About the Journal

Started in 2012, Jamshedpur Research Review (ISSN-2320-2750) is a Government registered, Peer- Reviewed, Multi-Disciplinary, English Bi-Monthly research Journal published by Gyanjyoti Educational and Research Foundation, 62, Block-3, Shastrinagar, Jamshedpur, Jharkhand-831005. Jamshedpur Research Review is one of the most reputed and regularly published research journals in the eastern India. So, for its 35 issues have been published without any irregularity.

Our Objectives:

- **Jamshedpur Research Review aims to publish multi-disciplinary and trans-disciplinary research papers relevant for India's developing economy.**
- **Our aim is to promote knowledge and information through publication that are socially relevant, locally need based, nationally important and globally significant.**
- **The Journal aims to integrate and promote new ideas, concepts and practices, for public welfare and strengthening the civil society.**

o **Focus Area: Social Sciences, Commerce& Management and Environment Studies**

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Call for Paper: Research papers are invited for publication in 36th issue of the journal. Last date for paper submission is 30 July 2019. The issue is scheduled to be published in the month of September 2019.

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From the Guest Editor's desk….

First of all, I would like to thank Jamshedpur Research Review for giving me the responsibility of 'Guest Editor' for its 35th issue. I am overwhelmed that they deemed me worthy of this responsibility.

Selecting seven research articles from an array of good articles was indeed a very difficult task and it could not be done without the help and support of excellent team of paper reviews of Jamshedpur Research Review. My special thanks to them all.

Today World is facing many types of conflicts. War like situations in in many countries across the world. At our home turf, more than two hundred children died of a mysterious disease called 'Chamki.' Its very disappointing that the disease is still mysterious.

In the states like Jharkahnd, Maharashtra, Assam, Chhattisgarh and Nagaland, many citizens have been killed in mob lynching incidents recently. In these human generated hilarious incidents, role of social media, religious groups and selective reporting & criticism by some sections of popular mass media need be under scrutiny.

Some people of our country are very greedy. and others are very needy. In last 70 years we have repeatedly been failed to control the greedy ones. We also failed to annihilate hunger from our country.

Research can be a great tool for making our earth a better place for living. We should promote socially relevant, locally need based, nationally important and globally significant research works and integrate and promote new ideas, concepts and practices, for public welfare and strengthening the civil society.

I hope that all the research papers, published in this issue will contribute, meeting some of these research goals.

I hope that you will like the all research articles of this issue.

With the best wishes....

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SUBHASH BOSE AND THE BATTLE OF KOHIMA: MAINSTREAMING THE NORTH EAST INTO INDIA'S FREEDOM STRUGGLE

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The Battle of Kohima is regarded as one of the longest battle which spanned from 4 April to 22 June 1944 and fought in three stages between the Japanese and the British soldiers, around the town of Kohima in Nagaland in northeast India, not for the simple reason of the length of the battle but for the fact that it was fought by the Japanese with the intention of hurting the British empire by trying to capture Kohima and cut Imphal off, an important town along the way to Myanmar, a border country and an important part of the British empire, and thereby to expose the weakness of the British empire and to embolden the Indian nationalists in their struggle to drive away them from their motherland and win freedom for India.

It was well known by then, that Subhash Bose and his followers had been able to set up INA and fought along with the Japanese Army against the British, in their Imphal and Kohima military campaign. Till the time, the Japanese army had held onto capture the Kohima Town; it had emboldened the members of INA and Indian troops, who had deserted the British Army, that they too can vanquish the British Army one day soon. Subsequent to the defeat of the Japanese at the hands of the British Army, the trials of the Indian troops and their harsh sentencing in the name of treason, again sparked sympathy and nationalist feelings amongst the Indian people residing in the far flung parts of North East India, and also galvanized the sepoys to participate in mutiny against the British empire.

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Battle of Kohima

By October 1942, the Japanese Army had been able to capture Singapore, Hong Kong, Malaya and Burma and looked unbeatable. Thereafter they prepared to attack the British in the North East Frontier of India. The battle of Kohima was fought between 8 March and 18 July 1944, which is regarded as one of the most significant event in the military campaigns which constituted the Second World War, from 1939-45. Lieutenant-General Renya Mutaguchi, a great veteran, who was in charge of three Japanese divisions and one Indian National Army division, planned the attack meticulously. Lieutenant-General Kotoku Sato, Commander of the 31st Division, was deputed to attack Kohima. The plan was that as soon as Japan's 33rd Division would cut off the British Indian Army's 17th Indian Division in the southern part of Imphal., the 15th Division of Japanese Army would stage the attack from the north-east side, to cut off the link road to Kohima in Nagaland. Simultaneously, Sato's 31st Division was to encircle Kohima so as to not to allow any relief from Dimapur to reach the British Indian Army.

As per plan, on 29 March, 1944, the Japanese Army took steps to cut the Imphal-Kohima road and also surrounded the 17th Division of British Army. Later, by mid-April, the Japanese 15th Army the planned to disrupt the supply to British forces so as to deprive them from receiving any support for invading Burma. They had also planned to set up a base after their victory in Imphal, to carry out further attacks from the sky and also to disrupt air supplies to China as well.

In early April, the British-Indian troops surrounded 15,000 Japanese troops at Garrison Hill in Kohima and engaged them in a war, from 5th-18th April, 1944. The battle continued around Kohima until mid-May, after the British Army received their reinforcements, Faced with stiff resistance, and with 53,000 dead and missing on the Japanese side, from amongst Japanese 15th Army , Commander Sato's division had to withdraw from the war from the Japanese side, after it became clear that Gen Mutaguchi had both underestimated the British Army's defensive skills and also had misjudged the Allies' ability to send up reinforcements, should the British Army require them in future. The British loss of had to bear almost the 4,000 casualties due to Kohima operation.

As a consequence, the Japanese Army suffered their one of the biggest defeats at the hands of the British Army in the Imphal-Kohima attack. With the defeat of the Japanese, in the North-East Indian cities, the British Army's Fourteenth Army prepared for subsequent re-conquest of Burma. But the battles of Imphal and Kohima proved to be very crucial turning point in the attempted Japanese invasion of India during the Second World War and also for the INA, comprising of Indian PoWs of the Army, who had been captured by Japan during their Malayan campaign and also Singapore. The second INA had fought along with the Japanese Army against the British and Commonwealth forces in the campaigns in Burma, in Imphal and at Kohima, and later against the successful Burma Campaign of the Allies. [i] The formation of INA had frightened the British Indian Army for it was thought that many a troops might defect to INA for their nationalistic feelings along with the PoWs. With the end of the war, a large number of these troops returned to India and out of them, some of them were subjected to trials for treason. And these trials are said to have served as major motivating factors for many of those who later joined the Indian Independence movement.[ii] Further the Bombay mutiny in the Royal Indian Navy and other mutinies in 1946 are also said to have been caused by the nationalist feelings that were caused by the INA trials.[iii] Subhash Bose was a great magnetic personality, under whose call, some 20,000 local Malayan Indians, and another 20,000 former British-Indian Army soldiers had volunteered for the INA.[iv]O 0n 23 October 1943, under the leadership of Subhash Bose, *Azad Hind* declared war against Britain and the United States.[v] With the proclaimed Japanese offensive towards Manipur, and Kohima, the INA got the chance to show its first formal commitment. In his talks with Field Marshal Terauchi, Bose had already insisted that INA should contribute substantially in troops to form a distinct identity of an Indian-liberation army. Subsequently, from Japanese army Chief of Staff, General Sugiyama, he secured the agreement that INA would rank as an allied army in their offensive against India.[vi] It was also planned that after the Japanese forces had been able to successfully broken into the British defences at Imphal, the INA would cross into the Gangetic plain from the hills of North-East India, to work as a guerrilla army.[vii]

Along with the opening of the Japanese offensive towards Manipur and Kohima, the INA crossed into Manipur and began working in tandem with the Japanese Army. When the siege of Imphal was broken, the INA suffered same as the Army and lost a substantial number of men and amount of material in this retreat. It is reported that about fifteen hundred INA members had been captured in the battles of Imphal and Kohima and the subsequent withdrawal.[viii] Further a larger number had also surrendered or were captured during the 14th Army's Burma Campaign, taking the total to 16,000 of the INA's all total 43,000 recruits. By the end of Second World War, in July 1945, a large number of these had been shipped back to India. It was reported that the British-Indian Army intended to take appropriate internal disciplinary action against its soldiers who had joined the INA, and to put a selected group of them to trial for maintenance of discipline in the Indian Army and that their criminal acts would also be punished by law. The spread of this news of trial of INA

members amongst the Indians, attracted huge public attention and sympathy and admiration for them. Following news of reported executions of INA troops, in November 1945, protesters clashed with police at the mass rallies all over India, and led to huge public support in favour of the INA men, irrespective of differences of communities or any other divisions. Their subsequent court martial at Red Fort attracted not only much more public attention but also brought the prominent political parties, viz., Congress and Muslim League, to demand their immediate release. Immense public pressure, demonstrations ensured that 11,000 soldiers of the INA were released from British captivity. Indian Historians, such as Sumit Sarkar and Ayesha Jalal, have concluded that INA trails and public support for INA soldiers have brought about a shift in British policies towards India's independence and also contributed towards India's early independence. It can be seen from the above that since the battle of Kohima as far as it is known, it can be said to have heightened the nationalist feelings amongst the Indian soldiers and general population and also has contributed towards India winning its freedom. Subhash Bose by allowing the INA soldiers to participate in the battle of Kohima not only helped the cause of India's independence but also very strategically was able to involve North East India to be made part and parcel of India's independence movement which acquired more force and also speed, in the aftermath of the withdrawal and losses suffered by INA soldiers along with the Japanese. Since the news of the trial of INA soldiers' trial and intended punishment spread, the general people also grew bolder and numerically huge, in their participation in the Anti-British and Pro India

Independence struggle. All these had breathed a new hope and courage into the desperate Indian people, who redoubled their efforts and actions to oppose the British and to drive them away, which finally culminated on August 15, 1947.Experts have pointed out that had there been no battle of Kohima, Indian people couldn't have known the weakness of the British military and also achieved courage to oppose them militarily and otherwise, with their own strength. Further it is said Bose's leadership in INA and Gandhiji's leadership in Freedom Struggle movement, had jointly helped India to win Independence, which otherwise would not have been such a smooth process.

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IMPACT OF US- CHINA TRADE WAR ON INDIA

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A trade war is a situation in which countries try to damage each other's trade by imposition of tariffs or quota restrictions. World's two biggest economies, US and China are involved in a trade war putting world economy in an appalling mode. India is the 7th largest economy in the world and has very strong trade relations with both the countries. So, it is obvious that Impact of trade war between both the countries will be high on India. In this paper an attempt has been made to analyze the possible impact of this trade war on Indian economy and likely solutions India could have to minimize the damage. Apart from it, reasons behind the war and its impact on global economy has also been discussed in the paper. The paper is secondary data based. Information collected from different economic forums, reputed newspapers and research articles have been used for writing the article

Key words: Trade war, United States of America, China, India, intellectual property rights, paten laws, Government policy, high tariff.

Introduction:

A trade war is a situation in which countries try to damage each other's trade by imposition of tariffs or quota restrictions.   World's two biggest economies, US and China are involved in a trade war putting world economy in a appalling mode.

Reasons:

There are multiple areas of disagreement between both the countries. US government believes that cumulative trillions of dollars Americans transfer overseas as a result of yearly deficits is then used by those countries to buy America's assets, as opposed to investing that money in the U.S. After a months of investigation, US government imposed the tariffs estimated to be equal to the actual economic damage caused by alleged theft of intellectual property foreign companies to transfer technology as a condition for securing investment or other approvals.[1],[2]

US accuse China of espionage against the United States. US is worried that China is stealing American intellectual property and military technology or adopting and enforcing policies which put U.S. patent holders at a disadvantage in Chinese markets by forcing foreign companies to engage in joint ventures with Chinese companies which in turn gives Chinese companies illicit access to their technologies. Former director of the National Security Agency Keith B. Alexander called Chinese industrial espionage as "the greatest transfer of wealth in history."[3] Which are thought to cost the U.S. an estimated $225–600 billion a year.[4]

[1] Clark, Grant (December 4, 2018). "What Is Intellectual Property, and Does China Steal It?" https://www.bloomberg.com/news/articles/2018-12-05/what-s-intellectual-property-and-does-china-steal-it-quicktakeBloomberg. Retrieved June 4, 2019.

[2] USTR Releases Annual Reports on China's and Russia's WTO Compliance". United States Trade Representative. https://ustr.gov/about-us/policy-offices/press-office/press-releases/2018/january/ustr-releases-annual-reports-chinaRetrieved June 4, 2019.

[3]. Aleem, Zeeshan (August 21, 2017). "Trump's new attack on the Chinese economy, explained". Vox. , https://www.vox.com/policy-and-politics/2017/8/21/16143350/trump-china-section-301-trade, Retrieved May 26, 2019

[4] Sherisse Pham(2019) How much has the US lost from China's IP theft?, https://money.cnn.com/2018/03/23/technology/china-us-trump-tariffs-ip-theft/index.html, Retrieved May 26, 2019

In China, foreign companies are restricted from entering some business sectors like automotive industry unless they establish a joint venture majority-owned by a domestic partner. In these ventures, the Chinese company often receives rights to use intellectual property from their foreign partner, so they can produce domestic product based on it. In a 2018 survey of members of the American Chamber of Commerce in the People's Republic of China over half its members thought that "leakage of intellectual property" was an important concern when doing business there.[5]

China's response to US allegations:

The Chinese government deny forced transfer of IP is a mandatory practice, and acknowledged the impact of R&D performed in China. In March 2019, the National People's Congress endorsed a new foreign investment bill, to take effect in 2020, which explicitly prohibits the forced transfer of IP from foreign companies, and grants stronger protection to foreign intellectual property and trade secrets. China had also planned to lift restrictions on foreign investment in the automotive industry in 2022. AmCham China policy committee chair Lester Ross felt that the draft text of the bill felt "rushed" and "broad", and also showed concern for a portion of the bill that grants the country power to retaliate against countries that impose restrictions on Chinese companies.[6]

Impact on world economy:

The ongoing trade war between world's United States and China -- is increasing

worries about destruction to worldwide economic development. China has threatened to impose higher tariffs on $60 billion of US goods from June 1 2019. Earlier United States had imposed heavy tariff hike on Chinese goods. The trade war between both the countries began in March 2018 when US President Donald Trump had imposed heavy tariffs on imported steel and aluminum items from China. China reacted in similar way and imposed heavy tariff on American goods.

But US did not stop here they demanded that China must reduce its $375 billion trade deficit with the US and give more entrée to American goods in Chinese markets.

The trade war between world's biggest economies increased the worry of IMF and The International Monetary Fund (IMF), in a report earlier this year, had stated that the US-China trade tension was one factor that contributed to a "significantly weakened global expansion" late last year, as it cut its global growth forecast for 2019. IMF chief Christine Lagarde had also said that fresh trade tensions between the United States and China were threat to the world economy.[7]

Impact on India:

In short run it seems that India will definitely benefited from this trade war. United States and China both are the economic giants . In case, they impose barriers on each other, definitely both will look towards India. India is the third largest economy in terms of purchasing parity. In other words, investment in India is bound to groom and it might be a significant shift in manufacturing sector. Investors from both the countries could find India right place for investment in manufacturing sector. But risk is that if the tension persists for long, then there could be a slowdown in the global economy that would eventually hit the Indian

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[5] Tom Miles(2019), U.S. and China clash over 'technology transfer' at WTO, https://www.reuters.com/article/us-usa-trade-china-idUSKCN1IT11G, Retrieved May 28, 2019

[6] Cheng, Evelyn (March 15, 2019). "China scrambled to show it'll change how it treats foreign firms — that may not be enough for Trump". CNBC. , https://www.cnbc.com/2019/03/15/chinas-new-foreign-investment-law-may-not-s

[7] Daniele Palumbo & Ana Nicolaci da Costa, Trade war: US-China trade battle in charts, https://www.bbc.com/news/business-48196495

economy as well. According to a report published by United Nations recently that India is among few economies that stand to benefit from the trade tensions between the world's top two economies.[8]

But, short term gain for Indian economy is are visible now. Xiaomi, a Chinese mobile phone and electronics giant that has invested $26 billion in turnover in less than a 10 years of time. According to Xiaomi chief Lei Jun, growing trade tensions between China and the US could see Chinese investment flow being increasingly directed towards India. Companies like Xiaomi, Appo, are getting set to launch a range of new products in India to complement the existing line-up of phones and televisions that theyalready sells. These could include refrigerators, washing machines, ACs, water purifiers, and possibly even electric vehicles. As Chinese goods are being taxed at a higher rate in the US, this implies that the Indian exporters can explore this opportunity to fill the gap. But, currency factor will be an important factor to watch. Foxconn Technology is the largest assembler of Apple Inc's handsets (iPhones) will go into mass production in India in 2019 , a shift for that has long concentrated production in China. It means, mass production of iPhones will be started in India, a shift from China Apple has had older phones produced at a plant in Bangalore for several years but now will expand manufacturing to more recent models. There are many other companies having manufacturing base in China have plans to shift in India, because export to US market through china is more dearer now. India is the world's seventh-largest economy by nominal GDP and the third-largest by purchasing power parity.[9] Bilateral trade between India and China is set to cross USD 100 billion this year, Chinese investment in India and Indian investment in China have

also seen robust growth in recent years. have become household names in India. there are around 125 Indian companies operating in mainland China in various sectors like information technology, manufacturing, textiles, food processing.

China is India's largest trading partner. Chinese imports from India amounted to $16.4 billion or 0.8% of its overall imports, and 4.2% of India's overall exports in 2014.[10] The 10 major commodities exported from India to the China are:

- Cotton: $3.2 billion
- Gems, precious metals, coins: $2.5 billion
- Copper: $2.3 billion
- Ores, slag, ash: $1.3 billion
- Organic chemicals: $1.1 billion
- Salt, sulphur, stone, cement: $958.7 million
- Machines, engines, pumps: $639.7lmillion
- Plastics: $499.7 million
- Electronic equipment: $440 million
- Raw hides excluding furskins: $432.7 million

Chinese exports to India amounted to $58.4 billion or 2.3% of its overall exports, and 12.6% of India's overall imports in 2014. The 10 major commodities exported from China to India were[11]:

- Electronic equipment: $16 billion
- Machines, engines, pumps: $9.8 billion
- Organic chemicals: $6.3 billion
- Fertilizers: $2.7 billion
- Iron and steel: $2.3 billion
- Plastics: $1.7 billion
- Iron or steel products: $1.4 billion
- Gems, precious metals, coins: $1.3 billion
- Ships, boats: $1.3 billion
- Medical, technical equipment: $1.2 billion

[8] India among countries to benefit from US-China trade war: UN
//economictimes.indiatimes.com/articleshow/67852844.cms?from=mdr&utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst
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[10] Top China Imports from the World, http://www.worldsrichestcountries.com/top_china_imports.html
[11] Top China Exports to the World, http://www.worldsrichestcountries.com/top_china_exports.html

At present, balance to trade is gradually inclined towards China. US-China tug of war will make it more balanced, Indian government hopes.On the other hand he US is India's second largest trading partner, and India is its 9th largest trading partner.[228] In 2017, the US exported $25.7 billion worth of goods to India, and imported $48.6 billion worth of Indian goods. Major items imported from India include information technology services, textiles, machinery, gems and diamonds, chemicals, iron and steel products, coffee, tea, and other edible food products. Major American items imported by India include aircraft, fertilisers, computer hardware, scrap metal, and medical equipment. The United States is also India's largest investment partner, with a direct investment of $10 billion (accounting for 9 percent of total foreign investment). Americans have made notable foreign investments in the Asian country's power generation, telecommunications, ports, roads, petroleum exploration and processing, and mining industries.

American imports from India amounted to $46.6 billion or 2% of its overall imports, and 15.3% of India's overall exports in 2015. The 10 major commodities exported from India to the US were:[12]

1. Gems, precious metals and coins ($9.5 billion)
2. Pharmaceuticals ($6.1 billion)
3. Oil ($2.8 billion)
4. Machinery: $2.5 billion
5. Other textiles, worn clothing: $2.5 billion
6. Clothing (not knit or crochet): $2.2 billion
7. Organic chemicals: $2.1 billion
8. Knit or crochet clothing: $1.7 billion
9. Vehicles: $1.4 billion
10. Iron or steel products: $1.3 billion

US Food and Drug Administration and Indian Export Inspection Council officials review memorandum of understanding on food safety in 2015. American exports to India amounted to $20.5 billion or 5.2% of India's overall imports in 2015. The 10 major commodities exported from the US to India were[13]:

1. Gems, precious metals and coins ($3.4 billion)
2. Machinery: $3 billion
3. Electronic equipment: $1.6 billion
4. Medical, technical equipment: $1.4 billion
5. Oil: $1.3 billion
6. Aircraft, spacecraft: $1.1 billion
7. Plastics: $815.9 million
8. Organic chemicals: $799.4 million
9. Other chemical goods: $769.1 million
10. Fruits, nuts: $684.7 million

China is one of the biggest consumer markets in the world. Entry of US goods through US market is not being easy in China now. So, US companies are leaning towards India for manufacturing their products. But things are not very easy however. India is facing stiff completion from Brazil, Cuba, and many east Asian countries like: Malaysia, Vietnam, Taiwan and South Korea in manufacturing sector. Indian government has taken many steps to attract foreign direct investment in manufacturing sector. Role of the Indian government is important for attracting the foreign investment. However, situation looks to be favorable for Indian today. But , situation can be totally opposite tomorrow. American president is known for his Mercury like character. He frequently shifts his stands. Trade war between both the giants has begun to hit both the economies deeply now. Negative impact is visible on global economy as well. IFM and UN both are keeping eye on the whole development. Now, pressure is very high on US and China both. So, situation could be changed in near future. Both the countries can join hand to exploit the rest of the world. It is an era of economic supremacy.

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[12] **Top India Exports to the World,** http://www.worldsrichestcountries.com/top-india-exports.html

[13] **Top Indian Imports from the World,** http://www.worldsrichestcountries.com/top-india-imports.html

Stonger economies rule the world.

But, the conflict between both the countries is not likely to be resolved soon. The matter of intellectual property rights and shifting of US wealth in china is a very serious matter from American point of view. As of now, American companies spend millions of dollar on research and development and chinse firms use the outputs of these researches free of cost .Chinese investment in research and development is very low comparing American investment. In other words, Americans spend millions on R&D and Chinese firms in business; illegally or unethically acquiring those tactfully violating patent rights.

World should interfere and pressurize Chinese firms to spend more on R&D. Violation of paten lawas and intellectual property rights at such a level is dangerous for global economy, human development and world peace. Irrespective of national boundaries, there must be stringent actions against those companies, violate patent laws. But all this is not that easy. Role of Chines government is doubtful. Elements of disrespect for international patent laws and instinctual property rights deliberately included in the business policy of China. It can be leveled as state sponsored economic terrorism.Only international pressure can control the dragon. Otherwise, today it is United States tomorrow it may be India. Finishing in troubled water may not be good for India in long term.

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Leafy green vegetables of Jharkhand

Tribes of Jharkhand consume many species of vegetables in their food, and people from other parts of the country are not aware of . There are 20 species of such leafy vegetables are used by local tribals. These leafy vegetable are rich in nutritional quality. They also promote diversity in food. These local species of vegetables can also be helpful in ensuring nutrition and food security. These species of vegetables include Red Gandhari, Green Gandhari, Kali, Bathua, Poi, Bang, Muchri, Cornar, Munga, Sanai, Humasunya, Fukkal, Girahul, Chakor, Kathidhasala, Kanda And Mattha etc Most consumable leafy vegetables in Jharkhand are; Red Gandhari, Green Gandhari and Kali.

Vegetables of different seasonal vegetables are available in the hats (markets) of several districts of Jharkhand, including Ranchi, Gumla, Pag, Lohardaga, Western Singhbhum, Ramgarh and Hazaribagh.

The nutrients present in these vegetables are, Vitamin C, Calcium, Phosphorus, Magnesium, Potassium, Sodium And Sulfur, Iron, Zinc, Copper And Manganese. A study was conducted in Indian Research Council of Patna and Ranchi by Anuradha Srivastava, R.S. Pan and BP Bhatt and found that these leafy vegetables found in tribal areas, rich in vitamins, minerals and antioxidant properties. The research says, these vegetables contain high amounts of fiber, whereas carbohydrate and fat levels have been found to be very low.

According to the study, despite the usefulness of these vegetables, they are considered as food for the poor and backward people and these vegetables are not widely involved in the agricultural cycle., whereas, these species of vegetables can become food security, nutrition, health care and income generation. One particular thing is that in very less resources, they can be cultivated.

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MOB LYNCHING: A CASE STUDY JHARKHAND

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Lynching is a premeditated extrajudicial killing by a group. It is most often used to characterize informal public executions by a mob in order to punish an alleged transgressor, or to intimidate a group. It can also be an extreme form of informal group social control, and it is often conducted with the display of a public spectacle for maximum intimidation(Wood, Amy Louise 2009). In last couple of years, Jharkhand has witnessed a number of mob violence incidents. In these incidents, many innocent citizens lost their lives. Opposition parties allege that these incidents are sponsored by Hindu organizations, because majority of the sufferers have been the Muslims.

In this research paper, attempts have been made to reach the root cause of mob lynching in Jharkhand and efforts have been made to establish that all the mob violence in Jharkhand are not the outcome of communal hatred but deep rooted insecurity in rural areas of the state, and other factors are also responsible.

Matter of fact is that large number of people is killed in mob violence every year. But, only those incidents are reported that either have communal angle or potential to be presented as communal hatred against minority. The paper also explain that selective criticism and selective reporting often represent every mob lynching issue as an incident of hatred against minority. The study shows that in recent past three types of crowed were involved in the mob violence incidents in Jharkhand. First type of mob violence was shaped by the cow vigilantes, second, by the angry villagers and third by the so called anti-mob lynching protesters. In first case, element of communal hatred was visible. Second type of incidents occurred due to growing insecurity among villagers and in third case, anti-social and communal elements of minority community were involved. In all these incidents innocent civilians lost their lives. Public property destroyed and most importantly communal tension intensified.

Key words: Jharkhand, Mob lynching, Tabrez, Nagadih, Jamshedpur, Mango, angry Muslim protesters, Media trial, Selective reporting, Selective criticism, TRP, poor law and order condition in rural areas of Jharkhand.

Jharkhand is a state in eastern India. The state shares its border with the states of Bihar to the north, Uttar Pradesh to the northwest, Chhattisgarh to the west, Odisha to the south and West Bengal to the east. [1,]

It accounts for more than 40% of the mineral resources of India, but 39.1% of its population is below the poverty line and 19.6% of children under five years of age are malnourished. The state is primarily rural, with only 24% of the population living in cities. Jharkhand is among the leading states in economic growth. In 2017-18, the GSDP growth rate of state was at 10.22%, according to 2011 census report.

According to the 1991 census, the state has a population of over 20 million out of which 28% is tribal while 12% of the people belong to scheduled castes. Jharkhand has 24 districts, 260 blocks, and 32,620 villages out of which only 45% have access to electricity while only 8,484 are connected by roads. Jharkhand is the leading producer of mineral wealth in the country after Chhattisgarh state, endowed as it is with a vast variety of minerals like iron ore, coal, copper ore, mica, bauxite, graphite, limestone, and uranium.

Jharkhand is also known for its vast forest resources. [2, 3]

Mob lynching:

Lynching is a premeditated extrajudicial killing by a group. It is most often used to characterize informal public executions by a mob in order to punish an alleged transgressor, or to intimidate a group. It can also be an extreme form of informal group social control, and it is often conducted with the display of a public spectacle for maximum intimidation. (Wood, Amy Louise, 2009).[4] Instances of lynching and similar mob violence can be found in every society. A million zeros joined together do not, unfortunately, add up to one. Ultimately everything depends on the quality of the individual, but our fatally shortsighted age thinks only in terms of large numbers and mass organizations, though one would think that the world had seen more than enough of what a well-disciplined mob can do in the hands of a single madman. Unfortunately, this realization does not seem to have penetrated very far - and our blindness is extremely dangerous."

In his 1896 book, 'The Crowd – A Study of the Popular Mind', Gustave Le Bon(1896) "Thousands of isolated individuals may acquire at certain moments and under the influence of certain violent emotions--such, for example, as a great national event--the characteristics of a psychological crowd. It will be sufficient in that case that a mere chance should bring them together for their acts to at once assume the characteristics peculiar to the acts of a crowd. At certain moments half a dozen men might constitute a psychological crowd, which may not happen in the case of hundreds of men gathered together by accident. On the other hand, an entire nation, though there may be no visible agglomeration, may become a crowd under the action of certain influences."

Incidents of mob lynching across the country are on the rise for last 4-5 years. Dozens of people have lost their lives in the mindless cases of mob lynching over the last four years. Despite promises and some instances of judicial rebukes, nothing has been done on the ground to alter the situation till now. According to a Reuters report, a total of 63 cow vigilante attacks had occurred in India between 2010 and mid-2017.[5,6]

It is observed that in some of the mobs lynching case, Muslims were the victims and Gau Rakshaks were the prime accused.

Non- Muslims were also victims:

On May 2017 six people were beaten to death in East Singhbhum District of Jharkhand by mobs amid rumors of child stealing gangs. Policemen who tried to stop the attack were also attacked and were powerless to stop the raging crowds[3] In that incident in East Singbhum district, three men namely, Vikas Kumar Verma, Gautam Kumar verna and Gangesh Gupta, were dragged out of a house and beaten to death and a woman was brutally assaulted as villagers accused them of kidnapping children. Victims were not from minority community.[8]

Tabrez Ansari Case of Jharkhand:

On June 2017, a very horrific incident took place in Datkidih Village of Saraikela Kharsawan district of Jharkhand, where a 22 year old youth was died after an alleged mob lynching incident. [9]

According to media reports, on 17th June 2019, Tabrez Ansari and two of his friends were returning from his uncle's place, when Tabrez was surrounded by a mob which beat him so badly that he later succumbed to his injuries. After the incident a video got viral on social media showing some of the accused chanting 'Jai 'Shree Ram' and 'Jai Hanuman' slogans. On the basis of this video, the incident has stipulated as Anti- muslim mob lynching incident- similar to cow vigilant related violence.

On the other hand family members of the arrested villagers alleged that Tabrez was a thief and was captured, when he stealing a motorcycle from a villager's house at 1 AM night. According to the

family members of the arrested villagers, someone informed the police just after capturing Tabrez Ansari, but police came five hours late. Next morning police arrested him in injured condition and sent him to jail. On June 22 2019, his family members got information from jail that Tabrez was ill and that he had been sent to the hospital for treatment. It was the hospital where he died. An eye witness who did not want to reveal his name said- "Tabrez was under the villagers' custody for more hours. If he had been beaten by the villagers with an intension to kill him, he would have died in minutes. He asks- 'How much time does it take to kill someone by an angry crowd?' According to his post mortem report, his death was caused by a head injury. His head bones were broken. It means, he had incurred severe injury during the night incident. After the incident, he was remained in custody of police for many days. Now question arises; after arresting him, why did the police not done his proper medical treatment? Had he given the proper medical treatment, his life could have been saved. [10]

Role of mainstream media:

After the death of the Tabrez, Ansari, national media took over the issue labeling is as another mob lynching incident against Muslim community in Jharkhand and linked it as extension of previous mob lynching activities of Gau rakshaks in the state.

After media trial, violent protests started in many parts of the country. In the state capital Ranchi, two Hindu youths stabbed by an angry mob of Muslim protesters. A school bus was vandalized by the angry protesters in Doranda area of Ranchi. Similar type of mob violence report came from Utterpradesh and Rajsthan also. Risk of communal violence and riot escalated all over the country.[11]

Jayprakash Rai, Jamshedpur based editor of a local daily newspaper wrote in his editorial:

"The national level newspapers that did not give much priority to this news on the first day, from the second day, they started throwing the names of 'victim'. They knew that this name would only help selling the news." It was national media who changed the entire narrative, and presented it as anti-Muslim mob lynching case. If that young man was not a Muslim, then media headlines were not created."

Sanjay Mandal a local social activist alleged that it was a case of mob violence, but political parties and religious organizations painted the entire incident as anti-muslim mob lynching incident. According to him- –"At the local level it will help opposition parties to target ruling BJP government where, State assembly elections are likely to be held in in November 2019. Just after the incident All India Majlis-e-Ittehadul Muslimeen (AIMIM) started intensifying its activities in the area and motivating Muslim youths to join the party. Now, members of this party are very active on social media. Whatapp groups are formed. Hate news and videos related to the killing of Tabrez are being shared."

Is there anger against Muslims in area?

When I asked this question to a social activist, he said:

"Villagers are angry in Jharkhand is not against the Muslims only. Rather, it is against every person or group who is/are posing threat to their land, agriculture field, women and cultural identity. Insecurity is growing high among rural inhabitants in the state. They feel insecure in the land of their ancestors." He further added, "When the tribes attack their enemies in the crowd, they call it 'Sendra'. It's a tribal way of self-protection, for centuries."

When I visited a tribal area called 'Kapali' situated in Saraikela Kharsawan District, signs of demographic change was quite visible there. Kapali is closed to Mongo area of Jamshedpur, where there is huge population of Muslims. Here, villagers grumbled that hundreds of land mafias are active in this area, intimidating tribes - capturing their homes and agriculture lands. Their anguishes are many like; their

agriculture field has been encroached by the illegal Bangladeshi migrants. Bangladeshi immigrants are creating huge law and order problem in Kapali and surrounding areas. Bangladeshi Immigrants, with the help of local goons are involved in docility, theft, snatching, rape, murder and other criminal activities. With the help of these criminals, local land mafias pressurize the poor villagers to sell their agriculture land and houses at throwaway price. C&T act is effective in the state. But it is of no use. All these accusations are illegal and illegitimate. Unemployment level in local communities is very high and is dominated by daily wages labours.

In the job market, Bangladeshi immigrants are challenging their livelihood. Tribal women work as daily wages labors and Bangladeshi immigrants as mesons and small contractors. Cases of sexual exploitation against tribal women by their Muslim co-workers are on increase.

Participation of tribal women as work force is constantly decline in the area. After the Nagadih incident, where 4 persons were killed in an alleged mob lynching incident,[12] a protest march was organized by Muslim Organizations in Jamshedpur where violent protesters targeted tribal labours in Mango area of Jamshedpur. Such incidents further intensified the tension.

We need to treat the 'mob lynching' and 'mob violence' as similar. There is not much difference in both the cases. A mob destroying public property, pelting stones on houses, beating up innocent civilians at public places is not different from those beating an alleged thief. If attacked person is killed in an incident becomes mob lynching and in case of his revival, it remains as a case of mob violence. Police and administration does not take any action against the culprits. But, mob lynching incidents in Jharkhand are not against Muslims only. In many cases, non-Muslim outsiders were attacked. In Nagadih incident, where two brothers were killed, was indeed a different case. Role of village level land mafia groups is still under investigation. In recent years, price of land has gone sky high. Brokers visit village to village in search of salable land. Fierce competition among land brokers is another reason behind fueling environment for such incident. In most of the mob lynching incidents, victims are outsiders. Take the example of Assam, Nagaland and Maharastra.

In 2018, five people were lynched in Dhule district of Maharashtra on suspicion of child theft. The incident was reported in Before Maharashtra, a hawker was lynched and three others injured after a mob attacked them, suspecting them to be child kidnappers at Murabari in Tripura on June 28, 2018. In the same month, an unidentified man was allegedly beaten to death by a mob on suspicion of being a child-lifter in Sarguja area of Chhattisgar [13]

In June 2018, two youths were also lynched over suspicion of child theft in Assam. The incident shocked the whole northeastern region. The lynching in Karbi Angling district had rocked the state last month, prompting Chief Minister Sarbananda Sonowal to personally monitor the progress of the investigation. Nilotpal Das, a sound engineer, and Abhijeet Nath, a businessman, were on June 8 pulled out of their vehicle at Panjuri in Karbi Anglong district and beaten to death by a mob. The mob suspected them to be child-lifters, following dissemination of fake news on social media. [13]

Social Media:

In today's world, everyone is part of an audience, and most audiences are endlessly primed to become mobs. Our sense of individual selves with separate identities and moralities is being constantly eroded by an ever-present TV and social media. The idea of being part of a greater, aggrieved identity which is in eternal conflict with other similar identities is continuously driven into everyone's minds through TV news, WhatsApp forwards, Facebook posts, and Twitter. The loudest and angriest among us are the stars, the preferred voices to which people turn for news and guidance on what to think and how to feel.

My study shows all the mob violence incidents in Jharkhand are the not due to communal hatred only. The study shows that growing social and economic impurity in the village areas of Jharkhand is igniting mob violence in the state. The study shows that local population is under tremendous pressure due to land mafia, Bangladeshi illegal immigrants and others. Villagers are gradually losing their land, agriculture fields, cultural identity and sources of livelihood. Their mud houses are frequently being raided by dacoits, thieves and other anti-social elements. Police force is unable to protect them. The study shows that three types of crowed is involved in the mob violence incidents in Jharkhand. First type of mob violence is created by the cow vigilantes. Second, by the angry villagers, and third by the so called anti-mob lynching protesters. In first case, element of communal hatred is prominent.. Second type of the incidents is occurring due to growing insecurity among villagers, and in third, anti-social and communal elements of minority community are involved. In all these incidents innocent civilians are being killed. Public property is being destroyed and most importantly lack of trust is constantly growing between two communities.

Epilogue

Uncontrolled growth of Indian population has greatly increased the problem of 'food' and 'employment' in the country. People are getting into groups in order to capture the limited resources. In this process, religion, caste, race and language are being used as weapons. Sense of 'Fear" and "greed" are turning people into violent crowd. The social media is very effective tool in such mobilizations. Every newspaper and TV channel has set its target audience. They are focused on only that category news that keeps their audience connected to them. The difference between' news' and 'views' is over. We need to go beyond theoretical stands and rethink to handle the cases of mob lynching and mob violence with strategically empowered iron hands. Ill minded motivators, clever politicians and greedy media houses will have to be identified and penalized. There should be no place for selective reporting, selective criticism and any kind of TRP race.

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NEW BOOK

Black Leopard, Red Wolf by *Marlon James*

Riverhead Books

Man Booker Prize-winner Marlon James' 2019 epic fantasy novel 'Black Leopard, Red Wolf' is set in the back-drop of Africa. It is the first book in The Dark Star Trilogy, and it has been compared to George RR Martin's 'A Song of Ice and Fire' and JRR Tolkien's works. The book is set at a time when there is a political upheaval and rumours of an impending war between rival kingdoms in pre-colonised Africa. The story is centred on a young, gay, tough and unsentimental hunter named Tracker. He has "a nose for finding what would rather stay lost" and so he is hired on a mission to find a child who went missing three years ago, while the reason of finding him is still unknown. Tracker slowly realises that he is not the only one in search of the lost boy as he meets various characters on his journey— from the shape-shifting man-cat Leopard to Bunshi the witch-- and joins their gang to find the boy. Just as the characters are able to change their form and elements, their intentions and loyalties are also shifting and slippery. Will they find the boy—dead or alive? Who is the missing boy and why is he needed? These are some of the vital questions which keep the readers hooked to know more.

NEW BOOK

Raavan- Enemy of Aryavarta by *Amish Tripath*

Westland Publication

Write India author Amish Tripathi's new book 'Raavan: Orphan of Aryavarta' published by Westland Publication is expected to release in July this year. The book was originally titled 'Raavan: The Orphan of Aryavarta', but Amish recently shared that it is now changed to 'Raavan: Enemy of Aryavarta'. After 'Scion of Ikshvaku' in 2015 and 'Sita: Warrior of Mithila' in 2017, this book is the third in the Ram Chandra series. The book tells Raavan's story from his childhood till the incident where he abducts Sita.

A STUDY ON CONSUMER SATISFACTION TOWARDS PATANJALI PRODUCTS

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Abstract

The study focused particularly on consumer satisfaction on Patanjali products, which has disrupted the entire FMCG market with its unconventional growth story. The products that Patanjali produces are marketed as historically and culturally indigenous. A questionnaire was drafted to collect responses from consumer respondents at the grass root level relating to the research topic. The study was conducted through online administration of the questionnaire in Google forms. Descriptive and inferential statistical tools were used for analysis. Pearson's Chi–Square test revealed association between select factors of demographic profile and select factors of customer satisfaction.

Keywords: Consumer satisfaction, Price, Quality, Service and Loyalty Intensions

Introduction:

Patanjali, founded in 2007 by Baba Ramdev and his aide Swami Acharya Balakrishan has grown into a 5000 crore company in 2015. The credit goes to Baba Ramdev who has very meticulously decided the timeline for each action and delivered unprecedented success. Patanjali, a relatively young player in the Indian FMCG (Fast Moving Consumer Goods) sector, has taken the Indian market by storm. Patanjali is a company that produces and sells Ayurveda (Indian alternative herbal medicine) inspired goods. These include essential household items such as shampoos, soaps, toothpastes, and several similar items. A news story in Business Standard (Rakshit, 2016) quotes the Nielsen report, 'Anticipate with Analytics: The Future of FMCG', and states that all the major Fast-Moving Consumer Goods (FMCG) players in India are currently dealing with an extremely slow rate of growth. According to a detailed report in The Economic Times (PTI, 2016), Patanjali Ayurved clocked 1,200 Cr in revenues during the fiscal year 2013-14, and crossed 2,000 Cr in the year 2014-15, which makes its turnover equivalent to that of companies like Emami. Patanjali priced its products at almost half the rate of comparable products of other FMCG brands. For instance, a popular shampoo from Proctor and Gamble

India costs US$ 2.02, while a Patanjali shampoo costs around US$ 1.2. Both products contain the same quantity. Thus, Patanjali has managed to undercut the prices of its products, capturing a share of the market from an established player. Patanjali has captured the imagination of the Indian consumer by posturing itself as a brand that is extremely Indian. The difference in the branding has become more apparent as other FMCG companies have tried to sell their products as modern and sophisticated, created through innovative technology. Patanjali sources most of the raw materials from local farmers and thus can offer products at lower prices. All the products have some ayurvedic touch to it. Ayurvedic products are reasonably cost effective and well accepted by customers.

Review of literature:

Shinde D.T and Gharat S.J (2017) examined a study on product positioning of patanjali products. The purpose of above study was to find the various prospects of patanjali products and also factors influencing these products. Khanna R. (2015) carried a study on consumer perception regarding Patanjali products. The objectives of the above study were to know about the perception, satisfaction level and attributes of consumer with regard to patanjali products. Roy, Lath and Sharma (2015) assume that solid progression and new things pipeline, evaluating discounts to the partners, ayurvedic and regular suggestions with low A&P spends and creating indigenous credit Patanjali's things a high ground however appointment and stock outs remain a key factor. Ali, M.I and Yadav M. (2015) carried a study to know about consumer perception towards herbal products. The objectives of the above study were to know the reasons of using various herbal products. Also they concluded that all consumers had a positive attitude towards herbal products and there was no side effect faced by these people. Rani, S. and Shukla C (2012) conducted a study to know the trends of patanjali products. On the basis of above study they concluded that within a

very short period of time patanjali products captured a number of consumers. Prof. A.K. Dasbiswas says that consumer loyalty is a champion among the most unassailable thoughts of present day organization practices. It is a pointer of satisfaction with a thing and organizations, offered in the midst of the purchase and post-purchase period. Prof. B.B.S. Parihar in his examination on 'A survey of purchaser care about buyer authorization in India' creates that consumer loyalty provoking client devotion is a champion among the most unassailable thoughts of current organization sharpens. Research has analyzed the parts of evident estimation of thing and organization in consumer loyalty. Prof. S.V Sawanth in his examination contemplate 'Purchasing Two wheeler: A developing circumstance' centres that understanding purchaser direct in the current circumstance is basic as it isn't any more a clear task. Directly the customer is believed to be the ruler. Prof. Reeti Agarwal in her examination considers 'An examination of spousal effect in family purchase decisions' fights that the Indian culture is at the present time in a state of progress. Customary sexual introduction parts are being adjusted. This change is observable in each hover of life. Likewise, this change has influenced the purchasing cases of the shoppers too.

Objective of this study:

To know the association between the factors of demographic profile of respondents and the factors of customer satisfaction

Hypothesis:

H_0- There is no association between the factors of demographic profile and factors of customer satisfaction.

H_1- There is an association between the factors of demographic profile and factors of customer satisfaction.

Methodology:

(a) Type of research: Both, field research and library research were undertaken. The objectives were first analyzed through library research and then elaborated through field research.

(b) Research Tool: A questionnaire was drafted, keeping in mind the objectives of the study as listed above. The tool was subjected to Reliability testing through Chronbach's Alpha. This test measured the consistency between the items in the survey scale.

Table 1: Reliability Statistics	
Cronbach's Alpha	**N of Items**
0.815	21

The Cronbach's Alpha score of 1.0 indicate 100 percent reliability. Generally accepted score is 0.6 and above. In this case, the score resulted to 0.815 for the survey.

(c) Sample Design:

- Purposive sampling method is adopted for the study. Here, the sample units are chosen primarily on the basis of well-defined criteria by the investigator and willingness of the respondents to participate in the study undertaken.
- The study is relevant to all customers. Such costumers are spread across the length and breadth of the country. As the population size is huge and has heterogeneous features, purposive sampling method had to be resorted to.
- The sample size of 120 respondents who consented for the study hailed from diversified backgrounds.

(d) Profiles of the respondents:

- The age group of the respondents is 15 years and above.
- Questions were framed to understand their awareness level etc. as listed in the objectives.

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- Men and women respondents were included randomly without preference to either one of them.
- The personal background, IQ levels of the respondents, their stream of education and belief system of the respondents was not taken as criteria in this study

(e) Collecting data:

- Each respondent was asked to answer the questions in the same order as in the questionnaire. Initially, rapport was established with the respondent and he/she was made aware that they were part of research work and his/her co-operation to the fullest extent would make the research meaningful.
- The respondent was asked to give his/her opinion freely. Any doubts raised by the respondents were clarified so as to gain honest answers.

(f) Method of analysis:

- MS Word, MS Excel applications and IBM SPSS V 15 have been used to gather, cleanse, tabulate and present the data.
- Descriptive statistics and inferential statistics are employed to present data in the form of charts and tables. Pearson's Chi-square is the inferential statistical tool applied in this study.

(g) Limitations of the study:

- The findings and suggestions are limited by the opinions and knowledge of the respondents limited to the city of Bangalore, Karnataka.
- An interpretation of this study is based on the assumption that the respondents have provided true and correct information.
- The study has limitations with regard to time, place and resources.

DATA ANALYSIS AND INTERPRETATION

(Findings and their analysis of primary data through descriptive and inferential statistics.)

Descriptive Statistics:

Chart 1: Age of the sample respondents in frequency and percentage values
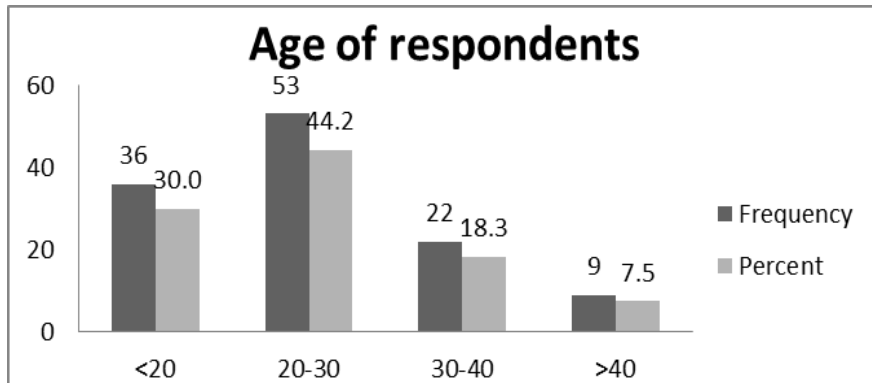
Chart 2: Gender of sample respondents in frequency and percentage values
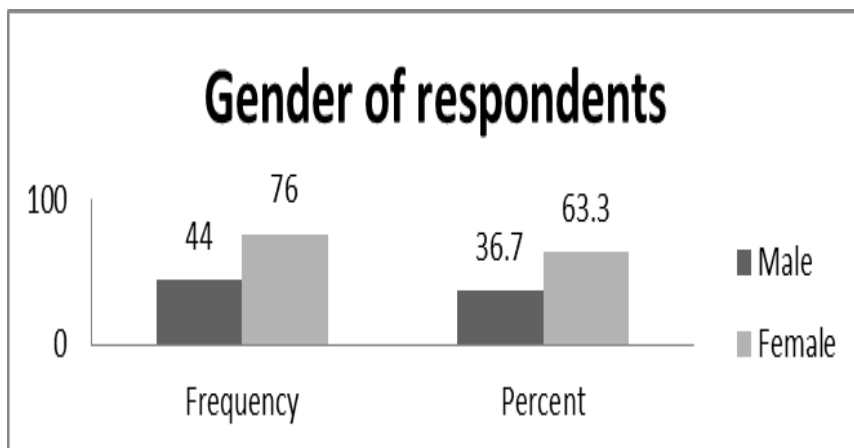
Chart 3: Education qualification of respondents in frequency and percentage values
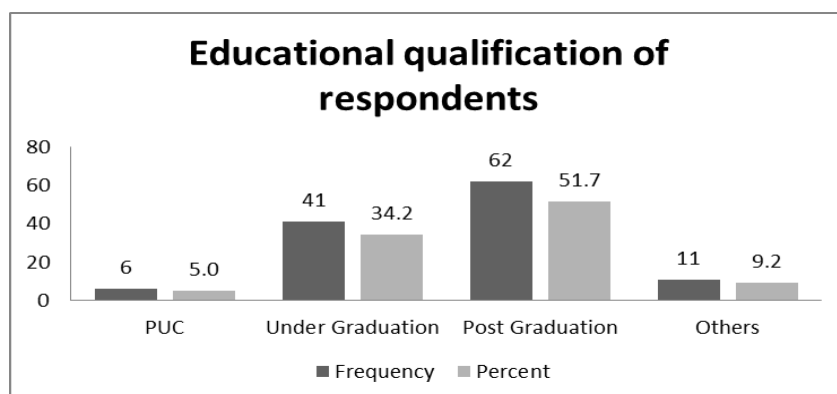
Chart 4: Profession of respondents in frequency and percentage values
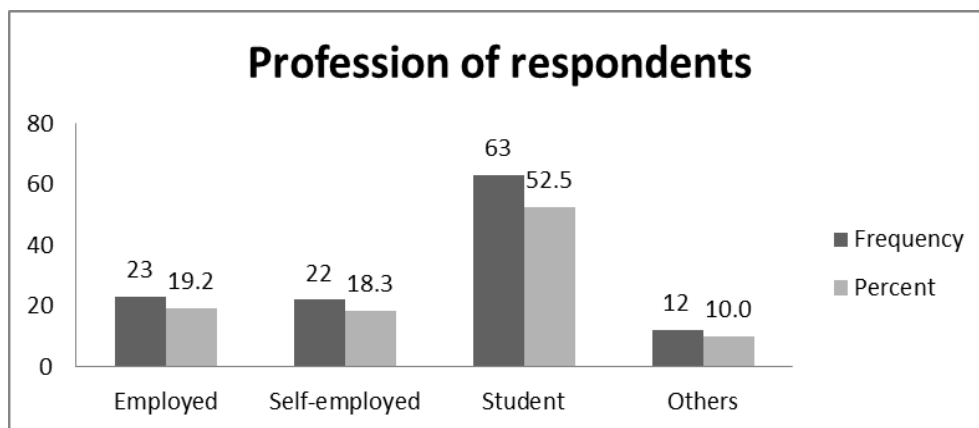
Chart 5: Monthly Income of respondents in frequency and percentage values
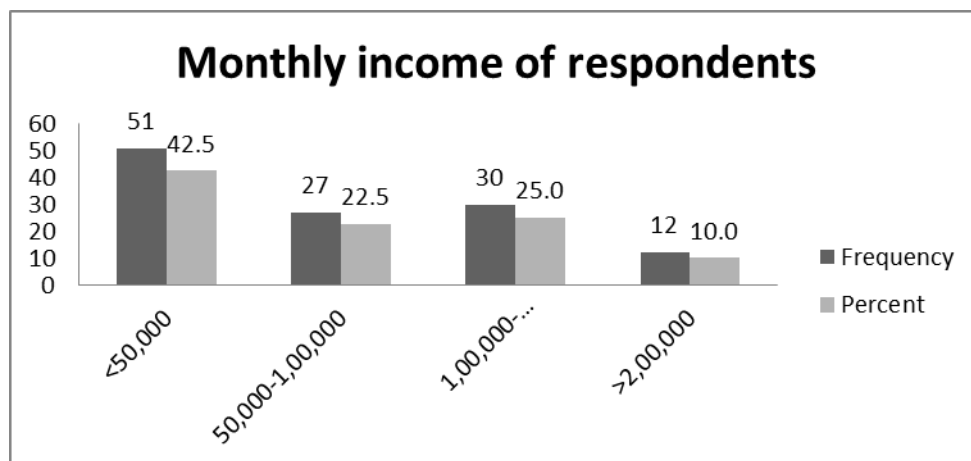
Chart 6: Descriptive Statistics of samples' response

Descriptive Statistics				
Opinion	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
Purchased due to easy affordable prices	1	5	2.50	1.181
Low prices are adjudged as poor quality	1	5	2.36	0.986
Purchase of product in case of increase in prices	1	5	2.42	1.135
Patanjali provides good quality products	1	5	2.55	1.295
Product Packaging should be improved	1	5	2.51	1.202
Product Performance should be improved	1	5	2.56	1.106
Patanjali products are beneficial	1	5	2.62	1.342
Patanjali product Information should be improved	1	5	2.70	1.199
Suggestion about Patanjali products to others	1	5	2.65	1.261
Patanjali product considered as first choice	1	5	2.42	1.135
If Patanjali products weren't available, it would make a huge difference	1	5	2.30	1.042
Patanjali is a modern innovative brand	1	5	2.49	1.123

Inferential Statistics for Hypothesis testing: Pearson's Chi-square (X^2) test of independence was performed to examine the association between the factors of demographic profile of the sample respondents and factors of customer satisfaction in the FMCG industry.

Hypothesis:

- H_0: There is no association between the factors of demographic profile and the factors of customer satisfaction

- H_1: There is association between the factors of demographic profile and the factors of customer satisfaction

Chart 7:   Pearson's Chi-square test between factors of demographic profile and factors of customer satisfaction

Factors		Age	Gender	Education Qualification	Profession	Income
Purchase Patanjali Product	Chi-Square	18.078	5.658	2.883	17.872	18.037
	Df	6	2	6	6	6
	Sig.	0.006	0.059	0.823	0.007	0.006
Source of information about the product	Chi-Square	5.896	1.042	9.052	7.335	23.053
	Df	9	3	9	9	9
	Sig.	0.750	0.791	0.433	0.602	0.006
Buying preference of Patanjali product	Chi-Square	8.014	2.634	15.980	7.846	15.453
	Df	9	3	9	9	9
	Sig.	0.553	0.452	0.067	0.550	0.079
Product segment usage of Patanjali	Chi-Square	13.285	7.159	12.819	12.920	26.743
	Df	9	3	9	9	9
	Sig.	0.150	0.067	0.171	0.166	0.002

The chi-square test in the above table shows that there is an association between certain factors of the demographic profile of respondents and certain factors of customer satisfaction in the FMCG industry. The categorical presentation of such factors where the association was found significant is given below:

- Between the customer satisfaction factor – Purchase Patanjali Products and the demographic factor – age, profession and income; the association between these variables was significant, X^2 (6, N = 120) = 17.872, p < 0.05

- Between the customer satisfaction factor – Purchase Patanjali Products and the demographic factor – profession; the association between these variables was significant, X^2 (6, N = 120) = 18.078, p < 0.05

- Between the customer satisfaction factor – Purchase Patanjali Products and the demographic factor – income; the association

between these variables was significant, X^2 (6, N = 120) = 18.037, p < 0.05

- Between the customer satisfaction factor – Source of information about the products and the demographic factor – income; the relation between these variables was found to be significant, X^2 (9, N = 120) = 23.053, p < 0.05
- Between the customer satisfaction factor – Product segment usage of Patanjali products and the demographic factor - income; the relation between these variables was found to be significant, X^2 (9, N = 120) = 26.743, p < 0.05

However, for the rest of the factors as marked in the table, there was no association found significant according to the X^2 test.

Suggestions:

- Since 'age and purchasing Patanjani products' are significantly associated, the company can scrutinize this at greater depth for achieving focussed targeting. Such significant association is also seen across 'profession and purchasing Patanjani products' and income levels and purchasing Patanjani products', which can be taken up for deeper understanding for

better targeting of customers. Patanjali should work on strengthening the distribution network to make its products available at the nearest retail stores and capitalise on their brand value and popularity.

Given its branding guided by the historical and cultural values of the country, age based Segmentation, Targeting and Positioning (STP) analysis may be strongly recommended for wider reach and retention of the customers. This is to help customers connect to the brand and its ethos.

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News brief

4 child-rape cases every day in national capital, situation grim: Supreme Court

NEW DELHI: The Supreme Court, which is attempting to craft a 'zero tolerance policy' on child rape incidents and sexual assault of minors in India, on Jul 16, 2019 said the situation in the national capital appeared grim as it recorded 729 such cases in the last six months, or at least four cases every day. "Let us take into account what is happening in the national capital. Police registered 729 such cases of which 260, or 36%, are still under investigation. Police have filed chargesheet in 469 cases, in which trial has not commenced in 297 cases, trial has begun in 170 cases and only in two cases the trial has been completed," a bench of CJI Ranjan Gogoi and Justice Deepak Gupta said.

INSTRUCTIONAL DESIGN USING EDUTECH AS TEACHING PEDAGOGY

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Abstract
Teaching pedagogy now a days is experiencing a multi-dimensional aspects and it is shifting from the stereotype lecture-based classroom set up to more of a learner centric environment. Identification of effective teaching methodologies and instructional designs based on application of Bloom's taxonomy is transforming the teaching pedagogy from teacher centric to learner centric approaches. This paper on the topic of instructional design using modern and innovative technology driven teaching tools for educational transition. Use of certain Educational technology teaching tools are in true sense will fulfill the objectives and learning outcome in modern days.

Keywords- Edutech,Teaching Pedagogy, Instructional Design

Active learning in a true sense is used by academicians to describe a more "learner centric" approach to training! It engages students in 'doing things & mind mapping what they are doing' (Bonwell and Eison, 1991) There are various technology tools discussed in this paper, trying to promote in depth learning, better understanding and increasing performance of learners. Active learning empowers more learners- they build accountability and learn to challenge their knowledge by performing various activities under this heading. The following are the advantages of active learning using various tools:

a. **Student centered: learning new things by experiments through various in-- class activities.**
b. **Focusing on development of students' understanding and other necessary skill sets; real life problem solving ability, collaborative and cooperative learning strategies.**
c. **Learners are involved in action-based learning which will generate motivation among them.**
d. **Learners will engage in critical thinking and analytical decision making with better problem solving ability as individual or as a team.**

This paper will serve as a guide for future studies as well as for all academicians in context of out of the box thinking and making learning more interesting among the learners as we are living in the world of Artificial Intelligence (AI), Machine Learning, Analytics, and Automation! So sticking to stereotype method of teaching can be dangerous in context of learners' engagement and learning objectives.

Objectives:

- **To identify few effective technology driven teaching tools for active learning**

- **To provide a reference guide for future research**

Literature review:

The term "competence" is an evolving concept and therefore has completely different meanings for various individuals and nations, looking on their institutional structures and labor processes (Brockmann et al. 2008; Tonhom et al. 2014). For few authors, ability is outlined because the ability to perform explicit tasks and roles to the expected standards (Mulder et al. 2007) or the capability to accomplish the key activity tasks that characterize a profession to satisfactory standards (Kouwenhoven 2010). Recently, the word ability has additionally been explained by Haddouchane et al. of knowledge possessed which might be assessed". These definitions read ability as practical, task-oriented, and industry-focused preparation with that people will apply the relevant skills and attitudes in an exceedingly needed work-place atmosphere. Competency-based training (CBT) is associated in nursing approach that enables students to earn qualifications through show of abilities and information in a required branch of knowledge utilizing a progression of painstakingly structured assessments. Under this, understudies step through exams, compose papers, finish assignments, and attempt mechanical assessments. With this model, rather than concentrating on lay away hours, capabilities are granted through substantial evidence of learning. Results and appraisals are the bookends of CBT (Marguerite 2014; Aboko and Obeng 2015). This is as opposed to the conventional framework which places accentuation on hypothetical parts of aptitudes preparing. It is required to upgrade singular industry explicit needs as opposed to the gathering (Albanese et al. 2008; Anane 2013). CBT gives preparing to meet industry explicit requirements rather than individual accomplishment in respect to others in the gathering. The methodology has risen as a valuable device that could be utilized to address deficits in contemporary approaches to preparing. Ansah and Enerst (2013) detailed that, numerous nations presently utilize CBT because of the requirements of new participants into the universe of work. It is additionally reasonable for different students envious of updating their specialized aptitudes for existing employments. Competency-based training (CBT) is request driven, and results depend on measures created from industry. Such principles shape the premise whereupon educational programs appraisal and learning materials are planned and created (Marguerite 2014).

This methodology guarantees that all the students gain the essential learning, aptitudes, and dispositions or qualities to be fruitful at work. Under the methodology, every student is surveyed to discover the gap between the abilities they require as depicted in the preparation module and the aptitudes they as of now have. The contrast between the two is the aptitudes gap. A preparation program is then created to enable the student to secure the missing abilities. Following this, gauges are characterized to determine anticipated that word related jobs would be performed in the realm of work. These measures could be gathered into units to frame the premise of confirmation or grants for individuals who have effectively embraced the program. Credit esteems are allotted to units, and this could be founded on the substance and notional time expected to finish the procedure. For learners to be evaluated competent, they have to show their capacity to perform assignments to the standard expected in work (Aboko and Obeng 2015).

In Ghana, there has been a remarkable far reaching gap in aptitudes obtaining from colleges and industry-required abilities (Akudugu 2017). For example, as per Bawaky illenuo et al. (2013), over 80% of firms who reacted to inquiries on abilities gaps demonstrated that there are a critical number of aptitudes that are inadequate in the work advertise, yet are hard to find by tertiary foundations. The abilities enhancement and additionally hands-on preparing has the ability to upgrade Indus-preliminary development and improvement. The nonattendance of preparing in down to earth and enterprising aptitudes remains a repetitive purpose of feedback in formal business

criticism from Ghana Bosses Association (GEA 2006).

To this end, understudies are appended to businesses for somewhere around multi month as the initial move towards instilling down to earth learning and aptitudes in their general vicinity of control. This is gone for tending to the not-capable inadequacies in the hypothetical strategy for preparing (Aboko and Obeng 2015). Once more, the imperative aptitudes required by businesses and those thought to be obtained from the colleges have all the earmarks of being sub-models when seen against the abilities required for execution at work (Obeng et al. 2013). A tracer ponder led by Boahin et al. (2010) announced that, 28% of alumni embrace professional formal preparing subsequent to finishing their projects. Likewise, 33% of the alumni from the business programs attempt further formal preparing subsequent to completing their investigation program, while for those from the designing and connected expressions and science and innovation programs 25% and 19%, separately, were engaged with further preparing. Albeit a few administer ment arrangement activities have been actualized, there is as yet the need to build the aptitudes dimension of the workforce so as to help ventures to expand efficiency (GoG 2014). This, as indicated by Ayariga (2013), would help address un-business challenges upsetting the nation. It was likewise revealed that insufficient dimension of gifted work is making it outlandish for makers to be aggressive (GoG, 2014). Consequently, it is the desire for all partners that the reception of CBT would help address the aptitudes gap in college graduates.

The requirement for selection of competency-based instruction :

As per Wu (2013), in the private and open segments, competency-based preparing is a prominent technique that fo-cuses on enhancing workers' learning, capacities, abilities, and authoritative execution. Boahin and Hofman (2013) focused on the requirement for scholastic orders to stop mine particular employability abilities required for social and network practice, as a reason for upgrading the employability aptitudes in preparing programs. Concentrates on techniques went for receiving CBT in tertiary foundations are key in light of the fact that an ongoing overview of 539 boss scholarly officers showed that albeit 79% were in help of honoring scholastic credit dependent on competency, just a single half revealed that their organization as of now takes part in CBT (Jaschik and Lederman 2016). CBT may without a doubt be among a huge number of procedures grasped by advanced education went for advancing understudy achievement and grown-up degree completion (Burnette 2016). It is the quickest developing model in advanced education today and when a competency program is produced effectively, it makes the open door for the survey on the aptitudes and information the individual in question as of now has while additionally focusing on the abilities that the individual needs to create (Cunningham et al. 2016). In the studies directed by Woodhouse and Rasar King (2009) and additionally Cecil and Krohn (2012), the improvement of CBT content of a program with compelling result appraisal must pursue a progression of steps. These incorporate working with partners to build up the program's objectives as they identify with instructing, research, and administration, making program objectives that assistance disentangle the abilities, integrating and posting center and fixation skills, checking on a rundown for gaps and covers in capabilities by assessing the course learning results and appraisals, building up a quality confirmation process utilizing prospectuses, assessing experiential learning and connected research chances to create abilities at a larger amount, making an appraisal procedure, and recording understudy learning over the dog vinculum and persistent educational modules enhancement dependent on evaluation and assessment discoveries. These means, when pursued, make CBT a favored showing system opposite customary educator focused methodology.

CBT enables understudies to advance at their very own pace and has been generally welcomed by an incredible number of understudies around the world (Gravina 2017). Undoubtedly, as per Haddouchane et al. (2017), CBT is portrayed by the versatility of the showing strategies from one perspective and, then again, by a wide exhibit of exercises that supplant the customary address based courses, for example, case stud-ies and situation based educating. This methodology is currently connected in numerous edges of the world, including the USA, Australia and Europe, and has turned into "the brand of the new instructive strategies bolstered by the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Organization for Economic Co-task and Development (OECD) and the States engaged with the Bologna Process, that is expecting to render the scattering of information a motor for financial and social advancement." Added to this is the job of CBT program in advancing global understudies' effective multifaceted alteration by reinforcing their internal abilities in key territories, for example, flexibility, prosperity, development, imagination, and development (Azevedo et al. 2015). Sule (2015) additionally demonstrated that competency-based preparing and improvement influences employee work execution since there exists a noteworthy positive connection among preparing and advancement and representative execution. Nash et al. (2012) demanded that learners seeking to enter claim to fame territories of training in any calling need to procure both center competencies and spotlight on cutting edge dimensions of skills associated with their region of forte practice. It demonstrated that gauges of ability are the establishment of validity for any calling,

incorporating those in social insurance, and training, legitimate, and administrative administration. Although there are some current issues in the implementation of CBT, as indicated by Prabawati and AOktariyanda (2018), CBT is a perfect shape for a human asset advancement program. Through CBT, employees inside an association can decrease or take out the contrasts between the current execution and the potential execution that can enhance the knowledge, aptitude, capacities, and abilities that help the accomplishment of the vision and mission of the association. Kiguli-Malwadde et al. (2014) announced that CBT has risen as a vital change to training in Sub-Saharan Africa with schools receiving it as an approach to transformative instruction. As indicated by the examination, Makerere University and the University of Ibadan have effectively embraced CBT and demonstrate that CBT can be actualized notwithstanding for the low-resourced nations in Africa, bolstered by outer ventures to address the HR gap.

Technology teaching tools: main thrust Area:

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification system for levels of cognitive skills and learning behavior. The classification system they created is often referred to as Bloom's Taxonomy. Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation.

Figure 1: Suggested instructional strategies for use with each level of Broom's Texonomy
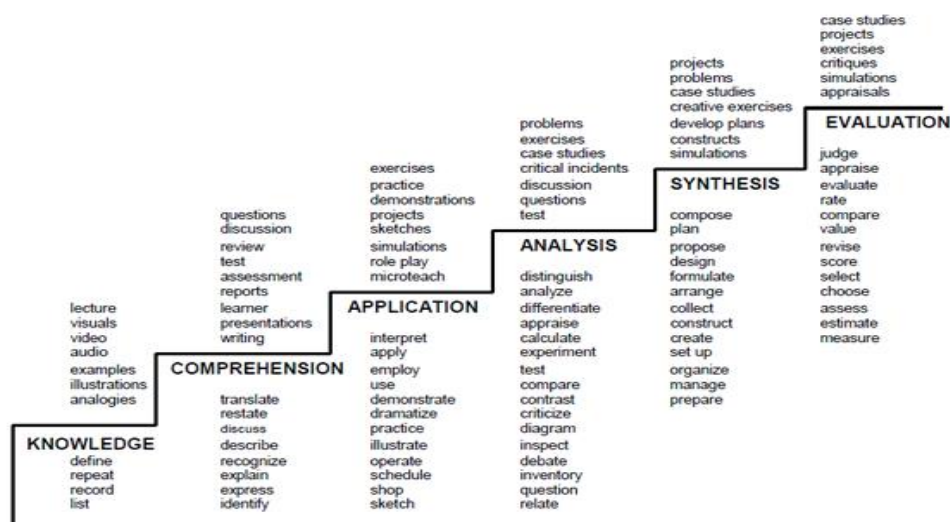
Considering the Blooms Taxonomy, Instructional designs have been redefined with use of modern educational technology for better and improved teaching pedagogy. There are different teaching tools using technology for effective classroom management, better understanding and fun with learn for better acceptance by the learners.

A few of them has been described below:

Kahoot for quiz: Allows trainers to create and manage 'Kahoots' in the form of quizzes, surveys or polls; either asking quick questions 'on the go' to get feedback or opinion, or more in depth questions for formative assessment. Content can be shared with learners and colleagues. Usable on PC, smartphone or tablet.

Sticky moose for sharing ideas: Allows trainers to create polls, where a question is posed, and possible responses are presented and users vote on their preferred option. Users can also add further options if they prefer. It could be used in class to collect views of students on scenario presented

Quizlet for quiz: Allows trainers to create and manage quizzes related to the topics they're teaching. The questions can be posed in a number of formats. Usable on PC, smartphone or tablet.

Socrative for quiz: Allows trainers to create and manage question sets that students complete using tablet devices or smartphones. Quizzes created using PC or Teachers App, students answer questions using Student App.

Thinglink for resources: Can be used to annotate images, with tags. Tags can include text or hyperlinks.

Popplet for sharing ideas: Simple mind-mapping tool, often used as iOS app

Mentimeter for quiz: Pose mentimeter to pose multiple choice questions for students. Each question set has a unique code. Students use //govote.at to give their answers. Trainer uses mentimeter to display responses in class.

Pearltrees for sharing ideas: Peartrees is a tool that allows users to create an online collection of web-based resource links, in graphic form, and allows the collection to be shared with 'friends' through social networks.

Photostory for resources: Create slideshows using your digital photos. You can touch-

up, crop, or rotate pictures. Adding special effects, record, and your own voice to photo stories. Then, personalize them with titles and captions.

Tesresource for resources: TES members can download and share user-generated resources free of charge for all curriculum areas. Patrons need to register.

Edmodo for collaboration: Trainers can post information for their students' just like on Facebook. Learners can be organized into groups. Trainers can give feedback and badges to their learners. The trainers and learners can be linked using Google drive account.

TeamUp for collaboration: Team building based on interest area and skill set. Trainers can record progress of teams. Can store teams, randomly generate and have picture for each learner.

EDpuzzle for video assignment: Edit, add questions, comments to YouTube videos. Allows you to make videos more appropriate for learning as you can take out only that which you need, making videos shorter, and make additions that require learners to pay attention to the video.

Some Success Stories: From lectures to game-based classes and 100% course clearing rate: Niki Bray (University Teacher): She redesigned a course with Kahoot tool and students passed it with 100% just in few months! Using Kahoot, students received an immediate feedback and it allowed her to focus only on the topics students struggled with and not focusing on the topics which they had already mastered. Students' engagement increased. Behavior of students completely changed and they came prepared with the notes. Performance in exam also increased with a positive points

Conclusion

This paper is a guide to many stakeholders like students, academicians and corporate trainers who might be benefited. This can be helpful to government also in context of

organizing various workshops and seminars on various technology teaching tools on Train the Trainer (TTT) model. Empowered trainers will empower the future of India. We all are living in the era where knowledge, skills and execution of those skills set at right time, at right place are true milestones for the growth of our economy. We trainers, are the makers of India's future. In true sense, we are for national contribution of skill development. We all know that today's youth instantly Google for small problems soon after any session they attend. It is our accountability to implement certain teaching methodologies which may enhance students' interest as well as engagement. There are so many non-lecture methods to enhance students' interest. Students will not attend session just the purpose of completing their studies, but they will be able to understand the content, will learn new things, will develop skills and then plough back for our dream Skill India." Skilled Youth- Skilled India"

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Jharkhand handicrafts

Handicrafts in Jharkhand are mostly created by the various tribes and its people. Bamboo work is famous here as the raw material is abundantly available. Some crafts of Jharkhand are intricate works of its tribes. The various crafts of Jharkhand include bamboo crafts, woodcrafts, Pitkar paintings, tribal ornaments and stone carving. Being rich is forest and wood, Jharkhand produces some good craftwork from wood and related materials. Pitkar paintings and stone carving are other crafts that interest people across the country. Moreover, the tribal ornaments are unique and special and receives a lot of attention and also portrays traditional heritage of the tribal people. Toy making is another craft that is fun and the outcome is quite amazing. These colorful and gorgeous toys are given various shapes of bird and animals.The handicrafts of Jharkhand are made by its different tribes and its craftsmen, which portray the rich tradition of art and culture of the state and its people.Wooden Craft is so popular in the state because Jharkhand is surrounded by forests all over and wood is abundantly available here. This wood is used by artisans to create different products that are used in everyday life and also for decoration and other purposes. Some such items include windows, door panels, boxes, wooden spoons and so on.

Bamboo Works of Jharkhand is another famous handicraft that is appreciated by one and all. Bamboo is used to make items like fishing equipments, baskets, boxes and decorative items.

Metal craft of Jharkhand is popular with Tentri and Malhar communities who are known to be experts in this crafts. They make various household wares and decorative items out of metal.Another craft here is Stone Carvings, a traditional craft of Jharkhand. Once flourishing, this craft is loosing ground over the years with just a handful of stone carving artists remaining. The tribal people of Jharkhand make beautiful Ornaments, which they are very fond of wearing. The tribal artists make simple and beautiful jewelry with metals and beads. These ornaments highlight the elegance of the traditional culture of the region.The tribal people of Jharkhand make beautiful Ornaments, which they are very fond of wearing. The tribal artists makes simple and beautiful jewelry with metals like gold, silver and beads. These ornaments highlight the elegance of the traditional culture of the region.

FOSS IN EDUCATION—STUDY OF OPINION OF STUDENTS, PRE-SERVICE TEACHERS AND IN-SERVICE TEACHERS

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Abstract

Students, Pre-Service Teachers (PST) and In-Service Teachers (IST) are essential actors in the arena of school education. Their role however is under change in the current era of ICT. The present paper studies significant stakeholders' access to computer and internet, usage of computer, proficiency in computer skills, familiarity with FOSS, perceived benefit and challenges of using FOSS in teaching learning. The sample for the study comprises of 40 students, 40 IST and 40 PST, whose opinion was gathered through researcher made survey.The findings indicate the stakeholders not only, have access to computer and internet but are also found to be proficient in usage of computer. Despite the apparent intent for using FOSS in the teaching learning, the challenges were perceived as lack of appropriate training, infrastructure, and aligning the prescribed syllabus with the FOSS. All stakeholders are in favor of using FOSS in schools and understand its benefits.

Introduction:

The National Focus Group, working on the theme, Educational Technology, as part of development of National Curriculum Framework {(NCF), 2005, NCERT} realized that -- "India has now reached a stage where education must take recourse to the discipline of Educational Technology (ET) in organizing education because the challenges that the country faces today are far graver than ever before." (page 8, para 3). Even after more than a decade the above realization still seems valid.ET which can be assumed to be part of the currently, much popular term Information Communication Technology (ICT), can be of immense help in addressing the challenges faced by educators and education system at all levels. However, the readiness of the stakeholders, in education such as students, teachers, educational administrators and future teachers (trainee teachers), is a vital factor worth consideration. Just a click on "google" results in a number of websites, claiming to be of immense help to students by providing--worksheets for drill and practice, based on the school curriculum, videos providing conceptual clarity, services of online one to one tutor and also educational games, for those who prefer non-traditional ways of learning. Similar to the resources available for students, lots of paid and unpaid resources are available on the internet for teachers.

The software that is available to users free of cost as well as without any copyright constraints is generally known as Free and Open Source Software (FOSS). FOSS is flexible enough to allow users to edit, modify or reuse the software's source code (techopedia). For a developer this means permission to customize as per the local need and requirements. The term Open Source in FOSS indicates the software is in its project form, but available to all those with a desire to work on it, without the constraints of license or copyright. This is similar to having a format for lesson planning, which can be customized to develop lesson plans for any

subject, any grade level using any pedagogy practice.

Characteristics of FOSS:

Following are the characteristics of FOSS, as identified by Lakhan &Jhunjhunwala (2008)

    i.   No restriction on distribution
   ii.   Freely available source code
  iii.   Source code license permits modifications and the conditions of license remains unchanged for distribution of improved version
  iv.   No discrimination towards any person or groups during distribution of open source product
   v.   No restrictions for use of open source software in any field or area of study, to address any need or local issue
  vi.   The users of lateral versions based on the original product share the same privileges as the original open source users

Beal, webopedia defines FOSS as those programs whose license allows users to freely run the program for any purpose, modify it as per their need, and also to distribute freely, either the original or their own modified version of FOSS. Since the base code of a program is available for further modifications and customizations, lot of time, energy, efforts, resources and finances are saved.

The movement of FOSS started with the development of operating systems like LINUX, GNU and UNIX. The pre-requisite of using FOSS in education includes systemic readiness, and awareness among stakeholders and skills as well as intent of stakeholders in using FOSS during actual classroom teaching.Keeping this in mind, a short-term study was conducted with the following objectives---

    i.   To study the access to computer and internet by students, pre-service teachers and in-service teachers
   ii.   To study the usage of computer by students, pre-service teachers and in-service teachers
  iii.   To study the computer competency of students, pre-service teachers and in-service teachers
  iv.   To study the past experience of students, pre-service teachers and in-service teachers with ICT
   v.   To study the familiarity of students, pre-service teachers and in-service teachers with FOSS
  vi.   To study the intent and benefits of using FOSS by pre-service teachers and in-service teachers in the teaching learning
 vii.   To study the perceived difficulties in using FOSS by pre-service teachers and in-service teachers in the teaching learning
 viii.   To study the benefits of FOSS as perceived by students

Sample Size:

- 40 students studying in higher secondary school
- 40 in-service teachers teaching in schools
- 40 pre-service teachers

Data collection tools and analysis:

Researcher made survey was sued for collection of data from students, pre-service and in-service teachers. The survey for teachers assessed—access to computer and internet, usage of computer, competency in computers, prior experience of ICT in education, familiarity with FOSS and perceived benefits of using FOSS in education. Apart from these dimensions, the teachers survey, both in-service and pre-service also had items gauging difficulties perceived by teachers in use of FOSS and formal training in ICT in education. Demographic information gathering constituted the first section of the survey for all the stakeholders.

The paragraphs below presents' the objective wise, data analysis, and inferences. Let's begin by becoming familiar with our respondents.

Table 1 :Demographic Information

Age	Frequency		
	Stu	PST	IST
Between 16 to 17	40	0	0
Between 18 to 23		22	
Between 24 to 29		16	3
Between 30 to 35			15
Between 36 to 41			12
Between 42 to 47			10
No Answer		02	

Table 2: Gender

	Frequency		
	Stu	PST	IST
Female	40	32	33
Male		08	7

Table 3: Qualification (educational)

Response	Frequency		
	Stu	PST	IST*
Class 10	10		
Class 11	3		
Class 12	27		
Graduate		34	33
Post graduate		06	7

* In addition to the qualification mentioned in the table for in-service teachers, they were found to have professional qualification in education such as B.El.Ed/D.El. Ed (14) and B.Ed. (25) and M.Ed (6).

Objective 1

Access to computer and internet by students, pre-service teachers and in-service teachers

Figure 1: Access to personal computer and internet

	Yes			No			No Answer		
	Stu	PST	IST	Stu	PST	IST	Stu	PST	IST
Do you have a personal desktop/laptop computer	27	37	34	5	3	6	8		
Do you have access to internet at home	36	35	35	4	2	4		3	1
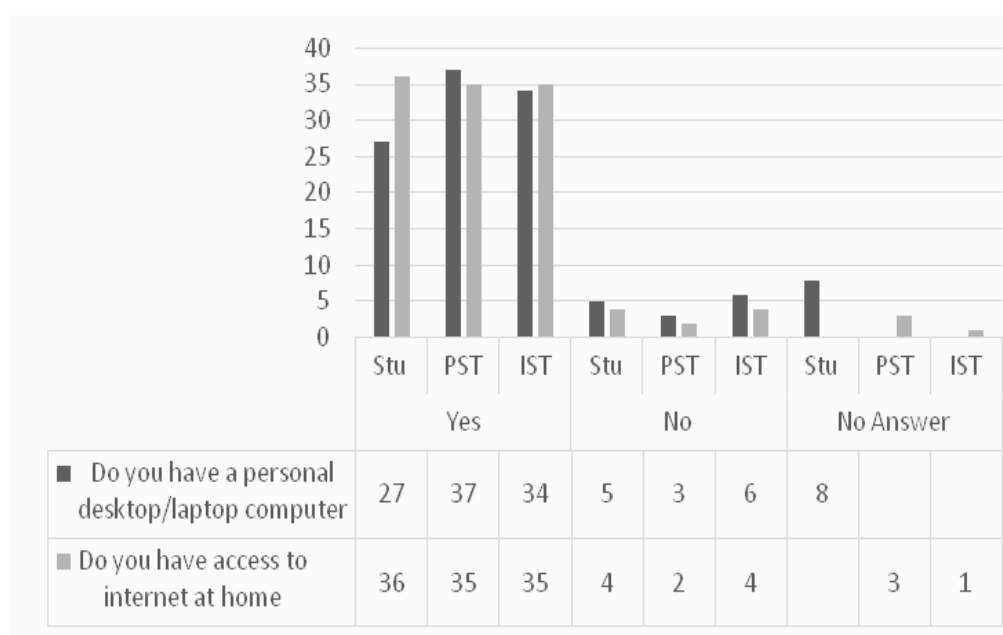
The figure above reveals comparatively more pre-service teachers' own a personal computer (PST=92%, IST =85%, Stu=67%).Further probing revealed this computer to be family computer (PST=80%, IST =20%, Stu=77%), as reported by the participants. Almost equal percentage of participants across three groups reported access to internet at home (PST=87%, IST =87%, Stu=90%).

Figure 2: Use of Internet
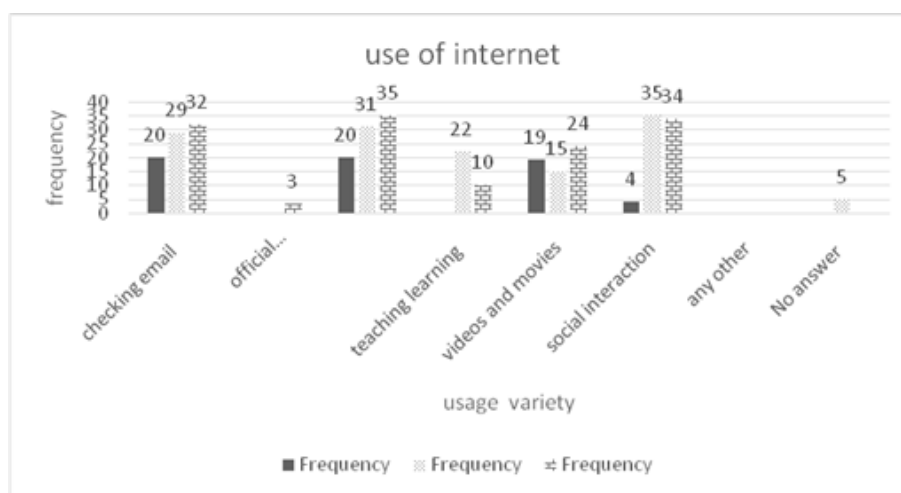
Interestingly, the data analysis, indicated that none of the participating students were using internet for learning and very few reported that they were using net for social interaction. However, students reported that they are using internet for checking mail, searching information, watching videos and movies. Compared to students, both pre-service and in-service teachers reported using internet for teaching learning, and social interaction.

Objective 2

Usage of computer by students, pre-service teachers and in-service teachers.

Figure 3: Time spend on computer
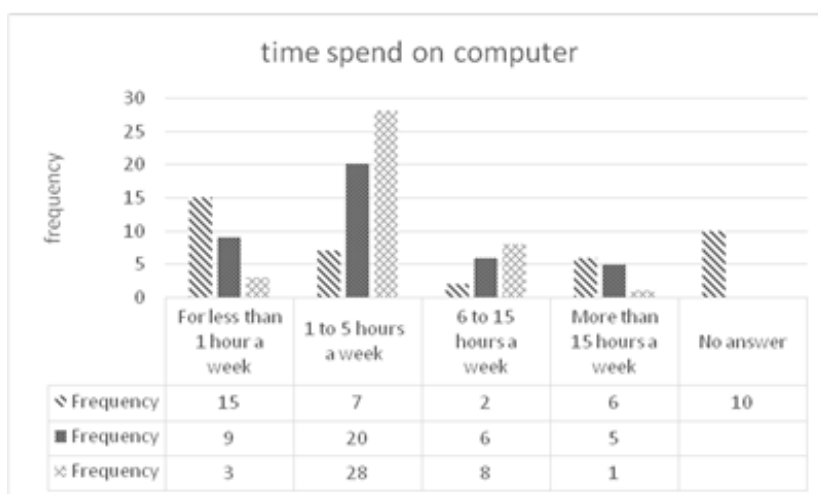
Maximum time spend by participants per week with computer lies between 1 to 5 hours. Within this time range in-service teachers werein the majority.As shown in figure below, maximum students reported to have been using computer since last five years, whereas maximum in-service teachers reported that they were using computers for more than ten years.

Figure 4: Usages of Computer
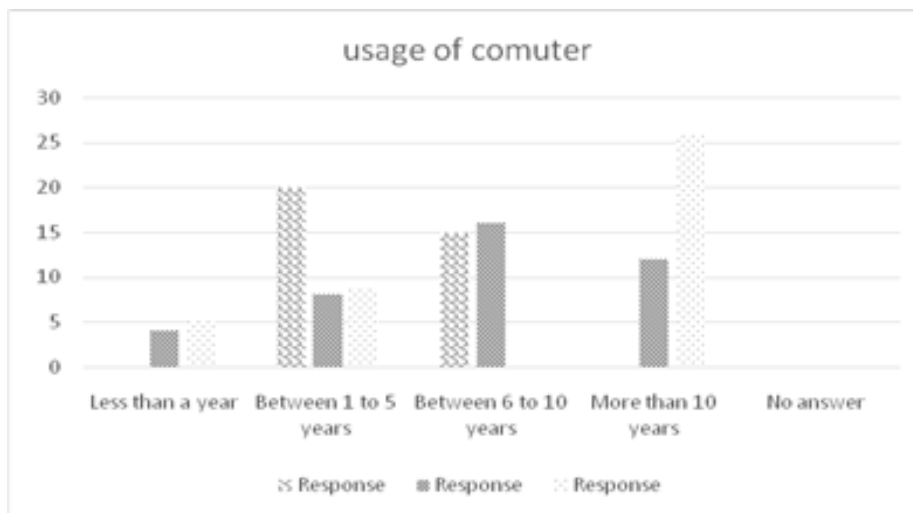
From the above two figures it can be inferred that in-service teachers were spending between one to five hours per week since past ten years, which is more than the time spend by pre-service teachers and students. This is interesting in the light of the fact that only 20% of the in-service teachers reported their computer to be a family computer.

Objective 3

Computer competency of students, pre-service teachers and in-service teachers.The computer competency of participants, was gauged in terms of their word processing skills, preparing power point presentations and in installing software.

Figure 5: Competency in computer
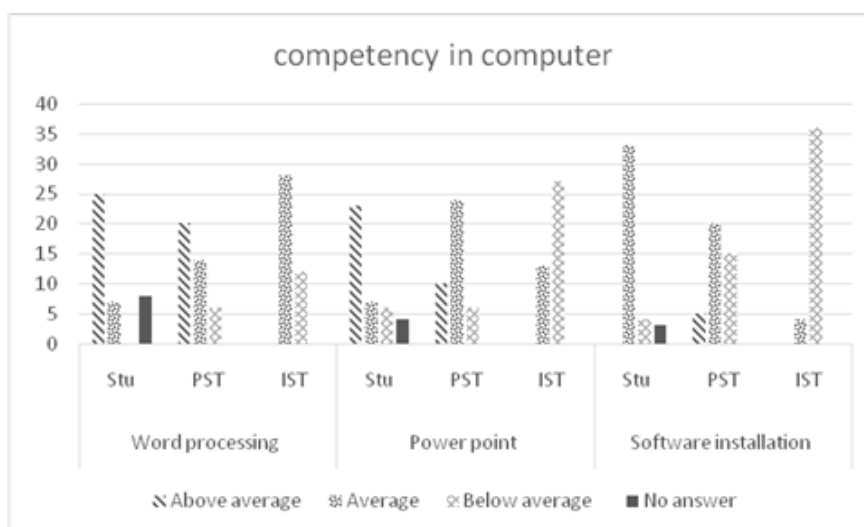
The participants were asked to rate their word processing, power point and software installation skills as above average, average and below average. The figure above reveals that more in-service teachers rated their software installation skills to be below average whereas they rated their word processing skills to be average. Students and pre-service teachers rated their word processing and power point skills as above average.However, a greater number of students than pre-service teachers made this claim.

Objective 4

past experience of students, pre-service teachers and in-service teachers with ICT

Past experience with ICT was studied with respect to online chatting, showing videos and using projector. Each participant was requested to report their comfort level with or without assistance in all the three dimensions studied.

Figure 6: Past-experience with ICT
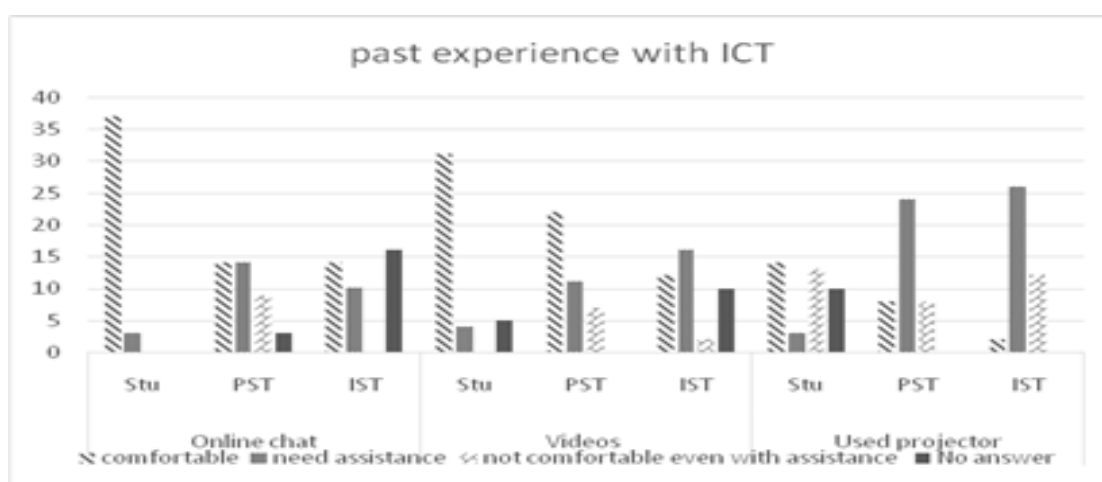
More students than the pre-service teachers and in-service teachers were reported comfortable in online chat without assistance.More in-service teachers, than the pre-service teachers required assistance in using projector. Comparatively more pre-service teachers reported to be not comfortable even with assistance in showing videos.The participants were asked to report their comfort level in online chatting with formal contacts such as students, officials and colleagues. Apart from these three dimensions the teachers were also asked to report their comfort with assessing students' performance using keyboard inputs instead of paper pencil test. The table below presents the responses of the pre-service and in-service teachers.

Table 4 Responses of the pre-service and in-service teachers.

Response	Frequency	
	PST	*IST*
Highly comfortable	16	7
Need assistance	14	20 (50 %)
not comfortable even with assistance	07	0
No answer	3	13

More in-service teachers reported to be needing assistance than pre-service teachers in online assessment whereas only 17 % in-service teachers in contrast to 40% pre-

service teachers claimed to be highly comfortable with the online mode of assessing students.

Objective 5

Familiarity of students, pre-service teachers and in-service teachers with FOSS

The familiarity with FOSS was studied in terms of recognizing example of FOSS and whether the participants have heard about FOSS prior to participation in the present study, and whether FOSS is free to use or free of cost. The responses of the participants is presented in the figures below—

Figure 7: Familiarity with FOSS
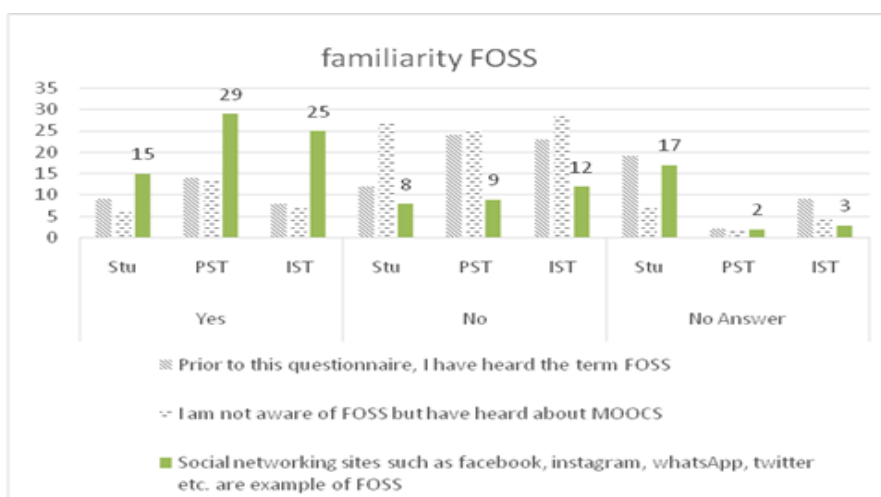
More pre-service teachers than the in-service teachers and students have reported to have heard of the term FOSS prior to participating in the present research. Almost all categories of respondents were found to be lacking clarity regarding examples of FOSS. More than 62 % of all three categories of respondents reported that their familiarity with MOOCS. he figure below, presents the participants responses regarding what they understand about FOSS i.e. whether it is free to use or free of cost or both.

Figure8: Foss Acronym
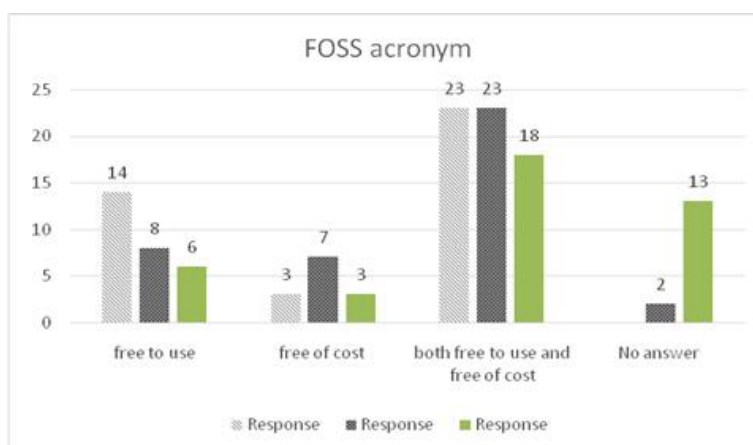
Most of the respondents, in all the three categories, correctly identified that FOSS is both free to use as well as free of cost software. However, their familiarity with

FOSS failed to correctly identify the examples of FOSS from the given list, as indicated by the table below—

Table 4: Responses on Examples of FOSS

Response	Frequency		
	Stu	*PST*	IST
Audacity	2	6	2
Geogebra	3	8	10
Scratch	0	2	0
Marble	0	3	0
Avagadro	2	5	0
Google drive	4	19	10
Google documents	30	12	10
No answer	0	8	5

Google documents and google drive emerged as the popular choice among PST and IST as example of FOSS. The students (75%) identified google drive as example of FOSS however they didn't appear to be so sure of google drive.

Objective 6

Intent and benefits of using FOSS by pre-service teachers and in-service teachers in the teaching learning

Both group of teachers were asked to report how they would like to use FOSS while engaging with students. Majority of PST and IST reported that they will use FOSS in making teaching learning interesting.

Figure 9: FOSS in Classroom
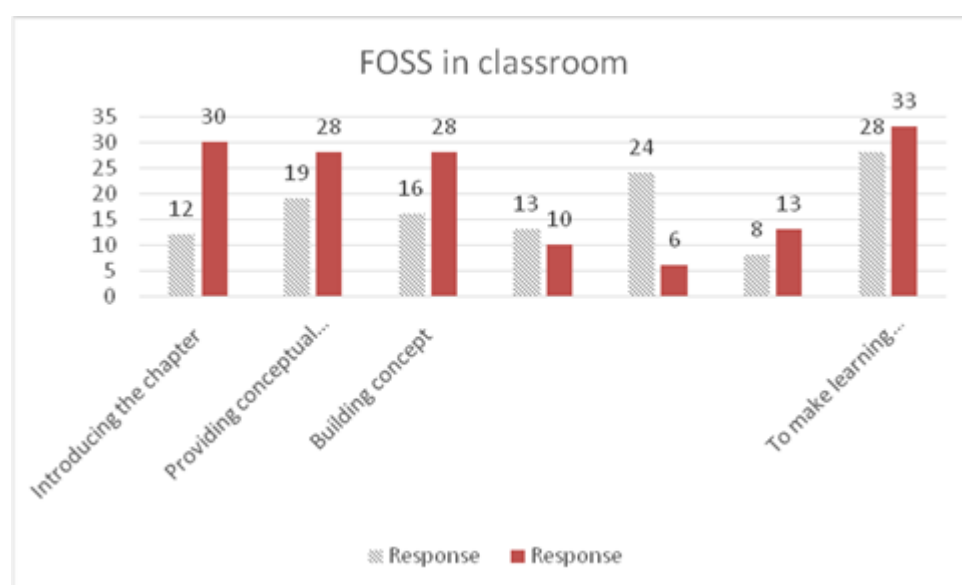
Comparatively more IST showed their intent in using FOSS while introducing the chapter, building concepts, providing conceptual clarity and in providing drill and practice. Next the participating teachers reported the perceived benefits of using FOSS in education. Their responses are tabulated next.

Table 4: Responses on perceived benefits of FOSS

Response	Frequency	
	PST	*IST*
Increase my workload	**08**	**0**
Not be feasible due to practical issues like lack of access at home and school for students and teachers	**06**	**27 (67%)**
Facilitate addressing individual educational needs	**34 (85%)**	**30 (75%)**
Enhance student's motivation	**18**	**3**
Decrease my workload	**12**	**6**
Help me reach every student	**14**	**28(70%)**
Bring ease in reinforcement of previous knowledge	**08**	**26**
Improve student's attendance	**20**	**28(70%)**
Improve students' interaction in teaching learning process	**36 (90%)**	**30 (75%)**
Improve student's academic performance	**28(70%)**	**29**
Classroom management will become better	**10**	**12**

Facilitating addressing individual needs emerged as major benefit of using FOSS, among both PST (85%) and IST (75%).Enhancing students' motivation was identified by PST as significant benefit of using FOSS whereas 67% IST reported that use of FOSS may not be feasible due to practical issues like lack of access at home and school for students and teachers.At the same time PST (90%) and IST (75%) identified that FOSS has a potential of improving students' interaction during teaching learning process.

Objective 7

Perceived difficulties in using FOSS by pre-service teachers and in-service teachers in the teaching learning the PST reported lack of technical support and lack of appropriate training as major challenges. In addition to these, the IST perceived lack of infrastructure, difficulty in classroom management and difficulty in integrating the syllabus with FOSS as perceived difficulties.

Figure 10: FOSS Changes
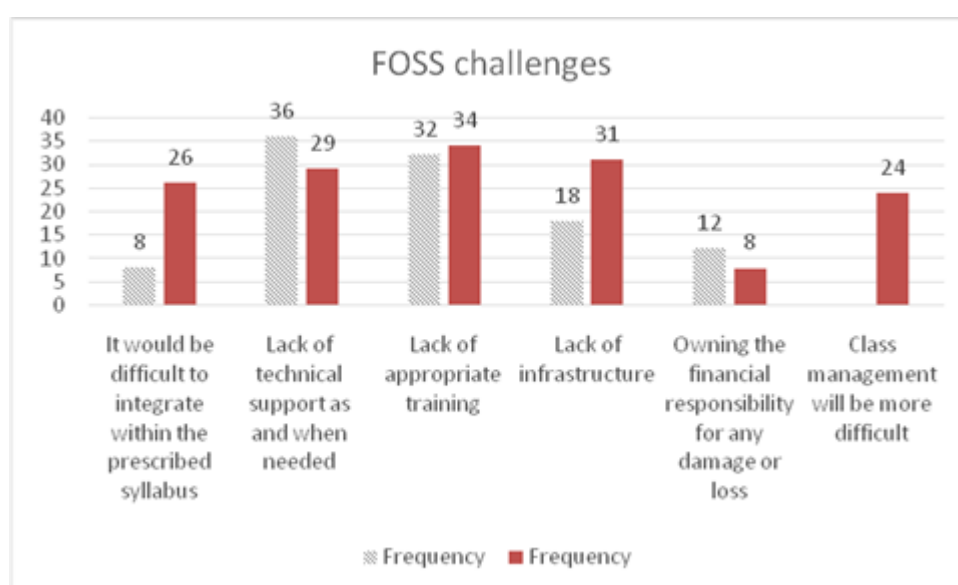
Objective 8

Benefits of FOSS based classes, perceived by students. Students were requested to report the benefits, if their teachers start teaching using FOSS. The table below presents the responses given by students.

Table 6Students response on benefits of FOSS

Response	Frequency
Make me want to attend school regularly	5
Make learning fun	33 (82%)
Make doing homework easy	7
Improve my academic performance	6
Make me focus more on academics	1

Majority students recognizes that use of FOSS by teachers in the classroom will make the learning fun. This question in the student survey was similar to the survey item for IST and PST where they were requested to report the benefit of using FOSS.The PST teachers reported that FOSS will improve students' performance.

Major Findings:

- More pre-service teachers' own a personal computer (PST=92%, IST =85%, Stu=67%).
- This computer was reported to be family computer by the participants (PST=80%, IST =20%, Stu=77%)
- Three groups reported access to internet at home (PST=87%, IST =87%, Stu=90%)
- None of the participating students were using internet for learning and very few reported that they were using net for social interaction
- Both pre-service and in-service teachers reported using internet for teaching learning, and social interaction
- Maximum time spend by participants per week with computer lies between 1 to 5 hours
- Students reported to have been using computer since last five years,
- whereas in-service teachers reported that they were using computers for more than ten years
-

- Students and pre-service teachers rated their word processing and power point skills as above average
- In-service teachers rated their software installation skills to be below average
- whereas they rated their word processing skills to be average
- More students than the pre-service teachers and in-service teachers were reported comfortable in online chat without assistance
- More in-service teachers, than the pre-service teachers required assistance in using projector
- in-service teachers reported to be needing assistance than pre-service teachers in online assessment whereas only 17 % in-service teachers in contrast to 40% pre-service teachers claimed to be highly comfortable with the online mode of assessing students
- More than 62 % of all three categories of respondents reported that their familiarity with MOOCS rather than FOSS
- Most of the respondents, in all the three categories, correctly identified that FOSS is both free to use as well as free of cost software
- Google documents and google drive emerged as the popular choice among PST and IST as example of FOSS. The students (75%) identified google drive as example of

FOSS however they didn't appear to be so sure of google drive

- Facilitating addressing individual needs emerged as major benefit of using FOSS, among both PST (85%) and IST (75%)

- The PST reported lack of technical support and lack of appropriate training as major challenges. In addition to these, the IST perceived lack of infrastructure, difficulty in classroom management and difficulty in integrating the syllabus with FOSS as perceived difficulties

- Majority students recognizes that use of FOSS by teachers in the classroom will make the learning fun

Conclusion:

The significant stakeholders of school education are the students, the teachers in service at the school and the future teachers, who are being trained at teacher education institutions. In the era of technology and virtual world, education is also gradually adopting the ways of technology. The question, however is regarding, the readiness as well as intent of stakeholders in changing the traditional ways of classroom. The present paper studied these significant stakeholders' access to computer and internet, usage of computer, proficiency in computer skills, familiarity with FOSS, perceived benefit and challenges of using FOSS in teaching learning. The data analysis, led to the conclusion that, the stakeholders not only, have access to computer and internet but are also found to be proficient in usage of

- At the same time PST (90%) and IST (75%) identified that FOSS has a potential of improving students' interaction during teaching learning process

computer. There seems to exist intent for using FOSS in the teaching learning however the challengeswere perceived as lack of appropriate training, infrastructure, and aligning the prescribed syllabus with the FOSS. All stakeholders are in favor of using FOSS in schools and understand its benefits.

The road ahead for ICT in education seems shiny but full of big small barriers that need careful planning and timely action.

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A CRITICAL EVALUATION OF TRAINING AND DEVELOPMENT PROGRAMS OF JINDAL STEEL AND POWER LTD

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Abstract

Employees are major assets of any Organisation. The active role they play towards a company's success cannot be underestimated. As a result, equipping these unique assets through effective training becomes imperative in order to maximize the job performance. Also position them to take on the challenges of the today's competitive business climate. There is no doubt that Organisations worldwide are striving for success and out-competing those in the same industry. In order to do so, Organisations have to obtain and utilize its human resources effectively. Organisations need to be aware of face more realistically towards keeping their human resources up-to-date. Training and development has the distinct role in the achievement of an organisational goal by incorporating the interests of organisation and the workforce. Now a days training is the most important factor in the business world because training increases the efficiency and the effectiveness of both employees and the organisation. Training also has impact on the return on investment .Training and development are seen as a major element to high productivity and quality performance. This study will present an overview of T & D practices in JSPL and identify areas that need attention of T & D managers and academicians.

Keywords : Training and Development , Organisation , Workforce , Productivity

Introduction:

Training refers to the acquisition of knowledge, skills and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. In recent years, Training and Development (T & D) has emerged as a distinct area of concern in organizations. The need for improved productivity in organisations has become universally accepted and that it depends on efficient and effective training However, the need for organisations to embark on staff development programme for employees has become obvious.

Absence of these programme often manifest tripartite problems of incompetence, inefficiency and ineffectiveness. So,Training and Development aim at competences such as technical,human,conceptual and managerial for the furtherance of individual and organisational growth.Training evaluation is a continual and systematic process of assessing the value or potential value of a training program, course, activity or event.

It is important to not ignore the prevailing evidence on growth of knowledge in the business world in the last decade. This growth has not only been brought about by improvements in neither technology nor a combination of factors of production but increased efforts towards development of Organisational human resources. It is, therefore, in every Organisations responsibility to enhance the job performance of the employees and certainly implementation of training and development is one of the major steps that most companies need to achieve this. As is evident that employees are a crucial resource, it is important to optimize the contribution of employees to the company aims and goals as a means of sustaining

effective performance. This therefore calls for managers to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions.

Bearing in mind that human resources are the intellectual property of the firm, employees prove to be a good source of gaining competitive advantage, and training is the only way of developing Organisational intellectual property through building employees competencies. In order to succeed, organisations have to obtain and utilize human resources effectively. Organisations ,therefore, need to design its human resource management in ways that fit into the Organization structure as this it will make the Organisations achieve their goals and objectives. Moreover, it is also important for Organisations to assist their workforce in obtaining the necessary skills needed and, increase commitment.

Analysis of Training Needs:

Training Needs Analysis is the formal process of identifying the training gap and its related training need. Training analysis as a process often covers:

- Review of current training
- Task analysis (of new or modified system)
- Identification of training gap
- Statement of training requirements
- Assessment of training options
- Cost benefit analysis of training options

Training Analysis is most often used as part of the system development process. Due to the close tie between the design of the system and the training required, in most cases it runs strategically alongside the development to capture the training requirements.

Competency Model:

A Competency model is a structural framework of competencies pertaining to a class of functional areas or a collection of different functional areas (in case of a generic nature).

A Competency model comprises basically of four areas of competence attributes:

i. **Personal Attributes:** Insight, values, integrity, interpersonal orientation, communication/ presentation skills etc.
ii. **Leadership Qualities:** Strategic thinking, facilitating, coaching, conceptual skills etc.
iii. **Broad Business Perspective:** Organization/industry knowledge, consulting, networking etc.
iv. **Functional Expertise:** Technical skills, specialization etc.

The relative importance of these attributes varies according to the role/responsibility/position held by an employee in the organizational hierarchy. These attributes are clearly defined in the competency dictionary of an organization.

Competency Mapping:

Competency mapping is the process of identifying the competencies critical to successfully perform in a given job, role or a set of tasks at a given point of time & subsequently finding the differences of the existing & the required levels of proficiency. A Competency map is a vital tool which aids in decision making in vital HRM functions viz. manpower planning, recruitment, performance management, internal mobility, training & development, career & succession planning.

Literature Review:

Training and Development (T & D) is the framework for helping employees develop their personal and organizational skills, knowledge, and abilities. Training and Development includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organization development. (Short, D. C., Brandenburg, D. C., May, G. L., & Bierema, L.

L.; 2002), Training and Development (T & D) is the framework for helping employees develop their personal and organizational skills, knowledge, and abilities. Training and Development includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organization development. (Chermack, T. J., & Lynham, S. A.; 2002). Tarnopol, in his article, has suggested that the employee-attitude survey could be done on before and after basis. He also used some neutral questions (not related to the study) in the questionnaires to evaluate the training programmes. Based on his study Jain, R. K.8 (1970), suggested that training programmes must be conducted in depth on subject matters. The subject matters should be related to the present situation and requirements of the organisation. Only then would the training programme would be effective. Brinkerhoff R had suggested that training evaluation should collect data to decide what is needed, what was working, how to improve programme, and what has happened as a result. They also informed that evaluation is the systematic inquiry into training contexts, needs, plans, operations and effects and it should be linked to HR programming-planning, delivering, and recycling.(R. Brinkerhoff, "Making Evaluation More Useful", Training and Development Journal, 35, 12, 1981, pp.66-70)

DISCUSSIONS:

Training and development at JSPL
JSPL is highly committed to acquiring the best talent from the industry and nurturing & developing human assets to enhance its own function. It is vital that the selection procedure of the human assets be such that the Company is able to select the best talent. In accordance with its objectives of creating a pool of skilled and capable employees, Jindal Lead Management Group (JLMG) has been introduced in the Company.

Key drivers that will help JSPL to thrive in the future with changing technologies and people :

- They value "Their Values" and live them every day in all their actions
- Constantly nurture our top talent and give them increasing levels of responsibility
- Create a high performance culture and a sense of urgency
- Lead by example ensuring meritocracy, strategic thinking, innovation and a constant drive for excellence
- Constantly endeavor to add functional expertise across the group and build "ownership" mindsets.

Training objectives of JSPL:

- To integrate organizational and individual developmental needs.
- To develop critical competence and skills, based on organizational functional requirements.
- To bring uniformity in matters of training strategy i.e. training plan training resources, training implementation and training evaluation in all the units of the organization.
- Ensure value addition through training to the overall business process.
- Enable employees to keep abreast with the latest knowledge and skills and enable them to undertake current and future responsibilities in a more effective manner.
- Provide linkage between the different functionaries of training activity.
- Provide linkages of training activity with overall human resource function.
- Enhance employees' performance.
- Addressing potential gaps.
- Increase employees' motivation.

- **Design & develop training mediums and training programs.**

Training specifications:

Top management of JSPL determines the training details like how many in-house and external programs? Top management also determine the training inputs for maximum effectiveness such as- What are the facilities, skills of training to be used for different types of programs?

JSPL design training mix :

- **Functional training – Internal to external ratio 1:4**

- **Behavioral training –Internal to external ratio 4:1**

Training Strategy Blueprint of JSPL:

A compelling business strategy can be translated into breakthrough business results only if the organization builds the requisite people capability to ensure achievement of business goals while ensuring high commitment level of employees. JSPL has a well developed Learning Capability Model which represents the robust training strategy of JSPL & its alignment with business strategy.
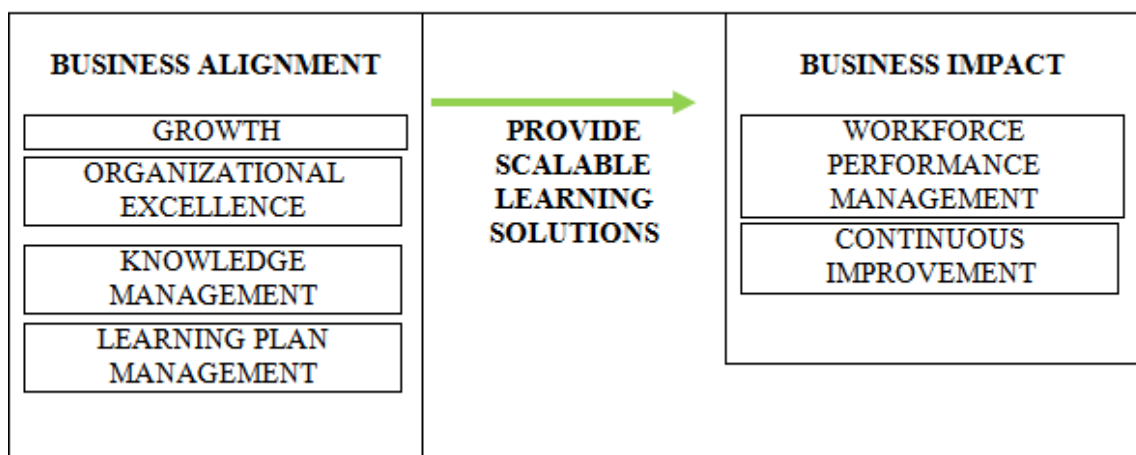

Fig 1: JSPL learning capability model

Fig:2 JSPL training strategy model
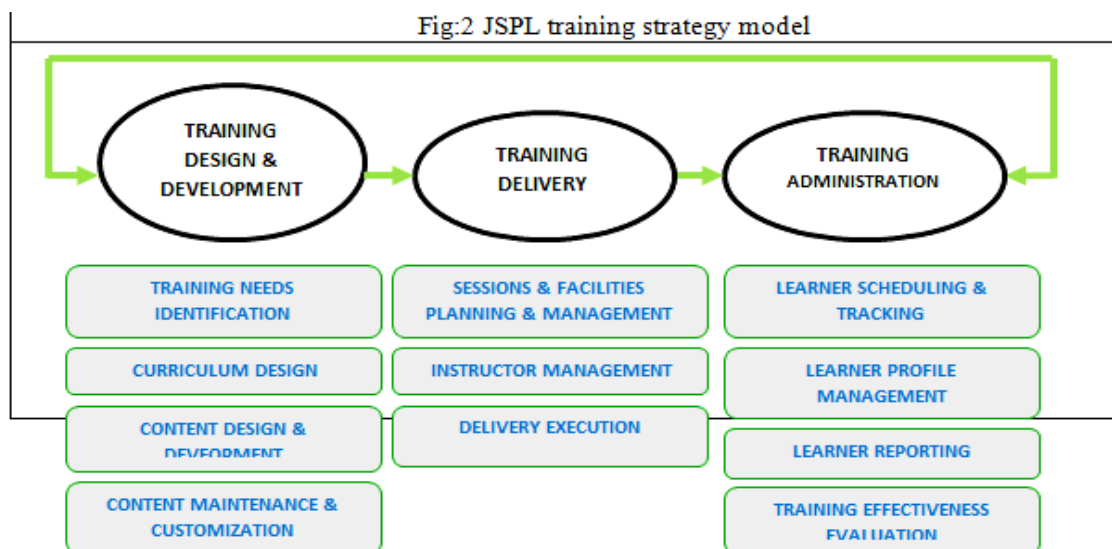
The Stages of Effective Training & Development Program

1. **The Evaluation/ understanding of the present level of proficiencies of the employees. The identification & analysis of training needs in various functional areas/aspects.**
2. **The design & establishment of the education & training system**
for the achievement of the respective proficiency levels.
3. **The effective deployment of the education & training system.**
4. **The design & establishment of a continuous proficiency development system.**
5. **Creation of an environment for effective self-development.**
6. **The evaluation & improvement of the program & futuristic planning.**

Fig 3:   The Competency Model for Improving Organizational Performance by T & D

Tier 4

| Leadership | Developing others | Creativity/ innovation | Entrepreneurial abilities | Processes improvement skills |

Tier 3

| Safety & health management skills | Adherence to 5S process | Autonomous maintenance | Planned maintenance | Quality maintenance |

Tier 2

| Technical expertise | Analytical skills/ability | Problem solving | Planning | Result orientation |

Tier 1

| Interpersonal awareness | Interpersonal effectiveness | Persuasive Communication | Integrity | Business knowledge |

The generic competency model (named 'Competency Model One') designed for Jindal Steel & Power Limited, comprises of four-tiers of competencies for Improving Organizational Performance by following Training & Development techniques. Each tier includes a set of related competencies. The four tiers of the model are divided into blocks representing the knowledge, skills and/or abilities of the employees essential for successful performance in the specified job-positions. The model is predominately dynamic & generic in nature whose framework can easily be modified, reconstructed & validated by the concerned managers according to the changes in priorities, strategies & needs of business. Also, the model can be redesigned for specific positions by editing the competency dictionary or the inclusion of specific competency blocks in the model pertaining exclusively to designated

Conclusion:

Many organizations have come to the realization of the importance of the role of training and development programs as it increases the organization's staff efficiency, skills and productivity. In order to achieve the benefits of training initiative, JSPL should ensure that the following are instituted at the work place. First, identification of training needs should be done more professionally in conjunction with the line manager as well as the individuals involved together with the HR personnel. Everyone involved should agree exactly to what the trainees are lacking, for instance what skill is needed, and what attitudes need to be changed toward work performance. The need identified should emanate from JSPL strategic plan, which also cover departmental/sectional/teams and individual plans. Secondly, JSPL should see learning, training and development as well as training's objectives, plan, implementation and evaluation as a continuous process for organizational development and survival. Organizational career planning involves matching an individual's career aspirations with the opportunities available within the

organization. Thirdly, for career management to be successful in JSPL, both the management and employees must assume equal share of the responsibility for it. Employees must identify their aspirations and abilities, and through counseling recognize what training and development needs are required for a particular career information and training to its employees. Development and succession planning will also play a great role. Career progressions projection plans and training and development projections should be made available to each employee. Motivation generally seeks to boost employees' morale to work hard and thus increase productivity. Motivation include both extrinsic, such as more pay, allowance, fringe benefits, and intrinsic such as recognition, appreciation, acceptance by fellow workers, opportunities for promotion, career development and consultation for important matters. Morale on the other hand increases productivity indirectly by reducing absenteeism, accidents, employee turnover and grievances. This means that the workforce can never develop in an organization where there is low morale and lack of motivation because motivation as these leads to job satisfaction, which in turn leads to development. Finally, it is vital to monitor and evaluate training in order to assess its effectiveness in producing the learning outcomes specified when the training intervention is planned, and to indicate where improvements or changes are required to make the training even more effective. The basis upon which each category of training is to be evaluated should be determined at the planning stage while considering how the information required to evaluate learning events would be obtained and analyzed.

Suggestions:

1. JSPL should establish the T & D professionals as key players in the development of organizational strategy. The T & D practitioners must demonstrate how and what they do correlates with the

productivity and welfare of the company.

2. It should give more focus on demonstrating impact and utility so that it not only lead to greater overall influence of T & D in JSPL but will strengthen T & D's reputation as a legitimate profession.

3. It should link the learning and human process to performance and measure learning, human process, and the resulting change in performance that are crucial for the JSPL. Well-designed studies linking learning to productivity will be critical to these efforts.

4. It should recognized more precisely T & D functions by top management as a major part of the global development strategy of the company and seen as an investment rather than a cost.

5. JSPL improves the efficiency of employees, checks monotony at work, better communication, and development of mutual cooperation and creativity of all the members through the better T & D practices of JSPL.

6. JSPL enable employee in an organisation to self-actualise through a systematic approach by which their existing talents are further developed.

7. JSPL should help employees to know their strengths and weaknesses and enable them to improve their performance.

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<u>Jharkhand</u>
Hul Diwas Special
(30 June 2019)
Tribute to Santhal Rebellion

The Santhal rebellion commonly known as Santhal Hool, was a native rebellion in present-day Jharkhand, in eastern India against both the British colonial authority and zamindari system by the Santhal people. It started on June 30, 1855 and on November 10, 1855 martial law was proclaimed which lasted until January 3, 1856 when martial law was suspended and the movement was brutally ended by troops loyal to the British. The rebellion was led by the four Murmu Brothers - Sidhu, Kanhu, Chand and Bhairav.

The uprising of the Santhals began as a tribal reaction to end despotic British revenue system, usury practices, and the zamindari system in India; in the tribal belt of what was then known as the Bengal Presidency. It was a revolt against the oppression of the colonial rule propagated through a distorted revenue system, enforced by the local zamindars, the police and the courts of the legal system set up by the British.

Before the British advent in India, Santhals resided in the hilly districts of Manbhum, Barabhum, Chhotanagpur, Palamau, and Birbhum. They lived an agrarian lifestyle, by clearing forest patches, cultivation and hunting for subsistence. But as the agents of the new colonial rule claimed their rights on the lands, the Santhals retreated to the hills of Rajmahal. After a brief period, the British operatives with their native underlings i.e. the local landlords lay claim on this new land as well. Zamindars and the money lenders allured them by goods lent to them on loans, through corrupt practices of the money lenders, the loan grew to prohibitive proportions, for repaying which entire family had to work as bonded labourers. This dispossession turned the Santhals into rebels and finally they took an oath to launch an attack on the ruling authority, i.e. the British.Rebellion

On 30 June 1855, two Santal rebel leaders, Sidhu and Kanhu Murmu, mobilized ten thousand Santhals and declared a rebellion against British colonists. Sidhu Murmu had accumulated about ten thousand Santhals to run parallel government against the British rule. The basic purpose was to collect taxes by making his own laws.

Soon after the declaration, the Santhals took to arms. In many villages the Zamindars, money lenders and their operatives were put to death. The open rebellion caught the British Government by surprise. Initially a small contingent was sent to suppress the rebels but it could not succeed and this further fueled the spirit of the revolt. When the law and order situation was getting out of hand the British Government finally took a major step and sent in a large number of troops assisted by the local Zamindars and the Nawab of Murshidabad to quell the Rebellion. British Government had announced an award of Rs. 10,000 to arrest Sidhu and his brother Kanhu Murmu.

A number of skirmishes occurred after this which resulted in large number of casualties for the Santhals. The primitive weapons of the Santhals, weren't a match against the musket and cannon firepower of the British. Troop detachments from the 7th Native Infantry Regiment, 40th Native Infantry

and others were called into action. Major skirmishes occurred from July 1855 to January 1856, in places like Kahalgaon, Suri, Raghunathpur, and Munkatora.

The revolt was brutally crushed, the two celebrated leaders Sidhu and Kanhu were killed. Elephants supplied by the Nawab of Murshidabad were used to demolish Santhal huts and likewise atrocities were committed by the British army and its allies in suppressing the Rebellion. Of the 60,000-odd tribesmen who had been mobilised in the rebellion, over 15,000 were killed, and tens of villages were destroyed. They did get the support of Gwalas (milkmen) and Lohars (blacksmiths).

Although the Rebellion was crushed with a heavy hand, some British army officers like Major Jervis who observed-

"It was not war; they did not understand yielding. As long as their national drum beat, the whole party would stand, and allow themselves to be shot down. Their arrows often killed our men, and so we had to fire on them as long as they stood. When their drum ceased, they would move off a quarter of a mile; then their drums beat again, and they calmly stood till we came up and poured a few volleys into them. There was not a sepoy in the war who did not feel ashamed of himself."

Charles Dickens in Household Words wrote-

"There seems also to be a sentiment of honour among them; for it is said that they use poisoned arrows in hunting, but never against their foes. If this be the case and we hear nothing of the poisoned arrows in the recent conflicts, they are infinitely more respectable than our civilised enemy, the Russians, who would most likely consider such forbearance as foolish, and declare that is not war."

Although its impact was largely overshadowed by that of the other rebellion, the Indian Rebellion of 1857, the legend of the Santhal Rebellion lives on as a turning point in Santhal pride and identity. This was reaffirmed, over a century and a half later with the creation of the first tribal province in independent India, Jharkhand.

Santhal Pargana was created by the Government and Santhal Pargana Tenancy Act was passed.

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INDIAN UNION BUDGET 2019-20

Budget at a Glance

(In ₹ crores)

	2017-2018 Actuals	2018-2019 Budget Estimates	2018-2019 Revised Estimates	2019-2020 Budget Estimates
Revenue Receipts	1435233	1725738	1729682	1962761
Tax Revenue (Net to Centre)	1242488	1480649	1484406	1649582
Non Tax Revenue	192745	245089	245276	313179
Capital Receipts ¹	706740	716475	727553	823588
Recovery of Loans	15633	12199	13155	14828
Other Receipts	100045	80000	80000	105000
Borrowings and Other Liabilities²	591062	624276	634398	703760
Total Receipts (1+4)	2141973	2442213	2457235	2786349
Total Expenditure (10+13)	2141973	2442213	2457235	2786349
On Revenue Account	1878833	2141772	2140612	2447780
of which				
Interest Payments	528952	575795	587570	660471
Grants in Aid for creation of capital assests	191034	195345	200300	207333
On Capital Account	263140	300441	316623	338569
Revenue Deficit (10-1)	443600 (2.6)	416034 (2.2)	410930 (2.2)	485019 (2.3)
Effective Revenue Deficit (14-12)	252566 (1.5)	220689 (1.2)	210630 (1.1)	277686 (1.3)
Fiscal Deficit [9-(1+5+6)]	591062 (3.5)	624276 (3.3)	634398 (3.4)	703760 (3.3)
Primary Deficit (16-11)	62110 (0.4)	48481 (0.3)	46828 (0.2)	43289 (0.2)

¹ Excluding receipts under Market Stabilisation Scheme

² Includes drawdown of cash Balance

Notes:

(i) GDP for BE 2019-2020 has been projected at ₹ 21100607 crore assuming 12.0 % growth over the estimated GDP of ₹ 18840731 crore for 2018-2019(RE).

(ii) Individual items in this document may not sum up to the totals due to rounding off

(iii) Figures in parenthesis are as a percentage of GDP

Source https://www.indiabudget.gov.in/budgetglance.php