subjective phenomena and the absence of depression is not necessarily the same as the presence of happiness. There remains uncertainty as to how happiness as a subjective experience is processed in the brain

The physiological findings of some researchers identify biomarkers of love as neuropeptide oxytocin, activity in the vagus nerve, and the possible existence of human mirror neurons. There is activity in the anterior cingulate cortex and dopaminergic activity in the reward

circuit in parallel .Most neuroimaging studies identified activity in the frontal cortex and anterior cingulate cortex while subjects were having happy thoughts

CHECK YOUR PROGRESS - 1

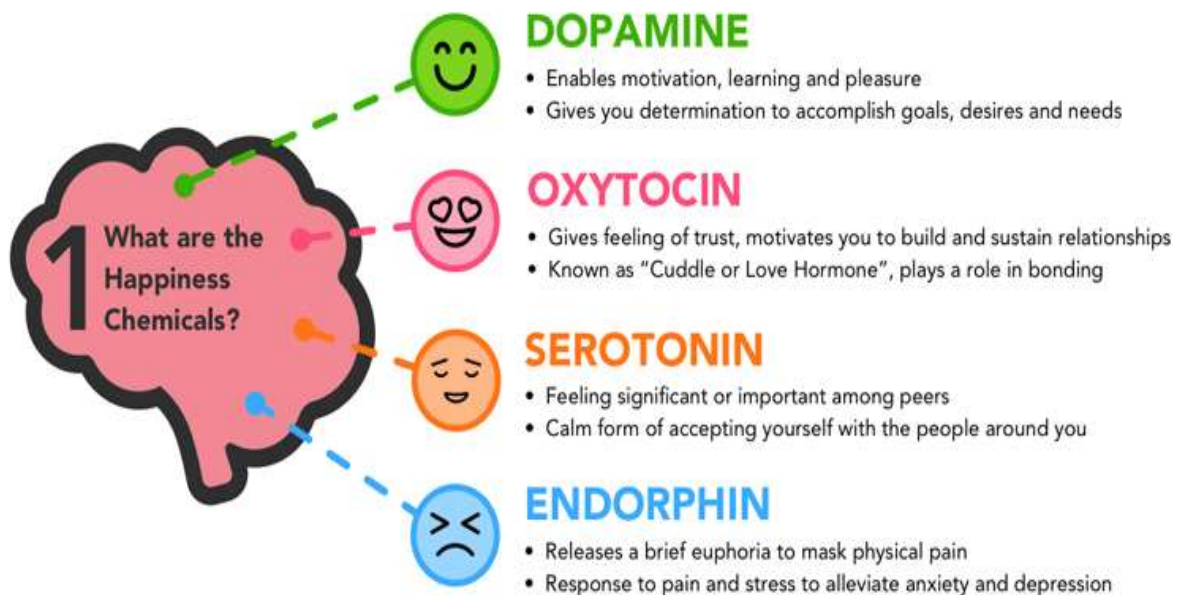
- 1) What are the three sources of happiness?
- 2) Enumerate the main areas of the brain involved in the emotion of happiness.
- 3) Happiness is a psychological as well as a physiological phenomenon. Defend.

4.5 CHEMISTRY OF HAPPINESS

Our body is full of hormone secretions, chemicals essentially, which control our moods.

GET YOUR DAILY D.O.S.E. OF HAPPINESS

How to get your daily DOSE of happiness chemicals



<https://www.mindmypeelings.com/blog/daily-dose-of-happiness-chemicals>

According to neuroscience every feeling we have is a ‘neuro-chemical event’. such as Danger, stress and anxiety trigger the release of adrenalin and cortisol. These narrow your focus, sharpen your thinking and temporarily increase your strength to enable you to run away fast

Dopamine is the ‘motivation chemical’. Its release into the bloodstream is energising, increases our ability to focus and motivates us to take action. Serotonin is the ‘feel good’ chemical and is calming and rewarding.

Endorphins are the body’s natural opiates. They control pain and create pleasure. They are released every time you laugh, relax and exercise. They also create more bonding in the brain so they can make you more intelligent. So when you choose to be happy you also become more intelligent.

How Deficiency Affects You



How to Increase Happiness Levels



Oxytocin is a hormone that functions as a neurotransmitter in the brain and is generally related with relationships and bonding.

4.6 BI-DIRECTIONAL RELATIONSHIPS OF HAPPINESS

While studying the relationship between physiological processes and happiness, it has been found positive affective experiences not only signal personal well-being but also contribute to personal growth and development. Positive emotions broaden momentary thought-action repertoires. This broadening of momentary thought-action repertoires offers opportunities for building enduring personal resources, which in turn offers the potential for personal growth and physiological transformation by creating positive or adaptive spirals of emotion, cognition and action.

Some of the physiological areas, most of them exhibiting bi-directional relationship, which have been studied to be related to happiness are as follows:

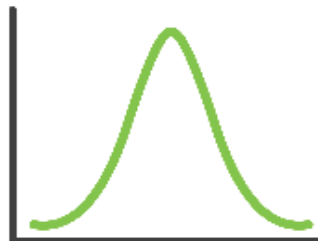
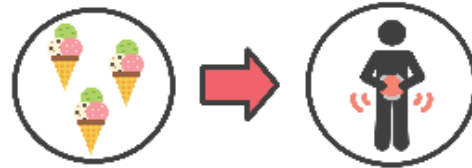
1. **LONGEVITY:** Evidence from longitudinal studies shows that happiness has important effects on longevity. Some longitudinal studies have found, positive emotions at the start of the study predicted who lived or died, and who showed greater functional independence or disability. After controlling for age, socioeconomic status, drug use and diseases, the happy participants were twice as likely to survive and to remain functionally independent compared with their unhappy counterparts.
2. **PHYSICAL HEALTH AND EXERCISE:** In the short term exercise induces positive mood states and in the long term regular exercise leads to greater happiness (Argyle, 2001; Sarafino, 2002). The short-term effects of exercise are due to the fact that exercise leads to the release of endorphins, morphine like chemical substances produced in the brain. The longer-term increases in happiness associated with exercise are due to the fact that regular exercise reduces depression and anxiety, enhances the speed and accuracy of our work, improves our self-concepts, promotes fitness and leads to better cardiovascular functioning. Regular exercise also slows down or prevents weight gain with ageing.
3. **WORK:** The link between happiness and productivity is bi-directional. Certain types of work situations facilitate happiness and happiness in turn facilitates greater productivity. Employment status is related to happiness, with employed people being happier than those who are unemployed, and people in professional and skilled jobs being happier than those in unskilled jobs (Argyle, 2001). Job satisfaction and happiness are moderately correlated at about $r=0.4$ (Diener et al., 1999). This may be because work can potentially provide an optimal level of stimulation that people find pleasurable, an opportunity to

fulfil their drive for curiosity and skills development, a social support network and a sense of identity and purpose.

OVERSTIMULATION OF HAPPINESS

Prevent overstimulation and increase the effects of happiness chemicals

“Too much of a good thing is a bad thing



NORMAL

A short spike of happiness effects with a quick drop back to a normal state after the experience is over.

OVERSTIMULATION LEADS TO:

- desensitization of happiness effects
- tolerance to the amount you receive
- addiction towards the activity



SUPERNORMAL STIMULI

You're continually feeding yourself overstimulating activities and not allowing levels to drop to a normal state.

COMMON OVERSTIMULATING ACTIVITIES:

- scrolling through social media
- always eating fast food
- binge-watching a tv show all weekend

Prevent Overstimulation

Allow levels of happiness chemicals to drop to a normal level to help maintain sensitization.

- 1 Limiting Your Use by Stopping After Some Time
- 2 Limiting the Frequency of Use
- 3 Not Using it Like a Drug
- 4 Not Using it as an Escape Mechanism

Increase Happiness Receptors

Overstimulation causes receptors to be destroyed, which leads to desensitization.

- 1 Abstaining from Overstimulating Activities
- 2 High-Intensity Interval Training
- 3 Digital Detox
- 4 Cold Showers or Ice Baths

© 2020 MIND MY PEELINGS
www.mindmypeelings.com

<https://static1.squarespace.com/static/5cb61b1e29f2cc34d16e2bd6/t/6022ed9c37af8c675431ad0d/1612901799362/overstimulation-happiness-infographic.pdf>

RECENT DEVELOPMENTS

Personality studies of happiness show that happy people are extroverted and optimistic, and have high self-esteem and an internal locus of control. In contrast, unhappy people tend to have high levels of neuroticism. There is a strong link between temperament, and personality traits. Children who are happy are more likely to be having temperamentally high activity levels and positive affect become extraverted.

Secure attachment, an **authoritative parenting style** and **good role modeling** are probably important in the development of optimism, self-esteem, and an **internal locus of control**, all of which are associated with happiness.

Happiness is often described as stable across life (Lyubomirsky), yet the brain has documented **changes over the course of the lifespan** (Rosenzweig et al.). Investigating the physiological underpinnings of this is important. Moreover, the **prefrontal cortex**—here identified as very important for happiness—generally Imaging develops through young adulthood and shrinks slightly with age (Gluck et al.). These seemingly contradictory observations provide for complicated hypothesis formation. The **developmental symmetry of happiness and physiology** should be investigated further. There was one study that addressed age beyond controlling for it as a covariate.

Schreuders et al. looked at responses to rewards in adolescents and young adults. Consistently, the nucleus accumbens activated in response to rewards. That said, interest in reward—and highest activation of the nucleus accumbens—peaked in late adolescence, both then declining through early adulthood. Future studies should specifically consider age in the analysis or provide a within subjects follow up to investigate how **neurodevelopment relates to happiness**.

While assessing the physiology of Seligman's authentic happiness theory, the question was posed as to whether or not the three phenomena he describes are best understood as facets of the same neural process, or physiologically independent. The results were mixed. Though there were many regions that consistently activated for all forms of happiness, some regions tended to activate more frequently for specific forms of happiness. Ultimately, the results suggest that happiness is closely related to activity. Happy people had **widespread neurological activity**, and the regions involved were generally relevant to the behavioral activities being performed. Rather than viewing **happiness as an affective state**, it should be taken **within the context of events and behaviors**.

4.7 CONCLUSION

Happiness exists in both mind and body and hence we need to be happy in both simultaneously to achieve optimal happiness. To do this, we need to synchronize mind and body.

Three sources of happiness are posited, namely as pleasure, as engagement, and as meaning. there seems to be a dynamic relationship between how happiness is experienced and neural activity The neurological basis of happiness identifies 14 brain regions for activating all forms of happiness. Studies of pleasure show proportionally high activity in the insula and amygdala regions. Happiness as engagement requires directing attention, not allowing unrelated stimuli to distract from the task at hand. “Meaning” tended to show increased activation in the prefrontal cortex and insula.

Happy people had widespread neurological activity, and the regions involved were generally relevant to the behavioral activities being performed. Rather than viewing happiness as an affective state, it should be taken within the context of events and behaviors.

CHECK YOUR PROGRESS - 2

- 1) Happiness has a bi-directional aspect for humans. Elaborate and explain.
- 2) Explain the role of serotonin in the happiness quotient of an individual.
- 3) List some ways to enhance happiness.

4.8 SUGGESTED READINGS

- Argyle, M. (2013). *The psychology of happiness*. Routledge.
- Tanzer, J. R., &Weyandt, L. (2019). Imaging Happiness: Meta-Analysis and Review. *Journal of Happiness Studies*, 1-42.
- Bae, Y. (2014). Synchronization of dynamical happiness model. *International Journal of Fuzzy Logic and Intelligent Systems*, 14(2), 91-97.

4.9 QUESTIONS FOR PRACTICE

- 1 Explain the role of serotonin in the happiness quotient of an individual.
2. List some ways to enhance happiness.

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER-III

SKILL ENHANCEMENT COURSE (SEC): POSITIVE PSYCHOLOGY

UNIT-5: PSYCHOLOGICAL MEANING OF HAPPINESS

STRUCTURE

5.0 OBJECTIVES

5.1 INTRODUCTION

5.2 FIVE DIFFERENT SENSES OF ‘HAPPINESS’

5.3 PSYCHOLOGICAL DYNAMICS OF HAPPINESS

5.4 BUILDING HAPPINESS

5.5 STRATEGIES FOR ENHANCING HAPPINESS

5.6 METHODS USING GOALS AND ACTIONS TOWARDS HAPPINESS

5.7 IMPLICATIONS FOR POLICY

5.8 CONCLUSION

5.9 SUGGESTED READINGS

5.10 QUESTIONS FOR PRACTICE

Keywords: Psychology of happiness, enhancing happiness, learned optimism.

5.0 OBJECTIVES: After completing this unit, one should be able to:

- Distinguish happiness from pleasure and enjoyment
- Distinguish the different sense of realizing happiness
- Learn ways that make individuals unhappy
- Understand learned optimism and know of ways to inculcate it.
- Understand the ways of enhancing happiness at personal level, as well as interpersonal level, through simple day to day activities along with constructive well planned goal setting.
- Realize Growth and Fixed Mindset for happy living.
- Realizing that happiness is not just an individual domain but has social implications for policy makers

5.1 INTRODUCTION:

Positive psychology has emerged as a science of positive subjective experience, positive individual traits, and positive institutions. It promises to improve quality of life and prevent the pathologies that arise when life is empty and meaningless. The exclusive focus on disorders and pathology has dominated so much of psychology. This has resulted in a model of the human being lacking the positive features that make life worth living. Hope, wisdom, creativity, future mindedness, courage, spirituality, responsibility, and perseverance are ignored or explained as transformations of more authentic negative impulses.

The intent of Positive psychology is to generate a focus that enables happiness, the effects of autonomy and self-regulation. The basic issues it tries to solve are how optimism and hope affect health, what constitutes wisdom, and how talent and creativity come to fruition. Efforts are to understand and build the factors that allow individuals, communities, and societies to flourish.

HAPPINESS, PLEASURE AND ENJOYMENT: While in layman's language happiness, pleasure and enjoyment are used as close substitutes. They are very clearly distinct. Happiness is sometimes felt as enjoyment or pleasure. It is useful to distinguish positive experiences that are pleasurable from those that are enjoyable. Pleasure is the good feeling that comes from satisfying physical needs such as hunger, sex, and bodily comfort. Enjoyment, on the other hand, refers to the good feelings People feel enjoyment, when they break through the limits of normal equilibrium state and when they worked or stretched themselves beyond usual towards excellence. It could be a race, a song, charity or just good chat.

Enjoyment is growth oriented and takes a person towards fulfillment and long-term results of happiness, while pleasure is momentary phenomena. When humans work towards a purpose using their character strengths and Building personality on the way it leads to 'authentic happiness'. A positive, optimistic attitude toward oneself and to events in general helps enable a person to achieve his goals (Seligman, 2006 and 2007). Positive self-image, positive feelings and emotions are what gets combined into happiness. Happiness resides in multiple sectors coming together. Happiness includes but is not limited to contentment Pride hope confidence faith optimism and purpose.

5.2 FIVE DIFFERENT SENSES OF 'HAPPINESS':

Happiness is both a state and action and since it is a very useful phenomena it has been used as all parts of expression. The way we use happiness as a latent construct can be summed up as follows

[1] **HAPPY ABOUT:** This involves *an intentional object*. There is something that individual is actually feeling happy about. It could be the situation or it could be just the attitude towards a certain state of affairs. An individual takes a cognitive judgment about the situation and has a

positive attitude towards it. The feel good emotion that gets resulted, is what we call all “happy about” something. It is something that they see in a positive light and were looking forward to..

[2] **FEELING HAPPY:** In another sense happy might mean ‘feeling happy’ which refers to some relatively short duration of time, e.g. I felt happy going for a walk. Feeling happy is about the mood of the moment. Feeling happy is ephemeral; it is for a small but certain period of time. it is an antonym of feeling low or sad, just a little depressed. T “Feeling happy” refers to an emotion and, unlike “happy about”, it does not necessarily have an intentional object.

Many times one may feel happy as a result of some specific reason, e.g., a job promotion, meeting an old friend or the birth of a child, but feeling happy may or may not have an external cause. One can just feel happy without having any reason to ascribe the happiness to. One may awake one morning realizing the day is like most days, yet just feel extra happy. Psychologists refer to this sort of state as ‘*positive affect*’ meaning the experience of positive emotions such as joy (Lyubomirsky, King and Diener, 2005).

[3] **HAPPY DISPOSITION:** A third sense of happiness is having a happy disposition or a happy persona. To possess a ‘happy disposition’ means that one is often and as a rule happy. Unlike “feeling happy”, which refers to a relatively short span of time, a “happy disposition” refers to a general characteristic. Happy disposition is more of a trait and is represented by kind of person who is happy in routine matters of life. It is not the people with happy disposition cannot be unhappy. TShere can be minor setbacks small negative life events which may temporarily disrupt that happiness. To have a happy disposition is to experience positive moods for a larger part of the time. Life has its miseries, and so most people’s positive moods will sway and change, but an individual with a happy disposition is one who weathers the lows of life and experiences more positive moods than others.

Psychologists refer to the disposition to be happy as ‘chronic positive affect’ meaning the tendency to experience positive emotions over an extended period of time (Lyubomirsky, King and Diener, 2005). Quality of happiness is not different among the discussed concepts; it is about the *duration and frequency of one’s positive moods*. Almost all of us experience at least some short-term pensive moods. Those who would be described as having the happiest disposition will have lesser and (or) shorter periods of pensive moods.

[4] **HAPPY ABOUT ONE’S LIFE:** “happy about one’s life” has a clear object very much like “happy about”. Still the object is not something about others or the world, but about one’s own life. To say that one is “happy about one’s life” is to have a positive attitude one’s life, that is, one’s life measures up favourably to one’s expectations. It is not whether the expectations are high or low it is more about the perception of measuring up. Psychologists refer to this sense as ‘*subjective well-being*’, one in which individuals judge the overall quality of their lives as favourable (Veenhoven). The third and fourth senses of ‘happy’ are clearly at least logically distinct: the third sense refers to a subject’s mood, while the fourth refers to a *cognitive*

judgment about a subject's life. Interesting is that one might judge the overall quality of one's life in a favourable manner, yet lacks a happy disposition. It could simply be on the basis that the individual is judging self on the basis of some different criteria rather than on the overall basis. The opposite is also true that one could be happy about one's life just because the individual has fared really well on her expectations scale in just one realm. She might view her life in a favourable manner. Conversely, someone who does not judge her life in a favourable manner, for example someone in prison, might nevertheless be characterized as experiencing positive chronic affect.

[5] **IDEAL HAPPINESS**: Ideal happiness is best of both the Happy disposition and being happy about one's life. This can be thought of as an ideal happiness. Here in not only the person is happy about Once achievement but also has a *cognitive attitude of positive feedback* to self. This is the aim most people look forward to. Life here is also full of meaning and it has the positive approval of self and society.

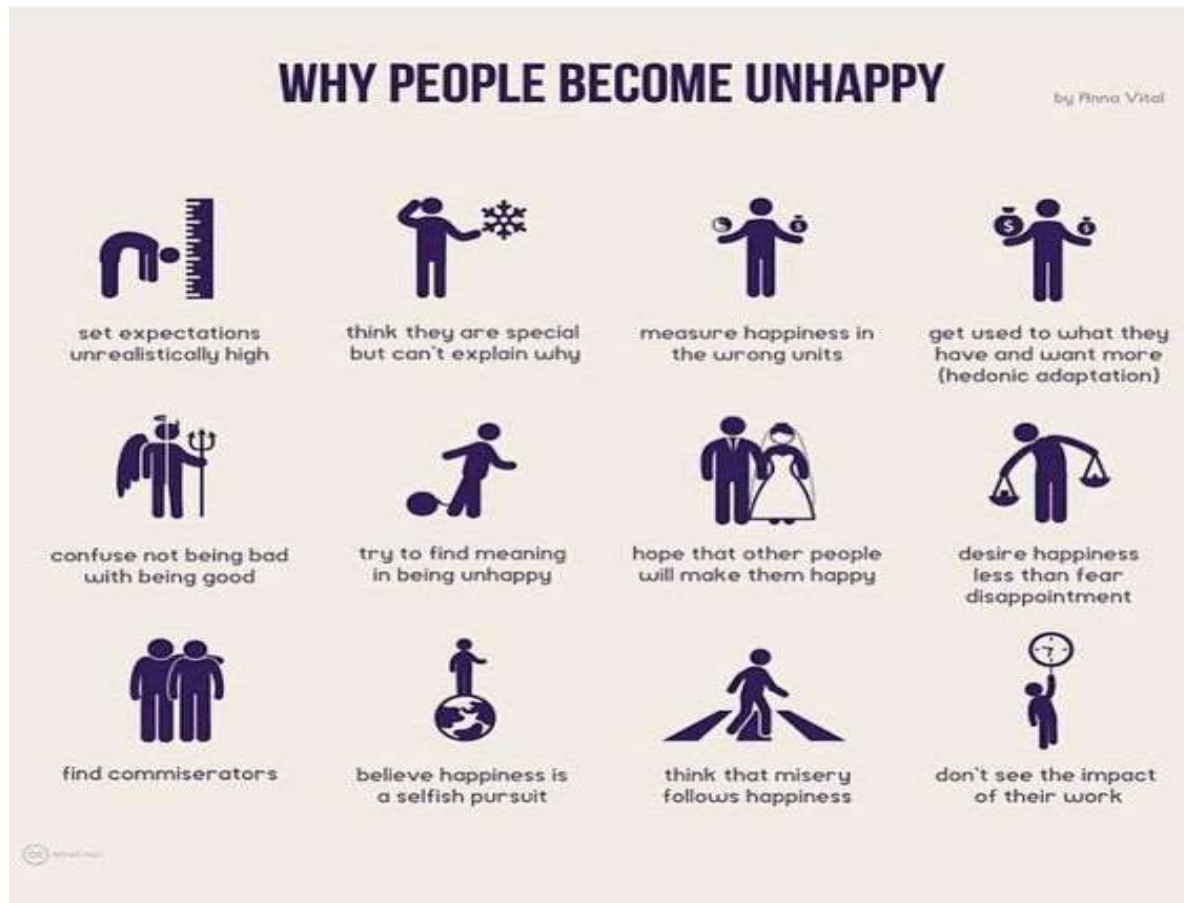
5.3 PSYCHOLOGICAL DYNAMICS OF HAPPINESS

Positive psychology at the abstract level is about valued abstract experiences. It is an ideal scenario where there is hope and optimism for the future, there is happiness in the present and the past consists of well-being, contentment, and satisfaction.

At the personal level, it is about positive personal characteristics, and at the community level it is about the virtues and values that the society gives weightage to like affection, courage communication sensibility resilience charity and towards altruism responsibility ethics and wisdom.

While unfolding the psychological perspective of happiness, Seligman's '**Learned Optimism**' becomes the basic context with its two pivotal concepts of '*learned helplessness*' and '*explanatory style*' (Seligman, 2006).

Learned helplessness refers to the fatalist view of the things that action of an individual does not matter. It is about rejection and giving up. Explanatory style, can be categorized as either optimistic or pessimistic, is 'the manner in which you habitually explain to yourself the reasons events happen.



<https://twitter.com/KenHMikkelsen/status/644474392735547393>

Learned helplessness, is intimately related to a pessimistic explanatory style, a habitual way of explaining bad events that is defeatist, self-blaming and produces hopelessness and helplessness. Explanatory style is a habit of thought learned in childhood and adolescence and ‘stems directly from your view of your place in the world whether you think you are valuable and deserving, or worthless and hopeless’. Explanatory style is ‘the hallmark of whether you are an optimist or a pessimist’.

HOW TO OVERCOME LEARNED HELPLESSNESS

Learned helplessness (in people) is a phenomenon in which someone has been conditioned to anticipate discomfort in some way without having a way to avoid it or make it stop. After enough conditioning, the person will stop any attempts to avoid the pain, even if they see an opportunity to escape.

A STEP-BY-STEP PLAN

1. Recognize and accept your learned awareness and get to the root of it.
2. Identify your limiting beliefs. Reframe them in a positive, optimistic light.
3. Watch your self-talk. How do you talk to and about yourself? Change negative self-talk into positive.
4. Improve your self-awareness through journaling.
5. Set SMART goals.
6. Change your environment in a way that helps you achieve your goals.
7. Take one small action every day.
8. Celebrate small wins and important milestones.
9. Learn and implement self-care.

DEVELOPGOODHABITS.COM

https://in.pinterest.com/pin/ARDTbbUwXq_xCW8quVa9zjYzWfySefdCbiqJySH4i3sEMfLrXBYAKSGw5EpvjhbQx9Ana-FfqPRp3f3URPxrLHM/

Learned helplessness remains a chronic and debilitating condition, a form of mental illness or abnormality, and it may require treatment. It is the chronic lack of confidence and self-belief that it perhaps describes in other words with ‘pessimism’. For Seligman, ‘the defining characteristic of pessimists is that they tend to believe bad events will last a long time, will undermine everything they do, and are their own fault’. Even ‘tendencies toward pessimism’, mere ‘traces of pessimism’ are debilitating. A pessimistic attribution style or learned helplessness is primarily disposition.

Positive psychology is an attempt to change the primary disposition and turn pessimists into optimists. It believes that optimism can be learnt like any other skill.

‘LEARNED OPTIMISM’, Seligman believes can be achieved through persistence. It is about being able to face failure even when you have the talent and passion and had given the best. Learnt optimism is not about accepting defeat but to keep on facing the difficulties.

This way the explanatory style turns towards optimism; this is what takes individuals on the way to fulfill their potential. Individuals having intrinsic self-esteem and optimistic explanatory style are the individuals who identify as a reason for good events happening. There is an internal attribution rather than external attribution for the success of their actions. These individuals define and create their own happiness.

David Myers (2000) perspective is about the correlation between *religious faith and happiness*. Myers believes that truth must be imbibed inside the values if they are to survive across generations. He also believes that economic growth and income are strongly correlated with happiness as long as the affluence threshold is maintained. This has been found true across the cultures. In short he believes happiness to be synonymous with positive quality of life.

Unlike Myers, Seligman employs a *morally-neutral* definition of happiness. His ideas of happiness are self-reports about levels of overall satisfaction. He strongly believes in voluntary actions that foster positive attitudes and experiences. Voluntary actions consisting of virtues and moral strength can significantly raise our happiness. Seligman quest is towards reshaping our attitudes across different time dimensions; he suggests we need to appreciate the present moment and need to increase our gratification. Gratifications are to be understood as “flow experiences”: purposeful activities in which we exercise our virtues and strengths, receive immediate positive feed-back, and act without anxious self-consciousness (Csikszentmihalyi, 1990).

The concept of engagement leads to positive emotions and feelings. As a person is fully absorbed, the feelings of well-being are automatically generated (flow). The purpose is to maximize the feelings of well-being which we derive from being absorbed in our work. This is the key to happiness.

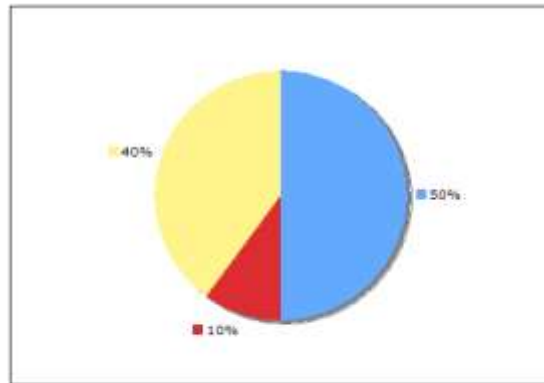
The special insight of positive psychology is that it is the engagement and expression of a person’s ‘signature strengths’ that specifically produces the ‘authentic positive emotion’. Seligman has identified 24 positive personality traits, character strengths or ‘signature strengths’ and has grouped these into six ‘core virtues’. The virtues that most commonly and consistently characterise human cultures are: wisdom, courage, humanity, justice, temperance and transcendence

Barbara Frederickson’s Broaden-and-Build theory of positive emotions attempts to build a broad behavioural repertoire of skills and resources. She puts emphasis on enjoyment, happiness, joy, awareness and encouragement via innovative and exploratory thoughts and actions. She finds “change” as a positive input

5.4 BUILDING HAPPINESS

A study by Lyubmirsky (2007) has demonstrated that our level of happiness is made up of three main components:

1. SET POINT – 50%
2. CIRCUMSTANCES – 10%
3. INTENTIONAL BEHAVIOURS – 40%.



This clearly lays down that intentional behaviours can lead to meaningful happiness. Some of the basic methods to build happiness are as follows

- ❖ INCREASE POSITIVE EMOTIONS.
- ❖ REDUCE THE IMPACT OF NEGATIVE EMOTIONS.
- ❖ CHANGE THE SUBJECT (Thinking About Others Rather Than Ourselves).

The results of scientific research point to **three reliable ways to find happiness** (Carr)

1. **Cultivate relationships** which involve deep attachment and commitment.
2. **Involve yourself in absorbing work and leisure activities** in which you exercise your strengths, talents and interests.
3. **Cultivate an optimistic, future-oriented perspective on life** in which you expect the best and value the future more than the present.

At personal level the aim is to teach people how to be happier:

- by increasing positive feelings and learning how to feel more comfortable with the bad ones
- by learning that feeling good when things are bad is one of the fastest ways to make circumstances improve
- by making small changes in the way they think and act, and learning that these small changes can make a huge difference to their happiness.

CHECK YOUR PROGRESS - 1

- 1) What are the different senses of 'happiness'?
- 2) Explain the rationale behind efforts made to build ones' level of happiness.
- 3) Highlight the role of Learned Helplessness in lowered happiness.

5.5 STRATEGIES FOR ENHANCING HAPPINESS

Happiness enhancement is being undertaken at individual, at industry and at institutional level. Different community base training programs, workshops and soft skills trainings are being provided. There are programs to promote optimism via different concepts such as signature strengths, intrinsic motivation and flow. common strategies to enhance happiness are being discussed further

The prime domain for enhancing happiness is to **create psychological well being.**

For that relationships are prime.

- The strategy to enhance happiness in **relationships** is to find a companion with someone of similar nature whom you could forgive the faults of. Another strategy is to maintain contact with your extended family. similarly if you close friendships and cooperation with acquaintances are suggested
- The second strategy is to find happiness by getting in **sync with the environment.** The strategy suggests securing physical and financial safety and comfort of yourself and family without getting on hedonic consumerism. it is suggested that you choose beautiful environment to live in and enjoy music arts and fine weather
- As a **healthy body** contains a healthy mind it is suggested that one should engage in regular physical exercise and maintain a good health and physical state.
- Another strategy to enhance happiness is to be productive. **Activity** should be increased in the areas by doing the task that are intrinsically pleasing and challenging one should work towards a plausible set of goals and should give oneself the credit when they get achieved

- **Recreation** is also used as a strategy to enhance happiness one must enjoy good nutritious food in moderation, take vacations and do team recreational activities with friends. physical exhilarating activities like dancing surfing skiing can be undertaken
- One must be ready to accept the fact that **material gains** are part and parcel of happiness but beyond the threshold do not lead to increased happiness as one gets habituated to material goods and situations that originally brought lots of excitement.
- Happiness enhancement occurs when one **stops comparing self** with media images and the reference groups which actually are not validated. This is particularly true in the present times as social media uses photoshopped images, comparing with whom may do more harm to your self-esteem than benefit. One should set standards consistent with one's abilities and resources.
- One should focus on **pleasant aspects** in all situations and assertively challenge distressing situations and negative people. One must stay away from pessimistic and perfectionist thinking and look for situations which can build happiness.
- One must use positive coping strategies like **humour** to face anxiety and stressful situation. empathy and courage go a long way to enhance happiness

5.6 METHODS USING GOALS AND ACTIONS TOWARDS HAPPINESS

1. ***GOAL POWER***: Goals are an important part of the growth mindset and are an important way of using and building on signature strengths. 'A goal enables us to experience a sense of being while doing.' (Ben Tal-Shahar, 2007).Csikszentmihalyi(1990) explains that having meaningful goals and a clear sense of purpose is essential to attaining flow and creating a better future.
2. ***RESTRUCTURING ONE'S THINKING***: There are four key skills involved in restructuring one's thinking. The first step involves recognizing the negative thoughts that flit through one's mind when one is feeling low. Seligman observes that these thoughts can be pervasive and undermine one's mood. The second skill involves evaluating these thoughts. This means recognizing that the things you say to yourself may not be true. The third skill is generating more accurate explanations. The fourth skill is *decatastrophising* or stopping yourself planning for the worst because doing this can be a drain on your energy and ruin your mood. (Seligman, 2003)

3. **MINDFULNESS:** Mindfulness is about bringing your senses and hold attention to the present movement it is about living in the present without gossiping in your head about other things. Practiced on a regular basis mindfulness can:



<https://selflovecircle.co.uk/how-to-practice-mindfulness/>

- ❖ improve attention skills
- ❖ increase resistance to disease
- ❖ build a stronger capacity to deal with the stress and difficulties of life.

4. **APPRECIATIVE INQUIRY:** A key approach to change in positive psychology is appreciative inquiry, originally developed by Professor Cooperryder. Appreciative inquiry is an approach to change that involves thinking about what is working well in a variety of situations and also appreciating the value of something that has worked well. In the programme this process is referred to as '**What Works Well**': WWW. It is about

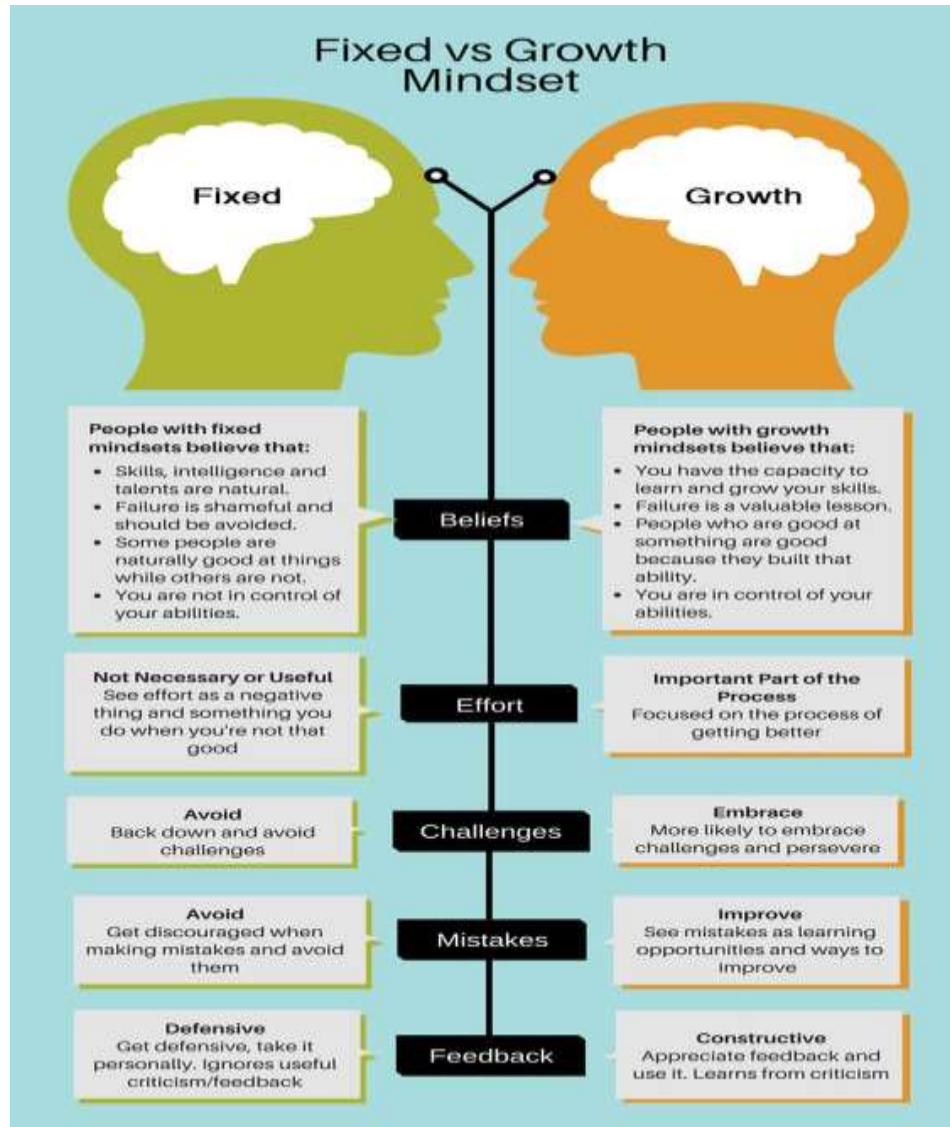
creating Pathways by positive thoughts as channels in the brain. It is the opposite of worry and creates patterns in the brain which are full of happiness.

5. **WISHING OTHERS WELL: WOW:** One of the core principles of positive psychology is that ‘other people matter’. Relationships are central to most people. One of the strongest findings in the happiness literature is that happy people have closer relationships than less happy people and spend less time alone. Family and friends make people happy and happy people are more likely to make friends. The concept of an emotional bank account (Covey,) emphasizes the idea that relationships are something that we invest in. We can make deposits (things we do to build relationships) and withdrawals (things we do that may harm relationships).
6. **PLEASANT ACTIVITY TRAINING:** It is about getting intentionally involved in building a list of the things that we really enjoy doing. It involves writing down the things that we enjoy doing and making a commitment to do them more often.
7. **ACTIVE GRATITUDE:** A felt sense of wonder, thankfulness and appreciation for life. This involves a focus on the things an individual has rather than what they do not have. The process of counting your blessings on a regular basis somehow has the capacity to make them multiply.
8. **FLOW:** Flow is a term coined by the Russian psychologist Dr Mihaly Csikszentmihalyi. Flow is about being engrossed in what you are doing and enjoying. Skill level catches the challenges of the task. It is also about persistence towards doing it in correct manner. Flow provides an important pathway to happiness.
9. **THINK GOOD-FEEL GOOD:** ‘Optimism, flow and happy memories are essential to happiness.’ (Seligman, 2003). ‘Emotional memories depend on how an experience concludes.’ (Frederickson, 2001)



<https://twitter.com/KenHMikkelsen/status/644474392735547393>

10. **APPRECIATE THE POSITIVE:** A thing of beauty is a joy forever said the poet. Appreciation of the beauty and excellence there is , being able to recognize, be present and appreciate positive experiences is something that we need to get ‘better at’. Savoring and enjoying involves consciously engaging in thoughts or behaviours that increase the positive events or positive feelings. we can enjoy the exciting things even before they happen and by remembering them after they happen.



<https://www.aot.edu.au/infographics/fixed-vs-growth-mindset/>

11. **SIGNATURE STRENGTHS:** Seligman (2003) identified twenty four signature (higher) strengths which are associated with moral traits such as integrity, valour and kindness. Building strengths and virtue is not about learning and training but about discovery, creation and ownership. Seligman writes that, ‘positive emotion leads to exploration which leads to mastery and mastery leads not only to more positive emotion but also to an individual’s signature strengths.’ Being able to put a name to what one does well is intriguing and empowering.

12. **LEARNED OPTIMISM:** Learned optimism is about thinking accurately about challenges or adversities in a realistic and non-negative way. The A-B-C model can be used to cultivate optimism. “A” stands for Adversity, “B” for Belief, and “C” for Consequences (Ellis,1962). By

repeatedly analysing and adopting optimism through A-B-C based thinking process, each experience can be turned into a positive one, till we learn to be optimistic spontaneously.

13. HAPPINESS AS A GOAL: Purely working for material listing gains may not result in increasing happiness. As one gets habituated after sometime the excitement of chasing material is no longer the same. This leads us to setting happiness as a goal rather than material achievements beyond a point..

14 GROWTH AND FIXED MINDSET: Neuroscientists have discovered the ‘neuro-plasticity’ of the brain: its capacity to grow and develop into old age. Carol Dweck has introduced the concept of ‘cognitive fitness’ – the ability to improve our brain and intelligence through developing a ‘growth mindset’. A fixed mindset is based on the concept that our intelligence and ability is set in stone. A growth mindset means that it is worth having a go and persisting at challenges. Emerging research indicates the positive link between physical activity, brain health, cognition and memory. Thus we can improve our ‘cognitive fitness’ by doing puzzles, learning a new language or a new skill.

5.7 IMPLICATIONS FOR POLICY

Positive psychology has huge implications for **government policy**. Systems should be designed as to create more happiness for citizens. Governments should make it attractive for people to do the following:

- To make and maintain long-term friendships and family relationships including marriages, parent-child relationships, and kinship relationships
- To work in jobs that fit with people’s strengths, talents and interests
- To pursue absorbing leisure activities where people’s strengths, talents and interests can find expression
- To value the future more than the present.

Governments should not create policies which encourage an excessive focus on working long hours to increase wealth at the expense of important family relationships. They should develop flexible policies which support and reward people for maintaining high quality long term marriages, looking after children and older members of the extended family, and fostering long-term friendships, which are often eroded by social mobility and pressure of work. Governments should develop policies relevant to educational, occupational and leisure settings that promote an ongoing life-long matching of people’s strengths and talents to their educational, occupational, and leisure roles. Governments should legislate against advertisements which inaccurately convey that long-term happiness will come from acquiring more and more material products. Governments should develop national incentive

systems which encourage valuing the future as a way of reducing accidents, rather than putting limited resources into trying to engineer a safer environment.

5.8 CONCLUSION

The intent of Positive psychology is to generate a focus that enables happiness, the effects of autonomy and self-regulation. Happiness enhancement can be undertaken at individual, at industry and at institutional level. Different community base training programs, workshops and soft skills trainings type programs to promote optimism via different concepts such as signature strengths, intrinsic motivation and flow are among common strategies to enhance happiness

Positive psychology has huge implications for government policy. Systems should be designed as to create more happiness for citizens.

CHECK YOUR PROGRESS - 2

- 1) How can happiness be increased even in the absence of change in the life circumstances?
- 2) Explain any five behavioral methods for enhancing happiness.
- 3) What can be done at socio-political level to enhance happiness at community level?

5.9 SUGGESTED READINGS

- Carr, A. (2013). *Positive psychology: The science of happiness and human strengths*. Routledge.
- Carr, A. (2004). *Positive Clinical Psychology*. London: Brunner Routledge.
- Csikszentmihalyi, M. (1997). *Finding Flow: The Psychology of Engagement with Everyday Life*. New York: Basic Books.
- Johnstone, L. (2000).
- Lykken, D. (1999). *Happiness. The Nature and Nurture of Joy and Contentment*. New York: St Martin's Press.
- Miller, A. (2008). A critique of positive psychology—or 'the new science of happiness'. *Journal of philosophy of education*, 42(3-4), 591-608.

5.10 QUESTIONS FOR PRACTICE

- 1) Explain any five behavioral methods for enhancing happiness.
- 2) What can be done at socio-political level to enhance happiness at community level?

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER-III

SKILL ENHANCEMENT COURSE (SEC): POSITIVE PSYCHOLOGY

UNIT-6: BIO PSYCHOSOCIAL DETERMINANTS OF HAPPINESS

STRUCTURE

6.0 Objective

6.1 Introduction

6.2 Bio-Psycho-Social Factors Associated With High Levels Of Happiness Or Satisfaction

6.3 Interpersonal Factors For Happiness

6.4 Role Of Emotions

6.5 Emotional Intelligence And Happiness

6.6 Motivation And Happiness

6.7 Conclusion

6.8 Suggested Readings

6.9 Questions For Practice

KEYWORDS: Bio-psycho-social factors, pyramid of happiness, emotional intelligence

6.0 OBJECTIVES: After completing this unit, one should be able to:

- Understand the Concept of happiness
- Describe the Biological, psychological, and sociological contributors towards happiness
- Make the models of factors inherently involved in pursuit of happiness
- Exhibit the dynamics of interpersonal factors at the micro and macro level along with the related research findings
- Understand the 'Broaden- and-Build' theory of emotions and its implications for enhanced happiness
- Expand and elaborate on the pyramid of happiness as extrapolated from Maslows hierarchy of needs

- The conceptual clarification of Emotional Intelligence and its components.
- Finally to be able to integrate the role of emotions and motivation along with bio-psycho-social aspects of happiness

6.1 INTRODUCTION

Happiness is a state of flourishing that involves a sense of personal fulfillment within a shared moral framework. This definition recognizes that happiness is a relative rather than an absolute notion. It occurs in various environments and can arise from a variety of stimuli. Happiness also has many manifestations which can include calm reflection, curiosity, fascination, exhilaration and ecstasy. While we acknowledge that the meaning of these different states can vary across cultures, there is one unifying factor. When people are happy they recognize it and appreciate its benefits.

Ancient Greek philosophers, such as Aristotle, argued that happy life was a fulfilling one. They also linked happiness to the exercise of **rationality** and full use of **cognitive capacities** so that one gets closest to a fulfilling life.

Taking a completely different stance, the Scottish philosopher David Hume focused attention on **moral goodness**. He questioned what gave people happiness and concluded that our actions can be judged by the extent to which they yield pleasure for either the individual or the community.

Other thinkers have stressed the **social and political dimensions** of happiness. Tolstoy and Gandhi, for example, took a broadly humanistic approach. The happiness of an individual, they suggested, should not be built on the unhappiness of others.

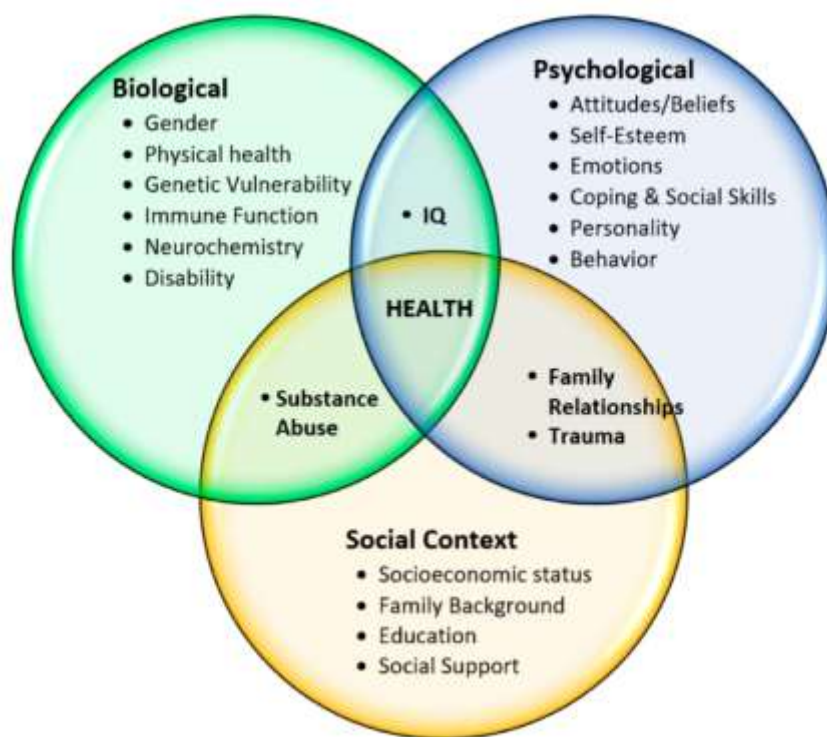
Happiness is intimately connected with our **health and quality of life** in the widest sense of those terms. The World Health Organisation (WHO) defines health as: a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity. (WHO 1992) While this is quite an idealistic definition, one of the strengths of the WHO approach is that it sets a benchmark which has helped to shift attention away from illness and towards more positive notions of health and well-being. As such, it still continues to guide United Nations mental health policy.

Psychological definitions of health also take a holistic approach. Carol Ryff, for example, draws on research and a comprehensive review of the literature to postulate that well-being consists of six different dimensions – **self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life and personal growth**. Her analysis is helpful in that it identifies the qualities which contribute to personal flourishing and introduces ecological, rather than simply biological, factors. However, one of its weaknesses is that it focuses on the individual at the expense of **social and cultural factors**.

Rather than attempting to evaluate these different viewpoints, an effort is being made to unravel the bio-psycho-social factors that contribute to this feeling of goodness.

6.2 BIO-PSYCHO-SOCIAL FACTORS ASSOCIATED WITH HIGH LEVELS OF HAPPINESS OR SATISFACTION:

Identifying factors that contribute to happiness is not a simple matter (Diener). Pleasure and the pursuit of pleasure may sometimes, but not always, lead to happiness. As a species we have evolved so that certain types of situations make us happy while others lead to the experience of distress. Individual differences in happiness may be partly accounted for by differences in personality which are partially genetically determined. There is also little doubt that certain kinds of environments are conducive to happiness or to providing people with opportunities to develop the skills required to achieve happiness. There are also important lessons to be learned from evolutionary psychology about obstacles to happiness and ways that these may be circumvented (Buss). There is a general perception that factors that contribute to sustained joy and contentment are money, attractiveness, material possessions, a rewarding occupation, a satisfying relationship



<https://www.mdpi.com/2226-4787/6/1/18/htm>

Personality and happiness: Personality studies of happiness show that happy and unhappy people have distinctive personality profiles (Diener et al.). In western cultures happy people are extraverted, optimistic and have high self-esteem and an internal locus of control. In contrast, unhappy people tend to have high levels of neuroticism. Optimism, self-esteem and locus of

control are personality traits which correlate with happiness. The relative contributions of optimism, self-esteem and locus of control to happiness is significant.

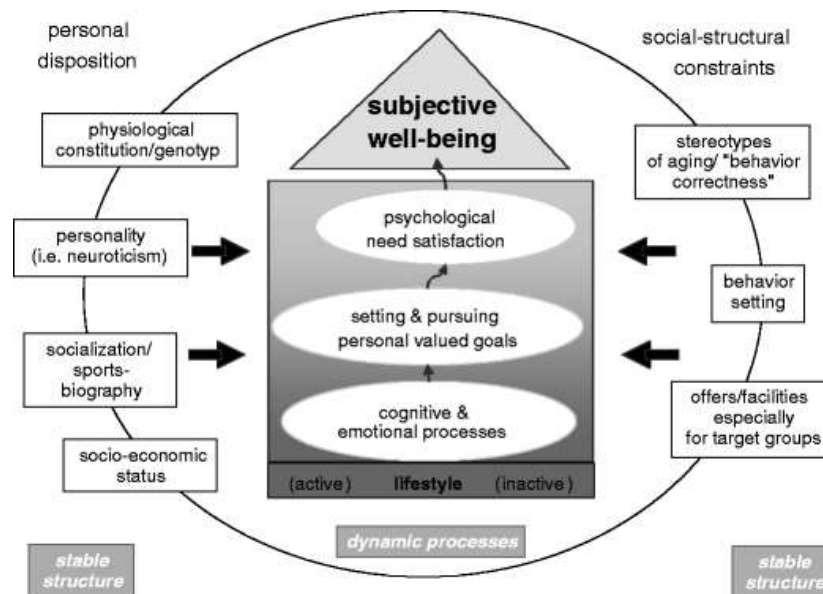
Cultural impact on happiness: Cultural factors partially determine the types of personality factors associated with happiness. In western individualistic cultures such as the USA, self-esteem and acting in a consistent way that is congruent with one's personal beliefs are personality factors associated with high levels of subjective well-being. However, subjective well-being is not correlated with these factors in eastern collectivist societies. Cultural values partially determine personality traits that affect subjective well-being (Triandis). Cultures in which there is social equality have higher mean levels of subjective well-being. Subjective well-being is greater in individualist cultures than in collectivist cultures

Secure attachment is an important precursor of personal strengths that contribute towards happiness (Thompson, 1999). Also there is good evidence that parents who blend warmth with a moderate level of control in bringing up their children help them to develop self-esteem and an internal locus of control (Darling and Steinberg, 1993). Finally, optimistic children learn their optimism from their parents who adopt an optimistic explanatory style (Seligman, 1998).

Heritability of a happiness set-point: Lykken (1999), in the Minnesota Study of Twins Reared Apart, has shown that about half of the variance in current happiness or subjective well-being (assessed by the Well-Being scale of the Multidimensional Personality Questionnaire) is due to genetic factors. However, the set-point for happiness—that is the stable point around which people's mood varies over periods such as a decade—is about 98 per cent genetically determined.

Socio-political factors have also been found to play an important role in determining happiness (Triandis, 2000). In cross-cultural studies associations have consistently been found between subjective well-being and living in a stable democracy devoid of political oppression and military conflict. Happiness is also associated with important features of government institutions. Subjective well-being is higher in welfare states; in countries in which public institutions run efficiently; and in which there are satisfactory relationships between the citizens and members of the bureaucracy.

Evolutionary basis to happiness: Evolution has ensured that we experience deep happiness under conditions that are good for the propagation of our particular genetic line. Mating, maintaining close kinship ties with family members, developing deep friendships with a relatively small number of people, maintaining co-operative coalitions with slightly larger groups, living in a safe and fertile environment, engaging in physical exercise, developing and using skills for goal-oriented activities and eating high-quality food all produce a sense of happiness probably because they contributed to our survival.



<https://eurapa.biomedcentral.com/articles/10.1007/s11556-008-0035-4>

6.3 INTERPERSONAL FACTORS FOR HAPPINESS:

Associations have been found between happiness and significant personal relationships; the quality of the environment in which people live; their involvement in physical activities; work practices; and involvement in certain recreational activities. Within the broad domain of relationships marriage, kinship, close friendships, cooperation with acquaintances and involvement in religion and spiritual practices are all associated with enduring happiness and well-being.

Marriage and happiness: Married people are happier than unmarried people, be they divorced, separated or never married (Myers, 2000). However, the least happy of all are people trapped in unhappy marriages. The happiness gap between married and unmarried women is the same as that for men. So both men and women reap the same benefits in terms of personal happiness from marriage. There are two explanations for the link between happiness and marriage. One explanation is that more happy people get married while more unhappy people do not because happy people are more attractive as marital partners than unhappy people. Another explanation is that marriage confers a range of benefits on people that make them happy. Marriage provides psychological and physical intimacy, a context within which to have children and build a home, a social role as a spouse and parent, and a context within which to affirm identity and create posterity.

Family support and happiness: Close supportive relationships between parents and children, between siblings, and between extended family members enhance the social support available to all family members. This social support enhances subjective well-being and from an

evolutionary perspective we are ‘hard-wired’ to derive happiness from this contact with our kinship network (Argyle, 2001; Buss, 2000). Keeping in regular contact with members of family, and planning a lifestyle allows maintaining closer physical contact with family enhances happiness among individuals.

Friendships and happiness: Maintaining a few close confiding relationships has been found to correlate with happiness and subjective well-being (Argyle, 2001, 2000). Happy people have the most distinctive attribute of having a rich and fulfilling social life. Confiding relationships are probably associated with happiness for three reasons. First, happy people may be more often selected as friends and confidants, because they are more attractive companions than miserable people. They also help others more than depressed people who are self-focused and less altruistic. Second, confiding relationships meet needs for affiliation and so make us feel happy and satisfied. Third, close friendships provide social support.

Co-operation with acquaintances, who are neither family nor close friends, is a potential source of happiness and a way of avoiding unhappiness due to loss of status and inequalities which inevitably arises from regular involvement in competition (Axelrod, 1984; Buss, 2000). Making a commitment to engage in equitable and reciprocal behaviour rather than exploitative behaviour; such reciprocal behaviour builds trust and a pro social personality, which have been found to be high on happiness.

Religion-meditation and happiness: Moderate correlations have been found between happiness and involvement in religious activity. This is so because firstly, religion provides a coherent belief system that allows people to find meaning in life and hope for the future (Seligman, 2002). Religious belief systems allow for making sense of the adversities, stresses and inevitable losses which occur over the course of the lifecycle and to be optimistic about an afterlife in which these difficulties will be resolved. Secondly, involvement in routine attendance at religious services and being part of a religious community provides social support. Thirdly, involvement in religion is often associated with a physically and psychologically healthier lifestyle characterized by fidelity; prosocial altruistic behaviour (rather than criminality); and a commitment to hard work. Further, Meditation, which for some is a spiritual-religious practice, also contributes to better personal well-being and hence happiness.

Physical space: Geographical location, housing, weather, can all have short-term positive effects on well-being. Strong positive feelings are associated with being in natural rather than artificial environments. People report positive feelings in geographical locations where there is vegetation, water and panoramic views (Ulrich et al., 1991). Such environments are both safe and fertile. Good weather induces positive moods. When the sun is shining, when it’s warm but not too warm, and when there is low humidity, people report more positive moods (Cunningham, 1979). However, people do adapt to unfavorable weather conditions and across nations there is no correlation between the climate and national happiness ratings. Moderate correlations have been found between the quality of housing and life satisfaction.

Money and happiness: People in economically disadvantaged nations have lower set-points for happiness. People in poorer countries are dissatisfied that they have not got the luxuries which they know from the media are available in the more affluent countries. However, increased wealth does not lead to increased power to become better off than one's neighbor, and hence is not seen as happiness enhancer. Social comparison theory states that personal happiness is based on the perceived discrepancy between our own situation and that of others (Wood, 1996). Downward comparison, where the standard to which we compare our own situation is lower, results in greater satisfaction than upward comparison. Also, the process and outcome of accumulating money may not be conducive to meeting social and psychological needs that enhance happiness once basic physical needs have been met. Thus, money as a tool to happiness is a complex phenomenon with limited direct contribution to happiness.

Physical exercise leads to positive mood states but the link between physical health and happiness is quite complex. The immune systems of happy people work more effectively than those of unhappy people (Kamen-Siegel et al., 1991; Segerstrom et al., 1998; Stone et al., 1994). In the short term exercise induces positive mood states and in the long term regular exercise leads to greater happiness (Argyle, 2001; Sarafino, 2002). The short-term effects of exercise are due to the fact that exercise leads to the release of endorphins, morphine like chemical substances produced in the brain. The longer-term increases in happiness associated with exercise are due to the fact that regular exercise reduces depression and anxiety, enhances the speed and accuracy of our work, improves our self-concepts, promotes fitness and leads to better cardiovascular functioning. Regular exercise also slows down or prevents weight gain, reduces the risk of heart disease. In addition, people who exercise regularly often do so in the company of others, and so enjoy additional social support enhancing their overall level of subjective well-being.

Employment status: Employed people are happier than those who are unemployed, and people in professional and skilled jobs being happier than those in unskilled jobs (Argyle, 2001). Job satisfaction and happiness are moderately related (Diener et al., 1999). This may be because work can potentially provide an optimal level of stimulation that people find pleasurable, an opportunity to fulfill their drive for curiosity and skills development, a social support network and a sense of identity and purpose.

In jobs that are satisfying there is a good person-environment fit, autonomy or decisional discretion. Happiness is experienced in completing intrinsically rewarding work tasks in which one uses well-developed skills and work that brings social benefits. Such jobs also involve considerable task-variety. Other factors associated with job satisfaction and happiness associated with work, includes a clear role definition, supportive supervision, opportunities for interpersonal contact with colleagues, a socially valued position, physical safety and financial security (Warr, 1999). It has already been noted that happy people are more productive, so the link between

happiness and productivity is bi-directional. Certain types of work situations facilitate happiness and happiness in turn facilitates greater productivity.

Goal attainment: People report greater happiness on days when they achieve highly valued goals than on days when they achieve less valued goals (Diener et al., 1999). These goals may be determined by many factors including personality traits. In keeping with this, extraverts experience more happiness on days when they do exciting things and introverts experience more happiness on days where they do things that bring contentment. When people's goals and aspirations are more coherently organised so as to be consistent with each other this leads to greater happiness than when their goals and aspirations are less clearly thought out. Having conflicting goals or ambivalence about certain goals reduces happiness.

Recreation and Happiness: Rest, relaxation, good food and leisure activities all have positive short-term effects on happiness (Argyle, 2001). During holiday periods people report greater positive moods and less irritability. Sports and leisure activities, especially involving dancing, music, volunteer charity work or all-consuming sports have been found to be conducive to well-being.

Increased well-being may be due to associated interaction with others, and a system for structuring time, activity and social relationships. Leisure groups that involve music, in addition induce positive moods. Thus, group-based leisure activities increase happiness by meeting certain needs such as: the needs for affiliation and altruism; the need for autonomous execution of skilled activity; the need for excitement; and the need for competition and achievement.

Life Events and Happiness

We are often incorrect when estimating how our long-term happiness would change for the better or worse in response to certain life events. For example, it is easy for many of us to imagine how euphoric we would feel if we won the lottery, were asked on a date by an attractive celebrity, or were offered our dream job. However, something similar to sensory adaptation often occurs when people experience emotional reactions to life events.

When an event that provokes positive or negative emotions occurs, at first we tend to experience its emotional impact at full intensity. We feel a burst of pleasure following such things as a marriage proposal, birth of a child, acceptance to law school, an inheritance, and the like; individuals experience a surge of happiness after hitting the jackpot (Lutter, 2007). Likewise, we experience a surge of misery following widowhood, a divorce, or a layoff from work. In the long run, however, we eventually adjust to the emotional new normal; the emotional impact of the event tends to erode, and we eventually revert to our original baseline happiness levels. The dramatic life events have much less long-lasting impact on happiness than might be expected (Brickman, Coats, & Janoff-Bulman, 1978).

CHECK YOUR PROGRESS - 1

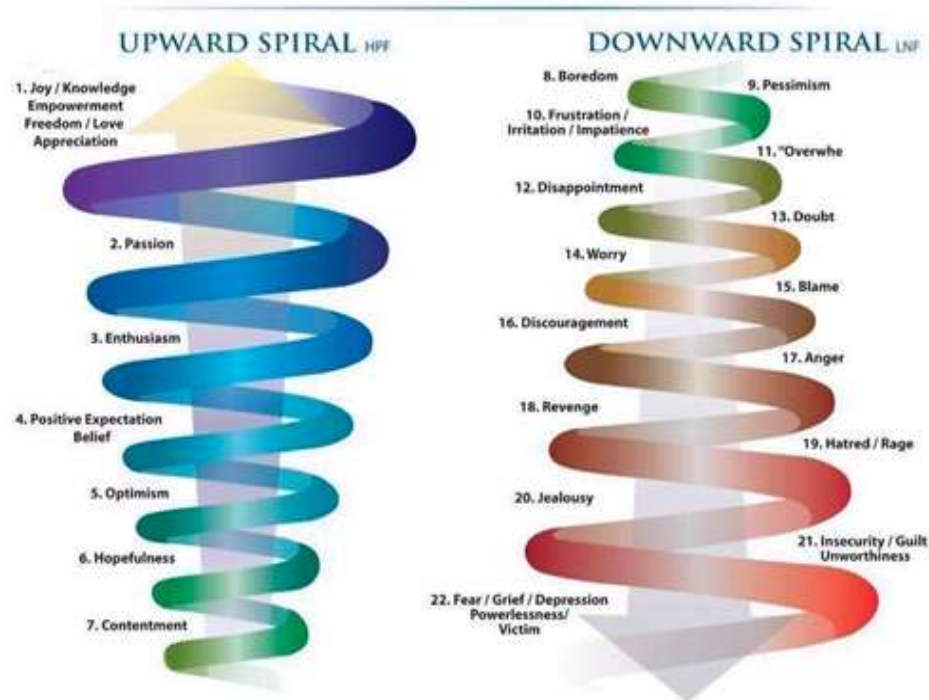
- 1) Bring out the relative significance of various interpersonal relationships on happiness.
- 2) Explain the dynamic relationship between employment and happiness.
- 3) Using WHO definition of health, bring out role of happiness in it.

6.4 ROLE OF EMOTIONS

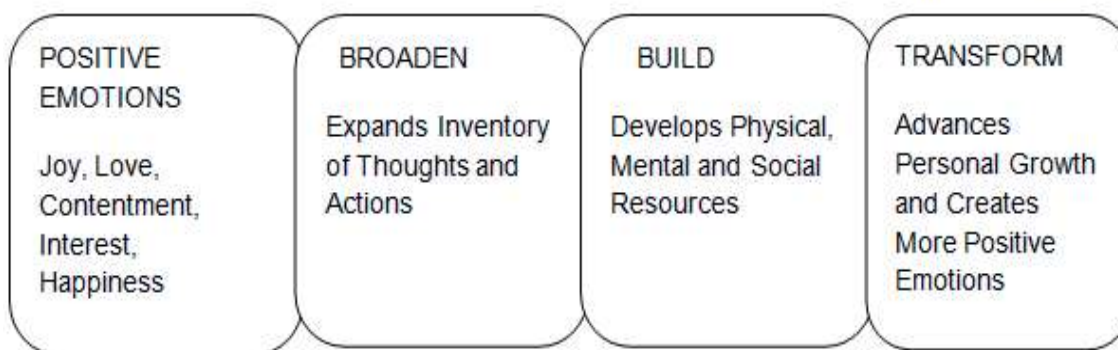
As happiness itself is an emotion what we are looking for is that how it is connected or related to other emotions. **‘Broaden- and-Build’ theory** proposed by Fredrickson (2000) suggests that positive emotions such as happiness and elation broaden our thought action repertoire and allow us to build psychological resources. Fredrickson supports her theory with empirical evidence assembled from her own work and that of other researchers (especially Isen) over several decades.

Positive emotions have a powerful impact on the scope of our thinking. People in a positive state of mind show an increased preference for variety and a greater willingness to accept difference. Exploration, imagination, inquisitiveness, playfulness and the ability to make relationships all appear to be enhanced. In real-world situations it is sometimes difficult to distinguish cause and effect. Happiness is felt through emotions that we experience. It actually promotes particular traits and dispositions. There is, in addition, the possibility of positive feedback. Thus happiness leads to behaviours that generate a sense of well-being which in turn reinforces our original feeling of happiness. It is contended that positive emotions, though transient, enable us to build enduring personal resources ranging across physical, intellectual, social and psychological capacities leading to happiness.

In good times we strengthen our ability to deal with life’s difficulties and tragedies by laying down successful patterns of thought and response which we are able to draw upon in the future.



(Fredrickson, 2001)



<https://in.pinterest.com/pin/640777853214005660/>

People in a positive frame of mind also appear to be good at eliciting positive emotions in others. They thus create a condition of mutual support, which generates an 'upward spiral towards greater well-being and more fulfilling lives. Even fake positive emotions appear to bring benefits. Davidson and Ekman found that even pulling the face of happiness improves our mood. Whistling a happy tune really does seem to make a positive difference to our mindset.

The broaden-and-build theory of positive emotions proposes that positive emotions are evolved adaptations that function to build lasting resources. Unlike negative emotions, which narrow attention, cognition, and physiology toward coping with an immediate threat or problem, positive

emotions produce novel and broad-ranging thoughts and actions that are usually not critical to one's immediate safety, well-being, or survival. Over time, however, these novel experiences aggregate into consequential resources that can change people's lives. For example, idle curiosity can become expert knowledge, or affection and shared amusement can become a lifelong supportive relationship. Positive emotions forecast valued outcomes like health, wealth, and longevity because they help build the resources to get there. When a person is experiencing positive emotions and using such resources to meet life's challenges and opportunities, global life satisfaction can rise. Thus, from the vantage point of the broaden-and-build theory, positive emotions carry more causal weight than life satisfaction does.

As per Kraut happiness includes "the belief that one is getting the important things one wants, as well as certain pleasant affects that normally go along with this belief". Happiness has also been conceptualized as a positive inner experience, the highest good, and the ultimate motivator for all human behaviors (Argyle) and as "the degree to which an individual judges the overall quality of his or her life as a whole favorably. Three main components of happiness have thus been identified; namely, frequent positive affect or joy, a high average level of satisfaction over a period, and the absence of negative feelings such as depression and anxiety.

For this to be adequately utilized for long term personal benefits, the best construct to focus on and master, would be Emotional Intelligence.

6.5 EMOTIONAL INTELLIGENCE AND HAPPINESS

Emotional intelligence (EI), emotional quotient (EQ) and/ or emotional intelligence quotient (EIQ), is the supposed capability of individuals to recognize their own emotions and those of others, and adjusting emotions to adapt to environments. The three terms have been interchangeably used in literature.

Happiness is part of the emotional quiver that a person needs to take to world. So much so that 'Diagnostic Analysis of Non-verbal Accuracy' and 'Japanese & Caucasian Brief Affect Recognition test' are two tests which use happiness expression to measure emotional intelligence

The practice of knowing and understanding what makes you tick is called emotional intelligence (EQ). It's a critical skill that happy people tend to have in common. In simpler words people of high EQ have more control on their personal happiness.

High EQ individuals don't let what they cannot control affect what they can. Whether it's other peoples' feelings, old mistakes, or future events to come, emotionally intelligent people don't let things outside of their control hijack their happiness. Instead, they choose to focus on the positive impact they can make now.



<https://cgrowth.com/wellbeing-and-decision-making-skills/>

Emotionally intelligent people understand that happiness is worth short-term sacrifices. You could turn a blind eye now, and it may get you through the current situation, but the path of least resistance is full of regret; in other words they fight for their happiness and beliefs.

They believe that life is a learning process i.e. emotionally intelligent people have a growth mindset. A growth mindset suggests that a person's potential is only limited by the amount of effort they're willing to put in not by luck or chance. Those with a growth mindset love to experiment and try new things. They look at failure as a part of the learning curve and not an indictment of their competency.

Every day, the negative voices in our heads tell us what we cannot do and that our fate is already sealed. Emotionally intelligent people don't listen and focus on their goals. Their life goal is "flow" and brings happiness.

Emotional intelligence (EI) is a concept increasingly recognized in the positive psychology literature. Emotional intelligence is one of the important factors that determine success in life and psychological wellbeing.



<https://www.stevegutuzler.com/costs-incivility-lack-respect-hurts-morale-bottom-line/>

A person who has emotional intelligence gives order and stability to his life in such a way that with high emotional intelligence, the person will experience less negative events in his/her life. Mayer and Salovey research shows that emotional intelligence is related to mental health components. There is a meaningful positive relationship between emotional intelligence and mental health.

6.6 MOTIVATION AND HAPPINESS

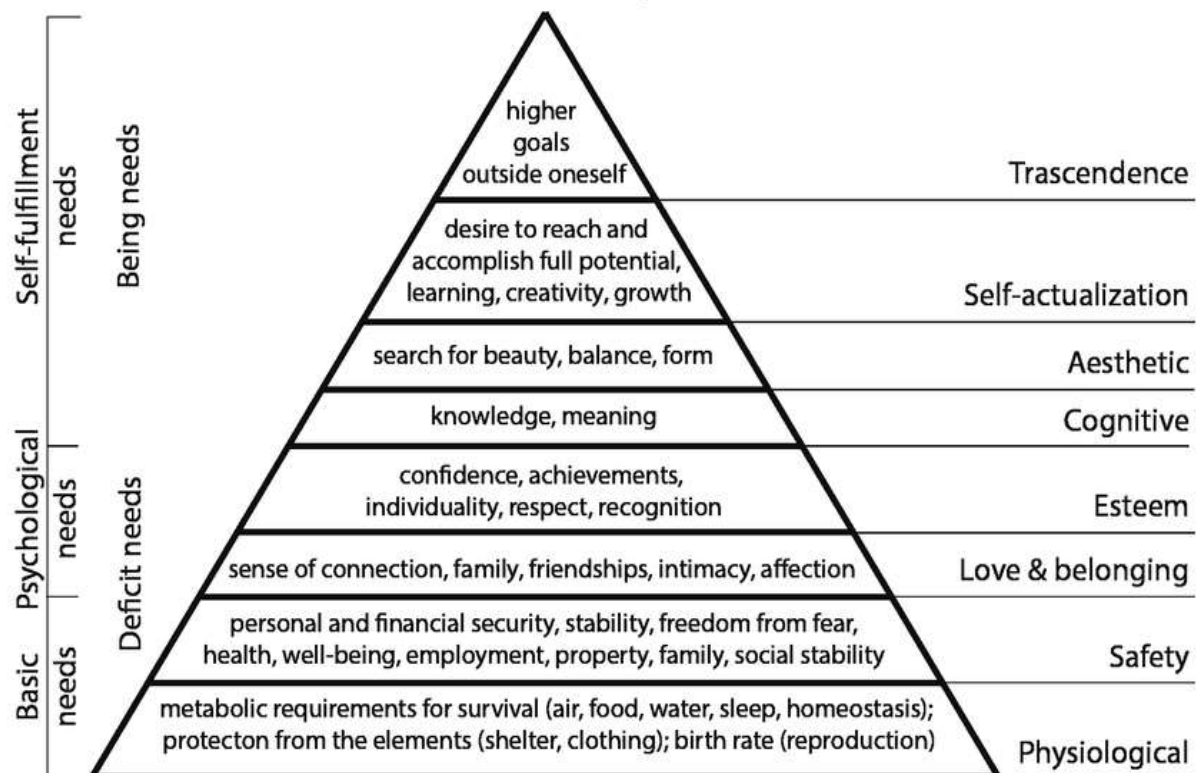
Maslow's Hierarchy of motivational needs is also recognized as the '*pyramid of happiness*.' It shows that there is a relationship between the gratification of needs and human happiness; however, certain conclusions can be derived from his theory. According to Maslow, leading a good life will largely be determined by the amount of satisfaction experienced. The more needs that are satisfied, the happier people will be. Maslow's theory distinguishes between needs, which are hierarchically structured. If physiological needs are gratified, safety needs emerge, then love and belongingness becomes important, followed by self-esteem, and ultimately self-actualization.

Maslow called the lower four levels 'deficiency needs' (D-needs): if they're not met, it influences our psychological health and obstructs our tendency for growth, autonomy, identity, and excellence. The final, top level is the 'growth' or 'being needs' (B-needs).

In many cases, deficiency needs arise due to deprivation. When lower needs are unmet, they are said to motivate people more. Indeed, motivation to fulfill these needs becomes stronger the longer they are denied. Maslow's 'growth' or 'being' needs do not necessarily stem from a lack of something, but rather from a desire to grow as a person. Once these growth needs have been more or less satisfied, one could be thought to reach the top of the pyramid of happiness – the highest level of abstract satisfaction, known as 'self-actualization'.

He studied what sustains and propels self-actualizing people; those who are at the top of the happiness pyramid. He found that these people seek things like truth, goodness, beauty, excellence, and so on. Maslow later added other levels to the top half of the needs pyramid, including 'cognitive', 'aesthetic' and after 'self actualization', 'transcendence' needs.

After Physiological, Safety, Love and belonging, and esteem needs; he added two more phases of needs. Specifically, Cognitive needs: These include knowledge and understanding, curiosity, exploration, need for meaning and predictability. And Aesthetic needs: The appreciation and search for beauty, balance, form, etc. Transcendence needs remain the zenith. A human is motivated by values which transcend beyond the ego and personal self (e.g., experiences with nature, mysticism, aesthetic and faith, altruism, the power of kindness, etc.). According to Maslow, lower needs are more localized, tangible, and limited than higher needs, while gratification of higher needs is unlimited. Gratification of higher needs makes people more profoundly happy; but to reach higher need gratification, better environmental conditions (familial, economic, political, and educational) are needed. Thus, the craving or the push-pull force that keeps one going is actually basically the quest for the higher needs which encompass happiness.



Research on happiness tends to focus on either enabling mechanisms or personality characteristics. Enabling mechanisms refer to inner workings that allow a system to fulfill its functions (Averill & More). Enabling mechanisms such as motivation stimulate challenges, activities, and individual growth that in turn contribute to happiness.

Personality characteristics have a direct link to happiness too. Personality dimensions include: extroversion, agreeableness, and openness to experience. Flow and peak experiences are two additional concepts that are similar to happiness. Averill and More (2000) noted that the concept of “flow” in which a person’s abilities match the demands of a task comes very close to happiness. So does Maslow’s notion of “peak experience”; however, flow and peak experiences are subjective phenomena that are much more focused on the moment than happiness.

Happiness is viewed more as a trait than as a transient emotional state (Lu & Lin, 1998). Maslow thinks that human needs are created and satisfied constantly, and people feel happy in the satisfying processes. Therefore, to understand needs is important to understand happiness.

Maslow argues that from low physical need to high spiritual needs, there are five need levels of people. The first level consists of the physiological needs such as food, clothing, shelter, health, reproduce. The second level consists of safety needs such as health, social security, environment security. The third level consists of Affiliation needs such as family, friendships, and social relationships. The fourth level consists of Esteem needs such as honor, social position, job position. The fifth or the top level consists of self-fulfillment needs such as self- affirmation, ideal realization.

Viewing from the point of fundamental needs of people, Maslow explored the inherent relationships between needs and happiness, and argued that the satisfaction of needs is happiness. It started to get relevant theories developed from Hierarchy of needs to Hierarchy of happiness. This forms the basis of the transitions in which the views are as follows: firstly, individual happiness is determined by the satisfaction degree of the need at the same level. Secondly, although the needs always cannot be satisfied completely, when some thresholds of satisfaction degrees are achieved, people feel happy. Thirdly, only when the physical needs in lower level are satisfied, the spiritual needs in higher level generate. And then people will set into the pursuit of happiness in higher level only when the lower happiness is achieved to some extent. Fourth, in some specific situations, priority needs determine people’s primary motivations. Therefore, the happiness of satisfying the priority needs would be achieved first. For example, water and foods are priority needs of a hungry man in desert, and his primary motivation is to look for water and foods. However, if he found an oasis full of water and foods, his physiological needs will be satisfied quickly, and he will feel a temporarily happy in the sense of being. After that, the safety needs become the new priority needs, and looking for a dwelling to achieve safety becomes the source of happiness and becomes the new primary task.

Thus the needs and the associated motivation are the pillars on which happiness must stand and be held while one cherishes the ultimate positive emotion of happiness.

6.7 CONCLUSION

Happiness manifestations include calm reflection, curiosity, fascination, exhilaration and ecstasy. Certain kinds of environments are conducive to happiness or to providing people with opportunities to develop the skills required to achieve happiness. Associations have been found between happiness and broad domain of relationships marriage, kinship, close friendships, cooperation with acquaintances and involvement in religion and spiritual practices. The dramatic life events have much less long-lasting impact on happiness than might be expected. , positive emotions carry more causal weight than life satisfaction does.

Happiness is viewed more as a trait than as a transient emotional state while Maslow explored the inherent relationships between needs and happiness, and argued that the satisfaction of needs is happiness.

CHECK YOUR PROGRESS - 2

- 1) Which needs must be fulfilled before happiness can be attained?
- 2) On the basis of Pyramid of Happiness, explain the being needs.
- 3) Calculate and compare your emotional intelligence using the following links
 - ❖ <https://www.thecalculator.co/personality/EQ-Test-356.html>
 - ❖ <https://tools.positivepsychology.com/ei-exercises>
 - ❖ <https://www.ihhp.com/free-eq-quiz/>
 - ❖ <https://www.psychologytoday.com/us/tests/personality/emotional-intelligence-test>
 - ❖ <https://www.verywellmind.com/how-emotionally-intelligent-are-you-2796099>
 - ❖ <https://www.mindtools.com/pages/article/ei-quiz.htm>

6.8 SUGGESTED READINGS

- Carr, A. (2013). *Positive psychology: The science of happiness and human strengths*. Routledge.
- Wei, Y., Xie, T., & Hong, Y. (2016). Study of quantitative model for Maslow's view of humanity happiness. *Open Journal of Social Sciences*, 4(04), 108.

- Cassady, J. C., &Eissa, M. A. (2008). *Emotional intelligence: perspectives from educational and positive psychology* (Vol. 336). Peter Lang.

6.9 QUESTIONS FOR PRACTICE

1. Bring out the relative significance of various interpersonal relationships on happiness.
2. Explain the dynamic relationship between employment and happiness.



ਜਗਤ ਗੁਰੂ ਨਾਨਕ ਦੇਵ
ਪੰਜਾਬ ਸਟੇਟ ਓਪਨ ਯੂਨੀਵਰਸਿਟੀ
ਪਟਿਆਲਾ

The Motto of Our University
(SEWA)

SKILL ENHANCEMENT

EMPLOYABILITY

WISDOM

ACCESSIBILITY

JAGAT GURU NANAK DEV

PUNJAB STATE OPEN UNIVERSITY, PATIALA

(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

BACHELOR OF ARTS (LIBERAL ARTS)

SKILL ENHANCEMENT COURSE
SEMESTER III

BLAB32308T: FUNDAMENTALS OF COMPUTER
APPLICATION (SEC-1) (ii)

Head Quarter: C/28, The Lower Mall, Patiala-147001

WEBSITE: www.psou.ac.in

The Study Material has been prepared exclusively under the guidance of Jagat Guru Nanak Dev Punjab State Open University, Patiala, as per the syllabi prepared by Committee of experts and approved by the Academic Council.

The University reserves all the copyrights of the study material. No part of this publication may be reproduced or transmitted in any form.

COURSE COORDINATOR AND EDITOR:

DR. AMITOJ SINGH

Associate Professor in Computer Science
JGND PSOU, Patiala

LIST OF CONSULTANTS/ CONTRIBUTORS

1. Dr. Anju Bala



JAGAT GURU NANAK DEV PUNJAB STATE OPEN UNIVERSITY, PATIALA
(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

PREFACE

Jagat Guru Nanak Dev Punjab State Open University, Patiala was established in December 2019 by Act 19 of the Legislature of State of Punjab. It is the first and only Open University of the State, entrusted with the responsibility of making higher education accessible to all, especially to those sections of society who do not have the means, time or opportunity to pursue regular education.

In keeping with the nature of an Open University, this University provides a flexible education system to suit every need. The time given to complete a programme is double the duration of a regular mode programme. Well-designed study material has been prepared in consultation with experts in their respective fields.

The University offers programmes which have been designed to provide relevant, skill-based and employability-enhancing education. The study material provided in this booklet is self-instructional, with self-assessment exercises, and recommendations for further readings. The syllabus has been divided in sections, and provided as units for simplification.

The University has a network of 10 Learner Support Centres/Study Centres, to enable students to make use of reading facilities, and for curriculum-based counselling and practicals. We, at the University, welcome you to be a part of this institution of knowledge.

Prof. Anita Gill
Dean Academic Affairs



BACHELOR OF ARTS (LIBERAL ARTS)

SKILL ENHANCEMENT COURSE

SEMESTER-III

(BLAB32308T) FUNDAMENTALS OF COMPUTER APPLICATIONS (SEC)

MAX MARKS: 100

EXTERNAL: 70

INTERNAL: 30

PASS: 35%

Credits: 4

Objective:

To provide computer skills and knowledge for commerce students and to enhance the student understands of usefulness of information technology tools for business operations.

INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt any two questions each from the sections A, and B of the question paper, and any ten short answer questions from Section C. They have to attempt questions only at one place and only once. Second or subsequent attempts, unless the earlier ones have been crossed out, shall not be evaluated.

Section A

Word Processing: Introduction to word Processing, Word processing concepts, Use of Templates, Working with word document: Editing text, Find and replace text, Formatting, spell check, Autocorrect, Auto text; Bullets and numbering, Tabs, Paragraph Formatting, Indent, Page Formatting, Header and footer, Tables: Inserting, filling and formatting a table; Inserting Pictures and Video; Mail Merge: including linking with Database; Printing documents

Preparing Presentations: Basics of presentations: Slides, Fonts, Drawing, Editing; Inserting: Tables, Images, texts, Symbols, Media; Design; Transition; Animation; and Slideshow.

Section B

Spreadsheet and its Business Applications: Spreadsheet concepts, Managing worksheets; Formatting, Entering data, Editing, and Printing a worksheet; Handling operators in formula, Project involving multiple spreadsheets, Organizing Charts and graphs

Generally used Spreadsheet functions: Mathematical, Statistical, Financial, Logical, Date and Time, Lookup and reference, Database, and Text function.

Creating spreadsheet in the area of: Loan and Lease statement; Ratio Analysis; Payroll statements; Capital Budgeting; Depreciation Accounting; Graphical representation of data; Frequency distribution and its statistical parameters; Correlation and Regression.

Suggested Reading:

1. Hunt, R., J. Shelley, *Computers and Commonsense*, Prentice Hall of India.
2. Sinha, Pradeep K. and Preeti Sinha, *Foundation of Computing*, BPB Publication.
3. Saxena, Sanjay, *A First Course in Computers*, Vikas Publishing House.
4. Leon A. & Leon M., *Introduction to Computers*, Leon Vikas Publications



**JAGAT GURU NANAK DEV PUNJAB STATE OPEN UNIVERSITY,
PATIALA**

(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

BACHELOR OF ARTS (LIBERAL ARTS)

SKILL ENHANCEMENT COURSE

**COURSE (BLAB32308T): FUNDAMENTALS OF COMPUTER
APPLICATION (SEC-1) (ii)**

**COURSE COORDINATOR- DR. AMITOJ SINGH
SEMESTER - III**

SECTION A

Table of Contents

Sr. No.	UNIT NAME
Unit 1	Word Processing
Unit 2	Working with Text
Unit 3	Preparing Presentation

SECTION B

Unit4	Using Spreadsheet Statistical Functions
Unit 5	Format Text By Using Functions

BACHELOR OF ARTS (LIBERAL ARTS)
SEMESTER-III
FUNDAMENTALS OF COMPUTER APPLICATION

UNIT 1: WORD PROCESSING

STRUCTURE

1.0 Objectives

1.1 Introduction

1.2 Components of Word Processor

1.2.1 Opening a Document

1.2.2 Saving a Document

1.2.3 Closing a Document

1.2.4 Renaming the Document

1.2.5 Deleting the Document

1.3 Use of the Templates, Themes and Styles

1.4 Create a Table of Contents

1.4.1 Update the Table of Contents

1.4.2 Using Template to Create a Document

1.4.3 Creating / Modifying a Template

1.5 Document Views

1.6 Steps to Create a Resume

1.7 Summary

1.8 Practice Questions

1.0 OBJECTIVES

- To know the basics of Word Processor Components
- To open, close, save, delete and rename the document
- To use the templates and styles
- To design a table of contents
- To design the resume
- To create the document views

1.1 INTRODUCTION

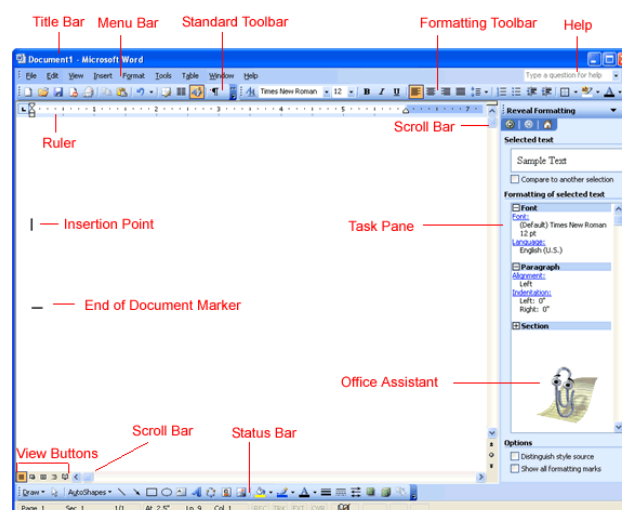
Word Processing Package is a computer application software package which is designed by Microsoft Co-operation. It is used to process and edit the words and also known as computerized typewriter software. Computer and Typewriter have QERTY type keyboard and all the concepts are in Word Processor which are in Typewriter. As compared to typewriter, Word Processor package has many advantages:

- The content of the text can be seen on to the screen rather than directly printing.
- It is easier to modify and edit the information through computer
- Word Processing Package is most popular used package. It is used for every application like industrial, commercial, business, administration, hospital etc.
- You can edit, copy, save, open, and print the document.
- It enables the user to create Graphics, Tables, and Images etc. into the document file.
- It can work in every environment like DOS, WINDOWS, and LINUX etc.

In this chapter, firstly the components of MS-WORD 2007 will be discussed. Then, the basics of word processor like Opening, Closing an existing document and the use of templates have been discussed [13].

1.2 COMPONENTS OF WORD PROCESSOR

The different components of MS-WORD is shown as below:



Title Bar

A horizontal bar is present at the top of an active document. This bar shows the name of the currently open document and application. At the right end, it contains control buttons like Minimize, Maximize, Restore and Close.

Quick Access Toolbar

A customizable toolbar present at the top of an activedocument. By default, this Toolbar displays the Save, Repeat and Undo buttons and mostly used for accessing frequently used commands. Any of the commands can be added by clicking the dropdown arrow [4].

Ribbon

The Ribbon changes the menus and toolbars into the previous versions. The Ribbon depicts various features that used to be hidden in the File menus. It becomes easier to find and see all commands for document formatting. CTRL + F1 is used to reduce the Ribbon to a single line of tabs.

Status Bar

A horizontal bar present at the bottom of an active window. It provides the information like number of pages present in the current document, current position of the cursor, current page number etc.

View Toolbar

A toolbar which enables, modifies, and shows different views of an active document's content.

Zoom Button

A button that expands or reduces the document contents in the document window.

Ruler

It helps to adjust the text along with the document. The ruler may set the ruler according to the requirement of the setting. It is used to make the text more presentable.

Task Bar

It shows the currently open document along with other settings such as volume control, printer, Clock and CPU information etc.

1.2.1 Opening a Document

When you need to modify the existing document, then document will be opened that allows to make changes in the document like adding, modifying or deleting content. To open an existing word document created in the Microsoft Word, the following steps are taken:

1. Click the File menu.
2. Click on the Open submenu which makes a dialog box to appear.

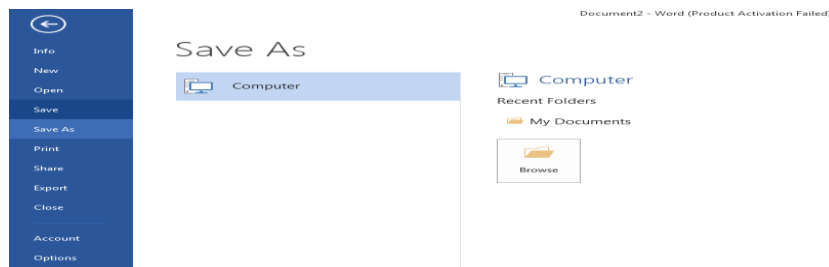


3. In the recent documents, it shows the list of all latest documents opened previously from which one can choose the file you want to open.
4. On clicking the Computer icon, locate and open the drive and folder that contains the file.
5. Click the file which one wants to open.

1.2.2 Saving a Document

It is necessary to save the newly created files in order to access them later. We need to give some name to the file which we want to save. To save the created file, the following steps are taken:

1. Choose the File menu.
2. Click on Save submenu from the File menu. From keyboard, the combination of Ctrl+S can be pressed. The Save dialog box will appear as

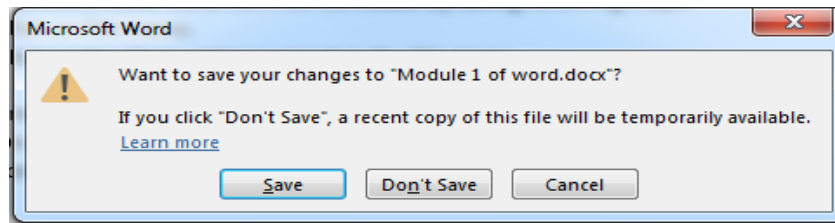


3. Select the required folder from the Browse folder where we want to save the document.
4. In the File name box, write the name of the file by which we want to save the created document.
5. From the Save as type field, we need to specify the format of the file in which we want to save our file. The default file format is “.docx”.
6. Click on the Save button [16].

1.2.3 Closing a Document

The opened word file or document can be closed by taking following steps:

1. Click on File menu.
 2. Click on the Close option present in the File menu.
- OR
3. Press Ctrl+F4 key combination from the keyboard.
 4. On clicking the Close option for the already existing opened document, the following dialog box will appear on the screen

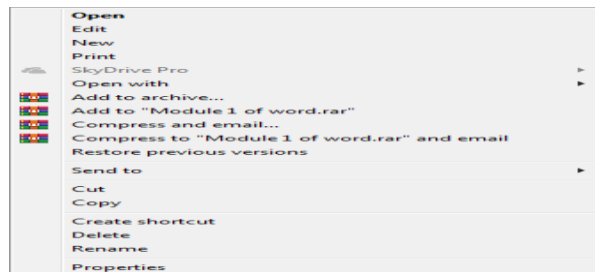


5. To save the document, click on Save otherwise click on Don't Save.
6. On the press of Save button, the document will be saved to the already specified location.
7. On the press of Don't Save, the specified changes in the document will not be reflected back to the specified location.

1.2.4 Renaming the Document

To change the name of the existing document is done using the following steps:

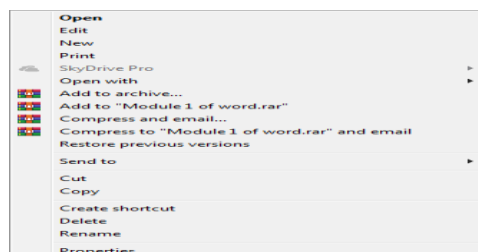
1. Go to the specified location where the document is saved.
2. Right click on the document which we want to rename. The following menu will appear on doing so [8].
3. Click on the Rename option. This will provide the facility to type the new name of the document instead of old name.



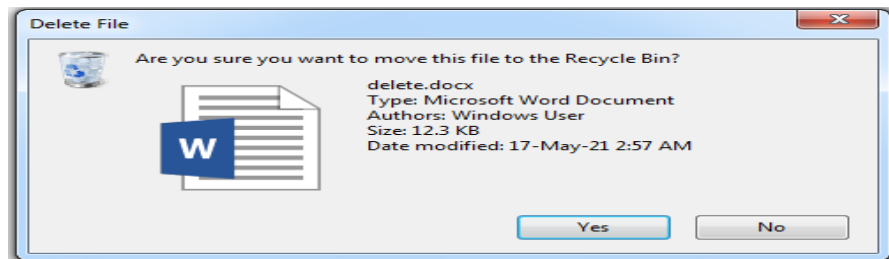
1.2.5 Deleting the Document

To delete the existing document the following steps are followed:

1. Go to the specified location where the document is saved.
2. Right click on the document which we want to delete. The following menu will appear on doing so.



3. Click on the Delete option. The following dialog box appears on the screen asking for the assurance of the user for the deletion of the file.



4. On clicking Yes button, the file gets deleted and move to the recycle bin.
5. On clicking No button, the process gets reverted back and nothing happens.

1.3 USE OF THE TEMPLATES, THEMES AND STYLES

Templates are the files that help to design interesting, attractive, and professional-looking documents. Template contains content and design based elements that are useful in the starting point while creating a document.

A template may be defined as a predefined file with predefined structure, style and look. On the basis of this file, a new document can be created having same structure, style and look as that of the template. The size with orientation of the page, specific margins, face type, font style and line spacing, have to be specified [17]. This collection of specifications that determine the appearance of a document is known as template. User can change structure, style and look of the document depending upon the requirement.

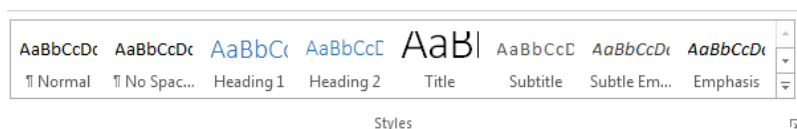
Examples: Examples are resumes, invitations, and newsletters.

Theme

It is used to provide a designer look with different theme colors and fonts. Themes can be shared among the Office for various applications that support themes, such as Excel, Word and PowerPoint. For example, we can create or customize a theme in either Excel, MS-Word PowerPoint, and then apply it anywhere.

Style

It is one of the important feature of the Microsoft Word. Style is basically the predefined instructions used for formatting throughout the document. The style gallery is available in the standard toolbar under the home menu as shown below.



When we create a document in the Microsoft Word, the new blank document uses the Normal template and the written text will use the Normal style. The typed text in the newly created document uses the font type, font size, indentation, line spacing, paragraph spacing, text alignment and other specifications defined under the Normal style.

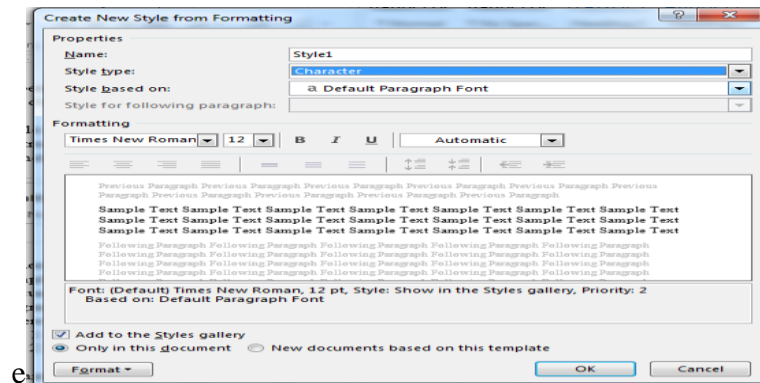
There are two types of styles.

- Character style

- Paragraph style

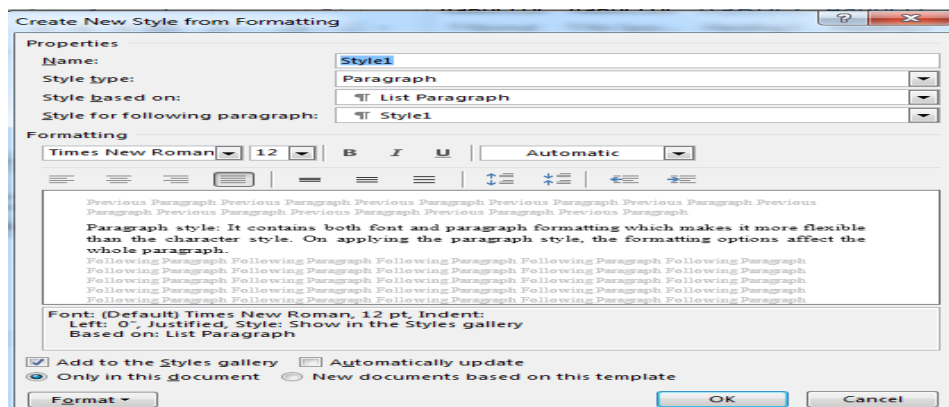
Character Style

It is applied to typed words or even individual characters. Character formatting is done from the formatting options available under the create new style from formatting option. The style type chosen is character.



Paragraph Style

It contains both font and paragraph formatting which makes it more flexible than the character style. On applying the paragraph style, the formatting options affect the whole paragraph.



After Microsoft Word 2007 version, there is a provision of Linked styles which can be used for character formatting or paragraph formatting. When the formatting options are used on the text written in the particular paragraph, the linked styles act as character style. When formatting options are used on the paragraph, they act as paragraph style.

We can disable this option, by checking the 'Disable Linked Styles' option.

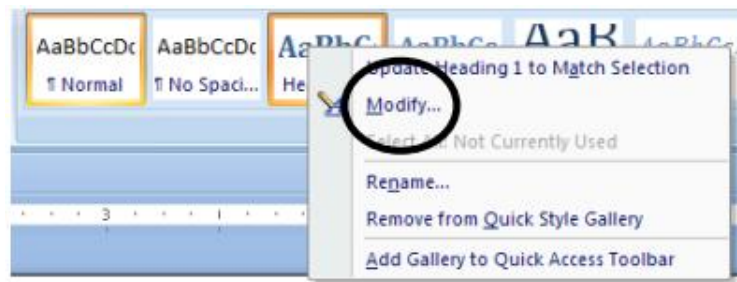
Steps to use and create the style

- Click the paragraph, Word, list, or table you want to format [3].
- Select the style that we want to apply from the Styles group

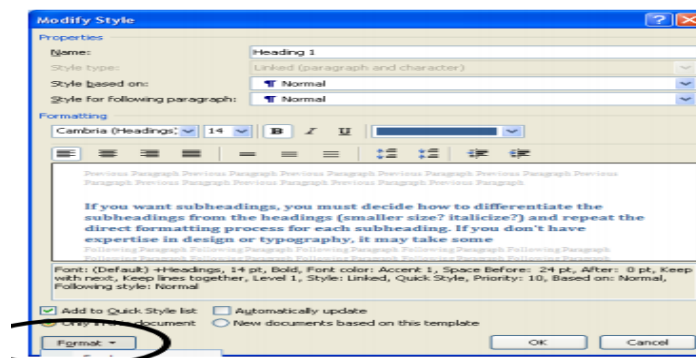
Steps to modify the style

For quickly modifying all the text that is formatted with a particular style, you can reformat the style just by changing its properties.

- Right Click on the styles option in the Styles group
- Click on Modify option



- Do the modifications by using either the Format button or icons

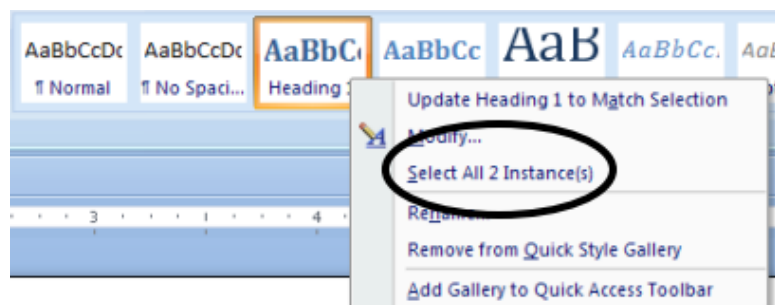


- Click on OK

To Select all Same Formatting using Styles,

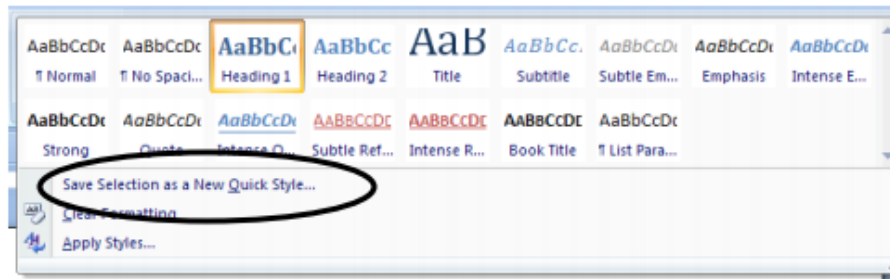
We can quickly see all the areas of our document that have been formatted with a selected style, it will highlight all the areas that are formatted using style.

- Right-click on the Style option
- Click on Select All 2 Instances

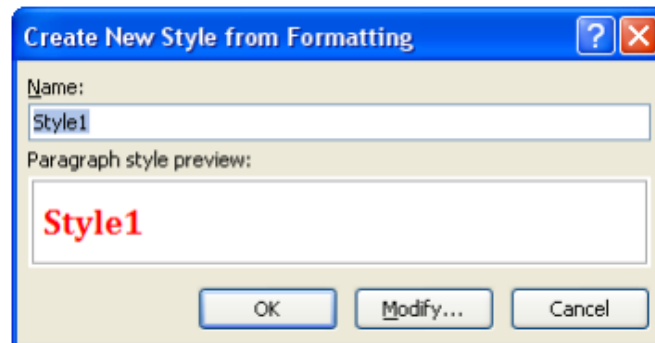


Steps to Create a New Style

- Highlight the part of the document to format
- Using the Font and Paragraph groups apply all formatting
- Click on the drop-down list in the Styles group
- Click Save Selection as a New Quick Style



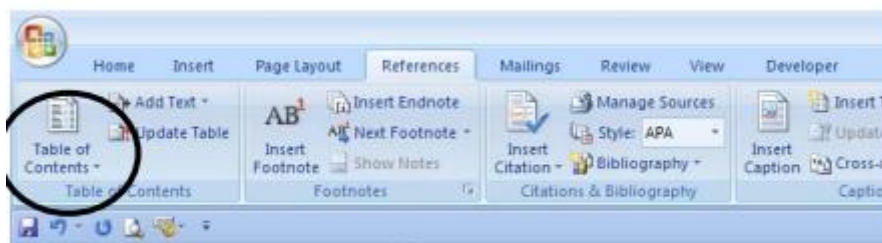
- Type the name of the new style and click on OK.



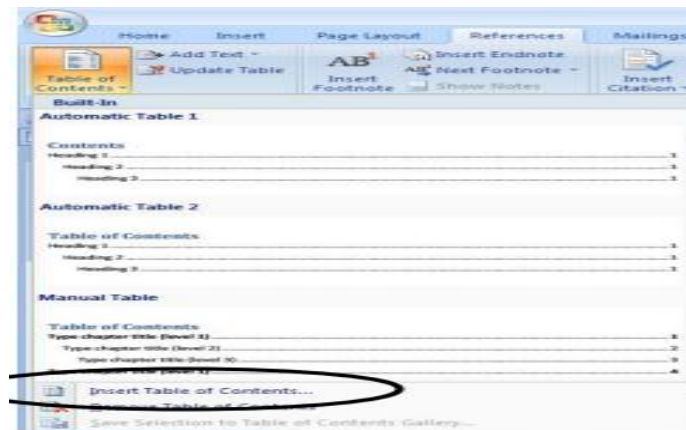
1.4 CREATE A TABLE OF CONTENTS

To get the overview of the topics in a document, Table of Contents is used to create using the heading styles from the Styles group.

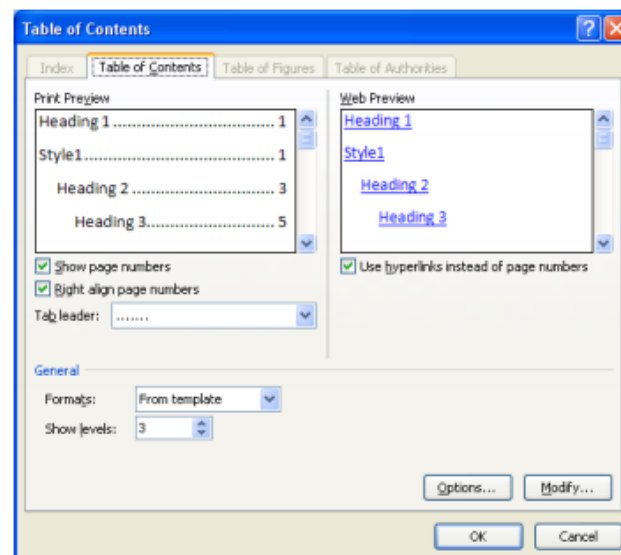
- Apply the styles of headings to the areas of the document that are to be included in the Table of Contents [5].
- Use Heading 1 as the main Heading, Heading 2 for subtopics
- Select the References tab
- Select the Table of Contents



- Select either one of the built-in table of contents styles or click on Insert Table of Contents for a list of options

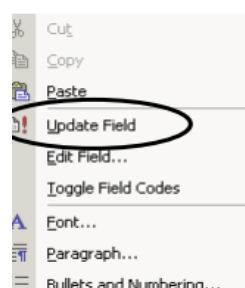


- Apply Changes
- Click on OK



1.4.1 Update the Table of Contents

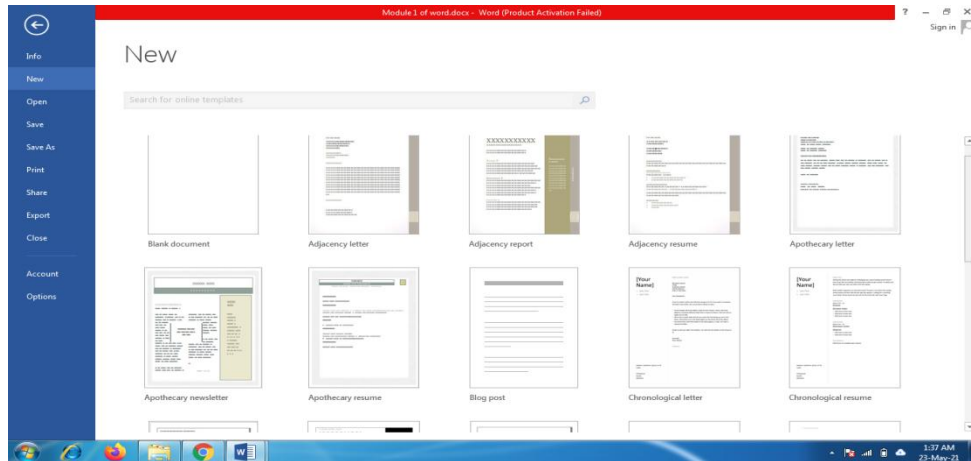
- If you want to modify the document, Table of contents need to be modified using the following steps
- Right-click where you need to update within the Table of Contents [3]
- Select Update Field
- Click on Update Entire Table
- Click OK



1.4.2 Using Template to Create a Document

There are number of existing templates available for the newly created word document. To select the already existing templates, following steps are used:

1. Choose the File tab
2. Click on the new option which will display all the existing templates.

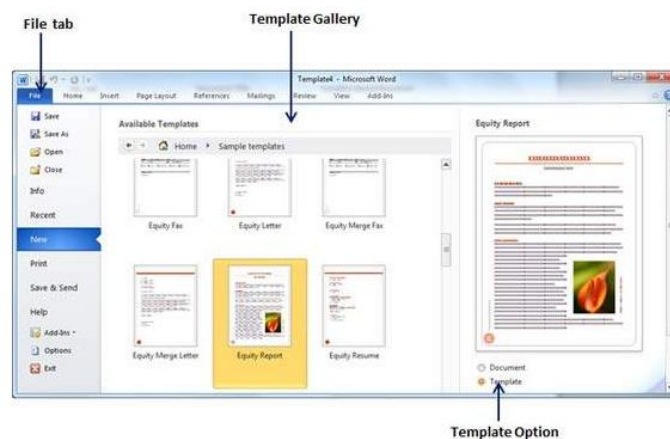


Microsoft Word provides a number of templates which one can use but it also provide the option to search for the templates online from the office.com.

1.4.3 Creating / Modifying a Template

Depending on the requirement of the user, the user can create his own new template. The template file has .dotx extension. The following steps are used to create the new template.

1. Select the File tab.
2. Click on the New option which display all the existing templates
3. Select any of the existing templates and open with template option as 'On'.



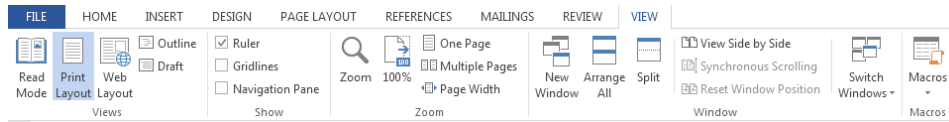
The user can modify the opened template as per the requirement and save it with .dotx extension.

Even, one can create the template from the created new document as well.

1. Click on File tab.
2. Click on New option where existing available templates will open.
3. Double click the Blank Document to create the new empty document template.
4. Save the template with the .dotx extension and a unique name.

1.5DOCUMENT VIEWS

Depending upon the different aspects of the usage of the word document, Microsoft Word provides different views of the document. Instead of the default view, the user can find other views available to make one more productive. By default the word document opens in Print Layout, but other views can be selected by clicking the View tab.



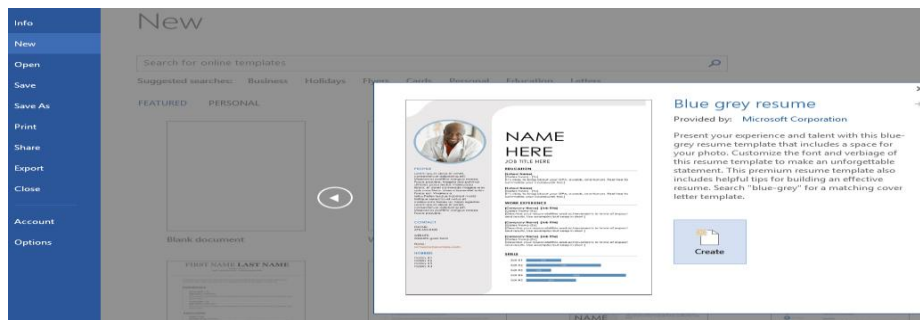
The other available view modes except the default 'Print Layout' are Web Layout, Read Mode, Outline and Draft.

- The Web Layout is appropriate when one want to view the document in the form of a web page. It is mostly used when the user is designing the web page in Microsoft Word.
- The Outline view is used for the navigation of a lengthy document which shows the outline form of the document. The user can also decide the number of levels that should be shown.
- Draft view works similar to the plain text editor which shows only the text without any formatting and graphics.
- Read mode displays only the pages of the document by hiding all the toolbars and menus which provides more space for the document text.

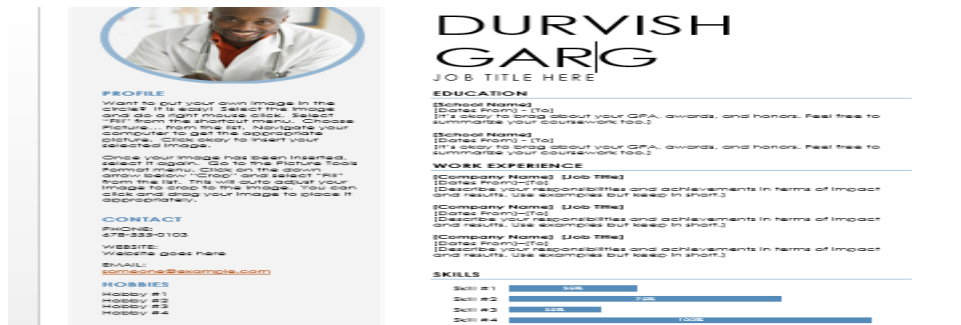
1.6STEPS TO CREATE A RESUME

The following steps are used to create a Resume using MS-WORD

- Open MS WORD
- Click on CTRL+N or New from the File Menu
- Select the style of resume



- Click on Create
- Then Update the details and photographs as per the requiremnets



1.7 SUMMARY

- Basics of the Word Processor has been discussed
- Steps for Creating, closing, deleting and renaming the document file is also discussed
- Templates are the files that help to design interesting, attractive, and professional-looking documents.
- Theme is used to provide a designer look with different theme colors and fonts.
- **Style** is one of the important feature of the Microsoft Word. Style is basically the predefined instructions used for formatting throughout the document.
- Templates and Styles can be used for designing Resume, Invitation letter etc.

1.8 PRACTICE QUESTIONS

- Q1. Differentiate between SAVE and SAVEAS
- Q2. Design a template for typing the resume
- Q3. Differentiate between Template, Style and Theme
- Q4. Design the template for Invitation letter
- Q5. What are the document views?

MCQ Type Questions

- Q1. Which is the extension of templates [1]
 - a) Dotx
 - b) Doc
 - c) Doct
 - d) Dott
- Q2. Which of the following statements regarding styles in MS Word are true[5]?
 - a) Styles can not to individual words or characters, only be applied to paragraphs,
 - b) All text in the document has assigned style even without assigning it
 - c) We cannot modify built-in styles
 - d) All of the above
- Q3. Ali typed a letter to his son but did not apply a style. Which built-in style was assigned to the text in his letter?
 - a) Normal Style
 - b) Default Style

- c) No Spacing Style
- d) No style applied to the text

Q4. Which of the following statements about style deletion are true?

- a) Both Custom and Built-in Styles can be deleted
- b) Both Custom and Built-In Styles can be removed from the Styles Gallery
- c) Styles cannot be deleted if they are assigned to text in the document, you first need to assign that text a new style
- d) All of the above

Q5. Which of the following statements about the styles are false?

- a) Styles help maintain consistent formatting within and between documents
- b) Every aspect of text formatting can be specified for a style
- c) Styles make it easier to change the formatting in large documents
- d) Custom styles must be created as part of a template

Q6. The file extension _____ shows the file is a Word document.

- a. .wor
- b... wrd
- c. .doc
- d. None of these

Q7. How many number of different documents can be opened at the same time?

- a. Maximum Three
- b. One Only
- c. As per the computer memory.
- d. None of these

Q8 The _____ in the Resume Wizard dialog box shows the wizard is ready to be create the document [6]

- a. Address panel
- b. Start panel
- c. Add or Sort Heading panel
- d. Finish panel

Q9. _____ is the default font size of a new Word document which is based on Normal template in Word 2007?

- a. 12pt
- b. 11pt
- c. 14 pt
- d. None of above

Q10. What do you call 'a collection of character and paragraph formatting commands'?

- a. defaults
- b. template
- c. documnet
- d. a boilerplate

BACHELOR OF ARTS (LIBERAL ARTS)
SEMESTER-III
FUNDAMENTALS OF COMPUTER APPLICATION

UNIT 2: WORKING WITH TEXT

STRUCTURE

2.0 Objectives

2.1 Editing and Formatting a Document

2.1.1 Select, Copy and Paste Text in Word

2.1.2 Cut & Paste the text

2.1.3 Find and Replace in the word

2.1.4 Inserting Special Symbols and Characters

2.1.5 Set Tabs and Indenting

2.1.5.1 Steps to Set the Tabs

2.1.5.2 Steps to Set a Custom Tab Stop

2.1.5.3 Steps to Remove a Tab Stop

2.1.5.4 Indenting Text

2.1.6 Formatting Text

2.1.6.1 Setting Text Direction

2.1.6.2 Auto-Correct

2.1.6.3 Bullets and Numbering

2.1.7 Formatting Paragraphs

2.1.7.1 Paragraph Spacing

2.1.7.2 Page Setting

2.1.7.3 Page Layout

2.1.7.4 Page Margins

2.1.7.5 Page Size

2.1.7.6 Page Break

2.1.7.7 Creating Headers and Footers

2.1.7.8 Adding Comments to a Document

2.1.8 Create the Table of Contents

2.2 Modify Table of Contents

2.2.1 Create Indexes

2.2.2 Create Bibliography

2.2.3 Print Document

2.2.4 Tracking Changes in the Document

2.3 Summary

2.4 Practice Question

2.0 OBJECTIVES

To Edit and Format Text/Paragraph and Page

- To add comments in the document
- To insert the Table of Contents in the file
- To write the bibliography for writing content or research papers
- To track the document views

2.1 EDITING AND FORMATTING A DOCUMENT

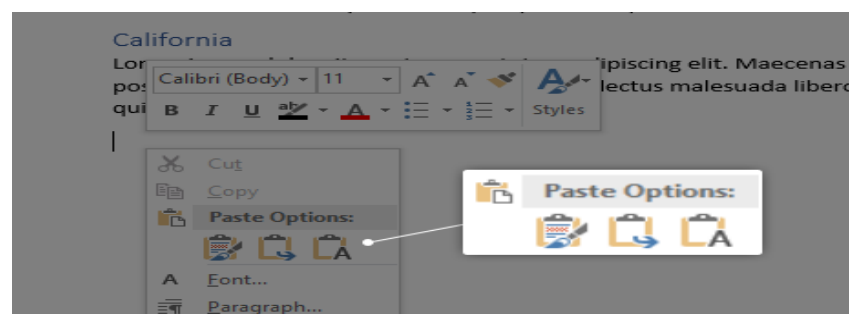
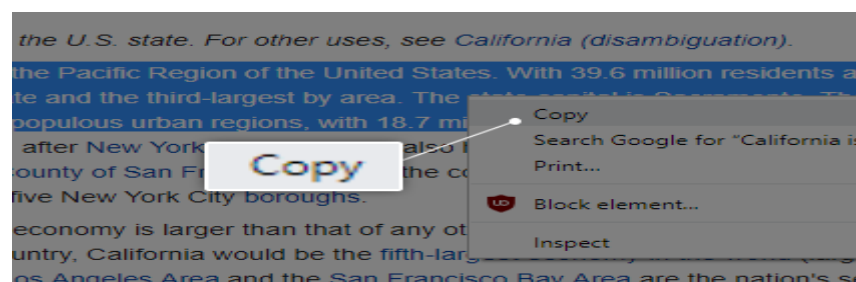
Editing means doing modifications in the document according to the requirements of the user. It is used for better look to your documents. You can select the text either by using Keyboard or mouse clicking.

In this module, firstly editing of the text is discussed, then formatting through various options.

2.1.1 Select, Copy and Paste Text in Word

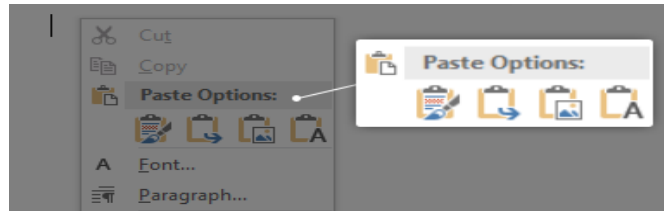
It is the important feature of the MS-WORD in which the part of the document can be available multiple times at the required location. The copy part of the content may be present in the same location and to other location. To perform a Copy, Paste the following steps need to follow:

- Select the text that you need to copy.
- You can copy the text in one of two ways:
 - Right-click on the selected text, then select the **Copy** option. Or you can select the Copy option from Edit menu from the menu bar.



- **Ctrl + C** Key can be used to copy also as a shortcut on your keyboard.
- Paste the text inside your document in a number of ways[2]:

- Put the cursor where you want to paste and right click onto it, It may be accessed the **Home** tab in the Ribbon. You can select any of the formatting like “**Source formatting**”, “**merge formatting**” or **keep text only**”.
- Use the **Ctrl + V** shortcut on your keyboard for pasting the text.

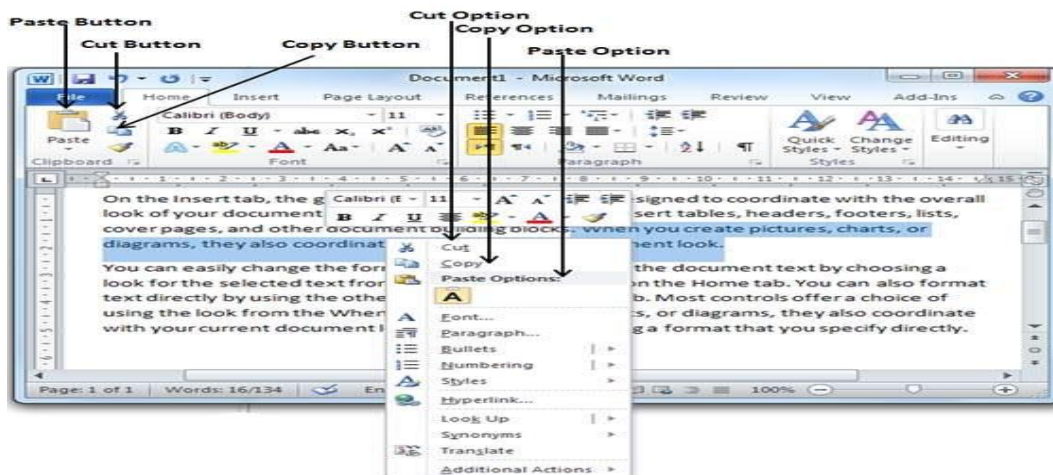


- The text you copied is now in your document!

2.1.2 Cut & Paste the Text

The Cut operation is used to remove the content from its original location and made available from its original location to a desired location. It can be used to move to the same document or to any other document. These are the following steps:

- Select a portion of the text which we want to cut
- Multiple options can be used to cut the content
- Using Right-Click – By pressing right-click on the selected text, cut option will be displayed and click on the option.
- Using Ribbon Cut Button is also available at the ribbon to cut the selected content
- Using Ctrl + X shortcut Keys to cut the selected text.

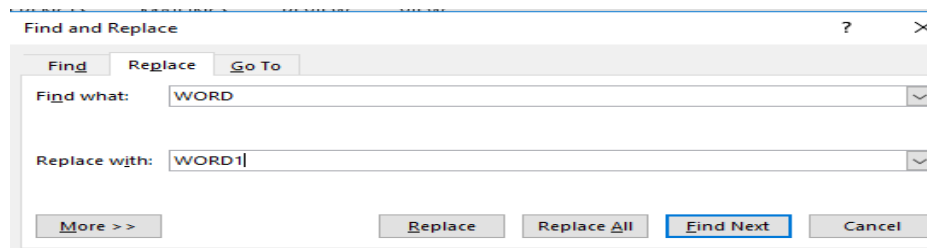


- Using Ctrl + V keys is used to paste the content at the desired location.

2.1.3 Find and Replace in the Word

This option is used to find a required word and replace a word with other word. To perform Find and Replace these are the steps:

- Click Edit Menu and select the option replace from the drop down menu, either press Ctrl+H.



- Type the word or text that you want to find and enter desired text in the Replace box.
- To update in all the places at once, choose Replace All.

2.1.4 Inserting Special Symbols and Characters

MS-WORD contains all the alphabets, numbers and some other symbols which are available on the keyboard. Sometimes, you need to insert some special symbols that are not available on the keyboard like some mathematical formulas, scientific equations etc.

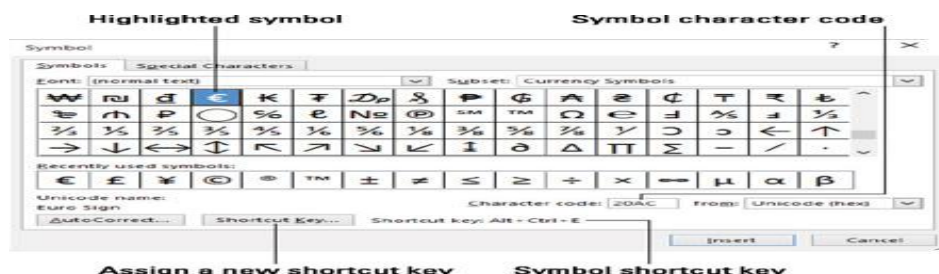
These are the following steps:

To insert a special symbol:

- Put the cursor where you need to insert a symbol
- From the Insert tab, select 'Symbol'[14].
- Choose the symbol from the drop-down list.
- If the symbol is not in the current list, Select More Symbols. From the font box, select the font that you need to use and select Insert.

To insert a special character:

- Click on the Insert tab, choose the Special Characters tab.
- Select the character that you need to insert, and then select Insert.



2.1.5 Set Tabs and Indenting

Tab stops can be used to create uniformly spaced text. Word has by default left tab stops set after every half-inch, but it can be created using own tab stops for a specific position.

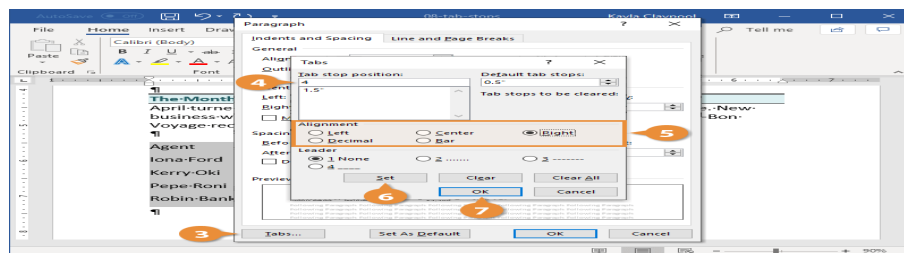
2.1.5.1 Steps to Set the Tabs

1. Select the **Show/Hide ¶** button from the Home tab.

2. Select the Viewtab.
3. Select the **Ruler** checkbox to Show the group.

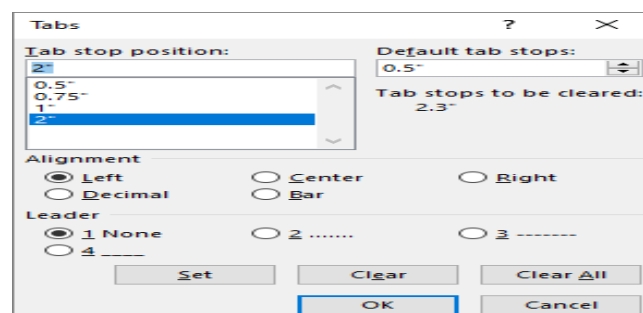
2.1.5.2 Steps to Set a Custom Tab Stop

- Select the **Home** tab.
- Select the **Paragraph** dialog box launcher.
- Select Tabs.
- Choose the type of tab stop which you need to set.
- Click **Set**.
- Click on **OK**.



2.1.5.3 Steps to Remove a Tab Stop

- Select the **Clear** button in the Tabs dialog box to delete a single tab stop
- Select the **Clear All** button to delete all tab stops.
- Alignment can also be done in the same way.

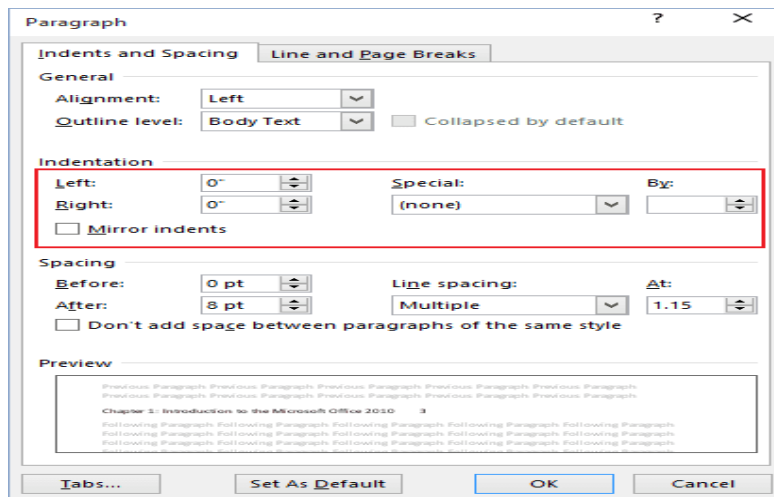


2.1.5.4 Indenting Text

It is used to provide the extra space to the paragraph or the text. The distance between the page margin and the boundaries of the Text is called an Indent and the process is known as indentation. There are four types of indents such as left, right, hanging and first line indent

- Steps to indent the paragraph are:
- Select the paragraph or text which you need to be indented
- Select the Format menu and select the paragraph option
- Click the mouse on the indent and spacing tab option.
- Select any of the option to set left, right, hanging or first line indent.

- Click on OK.

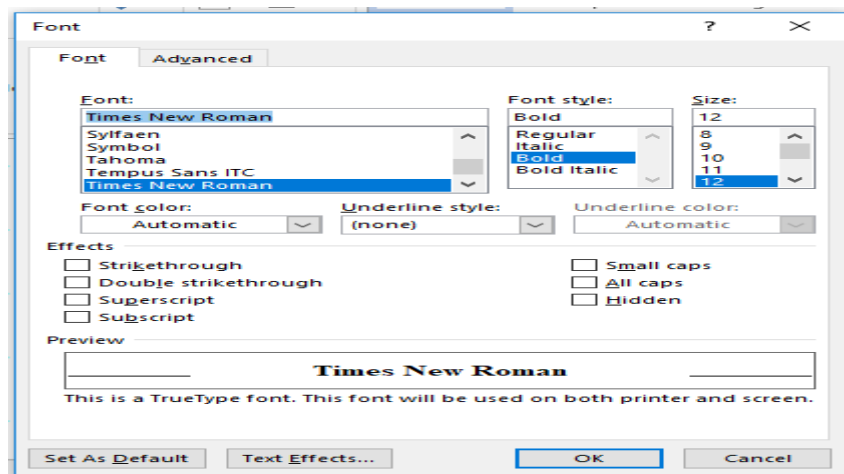


2.1.6 Formatting Text

Formatting text means to display the text in the better way using various font, font size, font styles and font colors.

Steps to Format the text

1. Select the text or the paragraph
2. Select the Format menu and drop down menu appears.
3. Select the Font option. A font window appears on the screen with different items
4. Font: Select the type of the Font like Times New Roman or any other.
5. Font Style: Select the Font Style like regular, bold, italic etc.
6. Select the Font Size any like 10,12,8 etc.
7. Select the Font color from the set of colors
8. Click OK

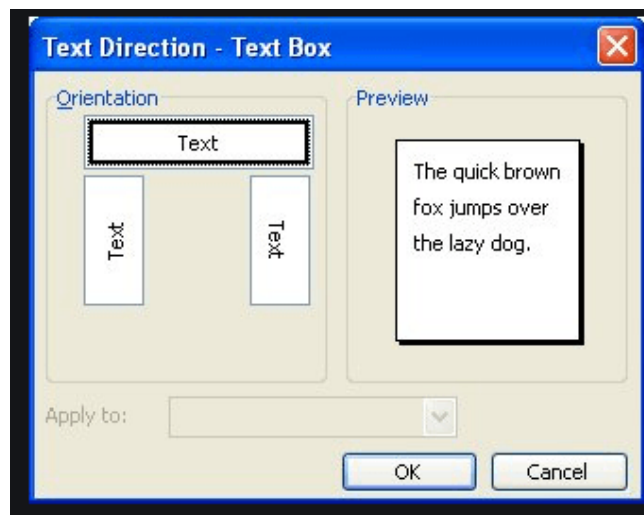


2.1.6.1 Setting Text Direction

Text direction can be changed from bottom to top or top to the bottom. This option is useful for printing name or headings in an envelope on A4 sheet

Steps to Set the Text Direction:

- Click on the Insert Tab and select the Text Box from the drop down list
- Then Text box will be available
- Enter the required Text in the text box
- Select the Format and select the Text Direction.
- Select the required Text direction
- Click on OK



2.1.6.2 Auto-Correct

Auto Correct option converts the large Strings to short form. These are the following steps

- Click on the Tools and Click on Auto Correct Option from the drop down menu'
- Enter the short form MS-WORD like MW
- Click on add and ok

2.1.6.3 Bullets and Numbering

Graphical symbols bullets can be used to represent each line and Numbering can be used to represent the items into numbers and alphabets. These are the steps to insert bullets and numbering

- Set the cursor where you need to use bullets/numbering
- Select any of the bullet button from formatting tool bar
- Press the enter key or Okay

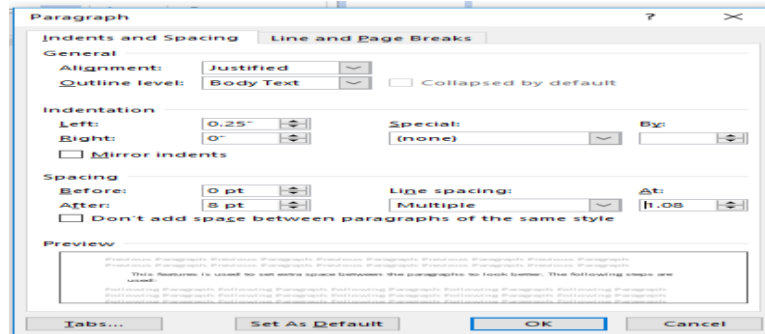
2.1.7 Formatting Paragraphs

MS-WORD provides many features for formatting whole paragraph in your document. The following features are being discussed.

2.1.7.1 Paragraph Spacing

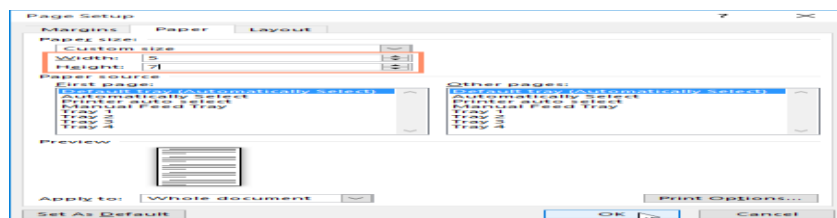
This feature is used to set extra space between the paragraphs to look better. The following steps are used:

- Choose the paragraph which you need to format
- Click on the Format menu and select the paragraph option



2.1.7.2 Page Setting

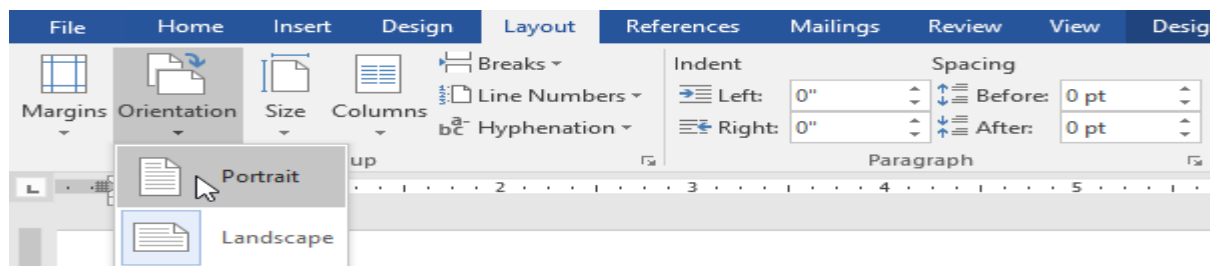
- Click on the File option and select the page setup
- Select the Margin, Paper or layout option



2.1.7.3 Page Layout

Sometimes you need to take a print on landscape, then the page layout can be used for taking the page in portrait (length wise) or landscape (width wise)

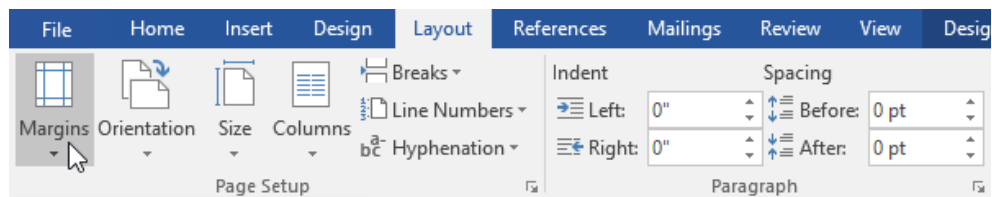
- Click on orientation tab
- Select the orientation either portrait or landscape
- Landscape means the page is oriented **horizontally**.



2.1.7.4 Page Margins

Page margin is the difference of the space between text and the edge of the document. The default value of Page margins is Normal style with one-inch space between a text and each of the edge.

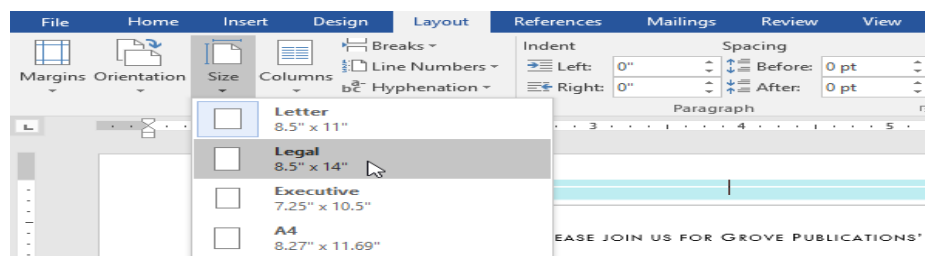
- Select the Page Layout tab, then choose the Margins command.
- Select the defined margin from a list of drop-down menu.
- The margins of the document will be modified.



2.1.7.5 Page Size

The default page size of an active document is 8.5 inches by 11 inches. If you need to change the page size, then you can modify using following steps:

- Click on the paper tab from the page set up dialog box
- You can change the paper size as per the need.



2.1.7.6 Page Break

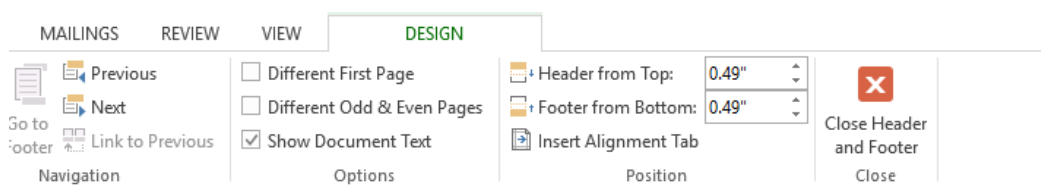
When you want to start a new page when current page is still not used fully, then Page Break allow to go to the next page.

- Put the pointer where you want to set the page break
- Click on the INSERT menu and select break
- Select the Page break from the or you can press Ctrl+ENTER

2.1.7.7 Creating Headers and Footers

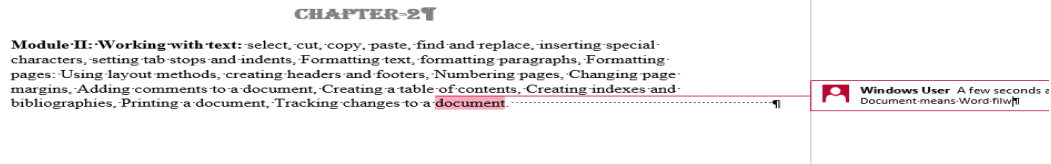
It is used to create a heading on the top of the page and some message at the bottom of the page. It is mainly used for setting heading of the chapter and on the footer, date or page number may be mentioned.

- Select the view option from drop down menu
- Select the header and footer option
- Enter the text in the header and in the footer set the date
- Heading will be appeared on the top and date will be onto the bottom.



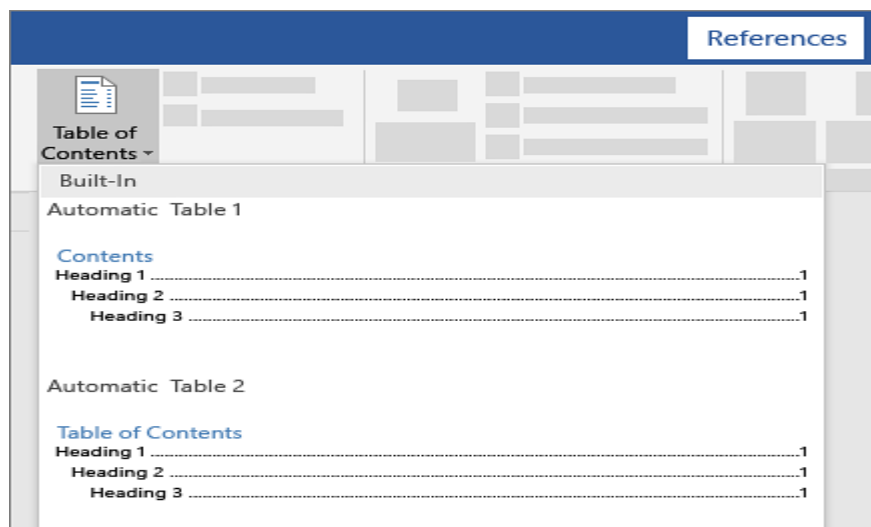
2.1.7.8 Adding Comments to a Document

- Click the text where want to insert a comment.
- Choose on the **Review** tab and click on NewComment.
- Type your comment and word displays the comment in the document's margin.



2.1.8 Create the Table of Contents

- Put the cursor where you need to add the table of contents.
- Click on the References and select Table of Contents option
- Choose an automatic style.



- If you want to modify the content that also effects the table of contents,
- Then, update the table of contents by right-clicking on the table of contents and select Update Field.
- For taking each heading the table of contents, select the heading text.
- Select Home then Styles option and then select Heading 1.

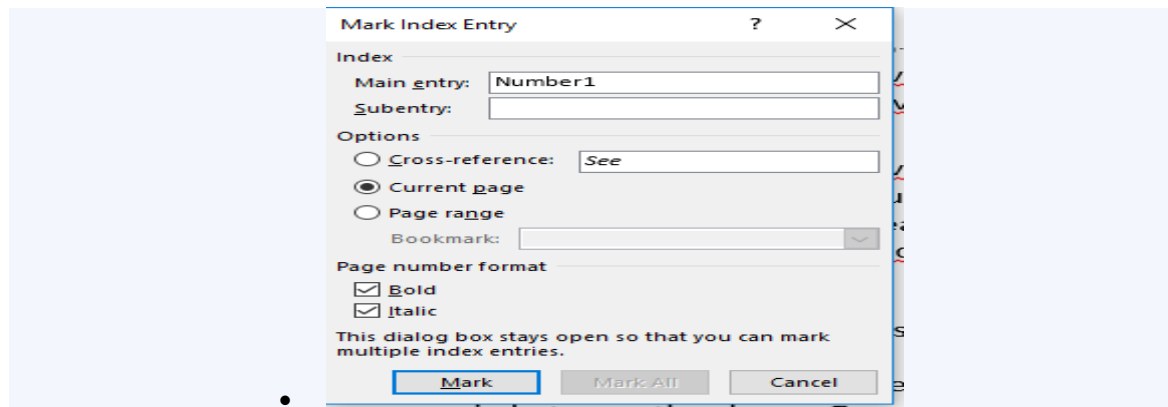


2.2 MODIFY YOUR TABLE OF CONTENTS

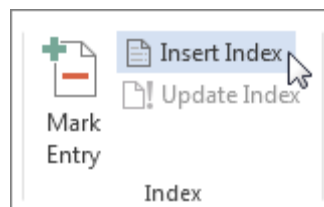
- Choose the text which you need to modify with table of contents.
- Click where you want to insert the entry
- .Select the Referencetab, in the Index group, click Mark Entry.

2.2.1 Create Indexes

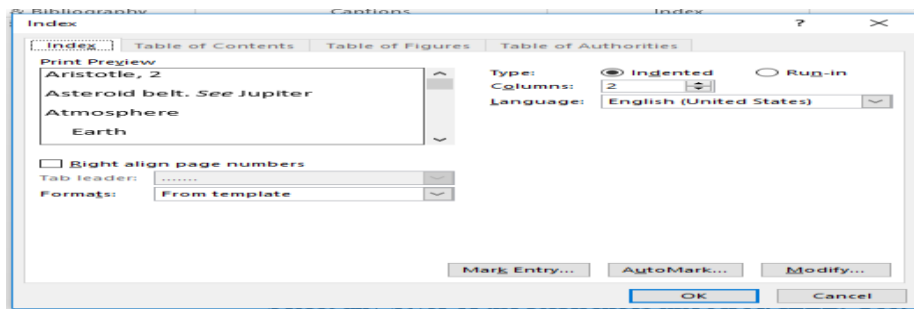
- Place the cursor where you want to create an index
- Go to References and select Mark Entry option
- Select any required formatting options from the menu
- Select Mark Entry Option
- Text can be edited in the Mark Entry option



- - Second level can be added the Subentry box.
 - Select Cross-reference tender Options, and then type the text for the other entry in the box.
 - Page can be formatted by using formatting features like Bold/Italic
- To mark this text in whole document select Mark All option
- Click where you need to add the index.
- On the References tab select Insert Index.



- Formatting can be done for text entries, page numbers, tabs, and leader characters.



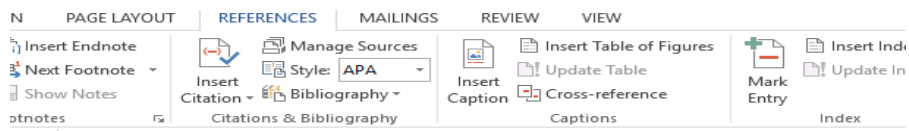
- Click **OK**.

2.2.2 Create Bibliography

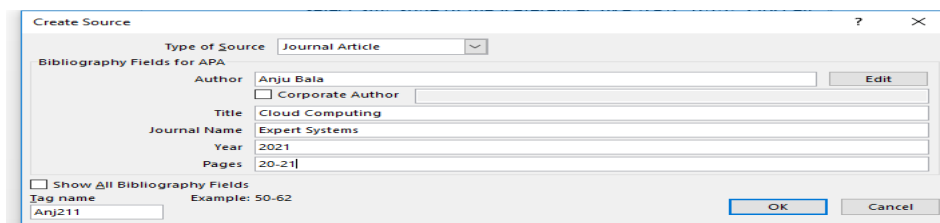
A bibliography means the list of references used in the document. The references can be taken in a bibliographic database or within the document itself[11].

Steps to Create and Update a Bibliography database

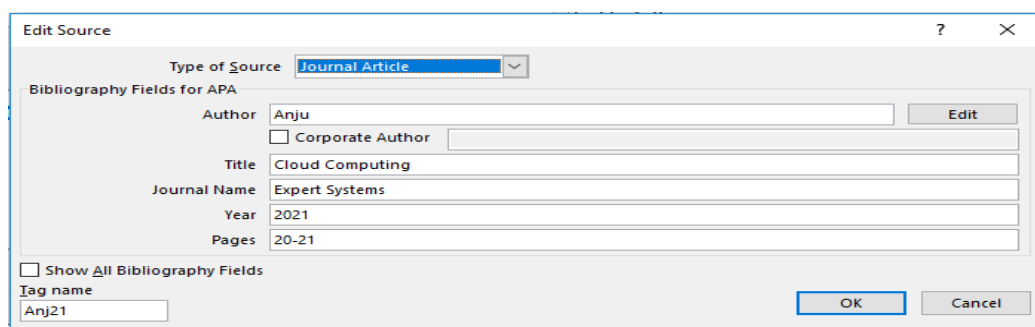
- Select the References option
- Select any Style of the References like APA, IEEE, Gost etc.



- Select the source for where you need to add references.



- Put the cursor at the end of the line to add citation
- Select Insert Citation option and select the source which you are citing. (Anju, 2021)
- Citation can be edited Go to the citation and add the references
- Click on **OK**.



2.2.3 Printing a document

When you want to take a hard copy of the document, then it is better to use print preview option, it gives the idea about formatting details before taking printout. You can modify the document before taking print [10]. These are the steps to print a document.

- Make sure that the printer is on and ready to print.
- Save your document.
- Click the File tab.
- Firstly, select the print preview
- If you are satisfied with formatting, select the Print option or Ctrl+P command
- Specify the type of printer which is attached
- Select the page range:
 - **All:** To print all the pages
 - **Current Page:** To print the current page

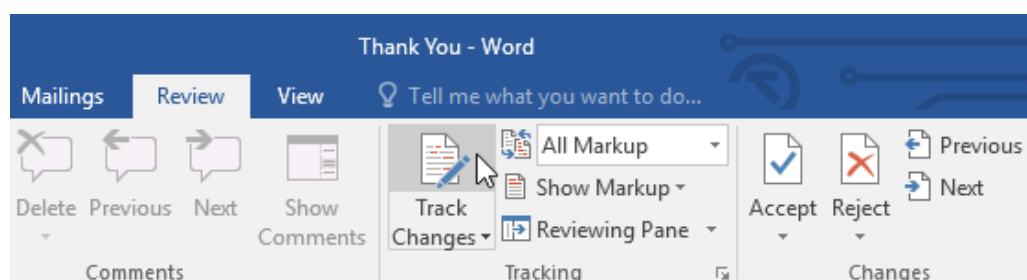
Pages: Number of pages you need to print



2.2.4 Track Changes in the Document

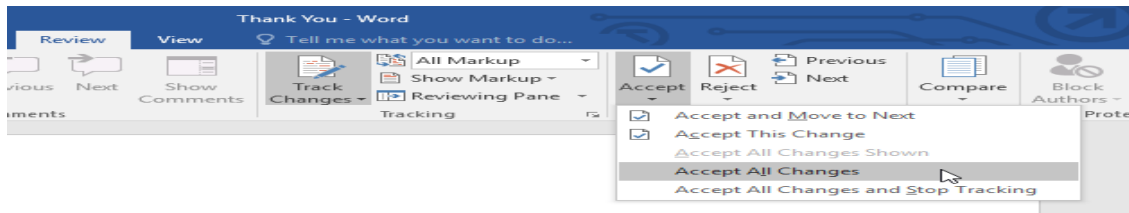
To turn on Track Changes:

- Select the Review tab
- click the Track Changes option



- Track Changes will be turned on.
- Any modifications you make to the document will be appeared as colored markups.

- The changes can be reviewed from where you can accept or reject the changes
- Select the change which you need to accept or reject
- Click the Accept drop-down arrow to select all the changes, select Accept
- If you do not want to continue, then select Stop Tracking.



2.3 SUMMARY

- Editing of the text or paragraph is possible by using CUT, COPY PASTE option or with shortcut keys
- Text Formatting can be done using various options like Auto Correct, Bullets and Numbering, Text Direction etc.
- Page Formatting can be done using Page Size, page break, Page Layout etc.
- For writing any book, chapter, table of contents can be created using Table of content option from the References Tab.
- Bibliography can be added using References Menu Bar, it would be useful to add citations in the paper or in the document.
- Print option is used to print any document. Ctrl+P shortcut key is also used to Print.
- The changes in the document is tracked by using Track changing option.

2.4 PRACTICE QUESTIONS

Q1. Differentiate between Cut Paste and Copy Paste

Q2. What is the importance of inserting Headers and Footers in the document?

Q3. Significance of Find and Replace

Q4. Create a Bibliography for any Research paper using IEEE style

Q5. Write various steps to create the Index?

Multiple Choice Questions

1. The space left between the start of a paragraph and Margin is called
 - a. Spacing
 - b. Indentation
 - c. Merging
 - d. None of these
2. To apply centre alignment to a paragraph which shortcut key can be used
 - a. Ctrl+E

- b. Ctrl+A
 - c. Ctrl+B
 - d. Ctrl+N
3. Text Styling features in MSWORD is done by
- a. Word Art
 - b. Word Color
 - c. Word Fill
 - d. Word Font
4. In which view Headers and Footers are visible
- a. Print Layout
 - b. Page Layout
 - c. Normal View
 - d. None of these
5. For changing the line height to 1.5 we use shortcut key :
- a. Ctrl+1B.
 - b. Ctrl + 2
 - c. Ctrl + 3D.
 - d. Ctrl + 5
6. We can insert a page number at
- a. Header.
 - b. Footer
 - c. Both Header and Footer
 - d. None
7. _____can be used to change the thickness of a line.
- a. Line Width
 - b. Line Height
 - c. Line Style
 - d. None of these
8. For selecting the Symbol dialog box, which menu is used?
- a. Insert
 - b. Table
 - c. Format
 - d. Tools
9. Which is the default font size in MS-WORD
- a. 12 pt
 - b. 8 pt

c. 6 pt

d. None of these

10. Which menu bar is used to add bibliography?

a. Insert

b. Home

c. References

d. None of these

BACHELOR OF ARTS (LIBERAL ARTS)
SEMESTER-III
FUNDAMENTALS OF COMPUTER APPLICATION

UNIT 3: PREPARING PRESENTATION

STRUCTURE

3.0 Objectives

3.1 Introduction: Basics of Power Point

3.1.1 Exploring the Parts of the Power Point Window

3.1.2 Creating Presentation

3.1.3 Saving the Power Point Presentation

3.1.4 Entering and Editing Text

3.1.4.1 Font Formatting

3.1.4.2 Change Case

3.1.4.3 Inserting and Deleting Slides in a Presentation

3.2 Inserting Word Table

3.2.1 Add a Row or Column to a Table

3.2.2 Delete a Row or Column from a Table

3.3 Inserting Spreadsheet Worksheet into Power Point

3.3.1 Adding Pictures and Other Objects

3.3.2 Inserting Video Clips

3.3.3 Running a Slide Show

3.3.4 Transition and Slide Timings

3.3.5 Automating the Slide Show

3.4 Summary

3.5 Practice Questions

3.0 OBJECTIVES

- To know the basics of presentation software
- To Insert, Delete, Update the slides in a presentation
- To Add Clip Art and Pictures in the PowerPoint.
- To Set the timings for Slide Show

3.1 INTRODUCTION: BASICS OF POWER POINT

Power Point is an application program developed and distributed by Microsoft as a part of Microsoft office suit. It is very powerful, easy-to-use graphical presentation software that allows the user to create electronic slide show of presentations. It is widely used to show an important information and data in an organized manner. Power Point is used to display text, table, charts, graphics, audio and videos in the slides and it involves various tools like word processing, graphing and drawing etc. In this module, we will learn how to work with Microsoft Power Point and how to create exciting and interactive presentations [7][8].

First of all, you have to start the Microsoft Power Point from the start button of your windows as shown in Figure 3.1.

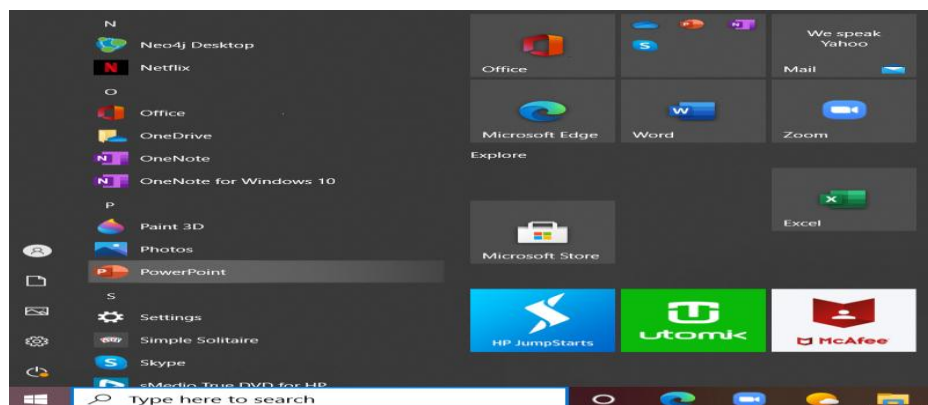


Figure: 3.1 Open Microsoft Power Point in Windows 10

3.1.1 Exploring the Parts of the Power Point Window

Power point window will appear as shown in Figure 3.2 at start-up and the various areas in a standard PowerPoint file are labelled. It provides the basic information of the graphical user interface of the window which is further helpful to the user to learn easily. The different labels of power point window are explained as follows: The different tabs for power point window is shown below:

➤ File Tab

This tab represents the backstage view that helps the user to create new file, open a file and print the presentation. The Save and Save as buttons are also user File Tab. Various design templates are shown in File Tab when user clicks on New button.

➤ Ribbon

The ribbon of power point window consists of the following components:

- **Tabs:** Tabs will be shown on the top of the ribbon along with the relevant command such as Home, Insert, Design, Layout and View.
- **Groups:** Groups are used to arrange commands that belong to same group on the basis of the function and the name of every group is displayed below the group on the Ribbon. For example, clipboard, font, paragraph, styles and editing are the names of groups displayed on the ribbon.
- **Commands:** Groups contain the related commands in the form of small icons

➤ **Title Bar**

It appears on the top part of the power point window. It displays a name of the file along with the name of the application program that is Microsoft PowerPoint. It also contains small button for save, undo, redo on the left corner and minimize, maximize and close buttons on the right corner of the title bar.

➤ **Quick Access Toolbar**

It appears just below to the ribbon in power point window. Quick Access Toolbar is used to place all the most frequently used commands inside it. It can be customized according to the requirement of the user.[4]

➤ **Slide**

It is the working area of power point presentation or the place where the information is represented or displayed. User can make the presentation by adding different layout or pictures, text boxes in this section of the window. It can be viewed as portrait or landscape as per the requirement.

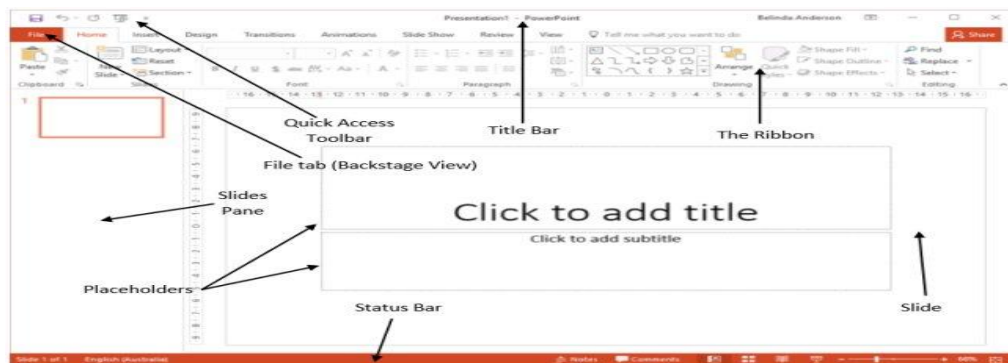


Figure: 3.2 Power Point Presentation and parts of the window

➤ **Slide Pane**

Slide pane displays all the slides in sequence in the form of small icons for every slide. User can add or delete slides in this slide pane. The slides can also be rearranged here.

3.1.2 Creating Presentation

When Power Point window will open then by default a slide appears as shown in Figure 6.2. This slide has two placeholders or text boxes. Additional text boxes can be added from the Insert tab. To start creating presentation just click on “Click to add title” (title placeholder) or text box a blinking cursor will appear. Click once on “click to add subtitle” and add the subtitle of the slide or the other information that you want to present. You can also add table,

image or graph in the subtitle box. But if you need to create more new presentation then follow the steps:

- Click the File tab to view new button that is available under the backstage view of File Tab, further click on new button then consequently window shown in Figure 6.3 will be displayed.
- The user can take any of the templates shown on the screen or can search for a specific template from search bar to find something more specific or click on the Blank Presentation.

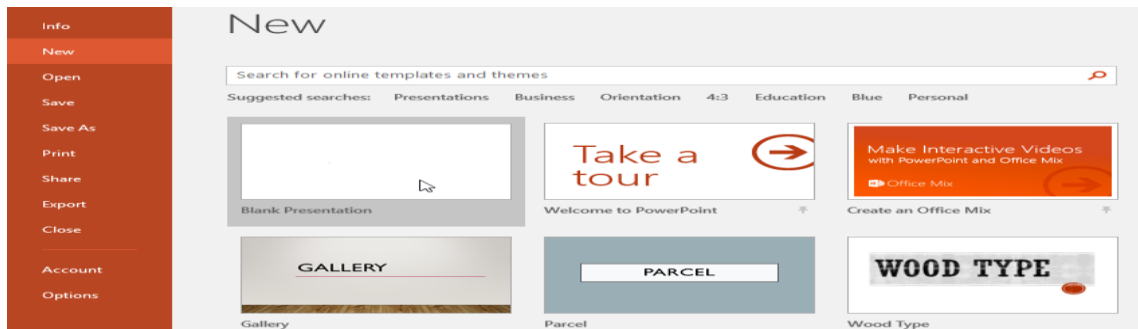


Figure: 3.3 Creating a New presentation in Power Point

3.1.3 Saving the Power Point Presentation

Power Point has two ways to save the presentation Save and Save as. These two options have similar operation but there is a significant difference also:

Save: When you create a presentation, the save command is used to save the changes which you have done. Save option is used to choose a file name and its location the first time. Then, click on the Save command to save it with the same name and same location.

Save As: This command is used to create a copy of the presentation at new location while keeping the original file as it is. By using Save As, You can select a different name and/or different location for the copied version.

Once you have finished the power point presentation and want to save it for future use then click on the File button in the menu bar. Then this Figure 6.4 will appear to you and click on the save or save as button and select the location from the given options such as computer, OneDrive or the other place by clicking on add a place.



Figure: 3.4 Saving a Power Point Presentation using Save As

Steps to Save a Presentation:

1. Save command is selected from the file menu or from the Quick Access Toolbar.
2. The dialog box will appear to you, where you can select the location to save the file along with the name of the file to be filled in the text box.

3. The Save As dialog box will displays as shown in Figure 6.5.
4. After clicking the save button the presentation will be saved.
5. The key combination of Ctrl+S will also perform the same function as save option.

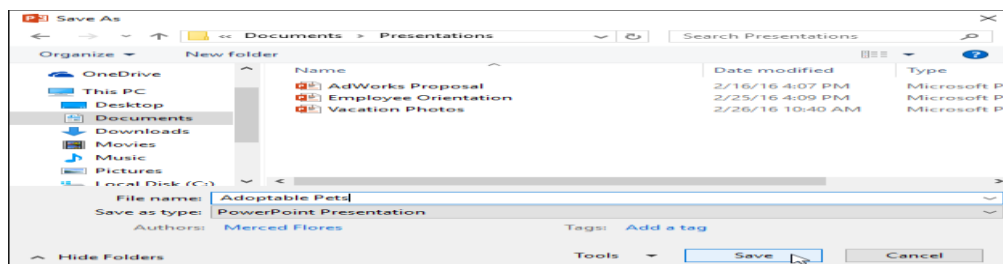


Figure: 3.5 Saving a presentation

3.1.4 Entering and Editing Text

Power Point allows users to enter text to the slide or to the text box also. The entered text can be arranged or displayed in desirable font, style, size and colour.

The new text can be added to the slide by clicking the tile box or subtitle box and then cursor will appear.

- The default text shown in the content box will automatically disappear.
- The added text initially follows the default formatting but latter the user can change the font or style.
- If you want to edit the text that has been entered previously then click in the text box or the placeholder box and change the text.

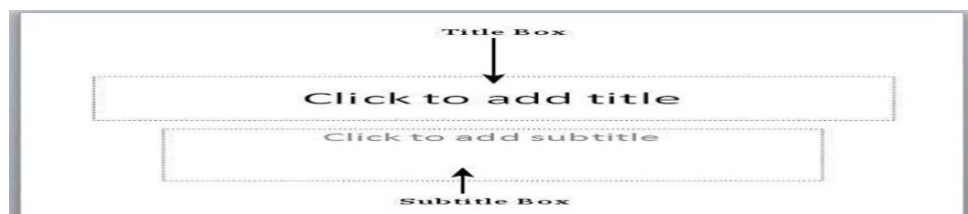


Figure: 3.6 Entering and Editing the Text

3.1.4.1 Font Formatting

It is the part of editing and entering text in a slide to make it more presentable. It can be modified using formatting toolbar. It includes different tasks:

- Font: It is used to change the style of the Font.
- Font Size: Font Size can be selected from the size box.
- Text appearance: It helps to change the appearance of text either in Bold, Italic or Underline etc.

Steps to edit the font setting using Format Menu.

- Select the text which you need to format
- Click the 'Format' menu from the Menu bar and select the font. The Font dialog box will be appeared
- Choose the appropriate option from the dialog box like font size, type of font, font style etc.

- Click on OK to obtain the result after formatting

3.1.4.2 Change Case

It is also used for editing the text in case of changing the case of letters either Capital to Small or Small to Capital.

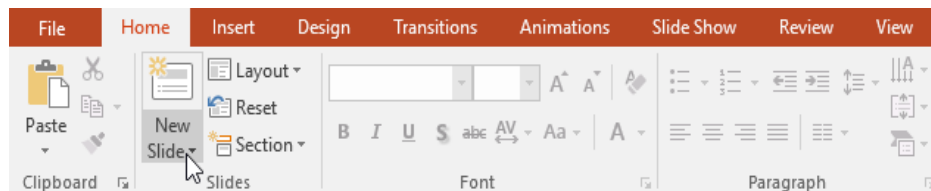
Steps to change the Case

- Select the Format from Menu bar
- Select Change Case from the drop down Menu
- Select appropriate case from the options like Sentence Case, Lowercase, Uppercase, Title Case and Toggle Case.
- Click on OK.

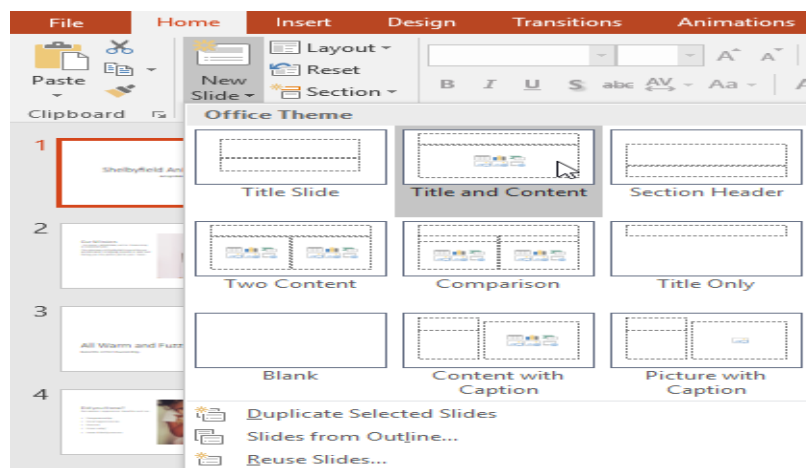
3.1.4.3 Inserting and Deleting Slides in a Presentation

By default, the presentation contains only one slide at the beginning. The user can insert any number slides as per the requirement. The following steps are taken to add a new slide in power point:

- Firstly, click on the Home tab, then further click on the small arrow on the New Slide command from the ribbon.



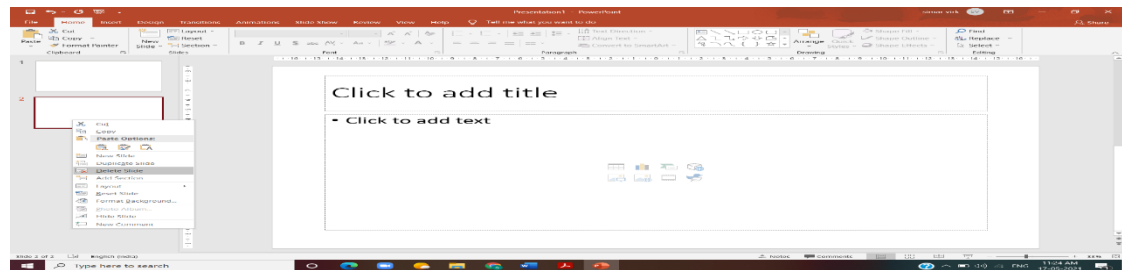
- The power point will ask you to choose the slide layout from the shown layouts and choose the slide as per the requirement.



- After selecting a slide layout then a new slide will be shown as below. Click any placeholder and enter the new text.



Delete slides: To delete a slide from your presentation if the slide is no more required. You have to choose the slide from the slide pane appearing on the left side the power point window, then press the Backspace key or Delete on your keyboard to delete the slide.



3.2 INSERTING WORD TABLE

A table is a collection of cells organized in the form of rows and columns. The tables are used for variety of tasks for presenting textual information and numerical data. To insert a table in power point presentation, follow the steps:

- Click on the Insert tab and then choose the Table command.
- Select the desirable number of rows and column that you want to take in a table. The example below is showing a table with six rows and six columns (6x6) is inserted:



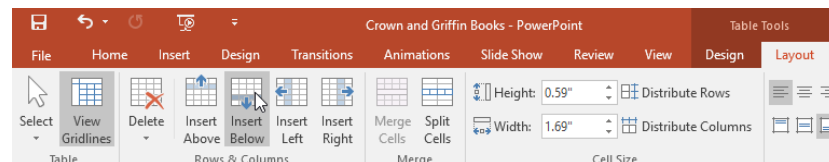
- The table is created now and will be displayed on the current slide.
- Click inside any of the cell in the table and add text to it.

Genre					
Classics					
Mystery					
Sci-Fi & Fantasy					
Young Adult					

3.2.1 Add a Row or Column to a Table

A new row or column can be added to table once it is created. The following are the steps to insert new row or columns:

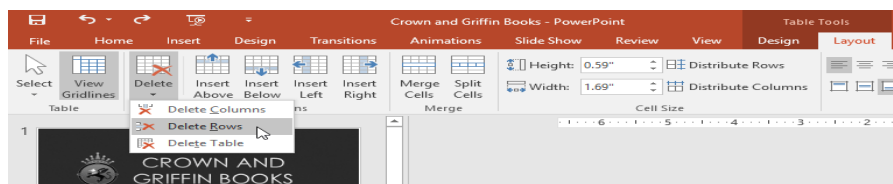
- Click a cell adjacent to which a new row or column is required.
- Click the Layout tab or right click in the cell.
- Search the Rows & Columns group from the ribbon. Then, select the options from given in the ribbon like to insert a new row, select any of the option either Insert Below or Insert Above. To insert a new column, select any of the option like Insert Left or Insert Right.



- After that a new row or column will be added to the table

3.2.2 To Delete a Row or Column from a Table

- Any row or column can be deleted. Choose the blank row at the bottom of the table as shown in the figure below.
- Click Layout tab under the Rows and Columns group on the ribbon, click the Delete command, which will ask you to select delete columns, delete rows or delete table options.

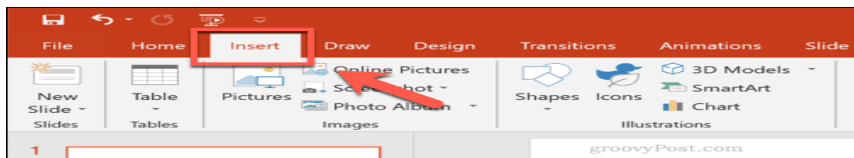


- The select row or column is deleted after selecting the delete option from the menu.

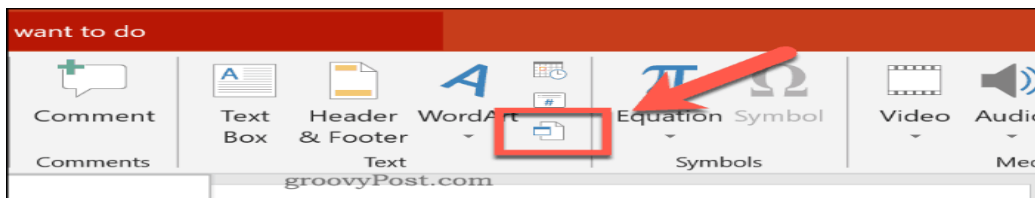
3.3 Inserting Spreadsheet Worksheet into Power Point

Using the **Insert Object** tool, insert data from your Excel spreadsheet as an object. This will add the contents of the most recently accessed worksheet into PowerPoint to view. To insert Excel spreadsheet, follow the steps:

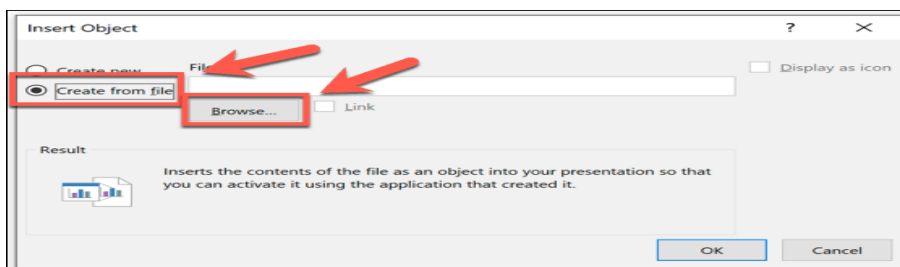
- To start, open your PowerPoint presentation and press the **Insert** tab on the ribbon bar.



- To insert your Excel data, click the Object button. This may appear as a large or small icon, depending on your current screen resolution and the size of the PowerPoint window.



- This will open an insert object dialogue box. To add your Excel data, press the Create from file radio button, then press Browse to find and select your Excel spreadsheet.



- To add your data to PowerPoint, press the OK button. The data will be inserted as an object onto your PowerPoint slide, which you can then resize and manipulate.

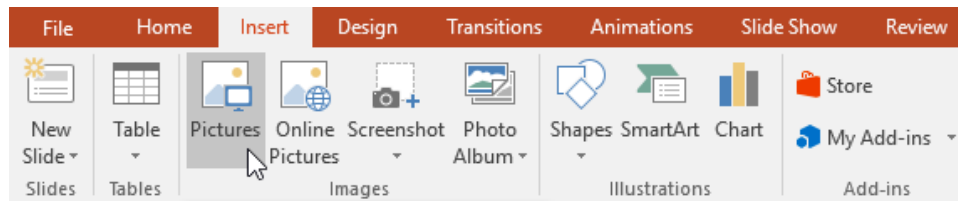
	A	B	C	D
1	0.378283	0.271191	0.363769	0.526646
2	0.865937	0.566377	0.617252	0.049092
3	0.369739	0.28818	0.1577	0.256343
4	0.749296	0.127832	0.372281	0.08455

- By double clicking the table any required can be made to the spreadsheet data.

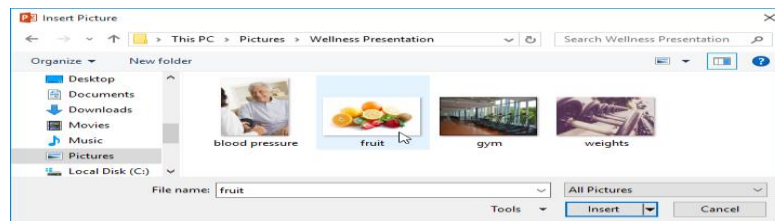
3.3.1 Adding Pictures and Other Objects

Objects are any element that can be added in PowerPoint. A text label is an object. An image is an object. Graphs and charts are objects. Any element within a slideshow is an object. Since any addition to a slide is considered an object, there are numerous options in the "Insert" tab.

- Click on the Insert tab, which will display all insert options such as Pictures, online pictures, screenshot and photo album.



- After clicking on the picture button, a dialog box will be display as shown below. Then choose the desired picture and press Insert button.



- The selected picture will appear on the current slide.

New Wellness Program

- ▶ Geb BioFuels will be implementing its new Wellness Program in January.
- ▶ The program will provide resources and opportunities for employees to improve their overall health.



3.3.2 Inserting Video Clips

Video Clips add the liveliness to the presentation. It allows to insert a video into the slide and can be played it during presentation.

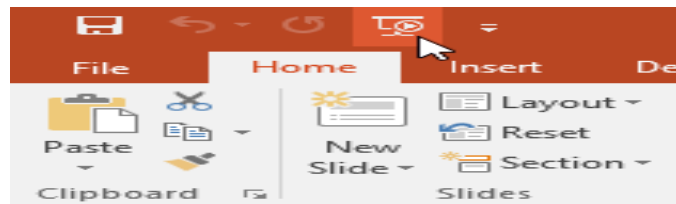
Steps to insert a Video Clip:

- Select the Insert Tab and Click on the Video drop down arrow from the Media Group and Select Video on My PC option.
- The **Insert Video** dialog box will be used to locate and select the desired video file, then click on the insert option.
- **Format and Playback** tabs under Video Tools can be used to **Insert** a Video by clicking on the Format Tab.
- Click on the Play button present at the extreme left of the ribbon.

3.3.3 Running a Slide Show

Once the presentation is finished then it is ready to run and slide show to its audiences. To run the slide show, follow the steps:

- Select the Start button icon from the Quick Access Toolbar and slide show of the presentation will appear or other way to run slide show is from your keyboard by pressing the F5 key from the function keys available on the top of the keyboard.



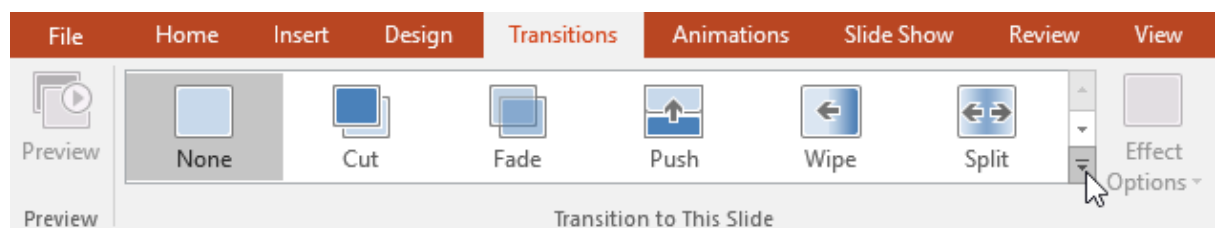
- The slide show will provide you full-screen mode of your presentation.
- By clicking the mouse or pressing the spacebar from the keyboard will help to move to next slide.
- The arrow keys of the keyboard help to move the slide forward or backward for the presentation.
- To exit presentation mode the Esc key, need to be pressed from the keyboard.

3.3.4 Transition and Slide Timings

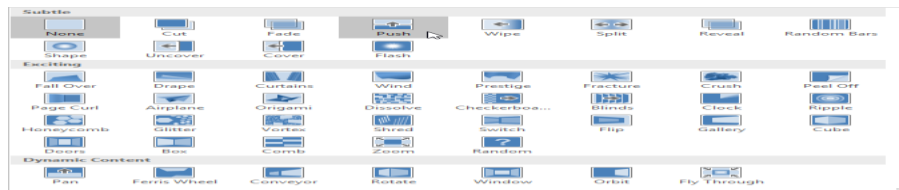
You can add special effect between each slide of your PowerPoint presentation, by using the feature slide transitions. A transition is a special visual effect that make the slide show attractive and eye-catching. By default, there is no transition effect on the slide. It can be added to the presentation in the following manner:

To apply a transition

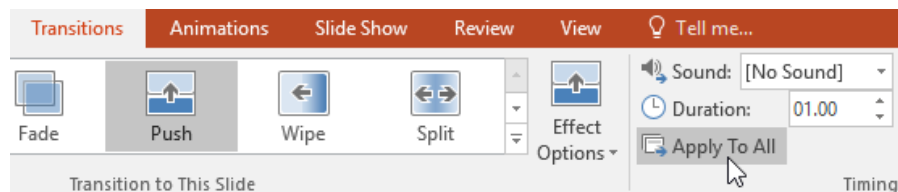
- Choose the particular slide from the Slide Navigation pane to apply transition. The slide shown below will appear after the transition.
- Click the Transitions tab from the menu tab of power point, then explore the transition effects from “Transition to This Slide group”. By default, none is selected to each slide.
- All the transition effects can be explored by clicking the more drop-down arrow.



- Select the transition from the group to apply on the selected slide. It would be useful to automatically preview the transition.



- If you want to apply the transition effect to all the slides then go to ribbon in right corner, look into the Timing group click on the “Apply To All” option and then same transition effect will be applied to all slides of your presentation.

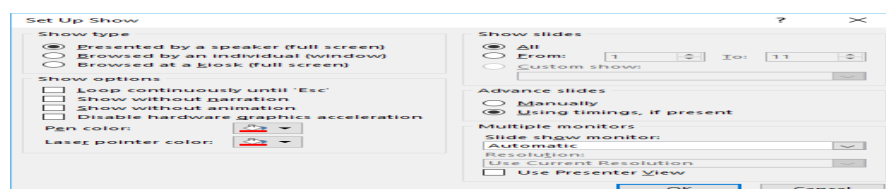


3.3.5 Automating the Slide Show

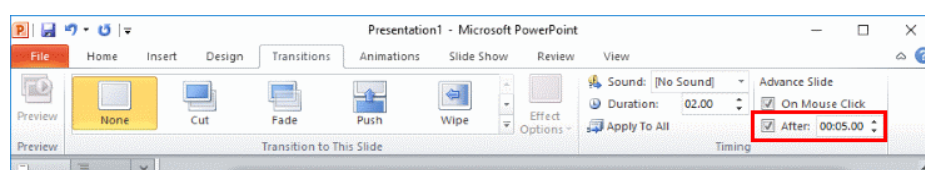
- Go to the Slide Show tab in the menu bar, then click on Set Up Slide Show button to automate the slide show.



- The Set Up Show dialog box will be display to you and you need to select the relevant options from Show type, Show options, Show slides, Advance slides and Multiple show monitors for the presentation and click Ok.



- Click on “Transitions” tab from the menu bar.
- Then go to “Advance Slide” area and select check box option “After”, setup the elapse time for the presentation to advance to the next slide.



3.4 Summary

- The presentation can be created, saved and edited using various features.
- Power point has the ability to import data from other applications like Word, Excel and other applications.
- Other objects like Video clips, Pictures and Audio Clips can be added.
- Slide Show can be seen by pressing F5 or Slide Show option.
- Transition effects can be appeared during the slide show.
- Slide Transition Time is the Time during which the Slide will be active. It can be set by using Transitions Tab.

3.5 PRACTICAL EXERCISE

Q:1 Make a presentation of 3 slides to describe yourself with different layouts (e.g., use title and content layout). Use automatic slide advancement effect by 5 seconds.

Q:2 Create a presentation with 5 slides on the topic “Basics of Computer”. Add picture, change background colour for each slide and change the design theme of your presentation.

Q: 3 Make slides with your introduction and academic qualification and insert your picture at right side. Insert the current date and time in the footer and slide number.

Q: 4Prepare a presentation with animation and transition for any organization with minimum five slides using facet design theme.

Q: 5 Make table of 5 rows and 2 columns and insert the following data on the first slide and colour the table of your choice.

Items	Sales (Amount)
Apple	12000
Mango	10000
Grapes	20000
Orange	15000

Multiple Choice Questions:

Q 1: Which of the following tool enables you to add text to a slide without using the standard placeholders [19]?

- A. Text tool
- B. Line tool
- C. Drawing tool
- D. Auto shapes tool

Q 2: What happens if you edited an image inserted in PowerPoint?

- A. The original file which was inserted is not modified
- B. The original file that was inserted is changed
- C. The original file is modified when you save presentation
- D. None of above

Q3: What happens if you select first and second slide and then click on New Slide button on toolbar?

- A. A new slide is being inserted as the first slide in presentation
- B. A new slide is inserted as the second slide in presentation
- C. A new slide is inserted as the third slide in presentation
- D. None of above

Q4: In a presentation of PowerPoint, the special effects used to introduce slides are known as -

- A. Custom Animation
- B. Transitions
- C. Annotations
- D. None of the above

Q5: Which of the following shortcut key is used to start the slideshow?

- A. Using F5 key
- B. Using F3 key
- C. Using F1 key
- D. Using F6 key

Q6: Which of the following is the default standard layout in PowerPoint?

- A. Blank slide
- B. Title and content slide
- C. Title slide
- D. None of the above

Q7: Which of the following fill effects can be used to fill the background of the slide?

- A. Picture
- B. Gradient
- C. Texture
- D. All of the above

Q8: Which of the following option is correct to insert the chart as part of the PowerPoint presentation?

- A. Insert -> Chart
- B. Edit -> Chart
- C. View -> Chart
- D. All of the above

Q9: Which of the following are the uses of the PowerPoint presentation?

- A. It can be used for project presentations
- B. Communication of planning
- C. Used to represent the data in an attractive way
- D. All of the above

Q10: Is it possible to convert a PowerPoint presentation into a video?

- A. Yes
- B. No
- C. May be
- D. Can't say

BACHELOR OF ARTS (LIBERAL ARTS)

SMESTER-III

FUNDAMENTALS OF COMPUTER APPLICATIONS

UNIT 4: USING SPREADSHEET STATISTICAL FUNCTIONS

STRUCTURE

4.0 Objectives

4.1 Introduction

4.2 Statistical Functions

4.2.1 SUM()

4.2.2 COUNT()

4.2.3 AVERAGE()

4.2.4 PRODUCT()

4.2.5 POWER()

4.2.6 SQRT()

4.2.7 MAXIMUM and MINIMUM

4.2.8 MEDIAN

4.2.9 MODE()

4.2.10 STDEV.S()

4.2.11 ABS()

4.2.12 QUARTILE

4.2.13 PERCENTILE

4.2.14 COUNTA and COUNTBLANK

4.2.15 CORREL

4.2.16 LOGICAL OPERATIONS(IF, AVERAGEIF, SUMIF, COUNTIF)

4.2.17 SUMIF()

4.2.18 COUNTIF ()

4.3 Summary

4.4 Practice Questions

4.0 OBJECTIVES

- To know about the Mathematical Functions such as COUNT, SUM, AVERAGE, PRODUCT, POWER and SQRT functions
- To use the MAX and MIN functions to calculate the highest and lowest values from a set of cells.
- To learn about copy and paste formulas without formats applied to a cell location.
- To implement various Statistical Functions like MODE, MEDIAN, and MEAN etc.
- To design and implement Logical Functions like IF, COUNTIF, SUMIF etc.

4.1 INTRODUCTION

A spreadsheet is an electronic graph sheet that divided into rows and columns and can help arrange, calculate and sort data. The width of the rows and columns can be changed according to the user's choice. The rows are marked with positive integers like 1 and columns are marked with Alphabets like A. The rectangular boxes formed by the intersection of rows and columns is known as cell. MS-EXCEL has 256 columns and 65536 rows in one workbook. There are three worksheets per one workbook by default. Data can be represented in numeric values, text, functions, formulas and references [15].

To analyze the data in MS-EXCEL, statistical functions can be used. This chapter will help you to understand the meaning of the basic statistical functions.

4.2 STATISTICAL FUNCTIONS

There are many statistical functions like sum, count, median, mode, standard deviation, etc., are present in the MS Excel. It can also implement the logical operations like if, average if, sumif, etc.

The following points need to be taken care while writing the format of a user defined function

- Each Function must start with 'equal to' (=) sign
- Round braces are used to indicate the opening and closing of the function.
- Arguments are written within the parenthesis
- Commas can be used to separate the different arguments.

Example: The basic syntax of the function is shown below:

Syntax=Function Name (Argument)
=SUM ((B3:H3)), 50, 90)

This function will sum the values from cells B3 to H3 along with the constants 50 and 90.

Statistical functions are used to analyze the statistical data. The results can also be represented into Graphical or Pictorial form. To implement all these functions, this module has used MS Excel 2016. Some of the statistical functions are shown below using Employee Database as shown in Figure 4.1.

Id	Name	Designation	Salary
1	John	Branch Manager	31000
2	Lisa	Sales Manager	24000
3	Smith	Clerk	17000
4	David	Analyst	19000
5	Berry	Salesman	13000
6	Paul	Salesman	13000
7	Elina	Analyst	19000

Figure 4.1: Employee Database

4.2.1 SUM()

Sum is a predefined function in the MS Excel. This function calculates the sum of the numerical values present in the range of cells mentioned in the argument. The formula for sum is **=SUM (number1, [number2],...)**. For a range of cell, argument can be given as shown in Figure 4.2.

Example- Find the sum of salary of all employee.

Result- **=SUM (J4:J10)**

= 136000/-

Id	Name	Designation	Salary
1	John	Branch Manager	31000
2	Lisa	Sales Manager	24000
3	Smith	Clerk	17000
4	David	Analyst	19000
5	Berry	Salesman	13000
6	Paul	Salesman	13000
7	Elina	Analyst	19000

Figure 4.2: Sum of Salary

4.2.2 COUNT()

During entries in the worksheet, it becomes difficult to recall the number of entries which we have made in the worksheet. The Count function helps to count the number of cells within a range of cells. An implementation can be seen in Figure 7.3, for Count the number of employee in the company. The Syntax and example is written below:

Syntax: **COUNT (cell_1:cell_n).**

=COUNT (J4:J10)

Answer = 7

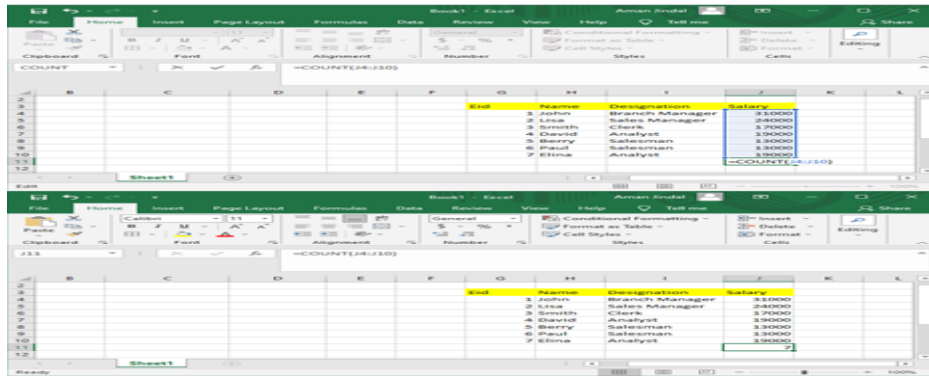


Figure 4.3: Counting the number of employees

If the user wants to count the number of entries without using cell references, then it could be written as:

=COUNT (23, 24, 67, 78, 89, 90)

The result will be 6

=COUNT ("23", 24, 67, 78)

The result will be 4, as the text value is converted into numeric by default

4.2.3 AVERAGE()

This function calculates the average of the numbers specified in the argument. The formula to calculate average is =**AVERAGE** (number1, [number2],).

Example: Find the average salary among all the employees of the company.

The result can be seen in Figure 4.4.

Syntax=AVERAGE (number 1, number2----

Suppose you need to find out the average from J4 to J10 cell range, then it will be calculated =AVERAGE (J4:J10)

=19428.57/-

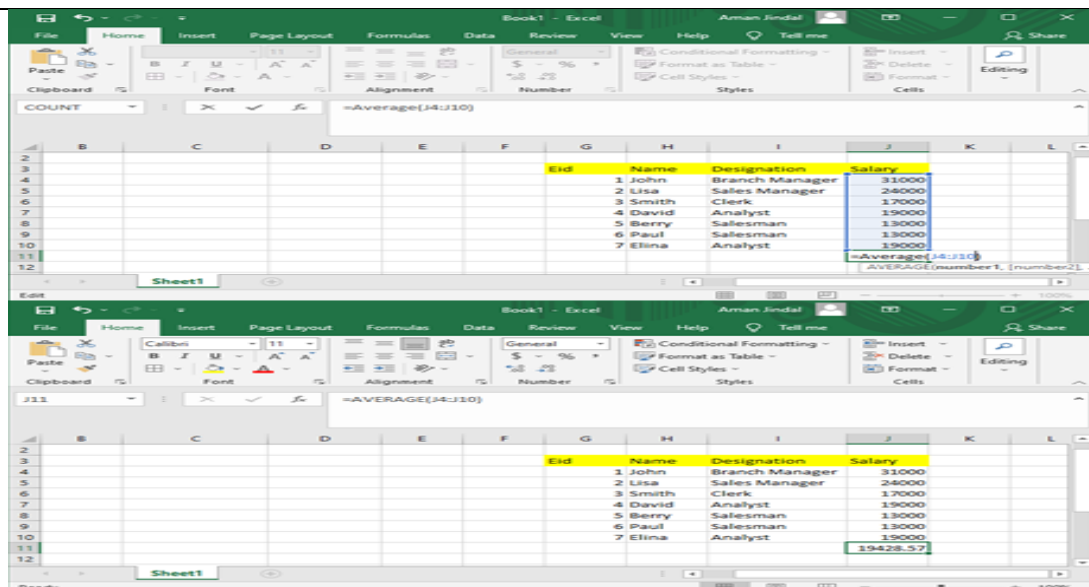


Figure 4.4: Average Function

4.2.4PRODUCT()

The PRODUCT function is inbuilt function multiplies the numbers and returns the product as the output.

Syntax: PRODUCT(3,4,10), it returns the 120

Where Argument type : Number and return type is number

=PRODUCT("4",5, 3), the answer will be 60, it will take by default as number.

4.2.5 POWER()

The Power function will take two values of the specified cells for numeric constants, in the syntax first value defines the number and second value as a power. It returns the results as the power of a number.

Syntax=POWER(number, power)

Example1=POWER(2,3), Example2=POWER("2",3)

Answer will be 8 for both the examples, it will also take as numeric as a default argument.

4.2.6 SQRT()

This function will displays the square root of the positive number and returns the positive number. The square root of negative number cannot be evaluated.

Syntax=SQRT(number)

Example1=SQRT(64), result will be 8

Example2=SQRT("100"), results will be 10

4.2.7MAXIMUM and MINIMUM

To find maximum and minimum value from a given set of values, MAX and MIN function can be used respectively. See Figure 4.5 for its implementation.

Syntax: Max(Number1,Number2,-----), Syntax of Min=Min(Number1, Number2----

Here return type: Number, Argument Type=Number

Example: Find the maximum and minimum salary given to the employee.

Result: =MAX(E4:E10)

=MIN(E4:E10)

=31000/-

=13000/-

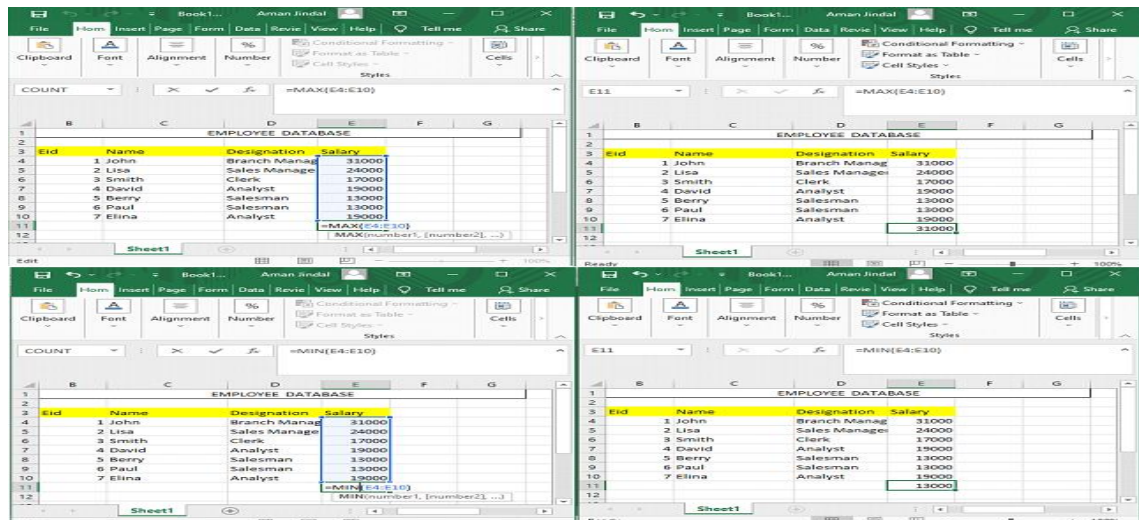


Figure 4.5: Maximum and Minimum Function

If the user write it in the constant form like `=MAX("78",34,37,29)`, It will returns 78 because it will consider every argument as the constant term. `MIN("78",34,37,29)`, it will return 29 similarly it will also take every argument as the constant.

4.2.8 MEDIAN()

The median is the central score for a set of data that has been arranged in order of magnitude. which is less affected by outliers and skewed data. In order to calculate the median, suppose we have the data below: The median function finds the median of the numbers passed as an argument.

The syntax for median function is `=MEDIAN(number1, [number2],.....)`

Example: Find the median salary from the employee data.(see Figure 4.6)

Result: `=MEDIAN(E4:E10)`

`=19000/-`

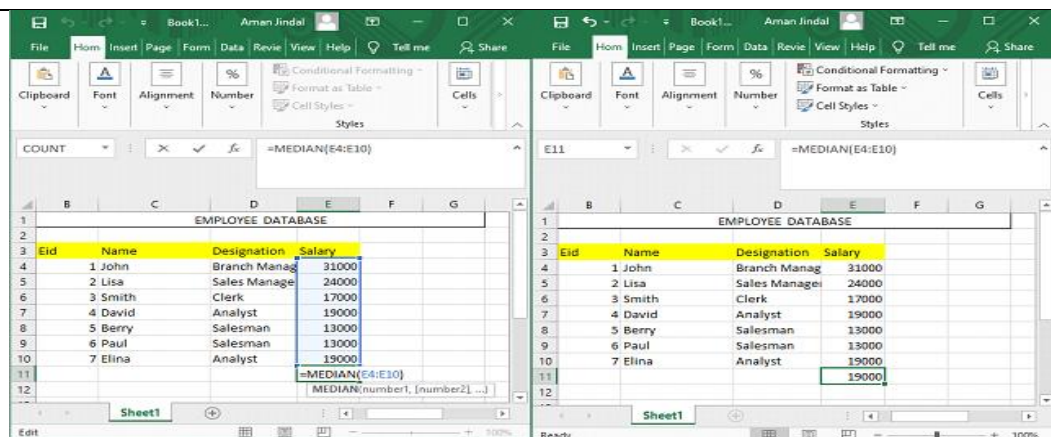


Figure 4.6: Median Function

4.2.9 MODE()

Mode function calculates the most frequently occurring value from the given set of arguments.

The syntax for mode function is **=MODE(number1, [number2],.....)**.

Example:- Find the mode value of the salary column of the employee data.

Result: =MODE(E4:E10)

=19000/-

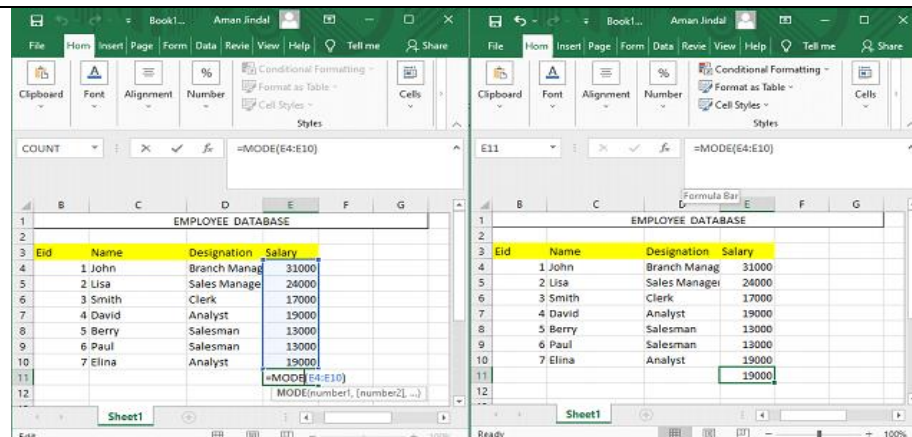


Figure 4.7: Mode Function

4.2.10 STDEV.S ()

It estimates the standard deviation of the numbers give as an argument. If the arguments consist logical values or text then STDEV.S ignores them. Its implementation can be seen in Figure 7.8.

The syntan of this function is **=STDEV.S(number1, [number2],.....)**.

Example:- Find the standard deviation of the employee data

Result: =STDEV(E4:E10)

=6373.307

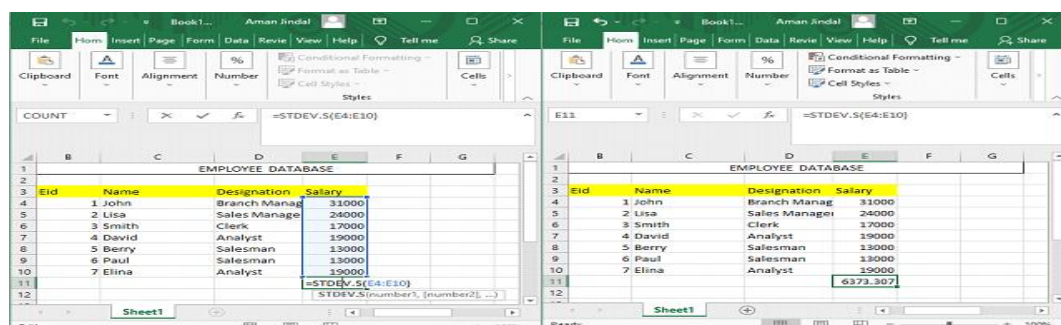


Figure 4.8: Standard Deviation Function

4.2.11ABS()

ABS function finds the absolute value of a number. It returns a positive number if any number is passed as an argument. Its syntax is **=ABS(number)**.

Example: Find the product, square root and absolute value of the data given in Figure 4.9

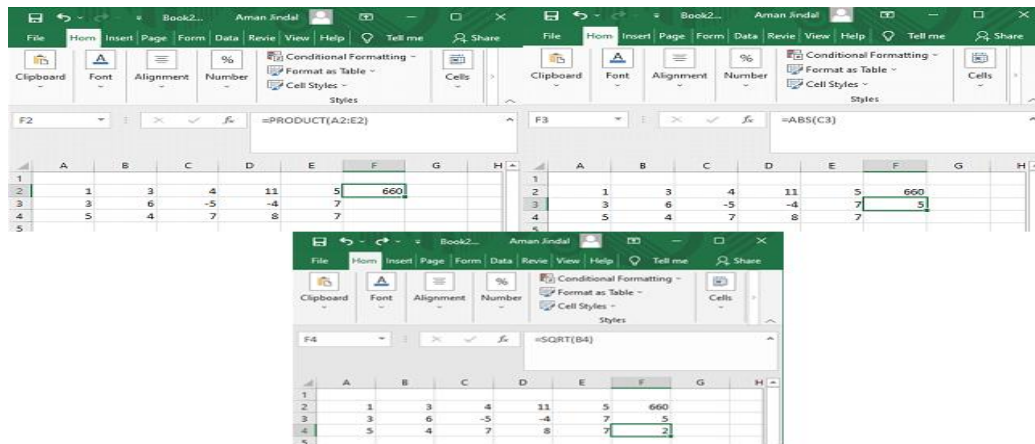


Figure 4.9: Product, Square root and Absolute function

4.2.12 QUARTILE()

Quartile function returns the quartile of a given set of values. It can return first quartile, second quartile, third quartile, maximum value and minimum value.

Syntax: `=QUARTILE.INC(array, quart)`

- If quart=0, then returns minimum value
- If quart=1, then returns 1st Quartile
- If quart=2, then returns 2nd Quartile
- If quart=3, then returns 3rd Quartile
- If quart=4, then returns maximum value

Example: Find the first, second, third quartile of student marks as shown in Figure 4.10

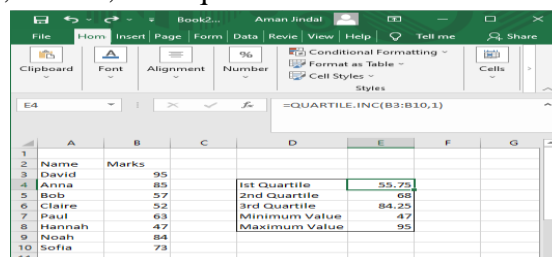


Figure 4.10: Quartile function

4.2.13 PERCENTILE()

This function calculates the kth percentile for the given set of arguments. The syntax for this function is `=PERCENTILE.INC(array,k_value)`

Example: Find the 90th percentile, 80th percentile, 70th percentile, 60th percentile, 50th percentile of the student marks shown in Figure 4.11.

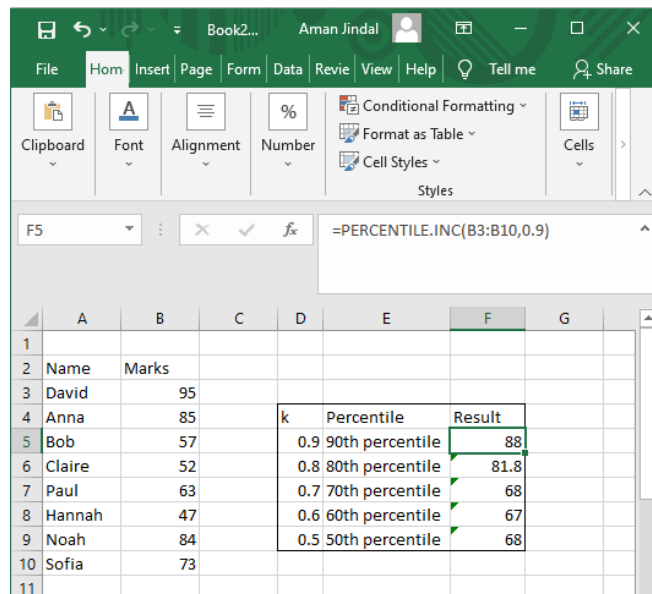


Figure 4.11: Percentile function

4.2.14COUNTA and COUNTBLANK()

COUNTA function counts the non-empty cells from the given set of arguments. It means it will count numbers, text, logical values, etc. Whereas COUNTBLAK counts the empty or blank cell from the provided cell range in the argument.

Syntax: =COUNTA(value1,[value2],...)

=COUNTBLANK(value1,[value2],...)

Example: Count the non-empty cell from the data given in figure 4.1. Also count the empty cell from the given data

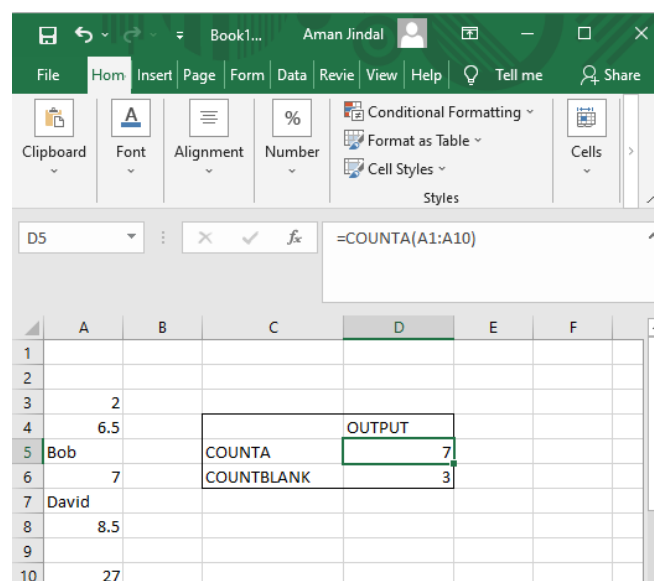


Figure 4.12: COUNTA and COUNTBLANK function

4.2.15 CORREL()

It calculates the correlation coefficient of the two given dataset or array.

Syntax: =CORREL(array1, array2)

Example: Find the correlation coefficient of the dataset given in figure 4.13

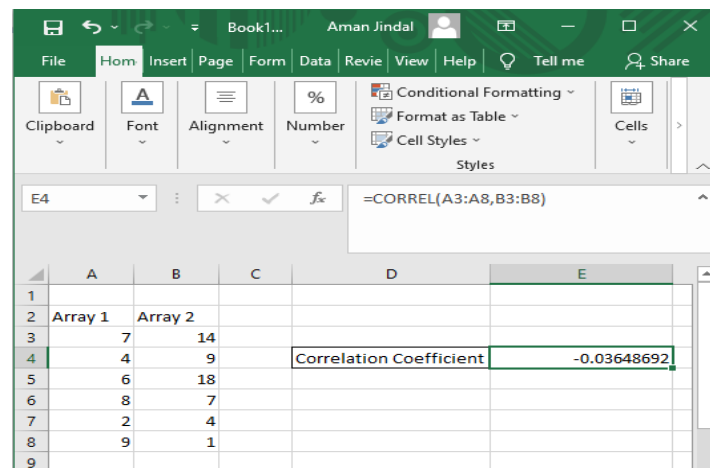


Figure 4.13: CORREL Function

4.2.16 LOGICAL OPERATIONS(IF, AVERAGEIF, SUMIF, COUNTIF)

IF is a logical operation that returns a value depending on the TRUE or FALSE result. The syntax of this operation is =IF (logical_test, [value_if_true], [value_if_false]).

Example: Calculate the result as PASS or FAIL of student data as shown in figure 4.14. Student will pass the examination only if marks is greater than 60.

Result:

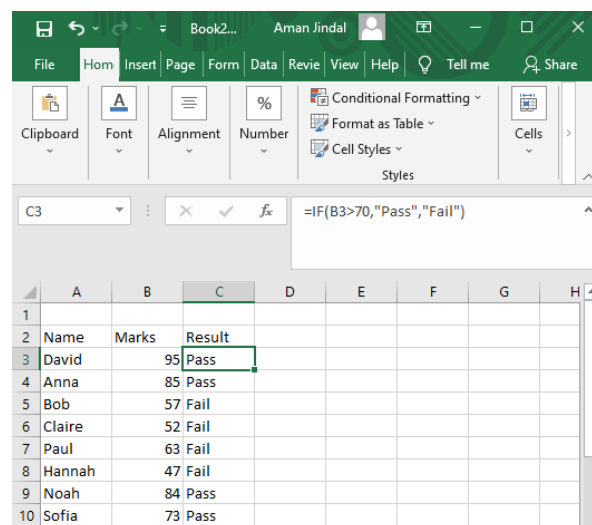


Figure 4.14: IF Function

AverageIf operation calculates the average of the given set of values depending on the given condition or criteria.

Syntax: =AVERAGEIF(array1,criteria,[array2],...)

Example: Find the average marks among students whose marks are greater than 50. See figure 4.15

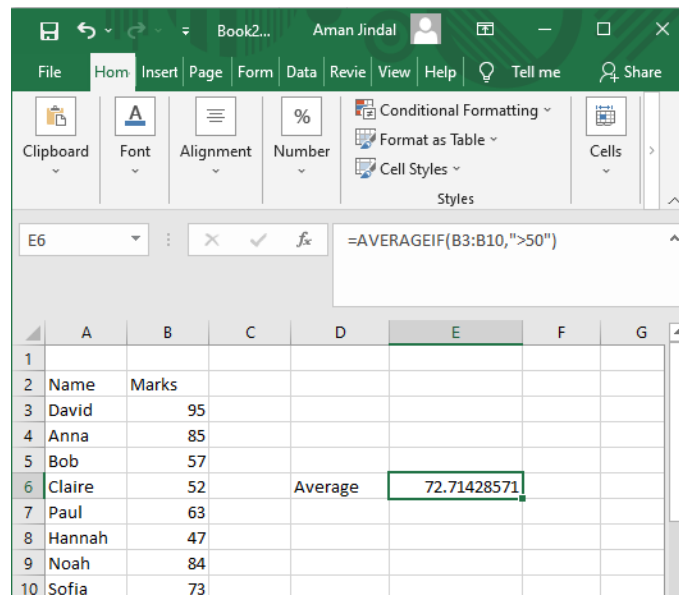


Figure 4.15: AVERAGEIF Function

4.2.17SUMIF()

It is also a conditional function SumIf function is used to add up the range of cells satisfying the conditions given by the user, condition is to be represented in double quotes. The syntax below shows to calculate the sum of the given set of values depending on the given criteria.

Syntax: =SUMIF(array1,criteria,[array2],...)

Example1=SUMIF(A3:A10,"=Bob",B2:B10),

It will answer the sum of marks whose name is Bob, answer for this example will be 57 only, because only one value is there for only Bob.

Example2: Find the sum of the marks among students whose marks are greater than 65. See Figure 4.16

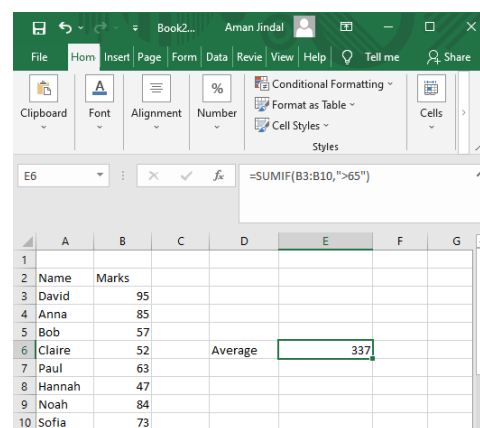


Figure 4.16: SUMIF Function

4.2.18 COUNTIF()

CountIf() operation counts the cell from the given set of values depending on the given condition.

Syntax: =COUNTIF(range of the values, "condition")

Example=COUNTIF(B3:B10,">75")

Return Type: Number

Example: Find the number of students having marks greater than 75. See Figure 4.17

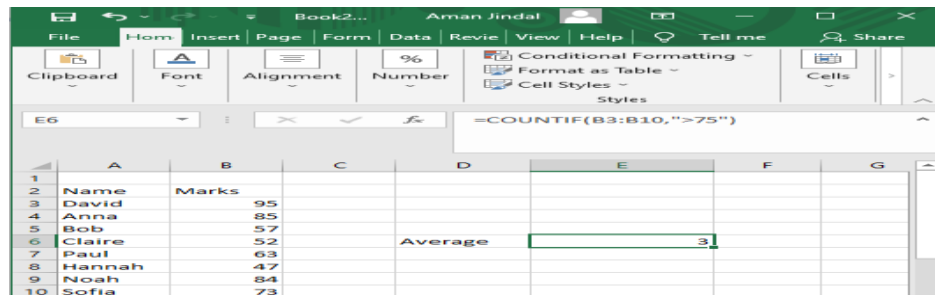


Figure 4.17: COUNTIF Function

4.3 SUMMARY

- Built in Functions are Pre-designed formulas in Excel to perform both simple and complex functions. Built in Functions include Mathematical/Statistical and Logical Functions etc.
- Statistical Functions SUM() is used to find the total of all the values
- AVERAGE(): To find the arithmetic mean of group of numbers
- PRODUCT(): To multiply given set of cell locations.
- POWER(): To calculate the raise to the power of any number
- SQRT(): The Positive Square root of a number
- MAX(), MIN(): To find the highest and minimum value from a set of cells
- MEDIAN(): To find the central number from a group of numbers
- MODE(): To find the number which is frequently occurs from a set of numbers
- STDEV.S(): This function is for a set of numbers based on a sample.
- ABS(): Absolute value of any number.
- QUARTILE(), PERCENTILE()
- COUNTA(), COUNTBLANK(), COUNT() are used to quickly count the number of items in a list.
- LOGICAL FUNCTIONS: SUMIF(), AVERAGEIF(), COUNTIF() are used to apply the functions based on the condition.

4.4 PRACTICE EXERCISE

Q1. Differentiate between the following:

- Max() and Min() Functions
- SUMIF() and COUNTIF()

- MEDIAN and MODE
- SUM and COUNT
- COUNTA and COUNTBLANK

Q2. Calculate the average, mode, standard deviation of the data given below:

	Quarter 1	Quarter 2	Quarter 3
January	\$400	\$200	\$350
April	\$340	\$140	\$405
June	\$107	\$98	\$55

Q3. The following data shows the inventory figures for 100-gallon tanks at something's Fishy

Something's Fishy						
100-Gallon Fish Tanks Inventory						
						Amount
2-Jan	Beginning Inventory	24	Units	@	\$30.00	?
14-May	Purchase	20	Units	@	\$34.50	?
10-Jul	Purchase	33	Units	@	\$36.70	?
2-Aug	Purchase	33	Units	@	\$49.75	?
Fish tanks available for sale		?	Cost of tanks available for sale		?	

- Enter the data into Excel in the same format and Find the amount for each date
- Calculate the cost of tanks available for each date
- How many total tanks are available for the sale?

Q4. Enter the data of 20 students for five subjects like Maths, Chemistry, Biology, English and Hindi. Enter the marks of each student out of 100. Find the student who scores first division using logical functions by using conditions If total marks ≥ 60 , print a message "First Division" Else IF Marks > 50 Print: "Second Division, Else IF marks > 40 , PRINT: Third Division, Else PRINT "FAIL"

Q5. Use Logical operations to calculate the following

	Sales (\$ millions)
Quart. 1	500
Quart. 2	350
Quart. 3	495
Quart. 4	620

Which quarter
is the better?

Find the
maximum and
minimum sales

Compare
through logical
if

MCQ Based Questions

- _____ Function in Excel tells how many numeric entries are there.
 - COUNT
 - SUM
 - NUM
 - CHKNUM
- Which is not a Function in MS Excel?
 - SUM
 - AVG
 - MAX
 - MIN
- Functions in MS Excel must begin with ____
 - An () sign
 - An Equal Sign
 - A Plus Sign
 - A > Sign
- Which function in Excel checks whether a condition is true or not ?
 - SUM
 - AVERAGE
 - COUNT
 - IF

5. Which of the following formulas is not entered correctly?

- a) =10+50
- b) =B7*B1
- c) =B7+14
- d) 10+50

6. Which of the following formulas will Excel Not be able to calculate?

- a) SUM(Sales)-A3
- b) SUM(A1:A5)*.5
- c) SUM(A1:A5)/(10-10)
- d) SUM(A1:A5)-10

7. Which function will be performed first in this formula?

=IF(SUM(C2:C4)>500,"Yes","No")

- a) IF
- b) SUM

Q8.Statistical calculations and preparation of tables and graphs can be done using

- a) Adobe Photoshop b) Excel c) Notepad d) PowerPoint

Q9.Which function is used to count the cells using condition

- a) SUMIF()
- b) COUNT ()
- c) COUNTIF ()
- d. None of these

Q10.____Function is used to find the frequently used data

- a) Mode ()
- b)Median()
- c) STDEV.S()
- d) MEAN()

BACHELOR OF ARTS (LIBERAL ARTS)

SEMESTER-III

FUNDAMENTALS OF COMPUTER APPLICATION

UNIT 5: FORMAT TEXT BY USING FUNCTIONS

STRUCTURE

5.0 Objectives

5.1 Formatting Text

5.1.1 Using UPPER, LOWER and PROPER

5.1.2 Using LEFT, RIGHT and MID

5.1.3 Using CONCATENATE

5.1.4 Pivot Table

5.1.5 Charts

5.1.5.1 Bar or Column Chart

5.1.5.2 Line Chart

5.1.5.3 Area Chart

5.1.5.4 Hierarchy Chart

5.1.5.5 Pie Chart

5.1.5.6 Doughnut Chart

5.1.5.7 Statistic Chart

5.1.5.8 Scatter or Bubble Chart

5.1.5.9 Combo Chart

5.1.6 Data Cleaning

5.1.6.1 Removing Duplicate Values

5.1.6.2 Parse Data using Text to Column

5.2 Summary

5.3 Practice Question

5.0 OBJECTIVES

- To know about various functions like Right, Left and Mid etc.
- To implement the text formatting using various functions such as Upper, Lower Proper, and Concatenate etc.
- To create various charts like Pie chart, Area Chart, Bar Chart, Line chart etc.
- To generate the pivot tables
- To remove the duplicate values from the file

5.1 FORMATTING TEXT

To create a proper spreadsheet in Excel, there is a need to do formatting of the text of the cells. There are some functions which can be used to format the text of the cell. These functions have been implemented using MS EXCEL 2016. UPPER, LOWER, PROPER, LEFT, RIGHT, MIDDLE, CONCATENATE, etc. are such functions to format the text.

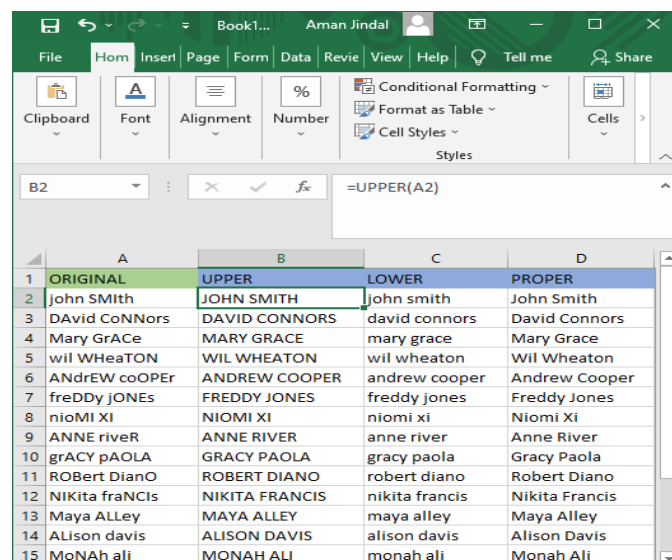
5.1.1 Using UPPER, LOWER and PROPER

UPPER function is used to change the characters of text to capitals. LOWER function will change the text to lower case. PROPER function changes only the first character of each word to capital and rest of the characters to lower case. If a text contains numbers, punctuation or special characters then these are not affected by UPPER, LOWER or PROPER function[18].

Syntax of each function is given below: -

- =UPPER(text)
- =LOWER(text)
- =PROPER(text)

Here, argument text will be a cell number that contains a text. See the example shown in figure 8.1



The screenshot shows an Excel spreadsheet with the following data:

	A	B	C	D
1	ORIGINAL	UPPER	LOWER	PROPER
2	John SMith	JOHN SMITH	john smith	John Smith
3	DAvid CoNNors	DAVID CONNORS	david connors	David Connors
4	Mary GrAcE	MARY GRACE	mary grace	Mary Grace
5	wil WHeaTON	WIL WHEATON	wil wheaton	Wil Wheaton
6	ANdREW coOPer	ANDREW COOPER	andrew cooper	Andrew Cooper
7	freDDy jONES	FREDDY JONES	freddy jones	Freddy Jones
8	niOMI XI	NIOMI XI	niomi xi	Niomi Xi
9	ANNE riveR	ANNE RIVER	anne river	Anne River
10	grACY pAOla	GRACY PAOLA	gracy paola	Gracy Paola
11	ROBert DianO	ROBERT DIANO	robert diano	Robert Diano
12	NIKIta fraNCis	NIKITA FRANCIS	nikita francis	Nikita Francis
13	Maya ALley	MAYA ALLEY	maya alley	Maya Alley
14	ALison davis	ALISON DAVIS	alison davis	Alison Davis
15	MoNAh ali	MONAH ALI	monah ali	Monah Ali

Figure 5.1: UPPER, LOWER and PROPER Function

Functions applied on row 2 are as follows:

- Cell B2: =UPPER(A2)
- Cell C2: =LOWER(A2)
- Cell D2: =PROPER(A2)

5.1.2 Using LEFT, RIGHT and MID

Some functions are used to retrieve the characters or substring from a given text. A text can contain characters, numbers, special characters, punctuations and spaces. Such functions are given below:

- LEFT function retrieves a specific number of characters from left side of a given text. Syntax: =LEFT(text, [num_chars])
- RIGHT function retrieves a specific number of characters from right side of a given text. Syntax: =RIGHT(text, [num_chars])
- MID function retrieves a specific number of characters from the middle of a given text. Syntax: =MID(text, start_num, [num_chars])

Here,

- text will be a cell number.
- num_chars is the number of characters to be retrieved.
- start_num is the starting position of the characters to be retrieved.

An Example is given in the figure 5.2. In this example text is given in cell A1. Value of num_chars is 8 and start char is 3.

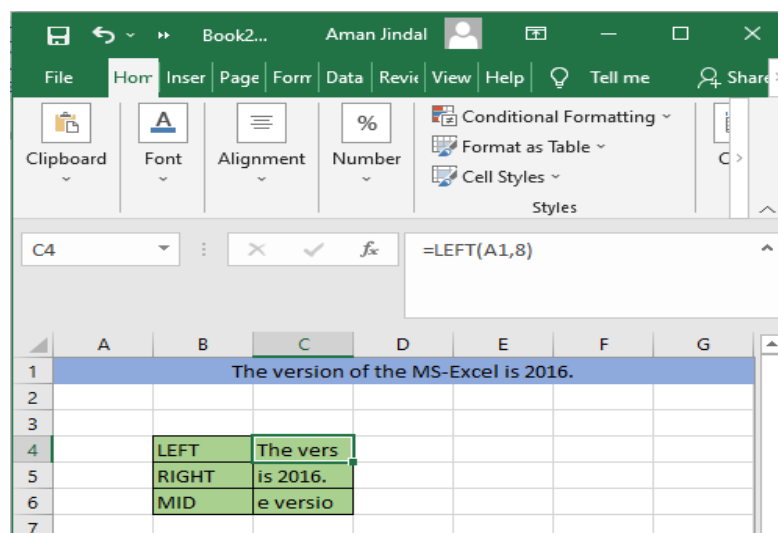


Figure 5.2: LEFT, RIGHT, MID Function

5.1.3 CONCATENATE

CONCATENATE function joins the several text strings into one text string. The syntax of the function is =CONCATENATE (text1, [text2], [text3],.).

Here, text can be a string or a cell number. A string will be represented within double quotes (“”) as shown in the example given in the figure 5.3.

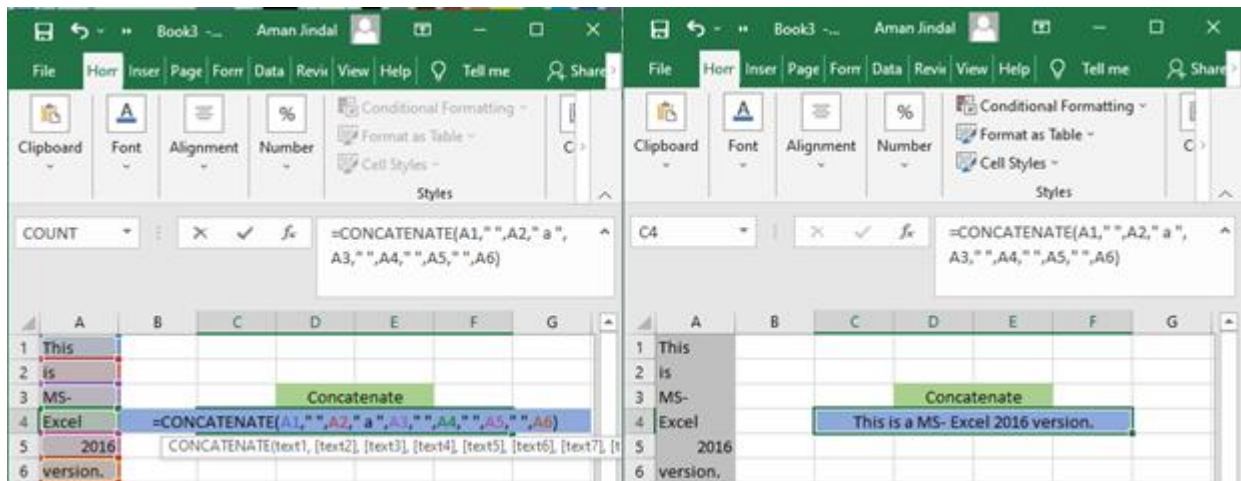


Figure 5.3: CONCATENATE Function

5.1.4 Pivot Table

Pivot table is the most useful tool of the MS-Excel. It allows us to extract the information from a large, complex and detailed dataset. It arranges and summarize the complex dataset. To implement this, an employee dataset is used as shown in figure 8.4 having 12317 rows.

	A	B	C	D	E	F	G	H	I
1	Series_ref	Period	Data_valu	STATUS	Subject	Group	Series_title_1	Series_title_2	Series_title_3
2	BDCQ.SEA	2011.06	80078	F	Business Data Colle	Industry by employi	Filled jobs	Agriculture, Fori	Actual
3	BDCQ.SEA	2011.09	78324	F	Business Data Colle	Industry by employi	Filled jobs	Agriculture, Fori	Actual
4	BDCQ.SEA	2011.12	85850	F	Business Data Colle	Industry by employi	Filled jobs	Agriculture, Fori	Actual
5	BDCQ.SEA	2012.03	90743	F	Business Data Colle	Industry by employi	Filled jobs	Agriculture, Fori	Actual
6	BDCQ.SEA	2012.06	81780	F	Business Data Colle	Industry by employi	Filled jobs	Agriculture, Fori	Actual
7	BDCQ.SEA	2012.09	79261	F	Business Data Colle	Industry by employi	Filled jobs	Agriculture, Fori	Actual
8	BDCQ.SEA	2012.12	87793	F	Business Data Colle	Industry by employi	Filled jobs	Agriculture, Fori	Actual
9	BDCQ.SEA	2013.03	91571	F	Business Data Colle	Industry by employi	Filled jobs	Agriculture, Fori	Actual
10	BDCQ.SEA	2013.06	81687	F	Business Data Colle	Industry by employi	Filled jobs	Agriculture, Fori	Actual
11	BDCQ.SEA	2013.09	81471	F	Business Data Colle	Industry by employi	Filled jobs	Agriculture, Fori	Actual
12	BDCQ.SEA	2013.12	93950	F	Business Data Colle	Industry by employi	Filled jobs	Agriculture, Fori	Actual
13	BDCQ.SEA	2014.03	97208	F	Business Data Colle	Industry by employi	Filled jobs	Agriculture, Fori	Actual
14	BDCQ.SEA	2014.06	85879	F	Business Data Colle	Industry by employi	Filled jobs	Agriculture, Fori	Actual

Figure 5.4: Employee Dataset

Steps to create a pivot table is shown below: -

1. In Insert tab, click on the Pivot Table option as shown in Figure 8.5. A new window will appear. In this, first option is to select the table or range. Second option is to create pivot table on new worksheet or existing one. Select the appropriate option and click on OK.

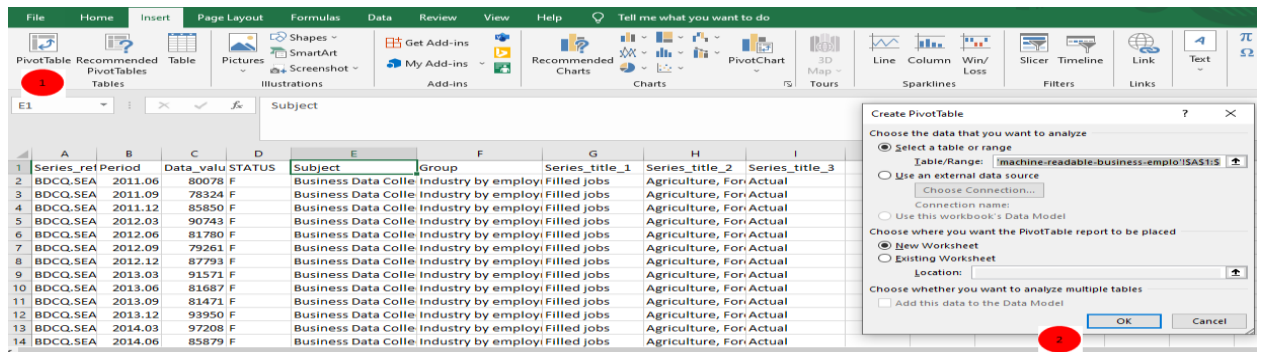


Figure 5.5: Step-1 to Create Pivot Table

- After this, new page will appear as shown in figure 5.6. Here, firstly select the fields to include in the pivot table, then apply filters on it. According to the fields selected and filters applied pivot table will be created.

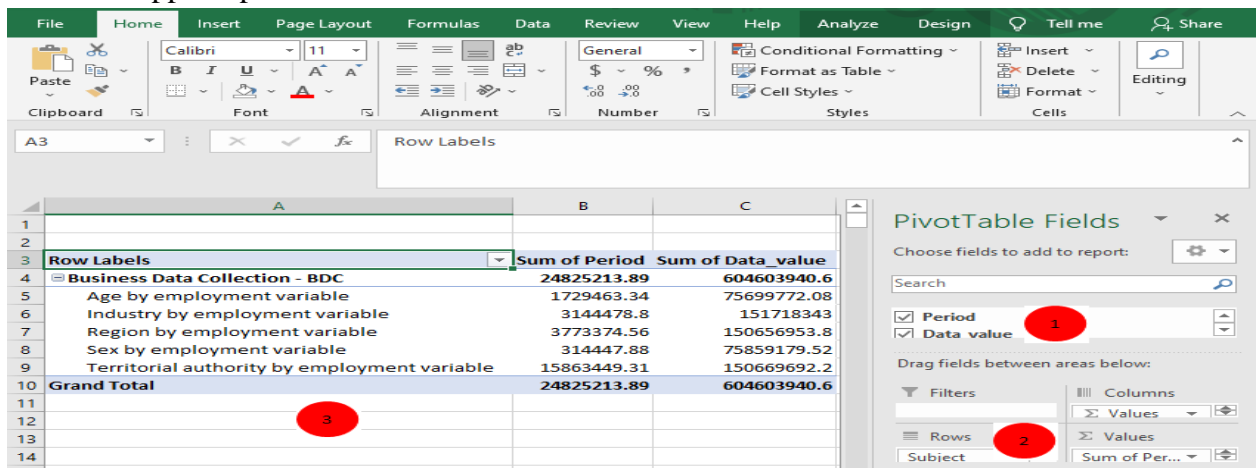


Figure 5.5: Step-2 to Create Pivot Table

5.1.5 Charts

A chart is a visual representation of data present in both rows and columns. It analyze the pattern and trends in the data sets. The dataset shown in figure 5.6 is used to prepare the chart [9].

The screenshot shows the Excel ribbon with the 'Insert' tab selected. The 'PivotChart' button is highlighted. Below the ribbon, a dataset is shown in a table format.

	A	B	C	D	E	F	G
1		Yearly Production of Company					
2		2016	2017	2018	2019	2020	
3	Chair	3468	3694	4528	4975	5017	
4	Table	2451	2687	3248	3571	4357	
5	Bed	3681	4076	4276	4781	5347	
6	Dresser	1276	1549	1936	2375	2584	
7	Cupboard	964	1049	1274	1628	1964	
8	Almirah	887	928	1148	1357	1642	
9	Desk	947	1054	1352	1549	1768	

Figure 5.6: Dataset to create the charts

In Figure 5.7, some steps are mentioned that must be followed to create a chart:

1. Select the data to represent in the graph.
2. Click on the insert tab.
3. Select the appropriate chart type.

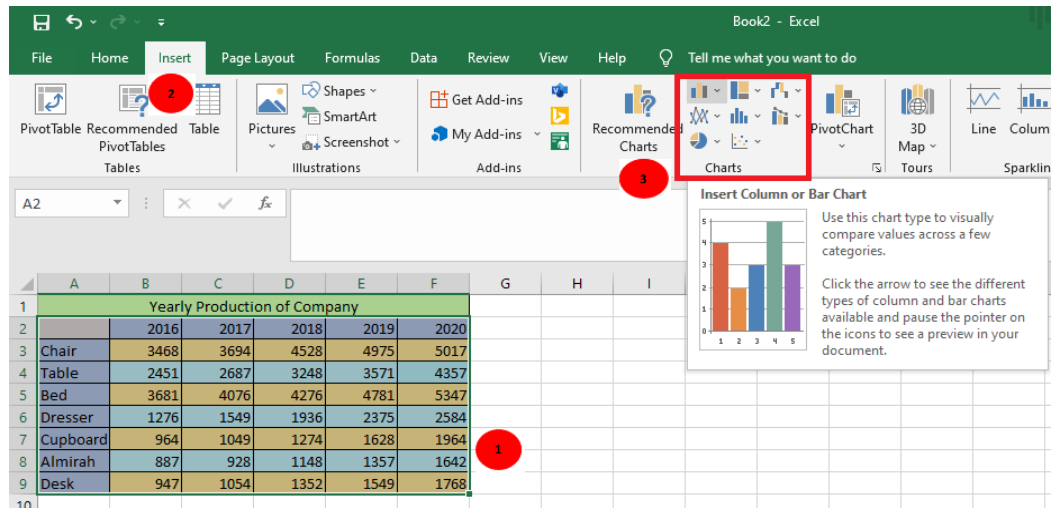


Figure 5.7: Creating a chart

There are various types chart available in MS-Excel 2016 version and that are:

- Bar or Column Chart
- Line Chart
- Area Chart
- Hierarchy Chart
- Pie Chart
- Doughnut Chart
- Statistical Chart
- Scatter or Bubble Chart
- Combo Chart

5.1.5.1 Bar or Column Chart

Bar chart is used to compare the values according to the categories. It is used when the order of the categories doesn't matter. It is also known as column chart. An Example of Bar Chart is shown in figure 8.8.

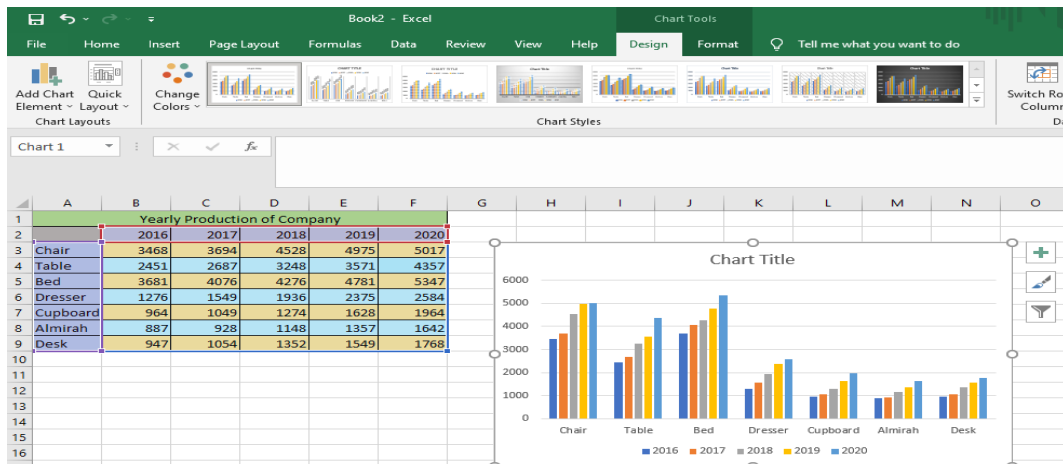


Figure 5.8: Bar or Column Chart

5.1.5.2 Line Chart

It shows the trends over categories or time (years, months, days). It represents the chart in the form of line. Each line has many data points as shown in Figure 8.9.

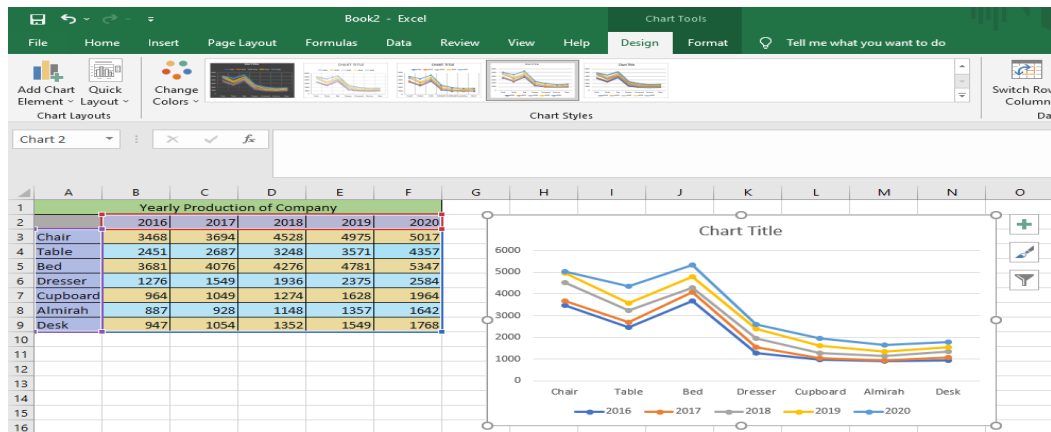


Figure 5.9: Line Chart

5.1.5.3 Area Chart

It represents the chart in the form of area in 2-D or 3-D. It shows the trends over categories or time (years, months, days). An example of the Area chart is shown in Figure 5.10.

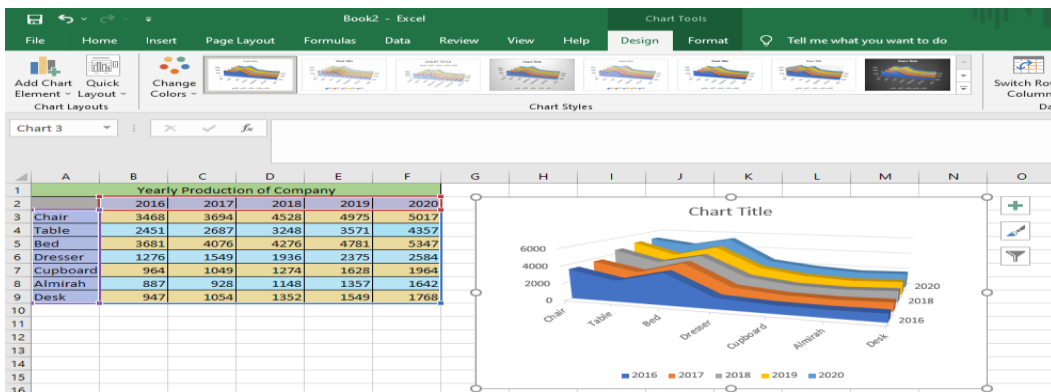


Figure 5.10: Area Chart

5.1.5.4 Hierarchy Chart

It represents the values of the dataset in hierarchical level. There are two ways to represent the chart in hierarchy, Treemap and Sunburst. Treemap will show the proportion within the hierarchical level as rectangles whereas Sunburst shows the proportion as rings. Its implementation can be seen in Figure 5.11

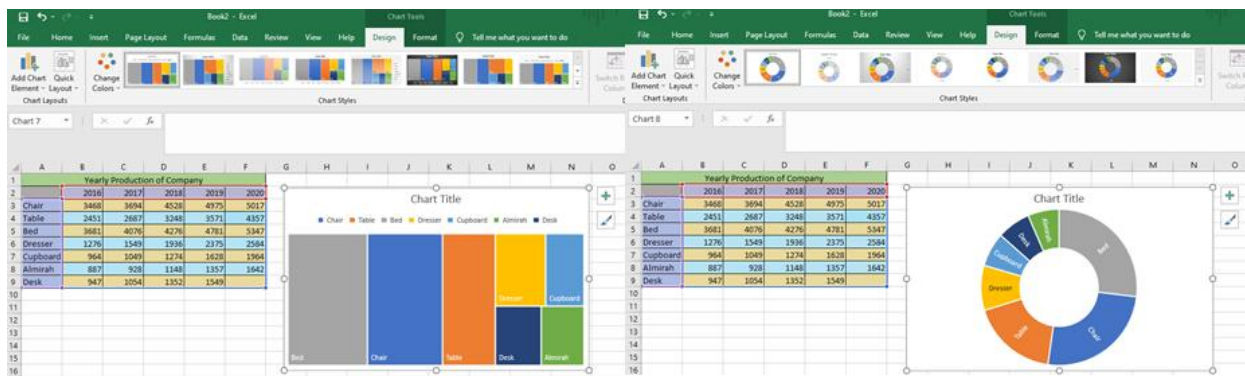


Figure 5.11: Hierarchy Chart (Treemap and Sunburst)

5.1.5.5 Pie Chart

This type of chart represents the whole dataset in the form of proportion. Each proportion will represent the category of the dataset. It can be represented in 2-D and 3-D. A 2-D representation of the pie chart is shown in Figure 5.12.

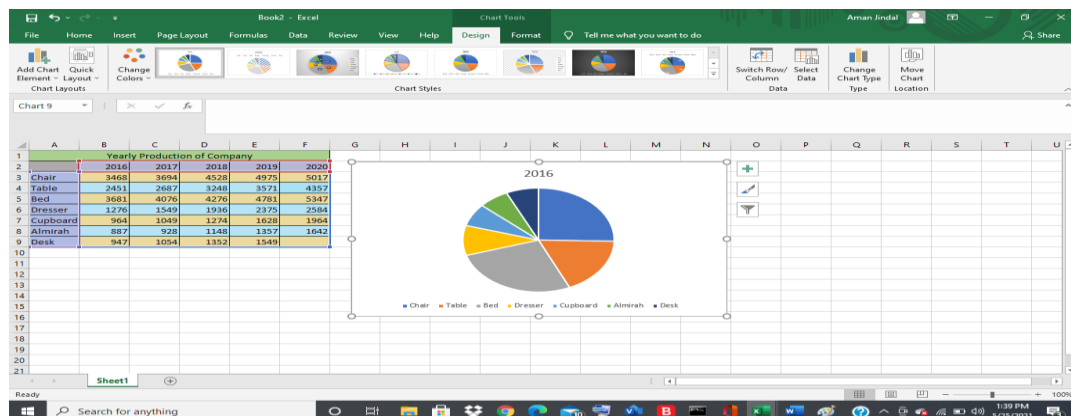


Figure 5.12: Pie Chart (2-D)

5.1.5.6 Doughnut Chart

This chart type is similar to Pie chart. But here, chart is represented in the form of doughnut. It is used when multiple series are present in the dataset. An example is shown in Figure 8.13.

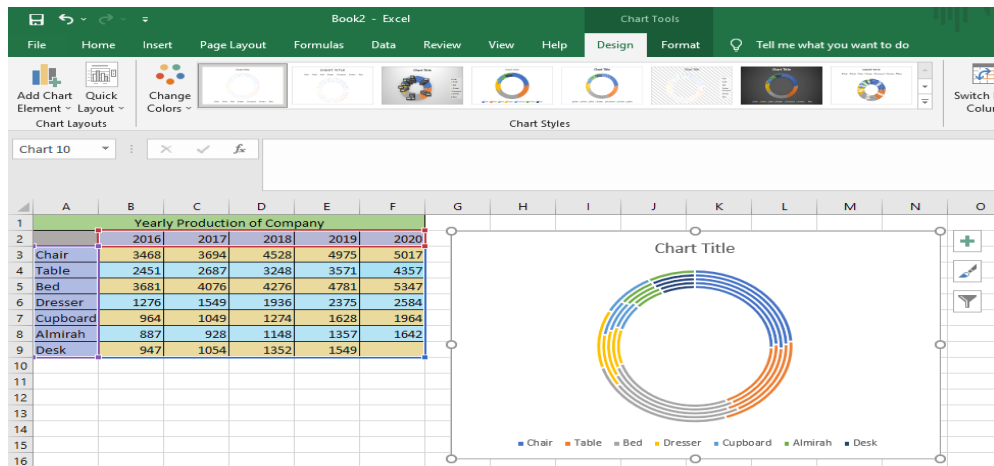


Figure 5.13: Doughnut Chart

5.1.5.7 Statistic Chart

This chart type shows the statistical analysis of the data values. An example of company production in the year 2016 is shown in Figure 5.14.

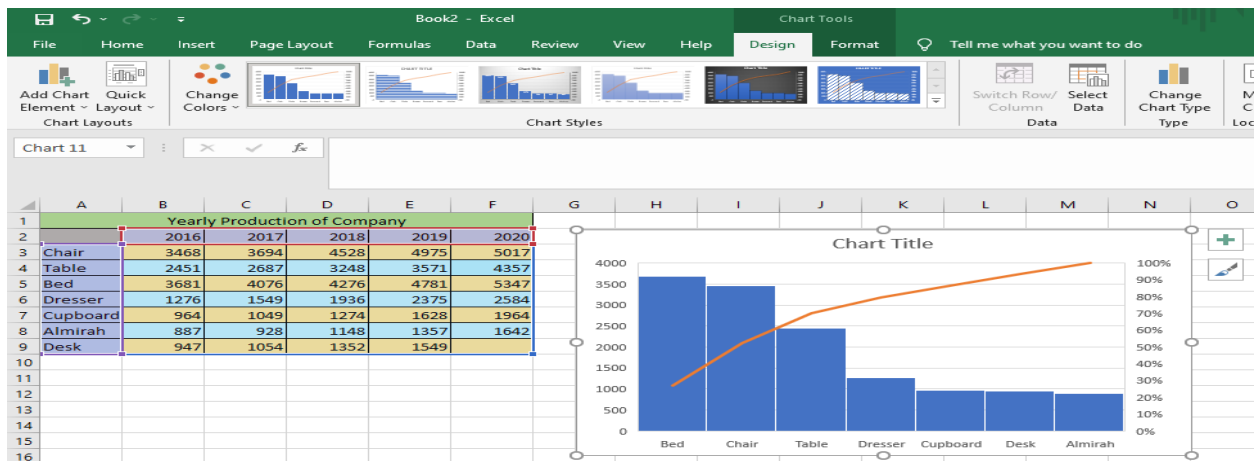


Figure 5.14: Statistic Chart

5.1.5.8 Scatter or Bubble Chart

Scatter chart compares the set of value and shows their relationship. It is also known as bubble chart. Year wise relationship between the values is shown in Figure 8.15.

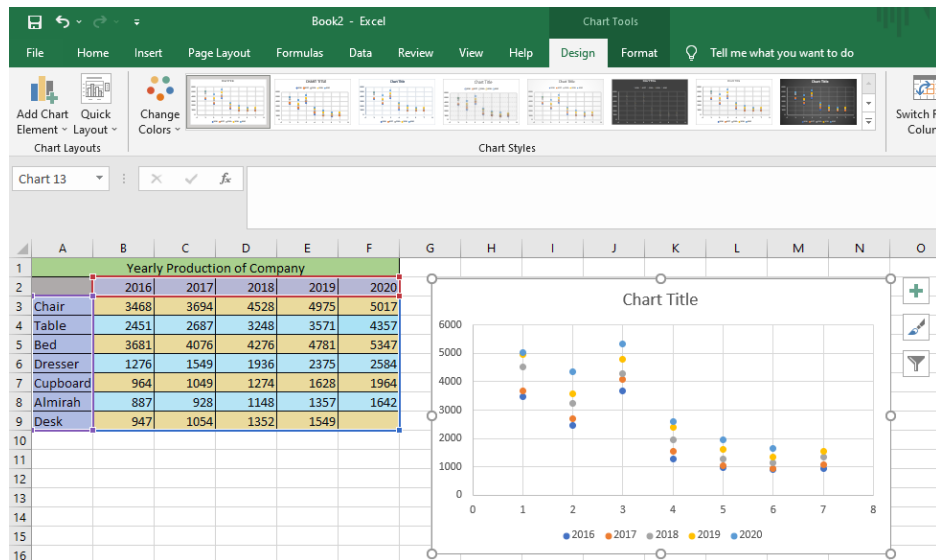


Figure 5.15: Scatter Chart

5.1.5.9 Combo Chart

Combo chart will combine various types of chart to highlight different information. It can be customized. Any type of chart can be chosen to make a combo chart. It is used when the range of values varies widely or mixed type of data is present in the dataset. A combination of line and column chart is shown in the Figure 5.16.

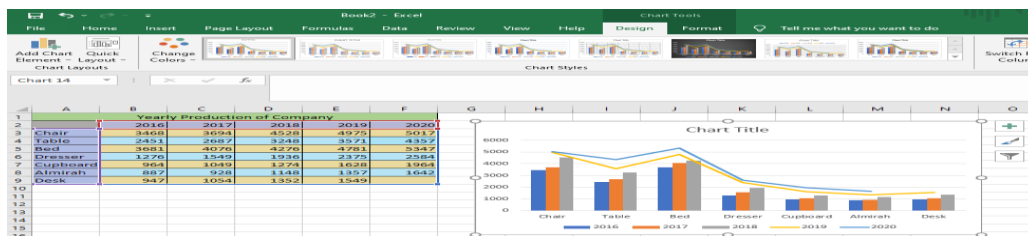


Figure 5.16: Combo Chart

5.1.6 Data Cleaning:

In Excel analysis of various data values is performed. But there are many things that can go wrong while creating a spreadsheet like improper cases, misspelled words, duplicate data, unwanted spaces, etc. In this section, numerous ways to remove these errors will be discussed.

5.1.6.1 Removing Duplicate Values

This method is used to deal with the duplicate data present in the dataset. There are two actions, which can be taken on duplicate data: -

- Highlight the duplicate data
- Remove the duplicate data

The steps that must be followed to highlight the duplicate data is shown in Figure 5.17.

1. Select the data to check for duplicity.
2. In Home tab, click on the Conditional Formatting.

3. In Conditional formatting, click on the Highlight Cells Rules.
4. After this, click on the Duplicate Values.

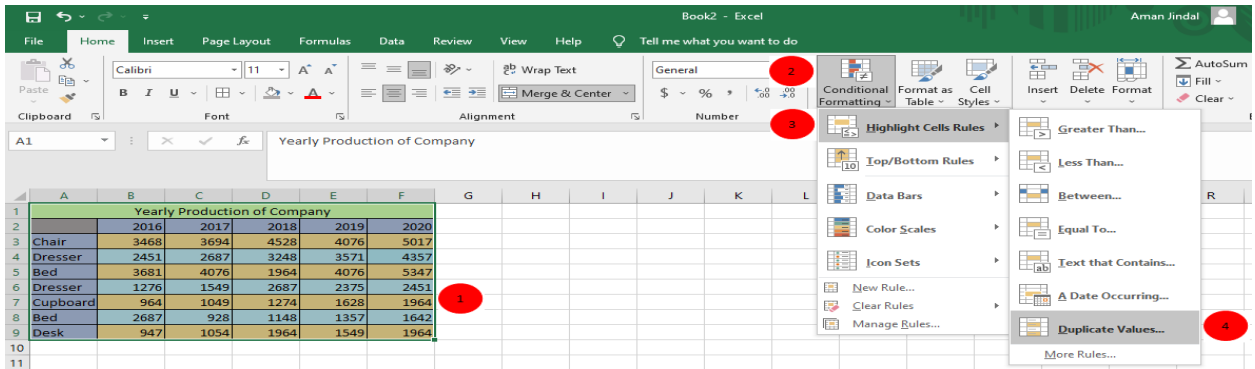


Figure 5.17: Steps to Highlight Duplicate Data

After performing these steps, the duplicate data in the spreadsheet gets highlighted in red as shown in figure 5.18.

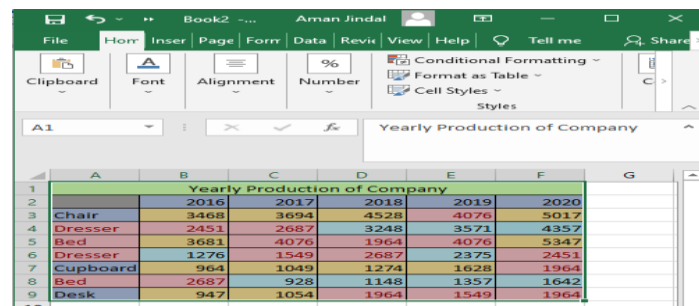


Figure 5.18: Highlighting Duplicate Data

Duplicate data can be removed following the step given below: -

1. Select the data to check for duplicity.
2. In Data tab, click on the Remove Duplicates.
3. Then, a window will appear where one or more than column can be selected to delete the duplicate data.
4. After selecting columns, click on OK button. (See the figure 5.19)

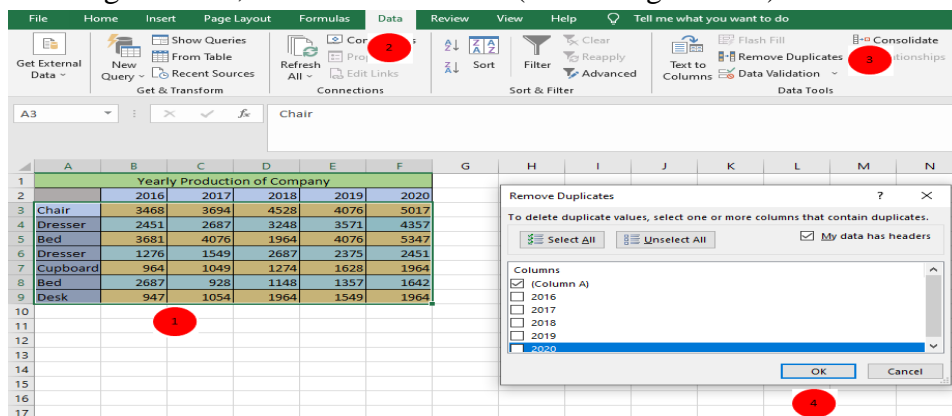


Figure 5.19: Steps to Remove Duplicate Data

The result of the above steps performed is given in the Figure 5.20.

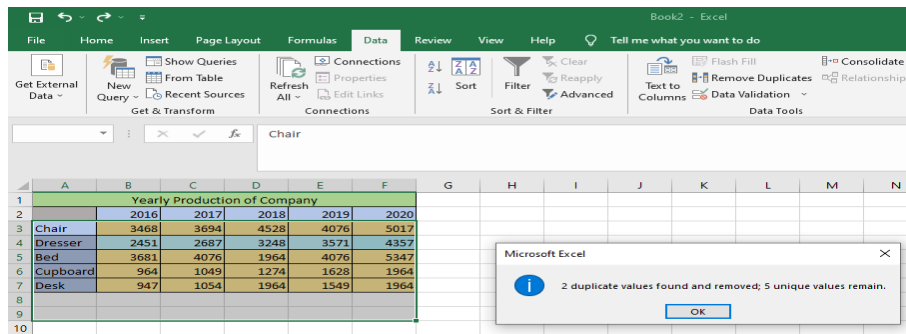


Figure 5.20: Removing Duplicate Data

5.1.6.2 Parse Data using Text to Column

This method converts the selected text into columns on the basis of delimiter or fixed length. It will parse the text and separate the data on the basis of spaces, delimiter like tab, semicolon (;), comma (,), etc. Following steps must be followed to convert the text into columns:

1. Select the text to convert it into columns. Then go to Data tab and click on Text to Columns. A window box will appear as shown in figure 8.21. Here the type of separator is selected. Select Delimited for, tap, commas, etc. and Fixed width for space. After choosing one of the options, click on Next.

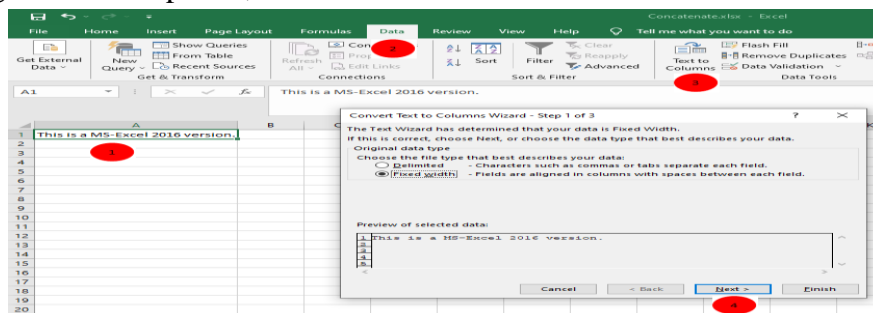


Figure 5.21: Step 1 of conversion

2. After performing step 1, a window will appear showing the preview of the conversion. It can be seen in Figure 8.22. Click on Next to go to the 3rd step of the conversion.

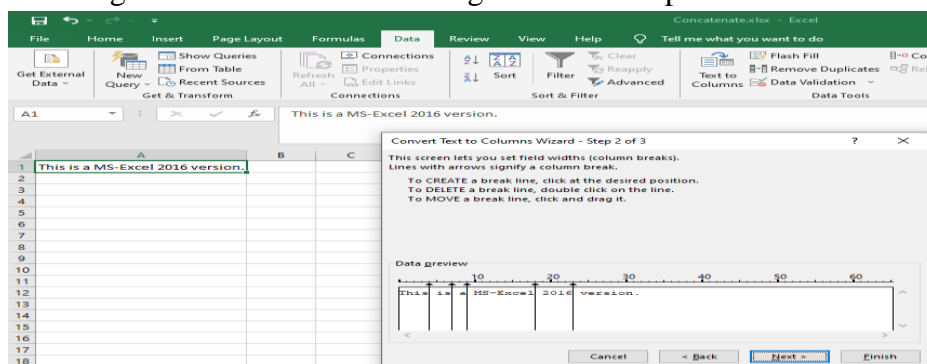


Figure 5.22: Step 2 of conversion

3. This step allows us to format each column or cell going to be formed. See the Figure 5.23. After performing the desired formatting, click on Finish.

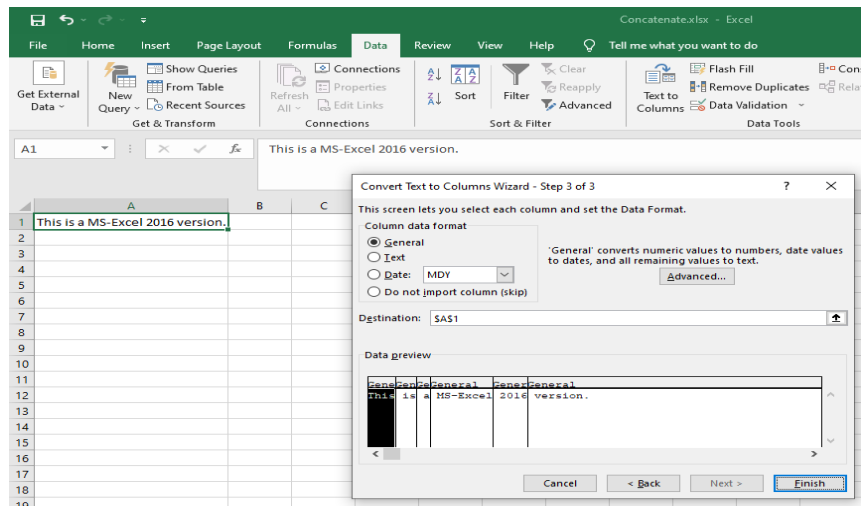


Figure 5.23: Step 3 of conversion

4. Figure 5.24. Shows the conversion of the selected text into columns.

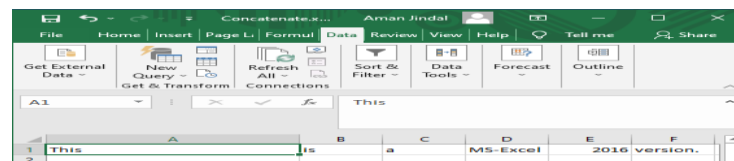


Figure 5.24: Conversion of text to columns

5.2 SUMMARY

- To convert lower case to Upper Case and Upper Case to Lower Case various inbuilt functions has discussed like UPPER, LOWER and PROPER etc.
- To retrieve a specific number of characters from the LEFT, RIGHT or MIDDLE, various functions like MID, LEFT, RIGHT are used.
- Pivot table is the most useful tool allows us to extract the information from a large, complex and detailed dataset.
- Concatenate function is used to merge two or more than two strings.
- Insert Chart option is used to add any type of Chart like Line, Bar, Area chart etc.
- Data can be cleaned by removing duplicate values from the sheet.

5.3 PRACTICE QUESTIONS

1. A Travel Agent table is shown below:

Wise Owl Travel Agents					
Country	Resort Name	No of Days	Travel Method	Price	Holiday ID
Australia	Great Barrier Reef	32	Plane	£750	I990AUS
Australia	Perth	28	Plane	£985	AUS112J
Chile	Santiago	21	Plane	£1,259	CH286H
England	London	3	Train	£69	I456UK
England	Bognor	1	Coach	£12	BG726H
France	Lyon	14	Plane	£399	A7995FR
France	Paris - Euro Disney	5	Train	£269	TH789FR
France	Paris - Euro Disney	3	Train	£125	TH788FR

Design a pivot table using above data, then by using filters, to view the average prices of holidays that have either Travel **Method** of **Plane** or a **Resort Name** that starts with the letter G.

2. A list of UK rides is shown in table below:

Open the spreadsheet in the folder above:

Roller Coaster	Amusement Park	Type	Design	Status	Opened	Speed (mph)
Air	Alton Towers	Steel	Flying	Operating	2002	46.6
Boomerang	Pleasure Island Family Theme Park	Steel	Sit Down	Operating	1993	47
Cobra	Paultons Park	Steel	Sit Down	Operating	2006	31.1
Colossus	Thorpe Park	Steel	Sit Down	Operating	2002	45
Corkscrew	Alton Towers	Steel	Sit Down	Operating	1980	40
Corkscrew	Flamingo Land Theme Park & Zoo	Steel	Sit Down	Operating	1983	40
Crazy Mouse	South Pier	Steel	Sit Down	Operating	1998	29.1
Crazy Mouse	Brighton Pier	Steel	Sit Down	Operating	2000	29.1
Enigma	Pleasurewood Hills	Steel	Sit Down	Operating	1995	34
Express	M&Ds Scotland's Theme Park	Steel	Sit Down	Operating	2006	28
Fantasy Mouse	Fantasy Island	Steel	Sit Down	Operating	2000	29.1

Change this data into a pivot table and calculate the overall average speed for taking all rides that satisfy the following conditions:

- The **Type** should be **Steel**
- The **Design** is to be **Sit Down**
- The **Amusement Park** has the word **towers** somewhere in the title

3. A property portfolio is given below in the table:

PostCode	Type	Location	No Bedroom s	No Bathrooms	Receptio n Rooms	Garden Size	Date on Market	Date Sold	Asking Price	Sale Price
SK13 7AZ	Detached	Town	4	2	3	Medium	11/26/2017		£345,000	
SK22 9GT	Semi-detached	Village	3	1	2	Small	7/18/2017	2/1/2018	£245,000	£238,500
SK13 6DD	Terraced	Countryside	2	1	2	Small	10/24/2017	12/19/2017	£199,000	£199,000
SK14 8DS	Detached	Town	4	2	2	Large	10/18/2018	1/23/2018	£398,000	£387,500
SK13 7CW	Semi-detached	Town	3	1	2	Medium	11/29/2017	12/19/2018	£329,000	£319,500
SK22 3YT	Detached	Remote	4	2	3	Large	10/13/2017		£478,500	
SK13 4DF	Terraced	Town	2	1	2	Small	9/5/2017	1/16/2017	£213,000	£199,500
SK14 7AD	Semi-detached	Town	3	2	2	Medium	10/29/2017	2/18/2018	£278,500	£277,000
SK13 2AA	Semi-detached	Village	3	1	2	Large	8/11/2017		£278,500	
SK13 5YY	Terraced	Town	3	2	1	Small	10/30/2017	1/29/2018	£176,500	£174,300
SK14 9FT	Bungalow	Countryside	2	2	2	Medium	11/16/2017	1/13/2018	£223,750	£219,750
SK23 4RF	Flat	Town	1	1	1	None	11/15/2017		£135,000	
SK13 1GG	Terraced	Town	3	1	2	Small	1/5/2018	1/19/2018	£165,900	£168,000
SK13 6YH	Bungalow	Countryside	3	2	2	Large	9/15/2017	12/28/2017	£415,500	£419,500
SK13 6YH	Bungalow	Countryside	3	2	2	Large	9/15/2017	12/28/2017	£415,500	£419,500
SK13 6YH	Bungalow	Countryside	3	2	2	Large	9/15/2017	12/28/2017	£415,500	£419,500
SK13 6YH	Bungalow	Town	2	2	2	Medium	9/11/2017		£199,500	
SK22 8BN	Flat	Town	2	1	1	None	10/3/2017	1/19/2018	£175,500	£169,500
SK14 7JJ	Semi-detached	Countryside	3	2	2	Medium	12/21/2017	2/15/2018	£319,750	£315,750
SK22 3LP	Bungalow	Remote	3	2	2	Large	10/15/2017		£289,500	
SK13 4DT	Detached	Countryside	5	2	3	Large	8/9/2017		£525,750	
SK13 9SS	Detached	Town	4	3	2	Medium	11/14/2017	2/25/2018	£495,000	£495,000
SK14 6HN	Semi-detached	Town	3	1	2	Medium	8/6/2017	1/15/2018	£369,500	£362,500

Design a pivot table for the property portfolio to display:

- The asking price as the value in the field;
- The type of property to be in the rows;
- The location is to be in the columns;
- The remaining fields is to be in the filter area.

Convert the filters and aggregate functions to display a **count** of properties that have:

- 4 bedrooms;
 - A medium garden; and
 - 3 bathrooms.
4. Prepare a line chart and pie chart to compare the favorite films data for 26-40 years old only.

	15 - 25 yrs	26 - 40 yrs	Over 40's
Barbarella	17%	31%	18%
Die Hard	20%	15%	1%
Gone with the Wind	4%	19%	41%
Jurassic Park	34%	12%	3%
Speed	17%	8%	11%
Titanic	8%	15%	26%

5. Design a column 2-D chart of the data given below: -

Athens 2004 Medals Table			
Country	Gold	Silver	Bronze
USA	35	39	29
China	32	17	14
Russia	27	27	38
Australia	17	16	16
Japan	16	9	12
Germany	14	16	18
France	11	9	13
Italy	10	11	11
South Korea	9	12	9
Great Britain	9	9	12
Cuba	9	7	11
Ukraine	9	5	9
Hungary	8	6	3
Romania	8	5	6
Greece	6	6	4
Norway	5	0	1
Netherlands	4	9	9
Brazil	4	3	3
Sweden	4	1	2
Spain	3	11	5
Canada	3	6	3

Multiple Choice Questions

Q1. For the formula, which symbol used to specify the fixed rows or columns?

- a. \$
- b. ;
- c. %
- d. None of these

Q2. The function which is used within another function is called:

- a. SUM Function
- b. Nested Function
- c. Text Function
- d. All of these

Q3.. _____ Formatting is used to delete duplicate values

- a. Conditional Formatting
- b. text Formatting
- c. Page Formatting
- d. All of these

Q4. _____ function is used to extract the characters from the left

- a. LEFT
- b.. RIGHT
- c. M IDDLE
- d. None of these

Q5. Which is the visual representation of data in Excel file

- a. Graphs
- b. Pie Charts
- c. Lines
- d. None of these

REFERENCES

1. <https://www.slideshare.net/ravimishra155/word-excel-pp>
2. <http://www.tissa.co.za/businesssolutions/index.html>
3. <https://www.montclair.edu/information-technology/>
4. <http://docplayer.net/20240723-Introduction-to-word-2007.html>
5. <https://support.microsoft.com/en-us/office/insert-a-table-of-contents-882e8564-0edb-435e-84b5-1d8552ccf0c0>
6. <https://cmusr.files.wordpress.com/2016/01/computer-application-1-preparationsheet.pdf>
7. http://lib.bbu.edu.az/read.php?file=142&file_type=pdf&item_type=lecture
8. <https://link.springer.com/book/10.1007%2F978-1-4302-2950-6>
9. <https://onlinelibrary.wiley.com/doi/book/10.1002/9781118093955>
11. <https://ability.com/support/ability2002manual.pdf>
12. <https://ugv.edu.bd/cbet/pdf/1581073061.pdf>
13. <https://link.springer.com/book/10.1007%2F978-1-4302-2953-7>
14. <https://cyber.olympiadsuccess.com/class-6-microsoft-word>
15. <https://www.scribd.com/document/221490432/How-to-Use-Microsoft-Excel>
16. <https://communities.geoplatform.gov/disasters/wpcontent/uploads/2018/11/Preliminary-Developer-Guide-and-User-Manual.pdf>
17. <https://gov.texas.gov/files/disabilities/accessdocs/06-TemplatesStyles.pdf>
18. <https://excelchamps.com/excel-functions/>



**The Motto of Our University
(SEWA)**

SKILL ENHANCEMENT

EMPLOYABILITY

WISDOM

ACCESSIBILITY

**JAGAT GURU NANAK DEV
PUNJAB STATE OPEN UNIVERSITY, PATIALA**
(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

**BACHELOR OF ARTS (LIBERAL ARTS)
SKILL ENHANCEMENT COURSE (SEC)**

SEMESTER-III

**(BLAB32309T)
ENTREPRENEURSHIP DEVELOPMENT**

Head Quarter: C/28, The Lower Mall, Patiala-147001

Website: www.psou.ac.in

SELF-INSTRUCTIONAL STUDY MATERIAL FOR JGND PSOU

ALL COPYRIGHTS WITH JGND PSOU, PATIALA

The Study Material has been prepared exclusively under the guidance of Jagat Guru Nanak Dev Punjab State Open University, Patiala, as per the syllabi prepared by Committee of Experts and approved by the Academic Council.

The University reserves all the copyrights of the study material. No part of this publication may be reproduced or transmitted in any form.

COURSE COORDINATOR AND EDITOR:

DR. GURLEEN AHLUWALIA

Assistant Professor in English

JGND PSOU, Patiala

LIST OF CONSULTANTS/ CONTRIBUTORS

DR. AMITA JAIN
DR. HARVINDER SINGH
DR. MANJINDER SINGH



JAGAT GURU NANAK DEV PUNJAB STATE OPEN UNIVERSITY, PATIALA
(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

PREFACE

Jagat Guru Nanak Dev Punjab State Open University, Patiala was established in December 2019 by Act 19 of the Legislature of State of Punjab. It is the first and only Open University of the State, entrusted with the responsibility of making higher education accessible to all, especially to those sections of society who do not have the means, time or opportunity to pursue regular education.

In keeping with the nature of an Open University, this University provides a flexible education system to suit every need. The time given to complete a programme is double the duration of a regular mode programme. Well-designed study material has been prepared in consultation with experts in their respective fields.

The University offers programmes which have been designed to provide relevant, skill-based and employability-enhancing education. The study material provided in this booklet is self-instructional, with self-assessment exercises, and recommendations for further readings. The syllabus has been divided in sections, and provided as units for simplification.

The University has a network of 10 Learner Support Centres/Study Centres, to enable students to make use of reading facilities, and for curriculum-based counselling and practicals. We, at the University, welcome you to be a part of this institution of knowledge.

Prof. Anita Gill
Dean Academic Affairs



BACHELOR OF ARTS (LIBERAL ARTS) SKILL ENHANCEMENT COURSE (SEC)

SEMESTER-III (BLAB32309T) ENTREPRENEURSHIP DEVELOPMENT

MAX MARKS:100

EXTERNAL:70

INTERNAL:30

PASS:35%

Credits: 4

Objective:

The basic objective of this course is to help the learners understand various issues involved in setting up a private enterprise and develop required entrepreneurial skills in economic development. It also aims to motivate students to opt for entrepreneurship and self-employment as alternate career options.

INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt any two questions each from the sections A, and B of the question paper, and any ten short answer questions from Section C. They have to attempt questions only at one place and only once. Second or subsequent attempts, unless the earlier ones have been crossed out, shall not be evaluated.

Section A

Unit I Entrepreneurship- Concept, Theories, Characteristics, Entrepreneurial mindset. Unit II Innovation- meaning, features, and need. Latest innovations in manufacturing and service sectors. Social and commercial entrepreneurship.

Unit III Entrepreneurial Process: Generation of business ideas; Opportunity sensing and identification; Test of feasibility of business ideas;

Unit IV Developing a business proposal, contents of a business plan/project report; Project appraisal by external agencies. Business Planning.

Section B

Unit V Entrepreneurial Development Programmes-- their Relevance and Achievement,

Unit VI Women Entrepreneurship- Problems Faced, Suggestions,

Role of Government to promote Women Entrepreneurship.

Unit VII MSMEs –Definition, Registration process and its procedure, Benefits of registration.

MSMEs--- Seed Bed of Entrepreneurship;

Start up- Its Concept, steps and need. Role of MSMEs in the National Economy;

Unit VIII Role of e-commerce in promoting small business. Small Business and Modern Technology.

Suggested readings:

1. Desai, Vasant (2003). Small-Scale Industries and Entrepreneurship. Himalaya Publishing House, Delhi.
2. Kaulgud, Aruna (2003). Entrepreneurship Management. Vikas Publishing House, Delhi.
3. Chandra, Ravi (2003). Entrepreneurial Success: A Psychological Study. Sterling Publication Pvt. Ltd., New Delhi.
4. Balaraju, Theduri (2004). Entrepreneurship Development: An Analytical Study. Akansha Publishing House, Uttam Nagar, New Delhi
5. Taneja, S., & Gupta, S. L. Entrepreneurship Development-New Venture creation. New Delhi: Galgotia Publishing House.
6. Vasper, K. H. New Venture Strategies (Revised Edition ed.). New Jersey: Prentice Brandt, S. C. Entrepreneurship: The Ten Commandments for Building a Growth company. MacMillan Business Books.
7. Dollinger, M. J. Entrepreneurship: Strategies and Resources. Illinois: Irwin.
8. Holt, D. H. Entrepreneurship: New Venture Creation. New Delhi: Prentice Hall of India.



JAGAT GURU NANAK DEV PUNJAB STATE OPEN UNIVERSITY, PATIALA
(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

BACHELOR OF ARTS (LIBERAL ARTS)
SKILL ENHANCEMENT COURSE (SEC)

SEMESTER-III
BLAAB32309T: ENTREPRENEURSHIP DEVELOPMENT

COURSE COORDINATOR: DR. ROHIT KUMAR

Section A

UNIT NO.	UNIT NAME
UNIT 1	ENTREPRENEURSHIP
UNIT 2	INNOVATION
UNIT 3	ENTREPRENEURIAL PROCESS
UNIT 4	DEVELOPING A BUSINESS PROPOSAL

SECTION B

UNIT NO.	UNIT NAME
UNIT 5	ENTREPRENEURIAL DEVELOPMENT PROGRAMMES
UNIT 6	WOMAN ENTREPRENEURSHIP
UNIT 7	MSMES
UNIT 8	ROLE OF E-COMMERCE

BACHELOR OF ARTS (LIBERAL ARTS)
SEMESTER-III
COURSE: ENTREPRENEURSHIP DEVELOPMENT

**UNIT 1: INTRODUCTION, THEORIES AND MINDSET OF
ENTREPRENEURSHIP TO ENTREPRENEURSHIP**

STRUCTURE

1.0 OBJECTIVES

1.1 INTRODUCTION

1.2 CONCEPT OF ENTREPRENEURSHIP

1.2.1 WHO IS AN ENTREPRENEUR?

1.2.2 DEFINITIONS OF ENTREPRENEURSHIP

1.2.3 HOW ENTREPRENEURSHIP WORKS

1.2.4 TYPES OF ENTREPRENEURSHIPS

1.2.5 IMPORTANCE OF ENTREPRENEURSHIP

1.3 CHARACTERISTICS OF ENTREPRENEURSHIP

1.4 THEORIES OF ENTREPRENEURSHIP

1.5 ENTREPRENEURIAL MINDSET

1.5.1 WHAT IS AN ENTREPRENEURIAL MINDSET?

1.5.2 ENTREPRENEURIAL MINDSET RESOURCES

1.6 LET US SUM UP

1.7 TO CHECK THE PROGRESS

1.7.1 LONG ANSWER QUESTIONS

1.7.2 SHORT ANSWER QUESTIONS AND ANSWERS

1.0 OBJECTIVES

After studying the Unit, you would be able to:-

- Understand the detailed concept of Entrepreneurship along with characteristics
- Explore theories of Entrepreneurship
- Find out the origin of Entrepreneurial mindset

1.1 INTRODUCTION

Entrepreneurship is the art of starting a business, or as a venture offering creative product, process or service. Entrepreneurship is used with different meanings such as innovation, risk-bearing, adventurism, wealth creation etc.

The term entrepreneurship first appeared in the French dictionary in 1723 and is derived from a French word 'Entreprendre'. This word means 'to undertake', 'to pursue opportunities', or 'to fulfill needs. It ALSO points towards innovation and starring businesses.

As per the historical facts, Ricardo Cantillon (Kent, 1984) an Irish Banker who in economics taken 'entreprendre' as "an agent who assembles material/inputs for producing goods at a specific price and through coordination of those inputs produces goods whose sales price is uncertain in comparison with production cost".

Furthermore, for the Frenchman J.B. Say (1824), 'entrepreneur' means an economic agent bringing together the factors of production to create new wealth.

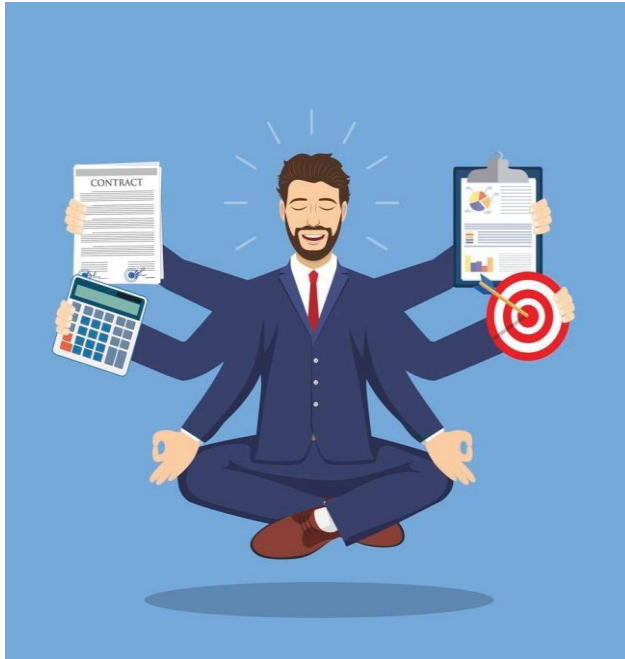
According to Oxford English dictionary, the word 'entreprendre' termed as "entrepreneur" in 1897 as "director or manager of a public musical institution; one who gets up entertainments, especially musical performance". Whereas, the same dictionary revised its meaning in 1933 and defined it as "a contractor acting as an intermediary between capital and labor".

According to Webster's Third New International Dictionary (1961) it means; 'an organizer of an economic venture, especially one who organizes, owns, manages, and assumes the risk of a business'.

1.2 CONCEPT OF ENTREPRENEURSHIP

1.2.1 Who is an Entrepreneur?

An entrepreneur is an individual who designs new ideas and start business, bearing most of the risks. The entrepreneur is commonly seen as an innovator, a source of new ideas, goods, services, as per the market requirements. To be a successful entrepreneur, it is desirable to have managerial skill and strong team building abilities along with Leadership attributes. As an entrepreneur a person perceives everything as a chance and takes decisions to exploit the favorable market opportunities. An entrepreneur is an innovator, creator, borrower, purchaser, etc. Among famous entrepreneurs include Anil Ambani, Azim Premji, Lakshmi Mittal, Ekta Kapoor etc. Therefore, an entrepreneur is an innovator/ creator who introduces new method of production/ source of material/ market or any other innovation. Whereas, the process of setting up a business is known as entrepreneurship.



The entrepreneur is defined as someone who has the ability and desire to establish, administer and succeed in a startup venture along with risk entitled to it, to make profits. The person who has the idea to start into small or home business to multinational companies. The entrepreneurs are often known as a source of new ideas and they bring new ideas in the market by replacing old ones. According to the definition given in economics, entrepreneur makes profits with a combination of land, labor and capital.

1.2.2 Definitions of Entrepreneurship

Entrepreneurship is defined differently by different authors. While some call entrepreneurship as 'risk-bearing', for some it is innovation. To understand all about entrepreneurship let us discuss some of its definitions as follows:-

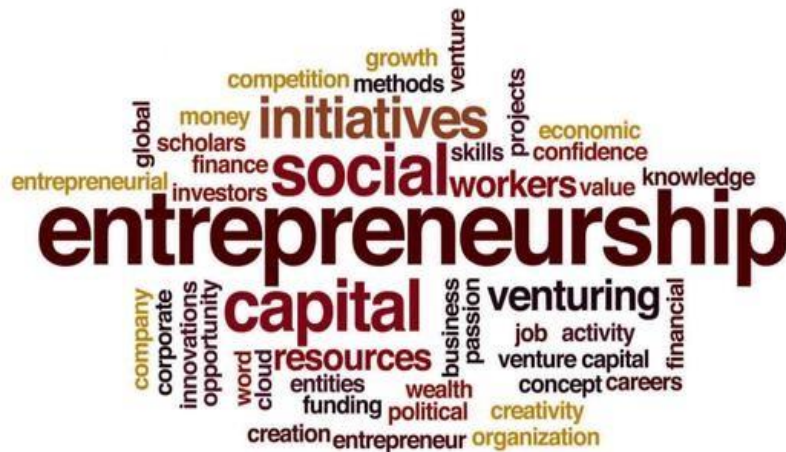
Entrepreneurship is any kind of innovative function that could have a bearing on the welfare of an entrepreneur.”-Joseph A. Schumpeter (1934).

“Entrepreneurship is the dynamic process of creating incremental wealth.”– Robert C. Ronstadt (1984)

“Entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks and receiving the resulting rewards of monetary and personal satisfaction and independence.” - The Robert D. Hisrich and Michael P. Peters (1998)

In all the aforementioned definitions, entrepreneurship means by all the functions performed by an entrepreneur in establishing an enterprise. In other words, entrepreneurship is what entrepreneurs do.

1.2.3 How Entrepreneurship Works



Entrepreneurship is the ability and readiness to develop, organize and run a business enterprise, along with any of its uncertainties in order to make a profit. Among the resources integral to production such as land, labor, capital and organization, entrepreneurship is also considered in the same category, by many of the economists. An entrepreneur combines the land, labor and capital to manufacture goods/ provide services. For this, entrepreneur has to create some business plan with regard to hiring of labor, finding resources, and financing etc. Furthermore, the entrepreneur has to decide about the management required for the business.

The entrepreneurial vision is defined by discovery and risk-taking. Capacity of any nation to succeed in an ever-changing and more competitive global marketplace depends a lot on the entrepreneurial skills of its citizens. Thus, innovation and risk-bearing are regarded as the two basic elements involved in entrepreneurship. Let us understand what these two terms mean:-

➤ **Innovation**

For an entrepreneur, Innovation means doing something new or different. The entrepreneurs have the passion to do something different and unique to meet the changing preferences of the customers.

It is sometimes not necessary that they must be inventors of new products/ methods of production, but they are expected having the ability to make use of the inventions for their enterprises. For example, nowadays, fruit juice is sold in small cartons instead of bottles to make it convenient to carry and throw away after its use.

➤ **Risk-Bearing**

Starting a new enterprise always involves risk. In starting stage of any type of the enterprise, there may be profits or incur losses. As the business environment is exposed of many factors such as; Increasing competition, changes in customer preferences, shortage of raw material and so on.

An entrepreneur, must be bold enough to bear the risk involved in the enterprise. He needs to be a risk-taker, not a risk avoider. His risk-bearing ability must prompt him in every failure,

that will ultimately helps him succeed. According to the Japanese proverb, “Fall seven times, stand up eight.”

1.2.4 Types of Entrepreneurship

As there are different types of entrepreneurs, there are also different types of businesses they create. Different types of entrepreneurship have been mentioned as follows:-

➤ **Small Business Entrepreneurship**

Small business entrepreneurship is concerned with opening a business without turning it into a large conglomerate or opening many chains. Examples of small business entrepreneurship include; A single-location restaurant, grocery shop, a retail shop to sell your handmade goods etc.

The individuals involved in small business entrepreneurship usually invest their own money and succeed if their business gains profit. They take a loan only if it in case of need or it helps continue the business.

➤ **Scalable Startup**

These are companies that start with a unique idea. Such startups enter in market with a unique product or service and continue growing the company and continuously scaling up with the passage of time. To grow their idea and reach multiple markets, such companies require investors and large amounts of initial capital mostly.

➤ **Large Company**

Large company entrepreneurship is a new form of business created within an existing company. The existing company plans to shift into other sectors or to get involved in new technology.

Leaders of such companies either foresee a new market for the company or the manpower within the company put forward the ideas that help to start the process.

➤ **Social Entrepreneurship**

The social entrepreneurship is aimed at providing benefit to society and humankind. Through their products and services, they facilitate communities or the environment. Earning profits is not the sole aim rather they help the world around them.

1.2.5 Importance of Entrepreneurship

Entrepreneurship is the dynamic process of creating incremental wealth and innovating things of value that have a bearing on the welfare of an entrepreneur. It provides civilization with an enormous amount of goods and services and enhances the growth of social welfare. The man behind the entrepreneurship is an action-oriented and highly motivated individual who is ready to achieve goals. There is tremendous contributions of entrepreneurship in the following manner:-

- Creation of job opportunities

- Innovation
- Impact on community development and social benefits
- Strengths against business failure
- Increased profits
- Smooth running of enterprise
- Enhances the standard of living
- Promotes research and development

1.3 CHARACTERISTICS OF ENTREPRENEURSHIP

To be successful, there are definite characteristics that the entrepreneurship must possess. A few of them are mentioned as follows:-

- **Risk Taker-** Starting any new venture involves a considerable amount of failure risk. An entrepreneur must be bold enough to take risks, which is an essential part of being an entrepreneur. An entrepreneur normally avoids the situation where risk is low.
- **Innovation-** Entrepreneurship should be highly innovative to generate new ideas and start a company. The entrepreneur brings a change for launching of a new product in the market. He may also develop a process that does the same thing in more efficient and economical manner.
- **Visionary and Leadership quality-** With their Leadership quality, leaders influence their employees towards the right path of success. Furthermore, the entrepreneur should have a clear vision of his new venture. However, to turn the idea into reality, he needs a lot of resources and employees. With open-Mind, every circumstance as an opportunity can be used for the benefit of a company. For example, Rupay, Google pay, and Paytm etc. in the wake of demonetization acknowledged the need for online transactions.
- **Flexibility-** An entrepreneur should be flexible enough to change according to the situation. He should be equipped to embrace change in a product and service, according to the market needs.
- **Awareness-** An entrepreneur should know the product offerings and also be aware of the latest trend in the market. For this, he must be knowing of the available product or service on the parameters of the current market. Being able alter the product or service as needed, is a vital part of entrepreneurship.
- **Resilient-** A successful entrepreneur must show resilience to all the difficulties. In the times of failure or rejection they must keep pushing forward. To Start your business is a learning process and any learning process comes with a learning curve, which can be frustrating, especially when money is on the line. It's important never to give up through the difficult times if you want to succeed.

- **Focused-** A successful entrepreneur must stay focused and must be free from doubts that come in mind while running a business. By not believing in instincts and ideas, entrepreneur may step forward to failure and lose the end goal. A successful entrepreneur must always remember the vision for starting the business and remain on course to see it through.
- **Business Smart-** An entrepreneur should be smart enough to manage money and financial statements that are critical for running their own business. It is essential for him to check revenues, costs, and how to increase or decrease them. While implementing a sound business strategy, it is necessary to know target market, competitors, strengths and weaknesses.
- **Communicators-** An entrepreneur must possess efficient communication skills. Successful communication is important in almost every walk of life. It is also of the utmost importance in running a business. Good communication also means that conveying ideas and strategies to potential investors in an efficient manner.

1.4 THEORIES OF ENTREPRENEURSHIP

There are different types of entrepreneurs and the term entrepreneurship has been defined differently by many authors. Thus, some of the theories of entrepreneurship evolved over a period of time, have been described as follows:-

1. Economic theories: Schumpeter's Theory of Innovation, Mark Casson Theory
2. Sociological theories: Max Weber's Theory of Social Change (Emphasis on Impact of Religion), E. E. Hagen's Theory (Emphasis on Withdrawal of Status Respect)
3. Profit theory: The Uncertainty-Bearing Theory of Knight
4. Psychological theories: Kunkel's Theory (Emphasis on Entrepreneurial Supply)
5. Cultural theory: Hoselitz's Theory (Emphasis on Marginal Groups)
6. X-Efficiency theory: Leibenstein's Theory (Emphasis on X-Efficiency)
7. Other theories: Theory of Frank Young (Emphasis on Changes in Group Level Pattern), M. Kirzner's theory, Baumol's theory, Peter Drucker's theory on Entrepreneurship.

Let us explain theories of entrepreneurship in detail:-

1. **Economic theories:** Economists such as Schumpeter and Mark Casson have contributed towards theories of entrepreneurship as follows:-

➤ **Schumpeter's theory of innovation:**

Joseph Schumpeter originated innovative theory of entrepreneurship. He takes the case of a capitalist closed economy which is in stationary equilibrium. He believed that entrepreneurs takes the economy to a new level of development by introducing innovation and thereby, bring changes in the circular flow of the economy. According to Schumpeter the entrepreneur

is not a man of ordinary managerial ability, but having the ability to introduce something entirely new.

Schumpeter also differentiated between invention and innovation. He described that invention refers to creation of new materials and by innovation means the application of new materials into practical use in industry. Similarly, between an innovator and an inventor; The inventor is the one who invents new materials and new methods, whereas, the innovator is the one who utilizes these inventions and discoveries in order to make new combinations.

Criticism: Schumpeter's theory has been subjected to the criticism that it ignored the organizing aspects of entrepreneurship and over emphasized on innovative functions of the entrepreneur only.

➤ **Mark Casson Theory:**

According to Mark Casson's theory, there is no established economic theory of the entrepreneur. Entrepreneur can be a property developer or a small businessman. He provided a balanced view on the topic of entrepreneur. The Mark Casson's book *The Theoretical Reconstruction* proceeds on two fronts. The first one describes that the individuals differ not only in their tastes but in their access to information. Individuals with similar taste but with different information may take different decisions. The second one describes that the area of reconstruction stems from recognition of the difficulty that is inherent in organizing a market. Mark Casson suggested that in reality transaction involves a significant resource cost, therefore, the entrepreneur's success depends on how he minimizes the transaction cost.

Thus, According to Mark Casson, the entrepreneur is defined as someone who specializes in taking judgmental decisions about the coordination of scarce resources.

2. **Sociological theories:** These theories are comprised of Max Weber's Theory of Social Change (Emphasis on Impact of Religion), E. E. Hagen's Theory (Emphasis on Withdrawal of Status Respect) discussed as follows:-

➤ **Max Weber's Theory of Social Change (Emphasis on Impact of Religion):**

According to Max Weber, religion had a profound influence on the growth of entrepreneurship. He felt that sociological explanation for the growth of entrepreneurship must also be considered. He opined that the entrepreneurial energies of a society generated and supplied by religious believes. According to some religions, it is the foremost duty to earn and acquire money. Whereas, some religions put less emphasis on it. Max Weber claimed spirit of capitalism as a fundamental concept. Capitalism means the economic system where market forces of demand and supply play freely. Therefore, the spirit of capitalism promotes the entrepreneurs to engage in entrepreneurial pursuits and earn more and more profits. Weber felt that the belief systems of Hinduism didn't encourage entrepreneurship. Because, Hinduism laid less emphasis on wealth accumulation and materialism. Weber was of the opinion that the Protestant ethic provided the mental attitude in a society for capitalism and favors entrepreneurship. The Protestants advanced in establishing capitalism in Europe. Protestant ethic granted them the attitude of accumulating assets, and materialism.

Criticism: Max Weber's theory is based on unrealistic and invalid assumptions and have been found empirically invalid. He has been criticized by many sociologists on his assumptions about Hinduism and entrepreneurship. As in the post-independence period in India, the expansion of entrepreneurship disproved his views about Hinduism. Also, the views on Protestant ethic were disapproved. Capitalism also flourished where Protestant ethic was not present.

➤ **Hagen's Theory (Emphasis on Withdrawal of Status Respect):**

E. Hagen presumes a general model of the society. His theory viewed the entrepreneur as a creative trouble shooter who contributes to economic development. The entrepreneur brings about social transformation and economic development. He didn't encourage the entrepreneurs to imitate western technology. According to Hagen, the social group that experiences the withdrawal of status respect turns into aggressive entrepreneurship. In such a situation the status losing group its members try to regain their status by an entrepreneurial drive.

Hagen described four possible reactions to the 'Withdrawal of status respect':-

- (i) The retreatist – An individual working in the society but indifferent to the work and position.
- (ii) The ritualist – An individual who works according to the manner approved by the society but does no hope for improving his/her position.
- (iii) The reformist – A person who fights against the injustice and tries to form a new society.
- (iv) The innovator – An individual who makes efforts to bring about new changes. This personality has bearing upon the personality of an entrepreneur.

Criticism: Hagen's Theory has been criticized on the grounds that the social groups must behave in the manner proposed in the theory does not always hold true. This theory ignores other factors which can be accountable for development of entrepreneurship.

3. Profit theory: The Uncertainty-Bearing Theory of Knight comes under its preview. Frank H. Knight (1957) in his book Risk, Uncertainty and Profit explains that the profit of the entrepreneur is the reward for bearing uncertainties and non-insurable risks. Entrepreneurship is genuinely associated with risk bearing. Knight had distinguished risk into two types of risks:-

- Insurable Risks And
- Non-Insurable Risks

Insurable Risks means the risks that are measurable. The probability of such risk can be statistically estimated and hence such risks can be insured. For example; Theft of commodities, fire in the enterprise, accidental death etc.

Non-Insurable Risks on the other hand, cannot be calculated and the probability of their occurrence cannot be statistically ascertained. For example; Risks associated to changes in prices, demand and supply. These risks are non-insurable.

Prof. Knight opined that the profit is the reward for bearing the non-insurable risks and uncertainties. The entrepreneur bears the uncertainty involved in the enterprise.

Criticism: F.H. Knight's theory suffers from certain drawbacks that the role of an entrepreneur has not been elaborately provided by the theory. Furthermore, his theory discussed the concept of profit in a vague way, as a residual income of the entrepreneur. Also, uncertainty-bearing should not be treated like other factors of production such as land, labour and capital.

4. Psychological theory: Kunkel's Theory (Emphasis on Entrepreneurial Supply)

John H. Kunkel advocated the theory on the edifice of entrepreneurship supply. He was of the opinion that the sociological and psychological are the main determinants for the emergence of entrepreneurs. Supply of entrepreneurs has a functional relationship with the social, political and economic structure. According to Kunkel, the supply of entrepreneurship depends on the following factors of the economy:-

(i) Demand Structure: It means the demand situation prevailing in the economy. The demand structure of an economy can be enlarged by rewarding the entrepreneurs with material rewards for their entrepreneurial activities.

(ii) Limitation Structure It means the entrepreneurs and other members of a society restricts specific activities.

(iii) Opportunity Structure: This structure includes the existing market structure, the available managerial and technical skills, information about production techniques, supply of labour and capital.

(iv) Labour Structure: This structure includes the availability of skilled labour willing to work.

In Kunkel's theory, the behaviour of the individuals is highly subjected to the conditioning procedure surrounding the environment of the individuals. Criticism:

Criticism: Kunkel's theory is based on unrealistic postulates. The different structures that influence supply of entrepreneurship are not realistic. It also ignored the ambiguous concepts like values, personality etc.

social networks.

5. Cultural Theories: Hoselitz's Theory (Emphasis on Marginal Groups) and Cochran's Theory:-

➤ Hoselitz's Theory (Emphasis on Marginal Groups):

Hoselitz's theory portray that the cultural factors play a great role in entrepreneurial development. In his theory, Hoselitz proposed that the marginal groups are the minorities in the society. To elevate their standard of living and in the process promote economic development, entrepreneurship is likely to emerge. The culturally marginal groups like Lebanese in West Africa; Jews in Europe, the Indians in East Africa towards the economic development of those regions prompted this theory.

Hoselitz opined that the marginal men placed in an ambiguous position bring about genuine adaptations in their behavior. In this process, they become entrepreneurs and became the part of economic development.

➤ **Cochran's Theory:**

Thomas Cochran discussed the supply of entrepreneurship from the cultural point of view. He had suggested that the cultural values of a society, social expectations and role expectations play an important role in determining the supply of entrepreneurs. Cochran also opined that the entrepreneurs represent role models of the society.

Criticism: Cochran's theory has been criticized on the ground that it doesn't provide a satisfactory explanation of the supply of entrepreneurs in an economy and it concentrates only on the social factors and their impact.

6. X-Efficiency theory: Leibenstein's Theory

The concept of X-efficiency was propounded by Harvey Leibenstein in 1966 in article entitled "Allocative efficiency vs. X-efficiency". According to Leibenstein, X-inefficiency means the difference between the optimal efficient behaviour of business in theory and the observed behaviour in practice as a result of different factors. X-inefficiency occurs when technical-efficiency is not achieved. Whereas, X-efficiency according to Leibenstein means the effectiveness with which a given set of inputs are used to produce outputs. The particular firm is said to be technical-efficient if it produces the maximum output it can, given the resources and it employs with the best available technology.

Harvey Leibenstein had mentioned that X-efficiency arises because of the wrong use of firm's resources or due to their wastage. The entrepreneur can play the role of a gap filler and as an input completer. The entrepreneur has been entrusted the job to fill the gaps in the market. For input completion, the entrepreneur has to mobilize all the available inputs to increase the efficiency of production methods available. According to Leibenstein, there are two types of entrepreneurship. Firstly, 'Routine entrepreneurship' that covers the important functions of management of business. Secondly, 'New entrepreneurship' that is innovative entrepreneurship.

Criticism: The Leibenstein's theory has been criticized because the exact influence of X-efficiency on output of an organisation cannot be determined. His theory is less predictable than normal theories.

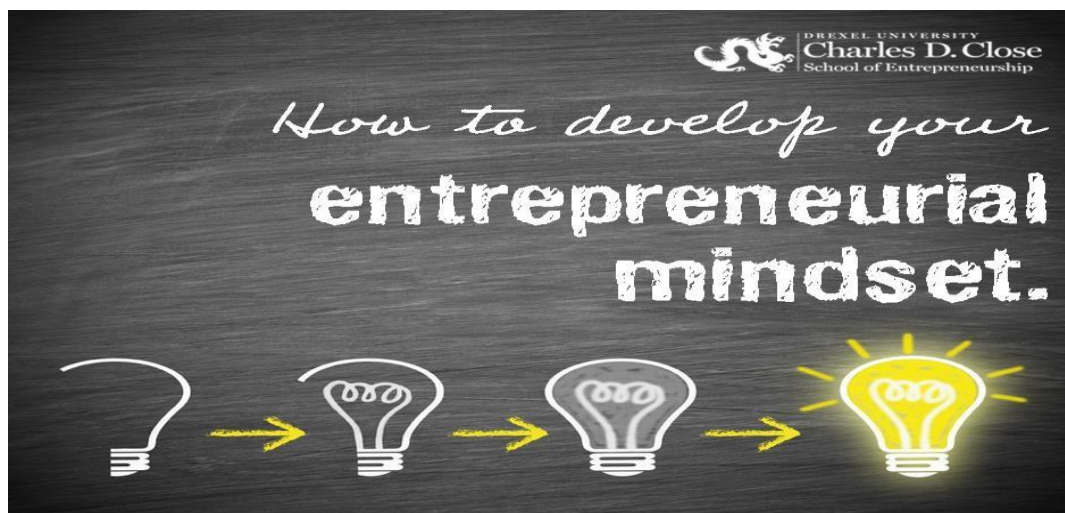
7. Other theories:-

➤ **Frank Young** emphasizes that the entrepreneurial initiatives are conditioned by group level pattern. Frank Young opined that the entrepreneurial characteristics are observed in clusters, ethnic groups, occupational groups and groups with political orientation and he disapproves the notion of an entrepreneur working individually. The Young's theory includes the idea of reactive subgroups that play an important role in enterprise creation. Such groups crop up in case, when group experiences low status recognition and limited or no access to resources.

- **M. Kirzner's View on Entrepreneurship:** Israel Meir Kirzner, an American economist contributed many books towards entrepreneurship. Spontaneous learning is the basic idea behind Kirzner's entrepreneurship theory. The simplest situation in which spontaneous learning can occur is a Crusoe situation. Kirzner calls the situation in which spontaneous learning prompt the state of mind for alertness. According to Kirzner, the pure entrepreneur is "a decision-maker whose entire role arises out of his alertness to hitherto unnoticed opportunities."
- **Baumol's View on Entrepreneurship:** Baumol (1968) discussed role of entrepreneur as vital to economic growth. He stated that the total supply of entrepreneurs varies across the societies. Moreover, the productive contribution of the society into entrepreneurial activities depend on its division between productive and unproductive activities.
- **Peter Drucker's View on Entrepreneurship:** Peter Drucker explained the entrepreneur as a unique agent of change and "the entrepreneur always searches for change, responds to it, and exploits it as an opportunity."

1.5 ENTREPRENEURIAL MINDSET

"Twenty years from now you will be more disappointed by the things you didn't do than by the ones you did do." Mark Twain.



Entrepreneurial mindset generates ideas, an awareness and focus on identifying an opportunity through solving a problem, and a willingness to move forward to put idea into practice. It is the lens through which the entrepreneur views the world and where everything is considered as entrepreneurial activity. Beyond doubt, the business is always a consideration when the entrepreneur takes any decision. Entrepreneur takes action for the benefit of the business, but sometimes, it helps him to adopt the appropriate mindset. The mindset becomes a way of life for the entrepreneur to achieve their goals and objectives. They are always planning ahead, and engaged in "what if" analyses. They frequently ask

themselves, “What if we did this?” “What if a competitor did that?”—and what the business implications?

Anyone can become an entrepreneur, by changing their perspective from following established patterns to observe the opportunities around them. There is no restriction on age, gender, race, country of origin, or personal income. To become an entrepreneur, one need to recognize the opportunity and be willing to act on it. How we view ourselves and the world around us impacts our ability to dream and achieve. In today’s innovation economy, our youth need a mindset to recognize opportunity, take initiative, and innovate in the face of challenges.

1.5.1 What is an Entrepreneurial Mindset?

An entrepreneurial mindset is a set of skills that enable people to identify and make the most of opportunities, overcome and learn from setbacks, and succeed in a variety of settings. An entrepreneurial mindset is valued by employers, boosts performance, and helps in creating new businesses. Citing an example of Nokia *becoming hero to zero in four years*, in 2007 Nokia was at its peak. Nokia had an estimated 32% share of the global phone market with 36% margin averaged. But it failed to enter the smart phone market, leaving the space for others like Apple and Samsung that rapidly filled that space. With the growth of company, normally the sparks for innovation fades. Therefore, at this stage, it is the entrepreneurial mindset that is must to foreplay its role. Let us discuss various Resources of Entrepreneurial Mindset as follows:-

1.5.2 Entrepreneurial Mindset Resources

The following resources/traits can be helpful in developing the Entrepreneurial Mindset:-

- **Assertive:** The ability and willingness to put his firm foot ahead to overcome challenges and for promotion of his venture.
- **Persuasive:** The ability to clearly express ideas to others by persuading them to work towards a common goal. For this, he must have to use good communication quality.
- **Critical Thinking:** It is the capacity to apply process-oriented thinking, consider an issue from a range of possible perspectives, and use that thinking while making decisions.
- **Comfort with Risk:** The capacity to move forward with a decision despite inevitable uncertainty and challenges.
- **Initiative:** an entrepreneur has to initiate a new idea to carry business activity working through obstacles independently. The power to take ownership of a project without any input or guidance.
- **Future Orientation:** An optimistic disposition with a focus on obtaining the skills and knowledge required to transition into a career.
- **Looking for Opportunity:** An entrepreneur must have the practice of seeing and experiencing problems as opportunities. He has to avail these opportunities for profit earning.

- **Creative:** An entrepreneur is out to devise most effective strategies to achieve the objectives of his enterprise. The ability to think of ideas and create solutions to problems without clearly defined structures.
- **Comfort with Risk:** For an entrepreneur, he must have the capacity to move forward with a decision despite inevitable uncertainty and challenges. Our attitude to risk shapes our whole life. Behind making business or life decisions, there is always an element of risk. We are all risk takers and take risks every day, driving at 85 when the limit is 70.
- **Persistence:** Continuous efforts describes the notion of taking various unrelated situations and creating something bigger in adverse situations too.
- **Self-confidence:** Entrepreneurs make loads and loads of mistakes. But, they don't get give up by it. With Self-confidence, they just move on to the workaround or next idea swiftly even in case of failure.
- **Learn quick:** The entrepreneur learns quick, but always shares the results whether good or bad with the team for completing the desired task.
- **Work smart:** Entrepreneurs are often gifted with a meticulous planning. He needs to Work smart to plan activities in the light of his strengths and weaknesses.

1.6 LET US SUM UP

Entrepreneurship is instrumental in bringing about changes in all aspects of the society, encouraging, growth and development. Entrepreneurship is the ability and quality of an entrepreneur to identify an investment opportunity and to organize an enterprise. Entrepreneurship helps to solve the various problems of the economy such as poverty, unemployment etc. Different entrepreneurs exhibit different traits.

Growth of any enterprise depends on the way, an entrepreneur performs various functions like innovation, decision making, and risk taking etc. Hence, entrepreneurship plays a significant role in the economic growth of country.

1.7 CHECK YOUR PROGRESS

1.7.1 Long Answer Questions

1. What do you understand by concept of entrepreneurship?
2. Why it is important for an entrepreneur to possess some characteristics to achieve success in any venture.
3. Write critically about the theories of entrepreneurship.
4. What mindset can help an entrepreneur to be successful.

1.7.2 Short answer questions and answers

- **What does it mean to be an Entrepreneur?**

An entrepreneur is an individual who takes the risk to start their own business based on an idea they have or a product they have created while assuming most of the risks and reaping most of the rewards of the business.

- **What is the best definition of Entrepreneurship?**

Entrepreneurship is the process of setting up a business, taking it from an idea to realization.

- **An individual who initiates, creates and manages a new business can be called _____.**

A leader B. A manager C. A professional D. An entrepreneur

ANSWER: (D)

- **Which could provide an individual with the motivation to start a new business venture?**

The financial rewards. B. A desire to be independent. C. Risk taking D. All the above.

ANSWER: (D)

- **Schumpeter considered that innovative entrepreneurs would:**

Thrive B) Disappear C) Be absorbed within large innovative firms D) Be absorbed within non-innovative firms

ANSWER: (C)

- **Innovation can best be defined as_____.**

the generation of new ideas. B. the evolution of new ideas. C. the opposite of creativity. D. the successful exploitation of new ideas.

ANSWER: (A)

- **Which of the following is the reason for business failure _.**

Lack of market research. B. Poor financial control. C. Poor management. D. All the above.

ANSWER: (D)

BACHELOR OF LIBERAL ARTS
SEMESTER III
COURSE: ENTREPRENEURSHIP DEVELOPMENT

UNIT II: INNOVATION; SOCIAL AND COMMERCIAL ENTREPRENEURSHIP

STRUCTURE

- 2.0 OBJECTIVES**
- 2.1 INTRODUCTION**
- 2.2 CONCEPT OF INNOVATION**
 - 2.2.1 MEANING AND DEFINITIONS**
 - 2.2.2 TYPES OF INNOVATION**
- 2.3 CHARACTERISTICS, NEED AND IMPORTANCE OF INNOVATION**
 - 2.3.1 CHARACTERISTICS OF INNOVATION**
 - 2.3.2 NEED AND IMPORTANCE OF INNOVATION**
- 2.4 SOCIAL ENTREPRENEURSHIP**
 - 2.4.1 MEANING**
 - 2.4.2 CHARACTERISTICS OF SOCIAL ENTERPRISE**
- 2.5 COMMERCIAL ENTREPRENEURSHIP**
- 2.6 DIFFERENCE BETWEEN COMMERCIAL AND SOCIAL ENTERPRISE**
- 2.7 SIMILARITIES BETWEEN SOCIAL ENTERPRISE AND COMMERCIAL ENTERPRISE**
- 2.8 LATEST INNOVATIONS IN MANUFACTURING AND SERVICE SECTORS**
- 2.9 LET US SUM UP**
- 2.10 TO CHECK THE PROGRESS**
 - 2.10.1 LONG ANSWER QUESTIONS**
 - 2.10.2 SHORT ANSWER QUESTIONS**

2.0 OBJECTIVES

After studying the Unit, you would be able to:-

- Understand the detailed concept of Innovation in Entrepreneurship along with characteristics
- Explore the concept of social entrepreneurship

- Find out about the latest innovations in the manufacturing and service sector.

2.1 INTRODUCTION

Innovation is the development and implementation of new tools and techniques to create major and minor changes to goods, processes, and services, resulting in the introduction of something new for the company, which provides value to consumers and contributes to the organization's knowledge store. In the era of extreme competition, global business presence, and arising issues and awareness about environmental and governance aspects of business, new innovations in manufacturing and trading of goods and services have been frequent and prominent.

Natural sciences, social sciences, health sciences, and other fields contribute to the outcomes of innovation. Basic scientific knowledge aids understanding in such disciplines and to completely comprehend technology or technological potential for advancement in procedures and hence the betterment of final product. The evolution of today's electric bulbs is an outstanding example of innovation right from the history of invention, creation and mass production of electric bulbs.



As the diagram depicts, the history of electric light, which improves our daily lives is the contribution of numerous scientists. James Lindsay, Frederick Moleyns, Heinrich Göbel, Humphrey Davy, and Thomas Edison were among those who made significant contributions to the development and advancement of electric light. From simple light bulbs to CFL and LEDs, bulbs have to go through a long path.

2.2 CONCEPT OF INNOVATION

Innovation is a phenomenon through which a product, or a service is refreshed and kept updated by the application of new procedures, latest techniques, or the establishment of innovative concepts to generate new value to increase customer satisfaction and demand.

Innovation thus modifies the features and performance of the products, processes, or other activities of a business that leads to higher value addition for the business organization, consumers and the industry as a whole. A product is considered innovative when it has:

1. Unique Function or feature,

2. Unique design,
3. or both,
4. and is superior to what was previously offered in the market.

Innovations mostly lead to ease of doing business operations, efficient consumption and effectiveness of the products, solves a previously faced issue by the consumers of the products and related stakeholders etc. For example: online interaction with customers to sell and orient them with basic features as well as take feedback from them has proved beneficial. Similarly advanced laser machine models are constant example of frequent and significant innovations in the business of medical industry. The Sunscreens these days not only protect consumers from UV rays of the sun as they traditionally did but also from other light rays coming from electronic devices that we are exposed to these days as a result of increased screen time.

An innovation increases the wealth of the business by making it gain a competitive edge in the marketplace. It has become a major aspect in marketing a product. Customers tend to switch between brands being attracted by the innovative practices opted by a business especially a new enterprise can create a quick and big market share in comparatively less time if they have a USP (unique selling point) of some innovative feature in their product or service. While innovation frequently results in a victory for someone, it may also result in a loss for someone else. It's a fight out there.

2.2.1 Meaning and Definitions

The term "innovation" comes from the Latin word "innovare," which meaning "to refresh " or "to renew ". To enhance or replace anything, such as a method, a product, or a service, is to innovate.

“Innovation is the creation of something that improves the way we live our lives”

-Barack Obama.

“Innovation is change that creates a new dimension of performance.”

-Peter Drucker.

Turning an idea into a solution that adds value from a customer’s perspective

Nick Skillicorn

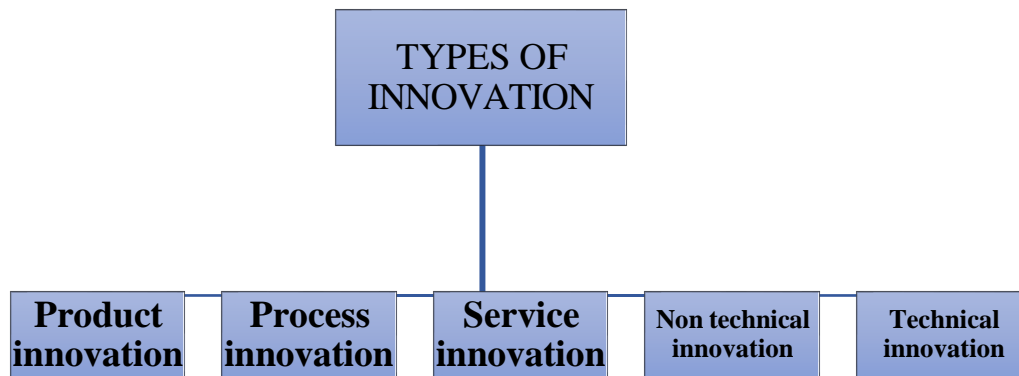
Innovation is something fresh (new, original, or improved) that creates value.

-Jeff Dance.

“Innovation is significant positive change”.

-Scott Berkun

2.2.2 Types of Innovation:



The concept of innovation has various dimensions or types as follows:-

- **Product innovation:** A new kind of product invented which tackles an existing problem posed to customers or serves an additional feature that may increase the utility of the product.
- **Process innovation:** The process of production or sale and after sale services is creatively modified to either reduce the cost of production or improve business-customer relationship.
- **Service innovation:** An innovative method to provide the same service in a creative and more beneficial way that may help increase customer base, reduce problems of the business, the customers and the society. For example applications like OYO ,MakeMyTripetc have eased out the selection and booking of hotels and planning trips . they provide same services as a travel agent but in a more convenient and trustworthy way. They ensure better services, prices, security and safety to both the customers and business.
- **Technical innovation:** Technological innovation is concerned with changes in the physical characteristics and features of a product or modification of methods of manufacturing the products. For example; Introduction of smart phones, smart watches were a technical innovation in the market.
- **Non-technical innovation:** Non-technical innovation is generally related to organization structure changes and marketing channels. Any innovative supply chain management or customer relationship management are good examples of this.

2.3 CHARACTERISTICS, NEED AND IMPORTANCE OF INNOVATION

2.3.1 Characteristics of innovation: The concept of innovation has the following characteristics:-

1. **Relevance** – A process or product is termed innovative when it brings freshness to the market and is relevant to the basic objective of providing utility to the customers or the business houses selling and manufacturing the product. The stakeholders of the innovation

need to see the benefits of the particular innovation as compared to the traditional product or service. Innovative changes can be done in any of the following aspects:

- Better user interface and ease of using the product or doing the process.
- Improve the quality and effectiveness of product or service or the process innovated for example new age sunscreens that not sticky and also provide protection from blue light of devices.
- Combining several functionalities into a single tool, for example, a mobile phone these days works as a watch, a computer, a camera and a phone, all in one device.
- Increase the durability of product or process.
- Reduce the requirement of other equipment and supplies.
- Increase the efficiency and productivity.
- Increased usefulness.
- Reduce pollution.

The innovation of computer word processing programs as a substitute to typewriters is a simple yet brilliant example. The innovation reduced the burden of extra physical accessories other than a personal computer, constant demand for ink, the documents easily editable and files could be saved for a lifetime and transferred to other computers very conveniently with the use of small devices like pen drives, CDs etc.

2. **Solution to problems:** An innovation is the result of time and efforts spent on creating a new concept of production and customer satisfaction to address a currently faced problem. The most common issues addressed by innovations in business processes and products are concerned with:

- Low waste generating manufacturing system
- Reduced Pollution
- Healthy after effects on consumer
- Ease of doing business
- Ease of procuring and utilizing materials

3. **Results in change:** Innovation is a process that leads to change: change in the utility of product or service; change in the design; change in consumer experience; change in the production process; change in selling arrangements. The basic purpose of innovation is always betterment of experience and functioning on part of both seller and buyer.

4. **Adds value:** The advancement made through innovation is always to add value to a product. Innovation reflects advancement in technology which adds value to the product and service with additional benefits, elongated use, environment friendly and positive health effects. An innovative product is always deemed superior to other peers in the market so is always sold on premium. Hence innovation adds value to the price due to added benefits.

5. **Entrepreneurial opportunity:** Innovation in any aspect and field is an entrepreneurial opportunity created in itself which can be sold at higher profit as well as it

will have the potential to serve as a competitive edge for the enterprise. Any enterprise that comes to the market with innovative base always grows higher and faster.

6. **Inevitable in enterprise:** An ordinary business becomes an enterprise only when the product or service offered is innovative and is different from the kind of products present in the market already. Innovation and entrepreneurship go hand in hand with USP (unique selling point) being freshness in the idea, better performance and solution to existing problems, continuous updating etc.

7. **Systematic process:** Innovation is a systematic process to be applied through all the levels of management. every business organization is managed through an interdependent set of management functions and departments. Introduction of an innovative product or process, is going to affect all the functional departments of the organization directly and indirectly so it is inevitable to observe effects of innovation on every aspect of business.

2.3.2 Need and importance of Innovation

1. **Survival in competition:** Innovation is an unavoidable characteristic in a business model and product these days due to immense global competition and frequent advancements in technology and science. Technologies are getting obsolete frequently. No business can stay constant in techniques and product features provided by them else they may end up in heavy losses. Best example of this is Nokia phones which was considered to have largest market share in the market but they went to a significantly low position however their competitor Samsung and Xiomi managed to acquire more market shares in spite of having competition from brands like Apple.

2. **Competitive edge:** Innovation has become a pioneer in providing a competitive edge to business over their rivals. Apple I-phone and other products of the company is the best example of this as the company is not just able to sell the products at high demand but also due to their innovative products and services, they charge way too high prices and have created a superior image in the global market.

3. **Socially aware customer:** Spread of social media has further accelerated the awareness among the society about the pros and cons of various products on them individually as well as socially. Consumers are much more actively participating in giving their opinion about the products they consume and demand for better technology in every aspect at lowest price possible. There is not much scope of salesmanship marketing in the present era because the society itself is evolving day by day as intelligent and completely aware of the products they consume and the technologies that are involved. Word of mouth marketing spreads more effectively where in people actually inform each other about the various positives and negatives about businesses online very conveniently.

4. **Creating brand value:** Businesses may promote the impression that they create revolutionary items by showing innovation to consumers. The customers like to be associated with brands that have the leading edge of innovation, using the most advanced unique products.

5. **USP (unique selling point):** Innovation have proved to be the reason and the only factor for establishment and success of certain brands in the market. for example Apple I-phones ,Macbook, Apple smart watch revolutionized the market.

6. Marketing hype: Innovation leads to self-publicity and promotion of the enterprise and creates a trend in the society. For example; Facebook, Snapchat etc. initially managed to establish themselves as a recreational activity and excited people about using these applications.

2.4 SOCIAL ENTREPRENEURSHIP

An enterprise is said to be a social enterprise when the business is established in an arrangement to provide benefits to the society in some form. Social entrepreneurship is that form of entrepreneurship which creates value for the society as a whole rather than focusing on just earning money. The enterprise aims at solving current issues in the society, benefiting some weaker or underprivileged section of the society through its operations, address existing cultural, communal and environmental issues. The main purpose of a social enterprise is to benefit the society. The social enterprises work for greater good rather than just generating profits. Examples of social enterprises include; Microfinance institutions, self-help groups, waste management organizations etc.

2.4.1 Meaning

A social enterprise is an innovative business model with a social mission that functions on a sustainable entrepreneurial strategy. The objective of the enterprise is to bring about a positive change in the society using constructive opportunities in innovative ways to facilitate transformations and sustainability.

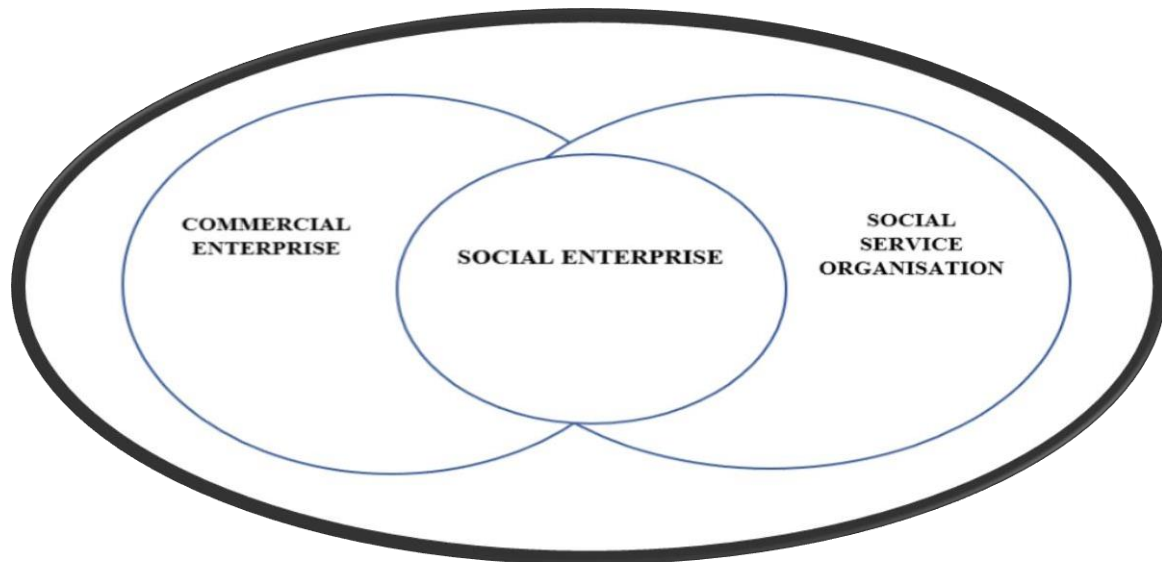
Amul – the social enterprise of India

A very famous example of social entrepreneurship in India is of a well known brand Amul. Amul was set up with a social motive and provides access to thousands of farmers who can't establish their own platforms to sell in the national market. Amul provided a systematic supply chain management system to thousands of poor farmers in the country. Amul was a part of a cooperative movement in Anand, Gujarat, against Polson Dairy, which bought milk from local farmers in Kaira District at very low prices and sold it to the Bombay government.

2.4.2 Characteristics of a Social Enterprise

- 1. Social motive:** The fundamental concept of a social enterprise is that this business is established with the basic motive of benefiting the society. The entire establishment is focused on generating solutions to the existing problems in the society.
- 2. Sustainability:** A social enterprise model is mostly created with an idea of sustainable business activities with special focus on having the least possible side-effects on the environment, and society. It helps in making it function in a sustainable and eco-friendly manner.
- 3. Underprivileged sections:** The social entrepreneurs try and help the underprivileged sections of the society by either providing them with employment opportunities, education, better living conditions and equip them enough to be self-dependent.
- 4. Transformation:** The entrepreneur aims at bringing about a positive change in the world through his business idea by transforming the society in an innovative manner.

5. Profit Earning Social Work Entity: Social enterprise is a blend of a pure commercial enterprise whose basic motive is to earn profit and wealth maximization and a social work organization that works as a non-profit entity functioning to serve the society and aim at social welfare.

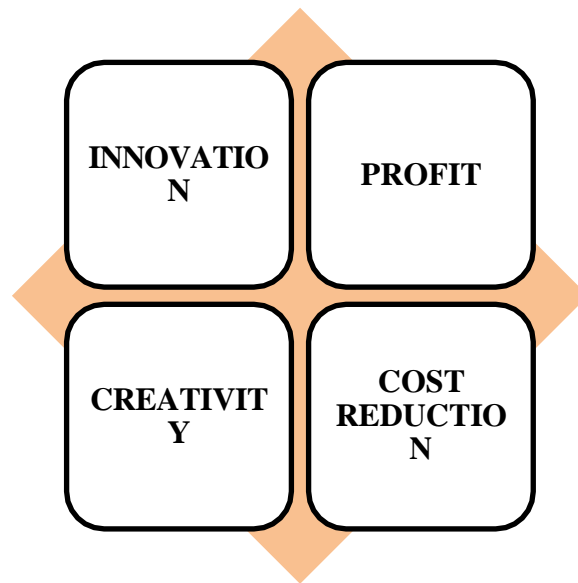


6. Social value: The enterprise idea creates a social value through its activities. The process starts when a socially active person gets an idea to solve an issues of the society. He recognizes an opportunity to serve the people in an innovative business venture. So he takes up accountability as a good citizen to learn and adapt to the new idea and execute it to make the world a better place.

2.5 COMMERCIAL ENTREPRENEURSHIP

It refers to a unique innovative idea of business which is new in the market and has profit generating potential. It is like an ordinary business only just the basic idea of such business needs to be new creative and unique in itself.

- Commercial entrepreneur uses innovation to explore new opportunities and unsatisfied needs of the consumers in market.
- Innovation is focused on reducing the cost and generating high income generating products and services that can be sold at higher profits.
- The main motive is financial growth of the organization.
- Innovative efforts are made to maximize wealth and minimize the cost
- The product is more into satisfying the consumers as much as possible so they enjoy it relish it and buy more of it or even at premium prices.



2.6 DIFFERENCE BETWEEN COMMERCIAL AND SOCIAL ENTERPRISE

An enterprise is a business entity that aims to earn profit by indulging in an innovative and unique business idea. A social enterprise however tries to benefit the society as well through its business idea and operations, be it through employing weaker sections of the society, opting for a sustainable eco-friendly production method or solving any other issues in the society.

BASIS OF DIFFERENCE	SOCIAL ENTERPRISE	COMMERCIAL ENTERPRISE
Purpose	Bring about as positive change in the world.	Earn profit through acquiring the maximum share in the market .
Risk	Risk involves business financial risk and social aspect is also under concern.	Risk involves majorly on financial front.
Strategy	Strategy involves addressing some societal issues in addition to earning profit.	Strategy is to earn compete in the market and generate maximum profit possible.
Objective	Social welfare	Wealth maximisation
Value creation	Social value creation	Financial value addition
Priority	Social welfare is always given preference over any other objective of the business	Financial earning is always the priority.

Focus	Social enterprise focuses on the needs of the society. what is needed for the weaker sections or the society as a whole or for the betterment of the environment.	Focus is on needs of the customers who can pay for products. Pure business motive. Needs that may generate money if served are of interest.
Uniqueness	The uniqueness of this enterprise lies in its innovative management of a social issue.	The uniqueness of this enterprise lies in the innovative product or service that serves the unsatisfied needs of the customers.
Examples	Self-help groups, Amul, the better India etc.	Apple, Facebook, BMW etc.
Importance	Social enterprises provide social welfare, sustainability and prosperity in the society. They hold social importance in the country.	Commercial entrepreneurs accelerate economic growth, generate employment opportunities and is crucial for the economic growth and financial wellbeing of the country.
Financial performance	Mostly it is observed that the financial growth and results of social enterprise are lower than commercial enterprises.	Commercial enterprise's operations at all levels are focused on reducing cost, maximising profits and sales so they are generally observed to perform better financially.
Government Aids	Social enterprises since are benefitting the weaker sections of the society so the government also tends to value them more and is lenient to them in terms of taxes to facilitate growth and maintain survival.	Commercial enterprises donot get such privileges or support from government to this extent.

2.7 SIMILARITIES BETWEEN SOCIAL ENTERPRISE AND COMMERCIAL ENTERPRISE

1. **Process of establishment:** The social and commercial enterprises both emerge from an idea or vision of an innovative mind. Identifying entrepreneurial opportunities and transforming visions into attainable operations.
2. **Common goals:** Both are business entities hence aspire to expand their sales and earn profits although the objectives and goals may differ due to prioritization of financial and social benefits.

3. **Innovative:** Both type of enterprises are businesses that sell innovative goods and services that were never experienced before in the market and are result of unique fresh ideas.

2.8 LATEST INNOVATIONS IN MANUFACTURING AND SERVICE SECTORS

Innovations in the business world are becoming more and more frequent due to the spread of internet and access to the global markets. New age entrepreneurs are competitive enough to revolutionize the market with brilliant unique ideas faster than even before a technology becomes common. Newer versions are launched even before the previous ones have even penetrated the market completely.

1. **Digital Transformation:** The biggest transformation in the business world these days is digitalization. There is a parallel market operating in today's era which is the virtual online market. It has increased its share in the business to a very significant size that it has become impossible for businesses to succeed and grow without having presence on the internet.
2. **Customization:** From computers to cars, Jordan shoes to Bare Anatomy shampoos- customers have access to the privilege of customizing their own products as per their choices and requirements these days. Many brands have gained customers on the ground of providing ample liberty to customers to decide and design their own products to consume for example Dell computers, Jordan shoes, Bare Anatomy shampoos etc.
3. **Artificial Intelligence:** The technology these days have advanced to unimaginable scenario. Artificial intelligence is being used these days by Human resource management teams of businesses to recruit and select candidates. It has proved to be a boon in marketing and advertising industry as the artificial intelligence is even used to analyze the potential future buys of people which they r either planning to or are having some interest in any product or service. Whatever we search or talk about or surf on the internet is used to send us the relevant advertisements, and offers of brands.
4. **Faster frequent global transactions:** Businesses these days have global reach thanks to technological advancement, electronic devices, internet and social media. Many business have flourished due to their innovative customer relationship management and social media fame. For example: 1) Many designers there days take measurements and sell their designs to customers abroad online and courier the designer dresses. 2) Many dieticians provide online diet plans to customers etc.
5. **Online economy:** Financial transactions these days have increased through online modes more like online money transfer applications, Whatsapp, bank accounts etc. Bitcoins and cryptocurrency is another pioneer of emergence of a virtual financial market presence. This innovation although has increased the scope for small businesses as they can now just operate financially with the help of their personal phones conveniently. Payment have become easy, quick and safe through these applications.
6. **Marketing strategies:** The marketing techniques have evolved a lot different from what traditionally these were practiced as. Traditional advertising is becoming irrelevant day by day. Advertising is more through content creators on social media and through online modes or innovative customer building chain organizations like one followed by Amway - Nutrilite, Avon etc.

7. Cross industry innovations: Technological innovations lead to rise in cross industry competition. Innovation of smart phones posed competition to watches, offline service providers and computer industry which further resulted in inevitable changes in the traditional services and products to survive. For example, watches had to be evolved into smart watches, offline education institutes had to start doing operations online etc.

8. Minimum or no side effects: Innovations in the manufacturing and service sector are more concerned about reducing the bad effects if any on the life of a customer. For example; Invention of laser technology leads to medical procedures go pain-free, scar free and gives instant results. Service entrepreneurs' these days have to put efforts to convince consumers about the elimination of side effects from their procedures.

Invention to innovation: Since ancient times, the world has seen abundant inventions. An enterprise converts these inventions into innovations by actually introducing them into the society. This conversion of ideas and inventions into innovative products that can be marketed has taken up speed in present era due to ease of knowledge sharing over the internet and increased awareness. We can see so many examples of common people turning into entrepreneurs successfully by converting these ideas into innovative goods and services.

2.9 LET US SUM UP

In the age of competitive economy and global business presence, new innovations in manufacturing and trading of goods and services have been frequent and prominent because of arising issues and awareness about environmental and governance aspects of business. Social entrepreneurship brings about a positive change in the world, whereas, commercial entrepreneurship earns profit through acquiring the maximum share in the market. New age entrepreneurs are competitive enough to revolutionize the market with brilliant unique ideas faster than even before a technology becomes common.

2.10 TO CHECK THE PROGRESS

2.10.1 Long answer questions

1. Explain the concept of innovation. What is role of innovation in the success of an enterprise? Why is it considered inevitable for the survival and success of an enterprise?
2. Describe the features of innovation in context of entrepreneurship. Give examples.
3. What is social entrepreneurship? How is it different from commercial entrepreneurship? Give importance of the concept in present era.
4. What are the benefits of innovation to an entrepreneur?
5. What are the latest innovations in the manufacturing and service sector? Explain.

2.10.2 Short answer questions

1. Define innovation.
2. What are the different types of innovation.
3. Define social entrepreneurship
4. Explain the difference between social entrepreneurship and commercial entrepreneurship

BACHELOR OF ARTS (LIBERAL ARTS)
SEMESTER-III

COURSE: ENTREPRENEURSHIP DEVELOPMENT COURSE

Unit III: Entrepreneurial Process

STRUCTURE

3.0 Objectives

3.1 Introduction

3.2 Generation of Business Ideas

3.2.1 Sources for Business Ideas

3.2.2 Approaches to Generation of Business Ideas

3.3 Check your progress-I

3.4 Opportunity Sensing and Identification

3.4.1 Entrepreneurial Opportunity

3.4.2 Elements of Entrepreneurial Opportunity

3.4.3 Transformation of an idea into opportunity

3.4.4 Opportunity Sensing and Entrepreneurial Opportunities

3.4.5 Factors Involved in Opportunity Sensing

3.4.6 Opportunity Identification

3.4.7 Factors affecting Opportunity Identification

3.5 Check your progress-II

3.6 Test of Feasibility of Business Ideas

3.6.1 Entrepreneurial Aspect

3.6.2 Market Aspect

3.6.3 Financial Aspect

3.6.4 Operational Aspect

3.6.5 Technical Aspect

3.6.6 Legal and Administrative Aspect

3.6.7 Ecological Aspect

3.7 Check your progress

3.8 Summing Up

3.9 Suggested Readings

3.10 Questions for Practice

3.10.1 Long Answer Questions

3.10.2 Short Answer Questions

3.0 OBJECTIVES

The objective of this lesson is enable the students to understand the entrepreneurial process. The students will get acquainted with key aspects that should be followed and considered before setting up a business enterprise.

3.1 INTRODUCTION

Entrepreneur and entrepreneurship have become the buzz words in these changing times, where one wants to become self-independent by adopting those tasks and aiming to go ahead on those paths that gives satisfaction. With jobs becoming more insecure because of covid-19 outbreak, people prefer to employ their efforts and reap hard work fruits satisfactorily. The question arises what to do, how to do or where to do? It reflects a person need to think upon with reference to deciding a particular task to undertake. This involves generating ideas, scanning those ideas in terms of opportunities available in the outside world and finally making a feasibility study regarding selecting or undertaking particular tasks. Joseph Schumpeter has truly defined an entrepreneur as the “one who seeks to reform or revolutionize the pattern of a product by exploiting an innovation or more generally, an untried possibility for producing a new commodity or producing an old one in a new way, or a new outlet of selling products.” The question arises how an entrepreneur decides regarding production of a new commodity or how an decide decides to make changes in the designing or production of existing commodity. The process involved in coming to a final decision is referred to as generation of ideas. In other words, in order to make a final decision, firstly an entrepreneur explores different ideas revolving in mind, in order to reach to a specific decision. It hardly happens that a sudden idea comes to mind and it gets selected among other ideas. An individual always try to explore a range of different ideas before selecting and implementing a particular idea. To become successful there is no such condition to have some innovative and different ideas from others, but to act smartly even with the existing ideas. For instance: during lockdown period in India, focus was on transferring knowledge through web only. By accessing the rising need for requirement of comprehensive applications catering to maintaining details of students, attendance of students, keeping the students disciplined while appearing in online exams and so on, a number of applications were developed. One of the applications known a teachmint has been developed by four aluminis of Indian Institute of Technology(IIT), Delhi and Indian Institute of Technology(IIT), Bombay.

3.2 GENERATION OF BUSINESS IDEA

In the moving footsteps for becoming a successful entrepreneur, the foremost aspect involved is generation of business idea. Business idea refers to the concept that will be implemented by the entrepreneur in an economical way. The ideas generated by an entrepreneur may all alone be unique ideas or may involve modification of the existing ones. Further, selection of a particular idea may involve detailed analysis of the generated ideas or random selection of one particular idea. Creativity plays an important role in generating ideas

and then acting upon the selection of the selected ones, which is included under innovation. But certainly, not only entrepreneurs with innovative ideas become successful, there are examples of examples of entrepreneurs who became successful by working smartly even on the existing ideas of ventures also. To quote, Microsoft is not the first mover software company in the market. Similarly, Lakshmi Niwas Mittal's steel company that has become the worlds' largest steel company, was also not the first mover into the steel market.

3.2.1 Sources for Business Ideas

The starting step for start of any business is generation of viable ideas. For this, an entrepreneur may rely on the existing studies or surveys conducted by several organisations including Indian Agricultural Research Institute (IARI), Tata Institute of Fundamental Research(TIFR) etc. These studies are carried out related to a particular field or area of research and includes:

1. **Studies specific to particular area:** These studies involve identification of potential for setting up of business in particular region or district.
2. **Studies specific to particular sectors:** These studies are carried out in particular sectors like medical field.
3. **Studies specific to availability of resources:** These include studies related to exploring for availability of natural and industrial resources.
4. **Studies related to import and export:** These include studies related to identification of import and export facilities and opportunities various products or services.
5. **Studies related to consumption patterns:** A number of studies are conducted by various organisations that determine consumption patterns of different products and services in a particular nation.
6. **Studies related to forecasting of demand patterns:** These studies aim at forecasting the patterns of demand made by various Industrial Chambers including Indian Chambers of Commerce(ICC), PHD Chamber of Commerce and Industry(PHDCCI), [Federation of Indian Chambers of Commerce and Industry \(FICCI\)](#), etc.
7. **Studies involving surveys:** These studies are aimed at making survey of existing industrial institutions.

3.2.2 Approaches to Generation of Business Ideas

A number of approaches can be adopted by an entrepreneur while making search for sources for generation of business ideas:

- a) **Brainstorming:** This is one of the various methods that are used for gaining access to a number of ideas from the various minds of the group. The technique was initiated by Alex Osborn, who opined that generating ideas through brainstorming or from a group of people results in doubling the chances of obtaining creative output. Thus, this technique is useful in obtaining a number of ideas related to the subject in question, which may be for example related to a specific social problem being faced by the society.
- b) **Market Research:** Research refers to conducting search in a systematic and scientific way. Market Research refers to systematic analysis of the market involving carrying

out survey for gathering, organizing and making a detailed analysis of information about market. This further includes collecting information about range of customers in the market, their demands, preferences and expectations. In addition to this, a detailed gathering of information related to existing businesses or types of units operating in the market is also collected. This whole analysis helps an entrepreneur to have an access to a number of ideas based upon the prevalent situation in the market.

- c) **Converting hobbies and interests into business:** Ones' hobbies and interests can be exclusive approach for generating promising ideas related to starting business. For instance, if a person is fond of working belonging to engineering field of electronics, must be fond of working with different parts electronic equipment. Then, while having detailed knowledge like that a person may start business related to trading in electronic items.
- d) **Converting personal strengths and skills into business ideas:** Running a successful business depends on the skills and efficacy possessed by an entrepreneur. It is important for chalking out strengths and skills possessed by an entrepreneur, before converting ideas into opportunities or before selecting a particular business. For instance, one may be fond of paintings but may not so good at creating paintings. While, at the same time, a person may be good at having communication skills. In this sense, a person should can start a business involving selling works of artists or painters to others.
- e) **Focus groups:** Focus group refers to group of people sharing common interests or domain. Focus groups can be formed comprising of near and dear ones who are known to have interests in common. For instance: if an entrepreneur wants to step into information technology sector, then focus groups can be formed including software engineers or others from information technology field as per interest.

3.3 CHECK YOUR PROGRESS-I

- I. Business ideas have major focus on:
 - (a) Development of a product or a service
 - (b) Development of a project
 - (c) Conducting feasibility study
 - (d) Creativity aspect
- II. The foremost task for an entrepreneur is:
 - (a) Generation of opportunities
 - (b) Creation of employment
 - (c) Carrying out feasibility studies
 - (d) Generation of ideas
- III. For generation of ideas, number of organisations conducting research can also be approached by an entrepreneur:
 - (a) True
 - (b) False
- IV. Which of the following approaches can be adopted by an entrepreneur for generation of business ideas:
 - (a) Brainstorming

- (b) Focus groups
- (c) Market research
- (d) All of these

V. For generation of business ideas, which of the following studies can be referred to by an entrepreneur:

- (a) FICCI
- (b) PHDCCI
- (c) Both (a) and (b)
- (d) None of the above

3.4 OPPORTUNITY SENSING AND IDENTIFICATION

3.4.1 Entrepreneurial Opportunity

Opportunity refers to an idea which seems attractive and feasible to an entrepreneur, out of a number of ideas generated by an entrepreneur. It may be referred to an idea which seems to be attractive to an entrepreneur and consider it as base for further making investment decisions. In the words of Peter Drucker, an entrepreneur is the one who always make search for an opportunity and then take appropriate steps for converting opportunity into production and selling of those goods and services.

A lot of opportunities are available around us. Based on ones' own aim and interests, one should be able to spot the available opportunities. With reference to an entrepreneur, an entrepreneurial opportunity refers to a viable economic idea that can be implemented by an entrepreneur to fulfill major economic objective of earning profits.

But before selecting any particular opportunity, it is desirable that an entrepreneur must be able to carry out a two-step analysis beforehand:

- (i) Existence of market potential
- (ii) Adequate return on investment

These key characteristic helps in determining the prospects and viability of the idea in hand, to become a successful venture.

- (i) **Existence of market potential:** Under this, potential for making an entry into some particular business is analysed. For the purpose, the demand and supply patterns are studied. The, possible changes in the existing patterns are mapped for the future. This helps in identifying the gaps that can be grabbed as an opportunity for meeting the shortfalls in changing expectations. For example: instant food items, organic products, fresh juices, etc.
- (ii) **Adequate return in investment:** An opportunity may appear to be unique or may have market potential as analysed by an entrepreneur. But, if the same is not commercially viable or profitable, then it will not be considerate for an entrepreneur to go with that particular opportunity. Whether such an opportunity, is commercially viable or not, further depends upon the other feasibility aspects including technical, economic, social and environmentally.

3.4.2 Elements of Entrepreneurial Opportunity

An entrepreneurial opportunity can be referred to prospects of the ideas that is capable of being converted into a profitable venture. Those prommissible and profitable ventures are found the have following key elements:

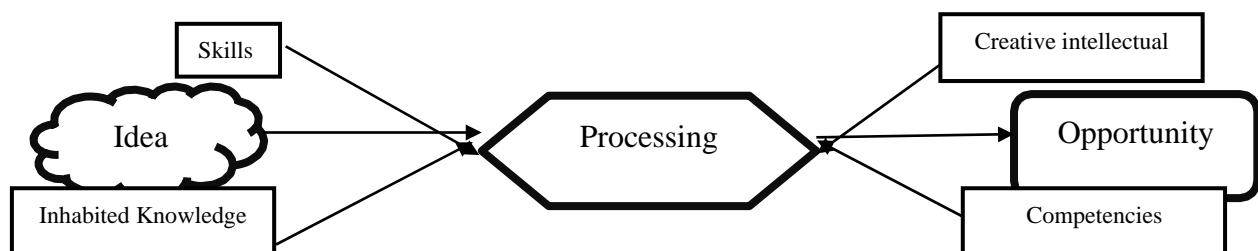
- (i) Wide scope in market
- (ii) Appropriate rate of return on investment
- (iii) Feasibility of the idea
- (iv) Ability of an entrepreneur to make investment
- (v) Growth potential of the business in future

3.4.3 Transformation of an idea into opportunity

Among number of ideas generated by an entrepreneur, an idea that is considered to have enough potential in the market and that is perceived to earn appropriate return on investment in the future, is accepted as an opportunity by an entrepreneur. Some of the elements that are involved and considered for transformation of an idea into an opportunity are pointed below:

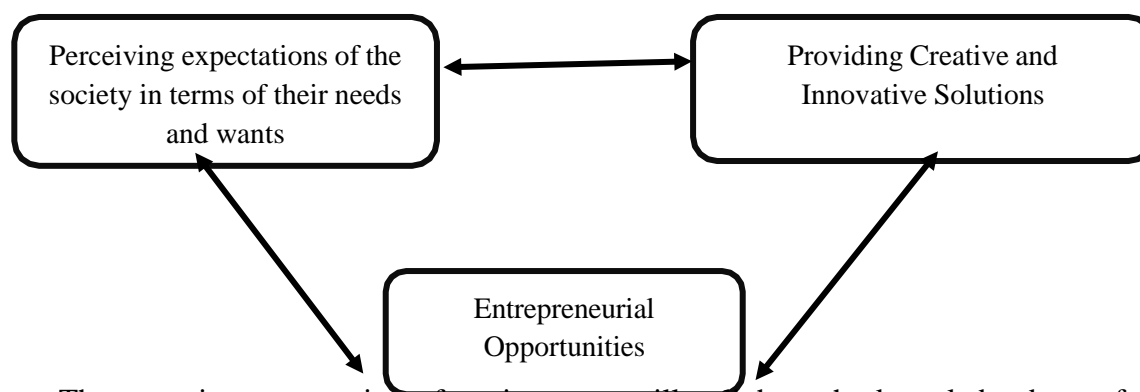
- (i) Knowledge possessed by entrepreneur
- (ii) Skills of an entrepreneur
- (iii) Competencies backed by an entrepreneur
- (iv) Creative thinking ability of an entrepreneur

The above elements reflect that in order to identify viable opportunities, an entrepreneur must apply creative thinking, skills and knowledge to ensure that an idea is capable of being converted into an opportunity.

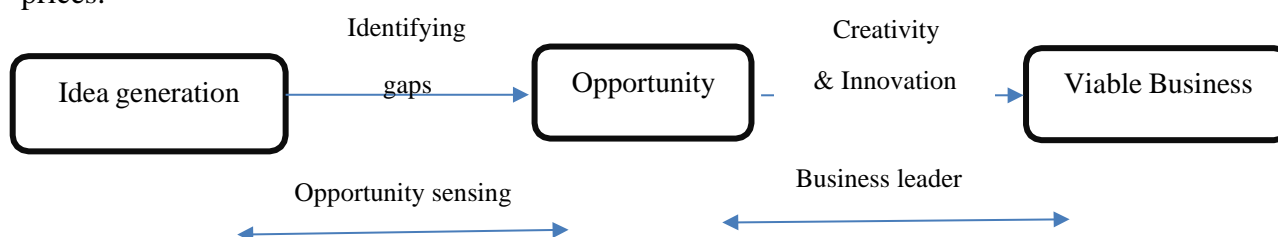


3.4.4 Opportunity Sensing and Entrepreneurial Opportunities

Opportunity sensing involves observational analysis of the environment. It includes observing and understanding the problems being faced by the society, determining expectations in terms of their needs and wants, making efforts to provide creative and innovative solutions. Entrepreneurs are the persons that have strong desires for independence, for innovation and diversification. They are persons of strong imagination and intuition, have full energy, possess good organizing abilities and are considered as risk takers. The most important quality required to be possessed by an entrepreneur is the proactive quality. An entrepreneur has to be very proactive while sensing or scanning the opportunities from the environment and then providing an innovative and rapid solution to the perceived problem. Hence, opportunity sensing refers to the process of perceiving opportunities from the environment, applying ones' entrepreneurial skills, to provide creative and innovations solutions.



Thus, sensing or scanning of environment will enlighten the knowledge base of an entrepreneur, about what needs to be or can be done. While the unique skills possessed by an entrepreneur help to convert those problems into innovative solutions and thereby fulfilling the needs and wants of the society. From here, two unique qualities that distinguish an entrepreneur from ordinary individuals is the ability to timely seek the opportunities from the environment. For instance, Dr Karsanbhai Patel product, Nirma, is considered to have grabbed the market in short span of time only, because of his ability to perceive the needs of the society for a detergent at affordable prices. Another example to quote is the ability to perceive the opportunity to provide affordable car to lower- and middle-class family by Tata company. Then, after perception, applicability of creative and innovative ideas is also important. In this, sense, Karsanbhai Patel Ji came out with Nirma detergent powder and Tata company managed to offer ‘Nano’ at affordable prices.



3.4.5 Factors Involved in Opportunity Sensing

Opportunity sensing involves making observational analysis, identifying gaps in terms of unfulfilled demands of people or problems being face by the society, applying ones’ unique entrepreneurial skills to provide appropriate solutions in terms of products or services required. Thus, a number of factors are involved, that can affect the ability of an entrepreneur in sensing opportunities from the environment. These are pointed below:

- (i) Potential for capturing ideas
- (ii) Potential for harnessing information from varied sources
- (iii) Potential to visualize, being creative and innovative

3.4.5.1 Potential for capturing ideas

Capturing ideas is usually considered as sensing opportunities. While, all the ideas that are perceived are not called as opportunities. Opportunity refers to those idea that are based on the needs, wants or problems being faced by the society. Following are some of the sources from where ideas emerge:

- (i) **Problems:** Whenever any problem exists in the society, then idea emerges to provide solution to that problem, which appears as a business opportunity. For instance: Google, Apple and Facebook initiated from identifying problems only.
- (ii) **Change:** A change in any form, including economic, social, legal or technological, leads to unique business opportunities. For instance: health conscious behavior of people has resulted in growth of organic products market in India.
- (iii) **Innovation:** Entrepreneurs are considered as good at scanning environment to trace opportunities for developing innovative ideas. A traced gap provides an opportunity to entrepreneur to develop new product or provide existing product or service in an innovative way. For instance: watches to smart watches
- (iv) **Competition:** In order to beat the competition or the competitors, an entrepreneur tries to act in an innovative way, that results in emergence of more and more of new opportunities.

3.4.5.2 Potential for harnessing information from varied sources

An entrepreneur should have the ability to harness information from various available sources like research organisations, magazines, friends, family etc. The information harnessed from different sources is then examined and analysed in detail, in order to identify exact opportunity and convert it into a viable business.

3.4.5.3 Potential to visualize, being creative and innovative:

Creativity is the basis of innovation. Creativity is thinking about new ideas, while innovation is doing new things. An entrepreneur should have the potential to visualize change, and then act in a creative and innovative way to grab the change and convert it into opportunity. An entrepreneur should have the potential to overcome all the challenges that come on the way while grabbing opportunities

3.4.6 Opportunity Identification

Identification of entrepreneurial opportunities is considered as one of the most promising ability that is expected to be possessed by an entrepreneur. Opportunity is identified through a gap analysis, i.e., what all is there with the people, and what can be provided to them to meet their augmented set of expectations. For instance, communicating with friends or relatives used to be very complex but required task. People used to communicate with telephones from their homes or by going top STDs to connect with each other. Seeing the opportunity, mobile phones came into being. Over a period of time, smart phones having applications having the power to connect overseas people at low or no cost came into being and so on. Thus, an opportunity is that idea that emerges out of the product or service that is lacked by people or is demanded by people in order to improve their lives.

Schumpeter defined an opportunity as “the chance to meet a market need, interests and wants through creative harnessing of resources and providing superior values.”

3.4.7 Factors affecting Opportunity Identification

A number of factors affects the potential of the entrepreneurs to identify the opportunities available in the market. These are pointed below:

3.4.7.1 Proactive ability of entrepreneurs: Identification of opportunities from the environment depends upon the proactive ability of an entrepreneur. An entrepreneur has to be proactive in terms of identification of an opportunity at an early stage only, so as to be able to fulfill the gap related to the need of different parties involved in the supply chain of products or services. Proactiveness can be related to the unfulfilled needs or the unfulfilled and most valuable needs that are required to be met on time. Thus, entrepreneurs are persons who are considered open minded, have creative ability to provide solution to the gap recognized in an innovative way,

3.4.7.2 Past Experience: Past experience or previous knowledge are the key sources that affect the search ability of the entrepreneurs for identifying opportunities in the market. Generally, an entrepreneur identifies or make search for new opportunities based upon their past knowledge and experience. Prior knowledge may be based on the experience of the entrepreneur in a particular field or based upon interest of entrepreneur in a particular field.

3.4.7.3 Social Networking: In changing times, where everyone is able to connect across countries or regions, having strong network acts as a major source for identifying opportunities. A number of social networking sites have developed that has made possible for the entrepreneurs to connect across nations and regions, including linkedIn, facebook, twitter, Instagram, among others. These online platforms enable the entrepreneurs to exchange valuable views, ideas and opportunities on real time basis.

3.4.7.4 Creativity: Creativity is considered as a seed sown by successful entrepreneurs. Creativity involves thinking of new ideas or about developing new products or services. Creativity ability of an entrepreneur helps to engage in new and innovative ways to fill the gaps of wants or desires of people. A creative entrepreneur is able to identify the opportunities in terms of what new products or services can be provided to people or to provide the existing product in an innovative way. For instance: Zomato by contracting with different food outlets, came up with unique feature of delivering varieties of food at home only. Byju's app came up with the aim of widening the learning experience of students. Thus, creative ability of an entrepreneur, helps to explore the unexplored opportunities.

3.5 CHECK YOUR PROGRESS

VI. Business opportunity refers to a proven

(a) business idea (b) creative idea (c) plan for a project (d) innovative idea

VII. A process by which opportunities are identified can be called as Opportunity sensing (a) True (b) False

VIII. Sensing opportunities involve providing innovative solution to needs and problems of the society.

- (a) True (b) False

IX. Which of the following factor/s are involved in sensing opportunities?

- (a) Potential for capturing ideas
- (b) Potential to harness information from varied sources
- (c) Potential to visualize, being creative and innovative
- (d) All the above

(X). Past experience or previous knowledge possessed by an entrepreneur affects the type and extent of opportunities identified by an entrepreneur.

- (a) True (b) False

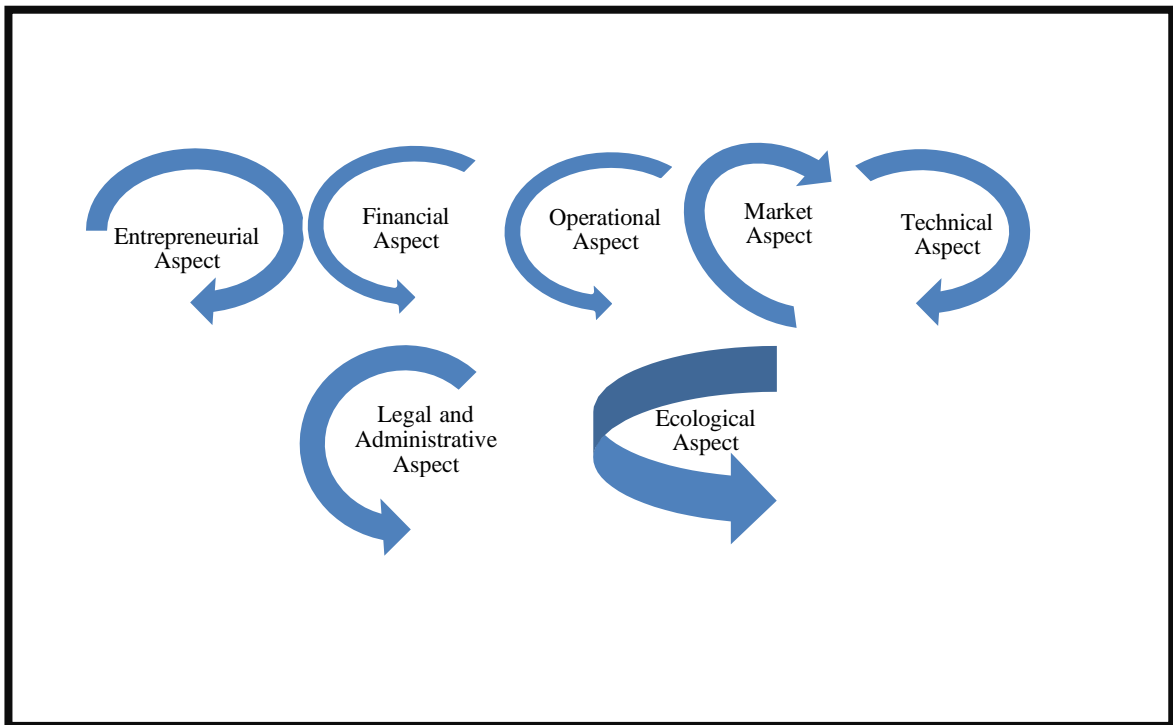
3.6 TEST OF FEASIBILITY OF BUSINESS IDEAS

In a complex and dynamic business environment, there is no assurance for the success of any business. Generation of business ideas not the only exercise for starting any business. Those business ideas must be scrutinized from different perspectives including technological perspective, economic perspective, financial and legal perspectives. For the purpose, it is appropriate to test the feasibility of the business ideas, before converting any business idea into business enterprise.

Feasibility testing involves examining the viability of the business ideas in light of environmental factors-internal or external. Feasibility testing acts as a base for implementation of any business idea. Feasibility testing determine the possible risks that may arise from the acceptance of any business idea and provides the possible success rate for the proposed business enterprise.

Viability testing consist of comprehensive examination of the ideas in hand from different perspectives. All the perspectives should be studied simultaneously and comprehensively, because a project may be viable from one perspective but not from other perspective. For instance, when IKEA decided to enter Indian market, it considered Indian market as viable, but it was not able to initialize its operations in India for many years, due to non-fulfilment of legal formalities and the investment regulations framed for foreign enterprises.

Broadly, feasibility testing of a business idea involves analysis of following interrelated aspects:



3.6.1 Entrepreneurial Aspect: The success or failure of any business enterprise depends upon the skills possessed by an entrepreneur. Thus, every business idea should first be scrutinized in terms of skills possessed by an entrepreneur. Following are some of the personality traits and skills that are expected to have been imbibed by an entrepreneur:

- (a) Risk taker
- (b) Full determination
- (c) Ability to work with full persistence
- (d) Strong will power and self confidence
- (e) Adaptability to changing situations
- (f) Rational decision maker
- (g) Act critically
- (h) Energetic

3.6.2 Market Aspect: Assessing the market potential of the perceived idea is a key consideration for testing the feasibility of any business idea. While testing the market aspect of any business idea, a number of important aspects are considered. These can be pointed as:

- (a) Determining locational aspect of market
- (b) Ability of the perceived product or service to meet unmet demands
- (c) Estimated demand for the products and services
- (d) Production possibilities and constraints related to production
- (e) Behavior of the consumers, their intentions, attitudes and preferences
- (f) Extent of competition in the market
- (g) Imports and exports pattern or possibility of the perceived products or services
- (h) Distribution channels

(i) Marketing policies

3.6.3 Financial Aspect: To scrutinize business ideas from financial perspective, one of the strategies is making projections regarding the expected cash flows from the project in future. In addition to this, a number of other financial aspects of the proposed business idea are also examined:

- (a) Estimating the extent of investment required to be made
- (b) Estimation of the cost of the proposed project.
- (c) Determining the different sources of finance
- (d) Determining optimum capital structure
- (e) Determining estimated cash inflows and outflows of the project
- (f) Ability to meet service obligations related to debt, if any.
- (g) Adequate rate of return on investment

3.6.4 Operational Aspect: From the operational aspect point of view, the mingling of the proposed idea with the operations of the business is examined. This is tested in order to ensure smooth flow of different activities of the business. A number of factors are considered while testing the idea from the operational aspect point of view:

- i. Business processes
- ii. Size of the plant
- iii. Capacity of the plant
- iv. Equipment
- v. Infrastructure
- vi. Supply chain management system
- vii. Adaptability to modern technology

3.6.5 Technical Aspect: The test for technical aspect of the proposed idea examines the technical feasibility of the idea. Under this, a review of different techniques and the processes that shall be applied and incorporated, is made. These include:

- i. Describing manufacturing process
- ii. Identifying location and layout of the plant
- iii. Assessing desirability of the location of the plant
- iv. Assessing the ease of availability of the raw materials at the site of the plant
- v. Assessing the requirements of labor force
- vi. Assessing the techniques to be adopted for management of waste
- vii. Estimation of the cost of production with the proposed technique

3.6.6 Legal and Administrative Aspect: An important test of idea feasibility that is done is the examining of the idea from the legal and administrative perspective. It includes study of legal and administrative aspects according to different forms of organizations, registration of the proposed business idea, and process of getting clearing and approvals from various regulatory authorities. The main objectives for examining the legal and administrative perspective of the idea are to:

- i. Confirming the viability of the business idea
- ii. Identify potential risks
- iii. To ensure smooth implementation of the business idea.

3.6.7 Ecological aspect: It is important to examine the ecological aspect of the proposed business idea also. Project ideas related to power sector, irrigation, drug

manufacturing units, chemical and leather processing units among other environmental polluting units have become highlighted due to major environmental implications. Thus, it is required to ensure that:

- i. The idea will not result in damage to the environment
- ii. What costs in terms of restoration procedures will have to be incurred to avoid damage to the environment.

3.7 CHECK YOUR PROGRESS

XI. Ability to meet service obligations related to debt refers to testingaspect of an idea.

XII. Ecological analysis involves examining the likely damage that a process can cause to the environment. (True/False).

XIII. Feasibility testing acts as a base for implementation of any business idea. (True/False)

XIV. Assessing the techniques to be adopted for management of waste is included under making analysis of the proposed idea.

XV. Market analysis involves making an estimation for the demand for the products and services. (True/False)

XVI. aspect involves scrutinizing business idea in terms of skills possessed by an entrepreneur.

3.8 LET'S SUM UP

In today's dynamic and challenging environment, it is very important to move systematically and very cautiously, while taking a strategic decision. Entrepreneurial process involves key steps to be followed and considered for setting a business enterprise. When an entrepreneur thought of setting up any particular enterprise, then a number of ideas get mingled in the mind of the entrepreneur. It is very important to analyse those ideas, in order to examine the opportunities that exactly exist in the environment. After that, another key important task is to test the feasibility of the selected ideas from different perspectives, in order to test the viability for setting up of a business enterprise. For testing the viability of the ideas, different tests of feasibility, vis-à-vis financial, ecological, legal, administrative and technical aspects are done. It may be possible, that an idea may be feasible from one perspective but not from other perspective, thus an optimal decision at this stage has to be taken by an entrepreneur, before converting a particular idea into a final decision for setting up of an enterprise.

ANSWERS FOR CHECK YOUR PROGRESS

- I. (a)
- II. (d)
- III. (a)
- IV. (d)
- V. (c)
- VI. (b)
- VII. (a)

- VIII. (a)
- IX. (d)
- X. (a)
- XI. Financial
- XII. True
- XIII. True
- XIV. Technical
- XV. True
- XVI. Entrepreneurial

3.9 SUGGESTED READING

- Hisrich, R.D., Peters, M.P., & Shepherd, D.A. (D.A.).(2017). *Entrepreneurship*. McGraw Hill Education.

3.10 QUESTIONS FOR PRACTICE

3.10.1 Long answer Questions

- 3.10.1.1. What to you understand by feasibility testing? Explain the different perspectives that can be followed for testing the feasibility of business ideas.
- 3.10.1.2 Discuss opportunity sensing in detail.
- 3.10.1.3 Describe the various sources for generation of business ideas
- 3.10.1.4 Define opportunity identification. What are the various factors involved in opportunity identification?
- 3.10.1.5 Describe the various approaches to generation of business ideas.

3.10.2 Short answer questions

- 3.10.2.1 Write a short note on market aspect for testing feasibility of business ideas
- 3.10.2.2 What do you understand by opportunity sensing?
- 3.10.2.3 Discuss approaches to idea generation.
- 3.10.2.4 What is brainstorming?
- 3.10.2.5 Discuss operational aspect for testing feasibility of business ideas.

BACHELOR OF ARTS (LIBERAL ARTS)
SEMESTER III
COURSE: ENTREPRENEURSHIP DEVELOPMENT

UNIT 4: BUSINESS PROPOSAL AND PROJECT REPORT

STRUCTURE

4.0 OBJECTIVES

4.1 INTRODUCTION

4.2 DEVELOPING A BUSINESS PROPOSAL

4.2.1 BASICS OF WRITING BUSINESS PROPSAL

4.2.2 STRUCTURE OF BUSINESS PROPSAL

4.2.3 EFFECTIVE BUSINESS PROPSAL

4.3 CONTENTS OF A BUSINESS PLAN/PROJECT REPORT

4.3.1 WHAT IS PROJECT REPORT

4.3.2 CONTENT OF PROJECT REPORT

4.4 PROJECT APPRAISAL BY EXTERNAL AGENCIES

4.4.1 WHAT IS PROJECT APPRAISAL

4.4.2 OBJECTIVES OF PROJECT APPRAISAL

4.4.3 TYPES OF PROJECT APPRAISAL AND ITS DIFFERENT ASPECTS

4.5 BUSINESS PLANNING

4.6 LET US SUM UP

4.7 TO CHECK THE PROGRESS

4.7.1 LONG ANSWER QUESTIONS

4.7.2 SHORT ANSWER QUESTIONS AND ANSWERS

4.0 OBJECTIVES

After studying the Unit, you would be able to understand:-

- How to Develop a business proposal,
- Contents of a Business Plan/project report

- Project appraisal
- Business Planning

4.1 INTRODUCTION

All ventures need to be planned properly before carrying its operations. For successful entrepreneurship, the process of business planning requires how much finance and human resource it required to execute that plan. Therefore, it also needs a well thought out business proposal because a proposal prepared after proper appraisal helps to bring positives results.

Business proposal needs proper attention and concentration before writing. While writing it needs proper format, so that every chance of its rejection is ruled out. After writing business proposal, proper appraisal is must that is done by a third party means by a person that was not involved in writing project report. There are various methods to do the appraisal of project and after doing proper analysis only that proposal is accepted that gives maximum benefit at minimum cost. The project report is an important tool that helps management in recognizing problem and to find the best solution.

4.2 DEVELOPING A BUSINESS PROPOSAL



A business proposal is a formal document created by a company and delivered to the prospective for securing a business agreement. It needs proper analysis because a proposal prepared by doing proper appraisal brings not only positives results but also makes a leader's position more trustworthy. Business proposal requires proper formatting and content otherwise it may be rejected on first glance. It has been already proved that business gave their decision of accepting or rejecting a proposal within 24 hours just by giving a first sight.

Hence, it is very important to go through critical analysis while preparing business proposal to attract reader and make that as much valuable to accepted at first look. The method how to write business proposal, what are basic elements that needs to be added, what makes a business proposal more effective will be discussed in upcoming fragments as follows:-

4.2.1 Basics of writing a Business Proposal

There are two main types of writing a business proposal:-

1. Solicited

2. Unsolicited

- **Solicited Business Proposal:-** This is a proposal that is requested by clients and needs less research because client includes almost his all information that is necessary to add and important to add. not only this client also tells his requirements in REP (request for proposal) that makes this type of proposal writing easy.
- **Unsolicited Business Proposal:-** These business proposal are alike cold emails. These are the proposals that sent to potential investors, clients and customers by keeping expectation in mind that they will read it and ask for more information. In this type of proposal REF document is not provided first so you have to do research in detail by own about your audience prior writing it.

4.2.2 Structure of Business Proposal

Let us take detailed knowledge of all the points necessary to be covered under the business proposal as follows:-

1. Title page
2. Table of contents
3. Executive summary
4. Problems
5. Solution
6. Your qualification
7. Cost summary
8. Terms and conditions
9. Agreement

1. Title page: The title page should be clear and giving the necessary information like name, name of an entrepreneur's audience and topic of proposal.

When sending proposal to an external audience:--When proposal has been sent to an external audience it is necessary to include full name of business then own name and relevant information to make contact with the business.

When sending proposal to an internal audience:- For this type of proposal, it is more important to focus on proposal. The title should be like clearly reflecting what are the problems that an entrepreneur is going to solve and what are appropriate solutions to ameliorate that problem. For instance, proposal is "proposal to increase marketing budget". then it should be clearly written what is need to increase marketing budget and how it can be done.

This page must be simple and clean in both writing, layout and content, it should not be confusing or having unnecessary data. adding to many graphs or mathematical data is not recommended because it makes reading boring and uninteresting.

2. Table of contents: Table of contents includes a detailed list of topics that an entrepreneur is going to cover in proposal. It is crucial especially when proposal is too longer. It helps the reader to find out topic means it helps in navigating topics.

Two points are important to consider as follows:-

- If an entrepreneur is going to submit business proposal physically means in printed form, then add page number with title as well.
- If an entrepreneur is submitting proposal in electronic formatting, then link each title with the corresponding section, hyperlink can be added for this.

3. Executive summary: As its clear from the name executive summary, it is a brief summary of content you are going to present in your proposal.

- If an entrepreneur is writing proposal to outsiders, then it is first chance to tell about himself and brand, business and what needs a proposal will fulfill and how an entrepreneur is thinking to fulfill it.
- If an entrepreneur is using business proposal for internal purpose there is emphasis only the reason means why he is submitting his proposal and what will the advantages of this proposal to company. In this point all things should be simple, and short, exaggeration of points makes the content boring.

4. Problem: In this section, an entrepreneur has to write in detail about the problem for which he is trying to find solutions. This is the section of proposal that gives him the chance to prove that he is understanding that what is the problem and what are requirements that are needed to follow to solve that particular problem. There is utter need to clear why it is necessary to solve this problem. The main point to be follow in this part is that information should as detailed as possible but with relevancy.

5. Solution: In this part of proposal a clear and full detail of solution is given. Not only this, benefits also be discussed. Points to be follow are mentioned as follows:-

- Clear your audience what are the actually main problems that he is facing and what are the ways why adopting that he can avoid that problem.
- Tell your audience why your solution is the best solution and unique from others, what will the outcome or benefits if audience follow your solution.
- While writing this part focus fully on your audience to make it more convincing.

6. Qualification: In this part of an entrepreneur's proposal have to make the audience that he has the required experience with the solution of a problem. There are various reasons due to which this part is important as follows:-

- Your client, customer or investors may be unfamiliar to your business so this section make them familiar about you, your experience and business.
- Not only for external proposal but also for internal proposal this section is productive because there may be colleagues with whom you have little communication before.
- There is no need to add this section in solicited proposal because REF document clears that your audience knows you and have already knowledge about your qualification.

- In this section way of writing also matters as the content have value. There is need to have high confident tone to create your reader's interest to consider it.

7. Cost summary: Cost summary should also be part of an entrepreneur's business proposal. In this section, he will write the financial cost of his business proposal. Besides this, others costs such as time and cost for collecting resources should also be added. Necessary points to follow are:-

- Make sure all costs should be written differently so that your audience can know for what and how much amount you are charging for.
- Try to make a difference between necessary cost and costs that can be reduced or cut off.
- If you are submitting your proposal in electronic form there is need to add table of price to make clear your client about your cost that occurs.

8. Terms and conditions: Legal formalities are added in this section such as "terms and conditions" of an entrepreneur's agreement. There is no need to add this section if internal proposal is written but it is must in external proposal. Here you need to keep wording easily otherwise legal terms may confuse the client.

9. Agreement: When an entrepreneur's client accept proposal, then both sign that proposal. Full name and signature of both are necessary. Contact information should also be added so that client can contact, if they have any question. This section must be simple too.

4.2.3 Effective Business Proposal

There are numerous points that takes value, to make the business proposal more clear and effective. The paramount feature of writing business proposal is, it should have right format and correct information so that proposal can give attractive look and be read easily. These points have been explained as follows:-

- **Focus on audience's need:** While writing business proposal there should focus on needs of audience and keep in mind what can be solutions according to their needs so that audience's needs could be fulfilled by following the effective measures.
- **Proposal should be easy to read and understand:** Format of business proposal should be simple and easy to follow. The content should be concise and free from confusing words and exaggeration so that anyone can read that proposal without any difficulty.
- **Proposal should be written in confident tone:** Proposal must be written a confident tone. It should be like that can convince the reader because if an entrepreneur is not confident enough while writing proposal, how the reader would be?
- **Business proposal should give professional look:** Look of business proposal should be professional and free from errors. Informal look or content with errors may distract the reader or make it unattractive to read.

4.3 CONTENTS OF A BUSINESS PLAN/PROJECT REPORT

4.3.1 What is Project Report

All detailed information about the proposed project is called project report. It is a written proof of all activities and operations that will be done to achieve the desired results. It is the project report that clarifies the business plan, goals and objectives and converts the business idea into a productive task. For taking more benefits, all different aspects such as; Technical aspects, managerial and production aspect, economics and financial aspects are considered in detail in this report. The project report is an important tool that helps management in recognizing a problem and to find the best solution. Besides this, project report clears what will be the cost of operations if done and how much profit that proposed project will bring to a company or business.

4.3.2 Contents of project report

1. Title: The first page that will tell about the title of project and the name of author. This will mention clearly the industry's name and detail for which project report is written. Project scope also a part of title that is ought to be added.

2. Abstract: This section of report is added to provide an idea to client about the project report, it is brief summary of parts of the report. It is written in minimum length, and the fundamental purpose of adding this is that anyone can check, from abstract, whether this proposal is of their interest or not and he have no need to go through all the project report before giving view on proposal.

3. Acknowledgement: This part of project reports concerns about the people who have helped while doing project work. A humble thanks is done to all who contribute their time and efforts during work on your proposal.

4. Content page: Content page is added to clear the path of project report. It tells what are the main chapters and subsections that have been added into project report, what is page number from which that chapter starts or ends, what are main subheadings. The real purpose behind this part is make the reader easy to understand all points and navigate any chapter, subsection or subheading easily.

5. Introduction: This is the key part of report to be addressed carefully. This part of report describes the scope and nature of report, background of the project, all important things of report, and technical material in detail.

6. Background: Background can be added into introduction if work on small grounds but if you have done excessive research and ground work then it is advisable to make a different section of it. All detailed information about goals, information necessary to achieve that particular goals, all pieces of work done in getting that goals are added clearly. Also, sources of work done must be included.

7. Body of report: This is a middle part of project report, having mainly three to four chapter according to project. This section tells about technical work done for completing project. Clear the reader or client why an entrepreneur has chosen such approach despite having

alternatives. All interesting features and problems during implementation should be written clearly.

7. Conclusion and future work: The success and failure both are concluded into this part because no project can be perfect completely and each one some failure or limitations. Project should also tell about future work of project.

8. Bibliography: The number of books, internet websites, articles, journals, manuals, research studies or anything that is used while doing project need adding into this section of project report. Full and accurate detail of all resources with title, page number, and website address should be mentioned.

9. Appendix: Some necessary things such as; Tables, charts, graphs, that have been used and necessary to give a clear look to project report are added into this part of report.

10. User guide: Last section of project report is user guide to make understand the user. For instance, you are writing a project report on development of a new software or development in a particular existing modal of some product then you should guide your client how to use that software or product. For illustrating properly some process diagrams, flow charts can be added to tell how to use that thing. This component of report should be kept simple and brief to keep reader free from confusion.

4.4 PROJECT APPRAISAL BY EXTERNAL AGENCIES

4.4.1 What is Project Appraisal?

After writing project report the next noteworthy step is project appraisal. This is done to do evaluation of all important factors of the project to check whether this particular business proposal is viable or not. There are numerous methods and tools for doing appraisal so that decision can be taken regarding acceptance and rejection of project such as economic appraisal, financial appraisal, templates of excel and many other decision techniques.



“Project appraisal is a systematic process to assess the viability of a project . It involves checking the viability of the project before accepting it to execute. It is a tool that helps the company to select the best project appraisal that can bring maximum profit to company.”

Project Appraisal is a consistent process of reviewing a given project and evaluating its content to approve or reject this project, through analyzing the problem or need to be addressed by the project, generating solution options (alternatives) for solving the problem, selecting the most feasible option, conducting a feasibility analysis of that option, creating the solution statement, and identifying all people and organizations concerned with or affected by the project and its expected outcomes. It is an attempt to justify the project through analysis, which is a way to determine project feasibility and cost-effectiveness.

Features of project appraisal:-

There are some features of project appraisal that are discussed below:-

- Project appraisal helps to evaluate the key factors of project.
- Helps to take decision whether proposal should be accepted or not.
- Project appraisal helps to check the viability of project so that maximum benefit can be taken from that project.

Steps in the project appraisal process:-

There is a proper process to do project appraisal as follows:-

1. The first step is initial assessments.
2. Problem is defined and long-list is prepared.
3. Consult and short-list.
4. Evaluation of alternatives.
5. Comparison and selection of project.

4.4.2 Objectives of Project appraisal

Before accepting a project, it is necessary to do its appraisal. It helps to do evaluation of key factors of the project and also, to check the viability of a project. Project appraisal process has the following objectives:-

- (a) Assessment of project is done to check the viability of project in terms of social, economic and financial.
- (b) Make a decision whether project should be accepted or rejected.

Project appraisal in the international context:- When appraisal of project done in an international context, the viability of project must also be checked in terms of technical, economics, financial, management and governance.

4.4.3 Types of project appraisal and its different aspects:-

Project appraisal goes through different types of appraisal, before committing a Project. It is mainly done by a person that was not involved in the preparation of the project proposal. Project is evaluated from the following aspects:-

1. Organizational aspects
2. Technical aspects

3. Financial aspects.
4. Economic aspects
5. Marketing aspects
6. Commercial aspects
7. Ecological appraisal
8. Social appraisal
9. Cost-effectiveness analysis.
10. Legal appraisal

Project appraisal guidelines:-

Guidelines for doing project appraisal are:-

1. Several aspects are there that can be used for making assessment about project.
2. Economic, social , and financial viability can be checked properly.
3. Appraisal should be done by a person that was not involved when project proposal was being prepared.

Project appraisal methods:-

1. **Organizational analysis:** Organizational analysis is that appraisal method in which assessment of growth, operations done by personnel and working environment of entity is done. this analysis is crucial because it enables management of that organization, able to find the areas of weakness and some approaches to ameliorate that problems.
2. **Technical analysis:** It is the appraisal of technical and engineering aspects when a project is examined. In this assessment all tools, techniques, designs, plans and schedules are properly checked so that a wise decision regarding project can be taken.
3. **Financial analysis:** As the names clears it is analysis of finance aspect of project means assessment of cost and revenue of project. The worth mentioning benefit of this analysis is it helps the company to understand the both cost and revenue aspect in detail so that company can understand what are points of overspending and it can avoid extra spending on resources and requirements to get the maximum output. All alternatives are checked properly to select the one that have less cost and maximum revenue.

Some key points that needs to understand while doing financial analysis:-

- (a) Cost: The first step is to check that what will be the cost to complete the project and get the best output.
- (b) Product pricing is being set for getting profit.
- (c) Financing: Financing aspect tells how to use fund in an efficient way.
- (d)Investment and income: Profit and investment aspect should be checked properly .Only that

Project is accepted in which profit exceed its investment.

4. **Economic appraisal:** Comparison between benefits and cost of project calls economic analysis. Some points can be understood to perform the economic analysis. These points are following:-

- (a) How much benefit project will bring?
- (b) What are unique features of project due to which it will bring more profit?
- (c) Justification by comparing the cost with benefits.

Benefits of project that need to be checked such as; Better result, services, revenue, More earnings, Better standards, More income, Better distribution and employment etc.

5. **Market and commercial analysis:** This is a appraisal in which opportunities available in the market are assessed properly, despite this marketing objectives and marketing process plans are assessed in a detailed way.

Commercial appraisal is alike economic appraisal but its scope is narrow. Its main focus is on to check whether a proposed project will be beneficial in a commercial sense or not. A proposal would be considered commercially good if it will bring sufficient revenue to cover its costs and achieve acceptable financial rate of return. This appraisal is done in both private and public organizations.

6. **Ecological Appraisal:** Ecological appraisal of project means it has been checked that what will the impact of project on the quality of:- Air, Water, greenery and noise. There are some big projects that cause environmental damage such as; Power plants, Irrigation schemes and many Industries like industries involved in bulk drugs, chemicals and leather processing. In case of these industries damage & the cost of restoration is checked properly.

7. **Social Appraisal:** A social appraisal means the project design and the process of project is monitored from a social perspective. Particular attention is given to the impact of the project on different stakeholders, their opportunities, and how much project contribute in reducing poverty.

Social appraisal includes the analysis of stakeholders and their participation on the distinction of primary, secondary and key stakeholder is done properly.

8. **Social Cost Benefit Analysis:** Cost Benefit Analysis (CBA) is done to check the proposed investment in terms of the welfare of society. Social benefits and costs are assessed in the monetary terms. Cost benefit analysis not only helps to make choices between available alternative investment options but also tells about the project worth.

This analysis is mainly used for investments in public sector. This analysis differs from financial appraisal that see an investment only from individual participants, tells about private benefits and costs. While on the other hand, CBA is a wider approach it considers both monetary and non-monetary benefits and costs and finds the true price according to environmental and social value.

9. **Legal Appraisal:** Legal appraisal is done to do analysis whether the project satisfies the legal issues for example acquisition of land, title deed, environmental clearance etc.

4.5 BUSINESS PLANNING

All ventures that are planned properly get more success than ventures without planning. The business planning process requires in entrepreneurship because it helps to find what are basic requirements and need to establish an entrepreneur, and how much finance and human resource is required to execute that plan.

Business planning is not a difficult task whether it is a new venture or an established one. The first step is do a analysis of your competitor means check what types of product and services they are providing to their customers. Then check what will be the uniqueness of your product that will help you to take advantage over your competitor and will attract customers. Also make planning how your product will fulfill customers' need. The next step comes when you make strategies for introducing products and services in the market. Cost of production of products or services is also calculated. Not only this, marketing costs also required to find to attract your customers. The managerial and staff resources also necessary to judge at the earliest pace.

- **Know your customer:** It is must for every entrepreneur to do a detailed analysis to understand who can be the target customer to whom product can give maximum benefit. It also helps to make decision about product accordingly and also attract customers when product is prepared according to their choice. In this step customer's features according to demographic place is also checked out. Not only this, a deep detail of competitor's product also matters a lot. Assess their strength to be prepared before launching product into market and also weakness to find the areas from your can take advantages and capture customers from them. Communication with different age group also keeps value because by this liking and disliking can be known earlier.

Skills requires for getting success: Success strategies are planned in advance means mission is decided in which entrepreneur decide what are the targets for next three to five years. Once long-term goals are decided, then short term goals are fixed to fulfill that short term goals. A detailed knowledge of finance is mandatory in this step so that costs of running a business can be found and work can be done accordingly.

Importance of business planning:-

Entrepreneurs must focus on writing the whole business plan document. Some entrepreneurs do not devote their full on writing this planning process because they do not give proper value to this document. This planning process is like road map that helps you to get desired goals and success.

Despite this, investors and lenders also see this document before investing their money into a venture. They like to invest money in an entrepreneur that they think ,has some effective plans for future.

A business plan tells various things as follows:-

- (1) What product or service you are going to offer?
- (2) What are required tools, human resource, financial resource, facilities and equipments?
- (3) The other things that need to considered are, what is the construction process and what steps are needed to follow to complete that process.

- (4) A business plan should tell the story of your company before it happened.
- (5) What are companies' plans for next three to five years?
- (6) What will be revenue growth and profitability?
- (7) It provides a clear photo of what will the position of company in future like its size, scope market share and edge over competitors.

As it is clear that a business plan is like a road map. Entrepreneurs often use business plans to help guide them by this they help business owners that they can see the bigger picture, plan ahead, make important decisions. There are points that clears value of business plan as follows:-

1. Help business owners in make better decisions: Planning is base of everything and value of planning is much more in a new venture. It helps business to do work on right time and solve any critical situation if a business face.

2. Tells about the viability of the business: Business plan tells about the ability of a business like how business will work and what is its strength and value.

3. Act as a guide for service providers: Every service provider like lender, banks, worker like to check business plan. They want to give their services in a business that has better scope for future and more chances of getting growth.

4. It reduce risk: Entrepreneurship is a risky business and that risk becomes significantly more manageable when it is tested against a well-organized plan henceforth business planning is more important.

6. Business plan act as a communication device between company and stakeholders: A business plan is a communication tool used to secure investment capital from different financial institutions. It helps to convince people to work for your enterprise and secure credit from suppliers and attract customers that a fundamental requirement of every business.

7. Business plan helps you to find weakness: Business plan helps you identify weakness in your idea. Plan can be shared with others who can give you their opinions and advice such as experts and professionals can be identified who are in a position to give you advice and they will be able to give their advice if you have a proper planning process.

8. Business plan helps to develop a market strategy: It is business plan that helps to develop different market strategies like how much is the potential area where product or service can be offered and what is ability of company according to market.

4.6 LET US SUM UP

A business proposal bridges the gap between an entrepreneur and his clients. It is a document to define a project that needs proper attention and concentration before writing. Proper format is followed while writing business proposal otherwise it may be rejected. After writing business proposal, proper appraisal is must that is done by a third party means by a person that was not involved in writing project report. There are various methods to do the appraisal of project and after doing proper analysis only that proposal is accepted that gives maximum benefit at minimum cost. Furthermore, proper writing of project report helps in project appraisal and to check its feasibility. Project report consists of information on economic,

financial, and managerial aspects etc. Finally, an effective business planning needs to take into consideration the organizational goals, policies, and strategic programs to ensure its compliance.

4.7 TO CHECK THE PROGRESS

4.7.1 Long answer questions

1. How effective business proposal can be written and what is structure of business proposal?
2. What is project report and what are main contents of business report?
3. What is project appraisal? Explain its meaning and objectives?
4. What is business planning? Discuss its importance in detail.

4.7.2 Short answer questions and answers

1. Which question about the project should be answered in the problem statement section?
 - a. What
 - b. Who
 - c. Why
 - d. When
 - e. All of the above

ANSWER: c

2. Which section of the project proposal should explain how the project will be delivered?
 - a. Problem statement
 - b. Objectives
 - c. Technical approach
 - d. Project team

ANSWER: b

3. Project appraisal enables:-
 - a. To know cost benefits
 - b. Technical feasibility
 - c. Economic & Environmental viability
 - d. All of the above

ANSWER: d

4. As a result of poor project appraisal
 - a. We may end up with no demand for the project
 - b. We may incur losses
 - c. We will save money

d. a & b

ANSWER: b

5. Project appraisal gives an indication about the

a. Total viability of the project

b. Financial, Economic & Social benefits only

c. Only technical viability

d. None of the above

ANSWER: a

BACHELOR OF ARTS (LIBERAL ARTS)
SEMESTER-III
COURSE: ENTREPRENEURSHIP DEVELOPMENT

UNIT 5: ENTREPRENEURSHIP DEVELOPMENT PROGRAMMES (EDP)

STRUCTURE

5.0 OBJECTIVES

5.1 INTRODUCTION

5.2 RELEVANCE OF EDP

5.2.1 RATIONALE OF EDP

5.3 ROLE OF GOVERNMENT IN ORGANISING EDPs

5.3.1 INSTITUTE ESTABLISHED BY CENTRAL GOVERNMENT

5.3.2 INSTITUTIONS ESTABLISHED AT STATE LEVEL

5.4 IMPORTANCE OF EDPs

5.5 ACHIEVEMENTS OF EDPs

5.6 PROBLEMS FACED BY EDPs

5.7 SUGGESTIONS TO MAKE EDPs SUCCESSFUL

5.8 LET US SUM UP

5.9 TO CHECK THE PROGRESS

5.9.1 LONG ANSWER QUESTIONS

5.9.2 SHORT ANSWER QUESTIONS AND ANSWERS

5.0 OBJECTIVES

After studying the Unit, you would be able to:

- Understand the detailed concept of EDP.
- Define different programmes of EDP.
- Describe the achievements of EDPs in entrepreneurship development.
- Identify the relevance of EDPs for the growth of economy.

5.1 INTRODUCTION

Entrepreneurs are not born; they can also be nurtured through education, training and experience. Though entrepreneurial talent is existing in every society but socio-economic environment obstructs the emergence of entrepreneurial talent. Proper environment is required in which entrepreneur can learn and deliver his assigned responsibility in an efficient manner and change his attitude. Entrepreneurial development seeks to provide fruitful direction for those who choose a career path different from traditional roles.

Entrepreneurial development is an act of inspiring people for entrepreneurial career and making them skillful of exploiting business opportunities. It is not simply a training task rather an act of motivating and developing skills of potential entrepreneur and helping them in developing their own ventures. The objective of entrepreneurial development is to inspire a person for entrepreneurial career and to make him proficient of perceiving and exploiting successfully opportunities for enterprises. The trained entrepreneur can monitor others on how to start their own enterprise and approach various institutions for various requirements for new venture. Trained entrepreneurs may become catalysts of developing industry and lead to economic progress.

According to Prof. Pareek and Karenina, “Operationally, entrepreneurship development would mean development of entrepreneurs and promotion of increased flow of individuals to entrepreneurial ranks.

Entrepreneurial Development Programme (EDP) may be defined as “a programme designed to help an individual in strengthening his entrepreneurial motive and in acquiring skill and capabilities necessary for playing his entrepreneurial role effectively.”

Entrepreneurship is crucial for every economy. EDPs are scheduled programmes developed to identify, inculcate, cultivate, develop, and polish the capabilities and skills as the prerequisites of a person to become an entrepreneur. The EDPs emphasise on training, education, reorientation and creation of conducive and healthy environment for the growth of entrepreneurship.

Entrepreneurship development is the method of improving the skills and knowledge of entrepreneurs through various training and classroom programs. Entrepreneurship development is concerned with the study of entrepreneurial behaviour, the dynamics of business set-up, development and expansion of the enterprise. Entrepreneurship development focuses more on growth potential and innovation. Entrepreneurship Development has gaining significance in developing an economy. It is an organised and systematic development. It is a tool of industrialization and a key to unemployment problem for any country.

5.2 RELEVANCE OF EDP

“No EDP, no economic development.” Entrepreneurial development plan cannot be framed and executed without its relevance to the political, economic, social and legal environment. EDPs are very much relevant for the development and growth of any economy. Following are the important points showing the relevance of entrepreneurial development programme:

1. They should adhere to the main object of development such as generating employment, set up ancillary, small and medium sized industry, and introduction of new entrepreneur and maintain stability etc.
2. There should be suitable arrangement of training and education such as setting of technical and electrical institute, handicraft making institute.
3. There should be efforts to boost the promotion of entrepreneurial skill such as technical and managerial skill. The main aim is to impart management and technical know-how required by the participants to operate their business entrepreneur.

4. It cultivates the spirit of social responsibility by spreading social consciousness and awareness about new venture, new technology, and managerial skill, uninterrupted supply of goods or services in society.
5. There should be enhancement in mobility of entrepreneurs by providing training to new entrepreneurs and after that acquired employment inside or outside the area.
6. There should be support in preparation of new projects about product /services, financial services, market of respective products.
7. Entrepreneurial Development Programme started several types of self-employment programme for eliminating unemployment by Integrated Rural Development Programme (IRDP), etc.
8. There should be poised regional development and setting up of more units which lead to the development of backward areas through EDP.
9. Effective EDP should provide help in establishment and development of ancillary, tiny, small and medium industry and business.
10. EDP should be framed with a purpose of elimination of poverty and unemployment.
11. EDP should be centred to search potential entrepreneur.

5.2.1 Rationale of EDP

- (i) EDP is intended for developing those first generation entrepreneurs who on their own cannot dream of becoming successful owners of enterprises.
- (ii) The effective entrepreneurial class is essential to speed up the process of activating the factors of production to guarantee higher rate of economic growth.
- (iii) EDP warrants potential entrepreneurs of backward and tribal areas to set up their enterprises with the support of government and institutional support system.
- (iv) EDP helps in spreading of economic activities in different regions by providing training and other support to the local people.
- (v) EDP develops the persons who are fascinated to work as job providers by establishing enterprises not to those who are job seekers. Thus, it supports the creation of employment opportunities.
- (vi) EDP enhances the standard of living of the weaker sections of society and involvement of all sections in the process of economic growth.
- (vii) EDP develops motivation and competence necessary for successful launching, management and growth of the enterprise.

Thus, EDP is necessary to motivate the potential entrepreneurs to transform their dreams into action. However, it is not expected to generate any magical result. It is a continuous process of training and motivating them to set up enterprises in a big way.

General belief about the EDP is that individual can be developed and their perception can be changed. They may be motivated to transform their dreams/ideas into action through an effective EDP. However, it is notable that EDP is not just a training programme. It also changes social and organisational framework which enable the potential entrepreneurs to perceive opportunities and learn to respond to them, in this way, EDP is a process of:

- (i) Enhancing the motivation, knowledge and skills of the potential entrepreneurs,
- (ii) Arousing and reforming the entrepreneurial behaviour in their day to day activities,
- (iii) Assisting them in developing their own ventures or enterprise as a sequel to entrepreneurial action.

5.3 ROLE OF GOVERNMENT IN ORGANISING EDPs

After independence of our country the Government of India decided to promote entrepreneurial activity through various incentives in both industrially backward and rural areas. The thrust of these programmes was to provide, technological, financial, market and morale support to the potential entrepreneurs, who can act as a catalytic agents of change and development. There are numerous agencies and institutions engaged in entrepreneurial development activity and these are discussed as under:

5.3.1 Institute Established By Central Government

(1) National Institute For Entrepreneurship and Small Business Development (NIESBD)

The National Institute for Entrepreneurship and Small Business Development (NIESBD) was established by the Government of India in 1983, as an apex body for coordinating and overseeing the activities of various institutions and agencies engaged in entrepreneurship development especially in the area of small scale industry and small business. The NIESBD aims at creating an environment which is conducive for the growth of entrepreneurship and to support potential entrepreneurs. The major actions of the Institute include (i) framing model syllabus for training various target group, (ii) providing effective training strategies, (iii) methodology required, manuals and tools, (iv) giving information about facilitating and supporting activities that Centre/State Governments and other agencies provide in executing programmes of entrepreneurship and small business development, (v) enhance the benefit and accelerating the process of entrepreneurship development, (vi) conducting various programmes for motivators, trainers and entrepreneurs which are generally not undertaken by other agencies and (vii) organizing the activities that help in developing entrepreneurial culture in the society.

(2) Entrepreneurship Development Institute of India

EDII has been established by financial institutions such as IDBI, ICICI, IFCI, and SBI in the year 1983 in Ahmedabad. The EDII has been providing training to people for self-employment for the last twenty four years and has done revolutionary work in this field. The EDP Department conducts regular training courses with the objective of enabling people to become self-employed. The courses are generally of 3-4 months duration and cater mostly to the needs of village youth and school drop-outs. The department imparts not only training but also enables the trainees to become self-employed and make efforts to build their business venture a success. For this purpose, the EDII has engaged in various activities such as establishing contacts with the banks for obtaining firm loan, helping trainees to prepare a project proposal, and monitoring the programmes of trainees.

(3) Small Industries Development Organisation (SIDO)

This organisation was designed to identify persons with entrepreneurial abilities established in 1954 by the Central Government. The training programmes are designed for different groups like educated unemployed, women, weaker sections, technocrats, rural artisans, physically handicapped, entrepreneurs under self-employment scheme, etc. At present SIDO have sixteen specialised institutes

responsible for training, research and development of product design and processes. It has designed programmes for industrial management, specialised courses in production, marketing, finance and export management.

(4) National Entrepreneurship Development Board (NEDB)

NEDB has been established under the Chairmanship of the Union Minister of State which acts as an apex body for entrepreneurship development. It devises and recommends to the Government regarding various schemes for promotion of entrepreneurship for encouraging self-employment in small scale industries and small business. The Board recommends suitable facilities and incentives for entrepreneurship training.

(5) Indian Investment Centre (IIC)

This organisation was set up by the Government of India to promote joint ventures and to conduct EDPs. For this purpose, it has set up an Entrepreneurial Guidance Bureau to guide entrepreneurs in establishment of new ventures. IIC helps the entrepreneurs in developing entrepreneurial skills, increasing their managerial knowledge and helping them to start their own projects.

(6) Technical Consultancy Organisations (TCOs)

TCOs established with a purpose to provide high quality consultancy services which improves the operational efficiency of entrepreneurs. All India financial institutions have set up seventeen technical consultancy organizations to provide industrial consultancy and training to entrepreneurs. TCOs provide a comprehensive package of services to small entrepreneurs. The main functions of TCOs are as follows:

- (i) Identification of industrial potentials;
- (ii) Conducting pre-investment studies and prepare project reports and feasibility studies;
- (iii) Commence techno-economic surveys;
- (iv) Carry out the market research; and
- (v) Identify potential entrepreneurs and provide them with technical and managerial assistance.

(7) Xavier Institute of Social Services, Ranchi

This institute has been established in year 1974 for conducting various entrepreneurship development programmes and skill development programmes of national level. XISS has been supported by funding agencies like, Industrial Development Bank of India and Industrial Finance Corporation. It assists the trainees in drafting project proposals and on obtaining the required finance. It offers a six month programme to tribal for developing the entrepreneurial skills. The programme consists of:

- (i) identification and selection of candidates.
- (ii) motivating and providing managerial training.
- (iii) training of practical skills.
- (iv) helps in market survey and preparation of project report.

(8) National Institute for Small Industry Extension and Training (NISIET)

This institute was established in 1960 as an autonomous body under the direction of SIDO to provide extension and training services to the entrepreneurs. It imparts training to entrepreneurs, managers, different departments of State Governments, financial institutions and other agencies. It organises national and international level programmes every year. It is a nodal agency to work as resource and information centre for small units and also undertakes research and consultancy for small industry development.

(9) Development Commissioner (MSME) under Ministry of Micro, Small & Medium Enterprises

The Ministry of Micro, Small & Medium Enterprises (MSME) has been undertaking various programmes related to entrepreneurship development through Development Commissioner. These programmes include a number of vocational and entrepreneurship development programmes and other related programmes for entrepreneurship and skill development. These are explained as under:

(i) Entrepreneurship Development Programmes (EDPs)

EDPs are being regularly conducted to nurture the talent of aspiring youths by making them mindful on various aspects of industrial activity required for setting up (Micro, Small Enterprises) MSEs. Technical education institutions like, ITIs, Polytechnics and other technical institutions are generally involved in organizing the EDPs. The course contents for EDPs are planned in such a way so as to offer necessary information to the entrepreneurs on product and process design, manufacturing practices involved, testing and quality control, selection and usage of appropriate machinery and equipment required, project profile preparation, product pricing, marketing techniques, service pricing, export opportunities, infrastructure facilities available, financial facilities available.

(ii) Entrepreneurial Skill Development Programme (ESDP)

Entrepreneurial Skill Development Programmes are basically meant to upgrade skills of the potential and existing entrepreneurs and the available workforce. These programmes provide appropriate training to develop skills of new workers and technicians. These programmes dedicated for skill development of socially disadvantaged groups (SC, ST, women, OBC and minorities) are being regularly being organized in various parts of the different states. 20 percent of the total targeted people for these ESDPs should be exclusively from the weaker sections of the society i.e. (SC/ST/women and PH). They are provided a stipend of Rs. 500 per month per candidate under the Promotional Package for MSEs. No fee is charged from the candidates under these programmes.

(iii) Management Development Programmes (MDPs):

Management Development Programmes are being conducted to provide training on management practices. These programmes are aimed to enhance the decision -making and managerial skills of the potential and existing entrepreneurs. These programmes can help the entrepreneurs increase their productivity and improve their profitability. The curriculum for the MDPs is designed based on the needs of the industry and are customized and of short duration. 20 percent of the targeted training programmes are

conducted absolutely for the weaker sections of the Society (SC/ST/Women/Physically Handicapped).

5.3.2 Institutions Established At State Level

Various institutions have also been established at State level to make the entrepreneurial development programmes more successful. Some of the important institutions are as follows:

- (1) Small Industries Service Institute (SISI),
- (2) District Industry Centre (DIC),
- (3) State Finance Corporation,
- (4) State Small Industries Corporation (SSIC),
- (5) State Industries Corporation (SIC),
- (6) Directorate of Industries,
- (7) State Industries Promotion Corporation.

5.4 IMPORTANCE OF EDPs

EDPs have important role in increasing the supply of new entrepreneurs to quicken the process of industrialization. It is widely accepted that persons fascinated to become entrepreneur will be greatly helped if appropriate training and development programmes are made available to them. Importance of EDPs can be judged on the basis of following points.

(1) Eliminating Poverty and Unemployment

Under developed countries are confronted with the chronic problem of unemployment. EDPs can provide relief to these unemployed people in getting self-employment and at the same time generating employment opportunities for others. Various programs initiated by the government like NREP (National Rural Employment Programme), IRDP (Integrated Rural Development Programme) etc. are aimed at eradicating unemployment problem.

(2) Balanced Regional Development

EDPs may help in accelerating the pace of industrialisation resulting in the reduction of concentration of economic power. Small scale units can be set up in remote areas with trivial financial resources and it helps in achieving balanced regional development. EDPs aimed at promoting small scale units are more useful for balanced regional development than medium and large scale units.

(3) Economic Growth

The EDPs can play an important role in the economic development of developing countries like India. Such programmes produce many entrepreneurs who are able to establish small and micro enterprises which need less investment in funds. It increases new investment and bring innovations. All these activities in turn stimulate the economic growth.

(4) Optimum use of Locally Available Resources

The EDPs can be very effective in harnessing locally available resources by training and educating the entrepreneurs. Since ample resources are available locally, proper use of these resources will help in building a healthy base for sound economic growth and rapid industrialisation. EDPB also help in minimising excessive scraps, defective output and wastage in the production process.

(5) Promote Innovations

Successful Entrepreneurial Development Programmes initiate the people for innovations and higher creativity. EDPs have become a vital strategy for harnessing the vast untapped human skills, to channelize them into accelerating industrialisation.

(6) Resolves Social Tension

After completing the education, every youth feels frustrated if he does not get suitable employment. The surplus youth energies can be channelized to self-employment careers to help the country. This may resolve social tension and unrest among youth.

(7) Development of Entrepreneurship Qualities

EDPs are desired to induce achievement motivation and develop entrepreneurial characteristics or competencies among young persons through training with a view to making them successful future entrepreneurs.

(8) Preventing Industrial Slums

More industrial units are located in highly congested areas and it leads to formation of new industrial slums. EDPs may help in removal of these slums as entrepreneurs are provided with various schemes, incentives, subsidies and infrastructural facilities to set up their own enterprises in all the places. It will help in controlling industrial slums and also reduces pollution, traffic congestion and over-crowding in developed areas.

(9) Fulfilment of Dreams

EDP is necessary to motivate the potential entrepreneurs to convert their dreams into reality.

(10) Successful Launching of New Units

EDPs inspire the young entrepreneurs and develop motivation, competence and skills necessary for successful launching, management and growth of the enterprise.

(11) Development of Rural and Backward Areas

If new enterprises are set up in backward and rural areas of a developing country like India, they are sure to alleviate poverty in such areas and also to remove lopsided economic development that is, concentration of business enterprises in urban areas only.

5.5 ACHIEVEMENTS OF EDPs

The major goal of EDPs is to generate entrepreneurs who adopt entrepreneurial career and set up their own new small business ventures. It is a prerequisite for an overall economic development of any country. The following achievements points elaborate the achievement of EDPs as follows:

1. Improvement in per capital income: Entrepreneurs are constantly looking for the opportunities and exploring & exploiting the opportunities. They lead in organizing various factors of production by putting them into productivity through establishing new entrepreneurs. When more & more enterprises will establish, it will result in the increase of employment and generating wealth in the form of goods and services. Therefore, EDP plays a positive role in setting up of more units and helps in generating more employment and income.
2. EDP helps an entrepreneur to set up firms by formulating projects and providing the entrepreneur necessary technical guidance & support.

3. EDP assists an entrepreneur in expansion and establishment of new industrial or venture or business.
4. EDP plays an important role in nurturing the qualities through entrepreneurial training, education, experiments and orientation programmes.
5. EDPs support for attaining the balanced regional development and reduce concentration of economic power in few hands only.
6. It plays an important role in establishing entrepreneurial development institute such as EDII, NIESBOD, NAYE, CED etc.
7. Miscellaneous achievement:
 - i. Increase in production and productivity.
 - ii. Growth of market.
 - iii. Decentralization of economic resources.
 - iv. Encourage the spirit of social responsibility.
 - v. Penetrating new entrepreneurial opportunity.

5.6 PROBLEMS FACED BY EDPs

There are various problems faced at the time of organizing these programmes. These problems are explained as follows:

1. Lack of National Level Policy

There is no appropriate national level policy in India for entrepreneurship development. The Government did not frame and enforce a policy for the promotion of entrepreneurship. The suitable policy for Entrepreneurship development programmes should be framed by the Government to promote balanced regional development of various underdeveloped areas.

2. Difficulty in Pre-Training Phase

It is also identified that there is lack of proper training methodology during that phase, its content, sequence, theme and the focus of the programme is not clear. There are great number of problems in that phase such as identification of business opportunities, finding and locating target group, selection of trainee and trainers etc.

3. Over-Estimation of Trainees

The institutes providing EDPs overestimate the aptitude and capabilities of the educated youth. On the one hand the EDPs do not impart sufficient training and on the other financial institutions are not prepared to finance these risky enterprises set up by the not so competent entrepreneurs. Therefore the training agencies motivate and enable the trainees in the successful setting up of their enterprise.

4. Time Period of EDPs

The time period of most of EDPs varies between 4 to 6 months, which is not sufficient to learn basic managerial skills required for the entrepreneurs. Therefore, the objective to develop and strengthen the entrepreneur skills, qualities and motivation may be defeated.

5. Lack of Infrastructure Facility

These programmes are conducted in the rural and backward areas. In that area there are many problems regarding lack of adequate class rooms, efficient guest speaker, boarding and lodging of trainer and trainees, etc.

6. Improper Methodology

The contents of the EDP course are not standardized and most of the agencies conducted EDPs themselves and they are fully clear about what they are supposed to do for the attainment of goals. There is no uniform method for the selection of trainees or prospective entrepreneurs. Some of institutions are still debating whether to have a proper identification and selection of entrepreneurs for preparing successful entrepreneurs.

7. Absence of Competent Management or Faculty

It is observed in these EDPs that entrepreneurial failures are mostly due to incompetence faculty and management. There is a problem of non-availability of competent teachers and even they are available, they are not prepared to take classes in the rural and backward areas.

8. Non-Availability of Inputs

Non-availability of various inputs i.e., raw materials, power etc., with poor follow up by the primary monetary institutions resulting non-fulfilment of targets for the entrepreneurship development programmes.

9. Lack of Standardization

The course material for training is not standardized. It is also another problem that there are not standard even in terms of a broad module being adopted by interventions. Different institutes adopt their own module to create confusion among budding entrepreneurs.

10. Poor Response of Financial Institutions

New entrepreneurs are not able to offer collateral security for the getting loans. Banks are not ready to play with the public money and hence they impose various conditions for the sanction of loans. Those entrepreneurs who fail to fulfil with the conditions are not able to get loan and hence their dream of setting up their own enterprises is shattered. Helpful attitude of lending institutions will go a long way in stimulating entrepreneurial climate.

5.7 SUGGESTIONS TO MAKE EDPs SUCCESSFUL

Following suggestions may be recommended to make EDPs successful:

1) Adequate Balance between Stimulating, Supporting and Sustaining Activities

There should be adequate balance between the three types of activities to make EDPs successful viz. stimulating, supporting and sustaining. Stimulating activities include entrepreneurial education, publication of entrepreneurial facilities; assist in identifying variable products and forming a common platform for entrepreneurs to share problems, experience and success. Supporting activities are concerned with various forms of support activities to the entrepreneurs in order to set up and run their ventures. They include registration, obtaining a license, mobilisation of funds, getting tax relief and management consultancy services. Finally, sustaining activities relate expansion, diversification, modernisation and quality control.

2) Selection of Trainees

Trainees should be selected after a vigilant and complete screening of their education status, family background, aptitude, attitude, economic status, etc. Educated unemployed young person's having an aptitude for self-employment should be selected for EDPs. The selection of wrong trainees may lead to wastage of money, efforts, time and other resources.

3) Need for Experienced and Competent Trainers

Trainers should be highly competent, qualified, suitable and committed to the job assigned to them, because the success of the EDPs depends ultimately upon the trainers who must be fully familiar with the latest knowledge and information in their respective fields. Experienced and

suitable trainers are generally found to be unwilling to work in rural and backward areas. Local trainers may be employed but they will not be available in sufficient number and they may not be able to influence the potential entrepreneurs as much as outside experts. Therefore, the trainers should also be paid adequately and selected only after assessing the socio-economic needs of the area and the target group involved.

4) Role of Trainers

The role of the trainers is very important and at the same time, multifaceted because they have to deal with people (potential entrepreneurs or trainees) who may be having limited aspirations and who may tend to resort to fate. The trainers are required not only to impart sufficient knowledge and managerial skill but also to bring about attitudinal change in mind-set of society. The trainers have to act as catalysts or change agents. That is why the trainer is called the kingpin of EDP and he must therefore involve himself wholeheartedly. A good trainer must possess the following qualities:

- i) Good aptitude for development work,
- ii) Conviction in people's capacity to change,
- iii) Ability for public relation and field work,
- iv) Curiosity in understanding people and getting along with them.
- v) In depth knowledge of the area and its people,
- vi) Dedication, patience and resourcefulness, and
- vii) Good sense of discrimination and capacity to work under stress.

5) Designing of a Viable Project

A viable project is a project which is achievable in terms of availability of essential inputs and market potential. The organiser of EDPs should formulate such projects by taking into account the availability of local resources, training requirements, finance, and assessing the feasibility of the projects. They should select right people, provide right training, and entrust viable projects to them to make the EDPs successful.

6) Focus on Achievement Motivation

It is quite essential to develop achievement motivation among the potential entrepreneurs through proper training and favourable environment with a view to creating their dream into reality.

7) Organising Part Time Programmes

Part time EDPs may be conducted during the week ends or in the evening to provide opportunities to those persons who are working somewhere and who are not able to join regular EDPs.

5.8 LET US SUM UP

It is the perceived regarding EDP is that individual can be developed and their perception can be changed. They may be motivated to convert their dreams into reality through an effective EDP. It is notable that EDP is not merely a training programme but develops social and organisational framework which enable the potential entrepreneurs to identify opportunities and learn to respond to them. It is imperative to review every aspect of EDP from pre-training to post- training phase. This will help in charting lessons learnt and in guiding the organizers to plan better and eliminate loopholes in the next program. EDP evaluation should be planned alongside each phase of the program to identify and correct deviations, if any.

5.9 TO CHECK THE PROGRESS

5.9.1 Long Answer Questions

1. “E-commerce is a win-win situation for both entrepreneur and consumers.” Explain.
2. What do you understand by concept of entrepreneurship?
3. What is the role of the Entrepreneurship in economic development?
4. What are the objectives of EDPs?
6. Elaborate the problems faced by EDPs. Discuss the steps to remove those problems.
7. Discuss the role of Government in EDP.

5.9.2 Short Answer Questions and Answers

1. EDP (Entrepreneurship Development Programmes) is required to help:

(a) Existing entrepreneurs (b) First generation entrepreneurs
(c) Future generations entrepreneurs (d) None of the above

Answer: (B)

2. A corporate manager who starts a new initiative for their company which entails setting up a new distinct business unit and board of directors can be regarded as?

(a) Ecopreneur (b) Technopreneur (c) Intrapreneur (d) Social Entrepreneur

Answer: (C)

3. Family business always interested to handover the change of his business to:

(a) Indian Administration Officers (b) Professional Managers
(c) Next generation (d) None of the above

Answer: (C)

4. An individual who initiates, creates and manages a new business can be called

(a) Leader (b) manager (c) Professional (d) An entrepreneur

Answer: (D)

5. Which could provide an individual with the motivation to start a new business venture?

(a) The financial rewards. (b) A desire to be independent. (c) Risk taking (d) All the above

Answer: (D)

6. Write short notes on

(a) NIESBD (b) SIDO

7. Define EDP

8. Role of EDPs in Indian economy.

BACHELOR OF ARTS (LIBERAL ARTS)
SEMESTER-III
COURSE: ENTREPRENEURSHIP DEVELOPMENT

UNIT 6: WOMEN ENTREPRENEURSHIP

STRUCTURE

6.0 OBJECTIVES

6.1 INTRODUCTION

6.1.1 SUCCESSFUL WOMEN ENTREPRENEURS

6.2 CONCEPT OF WOMEN ENTREPRENEUR

6.2.1 DEFINITIONS OF WOMEN ENTREPRENEURS

6.2.2 CHARACTERISTICS OF WOMEN ENTREPRENEURS

6.2.3 FUNCTIONS OF WOMEN ENTREPRENEUR

6.2.4 OTHERS FUNCTIONS OF WOMEN ENTREPRENEUR

6.3 PROBLEMS FACED BY WOMEN ENTREPRENEURS

6.4 REMEDIAL STEPS TO SUPPORT WOMEN ENTREPRENEURS

6.5 SELECTION OF INDUSTRY BY WOMEN ENTREPRENEUR

6.6 SCHEMES OF GOVERNMENT FOR WOMEN ENTREPRENEURS

6.6.1 OTHER GOVERNMENT INITIATIVES

6.7 LET US SUM UP

6.8 TO CHECK THE PROGRESS

6.8.1 LONG ANSWER QUESTIONS

6.8.2 SHORT ANSWER QUESTIONS AND ANSWERS

6.0 OBJECTIVES

After studying the Unit, you would be able to:-

- Understand the concept of Women Entrepreneurship.
- Identify the problems and challenges faced by Women Entrepreneurs.
- Find out the role of government to promote Women Entrepreneurship.
- Outline the suggestions to overcome the challenges faced by Women Entrepreneurs.

6.1 INTRODUCTION

Woman is a person who accepts challenging role to meet her personal needs and become economically independent. Women have played a small role in the field of business. In a patriarchy society, women face number of problems in businesses. She considered as weak and dependent on their father, husband and son. traditionally, outside the domain of economic activities. Women must be part of economic growth, because it will ensure the social development and economic growth of women along with providing more human resources to strengthen the economy of the country. In traditional Indian society, parents prefer male child to female. After pregnancy tests reveals that a female child, then parents destroyed female child. They have many excuses regarding that why they don't want female child. In several developed countries like India, parents assumed that only marriage is the career for most of women. They don't want our female child do anything as an entrepreneur. They have number of logics regarding, not to do any business. Parents already decided about to choose profession teaching, medicine and office work etc. for a woman.

Feminism isn't about making women stronger. Women are already stronger; it's about changing way the world perceives that strength.

Women empowerment is empowering the women to take their own decisions for their personal development as well as social development. When a woman stands for herself than she also stands for the society to adapt the changes being by the women. The best way to empowering women is to develop women entrepreneurship. The role of women has changed drastically in the past few years for the better. A lot of women are entering in the business to earn bigger and better. India needs more women entrepreneurs to grow economically, socially and culturally. To facilitate this growth, better access to finance has been offered especially for women in India. The government of India has formulated various training and development cum employment generation programmes for the women to start various types of business. Government and non- government, promotional and regulatory agencies have come forward and play supportive role in promoting the women entrepreneur in India. A congenial environment is created to enable women to participate actively in the entrepreneurial activities.

6.1.1 Successful Women Entrepreneurs

The increasing presence of women as entrepreneurs has led to the change in the developing phase of business and economic growth of country. Women owners are playing a prominent role in society inspiring others and generating more employment opportunities in the country. With the increasing number of competitors, women faced list of problems while during their business. There are lots of women entrepreneurs who overcome this difficulty and also encourage others to do the same. Some of the successful women entrepreneurs are as follows:

- 1) **Kalpana Siraj**: She is known as the first women entrepreneur of India. She was born in Maharashtra village and belongs to Dalit family. At that time, it was very difficult to enjoy freedom and child marriage was very common. That time girls are considered as burden and this was reason they were married off at early age. She got married at the age of 12 but her in laws treated as slave and due to this reason, her took her back. Due to the society pressure she tried to end her life but her family saved her. She then decides to do some big things in life. She heard about government provide loan to Dalit on radio which help to use that money to become a women entrepreneur.

2) **Kripa Dharmaraj:** From being an IT professional to homemaker to CEO, Kripa Dharmaraj has made many hats. For seven years, Kripa had served more than 1000 million lunchboxes everyday as a part of her business -MCs lunchbox. Kripa and her husband brought together the team of 50 plus members to start up this business. Over the years, she explained her business and setup “green canteen” for several schools in Chennai to served balanced diets meals to kids.

3) **Falguni Nayer:** She is the founder and CEO in Nykaa. She built a beauty and style retail empire with a portfolio of 1500 plus brands, including its own private label, available online and across 68 stores in India.

There are women who choose their career as women entrepreneur and become successful but all of them face many problems in life.

6.2 CONCEPT OF WOMEN ENTREPRENEUR

A woman entrepreneur means who adopts, taking initiatives, discover new concepts and ideas in business is called woman entrepreneur. A woman entrepreneur is who has performed all the activities in establishing an enterprise. The role of women has changed drastically in the past few years for the better. A lot of women are entering in the business to earn bigger and better. India needs more women entrepreneurs to grow economically, socially and culturally. To facilitate this growth, better access to finance has been offered especially for women in India. The government of India has formulated various training and development cum employment generation programmes for the women to start various types of business. Government and non-government, promotional and regulatory agencies have come forward and play supportive role in promoting the women entrepreneur in India. A congenial environment is created to enable women to participate actively in the entrepreneurial activities.

6.2.1 Definitions of women entrepreneurs

Women entrepreneurship has been defined by various authors in different perspective and here we discuss some of these:

According to Government of India, “A woman entrepreneur is defined as an enterprise owned and controlled by a woman and having a minimum financial interest of 51% of the employment generated in the enterprise to woman”.

According to J. Schumpeter, “Woman who innovates, imitates or adopts a business activity is called woman entrepreneur.”

According to Frederick Harbison, “Any woman or group of women which innovates, imitates, or adapts an economic activity may be called woman entrepreneurship.”

The term woman entrepreneur signifies that section of female population who started out into industrial activities that is manufacturing, assembling, job works, repairs or servicing and other enterprises.

6.2.2 Characteristics of women entrepreneurs

On the basis of definitions given by different scholars, the following characteristics have been identified:

- 1) A woman who controls and manages the whole business of enterprise under her own supervision and guidance is the main feature of woman entrepreneur.
- 2) A woman entrepreneur must have good leadership quality.

- 3) A woman entrepreneur faces any problem and uncertainty with confidently.
- 4) A woman entrepreneur is considered as good organizer, coordinator, and manager in all factors as land, labor and capital. She can manage all factors of production from the society and distributes a product with finishing product.
- 5) A woman entrepreneur has self-confidence. She should have a trust in herself and her abilities too. She has a confidence to implement to change and how to overcome any resistance to change.
- 6) A woman is a good decision maker. So, as an entrepreneur, it assumed that she takes good decision for her business. She must be clear with her decision-making process.
- 7) A woman entrepreneur is one who can invent new ideas and she can start her business with these new ideas and can provide new added value to the society through her enterprise.
- 8) A woman entrepreneur is willingness to do hard work. She believes on the principle," hard work is the key to success".
- 9) A woman entrepreneur has an achievement orientation derive. She can face challenges and can get success.
- 10) A woman entrepreneur must be optimistic. Her positive or optimistic attitude can give a positive environment to her business.
- 11) A woman entrepreneur must have the technical know-how.
- 12) A woman entrepreneur has trust on herself so that she can get success with boldly and bravely facing problems.
- 13) A woman entrepreneur must have sound mind person. She has to clear her mission and vision.

6.2.3 Functions of women entrepreneur

Like a male entrepreneur, a woman entrepreneur has to perform the following function:

(A) Entrepreneurial functions

- 1) **Innovation:** The main function of woman entrepreneurship is innovation. She has to generate new ideas, creation of new markets and productions, discover new ideas and better sources of finance and make better form of industrial organization.
- 2) **Risk taking:** A woman entrepreneur should be risk taker. This is another function of entrepreneurial function of innovation. Whenever an innovation is done then there is some risk associated. So, a woman entrepreneur should be visualized opportunities for introducing new ideas and handle uncertainty.
- 3) **Organization building:** A woman entrepreneur alone decides the line of business to growth and expansion and how to utilize capital and build healthy organization.

(B) Promotional functions

- 1) **Discover new idea:** A woman entrepreneur visualizes new idea for her business so that she can raise new funds and ventures in new business.
- 2) **Detailed investigation:** After getting detailed investigation from all areas that she will think of arranging of finances for the new enterprises.
- 3) **Assembling the requirements:** A woman entrepreneur canvass to select new location for factory, decides the plant and machinery and contact with suppliers of raw materials.

4) Financing the proposition: The woman entrepreneur will estimate requirements of finances for her enterprise. The financial requirements for short term and long term are estimated.

(c) Managerial Functions

1) Planning: Planning means thinking before doing or thinking in advance. It is a decision in advance, what to do, when to do, how to do and who will do a particular task. Planning is process which involves thinking or mental state of woman entrepreneur. She will think before undertaking a work.

2) Organizing: A woman entrepreneur has another function of organizing is to arrange, guide, coordinate, direct and control the activities of other factors of production that is men, material, money and machines so accomplish the goals of the enterprise.

3) Staffing: a woman entrepreneur has to perform the function of staffing which includes manpower planning, recruitment, selection, and training, placement of manpower, development, promotion, transfer and determination of employee remuneration.

4) Directing: directing is concerned with managerial functions. Group activities should be accomplished by employees under the direction of planned actions.

5) Leadership: A woman entrepreneur should have the quality of leadership. A woman should lead by example, so that every employee working in her firm should have faith in women owner to achieve organization goals. To be successful leader, she must possess the qualities to create motivation.

6) Motivation: A women entrepreneurs motivate their employees by providing incentives and canvass their employees for achievement of objectives of their enterprise.

7) Supervision: Women entrepreneur should have aim of supervision. Supervision means to oversee their employees and give direction to employee how to achieve their goals. If any employee does work then the women entrepreneur should correct them.

8) Controlling: Controlling is another function of managerial. With control process a woman entrepreneur to implement her rules and regulations and can take corrective actions if performance is not up to mark.

9) Coordination: Coordination is also very much important function of managerial. Coordination creates spirit to work and helps in achieving goals through collective efforts.

(D) Commercial Functions

- 1) **Production:** A woman entrepreneur has a key function is production function. This function contains manufacturing and advisory activities.
- 2) **Personnel:** With the help of people and workers a woman entrepreneur can achieve their goals. Workers can develop their organization with coordination.
- 3) **Finance:** With the help of finance functions of woman entrepreneur can achieve goals. The need of money is continuous. It deals with estimating financial requirements, deciding capital structure, selecting a source of finance, proper cash management etc.

6.2.4 Others functions of women entrepreneur

There are some other functions as following.

- 1) Exploration of the prospects of starting a new business
- 2) Handling of economic uncertainties involved in business.
- 3) Introduction of innovations in business.

- 4) Disciplinarian as business woman
- 5) Manage risk and taking good decision to expand her business.
- 6) Develop confidence amongst in workers
- 7) Awareness regarding new technology
- 8) Conducting proper and routine supervision
- 9) Arranging proper source of finance.
- 10) Managing good factors of production in timely.

6.3 PROBLEMS FACED BY WOMEN ENTREPRENEURS

Women entrepreneurs face many problems in their efforts to develop their enterprises. The main problems faced by the women entrepreneurs are discussed as follows:

- 1) **Family restrictions:** This is the most common problem faced by women. They are expected to spend more time with their family, friends. They do not encourage women to travel around the world to group the opportunity for developments.
- 2) **Lack of education:** Women are generally denied of higher education, especially in rural areas and undeveloped countries. Women are not allowed to enrich their knowledge in technical and research areas to introduce new products.
- 3) **Role conflict:** Marriage and family are given more importance than career in Indian society. It is expected from women to be a good house wife and take care of family rather than go outside for work.
- 4) **Lack of finance:** Family members do not encourage women entrepreneurs. They hesitate to invest money in the business initiated by women. Banks and financials institutes also hesitated to prove financial support to women.
- 5) **Lack of information:** Women entrepreneur are not generally aware of the subsidies and incentives available for them. Lack of knowledge may prevent them from availing the special schemes.
- 6) **Stiff competition:** Women face of competition with men due to limited mobility they find it difficult to compete with men.
- 7) **Lack of raw material:** The lack of material required is one the big problem which is faced by a woman entrepreneur. Women entrepreneurs face number of problems to procure the required raw materials for production in sufficient quantity and quality.
- 8) **Limited managerial ability:** As a woman, she may not be expert in all managerial activities. She could not be able to give her time in various types of activities.
- 9) **Lack of risk taking ability:** As a woman, she has not much ability to face uncertainties and not ever bear a uncertain risks. This problem is due to lack of infrastructure and hesitation in quick decisions.
- 10) **High cost of production:** Another problem faced by women entrepreneurs is high cost of production. To reduce high cost of production, have to increase efficiency. So, it creates high cost of production.

6.4 REMEDIAL STEPS TO SUPPORT WOMEN ENTREPRENEURS

The following measures may be adopted to solve the problems faced by women entrepreneurs in India:

1. **Promotional help:** Government and NGO'S must provide assistance to entrepreneur, both in financial and non-financial areas so that it can help them to improve more in this field.
2. **Training:** They must be given training to operate and run a business successfully. Training has to be given women who are still reluctant to take up the entrepreneurial task.
3. **Finance:** Finance is one of the major problems faced by women entrepreneur. Both family and government organizations should be liberal in providing financial assistance to them.
4. **Family support:** Family should support women entrepreneurs and encourage them to establish and run business successfully. Family support helps the women to encourage more and take the risk to compete in the men dominated business world.
5. **Concessional rates of interest:** Finance should be provided at concessional rates to woman entrepreneur.
6. **Proper supply of raw materials:** To make products cost competitive and at reasonable price to woman entrepreneur at right time.
7. **Changing the social attitudes:** A society should have to change their attitudes regarding women entrepreneurs. Parents should have to support female child so that they could become a good entrepreneur.
8. **Setting up marketing cooperatives:** To set up and manage business enterprises of their own successful business, women should have potential. So that they could achieve their goals. If women will join that stream, it will enhance the national economy and may generate employment too.

6.5 SELECTION OF INDUSTRY BY WOMEN ENTREPRENEUR

The type of industry a woman entrepreneur can establish depends on her family background, education, interest, attitude, training, and local market conditions. Other factors to be considered are availability of funds, raw materials, labour, local people demand, power etc. Small industry service institute SISI has recommended the number of industries for women entrepreneurs: -

- 1) Production and manufacturing of pickle, papad, handcrafts, packaging, stationery, bedsheets, boutique etc.
- 2) Operating Centre's for repairs of television, electric repairs, radio and watches repair, office maintenance on contract basis, catering, batik painting, embroidery, tutorial classes, stenography etc.
- 3) Retail shops for readymade garments, grocery shops, drug stores, snack bars, soft drinks, florist shops etc.
- 4) Operating of crèches, photographic studios, dry cleaning, travel agencies, working women hostels etc.

For running small industries, government providing various types of assistance to women entrepreneurs, such as,

- 1) Providing financial assistance to women entrepreneur as credit for fixed and working capital.

- 2) Providing training in which they want to establish their small industries.
- 3) Providing help in promotional activities as in preparation of project report, registration, and licensing etc.
- 4) Providing proper training, so that women entrepreneurs can achieve their goals.
- 5) Providing marketing assistance.

6.6 SCHEMES OF GOVERNMENT FOR WOMEN ENTREPRENEURS

The role of women has changed drastically in the past few years for the better. A lot of women are entering in the business to earn bigger and better. India needs more women entrepreneurs to grow economically, socially and culturally. To facilitate this growth, better access to finance has been offered especially for women in India. The government of India has formulated various training and development cum employment generation programmes for the women to start various types of business. Government and non- government, promotional and regulatory agencies have come forward and play supportive role in promoting the women entrepreneur in India. A congenial environment is created to enable women to participate actively in the entrepreneurial activities. There are number of schemes have been launched by government for women entrepreneurs as follows:

1) Mudra yojna scheme

Government has launched Mudra yojna scheme for women who want to commence new business or want to grow their business. This scheme can be helpful for new business entrepreneurs. Under this scheme government provide loans to Rs. 50k to Rs. 100k. This scheme is perfect for small businesses like salons, or home-based businesses. This scheme is divided into three categories:

- A) Kishore Loans up to 50k/-
- B) Shishu Loans above 50k/- and up to 500k/-
- C) Tarun Loans above 500k/- and up to 10 lacs.

One of important point here is that there is no need of any collateral security or any guarantor for this loan.

2) Dena Shakti Scheme

Under this scheme government provide loans for women entrepreneurs in certain sectors are as:

- . Agricultural businesses
- . education
- . retail stores
- . housing
- . micro organisations

If any women are planning to commence any of above business then under this scheme maximum loan limit is Rs. 20 lacs and rate of interest is 0.25% below that of base rate. For applying this loan, entrepreneur has to fill application form and submit required documents to avail of the loan. It is very easy to get loan under this scheme.

3) Udyogini scheme

A woman can commence a business under this scheme, which comes from small income family. Under this scheme, there are no restrictions to get loan. Amount of

loan, a woman can avail is Rs. 3 lacs at low rate of interest. This scheme can help a woman to start business or enterprise or to make self-reliant. This scheme was started firstly by the Karnataka state women development. Many financial institutions have adopted this scheme with number of variations. Through online mode anybody can apply for this scheme and get easy loans.

4) Cent Kalyani scheme

This scheme is for who want to commence small scale business. This scheme is launched by Central Bank of India for women entrepreneurs. Under this scheme any women can avail loan up to Rs. 100 lacs. In this scheme, there is no collateral or processing fees.

5) Mahila Udyam Nidhi Scheme

This scheme is launched by Punjab National Bank and to assist small scale industries. The main objective of this scheme is to promote small scale business by providing modern technologies and advancement. These loans are hassle free loans.

6) Women entrepreneurship platform

NITI Aayog has started an initiative called Women entrepreneurship platform that support women to commence business. This scheme is for budding women entrepreneur. Under this scheme, to train the women who want to start business according to their choicest business, give them knowledge about laws, how to get financial assistance and raising of funds, and providing community and network of same consensus women etc.

7) Stree Shakti Package

This scheme is offered by the state bank of India branches in India and main aim to provide loan to women business. The biggest benefits to women are that there is no security for loans up to Rs. 5 lacs. Bank is providing various concessions to women, and loan amount could exceed up to Rs. 2 lacs or more.

8) Annapurna scheme

Under this scheme Government provides loans to women entrepreneur up to Rs. 50k. This scheme is for women who want to commence agricultural business. This scheme is firstly launched by the state bank of Mysore and Bhartiya mahaila bank. Loan amount has repaid through EMI's for 36 months with the interest rate prevailing in the market. Here, women entrepreneur needs a guarantor along with assets of the business being pledged as collateral security.

9) Orient Mahila Vikas Yojna Scheme

This scheme is launched by oriental bank of commerce for women entrepreneurs who hold 51% share capital individually or jointly in a business. This scheme provides loan amount up to Rs. 10 lacs to Rs. 25 lacs for women entrepreneurs in the small-scale enterprises. There is no need of collateral security. The repayment of loan is of 7 years and interest rate is 2% only.

10) Pradhan Mantri Mudra Yojna

This scheme is launched in 2015 by the government of India for women entrepreneurs. This scheme provides financial support to women entrepreneurs for starting their own business. It helps to promote women in the country. Various financial institutions have extended Mudra loans under this scheme.

6.6.1 Other Government Initiatives for growth of women entrepreneurship

There are number of programmes followed by government for promotion of women entrepreneurs such as:

1) Steps taken in seventh five year plan:

A special chapter on the integration of women in development was introduced by the government of India with following number of suggestions:

- a) Efforts should be made to increase their efficiency and productivity through appropriate technologies, equipment's and practices.
- b) In this plan, it was suggested to provide required assistance for marketing the products produced by women entrepreneurs.
- c) It was suggested that to arrange new vocational training facilities for women to suit their changing needs and skills.
- d) It was suggested that to treat a women as specific target groups in all major development programmes of the country.
- e) It was suggested that to involve the women in decision making process.

2) Steps taken by government during eighth five year plan:

The government of India revised special programmes to increase employment and income generated activities for women in rural areas. The various plans were launched during eighth five-year plan like:

- a) Prime Minister Rojgar Yojna and EDP's were introduced to develop entrepreneurial qualities among rural women.
- b) To generate employment opportunities for women KVIC took special measures in remote areas.
- c) Women cooperatives schemes were formed to help women in agro- based industries like dairy farming, poultry, animal husbandry, horticulture, etc.
- d) Training of rural youth for self-employment and several others schemes were started by the government to eliminate poverty and provided reservation to women under these schemes.

3) Steps taken by the government during ninth five year plan:

- a) Swarn Jayanti Gram Swarozgar Yojna and Swaran Jayanti Sehkari Rozgar Yojna were introduced by government to encourage women entrepreneurs.
- b) State industrial and development bank of India has been introduced to assist the women entrepreneurs.
- c) Trade related entrepreneurship assistance and development scheme was launched by Ministry of small industries to develop women entrepreneurs in rural, semi-urban and urban areas by developing entrepreneurial qualities.
- d) Government has provided special strategy to assist women entrepreneurs.
- e) Government introduced new scheme named women development corporations who will help in arranging credit facilities.

Chamber of women entrepreneurs of India provides various platforms to help women entrepreneurs to develop new and innovative techniques of production, finance and marketing. There are number of bodies or boards or organisations that help rural and urban areas women entrepreneurs.

- 4) Training programmes or schemes were arranged for women entrepreneurs to generate self-employment.
- 5) Rashtriya Mahila Kosh was set up in 1963 to provide grant to women entrepreneurs at lowest rate of interest under less cost and with simple procedure.
- 6) SIDBI has developed this fund for the entrepreneurial development of women especially in rural areas. Under Mahila Vikas Nidhi grants loan to women are given to start their venture in the fields like spinning, weaving, knitting, embroidery products, block printing, handlooms, handicrafts, bamboo products etc.

6.7 LET US SUM UP

Women entrepreneurship played an important role in economic growth and stability for any country. Women entrepreneurs inspire other women to start businesses. This will lead to further job creation for women which ultimately helps in reducing the gender gap available in workforce of any country. A successful woman is confidently feminine and eager to learn and grow. She has maintained balance in all aspects of her life.

6.8 TO CHECK THE PROGRESS

6.8.1 Long Answer Questions

1. Define a woman entrepreneur. What are the functions of a woman entrepreneur?
2. Explain women entrepreneurs. Discuss the important characteristics of woman entrepreneur.
3. Discuss the problems faced by women entrepreneurs. What are the steps taken by government to solve these problems?

6.8.2 Short Answer Questions and Answers

1. Define entrepreneur.
2. What are the main features of woman entrepreneur?
3. Explain promotional functions.
4. Explain managerial functions?
5. Explain entrepreneurial functions?
6. Discuss problems faced by women entrepreneurs.
7. Motivational factors behind women entrepreneurs.
8. What are the various steps taken by government of India to promote women entrepreneurs?
9. Highlight the examples of some successful women entrepreneurs.
10. Which of the following areas are preferred by women entrepreneurs?
 - A. Administration
 - B. Organization
 - C. Utilities
 - D. Manufacturing

Answer (A)

11. A typical Inventor is usually.....
 - A. Highly creative & in love with the invention
 - B. Does not encourage change

- C. Willing to modify the invention
- D. Not enthusiastic

Answer (A)

12. An individual who initiates, creates and manages a new business can be called

- A. A leader
- B. A manager
- C. A professional
- D. An entrepreneur

Answer (D)

13.implies the availability or otherwise of plant and machinery and technical know-how to produce the product,

- A. Economic viability.
- B. Financial feasibility.
- C. Technical feasibility.
- D. Managerial competence

Answer (C)

**BACHELOR OF ARTS (LIBERAL ARTS)
SEMESTER-III
COURSE: ENTREPRENEURSHIP DEVELOPMENT**

UNIT 7: MSMEs

STRUCTURE

7.0 OBJECTIVES

7.1 INTRODUCTION

7.1.1 MSMEs NEW DEFINITION

7.1.2 BENEFITS OF THE ABOVE-PROPOSED RECLASSIFICATION

7.1.3 THE ESSENTIAL ELEMENTS OF MSMEs

7.2 MSMEs REGISTRATION

7.2.1 ELIGIBILITY CRITERIA FOR MSME REGISTRATION ONLINE

7.2.2 PROCESS FOR MSME REGISTRATION/ UDYAM REGISTRATION

7.2.3 IMPORTANT NOTABLE THINGS WHILE AN ENTITY GOES FOR MSMEs REGISTRATION

7.2.4 BENEFITS OF MSMEs REGISTRATION

7.3 SOME RECENT MEASURES ADOPTED BY GOVT. TO BOOST THE SPEED OF MSMEs GROWTH

7.4 MSMEs- A SEED BED OF ENTREPRENEURSHIP

7.5 STARTUPS: DEFINITION, CHARACTERISTICS AND THEIR TYPES

7.5.1 DEFINITION OF STARTUP (ONLY FOR THE PURPOSE OF GOVERNMENT SCHEMES)

7.5.2 CHARACTERISTICS AND FEATURES

7.5.3 TYPES OF STARTUPS

7.5.4 STEPS FOR STARTING A STARTUP

7.6 ROLE OF MSMEs IN INDIAN ECONOMY/ IMPORTANCE OF MSMEs

7.7 LET US SUM UP

7.8 TO CHECK THE PROGRESS

7.8.1 LONG ANSWER QUESTIONS

7.8.2 SHORT ANSWER QUESTIONS AND ANSWERS

7.0 OBJECTIVES

After studying the Unit, you would be able to:

- Understand the detailed concept of MSMEs.

- Define the process of registration and benefits associated with it.
- Describe the seed bed of entrepreneurship.
- Identify the concept of startups
- Elaborate the role of MSMEs in National Economy.

7.1 INTRODUCTION

The Micro, Small and Medium enterprises (MSMEs) have been accepted as the engine of economic growth and for promoting equitable development in all over the world. This sector has shown tremendous positive results in the growth of Industrial Output, Exports, and most notable in Employment Generation at low capital cost. In India, the MSMEs contribution is highly remarkable in the overall industrial economy of the country. This sector is admirable in true sense as with its agility and dynamism, the sector has been working with great innovativeness and adaptability despite of recent economic global and national downturn and recession. In Indian market, MSMEs rapid growth could be seen as Indian entrepreneurs are making remarkable progress in various Industries like Manufacturing, Pharmaceutical, Textile & Garments, Precision Engineering Design, Food Processing, Retail, IT and ITES, Agro and Service sector. The sector is helping to reduce the regional imbalances of urban and rural industrial growth, thus, assuring more equitable distribution of national income and wealth.

For boosting the business cult, the Government of India has introduced the Micro, Small and Medium Enterprises Development (MSMED) Act in 2006. Since then, MSME sector has set a legacy of economic growth model. This sector is considered as the job creator and plays a crucial role in providing large-scale employment and industrialization of rural and backward areas. According to the annual report by the Government (2018-19), there are around 6,08,41,245 MSMEs in India which provide the employment opportunity to almost 120 million workers. MSMEs are complementary to large industries as ancillary units and this sector contributes significantly to the socio-economic development of the country. Initially, the Micro, Small & Medium Enterprises Development (MSMED) Act 2006 (Section 7) classified the Micro, Small and Medium Enterprises (MSMEs) on the basis of investment in plant and machinery for manufacturing units, and investment in equipment for service enterprises. In February 2018, the Union Cabinet had approved changes the basis of classifying Micro, Small and Medium enterprises from ‘investment in plant & machinery/equipment’ to ‘annual turnover’. The objective of the change is to encourage ease of doing business and more expansion opportunities.

7.1.1 MSMEs New Definition

There had been a fear among the MSMEs that if they outgrow the threshold limits, they will lose the benefits of MSMEs, they have been enjoying. The fear was killing their motivation to grow in terms of size and turnover. Taking this point into consideration, the finance minister of India changed the definition of MSME in their favour. The MSMEs have been redefined on the basis of investment limit and turnover size. The Micro, Small and Medium Enterprises Development (Amendment) Bill, 2018, was introduced to classify them as manufacturing or service-providing enterprises, based on their annual turnover. In order to redefine the MSME, government increased investment limit, introduced additional criteria of turnover and eliminated difference between Manufacturing & Service sector. Let us have a glance over new criteria of MSMEs:

Revised Classification applicable w.e.f 1st July 2020			
Composite Criteria: Investment in Plant & Machinery/equipment and Annual Turnover			
Classification	Micro	Small	Medium
Manufacturing Enterprises and Enterprises rendering Services	Investment in Plant and Machinery or Equipment: Not more than Rs.1 crore and Annual Turnover; not more than Rs. 5 crore	Investment in Plant and Machinery or Equipment: Not more than Rs.10 crore and Annual Turnover; not more than Rs. 50 crore	Investment in Plant and Machinery or Equipment: Not more than Rs.50 crore and Annual Turnover; not more than Rs. 250 crore

7.1.2 Benefits of the above-proposed reclassification

According to the proposed reclassification or the new classification, there would be no need for frequent inspections to check the investment criteria in plant and machinery. Also, it was ensured by Govt. that the operations of MSMEs would be transparent, non-discriminatory, and objective in nature. ‘Atma Nirbhar Bharat Abhiyan’, 2020 on the basis of MSMED Bill 2018 provides a few benefits to the sector:

1. A provision of collateral free loans to MSMEs
2. An arrangement of loans to MSMEs worth of Rs. 3 lac crores
3. An offer for MSMEs to get a Moratorium period of 12 months
4. Consideration of Manufacturing and Service MSMEs as the same entities
5. MSM is a granted a repayment Tenure of 48 months
6. MSMEs are assured a 100% Credit Guarantee
7. Reclassification of MSMEs will benefit approximately 45 Lac units.

7.1.3 The essential elements of MSMEs

There are some basic and crucial features of MSMEs in India which can be discussed as following:

1. MSMEs work for the welfare of the workers and artisans. They help them by giving employment and by providing loans and other services.
2. MSMEs provide credit limit or funding support to banks.
3. They promote the development of entrepreneurship as well as up-gradation of skills by launching specialized training centers for the same.
4. They support the up-grading of developmental technology, infrastructure development, and the modernization of the sector as a whole
5. MSMEs are known to provide reasonable assistance for improved access to the domestic as well as export markets.

6. They also offer modern testing facilities and quality certification services.
7. Following the recent trends, MSMEs now support product development, design innovation, intervention, and packaging.

7.2 MSMEs REGISTRATION

(Online Process, Fee, Eligibility, Benefits & Documents Required)

The first and foremost question is which entity can apply for MSME Registration Process. So, the MSMEs Act has allowed following entities to apply for the MSME registration process:

1. Sole Proprietor: Any business which has an individual carrying out and managing the affairs can apply for the MSME registration.
2. Partnership: A partnership is a formed of business entity where two or more individuals have an agreement to share the profits of the business. The business of a partnership can apply for the MSME registration process.
3. Limited Liability Partnership: A limited liability partnership is governed by the provisions of the limited liability partnership act, 2008 (LLP Act 2008). The statuses of the partners are limited to the amount of contribution made by the partnership. LLPs can apply for MSME registration process.
4. Producer Company: Any company which is engaged in activities related to producing agriculture produce is known as a producer company. Such companies are present under section 465(1) of the provisions of the Companies Act, 2013. As agricultural activities are one of the main activities of MSMEs, hence this form can go for the above registration.
5. Private Limited Company: Any company which is registered under the Companies Act, 2013 or previous company law 1956 can engage in activities of an MSME.
6. Hindu Undivided Family: An HUF would have a Karta as the manager of the HUF. Apart from the Karta, there are other members of the HUF. A HUF can do MSME registration.
7. One Person Company: An entity which is registered as a one person company can go for the process of MSME registration.
8. Co-operative Society: Any entity which is registered under the Co-operative societies act can go for MSME registration.

7.2.1 Eligibility Criteria for MSME Registration Online

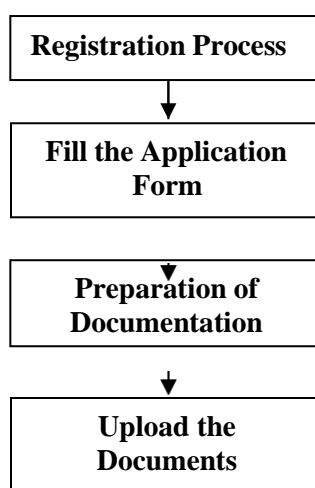
There are two criterions for an entity to get registrations as MSMEs:

1. Turnover Criteria: The entity seeking to register as an MSME must meet the turnover criteria as specified above.
2. Compliance under MSMED Act: Apart from the above, the investor or the owner is required to invest more than Rs. 20 Crore in Plant and Machinery or Equipments either for the manufacturing sector or the service sector and the turnover must be lesser than 100 Crore. This requirement of turnover lesser than 100 Crore is as per the amendment in May 2020.

7.2.2 Process for MSME Registration/ Udyam Registration

The business owners must fill the MSME form online while registering for the same. An individual can file registration for more than one industry for MSME. The business owners are required to fill the personal details like name, Aadhaar, the name of the industry, PAN, mobile number, bank account details accurately during MSME registration. It is notable that business owners can provide self-attested certificates which are required in the process. After providing all the required details, documents are uploaded properly by the MSME applicants. The authority will generate the registration number for their businesses. An eligible entity needs to get the MSME registration done online using the portal udyamregistration.gov.in. Their registration is done under two broad categories, which are:

- A. MSME registration for entrepreneurs who are not yet registered
 - B. Registration for those who have already done MSME registration as EM-II or UAM (Udyog Aadhar Memorandum)
- A. Steps for a New MSMEs registration: The process of MSME registration in category A is given below:



- The applicant would have to fill in the application form with all details. After filing the application form the requisite documentation have to be prepared. For online process applicant should visit the official website (<https://udyamregistration.gov.in>) and fill in all required details on the portal. The process can be initiated by providing an Aadhaar card number and with or without a PAN card after clicking on the “For New Entrepreneurs who are not Registered yet as MSME” button given on the portal. On the next step an OTP is generated automatically which must be validated by the applicant. If applicant already has a PAN card, the portal fetches the details from the government database, while applicant needs to fill in ITR details in full. Applicant has to provide all the details of plant after validation of PAN applicant gets a final OTP. For MSME Registration without a PAN card,

most of the steps are same as above, except that you need to select 'No' as the option for the question PAN availability. However PAN application with PAN reduces the chances of registration suspension.

- **Prepare Documentation:** In the next step, the applicant is required to submit all the requisite documentation for the MSME application. All information asked for should be submitted as per the requirements for MSME registration, for example, Plant and Machinery must be according to the Written down Value. The following Documents are required for MSME Registration Online:

- i. Duly filled application form with passport sized photographs
- ii. KYC documents of applicant: passport, voter ID card Aadhaar Card, driving license, utility bills (water & electricity bills)
- iii. Business PAN card
- iv. Business Establishment Certificate
- v. Income Proof
- vi. Bank Details
- vii. Last 6 months' Bank Statement
- viii. Rent or Lease Agreement
- ix. NOC from the Landlord
- x. Any other document required by the bank

2. **Submit/Upload the Documents:** After providing the documents; the applicant is required to upload the same. It takes about three working days for the documentation to be processed. When the documents are submitted, the authority will verify the same along with the application.
3. **Generation of Registration Number:** After submitting application form along with documents, applicant shall receive a registration number. As per the information available on the Ministry of MSMEs portal registration process is free of cost means no fee is charged by the Govt. So, applicant should be cautious that if any portal is demanding money for the same than that is not a Govt. portal. After the successful documentation verification a registration number is generated.
4. **Issuance of Certificate:** In the final step, the authority will verify all the information provided by the applicant in the documentation process. If all the information meets the requirement of verification, the same will be accepted. The certificate of registration will be issued to the applicant on the registered email address. The registration certificate will have a dynamic QR code from which the details about the enterprise can be accessed easily. So, the process for MSME registration is a quick and hassle-free for businesses to get registered as MSMEs under Ministry of MSME.

B. MSME registration for those who already have EM-II or UAM

If you are already registered as EM-II or UAM, visit <https://udyamregistration.gov.in/> to click the 'For those having registration as EM-II or UAM' button. Then, enter your Udyog Aadhaar number in the next step and generate/verify OTP. This will complete the MSME registration process.

7.2.3 Important notable things while an entity goes for MSMEs registration

Rejection Ground: There are several reasons of rejection of MSME application like low credit score, unpaid debts, loan defaults, low cash flow, lack of business plan, incomplete documentation, false information, etc.

Importance of CIBIL Score: MSMEs can get collateral free loan if they opt for unsecured business loans and if they maintain good CIBIL score with decent financial and loan repayment history. Rest it depends on the eligibility criteria to be cleared by applicant defined by the respective bank.

UIN: MSMEs are issued an Udyog Aadhaar which is a 12-digit Unique Identification Number (UIN) provided by the Ministry of MSME. Aadhaar card is mandatory throughout the MSME registration process.

Online Process: MSMEs registration certificate copy is normally delivered in soft form as Government has initiated paperless work, so no physical copy is issued. However, the authority emails the certificate instead. So, applicant should stay away from the fraudsters service providers who claim any offline paperwork.

7.2.4 Benefits of MSMEs Registration

There are numerous benefits of getting registered of MSMEs such as loans at low interest rates, easy licenses, low ISO certificate, more tariff subsidies and tax and capital subsidies, exemption under Direct Tax Laws etc. Let us discuss all possible benefits in detail:

1. **Bank Loans (Collateral Free):** The Government of India has made collateral-free credit available to all small and micro-business sectors. This initiative guarantees funds to micro and small sector enterprises. Under this scheme, both the old as well as the new enterprises can claim the benefits. A trust named The Credit Guarantee Trust Fund Scheme was introduced by the Government Of India, SIDBI(Small Industries Development Bank Of India) and the Ministry of Micro, Small and Medium Enterprise to make sure this scheme is implemented (Credit Guarantee Scheme) for all Micro and Small Enterprises.
2. **Overdraft Interest Rate Rebate:** Enterprises registered as MSMEs can avail a benefit of 1 percent interest rate on the overdraft in this scheme that differs from bank to bank. This helps small businesses secure loans at lower cost and enhance their profitability.
3. **Subsidy on Patent Registration:** Under the current laws, MSMEs registered with the MSME ministry stand to benefit from a 50% subsidy on their patent registration fees. This encourages small businesses to keep innovating and working on new projects and technologies. The subsidy can be availed by submitting an application to the respective ministries.
4. **Protection against Payments (Delayed Payments):** MSMEs constantly face the risk of delayed payments which in turn disturbs their entire business. In order to protect registered companies, the Supreme Court has mandated that any buyer of goods or services from registered MSMEs is required to make the payment on or before the agreed date of payment or within 15 days from the day they had accepted the goods or services. If the buyer delays the payment for more than 45 days after accepting the products or services then the buyer has to pay interest on the amount that was agreed to

be paid. The interest rate is three times the rate that is notified by the Reserve Bank of India.

5. **Fewer Electricity Bills:** All companies that have the MSME Registration Certificate are entitled to concessions on their electric bill. This enables businesses to boost production and take in more orders without worrying about capital expenditure on costs like electricity and maintenance. Micro, small and medium enterprises can avail of the concession by providing an application to the department of electricity along with the certificate of registration.
6. **ISO Certification Charges Reimbursement:** Any registered micro, small and medium enterprise can claim reimbursement of the expenses that were made in order to obtain an ISO certification. This motivates entrepreneurs to get their respective businesses ISO certified, which helps them to do business abroad in terms of high-quality exports.
7. **Public Procurement Policy - SAMBANDH:** The Ministry of MSME came with the Public Procurement Policy for Micro and Small Enterprises (MSE) with an order in 2012, later amended in 2018, which has mandated that every central ministry, department or Public Sector Units (PSU) shall set an annual goal for procurement from the MSME sector of minimum 25 percent of the total annual purchases from the products or services produced or rendered by MSMEs. A sub-target of 4 percent out of 25 percent target of annual procurement earmarked for procurement from MSEs owned by SC/ST entrepreneurs. Out of the 25 percent, 3 percent shall be earmarked for procurement from MSEs owned by women. The implementation of Public Procurement from MSMEs is monitored through the MSME-SAMBATH portal. This policy ensures the sales of production and reduces chances of shut-down the factories set up under MSMEs.
8. **Government e-Marketplace (GeM):** GeM is a one-stop portal to facilitate online procurement of common use goods and services required by various government departments/organisations/PSUs. GeM aims to enhance transparency, efficiency, and speed in public procurement. It provides the tools of e-bidding, reverse e-auction, and demand aggregation to facilitate the government users to achieve the best value for their money. The purchases through GeM by government users have been authorised and made mandatory by the Ministry of Finance.
9. **Receivables e-Discounting System (TReDS):** Trade Receivables Discounting System (TReDS) is an electronic platform for facilitating the financing / discounting of trade receivables of MSMEs through multiple financiers. These receivables can be due from corporate and other buyers, including government departments and PSUs. It is also a cheaper alternative to banks and factoring companies. This process involves three stakeholders; the corporate buyer, the SME supplier, and the investor/financier. The open system ensures transparency to all stakeholders and is entirely automated. It is an RBI regulated trading platform meant to buy and sell receivables on a bidding model under the payments and settlement system.

7.3 RECENT MEASURES ADOPTED BY GOVT. TO BOOST THE SPEED OF MSMEs GROWTH

In order to help MSMEs, the government of India introduced the MSME (Amendment) Bill Of 2018 and re-emphasized on the MSME ACT of 2006. Under these legislations, there would be no need for frequent inspections to check the required investments needed to be made in the plant and machinery needed. In addition, the operations of MSMEs would be allowed to continue in a transparent, non-discriminatory, and objective manner. Some of the other added benefits of getting your MSME registered under the provisions of these laws are discussed in the above section. Narendra Modi, Prime Minister of India, announced that MSMEs can avail loan facility within an hour which is a part of PM Modi's 12-point action plan for the growth of MSMEs. On May 14, 2020, The Indian Finance Minister Nirmala Sitharaman announced six measures for the MSME given below:

1. An emergency credit of ₹3 lakh crore for MSMEs from Banks and NBFCs was declared. 45 lakh units are likely to benefit from this move.
2. ₹20,000 crore subordinate debt for Stressed MSMEs was proposed and MSMEs which are stressed or classified as NPA will be eligible for this.
3. ₹50,000 crore equity infusions for MSMEs through Fund of Funds was decided by the Govt. MSMEs will also be encouraged to get listed on stock exchanges.
4. The Indian government has also given a new definition of MSMEs, which increases the threshold limit for investment in these units.
5. Global tenders up to ₹200 crores would be disallowed aiming at protecting MSMEs from the unfair competition from foreign entities. Other good steps like MSMEs E-market linkage and clearance pending dues from the government or government-owned companies within 45 days are proving beneficial for the MSMEs.
6. Other interventions for MSMEs: Loans upto 1 crore within 59 minutes through online portal. ii. Interest subvention of 2% for all GST registered MSMEs, on fresh or incremental loans. iii. All companies with turnover of more than Rs. 500 crore to be mandatorily on TReDS platform to enable entrepreneurs to access credit from banks, based on their upcoming receivables. It would solve the problems MSMEs relating to their cash cycle.

7.4 MSMEs- A SEED BED OF ENTREPRENEURSHIP

“I begin with an idea, and then it becomes something else”- Picasso. Picasso's words are proving to be true for every entrepreneur who has a dream larger than his life. Any big undertaking starts with a small idea which gradually gets nurtured by the zeal and motivated efforts of some innovative individuals. We can take an example of presently booming 21st-century technology firms like Google, Infosys, Apple or 20th-century firms like General Electric, Reliance, they all had humble beginnings. They either started as small partnerships or a small enterprise incubated in somebody's garage or in a small room. Now, some of them are so big that their capitalization might be larger than most of the countries' GDP. Every generation witnesses a bunch of these enterprises flourishing into the business screen and changing the future forever. While

people, in general, remember few popular firms, there were and are many who change human lives forever with their innovative services and products. Historical studies have indicated that major innovations of the 20th century came from smaller firms, though the ultimate commercialization in many cases depended on larger firms. The entrepreneurs who run these firms have to face lots of challenges ranging from arranging funds to marketing. The innovative leaders with management skills can overcome these challenges and they turn the small firms into leading ones. In fact, these leaders always inspire the younger generations to turn their ideas into reality of good enterprises.

It is the fact that the micros, small and medium enterprises (MSMEs) are more innovative and the reason behind it is these enterprises generally attract younger talent. They assess the challenges and problems from the fresh perspective. Let us take an example of electric cars. In 2013, Toyota Chairman Takeshi Uchiyamada said “We do not believe there is a market to accept it,” and 4 years later Tesla proved this statement wrong when they got more than half a million reservations for the Tesla Model 3 of electric cars. The positive point with MSMEs is that these enterprises can adjust with the changing business environment and Indian Govt. has also taken many steps to boost the development of these enterprises. Larger firms generally face with the problem of lack of innovation as they have an established product, huge investment, and high ranked business units. In contrast, MSMEs sense the changes fast and can quickly move to new projects with full throttle.

We can consider the case of YouTube. It was founded in 2005 as a video dating site called ‘Tune in Hook Up’. But the site was failed to gain the attraction of people and the founders thought again, focused on the concept of simply sharing videos its platform. Later it was taken over by Google and YouTube got a boost in every aspect. At present, users are uploading over 500 hours of video per minute which reveals its success saga. Micro, small and medium enterprises (MSMEs) understand that they can stand in a market only if their product is significantly better than the industry standard. For this, they pour in all of their efforts to create something that adds more value in their products and services. There are many examples from various sectors which makes the above statements more strong. Even in music streaming services the companies like Gana Music and JioSaavan are leading the industry as they have understood that the online world is getting accustomed to free music, and they created a better tool to fit this appetite. Now with a huge response they encouraged to upgrade to the premium service with additional features. In this manner, they are earning good revenue. Most successful firms generally get strong mentoring from the founders of other successful companies as Facebook founder Mark Zuckerberg found that Apple’s CEO Steve Jobs was an invaluable and inspiring mentor.

The Micro, Small and Medium Enterprises (MSME) sector has emerged as a vibrant and dynamic sector of the Indian economy. MSMEs play crucial role in providing large employment opportunities at comparatively lower cost than large industries. In India, there are number of MSMEs which are doing astounding work in their respective sector

which is inspiration in true sense. For example Agrahyah Technologies Pvt. Ltd, Mumbai, provides solutions relating to NLP (natural language processing) and ASR (auto speech recognition) which helps people to interface with a smart phone, smart speaker, or any appliance with their voice. Befach 4X Pvt. Ltd, Hyderabad, gives the low cost hard water solution based on sequencing science wherein calcium and magnesium are made inactive in water. It is a great innovative initiative in the sector. CREA a Fridabad based firm working in Apparel and Garments sector, has a great innovation named as VARAHA a shape-shifting multi modular backpack & travel pack that is tough & versatile in its form and function. Chakr Innovation Pvt. Ltd, Delhi, works in the field of Renewable & Environment, has come up with a novel technology, which is retrofitted on Diesel Generators. It captures 90% of particulate emissions from diesel generators, which is converted to ink and paint. In short, above examples are the proof that new set ups as MSMEs are working with great zeal and their innovative steps are changing the society. These new born MSMEs have tremendous possibilities to go beyond the pre-determined limits. In fact, they are proving their businesses as encouragement to the future entrepreneurs. So, we can say that MSMEs are the true seed bed of industrial culture in India.

7.5 STARTUPS: DEFINITION, CHARACTERISTICS AND TYPES

A startup company, or simply a startup, is an entrepreneurial venture in its early stages of operations typically aimed at resolving a real life issue with an innovative product or service. These ventures are typically small in nature, new, and funded by either to founding entrepreneur or a group of investors who believe in the founder or company concept. These companies often start with just an idea and a plan that might resolve a burning issue or bridge a business gap in the market. Many startups work on the need of a society and attract investors because of the growth opportunity. These startups generally funded through promoters or group of promoters who believe in business idea. Some entrepreneurs, however, are cautious on entrance of new investors and don't want to dilute their ownership, so they opt for debt financing instead. Most of the startups focus on quick and sustainable model of business, which essentially includes standardization of processes, which were previous unstructured and can be replicated by the company in short time.

Startups are companies or ventures that are focused around a single product or service that the founders want to bring to market. These companies typically don't have a fully developed business model and generally face lack of funds on the initial stage. Founders come with unique and new ideas, that why, a few investors get motivated to fund the projects. So, many investors prefer funding from family members, friends and venture capitalists. Silicon Valley is the most suitable example of venture capitalist community and is a popular destination for startups. Startups, crucially, use a large part of funds in research and to develop their business plans. Market research helps determine the demand for a product or service, while a comprehensive business plan outlines the company's visions and goals, as well as management and marketing strategies.

7.5.1 Definition of Startup (only for the purpose of Government schemes)

An entity shall be considered as a Startup:

- i. Up to a period of ten years from the date of incorporation/ registration, if it is incorporated as a private limited company (as defined in the Companies Act, 2013) or registered as a partnership firm (registered under section 59 of the Partnership Act, 1932) or a limited liability partnership (under the Limited Liability Partnership Act, 2008) in India.
- ii. Turnover of the entity for any of the financial years since incorporation/ registration has not exceeded one hundred crore rupees.
- iii. Entity is working towards innovation, development or improvement of products or processes or services, or if it is a scalable business model with a high potential of employment generation or wealth creation. Provided that an entity formed by splitting up or reconstruction of an existing business shall not be considered a 'Startup'.

An entity shall cease to be a Startup on completion of ten years from the date of its incorporation/ registration or if its turnover for any previous year exceeds one hundred crore rupees.

General Definition: The concept of a startup is quite comprehensive as it works on a fresh idea and tries to fulfill the basic needs and it demands lot of hard work on research, developing business idea, and coping with the challenges and fear of failure as Niel Blumenthal, co-founder of Warby Parker states that a startup is a company working to solve a problem where the solution is not obvious and success is not guaranteed. It shows that a startup requires an expertise, patience, innovative and managerial skills altogether.

Among the most popular definitions of a startup, the definition given by Eric Ries (the creator of the Lean Startup methodology) is considered the most suitable. He says, "A startup is a human institution designed to create a new product or service under conditions of extreme uncertainty."

Wil Schroter has defined a startup in his own way. He defines, "A startup is the living embodiment of a founder's dream, and it represents the journey from concept to reality".

Stephanie Caudle claims, "A startup is a company that solves a problem, if your company isn't solving a problem, your company is simply an idea".

Some prominent examples of startups in India: Microsoft, Amazon and eBay are good examples of successful startups worldwide. It is, currently, a great time for startups in India. Business seems to be booming and we can observe their way of working and get some inspiring insights. A number of startups in India are rocking and giving motivation to the new aspirants at large. We can take the example of Wow which is food chain based on Kolkata, growing its business day by day in India. It sells burgers, Tibetan food and just about anything a customer demands for. Everyone knows Ola Cabs, which is currently giving tough competition to the

Uber in minicab services. A company named by AddressHealth is providing healthcare in schools and clinics and have proven to very successful recently. Most of the people especially the Youngsters might be familiar with Zomato which is one of the most well-known startups and perhaps one of the most successful food tech startups in India that has turned into an international business. Paytm is a great example of another very successful startups. This startup is a payment service that allows people to pay funds to each other. It is very similar to PayPal. While it's not at that level yet, it still seems to dominate all over India. FreshToHome, FreshMenu, Myra, Cure.Fit etc. are some of the most leading and successful examples of startups in India.

7.5.2 Characteristics and Features

To understand the concept of a startup, we must pop out with its features. There are various features of startups which are common. Some important features are discussed below as:

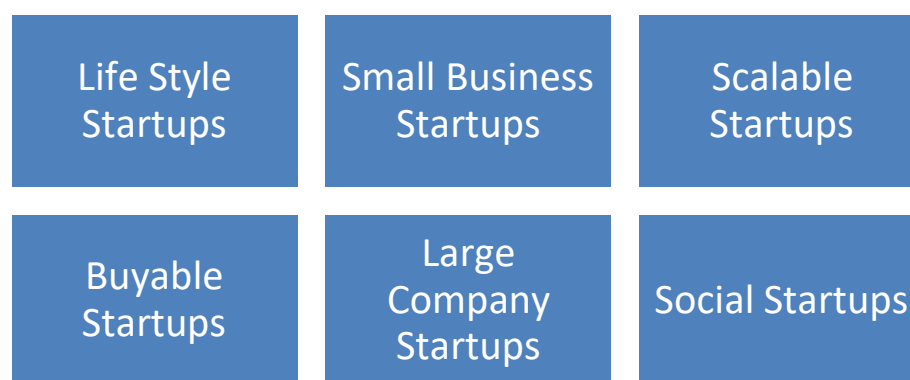
1. **Innovation:** this type of business needs to have a differentiator competition in order to gain competitive advantage in the market. It is innovation may be present in their products or in the business model associated with company. An innovation plays a significant role in the success of a startup. So, all entrepreneurs should seriously consider this aspect.
2. **Age:** A startup is new company which is still in early stages brand management, sales and hiring employees. Generally, this concept consider a business as startup that have been on the market for less than 3 years, however, this is always not true.
3. **Growth:** A startup is company, whose goal is to grow and expand rapidly, taking up to sometimes drastic proportions. This is one of the points that make a distinction of startups over the small business.
4. **Risk:** Once a startup comes into existence, there are always several associated uncertainties about ensuring the success of the business. For this reason, these Businesses are considered risk investments with a high failure rate.
5. **Solving a problem:** these type of business work with utmost innovative way, this type of company focuses on solving any existing problem in the market. So they focus on making a difference not only in the market place but also in people's lives through product or service.
6. **Scalability:** A startup is company in constant search of a business model that is scalable and repeatable, that is, it can grow without the need to increase human or financial resources.
7. **Work team:** startups usually get shaped with limited resources and made up of very few people. Although, this is not the only determining factor for the designation of startup but it is quite common to define it when in working team there less than 100 people.

In short, we can consider that a startup is a company that is in the early stages of development in order to solve real-life problems through a product or innovative service. In India, the term "startup" has gained a lot of popularity and more and more people are showing their interest in be in becoming entrepreneurs. The term startup refers to a company in the first stages of

operations. Startups are founded by one or more entrepreneurs who want to develop a product or service for which they believe there is demand or demand can be created. These companies generally start with high costs and limited revenue, which is why they look for capital from a variety of sources such as venture capitalists.

7.5.3 Types of startups

After understanding the concept of what is a startup, it is time to identify the various types of businesses that they can present. Due to the increased demand in this market, it is necessary that future entrepreneurs know the types of startups exist in the market in which their idea of business can fit. According Steve Blank a reputable entrepreneur of Silicon Valley, there exist 6 different types of startups:

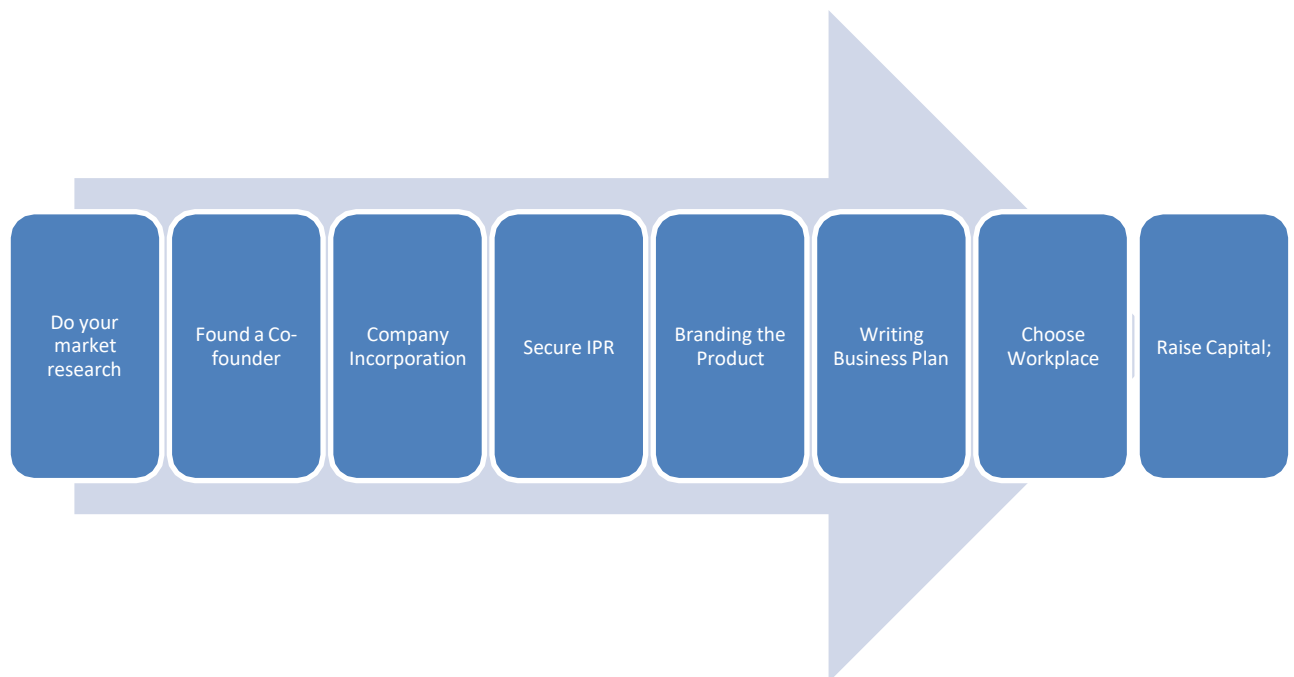


1. Life Style Startups: These are founded by entrepreneurs who are working for their interests or what else they like. Examples of these are freelancers or web designers who have passion for their work.
2. Small Business Startups: Small business where the owner follows less ambitious goals, to provide only a comfortable life for his family. Examples of these are hair dressing salons, grocery stores, bakeries, among others.
3. Scalable Startups: Founded by entrepreneurs who believe from the beginning that can change the world with their business idea and therefore worry about finding a model scalable and repeatable business in order to draw the attention of investors to boost their business. Examples of these are Google, Uber and Facebook.
4. Buyable Startups: These startups are born with the goal of being sold to large companies after achieving positive results that can catch an attention. These types of startups are very common in web solutions development companies and mobile. Best example of this type of startup is Instagram which is recently purchased by Facebook.
5. Large Company Startups: They have the main objective of innovation and have a limited duration of life. Changes in customer preferences change in rules and regulations, technologies, increased competition etc. force large companies to create new innovative products and services for new emerged markets. Some good examples of this type of startup are Android and Google.
6. Social Startups: Finally, business whose entrepreneurs want to make a difference in society and make a better world. Thus, the main objective is not to gain profit, but rather

to contribute positively to the community. For example, we can see many charitable institutions in our town or cities working in education and health sector.

7.5.4. Steps for starting a Startup

A lot of millennial in India these days are eager with the idea of startups. Many of them are carrying the idea of Sartups in mind already or they are trying to choose something very near to their interests. The reality is there is an intense competition of starting a startups but it needs an exceptionally great skills to sustain in this competition. Before an aspirant work on the idea of Satrtup, he/she needs to ensure what market gap is to be addressed, readiness to take challenges and accept failures and idea must differ to others in its way. Every great startup begins with a great idea but it takes a massive effort to be put into practice and make it successful. Having a great idea is just the beginning and here are few steps you can take that will not only help you in conceptualizing a good business idea but also successfully executing it:



1. Do your market research: Every entrepreneur has at least one big idea for the next big thing but what matters is not the idea but the willingness to take action on that idea so as to make that idea into a reality. For this, you need to conduct thorough market research so as to know where you stand and if your idea is really worth pursuing further. To know where you stand, begin your research by writing down the problem you think your business idea will solve. For this, you need to either consider writing up a survey for these potential customers to take or talk to them personally to take feedback. It is only after you get your results that you will know where you stand and if it's even worth checking out the competition for your product. After a competition check, aspirant should keep all of results and data with him as it would be really helpful in the coming

years to know where the business was and what is needed to take a business on the next level.

2. Find a Co-founder: During this time businessman also get to decide if he wants co-founders or want to go solo ahead. It is important to know that not having the proper support during this time can make or break your chances of creating a successful venture. Thus, first, look for a founding team or co-founder before making an investment in a startup company. This will not only help build a support system but also having a co-founder will help the business with many other benefits such as decision-making, risk-bearing etc.
3. Get your company incorporated: Incorporating a company is as big a deal for a startup as it will affect many aspects of its lifecycle. Incorporating means turning your business into a legal entity and deciding how it will be structured for the future. In India after the process of incorporation, a company will typically be incorporated as one of the following:
 - i. Private Limited Company
 - ii. Public Limited Company
 - iii. Unlimited Company
 - iv. Limited Liability Partnership (LLP)
 - v. Partnership
 - vi. Sole Proprietorship
 - vii. Joint Venture Company

Also, there are provisions of getting your company incorporated as (a) Liaison Office, (b) Project Office, (c) Branch Office, or (d) Subsidiary Company

4. Secure intellectual property and rights: To start a startup, one also needs to secure intellectual property rights and research if they are already not patented or trademarked by someone else. Intellectual property or IP refers to the process by which you or your company can own the rights to create your product and then sell them. Examples of IP rights include patents, copyright, and trademarks and they are vital to your success and your company's success in the future. It is important to secure your IP early on as it will protect a business against any copycats. This will also let a businessman to know if he is not one of the "copycats" and product or service is genuine and not violating any existing IP rights.
5. Decide on the branding of product: Branding is almost as important as IP rights for a company as it builds company's image and reputation. Note that branding is more than just choosing a name for your company as it builds its identity and projects its idea. When one thinks about branding, he needs to see not just the current product, but also its future potential. For example, if you are about to build a platform for selling books on an online platform, you cannot just restrict its name to highlight books as you might expand to selling other products in the future and having a name with the word "books" in it will somehow limit it. It is also important to select a name that you love and want as it would be rather

hard to change it once your company had built its brand and reputation. It would also require a lot of hard work and resources to recreate a connection with a new brand or name that people already associate with that name. The biggest example of the above is when Nestle changed the recipe of their noodle Maggie a few years back and lost a huge chunk of their customers due to it.

6. **Write a business plan:** Writing a business plan is one of the most important steps in setting up a startup as it covers almost aspects of a company and its future. One can write a good business plan for any company using the market research (that he/she did earlier) and from there on creating that plan for the future and drafting every step for the company. This business plan will also help to determine goals and milestones for a company and help to know when business go off track and guide management on many aspects.
7. **Pick a workplace and find a mentor:** When business plan have been developed, it is important to execute it and execute it well, so during the process one should find a workplace for the business main site and also a place which suits company's needs. Where you work also does have an effect on your startup as the right environment is very important to motivate you and your team. While many founders initially choose to work from home so as to save money, however, after a good start and expansion of business a wider and suitable place is needed. Finding a mentor is also important as the right mentor will guide at a crucial time and make a huge difference in the decision that you take for your business. Right mentor can also provide deep industry insight and wisdom that will help you navigate some of the challenges that might come your way in the future.
8. **Raise the capital:** For any company, capital is one of the most crucial parts of their launch and raising it is one of the hardest parts for any company. Founders thus have to look for angel investors or venture capital firms for their company and in return for their money have to show a lot of potentials and at times keep everything as collateral. While capital investment is huge for any company it also does have a dark side as a huge financial risk increases in the business. Thus, it should be decided that how much capital you need to raise for your business and how much of it should come from investors as a loan. Once you have that figured this out, you should decide how you will be raising it and how you plan to give it back in the future.

In the beginning, it might take some time to get all these steps completed. So, it demands a patience and thorough knowledge of all these processes as they will help when to move ahead with the operations. Today, there are many large companies in India who were started as startups some years ago. We can look at the examples of Flipkart, Ola, Zomato, Oyo Rooms etc. to find some inspiration.

7.6 ROLE OF MSMEs IN INDIAN ECONOMY/ IMPORTANCE OF MSMEs

In India, MSMEs contribute nearly 8% of the country's GDP, around 45% of the manufacturing output, and approximately 40% of the country's exports. It won't be wrong to refer them as the 'Backbone of the country.' Since its formation, the MSME segment has proven to be a highly dynamic Indian economy sector. MSMEs produce and manufacture a variety of products for both domestic as well as international markets. They have helped promote the growth and development of khadi, village, and core industries. They have collaborated and worked with the concerned ministries, state governments, and stakeholders towards the upbringing of rural areas. MSMEs have played an essential role in increasing employment opportunities, industrialization, domestic production and generating new entrepreneurs by providing knowledge, training, and skill up-gradation through specialized training centers. Some of the data based advantages of the MSMEs can be discussed as below:

1. **Employment Generation:** The below-mentioned data, represented in a tabular format, is by the Central Statistics Office (CSO) and Ministry of Statistics & Program Implementation.

Broad Activity Category	Employment (in Lakh)			Share (%)
	Rural	Urban	Total	
Manufacturing	186.56	173.86	360.41	32
Trade	160.64	226.54	387.18	35
Other Services	150.53	211.69	362.22	33
Electricity*	0.06	0.02	0.07	0
Total	497.78	0.02	1109.89	100

*Non-captive electricity generation and transmission

Source: Annual Report (2018-19) of the Ministry of Micro, Small and Medium Enterprises.

Above Govt. sources show that in the year of 2018-19, MSMEs was providing job opportunities to over 110 million which has increased almost 120 million or 12 crore at present. India produces about 1.2 million graduates per year out of which the total number of engineers are around 0.8 million. There is no economy so far that could provide that large number of freshers in one year only. MSME is the boon for the fresh talent in India.

2. **Contribution to GDP:** To understand the MSMEs contribution in our economy we should observe the following table carefully:

Contribution of MSMEs in Country's Economy at Current Price

Year	MSME- Addition of Gross Value	Growth (%)	Total Addition of Gross Value	Share of MSME in GVA (%)	Total GDP	Share of MSME in GDP (in %)
2011-12	2622574	–	8106946	32.35	8736329	30
2012-13	3020528	15.17	9202692	32.82	9944013	30.40
2013-14	3389922	12.23	10363153	32.71	11233522	30.20
2014-15	3704956	9.29	11504279	32.21	12467959	29.70
2015-16	4025595	8.65	12566646	32.03	13764037	29.20
2016-17	4405753	9.44	13841591	31.83	15253714	28.90
2017-18	5086493	12.98	15513122	32.79	17098304	29.75
2018-19	5741765	12.88	17139962	33.50	18971237	30.27

Source: Central Statistics Office (CSO), Ministry of Statistics & Program Implementation

It is clear from the above source that in India MSMEs share in GDP is very significant as almost one third part of GDP comes from this sector which is remarkable achievement. The Indian MSME sector provides silent support to the national economy and acts as a defense against global economic shock and adversities. Hence, we can say that India is propelling towards a robust global economy through a silent revolution powered by MSMEs.

3. Entrepreneurial Endeavors: The Micro, Small & Medium Enterprises (MSMEs) have been contributing significantly to the expansion of entrepreneurial endeavors through business innovations. It provides opportunity for budding entrepreneurs to build creative products boosting business competition and fuels growth. The MSMEs are widening their domain across sectors of the economy, producing diverse range of products and services to meet demands of domestic as well as global markets. As per the data available with Central Statistics Office (CSO), the contribution of MSME sector in Country's Gross Value Added (GVA) and Gross Domestic Product (GDP) at current prices from 2014-15 to 2018-19 is discussed in the above table. With around 36.1 million units throughout the geographical expanse of the country, MSMEs contribute around 6.11% of the manufacturing GDP and 24.63% of the GDP from service activities. The contribution of Manufacturing MSMEs in the country's total

Manufacturing GVO (Gross Value of Output) at current prices has also remained around 33% i.e. one-third during the period from 2014-15 to 2018-19. It is very important to note that this sector contributes around 45% of the overall exports from India. MSME ministry has set a target to up its contribution to GDP to 50% by 2025 as India becomes a \$5 trillion economy.

4. Inclusive growth: MSMEs promote inclusive growth by providing employment opportunities in rural areas especially to people belonging to weaker sections of the society. For example, Khadi and Village industry employs a large number of women in rural areas. Apart from this, it will boost the financial inclusion as Small industries and retail businesses in tier-II and tier-III cities will require the use innovative banking services like cashless transactions etc.
5. Growth of Micro sector in rural development: With 630.52 lakh estimated enterprises accounts for more than 99% of total estimated number of MSMEs are the micro enterprises. Out of 633.88 estimated numbers of MSMEs, 324.88 lakh MSMEs (51.25%) are in rural area and 309 lakh MSMEs (48.75%) are in the urban areas. This distribution shows that MSMEs can play a pivotal role in the rural development.
6. Benefits to the socially backward community and SCs and STs: The socially backward groups owned almost 66.27% of MSMEs. Bulk of that was owned by OBCs (49.72%). The representation of SC and ST owners in MSME sector was 12.45% and 4.10% respectively. In rural areas, almost 73.67% of MSMEs were owned by socially backward groups, of which 51.59% belonged to the OBCs. In urban areas, almost 58.68% belonged to the socially backward groups, of which 47.80% belonged to the OBCs. The analysis of enterprises owned by socially backward groups in each of the three segments of MSME sector reveals that micro sector had 66.42% of enterprises owned by socially backward group, whereas small and medium sectors had 36.80% and 24.94% of enterprises owned by socially backward groups, respectively.
7. Women Empowerment: All Central Public Sector Undertaking (CPSUs) has set a minimum limit of 25% from MSMEs of total public undertaking procurement and out of the 25% procurement; it is mandatory that 3% procurement must be from women entrepreneurs. Indian women entrepreneurs are writing a history of their success in business world and showing their presence because of MSMEs initiatives. Ministry of SMEs published the real life stories of many successful women entrepreneurs of India who started their MSMEs. You can visit the MSMEs site (<https://msme.gov.in/success-stories>) for getting many insightful thoughts from the successful women entrepreneurs.
8. Economic stability in terms of Growth and leverage Exports: It is the most significant driver in India contributing to the tune of 8% to GDP. Considering the contribution of MSME to manufacturing, exports, and employment, other sectors are also benefitting from it. Nowadays, MNCs are buying semi-finished and auxiliary products from small enterprises, for example, buying of clutches and brakes by automobile companies. It is helpful in creating a linkage between MSME and big companies even after the implementation of the GST 40% MSME sector also applied GST Registration that plays an important role to increase the government revenue by 11%.
9. Cheap Labor and minimum overhead: While in the large-scale organizations, one of the main challenges is to retain the human resource through an effective human resource

management professional manager. But, when it comes to MSME, the requirement of labor is less and it does not need a highly skilled laborer. Therefore, the indirect expenses incurred by the owner would also be low.

10. Simple Management Structure for Enterprises: MSME can start with limited resources within the control of the owner. From this decision making gets easy and efficient. On the contrary, a large corporation requires a specialist for every departmental functioning as it has a complex organizational structure. Whereas, a small enterprise does not need to hire an external specialist for its management. The owner can manage himself. Hence, it could run single-handedly.

Across the globe, MSMEs are accepted as a means of economic growth and for promoting equitable development. They are known to generate the highest rate of growth in the economy. MSMEs have driven India to new heights through requirements of low investment, flexible operations, and the capacity to develop appropriate native technology. MSMEs are playing a main role in the mission of “Make in India” and this sector is considered as a backbone in making this dream a possibility. Thus, Indian MSME sector is the backbone of the national economic structure and acts as a bulwark for Indian economy, providing resilience to ward off global economic shocks and adversities.

7.7 LET US SUM UP

This chapter gives some insights about the MSME sector in India. This sector is the most reliable source of employment generation and the significant contributor to the nation's economy. The Indian government has considered its importance, so that, MSMED Act, 2006 was enacted for the promotion and development of this sector. It ensures the protection and promotion through various corrective and developmental measures. In fact, the sector is an epitome to the young blood to spread the enterprise cult in a country or even throughout the world. It is working as a seed bed of entrepreneurs in India, thus, more equitable and just development and economic growth in future is inevitable.

7.8 TO CHECK THE PROGRESS

7.8.1 LONG ANSWER QUESTIONS

1. How will you define a MSME under revised classification by Ministry of MSMEs? Explain the online process of MSME registration with Fee, eligibility criteria.
2. What are the benefits to an entity getting it registered as a MSME? What measures are taken recently by Indian Government to boost the operations of MSME sector?
3. Define the concept of a startup. What are the types of startup? Elaborate.
4. Write the steps of how one can transform his dream into reality of setting a startup.
5. Discuss the role of MSME sector in the development of Indian economy with supporting data.

7.8.2 SHORT ANSWER QUESTIONS AND ANSWERS

1. What is MSME?
2. What is the new definition of MSMEs?
3. Explain the features of a MSME.
4. What are the eligibility criteria for getting registered as a MSME?
5. Who can apply for MSMEs registration in India?
6. What documents are required in MSMEs registration?
7. What benefits an entity can enjoy after getting registered as a MSME?
8. "MSMEs a Seed Bed of Entrepreneurship". Elaborate this statement with suitable examples.
9. Write the procedure of getting MSMEs registration number and certificate by any entity.
10. Define a Startup.
11. How an entity shall be considered a startup under government schemes in Indian perspective?
12. Helpline Udyami is meant for:
 - a. Micro, Small and Medium Enterprises
 - b. Large capital Enterprises
 - c. Women Enterprises
 - d. Farming Activities.

Answer: (a).

13. Which of the following assistance is provided by SIDBI?

- a. Extending financial support to SSIDC and NSIC
- b. Upgrading the waste management technology
- c. Developing small scale industries as the ancillary to the big industries
- d. Procuring Govt. orders for the small industries.

Answer: (a).

14. The National Board for MSMEs meets once.....every month in a year.

- a. 4
- b. 2
- c. 6
- d. 5

Answer: (c).

15. Consider the following with respect to MSMEs
- | Category | Turnover Limit |
|-----------------------|----------------|
| 1. Micro Enterprises | 5 Crores |
| 2. Small Enterprises | 100 Crores |
| 3. Medium Enterprises | 250 Crores |

Which of the pairs given above are correctly matched?

- a. 1 and 2 only
- b. 2 and 3 only
- c. 1 and 3 only
- d. 3 only

Answer: (d).

BACHELOR OF ARTS (LIBERAL ARTS)
SEMESTER-III
COURSE: ENTREPRENEURSHIP DEVELOPMENT

UNIT 8: E-COMMERCE

STRUCTURE

8.0 OBJECTIVES

8.1 INTRODUCTION

8.1.1 FEATURES OF E-COMMERCE

8.2 TYPES OF E-COMMERCE

8.3 SMALL BUSINESS

8.3.1 CHARACTERISTICS OF SMALL SCALE INDUSTRIES

8.3.2 BENEFITS OF E-COMMERCE FOR SMALL BUSINESS

8.4 ROLE OF E-COMMERCE IN PROMOTING SMALL BUSINESS

8.4.1 POTENTIAL BENEFITS OF E-COMMERCE TO INDIAN MSMEs

8.4.2 EXPAND MSME OUTREACH

**8.4.3 KEY INITIATIVES BY E-COMMERCE COMPANIES TO BOOST
MSMEs SALES**

8.4.4 FEW EXAMPLES OF E-COMMERCE SUPPORTING MSMEs

8.5 IMPORTANCE OF TECHNOLOGY IN SMALL BUSINESS

8.6 LET US SUM UP

8.7 TO CHECK THE PROGRESS

8.7.1 LONG ANSWER QUESTIONS

8.7.2 SHORT ANSWER QUESTIONS AND ANSWERS

8.0 OBJECTIVES

After studying the Unit, you would be able to:-

- Understand the detailed concept of E-commerce.
- Define different types of E-commerce.
- Find out the role of e-commerce in promoting small business.
- Identify the role of modern technology in growth of small business.

8.1 INTRODUCTION

Electronic Business generally referred to as E-commerce or e-trade, is buying and selling in services or products performed through PC networks together with the Internet. Electronic trade attracts on technology together with cellular trade, digital price range transfer, deliver chain control, Internet marketing, on-line transaction processing, and digital information interchange (EDI), stock control systems, and automatic information series systems. Modern digital trade commonly makes use of the World Wide Web at the least at one factor within side the transaction's life-cycle, despite the fact that it could embody a much wider variety of technology together with e-mail, cellular devices, social media, and phones as well.

Electronic trade is normally taken into consideration to be the income component of e-commercial enterprise. It additionally includes the alternate of information to facilitate the financing and price elements of commercial enterprise transactions. This is a powerful and great manner of speaking inside an organisation and one of the only and beneficial approaches of carrying out commercial enterprise. It is a Market access approach in which the enterprise may also or might not have a bodily presence.

8.1.1 Features of E-commerce

The features of E-commerce are explained as follows:

1. Universal

A physical business is limited to its customers by the city in which it is located, while an e-commerce business is global. E-commerce encourages customers to buy from anywhere in the world.

Due to the ubiquity of e-commerce, opening hours and geographic restrictions on catering are increasing. People can connect to an e-commerce business if the Internet is available.

2. Broad Customer Reach

E-commerce businesses have reached customers worldwide. E-commerce gives entrepreneurs the ability to seamlessly serve customers across cultural and national boundaries. The e-commerce market can reach millions of customers around the world.

3. General Standards

One of the main characteristics of an e-commerce business is the overall acceptability of a website. An e-commerce website should work with generally accepted systems and methods. Compliance with global standards helps users of an e-commerce site to use it effectively.

4. Interactive Platform

Another important characteristic of an e-commerce business is interactivity. Interaction means two-way communication between the user of the e-commerce website and the company. It is easy for customers to shop on the website where they can interact before, after, and even during the purchase.

For example, while a pupil desires to shop for a web path, he might want the help of the specialists of the internet site to assist him to select an appropriate stage of path for him. In addition to this, companies can realize approximately the hassle confronted with the aid of using the customers in their e-commerce platform and may repair them with a purpose to cut the losses.

5. Rich in content material and records

The richness of content material and records method the content material and records may be supplied with inside the shape of audio, video, and photos at the internet site. For example, a consumer may be inspired greater if there's a video to be had at the internet site containing the records approximately the capabilities of the goods and records approximately a way to use it or a link to the weblog publish explaining the makes use of the product. Educated and aware

clients usually are trying to find such records earlier than creating a buy decision. In addition to this, such content material makes the e-commerce internet site appealing to the consumers.

6. Information densities

With the assist of e-commerce, the value of accumulating records has decreased drastically. It has grown to be very smooth however additionally has grown to be pretty cheaper to do so. Besides this, the accuracy and timeliness of the records have additionally improved. Using the records density, a service provider can promote the identical product to a special organization of human beings at special prices.

7. Personalizations

The one function of e-commerce companies is its capacity to offer customized offerings to every consumer. With the assist of the era and surfing and beyond purchases records of a consumer, companies can propose customized merchandise and provide to an individual. The identical platform will incorporate special gives and pointers for special human beings. The products and services may be modified in line with the consumer's preference.

8. Easy to apply the checkout

Internet connectivity has made the e-commerce platform smooth for human beings to get entry to whenever and everywhere within side the world. 80% of the instances human beings browse through the internet sites; they don't have anything to do or simply to search for something. To convert this form of customers into buyers, you want to apply e-commerce platform to take a look at our portal. If it calls for an excessive amount of problem to find out the products, then customers could get bored in shopping for the product, and you may lose commercial enterprise. Therefore, one of the crucial functions of an e-commerce commercial enterprise is having more than one alternative for payment which includes charge thru credit score cards, debit cards, PayPal, and coins on delivery, etc.

9. Reporting device

The reporting device will assist you to recognize the troubles confronted with the aid of using your customers immediately, and you may restore them earlier before it poses any greater troubles to the alternative customers of your e-commerce platform. Reporting device additionally will increase the reliability of your customers after they recognize that they'll get assist in case something is going incorrect with their transaction.

10. Promotional and bargain code device

Another characteristic of an e-commerce platform is the promotional and bargain code device. Take the instance of Zomato, Swiggy, and UberEATS. They constantly offer a reduction and promotional code at the meals ordered with the aid of using the human beings. People have a tendency to shop for greater if they may be given offers on their buy.

11. Integrated blog and articles phase

Internet blogging and article phase is used as a marketing strategy to draw customers. Blogs can help your business to find and build your business branding. With the help of blogs, you can interact with your customers and share articles that are useful for customers. So the customers do not get bored with promotional content but also receive education. It is a remarkable manner to boom the site visitors to your e-commerce website.

8.2 TYPES OF E-COMMERCE

There are five types of e-commerce, these are discussed as follows:

1. Business to Business (B2B)

Business to Business or B2B refers to e-commerce between companies. An e-commerce business can deal with suppliers, distributors, or agents. These transactions are usually carried

out through electronic data interchange or EDI. Security needs are higher than B2C. For example, manufacturers and wholesalers are B2B companies. Through B2B e-commerce, companies can improve the efficiency of several common business functions, including supplier management, inventory management, and payment management. This has the added benefit of being able to process more orders at a lower cost in the same amount of time. E-commerce technology can also help shorten the billing cycle for inventory management by connecting channel partners with the company for faster data access. Companies can enhance their inventory management capabilities by electronically tracking ordered shipments, resulting in lower inventory levels and improved on-time delivery of company services. This e-commerce technology is also used to improve the efficiency of payment management between a company and its partners and distributors. By processing payments electronically, businesses can reduce clerical errors and speed up invoice processing, resulting in lower transaction fees.

2. Business to Customer (B2C)

Business to Customer or B2C refers to e-commerce activities aimed at consumers rather than companies. For example, a book retailer might be a B2C company like Amazon.com and other companies that follow brokerage or business models. Other examples include purchasing the services of an insurance company, online banking, and using travel services.

3. Customer to Business (C2B)

Customer to Business or C2B refers to e-commerce activities using reverse pricing models in which the customer determines the price of a product or service. In this case, the focus shifts from selling to buying. Greater emphasis is on customer empowerment in this form. In this type of e-commerce, consumers can choose from a wide variety of products and services, and determine the range of prices they can or are willing to pay for a product, service, or specific product. The result is shorter negotiation times, increased flexibility and a compelling argument for both sellers and consumers.

4. Customer to Customer (C2C)

Customer to Customer or C2C refers to e-commerce activities that use an auction-type model. This model includes transactions between people, completely excluding companies from the equation. Customers are also part of the business, and C2C allows customers to transact directly with each other. An example of this is the peer-to-peer auction giant EBay.

5. Business to Government (B2G)

This is a new trend in e-commerce. Government agencies use this type of e-commerce to communicate directly with citizens by building websites. Any citizen can interact with these websites for various details. This allows everyone to find out the facts without visiting the relevant departments, which also saves time for both employees and residents. The concept of a smart city originated from B2G e-commerce.

8.3 SMALL BUSINESS

A commercial enterprise which features on a small scale degree includes much less capital investment, much less wide variety of labour and less machines to perform is called a small commercial enterprise. Small scale Industries or small commercial enterprises are the kind of industries that produces items and offerings on a small scale. These industries play a critical role in the financial improvement of a country. Few examples of small-scale industries are paper, toothpick, pen, bakeries, candles, neighbourhood chocolate, etc., industries and are primarily settled in city vicinity as a separate business unit.

8.3.1 Characteristics of Small Scale Industries

The important features of small scale industries can be summed up as follows:

1. **Ownership:** They have a single proprietor. So it's also called a sole proprietorship.
2. **Management:** These firms are generally controlled by the proprietor.
3. **Limited Reach:** They have constrained vicinity of operation. So they will be a neighbourhood or an enterprise positioned in single vicinity.
4. **Labour Intensive:** Their dependency on machinery or technology could be very little due to the fact they're depending on labours and manpower.
5. **Flexibility:** Because they're small, they're open and bendy to surprising changes, in contrast to big industries.
6. **Resources:** They make use of neighbourhood and straight away resources. They do higher usage of herbal sources and restrained wastage.

8.3.2 Benefits of e-commerce for Small Business

E-commerce offers the following benefits for the growth of small businesses:

1. Large Commercial Reach

One of the most important benefits of e-commerce is that it opens up access to your business to people you cannot physically attend. With an online store, you can only sell your products /services to different locations from one store. Plus, if you choose shipping solutions like Shiprocket, you can send over 29,000 PINs in the country, so by working in one location, it can serve customers all over the world, just like with Shiprocket, you can also ship your products to all the countries in the world without having office in any country.

2. Increase your business income

As your business grows, your customer base will grow, which directly affects your sales. Hence, it will increase your income. With a higher income, you can expand your product line or invest more in marketing to reach a wider audience.

3. Search Engine Traffic

Reaching an audience by sending e-mails, phone contacts or sending marketing messages can be a tedious task, but thanks to the company's search engine, it has become much more convenient to attract people to the store by traffic. As an e-commerce medium, you can get good access to search engines and start getting consistent traffic to your store. Gradually, using advanced e-commerce techniques, you will be able to turn them into a steady stream of customers for your business. You just need to make your site SEO optimized so that it appears in search queries and attracts a lot of traffic.

4. Low maintenance

One of the benefits of an online store is that you don't have to build physical stores in all of the locations where you want to sell your products / services. Only electronics will do this for you. This will lower the operating costs of your business. This way, while you have access to customers all over the country, your operating costs are kept to a minimum.

5. Online Reputation Building

As a small offline enterprise, while your clients recognize your merchandise/services, it's difficult that allows you to take benefit of these appreciations to steer new clients. But, with a web presence of your enterprise, your clients can proportion their appreciation over social media profiles of your enterprise. These opinions are publically to be had for all and sundry to look and this enables you to steer your new customers to get transformed to clients. However, for this to happen, you want to have your enterprise money owed on Face book, Instagram, Twitter, and different such social media structures.

6. Flexible Timings

As you'll be walking your enterprise on line, you could continue to be open for brand new orders and your clients 24×7, which isn't possible with inside the case of an offline brick and

mortar store. So, through going on line, you could get hold of orders 24x7 and by no means allow any possibility slip far from you. Reviews Word of mouth remains one of the maximum famous advertising techniques which could assist any emblem cross viral overnight. You can ask clients for opinions on line and construct credibility through publishing those on social media structures and different income channels.

7. Ease of Product Tracking

Tracking a product on line may be one of the maximum good sized benefits of an e-commerce enterprise. You can fast understand the reputation of your stock especially while you hand it over to the success company. Alternatively, you could additionally tune merchandise with a purpose to quickly run out of inventory on your stock and inventory greater stock as in step with the requirements.

8. Automated Product Delivery Solutions Available

One of the worries of a web enterprise might be dealing with the transport of the goods to their clients who're dwelling in specific components of the sector. For them, the coolest information is that there are numerous e-commerce logistics and delivery structures to be had nowadays which could supply any product in any part of the sector from everywhere as in step with the requirement. Shiprocket is the maximum used courier package deal transport platform utilized by the e-commerce corporations in India due to its good quality, low costs, and the capacity to control the maximum quantity of serviceable PIN codes. With Shiprocket, you could supply your merchandise to 29000 plus PIN codes in India and 220 plus international locations globally with the usage of 17 plus courier partners.

8.4 ROLE OF E-COMMERCE IN PROMOTING SMALL BUSINESS

The Micro Small and Medium Enterprises (MSMEs) sector is a key contributor to the socioeconomic development of the country. The MSMEs sector contributes 29% towards the Indian GDP through its domestic and international trade. The Indian government envisions to double the country's economy to US\$ 5 trillion in five years and to achieve this goal, it aims to enhance MSME's share in exports and its contribution to the GDP.

Since 2014, the government has launched initiatives such as Digital India, Make in India, Start-up India, Skill India and Innovation Fund to promote e-commerce in India. It also encourages MSMEs to sell their products on e-commerce sites, especially government sites such as e-Market place (Gem), which is used by ministries and PSUs for the purchase of raw materials. The platform has recorded transactions worth Rs 55,048 crore (\$ 7.5 billion) as of September 2020 Under the Digital India Initiative; the MSME Ministry has implemented several initiatives to digitize the entire MSME ecosystem. Nitin Gadkari, Minister of MSME Affairs, said at the 2021 Amazon Smbhav Summit: "E-commerce will play a critical role in the success of Indian MSMEs and the sector must ensure that this digital transformation occurs at a pace that allows them to benefit about current opportunities. It is becoming increasingly clear that technology will be a key factor in determining the success and competitiveness of Indian MSMEs both nationally and globally in the coming days. Digitizing millions of MSMEs should be a top priority."

8.4.1 Potential Benefits of E-commerce to Indian MSMEs

E-commerce has huge potential for the growth of small business. Some of the potential benefits are discussed here:

1. Increase sales and income margins

Improved timeliness of advertising and marketing, worldwide purchaser base and bendy enterprise behaviour can resource MSMEs to boom sales and offer unique e-trade advantages

which includes on line referral structures to collect greater customers, knowledge-based customisation to enhance consumer acquisition and use carrier & comments channels to decorate the destiny income experiences. Also, e-trade adoption allows MSMEs to take benefit of third-celebration buying and selling structures (e-trade marketplaces) with nominal or no funding in growing and website hosting on line storefronts and handling, packaging, logistics, warehousing and different infrastructure. This can boom income margins via way of means of lowering overhead and preliminary investments.

2. Reduce spend on advertising and marketing and distribution expenses

Because of expanded opposition on this area, e-trade gamers are closely spending on virtual and conventional media to enhance website online traffic, benefit customers, set up consumer relationships and improve income. In addition, virtual channels offer a cost-powerful and green info media area to promote it and speak with goal audiences, in which maximum e-trade structures offer hyperlinks on social media channels, that is then utilized by their companions to create focus approximately their merchandise and services. This can similarly assist MSMEs decrease fees on alternate shows, offline advertising, conventional advertising and marketing and keep away from extra expenses which might be required to open offline shops in more than one location.

3. Use information analytics to understand, interact and maintain customers

Through their portals/websites, maximum B2B e-trade gamers generate, keep and examine consumer information which includes merchandise; costs and technical information accessed, time spent on each page, orders positioned and purchases remodelled a period. These gamers additionally examine information factors which includes choices which includes shipping time, location, order quantity, packing, logistic alternatives and charge methods. Moreover, this information may be of exceptional help to MSMEs that don't have technical resources. In addition, MSMEs can use information to offer quicker reaction to consumer needs and higher after-income carrier to lock-in a devoted client base.

8.4.2 Expand MSME outreach

E-commerce has the potential to help SMEs scale up and expand reach in the following ways:

1. Creating a global demand for reputation

Online transactions create a verifiable history of a company's performance and reliability. Consumers often rely on these registries to identify companies that are more likely to provide satisfactory service. In addition, companies and financial institutions rely on this data to find reliable partners and identify strong companies to invest in and support growth. The most valuable asset a company is building a global reputation.

2. Access to external markets

One of the biggest problems of traditional export channels is the inability of small companies to participate in this process, in order to overcome it, commercial e-commerce platforms provide a level playing field for all types of companies that want to access external sources. This can be achieved in two ways: first, companies can create their own websites and fulfil orders themselves; second, where companies can participate in e-commerce sites that have an international presence and benefit from inbound customer traffic and infrastructure support. In addition, e-commerce exports enable companies to test the water and determine how well the product meets the needs of customers in various segments. . For example, Maharashtra-based export company NMK Textiles recently took over Amazon's e-commerce platform to launch its new California Design Den brand. Under this brand, the company sold and exported high-end "Made in India" bedding; this helped to double sales in North America and expands its presence in global markets.

3. Procurement Benefits

E-commerce platforms can provide MSMEs with the ability to work directly with manufacturers and suppliers and thus help lower acquisition costs by reducing resellers and long-term contracts. This allows MSME partners to reduce storage costs and downtime. The e-commerce platform can offer the best selling prices for bulk purchases. Offline retailers are less likely to offer much more competitive prices.

4. Widespread availability

MSMEs face product availability issues due to limited stocks at local retailers or resellers; however, your specific product requirements are met by online shopping B2B, as this channel offers a wide variety of brands and a wide selection of suitable products and substitutes for the same price or below. With a detailed, diversified portfolio of products and the best pricing, e-commerce platforms solve Karma's global information asymmetry problem in the public sector. Hosted on e-commerce platforms, product reviews, articles, buying guides, and user guides can be of great value to shoppers by helping them choose the right product for their needs.

5. Technology Integration

Finally, e-commerce platforms offer technological advantages such as complete transparency, with detailed monitoring of order status and the possibility of recurring purchases not available during offline purchases, since industrial products are functional in nature and must be repeated for business. MSMEs can get benefit from these services/offerings.

8.4.3 Key initiatives by e-commerce companies to boost MSMEs sales

There are certain initiatives by the e-commerce companies to promote MSMEs and some of these are discussed here:

1. 'SAMARTH' by Flipkart

In July 2019, Flipkart, a local platform, developed/introduced *Samarth* programme to promote Indian artisans, weavers and state handloom industries. Through this initiative, the company aims to provide MSMEs an easy access to the online business marketplace and support in terms of business management, storage and account management. With Samarth, Flipkart intends to empower millions of small businessmen, leading to rural India's development.

2. 'MSME Accelerate' by Amazon

The Company launched this initiative in June 2020 to help MSMEs recover from the aftermath of the pandemic. Through this programme, businesses can avail offers and bulk discounts to continue/run their businesses smoothly.

3. Collateral-free loans by Paytm

The Company launched an initiative to offer unsecured loans of up to 5 lakh (US\$ 6,729), at low interest rates, to MSMEs. Under this initiative, Paytm, in partnership with banks and NBFCs, digitised the entire loan process, from application to disbursement, without additional document requirements.

4. 'Atmanirbhar Section' by Shopclues

As part of this initiative, Shopclues launched an online 'Vocal for Local' market platform, which includes locally produced products in various categories such as fashion, footwear, jewellery, groceries and others. The company works with thousands of local merchants and promotes local products on the marketplace.

8.4.4 Few examples of E-commerce Supporting MSMEs

In April 2021, Amazon announced the 'Spotlight North East' programme (US\$ 25 million) to bring together and provide online support to 50,000 artisans, weavers and small businesses from all eight states in the Northeast by 2025; and boost exports of key commodities such as tea, spices and honey.

In April 2021, ICICI Bank launched 'Merchant Stack', a comprehensive digital banking services that is specially coated for retail merchants. These value-added services enable users—such as merchants, grocers, supermarkets, large retail store chains, online businesses and large e-commerce firms—to meet their banking requirements and further serve their customers amid the pandemic. In addition, users can avail these contactless services on InstaBIZ, the bank's mobile banking application.

In February 2021, Walmart's *Vridhhi* programme was extended to Uttar Pradesh, with launch of an e-institute to facilitate small businesses in granting access to skills and competencies across online and offline platforms such as Flipkart's marketplace and Walmart's global supply chain, resp. This new e-institute will benefit 50,000 MSMEs across the country to expand domestically and globally.

In February 2021, Mastercard and Razorpay joined forces to help small Indian businesses and entrepreneurs embrace digital payments. This partnership will integrate Razorpay's payment processing capabilities with Mastercard's digital banking platforms and card services.

In February 2021, Bank of Maharashtra collaborated with *Vayana* Network, a supply chain financing (SCF) platform, to provide financial assistance to MSMEs. Through this partnership, the bank will provide short-term credit to address the budget needs of legitimate corporate dealers/vendors through its *Mahabank* Channel Financing and *Vayana* Network scheme.

India's e-commerce sector is projected to reach \$80 billion by 2021 and \$300 billion by 2030. For MSMEs, e-commerce is rightly synonymous with economic stability, growth and security; and is a channel that allows even the smallest MSMEs to showcase their products in any part of the world without having to shell out on expansion or changing locations. These platforms have empowered small businesses by removing barriers, providing a large customer base and consequently, ensuring increased revenues. A collaborative effort between the government, the private sector, industry groups, training organisations and SMEs is the most efficient way to support MSMEs.

8.5 Importance of Technology in Small Business

Technology is becoming the backbone of all startups. The use of technology in business has increased significantly over the past two decades. With the advancement of computer technology and the Internet, small businesses are making a greater contribution to the economy than in the past. It made it easier to carry out day-to-day business operations and routine tasks. Technology has both tangible and intangible benefits for small businesses, influencing company culture, relationships, and productivity. New technology has increased the security of small businesses by providing secure confidential information and business value. Here are the benefits of new technology for small businesses.

1. Effective customer conversation

Technology is crucial to a firm's capacity to talk with patron efficiently. Small commercial enterprise increase functionality is decided if its personnel can efficiently engage and promote its time table to clients. Web sites permit clients to discover a enterprise's records speedy. Technology has superior quicker cargo of merchandise permitting the commercial enterprise to cover large geographic areas.

2. Marketing

Technology has freed small businesses from the constraints of print advertising to reach new and existing customers and an inexpensive way to reach a large group of people with newsletters, coupons, or business news. Mobile marketing is a relatively new frontier that

reaches people through messaging, mobile app ads, and offers branded apps that connect customers in an engaging and engaging way with the running business.

3. Productivity

Small businesses need to leverage the power of their productivity and technology tools to help employees get the job done faster, from printing marketing materials to providing customer service via email or online chat. When it comes to technology, it's important to keep employees focused on technology and use it wisely to save time. Sometimes a phone call can be more effective and productive than an email. Provide employees with the appropriate hardware and the latest software to help them get on with the job.

4. Mobility

Workplace technology virtually cuts space and time. Video conferencing technology enables companies anywhere in the world to interact. The technology reduces travel costs as companies can hold virtual meetings and distribute data without being in the same room. Technology allows companies to establish a global presence at a fraction of the cost.

5. Operational Effectiveness

Technology also helps businesses understand their cash flow needs and conserve valuable resources such as physical time and space. This is where executives can save time and money by holding meetings over the Internet rather than at company headquarters.

6. Security

Most businesses today face security threats and sabotage. Technologies can be used to protect financial data, confidential operating decisions and other sensitive information, giving you a competitive edge. Simply put, technology helps companies sustain their ideas. stay away from your competitors. By having a computer with a password, a company can ensure that a competitor does not copy any of their future projects.

7. R&D Capability

A company with the technological capability to explore new opportunities will always stay one step ahead of its competitors. For a company to survive, it must grow and acquire new opportunities, new markets without the cost of a working aircraft or the risk of setting up a factory abroad.

8.6 LET US SUM UP

E-commerce is a growing part of not just the retail but for the economy of any country as a whole. The exceptional wave of online shopping has steered to creativity and innovation as small businesses have begun to grapple with e-commerce. Small businesses should look to selling online not just to increase their revenue but to connect with the customers and expand their brand image.

8.7 TO CHECK THE PROGRESS

8.7.1 Long Answer Questions

1. What are the features of E-commerce?
2. Difference between E-commerce and traditional Commerce.
3. What are the different types of E-commerce business models?
4. Explain the role of E-commerce in growth of small business.
5. Discuss the potential of E-commerce in expansion of business.

8.7.2 Short Answer Questions and Answers

1. What are the five types of E-commerce?
2. Different applications of E-commerce.

3. provide security and privacy for the use of the web page content.
A. HTTPs B. html C. FTP D. None of these

Answer. (A)

4. is basically a concept of online marketing and distribution of products and services over the internet.

A. B2G B. B2E C. B2C D. B2B

Answer. (C)

5. Which among the following is an example of C2C?

A. E-bay B. Amazon.com C. Rantalic.com D. All of these

Answer. (D)

6. Which of the following is not suitable for a B2C transaction?

A. Clothes B. Flowers C. Airline reservation D. None

Answer. (D)

7.e-commerce involves the electronic facilitation of transaction between customers through some third party.

A. C2C B. B2E C. B2B D. B2G

Answer. (A)

BACHELOR OF ARTS (LIBERAL ARTS)

Skill Enhancement Course

Course: Entrepreneurship Development

SEMESTER-III

Assignment Questions

Unit V

Long Answer Type Questions

1. What is the role of the Entrepreneurship in economic development?
2. What are the objectives of EDPs?
3. Elaborate the problems faced by EDPs. Make the suggestions to remove those problems.
4. Discuss the role of Government in EDP.

Short Answer Type Questions

1. Write short notes on
(b) NIESBD (b) **SIDO**
2. **Role of EDPs in Indian economy.**

Unit VI

Long Answer Type Questions

1. Define a woman entrepreneur. What are the functions of a woman entrepreneur?
4. Explain women entrepreneurs. Discuss the important characteristics of woman entrepreneur.
5. Discuss the problems faced by women entrepreneurs. What are the steps taken by government to solve these problems?

Short Answer Type Questions

- What are the main features of woman entrepreneur?
6. Explain promotional functions.
 7. Explain managerial functions?
 8. Explain entrepreneurial functions?
 9. Discuss problems faced by women entrepreneurs.

Unit VII

Long Answer Type Questions

6. Define the concept of a startup. What are the types of startup? Elaborate.
7. Discuss the role of MSME sector in the development of Indian economy with supporting data.

Short Answer Type Questions

12. What are the eligibility criteria for getting registered as a MSME?
13. What documents are required in MSMEs registration?

Unit VIII

Long Answer Type Questions

1. Explain the role of E-commerce in growth of small business.
2. Discuss the potential of E-commerce in expansion of business.

Short Answer Type Questions

1. What are the five types of E-commerce?
2. Different applications of E-commerce.



**The Motto of Our University
(SEWA)**

SKILL ENHANCEMENT

EMPLOYABILITY

WISDOM

ACCESSIBILITY

**JAGAT GURU NANAK DEV
PUNJAB STATE OPEN UNIVERSITY, PATIALA**
(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

BACHELOR OF ARTS (LIBERAL ARTS)

Semester-III

DABB32310T

**DRUG ABUSE: MANAGEMENT AND
PREVENTION**

Head Quarter: C/28, The Lower Mall, Patiala-147001

Website: www.psou.ac.in

SELF-INSTRUCTIONAL STUDY MATERIAL FOR JGND PSOU

ALL COPYRIGHTS WITH JGND PSOU, PATIALA

The Study Material has been prepared exclusively under the guidance of Jagat Guru Nanak Dev Punjab State Open University, Patiala, as per the syllabi prepared by Committee of Experts and approved by the Academic Council.

The University reserves all the copyrights of the study material. No part of this publication may be reproduced or transmitted in any form.

COURSE COORDINATOR AND EDITOR:
DR. GURLEEN AHLUWALIA
Assistant Professor in English
JGND PSOU, Patiala

LIST OF CONSULTANTS/ CONTRIBUTORS

DR. JASWINDER SINGH
DR. NAINA SHARMA



JAGAT GURU NANAK DEV PUNJAB STATE OPEN UNIVERSITY, PATIALA
(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

PREFACE

Jagat Guru Nanak Dev Punjab State Open University, Patiala was established in December 2019 by Act 19 of the Legislature of State of Punjab. It is the first and only Open University of the State, entrusted with the responsibility of making higher education accessible to all, especially to those sections of society who do not have the means, time or opportunity to pursue regular education.

In keeping with the nature of an Open University, this University provides a flexible education system to suit every need. The time given to complete a programme is double the duration of a regular mode programme. Well-designed study material has been prepared in consultation with experts in their respective fields.

The University offers programmes which have been designed to provide relevant, skill-based and employability-enhancing education. The study material provided in this booklet is self-instructional, with self-assessment exercises, and recommendations for further readings. The syllabus has been divided in sections, and provided as units for simplification.

The University has a network of 10 Learner Support Centres/Study Centres, to enable students to make use of reading facilities, and for curriculum-based counselling and practicals. We, at the University, welcome you to be a part of this institution of knowledge.

Prof. Anita Gill
Dean Academic Affairs



Bachelor of Arts (Liberal Arts)
DRUG ABUSE: MANAGEMENT AND PREVENTION

SEMESTER-III

(DABB32310T) (COMPULSORY NON-CREDIT COURSE)

MAX MARKS:100

EXTERNAL:70

INTERNAL:30

Objective:

The objective of the course is to spread awareness amongst learners regarding social, psychological and physical effects of drug abuse, and familiarize them with the policies and treatment services available.

INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt any two questions each from the sections A, and B of the question paper, and any ten short answer questions from Section C. They have to attempt questions only at one place and only once. Second or subsequent attempts, unless the earlier ones have been crossed out, shall not be evaluated.

Section- A

Unit I- Introduction to the Problem: Concept (what constitutes drug abuse); Nature (vulnerable age groups, signs and symptoms); Causes(physiological, psychological, sociological); Consequences (for individuals, families, society and nations)

Unit II- Management of Drug Abuse: Medical Management (Medication for treatment and to reduce withdrawal effects, Drug De-addiction clinics, Relapse management); Psycho-Social Management (Counselling , family and group therapy, behavioural and cognitive therapy, Environmental Intervention).

Section- B

Unit III- Social Efforts for Prevention of Drug Abuse: Role of Family and Social Institutions(Parent child relationship, Family support, Supervision, Shaping values, Active Scrutiny; School Counselling, Teacher as role-model. Parent-Teacher-Health Professional Coordination, Random testing on students; Media: Restraint on advertisements of drugs, advertisements on bad effects of drugs, Publicity and media, Campaigns against drug abuse, Educational and awareness program

Unit IV- Political Efforts for Prevention of Drug Abuse: NDPS Act, Statutory warnings, Policing of Borders, Checking Supply/Smuggling of Drugs, Strict enforcement of laws, Time bound trials.

Suggested Readings:

1. Inciardi, J.A. 1981. The Drug Crime Connection. Beverly Hills: Sage Publications.

2. Modi, Ishwar and Modi, Shalini (1997) Drugs: Addiction and Prevention, Jaipur: Rawat Publication.
3. Sain, Bhim 1991, Drug Addiction Alcoholism, Smoking obscenity New Delhi: Mittal Publications.
4. Sandhu, Ranvinder Singh, 2009, Drug Addiction in Punjab: A Sociological Study. Amritsar: Guru Nanak Dev University.
5. Singh, Chandra Paul 2000. Alcohol and Dependence among Industrial Workers: Delhi: Shipra.
6. World Drug Report 2011, United Nations office of Drug and Crime. 8. World Drug Report 2010, United Nations office of Drug and Crime.
7. The Narcotic Drug and Psychotropic Substances Act, 1985, Universal, Delhi, 2012.



JAGAT GURU NANAK DEV PUNJAB STATE OPEN UNIVERSITY, PATIALA
(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)

BACHELOR OF ARTS (LIBERAL ARTS)

DRUG ABUSE: MANAGEMENT AND PREVENTION

SEMESTER-III

(DABB32310T) (COMPULSORY NON-CREDIT COURSE)

COURSE COORDINATOR AND EDITOR: DR. GURLEEN AHLUWALIA

SECTION A

UNIT NO.	UNIT NAME
UNIT 1	INTRODUCTION TO THE PROBLEM
UNIT 2	MANAGEMENT OF DRUG ABUSE

SECTION B

UNIT NO.	UNIT NAME
UNIT 1	SOCIAL EFFORTS FOR PREVENTION OF DRUG ABUSE
UNIT 2	POLITICAL EFFORT FOR PREVENTION OF DRUG ABUSE

BACHELOR OF ARTS (LIBERAL ARTS)
Semester III

COURSE: DRUG ABUSE MANAGEMENT AND PREVENTION

UNIT- I: INTRODUCTION TO THE PROBLEM

STRUCTURE

1.0 Introduction

1.1 Objectives

1.2 What is addiction?

1.2.1 The process of addiction

1.2.2 Drug abuse

1.2.3 What constitutes drug abuse

1.3 Vulnerable age groups

1.4 Signs and symptoms of drug abuse

1.5 Causes of drug abuse

1.6 Consequences

1.7 Conclusion

1.8 Keywords

1.9 Self check exercise

1.10 Model Answers

1.11 References

1.0 INTRODUCTION

Addiction is defined by a person's increased and habitual need for a substance. Substance misuse has been a widespread problem across globe over the last two decades, affecting people from all walks of life. The use of alcohol, tobacco, and numerous substances is a

common occurrence among teenagers. The usage of psychoactive drugs by children and adolescents is a national concern. Concerns have been raised about the physiological and behavioural effects of substance addiction on youths, as well as the public health risks. Young people are increasingly becoming the most vulnerable victims of the threat of substance abuse, and their vulnerability is growing. Identification of vulnerable age groups, signs and symptoms of drug dependence along with its causes and consequences are discussed in this chapter.

1.1 OBJECTIVES

- To help reader understand the concept of drug abuse.
- To explain the nature of drug abuse.
- To help reader understand the various signs and symptoms of drug intoxication.
- To give an insight into various causes and consequences of drug abuse.

1.2 WHAT IS ADDICTION?

Addiction is a compulsive, chronic, physiological or psychological condition; in which a person engages in the use of a substance, behavior, or activity. The rewarding affect of addiction compels an individual to repeatedly pursue the behaviour despite adverse consequences. It has harmful physical, psychological, or social effects and typically causes well-defined symptoms (such as anxiety, irritability, tremors, or nausea) upon withdrawal or abstinence. It may involve behaviors such as gambling or the use of drugs such as alcohol, inhalants, opioids, cocaine, nicotine, and others. In the present chapter addiction of abusing drugs will be explained in detail.

1.2.1 The Stages of Drug Addiction

The progression of an addiction reflects a continuum, ranging from no use to dependency. People may move back and forth within this continuum, but generally the advance from no use, to use, misuse, abuse, and finally to dependency. Once a person is dependent, they may have to stay abstinent from all substances to get their health back.

1. No Use

In this stage there is no use of alcohol or other drugs. People have their own reasons not to be involved, including religious beliefs, their age, etc.

2. Use

People begin to experiment with alcohol or other drugs to see what it is like, or to fit in with friends and peers. They may use a substance to enhance an already pleasurable experience. Some people argue that social use is not merely using in social situations. Rather, it is using in a responsible way. There are few if any negative consequences to social use. Social use does not include youth who drink alcohol or anyone who uses illegal drugs. Using under those circumstances can result in negative legal or parental consequences.

3. Misuse

A person begins to experience problems associated with their use of alcohol or other drugs. They may get hangovers, get in trouble at home or school because they were drunk or high or do something they regret while under the influence of alcohol or another drug. All these problems, although they may seem small at the time, can escalate into a much larger problem.

4. Abuse

Problems become much more regular. The person uses drug more frequently and it begins to interfere with major areas of their life such as family, parents, school, legal issues, money friends, and leisure. The person may become obsessive about when and where they are going to get drugs.

5. Dependency

The person at this stage has lost the ability to choose to use or not use. Using substances has become a way of life. They continue despite the negative consequences and those consequences are occurring more and more frequently. The person may experience physical or psychological withdrawal, cravings, and decreased physical and emotional health.

Fig. 1: Pictorial Representation of Stages of addiction



Source: navicare.in

In the following section the concept of drug abuse will be explained in detail

1.2.2 Drug abuse

Drug abuse, also known as substance abuse, refers to the use of certain chemicals for the purpose of creating pleasurable effects on the brain. While abusing drug the user consumes the substance in amounts or with methods which are harmful to themselves or others. Substance use includes the use of licit substances such as alcohol, tobacco, diversion of prescription drugs, as well as illicit substances.

1.2.2.1 What constitutes drug abuse?

On the basis of chemical nature of the substance drugs can be classified as follows:

Alcohol

In most parts of the world, including India, alcohol is the most often abused substance. Alcohol affects many physiological systems and has a variety of consequences on the user. Alcohol produces euphoria and lowers inhibitions, but it also impairs judgement, perception, and reaction times substantially. Alcohol is a depressant of the central nervous system (CNS), and adversely put an impact on liver in the long-term.

Opioids

Opioids, often known as Opiates, are produced from the narcotic Opium or its compounds. Opioids work by interacting with brain receptors and, in certain cases, they mimic the effects of neurotransmitters. This allows Opioids to be effective pain relievers, but it also allows them to create addiction. Opioids are among the most addictive of all known substances, as well as among the most lethal.

Benzodiazepines

Benzodiazepines, sometimes known as Benzos, are a class of medicines that interact with the neurotransmitter gamma-aminobutyric acid-A. (GABA-A). Because each Benzo interacts with GABA-A differently, each Benzo has a particular effect on the body and mind. Benzos are used to treat a wide range of psychiatric and sleep disorders, but they are also widely misused. When not used properly, benzos are highly addictive and can lead to a variety of medical and mental issues.

Cannabinoids

Cannabinoids are a class of medications that are chemically related to the active ingredient in marijuana, tetrahydrocannabinol (THC). Cannabinoids provide euphoria, or a high, but they can have deleterious effects on mental and physical performance. After alcohol, cannabinoids are the most often abused narcotics.

Barbiturates

Barbiturates work by slowing down the central nervous system's function. Barbiturates are chemical derivatives of barbituric acid. Barbiturates were once widely used to treat psychiatric and sleep disorders, and they are still used for anaesthesia and the treatment of epilepsy and headaches. Barbiturates are very addictive, and they also pose a high danger of overdose since they shut down many physiological processes.

All the above mentioned drugs affect the abuser in different way. On the basis of effect drugs can be classified as follows:

Depressants

Depressants produce sensations of fatigue and relaxation. While many have valid uses in the treatment of mental illness and sleep deprivation, they are frequently abused because they can induce euphoria. Depressants are not only among the most addictive medications, but they are also among the most deadly and prone to result in overdose.

Stimulants

Stimulants, also known as "uppers," are used to boost energy, concentration, and wakefulness. A "rush" is supposed to be provided by stimulants. Stimulants are thought to boost productivity and performance in the short term while also providing a pleasurable high. Stimulants are extremely addicting and have a high potential for abuse in the long run.

Hallucinogens

Hallucinogens are also known as dissociatives because they alter the user's perspective of reality. This frequently results in auditory and visual hallucinations, which is referred to as "tripping." Despite the fact that hallucinogens are less addictive than other drug classes, their initial effects are often more intense and deadly.

Inhalants

Inhalants are a broad category of substances that are consumed largely through breathing or puffing. The majority of inhalants are routinely used products that are not intended for human consumption. While inhalants come in a wide range of flavours, they all generate a high.

1.3 VULNERABLE AGE GROUPS

Like other diseases, the imposition of addiction on a person will vary. There is no rule of thumb to determine who will abuse drugs, or how quickly its cycle will take to spark. Drug addiction affects all age groups across the spectrum, but adolescents are more vulnerable to develop drug addiction. Adolescence is the period when young people undergo physical and psychological development (including brain development); substance use may affect that development. A recent BBS report on men who inject drugs found that the median age of initiation into any form of drug use was 19. One tenth of the male users began injecting drugs between the ages 15-17 years. Cigarettes, alcohol, and [marijuana](#) are the most commonly abused substances in this age group. Adolescents are particularly susceptible to social cues, with peer groups and families having a significant influence throughout this period. One of the factors linked to the likelihood of substance misuse in adolescents is the use of drugs by a family member. Peer pressure plays a big part in substance usage, and having a troubled connection with your parents makes you more vulnerable to abuse drugs.

Although adolescents are most vulnerable age group for substance abuse; young adults are also prone to addiction. It is important to have a sound understanding of the patterns of substance use as well as the personal social and environmental influences that may result in substance use and substance use disorders among young people. The tendency for substance abuse in young adults is associated with trying to cope with the increasing challenges and responsibilities that come with adulthood. These challenges include leaving home for work or education and establishing new social relationships. Young adults are also prone to be exposed to alcohol and other substances through their social environment.

Although previously considered as an age group with lower substance abuse rates, recent studies suggest an increase in the rate of substance abuse in the elderly. Alcohol abuse is the

most common form of abuse in this group. The use of prescription drugs has also grown in the elderly, prolonged use of these drugs may lead to dependency. Commonly abused prescription drugs among this population include opioid painkillers and sedatives like benzodiazepines.

1.4 SIGNS AND SYMPTOMS

1.4.1 Warning signs of substance abuse

Physical: fatigue, sleep problems, repeated health complaints, red and glazed eyes, and a lasting cough.

Emotional: Personality change, sudden mood changes, irritability, irresponsible behaviour, low self-esteem, poor judgement, depression, withdrawal, and a general lack of interest.

Family: Starting arguments, negative attitude, breaking rules, or withdrawing from the family.

School: Decreased interest, negative attitude, drop in grades, many absences, truancy, and discipline problems.

Social/Behavioural: Peer group involved with drugs and alcohol, problems with the law, dramatic change in dress and appearance.

There are many factors at the personal, micro (family, schools and peers) and macro (socioeconomic and physical environment) levels, the interplay of which may render young people more vulnerable to substance use.

1.4.2 Symptoms

The individual must show symptoms and signs of intoxication that are of sufficient severity' to produce significant disturbance in the level of consciousness, cognition, perception, affect or behavior.

Symptoms of acute intoxication related to different drugs are given below:

Alcohol

The individual must show dysfunctional behavior such as dis-inhibition; argumentativeness; aggression; lability of mood; impaired attention; impaired judgment; interference with personal functioning; unsteady gait; difficulty in standing; slurred speech; nystagmus; decreased level of consciousness; flushed face etc.

Opioids

Apathy and sedation; psychomotor retardation; impaired in attention; impaired judgment; interference with personal functioning; drowsiness; slurred speech; decreased level of consciousness; etc.

Cannabis

The individual must show dysfunctional behavior such as---dis-inhibition; euphoria; anxiety; agitation; suspiciousness; paranoid ideation; a sense that time is passing by slowly; impaired In attention; impaired judgment; impaired reaction time; auditory, visual or tactile illusions; hallucinations with preserved orientation; depersonalization; derealization, interference with personal functioning; increased appetite; dry mouth etc.

Sedatives and hypnotics

The individual must show dysfunctional behavior such as---dis-inhibition; euphoria; apathy; sedation; abusiveness; aggression; lability of mood; impaired attention; anterograde amnesia; impaired psychomotor performance; interference with personal functioning; unsteady gait; difficulty in standing; slurred speech; nystagmus; decreased level of consciousness skin lesions or blisters.

Cocaine

The individual must show dysfunctional behavior such as – euphoria; increased sensation of energy; hypervigilance; grandiose beliefs or actions; abusiveness or aggression; argumentativeness; lability of mood; repetitive stereotyped behaviors; auditory, visual or tactile illusions; hallucinations usually with intact orientation; paranoid ideations; interference with personal functioning; hypertension or hypotension; sweating and chills; nausea and vomiting; weight loss; psychomotor agitation; muscular weakness; chest pain; convulsions etc.

Caffeine

The individual must show dysfunctional behavior such as – euphoria; increased sensation of energy; hypervigilance; grandiose beliefs or actions; abusiveness or aggression; argumentativeness; lability of mood; repetitive stereotyped behaviors; auditory, visual or tactile illusions; hallucinations usually with intact orientation; paranoid ideations; interference with personal functioning; hypertension or hypotension; sweating and chills; nausea and vomiting; weight loss; psychomotor agitation; muscular weakness; chest pain; convulsions etc.

Hallucinogens

The individual must show dysfunctional behavior such – anxiety; fearfulness; auditory, visual, tactile, illusions or hallucinations in a state of full wakefulness or alertness; depersonalization; derealization; paranoid ideation; ideas of reference; lability of mood; hyperactivity; impulsive acts; impaired attention; interference with personal functioning; palpitations; sweating and chills; tremors; blurring of vision; papillary dilation; inco-ordination etc.

Nicotine

The individual must show dysfunctional behaviour such as-- insomnia; bizarre dreams; ability of mood; derealization; interference with personal functioning; nausea; vomiting; sweating; etc.

1.4.3 Symptoms of substance dependence

- Continued need of the substance, despite harmful consequences and significant substance related problems.
- Presence of repeated administration of substance; increased tolerance and sometimes a physical withdrawal state.
- Individual may show a marked increase in amounts of substance to achieve intoxication or the desired effect and may show a markedly diminished effect with continued use of the same amount of substance.
- Individual may exhibit a strong desire to take the drug and may find it difficult to control its use.
- The individual may continue to use the substance despite knowledge of having a persistent or recurrent physical or psychological problem that is likely to have been caused or exacerbated by the substance.
- Individual may give a higher priority to drug use than to any other activity or obligation. His important social, occupational or recreational activities are given up or reduced because of substance use.
- The individual may do anything that he or she can to obtain the drug.
- The individual may spend a great deal of time in activities necessary to obtain the substance; or use the drug; or recover from its effects.

In addition to dependence, abuse, intoxication and withdrawal, certain psychoactive drugs or substances can induce other organic or psychiatric mental disorders known as substance induced disorders. For example, substance intoxication, substance withdrawal, substance induced withdrawal delirium, substance induced intoxication delirium, substance induced persistent dementia, substance induced psychotic disorder, substance induced sexual dysfunction, substance induced persistent mood disorder, substance induced persistent amnesic disorder and substance induced sleep disorder.

1.5 CAUSES OF ADDICTION

There are numerous causes that makes a person more prone to drug dependence. Some of the causes of drug addiction are describes in the following section:

1.5.1 Physiological Causes of addiction

Biological causes emphasize the importance of genetics and the biological forces of nature in drug abuse. Some people would be at greater risk for developing an addiction because of their genetic vulnerability.

Individual biology

Determine how the effects of a given drug are perceived and the degree to which repeated drug use produces changes in the central nervous system (CNS). Addiction is seen as a brain disease, as there is enough evidence available that there are certain changes that take place in the structure and neurochemistry of the brain of the drug user which play a significant role in transforming voluntary drug- using behaviour to compulsive drug use.

Homeostasis

Addiction disrupts the brain's biological balance, known as homeostasis. Chronic overstimulation of the brain, such as that seen in drug addiction, obstructs the preservation of this equilibrium (homeostasis) and produces a new balanced set point. It is difficult to quit an addictive drug or activity due to the new set point of the brain's balance since the brain requires the addictive substance to sustain this new homeostatic balance.

Brain Communication

Addiction alters the communication pathways in the brain. Information is sent over a huge network of interconnected neurons by the communication system. The neurons are dynamic cells that adapt to changing situations on a regular basis. A path becomes faster, easier, and more familiar the more we walk it. As addiction progresses, new brain pathways are developed. This is because addiction changed the way the brain communicated chemically.

1.5.2 Psychological Causes of addiction

Adaptive behaviours are those that increase people's well-being and life satisfaction, according to psychologists. Maladaptive behaviours are those that impair people's ability to function and reduce their life happiness. Because addiction is a detrimental, maladaptive behaviour, psychological models can help people understand why they engage in this harmful behaviour.

Personality Characteristics

Psychological testing has been utilised to look at some of the typical personality traits observed in drug addicts. Impulsivity, presence of anti social personality disorder, inability to manage painful affect such as guilt anger and anxiety and sensation seeking are known to play key role in influencing drug use behaviour.

Modelling

A causal model of drug abuse has been developed based on observational learning theory. Many drug addicts claim that getting high by abusing drugs relieves worry and gives a sense of well-being. Since people are drawn toward, addictive behaviour is reinforced and gradually become learned behaviour.

Classical Conditioning and addiction

A specific stimulus elicits a specific reaction, according to classical conditioning. Particular signals including sights, odours, settings, persons, and so on (also known as relapse triggers) are linked to addiction. Because the brain connects the cues to the addiction, these cues can produce a relapse. Take, for example, someone who always smokes tobacco in bathroom; the bathroom and tobacco together makes a symbiotic relationship. As a result, the entrance to bathroom announces the arrival of tobacco. The bathroom can now stimulate severe cravings if it has become a conditioned stimulus (a cue).

Operant conditioning and addiction

Addiction is a learned behaviour, as the initial pleasure or happiness is rewarding. According to the operant conditioning principle, when we instantly reward a behaviour, people learn it faster. This also explains why the addicted drug tends replace other, healthier sources of satisfaction. Other sorts of incentives are routinely postponed (such as the return of good health). Due to the addiction, the availability of natural, healthy pleasures (rewards) decreases as the addiction progresses. Friendships, beloved ones, jobs or interests that are meaningful are lost or abandoned. As a result, addicts become increasingly reliant on their addiction as their primary source of reward. This sets in motion an unfavourable yet powerful addictive cycle.

1.5.3 Social Causes of addiction

There are multiple factors that determines the affect of initiation and maintenance of drug abuse among addicts. The social factors influencing substance abuse addiction vary across countries, regions and cultures. Some of the social factors of drug abuse are discussed below:

Drug Availability

Is one of the major determinants of initial experimentation with a drug. The more easily a drug is available the lesser its cost; and the absence of strict licensing laws increase the likelihood of compulsive drug use. They also determine the amount in which drug is consumed. Currently illegal opioids and cocaine are more available in the inner cities of large urban areas than in other parts of the country. Such availability influences not only initial and continued drug uses but also affect the relapse rates after treatment of those who live in high availability areas.

Social Acceptability

It influences the initial experimentation with a drug. In some social situations, the use of the drug may result in special status or the approval of friends which is socially reinforcing. In general the use of less socially approved substances (alcohol, tobacco and cannabis) precedes the use of opioids and cocaine, and these antecedent substances are sometimes referred to as gateway drugs.

Influence of Parents

Parents have a huge influence on their children, and children of drug addict parents are at a higher risk of becoming addicts themselves. When a parent disapproves of a substance, an adolescent is less likely to start using it. Children who are reared in a home where both parents smoke are exposed to tobacco smoke. Parents who are drug addicts are more likely to provide easy access to cigarettes to their children and are less likely to resist their children's smoking.

Influence of peers

Young smokers are most influenced by their friends. Tobacco smokers are usually introduced to the habit by a friend who is also a smoker. Smoking is a shared behaviour with strong socialization implications as a result adolescents with a best friend who is a smoker are more likely to start smoking. Peer smoking also indicates that young people who have already started smoking will continue to do so.

Publicity and Promotion

Advertising is a powerful tool for influencing young people's decisions to start abusing drugs. Advertising prohibitions have been shown to be particularly efficient in reducing the prevalence of cigarette smoking among teenagers. An Act passed by the Indian government prohibits the promotion of cigarettes and other tobacco products.

Factors of a Socioeconomic Nature

Lower-income populations have higher incidence of drug misuse. Adolescents from disadvantaged socioeconomic backgrounds are more likely than their middle-class counterparts to become smokers. This disparity in smoking habits could be due to socioeconomic differences in attitudes toward tobacco usage. Adolescents in India are more likely to smoke due to its simple availability, low cost, and ease of use. Adolescents from low-income homes are also more likely to use inhalants. Drug abuse is a life threatening disease and has various adverse consequences.

1.6 CONSEQUENCES

Substance misuse has a variety of negative health impacts, both short and long term, direct and indirect. Various repercussions of substance usage will be described in the next section. The effects of substance addiction vary widely depending on the drug taken, the individual's health, and other circumstances. Substance misuse impairs the immune system and makes a person more susceptible to illness in general. Academic challenges, health-related problems (including mental health issues), bad peer connections, and engagement with the juvenile justice system are all common among young people who take substances on a regular basis.

1.6.1 Consequences of abusing drugs to an individual

Damage to the organs

Some substances, such as heroin, inhalants, and steroids (appearance- and performance-enhancing medications), can cause serious liver damage if used regularly. When these medicines are mixed with alcohol or other substances, the damage might be even severe. Even the most harmless and widely used drug, alcohol, can cause substantial harm to the body if misused. Alcohol disrupts the brain's internal communication networks, producing mood and behaviour abnormalities as well as making it difficult to focus and concentrate. Korsakoff's syndrome is a brain ailment that develops when the chemical makeup of the brain is so radically altered by long-term alcohol misuse that the addict loses control of their motor system, has difficulties walking, and has eyesight impairments.

Unbalanced hormones

Drugs interfere with the body's regular hormone production, resulting in both reversible and irreversible alterations. Infertility and testicular shrinkage in men, as well as body hair growth and male-pattern baldness in women, are examples of these alterations. All drugs, including nicotine, cocaine, and marijuana, alter the brain's "reward" system, which controls instinct and mood. Drugs work by flooding the brain with huge levels of dopamine, a brain chemical that helps control emotions and feelings of pleasure. This influx of dopamine is what generates the drug's "high pleasure" and increased demand time after time.

Severe health complications

Among drug abusers, cigarette smoking is the biggest avoidable cause of cancer. Cigarette smoking has been related to mouth, throat, stomach, and lung cancer. Nonsmokers who are exposed to secondhand cigarette smoke are more likely to acquire lung cancer, as well as other health concerns. Young adult males who have used marijuana since youth are at risk of developing an aggressive form of testicular cancer. Cocaine abuse can result in stomach pain, intestinal tissue deterioration, and severe constipation, while opioid abuse can result in abdominal pain, acid reflux, and severe constipation.

Depression

Substance misuse and depression, as well as other mood disorders, have a well-established link. This link might be due to pre-existing depression that led to drug abuse, or it could be due to alterations in the brain created by substance abuse that exacerbated depressed symptoms. Some people use drugs to self-medicate their depression symptoms, however this only works while the person is high. When the user is going through withdrawal, it may potentially exacerbate depression symptoms. Many drugs cause sadness or other emotional disorders during withdrawal, which can make recovery more difficult.

Paranoia

Some substances, such as cocaine and marijuana, can create paranoia, which can be exacerbated by long-term consumption. Furthermore, persons who are battling with addiction may feel compelled to conceal or lie about their substance use, showing a fear of being discovered.

Loss of memory

When consumed in moderation, alcohol has the impact of impairing short-term memory, or recollection for events that occurred within the last 30 seconds. Because of their acute tolerance to alcohol, persons are more likely to experience short-term memory impairment when their blood alcohol level rises than when it falls. Korsakoff's syndrome is a condition related with limbic system memory function that is generally seen in severe alcoholics who have various nutritional deficits. Patients with this condition may develop a confused state as well as serious new learning and motor impairments throughout time.

1.6.2 Consequences for family

The following are some of the most serious ways in which substance abuse affects the family.

Loss of Trust

Addicts do not follow through their promises or agreements; which strain in their relationships. However, most addicts wanted to honor their commitments but the effects of drug make them unable to do so. Due to the addict's inability to meet their obligations, they loss trust of their significant others.

Increased Stress

The addicts are most likely to leave all the responsibilities to their partner such as taking care of bills, making decisions and raising the kids etc.,. This exposes partner of an addict to high risk of contracting stress-induced conditions such as high blood pressure and anxiety.

Financial Hardships

Addicts often lose their job due to poor performance or attendance. After that happens, they'll turn to their savings to quench their addiction. Consequently, the family will begin having problems paying for basic things such as food, clothing, utilities, and rent or mortgage.

Impact on Children

Children of addicts are at risk of becoming abusers themselves. This may scar children and lead them to drink or take drugs, like their relative did. Abuse and addiction can spiral out of control, and treatment is the only way to break the cycle. Children will become more reserved so as not to risk upsetting the individual. The end result is a culture of fear and confusion which ensures that the household rarely has joy.

Affect on Parents

Parents of an addicted child have a unique set of difficulties. They feel responsible for the wrong path their child chose. They're constantly plagued by worry about their safety and wellbeing. It's painful to be a parent and feel powerless as you watch your child suffer.

1.6.3 Consequences for society and nation

The consequences of drug abuse are not limited to the user or his family but often extend to the society. Drug abuse affects society in the following ways:

Corruption and crime

Drugs and crime are linked in a number of ways. In most nations, illicit drug creation, manufacture, distribution, possession, and consumption (with certain exceptions) are all criminal offences. Many types of criminal behaviour are made more likely by the use of drugs. Trafficking-related activities, such as violent confrontations between trafficking gangs seeking for increased market share, are the most common types of drug-related crime. It is also the outcome of drug users' need to fund their addictions through thievery and prostitution.

Delinquency

Delinquency, particularly engagement in property crimes, comes before substance misuse. There is little doubt that once addiction sets in, this form of criminality becomes even more prevalent. According to a review of the relevant literature, drug addicts are more likely to be involved in criminal activities than non-drug users, with daily drug users having a much greater risk of crime than non-drug users among adolescents.

Burden of Government

The consequences of drug abuse are far-reaching and staggering. For instance, a greater amount of substance abuse-related crimes means a community has to fund more police officers, and jails have to increase personnel staffing because of an increase in the number of inmates. Courts can become overburdened with too many drug cases, and victims (for example, a robbed or burglarized business) may incur costs as well. If a community suffers a surge in drug-related crime, it may develop a reputation for having “bad” neighbourhoods, resulting in a loss of property values and sales tax revenue as people leave or avoid visiting or living there. Public funds spent on health care and criminal justice as a result of illegal drug trafficking can be otherwise use for other policy initiatives. The economic consequences of drug abuse severely burden federal, state, and local government resources and, ultimately, the taxpayer.

Impact on Productivity

The economic impact of drug abuse on businesses whose employees abuse drugs can be significant. While many drug abusers are unable to attain or hold full-time employment, those who do work put others at risk, particularly when employed in positions where even a minor degree of impairment could be catastrophic; airline pilots, air traffic controllers, train operators, and bus drivers are just a few examples. Moreover, absenteeism, lost productivity, and increased use of medical and insurance benefits by employees who abuse drugs affect a business financially. Finally, there is productivity lost to drug-related unemployment and drug-related absenteeism.

Impact on the Environment

The environmental impact of illicit drugs is largely the result of outdoor cannabis cultivation and methamphetamine production. Many of the chemicals used to manufacture methamphetamine are typically discarded improperly in fields, streams, forests, and sewer systems, causing extensive environmental damage. These toxic chemicals enter and contaminate ground water, pollute watersheds, kill fish and other wildlife, and eventually enter residential water supplies. Outdoor cannabis cultivation, particularly on public lands, is wreaking havoc on the environment.

1.7 CONCLUSION

Drug abuse has become a large phenomenon of concern affecting all segments of society across the globe. Drug abuse is increasing at an alarming rate and affecting use adolescents the most. Substance abuse is a serious threat to every nation due to its adverse consequences. Drug abuse not only deteriorate addict's health but also hampers nation's productivity and impedes the overall progress of societies. Identifying the risk factors for drug abuse among masses is essential to successful prevention and early intervention efforts.

1.8 KEYWORDS

1. Addiction

Addiction is a compulsive, chronic, physiological or psychological condition; in which a person engages in the use of a substance, behavior, or activity. The rewarding affect of addiction compels an individual to repeatedly pursue the behaviour despite adverse consequences. It has harmful physical, psychological, or social effects and typically causes well-defined symptoms (such as anxiety, irritability, tremors, or nausea) upon withdrawal or abstinence.

2. Drug dependency

The person at this stage has lost the ability to choose to use or not use. Using substances has become a way of life. They continue despite the negative consequences and those consequences are occurring more and more frequently. The person may experience physical or psychological withdrawal, cravings, and decreased physical and emotional health.

3. Inhalants

Inhalants are a broad category of substances that are consumed largely through breathing or puffing. The majority of inhalants are routinely used products that are not intended for human consumption. While inhalants come in a wide range of flavours, they all generate a high.

4. Homeostasis

Is the state of steady internal, physical, and chemical conditions maintained by living systems. This is the condition of optimal functioning for the organism and includes many variables, such as body temperature and fluid balance, being kept within certain pre-set limits.

5. Peer pressure

It is the influence wielded by people within the same social group. It is also the term used to describe the effect this influence has on a person to conform in order to be accepted by the group.

1.9 SELF CHECK EXERCISE

Self check exercise

1. How abusing drugs impact an individual?
2. Describe the process of addiction.
3. _____ are known as uppers.
4. The drugs that cause hallucinations are known as _____.
5. In the addiction process _____ leads to drug abuse.

1.10 MODEL ANSWERS

1. Answer 1:

Consequences of abusing drugs to an individual

Damage to the organs

Some substances, such as heroin, inhalants, and steroids (appearance- and performance-enhancing medications), can cause serious liver damage if used regularly. When these medicines are mixed with alcohol or other substances, the damage might be even severe. Even the most harmless and widely used drug, alcohol, can cause substantial harm to the body if misused. Alcohol disrupts the brain's internal communication networks, producing mood and behaviour abnormalities as well as making it difficult to focus and concentrate. Korsakoff's syndrome is a brain ailment that develops when the chemical makeup of the brain is so radically altered by long-term alcohol misuse that the addict loses control of their motor system, has difficulties walking, and has eyesight impairments.

Unbalanced hormones

Drugs interfere with the body's regular hormone production, resulting in both reversible and irreversible alterations. Infertility and testicular shrinkage in men, as well as body hair growth and male-pattern baldness in women, are examples of these alterations. All drugs, including nicotine, cocaine, and marijuana, alter the brain's "reward" system, which controls instinct and mood. Drugs work by flooding the brain with huge levels of dopamine, a brain chemical that helps control emotions and feelings of pleasure. This influx of dopamine is what generates the drug's "high pleasure" and increased demand time after time.

Severe health complications

Among drug abusers, cigarette smoking is the biggest avoidable cause of cancer. Cigarette smoking has been related to mouth, throat, stomach, and lung cancer.

Nonsmokers who are exposed to secondhand cigarette smoke are more likely to acquire lung cancer, as well as other health concerns. Young adult males who have used marijuana since youth are at risk of developing an aggressive form of testicular cancer. Cocaine abuse can result in stomach pain, intestinal tissue deterioration, and severe constipation, while opioid abuse can result in abdominal pain, acid reflux, and severe constipation.

Depression

Substance misuse and depression, as well as other mood disorders, have a well-established link. This link might be due to pre-existing depression that led to drug abuse, or it could be due to alterations in the brain created by substance abuse that exacerbated depressed symptoms. Some people use drugs to self-medicate their depression symptoms, however this only works while the person is high. When the user is going through withdrawal, it may potentially exacerbate depression symptoms. Many drugs cause sadness or other emotional disorders during withdrawal, which can make recovery more difficult.

Answer 2:

- No Use

In this stage there is no use of alcohol or other drugs. People have their own reasons not to be involved, including religious beliefs, their age, etc.

- Use

People begin to experiment with alcohol or other drugs to see what it is like, or to fit in with friends and peers. They may use a substance to enhance an already pleasurable experience. Some people argue that social use is not merely using in social situations. Rather, it is using in a responsible way. There are few if any negative consequences to social use. Social use does not include youth who drink alcohol or anyone who uses illegal drugs. Using under those circumstances can result in negative legal or parental consequences.

- Misuse

A person begins to experience problems associated with their use of alcohol or other drugs. They may get hangovers, get in trouble at home or school because they were drunk or high or do something they regret while under the influence of alcohol or another drug. All these problems, although they may seem small at the time, can escalate into a much larger problem.

- Abuse

Problems become much more regular. The person uses drug more frequently and it begins to interfere with major areas of their life such as family, parents, school, legal issues, money friends, and leisure. The person may become obsessive about when and where they are going to get drugs.

- Dependency

The person at this stage has lost the ability to choose to use or not use. Using substances has become a way of life. They continue despite the negative consequences and those consequences are occurring more and more frequently. The person may experience physical or psychological withdrawal, cravings, and decreased physical and emotional health.

Answer 3. Stimulants

Answer 4. Hallucinogens

Answer 5. Misuse

1.11 REFERENCES

Johnson, J. (2004). *Fundamentals of substance abuse practice*. Belmont, CA: Brooks/Cole/Thomson Learning.

Khalsa, J. H., Treisman, G., McCance-Katz, E., & Tedaldi, E. (2008). Medical consequences of drug abuse and co-occurring infections: research at the National Institute on Drug Abuse. *Substance abuse*, 29(3), 5-16.

Handbook of Adolescent Drug Use Prevention Research, Intervention Strategies, and Practice. Edited by Lawrence M. Scheier.

Okafor, I. P. (2020). Causes and consequences of drug abuse among youth in Kwara state, Nigeria. *Canadian Journal of Family and Youth/Le Journal Canadien de Famille et de la Jeunesse*, 12(1), 147-162.

Wilson, R., & Kolander, C. (2011). *Drug abuse prevention*. Sudbury, MA: Jones and Bartlett Publishers.

BACHELOR OF ARTS (LIBERAL ARTS)

Semester III

COURSE: DRUG ABUSE MANAGEMENT AND PREVENTION

UNIT-2: MANAGEMENT OF DRUG ABUSE

STRUCTURE

2.0 Introduction to Drug Abuse

2.1 Objective

2.2 Meaning of Management of Drug Abuse

2.3 Importance of Managing Drug Abuse

2.4 Methods of Drug Abuse Management

2.4.1 Medical Management

2.4.1.1 Prescribed Medicine For Alcohol

2.4.1.2 Prescribed Medicine For Tobacco

2.4.1.3 Prescribed Medicine For Opioids/ Heroin

2.4.2 Drug De-addiction Clinic

2.4.2.1 Treatment Methods Offered By Clinics

2.5 What Is Relapse?

2.5.1 Relapse Management Strategies

2.5.1.1 Social Support Approach

2.5.1.2 Lifestyle Change Approach

2.5.1.3 Relapse Prevention Using Cognitive-behavioral Approach

2.6 Psycho-social Management

2.6.1 Counselling

2.6.2 Drug De-addiction Counsellor

2.6.3 How Is Counseling Different From Therapy?

2.6.3.1 Behavioural Therapy

2.6.3.2 Cognitive Therapy

2.6.3.3 Community Reinforcement Approach

2.6.3.4 Family and Group Therapy

2.7 Environmental Intervention

2.8 Conclusion

2.9 Keywords

2.10 Self check exercise

2.11 Model Answers

2.12 References

2.0 INTRODUCTION TO DRUG ABUSE

Drug abuse is a chronic disease characterized by intense and uncontrollable drug craving followed by compulsive drug use that leads to devastating consequences. Drug abuse disorders range in severity, duration, and complexity from mild to severe. Intensive drug seeking and use can lead to harmful consequences and long-lasting changes in the brain. Drug abuse starts with the voluntary act of taking drugs, eventually compromising the person's ability to choose not to do so, resulting in compulsive drug seeking also known as drug abuse. It can be a result of effects of long-term drug exposure or brain function, making the person addicted to drugs. It can further affect parts of the brains involved in learning and memory, behavioural controls, and reward and motivation. Good news is that drug abuse can be managed through some effective treatment procedures. To enhance the knowledge regarding various drug abuse this unit will help in explaining the role of management of drug abuse.

2.1 OBJECTIVE

- To help readers understand the concept and severity of drug abuse
- To study the relevance of therapy and medical management of drug abuse
- To explain the role of different methods of drug abuse management

2.2 MEANING OF MANAGEMENT OF DRUG ABUSE

Drug abuse management refers to the effective strategies and services available to identify, treat and manage substance abuse problems and disorders. According to the research the most effective way to treat someone suffering from drug abuse is by intervening at an early stage (Schechter, 2013). However, it is not always possible. Patients often come too far before realising that they need help. Therefore, drug abuse treatment can be a long-term process involving regular monitoring and multiple interventions for many people.

2.3 IMPORTANCE OF MANAGING DRUG ABUSE

As mentioned before, people start using drugs or consuming alcohol voluntarily which gradually gets out of control followed by intense cravings and compulsive consumption leading to long-lasting mind altering effects. People often try to overcome drug abuse issues by abstaining from drinking or consuming drugs. However, they don't realize that addiction is much more than just abstaining. As long as the patient is not aware of the core problem, they can relapse at any given moment. Therefore, to gain positive drug de-addiction, an effective drug abuse management strategy aims for abstinence, relapse prevention, and rehabilitation. Abstinence is choosing to stop the consumption of drugs or alcohol through detoxification treatment for reduced withdrawal effects. While relapse prevention helps patients from falling off the wagon by constantly abstaining from consumption. Lastly, rehabilitation helps patients grow out of the addiction and return to their 'normal' lifestyle. Drug abuse management is important to combat the core issues related to drug consumptions and eliminate the individual's chemical dependency.

2.4 METHODS OF DRUG ABUSE MANAGEMENT

No single treatment is appropriate for everyone. Treatments can vary depending on the type of drug and characteristics of patients and treatment should be given accordingly. Matching treatment settings can be proven effective. Drug abuse management should help an individual stop using drugs, stay drug-free and offer ultimate success in returning the individual to productive functioning in the society, workplace, and family.

An effective drug abuse management is not concerned about the drug use problem of the patient but also addresses all of the patient's needs. It is intended to help addicted individuals to stop the compulsive consumption of drugs. Various treatment methods can occur in a variety of settings, forms, and different length of time. For most of the drug abusers, treatment is a long-term process that includes constant monitoring and several interventions on various occasions because drug abuse is typically a chronic disorder characterized by occasional relapses (Wendt, 2014). Therefore, a short-term, one-time treatment may not be effective for successful results.

2.4.1 Medical management

Medications and devices are used to manage symptoms and for relapse prevention. These medications can suppress withdrawal symptoms during detoxification. Although detoxification is not considered a treatment itself, still it is the first step towards drug abuse management. Detoxification combined with medication can present positive outcomes for patients battling drug addiction. Alcohol has been consumed by Americans since colonial time. The consumption increased drastically by the end of the eighteenth and early nineteenth centuries. Benjamin Rush, a prominent physician and activist proposed 'sober houses' to treat alcoholics through medication and 'religious and moral instructions'. Now, medical management of drug abuse is ubiquitous. It focuses on improved detoxification, anti-craving medicines, substitute treatment, antagonist medication, and other pharmacological approaches.

2.4.1.1 Prescribed medicine for alcohol

There are three medications approved by the FDA for treating alcohol addiction. First one is Naltrexone which blocks opioid receptors involved in the rewarding effects of drinking and in the craving of alcohol. Moreover, it prevents people from relapsing but the effect of this drug may vary depending upon the genetic differences in certain patients. Second medication to treat alcohol abuse is Acamprosate (Campral®) which is known for effectively reducing the symptoms of long-lasting withdrawal including restlessness, anxiety, insomnia, dysphoria, and more. It even works on patients with severe addiction. Third medication for alcohol abuse is Disulfiram (Antabuse®) that interferes with the breakdown of alcohol. Patients may suffer unpleasant reactions like nausea, flushing, irregular heartbeat due to Acetaldehyde build-up in their body when they consume alcohol. This medication can be difficult to comply with but is helpful to patients that are determined to quit alcohol consumption. Apart from these three, fourth medication: Topiramate has also shown promising results in its clinical trials for treating alcohol addiction.

2.4.1.2 Prescribed medicine for tobacco

Patch, gum, lozenges, spray, etc, are some popular nicotine replacement therapies used. All these products are available over the counter. There are two medications that have been approved by the U.S. Food and Drug Administration (FDA): varenicline (Chantix®) and bupropion (Zyban®). They both work differently but help people trying to quit from relapsing, effectively. Professionals recommend combining medication with behavioral treatments for effective outcomes.

2.4.1.3 Prescribed medicine for opioids/ heroine

To treat opioids Naltrexone ((Vivitrol®), buprenorphine (Subutex®, Probuphine® , Sublocade™, Suboxone®), and Methadone (Methadose®, Dolophine®) are used. While methadone, porphine, and buprenorphine act on the same targets in the brain as heroin and relieve cravings and suppress withdrawal symptoms. Naltrexone, on the other hand, blocks the effects of opioids at their receptor sites in the brain and should be used on patients that have been detoxified already. All these medications help patients in reducing the drug seeking and other drug relevant issues and make them more open to behavioural treatments. According to a study conducted by NIDA, after initiating the treatment both a buprenorphine/naloxone combination and an extended release naltrexone formulation are similarly effective in treating opioid addiction.

2.4.2 Drug de-addiction clinic

Sometimes only pharmacological treatment may not work out for a severely addicted individual. In that case, a combination of pharmacological and socio-cultural treatment is often provided in drug de-addiction clinics. It is delivered with pharmacotherapy and other social interventions, depending on the frequency, intensity, and duration of the drug abuse, these interventions can be planned and set up. For an intense drug addiction, longer-term treatment programs are highly effective as it focuses on abstinence of drug consumption and resuming function within social, professional, and family responsibilities. There are licensed residential facilities that offer 24-hour care programs along with a safe housing environment and necessary medication supply. They can be both public and private premises. While private clinics are often unaffordable for low-income patients, public clinics are funded by social services agencies and/or the government. Various types of facilities available are-

Short-term residential treatments: These treatments mainly focus on detoxification and preparing the patient for a longer period by offering therapeutic community through intensive counselling.

Recovery housing: As the name suggests, it provides a short-term, monitored stay in a safe housing to help people take on responsibilities and adapt some behavioral changes to lead a more independent life while being drug-free. It includes handling finances and finding work to make a living and also networking of the patient with community support services for the final stages of recovery.

Therapeutic communities: It is designed for patients battling severe drug addiction issues. They are offered safe residence for 6-12 months with on-site, well-equipped staff to help them with recovery.

2.4.2.1 Treatment methods offered by clinics

- Meditation and Yoga: Patients are encouraged to relax and find their 'spiritual' self.
- Art or music therapy: Some patients are more motivated by art and entertainment. Art and music therapy is a way of offering meditation in their
- Self-love therapy: A sense of belonging and self-worth is promoted within patients so they start respecting and living themselves. It significantly fast-tracks the recovery process.
- Beach and nature walks: Drug de-addiction facilities are often found in the outskirts where patients can reconnect with nature and overcome their substance addiction.
- Cognitive behavioral therapy: building new behavioral patterns to eliminate the old self-destructive and addiction patterns through therapy.

Based on the individual characteristics and requirements of patients, above mentioned treatment methods can be significantly useful to them in their recovery process.

2.5 WHAT IS RELAPSE?

The definition of relapse is returning to alcohol or drug consumption after abstaining for a certain time interval. It is often viewed negatively as it ultimately means the patient has failed to keep up with the treatment and fell off the wagon. However, based on social-cognitive or behavioural theories, relapse is emphasized as a ***transitional process*** which unfolds over time. These concepts offer a broader conceptual framework in order to intervene in the relapse process to reduce or eliminate relapse episodes for overall improved treatment outcome. Patients often fail to realise that relapse happens gradually. It starts at least weeks or months before the patient consumes drugs or alcohol. The goal of the relapse management is to help the patient recognize the warning signs of relapse and develop effective coping skills for early prevention of relapse risks.



American Addiction Centres.org

2.5.1 Relapse management strategies

There are various Relapse Management strategies used by professionals to help their patients with relapse prevention. It is mainly designed as a maintenance program following the treatment of drug abuse. In short, it is a stand-alone, self-control therapist mediated psychosocial intervention program aimed at educating patients about substance use behaviour and how they can anticipate and cope with relapse problems. Relapse can be managed by following treatments or therapies-

2.5.1.1 Social support approach

Social support is different from a support group. Instead, it is a structurally managed meeting aimed to increase one's sense of purpose, belonging, self-worth, and promote positive mental health. A social support network is created where people with varied and strong social supports live longer. For instance, talking to a non-using friend over coffee can help a struggling patient through hard times. This approach ensures that the patient has someone to encourage them through hard times and celebrate their success. Moreover, it acts as a deterrent between patient and drug abuse issues. Positive social support provides a high probability of reduced relapse. In addition, it is helpful in reducing relapse risks amongst those offering assistance as well. Lending assistance to others is a process of building one's support network while increasing your sense of personal value.

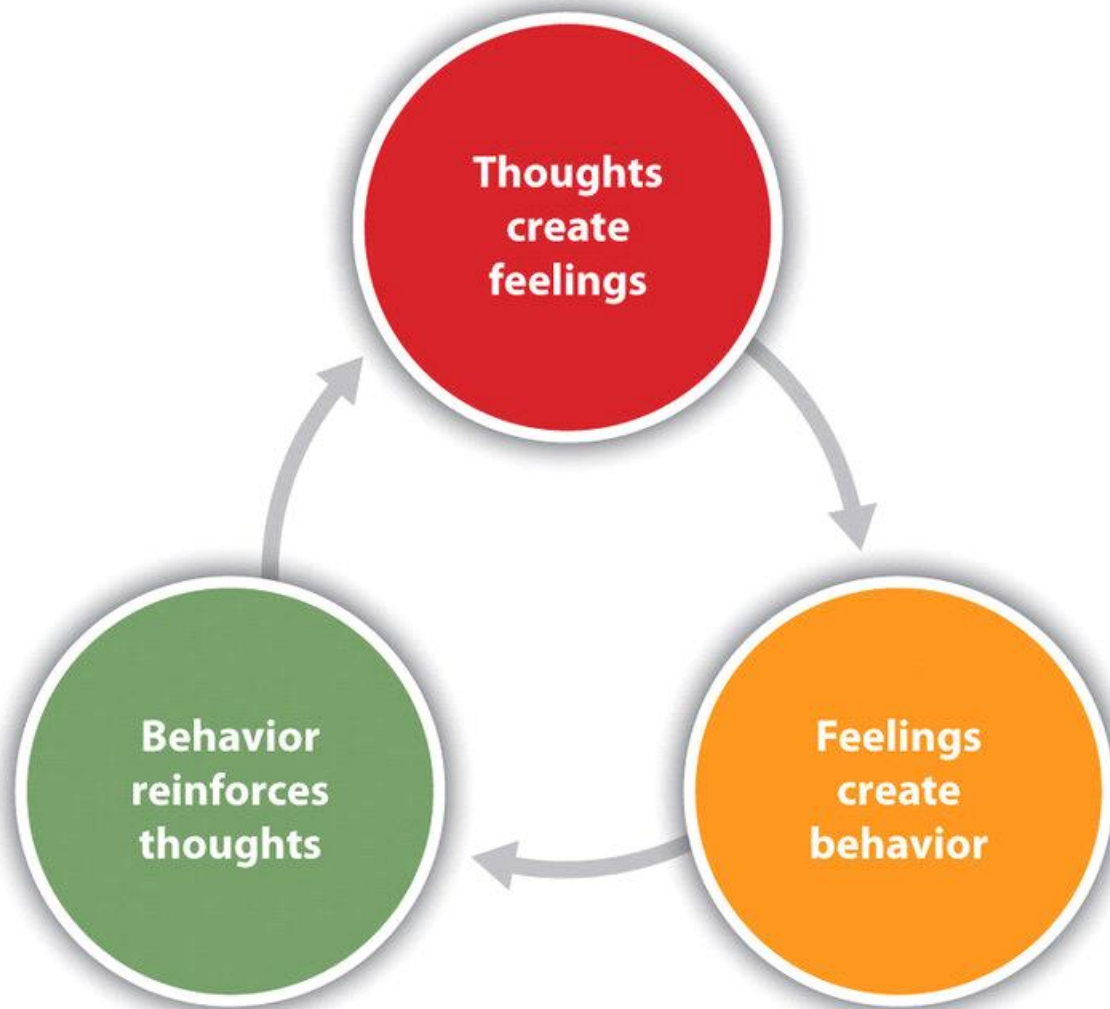
2.5.1.2 Lifestyle change approach

A counselor can help their clients change behaviour especially addressing lifestyle modifications for relapse prevention or long-term drug addiction. The concepts of motivation and client noncompliance focuses on the patient's failure to comply with drug abuse management. Counselors are required to understand the readiness level of patients to make lifestyle changes, appreciating barriers to change and encouraging patients to anticipate relapse can enhance customer satisfaction and reduce the frustration level of counselors during the transition process. Not only this approach plays a vital role in influencing drug abuse behaviour, but will also shape the 'recovery' process for patients. However, there are several factors involved with the definition and interpretation of terms 'lifestyle' as well as 'recovery'. Most professionals agree that recovery is the process where patients successfully improve various aspects of their well-being. Therefore, recovery-oriented interventions can significantly improve the relapse management process. Positive and balanced lifestyle factors can promote and support recovery from drug abuse and relapse.

2.5.1.3 Relapse prevention using cognitive-behavioral approach

Cognitive-Behavioral Therapy states that drug consumption disorders develop in parts as a result of dysfunctional thoughts and maladaptive behaviour patterns. Therefore, CBT focuses on identifying and modifying such dysfunctional thoughts and behavioral patterns to improve coping skills. However, it is a short-term process typically lasting from 12 to 24 weekly sessions, depending upon individual characteristics of patients. This therapy approach explores the negative and positive consequences of substance use and then theory is used for self monitoring as a mechanism to identify cravings and other situations that may result in relapsing of the individual thus helping the patients develop coping strategies. Evidence-based studies suggest CBT as it also helps patients to develop self-monitoring and craving-

recognition skills. Furthermore, it is an effective treatment for individuals with co-occurring mental issues. Patients with drug abuse and co-occurring mental issues that received CBT have shown significantly improved outcomes as compared to those who did not seek CBT. Thus it is an effective method to treat and manage drug abuse.



Cognitive Behavioral Therapy Los Angeles

2.6 PSYCHO-SOCIAL MANAGEMENT

Apart from medical management, psychosocial management is also proven to be an effective way of drug abuse management. Psychosocial involves counselling and therapies for drug abuse management and offers long-term positive outcomes by getting to the core of the issue. Psycho-Social interventions for treatment of drug and alcohol consumption problems cover a wide array of treatment interventions in varied conceptualization backgrounds. Counselling and therapy are the most common types of treatment offered to the drug abusers. The main process of this treatment intervention is that a psychological counselling or therapy leads to reduction of consumption, abstinence of consumption, leading to effective recovery from addiction in the long-term treatment process. Psycho-Social management can be provided in various treatment settings including stand-alone treatments or in combination with medications. They can be carried out with individual sessions as well as leading group

sessions. They can be short-terms or long-term based on the brief or specialized psychological treatments required by the patient.

2.6.1 Counselling

Counselling can be defined as an activity of listening, knowing, and being known. The concerned can talk about their problem to a certified counsellor about anything and everything. In short, counselling is an interdisciplinary activity that encapsulates various traditions of thoughts and spreads itself across the discourse of theory, research, and practice. So far this method has produced a rich and useful literature along with a wide array of powerful theories and research studies. Counselling can uncover the problems of an individual systematically that are often not visible to a lay man's eye. It offers much more than just suggestions, emotional support, and advice.

2.6.2 Drug de-addiction counsellor

People experiencing issues with intensive alcohol and drug consumption can seek counselling. A drug de-addiction counselor helps individuals to identify patterns and problems associated with their addiction. Counselling is possible in an individual setting but is often carried out in a group setting on a daily or weekly basis to enforce a sense of self-worth and purpose amongst those struggling with drug abuse. Drug de-addiction counseling is a demanding form of community outreach that requires compassion, empathy, patience, and a keen desire to help those in crisis. They will work with clients on their addiction to things like alcohol, opiates, marihuana, tobacco, methamphetamine, or any other substance. Drug de addiction counselors are also known as Chemical dependency counselors for addictions counselors. They have a bachelor's degree or above in a related social services field such as counselling, psychology, or social work, and work closely with patients suffering from drug abuse or dependence. Depending upon the laws of practice in various countries, a drug de-addiction counselor may be required to have certification or license.

Most of the time patients struggling with drug abuse need help in various aspects of their life as the root cause for their addiction lies in underlying issues. For an effective treatment, it is necessary to identify and resolve the root cause. In order to do that, the counselor may have to guide addicts through group sessions, individual sessions or intensive care management. Thus a large part of the job of a drug de-addiction counselor is crisis intervention. It means they are trying to seek your help when they are actively addicted to drug or alcohol consumption. They can be homeless, unemployed, going through a break-up/ divorce, or criminal case. Therefore, they may need counselor's assistance outside the drug addiction area as well. Sometimes, drug de-addiction counselors may encounter some patients that may not want their assistance. They may be directed by the court, or a social services agency, or by the pleas of their loved ones to seek drug de addiction counselling. In that case, counsellors have to be prepared to lead the case just as they would for any other patient. Moreover, a de-addiction counselor may have to work with the family members of the addict. Therefore, they must be capable of recognizing the effects of addiction suffered by not only the addict but their loved ones too.

2.6.3 How is counseling different from therapy?

People often confuse ‘counselling’ for ‘therapy’ or vice versa. However, there is a significant difference between psychotherapy and psychological counseling. While counselling focuses mainly on the specific issues and is designed to help individuals with a certain problem, such as drug addiction. Therapy, on the other hand, is a long-term treatment that focuses on a broader range of issues. Some of the common differences are-

- Counselling is focused on developing a certain coping mechanism for the issue in question. Therapy is usually concerned with an individual’s thinking pattern and behaviour that affects the way a person reacts and changes it for positive outcomes.
- Counselling is mostly concerned, but not limited, to the abstaining of the problem. Therapy is a process to identify and mitigate the underlying issues to eliminate the problematic behaviour altogether in the long-run.

2.6.3.1 Behavioural therapy

Behavioural therapy can be provided in various settings including individual, group, and/or family sessions. They are basically structured therapies that help patients to recognize the impact of their behaviour including patients dealing with stress or interpersonal relationship interactions. These therapies have the potential to teach and motivate patients to change their behaviour in order to control their substance use disorders. However, patients must seek these therapies from qualified and trained providers. It is possible that even certified counselors and therapists working with general group counseling are equipped to provide substance use disorder treatment programs. Behavioural therapy is extensively studied to and is well-supported by evidence indicating its effectiveness in drug abuse management across all ages, sexes, racial, and ethnic groups. It is-

- The situational, rather than mental events that ultimately control an individual's behavior
- An individual's behavior can be observed, monitored and altered.
- Human beings are largely passive, inactive being, and
- Human beings are both the producer and the product of the environment
- Both adaptive and mal-adaptive behaviors are learnt.
- Learning principles can be used to modify maladaptive behaviors

The therapy involves continued assessment to ascertain the extent to which the goals have been met. In behavior therapy assessment and treatment occurs together. The method of treatment is usually adapted to the client's problems. It focuses on the current problems faced by the client and avoids dwelling deeply into the presumed causes underlying the maladaptive behavior. It tends to concentrate on the challenges currently faced by the client and is less concerned with his or her childhood histories. Behavior therapists lay a lot of emphasis on obtaining empirical support for their various techniques. The different techniques that are usually employed by the behavioral therapists in the management of the client's problems are as follows:

- **Reinforcements:** This type of therapy is used for increasing the occurrence of a certain behavior that results in the expected outcomes. For instance, a positive reinforcement can help the receptor acquire new behaviour patterns while negative can lead to elimination of a stimulus.

- **Extinction:** It involves the removal of a reinforcer so that the reinforced behavior stops occurring. The removal of a reinforcer may be followed by a sudden increase in the frequency, duration, or intensity of the behavior before it decreases and ultimately stops. This phenomenon is known as extinction burst. During extinction burst novel behaviors, emotional responses and aggressive behavior may occur. Extinction is resistant to intermittent reinforcement, i.e., when a behavior is continuously reinforced, it decreases rapidly once the reinforcement is terminated, but when a behavior is intermittently reinforced, it often decreases more gradually once the reinforcement is terminated.
- **Punishment:** It aims to decrease the occurrence of a particular behavior in future when that behavior is consistently followed by consequences (also known as punisher). It can be of two types- positive punishment and negative punishment. In positive reinforcement it is the presentation of an aversive stimulus that weakens a behavior, Whereas, in negative reinforcement it is the removal of a reinforcing stimulus that weakens a behavior. For punishment to be effective, it should be presented immediately and consistently; it should have sufficient intensity, it should appear punishing to the individual and should be seen as justified by the individual.
- **Shaping:** It is a procedure which is used in the acquisition of a new behavior. It involves reinforcing every successive approximation of a target behavior and non-reinforcement of all other behaviors until the person exhibits the target behavior.

2.6.3.2 Cognitive therapy

Cognitive therapy was pioneered by the works of Aaron Beck refers to the application of any techniques that aims to modify faulty patterns of thinking and to replace them with more adaptive and healthy patterns of thinking. The emergence of cognitive therapy can be seen both as a reaction to the dissatisfaction with the mechanistic, psychoanalytical approach with its excessive emphasis on the childhood histories, sexuality, unconscious processes, development of insight and the need for long term therapy and as a development within behavior therapy. The acceptance of the role of cognitive variables in behavior theory and therapy has been quite slow and grudgingly given as cognitive variables were not amenable to direct observation, measurement and manipulation. It was the works of Bandura on vicarious learning, the concept of self-efficacy and Mischel's work on delay of gratification which emphasized the role of cognitive variables and led to their inclusion behavioral theory and therapy.

It is an active, directive, time limited, problem focused, collaborative therapy which is based on

the following assumptions:

- Cognition, feelings and behavior affect each other
- Cognition, feeling and behavior share a reciprocal cause-and-effect relationship
- Individuals have both innate and acquired tendencies to think, feel and behave both rationally and irrationally.
- Individuals are self-talking, self-evaluating and self-sustaining being who develop
- behavioral and emotional difficulties when they mistake simple preferences for dire needs.

- Individuals have strong tendencies to escalate their desires and preferences into diagnostic 'shoulds', 'musts' and 'oughts' which create dysfunctional and disruptive behaviors and feelings.
- Desired changes in one's feelings and behavior can be achieved by bring changes in the cognition

Cognitive therapy is based on the Beck's theory which states that negative beliefs and logical errors in thinking acquired during the developmental period become the substance of schemata that predispose individuals to experience emotional problems. Hence, the way an individual structures his reality determines the way he or she is likely to feel.

2.6.3.3 Community reinforcement approach

Community Reinforcement Approach (CRA) is another intensive 24-week outpatient program that encourages individuals to quit drug abuse by rewarding them upon reaching a set milestone. Patients are required to attend initial counseling sessions (one or two) each week focused on emphasizing the overall improvement of the occurrence of a particular behavior in future when that behavior (known as the operant behavior) is consistently followed by consequences (also known as reinforcer), it can be of two types --- positive reinforcement and negative reinforcement. In positive reinforcement it is the addition of a stimulus or an increase in the intensity of a stimulus that strengthens a behavior. Whereas in negative reinforcement it is the removal of a stimulus or a decrease in the intensity of a stimulus that strengthens a behavior. For reinforcement to be more effective, the target behavior should be reinforced immediately and consistently, the reinforcer should have sufficient intensity and should appear reinforcing to the individual.

2.6.3.4 Family and group therapy

Family and group therapy aims at modifying dys-functional family patterns to more functional family patterns; dealing with codependency; resolving family grief; and accepting that drug dependence is an illness or drug abuse. In addition, in a variation on family therapy, sometimes called network therapy, family members and close friends of the client are enlisted and they act as allies of the therapist to provide social support and reinforcement of drug-abstaining behaviors. The people selected to fulfill this role function as part of a treatment team rather than as patients. Recovery is known to be powerfully influenced by the support of family and friends. Many people report that hope, faith, formal religious affiliation, or the sustaining love of some significant person are more important to their recovery than any specific treatment. In short, certain treatments or interventions may be more effective for one substance category than another and that, even among people using the same substances, different treatments may be indicated. Family and group therapy is especially found effective in treating and eliminating relapse within drug abusers.

2.7 ENVIRONMENTAL INTERVENTION

Addiction is often influenced by various factors including genetic, socialism and environmental. While a huge fraction of substance abusers share almost identical stories, their spiral into addiction is unique revolving around their unique circumstances. Therefore, it is often difficult to know how to support and understand an addict during and after their

recovery. The recovery is not limited to rehabilitation and medication. Actual recovery begins when the individual is drug-free, out of rehabilitation, and trying to build their life up outside the professional help. There are various environmental factors that can result in severe risks for an addict.

Family: Family is the most closest and influential environmental factor for any patient. They can help them put their life back on track with their positive influence. However, if an individual grew up in a conflicted family, the chances of them turning to drug abuse rises significantly. Moreover, when an individual grew up in a household where drug or alcohol use was prevalent, they are at higher risk of becoming an addict later on.

Peers: An individual accompanied by people who frequently engage in drug abuse is more likely to develop addiction to substance use. Moreover, this one is considered the biggest environmental factor risk when it comes to drug abuse. It doesn't have to be close friend, instead a neighbor, friend circle, school's peer group, etc can determine the general attitude of an individual towards drug abuse.

Community: If a person belongs to a community that regularly engages in drug use -- and abuse -- they are potentially falling to drug addiction pattern. Moreover, the media also play a vital role in influencing this kind of behavior. Teens or adolescents who watch and idolize celebrities that consume drugs are more likely to develop this behavior, unfortunately, drug consumption is often glorified as a fun or easy way but the consequences are often concealed.

Trauma or mental illness: There is a proven link between adult addiction and childhood trauma like sexual abuse (Freisthler, Wolf, Wiegmann & Kepple, 2017). Similarly, individuals battling mental disorders like anxiety or depression often engage in alcohol and other substance use. People facing these conditions don't take long to spiral out of control before the addiction takes over.

Early environmental intervention can help patients overcome their addiction. After the completion of a rehabilitation program, an individual is on their own to rebuild their life. Therefore, the risk of relapse is significantly higher. Thus it is essential for the individual to build coping mechanisms that can contribute to their stress. During their treatment, professionals diagnose the unique triggers for individuals and prepare them to avoid the 'major triggers'. They are needed to trust people which is only possible when they are surrounded with people that care about them. Recovering patients are always recommended to surround them with people who will encourage and celebrate their success instead of people who will tempt them to fall back into their troublesome behaviour patterns. It means leaving toxic family members, peers, friends, etc behind and avoiding places that trigger you (Mokadem et al., 2021).

2.8 CONCLUSION

This chapter discusses the various pharmacological and psychotherapies that can help individuals break-free from drug abusing behaviours. In the 21st century, drug abuse is a severe issue that requires immediate attention. Since a large fraction of youth is unemployed

and homeless because of substance abuse, it is worrisome on an international level. A combination of medication and therapy can offer expected outcomes. Moreover, research evidence highlights the importance of early intervention in the successful recovery and relapse management (Wendt, 2014). However, one of the major challenges patients face is after they have ‘recovered’ from the drug de-addiction clinic and are back to their ‘normal’ lifestyle. There can be many environmental risks and triggers that can set back their progress. Therefore, it is essential that the patients recognize and develop effective coping mechanisms to avoid relapse.

2.9 Keywords

1. Cognitive therapy: Cognitive therapy was pioneered by the works of Aaron Beck refers to the application of any techniques that aims to modify faulty patterns of thinking and to replace them with more adaptive and healthy patterns of thinking.

2. Shaping: It is a procedure which is used in the acquisition of a new behavior. It involves reinforcing every successive approximation of a target behavior and non-reinforcement of all other behaviors until the person exhibits the target behavior.

3. Reinforcements: This type of therapy is used for increasing the occurrence of a certain behavior that results in the expected outcomes. For instance, a positive reinforcement can help the receptor acquire new behaviour patterns while negative can lead to elimination of a stimulus.

4. Recovery housing: As the name suggests, it provides a short-term, monitored stay in a safe housing to help people take on responsibilities and adapt some behavioral changes to lead a more independent life while being drug-free. It includes handling finances and finding work to make a living and also networking of the patient with community support services for the final stages of recovery.

2.10 SELF CHECK EXERCISE

1. _____ can be defined as an activity of listening, knowing, and being known.
2. _____ involves the removal of a reinforcer so that the reinforced behavior stops.
3. Aaron Beck developed _____ therapy.
4. _____ is a 24-week outpatient program that encourages individuals to quit drug.

2.11 MODEL ANSWERS

1. Counselling

2. Extinction
3. Cognitive therapy
4. Cue Exposure Therapy (CRA)

2.12 REFERENCES

- NIDA. 2019, January 17. Treatment Approaches for Drug Addiction DrugFacts. Retrieved from <https://www.drugabuse.gov/publications/drugfacts/treatment-approaches-drug-addiction> on 2021, September 1
- Substance Abuse and Mental Health Services Administration (US); Office of the Surgeon General (US). Facing Addiction in America: The Surgeon General's Report on Alcohol, Drugs, and Health [Internet]. Washington (DC): US Department of Health and Human Services; 2016 Nov. CHAPTER 4, EARLY INTERVENTION, TREATMENT, AND MANAGEMENT OF SUBSTANCE USE DISORDERS. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK424859/>
- Wendt, D. (2014). Literature review of substance abuse “treatment as usual” for psychosocial interventions. *Drug And Alcohol Dependence*, 140, e241. doi: 10.1016/j.drugalcdep.2014.02.667
- Freisthler, B., Wolf, J., Wiegmann, W., & Kepple, N. (2017). Drug Use, the Drug Environment, and Child Physical Abuse and Neglect. *Child Maltreatment*, 22(3), 245-255. doi: 10.1177/1077559517711042
- Mokadem, N., Shokr, E., Salama, A., Shereda, H., Radwan, H., & Amer, H. (2021). Peer Education Intervention to Promote Drug Abuse Prevention among Secondary Schools Students. *Neuroquantology*, 19(5), 68-78. doi: 10.14704/nq.2021.19.5.nq21050
- Schecter, A. (2013). *Drug Dependence and Alcoholism* (pp. 229-233). New York, NY: Springer.

BACHELOR OF ARTS (LIBERAL ARTS)
SEMESTER-III

COURSE: DRUG ABUSE MANAGEMENT AND PREVENTION

UNIT 3: SOCIAL EFFORTS FOR PREVENTION OF DRUG ABUSE

STRUCTURE

3.0 Objective

3.1 Introduction

3.2 Role of family and social institutions in prevention of drug abuse

3.2.1 Role of family

3.2.2 Parent-child relationships

3.2.3 Family support and supervision

3.2.4 Shaping values

3.2.5 Active scrutiny

3.2.6 Role school in prevention of drug abuse

3.3 School counselling

3.3.1 Teacher as a role model

3.3.2 Parent-Teacher-Health Professional Coordination

3.3.3 Random students drug testing (RSDT)

3.4 Role of media in preventing the drug abuse

3.4.1 Restraint on advertisements of Drugs

3.4.2 Advertisement of Bad Effects of Drugs

3.4.3 Publicity and media

3.4.4 Campaigns and educational programs

3.5 Exercise

3.5.1 Long answer questions

3.5.2 Short answer questions

3.6. References

3.0 OBJECTIVE

The objective of this unit is to make the student aware about the problem of drug abuse which has become a global issue. In this unit, role of family, role teacher, school and role of media has also been explained which is the necessity of the day to curb the problem of drug abuse in youth.

3.1 INTRODUCTION

Due to globalization, the whole world has shrunk to a point. Each and every thing is available at our door-steps with just a single click. Everything is available online which has made life easier. But, along with the luxury, some of the bad things are also available around

us through different sources. The knowledge of technology which was used for the betterment of human life now-a-days is used to deteriorate the health of human.

Drug abuse is a big problem nowadays. Many people take different types of drugs to alter their mood and change their behaviour. Some people take drugs to reduce pain. Others just want to try something new. Drug abuse is crime. In the majority of countries drugs are illegal. One cannot go and purchase drugs in a store. Moreover, one cannot sell drugs openly whereas this product is banned. Drugs are prohibited because they influence our organism inadequately. Many people commit crimes under the influence of drugs.

Others just enjoy themselves but waste too much money on these harmful substances. Consequently, drugs influence our health and financial condition. Sad to say but many children become the victims of drug abuse at school. They want to seem cooler and mature when they smoke marijuana or use methamphetamine. Children are vulnerable to such things. It is easy to persuade a child to try drugs. If he enjoys them, he can become a returning customer. Therefore, dealers make money on students and cause harm to the younger generation. No wonder, there have been many attempts to stop the spread of drugs in schools. Students are tested on drugs from time to time to make sure the educational institution is healthy.

Due to availability of online movies, videos containing drugs and drug related contents attracts the youth for experimentation with the drugs. They become curious to know the effects of different drugs and to explore why people take drugs. Even they know that drugs are injurious to health but the curiosity to know about drugs and their effects lead the youth to administer the drugs via different routes which could be oral ingestion, intra-venous and intra-muscular injections, sniffing and snorting, absorption or even sub-lingual. Effect of drug and their absorption in blood stream differs with the way the drugs are administered. Intravenous and nasal intake of drugs gets absorbed and enters blood stream quickly and gives instantaneous effect while absorption is slow in case where drugs are taken orally or by intra-muscular injections and their slow absorption into blood stream results into slow but prolonged effect of the same drug.

Though the government has taken some steps to control the availability of drugs and makes necessary amendments in different rules and Acts related to different drugs having the abusive effects but now it has become a global problem for the mankind. So it is not only the government who has to act against this problem of drug abuse but we all have to contribute and step forward to fight against this global problem. In this scenario, a human is not playing a single role in society. We are not just citizen of country but we are playing multiple roles in this society. We are playing a role of a parent, a teacher, a member of government or non-government organizer, media persons likewise our duty increase many fold to overcome this problem of drug abuse.

There are different factors such role of family , institutions and media which help in preventing the drug abuse and make a clean path for young generation.

So in the present unit, student will be able to understand:

- Role of family
- Parent-child relationships
- Family support and supervision
- Role of school in prevention of drug abuse

3.2 ROLE OF FAMILY AND SOCIAL INSTITUTIONS PREVENTION OF DRUG ABUSE

Table: key risks and protective factors for drug abuse

<u>Categories</u>	<u>Risk factors</u>	<u>Protective factors</u>
School	<ul style="list-style-type: none"> • Academic failure • Little commitment to school 	<ul style="list-style-type: none"> • Participation ____ in ____ school activities • School bonding
Family	<ul style="list-style-type: none"> • Parental attitudes favorable to drug use • Poor family management • Family history of antisocial behaviour 	<ul style="list-style-type: none"> • Family sanction against use • Positive parent relationships

3.2.1 Role of family in preventing drug abuse:

The family plays an important role in prevention and intervening with drug use and misuse. From birth to adulthood parental behaviour plays a key role. There should always be positive preventive outcomes from the birth to adulthood whose mother received parenting training during pregnancy. Training programs focused on parental skills are a Powerful tool, not only for population at risk but also in general population. In these all parents are trained how they communicate with their children and enforce rules and limits. Due to the reason in the upcoming stages their children and adolescents learn how to cope in social area and will become a good decision maker.

Since family environment plays a major role in determining how a child would behave in future so the parents must be very conscious:

1. Family planning
2. Time for the children
3. Awareness
4. Acceptance
5. Honesty
6. Try to be role model
7. Happiness

8. Rituals
9. School environment
10. Follow your children and their children

In preventing drug abuse parents must-

- Communicate openly with their children
- Listen to their problems
- Teach them how to handle their problem
- Spend time with their children
- Be in touch with school authorities
- Consult with doctors to overcome drug addiction

3.2.2 Parent – child relationships:

Every parent should have good friendly relationship with their children. Parents need to follow the basics six rules when they come to know that their children are suspected to take drugs at early stage. These six basic rules are as follows:

1. Gain the knowledge of the drug use and their major risk factors among the children.
2. Gain the knowledge of the ill consequences of drug use and tell your children that you seriously condemn the drug use.
3. Involve yourself with your children's life and give them proper love and affection.
4. Try to know about your kid's friend circle and their habits.
5. Children's stress should be minimized at home and at work place.
6. Try to know the signs of drug use in your children and respond politely.

3.2.3 Family support and supervision

Sometimes a good family support results in good behaviour record against drugs. As parents are the first teachers of their children. Family support give the positive results if the family of the drug addict follows the following conditions as :

- If family provide guidance and clear rules about not using drugs
- Family members do not use tobacco and other drugs themselves
- Spend time with their children

3.2.4 Shaping values

Children have a great power of learning. They learn by listening, watching, playing and even while sitting dinning with the family. So it is the family and the family members who have the responsibility to provide a healthy environment to inculcate the values to the children. Healthy family environment provides them a good platform to nourish their minds and shape their values.

Elderly parents teach them to sit calmly while praying. They teach the children to concentrate while meditating. Environment of joint families help the children to get the habits of sharing and caring.

It is usually observed that the kids brought up in joint families are more caring and have healthy minds. They have the habits of sharing and caring. They also know how to respect their elders. On the other hand kids brought up in nuclear families are selfless, self-centered and like to live lonely. They have less power of interaction with their class mates. This habit of loneliness leads to number of problems that may concern the physical and mental health of kids.

Grandparents also have a great role in those families where both the parents are working and they are not able to give proper to their kids. In the absence of parents on working days, grandparents act as father and mother to their grand children. Under the affection and love of grandparents, children don't seek the company of outsiders and are prevented from bad company in the absence of their parents.

So the presence of grandparent not only shape the inner values of children, they also feed, educate and prevent their grand children from bad company and keeps them away from this social problem of drugs of abuse.

3.2.5 Active scrutiny

It should be the primary duty of family members to keep regular check on their kids. If anyone is suspected of taking any substance or drug which is not good for their health, they must be actively scrutinized. The daily activities of kids must be watched and observed. If any deviation is suspected then their friends and class teacher must be consulted for the same to know the exact reason of deviation. If eyes are red, body is becoming weak, sleeps are irregular, mood swings are observed then the active scrutiny can be done on the bases of various parameters like health and physical parameters, education and classroom performance, performance in sports and extra-curriculum activities, psychology and mood swings. If someone found under the effect of drugs at initial stage, he or she can be prevented easily from reaching the stage of addiction by proper love, affection, guidance, counselling and medication, if required.

3.2.6 Role of school in preventing drug abuse:

School play an very important role in preventing the drug abuse . Most of the students generally initiate using drugs in the age of 9-15. Students at the school level use different types of drugs such as cocaine, opium etc. And some students are involved in drug smuggling.

Education is the principle means of preventing drug abuse. Adolescence is a vulnerable age for drug abuse and they spend a lot of time in school so school environment provides a standard against the drugs and behaviour of the students. There should a good relationship

between teacher and student and teacher play an important role in the student's life. To prevent the drug addiction proper school counselling is needed for students at a different time interval. Administration of schools should be strict and good policy makers for students. A good policy can improve the behaviour of students among the society.

To prevent Drug abuse school and school administration should follow the points as follows:

- They must provide and coordinate services for students for students experiencing behavioural difficulties.
- The prevention programs should be implemented regularly.
- These programs should enhance protection and remove or reduce risk factors.
- These programs should strengthen the protective factors.
- The prevention programs for school students should increase academic and social competence with the following skills :
 1. Habits of good study
 2. Full academic support
 3. Good Communication skills
 4. Healthy peer relationships
 5. Assertiveness
 6. skills to resist drug
 7. Indulge in sports to get better health
 8. programs to "Say no to drugs"

The school administration also has some responsibilities which are important in drug prevention programs. The school administration should take the following steps as

- They should implement and regularly review , in consultation with the school community and governing council , a school code behaviour which is consistent with drug abuse policies .
- They should ensure parents have drug abuse information , support material and related documents .
- They promote structure at class level and school level to Support and enable parents and teachers to form good relationships within which student behaviour may be managed positively and increase students opportunities to experience intellectual, social and physical success. They should provide opportunities for staff training and development.
- Establish parent teacher Student association that report students ,concerns advocate on students behalf's and promote peer education.

Self-assessment questions for current section

1. Define drugs of abuse. Give examples.
2. Give a brief note on cause of drug abuse.

3. Discuss the role of teacher in prevention of drugs of abuse.
4. How parent-child relation is helpful in preventing drugs abuse?
5. How the school environment keeps the student away from drugs?

3.3 SCHOOL COUNSELLING

School should organize the such programs which increase awareness against drugs these programs include counselling , prevention programs, health care centres etc. These programs endures the students behaviour through procedure followed by these programs. In schools teachers play a very important role as role model in preventing the drug abuse and there should be proper testing among students for drug abuse.

Prevention and counseling programs of schools should increase the academic and social competence with the following skills

- Habit to devote good time to study
- Academic support
- Good communication
- Develop good peer relationships
- Attain self efficacy
- Assertiveness
- Skills to resist drugs and narcotics
- Reinforcement of attitude against drugs
- Strengthening the personal commitment against drugs
- Participation of students in games and extra curriculum activities

3.3.1 Teacher as a role model:

Teachers are as a role model for their students who can support the students mentally against drugs. Students who take different types of drugs such as marijuana use, cigarettes smoking, drinking etc. Can be counselled by their teachers and teachers tell them the side effects or demerits of these drugs. Teachers can play a pivotal role in preventing drug abuse among their students. They should

- Create a positive relationships with their students
- Talk effectively with students.
- Develop the knowledge and skills needed to manage behaviour change of their students successfully
- Structure the teaching program to facilitate learning and encourage students to achieve their personal best
- Use a range of teaching methods to encourage learning skills of students
- Positive feedback should be taken from students about the learning concepts
- Supervise the poor school performance

- Organise counselling and student assistance programs
- Consultation with doctors by organising different health programs
- Make sure the counselling programs for the students
- Guide the students in selecting the career options and selection of goals
- Teachers encourages their students to discuss their problems related to any issues such money, family problem etc and help their students so that they can face strongly with their problems.
- Teachers encourages their students to become volunteer in drug abuse programmes
- Student's interest should be taken care by the teachers and enhance their opportunities according their interest.
- Teachers have a such relation with their students so they can discuss the danger of drug abuse with their students
- Teachers can check the reasons behind their poor performance in studies and can evaluate
- Acknowledge positive learning and social behaviour

3.3.2 Parent-Teacher-Health Professional Coordination

There should be a proper coordination between the three to prevent the young children from this global problem of drugs of abuse. A child spends his most of his day's time under the observation of parents and teachers who observe and know about the likes and dislikes of children, eating habits, likes and dislikes in sports and their strength in sports, education etc. So, if parents and teachers find any deviation in their behaviour they should share this information with each other so that the reason of deviation can be known at early stage. If reason like drug abuse or other health related issues are known they must be conveyed to the health professional like family doctors without any hesitation. If proper history of patient is not provided to the doctor, he can't prescribe his best methods and medicine to cure the children. So a healthy coordination is required in such cases between parents, teachers and health professional.

3.3.3 Random students drug testing (RSDT)

Drug testing is good idea in the schools because there are smugglers in the schools as children want to buy drugs so they will steal money from home. Random students drug testing is an part drug prevention programs in middle and high schools . In the recent times , it is reported that students use illegal drugs during normal school hours .

There are 4 primary goals of random students testing program:

- 1.** To check the use of illegal or legal drugs
- 2.** To discourage all other prevention efforts
- 3.** To identify that students who want to free from drugs and want to stay away from drugs
- 4.** To encourage the students for rehabilitation center to

Random testing can be of two types

1. Mandatory and 2. Voluntary

- **Mandatory:** The students of designated age of group are eligible for drug testing, these include athletes, participants in extracurricular activities and students etc.
- **Voluntary :** with the consent of parents students are selected for the drug testing program. It is followed by signing a consent form.
- **Procedure for RSDT :** If a student tested day before, he/she can also be eligible for random testing.
- From a class randomly students are called from the different classes for short period of time.
- The selected students are instructed by a medical officer that they are selected for random testing on that day.
- Random testing may include urine test, the student is asked to get a specimen cup and is offered to get the sample in private usually bathrooms of schools.
- Then the test will be performed on the urine sample and the student sent back to the school.
- **After testing , if student tests positive**
- Then the following procedure should be followed
- The positive test reviewed by Medical officer. That medical officer is a licensed physician who is responsible for reviewing lab drug test. And then evaluating the results again.
- The student who tests positive should be sent to a counsellor.
- There should not be involvement of law enforcement agencies
- School should give drug education to that student. The student who tests positive do not suspended or dismissed from the school. School will give some time so that students become drug free.
- The testing procedure should be followed up again when the student becomes drug free and if he again tests positive then he will be sent for treatment to rehabilitation centre.

Self-assessment questions for current section.

1. How the school environment is helpful in keeping the student away from drugs?
2. What is the benefit of Random Student Drug testing?
3. What should be done if a student is found positive in RSDT?

3.4 ROLE OF MEDIA IN PREVENTING DRUG ABUSE

Media means mass communication which include the people and authorities. Mass communication is a very effective tool against crime . Media play a vital role prevention of drugs abuse . It can increase the awareness among people. Media such as social media and television media etc . Other sectors of media effects the every person's lifestyles. Mass communication can organize different campaigns which are essentially attempts to inform every individual about drugs and about the consequences of use or abuse. Media can play a vital role in following aspects such as

- Restraint on advertising the drugs
- Advertising the bad effects of drugs
- Publicity and media
- Campaigns against drug abuse
- Educational and awareness programs

3.4.1 Restraint on advertisements of Drugs:

Media should understand its moral duty towards the society and should have restrained advertisements on drugs. Such advertisements in print media and on television attract the youngster towards them and they start by experimentation which becomes a severe problem for them and they become addicted to these drugs.

It is not enough to display few words like "Drinking alcohol is injurious to health" or "Tobacco consumption may lead to cancer" Advertisements related to drugs and psychotropic substance should be avoided in print media and on television.

3.4.2 Advertisement of Bad Effects of Drugs

Now-a-days media is broadcasting a number of short advertisements showing the bad effect of alcohol, tobacco and other drugs by taking real examples of person who are suffering from cancer and other health related problems due to consumption of various drugs. Such advertisements are shown on television and even in theatre before starting the movies. People should take these advertisements seriously and avoid abusing the drugs.

3.4.3 Publicity and media

In modern times media matters most. The strength of media grown day by day . All the gadgets such as television , mobile , radio , printing presses contributed towards the advancement of media . The media enhanced the advancement in the life style of man and his problem solving methods. In the field of politics, the role and potential of media is amazing. In the area of health and sanitation, population explosion, non conventional use of energy , environmental degradation , illiteracy , amelioration of poverty , unemployment etc. When we compare with media then we do not much have to write about. The vernacular media has assumed responsibility to highlight some of these problems and means of tackling them . Nowadays , media becomes a very good source of knowledge , study and education. In

recent times of Covid-19 situations media play an important role in the field of education by increasing the demand of different educational Channels and give knowledge about different types of subjects of course related with drug abuse.

The drug abuse awareness programs can be initiated on media with a well planned strategy which includes problems concerning drug abuse, drug dependence and de-addiction. So these programs need to be spread through news in an intelligent manner. The writer and reporters with in-depth knowledge should report such programs. Statistical data of drug abuse problem in the state should be presented in front of public through press which may help to make public more aware about the problem of drug abuse. The combined efforts of mass media and print media can be put together to combat the problems of drug abuse.

- Media can publish the good and bad effects of some basics drugs which are generally taken by adults such cocaine . There are so many advantages of media such as :
- Media very important in such countries where population is vast such as China and India .
- There are some theories which shows that communication with the help of media becomes very effective
- Media coverage can be worldwide so the cost for coverage is very less
- Easy way of communication and message transferring
- By the different modes of media the literates and illiterates can be very much influenced
- One counsellor and a motivational speaker can give his/her lecture at large level of population
- Some difficult subject becomes easy understandable

3.4.4 Campaigns and educational programs

A campaign may be a educational program or a cultural program where awareness about drug abuse can be given to different age groups. In a campaign can include different age groups. It is a educational activity undertaken for a brief period, focusing on concerned topics . There are special campaigns which are organized by different youth clubs, school and colleges and general public can also be asked for the conduct campaigns related to drug abuse . In different campaigns will take different slogans such as ' say no to drugs' , symbols and different modes of communication are made to take attention of audiences .

Self-assessment questions for current section

1. Discuss the role of media in educating the society about the problem of drugs of abuse.
2. Give your views about the role of media: whether it is helping to control the problem of drugs of abuse or it is increasing the problem?

2. How campaigns and educational programs increase the awareness in society about the drugs of abuse?

3.5 EXERCISE

3.5.1 Long answer questions. 10 marks each

1. What do you mean by drug abuse? How family and media play role in preventing the drug abuse .
2. How a teacher become the role model in prevention of drug abuse.
3. 3.5.2 Short answer questions (5 marks each)
4. What is the full form of RSTD? How it is useful in prevention of drug abuse?
5. Explain the role of media in prevention of drug abuse.

3.6 REFERENCES

1. [://www.rivermendhealth.com/resources/prevention-education-the-role-of-parents/](http://www.rivermendhealth.com/resources/prevention-education-the-role-of-parents/)
2. [://www.ncbi.nlm.nih.gov/pmc/articles/PMC4158844/](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4158844/)
3. 3 [://medic.upm.edu.my](http://medic.upm.edu.my) › 2...PDF The Family Roles to Prevention of Drug Abuse in Adolescents
4. 4 <https://www.ibhinc.org> › random-st...Random Student Drug Testing | Institute for Behavior and Health
5. Sharma R. and Bansal Y. First edition (2017) Drug abuse : problem , management and prevention , R.D. publications
6. Kapoor.T. (1985) Drug Epidemic among Indian Youth, New Delhi: Mittal Pub
7. Modi, Ishwar and Modi, Shalini (1997) Drugs: Addiction and Prevention, Jaipur: Rawat Publication.
8. Ahuja, Ram,(2003), Social Problems in India, Rawat Publications: Jaipur
9. 2003 National Household Survey of Alcohol and Drug Abuse. New Delhi, Clinical Epidemiological Unit, All India Institute of Medical Sciences, 2004.
10. World Drug Report 2011, United Nations Office of Drug and Crime.
11. World Drug Report 2010, United nations Office of Drug and Crime.
12. Extent, Pattern and Trend of Drug Use in India, Ministry of Social Justice and Empowerment, Government of India, 2004.
13. The Narcotic Drugs and Psychotropic Substances Act, 1985, (New Delhi: Universal, 2012)

BACHELOR OF ARTS (LIBERAL ARTS)
SEMESTER-III

COURSE: DRUG ABUSE: MANAGEMENT AND PREVENTION

UNIT 4: POLITICAL EFFORTS FOR PREVENTION OF DRUG ABUSE

STRUCTURE

4.0 Objective

4.1 Introduction

4.2 Political efforts for prevention of drug abuse

4.2.1 NDPS ACT

4.2.2 Amendments

4.2.3 Significant aspect of NDPS act

4.3 Statutory warning

4.4 Smuggling in drugs

4.5 Checking supply of illicit drugs

4.5.1 Reagent testing

4.5.2 Fentanyl strips testing

4.6 Policing of border

4.7 Strict enforcement of laws

4.7.1 Anti-Drug laws

4.8 Time bound trials

4.9 Exercise

4.9.1 Long answer questions

4.9.2 Short answer questions

4.10 References

4.0 OBJECTIVE

The objective of this unit is to make the students awareness about the laws and legal provision related to narcotics and psychotropic substance. This unit will give a brief introduction to NDPS Act, 1985; statutory warnings, enforcement of laws and role of policing across the borders to prevent smuggling of drugs of abuse.

4.1 INTRODUCTION

Drugs and drug trafficking has become a great problem for the developing countries. Drugs do not only affect the economy of the state but also a major concern for the citizens of the state. Due to drug trafficking across the borders, drug consumption and addiction is increasing which is deteriorating the youth health and dragging them to hell. A number of efforts and preventive measures are taken control drug trafficking across the border and inside the state to protect the citizens from the problem of drugs of abuse involving political efforts, legal efforts, social awareness, deploying police to control the illegal drugs within the state etc.

In this unit, students will be able to learn the following:

- Political efforts for prevention of drug abuse like NDPS ACT and its Amendments
Significant aspect of NDPS act
- Statutory warning
- Smuggling of drugs
- Checking supply of illicit drugs by Reagent testing and Fentanyl strips testing
- Policing of border
- Strict enforcement of laws like Anti-Drug laws
- Time bound trials of criminals and drug traffickers.

4.2 POLITICAL EFFORTS FOR PREVENTION OF DRUG ABUSE

Government is making multilevel efforts against the drug traffickers to stop the illegal smuggling of narcotics and psychotropic substances like marijuana, hashish, cocaine, LSD etc. and to punish the smugglers. For this purpose, NDPS Act came into existence to prohibit the procurement and consumption of various narcotics and psychotropic substances in the country.

4.2.1 NDPS ACT

The Preamble to NDPS states that it is,

“An Act to consolidate and amend the law relating to narcotic drugs, to make stringent provisions for the control and regulation of operations relating to narcotic drugs and psychotropic substances [to provide for the forfeiture of property derived from, or used in, illicit traffic in narcotic drugs and psychotropic substances, to implement the provisions of the International Convention on Narcotic Drugs and Psychotropic Substances] and for matters connected therewith.”

Narcotics and Psychotropic Substances Act 1985, came into force on 14 November, 1985. It mainly replaced the Opium Act, 1857; the Opium Act, 1878 and Dangerous Drug Act, 1930. Basically, NDPS Act gives information about prohibition, control and how to regulate the narcotic drugs and psychotropic substances in the country.

This act doesn't allow the cultivation, production and manufacture, use, sale and purchase, export and import of narcotic and psychotropic substance except for medical use and scientific analysis.

The elements of control regime are:

- ❖ The Act prohibits the following: cultivation, production, manufacture, possession, sale and purchase, warehousing, consumption, transportation and inter-state movement, trans-shipment and import-export of narcotic drugs and psychotropic substances except for medical or scientific purposes and only in accordance with the terms and conditions of license, permit or authorization given by the government.
- ❖ The central government regulates the cultivation, production, manufacture, import and export, sale, consumption and use etc. of narcotic drugs and psychotropic substances.
- ❖ State governments have rights to permit and regulate possession and interstate movement of opium, poppy straw and poppy husk, the manufacture of medicine from medicinal opium and the cultivation of cannabis excluding the hashish.
- ❖ The central government has power to declare any substances, based on assessment of chemical substances used in the manufacture of other narcotic drugs and psychotropic substances as a controlled substance.
Narcotic drugs include-

All the substances are not covered under NDPS Act, 1985. Only those substances or chemicals are covered under this act which have the potential to abuse. Chemical substances which don't have abuse potential are excluded from the list of substances covered under NDPS Act, 1985.

- ❖ Coca Plant- Leaf or other derivatives of coca plant including cocaine. It also includes any preparation which contains 0.1% or more concentration of cocaine.
- ❖ Opium- This category includes poppy straw, poppy husk, poppy plant, poppy juice, and any preparation having 0.2% or more concentration of morphine. Derivatives of opium include poppy husk, morphine, heroin etc.
- ❖ Cannabis- Resin (Charas and Hashish), plant, fruit tops and flowerings of the plant (Ganja), or any mixture of Ganja, Charas and Hashish are all included in this category. It is important to note that cannabis leaves i.e. bhang is excluded from this category and is regulated by the state laws.

Chapter IV (15 to 40) of the Act deals with prohibition of offences and penalties related to cultivation, production, transportation, selling, and purchasing of poppy straw, coca plant, coca leaves, prepared opium, opium poppy, opium, cannabis plant and cannabis.

All these offences are cognizable, non-bailable and triable by special courts and the punishments prescribed range from imprisonment from 10 to 20 years for first offences, and 15 to 30 years for any subsequent offences covered under NDPS Act, 1985 along with monetary fines. The imprisonment and fine varies with the quantity of drug recovered from the suspect. If quantity is less and for personal consumption, then the fine and imprisonment is less. But if commercial quantity is recovered then the fine and the imprisonment is more. If the offender is under trial for repetition of the same offence then more rigorous and severe punishment is given to the offender for repeating the same offence.

4.2.2 Amendments in NDPS Act.

Time to time amendment and updations are required in rules, regulations and laws to overcome the previous flaws. So amendments are done in laws to make them more effective and impartial. The following amendments were done in NDPS Act, 1985.

Amendments in 1989

First change in the NDPS Act was happened in the year 1989, more harsh punishments were introduced in this amendment such as mandatory minimum imprisonment of 10 year and a bar on suspension and restrictions on the bail also trials by special courts, death penalty in the case of repeated offences was made mandatory. Through this amendment people caught even with small amount of drug and many fines were also introduced which they have to pay if drugs were used as personal use without license.

Amendments in 2001

In the year 2001, new amendments were introduced in 1989 amendment act, because of criticism faced by 1989 amendments due to its irregular sentencing policies. So in amendments 2001, the penal provisions and penalties were upgraded on the basis of quantity of drugs. That time three categories were made regarding the quantity of drugs which are small, commercial, and intermediate. The threshold was produced by central government notification in Oct, 2001.

Amendments in 2014

The NDPS act was once again amended in the year 2014 and the following modifications were came into force in May, 2014.

In this amendment, new categories of important narcotic drugs were created which the central government can regulate across Country. These categories of narcotics and chemicals were prepared according to the abuse potential of drugs. The main aim of the law was the encouragement of narcotic drugs and psychotropic substances for medicinal and scientific use only and to suppress the illegal use and trafficking of the narcotic substances. In this, terms like “management” of drug dependence, “recognition and approval” of treatment centers were also included which allows establishment of legally binding treatment protocols also. The main change happened that death penalty was made discretionary for repeated offences.

4.2.3 Significant Aspects of NDPS Act:

1. **Quantity based punishment:** Under this act, the punishment will be given on the basis of the quantity of the illicit drug, even Indian government said that the quantity or weight of the seized product should be calculated and weight will be considered as prime factor rather than the pure drug content.
2. **Death penalty:** Under this act, death sentence is given for the repeated offences. It was mandatory for the NDPS Act, 1989 amendment, but the range of offences reduced in the 2001 amendment, after that in NDPS Act, 2014 amendment, the death punishment was made discretionary and it was replaced by the imprisonment of 30 years.
3. **Treatment for drug dependence:** The NDPS Act gives treatment to the people who are using drug as a alternative or independent to criminal measures.

It include following aspects:

- ❖ Sec 4(2) (d) and 7A states that treatment of drug addict is one of the measures for which the Central Government should create funds.
- ❖ Sec 64A states that drug dependent people who are charged with an offense involving small quantities of drugs or consumption can go for treatment and will be exempted from prosecution.
- ❖ Sec 39 says that instead of awarding sentences, the courts can divert drug dependent people convicted for consumption or an offense involving a small quantity of drugs, to a recognized medical facility for detoxification.
- ❖ Sec 71, 76 (2) (f), and 78 (2) (b) contains provisions that the Central or the State government can set up and regulate centers for identification, care, and treatment of drug dependent people.

Self assessment questions related to this section

1. State the preamble of NDPS Act, 1985.
2. What is NDPS Act? Discuss its amendments.

4.3 STATUTORY WARNING

FSSAI (Food Safety and Standards Authority of India) Regulation with respect to the statutory warnings on the liquors/tobacco products/drugs.

The Food Safety and Standard Authority of India is very much concern about the food laws in the country which mainly focuses on the proper food safety regulations and policies in the food industry.

In year 2017, WHO declared that there should be statutory warning on the liquors/ drugs/Tabaco products. Such statutory warnings mainly give the idea about hazardous effects of products on the health of the person. So the main aim of statutory warnings on the substance helps to establish the better social understanding , so it is very important to state that health related issues in the form of headlines or signs or in the form of labels on the alcohol beverages / Tabaco products.

Even BMC released the report in the year of 2014, where they have concluded that “Cancer warning statement written on the *alcohol beverages* has increased the awareness among the people who are consuming it on daily basis.”

Even there are some laws which deal with the safeguards and health measures for all the people of the country. One such law is Article 47 of Indian constitution which comes under Directive principles of state policy which basically says that state has a duty to raise the standard level of nutrition, standard of living and improvement with respect to the public health is the main aim of the state even it is also included in this law that state shall endeavor to bring restrictions on the consumption of drugs /beverages exception in the medical case of intoxication drugs/drinks which are mainly injurious to health of the person.

So it's very necessary to provide statutory warnings on the substances which are very hazardous to the health of the person

Self assessment questions related to this section

1. What is FSSAI? Give its full form.
2. What are statutory warnings? State their significance.

4.4. SMUGGLING OF DRUGS

India has been a traditional consumer of many cannabis derivatives such as marijuana, ganja, and hashish and also of opium. These narcotics are mainly used for medicinal and social/religious ceremonies. Earlier, almost all the demands of drugs were accomplished locally, only small quantity of hashish was smuggled in India from Pakistan and Nepal.

The global pattern of the flow of illegal drug reveals that all the days that cocaine and heroine are smuggled at the large distances. Drug trafficking facilitates other organized criminals to commit human and Arms smuggling. 70% of drugs are smuggled in India by making transportations at the country's borders. Different border display various trafficking pattern as follows:

- 1. India-Nepal Border :** Hashish and marijuana/ganja are two cannabis derivatives that are mainly smuggled through Nepal into India and corresponding demand For codeine also increased in Nepal and Bhutan have resulted in two way smuggling of narcotics and drugs through India -Nepal border.

2. **India – Pakistan Border:** Mainly, smuggling of heroin and hashish occurs through this border.
3. **India-Bangladesh Border:** This border has been susceptible to smuggling of various trends of drug ranges from Hashish, heroin, ganja, cough syrup etc.
4. **India-Myanmar border:** Through this border heroine and other psychotropic drugs are smuggled into the country.

Protecting the border against violence by either smugglers or terrorists becomes critical. At the same time, the demand of drugs in the domestic market is also very important. Now India's government is working upon the approach of reducing supply as well as demand for narcotics and drugs.

In india, that's why NDPS Act, 1985 controls drug abuse and drug smuggling. Even NDPS Act also provides the forfeiture of property acquired through illicit trafficking of drugs. The Indian government has also imposed prevention of illicit trafficking in NDPS in 1988 which allows the determination of suspected person involved in the illicit smuggling of drugs .

Self assessment questions related to this section

1. State the drugs and their routes to India across different borders.
2. Why smuggling of narcotics and psychotropic substance is more than medicinal drugs? Give your views.

4.5 CHECKING SUPPLY OF ILLICIT DRUGS:

Drug checking is also called pill testing or adulterant screening which allow us to identify the drugs/substances and therefore we can prevent the issues associated with consuming an unknown substances. It is common harm reducing method utilized by nightlife, dance clubs and also at the borders to give idea about what type of drug/substance people are consuming.

There are two simple methods such as drug checking strips and reagent testing are used for the checking supply of drugs and these methods basically are used in the united state if these methods will applicable in india then we can control the supply of illicit drugs and we can save the nation.

In united states, *Dance safe* organization gives drug checking service to music festivals and dance parties.

So, they are basically using following measures:

4.5.1 Reagent testing:

It is also called calorimetry or spot test. In this test, liquid chemicals drops are applied to a small quantity of suspected sample which gives different color according to the chemical substance present in the suspected sample. The colour given by this test is compared and

matched with the standard colour chart provide with the reagent testing kits to identify the suspected sample. We can identify the particular color which will be useful to identify the presence or absence of different substances including opiates, methamphetamines, MDMA, LSD etc. This test is very fast and effective which can give results in 30 seconds.

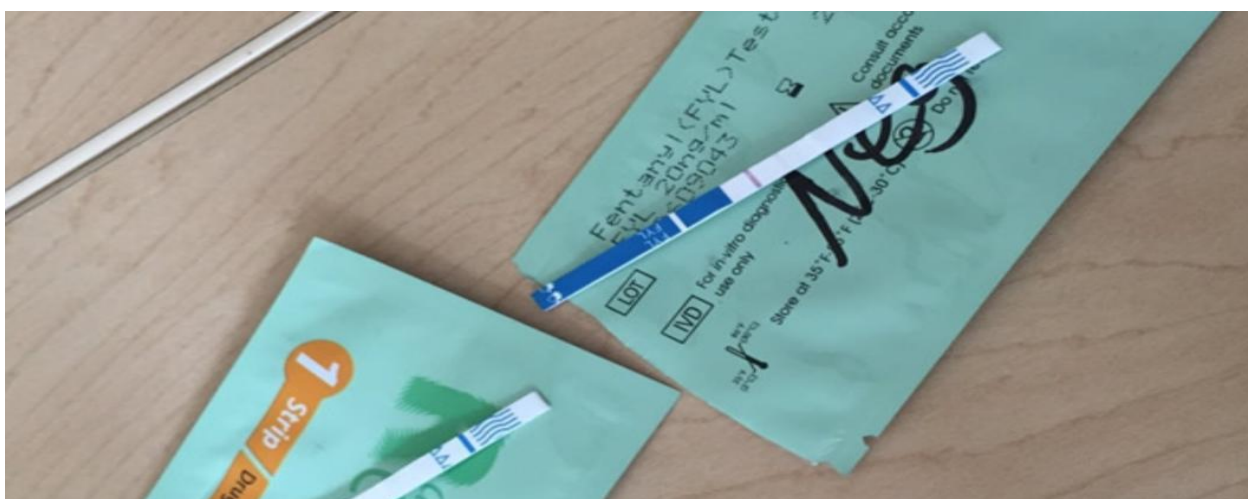
Advantages of reagent testing kits:

1. It is very easy to use. No or very little scientific knowledge is required to use these kits as such kits are provided with self instruction manuals and colour charts to compare the results.
2. Results are fast and reliable.
3. It not only helps the police parties to test the chemical but also excludes the chemical substance covered under NDPS Act. If "No Colour" means "No Narcotic substance" is present in the suspected material and the suspect can be released. If there is any colour change on adding the reagent to the suspected material then colour can be compared with the standard chart provided with the reagent testing kit know the identity of narcotic whether it is Opiate, Methamphetamine or LSD etc.
4. Such kits reduce the work loads of police parties, testing laboratories and courts by testing the narcotics on the spot. If the suspected sample is negative then there is no need of packaging the sample for testing, no arrest is required and no court trials are conducted.

4.5.2 Fentanyl Testing:

In this method, fentanyl checking strips are used which are mainly designed for urine drug test but they are now being used as off label to detect the presence or absence of fentanyl in the illegal drug supplies. In this method, strips are dissolved in small amount of sample and the indicator lines comes as result which tells about the presence or absence of fentanyl. These strips are basically of single use.

In feb 2018, *John Hopkins University* study showed that these checking strips could detect the presence of fentanyl about 100 % of the time.



Picture showing strips used to detect the presence of Fentanyl

4.6 POLICING OF BORDER

◆ Exercising through control at the border.

- This helps to strengthen the mutual cooperation between the country or organizations in order to gather information, share and actively promote combine investigation while at the same time put restrictions or tightening the border control system for illicit drugs at the regional ports and airports.
- To strengthen the control and surveillance for smuggling of drugs at the ports, harbors and airports by enhancing information gathering and examination capabilities through development of equipments and materials for eg. Surveillance cameras, information database should be made and also by constructing high specification coast guard patrol aircraft and vessels.
- To inform and alert the public (including airports) about the laws, prevention and regulations for drug related offences in the foreign countries.
- To implement strict trade control on raw material for drugs by strengthening cooperation with the United nation International Narcotics control board(INCB) and other international organizations(Ministry of Trade and industry, labor and welfare, ministry of health, ministry of economy)
- To enhance an international information sharing system for information of distribution, analysis, harmful effects of drugs/substances that are not regulated by three narcotic connections (Ministry of health, ministry of labor and welfare, and ministry of foreign affairs).
- To determine the source and raw material which is coming from other countries also we can identify the raw material by making active use of techniques made through examination for components of drugs(signature analysis) also at the same time increasing the technology to examine the trends of drug abuse cases across the other countries.

4.7. STRICT ENFORCEMENT OF LAWS:

India's approach towards narcotic drugs and psychotropic substance is included in the article 47 (1) of constitution of India. It says to prohibit the use and consumption of toxic drinks and drug substances which are very harmful to the health of people. It also state that it's the duty of the state to improve public health.

4.7.1 Anti -drug laws:

The control over Narcotic drug in India is exercised through a number of enactments in the state and central.

The opium Act, 1857; Opium Act 1878 and Dangerous Drug Act, 1930

The Dangerous Act, 1930 provides the imprisonment of 3 years with or without fine and 4year imprisonment with or without fine for repeated offences.

Then the replacement all these acts or laws one such NDPS Act 1985 was passed by the parliament of India, It provides long time period imprisonment and more fine for the offenders.

Then Drug and cosmetics act 2008 was also amended. In this act if drug deeped to the adulterant or any other modifier added to it while drug used as treatment, prevention of any injury so that time if creates harmful health issues to person then the person who changed the drug or modified it shall be punishable with the charge of 10 lakh rupee fine and imprisonment of 10 years which can be extended upto life sentence.

In NDPS act 1985, its illegal to produce, manufacture, sell, cultivate, store, transport, purchase any narcotic drug or psychotropic substances.

Under this act Narcotic Control Bureau also established which started working properly from 1986.

Under the Amendment of NDPS act 1985 a class of medicine essential narcotic drugs (ENDs) created

- That time power of legislation on ENDs has been transferred from state to central government so that whole nation can have uniform law.
- “Now NDPS rules are applicable to all states and union territories” this statement was announced by the government of india in 2015. In this they also added the 6 drug names fentanyl, methadone, codeine, morphine, hydrocodone.
- Now According to these rules, now we have single agency -the state drug controller-who can look after the drug storage and dispensing of ENDs.
- This act extends to whole country India and its applicable to all Indian people outside the india and to all the person on aircraft or on ships registered in india.

4.8. TIME BOUND TRIALS:

In india, bail laws comes under the CrPC, 1983 there are special laws related to the offences under narcotic and drugs.

Sec 37 of NDPS act 1985, provides that every offence under this act is cognizable offence and no person shall be released on the bail for the offence committed under 19, 24, 27A.

For the trial procedure first of all Fir is registered under the NDPS Act, 1985. According to the quantity of the drug or narcotic substance challan will be created against the accused, then within a time period of 90 days he/she has to show the presence in the court and has to pay the fine mentioned under the act according to the quantity, and trial can be increased unto 121 days depend upon the case scenario, if the charges is not paid by the accused that he /she wants to prove them innocent then the he or she can file a petition in high court and if court found that person is guilty then fine and imprisonment will be given to the offender according to the act otherwise accused will be declared innocent.

Legal provisions under Chapter-V of Narcotic Drugs and Psychotropic Substances Act, 1985

Section 41:

(1) Arrest warrant can be issued by any of the Metropolitan Magistrate/ a first class Magistrate or any Magistrate of second class empowered by the state for an individual who has a reason to believe to have committed any offence which is punishable under NDPS Act, 1985.

(2) Any such officer of gazetted rank of central excise narcotics, customs, revenue, intelligence or any other department of central government including paramilitary forces or the armed forces can issue arrest warrant for an individual who has a reason to believe to have committed any offence which is punishable under NDPS Act, 1985.

(3) Officers to whom a warrant under subsection (1) is addressed and the officer who authorized the arrest or search or the officer who is so authorized under subsection (2) shall have all the powers of an officer acting under section 42.

Section 50. Conditions under which search of persons shall be conducted;

(1) When any officer duly authorised under section 42 is about to search any person under the provisions of section 41, section 42 or section 43, he shall, if such person so requires, take such person without unnecessary delay to the nearest Gazetted Officer of any of the departments mentioned in section 42 or to the nearest Magistrate.

(2) If such requisition is made, the officer may detain the person until he can bring him before the Gazetted Officer or the Magistrate referred to in sub-section (1).

(3) The Gazetted Officer or the Magistrate before whom any such person is brought shall, if he sees no reasonable ground for search, forthwith discharge the person but otherwise shall direct that search be made.

(4) No female shall be searched by anyone excepting a female. 1[(5) When an officer duly authorised under section 42 has reason to believe that it is not possible to take the person to be searched to the nearest Gazetted Officer or Magistrate without the possibility of the person to be searched parting with possession of any narcotic drug or psychotropic substance, or controlled substance or article or document, he may, instead of taking such person to the nearest Gazetted Officer or Magistrate, proceed to search the person as provided under section 100 of the Code of Criminal Procedure, 1973 (2 of 1974).

(6) After a search is conducted under sub-section (5), the officer shall record the reasons for such belief which necessitated such search and within seventy-two hours send a copy thereof to his immediate official superior.]

Section 57. Report of arrest and seizure

Whenever any person makes any arrest or seizure, under this Act, he shall, within forty-eight hours next after such arrest or seizure, make a full report of all the particulars of such arrest or seizure to his immediate official superior.

59. Failure of officer in duty or his connivance at the contravention of the provisions of this Act.—

(1) Any officer, on whom any duty has been imposed by or under this Act and who ceases or refuses to perform or withdraws himself from the duties of his office shall, unless he has obtained the express written permission of his official superior or has other lawful excuse for so doing, be punishable with imprisonment for a term which may extend to one year or with fine or with both. 1[(2) Any officer on whom any duty has been imposed by or under this Act or any person who has been given the custody of—

(a) any addict; or

(b) any other person who has been charged with an offence under this Act, and who wilfully aids in, or connives at, the contravention of any provision of this Act or any rule or order made thereunder, shall be punishable with rigorous imprisonment for a term which shall not be less than ten years but which may extend to twenty years, and shall also be liable to fine which shall not be less than one lakh rupees but which may extend to two lakh rupees. Explanation.—For the purposes of this sub-section, the expression “officer” includes any person employed in a hospital or institution maintained or recognised by the Government or a local authority under section 64A for providing de-addiction treatment.]

(3) No court shall take cognizance of any offence under sub-section (1) or sub-section (2) except on a complaint in writing made with the previous sanction of the Central Government, or as the case may be, the State Government.

4.9 EXERCISE

4.9.1 Long answer questions

1. Discuss NDPS Act, 1985 and give brief detail of its amendments till date?
2. Write a note on smuggling of narcotic drugs on border and preventive measures taken by the nation for drug trafficking?

4.9.2 Short answer questions

1. How the illegal supply of illicit drugs be controlled at the borders?
2. Discuss anti-drug laws in India?

4.10 REFERENCES

- 1 .Sharma R.et al First edition (2017) Drug abuse : problem, management and prevention, R.D. publications.

- 2 <https://pubmed.ncbi.nlm.nih.gov/16203327/>
- 3 https://www.google.com/url?sa=t&source=web&rct=j&url=https://drugpolicy.org/issues/drug-checking&ved=2ahUKEwib3YWth8_yAhVSwjgGHcR3DrEQFnoECAUQAQ&usg=AOvVawlLvMzx5StxHzR404_zat3p
- 4 <https://www.scribd.com/document/248259338/Laws-Preventing-Drug-Abuse-in-India>
- 5 <https://www.mondaq.com/india/healthcare/803408/fssai-regulations-with-respect-to-statutory-warning-on-liquors>
- 6 Kapoor.T. (1985) Drug Epidemic among Indian Youth, New Delhi: Mittal Pub
- 7 Modi, Ishwar and Modi, Shalini (1997) Drugs: Addiction and Prevention, Jaipur: Rawat Publication.
- 8 Ahuja, Ram,(2003), Social Problems in India, Rawat Publications: Jaipur
- 9 2003 National Household Survey of Alcohol and Drug Abuse. New Delhi, Clinical Epidemiological Unit, All India Institute of Medical Sciences, 2004.
- 10 World Drug Report 2011, United Nations Office of Drug and Crime.
- 11 World Drug Report 2010, United nations Office of Drug and Crime.
- 12 Extent, Pattern and Trend of Drug Use in India, Ministry of Social Justice and Empowerment, Government of India, 2004.
- 13 The Narcotic Drugs and Psychotropic Substances Act, 1985, (New Delhi: Universal, 2012)

ਜਗਤ ਗੁਰੂ ਨਾਨਕ ਦੇ ਨੂਰ ਚ ਰੋਸ਼ਨ ਹੈ ਇਹ ਵਿਸ਼ਵ ਵਿਦਿਆਲਾ
ਜਗਤ ਗੁਰੂ ਨਾਨਕ ਦੇਵ
ਸ਼ਬਦ ਗੁਰੂ ਨਾਨਕ ਦੇਵ
ਕਿਰਤ ਕਰਮ ਦੀ
ਸ਼ਬਦ ਸੁਰਤ ਦੀ

ਸੰਗਤ ਪੰਗਤ
ਵੰਡ ਛਕਣ ਦੀ

ਖੋਜ, ਵਿਵੇਕ ਅਤੇ ਸਿਰਜਣ ਦੀ
ਕਰਤਾ ਪੁਰਖ ਰਹੱਸ ਦਰਸ਼ਨ ਦੀ

ਸਿੱਖਿਆ ਦੇਵਣ ਵਾਲਾ
ਰੋਸ਼ਨ ਹੈ ਇਹ ਵਿਸ਼ਵ ਵਿਦਿਆਲਾ

ਗਗਨ ਮੰਡਲ ਵਿਚ ਜਗਦੇ ਤਾਰੇ
ਦੀਪਕ ਸੋਹਣ ਦੁਆਰੇ ਦੁਆਰੇ

ਕਾਇਆ ਕਾਗਦ ਅੱਖਰ ਜਗਦੇ
ਪੁਸ਼ਪ ਸੁਹਾਵਣ ਧਰਤੀ ਹਿਰਦੇ

ਇਹ ਤੇਰੀ ਲੀਲਾ ਵਿਸਮਾਦੀ
ਨਿਤ ਨਵੇਲੀ ਆਦਿ ਜੁਗਾਦੀ

ਇਸ ਲੀਲਾ ਦੇ ਕਰਮ ਖੰਡ ਵਿਚ
ਤੇਰਾ ਸ਼ਬਦ ਸਵਾਰਨਹਾਰਾ
ਤੇਰਾ ਨਾਦ ਉਜਾਲਾ

ਰੋਸ਼ਨ ਹੈ ਇਹ ਵਿਸ਼ਵ ਵਿਦਿਆਲਾ

ਜਗਤ ਗੁਰੂ ਨਾਨਕ ਦੇਵ
ਸ਼ਬਦ ਗੁਰੂ ਨਾਨਕ ਦੇਵ



ਜਗਤ ਗੁਰੂ ਨਾਨਕ ਦੇਵ
ਪੰਜਾਬ ਸਟੇਟ ਓਪਨ ਯੂਨੀਵਰਸਿਟੀ
ਪਟਿਆਲਾ

JAGAT GURU NANAK DEV
PUNJAB STATE OPEN UNIVERSITY, PATIALA
(Established by Act No. 19 of 2019 of the Legislature of State of Punjab)