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ORIGINAL ARTICLE

Gender Discrimination of Women in Sports: An Analysis of its Perspectives

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Abstract
This paper highlights the gender discrimination in sports. It is males that dominate in sports at all levels and women athletes have less or no recognition due to male dominance in sports. Position of women in sports is associated with the existence of multiple social, cultural, physiological, medical and psychological prejudices and myths in society. This study emphasizes on the analysis of different perspectives mentioned by eminent scholars.

Keywords *Gender, Discrimination, Athletes, Dominance, Prejudices, Myths.*

Introduction

Throughout the history of sport, women's roles and involvement have been less than equal to their male counterparts. In many ways, the lack of equality for women in sport reflected the denial of equality for women in a given society.

Women were virtually excluded from sports in ancient Greece (except in Sparta). Indeed, women were strictly barred from even viewing the Olympic Games, and punishments were prescribed for any women caught at the Games. The women did, however, create their own program of sports-The Heraea Games, in honor of Hera, the wife of Zeus. These were athletic events, held every four years, for women only. This might be called the beginning of women in sports. (Sage, 1970)

Sage (1970) lists three reasons for women's historical insignificance in sport:

1. Women's cultural "tasks" have been child rearing and home making. This left very little time for sport participation.
2. The deep seated suspicion that vigorous sports were a health hazard for women.
3. Social mores of masculine-feminine sex roles have discouraged women from participating in sport.

Many cultures have historically treated sports, as Arens stated, as a male preserve. For this reason, women have been both excluded and discouraged from involvement in, and with, sport. Women were not expected to participate, nor were they expected to be knowledgeable. Many (especially men) still believe that involvement in sport will create tough, non-feminine individuals, and that women are not tough enough physically or psychologically to withstand strenuous competition.

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As a part of the early gender-role socialization process, there are gender differences in toy selection, in play opportunities and preferences, and in the type and degree of involvement in formal and complex games (Branta, Painter & Kiger, 1987; Lever, 1976, 1978; Lewko & Greendorfer, 1988). Despite the social change that has occurred with the women's movement, there are still major differences in the work and leisure roles of males and females. Not surprisingly, these differences extend into sport. For example, disproportionately fewer females are socialized into sport at both the recreational and competitive levels. Strong cultural prescriptions still govern what is appropriate activity for males and females. Sport to a great extent, is still more closely identified with the male role. Also, males control the decision-making process of most competitive sports. In short, play, games and sport represent yet another domain where there is a gender – based double standards in terms of opportunities, values, and encouragement.

Through much of history, women have been perceived as inferior to men and have been denied access to equal opportunities in most social institutions, including sport. Research evidence has shown that women are not biologically or intellectually inferior to men; rather, they have somewhat lower limits of physical potential. To illustrate, with, increased opportunity to participate and train, the percentage difference between males and females in the time for the marathon decreased from 37.2% in 1963 to 11.7% in 1980 (Ferris, 1981). Similarly, the percentage difference in the 100- meter sprint decreased from 18.8% in 1927 to 8.0% in 1984 (Dyer, 1986).

Within the primarily male-oriented and male-dominated world of sport, a number of myths have evolved concerning the extent to which females should be involved. Many of these myths have been initiated and perpetuated by the medical and teaching professions and by journalists. These unfounded beliefs suggest, for example, that female participation in sport at any level

- is harmful to the female reproductive system and a threat to childbearing;
- masculinizes a female, particularly her facial and upper-body appearance;
- threatens the development of male masculinity if girls out-perform adolescent boys in sport;
- wastes human and economic resources because females' performance levels are lower than males';
- is not important for their social development, because they do no need or value achievement, aggressiveness, competitiveness, independence, or productivity.

Although many goddesses in Ancient Greece exhibited physical prowess and many mythic stories (e.g., Atlantis, the Amazons) stressed the superiority of women, only males competed in the famous athletic festivals that were the precursors of the Olympic Games. Moreover, women were prohibited from attending the contests as spectators. The Greeks later established the Hera Games to provide opportunities for women to compete. By the Medieval Era, women – especially those in the upper class – were encouraged to attend jousting and other selected events as spectators because these were viewed as social events.

In general, women did not publicly participate in physical activities to any great extent until the late 19th century. Even then, only "functional" activities such as riding horses (side-saddle only), skating (on the arm of a gentleman at first), and cycling (at first as passengers only) were considered appropriate activities for "ladies" (Gerber, Berlin, Felshin, & Wyrick, 1974; Lucas & Smith, 1978; Spears, 1978; Boutilier & SanGiovanni, 1983).

The arguments against female participation in sport are often based on a set of beliefs left over from the Victorian era. Victorians believed that the ideal woman should perform her patriotic duties of attracting a mate, bearing and rearing children, and serving her husband. Any social activity that might restrict or interfere with these responsibilities was discouraged or prevented. Medical and journalistic opinions perpetuated the myth of the frail female, and early feminists argued that to sweat and strain was unfeminine.

The arguments were primarily based on two unfounded set of beliefs. First, people drew on physiological, biological, and medical opinions (usually expressed by males) that sport was harmful to women. Second, people sought to perpetuate culturally based definitions of ideal "feminine" dress and behaviour. Women often sanctioned these definitions.

Brown (1982) suggests the explanations are complex and involve historical factors, outright discrimination, and events occurring in other societal institutions. Some of the hypothesized contributing factors are

- continuing prejudices, taboos, and stereotypes that lead to sport being viewed as a male "preserve" (Theberege,1985);
- the lack of power in gender relations (Messner, 1988) and the strength of "old boys" networks and the lack of or weakness of "old girls" network;
- a lack of qualified female personnel to coach and administer athletics;
- unconscious or unintended discrimination by males;
- failure of women to apply for job vacancies in athletics;
- time constraints imposed on married or divorced females by family responsibilities;
- a lack of female role models as participants and leaders; and
- a continuation, in some societies and some segments of society, a long-standing gender-role socialization processes that discourage female from sport.

Throughout the struggle to become more involved in sport, the situation of females has paralleled that of blacks (Lumpkin, 1981). Both groups were

- prohibited from participating because of cultural norms or written restrictions;
- forced to sponsor their own competitions and leagues; and
- benefactors of federal legislation guaranteeing equal rights.

Sexism has led to double standards within sport. Women have received less than favorable or less than equal treatment in a number of ways, including

- lower budgets;
- fewer hours allocated to facilities;
- shorter schedules;
- fewer athletic scholarships (Coakley & Pacey, 1984);
- fewer events or types of sport available;
- fewer women in leadership positions in sport organizations;
- submission to sex-identity tests at international competitions;
- differential (i.e., lower) prize structures (e.g., in golf and tennis);
- less media coverage;
- delayed or restricted opportunities for marriage among elite athletes (Foldesi,1984);
- different orientations to games at lower levels of involvement (Theberge, Curtis, & Brown, 1982);
- being encouraged (i.e., socialized) to restrict participation to such socially acceptable sports as tennis, swimming, or gymnastics (Snyder & Spreitzer, 1983);
- less encouragement from parents to participate in sport, especially in less educated or blue collar families;
- differential play experiences for young children (Lever, 1976, 1978), which tend to perpetuate the system of gender stratification;
- less access to commercial endorsements (only about 2% of all endorsements go to female athletes); and
- higher status attached to the role of cheerleader than to that of athlete (Feltz, 1979).

Medical Beliefs

Early medical practitioners thought sport posed hazards for the "weaker" gender. Lenskyj (1984) cites this turn-of-the-century opinion:

Kenealy, a female doctor, commented in 1899 on: the passing of a dainty, elusive quality in the face of the athletic women, whose "bicycle face" was characterized by muscular tension where formerly there had been sympathy and tenderness.

In early 1900s, concern was shown for women's priorities, in which reproducing perforce came first. Parry, 1912, had this opinion: "The reproductive system is often dwarfed by the force going to overdeveloped arms and legs."

This concern for women's reproductive system was further reinforced by Westman (1939):
The male organisms is used by nature to produce, while the female is made to reproduce….Too much activity in sports of a masculine character causes the female body to become more like that of a man. This holds good not only in regard to the outward appearance, but in regard to the genital organs, for they tend to decay. The monthly preparations for proliferation, which was previously normal, is disturbed, and may even cease altogether; the power to proliferate may be lost.

Westman also felt sport was "useless as well as harmful in relation to the primary tasks of woman's life, maternity."

Twin (1979) helps to summarize these opinions, noting that doctors ascribed all kinds of fashionable female disorders to overactivity:

Physicians warned that too much activity unnerved females, creating everything from hysteria to dyspepsia. Since the uterus, they thought, was connected to the nervous system, nervous shocks induced by overexertion threatened reproduction and might lead to weak and degenerate the little energy they had.

Journalistic Opinions
Similar beliefs were printed and reinforced by the news media. Consider this opinion printed in The Mail in 1890:

The (female) sex should avoid any pursuit or diversion which necessarily involves violent running. She can do it after a fashion….but the movement is…..a kind of precipitate waddle with neither grace, fitness, nor dignity.

In the early 1900s, it was de Coubertin who most vocally protested women's sport involvement:

In public competitions, (women's) participation must be absolutely prohibited. It is indecent that the spectators should be exposed to the risk of seeing the body of a woman being smashed before their eyes. Besides,…..her organisms is not cut out to sustain certain shocks. Her nerves rule her muscles, nature wanted it that way. (Cited in Gerber et al…,1974)

And Lenskyj (1984) cites this belief as another reason female sport participation was discouraged:

The men want the girls to stay beautiful, graceful and sightly…..Runners were usually flat-chested, leather-limbed, horselike…..and had as much sex appeal as grandmother's old sewing machine.

Socio - Cultural Norms
Clearly, Lenskyj (1984) states when commenting on the myth of the frail female in the late 19th and 20th centuries:

There were three mutually reinforcing dimensions to the argument against running: the medical rationales, the aesthetic and the social considerations….the economic security offered by marriage was conditional upon their "femininity" being beyond reproach. With femininity defined…..as the capacity to bear children and to please men, running, clearly, was not a "feminine" pursuit.

The cycle of reinforcement was completed by established cultural norms concerning women. These norms governed more than appearance or excessive physical activity. Indeed, they limited women's involvement in virtually every sphere outside the home. (Cushman, 1940):

Every girl should have some business experience…..but no girl should remain in business for more than five years….The whole purpose of a relatively short business career should be to make the girl a better home maker….A business career was acceptable for those women with glandular deficiencies, or who honestly did not desire children, who could never find warmth on a glowing hearthstone.

For most women, engaging in sport invokes two contradictory role expectations: the expectations associated with being a woman, and the expectations of being an athlete. The traits often cited for being a successful athlete – aggressiveness, tough- mindedness, dominance, self-confidence, and risk taking- are usually associated with males rather than females. In contrast, mentally healthy females are likely to be described as dependent, emotional, intuitive, passive and submissive.

In essence, these traditional prescriptions against female participation in vigorous physical activity represent a type of social inequality and a form of discrimination or sexism. In this case the stratification is based on the ascribed characteristics of gender rather than some other characteristics such as income, power or prestige. In recent years the gender roles have been liberalized; nevertheless, clear differences remain between man and women in world of sports.

Another aspect of gender inequality in sport is the lack of female role models. Rintala and Birrell's (1984) content analysis of the latter magazine also shows a deficiency in its coverage of female athletes-less than the actual participation rates. Hasbrook suggest the findings which indicate a lack of opportunities for females that reflects the family's inability to provide sport equipment, facilities, instruction and sport club membership as well as less parental approval of sport participation was apparent only for lower class females.

Sport has always been the prerogative of the male. A double standard exists in society. Males are socialized to use their bodies to please themselves, while females are socialized to use their bodies to please others. Physical prowess, team sports, that's male turf. (Dr. Dorothy Harris, Sport Psychologist 1987)

The number of women holding coaching and sports – administration positions in the past 10 years has declined by over 50%. As women's sports have increased in their importance and visibility, more men are being selected for those leadership positions….The male administrators who are hiring (often) believe ….women are not competent for those jobs. (Carol Mann, President, Women's Sports Foundation 1988)

Sex discrimination has been a major feature of sport programs in the vast majority. Women were often given the old gym when the new gym was completed for the men. Along with the inferior gym came inferior locker rooms, shower facilities and heating and cooling systems. Women did not have coaching or training care comparable to what was available in the men's programs. The men's teams took planes to "away" games. Women's teams took buses; when males' teams took buses, women's teams drove their own cars or requested rides from their parents or friends. According to women working in the athletic programs of U.S. colleges and universities, the major reasons for this under representation are, in order of importance (Acosta and Carpenter, 1985):

1. Men's use of an efficient "old boy" network to get jobs.
2. The failure of women to use their own network to help female friends and associates.
3. The existence of unconscious discrimination in the selection process.
4. Lack of qualified women coaches and administrators.

According to men the reasons are in order of importance:

1. Lack of qualified women applicants.
2. Unwillingness among women to travel and recruit athletes.
3. Failure of women to apply for jobs.
4. Time constraints on women with families.

Myths Perpetuating Inequalities

There are some myths which maintain inequalities in sports between men and women. These are illustrated as follows:

1. **Physiological Myths:** It includes that strenuous participation in sport may lead to problems in child bearing. The activities in many sport events may damage the reproductive organs or breasts of women. Women have a more fragile bone structure than men, making injuries more likely. Intense

involvement in sport causes menstrual problems. Sport involvement leads to the development of unattractive, bulging muscles.

2. **Performance Myths :** As per performance myths discrimination has also been justified by arguing that women are incapable of performing at the same level as men, they should have fewer opportunities and fewer rewards for achievements.
3. **Socio Psychological Myths:** Some people have believed that a woman's participation in sport can threaten her femininity and that when her participation occurs with or against a male it can threaten his masculinity. Because they do not want to interfere with what they see as normal development, these people recommend a caution in making sport opportunities available to females.
4. **Maintaining inequality through mixed socialization messages:** Myths and belief systems may be used to "justify" sex discrimination in sport, but the participation rates of females are influenced by more than myths. Patterns of opportunities and patterns of constraints are also shaped by the socialization experiences of women and girls. As infants, girls have traditionally been handled more gently and protectively than boys. Boys have been thrown into the air more often, given more toys requiring active play and the use of motor skills, and have been allowed to explore more of their physical environments before being "cautioned" and constrained by their parents. Girls have been watched over more closely even before they have started to walk. This pattern of "protectiveness" and constraints is continued through childhood and it restricts girl's involvement in physical activities. (Coser, 1986) When a young girl asks on of her parents for permission to go and play, she often hears something like this:

    - Stay in the house.
    - Do not leave the yard
    - Do not go far away from the house
    - Go with a friend
    - Play with the children who you know
    - Get back home at exactly 4 o' clock – no later
    - Do not do anything dangerous
    - Keep your clothes clean
    - Do not play rough or get hurt
    - Do not get in fights or arguments with your friends
    - Take your little brother or sister with you

Role of Media

The media perpetuate and naturalize this hierarchy by rewarding female athletes whose physical appearance conforms to a Euro- centric homosexual femininity with more coverage and, thus, more exposure for commercial endorsements than female athletes who have an androgynous physical appearance (Creedon, 1994). The media devote the majority of their coverage to male athletes and generally valorize and revere them for their athletic prowess and judge sporting events by masculine standards. Summarizing a series of studies conducted for the Amateur Athletic Foundation of Los Angles, Duncan and Messner (1998) reported that verbal descriptors were used to frame male athletes as strong, active, powerful, and in control. Male athletes were described in terms of their strengths and successes and liberal use was made of power descriptors and martial metaphors.

By lesser representation of the achievement of women in sports, the media has cut down the possibility of a farther reach of talent possessed by female athletes to the audience. Several studies done on media coverage of women sports go on to prove that women sports are generally ignored or are given less importance. In addition, sexual harassment has also been a major concern, especially in developing countries like India. The recent accusation of coach M.K. Kaushik by 31 members of the Indian women hockey squad bring out in the open, a badly kept secret that Indian sports women are constantly exploited.

Sports media also contribute to the construction of masculinity in contemporary society. A study conducted by the Amateur Athletic Foundation of Los Angles reports that 98% of American boys between the ages of 8 and 17 consume sports media. Since professional sports are virtually dominated by men- from the athletes and coaches to the commentators and reporters- sports media have the potential to transmit powerful ideas about manliness and masculinity.

Conclusion

The above illustrated study concludes that gender discrimination in the athletic industry has long been a controversial topic. This study proved that prevalence of gender discrimination in sports is sprouted out of patriarchal mode of structure, thinking, meaning and orientation. It is the process of socialization which conducts through its different agencies like family, peer group, neighbourhood, community, state, education, media etc. which determines the place of women in sports. This is the consciousness of society which barricades the enthusiastic and equal participation of women in sports in relation to the male counterparts.

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ORIGINAL ARTICLE

Benefits of the Morning Exercise

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Abstract

Everyone knows that they are plenty of benefits of exercise in the morning, but specifically what are they? This article will give you an overview about early morning exercise.

Exercising not only ensures physical fitness, but improves our overall mental health and wellness. The crisp morning air not only rejuvenates the mind, but wakes you up completely and fills your lungs with clean air. Why should you exercise in morning as compared to any other time of the day? After all, why is morning exercises is the most effective? Simply because the benefits of exercise in the morning outweigh exercise done during any other time of the day!

Benefits of Doing Exercise in the Morning

Morning exercises are most effective because it helps to set the body's natural alarm system in place. To get up early one needs to sleep well in time, which means one needs to eat a light and early dinner. Once the body gets used to this rhythm, it will relax and de-stress the mind with the adequate sleep one can get. This is one aspect of morning exercise that scores heavily above evening exercises. The merits of regular early morning exercise are vast; from promoting wellness to preventing some diseases, and rejuvenating the mind and soul. Early morning workout benefits are many, and they benefit people irrespective of their age and sex. I have listed out some benefits of early morning exercise.

Top 5 Morning Exercise Benefits

1. One of the primary benefits of exercise in the morning is setting of the circadian rhythm. Circadian Rhythm is a 24 hour cycle of mental, physical and behavioral changes that respond with respect to light and darkness in an organism's environment. Once this circadian rhythm gets set, our body's internal clock signals waking and sleeping time. This rhythm helps to relax the body, and keeps the heart beat function smooth.

2. The physical activities that our body perform puts stress on out back and other joints of the body. Although, exercise alone cannot prevent or heal osteoarthritis or osteoporosis, regular moderate, weight bearing morning exercises will lower the risk of both low bone density conditions. Walking, jogging and swimming are low impact exercise one can try as beginners.

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3. Research indicates exercises such as walking, brisk walking, swimming and running and jogging helps to increase the levels of good cholesterol. A good cholesterol level plays a vital role in reducing high blood pressure (hypertension) and lowering the risk of a stroke and other coronary diseases, and regulating the levels of blood sugar, thereby reducing the risk of developing type 2 diabetes. It is a medically proven fact that inactive people double the risk of dying from heart diseases as compared to those who are physically active. Read more on stroke symptoms.

4. Obesity and weight management is another early morning exercise benefit. Fat is nothing but excess calorie that gets stored in our bodies, exercise helps burn these calories, reducing the amount of fat stored in our body. One can not only workout the whole body, but specific exercises help target and strengthen specific muscle groups. Obesity can also be managed with a combination of a healthy diet and regular exercise. If your body mass index (BMI) is 30 or over, then you immediately need to get on a diet and exercise program. Obesity doubles the risk of stroke, heart disease and type 2 diabetes.

5. A happy body is a relaxed mind. When we exercise in the morning our lungs are pumped with clean air, oxygen. More oxygen in our blood stimulates various brain chemicals that help to improve mental alertness, refreshes the mind and body, increases our physical fitness levels and act as the basic 'feel good' factor. Inactive people are more prone to suffer from clinical depression and low self-esteem.

Other Benefits of Exercise in the Morning

• Exercise improves and elevates your mood.
• Ensures better quality of sleep.
• Improves appetite for healthy foods and snacks.
• Strengthens and tones the body.
• Improves endurance and lowers susceptibility to injury.
• Boosts the immune system and increases longevity.

Conclusion

Benefits of exercise in the morning, as you have seen are plenty, but this is not to say that exercise at other times do not reap benefits, they do. It's just that it has been proven that people who exercise in the morning will stick to their routine more than the ones who exercise at other times. Well, then sleep early, rise early and get moving!

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ORIGINAL ARTICLE

Yoga Means Achievement of Life Happiness.

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Introduction

Human life in today generation has become very fast. People for to make their life technological they are running after it. Using all these technical efforts man has forgotten his peace of mind and invented stress for him. This mental stress affects the health of man daily we are watching the incidents happening around us we see and as well as hear about it. All these incidents are created by Human's Solution for this also man can only bring.

Now let us know what is stress? And its symptoms, reason for stress, its effects types of stress, what is yoga? types of yoga, Benefits of yoga, yoga in education.

What is Stress?

Stress is a common experience, stress can have both positive and negative emotions, such as effects.

Symptoms of Stress

Totally we have 13 symptoms.

[1] Unfulfilling of wants
[2] Personal behavior
[3] Energy used
[4] Leaving stress to stop
[5] Stability in life
[6] Success and unsuccessful in life
[7] Stress with adjustment
[8] Manage with stress
[9] Stress its effects benefits
[10] Coaping long with groups
[11] Unawareness of reasons of stress
[12] Capability of doing work
[13] Positive parts of stress

All these symptoms are reviewed from book. But living life with stress view is as follows

Point of View of Stress

[1] Attitude falling lineasy
[2] Feel uneasy
[3] Get angry
[4] Feel fear
[5] Lack of concentration
[6] We do not have interest in any work.
[7] High blood pressure
[8] Problem in breathing
[9] Get tired
[10] Loss a apatite
[11] Memory power becomes loss
[12] Lack of proper sleep.

Reasons for Stress

[1] The people with whom we live fill uncomfortable and raise quarrel with them.
[2] Sudden death of beloved ones.
[3] Always keeps in mind to win success.
[4] Long period of any diseases which is not unable man gets frustrated.

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[5] Financial, Economically undeveloped.
[6] Any Natural hardness.
[7] Greedy of other's success.
[8] Traits of Personality.

Effects of Stress

If a person suffering with these following above symptoms always negative thinking only. All the effects for stress are :

[1] Some people get habit of bad things.
[2] Loss of immunity.
[3] Feeling sleep but cannot sleep.
[4] Working less also becomes tired.
[5] In small age also feels as an old.
[6] Changes in Hormones
[7] Diabetes, blood pressure, Depression may occur.

Type of Stress

There are 3 types of stress
[1] Depression
[2] Conflicts
[3] Pressure
What is yoga?

"Yoga means to join to meet generally union of both Atma and Parmatma"Concentration and yoga are the powerful thing to improve self confidence and getting peace of mind.One if a man sits deeply in penance forgets about the things incidents happing around him in this situation man's soul meets his parmatma by doing this our psychological problem get vanished and gets physical problems also get vanished.
This is not today's research but from ancient time philosophies and great saints had discovered that with the help of yoga man can come out through her stress.

Types of Asans

The way to learn yoga is easy there is totally a type of asans.
(1) Hastpadasan
(2) Padmasana
(3) Swastikasana
(4) Uttanpadasan
(5) Pawan Muktasana
(6) Bhujangasana
(7) Chakrasana
(8) Shavasana
(9) Halasana
By doing yogasan's some diseases can be cured.

DISEASE	Useful ASAN
Constipation	Bhujangasana, Padmasana
Undigestion	Halasana
Throat Infection	Halasana
Ashtama	Halasana
Eye problem	Halasana
Cold	Halasana
Knee Problem	Uttanpadasan

Yoga in Education

When a child firstly starts going to school has mind is sensitiveness then his mind does not support to go learning in school. For peace of mind and soul only first of all the school start with prayer. By doing prayers purposely he gets stability in mind and life. According to todays are children need technological studies. By performing yoga memory power increases, Children get Physical stability. Now by seeing all this we come to point that to remove stress yoga plays an important role.

Stress & Yoga

As seeing that in this era the first problem man faces is stress. Now human getting more involved in his office work & house life. He suffers with stress and does not get any time for his personal attention not only working people but students, old people also suffer with stress.Yoga teaches us aboard the body mind and the soul when health of the body is maintained, one can think about mind and soul. Now it is up to us that by performing yoga can you overcome stress.
"Yoga Means Achievement of Life Happiness"

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ORIGINAL ARTICLE

An Analysis of the Institutional Measures against Sexual Harassment of Women at Work Place in India

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Abstract

Sexual harassment is such a topic that has received little systematic study in our Country despite its multiple adverse effects both on women and work. In addition to the feelings of fear, anxiety, intimidation and helplessness that harassment produces in working women, it also creates a significant barrier to women's equal employment opportunity by discouraging them from remaining in their job or keeping them away from advancing in their service career. The search for identity by the working woman is also dealt within the context of the traditional pattern of sexual and gender exploitation. The problem of sexual harassment in India is more alarming because in developed countries, the women are on equal footage with men, but in India the situation is quite different.

The status of women in India is quite inferior to men, she suppose to be subordinate of a man and represents a weaker sex.. Generally women does not complain because of the fear of being imputed by a social circle. Besides this, the ignorance of legal remedies also plays a major role in worsening their situation.

The present paper will analyse the various institutional measures to curb the menace of sexual harassment of women at workplace.

Introduction

Sexual harassment is intimidation, bullying or coercion of a sexual nature, or the unwelcome or inappropriate promise of rewards in exchange for sexual favors. In most modern legal contexts sexual harassment is illegal. As defined by EEOC, "It is unlawful to harass a person (an applicant or employee) because of that person's sex." Harassment can include "sexual harassment" or unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature.

In Vishakha vs. State of Rajasthan, the Apex court defined it as –

1) Any unwelcome physical contact and advances.
2) Demand or request for sexual favours.
3) Sexually coloured remarks.
4) Display of pornography;
5) Any other unwelcome physical verbal or non verbal conduct of a sexual nature.

Nature and Extent of the problem

In the workplace, harassment may be considered illegal when it is so frequent or severe that it creates a hostile or offensive work environment or when it results in an adverse employment decision (such as the victim being fired or demoted, or when the victim decides to quit the

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job. The harasser can be the victim's supervisor, a supervisor in another area, a co-worker, or someone who is not an employee of the employer, such as a client or customer.It includes a range of behaviour from mild transgressions to sexual abuse or sexual assault. Sexual harassment is a form of illegal employment discrimination in many countries, and is a form of abuse (sexual and psychological) and bullying. For many businesses and other organizations, preventing sexual harassment, and defending employees from sexual harassment charges, have become key goals of legal decision. Often, but not always, the harasser is in a position of power or authority over the victim (due to differences in age, or social, political, educational or employment relationships) or expecting to receive such power or authority in form of promotion. The harasser can be anyone, such as a client, a co-worker, a parent or legal guardian, relative, a teacher or professor, a student, a friend, or a stranger. The victim does not have to be the person directly harassed but can be a witness of such behaviour who finds the behaviour offensive and is affected by it.

The place of harassment occurrence may vary from school, university, workplace and other place. There may be other witnesses or attendances, or not. The harasser may be completely unaware that his or her behaviour is offensive or constitutes sexual harassment or may be completely unaware that his or her actions could be unlawful. The harassment may be one time occurrence but more often it has a type of repetitiveness. The victim and harasser can be any gender. The harasser does not have to be of the opposite sex.

Institutional Measures -Statutory and Judicial on International Level

The United Nations have adopted a plethora of human rights instruments that directly or indirectly addresses the issue of sexual harassment. As sexual harassment violates the right to just and favourable conditions of work, this fact has been recognized by the United Nations in the Universal Declaration of Human Rights (UDHR, 1948) and in a series of International Conventions.

International Labour Organization, one of the specialized agencies of the United Nations, has been in the forefront to highlight the issue of sexual harassment in many of its conventions.

The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) 1979, has asserted the right to work as an inalienable right of human beings and same employment opportunities with the right to protection of health and to safety in working conditions.

The Nairobi Forward Looking Strategies for the Advancement of Women,1985 was the first United Nations document to directly address the issue of sexual harassment in all formal and informal areas by the public and private sectors.

At the World Conference on Human Rights in Vienna in 1993,recognized that sexual harassment is a practice incompatible with human dignity.Beijing Declaration and Platform for Action adopted in 1995 at the United Nations Fourth Conference on Women, also declared it as an obstacle to the achievement of the objectives of equality, development and peace. (Paragraph 121).

Indian Scenario

The Constitution of India ensures gender equality under Fundamental Rights vide articles 14,15,16,19,21,32 and 226.In addition to these Fundamental Rights, Part IV of the Constitution which incorporates Directive Principles of State Policy also ensures dignified life to working women. The important provisions are:

Indian Penal Code

The Indian Penal Code (IPC),1860, which contains laws for punishment of offences committed within India, lacks specific provisions to deal with instances of sexual harassment of women at the work place. In the IPC some provisions such as Section 294 (obscene acts or songs), Section 327 (assault or criminal force to woman with intent to outrage her modesty), 354 (outraging the modesty of women),Section 377 (rape), Section 279 (word, gesture or act intended to insult the modesty of a woman) etc.

Industrial Legislation on Sexual Harassment

The relevant provisions of the Acts like the Industrial Disputes Act, 1947; Factories Act,

1948; Plantation Labour Act, 1971; Mines Act, 1972; Maternity Benefit Act, 1961; Beedi And Cigar Workers (Conditions of Employment) Act, 1966; Equal Remuneration Act, 1976; Indecent Representation of Women (Prohibition) Act, 1987; Delhi Prohibition of Eve-Teasing Act, 1988 etc. However, there does not exist any specific complaint mechanism to deal with cases of sexual harassment of women at the work place.

Bill on Prevention of Sexual Harassment of Women at work place

Looking into the gravity of the issue, National Commission for Women proposed a bill on this issue but from the year 2000, till date, it is in the pipeline.

Judicial Initiative

The Hon‟ble Supreme Court in Vishaka case laid down guidelines and norms that should be observed at all work places or other institutions, until a legislation is enacted in this regard. While formulating the guidelines and norms, the judges had due regard to the International Conventions and norms to achieve the object of protection of women workers from sexual harassment and to make their fundamental rights meaningful. The Apex Court has emphasized that the following guidelines:

(1) Duty of the employer or other responsible persons in work places and other institutions to prevent or deter the commission of acts of sexual harassment and to provide the procedures for the resolution, settlement or prosecution of such acts.

(2) All employees or persons in charge of work place whether in the public or private sector should take appropriate steps to prevent sexual harassment.

(3) Where such conduct amounts to specific offence under the Indian Penal Code or under any law, the employer shall initiate appropriate action in accordance with law by making complaint with the particular authority. In particular, it should ensure that victims or witnesses are not victimized or discriminated against.

(4) When such conduct amounts to misconduct in employment as defined by the relevant service rules, appropriate disciplinary action should be initiated by the employer in accordance with the rules.

(5) Whether or not such conduct constitutes an offence under law or a breach of the service rules, an appropriate complaint mechanism should be created in the employer‟s organization for redress of the complaint made by the victim.

(6) The complaint mechanism should be adequate to provide, where necessary, a Complaints Committee headed by a women with half of its members women, a special counsellor or other support services, including the maintenance of confidentiality. Complaints committee should involve a third party, either NGO or other body who is familiar with the issue of sexual harassment.

(7) Employees should be allowed to raise the issue of sexual harassment at workers‟ meetings and in other appropriate forum.

(8)Where sexual harassment occurs as a result of an act or omission by any third party or outsider, the employer and person in-charge will take all steps necessary and reasonable to assist the affected person.

(9) The Central/ State Governments are requested to consider adopting suitable measures including legislation to ensure that the guidelines laid down by this order are also observed by the employers in the private sector.

(10) These guidelines will not prejudice any rights available under the Protection of Human Rights Act, 1993.

Some Landmark Judgements on Sexual Harassment

The law declared by the Supreme Court in Vishaka's case was again reiterated in Apparel Export Promotion Council v. A.K.Chopra, enlarged the definition of sexual harassment by holding that physical contact is not essential to constitute sexual harassment at the work place. In Chairman Railway Board & Others v. Chandrima Das & Others, wherein the employer was vicariously held liable to compensate the victim of a gang rape committed by its employees within its premises having far reaching implications. Again, in State of Punjab v. Ramdev Singh, it was held that sexual violence apart from being a dehumanizing act is an unlawful intrusion of the right of privacy and sanctity of a female. It degrades and humiliates the victim and more so where the victim is a helpless innocent child or a minor.

The National Human Rights Commission Initiatives

The National Human Rights Commission receives a number of complaints alleging sexual harassment at the work place. The Commission observed that the guidelines issued by the Supreme Court in its landmark judgement in the case of Vishaka were not being implemented adequately. In order to consider and clarify these issues the Commission convened meetings with various departments of the Government of India like the Department of Personnel and Training (DOPT) , educational departments/institutions like the Department of Secondary and Higher Education, Department of Elementary Education and Literacy of the Ministry of Human Resource Development, University Grants Commission (UGC), Central Board of Secondary Education (CBSE), Directorate of Education, National Capital Territory (NCT) of Delhi, etc. besides meetings with the legal fraternity .

Conclusion and Suggestions

It is important to be aware of the difficulties confronting our society and ways to overcome them. We all know that India is a patriarchal society and most cases of sexual harassment remain unreported. Women are reluctant to complain and prefer silence due to lack of sensitivity on the part of Indian society. There is a need to gender-sensitise our society so that the victim does not feel guilty and is encouraged to report any form of harassment. The victim's privacy must be protected. The police and the judiciary, in particular, also need to be gender-sensitised. There should be speedy redressal and an increase in the conviction rate. Women themselves should be made aware of their right to a safe and harassment-free work environment. The concept and definition of sexual harassment should be clearly laid down, and the redressal mechanism made known to women in each and every sector of the economy. Structures and mechanisms should also be created for women in the unorganised/informal sector to combat SHW. Despite bold judgments by the Supreme Court, there is no sexual harassment complaints committee at most workplaces, even in the government sector. The apex court must direct the various workplaces to form sexual harassment committees within a stipulated time frame . It is highly desired that the proposed bill on this issue to be got passed for having a proper legal fabric of a statutory tool of gender justice.

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ORIGINAL ARTICLE

Role of SEZs in India

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Introduction

The SEZs are important in today's context for the third world countries which have been in the race for rapid economic growth. There are many positives which emerge out of establishing an SEZ. The SEZ policy was first introduced in India in April 2000, as a part of the Export-Import ("EXIM") policy of India. Considering the need to enhance foreign investment and promote exports from the country and realizing the need that level playing field must be made available to the domestic enterprises and manufacturers to be competitive globally, the Government of India in April 2000 announced the introduction of Special Economic Zones policy in the country deemed to be foreign territory for the purposes of trade operations, duties and tariffs.With a view to create an environment for achieving rapid growth in exports, a Special Economic Zone policy was announced in the Export and Import (EXIM) Policy 2000. Many developing countries are looking towards the SEZs with the expectation that they will provide the engines of growth for their economies to achieve industrialization. To attract FDI and to increase exports that in a way will accelerate the country's economic growth.

Meaning

SEZ means an area that has been specified as an enclave that is duty free and is treated as a foreign territory for various purposes such as tariffs, trade operations and duties. It is a geographical region that has economic laws that are more liberal than a country's typical economic laws. It is a trade capacity development too, with the goal to promote rapid economic growth by using tax and business incentives to attract foreign investment.

India is one of the first countries in Asia to recognize the effectiveness of the Export Processing Zone (EPZ) model in promoting exports. Asia's first EPZ was set up in Kandla in 1965. Accordingly, the Government has converted Export Processing Zones located at Kandla and Surat (Gujarat), Cochin (Kerala), Santa Cruz (Mumbai-Maharashtra), Falta (West Bengal), Madras (Tamil Nadu), Visakhapatnam (Andhra Pradesh) and Noida (Uttar Pradesh) into a Special Economic Zones. In addition, 3 new Special Economic Zones were approved for establishment at Indore (Madhya Pradesh), Manikanchan – Salt Lake (Kolkata) and Jaipur and have already commenced operations.

Role of SEZs

SEZs are a means of attracting companies to set up manufacturing or services bases within the country. This becomes a major revenue earner for the country. The most prominent sector is the manufacturing sector which would gain the maximum from SEZs - specially light and heavy

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engineering industries that are oriented towards exports. Electronics and light engineering get the advantage of the SEZs and reach greater heights. Auto and auto-components could also avail of the SEZ to create the much talked about small car manufacturing hub of the world in Indian SEZs making these as the in-gate and out-gate to the global markets. Besides these, industries which are being impacted by reducing tax breaks too are now moving towards SEZs. Even the Gujarat government set up an SEZ for the petroleum sector to attract multinationals and large corporate to set up base in the state. In addition, the textiles, chemicals, gems and jeweler sectors too are in an expansion mode.

To provide a stable economic environment for the promotion of Export-import of goods in a quick, efficient and hassle-free manner, Government of India enacted the SEZ Act, which received the assent of the President of India on June 23, 2005. The SEZ Act and the SEZ Rules, 2006 ("SEZ Rules") were notified on February 10, 2006. The SEZ Act is expected to give a big thrust to exports and consequently to the foreign direct investment ("FDI") inflows into India, and is considered to be one of the finest pieces of legislation that may well represent the future of the industrial development strategy in India. The new law is aimed at encouraging public-private partnership to develop world-class infrastructure and attract private investment (domestic and foreign), boosting economic growth, exports and employment.

With a view to augmenting infrastructure facilities for export production it has been decided to permit the setting up of Special Economic Zones (SEZs) in the public, private, joint sector or by the State Governments. The minimum size of the Special Economic Zone shall not be less than 1000 hectares. Minimum area requirement shall, however, not be applicable to product specific and port/airport based SEZ. This measure is expected to promote self-contained areas supported by world-class infrastructure oriented towards export production.

The Special Economic Zone Act 2005 came into force with effect from 10th February 2006, with SEZs Rules legally vetted and approved for notification. The SEZs Rules, inter-alia, provide for drastic simplification of procedures and for single window clearance on matters relating to central as well as state governments. Investment of the order of Rs.100, 000 crore over the next 3 years with an employment potential of over 5 lakhs is expected from the new SEZs apart from indirect employment during the construction period of the SEZs. Heavy investments are expected in sectors like IT, Pharmacy, Bio-technology, Textiles, Petro-chemicals, Auto-components, etc.

Administrative set up

SEZs are governed by a three tier administrative set up.

a) The Board of Approval is the apex body in the Department,

b) The Unit Approval Committee at the Zonal level dealing with approval of units in the SEZs and other related issues, and

c) Each Zone is headed by a Development Commissioner, who also heads the Unit Approval Committee.

Approval Mechanism

The developer submits the proposal for establishment of SEZ to the concerned State Government. The State Government has to forward the proposal with its recommendation within 45 days from the date of receipt of such proposal to the Board of Approval. The applicant also has the option to submit the proposal directly to the Board of Approval. The Board of Approval has been constituted by the Central Government in exercise of the powers conferred under the SEZ Act. All the decisions are taken in the Board of approval by consensus.

Objectives

1. To generate additional economic activities
2. To promote economic growth with human development.
3. To create employment opportunities
4. To increase international trades and earn foreign exchange.
5. To reduce income inequality under the process of economic development.
6. To promote export of goods and services.
7. To increase countries national income.
8. To attract FDI and FII through SEZs.
9. To provide adequate base of countries infrastructure.

Benefits

1. The preferential policy framework within which an SEZ functions is designed to give an impetus to exports and provide the necessary supporting environment to make these export hubs an attractive investment destination point for global players with multi-lateral trade dimensions.
2. A Special Economic Zone (SEZ) is a "specifically delineated, duty-free enclave and shall be deemed to be foreign territory for the purposes of trade operations and duties and tariffs"
3. Imported goods can be taken directly to SEZs and cleared from there. Goods can be exported directly from SEZs. No license required for import made under SEZ units. No routine examination by Customs officials of export and import cargo.
4. Income tax holiday for 15 years
• 100% for the first 5 years
• 50% for the next 5 years
• 50% for the following 5 years on plough back of profits
5. Exemption from customs duty on import of capital goods, raw materials, consumables, spares, etc.
6. Exemption from Central Excise duty on the procurement of capital goods, raw materials, and consumable spares, etc. from the domestic market.
7. Exemption from payment of Central Sales Tax on the sale or purchase of goods, provided that, the goods are for undertaking authorized operations.
8. Exemption from payment of Service Tax.
9. Exemption from requirement of domicile in India for 12 months prior to appointment as Director.
10. Setting up Off-shore Banking Units (OBU) allowed in SEZs. OBU's allowed 100% income tax exemption on profit earned for three years and 50 % for next two years.
11. Single window clearances
12. On-site customs and self-certification processes
13. Repatriation of profits without dividend balancing permitted
14. 100% foreign direct investment permitted

Drawbacks

There is loss of revenue because of the various tax exemptions and incentives. Many traders are interested in SEZs, so that they can acquire at cheap rates and create a land bank for themselves.

The biggest challenges faced by SEZs in today's scenario are the taking away of agricultural land from the farmers. The farmers are being paid disproportionate money which is not in lieu of the current land prices. More and more farmers are moving towards the lucrative manufacturing side in search of greater economic security. Moreover the greatest problem that seems to be emerging out is that arable land is being used for non-agricultural purpose which could lead to food crisis and loss of self sustenance in future

Exit on SEZ's Unit

The SEZ's Unit may opt out of Special Economic Zone with the approval of the Development Commissioner. Such exit shall be subject to payment of applicable duties on the imported or indigenous capital goods, raw materials, components, consumables, spares and finished goods in stock. If the unit has not achieved positive Net Foreign Exchange, the exit shall be subject to penalty that may be imposed under the Foreign Trade (Development and Regulation), Act, 1992.The Unit shall continue to be treated a unit till the date of final exit.(Rule 74 of Special Economic Zones, 2006).

Conclusion

The SEZs could drastically improve the economic activity in the country, make the country's export competitive and globally noticeable, be net foreign exchange earner and provide immense employment opportunity. But this should not be done at the cost of bringing down the agricultural activities, Land grabbing and real estate mafia should be properly regulated so that the common man is not the net sufferer to get the net foreign exchange earner up and running.

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ORIGINAL ARTICLE

Mobile Schools

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Summary
The Chalta Phirta School (CFS) or the mobile learning centre (MLC) aims at taking the education to the un-reached.Considering the targets set under the MDGs this has turned out to be an innovative mechanism to disseminate primary education to children in the marginalized communities. It was conceived from the Cluster Resource Centre model, under the Sarva Shiksha Abhiyan. It is operated by two established Delhi based NGO's (NAME NGOs) as implementing agencies. It is an outreach programme providing educators with a versatile platform to advocate and facilitate children's educational development in the most marginalized areas of Delhi. The school moves to the student through a modified van which carries resource persons, facilitators, teaching & learning materials including information to community focus groups,

Key issues addressed
It aims to increase the participation and retention of all children up to the age of 14 in quality education programmes with a special emphasis on education of girls, working children, poor children and those with special needs. Acting as a bridge between the hard to reach children and the formal educational institutions, it targets the high dropout rate. By taking resources directly to the populations with a low access to education it also aims at empowering the community to manage and support education

Innovative Strategies Used

• **Identification and motivation:** Through a situational analysis and base line study conducted by the NGO's, a data base of the beneficiaries is prepared. The role of the community motivator is then very crucial as he engages with the parents. He motivates the children to participate in the interactive learning sessions conducted regularly.

• **Innovative teaching learning:** various curricular bridging programmes are integrated with interesting educational tools like Meena CD's, a library including SCERT books and story books and several mathematical games etc. The van is outfitted with a laptop and a 40" digital flat screen television and an on board generator along with a range of interesting interior exhibits and equipments to showcase knowledge and best practices in contemporary education. Moreover, a focused group strategy is followed by classifying children into illiterates, semi-illiterates and those who have completed primary education.

• **External support to school going children:** Regular tuitions are provided along with regular follow ups for children attending schools. It also includes the financial support for essential documents like the affidavits.

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• **Capacity Building :** Acting as a platform for capacity building at three levels; child, teacher and the community, it is empowering them to be proactive on issues concerning the education of their children. Regular in-service training workshops for the teachers e.g. the Jodo Gyan workshop for teachers at Butterflies. SBT on the other hand conducts awareness sessions on AIDS etc every Saturday for the community.

• E governance : Regular online maintenance of records like the daily attendance of the target beneficiaries, weekly and quarterly reports from the concerned NGO's, enrollment records of the children mainstreamed etc. Also each bus is monitered through a GPS system
.

• **Monitoring and Evaluation :** Well planned outcomes, detailed outputs, activities and lesson plans along with verifiable indicators are prepared in advance. Regular visits are done by head CFS, Mr. R.M. Mohla, CRC, DORC and the state financial audit team. There are regular reports prepared for each location along with details of progress against the indicators and names of all those on board.

Project Outcomes

• Increase in Enrollement and retention rates: 70+22 children were enrolled into the mainstream education by Salaam Balak Trust and Butterflies respectively in the year 2008-2009. In the year 2009, till June, 40+15 children have been enrolled into the Government school and National Open school respectively by Butterflies. On the other hand SBT has enrolled children into a government and Guruduara school. There has not been even a single drop out case till date.

• **Increase in the enrollment of girls :** Many girls particularly muslims who had dropped out have been mainstreamed into the schools through this programme. Also, a large number of girls from the G.B. Road area have been admitted or linked to the SBT home for girls- 'Arushi'- at Gurgaon

• **Documentation of Best practices in contemporary education and a data base of the targeted beneficiaries.** For example incentive based education such as the use of Sony PSP.

• Increased Awareness: amongst the children as well as the community. Parents are taking initiative to get the affidavits and birth certificates for their wards made, in order to take admission in schools or avail schemes like Ladli. An increased amount of trust between the parents and the community mitivator gets reflected in the parent teacher-motivator meetings.

Lessons Learnt/ Key Challenges ahead

• **An effective Partnership :** Well networked agencies of planning and implementation are essential for a goal oriented approach. An effective partnership between the department of education, NGO's – SBT and Butterflies, Government of National Capital Territory, UNICEF, YUVA, transport department, Teach India Campaign launched by the Times of India and the department of social welfare ensure a smooth and effective implementation. However, the government-NGO partnership has to be strengthened financially with more investment by the department of education thus raising it from currently 30% of the entire project cost to at least 50%.

• **Transparent feedback mechanisms :** Online attendance and progress reports by the concerned NGO's regularly along with monitoring reports by the concerned government departments with a clear mention of the successes, failures, slippages in implementation and names of the dignitaries on each evaluation panel creates transparency and accountability in the process. Moreover clearly laid out plans, verifiable progress indicators and outcomes strengthen the provided mechanisms.

• **Sustainability and replicability :** The project has been a great success in achieving the intended objectives. Moreover, the plan to launch 30 more buses on the basis of this pilot project is in the pipe line. However, the same could also be replicated in rural areas in coordination with the local governance institutions and civil society organizations.

• **Successful Outreach :** The programme has been able to reach out to targeted beneficiaries from diverse areas stretching from G.B. Road to Kalkaji Temple. However, it needs to be stretched to include adolescents as well.

Moreover, the number of locations each day could be reduced in order to increase the efficiency in terms of community awareness and sensitization programmes.

• **Formal links between the Government schools and departments like transport, SDM and the NGO's** have to be strengthened in order to reduce the structural bottlenecks for renewal of license, parking space, admissions, schemes like Ladli, income certificates and fitness clearance, maintenance of the vehicle etc. Also, the coordination between the concerned NGO's has to be strengthened in terms of educational and implementation strategies.

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ORIGINAL ARTICLE

Flash Light on Energy in Twelfth Five Year Plan

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Abstract

If energy were plentifully available in global markets at affordable prices, large energy imports may not present serious problems, although even in those circumstances problems of energy security would remain. In fact of course, energy prices are rising globally and imports will be expensive. This underscores the need for moderating the growth of energy demand by achieving higher levels of energy efficiency while also increasing domestic supplies of energy as much as possible. In this Chapter, we examine the likely energy requirement of 9.0 per cent growth and make an assessment of its feasibility and the implications for various aspects of energy policy including energy pricing.

Introduction

The global crisis of 2008-09, and its aftershocks, has created conditions whereby the Twelfth Plan will be launched in a less benign and a more uncertain acroeconomic environment than the Eleventh Plan. There is no doubt that India has weathered the global crisis much better than most other countries in the world, but it certainly has not been immune. More importantly, the policy measures taken to meet the crisis have left in their wake issues which will need to be addressed, if we are to achieve our objective of faster, sustainable and more inclusive growth

Energy is a vital input for production and rapid growth of GDP will need to be supported by an increase in energy consumption. This is especially so in India, where large sections of the population are still without adequate access to energy. In this Chapter, we examine the likely energy requirement of 9.0 per cent growth and make an assessment of its feasibility and the implications for various aspects of energy policy including energy pricing.

Per capita energy consumption is one of the key developmental indicators. India's per capita energy consumption fares really low compared to other nations. There are no two views about the fact that India is short on energy supply and needs to improve production efficiencies and cut down its transmission and distribution losses.

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Table
Per Capita Energy Consumption

Country	Per Capita Energy Consumption(kgoe)
Brazil	1239
Russian Federation	4230
India	529
China	1484
Japan	4019
United States	7766
Pakistan	512
Sri Lanka	464
Bangladesh	263
Nepal	338
United Kingdom	3464
Singapore	5831

Source: FICCI

Projected Energy Demand

The extent of the increase in energy requirement over the Twelfth Five Year Plan depends on the elasticity of energy demand with respect to GDP, which has been falling over time and is currently around 0.80. Allowing for some further decline in the elasticity, a GDP growth rate of9.0 per cent per year over the Twelfth Plan will require energy supply to grow at around 6.5 percent per year. The ability to meet this energy demand depends on our ability to expand domestic production in critical energy sub sectors, notably petroleum, gas and coal, and meeting the balance requirement through imports.

The pattern of energy demand that may be needed to support 9.0 per cent GDP growth is shown in Table. The total energy requirement (in terms of million tons of oil equivalents) is projected to grow at 6.5per cent per year between 2010-11 and 2016-17. This is based on the assumption that the energy elasticity will decline over time.

Table
Projected Primary Commercial Energy Requirement (Million Tons of Oil Equivalent)

Particular	2010-11		2016-17	
	Needs	imports	Needs	imports
Oil	164.32	125.5 (76.4%)	204.80	164.8 (80.5%)
Natural Gas & LNG	57.99	10.99 (19%)	87.22	24.8 (28.4%)
Coal	272.86	54 (19.8%)	406.78	90 (22.1%)
Hydro	10.31	0.48 (4.6%)	14.85	0.52 (3.5%)
Lignite	9.52	--------	14.00	---------
Nuclear	6.86	--------	9.14	---------
Renewable	0.95	--------	1.29	---------
Total Energy	522.81	190.97	738.07	280.12
% of Total Energy	-----	36.53	------	37.95

Source: Approach to the Twelfth Five Year Plan

Energy Efficiency

Increased energy efficiency is the only way to contain energy demand without jeopardizing growth and it must therefore receive high priority in the Twelfth Plan. Increasing energy efficiency requires action on two fronts: rationalizing energy prices to incentivize energy efficiency and taking non-price initiatives to push the economy towards greater energy efficiency. The role of energy pricing is discussed in the next section. There is considerable scope for non-price initiatives to promote energy efficiency. Several of these are included in the National Mission on Enhanced Energy Efficiency which was launched in 2008 as one of the eight missions in the National Action Plan for Climate Change. The measures include labeling of consumer durables for energy efficiency, imposing targets for reducing energy use in energy intensive industries, introducing energy efficiency in buildings, etc.

Promoting Energy Efficiency

The following are the main components of the Energy efficiency Mission. These programmes have resulted in avoided generation capacity of over 7,500 MW during the first four years of the Eleventh Plan.

Standards and Labeling of Equipment & Appliances Labeling has been introduced for 16 major energy-consuming appliances, providing users with information on the energy use of a model, and its relative efficiency as compared to others. It has been made mandatory for air conditioners, refrigerators, distribution transformers and tube lights.

Energy Efficiency in Buildings

A national Energy Conservation Building Code (ECBC) has been prepared for the design of new commercial buildings. Over 700 ECBC-compliant buildings are at various stages of construction. Two States have adopted ECBC, making it mandatory for all new, large-commercial buildings to comply with the Code. Performance contracting through Energy Service Companies (ESCOs) is being promoted to enable the retrofit of existing buildings so as to reduce their energy consumption.

Energy Efficiency in Industry

467 industrial units from 8 sectors have been declared as Designated Consumers. Together they account for about 35 per cent of the total energy consumption in India. Each designated consumer has been prescribed a target per cent age reduction in its specific energy consumption to be achieved by 2014-15. Those who exceed their targets would receive tradable Energy Saving Certificates for their excess savings, which could be used for compliance by other designated consumers, who find it expensive to meet their targets through their own actions. A major programme to enhance energy efficiency of small and medium enterprises is also being launched, focusing on SME clusters, and the development of local consultants, equipment vendors, and financial institutions through replicable pilot projects.

Residential Lighting

The penetration of energy-efficient compact fluorescent lamps (CFLs) in the domestic sector has been relatively limited because of the high costs of CFLs. The Bachat Lamp Yojana (BLY) provides CFLs to households at the cost of incandescent bulbs. Distribution Companies select qualified investors to sell high quality CFLs in their region. The investors earn carbon credits due to the lower energy use by the CFLs. The BEE has registered a country-wide Programme of Activities (POA) under the Clean Development Mechanism (CDM) which enables the quick registration of each investor-led project as a CDM project under the POAs. Currently over 20 million CFLs have already been distributed under the BLY programme.

Energy Efficiency in Agricultural Pumping

Replacement of inefficient agricultural pumps by efficient pumps is enabled through the performance contracting mode. Pumps on designated feeders (which have no other loads) are evaluated for their current energy consumption, and then the existing pumps are replaced with efficient pumps by an ESCO. The resultant energy savings are evaluated, and the ESCO is paid a share of the savings. Six pilots have been launched to assess the viability of this model.

Power Capacity Creation

The Eleventh Plan had targeted creation of 78.7 GW of additional capacity for grid power. Actual realization may not exceed 50 GW, largely on account of slippages in public sector projects. The shortfall in achieving the targets has been primarily due to poor project implementation, inadequate domestic manufacturing capacity, shortage of power equipment, and slow-down due to lack of fuel, particularly coal. More than 80,000 MW of new power capacity is already under construction. Hence it may be reasonable to target 1,00,000 MW of new power capacity during the next Plan. This will, however, need an effective resolution of issues holding up domestic production of coal and effective measures for improving financial health of power utilities. The Twelfth Plan should, therefore, aim at capacity creation of about 100 GW, which will include 28 GW of capacity from projects which were supposed to be completed in the Eleventh Plan, but are now expected to be completed in the first two years of the Twelfth Plan. The share of the private sector in capacity expansion has gone up substantially in the Eleventh Plan and it is expected that 33.0 per cent of the total incremental capacity will come from the private sector. In the Twelfth Plan, this share is expected to increase further to about 50.0 per cent. Since most of the new power capacity will consist of thermal plants, it is essential to ensure that coal availability does not become a constraint.

India has a substantial potential for creating hydropower capacity, especially in the North Eastern region. The pace of capacity creation in this area has been slow and it is vital that special emphasis be given to expedite environmental and other clearances, so that the pace of work on these hydro-electric power projects can be stepped up. Early completion of these projects will also generate an income stream for the North Eastern States which will enable them to accelerate the pace of development.It is also necessary to take measures to increase the share of gas based power and also of nuclear power. Safeguards in respect of the latter will be further reviewed and additional measures taken as required. Both these are areas with great potential and will need investments.

Renewable Energy

Continued emphasis has to be placed on other renewable resources, especially on Expanding wind power generation and in the emerging area of solar thermal and solar photovoltaic. While a National Solar Mission plans for a capacity of 22,000 MW by 2022, C-WET estimated a technically feasible wind potential of 49,000 MW. A fresh assessment of wind power, a potential by some agencies has mentioned a higher figure which needs realistic review by the Ministry of New and Renewable Energy (MNRE) based on scientific norms. These areas will need further study. The potential for such generation is clearly higher than current estimates of about 50 GW.It is also necessary that scientific and technological (S&T) developments, especially in the solar energy field, are sufficiently internalized to keep the country abreast of international developments. In order to make solar power a success in the coming decades, it is vital that we develop the necessary domestic S&T capacity such that we can collaborate as peers with the rest of the global community.

A basic problem with most renewable energy sources is that they are significantly more expensive than conventional power. However, technological developments are reducing the cost of renewable generation and it is widely predicted that by 2019 the cost of solar electricity generation, which is currently six times higher than coal based electricity will come down to be approximately equal to the latter. However, this equalization is expected to occur partly because the cost of conventional fuels is expected to rise significantly. In other words, technological developments in the field of renewable energy will help overcome energy constraints, but only at significantly higher energy prices. This underscores the fact that in the medium term, energy prices in India must rise to correspond more closely with world energy prices.

Overview

In current era to achieve fix economic rate, the energy conservation is being most important meter for India. Because all of three main sectors are depend on energy. The local sector must focus on important strategy standing with other countries. To protect energy supply, fuel source should use effectively and at proper way. It should be ensure of usage of local energy production with their distribution. And it is also important to effective investment in R & D of new technology. For that, in renewable energy sector, technological development will help to remove scarcity of energy. And in this way the aims of 12^{th} five year plan will be achieved.

The energy related issues presented in this article shows that a workable energy strategy for the Twelfth Plan requires a large number of actions by different Ministries in the Central Government plus action by State Governments in several areas. The success of the Twelfth Plan depends critically on our being able to ensure that all or most of these actions are taken within a reasonable period of time. Otherwise it's will happen to lack of attempt to the economic growth, because we know that energy is limited.

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ORIGINAL ARTICLE

Problems and Prospects of Labour Problems in India

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Issues

1. The advent of technology, modernization and liberalization has created several problems in labor employer reactions as in the other fields.
2. There should be certain charges in law of central and state level in industrial relations.
3. Resisting attitude of trade unions against new economic policy has created negative effect on employment.
4. Employer should be just and fair in the implementation of retrenchment and lay-off.
5. The issue of unemployment should be examined in perspective of new economic policy.
6. The redundancy and exit policy due closure of several units in an industry may affect labor employer relations.

Plans of Government to overcome labor problems

1. The Government has set up a National Renewal Fund (NRF) with foreign aid agencies to provide financial help to such seek units.
2. The Flexibility to employers will encourage them to strive hard for optimum efficiency and productivity which may tead them towards global market and fresh investment.

Response of Trade Unions

1. The present reality of trade unions of India is disappointing.
2. The primary responsibility of trade union is to articulate, protect and promote and fight on behalf of their members against violation of their rights.

3. They should discuss with other parties in industrial relations in the face of the vulnerability and dilemmas.

4.Today, trade unions face a variety of dilemmas in their response to the new economic policy.

5. Trade unions are failed in willingness to examine and discussion regarding issues in a wider perspective of current economic crisis.

6. It scenes that our trade unions are not in a mood to discuss in these labor issues and problems.

7. The negative relation and attitude to New Economic Policy also reflects a remarkable unity among the national federations. National federations are in most common form divided on socio-economic problems of India at large.

Difficulties in Implementation of New Economic Policy

1. Minority of trade unions are agitated about exit policy and Government's stand about disinvestment in public investment.

2. If the new economic policy were to implemented, the response of trade unions regarding that NEP has been very limited

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Approach of Management

Now the main question is that who should bear the brunt of the task of removal the burning problem of employment in urban and rural area. If employment of human resources is to be curtailed, they should be used in other productive aspects.

Our investment is HRD should be in such a way that it should be utilized in more productive way.

Right of a worker

A worker in an industry, where the management faces the need for technological up gradation or closure of such seek industry, a worker has a right to about the various forces which are responsible for the specific problems of that industry.

In the new era of HRD and New Economic Policy a management can think about relevance of participative management in decision making as well as in new planning of such industry.

What is the Role of Leadership?

The present economic and social crisis forces us to quick and immediate response for these labor problems.

We need to recognize that is we fail to move us in this direction, as early as possible, the human beings who are deprived of their sense of dignity and equality in society it can result in vicarious and destructive pressures on economic and managerial leadership.

The human consequences due to technological change, labor redundancy, industrial sickness, actualization, poverty and unemployment should be regarded as matter of serious concern and major responsibility for entrepreneurial and managerial leadership.

While reduction of job is necessary in an interpreted due to economic crisis, the consequences of the loss of a job for a worker and his family should not be ignored and it should be treated as an important social problem of our society.

What is Reality?

But the irony is that, the evidence regarding managerial response towards human consequences of liberalization, and technology, the rationalization is not encouraging.

The scheme of voluntary retirement in industries has not promoted economic (financial) position of workers. It was expected from this scheme that, unwanted employees would agree to opt for premature voluntary retirement. Managements have often different strategies and coercive power to make them ready to accept voluntary retirement.

But the result is that, the large amount of money earned by workers choosing voluntary retirement, have been spent on immediate needs of their families and settlement of debt.

Summary

Hence all the concerns of this problem should think out in such a way that, the situation created by advent of technology should be solved in such a way that, human factor may not be rejected or remain unsolved.

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ORIGINAL ARTICLE

Moral Exclusion of Bihari People : A Peace Research Perspective

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Introduction and methodology

This study deals with the moral exclusion of Biharies from the view point of peace research. Presenting the socio-psychological analysis of the moral exclusion of Biharies and its consequences, this paper argues that Biharies have been morally excluded in this country through a systematic representation of Biharies as a problem. Especially, the negative and violent representation of Biharies in public sphere and media has de-humanized them to such an extent that there is serious problem of identity is emerging in Bihari people living outside Bihar. This study further argues that in the case of Bihari people, humiliation is not only an accident but has become a systematic process by which they are psychologically targeted to assume themselves inferior then 'other states people'.

At methodological level, to prove the arguments above, this study employs the concept of moral exclusion as defined by Opotow. In Opotow's view, moral exclusion is "the process whereby individuals or groups are perceived to be outside the boundary in which moral values, rules, and considerations of fairness apply".1 One might ague; what is basis of moral values, rules, and considerations by which the outsider are evaluated? It can be said, it is the dominant discourses of the time that become the criterion to evaluate a community. Logically extending it, might be said today it is the discourse of democracy and economic development by which one community is judged by others. If one is in accordance with the above discourses, one is seen within the boundary, if not conforms to the discourses, put outside the boundary or excluded, at least morally. Further, as Susan Opotow puts, moral exclusion serves as the moral justification and rationalization for both structural and direct violence. This means that inflicting violence upon 'others' outside one's scope of justice is justified. Further, moral exclusion is characterized by viewing the excluded 'others' as psychologically distant and as nonentities undeserving of fairness or resources.

Hence, there is a lack of moral obligation or responsibility toward them.2 In short, moral exclusion and 'us-them' thinking are the psychological processes that rationalize violence in the collective mind (in this study, outside Biharies people) and they inflict it on excluded when time comes.

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However, second part of this process is more traumatic as within 'excluded', there is feeling of insecurities, fear of constant humiliation that dehumanizes excluded that might also resort violence in turn. Based on this theoretical understanding this study attempts to present social-psychological study of Biharies.

The Meaning of Being Bihari : The Psychology of Inferiority

This is not a secret now that outside Bihar, the term 'Bihari' is used to demoralize or insult a person, or to make him/her feel inferior. It is common perception that all Biharies are illiterate, violent and aggressive, corrupt, and law breakers. This is not only the perception of 'other' but tragically inside Bihar, Bihari people gradually feel, they are inferior to people of other states. It is generally assumed (and Bihari also think now) they have no sense of cleanliness and sanitation, no dress sense, no specific life style. Further, they feel they are rustic, poor and prepared only for manual works. For 'others', Beharies are understood as a community who do not know how to behave; and they have no culture (accept the culture of violence) and no respect for public properties. Apart from this, for outsiders, Beharies are taking away native's jobs and becoming competitor in job seeking. In short, Biharies are assumed as 'un -civilized' people who are not fit with the so-called main stream civilized people or state and they are 'polluting' natives. This common perception gets voice by intellectual like V.S. Naipaul who said Bihar is such a place where 'civilization ends'.3 According to his brother, British writer Shiva Naipaul, Bihar represents 'the subcontinent's heart of darkness'.4 Further, Civil servant and novelist Upamanyu Chatterjee, of English, August fame, once said rather pitifully in an interview, "I was born in Patna, I can't efface that from my history, it's in my passport."5 On the other hand for common people, living outside Bihar, Bihar is considered as a land of 'unwanted' migrants. Thus plights of Biharies are that they have become 'aliens and demoralized in their own country'. However, one might argue here; why Bihar is imagined or perceived as an uncivilized state and Biharies are morally excluded? There are several reasons that need consideration.

(a) Political upheaval in Bihar and mockery of dominant discourse of democracy:

One of reason why Bihar got a bad name is its political dis-functioning. During last two and half decades, dominant discourse of democracy was made a mockery in the state by politicians. Criminalization of politics, glorification of political power and strength of caste power captured the public sphere in which there always remain possibilities of discourses of good governance. Rather than governance, the political management and combination to remain in power by caste equation became the central issue of political parties. Social dignity and respect of so far excluded castes was made focus (that means social justice) and extended to such extent where the economic development was not only marginalized but suspended till social dignity of some caste prevails. Public mobilization through emotionally charged caste sabha and rally became the regular features of Bihar politics in 1990's and initial years of new millinium that totally diminished the political rationality that eventually led to a disastrous economic downslide of the state. It is not surprising that in such a condition public discipline began to crack and when such cracking was questioned; it was justified as 'indicator' of social change. Moreover, the undisciplined public behavior of public was seen as revolt against the existing social system and hailed or defined as reactionary attitude. To counter such a move at the level of people was understood as bias against the particular caste. Soaring crimes, ' kidnapping as home industries', treating particular criminals as 'hero' and 'role model' for particular caste, were not seen as problem of law and order but a manifestation of frustration of caste that was getting vent- a process of catharsis.

Political public sphere in which the political authority could be questioned got divided on caste line and slowly lost its presence in Bihar. Literary public sphere, that was to be secular in accordance with the democratic discourse, was deliberately coloured in a particulate colour to suit the political requirements of particular ideology boasting itself as messiah of social justice. However, in such a volatile condition, benefit was taken by those who were already benefited and looser had to lose as usual. Yet, it

is also surprising that at both political and intellectual level, especially the academicians of Bihar, hardly questioned about the system of governance during those periods and remained silent. They were either afraid of political revenge or remained timid sycophants.

In between, the Naxals and other counter groups such as Ranvir Sena, Sunlight Sena and Maoist Communist Centre were not presenting a common revolutionary violence for social justice but representing organized caste army or political army, which had nothing to do with social justice at basic level. Political patronage to such an army for vote bank further weakened the governance and also the idea of revolutionary violence. Outside Bihar, the report on such violence was read as a result of hierarchical social structure and hyper aggressiveness /masculinity of Biharies who are always ready to die (either to maintain or break the structure).

Thus, when other states were coping with 1991 economic policies of Liberalization, privatization and globalization (LPG), for bad or better and arrangements were made to facilitate them, public were made understood about the positive and negative impact of LPG, Bihar was busy in caste combination and caste rally on the ground of or name of social justice. Nor surprising outside Bihar, Bihar was seen living in medieval period, when caste and land lordship were playing dominant role to decide the fate of people, lacking the democratic attitude. As democracy and democratic attitude is seen as the sign of progress, Bihar was noted as 'un-progressive' and 'backward' by other states.

(b) Bihar as 'failed state', 'burden of inertia' and tag of most 'Bimaru' state of India:

Apart from this political reason, economic down slide that is the criterion of being 'forward' or 'backward', established Bihar as 'backward' state in the eyes of other states. Bihar is often called India's 'Basket case' or "failed state" or 'burden of inertia'. In a ranking of all states, it comes out at the bottom, or very near the bottom in almost all social and economic development indicators. Around 40% of the state's population lives below the poverty line almost double the national average of 26%. Per capita income in India has grown from Rs 8,760 in 1994 to Rs 13,332 in 2004, an increase of 52.2%. Per capita income in Bihar has grown from Rs 3,333 in 1994 to Rs 4,088 in 2004, an increase of just 22.6%. Bihar's literacy level of 48% is way below the national average of 65%. Primary school enrolment is 52%, as against the national average of 77%; it is the only state where primary school enrolment fell in the 1990s. Only 10% of children in Bihar are fully immunized. The maternal mortality rate is 707 per 100,000 women, compared to the national rate of 404. Both Orissa and Uttar Pradesh are better off (Bihar's infant and child mortality rates, however, show improvement and are better than Orissa and Uttar Pradesh).6

Other economic measurements shows rural poverty in Bihar is 41.1%, considerably higher than urban poverty (24.7%). The backbone of the rural economy is agriculture. Eighty per cent of the state's workforce is engaged in agriculture, which contributes 40% to the state's GDP. Yet, in the early-1990s, agricultural growth actually fell by 2% per annum and has grown by less than 1% per annum since 1994-95.7 The state has fertile soil and a good climate that would support rich harvests, but land reforms are urgently required. Further, 2003 World Bank study pointed out that: 75% of the rural poor were landless or almost so, in 1999-2000. In 1998, 28% of the land was leased in. Tenants pay as much as half the gross output to the landlord, which is double what is normally paid elsewhere. Legal protection for tenants is weak since the tenancy system is informal.8 Looking these data; it was not surprising that outside Bihar was seen as underdeveloped and poor state in almost all sectors.

(c) Media and construction of violent 'Bihar':

Media both print and electronic always eager to catch something new and special that could be served to people, took this opportunity to cash the unusual image of Bihar. Thus, one might see how in T.V. serials or in Cinema Biharies are represented. House-mades, house servants, gardener, milk supplier, Richsaw- walla, auto drivers, tea -vendors generally speak in Hindi with Bihari pronunciation. Their look, gate up all resembles to a typical Bihari. In film like

'Apharan', 'Shool', 'Gangajal', 'Mritudand' and 'Rajniti' Bihar is portrayed as a 'violent' state. Thus, media (culture), which is presenting this dark side of Bihar, constructed the identity of Bihar as 'violent' and Biharies as aggressor. It provided substance to shape other people's views on Bihar and their social behavior against Biharies by hardening the difference between Bihar and 'others'. As mass media has an enormous impact on how public opinion is portrayed, thus it dramatically impacts an individual's perception about where public opinion lies, whether or not that portrayal is factual. Thus Biharies were proved inferiors and others naturally superior on the scale of civilized behavior.

Further, one might see some political rhetoric in this connection when Shila Dixit says, 'Biharies are law breaker', Raj Thakre coins, 'Ek Bihari Sau Bimaree' and Chief Minister of M.P. says, 'There is no place of Bihari in M.P'. On the other hand, students of Bihar are beaten at Guwahati and Mumbai Railway Station not by the common people but by the workers of a particular political party. Looking these rhetoric scenarios, one cannot ignore from this fact that they are not only a political rhetoric based on economic logic, but covey a systematic policy of moral exclusion that has a considerable effect. In fact, such a moral exclusion, on the one hand, initiates a key social psychological process that justifies violence on excluded; on the other hand it creates a problem of identity for Biharies.

Thus, one may observe how Biharies make a ridiculous attempt to conceal their Bihari pronunciation (and so their identity) when they speak Hindi when they stay or visit outside Bihar. Although Biharies are getting seats in IIIT and UPSC'C and they are on top levels, however, it did not do much to rid the word 'Bihari' of the scorn it had gathered. People in Delhi and other metropolis continued to laugh at

those who spoke with a Bihari accent. Not only this when two Biharies meet, especially posted on good job, they try to avoid each other in presence of other state's people. Logically consequence of all these are that Biharies staying out side are under a constant psychological warfare within, they try to become someone like others (not Bihari) but it does not happen and in this process they get alienated from their own self, with their communities and their native states

Summing up

Bihar is not a State but has become a state of mind for 'other state people'. In public sphere, Bihari mind set represents aggression, foolishness, and lack of sense of cleanliness. On this basis, Biharies are morally excluded in other states. There are several reasons for that. As this study suggests, first of all, it was the political upheaval in Bihar and mockery of dominant discourse of democracy in the state during 1990's that portrayed Bihar as medieval state survived on violence. Second was less emphasis on economic development that led rural Bihari people to migrate in other state where they were unaware of city life and thus represented Bihar as rural. Third, it was the media construction of Bihar as violent and aggressive state that brought ill fame to Bihar and Bihari people. This poses a serious problem of moral exclusion of Biharies in India that creates both identity problem within Beharies and gives justification of violence on Biharies by others.

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Buddhism and Economics: An Analysis and Reflection

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Abstract

In the Buddha's day, societies were more deeply rooted to their place in the natural world. Economies were more localized — in other words, of a scale that made explicit the human interdependence with other sentient beings and the rest of creation. Relations between people and between culture and nature were relatively unmediated. Direct observations and experiences of the natural world provided the basis for ethical decisions in individual lives.The Buddha's teachings and precepts were formulated within the context of societies shaped by these direct connections to community and to the living world. Buddhism is, in fact, about life. It is about the constantly changing cycles of the natural world: birth and death, joy and sorrow, the opening of a flower, the waxing and waning of the moon; it is about the impermanence and interdependence that characterize all that lives.

Introduction

In the modern industrial world, on the other hand, complex technologies and large-scale social institutions have led to a fundamental separation between people, as well as between humans and the living world. Since our daily lives seem to depend largely on a man-made world — the economy, electric power, cars and highways, the medical system — it's easy to believe we depend more on the techno sphere than on life, or the biosphere. As the scale of the economy grows, it also becomes increasingly difficult for us to know the effects of our actions on nature or on other people. These forms of separation stem from and reflect a fragmented world view that is essentially antithetical to the Buddha's teachings. In fact, modern society is based on the assumption that we are separate from and able to control the natural world. Thus the structures and institutions on which we depend are reifications of ignorance and greed — a denial of interdependence and impermanence.

The significance of these differences may not be immediately apparent to western Buddhists — most of whom have grown up within the industrial system and have known no other way of life. It can therefore be easy to confuse rapid technological and economic change with impermanence or the cycles of nature, or to believe that the current attempt to amalgamate diverse economies into a so-called 'unified' global economy reflect the Buddha's notion of interdependence. The result is sometimes passive acceptance in the face of changes that are not only counter to Buddhist values, but are fundamentally anti-life.

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As engaged Buddhists we have a responsibility to examine current economic trends carefully, in the light of Buddhist teachings. I am convinced that such an examination will engender in us a desire to actively oppose the trend toward a global economy, and to help promote ways of life consistent with more Buddhist economics.

Globalization: eradicating the diversity of life Through 'free trade' treaties and globalization, a single economic system is threatening to encompass the entire planet. At its core this system is based on a very narrow view of human needs and motivations: it is concerned almost exclusively with monetary transactions, and largely ignores such non-material aspects of life as family and community, meaningful work, or spiritual values. The focus on monetized social relations is echoed in the belief that people are motivated primarily by self-interest and endless material desires. Significantly, the western economic system does not set about trying to temper our supposedly self-centred, acquisitive nature, but rather to exploit it: it is believed that an 'invisible hand' will transform the selfish actions of individuals into benefits for society as a whole.

What does the globalized economy really mean? The president of Nabisco once defined it as 'a world of homogeneous consumption' — a world in which people everywhere eat the same food, wear the same clothing and live in houses built from the same materials. It is a world in which every society employs the same technologies, depends on the same centrally managed economy, offers the same Western education for its children, speaks the same language, consumes the same media images, holds the same values, and even thinks the same thoughts. In effect, globalization means the destruction of cultural diversity. It means monoculture.

Cultural diversity is a reflection of people's connection to their local environment, to the living world. Centuries of conquest, colonialism, and 'development' have already eroded much of the world's cultural diversity, but economic globalization is rapidly accelerating the process. Along with multi-lane highways and concrete cities, globalization is bringing to every corner of the planet a cultural landscape dominated by fast food restaurants, Hollywood films, cellular phones, designer jeans, the Marlboro Man, Barbie.

If globalization is bringing monoculture, then its most profound impact will be on the Third World, where much of the world's remaining cultural diversity is to be found. In the South the majority still live in villages, partly connected through a diversified, local economy to diverse, local resources: still connected more to the biosphere than the techno sphere. Because of pressures from globalization, locally-adapted forms of production are being replaced by systems of industrial production that are ever more divorced from natural cycles. In agriculture — the mainstay for rural populations throughout the South — this means a centrally managed, chemical-dependent system designed to deliver a narrow range of transportable foods to the world market. In the process, farmers are replaced by energy- and capital-intensive machinery, and diversified food production for local communities is replaced by an export monoculture. As the vitality of rural life declines, villagers are rapidly being pulled into squalor in shanty towns. The Chinese government, for example, is planning for the urban population to increase by 440 million people in the next twenty years — an explosion that is several times the rate of overall population growth.

Development not only pushes farmers off the land, it also centralizes job opportunities and political power in cities, intensifying the economic pull of urban centres. Advertising and media images, meanwhile, exert powerful psychological pressure to seek a better, more 'civilized' life, one based on increased consumption. But since jobs are scarce, only a fraction succeeds. The majority end up dispossessed and angry, living in slums in the shadow of advertisements for the American Dream. Despite the disastrous consequences, it is the effective policy of every government to promote these trends through their support for globalization.

What happens when rural life collapses, and people who once relied on nearby resources become tied to the global economy? Consider traditional architecture, in which structures were built from local resources: stone in France, clay

in West Africa, sun dried bricks in Tibet, bamboo and thatch in the Philippines, felt in Mongolia, and so on. When these building traditions give way to 'modern' methods, those plentiful local materials are left unused — while competition skyrockets for the monoculture's narrow range of structural materials, such as concrete, steel, and sawn lumber. The same thing happens when everyone begins eating identical staple foods, wearing clothes made from the same fibers, and relying on the same finite energy sources. Because it makes everyone dependent on the same resources, globalization creates efficiency for corporations, but it also creates artificial scarcity for consumers, thus heightening competitive pressures.

The Response of Engaged Buddhists

In the difficult situation globalization is creating, Buddhism's philosophical foundation and emphasis on compassion put the followers of these profound teachings in a unique position to lead the way out. Not only can Buddhism provide the intellectual tools needed to oppose further globalization but, more importantly, it can help to illuminate a path towards a localization based on human-scale structures — a prerequisite for action rooted in wisdom and compassion. For how can we make wise judgements if the scale of the economy is so great that we cannot perceive the impact of our actions? How can we act out of compassion when the scale is so large that the chains of cause and effect are hidden, leading us to unwittingly contribute to the suffering of other sentient beings?

Despite the answers Buddhism offers, many western Buddhists have been slow to address the disturbing social and economic impact of globalization. In part this is clearly because westerners in general have received very little accurate information about the impact of the global economy, particularly on the so-called Third World. Another reason may be a lack of clarity about the fact that Buddhist teachings refer to the state of the world as it is, in and of itself, unaffected by human intervention. In other words, it refers to the natural world, not an artificially constructed 'techno sphere' and its corrupt economic system. In fact, the teachings warn against 'ignorant' human interpretations of reality — that is, seeing the world as made up of static, separate particles. We need to see many of today's institutions and superstructures' as nothing more than reified ignorance.

The challenge for western Buddhists is to apply the Buddhist principles taught many centuries ago — in an age of localized social and economic interactions — to the highly complex and increasingly globalized world in which we now live. In order to do so it is vital that we avoid the mental traps of conceptual thought and abstraction. Otherwise it is easy, for example, to confound the ideals of the 'global village' and the borderless world of free trade with the Buddhist principle of interdependence — the unity of all life, the inextricable web in which nothing can claim completely separate or static existence. The buzzwords — 'harmonization', 'integration', 'union', etc. — sound as though globalization is leaving us more interdependent with one another and with the natural world. In fact, it is instead furthering our dependence on large-scale economic structures and technologies, and on a shrinking number of ever larger corporate monopolies. It would be a tragic mistake, indeed, to confuse this process with the cosmic interdependence described by the Buddha.

The Buddhist notion of impermanence can also be distorted unless we are clear about the fundamental differences between life processes and the global economic system. The Buddha's teachings are about change and impermanence in the natural world. We are taught to accept the ever-changing flow of life in the biosphere, the cycles of life and death, the impermanence of all beings. The changes precipitated by globalization, however, are based on a denial of the impermanence in nature observed by the Buddha. Megaprojects such as nuclear powerplants, dams and superhighways are not a part of the flow of life that the Buddha taught us to accept, nor is the manipulation of genetic material through biotechnology.

Instead, these are manifestations of a world view which seeks to dominate nature, and which pretends that life can be held static, split into fragments and manipulated to satisfy the needs of a technologically-dependent consumer culture.

Buddhism can help us in this difficult situation by encouraging us to be compassionate and non-violent with ourselves as well as others. Many of us avoid an honest examination of our lives for fear of exposing our contribution to global problems. However, once we realize that it is the complex global economy which is creating a disconnected society, psychological deprivation and environmental breakdown, Buddhism can help us to focus on the system and its structural violence, instead of condemning ourselves or other individuals within that system. The teachings can encourage an understanding of the many complex ways we affect others and our environment, and encourage empathy and a profound affirmation of life. Only by recognizing how we are all part of this system can we actively work together to disengage from these life-denying structures.

Methodology

Buddhism, in its holistic approach, can help us to see how various symptoms are interrelated; how the crises facing us are systemic and rooted in economic imperatives. Understanding the myriad connections between the problems can prevent us from wasting our efforts on the symptoms of the crises, rather than focusing on their fundamental causes. Under the surface, even such seemingly unconnected problems as ethnic violence, pollution of the air and water, broken families, and cultural disintegration are closely interlinked. Psychologically, such a shift in our perception of the nature of the problems is deeply empowering: being faced with a never-ending string of seemingly unrelated problems can be overwhelming, but finding the points at which they converge can make our strategy to solve them more focused and effective. It is then just a question of pulling the right threads to affect the entire fabric, rather than having to deal with each problem individually.

Stepping Back from the Global Economy

At a structural level, the fundamental problem is scale. The ever-expanding scope and scale of the global economy obscures the consequences of our actions: in effect, our arms have been so lengthened that we no longer see what our hands are doing. Our situation thus exacerbates and furthers our ignorance, preventing us from acting out of compassion and wisdom.

In smaller communities, people can see the effects of their actions and take responsibility for them. Smaller scale structures also limit the amount of power vested in one individual. What a difference between the leader of a large nation-state and that of a small town: one has power over millions of faceless people with whom there will never be any real contact; the other coordinates the affairs of a few thousand people, and is an active part of the community. The scale of the modern nation-state has become so large that leaders would be unable to act according to the principles of interdependence, even if they wished to. Decisions are instead made according to abstract economic principles — in the name of 'progress' — often disregarding the implications for individual members of society and for the rest of the living world.

In more decentralized economies and political structures it is difficult to ignore the laws of impermanence and interdependence. Being personally accountable to the community means being constantly in tune with its changing social and environmental dynamics. Since the consequences of any action are evident in a smaller community, decisions are more likely to be guided by wisdom and compassion. As difficult as it may sound, our choice as Buddhists seems clear: we need to help move society towards re-building smaller-scale social and economic structures which make possible a life based on Buddhist notions of interdependence and impermanence. It is helpful to remember that continuing the competitive race towards increased globalization and larger scale is far more difficult. In fact the global economy represents an impossible dream, since it is eradicating the diversity on which life depends.

An important aspect of moving toward smaller-scale human institutions is reaffirming a sense of place. Each community is unique in its environment, its people, its culture. Human scale minimizes the need for rigid legislation and allows for more flexible decision-making; it gives rise to action in harmony with the laws of nature, based on the needs of the particular context. When individuals are at the mercy of faraway, inflexible bureaucracies and fluctuating markets, they feel passive and disempowered; more decentralized structures

provide individuals with the power to respond to each unique situation.

Pressuring for policy change can seem a daunting task. Many today have abandoned any hope of meaningful political change, thinking that we no longer have any leverage over our political leaders. But it is important to remember that in the long term, blind adherence to the outdated dogma of free trade benefits no one, not even the political leaders and corporate CEOs that are promoting it today. Among its other effects, globalization is eroding the tax base and power of nation-states — and that means the budgets and influence of elected officials. It is also threatening the job security of individuals, even at the highest levels of the corporate world.

It is heartening to realize that even the tiniest change in policy towards curtailing the movement of capital and diversifying economic activity at the local and national level would reap enormous systemic rewards. The ability to shift profits, operating costs and investment capital between far-flung operations has played a key role in the growth of ever more powerful transnational corporations. Today the capital controlled by these businesses, and the ease with which it can be transferred around the world, allows corporations to hold sovereign nations hostage — simply by threatening to leave and take their jobs with them if governments attempt to regulate or restrict their activities. Rules that limited the free flow of capital would therefore help to reduce the advantage that huge corporations have over smaller, more local enterprises, and would make corporations more accountable to the places where they operate.

Steps to decentralize energy development would also be immensely beneficial. All around the world, large-scale power installations are heavily subsidized. Phasing out these multi-billion dollar investments while offering real support for locally available renewable energy supplies would result in lower pollution levels, reduced pressure on wilderness areas and oceans, and less dependence on dwindling petroleum supplies and dangerous nuclear technologies. It would also help to keep money from 'leaking' out of local economies.

In less-industrialized countries in particular, large dams, fossil-fuel plants, and other large-scale energy infrastructures are geared towards the needs of urban areas and export-oriented production. Shifting support instead towards a decentralized renewable energy infrastructure would help to stem the urban tide by strengthening villages and small towns. Since the energy infrastructure in the South is not yet very developed, there is a realistic possibility that this could be implemented in the near future if there were sufficient pressure from activists lobbying Northern banks and funding agencies.

A parallel change in regulatory laws could also provide significant systemic benefits. In almost every country, for example, tax regulations currently discriminate against small businesses. Small-scale production is usually more labor-intensive, and heavy taxes are levied on labor through income taxes, social welfare taxes, value-added taxes, payroll taxes etc.. Meanwhile, tax breaks (accelerated depreciation, investment allowances and tax credits, etc.) are afforded the capital- and energy-intensive technologies used by large corporate producers. Financial policies that aimed at reversing this bias in the tax system would not only help local economies, but would create more jobs by favouring people instead of machines.

Until now, governments of every stripe have embraced free trade policies in the belief that liberalization and an opening up to economic globalization will cure their ailing economies. However, since these policies are, in fact, eroding the tax base, destroying countless businesses, and leading to widespread unemployment, policy makers will soon be forced to wake up to the real impacts of globalization, and reassess the free-trade dogma. Policy changes such as those outlined above would virtually overnight shift the economy towards fuller employment and truly free markets, in which stronger small- and medium-sized businesses have the opportunity to compete. It would also enable local and national governments to generate the taxes they require to fulfil their obligations to society.

Findings of the Study

Localization: Towards A Buddhist Economics

Even now, without the help from government and industry that a new direction in policy would provide, people are starting to change the economy from the bottom up towards more human-scale structures which are more consistent with a Buddhist viewpoint. This process of localization has begun spontaneously, in countless communities all around the world. Because economic localization means an adaptation to cultural and biological diversity, no single 'blueprint' would be appropriate everywhere. The range of possibilities for local grassroots efforts is therefore as diverse as the locales in which they take place.

In other communities, 'buy-local' campaigns are helping locally-owned businesses survive even when pitted against heavily subsidized corporate competitors. These campaigns not only help to keep money from leaking out of the local economy, but also help educate people about the hidden costs — to their own jobs, to the community and the environment — in purchasing cheaper but distantly produced products.

These and countless other initiatives around the world are a reflection of a growing awareness, a realization that it is far more sensible to depend on our neighbours and the living world around us than to depend on a global economic system built of technology and corporate institutions. As Buddhists faced with this same reality, we have little choice but to become engaged. Buddhism provides us with both the imperative and the tools to challenge the economic structures that are creating and perpetuating suffering the world over. We cannot claim to be Buddhist and simultaneously support structures which are so clearly contrary to Buddha's teachings, antithetical to life itself.

The economic and structural changes needed will inevitably require shifts at the personal level as well. In part, these involve rediscovering the deep psychological benefits — the joy — of being embedded in community. Another fundamental shift involves reintroducing a sense of connection with the place where we live. The globalization of culture and information has led to a way of life in which the nearby is treated with contempt. We get news from China but not next door, and at the touch of a TV button we have access to all the wildlife of Africa. As a consequence, our immediate surroundings seem dull and uninteresting by comparison. A sense of place means helping ourselves and our children to see the living environment around us: reconnecting with the sources of our food — perhaps even growing some of our own — learning to recognize the cycles of the seasons, the characteristics of flora and fauna.

Conclusion

As the Buddha taught, our spiritual awakening comes from making a connection to others and to nature. This requires us to see the world within us, to experience more consciously the great interdependent web of life — of which we ourselves are among the strands. In this way we 'experience' the teachings of impermanence and interdependence, principles which exhort us to interact with others and with nature in a wise, compassionate and sustainable way.

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ORIGINAL ARTICLE

Ideal Forms of Patent and Copyright Law

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USA is the country of the world where patent is granted to the party on the basis of first to invent not to the person first to file. But in most countries including India patent law stipulates that the patent shall be granted to the person who first files the Patent application. It has been provided by the model law that the examination and registration of contracts is a task of the patent office. According to the organizational structure of the govt. of any country another govt. agency could be entrusted with this task instead of the Patent office of that country.

The WIPO model law for developing countries on inventions contains provision in regard of legal and administrative framework for the examination and registration of contracts in respect to transfer of technology accordance with the policy of WIPO. Such type of contracts do not impose restriction unreasonably upon acquire of the technology. The contract as a whole in transfer of technology would be harmful for economic interest of that country because in this way they can not claim for ownership. There are following seventeen terms which would be take into consideration before contract between two countries in reference of transfer of technology to protect the economic interest of the country. The terms which would safeguard the Model law in respect of Government control of licensing Agreements are as follows:[1]

(i) to import technology from abroad when substantially similar or equivalent technology may be obtained on the same or more favourable conditions without any importation of the technology from abroad;

(ii) to oblige the transferee to make payments which are disproportionate to the value of the technology to which the contract relates;

(iii) to oblige the transferee to acquire any materials from the transferor or from sources designated or approved by the transferor unless it is impossible for all practical purposes to ensure the quality of the products. It has been provided by the approved system that the said materials are supplied at a reasonable price.

(iv) To restrict the transferee's freedom to use any materials which are not

[1]MIP 008 Contemporary Intellectual Property Issues, pp. 37-38 IGNOU Delhi.

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supplied by the transferor or by any designated sources of transferor unless it is impossible for all practical purposes to insure the quality of the products to be produced;

(v) To restrict the transferee's freedom to acquire any materials from any source unless it is impossible for all practical purposes to ensure the quality of the products to be produced;

(vi) To oblige the transferee to sell the products produced by him exclusively or principally to persons designated by the transferor.

(vii) To oblige the transferee to make available to the transferor without receiving appropriate payment any improvements made by the transferee with respect to the technology to which the contract relates;

(viii) To limit the quantity of the products produced by the transferee;

(ix) To restrict the transferee's freedom to export or his freedom to allow others to export the products produced by him provided that of the transferor owns in a country to which such a restriction applies, a patent which would be infringed in a case of importation of the said products into the said country; if the transferor has a contractual obligation not to allow others to export the said products to such a country; or if the transferor already supplies the market in such a country with the same products, such facts shall be taken into account;

(x) To oblige the transferee to employ persons designated by the transferor not needed for the efficient transfer of the technology to which the contract relates;

(xi) To impose restrictions on research or technology development carried out by the transferee;

(xii) To restrict the transferee's freedom to use any technology other than the technology to which the contract relates;

(xiii) To extend the coverage of the contract to technology not required to achieve the objective of the contract and to oblige the transferee to give consideration for such technology;

(xiv) To fix prices for the sale or resale of the products produced by the transferee;

(xv) To exempt the transferor from any liability resulting from any defect inherent in the technology to which the contract relates or to unreasonably restrict such liability;

(xvi) To restrict the transferee's freedom to use after the expiration of his contractual obligations, the technology acquired as a result of the contract, subject, however, to any right of the transferor under a patent;

(xvii) To establish the duration of the contract for a period which is unreasonably long in relation to the economic function of the contract, provided that any period which does not exceed the duration of the patent to which the contract relates shall not be regard as unreasonably long.

Requirements of Inventions to get Patent

There are three things to get Patent right. Even that there is no system for grant of a worldwide patent. If a patent has been applied for grant, it should be checked by the application of oppositions for its grant as it may be infringing their patent. It should be checked completely not for any specific period for the validity of the patent. These necessarily steps must be qualify to get patent in any invention :

(1) By Novel or New Invention

The main requirement for novelty of patentable inventions is reasonable and new action to avoid a patent monopoly over something that is already in the public domain. It is must to protect the right of the public to practice something that is already known. As per the area of novelty state of art or prior art in different countries should be patented in the field of biotechnology. The traditional medicines practiced in any

community would be considered as State of the art as per novelty criterion in respect of Patent. A traditional medicine disclosed orally within the closed circles of the community in any country other than these states would be fulfilling the novelty criterion as per the definition of novelty.

(2) Inventive Step OR Non-Obviousness

The invention should involve inventive step and that step be non-obvious. It is not supposed to be obvious. Patent rights are not available for new, useful and non-obvious advances. These are only extension or modifications of prior design that could be achieved without the lure of patent rights. The invention must be non-obvious to a person skilled in the art to which the invention is made while that he has common skill in that art. A person who has no concern previously to that invention and he has no prior knowledge to understand the patented works. He would be eligible to get patent.

A case of *Bajaj Auto Ltd.* v. *TVS Motor Company Ltd.* O.A. No. 1357 in C.S. No. 1111 of 2007, decided on 12.02.2008. In this case Madras High Court observed that the term "obvious" is a circumstance where a person of skill in the field, ongoing through the specification would complete the product. Therefore even if any of the two ingredients, viz. technical advancement or economic significance or both are available, if such invention enables a person of skill in the field, ongoing through the specification would complete the product, such invention can never be treated as an "inventive step" and consequently no patent can be validly issued in this regard.

It further observed that even after the grant of patent under section 43 of the Patent Act, 1970 which is given effect from the date of filing of application for the patent under section 53(1) (i), it is open to a party, who is opposing the patent to prove that there are no inventive step in the invention of a patentee and therefore, the patent granted need not be taken into consideration at least at the stage of granting an order of interim injunction.

(3) Industrial Application

An invention which have been made must be capable of 'Industrial application' for grant of patent. The patent protection is not available only for abstract or intellectual creation but for certifying process also. The use of Industrial application may not be for profit in respect of invention and it may be used in agricultural operation. Industrial application does not require any proof of actual use. The potential to be used or made in industry is sufficient evidence for proof of Industrial application. The non-useful inventions are protected in some countries as 'utility model' but there is no recognition of non-useful inventions in India.[2]

Non-Patentable Inventions

Every invention is not patentable which is made on the earth under shade of Sun. Law forbids grant of patent to certain categories of Invention. Section 3 of Patent Act 1970 states that certain inventions are not patentable. These are as follows :

(i) Any invention which is contrary to well established natural laws.

(ii) An invention the primary or intended use or commercial explanation of which would be contrary to public order or morality or which causes serious prejudice to human, animal, plant life, health or environment.

(iii) The mere discovery of a scientific principle or the formulation or discovery of any living thing or non living substance occurring in nature.

(iv) The mere discovery of new form of a known substance which does not change the efficacy of known property that substance.

(v) A substance obtained by a mere admixture resulting only in the aggregation of the properties of the components thereof or a process for producing such substance.

(vi) The mere arrangement or re-arrangement or duplication of

[2] Prof. (Dr.) M.K. Bhandari : Law Relation to Intellectual Property Rights Central Law Publications, Allahabad, p.45.

known devices each functioning independently of one another in a known way.

(vii) A method of agriculture or horticulture.

(viii) Any process related to the medicinal, surgical, curative, prophylactic (diagnostic, therapeutic) or other treatment of human beings or any other process.

(ix) Plant and animals in whole or any part there of other than micro organizations but including seed, varieties and species and essentially biological processes for production or propagation of plants and animals.

(x) A mathematical or business method or a computer program per se or algorithms.

(xi) A literary, dramatic, musical or artistic work or any other aesthetic creation, whatsoever, including cinematographic works and television productions.

(xii) A mere scheme or rule or method of performing mental act or method of playing game.

(xiii) A presentation of information.

(xiv) Topography of integrated circuits.

(xv) Any invention which, in effect is traditional knowledge or which is an aggregation or duplication of known properties of traditionally known components.

Model Law was based on the Model copyright law of the World Intellectual Property Organization (WIPO) and has been expanded to accommodate appropriate limitations and exceptions for libraries and education. This model law provides a framework for Governments, especially in developing countries, to review their copyright laws and to adopt more balanced national copyright laws.[3]

The scope and character of copy right law is changing in many countries. In this way 'copyright' will refer to the legal rights associated with a protected work of any type. Those rights will most often encompass the so-called "economic rights" of reproduction and the like. A report was made by WIPO at Geneva on Nov. 3 to 7, 2008 "Standing Committee on copyright and Related Rights". This report is fundamentally about copyright exceptions. The language of the law and of legal literature will sometimes use other labels, including "exemptions", or limitations on rights of copyright owners", or "rights of copyright users".[4]

Subject – Matter of Copyright Protection

Copyright Protection is available in various fields of 'intellectual creativity. Even that the Supreme Court of India has been decided in a leading case of *R.G. Anand* v. *Delux Films*[5] that there can be no copyright in an idea, subject matter, themes, plot or historical facts. S. 13 (1) of the Act has provided various categories works in which copyright subsists. It is as follows[6] :

(i) Literary Work.
(ii) Artistic Work
(iii) Musical Work

Literary Work

The expression literary work has been defined in S. 2 (o) of the copyright Act as including computer programmes, tables and compilations including computer database.

Artistic Work

Artistic work includes painting, sculpture, drawings, engraving, photographic, work of architecture and any other work of artistic craftsmanship. A person acquires copying in his painting by putting element of originality and application of skill and labour. Any person through a photographic process reproduces the painting and prepares posters for commercial sale. The same would amount to infringement. We find this kind of infringement very rampant through printing of posters and calendars depicting of famous paintings.[7]

[3] www.aca2k.org
[4] www.wipo.int
[5] AIR 1978 SC 1613
[6] *M.K. Bhandari, Law Relating to Intellectual Property Rights*, Central Law Publication Allahabad, pp. 27 to 33.
[7] *The Daily Calendar Supply Burra* v. *The United Concern,* AIR 1967 Mad 381 (DB).

Musical Work

Performance in public and reproduction of audio cassettes is a part of musical work. Performance of a musical work in public for monetary gain without obtaining licence from owner constitutes infringement. Similarly re-recording of musical work or adaptation of records into audio cassettes also amounts to infringement. In a decided case of Gramophone Co. of India v. Super Casettee Industries[8] the court observed that audio cassette released by defendant as titled "Ganpati Aarti Astivinayak" is an infringement of plaintiff's cassettes in contents and sequence of songs as well as lay out of the title and cover

[8]1999 PTC (19) 2 Del.

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ORIGINAL ARTICLE

Educational Management

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Introduction

The origin of Management is from America. During the time of 1910 to 1920 its develop and spread. The word management first only known in business level. But Today or now a days all human beings are interested to know about management. Management becomes more useful for development of business. That's way the management also enters in the field of education and learning process.

In English "Vyavasthapan" means management in general sense, Management means use the technical things, instrument, human mind and do some work with arrangement or plan. From plan or arrangement person gets best result.

In short developed the best things, through best things get best result means management.

"Management means pre-planning arrangement and collect things with data. Educational management means for achieve the goal of education you will use the facility and plan for education through that facility."

- Dr. B. S. Patel

So we can say school will be used all kinds of financial and human electronic facility for manage the education. Through educational management the student will be able to achieve more education. In short we can say through plan the institute will develop.

Definition

Every institute is handle by its management. If the management is change than Institute also change we observe new turn in institute. Education is a different things from business so the managements of education should be differ from business management

In education the goal is to achieve good and apt. education.In education, the teacher and students will manage there activity and achieve their goal. Teacher should advise students for their goal. Teacher should give guidance about technology and other things to students. The money which government has given to each schools and another money which schools have both will be invest for the development of students and education.

These things should care full during the educational management…
(1) Educational management is a social activity, it has no relation with the human beings.
(2) Educational management is a science which always achieve on its path.

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(3) Educational management is combines with progress of activity.
(4) Educational management is related to try and success this is a kind of activity in which the team have to learn about how to develop and get success.
(5) Educational management has its own goal. It should achieve all the facility of the school for success its goal
(6) The goal of educational management is every work must be complete with great success.

The Aim of Educational Management
The school establish for achieve some goals. In education each and every things are related to school. The education used every facility of school and develop the goal of school. Develop the knowledge of students this is the main goal of educational management. Develop relationship between school and parents, students and society need that things education should give to society this is the main goal of education. Education of management should also observe the future and develop the plan also decide that who will handle which things and who has right to give order. The unity is more necessary things in educational management.
So we observer that the main goal of education is to development of students, it's not very easy task that everyone can do in short time and every task depended on their management when we want to educational management that time we also need some elements.

The Elements of Educational Management
Many times for education we have to take care of these elements also. From past every elements became useful to manage the education.

1) Expectation of society
School develop from society school is a part of society, we can say it is a part of social body. School arias from society, so society has its own expectation towards the school. School is the center for develop the society, if students will develop then they will increase the society and country.
If the students will be educated then society also be educated and used technology for develop the country.

(2) Social Justice
Teacher should be honest with students this is the important element for society and educational management. Teachers increase confidence in student, They also give support to their students. Teacher increases inner and outer part of his students. In education someone take care of all justice.

Conclusion
Education means develop the student. It is not an easy task for person. So he should use the management in teaching life. For it he has to manage the plan, time, work. He should divide the work within time and date day etc..without educational management it became hard for Teacher. So from educational management we can easily develop the schools, teachers and students.

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ORIGINAL ARTICLE

Popular Culture : Concept and Areas

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Abstract
Area of popular culture is expanding strechingly. The distinguition of High and popular culture has remained disputed, contested and full of disagreements. The first task was to define the High and popular culture with reference to established authors, which includes Chris barker (2000), Michael Ryan (2010), Denis McQuail (2005), John street (1997) etc. the modernizing societies with new modes of education, technology, scientific development and new religious orders are generating popular culture. There have been some old and new areas of popular culture identifiable from the increased space of social, economic and religious life. The attempt of conceptual presentation and identification of most appeared areas of popular culture is the prime objective of this endeavor. The task was done by collecting base material from the books and journals available.

Introduction
The word culture has always multiple meanings. Every thing from how we dress to what we eat from how we speak to what we think, is culture. Culture as a way of life tends to produce a commonality of thoughts and behaviour, as well as conformity with reigning standards, norms and rules. A more familiar meaning of the word culture is the things we humans make when we translate ideas into objects (Nayar, 2008).

The culture in which one lives determines the culture that is created within it, but influence works in the other direction as well. One could even go so far as to say that the second meaning of culture as human creativity is our way of modifying the first meaning of culture as civilized normativity. Creatie culture is often occurred of being uncivil because it breaks existing norms and points the way towards the creation of new ones.

When the bohemian movement started in western Europe in the late 19th century, it was an attempt on the part of creative people to upset the reigning norms of the culture, which were perceived as being too restrictive, too allied with conservatism, commerce, and a narrow scientific view of knowledge, Along came the bohemians in the 1880's who upset all that (Nayar, 2008). They were loose clothing that revealed their bodies. Women artists danced in frestyle instead of in the prescribed rote form associated with "high" culture. Commercial conservative "bourgeois" culture's hold on

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human possibilities was shaken, and a new culture i.e. eventually was born. Popular culture in cultural studies popular culture came into being in Britain in the 1960s and 1970s to a large degree as an examination of such creativity and of the ways it clashed with institutional, legitimate, or formal culture, High culture.
The growth of cultural studies is linked to the rise in interest in popular culture in Western socieiteis in the 1960s. More leisure time, wide spread television viewing, music and other cultural 'states', especially among the youth, brought popular culture to the fore front of critical scrutiny.

Objectives of this research paper
The main objectives of this theoretical research endevaour are as follows:
1. To discuss the increasing significance of popular culture in cultural studies
2. To clarify the concept of popular culture.
3. To examine the areas of popular culture.
4. To identity the new areas of popular culture.

Birmingham Centre for Contemporary Cultural Studies (BCCS)
The work of Raymond William influenced the projects and approaches of the BCCS in the 1970's The approach was clearly Marxist. Between 1982 and 1987 the Open University (UK) offered a one year interdisciplinary course on 'Popular Culture'. Cultural studies adapt methods of analysis from various disciplines: media studies, cultural anthropology, discourse analysis, popular culture studies and audience studies. (Nayar, 2008)

For a long time culture of everyday life was dismissed as 'inferior'. The term 'mass culture' was used pejoratively. The only true culture was that of the elite members of society. The culture of the wealthy minority section of the population was projected as the 'standard' or true culture. So academic studied would look at 'great worker of art' or 'classical authors', ignoring the fact that the greater number of people never viewed there art forms or read there classical authors.

In 1950s and 1960s a change in focus came about in cultural analysis. Scholars started taking popular culture seriously. In 1969, the Department of Popular Culture at Bowling Green University (USA) launched the Journal of Popular Culture. It is in popular culture studies that cultural studies finds its firs moments. Cultural studies argues that culture is about the meanings a community/society generates. So popular culture is, for cultural studies, the set of beliefs, values and practices that are widely shared. (Patrocian & Susan, 1991)

Popular Culture
Popular culture is the most widely disseminated and enjoyed symbolic culture of our time, is what flows in abundance by way of the media of films, television, newspapers, phonogram, video and so on. The term 'mass culture' is likely to remain in circulation, but the alternative form 'popular culture' (meaning essentially 'culture which is popular' – much enjoyed by many people) seems preferable and no longer carries a pejorative association. Popular culture in this sense is a hybrid product of numerous and never-ending efforts for expression in a contemporary idiom aimed at reaching people and capturing a market, and an equally active demand by people for what Fiske (1987) would call 'meanings and pleasures'. (McQuail, 2005). For Fiske, the primary virtue of popular culture is precisely that it is popular, both literally 'of the people' and dependent on 'people power'. He writes: 'Popularity is here a measure of a cultural form's ability to serve the desires of its customers….For a cultural commodity to become popular it must be able to met the various interests of the people amongst whom it is popular as well as the interests of its producers' (1987:310).(McQuail, 2005)
So it may be concluded that:

- Popular culture represents the power of the people
- There is quality in being popular
- Popular culture has universal appeal
- Popular culture is also important to many subgroup identities.

When we use the term popular culture, we are referring to that which belongs to the whole culture which shares common artifacts (Hall 55) Popular culture is a form of entertainment that is mass produced or is made available to large number of people (eg. On Television). Availability may be measured by the opportunity to enjoy the productor by the

absence of social barriers to enjoyment of it. (John Street, 1997)

The implicit contrast in this definition of popular culture is to be made with another form of culture: high culture, which is more exclusive, which is less accessible both practically and socially.

Moody (2010) has given three characteristics that appear to be common to most definitions of popular culture:

- Popular culture is usually associated with mass media (and especially "free" media like radio or television.
- Popular culture is consumer-oriented in nature and frequently encourages be become "fans" of performers, products, or genres.
- Popular culture – like most expressions of consumer culture is increasingly characterized by globalization.

The Areas of Popular Culture Fashion
Fashion is a complex means of self-identity, social influence, cultural ideal and commercial industry. To the degree that we all belong to a social or ethnic group or to an economic class, our shopping tastes will be shaped by the particular social world in which grow up and live. Those of "high rank, those with access to more wealth than others, dress themselves in a particular way that is reflective of their power and status. Mostly, they wear expressive suits made up of the finest material and crafted by expert tailors (Ryan, 2010).

Dress, in the context of popular culture, includes clothing worn in every day life, by ordinary people, as they go about the daily activities of their life and carry on the traditions that bring meanings to them. As a barometer of popular culture, dress reflects cultural identity, values, symbols as well as societal concepts of status, art, and technology. (Conningham & Susan Voso Lab, 1991)

Fashion is a vital component of this popular culture in which we live. But its development happens in different places around the world. Trend setter designers are continuously working to advance and expand fashion and its limits. Branded jeans have gained universal acceptance as durable, stylish and affordable fashion items.

Aesthetics
Aesthetic is another area of popular culture. Levis & Arnold distinguish between the good and the bad, the high & the low. Their distinctions centre on the questions of aesthetic quality; that is, on judgements about beauty, goodness and value. Historically, the policing of boundaries of a canon of 'good works' led to the exclusion of popular culture. This is because judgments of quality have derived from an institutionalized and class based hierarchy of cultural taste. However, judgements about aesthetic quality are always open to contestation (Brker, 2000). With the passing of time and the increased interest in popular culture, a new set of theorists argued that there were no legitimate grounds for drawing there lines between the worthy and the unworthy. This stance had the great merit of opening up a whole new array of tenets for legitimate discussion, for example soap opera. However, neither the form of art nor its context secures universal meaning. The concept of beauty, harmony and quality have the different meanings in various cultures. Popular cultural forms such as the Television, soap opera, beauty contests, fashion shows, exhibition etc. have brought the aesthetic area in popular culture domain. People begin to share the same criteria for the beauty. So indirectly, popularity of yoga is in increasingly becoming universal as a stream popular culture.

Politics
In an age where films stars become presidents and politicians appear in Television sitcoms, politics and popular culture have been inextricably linked. Popular culture involves the organizing of our pleasure, and therefore, our values, identities and interests. At the same time, our pleasure depends on a series of a political decisions and processes. The content and character of popular culture is a legacy of a complex chain of events, marked by the operation of the political institutions and political ideologies that organize them. (John Street, 1997).

Politicians use popular culture to evoke an image and to attract political support. It is now commonplace for newspapers to "review" party

political broadcasts in the same way that pop videos, soap operas, and commercial advertisement are reviewed.(John Street, 2000) Our political world has become popularized, or our popular world has become politicized. From The Daily Show to Barack Obama's Blackberry to candidates' use of Facebook politics have opened up to new technologies a we come online for the next generation.

Ideology

An ideology is a body of ideas that license, enable and direct social action. Ideology also consists of what are called "ruling class". These are ideas that ruling social groups force into a position of centrality in a culture. The ideas generally reinforce the power of the ruing group by making their rule or their claim on social wealth seem natural, legitimate and uncontestable. For several centuries, social groups that have laid claim to excess social resources have used the ideas freedom and liberty to justify such inequality. So this kind is mainly related to 'high culture'(Ryan, 2010). History also provides examples of the way ideologies change over time. Prior to the invention of liberalism (the body of ideas association with political democracy and the idea of personal or individual freedom), most European societies were characterized by ideas that sustained an authoritarian social model founded on hierarchy and obedience. Now this understanding replaced by more flexible, detailed and scientific ways of knowledge. Literals seek to change the world, to make better place. Ideas concern with fairness, equality, distributive justice and a guarantee of well-being for all are becoming the Popular culture. (Ryan, 2010)

Art

Popular culture allows for every day art and common creativity, something that happens without frames or legitimizing institutions such as galleries or museums or concert halls. When girls take to body piercing and young men to tattooing as a way of "expressing" themselves, of distinguishing their identity from that of others amongst their peers or from their 'Parents' culture. Artists of everyday life, they are practicing an everyday aesthetics that has more to do with lived life than with the frames of institutional art (high culture). (Ryan, 2010).

Music

The arrival of rock music, MTV, have created a popular culture. Dick Hebdige terms these new forms of cultures, produced by marginalized groups, 'subcultures'. There subcultures evade the hegemony imposed by the 'high' cultural forms and alter power structures and social formations, leaving the society and art forms in a state of permanent evolution and change where no form of style occupies any privileged position. (Nayar, 2008).

Postmodern perspective Adomo (1941) regarded popular music, and Jazz in particular , as stylized, lacking in originality and requiring little effort by its audience. (Barker, 2010) Rock is a popular culture, opera is not popular culture here is defined by the fact that it appeals physically (as dance) rather than cerebrally (as contemplation). (John Street, 1997)

In India, filmy music attracts mass population because it appeals physically, rather than cerebrally which appeals classical music.

Language and Popular Culture

Language in popular culture, however, is usually neither spontaneous nor naturally occurring, but instead highly edited for consumer appeal. There are broadly speaking, two channels through which language ideologies within the various discourses related to popular culture are most easily observed: within the performative channel, which examines the influence of language ideologies upon language choice in the production of pop culture articrafts, and the afflictive channel which examines the reception and reactions towards language in pop culture articrafts. The former one examines language ideologies that are related to pop culture performance e.g. Trudgill (1983) and Coupland (2001) both examine the influence of American English (AE) pronunciation in British op songs and in DJ talk on English language radio in Wales respectively. (Moody, 2010). The latter examines fan reaction to language used in popular culture.

Women Perception & Popular Culture

The manner in which women have been addressed and represented in soap opera has been pursed by a number of feminist writers. This is because it is frequently suggested that

soap opera is a women's space in which women's motivations are validated and celebrated. It has been argued (Ang, 1985; Geragmty, 1991; Hobson, 1982) that the central theme of soap opera-interpersonal relationships, marriages, divorces, children etc.- chime with the traditionally domestic concerns of women. Soap operas deploy a variety of strong and independent minded women character. It is argues that contemporary portrays of women within popular culture are shaped by two major trends: Hyper generalization of women and girls, and the commodification of those images for global market. (Barker, 2000)

Thus, women representation in popular culture facilitates the stereotype of the simple-minded emotional and domesticated female. This is perpetuated through various forms of media, including movies, cartoons and TV.

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ORIGINAL ARTICLE

Sustainable Development of Ecotourism

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Abstract

The modern world is characterized by mass concentrations of people, mass production, and mass activities. Ecotourism (also known as ecological tourism) is responsible travel to fragile, pristine, and usually protected areas that strives to be low impact and (often) small scale. Ecotourism, responsible tourism, jungle tourism, and sustainable development have become prevalent concepts since the late 1980s, and ecotourism has experienced arguably the faster growth of all sub- sectors in the tourism industry. The popularity represents a change in tourist perceptions, increased environmental awareness, and a desire to explore natural environments. Ecotourism is a multifaceted science. It incorporates the vast tourism industry with the environment and is more interested in educating the tourist than in earning the maximum profit. Ecotourism provides a unique opportunity to educate the tourist in a natural environment. Ecotourism encompasses many aspects and faces many challenges. It is not only about safeguarding the environment, but employing and informing the locals, as well as educating the tourist. The basic objective of ecotourism is to help visitors appreciate the natural and cultural uniqueness of a site by bringing them closer to it. Ecotourism is growing in popularity and can become a useful tool for achieving these remarkably important goals.

The modern world is characterized by mass concentrations of people, mass production, and mass activities. Diversity and beauty of land and life are more and more replaced by uniformity and ugliness. Human settlements in their mad rush for development have turned beautiful tree-clad landscapes into desolate concrete jungles, and fertile lands with diverse native vegetation are desolate concrete jungles, and fertile lands with diverse native vegetation are increasingly destroyed by monocultures.

Ecotourism, responsible tourism, jungle tourism, and sustainable development have become prevalent concepts since the late 1980s, and ecotourism has experienced arguably the faster growth of all sub- sectors in the tourism industry. The popularity represents a change in tourist perceptions, increased environmental awareness, and a desire to explore natural environments. At times, such changes become as much a statement affirming one's social identity, educational sophistication, and disposable income as it has about preserving the Amazon rainforest or the Caribbean reef for posterity.

Sustainable development is an emerging doctrine that demands a long-term view of economic activity. The concepts has evolved within the past few years and has rapidly

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become a way of paying for natural conservation and increasing the value of the natural land that is left. Sustainable development not only ensures that consumption of tourism does not exceed the agility of the host community. It has become common knowledge that it is unethical to save nature at the expense of the local people. The host community should be given the opportunity to act as partner in the sustainable development of its land, not as enemy of it.

Carrying capacity cab be defined in different ways. Large-scale tourist developments produce considerable pressures on the environment and on the local population. These include destruction of the traditional landscape; congestion in the transport system; and air, land and water pollution. In dealing with carrying capacities, we need to consider more than just the number of people an area can hold, but also the effect it has on local populations, their infrastructure, and the environment. It's difficult to put limits on every natural area's attendance, but through proper ecotourism ethics, we can regulate the impacts. It is essential we recognize the amount of stress that each environment can handle then act accordingly to preserve it for future use and enjoyment.

The Site design of any ecotourism area will include many different elements. These elements have to do with creating ways to prevent any problems with the environment and to keep visitors traveling to a certain ecotourist spot. It requires holistic, ecologically based strategies to create projects that do not alter or injure, but instead help repair and restore existing site systems, such as plans and animal communities, soils and waters.

The basic objective of ecotourism is to help visitors appreciate the natural and cultural uniqueness of a site by bringing them closer to it. In order to achieve this, the site design must be human scaled and intimate, so that sensory features –such as sights, smells, and sounds are appreciated and preserved. Poverty in many underdeveloped rural areas could be lessened if the effort was made to involve local communities in the process. Knowledge and appreciation of the natural environment, as well as understanding the need for protecting it, is crucial for the future of our planet. Ecotourism is growing in popularity and can become a useful tool for achieving these remarkably important goals.

Ecotourism (also known as ecological tourism) is responsible travel to fragile, pristine, and usually protected areas that strives to be low impact and (often) small scale. It purports to educate the traveler; provide funds for conservation; directly benefit the economic development and political empowerment of local communities; and foster respect for different cultures and for human rights. Ecotourism is held as important by those who participate in it so that future generations may experience aspects of the environment relatively untouched by human intervention.

Ecotourism is a multifaceted science. It incorporates the vast tourism industry with the environment and is more interested in educating the tourist than in earning the maximum profit. While the word "ecotourism" seems to be rather self–explanatory, it is actually a confusing term with numerous definitions. In attempting to define econtouring one must first recognize the difference between tourism and ecotourism.

There exists a case of stewardship for the land and indigenous people in ecotourism; it is not about exploiting the local people or their culture, or even changing it in order to accommodate the tourist or visitor. Instead, ecotourism is about preserving the natural environment and giving the locals fair employment, Ecotoursim empowers the local population to take an active role in environmental programmes. The tourism industry has destroyed numerous irreplaceable environmental areas, such as coral reefs and forests, because of the tourist's demand for modern luxuries when traveling. The ecotorusit recognizes the adverse effects of such tourism and minimizes or eliminates any such consequences on the natural areas he or she uses. Tourism means revenue; it is big business and brings money that can be multiplied many times over into communities. In so many cases, the business loses sight of important principles because of the desire to increases revenue. Ecotourism in also concerned with making money, but only in an environmentally friendly manner. Proceeds of the ecotourism enterprise go back into the community in the area's land

management and conservation, as well as program such as alternative energy research. In ecotourism, it is more important to educate the tourist than to make a profit.

Ecotourism provides a unique opportunity to educate the tourist in a natural environment. Hands on activities, informative displays, and educational seminars offer the visitor a better understanding of the local environment . Ecotourism by eliminating the "wear and tear" on a site that conventional tourism encompasses, is concerned with the preservation of such natural habitats and archeological areas. Furthermore, it offers the opportunity for people to view remarkable natural wonders without worrying about damaging the area. Not only is ecotourism not concerned with bringing in throngs of tourists, it would be defeating the purpose to bring mass tourism to natural areas. Ecotourism, instead, offers purposeful travel to natural areas for a limited number of tourists.

Ecotourism encompasses many aspects and faces many challenges. It is not only about safeguarding the environment, but employing and informing the locals, as well as educating the tourist. Ecotourism is a softer, more gentle version than the tourism we have come to know. It might not bring in as many people as other forms of tourism, but the true recipients of the benefits of ecotourism are the traveler, the host population, the tourism industry and, of course, the environment. Many elements are involved when designing an optimal ecotourism strategy. Sustainable development is an important aspect of ecotourism development that involves harvesting our natural resources without depleting or permanently harming them. A niche market must also be determined in order to effectively match people and their interests with the ecotourism attractions at each particular site. However, with the existence of such tourists, each site must, to some degree, restore itself by natural means with or without the assistance of human management. This idea is discussed when looking at the ecological carrying capacity.

The final important element of ecotourism development is known as site design, which takes all elements discussed thus far into consideration when designing satisfactory ecotourism facilities with as little ecological impact as possible.

The following are the suggested for adopting the codes of ethics for Ecotourism:
(1) The ecotour must be well-guided. A knowledgeable tour guide is necessary to provide utmost education to tourists about culture, topography, special attractions of the area, protection of the environment, restricted and danger zones as well as the peace and order situation of the area and the necessary precautions. The tour guide is responsible for an enjoyable, safe and nondestructive nature tour.
(2) Ecotourism organizers should provide an adequate and continuous program for resource management. Tour organizers should play a lead role in managing natural resources in the forms of trail maintenance and signs, information on the endemic' endangered and extinct species, research and education, trainings and provision of basic facilities.
(3) Tour destination should be appropriate for the needs of the tourists. The destination must be first assessed for a better itinerary of the trip and be equipped with the necessary logistical requirements, e.g., map, compass, etc.

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RESEARCH PAPER

Comparison of Self-Concept and Locus of Control between Sports Girls and Non-Sports Girls

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Abstract
Psychology is a science in which, we study about human behavior and Sports Psychology is primarily concerned with the analysis of behavior of sports persons. Self - Concept and Locus of Control are complex components of mind. Considering the role of Self - Concept and Locus of Control on sports girls, the present study was undertaken.

Purpose of the Study
The main purpose of the study was to compare the difference in Self -Concept and Locus of Control between sports girls and non- sports girls.

Research Methodology
The present study was conducted on 50 sports girls and 50 non- sports girls of Lucknow University level to assess the selected psychological variables: Self - Concept and Locus of Control. Standard questionnaires, Swatah Bodh Parikshan made by G.P. Sherry, R.P. Verma and P.K. Goswami for Self - Concept and Rottor's Locus of Control scale made by N. Hasnain and D.D Joshi for Locus of Control were used. The collected data were analyzed by using 't' test statistical technique at 0.01 level of significance.

Conclusions
It was found from the analysis that there is a significant difference in self - concept and locus of control between sports girls and non-sports girls. In self - concept and locus of control, sports girls are better than non-sports girls in all selected psychological variables.

Introduction

Psychology is a science in which, we study about human behavior and Sports Psychology is primarily concerned with the analysis of behavior of sports persons. Sports psychology involves the study of how psychological factors affect performance and how participation in sports and exercises affect psychological and physical factors. Concentration, confidence, control, and commitment are generally considered the main psychological qualities that are important for successful performance in sports. Nowadays sports not only require physical skills, but a strong mental game as well. Self - Concept and Locus of Control are complex components of mind. Self - Concept is the most important single attribute and the key to understanding the behavior of an individual. The self - concept is how we think about and evaluate ourselves. To be aware of oneself is to have a concept of oneself. The term self -

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concept is a general term used to refer to how someone thinks about or perceives themselves. Self - Concept is a multi - dimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics.

A locus of control orientation is a belief about whether the outcomes of our actions are contingent on what we do (internal control orientation) or on events outside our personal control (external control orientation). In the present scenario, sports have become highly competitive. All individuals are varying from each other. No two individuals are exactly alike. Personality traits are very important in sports.

Review of Related Literature

There are some findings of the relevant studies for the present paper which are discussed below: Teagrain (1983) compared self - concept among students in relation to their physical fitness, motor ability and overall physical performance with 665 subjects and he employed Bills attitude inventory for measuring self - concept of the subjects and observed that significant difference was identified while comparing self - concept among students in relation to their physical fitness, motor ability and composite score.

Jadhav (2006) investigated the impact of yoga practices on self - concept among 50 naturopathy and yogic science college students and 50 MBBS students both male and female. Result revealed that naturopathy and yogic science college students have better self – concept to MBBS students.

Research Methodology

The present study was conducted on 50 sports girls and 50 non- sports girls of Lucknow University level to assess the selected psychological variables : Self - Concept and Locus of Control. Standard questionnaires, Swatah Bodh Parikshan made by G.P. Sherry, R.P. Verma and P.K. Goswami for Self - Concept and Rottor's Locus of Control scale made by N. Hasnain and D.D Joshi for Locus of Control were used. The collected data were analyzed by using 't' test statistical technique at 0.01 level of significance.

Results and Discussions

Table 1

Mean, Standard Deviation and 't' Value Of Sports Girls And Non Sports Girls

Variables	*Sports Girls*		*Non Sports Girls*		*'t' Value*
	Mean	*Standard deviation*	*Mean*	*Standard deviation*	
Locus of Control	**49.58**	**6.041**	**41.68**	**5.335**	**6.931***
Self - Concept	**38.40**	**4.518**	**32.94**	**5.316**	**5.534***

It is evident from the table 1 that there is a significant difference between two groups. In Locus of Control, sports girls' mean value is 49.58 with standard deviation is 6.041 and non - sports girls' mean value is 41.68 with standard deviation is 5.335 and the 't' value is 6.931. In Self - Concept, the sports girls' mean value is 38.40 with standard deviation is 4.518 and non - sports girls' mean value is 32.94 with standard deviation is 5.316 and 't' value is 5.534. The mean differences are found in both the groups and calculated 't' values are greater than the tabulated value i.e. 2.626. This shows that sports girls are better than the non - sports girls in Locus of Control and Self - Concept.

Conclusions

We can conclude from the above analysis that there is a significant difference in Locus of Control and Self - Concept between sports girls and non - sports girls. In case of Locus of Control, sports girls are highly internally oriented in comparison to non - sports girls. It means that sports girls' believes and outcomes of events or reward are controlled by their own abilities. In case of Self - Concept, sports girls have very good self concept as compared to non - sports girls. Thus, we can say that sports girls are better than non - sports girls in context of Locus of Control and Self - Concept.

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RESEARCH PAPER

The Structure of Yoga Health/Medical Discourse and Formation of New Communities : A Literary Analysis

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Abstract

The attempt made here is to construct the yoga medical discourse as separate medical paradigm, a contingent of medical knowledge revealed and communicated material to health audience by the yoga practitioners and communicators. To discuss the process of new social community formation on the basis of medical/health knowledge extension among the health addressees in the society, through networked relationships organized spontaneously around yoga health specific knowledge is also another objective of this study. However, our effort is limited up to literary/textual analysis. The yoga health discourse construction is based upon Maharishi Patanjali, an ancient intellectual and philosopher of India of 3rd -4th century. And further is based on the other ardent Yoga exponent Swami Ramdev and few others in modern languages through their verbal, written and visual production of medical knowledge and prescriptions for health, and for avoiding illness. The circulated Yoga health discourse generates new communities among people, which are in vogue, formed after and for discussions on Yoga and health solutions. So the restructuring of the concept of community as defined as basic concept is an academic and research requirement in the context of changing relational bases under the impact of yoga medical knowledge/power movement that joins together a population. Hence, this is an exercise of conceptual transformation reflecting changes in the society, done from literature on the theme.

Introduction

This paper is focused on the social transformation of social structure, being individuals under health discourse vide its practice. The structural changes happen so are the changes in the social relationships created by discourse as Pip Jones (2003)1 states – "Since it (discourse) veils a power, the power that generates health oriented action of practitioners." The Indian yoga as a system of medicine and health care has caught world attention as a movement today that never was before in the history of human health and living world over. The progressive institutionalization of yoga and Ayurveda system of medicine has augmented the health care programs launched by welfare states of the nations. Noticeably, yoga health has acquired a status of a real social movement for human health worldwide. This orientalist, promotional and curative aerobic technique developed in ancient period of 3-4

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century appeared in the Sanskrit literature, especially by Maharishi Patanjali in his 'Yogdarshan' (Yog Philosophy, one among six schools of Indian religio-spiritual philosophy and equally popular as Hindu Philosophy. Yoga induced concept of health is integrative and holistic which incorporates physical, psychological, social and spiritual aspects at three levels -body, mind and soul of individual being.

Objectives

(i) To construct yoga medical discourse on the basis of literature on yoga collected from Maharishi Patanjali and other important exponents of yoga process, procedures and premises

(ii) To evaluate probable effects of adoption of yoga-ways on social community formation and the changes in the concept of community.

Rationale of the Study

In recent decade Sociologists and Social Anthropologists started to take much interest in the Sociology of Health; prominently includes Steve T. (2000); Giddens (2001); Glenn Laverack (2004); and Greenough P (2003); Kivisto; Mittlmark and others (2005); Insel and Roth (1996) etc. It opened a new avenue for sociological exercises with new phenomenon and concepts identified.

The present study focuses on Yoga as emerging health discourse under 'alternative system of medicine' utilizing Foucault's concept of Discourse the power/knowledge. Discourse means the set of particular knowledge, a statement acceptable as 'Episteme' in any field, which is shared by the people. According to Pip Jones (2003:149) the area of medicine provides a good contemporary example of the rise and fall of the paradigms.

Paul Greeongh (2003:309) noted a phenomenon underlining the rise of alternative discourse in medicine. He mentions thus- ' medical anthropology in the 1960s and 70s instituted a conceptual divide between a single, Modern, rational, mechanistic and science based biomedicine system on the one hand, and a plurality of traditionalist, holistic and context dependent healing systems on the other hand', overall a 'new respect' for indigenous knowledge is enhanced today. These systems have offered itself as, " a vehicle for a revitalized national and moral identity".

Greenough is not alone to stress upon 'revitalizing quest' of these alternative traditional systems of medicines. Shamshad Khan (2007 P: 2788) pointed out the same struggle that Ayurved, Unani and Homeopathy systems of medicine are waging.

Steve Taylor (1999:253) contended, that 'the health and illness are, " constructed in social processes". There are also connections between the sociological study of medicine and religion. There is no dearth of sociologists studying medicine and health issues with theology or religion

Review of Literature

From classic texts to Learned Practice: methodological Remarks on the study of Indian Medicine. Francies Zimmermann (1978), had made fascinating exercise of understanding of medical systems basing it on epistemological interpretation of text to reveal processes of change in cultural paradigms. Foucault's 'archaeology of knowledge' was referred in analyzing the alternative discourse of Ayurveda and further subdivisions that resulted from history, are one operative and the expectant medicine systems. First, include violent surgery and another, humour and non-violence and vegetarianism, as he explored the cases of Brahimins Physicians of Kerela of classic age and later medieval modern period. This was a discursive change in medicine system.

Rao, M.S.A. (1979), edited a book on Social Movements in India comprising articles covering different regional and sectoral areas of national life that included peasant movement, women movement, tribal movement, naxalbari, backward classes movement included Akhand Mahoyog Sangha and Students movement even. More or less these movements were old types emerged in old era that is before 1970s. These movements were attacking totality of society or a part of total society that aimed seeking improvement or liberation. Rao dealt with the conceptual problems in the study of social movements that are:-(a) problem of definition

and classification (b) problems related to emergence (c) problem related to the formulation of identities and ideologies (d) problem of collective mobilization (e) organization, leadership, internal dynamics routinization and (f) problems concerning the nature of the consequences for the changes in the wider society and culture. He emphasized that social movements belongs mainly to the domain of history so historical approach must be applied in the study. However, diverse techniques to record the event and dimension of a movement can be applied.

Silvia, Mira and Shyam Mehta (1990), have produced a very good commentary on practical Yoga erected by B.K.S. Iyengar, an Indian Yog practitioner working in Western countries. Iyengar developed his style of Yoga although it is again based on Astang Yoga, (Eight Limbs) of Patanjali, an ancient period saint, expert on Yoga and Grammer. They covered value of Yoga, disciplines of Yoga, Yogacharya Iyengar's life, Pranayam and Philosophy of Yoga. The work is the exposition of Yoga knowledge and practice exponated by Iyengar. This book is a presentation of discourse on Yoga seen in the context of physical, mental and spiritual health of human soul. B.K.S. Iyengar is a Yoga practioner in his personal capacity that has his disciples in many of world countries. The authors expounded in brief all limbs of Yoga, Yam, Niyam, Asanas, Pranayama, Pratyahara, Dharna, Dhyam and Samadhi with their further sophisticated components enshrined.

Concept Used

Discourse

Concept of Discourse has been associated with (1924-1984) Foucault2, a post-structuralist sociologist. For Foucault, Discourse was a form of discipline concerned with power, but in a particular way discourse produces the subjects that disciplines them.

Discourse is an intellectual production composed of ideology and power. Foucault, 'Sociologist of the body' (Pip Jones, 2003:124), was interested in the way in which different forms of knowledge, different versions of what is true, right or wrong produce different ways of life. Of course, Discourse is a knowledge-based way of thinking a acting. The Discourse is a depiction, of reality and a set of prescriptions for behavior based on a particular form of knowledge, as in medical discourse, Religious discourse' (Pip Jones (2003: 198).

Foucault thought that 'Discourse dominates a time and a place in the world. The people acquire their 'mind set', or worldview.

Foucault explains 'madness' and sex behavior under a dominant discourse operating. He also observed that medicalization of modern life was increasing. He also hinted that 'Discursive Formation' was a reality of history and fall of 'expert Discourse', remains a possibility vis-à-vis competing 'expert discourses3 (Giddens 2001:676). However, further Lynda Nead4 (1988:4) defined discourse as a 'particular form of language with its own rules, conventions and the institutions within which the discourse is produced and circulated'.

Medical Discourse:

Medical discourse is also referred by many social scientists after a lead from Foucault himself, Lynda Nead again defined Medical Discourse thus, 'in this way, it is possible to speak of a medical discourse…which refers to the special language of medicine, the form of knowledge it produces and the professional institutions and social spaces which it occupies.'

So, we would proceed in the research by adopting the definition of discourse as mentioned above.

Yoga discourse which is our special focus and attention falls under the alternative health discourse/medicine, which include Ayurveda, Unani, Sidda, Homeopathy along with Yoga itself making a counter-discourse or competing discourse under medical discourse. But Yoga, a fastly rising sub-discourse within alternative medicines is being reproduced and circulated prominently by Swami Ramdev5 today, an Indian ascetic belonging to Arya Samaj movement through his Pranayam prescriptions, Asanas, and Ayurvedic curative medicines, all under eight limbs of Yoga generated by Patanjali. The Yoga camps, Books and magazines, CDs/DVDs are available in the market and discourse and display on TV channels besides.

Discussion

Yoga Health/Medical Discourse: The Discourse Structure-

First purpose in this paper is to attempt construction of yoga medical discourse. Our rallying point is yoga health. The yoga health discourse organizes around the body of health knowledge produced primarily by Patanjali6 and today it is escalating worldwide through Yoga autonomous preachers especially of and from India. All these are presenting yoga through verbal, written and visuals as ready material of mass communication. There is an attempt to consolidate the yoga discourse and then to identify its consequences.

The yoga medical discourse is rooted in the eight limbs of Patanjali and afterward has been reproduced in various language -types by the preachers and practitioners of yoga for health. This Health medical discourse is being placed with 'truth claims' that is messaged to yoga health audience.

The discourse, according to Lynda Nead(1988:4) is a "particular form of language with its own rules, conventions and the institutions within which the discourse is produced and circulated." Further, the discourse is produced that runs over a time, through 'text and talk'. Foucault pushed this concept in his work – Birth of a Clinic – and contended that discourse refers to the special language of medicine, the form of knowledge it produces and the professional institution and social spaces.

Yoga is also a form of language, which is consolidated by a medical language but without any reference of chemical use as medicine. Patanjali is the originator of this discourse and this time Swami Ramdev personally is a good and popular reproducer of yog discourse who presents this discourse prescribing the same set of eight limbs of yoga as Patanjali of 6th century for promotion of health and cure for the diseases. The yog medical discourse is presented here thus:

This discourse structure is derived out of total endorsement of diagnosis and prescription in Swami Ramdev and other yoga text explaining them.

The first question is who is healthy? As it was answered by Susrut, a medical (Ayurvedic) scientist of ancient India was thus -whose Tridosa (three body nature basics) are balanced i.e. Vaat, Kaph and Pitt. Any imbalance means an excessive increase or decrease in any of these three basics of one nature ('prakriti') create health trouble.

And more, if one's all the five Jnandriya (senses) - Chakshu, Shrotra, Ghran, Tvak, Jivha, and all the five Karmedriya (action organs) Hasta, Pada, Payu, Upastha, Vaak, function well and normal then he is healthy and happy.

What makes us ill? The answer from yoga system comes this way. The five enemies, which deviate creating, unwarranted inclinations in individuals themselves and these are responsible for illness; these enemies are - Kama (Lust), Krodh (Rage), Lobh (Greed), Ahankar (Ego), Moh (attachment). Enemies from within are the negative forces that cause illness and this illness appears at three levels – (i) body (ii) mind (iii) soul level. The first two are tangibly cognizable. However, the soul is not merely the consciousness. The soul is the essence of individuals' being and is an object of yoga and as a means of salvation of all kind i.e. from miseries of this world and trans-world, believing in rebirth of all creatures; since all creatures have a soul. At body level Prana is a vital force. A healthy man has strong Prana. Prana is physical and can be made sound by efforts prescribed in yoga or that could be weakened by one's decisions and actions in direction against the judgment of soul. In Mind there is a Citta (Psyche), which imprints on habits and inclinations that can lead to health or illness after action influenced by Citta's position. So control of senses makes the man a man as healthy, mentally and physically.

Concept of Physical body and Micro body with soul as is the nucleus and substance. In Western medical science, the body, the physical thing and at the most mind, is considered in the treatment of patients. But yoga discourse carries the impact on Citta and Soul, if eight limbs of yoga are followed. The micro body lies paralleled to physical body essentially that receives stimulus from outside and give response to whatever it is

(Micro body) synthesized. The response giving Micro body is viewed as Suksham Sarira (a causing subtle body). The karam Sarira sustains over the birth after birth being however transformed every moment. Yoga can transform it in desired direction and can retain it as pure or free from evils.

What is the End of Health?

Nation may require healthy/civility/citizenry and the world, a healthy and stable populace with peace on the earth. But, besides this, yog health entails another meaning also. All efforts of making/keeping people/individuals healthy for four reasons i.e. to secure success on (i) Dharma (Religion) (ii) Artha (Economy) (iii) Kama (Sex) and (iv) Moksha (Salvation of soul). Full yoga contingent of prescriptions for keeping healthy man/woman has these goals to achieve in life with terminal goal, Moksha. It is believed, in the discourse text, that an unhealthy man may not get this terminal and supreme goal of individual having a soul. Only, healthy soul qualifies for the Moksha.

Basis of Health Discourse:

Yoga subsumes material and non-material aspects of human existence and health and so the Ayurved, an indigenous Indian method of curing and promoting health identified in yoga education. There are three basis of human health. These are (i) appropriate food (ii) adequate sleep and (iii) celibacy. Appropriate food categorized into three (a) Satvika, the good quality food evaluated by impact on Citta and Soul (b) Rajsik, second grade food quality adjudged by impact on these and (c) Tamsik, the downgraded food by impact on chitt and atma (soul) again. If food is Satvik then men are Satvik by body and by intellect; Satvik individual/human inclination may catch the goal of Moksha. Likewise, good and sufficient sleep makes men healthy. Celibacy is one element/aspect of health recognized and emphasized much for physical, mental and social health and integrity as M.K.Gandhi also endorsed it. Celibacy in physical terms is sexual preservation; not too much indulgence in sex. This is an essence of life after food. Celibacy has also another meaning i.e. to be with God psychologically. Of course, celibacy is no consideration and value in western/modern medical discourse at all.

Yog : A Software of Healthy Life :

What can ensure a total and perfect health for individual as ideal? A study of yoga literature leads us to collect an exclusive frame for one's physical, mental and spiritual health (spiritual aspect of health has been added to the definition of health by W.H.O.). The eight limbs of Yoga constitutes a body of this discourse as given below-

Observance of eight components of the prescriptions and the avoidance of negative tendencies are essential to keep one healthy and happy equally for male and female.

Concepts/ Components	Coverage
(I) Yama	Five social conduct/principles observed in relation to others) • Ahimsa – Non-violence, not to cause harm to any creature • Satya – Truth • Asatya – Not stealing •Brahamcharya – Celibacy •Aprigriha – Non Possession, no greed
(II) Niyama	(Individual Conduct) • Showch – Physical cleanliness • Santosh – Contentment •Tap – Sustaining asceticism • Learning – Self-study and keeping into • Ishwara Prinidhan –Devotion to God, positive thinking.
(III) Asana	- Body postures, Yogic exercises
(IV) Pranayama	- Aerobic, Breathing exercises
(V) Pratyahar	- Ascetic rationalism for controlling senses
(VI) Dhaarna	- To stay the mind, God to concentrate psychologically
(VII) Dhayan	-To feel with God's nature
(VIII) Samadhi	-To merge psychologically in God's existence as abstract and absolute.

All it involves physical, social, and spiritual - psychological values in a larger canvas of concepts and embodying concrete results impacting individual.

The Formation of New Communities Organized around Yoga Discourse:

Our preliminary conviction has been that the self-operating individual human under this yoga health/medical discourse serves as a changed agent to transform the community living of people creating new social formation over the traditional or conventionally understood 'community', conceptualized in old sociology.

Tonnies7 (1855-1936) has classified the societies in diametrically opposed manner that he called, one, Gemeinschaft that means community of living, and Gesellschaft, which were described as association with specific type of human relationship. Gemeinchaft resembled to rural mode while later resembled to urban mode of life. To show new style formation of community can be attempted by comparing it from the old definitions of community as defined here.

Horton and Hunt8 – A community is a local grouping within which people carry out a full round of life activities.

Community is a grouping of people within a geographic area, with a common culture and a social system, consciousness of unity.

Sutherland9 – 'Community' as a local area over which people are using the same language, conforming to the same feelings, more or less the same sentiments and acting upon the same attitudes.

Heller10 (1989) defines a community that need not be defined in terms of geographical propinquity or locality. Like Wellman and Leighton, Heller observes that since modern communication systems make it possible for people to transcend geographical boundaries, it is possible to have 'relational communities.'

Castells11 (1996) also talked about networked communities/societies. The social networked society has distanced the territory definitions of conventional community.

Discourse Community:

The Discourse community is a specialized community. This community generally formed around a particular discourse. The technical, industrial and business advancements in USA and European countries generate situations of the Discourse communities already. Sociologists and Philosophers like Swales John12 (1990) and Deanna Mascle13 defined discourse community thus-"A discourse community is a group of people who speak the same language or in other words people who share an interests in certain topics, share a body of knowledge about those topics, and possesses a common vocabulary for discussing those topics."

Swales, John (1990) perhaps is the first developer of the concept Discourse community, who placed basic features of discourse community, as follow:

- Community of interest.
- Inter-communication between members.
- Survival by providing information and feedback
- Development of Genre-specific discoursal expectation.
- Possession of an embedded, dynamic towards an increasingly shared and specialized terminology.
- A critical mass of members with a suitable degree of relevant discourse and content expertise.

The reformation of community as a concept and practice in advanced Western societies are under transformation because of its disconnections with geography and populace particular and total some living. The intensive communication and transportation, and specific economic and social interests are the factors constituting new concept of community

Conclusion

The modern time realities have come to change the character of communities and living under many forces, which is the focus of today's sociologists. The discourse communities are reportedly emerging over the old 'locally settled' communities. Actually John Swales (1990) used this term for a community with selected individuals, beyond neighborhood community, which organizes around specific interests ignoring geography or locale. Leaving aside the artificial-superficial relationship in associational context, the yoga health produced new communities based on yoga mutual consultants i.e. with specific interest of health over the old

described communities are visible in the rural and urban areas showing some sense of organization. The members of yoga health discourse communities is the result of mutual consultation face to face or on phones or by other means of interpersonal or mass communication situations. Yet the new communities combine both kinds of characters of old and new situation groupings. The health movement initiated by Swami Ramdevji escalating to distant locations and geographies that comes to conjoin the people new way that goes to restructuring the relationship and community living. Of course, these discussants and consulting members' of new communities with health and illness issues involving its discourse are getting into social structure with restructured relationship, and voluntarily networking its members.

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ORIGINAL ARTICLE

HUMAN RIGHTS
Related to Women and Children

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Today the whole world is centralized as a Global Village in subject to Socialism. Evolution of Technology has changed whole social structure hugely. More over the creation and operation are also changed in social system.

Now a day we are in touch with Economical crisis, Global Warming, High Carbon system, unbalanced economical situations. With these entire how could we apart with Human equality and position of women and tears of children..!! To upgrade the position with honor for women and to put the dreams in teary eyes of children, certain special rights are centralized in our system. Protection of women's right is important for the achievement of children's right and protection of children's right is important for the achievement of women's right. The human rights of women numerous international and regional instruments have drawn attention to gender – related dimensions of human rights issues. The most important being the unconventional on the elimination of all forms of discrimination against women (CEDAW) adopted in 1979.

The International Bill of Rights of Women

The convention on the elimination of all forms of discrimination against women defines the right of women to be free from discrimination and sets the core principles to protect this right. It establishes an agenda for national action to end discrimination and provides the basics for achieving equality between men and women through ensuring women's equal access to equal opportunities in political and public life as well as education, health and employment. CEDAW is the only human rights treaty that affirms the reproductive rights of human.

Human rights and Gender Equality were also discussed distinctly in 1994 – International Conference on Population and Development in Cairo and Fourth World Conference of Women in Beijing. This bill affected very impressively on developed and developing countries differently. In developed countries, remarkable changes in education, politics, health, family status etc. that we can see; but in developing and semi developed countries there is a different scenario. Lake of Education and Awareness for Human Rights is the main reason for that. Women are unaware for their Rights to live and smile honorably. UNICEF was one of the first agencies to introduce the concept of children's rights in its programme of work by incorporating the 1989 Convention on the Rights of the Child (CRC) in its 1996 Mission Statement.

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The first international consensus on the centrality of human rights in the women's rights and children's rights agenda was forged at the World Conference on Human Rights in Vienna in 1993.

The human rights of women and the girl child are an inalienable, integral and indivisible part of human rights. The full and equal participation of women in political, civil, economic social and cultural life, at the national, regional and international levels, and the eradication of all forms of discrimination on grounds of sex are priority objectives of the international community.

UNICEF Report on Women and Children Survey

World's Children Report-2009, the UNICEF makes some shoking revelation regarding maternal morality status in India. According to the report, avoidable complications during child birth results in the death of 78,000 women in India every year. One million children born in India are dying every year even before they become 28 days old. The maternal mortality rate of India stands at 301 per 100,000 births. It is highest in Uttar Pradesh at 517 and lowest in Kerala at 110. Despite an increase in institutional deliveries, 60% of pregnant women still deliver their babies at home. In India more than 2/3 of all maternal deaths occur in a handful of states like Uttar Pradesh, Uttarakhand, Bihar, Jharkhand, Orissa, Madhya Pradesh, Chhattisgarh, Rajasthan and Assam. The main medical causes of maternal deaths are:

Hemorrhage- 30%
Anemia- 19%
Sepsis-16%
Obstructed labor-10%
Abortion-8%
Toxemia-8%

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Status of women in India

"By a young girl, by a young woman, or even by an aged one, nothing must be done independent, even in her own house".

Independence of India introduced laws relating to women and children. As per requirement they modified also. The constitution provided equality to men and women and also gave special protection to women to realize their interests effectively.

In India, for last some years, women have much awareness about human rights. 33% reservation bill is also has been passed, and due to this, the partnership and roll of women is increased from parliament to village panchayat. On other side status of women's socio-cultural has no exceptional difference. In India there are 15 gender backward districts. Among them in Andhra Pradesh, Bihar, Gujarat, Haryana, Himachal Pradesh, Maharashtra, Orissa, Punjab, Rajasthan, Tamilnadu, Uttar Pradesh, West Bengal status of women is in caste system.

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RESEARCH PAPER

A Study of Adjustment of College Student in relation to certain Variables in Surat District

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Abstract

The present study was conducted on adjustment in Surat city. A random sample was selected from four urban and rural college and studying in B.A and M.A. Adjustment is one of the most important psychological activities of human being. Life is itself a process of adjustment. If any one wants satisfaction in life, then they have to adjust with their environment. The present study was conducted on 5 urban college and 5 rural college students. K. G. Desai adjustment inventory was administered and to find out the result t - test was applied. The findings reveal that there are no significant difference between adjustment scores of boys and girls, B.A and M.A students. The third group find of the study reveals that is a significant difference between adjustment scores of urban and ruler college.

Introduction

"Happiness comes from… some curious adjustment to life" . - Hugh Walpole

College is an exciting time of life, one filled with many profound transitions in preparation for an exciting and fulfilling future. One thing is likely true for all first year students: beginning college provides countless opportunities for growth, newly emerging challenges, and an accumulation of rich interpersonal experiences. Often, having a sense of what you're going through helps reduce the negative impact it can have on your life. It is process through which a person maintains a balance between his need and situations that effect need satisfaction (Boring and Langfield). According to Coleman, adjustment is effectiveness of a person's efforts to adapt his need satisfaction to his environment.

Adjustment is one of the most important psychological activities of human beings. If any one wants satisfaction in life, they have to adjust themselves with their environment. Adjustment is precarious and even changing balance between need and desires of the individual on the one hand demands of the environment or society on the other.

A process involving both mental and behavioral responses by which an individual strives to cope with inner needs. Tension , frustrations and

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conflicts and to brings harmony between these inner demands and those imposed upon him by the world in which he lives. Life itself is a process of adjustment, living organism, consciously or unconsciously are ever engaged in which at the times the environment controls us. Psychology is concerned with overall adjustment of organism specially humans.

Common Meaning of Adjustment

Adjustment: Adjustment may be defined as a process of altering behavior to reach a harmonious relationship with the environment. When people say they are in an "adjustment period" they typically mean they are going through a process of change and are searching for some level of balance or acceptance with the environment, others, or themselves.

Ten Tips for Successful College Adjustment
1. Don't waste time.
2. Attend one stop session.
3. Use the helping network that's there for you.
4. Pick your friends carefully.
5. Learn to manage your time.
6. Practice effective study habits.
7. Study with as many senses as you can.
8. Develop a love for learning.
9. Hang in there for those first weeks.
10. Pay attention to what you really enjoy.

Research Problem

Presented research study's problem : a study of adjustment of college student in relation to certain variables in Surat district.

Research Purpose

The purpose of all this research was to look at different types of student adjustment and contentment to living on campus. Researchers interested in this area have wanted to determine how well students fit into the lifestyles on campuses.

Objectives

1. To study the adjustment of colleges student.
2. To study the effect of gender on adjustment.
3. To study the effect of degree on adjustment.
4. To study the effect of area on adjustment.

Variables of The Study

1. **Dependent Variables** : Adjustment is studied as a dependent variable

2. Independent Variables : Gender, Degree, Type of Aria

Gender : Boys and Girls
Degree : Bachelor of Arts and Master of Arts
Type of Area : Urban and Rural

Hypotheses

1. There will be no significant difference between the mean scores of Adjustment of boys and girls.
2. There will be no significant difference between the mean scores of Adjustment of B. A and M. A degree student.
3. There will be no significant difference between the mean scores of Adjustment of Urban and Rural areas colleges student.

Population

Urban and Rural arias colleges student At B.A and M.A degree of Surat city made the population.

Sample

The sample of this study was consisted of 10 colleges student of Surat district were selected. Out of which 160 were boys and 160 girls . The random technique was used for selection.

Statistical Method

In keeping in view the purpose of presented research, for information statistical analysis , ' T - test' has been utilized. According to data collected, information statistical analysis was done by t value.

Tool

Desai Adjustment Inventory developed by K. G. Desai was used as a tool four this research. It has 100 statement and against each a two point scale of 'yes' or 'no' are given respectively for the responses. The reliability of the inventory is 0.69 test-retest method.

Analysis of Data

The analysis of data were done in the following manner :

1.The means and standard deviations for all the independent variables were computed.

2.The difference between means and significance for the difference between means were computed.

3.T – ratio were computed

Ho1 There will be no significance difference between the means scores of Adjustment of boys and girls.

Table :1

The t scores, mean and standerd deviation scores of adjustment for boys and girls

Gender	No	X	SD	D	SED	CR	Level of significant
Boys	160	59.44	29.61	5.06	3.22	1.57	NS
Girls	160	64.56	27.91				

Note : table values of CR = df = ∞ for 0.05 levels 1.96, 0.01 levels 2.58

NS = not significant

Table no.1 shows that the mean scores of adjustment for boys and girls studying in degree B.A and M.A are 59.44 and 64.56 respectively. The t-value difference between them is 1.57, which is not significant even at 0.05 level, therefore the null hypothesis is accepted.

Therefore, it can be said that there is no significant difference between the mean scores of Adjustment of boys and girls.

Ho2 There will be no significant difference between the mean scores of Adjustment of B.A and M.A degree student.

TABLE : 2

The t scores, mean and standerd deviation scores of adjustment for B.A and M.A degree Students

Level of Degree	No	X	SD	D	SED	CR	Level of significant
B.A Degree	160	65.50	29.31	4.56	3.24	1.41	NS
M.A Degree	160	60.94	28.63				

Note : table values of CR = df = ∞ for 0.05 levels 1.96, 0.01 levels 2.58

NS = not significant

According to table - 2 the mean of adjustment of B.A and M.A degree student were 65.50 and 60.94 respectively. Where as SD value were 29.31 and respectively. The t value used to know the significance of difference between these means was 1.41 which is not significant even at 0.05 level. Therefore the null hypotheses is accepted. Therefore, it can be said that there is no significant difference between the mean score of Adjustment of B.A and M.A degree.

Other words it can said that adjustment is equal in studying student of B.A and M.A degree.

Ho3 There will be no significant difference between the mean scores of Adjustment of Urban and Rural areas colleges student.

TABLE : 3
The t scores, mean and standard deviation scores of adjustment for Urban and Rural areas colleges student

Type of Area	No	X	SD	D	SED	CR	Level of significant
Urban	160	70.19	26.08	14.19	3.17	4.48	Significant 0.01 level
Rular	160	56.00	30.45				

Note : table values of CR = df = ∞ for 0.05 levels 1.96 , 0.01 levels 2.58 significant at 0.01 level

Table 3 showed significant effect of type of area on adjustment. The t ratio has been found significant at 0.01 level. Therefore null hypotheses is rejected. Therefore, it can be said that mean scores of adjustment of Urban and rural areas colleges student. The overall adjustment of Urban areas colleges student is found to be better in comparison to Rural areas colleges student.

Finding of the Study

The followings finding were found on the basis of analysis and interpretation of the data.

1.There is no significant difference between the Adjustment of boys and girls. It mean adjustment of the boys and girls students are equivalent.

2.There is no significant difference between the Adjustment of student from B. A and M. A degree. It mean adjustment of student B.A are equivalent to that of student M.A degree.

3.There is no significant difference between the Adjustment of student from Urban areas college students and rural areas college students. Adjustment of student from Urban areas college is better then that of student from rural areas college.

Conclusion

Adjustment of the student who build future of their life, so it is necessary of them. On the basis of the present study the adjustment of each kind of student can be known. And with help of it adjustment producing reason can be solved. This study is useful to give guidance of the college student. To know the remove the problems of individual and social adjustment of the college student. The adjustment problems of the student find out by teacher and principal, friends and family.

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RESEARCH PAPER

College Libraries in Murshidabad District : Growth and Development and Users' Perception

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Abstract

Academic libraries built by the colleges in the district of Murshidabad started its journey way back in 1853. So far during the long period of over 150 years, libraries have witnessed ups and downs in terms of available manpower and finance etc. Three clear cut phases of growth of college libraries can be found namely, pre-independence phase, 1947-1977 (INC regime) and 1977 (left regime) onwards. The first stage is a preparatory to take off with a humble beginning, second stage is take off and third stage is characterized by stagnation. Often libraries are not equipped with modern gadgets and trained manpower. Sometimes libraries are not having even internet links and thus facility of access to online publications and resource sharing etc. is a distant dream. Lack of books, journals and periodicals, lack of reprographic facility as well as internet etc. are the major cause of concerns expressed by the users.

Introduction

A library in general and an academic library in particular are considered as the storehouse of knowledge. Spreading knowledge through education people takes its course through libraries. Purpose of a library as thought by S. R. Ranganathan is "Releasing and exercising the creative ability of each member of the community in his own field and in his own measure" (Ranganathan, 1989, p. 35). If education aims at imparting knowledge, libraries are considered repositories of knowledge and form integral part of education. Professor A P J Abdul Kalam while stressing upon knowledge made a comment "In the twenty first century a new society is emerging where knowledge is primary production resources instead of capital and labour." The libraries attached to any institution imparting education and thereby knowledge is known as academic libraries.

Library is believed to have been grown and developed in response to social conditions and needs for "---- equipping people with the necessary proportion of accumulated knowledge and preparing them for co-operative social life" (Sengupta and Chakraborty, 1981, p. 1). The library is, therefore, chief instrument so far perfected for the purpose of 'accumulating and using man's intellectual heritage'. As Butler has observed, quoted in Sengupta and Chakraborty (1981, p.1) "Books are one social mechanism for preserving the racial memory and the library one social apparatus for transferring this to the consciousness of living individuals". Library as

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defined by Concise Oxford Dictionary (1982, p. 597) "A collection of books for use by the public or by some class of persons; similar collection of films, records, computer routines, etc.; public institution charged with care of such collection". A library may also be defined as "a room, rooms or building where books, films, records, videos, etc are kept for study, reference, and reading or for lending" (Chambers 21st Century Dictionary, 1997, p. 787). Harrods's Librarian's Glossary and Reference Book (10th edition) defines library as "A collection of books and other literary materials kept for reading, study and consultation" (Praytherch, 2005, p. 416). It further adds, "A place, building, room or rooms set apart for the keeping and use of books, etc." or "A collection of films, photographs and other non-book materials, plastic or metal tapes and discs, computer tapes, discs and programs. All of these as well as printed and manuscript documents, may be provided in departments of one large library or they may be in collections restricted to one type of msterials" (Praytherch, 2005, p. 416). Father of library science, Ranganathan (1961, p. 61) defined library as "A library is a public institution or establishment charged with the care of a collection of books and the duty of making them accessible to those who require use of them".

Review of Literature

Academic institutions have a great role to play to make people knowledgeable and thereby overall development of the society. Academic libraries play incredible role in this process. Prof. Preeti Mahajan compares academic libraries "---- to be nerve centers of academic institution and must support teaching, research and other academic programmes" (Mahajan, 2005, p. 1). Academic libraries are analogous to heart if one compares university to human body. Academic libraries are education resources that play a key role in the transfer of knowledge and information.

Ideally speaking any well equipped library should have the following basic needs fulfilled as envisaged by S R Ranganathan, "Stimulating the self educability of each student; helping each student develop along his own lines at his own speed, to his fullness" (Ranganathan, 1989, p. 19).

Among the academic libraries, college libraries are prime concern of the present study. S. R. Saxena (1989) defines 'college library' as "The college library is a building or a series of rooms containing a collection of books and other materials which have been acquired and prepared for the use of students, faculty and others" (Saxena, 1989, p. 21). Harrods's Librarian's Glossary (1971) defines 'college (academic) library' as "when a library attached or established within a college and maintained by the college to meet the needs of its users, that is called college library".

As integral part of college education, libraries in the colleges have been treated with due importance. It was considered very important, with the shift of emphasis from teaching to learning, that library must play a very effective role. Realizing the importance of library in the college education system, the University Grants commission appointed a Library committee that published its report in 1965. Some of the important recommendations of the committee related to the financial support of the college libraries by the UGC (India) and state government includes staff strength and qualifications; book selection and collection, measures to promote reading habit, proposal for library building, etc.

The aims and objectives of the college libraries may be enumerated as follows:

a) Generating curiosity and eagerness among the students;
b) Assisting them for using the available reading materials in the college library;
c) Supporting implementation of objectives of parent institution i.e. the college;
d) Supplementing the curriculum taught in the institution to which it is attached;
e) Giving students a wider and deeper understanding the universe of knowledge; and
f) Working as an independent agency and encourage lifelong learning beyond the prescribed syllabi so that students can be more enlightened and knowledgeable.

College libraries, therefore, play vital role in the college education system. The function of a college library may be enlisted as:

a) The primary function of college library is to assist the parent institution in fulfilling its educational objectives;
b) To provide latest collection of text books, course related materials and journals on print and electronic media;
c) To maintain good collection of reference books, magazines, newspapers and Internet facilities to provide wider access to information beyond the prescribed syllabi; To train the students in the use of library catalogue, reference sources, and net-based information access;
d) To provide career guidance to students and make useful and responsible citizen of the society;
e) To offer variety of services such as newspaper clippings, bibliographies, access to databases and the Internet;
f) To maintain good ambiance and create good reading environment for students and faculty; and
g) To preserve documents for future use following current methods of preservation.

The nature of library has undergone sea change over passage of time. Particularly computer and IT has changed the concept to a great extent. While discussing the transformation of library Mahajan observes, "With the advent of computers, the nature of libraries has changed dramatically. Computers are being used in libraries to process, store, retrieve and disseminate information. As a result the traditional concept of library is being redefined from a place to access books to one which houses the most advanced media including CD-ROM, Internet, and remote access to a wide range of resources. Libraries have now metamorphosed into digital institution. Gone are the days when library was judged by its quantitative resources. Today, libraries are surrounded by networked data that is connected to vast ocean of Internet-based services. Moreover, electronic resources relevant to the professions are developing at an unprecedented pace" (Mahajan, 2005, p. 1).

College libraries are crippled with several problems of varying magnitude. In the light of economic reforms, college libraries are facing severe resource crunch. Proliferation of higher education in the remotest parts of the country is one of the factors, which creates bottleneck in the development of qualitative library services such as automation networking. "During the recent economic recession, money for education and libraries in India became very tight, requiring cuts in serial subscriptions and book purchases for academic libraries. At the same time subscription prices were soaring, as were the costs and number of databases and journals available. Library planning is now essential in order to maximize available resources and take advantage of emerging technologies. A Library Planning and Action Initiative (LPAI) should now be implemented by academic libraries in India" (Vasanthi, 2001, pp. 2-3). Vasanthi (2001) recommends the following strategies for guiding academic libraries:

a) Seek innovative and cost effective means to strengthen resource sharing;
b) Create digital libraries;
c) Mutually beneficial collaboration of academic libraries with libraries, museums and industry;
d) Information infrastructure that supports the dissemination of and access to scholarly and scientific information in a networked environment; and
e) Organize an environment of continuous planning and innovation.

In order to use the library collection efficiently user's education is very important. Though traditionally, librarians instructed the users on the use of printed publications but those are gone days. Today librarians of academic libraries too are required to be well equipped with the modern mode of data and information (publication). "…but a balance between print and digital documents will be basic norm in the near future. In this context, training, and retaining the end users in the use of IT-based resources and services, such as e-mail, ftp, telnet, www, browsers, search engines, OPACs, databases, system software, application software, electronic journals, computer conference, scholarly discussion lists, mailing lists, usenet news groups, websites, CDs and DVDs should become an integral part of a library's user education programme. This is where strategic planning comes in, in order to develop a comprehensive user education and

training programme at the national level" (Vasanthi, 2001, p. 2)

The Study Area

The study area encompasses the district of Murshidabad. It's located in the middle part of West Bengal, popularly known as "*Madhya Banga*". Libraries run by the general degree colleges in this district have been taken for study.

Aims and Objectives

The primary aim of the study is to examine the growth and development of academic libraries attached to the general degree colleges (colleges offering general degree (UG & PG) courses in Arts and Humanities, Science and Commerce streams) and thereby an effort has been made to identify the problems. Thus present study makes an effort to trace the history of growth and development of them. Users' Perception of quality of services forms a vital part of the present study. The paper makes further efforts to identify and assess library specific problems in the study area.

Methodology and Database

Data required for the study are collected through personal interview of the users and by administering pre-designed questionnaire to the librarians as well as principals of the colleges. A number of comprehensive and well-designed questionnaire, with just adequate questions, are used for the purpose. Library records have been used as secondary (unpublished) source of data. The data thus collected are compiled, synthesized, analyzed and interpreted to achieve the objectives. Suitable statistical tools (percentage, average, standard deviation etc.) and cartographic techniques (Pie-diagram, Bar-diagram, Line-graphs and maps) are employed.

Sampling

For the purpose this study all the degree colleges of Murshidabad district, which were functioning in the year 2010, have been taken barring Haripada Gouribala College, Panchthupi. The library of this college is under lock and key due to administrative complexity and hence no is the custodian as librarian. Being integral part of the institution, most of the college libraries information could be gathered. 25 teacher members from remaining 18 colleges have chosen following systematic random sampling. Similarly 125 student members have been chosen following clustered random sampling. In order to make samples representative 60 samples from Arts stream, 30 from Commerce stream and 25 from Science stream have been selected. Within each stream samples have been drawn randomly.

Growth and Development of Academic Libraries

Origin of modern Academic library in Murshidabad district goes back to 1853. Before that a library started as Nizamat Library, attached to the Nizamat College (date not known) , subsequently shifted to Nawab Palace, built in 1837, most likely in the year 1868 by Nazim Ferdunjah. With the establishment of Krishnath College at its present premises, the first modern academic library started in the early 1850s. K. N. College has shifted to several places and along with it the library also migrated. In the process some of the valuable books were left behind in the K. N. College School Library of which the present author is the custodian as librarian. Being integral part of the institution, most of the college libraries are established along with the establishment of the college itself. college itself.college itself.

Nizamat Library

Started as Nizamat Library, attached to the Nizamat College, subsequently shifted to Nawab Palace, built in 1837, most likely in the year 1868 by Nazim Ferdunjah. The library was developed by Nawab Hasan Ali to a great extent. Earlier the library was used to be exclusively for family members of Nawabs but today it is under govt. control. The library finds a mention in 'Glimpses of Bengal'. A t present the library has got a collection of 8,000 volumes of books. Majority of the collections are in English but Urdu, Arabic and Persian books are also available. Among the invaluable collection of the library, Ain-iAkbari by Abul Fazal, Diwan-i-Lakit by Iaqub Mustaram, 20 pieces of Hand written copies of Quran depicts the Excellency of Arabic calligraphy. Mention worthy periodicals and journals are 'Illustrated London News', 'Edinburg Review', 'Carlyle Magazine', 'Dublin University Magazine' and journal of 'Asiatic Society' etc.

Table 1: Colleges and College Libraries with their Age (years) in Murshidabad District, 2010

SL	College	Year of Estab	Age of college (years)	Year of opening of library	Age of library (years)
1	Krishnath College	1853	157	1853	157
2	Berhampore Girls' College	1946	64	1946	64
3	Shripat Singh College	1949	61	1949	61
4	Jangipur College	1950	60	1952	58
5	Kandi Raj College	1950	60	1950	60
6	Rani Dhanya Kumar College	1962	48	1962	48
7	Berhampore College	1963	47	1963	47
8	Raja Birendra Chandra College	1965	45	1966	44
9	Sewnarayan Rameshwar Fatepuria College	1965	45	1968	42
10	Dukhulal Nibaran Chandra College	1967	43	1968	42
11	Murshidabad Adarsha Mahavidyalay	1981	29	1982	28
12	Jatindra Rajendra College	1986	24	1988	22
13	Muzaffar Ahmed College	1986	24	1988	22
14	Haripada Gouribala College	1996	14	1997	13
15	Prof. Syed Nurul Hasan Memorial College	1998	12	1998	12
16	Netaji Subhas Bose College	1998	12	1999	11
17	Nagar College	1998	12	1998	12
18	Dumkal College	1999	11	2000	10
19	Lalgola College	2005	5	2007	3

Source: Collected and compiled by the author through field survey, 2010-11.

In case of a few colleges the authority could not open the library immediately with the college for want of fund, space and staff. Relatively old colleges with age around fifty years or more had their libraries established parallel. Some of the new colleges such as Lalgola College, Nagar College and also Syed Nurul Hasan Memorial College could not establish their libraries parallel to opening of the college. Some times over 3 years period has elapsed without library for the colleges. The following table-1 gives the list of college libraries vis-à-vis their parent institution.

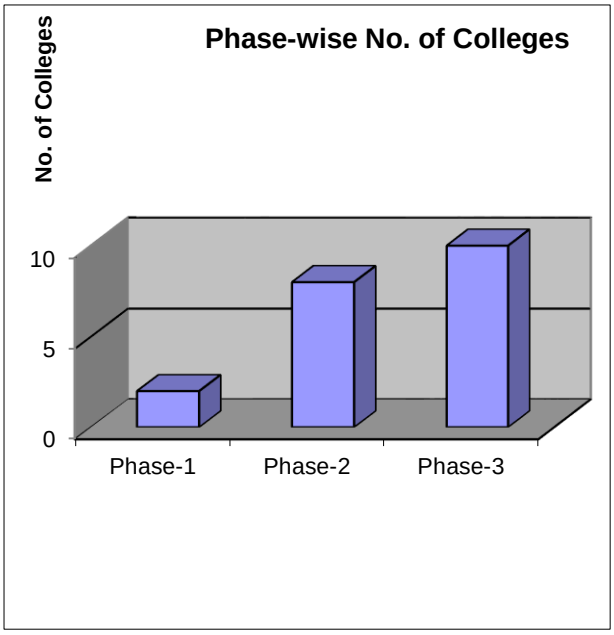


Fig. 1

Close observation of the table-1 reveals that the college libraries have been established in three phases in the district along with their parent institution. The first phase is pre-independence phase in which only two colleges i.e. K. N. College and Berhampore Girls' College were established and their libraries also came into existence. During the second phase (1947-1977) Congress led by visionary Dr. B. C. Roy ruled the state. Locally a few important personalities such as Abdus Sattar and Abdul Naser Khan played very important role to establish colleges and thereby their libraries too. During this period some 8 colleges were established along with them their libraries were also started (table-1). The third phase started in 1977 and continuing till date. This phase is marked by taking over of charge of the state by C P I (M) led Left Front Government headed by Jyoti Basu and subsequently Buddhadeb Bhattacharya. The third phase of development is marked by maintaining regional balance where as the second phase deprived the '*Bagri*' region i.e. area lying east of river Bhagirathi.

Quality of Services as Perceived by Users:

The users for whom the library is meant are the most capable individuals to do assessment of quality of any library. Randomly chosen 150 users, 125 students from all streams and all the classes and 25 teachers, have been interviewed in order to assess the quality of services (questionnaire/schedule are annexed). Users view and opinion is very important so far the planning for improvement is mooted.

The college libraries issue 1 or 2 cards to the student members with that they may borrow at the most 3 books where as for teacher members the ceiling limit is generally 25 books. Members were asked to express their opinion on quality of service level of their satisfaction on the followings:

a) Lending facility,

b) Reference,

c) Periodical/journals,

d) Reprography,

e) Internet,

f) Cataloging and

g) Timing of the library.

The result of this opinion survey is presented in the following table. It is very clear, as revealed from the table-2, that overwhelming majority is dissatisfied with quality of service rendered by the college libraries. There are many respondents who reported that many of the services are not at all available in their library.

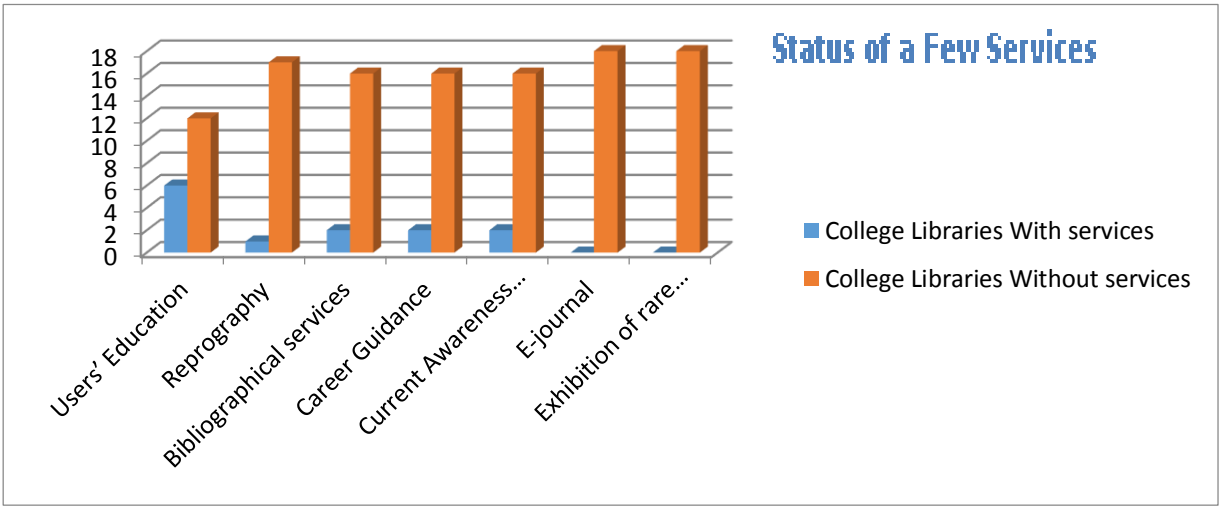


Table 2: Level of satisfaction of the library users, 2010

SL	Services	Not available /No opinion	Below satisfactory	Average	Satisfactory	Highly satisfactory	Total
1	Lending facility	0	64	49	35	2	150
2	Reference	5	55	50	38	2	150
3	Periodical/journal	23	58	45	23	1	150
4	Reprography	147	0	2	1	0	150
5	Internet	150	0	0	0	0	150
6	Cataloging	38	23	57	25	7	150
7	Timing	0	33	47	36	34	150

Source: Data collected by the author through field survey, 2010.

The users have identified the following problem areas in their libraries and as per their opinion need immediate redressed:

1. Shortage of staff, particularly trained staff,
2. Lack of books, particularly relevant to course/syllabus,
3. Open access to stack to choose required books,
4. Larger space in the library is required,
5. Separate reading rooms for students is required,
6. Library should start functioning little early instead of 11:00 am,
7. Reprographic service should be available,
8. Automation of library is needed, and
9. Internet service should be available in the library.

Table 3: Problems identified by respondents by number, 2010

SL	Problem identified	No. of responses
1	Shortage of trained staff	36
2	Lack of books (syllabus oriented)	100
3	Not having Open Access to choose required books	5
4	Paucity of space in the library	1
5	Absence Separate reading rooms for students is required	52
6	Library Timing (should start at 09:00 am instead of 11:00 am)	9
7	Lack of Reprographic service	1

Source: Compiled from the responses collected from users' survey, 2010

During interview of the student users it was found that overwhelming majority of the students felt that they don't have sufficient books in the library. They were particular about the course relevant books. They were of the opinion that sometimes there are many books, which are not relevant to the students. Out of 125 respondents as many as 100 respondents opined that their libraries lack syllabus specific books. Among other problems identified by the students are separate reading rooms (52), shortage of trained staff (36) are important one in order of number of respondent identified a particular problem in his/her institutional library (table-3). Automation of library and availability of Internet are the problems mainly identified by the teaching staff of the colleges. Following is the table presenting number of student members/respondents identifying a particular problem with his/her library.

Conclusion

Close observation and examination of growth and development of college libraries in the district clearly spells out three phases of development of libraries marked by three political regimes. The initiation of establishment of college libraries, during the first phase (up to 1947), took place during the British Raj with merely three college libraries. The period 1947-1977 (Indian National Congress regime) i.e. the second phase witnessed establishment of eight college libraries during the period of 30 years where as the next phase (1977-2011), popularly known as left regime is a period of stagnation as there were only nine college libraries established during the period of 34 years. Moreover, the growth of students was very high and the establishment of college libraries could not keep pace with growing number of student-users which would be evident from the fact that the libraries in this period have poor student-book ratio as well as student-space (library) ratio. A very few libraries established in this period have trained manpower and are well equipped as well.

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ORIGINAL ARTICLE

Police System and Madras City Police in Colonial Era.

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Abstract

The East India Company gradually obtained the right to rule the Indian Territories of Calcutta, Bombay and Madras Presidencies. They ruled the Indian Territories directly. The Princely States like Travancore and Pudukkottai also accepted the supremacy of the British. In India, the British introduced the principle of "The Rule of Law" in the administration of the territories that had come under their control. Later they realised the importance of Military and Police Force to consolidate their rule. And they understood the necessity of maintaining peace in their territories and the princely states. Hence they organised the Police Forces in the Presidencies on the British Model.

Introduction of Police System

The Modern Police System in India was introduced by Lord Cornwallis. He appointed a Superintendent of Police for Calcutta in 1791 and extended this system to be followed in the Districts in the next year. A Duroga or a Superintendent was allotted to each District and Zamindars were relieved of their responsibility for policing. The hereditary village police became Chowkidars or Watchmen and the village authorities incidentally lost much of their prestige.[1] Lord Canning (1856-1862) thought it essential to regularise the system by codifying the Criminal Law. In 1860, therefore, the Indian Penal Code[2] was drafted by Macaulay and the first Law Commission was formed in 1837.[3] The Muslim Criminal Code was nullified and the new civil and criminal procedure codes were passed. And the judiciary was reorganised by the passage of the Indian High Courts Act of 1861.[4] The Company Courts and Supreme Courts of Presidencies were abolished in 1861.[5]

During the Viceroyalty of Lord Canning (1856-1862), the Police Department was re-organised. An Act was passed in 1861[6] under which each Provincial Government had a separate Police Department, presided over by an Inspector General who was to be under the respective Local Government and assisted by Deputy Inspector Generals. A Superintendent of Police was appointed in each District, who was to work in subordination and collaboration with the District Magistrate and he was responsible for maintaining Law and Order in his area, and for the management and discipline of the Police Force under him. Each of the divisions of the District was placed under a Deputy Inspector, who was to be assisted by a body of constables. The Superintendent of Police and all other police

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officers above him were to be Europeans whose recruitment was to be done in England.[7]

Sir John Lawrance (1864-1869) attempted to introduce some police reforms in India. Reforms towards this direction had already been initiated before the Mutiny, which was completed by the Act of 6th September 1859, and the Police Act of 1861, thus severing the executive from the judicial functions.[8] Lawrence, however, being a lover of the concentration of powers, wanted to reverse this process. And there was another defect in the police organization, as supposed by Lawrance, which was removed. The Police Officers, who were originally employed in the Army brought a military spirit into the police system, which was not always conducive to the development of efficiency. Lawrence wanted to check this practice and reduce the number of such officers. Despite opposition, he passed a Resolution on 3rd August 1867 under which it was laid down that Police Officers henceforward would be recruited from the unconventional service, (Indian and European). The Indian element in the higher ranks was to be increased, and it was declared that the knowledge of the local language of the native states was essential for the Police Officers, which was to be kept in view at the time of their recruitment.[9]

Lord Curzon (1899-1905) found the Police System highly defective and set up a Commission in 1902 under Sir Andrew Frazer to look into the matter and make necessary recommendations for its improvements. The Commission in its report pointed out, 'The police force is far from efficient, it is generally regarded as corrupt and oppressive, and it has utterly failed to secure the confidence and cordial co-operation of the people".[10] In order to remove the defects, the Commission recommended that promotions in the police should be replaced by direct recruitment. The Police Force should consist of "a European Service from England, a Provincial Service recruited in India, an Upper Subordinate Service consisting of Inspectors and Sub-Inspectors and a Lower Subordinate Service consisting of Head Constables and Constables".[11] A Criminal Investigation Department was to be set up in every Province and it was to work under the Central Government, represented by the Director of Criminal Intelligence. The Government of India accepted the recommendations of the Commission. The implementation of the recommendations increased the police expenditure considerably. It was 28,91,344 in 1901-1902 and it went upto 46,02,977 in 1911.And this was followed by the setting up of the Islington (1912) and Lee Commission (1924) whose recommendations led to substantial Indianization of Junior Ranks in the Forces.[12]

Thus the Indian Police System and the Code of Criminal Procedure, (1898) have been amended from time to time by various Acts of the Central and State Legislatures. More important of these were the amendments brought about by Central Legislation in 1923 and 1955. The separation of the Judiciary from the Executive was another important development. Apart from these amendments, the provisions of the Code of 1898 have remained practically unchanged throughout these decades and no attempt was made to have a comprehensive revision of this old code till the Central Law Commission was set up in 1955.[13]

The Birth of the Madras City Police

Sir Thomas Munro, one of the most distinguished of Indian Administrators and the Governor of Madras, made a great contribution to the formation of the Modern Police System in the Madras Presidency.[14]

In August 1639, Francis Day was able to secure from Naik Damarla Venkatappa a grant of territory called Madraspatnam, with privileges and licence to build a Fort and form a Settlement. This place was three miles away from the old Portuguese Settlement at St.Thomas Mount. The Fort, named after the Patron Saint of the British, St.George, was first built in this area.[15] The first settlers were very cautious in their approach to criminal and civil jurisdiction of the Company over the inhabitants living within Madraspatnam.

Under the Regulation Act of 1773, Warren Hastings, who was a member of the Council of Fort St. George, was elevated to the position of the Governor General of Bengal. A Supreme Court of Judicature was also established. Mr.Popham prepared a comprehensive plan for the police in 1782.[16]

The word, police, was looked upon with some prejudice even in England. Hence the name was changed as Committee of Regulation which then gave place to a permanent Police Committee. The police of the day reflected the spirit of the times. The Supreme Court sat in the building formerly assigned to the Recorders Court in the Fort. In 1817, it moved to the marine yard next to the Customs House. The Police Committee discussed the organisation, duties and regulations of the police. An Intelligence Department was slowly coming into being in the forties of the Nineteenth Century. The city police office which stands on the Pantheon Road, was a paddy field upto the year 1840.

There was a clear picture of the different branches and the ranks and duties of the City Police during the later half of the Nineteenth Century. According to the old records of Mr. A.H.Gites and Shafed , the hierarchy consisted of The Commissioner of Police, The Deputy Commissioner of Police, The Assistant Commissioner, Inspector, Sergeants, Sub-Inspectors, Head Constables and Constables'.[17]

Marine Police protected the property within the limits of the Port. Detective Force was not a permanent and separate establishment. Mounted Police remained at the reserve and performed "orderly" and special duties. Eight head constables and 60 constables were kept as reserve to be available at a moment's notice to meet emergent calls for extraordinary services. The Madras City Police of the present day was born like the phoenix out of the ashes of an early Police System.

The Madras Police Organisation in the early period , differed from those of the rest of India in two important features. The first was the larger number of police stations and the second, the absence of the police rank of Sub-Inspectors. The essence of the Police Reforms was to tone up the investigating agency. The report of the Islington Commission was signed in August 1915. Then came the Lee Commission.[18]

The Armed Reserve

The Armed Reserve was developed in the Madras Presidency. They were armed with rifles and bayonets. The Armed Reserve was intended and designed to deal with unarmed mobs. The year 1929 is a landmark in the history of the Madras City Police. From 1st May 1929, a Crime Department under a Deputy Commissioner of Police, assisted by an Assistant Commissioner, was formed with a Central Crime Station which took over the maintenance of all crime records and the investigation of all important crimes occurring throughout the City.[19]

The Law and Order Department evolved out of the Station or Divisional Level. This Department was put in charge of a Deputy Commissioner, assisted by two Assistant Commissioners. The Deputy Commissioner held direct charge of the Armed Reserve, the Mounted Branch and Fire Brigade. Responsibility relating to traffic was assigned to a third Deputy Commissioner of Police, who was also in charge of Licensing. Traffic Points in the City were increased from 65 to 86. Control of traffic grew into a big and complex problem after the end of the First World War. Then came the formation of a Surgeon's Department to look after the health of the force and to give expert advice and assistance in Medico-Legal Matters connected with crime. Captain T.V. Rajarathinam was the first Police Surgeon.

Then came the provision of greatly improved telephone facilities, the creation of a photographic section as an adjunct to the Crime Department and increase in the pay. The Suppression of Brothels Act came into force on the 1st April 1932. The year 1939 was notable for the passing of the Madras Motor Vehicles Act.[20] In the year 1938, a State Promotion Board was formed with a view to assessing the merits of the individual candidates for promotion in the Police Department.

Eventhoug there were 26 districts in the Composite Madras Presidency which included Tamil Nadu, Malabar, Andhra and South Canara etc., there was no centralised police system in the Madras Presidency.

Dodwell has given a description of the Legal System prevailing in Madras before 1858 as follows: "There was generally no Code of Law recognised as being in force, and even where Hindu and Mohamaddaian Law Books were supposed to have authority, there were no regular courts in existence to interpret or give

effect to them, or to reduce custom and precedent into Law. Petty crime was dealt with by the Village Head man and most civil disputes were settled in the Village Panchayats or Juries. Caste offences were punished by Caste Head men or Caste Panchayats. The State intervened only to raise revenue by leasing out the right to levy fines. Grave crimes could be brought before the Amildar who might inflict any punishment short of death. There were no jails and imprisonment was not a recognized form of punishment. Mutilation for the poor and fines for the rich were the order of the day. The proceedings of the Amildar were controlled not by Law but by his sense of equity. There was always the possibility of an appeal to the Sovereign but the access to him was difficult and the chance of a careful inquiry, small".[21]

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ORIGINAL ARTICLE

Diaspora Experience between the creation and the creator : A closer look at the Diaspora connected character in Anita Desai's "Fasting, Feasting"

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Abstract
This article addresses the diasporic experiences of the immigrants embarking upon their desire in a new land or nation. This paper intends to focus on Indianness or Indian consciousness as a continual expression in a new land. It also discusses the inbetweenness, homelessness and hope for establishing a portion of carried culture and homeland setup in a foreign land. The idea of immigrants' struggle to get over the strangeness, alienation within and without and aspiration for grappling with a new culture are explored through the concept of Diaspora and Diasporic Experience. Thus I examine the Indian boy's conscious move from India to the United States of America and his stay between his past pleasant memories and desire for a new exposure to new land filled with new culture.
Keywords: *indianness, diaspora/diasporic experience, new homeland, displacement*

Introduction

The term "Indianness" which is always tugging in every heart of Indian who either living in own homeland or new homelands should be given intellectual, cultural, political and social spaces to ponder over in academic milieu. When Uma talks about 'that brown shawl Mama bought in Kashmir Emporium for Arun who receives the parcel later in Mrs. Patton's house and leaves not just the Indian shawl but 'Indianness' behind him among Mr. and Mrs. Patton, Rod and Melanie (a typical American family) and Papa's conscious cry 'Post? Post? No, no, no. Very costly, too costly vividly brings to light Indianness subtly (Desai 4&228). Through this novel Anita Desai expresses her unhappy, bitter tone from Uma, the first spinster daughter who is alienated within and entrapped at home to serve self-righteous and self-obssessed parents to Melanie, the Pattons' daughter who is self-indulgent and totally carefree and tucks herself in the world of sugar candies.

As Rana Dasgupta puts it Anita Desai who was born in 1937 to a German mother and an Indian father has always tried to paint the picture of displaced human beings in her writings. She has written about travelers and exiles, people who lived out of time and space, people who got obsessed with a sort of inability to understand each other in terms of culture, human beings with steely determination to carry their past or innate history form one place to another and their impossibility in that endeavor. Furthermore, this novel 'Fasting, Feasting' took a comprehensive shape after her considerable

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years of stay in Massachusettes, USA. It also throws light on how Desai left behind her Indian consciousness and native India to teach and write in the United States of America (Dasgupta). Thus, this situation has given her a great boost to present aspects of diaspora life and diaspora experience through her creation 'Arun' in her novel.

The twentieth century literature gave importance to the intention of author rather than just his or her writing. Its chief concern was to examine the author's life to understand what the author concerned meant to communicate – his or her crux of the matter, theme or message – which is called authorial intention (Tyson 2). And here we are called to analyze the text or read this literary work 'with the grain' in which the text takes us through the diasporic journey explaining all thoughts and feelings of Anita Desai. In this novel, Anita Deasai as a domicile of different country, living in America feels bound by threads of memory and affection to her mother-land and writes her diaspora experience from her new homeland (Parameswaran).

What is Diaspora? And what does this term 'Diaspora' mean to the Computer Age student or scholar of English or Cultural Studies? The answer reads that it is traditionally the continuing cultural and religious links between Jewish peoples despite their common experience of exile from their God given, old homeland. In postcolonial studies, it has been described as cultural affiliations connecting the dispersed or migrated people to make them feel tethered together to wear their identities (Gilroy) (Parameswaran 207). Furthermore, Brooker opines that the ethnic groups are connected in a diasporic network via family ties, morality, manners, sporting and artistic traditions to a homeland, or to an idea of a homeland (Brooker 74). So, we see in the text that Anita Desai reveals shifting and unfinished history of displacement and settlement, original homeland or essential identity and the condition and experience of hybridity through her diaspora connected character 'Arun' or 'Ahroon'. Secondly Diaspora is both 'a geographical phenomenon- crossing an area of land or water by an individual or a group as well and as an abstract idea: a way of thinking, or of representing the world' (Procter 151-59). Thirdly, the term 'diaspora' describes communities moulded by histories of displacement and migration between or within continents but for whom an affection and attachment to the homeland, real and imagined, continues to give a mark of identification (Cohen 2008). Therefore, this diasporic or diaspora experience mirrors the dispersed or displaced ones' deep desire for holding on to the homeland's culture, history, religious and socio-cultural thoughts and feelings. And the dispersed spend the rest of their lives in their new homeland with strong nostalgic tendencies in which they always relive their past in the present. It is very much present in the novel 'Fasting, Feasting'.

Coming back to the character 'Arun' in India and 'Ahroon' in America, we observe the reality that his life in India with his parents is completely controlled and guided. He always receives do's and don't's from his parents. He is not able to move an inch to breathe in and breathe out the way he wants to do. On the contrary, he finds it very difficult to exercise his sense of freedom in the US, when no is there with him especially his parents. He feels timid, controlled and subdued by the new environment. Anita Desai clearly pictures this situation telling how Arun's father's authority is 'unchallenged and unshaken' at home and the children don't question their choice now (9-10). Here Papa decides what Arun should get in life. Papa becomes a remote control in Arun's life. Arun should study or go to the ground and play according to his instruction and time(119). It is more evident when Anita describes the way Papa didn't even bother to counter Mama's argumet and didn't expect her to understand the importance of foreign education, the value of a foreign degree and the openings this would create later in life. Papa literally brushed aside the entire household's ideas and outlooks(120). This shows the Indian way of conditioning young ones' lives in India. And still in most of the Indian families, children are brought up the way parents want them to see. Parents literally press their children into their mould. This situation leads Arun with no choice and Papa decides Arun's future or prosperous life. Arun is not able to decide anything by himself and this condition is very well reflected upon his stay in the university hostel. When the students ask him

to join them for the summer stay, Arun pretends to have other plans. In fact, he does not have any plan and he seems indecisive. He is not able to speak up what he thinks(172). Furthermore, Arun feels isolated from the rest of the student body and he feels lonely in the new homeland.

Arun's happy-go-lucky living with MamaPapa, his sisters: Uma and Aruna, the neighbourhood of old bunglows, dusty gardens and strggling hedges where he had grown up and the only town with a few shops in the bazzar(172) has been now replaced by a room on the fifth floor of a fourteen-storey block in which a silent student from Louisiana will always smoke cigarettes. His room is neatly decorated by graffiti. On Friday nights, students throw empty beer bottles out of the windows. They hear loud music to pass their night. It seems totally an another civilization for Arun(169). This complete, strange fiasco separates him from other students. Thus diaspora experience makes feel lonely and friendless in the new homeland.
Uma Parameswar in her collection of poems entitled 'Trishanku'presents immigrant experience of the Diaspora in Canada. Through this collection, she states four phases of immigrant settlement at individual and collective level:

The first phase is one's nostalgic feelings for the homeland left behind mixed with fear in a new homeland or a strange land. The second phase is being completely occupied in adjusting to the new environment where suffrage is immense devoid of little output. And the third phase is starting to take part in the shaping of Diaspora existence and the fourth phase participating in the larger spectrum of politics and national issues (Parameswaran 305). But in this novel, the first and the second phases play a pivotal role in Arun's life. When Arun is not able to get any room to spend his summer vacation, he receives a letter from his Papa and this letter takes him back home where he is completely guided once again like 'his family laying its hands upon him, pushing him down into a chair at his desk, shoving a textbook under his nose, catching that nose and making him swallow cold liver oil, spooning food into him, telling him: Arun, this, Arun, that, Arun, nothing but …'(175). This situation vividly shows us that how morally Arun is guided by his parents from the old homeland just by his recollection of past pleasant or bitter memories. When Mrs. Patton and Arun visit a supermarket, they pick up a few cans and cartons. When they pick up, Arun is so conscious about the price as Papa was inclined to do whereas Mrs. Patton is worried about the food value and calorific content(183). And here also we see Arun going back to his past practice in life and repeats the same practice in the strange land. It shows that he can not get rid of his old custom that learnt at one point of time. He carries the past with him and lives with the past in the present, a new homeland.

As Parameswaran puts it, in the second phase of immigrant experience, we see Arun slowly gets acclamatised and becomes familiar to the motion of American life style. He adjusts to the new environment in which he has to sacrifice certain personal things in life. And we see Arun obediently following Mrs. Patton to the cans and cartons of different brands not for their varied prices but for their food vaue and calorific content(183). This is absolutely new for him and he has to change his attitude toward purchasing canned foods here after. At another occasion, Mr. Patton gives Arun a paper bag contain red meat for grilling. Arun as a vegetarian receives the red meat and leaves it in the kitchen(202). This another instance that reveals the fact that he has to adjust to the new environment.

As a diasporic experience, Arun also becomes a victim of Melanie's contemptous look and scorn. The moment Melanie faces Arun, she hates him and tries to insult him in every way. Melanie repeatedly uses a phrase 'Go away'. Here Arun is hated by an American girl of his age for no reason. This event helps us understand the scorn of the native, the immigrants encounter in a strange land or a new homeland. Melanie's contempt reaches to the extent where she is lying in her vomit, her hair streaked with it and still she is vomiting. Arun watches her pathetic and helpless condition and offers her help but she bursts out shouting 'Go. Go'way'(223). This sad situation pictures the natives' sense of hatred toward the immigrants and the immigrants' helpless situation in a new homeland.

Diaspora experience also refers to a way of thinking or of representing the world. Arun's

way of thinking and the new situation he encounters in Massachusettes are extremely different. Arun's way of representing the world is MamaPapa especially Papa with absolute power and glory. It is a patriarchal world completely filled with male dominance. Whatever Papa says it is by order and everybody should obey his command. Daughters are raised for a marriage and sons are born to get educated and become a head of the family. Uma, his eldest sister was not allowed to leave the house for any reason. She was not allowed to go out without papa's permission. She was not even allowed to the telephone. She should always be at home and serving MamaPapa. And Uma also did not learn to go out alone and working outside home is a foreign concept for her. This is Arun's world. On the contrary, he meets an older woman giving paramount importance to education telling 'I don't care about all that, looking glamorous and such. What I care about is getting me an education'(171). At this juncture, we are able to realize two significant truths. One Uma could not get married to anybody because she is simple and homely with less color and also she wears thick glasses. To help her get married to somebody, parents are willing to spend so much money as dowry. They are not bothered about her education, career and sense of independence. All they want is to get rid of her. But here Arun witnesses an older woman who is afflicted by cervical cancer still pursuing her education to make her identity visible in the society where she lives in. Arun as a new immigrant is torn apart between two worlds- Uma like women in India are raised only for marriages and made captive for life and the older woman with cervical cancer in the US is absolutely free to pursue what she wants in life(170-171).As mentioned earlier, the term 'diaspora' describes communities moulded by histories of displacement and migration between or within continents but for whom an affection and attachment to the homeland, real and imagined, continues to give a mark of identification (Cohen 2008). Arun is identified as a week young man who is small, underdeveloped and asthmatic boy from the Gangetic plains, nourished on curried vegetables and stewed lentils. He is compared to Rod who is represented like one of gladiatorial species of northen power(191).

Conclusion

Anita Desai as a postcolonial writer beautifully presents diasporic formations or diaspora experiences through the Indian customs, faith, religion, manners and socio-cultural attitude. She skillfully uses the character Arun to reveal his loneliness, indecisiveness, allegiance to his past or old practice and his inclination to his specific mark of identification in the new homeland. However he receives foreign education for a better opportunity in the global market and his mind set is rooted back to Indianness. As an immigrant, he wants to be identified as Indian in every way. Arun's food habit has changed but not his inner man and this makes him stand out of the crowd in the new homeland. Feasting and just feasting! From whose perspective – the creator or the creation?

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RESEARCH PAPER

Attitude of B.Ed. Students towards Democracy

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Abstract

Everyone is capable of learning and self-development; learners shall be encouraged to develop themselves in line with their natural inclinations, and to fully realize their own potential. The following subjects are considered very important for development of attitude towards democracy: - i.e. knowledge about self, relationship between self and society, family, community, country and the world; Indian society, historical development, political system, democratic government and monarchy under constitution; science and technology knowledge and skills; knowledge and sustainable experience in management, preservation and utilization of natural resources and environment; knowledge about religion, art, culture, sports, Indian wisdom and their application, in particular Indian language; knowledge and skills in leading a happy life.

People often speak about attitude in their everyday life. They ask, 'what is the attitude of a particular person, towards his job, towards his employer, etc.' Psychologist, Sociologist, Educationist, and even Politicians have had their concerns with attitudes. Some have defined attitudes and many are interested in the methods by which attitudes could be measured. Therefore, the concept of attitudes should be made clear before discussion of the methods of measuring them. The importance of attitudes in life is very great. They permeate our whole life and our self concept. They make a great difference in almost every one's life. They offer great possibilities for successful achievements as well as failure in life. Efficiency results when a person is impelled by his attitude to start, continue, and complete a project rather than to avoid an unpleasant task. Thus, attitudes are considered as an important motivator of behavior and affect all human values. Crow and crow (1969) wrote "His Attitudes towards others determines his social values. If the individual can learn to forget self and to be of service to those who need hope, he has achieved personality characteristics that are essential to the gaining of appreciation from others. If he does not feel superior to work that he is doing or to the people with whom he is associated, he is likely to succeed in his work and in his social relationship."

There are indeed, very few acts or decisions in everyday affairs that do not somehow take account of the way in which attitudes may be affected. Therefore, the cultivation of attitudes towards the values and ideas which society cherishes and appreciates is the best way of promoting behavior consistent with the accepted codes and morals of the social orders. Besides this, attitudes also play an important role in education. From the point of view of attitude

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towards work is important as much as they facilitate further work and thus contain within themselves the source of further motivation. Attitudes must be aroused and developed for the better performance. Teachers should be simulated towards desirable activity through the arousal of interest in worthwhile instruction.

The students, therefore, must be inculcating the development of right attitudes as well as the acquisition or habits that are educational desirable. Therefore to promote favorable attitudes, in students is an asset both to them and country. Promoting favorable the democratic attitude is to encourage them to have feeling of favorableness of the individual response to democracy. The students should be aided in making deliberate choices of behavior in harmony with their own and social betterments. They should strive to indicate favorable attitudes and eliminate unfavorable ones.

Principle of Democracy

The ideas of democratic principles into five items are summarized as under:

1. The Principle of Freedom refers to the natural right which is human congenital, in thinking, speaking, and doing within the boundaries of social order and discipline. However, in such freedom, people have to realize about the duties and rights pertaining to themselves and to others.
2. The Principle of Equality refers to the parity of the people legislatively, although they may have different sex, castes, classes, location, religious or political ideals. However, the right may be limited by some reasons or conditions. For instance, people have equality in the election, but the limited conditions are for the immature, the ordained, the incapable, etc.
3. The Principle of Majority refers to the decision for a resolution through the democratic principle, wherein the majority vote must not be used to take advantage of, or to oppress, or to encroach to the right of the minority.
4. The Principle of Rationale refers to the belief in the consequence, and gives priority to the process or method to find the right or suitable answer, scientifically.
5. The Principle of Brotherhood refers to the fact that men have to behave to each other in a sympathetic way, with benevolence, without taking advantage. People have brotherly consideration for the others, without taking advantage. People have brotherly consideration for the others, without discriminating the races, sex, casts.

The educational institution plays an important role, apart from the religious institution and the family. The educational institute will have to be determined to fulfill their roles of cultivating the democracy to the students; so that the democracy would be inlaid in their feelings, their goodwill, and their attitude, right from childhood, with a consequent result to the adulthood.

Definition of Democracy

The word "democracy" has a derivation from two Greek words which are "demos" means "people", and "krator" means "governance". However, in the present society, the word "Democracy" has two implicit. In the first implicit, it refers to a political system or a form of governance. Or in a more simple way, it is a governing of the people, by the people, and for the people. In the second implicit the word "Democracy" refers to a man's mode of life in a society where people adhere to a certain principle and ideal as a stipulation for the format of demeanor among themselves in the proceeding of politics, education, economics, societies, and cultures for mutual happiness.
The philosophers, the political scientists, and the educators, as well as other sages had given various definitions to the word "Democracy".

Kukrit Pramoj (1975: 74) explicated the meaning of "democracy" That it refers to the right of liberty and equality. However, the right in the democracy consists of the realization of duty. The liberty in democracy is the liberty which has not to be sarcastic to other people whatsoever. And the equality in democracy is the parity in the chance to perform all kinds of work, as well as the poise in stepping out into a specific activity.

Saroj Buasri (1993:19) gave the implication of democracy as a mode of life or the life in the everyday living, which refers to the coexistence: the performance with a respect to each other, both physically and verbally; with no trespasses on other people's rights; abide to the social

criteria; cooperate in taking responsibilities, and in making utilities for the happiness of the whole; as well as the application of intellect and wisdom in solving all the problems.

From all the aforementioned definitions, it can be concluded that "democracy" refers to a mode of life, and the type of governance which adheres to the equality of every member, and abide to the happiness and advantage of the public as its priority. The "democracy" has three statuses in its definition. These are: the democracy as an ideal status; the democracy as a political system and a polity; and democracy as a mode of life. The "democracy", hence, is a political ideal that respects in the liberal rights and the equality of man in the community. In other words, "democracy" is a polity by the people and for the people; and it is man's way of living in the community where people have to concede and abide the rule of the society as a whole.

Democratic Attitude

The basic education curriculum, the goals of which are to develop Indian people in all aspects: morality, intellect, happiness, Indian, potential in furthering education and securing careers. To implement these ideals the following goals and standards are stipulated

1. Self-esteem, self-discipline, strict observance of religious teaching and practice, morality, right behavior, and desirable virtue;
2. Creative thinking, thirst for knowledge and learning, acquiring reading, writing and research habits;
3. Universal knowledge, keeping pace with changes and advancement in academic world, skills and potential for communication and technology management, adjustment of thinking and working processes to encounter changing situations;
4. Skills and learning processes in mathematics, science, thinking skills, generating intelligence and quality life skills;
5. Physical exercises for good health and personality;
6. Efficiency in producing and consuming, a preference for producing than consuming;
7. Knowledge of Indian history prides in being an Indian, a good citizen who strictly observe democratic ways of life, under a regime of constitutional monarchy;
8. Consciousness in the preservation of Indian languages, art, culture, custom, sports, local wisdom, natural resources, and environmental development;
9. Love and dedication to the country and community, contributions to the society's prosperity.

Everyone is capable of learning and self-development; learners shall be encouraged to develop themselves in line with their natural inclinations, and to fully realize their own potential. The following subjects are considered very important: - i.e. knowledge about self, relationship between self and society, family, community, country and the world; Indian society, historical development, political system, democratic government and monarchy under constitution; science and technology knowledge and skills; knowledge and sustainable experience in management, preservation and utilization of natural resources and environment; knowledge about religion, art, culture, sports, Indian wisdom and their application, in particular Indian language; knowledge and skills in leading a happy life.

Objective of the Study

The study has the following objectives:
1) To find out the attitude of B. Ed students towards Democracy.
2) To find out whether there is a significant deference between male and female B. Ed students in their attitude towards Democracy.
3) To find out there is significant difference between B. Ed students of rural and urban area in their attitude towards Democracy.
4) To find out if there is a significant difference between arts and Science B. Ed student in their attitude towards Democracy...
5) To find out whether there is a significant difference between joint family and nuclear family B. Ed students in their attitude towards Democracy.

Hypothesis

The following hypotheses have been formulated for the present study.

1) The B. Ed students have a favorable attitude Towards Democracy.

2) There Is No Significant Difference Between Male And Female B. Ed Students In Their Attitude Towards Democracy.
3) There Is No Significant Difference Between Rural And Urban Area B. Ed Students In Their Attitude Towards Democracy.
4) There Is No Significant Difference Between Arts And Science B. Ed Students In Their Attitude Towards Democracy.
5) There Is No Significant Difference Between Joint Family And Nuclear Family B. Ed Students In Their Attitude Towards Democracy.

Method

The Normative Survey Method Had Been Used. The Investigator Selected 300 Student Of Anand District By Using Simple Random Sampling Technique.

Tool

Attitude Towards Democracy Scale, Constructed And Validated By The Dr. Neha Thakkar (2011), Was Used To Measure The Attitude Of B. Ed. Students. The Scale Consists Of 60 Statements. Each Item Provided Six Responses. The Responses Were Expressed On A Six Point Scale, Strongly Agree, Agree, Slightly Agree, Slightly Disagree, Disagree, Strongly Disagree And Weights Of 6, 5, 4, 3, 2, 1 Are Given In That Order For The Favorable Statements. The Value Of Split-Half Reliability Co-Efficient For Attitude Towards Democracy Scale Was Calculated As 0.86 And Validity 0.927.

Statistical Techniques Used

The Data Had Been Subjected To:
1. Descriptive Analysis
2. Differential Analysis

Analysis of Data and Interpretation

Hypothesis 1

The B. Ed students have a favorable attitude towards Democracy.The Mean and Standard deviation of the sample were 137.07and 15.36 respectively (Table-1). The scores ranged from 37 to 173. Hence it was concluded that the B. Ed students had a favorable attitude towards Democracy.

Hypothesis-2

There is no significant difference between the male and female B. Ed students their attitude towards Democracy. Table.1 reveals that't' value (3.71) is significant at 00.1 level. Hence, it can be inferred that there is a significant difference between male and female B. Ed students in their attitude towards Democracy.

Hypothesis 3

There is no significant difference between rural and urban area B. Ed students in their attitude towards Democracy.Table1 indicates that the't' value (5.29) is significant at 0.001 level. Hence, it can be inferred that there is a significant difference between rural and urban area B. Ed students in their attitude towards Democracy.

Hypothesis 4

There is no significant difference between Arts and Science B. Ed students in their attitude towards Democracy.Table-1indicates, that the't' value (0.35) is not significant at 0.05 level of confidence. Hence, it can be inferred that there is no significant difference between Arts and Science B. Ed students in their attitude towards Democracy.

Hypothesis 5

There is no significant difference between joint family and nuclear family B. Ed students in their attitude towards Democracy.

Table-1: Mean Scores of Attitude towards Democracy

Variable		N	Mean	S.D.	't' Value	Significance at 0.01 Level
Entire Sample		300	125.07	16.66		
Sex	Male	144	137.07	15.36	3.71	Significant
	Female	156	133.60	16.35		
B. Ed. Students Locality	Rural	196	123.46	16.05	5.29	Significant
	Urban	104	135.36	15.04		
B. Ed Students subjects	Arts	146	125.67	17.76	0.35	Not Significant
	Science	154	128.80	16.56		
B. Ed Students Family type	Joint	40	124.78	18.78	0.097	Not Significant
	Nuclear	260	128.34	16.57		

Table: 1 indicates that the 't' value (0.097) is not significant at 0.05 level. Hence, it can be inferred that there is not significant difference between joint family and nuclear family B. Ed students in their attitude towards Democracy.

Findings

The following were the findings of the study.

- The B. Ed students had a favorable attitude towards Democracy.
- There was a significant difference between male and female B. Ed students in their attitude towards Democracy.
- There was significant difference between rural and urban area B. Ed students in their attitude towards Democracy.
- There was no significant difference between Arts and Science B. Ed students in their attitude towards Democracy.
- There was no significant difference between joint family and nuclear family B. Ed students in their attitude towards Democracy.

Conclusion

India is a world's largest democratic country. To acquire a complete democracy, the Indian people will have to be trained, educated and practical in the true process of democracy. The education in India has always been provided to suffice the need of the Indian society. The education is a process in which people can develop their life style in order to live in mollify. At the same time the education can support the development of Indian propitiously and congruently in all phases of change of the country by improving democratic attitude of B. Ed. Trainees.

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ORIGINAL ARTICLE

Peace Education for School, College and University

Meghana Ratilal Patel

Abstract

"Peace is not merely the absence of war but the presence of justice, of law, of order in short of government."

– Albert Einstein

The paper outlines a framework for developing peace education agenda in high schools and college and university level. Historical peace education programs are reviewed and included into a comprehensive program of substantive, peace education content and pedagogy. The historical programs reviewed include the Integral Model of Peace Education, Learning to stop War, and Master of Arts Program in Peace Education at our school, college & University level for Peace education.

Peace is simply having a feeling of security, calm and restfulness. We often tend to think of peace as being an international issue, far from our daily life, but we do not realize that global peace can only be achieved if each country is established at peace. The peace and happiness of each country can only be achieved if every citizen is at peace. This follows therefore that a country can be peaceful and progress if people live tolerantly. We all want peace of mind. The need of the hour is to develop the young generation with peace consciousness and the importance of conflict resolution. Neither our society nor our educational system has any scope for highlighting the importance of peace and conflict resolution.

Introduction

In every walk of life our attention is focused on violence, confrontation, competition, self-interest and the need to win. The history of wars is no longer than peace. It took the impact of two world wars and the Hiroshima bomb disaster for human kind to begin to perceive the concept of peace as the primary goal. Our School, college and university teacher can spread massage about the peace in the society through our studying generation. The whole reliant of peace of our nation on the student, simply they can learn and establish in society peace. Here teacher's role is very important to teach student what peace education is and how to maintain in society peace so that, every citizen can be avoid any kind of conflict from neighbor to neighbor country.

Definition

Peace education is a participatory holistic process that includes teaching for and about democracy and human right, nonviolence, social and economical justice, gender equality, environment sustainability, makes safe tradition, peace practices and human security"

What is peace education?

Peace education curricula generally include instruction in conflict resolution, cooperation and interdependence; global awareness; and social and ecological responsibility. Peace education in the **United States** has evolved since

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its early **nineteenth century** beginnings. In the early years, peace education was promoted by a small group of **New England** educators, writers, and thinkers who shared a vision of the world without war or violence. **Horace Mann**, founder of the American common schools, considered violence in American society a mistake that required purposeful improvement and asserted that education should be the primary agent of change. In the early twentieth century, with America rapid in the forces surrounding the first and second World Wars, peace education was run down as being revolutionary. Peace educators who dreamed of a combined, peaceful world were considered un-American. In fact, these dark years for peace education continued through the following decades, fueled by the excesses of **McCarthyism**. This stigma greatly hampered the efforts of peace educators who overcame this setback by shifting their focus from negative peace, expressed as anti-militarism, to positive peace, with an emphasis on society-building through diminishing violence within and between nation-states. Still, whatever the generational focus, peace education has consistently reflected the desire to improve the condition of human society.

Peace means being one with life itself, Having no fear or bitterness. Peace is more than merely sitting still or in silence. Peace therefore, is a state of mind. **Tagore** rightly said ***"Where the mind is without fear and the head is held high, into that kingdom of freedom my father let my country awake"***. Peace is simply having a feeling of security, calm and restfulness. We often tend to think of peace as being an international issue, far from our daily life, but we do not realize that global peace can only be achieved if each country is settled and at peace.

The peace and happiness of each country can only be achieved if every citizen is at peace. This follows therefore that a country can be peaceful and progress if her people live tolerantly. We all want peace of mind. Is peace of mind possible at all in our quick life? It is up to us. We must come to grips with ourselves. Though the world may be full of problems and distress we must

See the positive side of it all. We must accept the problem as an opportunity and not as a problem. Just as you destroy an enemy and make him your friend you can destroy a problem and turn it into joy. When there is no peace among the persons, then peace in society is in danger. Sometimes this leads to chain of violence. Lack of peace destroys the identity of a country; our mental and creative energies are diverted from useful activities to destructive one.

The need of the hour is to develop the young generation with peace consciousness and the importance of conflict resolution. Permanent damage has been done to the present generation by our system of government the political system and the religious leaders who develop emotions for their immediate means. It may not be possible to change the attitude of the present generation but it is possible to mould the future generation for the good of the nation and for mankind. We all talk about the fissiparous tendencies that come up in our country in the name of religion, place and community, which in fact are manmade barriers used in the name of God. We the educationists should think ways and means to inculcate the spirit of unity and integrity.

Neither our society nor our educational system has any scope for highlighting the importance of peace and conflict resolution, in every walk of life our attention is focused on violence, argument, competition, self-interest and the need to win. The history of wars is no longer than peace. It took the impact of two world wars and the **Hiroshima bomb** disaster for human kind to begin to perceive the concept of peace as the primary goal. **Richard Chneider**, chancellor of the **World Peace University, Poland, says**, "***Never before in history has the human family faced more extraordinary dangers and anxieties"***.

We can come to view with a free spirit and a sense of justice and peace at interpersonal level. Interpersonal peace is an indispensable requisite for harmonious living in society. This inter-relationship should be rooted in respect one has for the existence of all life. No man is an island. We need peace at global level for the world is in a state of instability and tension with the depletion of human values.

The world is fragmented by differences of class, economics, politics, ideologies, religion,

language, country, caste and color. Differences can lead to imbalance, disagreement and conflict. Deep probing will reveal that the cause comes from man's own mental unrest.

Peace is man's central pursuit and yet in challenge there is less peace in our communities, in our school, in our homes, in our countries and the world than before. The human race is even threatened with ending at its own hands. With all the faculties that he is endowed with man, our upbringing and the education in which we are nurtured, the answer is "Yes".

UNICEF and ***UNESCO*** are particularly active advocates of education for peace. UNICEF describes peace education as schooling and other educational initiatives that:

• Function as 'zones of peace', where children are safe from violent conflict
• Uphold children's basic rights as outlined in the CRC
• Develop a climate that models peaceful and respectful behaviour among all members of the learning community
• Demonstrate the principles of equality and non-discrimination in administrative policies and practices
• Draw on the knowledge of peace-building that exists in the community, including means of dealing with conflict that are effective, non-violent, and rooted in the local culture
• Handle conflicts in ways that respect the rights and dignity of all involved
• Integrate an understanding of peace, human rights, social justice and global issues throughout the curriculum whenever possible
• Provide a forum for the explicit discussion of values of peace and social justice
• Use teaching and learning methods that stress participation, Cupertino, problem-solving and respect for differences
• Enable children to put peace-making into practice in the educational setting as well as in the wider community
• Generate opportunities for continuous reflection and professional development of all educators in relation to issues of peace, justice and rights.

"A culture of peace will be achieved when citizens of the world understand global problems, have the skills to resolve conflicts and struggle for justice non-violently, live by international standards of human rights and equity, appreciate cultural diversity, and respect the Earth and each other. Such learning can only be achieved with systematic education for peace." ***Hague Appeal for Peace Global Campaign for Peace Education***

The need for peace education

If war begins in the minds of men it is because of conflict. Conflicts are of different natures: personal conflict, interpersonal conflict, communal conflict etc. The concept, Peace Education goes hand in hand with Conflict Resolution. This can be considered the primary approach for peace education. We must train our children for peace. We must create positive attitude towards peace in our young minds.

Eisner questions the extent to which our school might be responding creatively and with responsibility to the needs of one's age. He says it is important to see past issues and to go beyond immediate controversies to locate the values underlying them.

Education should be infused with aims and purposes set forth in the charter of the ***United Nation***, the constitution of ***UNESCO*** and the universal declaration Human Rights. Articles 26 states….

"Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedom, It shall promote understanding, tolerance and friendship among all nations, racial or religious groups and shall further the activities of the United Nations for the maintenance of peace".

World famous thinker Frit of Capra notes that "At the beginning of the last decades of our century we find ourselves in a profound worldwide crisis. It is a crisis of intellectual, moral and spiritual dimensions, a crisis of scale and urgency unprecedented in recorded human history".

He goes further to suggest "We have to shift our perspective from the end of the twentieth century to a time span surrounding thousands of years." The Industrial revolution took a wrong turn promoting consumerism and militarism.

The militarism encouraged the promotion of mask industry, which indirectly influenced the war. Peace education on the lines of thought and the action, which tries to break such values.

The reality of war is created by cultural and educational manipulations by reinforcing group identification and creating images of the enemies and the possible for them. The tendency to dehumanize the enemy is due to the denial of the human values resulting in killing of innocent civilians including children and woman. It is peace education which inculcates and builds love, friendship and international understanding. ***We intend to teach the young minds*** valuable contribution towards peaceful society. The society which uphold the values of equality, solidarity, freedom, democratic inclination, tolerance, care and respect for others and willingness to change.

If we intend to create a peaceful society we must renew our educational society, which has no scope for inculcating the human values. Our examination system needs to be reexamined which in information further competitive competition; rather it should test of right type of the potential of the individual. Our environment the school, playground, home and our media focus more on violence rather than peace. The boys are given guns and trucks to play and we see violence in every day games…
How do we expect peace in our children?

We have to change our outlook towards society. For the sake of quarrel, people may say that the moral education and religious education adequately covers the principles of peace education but infect it gives glorification of only one religion or the other. We want our children to go beyond the four walls of religion and spread the human values to build a peaceful world.

Peace education to be introduced in schools
With stress levels among people on the rise and tempers flaring up easily, it is time for 'peace education' in schools and the NCERT is all set to train teachers in conflict resolution techniques and ways to undermine violence, aggression.

Aiming to arm teachers with skills to promote a sense of harmony with oneself and social environment among students for avoiding conflict with law,

She said the teachers are the role models for students and hence they can help their pupils handle the day-to-day situations in a non-violent way. Arrogance and aggression, which propel violence, are two vices that can be controlled by value-based education; she said adding the students come across trying situations at their home, educational institutions and other places and tend to commit crime.

The course assumes significance in view of increasing rate of crime committed by children in the country, she said. According to the National Crime Record Bureau (NRCB), as many as 8561 cognizable crimes under IPC were committed by juveniles in 1994, which increased to 16,509 in 2001. It further soared to 18,560 in 2002 and remained at 17,819 in 2003.

As many as 288 murder cases committed by juveniles were reported in 1994, which went up to 531 and was recorded at 465 in 2002 and 2003, respectively.

Similarly, 176 cases of rape committed by juveniles were reported in 1994. In 2003, the figure touched 466, according to the NCRB data. In 2004, about 3234 juveniles were apprehended for different crimes, including 583 cases, where arrests were made on charges of murder.

The Current State of Teaching for Peace in Higher Education
Educators at all levels generally agree that students should be taught *about* peace. This is especially true in the current political climate in the United States. Fewer seem to consider teaching *for* peace in the same light. Yet peace education entails more than just content. It also includes how we craft our learning environments and the teaching methods we use. Peace educators are quick to admit that structure and processes are critical elements of a peace-making pedagogy.

Eisner (2000) explains that students are "educated" by three different elements; the content, or the material that is included; the processes or the methods used to transmit information; and through the ways that

schooling is structured. In addition, two models or frameworks generally guide education in the United States. These are "systems of belief that either nurture and support-or inhibit and undermine-equitable, democratic, nonviolent and caring relations".

The dominator model, described as dominator pedagogy or war-making pedagogy in this paper, reflects the militaristic culture in which we live. It is characterized by authoritarianism and male dominance. It stresses the importance of competition and ranking. The dominator model includes a supporting ideology making these structural arrangements appear to be right and even common sense. Education in the United States is often structured in ways that are dualistic, antagonistic and confrontational, all militaristic values.

Further, war thinking is end-, not process-focused. Merry finch (1981) includes the values of hierarchy, centralization of authority, discipline and obedience when describing militarism. Unfortunately, this dominator or war-making model has long dominated education at all levels and is taken-for-granted by many as simply the way schooling is done. In contrast, the partnership model, referred to as partnership pedagogy herein, refers to content, processes and structures that are democratic and egalitarian, emphasize gender equity, and, importantly, include a belief system that supports, validates, and even normalizes this model as normal and right. Partnership pedagogy encompasses the notion of positive peace or the idea that peace is more than the absence of war but also includes human and environmental justice. According to Harris and Morrison (2003), the term peace "implies human beings working together to resolve conflicts, respect standards of justice, satisfy basic needs, and honor human rights".

Advocates assert that it is possible to alter power relations in the classroom by using democratic methods, typically including discussion and small group work of sorts, and realigning the way that courses are structured. Feminist scholars in particular have advocated a pedagogy that disavows the taken-for-granted parts of university life. They refuse the hierarchical elitism and competitive scholarship of traditional university education, and disclaim theoretical specialism. They champion classrooms exhibiting a bottom-up, rather than top-down, knowledge exchange where teachers recognize their own situations and stress their experience is no more valid than their students (Luke, 1998). Similarly, constructivist educators recognize the importance of using student directed methods that challenge the teacher-as-only-knower inherent in the dominator model (Brooks & Brooks, 1993). In essence, feminists and constructivists are advocating partnership pedagogy. Despite professing the importance of peace education, elementary and secondary educators still have a long way to go toward using partnership content, methods, and structures. In post-secondary education the failure to integrate peace-related content is even more striking.

Achieving peace

Peace is not sold in the market. Peace is personal as well as universal. Today, society is awakening to the reality of give somebody the use of a hand. This is a good sign of peace. A caring people are a sign of hope. All of us have to put our shoulders to the wheel if we want a better tomorrow.

Peace through co-operation

There is only one way to get peace through cooperation. Non co-operation will only create tension, anger, dislike and revolution. Whether in a family, a class, staff, a team, a country; it is necessary to have a homely atmosphere, an atmosphere that is favorable to thinking about the meeting of minds and heads. If there is no co-operation then each one will seek faults in others and no progress will take place.

Compare the rule of **Akbar** with **Aurangzeb**. Power does not bring peace. It is how we use this instrument of power that matters. Power used as authoritarianism may only bring terror and disaster. An authoritarian minister is as bad as a autocratic ruler to his son or daughter, such priest will create disobedient children and peace in the home will be crushed.

Peace through love

It is not true that careful the stick spoils children. The rod has to be used only when other measures fail. But love never fails. Love should not be possessive, selfish or demanding. Love should

be spontaneous, unconditionally showered all the time. Love generates faith, true cooperation and this is what is essential for peace.

"When we love we share and not tear, when we love we win and not lose, when we love, we open and not close, when we love we progress and not move away, when we love, we co-operate and not break up."

Principal themes in education for peace

Educating for peace is concerned to help students develop a rich vision of peace which should form part of his personal life. He should understand the fullness of his own religion and appreciate all other religions.

Educating for peace is also concerned with developing values and skills to assist the students in striving for the fullness of life that embraces all people.

Educating for peace is concerned with helping the students to recognize the many forms and causes of violence and to promote values and skills for living in society.

Educating for peace is helping students to the awareness of peace and to find ways of keeping peace by conflict resolution.

Educating for peace is helping students to be aware of interdependence, compassion and sensitivity for the needs of others and to encourage them to help in building a nation and not in destroying it.

Education for peace is helping students to enjoy the environment, to value the relationship of man and environment, to work individually and collectively for the betterment of the world.
Educating for peace is providing students the vision towards a peaceful, loving and just world.
Use children to save the world.

Peace Education should be a part of the school syllabus. Peace is a value. Values involve interaction between intellectual and emotional development of a child. In the subconscious of every child is impulse. Attitude and values give direction and quality to an action.

The students accept the stimulus in the form of planned activities. He responds and reacts to them, which brings pleasure or displeasure. He learns to value the feelings of peace and harmony and responds accordingly.

He develops thoughts, ideas and images consistent with the value of peace as priority in his personal life.

Key Skills, Methods and Content

- Peace Education skills
- Identifying bias
- Problem solving
- Sharing and co-operation
- Shared decision-making
- Analysis and critical thinking
- Enhancing the self esteem of oneself and others
- Creative self expression
- Ability to imagine life beyond the present and work towards a vision
- Understanding the links between the personal, local and global
- Honest talk and sensitive listening
- Positive emotional expression
- Recognizing and expressing feelings in ways that are not aggressive or destructive
- Conflict resolution strategies
- Empathy
- Nonviolent action in relation to problems both personal and societal
- Ability to act on ideas
- Self reflection
- Independent research

Teacher's Role in Peace Education

In the early 1970s a group of the world's leading scientists; the Club of Rome brought together their expertise in a study of the whole world's present problems. When they brought together the insights gained from their separate disciplines they became aware that all the major world problems that we think of under separate headings are, in reality, so closely related as to be aspects of one problem. They called this group of worldwide interconnected problems. "The human problem" and stated that real solutions apparently are interdependent. Finally, the scientists stated that these problems are not technological but are ethical problems.

In other words, they have to do with values: universal values, near-universal values, particularistic values, higher values, lower values, etc... Our choices of right or wrong values, therefore, these problems center on what we think and believe about ourselves, about our relationships to other people on this Earth and how we understand the relationships of human beings with the natural environment. But if we attempt to deal effectively with these problems, the first essential, the scientists reported, is to see the problems in a global context and to develop a sense of world citizenship.

So, since the topic of this talk is "Some Aspects of the Teacher's Role in Peace Education in an Increasingly Multicultural and Multiethnic Society," we start with the basics.

First, the teacher must understand that multicultural, multiethnic, and multireligious problems in society are not to be dealt with in isolation in bits and pieces of a good peace education program but, being interconnected with all other problems of peace and violence, are addressed in the whole program. **For example**, developing such qualities as compassion and service to others can help reduce racial, religious, or other prejudices, but students of all backgrounds must take part in the program.

Second, the teacher must be cognizant and wholly supportive of the basic nature and aims of peace education, one example given before from ***Dale Hudson*** being: "…education that actualizes [people's] potentialities in helping them learns how to make peace with themselves and with others, to live in harmony and unity with self, humankind and nature." The principles upon which this statement rests include:
1. The basic requirement for world peace is the unity of humankind.
2. World order can be founded only on the consciousness of the oneness of humankind.

Declare your classroom zone of peace and establish rules to achieve it. On the first few days of school, introduce to your students the concept of a peaceful classroom. Ask them what they think are the elements necessary to create an atmosphere of peace in the classroom. Ask them to do a poster indicating that their classroom is a Zone of Peace and the guidelines necessary to achieve it.

As the teacher, let this peace begin with you. Each morning, tell yourself that you will be a peaceful teacher that day. Every time something rubs you the wrong way, remind yourself that you have resolved to be peaceful and would not allow yourself to explode. Each time you enter the classroom, breathe out or ground off any negative energy that you caught along the way. Radiate positive energy. Smile as you greet others. Teach your students greetings of peace in local dialects or foreign languages and use it as a springboard for a brief discussion on peace issues of the day, when applicable. THIS CLASSROOM IS A ZONE OF PEACE 1. Listen when someone is talking 2. Do not exclude anyone. 3. Say only kind words. 4. Speak gently. 5. Show respect for each other.

Peace Education: A Pathway to a Culture of Peace Affirm your students. Say something positive or nice to someone when an opportunity comes up. Recognize the idea they contributed. Show interest with what the learners have to say. Nod or look them in the eye.

Express feelings appropriately and encourage students to do so. When there are situations that anger you, refrain from aggressive ways of reacting. When our patience is tried, the level of the anger thermometer in our bodies goes up and we tend to react forcefully. It is not rare to hear of teachers yelling at their students; kicking or pushing furniture; or throwing items when angry. Teachers should learn how to manage their anger. Instead of exploding or suppressing it, teachers can use calming techniques like breathing deeply or gently leaving the anger scene and coming back when the angry feeling has subsided. Students should also be taught appropriate expressions of feelings.

As teachers, choose to say nice and gentle words. A painful truth can be said in a way that does not injure. I-messages are helpful. Instead of blaming students, refer to how you feel about a behavior, e.g., "I am bothered when I see some of you talking while a classmate of yours is reciting."

Encourage respect for and acceptance of differences. A peaceable classroom is one where students feel a sense of belongingness and acceptance. Hence, they should not be ridiculed or marginalized especially for characteristics that are beyond their control. As a teacher, examine your own biases. Are you inclined to stereotype girls or gay students? Do you discriminate against the slow learners and regard the intelligent students more favorably? Refrain from putting students down and remind your students to desist bullying behavior. Organize a welcoming activity for new students. Give old timers a pep talk on the joy of being warmly received. Assign old timers to be "big sisters and brothers" of the newcomers and assist them in their needs. Talk to your class about the importance of respecting differences. Remind them that the color of the skin, the texture of one's hair, the size of one's body, and the amount of money in one's pocket have nothing to do with what is in one's heart. Remind them that people differ in sexual orientation, mental ability, and manner of dressing or speaking, among others, and these differences do not give anyone the right to tease, exclude, or hurt another. Humor is encouraged in class but jokes should not be said at someone else's expense.

Employ more cooperative than competitive activities. Cooperative activities are those that will enable the class to work together to pursue a goal. Ugly competitions breed divisions that may set conflicts in motion. Cooperative activities, on the other hand, promote positive interdependence where students learn the skills of communication and collaboration to reach a desired goal. When students are given cooperative activities, they learn how to solve a problem together and to help one another using members' different talents, skills and strengths.

Teach students how to resolve conflicts peacefully and constructively. When there are hurtful situations, take an active role against it. Mediate in conflict situations. Employ a problem-solving approach. Teach students how to use this approach and how to dialogue constructively. Remind them that effective dialoguing entails that disputants speak to each other in a gentle manner. Both words and gestures should be respectful and kind. Remind them that a solution may be found if they will genuinely listen to each other's perspective. Designate a peace corner in the classroom or a peace area in the school yard or grounds where students can talk about their concerns.

Below are simple questions that can guide the students' dialogue: *Peace* ***Education: a Pathway to a Culture of Peace Practice students' skills of communication.*** Many conflicts in the classroom arise because of miscommunication, misperception and misunderstanding. There are times when what we say is not accurately received by the other or when what we do is inaccurately perceived. One way to help avoid conflicts emanating from miscommunication is to teach the students how to clarify and paraphrase. Teach them that when something said bothers them, they should clarify if they received the message accurately, e.g., "May I know if I am correct in understanding what you said? Did you say that…?"

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ORIGINAL ARTICLE

A Need for Multicultural Education in Present Scenario

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Introduction

Teachers facing the challenge of teaching children from different cultural communities are hard-pressed to decide what make up an appropriate curriculum. If children from some groups are shy to speak up in school, how can teachers organize expressive language experiences? If children from some groups are dependent on nonverbal cues for meaning, how can teachers stress word meaning? How can teachers test for mastery of the curriculum if children do not speak a standard language or use the same styles of communication? Cultural diversity makes it hard for teachers to assess each child's developmental status, find common educational experiences to promote growth, and measure the achievement of educational objectives.

Given the complex interaction between culture and development, is it possible to design a developmentally appropriate curriculum? If that question implies that the same curriculum can be used for all children, the answer must be "no." However, the following developmental principles can provide a conceptual framework for teachers trying to bridge the gap between children's cultural backgrounds and school objectives.

Teaching with a multicultural perspective encourages appreciation and understanding of her cultures as well as one's own. Teaching with this perspective promotes the child's sense of the uniqueness of his own culture as a positive characteristic and enables the child to accept the uniqueness of the cultures of others.

Multicultural education embodies a perspective rather than a curriculum. Teachers must consider children's cultural identities and be aware of their own biases. It is tempting to deny our prejudices and claim that we find all children equally appealing. Teachers and parents need to acknowledge the fact that we, like our children, are predictably influenced by the stereotypes and one-sided view of society that exists in our schools and the media. Not only must we recognize those biases, but we must change the attitude they represent by accepting all children as we receive them.

As our country like India continues to exhibit great diversity, the need for understanding and accepting the differences among all people has never been more important. Thus, the challenge for educators is to present an effective multicultural education foundation by means of which all children can learn to accept others.
The goal of multicultural education is not only to teach children about other groups or countries. It is also to help children become accustomed to the idea that there are many lifestyles, languages, cultures, and points of view. The purpose of multicultural curriculum is to attach positive feelings to multicultural experiences so that each child will feel included

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and valued, and will feel friendly and respectful toward people from other ethnic and cultural groups (Dimidjian, 1989).

One key to helping young children develop a sense of being citizens of the world lies with the early childhood teacher. The disposition exhibited by this individual in promoting everyone's culture will be the successful factor in the child's development of a multicultural perspective.

- A good self-concept and self-understanding
- Sensitivity to and understanding of others, including cultural groups in the United States and other nations
- The ability to perceive and understand multiple, sometimes conflicting, cultural and national interpretations of and perspectives on events, values, and behavior
- The ability to make decisions and take effective action based on a multicultural analysis and synthesis.
- Open minds when addressing issues.
- Understanding of the process of stereotyping, a low degree of stereotypical thinking, and pride in self and respect for all peoples.

Multicultural Education

Banks and Banks (1995) define multicultural education:

"Multicultural education is a field of study and an emerging discipline whose major aim is to create equal educational opportunities for students from diverse racial, ethnic, social-class, and cultural groups. One of its important goals is to help all students to acquire the knowledge, attitudes, and skills needed to function effectively in a pluralistic democratic society and to interact, negotiate, and communicate with peoples from diverse groups in order to create a civic and moral community that works for the common good."

"Multicultural education not only draws content, concepts, paradigms, and theories from specialized interdisciplinary fields such as ethnic studies and women studies (and from history and the social and behavioral sciences), it also interrogates, challenges, and reinterprets content, concepts, and paradigms from the established disciplines. Multicultural education applies content from these fields and disciplines to pedagogy and curriculum development in educational settings. Consequently, we may define multicultural education as a field of study designed to increase educational equity for all students that incorporates, for this purpose, content, concepts, principles, theories, and paradigms from history, the social and behavioral sciences, and particularly from ethnic studies and women studies."

Teaching with a Multicultural Perspective

Teaching with a multicultural perspective encourages appreciation and understanding of other cultures as well as one's own. Teaching with this perspective promotes the child's sense of the uniqueness of his own culture as a positive characteristic and enables the child to accept the uniqueness of the cultures of others.

Purpose of Multicultural Education

It is important for all students to develop a multicultural perspective in order to enhance

* A good self-concept and self-understanding.
* Sensitivity to and understanding of others, including cultural groups in the United States and other nations.
* The ability to perceive and understand multiple, sometimes conflicting, cultural and national interpretations of and perspectives on events, values, and behavior.
* The ability to make decisions and take effective action based on a multicultural analysis and synthesis.
* Open minds when addressing issues.
* Understanding of the process of stereotyping, a low degree of stereotypical thinking, and pride in self and respect for all peoples (Cortes, 1978).

Areas within the educational setting in which multicultural education is implemented artist e books and instructional materials, curriculum and instruction, teacher behavior, and school climate (Gollnick & Chinn, 1990).

Courses in Multicultural Education

Currently there are multicultural education courses across the United States which is used in teacher preparation programs. The issues rose with respect to educational equality, equity, and

social justice within a historical, legal, and socio-political context are central to the content. For many prospective teachers, the information provided in these courses is new and has not been discussed in general education courses or in preserves education courses. This background is important for the teacher to have in order to understand the rights and responsibilities of students as well as of teachers and parents. While having this information may not eliminate the stereotypes or misconceptions that teachers have about groups, it can serve to inform more directly future instructional decisions which they will make. For example, while it may not eliminate some gender beliefs, being aware of the attitudes and perceptions a teacher has about girls and boys and mathematics may diminish sex-segregated groups within the class during math activities.

The Scope of Multicultural Education

Multicultural Education is an idea which has reached its time. Carrying the legacy of the 1960's and 1970's, a period of profound social change when the people of the United States were forced to reexamine their cultural heritage, multicultural education has emerged in the 1990's to address the educational needs of a society that continues to struggle with the realization that it is not monoculture, but is an amalgamation of many cultures. Much of the overt and covert national conflict about race, ethnicity, social class, and gender in the U. S. has been based in the mythology of a superior culture into which all others must be assimilated. The imbalance of power between the dominant culture and subjugated cultures has created centuries of aggression, antagonism, and resistance. Fortunately, the concept that cultural differences enrich, rather than diminish, our society is increasingly acknowledged. It is the suppression of cultures that weakens the society. The ongoing discourse and practice of multicultural education is an effort to mine the possibilities of plurality through education.

Ethnic minorities and women of the 1970's confronted the racism and sexism of society reflected in monoculture education. Ethnic studies and women's studies were developed to add their traditionally silenced voices to the analysis and development of the culture of the United States. Multicultural education of the 1990's continues that tradition on the K-12 level and takes five, sometimes interconnected, directions. Sleeter (1996) delineates five approaches to multicultural education:

1. Advocates of the *Teaching the Culturally Different* approach attempt to raise the academic achievement of students of color through culturally relevant instruction.
2. In the *Human Relations* approach students are taught about commonalties of all people through understanding their social and cultural differences but not their differences in institutional and economic power.
3. The *Single Group Studies* approach is about the histories and contemporary issues of oppression of people of color, women, low socioeconomic groups, and gays and lesbians.
4. The *Multicultural Education* approach promotes the transformation of the educational process to reflect the ideals of democracy in a pluralistic society. Students are taught content using instructional methods that value cultural knowledge and differences.
5. Educators who use the *Social Reconstructions* approach to multicultural education go a step further to teach students about oppression and discrimination. Students learn about their roles as social change agents so that they may participate in the generation of a more equitable society.

These categories overlap, and educators may use more than one approach simultaneously.

Multicultural Education also is a response to the changing demographics of the United States. By the year 2020 46% of the students in public schools will be children of color and 20.1% of all children will live in poverty (Banks, 1997a). The need to address the various learning needs of such a diverse student population and the subsequent pluralistic society for which those children will be responsible is an urgent task faced by American public schools. However, the monoculture approach to education which emphasizes middle class Eurocentric content, instruction, and values adds the additional learning task of acculturation to the work of schooling, which complicates learning the academic knowledge needed to be successful in school. Culture is what we learn and create to make sense of the world. The discontinuity between the cultures of poor and ethnic minority

students and the culture of schooling affects academic underachievement and failure (Nielson, 1991; Nieto, 1997). Moreover, caught in the ambivalence of success and failure in schools that transmit a culture of domination the learning of children of color and poor children is further hindered by the factors of invisibility, alienation, and resistance. In view of an increasingly multicultural society and student population, multicultural educators reflect the need to address the systemic, curricular, and pedagogical impediments to the learning of traditionally marginalized students. Multicultural educators also recognize that an increasingly multicultural nation and a shrinking and contentious planet at the edge of the twenty-first century demands a people who are critical thinkers and able to deal with the complexities of multicultural differences.

Connecting Deeply with your Global Classmates around the World

Children today are in a world far more complex than we faced as a child. Their problems refuse to recognize the sanctity of national borders. To navigate effectively in this new world, these children need a new kind of skill set to understand, at a deep level, the cultures and perspectives of people quite unlike themselves. They need strong problem-solving skills to understand the interconnectedness of today's problems, and creative, entrepreneurial skills to adequately address them. The solutions they come up with will require cooperation and personal connections across national borders.

Today, Americans are struggling mightily with two potent forces that seem to pull in opposite directions: the desire to reach out and try to understand a world that no longer makes sense as it once did, and the equally strong desire to protect and circle the wagons to ensure our personal safety.

Yet, despite the enormous resources now available to teachers and schools, three basic challenges remain that must be addressed if we are to succeed.

First, while the resources are nearly limitless, teachers lack the time to be able to seek out and find those most appropriate for them

Second, even if the resources can be found, logistical roadblocks halt implementation. Schedules and calendars between schools here and in other countries that don't sync, early cross-cultural misunderstandings that are not quickly resolved, technology glitches with no support to resolve quickly are all problems others have encountered.

Thirdly, even if the first two are overcome, there is a lack of on-going facilitation and support in the school to move the project beyond the first project with a teacher, to many projects throughout the year with an ever growing engagement of the whole school. And the support to move to multiple school partners for each school so that truly global education from around the world can occur.

1. Meet with school leadership to develop the overall vision by for effective, deep global education that integrates with current school goals;
2. Help identify the teachers most interested in implementing global education in their classrooms, and meet with those teachers to identify first program elements that meet their needs;
3. Provide matchmaking services to link schools and classrooms to other classrooms around the world with similar educational interests;
4. Ensure a strong start between matched teachers and classrooms as a first project is established and tasks determined, assets identified, and strong teacher to teacher relationships established;
5. Provide troubleshooting assistance on minor technology glitches and partnership problems that arise, including logistics and curriculum incompatibility concerns;
6. Serve as a key resource to identify curriculum tools, classroom guests, and community resources available on the web and in the community;
7. Provide in-service training to teachers to increase teacher effectiveness in global education;
8. Help schools identify key learning objectives, outcomes desired, and measurement tools for evaluating progress for projects and tie this in to school goals and state learning objectives; and Provide facilitation support to help teachers and the school plan further projects to deepen and expand global education and transforming activities in the school.

In our selection process, we are looking for schools where the key leadership of the school expresses a strong interest in becoming engaged and growing the involvement of global education throughout the school over time.

With this kind of global education in our schools, the next generation of children growing up in my hometown of Spokane will see the world quite differently than I did. When the next war is threatening to break out in a foreign land, they will know someone that they can immediately email and get their perspective on the issue. When they find out the Spokane River is still polluted, they can use their connections with colleagues in other partnered schools to find out how folks in other towns have cleaned up their rivers or brought it to the attention of the town. Most important of all, they will learn how to walk in someone else's shoes, especially someone very different than themselves. Because, after all, this is the foundation from which we all build true understanding and a place from which to solve the most difficult problems we face.

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RESEARCH PAPER

Job satisfaction among the working women in Greater Guwahati : A Comparative study

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Abstract
The term job satisfaction refers to favourable or unfavourable feelings and emotion of the employees towards their own work. It refers to the satisfaction of the employee in his own profession. Job satisfaction is the result of various attitudes possessed by an employee towards his job. These attitudes may be related to job factors such as wage, job security, job environment, nature of work, opportunity for promotion, prompt removal of grievance, opportunity for participation in decision making and other fringe benefits. A person joins an organization with certain hopes, expectation, drives and needs which affects his performance. Sometimes it seems to be difficult to ascertain. This varies from person to person. However it is highly useful to understand as to how the need create tension, which stimulates the effort to perform and how effectively performance brings satisfaction. The present study is an attempt to trace out the level of job satisfaction of the working women engaged in different professions in greater Guwahati. An attempt was also made to compare the job satisfaction level of the working women in greater Guwahati working in different job environments.

Keywords : Job satisfaction, working women, greater Guwahati.

Introduction

Man works not only for money alone but also to satisfy his higher order needs, needs to be recognized, to be appreciated and to feel a sense of achievement in whatever one does. Employees in different establishment view their respective worlds of work in different perspective for various reasons. They may differ in their respective personalities, need, and social background or in demographic factors. But the facts remains that they tend to act or behave in their peculiar way on the background of their perceptions.

A person joins an organization with certain hopes, expectation, drives and needs which affects his performance. Sometimes it seems to be difficult to ascertain. This varies from person to person. However it is highly useful to understand as to how the need create tension, which stimulates the effort to perform and how effectively performance brings satisfaction.

Goods dictionary of education (1973) states job satisfaction as a quality, level or state of satisfaction which is result of various interests, attitudes of person towards his job.The term job satisfaction has been variously defined since it was brought to lime light by Hoppock (1935) in

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which he says that "Job satisfaction is a combination of psychological, physiological and environmental circumstances that causes a person to say I am satisfy with my job."

Francis and Milbourn (1980) define job satisfaction as "The result of the individual perception of what is expected and what is received from different facets of work situation. The closer expectation is to what is actually received the greater the job satisfaction."

The term job satisfaction refers to favourable or unfavourable feelings and emotion of the employees towards their own work. It refers to the satisfaction of the employee in his own profession. It may be defined as over all attitudes towards the profession, which results from a balancing and summation of many specific likes and dislikes experienced in connection with the job. It is a source of satisfaction of physical, psychological and social needs of an individual in his work. Work occupies a significant place in the life of a person, but why a man works remain a question forever. It is a well known fact that economic motive is not enough to explain the question, as we do find people who prefer less paying jobs.

The workers' satisfaction in work is greatly affected by the physical condition in which the work is done, the way in which the flow of work is organized and the equipments and materials with which the work is done.

Hoppock (cited by Ganguli 1964) who has made pioneering studies on job satisfaction mentioned the following six factors as major determinants of job satisfaction.

i) The manner in which the individual reacts to unpleasant situation.
ii) The facility with which he adjust himself to other person.
iii) This relative status in the social and economic groups with which he identifies himself.
iv) The nature of work in relation to the man's abilities interests and training.
v) Security
vi) Loyalty.

Richard Wynn (1966) has emphasized the following factors influencing satisfaction in the job.

i) Intrinsic value of work
ii) Security of life
iii) The right to participate
iv) Recognition and approval
v) Human treatment
vi) Self expression

Job satisfaction is the result of various attitudes possessed by an employee towards his job. These attitudes may be related to job factors such as wage, job security, job environment, nature of work, opportunity for promotion, prompt removal of grievance, opportunity for participation in decision making and other fringe benefits. Job satisfaction may thus be defined as an attitude which results from a balancing and summation of many specific likes and dislikes experienced by an employee in the performance of his job (Bullock, 1952) or an employee's judgment of how well his job on the whole, provides opportunities to satisfy his needs (Smith 1961). It refers to one's job, his general adjustment and social relationship in and outside his job (Sinha and Sharma 1962). The satisfaction and dissatisfaction with one's job depends upon the positive or negative evaluation of one's own success or failure in the realization of personal goals and the perceived contribution of job to it.

Present study is an attempt to trace out the level of job satisfaction of the working women in greater Guwahati and the significant difference among the working women engaged in different professions in respect of their job satisfaction was also studied.

Need and justification of the study

The present study has been justified on the ground that no such exploratory work has been done on working women giving emphasis on their job satisfaction. For better out come in any profession it is very important to know the satisfaction level of the employees in their job environment and Job satisfaction survey is the best way to know the causes and the factors of satisfaction or dissatisfaction of the employee in their job situation. On that ground also the present study has been justified.

Statement of the problem

The present study "Job satisfaction among the working women in Greater Guwahati -A comparative study" is an endeavour to provide necessary information in the light of the above justifications.

Objectives

1.To measure the level of job satisfaction of the working women in Greater Guwahati.

2.To compare the level of job satisfaction of the working women engaged in different professions.

Research design

Methodology

For the present study 'Descriptive Survey Method' has been adopted.

Population and sample

The population of the present study comprises all the working women engaged in different professions in Greater Guwahati and the sample is confined to 120 working women engaged in six different professions. The sample for the present study has been selected randomly from the six different professions like Teaching, Bank employees, Private sector employees, Advocates, Government employees and Business women. Out of 120 samples 20 samples were selected from each profession

.

Tools used

The data collection of this study has been done with the help of a Self-Structured Job satisfaction Questionnaire. This questionnaire consists of 60 items which were distributed equally in areas related to each of the six professions considered for the present study.

Statistical techniques

The analysis of the collected data was done by

- Simple Frequency Analysis
- Graphical Representation
- Mean
- Standard Deviation
-

Delimitations

1. The first delimitation of the present study is that it considers the working women of greater Guwahati only.
2. Another delimitation of the study is that the sample has been selected from the six professions only. And these are Teachers, Bank employees, Private sector employees, Advocates, Government employees and Business women.
3. Only married professionals were considered for the present study.

Analysis and interpretation of data

The collected data for the present study has been analysed objective wise

Objective No. 1) To measure the level of job satisfaction of the working women in Greater Guwahati.

In order to serve this objective the investigator calculated each individual sample's job satisfaction scores and from these scores the mean and standard deviation were calculated. The result is presented in table-1

Table-1
Mean and standard deviation of the working women's job satisfaction score

	N	Min.	Max.	Mean	Std. Deviation
TEJSS	**120**	**49**	**174**	**140.21**	**9.39**

From the above table it is found that the mean job satisfaction score of the working women is 140.89 and the standard deviation is 9.61. As per the norms prepared for the questionnaire it can be interpreted that the job satisfaction of the working women of in greater Guwahati engaged in different professions have average degree of satisfaction.

Objective No. 2) To compare the level of job satisfaction of the working women engaged in different professions.

In order to meet the need of this objective the investigator calculated the mean job satisfaction scores and the standard deviation of the working women in each profession and comparisons were made.

Table-2
Mean and standard deviation of the working women's job satisfaction score in six different professions

Women workers	Mean	Standard deviation
A. Teachers	136.22	9.07
B. Bank Employees	144.71	9.29
C. Private sector employees	130.48	9.34
D. Advocates	141.11	9.66
E.Government Employees	151.32	9.12
F.Business Women.	138.44	9.87
Total	140.21	9.39

Figure-1
Mean job satisfaction score of the working women in six different professions



From table-2 and figure-1 it can be observed that the highest mean score is found in the profession 'government officials' and the lowest mean score is found in the profession 'Private sector employees'. Here it can be interpreted that the working women engaged in government jobs are found to be more satisfied than the other working women engaged in other professions, which is followed by professions like 'Bank employees', 'Advocates', and 'Teachers'. Private sector employees are found to be less satisfied in their job in comparison to the other women professionals.

Findings of the study
From the analysis and interpretation of the data the following finding have been traced out-

- The working women of greater Guwahati engaged in different professions have a average degree of satisfaction
- Among the working women engaged in different professions in greater Guwahati the government sector employees have a higher level of satisfaction than the other professions.
- Among the working women engaged in different professions in greater Guwahati the private sectors working women have the lowest level of satisfaction.
- In comparison to the women professionals like teachers, bank employees, advocates private sector employees and business women bank employees have the higher level of satisfaction.
- In comparison to the women teachers, advocates, private sector employees, and business women Advocates have the higher level of satisfaction.
- In comparison to the women teachers, business women and private sector employees, business women have the higher level of satisfaction.
- In comparison to the women teachers and private sector employees, teachers have the higher level of satisfaction.

Discussions and Conclusion
A new concept of man is emerging with the advent of Human Relation Movement which suggest that man works not only for money alone but also to satisfy his higher order needs, needs to be recognized, to be appreciated and to feel a sense of achievement in whatever one does. Employees in different establishment view their respective worlds of work in different perspective for various reasons. They may differ in their respective personalities, need, and social background or in demographic factors. But the facts remains that they tend to act or behave in their peculiar way on the background of their perceptions. A person joins an organization with certain hopes, expectation, drives and needs which affects his performance. Sometimes it seems to be difficult to ascertain. This varies from person to person. However it is highly useful to understand as to how the need create

tension, which stimulates the effort to perform and how effectively performance brings satisfaction.

The present study reveals that the working women engaged in different professions in greater Guwahati have the average level of satisfaction where the government employees are found to have the highest level of satisfaction than the other professionals. For effective outcome of any organization, better adjustments in the family, society or the work place of the working women it is very important to have their maximum satisfaction. In order to increase the job satisfaction level of the working women engaged in different professions necessary steps should be adopted by the concerned authorities and then only respective authorities can expect better outcome from their work.

Present study reveals that the private sector women employees have the lowest level of satisfaction than the other women professionals. And the main reason behind this is that they have to give more time to their respective organizations than their family. In some of the private sectors employees get very nominal salaries which cause dissatisfaction of the employees. In this regard the concerned authorities should take necessary steps in making some liberal provisions especially for the women employees.

The female teachers in greater Guwahati are found to be less satisfied in their work. The main reason behind this dissatisfaction is that they always compare themselves with the other teachers who work in some higher level institutions. Therefore it is very important to make provisions for probable equal workload, equal infrastructural and other facilities.

Business women use to think for a permanent job with a good salary as they have some insecurity in their profession and they can give minimum time to their family. They always compare themselves with the working women engaged in some permanent government jobs. This makes them dissatisfied. Like the business women the bank employees also compare themselves with other officials which make them dissatisfied. Proper motivational approaches, awareness programs on the mottos like 'Key to become satisfied in any situation rests in one's own hand', different liberal steps adopted by concerned authorities, adequate family support etc. may increase the level of satisfaction of the working women engaged in different professions in greater Guwahati. It is expected that the findings and the suggestions of the present study will be helpful for the concerned persons and authorities in increasing satisfaction level of the employees in their work environment.

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ORIGINAL ARTICLE

Usage of Psychology in Education

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The relation between education and psychology is like two different sides of a singal coin. This relation is also like a gun and a bullet, It is also like a cook and a waiter in the kitchen . 'Psychology ' is an English term of the gujarati word 'Manovigyan'. The word 'Psycho' means 'a soul' and the word 'Logos' means 'a Logic'. Thus, the 'psychology' came from and as the 'Science if soul'. But as a result of periodical researchs and changes in the attitudes of human life, psychology would be called 'the science of behaviour' in the 20th century.

Psychology studies of human behaviour and the customs. while education works to change human behaviour. Phychology provide the proper direction to change basically in education. Including psychology within education , its field becomes so vast. As per old tradition , there were chief aspects like a teacher, theme and learning method seen in education. The child had not been given much importance. But now a days, the importance of the presence of the child has been accepted. By clearing, education inclusive of psychology and its extension, "Jhon Adams suggests that the verb 'to learn' has two objects – Whom to teach ? and What to teach ? If the teacher teaches any theme to a student, he must have a knowledge of that student to give him effective education.

Now there are three main aspects in the combination of education and psychology :

(1) Student
(2) Education process
(3) Effective factors of teaching.

In all type of latest education traditions, the teacher must have a knowledge of student and also knowledge of psychology. So some educationalists present the different useful sections of the theme of the psychology . . .

1. Growth and development of human being.
2. Environment and heritage of the child.
3. Understanding of teaching process.
4. The process of learning and teaching.
5. Different method and tricks of teaching.
6. Adjustment, Equal planning and psychological health.
7. Personality and personal differences of a child.
8. Syllabus suitable to the progress of child.

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9. Educational test and evaluation.
10. Introduction of problems created in education field.
11. Solutions programmes . . . etc

According to the latest Educational tradition, the teacher has to work with many students at a time. As per psychology, all the students have their own unique personality while they are sitting in a classroom. If we involve each student in the same type of teaching method, we won't get enough output from them. So, each student must be understood well; Find out their personal differences, To understand the interest of the children, To teach them how to adjust and to give them proper guidance, etc. like these type of many educational methods the psychology helps a teacher. Usage of psychology in education, to achive the morden educational definitions, to increase the role of the students in teaching procedure, to increase the efficiency of education helps the teacher the socity and the guardians. In addition to the study of psychology helps the teacher in many ways like . . .

- Psychology helps the teacher to understand the child.
- To know the interests and abilities of child.
- To introduce the special sbilites of the child.
- To know the limitations and hobbies of the child.
- To know the personality and special features of the child.
- The psychological study provides the proper guidance to the teacher to clear and achieve the aims of education.
- It also helps the teacher to build up educational planning and various educational methods.
- It is also helpful for teacher to know and understand the personal differences of the children.
- It is also helpful for them to solve the problems of adjusting and equal planning among the children.
- It is also helpful for teachers to understand the heritage of children.
- Its study also helps to understand the effects of environment on the personality of the children.
- It also helps to find out the abnormal children and give them guidance.
- It helps to test the knowledge of the children and to evaluate them.
- It also helps to get centrol on the children by understanding their feeling.
- It also helps to change the attitudes of the children successfully to the teachers.
- Its study provide guidance to find out solution of educational problems to the teachers.
- The knowledge of psychology also helps the teachers to know themselves very well, too .

Thus, psychology plays an important role to change all the different aspects like – physical, social, psychological and moral of the students. So, it is necessary for all the teachers to have a knowledge of psychology to increase the effectivity of education. Thus, the relation of education and psychology is notpartable or dividable.

" Psychology is the study of human nature "

- C.G.Boring.

" Psychology is the science of behavior and experience "

- Skinner.

"Child is the book which the teacher has to read from page to page "

- Russo.

" Education is the menifection of perfection all ready in men "

- Swami Vivekanand

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RESEARCH PAPER

Learner Social Self-Concept and Academic Achievement

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Abstract
Literature has documented the importance of social self-concept for academic achievement. The study investigated the relationship between learner social self-concept and academic achievement in secondary schools in Gujarat, and also compared social self-concepts and academic achievements on the basis of gender, age, school location. Data was collected from 1000 adolescent learners in urban and rural schools using questionnaires. Results confirm positive and reciprocal relationship between academic achievement and learner social self-concept. Gender stereotyping appeared to influence subject choice and performance. All the independent variables correlated positively and significantly with academic achievement and social self-concept. Results appear to emphasis the need to pay attention to social relationships when trying to improve the learner's academic achievement.

Keywords : Social self-concept, Academic Achievement, school type/location, type of attendance, gender, age.

Introduction

High failure rate has aroused concern among parents, educationists, policy makers and the learners. Low pass rates have been attributed to Poor human and material resources. The quest for a solution to the problem of underachievement is therefore imperative. Previous research focused on global issues such as resources, school factors, educator quality, family background and the school environment (Nyagura 1991, Nyagura and Reece, 1990, Nyagura and Riddell, 1991; Dambudzo, 1998; Gordon, 1995). A qualitative study by Gordon (1995) referred to the self-concept as one of the causes of underachievement by girls in Zimbabwean secondary schools. Furthermore, there is an increasing awareness that individual differences in intelligence alone can no longer account for all or even the majority of differences in learners‟ scholastic achievement (Myburgh, Grobler and Niehaus, 1999). There is a dearth of research on social self-concept and academic achievement in Africa. It was the intention of the current study to investigate the relationship between social self-concept and academic achievement in order to obtain more information to explain underachievement by secondary school learners in Zimbabwe.

According to Hay et al., *(1998);* Wiest, Wong and Kreil, (1998); Mboya (1989); Mwamwenda (1995); Howcroft (1996); Hamachek (1995) and Trusty *et al.*, (1996), the social environment is a significant agent that influences the self-concept and academic achievement. For example, learners who became discouraged in the face of

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social challenges had low expectations of future success as well as self-worth. According to Myburgh *et al.,* (1999) a positive social self-concept was associated with a higher level of academic achievement. In other words, learners who deemed themselves to be effective, were accepted, respected and appreciated by others in a social context experienced a high standard of academic achievement at school. In addition the National Education Service of the United States of America (2001:2) reiterated the point when they stated that all human beings especially young people had strong needs for achievement and approval. Consequently educators who showed interest in the learners and appreciated their effort and performance were likely to encourage positive behaviour and enhanced their abilities and performance while detachment and lack of interest weakened social and personal bonds leading to poor academic performance. Furthermore the support and feedback for ones academic accomplishments by parents, educators and friends were regarded as the primary determinants of positive academic self-concept that led to greater motivation.

Similarly, the value placed by parents on academic achievement by parents, and positive relations correlated significantly with children‟s perception of their competencies and academic achievement (Biehler and Snowman, 1997; Buhs and Ladd, 2001; Pettit, 1996; Wiest *et al.*, 1998). Supportive parents who were involved in school activities, set reasonable and achievable expectations developed positive social self-concepts in their children leading to better academic performance than those whose parents were less involved and supportive. Involvement and supportive behaviour were proxies for acceptance while less involvement and support are symbolic of rejection. These sentiments underlined the importance of parents in both self-concept development and academic achievement. Educators also have a crucial role to play as illustrated in the section that follows. (Babd, 1995; Gordon, 1995, KaurJ; Rona,JS; and Kaur, 2009)

In view of the above background, rationale and literature the researcher sought to investigate the problem: Is there a significant relationship between learner social self-concept and academic achievement in secondary schools?

Hypotheses

H01: There is no significant correlation between the social self-concepts and academic achievement of learners in secondary schools.

H02: There is no significant correlation between the social self-concept and academic achievement of both genders separately.

H03: There is no correlation between the social self-concept and academic achievement of urban and rural learners.

H04: There is no significant correlation between the social self–concept and academic achievement of learners of different ages.

H05: There is no significant difference between the academic achievement and social self-concepts of male and female learners.

H06: There is no significant difference between the academic achievement and the social self-concepts of urban and rural learners.

H07: There is no significant difference between the academic achievement and social self-concepts of learners of different ages.

Method

The traditional quantitative method of measuring the relationships by means of statistical correlation research design was used for the study.

Sampling

A total of 1000 secondary school male (50%) and female (50.0%) learners participated in the study from all over the Gujarat. The average age of the respondents was about 14.5 years, with the youngest being 13 years and the oldest 16 years plus. Participants were drawn from ten purposely-selected schools to represent the wide range of secondary schools. Responses were used to answer research questions/problems and to test hypotheses 1 to 7 of the current study presented in the sections that follow. School mid-year examination results in compulsory subjects (English, math, science and history) were used as measures of academic achievement.

Instrument:

Self-Description Instrument (SDI)/ Questionnaire

The SDI was divided into two sections. The first section comprises (1-6) questions on biographical data (moderator variables), second twenty-five questions each for the *social* self-concept (1-31). There are 31 questions. For ease of response, the questions on the biographical data were coded as follows; gender: male (1), female (2), school location: urban (1), rural (2), For the rest of the questionnaire, responses on the five-point Likert scale applied: s*trongly agree*=5, s*trongly disagree*=1. For questions stated in the negative, scoring was reversed such that s*trongly agree* was scored as (1) to s*trongly disagree* (5). The distribution and examples of the questions are presented below.

Social self-concept (SSC)

Questions sought information on the learners‟ relationships with parents, educators and peers. For example, "I have a good relationship with my parents," "I often quarrel with my parents." "Educators like me," "I am very popular with members of the opposite sex." "My peers reject me."

Procedure

The individual respondents were told that participation was optional. The purpose of the study was explained and each participant was asked to indicate the response to each question by writing down a number in the box corresponding to the chosen response to every question, on the answer sheet. Questionnaires were self-administered and took between 5 to 10 minutes to complete. All questionnaires and answer sheets were collected soon after completion.

Results and Discussion

In order to test the hypotheses, Pearson's Product Moment Correlation Coefficient was computed to determine the direction of correlations between the learners‟ social self-concepts and academic achievement. Separate t-tests and analysis of variance (ANOVA) were also carried out to determine (a) the significance of the relationship between the learner's social self-concepts and academic achievements, (b) whether gender, age, school location, school type, standard (grade/form) and type of attendance (boarder/day) accounted for any significant differences in the social self-concepts and academic achievements. Overall results are summarized in tables 1-3.

Social Self-Concepts and Academic Achievement.

Results showed that the social self-concept was significantly and positively correlated with the academic achievement of adolescent learners considered in the study. The null-hypothesis was therefore, rejected on the 1%-level of significance. Correlation was however, low ($r=0.204$, $p<0.01$) suggesting that social self-concept may have some influence on the overall academic achievement of learners in secondary schools.

Social Self-Concept and Academic Achievement of Both Genders Separately.

The social self-concept of male and female learners correlated positively and significantly with their academic achievement. The null-hypothesis was therefore, rejected on the 1%-level of significance. The correlation was low for both (male:$r= 0.233$, $p<0.01$; female:$r= 0.182$, $p<0.01$) though marginally higher for males. The results suggested a weak overall influence of gender on social self-concept and academic achievement of learners considered in the study.

Social Self-Concept and Academic Achievement of Urban and Rural Learners.

Higher for rural learners (rural: $r= 0.304$, $p<0.01$; urban: $r=0.111$, $p<0.01$) suggesting a possible and more significant influence of the rural school location on the learners‟ social self-concept and academic achievement. The null-hypothesis was rejected on the 1%-level of significance for both the urban and the rural learners. Overall academic achievement was similar for both locations.

Social Self–Concept and Academic Achievement of Learners of Different Ages.

Results showed that correlation between social self-concept and academic achievement was not consistent for all age groups. For example, the social self-concept was significantly and

positively correlated with the academic achievement of the learners aged (13: r=.332, p<.01); (14: r=.301, p<.01); (15: r=.121,p<.05); and (16:r=.173, p<.01); but not for those aged over 16 years (r: .043). The null-hypothesis was therefore, rejected on the 1%-level of significance for the learners aged 13, 14 and 16, and on the 5%-level of significance for the 15 year olds. The null-hypothesis could not be rejected for the learners aged above 16. Further investigations may be necessary for this age group. Results also showed a general decline in social self-concept with age. Once the significance of the relationship between social self-concept and academic achievement had been described, it was also the objective of the study to find out if there were significant differences between average achievement and social self-concept of the learners with regard to moderator variables (gender, grade/form, school location and type, type of attendance and age). For this purpose, a two-tailed test and analysis of variance (ANOVA) of unrelated groups were computed. The results are shown in tables 1 to 6.

Academic Achievement and Social Self-Concepts of Male And Female Learners.

According to the results in table 1, there were no significant gender differences in average academic achievement and the social self-concepts of adolescent learners. The mean marks for males (56,43) and females (56,34) also confirmed the result. The same trend was observed for the mean scores for social self-concepts. The null-hypothesis could not be rejected on the 5%-level of significance.

Academic Achievement and the Social Self-Concepts of Urban And Rural Learners.

A two-tailed *t-test* was used to analyze the responses from urban and rural learners. According to table 3 there was no significant difference between the academic achievement and social self-concepts of urban and rural learners. Overall urban and rural learners were similar in their academic performance and social self-concepts and the null-hypothesis could not be rejected on the 1%-or 5% level of significance for the social self-concept and academic achievement respectively. Better social self-concepts for urban learners did not however, translate into significantly better test scores suggesting little influence of school location on the learners‟ social self-concepts or academic achievements.

Academic Achievement and Social Self-Concepts of Learners of Different Ages.

ANOVA for learners of different ages was carried out and results are shown in table 4. Table 4 also shows significant differences in the academic achievements of adolescent learners of different ages in this sample. However, there were no significant differences in social self-concepts for the adolescent learners of different ages in this sample. The null-hypothesis could not be rejected on the 5% level of significance for the social self-concepts but rejected for the academic achievement on the 5%-level of significance. The results seemed to suggest that age may influence the academic achievement of adolescent learners and that the young and mature adolescents had similar perceptions about the importance of social relations in their academic performance. ANOVA demonstrated significant differences between the average academic achievements but not social self-concepts of adolescent learners of different ages. *Bonferroni post hoc* tests carried out to determine exactly where the significant differences were revealed no significant differences in social self-concepts among learners of different ages.

Discussion

Social Self-Concept and Academic Achievement

Quantitative results of this study have demonstrated a significant and meaningful relationship between social self-concept and academic achievement of adolescent learners in secondary schools in the study. Support and encouragement received from parents, educators and peers have been described as significant and that in their absence performance would decline. Support and encouragement were regarded as motivational. The relationship was also reciprocal. Lack of collaboration with peers in the classroom has been described as having a negative effect on learning and overall academic performance. Results supported earlier research which emphasized the significant role of social relationships and the social environment as a whole in influencing the social concept and

academic achievement (Biehler and Snowman, 1997; Myburgh *et al.,* 1999; Babad, 1995; Trusty *et al.,* 1996; Hamacheck, 1995; National Education Service, 2001; Howcroft, 1991; Mboya, 1989; Mwamwenda, 1995). Results however, appeared to contradict research findings by Marsh (1992:35) who reported that non-academic self-concepts which include the social self-concept were not related to academic achievement.

The role of moderator variables: gender, grade/form, school location, school type and type of attendance were also discussed in relation to the social self-concept and academic achievement in the following paragraphs.

Self-Concepts, Academic Achievement and Gender

Overall the results did not show statistically significant gender differences between the academic performance and social self-concepts of adolescent learners considered in the current study. Similarity in overall academic performance for both genders is a possible reflection of the apparent success of affirmative action introduced in all spheres of life at independence in 1980 in favour of girls. The relationship between social self-concept and academic achievement was positive and weak. The results supported an earlier study that reported a weak, positive and significant relationship between gender and scholastic achievement among African adolescents (Mboya (1999). Male and female learners‟ relations with significant others and belief in academic competence appeared to influence their academic achievement. This is in agreement with literature (Myburgh *et al.*, 1999; Park, 1998; Buhs and Ladd, 2001; Huitt, 1998).

Self-Concepts, Academic Achievement of Urban and Rural Learners

Results have shown positive and significant relationship between the social self-concepts and academic achievement of urban and rural learners. The results were in agreement with earlier literature (Dembo 1994:461, Mwamwenda 1995:68, Hamachek, 1995:420 and Mboya, 1996:388). This is one of the most significant results of this study because no previous studies had compared urban and rural learners in terms of social self-concept and academic achievement in Gujarat. Thus, satisfaction with social relations and academic competence may have a significant influence on the academic achievement of learners in both urban and rural areas. However, it should be pointed out that the inclusion of some high performing selective schools in both rural and urban samples may have been responsible for similar scores. In addition learners at boarding schools located in rural areas with an urban background may have been responsible for similar social self-concepts. Future studies may need to include questions on place of normal residence. Regardless of where one is attending school, it would appear that relations with significant others were regarded as beneficial to the learners‟ academic achievement.

Social Self-Concept, Academic Achievement and Learners of Different Ages

*A*ccording to Mboya, (1999); Dembo, (1994); Huitt, (1998); Craven, Marsh and Print, (2000) the relationship between social self-concept and academic achievement declined with age so did the current study. Better academic scores and social self-concepts for young adolescents confirmed the general decline of self-concepts with age. Once again results seemed to suggest that relations with significant others and belief in academic competence may have a significant influence on learners‟ academic achievement. Correlations between social self-concepts and academic achievement did not reach statistical significance for the over 16 year olds and further research with a larger sample may be required. The results also showed that age accounted for significant differences in the academic achievement of adolescent learners considered in this study. Similarity in social self-concepts implied similarity in the way young and more mature adolescents felt about their relations with significant others in academic situations. Overall the study appeared to show that while age may have some influence on the social self-concept and academic achievement, the evidence is rather weak. Results are in accordance with findings by Mboya (1999:388)

who reported a weak but significant relationship between age and scholastic achievement.

Conclusions

The current study supported Gordon (1995) and other research that the social self-concept may play a significant role in the academic achievement of adolescent learners in secondary schools. Supportive role of parents, educators and peers and success in social relations at home and school appeared to motivate and improve the learner's confidence leading to better academic achievement. Improved academic achievement at school may improve relations with significant others leading to even higher achievements. In addition, it has emerged that learners in the current study equally valued the role of significant others for their success in school. It is incumbent upon all educators therefore, to ensure that learners experienced success more often than not in order to enhance acceptance of learners by both parents and educators leading to better social self-concepts and even better academic achievement. Educators should cultivate cooperation and learning environments that are free from disruptive behaviour for better results. Conclusions were also made with regard to the relationship of social self-concept, achievement and moderator variables: gender, school location, type of age.

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APPENDIX

Table 1
Significance of differences of average achievements and social self-concepts of males and females (N=1280)

Factors	N	Mean	t-value	Df	Significance
Achievement					
Male	500	56.43	.096	1278	p>0.05
Female	500	56.34			
Social self concept					
Male	500	3.65	-1.99	1278	P>0.05
Female	500	3.68			

Table 2
Significance of differences of average academic achievements and self-concepts of urban and rural learners

Factors	N	Mean	t-value	Df	Significance
Achievement					
Urban	470	56.40	-.11	1266	p>0.05
Rural	530	56.51			
Social self concept					
Urban	470	3.74	6.42	1266	P>0.05
Rural	530	3.56			

Table 3
Significance of differences of average achievements and social self- concepts of learners of different ages (N=1281)

Factors	N	Mean	t-value	Df	Significance
Achievement					
13	200	59.60	3.07	4	p>0.05
14	200	57.87			
15	200	55.16			
16	200	55.60			
16+	200	54.13			
Social self concept					
13	200	3.72	.94	4	p>0.05
14	200	3.66			
15	200	3.65			
16	200	3.65			
16+	200	3.63			

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Financial Inclusion and Microfinance Policy of India : The Way Ahead

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Abstract
Even though India has registered a high growth in recent years, a large section of the population in the country still does not have access to bank account or credit from financial institutions. Of the two billion people in the world who are financially excluded, more than a third lives in India. Obviously, this presents a huge opportunity. The question is: how do you tap into this opportunity in a manner that is effective in reaching these two billion? Definitely most banks, if not all, are working at ways on answering this question. And the Reserve Bank of India (RBI) itself is working towards this goal, having set up a sub-committee under Mrs Usha Thorat to explore ways to reach out to every village in the country in the coming two to three years. At this moment it would be interesting to discuss the involvement of technology to solve the problem of microfinance in India. How the technical innovations can help the microfinance system in India for focus on the maximum financial excluded people.

Introduction

Of the two billion people in the world who are financially excluded, more than a third lives in India. Obviously, this presents a huge opportunity. The question is: How do you tap into this opportunity in a manner that is effective in reaching these two billion? It is sure that most banks, if not all, are working at ways on answering this question. The Reserve Bank of India (RBI) itself is working towards this goal, having set up a sub-committee under Mrs Usha Thorat to explore ways to reach out to every village in the country in the coming two to three years. Being the fourth largest economy of the world, Indian Govt. has to trap the financial inclusion as early as possible to achieve the targeted GDP in next coming years.

Involvement of Technology in Microfinance Policy

In the recent era, lot of technological reforms has taken place. For the achievement of the goal of financial inclusion, Govt. can employ the different technologies which may prove the best to reach out the mass of financial excluded population. We can focus on the following points:

Data integrity and information

Can the recently-announced government initiative of each citizen having a unique identification card be a major factor in us achieving this aim? An electronic data card on the lines of the American Social Security Number that contains some basic information about the person but also includes data on the financial history would enable banks to offer

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relevant products and services to that customer, and this would also be a database that everyone could tap into. Once implemented, this could well turn out to be the force that drives the financial sector into the hinterland. With the government putting Nandan Nilekani in charge of the project, this may happen in the near future.

We need more organisations like Cibil to provide data — improving the infrastructure of credit information. Organisations such as Financial Information and Networks (Fino) are also helping in this process. Our private equity arm recently invested in the leading technology and business correspondent services company, Fino. The company has over 7.5 million customers, does more than two million transactions a month through its network of 7,000 agents over 21 states and 200 districts in the country. Fino is also engaged in the NREGA and RSBY scheme of the government.

Operations in a low-cost and high-productivity environment

We need mini-branch models with limited vanilla products and service offerings, since the current full-service branch model may not be viable as one ventures into smaller towns and villages. Finding the right people at the initial stages to work in the smaller areas — people who are able to identify with the local people, connect with them and build trust — would be difficult, and the local people too would need to be trained fairly quickly to take over the running of the branch.

Reach and Distribution

We also need to be able to reach out to the financially-excluded. A mobile branch that travels from village to village or town to town, on the lines of a mobile ATM, was one suggestion, but security would be an area of concern. One could even consider banks partnering with post-offices for banking services. Currently, post-offices do have their own savings schemes that compete with banks. There could be an argument for post-offices acting as deposit and loan agents for various banks and, thus, offering customers a wider choice of products and services where the post-offices could act as backoffice facilitators for banks in those areas and get a fee for the services they provide.

Technology

RBI deputy governor KC Chakraborty had mentioned some time ago that technology can play a key role in microfinance and urban and rural banking — and I agree with him on this point. There have been pilot projects on biometric ATMs, or low-cost ATMs that would also allow illiterate customers to use the ATMs. However, when using technology, one has to be mindful of the infrastructural challenges such as the uninterrupted availability of power.

At the current moment, given the infrastructural gaps that are prevalent in the country, I would lean towards mobile telephony as the route toreach out to a larger customer base. Estimates put the total number of mobile phone subscribers at over 300 million, of which, I would think, at least a 100 million are in rural areas. With the penetration of mobile telephony across the country and the evolution of technology and regulations to support this shift, it could well be that bank' biggest and most important partners and enablers would be mobile phone companies. Someone recently said that if all the people with access to a mobile phone were to conduct banking on the instrument, Bharti Airtel would be India's biggest bank.

There is, in fact, a successful example of using mobile telephony in Africa. The M-Pesa mobile banking model in Kenya has gained over seven million customers. M-Pesa is a branchless banking service, meaning that it is designed to enable users to complete basic banking transactions without the need to visit a bank branch. The continuing success of M-Pesa in Kenya has been due to the creation of a highly popular, affordable payment service with only limited involvement of a bank. The Kenyan model has by and large bypassed the official banking system. Obviously, security and trust will remain issues, and mobile phones will only enable transactions once customers are in the fold, with getting them in being a big task in itself. But I do believe that regulators, banks, telecom service providers and handset manufacturers will be able to work together and find a solution.

While the mobile solutions develop, at HSBC, we have been working with the technology available to us to engender access. We have

worked with partners to introduce e-card solutions for under-banked women in Maharashtra and developing integrated agri-business supply-chain models in Punjab, Haryana, Himachal Pradesh and Uttar Pradesh.

We need to look at innovative, out-of-the-box solutions to a huge problem. These are just some options, but we could also look at the distribution networks of other high-volume, low-value goods providers for inspiration. The banking industry, for example, could look at FMCG companies and how they manage to distribute their products to remote corners. This is beyond just extending banking services to a larger population. Even if technology emerges as the most viable solution — and let us assume that it is mobile telephony that emerges as the medium of choice — why should customers trust banks with their money, or why should they consider banks to be a better option than the local money lender?

Financial Literacy

Here, customer education and the whole issue of financial literacy would play a key role, where banks would need to sellthem the idea of the credibility of the industry, and it is only after that will banks be able to market their offerings and embark on the journey of building trust. For example, recent studies estimate that of the 25 million no-frills accounts, only 11 per cent are operational today. This figure suggests to me that financial exclusion or inclusion is not only about the access to organised banking and financial services, financial literacy is as critical. Customers would need to be educated and convinced how access to the organised financial system would help many to achieve financial independence, and it is not going to be easy.

HSBC has also been providing microfinance-oriented capacity-building support to entrepreneurial activities, and these partnerships are helping thousands of rural women become sustained and successful entrepreneurs. For example, in rural Maharashtra, in Satara, HSBC's capacity-building support to the Manndeshi Mahila Sahakari Bank has resulted in the creation of the country's first business school for rural women. Close to 24,000 women have been trained and over 6,000 have already started local business enterprises.

Partnerships and Collaborations

We also need to work with partners, collaborating with others that fill the gaps. Thus banks, MFIs, business correspondents, mobile phone companies and retailers all need to come together and work out solutions.

Conclusion

Since M-Pesa resulted from an integration of the retail financial systems and mobile services, many countries, including India, are taking interest in it. Though, the comparison of Kenyan Financial system with India is not relevant but till India can learn a lot from the concept. In fact it is seen as a grey area, somewhere between the mobile telephony, banking, courier services and money transfer sectors for Indian financial system. But the innovative possibilities are many and so are the challenges—and regulators must deal with these uncertainties. This will not be a one-man show; what will set us free is a collaborative engagement by regulators involving research institutions, development agencies, academic institutions and companies in the private sector. Well-crafted and inclusive regulation will increase confidence, and create a fair playing ground for all players and an enabling environment where these innovations can grow and this is the ultimate requirement for Indian financial system. An idea can change the financial system..!!!

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ORIGINAL ARTICLE

The Growth in Agricultural and Allied Sectors of Gujarat

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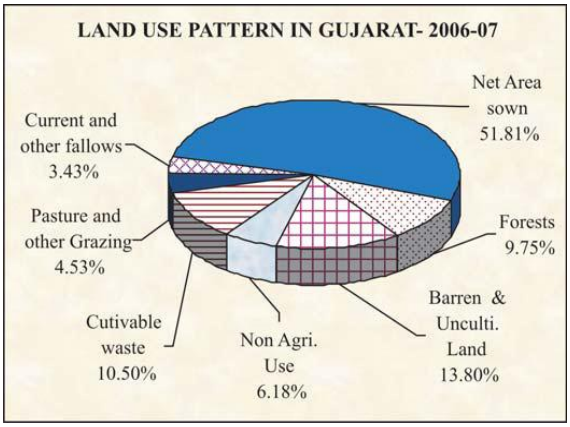
Introduction

In this chapter, that is a detailed study of agriculture and its relation profession. In which, they are focused on agriculture area as well as the growth in the production of agriculture and main crops that taken in Gujrat states since the last decade of Gujrat.

Animal husbandry, fishing profession, wood predications and the growth in the development of raw materials, all these fields or areas and moral steps taken by the government and economic amendments and its effects are studied here in this chapter.

Land Utilization

According to Season and Crop Report (SCR) of 2006-07 (the latest year for which the Land Utilisation figures were finalised), out of total reporting areas of 188.1 lakh hectares in the State, 97.45 lakh hectares (51.81 percent) was net area sown. While 25.95 lakh hectare (13.80percent) was barren and uncultivable land, 11.63 lakh hectare (6.18 percent) was under non-agricultural uses, 19.76 lakh hectare (10.50 percent) was cultivable waste, 18.33 lakh hectare (9.75 percent) was forests, 8.53 lakh hectare (4.53 percent) was under permanent pasture and other grassing land, 6.45 lakh hectare (3.43 percent) was current and other fallows.



As per Season and Crop Report (SCR) of 2006-07, the gross cropped area was 118.07 lakh hectares, which has increased by about 2.72 percent as compared to the previous year (2005-06). Of the total gross cropped area, area under food crops was 45.00 percent and the area under non-food crops was 55.00 percent during the year 2006-07 as against the corresponding percentage of 44.00 and 56.00 respectively during the year 2005-06. The cropping intensity, i.e. the ratio of gross cropped area to net cropped area, for the year 2006-07 is estimated at 120.47 percent which was 118.23 percent during the year 2005-2006.

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At the end of year 2009-10, 205 Agriculture Produce Market Committees (APMCs), 198 Main Yards of Market Committees and 202 Sub Market Yards were operational in the State.

Area Under Principal Crops

Sr. No.	Crops	Year			
		1990-91	2000-01	2005-06	2008-09 (*)
1	2	3	4	5	6
1	Rice	623	689	737	747
2	Wheat	609	358	892	1091
3	Jowar	697	241	149	174
4	Bajra	1394	1162	986	703
5	Maize	366	462	483	419
6	Total Cereals	3800	2975	3293	3199
7	Tur	429	356	294	266
8	Gram	129	25	138	175
9	Total Pulses	949	743	787	784
10	Total Food grains	4748	3718	4080	3983
11	Groundnut	1826	1822	1958	1907
12	Total Oil Seeds	2818	2861	3051	2874
13	Cotton	1042	1675	2005	2354
14	Tobacco	142	113	119	49

Source: Directorate of Agriculture, Gujarat State, Gandhinagar

The decrement in the production of rice, millet, Bajra and maize can be seen down during the year 2001 to 2008-09 in the comparison with the total production of the area. The production of wheat was in 358 thousand hector area and 1091 thousand hector are in 2008-09. It shows the growth of 733 thousand hector and it reached to 204.74%. The growth in the production of wheat can be seen due to the increasing use of wheat, its fair prize, good atmosphere and the facilities of the irrigation.

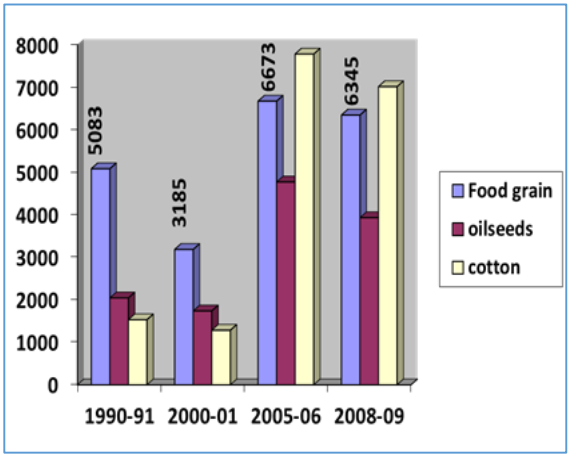
The production of ground nut was 1822 thousand hectare in 2000-01 and it reached to 1907 thousand hectare in 08-09. In if there is an expansion of 4.66% production in the area. Even in the production of cotton too in 2000-01 1675 and 2008-09 2354 hector the growth in the production is due to the use of modern seeds and its good quality. Moreover due to the high demand of it at the national and international level, formers could get fair income that is responsible for the increasing production of the cotton.In the production of tobacco. There can be seen decrease that was in 113 thousand hectare area in 2000-01 and in 49 thousand hectare are in 08-09. There is a decrease of 56.64% area in the production of tobacco.

In the production area of Cajun pea there was as decrease of 25.28% during 2001- 2008-09. While, in gram also there was a decrease of 600%. There was a growth of 5.51% in the production area of total pulses during 2001-08-09.

The Production of Principal Crops in Gujarat

Sr. No.	Crops	Year			
		1990-91	2000-01	2005-06	2008-09 (*)
1	2	3	4	5	6
1	Rice	990	617	1383	1303
2	Wheat	1296	786	2388	2593
3	Jowar	387	153	181	208
4	Bajra	1091	963	1250	961
5	Maize	515	369	760	603
6	Total Cereals	4459	2936	6002	5736
7	Tur	365	124	309	263
8	Gram	80	12	137	177
9	Total Pulses	623	249	671	609
10	Total Food grains	5083	3185	6673	6345
11	Groundnut	983	740	3405	2661
12	Total Oil Seeds	2044	1738	4772	3932
13	Cotton**	1531	1283	7780	7014
14	Tobacco	244	187	194	70

(*) Based on final forecast
Source: Directorate of Agriculture, Gujarat State, Gandhinagar



Production of principal crops in Gujarat

In the production area of rice, Bajra, Malze and millet there can be found the decrease during the year 2008-09 in the comparison with 2000-01. Yet in the matter of production of rice there was growth of 111.18% in millet there was a growth of 035.94% in the maize the re was a growth of 63.41% while in the production of Bajra there was a little decrease of 0.21% during 2008-09 comparison with 2000-01.

There was a growth of 204.74% in the production area of wheat due to this are can also found the growth in the production of wheat in 2008-09 in comparison with 2000-01. It was 1807 thousand ton in wheat. If we see as per the percentage that there was a growth of 229.89% during the last sever years. Due to the increasing agricultural. Modern seeds, agricultural technology and the positive policy of the government there was a growth in the production of wheat and cotton.

Even the production of Due nuts are and cotton there was a fair growth during the last seven years. There can be seen the growth of 446.68 in the production of cotton and 259.59% in pea nut. While there was a decrease of 62.56% in the production of tobacco.

There was a growth of 112.09%, 1375% and 144.57% in the production of Cajan, Gram and total pulses respectively.

Marvelous Agricultural Growth of Gujarat
The illuminating development of agriculture in Gujarat

Before the year 2000 the development of Agriculture remained with many annual ups and down. Infect in the growth of Gujarat the contribution of agriculture are not notable any time. Many researcher belives that the worst show of Gujarat in the field of agriculture is the resistanture effect in the fast development to economic and human development (dhalakiya 2002, Hirway 2000, Madha and Koshyam 2000, Bagche etc. 2005)

The study of Gulati and other reached at the pointing that in the state of Gujarat (want to water) in the beginning of millennium agriculture SDP increased at rate of 9.6% in between the year 2000-01 to 2006-07, while in all over india GDP rate in agriculture and co-relatives can be seen only 2.9%. This growth is certainly illumination.

The recreation for it is the tendencies towards high rate corps from low rate corps, growth of corps per hector. In the growth of the place for ploughing and the growth in the prize given to the summers on the agricultural production.
After the year 2000 the production of cotton and wheat increased. Growth in the products of its rated agriculture product like fruits, vegetable, milk etc. Moreover, the excisions are of local corps is responsible of it too.

From the figurative information it can seen that after 2000 Gujarat, the production of wheat and crisis is double. While the growth rate of cotton is increased to 3.5 the fast growth can been seen. The local corps like potatoes, banana and mill production. It can be seen down only in the corps of rise. Moreover the annual income of farmers of Gujarat increased at the rate of 13% after the year of 2004-05. The area of eatable corps was 36.6 lakh hector in 04-05 that increased to 55% in between the year 04-05 to 07-08. Thus Gujarat is feeling the stability and fast growth in agriculture field.

The outer factors responsible for the agriculture development of Gujarat.
(a) The most places of Gujarat that are in want of water like, Saurashtra, Kutchh and Uttar Gujarat have the notable rain the year 2001.

(b) The implement policy of the law rate in cotton and wheat reamin good for the farmers.

Moreover the cotton co-operation of India is doing the notable work. Except that the demand of cotton in the market was too good as a result Gujarat is brightening as a pioneer in cotton production and expert in all over India.

The growth in the farming of B.T. Cotton is thankful to the availability of 14 seeds in Gujarat. The B.T. Cotton sold by monsato was costly as a result illegal production of B.T. Cotton gain the pace in Gujarat. Gujarat Govt. of course has called up banned but it failed to do so.

This event proved as a hidden boon, because the prohibited rate of B.T. cotton was announced as 750 Rs. Per packet. And it stablized at 450 as per packet in Bazar. Thus as a result of the low prized B.T. cotton in Bazar the farming of B.T. raised in Gujarat.

Rule based motives responsible for agriculture development by Gujarat government.

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ORIGINAL ARTICLE

The Economic Reforms of the Indian Government in Response to the Globalization of World Economy

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India can he classified as a developing country. It has grown steadily over the last decade or so to become the 18th largest economy in the world (as in Total GDP). It has a population over a billion. with more than 30% of it's people living under the poverty line.
Over the years it has become one of the fastest growing economies in the world. Promotion of economic growth and development.

The Indian government is highly focused on bringing changes to the economy and promotes high economic growth. Realizing the potential of the world market and foreign investors the government has set up numerous policies, which promote investment and provide incentives for foreign and local investors.

The Fiscal budget for the year 2001/02 was released around mid February; this brought in new policies and changes including:

There are tax exemptions for 15 years for units in infrastructure and the core sectos (not specified). This tax exemption will attract more investors to invest their funds in infrastructure and core sectors. promoting economic growth and benefiting many other businesses and consumers through flow on effects of improved infrastructure. There will also be high employment (of skilled and unskilled labor)and better living standards, which contributes to economic development.

Venture capital made simpler. This will allow small businesses to get started quicker and easier, and made simpler is likely to suggest the cut down of red tape to allow easy access into the market. This contributes to economic growth and creates employment and greater competition and consumer choice (as a result of increasing number of businesses). It will also attract higher direct foreign investment, which is a great benefit for the nation especially at trouble periods.

Long term capital gains tax capped at 10% for all. This would mean more people would invest in shares, which encourages businesses to expand and employment would increase. The value of the businesses will also increase because shareholders are likely to prefer capital gains overtime rather than instant returns (dividends). The businesses can now invest the profits to increase its value. This will of course contribute to the economy.

IT is given special status. the reason for this is because the India government wants to promote it's nation a as a technological advanced nation and in order to do this they must stimulate the IT sector. the "special status-means the sector and investors(willing to invest in the sector) will

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receive many benefits and incentives from the government to do so.

Tax free status for bonds targeted at housing development activities. This will not only lead to higher investment in property development, it will also lead to overall economic development because housing development activities include housing middle to lower class people, by providing them a better environment to live in the standards of living are dramatically improving.

10% surcharge on income tax. This may seem a peculiar decision but the government is trying to increase it-s tax base, which it can then distribute back to the public through infrastructure development, educational programs and housing developments.

There has also been tariff deductions to attract foreign investment and competition. This will have the effect of improving the competitive nature of import competing industries, and an over all growth in efficiency and output.

Promoting the economy to foreign investors:

Foreign investment policies
Majority foreign equity allowed in several sectors… allowing for easier access for overseas investors to own and manage businesses in India.

Foreign investment of up to 51% in 35 high priority areas is eligible for automatic approval, provided by the RBI. These incentives allow foreigners to invest and therefore provide an inflow of funds into the nation promoting economic growth and development.

Goods of foreign brand names and trademarks for sale are allowed. This shows that the Indian Government has realized the needs for it to becomes a globlally integrated nation.

Foreign companies are permitted to open branches in India businesses that set up in India will make good use of the resources available, this includes employment and use of local materials. This will boost economic growth and development as funds are injected into the economy.

Local industry incentives
The Indian government has created many incentives for domestic investors. Ensuring that the incentives comply with the economic philosophy of the government.

Tax-free status for the first five years for power projects, businesses involved in exports, units in free trade zones, infrastructure development and new industries.

Tax-deductions of up to 100 percent on export profits. New Industrial undertakings will receive a 30 percent tax deduction on net income.

Further Economic Development the Indian government has taken greater concern in the welfare of it's people. It has set up Second National Commission on labor to protect millions of workers.
Ensuring they are not exploited through low wages, unreasonable expectations etc. This has the effect of improving wage levels, and living standards among the people.

The government also uses a proportion of its expenditure on education, health, water supply, sanitation, housing, slum development, social welfare, nutrient, rural employment etc. This ensures the people living below the poverty line (over 30% of the urban population) will receive enough benefits for them to enjoy a reasonable living standard and the future generation is given manu incentives to shift away from the poverty stricken areas to become financially stable.

The government has also ensured increased availability of health care which has lead to an improvement in the living standards(impoved death rate, birth rate…etc)

Example: Infant mortality rate has improved from 129/1000 in 1971 to 80 in 1994.

Impact of Globalization
The significant decline in the GDP pf a number of East Awian countries, continuing recession Japan, lack of capital growth in developing countries, unsustainable fiscal weakness in South American countries and volatility of capital and Foreign exchange markets in developed nations were number of causes in world economic down turn in the year of 1998-

99. All these factors had major impacts on India, hence the name the impacts of Globalization on India. These impacts incluse:

Inflation rose sharply during 1998-99. It reached a height of 8.8 percent in September 98 it dropped steeply in January 1999. This rise in inflation was caused by numerous problems; one of them was the dramatic increase in some agricultureal commodities.

Deceleration in the growth of India-s exports continued, as growth was negative for the first 9 months of 1998.99.

The current account deficit fell from 1.6 per cent of the GDP in 1997-98 to 1.4 per cent of the GDP in 1998-99

There has also been a deceleration in private inflows, which lead to a lower than expected net capital inflows between 1998-99.

Manufacturing growth as a part of the GDP fell to 7.7 percent in 1996-97 from the previous years level of 15 percent. and it fell slighty to 6.8 percent in 1997-98.
The above impacts show how closely integrated India with the global economy, many production decisions and government policies must comply with the global market situation in order for India to continue as a fast growing economy.

Positive effects of Globalization
Prior to the 80s when the Indian government undertook major reforms to relax restrictions on foreign trade and investment it suffer from a very low GNP growth rate of below 3.5%, but as a result of opening up to the global market GNP growth is averaged at 5-6% per year.

Indian Businesses are able to find new markets overseas to sell their products to, they will have the advantage of cheap resources such a labor.

Entrepreneurs from foreign nations are also able to make efficient use of these resources when they set up business in India. This of course leading to greater employment levels, greater output and overall economic development and growth.

Average real wages of unskilled labour has increased, which will lead to an increase in the standard of living.

There have been signs of improvements in living standards in the general population a s a result of economic growth and globalization, Poverty ratio has declined dramatically from 56.4% of the rural population in 1997-74 to 37.3% in 1994. The urban poverty ratio has also fallen significantly from 49% in 73-74 to 32.4 in 1993-94. These are all results of job creation and developments undertaken by the government and private institutions.

Due to the reduction in barrier import competing businesses have become more competitive leading to greater efficincy and better-priced and quality goods.

Due to globalization developing nations such as India become more modernized –as new technology and industries can quickly be adopted.

Due to Globalization exports have risen dramatically leading to economic growth.An indirect result of Globalization is the improvement in infrastructure.

Additional exployment opportunities of 29.74 million jobs were created between Jan 94 to March 97.

Negative effects of Globalization
Globalization has lead to environmental damage in India (as with many developing nations) Due to large-scale industrialization urban slams have formed, air and water pollution has dramatically increased. Multinational firms have exploited resources belonging to the country and lead to land degradation. Delhi for example is the 4th most polluted city in the world.

Through foreign investment will promote economic development in the short term, the profits earned from the business venture move out of the country. There is also a possibility that at times of recession investors (inportfolio investment) may withdraw their funds causing further problems.

Domestic resources such as labor maybe exploited my large production based firms. These firms may also abuse natural resources and use them inefficiently.

Domestic producer being overpowered my oversea giants, who already have competitive advantages over the domestic producers, and have more funds to invest. This will lead to the closure of many domestic owner firms.

Statistics

These statistics reflect the impact of the Asian Financial crises on India , and it-s overall performance between 1996-98.

Gross domestic product for example has fallen due to low aggregate demand, while Gross Domestic Investment has increased due to higher incentive to invest surplus funds.

1997,1998,1999

- GDP Grown (%) 8.6.1.6.2
- Exports (as% of GDP) 10.9 11 10.7
- Imports (as % of GDP) 14.1 13.8 14.2
- Gross Domestic Investment (% of GDP) 25.6 23.6 29
- Savings and investment 1996 97 1997 98
- Gross domestic savings 24.4 23.1
- Gross domestic investment 25.7 24.8
- The slump in saving and investment is once again due to the impacts of the Asian financial crises.

Sectors real growth rate 1997-98, 1998-99

- Agruculture – 1.0 5.3
- Industry 5.9 4.7
- Manufacturing construction 6.8 5.7
- Mining 4.12
- Services 8.2 6.7
- Agriculture contines to be a major growth point as it is a major part of exports.

Inflation 2000, 2001, JAN

- 3.6% 8.2%

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ORIGINAL ARTICLE

Tourism and Water Pollution - The River Pamba

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Abstract

The River Pamba is the main source of drinking water to the people of Central Travancore in Kerala, the scenic and exotic southern state of India. It is considered as a 'holy' river due to the presence of Sabarimala Lord Ayyappa's Temple on its banks. River Pamba is now in a state of high contamination and pollution mainly due to the impact of unrestricted tourism activities. The present state of degradation of the river is due to anthropogenic activities such as directing human waste and dumping of solid waste from hotels and other establishments into it causing water pollution and giving rise to water-borne diseases. The impact of anthropogenic pressure on the river is quite high and hence drastic steps and continuous monitoring is essential.

Key words : *Tourism, Water Pollution, River Pamba*

Introduction

In the past few years a considerable amount of survey has been carried out to check the extent of pollution in the rivers of Kerala. This has produced valuable information regarding the physical, chemical and biological aspects of the water in the rivers as well as the physico chemical parameters such as pH, conductivity, dissolved oxygen, alkalinity, chloride, free CO2, hardness, phosphate and biological parameters like the presence of coliform. The present paper focuses attention on water pollution in the River Pamba due to the impact of unrestricted tourism activities.

The terms *tourism* and *travel* are sometimes used interchangeably, but tourism is travel for predominantly recreational or leisure purposes. Although wealthy people have always travelled to distant parts of the world for various reasons, the upmarket trend in tourism over the last few decades, especially with the developments in technology and transport infrastructure has now made the tourism industry a popular global leisure activity. Tourism is an industry that depends on the physical environment and is considered to be a "clean" industry without the pollution problems associated with other types of economic development. However, tourism does have related pollution problems that should be considered.

Water resources, especially rivers, are a prime attraction for tourism and recreational developments, and thus suffer impacts. Rivers have been an integral part of human development throughout history as they have

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formed the nuclei for human settlements from the very origins of mankind. Despite their vital importance and our total dependence on them, rivers have suffered the single most intense destructive onslaught, massive exploitation and abuse particularly due to the exponential increase in human population, alarming disappearance of forests, rapid urbanization and industrialization, intense agriculture and irrigation, growing demand for energy etc. Rivers are an important part of Kerala's landscape and the flowing water of the rivers is the most characteristic feature of the State. Yet almost all these rivers are either dead or are on the verge of death. Accelerating denudation of catchment area's vegetation cover, construction of large dams across the rivers, exploitive and indiscriminate sand mining from the river bed, pollution of river water, destruction of riparian vegetation, encroachment of river banks, and intrusion of salinity into the far inland areas of the rivers etc, have resulted in a shocking imbalance in the river basin environment of Kerala.

Water pollution is an increasingly serious problem especially in river basin areas. It is a result of waste water generated by tourist facilities and runoff from disturbed soil as well as septic tank seepage, lawn fertilizer, and road oil, which in turn affect the marine environment. Further, extra nutrients in the water system cause eutrophication of lakes and streams and influence other aquatic life. Inadequately treated effluent or raw sewage discharged into in water resources is a health hazard, as well. Sedimentation is an additional impact associated with tourism, a result of erosion, and thus related to deforestation and plant destruction. It is an especially large problem when tourist facilities are being constructed. Water pollution problems and sedimentation have been directly linked to near-by developments. Sedimentation reduces the clarity of water and affects aquatic life. It can also fill in lakes and reservoirs over an extensive period of time.

In addition to the water pollution problems, tourism also requires above average quantities of water for washing, swimming pools, lawn water and other uses, especially for hospitality industry with which tourism is linked. This is particularly problematic in areas where fresh water is scarce .Related to the impacts of tourism on wildlife and plant resources are the effects tourism has had on wetlands and estuaries. In a number of cases wetlands and estuaries have been destroyed or damaged due to tourism development. Such areas have been used for access roads, parking lots, airports, resorts, sewage treatment plants or recreational facilities, and other projects. The tourism industry also produces large quantities of waste products. Hotels, airlines and other related businesses that serve tourists throw away tons of garbage a year. Much is dealt with through open air incineration or poorly managed comporting. Exposed waste is not only aesthetically displeasing, but also attracts health hazardous vermin. A related solid waste problem is the litter often left behind by tourists. Even human waste in areas where toilet facilities are nonexistent is becoming a problem (Boo, 1990).

One of the many offshoots of tourism is religious tourism. Religious tourism is also commonly referred to as 'faith tourism', whereby people of faith travel individually or in groups for pilgrimage, missionary, or leisure (fellowship) purposes.

The calm ambience of these hills and valleys, however, is now a thing of the past. During January-February each year, more than 50 million devotees throng this forest temple for annual pilgrimage, putting the fragile ecology of the region under severe stress. Now, the entire hill is a synonym of increasing inflow of pilgrims, inadequate infrastructure, a devastated environment and a hapless wildlife. In addition, the adjacent river Pampa and surrounding hills are stinking due to sewage pollution and accumulation of garbage.

Surveys conducted by various agencies and the PCB show that the rivers of Kerala have been increasingly polluted from the industrial and domestic waste and from the pesticides and fertilizer in agriculture. While Industries discharge hazardous pollutants like phosphates, sulphides, ammonia, fluorides, heavy metals and insecticides into the downstream reaches of the river, the major water quality problem associated with the rivers of Kerala, especially

Pamba, is bacteriological pollution and falls under B or C category of CPCB classification. There are local level quality problems faced by all rivers especially due to dumping of solid waste both domestic and urban, bathing and discharge of effluents. Besides, the short, fast-flowing, monsoon-fed Pamba River often encounters salinity intrusion into its lower stretches during the summer months. When the fresh water flow reduces, two major problems occur: (i) salinity propagates more into the interior of the river and (ii) the flushing of the system becomes less effective. The pollution of the river is more severe in downstream areas, especially in Kuttanad. Further, apart from polluting the river, indiscriminate human intervention such as sand mining, encroachment of the river, disruption of river flow etc., has resulted in narrowing down the river, besides paving the way for formation of deltas in the middle of the river at various sections. In addition, the riverbed level has gone down drastically. Another deleterious effect of the lowering of the riverbed is the difficulty to get water at the pumping stations for drinking water schemes. The underground water table too has fallen sharply resulting in drying up of the wells even on the banks of the river.

The Pamba River which originates from Pulachimala in the Western Ghats and flows through highly varied geologic and geomorphic provinces of the state debouches into the Vembanad Lake near Kainakkari. The contamination during the pilgrimage season in the River Pampa is alarmingly high and it is unfit even for bathing as per the CPC Boards standard. The river water is further being contaminated with waste materials and sewage flown in from Towns, Markets, Hospitals, Rubber factories and slaughter houses etc. In the present scemario,the Holy River Pampa is the only river from Kerala being included in the NRCP (National River Conservation Plan (NRCP). The high level of pollution in the Holy River Pampa during the annual Sabarimala pilgrim season is posing a serious health hazard to lakhs of pilgrims as well as lakhs of people living in the downstream reaches of Pampa River Basin. The studies conducted by the Kerala State Pollution Control Board (KSPCB) show that the coliform bacteria count in the Pampa River was in order of three lakhs /100ml, whereas maximum permissible limit of coliform count is 500 mpn per 100 ml of water. As per WHO standards, drinking water should not contain coliform bacteria at all. Another matter of grave concern is that the bacteria in the Pampa River are becoming resistant to almost all the antibiotics that are used commonly and can pose a major health hazard. Pollution of the river has also become a major cause for water-borne diseases in the Kuttanadu region, which includes the Vembanad wetland system. Thus it is clear that tourism has contributed in a large measure for the pollution and contamination of the River Pamba. The only solution to this serious problem is setting up of required infrastructure such as high capacity sewage treatment plants at Pampa and Sannidhanam and proper drainage system, so as to arrest the discharge of faecal and other hazardous wastes into the river.

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RESEARCH PAPER

Effectiveness of Task Based Language Learning for B. Ed. Trainees

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Abstract

In the global economy of the 21st century, the learners need not only to understand the basics, but also to think critically, to analyze and to make inferences. Helping trainees develop these skill and competencies requires the use of TBLL. TBLL in B. Ed program can help to promote quality in achievement and evaluation. In conventional teaching, most of the time is consumed in input- output and lees time is left for process. But in teaching with TBLL, input- output time is reduced and process time is increased. This increase the time for learners' activities, discussion, correlation with different subjects and brain storming etc. Task-based language learning (TBLL),also known as task-based language teaching (TBLT) or task-based instruction (TBI) focuses on the use of authentic language and on asking trainees to do meaningful tasks using the target language. Assessment is primarily based on task outcome (in other words the appropriate completion of tasks) rather than on accuracy of language forms. This makes TBLL especially popular for developing target language fluency and student confidence. So the investigator's keen desire was to probe this aspect to study the effect of TBLL for B .Ed trainees (Elective Course-4 Method of Teaching Gujarati) in Grammar.

Introduction

In recent years increasing numbers of teachers, in all subjects, have been looking for ways to change the traditional forms of instruction in which knowledge is transmitted, in a one-way process, from a dominant teacher to a class of silent, obedient, "passive" learners. They have sought ways to make the classroom more "student-centred" and have investigated the different ways in which students can play more active roles in discovering and processing knowledge. In present Education no exception to this trend, So we say "teaching efficiency is improved when the learners and their learning are the focus of attention instead of the teacher and his/her teaching" (CDC, 1997, p. 13; 1999a, p. 4).New message that "learning is most effective when learners take an active role in the learning process" (CDC, 1999b, p. 51).

This desire to make learning more student-centred is reflected in widespread attempts, in different areas of the curriculum, to introduce approaches which engage students actively in the learning process. These approaches have been described under a variety of labels: "experiential learning", "discovery learning", "problem-based learning", "co-operative learning", the "activity-based approach", and others. Underlying all of these approaches is a

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desire to involve students in some kind of purposeful interaction with information, objects and/or ideas, often in groups, in order to develop their skills and knowledge. In the field of language teaching, the approach which is currently best known in this respect is "task-based learning". Again, this is a general trend to which Hong Kong is no exception. Thus, in each of the Syllabuses mentioned above, substantial sections are devoted to the principles and practice of task-based learning.

Task-based learning can be regarded as one particular approach to implementing the broader "communicative approach" and, as with the communicative approach in general, one of the features of task-based learning that often worries teachers is that it seems to have no place for the teaching of grammar. The aim of task-based learning is to develop students' ability to communicate and communication (except in its most simple forms) takes place through using the grammatical system of the language. Or in other words: 'communicative competence' can only exist on a foundation of 'grammatical competence'.

Task Based Language Learning

Task-based language learning (TBLL),also known as task-based language teaching (TBLT) or task-based instruction (TBI) focuses on the use of authentic language and on asking trainees to do meaningful tasks using the target language. Assessment is primarily based on task outcome (in other words the appropriate completion of tasks) rather than on accuracy of language forms. This makes TBLL especially popular for developing target language fluency and student confidence.

Two early applications of a task-based approach within a communicative framework for language teaching were the national Malaysian Communicational Syllabus in 1975 (Richards and Rodgers 2001 p.223) and the Bangalore Project (Beretta and Davies 1985; Prabhu 1987) both of which were relatively short-lived. Prabhu noticed that his students could learn language just as easily with a non-linguistic problem as when they were concentrating on linguistic questions. Major scholars who have done research in this area include [{Rod Ellis}, [Teresa P. Pica] and [Michael Long}].

Task-based grammar teaching

One approach to teaching language that has attracted a lot of attention over the past twenty-five years is a task based approach to learning and teaching. In task-based approaches, the focus of classroom activities is on the task, and ultimately on meaning (for more on Task Based Teaching and Learning, see the Methodology section). In Jane Willis' flexible model for task-based learning, learners begin by carrying out a communicative task, without specific focus on form. After they have done the task, they report and discuss how they accomplished this, perhaps listening to a fluent speaker doing the same task. Only at the end is there a specific focus on features of language form.

The advantage of the task-based approach, according to its advocates, is that during the task the learners are allowed to use whatever language they want, freeing them to focus entirely on the meaning of their message. This makes it closer to a real-life communicative situation.

One danger of task-based approaches is that focus on meaning could come at the expense of focus on form. Learners become quite fluent, but their utterances are not often accurate. In addition, they develop strategies to complete the tasks quite quickly, cutting corners in their language use and form.

Nevertheless, the task-based model is an attractive and liberating one, especially if you and your learners have been accustomed to a Presentation – Practice – Production model. The attached lesson plan follows Jane Willis' flexible task-based learning framework* to teach the grammar point used to.

Rational Behind the Study

In the global economy of the 21st century, the learners need not only to understand the basics, but also to think critically, to analyze and to make inferences. Helping trainees develop these skill and competencies requires the use of TBLL. TBLL in B. Ed program can help to promote quality in achievement and evaluation. In conventional teaching, most of the time is

consumed in input- output and lees time is left for process. But in teaching with TBLL, input-output time is reduced and process time is increased. This increase the time for learners activities, discussion, correlation with different subjects and brain storming etc.

In the subject Gujarati Grammar major problem area is self learning for effective teaching and to overcome these problems Task has the vast potential as an effective teaching program that will cause a quantum leap in the quality of Guajarati Grammar.

The investigator could not come across any separate study concerned with the relationship between achievement of the learners and TBLL program of teaching. So in was the investigator's keen desire to probe this aspect. This study was merely an attempt to bring into light the existing pictures of achievement of B. Ed trainees and the effectiveness of integration of TBLL in the teaching and learning process. In nutshell, the utility of TBLL as a teaching tool in effective Grammar teaching had motivated the investigator's to undertake the present study.

Objective of the Study

1) To develop and implement a TBLL for teaching of Gujarati Grammar to B. Ed trainees.
2) To compare mean score, on the achievement test in Gujarati Grammar of the two groups of trainees, to be thoughts Gujarati grammar with use of TBLL and conventional method of teaching.
3) To study the effectiveness of TBLL and conventional methods in relation to class achievement of B. Ed class trainees in Gujarati Grammar.

Hypothesis of the Study

1) There is no significant different between the achievements of experimental group and control group in the per-test.

2) There is no significant different between the achievements of experimental group and control group in the post-test.

Research Methodology

The study was experiment in nature sample (50) trainees of B. Ed. Studying in a self finance college of Anand district (S. P. Uni.) was selected randomly as shown below:

Table No. 1 Description of Sample

Group	No. of Trainees Selected
Experiment Group	25
Control Group	25
Total	50

Tool Used

1. Task Based Language Learning to teach Guajarati Grammar at B.Ed. Trainees.
2. Achievement test.

Sample

Fifty (50) trainees from Anand College of Eduaction, Anand were selected randomly sample for the study.

Statics Teaching Used

The following are the statistical techniques used to test the hypothesis formed

1) Descriptive analysis
2) Differential analysis
3)

Result and discussion

The effectiveness of TBLL will be discussed with the relevant tables in the following section of study.

Descriptive Analysis and Interpretation

TABLE : 2 Showing mean and standard deviation of Control group in pre-test and post-test.

Category	Pre-Test		Post-Test	
	Mean	Standard Deviation	Mean	Standard Deviation
Control Group	3.45	2.98	3.32	3.56
Number of Trainees			25	

TABLE : 3 Showing mean and standard deviation of Experimental group in pre-test and post-test.

Category	Pre-Test		Post-Test	
	Mean	Standard Deviation	Mean	Standard Deviation
Experimental Group	3.40	3.21	23.25	3.63
Number of Trainees			25	

Differential Analysis Hypothesis-1

There is no significant difference between the achievements of experimental group and control group in the pre-test.

Table No: 4 Mean difference between the Experimental group and Control group in their Pre-test.

Group	Method	Mean	Standard Deviation	t-value
Control Group	Traditional Method	3.45	2.98	0.06
Experiment Group	TBLL Method	3.40	3.21	
Number of Trainees (Traditional Method)				25
Number of Trainees (TBLL Method)				25

It is inferred from table-4 that the calculates 't' value between the experimental group and the control group with respect to their achievement in the pre-test and the post-test is lower than the table value at 0.05 level and 0.01 level of significance. Therefore the null hypothesis is accepted.

Hence there is no significant difference in the achievement of experimental and control group in the pre-test.

Hypothesis-2

There is no significant difference between the achievements of experimental group and control group in the post-test.

Table No: 5 Mean difference between the experimental group and Control group in the Post-
test.

Group	Method	Mean	Standard Deviation	t-value
Control Group	Traditional Method	3.32	3.56	19.54
Experiment Group	TBLL Method	23.25	3.63	
Number of Trainees (Traditional Method)				25
Number of Trainees (TBLL Method)				25

Discussion

The trainees of experiment group taught Gujarati Grammar TBLL showed significantly higher mean scores on achievement than the students of control group taught through conventional method.

It implies that the intervention program had a significant impact on the achievement of trainees in Gujarati Grammar. The experiment group which was taught by TBLL method performed between than the control group which was taught by traditional method. It conveys that TBLL approach helps in developing interest, better understanding and more clarity of Gujarati Grammar concept and thus improved the academic achievement of the trainees of experiment group.

Conclusion

Integration of TBLLs into education is a radical innovation. Innovations require building a solid of knowledge and commitment generating and testing different option, experimentation, planning for large scale implementation and a mind open to modification and adjustment effective application of TBLL requires the proper use of today and imagining the potential of the tomorrow.

On the basis of the interpretation and discussions we found that the effect of TBLL on teaching of Gujarati Grammar to be very interesting. The experimental and control group did not different significantly in terms of levels of achievement in Gujarati Grammar at pre test stage. But after the treatment the mean score of experimental group is significantly higher than

the control group. Also the different in mean again scores of experiment and control group on achievement was note worthy. The mean gain scores of trainees in experimental group are significantly higher than score of trainees in control group and hence these gains can be considered due to treatment provided to the experiment group.

Hence, it is obvious from the result that the teaching through TBLL brings higher achievement as compared to the conventional method of teaching. In other words the teaching through TBLL can be a better method of imparting and transmitting knowledge to the trainees in comparison to the conventional method.

Implications for teaching education

In the 21st century, both educational curriculum and society have witnessed the hi-tech advancements. If teaching education has to remain effective in coping new challenges than teacher training for secondary stage of education has to be conceived with a more comprehensive paradigm. Teacher training programmes should make it compulsory to provide training in TBLL to each and every perspective teaching.

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ORIGINAL ARTICLE

Challenges before the Law in 21st Century

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Abstract
Law is a remarkable weapon for social change. The present law faces several challenges for its survival. Law makers are the law breakers. But in the ancient times the Dharma Sastras had their control on the society. No king was dared to defy the sanctions made by Dharma Sastras. Vedas, Upanishads, Smrithis, epics are the source of Dahrma Sastras. The laws are originated from Dharma Sastras. The ideal kings had promolgamated rules on the basis of Dharma Sastras. The systematic modern legal system has been come into existence during British rule. Lord Macualay has drafted Indian Penal Code in 1860. It has several loopholes by which the criminals are escaped unpunished. The criminal procedure code has lacked authenticity and becomes a weapon in the hands of police. Torture, custodial deaths, long trials and meager compensations are the major challenges before the criminal law. The constitution has guaranteed fundamental rights to all the citizens of India irrespective of Caste, colour, sex, creed and race. But the real beneficiaries of the fundamental rights are the bureaucrats and politicians. The right to equality is nothing but a mockery. Inequality has been prevailed all over the society. Preventive detention laws are meant only for poor criminals. Secularism is on the papers to teach the students. Right to education has been guaranteed for the students those who can afford lakhs of rupees. There is no strict agency to protect environment. Still the people are consuming contaminated air and water. No factories have mechanism to contain the pollution. The bureaucrats and politicians have no awareness on the problems of disabled and laws meant for them are not being enforced in authoritative manner. Hence entire gammet of law should be thoroughly reviewed. The fruits of law should be within the reach of common man.

Keywords: law, weaker-section, globalization

The law has an important task that is to protect the society from all the evils. The ancient India was survived by the Dharma like Manu Dharma, Yajnavalkya and Parasara smrithies and others. The Vedas

have guided the society to its destination. The concept of Dharma is to observe the Karma or the duty by the human beings to their fellow beings. Plato and Aristotle and other Roman thinkers had given the same meaning to Dharma that is doing one's duty towards others without doing any harm. Even Bhagvadgita envisages the same kind of Dharma which is a concept of justice. The ancient Dharma has

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given much priority to the men folk than the women folk. Regarding the distribution of the property, bringing up the children and even for the choice of the marriage the women had no voice but submissive to the man. Polygamy and Polyandry prevailed in the ancient society. The main objective of marriage is to get the ideal children (susanthana). Even the criminal law was in much arranged order. The people were threatened more by the Dharma Sastras that they will go to hell if they have committed sins. Sin means the violation of the orders issued by dharma sastras which are written by Rushis under the instruction of almighty.

Due to the fear of dharma sastras and having faith in next birth generally the people will keep away from committing anti-social activities. This trend had been continued down to the Muslim period. After the emergence of Muslim rule in India the Hindu Dharma was strictly observed by women to maintain their purity and chastity from the hands of foreign yoke. Only after the emergence of English rule the predominance of law has began to show its influence on the society.

Indian philosophy has been originated from Puranas, Dharma Sastras and Vedas. Dhrarma Sastras are the source of different kinds of Dharma. The Bauddha Dharma and jain dharma have preached the people against committing inhuman activities which make them unwanted living creatures in their next birth. The doctrine of dharma envisaged clearly the concept of justice as depicted by Bheeshma Pitamaha in his teachings to Yudhishtara in santhaparva. The dharma that is concept of justice is taught by Lord Krishna to Arjuna at the battle field of Kurukshetra to Arjuna who was reluctant to fight with his relatives. Showing favourism and endowed with the feelings of love and affection are against the concept of dharma which was taught by Lord Krishna to Arjuna. The then law was faced with the challenges from the social evils like child marriage, inequality between men and women and the observation of Sati. The problems of the lower castes are varied in nature. They have no say in the society. Their position is like the slaves in the western societies. The Britishers have introduced and implemented the laws mercilessly to root out the evils from the society. They faced stiff resistance from the society. Mean while the humanitarian law has been enacted by British in form of factory laws. The trade union laws are also enacted to recognize the trade union to raise their voice against the injustice done to the labourers.

The fundamental rights granted by the constitution are searching their position in the contemporary political society. The highly influential political leaders and the bureaucrats are the real beneficiaries of fundamental rights. The common man praises the fundamental rights as Veda mantras. His poverty forced him to search for his food. The directive principles which are to provide guidelines to the government are being used by the political politicians for their own survival in the elections. The democracy which was termed as basic structure of the constitution by the apex court of India. This democracy failed to reach the common man. He is prevented from costing his vote. He cannot participate in the elections which are only conducted for the survival of the rich people who can win the elections by spending crores of Rupees which is against the election rules. Election is nothing but to earn money by spending it. The nexus between the political leaders and hoarders and other anti-social elements is a regular scene in Indian elections. The high prices scarcity of commodities are the results of the nexus between the political leaders and hoarders as the politicians accept huge amounts of money from the hoarders in form of party fund. The democracy has totally become a weapon in the hands of the rich and poor which could not be bridged by the modern tendencies of democracy. In the democratic society the crime rate has been increased.

Lord Macaulay has drafted a wide and lengthiest penal code to pursue the crimes. But this IPC is being used by the criminals, the white color criminals, the people involved in corruption and others to escape safely from the punishments being awarded to them by courts. Under the private defence laws the police persons are escaped after committing heinous crimes. The criminal cases against the former Chief Ministers like Jayalalitha, Laluprasad Yadav and A.R. Anthulae are still pending with. The custodial deaths, the police violence and the white color crime are posing real

challenges and questioning the existence of the criminal law. The courts are silent in these affairs. Their hands are tied up. The criminal law became a tool for the survival of high dignitaries who are in the habit of committing high crimes which could not be identified with ease. Even the criminologists and Psychologists are not in run to provide suggestions to prevent the crimes. (Criminal punishes only the section of the people belong to the lowest ebb of the society). The Malimath Committee report has suggested for the speedy trial gives more powers to the police who turned more cruel than ever before.

Turning to the laws for women, the dowry prohibition Act, Domestic Violence Act, the Child marriage Act, Medical Termination of Pregnancy Act and the constitutional provisions for giving equal opportunities to women with men are safe on papers. But all these provisions or Acts are not being implemented in a fruitful manner. Still the women are fighting for their own rights. The Beijing conference and other old conventions meant for women did not yield good results for securing a better position to women. Still the women are being treated as second-rate citizens. Though the women had ruled this country for 17 years as Prime Minister, the position of women is not better and the sociologists, the jurists and other eminent persons from all walks of life are unable to suggest better ways and means for the upliftment of women. Humiliation, intimidation, ill-treatment are only the rewards which are being awarded to women by the male dominated society. The functioning of women laws are under severe threat. Better ways and means are to be suggested for bettering the position of women. The jurists and other eminent persons from all walks of life were unable to suggest better ways and means for the upliftment of women. Humiliation, intimidation, ill-treatment are only the rewards which are being awarded to women by the male dominated society. The functioning of women laws are under severe threat. Better ways and means are to be suggested for bettering the position of women.

Education makes man a perfect individual in the society. He can mould his personality and he can shape his character by pursuing the education. Right from the Vedic period the education is given freely to the students who approached their teachers. Even in the middle ages the Sultans have provided free education. Education is for learning but not for learning in those days. After the inception of constitution of India, the government of India and various State governments have launched several schemes for providing education to the Indian children. The higher learning is also reach at its peak. Several Universities are offering several courses to the students as for their interests. Now, nearly two hundred Universities are set up to offer several courses in different fields. Anybody can accept these steps without any hesitation. These steps are incomformity with the provisions of the constitution relating to the education. Since the beginning of the 21st century the education face several challenged being posed by liberalization, Privatisation and Globalisation. The moral sciences, social sciences are now being treated as unwanted sciences by which the students cannot even single N.P. for their survival. Undermining this subjects is nothing but to throwing out the principles, moral values, and high intelligence from the society. Without these sciences no peaceful society can be expected. The government is slowly stepping back to provide free education by closing down the government educational institutions. The governments main policy is to encourage the private institutions. These institutions are having fierce competition among themselves for collecting capitation fee and other fees without having infra structure and capable faculty members. In the recent times the government under the free re-imbursement scheme, lakhs of rupees are granted to the private institutions, who have admitted the students in their institutions. The State government instead of encouraging of the government institutions a support has been given to the private institutions by granting huge amount which are granted to the students who achieved good marks and got the admissions in these institutions. The Foreign Universities are given license to enter into the field of Indian education. High academic institutions are being established by Central and State government for having skillful students. But these institutions are not within

the reach of common students who cannot bare the huge expenditure which is to be incurred by them after joining these institutions. By this way the constitutional right of education is slowly being diminished. The primary education is lacking its goals to achieve, due to the over privatization.

During the days of Globalisation, Indian business is fluctuating. Harshad Mehta and Ketanparik episode have shaken the roots of business in India. The stock exchanges have been collapsed due to the loss of faith among investors particularly on the bullion markets. Similarly the government has started a department of disinvestment and fixed the target for Rs. 75, 000 crores to be earned by the government per annum. Slowly the public sector units are being sold by the government to the private investors by withholding its shares from them. The BALCO issue, the issues of Satyam Computers, contracts concluded with the International Companies like ENRON for generating and for supplying electricity are have a severe blow on Indian economy. Frequent violation of laws relating to company is a real challenge for the courts to tackle these issues and set the Indian economy on right track. The labour laws are of not much value in the era of Globalisation because of handing over the PSU to the private investors. Lockouts, lay-off and retrenchment of employees can be witnessed in regular intervals. The private investors are not interested to look after the welfare of the workers. B y only they are interested in the commercial profits. Under these circumstances the Business laws are facing severe threat to maintain their sanctity.

Protection of environment is the responsibility of the government to provide facilities for the maintenance of clean and green. The water Act, the Air Act, Environment Protection Act etc., are enacted to provide peaceful and comfortable life to the citizens of India from the pollution. The Industries should be established 25 kilometres away from the residential area with a view to protect the citizens from the release of harmful gases from the industries. But this provision is not being strictly adhered by most of the fertilizer factories. During manufacturing companies are set up in residential areas by which the people are suffering from various diseases relating to lungs and heart. Hatcheries are polluting the air and water and people are not getting the protected water to consume. Several provisions are made to keep these hatcheries away from rivers, lakes and ponds. But these provisions are thrown in dustbin by the people to achieve their selfish ends. Drugging of bore wells in the solid soil is causing frequent earthquakes. The oil spills due to the collision of oil tankers on the mid seas creating pollution by which the living creatures in water are being killed. The nuclear tests are causing to increase the hydrogen in the atmosphere. The increase of harmful gases in the atmosphere is responsible for the climatic changes and also causing damage to the ozone layer. Similarly the protection of wild animals Act failed to achieve its objectives to protect the wild animals from the hands of the man. Even the tiger reserves are set up for the protection of tigers, they are being hunted by the people by bribing the forest officials. In this sense the laws enacted for protection of environment are not being strictly observed by the concerned people by posing a threat to the society through climate change.

As it is a vast subject, it is not possible to make a thorough review on all the laws. Hence, the present article considers some of the recently enacted laws as miscellaneous. Right to information Act, prohibition of Ragging Act, Immoral drug trafficking Act, Child Labour Act etc, are the most primeval Acts on which the government is not taking strict action. The National Child Labour Project are totally failed to achieve their goals. Still the most of the children have been employed in the industries which is strongly negated by international community. No officer is giving proper information sought by the citizens. No action has been initiated on the officers who declined to supply proper information. Various education institutions are suffering from handicapped as there is no proper mechanism to prohibit ragging. Molestation of women and consuming illicit drugs are common in the society though the law is enacted to prohibit such activities. The disabilities Act 1995 is a essential Act to provide equal opportunities for the disabled persons. They are still subjected

to indiscrimination. They are not getting sufficient co-operation from the society. 3% reservation which is meant for disabled is not being strictly implemented. Thus the present article has laid emphasis on the prospects and the failures of different laws.

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RESEARCH PAPER

A Comparative Study of Aurobindo Ghosh and Swami Vivekanand in Context of Humanism

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Aurobindo Ghosh (1872-1950)

He was born in 1872 in Kolkata. He was sent to England to study there at the age of 6 where he grew up with the adherence of European culture. He mastered Greek and Latin language of study the works of ancient European philosophers, social engineers and poets. He also learnt French, German and Italian languages. He passed Indian civil service examination held in England in 1890 but could not appear in the horse riding test. As result, he was disqualified for the job and returned to India in 1893.

In India he studied Sanskrit language and literature and also served for 14 years in the state of Baroda.

He opened an ashram their which is known as Aurobindo ashram today. He spent the rest of his life in the ashram doing yoga, sadhna and meditation and for his spiritual advancement he kept least touch with this material world. He died in 1950 as a great saint.

Aurobindo's Ideas About Human Life

1. Growth and development is not a long jump or high jump process. It is always guarded by a certain principle. The aim of this principle of growth is it to achieve all the divine powers through yoga and meditation. This principle of growth continues to operate in all conditions and in all times and a place, i.e. acquisition of divine power is universal. It is not restricted to a particular community or country.

2. The principle of growth states that a man can attain the status of a superman himself by virtue if his supreme development of mental power. Thus a man grows from knowledge to more knowledge to and from enlightens to more enlightenment step by step. When he reaches at the top he experiences the supreme happiness and the divine bliss. Here man develops insight in to all creations and the inner spirit of cosmos which are actually the creation of god. Thus, he does not consider god as superman like Tagore. God is above all the creatures.

3. A man does not possess a physical spirit only. He is endowed with higher mental abilities. Godly in order to realize these potentialities, he should develop his power of thinking, concentration and deep meditation together with the other divine faculties to the fullest.

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4.Humans are the elements and gifts of divine power (nature).this power has given them full freedom to develop by coming in contact with the environment .In sort we can say that Aurobindo, with the admission of spirituality or god, is a humanist whose main aim is to make society good in all respects.

Swami Vivekanand (1863-1902)
He was born in Kolkata. His real name was Narendra Nath Dutta. He inherited religious temperament and farsighted intelligence from in father. He was send to school at five years of age. He studied history, literature and philosophy since very early age. Herbert Spencer and j.s. mill were his favorite philosophers and words worth was his favorite poet.

One day his headmaster Mr. Heasty introduced him to Shri Ram Krishna Paramhansa and Narendre Nath remained in his contact for about six years. Here is got initiated into the saintly order and was given the title of swami Vivekananda. When swami Vivekananda established Ram Krishna Paramhansa died in 1876, swami Vivekananda established ram Krishna mission to proceed the unfinished religious assignments of his guru further. He spread the message of his guru that was actually the principle and practice of Vedanta in Asia, Europe and America.

Vivekanand's Thoughts about Human Life

1. Human life is a constant struggle between the strong and the week. In the struggle of life only victorious will able to survive and the defeated will died out. So, every individual should prepare himself for his struggle and face all the challenges boldly and confidently.

Fear and lack of confidence are the root cause of miserable condition of Indians. He said "we do any work in fear, we speak in fear, we even think in fear. It appears that we are born in a land of enemies and not of friends. Abject condition is due to our disconnection from the philosophy of Vedanta."

2. Boldness and courage are needed to bring out peace in the society. A coward and an indifferent person can do nothing in his life. The world can be uplifted and made free from sins by brave men only. So we should become brave in our temperament and dynamic in our approach.

3. All knowledge –worldly or spiritual are latent in the human mind. It is dormant and covered with avail of darkness and ignorance. Once this darkness or ignorance is removed, the light of knowledge shines out brightly. All learning is self learning. Knowledge is latent. Thus, it is not taught by anybody. The external teacher only guides, suggests and helps. All the rest is done by the students themselves. It is the teacher who encourages and guides the students to find out the hidden treasure of knowledge that lies inactive within the individual. He condemned the education of his time as wicked, useless and artificial. According to him, real education is that education which prepares a man for struggle of survival. It is not merely passing examinations and getting degrees. Education must develop character, intelligence and self reliance in the individuals. Thus, Vivekananda advocates simultaneous development of body, mind and spirit .knowledge of western technology and industrial education is a must for the national progress of the country. He vehemently condemned the theoretical and academic knowledge and said "you will have to be practical in all spheres of work. The whole country has been ruined by mass theories"
Concentration is needed for acquiring knowledge. For this purpose practice of Bhramacharya is necessary.

4. Human development is possible through service and sacrifice. Unless people are ready to serve their fellow being and sacrifice their fellow being and sacrifice their lives for the sake of others, peace and prosperity will not be achieved in the society.

A COMPARATIVE STUDY
Differences

1) According to Aurobindo, Man is endowed with higher a mental ability that is intelligence. In order to realize these potentialities he should develop his power of thinking and concentration. Man can solve his problems by using his intelligence.

2)Vivekanand, on the other hand, says that man can solve his problems by becoming bold. Only then humanity can be served and solutions to our social problems are arrived at.
3) According to Swami Vivekanand, human life is a constant struggle between the strong and weak and only strong survives in this struggle. This strength is achieved by physical development and material progress.
4) Aurobindo, on the other hand, says that every individual in the world is unique. So his thinking is also individualistic in nature. Because of this individuality, he takes interest in a particular thing or object and tries to adjust with it using his intelligence and creative power.
5) Aurobindo talks of individual peace and happiness while Swamijee talks in terms of social peace and happiness.
6) Vivekananda wants to raise the socio-economic standard of the masses by his philosophy. On the other hand, Aurobindo doesn't give much importance to economic well being. But both of them believe that if man is happy, society will automatically be happy.
7) According to Aurobindo, for the development of morality in children their hearts are so trained as to show extreme love, sympathy, cooperation and consideration of all living being on the earth. These concepts are also advocated by Swami Vivekanand by his scheme of mass welfare and mass education. These are the social qualities needed by all humans to bring about justice and peace in the society.
8) Morality, according to Vivekanand, is the service of humanity and character formation. Strong character is built by practicing brahmacharya and brahmachari by his selfless effort can serve the humanity well. Morality according to Aurobindo is the purification of mind and body. This purification leads to spiritual development of man and that will in turn give happiness to him.
9) Dharma dominates in the philosophy of Aurobindo and karma dominates in the philosophy of Vivekanand though both of them want to make this earth a heavenly place for living.

Equalities (Similarities)
1) Humanism believes that all necessary materials of life are received by us from nature. Nature is so powerful that our existence is not possible without nature. Even culture is moulded by man by the power of nature. Aurobindo and Vivekanand calls this nature as divine power. Humans are the gifts and elements of divine power.
2)Both of them favours religious freedom given to individuals.
3)Humanism of Aurobindo or Vivekanand is not the attainment of material pleasure without any check. Their humanism creates self restraint and disciplined man.
4)Both of them are of the view that worldly pleasures and comforts should not be avoided. They want to make a strong and brave man to face the challenges of life.
5) Both of them believe that man should be given full freedom to achieve happiness and this is possible by economic, moral and cultural progress.
6) Both of them believe that democratic ideals and ways of life are essential for collective survival of all humans on this earth. It is because democratic member of the society doesn't create any barrier in the way of achieving happiness by others.
7) Both of them want to develop self discipline through the purification of thoughts, expressions and action.
8) Both of them believe that knowledge without spirituality will bring about chaos in the society. Thus very purpose of human welfare will be at stake. Due to this reason we say that their humanism covers the veil of idealism.
Both of them advocate vocational and technical education for material well being of citizens.
Both of them advocate full freedom of the child given in the class and teachers work only as a guide or helper.

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ORIGINAL ARTICLE

Relationship between Compulsive Use of Internet and Some Personality Characteristics of College Students

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Abstract

This study examined the associations between college students compulsive use of Internet in relation to the potential personality variables. 300 college students from various streams (180 male and 120 female) were selected randomly from students who often go online. They were administered with the Compulsive Internet Use Scale (2009) followed by the Revised Eysenck's Personality Questionnaire (1985), Trait Anxiety Inventory (1983) and Trait Aggression Inventory (1988). Neuroticism, extraversion and trait anxiety is found to be positively and significantly correlated with compulsive us of internet, while trait aggression is found to be negatively but significantly correlated with compulsive internet use. Psychoticism was unrelated to compulsive internet use.

Further, indepth interview revealed that internet usage increased under disturbed interpersonal relation like conflict with friends, parents, lover and failure. However internet use promoted well-being by providing security, sense of belongingness by keeping oneself busy from social obligations and responsibilities.

The Internet was initially developed and its access restricted to scientific research by the US Department of Defense in the 1960's. Gradually with advancing technological developments, the Internet has become a crucial communication channel. While making life easier, however, these technologies have brought with them new risks. The advent of the widespread use of the Internet in the 1990s was met with both fear and enthusiasm regarding the potential impact on social relationships and psychological well-being (Bargh and McKenna, 2004). With this soaring number of Internet users, the problem of Internet addiction has attracted high attention from psychiatrists, educators and the media.

Internet usage among college students has seen a marked increase worldwide in recent years. Yet, relatively few of the studies have focused on college students, even though college students have been found to have both high levels of Internet use (Kandell, 1998; Pew Internet and American Life, 2002). A recent study reported that 99% of Dutch adolescents are actively using internet (Murkerk et al., 2008). The most popular Internet function

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among Dutch and American adolescents is online communication (Kraut et al., 2002). During the past few decades, the Internet has become increasingly important in college students lives. Internet use in college students has increased in the recent past. In India, in last year there has been an growth rate of 32% in Internet use (BSNL 2008). In India 85% of the Internet users age ranges between 21-40 years (BSNL 2008).

Internet use may be beneficial or benign when kept to normal level however high levels of internet use which interfere with daily life have been linked to a range of problems including relationship breakdown and neglect of domestic, academic and work responsibilities. Addiction to internet can be deemed a clinical disorder which meets DSM-V criteria for substance dependence or pathological gambling (Block, 2008).

Researchers have sought to better understand the phenomenon of problematic Internet use (Kaltiala-Heino et. al. 2004; Kim et. al. 2009; Morahan-Martin, 2007, 2008; Young and Rogers, 1998). Even though problematic Internet use is often labelled as a type of pathological behaviour, healthy people may also suffer from its symptoms. It was suggested that problematic Internet use as well as negative cognitive, emotional and behavioural consequences are caused by multidimensional interpersonal relationships and life challenges (Chak and Leung, 2004; Davis, Flett and Besser, 2002; Leung, 2004; Morahan-Martin and Schumacher, 2000; Young and Rogers, 1998). Research shows that personality traits and psychological disorders play an important role in developing Internet addiction, particularly in adults; it also demonstrates that Internet addiction leads to a decrease in psychosocial wellbeing for adults. These findings support the view that there is a two-way relationship between Internet addiction and mental health (Ceyhan, 2008; Morahan-Martin, 2007; Whang, Lee and Chang, 2003).

College students represent a vulnerable group for problem internet use. The current study tries to find out the potential personality correlates of compulsive internet use among college students.

Constructs in use

Compulsive Internet use is characterized by difficulty to stop using the Internet, despite intention to stop, and use of Internet is more than the average peoples use. This refers compulsive Internet use when interferes with the daily functioning. Personality is the dynamic organization within the individual of those psychological systems that determine his unique adjustment to his environment (Allport, 1961). Extraversion is characterized by being outgoing, talkative high on positive affect (feeling good), and in need of external stimulation. Neuroticism is characterized by high levels of negative affect such as nervousness, depression and emotional instability. Psychoticism is characterized by tough mindedness; non-conformity, inconsideration, recklessness, hostility and impulsiveness. Trait-Anxiety refers to relatively stable individual differences in anxiety proneness that is to differences between people in the tendency to respond as to situations perceived by threatening. Trait anger is defined as the disposition to perceive a wide range of situations as annoying or frustrating, and the tendency to respond to such situations with more frequent elevations in state anger.

MATERIALS AND METHODS

Sample

The sample of the present study comprised of 300 college students (180 male and 120 female) online goers. They were selected both from general stream students and vocational stream students. The sample was from Kolkata and Howrah. The SES was found ranging from middle to high status. The exclusion criterion was students with any handicaps and not willing to answer all the questionnaires.

Tools Used

(1) A detailed Information Schedule to collect personal and familial related information about the subjects.

(2) The Compulsive Internet Use Scale (Meerkerk et al, 2009). This version contained ten of the 14 original items identifying the core features of CIU (see also Van den Eijnden et al. 2008), and another two items specifically addressing CIU among adolescents, e.g. going online at the expense of schoolwork. Answers were given on a 5-point scale ranging from 1

'never' to 5 'very often'. The mean score on all items was used. A high mean score indicated a high level of CIU. Alpha co-efficient computed by Cronbach for the normative samples ranged from .85 to .87.

(3) Eysenck Personality Questionnaire Revised-Short Form (EPQR-S).EPQR-Short (Eysenck, Eysenckand Barrett, 1985) is a self-reported questionnaire. It has 48 items, 12 for each of the traits of neuroticism, extraversion, and psychoticism, and 12 for the lie scale. Each question has a binary response, 'yes' or 'no'. Each dichotomous item was scored 1 or 0, and each scale had a maximum possible score of 12 and minimum of zero.

(4) Trait Anger Scale of Speilberger et. al. (1988) measures individual differences in the disposition to experience anger. This scale consists of 44 items that form six scales and two subscales namely State Anger, Trait Anger, Angry Temperament, Angry Reaction, Anger-out, Anger-out, Anger Control and Anger Expression. The reliability value of the tool is .83. In responding to each of the items, individuals rate themselves on a 4 point scale in the disposition to experience anger. Normative tables provide transformation of the raw scores for the scale to percentile ranks and t-scores.

(5) Trait Anxiety Scale of Spielberger et. al. (1983) consists of 20 statements that ask people to describe how they generally feel. Subjects respond to each item by rating themselves on a 4 point scale. The items have seven reversal items and thirteen that can be scored directly. Alpha co-efficient computed by Cronbach for the normative samples ranged from .83 to .92.

Procedure

The study was cross sectional in nature. The data was collected between March and July 2009. Prior to data collection according to the criteria the students were consulted and on the basis of their concern to cooperate, students were selected for data collection. Researcher met the students in groups. The nature of the study and research objectives was explained to them. Clear instructions were given before administration of each questionnaire and its response categories. The researcher clarified ambiguities arising during and after administration of the questionnaires, confidentiality of results was assured for every student.

Statistical Analysis

The obtained data have been analysed using product-moment correlation coefficients. For the analysis 0.05 and 0.01 levels of significance was accepted.

Results and Discussion

Table 1: Correlation coefficient between compulsive Internet Use scores and the personality variables

Personality Variables	'R' Values	Remarks
Neuroticism	**0.475**	**Significant ****
Psychoticism	**0.046**	**Not significant**
Extraversion	**0.335**	**Significant ****
Trait Anxiety	**0.454**	**Significant ****
Trait Aggression	**-0.203**	**Significant ***

* Significant at 0.05 level; ** Significant at 0.01 level.

The results reveal that compulsive internet use is significantly correlated with neuroticism, extraversion, trait anxiety and trait aggression scores. The highest correlation is found with neuroticism followed by anxiety, extraversion and aggression. The results are consistent with previous studies done by various researchers. Peter et al. (2005) found that extraverted adolescents self-disclosed more and spent more time communicating online. Studies by Cao and Su (2007) found neuroticism, extraversion and lying variables as meaningful predictors of the problematic Internet use variable. Neuroticism was found to be the best predictor followed by extraversion. Moreover in the same study, the EPQ results indicated that the Internet addiction group has higher scores in neuroticism than those of the control group, suggesting that children with high scores in these samples were more likely to exhibit Internet addiction behaviours than their peers. Adults with neurotic personality traits use the Internet for interpersonal communication and entertainment whereas extraverts use it solely for interpersonal

communication (Wolfradt and Doll, 2001 cited in Ceyhan, 2008).

Results in this study also reveal that psychoticism was not significantly related to compulsive internet users and trait aggression is found to be negatively but significantly correlated with compulsive internet use. Maybe as internet use is rather passive activity it is found to be negatively related to trait aggression. However the results were not consistent with the studies by Kim et. al. (2008) who found positive correlations between game addiction and high narcissistic personality traits, higher degrees of aggression, and low self-control.

Further indepth interview of the students in this study revealed that internet use increased under stress, tension and depression and that internet use promoted a sense of well-being by providing security, belongingness, emotional outlet and by just keeping oneself busy away and away from social obligations and responsibilities. Gordon, Juang and Syed (2007) studied depression, social anxiety, and family cohesion and Internet use for particular purposes among 312 college students. Only Internet use for coping purposes was associated with depression, social anxiety and family cohesion. Yen et. al. (2008) found that both Internet addiction and substance use was associated with hostility and depression. Whang and colleagues (2003) reported that Internet addiction group had higher degree of loneliness and depressed mood compared with the non-addicts group.

Conclusion

Given the rapidly increase in the use of the internet among college students, it is important to learn about who is at risk for problem use of this increasingly popular activity. It is important to have a clear understanding of the risk factors during this formative time in their development as young adults. Corrective strategies to check overuse of internet include content-control software, counselling, and cognitive behavioural therapy. One of the major reasons that the Internet is so addicting is the lack of limits and the absence of accountability. Moreover lessons can be learnt and adopted from China where training camps are offered to families by the Government to "wean" their children, often in their teens, from overuse of the Internet.

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ORIGINAL ARTICLE

A Socio-Economic Analysis of Process of Migration

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Abstract
The process of migration deals with the change in place of residence. With the change in place of residence changes in social life takes place. It also brings change in process of social interaction, change in social group, change in culture, change in obligations and duties, new expectations, problem of adjustment at new place, social mobility and many other socio-economic challenges. Thus to study the process of migration is very important in order to understand it and for overcoming the problems attached with the process of migration. This paper is an attempt to understand the phenomenon of labour migration as migration has become a universal and dynamic process. Recent development has undergone a number of socio-economic changes. This has resulted into large scale migration. This paper tries to shed light on these issues.

Keywords : Migration, Social mobility, Development, Adjustment and Socio-economic changes.

Introduction

Migration process has been one of most dynamic human activities from the very beginning of human life. During early days people used to move from one forest to another in search of forest products. When most of people divorced forest life and adopted civilized life they developed relationship with domesticated animals and fertile land. As a result, mobility of mankind changed considerably. They almost left a wanderer's life and started developing settlements. Certainly at this stage also mobility of mankind did not stop at all. In fact people continued to move from one region to another in search of fertile land for developing cultivation. Afterwards, the nature of mobility frequently changed. The people moved from early civilized area to other parts of world, partly for agricultural purposes or for trade and partly for investigation. Migration of the people to big cities takes from all the corners of the country with different social and cultural background. When such people meet in cities and stop living together, a new cosmopolitan culture develops, cities are, therefore, known as "melting pot of cultures". Such cultures are more liberal, impersonal, self-centered and more materialistic.

Process of Migration

There are many definition of migration. According to Lee, 'migration is permanent or

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semi-permanent change of residence'. According to Caplow, "Migration is considered as a change of residence and should not necessarily involve any change in occupation." According to Weinberg, "Human migration as change of place permanently or temporarily for an appreciable duration as in case of seasonal worker. According to Safa, "Migration is normally viewed as an economic phenomenon through non-economic factors obviously has some bearing. (Singh, 1989)

The term 'mobility' is distinguished from the term migration. The term mobility is considered the most general concept in migration study. It includes all kinds of movements both temporal and permanent, while the term migration is much more restricted and related to permanent change in residence. The migration process involves different types of mobility: region to region, state to state, country to country, continent to continent, rural to urban, seasonal, temporary, permanent etc. influenced by physical environment as well as socio-economic conditions to both the places, the place of origin and place of destination of migrants.

'Gondelez' has divided labour migration into five types which include seasonal, temporary, non seasonal, recurrent, continuous and permanent removal. 'Amin' classified migration on the basis of place of origin and place of destination like: rural to rural, rural to urban, urban to urban and urban to rural. On the basis of physical conditions he suggested three types: immigration, migration and community emigrants. 'Rose' in his study found that highly educated people preferred better jobs or opportunities and have moved greater distances. 'Bouge' believes that there are positive and negative views of migration provoking situations. Sometimes people are attracted by job opportunities at a destination to improve their socio-economic conditions and in such a case the destination exerts a pull on migrants. But, sometimes people are forced to move out from place of origin due to push factors. This is certain that migration takes place only when positive pull factors at the place of destination are outnumbered by negative push factors at place of origin. 'Myrdal' says that only push factors are potent reasons for migration while 'Trowarth' asserts that migration occurs due to complex interaction of push and pull factors. (Singh, 1989) Abject poverty, Increasing population pressure, heavy dependence low productive agriculture, industrial backwardness, lack of social services, inadequate in infrastructure and harsh geographical features are the major push factor which led to out –migration from hill areas in search of livelihood and employment. The migrants had been supporting their families back home through remittances. Migrants sent the remittance to their place of origin which is used in fruitful manner. As a result of that the area enjoys new development opportunities. Out –migration of able –bodied men entailed heavy burden on women. (Ballard, 1983; Skeldon, 2002; Mehta, 2003)

Though pull factor dominates the process of migration from rural to urban areas, yet social networks both at the origin and destination are to be considered as an integral part in the whole process of migration. (Afsar, 2004) The majority migrates only short distances and thus establishes "currents of migration" towards larger centers. This causes displacement and development processes in connection with populations in sending and destination regions. This causes migration chains develop over time. Urban residents are less prone to migrate than rural people. This is also true for female population. (Ravenstein, 1885)

Agriculture is the main occupation of migrants before migration at their place of origin. The highest proportion of migrants left their home at 10 to 20 years age group. 61.88% migrants revealed that friends and relatives were instrumental in their migration. (Kaur, 1994; Chand, 1998)

Both migration and development are positively interrelated. It is observed that most of the rural migrants belong to better occupational status and higher income group than rural non –migrants. They belong to large land holding families, yet the better life opportunities in urban areas operate as a strong pull factor in case of rural migrants. It was also noticed that rural migrants being significantly better educated than rural non-migrants, get married at a later age and have smaller size of their

families. In a nutshell, rural migrants are much better off than the rural non-migrants in all aspects of life. (Shivkumar, 2001) The industrial and urban development is also the cause of in-migration to big cities. (Gupta and Sharma, 2003). The developed districts of the country generally experience long term migration, whereas seasonal migration is a feature of backward districts of the country. Both upper class people and lower caste people migrate to escape from caste boundaries. (Sharma, 2005)

There are several others reasons of migration. Within households, families adapt to the routine of migration and make it a permanent part of their survival strategies. At the community level, migration alters social and economic structures in ways that encourage more migration (Randall, 1962; Paine, 1974; Rhoades, 1978, 1979; Reichart, 1981, 1982; Mines and De Janvry, 1982; Roberts, 1984; Weist, 1984). Experience of migration itself affects individual motivations, household strategies, and community structures in ways that lead to increased migration. At the individual level, one trip has a way of breeding another as it increases the high wages and living standards changes tastes and expectations among people who initially plan only one trip. (Bohning, 1972; Piore, 1979). The relationship between caste and size of family is not a cause for migration of labour. Migration of labour is primarily motivated by age, education, occupation, income and seasonal employment. Agricultural labourers belonging to middle and upper age groups preferred to migrate. The greater degree of tendency of migration among the labourers belonging to forward community is due to the literacy and relation with friends and relatives at the destination. Duration of seasonal employment and level of income are other important factors affecting the volume of migration. (Namasivayam and Kumar, 2004) Majority of women migrated due to marriage. (Singh, 2008).

Migrants have higher tendency to participate in the labour force than native workers. They need immediate income and are ready to work for low status and left out jobs on which natives do not like to work. Natives have higher standard of living than migrants. The natives had larger and better dwellings than that of migrants. (Oberoi and Singh, 1983) Migratory workers work in more poor conditions than local workers. Local adult male workers get about 12% more wages than migratory workers and 9% wages are higher of local child workers than migrant child workers. The paid leaves are less availed by migrants. The proportion of migrant workers is higher than local workers who work more than 10 hours per day. (Singh, 2008)

Average wage and level of education of migrants labour is less than the local level. (Kaur, 1994) The local and the migratory labour not work in cohesion, rather local labour consider migrants as their rivals. It is because migrants are ready to work at low wage rates. That causes clash of interest among the locals and the migrants which benefited the capitalist class. Owing to poor economic conditions and weak bargaining power, the migrants are not well organized in any sort of union to protect their social and economic rights. Such tendency of workers led to weaken of their organizational power. (Ward, 1975; Moore, 1977; Gill, 1997). After migration, members of families of migrants are expected to fulfill their kinship obligations by extending material support to their families, to the very old, the very young and the destitute. It concludes the impacts of migration on population size/composition, income inequality, access to social services, family and kinship structure, social rules and values. (Simmons, 1982)

Migration brings about certain forms of social changes; and conversely, social change in community and institutional life may bring about certain population trends (IOM 2010). Migrants create awareness for learning and education. Migration has increased the literacy and educational status. After migration, their attitude towards health and sanitation also changes. The migration helps them to freely mix and communicates their feelings with other migrants belonging to different caste, colour, creed and language. Emigrants seem to change the beliefs of people. The social status of the village people has changed. Low caste and lower class people reported that they have now good treatment from the higher caste and class

people. It is because they have cash money and are able to purchase small piece of fertile and gross land. Politically, emigrated people seem to be more aware. Another common scenario is that many people have learned the habit of drinking alcohol and gambling. These people become an example to the villagers, and these practices have heavy economic and social consequences on their families and relatives. Migration brings some family problems too as some family heads and members do not return to their villages for some time or forever. Due to this, wives tired and impatient in the husband's long and continued absence. Sometimes wives elope with other men. (Mishra, 1998; Gautam, 1999)

The adverse social repercussions of migration are found in the form of neglected children, weakened marital bonds and even broken families. Some migrants found their remitted hard money dissipated on wasteful consumption by the spouse and families left behind. Culture shock affects almost everyone who becomes involved with a new culture. This includes facing challenges to one's beliefs, values and practices and often feeling the need to change one's practices as a result. Mothers and families have additional difficulties coping with challenges to their beliefs, values and practices. New values acquired abroad have also in some cases created problems of adjustment to family and social environment on return. When families migrate to other places they lose their homes, their families and communities, their language and their status within their communities. It impacts on mental health of parents and children and thus provides challenges to their attachment relationships. It also has a profound impact on the relationship between parents and child. Many of the migrants have also lost the status that comes along with their qualifications and jobs- being in well respected positions in their country of origin to do menial work or being unemployed here (Because of the language barrier and lack of recognition of their qualification (Rodrigo, 1992; IOM Report, 2010) Due to migration slum colonies of migrants come up. There are socio- political implications of these migrants. (Reikhy and Mehra , 2000)

Conclusion

The above mentioned studies cited the fact that migration is primarily linked with social, economic, cultural, political and psychological variables. The process of migration has brought up a change in the socio-cultural world of migrants. It has enlisted a number of impacts on their lives.

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ORIGINAL ARTICLE

Human Resource Accounting : Brief History and Popular Models

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Abstract

With the overall transition from manufacturing to service sector, most of economies in the world have felt the need of assessing the economic value of human assets. The growth of International Financial Reporting Standards (IFRS) has triggered the wider acceptance of the concept of Human Resource Accounting. The academic application of HRA finds its roots in sixties. Later in eighties, a number of organisations started applying various models of HRA like Flamholtz's model of determinents of individual value to formal organisation, Flamholtz's model of stochastic rewards valuation, the Lev and schwartz model etc. in their regular accounting practices. The paper focuses on the brief history and the popular models of assessing the value of human resources in the organisation.

Keywords : Human Resource Accounting, Human Capital, Human Assets, Intellectual Capita

Introduction

The past few decades have witnessed an overall transition from manufacturing to service-based economies. The importance of service sector and its contribution in a country's economic development is increasing day by day in this era of globalisation. The most vital part of any organisation in this era is, 'Human resource'. Nowadays human resources are the most considerable part of any organisation to achieve the desired goals successfully.

Human resource accounting is the concept of recent origin and is struggling for wide acceptance. It involves accounting for expenditures related to human resources as assets as opposed to traditional accounting which treats these type of costs as operating expences that reduces firm's operating profit. The growth and wide acceptance of International Financial Reporting Standards (IFRS) has triggered the necessity of considering human resources as an asset of the firm.This paper provides a brief overview of the history and concept of human resource accouunting and its popular models.

Concept of HRA

According to the american Accounting Association's Committee on Human Resource Accounting (1973), "It is the process of identifying and measuring data about human resources and communicating this information to interested parties."

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Thus, HRA involves measurement of all the costs related with the employees such as expences incurred for recruitment, placement, training, development etc. Moreover, it includes the quantification of the economic value of the employees. Ransis LIkert, who is famous for his contribution in the vfield of leadership and management, says that the role of HRA in any organisation can be described as follows:

(1) It provides the information regarding cost of recruitment, selection, placement, training etc. which helps management in decision-making .

(2) The analysis of the information provided by HRA can help in attaining cost-effectiveness.

(3) It provides the strong basis for controlling the human-assets.

(4) It helps in the development of management principles by classifying the financial consequences of various practices.

Thus, HRA can be said a technique that assists management for the effective human resource management as well as in achieving the desired goals of the organisation.

The current environment having wide acceptance of International Financial Reporting Standards (IFRS) have encouraged the consideration of non-traditional approach towards the human resources. There is a possibility that future financial reports may include more and more non-traditional measurements such as value calculated of human resources using various HRA models.

History of HRA

According to Falmholtz (1999), the development of HRA as a systematic academic activity began in sixties. He divides the development process of HRA in five stages.

Stage-1: (1960-1966)

In this period, the HRA concepts were primarily derived from other management studies such as psychological theories of leadership, economic theory of capital, the concepts of human resources etc. This was the beginning of the academic interest in HRA.

Stage-2: (1966-1971)

During this era, the main concentration was on devveloping the various models of HRA. There was a need of HRA models, which could help the management bodies in assessing and managing the human resources of their respective firms. Especially, a number of research projects were undertaken to develop the methods and models of HRA, by the researchers being inspired by Roger Hermanson.

Stage-3: (1971-1976)

There was a rapid growth of research in the field of HRA during these yearrs. The prime focus was on the problems of application of HRA in various organisations.

Stage-4: (1976-1980)

The issues related to application of HRA were being more and more critical and needed much wider and deeper researches in this field. Though the organisations were impressed with HRA, they didn't found it needful to invest big amounts in this type of researches. So, the progress of this concept was slow during these years.

Stage-5: (1980 onwards)

After 1980, more and more economies were shifting from manufacturing to service economies. They felt the need for having consideration towards human assets. This change was obvious because the growth and profits of most of organisations was being more and more dependent on the intellectual assets than on the physical assets. So there was a sudden zoom in attention towards the HRA after 1980.

This resulted in the shift of focus from the academic application to the greater application of HRA to management. Today, the intellectual capital are believed to be the strategic resources and therefore, the clear estimation of their value is now very important. The increased pressure of ethical issues and codes of conduct demanding for transparency in accounting have helped the need to develop the methods of measuring value of human asseets.

In India, many public and private firms have adopted HRA. Below is given the list of such firms:

- Bharat Heavy Chemicals Ltd. (BHEL)
- Oil India Ltd. (OIL)
- Steel Authority of India Ltd. (SAIL)
- Hindustan Lever Ltd. (HLL)
- TELCO Ltd.
- Infosys

Approaches to HRA

There are a number of approaches have been developed and suggested for the measurement and valuation of human resources. These approaches may broadly be classified into two types:

(A) The cost approach
(B) The economic value approach

(A) The cost approach

There are two types of costs that are of special importance in HRA: (1) Original or Historical cost and (2) Replacement cost.

The original cost of human resources is the sacrifice that was made to acquire and develop the resource. We can include the costs of recruitment, selection, placement, orientation and training in the original cost.

Sometimes, **Opportunity cost** is also used. Opportunity cost means a calculation of what would have been the returns if the money spent on human resources was spent on something else. However, this method is restricted only to internal reporting.

The replacement cost means the cost that would have to be incurred if present employees are to be replaced. If an employee leaves the organisation, various costs of recruitment, selection, placement, orientation and training would have to be incurred in order to replace him.

There are some other cost methods like standard cost method, the competitive bidding method etc.

(B) The economic value approach

The economic value of human resource is the present worth of the services that they are likely to render in future.. The methods for calculating the economic value of individual employee may be classified into two partts:

(i) Monetary measures

There are severals models given by experts to assess the value of an individual.

(a) Flamholtz's model of determinants of individual value to formal organisations:

Flamholtz says that the value of an individual is the present worth of the services that he is likely to render to the organisation in future. The present cumulative value of all the possible services that he may be render during his association with the organisation is the value of that individual. This value has two dimentions.
The first is the expected conditional value of the individual. It means the amount that the organisation could potentially realize from the sevices of the individual during his productive service life with the organisation.

The second one is the expected realizable value. It means the expected conditional value of the probability that the individual will remain in the organisation during his productive service life.

(b) Flamholtz's stochastic rewards valuation model

Stochastic process means the progress of an individual through organisational roles during his service life. This model directly measures an individual's conditional value and expected realizable value. This model assumes that an individual generates value as he takes different roles in the organisation. An individual's expected conditional value and expected realizable value will be equal, if he is certain to remain in the organisation in the predetermined roles throughout his expected service life.

(c) The Lev and Schwartz model

According to this model, the value of an individual who is 'r' year old, is the present value of his future earnings from employment. It can be calculated by using the formula below:

$E(Vr)=I(t) / (1+R)^{t-r}$

where, E(Vr)=expected value of an 'r' year old individual's human capital

t = the individual's retirement age

R = discount rate

I = expected earnings of the individual in period I

This method basically depends on measuring changes in the individual's value rather than employer's gain from that individual.

(ii) Non-monetary measures

There are several non-monetary measures that assesses the economic value of human resources, but not in terms of money. They depends on various ratings and rankings. Below are given the non-monetary measures:

(a) The skills inventory: It is a listing of the education, skills and experience of human resources.

(b) Performance evaluation: It includes ratings and rankings which reflects an individual's performance.

(c) Assessment of potential: It measures an individual's capacity of promotion and development. 'Trait approach' is used here to assess the potential of the individual.

(d) Attitude measurement: It assesses the individual's attitude towards the job, work and organisation and determines the job-satisfaction or dissatisfaction.

The field of Human Resource Accounting is still developing and the new models are being created to fulfil the need of having a better approach of assessing the value of human resources.

Conclusion

In this era of modernisation and globalization, it is essensial for an organisation to consider its human resources as an asst. The gradual development have been witnessed in this field and still the new approaches and models are being given. There are several methods and models currently in use to determine the value of an individual such as cost approach and the economic value approach. Several models are given by the experts in this field like Flamholtz's model of determinents of individual value for formal organisation, Flamholtz's model of stochastic rewards valuation, the Lev and schwartz model etc. Different organisations are using various models according to their need and the nature of their human resources. In short, nowadays no economic growth can be made without giving importance to the human resources and without considering them as an asset.

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ORIGINAL ARTICLE

Effective LPG Cylinder Distribution to shun Black-Marketing of Gas Cylinders

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Abstract

Today, black-marketing of goods such as cargos, petrol, LPG gas etc. become a severe problem. To avoid this black-marketing, designed a system by using ARM processor and RFID and using GSM module. When cylinders are loaded in vehicle Gas Company should know a detailed description of no. of orders, no. cylinders loaded on vehicle etc. During the delivery of cylinder, the proper cylinder is delivered to the customers as per the sequence of their registered orders. When the vehicle arrives at the customer, Gas Company should know no. of cylinder unloaded from the vehicle. Thus the LPG gas company can monitor accurately and prevent the black-marketing of gas cylinders.

Keywords: GSM, RFID, customer, LPG gas, cylinder.

Introduction

When cargos are loaded in vehicles, Transport Company should know immediately a detailed product description, which will act as the identification information of different cargos. During the transportation, the logistics management center need to know whether the products are security and safety, whether the products are damaged or stolen. When the vehicle arrives at the destination, transport company should know how many and what kind of products should be unloaded. Thus the logistics management center has to monitor more closely the supply chain using the real-time automatic visibility afforded by expert and advanced technologies such as RFID and GSM. The same application can be used in case of LPG gas cylinder delivery system. During LPG gas delivery system, the constant challenge is to ensure the security and safety of LPG cylinder.

Overall System Framework

To solve accurate consignment and realize real-time monitoring service in the transport management, the overall framework of the digital logistics management system is used. Once the position and the customer ID information are captured through RFID, the gas dealer can send the messages to the logistics monitoring center through GSM. The system operating procedures consist of three basic stages. Firstly, when the gas cylinders leave the LPG gas stations and are handed over to transport company, the product identification

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data can be found by the RFID reader. Meanwhile, the cylinder's departure and arrival information can be automatically registered as well. The transporting information of cylinders is sent to Gas Company momentarily. RFID reader detects whether a product data is changed. Finally, when the vehicle gets to the destination and the cylinders are unloaded and hand over to the customers, the information database is updated immediately.

ARM 7

The microprocessor ARM-7 TDMI performs signal analysis, command execution, and logical judgment. One of the most important logical judgments is determination of a theft event. It is a versatile processor designed for mobile devices and other low power electronics.

This processor architecture is capable of up to 130 MIPS on a typical 0.13 µm process. The ARM7TDMI processor core implements ARM Architecture. The processor supports both 32-bit and 16-bit instructions via the ARM and Thumb instruction sets. The ARM7-TDMI (ARM7Thumb+Debug+
Multiplier+ICE) processor is used.

RFID

Radio frequency identification (RFID) is an advanced automatic identification technology, uses radio waves to identify, track, sort and detect an infinite variety of objects, including people, vehicles and objects, thus making it multi-functional. There are several methods of identification, but the most common is to store a serial number that identifies a person or object, and perhaps other information, on a microchip that is attached to an antenna.

The chip and the antenna together are called an RFID transponder or an RFID tag. The antenna enables the chip to transmit the identification information to a reader. The reader converts the radio waves returned from the RFID tag into a form that can then be passed on to computers that can make use of it. RFID creates an automatic way to collect information about a product, place, time or transaction quickly, easily and without human error. It provides a contact less data link, without need for line of sight.

Reader / Interrogator

The reader is nothing but a microcontroller based unit with a wound output coil, RF module and firmware to transmit energy to tag and to read information back from it by detecting the backscatter modulation. The antenna packaged with the transceiver and decoder forms a reader, which can be configured either as a handheld or a fixed-mount device.

Reader contains the digital electronics which triggers the transponder to respond, extracts and validates the information from the transponder's modulated RF response. It may also pass the data on to a controlling process such as a host computer

Tags / Transponder

The tag is composed of an antenna coil and a silicon chip that includes basic modulation circuitry and non-volatile memory with a tuning capacitor. Transponder i.e. TRANSMITTER + RESPONDER is attached to the object to be identified and, when appropriate RF signals are received, transmits information as radio signals to a reader. It is sometimes referred to as a Tag. A transponder is electronically programmed with unique information.

According to source of energy

a) Active tags: This is an RF tag which is partly or completely battery-powered. An active tag gets its energy from a battery and then can transmit a signal over longer ranges.

b) Passive Tags : This is an RF tag that does not contain any internal power source. It is powered by signals from an external source, usually the electromagnetic field generated by the reader antenna.

According to frequency range

a) Low frequency tags

Low-frequency (30 KHz to 500 KHz) systems have short reading ranges and relatively cheaper in price. They are most commonly used in security access, asset tracking, and animal identification applications.

b) High frequency tags: High frequency tags operate at 3 MHz to 30 MHz. These tags are typically about 50mm by 100mm in size. They

have the advantage of being readable in the presence of water.

c) Ultra high frequency tags : Ultra high frequency tags operate in the 850 MHz to 950 MHz frequency band. These tags have the widest use in supply-chain and retail applications. UHF frequencies typically offer better range and can transfer data faster.
GSM Module (SIM 300)

SIM300 provide RF antenna interface with two alternatives: antenna connector and antenna pad. The antenna connector is MURATA MM9329-2700. And customer's antenna can be soldered to the antenna pad. The SIM300 is designed with power saving technique, the current consumption to as low as 2.5mA in SLEEP mode. The SIM300 is integrated with the TCP/IP protocol. Extended TCP/IP AT commands are developed for customers to use the TCP/IP protocol easily, which is very useful for those data transfer applications.

GSM AT Commands

1. AT:

The commands start normally with AT (means Attention) and finishes with a <CR> character.

Only for writing or sending a SMS Ctrl + Z or ESC terminates the command; <CR> is used between the 2 parts of the SMS (address and text).

2. AT+CMGF (Preferred message Format):

Command syntax Description:
AT+CMGF=<mode> AT+CMGF=1

This set command indicates to TA which input and output format of messages shall be used.
<mode> indicates the format of messages used with send, list, read and write commands and unsolicited result codes resulting from receiving SMS's. It can be:
− 0: PDU mode (default).
− 1: text mode

3. AT+CNMI (New Message Indication)

Command syntax Description:
AT+CNMI=<mode>, <mt>, <bm>,<ds>,<bfr>

This set command selects the procedure, how receiving of new SMS from network is indicated to the TE when DTR-signal is ON. IF TE is inactive (DTR-signal OFF), message receiving should be done as specified in GSM03.38. All SMS classes are supported accordingly

4 .AT+ CMGS (Send message)

Command syntax (text mode):
AT+CMGS=<da>[,<toda>]<CR> <**text**><ctrl-Z/ESC>

Command syntax (PDU mode):
+CMGS=<length><CR>**PDU is given**<ctrl-Z/ESC>

This execution command sends message from a TE to the network (SMSSUBMIT).Message reference value <mr> is returned to the TE on successful message delivery.

Algorithm

1. Start.
2. The customer give order for LPG gas and it will save into central office database.
3. Customer use RFID card as Smart Card. RFID card detection using RFID reader and display customer no. on LCD display
4. Send customer no. to the central office using GSM.
5. Check customer no. with available database.
6. After receiving acknowledgement, send the cylinder no. to central office.
7. Assign that cylinder no. to respective customer.
8. After receiving the confirmation, the lock will open.
9. Stop

10. Overall Circuit Diagram:

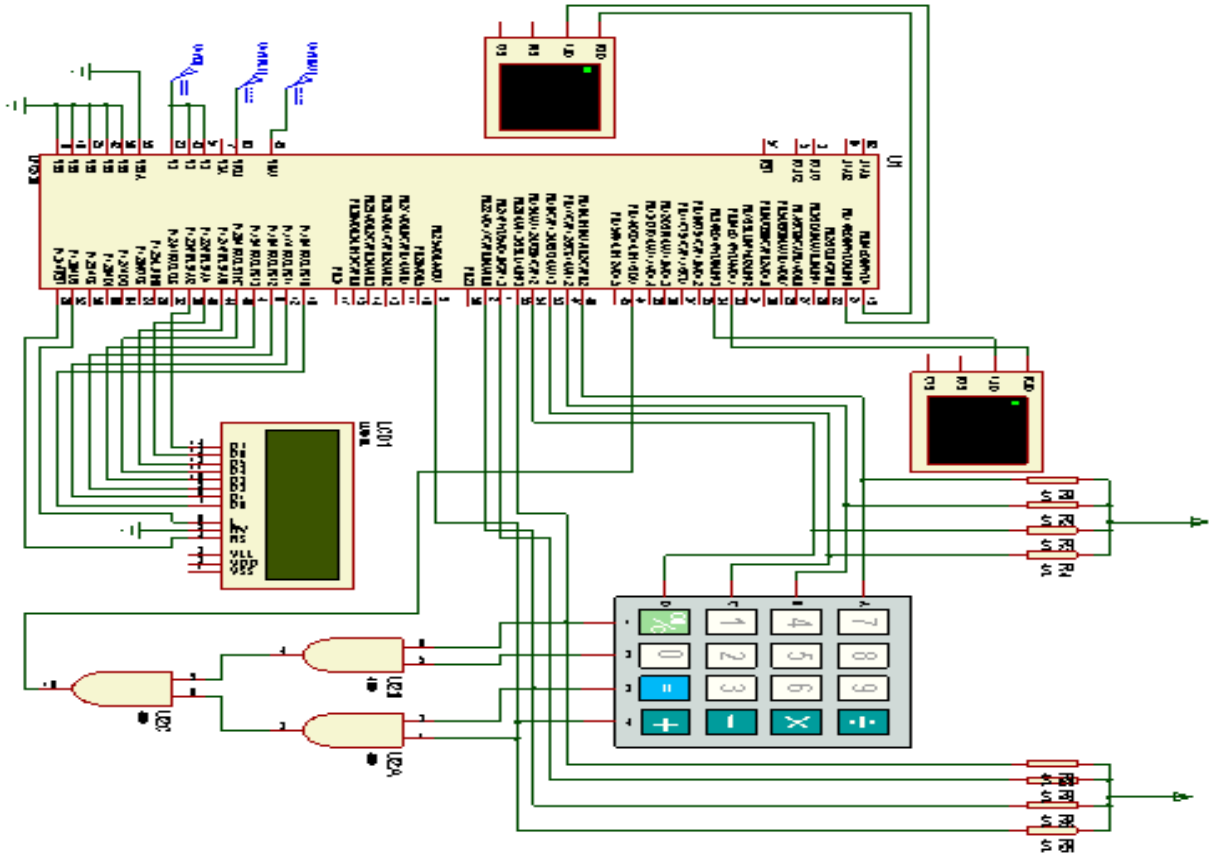


Fig.2. Overall circuit Diagram

11. Result and Observations:



Fig. AT CMGS & RFID No.



Fig.. MSG from C.O. & cylinder no.

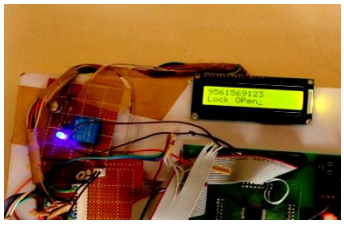


Fig. Relay on

A) Transformer's o/p (A.C.):- 9.2 V

B) LM 7805 o/p Voltage. (D.C.):- 4.94 V

C) Voltage. Divider O/P: - 1) Chocolate wire: - 1.8V, 2) Red wire: - 3.2V, 3) Orange wire: - 4.96V

D) Voltage. At pin no.45 when Relay is ON: - 3.28V

Application

The Smart Card system is one of the applications used for LPG Cylinder delivery system.

Some of the applications have been listed below:

1. You can use this Smart card system for Petrol or Diesel Delivery system for reducing black-marketing of it.

2. It can be used for central monitoring and controlling of Milk or food products transportation system

3. It can be used a novel vehicle terminal system to realize continuous monitoring and precise localization of cargos loaded on board for digital logistics.

Conclusion

This project is a new solution, that integrates RFID identifying and GSM Messaging, was proposed and implemented, which can enhance automatic management, information security and anti-theft in digital logistics management. Experimental results show that the Smart Card system can identify quickly mobile supply chain assets, reduce loss and theft and enhance management control as well.

Future Scope

With additional improvements, the system can be operated by making use of GPS technology for tracking the vehicles. For the purpose of demonstrations, rechargeable batteries will be used to power the system.

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ORIGINAL ARTICLE

Female Foeticide : Need to Change the Mindset of People

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Introduction

Women have been ignored for decades. The killing of women exists in various forms in societies the world over. However, Indian society displays some unique and particularly brutal versions, such as dowry deaths and sati. Female foeticide is an extreme manifestation of violence against women. Female foetuses are selectively aborted after pre-natal sex determination, thus avoiding the birth of girls. As a result of selective abortion, between 35 and 40 million girls and women are missing from the Indian population. In some parts of the country, the sex ratio of girls to boys has dropped to less than 800:1,000. The United Nations has expressed serious concern about the situation. Female foeticide is one of the most nefarious crimes on this earth; perhaps what is detestable is that the people who commit crime belong to the educated class.

Some of the worst gender ratios, indicating gross violation of women's rights, are found in South and East Asian countries such as India and China. The determination of the sex of the foetus by ultrasound scanning, amniocentesis, and in vitro fertilization has aggravated this situation. No moral or ethical principle supports such a procedure for gender identification. The situation is further worsened by a lack of awareness of women's rights and by the indifferent attitude of governments and medical professionals. In India, the available legislation for prevention of sex determination needs strict implementation, alongside the launching of programmes aimed at altering attitudes, including those prevalent in the medical profession.

Background

The social, cultural and religious fiber of India is pre-dominantly patriarchal contributing extensively to the secondary status of women. Pertinently the responsibility for killing the child was fixed on the mother/women as she was considered responsible for bringing the girl child into existence. The causes for elimination of girl child indicate that the reasons are similar and different depending upon the geographical location in which female infanticide is practiced. An exorbitant dowry demand is one of the main reasons for female infanticide.

Some of the other reasons are the belief that it is only the son who can perform the last rites, lineage and inheritance runs through the male line, sons will look after parents in old age, men are bread winners etc. The cultural preferences for sons rather than daughters have skewed sex ratios in India. Census data show a consistent drop in the sex ratio (933F:1000M).The

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intensity of sex ratio imbalance in the 0-6 age group in some states are Punjab (793),Haryana(820),Himachal

Pradesh(897),Gujarat(878)The menace of Female foeticide started emerging and spreading all over northern and western India and later on all over the country. Today female foeticide is no more an urban phenomenon, rural people are also getting more and more involved in it and come all the way long to cities to get these tests done. Strong male preference and the consequent elimination of the female has continued to increase rather than decline with the spread of education.

The recent technological developments in medical practice combined with a vigorous pursuit of growth of the private health sector have led to the mushrooming of a variety of sex-selective services. This has happened not only in urban areas but deep within rural countryside also. Female infanticide in most places has been replaced by female foeticide. Female foeticide or sex selective abortion is the elimination of the female foetus in the womb itself. The sex of the foetus is determined by methods like amniocentesis, chrion villus Biopsy and now by the most popular technique ultrasonograghy. Once the sex of the foetus is determined, if it is a female foetus, it is aborted.

Indian laws

Abortion was punishable under Indian Penal Code but it was legalized with the passing of Medical Termination of Pregnancy Act, 1971.This act along with its revised rules was envisaged as a mile stone in the modernization of Indian society through laws. Doctors are against the ban on amniocentesis because it will lead to an underground practice in the field. Due to excessive female infanticide in the northern and western states of India there were strong agitations and protests to curb the evil of female foeticide. The state of Maharashtra became the first in country to ban pre-natal sex determination through the enactment of Maharashtra regulation of prenatal diagnostics techniques act. Similar efforts at the national level resulted in the enactment of the Central pre-natal diagnostic techniques (Regulation and prevention of misuse) Act 1994.

Enforcement and effectiveness

The ministry of health and family welfare had proposed a series of amendment to the 1994 act. Although there was a central act regulating and preventing the misuse of pre-natal diagnostic techniques the menace of female foeticide continued. So there was need for much more stringent rules to curb this evil. These were given parliamentary approval. The act was amended in 2002 and in 2003 Rules were framed by the central government under section 32 of the act. These rules may be called Pre-conception and pre-natal diagnostic techniques (Prohibition of sex selection) rules 1996.

Public interest litigation was also file in Supreme Court by concerned health activists. Centre for enquiry into Health and allied themes [CEHAT] v. Union of India. AIR 2001 SC 2007. Supreme Court directed state governments to take further steps to enforce the law and the secretary. Department of family welfare was directed to file an affidavit indicating the status of actions taken.

Female foeticide in India

Among various women related issues in India, the female foeticide and female infanticide has become one of the social problem. The advent of technology and misuse of pre-natal sex detection and also attitude of the unscrupulous medical practitioners, who are facilitating the female foeticide through induced abortions. There are strict laws and penal actions against violators, but the laws have not worked. Over 10 million female foetuses have been aborted in India in the past two decades. The following is the sex ratio chart from 1901 to 2001. (Females per 1,000 males.)

1901 – 972	1941 - 945	1981 - 934
1911 - 964	1951 - 946	1991 - 927
1921 - 955	1961 - 941	2001 - 933
1931 - 950	1971 - 930	

Source: Census of India, 2001.

Female foeticide in Indians Living Abroad

Indians in other countries are going for sex selective abortions are evident by the fact that sex ratio at birth among the Indian community in New Jersey is as bad as in Punjab and Haryana.

A report in the British Newspaper, 'observer', hand come up with evidence that British Asian women go to India to abort their baby girls. The British Law does not allow parents to choose sex of their babies except to avoid certain gender linked diseases. This forces many to go abroad. Abortion on the ground of sex is not allowed under the Abortion Act of 1967 in the UK. But sex can be disclosed by patients if they ask during ultrasound.

New female foeticide study

An extraordinary four-year research in the heart of rural India, post 2001 Census, shows that people living in areas with a higher level of education and affluence slaughter more female foetuses than those languishing in the social and economical back waters. The study, funded by the Swedish Research Council and carried out by the economic history department of Lund University as part of its research on developing economies, shows that "progressive areas" of India have a lower child sex ratio (CSR). Researchers claim that "ill-focused development is triggering a conscious choice to eliminate the girl child from the family".

The study carried out in five states - Karnataka, Tamil Nadu, Himachal Pradesh, Uttar Pradesh and Uttaranchal - revealed wide differences in sex ratio in villages of Karnataka and Uttaranchal. The less prosperous villages had a healthy ratio, while their wealthier neighbours, with higher indices of education and development, logged lesser number of girl children. It showed a strong shift from "son preference to active daughter discrimination".

According to researchers, it is easy to detect the sex of the child with improved technology and nuclear families make frequent use of sex determination techniques to do away with "unwanted" girls.

The study brings to light the "disconnect" between economic improvement and human development. "The new and ugly form of sex discrimination has now become visible - one that is strongly linked to prosperity and daughter-aversion. Higher education level does not necessarily translate into gender sensitivity," the study says.

According to member-secretary of the State Women's Commission, Sanjeevani Kutty, the phenomenon is common in Maharashtra. "The more prosperous areas of the state, particularly towns, have a lower sex ratio. In Mumbai, south Mumbai has a lower ratio than other parts of the city," she said, adding: "The state government asked us to device a strategy. We are training people in districts and forming women's groups to tackle the problem. The groups will visit ultrasound clinics and organise campaigns among doctors." In Mumbai, the Brihanmumbai Municipal Corporation (BMC) has ordered medical establishments to report on the sex of all aborted foetuses. "We are trying to regulate ultrasound clinics," said executive health officer, BMC, Jayraj Thanekar.

A UNICEF study says five crore girls have gone missing in India in the last decade. It is estimated that a girl child is killed or disowned every hour in India. According to the 7th All India Education Survey, 2002, one out of every six girls does not live to see her 15th birthday. Of the 12 million girls born in India, one million do not see their first birthday. One-third of these deaths take place at birth. Every sixth girl child's death is due to gender discrimination.

Prevention of Sex Determination

In 1994, the Government of India passed the Pre- conception and Pre-natal Diagnostic Techniques (Prohibition of Sex Selection) Act with the aim of preventing female foeticide. The implementation of this Act was slow. It was later amended and replaced in 2002 by the Prenatal Diagnostic Techniques (Regulation and Prevention of Misuse) Act without ever having been properly implemented.

The Act has a central and state level Supervisory Board, an Appropriate Authority, and supporting Advisory Committee. The function of the Supervisory Board is to oversee, monitor, and make amendments to the provisions of the Act. Appropriate Authority provides registration, and conducts the administrative work involved in inspection, investigation, and the penalizing of defaulters. The Advisory Committee provides expert and technical support to the Appropriate Authority. Contravening the provisions of the Act can lead

to a fine of Rs 10,000 and up to three years imprisonment for a first offence, with greater fines and longer terms of imprisonment for repeat offenders. The Appropriate Authority informs the central or state medical council to take action against medical professionals, leading to suspension or the striking off of practitioners found guilty of contravening the provisions of the Act.

Before conducting any prenatal diagnostic procedure, the medical practitioner must obtain a written consent from the pregnant woman in a local language that she understands. Prenatal tests may be performed in various specified circumstances, including risk of chromosomal abnormalities in the case of women over 35, and genetic diseases evident in the family history of the couple.

A study conducted to assess the implementation of the 1994 Act in South Delhi and make recommendations for its improvement. This involved examining the organizational structure, observing 26 clinics, and distributing a questionnaire to patients. The results showed up serious failures in management and implementation, lack of commitment and motivation, widespread corruption, and little knowledge in clinics of the provisions of the Act. The presence of individuals outside the medical profession, in particular those involved with human rights, would have helped to prevent fraternity bias – an unwillingness to bring medical colleagues to account.

The survey of patient attitudes showed that only 40% of male patients and 30% of female patients were aware of the prohibition of sex determination. While 90% purported to agree with the principle of the Act, they nevertheless maintained that a male child was important for the strengthening of the family.

Preventing Female Foeticide

The removal of this practice in Indian society is a serious challenge. It must involve

1, A move away from religious teachings and the advocacy of a scientific, rational, and humanist approach.

2. The empowerment of women and a strengthening of women's rights through campaigning against practices such as dowry, and ensuring strict implementation of existing legislation.

3. Inculcating a strong ethical code of conduct among medical professionals, beginning with their training as undergraduates.

4. Wide publicization in the media of the scale and seriousness of the practice. NGOs should take a key role in educating the public on this matter.

5. Regular assessment of indicators of status of women in society, such as sex ratio, and female mortality, literacy, and economic participation.

6. UNFPA says legal action is not enough to eliminate harmful traditional practices.
7. Legislation should be part of broad and integrated campaign that involves opinion makers and custodians of culture.

8. In case of sex-selective abortion, the campaign should also address structural issues under lying gender discrimination, in particular a widespread preference for sons.

9. Confronting harmful practices that are national in scope can best be addressed through a broad coalition of actors, each of whom can bring their own expertise in creating awareness and moving the issue forward. It should be treated as a national issue and not a regional issue.

10, It is only by a combination of monitoring, education campaigns, and effective legal implementation that the deep-seated attitudes and practices against women and girls can be eroded.

Conclusion

Indian culture is ancient culture. The culture respects women a lot. According to our culture, "Yatra Naranthya Pujyathe Raman The Tatra Devatha". In our country a girl is worshiped as a Devi on one hand and denied her existence on the other as if she has no right to live. Time has perhaps come for us to get rid of male chauvinism and treat children as gifts of nature

regardless of their gender. We cannot imagine a society in the future where there will be only males and no females. The society will be full of crimes and evils. Only if legislations enacted in this behalf are not sufficient. Orthodox views regarding women need to be changed. The PNDT Act should penalize and punish the violators of this crime strictly. The pernicious acts of female foeticide and coercive abortions have to end before women becomes endangered species.

The world is preparing for positive change. Will you help?

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ORIGINAL ARTICLE

Psycho-analysis of the character of Chandran in R.K. Narayana's The Bachelor of Arts

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Abstract

The present paper seeks to study Psycho-analysis of the character of Chandran in R.K. Narayana's The Bachelor of Arts. A young character named Chandran who has been entrapped and pinned by the attraction and magnetic charm of the beauty of the girl and has become the victim of infatuation or a temporary love. Though he tries to emerge out as an iconoclast of the rusted chains of the age-old customs and traditions of Indian society by marring his dream-girl Malathi in the midst of the story, he himself finally surfaces out as a sufferer of the certain psychological state of mind. He could not determine his own path of life and is seen as influenced strongly by the surrounding striking environment and people. This paper also attempts to explore the protagonist's a series of personalities developed during the course of the novel from a simple graduate student of Albert College to a matured person who runs his newspaper agency named Daily Messenger on his own legs. Hence this paper poses Chandran as more real and universal character rather than subjective i.e. individual. He represents million of young people all along the universe who always fail to identify their ability by studying multiple personalities of a single character in the single novel.

Introduction

The Bachelor of Arts has been considered as one of the most successful stories by R.K.Narayana. There are three novels *Swami and his friend*, *The Bachelor of Arts* and *The English Teacher* by Narayana which have been considered as the semi-autobiographical novels. In fact, in the novel *Swami and his Friends* the character named Swami presents the childhood, in *The Bachelor of Arts* the character of Chandran stands for the teenage years, and in *The English Teacher* Krishna, the central character brings about the old age of the author himself. Narayana has been considered as the master in characterization. His characters are always unique, typical, authentic, mostly taken from the middle classes of the Indian society. In spite of having autobiographical elements, his characters are not subjective but objective and universal those who represent a particular

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group of people or a group of generation. Narayana is the best reader of the minds of his characters. He is not interested in dealing with the outer side of the character but the inner happenings in progress in the minds and hearts of the characters. Mostly his characters are from the Indian landscapes that cannot break their limitations. Happiness, unhappiness, triumphs, defeats, morality, immorality of Indian people brought about effectively and brilliantly through varied characters in his novels.

The Bachelor of Arts has been considered as one of the most successful and memorable literary pieces written by R.K.Narayana. *The Bachelor of Arts* is a perfect exposition of the young generation of pre-independence era by the caricature of the character of Chandran who belongs to higher-middle class of India. Most of the novels of R.K.Narayana deal with the background of Indianness. Chandran in the very first part of the novel has been described as a collegian student who is very keen and very serious in his study and career. In the first half of the novel, Chandran emerges out as a young person who is involved solemnly in his study, yearns to become a lecturer of history after returning from England. It is R.K.Narayana who skillfully and expertly brought about various personalities of a single round character in the novel *The Bachelor of Arts*. Chandran is seen as a student in the very beginning of the novel, later on as a secretary of the historical union of the college, as a friend, as the novel progresses as a sensible frustrated lover turned him to be a ascetic (sanyasi) and near the end of novel as a business man and in the very end of the novel as a devoted husband.

In the very opening of the novel, the protagonist Chandran surfaces out as a serious collegian student who is keen in his study and developed a career-oriented personality, makes a timetable for his proper study. He followed the path pointed out by his well-wishers. Chandran is student of Albert College. He has offered History as his main subject. At the initial stage of the fiction, he has been forced by the secretary of the college union to participate in the debate named *Historians must be slaughtered first.* Because of the fear of the professor of his history subject, he rejects the idea. But because of consistence of the secretary, Chandran has to participate in the competition. At the end of the competition he has been declared as the best orator of the whole college by the jury. Thus being the best speaker of whole college and his skill of speaking, he has been appointed as a secretary of historical union of the institute. He had to perform the duel personalities at the same time simultaneously; one role as a student and one as the secretary of historical union of the institute.

In Indian society friend plays a significant role in building one's life as has been considered as company either good or bad. Chandran keeps good companionship in his life. He has friends like Ramu and Mohan who helped him in all his difficulties and trials and tribulations which Chandran faces at each and every step of life. Chandran himself pays his best in respond to that.

A very different and unique personality has been developed in the middle part of the novel which brings a great storm in Chandran's life as well as his family. At the time Chandran emerges out as a person who becomes a victim of love at the very first sight. As soon as Chandran sees a fifteen years girl named Malathi, he asks several questions to himself as:

How old was she? Probably fourteen, Might be even fifteen or sixteen. If she was more than fourteen she must be married there was a touch of despair in his thought. What was the use of thinking of a married girl? It would be very improper. He tried to force his mind to think of other things… (Narayana 55-56)

These kinds of questions at the very first sight put him into whimsical kind of character. He is too much obsessed with the girl. Chandran's mother rejects the proposal of his marriage with Malathi. Later on horoscopes become odds in the marriage with Malathi. When Chandran comes to learn about his horoscope does not match with Malathi's, he becomes sad, sorrowful, he cannot pass his day, and he cannot sleep at night. He sinks into sadness, he sees the whole world is ruined, everything is

destroyed, and the life is meaningless. Such mental state of mind drives him to be an ascetic (sanyasi). Chandran becomes a spiritual person in a village. He leads his life on the alms and the assistance provided by the villagers. Now he is abound to live the life of a religious person escaped from the materialistic world. But he feels disgusted and hatred to the life of a Sanyasi as he has to depend on the others. That is the reason why he quit the path of a spiritual person.

Now Chandran thinks to retreat back from the most severe stage of life of sanyasi to the materialistic and pleasant life that he lived earlier by returning back to his home Malgudi. Many questions arise in the minds of the readers as was Chandran really in love with Malathi? If yes then why he left his village Malgudi his hometown, why he left his parents and society, why he altered himself into a saint and started a deserted and simple life. And after so many miseries and pains why he compromises himself with bourgeois life as he earlier lived. If Chandran is a real lover he could have sacrificed himself on the altar of a spiritual life. He must have spent all his years in worshipping the Gods and Goddesses and teaching and preaching the moral lessons to the villagers. But he gave up the saintly life because he could not live without materialistic pleasures and comforts of higher-middle class family. While he was leading the life of an ascetic, we might assume that he used to recall those past old days of the college life and aftermath. That is why he gave up the life of a sanyasi and returned back home.

After returning home, Chandran's mind is still thinking of Malathi. On the other side, he tries his level best to keep himself engaged in other activities. He does so; he starts thinking into the direction of opening up a new business. He undertook the agency of Daily Messenger for which he is devoted by heart and mind. He succeeded somewhat to run his agency well.

The bachelor of Arts has been divided into four parts and eighteen chapters:

Part one concerns with his tender life of college as well as educational and curriculum endeavours.

Part two deals with infatuation with Malathi and ends with despair and frustration in love.
Part three is a complete account of the period of his Sanyasihood resultant of his failure in love.
Part four delineates with Chandran's efforts to earn bread and butter for leading life.

Thus, Chandran performed many roles in a single life that drives him to be a complex character. In the beginning he emerges out as a simple and flat character but as he completes his graduation in the second part of the story, his nature seems to be molded in a different shape.

As soon as Chandran sees the girl named Malathi at the bank of the river, he falls in love at the very first sight. He is totally attracted to her physical appearance without a single meeting. Chandran did not meet her even a single time, he does not know her behaviour and nature properly, and how anyone could be in love with someone? We may judge that the fifteen years old girl Malathi enters into Chandran's eyes as an extra-ordinary fairy human creature-the matchless creation of God. Malathi is made by the God only to entertain him by her charmed and magnetic beauty. Thus, after much more analysis of his inner mechanism, soon we certainly come to a conclusion that Chandran is a young romantic boy who is really not in love with Malathi but he has become the victim of infatuation. He is now obsessed with foolish and usually extravagant passion, love or admiration of the beautiful girl. A kind of love in which Chandran falls in is a temporary love of an adolescent. In short, Chandran here is not Chandran himself but he stands for each and every young person who lives on this planet. The conversation below shows his changed attitude after facing the great storm came in his life in the form of Malathi:

Chandran's mother: Are you still thinking of Malathi?
Chandran: I have trained my mind not to. She is another man's wife now.
Chandran's mother: Do you love the memory of her still?
Chandran: I do not believe in love. It does not exist in my philosophy. There is no such thing as love. (kkhsou 2)

After the study of the above conversation between Chandran and his mother, we must say that Chandran is a whimsical person who changes his concepts of life and love. First he considers love as the greatest thing in life, he enjoys moments of being in love. But after failure in love his concept of love is broken. He believes that there is no such thing as love and it does not exist in his vocabulary. He does not believe in love and it is a foolish thing. Thus Chandran possesses both the sides of a single coin depends on the circumstances he has in. Therefore Chandran tries his best to console and relieve himself by debasing love as the darkest side of the universe.

We can observe that the character of Chandran reaches on the peak of climax dramatically through a series of life-adventures. Character of Chandran's life is completely divided into three phases –in the first part as student in the last year of his college life, in the second part as a romantic lover, and in the third part as a a Sanyasi. His romantic notion of love and life shattered after disillusionment and he returned to the realities of life. *The Bachelor of Arts* is not only the story of Chandran as a romantic lover and his frustration aftermath but also how Chandran is stepping out from immaturity to maturity.

After his realization he finally decides to settle with Susila, 15 years old daughter of Talapur Advocate. Chandran proved to be a loving husband to Susila and his conjugal life seemed to be peaceful and happy as he feels:

Susila, Susila, Susila. Her name, music, figure, face and everything about her was divine. Susila, Susila-Malati not a spot beside Susila; it was a tounge-twister; he wondered why people liked that name. (Narayana 162)

In the climax of the story, he gets ready to marry a girl of his mother's choice, with the only condition that the girl should be beautiful! The great love he had for Malathi that fizzle out at the first opportunity of a worthy substitute!

In short, we come to an overall judgment that Chandran is full of whims, impulses and fancies. He can twist his beliefs, his interests and his love according to his own convenience. In his typical tongue-in-cheek style, Narayan has shown his hero a weak psychological character, a little uncertain of his own capabilities and potentialities, in short, a good for nothing fellow with a high opinion of himself.

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ORIGINAL ARTICLE

Next Logical Step in Television Space

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Abstract
No other electronic media has created as much mass impact as the TV. TV is both a personal as well as family/community device which makes it reach a large population. Obviously the immense popularity of TV has resulted in an unprecedented growth of TV viewing as well as technology. From the simple TV today one can have a smart TV with varying features satisfying all sections of society. The TV technology has grown in all aspects namely the TV studio technology, the TV transmitter & broadcast technology and the TV receiving device technology. Not only have the TV signals been converted from analog to digital, today one has high definition smart TV boxes, the Evo Box, Lime Box, and Akai smart Box commercially available. It is very interesting and important to trace the evolution of TV technology from its basic form as in 1930s to date and to visualize their technical features at various stages of developments. This paper gives an overview of the developments in TV technology highlighting their important features.

Keywords : *Evo TV, limeBox, and Akai smart box.*

Introduction
Television is one of the basic necessities of our daily life. Earlier the television was based on cathode ray tube. This type of television had in built USB ports. We can watch movie with the help of external storage devices. The television supporting in built USB port were Plasma, LCD, LED.

Plasma was not so popular due to its high price. But the picture quality provided was the best. Out of LCD and LED, LCD became more popular due to its reasonable price. The functionality of LCD and LED were almost same. But the picture quality of led was better. But due to its high price as compared to LCD it didn't became popular. The next big revolution in Consumer Technology was Television. Everything has gone digital except TV. It was a Centre of Living Room once, but variety of new gadgets such as Smart Phones, Laptops, Desktops and Tablets compete with share of leisure time at home. So a new form of television was released called the SMART TV which was not limited to only for watching movies or watching music video. It was more than that.

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Literature Survey

The year 2011 marked the coming age of internet-connected (Smart) HD TV's. Though your TV's Ethernet cable probably won't replace your cable TV quiet yet, many more applications and video services found their way into your TV. Television combine with computer, Internet and the technologies is becoming an excellent example of technological converges.

Smart TV is a phrase used to describe :

1) The current trend of integration of the internet and web2.0 features into modern television set.
2) Technological convergence between computers and the television set. Smart TV brings the internet into the living room. As the technology improving, many of these sets are becoming as capable as standard computers when it comes to web browsing and even Internet video. Some operating system run on SMART TV or even designed specifically for smart TV usage. Most often the operating system of Smart TV is originally based on Linux, Android, and other open-source-software platform. Television smartened. Feature added via Internet and some Apps and some Games.

Advantages and Disadvantages

- Direct internet access
- You no longer need to connect an HTPC, a laptop, or a desktop computer to the HDTV before you can use it for web browsing.
- It has perfect compatibility with Internet TV services. Supporting the first point, having access to internet means having access to streaming media. For instance, you can watch YouTube videos as if they were "channels" from a satellite TV service.
- It can be used as a simple computer. Smart HDTV's might have crude (and sometimes clunky) operating systems, but it should be sufficient to navigate through a home network or to access media files from external devices when needed.
-
- Moving onto its negative points, some of the **disadvantages** of Smart HDTV are as follows:
- It can ironically be more confusing to use. With all of the added options, some people who are not used to highly functional HDTV's might not be able to navigate efficiently through a considerable number of buttons and links.
- Has a significantly larger price tag. Since it is installed with other technical hardware to have computer-like functionality, it would definitely be a lot more expensive. A lot of Smart HDTV's are usually near to twice the original price of an HDTV of the same size and screen technology.
- It holds a higher energy consumption rate. This supports the second negative point, and is also quite easy to notice (due to added hardware), though usage rates are not comparatively as high as its price difference.
- Its operation can be glitch. The first day we set it up, the TV would not connect through the router to the Internet.
- We also found toggling from Smart TV Apps to the main menu to be slow. Navigation through the Apps in Smart Hub can be frustrating due to slow load times and limited memory as a second pretty strong negative.
- Television become complex

- Problem with User Interface.
- Problem with Navigation and Remote.

How to Make a TV Into Smart TV

A smart set-top box is a digital media receiver that can access videos, audio, photos and other content from Internet-connected apps optimized for your TV. Some advanced smart set-top boxes have a web browser that allows you to surf the Web and search for the content you want. Many can also access content from connected devices in a home network (like from your computer). The smart set-top box then sends the content to display on a

connected HDTV, or play over a connected audio system.

Benefits of Smart Boxes

- Turn your existing TV into a smart TV.
- Access a huge catalog of streaming movies, music and other entertainment, personal photos and other Web content through one device, without the need for a cable or satellite TV subscription
- Display content up to full HD 1080p resolution on your HDTV
- Display personal media, like photos and videos, on your HDTV via USB connection.
- Listen to music and movie sound over your home audio system
- Search for specific content available through the Web or connected application.

EVO TV

Evo TV is an online entertainment platform making business and finance more entertaining through the production of branded content, reality TV and bespoke online TV technology. In producing our content our approach employs entertainment principles and production values usually found in more mass media content development.

We know content and have already produced some of the most innovative shows seen in corporate Australia. What makes us different is not only our knowledge of business and finance but equally important our connections within each sector.
The Evo TV is an interesting concept for the Indian home. For a big chunk of the population which might not see the need or potential of a big-brand smart TV yet, the Evo TV presents itself to be an affordable option, seemingly worth a try.

The EvoTV does heat up a bit after some elapsed time, but this is normal and can be ignored. What can't be overlooked however is a bizarre oversight — there is **no way** to switch off the unit; you can at best only reboot it. Fortunately, Amkette's tech support is aware of the issue and informed me that an update to resolve it will be released in a couple of weeks. Until then, you will have to power off the unit directly from its wall socket.



Fig 1: Evo BOX

The Amkette EvoTV features a motion sensing remote control, similar to the LG Magic wand, which will not only control native functions of the smart TV, but apps as well, enabling users to play games, draw etc, with the six-axis gyroscope. It also boasts of Evo Discover, an internet content discovery tool.

The company aims for the EvoTV to help consumers transform their regular televisions into 'Smart TVs'. Capable of playing back 1080p HD video, the EvoTV box sports a 1GHz ARM Cortex A9 processor along with a Mali 400 GPU, to power it all up.
Other specifications

- 4GB of built-in storage
- 7.1 channel audio output, as well as Wi-Fi (DLNA)
- Ethernet port, 4 USB ports, 3G dongle via USB, SD/MMC
- HDMI connectivity.

EVO TOUCH

The Evo Touch is much more advanced than a simple remote control. It works as a

1. Touch Sensitive Air Mouse
2. A Gaming Controller for Motion Gaming
3. A Voice Input device for Skype and other VOIP calls
4. As a universal remote for various devices.

WHY EVO TV

- Simple to set-up
- Built-in Wi-Fi modem and HDMI Cable for instant connectivity.
- Plug and Play, Ready to go
- Intelligent Touch Remote for ease of navigation.
- Powered by the Android OS 2.3.4 Ginger Bread, the Evo Box gives you an excellent, HD quality of sound and video playback. Get a one click access to your favorite apps, social networking sites, games and the internet browser.
- The interface of the EvoTV is easy to navigate through and with the help of the remote; your television can be used in the same fashion as you use an Android powered smart phone.
- You have the ability to edit the way you view the home screen by adding or removing widgets based on your preference. The widgets on the main screen are placed in blocks that are arranged by the category they fall under. For instance, there are dedicated sections for apps, games, media, Web, YouTube Viewer, etc. By having these sections on the interface, it becomes a convenient way to easily choose your favorite application directly from the home screen. This feature is similar to that of Android devices.

EVO Discover

Software called My YT Viewer that allows you access to customized You Tube channels and create your own channels in just one click.

LIMEBOX



Fig 2: Limebox

Limebox runs on Android 2.3 (Gingerbread) operating system that provides the user with a number of functionalities and features. The device has 4 GB memory. Speaking of memory, you can expand it via the two USB ports located at the back. Users can browse the Internet through two mediums—Ethernet and Wi-Fi. Our recommendation is to use Ethernet for flawless internet connectivity. Apart from surfing the Web, users can also browse YouTube videos. Limebox can connect to any TV using the HDMI or the composite ports. It supports full HD resolution and videos did look impressive on TV, although we must confess that we thought that sound quality could have been better. Limebox supports popular video and audio formats, including the likes of MP4, MOV, AVI, MP3, WMA and FLAC. Overall this is a good media hub with some nice features. If only it were less expensive (it **costs Rs.8, 500**), it would have been an excellent buy. HDTVs more or less have been pretty much restricted in their functionality, because with a screen so big, there's a lot more you can do than just use it for content consumption. Right? Enter Portronics Limebox. This little piece of hardware let's you run Android on your TV with the ability to do a lot more than just watch videos. But, is it worthy enough to turn your idiot box into a smart television? Let's find out.

Another similar Android-based internet media box product release was by Portronics, called the Limebox. It sports a 1.2 GHz Rockchip processor, and bears 512MB of DDR3 RAM. It supports Adobe Flash 10.1, and can play 1080p HD videos.
The Portronics Limebox runs on Android 2.3 Gingerbread, and has access to the Android Market or Google Play Store. Featuring a 1.2 GHz Rockchip processor, the Limebox is coupled with 512MB of DDR3 RAM. It supports Adobe Flash 10.1, and can play 1080p HD videos, in the following formats (MP4, MOV, AVI, DVD, VIDEO, ASF, WMV, MKV, RM, RMVB, TS, TP, DAT, MPG, MPEG and VOB)

Users will also be able to edit and view documents, with Android Office apps. It can be connected to a TV via HDMI cable, or RGB component cable. The manufacturer has

already bundled apps like angry birds and Fruit Ninja on the Limebox.

Additionally, it can also open PowerPoint, Excel, and Word documents, if you need to do that. Being an internet-enabled device, you can surf the web using any wireless keyboard or watch *YouTube* videos. The player features two USB ports, which can connect USB storage drives to access and play stored media. It even claims to support USB webcam for video chat. The Android market has a plethora of apps and games that you can download and install on the device, thanks to its in-built 4 GB storage, if you get bored with playing only movies. It also comes with an HDMI port to connect to an HDTV, while AV output is also provided for analogue televisions. Our recommendation is to use Ethernet for flawless internet connectivity. Apart from surfing the Web, users can also browse YouTube videos. Limebox can connect to any TV using the HDMI or the composite ports. It supports full HD resolution and videos did look impressive on TV, although we must confess that we thought that sound quality could have been better. Limebox supports popular video and audio formats, including the likes of MP4, MOV, AVI, MP3, WMA and FLAC.

Features

Web, Videos, Android apps, on TV:
Portronics Limebox is powered by Google Android
-bringing it together is seamless and simple.
- View videos
- Surf the Web
- Download apps from Android Market.

Plug and Play - Easy to setup:
Setting up Limebox takes almost no time at all. People need to just plug the power cord into the wall and connect Limebox to their widescreen TV using an HDMI cable or RGB cable. It also exposes the Limebox to the Wi-Fi environment or connects to the Ethernet cable.

Portable, Powerful and Efficient:
Limebox sits neatly on a TV stand or in a crowded media cabinet. And the included Limebox remote makes it easy to get to favorite entertainment. Instead people can use any wireless keyboard or mouse to cater to entertainment.

Android Market
Dig into apps-from news to entertainment, business to education. Whatever you're into, you can find an app that's into it, too.

Designed for TV's
People can enjoy Web, apps, videos etc very easily on the TV. House wives, elders and kids can also use this interface with much ease.

Browsing:
Limebox delivers improved browsing to the biggest screen in home, powered by Adobe Flash (version 10.1).It has redesigned to fit into HDTV in full screen, it features the browser so people can easily see and surf the Web from their couch with the world's most popular search engine. And Limebox supports Flash video, so people can watch the best of the Web-including HD video in full screen.

Full-size keyboard and mouse compatible
Limebox doesn't just bring the Web to the TV with Google; it also gives an easy and quick way to navigate the Web thanks to its full-size wireless keyboard or mouse (not included).

Gaming
People can download all free gaming from the Android market and use keyboard and mouse to play on their big TV. Few popular games like Angry birds, Fruit Ninja, etc. are the part of the hardware already.

Akai Smart Box
Similar to Apple TV, Smart Box is a digital media device which allows users to access content like videos, games and websites using Wi-Fi and broadband connection. Google, which operates the Android platform, also plans to launch its set-top box 'Google TV'.
The Smart Box has 4 USB ports, hard drives as well as connects to Internet using 3G dongle. The device connects to the internet using LAN, Wi-Fi as well as 3G. It also acts as a router using which other devices like tablet PCs and laptops can be connected to Internet. Akai India will sell the devices through ecommerce stores, its website as well large

format stores and distribution channels. It will also launch television commercials and digital campaigns for the device. Akai Smart Box, based on the Android platform, maintains an open network without getting restricted to the servers of smart TV brands, as in the case of most smart TVs.

Akai, one of the leading Japanese Consumer Electronics brands today announced the launch of Akai Smart Box. According to the company's press release, based on Google's Android 2.3 operating system, the new device will transform any television including CRT, Plasma, LCD or LED into a smart TV and at a price of Rs 6,590.

Talking about features, the all-new AKAI Smart Box comes with a wireless mouse for easier navigation with which any TV can perform all the functions that a tablet PC normally does. It is equipped with 4GB internal memory and supports memory up to 32 GB through an SD Card slot.

It can enable users to connect to the internet and browse websites, read popular books and newspapers, check mails, weather and market updates, play games, book travel tickets, play music, play videos on YouTube and be logged on to Facebook, Twitter or Skype accounts. Customers can also shop from TV by logging onto any of the shopping portals.

Apart from that, it also supports Digital Living Network Alliance (DLNA) which allows the user to access and share digital content (videos, photos, music) from his mobile phone or computer on to the TV screen directly when on a common Wi-Fi network.

Connectivity-wise, the device supports 2G and 3G networks, Wi-Fi, LAN, and has 4 USB ports, which means that besides a mouse, key-board and webcam, one can also connect a hard disk or a pen-drive and play movies, music and pictures on the TV itself. Apart from that, it can also save pictures and videos recorded through the external webcam connected to the device. The company claims that it supports all popular movie, music and picture formats. It also lets users create a Wi-Fi hotspot if connected to a LAN cable or 3G dongle to transmit Wi-Fi signal to operate other gadgets (maximum 5 gadgets)

Note that this box is not based on Google's smart TV platform, Google TV, which is not available officially in India (via Sony or LG devices).



Fig 3: Akai Box

Key specs:

- Android Operating System
- Unlimited Internet Browsing (Open System)
- 1.25 GHz CPU Processor
- Built-in Wi-Fi and Ethernet port
- 3G Dongle and 2G Network support
- Creates Wi-Fi Hotspot
- HDMI port for Full HD video playback
- AV port
- 4 x USB 2.0 ports
- SD/MMC card slot (Supports up to 32 GB)
- Headphone and Mic Jack
- Wireless mouse
- 4GB Internal Memory
- In-built IM (Google Talk, Skype, Yahoo) & Social Networking Sites (Facebook, LinkedIn, Twitter)
- Supports YouTube Videos
- Unlimited applications access through Google Play store
- Calendar and Calculator function
- DLNA Support

Conclusion

Smart TV because of their high prices have not become so popular , so people are tend towards buying smart set up boxes that converts the existing TV into a smart TV.The below comparison according to our study will help the customer to decide on the type of smart box they wish to establish at their home.

Specification	EVO TV	LIMEBOX	AKAI SMART BOX
Released By	Amkette	Patronics	Akai , Japanese
Includes	Evo touch, Evo view, Evo Discover, Evo Box	Limebox + Remote	Box + Wireless Mouse
O.S.	2.3.4 GingerBread	2.3 GingerBread	2.3 Gingerbread
Inbuilt Memory	4 GB	4GB	4GB
Number Of Ports	4	2	4
Processor	1 GHZ ARM CORTEX A9 Processor	1.2GHZ ROCKCHIP Processor	1.25GHZ CPU Processor
MS Office	Support	Support	Doesn't Support
Connections	No wires required + Less Devices	No Wires +more Devices attached	Wires required +Device attachments
Attachments	No need EVO Touch is enough	Support Wireless Keyboard Mouse and Mic	Jack for Headphones and Mic
Disadvantages	Heat up + Booting time	Heat up + could have better Sound Quality	Since it has been recently launched so the disadvantages are yet not into a frame
Price	Rs. 10000	Rs.8950	Rs.6590

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ORIGINAL ARTICLE

Total Quality Management (TQM) for Quality Education

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Abstract
Management is commonly practiced by every profession. Everywhere managements focus on human resource development to meet production and other targets. But in education, the development of pupils as a human resource becomes an end in itself. The teacher is meant to be a skilled manager who creates a favorable atmosphere for learning, provided learning facilities, and plans the class activities. But teaching is a two way interaction between the teacher and the taught. The teacher should be kind enough like a parent and should not treat the children harshly.

Introduction

Management is the skill to achieve high quality educational objectives with minimum time, energy and money through effective use of educational aids, and active participation of available human resources. We have to achieve the objective of universalization by the year 2000. It means enrolling all children in school, ensuring their regular attendance, and imparting quality education. Time, material and human resources are limited. Lack of planning causes wastage of time, money, and efforts. For quality universal education, we need to master the managerial competency.

For this, it is necessary for teachers to get acquainted with the concept of management and develop the skills of effective management of education. Management starts unknowingly when we set ourselves to do any task. To execute any work, everyone has to practice some sort of management. But the best management skills are needed when several objectives are to be achieved to the optimum level within minimum time with minimum cost.

Importance of Management in Education System

Management is commonly practiced by every profession. Everywhere managements focus on human resource development to meet production and other targets. But in education, the development of pupils as a human resource becomes an end in itself. The teacher is meant to be a skilled manager who creates a favorable atmosphere for learning, provided learning facilities, and plans the class activities. But teaching is a two way interaction between the teacher and the taught. The teacher should be kind enough like a parent and should not treat the children harshly.

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Scientific knowledge related to management is necessary for effective planning of the teaching-learning process and various activities in the time available, by using educational aids and the strength within the pupils for the fulfillment of educational objectives.

Scope of Management

Management is a science which plays an important role in various professions, programmes and activities. As the number of schools, teachers, and pupils has increased, the scope of education has widened. Expectations of the community regarding education have also increased. In such a situation, good managerial skills related to educational transactions have become necessary to impart quality education to all students and for total achievement of educational objectives.

The following major aspects are included in the management competency :

1. Specific awareness of objectives.
2. Availability of time.
3. Availability of physical and material aids.
4. Available human resources.
5. Planning.
6. Implementation.
7. Assessment and evaluation.

1. Specific Awareness of Objectives

To manage a programme, it is essential to have a specific awareness of its objectives without which its impossible to guide the managerial process. It is necessary to continuously adhere to objectives. It is not enough to merely set out objectives in broad terms. Universalization of Primary Education is our main objective. But this statement does not give a clear idea of what exactly is to be done, and does not give any concrete direction. Hence it becomes necessary to break up that objective in various parts.

1. Availability of Time

Time required and available for the completion of various units/ subunits and stages, included in the objectives, should be carefully considered. How many working days and hours will be available through the year should be thought of. How is the available time to be distributed through out the year has to be taken into account, along with the possibility of wastage of time and ways of making up for lost time. More or less time can be allotted according to the prevailing situation and objectives. There should be flexibility in planning solutions. The causes of absence of each pupil from school have to be studied. For this , a close rapport should be established with parents. Otherwise the problem of attendance will not be solved. Teachers must rely or their good sense and creativity to develop appropriate solutions.

2. Availability of Material Aids.

Suitable aids are necessary to complete any task. We have to consider which aids are essential ? Are they available in sufficient quantity ? Which are other useful equipments ? Aids such as a blackboard, chalks, text books are essential to education, and have to be made available under any circumstances.

All equipment should be in proper condition if it is to be fully utilized. It is necessary to take proper care of educational aids/ equipments. They must be stored in such a way that they are easily accessible. Teachers must be fully informed of the used and limitations of each aid. In short, good management includes sound material management.

3. Available Human Resources

The human resources available to education are headmasters, teachers, the community, parents or guardians, pupils, administrative system, local institutions, etc., Educational objectives are achieved through co-ordinate efforts and required action by all these resources. The education process will be best served by motivating each of the above human resources to work efficiently. In the field of management, technical skill is given much less efficiently. In the field of management, technical skill is given much less importance that human selections skill. More objectives can be achieved within the available time and material and human resources by increasing the level of human creativity. This is possible only through good human relations. To create good human relations the manager must be well –behaved, efficient, honest, and a good leader. The manager’s ideas should be clear and she or he should be able to express her or his thoughts clearly.

5. Planning

Planning is an important part of management. Planning is sequencing of time bound activities to achieve objectives taking into consideration essential activities, available material and human resources, competency, skills and evaluation of activities. The following three aspects need to be considered while planning: Purpose, Priority, and Scale of Operations.

a) Purpose

Managers and officers must ensure that every activity is useful to achieve the objectives. It means every activity must be planned with a clear purpose. To save time, money and labour, any unwanted activity must be avoided. It will kill their interest in the work. Workers must believe that the work assigned to them is useful or they lose their motivation to work as well as respect for the manager. It is not a good sign of effective management to use available money, time and human resources without proper planning.

b) Priority

Objectives have to be broken down into concrete segments or units. These need to be properly sequenced. For instance, it is not correct to teach multiplication and division unless the skills of addition and subtraction are mastered fully. The surrounding environment has to be considered before doing any activity. It is also necessary to think ahead about which day in the month of a year is suitable for a particular activity. The teacher should carefully consider the above issues and freely decide the number of hours and periods to be assigned to each subject or unit during the year. A skilled manager knows how to manage his or her responsibilities in accordance with given rules, but with autonomy and flexibility. For better planning and implementation, it is also useful to seek the co-operation of colleagues.

6. Implementation

For efficient implementation, one must have full faith in planning. People who are included in planning must know their responsibilities and the objectives of planned activities. Work must be distributed equally keeping in mind the workers interests, skills, and competencies. It is necessary to motivate workers to work to their full potential for the completion of any work. The workers must be aware that work done in any manner will not be accepted. They also must be sure that they will not be held responsible if the expected work is not completed in spite of adequate efforts. All the essential equipment must be provided on time. Human resources also must be given necessary training. Everybody must have a clear idea about the work allotted.

7. Measurement and Evaluation

It is not beneficial to evaluate the impact of any planned activities only at completion. That leaves no room to gain from the process of implementation. It is important to assess performance form the process of implementation. It is important to assess performance from time to time to find our whether and how far the objectives are being achieved through planned efforts.

School Management

Pupils Progress and development is at the centre of school management. There are two main parts to school management. The first is to provide facilities essential to the pupils development to create and congenial physical environment. The second is to organize effective learning experiences and activities for the individual progress of pupils. It is necessary to plan both these separately. Planning at school level can be achieved in the following manner.

A) Institutional Planning

Ideal or Sufficient physical amenities are not available in may schools. Facilities such as class rooms, play ground, head-master's office, drinking water, latrine, teacher's room, necessary furniture, reference books, sports material, etc are not available. There is no garden fro the school. Trees are not planted. Pupils do not have anything to sit on. It is not possible for may school to get these facilities even in the near future. Yet the Headmaster must be aware of the facilities minimally required to create a feasible school environment. There are two types of planning to make these facilities available :1) Long-term planning and 2) Short-term planning.

B) Annual planning

Annual planning is the thoughtful planning and co-ordination of all curricular and co-curricular activities and programmes organized by the school for the development of pupils, and the achievement of objectives. Annual planning can be done at two levels.

1. At the level of the Head master for co-ordination school programmes.
2. At the level of the teacher for teaching various subjects in the class room.

1) Planning at the Level of the Headmaster

There is a saying " as is the headmaster so is the school" It means that the physical and educational progress of the whole school is affected by the following qualities of the Headmaster : personality, confidence, respect in the society intellectual level, behavior, character, leadership, studiousness, professional devotion, respect for pupils and parents, interest in their progress, interest in arts and sports, respect for the country and culture, social sensitivity, social image, way of thinking vision, aesthetic sense, etc. These special qualities of the Headmaster are bound to be reflected in planning.

2. Planning at Teachers Level

The teacher must first prepare the weekly time –table which is expected to assign specific periods to each subject. The time table must take into account the academic level of pupils, child psychology. Comprehension competency, interest etc.

3. Unit planning

The second part of annual planning is unit planning which deals with specifics such as suitable teaching methods for units, areas or activities, choice of educational aids, teacher's activities, nature of pupils participation, evaluation, etc,. The areas of competencies along with the units or activities in each subject ust be separately planned. Thus unit planning is essential to the success of annual planning.

4. Lesson Planning

The teaching –learning of a unit has to be completed within specific periods in the time –table. Planning for this specific instruction period is called lesson planning.

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ORIGINAL ARTICLE

A Corporate Social Responsibility of Steel Authority of India Limited through Value Added Reporting

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Abstract

This paper represents Value added concept is comparatively new concept but is gaining considerable importance those days, particularly for taxation and managerial performance purposes. A growing number of companies in India have started including a value added statement (VAS) on the lines of the companies in western countries, as a part of their published annual reports and accounts. Value added reporting is part of financial reporting that shows value addition by firm during the specific of time and their application towards Employees , Government, Capital providers and retained by the firm himself towards development and expansion activities. Value added is meaningful measure of corporate performance rather than conventional measures based on traditional financial accounting and can be particularly useful for employees' oriented approach, which will be more fruitful discussion with employees and can be especially useful in productivity arrangements. In this context this paper tries to explain performance evolution by ***Steel Authority of India Limited*** *by the value added reporting, from 2005-06 to 2009-10 and what method of their social reporting and social responsibility as pharmaceutical firm*

Keywords: *Accounting System, Value Creation & Disposal, Knowledge Accounting & Finance, Corporate Social Responsibility(CSR).*

Section – I

Introduction

"Accounting is a language of business. Accounting is an analysis and interpretation of accounting records containing financial and economic information of transactions and other events profitably to a business. To operate a business profitably and to star solvent, profitability and solvency of a firm should be measured at regular intervals in order to know the aggregate position since alarming is the art of measuring, describing and interpreting financial and economic activities of a business, it is essential, for an accounting system, to record, classify and summaries the entire. Lot of events since accounting is a language of business, it should be communication to the parties related to an integrated in its act ivies. Such communication is made through corporate reporting process. It has assumed goat significances in recent years. In many countries the users of such reports. There are many parties who are much interested such as equity shareholders, lenders, bankers, financial

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institutions, tax-levying authorities, regulating authorities, government and various authorities in the accounting reporting of companies. By statutes, all the companies and corporate entities are reporting minimum information mandatorily". According to **S.Gupta**, 'Value added means excess of turnover plus income from services over the cost of goods and services'. Value added amount computed by deducting from sales revenue plus income from services, the cost of bought-in-materials and services excluding depreciation is termed as "Gross Value Added" (NVA).

The added value concept has got many uses. Economists have uses the VA concept for long in a 'Macro' sense. The G.N.P. is calculated as under: -

G.N.P= Wages + Rent + Interest + Profit.

Section - II

About Industry

Steel Authority of India Limited

Steel Authority of India Limited (SAIL) is one of the largest state-owned steel makers in India and one of the top steel makers in World. With a turnover of ₹48,681 crore , the company is among the top five highest profit earning corporate of the country. It is a public sector undertaking which trades publicly in the market is largely owned by Government of India and acts like an operating company. Incorporated on January 24, 1973, SAIL has more than 1 lakh employees. The company's current chairman is C.S Verma. With an annual production of 13.5 million(ten lakhs) metric tons, SAIL is the 14th largest steel producer in the world.

Section - III

Research Methodology

Data Collection

This research paper is based on the 5 years financial performance of the ***Bharat Heavy Electrical Limited*** Which is one of the leading IT company in India.

The data of ***Steel Authority of India Limited*** for the year (2005-06 to 2009-10) used in this study .have been taken from secondary sources e.g. published annual reports of the company.

Tools of Analysis

For the analysis of value added reporting data are analyze in a following way:

I. Value Added Statement.
II. Statistical Tools:

For assessing the behaviors of data statistical techniques hey been also used

1) Mean
2) Coefficient of correlation
3) Growth Rate
4) Student T- Test

Objectives of the Study

This research paper is based on the following objectives:

1) To understand the concept of Value Added Reporting
2) To evaluate performance of the sample company with value added accounting
3) To study intra firm comparison of last seven years performance

Hypothesis of the Study

The following hypotheses are framed for this study:

I. Null Hypothesis (H_0)

1) **There is no significant relation between Sales and Gross value added**
2) **There is no significant relation between Sales and Net value added**

II. Alternative Hypothesis (H_1)

1) **There is significant relation between Sales and Gross value added**
2) **There is significant relation between Sales and Net value added**

Limitation of the Study

1) This research paper is a micro nature research based in the sample ***Steel Authority of India Limited***
2) This research paper is based in the 5 years financial performance of the sample company from 2005-06 to 2009-10.

Review of Literature

Value Added Reporting is developing concept that why some studies conducted in context with the performance through value added reporting to the corporate sector. The researcher has studied those works which are as follows:

1. The study made by **Dr. Mohana Rao** who published a book in "**Value Added Reporting - in Theory, Practice and Research**". He has studied concept of value added, value added-computation formula. Value added ratios analysis and value added reporting has been examined in the united states in forms of its relevance to capital market. He studied analysis of value added statement of SAIL (Steel Authority of India Ltd.) part of creation of value added and disposal of value added. He made several suggestions. For the strenghethening the financial soundness.

2. **Kaushal A. Bhatt** has done his M.phil under guidance on **Dr. Prof. S. J. Parmar, Saurashtra Uni.** Thesis on "***Value Added As A Performance Measurement Tool.(A combative study of GSFC & GNFC)*** for the period from 2001-02 to 2005-06. He had made an attempt to analysis of value added statement of GSFC & GNFC. He had studied distributed to net value added towards Employees, Government, Capital Providers and Owner (Retained in Business). He had also analyzed value added ratios between comparatively studies on GSFC & GNFC. He also suggested to GNFC better performance compare to GNFC through analyzed value added ratios.

3. **Ravi M. KISHORE** has written a book "**Advance Management Accounting**" published by **Taxmann Publishing Company**, New Delhi (2005). Which covers the concept of value added, application of value added and generation of value and its also formats of value added statement in detail.

4. **Dr. Sanjay J. Bhayani** has written a book "**Practical Financial Statement Analysis**" published by **Raj book Enterprise** the study covered 18 cement companies for the period from 1990-91 to 1996-97. He studied analysis of activity, analysis of financial structure and value added analysis. He made several suggestions for the strenghethening the financial soundness.

5. **Dr. Pradeep Singh,** has written an article in "**The Management Accountant, August, 2008."** On the value added reporting with the title "**Social Performance Through Value Added Reporting**"-- ***An Empirical study of Lupin Lab. Ltd***. In this article, he has analyzed to explain performance volutionby Lupin Ltd. By the value added reporting from 1995-96 to 2004-05. He has suggested to analysis and interpretation of Value Added Statement and Value Added Ratios could be concluded that the management of Lupin Lab. Ltd. Has served to the society vary well as total value added has been distributed among the employees, government, financial Institutions, banker & shareholders, on the other hand it also contributed of value added forwards the growth and development of the company retained in the business.

Section - IV

Analysis & Interpretation Value Added Reporting

Accounting procedure: In case of value added reporting accounting procedure will be divided in two parts:

1). **Generation of Value Added and,**

2). **Application of Value Added.**

Testing of Hypothesis of The Study

The following hypotheses are framed for this study:

Null Hypothesis (H_0)

1. There is no significant relation between Sales and Gross value added

2. There is no significant relation between Sales and Net value added

Alternative Hypothesis (H_1)
1. There is significant relation between Sales and Gross value added
2. There is significant relation between Sales and Net value added

A coefficient of correlation is calculated between two variables **Sales (X) and Gross value added(Y) it is that shows higher degree and Net value added (Z)**

Testing hypothesis 1
A coefficient of correlation is calculated between two variables **Sales (X) and Gross value added(Y) it is r(x,y)= 0.94 that shows higher degree correlation between sales and Gross value added. Significance of correlation will also be tested through Student T- test as:-**
T (cal) = 3.50
T(tab) =2.31 at 5% level of significance. Calculated value of Tc = 4.83 which is more as compared to critical value of Tt = 2.31 at 5% level of significance. Hence , null hypothesis rejected that means there is significant correlation between sales and Gross value added.

Testing of hypothesis 2
A coefficient of correlation is calculated between two variables **Sales (X) and Net value added(Z) it is r(x,z)= 0.93 that shows higher degree correlation between sales and Net value added. Significance of correlation will also be tested through Student T- test as:-**
T (cal) = 4.38
T(tab) =2.31 at 5% level of significance. Calculated value of Tc = 4.83 which is more as compared to critical value of Tt = 2.31 at 5% level of significance. Hence , null hypothesis rejected that means there is significant correlation between sales and Net value added.

One of our hypothesis that value added generation and application are ever during the study will be proved, because as per during the study period generation of value added marked **that Net Value Added 186.27% in the year of 2007-08,** due to charges in the various segment of revenue and control on cost of bought in materials. The main reason is behind on it company increase their production and launch new product.

Section – V

Conclusion

Researcher may conclude that as compare to generation of value added registered increasingly due to increases of productivity, operational efficiency and market share by the company our main conclusion are as:
In Steel Authority of India Limited .

1) Total Revenue from the sales marked continuously increased throughout the study period. It increases ₹**.37577** crore to ₹**.50194** crore and registered **133.58**% growth during the study period.
2) Cost of brought in material and services significantly controlled by the management especially in last five years that positively affects value addition of the company.
3) Payment to Employee to Net Value Added registered continuously increasing trend throughout the period of study. It increases ₹ **.4204** crore to ₹**.8502** crore and 24.28% to 30.89% to net value addition during the period of study.
4) Payment to the Government has been Fluctuated significantly during the study period that shows social contribution by the company in ay of excise duty, custom duty and other taxes. It increases ₹**.8901** crore to ₹**.6311** crore and **51.40**% to 33.19% ti net value addition
5) Interest liability will be decrease **2.79**% to **1.95**% to net value addition during the years 2007-09 to 2011-12 after it increased later year.
6)In case of shareholders to Net Value Added range between 4.85% in 2005-06 to **5.61**% in 2009-10.
7) Re-invest in business is the highest **40.22**% in 2009-10 in form of Retained Earnings. It is an appropriate amount for investment and development point of view.

Suggestions

- The mandatory suggestions to ***Steel Authority of India Limited*** are given below:

1. The company should try to reduce their Cost of Bought in materials to maximum their Net Value Added.

2. The company should also reduce cost of services like administration, marketing and other expenses to meet the highest Net Value Added.

3.The Excise duty & other taxes on industries which have been continuously on the rise during the study period should be lowered down by the central government so that cost of production and selling price of industries products can be reduced and thus sales of industries products & services can be further promoted.

4. The companies should reduce individual expenses by reducing these expenses companies can transfer more amounts to Retained in Business.

5.The companies should try to increase rate of dividend because dividend is part of Earning and create good image in market.
The company should try to increase more Benefit to Employees to motive through incentive schemes or bonus schemes especially ***Steel Authority of India Limited***

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RESEARCH PAPER

Approaches for Multi-Font/Size Character Recognition: A Review

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Abstract
Optical character recognition (OCR) is very popular research field since 1950's. A great work has been done for various scripts based on the different approaches used for the design of OCR system. There are various approaches used for the design of OCR system, But this paper provide a review of existing works in handwritten and typewritten recognition of characters from image irrespective of their position, size, and various font styles based on the different approaches such as a Template Matching, Fuzzy Logic, Neural Network, etc.

Keywords : *Optical Character Recognition, On-Line and Off-Line Character Recognition, Template Matching, Neural Network, Fuzzy Logic*

INTRODUCTION

Optical Character Recognition is the process of translating images of handwritten, typewritten, or printed text into a format understood by machines for the purpose of editing, indexing/searching, and a reduction in storage size [1]. Computer system equipped with such an OCR system can improve the speed of input operation and decrease some possible human errors. Recognition of printed characters is itself a challenging problem since there is a variation of the same character due to change of fonts or introduction of different types of noises. Difference in font and sizes makes recognition task difficult if pre-processing, feature extraction and recognition are not robust. There may be noise pixels that are introduced due to scanning of the image. Besides, same font and size may also have bold face character as well as normal one. Thus, width of the stroke is also a factor that affects recognition. Therefore, a good character recognition approach must eliminate the noise after reading binary image data, smooth the image for better recognition, extract features efficiently, train the system and classify patterns [5]. Generally there are six major steps in the character recognition system which has been shown in Fig.1 [11].

Data Acquisition

The progress in automatic character recognition systems is evolved in two categories according to the mode of data acquisition:

- On-line character recognition systems
- Off-line character recognition systems

Off-line character recognition captures the data from paper through optical scanners or cameras whereas the on-line recognition systems utilize the digitizers which directly captures writing

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with the order of the strokes, speed, pen- up and pen- down information.

Pre-processing

A series of operations have to be performed during the pre-processing stages. The main objective of the pre-processing is to organise the information so that the subsequent CR task become simpler. It essentially enhances the image rendering it suitable for segmentation. The various Techniques performed on the image during pre-processing stage are shown in Fig 1.

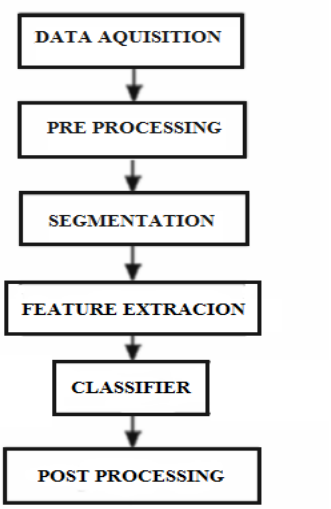


Fig 1 Typical flowchart for CR methodology

Segmentation

Segmentation is an important stage in CR system because it affects the rate of recognition. Segmentation can be external and internal. External segmentation is the isolation of various writing units, such as paragraphs, sentences or words. In internal segmentation an image of sequence of characters is decomposed into sub-images of individual character.

Representation or Feature extraction

The feature extraction step selects and prepares data which is used by a classifier to achieve the recognition task. Feature extraction involves representing a handwriting text by a set of discriminative features. The feature representation is based on extraction of certain types of information from the image.

Classification

The classification stage is the decision making part of the recognition system. The performance of a classifier relies on the quality of the features. There are many existing Classical and soft computing techniques for handwriting identification. They are given as:

- *Classical Techniques:*
  1. Template matching
  2. Statistical techniques
  3. Structural techniques
- *Soft Computing Techniques*
  1. Neural networks (NNs)
  2. Fuzzy- logic technique
  3. Evolutionary computing techniques

Post processing

Post-processing stage is the final stage of the recognition system. It prints the corresponding recognized characters in the structured text form.

OCR SYSTEM DESIGN APPROACHES

In this section the main three different approaches to design an OCR system for handwritten and typewritten recognition of characters from image are presented.

A. ***Template Matching Approach***

Template matching is one of the Character Recognition techniques. It is the process of finding the location of a sub image called a template inside an image. Once a number of corresponding templates is found, their centres are used as corresponding points to determine the registration parameters. Template matching involves determining similarities between a given template and windows of the same size in an image and identifying the window that produces the highest similarity measure. It works by comparing derived image features of the image and the template for each possible displacement of the template. This process involves the use of a database of characters or templates. There exists a template for all possible input characters. For recognition to occur, the current input character is compared to each template to find either an exact match, or the template with the closest representation of the input character. If I(x,y) is the input character, $T_n(x,y)$ is the template n, then the matching function $S(I,T_n)$ will return a value indicating how well template n matches the input character. Some of the more common matching functions are based on the (1)-(4) formulas [12]

$$S(I,T_n) = \sum_{i=0}^{w}\sum_{j=0}^{h}|I(i,j) - T_n(i,j)| \quad (1)$$

$$S(I,T_n) = \sum_{i=0}^{w}\sum_{j=0}^{h}(I(i,j) - T_n(i,j))^2 \quad (2)$$

$$S(I,T_n) = \sum_{i=0}^{w}\sum_{j=0}^{h} I(i,j)T_n(i,j) \quad (3)$$

$$S(I,T_n) = \frac{\sum_{i=0}^{w}\sum_{j=0}^{h}(I(i,j)-|I|)(T_n(i,j)-|T_n|)}{\sqrt{\sum_{i=0}^{w}\sum_{j=0}^{h}(I(i,j)-|I|)^2}\sqrt{\sum_{i=0}^{w}\sum_{j=0}^{h}(T_n(i,j)-|T_n|)^2}} \quad (4)$$

(1) is the City block, (2) is Euclidean, (3) is Cross Correlation, (4) is Normalized Correlation

The template-matching algorithm implements the following steps:

- The character image from the string is selected.
- The image to the size of the first template is rescaled.
- Image to the size of the first template (original) image, the matching metric is computed.
- Then the highest match found is stored. If the image is not match repeat again the third step.
- The index of the best match is stored as the recognized character.

Template matching method for recognition musnad Characters based on correlation analysis has been proposed by Mohammed Ali Qatran in [12]. This recognition system recognized musnad characters with accuracy ranges from 90% to 100%.

B. Neural Network Approach

An emerging technique in this particular application area is the use of Artificial Neural Network (ANN) implementations with networks employing specific guides (learning rules) to update the links (weights) between their nodes. Such networks can be fed the data from the graphic analysis of the input picture and trained to output characters in one or another form [3]. There are many structures of ANNs including, Percepton, Adaline, Madaline, Kohonen, Back Propagation and many others. Probably, Back Propagation ANN is the most commonly used, as it is very simple to implement and effective. The use of Back Propagation neural network for the recognition of the text from the image after it undergoes various image analysis phases that are describe below [4].

Image Crop

It is initial phase of all phases and is responsible for scanning the image and determining the minimum boundaries such that it encloses the symbol completely. The region of the image within the rectangle is extracted and serves as the input for the other phase. The purpose of this phase is to extract the minimum amount of information required for recognition of the symbol [2].

Image Adjustment

In this phase the extracted image is redrawn into minimum bounding rectangle of constant aspect ratio *r* aligned at the centre (both horizontally and vertically). So even if the sizes of the symbols to recognize are different this phase outputs the image of the symbol with a constant ratio [2].

Image Down Sampling

After the image is adjusted the image is down sampled or resized to constant size Cw,h. It is necessary to down sample the image because there is constant number of neurons in the input layer of the neural network so the input provided to the network should be constant [2].

Image to Matrix Transformation

The neural network cannot be trained directly by giving image as an input. So for training the neural network the down sampled image should be transformed into matrix representation where each element in the matrix is assigned as an input to the neuron of the input layer [4].

Neural Network

An artificial neural network is an interconnected group of nodes, akin to the vast network of neurons in the human brain. Back Propagation ANNs contain one or more layers each of which are linked to the next layer [9]. But we will use only three layer neural network. The three layers are Input layer (all the entries in the matrix M serves as an input to this layer), Hidden Layer (number of neurons are equal to 2/3rd of the neurons in Input and Output layer) and Output Layer (the number of neurons is equal to the number of symbols in the set Z which are to be recognized) [10].

The network is designed and then trained over the set Z such that for every input symbol i in set Z the corresponding output neuron Z_i and has output 1 else $Z_j=0$ where $j \neq i$. The network is trained till the total error is negligible. After the training is complete the network can be used to recognize the symbols in the image by performing analysis phases and then feeding the matrix to the network, the neuron Z_x with maximum value signifies the symbol x has greater probability. After the network is

initialized and trained for set of symbols Z it can be used for recognition.

Multi-Font/Size Character Recognition and Document Scanning has been proposed by Ritesh Kapoor, Sonia Gupta, and C.M. Sharma in [2]. They achieved accuracy of recognition between 92.3% to 96.15% for four set of different font size and style characters set using Back Propagation neural network approach.

C. Fuzzy Logic Approach

Fuzzy logic is a many valued logic. It deals with reasoning that is approximate rather than fixed and exact [7]-[8]. In traditional two valued logic, we can have only two values true and false. But if the value is partially true then traditional two value logic is not appropriate to work with. This problem is solved by fuzzy logic. In fuzzy logic value ranges between completely true to completely false.

Thus, reasoning with fuzzy logic is similar to human reasoning that allows for approximate value and inferences as well as incomplete or ambiguous data. Fuzzy logic deals with the "degree of truth" that can be basically defined as to which extent the given data is true. Characters are recognized based on this system through different phases that are described below:

Sentence Segmentation

In which the input is taken in form of scanned images. These images consist of number of sentences. Firstly, those sentences need to be divided into characters to recognize each character independently.

Character Segmentation

In which each of the character is analysed to get recognized. We have a database of the characteristics features of the characters. Character recognition process need to match the features of characters with characteristic features in database. For this, the character further needs to be divided into number of cells. For example consider the English alphabets. They are segmented into 4 x 4 matrix cells. Character "K" is shown as an example in Fig. 2.

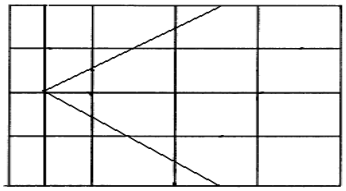


Fig 2 Segmentation of Character "K" into 4 x 4 matrix cells

Character Analysis

In this step, each cell is analysed for characteristic features and the output is stored accordingly. Some of the characteristic features are as shown in Fig 2.

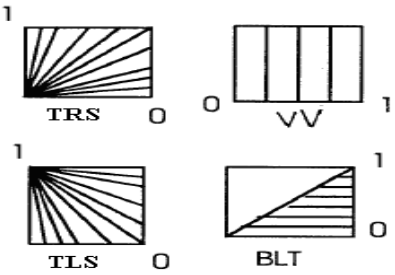


Fig 3 Characteristic features

Each cell of the characters are compared with the characteristic feature on the basis of membership function [7] and the result is the category name under which it has membership associated with them. This will form part of the pattern extractor. The membership values may be classified into 'Low', 'Medium', and 'High' with membership values is overlapping between them as shown in Fig 4.

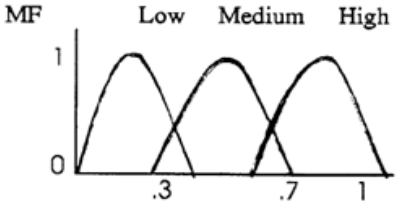


Fig 4 Overlapping of membership values

Here, The Character analyser and Character Recognition System which constitute the fuzzy processor consist of a number of IF..... THEN.... ELSE rules. These rules may be applied to the output from the pattern extractor which will be in the form of a fuzzy matrix of all the cells constituting a particular character.

All the cells of the character together form the universal set as follows.

X = { X11, X12, X13, X14, X21, X22, X23, X24, X31, X32, X33, X34, X41, X42, X43, X44}

Now for each character of the alphabet we will have one fuzzy set for itself define as $\overline{A}, \overline{B}, \ldots \ldots \ldots, \overline{Z}$.

So the fuzzy set, S = { Xij, μ(Xij), Ck }

Where S = $\overline{A}, \overline{B}, \ldots \ldots \ldots, \overline{Z}$.

Xij = cells from universal set.

μ(Xij) = Membership value of Xij in category Ck.

Ck = Feature category name.

Some of the rules that form part of the fuzzy Process for character 'K' is given below:

IF X11 is MEDIUM OR MEDIUM-HIGH OR

HIGH in VV
THEN X11 is 0.4 in VV.
IF X12 is LOW OR LOW-MEDIUM OR
MEDIUM in BRS
THEN X12 is 0.2 in BRS.

On the basis of the values obtained above by applying fuzzy rule we get the complete fuzzy set for the character 'K' as follows.

K={(X11,0.4,VV),(X12,0.2,BRS),(X13,0.8,BRS),
(X21,0.4,VVTRS),(X22,0.8,BRS),(X31,0.4,VV
TLS),(X32,0.8,BLS),(X41,0.4,VV),(X42,0.2,BL
S), (X43,0.8,BLS) }

Using these standard fuzzy set different variations of letter as shown in the following figure can also be detected

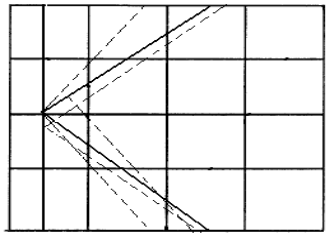


Fig 5 Letter variations

Fuzzy set for other characters can also be obtained in similar manner. This fuzzy set is then compared to the fuzzy set of the characters in the database. The database contains the default fuzzy set of all the characters. After obtaining fuzzy set matches with the default set character could be recognized using Defuzzification. Different approaches are available for defuzzification such as Centre of gravity method (COG), Maximum methods, and Margin properties of the centroid methods.

CONCLUSIONS

Template matching method which is easy to implement due to its algorithmic simplicity and higher degree of flexibility to the change of recognition target classes. Its recognition is strongest on monotype and uniform single column pages and It takes shorter time and does not require sample training but one template is only capable of recognizing characters of the same size and rotation is not illumination-invariant. Fuzzy rule-based system also not requires training and show high recognition accuracy for most characters. Neural network has ability to recognize characters through abstraction is great for faxed documents and damaged text and ideal for specific types of problems, such as processing stock market data or finding trends in graphical patterns. The success of OCR system quite heavily depended on the accuracy of the features extraction and classification techniques, so by properly choosing such type of techniques we can also obtain high accuracy produce by the Fuzzy logic and Neural Network approaches by using template matching based OCR. We believe that our survey will be providing a basic idea to design an OCR system and become a help full to the researcher in this field.

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RESEARCH PAPER

Development and Standardization of an Interest Scale to Measure Interest towards Technology in Teaching (ITTTS)

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Abstract
Today the need of technology is of great importance in teaching and learning process, as it facilitates effective teaching and learning. Though it has a lot of applications in various fields, one should not forget its applications in the field of Education. If the teachers develop interest towards technology in teaching, then they may try to make use of this technology often in teaching and it will in turn make the learning process simple and effective. The study of teachers' interest towards technology in teaching is a significant one and for which the investigator has decided to develop and standardize a scale to measure it.

Keywords : *Technology, Interest Scale, Teaching*

Introduction

Our school and college system must continually strive to unlock the full educational potential of digital technologies. The challenge for our schools and colleges is to create engaging learning environments with opportunities that stimulate, extend and deepen student learning, and embed the use of the technologies that students use so ubiquitously in their daily lives. Most students are well connected to technology, information resources and networks when they are away from school, college and they rightly expect to learn in a school, college environment that mirrors this. Researches confirm that integrating technologies in teaching and learning can drive to positive impact on student learning. As there is no suitable tool available to study the school and college teachers' interest towards technology in teaching, the investigator have decided to construct and standardize a scale to measure the teachers' interest towards technology in teaching. This Likert type scale is a five- point scale of „Strongly Agree", „Agree", „Undecided", „Disagree" and „Strongly Disagree". 55 items have been collected from the various sources like Experts in Educational technology, Teacher Educators, Books, Journals, Internet and so on.

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Pilot Study

This scale with 55 items has been administered to the sample of as many as 200 teachers (100 Higher secondary school teachers and 100 College teachers) working in different higher secondary schools and different colleges of Madurai District, Tamil Nadu, India, in order to carry out the pilot study. Then their responses have been scored carefully and their marks secured by all the teachers have been arranged in the descending order from the highest scorer to the lowest scorer. Then they were subjected to item analysis.

Item Analysis

The next step in the standardization of an interest towards technology in teaching scale after pilot study is to find out the t-value of each item, which forms the basis for item selection in order to build up the final scale. The Likert type scale calls for a graded response to each item on a five-point scale ranging from "Strongly Agree", to "Strongly Disagree". The individual score for all the 200 teachers were ranked from the highest to the lowest score. Then 25% of the subjects with the highest total scores and 25% of the subjects with the lowest total scores were sorted out for the purpose of item selection. The high and low groups, were selected, formed the criterion groups and each group was made up of 50 students (Edward. L. Allen, 1957).

It may be recalled that each item is followed by five different responses of "SA", "A", "UD", "DA" and "SDA" in the interest towards technology in teaching scale. Then each item was taken individually and the number of teachers who responded "SA", "A", "UD", "DA" and "SDA" was found out both the high and low groups separately. Thus for all the 55 items, the number of teachers coming under each category was found out separately for both the high and low groups and the t-values for all the 55 items have been calculated with the formula suggested by Allen Edwards(1957). As many as 40 items having the t-value greater than or equal to 1.75 (Edward. L. Allen, 1957) have been chosen in order to form the final scale (vide: Table-I). Then this final scale has been administered to 200 teachers working in different higher secondary schools and different colleges of Madurai District, Tamil Nadu, India, in order to establish the scoring procedure, validity and reliability of this scale.

TABLE – I
Item Selected for ITTTS

Item Number	't' Value	Item selected
1	2.26	S
2	0.84	NS
3	3.26	S
4	3.42	S
5	0.95	NS
6	2.56	S
7	2.75	S
8	0.74	NS
9	3.42	S
10	2.46	S
11	1.68	NS
12	2.58	S
13	3.42	S
14	3.53	S
15	0.82	NS
16	1.85	S
17	3.24	S
18	1.08	NS
19	2.95	S
20	3.64	S
21	1.26	NS
22	4.42	S
23	3.92	S
24	1.08	NS
25	4.22	S
26	2.42	S
27	3.52	S
28	0.94	NS
29	2.66	S
30	2.68	S
31	1.94	S
32	0.84	NS
33	2.85	S
34	0.92	NS
35	3.26	S
36	3.16	S
37	3.84	S
38	1.98	S
39	1.82	S
40	2.48	S
41	1.22	NS
42	3.06	S
43	3.62	S
44	1.02	NS
45	3.26	S
46	3.62	S
47	4.52	S
48	2.96	S
49	2.42	S
50	3.30	S
51	0.92	NS
52	2.56	S
53	3.28	S
54	2.26	S
55	1.24	NS

S – Selected NS – Not selected

Scoring Procedure

The interest towards technology in teaching scale has 40 items, out of which 30 items are positively worded and the remaining 10 items are negatively worded. An individual score is the sum of the scores of all the 40 items. The scores range from 40 to 200. Higher score indicates the high interest towards technology in teaching and the details of scoring are given in the following table.

The scoring to the response given by the respondents should be like the following

TABLE – II

Response	Positive	Negative
SA	5	1
A	4	2
UD	3	3
DA	2	4
SDA	1	5

Reliability

Reliability refers to the consistency with which a test measures, whatever it measures. The concept of reliability suggests both stability and consistency of measurement. The investigator calculated the reliability analysis and it was given in the following table.

TABLE – III

Table Showing the reliability method and co-efficient values

Method of Reliability Analysis	Reliability Co-efficient
Correlation Between forms	0.627
Equal-length Spearman-Brown	0.682
Guttman Split-half	0.635
Unequal-length Spearman-Brown	0.604

Validity

Validity reveals the merits of our measurement. This attitude scale was given to the experts (20 members) in order to find out its content validity. The experts agreed that the items in the scale provided adequate coverage of the concept. This attitude scale also has construct validity.

Percentile Norm

The following table represents the percentile norm for this attitude scale.

PERCENTILE	SCORE RANGE	NORM
Below P25 (Q1)	Below 80	Low level
P25 To P75 (Q1 to Q3)	Between 80 and 160	Average level
Above P75 (Q3)	Above 160	High level

Conclusion

The investigator believe that this scale would be a contribution to the field of online library in Education and those who want to measure the attitude of teachers towards the use of online library anywhere in this country will find this scale very useful.

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ORIGINAL ARTICLE

Foreign Institutional Investment in India

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Abstract

There are many under developed countries face problem from lower income and capital raised. However, in spite of this deficiency of investment, these countries have developed a strong urge for industrialization and economic development. As we know the need for Foreign capital arises due to shortage from domestic side and other reasons. Indian economy has experienced the problem of capital in many instances. While planning to start the steel companies under government control, due to shortage of resources it has taken the aid of foreign countries. Likewise we have received aid from Russia, Britain and Germany for establishing Bhiloy, Rourkela and Durgapur steel plants.

The financial market has experienced marvellous development in terms of primary issues and trades on secondary market. The liberalization policies initiated in India in the early 1990s brought about radical changes in the conduct of stock market. Rising globalization, deregulation, and foreign portfolio investments made the Indian stock exchanges competitive and efficient in its functioning.

The role of investors is the key to success of market guided economic systems and since it is they who pump their savings into the markets, their investments need to be channelized to the most rewarding sectors of the economy.

The present paper is a modest attempt to study the trends in Foreign Institutional Investment into India. It is observed that the FIIs investment has shown significant improvement in the liquidity of stock prices of both BSE and NSE. However, there is a high degree of positive co-efficient of correlation between FIIs investment and market capitalization, FIIs investment and BSE & NSE indices, revealing that the liquidity and volatility was highly influenced by FIIs flows. Further, it is also proved that FIIs investment was a significant factor for high liquidity and volatility in the capital market prices. The present study is a modest attempt to know the status of FIIs in Indian capital market.

Keywords : Infrastructure, Industrialization, Globalization, Comparative advantage, BSE and NSE, Regulatory Framework.

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An Overview

Indian stock market has seen an unprecedented growth in the last few years. Since year 2002, Indian market has grown from a much volatile conditions to growth phenomena, from a SENSEX point of 5500 in December 2003 to 13,600 in December 2006. this has been due to not only the domestic market but also the international investors. Since January 2004 which reached to close to 6000, SENSEX has seen many new heights for the period of study (year 2007) and touched close to 19800 in December 2007. There have been doubts raised on the fundamental strengths of the economy for such height of the SENSEX. There are many other variables which contribute to the positive growth of the stock market. FIIs investment is considered to be one of the biggest push after the economic fundamentals. The liberalisation of the FII flows into the Indian Capital Market since 1993 has had a considerable impact on Indian stock market. This paper is exploring the FIIs investment behaviour and its relationship with (if there is any) SENSEX movement.

Review of Literature

As a part of the reform process, the Government of India opened up the Indian capital market to global competition and took measures to initiate structural reforms by putting in place the requisite regulatory and supervisory structure in the form of SEBI. In a move towards current account convertibility and to increase foreign exchange inflows, Foreign Institutional Investors (FIIs) were permitted to invest in the tradable Indian securities such as shares, debentures, bonds, mutual fund units etc. through primary and secondary markets as per guidelines issued by Government of India in September 1992.

Gurucharan Singh (2004) highlighted that the securities market in India has come a long way in terms of infrastructure, adoption of best international practices and introduction of competition. Today, there is a need to review stock exchanges and improve the liquidity position of various scrips listed on them.

A study conducted by the World Bank (1997) reports that stock market liquidity improved in those emerging economies that received higher foreign investments.

Calvo, et al., (1999) suggest that foreign investors purse irrational trading strategies such as herding and
quick changes in sentiments that make the emerging stock markets volatile. They argue that information disadvantage and diversified international portfolio investment create incentives for rational herd behavior causing stock markets in emerging economies to be volatile.

Fitz Gerald (1999) observed that the large and sudden reversals of foreign equity investments make them extremely volatile in character. The securities markets in developing countries are typically narrow and shallow, and therefore, participation of foreign portfolio investors may, a priori, induce considerable instability in these markets.

News papers of The Economic Times & Business Standards, Stock market of the country tremendous influences by the FIIs Investment, they are true drivers of the capital market. Investments of FIIs also depend on the currency exchange rate, FIIs investment pattern change resulting from change in currency rate in the country. In the country effect of currency rate also influence on the performance of country stock exchanges. Thus, it shows that FIIs investments, Currency Rates and Market Index have relation with each other. They influence to each other way of direct and in directly

Objectives

The main objective of this paper is to through light on the trend of FIIs into Indian economy in the recent past. The other objectives are:

a. To examine the need for foreign capital.

b. To study the growth of registered number of Foreign Institutional Investors in India.

c. To study the activities such as investments and sales by the FIIs in the recent past.

Data Sources

FII transactions i.e. purchases, sales and investment data have been taken from PROWESS, the online database maintained by the Centre for Monitoring of Indian Economy (CMIE), Handbook of Statistics of the Reserve

Bank of India (RBI), SEBI Handbook, SEBI Monthly Bulletin and SEBI Annual Reports. The relevant information is also gathered from the business line, the economic times, NSE, BSE and SEBI Websites.

Need of The Foreign Capital

The need of foreign investment/ foreign capital arises due to the following reasons:

1. Growth of essential infrastructure: the development of any economy depends on the available infrastructure in that country. The infrastructure facilities such as Roads, Railways, sea ports, warehouses banking services and insurance services are the prominent players. Due to long gestation period naturally individuals will not come forward to invest in infrastructure industries.
Government of India could not able to raise necessary investments. To fill the gap foreign capital is highly suitable.

2. speedy industrialization: the need for foreign capital arises due to the policy initiatives of the government to intensify the process of industrialization. For instance the government of India is gradually opening the sectors to foreign capital to expand the industrial sector.

3. To take on the initial risk: many developing countries suffer from severe scarcity of private investors. The risk problem can be diverted to the foreign capitalists by allowing them to invest. As we know the Indians are comparatively risk averse. The same risk can be transferred to foreign investors by allowing their investment where risk is more.

4. Global crucial: Globalization is the order of the day. The international agreements between countries are also the reason for the foreign capital. The multinational companies are expanding their presence to many countries; while they are entering into the foreign countries they will bring their capital. The principles of WTO and other regional associations are binding the member countries to allow foreign capital.
5. Comparative advantage: The variations in the cost of capital like interest rate are also one of the important factors which resulting in approaching foreign capital. For example; Interest rates are high in India compared with developed economies. To reduce the cost of capital, companies/organizations are now looking for foreign capital. In several countries the interest rates are very low as 1% to 3%, where as in some countries the interest rates are very high as 8% to 10% per annum.

6. To remove the technological gap: The developing countries have very low level of technology compared to the developed countries. However, these developing countries posses a strong urge for industrialization to develop their economies and to wriggle out of the low level equilibrium trap in which they are caught. This raises the necessity for importing technology from the advanced countries. That technology usually comes with foreign capital when it assumes the form of private foreign investment or foreign collaboration.

Registered FIIS In India

The Indian capital market opened its doors to foreign investors in 1991. The new industrial policy of the government has initiated many measures to attract foreign capital. The following table highlights the registered FIIs in India during the period from 2006 to 2010.

Table – 1: No of Registered FIIs in India

Year	No. of Registered FIIs
January 2006	**833**
January 2007	**1059**
January 2008	**1279**
January 2009	**1609**
January 2010	**1697**
January 2011	**1742**

Source: www.bseindia.com

From the above table it is clear that there is constant growth in the number of registered FIIs in India. In the year 2006(January, 2006), the number of registered FIIs were 833 only. The same number has been increased to 1742 by the year 2011 (January 2010). The number has been increased by more than 100 per cent. In spite of the global financial crisis the number of registered FIIs has shown a significant increase. Irrespective of the situation in Indian stock markets these FIIs has earmarked their

presence. But the investment made by FIIs has experienced drastic decline in the recent past. This is mainly because of the global economic meltdown. Though the number of registered FIIs increased the net investments were not increased proportionately. Many research studies found that

Table – 2: FIIs Purchases in Secondary Market (Rs. in Crores)

Year	FIIs purchases in BSE	FIIs purchases in India
January 2006	**11384**	**35200**
January 2007	**13148**	**45052**
January 2008	**17927**	**103678**
January 2009	**4140.86**	**27874**
January 2010	**7194.81**	**58130**
January 2011	**6928.22**	**57286**

Source: www.bseindia.co January 2010m

The above explains the purchases made by the FIIs during the period January, 2006 to January,
2010. The purchases in January, 2006 were Rs. 35200 Crores in India in which Rs. 11384 Crores purchases in Bombay Stock Exchange. The FIIs purchases experienced growth for the period 2006, 2007, and 2008. The impact of global economic meltdown has started from the year second half of the year 2008. The last two years period is showing negative growth. Many foreign institutional investors have started to revert their investments to their home countries. This has resulted in the negative growth. Only small amount of purchases were made by the FIIs in January, 2009 and January, 2010.

Table – 3: FIIs Sales in secondary market (Rs. in Crores)

Year	FIIs Sales in BSE	FIIs Sales in India
January 2006	**10266**	**31522**
January 2007	**13312**	**44560**
January 2008	**24196**	**116714**
January 2009	**5885.9**	**32119**
January 2010	**8529.17**	**58631**
January 2011	**8725.22**	**62099**

Source: www.bseindia.com

The sales in the secondary market by FIIs can be seen in the above table (Table: 3) it is found that the sales have overtaken the purchases in the last four years. In January, 2006 the sales made by FIIs are Rs. 10266 Crores in BSE and Rs. 31522 Crores in India. In the next year i.e. January, 2007 the sales made by FIIs were Rs. 13312 Crores in BSE and Rs. 44560 Crores in Indian secondary market. In January, 2008 the sales were Rs. 24196 Crores in BSE and Rs. 116714 Crores in India. There is huge sales made by the FIIs in the month of January 2011 Rs. 62099.

Table – 4: Net investment by FIIs (Rs. In Crores)

Year	FIIs Net Investment in BSE	FIIs Net Investment in India
January 2006	**1118**	**3678**
January 2007	**-164**	**492**
January 2008	**-6269**	**-13036**
January 2009	**-1745**	**-4245**
January 2010	**-1334**	**-500**
January 2011	**-1650**	**-4813.20**

Source: www.bseindia.com

From the above table, the net investments made by the FIIs were Rs. 1118 Crores in January, 2006. Later, year after year there was negative net investment recorded from January, 2007 to January, 2010. This may be due to the global financial crisis and other changes in the global business environment. From the above tables (table Nos. 1, 2, 3, and 4) it is found that:

The FIIs investment in Indian securities market has shown fluctuating trend year after year. This may be due to changes in the global financial system. The global financial crisis has resulted in negative inflow of FIIs.

The number of FIIs has also steeply increased from 158 in 1993-94 to 540 in 2003-04 registering an increase at 242 percent and it was further, steeply gone up to 733 as on July 14th, 2005. This may be on account of liberal policies of the government towards foreign capital.

The reasons for enormous enthusiasm of FIIs in Indian capital market may be on account of well structured, regulated and matured capital market, low risk, and evidence of basic fundamental in the Indian capital market. The Capital market in India could able to face financial crisis effectively with the help of regulatory authorities. The regulatory authorities such as Reserve Bank of India (RBI), Securities and Exchange Board of India (SEBI) have succeeded in protecting the interest of stakeholders. The financial system of India has once again proved its strength.

Conclusion

The Indian economy has been one of the fastest growing economies in the world, next only to China. According to the strong growth rate of GDP, India now ranks 10th among the largest economies in the world (World Bank Report).

Indian economy has experienced the problem of capital in many instances. While planning to start the steel companies under government control, due to shortage of resources it has taken the aid of foreign countries. Likewise we have received aid from Russia, Britain and Germany for establishing Bhiloy, Rourkela and Durgapur steel plants. The foreign institutional investment was increased during the years 2006 and 2007. Later on, due to global financial crisis the investments by FIIs were reduced.

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ORIGINAL ARTICLE

Psychology, Medication and Obesity Children ?

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Abstract
In recent years, policymakers and medical experts have expressed alarm about the growing problem of childhood obesity in the United States. While most agree that the issue deserves attention, consensus dissolves around how to respond to the problem. This literature review examines one approach to treating childhood obesity: medication. The paper compares the effectiveness for adolescents of the only two drugs approved by the Food and Drug Administration (FDA) for long-term treatment of obesity, sibutramine and orlistat. This examination of pharmacological treatments for obesity points out the limitations of medication and suggests the need for a comprehensive solution that combines medical, social, behavioral, and political approaches to this complex problem.

Introduction
Obesity is as much a psychological as a physical problem. Psychological issues can not only foreshadow the development of obesity, but they can also follow ongoing struggles to control weight. Psychological assessments and interventions have become an integral part of a Multidisciplinary approach to treating obesity which includes the use of bariatric surgery.

Our survival skills are killing us. The human body has evolved into a fat-hoarding machine. Food that our bodies don't immediately use for energy gets quickly stored as fat, and we convert this fat back into fuel for our brains and muscles when food is scarce. This was a great thing for our ancestors who didn't know when their next meal would be. But for us, with our drive-through restaurants and jam-packed junk food aisles, this survival mechanism is wreaking havoc on our health. About 72 million Americans — more than one-third of all adults — are obese.

The condition substantially increases the risk for a long list of ailments, including heart disease, stroke, high blood pressure, type 2 diabetes, infertility, Alzheimer's disease and endometrial, breast, prostate and colon cancer. The easiest way to determine if you're obese is by calculating your body mass index (BMI), the ratio of your weight to your height. Adults with a BMI of 25 or higher are considered overweight; with a BMI of 30 or higher, they're considered obese.

(Get your BMI with our online BMI calculator.)

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Granted, genes play a strong role in determining obesity — some of us store fat more easily and shed it less readily than others, even if we follow the same eating and exercise programs. Environmental factors influence obesity too. Drastic changes in our society over the past 30 years have thrown us into an environment that our bodies were not built for. We spend more time sitting, driving and eating big portions of high-calorie, high-fat food than ever before. And we spend less time being physically active. But regardless of the reasons for the rise in obesity, maintaining healthy weight ultimately comes down to balancing the number of calories you eat and drink with the number of calories you burn through exercise and everyday activities. And we all have the power to achieve this balance. Every day we can make choices to eat differently, move our bodies more and enjoy a healthier life.

Review of the Literature

In March 2004, U.S. Surgeon General Richard Carmona called attention to a health problem in the United States that, until recently, has been overlooked: childhood obesity. Carmona said that the "astounding" 15% child obesity rate constitutes an "epidemic." Since the early 1980s, that rate has "doubled in children and tripled in adolescents." Now more than 9 million children are classified as obese. While the traditional response to a medical epidemic is to hunt for a vaccine or a cure-all pill, childhood obesity is more elusive. The lack of success of recent initiatives suggests that medication might not be the answer for the escalating problem.

This literature review considers whether the use of medication is a promising approach for solving the childhood obesity problem by responding to the following questions:

1. What are the implications of childhood obesity?
2. Is medication effective at treating childhood obesity?
3. Is medication safe for children?
4. Is medication the best solution?

Understanding the limitations of medical treatments for children highlights the complexity of the childhood obesity problem in the United States and underscores the need for

1 Obesity is measured in terms of body-mass index (BMI): weight in kilograms divided by square of height in meters. A child or an adolescent with a BMI in the 95th percentile for his or her age and gender is considered obese. physicians, advocacy groups, and policymakers to search for other solutions.

What Are the Implications of Childhood Obesity?

Obesity can be a devastating problem from both an individual and a societal perspective. Obesity puts children at risk for a number of medical complications, including Type 2 diabetes, hypertension, sleep apnea, and orthopedic problems (Henry J. Kaiser Family Foundation, 2004, p. 1). Researchers Hoppin and Taveras (2004) have noted that obesity is often associated with psychological issues such as depression, anxiety, and binge eating.

Obesity also poses serious problems for a society struggling to cope with rising health care costs. The cost of treating obesity currently totals $117 billion per year—a price, according to the surgeon general, "second only to the cost of [treating] tobacco use" (Carmona, 2004). And as the number of children who suffer from obesity grows, long-term costs will only increase.

Is Medication Effective at Treating Childhood Obesity?

The widening scope of the obesity problem has prompted medical professionals to rethink old conceptions of the disorder and its causes. As researchers Yanovski and Yanovski (2002) have explained, obesity was once considered "either a moral failing or evidence of underlying psychopathology". But this view has shifted: Many medical professionals now consider obesity a biomedical rather than a moral condition, influenced by both genetic and environmental factors. Yanovski and Yanovski have further noted that the development of weight-loss medications in the early 1990s showed that "obesity should be treated in the same manner as any other chronic disease . . . through the long-term use of medication".

The search for the right long-term medication has been complicated. Many of the drugs authorized by the Food and Drug

Administration (FDA) in the early 1990s proved to be a disappointment. Two of the medications—fenfluramine and dexfenfluramine—were withdrawn from the market because of severe side effects (Yanovski & Yanovski, 2002), and several others were classified by the Drug Enforcement Administration as having the "potential for abuse" (Hoppin & Taveras, 2004, Weight-Loss Drugs section, para. 6). Currently only two medications have been approved by the FDA for long-term treatment of obesity: sibutramine (marketed as Meridia) and orlistat (marketed as Xenical). This section compares studies on the effectiveness of each.

Sibutramine suppresses appetite by blocking the reuptake of the neurotransmitters serotonin and norepinephrine in the brain (Yanovski & Yanovski, 2002, p. 594). Though the drug won FDA approval in 1998, experiments to test its effectiveness for younger patients came considerably later. In 2003, University of Pennsylvania researchers Berkowitz, Wadden, Tershakovec, and Cronquist released the first double-blind placebo study testing the effect of sibutramine on adolescents, aged 13-17, over a 12-month period. Their findings are summarized in Table 1.

Medication	Subjects	Treatment	Side effects	Average weight loss/gain
Sibutramine	Control	0-6 mos.: placebo	Mos. 6-12: Increased Blood Pressure; Increased Pulse Rate	After 6 mos.: loss of 3.2 kg (7 lb)
		Mos. 6-12: Sibutramine		After 12 mos.: loss of 4.5 kg (9.9 lb)
	Medicated	0-12 mos.: Sibutramine	Increased Blood Pressure; Increased Pulse Rate	After 6 mos.: loss of 7.8 kg (17.2 lb)
				After 12 mos.: loss of 7.0 kg (15.4 lb)
Orlistat	Control	0-12 mos.: placebo	None	Gain of 0.67 kg (1.5 lb)
	Medicated	0-6 mos.: Orlistat	Oily s Potting; Flatulence; Abdominal Discomfort	Loss of 1.3 kg (2.9 lb)

Note. *The data on sibutramine are adapted from "Behavior Therapy and Sibutramine for the Treatment of Adolescent Obesity," by R. I. Berkowitz, T. A. Wadden, A. M. Tershakovec, & J. L. Cronquist, 2003, Journal of the American Medical Association, 289, pp. 1807-1809. The data on orlistat are adapted from Xenical (Orlistat) Capsules: Complete Product Information, by Roche Laboratories.*

The medication and/or placebo were combined with behavioral therapy in all groups over all time periods.

After 6 months, the group receiving medication had lost 4.6 kg (about 10 pounds) more than the control group. But during the second half of the study, when both groups received sibutramine, the results were more ambiguous. In months 6-12, the group that continued to take sibutramine gained an average of 0.8 kg, or roughly 2 pounds; the control group, which switched from placebo to sibutramine, lost 1.3 kg, or roughly 3 pounds. Both groups received behavioral therapy covering diet, exercise, and mental health.

These results paint a murky picture of the effectiveness of the medication: While initial data seemed promising, the results after one year raised questions about whether medication induced weight loss could be sustained over time. As Berkowitz et al. (2003) advised, "Until more extensive safety and efficacy data are available, . . . weight-loss medications should be used only on an experimental basis for adolescents".

A study testing the effectiveness of orlistat in adolescents showed similarly ambiguous results. The FDA approved orlistat in 1999 but did not authorize it for adolescents until December 2003. Roche Laboratories (2003), maker of orlistat, released results of a one-year study testing the drug on 539 obese adolescents, aged 12-16. The drug, which promotes weight loss by blocking fat absorption in the large intestine, showed some effectiveness in adolescents: an average loss of 1.3 kg, or roughly 3 pounds, for subjects taking orlistat for one year, as opposed to an average gain of 0.67 kg, or

1.5 pounds, for the control group. See Table 1.

Short-term studies of orlistat have shown slightly more dramatic results. Researchers at the National Institute of Child Health and Human Development tested 20 adolescents, aged 12 -16, over a three-month period and found that orlistat, combined with behavioral therapy, produced an average weight loss of 4.4 kg, or 9.7 pounds (McDuffie et al., 2002, p. 646). The study was not controlled against a placebo group; therefore, the relative effectiveness of orlistat in this case remains unclear.

Is Medication Safe for Children?

While modest weight loss has been documented for both medications, each carries risks of certain side effects. Sibutramine has been observed to increase blood pressure and pulse rate. In 2002, a consumer group claimed that the medication was related to the deaths of 19 people and filed a petition with the Department of Health and Human Services to ban the medication (Hilts, 2002). The sibutramine study by Berkowitz et al. (2003) noted elevated blood pressure as a side effect, and dosages had to be reduced or the medication discontinued in 19 of the 43 subjects in the first six months.

The main side effects associated with orlistat were abdominal discomfort, oily spotting, fecal incontinence, and nausea (Roche Laboratories, 2003). More serious for longterm health is the concern that orlistat, being a fat-blocker, would affect absorption of fat-soluble vitamins, such as vitamin D. However, the study found that this side effect can be minimized or eliminated if patients take vitamin supplements two hours before or after administration of orlistat. With close monitoring of patients taking the medication, many of the risks can be reduced.

Is Medication the Best Solution?

The data on the safety and efficacy of pharmacological treatments of childhood obesity raise the question of whether medication is the best solution for the problem. The treatments have clear costs for individual patients, including unpleasant side effects, little information about long-term use, and uncertainty that they will yield significant weight loss.

In purely financial terms, the drugs cost more than $3 a day on average (Duenwald, 2004). In each of the clinical trials, use of medication was accompanied by an expensive regime of behavioral therapies, including counseling, nutritional education, fitness advising, and monitoring. As journalist Greg Critser (2003) noted in his book *Fat Land*, use of weight-loss drugs is unlikely to have an effect without the proper "support system"—one that includes doctors, facilities, time, and money (p. 3). For some, this level of care is prohibitively expensive.

A third complication is that the studies focused on adolescents aged 12-16, but obesity can begin at a much younger age. Little data exist to establish the safety or efficacy of medication for treating very young children.

While the scientific data on the concrete effects of these medications in children remain somewhat unclear, medication is not the only avenue for addressing the crisis. Both medical experts and policymakers recognize that solutions might come not only from a laboratory but also from policy, education, and advocacy.

A handbook designed to educate doctors on obesity called for "major changes in some aspects of western culture" (Hoppin & Taveras, 2004). Cultural change may not be the typical realm of medical professionals, but the handbook urged doctors to be proactive and "focus [their] energy on public policies and interventions".

The solutions proposed by a number of advocacy groups underscore this interest in political and cultural change. A report by the Henry J. Kaiser Family Foundation (2004) outlined trends that may have contributed to the childhood obesity crisis, including food advertising for children as well as a reduction in physical education classes and after-school athletic programs, an increase in the availability of sodas and snacks in public schools, the growth in the number of fast-food outlets . . . ,

and the increasing number of highly processed high-calorie and high-fat grocery products.

Addressing each of these areas requires more than a doctor armed with a prescription pad; it requires a broad mobilization not just of doctors and concerned parents but of educators, food industry executives, advertisers, and media representatives.

The barrage of possible approaches to combating childhood obesity—from scientific research to political lobbying—indicates both the severity and the complexity of the problem. While none of the medications currently available is a miracle drug for curing the nation's 9 million obese children, research has illuminated some of the underlying factors that affect obesity and has shown the need for a comprehensive approach to the problem that includes behavioral, medical, social, and political change.

Behavioral and Psychological Treatments for Obesity

Behavioral and/or cognitive therapy can be used as part of a program of lifestyle modification with diet and exercise for individuals who do not meet criteria for or do not want bariatric surgery. ***Classical and operant conditioning*** are the two traditional behavioral therapy models, usually used in weekly sessions lasting 1-1.5 hours over a six-month period. Participants generally have lost an average of 10% of their initial weight. In ***classical conditioning***, eating behaviors are associated with other activities. The behaviors become conditioned to occur together, as when a person eats nachos while watching the evening news. If these two behaviors are paired repeatedly, they become so strongly associated with one another that turning on the news alone triggers a craving for nachos. Behavioral intervention involves identifying and extinguishing the inappropriate psychological or environmental triggers and cues. ***Operant conditioning*** uses reinforcement and consequences. A person who uses food as a reward or to temporarily attenuate stress will associate food with a more pleasurable state, which makes it more likely to become a repeated behavior. Although behavior therapy results in lifestyle changes and weight loss in the short-term, there is no strong evidence of its long-term effectiveness. More recently cognitive therapy and cognitive behavioral therapy (CBT) have become an important aspect of the treatment of obesity. Cognitions influence both feelings and behaviors, and they cannot be ignored when treating obesity. CBT is utilized in the treatment of obesity as a way to help individuals change their negative eating behaviors and incorporate healthy lifestyle changes. These CBT interventions are self-monitoring techniques (e.g. food and exercise journals), stress management, stimulus control (e.g. eating only at the kitchen table), social support, problem solving, and cognitive restructuring (e.g. helping patients have more realistic weight loss goals, avoidance and challenging of self defeating beliefs).

Conclusions

Psychological and behavioral issues play significant roles in both the development and consequences of obesity. A multidisciplinary approach to the treatment of obesity that addresses psychological, social, environmental, and biological factors is critical to ensure comprehensive care, as well as best practices and outcomes. The importance of addressing the psychological aspects of the treatment of obesity has become more explicit over the last two decades. Not only is the role of a psychologist important for behavioral treatment of obesity and presurgical psychological assessment, but also following surgery to help them adjust to the post-operative lifestyle and subsequent emotional, behavioral, and social changes that often occur. The achievement of substantial weight loss from bariatric surgical or non-surgical approaches is significantly related to one's ability to make permanent changes in one's lifestyle that involves not only adherence to more appropriate nutritional intake and exercise, but also improved management of stress and emotional states with decreased reliance on eating as a coping mechanism.

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ORIGINAL ARTICLE

The Realm of ICT in Teacher Education

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Abstract
The proposed paper intends to discuss the impact and influence of ICT in Teacher Education. The paper is divided into five sections: Introduction, Operational Definition of terms, Advantages of ICT, Disadvantages of ICT and Conclusion.

Introduction

Globalization and technological change—processes that have accelerated in tandem over the past fifteen years—have created a new global economy "powered by technology, fueled by information and driven by knowledge." The emergence of this new global economy has serious implications for the nature and purpose of educational institutions. As the half-life of information continues to shrink and access to information continues to grow exponentially, schools cannot remain mere venues for the transmission of a prescribed set of information from teacher to student over a fixed period of time. Rather, schools must promote "learning to learn," : i.e., the acquisition of knowledge and skills that make possible continuous learning over the lifetime. "The illiterate of the 21st century," according to futurist Alvin Toffler, "will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."

Concerns over educational relevance and quality coexist with the imperative of expanding educational opportunities to those made most vulnerable by globalization—developing countries in general; low-income groups, girls and women, and low-skilled workers in particular. Global changes also put pressure on all groups to constantly acquire and apply new skills. The International Labour Organization defines the requirements for education and training in the new global economy simply as "Basic Education for All","CoreWork Skills for All"and "Lifelong Learning for All".

However, the experience of introducing different ICTs in the classroom and other educational settings all over the world over the past several decades suggests that the full realization of the potential educational benefits of ICTs is not automatic. The effective integration of ICTs into the educational system is a complex, multifaceted process that involves not just technology—indeed, given enough initial capital, getting the technology is the easiest part!—but also curriculum and pedagogy, institutional readiness, teacher competencies, and long-term financing, among others.

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This primer is intended to help policymakers in developing countries define a framework for the appropriate and effective use of ICTs in their educational systems by first providing a brief overview of the potential benefits of ICT use in education and the ways by which different ICTs have been used in education thus far. Second, it addresses the four broad issues in the use of ICTs in education—effectiveness, cost, equity, and sustainability. The primer concludes with a discussion of five key challenges that policymakers in developing countries must reckon with when making decisions about the integration of ICTs in education, namely, educational policy and planning, infrastructure, capacity building, language and content, and financing.

21st century is characterized with the emergence of knowledge based society wherein ICT plays a pivotal role. The National curriculum framework 2005 (NCF 2005) has also highlighted the importance of ICT in school education. With this backdrop, major paradigm shift is imperative in education characterised by imparting instructions, collaborative learning, multidisciplinary problem-solving and promoting critical thinking skills.

Government of India has announced 2010-2020 as the decade of innovation. Reasoning and Critical thinking skills are necessary for innovation. Foundation of these skills is laid at school level. It is desirable that affordable ICT tools and techniques should be integrated into classroom instructions right form primary stage so as to enable students develop their requisite skills. Most of the tools, techniques and tutorials are available in Open domain and accessible on web.

Operational Definition of Terms

Information Communication Technologies (ICT)

Most participants agreed that "anything used to transform knowledge," both software and hardware should be counted as ICT. One participant stated that "all is technology." However, this omnipresence of technology is not without problems. The participants used statements like, "it exists just to be there" and "it is here but it is not there," to express frustration with ICT not being actually used in schools in which they did practice teaching.

Blended Learning

Another term that is gaining currency is blended learning. This refers to learning models that combine traditional classroom practice with e-learning solutions. For example, students in a traditional class can be assigned both print-based and online materials, have online mentoring sessions with their teacher through chat, and are subscribed to a class email list. Or a Web-based training course can be enhanced by periodic face-to-face instruction. "Blending" was prompted by the recognition that not all learning is best achieved in an electronically-mediated environment, particularly one that dispenses with a live instructor altogether. Instead, consideration must be given to the subject matter, the learning objectives and outcomes, the characteristics of the learners, and the learning context in order to arrive at the optimum mix of instructional and delivery methods.

E-Learning

Although most commonly associated with higher education and corporate training, e-learning encompasses learning at all levels, both formal and non-formal, that uses an information network—the Internet, an intranet (LAN) or extranet (WAN)—whether wholly or in part, for course delivery, interaction, evaluation and/or facilitation. Others prefer the term online learning. Web-based learning is a subset of e-learning and refers to learning using an Internet mainly using a browser (such as Chrome or Firefox or Internet Explorer).

Open and Distance Learning

Open and distance learning is defined by the Commonwealth of Learning as "a way of providing learning opportunities that is characterized by the separation of teacher and learner in time or place, or both time and place; learning that is certified in some way by an institution or agency; the use of a variety of media, including print and electronic; two-way communications that allow learners and tutors to interact; the possibility of occasional face-to-face meetings; and a specialized division of labour in the production and delivery of courses."

ICT and Education:
ICT in education means implementing of its equipment in teaching and learning process as a media. The purpose of ICT in education is to generally make students familiar with its use and how it works.

Advantages of ICT

- Opportunities to address their work to an external audience.
- Flexibility of 'anytime, anywhere' access (Jacobsen and Kremer, 2000).
- More focused teaching, tailored to students' strengths and weaknesses, through better analysis of attainment data.
- Easier communication with teachers.
- Students are generally more 'on task' and express more positive feelings when they use computers than when they are given other tasks to do.
- Increased knowledge of children's learning and capabilities, owing to increase in learning activity being situated in the home.
- Communication channels are increased through email, discussion groups and chat rooms.

Disadvantages of ICT

1. One of the major barriers for the cause of ICT not reaching its full potential in the foundation stage is teacher's attitude. According to Hara (2004), within the early years education attitudes towards ICT can vary considerably. Some see it as a potential tool to aid learning whereas others seem to disagree with the use of technology in early year settings. Blatchford and Whitebread (2003:16), suggests that the use of ICT in the foundation stage is "unhealthy and hinders learning". Other early years educators who are opposed to offering ICT experiences within the educational settings take a less extreme view than this and suggest that ICT is fine, but there are other more vital experiences that young children will benefit from, (Blatchford and Whitebread, 2003). In theory some people may have the opinion that the teachers who had not experienced ICT throughout their learning tend to have a negative attitude towards it, as they may lack the training in that area of the curriculum.
2. Another important drawback to using ICT in schools is the fact that computers are expensive. According to the IT learning exchange (2001), in most schools ICT will be the single largest curriculum budget cost. This may be seen as a good thing but on the other hand there will be little money left over for other significant costs.

Conclusion
Rapid changes in technology will ensure that ICT will proliferate in the classroom. It is predicted that there will be many benefits for both the learner and the teacher, including the promotion of shared working space and resources, better access to information, the promotion of collaborative learning and radical new ways of teaching and learning. ICT will also require a modification of the role of the teacher, who in addition to classroom teaching, will have other skills and responsibilities. Many will become specialists in the use of distributed learning techniques, the design and development of shared working spaces and resources, and virtual guides for students who use electronic media. Ultimately, the use of ICT will enhance the learning experiences for children, helping them to think and communicate creatively. ICT will also prepare our children for successful lives and careers in an increasingly technological world.

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ORIGINAL ARTICLE

A Study on Mental Ability of Higher Secondary School Students in Salem District

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Abstract
In the Present investigation, an attempt has been made to study Achievement in Mathematics of Higher Secondary School students in Salem District, Tamil Nadu, India. The result revealed that Male and Female students had significant difference in respect of their Mental Ability. But Government and Aided school students, Rural and Urban area students had no significant difference in respect of their Mental Ability.

Introduction

Good (1973) defined General mental process as one of the more complex forms of mental activity involving ability organized processes usually with an element of conscious control as in reasoning, memory, imagination, aspiration or voluntary attention. From the foregoing description it is evident that General Mental Ability refers to the cognitive domain. The cognitive domain comprised of six major classes namely knowledge, comprehension, Application, Analysis, synthesis and evaluation. He referred application analysis, synthesis and evaluation as General Mental Abilities. Thus Achievement in mathematics and General Mental Ability was defined as the product of resulting from application, Analysis, synthesis and evaluation of all informations concerning mathematics. Munn and Fernald (1976) stated that an ability is defined as present skill as riding a bicycle or reciting a poem, contrasted with attitude in that it refers to when and individual does rather than what he might do if he be given appropriate training.

Need for the study

The effectiveness of any educational system is gauged to the extent the students involved in the system achieve, whether it be in cognitive, cognitive or psychomotor domain. In general terms, achievement refers to the scholastic or academic achievement of the student at the end of an educational programme. To maximize the achievement within a given set-up is, therefore, the goal of every educationist. Research has come out our aid by looking into what variables personal, home, college, teacher, etc., promote achievement and what are deterrents to it. It has

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been thus indicated that a good number of variables, such as personality characteristics of the learners, the socio-economic status from which they hail, the educational aspirations, the organizational climate of the institution, etc. to mention a few, influence achievement in varying degrees. So the present attempt is made to study the Mental ability of Higher Secondary School students.

Statement of the Problem

The problem selected for the present study is entitled as "A study on Mental Ability of Higher Secondary School students in Salem District".

Objectives of the study

To find out,

1. The difference, if any, between male and female students in respect of their Mental Ability.

2. The difference, if any, between Government and Aided school students in respect of their Mental Ability.

3. The difference, if any, between rural and urban area students in respect of their Mental Ability.

Hypothesis of the study

The following null hypotheses were formulated for the purpose of testing.

1.There is no significant difference between male and female students in respect of their Mental Ability.

2.There is no significant difference between Government and Aided school students in respect of their Mental Ability.

3.There is no significant difference between Rural and Urban area students in respect of their Mental Ability.

Method of the study

In order to realize the above said objectives, normative survey method was employed. Normative survey method describes and interprets what exists at present. They are concerned with existing conditions or relations, prevailing practices, beliefs and attitudes etc.

Tools used

General Mental Ability Test constructed and validated by Satyamurthy (1964). The General Mental Ability Test consists of 50 multiple choice questions. The maximum mark for a question is 1 and the minimum mark is 0. Therefore one can get a maximum score of '50' and a minimum score of '0' for this test.

The test used in this study, in order to measure student's General Mental Ability has construct validity. Also the intrinsic validity found by the authors (Satyamurthy, 1964) of this tool was 0.93 and the reliability was found to be 0.87 by the split-half technique. The investigator has also found the reliability of the tool as 0.72 by the split-half technique and the intrinsic validity as 0.85. Thus the General Mental Ability Test has reliability and validity.

Sample of the study

Random sampling technique has been used in the selection of the sample and as many as 300 Higher Secondary School students in Salem District, Tamil Nadu, India.

Statistical Techniques Used

1. The Mental Ability scores of the various sub-samples were collected and their means and standard deviations were calculated (vide: Table-1).

2. The test of significance was used to test the hypotheses and the details of the calculations were given in Table-2.

TABLE - 1
MENTAL ABILITY SCORES OF THE SUB-SAMPLES

Sub-Samples	N	Mean	S.D.
Entire sample	300	32.19	5.36
Male students	150	30.80	5.03
Female students	150	33.57	5.35
Government school students	196	32.61	5.86
Aided school students	104	31.38	4.17
Rural area students	204	32.50	5.22
Urban area students	96	31.51	5.62

The means of Mental Ability are found to range from 30.80 to 33.57 in respect of their entire sample and its sub-samples. The mean of the Mental Ability scores for the entire sample is 32.19. Its median is 32.28 and its mode is 32.16. Its kurtosis is found to be 1.422 which is greater than 0.263 and hence the distribution is platykurtic. Its skewness is found to be 0.176. It can be seen from Table-1, that the standard deviation range from 4.17 to 5.86 and the interval is not very wide, suggesting that the group is nearly homogeneous. Because the mean, the median and the mode do not vary much the distribution can be considered nearly normal.

TABLE – 2
DIFFERENCE BETWEEN THE MEANS OF THE MENTAL ABILITY SCORES OF THE SUB – SAMPLES

Sub - Samples	N	Mean	S.D	't' value	Level of significance
Male students Female students	150 150	30.80 33.57	5.03 5.35	4.63	0.01
Government school students Aided school students	196 104	32.61 31.38	5.86 4.17	1.89	NS
Rural area students Urban area students	204 96	32.50 31.51	5.22 5.62	1.50	NS

The details of the calculations are given in Table 2. In respect of Male and Female students ('t' value = 4.63) the 't' values are found to be significant at 0.05 level. But in respect of Government and Aided school students ('t' value = 1.89) and in respect of Rural and Urban area students ('t' value = 1.50) the 't' values are not significant at 0.05 level. Therefore, the null hypotheses (1) is rejected but (2) and (3) are accepted. It is concluded that Male and Female students have significant difference in respect of their Mental Ability. Moreover, the female students (Mean = 33.57) are found to be better than their male counter parts (Mean = 30.80) in their Mental Ability. The Government and Aided school students and Rural and Urban area students have no significant difference in respect of their Mental Ability.

Important findings

1.There is significant difference between Male and Female in respect of their Mental Ability.

2.There is no significant difference between Government and Aided school students in respect of their Mental Ability.

3.There is no significant difference between Rural and Urban area students in respect of their Mental Ability.

Conclusion

From the present study it is revealed that there is significant difference between Male and Female students in respect of their Mental Ability. But Government and Aided school students, Rural and Urban area students have no significant difference in respect of their Mental Ability.

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ORIGINAL ARTICLE

ICT Integration for Smoothening Educational Research Process

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Abstract
It changes the ways of communication, presentation and individual learning also. Due to this, every process which is related with education has been changed its nature rigorously. Linking to this, the educational research process is also groomed with this changing scenario.
ICT helps the researchers from identifying and selecting a research problem to the completion of research project and its publication. It makes available online resources in the form of previous research articles and literature related to research problem. It also provides guidance about types of tools and proportionate sample size. It makes easy the collection of relevant data through multimedia devices like telephone, mobile and email etc. It facilitates the analysis and interpretation of quantitative data through statistical software. Thus ICT plays vital roles in every procedure of educational research.

Introduction
This is the age of science and technology. There has been a breakthrough in the progress of communication and Information technology. It is the age of super Computers and Multimedia's in every walk of life. It is very obvious that this technological evolution has greatly affected the whole education process. It changes the ways of communication, presentation and individual learning also. Due to this, every process which is related with education has been changed its nature rigorously. Linking to this, the educational research process is also groomed with this changing scenario.

It has been witnessed rapid expansion in quantity of educational research until recent times. This rapid expansion is due to use of ICT in research process from selecting the problem to reporting it in the form of publication. The research articles which available online helpful to understand the entire research process.

As we know, educational research is aimed at qualitative as well as quantitative growth of Education. For this, it has been conducted very systematically and logically in the pursuit of educational problems to give solutions for them. The educational research process needs continuous efforts of the researcher from selecting the problem to preparing the report while completing research. The researcher go through various literatures, use various tool for

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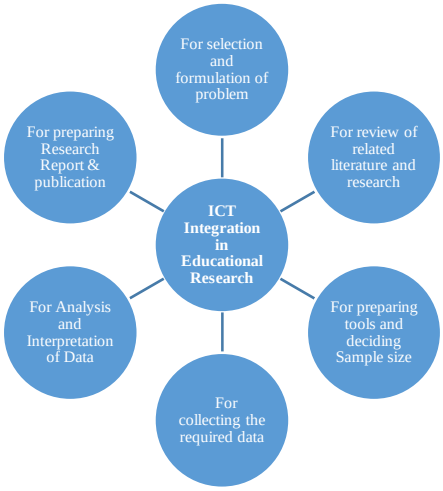
collecting relevant data, analyzing the data and preparing research report etc. These tasks consumes a lot of time of the researcher as well as it hinders the timely completion of entire research. For solving the problem, the use of mass media and modern technical devices is must. The modern devices based on mass media and information and communication technology are the boons for every task in educational field so as the educational research process. Therefore, firstly we should follow the steps of researches, in this we started with the finding the problem which leads us to selection and formulation of the problem, after selecting the problem or for selecting itself, we must go through various types of previous research material.

Objectives of ICT Integration

- To smoothen the entire research process.
- To make it easy and interesting for the researcher as well as timely profitable to him.
- For widening the scope of research by collecting online data.
- To analyze the large data appropriately within time.
- To make it large by communicating with others and comparing with other researches on global platform.
- To enhance the quality of educational research.

Integration ICT in Educational Research

We can represent these ways with the help of following flow chart which gives whole representation of ICT integration at a glance.



The Fig-1, shares the ways of ICT integration in educational research. We discuss all these ways in detail.

1. ICT for selection and formulation of problem

As we know every educational problem has its own set up. It needs researchers' perspective to feel it while working or through reading various related researches going on elsewhere in the world. But how a researcher will know about the completed researches or ongoing studies? For this, he must be aware and trained to use ICT devices like computer, Internet, INFLIBNET, research websites related to online research articles etc. By using this online data (Which is tremendous) any one can choose or formulate a problem for research study. This gives him a whole picture of the subject, research on national as well as on international level. Due to this, any individual can develop an insight for selecting and formulating a research problem which is needed to solve for welfare of that subject, group of object or society.

2. For Review of Related Literature

As we see, by studying the online research article any one can select/formulate a problem for study. Then it is very obvious to take help of online data in the form of articles, researches, books and online libraries etc. for reviewing related literature.

According to research methodology, it is very necessary to review the related literature and research for better understanding of the research problem by the researcher. Due to this, he/she will be know about the formulation of objectives and hypothesis, selection and formation of tools for data collection, method of sampling and size of sample and analysis of data etc.

The researcher can used previous research material which is available in online journals and databases of educational institutions. This can be easily available for research students through internet. Thus ICT plays a vital role through accessing previous researches and related literature of relevant research topics.

3. For preparing Tools And deciding sample Size

It is also observed that there are few websites which are devoted to work /make available research tools like questionnaires and inventories, schedules and standardized psychological/educational tests. Because of this, the researcher easily understands the nature and format of research tools by studying these online tools.

There are few sites which give complete guidance about population, sampling methods and sample size. Some of them calculate the sample size according to the size of population and level of significance also. It means ICT helps in deciding tools and sample size of research.

4. For collecting the required Data

Circulating research tools among respondents is an old idea for today's educational research process. Now days, we can use telephones, mobiles, e-mail, social sites like Facebook, twitter, linked in and research gate for collecting the responses of targeted sample. This is obviously time saving and convenient for the researcher as well as the respondents. In most of the social surveys or market studies the above said tools and Medias are used very successfully for gathering the relevant data.

5. For Analysis and Interpretation of Data:-

ICT also helps for analyzing and interpreting the collected data. If the researcher prepared a data sheet in MS-excel then he can easily analyze it by calculating its central tendencies and also represent the data in the form of various graphs and figures.

Apart from this, there are various statistical software's which very useful for analyzing as well as interpreting the data. It makes the research procedure very easily even for them who do not able to complete statistical procedures easily. There is much statistical software like SPSS, Minitab etc. The SPSS software is mainly meant for quantitative analysis in social sciences.

6. For preparing research report and its publication:

The report writing and presentation of research is last but very crucial and important part of the research work. The researcher use power point presentations displayed on LCD projector or transparencies displayed on Over Head projector for presenting his entire research work during viva-voce or seminar presentation. The report writing is made easy by using MS-word and MS-excelThe research can be published online for better circulation and worldwide presentation of the research work. Thus ICT smoothen the process of research writing and its publication.

Conclusion:-

In today's LPG era, every learning process has been affected by ICT. It is equally true about educational research process also.

ICT helps the researchers from identifying and selecting a research problem to the completion of research project and its publication. It makes available online resources in the form of previous research articles and literature related to research problem. It also provides guidance about types of tools and proportionate sample size. It makes easy the collection of relevant data through multimedia devices like telephone, mobile and email etc. It facilitates the analysis and interpretation of quantitative data through statistical software. Thus ICT plays vital roles in every procedure of educational research.

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ORIGINAL ARTICLE

EDUCATION AND SOCIO-ECONOMIC DEVELOPMENT OF SCHEDULED CASTES IN INDIA.

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ABSTRACT

This paper focuses on the educational development of the Scheduled Castes in India. Indian society is highly stratified, with many glaring inequalities among different social groups. The worst positioned among them are the Dalits. The caste system segregated the Dalits from the rest of the society to such an extent that they were denied even the basic human rights that one must enjoy in order to ensure one's bare assistance. The caste system has created and sustained an unequal opportunity structure, which is an anathema to the egalitarian principles, which are the basis of a modern democratic society what is worse, it intensifies and perpetuates the sufferings and servitude of disadvantage caste class groups by reducing their access to development benefits vis-à-vis the higher caste class groups (Mungekar in Michael [ed] 1999:287-302). Mythologically, the people of these castes are born impure, culturally they suffer from social disabilities and occupationally they are linked with impure occupation and above all they are exclusively dependent for their survival on high castes of respective villages who have traditional bound attitudes, reflected in the nomenclature, castes etc (Vidyarthi and Mishra,1977).

KEY WORDS: Dalits, Education, History, India, Lower Class, Scheduled Caste, Tribals, Women.

INTRODUCTION

The traditional Hindu society was constituted of numerous castes and sub-castes functioning within the wider framework of the *Varna* System. The caste system was, in principle rigid; no person belonging to a certain caste was allowed to accept membership of any other caste in terms of rituals and interaction between different castes, rigidity was followed; however, the jajmani relations provided an opportunity of interaction between different castes in a specified way. It is generally accepted that the traditional caste based Indian society was a particularly closed system. Institutions such as caste, family and village community dictated norms of behavior of the individuals. The elders of the locally dominant caste punished violators of the social and moral code.

The caste system in its entirety constitutes a hierarchy of status with the Brahmins at the pinnacle and the 'untouchables' or Scheduled Castes at the base. Thus, the SCs situation was characterized by a low, in fact, the lowest, social or ritual status in the caste hierarchy, as well as by low socio-economic condition. These people, because of their low social and ritual status, had been subjected to a variety of disabilities under the traditional system. The untouchable castes, being on the last rung of the social ladder, was denied entry into several occupations, which were relatively cleaner or well paid, and the field of their activities was restricted to somewhat

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unclean and menial jobs, which yielded low incomes. They were associated with a variety of specialized traditional occupations such as scavenging, cobbling, disposal of carcasses, basket making etc. These castes in the past had no access to education and thus the road to knowledge was closed to them. Consequently, they have remained socially, economically and educationally backward.

In this connection, even the Kallars (middle caste group) in *Ramnad* propounded eight prohibitions as late as 1930 for the outcastes. They were: i) that the Adi-Dravidas (outcaste group) should not wear ornaments of gold and silver, ii) that the males should not be allowed to wear their clothes below their knees and above their hips, iii) that their males should not wear coats or shirts or banyan iv) no Adi-Dravidas shall be allowed to have his hair cropped v) that they should not use other than earthenware vessels in their homes vi) their women shall not be allowed to cover the upper portion of their body vii) their women shall not be allowed to use flowers viii) the men shall not use umbrella for protection against sun and rain nor should they wear sandals (Kamble,1979:9) thus the restrictions for the lower castes were very harsh.

Historically, Scheduled Caste in India were prevented and strictly prohibited from getting education and the caste system in Hinduism clearly describes the practices to discriminate against SC in term of education. The development of Indian society is also based on education but due to religious hypocrisy and social acceptance of Scheduled Castes are unable to access the educational system and there is no special system that provides education especially for SCs (Mungekar in Michael[ed.] 1999).

The past educational system in the country was not only non-universalistic and parochial but also partisan. Though the content might apparently appeared to be universalistic at first sight, traditional education was the product of an Indian outlook on knowledge and a corresponding scheme of life and values (Saxena, 2007:78-79). In ancient India, the traditional Hindu social structure seemed to have evolved a system of allocation of rewards relating to prestige, power and wealth in such a manner that each of the three "higher" varnas (*dwijas*) could get one of these. Thus, while the Brahmins received the highest social status or prestige in the society, the *Kshatriyas* had the greatest power, and the *Vaishyas* held the largest share of wealth. The remaining sections of the society, broadly called *Shudras,* who were and are the occupational or manufacturing castes, rendered services of a personal nature, and were engaged in growing food and in manufacturing articles of necessity and comfort. Since religion provided the basis for this social stratification, inequality became a structural feature of the traditional Hindu value system. What is more appaling is that while such an inequitious division of social function had a religious legitimacy, the social structure based on caste endogamy ensured its continuity (Chauhan, 1967:229). Maintaining such an order demanded that a value system of thought and logic, which the traditional educational pattern facilitated, was in place.

Education was the preserve of only a few privileged sections until the nineteenth century when western education was introduced. Until then, education was directed essentially at preparing a new generation to take the place of previous generation. And as such that model of education only imposed cultural values (Smelsor, 1993:267) and interests of the "upper" castes or privileged classes. The reproduction of culture through education is known to play a key role in the reproducing of the whole social system (Bourdieu and Passeron, 1990). It serves as a potent means of social control (Smelsor, 1993). That's why traditional Indian education was limited to a few privileged castes. In the pre-British Indian society education has a religious context and theological causation was supreme. In contrast, the modern educational system introduced by the British was theoretically open to all and also its contents were secular.

Formal education, or for that matter any kind of education was for more than one reason was seen as a necessary but more or less limited only to the *dwijas* (twice born castes) (Pal,1983:20). The Brahmins who were engaged with the classical religious texts, interpreted and communicated them to the illiterate masses of their local dialects. The *Kshatriyas* were the ruling class and being the warriors they were also well aquainted with weapons, statecraft and organizational matters thus were educated to some extent. The *Vaishyas* or the business class also required some studies as the knowledge of

arithmetic was necessary to transacting business keep records and maintain accounts. Even the *shudras* or the artisan groups, the last clog in the social wheel could acquire the necessary skills for their crafts at home. So, it was only the "untouchables" who were left out without access to education of any kind. Manu, the ancient law giver, prescribed that the education of *Shudra* children was an offence and this doctrine worked vigorously till about the end of nineteenth century. The denial of education to the Dalits perpetrated their social humiliation, economic exploitation, political marginalization and cultural subordination (Rao, 2007:24).

The arrival of the British to a certain extent proved to be a blessing in disguise for the untouchables. In the British Colonial period, the British started providing opportunities for the education of Dalits. They opened the door of educational world for Dalits in India. But they had their own political interests and according to their political interests they made two types of education structures in India. An education structure for the elite class and one for Dalits (Gakhar, 2001). The Charter Act of 1813, permitted the missionaries to work in the Indian territories of the Company with a view to educate and proselytize the masses. Later in 1823, a general Committee on Public Instruction was formed to give shape to government policies.

ROLE OF GOVERNMENT SINCE 1854

After the 1854 Despatch, the Director of Public Instruction took charge of the Department of Education. As discussed above, there were no provisions for education of untouchables in the indigenous system of education. Munro's enquiries also provide ample evidence that though there were a few Backward Class pupils, there were none from the "Untouchables". As a result of the domination of the filtration theory and the fear of offending the caste Hindus, the colonial Government made no efforts till the end of nineteenth century to make a provision for the education of the "Untouchables" (Rao, 2007:26).

The policy of protective discrimination developed in stages since the Woods Despatch of 1854. The 'lower' castes had been excluded from higher education in accordance with downward filtration theory that advocated higher education to the "higher" caste alone (Ramaswamy, 1974). The Board of Directors of Education felt that until the public prejudice was overcome in this respect, what was intended to enlighten the largest mass might degenerate into a boon to the lowest classes. The Government reply to the letter to the Court Directors of May 5, 1854, stated that nobody should be refused admission to a government school or a college merely on the ground of his or her caste. The Wood's Despatch of 1854 threw open education to all classes, and the dispatch of 1854 discouraged the idea of separate schools for the "lower castes". However, the opposition of the high castes to the admission of students from the depressed classes in public schools was very strong. The government considered its earlier decision and the Education Commission Report of 1884 recommended establishment of separate schools wherever necessary.

The conscientiousness for the upliftment of Harijans through educating them emerged during the nineteenth century and is still on. Raja Rammohan Roy was the pioneer in advocating the importance of modern education in rebuilding of Indian society. His inspiration led to modernizing of the system of education, which ultimately assumed a secular basis and was accessible to all the people irrespective of their caste, creed and sex (Mathur, 2005).

Jyotiba Phule of Maharashtra pioneered the crusade for the upliftment of Harijan communities, who himself hailed from a caste above the stigma of untouchability. He preferred to work for the Harijan communities even if led to stigmatizing himself. He also established an organization known as '*Satya Shodak Samaj'*for their welfare. Phule provided the leadership for the anti-caste movement in Maharashtra and his 'passion for the untouchables was unheard of and his sense of justice included every oppressed caste and he had absolutely no caste bias (Ranadive ,1979). He demanded equality for all and his movement was against untruth, injustice and hypocrisy of the Hindu social order dominated by Brahmin supremacy (Keer, 1964). Phule held the view that low status of shudras was due to the denial of education to them. Through his organization, the *Satya Sodhak Samaj*, he propagated that "for want of education their intellect deteriorated, for want of intellect their morality decayed, for want of morality their progress stopped, for want of

progress their health vanished, all their sorrows sprung from illiteracy"(ibid).

In 1848, he opened a school for non-Brahmins in Poona and two years later opened the first ever school for the low castes, Mahars, Mangs, Chambars etc in 1850. In the field of education he showed remarkable progress at a fairly young age when he opened a Girl's school for the low caste people SCs in the house of one Bhide in Budhwar Peth. In this regard his wife, Savitribai greatly helped and supported him. Soon after, there was much opposition to his sympathy and support for this noble work from Brahmans and upper class non-Brahman members of the society. He opened three schools for the Scheduled Castes which were:

i. A Girl's School at Budhar Peth (1851)
ii. A school at Rasta Peth (1851)
iii. A school at Vital Peth (1852)

Besides he also opened the first Native Library for the low-caste students. At this point of time, the government appreciated the work done by Jyotirao and presented him with a shawl and a sum of Rs. 200/ for his pioneering work (Rajawat: 2005).

In 1855 Jyotirao started a Night School at his house and in this work, he was greatly helped by his wife. Jyotirao worked for more than 25 years for the amelioration of the Harijan communities through education. As a result of Phule's untiring campaign against untouchability, and for the upliftment of the untouchables, some of the other socio religious movements also gradually start organizing schools for them (ibid).

The Brahmo Samaj, founded on January 23, 1830 by Raja Rammohan Roy, was a purely theistic organization. In 1850, Keshav Chander Sen and Mahadev Govind Ranade assumed the leadership of its offshoots-Brahmo Samaj located in Bengal and Prarthna Samaj in Poona. These two movements focused considerable attention on the spread of education by adopting the modern system of education. In 1870, the Prarthana Samaj started establishing night schools. Two of these schools were established for the Harijans. The opening of night schools was a new development for spreading education amongst Harijans.

Another socio-religious reform body, the Arya Samaj pioneered by Swami Dayanand, took great interest in the social upliftment of Harijans. The Institution opened by the Arya Samaj freely admitted Harijan pupils.

The theosophical society, established in south India, was another socio-religious organization that contributed to the educational progress of the Harijans. Col Olcott, an English man, was deeply moved by the sad plight of the Harijans. He laid great stress on their education, and he believed that education alone could make them conscious of their worth and dignity by dispelling their ignorance. He established a number of *Panchama* schools in the south. These were accepted by the government of Madras as model schools for the education of Harijans. Swami Vivekananda, the Hindu monk of Rama Krishna Mission, strongly advocated the education of Harijans.

Ambedkar too realized the importance of education for the depressed classes. In 1924, he founded the ' Bahiskrit Hitkarni Sabha' to promote education among the depressed classes by opening hostels or by employing other such means as many seem necessary or desirable, to promote the spread of culture among them. He opened libraries, social centres, and started classes or study circles, to advance and improve their economic conditions by starting industrial and agricultural schools and representing their grievances for redressal (Sachidananda, 1992).

In 1928, Dr. Ambedkar set up the 'Depressed classes Education Society' with the objective to spread school education for the depressed classes on the sound basis. According to him, education was necessary to instil a sense of self-respect and dignity among the downtrodden. It would also hasten their assimilation into the mainstream of enlightened national life. He founded the 'Peoples Education Society' in 1945. In 1946, he started the 'Siddharth College' at Bombay. He also established the Milind College in Aurangabad. He gave his residence, named 'Rajgrih' in Bombay, for a college hostel and left his valuable library to a college. Earlier, he had established the 'Bharatiya Samaj Seva Sangh' whose motto was 'to read out and hear, understand, realize and give realization' (ibid).

By 1958, things started to change. Many steps were taken to promote social and economic equality and justice, and to provide equal educational opportunities to all, irrespective of caste and class considerations. The Constitution (Article 29) guarantees that "no citizen shall be denied admission into any educational

institution maintained by the state or receiving aid from state funds, on grounds of religion, race, caste, language or any of them". This was amended (191) to "provide reservation of seats on the grounds of caste". It was also added "nothing shall prevent the state for making any special provision for the advancement of any socially and educationally backward classes or of the SCs and STs. Education thereby became gradually more open, egalitarian, secular, objective and formal.

Credit must be given to the movement launched by Phule which forced the colonial administration to open the doors of government schools to the low caste communities. Here, mention may be made of the well-known 'Dharwar Caste' which occurred in 1854 when a low caste boy sought permission for admission in a government school at Dharwar. The administration refused permission on the grounds that if permitted, children of caste Hindus would withdraw from the school and which would virtually lead to the closure of institutions. However, the matter was noticed by the Government of India who referred the issue to the court of Directors of the company. The directors opined that no exclusion solely on the grounds of caste should be allowed. "The educational institutions of the government are intended to be opened to all classes and we cannot depart from a principle which is essentially sound and the maintenance of which is of the first importance. It is not impossible that in some cases the enforcement of the principle may be followed by the withdrawal of a portion of scholars, but with regard to the assumed unwillingness of the wealthier classes to contribute to the establishment of such schools, it is sufficient to remark that those parents who object to its practical enforcement, will be at liberty to withhold their contributions and to apply their funds, if they think fit, to the formation of schools on a different basis". Therefore, although government schools were open for all castes, the upper- castes also got the freedom to set up schools exclusively for its members (Pandey, 1986: 59-68).

The colonial policy of divide and rule, the non-Brahmin movements, in particular led by Dr. Babasaheb Ambedkar and the mobilization of the 'untouchable' masses by Gandhi in the 30's, their electoral significance, all combined to exert its influence on government policies in the post-independence era. Soon after independence, the government assumed special responsibility to ameliorate the condition of Scheduled Castes. In the field of education, the first and foremost measure was the constitutional guarantee which says, "The state shall promote with special care, the educational and economic interest of the weaker sections of the people and in particular of the Scheduled Caste and Scheduled Tribes and shall protect them from social injustice and all forms of exploitation"(Article 46). Recognizing the importance of education as a vehicle for the uplift of this section of the people, the First Plan stated that "Education is the most urgent need of these communities"(First Five Year Plan,1951-56). The untouchability (offence) Act of 1955 facilitated access of schooling to the children of these communities (Article 17).

The Government appointed a Backward Class Commission under the Chairmanship of Kaka Kalelkar in 1953 to enquire into the causes for backwardness and also recommended measure for their uplift. The Commission submitted its report in 1955. On the issue of education, the Commission commented that "*the problem of education in most of the states is chiefly the problem of the backward classes for it is they who are extremely backward in education".* In its wide-ranging and comprehensive report, the Commission identified the following reasons for educational backwardness-

- Traditional apathy for education on account of social and environmental conditions or occupational handicaps.
- Poverty and lack of means of a large number of communities to educate their children.
- Lack of educational institutions in the rural areas.
- Living in inaccessible areas and lack of proper communications'
- Lack of residential hostels facilities in places where educational institutions are situated.
- Defective educational system which does not train students by appropriate occupations and professions.

The Government however rejected the main recommendations of the Commission but asked the state governments to draw their own lists on the basis of criteria worked out by them and then

take action. Despite the fact that the causes for educational backwardness among this section were identified in the early years of Independence, the official documents on education prepared in the years that followed continued to stress the same views regarding the process of education as had been identified by the Kalelkar Commission (Pandey, 1986).

A decade later, the first Education Commission1964-66, discussed in detail all the aspects of education and its recommendations provided the basis for policy formulation. According to commission "one of the important social objectives of education is to equalize opportunity enabling the backward or under privileged classes and individuals to use education as a lever for the improvement of their condition. Every society that values social justice and is anxious to improve the lot of common man and cultivate all available talent must ensure progressive equality of opportunity to all sections of the population. This is the only guarantee for the building up of an egalitarian and human society in which the exploitation of the weak will be minimized.

OTHER AREAS OF ATTENTION

The other forms of educational inequalities which are peculiar to the Indian situation need attention. The first is the wide disparity between the education of boys and girls at all stages and in all sectors of education. *The second is the equally wide or sometimes "wider disparity" of educational development between the advanced classes and the backward ones- the Scheduled Castes and Scheduled Tribes. On grounds of social justice as well as furtherance of democracy, it is essential to make special efforts to equalize educational opportunities between grounds* (Report of the Indian Education Commission, 1964-66).

The National Policy on Education as far as in 1968 called for strenuous efforts to equalize educational opportunity and more intensive efforts to develop education among the backward communities, the more recent Report of the Commissioner for Scheduled Castes and Scheduled Tribes for the year 1979-1981 observed that "the educational programmes for Scheduled Castes and Scheduled Tribes have not succeeded in achieving the desired impact although the provision of funds for development programme for these communities rose from Rs. 39 crores in First Plan to Rs. 327 crores in the Fifth Plan and a total of Rs. 744 crores was spent till the end of the 1978-79. Of these amount, nearly 48 percent was spent on educational schemes alone" (Sixth Five Year Plan, 1980-85).

Table-3.1
General profile of Scheduled caste
Trends in Decadal Growth of Scheduled Castes and Scheduled Tribe Population in India (1951-2001 Census)

Census Year	*SC*	*Proportion of SC*	*Decadal Growth Rate*	*ST*	*Proportion of SC*	*Decadal Growth Rate*
1951	*51.3*	*14.4*	*-*	*19.1*	*5.4*	*-*
1961	*64.4*	*14.7*	*25.5*	*30.1*	*6.9*	*57.6*
1971	*80.0*	*14.6*	*24.2*	*38.0*	*6.9*	*26.2*
1981	*104.8*	*15.7*	*30.9*	*51.6*	*7.8*	*35.8*
1991	*138.2*	*16.5*	*31.9*	*67.8*	*8.1*	*31.2*
2001	*166.6*	*16.2*	*20.6*	*84.3*	*8.2*	*24.5*

Source: Census of India, 2001 (Population in Million.)

The Scheduled castes according to 1981 census number 10.48 crores and constitute 15.7 percent of the total population of the country excluding Assam. Only 16 percent of scheduled castes in the country reside in the urban areas. Bulk of the scheduled caste population i.e 84 percent reside in rural areas. In six states scheduled caste population living in rural areas is higher than national average. These are Himachal Pradesh (94.64 percent), Tripura (93.70 percent), Bihar (91.52 percent), Orissa (90.60 percent), Uttar Pradesh (89.54 percent), and Jammu and Kashmir (88.47 percent). As regards literacy level the literacy rate among the Scheduled castes as per 1981 census is only 21.38 percent as against all India average of 41.30 percent (excluding scheduled caste and scheduled tribes).

Table- 3.2: Numbers of Persons below Poverty Line Scheduled Castes, Scheduled Tribes, Scheduled vs All Population (Millions)

Category	Areas	1977-78	1983-84	Percentage
Scheduled Castes	Rural	64.6	53.1	-17.8
	Urban	54.3	40.4	-25.6
	Combined	63.2	50.9	-19.5
Scheduled Tribes	Rural	72.4	58.4	-19.3
	Urban	52.6	39.9	-24.1
	Combined	71.4	57.1	-20.0
Al Population	Rural	51.2	40.4	-21.1
	Urban	38.2	28.1	-26.4
	Combined	48.2	37.4	-22.6

Source "Changes in Rural Poverty; C.H. HanumanthaRao, Mainstream, Jan.11,1986

Table 3.3
Numbers of Poor among Scheduled Castes, Scheduled Tribes, Scheduled vs. All Population (Millions)

Rural			
Social Group	1977-78	1983-84	Percentage
Scheduled Castes	53.7	19.6	(-) 7.6
Scheduled Tribes	33.7	31.3	(-) 7.1
Rest of Population	165.7	140.6	(-)15.1
All India	253.1	221.5	(-)12.5
Urban			
Social Group	1977-78	1983-84	Percentage
Scheduled Castes	7.7	7.8	1.3
Scheduled Tribes	1.3	1.5	15.4
Rest of Population	44.7	40.2	(-)10.1
All India	53.7	49.5	(-)7.8

Source "Changes in Rural Poverty in India; C.H. HanumanthaRao, Mainstream, Jan.11,1986

Table 3.4
Distribution of Households and Area Owned: 1981-82 (All India)

	SC		Non SC/ST	
Size/Categories	Household	Area Owned	Household	Area Owned
Landless	12.61	-	10.18	-
Marginal Farmers	72.40	28.32	52.20	7.60
Small Farmers	8.40	22.82	18.00	10.00
Semi-medium Farmers	4.52	24.19	12.05	15.77
Medium Farmers	1.80	19.19	7.00	
Large Farmers	0.28(100)	7.69(100)	1.32(100)	13.98(100)
Average Size	0.62	1.93	2.12	-
GiniRatio	0.81	-	0.78	-

Source: NSS Round 37, 1982.Table on land holding.

LITERACY

Literacy is an important indicator of progress for both society as a whole and for individual communities within it. Although there has been some improvement in the overall literacy rate in the post-independence period, nearly 80 percent of the Scheduled Caste population have yet to report that they can ' read, write and understand', a definition utilized by the census.

Table 3.5
Literacy Rate of the Scheduled Castes

Year	Person	Males	Females
1961	10.27	16.16	3.29
1971	14.67	22.36	6.44
1981	21.38	31.12	10.82
1991	37.41	49.91	23.76
2001	54.69	66.64	41.90

Source: Census of India, 2001

The overall picture of the progress of SC's in education throughout the country is rather unsatisfactory. Some of the communities have hardly any literate person among them. The condition of education among them is unsatisfactory. The percentage of literacy among scheduled caste women in 1981 is only 10.93 percent. There are about 48 districts in the country where literacy among the scheduled caste women is even less than two percent. The concern for low participation in educational programme by scheduled caste is being felt because education is being widely regarded as one of the prime instrumentalities for improving the condition of the backward.

The *Working Group on Development of Literacy among Scheduled Castes* (1980-85) commented that there were several districts in the country where the literacy rate among Scheduled Caste women is as low as one percent going down to 0.2 percent.

Table 3.6

Literacy Trends for Scheduled Castes (SC)in India						
Year	*General Category*			*Scheduled Castes*		
	Male	*Female*	*Total*	*Male*	*Female*	*Total*
1961	*40.40*	*15.35*	*28.30*	*16.96*	*3.29*	*10.27*
1971	*45.96*	*21.91*	*34.45*	*22.36*	*6.44*	*14.67*
1981	*56.38*	*29.76*	*43.57*	*31.12*	*10.93*	*21.38*
1991	*64.13*	*39.29*	*52.21*	*49.91*	*23.76*	*37.41*
2001	*75.30*	*53.70*	*64.80*	*66.64*	*41.90*	*54.69*

Source: Census of India 2001

The comparison of literacy rate between general population and Scheduled Caste is indicated in the above Table3.6. The table indicates clearly that after so many years of independence, the Constitutional guarantee for equality of opportunity in access to education, the recommendations of various Committees and Commissions to improve education among Scheduled Castes at par with the general population, the gap in literacy level is very high. The literacy rate of the Scheduled Caste females presents a very drastic picture as only 23.76 percent of the SC females were literate means 76.24 percent females were illiterate (1991census).

Whereas 64.8 percent of the general population are literate (male 75.30 percent, female 53.70 percent), the literacy level of the Scheduled Caste is only 54.6 percent (males 66.64 percent, females 41.9 percent only). About 50 percent of the SC category is literate by 2001 while the data stands at 66.64 in the general category. The above data shows a positive trend for the SCs literacy especially the rise in female category from 3.29 in 1961 to 41.90 in 2001. This also shows that however the literacy rate increases but still the gap is high.

It is heart warming to observe in this Table that over a time school attendance rates among SC and ST children are increasing. But compared to the children belonging to category 'other', they are lagging far behind. Further, the gap is much wider in the case of female attendance rates of two SCs vis-à-vis 'other'. Lastly, the school attendance rate among SC/ST children in rural areas is less satisfactory when compared to those in urban areas. In other words, school attendance rates among the SC/ST children in general and those among rural females in particular are quite unsatisfactory compared to those among the non-SC/ST children. What is further distressing is that, the drop–out rates among the SC/ST children are also much higher.

Table 3.7

School Attendance Rates among Children in the Age-group 5-14 years@ Figures correspond to current enrolment rates.

Social group	School attendance rates among children (5-14yrs.)					
	Male			Female		
	1983@	1987-88	1993-94	1983@	1987-88	1993-94
Rural						
ST	39.50	44.50	57.90	20.40	26.20	40.90
SC	48.90	49.80*	64.30	25.50	31.10*	46.20
Other	59.20	63.40	74.90	39.20	45.80	61.00
All	55.30	58.90	71.00	34.80	41.10	55.90
Urban						
ST	67.00	67.20	79.70	52.70	62.30	69.70
SC	66.70	68.20*	77.50	52.30	53.80*	68.60
Other	76.50	78.00	86.80	69.10	72.60	83.00
All	74.80	76.40	85.30	66.40	69.90	80.70

*

Neo-Buddhists of Maharashtra are not considered under SC for obtaining the estimates.

Source: Sarvekshana, vol. XII, No.4, April-June 1999.

This being the case the levels of education among the SC/ST population compared to the non-SC/ST population is bound to be different. How they are different is shown in Table Two. Thus, Table 2 shows that the levels of middle, secondary and higher secondary education among the male as well as female population in both rural and urban areas among the SC/ST population are much lower compared to the non-SC/ST population.

Relatively low school attendance rates accompanied by high drop-out rates among SC/ST children creates a lack of proper opportunity and sow the seeds of low achievements standards of Dalit children to benefit from the available opportunities in the various spheres of the society, ultimately result in socio-economic discrimination.

Table- 3.8

Total Enrolment of Scheduled Caste and Scheduled Tribes Students in Schools during 1997-2002

Year	Primary (I-V)			Middle (VI-VIII)			High/Hr. Sec.		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
SC									
1997-98	11898	8659	20557	3786	2283	6069	2026	1048	3074
1998-99	11123	8377	19500	3748	2388	6136	2068	1149	3217
1999-00	11810	8625	20435	3881	2420	6301	2385	1399	3784
2000-01	12059	9136	21195	4066	2628	6694	2418	1394	3812
2001-02	12251	9253	21504	4551	2945	7496	2693	1622	4314
ST									
1997-98	5667	4000	9667	1541	943	2484	778	396	1174
1998-99	5312	3989	9301	1589	967	2556	856	452	1308
1999-00	6139	4511	10650	1804	1101	2905	918	504	1422
2000-01	6330	4665	10995	1879	1205	3084	955	535	1490
2001-02	6691	5040	11731	2054	1306	3360	1079	622	1701

Source: Ministry of Education, Govt. of India, 1997-2002

Table -3.9

Dropout Rate among SC/STs at School Education during 1980-1999

Category	Classes I-V	Classes I-V	Classes I-V	Classes I-VIII	Classes I-VIII	Classes I-VIII	Classes I-X	Classes I-X	Classes I-X
	80/81	89/90	98/99	80/81	89/90	98/99	80/81	89/90	98/99
General	58.70	48.08	39.74	72.70	63.40	56.82	82.46	71.34	67.44
SC	60.16	49.03	44.27	76.84	72.09	63.58	86.91	80.58	76.63
ST	75.66	63.81	57.36	86.71	80.10	72.80	91.18	86.00	82.96

Source: Educational Development of SC/STs (1995) and 10th Five Year Plan (2002-2007), Vol. II, Planning Commission (2002, p. 42 1-454).

Thus, education in India has not filtered down to the lower strata except marginally. Their enrolment ratio to the non-scheduled castes is very low and of those who enroll, few pass the examinations. In 1962, Neelson found out that out of 40,000 students who had enrolled for Pre-University Course in Mysore University, there were 961 SC students. Only 6 percent of them got through the course. Similarly, in Bombay University (196 1-62), out of 328, only 88 SC students passed their intermediate examination. All these figures show the poor performance of these students which has relevance to their socio-economic background.

A survey conducted by the ICSSR in 1972-73 showed that socio- economic background was responsible for poor performance and wastage among the SC students. An overall review of the literature on the progress made by them is quite unsatisfactory in education, employment and overall socio-economic fields. The main hurdles in their progress could be that the means of education is out of their reach as education itself is expensive and urban biased. Their poor family background plays a crucial role in poor performance in education which directly linked to occupational economic status. Although the special provisions have been useful, their implementation has been poor. Those who get educated suffer from stigma of caste and untouchability both at social and psychological level and hence they continue to lag behind the general population.

In this regard, Ahmad has reviewed two studies and comes to the conclusion that the impact of protective discrimination is not that altering the criteria of distribution nor restricting the benefits of protective discrimination to elite groups will be effective. She further argues that the economic criteria is of crucial relevance in determining the educability of the scheduled castes. However, their educational attainment rarely goes to help the whole group. The mobility encouraged by educational attainment benefits the prospects of individual scheduled caste members only. Group mobility takes place only where the group possesses a sufficiently high degree of cohesion and where its leadership is educated and encourages its members to draw benefits. Finally, although education emerged as an important background variable in the social mobility of the scheduled castes at the micro and macro level, those who move up the social ladder through education form a small minority or elite among the caste fellows and are reluctant to identify or elite among the caste fellows and are reluctant to identify with their caste men. Their reference groups are also those from among the non-scheduled castes with similar, if not better, socio-economic status. The identity crisis arises since the latter are unwilling to accept them as equals. Therefore, the benefits of protective legislation do not necessarily remove the barriers of disadvantage.

She concludes that neither altering the criterion of distribution nor restricting the benefits of protective discrimination to elite groups will be effective. What is needed is that the situational constraints highlighted by the various studies should be removed through an integrated program for the dispersal of the benefits. The relationship between inequalities and facilities should be inverted so as to affect the underlying system of inherited inequalities (Wankhede,1999).

Thus the educational deprivation among SC's and the other social inequalities they are subjected to are largely attributed to the historical and cumulative socio-economic and structural deprivations they have suffered for centuries. Poverty among SC households is primarily responsible for the poor educational enrolment of SC children. Studies have amply established that among the main causes of the high magnitude of never-enrolled, out-of-school children and the high rate of school dropout are poverty and discrimination.

CONCLUSION

Historically, Scheduled Castes in India were prevented and strictly prohibited from getting an education and the caste system in Hinduism clearly describes the practices to discriminate against the Scheduled Castes in terms of education. The ancient caste system of India, which has resulted in the social and economic oppression of the SCs continue to play a dominant role in India. In the British Colonial period, the British started providing opportunities for the education of the Scheduled

Castes. They opened the door of educational world for SCs in India. But they had their own political interests and according to their political interests they made two types of education structures in India. The movement launched by Phule also played a dominant role for the educational development of SCs. He opened the first school for the untouchables in 1850. Some other socio-religious movements started organising schools for the low caste communities. Throughout the first half of the twentieth century, Ambedkar dedicated a significant role to improving the quality of life and social status of Scheduled Castes. He established the People's Education Society in 1945 which believed that increasing access to education to these communities would increase their empowerment.

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ORIGINAL ARTICLE

CHANGING SOCIETY OF LADAKH: WITH SPECIAL REFERENCE TO FAMILY, MARRIAGE AND TOURISM.

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ABSTRACT

Change is inevitable in every society. Every society changes with time but changes came to Ladakh little late than other parts of State and the countries. Change in Ladakh started after 1960's and 70's when connectivity of Ladakh happened by roads and air traffic to the rest of the country as otherwise it was an isolated place. The connectivity of roads came after the war between neighbouring countries like China and Pakistan occurred. With the granting of permission to the tourists to visit Ladakh in 1974, Ladakh is no more isolated from other parts of country. It is a vibrant place which is frequented by a number of tourists every year. tourism and education have changed the people of Leh. It was tourism and army which gave boost to the economy of the region. Many people are now employed in the tourism related sectors like hotels, restaurants, tourist agencies, guest houses, guides, etc. Education has changed the attitude of the people of the region. From the literacy rate of the district we can understand the value of education for the people. Now everybody wants to give highest possible education to their children. Institutions of family and marriage are changing faster and being transformed away from the tradition. Nuclear families are increasing because of migration from villages to town. Tradition, rituals,customs ceremonies, etc, which for generations used to be celebrated are losing their importance.

KEYWORDS: Change, Education, Family and Marriage, Modernization, Money, Transformation, Tourism.

INTRODUCTION

The mode of western cultural impact on the Indian tradition had distinctive features, in historical as well as substantive terms. Historically, the distinctive element was in gradual expansion through succession and replacement of various forms of western traditions differing in political and cultural orientation and influence. The earliest (fifteen and sixteenth century) contact, of which sociological consequences were marginal, was with Portuguese. In orientation, their impact was proselytizing and predatory and brought with them pre-modern values and religious prejudices. They were followed by the Dutch and French in the 17th and 18th century. Neither Dutch nor French had Christianization as their main objective. The Dutch were mainly interested in commerce. The French had political goals, but their influence was marginal. Only the British finally emerged as a dominant power in India. The Western impact on the

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Indian culture has, therefore, been primarily of the British (Singh 1996)[1].

The process of modernity in India systematically began during the British period. It came in the form of printing machine, newspapers, steam power, steam engine. Liberal education through the medium of English language also paved the way for the coming of modernity. What is striking in this respect is that modernity has become synonymous with social change (Doshi 2003)[2].

Dipankar Gupta and Yogender Singh, along with several other sociologists have argued that there are multiple modernities. Similar is the conceptualization of Habermas and Giddens. The modernization comes in contact with the local processes. And, in this encounter, there is much interaction, that is, give and take. What has happened so far in India is that the categorical values in different culture zones do not change in accordance with the value sets and role structures of modernity. As a result of the plural diversity of ethnicity, there is a unique combination of ethnic diversity or local diversity and modernity and as a result of it modernity takes a specific or distinct pattern. This explains the thesis of multiple modernities. In other words, the modernity pattern, which we find in Chennai, is different from New Delhi or Mumbai. There is some degree of modernity in Ghurye's Londikhand or Dube's Shamerpet. But the pattern sticks to remain diverse (Doshi, 2003)[3].

Earlier Ladakh has always occupied an ambivalent position between India and Tibet. In its cultural impact Tibetan pressure has been extraordinarily uniform. From the point of view of language it has provided Ladakh with a western Tibetan dialect, which despite influences from the Indian side. As for literature, the regular styles of literary Tibetan have remained current in Ladakh from the 10th century. As for religion, several orders of Tibetan Buddhism are represented in Ladakh, and there has never been anything resembling a separate Ladakhi Buddhist 'church'. By marked contrast cultural influences from the Indian side have varied considerably in accordance with the kind of religion and the kind of language and culture which happened to be prevalent in India and especially in Kashmir, Ladakh's closest neighbour on the Indian side (Snellgrove, 1972)[4].

In the past, impact of Tibetan culture is more on Ladakh as compared to other Indian states like Kashmir. Tibet's impact upon Ladakhi marriage and family is evident from some kind of customs like polyandry comes to Ladakh through Tibet. The Bothi language which is used by the people of Ladakh is the Western Tibetan language. It is said that polyandry marriage comes to Ladakh from Tibet. Traditional dress like *goncha* and some foods are similar in both Tibet and Ladakh. *Chang* and *khataks* are also used in Tibet. But now change in Ladakh is also coming from others parts of the states as well as country.

Some Christian missions namely the Moravian mission found in 1855 in Leh and in 1899 at Khaltse, the Roman Catholic Mission and the Hill Mission broke the region's isolation over the years paving way for new ideas intruding into it and opening up avenues, for western education to Ladakhis. The number of Ladakhis Buddhists who converted to Christianity and the physical size of the church are small. It still is a very modest mission. However, its impact has been far reaching. It brought quality Western schooling to Ladakh that is Moravian Misson School is being the first school in Ladakh set up by these missionaries. They also set up Moravian church and hospital in 1885. The first radio in Ladakh belongs to the mission, which was started in 1940's (Devan, 2004)[5].

Since the development is the process of planned change it is supposed to raise the living standard of the people, through technical advancement and economical growth. But it seems doing more harm than good. The development of Ladakh as everywhere else in the world required a massive and systematic restructuring the society, regular investment in the development of infrastructure, metalling of roads, installing of new industries, various projects, modern style hospitals, radio and TV stations, satellite, a large network of schools within the radius of every three to four kilometers, a large number of high and higher secondary schools, a good number of Public and Private schools, Central schools, Navodaya Vidyalayas at both Leh and Kargil districts,

some other residential schools like SOS Tibetan schools, Maha-Bodhi, Lamdon model schools sponsored by Indian and Foreign organizations, establishment of CIBS- Central Institute of Buddhist Studies up to graduation level and establishments of degree colleges at Leh and Kargil district headquarters. Because of increase in gross national product (GNP), most of kaccha-house has been replaced by the modern cemented house, establishment of green houses, poly-houses, for vegetable production, sufficient supply of rice and wheat flour on subsidized basis by the government food supplies department, installation of small hydro-electric projects and introduction of solar lighting systems have no doubt modernized the old backward Ladakh (Sharma, 2001)[6].

The present Ladakh is now more accessible than before. The most inaccessible areas have today been open to vehicular traffic, sometimes passing over a height of 12000 to 15000 feet as the highest road in the world. Communication between Kashmir and Ladakh has been totally transformed since the work began in 1962 on construction of motor-able road some 435 kilometers in length from Srinagar to Leh. This is blocked by heavy snowfall on the *Zoji La* (Pass) every winter, and thus this road remains open normally only from May to November. New road which also connects Ladakh with outside world is Leh-Manali road, which crosses through four mountain passes (Kaul 1998)[7].

The Kashmiri proverb- 'Ladakhis eat sattu (roasted barley flour), wear pattu (woolen clothing) and ride tattu (ponies)' – is no longer relevant for describing the lifestyle of Ladakhis today. It was, however, quite accurate 50 years ago. Today, rice, green vegetables, Indian cuisine and western-style foods have been added to our diet. Indian and western styles of clothing are now ubiquitous, not only on the streets of Leh, but in remote villages as well. 50 years ago women were not allowed to walk outside without a head cover. Today, this is certainly not the case. And ponies have been replaced by cars, trucks, motorcycles and airplanes. The streets of Leh are more likely to be congested with cars then they were 30 years ago when motorized vehicles were exceedingly rare (Shakspo, 2010)[8].

This connectivity of roads to Ladakh became necessary as a step to protect the border areas after the War between India and neighbouring countries, Pakistan and China. These roads have brought a lot of changes in the area, like people can now easily migrate to other places, which was a hardship earlier. The improved means of transportation give rise to education, tourism, economy, way of life, etc. Thus, the improved means of transportation give way for the development.

Family is the basic and universal institution of the social structure of human society. It fulfils needs and performs functions which are indispensible for the continuity, integration and change in the social system. The forms and functions of family have undergone adaptive changes with changes in the technological and economic superstructure of society. One way to characterize this change is to associate conjugal or nuclear forms of families with relatively modernized or industrial society and extended or joint types of families with traditional-agrarian and pre-industrial societies. The transition from extended family based society to nuclear family based society is thus, in essence, an example of structural change, since this involves systematic changes in role-structures through processes of differentiation. Compared to an extended family the combinations of role-structure in a nuclear family are fewer, the authority system and networks of kinship relations are also different. A nuclear family is itself an example of structural differentiation from the more composite social structure of an extended family (Singh 1996)[9].

The traditional power of family is declining and intra-familial clashes are frequent. The husband-wife relationship is becoming closer. The traditional values attached to certain types of occupations are changing. There is also change from inherited or ascribed status to achieved status. The nuclear family appears to be more receptive to new trends in education, particularly the girl's education than joint family. The young men and women are more liberal in breaking the discrimination on the basis of caste, creed, class, religion, etc, (Lal, 1990)[10].

Some of the old persons from the field informed that in the past most of the families

used to be joint. Change from joint to nuclear according to the respondents in the villages was due to family disputes and diverse occupation in the town like government jobs, tourism, education, army, self-employed jobs like hotels, restaurants, shops, etc. Most of the people had migrated to town to earn some money. For economic reason many sons of farmers have entered into non-agricultural livelihoods and established their own nuclear families. Change from agriculture to non-agriculture, manual to non-manual involves significant change in income and prestige. One of the reasons for this structural change is seen as migration from village to town.

Table 4.1 Factors Responsible for Change from Joint to Nuclear

Factors	No. of Responses	Percentage (%)
1. Family disputes	21	38.88
2. Modern education	15	24.19
3. Generation gap	06	09.68
4. Job opportunities	12	19.35
5. Contact with tourists	05	08.06
6. Change with time	03	04.84
Total	**62**	**100**

Note: As respondents have given multiple responses therefore the total has exceeded the number of 60 in this table.

One of the reasons for this structural change is seen as migration from village to town. Migration according to dictionary of sociology by Scott and Marshall (2004)[11], involves the (more or less) permanent movement of individuals or groups across symbolic or political boundaries into new residential areas and communities. It is conventional to distinguish push from the pull factors in the analysis of migration. The former (for example high rates of unemployment in the area of origin) are usually viewed as inducing migration of a conservative, security-maximizing nature, while the latter (economic expansion in the host country or region) are said to encourage risk-taking and income-maximizing migration. A distinction is also made between external migration (between countries) and internal migration (between regions).

These kinds of migration lead to the structural change from joint to nuclear families for instance if one of the son after marriage migrated from village to town (Internal migration) he leaves his parental house and settle in town as nuclear family. Another instance is that if one of the sons got job in town (Push factor) and the distance from his village to town is far it is not possible for him to come daily from his own village. For this reason they leave their home and stay around the town and settle there.

As joint family changes into nuclear family, intra-family relation also changes. In nuclear family, with minor children, the parents take all decisions. Responsibilities are more to the couple in nuclear families. Relation of grand-father or grand-mother and grand-son or grand-daughter is very close in joint family, which is absence in nuclear family. In joint family, the elderly parent (in case of polyandry) or grand-parent may hand over the responsibilities to one of the grown up son, only if he is fit for the position. But then the opinion of the aged parents is sought while taking major decisions. Eldest brother in family also enjoys more privilege in the absence of grand-father and father. In some cases decision is taken by grand-mother and mother also. It is likely such a trait originated from polyandrous system where wife's position in the family is quite better.

The separate brothers, among themselves, maintain cordial and helpful relations. Even when they stay away in their respective nuclear families, they keep on helping each other whenever required. Likewise they help their sisters even when the latter get married and stay at different places. But in some case reverse can

be happens. They do not interdependent much. Their level of intimacy also decline. Equal treatment is meted out to the son and the daughter. This holds true even at the time of their birth. The birth ceremonies are same for the members of both the sexes. Now under the law of equigeniture she can have equal share in ancestral property.

The massive popularity of television, internet, telephone, transportation and magazines of all varieties are prompting the youth to break away from the traditional life. The change particularly brought about by music is too transparent to be covered up. The traditional folk dances which the Ladakhis once cherished during their happy times got a setback, while recorded disco music has found its way into youth as a mark of modernity. The interaction of the youth with tourists particularly from Western countries has naturally brought about a qualitative change in their attitudes and values. It is particularly important for a society like Ladakh which has scarcely seen any change over centuries. Due to their own exposure to modern life, the parents are now keen that their children pursue professional and other dignified courses of study or to take lucrative business symbolizing status, affluence and modernity. The affluence brought about by tourism and creation of new job opportunities due to developmental process have changed the social structure and as a consequence, those youth who are staying in village leave their families and have migrated to the town for jobs like government, private, recruitment in armed force, etc.



There is also a change in the construction of the house. The glass room in Ladakh is common for every house. The Ladakhi saw how effective it was in saving heating costs at least during the day. Almost every house built after 1970's has a glass room (Devan, 2004)[12]. Not only in housing pattern there are also changes in material used for construction of house. Earlier houses were made up of mud bricks with small windows now materials like cement, saria, tiles, marbles, etc, are used for the construction of house as well as others buildings. Change in the material used is due to improvement in the means of transportation.

Earlier the Ladakhis were dependent on community farming and people of all age groups used to help grow food for personal consumption. It was never a means to earn money. But with the large number of Army coming in and the opening of the region to tourism in 1970's, the Ladakhi societies started moving away from indigenous farming. There were jobs in Army and in tourism such as defence force, construction work, drivers, guide and cook require more men than women. It becomes women's duty to manage agriculture and other domestic responsibilities. Many women are working in government jobs as well as they get engaged in farming during the season. Migrant labourers from Bihar and Nepal were hired for agriculture field and the culture of co-operative farming is declining.

The main occupation of the people in villages in Leh is agriculture, animal husbandry and tourism. In the past agriculture in Leh was self sufficient. Most of the people possessed land on which farming was done and its produce was stored for their personal consumption round the year. In villages, technology was based on traditional knowledge and local resources were used. The plough was made of local wood, and its iron tip was forged by the village blacksmith (*gara* tribe). And plough is pulled by horse, yak or *dzo*. Thus almost all the skills and materials needed to plough were renewable and readily available. In the past people were strongly bonded to their neighbourer and the community at large, sharing work such as harvesting, ploughing, threshing, and other such activities.

In the past, people worked as equals and friends helping each other by turn. The house had a celebration atmosphere whenever friends and neighbourer came to work. Migrant labourers from Bihar and Nepal are hired for agriculture pursuits and the culture of co-operative farming has diminished. Farmers essentially worked hard for only 4-5 months in a year, during summer. But with coming of technology, the work man and animals are replaced by machines which reduce time. In winter they stay home, stories are told and people visit each others' house or attend the festivals in the monasteries. Most *Gonpas* (Buddhist Temple) hold their annual festivals during winter. It is also the time when marriages are solemnized.

The introduction of subsidized rice and flour distributed to Ladakh through the national Public Distribution System (PDS) and changing food preferences have led to a decline of staple crop production in the region. At the same time, the cultivation of vegetables in home gardens and on small parcels at the edge of arable fields has increased. Especially over the last decade, the diversity of vegetables grown in Ladakh has risen, adding for example spinach, cauliflower, capsicum and tomatoes to the 'old' varieties of turnip, raddish, carrot, onion, and local peas. The vegetables help to fulfill the nutritional requirements providing minerals and vitamins to the population, especially during summer months. Apart from new varieties, governmental and non-governmental programmes have supported the introduction of hybrid seeds, chemical fertilizer as well as the use of greenhouses and polysheets. While these changes have been relevant for local food security and household consumption patterns, farmers still see few marketing opportunities for agriculture products. With a boom in tourism and the large-scale deployment of troops in this region due to its continuing geostrategic importance, the army and tourism sectors form the main local market (Ladakh studies, June 2009)[13].

The improved means of communication and transportation have given rise to the tourism in Ladakh. Tourism has over the years emerged as one of the world's major industries. Ladakh was thrown open to tourists in 1974 and ever since the region has witnessed a phenomenal growth and expansion of this industry. The younger generation's exposure to the modern life, its close interactions with the tourists particularly from western countries and other forces of development are contribute for their economy, which change their way of life.

Tourism, with its promise of foreign exchange, is an integral part of development package. Starting with a handful of visitors in the autumn of 1974, the number had risen to almost 15,000 a year in 1984. The vast majority of these people visit the region in the four month period from June to September, and almost without exception, they come to Leh, which has a population of roughly 10,000. Tourism has given rise to a boom in related business, including the construction of more than a hundred hotels and guesthouses in Leh, where previously there were none (Hodge 1991)[14].

Tourism has won a wide recognition as an important industry in the district (Leh) in view of its potential for creation of employment opportunities and generation of income on a large scale. This industry has a direct bearing on the socio-economic scene of the district. Tourism industry provides employment to a large number of people engage in the related sectors like transports, hotels and catering service, cottage industry etc. Tourism promotes economic activities in the remote areas.

Since its opening for the tourists (1974), Leh has registered an increasing number of tourists attracted towards it, because of its landscape, culture, traditions, environment etc. Tourism industry provides employment to a large number of people in the district. The Centre and State governments have planned various programmes and festivals to attract tourists. Like, the annual event of 'Sindu Darshan' which is held in Leh in the month of June every year and is also being turned into a big Hindu festival attracting more tourists into the region. The annual Ladakh festival (1-15 September) organized by the department of tourism also attracts more and more tourists to Leh district.

Table 4.2 Arrival of Tourists in Leh District

Year	Indians	Foreign	Total	Increase /decrease
1997	4011	12948	16959	-- ----
1999	2110	10238	12348	- 4611
2001	4260	15554	19814	+7466
2003	13031	15362	28393	+8579
2005	13431	24536	37980	+ 9587
2007	22007	28178	50185	+12205
2009	48517	30578	79087	+28902

Source: Leh district's statistical handbook for the year 2009-10.

With the tourists flowing in Leh district, men get involved with the works like becoming tourist guides, thus they are not able to do the regular agricultural work. Unemployed and illiterate women are forced to manage agriculture and other domestic responsibilities. There is a shift from growing traditional farming from wheat and barley to vegetable not only for self-consumption but also for profit. The side of footpath in the main market of Leh town is lined with women selling vegetable. The women come from many villages to sell their vegetables in the main market as there is a lot of demand from the hotels, restaurants as well as from the migrants from other villages and other regions. They also supply their vegetable to Army.

With the increasing number of tourists in Leh the impact of tourism can be seen on the dress of the people. The '*Goncha'* is traditional dress which used to be worn in the daily life among all sections of people. It is the main outfit for both men and women of Ladakh. The *goncha* is maroon, white and black in colour. However, the female *goncha* is embroidered at the arms and at the bottom portion. Earlier married women used to wear a kind of *goncha* which is known as '*Sulma'* which is the symbol of married girl like *'mangal Sutra'* and *'sindur'* in Hindu custom. Now with the change women are not wearing *sulma* and it is difficult to recognize whether they are married or unmarried.

During winter the people spend their time in spinning wool from sheep hair and all the work is done by the hands without any machine. After making thread from sheep hair it is woven and a piece of cloth is finally got ready for stitching. This cloth is locally known as '*Nambu'*. In the past this piece of cloth (*nambu*) which used to make *goncha* was given as dowry during marriage and also as a gift for new born baby on birth ceremony. After stitching it is dyed with colours like maroon and black. *Goncha* made of sheep hair is worn during winter to keep one warm. These days' terry cloth *gonchas* of various colours are available in the market for summer. Under *goncha* one may wear any cloth like men wear pant-shirt and women wear *salvar-kameez*. These days *goncha* is used only during birth, death, marriages and other occasions among youth. It can be seen that only old men and women wear *goncha* in their daily life. Western outfit's impact is so much that if any young person wants to wear *goncha* during non-occasion he will be made fun of by his own friends.

The drinking and eating habits in Leh are also undergoing change due to their interaction with the people of rest of the country and tourists of different country. Drinking of '*Chang'* (local beer made of barley) was the only drink used in Ladakh in the past. *Chang* is used on many occasions among Buddhist like during marriage, birth, death, and religious functions and rituals. In the past it is used during marriage for engagement as well as for marriage party. *Chang* is given' is the term which corresponds to that she is engaged. *Chang* is used during work in the field of agriculture whether ploughing, harvesting, threshing, etc. Chang is also important during Buddhist rituals. *Chang* plays an important role in the life of Buddhist of Ladakh. There are many folk songs related to *chang*. Change in the use of *chang* due

to modernization, modern varieties of liquor has replaced *chang.* But now people don't have any time to prepare *chang* as it takes a long time to do so.

Food pattern among Ladakhi Buddhists is also undergoing changes. In traditional societies Ladakhi used to eat food from the product of wheat and barley. They make *sattu* and *atta* from wheat and chang from barley. They used to eat some specific kind of vegetables as not all varieties of vegetables are available in the cold climate of Ladakh. In some areas dry fruits are grown in abundantly which is not possible in all the areas. East of Ladakh is famous for their salts. In some areas butter and cheese are famous. In the past whatever they had they exchanged their products under barter system. Most of the people had their livestock and used them in every work related to agriculture and for transportation. Development has brought not only tourism, but also western and Indian foods.

With the spread of education there is also change in the attitude regarding tribe's occupations. Earlier the occupation of the lower tribes like *mon* and *beda* was music as they are musicians and *gara* tribes were blacksmith and these occupations are strictly hereditary in nature. Because of the change brought by education, now the new generation is no more restricted to their ancestral occupation as they are getting the benefits of education. Some of them are working in various government and non-government offices and holding prestigious positions.

The kitchen is of course, the chief room, and sometimes it is well worth seeing. The central feature is the great blackened clay stove (*thap*), at which presides the wife, with her copper-pots, bubbling over the fire. Around the walls on rough shelves are arrayed her pots and pan, and these are generally well kept and bright. Hung in a corner will be the big, black, wooden churn for churning the better tea, and in another corner will be sacks of barley, unless, as happens in the bigger house, the grain is kept in a sort of dry well, dug in a corner of the room, and covered with a flat stone(Gompertz, 1928)[15].



Traditional Ladakhi Buddhist kitchen

Kitchen in Ladakh has also undergone change with the time. *Thap* which has already been explained in chapter 2nd used to be made of mud. Now with the change brought up by modernization *thap* made up of iron with decorations are in fashion. Fuel wood and cow dung are used. Not only *thap* but also all the utensils used for cooking are changing. Now modern cooking gas and utensils are using by most of the people. Like in other parts of country, now kitchens are made up of tiles and marbles. Use of *stan* (carpets) and *choktses* (small Ladakhi table) are losing its importance with the coming of modern tables and chairs and also losing the importance custom of hierarchical sitting arrangement.

Education has a lot of impact on the family and marriage. Educated young boys and girls tend to marry at a later age as compared to the previous generation where they were less educated. The views of respondents regarding proper age of marriage among youth are not favouring the practice of child marriage or early marriage. It can be said that with the increase in spread of education, the age at marriage is also increasing. With the spread of education there is also change in the attitude regarding tribe's occupations. Earlier the occupation of the lower tribes like *mon* and *beda* are musicians and *gara* tribes are blacksmith which are strictly hereditary in nature. Because of the change

brought by education, now the new generation is no more restricted to their ancestral occupation and they are also getting the benefits of education. Some of them are working in various government and non-government offices and holding prestigious positions.

Table 4.3 Literacy rate of Leh district according to census

Census Year	Literacy Rate (%)
1981	**25.17**
2001	**65.30**
2011	**81.83**

People of Leh district are experiencing a great impact of education. Education is one of the main factors responsible for change especially in rural areas. The spread of education to such communities has changed every aspect of their life. According to the census of 1981 literacy rate of the district was 25.17%, which is very less as majority of people are illiterate. In the year 2001 it was 65.30% and in 2011 it has increased to 80.48% which was third among the district of the state of Jammu and Kashmir after Jammu (83.98%) and Samba (82.43%) district.

Under 'Operation Sadbhavana', the army is electrifying numerous villages of the region through micro-hydel projects to improve the quality of life of the people. The Army has also opened many army schools to provide quality education to needy students. These Army schools follow the CBSE syllabus and for the all round development of children, facilities like computer training, sports, toys for nursery sections, mid-day meal to students and staff, free transport facilities, and television. Women empowerment centre for providing vocational training to young girls and adult literacy centre have also been established in the region (Bhasin, 2006)[16].

Not only government and private schools, Indian army is also contributing for the spread of education in the villages of Leh. The vast military establishments in Ladakh provide employment to the locals. The army canteen facilities provide cheap and best commodities for the day to day domestic uses. The army launched 'Operation Sadbhavana' for the betterment of the local people by providing quality education, growth opportunities and training in various fields to make the people of the region self-reliant at the economic level.

These days age of marriage has increased because of education. Young adult wants to study till the age of 25-30 years. Age of marriage is also increasing with time. The age at which people marry depends heavily on social standards and expectations. Adults are waiting longer to marry today as compared to the previous generations. Some of the old persons among respondents had married before 15 years of age. Increasing age of marriage probably results in young adults beginning marriage with more maturity, independence, work experience and education. These days adult marriage is the rule. A husband must be in a position to earn a living and his wife must be able to run the home which they set up after marriage. Men usually marry slightly younger women but sometimes women are older than men. In the past these factors were not important for marriage but with the spread of education and competition among youth factors such as education and jobs are more important.

Table 4.4 Average Age of Marriage

Types of person	No. of Respondents	Average age for both young and old (years)
Young (18-45)	**30**	**27.5**
Old (45 years and above)	**30**	**20.5**
Total	**60**	**24**

It is the impact of education that some people are in favour of granting marital freedom to their children. Traditionally, children were not granted any freedom in the selection of their life partners. The parents arrange the marriages and their children have to obey their parents' choice. With the spread of education in the rural communities like adult education, where most of the house wives are educated, women also take some important decisions in the family. Most of the educated people of rural areas are migrating to the town areas. The out migrants from the villages are in government jobs, both at higher

as well as lower posts. Many children in these villages are also migrating to the urban cities like Jammu, Chandigarh, Delhi, etc, for their higher studies.

Profession and occupation greatly influence the matrimonial alliances in every country. Generally, man is supposed to be the earning breadwinner member, while women is supposed to be the responsible for the housekeeping and chosen as a dependent member. With, more and more women, having entered into various professions, the likelihood of them to be only housekeeper has remarkably reduced. The need of the modern society has resulted into an increase of dual career families (Ratra, Kaur and Chhikara 2006)[17].

Table 4.5 Change in marriage

Change	Male/female	No. of Responses	Percentage (%)
Love marriages	**9/12**	**21**	**29.67**
Court marriages	**4/5**	**9**	**12.5**
Elopement marriages	**3/3**	**6**	**8.33**
Decline in rituals	**8/6**	**14**	**19.44**
Change in celebration	**4/2**	**6**	**8.33**
Age of marriage	**5/1**	**6**	**8.33**
Giving more dowry	**4/6**	**10**	**13.89**
Total	**37/35**	**72**	**100**

Note: As respondents have given multiple responses therefore the total has exceeded the number of 60 in this table.

Asked about changes in marriage some of responses are love marriages are becoming popular and the arranged ones are declining, earlier parents' decisions were taken as more important than children's decisions. But now there is choice which is being exercised in selecting the mates. Thus love marriages and elopement marriages are becoming visible and popular.

The exposure of Ladakhis to modernization has awakened them phenomenally and drastically which influence their thinking. The custom of polyandry which has been in vogue in the land since earlier times, need special mention here. The practice of this mode of marriage by the Buddhists was necessitated by economic considerations like preventing fragmentation of the limited cultivable land and checking demographic explosion. Under the then law of inheritance, all moveable and immoveable property was vested with the eldest brother whereas younger brother had to stay with his elder brother under the system of polyandry. Polyandry was abolished in Ladakh by law in 1941 and the law of primogeniture in which property is in the eldest brother's name is replaced by equigeniture in which there is equal right to property (Kaul 2004)[18].

With this new law monogamous type of marriages are becoming more popular. The law of equigeniture is mainly responsible for change in marriage types from polyandry to monogamy. Moreover, with the spread of education among the people and its exposure to change, the practice of polyandry has lost its relevance. Also the educated youth consider polyandrous marriages neither moral nor in keeping with their exposure or social status. Love marriages are becoming more popular replacing the traditional arranged marriages. The Ladakhis exposure to modernization has left its impact on the long cherished traditions as people are too busy to find time for them. The once popular tradition, rituals, customs ceremonies, etc, which for generations used to be celebrated are losing its importance. Apart from providing entertainment to the gathering, it served as a forum for discussing individual and collective problem.

Table 4.6 Factors Responsible for the Change in Marriages

Factors	No. of Responses	Percentage (%)
Change in technology	8	13.80
Transportation	12	20.69
Education	17	29.31
Tourism	21	36.20
Total	**58**	**100**

Note: As some respondents have not given any responses therefore the total is less the number of 60 in this table.

Custom of dowry is voluntary in nature rather than by demand. In the past, forms of dowry items are *nambu* (cloth made of sheep wool), utensils, animals, etc, are given but items such as Refrigerators, Washing machine, Sofa-set, LCDs, etc, are becoming more popular these days. In the past bride is carried by walk, then by horse, and now replaced by vehicle. There are also changes in the functions of marriage like court marriages, elopement marriage, divorce in court are also increasing. During the time of Procedure of engagement Chang is given four or five times which has also declined to two or three times only. One of the most important changes is the introduction of card system. In the past people used to call their close relative without giving invitation card and it is their responsibility to call others which shows improvement in the means of communication. Respondent informed that factors such as technology, communication, transportation, modern education, tourism, etc, are mainly responsible for these changes.

Earlier even small activities of development, including altering the direction of windows and doors once required the permission of an astrologer (*onpo*) or a high lama. Gradually declining of rituals, customs, ceremony and functions are in vogue. In the past the rituals, customs, ceremony, and functions related to family and marriages is elaborate and long process but these days some of them is gradually. For instance, the religious rituals called *'Skangsol'* used to perform for the welfare of family is for minimum two days now it performs for only one day. Another ritual is *'Tsetsu'* in this ritual most of the people attended in the past now particularly youth does not attend because they could not understand Bothi (Tibetan script). Earlier in academics both Bothi and Urdu language subjects are important for every school. Parents also stressed their children for the Bothi script. Most of the members of society know their vernacular languages in reading as well as writings. Now with the change in education system English medium is the rule for every school and Bothi and Urdu are optional subjects and young boys and girls are unaware of the Bothi. Earlier during marriage almost thirty songs were sung by the marriage party (Baratis). But now marriage ceremonies are over in some 8-15 songs.

One of the important changes in marriage is going for 'Honeymoon'. The honeymoon is the time for the couple to relax after the weeding. They spend time alone, away from the family, getting to know each other and adjusting to their new roles and new life. During this period, most of the couples spend time together to travel. In India, sometimes couple would start their honeymoon after visiting some shrines and offering their thanks giving to the God. The length of the honeymoon varies according to the couple's finances and time schedule. Now the couples in Leh district are also going for honeymoon which is a new custom among the Buddhists.

Another important change during wedding is the introduction of camera and the role of camera man. Cameraman makes videos and takes photographs of the wedding ceremony is of current fashion in Leh. Both the groom's side and the bride's side get cameraman. People spent time looking the wedding videos and photographs and talking about the changes in wedding ceremony.

With the force of modernization change is inevitable in every society. Impact of modernization in the society like Leh is because

of Education, Tourism and Army. These are some of the factors which are responsible for the change. Change is important in the society like Leh because it has scarcely changed for centuries.

CONCLUSION

Like every society, the society of Ladakh is also undergoing change from joint to nuclear, reason for this structural change being the mutual conflicts among the members of families, job opportunities and education. It is the belief of the people that two wives of the brothers cannot live together and the relationship between the mother-in-law and daughter-in-law is of conflicting nature. In *makpa* marriage it is known that the relationship between the in-laws and that of *makpa* is of conflicting nature.

Job opportunities and education also plays an important role for the shift from joint to nuclear families. In village education and job opportunities are less as compared to the town. With the spread of education sons of farmers do not like to work as a farmer rather they chose to have proper education and jobs. For education and job opportunities they migrate to the town and settle there in and around town. These kinds of migration also lead to change from joint to nuclear families.

One of the major areas of feminist research is division of labour within the family. Labour divisions are often constructed according to gender, including both paid and unpaid labour in our society. The stereotypic family has been the traditional, idealized; nuclear family, in which the father is the breadwinner and the mother, stays home to care for the house and children (Ingoldsby, Smith and Miller, 2004)[2]. In case of Buddhists of Leh also the division of labour is governed by sex. Some division of labour does exist but it never suggests that a person cannot undertake any other role meant for other members in a family. Some works are exclusively done by either gender like ploughing is done only by men or milking is done only by female members. During marriage and other functions work is divided among Phaspun families like cooking is done by male and serving by females.

Marriage is regarded as an important institution among the Buddhists. The rituals and customs are elaborate among the Buddhists during marriage. Buddhist's marriages are of two type *pagma* and *makpa* marriages. In *pagma* marriage bride goes to groom's house (virilocal) where as in *makpa* marriage groom goes to bride's house (uxorilocal). In *pagma* marriage the wife is mostly the younger daughter and in *makpa* marriage husband is younger brother in most of the case. Only in *pagma* marriage polyandry is practiced among the Buddhists.

In the past, decision about selection of mate was taken by the parents in most cases. Now-a-days it is important to see each other before marriage. Selected by self and then arranged by the parents is popular among the respondents. Age of marriage is also increased with time. Adults are waiting longer to marry today as compared to the previous generations.

Both polyandry and inheritance by primogeniture were made illegal by the government of Jammu and Kashmir in the early 1940's (Rizvi 1996)[4]. Polyandry is gradually declining in Leh districts. Now the second son who has to undergo a polyandrous marriage refuses to share his elder brother's wife, he claims his share of the family land and performs monogamous marriage. Younger sons also do not agree to polyandrous marriage as it is neither legal nor they accept to share the same wife.

Descent is traced through bilateral lineage. Lineage in a family is also decided by the type of marriage. In *pagma* marriage descent is traced through patrilineal and in *makpa* marriage through matrilineal in most cases. In *makpa* marriage status of wife is better than the husband and property is in wife's name.

In Ladakh, child marriage was also prevalent in the past, now it is avoided because one may not support the wife at the young age without proper job. Jobs and education are the two main factors which are important before marriage. Age of marriage is also increasing because of these two factors.

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ORIGINAL ARTICLE

GLOBAL WARMING: "LAB TO LAND -INNOVATIONS OF SCIENCE"

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Introduction

Global Warming is the increase of Earth's average surface temperature due to effect of greenhouse gases, such as carbon dioxide emissions from burning fossil fuels or from deforestation, which trap heat that would otherwise escape from Earth. This is a type of *greenhouse effect*.It is believed to be permanently changing the Earth's climate..

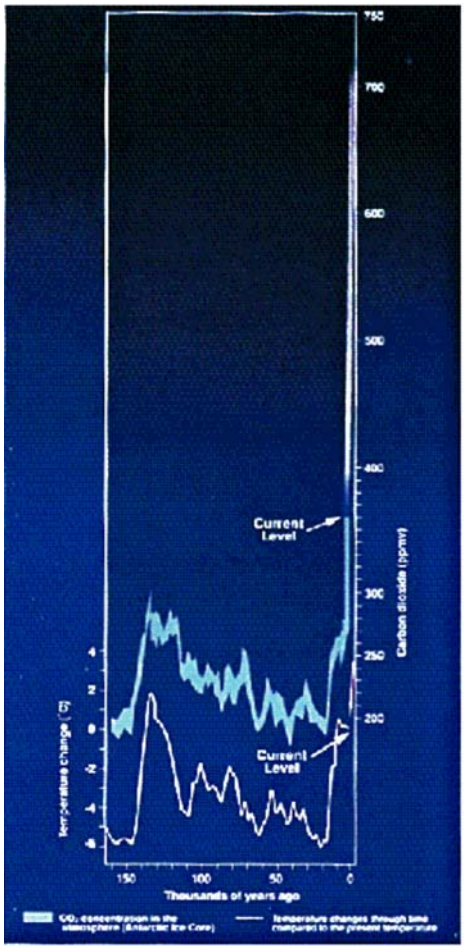
What causes global warming & what are the Greenhouse Gases?

Global warming occurs when carbon dioxide (CO2),water vapours and other air pollutants and greenhouse gasses collect in the atmosphere and absorb sunlight and solar radiation that have bounced off the earth's surface. Normally, this radiation would escape into space—but these pollutants, which can last for years to centuries in the atmosphere, trap the heat and cause the planet to get hotter. That's what's known as the greenhouse effect.Both water and CO_2, for example, have these "internal vibrational modes", and these vibrational modes can absorb and reradiate infrared radiation, which causes the greenhouse effect. Secondly, CO_2 tends to remain in the atmosphere for a very long time (time scales in the hundreds of years). Water vapor, on the other hand, can easily condense or evaporate, depending on local conditions. CO_2 means that the balance occurs at higher temperatures and water vapor levels. The increased volumes of carbon dioxide and other greenhouse gases released by the burning of fossil fuels, land clearing, agriculture, and other human activities, are believed to be the primary sources of the global warming that has occurred over the past 50 years.

How much have we increased the Atmosphere's CO_2 Concentration?

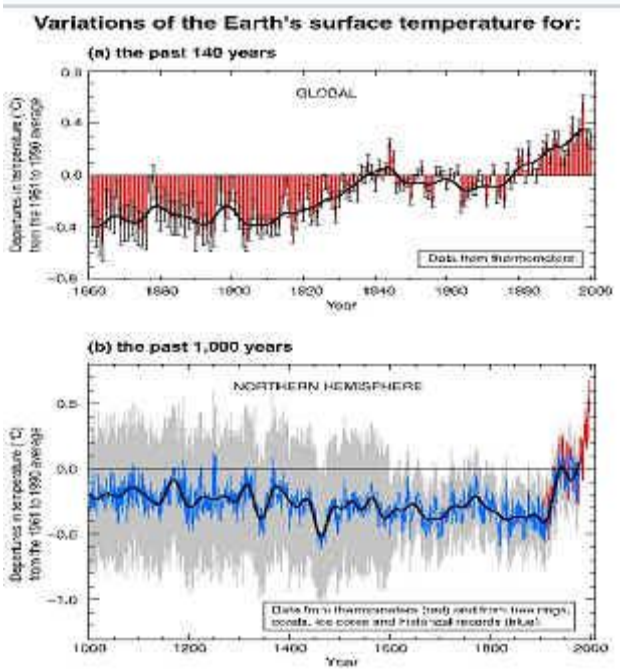
Human beings have increased the CO_2 concentration in the atmosphere by about thirty percent, which is an extremely significant increase, even on inter-glacial timescales. It is believed that human beings are responsible for this because the increase is almost perfectly correlated with increases in fossil fuel combustion, and also due other evidence, such as changes in the ratios of different carbon isotopes in atmospheric CO_2 that are consistent with "anthropogenic" (human caused) emissions. Combustion of Fossil Fuels, for electricity generation, transportation, and heating, and also the manufacture of cement, all result in the total worldwide emission of about 22 billion tons of carbon dioxide to the atmosphere each year. About a third of this comes from electricity generation, and another third from transportation, and a third from all other sources.

This enormous input of CO_2 is causing the atmospheric levels of CO_2 to rise dramatically. The following graph shows the CO_2 levels over the past 160 thousand years (the upper curve, with units indicated on the right hand side of the graph). The current level, and projected increase over the next hundred years if we do not curb emissions, are also shown (the part of the curve which goes way up high, to the right of the current level, is the projected CO2 rise). The projected increase in CO_2 is very startling and disturbing.



Is the Temperature *Really* Changing?

As everyone has heard from the media, recent years have consistently been the warmest in hundreds and possibly thousands of years. But that might be a temporary fluctuation. To see that, the next graph shows the average temperature in the Northern Hemisphere as determined from many sources, carefully combined, such as tree rings, corals, human records, etc.



These graphs show a very discernable warming trend, starting in about 1900. It might seem a bit surprising that warming started as early as 1900. The increase in carbon dioxide actually began in 1800, following the deforestation of much of Northeastern American and other forested parts of the world. The sharp upswing in emissions during the industrial revolution further added to this, leading to a significantly increased carbon dioxide level even by 1900.

Thus, we see that Global Warming is not something far off in the future - in fact it predates almost every living human being today.

Who are the IPCC?

In 1998, the Intergovernmental Panel on Climate Change (IPCC) was established by the World Meteorological Organization (WMO) and the United Nations Environment Programme (UNEP), in recognition of the threat that global warming presents to the world.

The IPCC is open to all members of the UNEP and WMO and consists of several thousand of the most authoritative scientists in the world on climate change. The role of the IPCC is to assess the scientific, technical and socio-economic information relevant for the understanding of the risk of human-induced climate change. It does not carry out new research nor does it monitor climate related data. It bases its assessment mainly on published and peer reviewed scientific technical literature.

The IPCC has completed two assessment reports, developed methodology guidelines for national greenhouse gas inventories, special reports and technical papers. Results of the first assessment (1990--1994): confirmed scientific basis for global warming but concluded that ``nothing to be said for certain yet". The second assessment (1995), concluded that `` ...the balance suggests a discernable human influence on global climate", and concluded that, as predicted by climate models, global temperature will likely rise by about 1-3.5Celsius by the year 2100. The next report, in 2000, suggested, that the climate might warm by as much as 10 degrees Fahrenheit over the next 100 years, which would bring us back to a climate not seen since the age of the dinosaurs. The most recent report, in 2001, concluded that "There is new and stronger evidence that most of the warming observed over the last 50 years is attributable to human activities".

Global Warming Impacts

1. **Rising Seas---** inundation of fresh water marshlands (the everglades), low-lying cities, and islands with seawater.
2. **Changes in rainfall patterns ---** droughts and fires in some areas, flooding in other areas. See the section above on the recent droughts, for example!
3. **Increased likelihood of extreme events---** such as flooding, hurricanes, etc.
4. **Melting of the ice caps ---** loss of habitat near the poles. Polar bears are now thought to be greatly endangered by the shortening of their feeding season due to dwindling ice packs.
5. **Melting glaciers -** significant melting of old glaciers is already observed.
6. **Widespread vanishing of animal populations ---** following widespread habitat loss.
7. **Spread of disease ---** migration of diseases such as malaria to new, now warmer, regions.
8. **Bleaching of Coral Reefs due to warming seas and acidification due to carbonic acid formation ---** *One third* of coral reefs now appear to have been severely damaged by warming seas.
9. **Loss of Plankton due to warming seas ---** The enormous (900 mile long) Aleution island ecosystems of orcas (killer whales), sea lions, sea otters, sea urchins, kelp beds, and fish populations, appears to have collapsed due to loss of plankton, leading to loss of sea lions, leading orcas to eat too many sea otters, leading to urchin explosions, leading to loss of kelp beds and their associated fish populations.

"Carbon Sequestration" Technology & possible problems with Carbon "Sequestration"

Many government agencies around the world are very interested in maintaining fossil fuel use, especially coal. We are not going to run out of coal in the near term (oil may begin to run low sometime after 2010). Methods for reducing carbon emission levels while still burning coal are now investigation by government and industry.

We believe that a major increase in renewable energy use should be achieved to help offset global warming. While there are some US government programs aimed in this direction, there is simply not enough money being spent yet to achieve this goal in a timely manner. A primary goal of many new programs is not to

increase renewables, but rather, is to find ways to capture the extra CO2 from electricity generation plants and "sequester" it in the ground, the ocean, or by having plants and soil organisms absorb more of it from the air.

One of the Carbon sequestration approaches under investigation is the possibility of depositing CO_2 extracted from emission streams in large pools on the Ocean bottom. It is possible that such pools will not be stable, and may either erupt to the surface, or diffuse into the ocean and alter the oceans pH.

Another scheme under investigation is the idea of stimulating phytoplankton growth on the ocean surface by dusting the surface with iron (the limiting nutrient). This will cause an increased uptake of carbon by the plankton, part of which will find its way to the ocean bottom. Fishing companies are considering using this to increase fish harvests while simultaneously getting credit for carbon sequestration. Serious ecological disruptions could occur, however, especially if this approach is conducted on a sufficiently large scale.

Conclusion

Wondering how to stop global warming? Reduce your own carbon footprint by following a few easy steps. Make conserving energy a part of your daily routine and your decisions as a consumer. When you shop for new appliances like refrigerators, washers, and dryers, look for products with the government's Energy Star label; they meet a higher standard for energy efficiency than the minimum federal requirements. When you buy a car, look for one with the highest gas mileage and lowest emissions. You can also reduce your emissions by taking public transportation or carpooling when possible.

And while new federal and state standards are a step in the right direction, much more needs to be done. Voice your support of climate-friendly and climate change preparedness policies, and tell your representatives that transitioning from dirty fossil fuels to clean power should be a top priority—because it's vital to building healthy, more secure communities.

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ORIGINAL ARTICLE

COMMON PROPERTY RESOURCES AND RURAL PEOPLE: WULLAR LAKE IN KASHMIR ECONOMY (1846-2000)

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J & K

Abstract
Common Property Resources in Kashmir have historically been an abode of the rural poor. Being at the periphery of the mainstream economy the rural poor got depenedent on them for their livelihoods. Appreciating the value of the commons the state also exercised its control on the commons to broaden its revenue base. For harnessing the economic potential of the commons, the state devised different policies but the policy makers and development strategists were greatly influenced by the knowledge created by the professional economists and traditional knowlegede was ignored. Looking at the Wular lake this paper aims to underline the dynamics of commons in Kashmir. Based on archival and oral sources the paper explores the relationship between Commons, people and the state and argues that traditional knowledge when ignored can have a devastaive impact on the state as well as the society. This paper also highlights the role of wular lake-a common property resource- in the economy of rural people.

Key words
Common Property Resources, Wullar Lake, Rural Poor, Kashmir.

Common Property Resources (CPRs), broadly speaking are the resources accessible to the whole community instead of any particular individual or group. The rights over CPRs or Commons are collective and not private or individualistic. CPRs are different from Open Access Resources- assets or resources to which is open- as rights over them are neither open to public as a whole nor restricted to individuals. In fact, they are communtarian resources open for the access of local inhabitants only. The study of CPRs received tremendous attention eversince Garett Hardin insisted that the 'freedom in the commons brings ruin to all' because of overuse of the resource. He called such a situation as the 'Tragedy of Commons'.

In the Kashmir region, they include a wide range of resources viz. pastures, community forests, wastelands, springs, rivers, wetlands and lakes etc. Among these however lakes have been of crucial significance historically. From being a source of food and material and a significant revenue contributor to the state they have also provided sustenance to a considerable section of the society. In particular, the Wular lake located in the Bandipora district of north Kashmir had since very early times served as a source of livelihood for the neighbouring inhabitants, especially disenfranchised sections of the society. It was also a source of revenue to the state. Based on archival sources, household and village data and oral narratives this paper attempts to examines the changing status of Wullar lake in the economy of the rural poor during 19th and 20th centuries.

Human habitations around lakes in Kashmir is as old as the Kashmir civilization. In fact, the earliest neolithic settlement of Kashmir began on the bank of

.

Dal lake- a lake located in the heart of the Kashmir valley- at Burzahoma[1]. Whereas as it is difficult to establish when human settlements started around the Wular lake but the process certainly received impetus with the embankment of the lake by Suya during the time of Avantivarman[2]. Kalhana, the celebrated author of the Rajatarangni, the 11th century text, traces the origin and recognition of the village's viz. *Wutsa kundal* and *Mara kundal* to Avantivarmans period.[3] However, it was only after the embankment of the northern side of the lake during the time of Zain-ul-Abidin that settlements around the lake became more prominent and villages like Zaina Kundala, Zainapattana[4] and Naidkhai appeared[5]. The settlements continued to grow during and after the reign of Zain ul Abidin. During the reign of Jahangir and Shah-I-Jehan the villages like Gund Jahangir and Shah Gund emerged on the banks of the Wullar.[6]

Hassan in his Tarikh-i-Hassan mentions that villages which emerged around the Wullar Lake were totally depended on this lake.[7] This happened because state kept a big portion of Lake accesabile to the people. The area that was made accessible for people was called as Khair-ul-Mawaza.[8] It was this area that the local people could access and extract nadru and singharas from. However, the state allowed people to catch fish anywhere in the Wullar Lake.[9]

In recognition of the economic significance of the lake, a part of the lake was reserved for the state during the reign of *Zain-ul-Abidin* which was auctioned for its produce to the highest bidder[10]. In the time of Afghans a separate department called *Mahal Singhara* was created to manage revenue of the lake.[11] The amount of revenue collected by Mahal Singhara during Afghan period is not known but as per sources state used to collect 75 dams per Hanji annually[12] which indicates that state might have collected handsome money from the produce of the lake.

The economic dependence of the people on the lake has also been pointed out by British traveller Moorcroft[13]and the revenue settlement commissioner Walter Lawrence.[14] According to them the people residing around the Wullar lake had developed a sort intimacy with it and were significantly dependent on the lake for their livelihood and other economic activities. Moorcroft is perhaps the first writer who has given us vast information regarding the contribution of the lake to the state economy. He provides information about the products of the lake, their annual production and also the revenue that the state was appropriated from the lake annually. According to him the total annual production of water nuts in wullar was between ninety six to one hundred thousand ass loads (1 assload =144 lbs)[15]; the state revenue was estimated to be around one lakh Rupees,[16] which increased to 1.5 lakh in 1830.[17] In contrast, Lala Ganesh Lal, the author of *Siyahat-i-Kashmir*, puts the revenue only to Rs. 25000[18] which is very small as compared to Moorcroft. The reason for this huge difference was perhaps the low production in the lake because of less rainfall in Kashmir in the year 1836.[19] Whatever, the actual amount, it is beyond doubt that the lake was

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an important source of revenue to the state which was obtained by taxing the lake dwellers. Robert Thrope mentions that the condition of *Ghari Hanjis* (extractors of Singhara) was very deplorable because of the states taxation policy.[20]

During the 19th and 20th centuries there was a dramatic increase in human settlements around Wullar Lake. This was the result of migration of people from different areas towards the Wullar lake.[21] According to H.L. Rivett people living around Dal Lake in order to safeguard themselves from Begar[22] [forced labour] migrated to Wullar Lake where they constructed their huts and lived there.[23] Being a source of water nuts the lake also provided sustenance to the emigrants.[24] The number of settlements around Wullar Lake increased from 30 in 1895 to 36 in the year 1903 with around 2000 settlers residing on banks of the lake[25]. The people of these villages used to extract variety of products from the lake for the state contractor as well as for their own subsistence[26]. Products like fish, water nuts and nelumboc were a source of revenue to the state and were the main constituent of food for thousands of peoples.[27]

The contribution of Wullar to the state economy is reflected in both the official and private sources. The documents of *Gagra Kotwal* and *Gulshan,* the highest bidders and contractors, holding the charge of *Mahal Singhara* in the year 1849 maintain that the average annual water nut production of the lake was 81000 *Kharwar* and around 8000 people were employed for this task.[28] It is pertinent to mention here that in order to stabilize its revenue from the lake the state often increased the taxes in the time of low production. In the years 1856 and 1857 as the total produce of water nuts decreased to 22000 *Kharwar,*[29] the state increased tax on the produce. For the same reason we see that in 1860 that ten traks were charged out of one Kharwar.[30] As the production of singharas increased during the flood times [reported by Charles Elson Bates]- reached upto about 96000 kharwar[31]- the share of the government came down to 1/4th of the produce[32]. Heavy floods and a high river usually mean a large crop, and in such years over 100000 mounds of nuts were gathered.[33]Walter Roper Lawrence says that in the year 1893 when floods destroyed maize and other crops, people turned their attention to the singhara nuts[34] and it was during this year that the lake contributed Rs 35615 to the state revenue[35]and also acted as a means of employment to peasants, boatmen and officials. Pir Hassan states that during this period the people of Hajin, Bandipora and Sopore were wholly and solly dependent on the prduce of the Wullar Lake.[36] Moreover, State in 1903 floods kept the Wullar Lake open for the people to let them collect Singharas.[37]

Over the years the condition of many water bodies in Kashmir deteriorated resulting in the decline in singhara production which in turn forced the lake dwellers, especially singhara extractors, to shift towards agriculture. Walter Lawrence maintains that many places where water nuts used to be collected in large quantities had been deserted by people due to low production.[38]

Dogra rulers kept a close eye on the produce of the Lake and declared Wullar

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20 Throp, Robert, *Kashmir Misgovernment,* Gulshan Books, Srinagar, 2011, pp. 69-70.

21 Rivett, H.L, *Assesment Report of the Mir Bahri Villages (Dal Lake),* NAI, New Delhi, 1897, p. 23.

22 Ibid.

23 Ibid.

24 Ibid.

25 JK Annual Admanistrative Report of the Year 1903, State Archives Srinagar, p.16.

26 JK Annual Admanistrative Report of the Year 1906, State Archives Srinagar, p.32.

27 See, Hassan, Ghulam, Op cit, p. 128.

28 Hangloo, R.L, *Agrarian system of Kashmir (1846-1889),* Common Wealth Publishers, New Delhi, 1995, P. 16.

29 Akthar, Parveena, *The History of Kshmir in Political, Economic and Socio-Cultural Prespective (1846-1885),* Kashmir Book Info, Srinagar, p. 98.

30 Ibid.

31 Bates, C.E, *A Gazetter of Kashmir and the Adjoining Districts of Kishtawar, Baderwah, Jammu, Nowshera, Punch and the Valley of Kishanganga,* Gulshan Books, 2007, p. 405.

32 Ibid.

33 Ibid.

34 Lawrence, Op cit, p. 212.

35 Jammu and Kashmir Annual Administrative Report of the year 1895, State Archives Jammu, p. 5.

36 Hassan, Ghulam, Op cit, p. 128.

37 JK Flood Report of the Year 1903, State Archives Srinagar, p. 24.

38 Lawrence, Op cit, p. 212.

Lake as the state property in 1903.[39] The government considered Wullar and its associated marshes as important assets. They were recognised as flood reservoirs, providing protection to life and property in upstream reaches source of agricultural land. The state also envisaged to sell the stored water in Wullar to Punjab.[40] In the annual administrative report of 1909 it is reflected that about 3200 acreas of land was reclaimed by the state which was later on leased to the zamindars in the area in lieu of good amount of money that went to the state treasury.[41] Moreover, people particularly contractors were encouraged to show their presence at the annual bidding of Wullar produce[42] and the records were maintained and preserved for future use and reference.

Besides *Mahal Singhara Department*, *Sind Forest Department* was also asked to start planting willow in the Wullar Lake and as a result of it by 1928 about 4000 kanals of Wullar area was planted by state.[43] The revenue that Dogra state collected from Mahal Singhara and Forest Department is enlisted below in the table.

Table 1.1: Shows the Revenue extraction from the Wullar Lake.

S. No	Year	Products	Total Revenue in Rupees
1	1925	Singhara, Nadru and Willow	37000
2	1930	----------	41000
3	1941	----------	53000

Source: Archival Sources

After 1950s the government ended the contract system and licensed the picking, extraction and collection of water nuts.[44] The *singara* labours started collecting and managing water nuts as per their will. They got licenses in their own name and the middleman's business ended. The license fee was fixed as per the type of *Singara* nuts, in 1975 the license fee was charged 4 Rupee per head and the license were non transferable.[45] Licenses were also issued for *trapa* collection but the fee was different for immature and mature seeds. In 1995 a fee of Rs. 25 was charged for three months i.e. August-October for immature fruits, locally called *Mileach Gair* and Rs. 100 for five months license during November-March (for mature seeds called *Kamahi Gair*).[46] While *Trapa* and Fodder collection was carried in 32 lakeshore villages, but the activity was concentrated in the northern periphery villages i.e. in the villages of *Kolhama*, *Naidhal*, *Lankrishipora*, *Zalwan*, *Laharwalpora*, *Aloosa Ghat*, *Kanibathi*, *Zurimanz* and within the settlements where Jhelum enters Wullar (*Banyari*, *Mukhdoomyari*). Collection of vegetation was primarily regulated by the revenue department. Areas for nelumboc were auctioned by the revenue department. *Trapa* collection was managed by a separate office of Revenue Department titled Naib tehsildar (*Mahal singara*) *Sonawari*.[47]As per the government records a good number of families were dependent upon the lake. The following table 1.2 reflects the dependence of people on the lake:

Table: 1.2: Shows Licenses and Dependent families [Wullar Lake]

S.No.	Type of Produce	No. of Licences	No. of Dependent families
01.	Fish	2000	Above 10000
02.	Trapa	6000	Above 5000
03.	Nelumboc	Auctioned yearly	Above 1000
04.	Khai-kharoo	Auctioned year	Above 500 A
05.	Forest/Rakh/ Farms Firewood trade	Auctioned yearly	transportation is done by the forest department
06	Sand extraction	120	Above 500

Source: Directorate of Fisheries, Revenue Department, Government of Jammu and Kashmir, 2007

[39] State Archives Repository Reports File no 3/12. Latter no 114, Dated 14 Nov. 1902.

[40] Ibid.

[41] JK Annual Admanistrative Report of the Year 1909, state Archives Srinagar, p.14.

[42] Ibid.

[43] JK Forest Report of the Year 1930, NAI, New Delhi, p. 10.

[44] Beg, M.M. Afzal, *On The Way to Golden Harvest: Agricultural Reforms in Kashmir,* Government of Jammu And Kashmir, Central Liberary Srinagar, 1963, p. 47.

[45] Comprehensive Management Action Plan for Wullar Lake, Prespared by South-East Asia Wetland Intenational, New Delhi, 2007, p. 63.

[46] Reports maintained by Mahal Singara Department, Sumbal Sonawari.

[47] Final Report- *Comprehensive Management Action Plan for Wullar Lake,* Op cit, P. 43.

The data clears indicate that the lake provided different livelihood opportunities to a considerable section of population living around it and also contributed to the state exchequer. It is important to mention here that athough people deriving their livelihood primarily from water products of the lake tended to overuse the lake but there is no evidence to suggest that they caused any considerable damage to the lake ecology. The deterioration of the lake was caused by the faculty policies of the state as well as the the indifferent callous attitude of the people who did not consider the lake as their sustainer.

In the beginning of the 20th century the policy of the State to use the lake as a remedy to floods by increasing its water retention capacity through dredging proved very detrimental to the lake.Through the dredging operations that commenced immediately after the 1903 floods about 2000 kanals of land were reclaimed from the lake which was leased to the people of the area[48]. However, the measures undertaken for flood protection, without considering connectivity of wetland and the role of Wular in hydrological regimes, led to quick drainability and impaired their capacity to moderate high flows and retain water during the lean season.[49] Another reason for the deterioration of the lake was the State decision to use the lake as a reservoir of fuel. The increasing demand for firewood brought a vast area of the lake under willow plantations mainly through the government sponsored schemes. Systematic plantation of the marshes associated with Wullar Lake was initiated in 1916[50] and by 1924, the Ningle plantation were established.[51] Even the popular government of Shiekh Mohammad Abdullah continued with the policy of its predecessor and despite protests from the local populace, especially those who dwelled on the lake and had witnessed the adverse effects of planatation and were foreseeing further deterioration of the lake, moved ahead with the planatation of the lake. The state department of Rakhs and Farms undertook willow plantation in 1950's and promoted plantation in shallower zones. This led to the shrinking of lake area and also degraded the resource base thereby causing a severe dent to the livelihood opportunities of the communities depending on these resources for sustenance[52]. As most of the people dependent on the lake were already lying at the margins of the mainstream economy and did not have any safety net therefore the degradation of the lake was bound to accentuate their marginality.

The government sponsored scheme "Grow More Food" launched by the government in 1948 to encourage the village communities to bring uncultivated lands under cultivation had a very negative impact on the Wullar lake. All along the periphery of the lake, particularly in Sonawari, the wetlands were drained and land reclaimed was distrubted for cultivation. At certain shallow places of the lake the cultivators on their own also resorted to rampant encroachment to increase food production. Worth to mention here that any increase in food production largely remained with the cultivator as the magnitude of taxation under the new government was fairly moderate. Moreover, for flood protection bunds were raised at various lake contour levels for the protection of crops and settlements which fragmented the lake ecosystem and changed its ecological character[53]. The bunds also obstracted the natural flow of water. Deforestration on the hills around the lake caused soil erosion and sedimentation and decreased the water absorption capacity of the lake ecosystem.

Intensive quarrying activity in the indirect catchment, particularly along the *Bandipora-Srinagar* road in the *Suderkoot* sector leading to the dislodge of tremendous quantity of lose stones, pebbles and slush which enter into the lake bed during the monsoon seasons further degraded the

[48] Archival Report., Government of India, Foreign Department, National Archives, file No's, 55-74, New Delhi, year 1905. P.19.

[49] *Comprehensive Management Action Plan for Wullar Lake,* p.77.

[50] JK Forest Report of the Year 1930, Op cit, p. 32.

[51] Ibid.

[52] Comprehensive Management Action Plan for Wullar Lake, p. 66.

[53] Ibid.

lake[54]. Besides sand and *bajri* mining that took place intensively within the *Madumati Nallah* catchment near *Kaloosa* also caused silitation of the lake. Table 1.2 shows the land use pattern around the Wular lake.

Table 1.2: Land Use Pattern in and around Wullar Lake

Land Use Categories	Area (Sq Km) Use		Net Change in Land
	1911	2007	
Water	91.29	75.23	-16.0
Marsh	45.66	11.48	-34.97
Plantation	0.66	27.30	26.64
Agriculture	0.38	44.25	43.87
Settlements	0.43	0.95	0.42
Associated marshes	79.46	17.67	-62.00
Total	**217.88**	**176.88**	**-41.00**

Source: *Comprehensive Management Action Plan Report 2007*

The cumulative impact of the encroachments, conversions and sedimentation was that the area of the lake significantly reduced and its hydroeconmic potential and ecosystem underwent drastic transformation. The area of lake as per topo sheets of 1911 was 217.8 sq km, including 79 sq km of associated marshes, which reduced to 176 square km in 2007[55]. Around 28% of the reducation occurred due to agriculture and 17% due to plantation. There was about 62% decrease in the area under associated marshes which were converted into agricultural fields and human settlements.[56]During the last three decades the lake lost about 1/5th of its water holding capacity and witnessed decline in the commercial economic acquatic vegetation. This has happened due to decades of silitation and rampant conversion of wetlands into agricultural fields and willow plantations. What is important to mention here is that Wullar lake has traditionally acted as an important channel of communication between different villages and silting up of the large areas and reduction in water spread drastically reduced access to and increased travel time for several lake shore settlements, particularly lying on the eastern periphery of the lake.[57]

The deterioting water quality had its impact on the aquatic life as well. Between 1947 and 1990 fish and nadru production recorded around 87% and 46% decline respectively[58]endangering the livelihood of more than 8000 families who directly depended on the lake for livelihood[59]. Decrease in water levels and degradation of its quality led to decline in fish and water bird diversity, shifting of vegetation belts and drastic loss in productivity of some economically important species.[60] The water bird population also witnessed a considerable decline due to declining food availability and shrinkage in water spread area. Decline in resource base and limited opportunities for livelihood diversification further deteriorated the economic condition of the communities living around the lake and pushed more people below the poverty line. This is substantiated by the fact that the average poverty percentage within the communities' dependent on th lake and its catchments is between 41% and 52% as against 3.91% at the state level.[61]

Over the period of time direct discharge of solid and liquid wastes from the settlements along the river Jhelum mainly from Srinagar city and other towns in the upstream area have led to degradation of water quality and health hazards to the communities living around the Wullar Lake.[62] In the absence of fresh tap water for drinking purpose most of the people of the area continued to use the contaminated water of the lake for drinking purpose and were thus more prone to different water borne disseases.

54 Ibid.
55 Ibid.
56 Sagwal, Dr. S.S, *Ecological Distortion's of Kashmir Himalayas,* Bishin Singh Mahender Pal, Dehradun, 2003, p. 69.
57 This information is based on Oral History interview with Ghulam Abass Dagga, Resident of Lankrispura, Age 40, Dated 11/10/2011.
58 Basu, Nahida Assad, *A study of the Environment of Wullar Lake Kashmir* in S. Bhat, edt. Kashmir Ecology and Environment, APH Publication Corporation, New Delhi, 1995, P. 143.
59 National Wetland Atlas, Jammu and Kashmir, Space Application Centre ISRO, 2010.
60 Final-Report., op.cit. P.32
61 Comprehensive Managaement Action Plan For Wullar Lake, p. 110.
62 Basu, Nahida Assad, opcit, P.143

Conclusion

From above, we have seen how over the years due to the so called modern developmental policies of the state the chief means of livelihood of the people who lived around the Wullar Lake have been devastated leading to huge unemployment problem Moreover, the different initiatives taken by the state ignored the socio-economic and ecological dynamics of the lake and thus caused a a tremendous harm to the biodiversity and ecology of the area. In the process of pushing agriculture to wetlands both the state and society ignored the historical role played by Wular and its associated wetlands in containing floods by acting as huge reservoirs. Nevertheless, the need of the hour is to pay a significant attention towards the wide range of techniques and practices which people have traditionally employed to earn their livelihood from the lake in an ecologically and economically sound manner. This is not a mere wishful thinking as in the last couple of decades' development analysis have undergone substantial change and traditional knowledge in conjunction with technocratic solutions is increasingly being utilised to deal with environmental issues. The latest in this series of discoveries is in the area of biodiversity.