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Editorial Board

Editorial

Heartiest congratulations to the readers, writers in the beginning of the New Year, 2018. Four years passed very quickly with the flapped wings of time. There is a stirring life 'Art is long and time is fleeting'. Desh Vikas journal has stood the taste of time in the light of the above statement. Man and mind are closely related. Man is cerebral, intellectual, mental and spiritual. Desh Vikas journal is proud of tying a good number of writers and capitalising their resources. It has been rightly said by H.W. Longfellow "Life is real and Life is earnest and the grave is not its goal", and the verdict is applicable to the journal in the light of its sustainability that it will flourish because of your good wishes and fervent support.

Desh Vikas has completed the incessant journey by satiating intellectual needs of the readers, researchers, writers, and research scholars. It became possible due to the tireless effort of the Editor and learned board of Editors. The journal has been approved by UGC under the catogiry of Social Sciences (all). I am very happy to inform you that the journal also got an impact factor 2.2376 for the year 2017-2018. The researchers, writers, research scholars should cooperate us in this direction. We expect unstinted support of the consumers, writers and the well-wishers in future. In this issue we have accommodate 27 research papers which are rich taste and style.

As you know that it is very difficult to run a journal which requiered more coordination between diffferent departments like authors, editors, printers, publishers and marketing agents. We exerted our sincere efforts to publish this January – March issue on time with reflections of quality. It is expected that all the articles will appease the intellectual hunger of the readers and researchers at large. On this occasion, I thank all the editorial committee members, authors, readers and printers of Desh Vikas Journal for their continuous help and intellectual contribution to produce this issue successfully. On this occation I wish you a Happy and Prosperous New Year!!!

Dr. M. Abraham
Editor

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Impact of School Sanitation Programme

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ABSTRACT

Toilets and sanitation systems cater for one of the most basic human functions. Inadequate facilities, poor access and poor knowledge of urinary or bowel health can have wide ranging implications for physical, emotional and psychological health. Safe drinking water, sanitation and hygiene are very important ingredients for healthy and good standard of life for every human being. Currently, 2.5 billion people in world i.e. 40 per cent of world population defecate in open due to lack of adequate facilities for sanitation. As its consequences, it affects their health as well as the environment. Children, particularly girls and women, are the most affected. Water, sanitation, and hygiene in schools contribute to better health and educational outcomes among school children. It secures a healthy school environment and protects children from illness and exclusion, benefiting both learning and health. Children have the right to have basic facilities such as school toilets, safe drinking water, clean surroundings and basic information on hygiene. The present empirical study quantifies and describes the overall impact of improved access to school-based sanitation intervention on children attendance, dropout rate and enrollment. The study found improvement in girl's enrollment, reduction in school dropouts, and improvement in attendance and health.

Keywords: *School-based sanitation, hygiene education, school environment.*

Introduction

Safe drinking water, sanitation and hygiene are very important ingredients for healthy and good standard of life for every human being. Eighty-eight percent

of all diseases are caused by unsafe drinking water, poor sanitation and hygiene across the globe. Currently, 2.5 billion people in world i.e. 40 per cent of world population defecate in open due to lack of adequate facilities for sanitation. As its consequences, it affects their health as well as the environment. Consumption of contaminated drinking water, improper disposal of human excreta, and lack of personal and food-related hygiene and improper disposal of solid and liquid waste has been major causes of many diseases in India and it is estimated that around 30 million people suffer from water-related diseases. Different pathogens can affect the body in many different ways causing water borne diseases such as cholera, diarrhea, shigellosis etc (Enger et al. 2013). Children, particularly girls and women, are the most affected. A safe toilet accompanied by hand washing with soap, provides an effective barrier to transmission of diseases. The main goal of toilet/sanitation facility is to prevent human waste from contaminating drinking water, food, and our hands. Just as important as a safe and comfortable toilet is a way to wash hands after using it. Safe toilets and hand washing together can prevent most of the illnesses that come from germs in human waste.

Government of India interventions on sanitation
The Government of India has been taking persistent efforts for the improvement of sanitation since 1951. Water supply and sanitation were added to the national agenda during the first five-year plan (1951-56). Central Rural Sanitation Programme (CRSP) was launched in 1986 in the Ministry of Rural Development with the objective of improving the quality of life of rural people and to provide privacy and dignity to women. The programme provided large subsidy for construction of sanitary latrines for BPL households.

The Government of India started targeted interventions and strategies for improvement in sanitation, and it gained strength from the middle of 1999 onwards. Another important programme for improvement of sanitation is Total Sanitation campaign (TSC) which was launched in April 1999to promote increased affordability. It also lays emphasis on school sanitation and hygiene education for bringing about attitudinal and behavioural changes for relevant sanitation and hygiene practices from a young age. Incentives and Awards were also initiated and one of such intervention is Nirmal Gram Puraskar launched in October of 2003. These awards were given to districts, blocks, and Gram Panchayats that have achieved 100 per cent sanitation coverage of individual households, 100 per cent school sanitation coverage

and free from open defecation and clean environment. Indira Aawas Yojana (IAY), intended for constructing *pucca* houses for poor communities, was mandated to construct toilets to avail funding and subsidy. Through Mahatma Gandhi National Rural Employment Guarantee Scheme (MNREGS) rural sanitation programme was given impetus. Ministry of Health through National Rural Health Mission (NRHM) also worked towards convergence by integrating water, sanitation and health. Swachh Bharat Abhiyan is a very recent interventions of the Indian Government launched on 2nd October 2014 to achieve clean India by 2nd October 2019, to eliminate open defecation by constructing toilets for households, communities, to eradicate manual scavenging and introduce modern and scientific municipal solid waste management practices andto enable private sector participation in the sanitation sector and to change people's attitudes to sanitation and create awareness.

School sanitation

The provision of water, sanitation and hygiene facilities in school secures a healthy school environment and protects children from illness and exclusion. It is a first step towards a healthy physical learning environment, benefiting both learning and health. Children who are healthy and well-nourished can fully participate in school and get the most from the education. Hygiene education in schools helps promote those practices that would prevent water and sanitation related diseases as well as encourage healthy behaviour in future generations of adults.

Children have the right to have basic facilities such as school toilets, safe drinking water, clean surroundings and basic information on hygiene. Lack of appropriate facilities may discourage children from attending school and the unsanitary conditions will send children the wrong message about the importance of sanitation. They spend a significant amount of time in their schools; the physical environment has a major impact on their well-being. School water, sanitation and hygiene education initiatives have a profound impact on the health of children, on learning, the teaching environment and on girls' education. They are directly related not only to physical, mental and social health, but ultimately to economic and social development. There are positive outcomes of school sanitation. The positive outcomes include; health environment, higher students achievement in class and higher school attendance. Improved school sanitation facilities have an impact on attendance and retention, increasing employment rates and quality of life.

Government interventions to promote WASH in schools

Schools can play an important role in bringing about behavioural changes and promoting better health as children are potential agents of change in their homes through their knowledge and use of sanitation and hygiene practices learned at school. School sanitation and hygiene education supports the children and adolescents of today as they develop healthy behaviours that will be sustained when they become the adults of the next generation. Investing in water, sanitation and hygiene services at schools contributes to the achievement of several international agreements, including the goals of 'A World Fit for Children', the Convention on the Rights of the Child, Education for All, the Millennium Development Goals and Vision. Therefore the Government of India has identified school sanitation as an important issue and it has been taking many initiatives and interventions to promote WASH at schools. The RTE Act 2009 laid down the norms and standards (including drinking water and sanitation) separate toilets for boys and girls, safe and adequate drinking water facility for all children. The Supreme Court also gave direction to all states to prioritize school toilets and drinking water.

Latest intervention in schools is Swachh Bharat: SwachhVidyalaya which is the national campaign driving 'Clean India: Clean Schools'. A key feature of the campaign is to ensure that every school in India has a set of functioning and well maintained water, sanitation and hygiene facilities. Water, sanitation and hygiene in schools refers to a combination of technical and human development components that are necessary to produce a healthy school environment and to develop or support appropriate health and hygiene behaviours. The technical components include drinking water, hand washing, toilet and soap facilities in the school compound for use by children and teachers. The human development components are the activities that promote conditions within the school and the practices of children that help to prevent water, hygiene and sanitation related diseases. The Ministry of Human Resource Development, Department of School Education and Literacy worked intensively to mobilize the support of corporates and NGOs in this National Mission.

Corporates interventions under CSR programme

The RINL has taken up Swachh Vidhyalaya programme in 2014-15 to supplement the interventions made by the Indian Government in terms of physical (i.e. infrastructure) and the human aspect (the awareness building) on school sanitation. The RINL has Constructed or Repaired of 86 toilets

spanning across 33 schools under Swatcha Vidhyalaya. These toilets were constructed by the Sarva Siksha Abhiyan under the supervision of RINL officials.

Research Methodology
Objectives

1. To examine the condition of the constructed toilets, adequacy and other maintenance issues
2. To compare the difference in enrollment, attendance, and absenteeism rates before and after toilets construction.
3. To highlight the impact of provided sanitation facilities on student's performance
4. To develop recommendations for better WASH conditions at educational institutions

Sample. The researcher has finalized the sample by using simple random sampling and selected 10 schools for the study out of 33 schools comprising 33 per cent of the total universe. In these schools RINL constructed 21 new toilets and renovated 12 toilets.

Tools of data collection. The researcher adopted mixed method approach in collecting data for the study. The main instruments used in gathering data were interview schedule, Observation and Focus Group Discussions.

Interview schedule. The interview schedule was designed based on the objectives of the study, further validated by colleagues and experts to obtain validity for the study. The interview schedule was administered to the respondents in the 10 schools sampled by the researcher.

Focus Group Discussion. The selected pupils in each school were put into one group in a classroom and were encouraged to discuss about water, sanitation in their school after permission had been sought from the School management.

Data Analysis

Descriptive statistics using frequencies and simple percentages were used to describe the data on the basis of the responses of the respondents to the interview schedules. Paired T-Test was applied to know the impact of construction of toilets in the selected schools.

Impact of sanitation
Sanitation and Girls enrollment and attendance

Various development organizations (UNICEF 2003 and World Bank 1996) have repeatedly argued that building toilets and boundary walls can increase

enrolment as well as improve learning outcomes and attendance. A lot of parents don't send their children to school because they don't see it as a feasible investment. By employing visible strategies like building school infrastructure, the government can change these perceptions. Achieving universal primary enrolment is a Millennium Development Goal. Governments and policymakers are trying to find ways to achieve universal primary education through various interventions. A recent study (Adukia 2014), using data from government schools in India, claimed that building toilets leads to an increase in school enrolment.

According to a World Bank report (1996), parents in Pakistan are unwilling to send their children, particularly daughters, to school without boundary walls and toilets. The study recommended that "suitably designed latrines, and boundary walls be made a priority for all girls' schools." However, this study was not based on any statistically rigorous methodology.

Dostie et al (2006) used a probit model to explore the determinants of school enrolment in Indian villages. They concluded that, in addition to household and village characteristics, school infrastructure plays an important role in enrolment decisions, especially for girls.

Schools in developing countries often don't have basic infrastructure and facilities. Lack of these facilities (drinking water, sewerage system, toilets, classrooms etc.) is often held responsible for student absenteeism (Jasper et al 2012) due to disease, low teacher's attendance (Chaudhury et al 2006), sub-optimal educational outcomes (direct result of teacher and student absenteeism) and low enrolment rate.

Increasing female education is an important priority of Government of India which launched BetiBachao, BetiPadhao Yojana to increase the sex ratio of girls and to increase education among girls. Girls lag behind boys in school enrollment, and female schooling is thought to be important for a variety of development outcomes (Behrman and Rosenzweig 2002; Behrman and Wolfe 1989; Wolfe and Behrman 1987; Glewwe 1999). Poor school sanitation facilities have been cited as a factor that can push children, particularly girls, out of school. Girls are particularly vulnerable to dropping out of school, partly because many are reluctant to continue their education when toilets and washing facilities are not private, not safe or simply not available. Qualitative research indicates that some girls may be discouraged from attending a school

without adequate toilet facilities (Water Aid 2009), Poor sanitation in schools limits school attendance, School dropout and low literacy rates, especially among the girl children, can be largely attributed to poor sanitation" (Lidonde 2004).Sanitation and Hygiene is essential for dignity, privacy and health of girls. Girls usually attach greater importance to sanitary facilities than boys. This is mainly related to their greater need for privacy**.**

Girls are particularly vulnerable in dropping out schools especially during their menstruating days as the toilets at school were not facilitated with washing facility, separate toilets and facility of hygiene like soap. The newly constructed toilets are now facilitated with bathroom facility for changing purposes. The School authority manages to clean the toilet on routine basis. Use of mugs and buckets are also taken care of by the school authority.

The research study obtained the girls' enrollment in the school before and after construction of toilets by RINL and the data is presented in the following table.

Graph: 1
Graphical representation on Girls enrolment before and after RINL initiatives
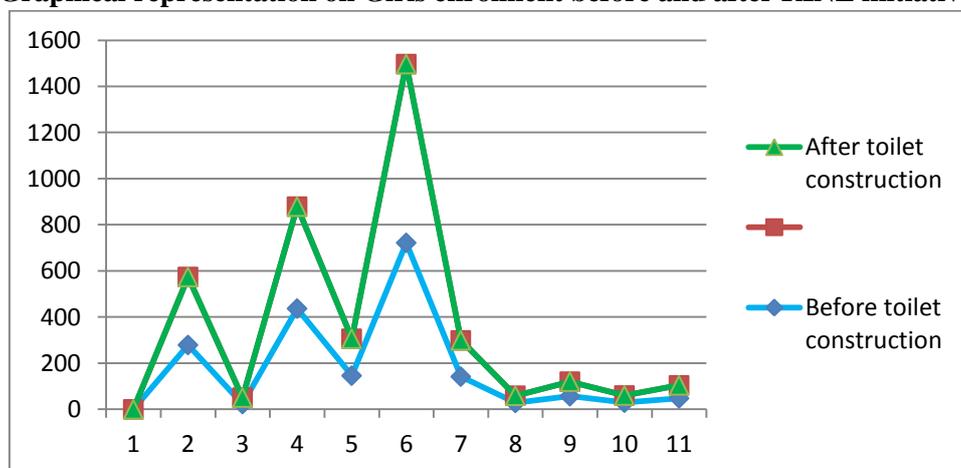
Girls' enrollment recorded an increase of 6.6 percent after construction of toilets in the above schools. The results of this study corroborate the findings of other studies (UN-Water 2008, IRC 2007, IRC 2009a) which reported a high correlation between the provision of adequate sanitation facilities in schools and the improvements in education indicators for girls. It was observed that high schools with toilets had much higher enrollment ratios than primary schools. When schools have appropriate, gender-separated facilities, an obstacle to attendance is removed. Thus having gender segregated toilets in

schools particularly for girls is one of the aspects that are taken to consideration before admitting a girl into a school. Girls and their parents are encouraged by water and sanitation facilities, curricula, policies and improved school environments that provide protection and respect. One of the principals of the schools said that before enrolling a girl to the school the parents are asking whether the school has a toilet facility separately for girls. Provision of toilet facility in schools is one of the determinants of enrollment of girls in any school.

Sanitation and dropout rate

According to the International Resource Centre on Water and Sanitation (IRC,2005) 75 percent of adolescent girls in marginalized areas drop out of school due to the lack of adequate private sanitation facilities in school. There are many reasons for a child droping out from school; lack of school infrastructure such as drinking water and toilets is one among the most important reasons. Many children, especially girls, leave school because schools lack safe toilets. On October 18, 2011, Supreme Court directed all states & union territories to build toilets in schools, particularly for girls. School Sanitation & Hygiene Education programme also mentioned about separate toilet unit for girls.In our interviews with the heads of the schools it was revealed that the enrolment of girls is has gone upand the drop-out rate among girls has come down because of the improved sanitation facilities provided by the RINL in the schools.

Sanitation and attendance

Construction of new toilets by RINL, especially separate toilets for girls and restoration of defunct toilets has its own impact in reducing the absenteeism in schools and particularly girls' absenteeism. The attendance levels have gone up in upper primary and secondary level schools where the RINL constructed toilets. The school teachers said that students are now shows more presence in school due to newly constructed toilets. If the students have any minor dysentery problem, they do not skip classes and prefer to be using toilets at school.

Sanitation and Health

According to a recent UNICEF (2014) report, open defecation can lead to serious health issues among children like stunting and diarrhea. Not providing basic sanitation facilities in school may adversely affect the health outcomes of children. Another impact of building toilets is improvement in health outcomes of children, which makes them less likely to drop out due to prolonged illness. According to Burger (2000), children are more likely to

drop out if they miss classes as they may find it hard to catch up. Burger (2000) also stated that hundreds of millions of school-age children are infected by helminthic infections (roundworm, hook-worm, schistosomiasis etc) due to poor sanitation. These infections can have long term effect on students and can result in dropping out of school.

Children have run the risk of illness from poor sanitation. Inadequate sanitation and unhygienic conditions put children at multiple risks leading to vitamin and mineral deficiencies, high morbidity, malnutrition, stunting and death. Health problems from poor sanitation can be prevented only if people change their personal habits, or "change their behaviors," for staying clean. School is an ideal setting for teaching good hygiene behaviours that children can also carry home. The interventions of RINL made toilets available with all facilities including running water, hand wash basin and latrine with in the toilet. The children have toilets in school feel safe using it and have an easy way to stay clean and they get sick less.

In the FGDs the teachers have mainly discussed that they have observed substantial changes in improved health among majority of the school children after construction of toilets in the schools by RINL. One of the teachers has said that before construction of toilets generally they have seen that most of the students in the school often suffer from many diseases such as fever, motions, severe cold and cough, skill allergies etc but after construction of toilets by RINL the school environment become healthy and absenteeism due to sickness has remarkably decreased. The RINL strived to provide health environment to the children. They have provided health related knowledge to the children and made efforts to develop attitudes, values and beliefs on hygiene behaviour. Now health education in schools be integrated with all the activities of schools and it included in the regular school curriculum. The schools in which toilets were constructed by RINL have become platform for the promotion of health awareness among children. The children were well motivated and educated through "Bala Swatch Jagruti" programme and it brought effective changes in healthy behaviour of children.

The newly constructed toilets provide good hygienic environment which are now connected with continuous water facility with the help of overhead tank in the toilet unit. The study collected data relating to the key aspects of sanitation like general enrolment, girls enrolment, girls attendance and dropout and health aspects of children before and after construction of toilets by the

RINL. Paired T-test was applied to the data and it was found that there has been an association between these variables and provision of sanitation in the schools.

Impact of toilets at a glance

S.No	Variable	Before	After	Paired T-test	
				T-Value	**P-Value**
1	General enrollment	3577	3853	-4.348	0.002*
2	Girls enrolment	1911	2038	-7.667	0.000*
3	Attendance (%)	91.5	93.8	8.060	0.000*
4	Dropout (%)	4.3	1.6	7.856	0.000*
5	Health (No. of children falling sick during last year)	1.8	1.2	3.674	0.005*

*Significance

- Girls' enrollment recorded an increase of 6.6 percent after construction of toilets. The results of this study corroborate the findings of other studies (UN-Water 2008, IRC 2007, IRC 2009a) which reported a high correlation between the provision of adequate sanitation facilities in schools and the improvements in education indicators for girls.

- There has been improvement in the attendance levels of the school children particularly among girls. The girls' attendance recorded a raise from 91.5 to 93.8.

- Dropout of children was found falling from 4.3 to 1.6 percent after construction of toilets. The school head masters have reported that the dropout rate is very marginal and t6ransfer of children from one school to another due to migration is happening in the schools.

- The percentage of children falling sick has also come down from 1.8 to 1.2 in the sample schools. After construction of toilets the reported cases of children falling sick due to insanitary and unhygienic conditions has come down.

Recommendations

- Government should provide necessary support like annual maintenance fund for the maintaining cleanliness of the toilets. The government should also allocate special grant or fund to the schools for maintenance of the toilets and drinking water facilities or otherwise increase the annual maintenance grant.

- The schools should also take initiatives to form student clubs to shoulder the responsibility of maintenance of the toilets.

- As Television and mass media plays an important role in creation of awareness and spreading of information the government should take interventions to use TV and media to create awareness on water, sanitation and hygiene.
- WASH should be included as one of compulsory subject in school curriculumalong with giving an experience of theory and practice for having a betterunderstanding.It is important that hygiene education is incorporated in the school curriculum. Opinions differ as to whether it needs to become a subject in its own right, or whether it should be integrated into various parts of the curriculum, such as natural science and civic education.
- A strong monitoring mechanism should be developed to keep a check on the sanitation conditions inside the school along with water quality assurance by the school administration.
- Workshops and events should be organized in schools by involving not only students but parents as well so that a message could be steered from children all way downstream to the households/ community. Teachers must be made fully aware of the value of hygiene behaviours and must be equipped with innovative ways to encourage them in students. Thus training to teachers on sanitation and hygiene education with a focus on enhancing the awareness, skills and attitudes of the teachers on sanitation and hygiene education is necessary.
- Students should be actively engaged throughout the construction process to seek their feedback. Once built, consider adding a practical demonstration on proper toilet use by teachers.
- Annual Maintenance Contracts can be given, which will include regular maintenance of facilities, regular supply of cleaning materials, consumables like soap, disinfectants, brooms, brushes, buckets etc. The AMC may include identification of repair tasks and arrangement for repair facilities. Alternatively some local arrangements can be made, which can include appointment of local sweepers/cleaners, appointed by the school/district, who are provided with a regular supply of consumables.

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School Education in Punjab: Performance and Challenges

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ABSTRACT

This paper focuses on the educational status in the state of Punjab. Keeping in mind the progress of education in Punjab studied in terms of literacy, enrolment, access, and availability of schools, attendance, expenditure, dropout rates and challenges under the different parameters and differences in educational outcomes within the state and across gender. The objectives of the study are to study the state's performance of education; to identify the trends of education in the state and a comparative analysis of the state and all India figures; to review the progress of education under different aspects.

Keywords*: Education, Development, Growth, Empowerment*

Introduction

Punjab is an agriculturally rich state, but sex ratio and literacy status are lower than all India estimates. As per India Human Development Reports 2011, Human Developments Index (HDI) of India average was 0.467 and Punjab ranked 5th in the country with HDI of 0.380. The state has a long historical background in attaining the educational targets. In 1919, Punjab Primary Education Act was passed to make primary education compulsory and free for boys between 6 to 11 years of age. In 1930, estimated 2580 rural areas and 50 municipalities announced compulsory free primary education. In 1960 Punjab Education Act was passed to provide free and compulsory primary education with a special feature that it would be parents responsibility to send the children school. There were special provisions for the children with disability. Special school provisions were made for physical and mentally deficient children. Since independence education systems in Punjab has grown up manifold both in qualitative and qualitative terms. Yet, this growth when compared with other developed and developing states in India indicated that

the state lags. Despite having a clear and reachable vision, Punjab has not been successful achieving top ranking. Due to a deficiency in planning, monitoring, governance, infrastructure and several other linked aspects. Therefore, educational attainments on such a large scale in the state are subjects to exceptional criticisms for it being insufficient. As an effect, the youth are not prepared adequately for the employment market resulting migration.

Objectives

This paper focuses on the educational status in the state of Punjab. Keeping in mind the progress of education in Punjab studied in terms of literacy, enrolment, access, and availability of schools, attendance, expenditure, dropout rates and challenges under the different parameters and differences in educational outcomes within the state and across gender. The study has following objectives:

- To study the state's performance of education.
- To identify the trends of education in the state and a comparative analysis of the state and all India figures.
- To review the progress of education under different aspects.

Tools and Techniques for Data collection

The secondary data has been used as a tool for data collection. By using the secondary data, a set of indicators such as literacy rate, current attendance participation in education, educational expenditure, dropouts and discontinuance, access and ability to operate computer were analyzed. The analysis is confined to the state level, however wherever necessary, it was compared with all India status regarding achievements at education level made so far. Therefore, based upon the information collected through official records of the Government of India. The data for the present study were collected from the NSS KI 2014 (71/25.2).

Literature Review

Joshi, K. (2010) examined the status of access to school among children in India with a special focus on enrolment, gender parity and dropout at the school level. Husain Zakir (2010) examined gender differences in probability of completing school education across regions of India. Nicholson, Mark (1997) highlighted the difficulties in learning in rural Uttar Pradesh. Dutta, Swati (2012) assessed the technical efficiency and efficiency differences in elementary education system using data envelopment analysis and regression

model. Geeta Gandhi Kingdom (1998) studied gender gap in education. Husain Zakir (2011) examined the gender disparities in education in different geographical regions of India. Prakasam, MorarjiKaruna (2014) examined negotiations of school education in a hilly rural region of north India. Kis-Katos, Krisztina (2014) addressed the determinants of participation in work and schooling based on north Indian children. Pani, Prabhatkumar (2013) focused on a combination of causes operates in keeping the child away from the school. Benz, Andras (2012) studied the causes of the deficient education sector and the crisis in Pakistan.Ahmed, Hamna; Shaikh, SaharAmjad(2014) focused on the factors of parent's choice over private schools when free public schools are available in rural Punjab, Pakistan. Adams, Samuel; Camara, Alpha (2012) studied the challenges to primary school enrolment in the Gambia. Chaudhary (2009) analyzed the factors to have little primary education in British India.

Rema, Ravindra (2007) conducted the study in Karimnagar district of Andhra Pradesh and revealed the school dropout children's issues. Motkuri, Venkatnarayana (2013) revised the progress of education in Andhra Pradesh specially regarding quality education. Upendranath (1991) mentioned that education, in general, and primary education provides indispensable input for the economic and social development of individuals as well as of nations. Saiydain (1997) argued that education touches life at every point and it must do most with the formation of national ideology and character. Tilak (1996) mentioned that primary education is the basic requirement for the effective functioning of democratic institutions.

Historical perspective of educational progress in Punjab
The state has a long historical background in attaining the educational targets. In 1919, Punjab Primary Education Act was passed to make primary education compulsory and free for boys between 6 to 11 years of age. In 1930, estimated 2580 rural areas and 50 municipalities announced compulsory free primary education. In 1960 Punjab Education Act was passed to provide free and compulsory primary education with a special feature that it would be parents responsibility to send their children school. There were special provisions for the children with disability. Special school provisions were made for physical and mentally deficient children.

Findings of the study

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Table 1.1
Literacy rates (%) for person (age 7 years and above) for the state

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State	Literacy rates (%)								
	Rural			Urban			Rural + Urban		
	Male	Female	Persons	Male	Female	Persons	Male	Female	Persons
Punjab	79.9	66.8	73.6	91.2	85	88.3	84	73.4	79
All India	79.8	61.3	70.5	91.1	80.8	85.9	83.2	67.1	75.4

Source: NSS KI (72/25.2) Key indicators of Social Consumption in India: Education

In the rural sector, the state achieved 79.9% males and 66.8% female's literacy. The data shows that among the above seven years age group the state achieved higher than the national average. (Table 1.1) In urban sector, it was 91.2% for males and 85% for males which was again higher than the national average. In rural-urban combined figures, also the state achieved higher than the national average. Punjab accommodates only 1.8% male and 1.9% females in the rural sector in comparison to all India. It was 2.8% males and 2.5% females in the urban sector. Altogether in rural-urban combined 2.1% males and females respectively.

Gross attendance ratio of the state shows that except upper primary and above higher secondary level in the urban area, the state ranks were higher than all India figures among female's category except for secondary sector, the state had a higher level than all India figures. The gross attendance ratio for the males in an urban area was higher than all India figure primary education.

Diagram 1.1: Gross attendance ratio for different levels of education for the State (rural + urban) The net attendance ratio for different levels of education in the rural sector. It is observed that
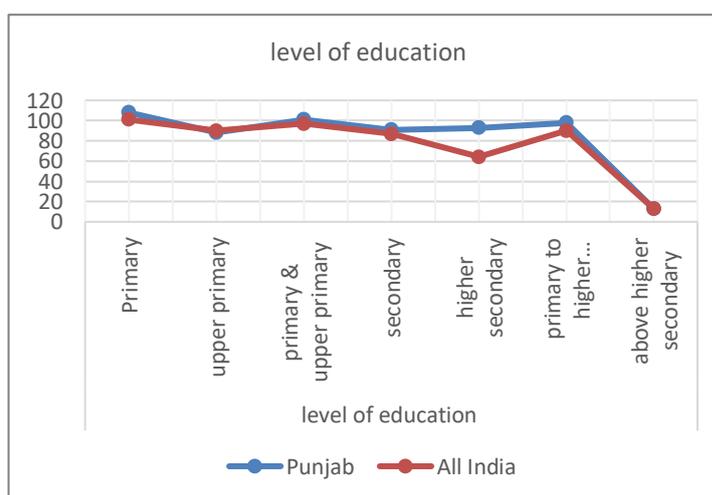
among males in   Upper primary and above higher secondary sector the state stands lower in comparison to all India figures. Among females, it was higher in all levels of education. The male-female status in attendance ratio for different levels of education shows that in the secondary and above higher secondary section among male's category in an urban area, the state ranks were less than all India figures. Whereas among the females except above higher secondary it was either higher than all India figure it or at par. (Why net attendance ratio for boys in poor in Punjab secondary & above higher secondary)

Diagram 1.2 Net attendance ratio for different levels of education for the State rural + urban
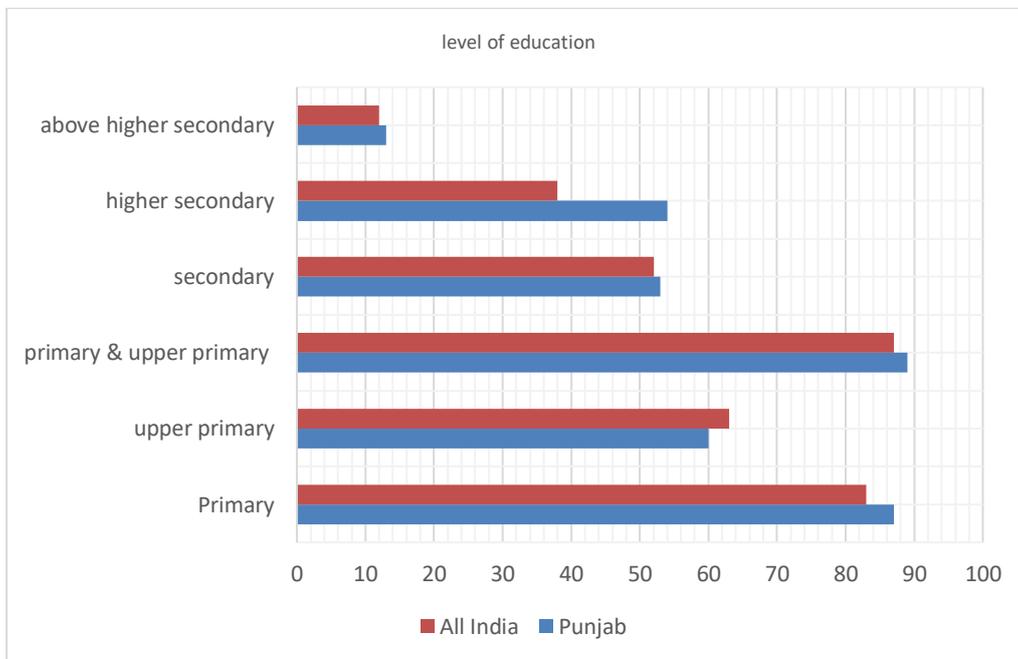
Diagram 1.2 gives information regarding net attendance ratio in rural-urban combined. The state figures are higher in all categories except upper primary. The state has shown significant performance in higher secondary education net attendance ratio wise. Age-specific attendance ratio in rural area among males showed that the state was higher than all India figures. Among females, the age-specific attendance ratio in the age group of 6-17 was lower than all India figures. Age-specific attendance ratio in the urban area shows that among the male's category 18-23 age group had less rank than all India figures. Among the females, all age groups have a higher rank than all India figures. Age-

specific attendance ratio by age group shows that among the male's category 18-23 age group had less rank than all India figures. Among the females, all age groups have a higher rank than all India figures.

Diagram 1.3 Age-specific attendance ratio by age-group for the State under the rural-urban category
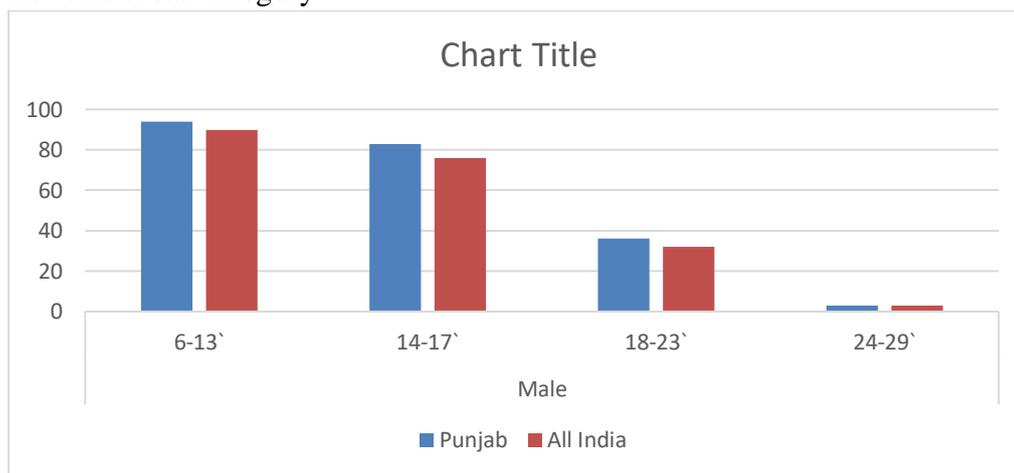
Age-specific attendance ratio by age-group for the State under the rural-urban combined category showed higher range than all India figure. in the age group 24-29, it was at par all India average. (Diagram 1.3)

Table1.2
Estimated no. (00) of persons (aged 5-29 years) currently attending education and currently enrolled but not attending education for the State

State	std. no. (00) of persons currently attending education			std. no. (00) of persons currently enrolled but not attending education		
	rural	urban	rural+ urban	rural	urban	rural+ urban
Punjab	38070	21910	59980	316	88	404
All India	2022462	808834	2831296	47713	16790	64503
%(Punjab with rest of India)	1.882	2.708	2.118	0.662	0.524	0.626

Source: NSS KI (72/25.2) Key indicators of Social Consumption in India: Education

Table 1.2 shows that the estimated no (00) of persons currently attending education. The state had 1.8% share in the rural sector with all India comparison. The state ranks 18th in this category in the rural sector. In urban sector, its 2.7% and it ranks 8th in all India level. The percentage was 2.1 in rural-urban combined and ranked 18th. Among the category of persons

currently enrolled but not attending education, the state has less than 1% share in comparison to all India figure. By type of institution and levels of education (per 1000 distribution of students) the data in rural sector showed that the government and private unaided institutions play a huge role in primary, upper primary and at secondary- higher secondary level.

In urban sector, the role of government sectors witnessed less as, compared to all India figures. It was less in primary, upper primary, graduation and diploma certificate category. The private unaided sector was more prominent in education. A similar trend of private unaided sector dominant was observed in the rural-urban category. Whereas the role of government is lower in comparison to all India figures. (Diagram 1.3)

(Diagram 1.3) Per 1000 distribution of students by type of institution and levels of education for the State (rural-urban)
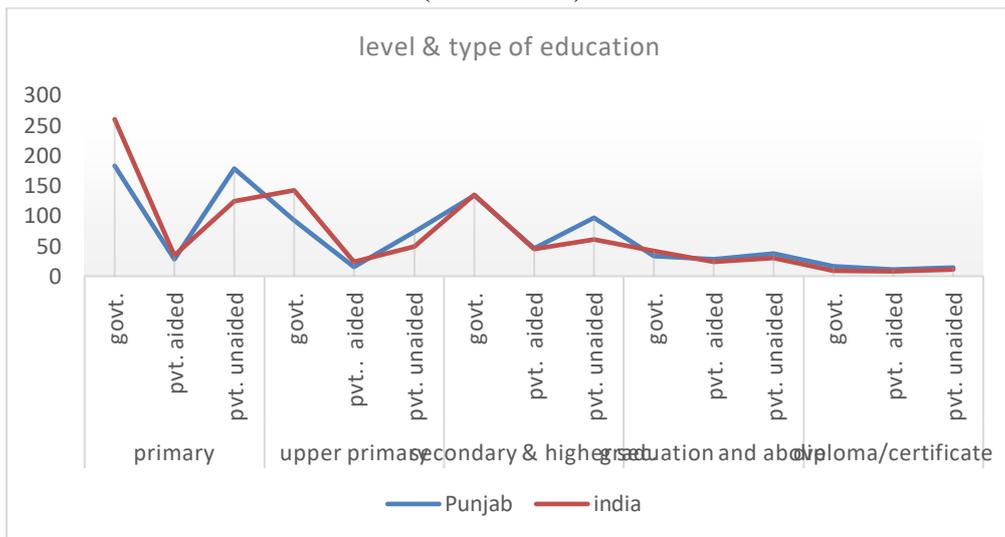
The (per 1000) distribution of students by general, technical/professional (except vocational) and vocational education (per 1000) at 15-29 years age group shows that Technical /professional courses were prevalent in this age group followed by vocational courses. The general education was less prevalent.

(Diagram 1.4) Proportion (per 1000) of students receiving different facilities for level of general education for the state (rural + urban persons)
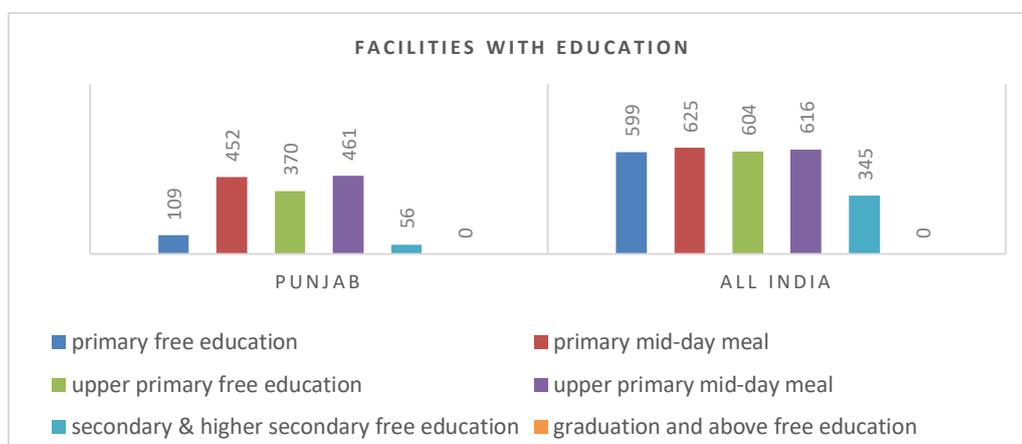
Diagram 1.4 depicts the status of the education and midday meal. In comparison to all India figures the state ranks poorly in primary education and midday meal facility in primary education. In the upper primary, secondary and higher secondary section the state rank was lower than all India figures.

Table 1.3
Proportion (per 1000) of students taking private coaching for levels of general education for the State (rural + urban)

State	primary		upper primary		secondary & higher secondary	
	male	female	male	female	male	female
Punjab	216	182	221	233	288	233
All India	231	201	280	246	378	347

Source: NSS KI (72/25.2) Key indicators of Social Consumption in India: Education
Table 1.3 depicts the private coaching penetration in the state. Comparing state with all India figures, the state ranked low in the primary, upper primary, secondary and higher education both for the male and female category.

Table 1.4
Proportion of students (per 1000) taking private coaching for levels of higher education for the State

State	Diploma (incl. all levels)	graduation	postgraduate and above	Proportion of students (per 1000) taking private coaching for levels of higher education)
Punjab	74	172	95	213
All India	183	203	130	259

NSS KI (72/25.2) Key indicators of Social Consumption in India: Education

The proportion of students (per 1000) taking private coaching for levels of higher education for the State shows a comparison between the proportion of students taking private coaching for higher education in rural-urban combined. Though the state rank was lower than all India level. It is evident that private coaching seems highly popular at graduation level in comparison to diploma and postgraduate level. (Table 1.4)

Table 1.5
Average expenditure (Rs) per student in current academic session by type of education

State	type of education		
	general	technical /professional (except vocational)	vocational
Punjab	12600	69520	39139
All India	6788	62841	27676

Source: NSS KI (72/25.2) Key indicators of Social Consumption in India: Education

Average expenditure per students in current academic session by type of education shows that state has higher expenditure in all categories such as general, technical/professional and vocational education in comparison to all India figures. (Table 1.5)

The average expenditure at all levels (persons) of general education (i.e. primary, upper primary, secondary, higher secondary graduate, postgraduates and diploma) in rural Punjab was higher than all India figures.

In urban area except upper primary and higher secondary education average expenditure per student perusing general education was higher than all India figure.

Average expenditure (Rs) per student perusing technical /professional education during the current academic session for various courses and types of institutions for the State in the urban area shows that the state ranked no.1 in medicine category in highest average expenditure. In Pvt. the aided category it ranks as low as 23rd, in Pvt. the unaided category also it ranks insignificant. Among engineering category, the state has higher expenditure than all India figures. Similar trend was observed in law and management category.

Table 1.6
Average expenditure (Rs) per student perusing technical /professional education during current academic session for various courses and types of institutions for the State rural-urban

State	technical /professional education									Total	Estd. (00) no. of students pursuing technical/professional education
	IT/computer course			course from ITI/recognized vocational institutes			others				
	type of institution			type of institution			type of institution				
	gov.	pvt. aided	pvt. unai ded	gov.	pvt. aided	pvt. unai ded	gov.	pvt. aided	pvt. unai ded		
Pun jab	278 62	536 64	518 98	170 35	294 67	104 216	556 64	637 47	637 35	640 56	4051
Indi a	286 86	488 58	510 51	139 42	318 52	337 23	183 30	364 66	431 99	570 94	131441

Source: NSS KI (72/25.2) Key indicators of Social Consumption in India: Education

Average expenditure per student perusing technical and professional education shows (Table 2.6b) that the state was spending higher than the national figure. The comparison with other state shows that the state was among below 10th position in this category.

Table 1.7
Proportion (per 1000) of persons (age 5-29 years) dropping out/discontinuance and never enrolled for the state (rural + urban)

State	rural				urban				rural + urban			
	dropping out/discontinuance		never enrolled		dropping out/discontinuance		never enrolled		dropping out/discontinuance		never enrolled	
	M	F	M	F	M	F	M	F	M	F	M	F
Punjab	394	380	42	52	404	375	20	62	398	378	34	59
India	327	325	81	140	382	385	46	67	343	342	71	119

Source: NSS KI (72/25.2) Key indicators of Social Consumption in India: Education

Table 1.7 indicates the reasons behind the dropping out percentages in the state. It is observed that dropping out/discontinuance rate was higher than the national average among rural males and females. In rural sector "never enrolled category" was lower than national average among both males and females. Further, in the urban sector, the dropping out rate was higher than the national average among males & females. Whereas in "never enrolled category" the rate was less than the national average. A similar trend was observed in the rural-urban category.

Table 1.8
Proportion (per 1000) of households (with at least one member of age 14 years and above having access to internet facility for the State

State	rural	urban	rural + urban
Punjab	230	448	316
All India	161	487	267

Source: NSS KI (72/25.2) Key indicators of Social Consumption in India: Education

Table 1.8 depicts the proportion of households with at least one member of age 14 years and above having access to internet facility. In the rural sector, the state was gaining than the national average while in the urban sector the all India average was higher. The all states comparison depict that Punjab had 13th rank in the rural sector. In an urban area, the state rank 18th and in rural-urban combined the state ranked 11th position in having access to internet facility.

Conclusion

The state achieved a 20th position in literacy rate in the rural-urban combined category for both male and females. The state has been successful in achieving above national targets in many spheres such as literacy rates, gross attendance ratio and net attendance ratio. The female's performance in the state seems satisfactory. Among the males in net attendance ratio in the rural category and in rural-urban, the state was lagging the national average. Age-specific attendance ratio was lower in rural females age group of 6-17 years. The state ranked 17th in the rural sector, 13th in the urban sector and 17th in the rural-urban combined category in many persons currently attending education. The role of the private unaided sector was dominant in the rural and urban sector in all areas of education. It was observed that in medicine category the state ranked number one in per student's average expenditure. However, the state performance is satisfactory in the education sector in comparison to national average. Since the state represents 3% youth population hence more focus on youth skill improvement based education needs to be implemented. The government needs to relook its initiatives in providing education as the existence of private unaided initiatives was dominant.

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Transformation of Knowledge in Different States of Samādhi: An Inquiry

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ABSTRACT

The problem of human condition to reach the shore of bliss from the sea of suffering has preoccupied Indian thought from its beginnings. Different schools of Indian philosophy deal with the ways of inquiry into the highest end of life. They call this state as nirvana, apavarga, kaivalya etc. Yoga is one of the six orthodox systems of Indian philosophy and Patañjali's name is associated with the Yoga system. Patañjali's Yoga, which is known as Raja Yoga, is a way of life for the regulation of mind and control over body and senses to attain the highest goal of kaivalya in a samādhi state i.e., the summum bonum of life. The paper discusses the states of samādhi and transformation of knowledge in such states as enunciated in the Yoga-Sūtras of Patañjali and a commentary on Yoga-Sūtras by Vyāsa.

Keywords: Knowledge, Transformation, Samadhi, Yoga

The System of Raja Yoga

Patanjali's yoga, which is also known as *Astanga yoga*, is a world view, a way of life and a set of practices for control over body and regulation of mind to achieve the highest goal of *kaivalya* (absolute independence). The *Yoga-Sutras* of Patanjali virtually presents a psychological system. It represents a specific dimension of the Indian mind. Mircea Eliade stated that "no one knows of a single Indian spiritual movement that is not dependent on one of the numerous forms of yoga. For yoga is a specific dimension of the Indian mind. In the final analysis, a major part of the history of India is in fact constituted by the history of the multiple forms and aspects of what is called yogic practice" (1975, p.5).

Yoga-Sūtrās is in four padas or parts. The first three parts viz., *samadhi*, *sadhana* and *vibhuti*, describe the practices of yoga as well as some of the supernormal powers (*siddhīs*) that can be acquired through yoga practice. The last part known as *kaivalya pada* describes the nature of transcendental reality

(*kaivalya*). Mircea Eliade rightly says that "Patanjali's *Yoga-Sūtras* are the result of an enormous effort not only to bring together and classify a series of ascetic practices and contemplative formulas that India had known from time immemorial, but also to validate them from a theoretical point of view by establishing their bases, justifying them, and incorporating them into a philosophy" (1975, p.7). As a whole the *Yoga-Sūtras* contain experiential, supernatural and speculative elements.

Patanjali defines yoga as: "Yogaschitta vritti nirodhah" (*Yoga-Sutras*, I.2) meaning cessation of the activities of the mind. According to Patanjali the chitta vrittis are five and they are *klista* (hindered) and *aklista* (unhindered). The concerned Sutra reads: *pramana viparyaya vikalpa nidra smritayah* (*Yoga-Sutras*, I.6). The five vritties are *pramana* (valid cognition), *viparyaya* (wrong cognition), *vikalpa* (verbal cognition), *nidra* (sleep) and *smriti* (memory). They include all the functions or processes of the mind such as perception, observation, thinking, dreaming, remembering and other. In terms of discriminating power Patanjali classified mental activities as *klista* and *aklista*. While the former vritties are rajasic and tamasic and the latter sattvic. The chitta vrittis, according to Patanjali are painful (*klesa*) and to control chitta vrittis is the goal so as to free the *purusha* from the processes and identifications related to *prakriti*. This isolation (*kaivalya*) is the aim of Patanjali's yoga. Patanjali prescribed an eightfold path for achieving this goal.

Now let us have a look at the eight limbs or angas of *Astanga yoga* that constitute the essence of yoga practice:

Yama: *Yama* means abstention or restraint. The *yamas* are: ahimsa (non-violence), *asteya* (non-stealing), *satya* (non-lying), *brahmacharya* (non-lust), *aparigraha* (non-possessiveness).

Niyama: *Niyama* means observance. The *niyamas* are: *saucha* (cleanliness), *santosha* (contentment) *tapas* (austerity), *swadhyaya* (self-study) and *Isvara pranidhana* (devotion to God).

Asana: *Asana* is a body posture that is stable and comfortable (*sthira sukhamasanam*, *Yoga-Sutras*, II.46). Patanjali devotes only three aphorisms to it. The important point about asana is that it gives the body stability reducing physical effort to a minimum which may be a distraction to meditation (*prayatna saithilyananta samapattibhyam, Yoga-Sutras*, II.47).

Pranayama: *Pranayama* is a discipline of respiration. It deals with inhalation (puraka), exhalation (rechaka) and retention (kumbhaka). This retention may be either external or internal. Patanjali devotes four aphorisms to it. It is the arrest of the movement of inhalation exhalation which is practiced after mastering the asana.

Pratyahara: It means withdrawal of the senses from external objects.
These first five limbs are external aids to yoga and called *bahiranga sadhana*.

Dharana: It means concentration of the mind on the object of meditation. Concentration involves attention to a single object or place, external or internal, like a lamp, the space between the eye brows, the tip of the nose.

Dhyana: It means yogic meditation. When the mind flows towards the object of concentration uninterruptedly and effortlessly it is the stage of meditation. When it happens for a prolonged period of time it leads to *samadhi*.

Samadhi: *Samadhi* is the eighth and the final limb of ashtanga yoga. It is difficult to find an accurate English equivalent for the term *samadhi* and it may be translated as "trance." The last three of the eight limbs of raja yoga viz., *dharana*, *dhyana* and *samadhi* are collectively called *samyama* (*traya mekatra samyamah*, *Yoga-Sutras*, III. 4). *Samadhi* is the cardinal aspect of *ashtanga yoga*. As Paranjpe explained "*Samadhi* is a complex concept descriptive of a set of several "altered" states of consciousness." He pointed out that "a person involved in a process of steady contemplation attains the state of *samadhi* when the contemplation transforms itself almost completely into the shape of its object and the contemplation loses itself, as it were, (*svarupena sunyamiva*) in the process" (Paranjpe, 1984, p.190).

When the contemplating mind loses itself with the shining of the mere intended object, as though with a voidness of one's own nature is *samadhi* (contemplation). *Dharana* and *dhyana* are mental steps that help focus attention on the intended object for an extended length of time. *Samadhi* is a state of the mind resulting from the undisturbed flow of attention towards a chosen object. It leads to several altered states of consciousness culminating in the experiential knowledge of the very reality itself. These states are hierarchical and sequential in nature and according to the *Yoga-Sutras* the mastery of the previous step is essential for proceeding to the next level. The sequential states themselves may be understood as comprising of two

categories - *samprajnata* and *asamprajnatha*. While the former are cognitive states the latter is transcognitive or noncognitive. While the object held in consciousness excludes all other thoughts, the state of consciousness gradually undergoes a change. Patanjali describes that the state of the mind of a yogi who has restrained the stream of consciousness is like a transparent crystal that accurately reflects whatever object that is focused upon. As the wandering thoughts disappear from the mind, the cognitive apparatus of a yogi functions more and more efficiently. Once this is attained the yogi progresses further by focusing his attention first on gross (*mahabhutas*) and then on subtle (*tanmatras*) aspects of the objects of cognition. It will then be followed by a shift in attention to the means of cognition, the senses and finally turning inward to focus on oneself, the knower or the self. As the yogi becomes successful in withdrawing his attention from the object through the senses to the very basis of knowing itself, he transcends cognitive mode and attains a transcognitive state, where reality reveals itself to the yogi and liberates him.

If we turn to the details: Vyasa, in his profound commentary on the *Yoga-Sutras*, distinguishes five states of mind and two kinds of *samadhi*. The five states of the mind are: *ksipta*, *mudha*, *vikshipta*, *ekagra* and *niruddha*. The mind is restless, impulsive and wandering in the state of *ksipta*. Dull and confused state of mind which lacks discrimination is *mudha*. A distracted state of mind but stable at times is *vikshipta*. The one-pointed state of mind is *ekagra*. In the state of *niruddha* its processes come to a standstill and become devoid of any contents. The practice of yoga leads one to progressively attain the state of *niruddha*.

The two states of *samadhi*, as mentioned earlier, are *samprajnata samadhi* and *asamprajnata samadhi*, cognitive and transcognitive or non-cognitive states respectively. While *samprajnata* has cognitive content and truth bearing, *asamprajnata samadhi* is awareness without any cognitive content.

The Upanishads and some orthodox Indian philosophical schools recognized and named the state of consciousness in which there is no cognitive content as *turiya* (fourth state). As Anand Paranjpe states, "The discovery of trans-cognitive state of consciousness is the most distinctive achievement of Indian psychology (1984, p.207).

Samprajnata samadhi is of six types: *savitarka*, *nirvitarka*, *savicara*, *nirvicara*, *sananda* and *sasmita*.

Savitarka: *Savitarka* means 'with conjecture and reasoning.' In this state a yogi holds an object in his consciousness steadily, over a reasonably long period of time. This state is not considerably different from the ordinary wakeful state. The attentional objects are gross in this state.

Nirvitarka: This state of *samadhi* is a cognitive state where there is no conjecture or reasoning. The focus of attention here is on gross elements as they truly are, without referent to time, space or causation.

Savicara:*Savicara* means 'with discrimination.' The attentional objects at this stage are subtle elements (*tanmatras*) as they exist in time and space and in their causal context.

Nirvicara: This state is a state of *samadhi* without any discrimination of the attentional subtle objects as to their configuration in time, space or causation.

These four states of *samadhi* are collectively known as *sabija* i.e., seeded. All these four sates are based on external perceptual objects.

The next levels of *samadhi* emerge when the yogi shifts his attention from the object of his cognition to the means of cognition, his senses.

Sananda: This is a blissful state of *samadhi* characterized by focusing on the means of cognition. This step in *samadhi* is characterized not only by the withdrawal of attention from the external world as in other earlier states, but also from any intended object. Only cognitive content or sensory experience itself is the chosen object of attention. This state has been described as pleasurable because the means of cognition is related the sattva guna.

Sasmita: This state of *samadhi* emerges as the yogi further withdraws his attention away from senses or cognitive content and rests it upon his sense of self or egoism.

In all the states described so far there is a duality between the cognizer and object of his cognition. In *sasmita* state too the self or cognizer is aware of self as an object. It is believed that in different states of *samprajnata samadhi* one attains psychic powers.

Asamprajnata Samadhi

Beyond these six states there is the contemplation without the idea of subject and object, of the seer and the seen (Ernest Wood, 1973, p.71). This state is also described as *nirbija samadhi*, *samadhi* without a seed. It is devoid of all objects of cognition. Asamprajnata samadhi is considered as the highest form of knowledge. Ernest Wood says that "every new experience of knowledge – more properly described as an act of knowledge – will in due course become a mere part of a still greater or more inclusive vision. All new thinking or meditation leads to this until the very *summum genus* of knowing is reached – that One to realize which is the supreme aim of the yogi (p.60). It is the ultimate state that can be attained by yoga practice. It is attained by constantly practicing the cessation of all the activities of the mind. Paranjpe describes that this condition emerges when all the *citta vritties* are completely restrained and that only metaphors may somewhat be helpful in understanding it (1984, p.205). For example, Sankara (a.I.18) describes this condition: the contents of consciousness (*pratyaya*) begin to fade like the dwindling flames of a fire that is gradually running out of fuel. The one who attains this state is said to have achieved the highest goal of *kaivalya* in a *samadhi* state i.e., the *summum bonum* of life.

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Entitlement Facilitation and Market Functioning in Informal Localization: Women Brickfields Workers in West Bengal

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ABSTRACT

Entitlement statements in the development economics literature usually convey the relationship of human beings to the commodity group. In these literatures, socio-economic deprivation hence entitlement refers not to the characteristic of not enough commodities to consume but to a situation where some people not having enough real purchasing power to have. To describe entitlement and deprivation, it becomes crucial to convey the structures of ownerships of the individual(s). The present paper is an incorporation to capture how a specific informal economic activity in West Bengal, namely Brickfields, is arranging exchange entitlement(s) to their female workforce in order to reduce the situation of their deprivation, vulnerabilities and contingencies of life. The only exposition here is their own-labour entitlement in which one is entitled to her own labour power.

Keywords: Informal sector, Cluster, Location, Mobility. JEL Classification: E26, F02, R10, R12.

I. Introduction

In the development economics literature, deprivation statements usually convey the relationship of human beings to the commodity group. In these literatures, socio-economic deprivation refers not to the characteristic of not enough commodities to consume but to a situation where some people not having enough real purchasing power to have. To describe deprivation, therefore, it becomes crucial to convey the structures of ownerships of the individual(s). The present paper is an effort to capture how a specific informal localized industrial occupation is arranging exchange entitlement(s) to the

female workforce of the industry to reduce the situation of their deprivation, vulnerabilities and contingencies of life. The incorporation of the informal localized industry formulation is to detect why the growth of the brickfields in West Bengal is making it a lucrative employment-generating occupation to the younger age-group including their female family members without much initial investment excepting social capital possession but sufficient to generate a mere exchange entitlement set enabled to avoid deprivation and provide basic sustenance of their life.

II. Methodology of Analysis

The logical argumentation of the study is based upon literature support, case studies and primary survey results. The selection of the survey area in the Jagannathpore region near Barasat in the district of North 24 Paraganas in West Bengal is purposive. The survey process is exhaustive based upon qualitative purposive sampling with semi-structured questionnaire and indirect interview method. The micro-level field studies, sampling design and data analysis of the female workforce in 60 brickfields in the Jagannathpore region in West Bengal are based upon the standard model approach. The implication is that the selection of any sampling window does not depend on selection of any particular sample area and data availability (or non-availability) and also avoids spatial homogeneity. However, the spatial distribution of sample units is cross-sectional, given and known. Sometimes an ethnographic study has been approached due to data non-availability and data non-responses in the sample survey area under the purview of the study.

III. Formation of Informal Localization in the Brickfields

The issue of informal[i] localized industry formation in the brickfields is framed in the present paper on the basis of literature support. To do this, the idea of "industrial district[ii]" by Alfred **Marshall** (1890, 1892) is referred to describe location of brickfields industries in any particular region. To Marshall, the localized[iii] industry of brickfields has appeared almost as an "industrial district" in several spatial clusters in West Bengal since concentration[iv] of firms has been settled down in the region. In such localized industries, male workers of the industry seek employment. This works particularly well into the well-established social capital networks[v] with well-developed bonding and tie-ups at the local level in case of this particular informal industrial occupation. To Marshall, with specialized skills incorporated, high division of labour appears between the labourers within the producing firms due to differentiated skill

possession by labourers with differentiated abilities. The employers of the industry at the local level become assured with ensured supply of differentiated skill required to the industrial production since there is always a supply of skill in the local market. The female counterpart of the workforce participates with their specialized skill on the basis of their social capital possession and division of labour with which mostly they work as the carriers of semi-finished or finished bricks within the producing firms. They also do perform the additional task of preparation of bricks from the muds. In this way, they perform their contribution in the process of "primitive localization" of brickfields to assist the men folk of their family to run their basic sustenance of life. The female workforce enter into the job market with their family bonding as the social capital provided and most often is ready to work at a lower wage than the male workers of the industry. Their wage differential contributes to transform the localized industry of brickfields into almost an "industrial district" within the regional economy.

To the New Economic Geography (NEG) by Paul **Krugman** (1991, 2010), a combination of transport cost advantage, economies of scale in production and factor mobility results in increasing returns at the firm level. The core-periphery model of **Venables** (1996) of NEG school starts working herewith in which it is assumed that the mobile workers spend their income at destination. This acts as a strong influential factor to the growth of the regional economy with enhancement of increased demand of the finished product of the existing localized industry. This attracts a large number of imperfectly competitive firms towards the large regional market of the industry.

The already "settled" migrants work as the "bridgeheads", form higher expectation about higher standard of living at destination, provide necessary information, remittance, feedback, accommodation and training and also supply necessary social capital required in absence of formal social security measures to the newly migrants at their workplace - in which the female workforce of the industry along with their male counterparts play a dominant role in the supply side of these attributes. In this way, they reduce the material-psychological costs and risks of spatial migration by formation of a newly "migrant community". The married female candidates of the migrant families from Bangladesh, Bihar, Uttar Pradesh, Jharkhand and the adjacent districts of North 24 Paraganas, South 24 Paraganas, Nadia, Hooghly, Murshidabad and others in West Bengal invest their family bonding as their social capital

invested to the female counterpart of the already "settled migrants" of the localized industry and make it easier to enter into the workplace as paid workers. Such migration "networks"[vi] are renowned in their origin from where migration becomes almost systematic by following a particular pattern to make the "system migration"[vii] a real phenomenon. The migrant workers (including women) now attract a pool of employment at the local level from the peripheral areas and their origin. This acts as an influential factor to make spread of the peripheries in the hinterland of the regional industry through effective Home Market Effect (HME) in which their higher income and spending at destination attracts others to enter into the industrial occupation, thereby promoting growth of the industrial economy and development of the regional economy.

A circular causation[viii] of all these appears there in the informal industrial "core" of the regional industrial economy with well-established social capital network[ix]. The functioning of the "spread effects" from the 'core' eventually impedes development of the periphery with expansion of the informal industry through multiplier effect on industrial employment (including female employment) contributing to the industrial output and a "relay" function appears there[x]. This creates an incentive among the producers at the local level (including vertical migrants of the industry) to form firms within the localized informal industrial economy at the peripheral areas.

IV. Entitlement Facilitation and Market Functioning

What is significant here in case of brickfields localized industrial production is the issue raised by **Becattini** (1989, 1990) that government and/or government-sponsored institutions are not able to create an industrial organization with collective efficiency, rather a minimum concentration of privately initiated industrial activity may involve therein – which is the case for this particular informal localization. To address the issue of development of the female workforce of the localized industry within the realm of a privately-initiated market economy, it is to be considered that one may exchange what he/she owns. In a private ownership exchange economy, a trade-based entitlement (entitlement with what one obtains by trading with a willing set of people) or production-based entitlement (entitlement to own what she gets in arrangement of production using her owned or hired resources) or inheritance-&-transfer entitlement (entitlement to own what is willingly given to her by other persons) is not enough to make an informal

woman brickfields labourer entitled enough – this is due to their lack of entitlement endowments – hence is mostly out of reach. The only exposition to an informal woman brickfields localized industry worker within the frame of a market functioning is her own labour entitlement[xi] in which she is entitled to her own labour power only and nothing else.

A person is exposed to deprivation if the existing exchange entitlement[xii] set offered to him/her does not contain any feasible commodity bundle possessing a mere necessities of life to him/her. The own labour entitlement provides the informal woman brickfields labourer a mere entitlement to own her mere necessities of life with her own labour power. Here, her exchange entitlements set contain the alternative commodity bundles that she can acquire in exchange of what she owns in the form of her exchange entitlement in the labour market.

One's exchange entitlement depends upon his/her employment opportunities, opportunities to scale non-labour assets, what he/she can produce with his/her own labour power and resources, cost of resource purchase and value of the product sold, and social security benefit(s) that he/she entitled to. Considering the absence of non-labour assets, non-presence of access of ownership to what one can produce with one's own labour power, and absence of proper access to social security benefits[xiii] the informal localized women brickfields labourers have arranged their exchange entitlement opportunities that largely depend upon their employment opportunities open to them with access of their own labour assets that are exposed to the labour market, cost of resource purchases (here mostly the family bonding in non-market purchases but exposed to the labour market functioning for sale) and contribution to the value addition to the product sold. Therefore, their E-mapping largely depends upon their conditions of working ability, i.e. their entitlement to their own labour asset they possess along with their family bonding in the form of their social capital possession in case of informal localized brickfields industry in West Bengal.

V. Conclusion

What is crucial here is that the successful exploration of their specified skill within the frame of high division of labour has enabled the women brickfields labourers to attain their E-mapping with basic exchange entitlements without inheritance of any trade-based entitlement, production-based entitlement and inheritance & transfer entitlement. What is striking here is the proper

utilization of their own labour entitlement in the labour market of this particular localized informal activity that enable them to acquire their positive contribution to the necessities of their life in order to root out deprivation, contingencies and vulnerabilities of life. The event has entailed a positive corollary to women empowerment of the industry workers despite the presence of a male-female dispersed wage and lack of social security arrangements within the industry.

End Notes

i. The Theoretical foundation of the informal sector may be found to the **Harris-Todaro** Model (1970). To define informal sector, the well-known opinion is that the informal economy includes all income-generating activities that operate outside the regulatory framework of the state (Castells & Portes, 1989; De Soto, 1989; Harding & Jenkins, 1989; Feige, 1990). Since the early 1990s, however, debates have been started regarding there is any clear cut boundary between formality and informality in several economic activities.

ii. To Marshall, an "**industrial district**" is an area or district that has emerged almost as a "district' where concentration of small and medium firms has settled down. Here, the idea of "industrial district" does not simply refer to a "localized industry" but more than it. Usually a "localized industry" refers to an industry that has concentrated in a certain geographical space. But an "industrial district" refers concentration of firms in an industry has already settled down.

iii. The analysis of location started much before than Marshall with 'monocentric city model' of **Von Thunen** (1826) - Von Thunen's "Der Isolierte Staat in Beziehung auf Landschaft und Nationalokonomie".

iv. The term '**agglomeration**' of firms refers to decline in average costs in production as more production occurs within a specified geographic area [**Anas, Arnott and Small** 1998]. In other words, it relies strongly on increasing returns to scale, considering internal and external economies of scale. **Cluster** of enterprises is a geographical concentration of micro, small, medium and large enterprises producing same or similar type of goods and services. As referred by **Brulhart** (1998), while **concentration** analyzes location across space of a few well-defined sectors, **agglomeration** analyzes location across space for a larger part of economic activity, and **specialization** deals with share of a particular location in specific industry in comparison to share of other locations in that industry.

v. By social capital here we mean social organizations (such as trust, norms, reciprocity, co-ordination, interactions, belongingness and networks) between workers and producers that facilitate better co-ordinated actions.

vi. In 1957, **Gunnar Myrdal** introduced the concept of circular or cumulative causation. In this, once a region (or country) takes lead in the process of economic development, positive external economies of scale in the region (or country) appears

there – which ensures that the location will become an attractive place to invest and more attractive location for the labourers to work. The existence of strong localized spillovers leads to the establishment of a core in the region with large market and a periphery [**Dicken and Lloyd** 1990].

vii. The **Christaller** model of central place is, however, inductive rather than deductive in the sense that the model is primarily based on observations rather than exploration of any schema constructed from first principles. To **Parr** (2002), the Loschian approach is completely deductive and a microeconomic foundation has been approached to understand the urban system. It shows that industrial concentration and urbanization may arise independently of local peculiarity and particularity.

viii. In the Big Push theory (**Rosenstein-Rodan**, 1943), the solution to the insufficient size of the local market is referred to a co-ordinated (government-led) expansion of investment - hence big push enters into. This enables firms to reap the benefits of economies of scale, thereby promoting industrialization of a backward region. Without such a big push, the backward periphery cannot catch up with the core.

ix. Ref: Djajic, 1986; Appleyard, 1992; Massey et al, 1993; Bocker, 1994; Waldorf, 1998; Levitt, 1998; Massey, 1999; Taylor, 1999; De Haas, 2003.
x. Ref: Mabogunje, 1970; Arizpe, 1981; Borcocz, 1987; Portes & Borcoz, 1987; McKee & Tisdell, 1988; Fawcett, 1989; Massey, 1990; Kritz et al, 1992; Martin, 1992; Gurak & Caces, 1992; Bohning, 1994; Martin & Taylor, 1996; Rotte et al, 1997; Vertovec, 1999; Olesen, 2002; van Dalen et al, 2005.

xi. In case of trade-based entitlement one is entitled to own what he/she gets in arrangement of production using his/her owned or hired resources. For production based entitlement, one is entitled to own what is willingly given to him by other person. For inheritance & transfer entitlement, one is entitled to his/her own labour power. In case of own labour entitlement one is entitled to own what one obtains by trading with a willing set of people.
xii. The set of all the alternative commodity bundles that can be acquired in exchange of what one owns is his/her exchange entitlement.

xiii. The exchange entitlement mapping (E-mapping) is the relation which specifies the set of exchange entitlements for each ownership bundle, thereby specifying particular possibilities open to him/her corresponding to his/her ownership situations.
xiv. Ref: Saha, Sukanta (2015), The issue of Social Protection: The Case of the Informal Economy, Journal Social Vision, Issue 2 Vol. 2, July-Sep. 2015.

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The Humanistic Philosophy of Swami Vivekananda

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ABSTRACT

Swami Vivekananda was an intellectual and rationalist of the most noteworthy arrange. The Logic of Swami Vivekananda is a gospel of humanism, for man is the central column of his life and lessons. Man, masculinity, man-making these were the steady mantra on his lips. It sprang forward really from his possess realization of the Divine that existed in himself and all. He in this manner raised the nobility, and worth of man to the apex of divine fabulousness. He exemplified man in his widespread measurement which communicated itself in a concern for him all over and in each field of his life. It made him the example of humanism as much profound as noteworthy in enlightening the entirety of mankind from time to forever. In truth, this all-round human intrigued shaped the central subject of Swami Vivekananda's life and work.

***Keywords**: Philosophy, human life, humanism*

Introduction

Since old times grand life-asserting
humanistic thoughts have shaped the establishment of India's world viewpoint. These thoughts have been communicated in a devout philosophical frame which as they created cleared their way in consistent battle against the academic, plain and inactive consideration of the world. It is these thoughts that imbue numerous of works of Vedic writing, the antiquated Indian sagas, the most prominent composing of Kalidasa and the equitable verse of the bhakti. Vivekananda absorbed and altered the devout philosophical thoughts of the Vedanta, adjusting them to the conditions of the modern life. The voice of Vivekananda at the conclusion of the final

century resonated uproariously in the subjugated, brutally misused nation where all human rights were trampled underneath, in a nation torn into pieces by caste, devout and racial partialities steadily instigated by the colonialists.[1] it is difficult to get it the refinement in the advancement of the humanistic premise of modern Indian culture without taking into account the impact applied on it by the devout philosophical belief system far reaching in India, in specific without a rectify investigation of the thoughts and sees of Vivekananda and took a few other devout social reformers and enlighteners, such as Rammohan Roy, Swami Dayananda Saraswati, Said Ahmad Khan, and Aurobindo Gose. The term 'humanism' is inferred from the Latin word 'humanitas' suggesting ontological independence and the journey for the flawlessness of the human soul through the fulfillment of man's inalienable possibilities is subjectivist and idealistic in its orientation. Humanism is thus an approach in study, or the practice that focuses on human values and concerns, attaching prime importance to human efforts. Humanism is not a creed or code but the fullness of a qualitative development of the emotional and cogitative potencies of the empirical human, Jiva that is the object of quest of the humanist. In the words of the Buddhist Tripitakas it can be said that 'liberality, courtesy, benevolence, unselfishness under all circumstances' and 'concord of fraternity' mark the life of the humanist.

Swami Vivekananda acclimatized and adjusted the philosophical thoughts of the Vedanta, adjusting them to the conditions of the unused life. In differentiate to the materialistic see of man, Vivekananda's humanistic logic as numerous highlights of dynamic humanism and in his intense crave to raise man he put forward the thought that the most noteworthy divine substance Brahman is exemplified in millions. The perfect Vedanta is to know man as he truly is, and this is its message, that in case you cannot revere your brother man, they showed God, how can you revere a God who is unmanifested?" The uniqueness of Vivekananda was to reinterpret this logic of man that is at once imaginative and engineered and employments it for accomplishing most elevated human greatness. Swami Vivekananda seen man as a multi-leveled being, a composite of physical, mental, enthusiastic, mental and otherworldly resources. Swami Vivekananda clearly appeared in his piece of four yogas that the different resources of man have to be harnessed for one's spiritual growth. Swami Vivekananda is of the opinion that when man is able to integrate all of the faculties, he attains the manhood in entirety.

Vivekananda not as it were communicated sensitivity and sympathy of the persecuted individuals, as did at that time numerous magnanimous reformers who through fractional changes in the way of life looked for some way or another to ease the part of their compatriots. He criticized the crying insufficiency of such changes parched told those who thought it conceivable though half-hearted measures and the asking of favour from the colonialists to fathom the cardinal social and political issues of the age: 'You talk of social reform? But what do you do? All that you mean by your social reform is either widow-remarriage or female-emancipation, or something of that sort. .Such a scheme of reform may do good to a few no doubt, but of what avail is that to the whole nation?[2] Vivekananda sought to put up in contrast to such halfhearted reforms affecting only narrow spheres of society's life, cardinal demands for a change in the condition of the working masses. 'The one problem you have is to give the masses their rights,' he stressed. [3] In the desire to promote man, Vivekananda put forward the thought that the most elevated divine substance-Brahman is exemplified in millions of standard living individuals and in this manner the adore of God is commensurate to serving man. He called for the all-round improvement of the human identity and the declaration of man's right to bliss in. this world and the cultivating in the standard man of a sense of his possess nobility. In a word, everything that Vivekananda broadcasted in India for the to begin with time at the conclusion of the final century, encouraged the advancement of the subjectively modern humanism which played an imperative portion in the common upsurge of national awareness and the battle of the Indian individuals for autonomy.[4] Swami Ranganathananda said :'Viveknanda made Indian philosophy concern itself with the problems of the common man,' and He brings down the Vedanta to fertilize the fields of common life." He told reformers that he himself was a greater reformer than anybody of them. They needed as it was fractional, parsimonious changes, while he called for a radical change. It appears to us that when Vivekananda talked of a radical change he implies a progressive alter in the social framework, in other words, for his sees Vivekananda was or may be progressive than a reformer.

Impulses Vivekananda caught on the dynamic part of the masses in the chronicled improvement of his nation. This is appeared in specific by his explanation that the impact and control of the Kshatriya and the riches of the Vaisya are conceivable as it were much obliged to the physical work of the Sudra. It is the shape of genuine body of any society.[5] But he approached the

solution of the problem of social inequality from the positions of Utopian Socialism, placing hopes in the good will and magnanimity of the propertied classes. He branded as a traitor anyone who having received an education and accumulated wealth at the cost of the blood of the toilers forgets about them. 'You have long oppressed these forbearing masses, now is the time for their retribution,' he stated. [6]

Thus, Swamiji's concept of humanism bears a unique stamp of individual power and potentiality. It is 'intensely human, even suprahuman.' It cannot be equalled with the prevalent idea of humanism in the West or with the scientific humanism. It is altogether a different form which is strengthened and sustained by the ignition of divine spark in man as supported by Vedantic thought. There is the benign touch of universality and dynamism in this form where energies are entirely positive. It abhors the concept of any negative energies or vibes. This is the strength and relevance of Vivekananda's Vedantic humanism, echoed in present day Biology as psycho-social evolution – of evolution rising from the organic level to the ethical and moral levels [7]

In his scheme of Vedantic humanism, education plays a vital part which is 'the training by which the current and expression of will are brought under control and become fruitful.'[8] These possibilities can be broadly categorised under three heads: *Sila* (physical aspect) ; *Chitta* (mental aspect) and; *Prajna* (intellectual pursuit or divine possibilities). The third is the highest growth that includes the fullness of human development. To quote Swamiji himself: What is the individuality of man? Not Tom Brown, but God in man. This is the [true] individuality. The more man has approached that, the more he has given up his false individuality. The more he tries to collect and gain everything (for himself), the less he is an individual. The less he has thought of himself, the more he has sacrificed all individuality during his lifetime …the more he is an individual. Education is necessary, but knowledge is essential for wisdom. Vivekananda was very much in favour of imparting scientific knowledge and technical power that are conducive to material development of man. Yet, his familiarity with the western style of living had made him aware of the tension, anxiety, violence, intolerance, restlessness and the like prevalent in their society. Life had become a burden in the midst of all material pleasure. The remedy that he chose was a fullscale change from human sensuality to human spirituality. Belief in spirituality could bring in dynamism, rationalism, universalism, and progressivism and, of course, humanism.

He excoriated social treachery and imagined of a concordant arrange in a society established on the grand standards of flexibility and correspondence. A time will come, Vivekananda wrote: 'when the Sudras. With their natural Sudra nature and propensities. Will gain absolute supremacy in every society. The first glow of the dawn of this new power has already begun to break slowly upon the Western world and the thoughtful are at their wits' end to reflect upon the final issue of this fresh phenomenon. Socialism, Anarchism, Nihilism and other like sects are the vanguard of the social revolution that is to follow." [10]

Regardless the fogginess and unique nature of his social beliefs and world viewpoint as an entirety, decided over all by the conflicting conditions of India's improvement, Vivekananda solidly accepted that as it were the individuals who ended up experts of their predetermination could be the builders of the modern society. He was persuaded that as it were the individuals could recapture for India her previous enormity. That is why he held that it is the obligation of all upright men of India to progress the social level of the individuals, to sow the seeds of the truth and information in the hearts of the millions. [11] In this respect the educational views of Vivekananda were closely intertwined with the world outlook of Rabindranath Tagore.

In the struggle against colonial abuse Vivekananda looked for to discover back in the old Indian conventions, especially devout philosophy. He too endeavored to translate the devout fundamentals and doctrines of Hinduism in such a way as to put religion at the guard of India's national interface, to join together the individuals to battle for freedom. [12] He declared that religion was necessary for defending man and society, for peace and tranquility. 'The one common ground that we have,' he pointed out, 'is our sacred tradition, our religion. That is the only common ground, and upon that we shall have to build." [13]

At the same time it must be famous that, regardless the optimistic roots of his world viewpoint, devout obsession was continuously outsider to Vivekananda. He said that he would sooner lean toward to have all his compatriots turn into affirmed a non believers than into superstitious since the want of the powerful and superstition were continuously a sign of shortcoming. [14] He wanted to see his compatriots strong and bold, proud an independent, considering this one of the major pledges of liberation from slavery.

Vivekananda cherished his country and   its individuals. In   this lay the control of his patriotism, the noteworthiness of his whole magnanimous life yielded on   the sacrificial   table of   the country.   His caring cherish for the country surpassed his conviction in godlikeness. He composed that the as it were God who existed was his individuals, their hands, feet, eyes, ears, all over they secured everything. For him India was the as it were sky, the welfare of India was his welfare.[15] Vivekananda said: 'Remember always that there is not in the world any other country whose institutions are really better in their aims and objects than the institutions of this land." [16]. But assumptions of national   narrow-mindedness   were outsider to   him.   He   never looked for separation from exterior impacts and continuously encouraged hiscompatri ots to acclimatize the most excellent that had been gathered by the culture of all mankind. He said that the cause of India's decay was her confinement from the other people groups of the world and that the as it were way out of stagnation was to return into the stream of the rest of the world. Movement is a sign of life, he pushed.

At the same time, Vivekananda's searching mind noticed many things that were hidden under the outward glitter of Western civilization. In his public statements Vivekananda relentlessly exposed bourgeois chauvinism, capitalist competition, the quest for profit, the fabulous luxury of the handful of exploiters and disastrous impoverishment and rightlessness of the millions of toilers, religious and racial discrimination, intrigue and violence.[17]

Another incredible justify of Vivekananda: he was able naturally to reach at the thought that as it were the working course, which was fair coming into being in India at that time, was the unequivocal drive in social advancement.[18] He said that when he saw the Bengali workers engaged in their tasks his feeling of hopelessness about his compatriots would vanish almost completely. He saw how they were gradually developing courage, becoming physically strong, fearless and energetic. Even street cleaners did not know that servility which was customary in natives. He was struck by these changes. While acclaiming the development of an industry which was bringing Indian deliverance from backwardness and the survivals of feudalism, Vivekananda was aware of many contradictions of capitalist society which turns the worker into   a   mere   appendage   of   the   machine.   In differentiate to a   few Indian pioneers of   that   age   who gullibly accepted in   the supernatural occurrences of   Western   civilization,   Vivekananda   well caught   on the

quintessence of colonialist flexibility and majority rule government. 'They that have money,' he pointed out, 'have kept the government of the arrive beneath their thumb, are ransacking and drying up all the sap out of the individuals, and sending them as officers to battle and be killed on outside shores, so that, in case of triumph their coffers may be full of gold bought by the blood of subject- individuals on the field of battle." [19]

One more viewpoint of Vivekananda world viewpoint ought to be said: his intense crave to join together the people groups of India, his declaration that India was one State; regardless the want of the colonialist to stamp out the age- ancient endeavoring of the people groups of India for combination. In spite of the fact that in this attestation, Vivekananda continued over all from an optimistic concept of the solidarity of the people's soul based on a common religion, all things considered this does not minimize the part his sees have played in making present-day India as a jointed together, solid and peace loving state. [20] Vivekananda impassioned call to general fraternity and unity of India's peoples, to the abolition of religious and communal discord, and of caste prejudices were combined with an appeal for peace and friendship among all the nations of the world, which is the cornerstone of the Indian tradition, the main content of the Indian national character.

Urging people to be fearless and bold, to fight the dark forces for their happiness and a better future, Vivekananda at the same time declared that it was hopeless and useless to try and rule the world by force of arms. Vivekananda called for the establishment of friendly relations between all nations, based on love of men for each other. That is why we must regard Vivekananda as one of the initiators in India of the most humane movement of our time; the peace movement.[21] there is a tendency to regard Vivekananda merely as an idealist philosopher, a religious mystic, that is, to stress only one side of his teaching. At times the proponents of such an interpretation try to stress the all but supernatural character of his personality as, for example, Swami Ahhedananda says that Vivekananda was a preacher of the truth who arose, like a gigantic comet, over the horizon. [22] On the other hand, I think that some authors go to the other extreme, trying to picture Vivekananda as all but a Marxist. Bhupendranath Datta writes that the Marxist will be surprised when he sees that the ideas of Marx are embodied in the views of Vivekananda. [23]. Vivekananda's world outlook can be properly understood and evaluated when examining it in the inseparable connection with the entire

economic, social, political and cultural life of India in his time. It reflects many of the contradictions inherent in the ideologists of the advanced Indian intelligentsia who took the road of struggle for national liberation but at that time still had no clear-cut and definite ideological foundations and philosophical basis. Vivekananda place in the development of India's social thought can be properly understood only by considering it a logical development of the ideology of religious and social reformation started in the first half of the nineteenth century by Rammohan Roy.

A one-sided examination of Vivekananda can hence lead to off-base conclusions and generalizations around the advancement of social thought in India at the edge of the nineteenth and twentieth centuries. In my supposition, a parallel could be drawn here with Leo Tolstoy. The world viewpoint of the extraordinary Russian author was surveyed in an unexpected way in our nation. It was as it were the works of V.1. Lenin almost Tolstoy, in which the conflicting nature of his sees were uncovered and the solid and frail sides of his world viewpoint were inspected, that laid the establishment for a really logical think about of his gigantic legacy, of his complex and conflicting sees.[24] It seems to me that for a proper understanding of the role and importance of Vivekananda it is necessary to ascertain the intricate interconnection of traditions and innovation in his world outlook and all his activities. It goes without saying that Vivekananda must not be regarded merely as an idealistic philosopher and religious mystic who tried to put up in opposition to the materialist scientific world outlook various religious philosophical dogmas of Hinduism. [25]

By his endeavor to revive the antiquated religious philosophical conventions and adapt religion on to the necessities of the show age, Vivekananda dispassionately made a difference to popularize among the masses the thoughts of freedom, and bestowed to these thoughts the nature of a sacrosanct devout obligation. Vivekananda determinedly looked for away out of his country's predicament. In spite of the fact that his socio-economic and political ideas had components of diversity, a combination of unconstrained defiant soul against social treachery, social perfect world, of the thoughts of reformism and progressive challenge, regardless the verifiable conditioning and course restrictions of his philosophical and sociological sees, his world viewpoint as a entirely played a valuable portion in the improvement of the national freedom development in India, in energizing the Indian individuals to battle against colonialism.[26]

International organisations, international combinations, international laws are the cry of the day.[27] In the age of transition in Indian civilisation Vivekananda represents an interlude between preand post-Oriental Renaissance who rekindled the light of Vedantic humanism from its remote antiquity. Within a short span of 39 years and 7 months (1863 – 1902) he showed to the world the dignity of human soul, the potentiality of man and the rationality of the being a path of enlightened citizenship. We need to practise developing trust in the good of human beings and join hands with the good if we are to feel the strength inherent in goodness. A terrorist attack may appear fearfully powerful and get noticed globally, but the innumerable silent acts of vigilance that go to thwart such attacks every day are bound to remain unnoticed.10 Needless to say, it becomes imperative on our part to develop this belief in the globalised world of 21st century. Together with the Indian individuals, exceedingly respect the memory of the incredible Indian nationalist humanist and democrat energetic warrior for a superior future for his individuals and all mankind.

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Role of Higher Education towards Skilled India

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ABSTRACT

The need of the hour is to upgrade the Indian Higher Education system to train the increasing proportion of young population so India can truly realize the prophesized 'Demographic Dividend', which can be best, used for Skilled India for Make in India. The Indian Government is also investing significant resources into supporting entrepreneurship and is putting special emphasis on promoting research-inspired entrepreneurial initiatives. It is thus important to understand the initiatives undertaken by the Indian Government and by various academic institutes to facilitate entrepreneurial activities across the country. As hubs of youth populations and providers of education, educational institutions are well suited to delivering both training and opportunities to students and encouraging young people to pursue entrepreneurship as a career. This paper attempts to highlight the role of Higher Education towards Skilled India.

Keywords*: Livelihood Skills, Knowledge Higher Education*

Introduction

At any given time, higher education has been a key factor for its ability to change and to induce change and progress in the society. In today's globalised economy, it is the globalization of knowledge that will enable us to deal with the present and future challenges that is confronting us in every sphere of life, whether it is in environment, health or food security higher education reforms are high on the agenda of the new government with emphasis on expansion, inclusion, and excellence as the pillars of higher education. The regime change in India is witnessing a paradigm shift in government's approach towards dismantling institutions like Planning Commission and India's yet to become more market friendly so that it becomes the preferred destination for foreign investors & NRIs through Make-in-India campaign. This campaign seeks to integrate India's manufacturing sector into global manufacturing value chain. A more liberal Foreign Direct Investment (FDI) ethos, vibrant Joint Venture (JV) & Public Private Partnership (PPP) and greater Ease of Doing Business

are important areas. Higher education can play an important role to realize this mission as it will improve the skill quotient, pave the way for research, quicker technology absorption, and provide an ideal platform for global connect with top class universities. The important areas for making the Indian Higher Education system future ready can be - Financial Innovation, Innovative Use of Information and Communication Technologies (ICT), Reinvigorating Research, Thrust on Vocational Education & Training (VET), and Regulatory Reforms

Building up Entrepreneurship for Skilled India
Nations built on innovation, entrepreneurship, and production is able to dominate the world economy even though risk taking has traditionally been discouraged in developing nations. The uncertainty and financial insecurity associated with entrepreneurial activities are the greatest barriers that budding entrepreneurs need to overcome in order to transition into successful entrepreneurs. This challenge needs substantial effort and steady support from society. Easy access to information, mentorship, and a network of venture capitalists and angel investors also play critical roles in promoting entrepreneurial activities. Government of India recently launched a nationwide campaign to promote entrepreneurial activities across the country. Some of the recently emerging trends indicate that scientific and technological innovators from India are now willing to be a part of the global entrepreneurial revolution. Research-inspired entrepreneurial initiatives are expected to play a key role in facilitating India's economic growth in the coming years.

Entrepreneurship is defined as the ability to develop a business model in an attempt to find a creative solution to an existing problem, quite often using limited resources (Stevenson, 1983). Thus, entrepreneurs are path creators rather than path seekers, and they benefit from an ever-present sense of urgency (Bhide, 1994). The ability to take risks is an essential attribute seen in most entrepreneurs (MacKo & Tyszka, 2009), regardless of the area of expertise. Although most developed countries primarily focus on technology-driven entrepreneurial initiatives, many people in economically developing countries are essentially forced into less technologically focused forms of entrepreneurship as their only opportunity for self-employment (Singer et al., 2015). Many universities from around the world have recently started supporting incubation facilities and training cells for innovators who wish to become successful entrepreneurs (Pattnaik et al., 2014). Science- and

technology-driven innovations are now being patented and commercialized by universities and research institutes from around the world (Hartmann, 2014). Researchers from developing countries such as India are now exploring new opportunities for commercializing their innovations. The traditionally job-seeking Indian research community is rapidly developing profound interest in commercializing their technology-driven innovations. Indian and multinational companies have started showing great enthusiasm in supporting the Indian government's policies that would help India attain a more visible position on the global entrepreneurial map. The "Make in India" and "Startup India" programs have clearly outlined a detailed roadmap that would encourage researchers to turn their innovations into successful businesses.

Purpose of study
It is important to understand the overview of the trend towards research-inspired entrepreneurship in India. It characterizes the Indian entrepreneurs and outlines various governmental and academic initiatives to foster entrepreneurship in a culture that has traditionally been more focused on seeking steady employment than risk taking. Study should be done on the challenges and how to overcome them and the opportunities which can be taken up by Indian Higher Education for the Indian students to become entrepreneurs to redefine and reinvigorate the Indian economy.

Higher education policy, recommendation of committees during the last decade
From Kothari Commission to the National Policy on Education (1966 to 1992) the thrust has been to bolster science and technology and research, foster integration amongst the states and union and provide equal access to all section of the society by taking special measures and encouraging open distance learning. The recommendations can be summed up as under Summary of Recommendations for Higher Education Kothari Commission (1966): Improve productivity; Treat science as a basic component in education and Improve research in S&T.

NPE (1986): Greater role in reinforcing integrative character of research and advanced study and international aspects of Education and Cultural development

NPE (1992): Facilitate Inter Regional mobility by providing equal access to every Indian. In R&D, S&T special measures to establish network arrangement between different institutions in the country to pool their resources.

During the last decade three important committees have addressed the issue of private sector participation and the modicum for achieving better global connectivity and quality improvement in the higher education sector.

Ambani Birla Report (2000): Ambani-Birla envisioned creation of a knowledge based society, which will induce competitiveness while fostering cooperation. The report championed the principle of use-pay policy supported by loan schemes and financial grants for economically backward section. It strongly recommends legislation for new private universities in the field of science and technology, management and finance area. The report pitched for foreign direct investment while limiting into Science, Technology and Research. Moreover excessive regulations was sought to be dispensed with while emphasizing that the government should play the role of a facilitator.

Knowledge Commission (2009): Some of the striking features of the Knowledge Commission are to spur growth of private and foreign universities and reduce role of the state. The commission recommends expansion of the number of universities to 1500 in the country, and establishment of 50 national universities by government or by private sponsoring bodies to be set up by Society or Trust or though Section 25 of Companies Act. The commission strongly recommends reduced role of the UGC and instead purposed establishment of an independent regulatory authority for higher education (IRAHE) and an addition 1.5% of GDP to be allocated for higher education.

Narayan Murthy Report (2012): It proposes enhancing research focused-through dedicated funding for research sponsored doctoral programs, setting up centre of excellences in the form of technology parks, developing new knowledge clusters & up-gradation of 75 top of the class universities, with investment ranging from Rs.175 to Rs.200 crore per university. The committee has recommended creation of 20 world class universities with investment of Rs.500crore per university and the targeted outcome is the creation of 20 new national knowledge clusters through the public private partnership. The estimated investment for the 5 year plan is of Rs.40000 crore with government corporate partnership and creation of a council for industry and higher education collaboration as a nodal agency

Role of Higher Education in assisting Make in India
Encouraging entrepreneurs to start new businesses is a priority for any government and is only increasing in importance as nations look to grow,

become self-reliant, and overcome economic uncertainty. These are multi-dimensional objectives that can be fulfilled by promoting entrepreneurship in any economy, but in India, they take on added significance because of the size and age of the population. India's total population of 1.3 billion people ranks second only to China, and with 28% of those people aged 10 to 24 (28%), the country has 367 million young people that are either at the start of their careers or soon will be (UNFPA, 2015). Hence, it is the national interest to provide education, support, and facilities that can help guide this large and young segment of the population towards careers in entrepreneurship and to help them build and grow their businesses.

As emphasized in the GALLUP-HOPE Index, this contexts means "it is that much more important to nurture and engage student's entrepreneurial spirit early so they are prepared to start a business or invent something that changes the world" (GALLUP, 2013).

Thus, in India, the role of higher education institutions is undergoing a fundamental change to better encourage and support young entrepreneurs. Traditionally, students in higher education institutions were exposed to that were limited to their specific domain. Unless domain knowledge is accompanied with knowledge and hands-on experience in the world of business, it is difficult for educational institutions to create large cohorts of entrepreneurs that will succeed in the long run.

Business schools are well suited to providing exposure to entrepreneurship given that business and related aspects are part of the curriculum. Such educational institutions must showcase their ability to enhance the major scientific and technical competences required by their students to be competitive in the future. And today's business environments demand proactiveness and an entrepreneurial spirit, even among their employees (Santos et al., 2012).

Policy options
Keeping in view of the above it is strongly recommended that the following policy options must be factored in the promised new educational policy next year if India wants to take full advantage of manufacturing in India instead of depending on imports on a massive scale.
a) Allocation: Dr. Kothari had recommended way back in 1964 that the government should spend at least 6% of its Gross Domestic Product on

education. Colclough and Lewin (1993) in a seminal study show that around 3.1% of GDP needs to be allocated to universalize primary education as against around 1.5% earmarked by government.

b) Regulatory Mechanism: The Yashpal Committee (2009) has strongly recommended establishment of an autonomous overarching National Commission for Higher Education and Research for prescribing standards of academic quality and defining policies for advancement of knowledge in higher educational institutions.

c) Public Private Partnership (PPP): Infrastructure has been highlighted as the thrust area for development and employment generation as it is the key link between the primary, secondary and tertiary sector. The Deepak Parekh Committee (2007) had recommended that infrastructure funding/GDP should be increased from 5% to 9% and PPP model is most suitable for fund generation.

d) Creating a Global Classroom: Prof. Philip G. Altbach has observed that internationalization of higher is at the fore front of academic thinking globally. It is important for gaining employment in a global economy. Higher education internalization has to a priority in much of the world and India needs to join the race.

Path ahead which can be taken up by Higher Educational Institutions in India

Have Entrepreneurship education programmes different objectives, such as:
✓ developing entrepreneurial drive among students (raising awareness and motivation);
✓ training students in what is needed to set up a business, and to manage its growth;
✓ developing the entrepreneurial abilities needed to identify and exploit business opportunities.

Integration of entrepreneurship into the curriculum needs to be the vision for a higher education institution as part of its wider mission. Provision should be accessible for Arts and Humanities students as it is for Business/Social Science and Science/Engineering students. Educators should be comfortable and skilled in addressing a diversity of student groups, from different cultural backgrounds, by providing examples and role models that relate to their contexts.

At their level of responsibility, higher education institutions could:
➢ set up a **strategy** and an **action plan** for teaching and research in entrepreneurship, embedding practice-based activities, and for new venture start-ups and spin-offs;

- ➢ create an **entrepreneurship education department**, which would serve as an entrepreneurial hub within the institution and spread the teaching of entrepreneurship across all other departments;
- ➢ Offer an **introduction to entrepreneurship** and self-employment to all undergraduate students during their first year. In addition, give all students the opportunity to attend seminars and lectures in this subject; set up **incentive systems** to motivate and reward faculty staff in supporting students interested in entrepreneurship, and **acknowledge** the academic value of research and activities in the entrepreneurial field; develop clear institutional rules about **intellectual property**;
- ➢ **Award academic credits** for practical work on enterprise projects outside the established courses.

Authorities
- ➢ **set up a task force** to determine how entrepreneurship can be integrated into primary, secondary, and higher education;
- ➢ adopt **legislation** supporting relations between private business and universities, including allowing professors to work part-time with business;
- ➢ help develop an **accreditation system** to validate non-formal learning and practical activities that favor entrepreneurship development;

Therefore within a variety of courses that higher education institutions can offer, including some inter-disciplinary ones, the following main aspects should be covered: a) generating ideas and recognizing opportunities, b) creating a new venture/organization, c) growing a young venture. Certain other aspects can be very important, such as: innovation management; corporate entrepreneurship and entrepreneurship; entrepreneurial management; entrepreneurial marketing and finance; corporate succession.

Most of the possible contents of entrepreneurship courses are relevant for students from all fields of studies. However, in order for the teaching to be tailored to the specific needs of different categories, **more emphasis is placed on one aspect or another**, for instance:

• Entrepreneurship within **business schools and economics studies** focuses on business start-up and new venture creation, and on the management and growth of SMEs. Students of economics learn to work with students from different fields (engineering, scientific studies, etc).

• Entrepreneurship within **science and technology studies** is especially concerned with exploiting intellectual property, creating spin-off companies and venturing, and offers courses on issues such as:
− Management techniques;
− Marketing, commercializing and selling of technology based ideas;
− patenting and protecting technology based ideas;
− Financing and internationalizing high-tech ventures.

• For students in **humanities**, the focus will be on self-management and on social entrepreneurship, which is an emerging area of growth and provides opportunities to make a difference to social and community contexts.

• Entrepreneurship for the **creative arts and design** focuses on opportunities emerging through creativity and creative working, preparing graduates to work as freelancers or self-employed people, or creating small enterprises and ventures. It follows that in humanities and in creative studies alike, the following topics are particularly relevant:
− Social entrepreneurship;
− Self-management;
− User-driven innovation;
− Part-time and freelance entrepreneurship

A recent study on several German universities point out that the entrepreneurship support in universities is under development and suggests a series of directions for public policy involvement in university entrepreneurship support, including:

Strategy: Public policy can facilitate the introduction of clear incentives and rewards for professors, researchers and students in order to help them to engage. This can be done by adding 'entrepreneurship support' to the list of performance criteria.

Resources: It is the balance between a minimum long-term financing for staff costs and overheads and the openness to private sector involvement in the financing of Entrepreneurship Chairs and incubation facilities which proves to be successful.

Support Infrastructure: Universities will need to find their place in existing start-up and entrepreneurship support systems. Networking and incentives for clear referral systems can be useful to increase the effectiveness and efficiency of start-up support and to reduce duplication, confusion and waste of resources.

Entrepreneurship education: Improvement and innovation can be achieved with the help of the exchange of good practice in creative teaching methods, creation of platforms, publications, teaching material, curricula development and the integration of entrepreneurship courses, such as creativity classes.

Start-up support: private sector collaboration represents a key success factor for university entrepreneurship support for protected environment for nascent entrepreneurship. This can be an important stimulus for students and researchers to make a first step towards the creation of a venture.

Evaluation: Public policy organizations and universities will need to work 'hand in hand' in developing a monitoring and evaluation system which demonstrates the socio- economic impact of university entrepreneurship support and reveals needs for changes.

Conclusion

The traditionally job-seeking Indian research community is rapidly developing profound interest in commercializing their technology-driven innovations. The Indian Government is also investing significant resources into supporting entrepreneurship and is putting special emphasis on promoting research-inspired entrepreneurial initiatives. Indian and multinational companies have started showing great enthusiasm in supporting the Indian government's policies that would help India attain a more visible position on the global entrepreneurial map. The "Make in India" and "Startup India" programs have clearly outlined a detailed roadmap that would encourage researchers to turn their innovations into successful businesses. Entrepreneurship education and incubation (including mentoring) are the key areas in which higher education institutions can contribute directly to the quantity and quality of new startups and indirectly to the Indian economy. Entrepreneurship education through these institutions can help in increasing awareness of entrepreneurship as a viable career option and the support received through incubation can help student entrepreneurs overcome hurdles to starting and growing their businesses. In this way, the role of higher education institutions in India goes beyond just teaching and awarding degrees to more broadly influencing the economic development of the country.

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Expert Group

Social History of Madiga Leather Workers in Colonial Andhra Region

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Abstract

Leather industry and activities associated with it represent a peculiar socio-cultural history in India. The communities associated with this trade were traditionally recognised as untouchable castes. Communities engaged in leather trade were treated as untouchable communities all over India. This paper is an attempt to explore the social history of the Madiga community which traditionally engaged in leather related profession in Andhra region. The main purpose of this paper is to document the impact of colonial modernity on leather works of South India and their struggle for better life. The main hypothesis this paper presents is that colonial rule provided economic opportunities, but such opportunities could be able to provide a substantial benefits to the large army of leather workers on account of their social status and culturally induced social exclusion.

Keywords: Madiga, leather, social history, Andhra, Christianity

Introduction

From the beginning of 19th century, India was identified as hub for leather exports mainly in the form of exports of hides and processed leather to be used in leather industry. Two regions gradually evolved as an active hubs of leather industry ie. United Provinces (Agra and Kanpur) and South India (Madras and other areas in south India). This paper mainly confined to examination of social history of leather workers in South India with particular reference to Madiga community of Andhra Pradesh. It has been proposed and demonstrated in this paper that colonial modernity indeed created a repelling effect to which the Madiga responded with diversified strategies to maximise their gains in this process. However this attempt was hindered by socio-cultural barriers of Indian society due to which the Madiga community unable to gain the opportunities offered by colonial economic process.

The historiography of economic history of India has mainly been concentrated by narratives on the impact of British rule in terms of negative and positive outcomes. The nationalist economic historians mainly focused on drain of resources from India which has mainly been identified as reason for underdevelopment of India (Dutt, 2006, Gadgil, 1924, Gopalakrisnhan, 1959). Secondly robust economic history written by western scholars who attempted to highlights the potentialities of development offered by colonial rule in South Asia (Thomas, 1926, Tomlison, 2005). Third approach mainly spearheaded by Marxist scholars. They perceived colonial rule as an extension of global capitalist system which exploited and alienated human beings from nature and life (Bagchi, 1982, Balachandran, 2003). Most of the Marxist historical narratives overwhelmingly concentrated on nature of mode of production and relation of production (Patnaik, 1900). The recent revisionist school mainly championed by Thirithankar Roy proposes that colonial rule was not as ruthless as depicted rather it has offered opportunities for various communities to enhance their productive potential to compete in the emerging market (Roy, 1999). In all these studies what is missing is that sector level analysis of traditional industries and impact the British rule generated on the communities engaged in such industries.

The Madigas of Andhra Pradesh
The Madigas caste is found in South India in general and Andhra Pradesh in particular. This caste traditionally associated with leather related profession and considered impure caste (Singh and Mathur, 1969). The total population of Andhra Pradesh, as per the 2001 Census is 76,210,007. Here the Madigas constitutes a single largest community of occupying 49.2% of total population in the undivided Andhra Pradesh. Subsequently Andhra Pradesh was divided into two states ie. Andhra Pradesh and Telangana. The fact here is that the Madigas constitute important sub-castes within 59 scheduled castes of Andhra Pradesh.

The Madiga in pre-colonial period
Honestly we do not have clear sources to construct history of Madiga community which engaged in leather industry in Andhra region. Of course we have some passing references in literatures such as Pannati Veeracharitra, Sumati Satakam, Vemana Satakam and history of Potuluri Veerabrahman etc. In fact attempt was made by Brahmanical society by the way of creating mythical genealogies to the Madigas by projecting Arundathi who happens to

be a legendry ethical women character belongs to their castes. The established facts we can get from these sources is that the Madigas are untouchable community, engaged in leather industry and lives in outside of villages. At the level of material conditions, we can safely assume that the Madigas emerges as one of the active community in the macro level agrarian economy that emerged by 15 and 16th centuries of Andhra region. Successive ruling dynasties actively promoted clearance of forests and wetland rice cultivation (Talbot, 2001). This water and labour incentive agriculture necessitated massive quantum of faithful labour (Sastri, 2002). The Madigas thus gradually became a part of emerging settled village system however controlled by Brahmanical value system.

Generally, wetland and dry land agriculture both require highly developed irrigation systems (Stein, 1980, Ludden, 2005). This tank based irrigation system can be seen in several parts of Andhra Pradesh. Several legendry tanks exist till today. The visible fact here is that agrarian economy not only required landless labour but also several goods made of leathers. The finished leather products used in agrarian economy such as belts of oxen for ploughing and cart, hunter to drive oxen, big leathers bags to lift the water from irrigation sources such as tanks, wells etc. making shoes and sandals, supply of processed leather for making musical instruments such as dappu, mrudamgam, tabala etc. Besides, leather related works; the Madigas were also employed in agriculture works. Even though the Magigas became part of settled agriculture based village system, the status of untouchablity was ascribed to them on account the nature of their occupation such as carrying dead cows and buffalos, pealing their skin to make leather, maintenance of burial grounds, etc. At normative level, utouchablity was imposed from cultural perceptive as a part of observation of Brahmanical purity, at practical level the Madigas continued to be part of agrarian economy. Mostly jagmony system which means attachment of some labour families to cultivating families existed in different parts of Andhra region.

The Madigas and British Period
The Andhra region became part of British rule by 1760s and its hold was consolidated by 1800. Subsequently Andhra region was brought under dynamics economic activities unleashed by the British (Rao, 1993). Two visible sectors became dynamic during the British rule. Firstly agriculture sector was brought under systematic management in the form of land

settlements and facilities such as irrigation systems such as dams and canal system created by 1870s. This process resulted in unprecedented expansion of cropping under acarage. Besides this, vast wasteland brought under cultivation on account of improvement in irrigating facilities (Stoddart, 2012). This process resulted in emergence of canal colonies bordering newly constructed canal system. It was this process created new opportunities for labour forces willing to migrate wherever opportunities (Rao, 1988). This trend unlashed a massive migration process of the Madigas from dry land agriculture to canal colonies in search of assured means of livelihood. This trend was further augmented by the Madras Famine of 1878 which has consumed about 8-9 million lives (Batia, 1963). Obviously most effected people could have been the rural poor live in dry land agrarian region. On account of these changes a massive migration took place to canal colonies which are controlled both by Brahman and non Brahmna upper castes. Particularly non Brahman castes mainly of Kamma, Reddy, Kapu, Rajulu, and other acquired control over canal colonies the absorption of labour mainly from two communities of Magidas and Malas. While the Malas confined to agrarian labour and the Magidas continued to pursue both leather work and agrarian labour.

In the canal colonies the absorption of untouchable castes as labour was very critical on account of the cropping patterns such as paddy, sugarcane, turmeric which requires massive labour. Interestingly most of untouchables in canal colonies followed Christianity mainly of Roman Catholic, Lutheran and Salvation Army. This history largely remind unexplored why the labours in canal colonies attached with Christianity. We do not have empirical deviances at present. But we can speculate the trend. Firstly, the critical requirement of labour, secondly, the migration of untouchable castes from dry land areas might have been facilitated by missionaries who were active at the time. Secondly, most of the canal colonies were controlled not by Brahmans rather by non-Brahman castes which were fighting with Brahman in the form of non-Brahman movement. It was this context perhaps allowed religious freedom to Madigas and other untouchable castes.

In the canal colonies, most of Madigas worked as artisan for provision of leather products, labour in agriculture works, watchman for grading fields, drummer to disseminate information in the villages and occasionally as sharecroppers. This process even though did not change the life of the Madigas substantially, but it did provide some space to look for relatively

better prospects. Practically those who worked as share croppers, they could be able to send their children to schools operated by government and missionaries. This new educated Madigas were absorbed by emerging public sectors in the initial stage of independence. However majority Madigas remained landless and confines to the profession of landless labour.

I do not suggest the fact that the Madiga community from canal colonies only emerged as dynamic in terms of mobility. The Madigas in dry land region also brought under the dynamic process of colonial impact on agriculture sector. Particularly commercial agriculture created a heavy demand for commercial crops. Crops like tobacco, cotton, chillies, and pulses are grown in dry land agriculture where water was managed with tanks in Rayalasema, Palnad and Konaseema regions. In these regions besides leather trade actively participated in agriculture as labour, share croppers and artisans. Wastelands, forest lands were distributed among depressed castes. In 1920-21 an extent of 19251 acres of land was distributed to depressed castes. This extent was increased in 1931 to 342611 acres (Boag, 1933). This was indeed a revolutionary measure as Madigas, Malas and other untouchable castes able to secure land which provides a source of sustenance with dignity. This process might have created a strong base for emergence of educated and aspiring Dalit middle class.

Another trajectory of social history of the Madigas could be seen in urban sphere of Andhra society. The following sources generated employment for untouchable communities in emerging urban sphere in colonial period: establishment of leather industry by 1860s and its gradual expansion: sanitary works in municipalities such as cleaning toilets, sweeping roads, cleaning sewage, workers in slaughter houses, works in railways, heavy industries etc. Among these works, the leather based works provide dynamics opportunities to the Madiga community who happens to monopolise the skill of leather processing. In tows like Nellore, Ongole, Guntur, Vijayawada, Ellore, Rajahmundry, Visakhapatnam, Bhimavaram, Kakinada, etc leather workers colonies along with Muslim colonies emerged between 1850-1900. These colonies are generally named by American Baptist Missionaries how worked actively with untouchable in unban Andhra region (Fishman, 1941). The fact is that in the urban sphere, the Madigas did not dependent upon the Hindus. This aspect gave them to religious freedom, naturally they were attracted towards Christianity which perched social equality and provided educational and medical services (Mallapalli, 2004). The examples of Clive pet, Baptist

nagar, Wesley nagar, Itia nagar attest the attachment of the Madigas with Christianity. The proximity to Christianity gradually proved to advantageous in the form of gaining access to represent their grievances and demands to the state authorities in more efficient way.

The relationship between the depressed castes and colonial state has to be seen in the context of emerging national movement. As Indian national congress and other political parties did not represent the demands of depressed castes adequately, there existed a vacuum of politics so far as representation of untouchable's castes was concerned. Colonel state ceased this opportunity by the way of providing facilities such as scholarships, fee concession, special schools, creation of hostels, creation of separate wells, provision of land for construction of houses and nomination of members from depressed castes to legislative council (Boag, 1933). These reforms undoubtedly unleashed development process of Dalits and facilitated their upward mobility.

Social history of leather colonies is indeed an interesting study which has not yet received the attention of historians. The leathers colonies are exclusively consist of the Madiga community which migrated from dry lad region in search of employment, particularly after the 1878 famine. The migration became a boom for emerging leather industry controlled generally by Muslim merchants. The Madigas happens to be skilled in not only shoe making but also processing skins of animals got employment in leather processing units as workers. They generally engaged in vast spectrum of activities associated with lather processing. The first step is to collect skins that are peeled off from animals. It considered being highly skilful activity, as a small tore to skin make it useless. Raw and processed skins are collected by leather workers from villages. There after it pruning was done by using different chemicals in which the Madigas possess exclusive monopoly. After processing, the hides are supplied to the leathers factories located in Madras. Substantial quantity of leather was also exported to Europe. After 1900, leather products manufacturing gained momentum in South India. In 1912 three big factories existed for processing of leather and its products, by 1931, the total number of factors increased to 12 (Boag, 1933). It was this urban activity that absorbed large number of the Madigas from different parts of dry land region into leather trade. The money earned by leather even though not substantial, but emerged as one of the important source of income for maintenance of families.

We should not presume the income from wages to Madigas were substantial made them economically strong. It was indeed a low income as the Madigas work as lower level daily wage workers. To supplement the income of husbands the Madiga women undertook the activities of selling of milk, dung cakes, selling meat, maids, constructing works, vegetable sellers etc. The conditions of urban Madigas gradually became economically comfortable and were able to send their children to the schools established by municipalities and Christian missionaries. Undoubtedly first generation of government employees, entrepreneurs emerged from this process.

Economic self sufficiency of the Madigas enable them to practice the religion of this own choice. Undoubtedly most of the urban Madigas attached to churches. They generally did not convert into Christianity in large number, but continued to follow Christianity. Some of them were attracted to Adi Andhra identity which is an extension of Adi Dravada movement started in Tamil Nadu. Some of them remained in Hindus but very few, but they do not worship Brahmanical Gods rather they worship village Gods such as Maramma, Matanagi etc.

It is this urban Madigas not only gained employment but also actively participated in politics in Andhra region. But the ostensible fact is that the opportunities thrown upon by the reservation policy of government of India mostly used by the Mala castes, on account of their relatively better control over land in rural areas and their proximity to the state apparatus in the urban areas. A strong movement against disproportionate appropriation of reservation in government jobs by Mala community launched by the Madigas. The Madiga Reservation Porata Samith popularly known as MRPS launched as strong social movement with the slogan of inclusive development of 59 sub-castes of scheduled castes in Andhra Pradesh. Demand was made for categorisation of SC reservation into different parts taking backwardness as criteria within Scheduled Castes.

Conclusion

Modern Indian history is not just a fight between the British and India and India getting independence. Modern India history substantially transformed the social history of India. Particularly Dalit communities attempted to situate themselves into the process of modernity within the limited opportunities generated by it. On the other hand upper caste communities were able to absorb the opportunities generated by the British rule substantially on account

of their social and symbolic capital. But in case of the Madiga community they could not transform from artisans to merchants on account of their untouchable status in society. The social history of the Madiga community shows us the social dimension of change in modern India which continued to have critical impact upon the contemporary development process not only in Andhra Pradesh but also at all India level.

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Panchayati Raj and Women of Rural Assam

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ABSTRACT

Indian Constitution guaranteed 33.33% reservation 73rd amendment to grassroots political institutions for women by changing the structure of government into decentralised power or local government in Panchayati Raj System to enhance women representation. By decentralising the democracy, government has taken initiatives to mobilise the marginalised or underprivileged group. Thereby states are committed to empower women through active political participation in the rural areas of the nation. The women of Assam are also competent to get involved in politics directly through the introduction of Panchayati Raj system. In that way women are participating in grassroots level politics in various part of Assam. But it is matter of concern that gender role, casteism, women's dependency, religion and many other factors of traditional society may become barricade in the path of women mobilisation through Panchayati Raj. Concerning with the issues of women empowerment and passivity of women, feminist have also critically analysed the role of women's participation in politics. The paper will look after the challenges and hindrances faced by the women of Assam in the process of empowering and mobilising themselves through the PanchatiRaj System. The study will be conducted by analysing the narratives collected from women leaders actively participating in politics through feminist perspective. The areas of the study will be Sonitpur District of Assam.

Keywords: Panchayati Raj, Feminism, Women, Political Participation, Empowerment

Functioning of Panchayati Raj

The concept of Panchayati Raj can be understood in two perspectives. Normative political theory tries to understand Panchayati Raj as ideal conceptual model. While the empiricist tries to understand as operation of

Panchayati Raj (Narain 1969, 119).It is not a post independent phenomenon rather village panchayat existed since the centuries.But the system was used as the instrument of dominant upper caste within the feudal set up. But at the end of the 19th century British ruler Lord Ripon try to revive the local government (Pathy 1980, 36).However 73rd amendment act of the 1992 changed the whole structure of the Panchayati Raj System which inserted a new constitutional status to Indian Political System. Consequently Indian polity converted from two tier to three tiergovernment. The basic salient features of the Panchayati Raj System are: a) Provide three tier system of Panchayati Raj for all the state having population above 20 lakh. b) Hold Panchayats election regularly after every 5 years.c) to provide reservation of seats for schedule caste, schedule tribe and women. d) to appoint State Finance Commission to make recommendations as regards the financial powers of the Panchayats. e) Constitute District Planning Committee to prepare draft development plan for the district as a whole. According to the Constitution, Panchayats shall be given powers and authority to function as institutions of self-government. The following powers and responsibilities are to be delegated to Panchayats at the appropriate level:-a.Preparation of Plan for economic development and social justice. b. Implementation of schemes for economic development and social justice in relation to 29 subjects given in Eleventh Schedule of the Constitution. c. To levy, collect and appropriate taxes, duties, tolls and fees. Structure of the Panchayati Raj System is

ZillaParishad

Anchalik Panchayat
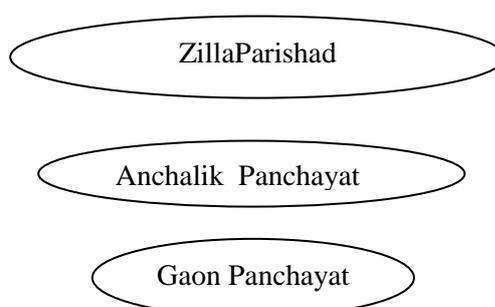
Gaon Panchayat

Women and Panchayati Raj System
73rd amendment of the Indian Constitution guaranteed 33.33% reservation in grassroots political institutions for women by changing the structure of government into decentralised power or local government in Panchayati Raj System to enhance women representation. Where fifty percent of the total population of the country constitute of women who are unfortunately most marginalized category in every sphere of life be it socially, economically or

politically. They have been deprived of the basic rights in the patriarchal structure of the society(Roy 2015,10). That structure of the society creates a hierarchy and manifest advantage for male member of the society. Henceforth the women have been facing various kinds of discrimination and exploitation in day to day life. To overcome such oppression and discrimination and have equal rights and status as male or advantaged people a movement has been started during the 18th century all over the world which is known as feminist movement. Feminist is just a belief in the social, political and economic equality of the sexes.Feminism talk about women empowerment to achieved equality of the sexes in the society. Women empowerment is nothing but a process in which women gain control over their own lives by knowing and claiming their rights at all levels of society as well as bringing awareness, building capacities for better participation in the society. One of the significant way to empower women is the political participation, where they have to involved themselves voluntarily form campaign to decision making.

In a study by the Centre for Women's Development Studies 1999, it was revealed that 95% of women surveyed believed that they would not have been elected had it not been for the reservation.A number of researcheshave been done to ensure functioning of Panchayati Raj and its effect on women empowerment. SaurabhSinha in his Women's Development and Empowerment where it was found that focus was given on education for the empowerment of the women. The work is more concentrating on Northern region of India ignoring the differentiation of the Northeast region. It has shown more positive sites of functioning of the Panchayati Raj System. In women Empowerment and Panchayati Raj institution a study of Nagaon District work done by Biswajit Roy under Assam University reveal the impact of Panchayati Raj system on Assamese society.But the challenges and hindrances face by women during involvement into the grass root political process especially in the Sonitpur District has not been studies yet. Therefore this study is an attempt to fill up this gap.

Feminism and Panchayati Raj
Participation in political sphere involved framing of policies and decisions and effective control over implementation of the same. Participation in political process preserves equality and justice, reverse existing situation and brings out necessary social changes so as to promote a better social order.Participation of women in Panchayati Raj Institutions was questioned in terms of the substance

and effectiveness of representation. Rural women were particularly vulnerable as a group because of strong traditional values maintained in rural areas, patriarchal families, lack of women's education and access to information, poor exposure to the "outside" world, and lack of power (Kaushik1992, 394). Women's political intervention encompassed from movement for peace and good governance to protest against rape, dowry, domestic violence food adulteration, the price-rise and deforestation (Desai,Thakkar 2001, 96). But patriarchal value system largely influenced our Indian culture and social ethos. As well as regional variation of the nation vary the notion of the society.

These deeply entrenched social attitudes and practice; women have not been independent decision-maker in the country. Male member of the family dictate women's decision. Therefore in the Panchayati Raj System women should be made aware of the deficiencies of the bureaucracy and the bureaucrat should be made more sensitive to the need of women (Mohanty 1995,3350).

Objectives
1. To highlight the problem and obstacles behind women in the involvement with Panchayati Raj System.
2. To study the challenges faced by women while participating in Panchayati Raj System.
3. To study the access of autonomy of power in grassroots democracy

Universe and the Methodology of the study
The study was done on analytical method by collecting narratives from grassroots women leaders, involved in the process of local self-government through feminist lens. Data has been collected from primary sources. Purposive random sampling was followed by the research to collect data. Oral interviews were taken to accumulate the information and insight of the women participants in grass root politics. Sonitpur ZillaParishad was chosen as study area for its viability and need of relevance of the study. The member of local self-government of Sonitpur District is the universe of the study. Sonitpur ZillaParishad was constituted on 4-06-2002 after its first Election held on 31-12-2001. The total geographical area of Sonitpur ZillaParishad as per census 2001 is 5328 hectares and its total rural population is 15, 30,530. (*areaprofiler.gov.in*) Under the Jurisdiction of Sonitpur ZillaParishad there are 158 GaonPanchayat, 14 AnchalikPanchayat/ Blocks, 32ZillaParishad council, 8legislative Assam council and 1 LokSabhaConstituency (*pnrdassam.nic.in).*

Narratives

Rita Rabha (name changed), former ZillaParishad member (age 55 years) was interviewed to get insight about her experience of being an active participant of the grass root politics. While answering how she was motivated to be active in politics she saidthat her husband used to take alcohol, never given attention toward family life and sometimes used to abuse and exploit her,as well as the women neighbouring also facing same problems. Therefore she decided to associate victim women and take some steps for their husband so that they get rid of the bad habit of taking alcohol. After some times she gathered women from her neighbour and form a MahilaSamiti. After working quite sometimes with MahilaSamiti, political party approached her to participate in the panchayat election. She wanted tograb the opportunities because she thought that to make her husband responsible she should have political power. But she was dependent on husband's consent to participate in the politics, because to give candidature even she needs money as she was economically not independent, she had to depend on her husband. She said that she alone couldn't take decision because if she goes against her husband's wish her conjugal life mighthamper. She did lots of effort to convince her husband lastly her husband allowed her to participate by giving condition that family and the children should not get any trouble for participating in election. After winning the election she saw the public sphere where she faced lots of problem. She opined that she couldn't take any decision alone weather in terms of schemes availing people, holding meetings she has to obey and follow party member's opinion. On the other hand in private life she has to take care of family, children then only she could go out for the work. She felt more pressure of work inside the home as well as in the public.

At one point of time she was so confused that where should give more priority family or society. In the middle of the tenure she wanted to leave her work even. As she cannot ride bicycle, bike or drive car she face problem in mobility, she said that for this reason she has to depend on a male person. There are many restriction of mobility for women so she could not go out according to her wish to help people during the emergencies due to that reason many people scold her and treated badly. She also said that many people visited her with individual problems but she could not satisfy everyone. People did not understand her and claimed that she had not done anything for them. Her remuneration was also very less; she could not meet the need as well as expectation of her family and husband. But after completing one tenure she

was not elected for further term. Now she is facing different kind of problems, society does not treat her now as she was treated before. Even her family also ignore as she was not in power. Financially she become more unsound now, no source of earning to maintain that standard of life she gain while she was in power. She never wanted to go back to politics now.

Analysis: From the narratives it can understand that status quo of a woman is very much depended on socio-cultural ethics. In the present society also husband are considered as the support system of a woman. The choice, desire and dream of a woman are still in the hand of a male person. Women are weaker rationally than male that stereotype is prevalent in the society very much. Therefore narrator admitted that she was concern about husband's permission before joining politics. Women are always under double burden due to gender role in the society.They can't sacrifices household work for the society. There is a taboo that household work is sole assigned duty of women.

Often in that situation women become imbalance while maintaining own family and society work. The consequences after ending the tenure of the membership are very dangerous. It makes women more vulnerable socially, economically and also politically. Women were detached from their family, society and politics. They lose self-esteem which acquired after being a member of Panchayat.

Narrative: 2
BinaPagging (name changed), age 39, councillor of Zilla Parishad informed that she is inspired to join politics by her maternal uncle who is also active member of the Asom Gana Parishad Party. Her family is also involved in politics since years. Her community member and family gave full support to her to be elected as member of the Zilla Parishad. After winning the election people start respecting her more than before. She feels that she has lots of the responsibility to do for the community but now she is facing lots of problem. She said that she is incompetent of maintain balance between family and society work. As her husband stay outside the state for job she has to look after all the household work from shopping to paying school fees of her children. She further opined that their salaries are too less to meet their expenditure therefore sometimes she has to borrow money from others to meet the family need as well as societal work. She also explains how she is facing problem in distributing schemes among the people. She said that she can't take decision autonomously she has to listen party member otherwise she may not

get chance in the coming term. Though power is distribute into grass root level she told that they have to listen what MLA of the constituency says. Schemes are also distributed among the people who have good dialogue with either members of the Panchayat or MLA. Therefore sometime people get angry and condemn her. She also said that people never understand them that they have no absolute power and they can't satisfy each and every people.

Analysis: It can derive from the narrative that political party play a very significant role in grass root politics. Their preference is always depend on class and community to create hegemony of power as well as grave more benefit for the party. There was man behind the councillor who used her as tool of power. As he can't attain into power he represented his niece to be so that he can snatch benefit. When one woman is represented from party she has to act upon all the direction of the party. She becomes just a power tool for the party. In this process women are isolated from decision making, participation and political consciousness.

Narrative: 3
Zahanara Begum, age 45, president of NapaamGaon Panchayat was responded that she was a Hindu girl belong to Nepali Community. Her name was JamunaDevi; she got married to a man who belongs to Muslim Community. Afterwards she changed her name from Jamuna Devi to Zahanara Begum. There are 14 villages under NapaamGaonPanchayat, 5 seats of Gaon Panchayat member are reserved for women category. The respondent was former member of PunioniAnchalik. Presently she is representing BakshoAnchalik, people of the PunioniAnchalik encourage her to continue the work she had done for the people. Initially while attending the meetings she faced difficulties in understanding lectures and trainings which are offered in English language. She told that she can feel the misery and the pain of the people of her own community. There are some people who go to sleep with an empty stomach. Some people have even no fuel to light up their home at that moment she help the people sacrificing her own needs and requirement. She said that she is also from such background so she can feel the soreness of the people and want to bring the change, improve socio-economic condition to her own people. She was very helpful since her childhood she can't tolerate agony of the people. She also admitted that she is very emotional and she can't bear suffering of others. Her husband runs a very small business. She told that her husband is very much supportive. She never opposed by husband to work for

society rather he inspire he to work more and more. Her parent are also very much supportive, she is the 5th girl among 7, as they do not have boy child all the girls were pampered and considered as man. Her parent feels proud for her that she is concern for the society. Initially she was Congress supporter as her parents support Congress since long years. She was also represented from Congress party. Later on she joint AIUDF and also represented from the same party. She never wanted to be a president because she was not economically sound rather he wanted to work for the society without being a president. But on request of the people she agreed to give candidature for President of the Napaam Gaon Panchayat.

Though her name was on top panel list but some affluent people of the village did not wanted her to be a president and tried to cheat on her. She was refused to give the ticket and they tried to sell her ticket to another person. She was asked to give money for the ticket. At that point of the time her two sons-in-law came and said that if she does not get ticket it will hurt their sentiment. One son-in-law sold his shop and approached for her ticket to the party member. But son-in-law was also refused to give her ticket. Further he approached Deputy Commissioner of Sonitpur. And DC managed to get her ticket. She did not get much time for campaign but won the election. After winning the election she faced problem in maintaining household work as well as societal work. While availing the schemes to people she can't take decision autonomously. She has to share schemes among 10 members and the ZillaParishad Councillor. But she advice members to provide schemes who poorest among the people and to help every from form filling to availing the scheme because people of the Panchayat are illiterate. She can take decision on any matter only after discussing with the vice president and other members. For the future tenure she is dependent on people of the Panchayat. If people wanted her to be president again she is ready to be. She also mentioned about remuneration which is quite less and sometimes she face difficulties to run her family. She faced hindrance in mobility to work smoothly for the society when her husband is not with her she has to request other male member for lift.

Analysis: Paternalistic religiosity is seen in the narratives because she was induced to change her name, her identity, attire and interestingly political ideology. As she admitted that she was Hindu Brahmin girl supported Congress. Immediately after getting married her political ideology was changed and starts supporting AIUDF. It gives a clear picture that there is a

profound intersection of religion, power and patriarchy. Woman's political choice, preferences and ideology mould in the hand of man.Critical point is that the male members of her family were more enthusiastic in getting ticket for her rather than candidate herself. Her one of son-in-law sold his asset just to get a ticket.

Challenges and Hindrances faced by women in participating grass root political process:

1. *Double burden*: As our society is patriarchal in nature. Since birth of a child their role are divided. Male are assigned to work which are not confined to household. They are encouraged to take part in hard core agriculture, hard skills works.On the other hand female are assigned to household works, and they are very much confined to soft skills. Therefore when a woman takes part in political process they have to do their regular work of household and the societal work. Sometimes it create imbalance within them and they feel double burden, stressed.

2. *Lacking in economic empowerment*:It is clear that 33.33 percent reservation for women in the Panchayat level increasing the rate of women's participation in grass root politics. But economic empowerment is still far reaching. One of the major reasons is remuneration of the members of the Panchayati Raj institution is less than the marginal wage. Where a daily wage earner man earn 250 per day, a president of the Gaon Panchayat earn only 166 rupees per day.

3. *No autonomyof decision making*:From the narratives a statement can make that women can't make decision autonomously. They have to take help from either their family or other member of the society. All the narratives admitted that they had been taken help from male member while availing ticket. In case of scheme distribution also they are dependent on other member of the Panchayat.

4. *Mobility*: As our women are not trained to drive vehicles since their early age. It is very difficult to learn in the later age of women because ideal image of woman in society demoralize to cope with the vehicles.Consequently they hesitate to come forward to learn. But to be an active member of grass root politics they have to move frequently from one village to another village, from one meeting to another meeting for awareness, build linkage, avail schemes etc. At such situation women have to be dependent on male member of the family or neighbour.

5. *Displacement:* Being a member of the Panchayati Raj system women enjoy pseudo kind of power for a while and they feel empowered, get respect from the people of society. Which create a superficial image of self in Psyche, but after losing election as well as power they are totally displaced from the society, sometimes family and sometime from themselves.

Conclusion

It is the fact that 73rd amendment of the constitution promoting a space for the women folk in politics. Rate of the participation of women is politics particularly grass root level also substantially increasing. Dichotomy of public and private sphere for women is lessening due to political mobilization and awareness. But politics is not isolated from socio-economic, cultural and religious arena. Hence women empowerment through seat reservation only in grass root politics is a very utopian concept without a massive structural change in the socio-economical and cultural realm. The amendment fails to bring genuine political consciousness among women because women act as proxies for men in panchayat. Their leadership capacity is interrogated as they don't have special training as well as standard of education in the rural area.

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Concerns of Parents of PWIDDS – A Model of Empowerment for Inclusion

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ABSTRACT

Parents of the children with special needs are the most affected and worried about their child's growth, development and future. Among the disability population, Persons with Intellectual and Developmental Disabilities are the most marginalized including isolation from the community. Due to various reasons the disability population is facing several challenges and affects the dynamics of the family, community and the Nation. The parents are more depressed in general and particularly in the rural villages and forced to search for better alternatives to cater the needs of their children. The SWOT analysis reflects several challenges of parents and opportunities as a solution with empowerment. Among the challenges, parents are more concerned with "what will happen to the child after us?" At the same time, several opportunities exist to transform these challenges into strengths with matching solutions to develop accessible, empowered, healthy and inclusive environments and thus to enhance the quality of life of the group.

Parents have got specific roles to play in the whole process of empowering PWIDDs and to be the role models for other to follow. The Parents Associations and CSOs are working for PWIDDs with the support and guidance of Government. The suggested Integrated Home will work for the better living of PWIDDs and Senior Citizens with better connectivity and support under a single roof. The suggested strategies and interventions are simple, replicable, scalable, and sustainable matching to the dynamics of the given environment.

Keywords: *Vulnerability, Isolation, Training, Rehabilitation, Empowerment, Inclusion, Sustainability, Quality of Life.*

Statement of the Problem

The parents of the Persons with Intellectual and Developmental Disabilities (PWIDDs) are more worried about their child's development, better living and to get a solution for their concern that "***what will happen to the child after us***?"

Introduction

Disability is the barrier of Development and they work as a cause and consequences of each other and affect the dynamics of the family as well as the community. Among the Persons with Disabilities (PWDs), Persons with Intellectual and Developmental Disabilities (PWIDDs) are the most marginalized including isolation both socially and economically. In addition to the Persons with Disability (PWD) Act (1995), India has enacted a service Act known as the National Trust Act (1999) and further established the National Trust for providing the Schemes and Benefits to the Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities (also grouped into Persons with Intellectual and Developmental Disabilities – PWIDDs) directly and through Parents Associations and NGOs working for these groups. This group also gets supports in the form of Schemes and Benefits from the Department of Empowerment of Persons with Disabilities, under the Ministry of Social Justice & Empowerment (MSJ & E), Government of India, New Delhi. India is the signatory for the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), and made mandatory for implementing the provisions made under this Convention. In view of this, amendment of PWD Act 1995 has been successfully done and passed this as Rights of Persons with Disability (RPWD) in the year 2016.

The process of Care, Training and Rehabilitation of PWIDDs is long term and expected to work on life cycle basis. Among the stakeholders, parents are the most affected and worried about their children who have got special needs and expects special environment at all levels. With the support of Government, Parents' Associations (PAs) and Non Governmental Organizations (NGOs), also known as Civil Society Organizations (CSOs) are playing key role in empowering the PWIDDs with matching solutions. In spite of the measures for the prevention of causes of disabilities, disability population is increasing and alarming the stakeholders to search for better strategies and interventions with innovation and creativity.

Parents of PWIDDs

Parents are the first group who feel and bear the impact of their child with special needs. The presence of a child with special needs disturbs the dynamics of the family and is forced to change the living environment matching to the needs of child. Stigma attached with disability affects the

social connectivity including the financial position in general and particularly among the parents who are socially and economically poor and marginalized.

The environment around the PWIDDs is well linked with several groups and is shown in Fig. 1. Some of the key reflections on this environment include:

a. The first group attached with the PWIDDs is their parents who face all the consequences of child's special needs.

b. Next comes their siblings who need to understand and adjust or face both at internal as well as external environment.

Fig.1: Environment of Parents of

c. The Grandparents and other members of the combined family if lives with PWIDDS, and Siblings are required to change both socially and economically.

d. The relatives and others connected with the family will have different opinions on the cause and consequences of disability.

e. After this closed group, community gets affected with the presence of such children and their special needs.

f. The environment both internal as well as external mostly negative and presence of barriers (covering physical, technological, and attitudinal) will be added disadvantage to the children with special needs.

g. The limitations of all the groups' together results for stigma, vulnerabilities, marginalization, isolation, abuse, crime and other consequences which finally affects their development with poor sustainability and poor quality of life (QOL).

This special environment and needs of PWIDDs have to be assessed for abilities, challenges and search for better opportunities for providing need based strategies and interventions as a solution with quality and sustainability.

SWOT Analyses

The next stage of empowering PWIDDs is to do the SWOT (stands for Strengths, Weaknesses, Opportunities and Threats) Analysis and is shown in Fig. 2. The SWOT of PWIDDs is well linked up with their Parents who are the essential part of whole process. Among the elements of SWOT, priority has been given for challenges and opportunities so that need based action plan can be developed for care, training, rehabilitation and skill enhancement as an empowerment of PWIDDs. In addition, influence and participation of other stakeholders in general and particularly of disability play a key role to transform *Dis*-Ability into

Fig.2: SWOT of PWIDDs
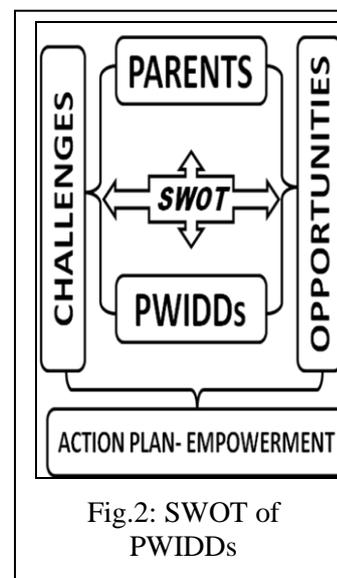
ABILITIES.

Challenges: Presence of a child with special needs puts more pressure on the parents to understand the causes, consequences and get answer for several questions like: who will do?... where to go?....when to go/do?....where to do?....how to do it?...will the child will be alright?...what will be their future…etc. The challenges of the Parents are many and some of them were shown in Fig. 3. A brief reflection on these challenges includes:

1. At the first instance the parents feel depressed and become helpless like living in darkness as presence of such child is not expected.

2. As disability is attached with stigma, parents feel shame or fate (karma) to express the position of the child and start hiding the facts including the child.

3. Parents' awareness on the causes and consequences is very poor in general and particularly more in the rural villages.

CHALLENGES
1. Depression / Darkness
2. Stigma
3. Poor Awareness
4. How to understand?
5. What to do?
6. Who will do?
7. Where to go?
8. Access to Care Centers?
9. What will happen?
10. How to protect?
11. Prevention
12. Barriers
13. Role of Siblings/Legal Guardians.

WHAT WILL HAPPEN TO THE CHILD AFTER US?

Fig.3: Challenges of Parents.
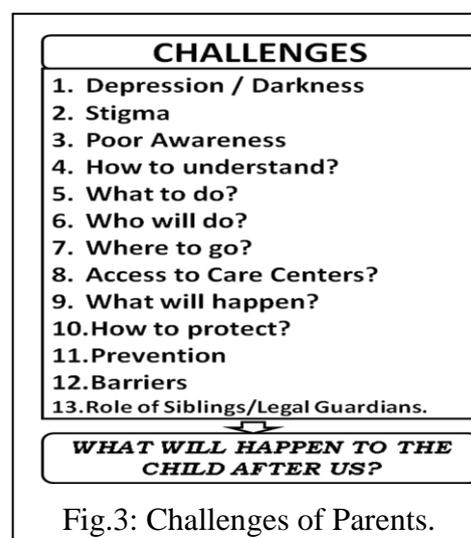
4. In view of poor awareness, it is very difficult for the parents to understand the child's situation including their needs and ways to do.

5. Patterns are more worried and do not known what they are suppose to do.

6. Except Doctor, Parents do not know to whom they should approach for knowing the realities about the child's condition.

7. The other challenge to the Parents is to know about the Centre / Institute where they can go along with the child.

8. Access to reach the Care Centers is the real challenge in general and particularly for the rural people.

9. Other concern for the Parents is about the child's mobility, communication, growth, skills, development, and independent living and is uncertain about what will happen if the child needs special supports & environment.

10. Protecting the child without certainty in terms of quantity, quality and time is another challenge so the Parents.

11. Majority of the Parents are not aware about prevention of the causes of disabilities and do not know whether to go for next issue or not.

12. Not knowing about the barriers (physical and technological) and ways to create accessible spaces / environments within and outside the house restricts the Parents to go out with the child and thus confines them to house only with poor connectivity.

The task before the Parents is of "finding better ways to accept these challenges and transforming them into strengths or opportunities" as a solution so that they can be the part of the community with improved abilities.

Opportunities: Based on the understanding and analysis of the challenges, Parents are in search of opportunities to improve the abilities of their children and some of them were shown in Fig. 4. The opportunities of the Parents were briefly discussed below as:

1. Creation of Awareness in Advocacy mode on causes and consequences

OPPOTUNITIES
1. Creation of Awareness / Advocacy
2. Community Mobilization
3. Orientation & Guidance
4. Early Identification
5. Screening & Assessment
6. Certification
7. Acts, Schemes & Benefits
8. Training & Rehabilitation
9. Vocational Training & Skill Development
10. SHGs- Income Generation Activity
11. Accessible Spaces / Environments
12. Prevention
13. Protection, Security & Guardians
14. Mainstreaming & Inclusion
15. Life Care Services / Supports

SECURITY-PROTECTION-INCLUSION-QOL

Fig.4: Opportunities for Parents/PWIDDs.

of disabilities is the top priority as it puts the Parents in a better position with positive environment and to move forward.

2. Organizing disability camps helps to get the acceptance of the Community Members and to mobilize them for addressing the issues and needs of disability population.

3. Regular sessions help the Parents and Community Members for better orientation towards disability with guidance for creating positive, accessible and inclusive environments.

4. Medical Camps helps Parents and Community Members including Health Workers for the early identification of the child with special needs. Connectivity with referral services at Primary Healthy Centers (PHCs), Anganwadi Centers, Clinics, Doctors Schools, and other Professionals helps to work on regular basis.

5. Need based Screening and Assessment at Home, Community, Schools, PHCs and other Common Service Centers helps for better assessment of the skills and abilities including Intelligence Quotient (IQ) of the child with category and severity of disability. This further helps to know the realities and to frame rehabilitation plan with multidisciplinary approaches.

6. The first requirement for the child with disability is to get Disability Certificate from the designated Medial Board constituted by the State Government. At present the process has been made computerized with better accuracy and database. This further helps to get access for various schemes and benefits of Government.

7. Training on Disability Acts, Schemes and Benefits including the process of enrollment and utilization will help the Parents to facilitate for the same to their PWIDDs and to create confidence among the groups that several provisions have been created by the Government.

8. The need based Training and Rehabilitation at the Centre, Community and Home will help the Parents to improve skills of their children and to initiate for mainstreaming at School and Community. This will be discussed in detail in the next part of the paper.

The efforts of the Parents along with the Professionals, CSOs, Community Members and other Stakeholders help to create secured and protective environment for meaningful inclusion with improved quality of life. In spite of the challenges and opportunities discussed as above, Parents have to be effective partners of the whole processes of empowering PWIDDs with multidisciplinary approaches with innovation and creativity.

Empowerment of PWIDDs

The services and supports to PWIDDs should be on life cycle basis which starts from the stage of identification to empowerment both socially and economically with dignity and equality as a right. In this process the role of Parents is significant along with the Professionals, CSOs, Community Members and other Stakeholders. At this stage, knowing the processes of the empowerment of PWIDDs is necessary and its stages are shown in Fig. 5.

The stages of empowerment of PWIDDs were briefly discussed below as:

1. The first stage is to create Awareness among the stakeholders of disability and other sectors about the causes, consequences, acts, schemes, benefits, prevention, rehabilitation, and other related issues and challenges.

2. Screening and Assessment by way of Camps helps to make assessment (IQ) and for early identification with category of disability and its severity. This further helps to get Disability Certificate and other supporting Certificates.

3. The need based early interventions with innovation and creativity will be provided in the age group of 0-6 years. This stage mainly focuses on activities of daily living (ADLs), mobility, speech & communication, academics, fun based learning, and other matching supports.

Fig.5: Empowerment of PWIDDs.

4. All such need based interventions helps to prepare them for mainstream both academically (school preparedness) and socially.

5. The group can be educated at the Normal Schools or Special Schools or both (depending upon the need) by availing the provisions of Right to Education (RTE).

6. The Parents and their children will be prepared to know, enroll and utilize the schemes and benefits of the Government with better access.

7. Knowing the realities and limitations in the open market, the group along with their Parents will be trained in the selected vocation or trade so that they will have better opportunities.

8. In addition to vocational training, skill development has gained priority for improving skills and employability.
9. After preparation, this stage involves in facilitating the group for meaningful employment in the open market, sheltered or protected employment or self employment. Formation of self help groups (SHGs) with the combination of PWIDDs & Parents helps to move towards income generation activity which supports the group as well as the family.
10. The recent trend is to prepare, encourage and facilitate for micro-entrepreneurship so that the group can become employer with better status and image in the community.

The interventions at all such stages, helps the CSOs with Parents to work for the empowerment of PWIDDs as a solution with innovation and creativity. This further supports for their inclusion with sustainable development on the basis of equality and dignity which finally improves their quality of life. With the support of Government and Private, several Parents Associations and CSOs are working in this area and reached several milestones in putting the PWIDDs at various levels with equality and dignity as a right.

Role of Parents
In the process of empowering PWIDDs, Parents have got specific role and some of them were shown in Fig. 6. The key reflections as opportunities for Parents include:

1. **Volunteers**: Parents are the best to understand the needs of the PWIDDs and certainly they can play better role in supporting the Professionals and CSOs at Institute, Home and Community. They can be good facilitators for better advocacy in respect of awareness, early identification, mobilization and other needed areas from time to time. **Trainers**: They can be good trainers at Institute, Home and Community to train other Parents and Community Health Workers. Based on the individual's capacity, this group can undergo suitable training at CSOs who can design an innovative and creative Information, Education and Communication (IEC) Materials.

ROLE OF PARENTS
1. Volunteers
2. Trainers
3. Caregivers
4. Teachers / Professionals
5. Administrators
6. Service Providers
7. Employers

INCLUSION – SD - QOL

Fig.6: Role of Parents.

2. **Caregivers**: Parents with need based orientation, guidance and training can work as Caregivers at Institute, Home and Community. In view of priority for Community Based Rehabilitation (CBR) as the better model of empowering PWIDs, Parents will be a better choice for the position of Caregivers which generally matches to them with flexibility in working in addition to their regular family / household works. There is a good demand for the rural Parents to join the stream of rehabilitation at all the stage with better concern, commitment, participation and accountability (CCPA).

3. **Teachers / Professionals**: Based on such motivation and experience, some of the Parents can upgrade their educational qualification in Special Education (like: Certificate, Diploma, Degree etc.) either on regular or distance mode. In addition, they can also do courses in Sociology, Social Works, Psychology, Therapeutics, and other multisectoral and multidisciplinary areas. With such up gradation, Parents can work as Teachers and Professionals with CSOs and other Service Providers both at Institute, and Community.

4. **Administrators**: Some of the Parents who got experience in the areas of Administrators or Accounts or Computers can associate with Disability Rehabilitation either on full time or part time.

5. **Service Providers**: As the availability of Care and Rehabilitation Centers are less in general and particularly in rural areas, Parents can come together and work as Service Providers with better legal status. This mode of rehabilitation is more acceptable for Parents as they can start working for PWIDDs along with their children at their own place / environment. At present several such Parents groups are working with innovation and creativity with better systems, image and values. .

Role of PAs and CSOs

The Presents Associations (PAs) and Civil Society Organizations (CSOs) have got significant role in providing the training and rehabilitation services as an empowerment of PWIDDs. Both have got a difference that in the case of former, majority of its members will be the Parents of PWIDDs and in the later case, members may be or may not the Parents of PWIDDs. But legally both are same and will get all the benefits from Government and other Departments / Agencies.

Model of Integrated Home

Parents and PWIDDs need residential facilities both on short term (respite care) and long term basis. When Parents are getting old, they may not be in a position to take care of their children. Sometimes this situation is added with the absence or non acceptance (migration within or outside the country) of siblings and becomes more vulnerable to keep them in the house. In such situations, Parents also seek the support of residential facilities along with their PWIDDs. This is

Fig. 7: Model Home for Parents, PWIDDs & Senior Citizens.

one group and on other side, homeless and senior citizens are more vulnerable to stay in homes with better care, protection and security.

But this group always think about their children and more depressed in spite of getting better facilities. Both the groups have got some similarity and look for mutual care, affection and supports.

The integrated model suggested to accommodate both the groups is shown in Fig. 7. Some of the key reflections on the suggested mode home are as follows:

Parents / PWIDDs: Parents are more worried with the concern that "what will happen to the child after us?" and look for better home to stay during their life and even when they are no more. In majority of the cases PWIDDs needs the attention, affection and support of elder persons who can stay with them. Managing home with PWIDDs alone will have several challenges and filling such gaps is very problematic.

Senior Citizens / Homeless: On the other side, the elder persons who are homeless or isolated from the family members (both male and female), and who are with home but always feel isolated look for some younger people to stay and share like an extended family.

The proposed integrated home (Fig.7) cater the needs of both the groups on the concept of give and take policy with mutual respect. In addition, this home will have several advantages and some of them include:

1. All the services, supports and other facilities will be provided under a single roof with better coordination.

2. Based on the skills and capabilities, both groups can be involved in vocational activities which improve the strengths of the groups as well as the home / service providers.
3. Such processes with innovation and creativity can move towards self sustainability with systems, image and values.
4. PWIDDs will fill the absence of children of Senior Citizens and support with activities of daily living.
5. Parents of PWIDDs feel more confident and secured that they have got a solution for their concern that "what will happen to the child after us?"
6. Elders who are homeless on any account (isolated or away from the children) get the feel of children and satisfaction of doing some service for others. They can also transform the systems and values to PWIDDs and other younger generation.
7. Both the groups are more secured and get an opportunity for better / healthy living accepting the home has an extended or big family.
8. Both the groups will accept home environment as it is going to be different with fun and service.
9. Government will accept this model as it is having double advantage of taking care of both the groups under a single roof.
10. Many PAs and CSOs will be happy to run such homes with the support of Government, Private, Corporate, Financial Institutes, Funding Agencies, Donors, and other supporters.
11. At the end, the groups are going to be more protected and secured in a healthy environment with dignity and respect and finally to have better quality of life (QOL) with better sustainability.

Author is well connected with the Parents, PWIDDs, Homeless, Senior Citizens, PAs, CSOs, Government and other Agencies and has already discussed and presented the advantages of Integrated Home and got positive response to move forward.

Conclusions

The study made on the concerns of the Parents of PWIDDs has revealed several interesting challenges and matching opportunities and some of the conclusions emerged include:

1. Presence of a child with special needs in the family disturbs the life of the Parents as well as Siblings and other family members.

2. The Parents particularly mothers are the one who shoulders the responsibility of the child.
3. It is the poor awareness attached with the stigma creates more problems in the community.
4. It is unfortunate that the Disability Populations is in increasing trend and affects the dynamics of the family, community and the Nation.
5. Disability, Poverty and Development and are the causes and consequences of each other and further deepens the poverty with vulnerabilities for negative impact.
6. The environment around Parents and PWIDDs which includes Siblings is not positive and puts them under pressure to search for better ways as solutions.
7. Government came out with several acts, schemes and benefits to support the PWIDDs directly and through service providers (PAs and CSOs).
8. Several PAs and CSOs are working for the training and rehabilitation of PWIDDs with effective participation of the Parents.
9. The SWOT Analysis of Parents and PWIDDs clearly reflects their challenges and opportunities for developing an action plan of empowerment.
10. Parents and PWIDDs do face several challenges in respect of understanding the causes, consequences, needs, training, rehabilitation, service centers, acts, schemes, benefits, prevention, barriers, protection, security, and finally ends up to get better solution for their concern that "what will happen to the child after us?"
11. The need of the hour is to accept these challenges and look for ways to transform them into opportunities.
12. There exit several opportunities for: crating awareness as advocacy, community mobilization, counseling, orientation, guidance, early identification, certification, acts, schemes, benefits, training, rehabilitation, skill development, employment, income generation, accessible environment, prevention, social security, legal guardianship, mainstreaming, inclusion, life care centers, and better living with improved quality of life.
13. The training and rehabilitation of PWIDDs works as an empowerment covering life cycle approaches with matching strategies and interventions with innovation and creativity.
14. New dimension in the processes of empowerment both socially and economically is the strengthening of self help groups and micro-entrepreneurship which supports for equality and dignity as a right.

15. Parents have got specific roles to play in the whole processes of empowerment of PWIDDs as: volunteers, trainers, caregivers, teachers, professionals, administrators, service providers, employers, and finally role model for others to follow.

16. This proposed home will have several advantages in serving the groups with matching services and supports.

17. This home has to be seen as two side of the same coin as it is the priority and most needy.

18. The PAs and CSOs will have better strengths to run such homes with better participation, protection and security.

19. Such home will get better supports from Government, Private, Corporate, Financial Institutes, Funding Agencies, Donors and other Stakeholders.

20. At the end, Parents will be happy to see the healthy living of PWIDDs with the support and protection of elders and service providers.

Recommendations

The concerns of the Parents and PWIDDs are more vulnerable and the recommendations suggested include:

1. To strengthen PAs and CSOs working for PWIDDs with guidance, mentorship, and matching resources.

2. To create spaces for PWIDDs at all the levels with effective service delivery systems with accessible technological connectivity.

3. To develop human resources in special education with priority for PAs and CSOs to run the courses / programmes.

4. To support PWIDDs for better employment and income generation programmes including micro entrepreneurship.

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Quality of Food in Mid Day Meal Scheme in the Private Aided Schools: A Study in Nagarjunasagar, Guntur, Andhra Pradesh

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ABSTRACT

The study attempts to assess Quality of Food given in Mid Day Meal Scheme in Private Aided School in Nagarjunasagar, Nalgonda District, Telangana State. The information regarding the quality of the food given in mid day meal scheme was gathered by randomly interviewed 55 students, 20 teachers and 30 parents through structured interview schedule. The result of the study shows that Quality of Food given in Mid Day Meal Scheme in Private Aided School in Nagarjunasagar is impressive in terms of quality and quantity through the parameters like menu, manpower, availability of utensils, drinking water facility, kitchen and storage facility, logistics management, supervision and social equity.

Keywords*: Mid-day Meal, Quality and Quantity, health of school students, Monitoring*

Introduction

The Mid-day meal programme is a centrally sponsored scheme. The Central guidelines allow the State Governments to manage the mid-day meals through a designated "nodal department", such as, Education Department, Department of Primary Education, Rural Development, Women Development and Child Development and Social Welfare Department. 'Mid-Day Meal Scheme' is another step towards the achievement of a well-nourished and educated young India. It is one of the big schmes in Indiaand also in the world and serving 120,000,000 children in over 1,265,000 schools to promote the health and education. The Mid-day Meal is covered by the National Food Security Act 2013.

Research Setting/ Area
School Profile
St. Joseph's High school is established in the year 1961. The school is located in Hill Colony, Nagarjunasagar, adjacent to Guntur- Hyderabad State-Highway. It is close to the office of the Chief Engineer N.S.P. to the extent of 4 acres allotted to the St. Joseph's Educational Institutions by the authorities of N.S.P. It enjoys the privilege of being inaugurated by our Ex-Prime Minister, late Smt. Indira Gandhi and providing value based education to the children of the employees of N.S.P and also people belonging to several tribal 'THANDAS' that surround the project area. The most of the pupil belong to nearby thandas to mention few, Kunkuduchettu thanda, Komatikunta thanda, Yerracheruvu thanda, Sapavat thanda, Godmadaka thanda, Poolya thanda and Moola thanda. The majority of the pupils; parents are landless, farm labourers and daily wagers. They do not have any basic amenities their lives are also badly in backward condition. Least number of them are farmers with small piece of land for cultivation. They are caught in a debt trap, attempting to grow cash crops such as cotton.

St, Joseph's High school Telugu Medium is private aided. It has 324 students in this academic year to mould into future of the country by a team of qualified, experienced and dedicated teachers. It imparts free education and co-education in Telugu Medium to all castes and communities. The students constitute of Scheduled Castes (18%), Scheduled Tribe (30%) and Back ward (32%), altogether 80% and forward Castes 20%. It has got one staff room and 7 classrooms for instructions purposes. All the classrooms are in good condition. The school has electricity connection. The source of Drinking water in the school is storage tank. The school has a separate toilet for boys and girls. The school has a playground. The school has separate Storage room and kitchen shed for cooking mid day meal. All teachers of school are well qualified and competant. In *response to the G.O.no. 209 dated 24-03-2008* the MDMS is implemented to classes VI to X.

Research Methodology
For the present study, the population constitutes students, teacher/ Incharges of Mid Day Meal from in Private Aided School in Nagarjunasagar, Nalgonda District, Telangana State. For the selection of sample, random sampling technique was adopted. A sample of 55 students of VI to X standard were drawn and 20 teachers/incharges of MDM were randomly selected from High

School for data collection. The tool used in this study was self constructed having 19 observation questions. The primary data was collected from school students, teachers/incharges of Mid Day Meal scheme. Discussions were also held with the parents in Telugu language (local). Personal observation and interview schedule with the school teachers/ Incharges of Mid Day Meal scheme and students were used to collect data regarding Mid Day Meal scheme. The information drawn was also verified through personal observation employing observation technique. The data were precoded and enalised through spss 16 version.

History of Mid Day Meal (MDM)
The provision of serving meals in schools is an old age concept. France is the first to launch such programme in 1885. Brazil is the second to introduce free mid-day meals for school students in the year 1938 and India introduced in 1995. The following table gives the details of the countries and the starting year of Mid Day Meal Programme in their schools

Table.1
School Meal Programme (MDM) in Different Countries

S.No	Name of the Country	Year of Introduction
	France	1885
	Brazil	1938
	United kingdom	1945
	United States of America	1946
	Switzerland	1946
	Japan	1947
	Australia	1950
	China	1964
	Indonesia	1967
	Thailand	1970
	Korea	1973
	Singapore	1975
	Samoa	1980
	India	1995

Source: Kalpana Parikh & Summiya Yasmeen, 2004.

Pre-Independence - Legislation of India
Before1882 many social activists insisted the Hunter Commission for an introduction to compulsory Primary Education and a Law to be passed on but there was a very less thrust for providing free and compulsory education. In 1910, Shri Gopal Krishna Gokhale, the veteran Indian Nationalist leader was

the one who moved his resolution in the Imperial Legislature for compulsory Primary Education, and for a better provision for the expansion of Elementary Education.In response to the resolution in 1929 The Hartog Committee was appointed to review the position of Education in India. The committee realized the pathetic state of the country and the need for education and agreed for a compulsory elementary education that lays a strong foundation in India. In 1918, Gokhale's Resolution for the legislation of compulsory Primary Education became an Act. By 1930, compulsory Primary Education was introduced in more than 10 States.

Independence - Constitution of India
Article 21A. Right toEducation. "The State shall provide free and compulsory Education to all children aged six to fourteen years in such manner as the Statemay, by law, determine. The State shall provide free and compulsory Education to all children aged six to fourteen years in such manner as the State may, by law, determine". This Article clearly spells out the responsibility of the State to extent of providing free and compulsory education to all the children from the age of six to fourteen years.

Article 41. "The State shall within the limits of its economic capacity and development, make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement, and in other cases of undeserved want." the State obligation to provide education is subject to the limits of the economic capacity and development of the State.

Article 45. "The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years." *Article 45* presumably encompasses an obligation to provide age-appropriate education to children below the age of six too.

Article 46. "The state shall promote with special care the educational and economic interests of the weaker sections of the people"

Right to Education (Article 21 A) 93rd Amendment
The Constitution 93rd Amendment Act, 2005, inserting clause (5) in Article 15 enables the State to make special provisions for members of the SCs, STs and socially and educationally backward classes, for admission to all

educational institutions, including private unaided institutions, but except minority institutions. It imposed obligations on the schools, which included privately-managed unaided educational institutions to admit at least 25% students from weaker sections. The below table present the information about the starting years of Mid Day Meal Programme in different states of India.

Table No. 2.
School Meal Programme (MDM) in different states of India

S. No	Name of States/	Year of Launching of MDM	Glimpses
1	Tamil Nadu /	1923	/Started in Madras City by Madras Municipal Corporation & extended to full State in 1982.
2	West Bengal	1928	Started in Calcutta city by Keshav Academy of Calcutta as compulsory Mid-day Tiffin on payment basis at the rate of four annas per child per month.
3	Maharashtra	1942	Started free mid day meal in Bombay. It was launched in 1995-96 as a centrally sponsored scheme.
4	Karnataka	1946	Started in Bangalore city to provide cooked rice and yoghurt. There was provision of giving 3 kg of rice/wheat per month /per child who had 80% or more attendance in 1995. Cooked meal was started in 7 north eastern districts during 2002-03.
5	Uttar Pradesh	1953	It introduced a scheme on voluntary basis to give boiled gram, ground-nut, puffed rice and seasonal fruits.
6	Kerala	1960	Scheme had been funded by CARE (Cooperate American Relief Everywhere) under US Assistance during the period 1960-1983 (in a pilot manner).
7	Bihar	1995	Started with dry ration of 3 kg /per student /per month and started providing cooked meal in 30 blocks of 10 districts in 2003-04.

8	Andhra Pradesh	1995	There was provision of giving 3 kg of rice/wheat per month per child with 80% or more attendance in school.
9	Madhya Pradesh	1995	Initially dry rations or Dalia was provided.
10	Rajasthan	1995	Students of Government Primary schools were provided wheat at the rate of 3 kg/ per student /per month.
11	Arunachal Pradesh	1995	Initially only dry ration was provided in five districts of the state, extended to all schools since 2004.
12	Punjab	1995	Students of Government Primary schools were provided wheat at the rate of 3 kg per student/ per month and switched over to cooked meal in one block of every district in 2002-03.
13	Haryana	1995	Initially implemented in 17 blocks of 6 districts & extended to 44 blocks where female literacy rate was lower than the national level in 1996-97.
14	Himachal Pradesh	1995	Initially dry ration was provided
15	Jammu & Kashmir	1995	Initially dry ration was provided
16	Meghalaya	1995	Started with dry ration of 3 kg per student /per month.
17	Jharkhand	2003	It was taken up on a pilot basis in 3140 government primary schools in 19 districts initially.

Source: www.indiatogether.org

The School Meal Programme (MDM) in Andhra Pradesh
The National Programme of Nutritional Support to Primary Education (**NP-NSPE**) was launched as a Centrally Sponsored Scheme of nutritional support to primary education on 15th August 1995, initially in 2408 blocks in the country. By the year 1997- 98 the NP-NSPE was introduced in all blocks of the country. It was further extended in 2002 to cover not only children in

classes I-V of government, government aided and local body schools, but also children studying in centres run under the Education Guarantee Scheme (EGS) and Alternative and innovative Education (AIE) Scheme. The aim of "the universalization of primary education by increasing enrolment, retention and attendance and simultaneously impacting on nutrition of students in primary classes" (The Planning Commission, 1999).

In November 2001, is a landmark reform, the Supreme Court order (dated 28 November 2001) directed all state governments to implement cooked mid-day meals (MDMS) and to provide every child a cooked meal with a minimum content of 300 calorie and 8-12 grams protein every day of school for a minimum of 200 days in every government and government aided primary schools "within six months" (NAC, 2004).

In response to the Supreme Court order Andhra Pradesh started providing Mid day Meals in January, 2003 to children in all primary and upper primary public and private-aided school (Khera 2006). The objectives and potential benefits of the MDM scheme are three-fold: increased enrolment, attendance and retention; improved child nutrition; and social equity (Drèze and Goyal, 2003; Khera, 2006). By initiating MDM scheme, Government of India intended to help the children especially belong to the poor socio-economic background to be educated and be tackled their food related issues.

The positive attributes of MDMS are
- Promotion of school participation;
- Prevention of classroom hunger;
- Facilitation of children's growth;
- Promotion of inherent educational value;
- Promotion of social equality;
- Enhancement of gender equity; and
- Endorsement of psychological benefits

The bellw table presents the information about the caste wise enrolment for mid day meal programme

Table.3
Classes VI to X and caste wise enrolment on 05-08-2014

Item	Number Of Students	Total Number of Students
Class	VI to X	5 classes
No of Enrolment	324	324
No of MDM Eligible	324	324
No of students Present	273	273
No of taken MDMS a) Others: OC&BC		
i) Boys	22	
ii) Girls	13	
Total OC&BC		35
b) SC		
i) Boys	21	
ii) Girls	7	
Total SC		28
c) ST		
i) Boys	19	
ii) Girls	5	
Total ST		24

The data in the above table shows that there are 35 students from OC& BC community were registered for Mid day meal programme, followed by 28 school students from Scheduled caste communities and 24 scheduled tribes communities were enrolloed in for mid day meal scheme in the school. It is interesting that majority the OC&BC Community students were enrolloed in the programme because of the quality providing by the school and another reason is that their houses are farway from the school. The following table provides the information on the weekly menu of the mid day meal schme displayed on the notice board.

Table.4
The Weekly Menu displayed on the notice board as follows:

S.No	Day	Menu
1	Monday	Rice, Sambar and Boiled Egg/ Banana
2	Tuesday	Rice and Vegetable and Sambar
3	Wednesday	Rice Dal, Sambar and Boiled Egg/ Banana
4	Thursday	Rice and Vegetable and Rasam
5	Friday	Rice Dal and Sambar
6	Saturday	Rice, Vegetable and Rasam

The day the researchers examined the school was on Monday, 5th August 2014. There were 273 children attending the school, out of 324 of the total enrollment and 87 children were having the midday meals in the school which means approximately 27% Children were enjoying the food. They served hot Rice, Sambar and Boiled Egg/ Banana as children queue up for food with first serving, second serving and then the third.

Observation

The researchers observed the following parameters based on the Recommendations on Mid-day Meals (based on deliberations of the National Advisory Council on 28 August 2004.

1) *Menu:* The nutritious, cooked meal is served. Prescribed menu was offered to the student.

2) *Manpower:* School has a**dequate manpower as ahead cook and four helpers**

3) *Availability of Utensils:* School has a**dequate** utensils including vessels for cooking, water, and plates.

4) *Drinking water facility:* **S**chool has provision of a reliable supply of clean drinking water within the premises.

5) *Kitchen and storage facility:* **S**chool has adequate infrastructure for mid-day meals, including a kitchen and separate storage space.

6) *Logistics management:* Reliable arrangements are made for timely delivery of food, procurement of grain. ingredients, fuel and other supplies.

7) *Supervision and monitoring:* Effective arrangements are made for close supervision and monitoring of mid-day meal scheme, and prompt action in the occasion of lapses such as food poisoning, interruption in food supply, social discrimination, etc.

8) *Social equity:* **The women** staff for cooking without discrimination in the mid-day meal process based on the social background of children or cooking staff.

The researchers observed the above parameters based on the Recommendations on Mid-day Meals (based on deliberations of the National Advisory Council on 28 August 2004.

RESULTS:

Table.5

View of Students on Quality of food given in MDM Scheme

S.No.	Different Components of Quality of meals	Evaluation
1	Quality of food given	Satisfactory
2	Amount of food material provided	according to recommendation
3	Quantity of food served to the students	according to recommendation
4	Water used for cooking food	Clean
5	Sensory evaluation of food: i. Appearance ii. Taste iii. Smell iv. Texture of food	Good
6	Quality of food	Nutritious and wholesome
7	Placement containers/bags containing raw ingredients	Room
8	Cooking place	Neat roofed with tiles
9	Prepared menu	Covede with lids
10	food handlers	Maintain personal hygiene
11	Utencils	Clean
12	Time of Food serving	regular and timely
13	Monitoring	The hand wash, nails and general hygiene of children is supervised and the food is being tasted, regularly by a teacher

The above table presents the information about the views of students on mid day meal schme in the school. The programe gain the positive talk by the students. They felt that majority of the school students are happy and satisfied by the mid day meal schme in the school. The management of the school is also taking more care to provide quality food in the right time. The following table presents the information about the prescribed quantity of the food for the classess VI-X class students.

Table.6
The prescribed quantities for classes VI-X   are as shown hereunder.

S.No	Items	Quantity per Day per child
	Food Grains	150 gms
	Pulses	30 gms
	Vegetables	75 gms
	Oil & Fat	7.5 gms
	Eggs/Banana	Twice a week

The data in the above table shows the prescribed quanitity of food for VI-X class students. But most of the time the school management gives more than mentioned food for some children.and some children will take the less food than prescribed.

Discusion

Most of the teachers and students agreed that they are satisfied with quality of meal that served. Quality of food was assessed in terms of appearance, taste, smell and texture. The meal served in the school was well cooked, adequate and palatable. The prepared food items were kept covered. Personal hygiene of food handlers was found to be satisfactory. There was not found any incident of any child has fallen poisoned or sick due to consummation of the mid-day meal during the last four weeks. Several teachers reported that the health of school children has improved due to Mid Day Meal scheme. This is supported with the findings of Singh, Park and Dercon (2012). They reported that the MDMS programme had positive effect on health of school children in Andhra Pradesh.

Recommendations and Suggestions
- To impart formal training to cooks
- To revise the wages of workers periodically in order to retain them longer
- To enhance transparency and accountability by the personnel, who are directly or indirectly engaged in execution process of mid-day-meal programme, to the public and to the higher authority
- Usage of locally avaible nutricious food items for the children
- Increase the money for provide the some more quality of food for the students
- Requiered monitoring visits by the state government and district level officials to obseve the mid day meal programme

- Increase the resource mobilisation activities from the local prople by providing the plates, glassess and special meals occationally for the students

Conclusion

All most all of the teachers/ Incharges and students responded that they are satisfied with the quality of food. In all the schools the prescribed amount of food was distributed among children in schools and the amount of food given to every student in MDM was according to recommendation. All the schools were having drinking water facility which was clean and easily available. Quality of food was found to be of "fair" quality in most of the MDM Centers. In weekly menu, there was no provision for fruits to be given to the school children. Nutritious value of food was found to be lacking.

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Implementation Status of Forest Rights Act 2006 in Andhra Pradesh: A Study

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ABSTRACT

This article presents the information about the implementation status of the forest rights acts 2006 In Andhra Pradesh. Forests comprise twenty three percent of India's geographical area. These forests are inhabited mostly by the tribal people and are dependent on it for their livelihoods. Forest Rights Act, 2006 is one of the landmark legislation enacted to correct the historical injustice meted out to these tribal population whose rights over the forest were never adequately recognized. The act provides a legal framework to recognize the rights of India's forest dwelling communities. FRA 2006 promises to be a pro-poor institutional reform, and indeed, many poor have already benefited from its implementation. However, the process has been severely anti-poor, and so the pro-poor benefits have been restricted in many ways.

Keywords: *forest rights act, tribal population, development, empowerment*

Introduction

Forests comprise twenty three percent of India's geographical area. These forests are inhabited mostly by the tribal people and are dependent on it for their livelihoods. Forest Rights Act, 2006 is one of the landmark legislation enacted to correct the historical injustice meted out to these tribal population whose rights over the forest were never adequately recognized. The act provides a legal framework to recognize the rights of India's forest dwelling communities. The act gives forest dwelling communities title rights such as individual, community and habitat rights so that ownership of the land vests with the cultivators. The provision of community forest rights is an important

step towards community based forest governance and conservation. The act describes community forest resource as, "customary common forest land within the traditional or customary boundaries of the village or seasonal use of landscape in case of pastoral communities, including reserved forests, protected forests and protected areas." The community would also get the right to use, protect, regenerate any community forest resource which they have been traditionally protecting and conserving for sustainable use.

Individual forest rights were given primacy over Community Forest rights in AP as they were easy in the claiming process. So, there are few success stories where the communities have claimed Community forest rights and utilized them effectively for their livelihood's e his chapter seeks to examine the implementation of Community forest rights in Andhra Pradesh after the FRA act came into existence. A remote tribal village, Sirisinapally shows the way forward in implementing the spirit of the act. This small village of 31 households could earn Rs.30 Lakhs by harvesting NTFP under their Community forest area. The development of village along with the regeneration and management of forests for collective future of forests and tribals.

History of forest laws

Poorest of people can be seen in the rich forest resource base of India. The historical injustices and forest policy of colonial rulers was also followed by Indian rulers after Independence. The forest acts of 1865 and 1878 were the first forest policies aimed to vest British with complete monopoly over the forests. The major aim Forest department that was established in 1864 was to take forward this exploitation. In 1894, the first Indian forest policy was published by the Britishers. This policy viewed forests as forests as state property potential sources of revenue generation. These acts and policy started the marginalization of people in the forest areas and was also important cause for various revolts and rebellions of various tribal communities. In 1927, a central forest law was passed which was comprehensive in giving full powers to the rulers.

The forest policy resolution of 1952 after independence of the country followed the colonial policies on forest and gave no reprieve to the tribals. For the first time after independence, National Forest Policy 1988 recognized the relation between forest resources and tribal communities. The passing of PESA Act, 1996 was a landmark in recognizing the traditional rights of tribals over the community resources and minor forest produce. Significant powers

were distributed to Gram Sabha by this act. But the act was mainly restricted to scheduled areas and there was state reluctance in implementing the provisions of the PESA act. FRA, 2006 seeks to correct all the injustices and policy lacuna that were in the previous acts and recognize the tribals as the champions of forest while helping them with their livelihoods.

They can collect Minor forest produce from the forest and sell it for their livelihoods but not for commercial purposes. The act also recognizes importance of tribal communities' role in forest and wildlife conservation thus making them pivotal for the forest protection and management. Various sections of the act deal with the eligibility criteria, the process of recognition of the rights under the act and the rights of settlement in the forest.

History

The Forest Rights Act has adopted a rights based approach to conservation of forests, by taking into consideration human rights of tribals and other communities dwelling in forests, by provision of livelihoods through access and recognition of their ownership of tribal lands. Rights based approach towards forest conservation has gained momentum in the last few years, and many nations have been adopting forest tenure reforms in the backdrop of this approach. In India, in the name of forest conservation, rights of ownership and access of forest dwellers have been infringed upon since colonial times.

Britishers relied on collection of land revenue for their finances and to run the administration. With more land ownership, more people would pay taxes and more land revenue could be collected. As a result more people were given ownership titles. Tribals did not have a concept of individual ownership of land. They managed their lands collectively and usually practiced shifting cultivation. Britishers did not recognise collective ownership of lands and in the process ignored the social and cultural practices of tribals, which deprived them of their lands and livelihoods.

The first Forest Act was passed in 1856, which made forests a State asset. There was no provision in this for the tribals or other forest dwellers. Indian Forest of 1929 further solidified State's rights and diluted people's right over forests. This situation did not change after independence, though forest dwellers and tribals had been cultivating on forest lands 'illegally'. During 1970, after several agitations, on the orders of the Supreme Court some tribals

who had applied were provided land titles. Wildlife Protection Act in 1972 and Forest Conservation Act in 1980 further reduced rights of people inhabiting forests. Forest conservation Act disallowed the use of forest lands for any other purpose other than forestry, like cultivation, mining, industrialisation, etc. If forest lands were needed for non-forestry purposes, permission of the Central government was mandatory. Non forest lands could be bought from the government at a cost of Rs 5 to 9 lakh per hectare. Tribals could not afford this, but rich people and capitalists could, and were the ones to benefit from the provision under the act. Indigenous people, who have regarded forests as their motherland and have been known to live in harmony with nature, were even deprived of collecting dead wood, whereas gradually more and more tracts of land have been used under the farce of development for commercial purposes like mining, which has displaced thousands of tribals. In 2002, over a decision of a CEC related to forestry, formed by the Supreme Court, people living in forests without ownership of lands across the country began to be evicted. This resulted in wide spread agitations and protests by tribals and people's organisations to gain recognition and rights over forests, which subsequently led to the formation of the Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006.

Implementation in AP

In 2008 AP government was the one of the first ones to have implemented the act. Within 10 months road map was drawn on how to implement the rules. This rapid schedule required gram sabhas to be convened for forest rights committees (FRCs) formed. AP govt focused more on private land rights but ignored mostly common property rights. Politically it was used as a tool like parties was doing a great favour to the nation rather than that they were undoing the injustice done to the tribal's.

But due to fast process and limited time frame one- fifth of the forest villages only applied for claims and many villages did not even get the forms. It was more like a command and control implementation of the act. There was no process of assessment, grievance redressal and proper implementation of FRA took backseat. According to FRA rules four tiers of committees have to be formed.

- State level FRC,
- District level FRC,
- Sub-divisional level committees and
- Habitation-level FRCs.

The first three can be rapidly formed with different level of administrators but the last is quite complex and difficult to form. Gram sabha meetings were commenced to form the FRCs at fourth level. According to the rules meetings have to be conducted at the hamlet level but these were conducted at the Panchayat level. So for the implementation part in AP gram sabha equal to gram panchayat this might have many hamlets also. So many hamlets which have been rightly deprived of their rights cannot be identified so easily and claims cannot be made by the tribal's. So many hamlets were not even informed about this process but the process went on.

Even when the government was implementing this act forest department trying to stop this process which had vested interest in this process. Community rights under the FRA include the right to collect minor forest produce, like bamboo and tendu leaves, which accounts for half the forest department revenue. So states scuttle community rights, which the Centre is trying desperately to enforce. The government of India views MFP rights as a means to curb Naxalism since the state's most affected by Naxalism are also home to the maximum number of people dependent on forest produce. Forest department has also filed petitions in the court that it might lead to the misuse of the act and also can degenerate the forests. (High courts dismissed them).

Story on the ground is that rights conferred under the Forest Rights Act of 2006 include the right to collect and sell minor forest produce (MFP). These include tendu leaves used in beedis, and bamboo that have high commercial value and were under the forest department's control. Conditions such as residents could collect MFP but only for self-use were put up by the forest department. These conditions would run contrary to the spirit of FRA. The other way they can block the functioning of FRA is by giving forest department powers to give powers to the tribal's rather than actual village community. So order enabled the Vana Samrakshana Samithi (VSS) ad hoc administrative bodies under the control of the forest department, created to implement Joint Forest Management (JFM) schemes, to claim community rights. In doing so, the government willfully misinterpreted the Act's meaning of community. The VSS is not a community, but a selected committee constituted for project implementation.

Story
Sirasanapalli village of Chintoor Mandal in Khammam(erstwhile) received a community forest rights title deed in the name of the Gram Sabha for its

customary forest boundary 700.88 HA after following due procedure as prescribed by the Forest Rights Act 2006 and FRA Amended Rules 2012. In 2014, after bifurcation of AP into two states Chintoor Mandal was merged with East Godavari district of newly formed AP. This Mandal was nearly 180 kms from the ITDA headquarters and did not receive much administrative attention because of geographical limitations. ITDA Rampachodavaram has requested the PMRDF to look at the potential livelihood options in the mandal.

Chintoor mandal consists of ninety percent tribal population and is completely a forest area with tribals dependant on the minor forest produce collected from the forests. The mandal is rich in Bamboo which is naturally grown in the forests around them. Tribals in the area (forest dwelling communities) were collecting and selling MFP as age old practice but they never sold Bamboo. Forest department used to sell Bamboo and deposit the proceeds in the government account and the villagers who worked for it would only get the labour charges for harvesting Bamboo.

The Sirasanapalli villagers have been trying to harvest Bamboo for the past many years through their CFR title deed and could do once in 2014 with the help of ITDA Bhadrachalam in the unbifurcated AP. But after the mandal was merged with east Godavari in newly formed AP state, the Forest Department started to harvest Bamboo and transport it to the Forest Department Depot. The villagers with PMRDF support passed a resolution to harvest Bamboo, create their own village depot and auction the Bamboo on their own.

Firstly, it was important to work in tandem with the forest department because they are the authority to conduct sales and give transport permit. Also, it is in the interest of the protection of forests that scientific management practices would be taken up during Bamboo harvesting and cultivation. Several coordination meetings were held in ITDA in which the PO ITDA passed an order to the Forest Department citing the sections of the FRA based on which the Gram Sabha can store and sell its MFP including Bamboo. Initially, Forest department opposed the idea but slowly after explaining them the act and its impact, they accepted.

A ten member CFR committee was formed with a mixture of educated youth and elders from the village. They were given in depth training on FRA, PESA and book keeping (stock management, income, expenditure, resolutions etc)

for maintaining the Gram sabha records. All members of the CFR Management Committee had an active role in the CFR process. They would supervise the Bamboo harvesting to ensure that silvicultural practices are followed, do all the book keeping to record the Bamboo harvesting and sale, distribute wages to the villagers by following all the transparency measures and inform the concerned departmental authorities of all the progress regarding CFR implementation.

With the help of Forest department a three year forest management plan was prepared. An open ground in the village accessible for heavy vehicles from outside was identified and cleared for the depot. The wage rate for the year for harvesting Bamboo, Loading the Bamboo for transportation from the forest to village depot, making paths from the forest to village depot, grading the Bamboo into lots in the village depot was made through the Gram Sabha resolution.

Upset Prices were decided in consultation with the ITDA and Forest Department. It was an average of the selling price of the Bamboo in the last three years (prices given by FD). 49,236 Bamboo culms from an area of 86 HA within its customary forest boundary was harvested in the month of June 2016 by the villagers. The CFR committee recorded the which????Labour charges that are to be paid to the villagers on daily basis. A GCC (Girijan Cooperative) government vehicle was engaged to transport the Bamboo on cost to cost basis. An open auction was conducted in the village depot in which 33 bidders participated. An amount of Rs.29.20 Lakhs was realized through the auction. This was the first time in the newly formed State of Andhra Pradesh that a Gram Sabha has utilized Community Forest Rights to harvest, sell Bamboo and realizes such huge amount.

Conclusion
We can conclude that the initial FRC formation process was severely flawed in terms of inclusion and quality, due to both bureaucratic expediency and deliberate avoidance of devolution of power to the local government. FRA 2006 promises to be a pro-poor institutional reform, and indeed, many poor have already benefited from its implementation. However, the process has been severely anti-poor, and so the pro-poor benefits have been restricted in many ways.

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A Comparative Study between Rural & Urban Consumers in Context of Rural Marketing in Kachchh District

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ABSTRACT

About 70% of India's population, 56% of income, 64% of expenditure and 33% of savings come from rural India, but in spite of this impressive statistics the road to rural hinterlands has not been smooth and easy. The reason being many such as a heterogeneous mass which is widely spread geographically making it difficult to serve, technology, culture, transition of modern day rural into URAL i.e a urbanized rural mid set. This research paper attempts to compare consumer behavior of rural and urban folks. The research paper uses both qualitative and quantitative methods of research to bring out the differences between the urban and rural as well as try to explore and identify rural specific mind set. Lastly it also attempts to design and discuss various marketing strategies which could be useful to the companies to get a grip over this rural hinterland markets which are and will be the next big thing.

***Keywords**: URAL (Urbanised rural mind set), Comparative analysis, Culturalfactors, Marketing Strategies*

1.1 Introduction

Most marketers realize that India is on the threshold of phenomenal change. The economy is vibrant, incomes are rising and so is the standard of living, habits, preferences and attitudes are changing rapidly but nowhere is this most evident than in rural India. The decision to liberalize the Indian economy in 1990s had far reaching consequences. On the marketing front there was an arrival of many MNCs. On initial years the focus was on the easily accessible well developed urban markets. Soon there was a proliferation of brands and intense competition resulting in the increasing clutter and saturation level with too many products and services chasing the same money. The companies were forced to turn to new markets. All eyes turned to the world's most promising

potential market of 742 million rural customers. Already rural market is proving to be vital for the growth of many companies like Hindustan Unilever Ltd. ITC, BSNL just to name a few. It is ironic that no universal definition defining rural India is found. Census defines rural as any inhabitant with a population density of less than 400 per sq/km where at least 75% of male working population is engaged in agriculture and where there exists no municipality or board. The definition according to RBI, NABARD, and Planning Commission is also different. Some of the recent features of rural markets include low level of education resulting in low demand, increasing number of nuclear families, change in housing and occupational pattern and also in spending pattern.

In terms of marketing rural India can be defined in terms of absolute numbers. For FMCG it is locations having population up to 20000 irrespective of their status as villages or towns and for consumer durables it is up to 50000. Rural marketing is a two way process that includes the flow of goods and service from rural to urban and vice versa and also within the rural areas. To succeed in the rural markets companies will need to adapt the 4Ps of marketing to the 4As in their strategy – Awareness, Acceptability, Availability and Affordability. The next big marketing revolution is waiting to happen in rural India and the first baby step towards it is already taken.

1.2 Research Problem

Marketing per say is considered as the most dynamic and aggressive and operational activity towards reaching the customers. The concept that supply creates its own demand might be true during the industrial age but this surely cannot work under the present scenario without the help of marketing. Market works on the demand-supply principle and marketing facilitates in both of the above mentioned economic activity.

It is true that the modern age marketing has become extremely competitive due to globalization, technological advancements and availability of more alternatives to customers. However the most important point of concern for us is in respect to the gap that exists in nature and scope of marketing between the urban and rural areas. It is due to the increasing industrialization and government's focus on inclusive growth that the growth tends to decline but there is a distance as marketing operations between the urban and rural areas is concerned. It is now realized that the urban marketing approach has out lieu its utility. It is in this respect that innovations in marketing operations in rural

India has become utmost significant. India holds a 742 million of rural population and also there has been a considerable change in the incomes, living standards, attitudes, preferences and life style of these folks. This along with the policy applications have added to the capabilities of the customers. On the other hand technological applications have also provided mushroom growth in different commodities.

This put forward a challenge before the marketers. The challenge is to link up to the commodities to the capabilities. Market players in India as well as many MNCs have realized the need for changes in the marketing strategy. This will result into innovations in product and services and its marketing. Before conducting any research it is essential to know rent the current trends of rural market which has considerably changed over a period of time. Certain myths about rural sector will help in rural marketing are:

1. Rural people do not buy brands. In fact branded consumption accounts for 80% of sales for FMCGs.
2. Rural customers buy cheap products. In reality they seek value for money.
3. Rural market is homogeneous mass. In fact it is fascinatingly heterogeneous.

Many factors are responsible for the changing trends such as increasing contact of rural youth with the urban society, change in distribution, communication reach etc. Our focused district of research Kachchh is unique in various aspects. This being one of the largest district in India having more than 900 villages scattered over a vast land mass with the inhabitants of rural area lying between wealthy individuals to BPL families. Different tribes and caste, different occupation based on the desert, hilly or coastal region. Such diversities make it more challenging and also interesting to research about.

There appears to be wider heterogeneity in rural culture across the nation. A single inhabited village culture for consumption cannot be taken as granted for rural India in general. Therefore the macro level rural marketing operations in general are to be found to be the composition of segregated elements found in different rural pockets of rural region of India. In general Gujarat is to be one of the fastest growing urbanized states of India but even within the Gujarat.

Dang and Kachchh holds a unique feature of maximum rural pockets from the rural demographic point of view. In fact dang is cent percent rural district and Kachchh is 70% rural district. To add to this fact the last decadal growth by resident showed declining trend in urban pockets in Kachchh district. On the

other hand there has been large scale industrial concentration in the selected blocks of Kachchh district like Gandhidham, Anjar and Mundra.

This makes an interesting point of study to understand and examine the marketing perceptions that prevail at large in rural areas of district and in response to the changing perceptions marketing practices followed by the players. Several issues cropped up while visiting the district from marketing perspective and attempt is to be made to have a microscopic view on the said theme. The issues that focus one's attention are.

1. What sorts of perceptions for buying exists in the rural pockets?
2. What is the response of the players to the changing perception of consumerism?
3. Is there any relationship between economic parameters and changing patterns of consumption?
4. Are the non-economic factors bringing about any change in consumption pattern?
5. Which types of products have experienced considerable change in rural consumption?
6. These are of but the several key issues which needs to be examined in light of changing variables of rural marketing at macro level.

1.2.1 Research Objective
The research is aimed at the objectives as mentioned below:
- To inquire into the changing rural market pattern in light of Kachchh district.
- To do a comparative analysis on consumer behavior pattern between rural and urban consumers.
- To highlight the impact of socio-economic factors on rural consumerism
- To highlight the challenges and constraints for rural marketing in Kachchh district.

1.2.2 Research Hypothesis
The study is aimed at examining the following hypothesis:

INFLUENCING FACTORS

RURAL
Hypothesis H_o: Factors influencing purchase decision are equally distributed.
Hypothesis H_1: Factors influencing purchase decision are equally distributed.

URBAN
Hypothesis H_o: Factors influencing purchase decision are equally distributed.
Hypothesis H_1: Factors influencing purchase decision are equally distributed.

Usage of branded products
Hypothesis H_o: Rural and urban consumers do not buy branded products.
Hypothesis H_1: Rural and urban consumers do buy branded products.

Opinion regarding usage of branded products resulting into increase in prestige:
Hypothesis H_o: Usage of branded products does not result into increase of prestige.
Hypothesis H_1: Usage of branded products does result into increase of prestige.

1.2.3 Research Design
Our approach to study is a combination of **exploratory research**, **Descriptive research** and **Survey research.**
This is been divided into three parts. The first part is the analysis and data interpretation of the survey research conducted in kachchh district among both urban and rural respondents. The second is based on the observational research conducted at my shop where in behavior of the customers is observed over a prolonged period of time and recorded and third part of the research is based on the personal interviews of various wholesalers and distributors who are supplying across district and especially in rural areas. Their comments and feedbacks are recorded here.

1.2.4 Research Instruments
Closed-ended questions as well as *Open-ended questions* were framed to make a questionnaire for the study Also the qualitative data has been collected by observational and behavioral study of the consumers who are coming for the purchase of the products at my shop.

1.2.5 Data sources
Primary Data - We have used pretested questionnaire to collect primary data to find the consumer behavior pattern from socio economic, demographic and technological point of view of rural and urban area.
Secondary Data **-** We have used Internet, magazines, books, journals, PhD Thesis, published and unpublished researches and other related documents to collect secondary data

1.2.6 Sample size
I have taken sample size of 500 in which 250 is rural and 250 are urban. In rural, the sample is selected from villages of all the 10 talukas of Kachchh

district and in the urban area I have all covered major towns of Kachchh namely Bhuj, Gandhidham, Mandvi, Mundra etc.

1.2.7 Sampling technique:

Here, convenience sampling method of non-probability sampling techniques is used. It is not a cluster sampling method but due care has been taken to select the villages in such a way that they are of equal number from each taluka and also some villages are in close proximity to a nearby urban centre and others which are very remote so that the result should be strived towards normal distribution.

1.2.8 Statistical Tools Used

In this research we have used the Chi-square test. It can be used when one needs to show if the categorical data is dependent or independent. The value of chi square is used to study the divergence of actual and exact frequencies. It is a tool for measuring variance in a sample study.

$$X^2 = \sum \frac{(\text{Observed Value} - \text{Expected Value})^2}{(\text{Expected Value})}$$

1.2.9 Research Significance

The study is having significance from strategic management point of view and also marketing point of view. This study will serve as foundation for companies who want to enter into rural markets. Identifying the prospects and challenges in the rural market and formulating successful rural marketing strategy to tap the rural markets.

1.2.10 Research Limitations

The study is having following limitations:

- This study is done at one of the rural district 'Kachchh' of Gujarat state and we do not claim that the findings may be reflected across the country.
- Restricted data base.
- Restricted time period.
- The basis of the research is the response of the respondents which could be biased or inaccurate.

2.1 Data Analysis
Influencing factors
RURAL

Table 1.3

Hypothesis Ho:	Factors influencing purchase decision are equally distributed
D.f.= n-1	**3**
At 5% significance level	**7.815**
$X^2_{Cal} > X^2_{Tab}$	**Alternative Hypothesis (H1) accepted**

URBAN

Table 1.4

Hypothesis Ho:	Factors influencing purchase decision are equally distributed
D.f.= n-1	**3**
At 5% significance level	**7.815**
$X^2_{Cal} > X^2_{Tab}$	**Alternative Hypothesis (H1) accepted**

From the test we can see that different factors influence differently during purchase decision both in urban and rural respondents. In rural consumers it was found that majority of them were influenced by the friend opinion followed by the availability of the product, which is quite different from the urban respondents where they were influenced almost equally by friend opinion as well as advertisements whereas rural respondents were not much influenced by the advertisements. This information will be of great use to the companies when deciding through which medium they should reach rural market.

Usage of branded products

Table 1.6

Hypothesis Ho:	Rural and urban consumers do not buy branded products.
D.f.= (r-1)*(c-1)	**1**
At 5% significance level	**3.841**
$X^2_{Cal} > X^2_{Tab}$	**Alternative Hypothesis (H1) accepted**

Both rural and urban consumers buy branded products. It is generally believed that the rural consumers don't generally buy branded products as their urban counterparts do but from this research it is found that they are also at par with urban customers when it comes to buying branded products. Though the percentage of the respondents who use branded products are much more in urban then rural but the percentage of the rural consumers using branded products is also considerable which is a sign of growth and prosperity in the rural areas too.

Do you feel that using branded products results into increase in prestige?
Table 1.7

Hypothesis Ho:	Usage of branded products does not result into increase of prestige.
D.f.= (r-1)*(c-1)	**1**
At 5% significance level	**3.841**
$X^2_{Cal} > X^2_{Tab}$	**Alternative Hypothesis (H1) accepted**

Both rural and urban consumer differs in their idea regarding usage of branded products. Rural people in majority do feel that using branded products increases their prestige among the society whereas this was not found in the answers of the urban consumers as here majority says that they don't feel that using of branded products results into increase of their prestige in the society. However this is hard to believe what the urban people has to say about using branded products.

Purchase preference of rural and urban consumers:
Table 1.8

Factors	Rural %		Urban %	
	Yes	**No**	**Yes**	**No**
Do you prefer to use the same products used by your village people?	37	63	26	74
Do you use branded products?	67	33	91	9
Do you feel that using branded products results into increase in prestige?	56	44	45	55
Is your purchase influenced by advertisements?	26	74	20	80
Do you purchase from salesman?	21	79	15	85
Will you purchase more if given credit option?	66	34	89	11

3.1: Findings from the Observational Research
 - ➢ Rural consumers are brand conscious and can recognize the brands from their packaging even if they are illiterates.
 - ➢ Products such as Sanitary napkins, contraceptives and condoms are not yet widely preferred in the rural areas.
 - ➢ On the contrary breakfast products such as Kellogs cereals are consumed by rural consumers.
 - ➢ In the last 4-5 years the consumption from the rural pockets has considerably increased and driving majority of the company's sales.

➢ In FMCG products both rural and urban consumers tend to switch to newer products as soon as it is launched in the market and appearing in the advertisements.

➢ Brand loyalty is very less when it comes to FMCG products.

➢ Initially it was like there was one soap for the entire family but now the trend is different soaps for different members of the family and also they keep changing or switching of brands.

➢ Local sales force people are more accepted by the retailers who are talking their way.

➢ New and small dealers are more effective when it comes to launching of some new products in the market as compared to dealers of established and bigger brand names. The former put more efforts in penetrating the product in the market.

➢ Awareness regarding product and product usage is less in categories such as Sanitary Napkins, Conditioners. Contraceptives etc

➢ Recently the usage of products such as face wash, flavoured hair oil, hair colour, hair gel etc have increased.

4.1 Conclusions

The results of the testing of hypothesis helped in getting an insight on the consumer behaviour of rural customers and also how they differ as well as where they resemble their urban counterparts. The findings are as under:

➢ From the test we can see that different factors influence differently during purchase decision both in urban and rural respondents. In rural consumers it was found that majority of them were influenced by the friend opinion followed by the availability of the product, which is quite different from the urban respondents where they were influenced almost equally by friend opinion as well as advertisements whereas rural respondents were not much influenced by the advertisements. This information will be of great use to the companies when deciding through which medium they should reach rural market.

➢ Both rural and urban consumers buy branded products. It is generally believed that the rural consumers don't generally buy branded products as their urban counterparts do but from this research it is found that they are also at par with urban customers when it comes to buying branded products. Though the percentage of the respondents who use branded products are much more in urban then rural but the percentage of the rural consumers using branded products is also considerable which is a sign of growth and prosperity in the rural areas too.

➢ Rural and urban consumer differs in their idea regarding usage of branded products. Rural people in majority do feel that using branded products increases their prestige among the society whereas this was not found in the answers of the urban consumers as here majority says that they don't feel that using of branded products results into increase of their prestige in the society. However this is hard to believe what the urban people has to say about using branded products.

Insights from the observational research are as under:

5.1 Suggestions

➢ The first challenge is to ensure availability of the product or service. India's 640,867 villages are spread over 3.2 million sq km; 700 million Indians may live in rural areas, finding them is not easy.

➢ Rural people do buy brand but primarily for quality and then for the status or prestige hence whenever planning an advertising campaign targeted to rural, the message should be focused on the performance rather than the status or prestige associated with it.

➢ As marriages and festivals are major drivers of purchase and as we believe in auspicious days and time (Muhurats) the forecasting of the demand can be estimated during some particular time of the year where people tend to celebrated marriage and other functions. Also in rural areas marriage mostly happen in groups on a particular day contrary to individual marriages in urban. This also results into a huge increase in demand during a particular time of the year, ex: month of May (Vaishakh- Akha Treej, Vad Teras), Jan-Feb (Pos-Maha- Vasant Panchmi), , August (Shraavan-Janmasthmi). Similarly there are times of year where they don't have any celebrations for ex: November (Shraadh which is before Navratri), 15th Dec to 15th Jan (Kamurta or un auspicious time), March (Holi ni Jaad, 8 days before Holi), July (Jeth) and many such.

➢ Use of local dialects is a wonderful way to connect with your customers in that region.

➢ This is an Indian version of providing local and practical solutions to local problems under the constraint of resources. Rural areas are full of such Jugaad which are product innovations done to solve their local level problems which are really specific to them for Getting an insight into these kinds of local innovations will help companies design actual product for these customers

- Based on the data analysis and also from the observational research we can suggest that the rural consumers tend to prefer products which are extra bright, extra colourful, strong smell, attractive packaging in short they are more on the extreme side of the product appearances.

- The research data revealed that the rural consumers do prefer to buy in either smaller quantities or in big packs avoiding normal size packaging commonly preferred by the urban customers. It depends on other factors such as, is it first time purchase or a repurchase? Economy class of the customers, number of family members in a family etc. But quantity is still a preferred criteria when it comes to the final research.

- Use of technology in all sphere of rural marketing is going to be next big change wave. This will enable the companies to reach to the hinterlands economically and it will empower the customers to make them more aware through connecting with the world joining them in the race of the main stream customers.

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Prospective Teachers' Responses on Integrated Programme

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ABSTRACT

This write-up explores the prospective teachers' responses on the four year integrated programme leading to teacher preparation and reveals that the curricular aspects, teaching learning resources, field engagement and evaluation procedure were found to be encouraging whereas the suggestions offer insights into many curricular, pedagogical and technological issues. One of the major challenges faced by the educational institutions is practicing plurality of approaches in the classroom and beyond. However, analysis of the data reveals that the existing curriculum needs to be modified as per the emerging needs and professional requirements of the twenty first century. In the context, majority of the respondents find the lack of conducive environment for teaching and learning as required. Findings also reveal that many courses are practice-oriented but largely theoretical practices prevailed. The fact to which pointed attention needs to be drawn is that an integrated programme requires necessary interventions to ameliorate the institutional practices for operational requirements and thereby effective execution. If educational institutions have to address the challenges of the time, one may be in the nodding position and advocate that much more than the minor adjustments in the current practices will preferably be required.

Key words: *Prospective Teachers; Responses; Integrated Programme.*

Background

Teachers need to be able to help the students become collaborative, problem-solving, creative learners through using ICT so they will be effective citizens and members of the workforce (UNESCO, 2016, p.01). Research in the field of learning suggests that learning, as a process, is considered to be an individual quest for knowledge, attitudes and skills. As teacher education essentially enables prospective teachers in mentoring, guiding and more

importantly preparing for change. Efforts to have effective schools result in educational innovations in terms of ideas or practices new to a specific educational context that meets unsatisfied needs (Mohanty, S.B., 2010, p.01).

The four year integrated B.A.B.Ed. programme is designed and developed to integrate content and pedagogy by various intervening strategies such as demonstration, experiments, field engagement, activity based learning materials, use of ICTs, multimedia, assignments, presentations, continuous and comprehensive evaluation etc. The course ensures eight semester format with an aim to make the prospective teachers well versed with a variety of innovative teaching practices thereby helping them in the process of knowledge construction at secondary level.

Research studies somehow pertaining to the theme (Devi, 2010; Mehra, 2010; Abraham and Sharma, 2010; Shukla, et al., 2010; Mohanty, 2010; Ahmad, 2011; Das, 2011, UNESCO, 2016 and several others) explore the perceptions, responses, challenges and hurdles experienced by the prospective teachers' pursuing teacher education programmes in different institutions. Some of the issues, expectations, difficulties and challenges as revealed through investigations include: not so relevant curriculum, less coordination between theory and practicum, scarcity of teachers, lack of incorporating learners' feedback, less ICT integration, poor support services, lack of tech trained teachers and other issues concerning physical and human resources. None of these studies reflect on the responses of prospective teachers regarding various components of integrated programme.

Objectives

The objectives of the paper are:

1. to study the prospective teachers' responses on existing curricular aspects of four year integrated programme,
2. to study the prospective teachers' responses on teaching learning resources of integrated programme,
3. to study the prospective teachers' responses on field engagement of integrated programme,
4. to study the prospective teachers' responses on evaluation procedure of integrated programme, and
5. to bring out suggestion from the prospective teachers for improvement in the existing integrated programme.

Research Questions

Keeping in view the objectives of the study, the following research questions were formulated for the present investigation:

1. how considerably favourable do the prospective teachers' perceive existing four year integrated programme?
2. how considerably adequate do the prospective teachers' find curricular aspects, teaching learning resources, field engagement and evaluation procedure of integrated programme?
3. what types of interventions do the prospective teachers' suggest to improve the existing integrated programme?

Methodology

The methodology employed for the present investigation was descriptive survey wherein the responses of prospective teachers on different dimensions such as curricular aspects, teaching learning resources, field engagement, evaluation procedure and suggestions for improvement of existing integrated programme were analyzed. The methodological details like population, sampling technique, tool, procedure of data collection and analyses are outlined below:

Population of the study here includes all the prospective teachers of four year integrated programme leading to teacher preparation enrolled at Indira Gandhi National Tribal University, Amarkantak in the academic session 2016-2017. Keeping the objectives in view, a total of 82 of which 42 (51.22%) male prospective teachers and 40 (48.78%) female prospective teachers enrolled in the II and IV year under four year full – time B.A.B.Ed. integrated programme leading to Bachelor of Arts Bachelor of Education were selected using purposive sampling technique. However, two questionnaires received from the respondents were rejected as they were not properly filled and marked and thus, analysis and interpretation in the present investigation was finally processed on the 80 respondents.

In order to achieve the objectives formulated for the study, the investigator used the self-prepared tool consisting of items representing the five major dimensions of integrated programme. The major dimensions used in the questionnaire include curricular aspects, teaching learning resources, field engagement, evaluation procedure and suggestions for bringing improvement in the overall practices followed in the field of teacher education.

Findings

The findings of the study arranged into different dimensions of the investigation are outlined below:

Curricular Aspects

The analysis and interpretation of the data gathered for present investigation indicates that the curricular aspects are adequately designed and developed, however, it suggests that the integrated curriculum of this sort should have adequate scope of developing life skills and communicative skills along with the required attitude, knowledge-base and learning experiences. According to 60% respondents, existing curriculum needs to be modified as per the emerging needs and professional requirements of the twenty first century.

Majority of the respondents (81.25%) feel that the present eight semester based four year full-time integrated programme leading to teacher preparation is appropriate while almost all the respondents find the teaching practice cum internship programme useful. In the context, 73.75% respondents were in favour of some more time to be allocated for practice teaching – cum – internship programme for relatively more effective teacher preparation. According to 38.75% respondents, existing curriculum is a balanced one which covers both theoretical and practical aspects as required, but 52.5% respondents had negative opinion while 8.75% respondents preferred to be neutral on the issue. However, 63.75% respondents feel that though the present course-contents are standard but may be revised and updated frequently in the light of the feedback received from the stakeholders from time to time. According to 45% respondents, it was felt that the choices for optional papers are offered while 37.5% respondents were in disagreement; however, 60% respondents agreed that the subjects of studies being offered as of now are relevant and need-based. Regarding appropriateness of the programme, 78.75% respondents feel that the integrated programme is appropriate and 11.25% respondents were in disagreement while 10% respondents remained neutral on the sub-dimension.

Teaching Learning Resources

As the data reveals, 76.25% respondents accept the basic infrastructures available while majority of the respondents find the lack of conducive environment for teaching and learning as required. According to 61.25% respondents, academic support services are provided, however, 57.5% respondents feel that the quality of teacher educators need to be improved and strengthened. Majority of the respondents indicate that a well equipped library

for learning and references, and well furnished laboratories for smoothly conducting practical activities must be prioritized and in place for better and effective teacher preparation. Co-curricular activities need to be designed and developed for all round development of the prospective teachers and accordingly, 36.25% respondents feel that the reflective practices need to be followed in order to develop competent and effective teachers. With the aim to achieve the learning outcomes, almost all the respondents feel that the teacher educators have the innovative approaches, required attitudes, operational skills and more importantly adequate knowledge base along with the ability of effective curriculum transaction.

Field Engagement
As per the data, majority of the respondents think that the institution conducts activities related to field engagement needed for prospective teachers of integrated programme and that they are adequately designed especially in the context of quality teacher education. According to 83.75% respondents, prospective teachers' engagement with the field is helpful as it provides the opportunity to participate, work and learn in varied settings. Almost all the respondents find the teaching practice cum internship useful. The analysis reveals that the schedule for teaching learning processes such as classroom learning, filed work, laboratory activities, assignments and seminar presentations are appropriately decided (78.75%). However, 73.75% respondents require more time allocation for teaching practice - cum - internship. Based on more than 76% respondents, it is found that the provision of teaching practice cum internship on 20 lessons in each methodology course is not sufficient for developing appropriate teaching skills during the four year integrated programme and accordingly, the component may be increased. That data reveals that majority of the respondents support the instructional activities organized from time to time in the institution; however, 11.25% respondents are in disagreement while remaining preferred to be neutral on the subject.

Evaluation Procedure
The analysis of the data reveals that the existing ratio of 25:75 as weightage to internal and external respectively must be restructured. And, accordingly, 82.5% respondents feel the ratio of 40:60 as suitable for evaluation as internal and external while 17.5% respondents were found to be in favour of 50:50 as internal and external respectively. According to 80% respondents, evaluated answer scripts should be returned to the students as it would help them

improve in further evaluative procedure. The analysis reveals that 72.5% respondents feel that the existing teaching learning resources help them in better preparation for evaluation. Based on more than 76% respondents, it is found that the provision of teaching practice - cum - internship on 20 lessons in each methodology course is not sufficient for developing effective teaching skills during the four year integrated programme and accordingly, the component may be increased so that appropriate evaluative measures can be undertaken. 72.5% respondents were of the view that the evaluation procedure followed by the institution is transparent and they require that the existing evaluation procedure be continued with efficiency.

Suggestions

Suggestions and feedback make the system work and ameliorate as per the emerging needs, expectations and aspirations of the stakeholders. Accordingly, in addition to the above analysis, suggestions for improvement in the practices in teacher education have also been sought; and a few of them are outlined below:

- above 56% respondents suggest curricular flexibility to be incorporated in the integrated curriculum.
- Majority of the respondents suggest that more emphasis is to be laid on practicum than theory.
- 53.75% respondents would like to have learners' mobility as it gives learners the opportunity of heightened experiences in a variety of setting.
- According to 78.75% respondents the ratio of internal assessment should not be less than 40% as weightage.
- Regarding the duration of the course, more than 81.25% respondents stated that the four year full-time integrated programme based on eight semesters is appropriate.
- According to 78.75% respondents, through technological considerations the integrated programme may be more useful and resourceful.
- Based on technology integration, endeavour may be made for providing learning resources in multiple formats which would create opportunities to accelerate learning and experiences.
- According to 63.75% respondents, the number of assignments related activities, practical works and other field based activities may be increased.

Concluding Remarks

Findings of the study help one conclude that the prospective teachers under investigation responded on the whole that the integrated programme is

adequately designed; providing theoretical knowledge, course-contents, teaching skills and understanding on managing students and related affairs in the real classroom situations. The new breed of ICTs may have greater impact in teaching, learning and evaluation. Besides assuring above all, meticulously planned approaches and practices will hopefully lead to the development of a cadre of professionals well trained and dedicated to the cause of school learners.

Educational Implications

The academic investigation emphasizes on the need to review and update the curricular aspects on regular intervals, make the learning resources up to date, integrate new breed of ICTs in the pedagogical practices and make the evaluation procedure more frequent and efficient. It also indicates the need to conduct a thorough study that would be overcoming the limitations of the present investigation and will explore relatively more broader and holistic view on the issue.

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Authentic Leadership and Organizational Commitment; Analysing the Moderational Effect of Cultural Intelligence

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ABSTRACT

This study examines the impact of authentic leadership style on organizational commitment and moderational effect of cultural intelligence on the relationship between authentic leadership and organizational commitment. The data was collected from select organizations in India having cross cultural work places, using standardised scales. The data was analysed using multiple regression method. The study reveals that the authentic leadership style has higher level of impact on organizational commitment and cultural intelligence effects significantly on the relationship.

Keywords: Authentic Leadership, Cultural Intelligence, Commitment

Introduction

Organizational change is vital aspect of the organizations for both existing and to thriving. The leadership development plays a very important role in organizational growth and development, being a key factor in the process of organizational transformation that can explain the shift from a competitive level to another one (Radu & Năstase, 2011). Alvesson (2009:255) says that to be able to accomplish a change we have to start with changing people's values and ideas hence making people behave in ways they are not used to. Effective leadership and employee's organizational commitment which is widely described as a key factor in the relationship between individuals and organizations (Sharma & Bajpai, 2010), are the key factors behind organization's development and sustainable performance.

Instead of taking a culturally relativistic view of ethics and morals, the authentic leadership style is grounded in an objectivist view, such that the leader's personal morals continue to be important, even when placed in a different system. Past research provides support for the idea that leaders,

specifically in expatriate settings, experience dissonance between their own moral values and those of the host-country's culture (Brand & Slater, 2003). While authentic model of leadership grounded in an objectivist paradigm addresses how leaders may exhibit moral integrity in multiple contexts, the culturally diverse work place demands for leaders adapting to a new culture to be able to function and manage in culturally diverse settings (Ang, Van Dyne, & Koh, 2006) keeping their own and others' moral perspectives salient (Walumbwa et al., 2008). Authentic leadership theory specifically acknowledges the importance of taking a moral perspective when enacting behaviors (Avolio & Luthans, 2004; Gardner et al., 2005; Walumbwa et al., 2008). This study proposes that the coupling between cultural intelligence and authentic leadership is integral to creating successful leader who are more readily able to plan with and enact organizational change and development strategies that are acceptable with commitment from employees in a cross cultural workplace.

Literature Review

Authentic leadership:

The authentic leadership concept the authentic leadership concept is one of the most up-to-date leadership theories. The authentic leadership style is grounded in an objectivist view, such that the leader's personal morals continue to be important, even when placed in a different system. In the authentic leadership theory there are four characteristic features (dimensions) which describe leaders' behaviour and allow them to be recognised as authentic [Luthans, Avolio 2003]: *Transparency, Self-awareness, Ethical/ Moral,* and *Balanced Processing. Transparency* of a leader is closely related with his/her high level of openness and trust in close relations with followers. Moreover, a leader acts consequently in accord with one's values. *Self-awareness*, which could be defined as "a process where one continually comes to understand his or her unique talents, strengths, sense of purpose, core values, beliefs and desires *Balanced processing* which means that authentic leaders are open and ask for feedback, listen to and accept other viewpoints, and acting on suggestions even if they are critical for him/her. *Ethical/ Moral* involves acting in accord with one's values and needs rather than to please others, receive rewards, or avoid punishments.

Cultural Intelligence

Cultural intelligence has been defined as the ability to interact effectively with people who are culturally different‖ and ―to generate appropriate behaviour in a new cultural setting (Thomas, 2006, p. 80). The construct was developed to

address global trends in international management in which country-specific training has become less relevant (Earley & Peterson, 2004) given the mobility of managers and their frequent contact with culturally diverse settings. There are four fundamental elements of cultural intelligence (CQ) that parallel the components of authentic leadership: metacognitive and cognitive CQ (cognition), motivational CQ (motivation), and behavioral CQ (action) (Ng & Earley, 2006). These components also comprise the higher order factor of cultural intelligence.

Organizational Commitment

Mowday et al. (1982) conceive commitment as an attitude reflecting the nature and quality of the linkage between an employee and an organization. It is an individual's identification with a particular organization and its goals to maintain membership in order to attain these goals. There are three factors of organizational commitment: (1) a strong belief in an organization's goals and values, (2) a willingness to exert considerable effort for the organization, and (3) a strong desire to maintain membership in the organization (Porter et al., 1974).

The three components conceptualization of organizational commitment indicated by Meyer and Allen (1991; 1993) are Affective commitment which refers to the sense of affection and feelings of attachment to the organization and has been associated with work experiences, individual traits and organizational structures, Continuance commitment which refers to consciousness of the costs related to parting with the organization or job and Normative commitment which refers to a sense of requirement to continue employment. Employees with elevated level of normative commitment believe that they have to remain in the organization or job as they feel it is right. Normative commitment is the level to which a person is psychologically associated with the organization through internalization of its vision, goals, objectives, principles, values and missions.

Theoretical Model

The theoretical model which is developed based on the literature review, is that the leaders with authentic leadership style which includes the dimensions of self-awareness, balanced processing, relational transparency, and the adoption of a moral perspective, coupling with cultural intelligence which has four dimensions namely Motivational CQ, Cognitive CQ, Meta Cognitive CQ, and Behavioural CQ can create better organizational commitment among the subordinates in an organization.
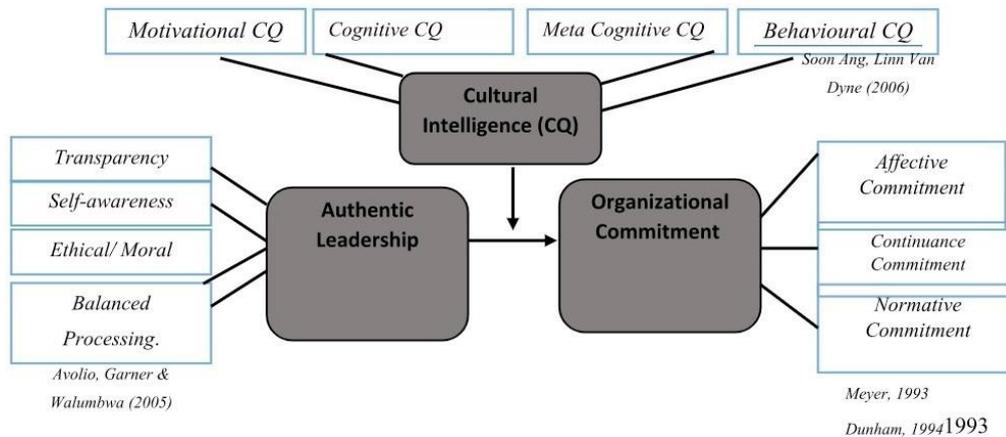
Research Methodology

The objective of the study is to understand the impact of authentic leadership on organizational commitment of the subordinates and to know the moderation effect of cultural intelligence on the relationship. The date was collected from both primary and secondary sources. The primary data was collected from the select employees working in cross cultural workplaces. 25 supervisors and 75 subordinates (3 subordinates of each supervisor) from three MNCs in Hyderabad where selected as samples. The hypotheses were tested using multiple linear regression method. The data was collected using 3 measurements; a) for measuring authentic leadership level b) For measuring the cultural intelligence level c) For measuring the organizational commitment.

a) Authentic Leadership Questionnaire (ALQ) for measuring authentic leadership level: The authentic leadership style was measured by using the Authentic Leadership Questionnaire (ALQ, version 0.1) which authors are Avolio, Gardner and Walumbwa from The Gallup Leadership Institute. That questionnaire was created basing on theoretical assumptions of the authentic leadership concept and it is used to measure its four dimensions: *Self-awareness* (5 items), *Transparency* (4 items), *Ethical/Moral* (3 items), *Balanced Processing* (4 items).

b) Cultural Intelligence Scale (CQS) for measuring the cultural intelligence level developed by Soon Ang, Linn Van Dyne in 2006: The 20 item, four factor cultural intelligence scale is used for assessing the cultural intelligence level of the international sales persons and to know the effect of the variations on success rate of the international sales negotiations. The four factors are Cognitive CQ, Motivational CQ, Meta Cognitive CQ and Behavioural CQ.

c) Organizational Commitment Scale: Aspects of organizational commitment include affective, continuance, and normative commitment. The researcher has employed the measure developed by Allan and Meyer, 1990, modified by Meyer et al., 1993, to measure organizational commitment. This measure consists of 18 statements; six statements for each secondary measure. A Likert-type scale has been used for gauging levels of agreement and/or disagreement. It is composed of five degrees, (5) refers to full agreement, while (1) refers to full disagreement and neutral degrees are found in between.

Data Analysis

In the study, multiple regression analysis is used to develop a model for predicting correlation between authentic leadership and organizational commitment of the subordinates and the moderational effect of the cultural intelligence. The significance of the hypothesis was checked with three basic criterions. They are internal consistency, average variance explained (AVE), and multiple regression analysis. The reliability and Cronbach's alpha results with high consistency of Authentic Leadership Questionnaire (.87), Cultural Intelligence Scale (.83) and Organizational Commitment Scale (.88).Average Variance Explained results (AVE) are as follows authentic leadership (.0677), Cultural Intelligence (.612) and organizational commitment (.592) A multiple regression model was tested to investigate the association between authentic leadership and organizational commitment of the subordinates and the moderation effect of the cultural intelligence on the relationship between authentic leadership and organizational commitment. After centering authentic leadership and cultural intelligence and computing the authentic leadership-by-cultural intelligence interaction term (Aiken & West, 1991), the two predictors and the interaction were entered into a simultaneous regression model. Results indicated that authentic leadership style (SEb = .007, β = .516, p < .001) and cultural intelligence (SEb = .023, β = .370, p < .001) both are significantly associated with organizational commitment. The interaction between authentic leadership and cultural intelligence was also significantly associated with organizational (SEb = .007, β = .714, p < .001), suggesting that the effect of higher effectiveness of authentic leadership style on organizational commitment is depended on the level of cultural intelligence.

Discussion and Suggestions

This study examined the correlation between the authentic leadership and the organizational commitment and the moderational effect of cultural intelligence

on the relationship of the both and analysis has drawn some meaningful results that the authentic leadership and organizational commitment are significantly correlated, indicating that the leaders with high authentic leadership skills triggers the organizational commitment of the subordinates and the leaders with low authentic leadership skills impair the organizational commitment of the subordinates. The analysis also reveals the significant and meaningful moderational effect of the cultural intelligence on the relationship between the authentic leadership and organizational commitment signifying that the authentic leadership coupling with cultural intelligence can make more impacts in inducing organizational commitment among the subordinating in cross cultural workplaces and the study suggests the cultural intelligence as a prime tool for authentic leaders by which leaders may successfully adapt to a new culture while remaining committed to their moral perspectives. The moral integrity as a universal characteristic of effective leadership, and as theorized by Gretchen Vogelgesang et.al (2009), this study elaborates a process by which leaders may maintain their moral integrity within cultural contexts that may have cultural differences in how this moral integrity is displayed.

Thus, leaders remain morally grounded, even when adapting to a context that provides cues which run counter to their own value system and this study suggests that culturally intelligent, authentic leaders are prepared with the capacity to adapt in a cross-cultural context and to manage effectively the subordinates from various cultural backgrounds keeping them committed to the organization. Explaining the moderational effect of each dimension of cultural intelligence on authentic leadership and organizational commitment of the subordinates, the cognitive component of cultural intelligence moderates the relationships between self-awareness, balanced processing, and organizational commitment. Moreover, motivational cultural intelligence moderates the relationship between leaders' moral/ethical perspectives and organizational commitment, while behavioral cultural intelligence moderates the relationship between relational transparency and organizational commitment.

As this study has been carried out among the employees in India from various cultural backgrounds, it's suggested the validation of the model in other cultural backgrounds which have different cultural dimensions. It's also suggested the examining the impact of the authentic leadership on motivational aspects of the subordinates and organizational culture.

Conclusion

This study contributes to the global leadership and organizational behaviour research by elaborating and validating the interactions between authentic leadership, cultural intelligence and organizational commitment of the subordinates. This study is relevant as the workplace becoming more and more culturally diverse and complex and the organizations need well equipped leaders who can handle the global challenges, create confidence, boost the motivation among the partners of the cross cultural workplace and deal in an authentic manner to avoid the consequences of simply duplicating a host-country's culture, which in the global context might lead to misunderstandings, insults.

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Quality Education Beyond the Wall

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ABSTRACT

The paper highlights some cardinal points relating to the proposition that "Quality education beyond the wall". Over a fairy period of time educationist are pondering to achieve quality education and at the same time students are struggling hard to fetch good marks in examination. Securing good marks in the examination does not fulfill the criteria of quality education. It is because quality has wide connotations. So long as students are not free from rote memorization depending on bookish knowledge real quality will be far away from them. That is why the guiding principles of NCF-2005 has specific version on quality education by revamping the Curriculum. This paper throws a flood of light on quality curriculum, teaching learning process and quality performance of the learners.

According to NCF -2005 the following lines are to be stressed on--i. Connect Knowledge to life outside the school--ii. Enriching the curriculum to provide for overall development of children rather than remain textbook centric. Methods and materials go together as materials make the method more effective for concretizing the concepts of a topic. It may be Math, Science and Language or Social Science learners are motivated when meaningful materials are exhibited by the teacher in the class room. If the materials are powerful the students interact more in a class. Materials include audio, video, charts, model, picture, photos etc. In spite of all these things there exists something beyond the classroom. Mountain, Lakes, Rivers, sees are good learning sites for the learners. So taking students on a field trip carries immense benefits. Here instead of remaining confined to four walls of room students should be given scope to go beyond the classroom it is because learning also occurs beyond the wall and student acquire knowledge through interaction with other people who have varied matured experiences.

Keywords: Quality, Text books, Observation, Explore, Field trip, Immense,

Introduction

APJ Abdul Kalam former President of India, a scientist has said, 'Education is the most important element for growth and prosperity of a nation." (YOJANA, Sept.2005 / For Dignity of Human).

Education, an indispensible instrument and purposeful activity, which is planned deliberately for the economic development of both the individual and the nation as a whole. Hence Education plays a dynamic and powerful role for desired socio-economic transformation and rapid industrial development of a country. Education changes the attitude of people and helps in transforming man into an input of scarce resources. It contributes to national income individual earning and reduces poverty considerably. Ensuring of social justice and economic equity are two most important outcomes of education. Education realizes this by improving the efficiency, skill and productivity of a Page 2 of 7.

Person on the one hand and by broadening the in slightness and out looks of a person on the other. Hand Broadening of outlooks help a person to move from lower to higher economic circles with all positive thoughts. It is the corner stone of economic growth and social development. It has direct importance to living. It improves the mental capacity of a person in the matters of decision makings. Education not only helps a persons' horizon of perception and tonight to develop but also influences the conversion of other entitlements into human body. The outcome of education is multifaceted and multi directional. It ensures Human Resource Development (HRD) and facilitates for continuous up gradation of its quality with all positive links to economic and social structure. So the growing importance of education has rightly been realized by one and all.

So Education For All (EFA) is the slogan and commitment of the world. To achieve the goal, world conference, world regional conferences, International conventions such as: The Universal Declaration of Human Rights (Dec. 1948), The Declaration on the Right of a Child (Nov. 1968), Four World Regional Conferences on Education by UNESCO held in Karachi (1960), Addis Ababa (1961), Santiago (1962) and Tripali (1966), The international convention on the elimination of all forms of Racial Discrimination (Jan. 1976), The international year of the child (Jan.1979). The convention- of the elimination of Discrimination against women (Sept. 1981), The world conference on Education for all (EFA), Jomtien (March, 1990), The E-9 Education Summit,

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So policy and plan of action were also implemented in India i.e. - National policy for children, 1974. National Health Policy for children 1983, National Policy on Education 1986, National plan of action, national clued labor policy 1987, Programme of action 1992, National nutrition policy 1993. World conference on Education (EFA). Delhi Declaration 1993, Delhi Declaration in the conference of the chief ministers of all the states and union territories - 1994, National plan of action on nutrition - 1945, communication strategy for child development - 1996, National population policy - 2000, National plan of action for SAARC Decade of the girl child - 1999-2000. National population policy - 2001, National health policy 2002. National charter for children - 2003. National Tribal Policy-2006 and National policy for person with disabilities-2006 to achieve the goal of universalisation of elementary education.

The constitution 86th Amendment Act-2002 has been also enacted by the parliament of our country to provide free and compulsory education to all the children in age group 6-14 years. RCFCE the Right of children to free and compulsory Education) Act 2009 is also implemented, In Odisha RCFCE Act-200090came into effect from April 01, 2010.

Goal of Education
Children's educations should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respond the rights their parents and education should aim to develop respect for the values and culture of their parents. The convention does not address such issues as school uniforms, dress code, the

singing of national anthem or prayer in schools. It is up to government and school officials in each country to determine whether in the context of their society and existing laws, such matters infringe upon rights protected by the conversion. (Article-29/UNICEF/A summary of rights under the convention on the rights under the convention on the rights of the child) So the child should get full opportunity to concentrate on those things the child's interested in.

Quality means a degree or standard of excellence, esp a high standard it may be applicable to person, thing or any day to day activities, and for example a speaker is delivering a speech if in that situation the audience say that the orator's speech was excellent there we can say the speech contain quality. When coming to the field of Education we can add quality to text books, materials, teaching –learning process / demonstration etc.

Quality Learning Environments
Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Learning environments are made up of physical, psychosocial and service delivery elements.

1. Physical elements
Man is a biological animal so he /she require a sound environment with all sorts of modern amenities. If we come to school environment it must possess good infrastructure facilities that is why during DPEP & SSA interventions focus was laid on the beautification of the school campus which attract a child to the school. Thus the basic feature is to beautify the school campus with provision of minimum facility so that the child will not be psychologically depressed.

Physical learning environments or the places, in which formal learning occurs, range from relatively modern and well-equipped buildings to open-air gathering places. The quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure. Some authors argue that "[e]xtant empirical evidence is inconclusive as to whether the condition of school buildings is related to higher student achievement after taking into account student's background" (Fuller, 1999). A study in India, however, sampled 59 schools and found that of these only 49 had buildings and of these, 25 had a toilet, 20 had electricity, 10 had a school library and four had a television (Carron & Chau, 1996).

2. Factors influencing school infrastructure and other quality dimensions. Even when schools do have adequate infrastructure, parents may be reluctant to allow children especially girls to attend if they are located too far away from children's homes. In general, parents often consider the location and condition of learning environments when assessing school quality and this can influence school participation. Class size. Many countries significantly expanded access to primary education during the 1990s, but the building of new schools has often not kept pace with the increase in the student population. In these cases, schools have often had to expand class sizes, as well as the ratio of students to teachers, to accommodate large numbers of new students.

3. Teaching learning process and teaching learning materials.
Methods and materials go together as materials make the method more effective for concretizing the concepts of a topic. It may be Math, Science and Language or Social Science learners are motivated when meaning and attracting materials are exhibited by the teacher in the class room. If the materials are powerful the students interact more in a class.

Materials include audio, video, charts, model, picture, photos etc. In spite of all these things there exist is something beyond the classroom. Mountain, Lakes, Rivers, sees are good learning sides for the learners. So taking student on a field trip carries immense benefits. So instead of remaining confined to four walls of room students should be given scope to go beyond the classroom and they can acquire knowledge through interaction with other people who have varied experiences. Interviewing with an experienced person having expertise in a specific field benefits the learner from different angles .Observing natural scenery during sunrise and sunset also fills the mind of a child with new feeling. Watching a starry sky or moon on a full moon day feels his/her heart with new thoughts and he gets elated. It has been rightly envisaged in the NCF-2005 concerning five guiding principles and the following two points are of vital importance in the light of the topic "**Quality education beyond the wall".** Connect Knowledge to life outside the school. Enriching the curriculum to provide for overall development of children rather than remain textbook centric.

Research has established that children learn.
- Differently from adults
- Through real-life context

- By doing
- From their surroundings and environment
- By constructing and reconstructing meaning from experience in their environment.

NCF-2005 is also influenced by the theory of social constructivism and stresses on the following points. All children are naturally motivated to learn and are capable of learning.

- Making meaning and developing the capacity for abstract thinking, reflection and work are the most important aspects of learning.
- Children learn in a variety of ways through experience, making and doing things, experimentation, reading, discussion, asking, listening, thinking, and reflecting and expressing oneself in speech, movement or writing – both individually and with groups. They require support and opportunity of all these kinds in course of their development.

So by making the school environment free from fear, anxiety, trauma and abuse, we can help the child to express his/her views freely and attend the growth process properly. It is the teacher who will ensure this activity inside the class. It is our duty to provide the child safe and creative environment and also to pay attention to holistic growth and development of the child. Now time comes for quality education.

Quality Education

- The quality education in education includes a concern for peace, protection of the environment and predisposition towards social change must be viewed as core component of quality, of merely as value premises. The representation of knowledge in textbook and other materials need to be viewed from the larger perspective of the challenges facing humanity and the nation to-day. (NCF-2005)
- The quality of education and that of an educational programmed that programmed can be assured without an intense and strategic planning of all the four basic components of curriculum Viz- Objective, Subject matter or content, methods and approaches of its transaction and evaluation as these components are very closely interrelated and hence affect each other on an educational process (Kerr, 1971)

Curriculum is the most important factor for quality education. RCFCE Act-2009 stressed as such Curriculum to specially focus on all-round development of the children and in building their knowledge, potential and

talent to the fullest extent. Emphasis on learning through activities, exploration and discovery in a child-friendly manner.

Version of NCF-2005 on learning and knowledge-
- Organizing learning experiences for construction of knowledge and fostering creativity.
- Connecting knowledge across disciplinary boundaries for in rightful construction of knowledge.
- Learning experience for developing critical perspective on social issue.
- Plurality of textbooks and other material incorporating local knowledge mediated through constitutional values and principles.

To provide quality Education NCFRT, in 1991 has designed minimum levels of learning (MLLS). It advocate for a competency based approach in education.

In relation to syllabus for classes at elementary level, NCF-2005 suggests-
"……it gradually extends the Child's understanding of her world, beginning from the immediate 'self' to include her family, the neighborhood, the locality and also the country. Thus by the time the child reaches class-v, She is able to see her 'self' in the larger context-as being a part of community, the country and also more tacitly as located in the world".

It is observed and assessed that each child comes to school with his/her own perception and understanding of his/her environment. He/she correlates this basic understanding with objects and experiences in the environment. As the child goes along in his/her journey and expands his/her knowledge base. Each child has the back ground and potential ability to formulate new knowledge of surrounding environment. By organizing appropriate learning experiences on situation the children can explore, observe and expand their vision of their environment/ world around them. So constructivist approach and 5 E-model in introduced for class room transaction.

From all these discussions, it can be assessed that the child's angle of vision is not limited. The child can construct knowledge relating his /her own experience and can expand. With new research and emerging thinking on learning and education, today a teacher is expected to be not only teacher and a facilitator, but also a co-learner. Learning is a life-long process. There is always something new to learn about.

Is quality education beyond the wall?
- Learning takes place both within school and outside school. Learning is enriched if the two areas interact with each other.

How the two areas will interact?

As elementary education is concerned the syllabus for lower classes (iii-v) should be thematic in approach and individual topic should be woven around with common Themes. These Themes and Theme webs should provide real life links to the children's daily experience. This begin by helping children to explore their immediate 'Self' to include his/her family (environment) and expand to gradually include neighborhood, the locality, country and the world. It will expand the child's world.

- Selection and gradation content, Themes, Theme webs should be prepared under the guidance of experts and psychologists and the prepared syllabus to be tried out and experimental edition may be published. Rural, remote and urban areas should be selected to tryout. The teacher should act as facilitator and co learner.

- The role of teacher is very important to provide quality education within school and outside the school. So RCFCE Act-2009 in sec-27 stated- " No teacher to be deployed for non-educational propose except for population census, disaster relief duties or duties related to election as prescribed by notification of central government. But govt. of Odisha under section -19(2)-States – "Teacher have to perform the duties assigned to them by government". It is seen that teachers are engaged in non-educational purposes.

The teacher is the important personal to change the mind style of the child. So the mental health of the teacher and teacher educator should be enhanced to provide quality education. We should not forget that children are not for future but for the present

Conclusion

Quality doesn't lie in words but in action. Bringing quality to any field one must explore the things first .The ground must be made conducive to undertake desired activities .Besides personal efforts to search for quality collaborative action is also counts much. Instead of confining ourselves to the pages of the book four walls of the room we should go beyond in quest of excellence.

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Brousing from internet

Human Rights Violation and Trafficking of Women and Girls in Andhra Pradesh of India

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ABSTRACT

Trafficking in human persons had been part of human history. Enslavement of whole nations through wars and conquests was a practice in early history. In the middle ages, people were trafficked for slavery and children for cheap labours in the industrialized world continued right up to the early part of the 20ᵗʰ century. Those marginalized by dominant forces always faced the risk of being exploited for unjust gains. Illegal trade in arms and drugs was thought to be the major contributor to the growing power. With the onset of globalization, trafficking of women and girls has become a major black market activity. Trafficking of women and girls is not an isolated issue but it affects individuals, families, societies and the nation at large. It is an organized crime to women and girls. The incidence of trafficking is partly inked to the level of socio- economic development of an area and partly to the attitude and approach of the parents. Trafficking of women and girls reflects the violations of women's" rights leading to exploitation, deprivation of social equality, security, lack of opportunities for health, education and financial independence. Hence this study was intended to know the human rights violation and its repercussions on trafficked women and girls.

Keywords: Magnitude, Causes, factors and repercussions of Trafficking, human rights violations

Introduction

Trafficking is a growing phenomenon in international, national and regional and it considered as a contemporary form of slavery and a gross violation of basic human rights by the international community. India is one of the main sources, transit point as well as destination for trafficking in women and girls.

Toady trafficking has emerged as a low risk, high return and well organized criminal activity. Human trafficking is the third biggest money earning illegal trade. Trafficking does not seem to have any boundaries irrespective of push and pull factors. Trafficking in human beings taking place in almost all the countries, only the magnitude differs.

Trafficking in women and girls is the most abominable violation of human rights. Perhaps not many crimes are as ghastly as trading in human misery. Human rights guaranteed by the Indian constitution are intolerable, non-negotiable and universal. trafficking in women and girls is a violation of several human rights, including the very rights to life, the right to liberty, human dignity and security of person, the right to freedom from torture or cruelty, inhuman or degrading treatment, the right to a home and family, the right to education and proper employment, the right to health care and everything that makes for a life with dignity. The common place of understanding of trafficking as a kin to prostitution was one of the major reasons why the human rights violations inherent in trafficking were never understood. The complexity of the phenomenon, its multi dimensional nature, its rapid proliferations, continued persistence and the confusions surrounding the concept has made the need for a deeper comprehension of trafficking top priority.

Magnitude of trafficking International estimate
Trafficking of women and girls affects all regions of the world and does not discriminate between developed and developing areas. "Four million people around the world fights against human trafficking are a matter of life and death" (Migiro 2008). In the last 30 years, trafficking in women and children for sexual exploitation in Asia alone has victimized more than 30 million people. According to estimates by the United States government, trafficking involving one million people is going on across international borders every year (Shahare 2005). The UN office on drugs and crime has identified 127 countries as sources of trafficked people and 137 nations as destinations for theses victims (Kerim 2008).

Indian estimates
India is a source, a transit and a destination country of women, children and men trafficked for the purposes of sexual and labour exploitation. Kolkata and Mumbai are the major transit point of India for other destination. Every day 200 girls and women in India enter prostitution, 80 percent of them against their will (Ranjan 2005). The number of women and children in sex work in

India is stated to be between 70,000 and 1million (Lodhi 2007). Every year between 5000 and 7000 Nepalee girls are trafficked into the red light districts in Indian cities (Abraham 2001). Andhra Pradesh stands first in the supply of women to flesh trade all over India. It contributes 30 percent to the total number of prostitutes in India.

Causes for trafficking Supply side

There is an increase in the feminization of poverty, as women's employment opportunities have diminished and access to resources has left vulnerable. Desire to have security and status and eliminate stigmatization, women are ready to accept any situation. Since the majority of the women are illiterate they are unable to develop their capabilities and take up skilled employment. Civil and military conflicts push women and children to flee their countries, encouraging cross- border trafficking. Consumerist attitude of the families encourage the sale of women and children. Trafficking influences employment and national income and contributes significantly to the region's economic growth. The expansion of drug trafficking networks act as mechanisms and measures paved the way for trafficking of women and children. Export of labour is a strategic response of governments in the current economic crisis in Asia, and it motivates trafficking of women and girls for various profit motives. Conflict in many regions has resulted in vast number of internally displaced people. Internal displacement and migration has increased the number of refugees and most often the women and girls were caught up in the process of trafficking. Those who have been forced to flee from natural disaster, environmental degradation, become extremely vulnerable to trafficking as they are often left homeless without any financial support.

Demand side

Demand by employers and enterprises for cheap labour, women's labour is usually in low status work in the domestic and entertainment spheres putting them at risk. An expanding commercial sex industry in the world and increased demand for the services of sex workers are the encouraging factor for trafficking.

Nature of the trafficked women and girls

Women and children are the key target group, because of their marginalization, limited economic resources and predominance in the invisible informal sector. People from impoverished and low income households in rural areas and urban slums, especially women engaged in small farming,

petty trading, vending, as labourers, scavengers and in other low status work and services, ethnic minorities, indigenous people, hill tribes, refugees, and illegal migrants, people with low levels of education, a few years of formal schooling, some primary school education, or illiterate. Young girls running away from home or girls from families that expect their daughters to financially contribute to their support are easy targets for traffickers. People who lacks awareness of their legal rights, their exploited situations, and have no channels for seeking redress, physically challenged women and girls are often victims of trafficking.

Purpose of trafficking
Trafficking occurs for various purposes like, for prostitution, for working in the entertainment industry, sweet shops, illegal adoption of children, organ transplants, forced marriages, mail-order brides, domestic work, and forced labour eg. In construction, drug trafficking, begging, other exploitative forms of children are affected into a range of exploitative practices. Girls may be trafficked to work on plantations, in mine or in other hazardous conditions, such as handling chemicals and pesticides or operate dangerous machinery. In certain cases, children are trafficked into bonded labour. The international labour organization (ILO) estimates that the majority of child domestics are girls. Parents and children are often lured by promises of education or a good job.

Determinants of trafficking
Poverty heightens children's vulnerability to traffickers. One of the most obvious ways material poverty leads to exploitation and abuse is through child labour poverty frequently forces vulnerable children to turn to hazardous work. Those who attempt to sell children into slavery or sexual exploitation look in the poorest shanty towns of or most underprivileged rural areas. The legal and social inequality of women and girls is a breeding ground for trafficking. Where women and girls are objectified and seen as commodities, a climate is created in which girls can be bought and sold. Often girls are denied the opportunity to go to school and instead are forced to stay at home to perform household chores.

Socio-structural factors of trafficking
Environment lacking livelihood options or economic opportunities along with accompanying pressure to earn, make life for the poor and on-going „battle for survival". The socio structural factors influencing and determining these

circumstances are industrialization and globalization, economic crisis, economic decline, destruction or under development, economic policies such as privatization, liberalization, the withdrawal of subsidies and the commercialization of agriculture.

Perpetuating factor of trafficking

Alison Phinney puts forward the notion of the trafficking triangle which refers to the space created by the demand, supply and impunity with which trafficking occurs. According to her, sex trafficking is driven by a demand for women's and girl's bodies in the sex industry, fuelled by a supply of women who are denied equal rights and opportunities for education and economic advancement and perpetuated by traffickers who are able to exploit human misfortune with mere impunity. Insufficient and inadequate laws, poor enforcement, ineffective penalties, minimal chances of persecution, the relatively low risks involved, corruption and complacency, invisibility of the issue, the failure of government to implement policies and provide adequate services for victims and all these play a role in perpetuating trafficking.

Vulnerability factors of trafficking

In the literature surveyed, there seems to be a broad agreement on the factors that lead to trafficking, though there is uncertainty on their precise roles. While some report view vulnerability factors to be the root cause of trafficking. Others state that "they merely exacerbate the vulnerability of the marginalized and disadvantaged groups and render them increasingly more amenable to a variety of harm". Vulnerability factors relate to the socio-economic and political contents of people that are interlinked and can be divided into two categories that are personal circumstances and socio-structural factors.

Personal circumstances of trafficking

People with low-esteem and lack of self control are reported to be especially vulnerable to trafficking. Low level of literacy, awareness and information are risk factors. Economic deprivation and associated conditions also listed as factors that lead to vulnerability. Almost all the reviewed studies and report stated that a high percentage of trafficked women belonged to low income group. The greater the degree of impoverishment the higher the risk of falling preys to trafficking. People with disability or women who suffer from disfigurements also are considered vulnerable.

Human rights violations and its impacts on trafficked women and girls
Right not to be subjected to torture to cruel or degrading treatment or punishment: Though Article 23 of Indian constitution and Article 5 of Universal Declaration of Human Rights (UDHR) prohibit trafficking of human persons and torture, the trafficked women and girls are subjected to violation of their rights. Right to liberty, security, freedom of expression: Trafficked women are denied of their liberty, security, expression because they are controlled under the network of traffickers as well as the norms and belief system of the society. Denied their right to practice religion: Though article 25 of the Indian Constitutions propagates freedom to practice their religion, trafficked women and girls are not allowed to express their religious sentiments. They are treated beyond their religious practices, beliefs and forced to go beyond their conscious.

Review of literature
Alison Murray (1998) in his article explains the modern forms of slavery such as trafficking and female labour migration and abolitionists creating anti manipulating stereotypes. The author highlights on the UN convention and sex workers voices. Pati Gossman (1998) in his article illustrates international legal protection for trafficking; forced prostitution .The author narrates about recruitment policies of brothel, official involvement, and failure to enforce laws, prolonged detention, custodial abuse and summary deportation. Visala Patnam and Megha bagul (2002) in their article compares the hopes and aspirations of teenage sex workers of the first and the second generation. The first generation workers are new entrants in the trade and they are keener to get out of the oppressive atmosphere. Shalu Nigam (2003) in his article highlights strategies that have to be aimed at preventing trafficking and special measures adopted for the protection and support of the child victims. Sakthi Prakash (2005) in his article reveals the magnitude of trafficking in various countries. The study had been conducted among the 68 sex workers who were infected by HIV with the objective of identifying the circumstances leading to sex work and its consequences. Namrata Ranjan (2005) in his article indicates the causes of trafficking, commercialization and sex industry, a low risk and high profit trade. The author mentioned were sexual, physical and emotional abuse, poor working conditions and lack of health, pregnancy and abortion, drug and alcohol abuse. The author narrates the difficulties of trafficked women such as rejection by their families and communities, lack of financial support, unemployment and low bargaining ability. Vandana Siwal (2005)

expresses the exploitative practices of trafficking. The main points, the author illustrated were on labour exploitation, domestic work, sexual exploitation, military conscription, marriage, illicit adoption, sports and begging.

Methodology

The present study is on human rights violations and its repercussions on trafficked women and girls in the districts of Karimnagar, Warangal, West Godavari, Krishna and Guntur in Andhra Pradesh

Objectives of the study

To know the initial phase of trafficking and the difficulties faced by the trafficked victims. To study various human rights violations faced by the respondents. To identifies the consequences of the respondents as perceived by them. To suggest measures to eradicate trafficking of women and girls.

Importance of the study

Trafficking involves the violations of a whole gamut of laws and human rights. It becomes a threat to the societies because traffickers operate across borders with impunity with the growing involvement of organized criminals and by generally undermining the rule of law. Trafficking threatens the very fabric of society because it involves not only criminal but also law enforcers. It manifests and perpetuates patriarchal attitudes and behaviour, which undermine efforts to promote gender equality and eradicate discrimination against women and children (George Mathew, 2007).The common places of association of trafficking with prostitution have hidden several human rights violations inherent in all the forms of trafficking. The complexity of the phenomenon, its multidimensional nature, its rapid proliferation, continued persistence and the confusion surrounding the concept has made the need for a deeper comprehension of trafficking top priority.

Sampling frame

Name of the district and areas of study	Number of trafficked women and girls identified	Present position of the respondents
KRISHNA		
Tadepalli	3	rescued
Rajarajeswaripeta	4	rescued
Kandrika	7	rescued
Vambay colony	7	rescued
Krishna lanka	4	rescued
KARIMNAGAR		
Huzurabad	5	under vigilance
Hasanabad	14	under vigilance
Karimnagar	8	under vigilance
WARANGAL		
Warangal	8	with brothel owners
Hasanaparthi	8	with brothel owners
Athmakur	12	with brothel owners
WEST GODAVARI		
Tadepallegudem	7	shelter home
Tanuku	5	shelter home
Bhimadolu	6	shelter home
Denduluru	9	shelter home
GUNTUR		
Sattenpalle	5	community
Tadikonda	5	community
Manglagiri	3	community
Repalle	4	community
Total	**124**	

Sampling size and technique

Due to time limit and availability of the respondents the researcher has selected all the respondents who were identified so the study consisted of the entire population that is 124. A door to door survey was conducted to identify the trafficked victims. The researcher followed the snow ball sampling technique. This refers to a form of sampling in which the researcher first found a few respondents, who were easily could identify. The researcher came to know about others trafficked women from their companion. Since there is a network among the trafficked women, they could easily give their information about others.

Research design and tools of data collection

The researcher chose descriptive design for her study. This design provided provision for a detailed study and a vast amount of information on the social setting and their problems. The tools administered for data collection was interview schedule, case study, observation method, and interview guide.

Findings of the study

Human rights violations

- Among the respondents, 50 percent of the respondents felt that their right to equal in dignity was violated by their parents, 15 percent felt that their relatives did not understood their dignity as human beings.
- Among the respondents 90 percent of them expressed that they were treated like slaves by their parents, friends, relations and traffickers.
- The research study revealed that 63 percent of the respondents were denied their right to information by their parents.
- Of the total, 90 percent of the respondents were denied their right to education by their parents.
- A majority (52 percent) felt that the brothel owners were a threat to life.
- Among them, 93 percent expressed that their parents violated their right to health.
- Of the total, 69 percent of the respondents felt that their right to equality was curtailed by their parents.
- The analysis shows that a majority (61percent) of the parents did not allow their daughter to express their opinion.
- A majority (85 percent) of the respondents felt that their parents did not allow them to take their own decisions and thus brought harm to their personality.
- Among them, 69 percent felt that their parents did not allow them to participate in any social function.
- The majority (53 percent) of the respondents expressed that the brothel owners have violated their right to protection.
- The analysis shows that a majority (54 percent) of the respondents˝ right to freedom from exploitation was curtailed by the brothel owners. .

Suggestions and measures to curb trafficking of women and girls

➢ Governmental and non-governmental organizations should work along with media to give awareness on trafficking.

➢ Non-governmental organizations can play a vital role in registering complaint by encouraging the victims and identifying their culprits.

➢ Women organization along with other organizations should make

relentless campaign and sensitize people on the danger of trafficking.

➢ Every action and initiative whether it is a policy, programme or project, should be oriented towards best interest of the trafficked victim and towards the protection of a prospective victim.

➢ Law enforcement agencies, including immigration authorities, need to be properly trained to understand the links as well as the distinction between trafficking, migration and smuggling.

➢ State government should revise the rules issued long back under SITA (suppression of immoral traffic act. 1956) and issue a fresh set of rules under the ITPA.

Social work interventions

In eliminating human rights violation against trafficked women can done through following ways.

• It requires a coordinated and sustained effort on many levels. This includes the assistance of national and international organization, committing the necessary resources to fund violence prevention efforts.

• The social workers need to interact with the judges, prosecution, law enforcement officers and others, involved in the criminal justice system and train them on this particular issue.

• Prevention strategies which are an essential comfort need to be planned to stop violence against trafficked women.

• Social workers need to give great attention for the public awareness. There is need for the campaigns to make women aware of this rights and special session on legal literacy.

Conclusion

Gazing through the facts of human rights violations against trafficked women, it calls all of us to an urgent intervention. There is a lot of scope for those involved in social work especially for women. There is a greater need to promote human rights among women and to bring wholeness and enlightenment into the lives of those who are battered physically, verbally and psychologically. It is up to each one of us to help the women, whose rights are violated, through our effective intervention and social work practice. It was a great opportunity to the researcher to involve with women and girls who were in vulnerable conditions. Besides the study the researcher identified many more vulnerable women and girls and offered life skills to protect themselves and took various sessions on the importance acquiring various skills to

empower themselves. The progress depends on the ability to build on experience, to learn from each effort no matter what the outcome is. The progress made to date will help to chart future directions. Social workers need to expand proven strategies and develop new approaches to those women and can turn hope into reality and truly live lives free of violence. The ultimate success lies not only in liberating women from the clutches of exploitation and discrimination but also in empowering them to become independent and proud citizen of India. We need to create a world where power and courage are honored in both women and men and where both have the opportunity to reach this full potential.

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The Contribution of MGNREGA in the Empowerment of the Scheduled Caste in Rural Development in Punjab: Analytical Study of Gujjarheri Village in Bhadson Block (Patiala)

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ABSTRACT

The Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) was passed in the year 2005 in the Parliament of India to enhance the capacity of rural employment. This program was launched by the Ministry of Rural Development to reduce poverty in rural areas of the country by provides at least 100 days guaranteed wage employment to the rural adult men and women who want to do unskilled manual work. On 2nd October, 2009 the program renamed as Mahatma Gandhi National Rural Employment Guarantee Act, (MGNREGA). The aim of this paper is to make an attempt to focus some light on the performance of MGNREGA in Rural Development in Punjab an analytical study of Gujjarheri Village in Bhadson block, Patiala.

Keywords: MGNREGA, Rural employment, Sustainable development.

Introduction

One of the flagship poverty alleviation programmes of Government of India is MNREGA. The Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) is an Indian job guarantee scheme, enacted by legislation on 25 August 2005. The scheme provides a legal guarantee for at least one hundred days of employment in every financial year to adult members of any rural household willing to do public work-related unskilled manual work at the statutory minimum wage of 120 (US$2.20) per day in 2009 prices. If they fail to do so the government has to pay the salary at their homes. The Central government outlay for scheme is 4000 billion (US$74 billion) in FY 2010–11. This act was introduced with an aim of improving the purchasing power of the rural people, primarily semi or un-skilled work to people living in rural India, whether or not they are below the poverty line. Around one-third of the stipulated work force is women. The law was initially called the National Rural Employment Guarantee Act (NREGA) but was renamed on October

2009. In 2011, the program was widely criticised as no more effective than other poverty reduction programs in India. Despite its best intentions, MGNREGA is beset with controversy about corrupt officials, deficit financing as the source of funds, poor quality of infrastructure built under this program, and unintended destructive effect on poverty. The Mahatma Gandhi National Rural Employment Guarantee Act aims at enhancing the livelihood security of people in rural areas by guaranteeing hundred days of wage-employment in a financial year to a rural household whose adult members volunteer to do unskilled manual work.

The Mahatma Gandhi National Rural Employment Guarantee Act, with its legal framework and rights based approach, aims at enhancing livelihood security by providing up to one hundred days of guaranteed wage employment in a financial year to every rural household whose adult members volunteer to do unskilled manual work. The Act is currently being implemented in 619 rural districts of the country. Mahatma Gandhi NREGA is the first ever law internationally that guarantees wage employment at an unprecedented scale.

The primary objective of the Act is augmenting wage employment. The auxiliary objective is strengthening natural resource management through works that address causes of chronic poverty like drought, deforestation and soil erosion and thus encourage sustainable development. Mahatma Gandhi NREGA has been a vehicle for inclusive growth and the marginalized sections of society have high percentage of participation under the Act. The participation rate of Scheduled Castes (SC) and Scheduled Tribes (ST) in FY 2009-10 is 52%.

History of MGNREGA
NREGA has come after almost 56 years of experience of other rural employment programmes, which include both Centrally Sponsored Schemes and those launched by State Govt. These comprise the National Rural Employment Programme (NREP) 1980-**89.** Rural Landless Employment Guarantee Programme (RLEGP) 1983-89; Jawahar Rojgar Yojana (JRY) 1989-1990; Employment Assurance Scheme (EAS)1993-99; Jawahar Gram Samridhi Yojana (JGSY) 1999-2002; Sampoorna Grameen Rojgar Yojana (SGRY) from 2001;National Food For Work Programme (NFFWP) from 2004 were national rural employment schemes. Among these, the SGRY and NFFWP have been merged with NREGA in 2005.

Time-Line of MGNREGA

To following table 1.1.Shows the time line of MGNREGA whereby the scheme got its modifications during the years of its running.

Table 1.1
The Time line of MGNREGA

Aug 2005	Feb 2006	Apr 2007	Apr 2008	Oct 2008	16 Feb 2009	Oct 2009
NREGA legalized	Came into force in 200 districts	130 more districts included	Universalization Of the scheme	Wage transaction through banks/post offices	MOU with the postal dept.	Name changed to MGNREGA

Source: www.nrega.nic.in

As the table 1.1 depicts, when the Act got first introduced in 200 most backward districts of the country in Feb 2006, it was proposed to extend to the remaining districts only after 5 years, after seeing the popularity of the Act. But in the next year itself the Act was extended further to 130 more districts & within a year after the Act got universalized by bringing the entire country under its horizon with the exception of districts that have a hundred percent urban population & got soon named after Mahatma Gandhi (in Oct 2nd 2009 to make the Act more reachable to the masses and thus it became Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA). In the context of Bhadson Block in Patiala districts were covered from the very beginning. As the table 1.1 depicts, when the Act got first introduced in 200 most backward districts of the country in Feb 2006, it was proposed to extend to the remaining districts only after 5 years, after seeing the popularity of the Act. But in the next year itself the Act was extended further to 130 more districts & within a year after the Act got universalized by bringing the entire country under its horizon with the exception of districts that have a hundred percent urban population & got soon named after Mahatma Gandhi (in Oct 2nd 2009 to make the Act more reachable to the masses and thus it became Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA).

Statement of the Problem

The literature review carried out above reflects that though some researchers hav done study on NREGS most of those are confined to economic aspect only. It is not comprehensive. Very few people have emphasized on implementation aspects of NREGS. Social aspects are not much highlighted.

The present study will discuss both implementation and the impact of NREGS in Bhadson Block Gujjarheri Village. While studying the study will emphasis on following questions:

1. What extent MGNREGA has helped in sustaining the tribal livelihoods?
2. Does MGNREGA become successful in improving the living condition of the poor?
3. Does it promise job to the needy?
4. Does it successful in reducing migration?
5. Is it really a livelihood generating programme than wage-earning scheme?
6. Are the people really aware about MGNREGA work?
7. Is the Act properly implemented as per its rules?

Objective of the study
➢ The main objectives of the present study are:-
➢ To Study the implementation procedure of MGNREGA in the study village.
➢ To consider the impact of MGNREGA on Rural Life-Style.

Methodology
The study was carried out in Bhadson Block. However, the study area was confined to Gujjarheri Gram Panchayat which is situated in Bhadson Block in Patiala District. Using purposive sampling method the study area was selected.

Sampling Procedure
For the selection of beneficiary respondents two stages were followed. In the **first stage** purposive sampling method was adopted for the selection of the study area. In the **second stage**, for selecting the sample respondents, random sampling method was adopted.

Sample Size
A sample of 100 households including both job card holders and non-job card holders were selected. Here, non-job card holder households were selected to explore the reasons for their non-participation in the MGNRES activities. Out of 100 households 61 households are not having job card.

Data Collection
Data was collected both from primary and secondary sources. Primary data was collected from all the stakeholders of NREGS (who were identified by Gram Panchayat). Questionnaire surveys with the different stakeholders engaged in NREGS in the study site were organized. Semi structured informal interviews also taken from selected households. Transect walk the MGNREGS

worksites were conducted to have firsthand experience on the MGNREGS works at the community level. For gathering quantitative data household survey was conducted using the pre-tested schedules. Audio-Video accessories were also used for collecting data. The secondary data was collected from official records, policy documents, published reports of similar projects, journals and literature form social science discipline.

Data Analysis Both qualitative and quantitative data was analyzed in the backdrop of the project objectives. Quantitative data was tabulated and statistically analysed using simple cartographic techniques. Qualitative data was interpreted based on the information collected from the study area.

Significance of the Study

The present study attempts to understand the implementation procedures of MGNREGS and its impact on livelihoods in a rural dominated Panchayat of Patiala district, Punjab. This project focuses on the role of GP to generate sufficient employment opportunities, the procedures for registration, issuance of job cards, and application for employment. This would enable us to understand and examine the institutional mechanisms under which the entire programme is being implemented. The problems and prospects of MGNREGA can then be better understood and accordingly, necessary measures can be devised to make the programme realize its set objectives.

Caste of the Respondents

Caste and ethnicity plays a major role in any kind of development project. The presence of various castes and ethnicity creates a heterogeneity situation, which stands as a hurdle in the process of implementation (Mishra, 2007).
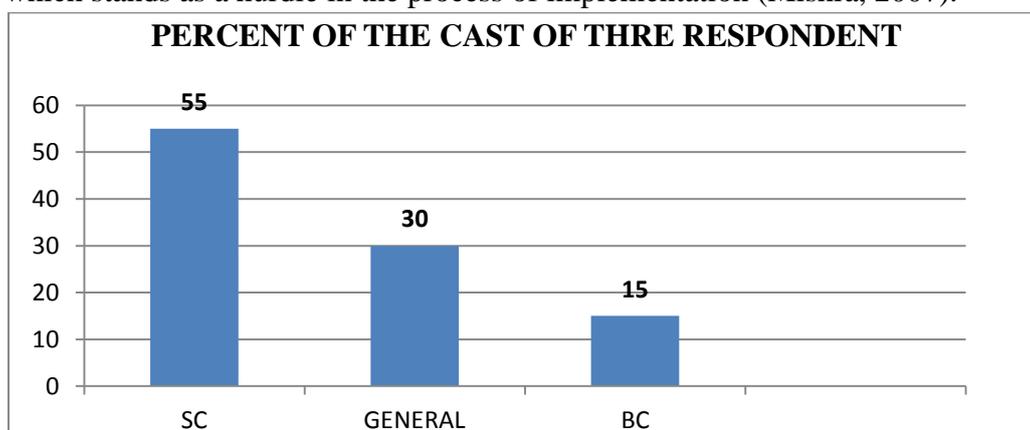
Figure 1.1: Cast of the Respondents   Source: *Survey Data*

The above figure shows that out of 150 households, majority (55.3%) of the households are belonging to SC population. The rest of the households distributed among BC and General Communities. They are respectively 30%.

Percent of the Religion of the Respondent
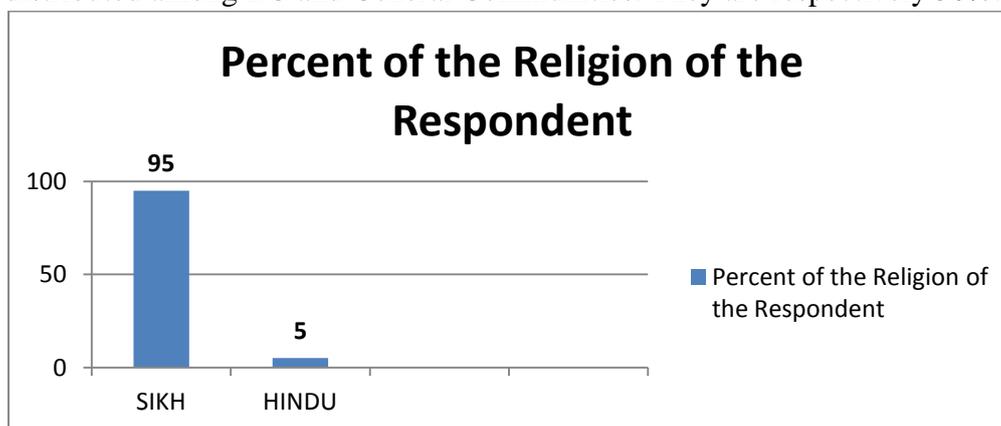
Figure 1.2: Religion of the Respondents *Source: Survey Data*

Religion of the Respondents
Religion of the households plays a vital role in rural development. The ideological differences based on various religions influence the implementation process of any project.

The figure 2.2 shows that among the sample respondents, All households (95%) belonging to Sikh religion. The rest 5% are Hindu.

Distribution of Job Card Holder According To Caste, Religion, Educational Qualification, Landholder and BPL Card Holder
The implementation of NREGA came with the introduction of Job card to the villagers.

Table 2.1 Distribution of job card holder according to caste, religion, educational qualification, landholder and BPL card holder					
Caste	SC	General	BC		
	68.3%	30.2%	15.1%		
Religion	Sikh	Hindu			
	95%	5%			
Educational qualification	illiterate	Lower primary	Upper primary	High school	Inter mediate	Graduate
	43.6%	25%	18%	13%	3%	6%
Land holder	0-1 acre		2-3 acre	5-15 acre	Landless	
	22.1%		13.7%	18%	46.7%	
BPL card holder	BPL card holder				Non BPL card holder	
	64.6%				36.7%	

The table 2.1 shows that among the job-card holders the majority (68.3%) is SC. Out of all job card holders 95% are Sikh, 43.6% illiterate, 46.7% are landless and 36.7% are non-BPL card holders. Among the non-job card holders, the majority consists of SC (57.4%), illiterate (43.6%) and landless (46.7%). Thus, there is need for improvement, as maximum number of respondents in this village have not got job card till yet. Among the non-job card holders, many families are belong to the most vulnerable sections like women headed households, senior citizens and poorer sections while the rich, influential people, authorizing committee itself getting much benefits on the name of poor and unemployed youths.

Implementation of MGNREGA

Awareness

NREGA is distinctive for its unique vision to redefine avenues of providing employment opportunities to the deprived in rural India. But the possibility and efficient chances of employment largely comes with the better level of awareness as it marks the level of accessibility. This issue of awareness emerges one of the hindrances to the local community. These necessitates sufficient awareness amongst the intended beneficiaries regarding provisions like guaranteed days of employment, unemployment allowance, minimum wages, availability of complaint register, etc. However, the situation in this front is not very encouraging in the study area. As most of the worker respondents are illiterate and belong to the economically poor classes, the extent of awareness about NREGA has emerged out to be a major concern in all the living dwellers. Around 93% of the villagers are aware about the NREGS. Among them the majority are the Jat-Sikhs, SCs and illiterate. But workers' awareness on how to apply for job cards, awareness about minimum wages and demand for work was reportedly very low. Around 7% villagers are not at all aware about NREGS. Those who are aware about it out of them only 41% of the respondents are aware of the number of minimum days of employment guaranteed to each household under the scheme. Only 54% households in this Panchayat are having job cards. The procedural and implementation aspects of NREGA have never been free from confronting some basic challenges like general awareness, understanding policy nitty-gritty, sufficient access etc. Having given the socio - economic background of the respondents, the structural issues such as transparency, maintenance of documents and accountability were difficult things to actualize from the workers' point of view. When asked whether beneficiaries knew about the

time span of getting employment from the date of the submission of applications under the NREGA, only 20 per cent respondents revealed that they were aware of any such guidelines like to get employment within the 15 days from the date of application for jobs.

Summary and Conclusion

Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) is considered as a "Silver Bullet" for eradicating rural poverty and unemployment, by way of generating demand for productive labor force in villages. It provides an alternative source of livelihood which will have an impact on reducing migration, restricting child labor, alleviating poverty, and making villages self-sustaining through productive assets creation such as road construction, cleaning up of water tanks, soil and water conservation work, etc. For which it has been considered as the largest anti-poverty programme in the world. But the success of this Act depends upon its proper implementation. Thus, the present project critically examined the implementation process of this programme and its impact on tribal livelihoods .Using a random sampling method, a total 150 households including MGNREGS beneficiaries and non-beneficiaries were selected. This field study was carried out during the period from 15th November to 31st December, 2011. Both close ended and open ended questionnaires were used to gather information from all the stakeholders in MGNREGS. Sarapanch, Gram Sewak and Sarapanch questionnaire were designed to elicit information at the GP level. Apart from group discussion individual household interaction was organized. Transect walk into the MGNREGS worksites were conducted to have firsthand experience on the MGNREGS works at the community level.

The Gujjarheri Gram Panchayat (GP) is generally a SC/BC and OBC dominated area. Among the 150 households, the majority (63.3%) of the households are belonging to ST population. Likewise half of the households (56%) are belonging to Sikh religion. The rest 24.7% are SC/BC and 19.3% are OBC. In this study area almost all the households (68%) are involved in non-farm sector having poor economic status and livelihood insecurity. Among the non-farm Laborers the number of SCs (54.9%) and BC (29.4%) are more in comparison to other castes. Among the job card holder households the majority (68.3%) are SC. Out of all job card holders 95% are Hindu, 43% are illiterate, 43.7% are landless and 64.6% are non- BPL card holders. Around 45% households are the non-job cardholders. This may be due to their

lack of interest to work under the MGNREGS as they have greater mobility for alternative money making job opportunities even at a distance place. Among the sample non-job card holder around 50% households have already applied for job cards. The waiting time after the applications for job cards as reported by the respondents vary between 5 to 24 days. The reasons for non-issuance of job cards may be due to several factors such as relative socio-political and economic strength of the households in the village, awareness level, close relationship with the PRI functionaries' etc. Those who have not applied for job cards may be due to lack of interest and awareness.

The awareness level in the study area is not very encouraging. Around 93% of villagers are aware about the MGNREGS. But workers awareness on how to apply for job cards, awareness about minimum wages and demand for work was reportedly very low. Around 7% villagers are not all aware about MGNREGS. Around 71.3% of the villagers claimed that they informed about MGNREGS from GP office which indicates that GP official playing a significant role in spreading information on MGNREGS. However, the GP has not played any major role in proper implementation of project. It has confined itself mostly in spreading the message about job card.

Suggestions

MGNREGS is one of the most important schemes in India for providing employment to the marginalised people who are in want of finding a job. But still there are many areas which need to be touched. Thus, for better implementation of MGNREGS particularly in this study area and also whole of India in general, it is advisable that:

- Awareness about the provisions of the scheme should be increased.
- If only 25 days in this area can help in increasing income and empower the rural citizens than the number of full 100 working days can bring better results in reducing the poverty of rural India.
- The computerised versions of determining the success and failure should be properly investigated. The existing system of supervision, inspection and guidance MGNREGS should be strengthened, by regular monitoring and follow up of the beneficiaries by more implementing staffs.
- There should be proper co-ordination among activities of different credit providing institutions.
- For removal of tendencies of wrong identification of beneficiaries, awareness should be generated among rural masses. The wrong identification should be investigated.

- Pick and choose policy for the poor village should be must implemented.
- Efficient utilization of resources under the scheme requires bringing in transparency and accountability. Provision for social audit at the regular basis can play a significant role in this regard.

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Public Policy and Weaker Sections in Indian Democracy

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ABSTRACT

The weaker sections are oppressed socio-economically, politically, religiously, culturally in Indian society. Discrimination against them is all pervading and has religious sanction. Overtime, the Dalit-Bahujan movement has gone through several paths and upheavals. It has spread itself across avenues of mass mobilization, affirmative action programmes, religious conversions, land reforms, education and social reforms and spirituality through constitutional approach. The journey has been long slow painful and self-inventing in spite the best legal safeguards – safeguards that remain non-implemented due to the very fact that in the minds of people, caste is more powerful than the constitution. So most of the provisions of the constitution have remained only on paper because their implementation has been faulty, half-hearted and inadequate and inequality, discrimination, exclusion and stigmatization can jointly contribute to the utter marginalization in Indian Democracy. No doubt, Weaker Sections were never given in human rights or treated with dignity; hence those cannot be restored to them as such and continue to suffer from utter violence even today.

Keywords: Public Policy, Weaker Sections, Democracy

Introduction

Historically, SCs/STs and Other Backward Classes are the most oppressed groups in Indian society and continue to suffer from discrimination and exclusion. In regard to the SCs/STs the strategy of the government focused both on removing past disadvantaged and also on providing protection from continuing discrimination and exclusion in the present through the introduction of public policies of empowerment. India is also among the first democracies to provide social policies for the protection of religious minorities. However, these policies were very different from those for disadvantaged Castes. In the case of minorities, there was a tendency to over

emphasize identity, which resulted in a situation where inequalities and deprivation were not adequately recognised and hence not frontally addressed. This approach is quite different form that towards the disadvantaged Castes that were perceived as development subjects with economic deprivation and social exclusion as the defining characteristics that required the state to address the problem through a wide range of preferential policies. When it comes to education and employment, the average minority is at the bottom of the heap and trailing behind SCs/STs on many indicators of social development.

Welfare Administration in Independent India
Civil and political rights, economic, social and cultural rights, group rights, promulgation of the constitution of India is a watershed in the history of development of the concept of human rights in India. The preamble, Fundamental Rights and Directive Principles of State policy provide the basic human rights for the people of India. Preamble of the Constitution of India declares that the people of India solemnly resolved to constitute India into a Sovereign, Socialistic, Secular, and Democratic Republic and to secure to all its citizens: Justice – Social, Economic and Political; Liberty – of thought, expression, belief and worship; Equality – of status and opportunity and to promote among them all; Fraternity – assuring the dignity of the individual and the utility and integrity of the nation.[2]

Both central and state governments have implemented, in varying degrees, policies for reservations that aim to increase opportunities for Backward Classes/Castes in government employment and education. It had been extended to OBCs in public employment in 1994, but not to the legislatures. More than 15 years later, the UPA government made moves to introduce reservations for the OBCs in the institutions of higher professional education. Most of the OBCs belong to peasant and agrarian, artisan and service Castes. They are not untouchable but are considered backward owing to their lowly peasant status and because they lack education and access to public institutions. After independence, the number of groups entitled to reservations was expanded to include the OBCs from the beginning it varied from region to region and it was left to each state/region to define the term backward and the category of backward communities. [3] The basic materialist solution for the problem of utter social backwardness is socialism –the Nehru Marg. The half-religious Gandhian recipe the equalised incorporation of Panchamas into the Hindu fellowship, The indignant Dr.B.R.Ambedkar's insistence is on better

representation in administration and legislature through reservations and abolition of social vices and inequities through constitutional legal provisions and administrative measures.[4] Inorder to realise the objectives of equality and justice as laid down in the preamble itself, the constitution makes special provisions for the Scheduled Castes, Scheduled Tribes, the Backward Classes, the Minorities and Anglo Indians.[5] In accordance with the constitutional provisions, a number of measures have initiated by the government to provide protection against discrimination and exclusion and empower SCs, STs OBCs and Minorities both economically and politically.[6]

Constitutional Provisions

The Republic of India ratified the International covenants on civil and political rights and on economic, social and cultural rights with certain declarations. A careful reading of these instruments would reveal the concern of the United Nations for human rights.[7]

Subject

Equality before law Prohibition of discrimination on grounds only of religion, race, caste, sex, place or birth or any of them

Indian Constitution[8]

Art 14

Art 15

Equality of opportunity in matters of public employment	Art 16 (1)
Freedom of speech assembly association etc.	Art 19 (1)
Protection in respect of conviction for offences	Art 20 (1)
Protection of life and personal liberty	Art 21
Prohibition of traffic in human beings and forced labour	Art 23 (1)
Freedom of conscience and free profession, practice and propagation of religion	Art 25 (1) Art 29 (1)
Protection of interests of minorities	Art 30 (1)
Rights of minorities to establish and administer educational institutions	Art 32 (1)

Right to constitutional remedies (right to right)

1. Caste Disabilities Removal Act 1950: The Act provides that when in a civil suit the parties belong to different persuasions, the laws of the religions of the parties shall not be permitted to operate to deprive such parties of any such parties of any property to much but for the operation of such laws, they would have been entitled.

2. Protection of Human Rights Act 1993&2014: The act provides for the constitution of a National Human Rights Commission, State Human Rights Commission, and Human Rights Courts for better protection of human rights.

3. National Commission for Scheduled Castes and Scheduled Tribes: Art 338 of the constitution requires constitution of the National Commission for Scheduled Castes and Scheduled Tribes for better protection of the rights of the members of the Scheduled Castes and Scheduled Tribes.[9]

4. The Bonded Labour System (Abolition) Act, 1976

5. The Schedule Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989[10]

6. Recognizing the relative backwardness of these weaker sections of the society the constitution of India guarantees equality before the law (Art 14)

7. The state to make special provisions for the advancement of any socially and educationally backward classes or for Scheduled Castes (Art 15(4)).

8. The state makes provisions for reservations in appointments or posts in favour of any backward class of citizens (Art 16(4(a).

9. The constitution of India also states categorically that untouchability is abolished and its practice in any form is forbidden (Art 17).

10. The state to promote, with special care, the educational and economic interests of the weaker sections of the people and in particular, of Scheduled Castes and promises to protect them from social injustices and all forms of exploitations (Art 46).

11. Reservations of seats for Scheduled Castes and Scheduled Tribes in the democratic institutions (Art 330 & 332) and in services (Art 335) are another measure of positive discrimination in favor of these groups.

12. It empowers the state to appoint a commission to investigate into the conditions of socially and educationally backward classes (Art 340) and to specify the Castes to be deemed as Scheduled Castes (Art 341(2))

13. To ensuring rehabilitation of the affected victims, Scheduled Castes and the Scheduled Tribes, efforts were made through effective implementation of the Protection of Civil Rights (PCR) Act 1955

14. The Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989. To ensure speedy disposal of cases under the two acts, 36 special courts were setup under the PCR Act and 113 special courts under the Scheduled Caste and Scheduled Tribes (POA) Act.

15. Political reservations are provided to OBCs along with SCs and STs in local government according to 73rd amendment Act.[11]

16. Post-metric scholarships (PMS) for SC/ST and OBC students.

17. The scheme of hostels for SC, ST and boys and girls launched in 1961-62 further it was extended to OBC students.
18. The scheme of 'special educational development programs for SC girls belonging to low literacy districts', introduced in 1996-97, aimed to establish special residential schools for SC/ST girls who are first generation learners form low literacy pockets where the traditions and environment are not conductive to learning.
19. The book banks scheme for SC/ST students continued to supply text books.
20. The scheme of up-gradation of merit of SC/ST, OBC and Minority students aims to provide remedial and special coaching to SC students studying in classes IX to XII.
21. Shiksha Abhiyan, District Primary Education Programme, Shiksha Karmi
22. Non-formal Education
23. National programme for nutritional support to primary education (Mid-Day meals)
24. Education reservations of seats for SC/STs and OBCs and Minorities in the central government institutions of higher education, including (IITs), (IIMs), (NITS), (RECs), Central Universities, Kendriya Vidyalays and Navodaya Vidyalayas
25. Relaxation in the minimum qualifying cut-off percentages for admission to universities, colleges and technical institutions
26. Remedial and special coaching for SC/ST and OBC students to improve academic skills and linguistic proficiency and raise their level of communication.
27. On 21st December, 2005, the UPA government succeeded in passing the 104th Amendment bill (93rd Amendment Act) rolling back the supreme court Judgment against caste based admissions in private un-aided higher educational and professional institutions. The new clause,15(5) allows the government to reserve seats for the SCs, STs and OBCs in private unaided educational institutions except in the minority institutions.[12]
28. National Commission for Scheduled Castes
29. National Commission for Scheduled Tribes
30. National Commission for Safai Karmacharis
31. National Safai Karmacharis Finance and Development Corporation
32. National Scheduled Castes and Scheduled Tribes Finance And Development Corporation.[13]
33. National Commission for Other Backward Classes

34. National Other Backward Classes Finance and Development Corporation.[14]
35. National Commission for Minorities
36. National Minorities Development Corporation
37. Housing Scheme For SCs, STs, OBCs and Other Weaker Sections
38. Rural Development Programmes for poverty eradication[15]
39. Programmes for Slum of Urban areas
40. Training Programmes for youth of Weaker Sections for self-employment[16]

Status of Weaker Sections in Indian Democracy

In order to avoid ill-treatment, Scheduled Castes have often preferred to change their religion. In the past many Scheduled Castes embraced Christianity during the British rule in India; these converts were given free food, clothes and education by the missionaries. Many of them got good educations and jobs. But the majority of the converted Christians convinced to live in the slums undergoing the same future as their Hindu brethren. The Hindus and Christians among the Scheduled Castes are living in the same place and their socio-economic conditions are also the same.[17]Atrocities are to be given viewed as social and physical violence committed collectively or individually by those groups, Castes and communities or their members who try to have more access to the existing resources and monopolize their status-superiority over others. The targets of such atrocities are those who have traditionally been degraded and deprived and who try to find a place other than that prescribed to them in the social structure. Their efforts are likely to disturb the status-quo and intercept the unlimited chances of the privileged one. Hence, violence and atrocities against them.[18]Atrocity is conceptually closer to conflict and more so to violence. Generally speaking, conflict is a game of fight (not always physical fight) between two individuals groups or communities of equal or almost equal standing. It may also occur between two unequals especially when the relatively weak in the game wishes to be socially equal with the relatively strong one or when the weak resists and tries to oppose the injustices and exploitation of the stronger persons. But power is necessary for the accomplishment of goals of the conflicting parties. The paradox derives from the fact that conflicts, as distinct from other forms of interaction, always involve power and that is difficult to appraise the relative power of the contenders before a conflict has settled the issue. Violence, on the other hand is the mob action in which the physical and numerical strengths

of the parties (the rival sides) are involved. The party inflicting violence on others may be socially, economically and politically more powerful and it may presume the other party or persons as the most dispensable in event of disowning its traditional privileges and dominance. Violence or social violence is connected with physical or social harm wherein the actor aims to fulfill his or her goals by injuring or completely eliminating others or their interest. Finally, atrocity is the net result of violence of the strong over the weak. The term atrocity has not been defined in any law and, therefore, the governments have been using the expression crimes against the Scheduled Castes and Scheduled Tribes. In four categories viz., murder, grievous hurt, arson and rape. Atrocities are committed even due to little resistance shown initially by the weak but in the situation of violence even such resistance is completely absent and the weak become venerable to the most gruesome violence. Such explanations become receptive to the analysis of atrocities inflicted on the Scheduled Castes though both conflicts and violence (both physical and social) may be called atrocities only if the other party (the Scheduled Castes) is weak and looser in the game.[19]

According to 2011 census, Scheduled Castes are notified in 31 states/UTs of India and Scheduled Tribes in 30 states. There are altogether 1,241 individual ethnic groups, etc notified as Scheduled Castes in different states/UTs. Number of individual ethnic groups, etc. notified as Scheduled Tribes is 705.There has been some changes in the list of SCs and STs in states/UTs during the last decade. According to 2011 census, Scheduled Castes population is 201.4 million consisting with 103.5millions of male population and 97.9 millions of female population. According to 2011 census, Scheduled Tribes population is 104.3 million consisting with 52.4 million of male population and 51.9 millions of female population. About 72 per cent of rural SC population resides in the seven states of Andhra Pradesh, Bihar, Madhya Pradesh, Maharashtra, Rajasthan, Uttar Pradesh and West Bengal. As far as STs are concerned, Chhattisgarh, Gujarat, Jharkhand, Madhya Pradesh, Maharashtra, Odisha and Rajasthan account for 70 per cent of the tribal population in rural India.

The growth of SC & ST population in India has been higher in over 3.0 per cent per annum over the decades while that of 'overall social groups' has been on decline. The growth of SC population has been on rise since 1981 while that of STs and all social groups have been declining. The gender differences

in literacy have still existed in all social classes. The literacy of females among SCs has been growing faster than that of STs. The backwardness of the states is also reflected in literacy levels. In states like Assam, Bihar, Kerala and Uttarakhand, the literacy rates among SCs and STs are very close. Though drop-out rates have been falling, they are still high. The gender disparity has reduced considerably at the primary stage. The landlessness among various social groups has been reducing and there has been increase in the concentration of marginal holdings.

The percentage of households with less than one hectare is relatively more among STs compared to SCs. The shares of marginal holdings in operated area for different social groups in various states are low which can be interpreted as an indicator of economic inequality within each group. The gender disparities in landholdings are evident in all farm size categories. Landlessness among ST households is observed mainly in Arunachal Pradesh (11.2 %), Kerala (14.3 %) and Mizoram (19.5 %). While among SCs, it is high in Arunachal Pradesh (73.1%) and Lakshadweep (100.0%).

Poverty among SCs has declined almost at the rate of one per cent per annum during the last two decades, while such decline among STs is about 0.8 per cent per annum. Poverty levels among STs had gone up during the 11-year period ending with 2004-05 in Andhra Pradesh, Gujarat, Kerala, Maharashtra, Madhya Pradesh, Odisha and Punjab. The coverage of SC and ST SHGs for financial assistance under SGSY was also lower. Under MGNREGA, the share of SCs and STs in employment was more than share in population; a welcome sign.[20]

According to NSSO primary data 2009-2010, rural male illiteracy was 35.8 percent among STs 33.1 per cent among SCs, 25.3 per cent among OBCs and 17.4 per cent among Other Sections in male category of fewer than 15 years and above category. In female category, it was recorded as 58.3 per cent among STs; 58.1 per cent among SCs; 51.4 per cent among OBCs; and 36.6 per cent among other sections of the society.[21] According to 2004-2005 NSS, rural poverty is 42.0 per cent in India. Among these 36.8 per cent are SCs; 47.2 per cent among STs; 26.7 per cent among OBCs and 16.1 per cent among Other Sections. In urban area poverty 43.5 per cent among SCs; 47.1 per cent among STs 11.3 per cent among other sections and all- together consisted with 20.9 per cent poverty in Urban India.[22]

Conclusion

Weaker Sections, have been leading their lives in insignificantly and without self-identity, self-dignity, self- respect in dominant caste society. 20th century had witnessed to many revolutionary things which helped to pay pathways in the cause of social welfare movement. It was started by Mahatma Jyothibha Phule, Narayana Guru, Shahu Maharaj of Kolhapur Dr.B.R.Ambedkar and others. With the legacy of Dr.B.R.Ambedkar and others leaders many welfare and protective provisions have been incorporated in Constitution. In post Independent India, successive governments at union and regional levels have been continuing such policies and programmes in the cause of uplift of Indian downtrodden masses i.e. Weaker Sections. But in practice there was no considerable changes in the lives of Weaker Sections, is due to lack of committed leadership and dominant caste politics. And their acute poverty leads to atrocities against Weaker Sections.

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Images of Women in Media: The Modern Idea of Beauty

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ABSTRACT

The media plays a very important role in our lives. In a subconscious manner it shapes our beliefs. it defines our tastes, preferences, choices; about things, others and even ourselves. Therefore the domain of feminine beauty does not remain untouched. The media, both mass media and social media plays significant role in setting the society's standards of beauty. This has a serious impact on the way women are viewed by others and by themselves. The media sets such standards of beauty which is impossible to achieve. This results in low self esteem and objectification of women.

Keywords*- Body, Media, Beauty, Women*

Modern Media's Portrayal of Women and Feminine Beauty

Beauty is in the eye of the beholder, or so the saying goes, but who feeds the beholder's view of desirability?

The language of advertising over the past few decades has reinforced the notion that the ideal female is white, thin, sexily clad, and above all, submissive. Everybody struggles to develop a sense of security, a sense of personal identity. But most of us end up constantly glancing around to see if we measure up to those around us - and that includes supercharged media models. We hate ourselves for it, especially if we can see exactly what buttons the advertisers are pushing, but many of us buy into the images just enough to wish we could do it all … could be that thin or that rich, or that happy or that confident. And then telling ourselves that we're not affected by advertising, we find ourselves shelling out for the product.

The pressure put on women through ads, television, film and new media to be sexually attractive and sexually active is profound. Many would agree that some strides have been made in how the media portray women in film, television and magazines, and that the last few decades have also seen a growth in the presence and influence of women in media behind the scenes.

Nevertheless, female stereotypes continue to thrive in the media we consume every day. Images in the media today project an unrealistic and even dangerous standard of feminine beauty that can have a powerful influence on the way women view themselves. From the perspective of the mass media, thinness is idealized and expected for women to be considered "attractive." Images in advertisements, television, and music usually portray the "ideal woman" as tall, white, and thin, with a "tubular" body, and blonde hair. The media is littered with images of females who fulfill these unrealistic standards, making it seem as if it is normal for women to live up to this ideal. And with that we need to expose how media influences youth in America into believing that youth, beauty and sexuality are the driving forces behind a girl's values.

Women are also being approached and persuaded into working in this type of lucrative industry where the plastering of women's bodies in provocative poses on marketing ads are considered okay, acceptable and unoffendable. Also many of the images can be misleading as well in the sense that sometimes things are not what it seems.Take for example female music artist/R&B singer, Ciara, who shot a cover photo shoot with Vibe magazine, for its October 2008 issue. The majority of the readers and subscribers to this magazine are males. The Daily Voice (2008) reported, that R&B singer, Ciara, was enraged and upset after seeing the cover photo of herself on Vibe's October magazine issue. Ciara reported to new reporters about the controversial cover "…but I definitely want to make it clear that I was going in to do something artistic, and I was upset that when I saw the photos, everything was gone." Meaning, when she did the cover shoot she was not fully nude, but had articles of clothing on. When the magazine hit stands in October 2008, the music star automatically noticed a difference in the photos. She noticed how the photo image of her body was overtly airbrushed, made to look as though she was fully nude in the photo. This is an example of how the media can also misrepresent the images and reputation of women, and mislead viewers' perceptions.

Media's Distorted View of Beauty
Women have been taught to compare themselves to others for most of their lives. There are signs everywhere, at every corner, flashing the words "you aren't good enough" to every teenaged girl in America.

For years, the world of media has been working hard to construct the ideal image of what a "perfect woman" is supposed to look like. You and I know it

well. Magazines, movies, and commercials, among other outlets, have spoon-fed girls with the idea that they can only be beautiful if they have long legs, great hair, and curves in all the right places. According to modern day society, girls should walk and talk pretty, have perfect skin, and cake on makeup; they should watch their weight and keep up with the newest trends in fashion.

Although media boasts a sparkling image of what every girl should look like, the simple fact is that most of us just don't. Still, girls continue to try and fit themselves into this image of perfection. All too often, it comes at a costly price. As sickening as it may be, our society is used to hearing about girls skipping meals and even purging. For years, eating disorders have plagued women who just want to feel like they are beautiful. Countless others harm themselves due to low self-esteem. For many, the struggle to fit into the mould of perfection goes far beyond the realm of these specific examples. Instead, the pressure to be perfect begins weighing down on young women so much that it consumes every aspect of their lives. Countless girls set out to change everything about themselves from their hair to their makeup routine and beyond. My question is: why? Why pursue a superficial image that is ultimately unattainable? Why conform to society's distorted standards? Why choose to give in and believe that you are not good enough?

It is my belief that there is no true definition of beauty. Beauty doesn't have to be a size 0 girl in your favorite magazine. It isn't limited to girls with long hair and tons of makeup. Beauty, true beauty, can be so much more than that. Beauty can be kindness or quick wit. It can be intelligence, compassion, or drive. Beauty can be a strong-willed girl who flaunts her imperfections and stands up against her insecurities The image of perfection that today's media presents is nothing but a façade. Girls need to start viewing themselves as more than their bodies. Beauty is more than outer appearance, and it's about time women banded together to knock down the image of perfection society has given us.

Modern Society's Concept of Beauty
In today's media-saturated society, women are constantly bombarded with images and lies about how they should be constructed into a perfect mould of a human specimen. Our consumer society runs on the products we buy and the money we spend on our appearances. Magazines, commercials and social media all attempt to shove in our faces the idea that "you need this product."

"A study by the Kaiser Family Foundation analyzed the top-four teen magazines," according to the article. "Forty-four percent of the articles focused on dating or sex, and 37 percent on appearance. A mere 12 percent of the articles were reserved for advice about school or careers."

If magazines define the ultimate "well-rounded girl" by encouraging young girls to focus on sex and their appearance, then how does this contribute to what they hold valuable? At a preteen age, women have already started forming an idea of what society considers beautiful. The brainwashing our society practices on young girls to believe beauty is about how flawless you look and how you fit into the world has been perfected since the beginning of time. The modern world has not only failed at progressing to represent beauty as something more than skin deep, but also lacks creativity in the techniques used to display this propaganda. After all, Adolf Hitler once said, "All propaganda has to be popular and has to accommodate itself to the comprehension of the least intelligent of those whom it seeks to reach." While cruel, this quote about media for the general public sheds light on how powerful messages can be. Hitler manipulated a whole country by making them believe that a certain race was more superior. While the world's standard for beauty may not be directly comparable to murdering people, it has slowly distorted the meaning of the word and therefore changed many women's lives for the worse. From eating disorders to plastic surgeries, the race for an unobtainable, perfect body is only the advertisers' attempt to keep people coming back for more.

Impact of Social Media on Standard of Beauty
According to a study by the Girl Scouts of America in 2010, out of over 1000 adolescent girls surveyed, 88% of the girls believe that the media puts a lot of pressure on them to be thin and 65% believe that the body image represented in the fashion industry in the media is too skinny, and 60% said they compare their body to what they see in magazines. Now that adolescents have easy access to seeing celebrities on social media platforms like Twitter and Instagram, the pressures have grown. We constantly see these unattainable standards of beauty in the media and it can cause a lot of harm on young girls. The media can cause body dissatisfaction, low self-esteem, and disordered eating. When girls compare their bodies to what is seen in the media, it increases their chance of having a poor body image. Research has shown that media is negatively associated with self-esteem; meaning that the more a girl

views the media the greater chance she will have a lower self-esteem. As for disordered eating, research has shown that constant exposure to unhealthy messages about body image is related to disordered eating behaviors, such as restricting food, bingeing, and purging. When young girls see these unhealthy messages, such as the need to have a thigh gap or flat stomach, it can increase their chance of developing eating disorder behaviors in order to obtain these body types. According to a 2015 study by Common Sense Media, teens spend an average of nine hours a day using media (tweens average six hours a day), including movies, television, and social media sites, which means they are getting many hours of harmful media exposure.

Young girls are constantly being subjected to unattainable standards of beauty and the media does a poor job at defining what a 'normal girl' looks like. Female celebrities are constantly photoshopped to perfect their bodies by clearing any flaws in their skin and editing their body parts, such as making their waist thinner and their breasts larger.

One of the biggest problems is the lack of diversity seen in the media, which idealizes female celebrities that are white, tall, and thin. This is unhealthy for many young girls of different ethnicities because they are seeing a society that does not represent their ethnicity well in the media. A 2015 study by Laura Romo held a focus group with Mexican American adolescent females to discuss their views on body image and the media. Most of the girls said they were aware that being thin is the standard of beauty as shown by white women in movies, television shows, advertisements, and so forth. And, although many of them admire some of the curvier bodies in the media (some mentioned Beyoncé and Selena), they sometimes still feel pressure of reflecting the mainstream ideal of being thin. One 16-year-old girl in the focus group said "in white culture basically you just have to be skinny. Because you see it on TV, you see it on magazines, you see it everywhere. Everywhere you go, you basically hear that you are supposed to be like that." If this is what girls of color are seeing in the media, you can imagine how that affects their own body image.

However, there has begun to be a push towards a more diverse standard of beauty, both in body image and diversity in ethnicity. There are brands such as Aerie that have vowed to no longer Photoshop their models because it is about "body positivity and loving your real self." There are also celebrities speaking out about being photoshopped and about diverse bodies in the media. Danielle

Brooks, known for her role in the show Orange is the New Black, recently called for a change in the media saying, "Ideally, I want to see all beauties, all shapes, all sizes, all skin tones, all backgrounds represented in my profession. Now that I am blessed to be that reflection I was once looking for, I'm making a promise to speak out for that little girl that I used to be."

The Concept of Fairness in Ancient Indian Scriptures
Ancient Indian literature, mostly in Sanskrit, teems with references to dark complexion as the 'epitome of beauty'. Shyam varna (dark complexion) of beautiful women egged poets on to write poetry in praise of the 'twilight beauty'. Jayadev's Gita Govinda has a dark complexioned Radha who is a perfect foil to the darkish Krishna.

Almost all the female characters in Kalidasa's masterpieces were dark complexioned. Draupadi was far from being fair. Bhavabhuti's Uttara Rama Charita does not show Sita with a peach-and-cream complexion. The Kamba Ramayana does not present Sita as someone with rose-and-tulip cheeks. Courtesans of Vatsyayana's Kamasutra were dark. There is a complete chapter in the book dwelling on black beauties. Vatsyayana wrote: Shyam varnam saundrya bhutim pratimanah asti (beauty resides in dark colour and texture).

Fairness became a barometer of beauty when Central Asian invaders began to come to the sub-continent. They were very fair, coming as they did from Mongoloid stock. The word Hindu connotes black in Persian, and Babar used the word to define the complexion of people of the sub-continent. Hafiz Shirazi wrote: Agar aan Turk-e-Shirazi badstayad dile-maara/ Bakhaale-hinduash bakhsham Samarkand-o-ukhara (I can give away cities like Samarkand and Bukhara in preference to the black mole Bakhaal-e-hinduash in Persian on his face). The Mughals used the word Hindu in a rather condescending manner, as a metaphor for the lowly and the sinister. With the passage of time, the enslaved people of the sub-continent also began to feel that black was inferior.

Health risks of adult woman's self objectification.
Objectification theory was originally advanced to provide a framework for examining women's lived experiences in sociocultural contexts that sexually objectify the female body, through both interpersonal interactions (e.g., street harassment) and through media representations of women (Fredrickson & Roberts, 1997). Specifically, the theory proposes that both women and girls

are acculturated to internalize a third-person view of their bodies as the main way to think about themselves (Fredrickson & Roberts, 1997). This internalization leads to habitual body monitoring, wherein individuals monitor their bodies as they believe outside observers do, placing greater emphasis on how they look than on how they feel (Calogero, 2009).

Disordered and Restrained Eating

A substantial amount of research has established that self-objectification is positively related to bulimia and anorexia nervosa, including both restrictive and binge eating subtypes (Muehlenkamp & Saris-Baglama, 2002; Prichard & Tiggemann, 2005; Tiggemann & Kuring, 2004). In illustrating the potential mechanisms by which this relation occurs, Calogero et al. (2005) found that self-objectification is directly linked to drive for thinness, a motivational variable that underlies high-risk dieting, using a sample of women with clinically diagnosed eating disorders (Striegel-Moore, Schreiber, Pike, Wilfley, & Rodin, 1995).

Feelings about the Body

In keeping with objectification theory, the habitual body monitoring that characterizes self-objectification affects the ways in which women affectively regard their own bodies (Breines, Crocker, & Garcia, 2008). For example, one qualitative study found that a sample of self-identified feminist women described themselves as persistently attending to their bodies, which they felt were "disciplined" by others through looks, remarks, and actions (Rubin, Nemeroff, & Russo, 2004, p. 34).

Depression

Research has consistently found that women are more likely than men to experience depression (Cauffman et al., 2007). While previous attempts to understand this discrepancy in risk for depression have focused heavily on female biology and individual personality, Fredrickson and Roberts (1997) suggest that objectification theory may encompass a wider range of factors, by highlighting that women's persistent, negative experiences as the result of self-objectification may partially contribute to women's risk for depression. As such, researchers have started to investigate the role of self-objectification in depression (e.g., Muehlenkamp & Saris-Baglama, 2002).[1]

Conclusion

Beauty is in the eye of the beholder, or so the saying goes, but who feeds the beholder's view of desirability? The language of advertising over the past few decades has reinforced the notion that the ideal female is white, thin, sexily clad, and above all, submissive. Everybody struggles to develop a sense of security, a sense of personal identity. But most of us end up constantly glancing around to see if we measure up to those around us - and that includes supercharged media models.

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Harithaharam: A New Approach to Social Forestry

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ABSTRACT

Forests are vital natural resource for sustenance of all life-forms viz., humans, animals and Plants. According to national forest policy of India a minimum of 33% of the total geographical area should be under forest cover in order to maintain environmental stability and ecological balance. The main objective of Harithaharam is to improve green cover, maintaining ecological balance and ensuring sustainable livelihoods. It is also proposed to rejuvenate the parched lands in the notified forests by way of intensive protection of the forests and encouraging live root stock. Accordingly, nurseries have been developed and the seedlings are ready for plantation all over the State. Mainly plantation was all around rivers, rivulets, banks, tank bunds, compounds of all institutions, institutional areas, industrial areas, factories, university campuses etc. The main objective of this paper is to assess level of performance of nurseries. Due to this programme plantation target and achievement reached to some extent. The planted saplings in the current year may increase the green cover in the State for the benefit of the future generation.

Keywords: Ecological balance, GIS, and Social Forestry

Introduction

Telangana state initiated the new programme Harithaharam in 2015 to increase the forest cover. The main purpose is to increase the present 24 percent tree cover in the State to 33 Percent of the total geographical area of the State. To achieve the above objective are two-fold; one i.e. notified and Outside notified forest areas, The first objective is sought by rejuvenating degraded forests, ensuring more effective protection of forests against smuggling, encroachment, fire, grazing and intensive soil and moisture conservation activities like, Forest Protection, Afforestation, Rejuvenating degraded forests

and Treatment of RoFR areas will be taken up within the forest area. Conservation of biodiversity rich areas outside the Protected Area network would be encouraged with the active collaboration of all stakeholders including the Biodiversity Management Committees (BMCs). Modern methods of forest management would be adopted using the latest technological interventions like improved planting stock, GIS, MIS, Remote Sensing, DGPS, etc that are available so as to make forest management in Telangana state as a role model for the other states.

Avenue Plantation, Barren Hill Afforestation, Institutional plantations, Homestead plantations, Agro forestry, Tank foreshore, Canal Bank, River Bank and Rivulets, Green Panchayats, Creation of Smrithi vanams, Planting in Urban Residential Colonies will be taken up in the outside of the Forest area. As part of the program, 230 Crore saplings will be planted in the coming three years in Telangana state. Out of these 130 Crore saplings shall be planted outside forest areas (10 Crore within HMDA area + 120 Crore in rest of the area of the State). Another 100 Crore plants will be rejuvenated by intensive protection of the forests and from the existing root stock in the forest areas.

Apart from the above, major fillip is sought to be given to Social Forestry by taking up massive plantation activities outside the Forest areas.3699 numbers of nurseries are identified for raising the adequate nursery stock by the various agencies involved (Forest Department, DWMA, Agriculture, Horticulture, Tribal Welfare etc.) for achieving the target of raising saplings. In the present paper researcher assessed the sapling distribution and its performance i.e Bhiknoor mandal of Nizamabad District.

Objectives
The main objectives of the present paper are;
1. To locate and create the spatial distribution pattern of nurseries in the study area i.e., Bhiknur Mandal using GPS & GIS.
2. To assess the performance of plantation in Harithaharam programme in the study area.

Study Area
Bhiknur Mandal, the study area, is located in Nizamabad District of Telangana State, India. Bhiknur's summer highest day temperature ranges between 28 °C and 46°C. The mandal is bounded by Domakonda Mandal in the North, Ramayampet Mandal in the South, Kamareddy and Machareddy Mandals

towards the North. The study area consists of 27 Villages and 18 Panchayats. Total population of the Bhiknur Mandal is 59,645 living in 12,448 census houses.
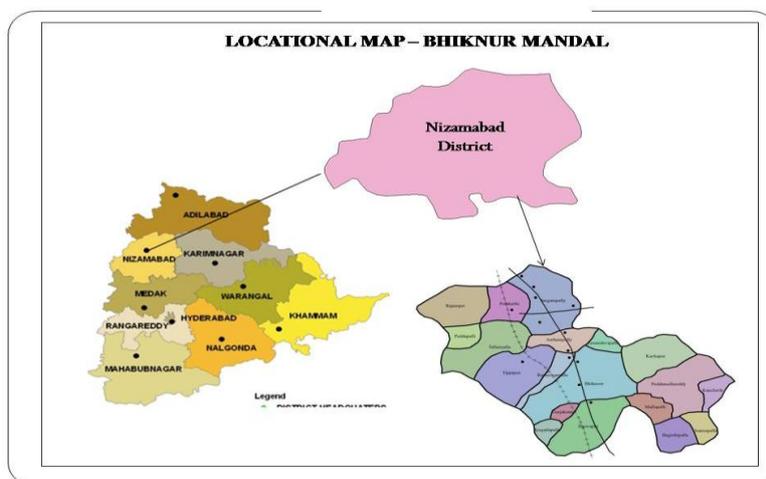
Fig.1 location map of bhiknur mandal

Table:1

Sl. No	Village	Agency	Nursery
1	Tippapur	DWMA/DPAP	Tippapoor UPS nursery
2	Rameswarpally	DWMA/DPAP	Rameshwarpally DWMA nursery
3	Anthampally	DWMA/DPAP	Anthampally nursery
4	Jangampally	Forest Department	Jangampally-I (TKHH)
5	Jangampally	Forest Department	Jangampally-III (TKHH)
6	Jangampally	Forest Department	Jangampally-II (TKHH)
7	Bhiknoor	Forest Department	Bhiknoor (TKHH)
8	Baswapur	Forest Department	Baswapur (TKHH)
9	Jangampally	Forest Department	TKHH Jangampally Nursery
10	Jangampally	Forest Department	TKHH Laxmi Nagar (T) Nursery
11	Pondurthi	Forest Department	TKHH Pondurthi Nursery
12	Bhiknoor	Forest Department	TKHH Bhiknoor Nursery
13	Anthampally	Forest Department	Anthampally (TKHH)

Village wise Nurseries in Bhiknur mandal

Methodology

Primary data was collected from Mandal Prajaparishad and MRO office and data also collected from nurseries of Bhiknur Mandal and finally performance of Harithaharam assessed through Statistical analysis and cross tabulation.

Results & Discussions

The following villages reached almost 80% of the total target given to them till 5th October 2015

In Anthampalle village out of the target of 30160 plantations they achieved 29815.

Fig.2: Performance of Harithaharam – Bhiknur Mandal

+ In Shivaipally village out of the target of 33700 plantations they achieved 32658.

+ In Laxmidevipally village out of the target of 16630 plantations they achieved 10993.
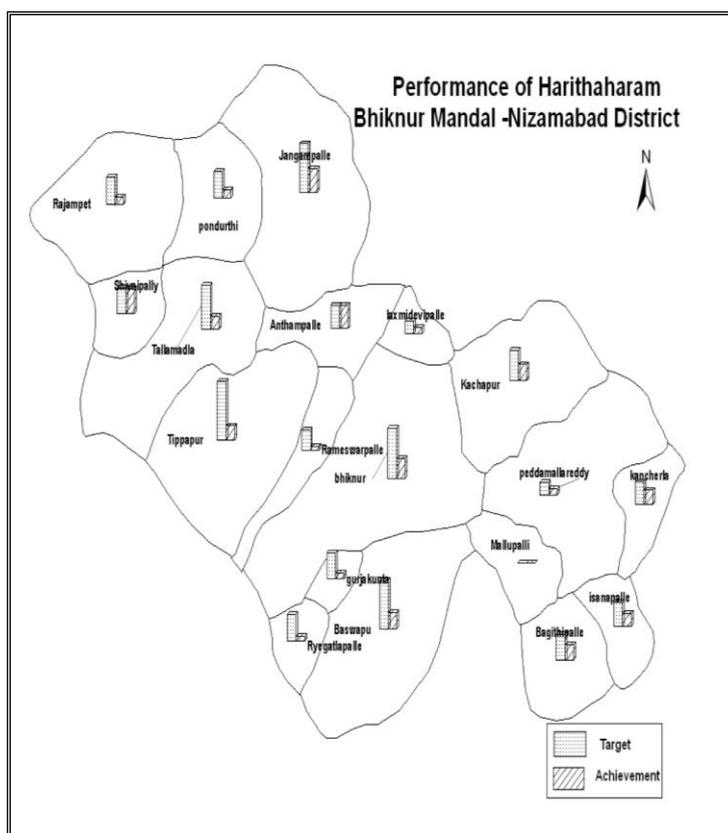
Target achieved for Teak Bund plantations in Biknoor Mandal

* In Anthampalle village the target achieved is 120 percent. Out of the target plantation of 20500, they achieved 24275.

* In Shivaipally village the target achieved is 90 percent. Out of the target plantation of 23200, they achieved 22360.

* In Gurjakunta village the target achieved is 60 percent. Out of the target plantation of 10540 they achieved 6565.

* **Target achieved for Institutional plantation in Bhiknoor Mandal**

- Jangampally village achieved 120 percent target. Out of the target of 8000 plantations they achieved 9400.
- Bhiknoor village achieved 80 percent target. Out of the target of 6000 plants they achieved 4390.
- Peddamallareddy village achieved more than 300 percent target. Out of the target of 300 plants they achieved 990 plants.

Target achieved for Community plantations in Bhiknoor Mandal:-
- Bhagirthipalle village achieved 110 percent of the target. Out of the target of 2200 plantation they achieved 2300.
- Shivampally village achieved 100 percent target. Out of the target of 500 they achieved plantation of 500.
- Talamadla village achieved 100 percent target. Out of the target of 200 they achieved plantation of 200.

Target achieved for Home Stead in Bhiknoor Mandal:-
- Bhagirthipalle village achieved 110 percent target. Out of 3300 plantation they achieved 3600.
- Issannapalle village also achieved 110 percent target. Out of 2100 plantation they achieved 2400.
- Tallamadla village achieved only 65 percent of the target. Out of the total target of 1650 plantation they achieved 1000 plantation.
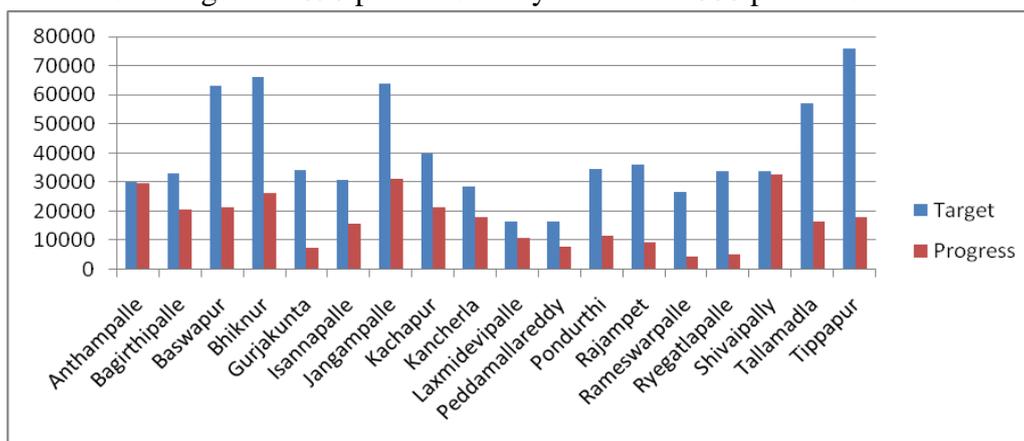
Fig. 3:Target Acieved in Haritharm - Bhiknur Mandal

Conclusion

Harithaharam is a initiate programme to increase the green cover of Telangana and thereby protect the environment by planting saplings in the coming years,

It can achieve the objective of the programme to reach 33 percent forest according to National forest policy. Due to this programme nurseries raised number of sapling and have reached their target to some extent and there is delay in onset of monsoons had it hindered the plantation program me partially to some extent but the planted saplings in the current year may increase the green cover in the State for the benefit of the future generation. This programme induce environmental and tree consciousness among people

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Micro Finance through Self Help Groups: Poverty Reduction and Women Empowerment

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ABSTRACT

Microfinance through Self Help Group (SHG) is gadget poverty reduction and an opportunity for empowerment of poor women. Many studies show that microfinance plays an important role beyond enterprise development in supporting the livelihoods of the poor. Micro financing through Self Help Groups has transferred the real economic power in the hands of women and has considerably created a space for gender equality. Micro finance not only provides economic benefit it is also provide social benefit like poverty reduction and women empowerment (Karmakar, 2008) reported that studies conducted by various experts have shown that the Self Help Groups have indeed helped in the social and economic empowerment of rural women at the same time delivering crucial financial services. SHG has expanded as the largest micro finance programme in the world in terms of its outreach and has extended banking service to people hitherto not served by the banking systems. Micro finance provides self-employment; income generation, living standards, economic growth and purchasing power (S.Sarumathi 2011) stated that impact of micro finance is significant in bringing confidence, courage, skill development and empowerment. The SHG members feel free to move with their groups and leaders. The members are getting more opportunities to participate in various training activities as well as social welfare activities. This paper focuses on the impact of micro finance on poverty reduction and empowerment women at Guntur district of Andhra Pradesh.

Keywords: Bank, Enterprise, Equality, Income Generation, Micro Finance, Poverty, Skill Development

Introduction

Micro financing through Self-help groups play a foremost role in poverty alleviation and empowerment of women in the rural areas of India. It can be

witnessed by the McKinsey India survey report (April 2006, Narayan, Deepa, 2002) said in the context of micro finance, SHG of securing credit. The 1990s saw a proliferation of women SHGs across India, particularly in as another indicator of general wellbeing. He defined business performance as the change in business profits before and after receiving the loan. Since business profits are another source of income for the loan recipients, and all the respondents were business owners by design, growth in business profits would translate to household income growth. Hence as far this proposal is concerned income generation activity is one of the important indicator of the growth and also growth will be assessed on the basis of profit earned out of income generation activity or entrepreneurial activity on which micro finance loan is invested or utilized. It is proved that most of the micro finance users are economically and socially developed their standard of living by using micro finance. It directly fights against poverty and hunger by providing income, employment opportunity and small savings to people. In a study conducted in Lombok, Indonesia, (1999) find Bank Rakyat Indonesia (BRI) clients' incomes increased by 112%. Moreover, it is also move 90% of these families are above the poverty line. Satyasai (2003) studied the impact of micro finance on the living standards of the clients (both economic and social aspects) and concluded that micro finance had positive impact in respect of self confidence, economic and social development and skill formation in Andhra Pradesh and social empowerment of the members in Tamil Nadu. The primary reason for Child labour is poor income generating family. The income can be generated through SHG which provide job opportunity among the women hence using surplus in come poor people can sent their children to school. In UNICEF's Viet Nam microfinance program, 97% of Micro finance users Children's attended school compared with 73% of Non Micro finance users' Children's (UNICEF, 1996). In Zimbabwe Children's of micro finance users aged from 6 to 21 were likelier to stay in school than those of Non micro finance users (Barnes et al., 2001).

Structure of Self Help Group
Self Help Group is an informal association of 12 to 20, small economically homogeneous affinity group of poor women. The SHG encourages small savings among its members. The savings are kept with a bank, obtain loans from bank and subsequently they decide which woman should get the loan at what rate of interest and also how much should be the repayment period. The main characteristic of Self-help group is, instead of one woman, the entire

group is to negotiate with the bank. The SHG can then on lend the money to its members, helping them to employ it in some income generation activities. The primary objective of a self-help group is to provide credit access to members of poor households on sustainable basis. A study conducted by MYRADA in Karnataka reveals that 45% of members had undertaken income generating activities because of bank loans. Income per member had increased substantially over a period of three years. Standard of living had improved significantly another impact evaluation study by NABARD (2001) had found that 86% of the members of the SHGs belong to the weaker sections. On account of the SHG Bank Linkage Programme the value of the assets of the group members had increased by 59%. There was a threefold increase in the average annual savings of each member and doubling of borrowings per annum. Besides, the members had improved their communication skills, learnt handling problem situations and there was a general increase in the level of self-confidence (Verman, Mehendra P 2000) the study has revealed that banking habits are a positive function of the years of experience of micro finance programmes through SHGs. The analysis also reveals that being a member in SHGs and more importantly, having leadership experience in SHGs, greatly influence the bank account holding. Leadership experience in SHGs improves an individual's banking habits much more than simple membership. If the leadership position of each SHG is systematically rotated over appropriate time such that each one in the group has a leadership experience, people will have more exposure to formal banking system.

Poverty in India at a Glance
Poverty is an acute problem in India The poverty line ($1.25 a day) as described by World Bank Report, in India the number of poor living in poverty line has increased from 421 million in 1981 to 456 million in 2005. According to Asian Development Bank (ADB), the new poverty line is roughly $ 1.35 per day. If this measure is used to measure poverty, nearly two-thirds of India's population or about 740 million are in poverty. In India, the reason for high rate of poverty ratio in rural areas is due to predominant dependence of population on agriculture. To achieve a higher rate of poverty reduction, India realized the importance of poverty reduction programme of micro financing to reach out the poorest people. Micro-finance has become one of the most effective tools for economic empowerment of the poor women. In India, banking system, NABARD has developed the Self Help Group [SHG] - bank linkage programme as the innovative strategy for

increasing their reach out to the poor especially women. According to the McKinsey India survey (April 2006) report, rural India has the potential to become a US$500 billion market by the year 2020.

According to 2011 poverty Development Goals Report, as many as 320 million people in India and China are expected to come out of extreme poverty in the next four years, while India's poverty rate is projected to drop to 22% in 2015. The report also indicates that in Southern Asia, however, only India, where the poverty rate is projected to fall from 51% in 1990 to about 22% in 2015, is on track to cut poverty by half by the 2015 target date.

Micro Finance and Poverty Reduction
Amin et al (2003) measure the poverty and vulnerability of the survey respondents. According to him Poverty is as a household with low consumption levels with respect to the aggregate consumption. This is a very robust measure of poverty. Microfinance contribute to poverty reduction, particularly for women parti cipants as 90% of the SHGs comprised only women members, It facilitates overall poverty reduction at the village level, hence helping not only poor micro finance clients but also the local economy as a whole. Micro finance provides an opportunity to poor micro finance clients to engage in an income opportunity which has reduced the rate of poverty through increase in income, facilitated the poor to build assets and thereby decrease their vulnerability. Sushil kumar Mehta, Harigovind Mishra (2011) in their study suggested that SHG – Bank Linkage Program has significantly improved the access to financial services for the rural poor and has considerable positive impact on the socioeconomic conditions and the reduction of poverty of SHG members and their households. Ghosh (2001) pointed out that combating poverty cannot be managed by the government alone. There are many areas where government needs collaboration and cooperation from NGOs particularly in creating opportunity facilitating empowerment and providing security to the poor. The pressure of the donor agencies on the recipient government to work through NGOs in development programme is also a dominant factor in increasing the role of NGOs to fight against poverty. Nedumaran et al. (2001) studied the performance and the socio economic impact of SHGs in Tamil Nadu, found that there was an increase of 23 per cent in the net income in the post SHG situation, compared to the pre-SHG situation. Social conditions of the members also considerably improved after joining the Self Help Group Many NGOs has given capacity

building training to SHGs which has helped to choose income generation activities, procuring raw materials and marketing of the produce to improve their entrepreneurial capacity. Micro credit intervention programme provides an opportunity to rural poor women to meet their consumption needs and invest the surplus money on any economic activities like cottage industries, food processing units vegetable vending, Tailoring etc.

Micro Finance and Gender Inequality

The World Bank defines empowerment as "the process of increasing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes that gender equality and women's empowerment are two sides of the same coin. Rao, V.M. (2005).An empowered woman will be one who is self-confident, who critically analyses her environment and exercises control over decisions that affect her life. It also enables women to look at problems differently, analyze environment and situations, recognize their strengths, alter their self-image, access information and knowledge, acquire new skills, and initiate action aimed at gaining greater control over resources of various kinds empowerment, women require a set of assets and capabilities at the individual level, such as health, education, and employment, and at the collective level to organize, mobilize, and take action in order to solve their problems (Batliwala, Srilatha 1994) The greater achievement of micro finance is that it paves way for reducing gender inequality. SHG inculcates a habit of regular savings among group members and they were able to meet their house hold expenditure. Gurumoorthy, T.R. (2002) SHGs encourage the women to take active part in the socio-economic progress of our nation. Mahatma Gandhi, father of our nation, stated, "Women are the noblest of God's creation, supreme in their own sphere of activity".

SHGs bring out the supremacy of women in molding the community in the right perspective and explore the initiative of women taking up entrepreneurial ventures K Somasekhar and M Bapuji (2005) concluded in their study on that Micro credit intervention has resulted better economic decision making ability for the respondents in households for major and minor purchases. It has also enriched the capacity of the women in terms of communication skills, leadership, self-confidence and self-esteem which enabled women clients to be more confident, assertive and better able to confront gender inequities. Many study shows that microfinance plays an important role beyond enterprise development in supporting the livelihoods of the poor. Devi (2006) Micro

credit helped in poverty alleviation and empowerment of rural women and the income generating activities made a difference in the lives of poor women by providing economic independence, self confidence and autonomy Micro financing through Self Help Groups has transferred the real economic power in the hands of women and has considerably reduced their dependence on men The members from Self-help group became financially independent, lead a life of self-respect and dignity. They are being able to expand their horizon of thinking and have access to banks to satisfy their financial needs. The study reveals that micro credit has made significant contribution towards women's empowerment and poverty reduction.

Research Methodology
The research design followed in this study is both descriptive and analytical in nature. The sampling technique followed by the researcher in conducting the study is purposive sampling. A purposive sample, also commonly called a judgmental sample, is one that is selected based on the knowledge of a population and the purpose of the study. The respondents are chosen based on the judgment of the researcher and suitable for the purpose of the study. The SHG members are selected based on some common characteristics of the SHG members who are involved in income generation activity and considered as the best representative of population to satisfy the purpose and objectives of the study. The Sample size consists of 300 respondents from the district of Guntur, Andhra Pradesh. The study is based on both primary and secondary data. For the purpose of study, well-structured questionnaire was used as an instrument to collect the data and observation method also employed to detect soft and intangible features of rural and urban respondents the questionnaire was explained in Telugu, for the convenience of the respondents, whose literacy level is very low as the survey was undertaken in the rural areas of Guntur district. The Secondary data is collected from various sources such as journals, magazines and websites.

Objectives of the Study
1. To study the nature and financial behaviour of SHG members
2. To examine the changes brought by the micro finance on the lives of the SHGs members
3. To analyze the effectiveness of microfinance on poverty reduction and economic empowerment of women self-help groups in Guntur district
4. To suggest measures for the micro finance institutions to empower the life of poor

Overview of Literature

Aigbokhan (2000) said the definition and conceptualization of poverty is complex and varied across fields and regions. A poor person is considered as one without job, who cannot help himself or cater for his family, who has no money, farm or business. Adolescent males and females are poor if they have no parents, no education, no good food, clothes and health. Mukharjee (2007) stated that core strategy of any new invention to poverty eradication was to reach the poorest of the poor, who are basically resides in the rural areas and therefore, an institution is necessary at the central level for looking into the financial needs the poor at the grass root level. Otero Maria (1999) explains microfinance as "the provision of financial services to low income poor and very poor self-employed people". She states that microfinance creates access to productive capital for the poor which together with human capital addressed through education, training and social capital achieved through local organization building enables people to move out of poverty. Hulme and Mosley (1996), state that microfinance projects can reduce the isolation of women as when they come together in groups they have an opportunity to share information and discuss ideas and develop a bond that was not there previously. Micro enterprise development has the potential to bring about considerable improvement in incomes of upper poor and non-poor borrowers who are close to the poverty lines. Malapur (2008) reported that in many countries micro credit programme, as an effective instrument, facilitated the people to overcome their difficulties and at the same time helped them to come out of the clutches of poverty and enabled them to increase their participation in the economic and political process of the society. The economic activities have had a positive impact and the benefits are not merely economic, but also helped the women to gain qualities of leadership and attain self confidence and self respect. World Bank (2001) Microfinance programs give women priority because, by giving them access to monetary and educational funds, microfinance helps to mobilize female productive capacities, thereby reducing poverty and maximizing economic output.

Rajamohan (2003) concluded in his study that SHG is a media for the development of saving habit among the women. Amin et al. (2003), microfinance not only gives access to self-employment, but also contributes to the amelioration of family life and influences the social situation of poor people by promoting self-confidence and the capacity to play an active role in society. This social impact is particularly important for women and provides

impetus for their empowerment, thereby constituting a vital part of the development process and enabling poverty reduction. To sum up, microfinance has the ability to reach the poor and the vulnerable

Women empowerment
Improved socio-economic status, Increased Savings, Economic Independence, Meet Emergency needs, Meet Children's Education expenses, Awareness about Bank, Consciousness of their rights, Independent source of Income, Increased Assertiveness, Improved Status at home, Increased Outside Exposure, Command over one's Own life, Meet Family Expenses, Bargaining power, Improved Decision making Ability, Increased knowledge, Self confidence and Self-esteem are related to Women empowerment.

Livelihood
Increased investment in the business, Growth in business, and Income generation activities are related to Livelihood.

Conclusion
The research shows that 70 percent of the self-help groups are functioning for the period of 1-3 years.45 percent of the respondents was able to save 100 rupees per month. Research shows that the increase income of SHG members is influenced by the income generation activity. Consumption and employment are the two important factors responsible for reduction of poverty reduction. The research shows that micro finance brought positive changes in the lives of poor women. World Bank (2001) Microfinance programs give women priority because, by giving them access to monetary and educational funds, microfinance helps to mobilize female productive capacities, thereby reducing poverty and maximizing economic output. Magner (2007) concluded that micro finance is an important catalyst for poverty alleviation to 57 per cent participants of BRAC and 76 per cent participants of Grameen bank.

Armendáriz and Morduch (2005) explain that, microfinance may make households wealthier, yielding an "income effect" that should push up total consumption levels and, holding all else the same, increase the demand for children, health, children's education, and leisure. But, they state, running microenterprises may also take time, yielding "substitution effects" that may counterbalance the effects of increased income Magner quotes Khandker who had estimated that more than half the level of poverty reduction is directly attributed to micro finance and he comments that micro finance accounted for

40 per cent of the reduction of poverty in rural Bangladesh. He concluded that numerous studies have indicated that micro finance can improve overall income, increase in decision making power and provide general self empowerment. Sumansh Dutta, Amit Roy (2012) opine the close monitoring of the group activities and providing suitable training facility is critical to become visible the benefits of Self-help Groups. NGOs need to review their actions and have a crucial role to play in making SHG projects a success.

Education and training should be provided for the microfinance beneficiaries on how to efficiently utilize the funds. Government has to monitor that loans are properly used for income generation activity purpose.

This paper contributes data to the policy makers and knowledge to the society about the implication of micro finance on poverty reduction and empowerment of women. Microfinance is an instrument to changes the lives of poor. It has empowered the poor SHG members economically and socially. The research shows that there is an improvement over the consumption of food and living standard of the people. The potential of microfinance in reducing poverty was glaring. Somasekhar, K. and M.Bapuji (2005) concluded that the participation of rural poor women in SHGs has not only enabled these women to meet their credit needs, but also resulted in general awareness, capacity building, self-confidence and courage which can be translated into empowerment. They also point out that the SHGs have improved the socio-economic conditions of the women to a large extent. As a result they have gained control over their labour and economic resources, reproductive choice, freedom to move and interact with others, improvement in leadership quality, etc.

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Role of Information and Library Networks in University Library   in India

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ABSTRACT

The National Commission on Libraries and Information Science (NCLIS), USA in its National Programme Document (1975) defines a network as "two or more libraries and or other organizations engaged in a common pattern of information exchange, through communications, for some functional purpose. A network usually consists of formal arrangement whereby materials, information and services provided by a variety of libraries and other organizations are available to all potential users. Libraries may be in different jurisdictions but agree to serve one another on the same basis as each serves its own constituents. Computer and telecommunication may be among the tools used for facilitating communication among them. The growth of Library and Information Networks in India is now gaining momentum. INFLIBNET has emerged as a front runner, facilitating automation and networking of academic libraries for resource sharing among libraries using networking and access to information.

Keywords: Information, Library, Network University Library and India.

Introduction

Our Indian higher education system is very large in the world. From the ancient period education was there, but after independent its growth and development is very high. Several school, colleges, research institutes and Universities are established by government and also private agencies. All these institutions all over the country to generate and disseminate knowledge coupled with the noble intention of providing easy access to higher education to the common Indian. The development of a country relies highly on the Education policy followed in that country. The development rate will be high only if quality higher education is given to the people. Education has been seen as the foundation in a person's life. The most important and urgent

reform needed in education, is to transform it, to endeavor to relate it to the life, needs and aspirations of the people, and thereby make it a powerful instrument of the social, economic and cultural transformation necessary for the realization of the national goals. Education is the very basic need of the society. Without education, usage, invention and advancements in different fields will not be possible.

Higher education plays a vital role in creating a knowledgeable society. Higher educational institutions and organizations work for a creating knowledgeable society. Progress towards a knowledge-based society and economy will require that universities, as centers of knowledge creation, and their partners in society and government, give Knowledge Management their full attention. Universities teaching a curriculum and syllabus based education "by the book", may not solve the complex questions of the future, but by Knowledge Management. Our aim is to make the Universities perform well in the future, using Knowledge portals. The UGC, however, was formally established only in November 1956 as a statutory body of the Government of India through an Act of Parliament for the coordination, determination and maintenance of standards of university education in India. In order to ensure effective region wise coverage throughout the country, the UGC has decentralized its operations by setting up six regional centers at Pune, Hyderabad, Kolkata, Bhopal, Guwahati and Bangalore. Modern Indian higher education is passing through the phase of Information/Knowledge revolution. In satisfying ever growing information needs of academic community, the Library and Information Networks are playing a great role through resource sharing. In the development of higher education INFLIBNET's role is very important from the post independent period. INFLIBNET centre is a boon of Indian Higher education

Resources: The main resources of INFLIBNET are.
i)   University catalogue: The catalogue of document, periodicals, thesis forms major part of INFLIBNET resources.
ii) Research & Development Library Catalogue: The collection of NISCAIR and NASSDOC.
iii) National Library: The computerized catalogue of the National Library of Kolkata.
iv) Indigenous Databases: The databases of discipline oriented information centre such as Machine tools, Food technology, Leather technology, Drugs, Aeronautics are considered as input to the INFLIBNET resources.

Aims and Objectives

The objectives of the Centre, as per the Memorandum of Association (MOA), are as follows:

1. l. To promote and establish communication facilities to improve capability in information transfer and access that provides support to scholarship, learning, research and academic pursuits through co-operation and involvement of concerned agencies;
2. To establish information and library network, computer communication network for linking Libraries and Information Centres in Universities, Deemed to be Universities, Colleges, UGC Information Centres, Institution of national importance and R&D institutions, etc. avoiding duplication of efforts.
3. To facilitate academic communication amongst Scientists, Engineers, Social Scientists, Academicians, Faculty, Researchers and Students through electronic mail, file transfer, computer, audio and video conferencing, etc.
4. To understand system design and studies in the field of communications, computer networking, information handling and data management;
5. To establish appropriate control and monitoring system for the communication network and organize maintenance.

UGC-INFONET Digital Library Consortium

This consortium provides current as well as archival access to more than 5000 core and peer-reviewed journals and 9 bibliographic databases from 23 publishers and aggregators in different subjects. So far 150 universities out of 171 that come under the purview of UGC have been provided differential access to subscribed e-resources under the consortium13. The Electronic resources subscribed by this consortium as follows:

INFLIBNET Centre

Information and Library Network (INFLIBNET) Centre is an autonomous Inter University Centre of the University Grants Commission (UGC) of India. It is a major National Programme initiated by the UGC in 1991 with its Head Quarters at Gujarat University Campus, Ahmedabad. Initially started as a project under the IUCAA, it became an independent Inter- University Centre in 1996. INFLIBNET is involved in modernizing university libraries in India and connecting them as well as information centers in the country through a nation-wide high speed data network using the state-of-art technologies for the

optimum utilization of information. INFLIBNET is set out to be a major player in promoting scholarly communication among academicians and researchers in India. (INFLIBNET, 2014) In the umbrella of INFLIBNET many services and activities are run for the development of Indian higher education to the each and every people of India.

Services and Activities
INFLIBNET fulfill the objectives are made beginning of the establishment by the UGC and MHRD. It is good signal of development of higher education of India. Following activities and services fulfill the objectives through the library development programme and support to higher education in India.

Database Management
INFLIBNET started Union catalogue of Books, serials, theses, experts and research projects. Its name is IndCat (Online union catalogue of Indian Universities). In the IndCat books database 157 universities are participated from 2004 and current records of books are 12804667. In Theses database 257 universities are participated and 253312 unique theses records are there. In Serials database 213 universities are participated and unique records are 33184. VIDWAN is the premier database of profiles of scientists, researchers and other faculty members working at leading R & D organization and other Academic Institutions involved in teaching and research in India. In the VIDWAN database 12000+ experts from various subjects and institutions.

Networking and Quality Control
In this activity INFLIBNET created for promoting R & D activities in area of Networking and Quality management. It is to manage, maintain and timely update the campus wide Network and UGC INFONET. In UGC INFONET 200 universities are covered .But this project is closed on 31st March 2012. This activity is working progressively for implementing Total Quality Control (TQC) for in-house developed software. Training and workshop in the area of network management, security design and state-of-the-art technologies for library professionals across the country is being initiated by the group.

Software Research & Development
Software Research & Development is to develop library automation software and its future development of new technology concern to library automation activities in libraries. INFLIBNET develop the SOUL library automation software for the each type of libraries. 2708 libraries are used SOUL software

in India as on 31st March 2013. (SOUL, 2014) And also supported utility software are provides to the libraries for the development of library automation process

Human Resource Development

Human resource development process is very important for the any country for its development of each area. So, INFLIBNET also support to the institutions, colleges, and universities to train their library staff under seminars, workshops, training courses, IRTPLA (INFLIBNET Regional Training Program in Library Automation), CALIBER and PLANNER programme every year. Other many training programs are conducted collaboration of other institutions in India. It's very important to library development programme of libraries.

Manpower is critical factor for library effectiveness. It is necessary to equip library manpower with all the knowledge, skills, and capabilities needed to handle library operations in the new digital environment.

Open Source Software

source software are computer programs in which the source code is made available to the general public for use and or modification from its original design free of charge, i.e. open. There no. of open source software are made available in the world. Centre worked on open source software concern with the library and information science. Centre also support to develop Institutional Repository. INFLIBNET centre also create electronic theses and dissertations database for the researchers. It is fully open to the readers all over the world.

The Project entitled "National Library and Information Services Infrastructure for Scholarly Content (N-LIST)", being jointly executed by the UGC-INFONET Digital Library Consortium, INFLIBNET Centre and the INDEST-AICTE Consortium, IIT Delhi provides for i) cross-subscription to e-resources subscribed by the two Consortia, i.e. subscription to INDESTAICTE resources for universities and UGCINFONET resources for technical institutions; and ii) access to selected e-resources to colleges. The N-LIST project provides access to e-resources to students, researchers and faculty from colleges and other beneficiary institutions through server(s) installed at the INFLIBNET Centre. The authorized users from colleges can now access e-resources and download

articles required by them directly from the publisher's website once they are duly authenticated as authorized users through servers deployed at the INFLIBNET Centre. As on 27th January 2014 from all over India 3214 libraries are members.

Shodhganga
This project is very important for the researcher. Theses and dissertations are known to be the rich and unique source of information, often the only source of research work that does not find its way into various publication channels. Theses and dissertations remain an un-tapped and under-utilized asset, leading to unnecessary duplication and repetition that, in effect, is the anti-theses of research and wastage of huge resources, both human and financial. Shodhganga stands for the reservoir of Indian intellectual output stored in a repository hosted and maintained by the INFLIBNET Centre. Current status of Shodhganga is 155 universities are participated and 13036 theses are uploaded as on 27th January 2014.

Open Journal System
Scholars need the means to launch a new generation of journals committed to open access, and to help existing journals that elect to make the transition to open access. Open Journal Systems (OJS) is a journal management and publishing system that has been developed by the Public Knowledge Project through its federally funded efforts to expand and improve access to research. (PKP, 2014) In open journal system 14 open access journals are available for the researcher.

INFOPORTAL
The INFLIBNET Centre promotes open access to Indian scholarly content through the InfoPort: A Subject Gateway for Indian Electronic-Resources. InfoPort is a well-known subject gateway developed by MIMAS, UK; the InfoPort is designed and developed to serve as a comprehensive gateway to all Indian scholarly content. Only these data is available those eresources are from India. In this gateway total 1735 recourses are available no

E-Pathshala
The MHRD, under its National Mission on Education through ICT (NME-ICT), has assigned work to the UGC for development of e-content in 77 subjects at postgraduate level. 416 modules are available to post graduate

students. The content and its quality is the key component of education system. High quality, curriculum-based, interactive content in different subjects across all disciplines of social sciences, arts, fine arts & humanities, natural & mathematical sciences, linguistics and languages is being developed under this initiative named e-PG Pathshala.

UGC-Infonet Digital Library Consortium
The UGC-Infonet Digital Library Consortium was formally launched in December, 2003. In this consortium 419 universities are benefited. More than 7500 full text e recourses are available from 20+ international publishers to member universities and 5+ types of bibliographic database available under the subscription.

Conclusion
The INFLIBNET Centre is a great boon to Indian higher education system in satisfying its information needs. It may be hoped that many more activities and services will be added in the list of the INFLIBNET in future contributing to the progress and prosperity of the country.The importance of higher education every country library and information centre's role is very important. Because without library and information resources cannot be implementing, develop and grow the education system and policy. So, Indian Govt. decides the setup the INFLIBNET centre in Ahmedabad in 1991. And its objectives are to promote and establish communication facilities to improve capability in information transfer and access, which provide support to scholarship, learning, research and academic pursuit through cooperation and involvement of agencies concerned. Information and Library Network a computer communication network for linking libraries and information centers in universities, deemed to be universities, colleges, UGC information centers, institutions of national importance and R & D institutions, etc. avoiding duplication of efforts. And many more objectives are keeping in front of supporting the higher education of India. All services, activities and sources of INFLIBNET to help the education.

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Developmental Issues of Urbanization in India

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ABSTRACT

The unprecedented urbanization led by rapid population growth in the developing countries is considered as the primary cause for the global population growth. The explosive increase in population and the sprawling urban growth have far reaching social, economic, demographic, ecological and political implications in developing countries, as it brings in the strenuous burden on the weary shoulders of the developing nations to create and provide urban infrastructure, facilities and services for the surging population. India's urban population is undoubtedly vast at 377 million (2011 Census).

In international terms, India's urban growth can hardly be described as rapid. The urban development initiatives and efforts differ from state to state depending on the level of commitment the state governments have for strengthening of ULBs. But, in general the state governments prefer to neglect the interests of ULBs in spite of the 74th Constitutional Amendment. The increasing population, especially, the poorer people lead to housing shortage and creation of more slums. The institutional weaknesses of the urban local bodies at the other end are making service delivery inadequate and inefficient. The developmental issues and problems of urbanization like planning issues, housing problems, Service deliver issues, infrastructure needs and environmental issues are discussed in this paper. The methodology adopted in this paper in library method.

Introduction

The fast urbanization propelled by overall population growth dynamics in the developing countries is considered as the primary cause for the rapid global urban population growth. The explosive increase in population and the sprawling urban growth have far reaching social, economic, demographic, ecological and administrative implications in developing countries. It brings in the strenuous burden on the shoulders of the developing nations to create and

provide urban infrastructure, facilities and services for the surging population[i]. The corresponding increase in rural population was less than 250 percent. As a result, the rate of increase in urban population more than doubled from less than 11 per cent in 1901 to over 23 percent in 1981 and it reached to 31 percent in 2011 (Sharma, 2012).[ii]

India's urbanization is a paradox of sorts. The country's urban population is undoubtedly vast at 377 million (2011 Census). In international terms, however, India's urban growth can hardly be described as rapid. Yet, Indian urbanization is unique in terms of spread and nature of growth. If the spread is towards metropolitiazation, the nature of growth is haphazard, unregulated and disfunctionalism trend of administration. The Census of India identified six classes of cities and towns. Class I towns have a population of more than 100,000; Class II towns have a population ranging between 50,000 and 99,999. Class III towns have a range of population range from 20,000 to 49,000; Class IV towns from 10,000 to 19,999 and Class V towns from 5,000 to 9,999. Class VI towns have a population of less than 5,000[iii]. Over one third of India's population lives in urban areas. There are 53 urban agglomerations with population of more than one million, and about 160.7 million persons or 43 percent of the total urban population live in these million-plus cities as per 2011 census[iv]. Though overall urbanization in India is proceeding at a modest pace, the concentration of people in the million-plus cities is posing complicated issues to governments.

1. Developmental Issues of Urbanization

It is unplanned and haphazard urban growth which creates complex problems challenging the capacities of the urban administration. At the other end, the likely increase in urban productivity and population due to the new economic policies of the Government of India will place a heavy demand on then existing urban infrastructure and services. The infrastructure deficiencies and in equities in urban areas are serious impediments in enhancing the productivity[v]. The slums and poverty issues are already threatening the urban life.

India's urban financial spectrum reveals gross under spending inadequacies exposing the abilities of central, state and local the governments which are either directly or indirectly concerned with urban development. Recent reports suggest that India spends $17 per capita per year in urban infrastructure, whereas the most benchmarks suggest a requirement of $100.

The investment required for building urban infrastructure in India, over the next 20 years, is estimated at approximately US$ 1 trillion by the Planning Commission, (2012)[vi]. This is clearly beyond the fragile capacities of the urban local bodies which demands increased assistance from the central and state governments. Grossly insufficient spending on core urban services in general has led to widespread scarcities in the basic services and much talked about infrastructure deficiencies in the cities and towns across the country.

Historically, the urban local governments lacked adequate resources and powers due to lack of support of the state governments in India. The revenues of the urban government institutions declined over a period after Independence where as the urban demands and needs grew enormously. Absence of Constitutional status was considered one of the main reasons for the neglect of urban government in India. The 74th Constitution Amendment Act, 1992 has given much needed Constitutional status to municipal governments while putting them on a firmer footing in the spirit of democratic decentralization[vii]. The state governments, even after the Constitutional Amendment, continue neglect the urban local needs are to priorities of state governments in rural areas in terms of population. Unfortunately, the financial problem persists even after increased devolutions from the state and central governments through the constitution bodies like the Central and State Finance Commissions.

Apart from the financial problems, the urban administration suffers from fragmentation especially, in the metro cities like Delhi, Mumbai, Calcutta, Chennai, Bangalore, Hyderabad, etc. Several autonomous installations like the urban development authorities, water supply boards, slum clearance boards, etc are created which brings problems of coordination. With the proliferation of agencies, coordination is missing leading to confusion and chaos in urban governance. Several reforms in accounting, planning, citizen grievance areas taken-up but the results are not encouraging. In fact, the improvements are sporadic and inadequate.

2. Urban Challenges in India

Urban areas are facing several developmental problems posing critical challenges to the urban governments. If haphazard growth poses planning and environmental problems, the rapid pace of urban growth puts tremendous pressure on urban services demanding more focus on infrastructure facilities. The increasing population, especially, the poorer people, leads to housing shortage and formation of more slums. The institutional weaknesses of the

urban local bodies at the other end are making service delivery inadequate and inefficient. These issues and problems are outlined in the following.

Planning Issues:

- Haphazard growth leads to unplanned development in urban areas.
- Many urban governments lack modern planning framework while the multiplicity of agencies obstructs integrated and efficient planning and land use.
- Rigid master plans and restrictive zoning regulations limit the land available for building, constricting cities' abilities to grow in accordance with changing needs[viii].

Housing Problems:

- Rigid building regulations limit urban density such as floor space indexes and reduce the number of houses available thereby pushing up property prices.
- Outdated rent control regulations reduce the number of houses available on rent – a critical option for the poor.
- Poor access to micro finance and mortgage finance limit the ability of low income groups to buy or improve their homes.
- Weak finances of urban local bodies and service providers leave them unable to expand the trunk infrastructure that housing developers need to develop in new sites.

Service delivery Issues:

- Most services are delivered by city governments with unclear lines of accountability.
- There is a strong bias towards adding physical infrastructure rather than providing financially and environmentally sustainable services.
- Service providers are unable to recover operations and maintenance costs and depend on the government for finance.
- Independent regulatory authorities that set tariffs, decide on subsidies, and enforce service quality are generally absent.

Infrastructure Needs:

Most urban bodies do not generate the revenues needed to renew infrastructure, nor do they have the creditworthiness to access capital markets for funds.

- Urban transport planning needs to be more holistic – there is a focus on moving vehicles rather than meeting the needs of the large numbers of people who walk or ride bicycles in India's towns and cities.
- Growth of urban areas beyond municipal limits is posing administrative problems.

Environmental Issues:

- Industrial pollution has become critical factor leading to environmental decline in cities and towns.
- The deteriorating urban environment is taking a toll on people's health and diminishing productivity.
- Recent experiences in Delhi and other major cities are bound to continue due to inadequate administrative response.

The above issues and problems are common across the country. In view of the importance of the urban areas in the national productivity or GDP which is already over 60 percent, there is need for concerted efforts by the central, state and local governments. Implementable developmental strategies, increased spending, building proper urban data base, increasing the capacities of urban institutions are utmost important. At the same time, peoples' participation in local governance is very important to offer an accountable and people centered governance. General public are less sensitive to the urban issues though they face the problems on daily basis. The constitution Amendment has provided institutional support required in the form of district planning committees, reservations, ensuring local democracy etc. But the real need is commitment of the state authorities and positive support to local authorities. Implementation of various development scheme sand projects is the crucial element here. If programmes are not effectively implemented the goals remain elusive.

3. Conclusion

The increasing population results in rapid urbanization albeit with growing concerns and issues of urbanizations. The process of urbanization is moving in slow-pace because of various policy setbacks and infrastructural drawbacks. The institutional weaknesses of the urban local bodies at the other end are making service delivery inadequate and inefficient. In order to address the challenges of urbanization, it is essential that governments should look into the aspirations of the people, and design demand specific policies that could address the current and future challenges.

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A Modern Approach of Indian Writing In English: An Overview

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ABSTRACT

T*his article presents the information about the modren approach of Indian Writing in English. Salman Rushdie, based on the grand survey of the past 50 years of Indian writing, formed his opinion on Indian writing in English as: "The prose writing created in this period by Indian writers working in English is proving to be a stronger and more important body of work than most of what has been produced in the 18 'recognized' languages of India . . . and this still burgeoning Indo-Anglian literature represents perhaps the most valuable contribution India has yet made to the world of books." Srinivasa Iyengar says in Indian Writing in English as: "the novel as a literary phenomenon is new to India."[1] Though there was a vague practice of the writing of novel in India, the novel as a serious literary form originated during the "Literary renaissance" which took place in the later half of the nineteenth century in Bengal.*

Keywords: Language, English Writing, Modren Approach

Introduction

The novel in India developed mainly as a means of social criticism and satire leading to transformation. Bankim Chandra Chatterjee (1838-94) exposed the plight of characters caught in the severe and rigid system of joint family. In *Binodini* (*Choker Bali*) Tagore dramatises the sociological and philosophical problems faced by a young woman. Sarat Chandra Chatterjee attempts in his novels to appraise the Indian mind in terms of realism. There was an equally serious criticism in the South Indian novels covering economic exploitation, caste system and the miserable condition of young widows. The introduction of English education was a turning point in the history of India because it brought the Indian mind into a happy contact with the Victorian novel. According to Srinivasa Iyengar, "Before 1947 the English models were the

major outside influences on the Indian novel. After Independence, however, novelists in India have shown themselves susceptible to the influence of American and European models, and also models from oriental countries."[2] While considering the novel as a literary genre, one has to take into account the history of English in India. Prose fiction in India has a long tradition. The real beginning of the novel writing in Indian writing in English is with the publications of Bankim Chandra Chatterjee's *Rajmohna's Wife* (1864), Raja Lakshmi Devi's *The Hindus Wife* (1870), Toru Dttu's *Binaca* (188) , *Ananda Math* (1882) by Bankim Chandra Chatterjee and Bana Bhatta's *Kadambari* and Subandhu's *Vasavadatta* were considered the first novels. But since they had loosely constructed plots, they have not been called pure novels. Later, up until the middle of the 19th century, there was no trace of novel writing in India. After the West had made its impact on Indian writing in Bengal the 'literary renaissance' first manifested gradually evolved into the corpus of writing. It was also repeated   in Madras, Bombay and other parts of India.

The 'modern' novel in India made its appearance first in Bengali and then in a number of other regional languages and in English simultaneously. It is said that the novel in Bengal has passed through three stages. Ananda Sankar Ray, a prominent Bengali novelist says: "at the time of Bankim's writing, the chief question was how to restore the national self-respect and in Rabindranath's time, it was how to bridge the East and West and in the dynamic age, it is how to identify with the common people."[3]

Though Rabindranath Tagore is the author of many literary works, the English *Gitanjali* is the one that made him famous all over the world, winning the Nobel Prize in 1913 among other awards. He was a very considerable novelist too, but when he was writing, he had been in the shadow of Bankim Chandra Chatterjee. Yet he succeeded with his first novel Choker *Bali* (1902) which was rendered into English with the title *Binodini.* It is the story of a young widow. Surprisingly, both Bankim and Rabindranath dealt with the same theme in their respective novels.   But Tagore's theme is subtler, more convincing psychologically than that of Bankim.   Though Tagore tried to imitate Bankim in his work *Choker Bali*, he later found his own voice.

Sarat Chandra Chatterjee (1876-1938) was a writer, who avidly read the works of both Bankin Chandra Chatterjee and   Rabindranath Tagore.

Although   influenced by them, he courageously portrayed the lives of the down-trodden and middle class people. The three novelists Bankim, Tagore and Sarath (B.T.S) are called *triune glory*, in Indian literature.

The ups and downs in the Bengali novel represented the vicissitudes on the Indian novel itself. Directly or indirectly there had been the influence of the West on the development of the Indian novel. One can notice a drastic change between Indian English novel before Independence and after Independence. Before Independence the English models were the major outside influence on Indian novel. In this regard Srinivasa Iyengar says, "After the advent of Independence, the more serious novelist has shown how the joy of freedom has been more than neutralized by the tragedy of the 'partition,' how in spite of the freedom there is continuing corruption, inefficiency, poverty and cumulative misery, how, after all, the mere replacement of the white sahib by the brown sahib cannot effect a radical cure for the besetting ills of India."[4]

It is true that now, more than ever before, a large number of novels are being published. Though there has been a lot of demand and encouragement to the novel, only a few novelists who are able to make a reasonably comfortable living out of their art are continuing with novel writing. Indian novelists in English are facing many difficulties _ the problem of the choice of a subject, the choice of the medium and the choice of the technique. However, the novelist is basically an artist. Hence, what he writes can encompass human life and can exploit all the grace and freedom of art. The novel is a means of expression for the writer and it is ultimately for love and compassion of man. He expresses his understanding of man, nature and God through language, form and technique. Whatever may be the subject _ an account of life in the past, a segment of contemporary life, the problem of ethics or politics, a revolutionary movement _ the novelist's understanding and love will make his writing transcend the merely local and topical, and attain the vitality and dignity of creative literature. The novel is a living and evolving literary genre in India, and is cast by the hands of its practitioners. It is rich in content and is wide in range. In recent years the English novel in India has shown a marked tendency to   address itself to the western audience.

For the background of the novel the novelists in India used different settings, and themes.   Many of R.K.   Narayan's novels have their setting in an imaginary town situated on the bank of an imaginary river, Sarayu. In the

famous novel *Kanthapura* of Raja Rao, the river, Hemavathy is a person and a presence too.   Tagore's The *Home and the World*, Mulk Raj Anand's *The Sword and the Sickle* and K.A. Abbas' *Inqilab* deal   with politics in the context of the revolutionary movements of the twentieth century.

Kushwanth Singh's *A Train to Pakistan* (1956) gives a graphic account of the pangs of separation of the two nations _ India, and Pakistan. The theme of this novel is mixed with horror, humanity and compassion. Besides these themes and backgrounds, novelists like Romesh Chunder gave prime of place to the exposure of social evils in *The Lake of Palms (1902)*. After Bankim's use of the sanyasi (in the form of masquerade) in his novel,   the theme appeared in many   fictional   works in   India. For instance,   Bhabani Bhattacharya creates a fake swami in his novel, *He Who Rides a Tiger*. The protagonist Kalo exploits the weakness of people and their blind beliefs, and cheats them in the name of 'Lord Siva.' In R.K. Narayan's *The Guide,* Raju becomes a swami   by chance.   Through Raju's character the reader understands that though there is a temporary gain in easy fortune a false personality never endures.

The stream of consciousness is one of the major narrative techniques.   In India novelists like Shakuntala Shrinagesh in her *The Little Black Box* (1955) and Anita Desai in her C*ry, the Peacock* (1963) and *Voices in the City* (1965), used this technique   imaginatively.   There is no lack of variety in novel writing in India to meet the needs of all kinds of readers. Purushottam's *The Living Mask* and the novels of Suddin are works of fantasy. Also we have detective   novels   like   S.K.   Chettu's   *Bombay   Murder*   and   Kamala Sathinandhan's *Detective Janaki* and philosophical novels like Raja Rao's The *Serpent and the Rope* and *The Cat and Shakespeare.*

Indian writers have achieved international fame through their novels. Writers such as Arundhathi Roy and Jhumpa Lahiri have been accorded great recognition around the globe. Arundhathi Roy with her debut novel *The God of Small Things* made waves all over the world and was given The Booker Prize for the year 1997. The importance of the novel lies in its dealing with social evils and resurrection out of the sphere eventually. A novel's primary purpose is sometimes to spread and carry successfully a message enabling the identity of a man and scaffolding to sustain it.   The novels of Dickens thus still have a significant place in English literature. All his novels reflect the unbearable conditions of the English society of his time.

R.K. Narayan, Mulk Raj Anand and Raja Rao, Bhabani Battacharya, Manohar Malgonkar, and Salman Rushdie have all exposed different sociological issues according to the demands of time and contemporary imperatives. Narayan opines about novel, in his *Reluctant Guru*:

a novel is about an individual living his life in a world imagined by the author, performing a set of actions contrived by the author. But to take a work of fiction as a sociological study or a social document could be very misleading. My novel *The Guide* was not about the saints or the pseudo-saints of India, but a particular person.[5]

Another Indian writer Bhabani Bhattacharya has this to say about the novel:
I hold that a novel must have a social purpose. It must place before the reader something from the society's point of view. Art is not necessarily for art's sake. Purposeless art and literature which is much in vogue does not appear to me a sound judgement.[6]

Thus Anand, one of the very first Indian novelists in English, sensitively treats in *Untouchable* the atrocities suffered by a scavenger, Bhaka. Scavengers are looked down upon because they are viewed as 'pariahs,' the low-caste people. Basically, the caste system is out-worn and exploitative but in order to protect the interests of a few people it is being perpetuated. Anand depicts the tensions in Indian society that makes the reader experience the poverty, suffering, sincerity, and humanity of a sweeper boy. Through Bakha he drives home to the readers the cruelty and villainy of the upper caste people. Th irony of the novel is that Bhakha was sacrificed for the 'dirt' of the mass including the upper caste people. He was discharged his profession honestly. He says "They call us dirt because we clean their dirt." Anand is aware of the social change that has taken place with the appearance of Gandhi on the Indian political and social scene. Gandhi strongly argued that the Bakhas of India should find a place in the temples of India and feel the experience of redemption. The remedy is suggested by the novelist to avoid the manual scavenging by machine by adopted western method of toilet.

Raja Rao's *Kanthapura* is very different from Anand's *Untouchable* since Raja Rao shows how a Brahmin boy has to encounter prejudice and harshness in order to mobilize and unite a rustic community against injustice and economic exploitation.   Like Anand, Raja Rao too is realistic in his novel experience of paradoxes.

Indian novelists have also artistically exploited the socio-political changes that took place in India during the time of struggle for Independence. The image of Gandhi in R.K. Naryan's *Waiting for the Mahatma,* K.A. Abbas's *Inqilab,* and Chaman Nahal's *The Crown and the Lion Cloth* suggest that literary realism explores new areas of worldly experience as and when they become accessible to the creative artist. Khushwant Singh's *A Train to Pakistan,* Rajan's *The Dark Dancer* are a powerful comment on the problems and the chaotic conditions that India faced after the partition. In Rajan's words:

India today is facing radical challenges not merely in its sociological landscape but perhaps even in that immemorial landscape of the heart. The clash is not simply between East and West (a conventional but deceptive stylization) but between the mores of a pre-urban civilization and one committed to drastic industrial growth. The question to be answered is whether the Indian tradition with its capacity for assimilation and its unique power of synthesis can come to terms with the new (and the new is the inevitable) without deep erosions in its fundamental character. In creating an image of his challenge there is perhaps a part to be played by the man of mixed sensibility, caught between cross fires, whose own mind is a microcosm of what he seeks to convey.[7]

In Rajan's *The Dark Dancer*, the protagonist, Krishna finds the West attractive but unstable and the East unattractive but compelling. Many Indian novelists treat the East-West encounter with varying degrees of success. The question of East-West encounter often arises when the writer wants to express his feelings and opinions about his society in a foreign language. The problem the writer faces concerns the nature of literature he wants to produce its relation to its roots and the role of the English language. Wole Soyinka, the Nigerian playwright, who writes in English says, "We must remember that tradition can be an oppressive force."[8] The writers concentrating on their special ways of using English, different in their expression, use of idioms and phrases, and knowing the differences between their own languages and English face some questions which need to be discussed. But, critics like William Walsh in his book *A Manifold Voice* stresses the hospitable nature of the English language. Through the passage of time it "has acquired a wide provenance capacity to move in the profoundest rhythm, and to be in sympathy with an extraordinary range of sensibilities."[9]

At the University of Hawaii in March 1971, the students asked Bhabani Bhattacharya a pointed question: Why should an Indian depicting the life of his country should write in a foreign language such as English? His answer was:

I have loved writing in English. The creative writer must have full freedom to use the language of his choice. If he decides on a foreign tongue, he will have to cross immense technical hurdles, but that is his headache. I have enjoyed the challenge of this literary problem _ expressing Indian life in the idiom of an alien language.[10]

The writer learns his mother tongue and inherits his culture as a child and his schooling and education have major impact on him. The native culture of the writer oppresses him and the western culture by its cosmopolitanism tries to alienate him from his native culture. Therefore he hesitates to express his views about his society and culture in a foreign language. He may not have an access to learn a language with a linguistic nuance.

In the modern world the pull towards expressing, or making room for an international culture has had considerable _ sometimes beneficial, sometimes devastating _ impact on writers, regardless of their country of origin. But it was also recognised as true that several writers have fashioned out their art to their very struggle to resist such a homogenising and universalising force and the kind of cultural conflict caused by the relationship of colonizer to the colonized was not at the centre stage as it was in the colonies themselves. A typical modern work in India shows the interaction of cultures more vividly than a typically English or even American work. As Amirthanayagam rightly says:

The encounter between cultures does not often take the form of a mature interpretation. A country of immigrants had necessarily to cope with a desire to draw on separate, external cultural sources, if only to assert a personal voice in the chaos of a vast, unopened country.[11]

The Third World writers struggle to give form and meaning to a double experience _ the first one is attachment to his own culture and the other an understanding of a foreign culture, caused by his interest to write in that language.

Though novelists like Raja Rao, Mulk Raj Anand and R.K. Narayan started writing in the early thirties and continued to write throughtout 20th century about the changes on the political, social and cultural fronts, they never

deliberately related these changes to the individual psychology. R.K. Narayan gave a little importance to psychological exploitation in his fiction. The reader is entertained with an account of the thought process of his characters.

Anand reserved a lot of sympathy for and gave importance to the characters who are down-trodden and in the same measure he hated the characters representing the rich and high class.   His fiction thus deals with the class norms rather than the personal mores of the characters. Raja Rao exclusively views the people from philosophical heights. Later Bhabani Bhattacharya and Manohar Malgonkar too have not varied much in their fictional concerns. Yet the Indo-Anglian writers demonstrated through their writings that the work of art aims at achieving with an effort to exercise ' the quest for identity' in order to ensure the literary world test the exploitation of the genre of writing novels is not a mere achievement.

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Poor Achievement Motivation of Disadvantaged Girls at University Level with Special Reference to their Socio-Economic Status and Available Current Educational Facilities

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ABSTRACT

The present research study aims to investigate the factors affecting achievement motivation of University level tribal girls studying under different colleges under Utkal University. The variables under consideration by the researcher were the poor achievement motivation which has relationship with their poor academic performance (disadvantaged girls) as a dependent variable and the social economic status and educational facilities were independent variables. The paper reviews literature on how socio-economic status and educational facilities of the girls affects the education of disadvantaged section. The sample comprised of 100 students of Jajpur, keonjhar and Mayurbhanj District studying in different constituent colleges under Utkal University. To justify the above title researcher have taken three research questions along with same number of objectives.

The findings revealed that social economic status and currently provided educational facilities have significantly contributed the academic performance and achievement motivation of disadvantaged girls students. A good number of suggestions were also proposed that will be helpful to improve the academic performance of graduate students at University level in particular reference to the disadvantaged section. Finally, Suggestions for parents on how to overcome personal and economic challenges and to help in the Educational process of their children were presented. Conclusions from the literature were drawn, and the paper concludes that Parents" socio- economic backgrounds and govt.'s educational facilities influenced the Education of the disadvantaged children at university level.

Keywords: Achievement, Motivation, disadvantaged girl's, socio-economic status, educational facilities etc.

Introduction

In this present age of globalization and technological revolution, education is considered as a panacea for every problem in the development and all human activity. It plays an important role in the development of human civilization, capital and is also linked with an individual's well-being and opportunities for better standard of living, it's not only for the people of upper caste but also its general and it's now very much important for the disadvantaged people as they are deprived of such proper opportunities. It ensures the acquisition of knowledge and skills which is needed for tribals especially for the women sections that enable the tribal family as a whole to increase their productivity and improve their quality of life. This increase in productivity through the participation of tribal women those are now lack behind the production also leads towards new sources of earning for the tribals which enhances the economic growth of a country in general.

Now-a-days government has spending a vast amount of money only because of quality of students' performance in general and tribal section in particular and its remains at top priority for an educator in all levels it may be primary or university. It is meant for making a difference locally, regionally, nationally and globally. The formal investigation regarding the role of different demographic factors rooted back in 21st century tribal women studying in different universities. Generally these factors include age, gender, environmental belongingness, ethnicity, marital status, socioeconomic status (SES), parents' education level, parental profession, language, income, religious affiliations and the available current educational facilities. In a broader context demography, socio-economic status and current educational facilities are referred to as responsible potential factors for educational attainment of tribal women studying in different universities. Unfortunately, defining and measuring the quality of education is not a simple issue and the complexity of this process increases due to the changing values of quality attributes may be their motivation or others associated.

Besides other factors, socioeconomic status is one of the most researched and debated factor among educational professionals that contribute towards the academic performance of students. The most prevalent argument is that the socioeconomic status of learners affects the quality of their academic performance. Most of the experts argue that the low socioeconomic status has negative effect on the academic performance of students because the basic

needs of students remain unfulfilled and hence they do not perform better academically (Adams, 1996). Also the less available educational facilities creates educative environmental deficiencies which results in low self esteem of students which leads to poor achievement motivation in case of tribal women. More specifically, this study aims to identify and analyze factors that affect the quality of tribal women students' academic performance and their motivation for academic achievement.

Review of literature

It is the fact that educational services are often not tangible and are difficult to measure because they result in the form of transformation of knowledge, life skills and behaviour modifications of tribal learners in different field according to their interest. So there is no commonly agreed upon definition of causes and quality that is applied to education field for better achievement motivation. So the causes of poor achievement motivation in relation to tribal women in education are varies from culture to culture. So here many studies have established the impact of socioeconomic status and current educational facilities on poor achievement motivation of tribal women studying in higher education. **Caldas & Bankston, 1997; Jeynes, 2002; Parelius & Parelius, 1987; Mitchell & Collom, 2001; Ma & Klinger, (2000)** The SES can be deliberated in a number of different ways; it is most often calculated by looking at parental education, occupation, income, and facilities used by individuals separately or collectively. Parental education and family SES level have positive correlations with the student's quality of achievement. **Roberts, (2007)** Theory of Educational Productivity by Walberg (1981) determined three groups of nine factors based on affective, cognitive and behavioral skills for optimization of learning that affect the quality of academic performance: Aptitude (ability, development and motivation); instruction (amount and quality); environment (home, classroom, peers and television). **Barnard, 2004; Henderson, 1988; Shumox & Lomax, (2001)** The home environment also affects the academic performance of students. Educated parents can provide such an environment that suits best for academic success of their children. The school authorities can provide counseling and guidance to parents for creating positive home environment for improvement in students' quality of work (**Marzano, 2003**). The academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success. **Puhan et al. (2017)** studied learning style preferences of 100 tribal students of University level and

explored the relationship between student's learning styles preferences and their achievement. So, there is a relationship between the teaching strategies of the teacher and the learning preferences of the students. Concept of learning style is important for learners, teachers, parents, guidance workers, administrators and planners. **Woessmann, (2008**) Returns on educational investments are higher in early, primary and secondary education due to their effects on facilitating later learning. The substantial long-lasting effects of early years education on economic and social outcomes are particularly high for children from disadvantaged backgrounds, whose home environments may not provide them with the foundation skills necessary to prosper at later educational stages. This is why investing as early as possible in high quality education for all and in supporting students from disadvantaged backgrounds is a cost-beneficial strategy: it pays off. **Ayoub et al. (2009)** Associations between negative emotionality and cognitive performance of children living in poverty have been examined by some research. The Early Head Start is a federally funded (US) early childhood development program aimed at low-income families. Early head start (EHS) research and evaluation project was a prospective study of 3,001 children and families living in poverty. Also found 1–3-year-old children who had higher levels of negative emotionality evidenced more rapid rates of decline of cognitive skill scores.

The protective effect of EHS on such children's cognitive skill performance however was quite evident. Children who were enrolled in EHS had higher cognitive skill scores at three years of age than their peers who were not in EHS. **Tobler, Komro, Dabroski, Aveyard, & Markham, (2011**) Possible reasons cited were lack of role models in the low academic progression areas where they lived. Equally importantly because teaching work force and learning resources available in schools in high poverty areas are not as rigorous as those in posh/urban schools. Similarly, high risk behaviours such as drug abuse marijuana, stealing, participating in group against group fight has been linked to lower SES pupils residing in deprived localities. One of the arguments for such behaviour could be to try to fit among other children in neighbourhood. It is easier to fit into neighbourhood community by acting like the majority rather than being branded as too idealistic and being a trend setter. A longitudinal RCT conducted in Chicago shows significant benefits of value-added education in preventing the link between SES and these high risk behaviours. **Greene (2009)** using data from the National Educational

Longitudinal Study showed racial-ethnic minority students are disproportionately placed into lower level academic courses and programs including vocational education. The young learner's response is lower school engagement as opposed to their white peers. This perhaps is one of the factors leading to unrealised academic potential among black students. **Graetz (1995),** in their study on the influence of social and economic disadvantage in the academic performance of school students noticed, where the parents or guardians have social, educational and economical advantage definitely strengthen the higher level success in future. But it is also noted that these parents make available sufficient psychological and emotional shore up to their children by providing good educational and learning environment that produce confidence and the improvement of skills needed for success.

Rationale of the study
The present study is based on critical analysis of some potential factors responsible for low achievement motivation in between tribal women as a result they are facing social inequality within the men dominating society. Researcher and many educationists see that educational system as perpetuating the status quo by dulling the lower classes into being obedient workers. They also agreed that the educational system practices sorting, and argue that schools sort along distinct class and ethnic lines. According to them, schools train those in the working classes to accept their position as a lower-class member of society. This inequality of resources in society is the source of conflict and, that schools are ultimately linked to the kinds of economic opportunities individuals have. They think Education and Schools can play a vital role in legitimizing the inequalities and transmitting knowledge in accordance with the power elite"s interests. Social class awareness, ethnical superiority and gender difference are transmitted via Language and culture is embedded within the formal curriculum. But it is also fact that to provide better motivation to tribal women in higher education the system should provide importance to current educational facilities along with their low economic and social condition. Several factors can however potentially limit a child's interest for better academic achievement. Contextual indicators continue to be the determining parameters for educational attainment, learning trajectories and careers. Adversities in education are faced by ethnic minorities, refugee/ asylum seekers, immigrants, young people who have spent time in care and poorer pupils.

Socioeconomic status has a relatively strong impact on low achievement motivation in particular reference to the tribal women compared to other factors. However, there is a question as to how far the strength of the parent's socioeconomic status could inspire a child to achieve academic success. Parental involvement has a positive impact on student achievement at all socioeconomic levels, though involvement is probably more important for low socioeconomic schools, as they are more likely to have lower test scores and graduation rates. Regardless of income, ethnicity or background, students with better available educational facilities are more likely to earn higher grades and test scores, have better attitudes, behavior and attendance, and graduate and go onto additional education in higher education level. Higher facilities in education and better socio-economic status are associated with higher educational expectations, enrolment in gifted and talented programs in case of disadvantaged girls, and positive perceptions of school.

Educators, trainers, and researchers have long been interested in exploring variables contributing effectively for quality of performance of learners. These variables are inside and outside school that affect students' quality of academic achievement. These factors may be termed as *student factors, family factors, school factors and peer factors, so here an attempt to find out the probable solution of these root causes with following issues and objectives for tribal women point of view.*

Issues in Hand
Following are the issues or research questions upon which the analysis will be based on:
1. *What is the present achievement motivation level of tribal women studying in higher education level?*
2. *Whether there is any relationship present between achievement motivation of tribal girls and their present socio-economic status?*
3. *Whether there is any relationship present between achievement motivation of tribal girls and their present available educational facilities available for them?*

Objectives
The present study addressed with the following objectives:
1. *To study the achievement motivation of tribal girls students of university level.*
2. *To find out the achievement motivation of tribal girls students with respect to their socio-economic status.*
3. *To study the achievement motivation of tribal girls students with respect to their current educational facilities available.*

Methodology of the study

Descriptive survey method used in the study as the investigators tried to get information about more than one variable also with better understanding of perceptions of stakeholders (Hittleman and Simon, 1997). Through this method information about conditions, situations and events that occur in the present can be obtained (UNESCO, 2005). Therefore, in the present study the investigator used this method to explore all possibilities to highlight, measure the impact and effectiveness of motivation on tribal women's motivational level, in the same time researcher tried to highlight different potential factors like current educational facilities and socio-economic status for low achievement motivation for the tribal up-liftment and better education.

Sample of the study

The present study involved 100 university level tribal students from different district like; Keonjhar district, Jajpur and Mayurbhanj of Odisha were sample selected in the study.

Description of sample

Table:1

Demographic representation of sample

District	Sample Size	% of sample size
Keonjhar	50	50%
Jajpur	25	25%
Mayurbhanj	25	25%
Total	100	100%

Sampling strategy

Multistage stratified random sampling technique was employed for selection of various subjects of the study namely; blocks, clusters, schools. Holton & Burnett (1997) states that: "ultimate function of stratification is to organise the population into homogeneous subsets and then select appropriate number of elements from each. It permits the use of different sample designs for different portions of the population"

Tool for the present study

Two instruments were used in carrying out the study: the investigator used the following tools for collecting data:

1. *Mehta's (1969) Achievement Motivation Inventory*

For obtaining the achievement motivation score, the investigators have adopted the Achievement Motivation Inventory (AMI) developed by Prayag

Mehta (1969). The inventory has been developed for use of studies of girls studying in P.G. this inventory measures achievement motivation of students. It also measures the task related behaviour which is not related to achievement motivation indicated as U.R. this inventory consists of 22 items with 6 responses to each item. In each item out of 6 responses 2 are related AR, two are TR and 2 are UR. The students have to put a tick (√) mark against the responses which they think the best cause of the statement. They are asked to check only one alternative. The time limit of the test is 30 minutes.

2. B.Kuppuswamy (1962) Socio-Economic Status Scale

Socio-Economic Status Scale developed by B.Kuppuswamy (1962) has been used to assess their socio-economic status. The scale consists of three variables namely (a) education (b) income and (c) occupation. Each of these categories has seven sub-categories. Total score of subcategories were checked in each a criterion shows the socio-economic status of the subject. The time for the administration of socio-economic status scale is 10 minutes. The author has used following methods of determining the validity of the scale as matching against the outside criteria (b) distribution pattern (c) comparison of dichotomous group.

Statistical Techniques Use

Keeping in view of objectives of the study the data so collected was statistically analyzed by using Mean, Standard Deviation and 'ANOVA' - test.

Analysis and interpretation

Analysis of Data means studying the organised materials in order to discover the inherent facts. The data collected through different sources are to be studied according to objectives from many angels as possible to explore the new facts. So the data were tabulated and organised and Mean, SD and '' were calculated and summary table were given in the following manner according to objective.

Table 2
Summary of Analysis of Variance for achievement related (AR) dimension

Sources of Variance	df	Sum of Square Variance	Mean Square variance	F
Between Group	5	185.25	37.05	3.949*
Within Group	94	881.72	9.38	

On the basis of above statistical analysis it is revealed that the computed 'F' value of achievement related dimension for both socio-economic status and

current available facilities of education is 3.949. The table value of F at 0.05 level is 2.62 and at 0.01 level is 3.90. The calculated F value 3.949 is greater than the both table value, hence F is significant at both 0.01 and 0.05 level. With above value it can be inferred that there is strong and significant difference in achievement motivation related dimension with respect to their socio-economic status and current available educational facilities of tribal higher education students studying in university level.

Table 3
Summary of Analysis of Variance for Task related (TR) dimension

Sources of Variance	df	Sum of Square Variance	Mean Square variance	F
Between Group	5	62.83	12.57	4.12
Within Group	94	286.7	3.05	

Present analysis revealed that the computed 'F' value of task related dimension for both socio-economic status and current available facilities of education is 4.12*. The table value of F at 0.05 level is 2.62 and at 0.01 level is 3.90. The calculated F value 4.12* is greater than the both table value, hence F is significant at both 0.01 and 0.05 level. With above value it can be inferred that there is strong and significant difference in achievement motivation related dimension with respect to their socio-economic status and current available educational facilities of tribal higher education students studying in university level. It means the task related dimension of achievement motivation do very according to their High, Middle or low socio-economic status and according to better and bad available educational facilities available for them it may be university college level or from the government side.

Table 4
Summary of Analysis of Variance for Un-related (UR) dimension

Sources of Variance	df	Sum of Square Variance	Mean Square variance	F
Between Group	5	97.7	1.95	0.63
Within Group	94	73.2	3.05	

On the basis of above statistical analysis it is revealed that the computed 'F' value of unrelated dimension for both socio-economic status and current available facilities of education is 0.63. The table value of F at 0.05 level is 2.62 and at 0.01 level is 3.90. The calculated F value 0.63 is not greater than the both table value, hence F is not significant at both 0.01 and 0.05 level. With above value it can be inferred that there is no strong and significant

difference in un-related dimension with respect to their socio-economic status and current available educational facilities of tribal higher education students studying in university level. It means the unrelated dimension of achievement motivation do very according to their High, Middle or low socio-economic status and according to better and bad available educational facilities available for them it may be university college level or from the government side.

Major findings

Following are some major finding of the present study

1. There is strong and significant difference in achievement motivation related dimension of higher education tribal students with respect to their current socio-economic status and current educational facilities available in their educational institution.
2. There is strong and significant difference in task related dimension of higher education tribal students with respect to their current socio-economic status and current educational facilities available in their educational institution.
3. There is no significant difference in un-related dimension of higher education tribal students with respect to their current socio-economic status and current educational facilities available in their educational institution.
4. Family characteristics like socio economic status (SES) are significant predictors for students' performance at higher education level besides the other school factors, peer factors and student factors. Higher SES levels lead to higher performance of students in studies, and vice versa.

Suggestions

Following are some suggestions according to above findings ad statistical analysis for creating better atmosphere for tribal girls in higher education level.

1. Tribal Girls usually show more efforts leading towards better grades at higher education stage. It is very important to have comprehensible understanding of the factors that benefit and hinder the academic progress of an individual's education.
2. A lot of resources and time for an educator is needed to identify all these factors first and then plan the classroom activities and strategies of teaching and learning in special reference to teach tribal students in higher education level. It also requires proper training, organizational planning and skills to conduct such studies for determining the contributing factors inside and outside school in particular reference to tribal areas and women.

3. Government should begin to work towards the eradication of educational inequalities among peoples within the same territory, issues of gender disparity, and socio-economic inequalities in the country.

4. The government should employ different NGOs and agencies like family care agencies, research institutions, social work agencies and interventions to the important of parental involvement and their role in helping their children to have better motivation for achievement in education.

5. Often, there are lower academic expectations by govt. and society for disadvantaged sections of students, while there is evidence that certain pedagogical practices of the teachers and proper educational facilities can make a significant difference for low performance of tribal higher education students. To improve learning in higher education among tribal women, policies need to ensure and facilitate that disadvantaged section girls to promote the use of a balanced combination of student-centred instruction with aligned curricular and assessment practices.

Conclusion

University level tribal women students had low Achievement Motivation because majority of students had poor academic facilities and their poor socio-economic status. The constructive dimension of learning style is significantly related to achievement motivation of university students. So, teachers can make use of various tribal specific tactics, methods, life situation, teaching techniques to improve achievement motivation of tribal women students. The present study may help to develop the intricate relationship between the teaching strategies of the teacher and the learning preferences of the tribal women students.

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A Study on the Pre-Service Teacher Education Programme with Reference to School Internship

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ABSTRACT

The paper highlights on the prevailing practice of pre-service teacher training programme that needs revamping. The researchers observed some of the practice lesson in the elementary schools and basing on that interacted with the principal and teacher educator on the basis of the observations the following objectives were formulated. The major objectives of the study is to examine the prevailing practice of teacher training programme in the DIET, Jeypore of Odisha.and to assess how far the latest methods and approaches are implemented in the schools in course of internship programme.

The researcher followed description survey method to conduct the study. The study identified the strengths and weakness of the pre-service teacher educator programme and suggest measures so that the school internship programme will be strengthened. 50 student teachers and 10 teacher educators of DIET, Jeypore constituted the sample which was selected purposively. Two practicing schools were brought to the fold of study where internship programme has started recently. The major findings of the study included, the student teachers are not free from traditional teacher learning approach, constructivist approach, discovery learning and field visit techniques experiential learning have not exposed to the student teacher. The researchers suggested that unless and until, the student teachers are well exposed to the latest methods and approaches, the newly implemented internship programme will not bring about desirable changes in the system.

***Keywords:** latest methods and techniques, student teachers, practice lessons, observation, project work*

Introduction

Teacher education has two major areas. i.e. Pre-service teacher education and in-service teacher education. The pre-service teacher education is called initial teacher education programme that lays a foundation store for the preparation of quality teachers. Unless and until the initial teacher education programme is strengthened throw reflections of quality teachers cannot prove their professional capabilities as successful teachers. If we think deeply, the in-service teachers are attending a number of training programme at regular intervals but the classroom scenario of the schools was not been brought under desirable changes. Realizing the grave issues pertaining to the teacher training programme at the elementary level Teacher Eligibility Test (TET) before recruitment of teacher have been conducted.

The results present a grim scene and the results of the tests are not satisfactory for the last five years. It is an established fact that the school effectiveness depends upon the teacher effectiveness. Effective teachers can bring about a qualitative change in the learning climate of the school so far as the holistic development of the learner is concerned. After recruitment of teachers it is proved though have overcome the TETs they have not proved as agents of change so far as revamping the learning climate of a school is concerned. The cause of the problem lies in the initial teacher preparation programme which is mostly shall and by the District Institute of Education and Training (DIETs). But the training imparted by the teacher educators fail to fulfill the needs of the trainees in the direction it ought to be.

It is because the internship programme is not be properly planned so far as the quality issues are taken into account we cannot say that the initial teacher training programme for preparation of teacher is a failure but it needs to be revamped and revitalized in some specific aspects which is neglected in most of the ETEIs/DIETs. The DIET follow a mechanical time table to complete both the theory and practical classes according to the syllabus prescribed by the Board of Secondary Education in collaborative with the Directorate of the Teacher Education and SCERT, Odisha (taking the prevailing practice of Odisha the matter is stated). Consequent upon the Right to Education Act, 2009 implementation in 2010 some changes have been made and the National Council of Teacher Education has brought about some changes in the curriculum of Pre-service Teacher Educator but it is training imparting institutes who shoulder the responsibilities in preparing quality teachers and

internship of programme can play a vital role in bring about desirable quality among the teachers undergoing initial teacher training (pre-service teacher Education) programmes.

Objectives of the study
1. To examine the prevailing practices of teacher training programme at the elementary level.
2. To assess how far they practice the latest methods and approaches in the classroom during internship programme.
3. To examine their approach to preparation of lesson plans, questioning skill and project work.
4. To study the perception of the student teachers about the internship training programme.

Research questions
1. To what extent the school internship programme is useful for the student teachers?
2. How far the students are well equipped with the latest approaches and techniques of classroom transaction?
3. Does the internship system benefit them? If yes, how?
4. In which areas the systems need revamping?

Sample
50 student teachers and 10 teacher educators and senior teacher educators of DIET, Jeypore undergoing D.El.Ed course constituted the sample.

Tools
- Questionnaire for student teachers.
- Observation schedule
- Checklist
- Interview schedule for the principal & teacher educators

Procedure of the study
The researchers after developing tools to collect data proceeded directly to the DIET, Jeypore and administered the questionnaire to the student teachers. After obtaining permission of the principal concerned they also obtained permission of the principal to interact with the student teachers after observation of some of the schools and activities undertaken with practice. They also interacted with the teachers of the practicing school where internship programme has started recently. The filled in questionnaires were

collected consolidated, compiled, analyzed and interpreted. Simple calculation, mean percentage were adopted as descriptive survey method was adopted for the study.

Seeking present status of teacher education programme in question form

How does the Teacher Educator concerned impart training on the theory classes? Tick against the following in rank order.

i)   Lecture method using the prescribed text book.

ii)   Discussion of the concerned chapters' textbook inviting question at the end.

iii)   Dividing the content into small units and asking the student teachers some factorial questions in short and simple sentences.

iv)   After the end of a unit asking them to answer question of factual, inferential and reflective questions.

v)   Conducting a debate on a selected concept.

vi)   Does he/she share the answers given in respect of each item in the class? Yes/No

vii)   Does he include the new/innovative ideas presented by the student teachers of the class? Yes/No

viii)   Does he/she add some new ideas to enrich the topic in relation to the question put by him? Yes/No
        If yes incorporate any two of new/innovative ideas (not bookish answer) either presented by the Teacher Educator or Teacher.

ix)   Does he distribute a synopsis of the topic/unit reflecting the new ideas? Yes/No

x)   Does he ever integrate ICT into the classroom process in course of his transaction?

xi)   Is the transaction conducted one way i.e. by the Teacher Educator or Student Teacher, student teacher to the student teacher (tick against the one based on your observation)

xii)   Does he/she take step to organize an in house seminar on any topic concerning the foundation course? If yes, write at least two topics on which an in house seminar was held.

xiii)   Suggest any two points on any transacted theory paper.

xiv)   Does he reflect something new ways of transaction on the topics of psychology with focus on educational implications? Yes/No

xv)   Does the concerned teacher educator adopt content analysis by the prose or poetry lessons in language?

xvi)   Does he over take recourse to concept mapping in the following subjects, mathematics, science, geography and grammar? Yes/No

xvii)   Does he conduct unit-test or any test at regular intervals, pertaining to the concerned topic?

PRACTICUM
- Which of the following aspects of methodology you follow while preparing lesson plans. Tick (✓) against the one of your choice.
- The traditional lesson plan i.e. Introduction, Presentation and Evaluation
- ABL (Action based Learning) Approach.
- Partly traditional and partly activity based.
- Constructivist approach
    ➢ 5E Model.
    ➢ Constructive learning Design (CLD).
    ➢ ICON (interpretation and construction) model.
    ➢ Any other method or approach other than above. (Mention)
    ➢ Does your teacher Educator/Mentor supervise the lesson adopting on standardized observation schedule? Yes/No.
    ➢ Does his observation help you to bring about improvement in your teaching learning process? Yes/ No
    ➢ If yes, mention giving tick against any one of the following
        i)   Substantially
        ii)   Partly
        iii)   Just a little
        If it is substantially then mention one aspect in which you have made substantial improvement among the following.
        a) Classroom management
        b) Grouping learners
        c) Questioning skill
        d) Planning peer learning.
    ➢ Have you ever used daily newspaper as an authentic material in transacting any lesson? Give an example in one or two sentences)
    ➢ Do you ever apply process assessment technique?
    ➢ How do you use that technique during classroom transaction? (Write in two or three sentences).
    ➢ Do you assign small projects to you're the primary school students?
    ➢ Mention the titles of at least subject based two projects.

Results and Discussion
Status of interventions in pre-service teacher education

Indicator	Adequate	Inadequate	Un decided
Demonstration classes	50	50	-
Concept mapping	20	80	-
Use of constructivist approach	10	90	-
Project work	50	50	-
Integration of ICT in the classroom	30	70	-
Conduct of action research.	40	60	-

The above table shows that in relation to demonstration lessons 50 % consider same inadequate. 20 % student teachers feel adequate and 80 % feel inadequate the same inadequate. 10 % feel adequate and 90 % feel inadequate in relation to use of constructivist approach. In relation to project work 50 % consider same inadequate. 30 % feel adequate and 70 % feel inadequate in relation to use of integration of ICT in the classroom.

Major findings
1. The student teachers are not free from traditional approach of classroom transactions.
2. Most of the student teachers are taking recourse to ABL approach but any newness is missing in the lesson plan.
3. They failed to sharpen the creative potential of the teachers.
4. They have not yet implemented constructivist approach, pertaining to transaction of 5E model lesson plan.
5. Integration of ICT into classroom process is lacking.

Suggestions
Giving stress on the theory papers prescribed for the Diploma in Elementary Teacher Education while transacting the foundation course and other theory papers, the teacher Education are adopting traditional methods of teaching. It has little impact on the trainees undergoing Initial Teacher Training Programme. The Researcher does not reflect the statement just theoretically. A perception study on the impact of the teacher training programme was made through a questionnaire to know the views/reaction of the student teachers of the last two batches (2014-15 and 2015-16) and the findings of the study are

reflected in this paper. Some of the items of the questionnaire are presented below. The researcher with the help of some of the experienced senior lecturers hereby expertise in teacher education programme in theory and practice along with research activities prepared the questionnaire.

The student teachers of the DIET should be imparted training in the new methods and practices like constructivist approach, collaborative learning technique, integrating ICT into classroom.

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Improving the Art of Punctuation Skill through Guided Practice: A Study

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ABSTRACT

The present study deals with the eliminating errors made by the students in use of punctuation mark in writing. The objectives of the study were; (a) to analyse the mistakes in use of punctuation mark relating to the dictated paragraph (b) to familiar the students with the techniques of using marks of punctuation (c) to study the impact of the intervention extended on the use of punctuation mark. It was a single group pre-test and post-test experimental study. At first a pre-test was conducted to assess the ability of the students in using punctuation mark in the given paragraph. After identification of their error in the use of Capital letters, Full stop, Comma, and Question mark. They were acquainted with the modalities of using punctuation mark. Structured paragraph, symbolic card, work sheet were preparing and using during classroom transaction. First, they were given basic ideas regarding use of Capitalisation, Full stop, Comma and Question mark.

Then they were given ideas relating use of inverted comma, colon etc. After extending the intervention for a period of three weeks their ability on use of punctuation was assessed. The sample constituted 25 numbers of students of class VIII. At the end of the intervention a post-test was conducted. It was revealed from the post-test scores that there was substantial improvement in the use of punctuation marks in comparison to the pre-test. 60% of the errors using of punctuation mark were eliminated and the intervention on use of punctuation mark found effective on learners achievement. The students become conscious of their errors in the use of punctuation mark through self practice. The self correction habit can be developed while taking dictation by the teacher. Their writing skill can be developed.

***Keywords:** punctuation mark, intervention, dictation, guided practice*

Introduction

Punctuation is everything in written language other than the actual letters or numbers including punctuation marks. Punctuation marks are symbols that correspond to neither (phonemes sounds) of a language nor to lexemes (words and phrases) but which serve to indicate the structure and organization of writing as well as intonation and pauses to be observed when reading it aloud. In English punctuation is vital to disambiguate the meaning of sentences. For example, "Woman, without her man, is nothing", and "woman: without her, man is nothing", have greatly different meanings as do "eat shoots and leaves" and "eats, shoots and leaves". A comma by its use in different places, change the total meaning. For example, wait, not hang, and wait not, hang. When the former gives time to a culprit as decision is not taken, the later meaning that without waiting for a second, the culprit should be hanged.

Rationale

At present most of the students are found deficient in the use of punctuation mark. In course of verification of their written exercises it was marked that they make a number of mistakes in respect of punctuation. There are a number of reasons underlying the problem. They are (a) Lack of writing practice among the learners (b) Lack of proper correction of written exercises (c) No innovative class room treatments (d) No remedial programme for the learner. The results of the Pre-test revealed the following errors made by the students in respect of punctuation mark. They did not use full stop (.) after one sentence is completed, did not give space between the full stop and starting of the next sentence, unaware of using coma, when a series of items are written and while addressing a person in writing letter, did not put question mark (?) at the end of the interrogative sentences etc. Keeping in the view of above reasons the investigators tried to improve the sense of using punctuation mark of the learners.

Objectives

1. To analyse the mistakes in use of punctuation mark relating to the dictated paragraph.
2. To familiar the students with the techniques of using mark of punctuation.
3. To study the impact of the intervention extended on the use of punctuation mark.

Delimitation

The study was delimited to teaching of full stop (.) comma (,) and question (?) marks and capitalization.

Sample
Twenty five students of Class-VIII were selected for the experiment. All the students belong to low socio economic status of the society.

Tools used
The tools like Pre-Test, Post-test and worksheets were used for the study.

Procedure
At the outset a Pre-test was administered by a team of investigators on the students to know their entry level-behaviour in the use of full stop, capital letters, question mark and comma. Then intervention was extended adopting activity based approach. Worksheets, Activity Cards and paper cuts were used at the time of intervention. Then a post-test was conducted to know the progress of the learner and elimination of errors.

Activity-1
A paragraph without capitalization of the letters was presented before the students. They were instructed to capitalize the letters, put full stop, comma, and put interrogation mark at appropriate place. After fifteen minutes, the answer papers were collected and they were allowed go through the text to correct it by themselves.

Instruction
Mark the letters which are underlined and answer the following questions like;
 -Which words are beginning with a Capital letter, indicate places and whether it is in the beginning of sentences (two paragraphs were chosen from text book).

Rules deduced
1.   Capital letter is used at the beginning of a sentence, proper names, places and first person singular numbers.
2.   Commas are used to separate items in a series or list.
3.   Full stop is used at the end of the sentence.
4.   When an auxiliary verb or a word with an auxiliary is used at the beginning of a sentence, we use a mark of interrogation/Question mark at the end of the sentence.

All the 25 students were given hand-outs containing 10 sentences without punctuation marks in it. They were asked to read the passage and put Full stop (.), Comma (,), Question Mark (?) where they think appropriate. After 15

minutes they were distributed the same handout each with correct punctuation marks. They were asked to correct their answers using the second hand out. After self correction was made they were asked to pick up the sentences and write in the spaces given below as per the instruction:

Activity-II: Write the sentence containing Full-Stop (.)

Once there lived a poor women at the end of a village   She had a son who, at times move to and fro in a swing tied to a branch of the nearby tree   The boy grew strong and looked handsome   But suddenly he died from a snake bite

Activity-III: Write the sentences containing Commas (,)

The Elephant had called him friend so the man stopped and said   " I have passed seven days in this forest and I still cannot find my way out of it !".The elephant knelt down and said "climb on to my back. I will carry you safely out of the forest and put you on a path that will take you home ".

Activity-IV: Write the sentence containing Question mark (?)

What did the man say

Has the Elephant helped the man

Before giving the above types of tasks they were explained about the use of full stop(.) Comma(,) and question mark(?) They were given time to study the paragraph in respect of use of above punctuation marks.

Activities –V (Read the sentences and answer the questions):

Rice , Dal ,Ghee, Oil and Spices are available in the grocery shop

Question – Where do you find the use of Comma? Which words are joined by 'and' without use of Comma?

Rule – To separate items in a series comma is used but in case of the last two words they are joined by 'and'

Activity-VI (Read the sentences and answers the questions)

The learners were asked to read the following sentences and answer the questions.

Binoy , show jatin the house he needs to locate.

I am sure , Kartik , shopkeeper is guilty.

Question – Who is addressed? Where do you find the commas in the sentences?

Rule – to mark off words used in addressing a person, comma is used.

Activity – VII (Read the letter written below):

<div align="right">

Mumbai
October 10, 2017
</div>

Kailash

I received your message yesterday I must arrive at the fixed venue on time.

More when we meet.

<div align="right">

Yours sincerely,
Rajesh
</div>

Question – Where do you find comma in the above letter?

Rule – In some parts of the letter such as mentioning date, addressing the person, and while closing the letter commas are used.

ACTIVITY – VIII: A number of interrogative sentences (wh-type and Yes or No type) were written on the black-board without question mark. Then the students were asked to mark the sentences and put question mark for interrogative sentences.

Do you want to leave the college

May I use your rain coat

Who is running in the field

Rule – The question mark is placed at the end of sentence that ask a direct question of Wh-type or Yes/No type.

After giving treatment for three weeks using the scheduled activities followed by a lot of practice work relating to the use of capital letter, full-stop, comma and question mark, a test was administered.

Results and discussions

<div align="center">

Table- 1

Comparison of pre and post test result.
</div>

Test	N	Mean	MD	SDD	SEMD	't'	Level of significance
Pre-test	25	16.24	8	3.12	0.62	12.9	0.01
Post-test	25	24.24					

The above table shows that there is difference in Mean score which is significant at 0.01 level. The t- value is 12.9 which are more than table value. Thus the experiment proved effective.

Table-2
(performance in terms of percentage)

Items	N=25	Errors committed Before Intervention	Errors eliminated After Intervention
Capitalisation		41%	62%
Full stop		47%	64%
Comma		41%	60%
Question mark		44%	56%
Total Average in percentage		43.25%	60.5%

The above table shows that before intervention 43.25% students were committed errors in using the punctuation marks in appropriate places, but after intervention 60.5% students were correctly use the punctuation marks in accurate places in writings.

Implication

Students during reading (both aloud and silent) can observe the places where the punctuation mark is used. By copying the paragraph they can also know the use of punctuation mark in appropriate places. The teacher can also encourage them cutting the paragraphs from the text books and news papers.

Conclusion

The experience found interesting and amusing. The pedagogical exercises on punctuation mark proved interesting instead of boring. Most of the students found the experience profitable due to the technical exposure. It reinforces the learning so far as punctuation mark was concerned. So the teacher should strengthen the writing practice of the students to help them to use the punctuation mark correctly.

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An Introduction to Dalit Human Rights:
History of a Concept

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ABSTRACT

The paper aims to discuss the history of Dalit human rights in India. When one considers the present situation of human rights in India it is hardly debatable that Dalits have been and continue to be denied basic civil and human rights. It is in this light that I attempt a basic understanding of Dalit human rights. At the same time I am trying to bring to the table opinions of Dalit scholars. The present situation of human rights in India it is a very serious problem, and also most of the dalits are denied civil and human rights. I attempt a basic understanding of the dalit human rights in India, which at the same trying to bring some of the dalit scholar's opinions on the notions of caste, untouchability, discrimination, atrocities, violation of civil and human rights etc. These are major problems in India.

The study tried to historically place the emergence of the caste system in our society, and the major implications behind the practices of the caste system, discrimination, untouchability, etc. I am trying to locate the atrocities against Dalits in the historical context of the Prevention of Atrocities Act, 1989. I will look at how the act has worked in general and what are the problems faced by Dalits from the police and members of the upper caste communities.

In another section the study draw from some of the arguments of scholars like Martin Macwan, Sukhdeo Thorat, Gopal Guru, Ruth Manorama and Jogadand who have been working on Dalit issues and Dalit rights issues. The scholars have discussed some pertinent issues of caste, rights, gender, untouchability, discrimination, Prevention of Atrocities Act-1989 etc. They have raised some significant questions against upper caste oppression in social, political and economic contexts. These arguments showcase the Dalit identity in the present socio-political context.

Keywords*: Dalit, Human Rights, Discrimination, Development*

Dalits in India

A section of people in India, who have been oppressed for centuries call themselves Dalits. To refer to a few manifestos, such as the Dalit Panthers manifesto and Dalit Mahasabha manifesto, Dalit is defined as a broader category of political significance. In this perspective Dalits refer to traditional workers, daily wage seekers, untouchables, backward caste, minority religious communities, agricultural labourers and some of the people who have been victimized by the caste system. Earlier Dalits were known as "oppressed castes", "untouchables", "chandalas" and Harijans. The term "scheduled castes" (SC) was given by the government of India to provide welfare services. SCs belonging to both urban and rural areas are living in a very pathetic condition in terms of social, economic and political status. Dalits mostly depend on forced occupations such as bonded labor, manual scavenging, leather work, tanning, agricultural *coolie* and daily wage seekers etc. These occupations are the only sources of income.

According to the 2001 Census, the Scheduled Castes population in India is 166,635,700 persons, which is 16.2 per cent of the country's total population. The highest percentage of Scheduled Castes population in the country lives in Uttar Pradesh (21.1 per cent), followed by West Bengal (11.1 per cent) and Bihar (7.8 per cent), Andhra Pradesh (7.4 percent) and Tamil Nadu (7.1.percent). In fact, more than 57 per cent of total Scheduled Castes population lives in these five States. Proportionately, the largest proportion of population of the Scheduled Castes to total population of the State is in Punjab (28.9 per cent), followed by Himachal Pradesh (24.7 per cent) and West Bengal (23 percent).

Caste as a Problem in India

In India, caste system plays a major role in all spheres of life. According to the system society is divided in four categories consisting of the traditional Brahmin, Kshatriya, Vaishya, and Shudra. In pre-colonial period some anti-caste movements like the Bhakti Movement fought against the caste system. In colonial period Phule's movement opposed inequalities such as bonded labor and untouchablity and also worked towards several changes in this society. M.K Gandhi made attempts to reform Hinduism and abolish untouchability within the framework of Hindu reform. He used the word "Harijan" (God's Children's) to refer to the untouchables. For Gandhi, Harijans were not equal to other castes but were the children of god. In the late colonial period

Ambedkar emerged as a Dalit leader despite several instances of caste discrimination in his life. He fought against caste in schools, villages, cities and other spaces. Ambedkar protested against caste practices in the domain of education, daily labour, agricultural labour, etc. He condemned all practices of casteism, such as restricting public access to drinking water, firewood and other essential and common resources.

Anti-caste movements took place all over the country and in history. Phule and Ambedkar in West India, Periyar and Narayana Guru in the South and Achhutanand and Mangu Ram in the North were all instrumental in highlighting the issues of caste oppression. The primary emphasis of prominent leaders of the anti-caste legacy was the economic factors of caste exploitation and the religious and cultural domination of upper castes. Ambedkar found an alternative society in Buddhist religion and condemned Hinduism.

In our time, even after several decades of independence, untouchables continue to live outside the boundaries of villages while upper castes live within village boundaries. In the villages untouchables do not have any other source of living other than the forced traditional occupations. Most of the time they do not own any piece of land. They are not allowed to do any business. They are subjected to all kinds of discrimination and their social, economic, political conditions are very pathetic. Upper castes humiliate untouchables on an everyday basis. They use disrespectful terms to refer to Dalits. For instance, *peddenti* is a term used in Telangana villages to refer to untouchables.

Untouchables are economically exploited in rural areas. They are forcefully engaged in unpaid labor. Any refusal from the part of untouchables to such unpaid labor leads to brutal attacks and punishments. Caste system also serves as a rationale in justifying and protecting practices such as Jogini/ Mathangi/ Basivini where Dalit women are exploited sexually. To sum this section up, caste remains even today as a discriminative practice. There are changes in the practices and in the role of the oppressors, but the practice of caste remains same with new manifestations.

Discrimination/ Atrocities/ Untouchability
As I attempted to show in the previous section, caste discrimination has been a historical problem in India. After independence the condition of Dalits and other marginal sections has not really improved. They gained independence

from the British colonizer but remain subject to the oppression of the native colonizer i.e. the upper caste. Till now caste discrimination continues in every sector in the society, both in the rural and the urban contexts. Most dalits, tribes and minorities haven't got even basic rights after the freedom of India. Government officials and upper caste rulers continue to deny rights to Dalits. We can observe anywhere in India that most of the attacks on Dalits especially Dalit women and Dalit children are by upper and middle caste land lords. The oppressors of Dalits are politically and legally very powerful. Some of the major atrocities on Dalits in Andhra Pradesh (Karamchedu, Chunduru, Vempenta Padhirikuppam, Nerukonda), Maharashtra (Khairlanji) and also recent atrocities and attack, in the village level, town, state level show how powerful the upper castes are. The Government of India passed a bill, the Protection of Civil Rights Act, 1989. The bill was passed by the Indian Parliament in order to prevent Scheduled Caste and Scheduled Tribe atrocities. The purpose of the SC/ST Act-1989 is to enhance the condition of Dalits but in the rural areas most of the land lords such as Doras and Reddys of Telangana are continuing their attack on Dalits. Though the Act is useful the implementation process remains a genuine problem; most of the police and land lord have mutual understanding as the mandal or district level and when the upper castes attack Dalits, police officers refused to take petitions from the Dalits. In villages its mostly upper castes who are responsible for solving many cases at the community level. In most cases Dalits are illiterate and their children are bonded laborers. The lower caste population consists mostly of the castes of agricultural laborers.

Article 17, Constitution of India reads, ""Untouchability" is abolished and its practice in any form is forbidden. The enforcement of any disability arising out of "Untouchability" shall be an offense punishable in accordance with law." However, the practice of untouchability is very common even today.

Untouchability is mainly imposed by upper castes on Dalit families, children and women. The untouchables are suppressed under the Indian caste system. Untouchability is practiced in all spheres of lives. In the agricultural field, in educational institutions, in urban and rural living settlements and public spaces untouchability is practiced in various forms. Untouchability is nothing but a brutal form of social inequity. Sukhdeo Thorat has a very pertinent question, why do the higher castes continue to practice untouchability, and discrimination in social, cultural, Religious, political and economic spheres.

And why do they resort to physical and other violence when the untouchables try to gain lawful access to human rights and equal participation in social, political, cultural, religious and economic sphere of community life? Upper caste and middle caste people continue to practice untouchability at the grassroots level (village, community). They assume a superior position in terms of touchability. I am attempting to establish that in the rural context most upper castes and non-Dalits continue to perpetuate the practice of untouchability and discrimination against Dalits. They have also refused to engage with any possibility of stopping such discriminatory and oppressive practices. Dalits therefore, continue to remain socially, economically and culturally displaced. They continue witnessing the blatant denial of their rights even as they relentlessly continue seeking social justice from their respective states as well as the center. They continue to stake a righteous claim to fundamental human rights as a necessity for a   life in India.

Rise of NGOs and Human Rights Discourse
This section is a discussion on how Non-Governmental Organizations function in India. I will also try to look at the interactions and negotiations between NGOs and the Dalit Human Rights discourse. I will try to examine the role and activities of NGOs in the light of Dalit movements that are staking their claim to civil and human rights for Dalits. Most NGOs concerned with Dalit issues and identity talks of civil and human rights as a basic necessity for every citizen of India. They present caste as a human rights issue. The discourse of caste as a human rights issue has emerged only in the 1980s.

Dalits have been denied their basic rights for ages. Here I will attempt an engagement with the discourse of caste as a human rights issue. In India caste practices have been imposed by the upper caste people. It has left Dalits in a pathetic condition. Things have not changed much. Presently, non-Governmentak organizations have taken up the cause in mainstream society. They try to bring up issues of oppression and denial of redressal of caste-based oppression. Dalit NGOs work on issues of discrimination, untouchability, atrocities and denial of access to basic amenities by upper caste families.

These have been framed in the language of human rights violation. While NGOs began with questions of discrimination and oppression, they have moved on to more complex caste-related issues such as atrocities towards Dalit women, upper caste attacks on Dalit women's assertions and rights.

In the 1980s caste atrocities, such as attacks, murders, discrimination and untouchability came up as a question of human rights. Initially Dalit Human Rights organizations worked mainly in Andhra Pradesh and Maharashtra. The initiative to talk about Dalit rights was mainly taken up in these two states. The NGOs have been largely responsible in bringing together Dalit scholars, activists and leaders from the Dalit movement to create a meaningful intervention. I would like to look at how the NGOs are dealing with the problem of caste, why they have taken up questions of caste oppression in the light of Human Rights.

This section deals with the importance of the NGO's emergence as well as Human Rights Discourse in India. Dalit human rights NGO's emerged in the 1990s in Andhra Pradesh. After Dalit intellectuals and Dalit activists, it is NGOs that have been representing the problems of Dalits. In India caste is a serious problem. Here the major problem is that caste is always already present in the everyday. People talk about caste and use caste. Indian society itself has emerged in the name of caste. Therefore, most issues are based on the caste problematic. Upper caste and Middle caste people have devised more "respectable" terms such as "Harijan" to refer to Dalits. However, such terms not only overlook the history of discrimination and oppression that Dalits have gone through but also impose a completely different meaning. The use of such terms has not done anything to reduce discrimination against Dalits. In fact, terms as these have sanctioned oppression at more discrete levels. Dalit NGOs have set up agendas to debate the caste problem at national as well as international levels. The caste question has been a turning point to Indian politics. Dalit Human Rights activists working in the specific area have taken up issues not only at a broad level but also with individuals in need of attention and assistance. They take up different projects which are funded by charitable initiatives. They keep a track of the different commissions and the status of the commission reports that have been set up for the welfare and governance of Dalits. In the usual scenario, once a commission is set up, a huge gap remains between the workings of the commission and the rights protection area. There are fervent discussions about the implementation of Dalit rights but hardly anything substantial is done to implement them.

In the 80s Dalit sympathizers and activists actively took up the agenda of bringing Dalit issues within the purview of Human Rights and in 1989 the Prevention of Atrocities Act (SC/ST) was brought to life. The Sakshi Human

Rights Organization was established especially to talk about Dalit concerns in the light of human rights. This organization came in to being after the establishment of the Prevention of Atrocities Act, 1989.

Therefore, one can safely surmise that the Prevention of Atrocities Act, 1989 was brought up to protect Dalit Rights as well Dalit Human Rights within the context of a universal Human Rights discourse.

Caste as a Human Rights Violation and the Idea of Dalit Human Rights
In this section I will explore the rise of the question of caste as a human rights violation in the 1980s in India. The rights violation has taken different forms which are closely related to caste violation, oppression, the denial of rights, untouchability, manual scavenging and the relationship between bonded labourers, agricultural labourers and land lords. In India, the caste system has been a very serious issue caste has imposed different kinds of oppression. In Andhra Pradesh major incidents relating to caste have taken place at Karamchedu, Chundur, Vempenta, etc. It is in the context of these incidents that I will examine caste as a human rights issue because blatant rights violations continues still in society. The Government of India has brought up the Protection of Scheduled Caste and Scheduled Tribe Atrocities Act-1989.
But the Act has not done much in terms of recognizing caste as a human rights problem. I will try and look at how the issue of caste violence became a Dalit Human Rights issue.

Martin Macwan
Martin Macwan has mainly looked at the question of caste and its causes and impact; why Dalits have continued to remain manual scavengers. Macwan is a lawyer and Dalit has had many interesting interactions with the state and central governments with regard to manual scavenging and the position of Dalits with regard to manual scavenging. Dalits have continued as manual scavengers for ages now. In spite of several kinds of human rights interventions they continue to work as scavengers, cleaning out human and animal waste on a daily basis. On top of that they get paid very nominally. Macwan has filed cases with the central government on behalf of the Bhangi community. They were manual scavengers who were getting paid very little money. Macwan was instrumental in winning the case for the Bhangi community. He has also participated in several national and international levels. Conferences on caste and racial discrimination, xenophobia and other

issues of racial identity. His landmark case was a milestone in the struggle against atrocities on Dalits. Martin Macwan has several fights to his name; on poverty, discrimination, untouchability, atrocities, gender discrimination, education for Dalits, human rights issues etc. He was a phenomenon. He also raised questions against the upper caste people who were instrumental in perpetuating untouchability at the village level, especially since untouchability was purely prohibited by the Indian government.

Sukhdeo Thorat

The Dalits (also known as Untouchables, *Harijans,* or Scheduled Castes) have historically been poor in India. The origin of the caste system and caste-based discrimination lies in the Hindu laws, which were authored by Manu. Most Dalits are not aware of their rights. And accesses to laws are much more limited to Dalits in comparison to upper castes. Dalits are still known as "untouchables" by the members of upper castes in India. Dalits are excluded from any kind of criterion of human rights. There have been many efforts to change this terrible living condition. But Dalits still have to fear for their safety, their future and their lives. Most crimes against Dalits are committed by upper caste people, especially at the village and community level. Non-Dalits continue to strictly follow the caste system. And physical violence on Dalits continues to be a common enough phenomenon.

The concept of Human Rights has broadened its purview to include the concepts of civil, political, economic, social and cultural rights of the indigenous people. Sukhdeo Thorat has discussed how "...the Hindu social order (particularly its main pillar, the caste system and untouchability) in its classical form comes in direct conflict with the universal human rights framework".Thorat looks at the continuation of the practice of caste system and untouchability in modified forms and violations of human rights, particularly of Dalits. He also studies the legal requirements, since the caste system and the tradition of untouchability continue to rule the social behavior of upper caste Hindus it makes the enforcement of human rights difficult, if not impossible. According to the constitution, the State shall support with special concern the educational and economic interest of the scheduled castes/tribes and shall protect them from social injustice and all forms of exploitation. According to the Constitutional provisions a number of measures have been initiated by the government for providing protection to untouchables (Scheduled Castes or SCs).

P.J Jogdand

Jogdand has talked about the social, economic and political basis of the caste system in India. In India caste has taken a different position in society now. Most intellectuals, academicians and political leaders have a certain view of Dalit oppression, while upper caste oppressors look at the caste issue very differently. And Dalits will have something completely different to say. There is a large disjunct between Dalits and non-Dalits with regard to how each perceives the problematic of caste. Non dalits don't want to share their views with dalits, and are following very strong caste discrimination in the villages, they are calling dalits as Harijans, untouchables.

The Indian caste system is divided to in those are superior and inferior according to lower caste and higher caste. In this perspective in India there is a gap between Dalits, non Dalits and upper caste people. In India upper caste people have access to most privileges, while Dalits do not. Landlords have land, while Dalits are landless, bonded labourers. Dalits have to depend on landlords for their minimum well-being. Dalits are denied their rights. They cannot speak back to the upper caste people and claim their rights. In fact, if they dare do so, there have been instances where Dalits have been brutally attacked and murdered by upper caste people for transgressing their caste limits. The upper caste oppression of Dalits cannot be called anything but intentional. Most Dalits continue to do manual scavenging, and are unskilled daily wage labourers. Upper caste people in fact believe that it is the duty of the untouchables to participate in such unclean menial jobs that no one else will do. Dalits continue to be bound by the village jajmani system. Whether in the economy or in the sphere of education, Dalits have continued to be marginalized. As an age-old system, only Brahmins had the right to the Vedas and the Puranas, while untouchables could not. And this is true not only for Brahmins. Even non-Dalits have continued to keep Dalits away from the privileges of education. According to statistics, Dalits form the majority of the illiterates in our country. Dalit students are often not allowed to sit in class with other non-Dalit students. Often they are made to sit at the back of the class, marking their status in society as a whole.

SRuth Manorama

Ruth Manorama is a Dalit woman activist as well as writer. She is also a development organizer at the grassroots level. She has been a member of many activist associations who work with women and gender issues. She has

been a prominent figure in many caste organizations in India. She has participated in many national and international seminars and conferences in India and abroad. She has made important presentations on caste, violence, gender discrimination, untouchability, rights, segregation etc. In India, she has worked with several Dalit and human rights organizations in which she has actively lobbied on Dalit issues as human rights issues. She has also done a great deal to help, guide and rehabilitate Scheduled Caste and Scheduled Tribe families. Her work with her group at the grassroots level has brought out the specific problems of the implementation of the Protection of the SC/ST Act, 1989. She has focused on various kinds of problems. She has raised the problem of the lack of a significant women's representation. She has further argued that whatever women's representation there is in the country is primarily led by upper caste women, and deals with concerns that are specifically upper caste. She has extensively talked about the exclusion of Dalit women from decent living conditions, from respectable employment. They work in brutal conditions in the agricultural sector, as daily wage labourers. In fact, even leaders of the Dalit movement, poets etc. have failed to recognize the problems of Dalit women. The Dalit movement has remained largely ungendered. She has also commented on Dalit culture and its specificities in terms of food and cultural habits.

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