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# Research Discourse

*An International refereed research Journal*

Year VII

No. XXV

October-December 2017



*Editor in Chief*  
**Anish Kumar Verma**

**Associate Editors**  
*Rakesh Kumar Maurya*  
*Santosh Kumar Tripathi*  
*Purusottam Lal Vijay*



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## Editorial

***Globalization and Inequality*** The phenomenon of globalization has many aspects and implications. It refers to a strategy of economic development where borders of the countries do not matter for the movement of commodities, services, capital, finance, labour, technology, ideas and information. This strategy generates a process of increasing economic integration and growing interdependence between the countries of the World Economy.

The process of globalization was started on a much wider scale with emergence of capitalism as a universal/dominant system in the world. This generated a very powerful wave in the Nineteenth Century and continued in the Twentieth Century till the outbreak of First World War (1914-18). This was the period when colonialism was at its peak and the developing world of today was colonies of imperial powers. International Monetary Fund (IMF), the World Bank (IBRD) and the US Treasury in the form of an alternative package policy known as "Washington Consensus" accelerated the process of globalization. Initially, this set of policies was practiced by Ronald Reagan in the US and Margaret Thatcher in Britain. These policies are also known "Neo-liberal" policies. The formation of World Trade Organization (WTO) replacing General Agreement on Trade and Tariffs (GATT) creates new conditions for better implementation of Washington Consensus. Many new areas/activities, which were earlier not under the ambit of global trading system, were brought under the purview of WTO. They also included production and trade of agriculture produce, trade in services, Intellectual Property Rights (IPRs), trade related investment measures etc.

While globalization is a process of increasing interconnections of individuals, groups, companies and countries, its impact on trade and human development is immense. The greater global equity might be grounded on empathy for the plight of those less fortunate, wherever they happen to have been born, this arguably points to a concern about an appropriate concept of global poverty rather than global inequality. So too does a desire for greater global equity in opportunities; it is surely the lack of opportunities of the less advantaged that is the real concern, not the inequality of opportunities. We can certainly care that high inequality (of outcomes or opportunities)

in a country can impede economic growth, poverty reduction and human development, and foster social ills such as crime, political paralysis or excessive political influence of a rich elite. (Both authors point to such costs of high inequality). But the concerns here are about inequality within countries. And each of these arguments point to other higher goals, not inequality. There are other, more international, arguments that point to external costs to rich folk from global inequality (such as through pandemics) or point to a case for compensation for actions (or inactions) by rich countries that impose costs on poor ones (such as global warming, trade restrictions or implicit support for money laundering). But we can probe each of these arguments and find that the real concern is not inequality, which is instrumentally relevant and potentially very damaging at high levels, but not intrinsically so. Recognizing this point helps clarify the arguments for public action.

In the present issue, we express extreme gratitude to Dr. Purusottam Lal Vijay, Dr. Anoop Kumar, Dr. Rajiv Tripathi, Dr. Sanjay Kumar Tiwari, Dr. Praveen Kumar Tiwari, Dr. Abhay Singh, Mr. Pankaj Singh, Miss. Romee Maurya and all other contributors who have contributed and devoted their essential insights and came up with their manuscripts for this issue which directly as well as indirectly is the contribution to the society.

We are very thank-full to all the researcher and reader. We will be very happy if you give us or write up your valuable comments and suggestion.

Editor in Chief  
**Anish Kumar Verma**

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## Human Values in Hemingway's Short Story

Dr. Rakesh Kumar Singh\*

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**Abstract :** *Hemingway's technique of understatement and compression evidently applied not only in his war-time reporting but also in short stories the Ultimate effect becomes proportionately more forceful. It continues all through Hemingway's mature work, a persistent reflex dictated by his own artistic demands.*

Hemingway's technique of achieving an objective standard values manifests itself in a beautiful artistic way in yet other ways. The repetition of key words in his short stories slows down the whole conversational movement or prose, the casual, sinuous evocative quality that distinguishes it from poetry and is intended to link author and reader in a common perception of the object and replaces it by a series of verbal rituals which are intended to evoke the object as it may be supposed. At an extensive point it attempts to substitute the image from the reality, a rhetorician's dream. The lines quoted below from "A Mirror in the Roadways" reveal Hemingway's technique of achieving the effect of objectivity by repeating the key words:

"The soft beauty of Latin word touched with an enchanting touch the dark of the evening with a touch fainter and more persuading than the touch of music or of a woman's hand. The strife of their minds was quelled. The figure of Woman as she appears in the liturgy of the church passed silently through the darkness. a white robed figure, small and slender as a boy and with a falling girdle. Her voice frail and high as a boy's, was heard intoning from a distant choir the first words of a woman which pierce the gloom and clamour of the first chanting of the passion." (Connor, 156)

Then in the lines quoted below from "In Another Country," we find no human voice speaking, nobody resembling anybody who is trying to persuade us to share in an experience of his own and whom we can imagine ourselves questioning about its nature. It is nothing but an old magician sitting over her crystal ball, or a hypnotist waving his hands gently before our eyes and muttering; "You are falling asleep. You are falling asleep, slowly, slowly, our eyes are beginning to close; our eyelids are growing heavy; we are --- falling---asleep." In the fall the war was always there, but we did not go to it any more. It was cold in the fall in Milan and the dark came very early. Then the electric lights came on, and it was pleasant along the streets looking in the windows. There was much game hanging outside the shops and the snow powdered in the fur of the foxes and the wind blew their tails. The deer hung stiff and heavy and empty, and small birds blew in the wind and the wind turned their feathers. It was a cold fall and the wind came down from the mountains (Hemingway. S.S, 83).

Joyce was the most important single influence on Hemingway. However, Hemingway went one better than his master when he realized that precisely the same technique could be applied to dramatic interludes. The repetition of key words and phrases in these could produce a similar simplification with a similar hypnotic effect. This is a new thing in story-telling, and it is worth considering at some length. "Hills Like White Elephant" is fairly straight-forward example of a story in which a man tries to persuade his mistress to have an abortion. There are certain key words in the dialogue like "simple" and key phrases like "I don't want you to do it, if you don't want to". "Well", the man said, "if you don't want to you don't have to. I wouldn't have you do it if you didn't want to. But I know it's perfectly simple".

"And you really want to." (Hemingway S.S. 163)

This now really does not read like a government memorandum or a shorthand report of a trial. This also conforms to Goethe's saying that art is because it is not nature, this is art. Even in very good stylists of the older school of story-telling, there is often a marked struggle at the beginning of the story before the author can detach himself from what is not story-telling. and the story becomes airborne. There is a paragraph or more of fumbling prose like tuning up of an orchestra. But in Hemingway, the element of stylization cuts off the very first sentence from whatever is not story-telling, so that it rings out loud and clear like music cutting across silence. Turgenyev's "Living Relic" begins with the words "A French proverb runs : A dry fisherman

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and a wet hunter present a sorry sight". Never having had any predilection for fishing, it is really a leisurely enough opening in the manner of his period. Chekhov's "Sleepy" begins with the single word "night", which is more urgent though perhaps a little trite. But the first sentence of 'In Another country' is a perfect opening phrase, mannered enough to hold the reader awake. In the same way, when Hemingway ends a story it stays ended, without giving us the feeling that perhaps we have bought a defective copy. This way of story-telling seems to blur the sharp contrast that should ideally exist between narrative and drama. Ideally, the former should be subjective and persuasive, the latter objective and compulsive. In one, the story teller suggests to the reader what he believes happened in the other, he proves to him that this, in fact, is how it did happen. In a good story, the two aspects are nearly always kept in balance in Hemingway's short-story, dialogue becomes more like the conversation of alcoholics, drug addicts, or experts in Basic English. It is because, the drama there is implicit rather than explicit, and that is made sufficiently clear that the man does not love the girl. But the dialogue by which the two people communicate or try to communicate with one another is missing. This is deliberately done. Things understood speak much louder than the things expressed in words. It is really Hemingway's unique technique of expressing objective standard of value by a subtle manipulation of words which roll on the page like billiard balls. It seems that his stories illustrate a technique in search of a subject. In the general sense of the word, Hemingway has no subject. There are times when one feels that Hemingway, like the character in his own "A clean well lighted Place", is afraid of staying at home with a subject. In his stories one is forever coming upon that characteristic setting of the cafe, the station, restaurant, the waiting room or the railway carriage---clean well-lighted, utterly anonymous places. The characters, equally anonymous, emerge suddenly from the shadows where they have been lurking, perform their little scene, and depart again into shadows. Of course one has to realize that there is very good technical reason for this. The short story, which is always trying to differentiate itself from the novel and avoid being bogged down in the slow, chronological sequence of events where the novel is supreme is also seeking a point outside time from which past and future can be viewed simultaneously. The wagon lit setting of "A canary for one" represents a point at which wife and husband are still travelling together though already apart. "We are returning to Paris to set up separate residences" (Hemingway S.S. 177) and the railway station setting of "Hills like white Elephants", the point, where the abortion that must change everything for the lovers has already been decided on though it has not yet taken place. The story looks backward and forward to a dreary future in which she will never be able to say a thing like that again. But this again forces us to ask whether the technique is not limiting the short-story form so as to reduce it to an essentially minor art. Any realistic art is necessarily a marriage between the importance of the material and the importance of the artistic treatment, but how much of the material can possibly seep through such rigid artistic control? what has happened to the familiar element in it? If this girl, Jig is not American what is she? Does she have parents in England or Ireland or Australia, brothers or, sisters, a job, a home to go back to, if against all the indications, she decides to have this baby? And the man? Is there any compelling human reason why, he should feel that an abortion is necessary or is he merely destructive by nature? The formal answer to all these questions is that Hemingway's aim is to suppress mere information such as one requires so as to concentrate one's attention on the one important thing which is the abortion. In such stories as these Hemingway's technique is really in search of a subject or a technique that is carefully avoiding a subject, and searching anxiously all the time for a clean well lighted place where all the difficulties of human life can be comfortably ignored.

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## **Female Migration from "EAG" States to Six Mega Cities of India**

**Ankit Singh\***

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**Abstract :** *Migration takes place from one area to another in search of improved livelihoods in terms of employment, education and other facilities. Migration is an intrinsic part of development and so are the changes that development brings about in the role and status of women. Earlier the focus on migration research was on males. But recently the focus on migration research has shifted more to females which is known as feminization of migration.*

**Keywords :** EAG, Mega Cities, Migration.

In many countries, women's education still lags behind that of men. Few women are entrepreneurs, investors, lawyers, journalists, physicians, scientists, academicians, or politicians. Although the situation is changing, women still lack a voice in decision making, especially in the most important areas of economic, civil or political life. The country is in a traditional phase of the development especially since the economic liberalization started in 1991. The rapid pace of development in social, economic and other spheres is bound to influence the mobility and migration of population in general and families in particular. The migration data of 2001 census gives an opportunity to focus on the internal migration of female in India. Female migration is for economic reason like employment, education etc.

Migration refers to the movement of persons from the place of origin to another destination with a permanent change in residence for a number of reasons like social, cultural, economic, and non-economic factors. It plays the important role in population growth, improving economic and social condition of the people.

**Literature Review :** Mobility and migration are a part of development process resorted to by people to improve their socio-economic condition. Migration plays an important role in changing the demographic composition of any country, state, and districts population. It is as important as fertility and mortality. Man can control the fertility and mortality, but in the case of migration, it is difficult to control.

Pattern and causes of women migration are changing in India. An increasing proportion of women are moving towards urban areas, particularly to big cities for reasons other than marriage. The femininity ratio of urban population is continuously improving in India. The femininity ratio of migrant population is found to be higher than femininity ratio of non-migrant population. A very high incidence of marginalization and invisibility of labour and employment among migrant women is found than in migrant male. Distribution of workers among employment related women migrants by occupational divisions showed that majority of women workers were found to concentrate in the bottom and top of the occupational hierarchy. Majority of the illiterate and semi-literate migrant women were clustering in occupational categories of transport, production, related works, and service works. The women with educational level above matriculate were heavily concentrating in professional, technical and related works and clerical categories. Cities with a higher proportion of rural women migrant workers have a heavy concentration of women migrant workers in low grade, low paid, informal sector jobs, whereas, cities with urban women migrants have an overwhelming proportion of migrant women workers in professional, technical and related work categories (Gupta, 1993).

In 1951, that time only four metropolitan cities, but this number has increased to 35 in 2001, a seven fold increase in fifty years. In addition Delhi, Mumbai, Kolkata, Chennai, Hyderabad and Bangalore continue to be the leading metros of India, each with population more than 5 millions. These six big urban areas are also known as mega cities of India having more than five million populations (2001). It has attracted migrants from all over the country. Many studies have been done on the patterns of internal migration in India. Most of them focused on the male migration.

Traditionally, it is believed that females in India migrate to short distance and mostly due to the reason for marriage purpose. The urbanizations, privatization, globalization of Indian economy may affect the migration of the population in general, and female in particular. It is assumed that with these changes in the economy and society, there might be more female migration. It would bring changes in the level and patterns

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of female migration in India. The available literature on recent trends of female migration is also less since the focus is mostly on male migration. Hence, there is need to study the female migration especially to the mega cities in India.

**Need for the Studies :** The present paper is an attempt to identify the attribute of female migration in six mega cities from Empowerment Action Groups (EAG) states of India in 2001. Female migration is one of the most important factors that contribute to increasing female population in any region of the world. Female migration is major issue, which has not been discussed and emphasized. In earlier studies has not focused on the "EAG" related to the female migration to the mega cities.

**Objectives:**

- (1) To examine the flow of female migration from EAG to mega cities of India.
- (2) To examine the Duration of Female migrants in six mega cities from "EAG" states of India.
- (3) To examine the factors of female migration from EAG States to mega cities in India.

**Sources of data:**

Census of India is the main sources of information on migration. The present study is based on secondary data collected by Census of India. Migration data of 2001 is used for this study. The data for this study has collected from the available Census report and published by the ministry of statistics for the year 2001, D3 UA City. Census has provided informations about the female Migration as Work/employments, Business, education, Marriage, move after birth, move with households, and others.

**Methodology:**

This study has mainly focus on the EAG states and six mega cities of India, which existed during the Census year 2001. Here the female migrants are classified on the basis of place of last residence with duration of residence from 0-10 and above years. All the census data has calculated and explain by the percentage, rates and maps have been used to explain the flow of migration streams.

**Results and Discussion:**

**Volume of migration and sex ratio:**

**Table 1:- Volume of Female Migration From "EAG" States To The Six Mega Cities in 2001.**

Cities/UA	Total	Male	% of Male	Female	% of Female
Delhi	3477636	2049497	58.93	1428139	41.07
Mumbai	2135588	1458281	68.28	677307	31.72
Kolkata	950283	640016	67.35	310267	32.65
Chennai	29284	17485	59.71	11799	40.29
Hyderabad	45390	27959	61.60	17431	38.40
Bangalore	88014	57594	65.44	30420	34.56

**Source:** - Census of India 2001.

Tables (1) shows that Delhi has highest volume of migrants are 3,477,636 persons in 2001 followed by the Mumbai 2,135,588 persons, Kolkata 950,283 persons, Bangalore 88,014, Hyderabad 45,390 and Chennai has 29,284 persons in 2001. The data shows the volume of male and female migration to six mega cities of India in 2001 with Mumbai showing highest 68.28% of male migrants during 2001.

**Duration of migration:**

**Table 2: Duration of residences of female migration (%) from EAG sates to mega cities, 2001.**

Cities/UA	Duration of Residence, 2001.			
	Below 1 year	1-4 years	5-9 years	10 years
Delhi	2.67	20.15	20.75	56.43
Mumbai	3.01	21.21	20.12	56
Kolkata	2.88	15	13.62	68.94
Chennai	2.62	27.12	17.51	52.75
Hyderabad	2.59	31.03	21.63	44.75
Bangalore	3.71	36.45	19.79	40.05

**Source:** -D3 UA, Census of India 2001.

From Table (2) it is found that more than half of the female migrants in Delhi (56.43%), Mumbai (56%), Kolkata (70%), and Chennai (52.75%) are staying for 10 years and above. Whereas in Hyderabad it is 44.75 % of female migrants who stayed for 10 years and above and in Bangalore it is 40.5.

**Reasons for migration:****Table: 3 Reasons for the Female Migration from "EAG" States to the Six Mega Cities in India, 2001.**

Cities/UA	Reason for female migration (%), 2001.						
	Work/ employment	Busin ess	Educatio n	Marria ge	Moved after birth	Moved with household	Other s
Delhi	4.18	0.16	0.61	35.31	2.14	52.70	4.91
Mumbai	2.70	0.22	0.47	47.54	6.99	31.19	10.89
Kolkata	4.58	0.65	0.51	46.05	2.66	35.32	10.24
Chennai	6.77	2.19	1.51	33.28	3.71	40.83	11.70
Hyderaba d	7.91	2.29	1.42	30.24	3.05	44.25	10.85
Bangalore	5.28	1.33	3.10	37.35	3.99	39.96	8.98

Sources: Census of India, 2001, D3 UA

Table (3) presents the reason of female migration categorized into seven namely employment, business, education, marriage, family moved, natural calamities and others in the 1991 census of India.

Table (4) shows the volume of female migration from each state of India to the six mega cities during the census 2001 found that the highest percentage of female migrants in these six cities came from Uttar Pradesh (31.56 %) followed by Bihar (9.65 %), Gujarat (7.8 %), Tamil Nadu (6.11 %), Rajasthan (5.82 %) and Haryana (5.8 %).

**Table. 4: Female migration from other states of India to six mega cities (%)**

States	Migrants from other states	States	Migrants from other states
A & N Islands	0.05	Lakshadweep	0.01
Andhra Pradesh	4.29	Madhya Pradesh	1.91
Arunachal Pradesh	0.03	Maharashtra	1.73
Assam	0.69	Manipur	0.07
Bihar	9.65	Meghalaya	0.1
Chandigarh	0.21	Mizoram	0.02
Chhattisgarh	0.35	Nagaland	0.16
Dadra & nagar haweli	0.01	Orissa	1.27
Daman & Diu	0.02	Pondicherry	0.23
Delhi	0.82	Punjab	3.2
Goa	0.53	Rajasthan	5.82
Gujarat	7.08	Sikkim	0.03
Haryana	5.8	Tamil nadu	6.11
Himachal Pradesh	0.78	Tripura	0.11
J & K	0.49	Uttar Pradesh	31.56
Jharkhand	1.63	Uttaranchal	2.87
Karnataka	5.08	West Bengal	2.78
Kerala	4.52	Total from other states	4770990

Sources: D3, Census of India, 2001.

**Summary & Conclusion:** In India, mostly female are migrating due to the social factor like marriage but in term of "EAG" states the highly proportion of females migrate to mega cities due to the 'move with Household', marriage, and lower proportion due to the working/employment, move after birth, education, business and others.

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## Politics and Ethics

Ms. Rachna Yadav\*

**Abstract:** *The ruthless and relentless politics with the healthy spirit of ethical values has been a dream project of many idealists from the ancient times of Plato down to the freedom struggle launched by Mahatma Gandhi in the Twentieth Century. Both Plato and Gandhi won many adherents to the ideals of introducing ethical considerations in practical politics. But the ground realities disillusioned them both even during their lifetime.*

**Introduction:** Plato had to witness the unseemly spectacle of tyranny of the rulers in Greek city states, while Gandhi saw with his own eyes the great communal divide in the Indian subcontinent which claimed lakhs of lives thus making a greater mockery of his doctrines of Ahimsa in the lives of his proclaimed followers. Ethics gets lip sympathy from the practitioners of Realpolitik, but rarely influences the political behavior of the rulers, who will not allow considerations of justice and fair play to soften their relentless pursuit of power. In practice politics has treated citizens as means and instruments to be used to keep them in power rather than as an end which the political leaders hypocritically declare while claiming to orient all their actions to subserve public interest.

In order to fathom the dimensions of the moral degradation of present day politics, it would be instructive to juxtapose it against the polity of ancient India as reflected in our great epic Ramayana. Politics today has become synonymous with unlimited greed and hunger for power. In the Ramayana, we find newly married Rama gladly renouncing his right to the throne of Ayodhya to enable his father, Dasratha, to honour his word given to the queen Kaikeyee. Not only that he leaves for the forest to undergo 14 years of Banवास as desired by Kaikeyee to assure her that her son will have unchallenged reign in Ayodhya. Contrast the situation with the present day rulers. One Prime Minister of India resorted to the bribing of the Members of Parliament to win a Vote of Confidence and so to retain his prime-ministership.

**What is Ethics :** Ethics is two things. First, ethics refers to well-founded standards of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues. Ethics, for example, refers to those standards that impose the reasonable obligations to refrain from rape, stealing, murder, assault, slander, and fraud. Ethical standards also include those that enjoin virtues of honesty, compassion, and loyalty. And, ethical standards include standards relating to rights, such as the right to life, the right to freedom from injury, and the right to privacy. Such standards are adequate standards of ethics because they are supported by consistent and well-founded reasons.

Secondly, ethics refers to the study and development of one's ethical standards. As mentioned above, feelings, laws, and social norms can deviate from what is ethical. So it is necessary to constantly examine one's standards to ensure that they are reasonable and well-founded. Ethics also means, then, the continuous effort of studying our own moral beliefs and our moral conduct, and striving to ensure that we, and the institutions we help to shape, live up to standards that are reasonable and solidly-based.

**Recent India :** For nearly three and a half months in the later part of the year 2000, a nation of one billion souls witnessed with horror the total helplessness of 2 big state governments in rescuing the matinee idol of the South, Rajkumar, from the captivity of the sandalwood smuggler Veerappan. The state government of Tamilnadu and Karnataka were all set to release hundreds of TADA detainees and meet many other unreasonable demands of the fugitive but were prevented from doing it through the intervention of the Supreme Court of India. The rulers of the two states exhibited total disregard for upholding the law of the land.

**Historical India :** The Ramayana shows a healthy contrast in Dasratha's attitude to the menace caused by the Rakshasas in the forests. At the request of the sage Vishvamitra, the king of Ayodhya sent his teenage sons, Rama and Lakshmana to the forests to give battle to the notorious Taraka and Marichi who used to desecrate the Yajna rituals of the rishis living in the jungles by throwing bones and flesh in the Yajna fire.

Dasratha took a great risk in exposing his young and inexperienced sons to the magic and machinations of the Rakshasas. Rama and Lakshmana killed Taraka along with many others and drove away Marichi from

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the forest and ensured peaceful existence of the rishis in the forests. The forests brigand Veerappan is still eluding the security forces of the two states that are unable to risk anything to establish the rule of law by eliminating or capturing the criminal. Politics seems to have become synonym for moral depravity of the rulers.

**Politics :** The general conduct and poor reputation of the present day politicians should not blind us to the basic ethical assumptions of politics in democracy namely Freedom, Equality and Fraternity. A high moral conduct on the part of all the constituents of citizenry, including the government functionaries, is a prerequisite to realise these democratic ideals. Will a corrupt political executive allow the citizen clients freedom to criticise the acts of omission and commission of the political and bureaucratic regime? Only a nefarious collusion between the politicians and bureaucrats can temporarily succeed in preventing the enlightened citizens to expose the misdeeds of the state functionaries and bring them to book. Since both the politicians and the bureaucrats are serving their self-interest the people of developing countries like India are suffering. Unable to enforce morality in their conduct, citizens punish the politicians by overthrowing them in the periodic elections.

Equality before law is guaranteed to citizens in a democracy. If the state discriminates against a citizen and denies him opportunity or fair treatment, a citizen is free to go to the court for enforcing his right to equality. It is common experience to find the politicians using their position to secure contracts for their supporters and managing admission of their sons and daughters to institutions of repute. Independent judiciary in a democratic regime can check the arbitrary exercise of power by the politicians. In the Nineteen Eighties, Bombay High court set aside the admission of the daughter of the then chief minister of Maharashtra and established the rule of equality of opportunity to all. It is true in many cases citizens are not able to obtain redress of their grievances against a high handed executive and morality is mostly a casualty in the self-promoting conduct of the politicians.

Ultimately the relationship of politics and morality boils down to one of means and ends. If a politician adopts good means to achieve good ends, he can effortlessly observe moral precepts. However, if he happens to believe that ends justify the means and that he must obtain and retain power by all means, it will be difficult to expect from him a consistent moral conduct. Mahatma Gandhi advocated the use of good means to adopt desirable ends. He was not willing to sacrifice his principles of non-violence in order to drive out the foreign rulers from India. His non-cooperative movement generated great enthusiasm among Indians and sent a shiver down the spine of the British rulers when they found that entire country was inspired to fight the foreign yoke. But in their over-enthusiasm some of the agitationists turned violent and burnt down a police station and killed many policemen at Chauri-Chaura. Gandhi was greatly disturbed to find that his followers were not following his principles of non-violence.

**Politics and Ethics :** Without any consideration for the demoralization of the Satyagrahis, Gandhi stuck to his principles and immediately withdrew the movement. Although Jawahar Lal Nehru was initially disheartened by Gandhi's withdrawal of the movement when it had gathered great momentum and had caught the imagination of common Indians, he was later convinced of the rightness of Gandhi's approach. Nehru said: "If I have gained any experience in the last thirty or forty years of my public life, or if I have learnt any lesson from the Great Master who taught us many things, it is this that a crooked policy does not pay in the end. It may be temporary. "It happens thus because "there is just the same inviolable connection between the end and means as there is between the seed and the tree." If the seed is bad the tree will also be the same, if at all. The use of evil means to achieve good ends will ultimately destroy the sanctity of ends. Once a person has given up moral principles, how can he observe morality in a different context?

Leaders of many revolutionary political parties in the world believed that ends justified the means and they were not constrained by moral inhibitions in employing violence or tricks to put an end to the rule of tsars and tyrants. Violent upheavals and suppression of individual liberty have characterized politics in such countries many revolutionary leaders were put to death or executed by their own partymen when they were suspected of deviating from the accepted policies of the rulers of the day. In spite of their manifold achievements the communist regimes in the erstwhile Soviet Union and the present-day China have not been able to marry politics with morality.

Since elections determine the fate of politicians, the way elections are fought and won determine the moral orientations of the contesting candidates. Booth-capturing, intimidation of supporters of the opposite party and bogus voting are freely resorted to by politicians in many states of India. Many candidates win election by using questionable methods. It will be too much to expect that they would observe moral principles in their conduct thereafter. Elections today have become very expensive affairs. Assembly and Parliaments constituencies are very big. Prospective M L A's and M P's have to spend lakhs of rupees in canvassing votes from the electorates. They spend a fortune in hiring vehicles to reach out to their voters.

When the voters do not buy their arguments to elect them, they resort to bribes to influence them in their favour. It is common knowledge that the business houses provide lakhs of rupees to the candidates fighting for assembly and Parliament elections. These funds are not given gratis, but as quid pro quo. Having won the election with the help of the moneybags, the politicians are under obligation to favour them by fair and foul means and extend them patronage in bagging government contracts and obtaining licenses for liquor, transport and other lucrative business activities. This quid pro-quo between the businessman and the politician deals a heavy blow to the political morality. It will be well nigh impossible to root out political corruption without ensuring the state financing of the elections.

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## Depression : A Common Disorder in Modern Society and its Relation with Food

Dr. Bharti Pandey\*

**Abstract :** *World has seen a lot of progress in last century. In modern society momentum of change has been increasing progressively. This has led to change in the family structure, increasing migration, urbanization, increasing population density, smaller houses, less sun light exposure, increasing pollution level, reducing time spent with family, constant work pressure, changing eating pattern, changing life styles, lesser physical activities, increasing obesity, increasing stress level etc. All these aspects are leading to a disorder called depression. It may have many possible causes & preventive measures. As food influences our brain chemistry, some foods promotes a feeling of well being while others can bring us down, and suppress positive emotions. Therefore, through proper food interventions we can find a healthy balance.*

**Introduction :** Depression is not unusual in modern time. In fact, it has become so prevalent in today's world that the name of antidepressant drugs, such as Prozac, are now familiar to most people. According to World Health Organization Report 2015 "7.5% Indians suffer from depression."

The WHO prevalence report underlines what Indian psychiatrists have been saying : the burden of depression can not be ignored. In October 2016, The National Institute of Mental Health and Neurosciences (NIMHANS) in Bengaluru released a mental health survey that said the incidence of depression is roughly one in every 20 Indians or 5% of the population.

Worldwide, the prevalence of depression increased by 18% from 2005 to 2015. At present there are 322 million people with depression in the world, said the WHO Report. (1)

We feel depressed from time to time, but we can usually link our unhappiness to an event or set of circumstances. However, many people suffer from depression that has no identifiable cause. This can range from feeling a bit down to being unhappy all the time and in extreme cases, to not being able to experience any joy in life or to find any reason for living. Feeling down is usually transitory and will improve when life circumstances or mental attitude change. However, the last three instances are more serious and require attention and treatment.

### Symptoms Of Depression :

- Finding it difficult to get out of the bed in the mornings
- Having problems concentrating
- Suffering from a recent major loss, or break down of a relationship
- Lacking the energy to participate in things that usually interest you
- Losing appetite
- Craving sweet foods
- Tearful for no apparent reason
- Living in a place where sun light is limited
- Feeling hopeless or that there is no point in life.

### Modern Society and Depression :

Society has changed completely in last 5 decades. World has seen a lot of progress in last century. Due to change in job pattern from agriculture to non agriculture sector there has been migration of people from villages and towns to cities. This has led to more urbanization, increasing pollution, increasing population density, dense dwellings and poor sun light availability. According to a Korean study 68.4% of female workers in a manufacturing industry were in the deficiency state with serum Vitamin-D levels less than 10 g per ml. Additionally they found an association between serum Vitamin-D deficiency and depressive symptoms.(2)

Juha Pekanen, et.al. found a direct relationship between pollution and increasing level of depression.(3)

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The last few decades have also seen new sectors opening up for employment like IT and ITES sector, retail and other service sector. These new employment opportunities have helped in increasing the per capita income of the country. There is an increase in the disposable income in the hands of the people which has led to overall improvement in the standard of living but at the same time led to more sedentary life style, less physical work and increasing obesity. According to a study by R.E. Roberts, obesity at baseline was associated with risk of depression. (4)

Dr. Richard J. Wurtman found a prospective association between obesity and depression. (5)

Due to urbanization and migration there has been change from joint families to nuclear families adding more stress on individuals. 3 out of every 100 residents in urban areas are estimated to suffer from depression. While there has been improvement in job opportunities, there has also been increase in competition and work pressure. The working hours have increased and so has work pressure. According to ASSOCHAM Report 42.5% of corporate employees in India suffer from depression. Nearly 38.5% of corporate employees sleep less than 6 hours a day, causing diseases like depression, hypertension, diabetes etc. People are also working odd hours due to having to work across time zone in various jobs. The erratic, irregular and longer working hours are also affecting the food habits and eating pattern of people. Sanchez Vilegas et.al. found that fast food & commercial baked goods consumption may have a detrimental effects of depression risks. (6)

So the modern society which on one hand has seen improvements in terms of quality of life, its other aspects are leading to depression. It is still not very acknowledged but is very serious in nature.

**DEPRESSION AND DIETARY INTERVENTIONS :** Carbohydrates :When we eat foods containing Carbohydrates and sugars, they encourage the absorption of Tryptophan into the brain. Tryptophan is a mood lifting amino acid that is contained in protein foods. Eating Carbohydrates allows Tryptophan to be more readily absorbed. Bananas, Turkey, Cottage Cheese and dried dates contains high levels of tryptophan.

Tryptophan and Neurotransmitters :All nerve impulses in the brain are carried between the nerve cells by substances known as neurotransmitters. Tryptophan is a precursor to the neurotransmitter called serotonin. Low levels of serotonin have long been associated with depression and anxiety.

Judith J. Wurtman et.al. found serotonin release is involved with control of mood, many patients learn to overeat carbohydrate to make themselves feel better. (7)

Vitamin B6 and Serotonin :Vitamin B6 is involved with the synthesis of serotonin. Vitamin B6 is found in whole grains such as millet, buckwheat and oats as well as shellfish such as prawns, shrimp, lobster and mussels.

Ingvar Bjelland, et.al. found that both anxiety and depression are common symptoms of Vitamin B6 and Homocysteine deficiency. These disorder have a major impact on public health. (8)

Vitamin B12, Folic Acid, Protein and Dopamine :Dopamine acts like a neurotransmitter by helping nerve impulses in the brain cross the tiny gap in between nerve cells. Low levels of dopamine are linked with the incidence of depression, while increased level can bring about feeling of well being.

Dopamine is synthesized from tyrosine, an amino acid found in protein foods. It requires Vitamin B12 and Folic Acid as well as the mineral magnesium for its production. Foods rich in tyrosine include almonds, avocados, banana, cottage cheese, lima beans, peanuts, pumpkin seeds and sesame seeds. Foods high in Vitamin B12 include fish, dairy products and spirulina. Those high in folic acid include calf's liver, soya flour, green leafy vegetables, eggs and brown rice. A good supply of magnesium can be obtained from sunflower seeds, green leafy vegetables, wheat germ, soya beans, mackerel, sword fish and cod. Clinical studies have shown an inverse relationship between folate status and depression. Such a relationship has been inferred from studies showing increased frequency of folate deficiency among depressed patients. More severe and prolonged depressive episodes and weaker treatment response to antidepressants has been observed in patients with low folate status and enhanced antidepressant response with folic acid supplementation. (9) (10) (11) (12) (13) (14)

Zinc and Depression : Common symptoms of zinc deficiency are white marks on finger nails, loss of appetite, pale skin, stretch marks around abdomen or back, oily skin, acne, frequent cold or flu, poor sense of taste and smell etc. The link between zinc levels and depression is a strong one. Very often depressed people are found having zinc deficiency. Post partum depression, commonly known as " the baby blues" has also been attributed to low zinc levels as zinc reserves pass from mother to the foetus few days before birth. Zinc is the basis for the baby's growth and immune system. Replacing the mother's lost zinc after the birth can help conquer depression. Rich food sources of zinc are oysters, alfalfa sprouts, seaweed, brown rice, asparagus, mushrooms, turkey and radish.

Jamshid Roozbeh found that zinc deficiency may be a reversible cause which might contribute to the increased rate of depression in HD Patients. (15)

The findings of M. Maes et al. suggest that hypozincemia in major depression may be related to activation of cell mediated immunity. (16)

Depression and food allergies : Food allergy has strong link with depression. The most common allergens are wheat, corn, dairy products and citrus fruits. Many other foods can be responsible including fast food, colouring, and additives. The trigger foods can be highlighted by a simple test. Symptoms of food allergy range from dark circles under the eye, skin problems, insomnia, irritability and anxiety. One example of a food allergy that has a strong link with depression is gluten allergy, which causes coeliac disease. If people with severe sensitivity to all gluten grains do not avoid gluten in their diets, they are more likely to suffer from depression. Anahad

O' Connor has found that allergic reaction release compounds in the body called cytokinase which play a role in inflammation and may reduce levels of the hormone serotonin which helps maintain feelings of well being. (17) A study by Kelly Brogan highlighted that milk and gluten may sabotage our brain. (18)

**CONCLUSION :** From the discussion above, it is aptly clear that India faces an enormous task of handling depression as a fast growing health problem with serious impact on well being. This, coupled with lack of awareness, is a worrisome situation. It is time for us to look deep and ahead or tomorrow it will be too late to act. It is important to pay attention to intensive Nutritional Research, healthy diet and nutritional awareness. In addition to these motivation, life style changes, psycho-therapy, counselling, medication, healthy diet, exercising, taking time out, getting involved and staying connected with family and getting sunlight are necessary steps to improve the situation.

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## 'Angarewali' Rashid Jahan's "PardekePeechey": As a Study of the Voice of Subjugated Muslim Women

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**ABSTRACT :** *Rashid Jahan, most remembered for her association with the groundbreaking work 'Angaare' (1931), was an unconventional and controversial writer in Urdu Literature. During the middle of the twentieth century one of the most important literary trends in Urdu Literature was a group of writers who formed the 'Angaare' group. 'Angaare' was a collection of groundbreaking and unconventional short stories written by young writers. Rashid Jahan was a member of this group. She is famous for her two seminal contributions to 'Angaare', namely, "DillikiSair" and "PardekePeechey". Rashid Jahan was a member of Progressive Writers' Association. A gynaecologist by profession, her experiences acted as fodder for her writing. 'Angaare' was severely criticized and condemned for being filthy and a book that contained short stories which hurt the sentiments of entire Muslim community. The unconventional subjects and their frank and open renderings had not been the way in those times. Critics and those who were taken aback by the ruthless exposures of religiosity or male chauvinism criticized her work, to the extent that her works were burnt in public. The book was banned.*

*The Objective and Importance of this Paper: The purpose of this paper is to study Rashid Jahan's one act play "PardekePeechey" from a feminist lens and to explore the inner workings of Muslim households, the status of women in such cloistered families and the voices of Muslim women who were never allowed to raise their heads and speak aloud the traumas they underwent in marriage.*

**Key words:** Urdu Literature, male chauvinism, feminist, cloistered, Muslim community, patriarchal

Often referred to as a "bad" girl, a "brat" and "Angarewali" for being too loud and open, Rashid Jahan was able to make a mark as a feminist who was outspoken about issues that were otherwise a taboo in the outside world and even more so as a Muslim woman her highlighting issues which provided a view of the Muslim world where it was all patriarchal and where male domination was a rule, and women ordeal and subjugation by Muslim men was normal, her work was not easily digested by the Muslim community, especially men. A Muslim woman raising her voice and discussing issues of female body, the neglect and insensitivity of men was all too much for men to tolerate. Her ideas were way too ahead and unacceptable to the Muslim community in every way.

No doubt, that Rashid Jahan despite her honest and real rendering was too much of an extremist for others. Her writings are a proof that she was an extremist, not ready to surrender to the demands of the patriarchal world and bent to bring about a change and uplift the condition of Muslim women.

The ordeal of "burqua" is revealed in her heart-rending play "PardekePeechey". "PardekePeechey", the title in itself is a suggestion and metaphor. Though the play is titled "PardekePeechey", it is ironical as the writer removes the curtain and allows us to have a glimpse of the miserable condition of women in Muslim families (though it may be applied to women of other communities and religion too). Rashid Jahan in this one-act play very easily pens down the conversation between two women, and the beauty of the play is more due to its colloquial language; the conversational style of dialogues come across and were communicated quite naturally and effectively to the audience.

Marital sex, treatment of wife as a sex-toy, frequent pregnancies, treating women as a commodity, infidelity in marriage, disloyalty and unfaithfulness of husband, are all a part of this one-act play. . Muhammadi Begum's age reminds of G.B. Shaws' heroine Candida who too, in her early thirties, is described by the writer to be in the golden age of her life where she was in command of situation and not only took important decisions in life but could also choose between Marchbanks and Morrell. Muhammadi Begum too is in that prime age of her life but her life, and to be more precise her body, has been subject to nothing but marital sex, frequent impregnations, pregnancies and deliveries. Moreover, she is not able to nurture her young ones also as she is supposed to be available for her husband every night and anytime during the day.

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"PardekePeechey", a one-act play is short and crisp length-wise, but when we see the content and the thought contained in the dialogues, it is serious and says aloud what women undergo in a man's world. The condition and status of a woman in marriage and the exploitation of her body is one of the chief issues discussed in the play. As the curtain is lifted we witness the women's quarter or 'zanana' where two women are found talking to one another. One of the women looks tired, sad and distressed; she appears to be much older than her actual age. Muhammadi Begum, a woman in her early thirties is bogged down with too many pregnancies and child-birth. Her marriage has taken away all the happiness and brightness of her life. Nothing is left in her life that makes her life worthy of living. Too many children cribbing, crying, shouting and fighting; a husband who is unconcerned and who has nothing to do with her save her body for sexual gratification; a weak, diseased body that does not support her being. Motherhood which is otherwise a blessing is not the case with Muhammadi Begum.

Simone de Beauvoir explains the dual nature of men that men universally forbid abortion, but individually they accept it as a convenient solution of a problem. "The child is no longer a priceless treasure, to give birth is no longer a sacred function; this proliferation of cells becomes adventitious and troublesome; it is one more feminine defect." (The Second Sex, 509). In the case of Muhammadi Begum she has not the choice of abortion and her husband has no interest in the nurturing of children. His sole role is in impregnating Muhammadi. The rest is her responsibility of bringing them up and looking after them.

"PardekePeechey" discusses such issues that were a taboo like sexual harassment, child birth, pregnancy, contraception, reproductive organs, foetus, surgeries. Muhammadi is treated by a male doctor in routine. The male doctor is supposed to examine her without touching her or even seeing her. He sits on the other side of the curtain. Muhammadi Begum is taken to a woman doctor only when it is too necessary and when her insides have to be checked.

The talk between the two women offers an insight into their lives and gives us a view of male dominance and subjugation of women that makes women lose interest in their lives to the extent of their wishing to end their lives or desiring for an early death. Pregnancy every year since marriage, ill-health has resulted in Muhammadi Begum's withered looks. What is most horrifying is the fact that she is not the master of her body. She does not own her body. It is her husband who takes decision regarding tooth extraction if he finds bad breath off her mouth and throws her into surgeries one after another for sexual pleasure.

Simone de Beauvoir in her chapter on 'The Married Woman' in *The Second Sex* asserts that there can be no confirmation of the presence of love in marriage and marriage imposed sexual intercourse.

It is sheer hypocrisy to hold that a union based on convenience has much chance of inducing love; it is pure absurdity to maintain that two married persons, bound by ties of practical, social, and moral interest, will provide each other with sex satisfaction as long as they live. (464)

It is not Muhammadi who owns her body but rather her husband, who uses or rather abuses her body by forcing himself on her. Marital sex is no less than rape to which she has to silently acquiesce. Whether it is night or any time during day Muhammadi has to be available for her husband and act according to his sexual needs and demand. When Muhammadi's doctor finds that Muhammadi is two months pregnant, she is greatly surprised to learn that Muhammadi was not spared by her husband even during ill-health.

Whatever Muhammadi Begum's husband does with Muhammadi's body is not sufficient as he even tortures her with threats of marriage to another woman. The play presents to us domestic oppression and hypocrisy of men. The entire life of Muhammadi Begum is nothing but her husband's sexual intercourse with her and more than that there is no fidelity in the relationship as her husband visits prostitutes too.

Rashid Jahan's work and her contribution to 'Angaare' shows the oppression which women undergo in marriage and the subjugation of women as wives at the hands of men. The ill-treatment of Muslim women at the hands of their husbands, the sexual exploitation which they face and the religious and social dogmas that over-burden them - all such issues are depicted with excellence by Rashid Jahan. The women in her work live a cloistered life where they are subject to all sorts of atrocities in the name of marriage. Despite the victimization of Muslim women by their demanding husbands, the desire to be free, the desire to be in control of their lives and bodies and the desire to think in their own way never die in the heroines of Rashid Jahan.

Bell hooks in her famous work *Feminist Theory: From Margin to Center* talks about sexual liberation:

Sexual norms as they are currently socially constructed have always privileged active sexual expression over sexual desire. To act sexually is deemed natural, normal; to not act, unnatural, abnormal. Such thinking corresponds with sexist role patterning. Men are socialized to act sexually, women not to act (or to simply react to male sexual advances). (151)

The talk between two women in "PardekePeechey" while cutting beetle nuts is not just a simple conversation between women who are gossiping and whiling away the time. Rather it is an important feminist discourse which can be studied at various levels.

- The primary level is that of a woman discussing her life with another woman. At this level it would be general, homely and domestic talk.
- The second level is that of a sharing of one's pains, sufferings and difficulties which for one woman only another woman can understand. This involves a feeling of sisterhood and comradeship between women. It is well understood that Muhammadi Begum believes that the other women is relating to whatever she is venting and is trying to comprehend her problems. Though we also feel as readers that more than a reaction and revolt it is Muhammadi's acceptance of her toil and her exploitation that is disturbing. We also realize that this is the way it has been in Muslim families where it has always been so difficult for women to break free from such inhuman marriages and families.
- The third level is the level of human dignity. Search for some relief and an escape from harassment is what Muhammadi Begum wants desperately. It is not just her physical, mental, emotional requirement, but the basic requirement for her survival, to be able to live with some dignity that is her right as a human being.

Rashid Jahan unveils the ugliness and violence that pervades the homes of Muslim families where a woman is treated like an animal who is subject to physical abuse and used for a man's lust. Rashid Jahan redefined feminist writing and was an inspiration to many other women writers like Ishmat Chughtai to fearlessly take the plunge and relate to the world of Muslim women by discussing tabooed issues like second marriage, the problems of the reproductive system, over-large families, virginity operations, infidelity, and so on. Her works bring her out as a woman with revolutionary zeal, a fighter who not only fought cancer but a writer who fought for social injustice and inequality, and the marginalization of women. Rashid Jahan became the voice of common people and the woman with a cause who voiced out the problems not only Muslim women but to the entire women folk sidelined by the mainstream patriarchal world.

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## Emotional Intelligence in relation to Academic Achievement among adolescents

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**Abstract :** *The present study was aimed to see the relationship between emotional intelligence and academic achievement among adolescents. Sample of 120 XI (Eleventh) class students (60M, 60F) from government and private school of Bulandshahr district were selected randomly. Data were analyzed by using Pearson product moment correlation and results revealed that the academic achievement and emotional intelligence are positively correlated to each other. Among private school students the significant positive correlation was found between academic achievement and emotional intelligence but in case of government school students it was found insignificant. Among adolescents boys and girls, a strong positive correlation between academic achievement and emotional intelligence were found.*

**Key words:** Emotional intelligence, Academic Achievement

**1. Introduction - :** Emotional intelligence has been used for hundred or even thousand of years but we were not aware of it or it was not defined. Few people recognized its real importance in our daily life. Emotional intelligence make us understand and perceived our own emotions control them and use them in the more beneficial way for us. Emotional intelligence make us influence inspire and feel other people emotions. Emotional intelligence is that we will learn how to deal in different situation. By using emotional intelligence we can understand the other persons emotions and we can persuade and tell him our view point in a way that he gets it and accept it.

Salovey & Mayer (1997) said that emotional intelligence involves the ability to perceive accurately; the appraisal and expression of emotions, the ability to assess and /or generate feelings when they facilitate thought ; the ability to understand emotions and emotional knowledge and the ability to regulate emotions to promote emotional and intellectual growth. Goleman (1995) viewed emotional intelligence as the ability to know and manage one's own emotions, recognize them in others and to handle relationships.

Academic achievement has great importance in the present scenario. Right from the beginning of formal education puts emphasis on achievement. The effectiveness of any educational system to a large extent depends upon the involvement of students to achieve whatever it is to be in the cognitive or psychomotor domain. More attention has been paid to the development of intellectual and cognitive process which facilitates performance in the classroom setup. However, the development of achievement related effective process has been neglected. The degree of positive effect that children feel about their own performance is important not only in maintaining positive attitude towards school, academic achievement and learning, but also in promoting competence and self worth. Hawes (1982) described academic achievement as successful accomplishment or performance in particular subjects, areas or courses, usually by reasons of skill, hard work and interest, typically summarized in various types of grades, marks scores or descriptive commentary. According to Good (1973) academic achievement is " knowledge attained or skills developed by test scores or by marks assigned by teachers or the both."

**2. Literature Reviewed-:** Yahya & Yahya (2012) studied to examine the impact of five emotional intelligence elements identified as self awareness, emotional management, self-motivation empathy, inter personal skills towards secondary school student's academic achievement. This study also aims to identify whether the five elements of emotional intelligence have been able to contribute to academic achievement. The result showed that the significant relationship among self-awareness, emotional management and empathy with academic achievement. Multiple regression analysis result showed that only three elements of emotional intelligence which is self awareness, self-motivation and empathy accounted for 8.7% of variation in criterion (academic achievement). Research also presented a model designed to reflect the relationship between the elements of

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emotional intelligence and academic achievement. This studies imply that the level of emotional intelligence contributes to enhance the cognitive abilities in students.

Kant & Lenka (2013) in their study does emotional intelligence get affected from some Biographical factors in special reference to trainee teachers revealed that gender does not play any role in development of emotional intelligence; also type of institution does not have any effect on emotional intelligence. But socio-economic status shows a significant effect on emotional intelligence. With high socio-economic status trainee teachers has high emotional intelligence; on the other hand with low socio-economic status some trainee teachers has low emotional intelligence.

**3. Statement of the problem :** "Emotional intelligence in relation to academic achievement among adolescents."

**4. Operational Definition :**

**4.1 Emotional Intelligence :** Emotional Intelligence refers to emotional reasoning. It points to the ability to express one's emotions, understand one's own and others emotions, regulate one's own emotions and manage emotions of others.

**4.2 Academic Achievement :** Here marks obtained in the previous class have been taken as the academic achievement of the subject.

**5. Objectives of the study :** Objectives of the present study were as follows:-

1. To establish the relationship between academic achievement and emotional intelligence among adolescents.
2. To see the relationship between academic achievement and emotional intelligence among students of private school.
3. To establish the relationship between academic achievement and emotional intelligence among students of government school.
4. To study the relationship between academic achievement and emotional intelligence among boys adolescents.
5. To see the relationship between academic achievement and emotional intelligence among girls adolescents.
6. Hypotheses of the study

**Following hypotheses were formulated to achieve the objectives :-**

Ho1 There will be no significant relationship between Emotional Intelligence and academic achievement among adolescents.

Ho2 There will be no significant relationship between emotional intelligence and academic achievement among students of private school

Ho3 There will be no significant relationship between emotional intelligence and academic achievement among students of government school.

Ho4 There will be no significant relationship between Emotional Intelligence and academic achievement among adolescents boys.

Ho5 There will be no significant relationship between emotional intelligence and academic achievement among adolescents girls.

**7. Delimitation of the study :-**

1. The sample of the study constitutes of 120 XIth class students.
2. This study was delimited to Bulandshahr disritct of U.P
3. This study was restricted to only two variables i.e emotional intelligence and academic achievement.
8. Methodology :-

**8.1 Population and sample :** In this study all students of class XIth government and public school of Bulandshahr district were considered as the population. After that 120 students (60M +60F) of class XIth were randomly selected from government and private school. Out of 60 male students 30 from government school and 30 from private school. In the same way out of 60 female students 30 from government school and 30 from private school were taken as sample for the study.

**8.2 Instruments used :-**

1. Emotional intelligence scale by sheeta Prasad (2009) this scale consists of 40 items and every items has five probable answer and contains five components namely (a) self-control (b) trustworthiness (c) conscientiousness(d) adoptability and (e) innovation

**2. Academic Achievement :-** The marks obtained in the previous class has been taken as the academic achievement of the subject for future prediction. There are three categories of academic achievement have been considered high, moderate and low achievement.

High achievement - 70% and above

Moderate achievement - 55% to 69%

Low achievement - 54% and below

**8.3 statistical analysis :** Data were analyzed with the help SPSS package. Pearson's product moment correlation was used to see the relationship between emotional intelligence and academic achievement.

## 9. Results and Discussion

**Table -1**

**showing correlation between academic achievement and emotional intelligence among adolescent.**

Variables	N	Correlation	Level of sig.
Academic Achievement	120	.469	Sig. at 0.01 level

It is evident from the table-1 that academic achievement and emotional intelligence showed positive significant correlation ( $r=.469$ ,  $p>.01$ ). It means that academic achievement and emotional intelligence are positively related to each other. Thus the proposed null hypothesis was rejected.

**Table -2**

**showing correlation between academic achievement and emotional intelligence among students of private school.**

Variables	N	Correlation	Level of sig.
Academic Achievement	60	.557	Sig. at 0.01 level

The result shown in table-2 that academic achievement and emotional intelligence showed significant positive correlation ( $r=.557$ ,  $p>.01$ ). It showed a strong positive relationship between two variables among private school students. So hypothesis 2 rejected.

**Table -3**

**showing correlation between academic achievement and emotional intelligence among students of government school.**

Variables	N	Correlation	Level of sig.
Academic Achievement	60	.209	Not significant
Emotional intelligence			

The result from table-3 that the correlation between academic achievement and emotional intelligence was found  $r=.209$ , which is not significant. Thus the proposed null hypothesis was accepted.

**Table -4**

**showing correlation between academic achievement and emotional intelligence among boys adolescents.**

Variables	N	Correlation	Level of sig.
Academic Achievement	60	.717	Sig. at 0.01 level
Emotional intelligence			

From table - 4 it is evident that academic achievement and emotional intelligence among boys was found significantly correlated ( $r=.717$ ,  $p>.01$ ). The correlation value shows a strong positive relationship between two variables (academic achievement and emotional intelligence) among boys adolescents. Thus hypothesis rejected.

**Table -5**

**showing correlation between academic achievement and emotional intelligence among girls adolescents.**

Variables	N	Correlation	Level of sig.
Academic Achievement	60	.284	Sig. at 0.05 level
Emotional intelligence			

The result from table-5 shown that the correlation between academic achievement and emotional intelligence among girls adolescents was found significant ( $r=.284$ ,  $p>0.05$ ). The correlation value shows positive relationship between the two variables among girls adolescents but the relationship is not very strong as it was in the case of boys adolescents. Thus the proposed null hypothesis was rejected.

**10. Finding interpretation-:**

1. There exist positive significant correlation between academic achievement and emotional intelligence among adolescents.
2. There exist positive significant correlation between academic achievement and emotional intelligence among students of private school.
3. There exist no significant correlation between academic achievement and emotional intelligence among students of government school.
4. There exist significant correlation between academic achievement and emotional intelligence among boys adolescents.
5. There exist significant correlation between academic achievement and emotional intelligence among girls adolescents.

**11. Conclusion-:** On the above finding it is clear that academic achievement and emotional intelligence of adolescents are positively correlated to each other. From this study it revealed that the strong positive correlation between academic achievement and emotional intelligence was found significant. A significant positive correlation was found between academic achievement and emotional intelligence among private school students but in case of government school students it was found not significant.

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## **Global Communication as A Result of Globalization and Informatization**

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**Abstract:** *Many researchers consider that the forces of globalization and informatization have a great importance for communication; these forces have already caused changes in some industries, policies, cultures and societies. Societies and communities must take part in this new global communication as they have no other choice; although, their way of participation depends on their specific social, cultural, economical and political environment.*

*Nowadays, we have a global commercial communication system which is dominated by a small number of very powerful transnational companies. Until now, the companies from the communication field have sold information and entertainment to the people. Now they prefer to sell consumers (readers, listeners, TV spectators, internet users). We can easily notice the ambition of the new communication empires: to control the whole network, as everything is passing through these networks - broadcasts, movies, books, music, magazines - means communication.*

**Key words:** globalization, communication, transnational companie.

**1. Introduction :** Although the term "globalization" particularly refers to the economical phenomenon, its impact can extend to the social, political and cultural levels. Ideas, doctrines, habits, and cultural movements follow the path of the exchange of the goods between nations. For example, the international trade has been a spreading instrument for many religions; Buddhism in Eastern and South-Eastern Asia on the Road of Silk, the spreading of Islam in South-Eastern Asia, and Christianity in Eastern Europe, Central Asia, and the American Continent<sup>1</sup>.

In order to comprehend the concept of globalization, events at a global level must be analyzed from a multidimensional perspective. Thomas Friedman, the editor of The New York Times, believes that we cannot see the reality of the contemporary world, nor can we understand it unless we take into consideration the connections established between politics, national security, culture, finances, technology and ecology. The classical borders between these have been reduced and will eventually fade away<sup>2</sup>.

**2. The Effects of Globalization and Informatization :** Experts of various fields have proven the complexity and interdisciplinary character of globalization. According to Thomas Friedman, the term globalization implies "the integration of the markets, the nation-states, and the technologies at an unseen level"<sup>3</sup>. He considers that the determining force for the uniqueness of this phenomena is "the newly discovered power of individuals to cooperate and compete at a global level"<sup>4</sup> as a result to the accelerated informatization induced by technological convergence. Anthony Giddens, a British sociologist who is the director of the London School of Economics and Political Sciences, rejects the idea of globalization being defined only with regard to the interdependence of the global market and international financial flux. He claims that "globalization is not primarily economic. [...] The driving force of the new globalization is the communications revolution"<sup>5</sup>.

Manuel Castells emeritus Professor of sociology at the university of California introduced ,articulated and developed the idea of Network Society which is considered as the first major sociological study of digital communication in a global context, in his three volume publication. The Information Age : Economy, Society And Culture (2nd Edition .2000) A Review in the Economist describes Castells as "the first significant philosopher of cyberspace" According to Castells the network society is global society because digital network are global-they know no boundaries. Castells is optimistic about the contribution of digital network to social movement believing many social movements benefit humankind. For example in the Tunisian revolution also known as Jasmine revolution 2010, and Anna Hazare"s revolution in India at new Delhi, Twitter Facebook, YouTube, website and smart phones were used to record, publicize and organize demonstration .

Informatization is the process by which the informational technologies, such as the internet or other communication means, transform the economical and social relations in such a manner, that the cultural and economical barriers are reduced to minimum<sup>6</sup>. Friedman considers that the new technologies have the capability

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to connect the world through stronger links, allowing companies to allocate part of their production, research, and marketing to various countries and maintaining control over the above mentioned through the new means of communication (computers, teleconferences, etc)<sup>7</sup>. Informatization encompasses all the instruments that have led to the progression from the industrial society to the informational society. The use of the new information and communication techniques, in all the fields of the economic and social life, has determined the growth of social productivity and has modified, at a large scale, the working and living style of the people. It has become a generating force for the economical growth, insuring the improvement of the level of life for the people in many regions of the world. As a consequence of informatization, the companies, economies, and the states are reorienting towards the new technologies, insuring their survival, growth, and success. The concepts of globalization and informatization are used to explain different phenomenon. But there can be a superposing in the social, political, economical and cultural approach. The two pair-forces generate effects that have consequences. This is true not only in the economical field, but also in the cultural, social and political life of the society. Human rights, religious beliefs, security, environmental protection, and the rights of the workers are just a few examples of subjects which have become international or even global. For example, the spiritual leader of the Tibetan Buddhists, Dalai Lama, has followers all over the world, in such a manner that the manifestations against the repressions in Tibet are happening in all the corners of the world where Buddhism is not a majority religion. Even international stars are fighting for the human rights in Tibet. As the industrial revolution has led to the acceleration of the urbanization and the development of new economical means, the revolution of communication, which is upstanding due to the informatization and globalization, is creating a new social framework. This includes the new "communities of information", the freedom of speech, the general public space and a globalizing spirit.

**3. The Globalization of Communication :** A Completely Achieved Phenomenon Nowadays, given the circumstances regarding the overwhelming expansion of the internet, which reduces the costs and brings communication to a global level, the ideas become more independent towards the other forms of globalization. As McLuhan predicted in his famous presentation "the global village", time and space are being reduced with the help of the new means of information and communication. "The evolution of the means of communication has reduced the importance of the physical presence in the favor of the way we live the experience of the people and events [...] as a result, the place you are in is less important than what you know or live."<sup>8</sup>

The globalization of communication implies the freedom of movement of ideas, information, images, and reporters. In this regard, many examples can be given, such as the movement of religions and the broadcasting of scientific knowledge. Often, the globalization of communication follows economical and military globalization: the ideas, information and people are following the economical and military fluxes transforming societies and markets, and at the same time, affecting their knowledge and behavior, as well as their attitudes towards culture, society and politics. Everything conforms to McLuhan's predictions, which state that because of technological advancements, the world is "a global theatre which invokes the population of the world to not only participate as spectators, but also to be part of the distribution process"<sup>9</sup>.

Although globalization claims to incorporate the whole world, it is actually generating exclusion. An argument in favor of this remark is the fact that globalization is based on communication, but it is not equally accessible to everyone. The numbers are more than enough for revealing it: 90% of internet users are Westerners; in 2004, in the USA, there were 195 million internet servers, in Europe 22 million, whereas in Africa only 300,000; the city of New York alone has more phone channels than the entire continent of Africa. Such unequal opportunity has led to the exclusion of 3 billion people from scientific knowledge and progress.

An explanation of this situation is that a country, in order to participate in the globalization process, must gather a minimum level of required means and infrastructure to be able to be connected to the rest of the world. Friedman supports this argument, stating that it is easy to proclaim the freedom of the press and allow the free flux of public information, but it is difficult to insure and protect a truly independent press, which could publish the corruption cases within the structures of a state.

**4. The Giants of Communication :** In the world nowadays, there is a very powerful global commercial system of communication, dominated by a reduced number of transnational companies. These companies resort to alliances, absorptions, and fusions through which they reach the efficiency record. Companies that used to be engaged in phone businesses, would want to join the field of broadcasting or cinematography; those that used to deal with informatics would settle in the field of video games; and while those who used to perform in the field of distribution would be willing to dominate the market of cellular phone service providers, private television, or music production.

In this manner, the communication industry is creating a complex web all around the world. It can be seen as an "enormous spider web", as Ignacio Ramonet names it. This web contributes to the generalization of the communication revolution and has enormous flexibility, worthy of the productions they launch.

Robert McChesney, professor at the University of Illinois, considers that the transnational companies in the field of communication function on two main principles.

The company, in order to be able to dominate the markets, must increase its dimensions in such a manner that the competition should not be able to overtake it. Companies, such as Time Warner or Disney, have followed these principles and they have tripled their dimensions every ten years.

The company must participate in diverse fields of communication: film production, book publishing, magazines, newspapers, music, networks and TV channels, presentation and opening magazines, amusement, thematic entertainment parks, etc. In this way, the global profit of the communication empires is considerably higher than that of the sum of the profits obtained individually by each branch of the media. As an example in this regard, a movie can lead to the launching of a successful and popular hit - as a result of its presence as a soundtrack in the movie (Titanic), of a book (Star Wars), of some TV shows, DVD's, computer games (Harry Potter) or of new ideas for the entertainment parks (Star Wars).

The companies which are not media conglomerates have no chance on the communication market. The majority of the world's film production, TV shows, the rights of property over the cable networks and satellite, book publishing, magazines and newspapers as well as music production are all concentrated in the hands of fifty global companies, in what the incomes are concerned. According to McChesney, this concentration of power is destabilizing for any democracy of the world. The giant conglomerations in the field of communication have become the new masters of the world. It is about Time Warner (which owns AOL, Time Warner Cable, HBO, Turner Broadcasting System, -including CNN-, Time.Inc and Warner Bros. Entertainment), Walt Disney (which acquired Fox Family Worldwide, which afterwards became the ABC Family Worldwide), Vivendi Universal (which acquired Havas, Channel+, the operator of SFR mobile communication, Maroc Telecom, and the Seagram group, the owner of Universal Music Group - former Poligram -), Viacom (which owns BET Networks - self proclaimed "the first media company for the black culture consumers", MTV Networks and Paramount Pictures), Rupert Murdoch's News Corporation, AT&T (which dominates the planetary telephony), IBM, Microsoft (which dominates the informatics programs market and also intends to conquer that of video games), General Electric (which has taken control over the NBC television network), Bertelsmann (the first German communication group, with activities in the field of radio broadcasting, publishing, music production), Pearson (the owner of Financial Times Group, Pearson Education, Penguin Group), Prisa (the first Spanish communication group), etc.

Some thought that the apparition and development of the Internet might eliminate the monopoly of the media empire's powers. However, these predictions have been discarded by the evolution in the past years, through which the big companies in the media industry, telecommunications and computers, have used their economical and financial power to colonize the Internet, so that it might neutralize its threats. The media industry has been transformed around a new generation of products and services related to the Internet<sup>15</sup>. For this reason, the big media companies have evolved together with the telecommunication and computer companies towards a global communication system.

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## Gender Equality in Education

Dr. Ashok Kumar Mishra\*

**Abstract:** *The analysis in this paper has focused on identifying key issues that represents gender context in education. National and State governments have initiated girls centric programmes to foster gender parity and uplift the status of women in the society.*

Gender and marginality have to be understood in the wider context of social justice. While the economic system of a society defines the nature and pattern of marginalization, the process and the existence of marginality certainly goes beyond the organic structure of the economic system. Marginality in the true sense needs to be verified with identity, dignity and contours of exclusion, which are embedded in the opportunities that shapes women's access to higher levels of education. This eventually, leads to social separation for women belonging to socially disadvantaged groups in particular.

It is indeed difficult to generalize about women in India because of the vast different classes, castes, religions, communities. Yet one can say that most women suffer from patriarchal structures and ideologies, they experience gender inequalities and subordination. Women lag behind their men in all indicators of social and human development. They are concentrated in low skilled and low paid jobs, they get lower wages and lower income than men and they hardly own and/or control property and means of production. The participation of women in political and social decision-making is abysmally low. They are excluded from rural authority. They have little say in the formation of social, economic, legal, political rules which govern their lives and keep them subjugated.

In large part of India girls live with disadvantages, burdens and fears. They carry the burden of neglect, of discrimination, the burden of household work, the burden of looking after siblings, the burden of work outside the home. Girls live with fear of being poisoned, fear of being neglected and allowed to die, fear of not getting adequate affection, care, nourishment, medical attention, education. Our daughters also live with the fear of sexual abuse ranging from playful manhandling to rape.

The subordination of women in the society and persistent stratification in education has resulted in bleating about gender inequality at policy level. There have been normative moves around uplifting the status of women in education by means of voices in favour of reservation or opening of special institutions for women. Marginality of women in education is effectively maintained, if not maximally.

There is a growing recognition of girls' education in policy circles in the country. The twelfth five year plan recognized that promoting girls' education is a critical issue. It not only envisaged to enable girls to keep pace with boys, but also reiterated that the girls' education should be viewed from the perspective as spelt out in the national policy on education, 1986 which states that education should be a transformative force, build women's self-confidence and improve their position in society.

Historically, since independence, various education policies have emphasized the equality in education. Particularly the National Policy on Education (1986, 1992) laid special emphasis on the removal of disparative. Education should be used as an agent of basic change in the status of women. The policy of non-discrimination will be pursued vigorously to eliminate sex stereo-typing in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as in exiting and emergent technologies.

The impact for National Education Policy, 2016 recognises that the relatively higher gender gaps in youth and adult literacy rates remain a principal challenge. India continues to be the country with high level of gender gap (19.5 percentage points) in adult literacy rate. It is clear that major efforts are needed to raise the literacy levels of girls and women.

In order to expedite the process of expansion of educational opportunities for females, Government of India has initiated several programmes including National Programme for Education of girls in elementary level. The Mahila Samakhya, Kasturba Gandhi Balika Vidyalaya. Most recently, Government of India included two major programmes SABLA and Beti Bachao Beti Padhao to the package.

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SABLA is a centrally sponsored programmes of Government of India initiated on April 1, 2011 under Ministry of Women and Child Development. The basic objectives of the scheme are to enable self-development and empowerment of adolescent girls, improvement in their health and nutrition status.

Beti Bachao Beti Padhao aims to generate awareness and improve the efficiency of welfare services meant for women. This scheme was introduced in October 2014 to address the issue of declining child sex ratio.

In order to move gender equality, we have to empower that gender which is disempowered i.e. women and girls. One needs to understand power in order to empower anyone. Power is the capacity or ability to take actions freely and independently, it is the capacity to control or influence others. Power means autonomy, freedom, making your own choices, having a voice.

Education of women is indeed the most important component and intervention for women's empowerment, provided both the contents and methodology of this education are pro-women.

We need education which will not help in the search and acquisition of new skills and knowledge, but also help the participants acquire and strengthen values like justice, equality, honesty, truthfulness and solidarity amongst oppressed groups.

The National Programme "Beti Bacho, Beti Padhao" was launched by Prime Minister Shri Narendra Modi on 2nd January, 2015 at Panipat (Haryana) speaking on the occasion, the Prime Minister had said, "he comes as a bhikshuk to beg for the lives of daughters". Stating that we have no right to call ourselves 21st century citizens as long as we have an 18th century mindset, the Prime Minister had called for an end to the daughters, saying this was the key to ending female foeticide.

The Prime Minister quoted the eminent Urdu scholar from Panipat Altaf Hussain Haali, "O sisters, mothers, daughtes - you are the ornaments of the world, you are the life of nations, the dignity of civilization".

India has made significant progress in improving basic education indicators over the last two decades. Average educational attainment of the population is increasing, and demand for enrolments is gradually shifting from the elementary to the secondary level. However there remain substantial challenges, if the goal of equal education opportunity is to be achieved.

Moreover, inequality is observed to have persisted with reference to location. It is observed that girls in urban areas are somewhat better off than boys.

The inequality in completion of different levels of education is also observed to have persisted over the years. Girls continue to experience disparity when compared with males of greater concern is the wealth inequality in completion of school education. Opportunity cost of girls labour and early marriages continue to be serious challenges. Role of education in enhancing women empowerment can only be realized with strong efforts towards expanding equality of opportunities. National and State Governments have initiated girls centric programmes to foster gender parity and uplift the status of women in the society.

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## Unfulfilled Children's Rights And Systematic Discrimination in India

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**Abstract :** *This study seeks the information on the scenario of unfulfilled children's rights in systematic discrimination. They are identified world-wide as assets of the nation. In India they grow without a childhood, because of weak economic condition, ignorance and absence of good parenting. Future of the nation lies in the hands of the children, but because of systematic discrimination of our state, society and family as well in all domains e.g.- child labor, child marriage etc., the future of nation is in question. Our Constitution's vision of a healthy and happy childhood is affected in different ways. Juvenile Justice System is described in Juvenile Justice Act are to provide care, protection, treatment, development and rehabilitation of children. India is also a signatory to United Nation Declaration on the rights of the child, 1959. It describes health and care, protection from abuse, protection from exploitation and protection from negligence. India also has adopted a National Policy on Children in 1974. Through this National Policy, the Government of India, took the responsibility of children's development, means equal opportunities for development and fulfill equality and ensuring social justice. But after all these policies, Acts and Conventions children also come under vulnerable section. This study is primarily focus on children's rights which is not fulfilled. And why it is unfulfilled in present society. Where did we fail and how can we take steps for their fulfillment of rights?*

*The present study is doctrinal study its follow descriptive method. The researcher will be utilizing the secondary data such as -the Indian Constitution, UNCRC deceleration of Child Rights, Juvenile Justice Act 2000, National Policy on Children 1974, Research Papesr etc. Even though, we completed the 70th year of independence still we are facing so many basic problems. We need to ensure that the fundamental rights of children e.g.- protection, education and health are not breached.*

**Key Words:-** Unfulfilled children's Right, United Nation Convention of Child right, National Policy, Juvenile Justice, Systematic Discrimination.

"We here to wipe their tears and transform their gloomy face into happy ones

We have to kindle the flames of hope and better tomorrow in them"

-The First lady of Pakistan, Begum Sehba Pervez Musharraf, 2005

**Introduction :** Present study seeks to extracts information on the scenario of unfulfilled children's right in systematic discrimination. The problem of unfulfilled children's right is a problem which arises out of social, cultural and parental complexities and differs in various means. Children's right violation is an alarmingly increasing problem, causing a source of concern in all over the world .Children's right generally refers to denote the conflicting situations encountered with a child. The present context of increasing erosion of socio-cultural fabric of society is leading to the cause of social and legal order disruptions. However this situation has visibly seen increasing. This problem arises out of insignificant ignorance of children, lead to invoke disturbance of the social order and control in society. The problem of unfulfilled children's right has been increasing over the years. Child Rights Day in India is celebrated every year on 20th of November to reconsider the real human rights for all the children in India. A national conference is organized every year on 20th on November by the National Commission for Protection of Child Rights to make aware the people about all the rights of the children. 20th of November is also celebrated as the Universal Children Day across the world. According to the child rights it is very necessary to attention, care and legal protection of children during their physical and mental torture in the childhood. Child rights day is celebrated to make sure that children are getting rights and dignity. Give them a chance to develop their self and enjoy their childhood. We have to make sure that all the laws, regulations and policies of the child rights are followed properly. To

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secure the child rights in the society, we have to continue working on this strategy and to observe the child's living condition in society. Children's rights, which we do talk about include the right to health, education, family life, happy and healthy childhood, an enough standard of living and protection from physical and mental abuse and harm. Children's rights must cover their appropriate needs that change over time as a child grows up. There can be no compromise in fulfilling children's right.

There is major cause of unfulfilled children's right, their dependence on family and society for their growth, development, prevention and protection from abuse. According to UNICEF central message, "No violence against children is justifiable, and all violence against children is preventable." For broad acceptance of Convention on Rights of Child, children in almost all states are still waiting for full recognition of respect for their human dignity and physical integrity, and for adequate investment to prevent all forms of violence against them. There are four general principles that underpin all children's rights:

**Convention on Rights of Child :**

- Art 2: Children must be protected from discrimination means that all children have the same right to develop their potential in all situations and at all times. For example, every child should have equal access to education regardless of the child's gender, race, ethnicity, nationality, religion, disability, parentage, sexual orientation or other status
- Art 3: The best interests of the child must be "a primary consideration" in all actions and decisions concerning a child, and must be used to resolve conflicts between different rights. For example, when making national budgetary decisions affecting children, Government must consider how cuts will impact on the best interests of the child
- Art 6: Right to Life means that all children have right to live life in all circumstances. For example Juveniles have also right to live life.
- Art 27: The child's right to a standard of living adequate for the child's physical, mental, spiritual, moral and social development underscores the vital importance of ensuring access to basic services and to equality of opportunity for children to achieve their full development. For example, a child with a disability should have effective access to education and health care to achieve their full potential.
- Art 28: The child's right to education must be primary right of every child in all the section of society. For example every child has equal right to access education. It must be free and compulsory.
- Art 32: Child labor means that child labor is against the childhood. Some employers reportedly choose to employ children because they are less aware of their rights. No violence against children is justifiable, and all violence against children is preventable.
- The views of the child mean that the voice of the child must be heard and respected in all matters concerning his or her rights. For example, those in power should consult with children before making decisions that will affect them.

**Violation of Child Rights in India :** Violation of children's right is illegitimate or harmful practice. Scope of harmful practices by state, society and family against children must be prevented. Children are being deprived of basic necessities, despite the presence of international bodies. Children do not get proper care, education, shelter, food, health etc. Many times they exploited physically, mentally and psychologically. It will affect their childhood and development.

Trafficking of Children means sale and purchase of children. Trafficking of children occur for many purposes, particularly for sexual exploitation and begging. According to National Crime Record Bureau 1 child in every 8 minutes subjected to trafficking, which is a shameful act. It is not only India, but many countries are involved in this dirty crime, particularly Bangladesh, Nepal, Sri Lanka, Pakistan, Haiti, Brazil etc.

Reason Behind child trafficking: Rampant poverty and lack of care; parents sell their children for money or child stolen by trafficking gang.

Violence against children one of the major violence against children is sexual violence, large number of unaddressed and unreported incidence of sexual violence happened in India. Sexual violence is social taboo, that's why it's not reported to police. According to World Health Organization Report 2014, while 1 in 3 adolescent girl experience violence physical, mental and emotional. Child abuse is often unreported, when it involves family, school and famous institutions and also due to prototype family structure practiced in rural India.

Child Labor occurred mostly in hazardous places or factories. Child labor or forced labor has been unfavorable to children below the age of 14 years to work in family enterprise or entrainment industry. India is home to the largest child labor in the world.

Discrimination against Gender Indian girls are mostly suffering by gender discrimination by the myth of female inferiority. This myth is transferred from generation to generation of female. They are unaware of their rights and capability.

Discrimination against Children on the basis of caste, religion or background: child belongs to schedule caste, schedule tribe and minority have faced discrimination through the years, this discrimination continue even to present days. Large number of cases have been lodged under SCs/STs Prevention of Atrocities Act. Many cases of discrimination on the basis of caste are reported in Rajasthan and Madhya Pradesh.

**Role of State, Society and Family to Protect Children's Right :** Those who are charged with protecting and fulfilling child right actually abused them. It is doubtful how state will fulfill their responsibility to realize children's rights, and also how the new concept of state intervention into the fulfillment of child right is to be achieved. The state has a role to play in a child's upbringing and development. According to Integrated Child Protection Scheme (ICPS), child protection is about keeping children safe from a risk or perceived risk to their lives or childhood. It is about recognizing the children are vulnerable and hence reducing their vulnerability by protecting them from harm and harmful situations. The State should ensure families are capable to providing them health, education and food because child has right to live a normal and happy childhood.

UNICEF views vulnerable children as those who are abused, exploited, and neglected. Child protection is derived out of the duty to respond to the needs of vulnerable groups of children. Further, UNICEF outlines the following groups also as vulnerable: Children subjected to violence, Children affected by HIV/AIDS, Children without birth registration, and Children engaged in labor, Children engaged in marriage, Children in Conflict with the Law, Children without Parental Care, Children used for commercial sexual exploitation and Female children subjected to trafficking. The child rights are the responsibility of all units e.g. state, society and family as well. Child survival rate are improved by the fulfillment of children's right, particular social and cultural participation rights.

**Conclusion :** The international structure of child right is a useful theoretical and political tool in taking action to reducing child right violation and improving the child rights. A right based strategy is necessary to the development not only to state and family but also to global civil society that challenges the structures of global violation of child right, so that child right may move from bragging to those of tactile reality. State must provide clear guidance for policy and strategy of choosing clear implementation priorities. It is suggested that State shall consider UNCRC guide lines regarding child survival and non-discrimination priorities. We must come up with immediate execution of remedial measure to counter the menace of child rights violation. We need to ensure that the fundamental rights of children e.g.- protection, education and health are not breached.

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## Impact of Entrepreneur's Job Anxiety on the Health of their Business Venture (with special reference of Chhattisgarh State)

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**Abstract :** *The objective of this study is to investigate how entrepreneur's anxiety towards their job affects the health of their business ventures. Primary and secondary data have been used for the study. Secondary data has been collected from the official records of various Govt departments. For primary data, using random sampling, 85 questionnaires were distributed, out of which 60 were completed. Data was collected from these 60 respondents who are entrepreneurs running mineral based stone crusher units in Chhattisgarh State. The survey was administered between May and August 2017. The researcher found that Job anxiety level of successful entrepreneurs was higher than that of unsuccessful entrepreneurs.*

**Key-words :** Job-Anxiety, Organizational Efficiency, Entrepreneurial Role.

**Introduction :** 'Anxiety' concerning job life has become a predominant problem in the present era, due to increasing complexities of life. Anxiety, which pertains to job, like of an employee, manager, owner may be referred to as job anxiety. In the very simple term, job anxiety may be defined as "Generalized" feeling of vague, fear, insecurity and apprehensive mental state of the employee, manager, owner pertaining to various constituent of his job life. To some level, job anxiety might have been a motivating factor for the performance of the enterprises. But high anxiety may act as an inhibitor rather than a motivating factor to carry out the function in the entrepreneurial role. Entrepreneurial role is not a routine job. The entrepreneur has to meet the challenges from inside as well as from outside the organization for the very purpose of his survival, development and growth. He has to face the over increasing demands. He has to evaluate the decision before its execution. Thus, an entrepreneur at every moment has an apprehension about his present and future entrepreneurial role. Thus job anxiety of an entrepreneur is inevitable. Job anxiety is viewed as an emotional state of a person which is influenced by his perception of his components of the Job, which may cause tension and worry to him that may in turn act as a motivator or inhibitor.

**Review of Literature:** Eric Monsen and R Wayne Boss (2009) in their scholarly work has thrown a flood of light on Job anxiety and Job stress of an entrepreneur at the work place. They investigated how to confront job stress and anxiety, and its far reaching effects on the organization. In numerous other investigations the relationship between manifest anxiety and performance has been found to be curvilinear (McKinney, 1933; McClelland and Apicella, 1947). If anxiety level is low, an entrepreneur is unconcerned with the problem solving or whatever the task at hand. The relationship between anxiety and efficiency depends the kind of work being performed. Simple jobs are most efficiently performed under relatively high tension but complex jobs are best performed with relatively little tension and anxiety (Johnson, 1948). Job Anxiety produces tensions to the entrepreneurs, which drive them to find ways of reducing them by solutions. To some extent job anxiety acts as a motivator and facilitates the performance. But according to theoretical and empirical evidences, higher anxiety may inhibit and impair the performance of the entrepreneur. Normal anxiety acts as a catalyst and speed up the performance of the entrepreneur. It was also found that on Industrial entrepreneurs, low level of anxiety was associated with Failure amongst entrepreneurs (Mishra, 1991). Tecee, 1965 tested that the relationship between anxiety and performance, and found that the subjects scoring at the moderate anxiety level were the most successful.

**Purpose of the Study :** In the light of these available literature the present study is designed to answer the following question and attempts to investigate the impact of Job anxiety of an entrepreneur on the health of his enterprise. Do the entrepreneurs of healthy and unhealthy units differ in their level of anxiety towards their job?

**Hypothesis:** It is postulated that the entrepreneurs of healthy units will have moderate degree of Job Anxiety where as the entrepreneurs of unhealthy units will have lower level of job anxiety.

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**Methodology :** The study was conducted in the mineral based stone crushing units of Chhattisgarh State (India). Entrepreneurs of successful and unsuccessful units were compared on their Job anxiety scores. Criteria of selection of Units under Study- All the entrepreneurs were scrutinized and were tested with regard to the following considerations and a list of the entrepreneurs fulfilling the cited requirement were prepared. The considerations were as follows: (1) Registered enterprises were included in the sample. (2) The enterprise had existed continuously for a minimum period of three years. (3) The entrepreneur was engaged in the enterprise as full time occupation. Statistical Package for the Social Sciences (SPSS 17.0) has been used by the research scholar for data entry and analysis. Mean Scores (X) and Standard Deviation (SD) had been calculated. The study included two extreme groups of successful and unsuccessful entrepreneurs, who were compared on all individual variables by "t" test or Critical Ratio Test.

**Sample :** The study was based on stratified random sampling design. 60 entrepreneurs of mineral based stone crushing units were first categorized into two groups of healthy units (successful entrepreneurs) and sick units (Unsuccessful entrepreneurs). 30 entrepreneurs were selected from each group of healthy and sick units making it a total of 60 entrepreneurs as the sample. Selection of healthy and sick micro-scale stone crushing units was based primarily on the Rating by the District Mining Department (Govt of Chhattisgarh) to Quarry Leases (minor mineral) as "active"/ "Kaaryasheel" & "Inactive"/ "Shithil". It confirmed that whether the units are successfully running or not.

**Results:** It was the interest of investigator to make a comparative estimate of the amount of job anxiety of successful and unsuccessful entrepreneurs. For this purpose a critical ratio test was done. The results are being reported in Table 1:

**Table: 1**  
**Mean Score of Job Anxiety Scale and the significance of their difference**

Personality Variable	Healthy Units		Unhealthy Units		t	p	df
	Mean	Standard Deviation	Mean	Standard Deviation			
Job Anxiety	62	7.4	50.9	8.9	5.44	0.01	58

Table 1 disclosed that the higher job anxiety mean score of the successful entrepreneur ( $X=62$ ) than the unsuccessful ones ( $X=50.9$ ). The difference between the two means was found to be highly significant ( $t=5.44$ ,  $df=58$ ,  $p=0.01$ ). This signifies that the successful entrepreneurs had at least mental concerns for financial commitment, labour problem, accidents and hazards and management of their units etc. more than what the unsuccessful entrepreneurs showed for their own enterprises. The successful entrepreneurs showed that they were bothered about the relevant workings and problems of their units. This might have helped them in arriving at the possible solution of the problems of their units, which sustained their units in healthy condition.

**Discussion & Conclusion :** Job Anxiety has been investigated in this study. The variable was thought to be relevant for the entrepreneurial behaviour. The literature is full of evidence of positive relationship between manifest anxiety and performance. High level of anxiety creates a high motivating state in the organization. This state of high motivation facilitates the performance of the entrepreneur. Based on the available literature review, the research scholar formulated a hypothesis stating that the entrepreneur of healthy units would have moderate degree of job anxiety whereas the unhealthy entrepreneurs would have lower level of this trait. The comparative estimate of job anxiety level of the two sets of entrepreneurs disclosed that the successful entrepreneur had higher level of job anxiety ( $X=62$ ) compared to unsuccessful entrepreneur ( $X=50.9$ ). Thus the findings substantiated the hypothesis formulated.

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## Human Rights of the Deep Sea Fishermen at Malpe Fishing Port

Vidya Vinutha D'Souza & Mohan A K\*

**Abstract:** *With one of the longest coastlines in the world (8129 km approx), 3202 villages solely dependent on fishing as a livelihood; with a population of 3.5 million as the human component of marine fishers and of these 0.9 million are active fishers population - the place of the fishing industry is by no means unimportant. Fishermen in India and their livelihood are today under siege. Fishermen, at all times, live very dangerous and risky lives where their human right is not given importance by the concerned authorities. Without the coverage of necessary human rights interventions, they are being vulnerable in terms of their life, income and safety.*

Malpe Fishing Port is the largest fishing port in terms of its area and number of occupants of various forms of fishing in coastal Karnataka. It consists of 599 boats above 140 HP working under deep sea waters each occupying minimum of 8 fishing workers. Researcher in her exploratory study, analyses the life risk involved in the life of 2 fishermen each, in 30% of the universe, i.e. 180 boats which accumulates to sample size of 360. The Convenient Sampling Method will be used to select the boats available in the port during data collection and Judgemental Sampling Method will be used to select the respondents depending on the their designation in the boat, i.e. captain of the boat and the co- captain.

Study identifies the presence of risk in their occupational life and absence of preventive measures by their immediate supervisor or the state. The absence of basic conditions of work is seen in the occupation of deep sea workers. The irony of Deep Sea Fishermen, their plight for human rights along with the necessary suggestions for the implementation of safe working conditions as depicted in the 23rd Article of the Universal Declaration of Human Rights (UDHR) is highlighted in the research study.

**Key Words:** fishing, fishermen, Deep Sea, Port, Mangalore, Human Rights

**Introduction:** Human Rights are as old as humanity itself. They have been present in various forms since ancient period. Both are absolute and cannot be separated. Human needs are explained by various authors in different ways and consolidating those will mean it as a medium for human beings to fulfil their basic necessities. The Oxford Power Dictionary (1993) defines human rights as the 'basic freedom that all people should have'.

The use and significance of Human Rights have increased considerably only in the recent past especially after the Universal Declaration of Human Rights (UNDHR) in 1948. On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights in which due consideration to the wellbeing of the working population was given and their rights that were mostly neglected till then were adopted as the duty of the government and right of the worker.

**Right to work as Highlighted in Article 23 :** This is one of the articles highlighted by UDHR which tries to give labour a status. This is an act which makes labour one of the important segments in the society as similar to any other human associations. This article mentions about right to work, free choice of employment, to just and favourable conditions of work and to protection against unemployment. Keeping in mind the Fisheries sector, deep sea fisheries in particular, researcher would like to highlight on the applicability of this act and its consequences on the life is deep sea fishers.

Coastal Karnataka, a region that lies on latitude 13°N and longitude 74°E on the west coast of India that is exposed to the Arabian Sea. Marine Fisheries is one of the major industries on this belt of land. Deep Sea Fishing is one of the types of fishing activity beyond 12 nautical miles from the shore. The government of India has constantly attempted since the 1950's for the development of deep sea fishing in the country in the form of providing assistance to the import of trawlers for the exploitation of deep sea resources by private shipping companies. The Emphasis was also given in all the Five Year Plans for the development of deep sea fishing in India.

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**Review of Related Literature :** Human Rights and the unorganised sector have been struggling to seam since time immemorial and the mismatch of both these is still seen in spite of every highlight that's been given to them. Planning Commission for Labour defines unorganised sector as referring to all incorporated enterprises owned by individuals or households with less than 10 people. It also covers workers in formal sector who do not have rights and privileges of organised workers. Thus it involves workers without any employment and social security provided by the employer. So it becomes the primary feature of unorganised labour that they are without the basic human rights which is actually essential in a country like India, where the ratio of Unorganised Labour is more than Organised Labour.

Paul (2013) Industrial development of any country also depends on the human rights and consciousness about the feeling of workers engaged in the organised and unorganised sector of its economy. The moment it is not seen in an economy it shows the failure of the rules and policies of that country in bringing harmony among both the sectors. Deep sea fishing is one such sector in the economy of India wherein the basis lifesaving provision also is not provided to the workers. Workers being the backbone of any developing economy must be given prime importance when it is about their human rights.

#### **Objectives of the Study:**

1. To study the demographic profile of the respondents
2. To analyse the life risks faced by the deep sea fishers
3. To identify the governmental initiatives in reducing these risks
4. To suggest measures for the protection of human rights of deep sea fishers
5. To suggest social work interventions for the protection of human rights

**Methodology:** The Study is Exploratory in nature as it explores the various risks faced by the deep sea fishers in Malpe Fishing Port, Situated in Coastal Karnataka. Malpe Fishing Port is the largest fishing port in terms of its area and number of occupants of various forms. It consists of 599 boats above 140 HP working under deep sea waters each occupying minimum of 8 fishing workers. Researcher has analysed the life risk involved in the life of 2 fishermen each, in 30% of the universe, i.e. 180 boats which accumulates to sample size of 360. The Convenient Sampling Method is used to select the boats available in the port during data collection and Judgemental Sampling Method which is used to select respondents to conform to some pre-determined criteria judged by the researcher or some expertis used to select the respondents depending on the their designation in the boat, i.e. captain of the boat and the co- captain. (Krishnaswami&Ranganatham, 2012) Interview Schedule is used to collect responses from the samples.

**Analysis and Discussion :** Deep Sea Fisheries is practiced by the fishers of varied age groups. In the study conducted 52.2 percent of the fishers belong to the age group of 41-50 years and majority of them are with 6-10 years of work experience. Experience is the main element of Deep sea fisheries because that is one of the variables that assist the deep sea fishers to perform well in their occupation. As these fishers are not provided with any training, experience becomes the sole component for them to rely on. More the experience, more chances for the other workers as well as the boat owner to be free of worries with regard to their life and safety. With the years of experience, deep sea fishers learn new methods of fishing and this experience helps them to earn more and also makes them the informal trainer to the other team members.

**Table.2**

#### **Marital Status of the Respondents**

<b>Marital Status</b>	<b>Frequency</b>	<b>Percentage</b>
Married	304	84.4
Unmarried	56	15.6
<b>Total</b>	<b>360</b>	<b>100</b>

As per the table 3, there are 84.4 percent of the respondents who are married which makes them responsible towards their family members. But this profession of theirs neither is supported liked by their spouses. The occupation which consist good money followed by just agony, pain and fear is not suggested by the spouses to anyone who seek their guidance in selecting an occupation. (D'Souza& Mohan, 2015) Respondents who are unmarried also will have responsibility of other family members and it is painful for the deep sea worker himself to be in an occupation which is not taking care of his life and health.

**Table No. 3**

#### **Responses of the Workers about the Risks they Face at Sea**

<b>Variables</b>	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
Job involves risk	100.0% (360)	0	0
Danger by lightning	78% (280)	12% (80)	0

Danger by Bigger Vessels	64% (230)	36% (130)	0
You/worker get down from the boat in deep sea to clean the fan	100%	0	0

In the study conducted every respondent agreed that his occupation involves risk. Risks faced by lightening in deep sea, risks by colliding with the bigger vessels especially in the nights and risks they experience while getting down from the boat in the deep sea to clear off the fan blades is most of the time seen in the occupational life of the deep sea fishermen. In a boat of 77-82 ft. length, and 22 ft. depth in the middle of the deep sea one can barely imagine the risk taken by the deep sea worker in getting down from it, and clearing the waste off for the smooth movement of the fan and returning to the boat to continue the work he has left paused. More the experience, more skilled they become in handling these works at sea. It must be noted that this work as mentioned by the researcher is done without basic safety elements such as life jackets or other floating devices. The Worker gets down without any safety tool and in most of the cases without much hope too.

Table No. 5

## Views of workers on Human Rights issues related to Work Safety

Variables	Yes	No
Life Jackets provided	0	100.0% (360)
First Aid Training	0	100.0% (360)
Safety training	0	100.0% (360)

Life jacket is a life saver to the one's dealing with water and it is one of the tools compulsorily to be used by the fishers, though inland or marine fisheries. Chances of fishermen surviving deep sea mishaps are more if they wear life jackets. Life of an individual is much more than any element that is seen around. The emotional and social cost of these losses to family, friends and the community is enormous. In spite of these efforts government has not taken any initiatives in reducing the risks faced by deep sea fishermen in whole of Karnataka. Neither the governmental authorities nor the boat owners provide any life jackets to the deep sea workers and the high cost of it stops them from buying it themselves too. Life jackets should be mandatory and that the cost of the proposed measure would be "far outweighed by the saving of lives and subsequent reduction of social costs associated with the loss of lives in deep sea fishing. Mishaps in the water is seen by every person, similarly mishaps in deep sea is also very common. It is very common for the workers to fall from the deck due to the slippery surface immediately after a fish catch, stooping especially due to wild sea or heavy wind and also bite from the poisonous fish. In such circumstances, to receive medical assistance and to get cared if the right of every individual but in the deep waters, receiving decent medical aid becomes a dream too to the victim as none of the members in the boat are trained in first aid procedures. Basic first aid to the common problems faced at risky occupations must be known by the worker before venturing into the deep sea. Again, neither the government nor the boat owners provide any such training to the workers.

**Recommendations:** Allowing every worker to live with dignity and to work in just and favourable condition is highlighted in article 23 of UDHR. It is one of the rights of every human being. Building their capacities and assisting them to mitigate the risk is the need of the deep sea fisheries sector.

- Governmental authorities must do the physical examination of the boats to check its condition before sending them into deep waters
- At no cost, a boat with defective equipment must be allowed to be sent for fishing in deep sea
- Providing every boats with the minimum number of life jackets or floating devices must be done by the fisheries authorities
- Boat owners must be made responsible to provide equal number of life jackets as in workers employed to every boat that is sent to fishing
- First Aid training must be provided to every worker by the concerned authorities or by the boat owner to mitigate the impact of any disaster
- Trainings must be initiated by the governmental authorities so that there are atleast two workers in every boat trained in rescue operations and risk management techniques
- Government can also think about involving private organisations in providing necessary trainings to the workers of deep sea fishing sector

**Social Work Interventions :** Social work with its objective of empowering the marginalised has an obligation towards this sector of our economy whose rights are not taken care of. Empowering them and preparing them to seek justice in unjust work environment if done accurately can resolve the problems to a greater extent. Creating awareness among the fisher folk community on the different risks faced at sea especially with regard

to income, health and life and the effects of these on the family and community can be initiated by the social workers along with urging the governmental authorities to implement risk management trainings and programmes. Bringing the human right deprivation of deep sea fishers to limelight and urging the concerned authorities to look into it not as an obligation but as humanity itself is to be done.

**Conclusion :** Every human being strives to fulfil his requirements and aims at fulfilment of his rights. Human rights if not respected prudently can harm an individual's emotional and social wellbeing. Realising every human being to a state where he is self-assured of his potentialities and confident about his protection by his state can help a developing nation to build manpower effectively and efficiently. Deep sea fisheries sector in Malpe Port at Coastal Karnataka with over 4792 manpower has a huge scope for an initiative by the government wherein execution of the acts must be done accurately to avoid any chances of discrimination or elimination of workers wellbeing. Fisheries being the sunrise sector of Indian Economy have to be raised to a level where every worker lives with dignity in his personal as well as professional.

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## Comparative Study of Emotional Competence among Teacher Educators of Bareilly Region

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**Abstract :** "Education is the most powerful weapon to change the world " this statement has been given by Mr. Nelson Mandela and also told how good teachers teach their students how to use this weapon. A good teacher having a range of qualities such as knowledge, skills, roles and responsibilities etc. Emotional competence also seems to be an important quality for any teacher. For being a professional teacher B.Ed is an essential qualification for anyone and teacher educators are those who provide every kind of teaching skills for B.Ed teacher trainees like- knowledge , emotional stability through teacher education program. So first of all teacher educators should have these qualities. That's why the study has been done to assess the emotional competence of teacher educators of aided and private colleges working in Bareilly region, the research study was conducted on 50 teacher educators of Bareilly region, selected randomly. Tool used in research was EC-SCALE developed by H.C. Sharma and R. Bhardwaj (1995). The result obtained from the research indicate that teacher educators of aided colleges having better ability to adequate expression and control of emotions whereas teacher educators of private colleges have better quality of encouragement of positive emotions.

**Key Words:** Education, Emotion, Emotional competence, teacher educators.

**Introduction:** Education is the main tool in the hands of man through which he enables himself to meet the various challenges of the life. It is a unique feature of human society the enables the human being, not only to distinguish between the civilized and uncivilized, but also help them to achieve what otherwise remains unachieved.

Teacher is the main source of education for each individual. it is the teacher with sufficient degree of mental health and emotional competence who can maintain the twin requisites of teaching learning situations, healthy interaction in the classroom and healthy participated by students in lessons.

Emotions are important in our lives. Our emotions have the potential to serve as a delicate and sophisticated interval guidance system. In the context of emotions, emotional competence is the relatively new construct. Competence refers to mastering abilities to do task. Sufficient means for living, easy circumstances, exploration and manipulation of experiences more objectively. The concept of emotional competence is rooted in the understanding of emotions or being normal, useful aspects of human being. Emotional competence can give us greater insight and help us better to understand the motives and actions of our self and others.

The success of an educational system depends upon the qualified and trained produce emotionally competent teachers. Teacher educators required to help future teachers to develop confident positive attitude and emotional competency so that they may cope more effectively with the challenges in education system.

**Need and Significance of the Study:** A teacher is a mechanism to bring about a positive social behavioural changes in their students by presenting before him a model behavior and competence in emotions in his day to day teaching and dealing with students and the teacher educators makes the future teachers so they can be the most powerful to cope up their emotions according to situation .this skill is very important for an educator. This skill can make the teacher not only to deal with the situations but with their couleges and students too. That's why; taking into consideration the present study is an effort to compare the emotional competence of teacher educators of Bareilly region. If teacher educators pose low level of emotional competence then they cannot train teacher trainees. Hence teacher educators are required to help future teachers to develop confident, skill to control emotions that they may cope more effectively with the challenges in education system.

Overall, there is an urgent need to assess the level of emotional competence among our teacher educators of Bareilly region. Keeping in mind above issue, researcher felt a need and study on the emotional competence among teacher educators.

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According to a psychological study "people who are emotionally healthy have the tools for coping with difficult situations and maintaining a positive outlook which also remain focused, flexible, and creative in bad times as well as good."

The presenting study focused on identifying the level of emotional competence among teacher educators. The teacher educators who have a high level of emotional competence communicate with a constructive goal in mind and control his or her emotions carefully more than reacting to a situation on the basis of impulse generated by emotion events.

The present work will provide the present status of emotional competence among teacher educators of Bareilly region belonging to private and aided colleges. This knowledge will be of immense help to the educators, investigators and policy makers for formulating a future plan and taking a decision in this important area. Moreover, very few researches have been conducted in the area of emotional competence among teacher educators. This study will offer suggestions for improving the teacher education program for making it more relevant to face the challenges of 21st century Indian society.

**Review of related literature:** The review of related literature is a very important part of the study. So there are some reviews of the research related which are as follows-

Naveen (2011) conducted a study. The aim of the study was to find the E.C. level of teachers with respect to their gender, experience, educational level and marital status. The result revealed that teacher educators have an average level of emotional competence of teachers with respect to their gender, experience, educational level and marital status.

Thakur, K. S. and Kumar, S. (2012) (Journal of Educational Studies, Trend and Practice, Vol. 3, pp. 84-94) found that prospective teachers of science belonging to general and reserved categories were significantly different in their emotional competence.

Sharma and Lata (2013) conducted a study to compare the emotional competence level among students studying in K.V. and non K.V. school students. The result revealed a significant difference exists in their competency levels.

**Statement of the problem:** The topic in this research study is stated as-" a comparative study of emotional competence among teacher educators of Bareilly region."

**Operational Definition:** There are two main terms i.e. emotional competence, teacher educators.

**Emotional competence-** Sharma, A. (1994) defines in his unpublished Ph.D thesis, University of Agra, Agra that "Emotional competence refers to a person's ability to express or release his/her inner feelings and emotions. It implies an ease around others and determines our ability to effectively and successfully lead and express".

**Teacher educators-** In this study all those teachers who are teaching at B.Ed /M.Ed level are considered as teacher educators.

**Delimitation of the Problem:** The study is confined to those secondary teacher training colleges of Bareilly region which are affiliated to M.J.P.R.U Bareilly.

**Objectives of the Study:** The present study has following main objectives-

1. To compare the level of emotional competence of teacher educators belonging to aided and private colleges.
2. To compare for gender differences, if any in the level of emotional competence among teacher educators.

**Hypothesis:** Following null hypothesis was framed as per the objective of the study-

1. Statistically, there is no remarkable variation in the level of emotional competence of teacher educators belonging to aided and private colleges.
2. Male and female teacher educators do not differ in their level of emotional competence.

**Methodology:** In the present investigation all the steps have been followed which are essential for descriptive survey method of research.

**Population:** The population of present study was consisted of the B.Ed teacher educators of Bareilly region who are working in the teacher training colleges.

**Sample:** In the present study systematic random sampling techniques were used to select the colleges from the total population as the total number of teacher training departments affiliated were 41 and it was not possible to include all the colleges. Out of these B.Ed departments running in aided and private colleges 7 were selected randomly in the sample from Bareilly region. At the second stage, 50 teacher educators were selected randomly by using stratified method from sample institution to from the sample of the study.

**Tools Used:** For the present study EC-SCALE developed by H.C. Sharma and R. Bhardwaj (1995) having 30 items to measure 5 dimensions of emotional competency.

**Statistical Analysis:** After collecting data, scoring has been done and following measures were used to analyze and interpret the result and to test the hypothesis-

1-mean, 2-standard deviation, 3-'t' test

#### Data Analysis:

**Table no. 1**

**Mean score of the teacher educators working in aided and private colleges on various dimensions of EC-Scale-**

S. No.	Dimensions	Aided (N=22)		Private (N=28)		't'
		M	$\sigma$	M	$\sigma$	
A	Adequate depth of feelings	20.22	4.72	20.64	5.34	0.29
B	Adequate expression and control of emotions	21.45	1.94	22.78	2.50	2.11*
C	Ability to function with emotions	21.86	2.80	20.92	3.55	1.04
D	Ability to cope with problem emotions	20.59	2.61	22.04	3.19	1.66
E	Encouragement of Positive Emotions	24.09	3.79	21.89	2.94	2.15
	Composite	108.21	5.33	108.27	5.81	0.03

\*= significant at 0.05 level.

Table Indicating that no remarkable variation has been found on dimensions "Adequate depth of feelings", "Ability to function with emotions" and "Ability to cope with problem emotions" and significant difference exist on two dimensions "Adequate expression and control of emotions" and "Encouragement of positive emotions".

The mean score of teacher educator working in aided and private college on dimensions adequate expression and control of emotions are 21.45 and 22.78 respectively which means that teacher educators working in private college have more dynamic stability of express and control their emotions as demanded by the situation and has a adequate control over them. But the mean score of teacher educators from aided college is 24.09 higher than the mean score 21.84 of teacher educators from private college on this dimensions teacher educators of aided college have more ability to develop a predominance of positive in their personality. On overall composite dimension the value of t (.03) is negligible which indicate that no variation was found in total emotional competence of teacher educators working in aided and private college.

On comparing with the level on EC Scale the emotional competence level of both groups lie in high range

**Table 2**

**Mean score of male and female teacher educators on various dimensions of EC-Scale-**

S. No.	Dimensions	Aided(N=22)		Private(N=28)		't'
		M	$\sigma$	M	$\sigma$	
A	Adequate depth of feelings	20.22	3.68	20.64	3.38	0.41
B	Adequate expression and control of emotions	21.77	2.09	22.63	2.51	1.32
C	Ability to function with emotions	21.27	2.81	21.39	4.60	0.11
D	Ability to cope with problem emotions	20.63	3.95	22.00	2.95	1.35
E	Encouragement of Positive Emotions	22.23	2.44	23.37	4.42	1.15
	Composite	106.12	5.78	110.03	5.53	1.41

\*= significant at 0.05 level.

The data shown in the table 2 expresses that there is no significant differences between male and female teacher educators on various dimensions on EC-Scale towards emotional competence.

In case of composite score table reveals that the 't' value was found to be 1.41, which is insignificant and it was concluded that male and female teacher educators do not differ in their emotional competency level. The mean score of female teacher educators (110.03) is greater than male teacher educators (106.12).

this difference between the mean value of both group in by chance. This finding is tuned with the study of Naveen (2011). They concluded in their study that male and female teacher educator do not differ in their level of emotional competence.

But the level of emotional competence of male and female teacher educators was found to be high. This finding is contradictory with the findings of Naveen (2011) that teacher educators have average level of Emotional competence.

**Findings and Conclusion:** 1. The first hypothesis stated that there is no remarkable variation in the level of emotional competence of teacher educators teaching in private and aided colleges.

This hypothesis is accepted on the dimensions 'adequate depth of feeling', 'ability to function with emotion' and over all emotional competence and the hypothesis rejected on the dimension 'ability to cope with problem emotions' 'adequate expression and control of emotions', 'encouragement of positive emotions'. Where teacher educators working in aided colleges have better ability to 'adequate expression and control of emotions' whereas teacher educators of private colleges having better quality to cope up with the problems and to encourage the positive emotions then their respective counterparts.

2. The second hypothesis is completely accepted that "male and female teacher educators do not differ in their emotional competence" it means that male and female teacher educators have similar level of emotional competence.

On the basis of above findings the study conclusively explain that teacher educators of Bareilly region have sufficient level of emotional competency whether they related to any gender (male and female) or any type of institution (private or aided).

I.e. the research study indicate that gender difference and institution type do not affect the emotional competency level in Teacher Educators.

**Educational Implication of the Study:** Any research effort can be said to be worthwhile if it emanates some important educational implications. The findings of the present study may be utilized in various ways. The educational Implications of the study are as follows-

1. The teacher educators have to impart the knowledge to the teacher trainees according to their current standard. Thus the teacher educators should promote the emotional competence of the prospective teachers to the highest level , some suitable steps should be taken which may be helpful in over all development of the prospective teachers also the need and importance of the concept of emotional competence should be explained by teacher educators in the regular classes of the training program.
2. N.C.T.E should organize in service courses time to time for making teacher educators emotional competent.
3. Government should start the policies to appoint a psychologist teacher who solve the emotional problems of the teacher educators and make them emotionally competent.

The researcher believes that these suggestions will be helpful in improving emotional competency to teacher trainees and teacher educators.

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## The Rural Women Entrepreneurial Problems

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**Abstract:** *In the present globalized era, there has been a major progress in the field of economy. In this progress women's involvement is of greater significance. These women entrepreneurs have generally gained prospective from the Self Help Groups. In fact these SGHs are making women as economically independent if not a sound one. They are raising their voice in all the spheres including the field of economy. Women Entrepreneur?, in a larger sense, therefore is a woman who accepts challenging role to meet her personal needs and become economically self-sufficient. A woman faces numerous problems to reach her familial needs. At last, a women entrepreneur becomes economically self-sufficient after facing challenges. By identifying herself a successful entrepreneur, she shines in the two faces of her life i.e. society and family.*

**Key words:** Rural women entrepreneur, entrepreneurship, problems of rural women entrepreneurs.

**I. Introduction :** The women consist of around 50% of global population. They share equal burden of living a life along with the man folk. Since time immemorial, we find them busy in housekeeping activities. Whenever we think about any activities other than housekeeping, it is been the man whose picture comes in our mind first. Even history reflects the same. Only few name of woman comes in our mind against the thousands names of man.

Entrepreneurship plays a very important role in the development of any nation. The entrepreneurship leads to the creation of capital as well led to the generation of many social benefits. However, entrepreneurship is not so popular and common in the developing nation like of India In the present globalized era, there has been a radical progress in the field of economy. In this progress women's participation is of greater importance. These women entrepreneurs have generally gained potential from the Self Help Groups. A woman faces numerous problems to reach her familial needs. At last, a women entrepreneur becomes economically self-sufficient after facing challenges. By identifying herself a successful entrepreneur, she shines in the two faces of her life i.e. society and family.

As the title of the paper indicates, there arise some questions. They are, Do rural women compared to urban women? Do rural women compared to rural men? Do they have different problems other than a n urban woman and a rural man?

There has been a serious discussion taking place about gender bias. Apart from this gender inequality there are some hidden barriers to rural women's entrepreneurship?

The current paper throws light on the concept of challenges (problems) of rural women entrepreneurs.

The present paper endeavors to study the concept of women entrepreneur-Reasons women become entrepreneurs -Reasons for slow progress of women entrepreneurs in India -

**II. Concept Of Women Entrepreneur:** In general an entrepreneur is an economic man, who attains profit by his innovative methods. In the problematic path of entrepreneurial activities or development, an entrepreneur faces numerous problems.

### OBJECTIVES:

- To understand the concept of rural women entrepreneur and entrepreneurship
- To focus on the critical issues of women entrepreneurs of rural India
- To identify the problems faced by rural women entrepreneur
- To Segregate the personal and professional problems of rural women entrepreneurs
- To discuss women potentials with respect to socio-economic background

**IV. Problems Faced By Rural Women Entrepreneurs:** Women play a vital role in the growth and development of the economy of the nation. They attain the success in the entrepreneurial world by facing a lot many problems. There may be various problems for women to get entered into the world of entrepreneurship. But their ultimate aim is to reach the peak of success and to be economically sound. This type of target of every

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rural women entrepreneur brightens the development of country along with the development of women entrepreneurs. The problems faced by rural women entrepreneurs are more than that of the problems faced by the men of rural area and the women of urban area. This is because they neither face gender bias nor the problem of literacy respectively.

The participation of women in the field of economy not only improves the nation and also women. Indian rural women entrepreneurs become part and parcel of the development of the nation. As rural women is one of the major human resources and opened to all natural resources. They even assist men in all walks of life along with agriculture. Henceforth if they take participation in the area of business, they can lower the concept of "brain and drain" within the nation by finding employment in their own rural area.

There exists number of questions about women entrepreneurship which are as follows

- Do the people practically practice the right of equality in all the spheres of life?
- Is there social protection for women entrepreneur?
- Does the govt. provide adequate facilities for women entrepreneur?
- Does family support her in entrepreneurship or not?

#### V. The Problems Of Rural Women Entrepreneurs Are As Follows

**Gender partiality in formal institution:** Every rural entrepreneur faces this kind gender bias which is unable to redress in the social context. Being one of the social problems, it attacks an entrepreneur as elemental one. In rural areas women face legal and institutional segregation and discrimination, wherein laws and regulations hinder women's ability to become successful entrepreneurs. As India is dominant by patriarchal male culture, it's not so easy to come out of the social bindings for rural women. Therefore assisting women to the process of setting up a business is not enough. It is very essential to give mental support out of gender bias to succeed is also important.

**Irony of Illiteracy results in lack of knowledge and proficiency :** The problems faced by rural entrepreneurs are overlapped on one another. As literacy ratio of rural women is low, it directly affects the ratio of women entrepreneurs. They are benighted of new technologies and its developments. They are completely oblivious towards marketing knowledge. The enigmatic concept of literacy and skill are intrinsic things for a rural women entrepreneur to set up themselves in marketing sector.

Apart from literacy there exists the problem of being skilled. For a rural Indian woman of poor economy with various skills faces the problem of financial assistance. Meanwhile a woman entrepreneur of sound economy may not be skilled. Hence it's puzzling of absence and presence of skill and knowledge. Above all there are women entrepreneur from rural areas in whom both skill and economic assistance should be provided.

**Lack of financial aid "** Does the law provide equal financial support to women entrepreneur as men in financial rights and the equal inheritance rights?

As all problems are enchaind with on another, the problem of financial support cannot not detach from the chain of problems. It is the underlying problem for a woman to establish an enterprise; as a result she steps back or makes a blind eye to become a successful entrepreneur. It is true that women have lesser opportunities and ample of financial problems to be equipped. This is only because of insufficiency of tangible security and credit in the market. Along with these they are heedless about the process of receiving finance in banks.

**Imbalance between family and profession, phobia of bearing risk :** It's the Indian tradition, in which the society and women itself considers that, a women is always "catted and fished" after her marital life. It's absolutely true. But at the same time it binds women's freedom within the context of family. Besides these, a women plays the role of mother and wives. These all marital bindings of rural women within the rigid traditional rural area compel a woman to be in the same boat and to enjoy within the margin of family by living under the shadow of their husband, they never put an effort to become an entrepreneur. Thus rural women lead their life in darkness by hiding their skill and dreams. As none of the family members support, ultimately women gets phobia about bearing risk towards entrepreneurial activities.

**Lack of awareness about government programmers and schemes :** Unawareness is one of the drawbacks of rural women entrepreneurs. The government schemes are framed to be benefitted for such entrepreneurs. Therefore its very essential for one to be in touch with all the governmental schemes so as to utilize and enjoy all the facilities. Here the fundamental problem lies. As an entrepreneur is hailing from rural area, her social networking limits to her own village. These exists chance to get information about all governmental schemes. Even though Indi a is under development, Indian rural condition remains same, especially the societal status of women is concerned. It's even very sad that, some of the programmes are remained unused by the entrepreneurs because of lack of information.

**VI. Problems in the Professional Sector :** Managing the business sector is as important as the moral support of a family. Meanwhile there exists number of problems.

**I Lack of security for a women entrepreneur :** Always a rural women symbolizes innocence, it may put her in trouble. There exists the problem of insecurity from her own male workers with whom she has to interact in her own professional field. The insecurity may be for as she is professionally superior than her male workers.

**II Lack of market knowledge :** After the successful of receiving all the benefits, it's a big challenge for a rural entrepreneur to have command over the field of marketing sector. As the women are hailing from rural area, she is unable to have adequate amount or sound knowledge of marketing area. As it's a computational world, an entrepreneur should be always aware about good marketing environment to sale her goods and of marketing value.

**III Lack of social network :** Irrespective of the gender bias an entrepreneur must have a social relations or contact so as to accompany with a good market area and value. It's the rigid societal boundary which restricts an entrepreneur to have good social networks. Since majority of rural women entrepreneurs operate small scale Industries, many entrepreneur establish enterprises based on their heridetrical occupation in a small scale. As a result its highly impossible to gain a good social networks. Meanwhile most of the highly professional organizations are run by male, and in many circumstance these many does not wish to encourage the women entrepreneur. It may even be said that it's the phobia of men entrepreneur about the complete empowerment of women entrepreneur.

Thus lack of social network deprives women entrepreneur to reach the peak of profit. Hence it can even be said that lack of social network lacks the progressive business and the carrier of women entrepreneur too. At the same time it's very hard task to establish a highly professionalized organization. In other words lack of network limits the scope of business to their hometown level.

**a) Social Problems :** Society is a very strong factor in the development of entrepreneurial activities. They create opportunities as well as obstacles in the process of entrepreneurship development. Social problems are been better understood in following ways:

**Role expectation:** A woman is always been expected to be a good homemaker. They are always expected to play with best the roles of mother, sister, daughter, daughter and laws etc. They are never expected to be businesspersons by family or society to run a business. This role expectation creates a big hurdle in the growth of entrepreneurial activities among the woman.

**V. Social Taboos:** While carrying out entrepreneurial activities, a woman has to undertake journeys, have to meet many men or women, and have to spend times outside home.

**W. Male dominance:** Indian society is still patriarchal society. The women are still highly dependent on their male counterpart regarding decision-making. Many a times their decisions are overturned or suppressed. It is very difficult for them to move an inch without the permission of male member of the family.

**X. Family support:** The most important aspect for entrepreneurial activities is family support. Family supports provide them a base, a motivation to start their business. However, many a time family does not support such plans by the women. There may be many reasons as stated above for lack of support by the family. The lack of family support is causing hindrances in the growth of women entrepreneurship in rural areas

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## Efficacy of Hypnotherapy In Dissociative Disorders of Movement And Sensation: A Case Study

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Satyadhar Dwivedi\*\*

**Abstract :** *This case demonstrates the role of hypnosis in the treatment for Dissociative Disorders of movement and sensation. A 14-year-old female patient presented complaints during sleep seen black tall man, unable to speak a single word and was fearful for next attack. Following measures were used at baseline and follow ups, Hamilton Rating Scale for Depression, Hamilton Anxiety Scale (HAM-A), Dissociative Experiences Scale-II (DES). Hypnosis was applied for 5 sessions. She was continuing her pharmacological treatment as usual. The periodic assessments including follow ups indicated substantial and clinically significant improvement in her condition which is being maintained even at six months follow up and thereafter.*

**Keywords:** Dissociative disorder, Hypnosis, movement and sensation.

**Introduction:** Dissociative disorder are characterized by a disruption of and/or discontinuity in the normal integration of consciousness, memory, identity, emotion, perception, body representation every area of psychological functioning.( According to DSM-V). Hypnotherapy is a known method of treatment for understanding unconscious conflict of individual having emotional problem.

Chu, J. A., et. al., 1999; conducted his study investigated the relationship between self-reported childhood abuse and dissociative symptoms and amnesia. The presence or absence of corroboration of recovered memories of childhood abuse was also studied. Overall conclusion Childhood abuse, particularly chronic abuse beginning at early ages, is related to the development of high levels of dissociative symptoms including amnesia for abuse memories and other studies coded dissociation, childhood Interpersonal Trauma, and Family Functioning in Patients With Somatization Disorder. Overall concluded only some types of dissociation are more severe in patients with somatization disorder, relative to medical comparison subjects. Many patients with somatization disorder are raised in an emotionally cold, distant, and unsupportive family environment characterized by chronic emotional and physical abuse. Sexual abuse is not a necessary prerequisite for the disorder.

**Case Summary:** Client is 17 yrs old female, Hindu, unmarried, education upto 8th std hindi speaking, belongs to rural area, she came with father and brother-in-law, Institute of mental Health and Hospital, Agra. She came before 14th feb 2016, with chief complained of difficulty in sleeping. As reported by her, she had seen a tall black man while trying to sleep, in front of her, which was seen exclusively by her. Resultantly, she was confused and was unable to speak anything and refused to attend school from the past 1 year. As reported by the patient's father, the index patient was unable to speak from the last 18 days as she continued to vividly see the man in front of her during her sleep. The patient also reported that the man would keep threatening her not to study or go to school or else she would have to face dire consequences such as destruction of her family. Consequently, as the patient would wake up from her "sleep", she would be extremely petrified leaving her mute. Due to the repeated nature of this incident, she has not spoken since 18 days. The first incident took place, on 20th August 2015, when the patient was writing her notes in the classroom; she discovered that she was unable to speak. Thereafter, when her brother came to pick her from school, he rushed her to a local ENT specialist. After a brief check-up, the patient began to speak. On the second incident, which took place on the very next day, the patient again encountered that same man who threatened her to leave her academics or else face dire consequences. As the patient woke up, she lost her voice. She was rushed to ENT and began speaking again. This incident kept on repeating at least 6 times for which she was constantly rushed to ENT specialist and also was taken to ojhass for treatment. However, due to the recurrent nature of the incidents, the parents decided to seek professional help for the same and came to IMHH, Agra for the treatment. The

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patient was referred to us on 10th November 2015. A brief session of psychotherapy was given to her, during which she regained her voice. The patient also had poor compliance towards medication. Following this, she had another relapse for which she visited us again. We gave her another session of psychotherapy and she regained her voice yet again. Since then, the patient has been seeking psychotherapeutic session from us as well as she is continuing with her medications as well.

Applied assessment tools: She was assessed on following tools at pre and post assessments.

1. Hamilton Rating Scale for Depression. 2. Hamilton Anxiety Scale (HAM-A). 3. Dissociative Experiences Scale-II (DES).

**Case Formulation:**

- o The BASK Model of Dissociation:
- o Model developed by Bennett Brann(1988).
- o B-Behavior
- o A-Affect
- o S-Sensation
- o K-Knowledge

List of Symptoms Client was Demonstrating That Indicate Possible Dissociation

**B- Behavior**

Disturbed sleep, Speech loss, Talk to scary man

**A- Affect**

Depressed, Anxious and Fearful

**S-Sensation**

See black tall man and hearing voice of same

**K-Knowledge**

Getting extra attention from family members, Gain sympathy, Extra care  
Escape from going to school, Free from responsibility

Implementing Hypnosis: The purpose of using hypnosis includes presence of conscious mind and unconscious and subconscious mind projection. The purpose of using hypnosis includes presence of conscious mind and unconscious and subconscious mind projection. Present Bask model, formulated problems speech loss continually 18 days, talk to scary man.

**Session 1-2:**

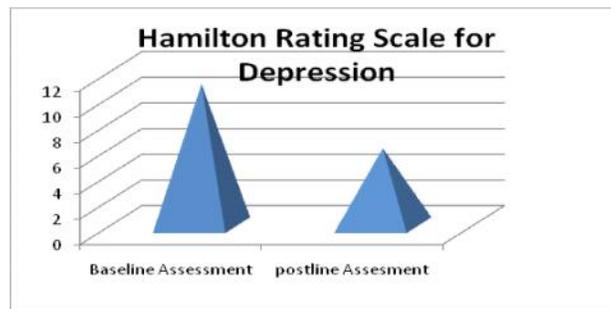
- o The client came in session with her father and brother in law. Details case history and MSE was taken. Therapeutic alliance was established with the client. Pre assessment was completed in first session.
- o Completed brief description of target problems.
- o Completed time line analysis, there were no problem found in, (TLA).
- o Target problem elicited.
- o Completed Triggers-Reactions formulation (T-R).
- o Personality and traits: Present activity, maintained regularity, adaptability and normal intensity, mood optimistic, Distractibility:-Child easily distracted, she does not contribute household work. Persistence and attention---better. She was suggestible and cooperative.
- o A hypnotist should get familiar with a few techniques and use them creatively. Initially used "method of eye fixation on an Object"- during session she becomes relaxed and calm, and also used relaxation method.
- o She reached Trance deepeners, and applied "Park Visualization method, and cloud method".
- o Testing trance susceptibility "Applied covert testing.

**Session 3-4 & 5:**

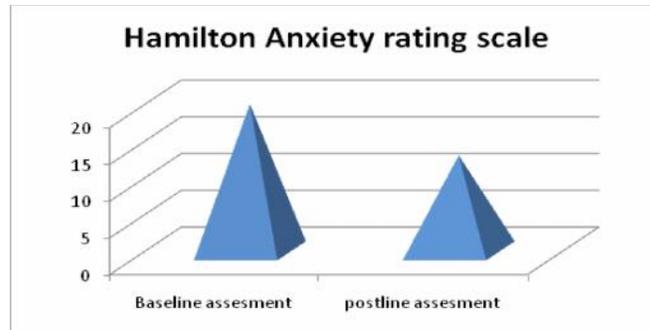
- o Subsiccantly 3-4 and 5 sessions same process continued for knowing subconscious conflict.

**Result and Conclusion:**

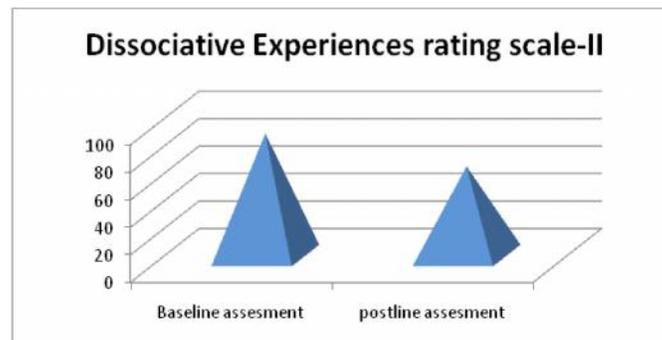
Weekly session done and baseline assessment and Post line assessment completed. Measure score found and used it, baseline assessment and post line assessment completed during weekly. We applied three formal assessment were done on the list figures. Significant improvement found all psychological measurement after hypnotherapy



Baseline total score is 11, indicates minor depression and post line score 6, and indicates no depressions were found.



On baseline she scored 20 indicates moderate anxiety and on post line assessment scored 13, indicates normal anxiety.



Baseline assessment score 89, indicates high level of dissociative symptoms, and post line assessment score 65, indicates no abnormality were found.

**Outcome of the Therapy:** Index Client problem of bar bar awaj chali jati hai ,Need aane me dikkat hoti hai, Kala lamba admi dikhai deta hai,Usse bate bhi hoti hai was improved with therapy. Now patient is able manage herself and able to facing any situation.

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## A Comparative Study of Rural and Urban Students in relation to their Study Habits

Dr. Arun Kumar\*

**Abstract :** *The main objective of the present investigation is to make a comparative study of study habit of Rural & Urban students. A sample of 100 students of secondary classes was selected from four schools of Auppur District. Statistical techniques like mean, standard deviations and t-test were used. Finding revealed that there is no significant difference for students in study habit based on rural and urban location of school. study habits of students so that they can organized environment according to the students which will help learning the students.*

**Introduction:** Education is the process of developing the capacities and potentials of the individual so as to prepare that individual to be successful in a specific society or culture. From this perspective, Education is serving primary as an individual development function. Education begins at birth and continues throughout life. It is constant and ongoing schooling generally begins somewhere between the ages four and six when children are gathered together for the purpose of specific guidance related to skills and competencies that society deems important. In the past, once the formal primary and secondary schooling was completed, the process was finished.

Education is the process of developing the capacities and potentials of the individual so as to prepare that individual to be successful in a specific society or culture. From this perspective, education is serving primary as an individual development function.

**Study Habits :** Habit means a confirmed way of doing things. It starts forming at confirmed way of doing things. It starts forming at conscious level but becomes automatic due to repetition. The Habits are important in learning. If a child has good Habits, then they provide motivation. The bad habits obstruct learning. The habits are learnt by one's own self but after they are learnt, they have a control over behavior.

Study habits vary from student to student. Some habits are considered to be more desirable than others from the point of view of academic achievement. A good number of students have been made in order to investigate the relationship between study habits and scholastic performance. Different inventories and questionnaires have been used by different investigator but more frequently used tools are the survey of study habits and attitudes (SSHA) and the wren's study Habits inventory. Investigators like Dener (1960) Gardne2 (1967) have found the SSHA to differentiate high achievers from the low achieves.

**Need and Importance :** Children are the future builders of the nation. Therefore it becomes essential to provide them an appropriate smoothing environment so that their academic achievement can touch the heights by utilizing all their cognitive and non cognitive abilities to the maximum. Related literature reveals that student's having study habits have been found higher level of academic achievement as compare to their counterparts having poor study habits.

**Statement of the Problem :** "A Comparative Study of Rural and Urban Students in relation to their Study Habits"

### Objectives of the study :

- To compare the study habits of Rural boys and Urban boys.
- To compare the study habit of Rural Girls and Urban Girls.
- To compare the study habit of Rural boys and Urban Girls.
- To compare the study habit of rural Girls and Urban boys.

### Hypothesis :

- 1-There is no significant difference between the study habits of Rural boys and Urban boys.
- 2-There is no significant difference between the study habits of Rural Girls and Urban Girls.
- 3-There is no significant difference between the study habit of Rural boys and Urban Girls.

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4-There is no significant difference between the study habit of Rural Girls and Urban boys.

#### Delimitations of the Study :

The study is delimited only to study habits.

The study has been conducted in two Urban and Rural schools of Anuppur Distt.

The study is confined to secondary stage.

This study is limited to only 100 students; 50 boys and 50 girls.

**Design of the study :** The research design is the conceptual structure with in which research is conducted. It constitutes the blue-print for the collections, measurement, interpretation and analysis of data.

Research design is the plan structure and strategy of investigation.

It sets up the framework for the whole study. It tells us what observation to make, how to collect data, how to proceed with interpretation and how to analyze the representation of the observation.

Selection of particular design is based upon the purpose of the research. The nature of research, the type of variable to be manipulated and the writing factor under which is being conducted. In this chapter design of the study has been presented which included a brief account of the method used for conducting the study, the population, the sample, the tools used and procedure adopted for the collection and analyzing of data.

#### Population of the Study :

The population for the study is secondary school students of Anuppur Distt.

The schools were selected randomly.

**Sample :** 100 Students were randomly taken as the sample of present study from various schools; these units have been drawn from Urban and Rural schools of Anuppur Distt.

**Statistical techniques :** Keeping in view the different objectives of the study, the obtained data were analyzed using parametric statistical techniques. For analysis and interpretation of data the following statistical techniques were used.

1-Mean

2-SD

3-T, Test

#### Conclusion :

**Table-1**

**1-There is no significant difference between the study habits of Rural boys and Urban boys.**

Genders	N	Mean	SD	df	T	Level of Significance
Rural boys	25	50.32	3.01	48	0.84	Significant at both 0.05 & 0.01 level
Urban boys	25	49.32	4.08			

It is clear from the above table that the calculated value of t is which is lower than the table value at df 48 at 0.05 level of significance is 2.01 and 0.01 level of significance is 2.68. Thus the hypothesis is no.1 is accepted. Therefore it indicates that there is no significant difference between Rural boys and Urban boys of Secondary level as for as impact of study habits.

**Table-2**

**2-There is no significant difference between the study habits of Rural Girls and Urban Girls.**

Genders	N	Mean	SD	df	T	Level of Significance
Rural Girls	25	51.4	3.16	48	0.21	Significant at both 0.05 & 0.01 level
Urban Girls	25	51.64	3.77			

Table II - shows that the calculated value of t is which is lower than the table value at df 48 at 0.05 level of significance is 2.68. It indicates that our hypothesis no.2 is accepted. Therefore it is interpreted that there is no significant difference between Rural Girls and Urban Girls of secondary level as for as impact of study habits.

**Table-3**

**3-There is no significant difference between the study habit of Rural boys and Urban Girls.**

Genders	N	Mean	SD	df	T	Level of Significance
Rural boys	25	50.32	3.01	48	1.87	Significant at both 0.05 & 0.01 level
Urban Girls	25	51.64	3.77			

Table III - shows that the calculated value of t is which is lower than the table value at df 48 at 0.05 level of significance is 2.68. It indicates that our hypothesis no.3 is accepted. Therefore it is interpreted that there is no significant difference between Rural boys and Urban Girls of secondary level as for as impact of study habits.

Table--4

**4-There is no significant difference between the study habit of Rural Girls and Urban boys.**

Genders	N	Mean	SD	df	T	Level of Significance
Rural Girls	25	51.4	3.16	48	1.72	Significant at both 0.05 & 0.01 level
Urban boys	25	49.32	4.08			

Table 4- shows that the calculated value of t is which is lower than the table value at df 48 at 0.05 level of significance is 2.68. It indicates that our hypothesis no.4 is accepted. Therefore it is interpreted that there is no significant difference between Rural Girls and Urban boys of secondary level as for as impact of study habits.

**Findings :**

- 1-Rural boys and Urban boys of M.P. board of Secondary Education have no significance difference
- 2- Rural Girls and Urban Girls of M.P. board of Secondary Education have no significance difference
- 3-Rural boys and Urban Girls of M.P. board of Secondary Education have no significance difference
- 4-Rural Girls and Urban boys of M.P. board of Secondary Education have no significance difference

**Educational Implications :**On the basis of results of the present study it can be said that study habits of the students are the significant factor responsible to their achievement. So teacher, parents and administration should make endeavor to improve study habits of the students.

**The major implications can be summarized as under;**

1. The teacher's strategies and teaching styles should be such that can enhance visual study habits in his students. Teacher should adopt multisensory approach through knowledge is given by using more than one senses.  
The teacher should use visual material aids during his teaching like charts, films, models etc.
2. The teacher should develop a tendency in his students to think independently of the field around them. It is possible only when a teacher does not force. The learners to learn imposed knowledge. He should encourage the independent learning.
3. He should know the study habits of students so that they can organized environment according to the students which will help learning the students.
4. The teacher should try to match his teaching style with the study habits of the students. it's not very practical in big size class. But his skill of stimulus variation in teaching can handle students.

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## Study of mental health and emotional improvement

Dr. Rajendra Singh\*

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**Abstract :** *Mental health is a level of psychological well-being, or an absence of mental illness. It is the "psychological state of someone who is functioning at a satisfactory level of emotional and behavioral adjustment". From the perspective of positive psychology or holism, mental health may include an individual's ability to enjoy life, and create a balance between life activities and efforts to achieve psychological resilience.*

The WHO further states that the well-being of an individual is encompassed in the realization of their abilities, coping with normal stresses of life, productive work and contribution to their community. Cultural differences, subjective assessments, and competing professional theories all affect how "mental health" is defined. A widely accepted definition of health by mental health specialists is psychoanalyst Sigmund Freud's definition: the capacity "to work and to love".

According to the U.S. surgeon general (1999), mental health is the successful performance of mental function, resulting in productive activities, fulfilling relationships with other people, and providing the ability to adapt to change and cope with adversity. The term mental illness refers collectively to all diagnosable mental disorders-health conditions characterized by alterations in thinking, mood, or behavior associated with distress or impaired functioning.

A person struggling with their mental health may experience stress, depression, anxiety, relationship problems, grief, addiction, ADHD or learning disabilities, mood disorders, or other mental illnesses of varying degrees. Therapists, psychiatrists, psychologists, social workers, nurse practitioners or physicians can help manage mental illness with treatments such as therapy, counseling, or medication.

Mental health can be seen as an unstable continuum, where an individual's mental health may have many different possible values. Mental wellness is generally viewed as a positive attribute, even if the person does not have any diagnosed mental health condition. This definition of mental health highlights emotional well-being, the capacity to live a full and creative life, and the flexibility to deal with life's inevitable challenges. Some discussions are formulated in terms of contentment or happiness. Many therapeutic systems and self-help books offer methods and philosophies espousing strategies and techniques vaunted as effective for further improving the mental wellness. Positive psychology is increasingly prominent in mental health.

An example of a wellness model includes one developed by Myers, Sweeney and Witmer. It includes five life tasks-essence or spirituality, work and leisure, friendship, love and self-direction-and twelve sub tasks-sense of worth, sense of control, realistic beliefs, emotional awareness and coping, problem solving and creativity, sense of humor, nutrition, exercise, self care, stress management, gender identity, and cultural identity-which are identified as characteristics of healthy functioning and a major component of wellness. The components provide a means of responding to the circumstances of life in a manner that promotes healthy functioning.

The tripartite model of mental well-being views mental well-being as encompassing three components of emotional well-being, social well-being, and psychological well-being. Emotional well-being is defined as having high levels of positive emotions, whereas social and psychological well-being are defined as the presence of psychological and social skills and abilities that contribute to optimal functioning in daily life. The model has received empirical support across cultures. The Mental Health Continuum-Short Form (MHC-SF) is the most widely used scale to measure the tripartite model of mental well-being.

**Cultural and religious considerations :** Mental health is a socially constructed and socially defined concept; that is, different societies, groups, cultures, institutions and professions have very different ways of conceptualizing its nature and causes, determining what is mentally healthy, and deciding what interventions, if any, are appropriate. Thus, different professionals will have different cultural, class, political and religious backgrounds, which will impact the methodology applied during treatment.

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Research has shown that there is stigma attached to mental illness. In the United Kingdom, the Royal College of Psychiatrists organized the campaign Changing Minds (1998-2003) to help reduce stigma. Due to this stigma, responses to a positive diagnosis may be a display of denialism.

Many mental health professionals are beginning to, or already understand, the importance of competency in religious diversity and spirituality. The American Psychological Association explicitly states that religion must be respected. Education in spiritual and religious matters is also required by the American Psychiatric Association.

**Emotional improvement :** Unemployment has been shown to have a negative impact on an individual's emotional well-being, self-esteem and more broadly their mental health. Increasing unemployment has been shown to have a significant impact on mental health, predominantly depressive disorders. This is an important consideration when reviewing the triggers for mental health disorders in any population survey. In order to improve your emotional mental health, the root of the issue has to be resolved.

"Prevention emphasizes the avoidance of risk factors; promotion aims to enhance an individual's ability to achieve a positive sense of self-esteem, mastery, well-being, and social inclusion." It is very important to improve your emotional mental health by surrounding yourself with positive relationships. We as humans, feed off companionships and interaction with other people. Another way to improve your emotional mental health is participating in activities that can allow you to relax and take time for yourself. Yoga is a great example of an activity that calms your entire body and nerves. According to a study on well-being by Richards, Campania and Muse-Burke, "mindfulness is considered to be a purposeful state, it may be that those who practice it believe in its importance and value being mindful, so that valuing of self-care activities may influence the intentional component of mindfulness."

**Care navigation:** Mental health care navigation helps to guide patients and families through the fragmented, often confusing mental health industries. Care navigators work closely with patients and families through discussion and collaboration to provide information on best therapies as well as referrals to practitioners and facilities specializing in particular forms of emotional improvement.

Still, care navigators may offer diagnosis and treatment planning. Though many care navigators are also trained therapists and doctors Care navigation is the link between the patient and the below therapies.

Despite the prevalence of mental health disorders remaining unchanged during this period, the number of patients seeking treatment for mental disorders increased threefold.

### **Treatment**

**Activity therapies :** Activity therapies, also called recreation therapy and occupational therapy, promote healing through active engagement. Making crafts can be a part of occupational therapy. Walks can be a part of recreation therapy.

**Expressive therapies :** Expressive therapies are a form of psychotherapy that involves the arts or art-making. These therapies include music therapy, art therapy, dance therapy, drama therapy, and poetry therapy.

**Meditation** The practice of mindfulness meditation has several mental health benefits, such as bringing about reductions in depression, anxiety and stress. Mindfulness meditation may also be effective in treating substance use disorders. Further, mindfulness meditation appears to bring about favorable structural changes in the brain Biofeedback.

Biofeedback is a process of gaining control of physical processes and brainwaves. It can be used to decrease anxiety, increase well-being, increase relaxation, and other methods of mind-over-body control.

**Group therapy :** Group therapy involves any type of therapy that takes place in a setting involving multiple people. It can include psychodynamic groups, activity groups for expressive therapy, support groups (including the Twelve-step program), problem-solving and psycho-education groups.

**Spiritual counseling:** Spiritual counselors meet with people in need to offer comfort and support and to help them gain a better understanding of their issues and develop a problem-solving relation with spirituality. These types of counselors deliver care based on spiritual, psychological and theological principles.

**Roles and functions:** The major functions of a psychiatric social worker are promotion and prevention, treatment, and rehabilitation. Social workers may also practice: 1. Counseling and psychotherapy 2. Case management and support services 3. Crisis intervention 4. Psycho-education 5. Psychiatric rehabilitation and recovery 6. Care coordination and monitoring 7. Program management/administration 8. Program, policy and resource development 9. Research and evaluation

Psychiatric social workers conduct psychosocial assessments of the patients and work to enhance patient and family communications with the medical team members and ensure the inter-professional cordiality in the team to secure patients with the best possible care and to be active partners in their care planning.

Depending upon the requirement, social workers are often involved in illness education, counseling and psychotherapy.

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## Research on Environmental Scarcity and Conflict

Dr. Ranvijay\*

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**Abstract :** *This paper intends to examine the available research on environmental scarcity and conflict. Although research on environment has come late but few of them have come with conceptual clarity. This paper mainly examine literature produced by three major school: North American research, mainly the "Toronto group", led by Thomas Homer-Dixon; Swiss research, carried out in a large joint project by peace researchers in Berne and Zurich; and Scandinavian, mainly Norwegian, research.*

Scholars have analysed environment-conflict linkages in the Philippines (Gareth 1988). Although the country has suffered from serious internal strife for many decades, its underlying causes may be changing: population displacement, deforestation, and land degradation appear to be increasingly powerful forces driving the current communist-led insurgency (see Hawes 1990; Jone 1989). Here, too, the linkages between environmental change and conflict are complex, involving numerous intervening variables, both physical and social.

Analysing modern conflict, William Durham (1979) shows how land scarcity induced migration from El Salvador to Honduras in 1969 led to the "Soccer War". Similarly, Peter Gleick (1998) proposes four links between water scarcity and conflict: (i) shared water resources can be a military and political goal; (ii) water can be an instrument and a tool of war; (iii) water resources system can be targets of war; and (iv) water resources allocations and their use can be the source of political contention and conflict. Arthur Westing (1986) has focused upon the impact of regional deficiencies, degradation of natural resources and skewed distribution of raw materials on the creation of national rivalries and temporary selfish alliances, leading to war. This literature analyses the key components of environment, those especially likely to lead to future inter-state conflict. Although these scholars have tried to link resource scarcity as a vital variable which may cause violent conflict in society, they do not offer a theoretical framework to establish causal relations between environmental change and conflict. Westing (1986), for example, discusses natural resources which include both renewable and non renewable resources, while the fundamental cause of environmental scarcity is the degradation of renewable resources rather than non renewable. Durham (1979) has tried to explain the Soccer War as human induced environmental conflict. However he does not offer a conceptual framework linking environmental change and conflict.

It is noticeable that in the past decade key Western countries were instrument alininstigat in ganumber of well-fundedresearch projects atthepolicy-makinglevelto study the changing nature of environment, scarcityand conflict. Thisresearch, inturn, influenced thechangingconceptualisationof what constitutes the most important threats to peoples, states and the international order at the end of the century. Here, we would focus on the literature produced by three major school: North American research, mainly the "Toronto group", led by Thomas Homer-Dixon; Swiss research, carried out in a large joint project by peace researchers in Berne and Zurich; and Scandinavian, mainly Norwegian, research.

In the following paragraphs I will focus on the Swiss group and the Scandinavian group and will then re-examine the literature contributed by the Toronto group in detail. The Toronto Group offers more explanatory and sound literature to understand causation in the area of environment and conflict.

The Swiss researcher sof the ENCOP (Environment and Conflicts Programme) have thrownara the rlargenet and tried to find examples of what they term environmentally induced conflicts (Libiszewski 1992; Suliman 1993; Hafiz and Islan 1993; Klotzli 1994; Christoph 1995; Libiszewski 1995, Bachler and Spillmann (eds.) 1995). They treat environmental pollution and degradation, scarcities of non-renewable resources, as well as scarcities of renewable resources, in case studies from avariety of geographical locations, resulting inawidematrix, ortypology, of such environmentally induced conflicts.

The ENCOP study of key findings start sout with the crucial statement that what they defineas "environmentally in duced conflicts" appear when societal developmentcla she switha depleted resource base. These conflicts are not necessari lymanifestedas conflicts about depletedre sources, but ratheralong political fault lines like ethnicity, nationality, social classes or ideologies (Libiszewsky 1992: 13).

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One of the contributions by the Swiss researchers is a typology of seven distinct kinds of environmentally induced conflicts, discussed at length (Bachler et al. 1996: 291):

1. Centre-periphery conflict, 2. Ethno-politicized conflicts, 3. Regional migration conflicts, 4. Cross-boundary migration conflicts, 5. Demographically induced conflicts, 6. International water conflicts and 7. Conflicts about global environmental issues.

The second important contribution of the ENCOP research is a discussion of the specific conditions under which environmental factors (what Homer-Dixon defined more specifically as environmental scarcity) may result in open conflict. The researchers identify five such conditions (Bachler et al. 1996: 308):

1. Trapped development, 2. Lack of social regulatory mechanisms (corresponding to the "ingenuity gap" of Homer-Dixon), 3. Environment instrumentalised, 4. Organisation ability and opportunity to become armed and 5. Overlay of historical conflict patterns.

The second set of key findings from the Swiss ENCOP research confirms the approach of Homer-Dixon et al. on all important points. For conflict to break out as a result of environmental factors, it takes a lot more than just degradation (or environmental scarcity). The adaptive capacity of the society in general and the state in particular, is crucial. Conflicts are more likely if the state is weak, and if it already contains a number of ethnic, religious, or regional fault-lines, or a historic pattern of conflict. Even so, the environmental issue must first be used for organising and mobilising affected groups along those lines, and there must be both an opportunity and a clearly perceived advantage of taking to arms, for conflict to occur.

The Scandinavian research, carried out mainly by PRIO (International Peace Research Institute, Oslo) presents two distinct approaches: 1. a continuation of the "environmental security" discourse, and 2. a more open "causes of conflict" line of inquiry, including a number of other hypothesised factors besides environmental and resource depletion issues, particularly poverty.

They identify two large features of change on the international level during the last decade: (i) the increasing number of internal wars and incidents of societal collapse, particularly in poor countries; and (ii) the identification of significant effects of environmental impacts and resource scarcities, particularly of renewable resources. Responding to these search challenges raised, the "environmental security" discourse tries to find answers to the question "What are the potential consequences for societal and international security of continuing environmental degradation?" The "causes of conflict" line of inquiry, on the other hand, tries to find answers to the question "What are the possible factors causing the many new internal wars?" (Graeger and Smith 1994; Graeger 1996: 109-116; Hauge and Ellingsen 1998: 299-317; Doken 2001: 509-530)

The PRIO group is criticised on the ground that, undertaking two lines of enquiry simultaneously creates methodological difficulties by blurring the focus of investigation. Is the objective to determine a number of important social consequences of environmental factors (whether these are linked to conflict or not)? Or is it to determine important causes of internal war or societal collapse (whether linked to environmental factors or not)? However, the critique cannot undermine the contribution of the PRIO group in providing a body of research to understand the link between environment and conflict.

My problem with the PRIO group's approach is different. This group does not provide a clear methodology and tools to pursue a research programme on the link between environmental changes and conflict, which the Toronto group does. To understand the nexus between environmental change and conflict, Homer-Dixon breaks the all-important "how" question (how will environmental change lead to conflict?) into two parts, the social effects of environmental change, and what types of conflicts are likely to result from these effects.

Since 1989, a series of projects directed by Homer-Dixon et al. have produced a significant body of research on the links between large-scale human-induced environmental stress, and mass violence in developing countries. The researchers have completed papers on water scarcity and conflict, rapid urbanisation and urban violence, environmentally induced migration and ethnic violence, the determinants of social adaptation to environmental and population stress and methodological issues. They have also conducted and published case studies of environmental stress and violence in Rwanda, South Africa, Bangladesh-Assam, Bihar (India), Pakistan, China, the Philippines, Indonesia, Nicaragua, Chiapas (Mexico), Gaza, and the Jordan and Senegal River basins. Project work has appeared in academic journals such as *International Security* and *Scientific American* and the popular press, including *The New York Times* and *the Atlantic Monthly*.

The first project on Environmental Change and Acute Conflict (1990-93) was jointly sponsored by the American Academy of Arts and Sciences in Cambridge, Massachusetts, and the Peace and Conflict Studies Program of the University of Toronto. It brought together a team of forty experts from four continents to conduct a preliminary study of the links between environmental stress and conflict (Homer-Dixon and Karapin 1989; Homer-Dixon 1991; Gleick 1992; Vaclav 1992; Homer-Dixon 1993; Homer-Dixon et al. 1993).

The second project on Environment Scarcities, State Capacity, and Civil Violence (1993-97) followed directly from the first. It sought to determine if scarcities of cropland, forests, water, and other renewable resources are decreasing the capabilities of governments in the developing world and, if so, whether this

raises the probability of widespread civil violence such as riots, ethnic clashes, insurgency and revolution (Homer-Dixon and Percival 1997; Barber 1997; Economy 1997).

The third project on Environment, Population and Security (1994-96) was a joint effort of the Trudeau Centre for Peace and Conflict Studies and the American Association for the Advancement of Science in Washington, D.C. It gathered, evaluated, and disseminated existing data on causal linkages among population growth, renewable resource scarcities, migration and violent conflict. This project was almost a second project, resulting in several thematic reports and case studies (Homer-Dixon 1995; Percival and Homer-Dixon 1995a, 1995b; Kelly and Homer-Dixon 1995; Gizewsky and Homer-Dixon: 1995, 1996; Barbier and Homer-Dixon 1996; Howard and Homer-Dixon 1996)

Although, the Toronto group (Homer-Dixon) acknowledged the search in the ongoing debate on security, it quickly dismissed this approach as too unwieldy, instead favouring conflict, or more precisely "acute" conflict, as the central point. The Toronto group is mainly concerned with scarcity of renewable resources and has therefore defined a rather particular concept, environmental scarcity, applicable to those. They have also explicitly concentrated on finding the links between environmental scarcity and conflicts, whether there environmental scarcity is the most important cause of conflict or not. Homer-Dixon (1991) outlines important elements and perspectives of the research during the first project in his article "On the Threshold":

1. Poor countries will in general be more vulnerable to environmental change than rich ones; therefore, environmentally induced conflicts are likely to arise first in the developing world.
2. Causal links are hypothesised not to be tight or deterministic.
3. The most significant and likely social effects of environmental change are identified (agricultural decline, economic decline, population displacement, disruption of legitimized social relations).
4. The all-important "how" question (how will environmental change lead to conflict?) is split up into two parts, the social effect of environmental change, and what types of conflicts likely will result from these effects.
5. The issue of mitigation or adaptation to environmental change is raised on two levels (preventing negative social effects, and preventing conflicts that could result from these effects).
6. The major environmental problems that might plausibly contribute to conflict are identified (albeit significantly reduced data later stage of the research).
7. Based on existing conflict theories (frustration aggression theories, group-identity theories and structural theories) three corresponding types of conflicts are hypothesised (simple scarcity conflicts, group identity conflicts and relative deprivation conflicts).
8. The role of politics as a mitigating factor is, underlined, particularly the spread of liberal democracy in the developing countries.

The main and all-important contribution in this respect too came first through a round of case studies and was another three years in coming. Homer-Dixon (1994: 9) introduces a concept of environmental scarcity for the purpose of explaining how environmental change will bring social conflict. For Homer-Dixon (1994: 9) environmental scarcity stands for scarcity of renewable resources namely, fresh water, soil, forests, air, atmosphere and climate, oceans, and biodiversity. Homer-Dixon (1994: 9) formulates a new concept of environmental scarcity to explain the causation of environmental conflict: "environmental change is only one of three main sources of scarcity of renewable resources; the others are population growth and unequal social distribution of resources."

Scholars generally use the term resource scarcity very loosely. For instance, Westing (1986), when he analyses the causes of various wars beginning with the First World War, considers the common denominator of all these wars to be natural resources such as minerals, fuels, fish stocks, products of the land and the land itself. Westing's list ends with the Falklands War but could be prolonged nearly indefinitely, both to the past and the present, since access to and distribution of natural resources have been the object of contention and violent conflict between social groups and states during the whole history of humanity. Thus a conflict over resources may be termed as environmental conflicts. But the fact remains that the multitude of wars mentioned above are not really typical examples of what we would spontaneously regard as environmental. So, the involvement of natural resources is evidently not sufficient to characterise a conflict as environmentally-induced.

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## **ICT In Teacher Training : Realities and Challenges**

**Mr. Anurag Sharma\***

**Abstract :** *With the technological changes in the world is need of advancement in every field. As the intervention of technology is in every field same goes in the educational field. But still with the inclusion of technology in the education it is still used in very limited means. This paper seeks the use of ICT in teacher education and the plight of usage of ICT till date.*

**Keywords :** ICT, Intervention, Education

**Introduction:** The world is changing so rapidly due to technological advances. Every sector is felling energized due to inclusion of technological for the betterment. Education sector is not different in any aspect. Infact education is the means through which technologies becomes friendly to the human beings. To bridge the technological changes and human being there is a person known as teacher. The teacher in the 21st century will have to deal with a world qualitatively different from that of the 20th century in respect of pedagogical and technological advancements.

Today a class room is different place from what is used to be. Black board and chalk is being supported by computers, television, internet etc. The teachers of future are to be trained in these technologies and with these technologies. It is no longer possible the conceive of teacher education without ICTs. It is imperative for the teacher education institutions to wake up and reorganize their curriculum to accommodate the changing face of knowledge. The infusion of ICTs into teacher education program will help the future teachers cope up with the paradigm shift in learning. Integration of ICT into teacher education program will help the future in learning. Integration of ICT in teacher training is the essential requirement of the day. We are discussing on this issue since nineties, but nothing worthy is visualized on the ground of reality. It is the high time to introduce ICT based applications and methodologies during the pre service teacher training program, but before that let we understand the real situation. During a survey conducted in Teacher Training Institutions, researchers found the adverse situation towards ICT facilities.

**The Reality :** Before going through theoretical suggestions it seems necessary to understand the present situation in teacher education institutions.

A survey conducted by the researchers in teacher education institutions affiliated to C.C.S. University, Meerut related to availability and access of ICTs in these institutions in session 2015-17 and 2016-18 in teacher education institutions.

### **Objectives of Study:**

The objectives of the study to be analyzed were:

- The present conditions of ICT facilities in teacher education institutions.
- ICT enable ness among the faculty of these institutions.
- Their will to introduce the ICTs in teacher education.
- Institutions' friendliness towards ICTs inclusion in teaching learning process.

**Methodology :** For this study the researchers used a questionnaire named "ICTs Assessment Questionnaire" developed by Sharma and Singh (2015). This questionnaire was distributed among the faculty members of 32 teacher education institutions of C.C.S. University, Meerut and filled questionnaires were analyzed.

**Findings :** The major findings of the study were-

- (i) Out of 32 institutions, only 07 had basic ICT infrastructures i.e. Computer laboratory.
- (ii) Out of 10 government aided institutions, only two had computer lab due to P.G. Department but they are not in good working condition.
- (iii) Among 22 self-financing institutions only nine had ICT Lab.
- (iv) Most of the faculty members are not willing to use ICTs because they are not trained in ICTs and also not willing to get trained.
- (v) Among 117 teacher education, only 34 were skilled in ICTs.
- (vi) Only 18 teachers are using ICTs in their regular teaching learning process.

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- (vii) All the teachers using ICTs are working in self-financing teacher education institutions.
- (viii) About 63% teachers have never operated the instruments like LCD, EPIDIOSCOPE and SLIDE PROJECTOR etc.
- (ix) Most of the teachers are not skilled in MS WORD, EXCEL, POWER POINT and Internet.

These findings are showing us the realities of ICTs in teacher educations. A very interesting observation is that against the new U.G.C. curriculum, computer education has no place in the new curriculum of the University. This raise a question in our minds that Where are we going by not introducing these changes?

**Challenges :** The teacher educators are not getting trained properly. Most of them have never been trained and infact there was a training collaboration between Intel and NCTe nad hardly teacher trainers go for such trainings either lack of awareness or their inhibitions to use computers for their own teaching. We can not introduce the ICTs in teacher education without full interest and involvement of teacher educators. There are few misconceptions in the teacher education community for using these technologies.

1. The ICTs can be used in only technological subjects.
2. Through teaching the ICTs the syllabus can not be covered.
3. It is not easy to teach through ICTs for the senior teachers.
4. Developing ICT laboratory is a difficult task.
5. Once we start teaching with the help of ICTs, teacher relevance decreases.

But in our opinion all these are the part of our defense mechanism. In the institutions, where these practices are going on effectively, there is no such problem. Teacher educators are enjoying these practices quite comfortably. We have to change our mindset. We have to come forward to mitigate with the changing world. Otherwise this noble profession will lack behind several miles from other discipline. We have to adopt and use all the emerging technological innovations.

A teacher educator can teach all the subjects in the syllabus of teacher trainees. This is not a hypothetical statement, in many institutions every things is in practice.

The important task for teacher educators is to train the future teachers in ICTs. To train them in these technologies there is an important task on the part of educational planners and policy implementers. There is no compulsory or optional paper in the syllabus of teacher training curriculum. There should be a computer laboratory / ICT laboratory in every teacher education institution but there is no provision of any activity related to these laboratories in the curriculum of many universities. In some universities it is as teaching subject but is of no use for a large number of trainee teachers.

If the planners of teacher education thought that their duty is only to suggest it in curriculum frameworks, than I am sorry to say that might their responsibility on implementation part. There should be some concrete on the grounds of reality.

CFTE-2003, 2006 both are clearly indicating the importance of ICTs in teacher education but we are very fast in planning and more slow in implementation.

The teachers of future should be trained in all these innovative practices and there should be clear cut provision for ICTs in the curriculum of teacher education. The institutions should be equipped with the ICT facilities. There should be at least one of the faculty members trained in the ICTs. It should be compulsory to attend at least one ICT training program for every teacher educator before further promotion or increment as possible and feasible.

**Conclusion:** At last we want to conclude with the comment that there is an urgent need to think on the issues related to the implementation of ICTs in teacher training institutions. Our duty is not completed by organizing discussions and seminars; it should be a beginning in the direction of ICTs equipped teacher education. In our opinion, we can not encounter with the future world without the ICTs and if we remain still in a process of thinking, the time will move forward and leave us backward again.

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## A Study of Emotional Intelligence In Relation To Self-concept of B.Ed. Student Teachers

Dr. Jawed Ahmad\*

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**Abstract :** *The aim of study was to assess the relationship between emotional intelligence and self concept of B.Ed student teachers. The sample size was 600, among them 300 are boys and 300 are girls. The tool used for the study is Emotional Intelligence scale (EIS) developed by Ankool Hyde, Sanjyot Pethe and Upinder Dhar. For the measurement of Self Concept, Pratibha Deo Self concept Rating Scale (SCRS) was used. The result revealed that there is positive correlation between Emotional Intelligence and Self Concept of B.Ed. student teachers as a whole group. There is also positive relationship between science and arts group of students with Self Concept. But no correlation was found among social science group of students with Self Concept.*

**Key words:** Emotional Intelligence (EI), Self Concept, Emotional Intelligence Scale (EIS), Self-Concept Rating Scale (SCRS).

**Introduction :** Emotional Intelligence (EI) is generally defined as the ability to use emotions to help solve problems, manage relationship, enhance thought and succeed in transactional tasks. Although some may argue that the concept of emotional intelligence is new, its origin is indeed well-embedded in psychological thought over the past century.

Goleman (1995) created a model of EI characterized by five broad areas: knowing one's emotions (recognizing and monitoring feelings), managing emotions (emotional regulation), motivating oneself (goal oriented), recognizing emotions in others (empathic awareness), and handling relationships (managing the emotions of others).

**Self Concept :** General self-concept can be sub-divided into the actual self-concept and ideal self-concept the former dealing with what we are and the latter with what we would like to be. There is an important difference between the way we see ourselves and the way we present ourselves just as there is difference between the way we see ourselves and the way others see us. The actual self-concept is, therefore, subdivided into concepts of the social self and the private self, while the ideal self comprises our own ideal self-concept and our concepts of what others think would be ideal for us. There are the logical aspects and broad psychological aspects of the concept of self. Libert and Spiegler, (1978) observe that self-concept is the most central concept in all psychology as it provides the only perspective from which an individual's behavior can be understood.

**Review of Literature:** Kahn and Isen (1993) found that positive emotions broaden the scope of thinking and they may indirectly point to the broader scope of action. Robert, Zeidner, and Mathews (2001) revealed that emotional intelligence is expected to increase with experience as well.

Basso, Schefft, Ris and Dimber (1996) demonstrated that anxiety and depression (Negative emotional traits), predicts a bias that is consistent with a narrowed attentional focus. By contrast, Derryberry and Tucker (1994) proposed that positive emotions demonstrated that opposite effect and expand that attentional focus to predict a bias consistent with a broader attentional focus.

Dinner et al, (1999) contend that well being include a positive temperament, the ability to embrace optimism and likewise minimize negative, and to enjoy mutually supportive relationships.

Abbas, I (2011) conducted a study on a relation between emotional intelligence and self esteem in university of Pakistan and found that the emotional intelligence and self esteem were positively correlated and significant. Females were emotionally intelligent than males as  $p < 0.05$  and males showed high self esteem than females.

### Objectives:

- (1) To study the relationship between EI and self-concept of B.Ed. students teachers.
- (2) To study the relationship between EI and self-concept of B.Ed. students teachers in terms of subject background (Science Arts and Social Science).

**Hypothesis :**

(1) Emotional intelligence of three categories of students teachers is related to their self- concept in terms of perceived self, ideal self and social self of whole group.

(2) Emotional intelligence of three categories of students teachers is related to their self- concept in terms of perceived self, ideal self and social self.

**RESEARCH DESIGN :**

**Population and sample :** For the achievement of the present study 600 B.Ed. student teachers were selected from C.C.S. University Meerut through cluster sampling procedure. Out of 600 B.Ed. student teachers, 300 were boys and 300 were girls respectively.

**Tools Used:** Emotional Intelligence Scale (EIS) is developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar was adopted and used for the research. It contains 34 items and measures Emotional Intelligence through ten factors namely (i) self awareness (ii) empathy (iii) self motivation (iv) emotional stability (v) managing relations (vi) integrity (vii) self development (viii) value orientation (ix) commitment and (x) altruistic behavior.

Self-Concept Rating Scale (SCRS) as develop by Dr. Mrs. Pratibha Deo for the measurement of self-concept of individual was used in this study. There are 90 items in the tools.

**Statistics Used:** According to proposed objective of the study the correlation coefficient were use to see the relationship between EI and Self-Concept.

**PRESENTATION AND ANALYSIS OF DATA****RELATIONSHIP BETWEEN EI AND SELF-CONCEPT OF THREE GROUPS OF STUDENT TEACHERS**

The EI indicators have also been studied in terms of relationship with the self-concept of student teachers. The self-concept was analyzed in three categories such as perceived self, ideal self and social self. These indicators of EI have also been related to self-concept for the whole group as well as for such groups of student separately. Table 2.1 summarizes the result obtained in this regard.

**Table - 2.1: Relationship between EI and self-concept for the whole group**

Dimensions of EI	Perceived Self	Ideal Self	Social Self	Self-concept Total
Self awareness	.175**	.166**	.175**	.175**
Empathy	.120**	.113**	.109**	.123**
Self motivation	.207**	.191**	.180**	.214**
Emotional stability	.081*	.031	.065	.090*
Managing relations	.175**	.164**	.170**	.176**
Integrity	.073	.066	.076	.071
Self development	.148**	.123**	.118**	.153**
Value orientation	.060	.029	.050	.062
Commitment	.025	.009	.017	.029
Altruistic behavior	.103*	.104*	.097*	.101*
EI Total	.215**	.187**	.195**	.220**

(N=600)

\* significant at .05 level

\*\* significant at .01 level

Scrutiny of table 2.1 clearly brings out the fact that the values of correlation between EI of student teachers and their perceived self, ideal self, social self and self-concept total come out to be .215, .187, .195, and .220 respectively and are significant at .01 level. This is indicative of a substantial relationship between EI of all the three types of self-concept.

The various dimensions of EI have also been correlated to the three categories of self-concept and the table indicates significant relationship between self awareness, empathy, self motivation emotional stability, managing relations, self development and altruistic behavior. The values being, .175, .120, .207, .081, .175, .148 and .103, respectively are significant at .01 level. For emotional stability and altruistic behavior the values are significant at .05 level. Thus, the table reveals that integrity, value orientation and commitment are not significantly related to any of the three types of self-concept, the values being, .073, .060 and .025 respectively.

The table also reveals the relationship between self awareness, empathy, self motivation, managing relations, self development and altruistic behavior with ideal self as is evident from the values being .166, .113, .191, .164, .123 and .104 respectively. All these values are significant at .01 level. For altruistic behavior the value is significant at .05 level only. The table also shows the relationship between self awareness, empathy, self motivation, managing relations, self development and altruistic behavior with social self. The values for these dimensions are .175, .109, .180, .170, .118 and .097 respectively, and are significant at .01 level except for the altruistic behavior which is significant at .05 level only.

**Table - 2.2: Relationship between EI and self-concept for science group students**

Dimensions of EI	Perceived Self	Ideal Self	Social Self	Self-concept Total
Self awareness	.112	.073	.103	.116
Empathy	.038	.034	.037	.043
Self motivation	.250**	.254**	.219**	.247**
Emotional stability	.153*	.102	.166*	.158*
Managing relations	.223**	.228**	.242**	.271**
Integrity	.110	.066	.109	.117
Self development	.184**	.156*	.138	.188**
Value orientation	.066	.012	.064	.071
Commitment	-.055	-.067	-.042	-.050
Altruistic behavior	.229**	.245**	.224**	.224**
EI Total	.242**	.212**	.234**	.245**

(N=200)

\* Significant at .05 level

\*\* Significant at .01 level

Table 2.2 shows that the values of correlation for EI of science student teachers and their perceived self, ideal self, social self and self-concept total have been found to be .242, .212, .234 and .245 respectively and are all significant at .01 level.

For the various dimensions of EI such as self motivation, managing relations, self development and altruistic behavior, the values being .250, .223, .184 and .229, are significant at .01 level and the value for emotional stability is .153, which is significant at .05 level only. The table also reveals that the relationship between self motivation, managing relations and altruistic behavior with ideal self as indicated by the values being .254, .228 and .245, respectively are significant at .01 level and the value for self development is .156, which is significant at .05 level only. The table also shows the relationship between self motivation, managing relations and altruistic behavior with social self. The values of correlation in this regards are .219, .242 and .224 respectively, which are significant at .01 level and the value of emotional stability is .166, which is significant at .05 level only.

The values reflecting the relationship between dimensions of EI and self-concept total are for self motivation, emotional stability, managing relations, self development and altruistic behavior and are .247, .158, .217, .188 and .224 respectively, which are significant at .01 level and that for emotional stability being .158 is significant at .05 level only.

**Table - 2.3: Relationship between EI and self-concept for arts group students**

Dimensions of EI	Perceived Self	Ideal Self	Social Self	Self-concept Total
Self awareness	.179*	.203**	.201**	.168*
Empathy	.184**	.159*	.159*	.187**
Self motivation	.295**	.262**	.264**	.310**
Emotional stability	.105	.073	.079	.102
Managing relations	.181*	.160*	.160*	.187**
Integrity	.124	.111	.111	.121
Self development	.198**	.169*	.175*	.193**
Value orientation	.102	.083	.086	.092
Commitment	.147*	.126	.128	.152**
Altruistic behavior	.046	.047	.044	.039
EI Total	.282**	.254**	.256**	.283**

(N=200)

\* significant at .05 level

\*\* significant at .01 level

Table 2.3 shows that the values indicate a relationship between total score of EI with perceived self, ideal self, social self and self-concept total. These are .282, .254, .256 and .283, respectively which are significant at .01 level.

The various dimensions of EI such as empathy, self motivation and self development have also been examined in association with perceived self value being .184, .295 and .198 respectively and these are obtained to be significant at .01 level and values of self awareness, managing relations and commitment are .179, .181 and .147, respectively which are significant at .05 level only. The table also clearly brings out the fact that the value indicator of relationship of various dimensions of EI such as self awareness and self motivation with ideal self are .203 and .262 respectively which are significant at .01 level and values of empathy, managing relations and self development are .159, .160 and .169, respectively which are significant at .05 level only.

The table further reveals that the values of relationship for dimensions of EI such as self awareness and self motivation with social self are .201 and .264 respectively, which are significant at .01 level and values of empathy, managing relations and self development are .159, .160 and .175, which are significant at .05 level only. The table also indicates that the values of correlation for various dimensions of EI such as empathy, self motivation, managing relations and self development with self-concept total scores are .187, .310, .187, and .193 respectively, which are significant at .01 level and values for self awareness, and commitment are .168 and .152, which are significant at .05 level only.

**Table - 2.4: Relationship between EI and self-concept for social science group students**

Dimensions of EI	Perceived Self	Ideal Self	Social Self	Self-concept Total
Self awareness	.250**	.234**	.235**	.256**
Empathy	.115	.124	.110	.114
Self motivation	.088	.065	.066	.096
Emotional stability	-.019	-.087	-.065	.007
Managing relations	.119	.096	.095	.123
Integrity	-.016	.026	.009	-.026
Self development	.074	.051	.054	.086
Value orientation	-.030	-.043	-.042	-.025
Commitment	.007	-.007	-.013	.007
Altruistic behavior	.015	-.010	-.004	.024
EI Total	.118	.092	.091	.127

(N=200)

\*\* significant at .01 level

Look at table 2.4 reveals that the values of correlation of EI with perceived self, ideal self, social self and self-concept total are .118, .092, .091 and .127 respectively which are not significant.

However, the dimension of EI such as self awareness when associated with perceived self, ideal self, social self and the self-concept total of social science student teachers has yielded the values such as .250, .234, .235 and .256 respectively, which are significant at .01 level. Except for self awareness, other dimensions of EI do not show relationship with perceived self, ideal self, social self and self-concept total for social science student teachers.

#### Findings of the study :

- (1) There is positive correlation between EI and self-concept of the whole group such as science, arts and social science. EI is also positively correlated with the perceived self, ideal self and social self.
- (2) EI and self-concept of science student teachers are positively correlated. EI and perceived self, ideal self and social self is positively correlated of science group of students.
- (3) There is positive correlation between EI and self-concept of Arts group of students. The EI and perceived self, ideal self and social self is positively correlated.
- (4) The EI and self-concept of social science students are not positively correlated, and the EI and perceived self ideal self and social self is also not correlated properly.

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## **Holistic Education through Open Schooling and the Practical Challenges**

**Bakhteyar Ahmad\***

Education is considered as a process for the achievement of all-round development of the child which may range from physical, mental, psychological, social, economic to moral and spiritual. Imparting such education should be the prime objective of our schooling system. In this context it is interesting to look into the mission and vision of open schooling which claims to provide holistic quality school education. This paper tries to highlight the paradox that exists between the ideal notion of education and schooling as enshrined in various commissions, committees, and curriculum frameworks from time to time, to that of what actually is being provided by the open schooling system. The common features that one can observe at open school centres (AIs) are (i) focused mostly on registration, examination and certification (ii) poor infrastructure (iii) very few interaction classes (on weekends only) (iv) untrained counsellors (v) focused on books and SLMs (vi) very little peer interaction (vii) no provision for social interaction, sports and games, which is making the child feel further isolated deprived, marginalised and excluded. On one hand the cases of academic stress, educational anxiety, suicides and attempted suicides among adolescents are at rise. Educational planners and thinkers are advocating permanent counsellors (for proper counselling and guidance) in our schools. NCF 2005 is suggesting child centered education and warns against commercialization of education. On the other hand open schooling system is presenting a picture which is in one way or the other presenting a contradictory situation to the ideal concept of education and schooling. The paper suggests certain solutions to resolve this problem, such as (i) using distance mode and online learning as a supplementary measure instead of making it a complementary and compulsory tool for millions of school going children in the country, (ii) Increasing the expenditure on education upto 6 percent of GDP.

**Education and Schooling: Theoretical Perspective :** Philosophers, thinkers, educationists and policymakers have defined and understood education in varied ways at different times taking into account the different context and perspectives in mind. According to Rig Veda, "Education is something which makes a man self-reliant and self-less." In Kautilya it has been written that Education means training for the country and love for the nation. Ancient philosopher Aristotle writes, "Education is the creation of a sound mind in a sound body. It develops man's faculty especially his mind, so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty of which perfect happiness essentially consists." Gandhiji says, "By Education I mean an all round drawing out of the best in child and man- body, mind and spirit." Redden defines education in a very comprehensive manner, "Education is the deliberate and systematic influence, exerted by the mature person upon the immature through instruction, discipline and harmonious development of physical, intellectual, aesthetic, social and spiritual powers of human being, according to individual and social needs and directed towards the union of the educant with his creator as the final end (Safaya, p. 3-6).

Imparting such education that encompasses most of the elements that are embedded in the above mentioned definitions should be the prime objective of any schooling system. J.S. Ross said, "Schools are institutions devised by civilized man for the purpose of aiding in the preparation of the young for well-adjusted and efficient members of the society." A school, like a nation, is a complex system existing in discursive rather than physical geographical space (other than as a set of buildings). The meaning of 'school' is therefore depended on actors' perceptions, and these are dependent on factors apparently beyond the school (Stables, 2002).

In this context it is interesting to see how far open schooling is fulfilling its role as an agency imparting education at school level.

**Brief Introduction to Open Schooling :** Schooling through open and distance mode is not a very new concept. For children it has a long and respectable history, starting with the schools of the air-radio and correspondence for children in the Australian outback and the other countries that have large rural terrain and isolated farming families. More recently open and distance learning has grown in popularity as an alternative route to formal education for children otherwise excluded from school, frequently because of pressure of numbers on national

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education systems. Examples can be cited from countries as different as Namibia and Brazil, Malawi and Indonesia, as well as India with its National Open School (Jenkins, 1997, P-483).

About a decade back Marmar Mukhopadhyaya in one of his articles, 'Secondary Education: The Unrecognized Lintel' (1999, P-52) very rightly predicted, "there is very little concern and efforts to assess the upcoming problems and thrusts in secondary education though, in all probability, the next two decades will belong to secondary education. Greater the success in universalization of elementary education, the greater will be the pressure on secondary education. About four million school age children and youth are still outside the school system. Besides their own ambition to be qualified, they cannot be left without schooling for the development of the country as a whole. They will need continuing education that is relevant to them, and at the same time fits into their aspirations of being educated and qualified. Open and distance education holds the greatest promise for such people.

The National Institute of Open Schooling (NIOS) was set up as National Open School in 1989 by the Ministry of Human Resource Development, Government of India, as an autonomous organisation. It provides educational opportunities to persons who wish to study further and qualify for a better tomorrow. The vision of NIOS is "Sustainable inclusive learning with universal and flexible access to quality school education and skill development." The mission of NIOS is (i) Providing relevant, continuing and holistic education up to pre-degree level through Open and Distance Learning System, (ii) Contributing to the Universalisation of School Education, and (iii) Catering to the educational needs of the prioritized target groups for equity and social justice. NIOS operates through a network of five Departments, Regional Centres and Accredited Institutions (Study Centres) in India and abroad. It has a current enrolment of about 2.71 million students at Secondary, Senior Secondary & Vocational levels which makes it the largest open schooling system in the world. (<http://www.nios.ac.in>).

**The Practical Challenges :** Imparting education through distance mode at school level (up to class 10th or 12th) has a different perspective when compared to providing it at a higher (college) level. Learners at school level are in different stage not only chronologically but also psychologically, physically, mentally and emotionally as compared to the learners at higher and tertiary level. While the learners at school level need continuous guidance and support, learners at higher level are comparatively more matured and self motivated.

CABE in its report on universalization of secondary education (2005, P-48) under heading 'The Open Learning System' writes that "The existing open schools depend largely upon the print material and personal contact programs through the formal schools. A large majority of the open school students are unable to take advantage of personal contact programs and counseling services; they primarily depend upon the print material which often varies in quality. It will be necessary to enhance quality of open schooling through a variety of measures, particularly the counseling and tutorial services".

Ideally NIOS and other State Open Schools are primarily meant for the students who are deprived, marginalized and excluded from the formal schooling system. But the common features that one can observe at open school centres (AIs) are (i) focused mostly on registration, examination and certification (ii) poor infrastructure (iii) very few interaction classes (on weekends only) (v) focused on books and SLMs (vi) very little peer interaction (vii) no provision for social interaction, sports and games, which is making the child feel further isolated deprived, marginalised and excluded. Following Table gives a brief outline of the important elements that the students of open school are deprived of;

**Table 1.1- Comparing ideal school with open school**

Ideal notion of School	Open School (NIOS)
<ul style="list-style-type: none"> <li>▪ Acts as an agency for all round development of the child</li> </ul>	<ul style="list-style-type: none"> <li>▪ Acts as an agency, providing knowledge and information only</li> </ul>
<ul style="list-style-type: none"> <li>▪ Learning through books, Teacher and Peer interaction</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learning through books/SLM only</li> </ul>
<ul style="list-style-type: none"> <li>▪ Highly dynamic, involving and interacting environment, culture</li> </ul>	<ul style="list-style-type: none"> <li>▪ No such environment, problem of isolation</li> </ul>
<ul style="list-style-type: none"> <li>▪ Full scope for Parent Teacher Association</li> </ul>	<ul style="list-style-type: none"> <li>▪ Very little scope for Parent Teacher Association</li> </ul>
<ul style="list-style-type: none"> <li>▪ Ample of space for co-curricular activities, social and moral development- National celebrations, morning prayers, tours and excursion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Very little space for co-curricular activities, social and moral development</li> </ul>
<ul style="list-style-type: none"> <li>▪ Organisation of literary events- debate, discussion, essays, quizzes and other competitions</li> </ul>	<ul style="list-style-type: none"> <li>▪ No such organisation</li> </ul>
<ul style="list-style-type: none"> <li>▪ Due weight age to physical development- provision of sports and games</li> </ul>	<ul style="list-style-type: none"> <li>▪ No such provision</li> </ul>
<ul style="list-style-type: none"> <li>▪ Provision of permanent counselor to deal with psycho-emotional and social problems</li> </ul>	<ul style="list-style-type: none"> <li>▪ No such provision, the child feels isolation, deprivation etc.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Provision of both summative and formative evaluation, continuous guidance and feedback</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provision of summative evaluation only</li> </ul>

**The Middle Path :** Open schooling system needs to broaden the horizon of its activity including co-curricular and extracurricular activities. Open Schools should not be confined as, merely information providing agency. Registration, examination and certification are not the primary work that the schools are supposed to function.

Limited use with specific target- No doubt schooling through distance mode using modern tools and techniques should be promoted but with outmost care. It should be used focusing specific targets (not as a tool for universalization of primary or secondary education) such as out of school adults, extremely remote habitants, on job learners. At present about 80% of open school learners are teenagers, who need a regular classroom that can ensure there all-round development.

Best utilized as a supplementary system instead of complementary one-Instead of developing open schooling as a complementary system parallel to formal/regular schooling, it should play a supplementary role by enhancing the quality of formal schools using ICT and modern tools and techniques.

Problem of underinvestment in education sector- CABE committee on universalization of secondary education (USE) 2005 writes under heading 'financial requirement for quality improvement', that Kothari Commission recommended for 6 per cent of GDP as an investment on education to begin with and should have reached by this level by the end of 1986-87 based on the projected growth of population and projected growth of the economy. But Government of India has not yet reached this share even after four decades. This has resulted in under investment in the access, enrolment, class rooms, teachers, and other infrastructure facilities. However, if the investment on education as 6 % of GDP as recommended by Kothari Commission is allocated, the additional requirement for universalizing elementary and secondary education could be easily met out with the increased allocations. Further, if the investment on education could be increased to 8 percent of the GDP with the expansion in the education system as well as to meet the requirements of the human capital in the globalised world, the allocation towards all levels of education could be enhanced.

**The Final Word :** At last it is better to conclude by putting two quotations, one from famous philosopher and educationist John Dewey and another from NCF 2005. According to John Dewey, Education is not a preparation for life, but life itself. School is a miniature society, facing problems, similar to those faced in life. The basic purpose of the school is to train pupils in co-operative and mutually helpful living. The child is to share the resources of a good society and make his own contribution, to the maintenance and development of the society. Thus by give and take process, the growth of the individual as well as that of the group is achieved. This should not be done by giving information alone but by providing opportunities to children for getting varied experiences.

"Globalization and the spread of market relations in every sphere of society have important implications for education. On one hand, we are witnessing the increasing commercialization of education, and on the other, inadequate public funding for education and the official thrust towards 'alternative' schools indicate a shifting of responsibility for education from the state to families and communities. We need to be vigilant about the pressures to commodify schools and the application of market related concepts to schools and school quality (NCF 2005, P-7, 8)".

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## Voicing Gender Through Theatre : A Case Study of 'Tamachra' of Jammu Region

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**Abstract :** *Theatre is one of the crucial contexts in and through which feminist ideas are played out. The presence of women in the public sphere has remained a matter of much debate in the middle class discourse. Almost all the performance traditions have disallowed women from appearing on the stage who continued to occupy the margins of theatre history and practice. Most of the traditional art performances are still carried on by the section of the society that is considered of lower rank and women being the lowest of them. This study highlights the importance of folk theatre as an arena of resistance and an important site of gender representation. With its emphasis on Tamachra, the folk theatre of Jammu region, this work is an effort to bring into limelight the potentialities of theatre to give voice to the subalterns particularly women whose voice has been excluded in the main stream historiography. It traces the contexts within which the female folk artists have negotiated their position in theatre in the male dominated society and thus challenged the construction of masculinity. The paper also seeks to map out the ways this folk theatre is produced; the language, style and forms used by the artists and its socio-political relevance in the contemporary era.*

**Key words:** Tamachra, Dalassi, Pajeki, swang, Obscene, hegemony, etc.

**Introduction:** Theatre has constituted an important part of cultural life and public entertainment in India from pre-colonial times. Theatrical shows, together with epic relations, ballads, songs and folk tales comprise the principal media of communication in societies characterized by limited literacy and technology. Theatrical performances create an interactive relationship with the viewers which regenerate an immediate response, bringing alive the social realities. Theatre acts as an invigorating arena for cultural resistance and subsequently an important political site for struggle against an oppressive authoritarian structure.

In our state, Folk theatre is very significant because of the material conditions of literacy .In largely non- literate cultures, like ours, printed materials would reach only a small percentage of the educated elite and as such Folk theatre offers a very different site for retrieving subaltern voices, thus, constituting an important part of the cultural life of the people. Theatre was also an important cultural site of a hegemonic contest of dominant political forces and a counter hegemonic struggle during the pre and post- Independence era .

Delving into folk culture through folk tale, folk lore or folk drama meant tracing the past roots of the given culture. Folk breaks the illusion and in turn creates a world of its own. It has the effect of backdating all elements of the popular culture and is often offered as a contrast with modern popular forms, thus, bridging the gap between the past and the present. Folk, played in its natural setting, has a universal appeal which transgress the boundaries of class, religion and country.

Traditional or Folk theatre of India is mainly dominated by the males from the ancient times till date. For women coming into theatre has proved both problematic and enabling. Almost all performance traditions, particularly theatre, take it for granted that female roles would be performed by men. Many of these traditions and their modern counterparts have disallowed women from appearing on stage. While it may be argued that Sanskrit performance traditions did not ban the participation of women completely, the fact remains that woman performers were not considered particularly important. The Arthashastra for instance, stipulates fines for women who watch plays without permission, and the fine is greater if they watch it at night. The roles of female actors were performed by male actors with pride and grace in all parts of the country, irrespective of caste, colour and creed.

This practice is still going on in most of the far flung areas of our country where the theatrical activities are going under the influence of Ramlila or Raslila or modern theatrical performances with the efforts of Amateur theatrical groups. This was practiced even in commercial theatres like the parsi theatre and also experimented in films during the beginning era. This shows that women continue to occupy the margins of theatre history and practice. While writing about the folk and classical theatre in his book 'Folk Theatre

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of India', Sh Balwant Gargi, a noted scholar and theatre historian writes- "The Secular forms Tamasha, Bhavai, Nautanki and Naqqal dominating the northern and western parts of India are replete with sexual jokes. It is considered improper for women to watch these plays". There was a time when theatre conventions denied space to women as performers. The reformist discourse and the emergence of middle class, resulting from the colonial experience, reconstituted gender and perpetuated patriarchal control. Women's relationship with theatre, owing to excessive mobility in public sphere, has been problematic and tenuous. Theatre history offers a powerful medium to explore the engagement between culture and gender .

This may be one of the reasons that women found their own way to express and enjoy themselves in their own courtyard and with full freedom and sovereignty. Women have tried to make better use of the volatile space of theatre to present women's issues. Some rituals and ceremonies became their tools and medium of expression and they made their own world, leaving aside all worries and shyness. Women in Jammu region have been active in folk theatre from earlier times and their lives and concerns featured in several ways in folk theatre.

Tamachra or Jagarna in Duggar is one of the rich folk theatres of Jammu region through which feminist ideas are played out and gender concerns come to be foregrounded in public life. It is more or less a mock drama in which ladies give their performances enacting the roles of various male members of the family and close relatives of the groom and jeer at them with a peel of laughter. The drama goes on for the whole night and hence the name Jagarna. Tamachara foregrounds issues that have always interested women and acts as the speaking voice and the expression of the inner lives of women, thus creating a landscape of women world. Jagrana or Tamachara is a ceremonial traditional operatic theatre of Duggar, purely confined to women, performed on the occasion of wedding ceremony of the male member of the family. Earlier, women folk were not allowed to accompany the Barat. They stayed at home to make arrangements for the welcome of Pajeki (Returning of Barat with groom and bride). After the departure of Barat, all the female members of the family along with the near and dear females, females from neighbourhood, young and old, assembled at bridegroom's house and perform the ritual of ' Dalassi Pair Pana', popularly known as Jagrana/Tamachra, with full amusement and enjoyment.

According to a tradition, it was presumed that local folk seemed to be scared of the attacks of evil forces and to defuse the expected attack, all women sacrifice their sleep till the completion of lama fere. In the Dogra Hills, as per faith, groom's mother should not sleep till the ritual of lama fere (Hindu ritual vows) ends smoothly. This compels all the relations and neighbouring women to accompany her and make fun for pastime. This creates a wonderful theatrical folk form -Jagarana or Tamachara- which means keeping awake throughout the night. This is an indoor theatrical performance purely done by women of different age groups, assembled at the occasion for the celebration of wedding ceremony. All the assembled women, irrespective of caste and relation, are supposed to participate without any hesitation or flirtatiousness. The women sing for the happy married life of the young couple. This aspect of the rite called as Dalassi Pair Pana is conducted by the wife of the local barber.

A lobby or likewise big room of the house becomes an auditorium and is used as the space for performance of their operatic theatre. The doors, windows and skylights are closed so that not even a single male person is allowed to watch the performance. Jagarana or Tamachara is a full night performance with full intensity of music and dance which creates an attractive, magnificent and heart-touching dramatic atmosphere in almost sealed room. The performance begins after dinner and continues till sunrise. There is no script or plot. The women make up the story as the play progresses. It is all very impromptu. These irreverent operas poke fun at everyone especially the men folk of the groom's extended family. The male parts are played by women. The style of their makeup is very natural, simple, suggestive and unique in its nature. They simply use their Chunni (long scarf) as an instant turban, putting their plait between their nose and upper lips to signify a moustache or sometimes they take full advantage of the situation by putting on male clothes and hats or other handed property for the same effect.

Swangs of this particular theatre Jagarana are enacted in the form of a joyful opera. Songs are sung in choral style with the help of Dholak, rora or clapping. As already mentioned that Jagarana or Tamachara is strictly confined to females, even then the presence of males in their songs and swangs is there which again uncovers the strong hold of patriarchy in the lives of women, like-

Rasiya neembu mangai de ve,

Meri uthi kaleje peed....

Ik mera dhol pardesi,

Dua oddi maau na sataya....

Though, it is a hard fact that Jagarana or Tamachra is a ceremonial theatrical form related to the ritual of Dalassi Pair Pana (a ritual pertaining to invocation for happiness and prosperity of future generation) but it seems as if Tamachra provides a platform to the women to display their theatrical performance with full

entertainment in dramatic style by creating an atmosphere with their gestures, movements and buffoon like actions and expressions. It offers a vantage point for the representation of gender that otherwise were denied the space because of the patriarchal conventions of performance. In the last few decades of the 20th century, this theatre is diminishing because of the increasing bent towards the western style of marriage and abandoning the tradition of marriage alliances with distant families. Cosmopolitan culture and one-day Barat system have damaged its form and content and it is at the verge of extinction even in those areas where women do not accompany the Barat till date.

Jagarana or Tamachra is such a beautiful, expressive, powerful and marvellous form of traditional theatre of Duggar which is unique in all respects and has an everlasting impact. If one gets a chance to witness it, one cannot forget the soothing and everlasting impact it creates on one's mind, body and soul. Apart from entertainment, this all female-theatre, at the same time, becomes instrumental in voicing the gender and highlighting in multiple ways, their day to day issues like dowry, domestic violence, wife battering and exploitation of women in private and public spheres. It becomes significant in throwing a flash of light on history from below and its cultural expressions that remained marginalised and labelled as 'obscene' and 'immoral' in middle class discourse and patriarchal conventions. Tamachara, not only has potentiality of highlighting women's role in culture but also brings about a change in women's own perception of culture and their role in it. However, we find that the western influence on the Indian marriage system, modern mass media and other sources of entertainment have destroyed the very essence of our folk culture. In a race to imitate the west, people are moving far away from their roots and if the trend continues, these folk arts will soon get vanished in the times to come.

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## Awareness towards Prenatal & postnatal care among the Women in Sir Sunder Lal Hospital, BHU, Varanasi, UP

Ruchi Kannaujia\*

**Abstract :** *The concept of health is as old as human social history. Health is integral part of development. Health is a positive state of well being in which harmonious development of physical and mental capacities of individual lead to enjoyment of rich and full life.*

According to world health organization Health is a state of complete physical, mental and socio well-being and not merely the absence of disease or infirmity. Reproductive Health of women consist of health of the women after puberty and before pregnancy and health care, utilization health services during pregnancy , delivery and postnatal care. The nutritional status of pregnant women directly influences their reproductive performance and birth weight of their child. Maternal health influences the fetus and neonatal health in a number of ways. Mother and child must be considered as one unit .During the Antenatal period, the fetus is a part of mother ,during this period the fetus obtains all the building materials and oxygen from mother's blood. After birth the child dependent upon the mother at least up to age of 6 to 9 months, the child is completely dependent on the mother for feeding. The mental and social development of the child is also dependent upon the mother . If the mother dies, the child's growth and development are affected. Objectives: To develop awareness PNC,ANC and Postnatal care and also baby immunization among the mother's in SSL hospital BHU. Data: Primary data is used for study by interview of mother through the questionnaire. Conclusion: The finding of the study shows mother is not fully awareness of her care during the pregnancy and also for baby immunization.

**Keywords:** Prenatal Care, ANC and Postnatalcare

Introduction

**Prenatal Care (PNC) :** Prenatal care reduce maternal, fetal and neonatal deaths (Alexander & Kotelchuk,2001). Stout defines prenatal care as any health care given to a pregnant woman after conception and before birth.

**Antenatal Care (ANC) :** Antenatal care is the care of the women during pregnancy. The primary aim of the antenatal care is to achieve at the end of a pregnancy a healthy mother and a healthy baby. Ideally this care should begin soon after conception and continue throughout pregnancy.

**Objectives :** The objectives of antenatal care are :

- 1) To promote, protect and maintain the health of the mother during pregnancy.
- 2) To detect "high risk" cases and give them special attention.
- 3) To foresee complications and prevent them.
- 4) To remove anxiety and dread associated with delivery.
- 5) To reduce maternal and infant mortality and morbidity.
- 6) To teach the mother elements of child care, nutrition, personal hygiene, and environmental sanitation.
- 7) To sanitize the mother to the need for family planning, including advice to cases seeking medical termination of pregnancy.

**Antenatal visits :**

1st visit at 20 weeks or as soon as the pregnancy is known.

2nd visit at 32 weeks.

3rd visit at 36 weeks.

**Postnatal Care :** Care of the mother and the newborn after delivery is known as a postnatal or post-partal care. Broadly this care falls into two areas: care of the mother which is primarily the responsibility of the obstetrician; and care of the newborn, which is the combined responsibility of the obstetrician and paediatrician. This combined area of responsibility is also known as perinatology.

care of the mother

The objectives of the postpartal care are:

- (1) To prevent complications of the postpartal period.

- (2) To provide care for the rapid restoration of the mother to optimum health.
- (3) To check adequacy of breastfeeding.
- (4) To provide family planning services.
- (5) To provide basic health education to mother/family.

**MATERIALS AND METHODS :** Present study has conducted in SSL hospital, BHU Varanasi from Oct 2016 to Jan 2017. The sample consist of 300 respondents. . Sample has been selected Purposive sampling methods. Primary data is used for study by interview of mother through the questionnaire and baby delivered mother was respondent. During this period, a total of 300 pregnant women were registered in the antenatal clinic of the BHU before eight weeks gestation and delivered in the hospital. All pregnant women were sure of their dates. The body weight (in kilograms) of all women was measured a the first visit.

- Weight as underweight: less than 40 kg, average weight: 40-60 kg and overweight: more than 60 kg.
- Height is short stature less than 140 cm and of average height 140 days 165 CM.
- Hemoglobin as severe anemia less than 7 g%, mild to moderate anemia 7-10 g% and normal: more than 10 g%.

The birth weight of the newborn was divided as very low birth weight (VLBW): less than 2000 g, low birth weight (LBW) 2000 to 2500 g and normal weight: 2500 to 4000 g. The period of gestation at delivery was classified as preterm(< 37 weeks) and term (37 weeks to 41 weeks).

**RESULTS AND DISCUSSIONS :** Table 1 explain various kinds of information, gathered about feeding of colostrums. 94.3 percent women said yes; whereas 5.7 percent women give no response. Learning symptoms during pregnancy: 66.7% women were advised for diet during pregnancy; 30% women were not advised for diet during pregnancy; 3.3 % women give no response. 61.6% women were advised for care of delivery during pregnancy; 35% women were not advised for care of delivery during pregnancy; 3.3 percent women give no response. 93.3. % women were advised for feeding during pregnancy; 4 % women were not advised for feeding during pregnancy; 2.7% women give no response. Availed checkup during pregnancy, Blood pressure check up, 71.7% women said yes; 26% women said no; 3.3 % women give no response. Blood group testing, 83.3% women said yes; 16% women said no; 0.7 % women give no response. Weighted 73.7 % women said yes; 25 % women said no; 1 % women give no response. Stomach testing, 75 % women said yes; 19 % women said no; 6% women give no response. Information about Awareness of AIDS, 98% women said yes; 1 % women said no; 0.6 % women give no response.

**Table 1: Awareness of prenatal and postnatal care**

S. No.	QUESTIONS	ANSWERS			
		TOTAL WOMAN	YES	NO	NO RESPONSE
1.	Feeding of colostrums	300	283 (94.3 %)	-	17 (5.7 %)
2.	<b>Awareness of prenatal and postnatal care</b>				
a.	Proper diet	300	200(66.7 %)	90 (30 % )	10 (3.3 %)
b.	Sign of danger during delivery	300	105(35 %)	190 (63.3 %)	5 (1.7 %)
c.	Care of Delivery	300	185 (61.6 %)	105 (35 %)	10 (3.3 %)
d.	Feeding	300	280 (93.3 %)	12 (4 %)	8 (2.7 %)
e.	Care of newborn	300	245 (81.7 %)	46 (15.3 %)	9 (3.1 %)
3.	<b>Availed checkup during pregnancy</b>				
a.	Weighted	300	220 (73.3%)	77 (25.7 %)	3 (1 %)
b.	Blood pressure	300	215(71.7 %)	78 (26%)	7 (3.3 %)
c.	Blood group	300	250 (83.3 %)	48 (16 %)	2 (0.7 %)
d.	Stomach checkup	300	225(75 %)	57 (19 %)	18 (6 %)
5.	AIDS awareness	200	294 (98 %)	3 (1 %)	2 (0.6 %)

Table 2 shows the information about Concept of safe & un-safe sex; 31.7% women said prevention from STD is the concept of safe sex; 68.3 % women give no response. Concept of un-safe sex 16.7% said not using the contraceptives; 77% said sex without contraceptives; 6.3 % women give no response.

Table 3 shows the information about Mode of transmission & way of spreading AIDS. 2 % women said from sexual contact; 2.7 % women said all (from affected person, eating together sexual contact, from affected mother to fetus); 95.3 % women give no response.

Table 4 shows the information Immunization card was available 60% for male and 40% for female. Analysis of coverage data showed that 58.3% of the male child and only 38.3% female child were immunized with BCG. Similarly the coverage of DPT 1 dose and OPV 1 dose of male child is 59% and 58.3% and female child is 38.3% and 37.7%. DPT 2 and OPV 2 coverage of male child is 56.7% and 59% and female child is 37.7% and 38.3%. Further, OPV 3 dose coverage among the male children(56.7%) is 37.7% points more than the female children.

The finding of the study shows mother is not fully awareness that indicates need for more attention. Weekly market is core place of any community which is more suitable place for the mobile hospital facilities and poster display in their regional dialects for the health awareness. Visits of health worker to these places is satisfactory in providing better services. This study may be helpful for the concerned health administrator and persons for the evolution of implemented health care programs.

It, seems to be difficult to attain the set goals of achieving 100 percent immunization coverage of children unless special efforts are made by doctor and government to gear up its immunization programme. Special efforts are also called for raising immunization coverage of female children as the coverage of this group is relatively lower than that of male children.

**Table 2: Concept of safe & un-safe sex**

Total women	Concept of safe sex					
	Decreasing the probability of child birth	Prevention from STDs/diseases	To be stress-free	Other	All of the above	No response
300	-	95 (31.7%)	-	-	-	205(68.3%)
	Concept of unsafe sex					
	Not using the contraceptives	Sex without contraceptives	Not using the contraceptives after menstrual	Having satisfaction	All of the above	No response
	50 (16.7%)	231 (77%)	-	-	-	19 (6.3%)

**Table 3: Knowledge regarding transmission of AIDS**

Total women	MODES						
	Affected people	Eating together	Sexual contact	Affected mother to fetus	Other	All of the above	No response
300	-	-	6 (2%)	-	-	8 (2.7%)	286 (95.3%)
	Concept of unsafe sex						
	Sexual contact with homosexual	From affected mother to foetus	Transfusion of infected blood	Unsterile injection	Other	All of the above	No response
	-	3 (1%)	-	10 (3.3%)	2 (0.6%)	-	285 (95%)

**Table 4 : Immunization Coverage of Children (0-3 months)**

Vaccination status	Percentage of children		
	Male	Female	Total
Immunization card available	180 (60%)	120 (40%)	300
Children immunized BCG	175 (58.3%)	110 (36.7%)	285(95%)
<b>DPT</b>			
1 dose	177 (59%)	115 (38.3%)	292(97.3%)
2 dose	170 (56.7%)	110 (37.7%)	280(93.3%)
<b>OPV(Oral Polio Vaccine)</b>			
1 dose	175 (58.3%)	110 (37.7%)	285(95%)
2 dose	177 (59%)	115 (38.3%)	292(97.3%)
3 dose	170 (56.7%)	110 (37.7%)	280(93.3%)
Total number of children (0-3 months)	180	120	300

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## Rural Tourism and Economic Development

Chattan Singh Yadav\*

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**Abstract:** *With tourism gaining immense popularity the world over, there has been focus in recent years on rural tourism and eco tourism. It is generally agreed that if properly planned, developed and managed, rural tourism or eco tourism can improve the living standards of the local population while supporting the conservation of the natural ecosystem. While tourism as such has emerged as a dynamic industry in India, the challenge is to take advantage of the situation by ensuring best use of the nature's assets. With tourism gaining immense popularity the world over, there has been focus in recent years on rural tourism and eco tourism. It is generally agreed that if properly planned, developed and managed, rural tourism or eco tourism can improve the living standards of the local population while supporting the conservation of the natural ecosystem. While tourism as such has emerged as a dynamic industry in India, the challenge is to take advantage of the situation by ensuring best use of the nature's assets. This study aimed at investigating the role of rural tourism in the sustainable development of rural communities.*

**Introduction:** Rural tourism is considered as a part of tourism industry that with fundamental and appropriate plan can be effective in the development of rural areas and so undertook the national development and diversification of the national economy. It is generally agreed that if properly planned, developed and managed, rural tourism or eco tourism can improve the living standards of the local population while supporting the conservation of the natural ecosystem. While tourism as such has emerged as a dynamic industry in India, the challenge is to take advantage of the situation by ensuring best use of the nature's assets. "Any form of tourism that showcases rural life, art, culture and heritage at rural locations, thereby benefiting the local community economically and socially as well as enabling interaction between the tourists and the locals for a more enriching tourism experience, can be termed as rural tourism". Rural tourism is essentially an activity which takes place in the countryside. It is multifaceted and may entail farm/agricultural tourism, cultural tourism, nature tourism, adventure tourism and ecotourism. As against conventional tourism, rural tourism has certain typical characteristics: It is experience-oriented; the locations are less populated, it is predominantly in natural environments and it is based on the preservation of culture, heritage and traditions.

Rural tourism is understood differently in different parts of the world. Ecotourism and rural tourism are the same only in a sense. They are cousins really. Rural tourism may not necessarily be the protector and enhancer of conservation. It is much more community-oriented while ecotourism is more holistic and has a role in environmental protection and development. Rural tourism is in its nascent stage in India but it is bound to grow. There is a huge market out there. The experience of many countries shows that rural tourism can be seen as an alternate source of livelihood and employment. The main problems with rural tourism are, of course, the same as with any rural development project. Strong village-level institutions, which can take up the execution once the project has been initiated, would go a long way in boosting rural tourism. Throughout the world, tourism brings money to cities and countries. Tourism also provides jobs for the local residents, further benefiting the destination. India has realized the profits available from this sector. Thanks to its growing economy and promoting itself as a culturally rich and diverse nation, India's tourism industry now brings billions of dollars into the economy each year. The growth in the tourism industry is due to the rise in the arrival of more and more foreign tourists and the increase in the number of domestic tourists.

**TYPES OF RURAL TOURISM:** The diversity of attractions included within rural tourism includes heritage tourism (sometimes referred to as cultural heritage tourism), nature-based tourism/ecotourism, agritourism, as well as partnership-based approaches, such as scenic byways and heritage areas. Heritage tourism refers to leisure travel that has as its primary purpose the experiencing of places and activities that represent the past.

A second major type of rural tourism activity is nature-based tourism/ecotourism (sometimes called recreation-based tourism), which refers to the process of visiting natural areas for the purpose of enjoying the scenery, including plant and animal wildlife. Nature-based tourism may be either passive, in which observers

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tend to be strictly observers of nature, or active (increasingly popular in recent years), where participants take part in outdoor recreation or adventure travel activities.

A third major form of tourism is agri-tourism, which refers to, 'the act of visiting a working farm or any agricultural, horticultural or agribusiness operation for the purpose of enjoyment, education, or active involvement in the activities of the farm or operation. It includes taking part in a broad range of farm-based activities, including farmer's markets, 'petting' farms, roadside stands, and 'pick-your-own' operations; engaging in overnight farm or ranch stays and other farm visits; and visiting agriculture-related festivals, museums, and other such attractions.

**ROLE OF RURAL TOURISM IN RURAL DEVELOPMENT:** Rural tourism, while still only a minority tourism market, is making a valuable contribution to rural economies. Its contribution can be expressed not only in financial terms, but also in terms of jobs, contributions towards funding conservation, encouragement to the adoption of new working practices, and the injection of a new vitality into sometimes weakened economies. Potentially rural tourism promises some of the following benefits to rural development:

**JOB RETENTION AND CREATION :** Rural tourism cash flows can assist job retention in services such as retailing, transport, hospitality and medical care. It can also provide additional income for farmers, and, in some cases, for foresters and fisherman. Job retention is not as politically glamorous as job creation, but, by helping the viability of small communities, it is critical to the survival of marginal areas.

Visitor information services can be provided by existing outlets, such as shops, thus increasing income flows if payment is made for acting as information outlets. Services can also benefit by the additional customers which visitors provide. Finally, tourism's importance to national economies can strengthen the political case for subsidies to help retain services.

**NEW BUSINESS OPPORTUNITIES :** Tourism generates new opportunities for industry. Even those rural businesses not directly involved in tourism can benefit from tourist activity through developing close relationships with tourist facilities where local foods can be used as part of the tourism offering in a locality. Rural tourism facilitates expansion of complementary businesses such as service stations and new businesses are created to cater to tourist needs for hospitality services, recreational activities and arts/crafts.

**OPPORTUNITIES FOR YOUTH :** The tourism industry is often promoted as an exciting and growing industry suited to the energies and enthusiasm of young people. Career options are enhanced with the opportunities for training and direct involvement in running tourism businesses, especially those within small communities.

**SERVICE RETENTION :** Visitor information services can be provided by existing outlets, such as shops, thus increasing income flows if payment is made for acting as information outlets. Services can also benefit by the additional customers which visitors provide. Finally, tourism's importance to national economies can strengthen the political case for subsidies to help retain services.

**LANDSCAPE CONSERVATION :** Landscape conservation has become an increasingly important form of heritage protection. Landscape is of crucial importance to rural tourism but, equally, visitor use is vital to the landscape conservation industry. Visitor use brings political benefits, can bring economic gain and can provide jobs in maintaining and repairing traditional landscapes worn by recreational activities.

**PROMOTING PEACE AND STABILITY:** The tourism industry can also help promote peace and stability in developing country like India by providing jobs, generating income, diversifying the economy, protecting the environment, and promoting cross-cultural awareness. However, key challenges like adoption of regulatory frameworks, mechanisms to reduce crime and corruption etc., must be addressed if peace-enhancing benefits from this industry are to be realized.

**COMMUNITY DIVERSIFICATION:** Community diversification is an important activity in many upland and climatically marginal regions. Forest regions have suffered serious socio-economic problems in recent years, partly because of the mechanization of tree felling and processing, and partly because of falling prices following reduced timber demand. Rural tourism can assist forestry by diversifying income sources for forest communities if the special qualities of the forest environment for recreational use are realized and developed.

**PRESERVATION OF RURAL CULTURE AND HERITAGE :** In rural tourism the 'sense of place' is a fundamental element in both the tourists' and host community's feelings of what makes the area attractive to visit and live in. This sense of place is maintained partly through rural museums which play a vital role in preserving heritage.

**INCREASE ARTS AND CRAFTS SALE :** Arts and crafts have a special place in the cultural heritage of regions and nations. Many commentators have noted that tourism can assist arts and crafts, both by recognizing their importance, and by purchasing craft products. Income flows from these activities are well documented. Support between the arts and tourism can be a two-way process. Many communities now use arts and crafts festivals as a marketing mechanism to encourage visitors to come to their areas.

**RURAL TOURISM ENHANCES AND REVITALIZES COMMUNITY PRIDE :** Tourism encourages conformity to an ideal image of community which can result in growth of personal ties and community solidarity. Thus

the basis for community solidarity shifts from shared cultural background to shared image. Amenities play a fundamental role in shaping a community's identity and pride and so the potential of tourism for improvements to facilities and amenities has positive implications for community pride, particularly rural museums as an important repository of rural culture.

**ENVIRONMENTAL IMPROVEMENTS** : Environmental improvements such as village paving and traffic regulation schemes, sewage and litter disposal can be assisted by tourism revenues and political pressures from tourism authorities. These help develop pride of place, important in retaining existing population and businesses, and in attracting new enterprises and families.

But there are some negative aspect of the rural tourism that is;tourism sometimes led to the destruction of the social fabric of a community. The more tourists coming into a place, the more the perceived risk of that place losing its identity.Tourism can increase tension, hostility, and suspicion between the tourists and the local communities when there is no respect and understanding for each other's culture and way of life.One of the most important adverse effects of tourism on the environment is increasedpressure on the carrying capacity of the ecosystem in each tourist locality. Increased transport and construction activities led to large scale deforestation and destabilization of natural landforms, while increased tourist flow led to increase in solid waste dumping as well as depletion of water and fuel resources.

**CONCLUSION:** Thus at this juncture, when there is a raging debate all over the world on the need for sustainable development and creation of an eco-friendly and liveable society, it would be imperative to give all-round encouragement to ecotourism and rural tourism in such a way that it could be availed by the national and the international traveller and, in turn, help the process of rural development of the country. Rural tourism is a good opportunity for agricultural based communities but the setting of objectives and the final tourism development plan needs caution.Generally, rural tourism is an opportunity for rural development however; it may not be as great as some perceive and it may not be suitable for every location. For example, local tourism impact varies greatly among rural regions and depends on a host of factors including work force qualifications, characteristics and seasonality issues. Therefore, the development of rural tourism offers potential solutions to many of the problems facing rural areas. As a result there has been an increasing dependence on and support for rural tourism in the hope of achieving the potential benefits.

The extent to which these benefits are realized remains the subject of much debate. Certainly, there is evidence to support the claim that, as a vehicle of economic growth and diversification, tourism can make an important contribution to rural incomes both at the level of the tourism operators and more widely in the local economy. Rural Tourism events have been found to increase business, income and employment and are seen to assist with social and economic development. Tourism can be an important source of jobs for rural communities. Tourism not only offers business opportunities to local residents, but it can also enhance local quality of life. Tourism can also support local culture in rural areas by encouraging restoration of local and regional historic sites. Environmental degradation, (Pollution) due to tourism should be taken into consideration while promoting tourism. Eco-friendly tourism should be promoted.India could be a country with varied culture and traditions. The natural fantastic thing about India, festivals, dresses, heritage sites of India area unit extremely popular among tourists. Commercial enterprise business in India has large potential for generating employment and earning great amount of interchange besides giving a positive stimulus to the country's overall economic and social development.

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## Assessment of Metacognitive Abilities of Secondary School Teachers

Dr. Md. Afroz Alam\*

**Abstract :** *The present study examines the metacognitive abilities of secondary school biology teachers. A total of 120 biology teachers were chosen as a sample for the study. An inventory of metacognition has been adapted for local use. Metacognitive Inventory for Biology Teachers used for the collection of data. Teacher related factors such as academic and professional qualification, teaching experience and in-service training were also taken into account. Data analysis involved the use of mean, standard deviation, t-test, chi-square, Pearson product-moment coefficient of correlation. The results revealed that there was no significant difference between Metacognitive Ability Inventory (MAI) score of male and female, rural and urban biology teachers.*

**Key Word:** Metacognition, Metacognitive Abilities, Metacognitive Ability Inventory (MAI), Secondary School, Biology Teachers.

**Introduction :** The National Curriculum Framework (NCF) developed by the National Council of Educational Research and Training (NCERT) in 2005, recommends a paradigm shift from rote memory to learning by understanding. It suggests that schools should facilitate the process of knowledge construction and help them to become independent thinkers capable of solving their everyday problems. In the new curriculum, teachers are seen as the main agents of change. The existing teaching practice is of "information loaded" education, which puts a lot stress on students.

When we talk about qualitative education we must think of competent teachers. It is now widely accepted notion that teaching is an art with a well-defined scientific process. By using various skills and activities a teacher can be made effective. There are some common skills which all efficient teachers need, but some specific skills and abilities are required by biology teachers for successful functioning. There is scope for research in teaching in order to discover the specific skills and abilities which the teacher should develop. Research studies indicated that teachers who are aware of their own Metacognitive functioning tend to play a more significant role in helping learners develop skills in metacognition (Daley, 2002 & Linda 2012). Brown (1987) has categorized metacognitive knowledge into declarative, procedural and conditional knowledge. Declarative knowledge refers to "knowing what", procedural knowledge refers to "knowing how" and conditional knowledge refers to "knowing why and when". Schraw & Moshman (1995) divided metacognition into metacognitive knowledge and metacognitive control processes (regulation of cognition). They argued that metacognitive knowledge is not necessarily stable but children routinely use metacognitive knowledge without being able to express that knowledge. They also classified metacognitive regulation into three skills as planning, monitoring and evaluation.

- (i) Planning involves the selection of strategies and the allocation of resources.
- (ii) Monitoring refers to awareness of comprehension and task performance.
- (iii) Evaluation refers to value judgment.

Certain reviews such as Devaki and Pushpam (2011), Linda (2012), Zohar (2009), Emine (2011), Kim, Hye and Pedersen, Susan (2010), Lee, H (2010), Magno, C (2010), O'Shea, M (2010), Wang, W (2010), Willingham, D (2008) revealed that those who are practicing Metacognitive abilities have possessed a greater thinking ability than others. Since metacognition is thinking about thinking, those who practicing Metacognitive strategies in the classroom can enhance the student thinking which will later contributed much in the creativity of then students?

### Objectives of the Study :

1. To measure the metacognitive abilities of secondary school biology teachers.
2. To find out impact of personal factors on metacognitive abilities of biology teachers.
3. To determine the significance of difference in the metacognitive abilities of male and female biology teachers.
4. To explore the significance of difference between the metacognitive abilities of urban and rural biology teachers.

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**Hypotheses of the Study :**

1. There would be no significant difference between Metacognitive abilities of male and female biology teachers.
2. There would be no significant difference between the metacognitive abilities of urban and rural biology teachers.

**Population of the Study :** Out of all the schools, only 30 secondary schools from urban and rural areas of Rangareddy District, Telangana (15 schools from urban and 15 from rural area) were selected through stratified random sampling method for the purpose of enlisting the population of secondary school teachers. Populations of the study are male and female Biology Teachers.

**Sample of the Study :** A multistage sampling technique is used. For this study a sample of 60 urban science teachers (35 male and 25 female) and 60 rural science teachers (35 male and 25 female) are selected randomly from the population.

**Tools Used :** After an extensive literature review the researcher adapted Schraw and Dennison (1994) Metacognitive Inventory. Based on Schraw and Dennison inventory, the researcher constructed separate inventory for biology teachers.

- Metacognitive Inventory for Biology Teachers

Analysis and Interpretation of Teachers Metacognitive Ability

**Table-1: Correlation between teachers' experience and their MAI score**

N = 120

Teachers MAI Scores

Teaching Experience R = 0.22 P < 0.05

Table-1 suggests that, with experience, the teachers become more aware of what they are doing in terms of teaching and learning.

**Table-2: Mean score of teachers by gender (Male and Female)**

MAI Sub Scales	Male Teachers		Female Teachers		Statistics	
	M	SD	M	SD	t-test	P
N=120						
Procedural knowledge	17.3	1.78	17.1	1.62	0.56	Not Significant
Declarative knowledge	26	2.97	25.6	3.06	0.39	Not Significant
Conditional knowledge	17	1.99	16.6	2.05	1.5	Not Significant
Planning	21	2.38	21.5	2.84	-0.36	Not Significant
Management strategies	43	5.49	42	4.40	0.76	Not Significant
Evaluation	29	3.99	27.6	4.7	1.9	P<0.05

Table-2 reveals that male teachers possessed high mean score on management strategies and evaluation sub scales of the metacognitive inventory. However, the difference was significant only in the case of evaluation sub scale.

**Table-3: Mean score of teachers by locality (Rural and Urban)**

MAI Sub Scales	Urban Teachers		Rural Teachers		Statistics	
	M	SD	M	SD	t-test	P
N=120						
Procedural knowledge	17.6	1.5	16.9	1.8	2.4	P<0.01
Declarative knowledge	26.3	2.7	25.2	3.2	2.1	P<0.04
Conditional knowledge	17.2	1.9	16.7	2.1	1.3	Not Significant
Planning	21.7	2.3	21.2	2.8	1.0	Not Significant
Management strategies	43.2	4.8	42.1	5.3	1.1	Not Significant
Evaluation	28	4.7	29.1	4	-1.3	Not Significant

Table-3 reveals that urban teachers possessed high mean score on all sub scales except evaluation sub scale of the inventory. However a significant difference was noticed in the procedural and declarative knowledge only.

**Table-4: MAI and test score of metacognitive groups**

Biology Teachers Groups	Biology Teachers	%	Teacher MAI
High Metacognitive	21	18	172
Average Metacognitive	82	68	152
Low Metacognitive	17	14	132

Teachers were also grouped into three categories i.e.; high, average and low metacognitive ability group on the basis of their MAI score as indicated in table-4. It is revealed in table-4 that 18% teachers have high metacognitive ability, 68% teachers were average metacognitive ability and only 14% teachers possess low metacognitive ability.

**Table-5: Testing of research hypotheses**

Hypotheses	Statistics	P	Results
<b>Hypothesis-1:</b> There would be no significant difference between metacognitive abilities of male and female biology teachers.	t=1.27	Not Significant	Null hypothesis accepted, there was no significant difference between metacognitive abilities score of male and female biology teachers.
<b>Hypothesis-2:</b> There would be no significant difference between the metacognitive abilities of urban and rural biology teachers.	t = 1.20	Not Significant	Null hypothesis accepted, there was no significant difference between metacognitive abilities score of urban and rural biology teachers.

**Findings of the Study :**

1. The majority of the biology teachers agreed with the statements in all six areas (procedural knowledge, declarative knowledge, conditional knowledge, planning, management strategies and evaluation) of metacognitive process with significant evidence of gender differences in case of evaluation subscale of the metacognitive inventory.
2. No significant difference was found between Metacognitive Ability Inventory (MAI) scores of male and female biology teachers.
3. No significant difference was found between Metacognitive Ability Inventory (MAI) scores of rural and urban biology teachers.
4. It was found that biology teachers with more than 15 years' experience possessed higher scores on the metacognitive inventory.
5. It was found that biology teachers with in-service training possessed higher mean score on the metacognitive inventory.
6. It was revealed that biology teachers who always consulted library and used internet achieved higher mean score on the metacognitive inventory.
7. The biology teachers having higher academic and professional qualification and computer training achieved higher score on the metacognitive inventory. However, the majority of teachers (67%) did not get any computer training.

**Conclusion :** It was found that male biology teachers achieved higher scores on knowledge of cognition and regulation of cognition; similarly, the overall score of male biology teachers on Metacognitive Abilities Inventory was also higher than female teachers. However, this difference was not significant. It was found that teachers with more than 15 years' experience possessed higher scores on the metacognitive inventory. Biology teachers with in-service training possessed higher mean score on the metacognitive inventory. Teachers with higher academic qualifications achieved higher score on the Metacognitive Abilities Inventory. Further, the teachers with higher professional qualification also achieved a higher score on the metacognitive inventory. It was also revealed that teachers who always consulted library achieved higher mean score on the metacognitive inventory. The findings of the study also supported the claim of previous research that teaching experience of teachers is positively correlated with metacognition.

As per the suggestion by NCF (2005) Science teaching requires change throughout the entire system. By teaching with metacognitive strategies students will be greatly influenced by the methods of teaching. By these methods students understanding is actually constructed through individual and social processes. The study revealed that there were some metacognitive areas in which the teachers need support and training. These areas may be focused in the training programs of teachers. These included: Self-motivation, Self-abilities about intellectual strengths and weaknesses, Abilities about learners' expectations, Analyzing usefulness of teaching strategies, Help in thinking strategies, Learning strategies, Computer training, Setting teaching and learning goals and summarizing lessons. The findings of the study also suggested that internet surfing, TV watching and reading library books have good impact on metacognitive abilities. Therefore the teachers may be encouraged to use these. For this purpose computer with internet connectivity may be provided to all schools. However, this involves huge financing which is quite difficult task for country like India. At least it may implements in all teacher education institutions. Seminars and workshops should be organized for the teacher educators on different strategies in metacognition. Detailed theory on metacognition should be included in the D.El.Ed, B.Ed. and M.Ed. programme and metacognitive strategy of instruction should be incorporated in the pedagogic analysis of education. Refresher courses need to be organized by the government agencies to the in-service teachers on metacognitive strategy. Lack of retention is the basic

problem in science classroom. By using metacognitive strategy in the instruction of biology, the teachers can improve the retention ability of the students.

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## Disaster Management & Industrial Sector of India: A Viewpoint

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**Abstract :** *A disaster is not bound by political, social, economic or geographic boundaries, when it occurs it impacts all, it can be natural disaster like earthquake, flood, landslides or tsunami etc. or manmade which include nuclear, biological or chemical, explosion or oil spills etc. In this paper authors have tried to highlight the majors issues involved especially in the industrial disaster in India and policy framework of the India government especially after Bhopal gas tragedy in terms of various statutory provisions so far as enforceable in India in this context which is also prone to such disastrous incidents. The industrial disaster can be of two types i.e. routine and surprises depending on their susceptibility. Moreover the industrial hazards are threats to people, life-supporting system that arises from the mass production of goods and services when these threats exceed human coping capabilities or the absorptive capacity of environmental system they give rise to industrial disasters it can be in the form of explosion, fire spills leak or waste.*

**Keywords:** Disaster, Industrial Sector, Bhopal Gas Tragedy, Statutory Provisions

**I. Disaster: An Analysis :** Efficient policy and effective institutional support are a sine quo non for disaster management in our country because the India's geographical condition is vulnerable to a number of natural disasters as about 55% of the country's total area is in Seismic Zones III-V. This makes us vulnerable to various kinds of disasters including man-made disasters too.<sup>1</sup> The natural disaster is the act of God but the losses incidental to it are acts of men.<sup>2</sup> The high susceptibility of the country makes it imperative to have through disaster management plan in place. Disaster can be defined as a catastrophe, mishap, calamity or grave occurrence in any area, arising from natural or man-made causes, or by accident or negligence which results in substantial loss of life or human suffering or damage to, and destruction of, property, or damage to, or degradation of, environment, and is of such a nature or magnitude as to be beyond the coping capacity of the community of the affected area. Disaster can be divided into natural hazards and unnatural or man-made disasters. Natural disasters include earthquake, cyclone, tsunami, hailstorms, flood, drought, glacial movements etc. whereas man-made disasters include chemical, industrial and nuclear disasters.

**Chemical Disaster:** Chemical disasters are a by-product of industrialization. The Bhopal gas tragedy and its effect is still visible making it clear that though the frequency of chemical disasters may be low, it can have a very negative effect of huge magnitude leaving behind both long and short term effects. The National Disaster Management Authority (NDMA) in India has come up with model guidelines in this regard to deal with types of chemical disasters being part of terrorist activities and other occurring due to some other reasons. A number of legislations exist which providing a comprehensive legal framework for such disasters.

**Nuclear and Radiological Disasters:** The impact of a nuclear or radiological emergency, caused by a nuclear attack or large-scale release of radioactivity from nuclear/radiological facilities is very high and it assumes the dimension of a nuclear disaster leading to mass casualties and destruction of large areas and property. Atomic Energy Act,<sup>3</sup> is the main law dealing with development, control and use of atomic energy.

**II. Industrial Disasters Vis a Vis India :** In addition to the onslaught of natural disasters casting a long shadow over the viability of the economic sector, susceptibility to industrial and chemical hazards also poses a major threat to the healthy and safe functioning of corporate sector. These disasters, though normally caused by irresponsible handling of hazardous substances or due to their improper and unauthorized use or due to inadequate attention to maintenance of manufacturing processes have the potential to substantially undermine the very functioning of industries in the region in the aftermath of any untoward incident. The Bhopal Gas Tragedy of 1984, involving a sudden release of about 30 tons of methylisocyanate (MIC) at the Union Carbide plant due to poor safety management practices, poor early warning systems and lack of community preparedness led to death of nearly three thousand people, caused severe health and respiratory problems and birth of deformed and still-born children. The deleterious effects of the tragedy can still be felt even after many years.

The Bhopal Gas Tragedy has highlighted the responsibilities of units handling hazardous substances including development of on-site and off-site emergency plans, notifying the authorities and the community around about the processes and materials used, their storage, handling and transportation and the possible hazards emanating there from. Further forty two major industrial disasters have taken place in India. The chemical and hazardous industries continue to generate and discharge tons of potentially dangerous wastes

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every day, posing a grave danger to people's health, lives and environment. The natural as well as man-made disasters cast a tremendous social, human and developmental cost with a major impact on the overall human development indices and industrial growth, stability and prosperity in the affected regions. It is significant to state that industrial development without adequate safeguards could have far-reaching effects hence need is for accountability of industries that engage in potentially hazardous activities. Bhopal tragedy prompted a massive change in the legislative framework for disaster management besides judicial activism in this context like the 'Doctrine of Absolute Liability'. According to the website of the National Disaster Management Authority (NDMA), 130 chemical accidents had been reported around the country till October 2013, causing 259 deaths and 563 serious injuries. One important change came in 1987 (believed to have come after Bhopal and the Oleum gas leak case) when the Factories Act, was amended to extend the scope of risk from such industries. What used to be a narrowly defined scope covering only workers and the premises of the factory was extended to the general public in the vicinity of the factory. Many industries have disaster management plans for themselves, but what we learnt from Bhopal disaster was the importance of communication on disaster to the local population.

In the aftermath of the Bhopal disaster, the environment ministry came up with the Manufacture, Storage and Import of Hazardous Substances Rules, 1989, which detail and catalogue chemicals deemed "hazardous" entering the country, the port of entry and the quantity imported. In addition, now the Hazardous Wastes (Management, Handling and Trans-boundary Movement) Rules, 2008, provide for means of safe storage and disposal of "hazardous waste" (which is listed in its schedules) with the help of central and state pollution control boards. These rules also fix responsibility on those who have control over a facility dealing with such hazardous substances, and those who import, handle or transport such waste, making them "liable for all damages caused to the environment or third party" as well as payment of "financial penalties".

Furthermore, there are Chemical Accidents (Emergency Planning, Preparedness, and Response) Rules, 1996, which address gas leaks and similar events. The Chemical Accidents Rules seem to have been framed for the exact purpose of monitoring plants or industries like the Union Carbide plant in Bhopal. It sets up a Central Crisis Committee with the secretary of the environment ministry as chairman and twenty other members "to deal with major chemical accidents and to provide expert guidance for handling major chemical accidents". It has provisions for state-, district- and even local-level crisis groups.

The other such incidents in India which took shape of an industrial disaster are discussed below:

**Bombay Docks Explosion, 1944:** The Bombay Explosion occurred on 14 April 1944, in the Victoria Dock of Bombay when the freighter SS Fort Stikine carrying a mixed cargo of cotton bales, gold, and ammunition including around 1,400 tons of explosives, caught fire and its scattering debris even sank surrounding ships and setting fire wherein killing around 800 people.

**Chasnala Mining Disaster, 1975:** On 27th December 1975, an explosion rocked the Chasnala Colliery in Dhanbad, which killed 372 miners. The Chasnala Colliery explosion was so severe that the mine collapsed, and millions of gallons of water from a nearby reservoir rushed into the pits at a rate of seven million gallons per minute. Those miners who weren't killed in the blast were trapped under debris, or drowned as the water quickly filled the mine causing huge loss to lives and property.

**Jaipur Oil Depot Fire, 2009:** The Jaipur oil depot fire broke out on 29 October 2009 at 7:30 PM at the Indian Oil Corporation (IOC) oil depot's giant tank holding 8,000 kiloliters of oil, in Sitapura Industrial Area on the outskirts of Jaipur, Rajasthan, killing 12 people and injuring over 200.

**Korba Chimney Collapse, 2009:** Korba chimney collapse occurred in the town of Korba in Chhattisgarh on 23 September 2009. The chimney was under construction for the Bharat Aluminum Co Ltd (BALCO) and the construction had reached 240 m (790ft) when the chimney collapsed and 45 workers got killed.

**Mayapuri Radiological Incident, 2010:** In April 2010, the locality of Mayapuri was affected by a serious radiological accident. An AECL Gamma Cell 220 research irradiator owned by Delhi University since 1968, but unused since 1985, was dismantled by workers unaware of the hazardous nature of the device after it was sold at auction to a scrap metal dealer in Mayapuri.

**Bombay Port Trust (2010):** On 14th June 2010, 103 person fell ill after inhaling chlorine gas leaking from a cylinder stored at Sewri premises of Bombay Port Trust.

**Visakhapatnam Steel Plant Incident (2012):** On 13th of June 2012 the worst ever accident in the history of Visakhapatnam Steel Plant happened resulting death of 19 people due to huge explosion in the recently commissioned oxygen plant.

**Dhenkanal (Odisha Explosion):** On 13th of November 2013 an explosion took place in the new blast furnace of the Bhushan Steel and Power Company at Dhenkanal in Odisha wherein 15 people got killed and several others were injured.

**The Bhilai Steel Plant Gas leak case (2014):** There was a gas leak case at SAIL's Bhilai steel plant at Chhattisgarh in which seven people got killed and 30 others got injured.

**III. Statutory Procedures & Disaster Management in India :** The disaster management means a continuous and integrated process of planning, organizing, co-coordinating and implementing measures which are necessary or expedient for preventing of danger or threat of any disaster, mitigation or reduction of risk of disaster or its severity or consequences, preparedness to deal with any disaster, and evacuation, rescue and

relief rehabilitation and reconstruction etc. In view of the extensive loss of life and damage caused to property due to natural calamities and the devastating potential of man-made disasters, the union government decided to institutionalize Disaster Management, based upon prevention and enhanced level of preparedness, prompt and effective response and capacity-building aspects. The Disaster Management act provides for the requisite institutional mechanism for drawing up and monitoring the implementation of the disaster management plans. The expression disaster can be defined as a catastrophe, mishap, calamity or grave occurrence in any area, arising from natural or man-made causes, or by accident or negligence which results in substantial loss of life or human suffering or damage to, and destruction of, property, or damage to, or degradation of, environment, and is of such a nature or magnitude as to be beyond the coping capacity of the community of the affected area . It also provides measures by various wings of government for prevention and mitigation of effects of disasters and by undertaking a holistic, coordinated and prompt response to any disaster situation. The act seeks to institutionalize the mechanisms at the national, state and district levels to plan, prepare and ensure a swift response to both natural calamities and man-made disasters/accidents.

Significantly the other notable statutory provisions of the enactment are like minimum standards and relief to be provided to person affected by disaster through entire country like relief in shelter, food, drinking water, medical cover and sanitation. There are special provision for widows and orphans . Further provisions for relief in loan repayment in case of disaster of sever nature. In addition to this a full chapter provides for certain acts to be an offence under this Act and made punishable like he who obstruct or refuse to follow an officer either of union government or state government while on duty under this act. It is pertinent to mention here that no court can take cognizance of such offence unless complaint by National Disaster Management Authority, State Disaster Management Authority, District Disaster Management Authority or a notice of not less than thirty days given by any person with intention to union government/state government or district management authority.

It act also provides for constitution of a number of institutions at national, state and district levels like National Disaster Management Authority (NDMA) to be headed by the Prime Minister as being ex-officio chairman. The work for disaster management is looked after by various ministries. The ministry of home affairs is the nodal ministry for natural disasters whereas ministry of agriculture is given the responsibility for drought relief. Moreover air accidents are looked upon by ministry of civil aviation and railway accidents are handled by ministry of railways. In addition to it, chemical disasters are handled by ministry of environment & forests and department of atomic energy is responsible for handling nuclear disasters. Furthermore, the biological disasters come under the purview of ministry of health in India.

**IV. Conclusion And Suggestions :** The incident of Bhopal gas presented us many socio-legal issues that are much different than those encountered in other industrial or environmental disaster. The disaster management was responsibility of the local administration under the supervision of the state government facilitated by government of India. Since then we have seen a paradigm shift in approach of the Indian government to disaster prevention, preparedness and mitigation. We now have national level institution in the form of NDMA, NDRF, and NDIM etc. which carry on various activities continuously in this context. The various statutory measures too have been taken especially to deal with disaster in industrial sectors like environment protection act, 1986, hazardous waste rules, 1989, the manufacture, storage and import of hazardous chemical rules, 1989, the hazardous waste rules, 2009, the chemical accident rules 1996 and most important one is the Disaster Management Act, 2005. There should be a team of expert both on site as well as on off site of the industrial plant which is hazardous in case of accident to prevent expansion of such any such disaster from the incident site. Also wide publicity should be given to the inherent dangerous industrial plant to the general public. Furthermore, the law should be enforced in latter and sprit to mitigate any chance of incidents of like nature besides the periodical safety audit of the hazardous industrials units. Last but not least it is further suggested that there should be coordination among different agencies engaged in the disaster management.

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## Effect of Life Style of Bheel Adolescence Girls on their Health and Nutrition

Dr. Deepali Nigam\*

**Abstract :** *Adolescents is a transitional stage of physical and mental development, involving biological, social and psychological changes occurring between 10-19 years of age as the World Health Organization suggested. (Candan et al. 2010). "He who takes food in proper measures lives a long life, and lives without disease, gets strength and alertness of mind. Moreover, his children are born healthy and without any deformity or disease" (Cited from Mahabharata) India is the second most populous country in the world with total population of over 1081 million. Adolescents form a large section of population, about 22.5 percent, that is, about 225 million. Adolescent has been defined by World Health Organization as the period of life spanning between 10-19 years. They are no longer children, but not yet adults. Adolescents have got disadvantages. They are developing rapidly and having an extreme degree of pressure from peers, from parents, from society, and self. They lack knowledge and skill to cope up with pressure.*

**Keywords :** Healthy and nutrition food plan of Adolescence

**Introduction :** In human growth and maturation, adolescence period is significant. Adolescence is a unique intervention point in the life-cycle for a number of reasons. Early adolescence after the first year of life is the second critical period of rapid physical growth and changes in body composition, physiology, and endocrine. Rapid growth and changes heighten their nutritional requirements and risks of under nutrition. Parents simply need to provide more nutrients and emotional support. Adolescence offers the last opportunity to intervene and recover growth faltered in childhood and also support growth spurt and skeletal development to break the vicious cycle of inter-generational under nutrition (Golden MH, Martorell R, 1994).

Adolescence as one of the most exciting yet challenging periods in human development generally thought of as a period of tremendous physiological, psychological and cognitive transformation during which a child becomes a young adult. Adolescents are tomorrow's adults and 80 per cent of them live in developing countries. India has one of the fastest growing youth populations in the world. (Jamie Stang 2008).

Adolescence in contrast to puberty is not a single stage but a range of 13 to 18 years. Adolescence is a period of transition between childhood and adulthood. It The period of adolescence is accomplished by its profound changes in growth rates, body compositions and marked physiological and endocrinal changes. The velocity of physical growth is second only to the rate of growth during infancy. The dramatic physical changes of body include increase in height and weight, deposition and redistribution of fat, increased lean body mass and enlargement of many organs including the sexual components.

Unfortunately adolescent bheel girls are a neglected sector of the population of our country. They are poorly fed members of family under our present economic conditions. As a social custom and cultural practice, an adolescent bheel girl enters married life and motherhood when she neither is matured enough to understand the meaning of motherhood nor is in good health to cope with the triple needs of growth, pregnancy and lactation. Several factors such as socio economic status, environment, attitude towards bheel girl babies and adolescent bheel girls, ignorance with regard to nutritional requirement, hygiene and illness are responsible for present nutritional status of adolescent bheel girls.

Nutritional status during adolescence is an important determinant of health outcomes. Hence, it is of utmost importance to improve nutritional status during adolescence. Adolescence is a critical stage in the life cycle, when the health of females is affected due to growth spurt, beginning of menstruation, poor intake of iron due to poor dietary habits and gender bias. Iron deficiency anemia affects over 60% of the adolescent bheel girls in India. Anemia in adolescent bheel girls has far-reaching implications. The anemic adolescent bheel girls grow into adult women with compromised growth, both physical and mental. These women have low preSexual & reproductive health pregnancy weight, and are more likely to die during childbirth and deliver low birth weight babies (UNICEF, 2012)

The girls constitute a more vulnerable group especially in the developing countries where they are traditionally married at an early age and are exposed to greater risk of reproductive morbidity and mortality. In general adolescent bheel girls are the worst sufferers of the ravages of various forms of malnutrition because

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of their increased nutritional needs and low social power (Chaudhary S. 2009). Nutrition is an integral component of health and wellbeing of an individual. Good nutrition enables one to lead a socially and economically active life and it improves the quality of life as evidenced through enhanced nutritional status of the population groups, better work efficiency rate, reduced mortality and morbidity rate by raising the standard of living (Gopalan 2003).

**HEALTH :** Health is a common theme in most cultures. Among definition still used, probably the oldest is that health is the "absence of disease." Adequate health should mean not simply the absence of some physical disability but rather the bio-medical well-being required for effective satisfying living. The widely accepted definition of health is - "Health is a state of complete physical, mental and social well being and not merely on absence of disease or infirmity."

A WHO study group (1997) defined health as "Health can be seen as a condition or quality of the human organism expressing the adequate functioning of the organism in given condition or environment. Health means that there is no obvious evidence of disease and that a person is functioning normally and the several organs of the body are functioning adequately in themselves and in relation to one another".

**NUTRITION :** The nutrition is the science of food and its relation to people. The science of nutrition is based on the chemical constituents of foods called nutrients, which function to provide fuel, support tissue growth and maintenance and regulate body processes (Carroll and Karen 2001). (According to WHO 2006) adequate nutrition of any individual is determined by factors like the adequate availability of food in terms of quantity as well as quality and also on the ability to digest, absorb and utilize the food which can be hampered by infection and by metabolic disorders.

Nutrition is a major component of human health and is a determinant of the quality of life, as inadequacy of it leads to health hazards and even mortality especially during the period of increased demand. Adolescence (10-19 years) - a period of transition between childhood and adulthood is a potential group in view of rapid growth and maturation which demands extra nutrients and energy rich food. Inadequate diet and unfavorable environmental condition in developing nations like India may adversely affect the growth and nutrition of adolescents. Although adolescence is a period of life free from both childhood diseases and ravages of aging the mortality rate among them are high (6.7%) (NFHS- 2000).

Underweight status has been associated with higher rates of morbidity and mortality, although to a lesser extent than obesity. Canadian and US studies have demonstrated higher rates of hospitalizations and mortality in underweight adults, compared to those with weights within normal ranges. Higher rates of asthma, scoliosis, intestinal problems and emotional disorders were found in underweight 17 year olds. Abnormal menses and subfertility has been demonstrated in underweight females. Amenorrhea may also occur, as a result of low leptin levels, decreased body fat, emotional stress or anxiety. Underweight adolescents who become pregnant may be at increased risk for pregnancy complications and poor fetal outcomes, including prematurity and low birth weight.

Inadequate diet and unfavorable environmental condition in developing nations like India may adversely affect the growth and nutrition of adolescents. Malnutrition, both under nutrition and over nutrition, refers to an impairment of health, resulting from a deficiency or from an excess or imbalance of nutrients. It is of public health significance among adolescents across the world [C. M. Doak, 2000]. The coexistence of overweight/obesity and adolescents across the world [C. M. Doak, 2000]. The coexistence of overweight/obesity and proportionally over time. Lifestyle diseases in adults have been related to the prevalence of risk factors in childhood Lifestyle diseases in adults have been related to the prevalence of risk factors in childhood non-communicable diseases and the interactions between the environment, the genetic predisposition and lifestyle. Atherosclerotic process begins in childhood and is influenced predisposition and lifestyle. by genetics, diet and lifestyle. Lifestyle diseases like hypertension, atherosclerosis, by genetics, diet and lifestyle. Lifestyle diseases like hypertension, atherosclerosis, as the most severe health problems in developed and developing countries like India

The purpose of this study was to assess nutritional status and identify and highlight the health and lifestyle related issues in order to assess knowledge and prevalence of lifestyle risk factors leading to non-communicable diseases in adolescent bheel girls and recommend possible ways to deal with them so as to promote a healthier lifestyle in this population which may ultimately prevent or delay the onset of non-communicable diseases and other health related problems.

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## Socio-constructivism

Dr. Rameshwar Shinde\*

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**Abstract :** *To assert that knowledge is constructed rather than discovered implies that it is neither independent of human knowing nor value free. Indeed, constructivist believe that what is deemed knowledge is always informed by a particular perspective and shaped by a specific ideological stance.*

Informed by the insights of theorists such as Piaget, Vygotsky and Friere, constructivism has helped to shift the way in which knowledge is understood and assessed. Piaget believed that to understand the nature of knowledge, " we must study its formation rather than examining only the end product". His development theory demonstrates that the way in which one arrives at knowledge is equally as important, if not more important, than the final result. Vygotsky's(1978) concept of the "zone of proximal development" enables us to realize that human learning, development and knowledge are all embedded in a particular social and cultural context in which people exist and grow. Freire(1994) insisted that knowledge is not a gift or a possession that some individuals and others lack. On the contrary, knowledge is attained when people come together to exchange ideas, articulate their problems from their own perspectives, and construct meanings that make sense of themselves, the world and the relationships between the two. In the light of the insights of Piaget, Vygotsky, and Freire, a constructivist approach to educate is one in which learners actively create, interpret, and reorganize knowledge in individual ways.

**Keywords :** constructivist classroom and role of information communication & technology

**Introduction :** In the past few decades, a constructivist worldview has emerged as a very powerful model for explaining how knowledge is produced in the world and how students learn. For constructivist like Joe Kincheloe knowledge about the does not simply exist "out there", waiting to be discovered, but rather is constructed by human beings in their interaction with world. According to Marx Windschitl(1999), "these fluid intellectual transformations occur when students reconcile formal instructional experiences with their existing knowledge, with the cultural and social contexts in which ideas occur, and with a host of other influences that serve to mediate understanding". In other words, it can be said that constructivist sees learning as a building activity in which individuals build an understanding of events, concepts and processes, based on their personal experiences and often supported and developed by, amongst other things, activity and interaction with others. Therefore, we might come down to the following four statements in order to sum-up about constructivist learning.

1. Learning is a process of interaction between what is known and what is to be learned.
2. Learning is a social process.
3. Learning is a situated process.
4. Learning is a metacognitive process.

As mentioned earlier in this paper that NCF-2005 acknowledged the significant role of the ICT in teaching-learning process. Let discuss the role of ICT in the context of above mentioned four statements.

Learning is a process of interaction between what is known and what is to be learned

Constructivist theory tells us that we build new understanding upon existing understanding. So, whatever the starting point, learning will have to take place when something has been added - something new built upon what exists already. It can be explained better in terms of schema theory of Piaget. We built mental models of the real world in order to help us to understand what we see, hear or otherwise experience. "Human beings understand the world by constructing models of it in their minds"(Johnson-Laird, 1983:43). These mental models are sometimes referred to as "schemas". Mental models are the basic structures of the human thoughts. A schema can be thought of as a theoretical multi-dimensional store for many millions of items of knowledge. A schema is a framework with numerous nodes and even more numerous connections between nodes. At each node there is a discrete piece of information or an idea. The piece of information can be in any one of many different forms - an image, a sound, a smell, a feeling, an action, and more. Each node is connected to a great many others. The connections between nodes are made as a result of there being a

semantic link between the connected items. The links are personal, and identical items in the schemas of two different people are very likely to have very different links made for very different reasons, which could account for individuals having different perspective on and understanding a topic. It is the mental process of adding new items to schemas, and forging connections between them and the existing framework, that constitutes constructivist learning.

**Learning is a social process :** Possibly the first constructivist, Piaget, had a view of the growing child as a "lone scientist". This view depicts a child alone, exploring the immediate environment and drawing conclusions about the nature and structure of their world. Social constructivist theory emphasizes interaction between the learner and others. The "other" can come in many forms - parent, peer, teacher. It gives high priority to language in the process of intellectual development. Dialogue is considered to be the means by which ideas are considered, shared and shaped. Prior knowledge has a part to play. It is an individual's prior and current knowledge that forms of any contribution made to dialogue. The building and exchange of thoughts and ideas which takes place in course of a discussion, in any context at all, is likely for at least one of the participants, to lead to a greater understanding of, origin in to, the topic in question. In the formal learning situations, the role of more knowledgeable other is most often taken by a teacher. The teacher initiates dialogue and maintaining its momentum. Working collaboratively with others, in pairs or small groups, is an obvious socially constructivist approach to learning.

The role of computer in general and internet in particular may play a great role on dialogue and collaborative learning. Computer and internet use can promote and inspire dialogue between users. When children are asked to work in pairs or small groups, the reason is often to allow them to discuss ideas related to the work and to work together towards a shared product. The particular activity deriving from the internet is a stimulus for generating talk at the computer, and even away from the computer, in work related to the task in hand. This aspect of the computer use has been investigated in depth by researchers like Mercer(1994), Philips(1990) and Fisher(1996).

**Learning is a situated process :** Situated learning refers to the fact that all learning takes place in a context - learning cannot take place in a "content vacuum". The context may or may not be familiar to the learner. If the context is unfamiliar to the learner, learning will not, necessarily, proceed smoothly. Situated learning (Lave and Wenger, 1991) suggests that skills, knowledge and understanding that are learned in one context may not necessarily be transferred successfully to another. Another aspect of situated learning is the notion that learning is most often situated in social and cultural settings, and if a learning context falls beyond the cultural understanding of the learner then learning is likely, at best, to be less successful than if had it been located in a more familiar setting. There is a link between the idea of learning being situated, and the need for learning to be in some way authentic. Authentic tasks are likely to hold the attention and interest of learners and lead to a deeper level of engagement than with another similar but "non-authentic" or possibly "less authentic" task. This links closely with the ideas put forward by the socio-cultural learning theorists. Bruner(1996), Brown et al.(1989) and others support the need for culturally linked and authentic learning tasks.

The internet provides a vehicle, if not context, for learning which, for many learners, is familiar. It is a contributory factor. The way the internet can give context to the school work is in the provision of examples: settings which are culturally recognisable, possibly in the guise of stories, locations, maps, products and popular cultural artifacts. The internet can also provide authenticity by presenting real places, real statistics, real events, real people to communicate with and real problems for considerations.

**Learning is a metacognitive process :** Metacognition refers to the idea of an individual considering, being aware of, and otherwise understanding their own mental (cognitive) processes and ways of learning. Cognition is an overall term that includes all of the mental activities that facilitate the acquisition, storage, retrieval and use of knowledge. Therefore, metacognition can be thought of cognition related to cognition - it is an individual's awareness of their own thought processes. This awareness can make a difference, sometimes a profound difference, to the way that individuals view their own learning. Teachers encourage approaches to the development of Metacognitive awareness in simple ways. Children can be asked to describe their own approaches, and by giving value to the identification of the methods and processes followed by different individuals, awareness of different ways of thinking and working can be encouraged. Instead of being satisfied with the correct answer, a teacher can probe and discover the approach taken. Teachers and children alike can begin to note when a method is valid, even if an incorrect answer is arrived at. Different metacognitive strategies can be used for this purpose. But, it must be remembered that one strategy might be ideally suitable for one learner, and of no real use to another.

There are Metacognitive strategies that can be of value in computer and internet related situations. Metacognitive thinkers will make decisions based upon their knowledge of their own preferences and learning inclinations, which will guide how they use resource found on the internet. They will know, for example, that it is not going to be helpful, at least in their case and in terms of developing understanding, to simply copy

and paste text from a website to piece o their own work. They might know, for example that they are to benefit from the exercise they will need to print the text and mark it up with a highlighter pen, drawing attention, for their own benefit, to the important points in the text. For another this technique may not be suitable, and they would have another means of engaging with the content of the text. There are several types of internet based activity which, when introduced with the development of Metacognitive thinking in mind, can assist in the process of solving problems and with learning in general.

Moreover, internet can be used as a tool to support problem based learning. Blogs, wikis, social bookmarking and podcasting are some of the new tools that make it easier to share one's work and collaborate with others globally on the internet. ICT can also be used as a tool to support creative writing and critical thinking.

It might be reasonable to consider that a pedagogy that emphasizes communication in its widest sense and also encourages communal, collaborative and cooperative work that leads to the joint construction of new knowledge and understanding is something which teachers should encourage to develop. Indeed, many teachers do use this approach, to some extent or another. A pedagogy that embraces social constructivism and, with the help of internet-based technologies, takes it further and develops use of information and the scope for social interaction that would not in other ways is easily accessible is a positive, theory based and practically tested approach to teaching, which can be promoted in classrooms in the knowledge that it is a sound and potentially successful approach.

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## Teaching Efficiency of Teachers in Respect to their Adjustment

Dr. Rajan Singh\*

**Abstract :** *This research is an attempt to study the teaching efficiency of teacher in respect to their adjustment. 250 teachers participate in this study. They belonged to their rural and urban areas. Both the groups were matched in strength. Teacher adjustment inventory was used for the present purpose. Results of this study show that more efficiency rural & urban teachers have higher adjustment than the less efficiency teachers.*

**Keywords :** Teaching efficiency, Teachers and adjustment.

**Introduction :** In any type of education system, ultimately results depend on teacher to a large extent because he holds a vital position in the entire system of education. Teacher influences educative process by attempting to change the behavior of the pupils in an intended direction. The teacher plays a most prominent role in the development of the habits, taste and character of the pupils. He is responsible for the all round development of the child i.e. intellectual, emotional, social, spiritual and physical. The teacher has to be profoundly sensitive to child's need and how to adjust them. That is why he needs personal abilities, interests and skills in his profession. Today teaching means the understanding and guiding of children as individual and as groups. It means the providing of learning experience that will enable each learner to grow continuously and sequentially towards his own adult role in society. The effects of teaching are outcomes that are influenced by teaching activities. Efficiency of teaching depends upon various factors. The related studies reviewed reveals that teaching efficiency has received very little attention of researches in India. Srivastava M.B. (1989) in her evaluation of the impact of training found that it did improve teaching efficiency. Which influenced the attitude and aptitude of students and teachers? Ram Mohan Babu V. (1992) found that less experience favorable attitude towards teaching and efficiency of teaching correspond with higher job satisfaction. No attempts have been made to study teaching efficiency in respect to interest of teachers. Therefore researcher made and attempt to study teaching efficiency in respect to their interest based on localities.

**Problem of Study :** We should have systematic information on the professional behavior of teachers. The quality of education depends primary upon their personal characteristic, their relationship with individual pupils and classes and their skills in inspiring pupils and handling classroom activities. Unless they are competent neither conventional instruction nor innovation is likely to be successful. As such it becomes obligatory for up to peep into the various characteristics of teachers personal as well as socio-economic factor, which tell upon their teaching efficiency.

The scientific study of teaching is recent origin teaching still remains of central significance in the educative process. It is clear that thousand of teachers are engaged in the actual classroom teaching make one realise the importance of indentifying and adopting effective teaching techniques. Considering the variety of teaching situation for various subject and grades. One can easily see the gigantic nature of the task of developing such teaching techniques.

Objectives :

- (1) To study the teaching efficiency of rural teachers in respect to their adjustment.
- (2) To study the teaching efficiency of urban teachers in respect to their adjustment.

**Hypotheses :**

- (1) There is statistically no significant difference in the teaching efficiency of rural teachers in respect to their adjustment.
- (2) There is statistically no significant difference in teaching efficiency of urban teachers in respect to their adjustment.

**Sample :** 250 teachers were randomly situated from different colleges of V.B.S. Purvanchal University, Jaunpur only from Jaunpur district belonging to rural and urban areas.

**Analysis and Interpretations :**

- (1) The first objective of the study was "To study the teaching efficiency of rural teachers in the respect to their adjustment." To meet this objective the following null hypothesis was formulated "There is no significant difference in the teaching efficiency of rural teachers in respect to their adjustment."

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**Table 1**  
**(More efficient & Less efficient rural teachers adjustment)**

Group	Numbers	Mean	S.D.	C.R. Value
More efficient rural teachers	63	403.14	22.21	26.89
Less efficient rural teachers	62	308.20	16.23	

d.f. = 123 C.R. Value at 0.05 level = 1.98

The C.R. Value was computed for the testing hypothesis and found that 26.89 which was significant at .05 level of significance. Thus the null hypothesis has been rejected. It is clear that efficiency is very close with adjustment of rural teachers at college level.

(2) "The second objective of the study was "To study the teaching efficiency of urban teachers in relation to their adjustment." "To meet this objective the null hypothesis was formulated." "There is no significant difference in teaching efficiency of urban teachers in respect to their adjustment."

**Table 2**  
**(More efficient & Less efficient urban teachers adjustment)**

Group	Numbers	Mean	S.D.	C.R. Value
More efficient urban teachers	62	397.14	19.31	30.00
Less efficient urban teachers	63	304.13	14.84	

d.f. = 123 C.R. Value at 0.05 level = 1.98

The C.R. Value was computed for the testing hypothesis and found that 30 which was significant at .05 level of significance. Thus the null hypothesis has been rejected. It is clear that efficiency is very close to adjustment of urban teachers at college level.

**Result :**

(1) Majority of more efficient rural teacher have higher adjustment in teaching occupation than less efficient rural teachers. The mean differences were significant between the comparisons groups.

(2) Majority of more efficient urban teacher have higher adjustment in teaching occupation than less efficient urban teachers. The mean difference of comparison groups were significantly differ in adjustment at .05 level of confidence.

**Educational Implications :** It has been observed that most of the teachers belong to the above average category of adjustment, it not only helps them in making adjustment to the new situations but also develops ability to understand new topics and methodology of teaching etc. This capability enables them to have knowledge of subject matter and new techniques of teaching. Expansion of knowledge of the teachers particularly residing in the rural area can be done through seminars, workshops, refresher courses, summer courses and in-service training programmers during the short and long vacations. These facilities would definitely help them to improve their efficiency of teaching.

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## Gender Differences on Relational Bullying Behaviour

Anchal Pandey nee Anchal Mishra\*

Prof. Sanjay Sonkar\*\*

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**Abstract :** *The present study was conducted on 100 secondary school students to identify the gender difference in relational bullying behaviour among private secondary school students in Varanasi district. Respondents were selected using simple random sampling method. For this purpose, researcher used self made tool Bullying Behaviour Questionnaire for Secondary School Students. The obtained data were analysed and treated using t- test. It was concluded that the mean score of girls respondents was found to be higher than boys respondents.*

Aggression is unacceptable but true aspect of life. Today's society is facing number of problems among many of them one is aggression and violence. They cover a wide range of behaviours- from ragging of newcomers in educational institutions, through child abuse, domestic violence, murder and rape, to riots and terrorist attacks. Psychologists use the term 'aggression' to refer to any behaviour by one person/ persons that is intended to cause harm to another person/persons. Many times aggression is thought to be of physical nature but it has psychological aspect as well, like betraying others, verbal, mental, emotional and so on. It can be seen everywhere in the society even inside the school campus which was considered temple during ancient times.

There are many kinds of school violence including physical, mental or sexual abuse, theft, vandalism, ragging, bullying, fighting, assaulting inside and outside the school premises, sexual harassment, bringing drugs and harmful components to the school, robbing or stealing, bringing handheld weapons and firearms inside the school premises. School bullying has made the headlines whether on the television, or in the newspaper, mostly for the negative effects it has on students. Bullying negatively affects students on the playground, in the classroom, and on the internet.

Bullying behaviour is a type of negative action, repeated over time and it creates difficulty for the victim to defend himself/herself. Olweus,(1993) the pioneering researcher in bullying behaviour defined bullying as a long term exposure of the victim, to physical or verbal attack or social ostracism, intentionally perpetuated by a single or group of students. Bullying behaviour is mainly of three kinds as physical, verbal, relational and cyber bullying. Physical bullying includes physical fight, hitting, kicking, physical attack gestures, punching, slapping, shoving. Verbal bullying includes teasing, taunting, name calling, threatening, abusing, insulting, put down. Relational bullying includes spreading rumours, stealing, backstabbing. Cyber bullying includes sending abusive messages, prone photos through internet or cell phones.

The type of bullying that males and females are involved in showed differences among gender. Jolliffe, Darrick and Farrington (2011) found that males were more likely to be involved in name-calling or violent bullying compared to females who were not. Jolliffe et al. did find that females who were involved in bullying generally had lower cognitive and affective empathy. Cognitive ability is defined as the ability to understand the emotions of another, and an affective trait is defined as the ability to experience the emotions of another person (Jolliffe et al, 2011:59). Duncan and Owens (2011) note that there has been a lot of research on girls and their relational aggression, which includes psychological and emotional attacks on other girls. An example of this would be purposely ignoring a friend for no reason, which can lead to distress. These studies focused on how males experienced physical bullying and girls experienced emotional bullying.

### **Objective:**

To study the level of relational bullying behaviour between the girls and boys of secondary schools in Varanasi district.

### **Hypothesis:**

Corresponding to the above objective of the study the null hypothesis and research hypothesis was made for the empirical verification.

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Ho1- There is no significant difference between girls and boys of secondary school students on the level of relational bullying behaviour.

H1- there is a significant difference between girls and boys of secondary school students on the level of relational bullying behaviour.

#### Method

**Sample:** The total sample of 100 students- boys(50)+ girls(50) were randomly selected from the secondary schools of Varanasi district ranging between 15 to 18 years of age.

**Tool:** Researcher has used self made questionnaire Bullying Behaviour Questionnaire for Secondary School Students (BBQSSS) to access the relational bullying behaviour of boys and girls belonging to private secondary schools of Varanasi.

**Procedure:** Bullying Behaviour Questionnaire for Secondary School Students was administered on 100 students (50 girls and 50 boys) to access the level of relational bullying behaviour between girls and boys belonging to private secondary schools of Varanasi district.

**Result :** The obtained Mean Scores from the boys and girls respondents are presented in Table-1

**Table 1**  
**Showing Mean, SD and t value on BBQSSS**

Gender	N	Mean	SD	SE <sub>d</sub>	t- value	Level
Girls	50	110.70	16.19	3.14	6.31	.05
Boys	50	90.88	15.20			

It is evident from Table 1 that the mean score of girls respondents is comparatively higher than boys respondents. To test the significant difference, t- ratio was computed. The obtained t- ratio was found to be statistically significant at respected level of significance meaning thereby that girls and boys respondents were found significantly different in their relational bullying behaviour. Null hypothesis is rejected and research hypothesis is accepted. It means that there is a difference in the level of relational bullying behaviour between girls and boys belonging to private secondary schools of Varanasi district. It shows that girls respondents (mean score as 110.90) were more involved in relational bullying behaviour. The behaviours like ignoring someone from the group, telling and/or passing notes which contain cruel statements about an individual, gossips, stealing, damaging social status, breaking confidence, backstabbing, sharing secrets were mostly seen among girls as compared to boys respondents belonging to private secondary schools of Varanasi district.

Duncan and Owens (2011) note that there has been a lot of research on girls and their relational aggression, which includes psychological and emotional attacks on other girls. An example of this would be purposely ignoring a friend for no reason, which can lead to distress. Ahmad and Smith (1994), in a literature review covering Scandinavian countries, UK and Japan concluded in their study that while boys typically engage in direct bullying methods, girls who bully are more likely to utilise more subtle and indirect strategies, such as spreading rumours and enforcing social isolation. Dukes et. al, (2009) found that there were more female victims of bullying but both girls and boys were still likely to participate in relational bullying. Smith and Sharp (1994), Gofin et al. (2002), Wolke and Samara (2004), found that girls tend to bully girls, while boys bully both boys and girls.

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## A Paradigm Shift Towards Green Banking for Sustainable Development: Changing Scenario in India

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Anusuya Mehra\*\*

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**Abstract :** *Banking sector has been drastically changed in recent time along with privatization and globalization. Sustainable banking is a concept of focus on maintenance of transparency and communication with stakeholders, environmental policies of bank, green banking, environmental & ethical investment funds and provision of financial services with regards to environmental risk management. In this context this paper analyses the paradigm shift in banking sector towards Green Banking. This paper is descriptive in nature and entirely based on review of literature and secondary data. It has come out from this study that concept of Green Banking is going to be a key tool for sustainable development of all communities as well as more social acceptance of banking sector. Now banks are adopting the energy and resource efficiency programs for their own environmental and social performance.*

**Introduction :** The present era of industrialization and globalization has added a lot of comfort and luxury to human life but has also lead to an alarming situation of huge environmental degradation incorporated with all the involved activities. Today, the entire sector in the world economy is facing huge challenge to deal with the environmental problems and their related impacts in their day to day businesses. Not only the business firms have realized the importance of the environment but more than that an immense awareness is seen among the consumers and general public for the same. Due to all these reasons the business organizations have started modifying their activities and strategies so as to ensure protection to our natural resources and environment. In this context the financial sector and especially the banks can play an important role in promoting environmental sustainability. In December 2007, the Reserve Bank of India (RBI) issued a circular (RBI 2007-2008/216) highlighting the importance for banks to act responsibly and contribute to sustainable development and emphasizing the need for Indian banks to establish institutional mechanisms to enshrine sustainability.

According to World Commission on Environment and Development (WCED), "Sustainable development is development that meets the needs of the present without compromising about the ability of future generations to meet their own needs (Smith, Rees, and Gareth 1998). In order to ensure sustainable development, world environmentalist groups consider that green banking would be one of the valuable arms. As a result, today's environmental stakeholders are pushing financial community to strictly implement green banking policy which they consider will help to protect the environment. Sustainable development denotes development that does not reduce the possibilities and choices for the future generations, at the same time ensuring continuity of economic progress for the present generation. It requires that decisions taken today do not compromise options for the future this issue is central to any serious commitment to sustainability. It also involves balancing economic interests with the communities' social aspirations and minimizing environmental impacts. Sustainable development transcends matters of ethics, corporate social responsibility and the environment although they are all related. For business as a whole, how these factors are linked differs according to sectors, regulatory regimes, and how the policies relating to these areas are implemented.

The RIO+20 summit organized by United Nations in 2013 was held in Brazil also focused on how to safeguard global economic growth without destroying the planet in the process. India as a part of the global family is considered as the most vulnerable country and would be one of the most severely affected countries for the consequence of environment pollution.

**What is Green Banking :** Green Banking means promoting environmentally friendly practices and reducing the carbon footprint from the banking activities. Institute for Development and Research in Banking Technology defines Green Banking as 'Green Banking is an umbrella term referring to practices and guidelines

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that make banks sustainable in economic, environmental, and social dimensions. It aims to make banking processes and the use of IT and physical infrastructure as efficient and effective as possible, with zero or minimal impact on the environment'. Green Banking is providing innovative green products and support activities that are not hazardous to the environment and help conserve the environment. Green Banking has a role to safeguard the planet from unusual weather patterns, rising greenhouse gas, and declining air quality, with the aim of ensuring economic growth which is sustainable. Green Banking is like a normal bank, which considers all the social and environmental factors; it is also called as an ethical bank. Ethical banks have started with the aim of protecting the environment. These banks are like a normal bank which aims to protect the environment and it is controlled by same authorities as what a traditional bank do. Green banking is like a normal bank, which considers all the social and environmental/ecological factors with an aim to protect the environment and conserve natural resources. It is also called as an ethical bank or a sustainable bank. They are controlled by the same authorities but with an additional agenda toward taking care of the Earth's environment / habitats / resources. For banking professionals green banking involves the tenets of sustainability, ethical lending, conservation and energy efficiency.

**Banking and sustainability :** Banks play vital role in the economic development of the country. In today's competitive environment all industries are making efforts to sustain in the market. The process of sustainable development involves all sectors in the economy Government, NGOs, Corporate, citizens and financial sector. Banks are much more formal and strict in nature and the sector generally perceives itself as environmentally neutral. There is a need for continuously changing environment in banking sector operations. Although banks are environment friendly and do not affect environment much through their own internal operations, in view of the relationship between the banking sector and the firms who are users of banks products, the external impact on the environment through these entities is significant.

Banks that are serious about sustainable development put principles at the heart of decision-making. This includes fundamental issues, such as, how deals are done and loans are made, in searching proactively for opportunities and even in establishing and adhering to policy frameworks that deliberately preclude involvement in certain investments. For example, an investment in a factory that pollutes heavily (and passes on the costs to the society at large) will generally have a higher financial rate of return than a factory that invests in expensive pollution control technology, as a result showing a lower rate of return. How will banks assess the two and which one of the two will be considered first for lending, although everyone knows that the second case will clearly be a better investment option in the long run?

**Green Banking Strategies :**

1. Engage with key stakeholders and create awareness of environmental issues and their impact on the economy, the environment, and the society. Also, explain to them the business and environmental value and the necessity of greening the bank processes, products, and services
2. Conduct energy audits and review equipments purchases and disposal policies and practices. Assess IT's environmental and cost impact and identify areas to be "greened"
3. Set SMART (Specific, Measurable, Attainable, Realistic, and Timely) green goals as the internal targets to reduce your carbon footprint along with timelines. Develop criteria for measuring progress towards the goals
4. Develop and implement a green policy that aims to achieve higher utilization of systems while reducing energy use and lessening their environmental impact
5. Encourage, motivate, and energize the workforce to follow the green path and to come up with and implement their own ideas. In addition, also encourage clients, suppliers, and outsourcers to adopt green practices
6. Publicize your environmental policy, actions, and achievements and thereby get credits and accolades from customers, peers, industry groups, environmental advocates, government agencies, and society at large.

**Green Banking: Changing Scenario in India**

**State Bank of India**

- Launched 'Green Channel Counter' (GCC) facility on 1st July 2010 at 57 select branches spread across the country and the same was expanded to more than 5000 branches in 2011. This concept was brought to avoid paper use.
- SBI installed 10 windmills in the state Tamil Nadu, Maharashtra and Gujarat and it has become the first bank in the country to venture into generation of green power by installing windmills.
- Initiated the carbon disclosure projected in the financial sector in India, for the sake of environmental concern and safety.

**Punjab National Bank**

- To implement green banking bank has started using energy appliances & conducting the electricity auditing, accenting on green infrastructure and green audit sheet is being employed.
- It has sanctioned nine commercial projects of wind energy comes with total sum of INR 1850.81 million to develop the renewable supply of energy.

- Introduced e-solutions by paperless dealings in complaint & vigilance procedures by a speedier communication system through e-network which cuts down cost and save time.
- Make efforts for rainwater harvesting in existing buildings and new constructions are being made along with promotion of wind and solar energy usage in rural areas.

#### **Bank of Baroda :**

- Promotion of measure of pollution control and efforts for environmental protection & conservation and cleaning of environment.
- Bank has adopted environment friendly systems and technologies in the design of the new Data Centre (Green Initiative), which includes:
  1. Energy efficient electrical and HVAC design
  2. Environment friendly construction material
  3. Temperature monitoring
  4. Intelligent building management software
  5. High efficiency Precision air-conditioning units
- Bank received the 'Global Excellence & Leadership Award' in the category of '50 most talented CSR Professionals of India' by World CSR Congress in Mumbai on 18/02/2014.
- To reduce the petrol or diesel consumption in travelling and helps in maintaining a clean environment.

#### **Canara Bank**

- This bank is highest financer for solar energy related projects.
- Provide loans for implementing solar lighting systems and has financed 50,000 such units by lending INR 5-8 lakhs to each unit.
- Policy for Sustainable development and Corporate Social Responsibility 2013-14:
- It follows the principle of "Reduce, Reuse, and Recycle".
- Adopt best practices to address climate change and related issues.
- Shall report our environmental performance to our key stakeholders on an annual basis.

#### **ICICI**

- It offers 50% waiver on Auto Loans' processing fee on car models which use other mode of energy.
- It also offers reduced processing fees to customers who purchase homes in leadership in Energy and Environmental Design (LEED) certified buildings.
- It has started a programme to sensitise corporate bodies, institutions, banks and government agencies involved in project planning on issues like biodiversity, wildlife habitats and environmental laws.
- The bank is celebrating World Environment Day every year on June 5. They perform various activities on that day like green pledge through signature campaigns, plantation and distribution of saplings etc. They are also celebrating Earth hour every year in March in which they switch off the lights of their premises, branches and ATM's between 8:30 pm to 9:30pm.

#### **HDFC**

- Avoid using Paper by issuing electronic transaction advices for corporate customers and encouraging retail customers to convert to e-statements instead of physical print outs.
- Replace conventional lighting options with Compact Fluorescent Lamps (CFLs) to save energy.
- Renewable Energy initiatives like Project of 20 Solar ATMs with the pilot ATM set up in Bihar.

#### **Axis Bank**

- Renewable energy to power emergency lights, installed motion sensors to conserve energy, rainwater harvesting system and a sewage treatment plant for maintaining a green environment.
- It encourages its customers to subscribe for e-statement and other electronic formats of communication to reduce paper use.

#### **Kotak Mahindra**

- To save the environment it encourages customers to sign-up for e-statements and discontinues paper statements.
- Grow-Trees.com is a web-enabled service where you can plant trees in large reforestation projects and dedicate the trees to honour friends/ family on important occasions -birthdays, new births, weddings, anniversaries or to offset carbon emissions.
- Motivate customers to opt for e -copies (electronic form) of the annual report instead of physical copies.

**Conclusion :** Green banking refers to the initiatives taken by the banks to encourage environment friendly investment. As most of the banks are adopting and focusing only on those green initiatives which provides win-win situation for the bank, that help to show the concern for the environment along with helping the bank in cost savings and improved operational efficiency. So the time demands a little focus on the initiatives such

as creating awareness among society, and helping smaller firms to change their process so they can be more environmentally friendly in nature and that will also widespread the concept of environmental sustainability. Adoption of green approach is more than just becoming environment-friendly as it is associated with lots of benefits like reduction in the risk as well as the cost of the bank, enhancement of banks reputations and contribution to the common good of environmental besides enhancing the reputation of the bank. In a broad sense, green banking serves the commercial objective of the bank as well as the corporate social responsibility. Thus, it is important that Indian Banks should realize their responsibilities towards the environment as well as the society in order to compete and survive in the global market. Future research may be conducted to study the impact of green practices on consumer willingness to purchase green products of various organizations in the Indian context.

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## Perspectives on Right to Food: Issues and challenges

Kiran Sharma\*

**Abstract :** *The paper examines the rights based approach in understanding food security and hunger in the context of India. It presents a nexus between the notion of right to food campaign and ordinance issues. The paper attempts to link the Millennium Development Goals (MDGs) with the implementation of the policies based on rights of the people.*

**Keywords:** Millennium Development Goals, ordinance, to food campaign, food security.

**Introduction:** Right to food means, at least, right of everyone to be free from hunger and malnutrition, and the right of every person to have regular and permanent access to food, which is affordable, adequate, safe and nutritious, for a healthy and active life, and culturally acceptable to the population. Another idea that has come into more recent discussion is that of food sovereignty. Food Sovereignty means the primacy of people's and community's rights to food and food production, over trade concerns. This entails the support and promotion of local markets and producers over production for export and food imports (Manoochehri, 2002). Millennium Development Goals recognizes that hunger and food insecurity are the core afflictions of poor people, and specifically sets out to halve the proportion of extremely poor and hungry people in the world. Rights based approaches, if reduced to technical and operational plans that ignore political context and power relations, will fail to be effective in promoting social justice in a sustainable way.

The concept of food security gained its importance from the World Food Conference of 1974 and has been associated with the food self sufficiency of individual countries (Babu and Quinn, 1994: 213). Numerous definitions for this concept have been developed. This term has been shifted from food production to importing capabilities at the macro level and focus on individuals and their ability to avoid hunger and under-nutrition. Food security as "access by all people at all times to enough food for an active healthy life," a definition that is widely accepted by agencies such as the World Bank and nongovernmental organizations. For the United Nations Development Program, food security means "all people at all times have both physical and economic access to basic food". This requires not just enough food to go around but requires people to access food for what they are entitled for, by growing it for themselves, by buying it or by taking advantage of a public food distribution system. The availability of food is thus a necessary-but not a sufficient condition of security. People can still starve even when enough food is available". Food insecurity has multiple components (Uvin 1994). DeRose, Messer and Millman (1999) mention food insecurity entails shortage, poverty and deprivation. Food shortage focuses on the available food supply- how much is produced or where it can be acquired be it via markets, a food pantry, public assistance, or other source. Food poverty is most closely associated with inequality and emphasizes distribution and factors linked to barriers in accessing food. Food poverty exists when people are unable "to obtain sufficient food to meet the nutritional needs of their members due to inadequate income, poor access to productive resources, inability to benefit from private or public food transfers or lack of other entitlements to food" (Uvin 1994:10). Such a definition echoes a central concern in addressing the issue of food security that emphasizes its importance as a basic human right (Dreze and Sen, 1989).

It is in this backdrop, the paper examines the entitlement approach to food security and hunger in the context of India. This paper provides a conceptual framework to explain the right to food phenomenon. The paper attempts to link the Millennium Development Goals with the implementation of the policies based on rights of the people.

**Legal Framework for the Right to Food in India :** The right to food has been accorded universal recognition as a human right. It is clearly articulated in the Universal Declaration of Human Rights (UDHR), and the International Covenant on Economic, Social and Cultural Rights (ICESCR). Many international declarations and resolutions have focused on interpreting and strengthening the right to adequate food, including the Rome Declaration of World Food Security 1996, which reaffirms the right of every single person to have access to safe and nutritious food and the fundamental right to be free from hunger. The right to food is enshrined in the UDHR in Article 25 and in the ICESCR. Article 11 of the Covenant recognizes the right of

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everyone to an adequate standard of living for himself and his family. The right to an adequate standard of living includes the right to adequate food, the right to be free from hunger, the right to water and the right to the progressive improvement of living conditions. India has ratified all international treaties relevant to the right to food, including the International Covenant on Civil and Political Rights (art. 6), the Convention on the Rights of the Child (arts. 24 and 27) and the Convention on the Elimination of All Forms of Discrimination against Women (arts. 12 and 14). This means that, under its international commitments, the Government of India is obliged to ensure the right to food of all Indians. Article 21 of the Indian Constitution provides the fundamental right to the protection of life and personal liberty. This article mandates the state to ensure the right to life of citizens. This includes the right to live with dignity with at least two decent meals a day. Article 47 in the Indian constitution directs the states to raise the level of nutrition and the standard of living and to improve public health. The limitation has been that unlike the Fundamental Rights, which are unambiguously justiciable, the Directive Principles of State Policy (DPSP) have moral rather than legal binding.

**Right to Food Campaign :** The "Right to Food Campaign" is an informal network of organisations and individuals committed to the realisation of the right to food in India. It considers that everyone has a fundamental right to be free from hunger. The campaign believes that the primary responsibility for guaranteeing basic entitlements rests with the state. This has led to a sustained focus on legislation and schemes such as the National Rural Employment Guarantee Act (NREGA), the Integrated Child Development Services (ICDS), Mid-day Meals (MDM) scheme, and the Public Distribution System (PDS). The campaign began with a writ petition submitted to the Supreme Court in April 2001 by People's Union for Civil Liberties, Rajasthan. More precisely, the petition demands that the country's gigantic food stocks should be used without delay to protect people from hunger and starvation. This petition led to a prolonged; public interest litigation (PUCL vs Union of India and Others, Writ Petition [Civil] 196 of 2001). Supreme Court hearings have been held at regular intervals, and significant "interim orders" have been issued from time to time. However, it soon became clear that the legal process would not go very far on its own. This motivated the effort to build a larger public campaign for the right to food.

**The Proposed Act: Issues and Challenges :** The very proposal of the draft on right to food has raised several issues and challenges, which initiated debates in different forums. Most of these debates have focused on what the Act should include to control food crises and ensure food security. Some of the suggestions pertain to the need for breast feeding, clean drinking water, preserving bio-diversity, farmers rights over land and productive resources, promotion of organic farming, advocating the case for food sovereignty and a universal and more decentralized Public Distribution System (PDS) (Ray 2010; Shiva 2009: 4). A comprehensive Food Security Act is important and the government needs to have a three-pronged strategy of social assistance, proper nutrition for children and universal PDS. The draft of the Right to Food (Guarantee of Safety and Security) Bill has been widely criticized as there is excessive focus on freezing the number of poorest-of-the-poor who need guaranteed food entitlements. In addition, the Supreme Court-appointed panel on food security's report says the number of people without food security is larger than the number of poor (officially declared). There is also a consensus that the existing schemes should continue such as Integrated Child Development Schemes (ICDS) Mid-Day Meal Schemes (MDMS), Annapurna Antodaya Yojana (AAY) but certain changes need to be incorporated to make it effective. The recent rally by more than 5000 concerned and active citizens from 18 States in the Capital on November 26, 2009 to demand immediate passage of the National Food Entitlement Act under the banner of the "Right to Food Campaign" signifies the urgency of securing entitlements based on a wide range of needs and demands of diverse sections of society which must be consolidated in the Act.

**The National Food Security Bill :** President Pranab Mukherjee signed Food Security Ordinance on 5th July, 2013, paving way for implementation of the controversial Food Security Bill. He said, "The opposition does not want to discuss or pass the Bill. So, ordinance was the only alternative with the government." About 2.43 crore poorest of the poor families covered under the Antodaya Anna Yojana (AAY) scheme under PDS (Public Distribution System) would continue to get 35 kg of foodgrains per family per month but with legal entitlement. The Ordinance will have to be approved by both the Lok Sabha and the Rajya Sabha within six months of promulgation. The UPA's flagship social welfare scheme, the food security ordinance, is expected to be rolled out in all Congress-ruled states on Aug 20, the birthday of former prime minister Rajiv Gandhi, informed sources said. The Congress leaders including Prime Minister Manmohan Singh, party president Sonia Gandhi, and vice president Rahul Gandhi, discussed the implementation of the ordinance, which aims to provide subsidized rations to around 67 percent of India's 1.2 billion populations.

**Conclusion :** India has made impressive step in pursuit of a rights based development agenda and in terms of the justiciability of economic, social, and cultural rights including the right to food (FIAN:2007). Freedom from hunger or access to adequate food and nutrition is generally perceived as a Constitutional right in India. This has been mandated by extended interpretation of 'the right to life' (Article 21) in the Indian Constitution.

The state has introduced a number of Acts to change the terms of its engagement with citizens through a new trajectory of governance in the context of livelihoods-Mahatma Gandhi National Rural Employment Guarantee, human development- Right to Education, governance-Right to information, political space for women-50% reservation in Panchayati Raj and control over natural resources-forest rights for tribal communities. Moreover, a major effort is currently on to provide a legislated right to food (ICPR, 2011, p.6).

Due to poor targeting of entitlements, Government of India, President Pranab Mukherjee signed Food Security Ordinance on 5th July, 2013 which centres on the Targeted Public Distribution System (TPDS). The National Food Security Ordinance is a historic initiative for ensuring food and nutritional security to the people. The Ordinance provides subsidised food grains to 67 percent of the total population of the country, covering 75 percent of the rural and 50 percent of the urban population. It has special focus on the needs of poorest of the poor, women and children. It gives right to the people to receive adequate quantity of foodgrains at affordable prices.

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## Concept, Problems And Benefits of Green Marketing in Indian Context

Dr. Brajesh Srivastava\*

**ABSTRACT :** *Environmental concerns have grown steadily in recent years. An environment can be defined as everything which surrounds and impinges on a system. Systems of many kinds have environments with which they interact. Marketing can be seen as a system which must respond to environmental change. Just as the human body may have problems, it fails to adjust to environmental change. Similarly, businesses may fail if they do not adapt to the changing environment.*

**Keywords:** Green Marketing, Green business, Ecological Marketing, Environmental Marketing

Society today has become more concerned with natural environment, people are now more conscious about eco friendly products and about their own safety & welfare which lead to emergence of Green business practices popularly known as Green Marketing. The term Green Marketing came into prominence in the late 1980s and early 1990s. Other similar terms used are Environmental Marketing and Ecological Marketing. The American Marketing Association (AMA) held the first workshop on "Ecological Marketing" in 1975. According to the American Marketing Association, green marketing is the marketing of products that are presumed to be environmentally safe. Thus, green marketing incorporates a broad range of activities, including product modification, changes to the production process, packaging changes, as well as modifying advertising. Yet defining green marketing is not a simple task where several meanings intersect and contradict each other; an example of this will be the existence of varying social, environmental and retail definitions attached to this term.

Thus "Green Marketing" concept is realistic concept. It involves activities which help in implementing & adopting such policies, programmes & activities which are helpful in safeguarding the environment. It also refers to holistic marketing concept wherein the production, marketing consumption and disposal of products and services happen in a manner that is less detrimental to the environment with growing awareness about the implications of global warming, non-biodegradable solid waste, harmful impact of pollutants etc., both marketers and consumers are becoming increasingly aware to the need for switch in to green products and services. While the shift to "green" may appear to be expensive in the short term, it will definitely prove to be advantageous & economical in the long run. As resources are limited and human wants are unlimited, it is important for the marketers to utilize the resources efficiently without waste as well as to achieve the organization's objective. So green marketing is very important. Worldwide evidence shows people are concerned about the environment and are changing their behavior which results in emergence of green marketing which leads to growing market for sustainable and socially responsible products and services. Now we see that most of the consumers, both individual and industrial, are becoming more concerned about environment friendly products.

### WHY IS GREEN MARKETING CHOSEN BY MOST MARKETERS?

Most of the companies are venturing into green marketing because of the following reasons:

**a. Opportunity :** In India, around 25% of the consumers prefer environmental-friendly products, and around 28% may be considered healthy conscious. Therefore, green marketers have diversified and fairly sizeable segments to cater to. The Surf Excel detergent which saves water and the energy-saving LG consumers durable are examples of green marketing.

**b. Social Responsibility :** Many companies have started realizing that they must behave in an environment-friendly fashion. They believe both in achieving environmental objectives as well as profit related objectives. Respecting the principle of extended producer responsibility (EPR), the Sony Company will continue to promote the development and efficient operation of low-environmental-impact recycling systems suited to the needs of local communities. With the aim of reducing resource use, the Sony Company has planned to step up efforts to design products that are easy to recycle, as well as to promote the establishment of

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legislation that enshrines the concept of individual producer responsibility (IPR) and the building of an infrastructure for recycling Sony products.

**c. Governmental Pressure :** Various regulations are framed by the government to protect consumers and the society at large. The Indian government too has developed a framework of legislations to reduce the production of harmful goods and by-products. These reduce the industry's production and consumers' consumption of harmful goods, including those detrimental to the environment; for example, the ban of plastic bags, prohibition of smoking in public areas, etc.

**d. Competitive Pressure :** Another major force in the environmental marketing area has been a firm's desire to maintain its competitive position. It is only in some instances that this competitive pressure causes an entire industry to modify and thus reduce its detrimental environmental behavior. For example, it could be argued that Xerox's "Revive 100% Recycled paper" was introduced a few years ago in an attempt to address the introduction of recycled photocopier paper by other manufacturers.

**e. Cost Reduction :** Reduction of harmful waste may lead to substantial cost savings. Sometimes, many firms develop a symbiotic relationship whereby the waste generated by one company is used by another as a cost-effective raw material. For example, the fly ash generated by thermal power plants, which would otherwise contribute to a gigantic quantum of solid waste, is used to manufacture fly ash bricks for construction purposes

**BENEFITS OF GREEN MARKETING :** Companies are responsible to consumers' aspirations for environmentally less damaging or neutral products. Many companies want to have an early-mover advantage as they have to eventually move towards becoming green. Some of the advantages of green marketing are:

- It ensures sustained long-term growth along with profitability.
- It saves money in the long run, though initially the cost is more.
- It helps companies market their products and services keeping the environmental aspects in mind. It helps in accessing the new markets and enjoying competitive advantage.

Most of the employees also feel proud and responsible to be working for an environmentally responsible company.

#### **Importance of Green Marketing to Firm**

- Organizations perceives ecological marketing as an opportunity for fulfilling its goals.
- Governmental bodies are forcing firms to be more concern about safety of environment.
- Competitors focus on environmental activities pressure firms to change their own strategies regarding environmental marketing activities.
- Organizations now believe that they have a moral responsibility to be more socially responsible.
- Cost factors related to waste disposal or reductions in material usage forces firms to change their behavior.

#### **PROBLEMS WITH GREEN MARKETING**

- i. Green marketing is still a new concept for the mass of people in India
- ii. Green products require renewable and recyclable material, which is costly
- iii. Requires a technology, which requires huge investment in R & D
- iv. Requires a lot of patience from part of investors to wait for proper results
- v. There is no standardization to certify a product as organic. So, there is requirement of some regulatory bodies to be involved in providing the certifications which helps in verification of green campaigns
- vi. Majority of the people are not aware of green products and their uses
- vii. Majority of the consumers are not willing to pay a premium price for green products

#### **GOLDEN RULES OF GREEN MARKETING**

- 1) Being genuine and transparent means that a) that you are actually doing what you claim to be doing in your green marketing campaign and b) that the rest of your business policies are consistent with whatever you are doing that's environmentally friendly. Both these conditions have to be met for your business to establish the kind of environmental credentials that will allow a green marketing campaign to succeed.
- 2) Educating your customers isn't just a matter of letting people know you're doing whatever you're doing to protect the environment, but also a matter of letting them know why it matters. Otherwise, for a significant portion of your target market, it's a case of "So what?" and your green marketing campaign goes nowhere.
- 3) Giving your customers an opportunity to environmental action participate means personalizing the benefits of your environmentally friendly actions, normally through letting the customer take part in positive.
- 4) Reassuring the buyer means focus must be made to make consumers believe that the product performs its job efficiently and product quality won't be foregone in the name of the environment.

**CONCLUSION :** Green marketing should not neglect the economic aspect of marketing. Marketers need to understand the implications of green marketing. If you think customers are not concerned about environmental issues or will not pay a premium for products that are more eco-responsible, think again. Consumers are willing to pay more to maintain a cleaner and greener environment. You must find an opportunity to enhance

you product's performance and strengthen your customer's loyalty and command a higher price. Marketers also have the responsibility to make the consumers aware about the need and benefits of green products as compared to non-green ones. Green marketing is still in its infancy and a lot of research is to be done on green marketing to fully explore its potential. Now this is the right time to select "Green Marketing" globally. It will come with drastic change in the world of business if all nations will make strict rules because green marketing is essential to save the world from pollution. From the business point of view because a clever marketer is one who not only convinces the consumer, but also involves the consumer in marketing his product. With the threat of global warming looming large, it is extremely important that green marketing becomes the norm. Finally, consumers, industrial buyers and suppliers need to pressurize effects on minimizing the negative effects on the environment. Green marketing assumes even more importance and relevance in developing countries like India.

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## Agricultural Marketing in India

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**ABSTRACT :** *Marketing is the pivot of economic development in rural areas. It is an essential component in income and employment generation in farm and non-farm sectors. Since marketing is one of the pre requisites for income generation, this paper attempts to throw some light both on marketing of rural produce to other areas and improving marketing environment within the rural areas. Agricultural marketing incorporates the marketing of agricultural products, rural industries products and services of many kinds. The trade channels for different types of commodities available in rural areas private, cooperatives, processors, regulated markets and state agencies. In no sense, a social cluster or village economy as at whole can be developed without effective and efficient rural marketing. Very little attention has been paid in the planning era towards the development of agricultural marketing. In fact marketing is a dynamic state of affairs and is part and parcel of the whole economy. Thus production and marketing are the two facets of a coin. Agricultural marketing constitutes the nerve centre of rural development activities.*

**Keywords:** Agricultural marketing, economic development, regulated markets.

**INTRODUCTION :** Agricultural marketing covers the services involved in moving an agricultural product from the farm to the consumer. Numerous interconnected activities are involved in doing this, such as planning production, growing and harvesting, grading, packing, transport, storage, agro- and food processing, distribution, advertising and sale. Some definitions would even include "the acts of buying supplies, renting equipment, and paying labor", arguing that marketing is everything a business does. Such activities cannot take place without the exchange of information and are often heavily dependent on the availability of suitable finance.

Marketing systems are dynamic; they are competitive and involve continuous change and improvement. Businesses that have lower costs, are more efficient, and can deliver quality products, are those that prosper. Those that have high costs, fail to adapt to changes in market demand and provide poorer quality is often forced out of business. Marketing has to be customer-oriented and has to provide the farmer, transporter, trader, processor, etc. with a profit. This requires those involved in marketing chains to understand buyer requirements, both in terms of product and business conditions.

In Western countries considerable agricultural marketing support to farmers is often provided. In the USA, for example, the USDA operates the Agricultural Marketing Service. Support to developing countries with agricultural marketing development is carried out by various donor organizations and there is a trend for countries to develop their own Agricultural Marketing or Agribusiness units, often attached to ministries of agriculture.

**Agricultural advisory services and the market :** Promoting market orientation in agricultural advisory services aims to provide for the sustainable enhancement of the capabilities of the rural poor to enable them to benefit from agricultural markets and help them to adapt to factors which impact upon these. As a study by the Overseas Development Institute demonstrates, a value chain approach to advisory services indicates that the range of clients serviced should go beyond farmers to include input providers, producers, producer organizations and processors and traders.

**Market infrastructure :** Efficient marketing infrastructure such as wholesale, retail and assembly markets and storage facilities is essential for cost-effective marketing, to minimize post-harvest losses and to reduce health risks. Markets play an important role in rural development, income generation, food security, developing rural-market linkages and gender issues. Planners need to be aware of how to design markets that meet a community's social and economic needs and how to choose a suitable site for a new market. In many cases sites are chosen that are inappropriate and result in under-use or even no use of the infrastructure constructed. It is also not sufficient just to build a market: attention needs to be paid to how that market will be managed, operated and maintained. In most cases, where market improvements were only aimed at infrastructure upgrading and did not guarantee maintenance and management, most failed within a few years.

Rural assembly markets are located in production areas and primarily serve as places where farmers can meet with traders to sell their products. These may be occasional (perhaps weekly) markets, such as haat bazaars in India and Nepal, or permanent. Terminal wholesale markets are located in major metropolitan areas, where produce is finally channeled to consumers through trade between wholesalers and retailers, caterers, etc. The characteristics of wholesale markets have changed considerably as retailing changes in response to urban growth, the increasing role of supermarkets and increased consumer spending capacity. These changes require responses in the way in which traditional wholesale markets are organized and managed.

**Market information :** Efficient market information can be shown to have positive benefits for farmers and traders. Up-to-date information on prices and other market factors enables farmers to negotiate with traders and also facilitates spatial distribution of products from rural areas to towns and between markets. Most governments in developing countries have tried to provide market information services to farmers, but these have tended to experience problems of sustainability. Moreover, even when they function, the service provided is often insufficient to allow commercial decisions to be made because of time lags between data collection and dissemination. Modern communications technologies open up the possibility for market information services to improve information delivery through SMS on cell phones and the rapid growth of FM radio stations in many developing countries offers the possibility of more localized information services. In the longer run, the internet may become an effective way of delivering information to farmers. However, problems associated with the cost and accuracy of data collection still remain to be addressed.

**Marketing training :** Farmers frequently consider marketing as being their major problem. However, while they are able to identify such problems as poor prices, lack of transport and high post-harvest losses, they are often poorly equipped to identify potential solutions. Successful marketing requires learning new skills, new techniques and new ways of obtaining information. Extension officers working with ministries of agriculture or NGOs are often well-trained in horticultural production techniques but usually lack knowledge of marketing or post-harvest handling. Ways of helping them develop their knowledge of these areas, in order to be better able to advise farmers about market-oriented horticulture, need to be explored. While there is a range of generic guides and other training materials available from FAO and others, these should ideally be tailored to national circumstances to have maximum effect.

**Enabling environments :** Agricultural marketing needs to be conducted within a supportive policy, legal, institutional, macro-economic, infrastructural and bureaucratic environment. Traders and others cannot make investments in a climate of arbitrary government policy changes, such as those that restrict imports and exports or internal produce movement. Those in business cannot function if their trading activities are hampered by excessive bureaucracy. Inappropriate law can distort and reduce the efficiency of the market, increase the costs of doing business and retard the development of a competitive private sector. Poor support institutions, such as agricultural extension services, municipalities that operate markets inefficiently and export promotion bodies, can be particularly damaging. Poor roads increase the cost of doing business, reduce payments to farmers and increase prices to consumers. Finally, the ever-present problem of corruption can seriously impact on agricultural marketing efficiency in many countries by increasing the transaction costs faced by those in the marketing chain.

**Marketing, Trade, and Aid - Marketing and Marketing Services INDIA :** The agricultural marketing system in India operates primarily according to the forces of supply and demand in the private sector. Indian Government intervention is limited to protecting the interests of producers and consumers and promoting organized marketing of agricultural commodities. In 1991 there were 6,640 regulated markets to which the central government provided assistance in the establishment of infrastructure and in setting up rural warehouses. Various central government organizations are involved in agricultural marketing, including the Commission for Agricultural Costs and Prices, the Food Corporation of India, the Cotton Corporation of India, and the Jute Corporation of India. There also are specialized marketing boards for rubber, coffee, tea, tobacco, spices, coconut, oilseeds, vegetable oil, and horticulture.

A network of cooperatives at the local, state, and national levels assist in agricultural marketing in India. The major commodities handled are food grains, jute, cotton, sugar, milk, and areca nuts. Established in 1958 as the apex of the state marketing federations, the National Agricultural Cooperative Marketing Federation of India handles much of the domestic and most of the export marketing for its member organizations. Large enterprises, such as cooperative Indian sugar factories, spinning mills, and solvent-extraction plants mostly handle their own marketing operations independently. Medium- and small-sized enterprises, such as rice mills, oil mills, cotton ginning and pressing units, and jute baling units, mostly are affiliated with cooperative marketing societies.

In the late 1980s, there were some 2,400 agro processing units in India in the cooperative sector. Of all the cooperative agro processing industries, cooperative sugar factories achieved the most notable success. The number of licensed or registered units remained at 232, of which 211 had been installed by March 1988.

During the October 1987-September 1988 sugar season, 196 cooperative sugar factories were in production. They produced nearly 5.3 million tons of sugar, accounting for about 57.5 percent of the country's total production of 9.2 million tons. The National Federation of Cooperative Sugar Factories (India) rendered advice to member cooperatives on technical improvement, financial management, raw materials development, and inventory control.

By the 1980s, warehouses for storing agricultural produce and farm supplies played an increasing role in government price support and price control programs and in distributing farm commodities and farm supplies. Because the public warehouses issue a receipt to the owners of stored goods on which loans can be raised, warehouses are also becoming important in agricultural finance. The Central Warehousing Corporation, an entity of the central government, operates warehouses at major points within its jurisdictions, and cooperatives operate warehouses in towns and villages. The growth of the warehousing system in India has resulted in a decline in weather damage to produce and in loss to rodents and other pests.

Most agricultural produce in India is sold by farmers in the private sector to moneylenders (to whom the farmer may be indebted) or to village traders. Produce is sold in various ways. It might be sold at a weekly village market in the farmer's own village or in a neighboring village. If these outlets are not available, then produce might be sold at irregularly held markets in a nearby village or town, or in the mandi. Farmers also can sell to traders who come to the work site.

The Indian government has adopted various measures to improve agricultural marketing. These steps include establishing regulated markets, constructing warehouses, grading and standardizing produce, standardizing weights and measures, and providing information on agricultural prices over All India Radio (Akashvani), the national radio network.

The government's objective of providing reasonable prices for basic food commodities is achieved through the Public Distribution System, a network of 350,000 fair-price shops that are monitored by state governments. Channeling basic food commodities through the Public Distribution System serves as a conduit for reaching the truly needy and as a system for keeping general consumer prices in check. More than 80 percent of the supplies of grain to the Public Distribution System is provided by Punjab, Haryana, and western Uttar Pradesh.

The Food Corporation of India was established in 1965 as the public-sector marketing agency responsible for implementing government price policy through procurement and public distribution operations. It was intended to secure for the government a commanding position in the food-grain trade.

**STEPS TAKEN BY GOVERNMENT TO DEVELOP AGRICULTURAL MARKETING :** Government of India has adopted a number of measures to improve agricultural marketing, the important ones being - establishment of regulated markets, construction of warehouses, provision for grading, and standardization of produce, standardization of weight and measures, daily broadcasting of market prices of agricultural crops on All India Radio, improvement of transport facilities.

**1. Marketing :** In the first place the government has undertaken marketing surveys of various goods and has published these surveys. These surveys have brought out the various problems connected with the marketing of goods and have made suggestions for their removal.

**2. Grading :** The government has done much to grade and standardize many agricultural goods. Under the Agricultural Produce (Grading and Marketing) Act the Government has set up grading stations for commodities like ghee, flour, eggs, etc. The graded goods are stamped with the seal of the Agricultural Marketing Department -AGMARK. The "Agmark" goods have a wider market.

A Central Quality Control Laboratory has been set up at Nagpur and eight other regional laboratories in different parts of the country with the purpose of testing the quality and quantity of agricultural products applying for the Government's "Agmark" have been created. The Government is further streamlining quality control enforcement and inspection.

**3. Organization of regulated markets :** Regulated markets have been organized with a view to protect the farmers from the malpractices of sellers and brokers. The management of such markets is done by a market committee which has nominees of the State Government, local bodies, arhatiyas, brokers and farmers. Thus all interests are represented on the committee. These committees are appointed by the Government for a specified period of time. Important functions performed by the committees can be summarized as follows: a. fixation of charges for weighing, brokerages etc., b. prevention of unauthorized deductions, underhand dealings, and wrong practices by the arhatiyas, c. enforcing the use of standardized weights, providing up to date and reliable market information to the farmers.

The system of regulated markets has been found to be very useful in removing fraudulent practices followed by brokers and commission agents and in standardizing market practices. The committee is responsible for the licensing of brokers and weightmen. It is vested with powers to punish anyone who is found guilty of dishonest and fraudulent practices. It is the policy of the government to convert all markets in the country into the regulated type.

Regulated markets aim at the development of the marketing structure to have the following.

- 1) Ensure remunerative price to the producer of agricultural commodities,
- 2) reduce non functional margins of the traders and commission agents, and
- 3) narrow down the price spread between the producer and the consumer.

To achieve these objectives, the government would go in for comprehensive and rapid expansion of regulated marketing systems. The success achieved in states like Punjab and Haryana, where regulated markets have been established in major producing areas with linked up satellite markets in the rural growth centers' would be aimed at, in other areas where intensive production is taken up.

**Recent developments :** New marketing linkages between agribusiness, large retailers and farmers are gradually being developed, e.g. through contract farming, group marketing and other forms of collective action. Donors and NGOs are paying increasing attention to ways of promoting direct linkages between farmers and buyers. The growth of supermarkets, particularly in Latin America and East and South East Asia, is having a significant impact on marketing channels for horticultural, dairy and livestock products. Nevertheless, "spot" markets will continue to be important for many years, necessitating attention to infrastructure improvement such as for retail and wholesale markets.

**Finding and suggestions :** A good marketing system is one, where the farmer is assured of a fair price for his produce and this can happen only when the following conditions are obtained.

1. The number of intermediaries between the farmer and the consumer should be small.
2. The farmer has proper storing facilities so that he is not compelled to indulge in distress sales.
3. Efficient transport facilities are available.
4. The malpractices of middlemen are regulated.
5. Farmers are freed from the clutches of village moneylenders.
6. Regular market information is provided to the farmer.

If these necessary conditions are fulfilled it is definitely sure that agricultural marketing provide the awesome growth in rural development which uplift the living standard of our rural India and make possible contribution to the development of our economy .

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## Impact of Cashless Transaction as a Consequence of Demonitisation on Sales Figure : An Inter and Intra firm Comparison

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**Abstract :** *The Digital India programme is a flagship programme of the Government of India with a vision to transform India into a digitally empowered society. With this vision in mind, the Government of India has gone all out to advertise, promote and popularise the concept of a digital economy. Accordingly, relevant changes have been suggested and new provisions have been proposed to be introduced to set the country on a path of digitization. This is to be done by adopting a two-pronged approach of encouraging cashless transactions and penalising cash transactions.*

Thus with the emergence of digital payment system the issue of securing market share has become more challenging among marketeers. In order to sustain in their newly digitalized economy firms are required to analyse the impact of digital payment on their sales figures and formulate marketing strategies accordingly.

In this paper attempts have been made to compare pre and post digitalization sales of select firms. This paper also investigates into the impact of digitalization on the sale of necessity and luxury products. Secondary data have been used in this paper for making comparisons and drawing inferences.

**Key Words :** Demonetization, FMCG, Luxury goods

I see technology as a means to empower and as a tool that bridges the distance between hope and opportunity Narendra Modi

**Introduction :** Indians awoke to confusion on Wednesday after the government demonetized the highest denomination currency notes overnight to halt money laundering. Roadside vegetable sellers, kiosks selling biscuits and tea, small mom-and-pop stores selling groceries, all saw a sharp drop in customers as banks and ATMs were closed the morning after Prime Minister Narendra Modi's surprise televised announcement on 8th of November 2016. The move was expected to bring billions of dollars into the economy which has long been hobbled by rampant money laundering. The purpose of this study is to study the impact of demonetizations and their significance in the economic development of India. The results of this study provide an insight into the demonetization process and about its impact on select sectors.

**Objective :** To investigate into the immediate impact of demonetization and visualise into the impact of digitalization on the sale of necessity and luxury products through

- the study of impact of demonetization on FMCG both retail and wholesale sector
- the study of impact of demonetization on Premium offerings
- the study of impact of demonetization on Luxury goods

**Currency :** Currency is a commonly accepted form of money, including coins and paper notes, which is issued by a country's central bank or a monetary authority and circulated within the economy and used as a medium of exchange. The national currency of a country is usually the principal currency used for most of the financial transactions in that country. Basically each country has its own currency In India the currency is called the Indian Rupees (INR).

**Demonetization :** As per dictionary demonetization means "ending something (e.g. gold or silver) that is no longer the legal tender of a country. When a currency note of a particular denomination ceases to be a legal tender it is termed as demonetization. It is thus the stripping a currency of its status as legal tender. The old unit of currency is retired and replaced with a new unit of currency. It includes either introducing new notes or coins of the same denomination or completely replacing the old denomination with the new denomination which is often carried out as an ambush on the black money and market.

But since our government is replacing the old Rs 500 notes with newer ones and doing away with the Rs 1,000 notes, it would be more appropriate to call the move as 'scrapping' or 'phasing out' of certain currency notes.

**History of Demonetization in India :** Demonetisation took place in India thrice

First : January 1946

The first demonetization took place in India in January 1946 when Rs.1000, Rs.500 and Rs.10,000 notes were taken out of circulation .All three notes were reintroduced in 1954.

Second : January 1978

On reports of Wanchoo Committee , the Janata party coalition government under leadership of Morarji Desai enacted High Denomination Bank Notes (Demonetisation ) Act. Through this act the Government demonetized Rs.1000, Rs.5,000 and Rs.10,000 notes for the second time on January 16,1978.

Third : November 2016

The demonetization of denominations Rs. 500 and Rs. 1,000 banknotes was a policy decision carried out by the Government of India on 8th of November 2016.

Immediate impact of Third Demonetization in India

**i. Temporary chaos and confusion:** Public faced minor problem for a few days owing to the scarcity of lower denomination notes in the system. Soon after the announcement of demonetization, all banks and ATMs across the country were paralysed because of cash shortages. The cash shortages had many disadvantageous effects on every small business, agriculture, and also on transportation, with people wanting to exchange their old banned notes having lengthy waits in long queues, and several deaths were reported to be linked to the difficulty in exchanging cash. The shortage of cash due to demonetisation process resulted in disorder and chaos, and mostly the people holding old currency notes faced difficulties in having them exchanged.

**ii. Issues of new note :** A new redesigned series of Rs500 banknotes and a new denomination of Rs 2000 banknote were added and are in circulation since 10th of November 2016.

**iii. Black Money:** Black money stored in the form of Rs.500 and Rs.1000 notes was taken out of our system. As predicted by ICICI Securities Primary Dealership the government's plan to scrap notes uncovered up to Rs.4.6 lakh crore in black money.

**iv. Increased Bank deposit :** The first four days after the demonetization witnessed about Rs. 3 trillion (US\$45 billion) in the form of old currency notes being deposited in the banking system and an amount of Rs. 500 billion (US\$7.4 billion) had been distributed through withdrawals from the deposited bank accounts, ATMs and exchanges over the bank counters.

**v. Stock Exchange :** On the very next day after the demonetization announcement, BSE SENSEX lost nearly 1,689 points and NIFTY by over 541 points. At the close of the intraday trading as on 15 November 2016, the BSE SENSEX index was low by over 565 points and the NIFTY 50 index was below 8100 on intraday.

**vi. Terror Funding:** Fake Indian Currency Notes (FICN) network was dismantled by the demonetisation measures having a lasting impact on the syndicates producing FICN's, thus affecting the funding of terror networks in Jammu and Kashmir, North-eastern states and Naxalite hit states.

**vii. Political parties in crisis ahead of polls:** With nearly five state elections in 2017, demonetization had stunned political parties. In one stroke, big parties found themselves hamstrung as cash hoards are often undeclared money.

**viii. Moving towards digital payments:** Demonetization likely resulted in people adopting virtual wallets such as Paytm, Ola Money etc. This behavioural change could be a game changer for India. A big deal in a country of 1.2 billion with only 25.9 million credit cards and 697 million ATM cards as of July 2016. Alibaba (NYSE:BABA)-backed Paytm saw a sevenfold increase in overall traffic and a 10-fold jump in money added to Paytm accounts.

**ix. App downloads :** App downloads for Paytm increased by 300%. Paytm rival MobiKwik also saw its app downloads quadruple and a 20-fold increase in money.

x. Prepaid cash cards were another option that customers found useful, and that meant good news for companies like ItzCash. Ola Money, the payment portal for popular transportation app Ola Cabs, reported a 1500% jump in money added to the accounts in less than four hours.

**xi. Evading techniques :** Evading techniques like Gold purchases, Donations, Multiple bank transactions, depositing in the Jan Dhan Scheme bank Accounts, Railway bookings, Municipal and local tax payments, Backdated accounting were also reported to have happened.

Impact of Demonetization on FMCG Goods

**Retail Sector of FMCG Goods :** The government's move to scrap Rs 500 and Rs 1,000 currency notes has had an adverse impact in several FMCG categories .

According to Neilson,the market research agency,

- There has been a 20-40% fall in sales of biscuits, salty snacks, toilet soaps, shampoos and washing powders
- Sales of refined oil, agarbattis, beverages and packaged tea fell about 3-4%.
- " The small kirana stores are caught between the drop in sales on one side and wholesalers stopping visits to these outlets, particularly in small towns in the wake of the liquidity crunch.
- The modern cash and carry stores have also seen sales drop. According to Nielsen, sales in these cash and carry outlets declined 1% in the week after demonetization was announced, versus a 14% year-to-date growth till November 6.

### Wholesale Sector of FMCG Goods

- According to Harsh V Agarwal, Director, Emami Ltd, the result of realisations from retailers going down is that the cash-backed wholesale trade has taken a beating.
- The Edelweiss report also points out that post demonetisation, cash and wholesale trade (those dealing in cash) in the FMCG and packaged food sector has been the worst hit. "Wholesalers dealing with cash are the worst affected. Until liquidity improves, nothing much may happen," he told Business Line.
- The wholesale segment drives almost 40% of the FMCG business, so companies such as Godrej and Marico are mulling incentives for them.
- Several companies are also considering production cuts if the situation doesn't ease by mid-December. Godrej has recently said it may have to cut production in certain categories, while Varun Berry, MD of Britannia Industries maintained that the company may cut production to check supply in the market.
- According to B Krishna Rao, Category Head of biscuit-major Parle Products, the company has seen a 10-12 per cent decline in November sales this year, over the same month last year.

### Impact of Demonetization on Premium offerings

- Market sources indicate that while ITC's atta sales may not decline, its snacking category offerings can see an adverse impact.
- Similarly, for Britannia - 55 per cent of whose earnings are from premium offerings - declined in premium biscuits volumes depending on outlets / region.
- As Abneesh Roy, Senior Vice-President (Institutional Equities), Edelweiss, points out -there will be a tendency to go for smaller packs by consumers to curtail excess spending.
- Mohit Kampani, CEO of Aditya Birla Retail Ltd, which owns the supermarket and hypermarket brand MORE, speaks of a movement towards "mid-size and top-up packs".

### Impact of Demonetization on Luxury Goods Market

#### Demonetization drive has adversely affected luxury goods market.

- White goods such as televisions, refrigerators and washing machines has slumped as much as 70% as a good portion of the market is driven by cash.
- Food outlets reported a 40% decline in business, said Riyaz Amlani, president of the National Restaurant Association of India. Malls across India reported a 10-15% drop in footfalls compared with the usual numbers.

### Strategies carved out to combat the impact of Demonetization

- i. To address liquidity scarcity situation some of the consumer companies have extended some credit to the distributor (payments from distributor to the company are generally made in advance via RTGS)
- ii. For FMCG majors, the way out seems to be extending the credit cycles. Wholesalers - who are already low on cash have done the same to retailers and distributors are doing the same at the moment
- iii. All the stakeholders are encouraging consumers to use their debit and credit cards. Several e-commerce portals are offering discount to those consumers who are using their credit or debit cards to shop.
- iv. However several companies are also considering production cuts if the situation doesn't ease. Godrej has recently said it may have to cut production in certain categories, while Varun Berry, MD of Britannia Industries maintained that the company may cut production to check supply in the market.

**Conclusion** :The demonetization had a great significant and immediate impact on the state of the Indian economy. Both the necessity goods sector and luxury goods sector was hit hard by it. "There could be some short-term inconveniences and disruption for us with respect to liquidity in the retail and wholesale trade, but in my opinion that is something which can be coped with," Saugata Gupta, managing director of Marico Ltd. "Additionally, in the medium term, reduction of cash transactions in the distribution system will actually benefit the organised players."

Thus the study shows that initially the demonetization effects on market were painful but this also instigated the adoption of various means including cashless means such as paytm, debit card use, internet banking to buy goods. By adopting the cashless means economy will be sound in coming time and Indian economy will get benefits of early and hassle free transactions. Demonetization effect will be positive in coming time.

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## Absolute and Relative Gains Theory and India-China Relation

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**Abstract :** *Realists think that states are concerned with relative gains and therefore co-operation is not the norm but an exception in international relations. In contrast, liberal institutionalists emphasize that states are primarily motivated by absolute gains. This paper probes this theory in context of India-China relation. I argue that in the beginning of diplomatic relation India cared for absolute gains in dealing with China that resulted in the form of China's invasion on India in 1962. The war of 1962 compelled India to think about relative gains rather than absolute gains. On the other hand, China is always concerned with relative gains and has acted accordingly. Recent stand-off on Doklam issue and subsequently agreement for withdrawal from the Doklam indicates absolute gains overriding relative gains .but I argue that Change in China's stand over Doklam is due the international scenario and power relation not due to China's care for absolute gains.*

**Key Words:** Absolut Gains, Relative Gains, Doklam, International Relation, Realist and Liberals.

**Introduction :** The absence of any authority to regulate the behavior of states results in the situation of anarchy in the world. The anarchic situation compels the sovereign states to react in the manner that fits for the national interest. How do states react to the condition of anarchy? For realism states react according to their size, location, domestic politics and leadership qualities and they are largely concern with relative gains (Waltz 1959). For liberalism all states react in similar manner. All states are functionary similar units and they are largely concern with absolute gains. Many literatures are available about the behavior of states in anarchic situation of the world and also about the relationship between India and China but there is no literature available dealing with the absolute gains and relative gains theory in the context of relationship between both the nations. An attempt has been made in this paper to examine the absolute and relative gains theory in the light of relationship between China and India.

**Absolute and Relative Gains Theory :** Absolute and relative gains theory is derived from the context of international anarchy in which states have incentive to cheat and fear being cheated. So the theory emphasizes about the importance and necessity of international co-operation. However realists are pessimistic and argue that it is much harder to achieve and maintain co-operation (Grieco 1988). States are interested in increasing their power and influence. If states cooperate to increase their power and capabilities, it is absolute gains. States are also concerned with how much power and influence other states might achieve, the achievements of other states due to co-operation is relative gains, means loss for one state. Absolute gains used to describe how states will act in the international community. The theory says that international actor will look at the total effect of a decision on the state or organization and act accordingly. The international actor's interests not only include power ratios but also encompass the economic and cultural effects of an action as well. Relative gains describe the actions of state only in respect to power balances and without regard to other factors such as economic in international relation. Co-operation may be necessary to balance power but concern for relative gains will limit that co-operation due to behavior and interests of other states.

**Absolute and relative Gains theory and Neo-Neo Debates :** The problem of absolute and relative gains divides two of the most influential approaches to international relation i. e., Neo-Realism and Neo-Liberalism. However both approaches relate to two different worlds. While neo-realists focus on security issues, being concerned with issues of power and survival, neo-liberals study political economy and focus on co-operation and institutions (Lamy 2006). Neo-liberal institutionalism assumes that states focus primary on their individual's absolute gains and indifferent to the gains of the other. Whether co-operation results in a relative gains or loss is not very important to state in neo- liberal institutionalism so long as it brings an absolute gain. In contrast, neo- realism assumes that states are largely concerned with relative rather than absolute gains.

Neo- liberal claims that co-operation does not work when states fail to follow the rules and cheat to secure their national interests. Neo-realists claim that there are two barriers to international co-operation. Cheating and relative gains of other states when states fail to follow the rules, other states may act unilaterally. The neo-realists talk about anarchy and neo-liberals about cooperation. Then the question is what relation

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between anarchy and co-operation. Structural realism generally associates anarchy with a concern for relative gain and a lack of co-operation. But if anarchy means the lack of common government, it does not apply the lack of co-operation. Common government does not give the guarantee of the co-operation. For neo-liberals, co-operation is easy to achieve in areas where states have mutual interests. They believe that actors with common interests try to maximize absolute gains for all parties involved, as opposed to the belief of neo-realists that the fundamental goal of states in a co-operative relationship is to prevent others from gaining more (Lamy 2006).

**India-China Relation and Relative versus Absolute Gain :** After the emergence of People's Republic of China as communist nation in 1949, India in the leadership of Pandit Jawaharlal Nehru decided to make friendly relationship with newly form political system. India responded positively and became the first non-socialist bloc country to establish diplomatic relations with the People's Republic of China. At the same time India left her all rights in Tibet which she used to enjoy during British period. China took advantage of India's stand on Tibet and captured the whole territory and declares it as integral part of China. India did not think about relative gains but thought only about the absolute gain that was peace with neighboring country which would yield in prosperity of the country. Prime Minister Nehru visited China in October 1954. There was slogan of Hindi-Chini Bhai- Bhai. A friendship agreement took place in the form of Panchsheel agreement. The decision to have the Panchsheel agreement India was encouraged by absolute gains whereas China was directed by relative gains. It is in contrast with the idea that the co-operation can take place only when states think about relative gains, it is possible in relative gains case also but that co-operation would not be more reliable. It can be seen in the latter development of India-China relation. Since China wanted to establish her authority over Tibet completely without facing any confrontation with India, for this very reason China came to the table for Panchsheel agreement. But the agreement did not lasted more when China invaded India in 1962. The 1962 war between both countries resulted in the increase of power and influence of China and it was opposite for India. The decision of Chinese leadership about the invasion on India was directed by relative gain. However India's attempt to negotiate on border issue till last minute of war was directed by absolute gains.

The relationship between both states started to normalize when china realized that India was emerging market and could be beneficial for economically. Realizing the trade gains, China avoided increasing tension with India unnecessarily; it can be seen during Kargil war when China forbade backing Pakistan on the Kargil issue and directed for stepping down. The neo-liberalism thinks that the economic interdependence plays in reducing conflict between India and China, and the neo-realism contends that as long as the potential for force exists, their capacity to maximize co-operation will remain stunted. There are two barriers to international cooperation and they include a fear of those who might not follow the rules and the relative gains of others (Lamy 2006). This explains why little economic cooperation has taken place between India and China after having biggest market in the world. Importantly, this explains why India has not become a partner in China Pakistan Economic Corridor (CPEC) projects. The current stand-off in Doklam and subsequently withdrawal indicates that there is possibility of absolute gain from open trade and greater economic intercourse. Here, withdrawal shows that absolute gains are overriding the possibility of conflict and generating co-operation. Here, one hand, the current China-India stand-off gives empirical support to realist claims that relative gains are more important than absolute gains in international politics; on the other hand agreement of India-China for withdrawal of armies from Doklam indicates that the absolute gains theory is also working.

India sees China's control of the Doklam plains as disadvantaging it as it reduces the distance between the plateau and the Siliguri corridor. Therefore dealing with Doklam issue India was concerned with it absolute gains rather than relative gains. When China realize that present international situation and stands of other important country in the world is not in her favor, then China started to realize about absolute gains and that resulted in the agreement. China and India agreed that any territory under dispute at tri-junctions as is the case with Bhutan and Myanmar would be resolved following confabulation with them. This agreement has important implications because relative gains over their disputatious boundary failed to override absolute gains they make through trade and economic intercourse. The withdrawal from Doklam by both countries after the 73 days stand-off shows the co-operation with both the nations. Neo-liberalists interpreted it as absolute gain but it is for both nations. It proves Baldwin's concept that the closer economic co-operation mitigates the conflict and improves the relationship between states (Lamy 2006). Therefore his concept offers a framework through which to discover whether pursuing policies that enhance regional economic integration and growth would narrow the scope of the border conflict and improve the bilateral relations.

However, another important issue is one of Waltz looks at the concept from a neo-realist perspective. He argues that the balance of power between states limits their behaviour because they cannot be sure that the aggressive promotion of their interests would bring success. Since the war between balanced forces is

more likely to end up in a stalemate, he posits that states resort to negotiation (Beckman 1995). The same can be said in the context of China's decision of having agreement with India for withdrawal from Doklam.

**Conclusion :** Absolute and relative gains theory is an important theory of international relation. It provides the theoretical framework in examining the relationship between the two countries. The theory has proved beneficial and true when it comes to the relationship between China and India in last 67 years. India has always associated with her absolute gain and tries to cooperate with China. At the other hand China has responded the cooperative behavior of India differently on different occasion. China has cared for her absolute gains but did not ignore the relative gains (Gains earned by India). At the result both countries have mixed experience of co-operation and struggle. Recent stand-off between India and China in Doklam and subsequently withdrawal of armies from both sides look as co-operation between both countries. China now seems to be care for absolute gain but it is not true the co-operation made by both countries on Doklam is in fact is result of their thinking about relative gains not absolute gains. The agreement between India and China for withdrawal from Doklam is due to new international scenario that is favorable for India.

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## Concept And Nature of Burnout

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The modern concept of depression is known as Burnout, which is a synonymous of alienation, apathy, boredom, midlife crisis etc. In the stressful work and professional imbalance, there is a development of exhaustion, in which it is very difficult to cope with and people get trouble and try to avoid to face their responsibilities. We can say, it is a syndrome of inappropriate attitude.

It is a negative experience for the individual and concerned problems. There are three dimension of Burnout such as-

- (a) Emotional exhaustion
- (b) Depersonalization and
- (c) Personal Accomplishment

**CONCEPT AND NATURE OF BURNOUT :** Burnout is not a term that has emerged magically into prominence. The word probably has deep roots. The problem is certainly as old as stressful work environment and professional frustration. At that time it was a hidden problem because until recently professionals have multiple options for dealing with their developing exhaustion. Alternative jobs were comparatively easy to find within and outside their own organizations. But, now the environment in which professionals work has changed dramatically. Social, political, environmental, intellectual and professional trends have combined and have increased stress and decreased job mobility and options.

Attention towards burnout is fairly recent. The word dates back to the mid 1970s when the first article about burnout appeared and generated an enthusiastic response. The problem is now getting attention and serious attempts are being made to deal with it.

Burnout is a byword to many people. The problem named as depression, is now known as burnout and thus, burnout is simply an old wine in a new bottle. It is alienation, apathy, boredom, midlife crisis or job stress that burnout now stands for. A more serious change is that burnout is a cope out, it is an excuse that gets people off the hook when they get into trouble and allows them to avoid facing up their responsibilities. Kahn (1987)<sup>1</sup> has explained the burnout state as "a syndrome of inappropriate attitudes towards clients and towards self often associated with uncomfortable physical and emotional symptoms as well as with deterioration of performance."

Hindrickson (1979)<sup>2</sup> pointed out "a burnout teacher is losing or has lost the energy and enthusiasm needed to teach children." Freudenberg (1980)<sup>3</sup> described burnout as physical and emotional exhaustion resulting from excessive demands on energy, strength or resources." He says that when frustration, tension or anxiety persist or increase, stress develops into a syndrome labelled as burnout.

Maslach (1978)<sup>4</sup> defined burnout as "The loss of concern for the people with whom one is working." Further, Maslach (1980) explained burnout as the syndrome of emotional exhaustion and cynicism that results from interpersonal contract.

Though above mentioned definitions have some differences in their terminology, use state, dimensions, causes etc., but despite the differences there are similarities and an analysis of these common threads may land to a working definition of burnout which is shared by most of the people.

The general agreement is that -

- Burnout occurs at an individual level.
- It is an internal psychological experience involving feelings, attitude, motions and expectations.
- It is a negative experience for the individual and concerned problems - distress, discomforts, disfunctions and negative consequences.

**CHARACTERISTICS OF BURNOUT :** Jones and Emanuel (1981)<sup>5</sup> describe that burnout can be plotted through three stages - heating up, boiling up and explosion. During the heating up stage, feeling of dissatisfaction and isolation begins. In the boiling up stage, the teacher begins to feel pangs of hopelessness. He or she questions his or her usefulness as well as the efficacy of the teaching. Other occupations starts to

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look more prestigious. In the third stage, explosion can be covert or overt. If it is covert, the teacher becomes a robot who comes to work, teaches, uses notes that have been revised for years and is unaffected by the environment and has no desire to influence it. If explosion is overt the teacher attempts to change and fight the disheartening feeling by leaving the profession. He or she may explode in open rebellion against the whole teaching process.

Maslach and Jackson (1981)<sup>6</sup> observe that along with reduction in the quality of care or service, burnout appears to be a factor in job turnover, absenteeism, low morale and various self-reported indices of personal distress, including physical exhaustion, insomnia, increased use of alcohol and drugs and marital and family problems.

Cherniss (1987)<sup>7</sup> presented even longer list of significant burnout signs and symptoms. According to him, "burnout is characterised by anxiety, tension plus emotional and physical exhaustion in response to job related stress with eventual, attitudinal and behavioural change occurring as a result."

Freudenberg (1980)<sup>8</sup> noted that sometimes burnout people do not see themselves as cynical and depressed. They find fault with every thing and every one around them, complaining about the organization and reacting cynically to whatever is suggested by others.

Mattingly (1983)<sup>9</sup> pointed out that burnout teacher may miss the faculty meeting, eat lunch alone in the room, leave school early or very late, there by, avoiding the company of others. Thus, he/she begins to limit social contact. If the signs of burnout go unnoticed and the stress continues, more serious symptoms can emerge such as alcohol and drug abuse, absenteeism, mutual conflict, mental illness, depression and excessive smoking. Burnout is a negative response to long term stress.

When the views of Maslach (1980) Maslach and Jackson (1981) Maslach and Pines (1983) are summarized, the conclusion is that the stress, which professionals encounter because of constant interaction with people, leads to a loss of care and commitment which are not characteristics of their original attitude. These feelings are manifested in these ways-

- The person feels emotionally exhausted and fatigue.
- He or she develops negative attitudes towards his or her colleagues.
- He or she loses the feeling of accomplishment derive from the job. He or she begins to evaluate himself or herself negatively.

In the above discussion it is clear that several definitions and characteristics are given by different psychologists. Yet, according to Maslach (1980)<sup>10</sup> three aspects of burnout are commonly included in these definitions-emotional exhaustion, depersonalization and lack of personal accomplishment.

#### **DIMENSIONS OF BURNOUT**

**Emotional Exhaustion :** Emotional exhaustion is a feeling of being emotionally overextended and exhausted by one's work. It is a key aspect of the burnout syndrome. When emotional resources are depleted, individual feels that he/she is no longer able to give of himself or herself at a psychological level.

**Depersonalization :** Depersonalization is an unfeeling and impersonal response towards recipients of one's service, care, treatment or instruction. It is a syndrome of development of negative and cynical attitudes. Negative reactions may be linked to the experience of emotional exhaustion i.e. these two aspects of burnout appear to be some what related.

**Personal Accomplishment :** It is a feeling of competence and successful achievement in one's work with people. A tendency to evaluate oneself negatively, particularly with regard to one's work with others leads to burnout. An individual may feel unhappy about himself or herself and dissatisfied with his or her accomplishment on the job.

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## Globalization and its effect on Indian Economy

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**Abstract:** *This paper studies the impact of Globalization on Indian Economy . Globalization is very common theme of discussion and analysis these days . It is the process of intergrading the domestic economy with world economy through uninhibited trade and financial flows , as also through mutual exchange of technology and knowledge .Globalization made significant impact on the Indian Economy. In terms of Increasing GDP, per capita Income, Increase in Foreign Direct Investment etc. also covers some negative impact of Globalization on Indian Economy like Increase in Competition, growing personal disparities etc. So, This study is important to understand impact of Globalization on Indian Economy.*

**Key Words-** Impact of Globalization, trade, Indian Economy.

**Introduction :** Globalization is the new buzzword that has come to dominate the world since the nineties of the last centuries. It is the most widely debated and discussed phenomenon in all over the world. Globalization has opened up new and tremendous opportunities for worldwide developers. It has brought far-reaching implications on India's economic, trade and investment relations with the countries of the world. India's economic achievement over the last two decades has attracted the attention of other regional and global powers for closer cooperation with India.

Globalization in India (LPG) was to make the Indian economy one of the fastest growing economies in the world. An array of reforms was initiated with regard to industrial, trade and social sector to make the economy more competitive. The economic changes initiated have had a dramatic effect on the overall growth of the economy. It also heralded the integration of the Indian economy into the global economy. The Indian economy was in major crisis in 1991 when foreign currency reserves went down to \$1 billion and inflation was as high as 17% Fiscal deficit was also high and NRI's were not interested in investing in India. Then, to face the crisis situation, the government decided to bring about major economic reforms to revive Indian economy. These reforms were popularly known as 'structural adjustments' or 'liberalization' or 'globalization'. Globalization refers to the expansion of economic activities across political boundaries of nation states. More importantly perhaps it refers economic interdependence between countries in the world economy. Globalization has opened up new and tremendous opportunities for worldwide developers. Under the influence of the process of globalization, India introduced economic policy changes and integrated its economy to the international economy in 1991. India introduced changes in industrial and trade policies to improve its efficiency, productivity and competitiveness of its economy. Besides, it also brought changes in industrial licensing, foreign collaborations, investment by NRIs, portfolio investment by foreign institutional investment, reduction in tariff rate and simplification of export-import procedures, opening of the IT-sector, reducing public expenditure investment norms to attract inflow of capital from both the domestic and foreign enterprises in sectors like banking, insurance, retailing etc. Indian economy has become more open and gained competitiveness in the world economic scenario. It was able to maintain an annual average growth rate between five to seven per cent. Given the current growth rate, it is being projected that by the end of the second decades of the twenty-first century, India would become the third largest economic power behind the United States and China. Globalization has far-reaching implications on India's economic, trade and investment relations with the countries of the world. India's economic achievement over the last two decades has attracted the attention of other regional and global powers for closer cooperation with India. The world has become increasingly interdependent and integrated. The trade barriers have been lowered worldwide resulting in expansion of trade, foreign direct investment, exchange of technology, greater movement of people across borders. The primary objective of Globalization of Indian economy was to make the economy of India the fastest developing economy in the global with capabilities that help it match up with the biggest economies of the world.

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**Objectives of the Study :**

1. To study the concept of Globalizations in Indian Economy
2. To identify Impact of Globalization in India.

**Research Methodology :** For the completion of research paper has used Descriptive research method. This paper is purely based on the secondary sources of the data collected form books, Journals, web links, thesis and different types of research papers etc.

**Limitations of the Study :** The study was conducted through secondary data sources only.

**Defining the concept of Globalization :** The concept of globalization is not a new one but gained prominence after the Cold war end. Globalization is a deeply contested concept; therefore defining the concept of globalization is never going to be easy. There is no such commonly accepted definition on globalization. It means different things to different people. Many scholars and academicians from the field of social sciences have defined the concept from the different perspectives. In simple terms, Globalization would mean integration of the world economy and the increased interdependence among the countries of the world. According to Guy Brainbant, the process of globalization not only includes opening up of world trade development of advanced means of communication internationalization of financial markets , growing importance of MNCs population migrations and more generally increased mobility of persons , goods capital data and ideas but also infections , diseases and pollution .The term of Globalization refers to the integration of economies of the world through uninhibited trade and financial flows , as also through mutual exchange of technology and knowledge . Ideally , it also contains free inter country movement of labour ( Khan 2014),.

The concept of globalization has been explained by the IMF ( International Monetary Fund ) as " the growing economic interdependence of countries world-wide through increasing volume and varieties of cross border transactions in goods and through the more rapid and widespread diffusion of technology.

In context to India, this implies opening up the economy to foreign direct investment by providing facilities to foreign companies to invest in different fields of economic activity in India, removing constraints and obstacles to the entry of MNCs in India, allowing Indian companies to enter into foreign collaborations and also encouraging them to set up joint ventures abroad; carrying out massive import liberalization programs by switching over from quantitative restrictions to tariffs and import duties, therefore globalization has been identified with the policy reforms of 1991 in India.

**Major Steps towards Globalization :** Indian economy was in deep crisis in July 1991. There were the economic compulsions at home and abroad that called for a complete overhauling of our economic policies and programs. Major measures initiated as part of liberalization, privatization and globalization in early nineties included the following:-

1. **Devaluation:** To solve the balance of payment problem Indian currency were devaluated by 18 to 19%.
2. **Disinvestment:** To make the LPG model smooth money of the public sectors were sold to the private sector.
3. **Allowing (FDI):** FDI was allowed in a wide range sectors such as Insurance (26%) etc.
4. **NRI Scheme:** The facilities which were available to foreign investors were also given to NRI's.
5. Throwing open industries reserved for the public sector to private participation. Now there are only three industries reserved for the public sector.
6. Abolition of the (MRTP) Act, which necessitated prior approval for capacity expansion.
7. Wide-ranging financial sector reforms in the banking, capital markets, and insurance sectors, including the deregulation of interest rates, strong regulation and supervisory systems, and the introduction of foreign/private sector competition.

**Impact of Globalization on Indian Economy :** Globalization has positive as well as negative effects . Following are the positive and negative effects of globalization on Indian economy:

**Positive effects of globalization:-**

**Growth of India's Foreign Trade :** A comprehensive economic reform was undertaken in 1991 in the wake of sever balance of payments crisis. Globalization has major impact on India's foreign trade. The export, imports and balance of payments picture is given in Table 1

**Table 1. Export, Imports and Balance Payments from 1991-92 to 2016-2017**

Period	Exports (crore)	Imports( crore )	Trade Balance( crore )
1991-92	44041	47851	-3810
2001-02	209018	245200	-32182
2005-06	456418	660409	-203991
2010-11	1142922	1683467	-540545
2016-17	1849429	2577666	-728237

**Source:** Economic Survey, Ministry of Finance, Government of India(2017-18)

This table shows that the export and import has continuously increased but as compared to the export, import has increased at a higher rate. As it can be seen, the trade balance is negative throughout the year.

**Foreign Direct investment inflows:** India has vast potential to attract Foreign Direct Investment (FDI) to serve the local market and to become a more important part of the global integration. Table: 2 represent the FDI inflows in India during 1990-2017.

**Table 2. Foreign Direct Investment Inflows from 1990 to 2016-17**

Year	FDI (in US \$ million)
1990-91	97
2000-01	4031
2009-10	33109
2016-17	42215

**Source:** Economic Survey, Ministry of Finance, Government of India(2017-18)

The table 2 shows that FDI Inflows has continue increased . FDI Inflows accounted 97 US \$ million during 1990-91 increased 42215 US \$ million during 2016-17 in India.

**Increase in per capita net national income-** Table 3. shows that In 1991 India's Per capita Income was Rs. 6270 but in 2016-17 Per Capita Income is reached to Rs. 103219 Per Capita income is increased due to Increase in Employment, due to new economy policy of globalization and privatization many job opportunities are created so, people's income was increased.

Year	Per Capita net national income (Rs.)
1990-91	6270
2001-01	19115
2005-06	29869
2011-12	66997
2016-17	103219

**Source:** Economic Survey, Ministry of Finance, Government of India(2017-18)

**Increase in foreign exchange reserve :** As a result of Globalization of Indian Economy , foreign exchange reserve of India have also increase substantially. In 1991 foreign exchange of India accounted to Rs. 4388 crore which has been increased Rs. 22449 crore during 2016-17.

**Expansion of market**

Globalization has expanded the size of market . It has permitted Indian business units to expand their business in the whole world .Indian companies like Infosys , Wipro, Tata Steel , Reliance etc. are doing their business in many countries.

**Unemployment rate reduced :** Globalization has generated employment opportunities . Because of globalization foreign companies established their production and trading units in India.India's unemployment rate is reduced from 4.3% in 1991 to 3.6% in 2017.

**Technological Development :** Globalization enabled the inflow of foreign technology which is superior and advanced.

**Negative effects of globalization:-**

**Increase in inequalities :** Globalization has increased inequalities in Indian economy .It has benefitted MNCs and big industrial units but small and cottage industries are adversely effaced by it

**Low Growth of Agriculture Sector :** Agriculture sector is the backbone of the Indian economy. Above 50 percent people are working in agriculture sector. This sector has been neglected by government in postreform period and share of agriculture has decelerated continuously. . In 1991, agriculture provided employment to 72 per cent of the population and contributed 29.02 percent of the gross domestic product. However, in 2017 the share of agriculture in the GDP went down drastically to 17.2 percent. This has resulted in a lowering the per capita income of the farmers and increasing the rural indebtedness.

**Unbalanced Regional Development :** Global companies set up industries in developed cities and towns where infrastructure facilities are easily available and not in backward areas . It leads to further development of already developed areas and backward areas continue to remain backward .

**Loss to Domestic Units :** Because of globalization competition has increased in the economy . It has adversely affected domestic business units which are not strong enough to compete with multinational corporation .

**Conclusion :** Globalization has an important impact on Indian economy. There are many changes in Indian economy, after adaptation of the policy of LPG i.e. Liberalization, Privatizations and Globalization in 1991. Because of these reforms many good thing are happen like increase in the India's GDP growth rate, Foreign direct Investment and Per Capita Income. Policy has facilitated the flow of foreign capital, technology and managerial expertise thereby improving efficiency of industry. Also, unemployment rate is reduced. Though there are certain negative impacts are also there like low growth of agriculture sector, adverse impact on

environment etc. Lastly we can say that development in India is takes place because of implementation of this policy.

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## Overview of Library and Library Services

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**ABSTRACT :** *This paper deals out some of the aspects that are concerned with library like that of defining a library and its categorization on the basis of users' needs and information perceived. Further moving on the paper gives information about the ways in which libraries are being changed with changing and developing era of science and technology i.e. describing modernization of libraries with changing scenario. Extending the paper gives information about the concept of library services and a brief view over the library services being provided by university library and the services provided by these libraries to different categories of users individually.*

**KEYWORDS:-** University library, Library service, audio books, information sharing.

**LIBRARY.....AN INTRODUCTION!!!! :** A library is a collection of sources of information and similar resources, made accessible to a defined community for reference or borrowing. It provides physical or digital access to material, and may be a physical building or room, or a virtual space, or both.

A library collection Can include books periodicals, newspapers, manuscripts, films, maps, prints, documents, microform, CDs, cassettes, videotapes, DVDs, Blu-ray Discs, e-books, audio books, databases, and other formats. Libraries range in size from a few shelves of books to several million items.

These libraries can be of many types depending upon the limits of user access or their information limits which they can possess:-

**Academic libraries:-** Academic libraries are libraries that are hosted in post-secondary educational institutions, such as colleges and universities. Their main function are to provide support in research and resource linkage for students and faculty of the educational institution. Specific course-related resources are usually provided by the library.

**Children's libraries:-** Children's libraries are special collections of books intended for juvenile readers and usually kept in separate rooms of general public libraries.

**National libraries:-** A national or state library serves as a national repository of information, and has the right of legal deposit, which is a legal requirement that publishers in the country need to deposit a copy of each publication with the library.

**Public libraries:-** A public library provides services to the general public. If the library is part of a countywide library system, citizens with an active library card from around that county can use the library branches associated with the library system.

**Reference libraries:-** A reference library does not lend books and other items; instead, they must be read at the library itself. Typically, such libraries are used for research purposes.

**Research libraries:-** A research library is a collection of materials on one or more subjects. A research library supports scholarly or scientific research and will generally include primary as well as secondary sources.

**TECHNOLOGIES IN LIBRARY :** The modern libraries are having usage of new technologies like:- Photocopiers, Microfilming computers, Facsimile transmission, Audio-visual, Online searching, CD-ROMS, Barcoding, RFID Technology etc.

**WAYS ATTRIBUTED FOR LIBRARY CHANGES :** There is romanticism to the imagery of libraries as hallowed temples of learning, protected from the ephemeral nature of the digital age. But as technology advances into every aspect of modern life, libraries are experiencing a shift from being housed strictly in physical spaces and are moving onto the web. This transition is creating an identity crisis for libraries,. It also means incredible possibilities for learning outcomes across the globe with digital archives connecting students, teachers, and researchers-enhancing the sharing of information. Take a look at the five ways that libraries - and the way we are accessing books - is evolving. Perhaps it will ease my sense of loss at the diminishing opportunities to encounter the sweet smell of a physical book.

**They are:-**

**1. Expanded access through information sharing :** Digital Libraries provide robust interaction between information and users - democratizing the global dissemination of information. The United Nations Educational,

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Scientific and Cultural Organization's (UNESCO) "Information for All Programme" (IFAP) embodies the modern importance of public information by providing access to over 25,000 titles and is equipped with on-line connections to a worldwide network of libraries. IFAP started in 2000 and works with governments worldwide who pledge to harness the new opportunities of the digital age in order to create equal societies through better access to information. This is a powerful goal. Information sharing has the power to bolster educational equality across the world.

**2. Libraries are becoming technology hubs :** As the Internet becomes the main vehicle for people to get information, the tradition of a building stuffed with books is less relevant to our modern lives. As a result, libraries are transforming themselves into technological spaces. When looking at technology use in libraries, the Pew Research Internet Project found that patrons are increasingly thinking of libraries as community spaces that allow access to technology and as a source of digital literacy for various demographics.

**3. Libraries are being shaped by budget cuts :** Within the United States, libraries have continued to struggle, particularly since the 2008 global financial crisis. In many cases, local governments have scaled back the opening of new branches and library services. Conversely, during the recession, more people than ever relied on libraries for entertainment, employment opportunities, and as a resource for internet access. Budgetary constraints continue to plague libraries and limit their ability to evolve and adapt, even as libraries see increased usage from the public.

**4. Libraries have a strong role in local communities :** American communities have a deep love affair with public libraries. 90% of Americans say that the closing of their local public library would have significant impact on their communities, according to a report by Pew Research. Moreover, a large percentage of Americans aged 16 and above say they utilize libraries for materials, that libraries offer resources that give "everyone a chance to succeed," that libraries are important in the promotion of literacy, and that public libraries improve quality of life in communities. Particularly for lower income Americans or Americans working in freelance positions, libraries offer spaces to spend time and access information. I personally saw this trend while working at a local library when I was in college. During the financial crisis, the library saw a larger and more diverse patronage using its space and services.

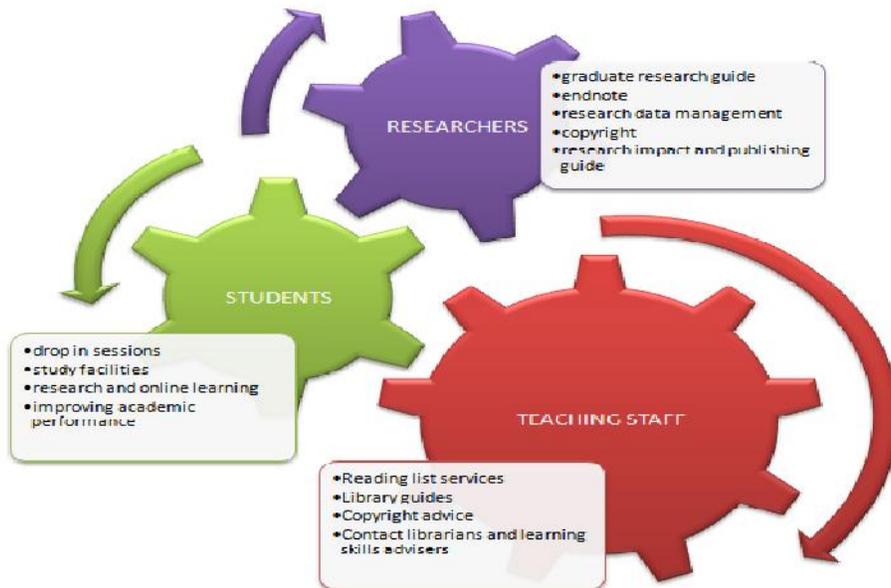
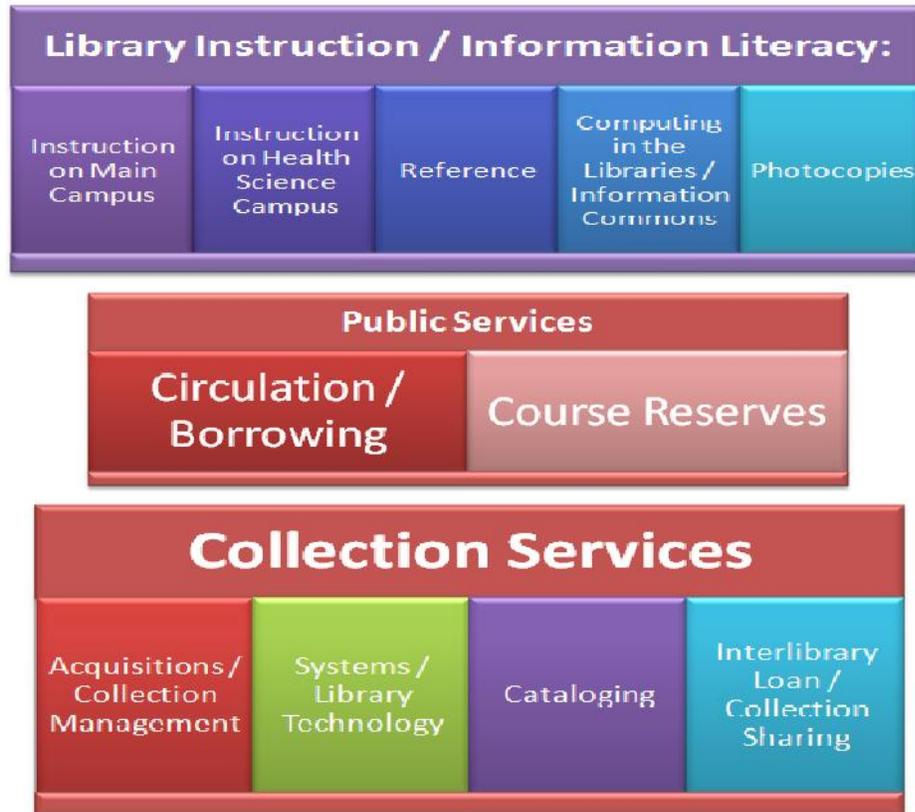
**5. Printed books still dominate reading, despite the growth of e-books :** The number of e-book uses is growing, but not to the extent that electronic books have replaced printed versions. While the percentage of adults who are reading e-books is growing, simultaneously, print book reading is also growing as are adults listening to audio books. The popularity of e-books is rising, but print remains the foundation of many people's reading habits. This trend is expected to change as reader ownership expands, but the love affair with an actual book isn't expected to vanish completely. As much as I use my e-reader, nothing quite compares to the musty smell - yes, I do love it - of a book borrowed from the New York City Public Library.

Technological expansion and the changing way individuals gain access to information has deeply impacted the structure of libraries - physically as well as conceptually. Despite the modernization of libraries and their adaptation to the digital age, these public spaces still hold a critical role within community. Libraries are doing well in changing with the needs of local communities, continuing to be beacons of information sharing, learning, and entertainment even amidst tight fiscal times.

**SERVICES PROVIDED BY THE UNIVERSITY LIBRARIES :** Library services are the resources, activities, programs, etc which provided by libraries to enable users meet their information needs. The University Libraries are committed to service and the services so offered are categorised and entirely depends on the type of user who want to acquire the service from the corresponding university library.



The smart art below describes out the services offered by university library to researchers students and teaching staff individually:-



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## **Role of Legislature and Judiciary in present Indian scenario**

**Mr. Naveen Aladia\***

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**Abstract:** *India is a largest democratic country in the earth. There are three pillars of democracy - Legislative, Judiciary and Executive. The smooth functioning of democracy fully depends upon these factors which have been enshrined in our constitution and act as separate entities. The system of judicial controls has been going on in a very satisfying manner ever since India became free in 1947. Justice in this country can be delayed but it is never denied.*

**Introduction:** Everybody is free to approach the courts whenever he or she feels that he or she is being deprived of his or her rights as a citizen of India. The entire process proved that none amongst the top leaders of the country could be labeled beyond doubt. In a situation like this, a big, powerful lobby is likely to work in the direction of suppression of the process of natural justice or bring a bad name to the judiciary or the judicial process. A provision has been made for providing legal assistance to those who are too poor to pay and fees to the lawyers. Justice has thus been brought within the reach of one and all.

It is feared that some vested interests may succeed in throttling the judiciary in some subtle manner. Many corrupt leaders, politicians and officers continue to be brought before the court on various charges. Many a time it is seen that some undesirable elements try to misuse the legal process to either circumvent justice or to delay the process in such a way that delayed justice only amounts to the denial of justice. The judicial system of the country is certainly vested with remedies for such situations but many a time the sufferers are not aware of these remedies. In spite of several constraints, the judiciary continues to play its role to the best of its ability.

The law of the land must be allowed to prevail. This is possible only if the judiciary is made stronger. Quick and efficient administration of justice must be ensured to one and all. There is no doubt that politicians and bureaucrats have failed in their duty to give this country a clean, honest government answerable to the masses. It is judiciary alone that can assert itself and call a spade a spade without fear or favour. India lives only if its judicial system lives ; India dies if its judicial system is stifled. No power, however big, should be allowed to circumvent the judicial process. Free and fair justice is the soul of this country. Judiciary is the only hope of the country.

**Legislature :** The legislature is that organ of the government which passes the laws of the government. Legislature may be of two types :- Unicameral or Bicameral. A system in which there is only one House of the Legislature, it is called Unicameralism, while if there are two Houses of the Legislature, it is known as Bicameralism. Most national Legislatures are bicameral is having two Houses. The term 'legislature' is a generic term meaning a body which legislates. Combining the two views, we can say Legislature or Parliament is that branch of government which performs the function of lawmaking through deliberations. The term 'Legg' means law and 'lature' the place and etymologically Legislature means a place for law-making. Another term, which is used as a synonym of Legislature, is 'Parliament.'

It is the agency which has the responsibility to formulate the will of the state and vest it with legal authority and force. In simple words, the legislature is that organ of the government which formulates laws. Legislature enjoys a very special and important in every democratic state. This word stands derived from the French word 'Parley' which means to 'talk' or to discuss and deliberate. In this way, we can say 'Parliament' means the place where deliberations are held. It is the assembly of the elected representatives of the people and represents national public opinion and power of the people.

**Judiciary :** The branch of government that is endowed with the authority to interpret and apply the law, adjudicate legal disputes, and otherwise administer justice.

**Role of Judiciary in India :** The Judiciary in India performs various important role and functions which do not remain confined within the traditional jurisdiction of Civil and Criminal. In case of violation of law, a suit is filed against the offender. The judges, by way of interpreting the existing laws, make new laws. The Supreme

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Court, decides constitutional questions. Superintendence over lower courts is another function of the judiciary. The Supreme Court of India enjoys limited power of judicial review in invalidating laws made by Parliament or State Legislatures. The judge hears both sides and decides whether there has been a break of the law. The Supreme Court sometimes gives advices to the executive and the legislature on constitutional points, if sought for. The Judiciary acts as a protector of rights of the citizens guaranteed by the law of the land and the constitution. The judges perform certain executive functions. Appointments of officers and servants, maintenance of records, administration of staff etc. are performed by the judiciary. The court can declare any law which transgresses a fundamental right as invalid. In India the judiciary has the power to issue writs in the name of habeas corpus, prohibition, mandamus, quo warranto and certiorari. The Judiciary is regarded as the guardian of the constitution.

**Importance of the Judiciary** :The importance of the judiciary in a democratic society can hardly be exaggerated. Judiciary is a part of the democratic process. In many states the judiciary enjoys the power of judicial review by virtue of which the judiciary decides the constitutional validity of the laws enacted or of the decree issued. The primary it is a matter of no importance whether in his opinion the law is good or bad; his study is apply it. he is primarily an interpreter of law. It can invalidate such laws and decrees which are not constitutional. Judiciary is that branch of government that interprets laws, punishes their breach and thereby protects individual's liberties and rights against violation by fellow individuals and by state officials and organs. Judiciary not only administers justice, it protects the rights of the citizens and it acts as the interpreter and guardian of the constitution. The judiciary performs various functions in a modern democratic state.

**Conclusion** : In India, the relationship between Legislative and Judiciary has generated intense debate among jurists & political analysts. Has the over-active judiciary through its various pronouncements overstepped or it is simply trying to fill the gaps where the legislatures have failed to deliver? The issue in this regard came on July10,2013 when the Apex Court ruled that MPs & MLAs on conviction of certain offences will be immediately disqualified from holding membership of the House without being given 3 months of the appeal, as was the case before. The ruling invited sharp criticism from political parties & jurists. Former Supreme Court Judge Markandeya Katju expressed reservation over it saying that it should be viewed as judiciary can't make laws. Making the laws is the work of legislature. Because the court struck down Section 8(4) of the Representation of the Peoples Act 1951 which protects convicted lawmakers against disqualification on a ground of pendency of appeal against their conviction of certain offences: A person convicted any offences and sentenced to imprisonment for varying terms under Section8(1),(2),(3) shall be disqualified for a further period of 6 years since release. But the Section8(4) of the RP Act gives protection to MPs & MLAs as they can continue in office even after conviction if an appeal is filed within 3 months. Here if the judiciary is favoured then the power of the people will be distorted & will flout the Provisions of the constitution & if the legislature is favoured then criminalization of politics will be observed.

On the other hand, the judiciary in modern states is playing a vital role in the process of law making. The judiciary adds flesh & blood to the dry bones of law by their interpretations & judgment. The executive have also some important functions e.g. conducting fair & transparent election process, proper work which leads to proper judiciary activities by which the gap of the constitution can be fulfilled.

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## Social Justice to Indian Farmers in The Age of Agro-biotechnology: A Legal Perspective

Anju Pandey\*

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**Abstract :** *Justice is the essence of the existence of the human being since the history of civilisation. India is an agrarian country with around 50% of its people depending directly or indirectly upon agriculture. This 50% people have come under the category of farmers. If we articulate conditions which could be just conditioned for Indian farmers then we find these are follows-availability of seeds and irrigation facility, fertilizer at the reasonable cost, farming equipment at finance facility, access to the storage facility and transportation facilities and some other basic facilities. But on the contrary, if we trace this availability to the Indian farmers we find conditions are deteriorating. It does not mean that conditions of Indian farming are stable since independence but a rate of development and advancement and more particularly the equitable distribution of outcome of this development is not as per the principle of justice.*

This research paper will try to contemplate- what should be the justice for farmers' in the present economic-socio-political condition of India. And then further move to trace the present condition of Indian agricultural sector and particularly Indian farmers'. Again this paper tries to find out the potentials of agro-biotechnology in peculiar conditions of Indian farming and its impact on the social-justice to the Indian farmers.

**Key words:** Justice, social justice, agro-biotechnology, farmers, biotechnology, Farmer's Rights

**Introduction:** India being a republic country having some Constitutional goals- "social Justice" is one of such goal and considered a key to bring social revolution. Idea of social justice contemplate-Just and fair conditions of living, sustain and development for all in the society, in accordance to the socio- economic condition of the country. Farmers' is one of the major groups of Indian society they devoted their whole life and soul in conservation and preservation of agricultural diversity. Therefore, Advancement and development in the conditions of farmers is condition precedent if want to achieve self-sufficiency of quality food products in our country.

**Social Justice:** Conceptual and Ideological Framework: Social justice is an ideology, which evolve, develop and conceptualize in its present form to achieve an ideal society, in which each and every one having a feeling of satisfaction, dignity and equality. Social justice is a bundle of rights, it is balancing wheel between haves and has not's. It is a great social value in providing a stable society and in securing the unity of the country. Idea of social justice could not be same for all for all time; it is changing from time to time and place to place. Philosophy of social justice is an open ending concept which is evolving day by day and taking its shape in the context of prevailing values, norms, changing the perception in terms of technology and development. Dr. B. R. Ambedkar is one of the proponents of idea and conception of social justice. According to him, social justice is based upon equality, liberty, and fraternity of all human beings. The aim of social justice is to remove all kinds of inequalities based on Caste, race, sex, power, Position and wealth . The social justice brings the equal distribution of social, political and economical resources of the community. He tried to achieve social justice and social democracy in terms of one man-one value . He emphasized more on fraternity and emotional integration. His view on social justice was to remove man-made inequalities of all shades through law, morality and public conscience.

John Rawls perception on Social Justice; It is about to assure the protection of equal access to liberties, rights and opportunities, as well as taking care of the least advantaged members of the society . David Miller's idea of 'Social Justice-he argues that principle of justice must be understood contextually, with each principle finding its natural home in a different form of human association. Because modern societies are complex, the theory of justice must be complex, too. The three primary components in Miller's scheme are the principle of the desert, need, and equality .

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Farmer's Prevailing Condition in Regime of Social Justice: There are so many factors which are responsible for poor economic condition of Indian farmers- small holdings, the subsistence nature of farming, vagaries of the weather, limited water availability, poor land condition, and stress factors such as drought, heat and saline soil conditions. Much of the crop yield is lost due to disease, pests, and weeds while a considerable portion of harvested food items, fruits, vegetables are destroyed during transportation and storage. All these adverse factors together make the conditions of Indian farmer deteriorated. Especially small and marginal farmers' are doing farming under so many stress and sometimes opt suicide as a better option, as per the National Crime Record Bureau (NCRB) a total of 5650 farmers' have committed suicide in 2014, accounting for 4.3% of total suicides victims in the country . major causes for farmers' suicide as per the NCRB report is Indebtness, family problem, failure of crop, illness, Drug abuse accounting for 20.6%, 20.1%, 16.8%, 13.2% and 4.9% respectively. If we articulate these reasons of suicide we can find that increased cost of input is the major reasons of indebttness which again directly or indirectly create family problems and in a like manner other reasons also associated with their poor economic condition and dependency on fragile natural condition.

Indian agricultural sector account for 17% India's gross domestic product (GDP) and engaged almost 50% of the Country's workforce . These data itself indicate that only 17% is shared by 50% of the population and the distribution of the share is also not equal. Farmer's are those groups of Indian society, who has no priority other than his land, crops and seeds in his life. For Indian farmers'- farming is not merely to earn livelihood but it is a part and parcel of their life. In India, farming is a collective activity, which established a bond or inter-relation among people and brings solidarity. Indian farming practice is based on the sharing, exchanging of seeds among each other. Approx 70% Indian farmers arrange seeds and other necessary material from informal seed system and practices . Farmers' always welcome changes and advancement and consistently make effort to sustain the existing plant resources and to improve the quality of the plant species with their traditional and natural methods of Plant Breeding. This conventional method of improving plant varieties is time taking and most of the time results are not come as per expectation.

At present time India has a vast plant genetic resources- About 15000 species of higher plants, out of which 30 percent are endemic. These also include the wild relatives of crop plants and approximately 166 cultivated plant species, of which about 50 are truly of Indian origin, exhibit rich diversity in this subcontinent. With this good number of plant diversity India holds prominence as one of the twelve regions of diversity in crop plants in global perspective. All this become possible because of the farmers' consistent effort. In addition to this if we consider the case of BT.cotton, a GM crop in which insect resistance genes are inserted, as per several studies damage the various existing cotton species, which was cultivated by the farmers' before the introduction of the BT.cotton.

Relevance of Biotechnological Application in Indian agriculture: "The strategic integration of Biotechnology tools into Indian Agricultural systems can revolutionise Indian farming and usher in a new era in the countryside. Compared to the "green revolution", the "gene revolution" is relatively scale neutral, benefitting big and small farmers' alike. It is also environment friendly" . And particularly application of biotechnology in agriculture has its wide dimensions. It has the potential to bring the benefit of advanced technology to all, whether belonging to large farming community or small farmer holder. In addition to this it is a cost effective and helpful in sustain the life of various agents of agriculture and further more it is some way industrialise the farming and attract the various other stake holder to share their efforts and investment to make the agriculture more advanced and developed. But this Research paper takes into consideration only the application of the biotechnology in agricultural sector .

India in its new agricultural policy seeks to actualise the vast untapped growth of Indian agriculture, strengthen rural infrastructure to support faster agricultural development, promote value addition, accelerate the growth of agro-business, create employment in rural areas, develop risk management, secure a fair standard of living for the farmers and agriculture workers and their families, discourage migration and face the challenges arising out of economic liberalization and globalization. In this policy document government considered the application of biotechnology as a good tool to achieve certain objective of agricultural development. And recently the several farmers organisation and other government and non government forums take the genetically modified food as a solution to feed the increasing population as estimated by the United Nations various studies. Along with the challenges of increased population Indian agriculture has many other challenges; climate change and reduction in availability of agricultural land, reduce fertility of the soil, scarcity of the other resources.

Implication of Agro-Biotechnology in Indian Farms: Agro-biotechnology concerns the growth of plants as crops and aims at improving yields and changing traits connected with the quality of the plant. This can be done via the classical breeding approach, in which plant tissue culture became the major tool that reduces the time to reducing the developing of new cultivar considerably, enabling the production of many identical plants in a short time .

Although, Agro-biotechnology have many potential in various aspects but the inculcation of the agro-biotechnology in large scale is not possible without some basic structural changes; like land reformation, finance facility, skills of the farmers, post harvesting mechanism and marketing assessment to the farmers for their product.

Relation between Agro-biotechnology and Social Justice to Farmers: Social justice in simple parlance refers a society where each and every one has equality, liberty, and dignified life. When we conceptualize social justice with respect to farmers, it simply assuring them equal access to the technical knowledge, input required at affordable prices, most importantly sharing of risk from loss of crops, yield and recognition of their contribution and reward for their work.

Agro- biotechnology is a kind of advance farming and required some special and additional skills on the part of the farmers also to apply this in Indian scenario in a better way. Development is always done to avoid the difficulties, simplify the process, and improve quality and potential and many more. There is a requirement of some positive measures to assure that farmers the most important part of any agricultural practice should get more benefit from any kind of development in the agriculture. This could be the only way to assure social justice to the Indian farmers'. Social justice to the Indian farmers' should be the criteria to take a final decision for the application of any kind of new technology on Indian farms. Agro-biotechnology particular is a western idea and as per the experts view it has very much potential to increase the yield and quality.

Conclusion: Presently India is not facing the problem of shortage of food supply but excess of foods, our food granaries are overflowing. Our requirement is to develop measures to save food crops from losses- both throughout the harvesting process and after harvesting during storage and transportation. There are some issues of disproportion in supply and demand of several food crops - pulses, edible oils because farmers suffer losses in harvesting these crops and these crop needs more investment. So there is need to do research to find out the way to reduce cost input and to reduce possible losses to these crops so that farmers can be motivated for cultivating these crops. And if application of biotechnology is having that potential then it is good to incorporate this technology on a trial basis but the ultimate aim of this incorporation should be social justice to the farmers' who is the most marginalised group of Indian society and at the same time most important group for Indian agriculture.

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## Discussing Ethnic Phenomenon

Nurgiss Nazir\*

Rayees Ahmad Dar\*\*

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**Abstract :** *Ethnicity is a lived identity which is rooted in the particular life history of the group concerned. Some of the thinkers argued that the privileging of reason in the modern world would lead to the destruction of so called traditional social bonds, feelings, customs and beliefs. These expectations have not been realized; instead we are witnessing a series of explosive ethnic revivals across the globe. Clearly, ethnicity, far from fading away, has now become a central issue in the social and political life of every continent. Various authors have described ethnicity from different perspectives and have justified its relation to the present day society.*

**Key Words:** ethnicity, consciousness, minority, class, modernization.

**Introduction :** The term 'ethnicity' is recent; the sense of kinship, group solidarity, and common culture to which it refers is as old as the historical record. Ethnic communities have been present in every period and continent and have played an important role in all societies. Though their salience and impact have varied considerably, they have always constituted one of the basic modes of human association and community. The same is true of the sense of ethnic identity. Though more elusive, the sense of a common ethnicity has remained to this day a major focus of identification by individuals<sup>1</sup>. Ethnicity has become one of the concepts mostly debated in both academic and the media from last three decades. There is a profusion of assumptions, propositions or hypothesis related to the ethnic phenomena that range from middle level to grandiose and from commonsensical to contradictory<sup>2</sup>. A major element in the confusion and conflict surrounding the field of 'ethnic phenomena' has been the failure to find any measure of agreement about what the central concepts of ethnicity signify or how they should be used. There are several elements that contribute to this confusion. One is the widespread assumption that ethnic groups or communities are necessarily 'part of a larger society'. This is very much the American sociological tradition that Richard Schermerhorn's definition and approach exemplify. It is a tradition that does not question the relationship between ethnic groups and nations, but assumes rather that ethnic groups are always minorities within a nation or nation state<sup>3</sup>.

**Defining Ethnicity :** To start at the etymological level, the word ethnic has roots in the Greek word *ethnikos* the adjective of the word *ethnos* which means 'a people or a nation.'<sup>4</sup> But while the Greek usage tended to refer only to foreigners or the peripheral as *ethnos*, current usage has steadily and sometimes even grudgingly begun to label even majority or native population as ethnic. 'Ethnic Identity' and 'Ethnic Origin' refer to the individual level of identification with a culturally defined collectivity, the sense on the part of the individual that she or he belongs to a particular cultural community. 'Ethnic Origin' likewise refers to a sense of ancestry and nativity on the part of the individual through his or her parents and grandparents; although the concept may also have an even more problematic collective dimension, referring to the (usually diverse) cultural groups and migration origins of ethnicities<sup>5</sup>. An ethnic group can be defined as a historically formed aggregate of people having a real or imaginary association with a specified territory, a shared cluster of beliefs and values connoting its distinctiveness in relation to similar groups and recognized as such by others. Ethnicity in contrast, is not always a political ideology or a political programme. It is a lived identity which is rooted in the particular life history of the group concerned. Ethnicity is a sociological construct that may acquire political functions or be linked to nationalist politics but ethnic nationalism is only one kind of ethnic mobilization<sup>6</sup>.

Aiming at eliminating discrimination on language, color and religion of some USA ethnic minorities, David Riessman used the term in 1953<sup>7</sup>. But for Spoonley (a leading sociologist) ethnicity is to acknowledge the positive feelings of belonging to a cultural group<sup>8</sup>. However, in more recent years' ethnicity became a

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crucial concept to analyze some of the 'negative' trends. The notion of 'ethnic cleansing' in the former Yugoslavia brought the very idea of ethnicity into political disrepute. However much a sense of shared ethnicity created positive feelings of belonging to an in-group, it seemed to imply total hostility and genocide towards neighboring out groups<sup>9</sup>. According to Fredrik Barth a social anthropologist, ethnicity can be said to exist when people claim a certain ethnic identity for themselves and are defined by others as having that identity. Members of an ethnic group may define themselves or be defined by others as different and special because of their language, religion, geography, history, ancestry, or physical traits. When an ethnic group is assumed to have a biological basis (shared 'blood' or genetic material), it is called a race. Today people think that "ethnic group" and "ethnicity" are just politically correct ways of talking about race. That's not so. Ethnicity is based on common cultural traditions not only on assumed biological traits, as race is<sup>10</sup>. As Glazer and Moynihan, foremost writer on ethnicity describes ethnic group as 'all the groups of a society characterized by distinct sense of difference owing to culture and descent'<sup>11</sup>. There has also been a debate regarding the status of ethnic groups. More often than not, an ethnic group has been viewed as a substitute for a minority<sup>12</sup>.

**Ethnicity and its relevance :** The refutation of such a restrictive use of the term has come from social scientists of various ideological persuasions who rightly argue that it is neither size nor status but the group distinctiveness or the subjective-objective criteria that is the critical factor in ethnic group identification<sup>13</sup>. A quick look at the contemporary world would tell us a story. It is a story more about the triumph of identity than about that of reason. It is a story about the irrepressible search for identity. Even in the face of modernization. People are willing to die for their identity. The power of reason has clearly collapsed before the power of identity<sup>14</sup>.

The resurgence of ethnicity in the contemporary world has inevitably led to a critical re-examination of widely popular assumptions that surrounded the study of ethnic group and ethnic consciousness. These assumptions pervaded the writings of scholars owing allegiance to different theoretical perspectives and ideological convictions. One of the popular assumptions shared by Marxists is that ethnicity is a remnant of a pre-socialist evolution; with class consciousness deemed the only legitimate basis of group's identity or solidarity. With the growth of radical class consciousness which is taken as an illustration of oblivion. Classes would replace ethnic groups in an increasingly modern world. Similarly it has also been argued by others that with the inexorable process of modernization and rationalization, it is only a matter of time before ethnic groups would become a thing of past. The growing rationality and scientific temper would strike at the very root of ethnic consciousness. The privileging of reason in the modern world would lead to the destruction of so called traditional social bonds, feelings, customs and beliefs. However, contrary to the above one is struck by the growing salience of ethnicity. The contemporary world is characterized by a profound ethnic assertiveness rather than decline. One could rationalize it in terms of inadequate or lack of modernization in the case of so-called 'traditional' societies. For example, in the post independent India, there have been several instances of ethnic assertiveness<sup>15</sup>. In other words ethnicity may be seen as a legitimate child of modernity rather than its negation<sup>16</sup>.

Thus, progress in science and technology, uneven development in socio- economic spheres, demographic changes, intended or unintended consequences of the participatory turned plebiscitary electoral political system, sequence of widening of communication networks are some of the factors which have tended to be the catalysts of the processes of social change, though in varying degrees. These processes have affected the normative order of the existing social frame work by questioning at times its stratificatory order and generating in the process social tensions with ethnic conflict being one of its many manifestations. Striving for equity and achievement, its individualistic claims are aggregated on a collective basis<sup>17</sup>.

Multi- ethnicity is a socio- political phenomenon in most civic societies and in the present century inter-ethnic mobilization has posed varied challenges to many 'developed' or 'developing' states<sup>18</sup>. "Brass" says, 'ethnicity is to ethnic category what class consciousness is to class. There may be a high correlation between ethnicity and class<sup>19</sup>, which means that there is a high likelihood that persons belonging to specific ethnic group also belong to specific social class. There can be a significant interrelationship between class and ethnicity, both class and ethnicity can be criteria for rank, and ethnic membership can be an important factor in class membership. Both class differences and ethnic differences can be pervasive features of societies, but they are not one and the same thing and must be distinguished from one another analytically<sup>20</sup>.

Individuals who are members of group that suffer inferior social status or caste develop weaker identity. Racial and ethnic minorities are the best examples of this. Members of ethnic minorities usually find themselves in complex network of social relationship, within which they try to define their social identity<sup>21</sup>. The closer a person comes to having to construe himself in a new and alien manner the more he is likely to feel threatened<sup>22</sup>. Many different dimensions, e.g. race, ethnicity, religion, have been employed to distinguish minority from majority. But as Noel (1968) argues, in "the origin of ethnic stratification" that the differences

along these dimensions do not automatically generate conflict and create a system of ethnic inequality. Majority-minority relations do not appear until one group successfully imposes its will upon another<sup>23</sup>.

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## The Essentiality of Strategies for Competition & Development in Hospitality Industry

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**ABSTRACT :** *The paper involves and helps in unearthing the prominent strategies one must undertake while working as central head of an entity and will be able to analysis and construct an framework for development of the company and form strategic tools to conduct an ongoing analysis of the changing business surroundings, choose an strategy and will be able to form understanding the need for the resources to form an competitive edge over other units.*

**Keywords :** Hospitality Management, Competition, Strategies.

**INTRODUCTION :** The Hospitality industry offers Accommodation and other services to the guests through various hospitality units like Hotels, Restaurants, Inns, Motels and many other units. In 6th century BC, hotels were known as inns and were providing only food through restaurants and night halt, the inns where having normal setup not any lavish facilities with normal with stone floor, simple food and common bedroom. The travel was made easier enabling the travelers to visit the places of their interests and the related activities of business and more movements of people across the international border. The travel to unknown places is popular in India from ancient times. After this, the arrival of British led to transformation of sarai's to western style of hotel in Mumbai and Kolkata. The western styles of hotels where challenged by the Indian style hotels for various classes of society. The older ways of providing accommodation were still having their relevance to fulfill the needs and requirements of the poor classes (Negi,2008) After development of hotels in India it was mainly in fluxed by the British nationals and other foreign visitors.

The star hotels came into existence in 19th century with more of modern facilities modern hotels came into existence on account of the advent of big businessmen and new entrepreneurs (Negi, 2008). Affluent tourists also contributed a lot to the development of star culture.

One can see and experience latest facilities, techniques, catering and service industry now a days,

The "Incredible India" is the flagship programme of the ministry of tourism government of India, focusing regularly on the sustainable development of tourism sites and monuments to boost the tourism in India. The government's recent plan to develop places of pilgrimages to boost tourism, by developing six circuits. The airline industry has also helped the other service industries to generate sales as the number of international arrivals either, for tourist activities or some business matters coming to India has been lifted to good extent, the tourism industry in India contributes to 7% of GDP.

(Source: Times of India, Dated:- 27-09-2016)

Bhattacharjee, (2005) focuses on the following features of hospitality industry

**Perishability:** It means it will get finished or perished when not used.

**Variability:** The services are available in various types.

**Inseparability:** It means that the service cannot be taken away from the place of origin.

**Intangibility:** The services in hospitality services cannot be touched but only they can experience.

**Guest Experience :** The hospitality industry epitomizes the essence of excellent service. In the few sectors do the customers expect on hand service with a smile 24 hours a day. The experience received by the guest in a hotel for one day can determine, whether that customer comes back for more and recommends the establishment to friends, family. The globalized nature of hospitality industry helps the guest to experience the same atmosphere and standards throught the world, if he or she is staying in a particular brand.

**Problems of Hospitality Industry in India :** The hotel industry in India is facing number of problems such as low occupancy rate, increasing competition and many other challenges. The standalone restaurants in India

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try to provide the uniqueness in the cuisine they are serving also faces many challenges as prescribed by the government to fulfill many documentations needs which are mostly lengthy and time consuming and that delays the opening of restaurant, which again adds extra cost and labour.

**Problem of Seasonality :** Hospitality business is a seasonal business where guest arrives only in the season during which the property has to cover up the competition as well as the guest satisfaction in providing the excellent services and retaining the custom.

There is seldom 100 per cent occupancy except in peak season in the country, the guest before planning any vacation or trip to the concern country checks the current stability the country is having and the services cannot be stored due to its perishable nature. Similarly, restaurant staff cannot be reduced in low business as it generates bad word of mouth among the staff, and that effects the image of the organization as well.

**High Consumer Expectations :** As far as Food and Beverage industry is concerned the expectation of the guest means the food or beverage should be value for money followed by the timely service of same. Since guest has to pay the high price of the simple food and beverage items so, they have such perception in his/her mind that there should be no space for any type of mistake or delay in services. Sometimes best service and products of culinary art fail to satisfy some people. Services have to be highly personalized in this industry. This makes the hotel industry the most difficult one from the marketing point of view. Regardless of the position in organization, your organization strategy is a critical element of your job. Even if your occupation mostly involves strategic decisions, such as daily rate setting, you are still enmeshed in the company's strategy. In the hospitality industry every days decisions are based on the business strategies to retain and expand the business with maximum guest satisfaction. The food and beverage served to the customers in the hotels have to be of excellent quality as it cannot be taken granted as far as guest expectations are concerned. The offences related to food adulteration have far reaching consequences on the whole community and the health of entire people including children as well. The regulation and control of the establishments serving and manufacturing or processing the food and beverage is done by the Prevention of Food Adulteration Act, which came into force with effect from 1st June 1955 and it extends to whole India.(Negi, J.2004) Some of the above various problems in hotel industry makes it imperative for the central head to think strategically in order to attain the overall goals of the organization and generate a brand name in present competitive market scenario.

In order to attain deeper understanding of the operations and the external environment of the firm a centre head should essentially think strategically, so we can understand that study of strategic management is essential for enhancement of the performance in a firm and helps a aspiring manager as well. A hotels performance is directly proportional to thorough study of the current competition, innovation, involvement and a proper strategic planning. In a study it was found that strategic positioning is very essential for the aspiring managers in industry as compared to the experience of the industry.

The following chapter unearths the possibilities for the prominent strategic responsibilities an unit head would attain. And it will also helps in developing a direction for the firm with deployment of tools and techniques to understand framework for analysis of the variance in the business environment and to develop an strategy to effectively use the available resources to form an competitive advantage.

**Meaning of Strategy :** Strategy is defined as an art of the general, the term first gained momentum at the end of the 18th century and had to do with stratagems by which a general sought to betray an opponent with plans the general made for campaign and with the way the general moved and disposed his forces in war. Clausewitz (1780-1831) a Prussian was the first great student and the father of the modern study of the strategy. The Clausewitz definition of strategy was "the art of deployment of battles as means to gain the object of war". He also was the first to focus on fact that strategy of war was a means to enforce policy and not end in itself.

Strategy focuses on the long-term direction of your company. The foundation of a strategy is the development of a strategic orientation, which is akin to developing a perspective or a way of coming to envision future business decisions and discerning present actions. The guidance for preparing the short term planning and its integration into the functional planning of the organization is guided by the type and quality of strategy prepared by the organization. A strategy for the business provides the basis for the tactical thinking and is for short period as compared to long term strategies. Most of the times strategies are confused with short- term budgets and functional area plans and is taken on casual note to just symbolize a peace of document or action plan affecting a organizational business all together.

It is not a based or formulated on the any instant disturbances in the business environment of the organization nor on any long term functional plans involving numbers of years but should be considered in your overall planning that is used to formulate an strategy for the business organization.

**Developing an Strategy :** The internal operation and the business environment and the proactive approach helps in developing an suitable strategy. To start the SWOT analysis of the establishment we look into

Strengths, Weaknesses, opportunities and the threats its helps in utilization of all the strengths and opportunities and overcoming the weaknesses and the threats. Once the strategies are developed plans are prepared to carry out implementation are drawn out and shown in figure15.1. As a manager in hospitality industry one must prepare a plan and coordinate with others The manager of a hotel acts strategically and prepares a path for the entire business unit by establishing a competitive strategy and ensuring efficient use of resources to produce a sustainable competitive advantage as shown in Table 15.1 The hotel prominent objective is to make it clear for its employees that who is our customer and why his/her satisfaction is important for the organization.

**Analysis Of The Competition Prospects :** One as a strategist should have a close watch of the business environment and compare the strategy with the business environment and also study the response of the competitors towards the challenges and opportunities in the external environment. The external environment involves those powers which affect the hotel externally. The external factors can be categorized as PEST and which can be abbreviated as

- P- Political, the government policies and procedures
- E- Economic - All types of economic activities undergoing in a country
- S- Social and Cultural - Factors based on perceptions of the peoples , their values, beliefs
- T- Technological- Those factors involving the latest technological use of the latest equipment's and tools technique of conducting the job.

In SWOT Analysis process as far as the external environment is concerned the opportunities and threats are those factors which directly effects the hard work that a organization has done to achieve excellence and prepares itself to build a competitive strategy.

The figure 15.3 explores the information in the PEST analysis as we can see at the extreme left one can see the trends the columns there after entails the opportunities, threats or neutral an organization can utilize and the column at end tells about the course of action related to opportunities and threats.

The stakeholders others resources and the experts knowledge and the whole system which is demarcated within the boundary of an organization can be said to be the internal organization. The organization has to look into deep inside to identify the resources and the abilities and relate the strengths with the upcoming or current opportunities in an business environment as a whole. Then strategy can be carved out of this analysis.

An competitive advantage means an hotel leads over the other hotel in terms of having those features, facilities and have an edge over the competitor in the environment and at the same time it is difficult to maintain the advantages over others and for that the hotel have to take an stalk of those resources which can assist the organization in the same way.

In the backdrop of above it can be observed that a strategy that is used to remain in competition is formulated by taking care of all the resources, strengths and weaknesses. The hotels have to look into the external challenges involved and analyze them for exploitation to build strategy.

**Understanding Competition :**Competitive strategies are developed to respond to changes in the market resulting from competition and to counter any advantages that other competitors might get with change in external environment.

A framework for understanding competition is presented in Fig. 15.2

#### **External environment analysis**

1. Macro environment
2. Micro environment

#### **Internal environment analysis**

1. Goals
2. Resources and Capabilities

Assess relative competitive position of firm

Decide competitive advantages

Decide competitive strategies

Understanding competition

1. Sources
2. Dynamics
3. Natures goals
4. Strategies
5. Capabilities

**The Concept of Competitive Advantage :** Competitive advantage refers to the ability of firm to outperform its rivals or competitors it should be sustainable if it is based on strategic assets, are valuable, rare, costly to imitate and non-substitutable. A firm competitive advantage is a function of

- (a) The company resources and capabilities
- (b) Its ability to mobilize these resources and capabilities in creating strategic assets.
- (c) Sustained market performance.

**Creating a Differentiation Strategy :** The competition in the market makes the organization to work and provide products and services in a unique way so as it is different from its competitor and is liked by the customers as far as satisfaction is concerned. Differentiation is an strategic choice and cannot be attached with marketwise aspect, as to take advantages in terms of profit from the differentiation strategy it is important to study and understand the consumer lifestyle and aspirations, so as the consumer can match it with the value of money that is spend on to avail those services. The differentiation can be achieved in some of the ways as such:-

1. Unique features of the product & services
2. Usage of latest techniques
3. Personalized service
4. Location
5. Ambience
6. Additional services
7. Advertisement skills
8. Innovativeness

Some of the resources are most helpful and imperative in sustainability of the differentiation, as we known that brand image and the specialty is difficult to repeat comparatively to the other various services offered by one organization. The intangible features of any organization is bottom stone for any organization as far as competition is concerned while the other tangible factors can be easily repeated by the other competitors. The Taj group of hotels has provided every necessary training to its staff to offer premium services to its employees as well as taking strict measures at the hiring of only those staff which has the hospitality instinct in them so as to offer personalized services to its guests.

The success of the implementation of the differentiation strategy is reflected in the way in which guest respond to the cost that is been charged to them for the services and facilities offered to them. In formulating Differentiation strategy the following steps are involved:- Step - 1 Identify target market for product/service

Step - 2 Select attributes and positioning strategy relative to each other.

Step -3 Evaluate potential returns relative to the costs of differentiation.

Successful differentiation strategies allow the company to accomplish the following:-

1. Command a premium price for its products or services.
2. Increase unit sales resulting from the buyers attraction to the differentiating feature.
3. Gain the buyer loyalty to its brand.

The Chic and Basic formed and design and keeping the cost of staff minimum at the same time,

**Looking For The Blue Ocean: Looking For Best Value For Money :** The value for money is not only concern of the guest abut also for the organizations as they also receives services and facilities from the concerned suppliers of raw material or processed products. The cost of the is always checked at every intervals as use of technology also ensures about the increased output with reasonable efforts with paying attention to minimize the wastages and pilferage. The Blue Ocean strategy has less competitors as compared to Red Ocean with many competitors. The blue ocean strategy engulfs the opportunities coming into its way, the Chic and Basic Model defines the Blue Ocean or the Best Value strategy and is taken from the regular Hotel Operational perspective.

The Figure 15.4 it demonstrates the four factors that are involved in the Blue Ocean Strategy as per the Chic and Basic Model, the Model focus on raising the value by upgrading of some products and regulating the cost associated with it.

As per the need the focus should be on providing the quality service, innovative products and the excluding the features which are not useful with eye on cutting the cost.

**Allocating The Resources :** The business strategy that is been formulated will decide the path which guides the organization to posses, construct, administer and implement the key resources. The key resources are used as the edge for the competition in the market and any of the hotel have its own strategy to remain in market either small hotel or large and it is not easy to substitute it with that of other. These key resources are actually rated by the guest enjoying the services and facilities of the hotel. The hotels sometimes imitate the strategies and the competitive edge of the other hotel to attract the guest towards them and these effects the business of the later.

A manager of any Hotel have to show extreme level of dexterity while allocating the capital to build a competitive strategy which can make difference from the other hotel, as the overall performance of the hotel

depends upon the its strategy to compete with the other hospitality units. The competitiveness of the firm can be analyzed either it has the sustainability in terms of exploring and utilizing the opportunities and balancing the challenges and for the for constitution of that strategy it is essential to utilize those resources which are easily available in the locality with their substitute as the resources provides the direction to the competitive edge of the firm.

**Limitation of the study :** The hotels which were taken for discussion are the Oberoi Hotel & Resorts and Taj Group of Hotels and these hotels are international chain of hotels and have a separate sales and marketing department to develop and execute the strategy to attract and catch a particular target market as matching with services they in their various establishments. The sales & marketing department is headed by the sales manager followed by the sales executives which work under the supervision of the manager. As we can understand that it is not possible in any case for any hotel to share those strategies & methods that are used by them to attract the guest for offering the services and information of these hotels is been taken by visiting their websites.

**Discussion & Suggestions :**

1. The hotels offer hospitality services 24x7 to the guest and in doing so they hardly have any sufficient time to visit a cafeteria for the meals and even some times they have to skip for a small break. But yes in some international chain hotels the management does not compromise in providing necessary training classes to every hotel employee and they are every time checked regarding their awareness about the objective of the organization.
2. The hotel should have a clear mission statement, so as to make its employee understand about the objective of the organization while offering the services to its guests. In process the hotel should analyze and evaluate the challenges and opportunities falling in the business environment of the organization. The strategic management process is followed with amalgamation of Creative and innovative approach.
3. Looking for the blue ocean area and formulating the individual competitive strategy while exploiting all the resources to attain the current task of implementation of the competitive strategy.
4. The competitive strategy of the organization has to be evaluated and the constructive feedback is to be incorporated in line to meet the overall aim of the establishment and provide an edge over other in the competition.
5. The overall operation of the firm should be related and watched closely with the guest's expectation, employees perception is equally important in developing an competitive edge over other competitors in the environment.
6. Communication at all levels must be imperative, both organization and its employees to have clear idea of where it is going and why. Establishing the strategy vision needs and we.

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## Pradhan Mantri Jan-Dhan Yojana : Progress and its Benefits

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Pradhan Mantri Jan-Dhan Yojana (P.M.J.D.Y.) is a national wide scheme launched by ministry of finance, department of financial services, Government of India in August 2014 with a wide vision to provide access to banking facilities to those people who are not having any account or still unbanked from formal banking system, so that they can also be involved in banking sector which is necessary for economic development and for the welfare of poor people. Under this scheme people will get basic bank account with insurance facility and additional facility of over draft. Thus they will avail benefits offered by banks and facilities provided by government and will be able to develop small saving habits among them and it will enhance capital formation, which will in result increase economic development of country. The account holder of Jan-Dhan Yojana will be given a Rupay debit card which can be used at all ATM for cash withdrawl and at most of the retail outlets for making transaction for purchases.

Table defines progress report of Pradhan Mantri Jan-Dhan Yojana

Table

### Progress report of Pradhan Mantri Jan-Dhan Yojana as on 24-02-2016

Banks	Rural accounts (in Crores)	Urban accounts (in Crores)	Total accounts (in Crores)	Not to Debit Card (in Crores)	Balance Amount (in Crores)
PSB	9.22	7.3	16.53	14.08	26094.05
PRB	3.19	0.53	3.72	2.67	5756.44
PRIVATE	0.45	0.30	0.75	0.71	1224.40
TOTAL	12.87	8.13	21.00	17.46	33074.89

Sources- Ministry of finance, Govt. of India. [www.mof.gov.in](http://www.mof.gov.in)

Since from its inauguration on August 28, 2014 the PMJDY scheme of financial inclusion is becoming very effective. Above table indicates that public sector banks are playing there role in making the scheme a success with apart 9.22 core accounts in rural areas and 7.30 crores accounts in urban areas and involving more and more people with formal banking system. As purpose of financial inclusion to provide low cost banking services and facilities to poor section and to those who are financially excluded that why most of the accounts are opened with zero balance bank accounts. Table reveals that out of 21.00 crore accounts opened so for 28.88% accounts have been opened with zero balance accounts.

**Benefits of Pradhan Mantri Jan-Dhan Yojana :** The Pradhan Mantri Jan-Dhan or more popularly known as PMJDY is planning on revolutionizing the traditional banking system in India by providing the banking opportunity and insurance coverage to all including the poor. It is an initiative taken by the Prime Minister Sri Narendra Damodar Das Modi who started ambitious project to help the poor become more financially strong through this venture and allowing every citizen the right to have there own bank account and insurance coverage which was previously impossible for the most of the population under poverty. The main aim of this scheme is to benefit the overall economy of the country and the scheme provides some lucrative benefit which should certainly be availed and considered.

Here is some important benefits of this scheme which would certainly inspire the country to more prosperous future for all.

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**Life insurance under of Pradhan Mantri Jan-Dhan Yojana :** Under this scheme the account holders will given worth Rs. 30,000 insurance coverage if they comply with certain specification of the scheme which includes opening an account by January 26, 2015 and having an accidental insurance coverage of over Rs. 2,00,000/-

**Loan benefits under of Pradhan Mantri Jan-Dhan Yojana :** Under this scheme the account holder can take loan benefit upto Rs. 5000/- from the bank after six month from opening the account. Though the amount might seen insignificant many but we have to realize the scheme is directed mostly towards people below the poverty line and who are struggling desperately to sustain their everyday living. The loan benefit can be a scintilla of hope for those people who could utilize the loan amount and invest it in a more profitable outcome, particularly in forming or other agricultural prospect.

**Mobile banking facilities under Pradhan Mantri Jan-Dhan Yojana :** Due to advancement of technology using phones to conduct our bank transaction is not moveable any more but Pradhan Mantri Jan-Dhan Yojana scheme will allow its account holder to avail them facilities of checking balances and transferring funds through a normal cell phone which is more affordable to general economy.

**Conclusion :** Involvement of people in financial system and formal banking sector is necessary for the development of country. Although efforts have been made in this direction to achieve objective of financial, yet there are challenges in way of success. The PMJDY is playing its role ingreatmanner by insuring mass participation of people and providing then low cost financial services and banking facilities, still there is need to impart financial knowledge and awareness among people about benefits of banks and basic banking facilities. Banks have to open more branches that are in rural arrears and banking outlet in remote areas along with A.T.M. Innovative and well designed products, which can cater, the needs of poor and needed people, PMJDY have to make efforts to achieve its targets by opening new accounts and ensuring less and less financial reclusion on continue basis.

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## Policies of King Akbar and their Impact on Education System

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**Abstract :** *AKBAR I, (949-1014/1542-1605), third and greatest of the Mughal emperors of India. Akbar established the patterns of Mughal government and culture during his forty-nine year reign. While he worked successfully to establish his empire as one of the major sovereign states of the Islamic world, independent of the Safavid Persian sponsorship his grandfather and father had from time to time been forced to acknowledge, paradoxically his reign brought Persian cultural influence to its zenith in India, and the resulting Indo-Persian synthesis, in fact, outlived the Mughals.*

Mughal rule special awareness was given to education. During the Akbar's reign important changes were introduced in the syllabus of education through the efforts of Shah Fathullah Shirazi. Islamic schools were attached to mosques, Khanqah of the Sufis and tombs. Special buildings were also constructed for imparting education. Their expenses were met from endowments.

During the Mughal period the principal centres of learning were at Lahore, Delhi, Ajmer, Sialkot, Multan, Ahmadabad, Allahabad, Lucknow, Murshidabad, Dacca. Many scholars were attracted to these institutions from Persia and Central Asia. Students received education free of cost. Famous scholars acknowledged fixed stipends from the royal treasury.

Provisions were made for the teaching of Persian; the official language of the government in the Makhtabs. Nizamiyah system of education became popular during the later days of the Mughals. The aim of this system was to create such ability in the scholar so that he is able to acquire perfection in any branch of learning through self-study and personal efforts. While Muslims received education in Makhtabs, Hindus had their path shalas for imparting religious instructions.

Akbar wrote: "As most men are fettered by bonds of tradition, and by imitating ways followed by their fathers... everyone continues, without investigating their arguments and reasons, to follow the religion in which he was born and educated, thus excluding himself from the possibility of ascertaining the truth, which is the noblest aim of the human intellect. Therefore we associate at convenient seasons with learned men of all religions, thus deriving profit from their exquisite discourses and exalted aspirations." [Johnson, 208]

### **Akbar's Early Life:**

Akbar was born to the second Mughal Emperor Humayan and his adolescent bride Hamida Banu Begum on October 14, 1542 in Sindh, now in Pakistan. Although his ancestors included both Genghis Khan and Timur (Tamerlane), the family was on the run after losing Babur's newly-established empire. Humayan would not regain northern India until 1555.

With his parents in exile in Persia, little Akbar was raised by an uncle in Afghanistan, with help from a series of nursemaids. He practiced key skills like hunting, but never learned to read (perhaps due to a learning disability?). Nonetheless, throughout his life, Akbar had texts on philosophy, history, religion, science and other topics read to him, and could recite long passages of what he had heard from memory.

In 1555, Humayan died just months after retaking Delhi. Akbar ascended the Mughal throne at the age of 13, and became Shahanshah ("King of Kings"). His regent was Bayram Khan, his childhood guardian and an exceptional warrior/statesman.

The young royal leader almost immediately lost Delhi once more to the Hindu leader Hemu. However, in November of 1556, Generals Bayram Khan and Khan Zaman I defeated Hemu's much larger army at the Second Battle of Panipat. Hemu himself was shot through the eye as he rode into battle atop an elephant; the Mughal army captured and executed him.

When he came of age at 18, Akbar dismissed the increasingly overbearing Bayram Khan and took direct control of the empire and army. Bayram was ordered to make the hajj to Mecca; instead, he started a rebellion against Akbar. The young emperor's forces defeated Bayram's rebels at Jalandhar, in the Punjab; rather than executing the rebel leader, Akbar mercifully allowed his former regent another chance to go to Mecca. This time, Bayram Khan went.

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The young emperor set out on an aggressive policy of military expansion, both for geo-strategic reasons and as a way to get troublesome warrior/advisers away from the capital. In the following years, the Mughal army would conquer much of northern India (including what is now Pakistan) and Afghanistan.

**Matters of Faith and Marriage:** From an early age, Akbar was raised in a tolerant milieu. While his family was Sunni, two of his childhood tutors were Persian Shias. As an emperor, Akbar made the Sufi concept of Sulh-e-Kuhl, or "peace to all," a founding principle of his law.

Akbar displayed remarkable respect for his Hindu subjects and their faith. His first marriage in 1562 was to Jodha Bai or Harkha Bai, who was a Rajput princess from Amber. As with the families of his later Hindu wives, her father and brothers joined Akbar's court as advisers, equal in position to his Muslim courtiers. In total, Akbar had 36 wives of various ethnic and religious backgrounds.

Probably even more importantly to his ordinary subjects, Akbar in 1563 repealed a special tax placed on Hindu pilgrims who visited sacred sites, and in 1564 completely repealed the jizya, or yearly tax on non-Muslims. What he lost in revenue by these acts, he more than regained in good-will from the Hindu majority of his subjects.

Even beyond the practical realities of ruling an enormous, predominantly Hindu empire with just a small band Muslim elite, however, Akbar himself had an open and curious mind on questions of religion. As he mentioned to Philip II of Spain in his letter, cited above, he loved to meet with learned men and women of all faiths to discuss theology and philosophy. From the female Jain guru Champa to Portuguese Jesuit priests, Akbar wanted to hear from them all.

**Akbar's Death:** In October of 1605, the 63-year-old ruler Akbar suffered a serious short period of dysentery. After being sick for three weeks, he passed away at the end of that month. The emperor was buried in a beautiful mausoleum in the royal city of Agra.

**Education:** The Education system in Mughal period during Akbar was in advance of his age and made an attempt to hoist the intellectual level of the people. Although he did not establish a network of schools and colleges all over the country for the benefit of the school-going population and did not allocate a fixed percentage of the state revenue for expenditure on education, he encouraged education in diverse ways. The Mughal education system consisted of primary and secondary schools, and even colleges. Some of them were established and maintained by Mughal administration, while others depended upon private philanthropy. There was a maktab or primary school attached to every mosque where elementary reading, writing and arithmetic, besides the Quran, were taught. In addition to these, there were madrasas which may be called secondary schools or colleges. Akbar established colleges at Fatehpur Sikri, Agra, Delhi and other places, and richly endowed them. His example was followed by his courtiers. Quite early in his reign Maham Anga had build a madrasa near the western gate of Purana Qila at Delhi. Khwaja Muin established a college at Delhi.

There were many such colleges in all important towns with a adequately large Muslim population. In these colleges Islamic theology, jurisprudence, philosophy, logic and astronomy were taught by famous teachers some of whom had received education outside India. There were schools and higher centers of learning for the Hindus in every part of the country. There was a remarkable revival of our earliest learning during the age of Akbar. There was a school in every village and in fact a school attached to every temple where reading, writing and arithmetic and religious books were taught. In higher centers of learning, Hindu religion, Sanskrit grammar, philosophy, literature, logic, astronomy, higher mathematics and other sciences were studied.

Akbar made an attempt to amend the syllabus and to include certain important subjects in the courses of study meant for grown-up boys at schools and colleges. These subjects were science of morals and social behavior, arithmetic, notations peculiar to arithmetic, agriculture, geometry, astronomy, physiognomy and foretelling, household economy, public administration, medicine, logic, sciences and history. Students of Sanskrit were required to study grammar, philology, logic, Vedanta and Patanjali. These were to be studied gradually. The teacher was only to assist the pupils to learn. Students were mainly advised to commit moral precepts and sayings to memory, and no one was to neglect "those things which the present time required."

Perhaps, colleges were required to specialize in some of the above subjects. It is unlikely that every institution was required to teach all the above subjects. Another educational reform introduced during the Mughal period was to open the madarsas to Hindus. For the first time in medieval India, Hindus and Muslims received their education in common schools and read the same books. The reform was necessitated by the fact that Akbar had made Persian compulsory for all the state officials and by his desire to create a common nationality.

The Mughal educational system produced remarkable men in every walk of life who contributed to the success of the later days of Akbar and of the reigns of Jahangir and Shah Jahan and were able enough to shed luster on any age and in any country. This is enough to show that the reform had proved efficacious.

Akbar's court was a centre of learning and art. The royal leader, his courtiers and officials were liberal patrons of letters. The age consequently witnessed a cultural renaissance of a high order. Works of high

literary value were produced in various subjects, particularly on historiography. The Hindi poetry of Akbar's age is unrivalled and has become classical for all time. Such high production would have been impossible without proper educational organization and atmosphere.

The court played a very important part in the Mughal emperor's scheme of the propagation of education and culture. Akbar encouraged men of letters and arts to produce standard scientific and literary works on a variety of subjects. Books on religion, philosophy, literature, biography, history, mathematics, astronomy, medicine and other subjects were brought out in large numbers. Poetry was not neglected. Fine arts like architecture, music and painting were also encouraged.

Inspired by the laudable ambition of creating a common culture, Akbar established a Translation Department and had outstanding works in Sanskrit, Arabic and Turki rendered into Persian, so as to enable the Hindus and Muslims to know the best in each other's religion and culture. For the above purpose the services of high-ranking scholars in the country were requisitioned. Many famous scholars from outside India were also invited to assist the indigenous talent in the above work. Many a Sanskrit treatise, including the Vedas and the Ramayana and the Mahabharata, were rendered into Persian. Arabic works of repute on Muslim theology and arts were also translated into Persian.

A school of Indian historiography was founded and a huge number of histories were written by eminent historians. Libraries were opened. The royal library in the palace was one of the most wonderful institutions of the kind in the world. It consisted of many thousand books, all of which were manuscripts, sumptuously bound and beautifully illustrated. The books were classified according to their subject-matter and the language in which they were written. There were Sanskrit, Persian, Greek, Kashmiri and Arabic works.

**Cultural and religious pursuits:** Akbar patronized architecture and the arts with unflagging vigor. His love of beauty and his good taste made him the real founder of the Mughal style in both painting and architecture. Although he built important buildings at Agra, Ajmer, Allahabad, and Lahore, his great monument is the planned city of Fathpur Sikri, a splendid complex of buildings mostly built during the four years 977-980/1569-1572, but abandoned in 993/1585. Unlike Š?r Shah, he had no interest in improving communications and no central program of civil engineering, though a few public works such as the bridge at Jaunpur were built during his reign. In the last months of Hom?y?n's life Akbar had taken painting lessons from M?r Sayyed ?Al? Tabr?z? (drawing a corpse with severed head and limbs which he called H?m?), and he carried forward his father's patronage of Persian artists as well as large numbers of talented Indians whom he actively recruited. In painting, too, his taste and generous patronage produced a new style, at once Persian and Indian. Government workshops, including the widespread mints, and patronage in other fields produced considerable achievement in the manufacture of fine textiles and all kinds of precious objects, largely as prestige items for the court and the ruling elite.

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## A Study of Teacher Attitude of Prospective Teachers of Government Aided And Self Financed College

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**ABSTRACT :** *The attitudes are related to the internal or mental aspect of the behaviour. The Present paper is the genuine attempt to compare the teacher attitude of prospective teachers regarding to their admission procedure and fee structure. In this paper normative survey method was adopted and 300 samples were taken from government aided and self financed colleges by using purposive sampling technique. A standardized Teacher Attitude Inventory (TAI) constructed by Dr. S.P. Ahluwalia was adopted by researcher to collect the data. Present study might be helpful for the policy makers, principals, administrators and teachers of different teacher's training colleges regarding to Teacher Attitude of prospective teachers.*

**Key Words-** Attitude, Prospective Teacher, Govt. Aided and Self Financed College.

**INTRODUCTION :** Today's teacher is not a taskmaster of certain fixed assignment dealing with cultivation and dissemination of knowledge items or experiences but he/she ought to respond to the greater and more practical needs that shape and reshape humans in keeping with the evolutionary process of education. The quantitative expansion and qualitative improvement of secondary education has raised problems of selection of right type of teachers and enriching programmes of teacher preparation.

The attitudes are related to the internal or mental aspect of the behaviour. Therefore, an attitude is a personal disposition common to individuals but is possessed by different individual in different degree. It impels them to react to objects, situations or proposition in the way that can be called favourable or unfavourable. For the professional preparation of teachers the study of attitudes held by them is very important. How a teacher performs his duty as a teacher is dependent to great extent on his attitudes, values and beliefs. A positive attitude makes the work not only easier but also more satisfying and professionally rewarding.

**NEED OF THE STUDY :** The teacher today ought to undergo the right training for the right purpose on nation building. Teacher education ought to prepare teacher educators who cannot but take the educators task of how to prepare in-service and pre-service teachers to fulfill the mission of the role of the teacher. In past few years, very fast growth of secondary teacher education institutions have been observed in various parts of India. There are only 11 regular colleges established earlier which have grant in aid from government and more than 300 self financed colleges for B. Ed. affiliated to Dr. Bhim Rao Ambedkar University, Agra. Number of self financed colleges is more than 20 times of aided colleges. It is very interesting to compare the teacher attitude of prospective teachers of government aided and self financed colleges. Hence, the researcher felt that a study of teacher attitude of the prospective teachers of govt.aided and self financed college is the need of study.

**STATEMENT OF THE PROBLEM :** "A study of teacher attitude of prospective teachers of government aided and self financed college"

### **OBJECTIVES OF THE STUDY :**

1. To study the teaching attitude of prospective teachers of government aided and self financed college.
2. To study the different aspects of teaching attitude of prospective teachers of government aided and self financed college.

### **HYPOTHESES**

1. There is no significant difference in over all teacher attitudes of prospective teachers of government aided and self financed college.
2. There is no significant difference in attitude towards teaching profession of prospective teachers of government aided and self financed college.
3. There is no significant difference in attitude towards class room teaching of prospective teachers of government aided and self financed college.

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4. There is no significant difference in attitude towards child-centred practices of prospective teachers of government aided and self financed college.
5. There is no significant difference in attitude towards educational process of prospective teachers of government aided and self financed college.
6. There is no significant difference in attitude towards pupils of prospective teachers of government aided and self financed college.
7. There is no significant difference in attitude towards teachers of prospective teachers of government aided and self financed college.

**RESEARCH METHODOLOGY :** The present study is based on 'Normative Survey Method', which is also known as descriptive survey method. In the present study the investigator adopted the purposive sampling technique for the selecting of sample. Total sample consisted of 300 prospective teachers i.e. 150 prospective teachers from govt. aided college and 150 prospective teachers from self financed college. In present study standardized teacher attitude inventory (TAI) was used. The Teacher Attitude Inventory (TAI) was constructed and standardized by Dr. S.P. Ahluwalia.

**ANALYSIS AND INTERPRETATION**

Hypothesis no. 1 - There is no significant difference in teacher attitude of prospective teachers of government aided and self financed college.

**Table 1 - Showing the mean, S.D. and t-values of overall teacher attitude of prospective teacher of government aided and self financed college.**

College	N	Mean	SD	t- value	Significant
Government aided	150	230.95	33.39	2.19	0.05 level
Self financed	150	239.17	31.68		

Above table shows that mean of government aided and self financed college is 230.95 and 239.17 respectively. S.D. of government aided and self financed college is 33.39 and 31.68 respectively. The t-value between government aided and self financed college seat is 2.19 which is significant at 0.05 level only. The mean score of self financed prospective teachers is higher than the government aided prospective teachers. It means that the prospective teachers of self financed shows higher overall teacher attitude. The reason behind this may be that the prospective teachers of government aided do not adopt the teaching profession as their first preference. They are teachers by chance not by choice. That is why this show less positive teacher attitude than the prospective teacher of self financed college.

Hypothesis no. 2 - There is no significant difference in attitude towards teaching profession of prospective teachers of government aided and self financed college.

**Table 2 - showing the mean, S.D. and t-values of attitude towards teaching profession of prospective teacher of government aided and self financed college.**

College	N	Mean	SD	t- value	Significant
Government aided	150	38.67	7.34	4.3	0.01 level
Self financed	150	42.34	7.43		

Above table shows that mean of government aided and self financed college is 38.67 and 42.34 respectively. S.D. of government aided and self financed college is 7.34 and 7.43 respectively. The t-value of government aided and self financed college is 4.3 which is significant at 0.01 level. The mean score of self financed college of prospective teachers is significantly higher than the mean score of government aided. It means that the prospective teachers of self financed college shows higher attitude towards teaching profession than the prospective teachers of government aided. The reason behind the obtained result may be that the prospective teachers of self financed college are generally taken to be less hard working and less intelligent hence they do not have any other options but to be satisfied with whatever they have. This may lead them to show more interest towards teaching profession than the prospective teachers of government aided.

Hypothesis no. 3- There is no significant difference in attitude towards classroom teaching of prospective teachers of government aided and self financed college.

**Table 3- Showing the mean, S.D. and t-values of attitude towards class room teaching of prospective teacher in relation to the fee structure of government aided and self financed college.**

College	N	Mean	SD	t value	Significant
Government aided	150	39.27	6.46	0.01	NS
Self financed	150	39.27	6.16		

Above table indicates that mean of government aided and self financed college is 39.27 and 39.27 respectively. S.D. of government aided and self financed college is 6.46 and 6.16 respectively. The t-value of government aided and self financed college is 0.01 which is not significant. It means there is no significant difference in attitude towards classroom teaching between prospective teachers of government aided and self financed college.

Hypothesis no. 4- There is no significant difference in attitude towards child centered practices of prospective teachers of government aided and self financed college.

**Table 4 - Showing the mean, S.D. and t-values of attitude towards child- centered practices of prospective teacher of government aided and self financed college.**

College	N	Mean	SD	t- value	Significant
Government aided	150	40.29	6.38	0.37	NS
Self financed	150	40.53	4.9		

Above table shows that mean of government aided and self financed college is 40.29 and 40.53 respectively. S.D. of government aided and self financed college is 6.38 and 4.9 respectively. The t-value between government aided and self financed college is 0.37 which is not significant.

Hypothesis no. 5 - There is no significant difference in attitude towards educational process of prospective teachers of government aided and self financed college.

**Table 5- Showing the mean, S.D. and t-values of attitude towards educational process of prospective teacher of government aided and self financed college.**

College	N	Mean	SD	t- value	Significant
Government aided	150	38.41	6.74	0.34	NS
Self financed	150	38.67	6.21		

Above table shows that mean of government aided and self financed college is 38.41 and 38.67 respectively. S.D. of government aided and self financed college is 6.74 and 6.21 respectively. The t-value between government aided and self financed college is 0.34 which is insignificant. It means there is no significance difference between government aided and self financed college in attitude towards educational process.

Hypothesis no. 6 - There is no significant difference in attitude towards pupils of prospective teachers of government aided and self financed college.

**Table 6 - Showing the mean, S.D. and t-values of attitude towards pupils of prospective teacher of government aided and self financed college.**

College	N	Mean	SD	t- value	Significant
Government aided	150	37.76	7.45	0.04	NS
Self financed	150	37.73	6.49		

Above table shows that mean of government aided and self financed college is 37.76 and 37.73 respectively. S.D. of government aided and self financed college is 7.45 and 6.49 respectively. the t-value between government aided and self financed college is 0.04 which is insignificant. It means there is no significance difference between government aided and self financed college in attitude towards pupils.

Hypothesis no. 7- There is no significant difference in attitude towards teachers of prospective teachers of government aided and self financed college.

**Table 7- Showing the mean, S.D. and t-values of attitude towards teachers of prospective teacher of government aided and self financed college.**

College	N	Mean	SD	t- value	Significant
Government aided	150	36.54	8.90	4.24	0.01 level
Self financed	150	40.65	7.82		

Above table shows that mean of government aided and self financed college is 36.54 and 40.65 respectively. S.D. of government aided and self financed college is 8.90 and 7.82 respectively. The t-value between government aided and self financed college is 4.24 which is significant at 0.01 level. The mean score of self financed college prospective teacher is higher than the mean score of government aided prospective teachers. The prospective teacher of self financed college have shown more positive attitude towards teachers than the prospective teacher of government aided college. For the prospective teacher of the self financed college, B.Ed. course is the only career option. They have taken admission to the course because they have either no alternative or they have chosen the course as the best one for their career growth. This may lead them to develop a positive attitude towards the course and the concerned teachers as well.

**FINDINGS :**

1. The prospective teachers of self financed college show higher overall teacher attitude than government aided college.
2. The prospective teachers of self financed college show higher attitude towards teaching profession than government aided college.
3. The prospective teachers of government aided college and self financed college show similar attitude towards classroom teaching.
4. The prospective teachers of government aided college and self financed college show equal attitude towards child centered practices.
5. The prospective teachers of government aided college and self financed college show equal attitude towards educational process.
6. The prospective teachers of government aided college and self financed college show equal attitude towards pupils.
7. The prospective teachers of self financed college show higher attitude towards teachers than government aided college.

**EDUCATIONAL IMPLICATIONS :** The attitude of individual towards his future job plays an important role in the efficiency of the individual. Attitude of prospective teachers towards teaching profession is an emotionalized tendency, organized through teaching experiences to react positively towards teaching. This is a learned emotional response, set for or against teaching. For the professional development of teachers the study of attitudes held by them is very important. How a teacher performs his duty as a teacher is dependent to a great extent on his attitudes, values and beliefs. A positive attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative unfavourable attitude makes the teaching task harder, more tedious and unpleasant. A teacher's attitude not only affects his behaviour in the classroom but also influence the behaviour of his students.

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## Thoughts of Periyar E.V. Ramasamy on Classeless and Progressive Society : A Historical Analysis

Dr. S.S. Ramajayam\*

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**Abstract:** *A classless society is the root of socialism, which is a socio-economic term, used as a formula and method of establishing peace, tranquility and equality in a society. Periyar E.V. Ramasamy (1897-1973) believed in a classless society. In his opinion, socialism is a method deliberately used to destroy the privileges of higher castes and the rich classes. His revolutionaries aspired to relieve the ordinary masses from the domination of the privileged rich classes. He suggested that through the promotion of rural economy, the lot of the poor would be improved. This article makes an attempt to the thoughts of E.V.R. pertaining to the creation of a classless and progressive Indian society in Historical analysis.*

**a. Brahminic Hinduism - A Hindrance to Socialism :** E.V.R. is an advocate of classless society. E.V.R. in his editorial of Kudi Arasu dated December 4, 1930 openly declared that henceforth the Self-Respect Movement would work towards the eradication of poverty and the establishment of a casteless and classless socialistic society.<sup>1</sup> Besides, at the First Madurai District Self-Respect Conference held in Madurai, on December 17 and 18, 1932, under the Presidentship of R. Singaravelu,<sup>2</sup> it was declared that creation of a classless society was one of the goals of the Self-Respect Movement. In the Conference E.V.R. addressed that the poor bore untold sufferings in India due to the exploitation of the rich social classes. Therefore, they require an open people's revolt against such a social class to find a solution for their sufferings. The outcome of such a revolt would be a socialistic Indian society.<sup>3</sup>

E.V.R. is much concerned with the eradication of poverty of the Indian masses. He points out that it is paradoxical that poverty remains among plenty of men in a land of plenty of natural and human resources.<sup>4</sup> Within the ambit of the words samadharmam (Egalitarianism) and pothuvudamai (Communism), E.V.R. seeks to develop his vision of an ideal socialist society. He distinguishes samadharmam from podhuvudaimai. He states that the former involves the issue of equal distribution of wealth and the latter constitutes for social ownership of wealth.<sup>5</sup>

E.V.R. hopes that the Socialist Movement as a world movement, devoid of differences like caste, class and colour, through which a world society with the motto "all are equal and all is common to all" would be achieved.<sup>6</sup> He believes more in socialism than in communism. However, his stand to support communism is only due to its principle of equal distribution of work. He wrote an editorial in Viduthalai dated October 18, 1942 that in communist countries all the properties belonged to the Government or State. Every one should work as the members of a Government or State. They should equally share the profit that they get. He says that in India the brahmins and zamindars (landlords) from traditionally privileged castes without toiling hard share the profit from their landed property. This is against the principles of communism. Monopoly of lands by these sections has deprived others as mere tenants or coolies.<sup>7</sup>

He expresses that the brahminic laws as standing orders have directed the privileged caste not to work but others to work. In his editorial in Unmai dated February 16, 1970 on Caste Worker and the Wage, E.V.R. pointed out that the brahminic laws divided the Indian society into fourfold occupational groups which again divided them as "high" and "low". In the occupational hierarchy, the brahmins keep themselves on the top, and the rest down. The Brahmins do preserve their "high" status as they have designed rules and customs of their own.<sup>8</sup>

**b. Proper Uses of the Temple Properties :** E.V.R. is very much concerned over the utilization of temple lands and other properties for the welfare of rural Indian poor. He opposes the utilisation of temple property for the sake of the development of brahmins. He is of the opinion that public properties must be made use for public welfare. He states that the temple is public institution.<sup>9</sup> He spoke at a meeting held in Trichirappalli on September 1, 1930 regarding temple properties when he stressed that landed properties of Hindu temples

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must be utilised for the betterment of the society. He condemns heads of the Hindu Mutts for spending lavishly the income from the landed temple properties, which bring lakhs and lakhs of rupees<sup>10</sup>.

E.V.R. criticizes that a wealthy man grows richer at the expense of the poor and leads a luxurious life of all kinds, be it good or bad and that such a wealthy class, is a parasite on the working class, should certainly be abolished. He calls upon the people to revolt against the mutt-heads who create differences among the people such as "High and Low". The vehicles and ornaments of God should be sold and the proceeds should be spent towards providing education, livelihood for the poor and some trades for other people.<sup>11</sup>

**c. Religious Beliefs: Retard Economic Progress :** E.V.R. condemns the attitude of the rural people spending their hard-earned income on meaningless religious practices. Through these ideas, E.V.R. has noted that foreigners think rationally and achieve economic progress not believing in fatalism. The fatalistic mentality of poor toiling Hindus is due to the influence of the brahminic religion which is fully replete with mythic messages.<sup>12</sup>

E.V.R. in a public meeting held in Madras on September 21, 1935 suggests that in order to attain economic freedom and better progress of the poor, it is necessary to carry on a relentless fight against brahminism which has created the sudra class and influence them to believe in fatalism. The brahmins have cleverly found ways and means to have more wealth even without rendering minimum labour of their own, but the sudras earn less for their hard work.<sup>13</sup> E.V.R. in one of his write-ups in Viduthalai dated August 19, 1970 explained in detail that the poor Indian masses believe that they have succumbed to poverty and illness like cholera, and other diseases, pre-natal death, being born in a particular lowest social class and other miseries due to the divinely providence or fate. They have not had enough intelligence to identify that these problems are due to their ignorance, illiteracy, idleness lack of hygiene and their economic impotency. He has the opinion that fatalism would do nothing if the poor masses have to emerge believing in their own physical and mental calibre.<sup>14</sup>

**d. Modernisation of Agriculture :** E.V.R. advocates the modernization of agriculture on par with western countries. He wrote in Kudi Arasu dated July 17, 1929 that agriculture was the oldest and main occupation of the humankind. But, even in the 20 century India, it is kept in the same status.<sup>15</sup> E.V.R. while addressing a public meeting held in Vellore on November 29, 1928 stated that majority of the rural masses were indulging in agriculture avocations. The occupational pattern of India indicates that more than 50 per cent of the people depend on agriculture for their livelihood. The average land holding per head is very small. The man-land ratio is shrinking, as the population pressure on land is very high. As a result, profit from land to the tillers has become meagre. Moreover in India tradition methods of cultivation- using hand-made plough, less premium seeds, traditional manures and pesticides - are in prevalence. He says that agricultural process in India is not modernised and that it is a necessary to quit the obsolete methods of cultivation.<sup>16</sup>

E.V.R. spoke at a public meeting held at Kalakkadu near Tirichirappalli on December 27, 1940 where he said that villages of India were the backbone of the country in the sense that the people depended entirely on the village for the supply of rice, wheat, pulses, cereals, vegetables, milk and all other material. Even the peasants are cheated by agricultural traders in fixing prices for the products of peasants, availing of their ignorance and follies.<sup>17</sup>

E.V.R. has much to say on agriculture to be connected with industry. He feels that agriculture would have to be converted into an industry by the introduction of machines. Such machines would be used for ploughing, sowing, harvesting, boring wells, and irrigating the fields would all be done with the aid of machines.<sup>18</sup> He wrote in his Viduthalai dated November 21, 1951 that the quantity of output realised in India in cultivation of ten acres of land is being realised in four acres of land in the developed countries.<sup>19</sup>

E.V.R. spoke in a meeting held at Sirudapuram near Tirunelveli on March 20, 1952 on the topic Trivial Issues of the Zamindars and Crucial Problems of the Ryots. In that meeting, he asserts that the master-servant relationship between the Zamindar and ryot has created disparities among them making the former more "honoured" and more profited and the latter "dishonoured" and less profited in the socio-economic spectrum. If the country progresses industrially and scientifically well, the "dishonoured" sections would have an exalted status. Even he predicts that a time will soon come when all the lands will be equally shared among the people on a rational basis when the ryots would have become landowners holding a medium size of agricultural tract each.<sup>20</sup>

**e. Abolition of the Zamindari Settlement :** The Zamindari Settlement otherwise called the Permanent Settlement was introduced in erstwhile Madras Presidency in 1801. E.V.R. in a public meeting held in Madurai on July 17, 1932 opposed the settlement as it had created a landed aristocracy, which was unsuitable to the Tamil society. He remarks that the Zamindars (landlords) have been enjoying more privileges having a vast extent of landed property like the brahmins and they have been exploiting the suffering poor peasants. They collect more taxes more than the fixed ones from the peasants but pay the Government only the prescribed tax. This results in poverty, indebtedness, land mortgaging and marketing.<sup>21</sup>

He condemns the anti-peasant activities of the Zamindars in the non-Zamindars Conference held in Rasipuram on August 20, 1939. In that conference, he asserted that Zamindars have monopoly over their landed properties forever. In his peroration, he states that in order to curtail the domination and evil practices of such Zamindars effective legislations must be passed.<sup>22</sup>

He addressed a public meeting held at Thousand Lights in Madras in February 1947 that because of some of their vested interest the Zamindars considered themselves royal and expected that the social classes below them should abide by their "royal order". In the meeting, even he appreciated the Government of Madras Presidency for having taken measures towards abolition of Zamindari Settlement.<sup>23</sup>

#### f. Welfare of the Labourers

A country or state does not progress without industries and village-crafts. Industrialisation requires suitable working classes. According to E.V.R.'s perception, the sudras constitute a higher percentage in the total working community in India.<sup>24</sup> He wrote in Pagutharivu dated August 10, 1936 stressing the need for the welfare of them. He grieves that the Indian working class especially, railway workers, spinners, dyers and weavers are given meagre salary and not offered employment security. There prevails only master-slave relationship. In the case of industrial workers, their freedom has been curtailed.<sup>25</sup>

He adds that all these should be legally achieved. If not, these may be realised through mass agitations.<sup>26</sup> E.V.R. addressed a public meeting held in Madras in August 1938, when he expressed that under the shackles of the industrialists in India the working classes could not even enjoy their least freedom but they have to surrender their rights. In a meeting held in Madras on February 21, 1944, wherein he said that an industrial worker gets only for his livelihood but his master without giving him any freedom and wages for his livelihood, enjoys the whole benefit.<sup>27</sup>

He urges that the Government should open free college for the children of workers and build houses in large numbers for the use of its employees. A separate department should function for this purpose of gearing up for the welfare of the labourers of all kinds including industrial workers, carpenters and masons. The carpenters and masons should be trained by the Government to construct houses with utmost economy. Machines should be used for the construction, whereby better houses can be built within a period of ten years.<sup>28</sup>

E.V.R. in his Viduthalai dated February 29, 1950 wrote that in spite of better production and higher profits the agricultural and industrial labourers were forced to live a hand to mouth existence.<sup>29</sup> Further, he adds that loans should be given to workers through the Government banks or co-operative societies, money lending must be banned, and strikes would keep the workers from their problems. Concessions like more wages, medical facilities and educational facilities given by the employer are similar to the husband buying ornaments, sarees, cosmetics, etc for his wife to please her and keep her a slave forever. Therefore it is wise to demand for rights and share in the profit.<sup>30</sup>

**g. Promotion of Village Industries :** The promotional rural economy depends upon village industries as concerned in India. E.V.R. believes that growth of small industries would secure the employment of the rural poor. He says that small-scale industries should be started in villages. This will put an end to the going out of villagers in search of jobs. There are many cottage industries carried on with small machines. They should provide jobs to the villagers in their own villages.<sup>31</sup>

He expresses that in India the rural poor are ordained to indulged in weaving, smithing, carpentry and the like which are all caste ordained occupations.<sup>32</sup> Under this provocation, they are more concerned about upgrading their caste status rather than professional skills and economic status. To sum up, according to E.V.R., the lot of the rural poor would be improved through sustained growth of village-crafts.

**Conclusion:** E.V.R. as a social revolutionary anticipates a classless society free from evils such as brahminic domination and exploitation of the landed aristocracy. He propounds novel ideas for rural empowerment. They include; training of village artisans, making use of temple properties and banning of money-lending. He advocates vocational education and believes that it would make the younger generation socially valuable and economically empowered. If India is marching forward on this line, a classless Indian society may be a possible one.

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## Environment Degradation and Corporate Responsiveness

Samiuddin\*

**Abstract :** *The need of the hour has become the application of business ethics by corporations in their processes and functions, fulfilling their liabilities as a 'corporate citizen' to challenge the menace of depleting environment and thereby averting Industrial disasters. This paper tries to enumerate the ways in which this pious goal can be achieved and bridge the gap between concepts unexplored. The organization has to find and obtain needed resources, interpret and act on environmental changes, dispose of outputs, and control and coordinate internal activities in the face of environmental disturbances and uncertainty.*

**Key Words:** CSR, Globalization, Environment, Corporate citizen, Industrial Disaster.

**INTRODUCTION :** *"We do not claim to be more unselfish, more generous or more philanthropic than other people. But we think we started on sound and straightforward business principles, considering the interests of the shareholders our own, and the health and welfare of the employees, the sure foundation of our success."*<sup>1</sup>

**-J.R.D. Tata**

This message by the stalwart holds much ground in the present context where in order to sustain itself in the market as in the current economic crunch which the world is exposed to, the only recourse left to corporations is to have a human face thereby complying with all the norms and requirements of the society in the nature of environment, labour issues, health et al. Earlier businesses were more focusing on financial goals so their strategic initiatives and annual reports were packed with achieving the same. However, with growing environmental and social concern in the world motivated them to initiate into environmental and social domains. A business cannot succeed in a society which fails.<sup>2</sup>

**INDUSTRIAL DISASTERS– THE BLAMEWORTHINESS LIES ON GLOBALIZATION– THE PARADOX :** The term globalization is perhaps one of the most widely used and least precisely defined concepts in contemporary business. According to Schwartz and Gibb (1999) the term 'globalization' does not refer to a single process but "serves as shorthand for several related processes" one being 'trend away from nation states'. It acts as a force internationalization, liberalization, universalization and deterioration, environmental effect on globalization being largely felt in the Economic and Governance domains. Due to globalization there can be environment degradation. Rachel Carson's 'Silent Spring' warned the potential long-term harms to humans from pesticides<sup>3</sup>. Over the years, the international community has increased its awareness on the relationship between environmental degradation by way of Industrial disasters and human rights abuses such as:

- 1) exhaustion of natural resources leads to unemployment and emigration to cities.
- 2) this affects the enjoyment and exercise of basic human rights. Environmental conditions contribute to a large extent, to the spread of infectious Diseases and
- 3) new problems such as environmental refugees.

Herein comes the coinage of the term '**Environmental Ethics**' which is expected to be practiced by the corporations not only in letter but also in spirit. Anthropocentric (human centered) environmental ethics hold that only human beings have a moral value. It involves the application of standards of ethical principles to environmental principles. The crux issue is of Environmentalism which has a major impact of how business conducts itself in the form of governmental regulations dealing with environmental protection and preventing Industrial catastrophe. The two approaches appended to it are a) **Preservationists**- who are obliged to keep nature in its pristine beauty and b) **Conservationists**- who keep nature in its current state without depleting its resources much.<sup>4</sup>

On the other hand, there are three general principles of environmental protection, that are of special importance in the development of MNE responsibilities namely- a) '**precautionary**' principle which stresses incumbence upon the regulator to act and to prevent damage from arising even where there is lack of full scientific certainty. b) '**preventive**' principle which applies not only to states but also non-state actors and enacted in Principle 09 of the 1992 Rio Declaration which requires states to enact 'effective environmental legislation'<sup>5</sup> and c) '**polluter pays principle**' which echoes as 'the costs of pollution should be borne by persons responsible for causing the pollution'<sup>6</sup> It will include full environmental cost and not just those, which are immediately tangible.

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In the Indian context, Pollution laws are both complex and dynamic, and the present decade, in particular, has ushered in important changes in laws relating to environment. Section 49 of the Water (Prevention and Control of Pollution) Amendment Act 1988 and Section 43 of the Air (Prevention and Control of Pollution) Amendment Act 1987 give power to the people to file cases of complaint before the judicial forum. Section 18 of the Environment (Protection) Act 1986 also gives power to the people to sue delinquent industries or any other person responsible for the pollution. 'The Polluter Pays' principle has been held to be a sound principle by this Court in *Indian Council for Enviro- Legal Action vs. Union of India*<sup>7</sup>. The Court observed, "We are of the opinion that any principle evolved in this behalf should be simple, practical and suited to the conditions obtaining in this country".

**THE REALM OF REGULATIONS :** Sustainability is the ultimate goal of business ethics that is practiced by companies in the markets they have their presence in and it also builds a brand image in the markets it wishes to foray into. The need is of the regulations that drive the desired objective to reality. These are in the nature of governmental, international and self-regulations on the companies. The corporate need to comply with these else earn a bad name and lose their market share. Owing to the fact, that unregulated industrialization and growth will create environmentally unacceptable consequences, particularly in rapidly industrializing countries. Equally economic instruments that require legislative sanction, such as 'green' taxes and incentives designed to encourage firms to operate in a more environment friendly way.<sup>8</sup> Mandatory environmental accounting and auditing requirements or legally binding eco-labelling schemes, can only be instituted by states.

The *OECD MNE Guidelines* are subscribed to by all thirty members of the Organization for Economic Co-operation and Development (OECD). A further ten non-member countries (Argentina, Brazil, Chile, Egypt, Estonia, Israel, Latvia, Lithuania, Romania, and Slovenia) have also adhered to the Guidelines.<sup>9</sup> The purpose of the OECD MNE Guidelines is to offer a balanced, multilaterally-endorsed, and comprehensive Code that expresses the shared values of adhering governments. They are "recommendations jointly addressed by governments to multinational enterprises" that provide "principles and standards of good practice consistent with applicable laws". Next in fray is the UN Global Compact. *The UN Global Compact* has two broad goals. These are to mainstream ten core principles relating to human rights, labour standards, the environment, and anti-corruption in business activities around the world; and to catalyse actions in support of broader UN goals, such as the Millennium Development Goals (MDGs). A voluntary initiative, it is not a code of conduct. The principles relevant for the papers are related to - Environment

**Principle 7:** Businesses should support a precautionary approach to environmental challenges;

**Principle 8:** undertake initiatives to promote greater environmental responsibility; and

**Principle 9:** encourage the development and diffusion of environmentally friendly technologies.

*Global Reporting Initiative* was formed by the US based non-profits Coalition for Environmentally Responsible Economies (CERES) and Tellus Institute, with the support of the United Nations Environment Programme (UNEP) in 1997.<sup>10</sup> The guidelines are widely recognized for bringing sustainability reporting into the business mainstream. Senior business leaders say the time has now come for all business to report their sustainability and use. The Kyoto Protocol adopted under the UNFCCC in December 1997, came into force on 16 February 2005.<sup>2</sup> The Kyoto Protocol commits industrialised signatory countries (.Annex I. countries) to reduce their GHG emissions by an average of 5.2%.<sup>11</sup> Under the Kyoto Protocol, Annex I countries may achieve these emission reductions either domestically or by supplementing their domestic efforts through three international market-based or flexible mechanism. The Kyoto Protocol sets targets for industrialised countries to cut their GHG emissions like carbon dioxide, methane, hydrofluorocarbons, perfluorocarbons and sulphur hexafluoride, nitrous oxide. These gases are mainly responsible for global warming, the rise in global temperature, which may have catastrophic consequences for life on earth. The targets for reducing emissions then become binding on all the Annex 1 countries, which have ratified the Protocol.

**THE 'CORPORATE' COMPLIANCE :** The objective of the imposed regulations is not achieved until they are complied with not only in letter but also in spirit. In May 2002, the United Nations Environment Program (UNEP) released an extensive report saying that, "there was a growing gap between the efforts to reduce the impact of business and industry on nature and the worsening state of the planet" and that "this gap is due to the fact that only a small number of companies in each industry are actively integrating social and environmental factors into business decisions."<sup>12</sup>

Social compliance is the end product of social accountability. Throughout Europe and the US, the pressure groups have demanded that production and services sourced out to the developing or under developed countries due to cheap labour should not lead to environmental deterioration, exploitation and bad working conditions. Compliance with the applicability of ethics marks the observance of CSR. CSR in India has yet to realize its full potential. Individual and collaborative initiatives continue to be dominated by self-assertion. What is absent, however, are clear metrics for evaluating their actual impact in improving social conditions. Established industrial dynasties, such as the Birlas and the Tatas, concepts of nation- building and trusteeship have been alive. Alongside these are the leading Indian companies with strong international shareholdings, such as Hero Honda, HLL

(Hindustan Lever Ltd), ITC, and MarutiUdyog, where local dynamics fuse with the business standards of the parent or partner. Another tradition emerges from the public sector enterprises, such as BHEL (Bharat Heavy Electricals Ltd), HDFC (Housing Development Finance Corporation), NTPC (National Thermal Power Corporation), and ONGC (Oil and Natural Gas Corporation), where social obligations remain an integral part of their business despite the march of privatization.

Companies have realised their responsibilities and as an initiative have taken positive steps one of them being dedicated positions in the company to look after its CSR accountability. An example can be the appointment of Ethics Officers. They often report to the Chief Executive Officer and are responsible for assessing the ethical implications of the company's activities, making recommendations regarding the company's ethical policies, and disseminating information to employees. They are particularly interested in uncovering or preventing unethical and illegal actions such as emission of industrial wastes.

The most significant step in pursuing CSR is to proactively protect the environment from Industrial disasters. Recent statements and writings of Lord John Browne, CEO of BP<sup>13</sup>, where a company that has built its entire business around provision and use of hydrocarbons has actually issued a call for reducing emissions of carbon dioxide and greenhouse gases for stabilizing the world's climate system. Many would see this as totally opposed to the business interests of BP. But in actual fact BP has read the writing on the wall and has identified its future as an era beyond petroleum as the company's advertisements proclaimed loudly a few years ago. This, therefore, is an example of a company altering its long-term business plans to suit what it anticipates society would want in the future. This example, therefore, highlights the fact that corporate social behaviour (self-regulation) could also be good business.

**CONCLUSION :** Societal concern in prevention of Industrial disasters and Corporate Social Responsibility are indispensable. CSR is not only about fair auditing, maintaining consumer relations but also about caring for the society as a whole by giving equal weightage to Environment as a whole. The processes carried out by corporate should be eco-friendly and also complying with all the regulations set for the purpose by regulatory bodies and institutions. This will ultimately reach to Sustainable Development by amalgamation of ethics into responsibility towards Environment by these 'corporate citizens'. In the Indian context, in order to arise the ethical development, in the corporates, the state should itself make a paradigm shift from where it currently places itself in the global circuit. It has to come out of the traditional view 'doing for the sake of it' to Milton's idea that 'the business of business is business'. The author would propose certain suggestions in the regard of the regulations and corporate social performance towards the cause of averting Industrial disasters-.

First, regulatory controls are seen as going hand in hand with market controls over environmental actions involving full environmental costing through the 'polluter pays' and 'natural resource user pays' principle. MNC's are to be consulted in this regard. Secondly, trade in environmentally damaging products, chemicals, toxic substances, and hazardous wastes can be lawfully banned. Furthermore, corporate wherever they operate, are specifically urged to introduce policies, commitments and standard of operations in relation to hazardous waste generation and disposal that are equivalent to or no less stringent than those in country of origin. They are also expected to adopt the best available environmental technologies, develop products and services that are safe.

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## The Impact of Working Conditions on the Motivational Level of Weavers of Carpet Industry of Mirzapur

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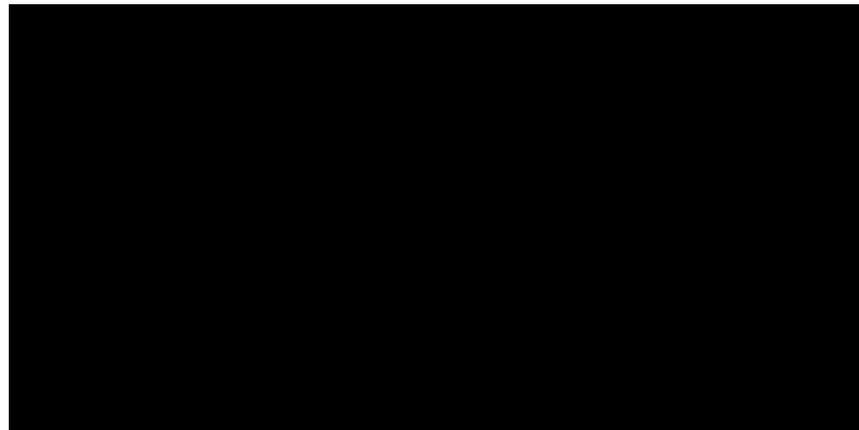
**Abstract :** The research paper describes the export oriented carpet industry in Mirzapur and working conditions of the weavers working therein.

The objectives of the research paper is to study the physical working environment and its effect on the motivational levels of weavers. The literature review briefly describes the origin, history and type of Indian carpets. It further gives a brief overview of the Indian carpet Industry by describing the various carpet production centers and the different types of carpets manufactured in India.

The paper is based both on secondary & primary data. For primary data a questionnaire including important variables and sub-variables as mentioned above and elsewhere in the paper, have been prepared for the study. Additionally, a flexible format has been used to interview the industrialists and craftsmen.

**Carpet industry :** Indian Carpet Industry is rural based cottage industry. It is one of the most important industry in India with immense contribution towards the country's exports. Indian handmade carpet industry is the only sector in rural India that is almost 100% export oriented. It provides direct employment to millions, generating opportunities to rural unemployed artisans. India's heritage of handmade carpet weaving has been recognized worldwide for its elaborate design, subtle elegance, and exquisite vibrant colors craftsmanship (Carpet Export Promotion Council Magazine, 2013) The labour intensive industry is providing ample opportunity of employment to the rural and semi urban people. Shahjahanpur, Mirzapur, Bhadohi, Khamaria and Agra are main hubs for carpet Industry in Uttar Pradesh.. The weavers of the Mirzapur-Bhadohi region are renowned for their versatility by weaving carpets of practically any design, including the Old Persian ones that are in great demand. India's Textiles & Apparel export at a glance

Exhibit 1  
Y axis : Rs  
X axis: year



**The process of Carpet Weaving :** Carpet weaving requires long and patient hours of work in a cramped sitting position on traditional looms due to which with passage of time people engaged in carpet weaving start facing health ailments due to the hard working conditions resulting in major health ailments which people face are musco-skeletal in nature and they suffer mainly from headache, knee pain, joint pain, back ache and weakening eyesight.

Keeping in view the above it becomes compulsive for carpet industry to set up such working conditions so as to motivate the weavers to remain in this trade inspite of other options and fair working conditions. It can be seen that weaving is a highly labour intensive process and the weaving of carpets depend on the motivational levels of the workers. Weavers supplement the earning from carpet weaving with the labor work both agricultural

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and non-agricultural. Many carpet weavers during the agricultural season stop carpet weaving for that period and completely engage themselves on their fields and also work as agricultural laborers on others' fields. Agricultural work gives them an opportunity to earn an income more than what they earn from carpet weaving and further with the advent of MNREGA most carpet weavers are turning to work provided under the scheme. The importance of the growth prospects of this industry lies in the fact that this is an export oriented industry.

**MIRZAPUR - General Characteristics of the District :** Mirzapur is one of the southern district of Uttar Pradesh. This district is well known for the Vindhyavasini temple at Vindhyachal. Vindhyachal Dham is one of holiest Place in India. Situated exactly in the middle of two pious city Prayag and Kashi. Vindhyavasini Devi temple is here on the bank of river Ganga. In 2006 the Ministry of Panchayati Raj named Mirzapur one of the country's 250 most backward districts (out of a total of 640). It is one of the 34 districts in Uttar Pradesh currently receiving funds from the Backward Regions Grant Fund Programme (BRGF).

**Location & Geographical Area :** Mirzapur is located between latitude 23.52° to 23.32° and longitude 82.72° to 83.33°. It is spread over an area of 4521 sq. km. It is surrounded by Varanasi and Sant Ravidas Nagar on the north, Allahabad on the west, and towards south east its boundaries are contiguous with Varanasi district, Sonbhadra and the state of Madhya Pradesh. The district measures 64 km from east to west and 32 km. from north to south.

**RESEARCH METHODOLOGY - RESEARCH DESIGN: EXPLORATORY RESEARCH :**

**Research Objectives :**

1. To measure the impact of working conditions on the motivational level of weavers of carpet industry of Mirzapur.
2. To suggest ways to improve the working conditions of weavers of the carpet industry of Mirzapur.

**Population of Interest :** All the weavers of Mirzapur District employed in carpet industry from 2016 to 2017.

**Sampling Element :** Weavers of carpets operating loom for weaving handknotted carpets.

**Sampling Method :** Cluster sampling has been used as the weaving centres lies in pockets. The city and its adjoining rural areas are pockets of carpet producing area. These areas have been taken as a cluster

**Sample Size :** 384 Krejcie and Morgan (1970)

**Tool :** Schedule in vernacular language for the purpose of collecting data.

**Data Collection :** The data were collected by administering the tool as well as by conducting unstructured interviews with stakeholders.

**Data Analysis :** The collected data was analyzed and hypothesis tested by using z test.

- H<sub>0</sub> = There is no significant relationship between physical working condition and motivational levels of carpet weaver.
- H<sub>1</sub> = There is significant relationship between physical working condition and motivational levels of carpet weaver.

**Data Analysis :** Since the calculated z statistic is 2.06 is greater than the critical value of 1.64 at 95% level of confidence. Henceforth, the null hypothesis is rejected and the alternate hypothesis is accepted.

**Conclusion :** There is a need to improve the working conditions of the artisans of the industry. The industry is an export oriented industry which exhibits the rich tradition of Indian skilled artisans which has been passed since ages from one generation to another. The physical strain put on the weavers with lack of medical policies result in a migration of workers to different sectors.

There is also a lack of inclusion of skilled artisans in the management process of the organizations which are involved in carpet industry. Although, wealth has accumulated with owners of the carpet business, which is in most cases a family owned business, it is at the expense of the skilled artisans who are the backbone of this labour intensive industry. Henceforth, if weavers are also included in the management process the workers will be motivated to give their best. The economic conditions still remain rudimentary because of inadequate wage structure, improper working conditions and lack of incentives for creating new innovative ideas as far as carpet designing is concerned.

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## **Painting : Origin and Meaning**

**Ajeet Kumar Tripathi\***

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**Abstract :** Present paper deals painting object composed of various elements, its function is to present images for perception which are endowed with quality and meaning. Painting, of all the arts, is perhaps the one in which the creative artist is most involved in all the operations and stages of the technical process; even in painting however there are inherited technical traditions and practical usages.

**Keywords :** Architecture, Sculpture, Expressive Art Painting, Visual Language.

Architecture, sculpture and paintings are the three great forms of art which appeal to the spirit through the eyes, painting being the oldest. The art of painting is as old as human beings are. It is one of the oldest art forms which even the primitive man knew. "How did the caveman learn to make such skillful pictures ? We do not really know for sure. But since the pictures are done on the sides of caves, which were rough and bumpy, it is possible that the idea of making pictures came from these bumps. Just as the ink blot suggests ideas to us, some hungry cave man, staring at the wall of his cave, might have imagined that particular bump looked like an animal and perhaps he drew an outline around it with a burned stick from the fire. He would then complete the picture by filling in the parts that were not there. Finally, he learned how to make such a drawing all by himself without the help of a bump on the wall of the cave.<sup>1</sup> Man, still in his savage stage, was charmed by nature, the playful blending of light and shade. He had appreciated nature in the form of paintings which adorn their cave walls. He founded painting as one of the most appropriate mode of expression of his feelings, thoughts and ideas, because the art of writing was not known to him. Long before man learnt the art of writing he knew the art of painting. The paintings which adorn the cave walls of the pre-historic man are our chief source of information of that period. Although very few paintings of that period have survived to this day, because the material used in painting was, unfortunately, more perishable than material used in any other form of art. But whatever little has survived is our chief source of information of the pre-historic people as there no written records of that period.

Among the earliest records of human creative activity are the paintings executed in the Paleolithic period on the walls of caves, as at Altamira in Northern Spain and Fond-de-Gaume in South-Western France.<sup>2</sup> The materials used in making them were simple mineral colours ranging in hue through a gamut of browns and reds, supplemented by blacks and grays, which are applied within incised contours to smoothed surfaces of the walls in a process not unlike that of fresco painting.<sup>3</sup>

In India, the earliest known paintings have been found on the walls of caves in northern India. Painted in red ochre, they represent animal hunts and so resemble similar scenes found in the Paleolithic caves of Spain that archaeologists believe the two contemporary.<sup>4</sup>

Even after the advancement of civilization the art of painting flourished because of its less complex nature and its universal acceptance. In olden days when life was simple, people knew nothing about the materialistic world but had love and appreciation for nature and wanted to make their place of living beautiful, they adopted the art of painting because the material used for painting was very simple and was easily available in the vicinity. He obtained various colours from flowers and other natural vegetation. The brush was also very simple it was either a wooden stick or some type of grass. The subject he chose for painting was what he saw around him. The motive behind these paintings is still not known. It was either to decorate his living place or it had some religious or magical purpose.

Even today, the art of painting is a part of our life. Paintings adorn the walls of our homes, or are made for rituals, or is a mode of publicity, etc. "Paintings are used to enrich the walls of our living quarters and also to preserve the likeness of members of our families. Similarly, paintings are used to commemorate events of social importance and to embellish public buildings."<sup>5</sup>

It is because of the very simplicity of elements involved that the practice of painting is so popular and universal, and it is for the same reason that it can be used equally for the epic interpretation of the 'Creation of the Universe. of man, and his fall', which is Michaelangelo's Sistine Chapel Ceiling as for the nucleus of a page of advertising. The quality of the result, as a work of art, is the extent to which the artist desired to give form is

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embodied in and made clear by the pattern of line and colour that constitutes the physical substance of the painting.<sup>6</sup>

Now the question arises, what is painting ? There are different views regarding the definition of painting.

"A painting is a layer of pigments applied to a surface. It is an arrangement of shapes and colours. It is a projection of the personality of the artist who painted it, a statement, or at least a partial statement \_\_ of the philosophy of the age that produced it, and it can have meanings beyond anything concerned with the one person who painted it or the one period in which it was created."<sup>7</sup>

"Painting in the fine art, is the application of colour to a surface for the purpose of creating images."<sup>8</sup>

"As an expressive art painting consists in the organizing of ideas in terms of line and colour upon a two-dimensional plane."<sup>9</sup>

"According to Michaelangelo, painting is a music and melody which intellect only can appreciate and with great difficulty."<sup>10</sup>

"Painting, like literature, is an art of complex appeal; nevertheless, the vital task for the artist remains to express him in that special form, that "music and melody", without which the art of painting remains incomplete."<sup>11</sup>

"A painting is an object composed of various elements, its function is to present images for perception which are endowed with quality and meaning."<sup>12</sup>

"Painting, of all the arts, is perhaps the one in which the creative artist is most involved in all the operations and stages of the technical process; even in painting however there are inherited technical traditions and practical usages."<sup>13</sup>

"The art of painting is the expression of ideas and emotions, with the creation of certain aesthetic qualities, in a two dimensional visual language. The elements of this language its shapes, lines, colours, tones and textures are used in various ways to produce sensations of volume, space, movement, and light on a flat surface. These elements are combined into expressive pattern in order to represent real or supernatural phenomena, to interpret a narratigve theme, or to create wholly abstract visual relationship. The artist communicates his visual message in terms of the sensuous qualities and expressive possibilities and limitation of a particular medium, technique and form."

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## Academic Stress Among Pupil Teachers Pre and Post Training

Dr. Pankaj Kumar Mishra\*

**ABSTRACT :** *The present study honest attempts to determine that stress of pupil teacher during pre training and post training. Two hundred pupil teachers of teachers training college affiliated to dr B.R.Ambedkar University Agra. Further the sample divided 100 male and 100 female pupil teachers. The study might be helpful to training college, management, policy maker to guide the pupil teacher in future.*

**Keywords:** Stress, Academic stress, Stress among pupil teachers.

**INTRODUCTION :** Stress is a nonspecific, often global response by an organism to real or imagined demands made on it; it is an emotional response. Psychological stress is a common phenomenon in human life. Inness etc.

So one can say that stress is the process by which events threaten or challenge individual ability to deal adequately with the situations. Both the pleasant and unpleasant events can produce stress. The pleasant events such as marriages, planning a party, joining the school or job and the unpleasant events like family problem, examination, experiencing circumstances at the work place produce threat to our well being. Although negative events result in greater detrimental effects than positive events

Today, the level of stress in human life has been rising at phenomenal rate. Stress is a phenomenon with the potential for manifestation in all the areas and stages of human life. Human beings are prone to face the debilitating effects of stress at anytime in life. However, a stressful event for one person may not be stressful to another. Any event can be stressful only when it is perceived in such a manner

Stress is a normal part of life. It can come from any situation or thought that makes you feel frustrated, angry or anxious. A low level of stress could be good. It can motivate you and help you become more productive. It provides the means to express talents and energies and pursue happiness. However, too much stress or a strong response to stress can be harmful. A high level of stress may have negative effect on cognitive functioning and learning of students. It can affect student's grades, health and personal adjustment.

Academic Stress is an important factor accounting for variation in academic achievement. It also contributes to major mental health hazards, problems both physical and mental stress related diseases. Stress makes a significant contribution to the prediction of subsequent student performance and act as a negative predictor of academic performance of student.

Thus in some cases the perception of a critical or stressful situation is more important than the real situation. Its interpretation depends upon the individual who perceives the situation, for example the sight of a snake altogether is a different phenomenon for a person having snake phobia and snake charmer.

**NEED & IMPORTANCE OF THE STUDY :** Education Commission (1964-1966) accepted the Education as the instrument of social change in the words as, "If this change on a grand scale to be achieved without violent revolution, there is one instrument and one instrument only, that can be used is 'EDUCATION'. So, Education is regarded as a powerful weapon or instrument to change our country and society for it betterment.

In today's highly competitive world, students face various academic problems including exam stress, disinterest in attending classes and inability to understand the subject. Academic stress is the feeling of anxiety or apprehension over one's performance in the academic activities.

Students were considered to be the future pillars who take the responsibilities to take our country to the next phase they should be in better way. To know this, the investigator decided to analysis the academic stress among pupil teacher.

There is rapid increase in the prevalence rate of stressful and anxious behavior among students in India and all over the world, so there is a need to study in this field from time to time. The study is necessary not only to study the behavior but also helps to know what intervention strategies should be used for the adjustment of stressful and anxious behavior in pupil teachers.

### **OBJECTIVES OF THE STUDY :**

The investigator of the present study framed the following objectives:

1. To study the academic stress of pupil teacher pre and post training.

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2. To study the academic stress of male pupil teacher between pre and post training.
3. To study the academic stress of female pupil teacher between pre and post training.
4. To study the academic stress of male and female pupil teacher between pre and post training.
5. To study the academic stress of male and female pupil teacher in post training.

**HYPOTHESES OF THE STUDY :**

The study is exploratory in nature; the following hypotheses were formulated:

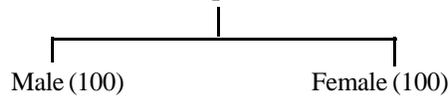
1. There is no significance difference of academic stress of pupil teacher in pre and post training.
2. There is no significance difference of academic stress of male pupil teacher between pre and post training.
3. There is no significance difference of academic stress of female pupil teacher between pre and post training.
4. There is no significance difference of academic stress of male and female pupil teachers in pre training.
5. There is no significance difference of academic stress of male and female pupil teachers in post training.

**RESEARCH METHODOLOGY**

**Method :** The present study is based on 'Normative Survey Method', which is also known as descriptive survey method.

**Sample :** Sample consists of 200 pupil teachers of teachers training colleges affiliated college to Dr.B.R.Ambedkar University Agra. Further the sample consist 100 male and 100 female pupil teachers. Purposive sampling technique was adopted by investigator. Sample structure is shown in following diagram.

**Figure - Structure of Sample  
Total No. of Pupil Teachers (200)**



**Tools :** The tools is contend by Researcher him self. The scale consisted of 5 parameters, never, almost never, sometimes, fairly often, very often. In which the subject has to show his priority.

**ANALYSIS AND INTERPRETATION OF DATA**

Hypothesis no. 1- There is no significance difference of academic stress of pupil teacher pre and post training.

**Table 1- comparison of mean, S.D. and t-value between pre and post training**

Group	N	Mean	SD	t-value	Significant
Pre training	200	22.9	4.6	15.8	.01 level
Post training	200	16.4	3.5		

From the above table it is observed that the mean of pupil teachers in pre training and post training were 22.9 and 16.4 respectively. SD of pupil teachers in pre training and post training were 4.6 and 3.5 respectively. The t-value is 15.8 which is significance at .01 level. Here the null hypothesis is rejected. It means there is significance difference of pupil teachers in pre training and post training. Pupil teachers of pre training mean is more than pupil teachers in post training mean. The reason behind this may be the pupil teachers in pre training are more annoyed about the course to be completed in limited time period.

Hypothesis no. 2- There is no significance difference of academic stress of male pupil teachers between pre and post training.

**Table 2- comparison of mean, S.D. and t-value of male pupil teachers in pre and post training**

Group	N	Mean	SD	t-value	Significant
Male pupil teacher pre training	100	23.0	4.4	11.2	.01 level
Male pupil teacher post training	100	16.5	3.7		

From the above table it is observed that the mean of male pupil teachers in pre and post training were 23.0 and 16.5 respectively. SD of male pupil teachers in pre and post training were 4.4 and 3.7 respectively. The t-value is 11.2 which is significance at .01 level. Here the null hypothesis is rejected. It means there is significance difference male pupil teachers in pre and post training. The mean of pre training of male pupil teachers is higher than means of post training male pupil teachers. The reason behind this may be the male pupil teachers in pre training felt more anxiety about to score more marks in training course to get better jobs in future than post training male pupil teachers.

Hypothesis no. 3- There is no significance difference of academic stress of female pupil teachers between pre and post training.

**Table 3- comparison of mean, S.D. and t-value of female pupil teachers in pre and post training**

Group	N	Mean	SD	t-value	Significant
Female pupil teacher pre training	100	23.98	4.30	12.93	.01 level
Female pupil teacher post training	100	16.41	3.84		

From the above table it is observed that the mean of female pupil teachers in pre and post training were 23.98 and 16.41 respectively. SD of female pupil teachers in pre and post training were 4.3 and 3.84 respectively.

The t-value is 12.98 which is significance at .01 level. Here the null hypothesis is rejected. It means there is significance difference female pupil teachers in pre and post training .The mean of pre training of female pupil teachers is higher than means of post training female pupil teachers. The reason behind this may be the female pupil teachers in pre training highly anxious about result. They may appraise future performance negatively. Hypothesis no. 4- There is no significance difference of academic stress of male and female pupil teachers in pre training.

**Table 4- comparison of mean, S.D. and t-value of male and female pupil teachers in pre training.**

Group	N	Mean	SD	t- value	Significant
Male pupil teachers pre training	100	21.36	3.7	1.20	NS
Male pupil teachers post training	100	20.65	3.4		

From the above table it is found that the mean of male and female pupil teachers in pre training were 21.36 and 20.65 respectively. SD of male and female pupil teachers in pre training were 3.7 and 3.4 respectively. The t-value is 1.20 which is not significant. Here the null hypothesis is accepted. It means there is no significance difference male and female pupil teachers in pre training. The mean of academic stress of pre training of male and female pupil teachers is almost similar

Hypothesis no. 5- There is no significance difference of academic stress of male and female pupil teacher in post training.

**Table 5- comparison of mean, S.D. and t-value of male and female pupil teacher in post training.**

Group	N	Mean	SD	t- value	Significant
male pupil teacher in post training.	200	22.87	3.61	1.5	NS
Female pupil teacher in post training	200	22.12	3.5		

From the above table it is observed that the mean of male and female pupil teacher in post training. were 22.87 and 22.12 respectively. SD of male and female pupil teacher in post training. were 3.61 and 3.5 respectively. The t-value is 1.5 which is not significant at 0.1 level. Here the null hypothesis is rejected. It means there is significance difference of male and female pupil teacher in post training. Urban mean is more than rural mean. The reason behind this may be the urban male primary teachers are more active regarding environmental activities than rural male primary teacher.

#### **FINDINGS OF THE STUDY**

1. There is significance difference of academic stress of pupil teachers in pre and post training. The mean of academic stress of pupil teachers in pre training is higher than the pupil teachers of post training.
2. There is significance difference of academic stress of male pupil teachers between pre and post training. The mean of academic stress of male pupil teachers in pre training is higher than the male pupil teachers of post training.
3. There is significance difference of academic stress of female pupil teachers between pre and post training. The mean of academic stress of female pupil teachers in pre training is higher than the female pupil teachers of post training.

**EDUCATIONAL IMPLICATIONS :** Academic stress as an important variable of the present study. It is helpful to know the academic stress of pupil teachers. Educational administration, management and teachers must acquaint their pupils about pros and cons to improvement the educational environment. High aspiration, poor study habits, students problems, low socio-economic conditions are the stressors/factors that influence academic stress. The students should have the aspiration / expectation about their study, not beyond their capacities and abilities.

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## Education : The Road to Women Empowerment

Sheetal Prasad\*

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**Abstract :** *Education is a prized asset for the salvation of human kind. For women education can be a liberating force that has the power to define her existence in a way hitherto unknown. Of late it has become a widely known fact that economic targets of any country cannot be achieved if half of its population remains out of the radar. Hence there is an urgent need to understand the importance of education as a tool for meaningful women empowerment. This article attempts to bring into limelight the societal impediments and how education can bring about an attitudinal change in the country's quest for women empowerment. This article shall also discuss the history of this ongoing process and the role of government in bringing about this meaningful change.*

**KEYWORDS-** Empowerment, Education, Role, History, Schemes.

**Statement of the problem -** gender discrimination is a rampant problem despite consistent efforts by the government and women organizations.

**Objective of the research-** to find out the role of education in bringing about meaningful women empowerment and chart out a trajectory for this ongoing process.

**Methodology-** The proposed study is descriptive, exploratory and explanatory in nature. The research will include qualitative, quantitative and analytical methods. The study proposes to refer both primary and secondary sources of information and data by using deductive method.

**Hypothesis -** education is the quintessential element for a country's progress in its bid for women empowerment.

**Introduction :** Empowerment is giving power to the powerless. It can be seen as a process which starts from within or where an external agent is required for realization of power in the marginalized sections from the non marginalized others. Women as a class have become an important unit of analysis from the subaltern perspective. This consciousness finds its roots in the waves of feminism started in the 1960s. With subsequent waves, we have come across various nuances of feminism like black feminism, postcolonial feminism etc within the broader paradigm of feminist discourse. Women empowerment is a call for equal rights by women who have been hitherto denied equality to exist at par with men. Holma stated that the tradition of feminist philosophy and feminist studies has always questioned the institution of gender as a dichotomy that permeates the social injustice in society (Noureen, 2015)

India is currently known as the knowledge economy deriving advantages from its demographic dividend. This has furthered the need to give ample room to education in country's development so that India is able to keep up with its growth trajectory vis-à-vis the other developing economies of the world. Though India could well become one of the largest economies in the world, it is being hindered due to a lack of women's participation (Pandey,2015) Education is a key to women's growth and prosperity as we live in a dynamic world defined by knowledge leadership. Education acts as means to uplift women's status in a society half of which is constituted by women itself but never accorded its rightful place. Women suffer exploitation at multiple occasions where the seat of exploitation varies from private spaces to public spaces all through her life.

**Role of education in women empowerment :** Education is one of the biggest forces behind empowerment of women. As swami Vivekananda said, no civilization can progress until it treats its women well. This stands true today when the only way a nation can expect to move forward is to empower its women who constitute half of the productive assets of the economy. With the prevalence of human rights movement and recognition of multiculturalism, the concerns of women have found a more powerful imperative in the society. In this process, awareness created through civil society organizations forms an important link between theory and practice. This awareness can only be understood and actualized by a certain quantum of education among the masses. Some of the role played by education can be discussed as -

**Education has the force of liberation :** Advocates of education for empowerment have argued that education needs to go well beyond mere "enabling" ( Medel,1995) education is something that opens up our mind to the realities of the world and liberates it to overcome any eventuality. When we read any subject , we gain knowledge and our mind processes it to fit into any context or discipline thereafter so knowledge not only stays static but changes form with the diverse context that we come across in life . Every situation has a different lesson to teach thereby making our knowledge system highly resilient. Therefore books educate us about various contexts,

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places, and people and predict a pattern of behavior. This is a liberating experience for anyone to understand anything hitherto not understood and know about things a person would not generally come across in their usual lives. Hence it is often said that women should read books to come out of their shells with limited exposure in a process of knowing themselves and their worlds better.

**Education can overcome barriers :** Unfortunately, we see societies being ridden with multiple divisions of caste, color, language, race, religion. Unity in diversity is a very celebrated idea but it's far more difficult to practice with every human being having his own piece of mind which more often than not clashes with others. These clashes have the capacity to break the society and toleration is elusive. In this context, education is a healing element that has the power to integrate various warring groups. Education can break these barriers where an educated person will only seek toleration and agreements with disagreements. It is said if a woman is educated; an entire family is educated because of the special function she holds in a family. If women become educated, they will not discriminate people on the basis of the barriers that the society has become defined with. This can cause a big change in society where the spirit of brotherhood and harmonious existence can be fostered for a more peaceful living.

**Education provides mobility :** While education is seen as critical for survival in the city, educational and occupational choices, attitudes towards education, and aspirations are still mediated by family and gender (Vaid, 2017) our society is pervaded by a number of social evils since time immemorial. It is only when people understand these evils can they rise up against them. Most of these social evils are propagated to suit to the vested interests of some faction of the population. It is very important to unearth these ulterior motives and know the reality. As also, given in the allegory of cave given by Plato, the father of philosophy as he is popularly known, knowledge becomes a liberator. Education is therefore an agent of change for people to distinguish the right from the wrong. An educated woman can become a harbinger of change and can bring qualitative changes in the lives of her own family members and through them, in the society as a whole. Once she is educated enough to break the glass ceilings, she can lead her own battles like dowry, domestic violence, marital rape, molestations, bride burning etc.

**Education needed to make a choice :** Right to choose is quintessential to anyone's freedom. Any freedom is incomplete if the course of action is dictated by others. This makes education necessary to chart our own battles and fix our goals. Without education, mind is limited by the immediate confines of our worldly existence. Education opens up this mind to the bigger world- to the places unseen, to the people unknown. With such manifestations, we are able to exercise our agency of choice. An educated woman thus distinguishes between right and wrong and makes her choice weighing the pros and cons of the eventuality. The right to make a choice should also be coupled with an "informed" choice. This informed choice can be exercised only when the context is known which is realized only by education. This can lead women to lead better lives making their own lifestyle choices about what to eat, what to wear, what to read and whom to marry among many other important life choices. This will give them the sense of independence which is the need of the hour for women empowerment so that they don't need to bow down before others and follow societal norms that inhibit their being.

**Education fosters a spirit of independence :** Education is key to empowering women's participation in decision making in democracy, dynamic transformation of society and shaping the destiny of future generations (Bera, 2016) our society is characterized by patriarchy where different institutions of the society prescribe a certain approved behavior by women. This is curtailment of women's freedom and has a bearing on their autonomy. Such diktats spread like tentacles and affect every aspect of lives of women. Education helps women to dare to subscribe against the popular codes of social behavior and carve a unique identity for themselves. This enables them to live life on their own terms and indulge in out of the box thinking. This thinking can impact society in a way that it can change the whole perspective how women are viewed in the society.

**Education helps in career building :** Women form half the human race and are valuable human resource for the country's development in an age marked by intense competition for resources. This fact that women are a productive asset for the economy makes conscious rising among women all the more essential for their economic well being. Financial independence goes a long way in relieving her of many social evils the burden of which she has been carrying since forever. Women as an economic agent are as capable as their male counterparts who give them the ability and power of decision making. This is where the change can start towards realization of their potentialities. An economically empowered woman has a greater say in family and her public image further boosts her confidence which becomes her asset for empowerment. Women have thus been able to transcend the division of labor propagated since past many centuries. They have also gone beyond the traditional roles given by society restricting them to professions like of nurses and teachers. Today she has occupied all posts considered to be reserved for men like pilots, soldiers. Economic independence can play a vital role in making the world realize that women are no longer ready to play a second fiddle for men.

**Education contributes to the country's development :** Women play an imperative role in making a nation progressive and guide it towards development (Bhat, 2015) women have many roles to play in a country's society, economy and polity. Through her multiple dimensions of personality, she can alleviate a country's profile through her diverse contributions as able administrators, politicians, professionals etc. not just the economic profile but also the

human development index has much to say about a country's development. Human development can only happen if women are considered at par with men and given commensurate rights. This can happen only with spread of education which further translates into the overall well being of the whole country.

**Women empowerment in India through education :** Women empowerment is a hot topic of discussion for scholars worldwide. There is a global gender gap report by world economic forum which assesses country on four parameters namely education, health, political and economic participation. Along with it there are others parameters like global inequality index brought out by UNDP. So we see multilateral agencies doing their bit to recognize the role of women empowerment in the progress of civilization.

In India, we have a separate ministry for women and child development. With this, we also have a national commission for women. Literacy rate in India is highly skewed in favor of men. We rank worst on health and economic parameters in global gender gap report. The only ray of hope is education where India has successfully closed the gender gap in primary, secondary and tertiary education (Global gender gap report, 2017). India has been able to achieve this parameter of MDG 3 before time. This fact clearly shows that government is doing much in the field of education for women. This can also be seconded by the number of government schemes for women education like Beti bachao, beti padhao, Sarva siksha abhiyan, Mid day meal scheme, Sukanya samridhi scheme, Kanya kelasvani yojna in Gujrat, Pratibha kiran yojna by Madhya Pradesh etc. as we see cooperative and competitive federalism functioning in india, state governments venture their own schemes to supplement national efforts on female education. Hence India has proved commendable in its efforts towards the field of female education. But the fight doesn't stop here. It can only translate into anything substantial if there is a positive change in society and women empowerment happens in the true sense.

**Way forward :** We can only find emancipated and truly women folk in our country if they are adequately educated, the way to which not just comes from NGOs raising their consciousness but also government schemes that enable their dreams turn into reality. Education is not the panacea to all evils but is surely the right instrument to begin a change.

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## Digital and Cashless Economy Challenges and Opportunities for India

Anjani Kumar\*

**Abstract :** *Cashless economy or cashless means all the transactions carried out between two individuals will occur by payment through payment gateways or through the plastic money. It is done with the primary aim of uncovering the non-registered transactions. The Indian government with another aim to promote the economy through non-cash transactions has introduced mediums such as: Banking cards, USSD, AEPS, UPI, Mobile Wallets, Banks Pre-Paid Cards, Point of Sale, Internet Banking, Mobile Banking, Micro ATM's.*

**Keywords :** Cashless, USSD, AEPS, UPI, Mobile Wallets, Banks Pre-Paid Cards, Point of Sale, Internet Banking, Mobile Banking, Micro ATM's etc.

India is a country with currency in circulation Rs. 17.97 lakh crore (trillion) as on November 2016 and with annual population growth rate of around 1.2% annually the need of currency for transaction will also rise. With 1.34 billion population of this country and only 3-4% actually paying taxes there is really a point of concern. Please take note every year Government bear around 1.7% of real GDP as a cost of cash and foregone tax revenues from the 'shadow' economy account for 3.2% of GDP.

**Implementation :** Reducing the economy's dependence on the cash and making it more deviated towards these mediums would result into the betterment of the country and the economy. For different mediums present in the digital transactions different requirements are necessary to carry out transactions in the economy. But we are going to shower light on the basic requirements if you want to deviate to a digital transaction medium

**BANKING CARDS:** Banking cards are available by the bank by providing the KYC (know you customer) information to the bank. Applying for a card and getting a pin for the same

**USSD:** You should be handling a bank account and have your mobile number attached to the same. You should register for mobile banking and you will get the MPIN (Mobile PIN) and MMID (Mobile Money Identifier) for the transaction

**AEPS:** You should be having a bank account opened along with your 'Aadhar' Card information linked with it.

**UPI:** For this digital service you need a bank account with your mobile number linked to it. Also, the phone should be a smartphone and a debit card to set the MPIN

**MOBILE WALLETS:** Option to open a zero KYC or a full KYC wallet along with your mobile number and the application to be downloaded to your smartphone.

**BANKS PRE-PAID CARDS:** For this service, a bank account should be there with wallet or a pre-paid card and a smartphone to generate the MPIIN

**POINT OF SALE:** A handheld device with the biometric reader along with a merchant bank account and internet connectivity

**INTERNET BANKING:** For this type of digital service to take benefit of the individual must hold a bank account and opt for the online service same.

**MOBILE BANKING:** A bank account is required along with a mobile phone application of the bank and internet connectivity to take benefit of this digital service

**MICRO ATM'S:** This type of digital service can be used by the users of low costs devices and would be beneficial to them.

### Advantages of Going Cashless for Individuals :

1. Pack of cards: No need to carry bulky notes in a case. Just carrying the required cards or mobile banking will suffice.
2. More sense of safety with a PIN protected card etc. which will work only with your own credentials.
3. No fear of being robbed unlike carrying cash and letting everyone know that there could be something worth snatching.
4. Tracking of expenses: it becomes easier to determine how much was spent where.
5. The exact amount in small denominations can be paid. Unlike cash transactions, there is no need to pay fringe amount in case the exact amount is not available with either of the parties.

6. An important, though seemingly insignificant issue is that of hygiene of the notes.

#### **Advantages of Going Cashless for Businesses :**

1. Easier accounting
2. Direct payment to bank account. You don't need to go every day to deposit cash to your current account.
3. Easier transactions

#### **Advantages for the Economy as A Whole :**

1. Taxation: with lesser availability of hard cash at homes and more in banks, there is lesser scope of hiding income and evading taxation and when there are more tax payers it ultimately leads to a lesser rate of taxation for the whole country.
2. Transparency and accountability: it becomes a lot easier to track the flow of money with every transaction being recorded with the buyer, seller as well as regulatory bodies, making the system much more transparent and compliant. In the long term it leads to better business and investment prospects for the economy as a whole.
3. More currency in bank will mean more circulation of money in the economy, leading to greater liquidity and would eventually mean lesser interest rates (according to the monetary policy of the country).
4. Reduced redtops and bureaucracy: with cashless transactions through electronic means the wire transfers are tracked and people are accountable which in turn reduces corruption and improves service time.
5. Less availability of cash for illegal activities: when people are encouraged to go cashless, there is lesser cash available with the people and there won't be a means to invest in other activities to use the idle cash. Channels like hawala (illegal remittance) will ultimately suffer the brunt of a cashless economy.

#### **Benefits of Cashless India :**

There are some important reasons as to why India has to gradually move towards a system of cashless payments. We categorize them as direct and indirect benefits.

**Direct Benefits :** Cashless transaction is good for below reason:

- (a) **Accountability:** track expenses any time
- (b) **Transparency:** Transaction is transparent
- (c) **Less corruption:** Everything is transparent which leads to lower corruption
- (d) **Safe and Secure:** More safety feature needed still cards are safe in compare to cash

**Indirect Benefits :** There are three distinct yet important indirect benefits from promoting cashless transactions in India. These are:

- (a) It will promote financial inclusion;
- (b) It will keep records of financial transactions; and
- (c) It will lower transaction costs involving any two parties engaged in a financial transaction.

#### **Steps Taken by Rbi and Government to Discourage use of Cash :**

1. Government is also promoting mobile wallets. Mobile wallet allows users to instantly send money, pay bills, recharge mobiles, book movie tickets, send physical and e-gifts both online and offline. Recently, the RBI had issued certain guidelines that allow the users to increase their limit to Rs 1,00,000 based on a certain KYC verification.
2. Promotion of e-commerce by liberalizing the FDI norms for this sector.
3. Government has also launched UPI which will make Electronic transaction much simpler and faster.
4. Government has also withdrawn surcharge, service charge on cards and digital payments

#### **Challenges in Making India a Cashless Economy :**

1. Though bank accounts have been opened through Jan Dhan Yojana, most of them are laying us operational. Unless people start operating bank accounts cashless economy is not possible.
2. There is also vested interest in not moving towards cashless economy.
3. Availability of internet connection and financial literacy.
4. India is dominated by small retailers. They don't have enough resources to invest in electronic payment infrastructure.
5. The perception of consumers also sometimes acts a barrier. The benefit of cashless transactions is not evident to even those who have credit cards. Cash, on the other hand, is perceived to be the fastest way of transacting for 82% of credit card users. It is universally believed that having cash helps you negotiate better.
6. Most card and cash users fear that they will be charged more if they use cards. Further, non-users of credit cards are not aware of the benefits of credit cards.
7. Indian banks are making it difficult for digital wallets issued by private sector companies to be used on the respective bank websites. It could be restrictions on using bank accounts to refill digital wallets or a lack of access to payment gateways. Regulators will have to take a tough stand against such rent-seeking behaviour by the banks.

**Suggestions for Promoting Cashless and Digital Transaction :**

1. Abolishment of government fees on credit card transactions; reduction of interchange fee on card transactions; increase in taxes on ATM withdrawals.
2. Tax rebates for consumers and for merchants who adopt electronic payments.
3. Open Bank accounts and ensure they are operationalized.
4. Making Electronic payment infrastructure completely safe and secure so that incidents of Cyber crimes could be minimized and people develop faith in electronic payment system.
5. Create a culture of saving and faith in financial system among the rural poor.
6. The Reserve Bank of India too will have to come to terms with a few issues, from figuring out what digital payments across borders means for its capital controls to how the new modes of payment affect key monetary variables such as the velocity of money.
7. RBI will also have to shed some of its conservatism, part of which is because it has often seen itself as the protector of banking interests rather than overall financial development.
8. The regulators also need to keep a sharp eye on any potential restrictive practices that banks may indulge in to maintain their current dominance over the lucrative payments business.

**Future of Cashless and Digital Economy :** The year 2017 is an important milestone for India and would mark transition from a largely cash economy to a less cash and a more digital economy. But the buzzwords like "less cash", "cashless" and "digital" do not really convey the range and diversity of the transition. It is actually a transition to a new social and behavioral pattern. Migrating from a cash economy to a digital economy requires a big behavioral and social shift, and a recast of the whole mindset. Making gadgets available to the society will not help unless we bring about a social and behavioral transformation. A surge in non-cash transactions through digital options such as mobile wallets and debit cards is a clear sign that India is gradually embracing the cashless economy, but it remains to be seen if this will continue when new currency notes come into circulation. However, one of the major concerns would be digital security. It may be noted that to have a smooth transition to a digital economy, the government needs to have a policy of digital security. A strong digital security and low risk will enhance the spread of digital/cashless -economy.

**Conclusion :** Post-demonetisation, the people have finally started believing in the power of the plastic money in the form of credit card/debit card, and other channels of electronic payment. Online banking has gained prominence due to unavailability of enough cash in the market. A part of Digital India programme, the concept of cashless economy in India is centered on the vision of transforming the country into a society, which is digitally enabled and empowered by several modes of cashless transactions. Moreover, E-commerce modes of making payments have also become popular, as most of the people have now started making payments of even Rs 50 through the digital modes. All these developments are considered to be good for the healthy growth of the economy.

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