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Editorial

I am very happy to dedicate Year 8: Volume 6: Issue 43 of Jamshedpur Research Review to you. With this issue, we are going to enter the ninth year. The journey so far has been very successful. During the period access to Jamshepur Research Review has reached every corner of the country. It is a matter of pride for us that till now we have continued our publication without any hindrance. Today, it is difficult to remain alive in front of the online media. The print journals are being closed one by one. Online journals are replacing them quite easily. But Jamshedpur Research review is standing strongly in this devastating storm. The real strength of this achievement is our authors and readers. As a publisher, we can never fulfil our responsibilities without their cooperation.

In this issue, eighteen research papers have been published covering areas related to economy, social science, literature, business, history etc., which have been finalized after much analysis. We have paid special attention to the PhD researchers this time.

Our next issue, that is 44th issue will be published in January month of 2021. 30 December 2020 is the last date to sending research paper for this issue.

We hope that the blessings of all your readers, writers and researchers will always be on us.

With best wishes

Sincerely yours

Editor



[Signature]
Editor 28/11/2020
Jamshedpur Research Review
Jamshedpur-831005

(Dr. Mithilesh Kumar Choubey)

Date : 28 -11-2020

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WOMEN EMPOWERMENT THROUGH KANYASHREE PUBLIC SERVICE IN NADIA DISTRICT OF WEST BENGAL

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Abstract- The past few decades have witnessed a rapid increasing awareness of the need to empower women through measures to increase social, economic and political equity and broader access to fundamental rights. In this study, an attempt has been made to assess the perception about empowerment of women through the specific public service called 'Kanyashree Prakalpa'. For this study, one specific C.D. block namely Chakdaha of Nadia district of West Bengal has been chosen for intensive quality survey. During survey, a structured schedule containing 28 different questions is placed before the respondent female students who have received the scholarship from Kanyashree Prakalpa. After a brief analysis, the onetime scholarship of Rupees twenty five thousand was mostly spent for the cause of higher education. The analysis of the data also make it understand that the perception about women empowerment is largely depend on the acquiring of higher education, making of own decision, financial and social upliftment and finally the employment. Such a study would able to understand the meaning and reality of women empowerment prevailing in the society.

Key words: Women empowerment, Public service, Kanyashree Prakalpa, Social upliftment, etc.

Introduction- According to Makwana (2012), women empowerment appears to be a much publicized topic of the 21st century. Empowerment includes the overall development in view of education, employment, legislative powers, decision making power, health & public awareness. Empowerment is a process and is therefore not something which is given to the public. The Article 15 vide section 3 of the Indian Constitution empowers the state to make special provisions for women and children within the frame work of the fundamental rights. Article 15 prohibits discrimination on the grounds of sex, religion, race, etc. Article 16(1) of Indian constitution and Article 16(2) emphasizes equal opportunities for all in the matter of employment and prohibits discrimination in employment. In the nutshell the constitution of India has given the legal safeguards for Indian women vide Article 14, Article 15(1), Article 15(3), Article 16, Article 36(a), Article 39(d), Article 42, Article 51-A(e) and inter alia. But even after 64 years of independence, it is revealed from the census data of 2011 that there is a sharp difference of

16.68 per cent between male and female literacy predicted that the GDP of India will be more than 27% if the 50 per cent of women be economically empowered.

Literature review- Empowerment may be defined as the process of removing the factors which cause the powerlessness. Empowerment has been used to represent a wide range of concepts and to describe a proliferation of outcomes. The term has been used more often to advocate for certain types of policies and intervention strategies than to analyse them, as demonstrated by a number of documents from the United Nations (UNDAW 2001; UNICEF 1999). Kabeer (2001), whose definition is the most widely accepted, defines empowerment as "the expansion of people's ability to make strategic life choices in a context where this ability was previously denied to them".

Bennett (2002) described empowerment as "the enhancement of assets and capabilities of diverse individuals and groups to engage, influence and hold accountable the institutions which affect them." Keller and Mbewe

(1991) described women empowerment as “a process whereby women become able to organize themselves to increase their own self-reliance, to assert their independent right to make choices and to control resources which will assist in challenging and eliminating their own subordination”. The core of the meaning of women empowerment lies in the ability of a woman to control her own destiny. Almost all definitions of women empowerment include some reference to an expansion of choice and freedom to make decisions and take the actions necessary to shape life-outcomes (Malhotra and Schuler 2005).

Moser (1993) focused on the interrelationship between gender and development, the formulation of gender policy and the implementation of gender planning and practices. The work of Shields (1995) provided an exploratory framework to understand and develop the concept of empowerment both from a theoretical and practical perspective with a particular focus on women's perception of the meaning of empowerment in their lives. Anand and Sen (1995) tried to develop a measure of gender inequality. Pillariseti and Gillivray (1998) mainly emphasized on the methodology of construction, composition and determinant of GEM. Bardhan and Klasen (1999) criticized GEM as an inadequate index of measuring women empowerment at the aggregate level. Malhotra et al (2002) in their paper prepared for the World Bank highlighted methodological issues of measurement and analysis of women empowerment.

Chattopadhyay and Duflo (2001) in their paper used a policy of political reservation for women adopted in India to study the impact of women's leadership on policy decision. They found that women were more likely to participate in policy making process if the leader of the village community was happened to be women.

Mahanta (2002) sought to explain the question of women's access to or deprivation of basic human rights as the right to health, education and work, legal rights, rights of working women's, besides issues like domestic violence, all the while keeping the peculiar socio-cultural situation of the North East in

mind. A workshop organized in 2003 by the Institute of Social Sciences and South Asia Partnership, Canada addressed the issues like “Proxy Women” who after being elected to Panchayat bodies were merely puppets in the hands of their husbands, relatives and other male Panchayat members; and emphasized on training program for their capacity building.

Parashar (2004) examined how mother's empowerment in India is linked with child nutrition and immunization and suggested women to be empowered simultaneously along several different dimensions if they and their children were to benefit across the whole spectrum of their health and survival needs. Sridevi (2005) in her paper provided a scientific method to measure empowerment. Study of Cote de Ivoire revealed that increased female share in household income leads to increased spending on human development enhancing items (as quoted by Ranis and Stewart, 2005). Blumberg (2005) viewed that economic empowerment of women was the key to gender equality and well being of a nation. This would not only enhance women's capacity of decision making but also lead to reduction in corruption, armed conflict and violence against females in the long run.

Karat (2005) in her works discussed the issues of violence against women, their survival, political participation and emancipation. Panda and Agarwal (2005) focused on the factor like women's property status in the context of her risk of marital violence and opined that if development means expansion of human capabilities, then freedom from domestic violence should be an integral part of any exercise for evaluating developmental progress.

Desai and Thakkar (2007) in their work discussed women's political participation, legal rights and education as tools for their empowerment. Deepa Narayan (2007) made an attempt to measure women empowerment for different countries and regions by using self assessed points on a ten steps ladder of power and rights, where at the bottom of the ladder stood people who were completely powerless and without rights and on the top stood those who had a lot of power and rights.

Figueras (2008) in her work studied the effect of female political representation in State legislature on public goods, policy and expenditure in the context of India and opined that politician's gender and social position matters for policy.

Barkat (www.goodgovernance.org) while discussing the present status of women in Bangladesh opined that although women as mothers are held in high respect at the individual level, there was an unclear understanding of empowerment of women as a process of awareness and capacity building leading to greater participation in decision making and control over her own life. Thus, from the above review of literature it is evident that quite a number of studies have already been undertaken on women empowerment and related issues. The World Economic Forum (2005), in its first gender gap study placed India at 53rd position among 58 nations, which shows a significant gap in male and female achievements. In the same study, the rank of India in terms of political empowerment was 22 24th at both primary and grassroots level. The National Population Policy 2000 specifically identified the low status of women in India as an important barrier to the achievement of goals towards maternal and child welfare (G.O.I., 2000). NFHS-III (G.O.I., 2005-06) collected information on large number of indicators of women empowerment such as relative earnings of wives over their husbands', control over the use of these earnings, participation in household decision making, freedom of movement, gender role attitude, freedom from domestic violence, etc.

Development of Alternatives with Women in a New Era (DAWN) has identified six pre-requisites for empowerment namely: resources (finance), knowledge and technology, skill-training and leadership on one side, democratic process, dialogue, participation in policy and decision-making and techniques for conflict resolution on the other (Sen and Grown, 1988).

Moser (1989) emphasized that the "empowerment approach differs from the equity approach not only in its origins from the equity approach and structure of women's oppression it identifies, but also in terms of the

strategies it proposes to change the position of Third World women".

The concept of the empowerment of women as a goal of development projects and programmes has been gaining wider acceptance in the 1990s. According to Kate Young (1988) the concept of empowerment, as used by development agencies, refers mainly to entrepreneurial self-reliance. Taking a critical view of the use of empowerment terminology by development agencies, Young states the term echoes the general emphasis within the mainstream on unleashing the capacity of individuals to be more entrepreneurial and more self-reliant. It is closely allied to the current emphasis on individualistic values: people 'empowering themselves' by pulling themselves up by their bootstraps.

The core of the women's empowerment framework is its argument that women's development can be viewed in terms of five levels of equality, of which empowerment is an essential element at each level. The levels are welfare, access, conscientization, participation and control (Longwe, 1990). Keller and Mbewe (1991) defines empowerment as "a process whereby women become able to organise themselves to increase their own self reliance to assert their independent right to make choices and to control resources which will assist in challenging and eliminating their own subordination". This is a participatory process that begins at the levels of home and community. A women's movement of empowerment ultimately represents a challenge to the bureaucracy which is hierarchical, organised to impose decisions from the top down and is dominated by men anxious to preserve their power, both at home and in the larger society.

Sharma (1991) defines empowerment as 'a process aimed at changing the nature and direction of systematic forces, which marginalise women and other disadvantaged sections in a given context'. According to Marilee Karl (1995) "empowerment is a process both individual and collective, since it is through involvement in groups the people most often begin to develop their awareness and the ability to organise to take action and

bring about change". Women's empowerment can be viewed as a continuum of several interrelated and mutually reinforcing components. In short, empowerment is a process of awareness and capacity building leading to greater participation, to a greater decision-making power and control, and to transformative action.

Kiran Devendra (1994) empowerment of women means "equipping women to be economically independent, self-reliant, have a positive self-esteem to enable them to face any difficult situation and they should be able to participate in developmental activities and in the process of decision-making".

Empowerment is a process of awareness and capacity building leading to greater participation, to greater decision-making power and control, and to transformative action (Karl, 1995). Empowerment is "the process of challenging existing power relations and of gaining greater control over the sources of power".

In the post independent scenario, the Government of India as well as the provincial Governments implemented many programmes and/or skills like, amendment of Hindu Succession Act, 2005, formation of Self Help Group and subsequent empowerment of women, skill development programmes, Gender friendly Insurance Scheme, participation of women in Panchayat Raj Institutions, Gender Sensitization of trade policy, right to maintenance, Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), 2005, National Rural Livelihoods Mission (NRLM), erstwhile Swarnajayantee Gram Swarajgar Yojana (SGSY), Indira Awas Yojana (IAY), Total Sanitation Campaign (TSC), Rural Water Supply (RWS) and Rajib Gandhi Scheme for Empowerment of Adolescent Girls (RGSEAG), 2010. Kanyashree Prakalpa is one of the public services initiated by the Government of West Bengal in the year 2013. The principle objectives of Kanyashree Prakalpa are as follows –

Kanyashree Prakalpa seeks to improve the status and wellbeing of girls, specifically those from socio-economically disadvantaged families through Conditional Cash Transfers by:

- a) Incentivizing them to continue in education for a longer period of time, and complete secondary or higher secondary education, or equivalent in technical or vocational streams, thereby giving them a better footing in both the economic and social spheres.
- b) Disincentivising marriage till at least the age of 18, the legal age of marriage, thereby reducing the risks of early pregnancies, associated risks of maternal and child mortality, and other debilitating health conditions, including those of malnutrition.
- c) It was also decided that the Scheme should confer more than just monetary support; it should be a means of financial inclusion and a tool of empowerment for adolescent girls. The schemes benefits are therefore paid directly to bank accounts in the girls names, leaving the decision of utilization of the money in their hands.
- d) To reinforce the positive impact of increased education and delayed marriages, the scheme also works to enhance the social power and self-esteem of girls through a targeted behaviour change communication strategy. The communication strategy not only builds awareness of the scheme, but includes adolescent-friendly approaches like events, competitions and Kanyashree clubs, and the endorsement of strong women figures as role models to promote social and psychological empowerment.

As more and more girls remain in school, it is envisaged that they will use the opportunity to gain skills and knowledge that will help them become economically independent. Even if girls do get married soon after they turn 18, it is expected that their education and enhanced social and emotional development will give them a better foundation for in their adult lives. And over the time as entire generations of women enter marriages only after they have some degree of economic independence, it is expected that the practice of child marriage is completely eradicated, and women will attain their right to health, education and socio-economic equality.

In June, 2017 this public services had received the international recognition United Nations honours Kanyashree with highest public service award. Kanyashree was ranked the best among 552 such social sector schemes from across 62 countries that were nominated for the coveted award. The success of this public services is best on the following components :

- i. Improve lives and status of the adolescent girls in State.
- ii. Provide financial help to girls from disadvantaged families to pursue higher studies (now it will cover every girl from state).
- iii. Prevent child marriage.
- iv. Improved outcomes in terms of their health (especially facilitate the prevention of infant and maternal mortality). Contribute towards empowerment of girls in the state. Bring immeasurable benefits for the larger society as a whole.

Objective of the study

1. To study the socio economic condition of the people of the locality where the study has undertaken.
2. The factors responsible for the socio-economic condition

The Specific objectives of the study are as follows:

1. To study the different public services available before respondents.
2. To study the level of women empowerment prevailed in the study area.
3. To access the level of perception on Women Empowerment (Z) from different causal factors like Educational status (X₁), Age (X₂), Occupation of father (X₃), Monthly income of father (X₄), Average monthly family income (X₅), Regularity in attaining school/colleges (X₆), Distance of school/college from

home (X₇), Communication to school/college (X₈), Availability of Private Tuition (X₉), Reason behind Dropout (X₁₀), Year of association with Kanyashree (X₁₁), Availability of electricity in home (X₁₂), Access to open Bank Account (X₁₃), Availability of AADHAR Card (X₁₄), Family support towards continuation of education (X₁₅), Institutional support towards getting different public services (X₁₆) and Availability of public services other than Kanyashree (X₁₇).

4. To explore the effect of Kanyashree Prakalpa (Y).
5. To study the effect of Kanyashree from 17 independent variables as depicted in 3 above.

Methodology of the study

For this study one Community Development block namely Chakdaha of the district Nadia has been chosen. For qualitative study, we selected 50 girls who were already received the financial assistance from Kanyashree Prakalpa. During survey, data has been collected through structured and semi structured scheduled containing 28 questions. The data so collected have been analyzed through simple statistics like mean, average, and percentage as well as rigorous statistics like correlation and regression. The entire data were collected during August-October, 2018.

Findings

In this study we have selected perception on women empowerment (Z) as predictor variable.

(A) Perception on women empowerment from 17 independent variables.

Table 1 : Educational Status of the Respondents

H.S. pursuing	B.A. (General) Pursuing	B.A. (Honos.) pursuing	Graduate
37 (74%)	1 (2%)	11 (22%)	1 (2%)

While studying the perception of women empowerment through Kanyashree Public Service, seventeen variables like Educational status (X_1), Age (X_2), Occupation of father (X_3), Monthly income of father (X_4), Average monthly family income (X_5), Regularity in attaining school/colleges (X_6), Distance of school/college from home (X_7), Communication to school/college (X_8), Availability of Private Tuition (X_9), Reason behind Dropout (X_{10}), Year of association with Kanyashree (X_{11}), Availability of electricity in home (X_{12}), Access to open Bank Account (X_{13}), Availability of AADHAR Card (X_{14}),

Family support towards continuation of education (X_{15}), Institutional support towards getting different public services (X_{16}) and Availability of public services other than Kanyashree (X_{17}) have been taken into consideration. Out of the total respondents, 74 per cent qualified up to higher secondary examination, 2 per cent have been pursuing B.A. (General) examination, 22 per cent have been studying B.A. (Hons.) courses and 2 per cent of the total female respondents have passed Graduation with Honours. The average age of the respondent is 17.74 years.

Table 2 : Status of Attendance in School/College

Attending School/College Regularly	Attending School/College Irregularly
44 (88 %)	06 (12 %)

While asking the respondent as to whether they are regular in attending the schools and colleges, 88 per cent of the respondent replied that they are attending the schools/colleges

regularly and 12 per cent of the respondents affirmed that they are irregular in attending their schools/colleges.

Table 3 : Occupational Status of Parents

Cultivation	Small shop keeping	Small scale industry	Unskilled labour	Government sector	Do not attached any work
35 (70%)	9 (18%)	6 (12%)	4 (8%)	2 (4%)	6 (12%)

While placing the question before respondents about their parents' occupation, they answered that 70 per cent are attached with cultivations, 18 per cent are associated with small shop keeping, 12 per cent related

with small scale industry, 8 per cent are unskilled labour and 4 per cent attached with government sectors, 12 per cent of the respondents said their parents do not do any work.

Table 4 : Father's monthly income

Rs.2,000	Rs.3,000	Rs.4,000	Rs.5,000	Rs.6,000	Rs.7,000	Rs.10,000	Rs.25,000	No earning
12 (24%)	1 (2%)	9 (18%)	19 (38%)	1 (2%)	2 (4%)	3 (6%)	1 (2%)	2 (4%)

While inquire about their fathers' monthly income, 24 per cent of the total respondents replied that their father earn Rs. 2000/- (two thousand); 2 per cent replied their father earn Rs. 3000/- (three thousand). 18 per cent of the total respondents responded that their fathers'

monthly incomes are around Rs. 4000/- (four thousand). Some of the respondents like 38 per cent answered that their fathers' monthly income are about Rs. 5000/- (five thousand). 2 per cent respondents replied that their fathers' incomes in a month are approximately Rs.

6000/- (six thousand). Few of the respondents like 4 per cent answered that their fathers' monthly income are roughly Rs. 7000/- (seven thousand). 6 per cent replied that their fathers earn just about Rs. 10000/- (ten thousand); and

finally 2 per cent express their views that their fathers' incomes in a month are likely to be Rs. 25000/- (twenty five thousand). In addition, 4 per cent of the total respondents admitted that their fathers' have no earning.

Table 5 : Monthly family income

Rs. 2,000	Rs. 3,000	Rs. 4,000	Rs. 5,000	Rs. 6,000	Rs. 8,000	No extra earning
11 (22%)	2 (4%)	6 (12%)	16 (32%)	1 (2%)	3 (6%)	9 (18%)

Asking the question about family income, 22 per cent of the total respondents replied that their family incomes are about Rs. 2,000/- (two thousand). 4 per cent of the total respondents said that their family incomes are Rs. 3,000/- (three thousand). 12 per cent replied that their family incomes are Rs. 4,000/- (four thousand). 32 per cent answered that their family income are around Rs. 5,000/- (five thousand). 2 per cent replied that their family incomes are Rs. 6000/- (six thousand) and few respondents like 6 per cent answered that their

family income are about Rs. 8,000/- (eight thousand). 6 per cent of the total respondents replied that their family income are Rs. 10,000/- (ten thousand) while 18 per cent of the total respondents replied that they have no extra family income. Now after comparing these results with table 4, it is revealed that in some cases the results are different. The reason behind the same is the existence of multiple families where the earning members are the same.

Table 6 : Distance of the School/College from home

0-1 km	1-2 km	2-5 km	5-10 km	10-30 km
5 (10%)	15 (30%)	17 (34%)	8 (16%)	5 (10%)

While inquire about the distance of the institutions from home then 10 per cent of the total respondents informed that their institution are located within 1 km from their home. 30 per cent said that their institutions are located within 2 km. 34 per cent answered that their institutions are located within 2–5 km distance

from their living place. 16 per cent respondents replied that they have to move 5 – 10 km in reaching their institutions while 10 per cent replied that their institutions are located comparatively far distance apart from their home and they have to move 10–30 km every day in reaching their institutions.

Table 7 : Mode of Communication

Walking	Bi-cycle	Bus	Toto/Auto	Other
18 (36%)	22 (44%)	3 (6%)	5 (10%)	2 (4%)

In asking the mode of communications from home to institutions (schools/colleges), 36 per cent of the total respondents uttered that they can reach their institutions by walking. 44 per cent told that they used bi-cycle as a means communications. 6 per cent of the whole

respondents answered that they used Bus services and 10 per cent of the total respondents answered that they used Toto services while 4 per cent can avail other services as mode of their communication.

Table 8 : Status of Private tuition

No. of respondent avail private tuition			No. of respondent do not avail private tuition	
46 (92%)			4 (8%)	
Avail One Private Tutor	Avail Two Private Tutor	Avail Three Private Tutor	Avail Four Private Tutor	Avail Five Private Tutor
9 (18%)	6 (12%)	11 (22%)	15 (30%)	5 (10%)

During survey while the question as to whether they can take private tuitions from different private tutors is placed before the respondents then 92 per cent of the total respondents answered that they are taking private tuition while 8 per cent replied that they are not taking private tuition from any private tutor. About 18 per cent of them are taking tuition from one private teacher. 12 per cent among them engaged two private teachers. 22 per cent of the total respondents are taking three private tuitions. 30 per cent of

the whole respondents answered they are taking tuitions from four private teachers and 10 per cent uttered that their parents engaged five private teachers.

In asking the question whether they have dropout from school/college at any stage? 100 per cent of the respondents replied that they have not dropout from school/college at any stage which is obviously one of the good signs for the society.

Table 9 : Status of association with Kanyashree Prakalpa

2013	2014	2015	2016	2017
2 (4%)	17 (34%)	9 (18%)	10 (20%)	3 (6%)

While inquire about the association with the Kanyashree Prakalpa, 4 per cent of the respondents answered that they have associated with the Kanyashree Prakalpa from the year 2013. 34 per cent of the respondents replied that they have allied with the Kanyashree Prakalpa from 2014. 18 per cent of the respondents countered that they have

associated from 2015 and 20 per cent replied they have joined this Prakalpa in the year 2016 and finally 6 per cent told they have associated with this Prakalpa in the year 2017. In asking the question whether they have the facility of electricity in their home then the 100 per cent of the respondents responded that they have the facility of electricity at home.

Table 10 : Problem faced while opening Bank account for Kanyashree Prakalpa

No. of respondent answered Yes	No. of respondent answered No
46 (92%)	4 (8%)

Through the public services like Kanyashree Prakalpa, the state government sanctioned Rs. 500/- (rupees five hundred) per month and after attaining the age of 18 years, the state government has sanctioned Rs. 25000/- (rupees twenty five thousand) one time and it has been given through the respective bank account of the female student. So each and every female students those who are coming under Kanyashree Prakalpa have to open Bank account in any bank of their locality.

Now while asking the respondents as to whether they are facing any problem in opening bank account then 8 per cent of the total respondents answered that they have faced problem in opening the bank account while 92 per cent replied that they have not faced any kind of problems in opening the bank account. In opening bank account and/or to submit the application for Kanyashree Prakalpa, AADHAR Card is one of the essential proves of residential address and

while inquire regarding the availability of AADHAR Card then 100 per cent of the respondents replied that they have the AADHAR card. In asking the question does the family have the consent of studying at the school or college, 100 per cent respondent answered that their family have given the support for continuing their studies.

While asking the question whether the school/colleges helped them to get Kanyashree Prakalpa, Sabujathi etc, 100 per cent of the respondents responded that the school/colleges helped them totally.

Table 11 : Status availing additional assistance other than Kanyashree Prakalpa

No. of respondent avail Sabuj Sathi	No. of respondent avail Sikhasree
45 (90%)	16 (32%)

Through the public services like Sabuj Sathi, 90 per cent of the total respondents replied that

they availed the opportunity. 32 per cent of the total respondents said that they have opted for Sikhasree Prakalpa.

Table 12 : Correlation between Kanyashree Prakalpa and other 17 causal variables

1. Educational status (X_1)	-	-	0.188
2. Age (X_2)	-	-	- 0.269
3. Occupation of father (X_3)	-	-	0.164
4. Monthly father's income (X_4)	-	-	-
5. Average monthly family income (X_5)	-	-	0.318*
6. Regularity in attaining institution (X_6)	-	-	-
7. Distance of institution from home (X_7)	-	-	0.31
8. Communication to institution (X_8)	-	-	0.169
9. Availability of Private Tuition (X_9)	-	-	0.171
10. Reason behind Dropout (X_{10})	-	-	0.029
11. Year of association with Kanyashree (X_{11})	-	-	0.116
12. Availability of electricity in home (X_{12})	-	-	-
13. Access to open Bank Account (X_{13})	-	-	- 0.054
14. Availability of AADHAR Card (X_{14})	-	-	0.137
15. Family support towards education (X_{15})	-	-	0.087
16. Institutional support towards getting different public services (X_{16})	-	-	0.361*
17. Availability of public services other than Kanyashree (X_{17})	-	-	-

Table 12 presents the correlation studies between the dependent variable i.e. effect of Kanyashree (Y) and other seventeen (17) independent variables viz. Educational status (X_1), Age (X_2), Occupation of father (X_3), Monthly income of father (X_4), Average monthly family income (X_5), Regularity in attaining school/colleges (X_6), Distance of school/college from home (X_7), Communication to school/college (X_8),

Availability of Private Tuition (X_9), Reason behind Dropout (X_{10}), Year of association with Kanyashree (X_{11}), Availability of electricity in home (X_{12}), Access to open Bank Account (X_{13}), Availability of AADHAR Card (X_{14}), Family support towards continuation of education (X_{15}), Institutional support towards getting different public services (X_{16}) and Availability of public services other than Kanyashree (X_{17}).Average monthly family

income (X_5) plays an important role in the effect of Kanyashree Prakalpa. It is seen that parents encouraged their children to admit themselves in Government or Government Aided Schools as the expenditure of education is less in compare to Private Schools. Here, the coefficient of correlation shows the negative bearing which indicates that the effect of Kanyashree Prakalpa is more effective for low income group families where rupees twenty five thousand matters a lot for them to initiate a small enterprise. This turns into women

empowerment in future. Institutional support towards getting different public services (X_{16}) had the positive bearing on the effect of Kanyashree Prakalpa (Y). Female students are not accustomed with the official works; hence the role of institution in filling up their application forms either manually or digitally to get the annual scholarships as well as consolidated Scholarship of Rupees twenty five thousand after attaining the age of 18 years.

Table 13 : Multiple Regression Analysis

Dependent Variable: Effect of Kanyashree Prakalpa (Y)

Multiple R	=	0.734
R Square	=	0.539
Adjusted R Square	=	0.372
Std. Error	=	1.39

<u>Variable</u>		<u>B – Value</u>	<u>t - Value</u>
1. Educational status (X_1)	-	- 0.207	-1.045
2. Age (X_2)	-	- 0.154	-0.968
3. Occupation of father (X_3)	-	0.065	0.468
4. Monthly father's income (X_4)	-	-	-
5. Average monthly family income (X_5)	-	- 0.507	-3.488 **
6. Regularity in attaining institution (X_6)	-	-	-
7. Distance of institution from home (X_7)	-	0.254	1.176
8. Communication to institution (X_8)	-	0.374	1.195
9. Availability of Private Tuition (X_9)	-	0.297	1.793
10. Reason behind Dropout (X_{10})	-	0.004	0.030
11. Year of association with Kanyashree (X_{11})	-	0.254	1.581
12. Availability of electricity in home (X_{12})	-	-	-
13. Access to open Bank Account (X_{13})	-	- 0.008	-0.052
14. Availability of AADHAR Card (X_{14})	-	0.344	2.525 *
15. Family support towards education (X_{15})	-	0.168	1.204
16. Institutional support towards getting different public services (X_{16})	-	0.245	1.583
17. Availability of public services other than Kanyashree (X_{17})	-	-	-

Table 13 presents the multiple regression analysis with β values and corresponding t values. It is noticeable that the variables like Average monthly family income (X_5) and Availability of AADHAR Card (X_{14}) have been found to exercise significant regression effect on the effect of Kanyashree Prakalpa. It has been found that the different

factors affecting the effect of Kanyashree Prakalpa in a different way. Aadhar is a 12-digit unique identification number (UID) issued by the Unique Identification Authority of India (UIDAI) to every individual resident of India. Before the Judgement of Supreme Court of India on 10th May 2018, Aadhar was mandatory for the submission of application

form in getting the Kanyashree Scholarship. Here, availability of Aadhar Card increases the possibility of getting the Kanyashree Scholarship. From the value of R Square, it reveals that the seventeen factors together can

explain 53.9 per cent of the total effect. The result demands that some variables like X_4 , X_6 , X_{12} , and X_{17} may be excluded and more numbers of new factors will have to be incorporated in order to get the better result.

Table 14: Step-down Regression Analysis

Step responsible	Mul R	R Square	Adj R Square	Std. Error	Variable
1	0.361	0.130	0.112	1.659	X_{16}
2	0.474	0.224	0.191	1.583	X_{16} & X_5
3	0.576	0.332	0.289	1.485	X_{16} , X_5 , & X_8
4	0.624	0.389	0.335	1.436	X_{16} , X_5 , X_8 , & X_{15}

From placing the variables into a step down model of regression analysis, it is found that after step 4, four variables viz. Institutional support towards getting different public services (X_{16}), Average monthly family income (X_5), Communication to school/college (X_8), and Family support towards continuation of education (X_{15}) collectively had explained only 38.9 per cent of the total effect. Thus, rest 13 variables were explaining only about 15 per cent of total effect. It is interesting to note that in the step down model, Communication to school/college (X_8), and Family support towards continuation of education (X_{15}) had come up innovatively to characterize the agglomerated effect of these two variables on the effect of Kanyashree Prakalpa in the study area.

Conclusion- Though the study was conducted in one of the community development (CD) blocks of Nadia district of West Bengal, hence the perception on women empowerment is not clear. Moreover, 74 per cent of total respondents are pursuing higher secondary and for them empowerment of women is a far cry from the actual reality. Still the study would help to understand the present circumstances of School and college going female students. One of the important findings of the study is the level of consciousness among the parents

in regard to their female children's further education. In most of the cases, parents as well as respondent female students admitted that they will incur the amount of Rupees Twenty

five thousand, which they received out of Kanyashree Prakalpa after attaining the age of 18, for the cause of their higher education. To identify the problems with the actually reality, the study would be conducted in other C D blocks of the district with different cross-section of women at their diverse levels.

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WHAT IS THE USE OF (SALMAN RUSHDIE'S) STORIES THAT ARE NOT EVEN TRUE?

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Abstract- What is the use of stories that are not even true? This refrain from Salman Rushdie's *Haroun and the Sea of Stories* has gained extra implications in the wake of a global flood of fake news and ever increasing intolerance in the recent years. The present article purports to seek an answer to the eternal issue from various angles. It would also be my endeavour to unearth the causative agents behind the general acceptability of fake news even in the face of their so obvious implausibility. In essence, the writing takes forward the stance taken in Chapter VI of my 2010 Ph.D thesis titled "Interplay of History and Individual in the Novels of Salman Rushdie".

Keywords: Haroun, Sea of Stories, Satanic Verses, Fake news, Salman Rushdie

Introduction

Apart from COVID-19, lockdown and 'work from home', what characterizes 2019-20 is fake news which has dominated the later half of 2010s so much so that it was the word of the year 2017. So, why do people believe in fake news? What is the use of news that is not even true? Why do raconteurs tell stories that are not even true? More specifically, what is the use of Salman Rushdie's stories that are not even true? Or, in general, in the words of Haroun, "What is the use of stories that are not even true?"

This takes us to Salman Rushdie's 'Haroun and the Sea of Stories' published in the year 1990 while he was in hiding owing to the fatwa resulting from the publication of *The Satanic Verses* in 1988. The significance of Haroun, the story lies in the eternal question raised by Haroun, the son. This poser has been there in Plato and with Prophet Muhammad, albeit in different wordings and with different connotations. In the present politically tumultuous times, the issue has gained extra implications. Another significance of Haroun is that written in the backdrop of the fatwa, it is a sort of introspection and justification for having written *The Satanic Verses*, the subject of Chapter VI of my PhD thesis, 2010 – access it @ <https://www.avinaux.com/> – titled

"Interplay of History and Individual in the Novels of Salman Rushdie". Haroun is an assertion of the writer's right to write. Honestly, while writing my dissertation over a decade ago, I had missed out on Haroun as I had misconstrued the title merely as children's fiction. It has not been that popular or successful either. Well, children's fiction sure it is and they very well will enjoy the *Sea of Stories*. Nevertheless, Haroun is a children's tale the implications of which only adults could comprehend in full. It is as much postmodernist with layers of stories and meanings as any other novel from the stable of Salman Rushdie. A decade ago, my thesis should have included Haroun and the *Sea of Stories* just after *The Satanic Verses*. It didn't. Hence, the article...

Haroun and the Sea of Stories

Courtesy Jean-Pierre Durix of the University of Bourgogne, Dijon, France I have realized that Salman Rushdie while writing this novel could have been following the Kashmiri Indian Sanskrit tradition of Brahmin Somadeva's *Katha-Sarit-Sagar* meaning "ocean of the stream of stories". As the Sanskrit volume embeds 350 tales spanning over 18 books containing 20,000 stanzas of four octosyllabic lines into a single narration, Salman Rushdie's various tales reflect a single narrative. One Thousand and One Arabian

Nights must have been another source of inspiration to the present author. Explicitly, a houseboat has the name-tag “Arabian Nights Plus One”. To quote the critic,

In true Borgesian fashion, Haroun teems with allusions to various literary works and characters such as Yorick, who appears in Hamlet and in Sterne. Thus the novel becomes a library of world literatures, a combination of highbrow and popular culture, of adult and children’s fiction, an unusual synthesis of varied cultural sources.¹

Another commentator Carlo Coppola² points out that like *Midnight’s Children*, Haroun was dedicated to the author’s son Zafar who was eleven when the author had to go into hiding under British Government protection, and who Rushdie couldn’t be with in those days of hiding. Having twelve chapters, the fable or fantasy is for children; however, it is not so very different from Salman Rushdie’s ‘for grown-ups’ novels and is equally entertaining, though disturbing and reassuring at the same time, to the grown-ups. It is a tale told by famous professional story-teller Rashid Khalifa to his young son Haroun. The grown-up theme is understandable in the context that Haroun was formally written in the shadow of the fatwa.

The allegorical story raises issues at once universal and contemporary such as freedom of expression, the significance of art and the vital necessity of stories in human life. “But what is the point of giving persons Freedom of Speech... if you then say they must not utilize same? And is not the Power of Speech the greatest Power of all?” asserts a character Hoopoe in the novel. On the art of story-telling, the author uses the metaphor of the juggler: “You keep a lot of different tales in the air, and juggle them up and down, and if you’re good you don’t drop them”. Then, there is the cultivation metaphor; Mali is a “gardener of stories”. At this point, I recall my school book of essays called “a garden of essays”.

Adept in naming, Rushdie takes liberties in naming persons and places in this book formally meant for children. To start with, he names the country Alifbay, its connection with

the first two letters of the Arabic alphabet being all too obvious. Similarly, the bus-driver Butt who takes the father-son duo to K (for Kashmir) is named after Rushdie’s mother Bhatt. Again, political low-profile at the place Mr Buttoo’s name is a pun on the Pak PM (1970 – 77) Zulfikar Ali Bhutto. Also, the hidden moon is called ‘Kahani’. Again, citizens of Gup (gossip) city are called Guppies. Moreover, one anagram P2C2E (for a ‘process too complicated to explain’) is interesting. Right now, CAA and NRC are perhaps P2C2E. Moreover, government notifications regarding Lockdown, whether in English or Hindi were no less P2C2E. Similarly, Chatter Box (Parliament), Batcheat, Prince Bolo, Princess Khamosh, the silent god Bezaban, etc appear in the pages.

This naming-culture is typically Rushdian. Rushdie’s affinity with popular culture is thus visibly evident. Moreover, two names Goopy and Bagha have been taken from a film by late Satyajit Ray. Thus, in naming and even otherwise, the author uses echoing patterns and motifs reminiscent of Alice in Wonderland or Through the Looking Glass. A rhyming pattern, in fact, can be discerned in all this.

As for father-son relationship in the novel, contrary to Saladin-Changiz equation in *The Satanic Verses* which was volatile a la Rushdie’s own equation with his father, this time it is warm and honest like Salman Rushdie’s relationship with his son. Now, Haroun and Rashid also symbolize something. In a way, they represent different facets of the same man. Incidentally, Haroun ar-Rashid was the fifth Khalifa under which Baghdad prospered well and attained the cultural zenith. Rashid is also a play upon the author’s own name, Rushdie. The story reverberates with the plight of Rashid who trusts the powers of his imagination so much that he sometimes forgets to live in the “real” world. This reflects the author’s own plight in view of *The Satanic Verses*.

As stated above, the significance of Haroun lies in that it raises the eternal question. It settles the debate in favour of telling even useless tales, stories that are not even true. To quote David Appelbaum,

Haroun ... through its fabulous creations nourishes the impulse to tell useless tales. Small wonder that fascist and fanatic alike, always alert to deviations from the literal truth, cry for the suppression of the story. The real power of subversion lies in our freedom to respond to a suggested but unstated meaning.³

So, what is the use of stories that are not even true? But then, do stories need essentially be true? Well, in the literal sense, almost all stories are untrue. They just cannot afford to be unimaginatively true lest they become dreary documentaries. The differentiation between fiction and non-fiction demands that stories be untrue. A story shouldn't just be a part of history.

On the other hand, history is also not the mere chronological presentation of facts. Bereft of interpretation, history is hardly intelligible or of any use. And, all interpretations are subjective. History authors cannot fully disentangle themselves from partialities ingrained in their nationality, religion, caste, ideology, etc. Due to this very fact, a nation has not one but many histories. We have our pasts, not our past. Justifiably, NCERT titles Class VI, VII and VIII history books as "Our Pasts". In short, histories are not always true and stories need not always be true. But stories are neither always untrue. Even fairy tales may contain eternal and universal truth. Nonetheless, stories may be untrue. Salman Rushdie writes seemingly untrue stories. The Sea of Stories in Haroun is non-sensically not even true. It is a children's fantasy. What purpose do such stories serve?

As a storyteller, Rushdie knows that he could hardly if ever invent an altogether new story. What he does is presenting through his power of imagination a harmonious mixture of various classic and cross-culture story-lines and facts and fiction into a brand new story to delight his readers and strike at the sensibilities of the audience. Only, The Satanic Verses struck at the belief-system of a section of the audience so hard that their supreme leader hungrily issued a fatwa against the narrator.

The Psychology of Fake News

Coming to 2020, like these stories, fake news also tells stories that are not even true. So, what purpose does such fake news serve? Let's face it; the snippets of fake news are just untrue propaganda stories. Fake news is more often than not fake news in the political domain circulated on social media via channels of partisan camaraderie. What is fake news? Well, fake news is, roughly, the set of reports of events of public interest ("news") that purport to be or which mimic reliable news sources but which intend to deceive or are indifferent to truth. The cognitive scientists would define fake news more narrowly as "fabricated information that mimics news media content in form but not in organizational process or intent."⁴

Such 'bullshit' information is produced by those indifferent to truth and with the intention to deceive. Fake news is very widely disseminated. However, the extent of its consumption and its influence over behaviour is often exaggerated. Nevertheless, it is big enough to tilt the balance in close elections. Fake news, for example, is blamed for swinging the Brexit referendum and the 2016 election of Donald Trump.

Why are people willing to believe often ridiculous stories that are not even true, on the contrary, that can easily be proved untrue? Well, we believe fake news because we get it through closed social media sharing. This closed club-culture provides a sort of testimony to the knowledge tit-bits. Due to such sharing, we tend to suspend our disbelief. We don't have time to check the facts. And, who takes the burden of analytical thinking? Had general people been so fond of critical-analytical thinking, they would have been good at mathematics, too. Moreover, the closed partisan camaraderie amplifies the testimony-effect. And, in any case, the fake news mostly has nothing to do with our own day-to-day life or family. So, who cares? And, why should we care? To quote a research paper,

...partisanship-in-testimony-reception is not always epistemically vicious; in fact, some form of partisanship is consistent with individual epistemic

virtue. Moreover, a solution to the problem of fake news will require changes to institutions, such as social media platforms, not just to individual epistemic practices.⁵

However,

Contrary to the popular motivated cognition account, our findings indicate that people fall for fake news, in part, because they rely too heavily on emotion, not because they think in a motivated or identity-protective way. This suggests that interventions that are directed at making the public less emotional consumers of news media may have promise in reducing belief in fake news.⁶

Ninety-six years ago in 1924 Stephen Leacock in his book 'The Garden of Folly' described advertising "as the science of arresting the human intelligence long enough to get money from it". Fake news is advertising for political gains. It is campaigning by the party zealots long before elections are due. However, partisanship is not to blame alone. Another researcher rightly finds out that susceptibility to blatantly inaccurate partisan fake news is better explained by lack of reasoning or lazy thinking than by motivated reasoning or partisan bias.⁷

So, fake news should be controlled. Or, should they be? And, who will issue the certificates of genuineness? Governments! They issue fatwa in one part of the world. When Rashid loses the gift of gab, his son Haroun, on a quest to find the Ocean of Stories, has to fight against the despot Khatam-Shud (meaning "completely finished, over and done with") who rules a silent land where all the people have only zipped lips and who is building a dam to stop the Sea of Stories forever. Rulers are so afraid of stories! The majoritarian democracy is equally afraid of stories as all elites are imbued with the same character. This is the reason that governments everywhere want to control the highest of all stories, namely history textbooks in schools. The narrative seems to be the most important thing.

Incidentally, Rashid loses his story-telling skills after the taunt of his totally

unimaginative neighbour Mr Sengupta who seduces his wife with the serious business of facts. His wife elopes. Haroun repeatedly throws the same question on the face of his father in fits of anger out of frustration due to the loss of his mother. So, is Haroun and the Sea of Stories a take on fact and fiction, news and fake news? Salman Rushdie seems to have a good foreboding.

But then, this question is everywhere. What is the use of studying literature? Specifically, what is the use of reading stories for degrees? What is the use of writing blogs? Isn't all this and more mere self-indulgence and time-pass? In answer, I would suggest, if it were so, bloggers wouldn't have been murdered in this part of the world. And, if we allow such questions to prevail, they will one day ask: What is the use of your being here – on the earth? So, basically, this is an existential issue. And, who will decide? – Powers that be. Hitlers never die. Remember the dictum; power corrupts, absolute power corrupts absolutely.

In defence of stories

Philosophically, the use of stories that are not even true is that they form the very basis of our varied civilizations. All religions tell stories that are not remotely true. Remove all religions and the social structures may crumble. Atheists allege that religious stories are all "made-up stories". Even if they are so, their universal moral values cannot be written off. Therein lies their eternal significance. However, it's not enough to believe in the concept of the story, or the general imaginative truth of the story: we need a real body to support our belief-system. That is why we need idols in temples or scriptures in the book-form. The shreds of archaeological evidence help substantiate what we already believe in.

Narrative means the whole story in the larger context of a community of faith. It is not primarily a set of rules or rituals or even a set of beliefs. All fiction – including short stories, novels, fake news, etc are geared towards creating this very narrative. And this is why stories that are not even true matter so much to the professional practitioners of religion and

politics. And, remember, not long before the twins were inseparable.

By including imagination and emotions, stories create an exploratory environment that in turn offers a wider kind of response than abstract propositional statements do. Proposing a narrative, stories get under our skin. "Tell all the Truth but tell it slant", said Emily Dickinson in a poem. Stories reflect back our everyday lives. Stories don't present us with a list of facts to learn, a set of postulates or theories to memorize or prove, or a structure of information to retain. Slantingly but eloquently, they reflect back our everyday lives and hold a mirror to us giving due importance to all the details. Yes, every detail matters. Hence, we love novels. Stories help us see the world through someone else's eyes and thus foster empathy. Moreover, literature can give us a particularly vivid surrogate experience of "living in many times and places".

Even the truth of historical novels is not necessarily or merely a truth of relation of factuality to past events as we find Salman Rushdie's novels to contain deliberate errors. Stories are made up of imagination, faith and a prophecy about the future. Had untrue or made-up stories no value, preachers since ages wouldn't have used them to teach while they delight. To drive home a point, they invariably find a story that engages our imagination, sometimes even in spite of ourselves. Even while they are untrue or made-up, all the stories are alive; all of these are used to bring something important into the light. To this extent, all the stories are true. Don't forget, telling of stories can be a matter of life and death in many parts of the world, even today.

The human life itself is "an incipient story" that needs to be made into a narrative. If fiction cannot be completed other than in life, the serious business of life cannot be understood other than through stories we tell about it. A life examined, in the sense borrowed from Socrates, is a life narrated. A life is no more than a biological phenomenon as long as it is not interpreted. And in the interpretation, fiction plays a considerable, mediating role. The French Protestant Christian philosopher, Paul Ricoeur asserts thus in *Life: A Story in Search of a Narrator*.

Narrative technique

Back to the novel, characteristic of Salman Rushdie, Haroun contains a story within the story and the two stories mingle with the effect that the audience recognize in it the repressive forces embodied in the politicians around them, refuse to submit to their machinations any more, and are freed up to choose rulers they actually want. Thus, Salman Rushdie's is a narrative for democracy – "eventually, opposite poles are made to communicate". That's why; he is a hero in the West and a villain in the Islamic world. Haroun is also Salman Rushdie's literary defence for telling the story of *The Satanic Verses*, even if it is not true.

In Haroun, Rashid's eloped wife Soraya comes back to him leaving Mr Sengupta behind as she finds in him "a skinny, scrawny, snivelling, drivelling, mangy, stingy, measly, weaselly clerk". Love, emotion and humour that create a narrative are more important than a fat pay-cheque with meanness and stinginess and a general lack of humanity.

"Is Nothing Sacred?" is an essay that like Haroun, Rushdie wrote while under the fatwa. Here, he dwells upon the importance of literature. Literature provides a room in the great house of the world where we can go to reflect, to listen to all kinds of voices talking in all kinds of ways about the past, the present, and the future, what has happened, what is happening, and what should happen. This room, this space for voices, is absolutely necessary to make life livable so that the house of the world is not a prison, but a community of possibility.

Clearly, Rushdie presents himself as a kind of neo-Romanticist in that he turns the imagination into an idol. Even if they are not true, stories do serve a purpose. Even though stories can be dangerous, or blasphemous, or blatantly false advertising nevertheless, they do serve a vital purpose in so far as they help us to write our own narrative identities.

So, what about fake news? Why don't they just write 'advertisement' or 'promo' or 'fiction' even in fine prints? Like, believing in fake news is injurious to health. What is wrong is their dubious character to commit fraud upon

readers' sensibilities. Otherwise, they are fine humour. Before I hang up, what is the use of "stories that are not even true" from an author's point of view? To quote Rushdie himself:

It seems to me, more and more, that the fictional project on which I've been involved ever since I began *Midnight's Children* back in 1975 is one of self-definition. That novel, *Shame*, and *The Satanic Verses* strike me as an attempt to come to terms with the various component parts of myself- countries, memories, histories, families, gods. First the writer invents the books; then, perhaps, the books invent the writer. But whenever I say anything about my work I want to contradict myself at once. To say that beyond self-exploration lies a sense of writing as sacrament, and maybe that's closer to how I feel: that writing fills the hole left by the departure of God. But, again, I love story, and comedy, and dreams. And newness: the novel, as its name suggests, is about the making of the new. None of this is quite true; all of it is true enough.⁸

To sum up, the use of stories that are not even true is that they set a narrative or counter an ongoing narrative and seek to garner support for the regime or for an alternative to the current dispensation, the support being visible in times of audacious policies by the government or voting by the people during elections. Moreover, full-length novels may also sometimes serve the same purpose as viral snippets from WhatsApp University or the Facebook Academy. Due to this very reason, certain literature or cartoon may invite the wrath of a particular community.

In politically polarized times, it is futile to argue that freedom of expression should be exercised in such a manner that it respects the feelings of the 'other' community. But this doesn't nullify Newton's Third Law. Communities are more easily hurt than individuals. If you hurt one intentionally, they may strike back sooner or later, more often unlawfully than lawfully.

It doesn't suffice to advance the argument that if one is hurt by a book or cinema, one may just shut it or decide not to watch it. Or, if you don't like a (news) channel, change it. Or, better still, you may write a book to present your views. By the same argument, he may also produce a cinema. No, this isn't level-playing field. Everybody cannot write a book or produce a film. Others may be better in other faculties, however, viz. waging a holy war. Well, we haven't yet declared wars uncivilized. My point is that the West cannot play games only by the rules that the West frames. You have every right to act, but be ready to face the music. So, perhaps it is better to respect one another and act wisely.

The other option is to keep fighting the war of civilizations ceaselessly and ferociously. But the costs may outweigh all gains. A fatwa is never welcome. Fearful hiding is not desirable either. And, beheadings are heinous – a history teacher lost his life only recently in France. A solution perhaps lies not in telling alone stories that are not even true rather simultaneous societal intervention at reforming the elementary education system geared towards mathematics and science instead of language, religion and culture. Reform the schools, pry the households. Restrain the clerics, strike at the roots. Block foreign funding. Problem solved!

What Rushdie's stories – that are not even true – celebrate is the wonderful capacity in human beings to reinterpret and repossess one's predecessors' experiences without excluding any strand of it for reasons of nationalistic, religious or racial bigotry. Therein lie the uses of his stories that, to stress it, are not even true. Notably, Salman Rushdie doesn't really declare his notorious *Jahilia* section in *The Satanic Verses* to be the truth. Nonetheless, he refuses to be cowed down by the diktats of the Iranian version of obscurantist *Khattam Shud* and he retains the right to tell stories that, to repeat, are not even true.

Conclusion

To put it succinctly, this creative freedom is the main theme of the novel, *Haroun* and, in fact, is the main narrative of all of his literature. This thematization of artistic genesis appears as gratuitously postmodernist. Magical

realism is another feather in Rushdie's cap. As in Rushdie's other novels, here there is a close relationship between magic and reality. As the narrator says, Rashid knew that the real world was full of magic, so magical worlds could easily be real. To quote Jean-Pierre Durix (1993),

So eventually, the story sees the (literal and metaphorical) triumph of light over darkness, of freedom over tyranny, of life over rigidity and sterility. But this is only a fragile and possibly artificial conclusion which might well indicate the limits of Rushdie's optimism concerning the possibilities of defeating evil and obscurantism with only the help of the creative imagination.

If there is one encouraging conclusion to be drawn from the fate of Salman Rushdie, it is that literature has power -- so much power that it is dreaded by dictators. A single storyteller like Rashid is more dangerous to a tyrant than an army. "What starts with stories ends with spying," says Khattam-Shud. "Stories make trouble." So they do; that is one reason we need them.⁹ But still, I would insist, let's not unnecessarily infuriate each-other; I mean the communities. All faiths matter! We may have to re-read The Satanic Verses in this light and extend Chapter VI of my thesis on the novel thus. Haroun reinforces Salman Rushdie's vision behind the Verses. This article argues to see the reasons as well behind the protests against the Verses.

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REVIEW OF CARBON TRADING MECHANISM & ITS STATUS QUO VIS-À-VIS INDIAN MARKETS

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Abstract- Carbon Trading Mechanism has evolved as a consequence of managing the pollution targets which the countries around globe have taken on them so as to reduce global warming and contain carbon emissions. The framework of mechanism are still being deliberated on, however the targets are very clearly assigned to every country. As a measure to induce the corporate and society at large, every country is trying to incentivize reducing carbon footprints from their practices and processes. This Review Paper takes a hard look at Carbon trading Concept, Origin, Mechanism and its review vis-à-vis the Indian markets.

Keywords: - Carbon trading, GHG, Offsetting, Credits/ Offsets

Introduction: Carbon Emissions Concept was introduced in Late 1990's saw scientific studies concluding that global temperatures were rising. This occurred as a result of greenhouse emissions of carbon dioxide, sulfur oxide and nitrogen dioxide produced as a byproduct of electricity and various other product generations. Concern over global warming caused a series of international discussions roared by United Nations. After a number of agreements and disagreements Kyoto Protocol was signed by 46 countries and a new energy market related commodity emerged called carbon Emission. Emergence of a value on carbon will be a key driver for energy investment for decades to come. Previously Energy Policy had to manage three variables namely, market based pricing, security of supply and diversity of supply. After Kyoto Protocol signing there emerged a new variable environmental compliance and carbon pricing is an unavoidable risk in energy pricing and energy policy making.

Review of Literature

Richard W Asplund (1) provides an in-depth explanation of carbon credits mechanism and how it can provide impetus to clean energy initiatives by corporates. Trading Carbon; how it works and why it's controversial. (2). Report

by FERN; Takes a hard look at the down sides that may be arrived with carbon trading mechanism. It advocates more impetus on CSR activities of firm than just paying lip service to carbon trading. Sedjo, Roger A. & Sohngen Brent; (3); in their paper Carbon Credits for Avoided Deforestation; present the case for Avoided Deforestation as a measure to reduce carbon emissions and its continuous monitoring over a period of time. can help countries achieve their climate targets. Smith, Kevin (4). In the Report The Carbon Neutral Myth; by Carbon Trade Transnational Institute provides both Pro & cons for carbon trade & the likely effect it may have. Veld-Merkoulova Yulia & Viteva Svetlana (5) in their book Carbon Finance explains the methodologies and concepts on financial and regulatory aspects of carbon markets. Along with Background, it details on the carbon trading framework that is being laid to combat pollution and achieve climate targets of 2030. It concludes that carbon emissions markets efficiently incorporates most of the regulatory signals carbon allowances prices and carbon emissions do not significantly affect stock market valuations for individual firm.

Carbon Emission Trading: Kyoto Protocol and other International Agreements mention that **Carbon Trading or Cap & Trade**

Emissions Trading remains one of the key drivers which aims at slowing the pace of climate change. This approach is used for controlling emissions of green house gases (GHG) such as CO₂ and Methane which have been found to be chief cause of global warming.

Definition: It is a mechanism wherein Organizations or Sovereign Countries buy and sell permitted carbon emissions as required. Carbon emissions are defined as Carbon dioxide equivalent amounts which they are allowed to emit. It is to note that all this is administered by a central authority such as government or any international organization which actually sets a standard limit to the CO₂ Equivalent that will be emitted at max and in turn take or hold allowances on the CO₂ Equivalent. The total of all allowances and the carbon credits will not exceed the Cap or limit imposed on any organization. Thus the emissions are capped. Companies who have the need to create an increase in their allowance i.e. increase their emissions have the option of buying carbon credits; from the companies who have less emissions i.e. who pollute less. This credit give and take is thus known as Emissions Trade. The buyer of Credit pays for creating more pollution while the seller of Credit gets rewarded for creating less pollution and Reducing CO₂ Emissions. Thus Carbon Trading provides means to firms for getting financial rewards for reducing pollution. Thus there exists an Incentive and effective way to deal and reduce pollution. Kyoto protocol originated in 1997 and was intended for reducing CO₂ Equivalent Emissions to below 5% at levels before 1990.

A Carbon Credit is thus a tradable Certificate which represents a tone of Equivalent CO₂ Emissions that can be traded. Thus Carbon Credits are application of emissions trading approach and attempts by National & International Organizations Forums to Define and Characterize Pollution as Concentration of Greenhouse Gases (GHG's). They can also be specified on voluntary specifications also as well as on Compulsory Compliance specifications. Companies which Buy offsets can also purchase them from investment funds or carbon Development Company which they have accumulated from taking credits with reference to individual projects.

Exchange Platform Can is used for buying and selling For ex. Carbon Trading Exchange, which is similar to Stock Exchange where Carbon Credits can be traded. Carbon Credit Quality is based on parameters of the Fund and is reflected by their price or value. Lesser value Credits are sold from Funds originating from voluntary mechanism then Credits of Higher value which originate from rigorously validated Clean Development Mechanism. Carbon Trading is done on International trading exchanges platforms such as Chicago Climate Exchange & the NYMEX Green Exchange. European Union Emission Trading Scheme (EU ETS) is the highly refined & sophisticated Green House Gases Trading Emission Scheme, and is one of the European Union's Central Policy Instrument which has been set up in Kyoto Protocol.

Examples of Carbon Trading-SO₂ trading system under Acid Rain Program framework coming in purview of 1990's Clean Air Act in Unites States of America is one of the foremost early example of an emission trading system. As per directives under this system, SO₂ emissions reduced by a level of 50%.

The Genesis of Carbon Trade-Carbon pricing and its emergence has a long back political history. The Kyoto protocol was signed in Japan by parties to UNFCCC in 1997. At this meeting a minimum 5% reduction from 1990 during the period 2008-2012 was agreed on as a single block and signed a burden sharing agreement by reducing emission to 8% from 1990 level. 1990 year became the basis for qualification in Kyoto protocol process. As Europe has the highest number of highly efficient energy plants, it advocated taxing countries with highest emission and rewarding the countries with efficient power plants. US strong opposition added further complexities, but afterwards Katrina and other emergencies softened US stand. Russia also suffered an economic succession following dissolution of Soviet Union. As Russian emissions were 30% down from 1990 year, Russia has surplus capacity to resell to other countries. In Kyoto agreement there were two sides. One side there were Banner countries that include EU, UK, Australia. On other side, there were developing countries like India, Brazil &

China etc. China is first & India is 4th largest emitter of CO₂ globally. Both countries have coal bases power plants and large population. Hence these countries advocate that carbon emission quota should be by per capita person. This will Allow both countries to build highly polluting coal power plant while still maintain surplus emission rights to sell to other countries. Kyoto protocol had following signatories.

- Annex Countries: Industrialized countries who have agreed or confirmed reducing emissions.

- Annex B Countries: - Developed nations who are responsible for bearing the cost of climatic change mitigation in developing countries.
- Non Annex B countries:- Developing countries who have no immediate responsibility but have agreed to reduce their emission.

By Kyoto protocol, the global warming potential of different green house gases in expressed in CO₂ equivalent the following is the specifications. The following is the specifications.

Carbon dioxide (CO ₂)	Hydrofluoric carbons (HFCs) = CO ₂ Equivalent 140-11700.
Methane (CH ₄) = CO ₂ Equivalent 23.	Perfluro carbons (PFCs) = CO ₂ Equivalent 6500-9200
Nitrous oxide (N ₂ O) = CO ₂ Equivalent 310	Sulphur hexafluoride (SF ₆) = CO ₂ Equivalent 23900

CO₂ is Principal Greenhouse Gas, trading of emissions equivalents to carbon trading. The Transferable units under Article 17 of emissions trading, where each is equal to one tonne of CO₂-equivalent, can be in form of:

- AAU or Assigned Amount Unit issued by parties from Annex I on basis of the Amount Assigned in consonance with Articles 3.7 and 3.8 of Protocol.
- RMU or Removal Unit issued by parties from Annex I on basis on basis of land use, land-use change and forestry (LULUCF) activities under Articles 3.3 and 3.4 of the Kyoto Protocol.
- ERU or Emission Reduction Unit Generated by a JI or Joint Implementation Project under Article 6 of Kyoto Protocol.
- CER or Certified Emission Reduction Generated from a CDM or Clean Development Mechanism Project Activity under Article 12 of Kyoto Protocol.

Transfers and acquisitions of these units need to be tracked & these should be recorded by means of registry systems under the Kyoto Protocol. The Kyoto protocol offers three type of flexible mechanism to lower the total cost of achieving its emission targets.

There are (1) Joint implementation JI (2) Clean development mechanizing CDM and (3) Emission trading ET

By implying anyone of above Three Choices a country can cost effectively reduce its assigned emission level or reduce CO₂ for the atmosphere. As we know that coal in the cheapest fuel but highly polluting if coal is removed from the market and some other fuel is stocked in its place, the electricity generation will be a costly affair. The goal of emission market in to keep the cost to a manageable level. Thus we see that reducing carbon emissions in a costly affair.

But with the invention of natural gas cracking, most of the coal generation units have been replaced in US. But the story is different in China and India where Coal Reserve in abundant and cheap and energy has to be supplied for a massive population therefore China and India are advocating emission level per capita US has the highest level of Carbon Emission, China only seconding it. European Union has developed advanced technology to keep emission level to minimal besides using alternative source of fuel like Solar and Wind energy.

Techniques of Reducing Carbon Emission:

Two popular regimes have been suggested for development of emission mentally friendly emission technologies there are taxes and trading.

- **Carbon Taxes:** - Whenever carbon or carbon dioxide is emitted, one has to pay a Tax. It is a price based approach. Taxes make a highly polluting technology expensive and a cleaner technology less expensive. The money received in taxes is given as a subsidy to cleaner technology which a country government can apply a strict tax regime to curb emissions.
- **Trading (Cap and Trade System):** There are two market types for credit carbons are (1) compliance & (2) voluntary. Compliance markets normally have a “cap and trade” system whereby annual total emissions for a country or industry are capped by agreement or law, & trading carbon credits is done between businesses or sold in trading markets. Producers who actually exceed their reduction in Carbon emission can trade their credits with others in marketplace who do not reach their emission goals. Thus a Voluntary market exists where businesses can purchase credits from a company or investment fund who have combined Credits from projects which have reduced emissions and thus lower their carbon footprint. Compliance markets are mainly a result of the Kyoto Protocol, i.e. a cap and trade system which has resulted from international Framework Convention on Climate Change. This trading scheme apply a cap on amount of emission and a freely tradable permit is required whenever pollution is created if emission do not go up to that particular cap level, then the surplus quota permit can be sold to some other company thus companies have their own decision to lower the cost of reducing emission. Here trading can occur at cross boards among different countries and multiple cadencies can be used to exchange by permits.

Carbon tax is a direct payment to the govt. and there is a fixed cost but in cap and trading system, the govt. is not making any profit from the emission system. Though both carbon tax and cap system coexist but carbon taxes are considerable to be alternative option to reduce emissions, taxation makes energy more costly. But taxation can be applied universally. It requires minimum administration. It is a

simpler regime instead of checking whether one holds how much permit of gasoline. It is rather easy to levy a surcharge on that. Domestic Carbon Reduction can easily be done and with taxes (surplus money) can be used to promote clean & environment friendly technology. This money can be used to promote Carbon sink.

Emission trading Markets: All emission trading markets are based on cap and trade system. If maximum amount of emission is capped, surely total amount of pollution is measured, secondly there is maximum flexibility in supplying permit either by applying cleaner technology or reducing the emission level up to the capped permits. Or if emission level is high, then one can purchase emission permits. As this cap and trading system is applicable across countries and no govt. is involved as an intermediary so cross border Transactions are relatively straightforward.

Emission Credits: Emission rights can be purchased in two ways either directly from the administrator of cap and trade system or by performing something that reduces carbon emission the second way is by creating a carbon sink (like planting a forest) or by carbon sequestration or by creating a non-polluting source directly.

Carbon Sequestration: All Combustion Process Result in formation of carbon dioxide. Whenever fuel is burnt, long chain of carbon molecule is broken and each carbon atom forms carbon dioxide, after combining with oxygen so carbon dioxide production cannot be stopped. But by Capturing or storing this carbon dioxide in storage well or underground can reduce emission. Plants or bacteria can also absorb carbon dioxide. Plants use carbon dioxide for bark formation. Duse eddies of bacteria can be used to absorb carbon dioxide.

Flexibility Mechanisms of Kyoto Protocol: Kyoto protocol provides flexibility so it is possible for players to manage their compliance targets in most cost effective manner in all markets there is a single product i.e. a tone of CO₂. In non annex B countries where CDM technology is used, the tone of carbon is called

Certified Emission Reduction (CER).

But in annex B countries, the maximum amount of GHGs (Green house gases) that a country can emit over a fixed compliance period is called countries assigned Amount AA. This consists of a number of AAUs. Each representing One tone of CO₂ equivalent. These AAU can be traded like any other commodity. Article Three of Kyoto protocol enables Annex B country to buy & sell AAU and removal limit RMU so in Annex B country the term AAU, ERU (Emission reduction unit and RMU all mean a tone of carbon the tone of carbon in EU ETS is called European union allowance (EUA).

Joint Implementation (JI):

Joint Implementation (JI) is a mechanism where a Project in another developed country will be set up by developed country which faces high cost of greenhouse reduction in their own country. According to Article 6 of Kyoto protocol the government and companies in annex B countries can buy & sell ERR (Emission reduction rights from projects which reduce green house gases emission or sequester carbon from the atmosphere. JI projects have become creditable only from 2008. JISCL joint implementation supervisory committee was joined to catch up CDM and AAU Trading. This regulatory process requires tramping of its own governance process, drawing up rules of accreditation and establishment of a template for JI product design documents. The key countries are Russia and central European countries who despite their economic crimson of mid-nineties will force its surplus of emission right to bring down the AAU price. Ex. Russia.

Clean Development Mechanism: Clean Development Mechanism (CDM) ensures that a country which is developed can provide sponsorship to create and establish carbon emission reduction project in another country which is developing where the cost establishing this project is found to be low but atmospheric effect is globally equivalent. Credits will be given to the developed country for fulfilling its emission reduction targets, while clean technology or capital investment will come to developing country. According to article 12 of Kyoto protocol Annex B government and companies can buy

& sell ERR from projects which reduce GHG emission on they can sequester carbon from the atmosphere in non Annex B country. UNFCCC has set up a CDM executive board where any CDM project will be first register in order to be able to generate CER. This registration committee has set a number of criteria's.

Besides these criteria's, the CDM project has to convince the monitoring committee that any GHG reduction would not have occurred in projects absence. But over guarding has made the situation a little worse by limiting the no. of projects CER. Under the CDM, investors from Annex I countries receive CER for the total amount of GHGs emission reduction achieved. But before that the party has to register in CDM Executive board and UNFCCC.

CER can be given only when the party satisfy the requirement that emission reduction will be extra to that reduction in Emission which will occur in the in the absences of project subjected. Till Feb 2007 five hundred project men registered by CDM executive board and 700 million CER are expected to be cleared by them. Major share of these project in from china 40% India comes second only 14%.

International Emission Trading (IET):

International Emissions Trading (IET) engage those countries which Trade in International Carbon Credit Markets for covering those shortfalls that exist in Assigned Amount Units. Countries which exceed their emission targets under Annex B of the Kyoto Protocol can buy it from countries that are exceeding theirs with surplus units. Though JI and CDM coexist, International Emission trading occurs when industrialized countries exchange their AAU's to meet Kyoto targets. In Russia and Ukraine emission level one surprisingly below the Kyoto target so these countries can easily sell then AAU to neighboring countries.

ER and ERU can be traded bilaterally and CER can be purchased in forming B/L emission reduction purchase agreement and risks can be distributed between buyer and seller. Carbon projects can be thus be created by a national government or by operators within a country. In reality, national governments do not do most of transactions directly; instead it is done by operators who

are allotted quotas by their government country.

Recent Updates: Paris Agreement Issues & Further.

The Article 6 of Kyoto Protocol suggests all this and the countries which ratify the Protocol have implemented the measures also. However Disagreements remain on major Points such as rules of International Carbon Markets countries have been unable to agree on the rules which will govern its use under Article 6. Even though The Paris Agreement in 2015 took things forward and Article 6 rules about Carbon Markets are still being discussed and countries are trying to resolve this issue only. The Key Issues which remain to be resolved are now

- Avoid Double Accounting & Setting Robust Accounting Mechanism for Credits by Countries
- Issue of Use of Credits generated before the 2020 Agreement to afterwards
- Target and Setting Mechanism for OMEG –

Indian Scenario on Carbon Markets & Emission target in India: India has already stated its position for reducing its emissions intensity by a margin of 33 – 35% to below 2005 levels by year 2030. The Paris climate agreement gives flexibility to sovereign governments for carbon reduction mechanism so as to achieve its goals. The Indian Govt. in seriously thinking of reducing the emission by a coal by making more solar power. The Other Measures of Energy Efficiency have been discussed in Chapter 7.

Mechanism Already Existing:- The Article 6.2 states that ITMO's or Internationally Transferrable Mitigation Outcomes are ways thorough which nations can devise their own carbon pricing mechanisms and instruments for reaching their carbon reduction goals. India Already has two mechanisms for this Purpose:

- The Perform, Achieve & Trade (PAT) Scheme to promote energy efficiency and the

- Renewable Energy Certificate (REC) given to companies for clean energy production

PAT Is an Regulatory Instrument which is aimed at reducing energy consumption in energy intensive industries and thereafter creating a mechanism driven by market where such energy savings can be translated into a tradable instruments known as energy saving certificates (ESCCerts). This Scheme is regulated by Bureau of Energy Efficiency (BEE) who is overall administrator, Central Electricity Regulatory Commission (CERC) which is market regulator, Power System Operation Corporation which manages the ESCert registry, and the Indian Energy Exchange (IEX) and Power Exchange of India Limited which manage the ESCert trading. The PAT Program is driven in Cycle of Two Years. This is a brilliant initiative for Pursuing Energy Efficiency across industries. Renewable Energy Certificates (RECs) are trade-able instruments which are certified that energy producer generated one Mega watt Hour of electricity from renewable sources. Once this power is supplied to grid, this REC can be traded in open market as an energy commodity. Both These Markets have been linked to Existing Markets which are driving competition and providing ways to reduce overall cost by necessary accounting and due verification. More has been discussed on Energy Efficiency in Chapter 7. Trading on Indian Commodity Market Exchange MCX was introduced for Carbon Credit derivatives (futures) In January 2008 but Market did not develop and Over time The Trading Slowly Ended. Reasons for the same have been evaluated. The Reason has been a multitude of factors. The FCRA Act allows only the trading of plain vanilla futures. Also the participation of Institutional and foreign are not allowed to trade. From the dynamics of International Carbon market the Indian Corporates are Credit Sellers and the buyers are usually from the developed Economies. Now these will be supposed buyers who would be taking a short position in carbon futures market. This would be done so as to hedge against the risk of price volatility in physical carbon markets. But the issue is that these buyers are not allowed to participate in Indian markets. As a consequence, market becomes

one sided i.e. from hedging perspective. The result is that Market became unbalanced with too many short positions as compared to long positions. Speculators thus can take only buying situations. Thus the market was characteristic of a large price difference between physical and futures prices, which lead to higher basis risk and low hedging efficiency. Also what needs to be said that this trading was started in 2008 which was followed by global recession and periods of less liquidity. his Low liquidity situation created hurdles in making the carbon market expand since demand for carbon credit declined as a consequence of falling growth rates of the other indices. No Market can operate when low liquidity becomes characteristic. Thus Carbon markets in India did not grow because of two reasons i.e. foreign and institutional participation not allowed in Indian derivative markets, and the timing of inception was followed by recession. For Carbon Market to evolve FCRA Act would have to be amended so as to allow institutional and foreign participation to participate. Now World Bank has pledged US \$ 8 Million for designing and creating a carbon market. If this carbon market takes shape, apart from increasing social awareness among Indian Corporates it will link profitability to Emission Reduction practices which become the norm for setting up circular economy.

Does Carbon Trading form a Part of Company CSR?

Corporate Social Responsibility (CSR) also often referred to as Corporate Citizenship, Social Performance Sustainable Responsible

Business is defined as Self Regulating Feature Imbued in a business model whereby a business monitors and prescribes itself to norms of Ethics, Corporate Governance Practices and compliance with Law in Word and Spirit. In Some Models this goes beyond the Compliance feature and results in actions which are beyond firm's interest i.e. for general good of society. CSR is thus aimed at embracing responsibility of Organization towards all stakeholders including Society and Nation. The Term CSR was coined in 1960's and has been referred to as by one and many for moral, legal and social responsibility of business. CSR Prescribes to being a guide to Organization, Its Core Philosophy and Its Resolve to Stakeholders.

CSR Benefits: 1. Societal Contribution by Corporations who make Long term Profit with a Clear Perspective. 2. Benefits to Society in various ways & help to government for their social agenda.

CSR Criticism: 1. CSR Distracts Business from Its Core Functions. 2. CSR is nothing but Window Dressing with a view to Branding & Earning Good will From People. 3. Sociologists emphasize that CSR is nothing but a reliable business tool which gives legitimacy to Big MNC's for their Capitalistic Agenda.

Table 1: Perceived benefits & criticism

Perceived Benefits	Perceived Criticism
Green House Gas Reduction	Carbon Credits Provide Pollution Rights
Capping Provides an Upper Limit To Emission	Industries Which fall in the list of Countries Ratified get Right To Pollute
Consistent Capping Leading to Lower Emissions Year on Year	The Process is Slow
Provides Revenue To Developing Nations	Slow or Negligible Reduction in in Overall Reduction
Tends To Free Market Mechanism	Inequality in Emission Target Reduction
Provides Revenue To Developing Nations as Countries who have achieved more emission targets can sell it to those Countries who exceed theirs	Industries Resort to Purchasing more Allowances than Cutting Them.

The Role of Carbon Credit As Company CSR can be judged in positive only when the

organization acts as real savior for carbon footprint reduction. Some Sociologists believe

that carbon trading is a can be viewed as a dangerous distraction from ultimate target of low carbon emission from all over the industrial world. Critics also suggest that Carbon Offsets do very little for actually changing company processes & systems which can provide long lasting impact. More So, Organization can get into habit of Reducing Climate Guilt Just by Purchasing Offsets which in long term is harmful as the motivation for better innovative practices will be less.

Off sets may be providing economic cost effective method of reducing emissions but ultimately they are a paradox. And it is sincerely hoped that these offsets will actually lead to wider adaption of techniques which reduce net emissions. Carbon Credits are thought as the most complex commodity market in history and they can't be ignored. It is thought as innovative new financial instrument which are taking the cause of environmental finance with a strategic competitive dimension. Increasingly different companies are finding that Offsets now form an important part of their broader investment portfolio and helping to address the organizational response to pressure on climate change.

The Entire Premise of Carbon Trading is based on Concept of Greenhouse gas Emissions being capped and then Using Financial Markets to Allocate Emissions Among Group of Regulated Sources. It is hoped that this will pave way for market dynamics to drive Industrial and Commercial Production Policy towards Low Emissions Goals or Less Carbon Intensive Approaches Which lead to Low Concentration on CO₂ and Other GHG's in Atmosphere. GHG Reduction Projects Generate Credits or Offsets and they can be used to finance carbon reduction schemes between various trading partners. Carbon

Trading is a rapidly changing Business and is subject to Quick changes in protocols rates and Registration Programs. It motivates Corporates for finding financial incentives for reducing CO₂ Emissions and proceeds with Eco/friendly or Green Technologies. Strictly Following and Tracking the cause behind this carbon trading can lead to GHG Emission Reduction Drastically. The Alternative Renewable Energies of Solar Wind & Hydro are expected to get funding and motivation for substituting Fossil Fuels. In today's Scenario the market is influenced by desire of Financial Interests or Gains by Investment firms as opposed to genuine cause of protecting environment.

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IMPACT OF COVID-19 ON MSME SECTOR IN INDIA

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Abstract-The outbreak of the Covid-19 pandemic is an unprecedented shock to the Indian economy. The Government of India has announced a variety of measures to tackle the situation, from food security and extra funds for healthcare, to sector related incentives and tax deadline extensions, implementing new tools in banking sectors, providing loans to agriculture sector, manufacturing sector at low interest rate, allotment of funds for MGNREGS for employment generation, etc. Micro, Small and Medium Enterprises (MSMEs) constitute over 90 percent of total enterprises in most of the economies and are credited with generating highest rate of employment growth and also account for a major share of industrial production and exports. The government needs to hand-hold the MSME units in order to promote growth in the manufacturing sector. Banks are not so willing to provide loans to these units which challenge the prospects of growth in these sectors. The need of the Government is to protect these units and take measures which will support them and would help them flourish and make them competitive with the global counterparts. MSMEs are crucial for the economic growth and stability of any country and play a vital role especially for developing country like India as they facilitate economic activity and provide employment thus contributing to poverty reduction by considering these as backbone of national economy. This paper would analyze the current status of Indian MSMEs and to investigate the major challenges facing by them and how, the countermeasures taken by the India government to revive the MSME enterprises can boost the entire economy during and after the corona pandemic.

Keywords: Indian Economy, Economic Downturn, Corona Pandemic, MSMEs, Government Initiatives and Financial Support.

Introduction:

The MSME sector plays a significant role in the Indian economy as it is considered as backbone of the entire economy. A catalyst for socio-economic transformation of the country, the sector is critical in meeting the national objectives of generating employment, reducing poverty, contributing to Gross Domestic Product (GDP) and discouraging rural-urban migration. The sector has exhibited consistent growth over the last few years, but it has done so in a constrained environment often resulting in inefficient resource utilization. Of the many challenges impeding the growth and development of MSMEs, inadequate access to financial resources is one of the key bottlenecks that make these enterprises vulnerable, particularly in the periods of economic downturn. Exclusive credit plans for MSMEs entail providing lower rate of interest for growing business units and offering them

access to banking services at low rate of interest, quick processing and servicing. MSMEs are complementary to large industries as ancillary units and this sector contributes enormously to the socio-economic development of the country. The Sector consisting of 36 million units, as of today, provides employment to over 80 million persons. The Sector contributes more than 6,000 products about 22 percent to India's GDP besides 45 percent to the total manufacturing output and 40 percent to the exports from the country. MSMEs also play a significant role in nation development through high contribution to domestic production, significant export earnings, low investment requirements, operational flexibility, location wise mobility, low intensive imports, capacities to develop appropriate indigenous technology, import substitution, contribution

towards defense production, technology-oriented industries, competitiveness in domestic and export markets thereby generating new entrepreneurs by providing knowledge and training. Despite their high enthusiasm and inherent capabilities to grow, MSMEs in India are also facing a number of problems like sub-optimal scale of operation, technological obsolescence, supply chain inefficiencies, increasing domestic and global competition, working capital shortages, not getting trade receivables from large and multinational companies on time, insufficient skilled manpower, change in manufacturing strategies and turbulent and uncertain market scenario.

Review of Literature:

Lahiri (2014) conducted a study on the Small Scale Industries at the Howrah district in West Bengal and found out that labor scarcity and problem of skilled labor to be one of the ten topmost problems of those MSMEs. He investigated that about 50 percent of the enterprises faced labor issues. Although MSMEs are known for highly skilled laborers with extremely high degree of precision and proficiency, they are not familiar with the latest machinery and are unable to match up their skills according to the demands of the market and requirements of the job.

According to the Annual Report on MSME, Ministry of Micro, Small and Medium Enterprises, Government of India (2013-14), a Credit Guarantee Fund Scheme for MSMEs has ensured credit availability for loans upto 100 lakh without collateral/third party guarantees.

Chakrabarty (2012) mentions that delayed payments from big companies to the MSMEs disrupt their business cycle and eventually lead to sickness. The MSMED Act, 2006 brought in improved provisions but that is not helping the enterprises to a significant level because the enterprises are afraid of filing complaints against the corporate companies. The MSMEs are also discouraged due to onerous legal procedures. RBI has instructed banks to maintain sub-limits within overall limits sanctioned to the corporate for payment to MSMEs in lieu of their purchase orders.

Das (2011) adds that the emergence of microfinance in the 1980s was mainly due to the failure of subsidy-oriented targeted programs in the past decade. In India, there are two streams of micro financing, viz. bank linked SHGs and microfinance intermediaries. Unlike the fixed repayment system in general loan products, in case of microfinance, the enterprises can repay as and when they have sufficient cash flows; it's a flexible repayment. Enterprises operating in the rural areas have totally different dynamics as compared to the ones in the urban areas and hence, their micro financing needs also differ. The lending priorities are biased towards the large enterprises because they contribute more to exports rather than employment. It is clear that capital alone cannot guarantee the success of microenterprise sector. It is limited by a lot of external and internal barriers. Without accessible and affordable support, informal enterprises will stagnate after a certain stage of growth even if sufficient investment is available to them.

Churchill and Lewis (1983) identified five stages of growth for the MSME sector viz. existence, survival, take-off success, resource and maturity. In each stage of development a different set of factors is critical to the firm's survival and success. The Churchill Lewis model gives an insight into the dynamics of MSME growth, including the distinguishing characteristics, problems and requirements of growing them and explains business growth processes amongst them. The major constraints of the sector are finance for initial capital and working capital, line of credit from the suppliers, new technology to produce quality products/ give service, ability to hire qualified and professional staff for production, service and marketing. In the Indian context MSMEs can be considered as the backbone of national economy and as a significant solution for our development issues as they Provide resilience in the economy and foster an entrepreneurial culture by creating more jobs, contributes to export, reduces poverty, provide more employment at lesser capital costs compared to large enterprises, reduces inequalities in the economy by contributing in distribution of wealth, facilitate learning across the sectors as well as geographically.

Objective of Study: The objective of this study is to conduct secondary research on the MSME industry in order to identify the major challenges faced by the enterprises due to outbreak of COVID-19 and focusing mainly on the precision tool to identify the hindrances that these enterprises currently face and to suggest policy measures that will improve the condition of these enterprises and will empower them to survive and sustain in the pandemic period and in future.

Data Base of the Study: In this paper survey reports and study reports by various agencies like FICCI, RBI, and Ministry of Micro, Small and Medium Enterprises and Ministry of Finance, Government of India, have been taken into consideration for procuring data relevant to MSMEs sector in India. The reports mostly published in March to July, 2020 have been taken into consideration to understand the outbreak of COVID-19 on MSME sector in India. Also, I have studied few research papers and news articles which have published in these five months of pandemic situation prevailing throughout the world.

Classification of MSMEs in India:

In accordance with the provision of Micro, Small & Medium Enterprises Development (MSMED) Act, 2006 the MSMEs are classified in two categories, viz.

Manufacturing Enterprises: The enterprises engaged in the manufacture or production of goods pertaining to any industry specified in the first schedule to the Industries (Development and regulation) Act, 1951. The Manufacturing Enterprises are defined in terms of investment in Plant and Machinery.

Service Enterprises: The enterprises engaged in providing or rendering of services and defined in terms of investment in equipment.

Indian MSMEs comprise three sub-sectors, namely

- Predominantly rural based traditional household industries.
- Small and medium industries, functioning with relatively obsolete technologies.
- Modern micro, small and medium enterprises, which are owned and operated by techno entrepreneurs,

operating in new industries such as software and bio-technology and among others.

Role of MSME Sector on Indian Economy:

The main advantage of this sector is that it requires less paperwork and investment, invariably creating large-scale employment and organically curbing underemployment and employment problems commonly prevailing in the highly populated developing countries like India. MSME contributes immensely to exports, employment and manufacturing and service sectors in India. It has a huge share in the manufacturing sector and 40 percent share in exports from India and earning foreign currencies. It has a whopping 69 percent share in the employment ambit. A fun fact is that India's agriculture sector has less contribution to GDP than this sector and this is why this sector is called as the backbone of Indian economy. Now a day, multi-national companies are purchasing semi-finished products and auxiliary items from small businesses. For example, automobile companies are buying brakes, rubber and clutch parts from this sector. Notwithstanding the implementation of Goods and Services Tax (GST), over 40 percent of this sector applied for GST registration, which spiked government revenue by at least 11 percent. Propelling inclusive growth it need to know that just some 100-150 people own about 50 percent resources or wealth in this country, which causes the delinquency of unequal income and wealth distribution. While socio-economic deprivation and poverty are roadblocks to the country's development, including poorer, marginalized and affected sections of society in its workforce is a crucial challenge for MSME Ministry. While the owner can control the limited, available resources, decision-making is lot more efficient and easier compare this to a large company, where there is a specialist for every department.

Problems of MSME Industry in India:

Despite being pillars of Indian economy, they also face stiff competition from large firms after the introduction of New Industrial Policy, 1991 by the India government that attracts the LPG regime in the developing country to attract more and more foreign capital

investment in the economy. They find it difficult to sell their output at remunerative prices and cannot spend much on the promotional activities viz. advertising, marketing, free sampling and research and developmental activities, etc. Inadequate infrastructural facilities and access to credit from money lending institutions like banks, insurance corporations and non banking financial intermediaries, etc. are other major problems of this industry. Despite constituting more than 80 percent of the total number of industrial enterprises and supporting industrial development, many MSMEs in India have problems such as suboptimal scale of operation, technological obsolescence, supply chain inefficiencies, increasing domestic and global competition, fund shortages, change in manufacturing strategies and turbulent and uncertain market scenario.

Countermeasures taken by the India Government to tide over the Pandemic:

Considering the current situation, the need of the government is to allocate a robust fiscal package to revive the confidence of this sector and thereby initiate economic recovery. It is also important that the financial relief not just provide temporary relief by infusing short-term liquidity, rather address medium to long term requirements of funds. The government is already mulling a bailout package for the sector with reports indicating that a proposal to guarantee Rs 3 trillion of loans to small businesses might be in the works. Union Minister for MSMEs Nitin Gadkari has also indicated that a corpus of Rs 10,000 crore is on the way to buy up to 15 percent equity in MSMEs with high credit rating. The Reserve Bank of India (RBI) declared several monetary policy measures to curb the impact of the corona virus pandemic by declaring a considerable cut in the policy repo rate by 75 basis points to 4.4 percent – lowest policy rate in this century announced to inject around Rupees 3.74 lakh crore liquidity into the system allowed a 3-month moratorium on payment of installments on the existing term loans, it reduced the liquidity coverage ratio to 80 percent from 100 percent previously, and provided a special financial facility of Rs 50,000 crore to All India Financial Institutions (AIFIs) at the repo rate. Working capital will continue to be the mainframe of the sector and

any shortage at it will challenge its survival. The post-pandemic world will experience a dearth of capital and will require financial institutions to lend a helping hand to the MSME sector. The government will need to enable a comprehensive ecosystem for the MSMEs to get back on track and start conducting business as implementing the following measures:

Make easy loans available: To ensure the survival of this sector, it is imperative to provide the much-needed liquidity to keep their basic operations running by way to make easy and low-interest loans available immediately. The loan amount available for each organization must be equivalent to at least two to three months of operational costs. Such a credit guarantee will not only prevent small companies from going bankrupt but also allow them to use the lockdown period to launch transformational initiatives such as reconfiguring their business model and shifting to producing products more relevant for the recent time. For example, some companies have changed gears and shifted to manufacturing products such as masks, sanitizers and other protective equipment during this time. While some banks have already initiated some emergency relief measures for the sector, it needs wider credit guarantee schemes backed by the government.

Wage protection: With businesses in financial distress, employees are facing the threat of job losses or significant wage cuts during the post pandemic situation. A wage protection scheme for at least three months was announced by the India government. If not complete wages, the government needs to support these organizations by paying partial survival wages during these critical periods of post pandemic nationwide lockdown. A constant wage flow will allow the sector to retain its workforce, keeping a large population from starvation. Retaining the workforce will also allow companies to diversify their operations to suit the needs of the time.

Financial concessions: To help organizations reduce expenditure during this critical time, the government must also consider deferring social security payments by companies by suspending companies' contribution to

Employees' Provident Fund (EPF) and to employee insurance schemes, including medical insurance for six months is a demand that is being raised from different quarters. Finance Minister Nirmala Sitharaman had announced that the government will pay the entire EPF contribution of both the employer and the employee for three months, but limited this benefit for establishments with up to 100 employees and 90 percent of the employees earning less than Rs 15,000. This step will allow organizations to have greater liquidity at hand to be able to survive the cash crunch and restart production after the lockdown is lifted. Similarly, exemptions in paying GST for six months can also be considered for revival of this sector.

Resuming logistics and supply chains: With all travel and movement halted, the supply chain and logistics framework also crashed during the lockdown phase. Apart from the shortage of raw materials, companies also facing an inability to deliver finished products to retailers and end-consumers because a significant number of workers migrating back to their villages and towns, organizations are now also facing a shortage of labour force also at the unlock phases. Mechanisms need to be created to find daily wage earners who are desperate for work and transit them to the manufacturing units that need labour force so that demand for the whole nation can be overcome. The sector also needs help with warehouses and inventory management facilities. No one knows when the COVID-19 crisis will end. But what is clear is that both businesses and the government need come together to work towards repurposing business plans, restarting business operations and protect employees and workers to ensure their survival and maintaining livelihood.

Conclusion and Suggestions: Here are a few suggestions that the policymakers can consider as they gear up to deal with the economic crisis. The government has started taking some steps to keep these enterprises afloat. Government-run banks are also being encouraged to keep worth Rs 60,000 crore ready to provide loans to the worst affected enterprises at cheap rates. In addition, India Government Finance Minister, also announced the extension of the last date to file belated Income Tax Return for all businesses for the

FY 2019-20 from March 31 to August 31. The deadline for GST returns filing for March, April and May was June 30. While these measures give some hope to this sector, there are a few more steps that the government can take to ensure aid to the worst affected business sector to strengthen the backbone of entire economy. Most businesses are looking for financial support from the government and doing this can help them cope with cash flow problems as already RBI spread more of funds to the organized sector. India's leading industry body, FICCI came forward with a list of demands and appealed policymakers to provide loans to revive this sector so that they can be functioning well in future. Interest-free and collateral-free loans are given to MSME companies (turnover of less than Rs 500 crores) for a period of up to 12 months depending on the sector to enable them to cover fixed costs, salaries and other operational expenses; for non-GST paying companies, an alternate mechanism may be worked out (based on IT filing). This loan can be given with pre-conditions that businesses will continue to run and there would be no layoffs of workers and after one year it will be converted into a grant if all conditions are met (threshold tax collection could be one metric). Non Performing Assets (NPA) recognition period for the banking companies to be extended from 90 days to a minimum of 360 days due to such pandemic situation. In order to run the economy, two mechanisms that could be utilized by the Government are i) MGNREGA (Mahatma Gandhi National Rural Employment Guarantee Act) and ii) Jan Dhan accounts. MSMEs are highly adaptable within the developed and developing economies; provided that they have a facilitating environment to grow and it is very difficult in poorer countries as they require adequate financial support from government to survive and sustain in the present dynamic and competitive world.

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A STUDY TO DETERMINE MEDIA'S ROLE IN STRESS MANAGEMENT AMONG STUDENTS

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Abstract- The paper investigates the way various Media aid in handling stress among school students. It aims at investigating various factors responsible for creating stress among students. Media play a great role in our life. Various media channels and vehicles provide us information, education and entertainment. They also play dual role in our life. Media can be both eustress and distress. Students are required to handle stress effectively. The paper gathers both primary and secondary data through previous literature study and questionnaire survey respectively. Both data supported the fact that media have become an important part in every stress management program.

Keywords: Media, Stress, Stress Management, Survey, Videogame, Facebook, Mobile, Hypotheses

Introduction

Media plays an important role in human lives. Mass Media comprises of vary array of communication media such as newspapers, radio, television, film and internet.

The term 'communication media and technology' reflects the use of these tools as part of a system, which approaches to solve educational and social problems. The educational technology is not limited to hardware or any specific communication media, but they also include the process of communication itself. They also include various ways media (human, print or electronic) work to accomplish the predetermined objectives for the dissemination of information and knowledge. Thus, communication media and technology includes not only various communication media ranging from chalk to blackboards to newspapers, textbooks, magazines, videos, satellites, and microcomputers, but also various methods of organizing and utilizing these media as the elements of integrated information dissemination approach (Ingle,

1986, pp 253-254). Technological upgradation made a great impact on new media technologies. Digital games and interactive entertainment have emerged into main-stream media attracting an ever growing audience of young and older users alike. Mobile media have extended the scope of traditional mass media and make information, entertainment, and computer-mediated interpersonal communication available at any time and at any place (Reinecke & Oliver, 2016, pp 3-13). Social networks such as Facebook, LinkedIn, MySpace, or Twitter can be valuable tools in gathering and disseminating news and information. The social media usage crosses all age groups, income levels, and professions (Grensing-Pophal, 2010). Social Networking Sites (SNSs) have changed the way people interact with each other. Social networks are communities connected in the in the World Wide Web to communicate and collaborate. Others refer the social networks as Web 2.0, as a concept of software convention around 2004 (Abbott, n.d., pp 77-78). Today, teenagers interact with their peer groups and families through various social networking sites. They

discover and build their own virtual identities both online and offline. The boundaries between online and offline identities are blurring due to excessive use of Internet. Despite of growing academic and public interest towards online media, it is surprising that stress caused by online media is still neglected topic of research (Lutz, Ranzini & Meckel, 2014, P 3).

Stress and Stress Management

In the 1930s, Selye (1936, P32) has introduced the term 'stress' to life sciences. But later period, Selye noted the term has been inappropriately selected due his inadequate English. Then, he claimed that it should be appropriately called as 'strain syndrome'. The most accepted definition stress states that it 'is a physical, mental, or emotional response to events that cause bodily or mental tension' (Myslivecek, 2015, P 716). Stress is associated with a broad range of health outcomes including mortality risk and nearly every possible physical symptom or condition, including headaches, heart disease, diabetes, colds, infection, and even the way our wounds heal (Carr, 2014, P 49). Stress is the natural way of responding to the demands of our ever-changing world. Although, we often feel the change, the way we interpret and experience these changes, are directly linked with stress. Stress can be the result of both positive and negative experiences, but it has been a necessary part of our daily lives (Ballesteros & Whitlock, P1).

Managing stress is nothing new. It is seen as an outcome response; people talk about being "stressed-out" or being "in the zone." Thus people experience stress both psychologically and physically. People at workplace experience stress as a stimulus, a reaction, and as a cognitive, affective, physiological state. Stress use three distinct concepts: stressors, stress response, and stress-related outcomes (Hargrove, Hargrove & Becker, 2016, P 25). In this fast growing world, almost every person is beleaguered by everyday stress. The means of handling stress differ varies from person to person. It is highly essential that One must help other to combat stress. One cannot avoid being stressed, but one must be efficient enough to effectively tackle the stress

in his/her life. Students are frequently affected by stress. In today's competitive world, they face a lot of pressure and challenges in their academic lives. Students must be trained to handle this stress (Nivethitha & Rita, 2016, P 480)

Statement of the Problem

The present study examines the way various Media help in reducing stress among school students. It also aims at investigating various factors responsible for creating stress among school going children.

Objectives of the study

- To find out various Media on which students rely to overcome stress.
- To find out different factors that lead to stress among school going children

Literature Review

Lupien (2012) states that out of 100 people, 99 individuals say stress is 'time pressure'. People feel stressed when they do not have time to do all the things they want to do in the time available. Adults are mostly affected by time pressure in comparison to children and elders as they are scheduled for 100,000 jobs such as taking children to day-care centre, looking after children's sports activities in the evening, assisting aging parents and so on. Lupien further states that the myth of stress is in the public perception. People often consider stress as a consequence of time pressure. But it is wrong to consider that elders and children are less vulnerable to stress. In the last two decades, several scientific discoveries revealed children and elders are actually more vulnerable to stress than adults. Their brains are much more affected than adults. Stress has the capacity to accelerate the aging of elders' brains. Children's brains are largely exposed to stress because their brains are still in development stage. Stress can delay the development of brain parts or functions in children. Parents are constantly pushing their children to do all activities such as going to school, engaging in homework, engaging in sports or extracurricular activities. Thus, parents themselves are creating time pressure for their children.

Robson, Cook and Gilliland (1995, pp 165-174) states that stress in children and adolescents has become an increasing phenomenon, which has been increasingly brought in public notice. Children's behaviour is the product of several interrelating factors, which varies from child to child. They function in several different 'worlds' such as peer group, family, classroom, playground and school at large. Each world is made up of complex elements which are interrelated. These complex elements are influenced by the child's behaviour and vice versa. **Nivethitha & Rita (2016, pp 480-483)** studies various factors like Academics, Environment, Extracurricular, Peers and Time Management as stressors among students. Academic pressure can be painful if it is allowed to be the same. It can be converted as eustress urging to greater accomplishments through proper management. In such case, stress management among the students is highly needful. They can be encouraged mentally by awarding their academic performance. Sometimes, school environment become distressful as students are left alone to handle the situation. Stress can be changed to as eustress by introducing planned adjustment between academic and other activities. One can carefully select the extracurricular activities and balance these activities with their school, family, friends and jobs. For students friends and peer groups can be both eustress and distress if they are handled improperly. Another important factor of stress is time. Lack of time management can lead to stress. Students can cope with stress related to time by framing a proper plan and maintaining it in their daily lives. Parents are often for creating stress among students. So, one can handle stress related to parents by maintaining a healthy relation with them. **Jung & Hua (2012, pp 69-72)** examine that videogame can play an effective role in managing stress among the university students. Students often view the similarities between themselves and the game characters. These similarities add to stress management among the students. Videogames can be good complementary media for educating the students and enhance their learning experiences. **Levermore (2004, pp 38-41)** states children learn through observation as they mimic behaviours at a very

young age. They absorb new ways of achieving tasks. **Georgea, Dellasegab, Whiteheada, & Bordonc (2013, pp 559-562)** investigate the most user-friendly strategies among College students to cope their mental stress. Students find social media like Facebook are quite helpful in handling their stress. Students feel links and videos provide nice break from studies. Some students also joined various Facebook group to handle their mental stress caused due to academic stress, whereas **Lutz, Ranzini & Meckel (2014, pp 1-22)** investigate teenagers mostly feel stress due to social networking sites. So, social networking sites act both as stress creator and stress reliever.

Hypotheses

- H0: Academic has no relationship with mental stress among school students.
- H1: Academic has a relationship with mental stress among school students.
- H0: Peer Pressure has no relationship with mental stress among school students.
- H2: Peer Pressure has a relationship with mental stress among school students.
- H0: Family has no relationship with mental stress among school students.
- H3: Family has a relationship with mental stress among school students.
- H0: There is no relationship between Media and Stress management among students.
- H4: There is a relationship between Media and Stress management among students.

Research Methodology: The present research is an exploratory survey method, which aims at visualizing factors that lead to stress among school students. The study population comprises children aged 14-16 in Barrackpore Area. In this research random sampling technique was used for necessary data collection. The sample size is 77 individual respondents, who studies in class IX and X. Data gathered for the study was derived from primary sources. The researcher constructed questionnaires for the sampled population.

Survey Findings

1. Are you stressed?

Figure 1 show 57 respondents (74.02%) said that they don't suffer from stress, whereas 20

respondents (25.97%) said they suffer from stress in their daily life.

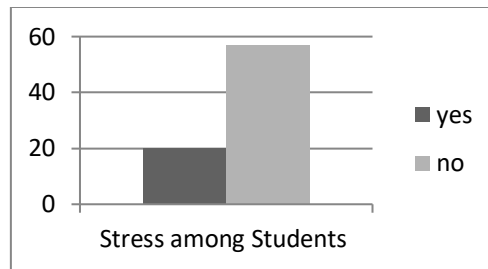


Figure 1: Stress prevailing among school children

2. What are the factors related to stress?

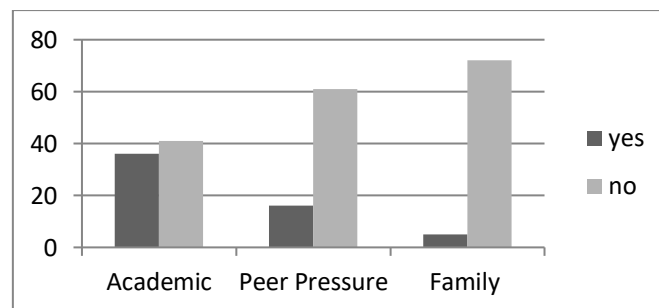


Figure 2: Various factors related to stress

Figure 2 show 36 (46.75%) respondents stated that they suffer from mental stress due to their academic performance. So, Hypothesis 1 is selected. 61 (79.22%) respondents disagree that peer pressure has no relation with stress. So, hypothesis 2 is rejected and alternative hypothesis is selected. Only 5 respondents agree that family plays an important role in creating stressful environment. So, hypothesis 3 is rejected.

3. Do you take medicine for stress?

74 respondents (96.10%) give reply that they don't rely on medicine to handle mental stress. Only 3 students rely on medicine to handle stressful environment.

4. What you do while you are in stressful situation?

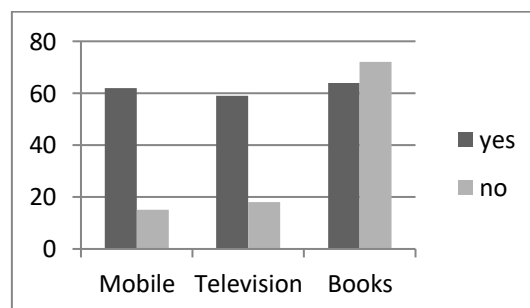


Figure 3: Dependence on media to overcome stress

Figure 3 show 62 respondents rely on mobile phone to overcome stressful situation. 59 respondents said that they depended on Television, while 64 respondents depended on books to cope with stress. Gathered data shows respondents rely mostly on media to overcome stress. So, hypothesis 4 stating is selected.

Conclusions

Media play a great role in handling the stress among the students. In last decade, human life has changed drastically. Humans are relying more and more on media specially the new media technologies such as social media, internet, mobile and video games. Previous literature study shows media can be both eustress and distress. Few students rely on Facebook group to handle their stressful situation. Other feels Facebook and other SNSs create stress in their life. They have to maintain a balance between their online and offline identities. Every human being has to suffer from stress and they have to manage stress properly. One can't avoid stress, but one should be skilful enough to handle stress effectively. Academics, Environment, Extracurricular, Peers and Time Management are the factors which create stress among students. Internet, Mobile phones, Facebook and videogames play an important role for creating awareness about various stress management programme. Apart from literature survey, a survey has been conducted with 77 respondents. About 74.02% respondents feel they are not suffering from stress. Three factors such as Family, Peer Pressure, and Academic performance are held responsible for creating stress among them. They mostly avoid medicine and mainly rely on mass media such as books, television, and mobile phones to cope with stress. So, mass media along with new technology play a great role in stress management process among students.

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WORKERS' PARTICIPATION IN MANAGEMENT AND ITS IMPACT ON INDUSTRIAL RELATION.

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Abstract- Human resources are most significant resource of an organisation because it is human resources who make all the differences in the organisation. It is important for an organisation to make proper management policies for them and organisation should work on enrichment and nourishment of existing knowledge, abilities, capabilities, talent and skills of human resources of the organisation. When an organisation works on physical safety and mental security of human resources they feel associated with the organisation and try to give their best for attainment of goal of the organisation. Workers' participation in management is an humanitarian approach that gives feeling of belongingness to the employees of the organisation by providing them mental security that they can take part in the decision making of the organisation. It gives satisfaction and provides an opportunity to express their problems, handle resistance to change and create sense of commitment towards organisation. This study is based on reviewing the concept of workers' participation in management and its impact on industrial relation of the organisation.

Keywords: Human Resource, Enrichment, Nourishment, Ability, Capability, Feeling of belongingness, Workers' Participation in Management, Industrial Relation.

Introduction

Workers' participation in management is the most accepted principle of human resource management. This principle is playing crucial role in promoting the industrial democracy throughout the world and in India too. Workers' participation in management allows employees to take part in the decision making process of the organisation and it increases involvement of employees in the matters of the organisation. In this, employees of the organisation get right to participate in decisions on issues which are concerned with them like wages, safety, sharing of gain, welfare, working condition, security, incentives, allowances and production related aspects. When employees of the organisation

get right to participate in decisions concerned with them, they feel associated with the organisation and it promotes industrial democracy. In other words, it can be said that, it is kind of sharing decision making power among all those who are engaged in the organisation. It allows employees of the organisation to communicate and consultate either formally or informally and express their opinions and ideas for improvement of organisational effectiveness as well as their own economic welfare. It is a principle that provides opportunity to all employees of the organisation for contributing their ideas along with their physical efforts. British institute of management has defined workers' participation in management as "the practice in which employees take part in management

decision and it is based on the assumption of commonality of interest between employer and employees in furthering the long term prospects of the enterprise and those working in it."In the words of Keith Davis, "Participation is a mental and emotional involvement of a person in a group situation which encourages to contribute to group goals or objectives and share responsibilities."By summarising, above definitions it can be said that workers participation in management is a principle that allows employees to take part in the decision making process and contribute positively in managerial decisions of the organisation.

Industrial Relation

As people in their normal life have understanding about each other called 'relation' similarly the understanding between employees and management in an industrial organisation is called 'industrial relations'. Good industrial relations help retain employees and run organisation successfully. Industrial relation is also termed as 'employer-employee relation' and 'men-management relation'. Dale Yoder has defined industrial relation as "a designation of whole field of relationship that exists because of the necessary collaboration of men and women in the employment process of industry." Armstrong has defined industrial relation as "it is concerned with systems and procedures used by unions and employers to determine the reward for effort and other conditions of employment to protect interest of the employed and there employers and to regulate the ways in which employers treat their employees."By summarising, the above definitions it can be said that industrial relation is the relationship between employees and employers of the organisation. It also covers relationship between employers and employees & employers and employers who are working in the organisation. In other words, industrial relation covers all relations between parties established on account of employment.

Objective of the study

The present study is undertaken with the following objectives:

1. To review the workers' participation in management before independence and after independence.
2. To identify the different forms of workers participation in management.
3. To assess the impact of workers' participation in management on industrial relation.

Research methodology

The method used in the research is analytical and descriptive. The study is purely based on the information collected from different sources like websites, articles published in reputed national and international journals, news papers and reputed reference books related to this subject matter.

Review of workers' participation in management in India

Before independence: The concept of workers' participation in management is not an imported idea from outside. The idea of this concept was first given by Mahatma Gandhi in 1920. He suggested participation of workers in management on the ground that workers contribute labour and brains while shareholders contribute money to the organisation and therefore, that both should, share in its property. He suggested that there should be a perfect relationship of friendship and cooperation among employer and employees of the organisation. He focused on making workers as master of the means of production instead of slave of the organisation. There was a instance in 1920, the workers and employers in Ahmedabad textile industry agreed to settle their disputes by joint discussions and consultations. Therefore, the Ahmedabad agreement may be regarded as a milestone in the history of joint consultation that is 'participatory management in India'. Following this, some works committees were also set up in the government printing presses and railways. During the same period, such committees were also set up in the Tata iron and steel company, Jamshedpur. After this, with enactment of Industrial Disputes Act, 1947 the major step had been taken in the direction of workers' participation in management in India.

After independence

As we have seen the ground for workers' participation in management was ready before independence. After enactment of Industrial Disputes Act, 1947 it formally started in the organisation. The Industrial Policy Resolution, 1948 advocated workers' participation in management by suggesting that labour should be in all matters concerning industrial production. Article 43A of the constitution of India has provided workers' participation in management in these words: "the state shall take steps, by suitable legislation or in any other way, to secure the participation of workers in management of undertakings, establishments or other organisations engaged in an industry." Again, the second five year plan stressed the need for workers' participation in management in the following words: "it is necessary in this context that the worker should be made to feel that in his own way he is helping build a progressive state. The creation of industrial democracy, therefore, is a prerequisite for the establishment of a socialist society." Then, in 1956, the government of India set up 'study group on workers' participation in management' consisting of representatives of the government, employers and workers to examine the system of workers' participation in management in the United Kingdom, Sweden, France, Belgium, West Germany and Yugoslavia. In May 1957, the group submitted its report with the following recommendations:

- The schemes of workers' participation in management should be introduced in selected undertakings on a voluntary basis.
- A sub-committee consisting of representatives of employers, workers and government should be set up for considering workers' participation in management in India.

Then, on January 31st and February 1st, 1958 "seminar on the labour-management co-operation held in New Delhi. It drew up a "Draft Model Agreement" between labour and management for the establishment of Joint Management Councils. Thus, joint management councils were set up in 1958. These councils have the following three sets of functions:

- To fulfil its function as an advisory body.
- To receive information on certain matters.
- To fulfill administrative responsibilities.

Following this, the Nationalised Banks (management and miscellaneous provisions scheme) 1970 also provided for the appointment of worker director to their board. One director was from among employees (who are workmen) and other from among officers for a tenure of three years. Therefore, upto July 1975, there had been three forms of workers' participation in management introduced in India. The first one is Works Committees, the second one is Joint Management Councils and the third one is Workers Directors (for public sector) on board of directors. Then the Janata government also set up committee on workers' participation in management and equity in September 1977, under the chairmanship of Ravindra Verma, the then Union Minister of labour. The committee submitted its report to the government in March, 1979. This report favoured adoption of three tier system of participation i.e. at the shop level, at the plant level and at the board level. This committee also recommended to enact legislation on workers' participation in management covering all undertakings (public or private) employing 500 or more workers. So far, all the schemes pertaining to the workers' participation in management have been non-statutory which failed to provide meaningful and impactful participation of workers in management. So, finally, to remedy the situation the government has introduced a bill (Bill No. XXXVIII of 1990) in the parliament on 25th May, 1990 to provide for:

- i. Meaningful three-tier participation of workers in management in all industrial establishments.
- ii. Rules for monitoring the scheme.
- iii. Rules for appointment of inspector.
- iv. Formulation of scheme specifying criteria regarding nomination of representatives from workers.
- v. The principle of secret ballot for determining the representation of workers on the shop floor and establishment level councils.

- vi. Imprisonment of upto 2 years or a fine upto ₹20,000 or both for contravention of the provisions.
- vii. Till now, work is happening on enrichment of participation of workers in the managerial decisions so that they feel associated and secured in the organisation and satisfy their esteem needs.

Forms of workers' participation in management

There are number of forms available for workers' participation in management. This forms of workers' participation in management allows employees of the organisation to take part in the managerial decisions. Each form has different techniques to allow to participate in decision making of the organisation. The well known forms of workers' participation in management are as follows:-

i. Works Committee: The works committee started in India because of the Industrial Dispute Act 1947. It was this act which stated that "in case of any industrial establishment in which 100 or more workers are employed or have been employed on any day in the preceding twelve months the appropriate government may by general or special order require the employer to constitute in the prescribed manner a Works Committee consisting of representatives of employers and workman". The objective of the works committee is to create cordial relations between the management and the workers. The Works Committee does not perform any administrative function it is an advisory body.

ii. Joint Management Council: For the success of Industrial Planning it was necessary to set up Joint Management Council in the industrial undertaking which will have representatives of Management Technicians and Workers. Joint Management Council can discuss issues related to lighting, ventilation, temperature, sanitation, drinking water, canteens, dinning and rest rooms, medical and health services, safe working conditions, administration of welfare funds and recreational activities. The government's Industrial Policy resolution of 1956 stated that in a socialist democracy labour is a partner in a

common task of development and should participate in it with enthusiasm, there should be joint consultation and workers and technicians should wherever possible be associated with management. The objective of the Joint Management Council were to promote cordial relations between management and labour to build trust and understanding.

iii. Workers' Representation On Board Of Management: On the recommendations of the Administrative Reforms Commission made in its report on public sector undertakings, the Government of India accepted in principle that representatives of workers should be taken on the Board of Directors of Public Sector enterprises. The representatives of workers on the board should be those actually working in the enterprise. Workers' Representation on Board shall be limited to companies which employ 1000 or more persons. (Does not include casual or badli workers). If 51% of the workers vote through secret ballot in favour of participation, the company is under legal binding to introduce this scheme. However any company can voluntarily introduce this participation scheme. In this scheme the worker Director will be elected by all the workers of the company through secret ballot. The workers who get elected as a director is given training in the various important aspects of business. The workers' director participates in all the functions of the board.

iv. Workers' Participation In Share Capital: Workers' Participation in Share Capital is the outcome of the Sachar Committee. The Sachar Committee had in its report to the government observed that majority of the organizations are in favour of workers' participation in Share Capital and that future issues of shares the companies should reserve a portion of the new shares exclusively for the workers. These shares in the first instance must be offered to the employees of the company, failing that they should be offered to the existing shareholders or the public. Due to this scheme workers get an opportunity to have a share in the capital of the organization where he is working. He therefore gets the status of the employee and also the owner of the company. When an

employee is a part of ownership of the capital there is a sense of belonging and a sense of responsibility. This scheme awns to improving industrial relations and a feeling of being together.

v. Quality Circle: Quality circles are alternative approach to participation. It is a small group of employees, who meet periodically to identify, analyze and solve quality and other work related problem in their area. Members of a particular circle should be from the same work area or who perform similar work, so that the problems they select will be familiar to all of them.

These forms of workers' participation in management usher in industrial harmony and peace for the organisation.

Impact of workers' participation in management on Industrial Relation

It is very important for an organisation to maintain and develop good and healthy relations between employers and employees of the organisation. A good industrial relation creates a sound and healthy working environment in the organisation. It helps in fostering the sound relationship between employers and employees by safeguarding their interests and it helps in avoiding industrial conflicts and strikes by developing mutuality among the interests of the concerned parties. Actually, industrial relations can be defined as a coin having two faces: co-operation and conflict. The relationship starting with co-operation soon changes into conflict and after its resolution again changes into co-operation. So, it is important for an organisation to maintain feeling of co-operation in the organisation. Feeling of cooperation in the organisation can only be achieved when employees of the organisation feel that they are associated with the organisation and employer of the organisation is listening their problems and making effort to sort out their problems. Workers' participation in management allows employees of the organisation to take part in the key decisions and share their present situation and problems in the meetings of top level management. Through proper implementation of workers' participation in management the chances strikes, lockouts and gheraos can be reduced

by the organisation. It also helps in raising productivity in the organisation and reduces employee turnover and absenteeism. It helps in avoiding unnecessary interference of the government in the matters of relationship between employees and employers.

Conclusion

By reviewing the concept of workers' participation in management we have seen that it is one of the finest concept of Human resource management. By allowing the participation of employees in the managerial decision an organisation can foster industrial relation in the organisation. By doing so an organisation can promote and develop healthy labour management relations. Maintenance of industrial peace can also be possible because of workers' participation in management. It gives benefit to the employees as well as employers of the organisation. It is worth mentioning that Tata Iron and Steel Company (TISCO) after taking initiative for Workers' Participation in Management, the workers in a century-old history have not gone on a strike. This shows the impact of Workers' Participation in Management on industrial relation of the organisation.

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A COMPARATIVE STUDY OF ENROLMENT AND DROPOUT BETWEEN TRIBAL BOYS AND GIRLS IN DAKSHIN DINAJPUR DISTRICT

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Abstract: The main objective of this article is to compare the enrolment and dropout between tribal boys and girls at the elementary level of education in Dakshin Dinajpur district of West Bengal

Introduction:

The sex composition is a recognised analysis of the demography of and region. The balance between males and females is a significant aspect of population structure. The numerical measurement of sex-composition of a population is often expressed in terms of sex-ratio. So, the sex ratio is the basic tool used to explain the employment and consumption patterns and their social characteristics of a community of any particular places. In the year 2011 the sex ratio of the country and the state are 940, 946 females per thousand males, respectively, whereas, in the district Dakshin Dinajpur, the sex ratio is slightly higher than other two, that is 955. The male and female literacy rates are 57.4% and 29.2% respectively which show a gender disparity in literacy. Of the ten major schedule tribes, Bhutia with 72.6% overall literacy, 80.2% male and 65.2% female literacy is well ahead of others. Savar is having the lowest overall literacy of 26.3% and only 16% female literacy rate.

Review of Some Related Literatures:

Ambhashth (1966) studied the tribal education in respect of three agriculture tribes in Bihar-the Oraon, the Kharia and the Munda. He dealt with the cultural setting, the pattern of traditional education, the agencies of modern education, the village schools, the perception of the teachers by the students and the teacher's perception of the students, female education, social education, the relationship

between education and the economy, the problems of dropout, wastage and stagnation at the primary stage, and the impact of education on the tribes. **Srivastava (1968, 1970a, 1970b, 1981)** conducted a several studies on education and modernization among the Munda and the Oraon of Ranchi, developmental needs of Tribal people, identification of educational problem of Saora of Dakshin Dinajpur etc. It was revealed that the Munda and the Oraon were found to be very much orthodox and not receptive to newer ideas. There was communication gap between the Tribal people and services available to them. Moreover, it was found that the consumption of alcohol was another menace in their community but still it was a vital role in their social system. The study showed that the unproductive and traditional type of educational system for the Tribals was the cause of indifferent attitude of Tribal parents towards their children's education. Besides, lack of necessary facilities and equipment for teaching was the cause of lack of motivation for education among them. **Lai (1974), Pravattham (1974), Joshi (1985), & Emmanuel (1986)** studied the awareness among Scheduled Tribes conducted in different areas of Rajasthan, Karnataka, Bihar, Kerala and Orissa. The studies revealed that they had considerable low awareness of development around them and were backward in their Socio-Economic and Educational level. However, the schools were found to be the sources of essential information dissipated to the people. **Tripathi (1981)** showed that

the rate of increase in the enrolment in respect of Scheduled Castes and Scheduled Tribes was higher than the general caste during 1960-61 and 1965-66 which declined fast but during the next five year period. In this regard, among Scheduled Tribes, the position of the Bhils was worse than Oraons. **Ambhasht (1994)** also studied the Dimensional Problem of Tribal Students in India with Special Reference to Kerala State. He observed that on an average, the literacy rate of ST category population was around 20 percent over the General category. He mentioned the fact that, though literacy rate among tribal had gone up, yet the decadal rate of growth of literacy was very slow as compared to that of the general population. On an average, out of every 10 ST, 8 women were illiterate. Like all other sectors of socio-economic life, although, educationally the tribal people were at different levels of development, but as a whole formal education had made very little impact on tribal groups. The main reason behind the low level of education among tribes was suggested due to their peculiar nature of habitations. Therefore, it was recommended that the primary efforts should be on eradication of poverty of Scheduled Tribes in order to improve education among them. **Basu, & Kshatriya (2000)** had an intensive study on the demographic features and health care practices in tribal people of Dakshin Dinajpur district of West Bengal. According to them, it was found that the Tribal people had higher fertility rate and infant mortality rate compared to the national average. However, literacy rate was found to be 46 percent among them, which was much higher than its corresponding figure of 25.9 percent in other Indian tribal population and is similar to the figure of 39.52.2 percent for total population of India (Census of India 1991). It was also found that the Tribal people were highly motivated for child immunization programmes, provided the camps were organized in their village. **Bahuguna (2003)** observed that among the Gujjar, a tribal population of Delhi, where males outnumbered females in most of the age groups and also the sex ratio of the tribes was higher as compared to all Delhi population. Considering the level of education, Younger population, particularly the females,

showed improvement. However, in spite of adoption of modern technologies and availing modern facilities, they still had a conservative thoughts, lower female status and social actions such as 'Pardali' system. **Mitra, & Singh (2008)** studied the trends in literacy rates and schooling among the scheduled tribe women in India. They highlighted the differences in literacy and schooling attainment among the scheduled tribe women in India. It was found that the high status of women among the tribal groups in the northeastern states had important effects on the literacy rates, enrollment ratios and dropout rates of girls in that region. It was opined that the significant obstacle in attaining literacy and education among tribal women in India was the high poverty rate. However, large differences in literacy rates in the various states in India showed due to the social and cultural norms, proximity to the mainstream Hindu culture and also the role of women which were also important determinants in achieving literacy among tribal women. **Das, & Mahapatra (2013)** emphasized in their paper on the status of education of Schedule Tribes in KBK district of Odisha. The main focus of the study was on the girls and they were generally behind the boys in respect at enrolment. There was not a single primary school within the radius of 1 kilometer in those districts which were predominantly Schedule Tribes by about 17% of the population. The state Government had to implement the same on priority basis. **Hesena, & Mohammed, P.A. (2014)** worked on the topic "Scope of education and dropout among Tribal students in Kerala". The study of Schedule Tribe Attappady highlighted the causes of dropouts among the Tribal children. **Kumar, et. al (2014)** worked on "Education and Health Status of Schedule Tribe in Andhra Pradesh". This study analyzed the high dropout rate and showed the lack of awareness about the fruits of education among the Schedule Tribe boys and girls in medical institution in the State of Andhra Pradesh. **Sahu (2014)**, in his study on a challenging issues of Tribal education in India. This study highlighted the status of Tribal education with literacy rate, gross enrolment ratio, dropout rates and Gender parity index in India. The result showed that the gross enrolment ratio in

class I to V, while the Schedule Tribe boys were 137.2 and S.T. girls were 136.7. The Gender parity for S.T. children was almost same as all categories of children excepted for class XI & XII. Maji (2016) pointed out the

low literacy rate among tribal women in West Bengal during the study on educational status of tribal women in West Bengal by analyzing the Secondary data of the study.

Table – 1 Comparative Analysis of Rate of Annual Drop-out (%) of Schedule Tribe in School in 2013 – 2014

Geographical Area	Class	Schedule Tribe		
		Boys	Girls	Total
India	Primary	7.97%	7.98%	7.78%
	Upper Primary	8.03%	8.85%	8.43%
West Bengal	Primary	384947	376355	761302
	Upper Primary	141256	137283	278539
Dakshin Dinajpur	Primary	93146 / 36	91196 / 23	184342 / 59
	Upper Primary	81	53	134

Source : SSA, 2017

Table – 1 shows the retention of schedule tribe students in India, where total 7.78% was at the lower primary level, while 8.43% was in Upper Primary level. In West Bengal, the total schedule tribes at Lower

Primary level was 7,61,302 and Upper Primary level was 2,78,539. But in Dakshin Dinajpur, there was 59 at Lower Primary level out of 1,84,342 total students and 134 students at Upper Primary level.

Table – 2 Average Annual Dropout Rates in Schedule Tribe Boys and Girls at Primary and Upper Primary Levels in India

Year	Primary			Upper Primary		
	Boys	Girls	Total	Boys	Girls	Total
2011 – 2012	NA	NA	NA	NA	NA	NA
2012 – 2013	NA	NA	NA	NA	NA	NA
2013 – 2014	7.97	7.98	7.98	8.03	8.85	8.43

Source : Educational Profile of States/Uts, Department of Education, Ministry of Human Resource Development, GOI, New Delhi.

The average annual dropout rates in school education in schedule tribe students at elementary level in India from year 2011 to 2014 as shown in Table – 2. There was no availability of data at Lower and Upper

Primary level during 2011 to 2013. But during 2013 to 2014 the total dropouts of schedule tribe students were 7.98 at primary level and 8.43 at upper primary level showing that the rate of tribal dropout is growing up in India.

Table – 3 State-wise Dropout Rates of Schedule Tribe Students in Classes I – V and I – VIII in West Bengal in 2005 – 2006

State	Class I – V			Class I – VIII		
	Boys	Girls	Total	Boys	Girls	Total
West Bengal	57.75%	55.76%	56.91%	80.91%	94.61%	78.83%

Source : Ministry of Human Resource Development, Govt. of India.

Table – 3 highlights the rates of schedule tribe dropout students in West Bengal. As per the table the tribal dropout rates in class I to V among the boys and girls students were 57.75% and 55.76% and that of total students

was 56.91% in 2005 to 2006. In this year, the table shows that the dropout rate of tribal boys and girls of class I to VIII were 80.91% and 94.61%, and that of total students was 78.83%.

Table – 4 Drop-out Tribal Boys and Girls in India, West Bengal and Dakshin Dinajpur

Class	Level	All			Schedule Caste			Schedule Tribe		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Primary	India	4.53	4.14	4.34	4.42	3.85	4.14	7.79	7.98	7.98
Upper Primary		3.09	4.49	3.77	3.75	5.04	4.38	8.03	8.85	8.43
Primary	West Bengal	NA	NA	NA	NA	NA	NA	384947	376355	761302
Upper Primary		NA	NA	NA	NA	NA	NA	141256	137283	278539
Primary	Dakshin Dinajpur	108	83	191	23	19	42	36	23	59
Upper Primary		228	138	366	66	36	102	81	53	134

Source : SSA.

Table – 4 shows the dropout rates of tribal students are high within India, West Bengal and Dakshin Dinajpur district. The dropout rate of GPI during 2014 to 2015 shows the dropout rates of tribal girl students was higher than that of boy students. In India, at Primary level the rate of tribal dropout students of boys and girls were 7.79 and 7.98 respectively while at Upper Primary level, these were 8.03 and 8.85 respectively. The rate of tribal dropout students of boys and girls are 3,84,947 and 3,76,355 respectively at Primary level.

The Tribal boys and girls dropout rates were 1,41,253 and 1,37, 283 respectively at Upper Primary level. The dropout rates of tribal boys were higher than girls at both Primary level and Upper Primary level in West Bengal. Similarly in Dakshin Dinajpur district, the tribal boys and girls dropout rates at Primary level were 36 and 23 respectively and at Upper Primary level these were 81 and 53 respectively. In both cases the dropout rates of tribal boys were higher than girls.

Table – 5 Enrolment Status of Tribal Boys and Girls at Elementary Level in Dakshin Dinajpur in 2018

District Name	Caste	Class – I		Class – II		Class – III		Class – IV	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Dakshin Dinajpur	General	3745	3617	3942	3990	3990	3999	4417	4197
	OBC	672	585	671	656	695	678	787	759
	SC	3196	3160	3434	3276	3473	3361	3861	3672

	ST	2160	2019	2276	2065	2324	2043	2390	2088
Total		9773	9381	10323	9987	10482	10081	11455	10716
District Name	Caste	Class – V		Class – VI		Class – VII		Class – VIII	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Dakshin Dinajpur	General	4340	4314	3774	3523	4844	4882	4701	4780
	OBC	1475	1345	1252	1151	1485	1502	1501	1573
	SC	3882	3663	3275	3109	4301	4289	4331	4092
	ST	2285	2135	2171	1932	2319	2161	2166	2200
Total		11982	11457	10472	9715	12949	12834	12699	12645

Source : SSA Report, 2018

Table – 5 shows the enrolment status of tribal boys and girls at elementary level in Dakshin Dinajpur district in 2018. It is clear that the enrolment of tribal boys was 2160 and tribal girls was 2019 in class I, tribal boys was 2276 and tribal girls was 2065 in class II, tribal boys was 2324 and tribal girls was 2043 in class III, tribal boys was 2390 and tribal girls was 2088

in class IV, tribal boys was 2285 and tribal girls was 2135 in class V, tribal boys was 2171 and tribal girls was 1932 in class VI, tribal boys was 2319 and tribal girls was 2161 in class VII and finally tribal boys was 2166 and tribal girls was 2200 in class VIII.

Table – 6 Tribal Boys and Girls Retention Status at Elementary Level in Dakshin Dinajpur in 2018 (in percentage)									
District	ST Enrolment			ST Dropout			ST Retention		
	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls
Dakshin Dinajpur	5.09%	9.78%	10.63%	2.89%	4.76%	7.32%	2.20%	5.02%	3.31%

Source : SSA Report, 2018

Table – 6 shows the tribal retention rate at elementary level in Dakshin Dinajpur. The total boys and girls retention from class I to VIII was 2.20%, while the total retention rate of boys was 5.02% and that of girls was on rate was 3.31%.

Conclusion:

It was found that that the gap in drop-out in each year between the tribal boys and tribal girls in Dakshin Dinajpur in primary is not so wide as the former was 93146 and the latter was 91196 during 2013 – 2014. The same is true in upper primary where it was 81 and 53 respectively. The GPI for primary was 36 and 23 respectively while in upper primary was 81 and 33 respectively. It can be concluded that there is a gap in GPI at the upper primary level than primary level in Dakshin Dinajpur district.

Similarly, it was found that the gap in enrolment of tribal boys and tribal girls in Dakshin Dinajpur in class I was 141, in class II was 211, in class III was 281, in class IV was 302, in class V was 150, in class VI was 239, in class VII was 158 and in class VIII was 34. It is interesting to see that the tribal boys enrolment was always more than that of tribal girls except in class VIII where it was just opposite, i.e. tribal girls enrolment was more than that of boys. According to 2018 SSA report, has been shown that the tribal retention rate at elementary level in Dakshin Dinajpur. The total boys and girls retention from class I to VIII were 2.20%. While the total retention rate of boys were 5.02% and the total girls retention rate were 3.31%. So, the study concludes that the disparity between the schedule tribe boys and girls was not much at the basic entry level, i.e. at primary and upper primary levels, but as we go higher from class I to class VIII, we see that the disparity widened.

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CULTURAL DIVERSITY AND CHANGING VALUES IN INDIAN SOCIETY: A SYSTEMATIC VIEW

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Abstract- 'Unity in Diversity' is not simply a phrase or quotation. These words are highly prudent and applicable to a country like India which is incredibly rich in culture, heritage and values. So many religions, so many beliefs and so many faiths form the intricate and blended mosaic of India's culture. Dating back to over 5000 years old civilization, India's culture has been adorned by migrating population. The word, culture has its origin in the Latin word 'cultura' which emerged from the word 'colere' meaning 'to cultivate'. The most widely accepted definition of culture is the definition given by 510r (1974) in which he defines culture as a wide ranging set of activities that feature in all human societies. The word culture therefore may mean a set of ideas, beliefs, values, knowledge, behaviour, education of a particular society. UNESCO's Universal Declaration on Cultural Diversity adopted in November 2001, defines culture as the set of distinctive spiritual, material, intellectual and emotional features of a society or social group, that encompasses, in addition to art and literature, life styles, ways of living together, value systems, traditions and beliefs. Culture leads to a state of perfection and refinement of the individual through social agencies like family, educational institutions and the community. Cultural attainments are thus not inborn but acquired over a period of time through socialization and learning. Therefore culture constitutes the spiritual, material, emotional, intellectual aspects of a society along with language, literature, arts, music, dance, values, beliefs, ideas, customs, traditions and the like.

Key Words: Unity in diversity, Culture, Literature, India

The culture of India is the way of living of the people of India. India's languages, religions, dance, music, architecture, food, and customs differ from place to place within the country. The Indian culture often labeled as an amalgamation of several cultures, spans across the Indian subcontinent and has been influenced by a history that is several millennia old. Many elements of India's diverse cultures, such as Indian religions, Indian philosophy and Indian cuisine, have had a profound impact across the world. Cultural diversity in India has a history of

thousands of years. People have been living here since the Stone Age and people belonging to different regions of the world became one with the Indian culture. Though there is a variety in languages, literature and art as Indians we are all one. It is this diversity which has created a sense of unity among the Indians. India's languages, religions, dance, music, architecture and customs differ from place to place within the country, but nevertheless possess a commonality. The culture of India is an amalgamation of these diverse sub cultures spread all over the Indian

subcontinent and traditions that are several millennia old.

The Historical Evolution of Indian Culture and its Influence on Indian Values:

Indian values are deeply rooted in Indian culture. Over the past 5000 years Indian culture has responded differently to different influences and it has preserved, absorbed and assimilated elements from different cultures and "this is the secret of the success of Indian culture and civilization", (Radhakrishnan,1929). Indian civilization can be traced back to as early as B.C.2800, with the highly developed urban Harappan civilization, followed by the rural based Aryan civilization. The foreign invasions of the Greeks, Sakas, Kushanas, Huns, the civilizations of the Guptas, Mauryas in the ancient period, the Arab invasion of the 8~ century A.D. the Sultanate, "the high flowering of Indian Muslim civilization of the great Mughals" (Basham, 2007) in the medieval period and the "full force of Western influence" (Basham, 2007) during British rule in the modern period have all influenced the Indian culture. This assimilation and absorption can be seen in the country's religion, art, architecture, language and different lifestyles. In art and architecture, the best example of the influence of the Greek style on Buddhist themes was the Gandhara School of art. The Indo-Islamic synthesis can be seen in the different regional schools of art such as the Kangra, Deccan and Mogul styles of painting and in architecture too. The Indian language, Urdu was also the result of the Persian influence. According to Srivastava (2009) the contribution of other civilizations to Indian life and culture creates in Indians the idea that the whole world is a family: 'VasudhaivaKutumbakam'. The value of universal brotherhood has been nurtured in this way. There is linguistic, religious diversity which co-exists simultaneously with a 'fundamental unity' (Smith, 1981) and that makes it unique. There may be subcultures of different religions, languages but there is one national culture that is the Indian culture which has influenced Asia, South-East Asia and many other parts of the world.

Values

What is a value? How do we incorporate values in our life? How do we prioritize and identify the core values which will determine our lives? The Indian Parliamentary Committee on Value Education in February 1999 identified five core universal values as: (a) Truth (b) Righteous conduct (c) Peace (d) Love and (e) Non-violence. These values are derived from various sources of Indian tradition and culture as you shall discover while studying the unit on values on Indian philosophy. As teachers, how are we to develop these associated values in our students? Let us first try and understand the meaning of the term "values".

"Values are the obverse of motives....object, quality, or condition that satisfies the motivation".—Richard T. Lapiere

According to Hindu tradition, values are looked upon as *samskaras* or tendencies that are inherent when a human being is born and the continuing conditioning he gathers through his actions, as well as the socio-economic, educational, cultural, religious, political and ecological environments. All tendencies for action, acquisition or owning, grow to make one happy, satisfied and achieve joy. The ultimate reason is self-interest. In this context values are essentially gratificatory. The urge for gratification makes a person look upon something as valuable and he acts to achieve it. What is valued may be a thing or an event, a status or being able to honour one's vow or commitment.

'Value' is a behavioural concept and is personal. But when it is accepted by society, it is transformed into social norms. Without value driven no action is possible, nor can human relationships be established. Value awareness is the basis of decision-making. According to Milton Rokeach, 'To say that a person has value is to say that he has an enduring prescriptive or proscriptive belief that a specific mode or behavior or end-state of existence is preferred to an opposite mode or behavior or end-state. The belief transcends attitude toward objects and toward situation; it is a standard that guides and determines action, attitudes toward objects and situation, ideology, presentation of self to others,

evaluations, judgments, justifications, comparisons of self with others, and attempts to influence others. Values serve adjustive, ego-defensive and self-actualizing functions.'

a) Origin of the term : values The term value is derived from the latin word 'valere' meaning 'to be strong, to prevail or to be of worth.' Social scientists state that there are almost 180 different definitions of the word values. Milton Rokeach, a Professor of social psychology at Michigan State University, defines value as 'an enduring belief about the way things should be done or about the ends we desire.' Therefore a value is something we believe is long lasting. It influences the way in which we do things and what we hope to achieve. For example, if you consider "hard work" as a value, then it is something you believe in. Whatever you do, you will work hard at it, and this is one of the goals that you wish to achieve.

b) Values and the Indian Constitution The objectives stated in the Preamble of the Indian Constitution clearly enunciates the values of justice, liberty, equality, fraternity within a sovereign, socialist, secular, democratic, republic. According to Bakshi, P.M(2000), 'Pluralism is the keystone of Indian culture and religious tolerance is the bedrock of Indian secularism'. Articles 14(4) and 16(4) aim at removing social and economic inequalities and ensure equal opportunities. Articles 14, 15, 16, 21, 38, 39 and 46 are to make the quality of the life of the poor, disadvantaged and disabled citizens in the society meaningful. The Parliamentary Committee on Value Education set up under the chairmanship of Mr. S. B. Chavan, in its report to the Indian Parliament in February 1999, has identified five core universal values as: (a) Truth; (b) Righteous conduct; (c) Peace; (d) Love; and (e) Non-violence, which also represent the five major areas of human personality, namely intellectual, physical, emotional, psychological and spiritual. These values are correlated with five major objectives of education; knowledge, skill, balance, vision and identity. When the term 'Value' is used in the societal context, more confusion is created in understanding than clearing the concept inherent in or implied by the term. To value means to esteem. When something is esteemed, price is paid to achieve, get or retain it. Values arrive

from perfection that something owed to society. It seems recognition of debt is the beginning of values formation at a gross level of value perception. An effort to be free of guilt is the subtle value drive in the context of indebtedness whose sense is developed from the interconnectedness of hierarchically related social groups. Trustworthiness to tradition or individuals and systems also forms values that make people for tradition, individuality as well as systems. The value perception created by an individual does not remain static in every situation. It continues to acquire further conditioning and changes because of education, religion and socio-economic-political conditions. Society is in a continuous state of transience and transition of human awareness and perceptions though it appears to have an apparently stable form. So to maintain parity with changing societies values also undergo changes in content and spirit keeping the sense of identity absolute.

Values can be classified as : unconditional gratificatory, conditional gratificatory, instrumental, interacting(transvalent). Ultimately value becomes intuitive in nature. The sanatana concept of values is hierarchically classified as purushartha.

Values are neither Sacred nor Isolated

Values are the states of specificity in a process of change. A change in a value does not mean corruption in value. Change indicates struggle for development. In our search for various values and in the identification of the valuer, we have found that the fountainhead of innumerable values is the Existence-Knowledge-Bliss complex and the ultimate valuer is one's 'I'—beyond the dichotomy of subject, object and their relationship. Value option is a dynamic process. Even when we envisage development programmes in several areas of our social life, we welcome change. An action to bring in change always generates new value drives which depend on the expectation of people that the change will be for betterment.

There are of course values which are universal, enduring, relative and absolute. Perhaps the absolute value is not a cognitive one. Our intellect being the product of matter and thus relative in character is unable to demonstrate any absolute value. But in a

discursive way, absolute values can be indicated. The absolute value is the end-state of being or existence which is self-transcend. Self-interest and self-actualization are affairs in the field of relative values. Relative values are drives in the realm of the givens that change. A universal value, for instance, can be identified in upholding modesty. Almost all human beings cover some parts of the body to maintain modesty. The value drive to remain modest is thus a universal value. But people use different kinds of things in different ways to cover the identical parts of the physical body. The means for maintaining modesty are not the same. These are instrumental value which are qualitatively measured and depend on how much they will be esteemed in the context of relativity of conditioned and varied perception of valuers.

A valuer undergoes different stages of life-existence. It is a journey from the state of bio-evolution to the contemporary rational human being. During the bio-evolutionary development stage, contemporary accepted values, attitudinal interactions and shared behavioural norms are responsible for individual's value identification. Values like honesty, tolerance, forgiveness, etc., can be considered as enduring because motivation under these value thrusts makes man act as a giving model, abandoning the rigidity of fundamentalism.

Society and Changing Values

Societies the world over are never static. They are always passing through a process of change; sometimes imperceptibly in a very slow manner and occasionally at a very rapid pace. At times people are uncomfortable in accepting the change because of their strict conditioning by the teaching of individuals, traditions, ethnocentricity and such other factors. But change can never be stalled. The rigidity of loyalty fixation ultimately gives way.

Forces of molecular biology, physiology, society and ecology affect the individual. Value development is dependent on the reciprocity of interaction between the individual and other factors mentioned. In every state of existence value difference is the result of these variables. Now if we go deeper

into basic values or the value that changes and takes different value-forms we reach the values formation, i.e., the core which is identical with Truth-Knowledge-Beauty or Existence- Knowledge-Bliss.

Thus, any value system has at its core the 'I' and it is a perennial struggle to manifest itself in Truth-Knowledge-Beauty. The struggle is through preferences and a method of elimination of what does not satisfy the incessant urge. A value, accordingly, can be defined as the preferred state of being and value drive makes an individual or a group act to reach the state.

Morality

The term "morality" can be used either

1. descriptively to refer to some codes of conduct put forward by a society or,
 - a. some other group, such as a religion, or
 - b. accepted by an individual for her own behavior or
2. normatively to refer to a code of conduct that, given specified conditions, would be put forward by all rational persons

Among those who use "morality" normatively, all hold that "morality" refers to a code of conduct that applies to all who can understand it and can govern their behavior by it. In the normative sense, morality should never be overridden, that is, no one should ever violate a moral prohibition or requirement for non-moral considerations. All of those who use "morality" normatively also hold that, under plausible specified conditions, all rational persons would endorse that code. "Morality" when used in a descriptive sense has an essential feature that "morality" in the normative sense does not have, namely, that it refers to codes of conduct that are actually put forward and accepted by some society, group, or individual. If one is not a member of that society or group, and is not that individual, accepting a descriptive definition of "morality" has no implications for how one should behave. If one accepts a moral theory's account of rational persons and the

specifications of the conditions under which all rational persons would endorse a code of conduct as a moral code, then one accepts that moral theory's normative definition of "morality." Accepting a normative definition of "morality" commits a person to regarding some behavior as immoral, perhaps even behavior that one is tempted to perform. Because accepting a normative definition of "morality" involves this commitment it is not surprising that philosophers seriously disagree about what normative definition to accept.

In the way of life, morality is considered identical with religious concepts. It is an outlet to avoid risks, hazards, fears, etc. The development of science and technology has freed man from fear, resulting in an attempt to enjoy such freedom desperately. The value of constraint gets lost for the moment. Morality distinguishes itself from religion.

An assessment of value affairs of our society shows innumerable cases of social change. With social change, a change in value drives is evident along with attitudinal change of contemporary people. Attitudinal change can be brought in by scientific education, exposure to reason and opening the vision to the wholeness of life and living.

In this context, it is no use getting frustrated by the change in values or the innumerable value options in society, new decisions have to be taken. Particularly, in the present times, we are bombarded with diverse information and have to be very clear about our options. In a changing society, values clarification is a priority need for decision-making and value options.

Systemic View

The systemic view of value patterns is dominated by all or any patterns is dominated by all or any of the following: philosophical, psychological and sociological. Scientific discoveries and their use in technology foster new value drives and cause value changes as well. Often we are scared by sudden value changes in a particular society that appears to us to be static in their value perspective. Education can save us from fear and clarify the causes of the change and equip us to choose from the options by reflecting on the

consequences of our behavior under new value drives. For educational purposes value awareness is to be integrated with the school curriculum, not for examination purposes or adding to the course content. This can be done by presenting the facts of the subject being taught and then explaining and interpreting the concepts behind such facts or events. Subsequently, the students may be asked how they would like to behave in situations with such facts or events according to their own concepts. Thus, many of the subjects can be taught along with the value concepts related to the subject. Subjects like science and technology are also not value free. While teaching subjects related to science, the value aspects like regularity, precision, etc., can be highlighted. These values in science can be shown as active forces in the performance of nature, in the human system, as well as in ecology.

Conclusion

Indian culture is more than five thousand years old and is one of the few ancient cultures that still survive today. Language, arts, spirituality, music, dance, literature all form a part of this culture. Indian culture has responded differently to influences of different cultures, especially those of invaders and it has preserved, absorbed and assimilated the different elements and this is the secret of the success of Indian culture and civilization. In spite of its diversity, there is a 'fundamental unity' which makes it unique. Indian culture has many different parts and each is closely related with the other and has intricately woven values. Families are essential in preserving and transmitting culture. It is in the family that the child first experiences and absorbs the values of sharing, caring, unselfishness, tolerance. Unity, loyalty, integrity are key features of an Indian family with emphasis on interdependence and concern for others. In India, food is valued not only because it is nutritious but also for it is a gift from god. Clothes are associated with tradition, diversity of culture. The national symbols in India symbolize unity, truth and patriotism. National symbols are distinctive to the country. Teachers are to be aware of integrating values into the curriculum in all subjects. Often we carry within us many

prejudices or wrong beliefs and do not think whether these are right or wrong.

In the social perspective, perception of truth is related to variables like time, situation, events, relationships, commitments and so on. In the societal environment, social scientists can accept truth as only a relative value. According to metaphysical perspective, truth as a value is eternal and enduring, but in the sociological perspective this value takes the form of probability and is temporal. Value consideration in the sociological perspective is related to socio-economic situation, class difference, cultural and religious bias and such other factors. So in a changing society values cannot be static, absolute and universal. Thus, values have to undergo changes to keep parity with changing social situations and norms.

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ROLE OF SMART CLASSES ON SCIENCE TEACHING TOWARDS ATTITUDE AND ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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Abstract-The smarter way of teaching is most relevant in understanding the topics in all subjects. Now a day life is more and more busy so that new techniques, tools, visualization are effective on the path of subject realization. Science have different wings like biology, physics, chemistry, maths etc. They have made more interesting when we use smart classes in the schools. If we think about new technology and invention in society it is possible to learn through overhead projector, video conferencing, audio-video materials etc. likewise education always been given wider its aspect with the help of methods and techniques. Attitude and achievements may changes through the technological development that helps in developing them. Subject knowledge of the students may develop through the help of visualization of facts, figure, and natural phenomenon; it is possible with Educomp based classes in school.

Keywords: Smart class, Techniques, Attitude, Achievement, Science Teaching, Educational Technology.

Introduction:

Smart classes are better way to learn different subjects in schools. Specially science teaching is more understood through the technology based learning. The ability of students suits smarter through technological development, may grasp knowledge with the help of smart class. Smart classes play a vital role in developing human ability to foster the knowledge of the student. It means science education made easier through the help of ICT based education or instruction. Smart class based learning enhancing ability of the teacher as well as teachers teaching and instruction. Efficiency of children develops through smarter approach in teaching and learning, so that most of the learning tools will help in modifying their behavior, attitude and skills. Smart class is one of the unique approaches in the field of education in 20th century. David Martin in the year of 1987 uses “smart” way of

teaching white board with power of computer. Web-based e-learning has added to develop new environment in the field of education. Distance learning is a powerful tool for working people; it made more easier through ICT based education which sets proper aim of education.

Science teaching through smart class:

Science subject is indispensable part of our school education which deprives the knowledge of student. The word Science has been derived from the Latin word ‘scientia’ meaning knowledge. Science continuously seeks physical and logical explanations for the behavior of the object in nature and tries to dispel suspicion and superstition in research science education made life systematic and meaningful or useful. Science education aims to understand scientific facts, figures, principle in daily life and ensure to make future

scientist. On the path of teaching science students learn science content and skills, and sort of learning difficulties. It is most important that science teachers understand what and how science can be challenging and interesting for the students. At school level, Science as a discipline of study, then it includes various subjects like, mathematics, chemistry, biology, physics, etc. College education in sciences (Physics, Chemistry, Biology, Mathematics, Biotechnology, Computers etc) paves the way for carrying out research work. Science, in the broad sense, refers to any systematic knowledge or practice that is achieved through scientific method and research. The word Science has been derived from the Latin word 'scientia' meaning knowledge. Science continuously seeks physical and logical explanations for the behavior of the object in nature and tries to dispel suspicion and superstition. Schooling of a child in India usually starts at the age of 3-4. All states follow a uniform academic system i.e. the 10+2 system or higher secondary. The government is popularizing the discipline by means of popular science articles, organizing lectures, through various scholarship schemes and through the establishment of science centers etc. Efforts in this direction have come from both individuals and from institutions. There are several organizations and institutions both public and private trying to change the scene of science education in India. Achievement is possible only if concepts are clearly understood. It is possible though Smart class where all domains of knowledge are affected. A well designed module of smart class allows a student to visualize the concept much better than static images. Smart class teaching is a step towards development where students' achievement is highlighted. Makes learning an enjoyable experience for students

Smart class as a tool of teaching:

Numerous new tools have been developed to help educators and instructors keep a track of the students and advise them when needed. But with so much new edu tech being made available at such a rapid pace, teachers may face a hard time deciding what equipment will be beneficial to the students in their classrooms. A technology that's less expensive

and very easy to use. Smart projection systems have taken the world of education by a storm. Some digital devices which we are using in class rooms are :- white board with computer, Flipped and remote classrooms have become very popular classroom setup. Laptops, Tablets and other classroom learning devices, teachers have begun to rely more on these technologies to help students do everything. Presentation plays always a better role in education either to student or teacher in class room in schools. These smart classes been useful in better connectivity to the student easy to use presentation tools that provided high quality visuals, zooming capacity to the students. Teacher should present materials in the class room and also to their laptop for better graphical or visual interaction. The development of science process skills is also found in each indicator with the highest increase in predicting skill indicator, while the lowest increase is on summarizing skill and communication skill indicator. Students in a science teacher education program can explore science, curriculum development and classroom management. Graduates can find employment at the elementary, middle and high school levels. Read on for more information. Science as tool to understand the natural phenomenon occurring in the society. As a subject it reinforces our ideas to solve the problem in day to day life. It contains basic science like maths, physics, chemistry, Biology. In education scientific terms always been used so that helps in understanding in reading and writing facts and phenomenon. Here lots of branches in science at upper level/university level for study the facts.

Role of smart classes in education:

The Smart Learning approach provides learners of all ages and walks of life with a framework and a host of Smart Thinking Tools that motivate higher levels of understanding. Through the process learners activate and build background knowledge, process information, transform their learning into a product that shows what they know, and reflect on their learning. Structured talk and assessment as and for learning are carefully woven into the process to build a thoughtful

context for learning and to advance the thinking of all learners. Smart Learning realizes the goals of inclusivity and differentiation. The use of Education technology can bring a huge change in education. Internet and e learning devices can make class room environment extremely amazing. Teaching through computer, internet and multimedia devices will be a common thing in future. Now a day's different multimedia lessons are available. By using these multimedia lessons teachers may teach the students very easily. Computers are readily available in modern classrooms, since they are essential tools for 21st century students and replace the utilities of pen and paper. They give teachers the opportunity to enhance their lessons and assist them. E-learning and smart classroom aims at developing the students learning ability as the entire chapters become more interesting to study and hence improve the results of the students. The smart classrooms are the new generation educational product which helps students gain more marks and is a step to the future of education. E-learning is a revolutionary product in the field of education.

Attitude change through smart classes:

Smart classrooms are electronically enhanced lecture theatres and classrooms. These rooms create new opportunities in teaching and learning by integrating computer, multimedia and network technology. Northwestern University defines smart classrooms as technology enhanced classrooms that foster opportunities for teaching and learning by integrating learning technology, such as computers, specialized software, audience response technology, assistive listening devices, networking, and audio/visual capabilities. In the smart classroom one of the major and vital components is Interactive Whiteboard. Quality education is an essential requisite in today's competitive environment. Technology has affected us in every aspect. This paper discusses the smart classes as a modernized method of education in Indian education scenario which provides quality education to students by helping them in better concept formation, concept elaboration, improvement in reading skills and academic

achievement. A smart classroom is a classroom that has an instructor equipped with computer and audio-visual equipment, allowing the instructor to teach using a wide variety of media.

Achievement through Smart Classes:

Information and communication technology provides revolutionary opportunity in educational system. It influences from elementary to higher education in different level. When this ICT uses within a class room, the environment of classroom changes automatically. For the influence of ICT the concept of "smart classroom" develops. From the above discussion it is clear that smart classroom concept is very much fruitful in educational system. Now we see the benefits of smart classroom in summary. Improves teachers effectiveness and productivity in class. It brings abstract and difficult curriculum concepts inside classrooms. Makes learning an enjoyable experience for students. Improves academic performance of students. Enables instant formative assessment of learning outcomes in class. It also enables teachers to instantly assess and evaluate the learning achieved by their students in class. It is clear that smart classroom has different benefits, but in our developing country the implementation of this concept is not so easy. So discussion about this component is very essential. All things have some positive and negative sides but we always accept the positive side and try to minimize the negative side to overcome the problem. In the above discussion it is clear that the smart classroom is very effective in educational system. No doubt this system will help all involved in education as soon as it is implemented. The fact that the board screen is touch-sensitive with its interactive features allows the teacher and students to interact with the screen, to make changes on anything seen on the screen and to save them. Audios, videos, animations, colors, images and zooming make lessons more visual and entertaining. Such capabilities of the smart board as instantly recognizing a mistake or common misconceptions and undoing to correct them could possibly be regarded as one of the most important advantages of the smart board.

In this changing world the role of secondary school science teachers has become more and more demanding for proper guidance to the pupils to open their eyes toward the importance of science and develop their carrier that is also important for the future of the mankind. The secondary stage is very important stage in every student life as afterward their career establishment steps start. And at this stage the role of science teacher is more important. The science teacher is the keystone of quality of human life.

Conclusion:

Smart classes help teachers to meet new challenges and developing students' abilities and performance. Smart classroom enables teachers to access multimedia content and information that can be used for teaching students more effectively.

Undertaken concept which ultimately affects his achievement. Achievement is possible only if concepts are clearly understood. It is possible though Smart class where all domains of knowledge are affected. A well designed module of smart class allows a student to visualize the concept much better than static images. Smart class teaching is a step towards development where students' achievement is highlighted. Makes learning an enjoyable experience for students. Looking at the quality and scope of Science education in India, the non uniformity in the system is quite visible. This may be due to various causes. One major cause is the socio-economic difference between rural and urban India. Higher education, particularly in science discipline is offered by universities and colleges located in various parts of the country. . The Smart classroom is a one-stop resource for students needing research, technology, or writing help. The usage of this new technology must be encouraged in the current education system. The Smart classroom provide the students as well as teacher to learn through a new techniques and too in a different and interesting manner. It is fair to say that both students and adults have become more and

more technologically inclined. Students adapt quickly to new technologies, just as they will be expected to in the professional world.

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THE PHILOSOPHY OF QUALITY EDUCATION - NEED & IMPORTANCE IN THE EMERGING WORLD

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"Man has been created by God for a noble purpose, and if man does not try to seek this end, he is acting contrary to the plan of his creator."

Thus, We find that each and every aspect of individual's life and society has its own corresponding values which promotes the betterment of the individual as well as society. A good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihood, contribute to peaceful and democratic society and enhance individual wellbeing. A high quality education system is a pre-requisite for our country to achieve global excellence, for considering India's education crisis, we need true and dedicated political leadership, for children to receive best quality education, it is essential to attract the best and highest into the teaching profession. We must have a high bar for entry into the profession with top quality institutes for developing their capacities. It is essential to professionalize teaching, Such as multiple career tracks and avenues for growth should be made available for our teachers.

The quality education requires a result-oriented approach. The quality education can only be achieved if equity and particularly gender equity is achieved within the education system.

"When the students come out of the educational institutions, Certain capacities are required to be built in them to deal with the real world, particularly to grow in their professional career and participate in the

national development." (Dr.A.P.J. Abdul Kalam)

Teacher Education Institutions produces young teacher professionals who shoulder the responsibility to educate children and to sensitize them to become the noble citizen of their motherland. This is the main and significant role of a teaching professional in the advanced and globalized world.

All human societies, Past and present, have had a vested interest in education; and some wits have claimed that teaching (at its best an educational activity) is the second oldest profession. While not all societies channel sufficient resources into support for educational activities and institutions, all at the very least acknowledge their centrality and for good reasons. For one thing, it is obvious that children are born illiterate and innumerate and ignorant of the norms and cultural achievements of the community or society into which they have been thrust; but with the help of the professional teachers and the dedicated amateurs in their families and immediate environs (and with the aid, too, of educational resources made available through the media and now a days the internet), within a few years they can read, write, calculate and act (at least often) in culturally appropriate ways. Some learn these skills with more facility than others, and so education also Serves as a Social-Sorting mechanism has enormous impact on the economic fate of the individual., at its best education equips individual with the skills and Substantive knowledge that allows them to define and pursue their own goals, and also allows them to participate in the life

of their community as full-fledged autonomous citizens, John Dewey put it in the opening chapter of his classic work "Democracy and Education", 1916. Dewey pointed out that the "Primary ineluctable facts of the birth and death of each one of the constituent members in a social group "make education a necessity, for despite this biological inevitability," the life of the group goes on, Dewey, The great social importance of education is underscored, too, by the fact that when a society is shaken by a crisis, this often is taken as a Sign of educational breakdown; education and educators become Scapegoats.

In this globalized and changes taking place on a grand Scale, the ideal philosophy of education is to be achieved without violent revolution, there is one instrument only that can be promoted value based education . It is observed that in a culturally plural society, universal and internal values are acceptable to all, because education is cultural which each generation purposely gives to those who are its successor. Cultural development as an aim of education is very common and relevant to each and every community of the world. It is only purpose to produce quality of future generation will give new shape to the community with utmost growth and development. It is emphasized on formulation of new process and re-structuring the traditional pattern of education with new & deep philosophy for the furtherance of more qualitative education in its thoughts and action that shall fulfill the ideal aims of education keeping in view of the requirements of emerging world.

It is the crying need and necessity of the globally technologically advance modern world, the younger generation will Shoulder the heavy responsibility of imparting sacred meaningful philosophy to the ignorant masses. How many will become the ideal and noble member of their community? This is the state of affairs to be considered seriously. Education is a powerful weapon which each generation gives to those who are its successor

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A COMPARATIVE STUDY OF HOME LOANS FINANCING BY PUBLIC AND PRIVATE SECTOR BANKS IN RANCHI DISTRICT

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Abstract- Every citizen of the country dreams of having his own house. Home is a basic need of a human being; it is an important facet of economic development. The dream home is not very far away with home loan, which will fulfill the dream into reality. The demand for home loans has increased manifold in the last decade. There are number of housing finance companies and banks offering cheap home loans at a low interest rate. The home loan schemes offered by both public and private sector banks are very competitive. Our study aimed at comparative analysis of home loans schemes offered by public sector and private sector banks in Ranchi. The paper also examined the satisfaction level and problems faced by customers while availing home loan. For this purpose we have taken four commercial banks in Ranchi district namely SBI, BOI, HDFC Bank and ICICI Bank. It includes two public sector banks and two private sector banks. In the research methodology a sample size of 200 respondents has been taken through random sampling. For the study we have collected both primary data as well as secondary data. Finally the whole research was carried out in a systematic way to reach at exact result. The whole research and findings were based on the objectives.

Keywords: Home Loans, Public Sector Banks, Private Sector Banks, Customers.

Introduction: A home loan is a long term commitment which is critical. The demand for home loans has increased manifold in the last decade. The reason for this growth is not hard to see, changing mindset with globalization and integration with the developed economies, where mortgages rule the roost, income tax sops in the Union Budgets and substantial rise in the income-generating capacity of Indian youth. So, the present scenario of home loans shows good amount of growth and is heading for a bright future. There are number of banks and housing finance companies offering cheap home loans at a low interest rate. The home loan schemes offered by both public and private sector banks are very competitive. Mostly people prefers public sector banks for home loans, especially because they believe that it is more secure bank and interest rate is lower. On the other hand the private sector banks are coming daily in our country and the preference of younger population is changing because of services & facilities provided by them. And the most important thing is that the customer should know about each and every

term related with Home Loans before applying for a Loan. There are different types of home loans tailored to meet customer needs like Home Purchase Loans, Home Improvement Loans, Home Construction Loans, Home Extension Loans, Home Conversion Loans, Land Purchase Loans; Bridge Loans & Mortgage Loans offered by public and private sector banks.

Advantages of home loans-

The various benefits of home loans arising to the customers are:

- Help in owing a home
- Tax benefits of home loans
- Attractive interest rates
- Long term loan
- Repayment schedule on the basis of Earning Capacity of the borrower
- Facility of joint loan

And the advantages to the bank offering home loan are also profitable. Moreover, since the larger part of this loan is given against mortgages of personal properties, the

propensity of default is low. Efficient management of Loans and Advances portfolio has assumed greater significance as it is the largest asset of the bank having direct impact on its profitability.

Disadvantages of home loans-

The main disadvantages of home loans are high lightened as below:

- High processing fee
- Delay in processing
- Fluctuating interest rate
- Problems in disbursement

The above mentioned disadvantages or limitations can be removed by providing good, prompt and efficient services to the customers.

Literature review-

Several studies have been done by various researchers in the context of home loans. The details of reviews are below: Berstain David (2009) examined in his study taken from 2001 to 2008 that in this period there is increasing use of home loans as compared to private mortgage insurance (PMI). Vandell, Kerry D (2008) analyses the sharp rise and then suddenly drop down home prices from the period 1998- 2008. Changes in prices are for the reasons as such economic fundamentals, the problem was not subprime lending per se, but the dramatic reductions and subsequent increases in interest rates during the early-mid-2000 , the housing loan boom was concentrated in those markets with significant supply-side restrictions, which tend to be more price-volatile. The problem was not in the excess supply of credit in aggregate, or the increase in subprime per se, but rather in the increased or reduced presence of certain other mortgage products. La courr, Micheal (2007) analyses in his study, the factors that affect the increase in the level of Annual percentage rates (APR) spread reporting during 2005 over 2004. The three main factors are (1) changes in lender business practices; (2) changes in the risk profile of borrowers; and (3) changes in the yield curve environment. The result shows that after controlling the mix of loan types, credit risk factors, and the yield curve, there was no statistically significant increase in the reportable volume for loans originated directly

by lenders during 2005. La cour Micheal (2006) examined the home purchase mortgage product preferences of LMI households. Objectives of his study were to analysis the factors that determined their choice of mortgage product. The role pricing and product substitution play in this segment of the market and to verify whether results vary when loans are originated through mortgage brokers. In this case regression analysis has been used and results have shown that high interest risk reduces loan value. Dr. Rangarajan C. (2001) said that the financial system of India built a vast network of financial institutions and markets over times and the sector is dominated by banking sector which accounts for about two-third of the assets of organized financial sector.

DePaul Singh (2001) in his study entitled consumer Behavior and Bank Retail products an Analysis “Stresses that the borrowers attitude is an important factor for the improvement of housing loan schemes. R.R.Krishna and V.S.Krishna Mouthy (1999) stress in their article entitled “Trend and policy Issues of Housing finance in India”, that simplified procedures and speedy sanction of housing loans will give a boost to the constructing houses.

Scope of the study-

The study was limited to the customers of private and public sector banks across Ranchi district. The number of customers interviewed where 200.

Objectives of the study:

Main objectives of the present study are:

- To evaluate & compare the Home Loan schemes of SBI, BOI, HDFC and ICICI.
- To know about the customer's response regarding the home loans.
- To study the satisfaction level of customers while dealing with the banks.
- To study the problems faced by customers in obtaining the home loans.

Hypothesis-

Hypothesis that are tested in this study are:

- There is significant difference between public sector bank and private sector bank with regards to politeness of bank employees.
- There is significant difference between public sector bank and private sector bank with regards to promptness of bank employees.
- There is significant difference between public sector bank and private sector bank with regards to overall satisfaction of customers.
- As compared to Public Sector Bank we may found that getting home loan

is easy in Private Sector Bank because they doesn't require large formalities to be fulfilled.

Research methodology:

Collection of data: For the study we have collected both primary data as well as secondary data. The primary data has been collected through the responses of the customers through structured questionnaires to check the satisfaction level of customers about the home loan schemes and their providers. In secondary data, the annual reports of RBI, commercial banks and brochures of these banks, articles published in magazines, journals, newspapers have been studied.

Table 1: Sample design

Instrument used	Questionnaire
Technique of survey	Personal interview
Sampling unit	Customer
Sampling area	Ranchi
Sampling	Random
Method used for research	Survey method
Sampling size	200

Table 2: Comparative analysis of home loan schemes offered by SBI, BOI, HDFC and ICICI bank

Basis	SBI	BOI	HDFC	ICICI
Eligibility	Min. age – 18 years Max. age – 70 years	Min. age – 18 years Max. age – 70 years (65yr for salaried)	Min. age – 21 years Max. age – 65 years (60yr for salaried)	Min. age – 21 years Max. age – 65 years (60yr for salaried)
Max. Loan Amount	Upto 10 crore	Upto 5 crore	Upto 10 crore	Upto 10 crore
Rate of Interest	9.35% - 9.4% Floating	9.7% - 9.95% Floating	9.4% - 9.95% Floating	9.4% - 9.45% Floating
Lowest EMI	Rs.830/- per Lakh for 30 years.	Rs.855/- per Lakh for 30 years.	Rs.834/- per Lakh for 30 years.	Rs.834/- per Lakh for 30 years.
Repayment Period	Maximum 30 years	Maximum 30 years	Maximum 30 years	Maximum 30 years
Margin / LTV Ratio	Upto 90%	Upto 85%	Upto 90%	Upto 90%
Processing Charges	0.35% of loan amount, Min. Rs.2,000 and Max. Rs. 10,000. (Plus S.T.)	0.25% of loan amount, Min. Rs.1,000 and Max. Rs. 10,000. (Plus S.T.)	0.5% of loan amount, Max. Rs. 10,000. (Plus S.T.)	0.5% of loan amount, Min. Rs.2,500 and Max. Rs. 10,000. (Plus S.T.)

Analysis & interpretation: The analysis is based on the response given by customers through questionnaires

Table 3 Demographic profile of the respondents

Gender	No. of respondents	Percentage
Male	154	77%
Female	46	23%
Total	200	100%
Age (in yrs)	No. of respondents	Percentage
25 – 35 years	112	56%
35 – 45 years	50	25%
45 – 55 years	26	13%
55 – 65 years	12	6%
Total	200	100%
Educational Qualification	No. of respondents	Percentage
Upto class 12th	30	15%
Diploma	20	10%
Graduate	96	48%
Post Graduate	54	27%
Total	200	100%
Occupation	No. of respondents	Percentage
Salaried	110	55%
Own Business	40	20%
Professional	50	25%
Total	200	100%
Marital Status	No. of respondents	Percentage
Married	170	85%
Unmarried	30	15%
Total	200	100%
Annual Household Income	No. of respondents	Percentage
Less than 2 Lakhs	40	20
2 to 4 Lakhs	76	38
4 to 6 Lakhs	54	27
More than 6 Lakhs	30	15
Total	200	100%

Interpretation of demographic profile: Demographics of respondent's shows that the customer base of home loan industry is married male dominating. Data also shows that loan requirement is inversely proportional to the level of income of customers.

Satisfaction level of Respondents with the behavior of employees:

Null Hypotheses: There is no significance difference between public sector bank and private sector bank with regards to politeness of bank employees.

Table 4 : Group Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Private Sector Banks	100	3.83	.738	.078
Public Sector Banks	100	3.57	.808	.085

Table 5 : Independent Samples Test

		Levene's Test for Equality of Variances		T-Test for Equality of Means						
		F	Sig.	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	95% confidence interval of the Difference	
									Lower	Upper
V2	Equal variances assumed	7.302	0.008	2.312	178	0.022	0.267	0.115	0.039	0.494

Critical test value

For 5% significance level and two tailed test the critical value is 1.96.

Interpretation- Since the calculated value is greater than the critical value ($2.707 > 1.96$), we reject the null hypothesis. There is significance difference between public sector

bank and private sector bank with regards to politeness of bank employees.

Null Hypothesis: There is no significance difference between public sector bank and private sector bank with regards to promptness of bank employees.

Table 6: t Group Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Private Sector Banks	100	3.50	1.097	.099
Public Sector Banks	100	2.96	.979	.112

Table 6: Independent Samples Test

		Levene's Test for Equality of Variances		T-Test for Equality of Means						
		F	Sig.	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	95% confidence interval of the Difference	
									Lower	Upper
V2	Equal variances assumed	9.664	.002	3.495	198	.001	-.535	.153	-.837	-.233

Critical test value- For 5% significance level and two tailed test the critical value is 1.96.

Interpretation- Since the calculated value is greater than the critical value ($3.495 > 1.96$), we reject the null hypothesis. There is significance difference between public sector bank and private sector bank with regards to overall satisfaction of bank customers. As the

satisfaction of customers is concerned, most of the customers are going to private sector banks fulfill their home loan requirements because of their better services and better relationship marketing. The same thing is clearly visible in the above data.

Findings of the Study-

- Most of the people have lack of money in fulfilling their dreams and a few of them reluctant to pay cash in one go and wanted to pay their home loan slowly in installments.
- The majority of the respondents wants to take a loan for the construction of the new house.
- Home Loan availing procedure is very much difficult for the people who demanding it. Some Customer's does not has proper knowledge about different home loan schemes.
- Public Sector Banks require large formalities to be fulfilled.
- Respondents are agreeing on the statement that easy availability is an important factor for taking the home loan from the particular bank.
- According to the respondents miscellaneous expenses affect their selection for home loans.
- People get knowledge about home loans from television, internet, families and friends.

Recommendations and suggestions-

Banks should use easy / simple procedure for the sanctioning of home loans to the customers.

- The banks need to improve on the customer satisfaction level due to stiff competition among the banks.
- Banks employees who deal with customers should have complete knowledge about the home loans. More personal attention should be given to the customers and working efficiency should be increased.
- The bank should improve their customer service. The services provided by banks need to be automated.
- The loan passing process should be quicker by public sector bank like a private sector bank.
- Rate of interest should be competitive and free accident insurance cover for home loan customers should be provided.

- Many booklets and attractive advertisement should be provided to the customer for awareness about different housing loan schemes of public sector banks like private sector banks.

Conclusion-

In summary we can conclude that both public sector and private sector banks truly deserve to be the leading banks in home loan sector. The services offered by them are very competitive. Mostly people prefers public sector banks for home loans, especially because they believe that it is more secure bank and interest rate is lower.

On the other hand the private sector banks are coming daily in our country and the preference of younger population is changing because of services & facilities provided by them. Private sector banks are very fast and lots of time they make things easy for borrower and also bends some rules for home loans but on the other hand public sector banks rules are very strict and stringent. The documents needed for home loan by private sector banks are also less as compared to public sector banks. It was found that private sector banks are very popular among the customers these days. The satisfaction level that customer have with these banks is very high in comparison to public sector banks. Customer are associated with banks for many services that they require on regular basis and people tend to prefer banks which provide better facilities and convenient banking. From the overall analysis it can be said that the satisfaction level in relation to the services provided by private sector banks are very high as compared to public sector banks. Different banks offer same product but their services differentiate and the bank has gone for in this direction. The customer can choose these schemes which he feels is good for him and have the capacity to repay it on that specified time period.

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EMPLOYMENT OF INTERSTATE MIGRANT LABOUR RETURNING TO THEIR HOME STATES WITH SPECIAL REFERENCE TO JHARKHAND IN INDIA POST COVID-19

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Abstract- Post Covid-19 pandemic the issues related with employment of migrant labour has come up in a big way. After shutdown of industries the migrant labour has moved out of states and they have started moving towards their home states. There is a big challenge for all the state governments to re-employ the migrant labour in their home states. Jharkhand government also faced the same situation because the number of migrant labour in lakhs and it is a very challenging task to give employment to all of them. The current article deals with the employment of migrant labour in Jharkhand.

Introduction

Very few cases came up in India on the onset of Covid-19 in the country. The number of cases increased gradually and almost remained constant for a long period of time in India. At the same time Covid-19 had already become a pandemic which was continuously taking the lives of many people of various countries of the world on daily basis. The reason behind was the highly infectious nature of Covid-19 as it could transmit from human to human very easily. As Covid-19 knocked in India too, the government of India declared a complete lockdown to break its chain of transmission and to maintain social distancing. There was no way out other than to declare lockdown all of a sudden to avoid stampede and confusion in the country. In order to do so many industries were shut down temporarily which took away the jobs of many daily wage workers and they became unemployed.

Migrant Labour-

The whole of the nation is like a very big family. People move from one part of the country to another part in search of employment. Migration and Development are the two faces of the same coin which are

inseparable, and they have a hand and glove relationship with each other. The migrants have developed our nation with their skills and abilities.

Sharma (2017) stated that The Economic Survey of India 2017 estimates that the magnitude of inter-state migration in India was close to 9 million annually between 2011 and 2016, while Census 2011 pegs the total number of internal migrants in the country (accounting for inter- and intra-state movement) at a staggering 139 million. Uttar Pradesh and Bihar are the biggest source states, followed closely by Madhya Pradesh, Punjab, Rajasthan, Uttarakhand, Jammu and Kashmir and West Bengal; the major destination states are Delhi, Maharashtra, Tamil Nadu, Gujarat, Andhra Pradesh and Kerala. Studies show that seasonal or temporary migration being a livelihood strategy among the poor rural households, people in the lower MPCE brackets move out as short term migrants (Deshingkar and Farrington, 2009; Haan, 2011; Keshri and Bhagat, 2012). Further it's also revealed that annual rate of temporary migration is found to be seven times higher than permanent migration (Keshri and Bhagat, 2013). Thus

employment is found to be the prime reason for migration when we consider economic reasons to migrate among both genders. Among other reasons for migration establishment of better social networks, better communication and transport and many labour contract systems has reduced the risks and cost making migration a more attractive choice (Bagchi and Majumdar, 2011; Baily, 2011). Handral et al. (2018) explained temporal and spatial trends in migration computed from census reports in their research. From the compiled migration rates for urban and rural areas we can see that urban migration is lesser than rural migration with 54% being migrants from rural area in 2011 and 47% of them belong to urban category which is depicted in the table below (Table 1) and over the periods migration rates in rural has decreased while that of urban area has increased indicating growing opportunities and facilities in rural

areas, and the effects of liberalisation, privatisation and globalisation (LPG) reflected in terms of more urban migration since the 1990's LPG reforms (Singh, 2016). Handral et al. (2018) explained that when we see the scenario of net migrants and net migration rates across different regions in the country. Only Chhattisgarh in the central region and Maharashtra in the western region show net positive migration and other major states like Bihar in west, UP in North and Kerala in southern and Assam in North east region show net negative migration rates, overall eastern and northern regions top the list in net negative rate of migration mainly because of Bihar and UP. Here we have computed net migration as the difference between the in- migrants and out migrants from a state within a period based on NSS definition of net migrants.

Table 1. Temporal and Spatial trends in migration

Census Year	Place of Residence	Number of Migrants (millions)	% of Migrants in Rural and Urban areas	
		Persons	Rural	Urban
1991	Total	225	70.5	29.5
	Rural	159		
	Urban	66		
2001	Total	309	67.2	32.8
	Rural	207		
	Urban	101		
2011	Total	1253	53.5	46.5
	Rural	670		
	Urban	582		

Source: Computed from Census 2011 state wise data

Table 2. Region wise net migrants (millions) and net migration rates across India (Per1000 population)

Regions	Population (millions)	Net migrants (millions)	Net migration rates
Eastern	215.0	-4.1	-19.1
Northern	239.7	-4.1	-16.9
Southern	215.5	-2.4	-11.0
North eastern	36.2	-0.2	-4.4
Central	83.5	0.2	2.7
Western	203.8	4.3	21.1

Source: Computed from Census 2011 state wise data

Since larger populous states like UP and Bihar, West Bengal has more number of out migrants from the state in search of employment and livelihood to other developed and better states. While in south Karnataka has Positive net migration but Kerala has huge out migrants overseas who move out due to business related causes, and same with Andhra Pradesh thus even the Southern region turns out to be negative in net migration rate, which is summarised in the Table 2 above. The results are corroborated by the latest NSS report (2007-08) figures that say states receiving large number of migrants to be Maharashtra, Punjab, Haryana, Gujarat and Karnataka while in case of out migration Bihar tops the list followed by Uttar Pradesh, Jharkhand and Orissa (Bhagat, 2014). This is due to the emergence of metropolis cities like Delhi, Mumbai and Chennai along with Bengaluru, Hyderabad, Pune etc. which create a 'hub and spoke' pattern for migration due to plenty of opportunities (Srivastava, 2011).

Exodus of migrant labour after lockdown-

Government had to take this strong measure of lockdown to stop the spread of Covid-19. Many jobs were lost but labour class was severely impacted due to unemployment. Government and social workers took many initiatives for their food and shelter. Police department did a commendable job in helping out the people in various ways like arranging for food and water, giving rations, essential medicines and also arranging ambulances for sick patients. Different state governments' administration also did a commendable job in helping out the migrant labour. Most of the citizens, business houses, NGOs, service class, armed forces and various religious organisations and charitable organisations donated money for Prime minister's and Chief Minister's covid-19 relief fund to alleviate the sufferings of migrant workers in the country. The state governments issued an advisory to regarding rent payment so that no land lord should ask for rent for some months. Also instructed to the schools to not to ask for fees from the students for few months. The Moratoriums on loans, credit card dues have been announced by the RBI for six months. Many of the migrant labour had their families

at their native places and they use to remit money to them. They have come only for employment. When they became unemployed, they had lost their desire to stay back at any cost. Most of the migrant labours were very much uncertain about their future employment. They were unable to live like the way they were living earlier. They have no job, they don't want to stay. Also they have thought that they may be the next victim of Covid-19 infection and they had a feeling that they will be safe at their homes and their native places where there is no pandemic of that type. They started moving out from their place of employment towards their home state.

Employment for migrant labour in Jharkhand-

According to the Jharkhand government records, about seven lakh workers, stranded outside the state had registered with the government to return home. Till now, over five lakh migrant workers have returned to Jharkhand since May 1. (Hindustan Times, Jun 10, 2020) In Jharkhand, the state government has launched three new schemes in order to create job opportunities for people of the state. "It is difficult to give a number but we are committed to offer jobs to everyone who returns home," Jharkhand chief minister Hemant Soren told ET. "We will take a special drive to generate a total of 10 crore man-days in this financial year, against the approved labour budget for eight crore man-days." (The Economic Times, May 07, 2020) Chief Minister Hemant Soren unveiled in Ranchi three schemes to create wage employment in rural areas: Birsa Harit Gram Yojana (BHGY), Neelambar Pitambar JAL Sammridhi Yojana (NPJSY) and Veer Sahid Poto Ho Khel Vikas Scheme (VSPHKVS) (The Hindu, MAY 04, 2020). The exercise is being carried out on the instructions of chief minister Hemant Soren so that workers could be provided employment opportunities according to their skills. But economists are skeptical that the government would be able to provide jobs to all of them. In the first round of skill mapping, Jharkhand government has mapped the skills of 2,50,056 inbound migrant workers till now. Of those surveyed, 1,77,186 or 70% returnees are skilled labourers, while the rest 72,871 are

unskilled workers, according to the state government's assessment. (Hindustan Times, Jun 10, 2020)

Discussion and Suggestions-

Although the government is taking initiatives but it is a big challenge to generate employment instantly for such a large number of migrant labour. The government has done skill mapping for a very large number of migrant labour in Jharkhand and it is making serious efforts to find suitable employment for them within and outside Jharkhand. Instant employment generation has been possible only in construction sector like road construction and building construction etc. The government can tie up with other states and organisations where there is a requirement of skilled and unskilled labour as has been done in case of border roads organizations in Jharkhand. Majority of the migrant labours have come back to their villages where major employment can be related with agriculture. The government should make trained societies and teams, who can train villagers to encourage organic farming, food processing etc. Plants producing organic manure can be setup in rural areas. This organic manure can be easily made available to the local farmers at a lower cost and can be a good source of income for rural people. The agricultural produce of organic farming is having a very good demand in the local market and it is having a very good export market potential as well. For large scale requirements of food processing industries, contract forming of vegetables, fruits, food grains etc can be introduced in rural area. God has endowed Jharkhand with a wide variety of medicinal plants and herbs. The tribal people of Jharkhand are familiar with them. These plants and herbs are very good market potential. A tie can be done with the pharmaceutical companies for these medicinal plants and herbs. Floriculture activities can be taken up in rural areas to employ migrant labour as this activity is a highly labour intensive one. Floriculture is having a good market potential both in domestic market as well as in the export market. Jharkhand is having a climate which is very much suited for dairying industry. Dairying can also be developed in rural areas in Jharkhand. Migrant

labour can also be employed in sericulture, pisciculture, piggery can be undertaken in rural areas. Some other allied agroforestry activities like social forestry where trees like Eucalyptus, poplar trees can be grown in rural areas which can bring revenue and employment generation both. Rest of the migrant labour can be absorbed in cottage industry and small scale industry.

Conclusion-

Migrant labour are returning continuously to their native places in the country due to unemployment and Covid-19 pandemic. The number of migrant labour is so large that it is a very challenging task to take them to their native places in this pandemic. The migrant labour came out of their native places because there was no employment for them. Once they come home, they are again going to face the same problem of finding employment. Industries cannot be shut down for an indefinite period as this move affects the nation's economy to a very large extent. In the Unlock-1 industries are going to start along with other establishments which are going to result into generation of employment and revenue for them. The labour which has gone back to their native places may not be interested in coming back again in this pandemic. This Covid-19 phase is not going to remain forever and this transitory phase is also going to pass away in due course of time. The government should go for a massive industrialisation in the interior and remote areas of Jharkhand by using natural resources. Jharkhand has enough potential to give employment to its own people and also to give employment to the rest of India.

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PHILOSOPHY OF WORLD PEACE AND GANDHI

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Abstract

The world this area of globalisation has become a coshiv unit and demands that it should be treated as one. Today this is not only possible but necessary in view of the development of nuclear weapons capable of destruction unmatched in magnitude. Nuclear powers weapons have threatened humanity and world peace to the extent of no return. In this present age of crisis we look forward to Gandhian approach 'to develop friendly relations among Nations and achieve universal Cooperation for Universal peace.'

Keywords : Gandhi, World peace, Humanity

Dr.Radhakrishnan in his address to the Anti-Nuclear Arms convention said that a nuclear arms race indicate the possibility, if not probability, of putting an end to the human species in a nuclear war. It is not a question of who is the world's strongest military power or who has the lead in inter-continental missiles. Whoever may be the strong power, no one will survive a nuclear war. It is dangerous to believe that the use of these weapons will result in a decisive advantage to those who possess them. Einstein's famous answer 'There will not be fourth (world war) as no one will survive to see the fourth' is an open truth of the present world order. The fact- 'science without Morality' and morality without science 'is the problem before the humanity to think over. In this nuclear world the fact of the humanity as a whole has been inseparably tied up. Either we live together or die together. It is 'either one society or no Society at all.'

The Ethical Idea of world Federation-

Gandhi, like political utopian, visualised a plan of human unity to be realised by the federal organisation of friendly interdependent States. He had a great devotion to the noble goal of international cooperation and universal harmony. According to him, not to believe in the possibility of 'permanent peace' is amounts

to disbelief in the godliness of human nature. Hence, he wanted that permanent peace should be secured. He also pleaded for World order and World Federation. Gandhi viewed isolated independence of nations as voluntary interdependence. He wrote "Isolated Independence is not the goal of the world States better mind of the world this desire today not absolutely independent States Warring against each another, but a federation of friendly independent States. The consummation of the event may be far-off. But I see nothing grand or impossible for our readiness to Universal interdependence rather than Independence. I want the ability to be totally independent. Gandhi, therefore, advocated the idea of 'oneness of mankind as the guiding principle of thought and action'. He said, Let us dedicate ourselves today, in the spirit of a scholarship which knows no frontiers..... Let us move forward to a great meeting where we know everyone, respect every man and race, every culture and creed'. He therefore, advised, "Meet together, talk together". May your mind comprehend alike, common be your thought and intentions, common the wishes of your hearts-so there may be through Union among you. However, Gandhi was intensely attached to the concept of Indian nationalism. But he was ethically and

international list and always emphasized his role as a citizen of the world. He was a great national leader but he was also unsurpassed fast in modern times as a lover of humanity. Despite his Nationalist approach, the dominant concepts were always truth, non-violence and purity. Hence, as a believer in positive love for men, he believed in internationalism and in the essential unity of man. He fought against the British Empire but he never heated the British people. He considered nobody as an enemy because beyond the sovereignty of the nation he looked to the categorical imperative of human brotherhood. He absolutely believed in a union of hearts-homonoia-of all men and women of the world.

Gandhi's Internationalism was only a sociological and political application of the great norm of Ahinsa which means universal non-heatret and non-violence. Like Buddha and St. Francis, Gandhi believed in the doctrine of absolute and universal compassion for all living beings.

A believer in God, naturally has the feeling of identity with all Creatures because all are the creations of God. Hence, Love of humanity was only one aspect of his Ahinsa. Internationalism is a concrete means to feel at the political level, the universal love for humanity. He said, "we are all tarred with the same bush; we are all members of the last human family". For Gandhi, Universal harmony, International cooperation, love to mankind and identity with All Creatures are the tenants of ahimsa and 'permanent peace'.

The Gandhian Concept of Peace and the World Peace:-

The traditional idea of piece is a synonym for harmony and absence of organised, collective violence. In western concept, peace and war are incompatible phenomena and so war and violence are also interrelated concepts. But peace is something more than the absence of organised violence, war tension, conflicts and manifest violence. Absence of manifest violence and even exploitation in all of its form constitute only the negative aspect of peace. It's positive aspects are processes of human and social development and fostering

of a dynamics of constant social change in a planned and non-oriented direction. While trying to maintain negative peace, the absence of manifest violence and exploitation is not enough; the absence of latent or structural violence inherent in social system is equally important. Violence lies deep in micro-segment of society and in mind of men. The new concept of peace there for stands for peace, with development linked to social structure and is concerned with all manifestation of peace, peacelessness, maldevelopment violence and social change. To define 'peace' Gandhi starts the other way round. He first defined its antonym, violence. However, violence Gandhi did not mean only force, coercion or blood-shed. Violence, according to him, includes exploitation-economic, social and political-of nation by nations, of individuals by individuals, of women by men, by individuals and Systems, of men and Society, by machine and systems and vice-a-versa; all these to him meant violence. Its antonym in non-violence which is the other name of peace. In Gandhi's view, peace is thus not a static concept but a dynamic positive entity. He said that he did not want the peace of the stone or the grave and therefore, he advocated the concept of revolutionary social change and development. First of all he maintained that no peace was possible unless the causes of violence were removed from the roots which also lie in the micro-societies of our time. The origin of violence may be individual or institutional. It may stem from the personality and behaviour of an individual entity or from institutional structure because of a conflict between them or within them. It's from may be direct and overt structural and covert. Violence expresses itself through combination, suppression, oppression and exploitation. Exploitation deprives the person of fruits of his labour. For Gandhi, peace or non-violence is not antidote to violence but an alternate force for social change and is of help to the underdog, the Daridra Narayan.

Institutional Endeavour for World Peace:-

Man by nature is peace loving. War, anger, often brutality are facts of life, however, 'peace' is the cherished desire of humanity.

The evolution of international Organisation is the history of human endeavour and longing for peace. Always the war and destruction stricken and humanity has cried for peace and has tried to get in place some kind of organisation device to preserve world peace and human values. The Concert System was the product of panic War of the league of Nations, the league of nations came out of the scourge age first world war and second of First World war and 2nd World War promoted the Inception of the UN system. Great wars have promoted the humanity for Greater peace and Great wars have promoted the humanity for Greater desire to protect and preserve human values.

Before UN, all the system that could survive the scourge of great wars could not secure the humanity from victims of War, as they failed to work as agents of positive peace, i.e. knowledge and understanding of each other and cooperation in different aspects of human life. They acted as Police Men of the world and forgot 'oneness of mankind' as the guiding principle of thought and action.

Peace, however, is not be equated with helplessness, inertia and exhaustion. An individual or nation can only want peace with honour, self-respect and Justice. A genuine positive peace can be found on the ratification of the forces that threaten peace.

UNESCO specialised agency of UN established in 1946 covers a vast area of peace through cooperation to achieve the concept of 'scientific humanism', or in the words of Gandhi 'Oneness of mankind'.

The UNESCO created over new ideas is based on the principle of Gandhi, Let us move forward to a great meeting where we know everyone, respect every man and race, every culture and creed. It has been organised for the purpose of 'Meet together, talk together. May your mind comprehend alike, common be your action and achievements and common with your thought and intentions'.

The idea of the agency was originally brought out in the open by the British Prime Minister Clement Attlee. World War 2nd and its impact

upon human made man realise that it is mind of men that must be changed so that they do not fall into the same pitfalls that Germany had fallen into. The crime against the Jews and aggressive nationalism had to be changed. It, therefore, came up with the basic ideas which were propounded by its first Director General, Julian Huxley. His ideas of scientific Humanism were based on the concept of progress and understanding of the values inherent and in the nature of evolution where the conflict between science and human nature would be reconciled. The idea was to achieve a World Culture through a collaboration of all cultures of the world, so that natural appreciation of each other would be possible.

Therefore, it is based on the assumption...."Science war begins in the minds of men, it is in the minds of men that the defence of peace must be constructed....." It further says, "ignorance of each other's way and lives" has been the common cause of distrust leading to war and the peace must be founded upon the intellectual and moral solidarity of mankind". Obviously, its first objective has always been education. The reorganization of literacy led to the experimental World Literacy program founded in 1967. Science has been another priority area for UNESCO and above all, to preserve culture identity among various Nation, aid in the area of cultural dissemination and to develop cultural understanding of each other are the priority areas to eradicate war and develop peace in the mind and hearts of the people. "Free flow of ideas by word and image", dissemination of information to rural peoples, in the area of education, science and Agriculture and finally, the application of Social Sciences are the priority areas of the UNESCO.

It started its life in 1946 as 'Laboratory of ideas, with just 20 members States, today it boasts a full complement of 185 states. However, the organisation suffered from being painted in anti-West colours by the United States and its allies who pulled out from it in 1984, pre-editing doomed fate for the world body. But with commendable resilience, the agency overcame the budgetary cuts strapped on it by churlish countries like USA, Britain

and Singapore and has emerged and unscathed with its original mandate to promote collaboration among nations through education, science and culture.

Meanwhile, these nations should realise that nuclear arms have made wars even in Vietnam, Afghanistan and Rwanda, unwinnable. These n-bombs have already made absolute the idea that war can be treated as a policy instrument. Today nobody dares to wage a war in order to win territory or a spread religion, ideologies, which happened so frequently before. However regional conflicts continue which happened so frequently before. However, regional conflicts continue, which depend poverty, illiteracy, unemployment, dissatisfaction and thereby further tension and conflicts between man, region, class and caste. And ironically, because of these problems, the nations, which have mountains poverty illiteracy unemployment dissatisfaction and thereby further tension and conflicts between Man region class and caste. And ironically, because of these problems, the nation's, which have mountains of nuclear bombs, are feeling insecure. They have discovered that arms are not going to take them too far. Again the consequence of "growth sickness" rich nations are beginning to discover that Reganomics and Thatcherism can't be substitutes for welfarism, which is basic to society with human face.

It is in this situation that Gandhism becomes relevant. Gandhi had seed that the poorest

among the poor should be Central to all thinking of development and peace. And, once poverty is abolished and freedom is restored, the rest of things will flow on its own and those who adopt this system will be working to create a social order based on Dharm (duty), Morality and Justice.

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GANDHIAN CONCEPT ON SELF RELIANCE WITH ESPECIAL REFERENCE TO ROLE OF EDUCATION IN MODERN ERA

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Abstract- The aim of this research is to provide an overview on Education for Self Reliance and to highlight Gandhian concepts about this. According to Gandhi ji education means not only piece of knowledge or degree but it is the overall development of a person. Reading, writing and teaching is just the basics steps of education. People criticize the state of affairs and suggest various amendments and modifications but fail to produce any tangible or far-reaching results. Gandhi realized clearly that unless education was given an entirely new orientation, it would not be possible to build up the Indian Nation of the character and level that has been cherished.

Keywords: Education for Self-Reliance (ESR), Gandhi ji, education development, cherished

Introduction

"Education means all-round picture out of the best in kid and man—body, mind, and spirit." As such, education becomes the foundation of personality development in all dimensions—moral, mental, and emotional. Education is not only give you just piece of degree instead of overall development. Gandhiji is dead but Gandhism is alive today not only in India but also in the whole world, nationalism and internationalism are quite relevant to the modern man and the modern society! Gandhiji never advocated Gandhism as an ism or ideology he practiced it as a way of life Gandhism has been a great ideology of modern age. It can guide us to solve the political and social problems of our modern society on the basis of the traditional principles of our culture and social life which Gandhism represents.

Education for Self Reliance (ESR) was the most important educational principle. The purpose of ESR was to set down principles

of education, which would serve as a revolutionary influence in the creation of the new social society. ESR is about gaining self-independence, responsibility and democratic involvement; it is education, which is meant to liberate individual from over-reliance (Innocent Sanga, 2016). Educated person not only live for themselves but for society too. Their goal related to societies welfare and to erect poverty. Education is the science of human engineering. It is the science of man building. But what constitutes a man? of course, his complete personality and his whole being therefore, the aim of education should be to build the complete new man and develop his integral personality. Infact true education is that which 'draws out and inspires the spiritual, intellectual and physical faculties' of man' however, any attempt to put exclusive emphasis on one at the cost of other aspects of the human personality violates the basic principles of education life is one in all its varied manifestations.

Concept of Self-Reliance

"Make-in-India" initiative to encourage self-reliance in the country was launched by Prime Minister Narendra Modi in 2014, its seeds were sown several decades ago by the Father of the Nation Mahatma Gandhi. Gandhi is dead but Gandhism is alive today not only in India but also in the whole world, nationalism and internationalism are quite relevant to the modern man and the modern society! Gandhi never advocated Gandhism as an ism or ideology he practiced it as a way of life Gandhism has been a great ideology of modern age. It can guide us to solve the political and social problems of our modern society on the basis of the traditional principles of our culture and social life which Gandhism represents. It follows a spiritual and moral view of social life Gandhism can indeed provide answer to many of our day - to - day problems. Our first duty is that we should not be a burden on society, i.e., we should be self-dependent. From this point of view self-sufficiency itself is a kind of service. After becoming self-sufficient we shall use our spare time for the service of others. If all become self-sufficient, none will be in trouble(Gandhi, February 1959).

Background of Education

One word only as to the education of the heart. I do not believe that this can be imparted through books it can only be done through the living touch of the teacher(Gandhi, October 1953). Gandhian concept of basic education development and moral development for individual's society. To him, formal literacy did not mean reeled Literacy is not the end of education, notes may acquire knowledge and yet remain devoid of w beginning Mere information Gandhi argued that wholesome education involves mind

depends upon a thorough knowledge of physical truths the development of the mind and body. lot the physical aspect, Gandhi emphasized manual or physical work. He stressed the importance of regular physical aspect is incomplete, ineffective and incapable of creating and cooks they live. The idea is to stress values such as spirit of cooperation, tolerance, public spirit and a sense of responsibilities, Gandhian view of an educationist Gandhi put up pertinent question to the society what exactly is the role of an educationist?

Gandhian Concept of education in Modern Era

The goals of education include character building through development force of personality, virtue of compassion, manumit and journal of Gandhian studies of values as courage under all Constance, strength and fair mindedness and the ability to give hundred percent of what a person possess entire one has while he is working towards a noble objective. Gandhi considered that academic advancement and scholarship are only a means to a higher and greater end. Education is not an end in itself but a powerful investment, which creates men women of strength and sterling character. Without the qualities of firmness, truthfulness, patience etc., education degenerates like a fully blossomed flower without a fragrance. Infect, Gandhi always stressed the viewpoint that true education is a lifelong process. Gandhi had a specific connotation for the syllable teacher 'teacher for him is a person who imparts education in schools and cooks out better methods and systems of education so that he might train his pupils to face the difficulties and responsibilities of life creditably. As we all know that Indian education had become limited for centuries to the reading of

books and the learning of certain technical skills.

Relevance of Basic Education

Gandhi's concept of basic education is of immense importance in India's contemporary history. In the modern period basic education can act as a powerful instrument for development of a better citizenship. The theory and practice of basic education aims at the evolution of a society based on truth, non-violence, justice and equality. In a democracy the individual is ensured freedom in its comprehensive sense. Basic education helps the individual to develop into free and responsible individuals capable of self-determination. A self-reliant citizen with a well-balanced personality is one of the fundamental goals of basic education.

In India today, the old values of truth and justice as objectives of individual and collective life have to be attained through non-violent means. Since basic education enable individuals to view issues objectively and truthfully, it can go a long way in building up of a society saturated with Gandhian moral values. In independent India we are a witness to the spectacle of individuals who are avaricious of power seekers. This creates points of conflict on different issues in different sections of the complex Indian society. Basic education develops a positive attitude of mind, which looks upon manual work and intellectual work on equal terms for the generation of a just order of the society. This is a very important aspect of basic education, which seems to have a good deal of relevance to the current conditions and societal attitude towards work in India. It can be rightly argued that

individual do not seem to have work ethics and this explains why production in the agricultural and industrial is of a low order. Apathy, idleness, strikes, gears etc., seem to be major bottlenecks in such a phenomenon.

Major Reforms in The Field of Education

However, the position of basic education in our com is in a bad shape, It is remembered sentimentally and only service is given to it by educationists associated with industrial sectors. It is a welcome change that work experience is now accepted as integral principle of a sound educational system the need to make work education as a part and parcel education from the primary to the university level must exercise the mind of our policy makers in education.

Gandhian concept of education includes religious and moral education also. He believed that religious and moral education is of considerable importance in a country like India, which has a traditional social order. Any system education, which ignores this persisting reality, cannot serve the broader interests of the country. Therefore, Gandhi emphasized religious education too. Thus we can say that the Gandhian scheme of basic education is of utmost relevance today for the need for not only developing the productivity in the agricultural and industrial sectors, but cohabitation with different religion, caste and culture, accountability and ethics also. Until we include the tenets of basic education into the modern system of education we cannot bring about rapid socio economic reconstruction and a stable political order

Table 1 shows Sector wise expenditure on Education.

**Sector-wise Expenditure on Education by Education Department
(Revenue Account)
with percentage share Centre and States/UTs 2017-18 (BE)
(Rs.in crore)**

Sector	States / UTs Expenditure	State %age Share	Centre Expenditure	Centre %age Share	Total Expenditure	Total %age Share
1	2	3	4	5	6	7
Elementary Education	213861.97	49.98	34228.53	42.90	248090.50	48.87
Secondary Education	146325.96	34.20	11859.14	14.86	158185.10	31.16
Adult Education	566.89	0.13	368.58	0.46	935.47	0.18
Language Development	1731.11	0.40	454.13	0.57	2185.24	0.43
University & Hr. Education	47913.30	11.20	17045.78	21.37	64959.08	12.80
Technical Education	13784.55	3.22	15556.49	19.50	29341.04	5.78
General Education	3707.54	0.87	273.30	0.34	3980.84	0.78
Total Education	427891.32	100.00	79785.95	100.00	507677.27	100.00

Source: Govt of India

Elementary Education accounted for 48.87% of the total expenditure on education in 2017-18, followed by Secondary Education, which was 31.16%. The share of University & Higher Education and Technical Education was 12.80% and 5.78% respectively.

Women Education

Education Man and woman are of equal rank but they are not identical. They are a peerless pair being supplementary to one another; each helps the other, so that without the one the existence of the other cannot be conceived, and therefore it follows as a necessary corollary from these facts that anything that

will impair the status of either of them will involve the equal ruin of them both. In framing any scheme of women's education this cardinal truth must be constantly kept in mind. Man is supreme in the out ward activities of a married pair and therefore it is in the fitness of things that he should have a greater knowledge thereof. On the other hand, home life is entirely the sphere of woman and therefore in domestic affairs, in the upbringing and education of children, women ought to have more knowledge. Not that knowledge should be divided into watertight compartments, or that some branches of knowledge should be closed to any one; but

unless courses of instruction are based on a discriminating appreciation of these basic principles, the fullest life of man and woman cannot be developed.

Women's literacy has been one of the major problems faced by planners and educationists of India since independence. Studies on the implementations of adult education programs for women have revealed that lack of interest, fear of ridicule, lack of incentives, prejudices,

superstitions and indifferent attitudes of learners have hampered the progress of female literacy (Feb 2015). Educating a girl child is foremost important for the development of nation like India, which is still developing and demands each individual, men or women to contribute in the progress. "If we educate a man we educate an individual, but if we educate a woman we educate the entire family" (Aditi Sharma, October 2017).

Table 2 :- Enrolment in Professional Courses 2017-2018

Level	Management	Academic			Professional		
		Male	Female	Total	Male	Female	Total
Under Graduate	Government	4988767	4960893	9949660	1205134	860736	2065870
	Government-Aided	2053384	2438163	4491548	440636	386137	826772
	Private	3112656	3218287	6330942	3802014	2435863	6237877
Post Graduate	Government	749326	1051368	1800694	394595	310219	707814
	Government-Aided	157126	294112	451238	55465	75454	130920
	Private	157953	255935	413888	528630	452987	981616

Professional education is defined as higher educational programs that are designed for learners to acquire the knowledge, skills and competencies specific for a particular occupation or grade or class of occupations or trades. Exhaustive lists of Fields of Education are listed in Indian Standard Classification of Education (Iced) published by Ministry of Human Resource Development, which are categorized on the basis of academic and professional orientation. Management wise distribution of enrolment into academic and professional education at Post Graduate and Under Graduate levels are shown in table 2. Enrolment in courses at integrated level have also been included at appropriate levels and is not considered separately (Subhramanyam, 2018).

Conclusion

Gandhi's ideas on basic education not only prescribe new methods and techniques of education but also a new way of life. A

critical analysis of his ideas on education places him on par with great educational thinkers like Rousseau, Montessori, Pestalozzi and Dewey. Neither he is a professional educationist nor does he specify the scientific basis of his theory of education. His ideas on education are based on the study of psychological sociological and economic principles. Education Man and woman are of equal rank but they are not identical. Gandhi advocates the creation of a balanced and harmonious social order in which the moral value of truth and love loom large in the lives of the people without any discrimination between the rich and the plebeian, the privileged and the unprivileged.

Economic advancement, physical improvement, socio cultural progress is possible only through reliance on the educational ideas of Gandhi. The complexities and the contradictions inherent in modern India clearly point out to the futility of

stressing merely intellectual education. It is in this context that Gandhi's concept of basic education must be put into practice so that human spirit flourishes in its highest manifestation.

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CHANGING ADMINISTRATIVE VALUES IN INDIA: A BEHAVIOURAL REVIEW

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Abstract: The country must shift from governance through regulation and control to enabling form of development administration, from planned to a more liberalized economic system, from status quo to the catalysing of change, from rowing to steering. I do not essentially mean a free booting capitalistic system. In Indian context, the government will have a wide-ranging role for quite some time to come and in that role the responsibility of the IAS, will be very vital as well as demanding. That is the challenge of the future days that we need to prepare for. We need an Administrative Service that is morally strong, socially aware, knowledge wise competitive, updated and accomplished and of course committed to the constitution of the country. These are the goals that I do personally feel, must be striven for. Yes, it is a tough challenge, but then it is also an opportunity.

Keywords: Bureaucracy, IAS, ICS, Morality, Commitment, Transparency, Ethical, Accountability, Crossroads, Corruption, Politicisation, Criminalization, Syndrome, Colonial legacy.

In the 73rd year of our independence, the declining ethical standards in government ride high on the national conscience. It would be wrong to think that corruption, even in high places, is recent phenomenon. Indian bureaucracy, like most other bureaucracies, has always had its fair share of corrupt. However, there is a perception today that the proportion of the corrupt administrators has significantly increased over the years and the corruption has become much more rampant and perhaps blatant among the higher level of administration. For the sake of achieving pre-defined goals, Indian leaders, planners, policymakers and bureaucrats deliberately and consciously choose the Democratic model of development. At this juncture it seems relevant to quote Noorjahan Bava¹, who is of the opinion that,

“the developmental experience of India for over 50 years after independence, is a mixture of success and failure. The responsibility for India’s achievements and failures at the developmental front must be borne by the nation’s political leaders, civilservants, the police and the people.” She further goes to the extent of asserting that, “specific failures of the Indian bureaucracy include politicization and the communalization of the Civil and Police services, dereliction of

duty, wastefulness, lack of motivation for productivity, failure to eliminate the colonial legacy, failure to ensure efficiency and effectiveness, failure to invoke people’s participation and above all corruption.”

Failure to arrest the population explosion in the country is another serious lapse where morality is need of the hour and has been well explained by the famous figure Kuldeep Nair². He is of the view that, criminalization of politics has been going on for long. Earlier the politicians had criminals on tap and then the criminals themselves forayed into political parties. Now the phenomenon of criminals as politicians is openly and blatantly visible.” He adds that, “political parties maintain gangs of criminals and this phenomenon is in varying degrees, discernible at the national level.

According to para 6.2 of the Vohra Committee Report³, there has been a rapid spread and growth of criminal gangs, drug mafias, smuggling gangs, drug peddlers and economic lobbies in the country. Over the years they have developed an extensive network of connections with the bureaucrats as well as government functionaries. Some of these syndicates have also international linkages.

Justice VR Krishna Iyer (in his characteristically flamboyant language) has in

his learned write up Ethical Entropy in Public Life(1995) observed that, unfortunately materialism has infiltrated the political systems through crypto criminal methodology and a new dependence syndrome has come to stay; the result of which is criminalization of politics and politicization of criminals⁴. Amidst the present scenario, I personally feel is that the tenet and the sense culture and values in government as well as in the administration at large is reflected mainly through the character of bureaucracy. The character of bureaucracy or so-called government servants are guided (shaped and sized) by the political culture of the day. During the early years, bureaucracy used to have at least some sense of brotherhood, responsibility, accountability, morality and sentimental feelings. The man at the top used to take the moral responsibility of lapses in organization and he was expected to stand up and defend the subordinates for the acts done in good faith. Likewise, the subordinates too were free to do things without any interference so long as they adhered to the established norms, rules and regulations. In case of any deadlock or differences in opinion, the matter was resolved through consensus and teamwork but now the things have changed drastically and surprisingly. Especially during the last three or four decades, the bureaucratic character has undergone a sea of change. The man at the top no longer wishes to stand up for a cause nor does he want to back the subordinates from being victimized. A sense of insecurity always prevails among the government servants whenever they want to work for the right cause. Every government servant is worried for his or her sheer survival. Only a handful of experienced civil servants have sensed this gathering storm.

N.B. Bonarji (ICS, 1925) who became the chief secretary of UP under the 2nd Congress ministry before independence and resigned the post, wrote of the deterioration in the administrative system after the departure of the British. In "Under Two Masters" (Oxford University Press 1970) he stated that, many officials were able to raise funds for two or three houses and for business purposes, government servants acquired properties at low rates through official influence. He spoke of administrative degeneration and observed

the administrative merits of officials were not considered anymore. One minister went even so far as to pass orders that no postings should be made to his home district without his specific consent. He added further that many factors like personal friendships, family relations and caste affiliations began to overshadow the public duty. He went on to say that the politics of power and potential seems to have gone deep into the working system and now the bureaucracy is more concerned about the maintained and enhanced personal position as compared to the policy and public principles as it used to be⁵. Today Civil servants are expected to obey and not to advise. Advisory role has almost come to an end. New breed of politicians wants to grab power and money by fair or foul means. They want their orders, right or wrong, implemented immediately. It is also seen that if the government servant doesn't toe their line, it results in frequent transfers, long wait for postings without salary thus, causing hardships.

E.N. Mangat Rai (ICS, 1938)- Chief secretary in Uttar Pradesh from 1957-62 recalled, far from being a less effective administration than we were during the Raj, we were in fact infinitely more efficient following independence. But he hastens to add that it was the failure of the policy direction, an integrity that was causing problems for administration. Mangat Rai has said painfully that, the post-independence culture had become Family or Kinship oriented⁶. Administration, if viewed from the ethical angle, reveals that the mutual relation between the bureaucracy and the political executive has undergone massive change. The atmosphere has changed now, and the bureaucrats can no longer feel secure from political interference. Higher echelons prefer their subordinates to discuss first and record a note later. Reality reveals that today secretaries or the top-level officers of the state rarely move out of the headquarters to see what is happening at the grass root level. Their presence is continuously required at the headquarter for meetings and conferences. Even the district and the local officials hardly make the field visits. Thus, it is seen that today the bureaucracy has adapted itself to the changing environment just for the sake of its survival.

T.N. Kaul (an early ICS of the UP cadre) expressed his feelings in the 1990s in the following words⁷, “The Efficiency and the effectiveness of the bureaucracy is today at its lowest the reasons are many but the main one is the interference and the pressure by the politicians with a view to granting undue favours do those Give them money and muscle support during the elections.”

And yet again another senior civil servant belonging to the Uttar Pradesh cadre (IAS) vented his feelings candidly in 1990 when he said bureaucrats have learned to adjust to the compulsions of the politicians, in fact the more enterprising among them have learned to lean backwards. They have made it into a fine art, anticipating the wishes of the political masters and delivering to them the unasked or whatever is asked for their personal and political welfare. It is this species of bureaucrats who earn a reputation and get ahead in life⁸.

The IAS is at crossroads even nationally. The situation faced by the IAS officers, the ongoing developments, the present scenario, the rapid shift in trend, behaviour, pattern, environment and working styles; all if taken together, demand debate, dialogue, interactions and other legitimate measures. It is need of the hour for the speedy political and administrative reforms. The ray of hope still is there. The momentum is not lost. I opine that it is in the interest of the bureaucratic whole to set its own house in order, improve its conduct and performance and enforce internally, standards of ethics through peer and social pressure and assert themselves against the exercise of arbitrary and motivated political power, collectively. The black box of secrecy needs to be smashed to bring about transparency and openness which will bring down arbitrariness and unethical behaviour. In

brief, the administrative ethics has primarily to flow from the profession itself which must articulate and insist upon minimal norms of conduct and action from within it. At this juncture of 21st century, IAS must transform its stances from being power focused to Service, Commitment, Responsibility, Accountability and Morality focused.

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THE FIRST MAJOR CHALLENGE: THE GREAT UPSURGE OF 1857

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Abstract- The revolt of 1857 was the most dramatic instance of traditional India's struggle against the foreign rule but it was no sudden occurrence. It was the culmination of a century long tradition of fierce popular resistance to British dominion. The establishment of the British power in India was a prolonged process of piecemeal Conquest Consolidation and the Colonialization of the Economy and Society. This process produced discontent, resentment and resistance at every stage. The first major armed attempt to overthrow the alien rule in India in 1857 might have been styled as a mutiny or a Sepoy Rebellion by the British historians but we have no hesitation in calling it India's first glorious struggle for independence.

Keywords: Mutiny, Rebellion, Nationalism, Upsurge, Outbreak, Imperialism, Colonial, Doctrine of Lapse, Intrusion.)

There was the force of militant patriotism and studied planning behind the bloody upsurge of peoples wrath against the British rule. It was a national and holy war waged with the object of securing freedom from English bondage. It was not just a sudden outburst as some English historians tell us. The incident of greased cartridges was but the chance spark which set the mine ablaze. Give any name, attribute or the reason for its outbreak; the significance of the great upsurge of 1857 cannot be undermined.

In the present paper, I have attempted to search as to what extent the conquest of India by the English army resulted in 'debasement of the entire Indian population'.

The economic impact can be traced in many areas-the Public finances, the Military expenses and reduction of Custom duties on the manufactured goods imported from England etc. Besides, the 'Drain of Wealth' from India for the expansion of the British Empire in the areas of 'Asia and Africa' the policies formulated in Britain were more inclined, designed and advantageous in favour of the Conservative attitudes.¹

"Racialism and Imperialism" are the areas that became the hallmark of the British policy in India. The idea of 'Master Race' was inherent in imperialism. India as a nation and Indians as individuals were subjected to insult, humiliation and contemptuous treatment.²

Faced with the challenge of the 'Intrusion of Colonial Culture and Ideology', an attempt to reinvigorate traditional institutions and to realize the potential of traditional culture also developed with this revolt. The initial expression of the struggle against the Colonial domination manifested itself in the realm of the culture as a result of the fact that the principles on which the colonial state functioned were not more retrogressive than those of the Pre - Colonial state. All intrusions into the cultural realm were more intensely felt. Therefore, a defence of Indigenous Culture developed almost simultaneously with the Colonial Conquest. The feeling of unity was found not only in the army in 1857 but also among the civil population as gleaned from contemporary sources mostly from the Urdu press. There is no record of a single incident of conflict or clash on a religious basis even though there are instances where

the British Officers tried to weaken the Indian camp by stressing such differences.

In fact Hindustan faced the trial of 1857 as a united community irrespective of Caste, Community and Regions. It is a sad story that within a few decades after 1857, the Communal differences became an obstacle to the Indian Nationhood. It is a tragedy of Indian history that this problem became more and more serious till at last a when a solution had to be found by partitioning the country on a Communal line.³ Now let us discuss the Causes responsible for the Revolt: The first and foremost cause was the "Doctrine of Lapse". This doctrine was based on the presumption that the East India Company was the Supreme power in India and that all the Native States were subordinate to it. The 'Doctrine of Lapse' made it obligatory on the issueless rulers of the native states to get the sanction of the Company before adopting Sons to inherit the ruler-ship of their respective states. More surprisingly was that the 'Court of the Directors' stated it clearly that such sanction was to be granted only as a special favour and not as a rule. This principle was implemented by no other Government General so rigidly as by Lord Dalhousie. He employed it to extend the bounds of the British Empire by annexing the 'Native States and Principalities'.

He availed himself of every opportunity to decline the sanction and deprive the rulers of their 'Palace, Power and Prestige'. The only strength at the other side was the sacred belief of the revolutionaries that as long as the every bullet bears the word Swadharma and Swadesh, every victim is just an oblation in the sacrificial fire. It is not a sin. It will lead to the glory of motherland.⁴

The next immediate cause or the circumstances leading to the first Indian armed struggle for independence in my opinion was the annexation of Oudh. Nawab Wajid Ali Shah was the ruler of Oudh with Lucknow as its capital. The Nawabs of Oudh from 1765 onwards had been very loyal and faithful to the British rule. The state which was quite rich

in resources and fertility of soil had always served as a wet nurse to feed the government with money. But disgracefully, this State could not escape the greedy and imperialistic designs of the Company. When no other valid reason could be discovered for its absorption, Lord Dalhousie alleged that the administration of Oudh was weak and inefficient. On this lame plea, he abrogated the Treaty of 1801 and by a proclamation dated 13th February 1856 annexed the State of Oudh. The mutineers damaged all the government Buildings and rampaged records.⁵

Another immediate cause for the Outburst was the ill-treatment meted out to Mughal Emperor Bahadur Shah II. The Company in the beginning received many favours from the Mughal Emperors. Even the Coins of the Company bore the name of the Mughal King. Later on the English became ungrateful and stopped offering presents to Bahadur Shah. They even removed his name from their Currency.

The Company became a rival of the emperor. The disregard of the Mughal Emperor profoundly shocked the people who were still loyal to the throne. The mass sentiment was hurt. "It was a determined and hotly contested battle".⁶ The Injustice with Nana Saheb could not be considered from any angle a weaker cause for this mutiny. He was the adopted son of Bajirao II. After the Maratha Wars, Bajirao was granted annual pension of rupees 8 lacs and the State of Bithur near Kanpur. After Bajirao's death, Lord Dalhousie refused to accept Nana Saheb as heir to Bajirao. This was not all. Nana Saheb was directed to vacate his state of Bithur as and when asked by the Governor General. This embittered Nana so strongly that he too became an arch enemy of the British government. The effects of Crimean Afghan wars was also not a smaller issue for the cause of this upsurge. The reverses suffered by the English in Afghanistan in the year 1841-42 shattered the state of discipline in Company's forces. The Indian soldiers were convinced that the Britishers were not indomitable.

A close scrutiny reveal that the most inhuman means employed for the Conquest of India also formed an instant cause for this upheaval. The mode by which the East India Company had processed itself of Hindustan is the most revolting and unchristian means that can possibly be conceived if there was one system more Machiavellian and more appropriative of the show of justice where the basest in justice was attempted more cold, cruel, haughty and unrelenting than another. It is a system by which the government of the different states of India had been wrested from the hands of their respective princess and collected into the grasp of the British power. It was seen that love of freedom was deeply rooted in every heart and Indians were no exception to this rule. Indians living in whatever part of the country even before 1857 had unity of outlook both in social and religious fields but the English committed a serious blunder by disrupting the social and religious systems of the Hindus. They stopped SATI System by law. This was considered by hindus as outrageous and insulting to their sacred religion. The Company antagonized the people introducing changes in their laws of inheritance and succession. The English also played a havoc with Educational System prevailing in those days. The snobbish British officers who ruled with arrogance had no sympathies with the Colored People of India.

Next major cause was based on the Economic lines. English who settled down in India permanently had clear intentions to export India's wealth to their own country. Thus, during the British rule, Indian wealth began to flow out of the country. Secondly, the Industrial Revolution gave a historic turn to the economic policy of England. The British Policy in India was so adjusted as to meet the needs of industrialized England. The native industries were given a calculated death blow. India was turned into a British Colony which exported raw materials and imported finished goods. The major another cause of this mutiny was the Military one. The arrogant English dug their grave by displeasing the Indian Soldiers enlisted in the British Army. Indian Soldiers were denied equality of status with

the English soldiers. Their loyalty grew weak. British reverses in the Afghan wars also strengthened their belief that their white masters were not the 'Chosen Sons of God'. The soldiers of the Bengal troops who hailed mostly from Oudh were already annoyed with the British over the nexus and the annexation of their home province. The other measures of Lord Canning aroused further discontentment. He issued a general order which made it compulsory for the new recruits to serve overseas. Such an order was distasteful to the soldiers whose religion forbidden them to go across the sea. When their discontent was already mounting, the greased cartridges served as a catalyst. The new Cartridges were reported to have been greased with beef and cow fat and required biting before they could be used. Thus, it can be well understood that the uprising of 1857 was essentially a mighty effort on an extensive scale to shake off the religious and political domination of the align race. Now let us discuss the related Consequences and the after-effects of the revolt. Yes, as the most significant event of Indian history, this Upsurge marked the end of an epoch of Indian history, the epoch of British intrigues and diplomatic tactics for the expansion of the British Empire. Events of 1857 brought an end to the company rule. Secondly, it roused an increased "Racialill – will" between the British and the natives. The snobbish Englishmen withdrew themselves to their shell of vanity and stopped having much association with the coloured natives. The relations between the two races became that of master and the slaves. Thirdly, the Englishmen lost their faith in the Indian subjects. Their trust in the loyalty of Indian troops was also shaken. They were so greatly frightened that they decided not to offer key posts in administration to Indians. The need to popularise the learning of English language was also felt at this juncture. In short, the end of Mutiny marked the beginning of systematized attempts to anglicise the people. Next, the British government set about the reorganisation of Indian troops. The numbers of British Officers was increased and the

Battalions and Regiments were reconstituted on the basis of Religion, Province and Caste. Lastly, the government realised the mistake of antagonising the rulers of Indian states. It is seen that in the middle of the nineteenth century, two distinct currents were noticeable in the nationalist movement. One, deriving its inspiration from the history and literature of Europe, was confined to the elites, consisting of the newly educated gentry and zamindars. They formed the British Indian Association, through which a memorandum was sent to the British Parliament for a little share in the government of the country by way of representation in the legislative council and greater opportunity of employment in the higher services. They were entirely loyal and had absolutely no sympathy with the Revolt of 1857. On the other hand some of them offered special prayer and worship for the victory of the British.⁷ But a minute scrutiny of the first important episode of the Mutiny reveals the fact that though a spirit of sullen resentment overpowered the minds of the Sepoys and they were prepared to disobey, even defy orders, they were not yet ready for the extreme step of breaking into the Mutiny.⁸ In nutshell, it can be said that the Revolt of 1857 is perhaps the most written-about event in Indian history. After the suppression of the Revolt, numerous general studies of the uprisings were written. Almost all of them were by the British historians of the 19th century. Kaye, Mallison, Trevelyan, Lawrence, Rice-Holmes, to name only a few, whose principal concern was to refute the theory that the Revolt was reflection on the character of British rule in India. It was natural for these writers to stress the military aspect of the revolt. Some of them were convinced that the real explanation of the revolt was the lack of discipline in the army.⁹ The event shows that in the beginning the advantages of a planned and surprise attack was with the rebel. It gave them a precious time lead, which successfully destabilized the British in a vast area. Nevertheless, the need for consolidation of resources was immensely being felt on both sides. At the same time, the

rejection of the British rule by a section of its army had created a panic in all rank and file of the British government.¹⁰

Lastly, it can be concluded that the mutiny of 1857 was indeed a remarkable event in the history of Indian Movements. Whether the First Step for the National War of Independence or an Outburst of grievances of Indian Sepoys, it was through this very event that the Company's administration received the first major setback and necessitated large scale 'Administrative and Policy Changes'.¹¹

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NATIONAL LEADER OF DALIT CONSCIOUSNESS AND UPLIFTMENT: BABU JAGJIVAN RAM

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Abstract- The contribution of Dalit leaders like Babu Jagjivan Ram to the Dalit empowerment is yet to be properly evaluated. Jagjivan Ram resorted to creativity instead of rebellion for the Dalit development. He did a fantastic job in the Indian law and constitution for the upliftment of Dalits while holding various ministerial posts. In this process of development, Jagjivan Ram did not draw any line between Dalit and non-Dalit society. Throughout his life he never lost any election. He was equally popular among dalit and non-dalit community. He was the first dalit leader in India who had huge popularity beyond the line of caste and community. He never made hate speeches and he never spread halter. His resolve to uplift the Dalits did not stand on the ground of hatred. This research paper analyzes the work and achievements of a national leader Jagjivan Ram also known as 'Babuji'

Keywords: Jagjivan Ram, Dalit leader, Nationalist leader, contribution in labour reforms, dalit upliftment, social reformer

Introduction

Babu Jagjivan Ram was born in Ara(1908), Bihar. Even after being born in the Dalit caste, he was able to get high education due to his self-confidence.¹ Babuji took admission in Agarwal School, Arah in 1920 to pursue higher education. With his curiosity to understand and learn foreign languages, he gained English proficiency, as well as learned Bengali to read the original book 'Anand Math' (written in Bengali) by Honorable Mr. Bankim Chandra Chatterjee. He was proficient in English and Bengali as well as Hindi and Sanskrit.

In 1925, when Pandit Madan Mohan Malaviya came to visit, he was astonished to see the extensive knowledge of young Jagjivan and outstanding performance in all fields and he realized that this teenager could play a major role in the country's independence and nation building in future. He himself met the young Jagjivan and invited him to come to the Banaras Hindu University. But Jagjivan Ram had to face discrimination on the basis of caste there. Jagjivan of revolutionary nature openly opposed it and he also succeeded. In the internal science examination, he passed with the best marks and in the year 1931, he got the

highest marks in Bachelor of Science from the University of Calcutta.²

A mainstream nationalist Dalit politician:

Babu Jagjivan Ram's political life started from Calcutta. Within six months of coming to Calcutta, he organized a huge labor rally in which a large number of people took part. With this rally, even great freedom fighters like Netaji Subhash Chandra Bose got an idea of Babuji's efficiency and leadership. During this period Babuji worked with eminent freedom thinkers like Veer Chandrashekhar Azad and the well-known writer Manmathnath Gupta. In the year 1934, when the whole of Bihar was suffering from the devastation of earthquake, Babuji stepped in for the help and relief work of Bihar. For the first time in Bihar, he met the most important, influential and non-violent freedom fighter honorable Mr. Mohan Das Karamchand Gandhi i.e. Mahatma Gandhi. Mahatma Gandhi played a very important role in the political life of Babu Jagjivan Ram, because Babuji knew that throughout the year, there was only one freedom fighter who was fighting for both freedom and development of backward classes, and they The Gandhiji All other fighters used to choose either. Babuji stopped this unjust act when the British were forcing

the Dalits to commit mass conversions while adopting the 'divide and rule' policy. After this development, Babuji became known as the most popular national leader of Dalits and became a trusted and beloved character of Gandhiji and entered the mainstream of Indian national politics. In his student life, Babuji formed the All India Ravidas Mahasabha in 1934 to celebrate Sant Ravidas Jayanti in various districts of Calcutta. He formed two other institutions - 1. Agricultural Laborers Assembly 2. Indian Dalit Classes Association. It was only in 1935 that Babuji demanded the voting of Dalits before the Hammond Committee, which was accepted by the Hammond Committee.³

Front runner of Dalit representation in parliamentary democracy in India: He has an invaluable contribution in the development of parliamentary democracy in India. He was nominated a member of the Bihar Legislative Council in 1936 at the age of 28. When elections were held in 1935 under the Government of India Act 1935, Babuji was elected as an MLA unopposed as a candidate for the Depressed Classes League. The British were attempting to form their loyal government in Bihar. His effort was to lure Jagjivan Ram and join him. He was given the lure of friendship and money, but Jagjivan Ram flatly refused to support the British. Only then did the Congress government form Bihar, in which he became the matriarch. Within a year, the Congress governments resigned on the advice of Mahatma Gandhi due to the irresponsible attitude of the British. Babuji was at the forefront of this work. The greed of the post did not even touch him. Later he was imprisoned in Mahatma Gandhi's Civil Disobedience Movement. When Mahatma Gandhi started the Quit India Movement in Mumbai on August 9, 1942, Jagjivan Ram was there. As per the plan, he was to intensify the agitation in Bihar, but he was arrested after ten days. He did not follow the line of Ambedkar and chose to go with the nationalists and joined Congress. He criticized Ambedkar as a "coward" who could not lead his people.⁴

Labor reforms

In the first government, Babu Jagjivan Ram, an elected MP from Eastern Rural Shahabad, was given the responsibility of the Ministry of Labor.⁵ This was his favorite subject from the very beginning as Babuji, who grew up in the soil of Chandwa, was born to a farm laborer where he has personally met those strange circumstances and was also aware of the condition of mill workers in Calcutta. As Labor Minister, Babuji took the important decision to implement some important laws, tested by time. These laws are seen as the greatest hope of the working class and the biggest weapon in today's era. These laws were as follows –

- Industrial Disputes Act, 1947
- Minimum Wages Act, 1948
- Indian Trade Union (Amendment) Act, 1960
- Payment of Bonus Act, 1965

Two very important laws without which today's business life would get disturbed –

- Employees State Insurance Act, 1948
- Provident Fund Act, 1952.

Home and Communications Minister- Babuji considered the Parliament House to be his second home. In 1952, Pandit Jawaharlal Nehru gave the title of Communications Minister to Babu Jagjivan Ram, elected from Sasaram. At that time the aviation department was also included in the Ministry of Communications. Babuji took steps towards nationalization of private airlines. As a result, Air Force Corporation, Air India and Indian Airlines were established. Due to strong opposition to this nationalization scheme, Iron Man Sardar Vallabhbhai Patel also stood in favor of postponing it. But on Babuji's persuasion, he agreed and the protest was almost over. He also talked about laying a network of post offices in villages and started the challenging task of expanding the network. Dr. Rajendra Prasad, the first President of the year of India, has described this hard work of Babuji in this way - 'Babu Jagjivan Ram is a determination worker, and in renunciation he has been second to none. They have the same

enthusiasm and passion of the religious leaders.

Railway Minister: Babuji, re-elected from Sasaram, had the privilege of taking up the responsibility of the Ministry of Railways from the year 1956-62. As Railway Minister, he overturned the Indian Railways. Babuji talked about the construction of modern railways in the context of the modern world. He did not increase the railway fare by one rupee for five years, which was a historical event. He laid more emphasis on the development of railway officers, officers and employees. From the above sketch it can be concluded that the railway construction up to the year 1956-62 is more than any other year.

Babuji in various ministries: In the general elections of 1962, the people of Sasaram gave victory to Babuji again and he was given the responsibility of the Ministry of Transport and Communications. But Babuji resigned under the Kamaraj Yojana and started strengthening the Congress Party. In the general elections of 1966-67, the victorious Babu Jagjivan Ram was once again given the Ministry of Labor in that government. But after one year, he was given the responsibility of the Ministry of Agriculture and Food. After the war with China and Pakistan, conditions of poverty and hunger had arisen in India and PL from USA. Wheat and sorghum received under 480 were the main source of food supply. In such a difficult situation, Babuji laid the foundation of Green Revolution with the help of Dr. Norman Borlaug and after only two years India became a food surplus country. While in the Ministry of Agriculture and Food, Babuji also provided relief to the country from the severe floods and made India self-sufficient in food resources. Babuji once again won in the 1970 general elections and he got an opportunity to render his services to the Ministry of Defense like the Ministry of Defense, this time in the government of Mrs. Indira Gandhi. Babuji first changed the political map of India completely. In that unprecedented war of India-Pakistan, Babuji promised the people of the country that this war would not be fought even on the equal part of the tip of a land of India, and they kept this promise. For this great service of his, Shri

Rajiv Gandhi has expressed his views in this way - 'Babuji's contribution in liberating the nation has been very commendable. His contribution in making the country self-reliant in terms of food grains and the liberation war of Bangladesh will always be remembered 'In the year 1974, Babuji took responsibility of the Department of Agriculture and Irrigation and laid the foundation of a new system' Public Distribution System 'by which It was ensured that the general public of the country had food items available in sufficient quantity and at low prices.'⁸

A state of emergency was declared on 25 June 1975 by Mrs. Indira Gandhi. This emergency brought fundamental rights of the constitution into question. Smt Indira Gandhi had announced the general election on 18 January 1977, but the country feared emergency. To deal with this situation, Babuji renounced his post and also resigned from the Congress party. He created a new party called 'Congress for Democracy' (CFD) on the same day. Babuji won the 1977 general elections and was given the responsibility of the Ministry of Defense. On 25 March 1977, Congress for Democracy was incorporated into the Janata Party. In January 1979 Babuji was declared as the Deputy Prime Minister of India. In the year 1980, the Janata Party got divided due to mutual disputes and Babuji finally formed Congress (J) in March 1980. In the 1984 general elections, the people of Sasaram opened the doors of the Lok Sabha once again for their trusted representative Babu Jagjivan Ram. Babu Jagjivan Ram holds a world record of being a parliamentarian uninterrupted for a record 50 years between 1936 and 1986.¹⁰

On 6 July 1986, Babuji breathed his last. Babuji always faced injustice fearlessly and always did good for the country with courage, honesty, knowledge and his invaluable experience. He was one of the great leaders of independent India who changed the condition of Dalit society and provided a new direction. Jagjivan Ram should be remembered not as a Dalit politician but as a national leader. Even after coming from a Dalit society, the heights he reached and he served the country are praiseworthy. He was a true follower of Mahatma Gandhi. He attacked the caste

system keeping national unity at the center of development and got the support of all. He was the only politician in the world who never lost an election in his 50 years of political life. He always represented the same constituency and always remained undefeated. Babu Jagjivan Ramji established the world record of being active in politics from the year 1936 to the year 1986 i.e. half a century.¹¹

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द्रौपदी मुर्मू
राज्यस्वास्थ्य, झारखण्ड



हेमन्त सोरेन
मुख्यमंत्री, झारखण्ड

नया विचार, नया संकल्प और नई सोच के साथ
झारखण्ड सरकार का हर कदम आपके लिए।

रोशनी के त्योहार दीपावली एवं झारखण्ड स्थापना दिवस
के शुभ अवसर पर समस्त झारखण्डवासियों
को ढेर सारी शुभकामनायें



॥ अण्ण दीपो भव ॥

अपने दीप स्वयं बनिए।



आपकी सेहत, आपकी सुरक्षा
कोरोना को हरायें, त्योहारों की खुशियाँ मनायें



मास्क पहनकर ही घर से बाहर निकलें।



बात करते वक्त कम से कम **दो गज की दूरी**
अवश्य रखें और मास्क पहने रहें।



समय-समय पर **साबुन** से हाथ धोते रहें।



सूचना एवं जन-सम्पर्क विभाग, झारखण्ड सरकार

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