# Editorial Board

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ROLE OF SOCIAL SECTOR IN ECONOMIC DEVELOPMENT FROM THE POINT OF VIEW OF SCHOOL AND COLLEGE EDUCATION

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ABSTRACT
Social sector plays a very vital role in addressing the need of the masses, human capabilities can be strengthened through social sector development for a better nation. Social sector is an important sector for India’s economy and includes several important components such as education, health and medical care, water supply etc. that play an important role in human development. Social sector may also refer to the value system of an economy which fosters value. The elements of globalization, liberalization and economic reforms have played a key role in the areas of social infrastructure and development. This Paper examines “The role of the social sector in economic development from the point of view of school & college education”. Education in every sense is one of the fundamental factors of development. Education creates human capital for any nation.

INTRODUCTION
The development economists until 1960s specially after the industrial revolution attached great importance to material capital such as new machines, new factories new buildings etc. in the development process of the country. The manpower was not regarded an important variable for increasing productivity and income on the contrary after the industrial revolution the use of manpower gradually decreased which created the problem of unemployment in the society. Since 60’s the emphasis is gradually shifting to manpower as an important factor of development.

Education in every sense is one of the fundamental factors of development. No country can achieve sustainable economic development without substantial investment in human capital. Education enriches people’s understanding of themselves and world. It improves the quality of their lives and leads to broad social benefits to individuals and society. Education raises people’s productivity and creativity and promotes entrepreneurship and technological advances. In addition it plays a very crucial role in securing economic and social progress and improving income distribution. Manpower consists of all segments of a society which are engaged in one from or the other in development activities. If a country has a trained manpower, it makes economic activates highly productive both in quantitative and qualitative aspects. If the manpower is illiterate, unskilled under-nourished and of poor health, the output per man is low. This eventually leads to low income, low investment and the country remains trapped in vicious circle of poverty. Education as a mean of achieving economic development has become a respectable and challenging subject for scholarly research and analysis. This heightened interest in education reflects the fact that virtually all nations today, regardless of their stage of development or type of social system, are preoccupied with economic growth and social improvement.

Human Capital
Human capital refers to the productive capacities of human beings as income producing agents in the economy and may be defined as the stock of skills and productive knowledge embodied in people (Rosen 1989:682).
For understanding where the human capital comes from and what constitutes a successful investment in human capital, either at the individual or national level, one has to start with the family. It is the foundation of a good society and of economic success. Families are very important in the modern economy. To understand human capital, you have to go back to the family, because it is families that are concerned about their children and try, with whatever resources they have, to promote their children’s education and values.

Human capital theory holds that investment in improving human resources via education, results in improved productivity, and that both the costs of the investments and the benefits of improved productivity can be used to calculate an economic rate of return. The World Bank Policy Paper on Primary Education (1990, 1995, 1999) embraced human capital theory, observing that education, particularly at the primary level increases the productivity of the work force through improved literacy, numeracy, and health status. Similarly, research on China reports evidence of a significant, positive relationship between higher levels of education and GDP, using aggregate data at the national and provincial level (Fleisher, 2002:6). Estimates by Chen and Fang (2000) shows that, the stock of higher educated population has had a statistically significant, positive, and robust relationship to economic growth across provinces of China in the 1980s and 1990s. Wang and Yao (2002) show that in 1978-99 investment in human capital contributed somewhat more than 10 percent to overall per capita growth (Fleisher, 2002:7). These findings can be further understood according to World Bank’s study (1991, extracted from Lopez et al, 1998:3) on the same subject: “education enriches people’s understanding of themselves and the world. It improves the quality of their lives and leads to broad social benefits to individuals and society. It also raises people’s productivity and creativity and promotes entrepreneurship and technological advances, demonstrated in countries from Malaysia to Ghana”. Thus, the knowledge which received through higher education can be contributed to catch up with technologically advanced countries through better use of modern technologies, developing new equipment and skills while expanding entrepreneurship with positive effects on job creation and spill-over the knowledge among co-workers. In addition, the improvement of the knowledge of the people leads not only to the economic growth but also to enhance the social development (improve the health, decline of growth rate of population, reduce crime rates, greater civic participation, higher voting rate, understanding the responsibility etc.). As emphasized Lopez et al (1998), no country has achieved economic development without investing in education development. Many studies have shown the high returns to basic education, research, training, learning-by-doing, and capacity-building. Education is recognized as a principal contributory factor to boost productivity of workers by generating skills that raise their working capacity, leading to economic growth (Hill et al, 2005:1; Bloom et al, 2006; Galiani et al, 2008:437). This productivity gains can be contributed to enhancement of the income level of the individuals as well as the economy. Apart form these direct economic benefits, indirect social benefits such as better work habits, particularly a greater awareness of time and more internalized norms that would make them more dependable, can be realized through better education which contributes to economic development process. Lower crime rates, greater participation of people in the regional development activities, greater awareness of human achievement, an appreciation for cultural diversity and spill over the knowledge among the colleagues and neighbours are indispensable. requirements for efficient use of material resources to achieve fruitful results of the development activities.

The Advantages of Education to a Nation

Globalization and international trade requires countries and their economies to compete with each other. Economically successful countries will hold competitive and comparative advantages over other economies, though a single country rarely specializes in a particular industry. This means that the country’s economy will be made of various industries that will have different advantages and disadvantages in the global marketplace. The
education and training of a country's workers is a major factor in determining just how well the country's economy will do.

The study of the economics of training and education involves an analysis of the economy as a whole, of employers and of workers. Two major concepts that influence the wage rate are training and education. In general, well-trained workers tend to be more productive and earn more money than workers with poorer training.

Training
A successful economy has a workforce capable of operating industries at a level where it holds a competitive advantage over the economies of other countries. To achieve this, nations may try incentivizing training through tax breaks and write offs, providing facilities to train workers, or a variety of other means designed to create a more skilled workforce. While it is unlikely that an economy will hold a competitive advantage in all industries, it can focus on a number of industries in which skilled professionals are more readily trained.

Differences in training levels have been cited as a significant factor that separates rich and poor countries. Although other factors are certainly in play, such as geography and available resources, having better-trained workers creates spillovers and externalities. For example, similar businesses may cluster in the same geographic region because of an availability of skilled workers (e.g. Silicon Valley).

For the Economy

Many countries have placed greater emphasis on developing an education system that can produce workers able to function in new industries, such as those in the fields of technology and science. This is partly because older industries in developed economies were becoming less competitive, and thus were less likely to continue dominating the industrial landscape. In addition, a movement to improve the basic education of the population emerged, with a growing belief that all people had the right to an education.

When economists speak of "education," the focus is not strictly on workers obtaining college degrees. Education is often broken into specific levels:

1. Primary – referred to as elementary school.
2. Secondary – includes middle schools, high schools and preparatory schools
3. Post-secondary – universities, community colleges and vocational schools

A country's economy becomes more productive as the proportion of educated workers increases, since educated workers are able to more efficiently carry out tasks that require literacy and critical thinking. As stated earlier, better-educated workers tend to be more productive than less educated ones. However, obtaining a higher level of education also carries a cost. A country doesn't have to provide an extensive network of colleges or universities in order to benefit from education, it can provide basic literacy programs and still see economic improvements.

Countries with a greater portion of their population attending and graduating from schools see faster economic growth than countries with less-educated workers. As a result, many countries provide funding for primary and secondary education in order to improve economic performance. In this sense, education is an investment in human capital, similar to investment in better equipment. For businesses, an employee's intellectual ability can be treated as an asset. This asset can be used to create products and services which can then be sold. The more well-trained workers employed by a firm, the more that firm can theoretically produce. An economy in which employers treat education as an asset in this manner is often referred to as a knowledge-based economy.

Like any decision, investing in education involves an opportunity cost for the worker. Hours spent in the classroom cannot also be spent working for a wage. Employers, however, pay more wages when the tasks required to complete a job require a higher level of education. Thus, while wage earning might be lowered in the short-term as an opportunity cost to becoming educated, wages will likely be higher in the future, once the training is complete.
Role of school education in economic development

Individuals are interested in taking more schooling partly because on average, they can earn more and get better jobs with more schooling. For many, more schooling can be a source of social mobility. Similarly, countries are interested in raising the average level of schooling in their population because they think that doing so will improve productivity, increase economic growth, raise the quality of jobs in the economy, and reduce poverty and inequality. Some of the earliest work in the economics of education argued that a major effect of more education is to improve the production capacity of the labour. Because highly educated workers are more literate and numerate, they should be easier to train to do more complex tasks. It is expected that providing basic education would establish favourable informal institutions, by installing morals, such as good work ethics, a greater awareness of responsibilities, value of time and norms creating a dependable, efficient and effective workforce. In the last 20 years we’ve had a combination of a very powerful human capital view, that if you invest in your own education you’ll get returns in a better job and better income. We’ve also had a very powerful human rights argument that education is a fundamental right, and therefore we need to do something in developing countries about getting children into schooling. The government has to initiate steps mainly in social sector development like development of elementary and other education, primary health, provision of all kinds of assistance to women, children and the most vulnerable sections of the society. Besides, the people’s choices, human capabilities of the nation can be enhanced for a better tomorrow through social sector development. The Millennium Development Goals (MDG) and Human Development Report (HDR) very much include the determinants which are an inevitable part of the social sector. Hence, social sector has to play a huge role primarily in the areas of education and health if we are looking forward to social transformation, inclusive growth and sustainable development.

The Role of Higher Education in Economic Development

Higher education has historically included economic development as part of its core mission. The colleges and universities serving the nation have to allocate fiscal, physical, and human resources and create entrepreneurship systems within the institutions to advance economic development. Higher education provides strong, visible leadership designed to
• create a quality workforce by growing, training, and attracting the finest talent
• support current business and industry
• improve learning and teaching from pre-school through graduate school
• take strong and visible roles in regional initiatives
• disseminate research and promote technology transfer
• enhance the technology infrastructure
• promote livable communities
• employ a diverse workforce

A Quality Workforce: Growing, Training, and Attracting the Finest

Higher education will be a dominant, if not decisive, factor in preparing workers with the robust skills needed to adapt to changing job requirements. The transition from manufacturing to the technology-based new economy dramatically raised the skill level needed to get a job.

Ten Ways we can Strengthen the National Economy through focus on higher education
1. Raising educational levels to create a quality workforce
2. Improving learning and teaching from pre-school through graduate school through working with the public schools and by competitive grants.
3. Training and supporting – where you need it, when you need it through Entrepreneurship Center Network, Small Business Development Centers, and the Procurement Technical Assistance program.
4. Providing lifelong learning opportunities to students a year through continuing education, GED, adult basic education, and English as Second Language programs etc.
5. Identifying the needs of business and industry by including them on advisory committees for academic and professional programs.
6. Taking strong and visible roles in regional initiatives through partnerships that involve hundreds of local public and private agencies.
7. Disseminating research and promoting technology transfer through specialized research studies
8. Enhancing the technology infrastructure by offering programs in information technology, biotechnology, engineering, and applied technologies.
9. Promoting livable communities
10. Employing a diverse workforce with good annual payroll, which generates income for the educated youth

Education and economic growth in India
The link between public spending on education and economic growth is by now well-established in the literature. Starting with the work of Schultz (1961) education has been viewed as investment in human capital rather than considered to be a consumption good under Keynes' influence. Subsequently, Blaug et al (1969), Tilak (1987) and Psacharopoulos (1993) show that investment in education yields a higher rate of return than investment in physical capital. Romer (1986) and Lucas (1988) have propounded the new growth theories in which sustained long-run growth of per capita income is explained by the likelihood of investment in human capital generating constant or increasing returns. Empirical studies in the literature on education and economic growth also find compelling evidence for the hypothesis that a substantial proportion of the growth of the economies is attributable to the rise in the educational levels of the workforce. Lau et al (1993) attribute almost 25 percent of the economic growth in Brazil to the increase in the average education of the workforce. The success stories of the East Asian miracle economies are also replete with references to mass primary education programmes pursued by their governments (World Bank, 1993). In India, Mathur (1993) has shown that a positive association exists between stocks of human capital and economic development and that the association becomes stronger at higher levels of education. Mathur and Mamgain (2002) find the influence of both technical and general education on per capita income to be positive with that of the former being more powerful. In agriculture, Chaudhri (1979) finds that primary schooling affects productivity positively, particularly in times of rapid technological change.

While the link between the spread of education and economic growth is regarded as undisputable, the preceding link between public education expenditure and the spreading of education has become a bit of a controversial area, especially in India. Empirical evidence in India in this regard is diverse—differing hugely across the states—and does not seem to corroborate the assumed positive linkage between public spending on education and the spread of education (Pradhan, Tripathy and Rajan (2000)). Various explanations are offered for the absence of a strong positive association between public education expenditure and educational outcome—leakages from the amount spent due to corruption, teacher absenteeism, non-motivated and discouraging teachers, ill-equipped schools and unwillingness of parents to send their children to schools due to economic or non-economic constraints. The conclusion sometimes drawn from all this is that public spending is not really instrumental in promoting education, and therefore should not be overdone. This is unfortunate especially because the diverse empirical evidence does not warrant this rather straightforward conclusion. A detailed examination of the question of the impact of public education expenditure on the quality of education and educational outcome, particularly enrolment, has been done by Pradhan and Singh (2004). Pradhan and Singh (2004) also do not find a strong influence of public expenditure per child and the rate of growth of expenditure on the enrolment rate for 16 major states of India. However, this is because the varying degrees of ‘efficiency’ of expenditure across states are not taken into account. The efficiency of expenditure is defined as the technical efficiency of the inputs—the number of schools and the number of teachers—in generating educational output, such as enrolment. Using Data Envelopment analysis (DEA), they rank the states by their levels of technical efficiency. Having thus ranked the states by their levels of technical efficiency, they find stronger positive association between public education expenditure and enrolment for the relatively efficient
states as compared to the relatively inefficient states. In other words, once the efficiency of expenditure is taken into account, the effect of public education expenditure on enrolment is seen to be stronger.

**Challenges: Access, Equity, Quality, and Speeding Up Reform- A Global Scenario**

The economies of low-and middle-income countries have been growing at historically rapid rates. Progress in education—expanded enrolments and longer schooling—has contributed to this growth and so has helped to reduce poverty in developing countries. In 1990 a typical six-year-old child in a developing country could expect to attend school for 8.5 years, up from 7.6 years in 1980. In Eastern Europe and central Asia schooling for 9 to 10 years is the rule; in East Asia and in Latin America and the Caribbean primary education is almost universal. Countries in the Middle East and North Africa are making steady progress; so are those in south Asia, although they have a considerable distance to go. Sub-Saharan Africa is lagging; certain countries there are making gains, but overall, primary enrolment ratios are actually declining. Yet despite these substantial achievements in the world as a whole, major challenges remain: these are to increase access to education in some countries, to improve equity, to improve quality, and, where needed, to speed educational reform. In most countries, more children wish to go to secondary schools than are able to enroll, and the demand for higher education is in general increasing faster than the supply. The issue of equity mainly affects several overlapping disadvantaged groups, including the poor, linguistic, and ethnic minorities, nomads, refugees, and street and working children. The different access that boys and girls have to the education system in some parts of the world is also very important because it contributes to gender differences later in life. The gender gap in expected years of schooling in now very small in most countries in Europe and central Asia and in Latin America. It remains large in the Middle East and North Africa and in south Asia, where it is not closing at all. The quality of education is poor at all levels in low and middle-income countries. Students in developing countries have a mean level of achievement below that in industrial countries, and their performance shows a much greater variation around the mean. Delays in reforming education systems to keep pace with economic structures are most apparent in the transition economies of eastern and central Europe. Lags in reform can hinder growth; conversely, timely reform can pay off in terms of economic growth and poverty reduction, as evidenced by the East Asian countries that have generally invested heavily in basic human capital, both male and female.

**Conclusion**

Education is indispensable to economic development. No economic development is possible without good education. A balanced education system promotes not only economic development, but productivity, and generates individual income per capita. Its influence is noticeable at the micro level of an individual family.

**Bibliography**


“A critical analysis of capital markets in Globalized Scenario of India: A Study from the investor’s point of view as well”

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ABSTRACT
This Paper emphasizes the perception of investor for the capital markets as well as on the deep study of existence of the concept of “Capital Markets “in Indian Scenerio.Customer satisfaction is a measure of how products and services supplied by a company can meet the customer’s expectations. Customer satisfaction is still one of the single strongest predictors of customer retention. It’s considerably more expensive to attract new customers than it is to keep old ones happy. In a climate of decreasing brand loyalties, understanding customer service and measuring customer satisfaction are very crucial. With better understanding of customers' perceptions, companies can determine the actions required to meet the customers' needs. They can identify their own strengths and weaknesses, where they stand in comparison to their competitors, chart out path future progress and improvement. Customer satisfaction measurement helps to promote an increased focus on customer outcomes and stimulate improvements in the work practices and processes used within the company. Customer expectations are the customer-defined attributes of your product or service you must meet or exceed to achieve customer satisfaction.

INTRODUCTION
The capital market is a vital of the financial system. Capital market provides the support of capitalism to the country. The wave of economic reforms initiated by the government has influenced the functioning and governance of the capital market. The Indian capital market is also undergoing structural transformation since liberalization. The chief aim of the reforms exercise is to improve market efficiency, make stock market transactions more transparent, curb unfair trade practices and to bring our financial markets up to international standards. Further, the consistent reforms in Indian capital market, especially in the secondary market resulting in modern technology and online trading have revolutionized the stock exchange. Capital market concerned with the industrial security market, government securities markets, and long term loan market. Capital market deals with long term and medium term funds. It deals with shares, stocks debentures and bonds. Security dealt in capital markets are long-term securities. It provides a market mechanism for those who have saving and to those who have saving and to those who need funds for productive investments. The capital market aids economic growth by mobilizing the savings of the economic sector and directing the same towards channels of productive uses. Companies turn to them to raise funds needed to finance for the infrastructure facilities and corporate activities. The capital market is source of income for investors. When stock of other financial assets rise in value, investors become wealthier, often they spend some of this additional wealth boost sales and promoting economic growth. Stock value reflects investor reactions to government policy as well, if the government adopts policies that investors believe will
 hurt the economy and company profits, vice-versa. In the post-reform period, India stands as an economy that is rapidly – modernizing, globalizing and growing. India is poised as a fast growing emerging market economy in the face of the current turmoil and pessimism. The resilience shown by India comes from the strong macroeconomic fundamentals. The household sector is coming to prominence with impressive contribution in the national pool of savings. Rising investment levels and improved productivity are the engines driving growth. Indians have witnessed a doubling of average real per capita income growth during the tenth plan period. The government has progressed towards a fiscal correction. There has also been a sharp rise in net capital inflows. The strong institutional and macroeconomic policy framework in India is further complemented by the gains from trade and global financial integration.

Definitions and Meaning of Capital Market: The capital market is a place where people buy and sell securities. Securities in this sense is simply a bundle of rights sold to the public by companies, authorities or institutions on which people then trade in the capital market. There are different types of securities or bundles of rights. These include shares, debentures, bonds, etc. There are two levels of the market. The primary market is the market where those wishing to raise funds from the stock market sell their securities to the public. The secondary market is where those who bought the securities in the Initial Public Offer (IPO) can sell them any time they wish. The reason why people buy securities from the primary market is because they have the assurance that there is a secondary market where they can sell those shares possibly at a profit.

The Capital Market Solicitors Association (CMSA) is a voluntary professional organization consisting of Law firms duly registered by the Securities and Exchange Commission (SEC) to act as Capital Market Operators in the capacity of solicitors. Some of the aims and objectives of the Association ranges from protection of the interest of its members, contributing to the policy and regulation process within the capital market. According to Arun K. Datta, The capital market may be defined as “The capital market is a complex of institutions investment and practices with established links between the demand for and supply of different types of capital gains”. According to F. Livingston defined the capital market as “In a developing economy, it is the business of the capital market to facilitate the main stream of command over capital to the point of the highest yield. By doing so it enables control over resources to pass into hands of those who can employ them most effectively thereby increasing productive capacity and spelling the national dividend”. Capital market defined as “The market for relatively long-term financial instruments. It consists of gilt edged market and the industrial securities market. The gilt edged market refers to the market for government and semi-government securities backed by the RBI. The securities traded in this market are stable in value.
and are much sought after by banks and other institutions.

**Capital market participants:**
The supply in this market comes from savings from different sectors of the economy. These savings accrue from the following sources:

1. Individuals.
2. Corporate.
3. Governments.
4. Foreign countries.
5. Banks.
6. Provident Funds.

**History of Indian Capital Market:** Indian Stock Markets are one of the oldest in Asia. Its history dates back to nearly 200 years ago. The earliest records of security dealings in India are meager and obscure. The East India Company was the dominant institution in those days and business in its loan securities used to be transacted towards the close of the eighteenth century. The Indian capital markets and the stock market, in particular can be traced back to 1861 when the American Civil War began. The opening of the Suez Canal during the 1860s led to a tremendous increase in Exports to the United Kingdom and United States. Several companies were formed during this period and many banks came to the fore to handle the finances relating to these trades. With many of these registered under the British Companies Act, the Stock Exchange, Mumbai, came into existence in 1875. It was an unincorporated body of stockbrokers, which started doing business in the city under a banyan tree. Business was essentially confined to company owners and brokers, with very little interest evinced by the general public. There had been much fluctuation in the stock market on account of the American war and the battles in Europe. Sir Premchand Roychand remained a kingpin for many years.

**Indian Capital Market before Independence:** The Indian capital market was not properly developed before Independence. The growth of the industrial securities market was very much hampered since there were very few companies and the number of securities traded in the stock exchanges was still smaller. Most of the British enterprises in India looked to the London capital market for funds than to the Indian capital market. A large part of the capital market consisted of the gilt-edged marker for government and semi-government securities.

**Indian Capital Market after Independence:** Since Independence and particularly after 1951, the Indian capital market has been broadening significantly and the volume of saving and investment has shown steady improvement. All types of encouragement and tax relief exist in the country to promote savings. Besides, many steps have been taken to protect the interests of investors. A very important indicator of the growth of the capital market is the growth of joint stock companies or corporate enterprises. In 1951 there were about 28,500 companies both public limited and private limited companies with a paid-up capital of Rs. 775 crores. In the 1950s, Century Textiles, Tata Steel, Bombay Dyeing, National Rayon, and Kohinoor Mills were the favorite scripts of speculators. As speculation became rampant, the stock market came to know as the satta bazaar. The planning process started in India in 1951, with importance being given to the formation of institutions and markets Securities Contract Regulation Act 1956 became the parent regulation after the Indian Contract Act 1872, a basic law to be followed by security markets in India. To regulate the issue of share prices, Controller of Capital Issues Act (CCI) was passed in 1947. In the 1960-70s was
characterized by was and droughts in the country with led to bearish trends. These trends were aggravated on forward trading its call badla, technically called ‘contracts for clearing’. Financial institutions such as LIC and GIC helped revive the sentiment by emerging as the most important group of investors. The markets have witnessed several golden times too. Retail investors began participating in the stock markets in a small way with the dilution of the FERA in 1978. Multinational companies, with operations in India, were forced to reduce foreign shareholding to below a certain percentage, which led to a compulsory sale of shares or issuance of fresh stock. Indian investors, who applied for these shares, encountered a real lottery because those were the days when the CCI decided the price at which the shares could be issued. There was no free pricing and their formula was very conservative.

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बाल साहित्य का अभियान अध्याय के में लिखे जाने बाल साहित्य से है। बाल साहित्य से एक शिशु का प्राम परिवर्धन लोगों के रूप में होता है। माँ की लोगी सुन्ताने-सुन्ताने निधारण से शिशु का सो जाना बालकार्य के श्रेणी रूप से उसके प्राम किन्तु प्राम परिवर्धन का सुरक्षक है। इसके बाद बच्चा कुछ बड़ा होता है और कहाँ नियमों के लिए नानी-दादी को पुनः प्रस्तावित है। प्रयोग: 'एक बाल राजा' से शुरू होने वाली इन कहानियों के मौलाम से यह बालकार्यों के श्रेणी रूप का परिवर्धन प्राप्त करता है। इससे स्पष्ट है कि पढ़ना लिखना शुरू करने से पहले ही बच्चों का बाल साहित्य से गहरा जुड़वा हो जाता है।

हिंदी की बाल कविता हिंदी साहित्य की महत्तापूर्व विषय है। इसके प्रति जब हम विचाराधार होते हैं, तब अनेकों विषयहीन हमारे अन्दर हिलों लेने वाली हैं। बाल कविता के बारे में जानने की उत्सुकता जाग उठती है। बाल कविता कैसी होती है? कहाँ से आयी? आदि प्रयोगों के उत्तर हमें और विज्ञान एवं मननशील बनाते हैं, तब हमें हिंदी बाल कविता के इतिहास की जानने की आवश्यकता प्रतीत होती है। हिंदी बाल कविता के इतिहास के बारे में एक मन्त्रका ता का आवश्यक बनता है, किंतु अन्य विषयों के बारे में हिंदी बाल कविता के इतिहास की जानने की आवश्यकता प्रतीत होती है। हिंदी की बाल कविता हिंदी साहित्य की महत्तपूर्व विषय है। इसके प्रति जब हम विचाराधार होते हैं, तब अनेकों विषयहीन हमारे अन्दर हिलों लेने वाली हैं। बाल कविता कैसी होती है? कहाँ से आयी? आदि प्रयोगों के उत्तर हमें और विज्ञान एवं मननशील बनाते हैं, तब हमें हिंदी बाल कविता के इतिहास की जानने की आवश्यकता प्रतीत होती है। हिंदी बाल कविता के इतिहास के बारे में एक मन्त्रका ता का आवश्यक बनता है, किंतु अन्य विषयों के बारे में हिंदी बाल कविता के इतिहास की जानने की आवश्यकता प्रतीत होती है। बाल कविता के इतिहास के बारे में एक मन्त्रका ता का आवश्यक बनता है, किंतु अन्य विषयों के बारे में हिंदी बाल कविता के इतिहास की जानने की आवश्यकता प्रतीत होती है।
जानी जायेगी, उन्में यह भी एक है। उसने हिंदी वाल कविता के इतिहास को जन्म दिया है।
कुछ विद्वान यहाँ नियही वाल साहित्य का शुरुआत सूचक से मानते हैं। लेकिन यह उठाते नहीं लगता। पुरातत्त्व में कुछ का बालाकथा का वर्णन अवश्य किया, उनके मन में प्रामाण्यता है तथा माना में लालच। इस्तेमाल सूचक ने जो लिखा उसके साहित्य की कहानी नहीं कहा जा सकता। कई दशकों तक नवनार जैसी लोकतांत्रिक बाबा परिबार के संगठन का दायित्व समान पूरे साक्षात प्रकाश भारती हिंदी वाल साहित्य के उद्वेग काल को 1623 तक खींच लेते है। ये जटल के द्वारा लिखित 'गार बाल कूट की कहानी' को ही गार वाल साहित्य की पहली पुस्तक मानते हैं। लेकिन यह धारणा आत्मिक और पूर्वाधार प्रतीत नहीं है।
कवि जटल की यह रचना वैर और सूचना की कृति है। ऐसी कृतियों का मूल उद्देश्य अपने आभासदत्त साहित्य को प्रसार करना था। 'गोर-बाल की कथा' के मुख्य में भी जो कथा है वह भी, राजकीयों के प्रथम और सरकार से भरी पढ़ी है। ऐसी कथा का बाल साहित्य के आधुनिकता मान लेना सरारार अनुमित है। इसके मुख्य में लिखित कविताकी नायन पद्धति है, जिसके सार्वजनिकीय वैश्विक बालसशि का माना प्रभाव कर देता है।
इस कहानी में गोर-बाल की कृति है। परंतु उसका जो संदर्भ है, वह उसका कहीं से भी बाल साहित्य की रचना सिद्ध करने का काम में है। 'गोर-बाल की कथा' के मुख्य में भी जो कथा है वह भी, राजकीयों के प्रथम और सरकार से भरी पढ़ी है। ऐसी कथा का बाल साहित्य के आधुनिकता मान लेना सरारार अनुमित है। इसके मुख्य में लिखित कविताकी नायन पद्धति है, जिसके सार्वजनिकीय वैश्विक बालसशि का माना प्रभाव कर देता है।
इंटरनेशनल जर्नल ऑफ फुन्डामेंटल एंड एप्लिड रिसर्च


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भावों कि यह पेंट और लतायें किसने बनाई हैं? दादी आप हमें अपूर्वपेन्ट की कहानियाँ मान सुनना, बल्कि यह भावों कि ये सुंदर–सुंदर पुत्र और कल्लीया किसने बनाई? यह जीवनज्ञ, मेंढ़क, सींघ, मिलखिलयर, कहाँ से आये हैं? दादी हमें भावों ये चाँद तारे किसने बना है? और यह नीला अमर किसने बनाया है? आदि नाना प्रकार के सवाल दादी से करते हुए इस प्राकृतिक आचरण-जनित सुंदरताओं के पीछे उस अलर्चिक शासकी इंतज़ार के रूप में भाव एवं आत्मा प्रकट हो जाती है।

यह बच्चों में आश्चर्य हेतु, अत्यन्त इदानीय भावना प्रमाण दीक्षित महावी की कहीं पूर्ण महकाय कितने नामक बाल कविता में दृष्टिगोचर होती है।

17 जी. हरिकृष्ण देसाई जी का हिंदी के बाल कविताओं में एक महत्वपूर्ण रूप है। उन्होंने बच्चों के लिए अनेक बाल कविताओं की अत्यंत रचना भी है। यहीं उन्होंने बच्चों को समय के महत्व को प्रतिमार्दित करते हुए लिखा है कि समय वह अनूठा व्यक्ति है जो एक बार निकाल लिया तो दुनिया नहीं आता और जो बच्चे समय के महत्व को नहीं जानते हैं वो जीवन में कुछ भी नहीं कर पाते हैं क्योंकि क्या भी गया है कि समय कुछ नए क्रिया उत्पन्न अर्थात समय निकल जाने पर केवल पछताने के अलावा कुछ नहीं बनता है।

यह कहना समीचीन होगा कि हिंदी बाल कविता के रूप में राजा–रानी, मृत–प्रेत, परिरित–रायक, देवी–देवताओं, जीव–जंतु, बन–प्राणी, जीवन, जुलू, पेड–पीछे, देश–प्रेम, भारतीय संस्कृति, हिंदुधार, धर्म, धार्मिक, सूर्य, चन्द्रमा, बादल, कोयला, योग, प्रेम, सद्भाव, कृपा, विज्ञान, सूचना, पर्यावरण, इंजीनियर, देश–प्रेम के गीत, बुध, बिल्ली, बातु, हाथी, बंट, गाय, नौसेना, वाद, महापुरुष गाया, मेंढ़क, वैश्विक भावना, खेलकर्ता, आदिमालिकी, काफ, कैट, आ, चीटी, मंगलाई, पासर्टट, स्कूल, राशन काई, जगन में गणनात, चित्र कविताएं, सामाजिक, सांस्कृतिक ज्ञान, जीवन–शैली, बाल, बाल मोर्बिज्ञान, लक्ष्य का महत्व, खेल–लज्जा, कृष्णज्ञान, खान–पैन, रहन–सहन आदि भारतीय स्तंभों को सहा लेकर भारतीय बाल साहित्यकारों ने अत्यन्त सुंदर हास्य व्यंग्य एवं ज्ञानपर्याप्तसे सुधी सुंदर कविताएं लिखी हैं।

fu’d ‘KZ’ एवं निश्चय का में कहा जा सकता है कि, अपने चचुरतिक प्रतिया समाज का सच्चां और भूमिका निश्चय का अपने लिए सेवकरणों में पाना चाहता है। आज समाज में व्यक्ति ब्रह्मचार, गुड़गाँव, महाभारत और मांगहाउल जैसी समस्याओं से बचने भी अन्नभिज्ञ नहीं है। इसीलिए कवियों ने इन विषयों पर संग्रह बालोप्रोगी कविताएं लिखी हैं। समुद्र लोक की स्थिति, पूरथ की विश्वस्ता, लोक जीवन शैली, हिंदी के बाल कविता का सुंदरधर्म स्तंभ है, जहाँ से बालकथा लिखा गया है और लिखा जा रहा है।

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