

Registered with Ministry of Information and Broadcasting, Government of India (RNI)

Jamshedpur Research Review

(Peer-Reviewed, Refereed, Multi-Disciplinary International Research Journal)

English Bimonthly

Year 9: Volume 1: Issue 44

(January- February 2021)

RNI – JHAENG/2013/53159

ISSN: 2320-2750(PRINT)

Postal Registration No.-G/SBM-49/2019-21

- Dateline: -January- February 2021
- Year 9: Volume 1: Issue 44
- Place: Jamshedpur
- Language: English
- Periodicity: Bimonthly
- Price: Rs.150
- No. of Pages:(Incl. Cover page):136
- Nationality of the editor: Indian
- Editor: Mithilesh Kumar Choubey
- Owner: Gyanjyoti Educational and Research Foundation (Trust), 62, Block No.-3, Shastrinagar, Kadma, Jamshedpur, Jharkhand, Pin-831005.
- Publisher: Mithilesh Kumar Choubey
- Nationality of the Publisher: Indian
- Printer: Mithilesh Kumar Choubey
- Nationality of the Publisher: Indian
- Printing Press: Gyanjyoti printing press, Gyanjyoti Educational and Research Foundation (Trust), 62, Block No.-3, Shastrinagar, Kadma, Jamshedpur, Jharkhand, Pin-831005.

Declaration: Owner of Jamshedpur Research Review, English bi-monthly is Gyanjyoti Educational and Research Foundation (Trust), 62, Block No 3, Shastrinagar, Kadma, Jamshedpur, Jharkhand, Pin -831005, and published and printed by Mithilesh Kumar Choubey and printed at Gyanjyoti Printing Press, Gyanjyoti Educational and Research Foundation, 62, Block No.-3, Shastrinagar, Kadma, Jamshedpur, Jharkhand, Pin-831005, and published at Gyanjyoti Educational and Research Foundation(Trust), 62, Block No.-3, Shastrinagar, Kadma, Jamshedpur, Jharkhand, Pin-831005, and editor is Mithilesh Kumar Choubey



ISSN: 2320-2750(Print)

www.jamshedpurresearchreview.com

Disclaimer

No part of this publication can be produced in any form or by any means without prior permission of the publisher.

Jamshedpur Research Review is a government registered open market journal, registered with RNI (Registrar Newspapers in India, under the Ministry of Information and broadcasting, Govt. of India and strictly follows the press rules.

Matters related to the research paper such as selection, acceptance, rejection etc., are decided by editorial board committee on the basis of reports of paper reviewers.

The views expressed in the articles are those of individual authors. Editors/ publisher do not take any responsibility for issues related to intellectual property rights or any other matters. Jamshedpur Research Review will come under the jurisdiction of Jamshedpur Court only.

©2021 Jamshedpur Research Review

**A Publication of
Gyanjyoti Educational & Research
Foundation
Jamshedpur-831005**

Editorial Board & Paper Review Committee

Editor 1

Dr. Mithilesh Kumar Choubey

Role: Chief Editor, 62, Block-3, Shastrinagar, Kadma, Jamshedpur, Jharkhand -831005

ResearchGate Link-https://www.researchgate.net/profile/Mithilesh_Choubey

Profile: <http://jamshedpurresearchreview.com/chief-editors-profile/>

Phone:09334077378, Email-editorjrr@gmail.com,

Website-www.jamshedpurresearchreview.com

Editor 2

Prof. Shukla Mahanty

Role: Associate editor

Office Address: Vice Chancellor, Kolhan University, Chaibasa, West Singhbhum, Jharkhand – 833202

Home page: <https://www.kolhanuniversity.ac.in/index.php/discover/vc-profile.html>

Email ID: vckolhanuniversity@gmail.com, principalshukla@yahoo.co.in

Mobile:+91 6582 222589 (O) / 6582 – 255217 (Fax)

Editor 3

Prof. Vijay Bahadur Singh

Dept. Of Commerce & Business Management

Ranchi University, Ranchi, Jharkhand

Prof. Pingali Venugopal

Role: Associate Editor

Office / Residential Address:Associate Professor, XLRI, Jamshedpur, XLRI, CH Area, Jamshedpur- 831001

Home page: <http://acad.xlri.ac.in/facprofile/index.php?116>

Email ID: pingali@xlri.ac.in, Mobile: 9334383822

Editor 4

Dr. Neha Tiwari

Role: Associate Editor

Office Address: Prof- in- Charge Department of Mass Com and video production, Karim City College, Jamshedpur, Jharkhand.' Home page:

www.karimcitycollege.ac.in/index.php/discover/academic/faculty-department/item/368-neha-tiwari.html, Email ID: nehatiwarikcc@gmail.com, Mobile: 9334383822

Copy Editor

Dr. Sanjive Singh

Assistant Professor, Dept of Commerce, Jamshedpur Co-operative College, Jamshedpur, Ph.9431873642

Referee

- Dr. H.P Sharma, Pro Vice-Chancellor, S.K University, Dumka, Jharkhand
- Dr. Vijay Kumar, Dept. Of Hindi, Jmashepdur Co-operative College, Jamshedpur, Jharkhand
- Dr. Raksha Singh, Principal, Sankaracharya Mahavidhyalya, 97/2 Junwani, Bhilai Distt. Durg, Chhattisgarh

Content Editor

- Krishna Kumar Choubey

Design- Bapi Mahato

ABOUT THE JOURNAL

Started in 2012, Jamshedpur Research Review (ISSN-2320-2750) is a Government registered, Peer- Reviewed, Multi-Disciplinary, English Bi-Monthly Research Journal published by Gyanjyoti Educational and Research Foundation, 62, Block-3, Shastrinagar, Jamshedpur, Jharkhand-831005. Jamshedpur Research Review is one of the most reputed and regularly published research journals in the eastern India. So, for its 42 issues have been published without any irregularity.

Our Objectives:

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

- **Focus Area:** Social Sciences, Commerce& Management and Environment Studies
- **Periodicity:** Bi-Monthly
- **Website:** www.jamshedpurresearchreview.com
- **Blog:** www.jamshedpurresearchreview.blogspot.com
- **Registration:** RNI: JHAENG/2013/53159 and ISSN-2320-2750.
- **No of Issues published:** Year 8, Issues- 42 (Up to October 2020)

Next Issue – MARCH 2021

- **Call for Paper:** Research papers are invited for publication in 44th issue of the journal. Last date for paper submission is 15 February 2021 The issue is scheduled to be published in the month March 2021
- For more details log on-www.jamshedpurresearchreview.com
- Email- editorjrr@gmail.com
- Phone-09334077378

www.jamshedpurresearchreview.com

Editorial

Wishing you a **Happy New Year** 2021 with the hope that you will have many blessings in the year to come.

Our country is slowly recovering from the shock of Covid-19. We have proved our superiority by inventing the Covid-19 vaccine. We are proud of the scientists of our country, who have once again proved that Indians are not merely photo copiers but can set new milestones in the field of research and technology for the welfare of mankind.

Our India is changing. We are on the way to become the leader of the world. Our Prime Minister understands the importance of self-employment, localism and nationalism. We have to make our country the world's largest manufacturing hub. Our country has a very large population of energetic youths. The effort of the government should be to put such a large population in production and profitable business. If we do not put our young population into manufacturing and other constructive activities, then it will become self-destructive.

Education must be job oriented. However, it should also accommodate ethics, morality, nationalism and cultural value. We have to ensure that our young generation must have knowledge of our great history and ancient culture. Education without nationalism and cultural integrity is destructive and selfish. Without awakening the great cultural consciousness of India, every goal of development is incomplete and useless.

It is the responsibility of every Indian to ensure the unity and integrity of the country. The spirit of patriotism protects us from the narrowness of casteism, communalism and regionalism. Today, the future of the country depends on this. I fully believe that in the new year we will give Indianness the highest position in our life philosophy and respect every Indian *without* any exception.

India democracy is incomplete without freedom of speech. However, while expressing thoughts one should also respect the feelings of others. We must fight for our rights, but it should also be taken care that the rights of others are not suppressed.

I hope that in the New Year, the people of India will think for India. Their protests will be non-violent, the property of the country will not be destroyed, innocent people will not be troubled, there will be no attack on the police personnel and help of foreign forces will not be taken. And, the movement of the people of India will be in India's interest.

Once again, May the New Year infuses new joys, knowledge and wisdom into your life!!

With best wishes

Date: 1 January 2021

Dr. Mithilesh K Choubey
Editor –In Chief

INDEX

Title/Author(s)	Pages
PRODUCTION PERFORMANCE OF CUMIN IN RAJASTHAN Ajit Kumar Rowniyar , Junior Research Fellow, CCS National Institute of Agricultural Marketing, Rajasthan Dr. Hema Yadav , Director, CCS National Institute of Agricultural Marketing, Rajasthan	07-13
GENESIS AND EVOLUTION OF PANCHAYATI RAJ IN JAMMU AND KASHMIR Farooq Ahmad Bakloo , Research scholar , Department of Political Science, SSJ Campus, Almora, Kumaun University, Nainital Uttarakhand-263601, Farooqmajeed19@gmail.com	14-20
STEREOTYPING INDIAN WOMEN THROUGH INDIAN DIASPORA REPRESENTED IN INDIAN HINDI CINEMA Dr Neha Tiwari , Department of English, Karim City College, Jamshedpur, Jharkhand	21-24
INDEX	25-28
THE VOWELS OF ENGLISH AND KHORTHAS: A CONTRASTIVE STUDY WITH PEDAGOGICAL IMPLICATIONS Abhishek Kaushal , Research Scholar, University Dept. of English, Ranchi University	30-40
IMPACT OF THE COVID-19 PANDEMIC ON STRESS AND MENTAL HEALTH IN INDIA: A DESCRIPTIVE STUDY Loveneesh Goutam , Research Scholar, Ranchi University, Jharkhand Neha Kumari , Research Scholar, Ranchi University, Jharkhand	41-50
A STUDY ON SATISFACTION OF STUDENTS FOR DISTANCE EDUCATION COURSES IN SIVAGANGA DISTRICT Dr. R. Ganapathi , Assistant Professor, Directorate of Distance Education, Alagappa University, Karaikudi. Tamil Nadu State.	51-57
A COMPARATIVE STUDY ON GURUKUL EDUCATION SYSTEM AND GOOGLE CLASSROOM: PRESENT SCENARIO Saswati Sengupta , SACT 1, Muralidhar Girls' College, Gariahat Road, Golpark, Hindustan Park, Bullygunge, Kolkata-700029	58-64
A STUDY OF RELEVANCE OF VIDYASAGAR ON HIS BICENTENARY Dr. Kumud Ranjan Mandal , Assistant Professor, Calcutta Girls' B. T. College, Kolkata. Sudip Kumar Pal , Assistant Teacher, Kachua High School (H.S.), 24 Pgs (S), W.B.	65-68
STRESS MANAGEMENT TECHNIQUES IN ORGANIZATIONS Loveneesh Goutam , Research Scholar, Ranchi University Neha Kumari , Research Scholar, Ranchi University	69-75
A STUDY ON ALGORITHMIC TRADING AND AUTOMATED TRADING SYSTEM - USES AND CHALLENGES Mallika a Shetty , Assistant professor, MGM College, Udupi, Karnataka	76-81

A STUDY ON WOMEN EMPOWERMENT WELFARE SCHEMES IN INDIA Reetika Agarwal , Assistant professor, School of management, BBD University, Lucknow	82-87
START UP INDIA: OPPORTUNITIES AND CHALLENGES Khushboo Rai , Assistant Professor, University Department of Commerce and Business Management, Ranchi University, Ranchi, Jharkhand	88-93
EDUCATION AND ITS IMPACT ON FEMALE LABOUR FORCE PARTICIPATION: A STUDY OF UTTARAKHAND STATE Dr. Neha , Research Associate, Department Of Economics, HNB Garhwal University, Srinagar (Garhwal) Uttarakhand	94-99
UNVEILING OF GENDER ISSUES IN LISA WILLIAMSON'S: THE ART OF BEING NORMAL Nisha A , PhD Scholar, Sree Narayana Guru College, Chavadi Dr. A J Manju , Guide and HOD Dept. of English Sree Narayana Guru College, Chavadi, Coimbatore - 641 105	100-103
THE IMPACT OF E-COMMERCE IN THE DEVELOPMENT AND GROWTH OF JHARKHAND Nirmala Khess , Research Scholar, University Department of Commerce and Business Management, Ranchi University, Jharkhand Dr. S. Chaturvedi, HoD , Department of Commerce and Business Management Doranda College, Ranchi, Jharkhand	104-109
EFFECTIVENESS OF PERFORMANCE APPRAISAL IN PUBLIC SECTOR ENTERPRISES AND ITS EFFECT ON EMPLOYEES MOTIVATION Aditi Singhania , Research Scholar, University Dept. of Commerce & Business Management, Ranchi University, Ranchi, Jharkhand Dr. S Chaturvedi , Head of the Department, Department of Commerce and Business Management, Doranda College, Ranchi (A Constituent unit of Ranchi University, Jharkhand)	110-118
ROLE OF ICT IN LEARNER CENTERED EDUCATION Fazal Iqbal , Research Scholar (Ph.D.) B.R. Ambedkar Bihar University, Muzaffarpur (Bihar) Prof. (Dr.) Azizur Rahman Khan , Dean, Faculty of Education, B.R. Ambedkar Bihar University, Muzaffarpur (Bihar)	119-123
COALITION GOVERNMENTS IN INDIA: A STUDY Sukhwinder Singh , Research Scholar, Department of Political Science, Punjabi University, Patiala	124-126
HR PRACTICES IN POST PANDEMIC PERIOD: CHALLENGES AND SOLUTIONS Binita kumari , Research Scholar, Ranchi University, Jharkhand Dr. Sanjiv Chaturvedi , Head of the department, Dept of Commerce and Business Management, Dornada College, Ranchi, Jharkhand	127-131

PRODUCTION PERFORMANCE OF CUMIN IN RAJASTHAN

Ajit Kumar Rowniyar

Junior Research Fellow,
CCS National Institute of Agricultural Marketing,
Rajasthan, 1991ajitkumar@gmail.com

Dr. Hema Yadav

Director
CCS National Institute of Agricultural Marketing, Rajasthan,
y_hema@yahoo.com

Abstract

Cumin is one of the most important cash crops in the world. India contributes more than 3/4th of the cumin grown in the world. In India, it is mainly grown in the states of Rajasthan and Gujarat. These two states contribute more than 99% of the cumin grown in India. During the last five years, Rajasthan is witnessing increasing acreage of cumin cultivation, and expected to be the highest cumin producing state in the country in near future. This paper analyses the trend of area and production of cumin in India and Rajasthan, and relationship between future prices of cumin, area of production under cumin.

Key words- Cumin, Farmers, Production, Productivity, Price

Introduction

Cumin (*Cuminum cyminum*) has wide application range from food, medicine, cosmetics to aromatic application. Its cultivation is concentrated in very few countries, and fortunately, India is one of them. India contributes more than 3/4th of total production of cumin around the globe. Cumin is produced in India over an area of 10,27,000 ha (Indiastat, 2020). In India, it is mainly grown in two states namely Gujarat and Rajasthan. These two states contribute around 99% of total production of cumin in country (Agricultural and Processed Food Products Export Development Authority, agriXchange, 2020). Further, other cumin growing states are Madhya Pradesh, West Bengal, Uttarakhand, Uttar Pradesh, and Himachal Pradesh. Cumin is cultivated in the western part of Rajasthan, namely Barmer, Jalore, Jodhpur, Nagaur, Jaisalmer, Pali, Sirohi and other. In Rajasthan, cumin is produced in an area of 581,400 ha (Indiastat).

Objective

The main objective of this study is to analyse the trend of area, production and productivity of cumin in India and Rajasthan, and observe a relationship between future prices of cumin, area of production under cumin and production of cumin.

Materials and Methods

The study is based on the secondary data received from the different sources. For growth rate analysis, time series data on area, production and productivity of cumin in India and Rajasthan for a period from 2004-05 to 2016-17, were collected from the several government and non-government sources such as APEDA, Department of Agriculture, Cooperation & Farmers' Welfare, Department of Agriculture, Government of Rajasthan, Indiastat and others. The concrete secondary data available for study from different organization/institutions was available for this duration only, hence the data from 2004-05 to

2016-17 has been taken for analysis. The data related to Indian production of cumin was collected from APEDA. Agricultural Statistics at a Glance-2018, was sourced from Department of Agriculture, Cooperation & Farmers' Welfare, and Rajasthan Agricultural Statistics at a Glance-2017-18 was used to know more about cumin cultivation in Rajasthan. Latest data available from Indiatat was used to know area, production and productivity of cumin in Rajasthan and India. The exponential function model was used to compute the annual compound growth rates in area, production and productivity:

$y = ab^t e^u$
y= dependent variable for growth is to be estimated
a=intercept
b=regression coefficient
t=time variable
e=exponent term(2.3018)
u=disturbance term

The logarithmic equation of the $y = ab^t e^u$ is as follows-

$$\log y = \log a + t \log b + u$$

The compound growth rate(g) in percentage is computed from the relationship:-

$$g = (\text{anti log of } \log b) - 1 * 100 \text{ or } g = (b - 1) * 100$$

The standard error of the growth rate was estimated and tested with 't' test for its significance. If the compound growth rate will be positive, the variable will start increasing year by year and vice versa. The growth rates obtained by the above mentioned equation will be converted into percentage for better understanding, comparison and analysis. Growth rates are tested to know their significance with the help of 't' test.

Further, to analyse the instability and study the variability in area and production of cumin, and index of instability was developed as a measure of variability. The Cuddy and Della(1978) had developed a formula to

compute the index of instability, which is used for this purpose. The formula is as follows-

$$\text{Index of Instability} = (\text{Standard Deviation} / \text{Mean}) * 100 * \sqrt{1 - R^2}$$

Coefficient of variation is multiplied by the square root of the difference between the unity and coefficient of multiple determinations (R^2) in the cases where R^2 is significant.

Cumin Production in Rajasthan

The area under cumin cultivation in Rajasthan increased by more than 55.69% during the said period. The area under cumin cultivation in 2004-05 was in 3,21,200 ha, which increased upto 5,00,100 ha by the end of 2016-17. The production of cumin increased by around 200% during the said period. The production of cumin was 69,100 MT in 2004-05, which increased up to 209,900 MT by 2016-17. The visionary policy of the Rajasthan Agriculture Department to enhance the productivity of seed spices (Rajasthan State's Agricultural policy, 2013), consistent extension services provided by the KVKs in the State played a major role in achieving this feat.

The unique agro-climatic condition in Rajasthan is most suitable for the cultivation of the cumin. This helps the farmers to earn a better income from this crop. However, Rajasthan is witnessing a huge surge in the cultivation of cumin; its marketing is a major challenge for several farmers. More than 90% of the cumin produced in Rajasthan is sold as raw form to Gujarat, owing to lack of marketing infrastructure in the state (Pagaria, and Sharma, 2019). The major push factors for the Gujarat's cumin market are the agglomeration of economic activities in terms of processing, trade facilities, and availability of buyers at the market. All these factors help to form Gujarat as the Asia's biggest cumin market.

The comparative data on the area, production and productivity of cumin in India and Rajasthan from 2004-05 to 2016-17 is given in the Table 1.

Table 1. Area, Production and Productivity of Cumin in India and Rajasthan

Area, Production and Productivity of Cumin in India				Area, Production and Productivity of Cumin in Rajasthan			
	Area	Production	Productivity (In MT/Hectare)		Area	Production	Productivity (In MT/Hectare)
Year	(In ' 000 Hectare)	(In ' 000 MT)		Year	(In ' 000 Hectare)	(In ' 000 MT)	
2004-05	521.30	176.10	0.34	2004-05	321.20	69.10	0.22
2005-06	403.00	199.90	0.50	2005-06	135.10	52.20	0.39
2006-07	409.00	176.50	0.43	2006-07	149.80	23.70	0.16
2007-08	477.90	264.90	0.55	2007-08	215.50	66.40	0.31
2008-09	527.10	283.00	0.54	2008-09	165.70	39.40	0.24
2009-10	517.10	303.90	0.59	2009-10	203.90	80.50	0.39
2010-11	625.10	473.00	0.76	2010-11	330.60	114.90	0.35
2011-12	843.40	462.60	0.55	2011-12	468.00	177.80	0.38
2012-13	594.00	394.30	0.66	2012-13	220.00	111.00	0.50
2013-14	858.90	513.90	0.60	2013-14	488.00	233.80	0.48
2014-15	889.80	485.50	0.55	2014-15	434.80	120.80	0.28
2015-16	808.00	503.00	0.62	2015-16	511.10	200.90	0.39
2016-17	781.00	493.00	0.63	2016-17	500.10	206.90	0.41

Source-Spice Board of India, India Stat, Rajasthan Agricultural Statistics, and Ministry of Agriculture & Farmers' Welfare, GoI for various years

The share of Rajasthan in the total Cumin area of India was 61.6% , with the production share of 39.2% in 2004-05 and in 2016-17 the share of area and production was 64% and 42%

respectively. The comparative data on instability Index of area, production and productivity of cumin from 2004-05 to 2016-17 is given in Table 2.

Table 2 Instability Index of area, production and Productivity of Cumin in India and Rajasthan from 2004-05 to 2016-17

	India			Rajasthan		
	Area	Production	Productivity	Area	Production	Productivity
CAGR	6.52%	10.34%	3.58%	10.05%	15.66%	5.10%
Mean	635.05	363.82	0.56	318.75	115.18	0.35
SD	177.85	133.26	0.10	145.41	69.27	0.10
CV	28.01%	36.63%	18.61%	45.62%	60.14%	29.51%
R-square	73.17%	86.17%	42.69%	60.46%	69.63%	32.88%
Instability	14.51	13.62	14.09	28.69	33.14	24.18

Source-Spice Board of India, India Stat, Rajasthan Agricultural Statistics, and Ministry of Agriculture & Farmers' Welfare, GoI for various years

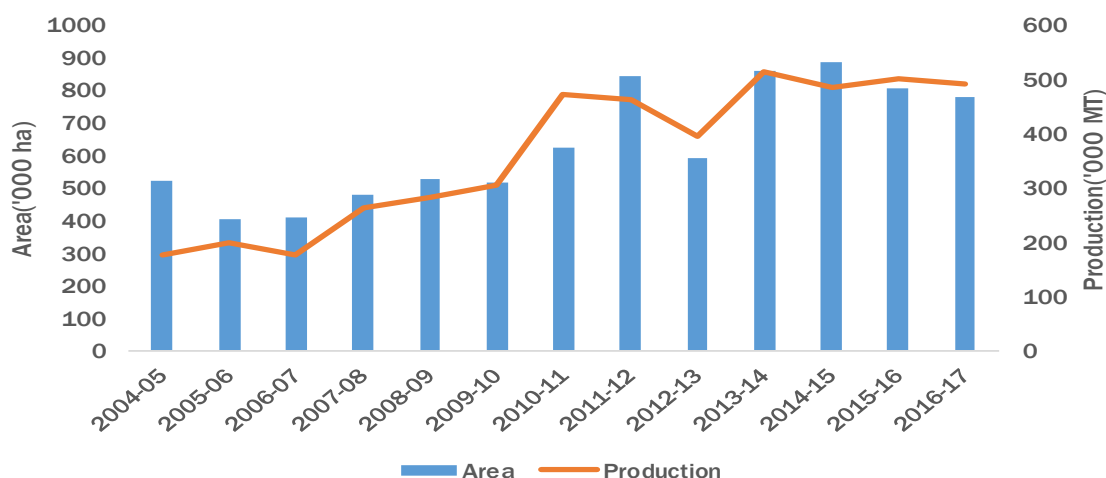
The area, production and productivity of cumin from 2004-05 to 2016-17, and growth and instability of cumin production in India and Rajasthan during the study period revealed that there was a positive growth in area and production in India and Rajasthan (Table 1 & 2). When compared to cumin production in India, Rajasthan's cumin production experienced positive increase

during the study period. In this period, the production in Rajasthan was growing 200% and there was 56% increase in the cultivable area of cumin in Rajasthan. The coefficient of variation in area was 45.62%, in production 60.14% and in productivity, it was 29.51% during 2004-05 to 2016-17. The Instability Indices show a relatively more instability for the area (28.69), Production (33.14), and productivity (24.18) in Rajasthan. The market situation and price realised by the farmers are

responsible for area under cumin cultivation for next year. Moreover, the major reason for this instability is the wilt and blight diseases,

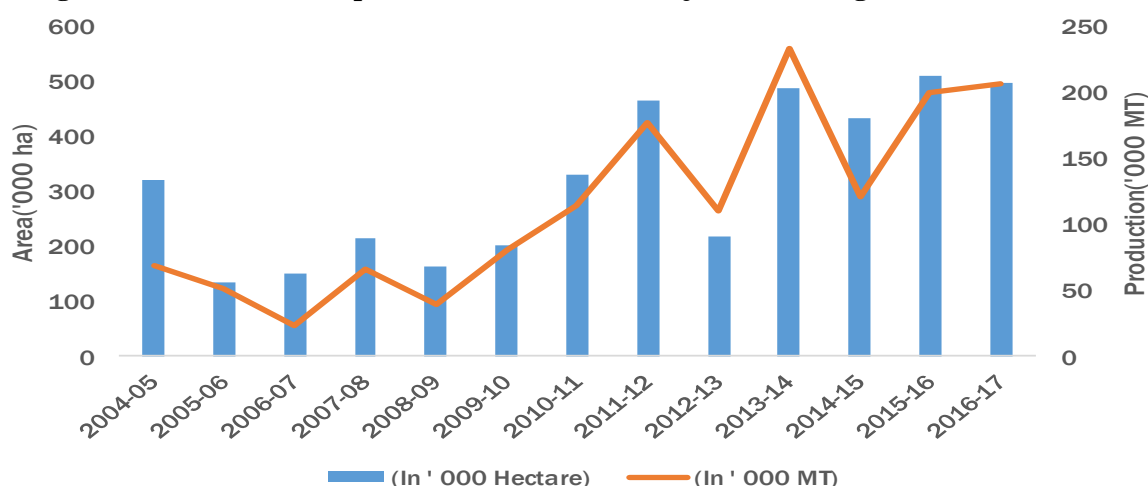
which are responsible for major production loss of cumin (Pagaria, and Sharma, 2019).

Fig. 1. Trends in area and production of cumin in India during 2004-05 to 2016-17



Source-Spice Board of India, India Stat, Rajasthan Agricultural Statistics, and Ministry of Agriculture & Farmers' Welfare, GoI

Fig. 2. Trends in area and production of cumin in Rajasthan during 2004-05 to 2016-17



Source-Spice Board of India, India Stat, Rajasthan Agricultural Statistics, and Ministry of Agriculture & Farmers' Welfare, GoI

Figure 1 and 2 shows the area and production of cumin in India and Rajasthan from 2004-05 to 2016-17 respectively. The area under production of cumin in the country during 2004-05 was 5,21,300 ha, whereas in 2016-17 it was around 7,81,000. There was 49.8% increase in the area under cumin cultivation during this period. Moreover, the production of cumin in the country during 2004-05 was around 1,76,100 MT, whereas it was 4,93,000 MT in 2016-17. There was 180% increase in the production of the cumin during the study period. The growth in the area under cumin

cultivation and production can be mainly attributed to the supported provided by the Rajasthan state government's visionary agricultural policy, 2013, which boost the area under cultivation of seed spices and extension services delivered by the KVKs in the concerned area.

In Rajasthan during 2004-05 to 2016-17 the area under the production of cumin increased by 55.7 percent (Figure 2). The area under cumin cultivation was 3, 21,200 ha in 2004-05, and increased upto 500,100 ha by the end of 2016-17(Indiastat, 2020). Further, the production of

cumin was 69,100 MT in 2004-05, which increased by 206,939 MT by the end of 2016-17(Rajasthan Agriculture Department,2017-18). The total growth in the production of cumin in this area was around 200% during the study period. The major factors for this feat are unique agro-climatic condition in the state, timely and reliable extension services provided by the Krishi Vigyan Kendra's and cumin procuring companies to the farmers of this region, availability of market in the

nearby state Gujarat. All these factors motivate farmers to grow cumin as cash crop.

Relation between average future price of Cumin, sown area and production of cumin in Rajasthan

To know the relation between price of cumin, area under cumin cultivation and production, last three years data from 2014-15 to 2016-17, have been analysed.

Table 3. Average future price of Cumin and Area under Cumin Cultivation in India, 2014-15 to 2016-17

Year	Average future price of Cumin(INR Per Quintal)	Area under cumin cultivation in India('000 ha)
2014-15	12383.8	889.8
2015-16	15596.7	808.0
2016-17	17736.3	781.0
% increase or decrease	43.2%	-12.2%

Source-Fusion Media Limited, 2020

The average future price of cumin increased from INR 12,383.8 per quintal to 17,736.3 per quintal, whereas its area under cumin cultivation reduced from 8,89,800 ha in 2014-15 to 7,81,000 ha in 2016-17. There was a sharp increase in the average future price of cumin in the last three years, whereas the area under cumin cultivation reduced by 12.2% in the same year.

Adverse weather condition was major factor for this decline in the area under production of the seed spices (Commodity Online, 2020).

Further, there was lower crop arrival in the international market, owing to closure of spice trading markets in Gujarat due to protests against the introduction of GST (Good and service tax) in India. The Unjha Mandi, in Gujarat was closed for several days as traders were demanding extra time to adjust for GST regime. These factors reduced the supply of cumin in the international future price of cumin in 2016-17 in unprecedented way (Economic Times, 2017). These two factors helped to increase the future price of cumin, in the last three years.

Table 4-Average future price of Cumin and Area under Cumin Cultivation in Rajasthan, 2014-15 to 2016-17

Year	Average future price of Cumin(Per Quintal)	Area under cumin cultivation in Rajasthan('000 ha)
2014-15	12383.8	434.8
2015-16	15596.7	511.1
2016-17	17736.3	500.1
% increase or decrease	43.2%	15.0%

Source- Fusion Media Limited, 2020

Rajasthan witnessed the 15.0% increase in the total area under cumin cultivation in the year 2014 to 2017, owing to several factors as good extension services provided the KVKs

scientists and SME in their respective area (Table-4). Further, extension services provided by the cumin procuring companies as NED Spice, ITC was also helpful.

Table 5 Average future price of cumin and production of cumin in India, 2014-15 to 2016-17

Year	Average future price of Cumin	Production of Cumin in India('000 MT)
2014-15	12383.8	485.5
2015-16	15596.7	503.0
2016-17	17736.3	493.0
% increase or decrease	43.2%	1.5%

Source- Fusion Media Limited, 2020

There was total increase of 43.2% in the future price of the cumin, owing to increased demand of cumin in the global market (Table 5). The adverse weather condition reduced the production of cumin crop in the several states of India, and there was only 1.5% increase in

the production of cumin in the country. But, Rajasthan, due to extension services provided by the KVKs and procuring company, beat the heat of adverse climate and recorded 71.3% increase in the production of cumin in the last three years.

Table 6- Average future price of cumin and production of cumin in Rajasthan, 2014-15 to 2016-17

Year	Average future price of Cumin	Production of Cumin in Rajasthan('000 MT)
2014-15	12383.8	120.8
2015-16	15596.7	200.9
2016-17	17736.3	206.9
% increase or decrease	43.2%	71.3%

Source- Fusion Media Limited, 2020 |

Discussion and Conclusion

There is continuous growth in the production of cumin in the Rajasthan. In 2004-05, State was contributing around 39.2% in the total cumin production of the country, and total area under cumin cultivation was around 61.6% of the total area under cumin cultivation in the country. In 2016-17, the State's contribution in the production was around 42% of the total cumin grown in the country, and area under the cumin cultivation was around 64% of the total area under cumin cultivation in the country. There was 199% growth in the production of cumin in the state in the study period, and 42% growth in the area under the cumin cultivation was observed in the study period. The major factors behind the growth were good price of the cumin and availability of domestic and international market for the cumin.

The good price of cumin in the previous year leads to increase the area under cumin cultivation, however the same is not matched by marketing opportunities and marketing facilities in the district. Further, consistent and reliable extensions service provided by the KVKs, and cumin procuring

companies are winning the confidence of farmers and motivating them to grow large amount of cumin as cash crop. As the cumin production is increasing at a CAGR of 15.66% during the study period, there is increasing requirement of modern and innovative marketing facilities to provide better price to the cumin growers. There is requirement to develop e-NAM marketing infrastructure to provide better marketing opportunities as auctioning facilities to the farmers. This type of facilities will help to discover a better price of the produce, and save the transportation cost of the produce.

Owing to lack of the processing unit in the state, small and marginal farmers are not able to get the fair price of their produce. Additionally, there should be buyer-seller meet in the production area, to reduce the dependency on the few buyers of the produce. This will help them to get better price of the better produce by small and marginal farmers.

Acknowledgement

This paper is the part of the DST sponsored project “Enhancing Food and Water Security in Arid Region through Improved understanding of Quantity, Quality and Management of Blue, Green and Grey Water” implemented by CAZRI.

Reference

1. APEDA, agriXchange(2020), *Indian Production of Cumin(HSCODE-1103)*(2017-18), retrieved from http://apeda.in/agriexchange/India%20Production/India_Productions.aspx?hscode=1103
2. Commodity online(2020), *Spices Report for Aug – Sept 2016*, (online), Available from <https://www.commodityonline.com/monthly-report/detail/monthly-report-spices/25> (Accessed on 14th, July 2020)
3. ET Bureau,(2017, July, 17) Jeera hits new high on poor crop arrival, The Economic Times <https://economictimes.indiatimes.com/markets/commodities/news/jeera-hits-new-high-on-poor-crop-arrival/articleshow/59627155.cms?from=mdr>(Accessed on 14th July, 2020)
4. Fusion Media Limited(2020),*Jeera Futures*(Online) Available from:https://in.investing.com/commodities/ncdex-jeera-futures-historical-data?end_date=1490898600&interval_sec=monthly&st_date=1396290600 (Accessed 14th July 2020)
5. Indiastat(2020),*Area, Production and Productivity of cumin in India(1975-76 to 1998-1999 and 2002-2003 to 2019-2020-2nd Advance Estimates)*, retrieved from (<https://www.indiastat.com/table/agriculturedata/2/cumin/20657/72183/data.aspx>)
6. Indiastat(2020), *Selected State-wise Area, production and Productivity of Cumin in India(2015-2016 to 2018-2019)*, retrieved from <https://www.indiastat.com/table/agriculturedata/2/cumin/20657/1116362/data.aspx>
7. Ministry of Agriculture & Farmers' Welfare, GoI(2018), *Agricultural Statistics at a Glance,2018* retrieved online <http://agricoop.gov.in/sites/default/files/agristatglance2018.pdf>
8. Pagaria, P., and Sharma, S.,(2019) Production and Marketing constraints for Cumin Seed in Barmer District. *Int.J. Curr.Microbiol.App. Sci.* 8(03):1828-1832. doi:<https://doi.org/10.20546/ijemas.2019.803.216>
9. Rajasthan Agriculture Department(2017-18), Rajasthan Agricultural Statistics At A Glance 2017-18, Rajasthan, India: Commissionerate of Agriculture, <http://www.agriculture.rajasthan.gov.in/content/dam/agriculture/Agriculture%20Department/agriculturalstatistics/rajasthan%20agriculture%20statistics%20at%20a%20glance%202017-18-merged.pdf>
10. Rajasthan State's Agricultural policy, 2013,State Agriculture Policy, Department of Agriculture, Government of Rajasthan, Jaipur, Rajasthan, http://www.agriculture.rajasthan.gov.in/content/dam/agriculture/Agriculture%20Department/media-publications/draft-agriculture-policy/agriculture_policy_english.pdf.
11. Spice Board of India(2020), <https://www.indianspices.com/marketing/download-forms.html>
12. Warehouse Development and Regulatory Authority(2020) *List of WDRA Registered Warehouses as on 10-July-2020*, New Delhi, India, Retrieved from <https://wdra.gov.in/documents/32110/38835931/RegisteredWarehouseList.pdf/32f79ca5-a287-6713-1199-c44466699225>

GENESIS AND EVOLUTION OF PANCHAYATI RAJ IN JAMMU AND KASHMIR

Farooq Ahmad Bakloo

Research scholar

Department of Political Science

SSJ Campus, Almora, Kumaun University, Naintal Uttarakhand-263601

Farooqmajeed19@gmail.com

Abstract

The Panchayati Raj institutions that are seen today were present in Indian society from the early times with different names. Earlier these panchayat Raj Institutions were settled the disputes among the villages. In 1991 these local institutions were given constitutional mandate under 73rd constitutional amendment. This amendment is appreciated globally; no country talks so comprehensively on the local democratic institutions as the 73rd constitutional amendment talks and provides the 29 items to these grassroots institutions for the healthy local democracy. The Indian model of the Panchayati Raj also has international demand. Many countries have signed the MAUOS with India to share local governance practices.

In Jammu and Kashmir's context, it was the Then Maharaja Hari Singh who planted the sapling of Panchayati Raj in the princely state in 1935. The key rationale behind this Act was to assist the state in the village affairs. Then it was amended in 1941 to make it broader and assign more activities. Apart from this, in 1947 the transfer of power from Maharaja to Sheikh Abdullah, which resulted from this Act was again amended. The universal adult franchise was included in the Act that was not available in the previous Act. It was also amended in 1951, further again in 1958.

At last, the state of Jammu and Kashmir passed the act 1989, which was new legislation. This Act provided the three-tier Panchayati Raj system in the state, viz Halqa Panchayat, Block development council and District planning and development board. One more provision was Panchayat Adalat. This Act could not become operative because of the violence engulfed in the Kashmir valley in 1990, making it impossible for the Government to implement this Jammu and Kashmir Panchayati Raj Act 1989.

INTRODUCTION

The Valley of Kashmir located at an average height of about 6,000 feet above the sea level and is approximately 84 miles in length and 25 miles in breadth (Lawrence, 1895). Jammu and Kashmir are among India's states, which has enacted the Panchayat Raj Act before the landmark of 73rd Constitutional Amendment 1991. In the state, a particular Department was introduced in 1936 entitled "Panchayats and Rural Development" to monitor the Panchayats' activities. The first Panchayats in the Kashmir valley was established in Srinagar and Baramulla districts (Rayaz, 1995). The Panchayat Raj in Jammu and Kashmir is an original concept. When the rest country went through a mixture of phases of Panchayat raj during British rule, the Jammu and Kashmir

state witnessed its first Village Panchayat Regulation Act in 1935 (Mathew 2013). Therefore, the Maharaja Hara Singh, the ruler of the princely state of Jammu and Kashmir, planted the sapling of Panchayati Raj in 1935. The preamble of 1935 Panchayati Act.

"Whereas it is expedient to establish in Jammu and Kashmir State the village panchayats to assist in the administration and civil and criminal justice and also to manage the situation and other common concerns of the village."

However, the Panchayat Regulation Act of 1935 was selective. It was tough for the state's common man to fill up the criteria for contesting the election under this Village Panchayat Act 1935. The requirements for

election were such that which only privileged class can fulfill at that time. The second thing, which is well defined from the Preamble of that Act, is it was a part to support the administration in civil and criminal justice and not for the empowerment of local grassroots democracy. A total of 58 provisions of this act 47 dealt with judicial functions.

The other Panchayat activities have mainly associated supervision functions like supervision of schools, village officials and labor, public lands and buildings (Baba 2002). The act provided the election of Panches numbering five to seven out of which one Panch would be appointed by the Panchayat officer Wazir-e-wazarat (Reyaz 1995). The provisions for the voters and a candidate seeking election according to this Act are mentioned below:-

- An individual should be mentally fit adult hereditary state subject from a rural area.
- Own property value RS 1000.
- Paying at least RS 5/ as a revenue tax.
- Have an annual income of at least RS 700
- Educational qualification, minimum Matriculate.

The amended Act of 1941 improved the earlier legislation and this new Panchayat act 1941 empowered the Panchayat institutions to raise the taxes and tools for resource generation. Under this act more powers were credited to these institutions in construction, improvement and maintenance of roads and all moveable or immovable property were transferred to the Panchayats. First-time adult education was made Domain of Panchayats (Baba 2002 & Riyaz 1995).

V.R. Sharma writes in his book Political Dynamics of Jammu and Kashmir as:

"Measures were taken at the Panchayat level to reduce the magnitude of migration. The survey was conducted apart from this a Panchayat conference was also held in 1942 at Kulgam. The focus theme of the Panchayat conference was the features of Shali(Paddy) Scheme. It is revealed that 600 delegates attended the conference. Also, the Panchayats institutions encouraged the **people** of State about the

development of cottage Industries by organizing lectures to *the artisans*. *The wonderful activity of the Panchayats in 1942 was the creation of food reserves to tackle the food shortage in the Valley, especially in rural areas. The reserve created was approximately 60,000 Kirwars, i.e. (1, 30,000 maunds of Paddy and Maize). It is reported that 25000 families in 2000 villages were served with these reserves. The total number of Panchayats in 1945 was raised from 880 to 888 with 4883 Villages served by them"* (Sharma 2002, vol. 11).

Another characteristic of Panchayats during that time was the encouragement of adult education drive in association with the State education department as numbers of libraries were opened and community radio sets were installed in 24 villages. Apart from this the Government also assisted RS 40,000 in 1937-38 and RS 385000 from 1945 to 49 to these Panchayat Institutions (Shodganga.inflibnet.ac Panchayati Raj in Jammu and Kashmir). Despite the above astonishing steps, the Panchayati Raj Institutions in the State failed to eradicate the villagers' poor socio-economic conditions. Since these institutions were operated by the strong scum of feudalism and nepotism environment, it was the critical rationale that they achieved success in their mission. It is reported from the State's administrative reports that 631 Panchayats were in existence at that time.

PANCHAYAT INSTITUTIONS IN JAMMU AND KASHMIR AFTER 1947

The Sheikh Abdullah Government implemented the provisions of Naya Kashmir plan. In the document of Naya Kashmir plan, it was mentioned in article 17 of the Plan that steps would be taken for the institulazation of Panchayati Raj in the state. Thus under that provision Panchayat act 1941 was replaced by 1951 panchayat Act. The new Government in the State too started new reforms among all reforms. The landmark reform was the enforcement of the significant landed estate's abolition act in 1950 because of this courageous step. It was a 2.32 lakh acre of land the cultivating peasants (Baba 2002

PANCHAYAT ACT OF 1951

"The beginning of the universal adult franchise principle was the most noteworthy characteristic of the 1951 Act. Nevertheless, all the Panchayat members were not to be elected; there was the condition of nominations as well. The Panchayat officer had the power to nominate some members in each Panchayat. The act introduced the notions of 'Halqa Panchayat' and the Panchayat Board. Halqa Panchayat was the new constituent Panchayat unit which comprised of 5-7 villages. The Panchayat Board was established at each level and was entrusted with judicial and development functions"(Rekha 2012).

For the execution and monitoring of these Panchayats in the state, responsibility was assigned to the state rural development. The respective department had the power to supersede the Panchayats.⁶ By March 1951, 540 Panchayats were established. By March 1954 this figure has risen to 751, covering 4,774 villages. (ibid, 2012).

Under the influence of Balwant Rai committee, two-tier Panchayat Raj was introduced in the State with Gram Panchayat at the village level and block Panchayat board at the block level. The whole Panchayat system was in the was controlled by the state authorities.

THE REVIVAL OF SHEIKH MOHD ABDULLAH IN 1976:-

Till 1976 the process of democratic decentralization remains prey of unstable political environment of the state. Once Again, Sheikh Mohammad Abdullah comes into the power as a chief Minister after Delhi accord between the state and Congress government of Delhi under Indra Gandhi's leadership. During this period, Sheikh Mohd Abdullah introduced the single line administration development-planning model in the state. Under which a district was empowered to frame the developmental plan for the respective district. The fundamental rationale behind this move was to decentralize the administration and build up a participatory base at the district level (Baba 2002). Under this new system of planning, boards were constituted in every district of the state, and they have to assign

powers to formulate and supervision the district plans. However, during the Seventh Five-Year Plan, the further step was taken to decentralize the planning to block-level (Rekha 2012). It was the period when Panchayati Raj was discussed in other states of the country which results in the state government also took some steps in this direction and the bill regarding the Panchayat Raj introduced in the State Assembly even some ministers of the state Government visited other states to see the working of Panchayat Raj (Baba 2002).

JAMMU AND KASHMIR PANCHAYAT ACT 1988

The state Assembly enacted the new legislation and passed it in March 1989 for the first time in Panchayats' history. The state three-tier institutions at the Halqa, Block and District levels were to be introduced by this Act (Rekha 2012). It was considered a drastic step towards the development of local democracy of the state (Rekha 2012). The preamble of the Act as 'An instrument of vigorous local self-government to secure the effective participation of the people in the decision-making process and for overseeing the implementation of development programmes".

THE ENVIRONMENT OF THE VALLEY AND PANCHAYAT RAJ ACT OF 1989:-

In this way, the Jammu and Kashmir Panchayat act was born in the State. The act emphasizes the three-tier Panchayat Raj in the State, i.e., Halqa Level, Block level, and district level. Therefore, Jammu and Kashmir were among the states, which formulate the State Panchayat act before enacting the 73rd constitutional amendment in the country. The State Government was unable to implement this Act due to the explosion of armed Militancy in the same year in the state upshot of which the Valley came under the gun's shadow. In this terrifying environment, all the social, political institutions were shattered. Several innocent people were killed, and the Kashmiri culture was broken as the Kashmiri Pandits were removed from the homes.

REKHA WRITES ABOUT THE POST PERIOD OF PANCHAYAT ACT OF 1989

"The Act could not be immediately implemented for the reason that the state was besieged by armed Militancy and political upsurge. 1989 was when the political situation started deteriorating, and by the middle of that year, it had become difficult for the government to maintain political order. With the National Conference government retreating from the scene in early 1990, the State Assembly was dissolved, and the state was placed under the Governor's rule. The State was later on placed under the President's rule, which continued till 1996. In 1996, the Assembly elections were conducted, and the National Conference again formed the government. But the Panchayati Raj Act could not be immediately implemented. Armed Militancy made it difficult to pay attention to issues beyond maintaining law and order. Moreover, there was no political environment in which PRIs could be established. The space for democratic politics was so limited that mainstream political parties and leaders could not operate freely in Kashmir and even in the militancy-infested parts of Jammu region"(Rekha Status of panchayat Raj report 2012).

PANCHAYAT ELECTIONS OF 2001

The year 2001, when the state government shows gravity in conducting the Panchayat election in the state, these elections generated a positive reaction in the Jammu region. Still, in Kashmir, most constituencies remain vacant due to the fear of Militancy. The Panchayat elections of 2001 were conducted according to the provisions of the Panchayat Raj act 1989. The Hurriyat leaders issued the boycott call the poll was conducted under the supervision of a chief electoral officer

POST-2001 PERIOD AND PANCHAYAT INSTITUTIONS IN THE STATE

Even after the Panchayat elections of 2001 in the state which provides an exciting picture, the Panchayats has virtually remained dysfunctional. However, the Government took some steps to develop marginalized sections of the society under civil society's pressure; therefore, in September 2003, the state

Government decided to provide a 33% reservation for women in the Panchayat Raj institutions by amending the Panchayat Raj act 1989. The State Government also announced its determination to do away with nominations to grassroots-level democratic institutions (Mathew 2013). In 2004 the state Government Amended the Panchayat Raj rules 1996 by adding the following at the end of the Sub-rule (1) of Rule 4

POST-2001 ELECTION SCENARIO

After 2001 the Panchayat election was halted in 2011 after a break of ten years instead of mandatory five years (Mathew 2013). The state government shows the gravity in conducting the elections in the state. The polls were held peacefully even boycott call issued by the separatists and the massive turnout was recorded 79%, mostly the youth of the Valley participated in the election. The percentage of votes polled by the electors in the various districts in the Valley are 63.45 Percent in Srinagar, 79.43 in Budgam, 73.74 per cent in Anantnag, 79.29 Percent in Genderbal, 53.95 Percent in Pulwama, 77.17 Percent in Kulgam, 65.99 Percent in Shopain, 67.39 Percent in Baramulla, 86.03 in Kupwara and 79.10 in Bandipora(Cheif Electoral officer Jammu and Kashmir 2011).

"The 2011 Panchayat election was the real Panchayat election in the valley in 33 years, last one in 2001 was only on paper as more than half of the seats remained empty" (Omar Abdullah). The election was held in 16 phases from 13 April to 18 June. A big heap of enthusiasm was seen among the youth during the election as most of them were active during the election comp again. The 2011 Panchayat election was very different from the 2001 Panchayat regarding the masses' participation as the number of electors rises from 1859311 in 2001 to 2519024 in 2011 (chief electoral officer Jammu and Kashmir). Women's involvement was seen primarily from the Kashmir Valley as 9424 women Panches were selected from the state. Lack of reservation of women sarpanches saw only 28 women sarpanches elected out of 4130 posts in the 22 districts.

POST-2011 PANCHAYAT ELECTION

Later on, the landmark Panchayat election of 2011, the situation in the state, especially in the Valley, took an ugly turn. The unknown armed men targeted a number of the elected representatives. During the interaction with the representatives, it was found that many of them left their homes for some time to protect themselves from the fear.. After the election, the Government conducted a three days training programme at every block headquarter. Still, the duration of that programme was concise, and it was mainly lecturing exercise. It was very tough for these representatives to understand as they were coming first time in local politics (Farooq, 2017). These half-hearted steps were taken, but that was not enough for the empowerment of these institutions. The representatives cannot fulfil the aspirations of the people for whom they were elected.

Apart from this, the people who voted are not well aware regarding Panchayats' procedure, which resulted from the elected Panches, sarpanches and the V.L.W. mutually take the advantage and use fund mostly for their development. The critical institution Block development council remains unelected the state government cancelled the election of Block development because of their interests.

On the other hand, the Panchayats' infrastructure in the state is not up to the mark the panchayat institutions of the state are structurally and operationally weak (Rekha, 2012) In the operational core of decentralisation index, support system index for devolution. In the tier wise ranking index, Jammu and Kashmir's state are among the poor performers (Devolution Report 2015-16). It is apparent from the state report also that many new enacted blocks did not have a B.D.O as it was highlighted by the report published in the newspaper that over 170 C.D. blocks lack Panchayat inspectors and 79 B.D.Os (Daily Excelsior, 2017). There are 1943 Gram Panchayats without buildings in the state. All 4198 Gram Panchayats are without computers (Gramoday se Bharat Uday Abhiyaan pdf document at the website of Ministry of Panchayati Raj).

Nevertheless, for Panchayat buildings' constriction, there was a unique scheme called Apna Panchayat Ghar, but still, there is the number of villages without own Government Panchayat Ghar. The common man's participation in the Gram Shaba is abysmal because the elected members organize these meetings behind the doors. Actually, what is happening in the villages of Kashmir that a significant number of Panchayat representatives spend their term in contract work and increase their balances? These representatives mostly take the contract of all the Government projects in the area coming under the respective Panchayat.

Jammu and Kashmir are among the poor performers in the Panchayat (Devolution index of 2014-15). The works published in various journals regarding the Panchayati Raj of the state have highlighted the miserable and harsh impediments encountered by these institutions. The common perceptions of the common man of the Valley regarding these institutions areas was that "the elected representatives show lateen to us and the Panches and Sarpanch digest all the finances for their development."

On the other hand, the representatives claim that the state got did not assign powers us, which results in we are unable to work for the people.

Most of the State's Elected representatives were demanded the enforcement of the 73rd Constitutional amendment in the state which, according to them, is the only source to empower the Panchayats in the state. It was the reason the state after the 2011 Panchayat election made some amendments in the Jammu and Kashmir Panchayat act 1989. The central provision which was added as the provision of state Finance commission, women reservation separate election commission for the Panchayats but these steps were not enough to develop Panchayats in the Valley.

POST ARTICLE 370 PERIOD AND PANCHAYATI RAJ IN JAMMU AND KASHMIR

After the abrogation of article 370 of the Indian constitution the central Government passed the Act that (state reorganisation act 2019) divide the state into two Union

territories, viz Jammu and Kashmir and Ladakh. Hence the central are controlling the Jammu and Kashmir, and there is also an implementation of 73rd Constitutional amendment, which was not applicable before the abrogation of article 370 in the state. The application of 73th amendment in the state was one of the demands of the Panchayat elected representatives who were elected in 2011 Panchayat elections. The current DDC elections 2020 were conducted according to the provisions of the 73rd constitutional amendment. The voters directly participate in the election process these DDC elections held first time in the Jammu and Kashmir. Now time will tell how much the 73rd constitutional amendment could make grassroots democracy healthy and people-friendly.

References

1. <http://sri.nic.in/sites/default/files/Local%20Self-Governance%20in%20Indian%20Constitution.pdf>.
2. [https://en.wikipedia.org/wiki/Panchayati_raj_\(India\)](https://en.wikipedia.org/wiki/Panchayati_raj_(India)).
3. <https://www.youtube.com/watch?v=1HpokCJVpt4>.
4. S. K. (2018). Democracy and Good Governance some guidelines for today's Parliamentarians. Vitasta.
5. M. S. (2003). Democratic Politics and Governance in India. Deep and Deep.
6. Annual Report (2016-17). Panchayat Raj Ministry of Panchayati Raj Government of India.
7. Ara, Y(2017). Women participation in Panchayati Raj elections of 2011 in J&K: A case study of Block Nagam. Inter. J. Polit. Sci. Develop. 5(1): 22-25
8. Ashwani Kumar (2014). Panchayati Raj Institutions in Jammu and Kashmir: A critical analysis, Journal of rural development Vol. 33(1) pp 73-82.
9. Bakloo Ahmad Farooq (2017). Perceptions of Elected Representatives about the Panchayat capacity building Programmes: A study of Block Achabal of Jammu and Kashmir, International Journal for Social science Vol 3(5).
10. Banerjee Rahual(2013). What Ails Panchayati Raj. Economic and Political Weekly Vol XLVII
11. Bhat Khursheed (2016). Panchayati Raj Institutions in Jammu and Kashmir: with particular reference to the 73rd Constitutional amendment act. Annals of public administration and policy evaluation Vol. 1(1).
12. Bhat. AH. (, 2016). Challenges before Panchayati Raj in Jammu and Kashmir. Arts and social sciences journal.
13. Choudhary Zafar (2012) Jammu and Kashmir annual review. Gulshan books.
14. Dr Behera and Indira Behera(2016). Decentralisation, empowerment, and conflict in Jammu and Kashmir. Golden research thoughts, Vol. 6 (4).
15. Eighteenth Report in on Panchayat Raj Parliamentary committee on estimates 2016-17.
16. Farooq Waza 2011 Panchayat elections in Kashmir, Significance Electoral Participation and Challenges Ahead, A case study of district Ganderbal of Jammu and Kashmir, Submitted to the University of Kashmir for M.Phil.
17. George Mathew (1990). Panchayati Raj in Jammu and Kashmir, Institute of Social Sciences with concept publishing new Delhi.
18. George Mathew (2009). A new deal for Panchayats in Panchayati Raj and local governance(eds) of B.K. Sina and prof. Gopal Iyer National Institute of Rural development Rajenagar Hyderabad.
19. George Mathew (2013). Status of Panchayati Raj in the status and Union territories of India, Institute of social science New Delhi.
20. Gupta Sumona& Singh Priynka (2013). Village council elections in Jammu and Kashmir a lost opportunity for the conflict-sensitive governance CORE Policy brief.
21. James Manor(2011). Local governance in (Eds) of the Oxford Companion to Politics in India by Niraja and Bhanu Metha, Oxford University Press.

22. K. B Saxena(2011). Democratic decentralization: the deficit of politics in (Eds) of local democracy and good governance five decades of Panchayati Raj by Ranbir and Surat Singh, Deep and Deep New Delhi.
23. Kumar Praveen(2014). Panchayati Raj in Jammu and Kashmir: an Analytical Study, Indian Journal of Scientific Study, Vol 2(8).
24. Lone Mehraj (2014) Problems of women Panchayat Representations in district Baramullah of J&k Indian stream research Journal Vol.4(1).
25. M Muzaffar S.(2017) Women's Participation in Governance of J& K. Third concept.
26. Mir Nisar(2002). Village Panchayats and social transformation in(Eds) of Panchayati Raj Why and How Jammu and Kashmir resource center Kashmir University.
27. Noor Baba (2002) theory and practice of Panchayati Raj in Jammu and Kashmir in(Eds) Panchayati Raj why and how by J&K state resource center University of Kashmir.
28. Panchayati Raj why and How (2002) Jammu and Kashmir state resource center university of Kashmir.
29. Ranbir & Surat (2011). Local Governance and good governance five years of Panchayati Raj, deep and deep publication New Delhi
30. Rayaz Punjabi (1990) Panchayati Raj in Kashmir Yesterday, Today and Tomorrow in (Eds)
31. of Panchayati Raj in Jammu and Kashmir by George Mathew, Institute of social science.
32. Rekha Chowdhary(2012) Status of Panchayati Raj In Jammu and Kashmir submitted to Government.
33. Rekha(2001) Panchayat elections in Kashmir in Paper Exercise Economic and Political weekly.
34. Sharma Shveta (2016). Evolution of Panchayati Raj and Panchayati Adalats in Jammu and Kashmir with Special Reference to 73th amendment act. Shrinkhala EK Shodparak Vaicharik Patrika Vol. 3(3).
35. Sharma Y.R. (2002). Political Dynamics of Jammu and Kashmir, Radha krishan and Anand Jammu.
36. State Action Plan for the capacity building and training of Panchayati Raj Functionaries (2012-2013), under Rashtriya Gram Swaraj Yojna RGSY in Jammu and Kashmir.
37. Sumantra Bose (1997). The Challenge in Kashmir Democracy, Self- determination and a Just peace Sage Publication
38. Sumantra Bose (2003). Kashmir roots of conflict Paths to Peace Haward University Press.
39. Walter R Lawrence(1895) the Valley of Kashmir Oxford University Press.
40. Wani Gull& Yasman(2015). Democratic decentralization in Jammu and Kashmir: Gender and Political Change, Mainstream weekly.

STEREOTYPING INDIAN WOMEN THROUGH INDIAN DIASPORA REPRESENTED IN INDIAN HINDI CINEMA

Dr Neha Tiwari

Department of English,

Karim City College, Jamshedpur, Jharkhand, nehatiwarikcc@gmail.com

Abstract

The portrayal of women in Indian cinema has also been a matter of enquiry. The paper explores and evaluates the lengths and depths of stereotyping of Indian Women of Indian diaspora through some of the popular post-liberalization movies. The paper reiterates the fact that any discussion on cultural representation leads to the women of it and the virtues, behavior expected from them, and how are they treated. The Indian transnational cinema in the transiting India – aspires for modernity but wants to keep their women in tradition and that too through them only. The paper uses qualitative research and thematic analyses method of the movies of post 90's with diasporic family in central.

Key Words – Diaspora, portrayal of women, Representation, transnational cinema.

Introduction

'I know the value of an *Indian* girl's honour' is one of the iconic dialogues of the cult favorite 90s pop-culture movie *Dilwale Dulhania Le Jayenge* (1995). To the immigrant father that has raised his daughter across seven seas, this is a sigh of relief- actual portrayal of a true Indian bride-to-be. Cut to *Cocktail* (2012), where the love of a man is won over by the inherent 'Indian-ness' of the protagonist while the immigrant side-kick, in her western attributes and lifestyle is depicted as someone to have 'fun' with.

In both the cases and many such, the diasporic lens creates the distinction on how women behave and are ought to behave on the basis of their ethnicity. It demarcates a line of what is acceptable and what is not- which is mostly got to do upholding the Indian woman who has saved her modesty till marriage for her husband- and the western 'type' woman, (again a stereotype) a woman of easy virtues who is definitely not to be brought home. Though this ideology makes the film a blockbuster at the Box Office and is loved by audiences in India and among Indian living abroad, it portrays an image that could not be farther from the truth. There is no yardstick in the world that can determine the virtue of women with such stereotypes in any of the culture.

Such larger than life portrayal in cinema is like a double edged sword. It establishes a certain image of Indian women on western audience and makes things a mess for those Indian women living there. It sets this high bar of standards for the immigrant Indian woman, no nonconformities and no shortcoming. It leaves no room for individual's growth or unconventional choices. These so-called high standards of 'honour', make them more prone to psychological complexities. The second generation immigrants are finding it really difficult to match their 'represented' homeland with the culture clad ladies to the real one with westernized ones.

Objective

The paper explores and accesses the lengths and depths of stereotyping Indian Women through these post-liberalization movies. It reiterates the fact that any discussion on cultural representation leads to the women of it and the virtues, behavior expected from them, and how they are treated. On the basis of the hypothesis that the Indian transnational cinema in the transiting India – aspires for modernity but wants to keep their women in tradition, very much within the Lakshman Rekha from the Ramayan, the paper uses qualitative research method and does thematic analysis of some popular films released in the span of two

decades-post *Dilwale Dulhania Le Jayenge* (1995).

Theoretical Framework

But before we discuss the question of stereotyping of Indian women living as diaspora in Bollywood cinema of post 90's, I need to specify that diaspora, for this paper refers to Indians who are shown living abroad specially US and UK in Bollywood movies produced and directed by Indian origin film makers. The diasporic space is quintessential tale 20th century space, a space in which the terms of modern immigration, exile, loss, nation, subject and citizen are negotiated and reinvented¹. Though the term 'diaspora' has originated from Jewish reference, but there can be several perspectives of diaspora in modern context: (1) dispersal from an original homeland, often traumatically; (2) alternatively, the expansion from a homeland in search of work, in pursuit of trade or to further colonial ambitions; (3) a collective memory and myth about the homeland; (4) an idealization of the supposed ancestral home; (5) a return movement; (6) a strong ethnic group consciousness sustained over a long time; (7) a troubled relationship with host societies; (8) a sense of solidarity with co-ethnic members in other countries; and (9) the possibility of a distinctive creative, enriching life in tolerant host countries.² For this paper, almost all references of diaspora seems relevant. Though in modern times, even the homeland is in question. There is no longer any stability in the points of origin, no finality in the points of destination and people might not only have one, but two or even more ethnic identities.³

Coming to Cinema, the scope of cinema has always been critical from the point of view of cultural studies. Indian cinema has always been instrumental in giving voices to the

aspirations of the Indian people. Its close connection with the society not just as an entertainer but as the representative, has made it the integral part of Indian culture. It has immensely contributed in giving national identity which is otherwise difficult in diverse country such as India. Cinema has tried to carve out a homogenous culture, the 'Indian-ness' through depiction of certain common characteristics in major characters and action.

The close observation of Indian cinema reveals that most of the time it's the woman whose character has shown as the guardian or torchbearer of 'Indian' culture. The female characters are shown as the custodian of culture which itself is a fleeting phenomenon. Right from 'Mother India' to 'Mughal-E-Azam' to 'Kabir Singh', they are expected to behave in certain way which will retain the conventional image of Indian women- epitome of sacred, sacrifice, silence and love. Surprisingly, the same image has been created of those women too who are living in completely different culture as diaspora in western countries. The reasons for such portrayal are not difficult to understand.

Analysis

In the cinema of the era of liberalization, the representation of non-resident Indians became lucrative for Indian film makers from the point of view of market and profit, the nostalgic Indians were eyeing for homeland locales, traditional festivities and value rich culture which they were missing abroad. They were earning good and had capacity to visit multiplexes unlike their predecessors. They also wanted to present their 'India' to the west to break the image of thugs and snake charmers. They often believed that their land of birth has better moralities and values than their land of work. They wanted such movie which they can show to their western friends and their children to introduce their country.

The portrayal of diaspora has many dimensions which needs proper consideration while depicting on multiplex screen. It has its own economic dimension but we will discuss on the cultural and feministic perspective for the paper. The argument is to prove that the representation of Indian women in the post 90s

¹ Okwui Enwezor, 'A Question Of Place: Revisions, Reassessments, Diaspora, in Transforming the Crown: Africa, Asian and Caribbean Artists in Britain 1966-1996.pp-88

² Cohen, Robin: Global Diaspora: An Introduction, London: Routledge 1997 p.180.

³ Spencer, Stephen: Race and Ethnicity, culture, Identity and Representation ,London Routledge 2006 p 191

Bollywood mainstream Hindi movies has been stereotyped which has increased the challenges of Indian women living as diaspora.

These women are out/away from their 'home' country mostly because of compulsion. They have become immigrants to support their husbands in realizing their dreams. They are expected to uproot from their home and adjust to the unknown place without making any fuss. Usually they do it without noise but the expectation never end here. They are expected to live in alien place without embracing their surrounding culture. Rather they have to stick to the culture they have left behind. At least this is what our post 90s hit cinema has shown us. In Aditya Chopra directed '*Dilwale Dulhania Le Jayenge*' the protagonist Simran is not allowed to party or mingle with male students. To take permission for a tour she has to please her father by singing Aarti wearing salwar kurta. The reference of '*mere desh me*' and '*merimitti*' is painted all over in the movie.

The family in the movie is shown living in US from quite a long time but the attitude of the father is the typical Indian one. The mother has been depicted *sati-savitri* who cannot raise voice against the wishes her husband. In the same movie another immigrant Indian family (of protagonist Rahul) is also there which has young son who drinks, parties and befriends easily. He is allowed to do whatever he wants as his father has accepted the openness of the western society. The question remains unanswered that whether he would have had the same attitude if he had a daughter.

Interestingly, Rahul who has been raised in west also knows the importance of chastity or virginity of the Indian girl. He is there to protect it. That gives a clear assumption that he will teach the same good lesson of morality to his daughter if he becomes a father later. Simran, the female protagonist, is shown more sensitive and sensible than Rahul but she is not allowed to live as per her own wishes. This shows that how Indians whether they live in India or abroad, like to see their women submissive and silent. The Indian diaspora is no exception. One should not forget that '*Dilwale Dulhania Le Jayenge*' is one of the biggest hits of the recent times both in India and USA.

Karan Johar's '*Kabhi Khushi Kabhie Gham*' too stereotypes Indian immigrant women. The character of Anjali is well appreciated as it is dipped in socio-religio-nationalist fervor but 'Poo' is bit westernized who needs to be changed. The Indian-ness is shown through Puja-Aarti, Karawa Chauth and patriotism through vande mataram and Jaganman, Throughout the film Anjali has been portrayed as immigrant woman who is reluctant to change and does not keep good view about the western ways.

Homi Adajania directed '*Cocktail*' presents the similar example of the typical attitude of filmmakers for the women living in abroad as immigrants. Veronica and Gautam have accepted the westernized culture where sex before marriage is not a taboo. Both Veronica and Gautam live an open life but later --- Gautam realizes that he is more attracted towards Meera as she is the girl who is silent about her choices, conscious about her virginity, retainer of morality and diva of sacrifice. In short, the guardian of Indian values and culture against the storm of western culture. In the end Veronica is left to cry and compelled to sacrifice as the hero has chosen the conventional typical Indian girl over her who has done a 'mistake' embraced the culture of the land of work and tried to live on her own.

Same is the case of '*Pardes*' where Ganga, the leading lady has been taught by her mother that she has to be like Ganga, Indian river symbol of purity and that the life of a women is a continuous trial and turbulence. Whatever may be the situation, she is supposed to keep her 'honour' safe and be submissive at the same time. No preaching for boys in any of these films. Ganga is travelling aboard as she is being married to one of the rich immigrant families of US but she has to wear Indian clothes and follow all Indian rituals. All negative characters have been shown in the film in western clothes and all good souls are wearing Indian attire, ironically. Such typical portrayal begets stereotypes and a fix the image of Indian diaspora women.

Findings

Today, there has been a gradual change where Indian women are not part of extreme end of the spectrum and are depicted as someone in between, who embrace the positive of both the cultures. Gauri Shinde directed '*English Vinglish*' though made in 21st century shows the

same attitude of Indian men to keep her women in certain stereotypes. The struggle of the protagonist between her aspiration to learn and experience new world and her duties towards her husband and children, is actually, a struggle of that stereotyped and new aspiring women. She has to take up difficult challenges to finally reach to a balance. More than that, she has to assert her worth to her husband by putting forward her best foot and making him realize that no more she can be taken for granted. The film resounded with women of almost all classes where they did not wish to receive just accomplishments from their family but see respect and acknowledgment. Thankfully in this cinema, her western friends are shown as sensible people instead of greedy and lusty. But point remains same that she has to be in saree and take care of the family first even to win audience and their approval to move forward.

Paul Gilroy refers to the rhetorical strategies by which the nation/state seeks to preserve a sense of stability as 'cultural insiderism', the chief characteristic of which is an absolute sense of ethnic difference.⁴ This sense of difference distinguishes people from one another and acquires at the same time a priority over other, areas of their social and historical experience, cultures and identities. The fundamental objective here is to construct the nation as an ethnically homogeneous entity. The notion of ethnicity itself, Gilroy argues, is founded upon the 'unthinking assumption that cultures away flow into patterns congruent with the borders of essentially homogenous nation states.'⁵ Even if it is true, it needs to be changed.

The Indian Hindi cinema has portrayed women in a typical light. Instead of letting them explore the western world of liberation and freedom, it has tried to tie their wings with the clamp of patriarchal value system. These women have put in immense pressure on the second generation of immigrants who feel caught between two types of lifestyles. Their sandwich situation is good for no one. The cinema makers have no realization that feeding the home- hungry soul with age old Indian traditional women and patting patriarchal egos are of no good to country. India is a complex society where women are struggling to come out from the age old boundaries. In such scenario, this type of portrayal makes their success difficult.

⁴Paul Gilroy, *The Black Atlantic : Modernity and Double Consciousness*, London; 1993 p3

Suggestions

The 21st century Indian Hindi cinema is breaking these stereotypes. We have films like '*English Vinglish*' and '*Queen*' which are portraying women who have their own set of rules. These women are shown exploring new world, taking up all challenges, asserting choices, following their heart. They are looking for the life without the burden of legacies or guilt of any kind. Another important development which seems prevalent in contemporary representation is that Indian women are not being portrayed as black and white. They have all shades, all flavors with that they are being recognized and accepted. But a lot has to be done. It is suggested to the movie makers that they should depict realistic women which exists between utopia and dystopia. The modern Indian woman is highly professional, educated and standing on firm footage against patriarchy.

We usually argue that cinema is a reflection of life but in this case it has recently caught up. Instead of showing the true picture of Indian women, it tried to appease the desire of Indian diaspora men. The woman can be carrier of one's culture but showing them merely so and that too under compulsion is what is opposed. Moreover, the very idea of culture being unified with certain external symbols, attire or song is actually demeaning the rich legacy as an Indian.

References:

- Okwui Enwezor, 'A Question Of Place: Revisions, Reassessments, Diaspora, in *Transforming the Crown: Africa, Asian and Caribbean Artists in Britain 1966-1996*. pp-88
- ¹ Cohen, Robin: *Global Diaspora: An Introduction*, London: Routledge 1997 p.180.
- ¹ Spencer, Stephen: *Race and Ethnicity, culture, Identity and Representation*, London Routledge 2006 p 191
- ¹Paul Gilroy, *The Black Atlantic : Modernity and Double Consciousness*, London; 1993 p3

INDEX OF FINANCIAL INCLUSION (IFI) AND BANKING PENETRATION IN JHARKHAND STATE

ASSOCIATE PROFESSOR
JHARKHAND STATE UNIVERSITY
RAIPUR
JHARKHAND
INDIA
E-MAIL: dr.ajaykumar@jssuni.ac.in

Abstract

Purpose: The purpose of this paper is to investigate the empirical effect of financial inclusion on economic growth in Jharkhand by constructing an index for financial inclusion that includes different aspects of financial inclusion. **Design/methodology/approach:** Panel data is a combined cross-sectional and time-series data. **Findings:** The empirical study is also performed to investigate the dynamic relationship between the presence of bank branches per 1,000 sq. km. and development indicators such as Jharkhand gross domestic product (GDP). **Limitation/implications:** The report has targeted only one state out of twenty-nine states of India. **Practical implications:** This data analysis quantitatively evaluates the empirical effect of financial inclusion on economic growth. The study is to explore the district wise level of financial inclusion in Jharkhand. **Originality/value:** The study is to explore the district wise level of financial inclusion in Jharkhand.

Keywords: Financial inclusion, Economic Growth, Panel data, Index and Jharkhand.

Introduction

Financial inclusion can be described in short and simple terms as a means to provide the services of banking/financial services. Indeed, global society has a wider focus on the concept and purpose of financial inclusion. The Deputy Governors of the Reserve Bank of India (the then Chairperson of Indian Bank in 2011) was the first to encourage financial inclusion in India. Banking and financial services play a significant role in an economy's growth and development (Joseph & Varghese, 2014). Early 2000s, the word financial inclusion has gained popularity as a consequence of studies on financial inclusion and its correlation with poverty (J Pillai, 2016). Poverty in rural India in particular Jharkhand is an extended condition. It can be said that financial assistance (Mukherjee & Chakraborty, 2012). Considering the

importance of the role of financial inclusion in

an economy, this study aims to examine the status and progress of financial inclusion in the state of Jharkhand.

Financial Inclusion (definitions)

Mathew (2019) Extending access to financial resources and promoting the usage of financial services for economic and social well-being would allow the goal of financial inclusion to be accomplished. World Bank (2012) defines financial inclusion as the reach, quality and affordability of financial services for underserved and financially excluded persons. United Nations Development Programme (2013) defines financial inclusion as an RBI defines the financial inclusion measures as safe, easy and affordable credit and other financial services by the poor and vulnerable groups. Financial inclusion in the banking sector is recognized as a pre-condition for accelerating growth and reducing income

disparities and poverty. Financial inclusion is the financial inclusion. The level of penetration of structured financial markets by all sectors of society, such as deposit, pension services and credit.

Literature Review

(Sarma, 2008)- Studied the financial inclusion index and analyzed a multidimensional index consisting of three dimensions of financial inclusion in a digit between 0 and 1 where 0 corresponds to complete financial exclusion and 1 refers to full financial inclusion in an economy (Sarma & Pais, 2008)- Studied the empirical cross-country of the link between financial inclusion and growth. (Sarma, 2012)- Studied the determinants of financial inclusion and rely on index estimation that will completely reflect the effect of multidimensional variables. (Sarma, 2013)- Used three significant metrics such as bank penetration, availability of banking outlets and private sector credit, and private sector deposits as a share of the country's GDP in the construction of the financial inclusion index. (Torralba, 2019)- Studied a multidimensional financial inclusion indicator for assessing the quality of the financial system. Indicators of financial access are used to establish an index between 0 and 1. (Radhika Dixit & Munmun Ghosh, 2014) - Studied on to understand the trend of inclusive development, its need and financial inclusion as an instrument for achieving it in Indian States. (Gosw, 2014)- Studied the financial inclusion in India as a part of the development of the Indian economy and further opportunity for inclusive growth across India. (Gosw, 2015)- Measured the inclusiveness in an economic structure with descriptions in various financial inclusion

aspects. (Gosw, 2016)- Studied the trend of inclusive development in a developed economy (Behara & Behara, 2018)- The dynamic correlation between the measures for financial inclusion and development measures was analyzed. The parameters used here are bank penetration, credit to private sector, and credit to agriculture of the banking system. (Bavikumar, 2018)- Calculated condition of financial inclusion in India using three indicators of bank, consumption indicators and financial inclusion value indicators. (Sethi & Acharya, 2018)- Identified the connection between financial inclusion and economic development. For a group of 91 countries, a long-run relationship between financial inclusion and economic development was observed using various approaches to panel cointegration. In other words, sustained financial growth can be accomplished by concentrated expansion of the banking system and services. (Neethu Mol, 2019)- Studied on economic, financial inclusion and growth. (NABARD and Government of India, 2019)- The number of commercial bank branches, bank accounts, credit and debit cards, ATMs, ATM transactions, POS terminals, and POS transactions was used to determine financial inclusion patterns in India.

Methodology

Our method is identical to the one used by (Sarma, 2008) for the computation of some financial inclusion indexes. For the computation of such indexes, our proposed IFI is determined first by computing a dimension of the financial inclusion index. To raise the dimension index for the i th dimension, d_i is measured by the equation below.

$$d_i = \frac{A_i - m_i}{M_i - m_i}$$

where,

A_i = Actual value of dimension i

m_i = minimum value of dimension i

M_i = maximum value of dimension i

Formula (1) ensures that $0 \leq d_i \leq 1$.

Increasing the value of d_1 increases the district's achievement in dimension i . If a dimension of financial inclusion are considered, then a district with the best score

in dimension i is represented by the point $(0, 1)$ in a two-dimensional Cartesian space. 0 represents the worst-case point and 1 represents the best

$$D_i = \frac{\sqrt{(1-d_1)^2 + (1-d_2)^2 + (1-d_3)^2}}{\sqrt{3}}$$

in formula (2), the numerator of the second component is the Euclidean distance of D_i from the ideal point 1, normalizing it by 3 and subtracting by 1 gives the inverse normalized

Banking Penetration The measure

used to penetrate banking is the number of banks that have been opened as a percentage of 1000 adult population. This is taken as a measure of the financial inclusion of a district. A district with a value of 1000 is similar to that reported by Bihar in the year 2018 (Table 1, Panel 2018). The financial inclusion index presented here we consider three basic indicators of an equitable financial economy: Basic Banking Services, Banking Services Efficiency (BSE) and Banking Network (BU) use.

The measure used to penetrate banking is the number of banks that have been opened as a percentage of 1000 adult population. This is taken as a measure of the financial inclusion of a district. A district with a value of 1000 is similar to that reported by Bihar in the year 2018 (Table 1, Panel 2018). The financial inclusion index presented here we consider three basic indicators of an equitable financial economy: Basic Banking Services, Banking Services Efficiency (BSE) and Banking Network (BU) use.

Banking Services Efficiency The measure used to penetrate banking is the number of banks that have been opened as a percentage of 1000 adult population. This is taken as a measure of the financial inclusion of a district. A district with a value of 1000 is similar to that reported by Bihar in the year 2018 (Table 1, Panel 2018). The financial inclusion index presented here we consider three basic indicators of an equitable financial economy: Basic Banking Services, Banking Services Efficiency (BSE) and Banking Network (BU) use.

Banking Network Use The measure used to penetrate banking is the number of banks that have been opened as a percentage of 1000 adult population. This is taken as a measure of the financial inclusion of a district. A district with a value of 1000 is similar to that reported by Bihar in the year 2018 (Table 1, Panel 2018). The financial inclusion index presented here we consider three basic indicators of an equitable financial economy: Basic Banking Services, Banking Services Efficiency (BSE) and Banking Network (BU) use.

Districts are divided into three sections according to IFI value.

- 0.5 and above – high level of financial inclusion
- 0.3 to 0.5 – medium level of financial inclusion
- 0 to 0.3 – lower level of financial inclusion

Data Analysis

Banking Penetration (d_1) – The data for saving accounts, current accounts, fixed deposits and Banker's Committee (SLBC) report of Jharkhand and the adult population data have been taken from the 2011 Census of India. General & Census Commissioner, India. **Banking Services Efficiency (d_2)** – The data for the number of banks is taken from Basic Statistical Returns of Scheduled Commercial Banks in India published by the RBI and total population district wise was taken from the website of the Government of Jharkhand.

Banking Network Use (d_3) – The data for credits and deposits are taken from Basic Statistical Returns of Scheduled Commercial Banks in India published by the RBI and District-wise gross district product (GDP) data were collected from Statistical Abstract of Jharkhand 2018, published by Directorate of Economic & Statistics, Government of Jharkhand.

Table presents the IFI computed for 24 districts and the corresponding (Sarma, 2008) along with their ranks.

Table 1: Computation of Financial Inclusion Index

District	d ₁	d ₂	d ₃	IFI	Rank
Ranchi	1	0.3015	1	0.5967	1
PurbiSinghbhum	0.8140	0.3498	0.5297	0.5244	2
PashmiSingbhum	0.5297	0.2199	0.5010	0.4329	3
Saraikela	0.5958	0.2083	0.2699	0.4028	4
Ramgarh	0.5996	0.5461	0.1213	0.3840	5
Khunti	0.4417	0.6683	0.0044	0.3138	6
Dhanbad	0.3856	0.0938	0.3913	0.3138	7
Bokaro	0.4893	0.1333	0.3033	0.2989	8
Lohardaga	0.4387	0.4242	0.0023	0.2602	9
Godda	0.2388	0.4601	0.0079	0.2401	10
Hazribagh	0.4100	0.0000	0.0000	0.2077	11
Deoghar	0.3542	0.1766	0.0979	0.2024	12
Dumka	0.3639	0.2039	0.0000	0.1982	13
Sahinganj	0.3838	0.3438	0.0000	0.1881	14
Simdega	0.1886	0.4240	0.0000	0.1855	15
Pakur	0.2102	0.2776	0.0053	0.1592	16
Latehar	0.0000	0.0000	0.0000	0.0000	17
Koderma	0.3953	0.0560	0.0644	0.1458	18
Giridih	0.1536	0.1732	0.1088	0.1448	19
Gumla	0.1251	0.2813	0.0079	0.1398	20
Jamtara	0.3838	0.2188	0.0000	0.1327	21
Chatra	0.1577	0.0919	0.0818	0.1100	22
Palamu	0.0952	0.1493	0.0798	0.1076	23
Garhwa	0.0000	0.0000	0.0000	0.0000	24

Results

Index Of Financial Inclusion (IFI) for all 24 districts of Jharkhand is calculated by considering three different factors namely banking penetration (d₁), availability of banking Services (d₂) and usage (d₃) for Ranchi district is 0.5967, which is the highest among all 24 districts while for Chatra district is 0.1100, which is the lowest among all 24 districts of Jharkhand.

Conclusion

On comparing the financial inclusion in 24 districts of Jharkhand by considering three parameters namely banking penetration, availability of banking services and usage, we can conclude that Ranchi has the highest financial inclusion while Chatra has the lowest financial inclusion among all the 24 districts of Jharkhand.

References

1. Reserve Bank of India (2017) District wise Comparative Study of Banking Penetration and Financial Inclusion in India. *Annual Report*. Mumbai: RBI.
2. Economic Studies (2019) 169-146. <https://doi.org/10.1177/2394901518793000>
3. Gupta, P., Vaidyanathan, R. & Gupta, D. (2012). Computation of financial inclusion index for India. *Journal of Economic Surveys*, 27, 163-149. <https://doi.org/10.1016/j.sbspro.2012.03.020>
4. India, B. B. of (2019). Credit Delivery and Financial Inclusion. In *POVERTY REDUCTION IN A DEVELOPING ECONOMY*. Internal Document.
5. Social Sciences (2019) 205-201.
6. India, B. B. of (2019). Credit Delivery and Financial Inclusion. In *POVERTY REDUCTION IN A DEVELOPING ECONOMY*. Internal Document.

- Annual Report. RBI.
5. J.Pillai, T. (2016). Financial Inclusion and Pradhan Mantri Jan Dhan Yojana: An Empirical Study Conducted in the villages of Mulshi Taluka in Pune District. Indian Journal of Science and Technology, 9(45), 106755. <https://doi.org/10.17485/ijst/2015/v8i11/106755>
6. Jose, M. (2019). FINANCIAL INCLUSION AND FINANCIAL LITERACY: A STUDY WITH REFERENCE TO KERALA. International Journal of Humanities, Arts, Medicine and Sciences, 2(10), 10-32.
7. Joseph, J., & Varghese, T. (2010). Role of Financial Inclusion in the Development of Indian Economy. Journal of Economic and Sustainable Development, 5(11), 2222-1700. www.iiste.org
8. Mukherjee, A. (2012). Financial Inclusion of the Poor and Marginalised in Jharkhand: Analysis of the Existing Model. Journal of Sustainable and Development-A Management Review (IJRDMR), 1(1), 1-8.
9. Neethu Mol Mathew, P. J. and J. (2019). An Analysis of financial inclusion in India. International Journal of Agriculture Sciences, 9(1), 87-95. <https://doi.org/10.15740/ias/ijasm9.1/87-95>
10. Radhika Dixit (2014). Financial Inclusion for Inclusion Growth of India - A Study of Indian States. International Journal of Business Management and Research, 3(1), 321-326.
11. Ravikumar P. (2018). Measurement of Financial Inclusion in India. International Journal of Mechanical Engineering and Technology, 9(7), 551-560.
12. Sarma, M. (2015). Measuring Financial inclusion. Economics Bulletin, 35(1), 600-611.
13. Sarma, M. & Pais, A. (2008). Financial Inclusion and Development: A Cross Country Analysis. In Annual Conference of the Indian Development and Capability Association, New Delhi, 10-13, 1-30. https://doi.org/10.1007/978-81-8020-000-0_1
14. Selvi, D. & Arulmozhi, P. (2018). Financial inclusion and economic growth linkage: some cross country evidence. Journal of Economic Policy, 10(3), 369-385. <https://doi.org/10.1108/JEP-11-2016-0077>
15. Venkman, R. (2013). Construction of a Regional Financial Inclusion Index in India. Journal of Rural Banking and Financial Services, 20(1), 1-10.

THE VOWELS OF ENGLISH AND KHORTHHA: A CONTRASTIVE STUDY WITH PEDAGOGICAL IMPLICATIONS

Abhishek Kaushal

Research Scholar

University Dept. of English, Ranchi University

Email kaushal.abhishek121@gmail.com

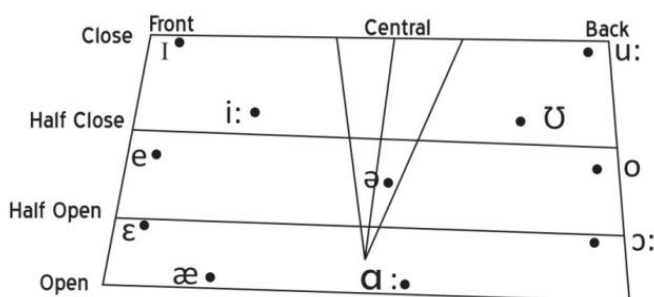
Abstract

The unprecedented wave of globalization has necessitated the upcoming of a largely transformed society with multiculturalism, hybridization and plurality as its hallmarks. The inter- and intra-cultural penetration unleashed by the inter-continental migration has created a very expansive canvas for exploring the new domains of knowledge that may explicitly or implicitly impact the quality of life. Under the pervasive influence of this migratory tendency rooted in the search for better fortunes on one hand, and a sincere urge to remain clung to specially linguistic heritage, on the other hand, has conjured up a global linguistic receptacle where the interest in mother tongue stands enlivened. Our overall sensitivity and response towards languages in general and mother tongue in particular has received a giant fillip that has arguably broadened the area of research. With this idea at the core, the present paper proposes to undertake a contrastive study of English and Khortha with a view to highlighting the pedagogical aspects that may contribute to the learning of English among the speakers of khortha. The learning of English continues to be a major challenge for Khortha-speaking English learners. After the advent of Noam Chomsky to the scene of syntactic analysis, much progress has been made in this field so far. Since Chomskyan innovations in syntactic analysis have brought out a lot of ideas it needs to be applied across languages especially for pedagogical purposes.

Keywords- Unprecedented, Unleashed, Pervasive, Pedagogical, Articulation.

This paper aims at exploring those shades of parallels in Khortha and English which may facilitate English language learning among Khortha speakers. On the basis of the speech of Khortha speakers and the books of Khortha, it has been observed that, there are eleven pure vowels and five diphthongs/vowel glides in Khortha as compared to twelve pure vowels and eight diphthongs of English.

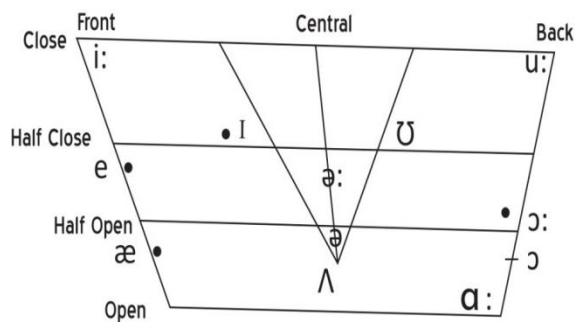
VOWELS OF KHORTHHA



Vowels Of Khortha

○

VOWELS OF ENGLISH



Pure Vowels of English

From the chart of English and Khortha vowels, it is clear that there are 12 vowels in English whereas there are 11 vowels in Khortha.

English Vowels

Short vowels : ɪ, e, æ, ʌ, ʊ, ə,

Long vowels : i:, ɑ:, ɔ:, u:, ɜ:

Khortha Vowels

Short vowels : ɪ, e, ɛ, æ, ʊ, ə, 0

Long vowels : i:, ɑ:, ɔ:, u:,

All these vowels mentioned above are Pure vowels. So English has 12 Pure vowels out of which 7 vowels are short while 5 are long. On the other hand Khortha has 11 Pure vowels out of which 7 vowels are short and 4 are long. Besides these Pure vowels, both the languages have their respective vowel-glides, also known as diphthongs.

The points of contrast among the vowels of English and Khortha are as follows:-

(I) /i:/: It is a long vowel. During the articulation of this vowel, the front of the tongue is raised in the direction of the hard palate to an almost close position. The lips are spread and the opening between the jaws is narrow to medium and thus it is a front, close unrounded vowel in English and Khortha. Further it occurs in initial, medial and final positions in both the languages. For example:-

English		Khortha	
Eagle	= / i:gl /	i:kh	= Sugercane
Meet	= / mi:t /	i:dane	= This side
Feel	= / fi:l /	ki:tab	= Book
Tree	= / tri: /	b3di:	= Big
Bee	= /bi:/	topi:	= Cap

(II) /ɪ/: The short vowel /ɪ/ is described as 'centralized front half-closed unrounded vowel' (Sethi and Dhamija, 1999: 67), just above the half-close position in English, whereas in Khortha, it is high, front, close short vowel placed between half-close and close positions. It occurs in initial, medial and final positions in both the languages. In Khortha, the distinction between /i:/ and /ɪ/ depends basically on the degree of emphasis a context

requires. /ɪ/ is used when no emphasis is required, as in the sentence /i naye ja he/ that means "he does not go" here the emphasis is required to negativise the sentence and hence stress shifts from subject to adverb depending on the situation. Further, it occurs in initial, medial and final positions in both the languages. For example:-

English		Khortha	
<u>Ink</u>	= / <u>mk</u> /	<u>Jayɪt-payɪt</u>	= Caste
Except	= / <u>ɪksept</u> /	<u>Sɪkar</u>	= Hunt
Give	= / <u>grɪv</u> /	<u>Karɪya</u>	= Black
Knit	= / <u>nɪt</u> /	<u>Pɪprɪ</u>	= Ant
City	= / <u>sɪtɪ</u> /	<u>kɪsɪn</u>	= Farmer

(III) /e/: It is a front unrounded vowel between half-close and half-open positions in English, whereas in Khortha, it is high, short, open, short vowel near half-close position.

Tongue is comparatively firm in Khortha. In English it occurs initially and medially, but in Khortha it occurs in all the three positions such as in the words:-

English			Khortha		
Any	=	/ eni /	ek	=	One
Epic	=	/ epik /	ekr	=	His
Pen	=	/ pen /	dekh	=	Look
Said	=	/sed/	gel	=	Went
Lemon	=	/ lemən /	moke	=	Mine

Further /e/ occurs as an independent morphological unit in Khortha unlike English.

(IV) / ə / : In the place of three central vowels / ə /, / ə: / and / ʌ / of English, Khortha has only one central vowel / ə / placed

between half-open and half-close position. This English vowel / ə / is a short vowel. It is articulated using the tongue position not much different from /ɜ:/. It occurs in all positions in English whereas in Khortha, it occurs only in final position.

English			Khortha		
Again	=	/ əɡain /	/həmər/	=	Mine
Honour	=	/ ʊnə /	/toər/	=	Your's
Picture	=	/ pɪktʃə /	/barəd/	=	Ox
Colour	=	/ 'kʌlə(r) /			
Measure	=	/ 'meʒə(r) /			

(V) /ɑ:/: It is a long vowel. During the articulation of this vowel, the back of the tongue is in the fully open position. It is very low in the mouth. The lips are neutral and the opening between jaws is medium to wide. It is

thus a back open unrounded vowel in English as well as Khortha. It can occur initially, medially and finally in both the languages. For example:-

English			Khortha		
Are	=	/ ɑ: /	a:ndha	=	Blind
Ask	=	/ ɑ:sk /	ga:ch	=	Tree
Task	=	/ tɑ:sk /	dawa:yi	=	Medicine
Laugh	=	/ lɑ:f /	budha:	=	Old
Calf	=	/ kɑ:f /	la:mba	=	Tall

(VI) /ɔ/: It is a back rounded vowel placed just above the open position in English, but in Khortha it is a back rounded vowel placed

below the half-open position in the words such as:-

English		Khortha
Door	=	/dɔr/
Poorest	=	/pɔres/
Before	=	/bifɔr/
		dɔra = Big bowl made of bamboo
		dɔr = This time
		sɔndha = Taste

(VII) /ʊ/ : It is a back rounded vowel placed just above half-close position in English, whereas in Khortha, it is a back, rounded, short vowel placed just above half-

close position. Tongue is slightly tense in Khortha. It occurs medially in English. But in Khortha, it occurs in initial and final positions as in the words like:-

English		Khortha
Would	=	/wʊd/
Put	=	/pʊt/
Book	=	/bʊk/
		ʊjar = White
		chaʊa = Child
		kʊkʊr = Dog

(VIII) /u: / : It is a back close rounded vowel in English as well as Khortha and hence, is pronounced similarly. It occurs in medial and final positions in English whereas

in Khortha it occurs in all three positions i.e initially, medially and finally. The difference is that/u:/ occurs as an independent morphological unit in Khortha unlike English.

English		Khortha
chew	=	/tʃu:/
blew	=	/blu:/
spoon	=	/spu:n/
fool (n.)	=	/fu:l/
		u: = You
		sku:l = School
		hau: = Is
		du:kan = Shop

(IX) /ɒ/ : It is similar to the /ɔ/ sound, but it is shorter, /ɒ/ not /ɔ:/. To produce the sound, lower the tongue and at the back of the mouth, lightly push lips together while making a short

voiced sound. The /ɒ/ sound is normally spelled with the letter 'o' but it can also be spelled with the letters 'a' or 'a-u' in both languages. For example:-

English		Khortha	
Rob	= /rɒb /	/ɒnch /	= (Harm/Heat/Burning flame)
Top	= /tɒp/	/kɒtʃ/	= (Glass)
Watch	= /wɒtʃ/	/sɒtʃa/	= (Grinding machine)
Squat	= /skwɒt/	/ɒkh/	= (Eye)
Wash	= /wɒʃ/	/pɒkh/	= (Feather)

Diphthongs

In English, there are eight diphthongs whereas In Khortha, there are six diphthongs.

English RP Diphthongs/Vowel glides :

/ eɪ /, / aɪ /, / ɔɪ /, / aʊ /, / əʊ /, / ɪə /, / eə /, / ʊə /

Khortha Diphthongs/Vowel glides :

/ əɪ /, / əʊ /, / aɪ /, / ae /, / oe /, / ʊa /

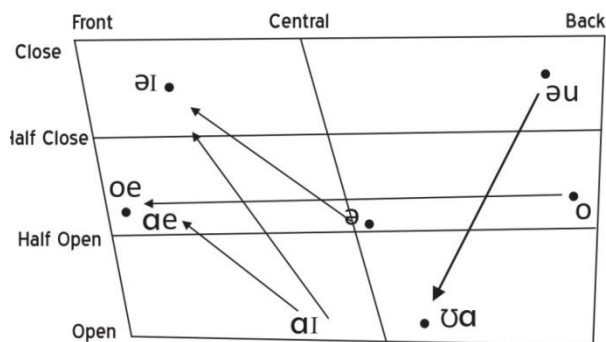
The English Diphthongs may be classified into three as follows (D"corner):

- (i). those which glide towards / ʊ / : / əʊ /, / aʊ /
- (ii). those which glide towards / ɪ / : / eɪ /, / aɪ /, / ɔɪ /
- (iii). those which glide towards / ə / : / ɪə /, / eə /, / ʊə /

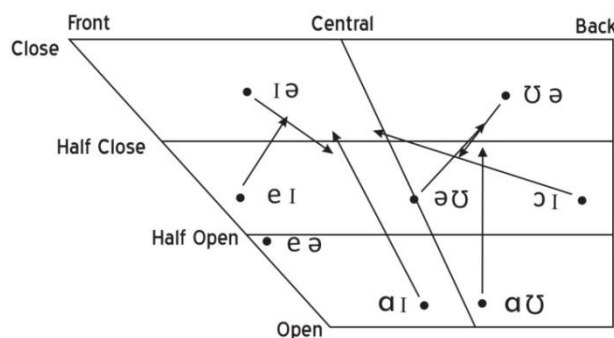
The Khortha Diphthongs also be further grouped into four as follows :

- (i). those which glide towards / ɪ / : / əɪ /, / aɪ /
- (ii). those which glide towards / e / : / ae /, / oe /
- (iii). those which glide towards / a / : / ʊa /
- (iv). those which glide towards / ʊ / : / əʊ /

VOWEL GLIDES/ DIPHTHONGS OF KHORTHATHA



VOWEL GLIDES OF ENGLISH



Contrastive study of the Diphthongs

The English Diphthong /əʊ/ : During the articulation of diphthong / əʊ /, the glide is from the central unrounded vowel / ə / between half-close and half-open position towards the back rounded vowel / ʊ / between

close and half-close position. As regards its distribution, this diphthong can occur in all three positions : initial, medial and final. Examples are as follows:

ocean = / əʊʃn /

over = / əʊvə /

cold = / kəʊld /

go = / gəʊ /

no/know = / nəʊ /

The Khortha Diphthong /əʊ/: During the articulation of diphthong /əʊ/ the lips are round for the first sound and then relax for the second sound as the tongue arches towards the

roof of the mouth in the front. It occurs in all three positions: initial, medial and final. Examples are as follows:

/ bhəʊji / = Sister-in-law

/ məʊgi / = Wife

/ əʊr/ = More

/ məʊdh / = Honey

/ bəʊkli / = Skin of pea etc

/ chəʊ / = Six

As the two languages have an almost similar diphthong the Khortha learners do not find difficulties in mastering this diphthong. However in many cases Khortha

learners/speakers unwittingly use more often than not long vowel /ə:/, /əʊ/ etc. in place of this diphthong in some English words such

as:

/ lə: / = law in place of / ləw / = low

/ nə: / = no in place of / nəw / = no

/ klə:s / = clows in place of / kləws / = close

But these defects can be easily overcome by making the learners acquainted with the correct pronunciation of these words of English.

The English Diphthong /ɔɪ/: To produce sound, the lips are round and tongue moves from front to the back, touches the teeth ridge. It occurs initially, medially and finally. For example:

Joy = /dʒɔɪ/

Employ = /ɪm'plɔɪ/

Toy = /tɔɪ/

Coil = /kɔɪl/

Oyster = /'ɔɪstə(r)/

The Khortha Diphthong /əɪ/: During the articulation of this diphthong, the lips are round and the tongue moves from front to the

back, touches the teeth ridge. It occurs initially, medially and finally. For example:

/ bəɪth / = Sit

/ əɪthal / = Proud

/ gəɪthi / = Knot

/ uəɪth / = Stand

/ pəɪchal / = Back

/ a:ɪhkeɪl / = Now-a-days

The Khortha speakers can articulate the English diphthong /əɪ/ almost similarly like the English speakers though they face little difficulties in the production of English / ɔ / as they do not make the English sound / ɔ / open enough. But it does not create much problem because as suggested by Daniel Jones (pp 111) they “may learn the diphthong with sufficient exactitude by starting with the quality of the

English long / ɔ: / and proceeding immediately to /ɪ/.”

The English Diphthong / aɪ / : At the time of articulating the diphthong / aɪ /, the glide begins from the front open unrounded vowel near / ɑ: / (or cardinal / a /) and proceeds towards the front unrounded vowel /ɪ/ just above the half-close position. It occurs initially, medially and finally in a word.

It follows with examples:

ice = /aɪs/

fine = /faɪn/

cry = /kraɪ/

The Khortha Diphthong /aɪ/: It occurs medially and finally in a word but not initially. For example:

/kɑɪh/ = Dry

/khaɪh/ = To click/ To take a snap

/daɪr/ = Fear

/saɪ/ = What

The Khortha speakers can pronounce this English diphthong almost similarly as the native speakers of English do with little efforts. Daniel Jones suggests that to pronounce the English Diphthong /aɪ/ correctly, a certain portion of the movement towards /ɪ/ is sufficient to give the proper

effect. "In other words, a diphthong of the type /ae/ will be adequate.

The English Diphthong /eɪ/: During the articulation of /eɪ/, the glide is from the front unrounded vowel /e/ between half-close and half-open to the front unrounded vowel /ɪ/ just above the half-close position. It occurs initially, medially and finally. For example :

age = /eɪdʒ/

day = /deɪ/

break = /breɪk/

The Khortha speakers face some problems in articulating this English diphthong with an exactitude as they are in the habit of replacing this English diphthong by their own diphthong /əɪ/. Therefore it needs some practices for them to replace the beginning vowel /ə/ by /e/. If it is done so "the result will be sufficiently near approximation to /eɪ/" (Daniel Jones, pp 100).

Khortha Diphthong /oe/: During the articulation of diphthong /oe/, the glide begins from /o/ between half-close and half-open and proceeds towards /e/. It occurs medially and finally but rarely initially. For example:

/toen/ = You people

/toye/ = You

The English language does not have this Khortha diphthong /oe/.

The English Diphthong /ʊə/: To produce this /ʊə/ sound, our mouth starts moving on the position of the /ʊ/ and finishes on the position of the /ə/ sound. So in this case our

mouth goes from being almost closed with slightly rounded lips like we are going to kiss someone, /ʊ/, to being slightly open with

relaxed lips, /ə/. As for its distribution, /ʊə/ occurs medially and finally. For example:

Poorly = /pʊəli/

Moor = /mʊə/

During = /'djʊəriŋ/

Europe = /'jʊərəp/

Poor = /pʊə(r)/

The most common mispronunciation of /ʊə/ by the Khortha speakers is to begin with an /u:/ instead of /ʊ/. They often add /r/ sound at the end of the diphthong when there is an r in the spelling. Thus it is very common to hear the Khortha speakers to pronounce poor as /pu:ər/ instead of /pʊə/. It is quite easy for them to correct such errors as soon as they have learnt to make /ʊ/ with /ə/.

The Khortha Diphthong /ʊə/: During the articulation of Diphthong /ʊə/ the glide begins from /ʊ/ between close and half-close and proceeds towards /ə/. It occurs medially and finally but rarely initially. It follows with an example:

/chaʊə/ = Small child

/Babʊə/ = Son/wife

English language does not have this Khortha diphthong /ʊə/.

half-open unrounded vowel /e/ to the central unrounded vowel /ə/ between half-close and half-open. As regards of its distribution, this diphthong occurs initially, medially and finally. For example:

The English Diphthong /eə/: During the articulation of /eə/, the glide is from the front

Aeroplane = /eərepleɪn/

Fear = /deə/

Air = /eə/

There = /ðeə(r)/

The Khortha speakers make the mistake of sounding some kind of /a/ at the end of it or sometimes lengthening /e/. When these faults have been corrected others generally remain.

by starting the glide from the central unrounded vowel /ə/ towards /e/. It occurs initially and medially. For examples:

The Khortha Diphthong /ae/: During the articulation of diphthong /ae/, is articulated

/ Khab-ae-lo/ = Made to eat (Khilaya)

/khaelo/ = ate

/aelo/ = He came

The English language does not have this Khortha diphthong /ae/.

Pedagogical Implications

Methods and techniques are vividly changing and growing in the field of ELT. Therefore, it is very necessary that every teacher must be aware so that they can draw from best practices and benefits the learners. While teaching English, a teacher should take a close observation of these two languages. The points of observation from the Khortha, should be highlighted to make learners aware of it. Apart from methods and techniques, teacher should motivate the learners to use a standard pronouncing dictionary and practice regularly.

References

1. Balasubramanian, T. (1981), A Text Book of English Phonetics, Macmillan India Ltd.
2. Mehto, Nageshwar. (2016), Khortha Lipi and Vyakaran, Nav Jagriti Manch.
3. Tiwari, Bholenath. (1966), Hindi Bhasa, Kitab Mahal, New Delhi.
4. Tully, Mark. (1997), "English: An advantage to India", In ELT Journal.
5. Gibson, A.C. (1970), An Introduction to the Pronunciation of English, Edward Arnold.
6. Kumar, Arvind. (2014), Khortha Awam Nagpuri ka Tulnatmak Bhasa Vaigyanik Adhayan, Jharkhand Jharokha, Ranchi.

Maharshi Kanada – The propounder of Atomic Theory[600 BCE]

Maharshi Kanada was ancient Indian scientist, sage and philosopher who founded the philosophical school of Vaisesika and authored the text Vaisesika Sutras or Aphorisms. He pioneered atomic theory, described dimension, motion, chemical reactions of atoms. Vaisesika Sutras are a blend of science, philosophy and religion. The essence of these Sutras is the atomic theory of matter. It was Kanada who originated the idea that anu (atom) was an indestructible particle of matter. An interesting story states that this theory occurred to him while he was walking with food in his hand. As he nibbled at the food in his hand, throwing away the small particles, it occurred to him that he could not divide the food into further parts and thus the idea of a matter which cannot be divided further came into existence. He called that indivisible matter anu, i.e. atom. He also stated that anu can have two states – Absolute rest and a State of motion

IMPACT OF THE COVID-19 PANDEMIC ON STRESS AND MENTAL HEALTH IN INDIA: A DESCRIPTIVE STUDY

Loveneesh Goutam

Research Scholar, Ranchi University

Luvgoutam1991@gmail.com

Neha Kumari

Research Scholar

Ranchi University, Neha.tiwari90492@gmail.com

M: 6202083599

Abstract

The first-ever outbreak of COVID-19 has been strongly impacting humanity and continues to affect all segments of the population since its beginning. Currently, people all over the world have been affected by the COVID-19 which is the 5th pandemic after the 1918 flu pandemic. The Covid-19 pandemic has caused significant distress around the world. It is a major health crisis affecting several nations with over 61.8 million reported cases and 1.4 million confirmed deaths reported to date. Extensively we know that apart from the evident physical symptoms in case of infections, Covid-19 outbreaks are associated with serious mental health consequences. This pandemic has had adverse effect on public mental health. Therefore, monitoring and supervision of the public mental health during this crisis is an immediate priority. India, like other countries, imposed a nationwide lockdown to restrain and control the transmission of the virus. A public lockdown has been used as an efficient public health measure to fight against the exponential spread of the corona virus disease (Covid-19) and helps the health system to manage the number of patients. Apart from fighting against Covid-19 this lockdown is making people to feel anxious, distressed or worried: fear of contracting the virus, stress and anxiety related to isolation and quarantine measures; distress about separation with family members; fear of longer term impacts of the global obstruction; among other reasons. The first-ever global outbreak of COVID-19 has been strongly impacting humanity and continues to affect all segments of the population since its origin. This study attempts to explore and analyze psychological distress, anxiety and depression among the public residing in India during the lockdown period in COVID-19 pandemic.

Keywords: pandemic, infection, quarantine, lockdown, depression, anxiety, mental health

Introduction

COVID-19 is an infectious disease caused by a newly discovered corona virus. Most reports demonstrate that this newly discovered Corona virus was first reported in Wuhan, of Hubei Province in China, on 31 December 2019. Now, it has spread rapidly to affect several countries. According to WHO '*Corona viruses (Covid-19) are a large family of viruses that cause sickness ranging from the common cold to more severe diseases such as*

Middle East Respiratory Syndrome (MERS-CoV) and Severe Acute Respiratory Syndrome (SARS-CoV). Symptoms of the Corona virus infection include fever, chills, cough, sore throat, nausea and vomiting, and diarrhea. People having a history of underlying diseases are more likely to be infected with the virus and would experience worse outcomes. Severe cases of the disease can lead to heart, and respiratory failure, acute respiratory syndrome, or even death. In addition to the physical impacts, COVID-19 can have serious effects

on people's mental health. A novel corona virus is a new strain which transmitted between animals and humans. Generally, corona virus can cause more severe symptoms in people with weakened immune systems, older people, and those with long term conditions like diabetes, cancer and chronic lung disease. On March 11, 2020, COVID-19 is declared as a pandemic by the World Health Organization (WHO) which means a global disease outbreak threatening the world. The virus spread very quickly amongst people in almost 210 countries, areas or territories with 61.8 million reported cases and 1.4 million deaths globally since the beginning of the pandemic. The countries such as USA, Spain, Italy, France and Germany are in the top five countries in the world having the high infection level are still spiking.

The COVID-19 epidemic has intensely impacted the physical and psychological health of people. The governments of the different countries of the whole world imposed a lockdown on their citizens to allow the health system to manage the number of patients in hospital and ensure that they receive proper care in the context of the Covid-19 outbreak. Very recent scale surveys or survey projects on Covid-19 conducted all around the world (e.g., China, Korea, Iran and United Kingdom) suggest that the lockdown situation generates new or heightened emotional states in the form of an increase in psychological distress and caused serious damage to public mental health.

A topical study published by Brooks et al. (2020) in the *Lancet*, reviewed a large number of previous studies and reported the effect of quarantine on the mental health of patients. The causes of stress included longer quarantine duration, fears of infection, helplessness, frustration, boredom, inadequate supplies, inadequate information, financial loss and stigma. The risk of infection of Covid-19 Pandemic for people as well as uncertainty about this disease, could produce chronic stress that has consequences for mental and physical health.

Scope of the Study

This study was mainly planned to evaluate the impact of Covid-19 virus on people of India, relating to their mental health in lockdown period due to fear of infectious diseases, and to know what kind of Protective measures taken by government for their public.

Objectives of the Study

The objectives of the study are:

- The aim of this study is to analyze the existing prevalence of stress, anxiety and depression in the general population during the COVID-19 pandemic.
- This study will discuss about some emerging concepts related to mental distress or disorders and suggest strategies to prevent and promote mental health in individuals during this crisis.
- To know the protective measures taken by government since this pandemic outbreak.
- To know the causes which are affecting the people's mental health.
-

Materials and methods

For the purpose of this study the contents have been taken from relevant articles from journals and websites. The method used is analytical and descriptive. The study is based on the available secondary sources of information. The study is a combination of both theoretical as well as analytical works. The whole work is to some extent narrative and to a greater extent, it is analytical.

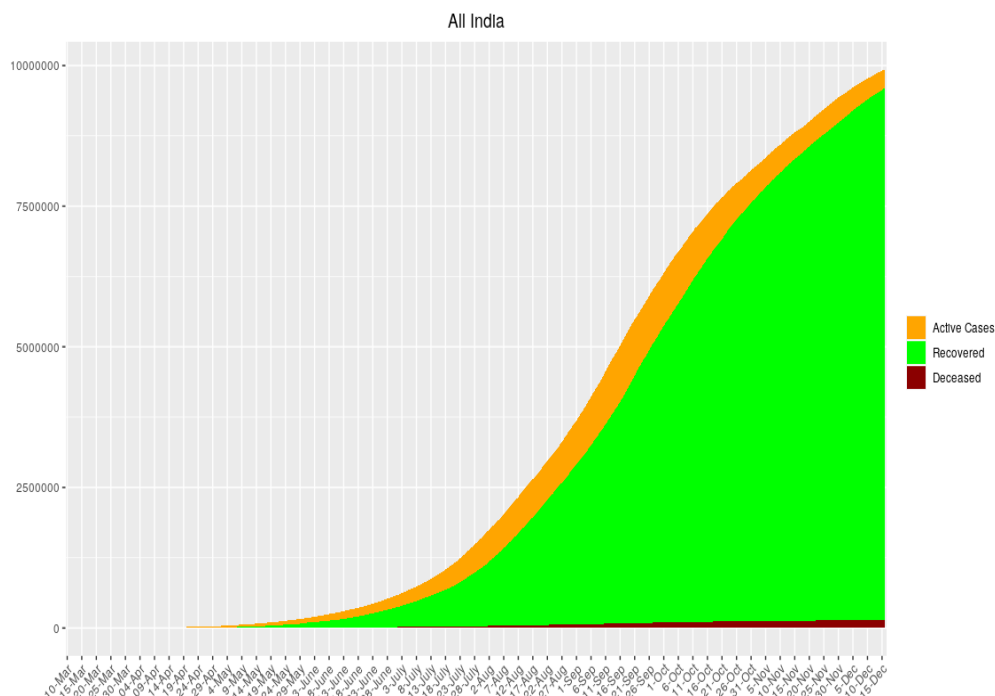
The Pandemic Profile of Covid-19 in India

India reported its first COVID-19 case on 30 January 2020 from Kerala and ever since the numbers have been increased each day. The current statistics from the Ministry of Health and Family Welfare as on 6 December 2020 there are approximately **4,03,248** active cases and **1,40,182** deaths from COVID-19 in 35 states and union territories. The states which are worst affected in India include,

Maharashtra, Gujarat, Delhi, Rajasthan, Tamil Nadu, Madhya Pradesh and Uttar Pradesh.

The following figure, illustrates the periodic stiff rise of COVID-19 infection cases in India till December 15, 2020

Figure 1: COVID-19 infection cases in India till December 15, 2020



Source: <https://www.isibang.ac.in/~athreya/incovid19/>

WHO declared novel corona virus disease a pandemic on 11 March 2020, it called the member states to take immediate and aggressive actions and scale up response to disease which includes detect, test, treat, isolate, trace, and mobilize their people to reduce transmission of virus. In order to prevent the spread of disease, the entire nation was lockdown for 21 days from 25 March 2020 to 14 April 2020, which later was extended as a national response in view of growing number of cases till 3 May 2020. India's response to the pandemic was quick as the country sealed its international borders and enforced an immediate lockdown. The lockdown time has provided the government machineries to organize towards its readiness for a likely improvement in infection rate in subsequent weeks. At the same time the country combats with the unique pre-existing challenges, such as large population size of 1.35 billion across various states, broadening

socioeconomic inequalities and health disparities.

Situational Analysis of Covid-19

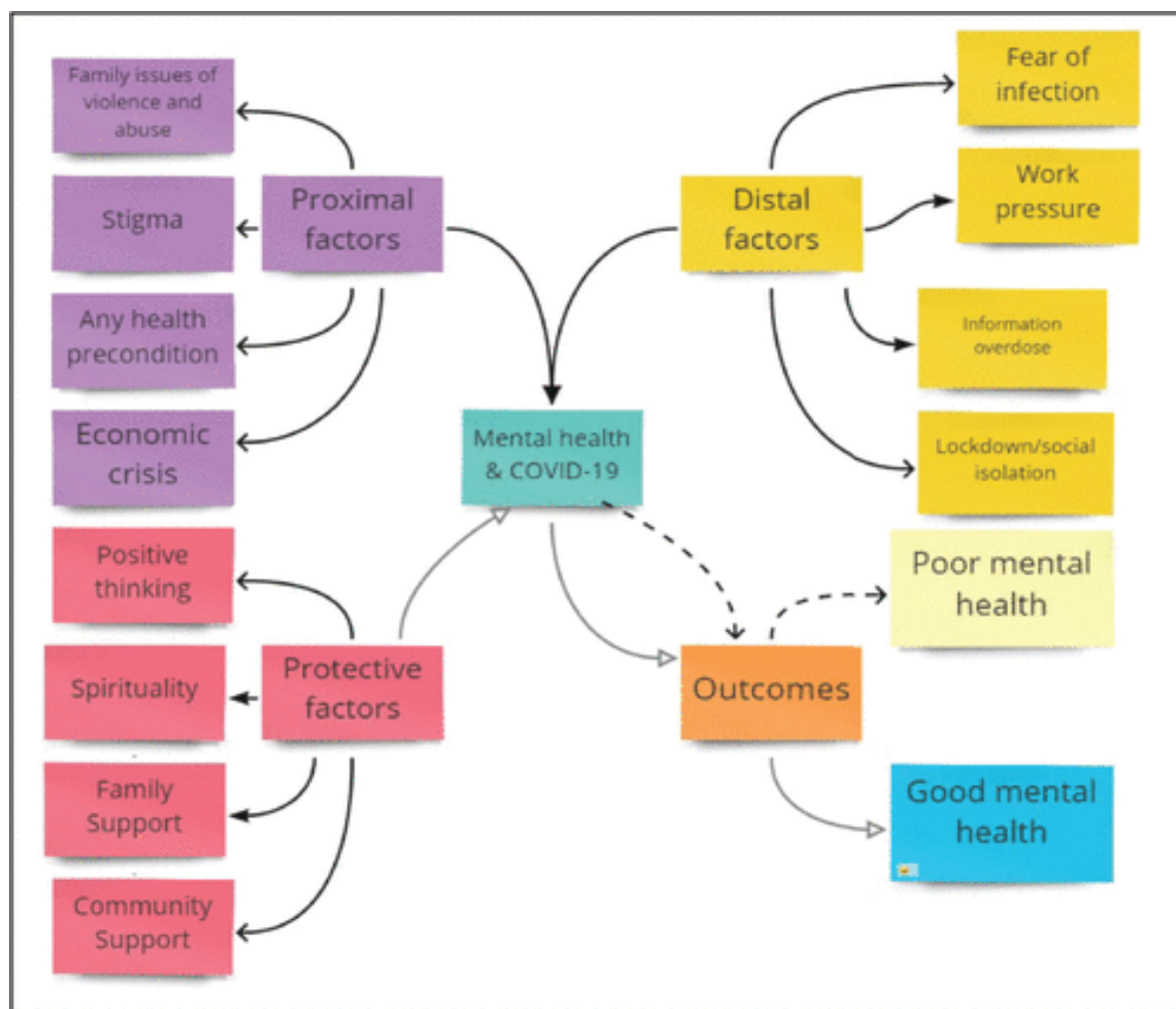
In India, a large portion of population have diverse and vulnerable life situations, such as people with weakened immune systems, older people and poor with chronic or acute diseases, migrant laborers and people stranded in locations other than own home, quarantined individuals in their homes or public facility, and families of those suffering or quarantined. Such large numbers of people are vulnerable and may show signs and symptoms of mental distress, anxiety, and emotional problems.

The current situation of COVID-19 is exercising a stress on the individuals and the families who may be directly affected by the virus or hit indirectly due to fear of infection, social isolation, financial crisis or factors illustrated in the below mentioned conceptual

diagram. The following Figure shows a conceptual framework of the causes and its interrelationships of outcomes of mental health of individuals in the context of this pandemic. Risks to mental health are an outcome of

interaction of various factors; both proximal and distal. While the proximal factors directly cause the disease, the distal causes act indirectly via many intermediary causes.

Figure 2: A conceptual framework of the causes and its interrelationships of outcomes of mental health of individuals in the context of Covid-19



Previous studies and social media platform give a glance of societal reflections and reaction on how the various entrenched socio cultural factors shaping the individuals' responses in this pandemic. In the context of SARS, Das (2001) reported that fear resulted from the unknown cause of the disease and a possible fatal outcome. There are many psychosocial stressors in this situation which could lead to various psychosocial and mental health outcomes.

In the present situation of national lockdown, continuous social media news on COVID-19

are the cause of stress, anxiety, fear of infection and common over-reactive behavior, among the general public. The news channels are overloaded of incidents and personal accounts of people of healthcare workers, patients, suspects and quarantined families who are facing stigma and discrimination by the communities. There is an upsurge of information on the virus coming from all sources such as news, mobile notifications, WhatsApp messages, social media updates etc. The thoughts and fears could be overwhelming and all-consuming.

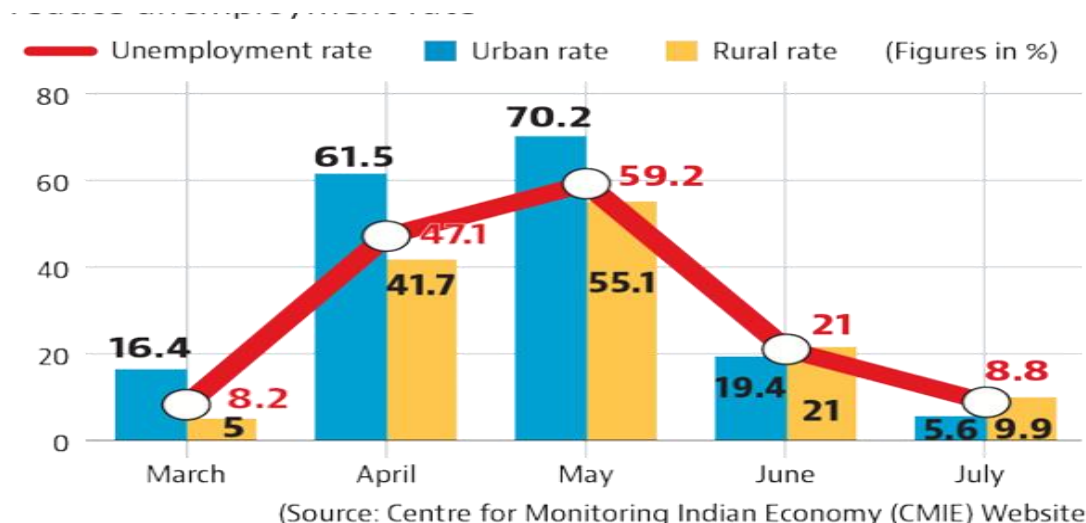
There have been reports of a sudden increase in domestic violence and child abuse cases in middle of the COVID-19 crisis. During this lockdown period, there have been a number of stressors which have caused distress amongst people, for example, quarantine, pay-cuts, unemployment, uncertainty, fear, violence, abuse etc. While quarantine is a necessary preventive measure to restrain the spread of virus infection, many studies have reported a negative psychological impact of quarantine on individuals (Brooks et al., 2020).

The lockdown has given a rise in domestic violence according to the statistics released by the National Commission of Women. The total number of complaints from women rose in the period between 23rd and 30th of March 2020.

During the time, 214 complaints were received out of which 58 are of domestic violence (*India Today*, 31 March 2020). During the 11 days' lockdown period the Government of India's 'Childline' helpline has received more than 92,000 distress calls on abuse and violence requesting for protection, this period became extended confinement for children confined with their abusers at home (*The Economic Times*, 2020).

According to a survey by the Center for Monitoring Indian Economy (Nag, 2020), India's unemployment rate could have climbed to more than 20 per cent as the economy lost due to loss of jobs after a national lockdown took effect in the last week of March 2020.

Figure 3: Employment during lockdown



There are abundant of research literature and study on negative effects of unemployment on mental health (see Paul & Moser, 2009). In India the sudden and unexpected enforcement of the nationwide lockdown evidently impacted the underprivileged and vulnerable populations very badly. Due to deep anxiety related to the loss of livelihood and starvation among migrant workers in the informal sector, there has been a mass urban-rural reverse migration.

The WHO (2020a) reported that COVID-19, being a new disease, is bound to cause

confusion, anxiety and fear amongst people. Due to associated stigma people can be enforced to hide their symptoms of disease due to fear of discrimination, prevent people from seeking health care immediately and may discourage them from adopting healthy behaviours. There are some reported cases of suicide in India related to corona virus in various newspapers.

There are reports in all broadcasters, newspapers and social media about the concerns and stressors arising due to this virus infection related situation which are causing psychosocial stress amongst individuals,

families and communities which could be an underlying cause for mental distress.

Impact of Covid-19 on stress and mental health

The COVID-19 pandemic has had a significant impact on public mental health. Therefore, monitoring and evaluating the mental health of population during this crisis is an immediate priority. This pandemic is causing people to feel anxious, distressed or worried: fear of contracting the virus, of family becoming sickened; stress and anxiety related to isolation and quarantine measures; unemployment, pay cut, distress about separation with family members; fear of longer term impacts of the global disruption; among other reasons. In times of a pandemic, people tend to experience fear of getting infected with the virus resulting in anxiety, stress, and depression, etc.

- **Stress:** Stress can be explained as a feeling of emotional and physical tension which arises from any event that threatens our homeostasis.
- **Anxiety:** The fear of the unknown is termed as anxiety, it is the body's natural response to stress.
- **Depression:** Depression is viewed as a state of disinterest in daily activities.

According to the International Committee of the Red Cross(ICRC) this global pandemic may increase this stress exponentially. The current COVID-19 pandemic has given rise to the situations where the population suffers the risk of anxiety and depression, substance use, loneliness and domestic violence; and with schools closed, there is a very real possibility of an epidemic of child abuse. Furthermore, in this Covid-19 period, it is critical to consider not only the disease-related perceived stress but also the consequences for life of being locked down at home, as well as the direct and indirect effects on daily psychological and social functioning.

In India, the present lockdown affects people differently with regards to their sex, profession, socioeconomic status or their residing place, etc. According to the 10th edition of the LinkedIn Workforce Confidence

Index released on Thursday, 47 per cent of Indian women and 38 per cent of men are experiencing more stress or anxiety due to the COVID-19 pandemic. This result points towards a disproportionate impact on women in these hard times. The challenges of childcare during the pandemic are also underscored by the survey.

People are leaving supermarkets and their panic buying is indicative of how anxious they are in times of the pandemic. Students from all over the world, are also experiencing distress because of the uncertainty of examinations in their schools and colleges, and with regards to availability of jobs, etc. The impact of online teaching is not optimum, even though teachers are trying their level best to teach their students online. The primary reason of this inefficiency is that all students are unable to afford online platforms usage and smoothly transition to online learning which can have a huge negative effect on students' career path. The anxiety issues among students during Covid-19 are related to their poor economic conditions, daily life events and hampered academic activities.

Associations of COVID-19 and Mental Health in India

Widespread outbreaks of infectious disease, such as COVID-19, are associated with psychological distress and symptoms of mental illness. More than one third of the world's population has been put under lockdown with restricted movements to prevent the widespread of the virus. People have been strictly advised to maintain social distance, wear a mask, and sanitize their hands frequently. India is no different from rest of the world, a nationwide complete lockdown had been implemented in India also.

After the declaration of a national lockdown on 25 March, within five days Kerala had reported eight cases of suicide by individuals, who failed to cope with alcohol withdrawal (quoted in Yadav, 2020) because cessation of alcohol consumption after a long duration of very heavy drinking may cause the alcohol withdrawal syndrome. According to psychological research the severity and pattern of bodily and mental disturbance varied from

individual to individual, that it could lead to self-harm.

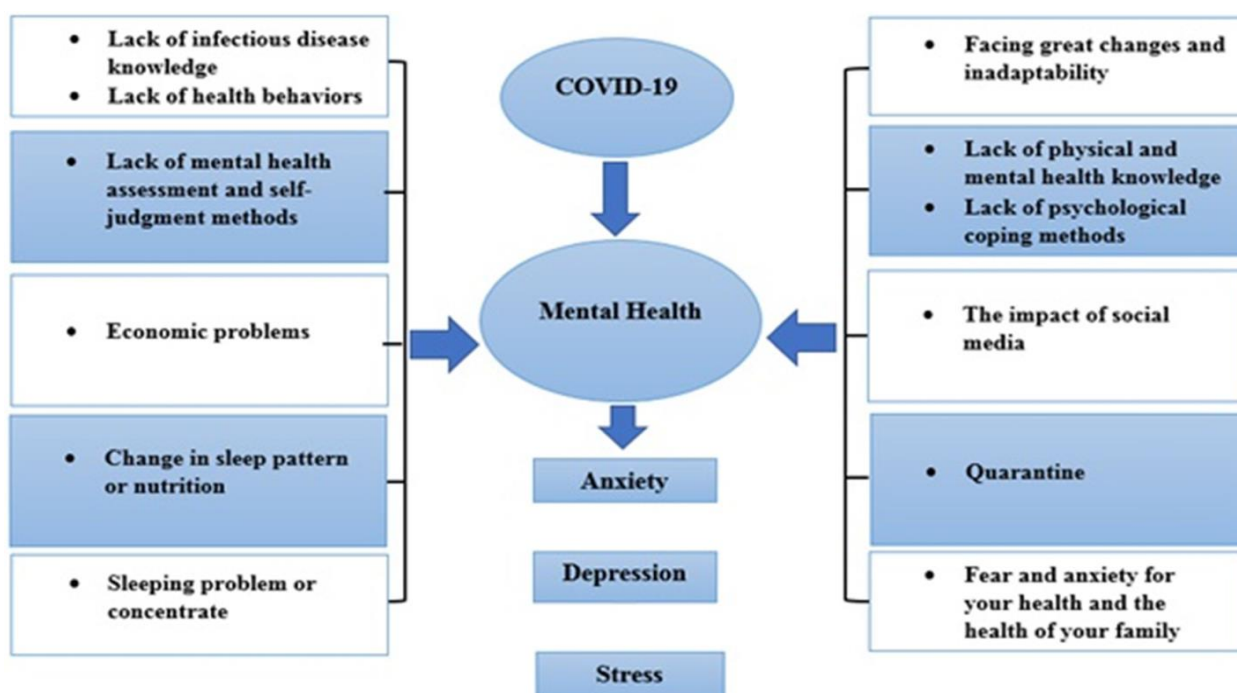
The other two cases of attempt to suicide, brought to the hospital related to fear of contracting the COVID-19 infection was studied by Sahoo et al. (2020). The authors mentioned that in both the cases, the depression and anxiety were fuelled by the information overload in the newspapers and social media, related to COVID-19. If the patients had the right information with respect to COVID-19 infection both the attempts could have been prevented.

The psychiatrists of leading hospitals in New Delhi explained that depressive patients had started complaining of stress and anxiety related to fear of COVID-19. Some patients expressed the fear of contracting the virus infection, while others expressed uncertainty related to losing the job or family disturbances. The rising level of disharmony

and discords in the family atmosphere due to lockdown, lack of social connectivity for patients and withdrawal symptoms for alcohol and substance users who are habituated and dependent is a matter of concern for various experts.

This pandemic has had a harmful effect on the public mental health which can even lead to psychological crisis. The individuals are more likely to experience fear of getting sick or dying, feeling helpless, and being stereotyped by others. Early identification of the early psychological disorder in individuals makes the intervention strategies more effective. The following figure shows the association of COVID-19 and mental health:

Figure 4: Association of COVID-19 and mental health:



Source: <https://globalizationandhealth.biomedcentral.com/articles/10.1186/s12992-020-00589-w>

In a society, nervousness and anxiety affect everyone to a large extent. Recent evidence suggests that people kept in isolation and quarantine experience significant levels of

psychological disorders. During the COVID-19 pandemic the affected individuals show several symptoms of mental trauma, such as emotional distress, depression, stress, mood swings, irritability, insomnia, attention deficit hyperactivity disorder, post-traumatic stress,

and anger. Nevertheless, in the current situation, it is challenging to accurately predict the psychological and emotional consequences of COVID-19. COVID-19 may affect the mental health of individuals at several layers of society, ranging from the infected patients, and health care workers, to families, children, students, patients with mental illness, and even workers in other sectors.

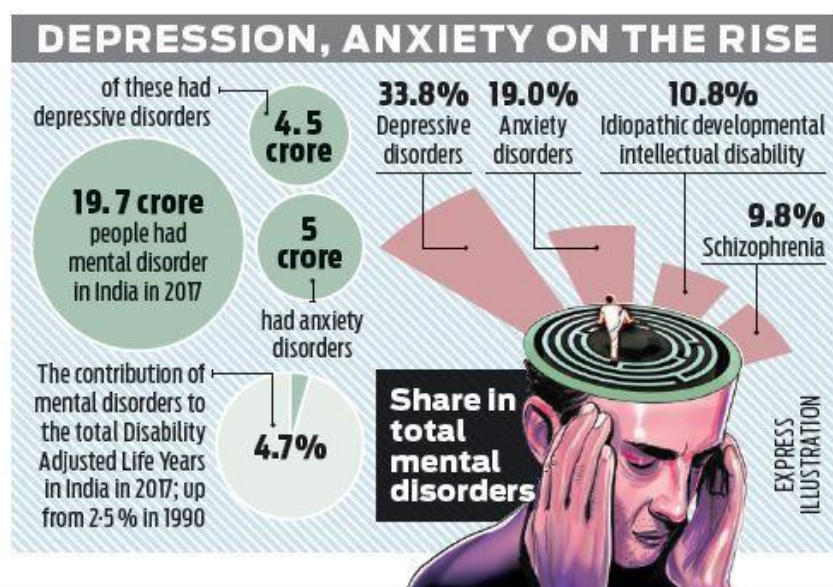
According to the epidemiological studies women are at a higher risk of anxiety, depression and stress than men. In the recent studies, the prevalence of anxiety and depression and stress during COVID-19 pandemic is shown to be higher in women than in men. Aging increases the risk of COVID-19 infection and mortality, however, the results of existing studies show that during the pandemic, the levels of anxiety, depression and stress are significantly higher in the age group of 21–40 years. The main reason for this seems to be that this age group is concerned about the future consequences and economic

challenges caused by the pandemic, as they are key active working forces in a society. Some researchers have argued that a greater anxiety among young people may be due to their greater access to information through social media, which can also cause stress.

Mental Health Infrastructure and Challenges Ahead

In India, 10 per cent of the population has common mental disorders and 1.9 per cent of the population suffers from severe mental disorders. Schizophrenia, bipolar affective disorder (BPAD), depression, anxiety disorders, psychoses, phobia, suicide, mood disorders, neurotic or stress related disorders, post-traumatic stress disorder, marital disharmony, sleep disorders, alcohol dependence and substance misuse and dementia are becoming common problems in the general population.

Figure 5: Cases of depression and Anxiety during the lockdown period



<https://www.newindianexpress.com/nation/2019>

The major challenges faced by Indian mental health system is lack of knowledge about the mental illnesses and lack of adequate mental health services. The inadequacy exists in both areas, such as infrastructure and human resources. India spends less than 2 per cent of

its annual health budget on mental health which is far less than many countries of the world. Due to lack of awareness, stigma is observed which results in poor utilisation of the available services and problems continue to compound and persist. An effective engagement of communities in preventing and

promoting mental health of the populations is required. In context of the present COVID-19 situation where there is likelihood of grave mental health problems in communities, with the given challenges it is going to be an uphill task for the India.

Solutions

While discussing the responsible factors, there could be instantaneous discussion on protective factors that may aid in promoting good mental health among population. In the current scenario where physical health is a priority due to the spread of the virus infection, the subsidiary issues and concerns have to be checked and prevention at level of individuals, families and communities. There are three main preventive strategies for better mental health amongst populations; planning for loneliness, having mechanisms for surveillance, reporting and intervention for individuals at risk or abuse, and lastly and most importantly to bolster the mental health system and prepare for the parallel challenges that COVID-19 has brought with it.

The WHO (2020b) also has shared strategies to enable global population to stay mentally healthy during this unprecedented global health crisis. In summary, it implores people to engage in routine activities, stay calm, indulge in hobbies, stay connected through social media, talking to friends or counsellors in case of unmanaged anxiety or fear, doing physical exercises and not resorting to alcohol or drug to deal with emotional problems.

Governments and health officials must provide accurate information to the public related to this pandemic, rebut rumors in a timely manner, and reduce the impact of wrong information on the general public's emotional state. These high level activities result in a sense of public security and potential psychological benefits. Governments and health authorities need to ensure that infrastructure is provided to produce and supply adequate amounts of personal protective equipment (PPE), e.g. masks, hand sanitizers and other personal hygiene products during the COVID-19 pandemic. The use of electronic devices and applications to provide counseling can reduce the psychological

damages caused by COVID-19, and can consequently promote social stability. In addition, the other such important frontline workers are police, the essential services providers, the government officials need to be protected physically, mentally, legally and financially for their persistent courage and service.

Conclusion

The COVID-19 pandemic has created an emergency state globally in just a few months. This pandemic has not only raised concerns over physical health of general, but has also caused a number of psychological and mental disorders. The current global pandemic situation required a multidimensional approach towards healthcare delivery. It needs a holistic delivery model that takes into account the physical, mental, social and spiritual health of patients and communities. The public health systems must be strengthened to incorporate these aspects of health care delivery by making their workforce more responsive and prepared to handle the burden of pandemic. The governments should organise and provide uninterrupted access to critical services to the most vulnerable groups and populations. According to our analysis, it can be concluded that the COVID-19 pandemic can affect mental health in individuals and different communities. Therefore, in the current crisis, it is vital to identify individuals prone to psychological disorders from different groups and at different layers of populations, so that with appropriate psychological strategies, techniques and interventions, the general population mental health is preserved and improved. It is essential to preserve the mental health of individuals and to develop psychological interventions that can improve the mental health of vulnerable groups during the COVID-19 pandemic.

References

1. Ho C. S. H. (2020). Mental health strategies to combat the psychological impact of coronavirus disease 2019 (COVID-19) beyond paranoia and panic. **Annals of the Academy of Medicine Singapore**, 49(3), 155–160

2. Gao J., Zheng P., Jia Y., Chen H., Mao Y., Chen S., Wang Y., Fu H., Dai J. (2020). Mental health problems and social media exposure during COVID-19 outbreak. **PLoS ONE**, 15(4), 1–10. 10.1371/journal.pone.0231924
3. Duan L., Zhu G. (2020). Psychological interventions for people affected by the COVID-19 epidemic. **The Lancet Psychiatry**, 7(4), 300–302.
4. Cullen W., Gulati G., Kelly B. D. (2020). Mental health in the COVID-19 pandemic. **QJM : Monthly Journal of the Association of Physicians**, 113(5), 311–312. 10.1093/qjmed/hcaa110
5. Cheng S. K. W., Wong C. W., Tsang J., Wong K. C. (2004). Psychological distress and negative appraisals in survivors of severe acute respiratory syndrome (SARS). **Psychological Medicine**, 34(7), 1187–1195.
6. Chatterjee S. S., Malathesh B. C., Mukherjee A. (2020). Impact of COVID-19 pandemic on pre-existing mental health problems. **Asian Journal of Psychiatry**, 51, 102071.

Web References

7. <https://link.springer.com/article/10.1007/s10597-020-00664-x>
8. <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0239696>
9. [https://www.thelancet.com/article/S0140-6736\(20\)30460-8/fulltext](https://www.thelancet.com/article/S0140-6736(20)30460-8/fulltext)
10. [https://www.ajicjournal.org/article/S0196-6553\(20\)30638-6/fulltext](https://www.ajicjournal.org/article/S0196-6553(20)30638-6/fulltext)
11. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7342058/>
12. <https://link.springer.com/article/10.1007/s11356-020-11235-8>
13. <https://www.sciencedirect.com/science/article/pii/S2405844020312433>
14. https://www.who.int/health-topics/coronavirus#tab=tab_1
15. <https://journals.sagepub.com/doi/10.1177/0972063420935544>
16. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7151415/#bib0025>
17. <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0236465>
18. <https://globalizationandhealth.biomedcentral.com/articles/10.1186/s12992-020-00589-w>
19. <https://www.nejm.org/doi/full/10.1056/NEJMp2008017>

NEW BOOKS

The Daughter's Tale by Armando Lucas Correa

Armando Lucas Correa: Correa, an award-winning journalist, editor, and author, has written two books about families who face incredible circumstances during World War II. With the international bestseller *The German Girl* on his roster, Correa delivers again with the poignant and heart-wrenching *The Daughter's Tale*. Correa's journalism background lends itself to his novels beautifully; they are well researched, thoroughly investigated, and told with reverence and respect for the subject matter. If you're a lover of authentic historical fiction, you should definitely pick up Correa's books.

A STUDY ON SATISFACTION OF STUDENTS FOR DISTANCE EDUCATION COURSES IN SIVAGANGA DISTRICT

Dr. R. Ganapathi

Assistant Professor, Directorate of Distance Education

Alagappa University, Karaikudi. Pin Code – 630 003.

Tamil Nadu State. E-mail: meenaramganapathi@gmail.com

Mobile: **98422 33248**

Abstract

Distance educational programmes of almost all universities and premier institutions are highly flexible and they are focusing on personalized learning among distance education students. The findings elucidates that the students of distance education are satisfied with course materials in distance education are highly relevant, faculty members are encouraging them to participate in discussions, they are interacting freely with faculty members during the contact classes, faculty members are treating them with respect and individually, faculty members are motivating them for their effectual learning, assignments of distance education courses are largely useful and faculty members are taking classes very effectively with clarity, Significant difference is witnessing amongst satisfaction of students for distance education courses and their profile. Satisfaction of students for distance education courses is positively, significantly and highly related with their academic success. Thus, officials of distance education should inform students clearly and study materials for distance education courses must be available in university websites in electronic formats. In addition, evaluation of courses in distance education should be fair and accurate.

Key Words: Academic Success, Distance Education, Satisfaction

1. INTRODUCTION

Distance education is emerged and expanded higher education among large population of all the nations in the last two decades and it is also playing an important role in learning and teaching process in order to meet educational aspirations of all sections of society (Daniel and Kamioka, 2017). In the distance education learning settings, students have to be encouraged for their effective learning because students and faculty members are geographically separated (Banerjee and Brinckerhoff, 2002). Distance educational programmes of almost all universities and premier institutions are highly flexible and they are focusing on personalized learning among distance education students (Sahin, 2007). Because of its flexibility, students are choosing a particular course among variety of options available in distance educational settings, assisting with web sites and educational mobile applications that will facilitate self and convenient learning among

distance education students (Chang and Smith, 2008). Furthermore, distance education in India and especially in Tamil Nadu is rapidly growing in recent times due to its variety of programmes and courses that are highly supporting to achieve personal educational goals, development of career and continuous learning and enhancement of knowledge (Kuo et al 2013). Quality and standards of distance education programmes, instructions, effectiveness of teaching and learning atmosphere are highly related with satisfaction of students of distance learning (Elliott and Shin, 2002). In distance education, satisfaction of students is feelings and expression of students about their learning experience, interaction with faculty members; structure and content of course, support and services (Yukselturk and Yildirim, 2008). The success of distance education programmes is highly relying on satisfaction of their students in the aspects of interaction, encouragement,

delivery of services and support given to their students (Johnson et al 2010) and satisfaction of distance education students is influencing their academic success considerably. Therefore, it is necessary to study satisfaction of students for distance education courses.

2. REVIEW OF RELATED LITERATURE-

Ali and Ahmad (2011) found that students were satisfied with content and design of courses, interaction between instructors and students, encouragement of instructors, knowledge and teaching effectiveness of instructors and treatment of students. Performance of instructors, interaction among students and instructors and evaluation of courses were positively and significantly with satisfaction of students. Strong et al (2012) concluded that learning environment was significantly and positively associated with social presence and both learning environment and social presence were having significant effect on satisfaction of students. Besides, collaboration of students, assignments, learning experience and personal interests were affecting satisfaction of students. Barbera et al (2013) revealed that students were satisfied with design and content of course, learning methods, instruction, social presence, interaction, knowledge of instructor, discussions with instructors and motivation and these factors were significantly and positively influencing satisfaction of students. Thapliyal (2014) indicated that encouragement of faculty members, content of course, interaction, effectiveness of teaching, assignments, discussions, evaluation, feedback and personal motivation were significantly affecting satisfaction of students. Academic performance of students was positively associated with their satisfaction about distance education courses. Tsedzah and Obuobisa-Darko (2015) showed that content of course, assistance, interaction among students and faculty members, discussions, quality of teaching, supporting services, flexibility, convenient, feed back, delivery of course materials and interest of students were significantly influencing their satisfaction and it was positively related with their academic success. Dhaqane and Afrah (2016) found that quality of lecturers, effectiveness of teaching, course materials, educational services, discussions, interaction, collaborative learning,

course content, feedback, evaluation, assignments and practical works were significantly influencing satisfaction of students and it was significantly related with their academic performance. Caliskan et al (2017) concluded that content of course, effectiveness of teaching, conduct classes, participation in discussions, and interaction with teaching faculties, orientation programmes and assignments were significantly affecting satisfaction of distance education students. Significant difference was there amongst demographics of students and their satisfaction. Agbanu et al (2018) revealed that students were highly satisfied with programmes of distance education. Performance of instructor, administrative support, course content and interaction among instructors and students were significantly influencing satisfaction of distance education students. In addition, learning environment and adequacy of course materials were also affecting their satisfaction. Tandilashvili (2019) indicated that effectiveness of response to queries, assistance of administrative employees, value of course, interaction among students and faculties, assignments, discussions, quality of teaching, delivery of supporting services, effective communication and course materials and evaluation were significantly and positively related with satisfaction of students. Venkateswarlu et al (2020) showed that competent faculty members, infrastructure facilities, quality of teaching, delivery of educational services, interactions among faculty members and students, location, reputation of institution and career support were significantly and positively related with their satisfaction of students.

3. OBJECTIVES OF THE STUDY

- To study satisfaction of students for distance education courses.
- To find difference amongst satisfaction of students for distance education courses and their profile.
- To examine relation amongst satisfaction of students for distance education courses and their academic success.

4. HYPOTHESES OF THE STUDY

- There is no significant difference amongst satisfaction of students for distance education courses and their profile.
- There is no significant relation amongst satisfaction of students for distance education courses and their academic success.

5. METHODOLOGY

Sivaganga district is selected for this study. Students of distance education are chosen through random sampling method and data are collected from 200 students of distance education through online survey. Profile of students is studied by using percentages and satisfaction of students for distance education courses is examined through mean and standard deviation.

Difference amongst satisfaction of students for distance education courses and their profile is found by using ANOVA test and t-test. Relation amongst satisfaction of students for distance education courses and their academic success is examined by employing simple correlation analysis.

6. RESULTS

6.1. PROFILE OF STUDENTS

The profile of students is disclosed in Table-1. Larger than half of them are female (54.50 per cent), nearly two fifth of them are in 36– 45 years of age (38.50 per cent), near to three fifth of them are in arts stream (56.00 per cent), larger than two fifth of them are in monthly income of Rs.15,001 – Rs.20,000 (43.00 per cent) and near to three fifth of them are studying under graduation course (58.50 per cent).

Table-1. Profile of Students

Profile	Number (n = 200)	Percentage
Gender		
Male	91	45.50
Female	109	54.50
Age		
Less than 25 Years	25	12.50
26 – 35 Years	68	34.00
36– 45 Years	77	38.50
More than 45 Years	30	15.00
Academic Stream		
Science	88	44.00
Arts	112	56.00
Monthly Income		
Below Rs.15,000	29	14.50
Rs.15,001 – Rs.20,000	86	43.00
Rs.20,001 – Rs.25,000	66	33.00
Above Rs.25,000	19	9.50
Course		
Under Graduation	117	58.50
Post Graduation	83	41.50

6.2. SATISFACTION OF STUDENTS FOR DISTANCE EDUCATION COURSES –

The satisfaction of students for distance education courses is disclosed in Table-2.

Table-2. Satisfaction of Students for Distance Education Courses

Satisfaction of Students for Distance Education Courses	Mean	Standard Deviation
Course materials in distance education are highly relevant	3.88	0.84
Faculty members are encouraging me to participate in discussions	3.84	0.88
I am interacting freely with faculty members during the contact classes	3.77	0.94
Faculty members are treating me with respect and individually	3.69	1.06
Faculty members are motivating me for my effectual learning	3.80	0.91
I am informed clearly by officials of distance education	3.33	1.15
Assignments of distance education courses are largely useful	3.74	0.98
Study materials for distance education is available in university websites in electronic formats	3.37	1.12
Faculty members are taking classes very effectively with clarity	3.70	1.03
Evaluation of courses in distance education is fair and accurate	3.40	1.09

The students are satisfied with course materials in distance education are highly relevant, faculty members are encouraging them to participate in discussions, they are interacting freely with faculty members during the contact classes, faculty members are treating them with respect and individually, faculty members are motivating them for their effectual learning, assignments of distance education courses are largely useful and faculty members are taking classes very effectively with clarity, while, they are neutral with they are informed clearly by officials of distance education, study materials for distance education is available in university

websites in electronic formats and evaluation of courses in distance education is fair and accurate

6.3. SATISFACTION OF STUDENTS FOR DISTANCE EDUCATION COURSES AND THEIR PROFILE-

The satisfaction of students for distance education courses and their profile is disclosed below as.

6.3.1. Satisfaction for Distance Education Courses and Gender-The difference amongst satisfaction for distance education courses and gender of students is disclosed in Table-3.

Table-3. Satisfaction for Distance Education Courses and Gender

Gender	N	Mean	Standard Deviation	t-Value	Significance
Male	91	36.89	5.12	4.292**	.000
Female	109	40.11	4.36		

** Significant in 1% level

Mean value of satisfaction for distance education courses for male and female students are 36.89 and 40.11 in sequence and it explains that satisfaction for distance education courses is larger for female as compared to male students. The t-value is 4.292 and it is indicating that significant difference exists amongst satisfaction for

distance education courses and gender of students.

6.3.2. Satisfaction for Distance Education Courses and Age

The difference amongst satisfaction for distance education courses and age of students is disclosed in Table-4.

Table-4. Satisfaction for Distance Education Courses and Age

Age	N	Mean	Standard Deviation	F-Value	Significance
Less than 25 Years	25	35.44	5.82	4.649**	.000
26 – 35 Years	68	36.68	5.34		
36– 45 Years	77	37.96	4.65		
More than 45 Years	30	39.73	3.76		

** Significant in 1% level

Mean value of satisfaction for distance education courses for students with less than 25 years, 26 – 35 years, 36– 45 years and more than 45 years of age are 35.44, 36.68, 37.96 and 39.73 in sequence and it explains that satisfaction for distance education courses is larger for students with more than 45 years of age as compared to others. The F-value is 4.649 and it is indicating that significant

difference exists amongst satisfaction for distance education courses and age of students.

6.3.3. Satisfaction for Distance Education Courses and Academic Stream-

The difference amongst satisfaction for distance education courses and academic stream of students is disclosed in Table-5.

Table-5. Satisfaction for Distance Education Courses and Academic Stream

Academic Stream	N	Mean	Standard Deviation	t-Value	Significance
Science	88	36.44	4.68	3.475**	.000
Arts	112	40.70	3.16		

** Significant in 1% level

Mean value of satisfaction for distance education courses for students in science and arts stream are 36.44 and 40.70 in sequence and it explains that satisfaction for distance education courses is larger for students in arts as compared science stream. The t-value is 3.475 and it is indicating that significant difference exists amongst satisfaction for distance education courses and academic stream of students.

6.3.4. Satisfaction for Distance Education Courses and Monthly Income

The difference amongst satisfaction for distance education courses and monthly income of students is disclosed in Table-6.

Table-6. Satisfaction for Distance Education Courses and Monthly Income

Monthly Income	N	Mean	Standard Deviation	F-Value	Significance
Below Rs.15,000	29	35.21	4.68	5.052**	.000
Rs.15,001 – Rs.20,000	86	36.36	4.29		
Rs.20,001 – Rs.25,000	66	37.83	4.17		
Above Rs.25,000	19	39.57	3.63		

** Significant in 1% level

Mean value of satisfaction for distance education courses for students in monthly income group of below Rs.15,000, Rs.15,001 – Rs.20,000, Rs.20,001 – Rs.25,000 and above Rs.25,000 are 35.21, 36.36, 37.83 and 39.57 in sequence and it explains that satisfaction for distance education courses is larger for students in monthly income group of above Rs.25,000 as compared to others. The F-value is 5.052 and it is indicating that significant difference exists amongst satisfaction for

distance education courses and monthly income of students.

6.3.5. Satisfaction for Distance Education Courses and Course

The difference amongst satisfaction for distance education courses and course of students is disclosed in Table-7.

Table-7. Satisfaction for Distance Education Courses and Course

Course	N	Mean	Standard Deviation	t-Value	Significance
Under Graduation	117	39.73	3.59	4.078**	.000
Post Graduation	83	36.56	4.92		

** Significant in 1% level

Mean value of satisfaction for distance education courses for under graduation and post graduation students are 39.73 and 36.56 in sequence and it explains that satisfaction for distance education courses is larger for under graduation as compared to post graduation students. The t-value is 4.078 and it is indicating that significant difference exists amongst satisfaction for distance education courses and course of students.

6.4. RELATION AMONGST SATISFACTION OF STUDENTS FOR DISTANCE

EDUCATION COURSES AND THEIR ACADEMIC SUCCESS

The correlation analysis is carried out to examine relation amongst satisfaction of students for distance education courses and their academic success and the result is disclosed in Table-8.

Table-8. Relation amongst Satisfaction of Students for Distance Education Courses and their Academic Success

Particulars	Correlation Coefficient
Satisfaction of Students for Distance Education Courses and their Academic Success	0.64**

** Significant in 1% level

The correlation coefficient amongst satisfaction of students for distance education courses and their academic success is 0.64 and it demonstrates that they are positively and highly interrelated.

7. Conclusion

The foregoing analyses elucidates that the students of distance education are satisfied with course materials in distance education are highly relevant, faculty members are encouraging them to participate in discussions, they are interacting freely with faculty members during the contact classes, faculty members are treating them with respect and

individually, faculty members are motivating them for their effectual learning, assignments of distance education courses are largely useful and faculty members are taking classes very effectively with clarity, Significant difference is witnessing amongst satisfaction of students for distance education courses and their profile. Satisfaction of students for distance education courses is positively, significantly and highly related with their academic success. Thus, officials of distance education should inform students clearly and study materials for distance education courses must be available in university websites in electronic formats. In addition, evaluation of

courses in distance education should be fair and accurate.

References:

1. Afzaal Ali, & Israr Ahmad. (2011). Key factors for determining students' satisfaction in distance learning courses: A study of Allama Iqbal open university. *Contemporary Educational Technology*, 2(2), 118-134.
2. Banerjee, M., & Brinckerhoff, L. C. (2002). Assessing student performance in distance education courses: Implications for testing accommodations for students with learning disabilities. *Assessment for Effective Intervention*, 27(3), 25-35.
3. Chang, S.H., & Smith, R. A. (2008). Effectiveness of personal interaction in a learner-centered paradigm distance education class based on student satisfaction. *Journal of Research on Technology in Education*, 40(4), 407-426.
4. Daniel, K. N., & Kamioka, E. (2017). Detection of learner's concentration in distance learning system with multiple biological information. *Journal of Computer and Communications*, 5(4), 1-14.
5. Elena Barbera, Marc Clara, & Jennifer A. Linder-Vanberschot. (2013). Factors influencing student satisfaction and perceived learning in online courses. *E-Learning and Digital Media*, 10(3), 226-235.
6. Elliott, K. M., & Shin, D. (2002). Student satisfaction: An alternative approach to assessing this important concept. *Journal of Higher Education Policy and Management*, 24(2), 197-209.
7. Johnson, S. D., Aragon, S. R., Shaik, N., & Palma-Rivas, N. (2000). Comparative analysis of learner satisfaction and learning outcomes in online and face-to-face learning environments. *Journal of Interactive Learning Research*, 11(1), 29-49.
8. Kuo, Y., Walker, A. E., Belland, B. R., & Schroder, K. E. (2013). A predictive study of student satisfaction in online education programs. *The International Review of Research in Open and Distributed Learning*, 14(1), 16-30.
9. Mahad Khalif Dhaqane, & Nor Abdulle Afrah. (2016). Satisfaction of students and academic performance in Benadir university. *Journal of Education and Practice*, 7(24), 59-63.
10. Nino Tandilashvili. (2019). Factors influencing student satisfaction in higher education. The case of a Georgian state university. *Research Association for Interdisciplinary Studies*, 6, 39-54.
11. Prosper Gameli Agbanu, Emmanuel Sonyo, & Godwin Ahiase. (2018). Examining factors influencing student satisfaction in distance education in Ghana: A study of the institute for educational development and extension, university of education, Winneba. *The Online Journal of Distance Education and e-Learning*, 6(1), 33-44.
12. Robert Strong, Travis L Irby, Thomas Wynn, J., & Megan M McClure. (2013). Investigating students' satisfaction with elearning courses: The effect of learning environment and social presence. *Journal of Agricultural Education*, 53(3), 98-110.
13. Sahin, I. (2007). Predicting student satisfaction in distance education and learning environments. *Turkish Online Journal of Distance Education*, 8(2), 1302-6488.
14. Semih Caliskana, Sibel Suzek, & Deniz Ozcan. (2017). Determining student satisfaction in distance education courses. *Procedia Computer Science*, 120, 529-538.
15. Thapliyal, U. (2014). Perceived quality dimensions in distance education: Excerpts from student experiences. *Turkish Online Journal of Distance Education*, 15(3), 6-16.
16. Tsedzah, V. A., & Obuobisa-Darko, T. (2015). Assessing students' satisfaction: An approach to help improve services rendered to university students. *European Journal of Business and Management*, 7(5), 115-120.
17. Venkateswarlu, P., Sanjeev Malaviya, & Muddu Vinay. (2020). Determinants of the satisfaction of students studying in private universities-application of Kano model. *Theoretical Economics Letters*, 10, 1-16.

A COMPARATIVE STUDY ON GURUKUL EDUCATION SYSTEM AND GOOGLE CLASSROOM: PRESENT SCENARIO

Saswati Sengupta

SACT 1, Muralidhar Girls' College

617, M.B Road, Siddheswari Bazar, Birati, Kolkata-700051

P411, 14, Gariahat Road, Golpark, Hindustan Park, Bullygunge, Kolkata-700029

Abstract

The Gurukul was a type of school in ancient education system. The gurukul system is an ancient learning method. Gurukulam has existed since the vedic age. Their main motto is to develop the knowledge and they were highly focused on education. The Gurus train their students with meditations, yogas and other standards. The students will gather there and learn vedas from their Guru. The students were treated equally irrespective of their social standards. The students were treated as a part of Guru families. The Guru refers to the master or a teacher. The gurukulam system gained a new tradition known as Guru-shishya tradition. The teacher is called as a Guru and the students are called as Shishyas. Technology has gained importance in all stages of education yet educators have been unable to figure out which of the many available technological tools best fit their classroom practices. Google Classroom is one such tool that is free of cost and has gained popularity within a short span of time. The purpose of this study was to compare the effectiveness of gurukul education system and Google classroom at present scenario.

Key Words: Gurukul Education System, Educational technology, Google Classroom, Virtual classroom.

Introduction

Gurukul Education System: In ancient India, the Vedas, the Upanishads, the epics manifested and upheld the values of Indian society. Imparting value education was the main aim of the teachers of the ancient age. From the time beyond our imagination, through the origin of Vedas, and till this very moment, the surroundings, society and teaching have affected the development of humans a lot because these are the only sources by which a child grows, develops, achieves, accomplishes and at last reaches great heights as a result of passionate thinking and study on the basis of his knowledge and will. Rabindra Nath Tagore, Maharishi Arvind, Mahatma Gandhi and such noble personalities have defined education as the finder of liberty, the one who has strengthened us mentally and emotionally, the one who has made us great philosophers and the one who makes us capable to find ways to success.

Is it likely to run the ancient Gurukul system at the present? It is a foremost need of the present for canvassers and educationalists to critically analyse these changes in education system. Why is there a need for such changes? In what manner these alterations will be implemented? In present times, millions of students from innumerable institutions step in the society yearly with a spellbound education. But, do they have the wisdom of devotion for their parents, respect for their educators, patriotism for their motherland and moral irresponsibility.

We believe today that activist education does not reflect that power or will accomplish the laid aims through which the seed of humanity can be identified in people and also the physical, intellectual and emotional power of people can be boosted. It is believed that the present intent of education is to make more

and more money and for that the mental power of people is developed. This thinking motivates each person on this territory. As, at present, students are given education being in the society itself, they are slowly but surely affected directly or indirectly by the social evils such as idleness, egotism, poverty, sexual disability, materialistic appeal, evil practices, corruption, marginalisation, decline in moral values, destructive politics, etc. Providing education in such environment is the cause of materialistic, social, individual and cultural wickedness.

Google Classroom: Google describes Google Classroom as "mission control for your classroom," and this might be the easiest way to think about it. Simply put, it's a platform that ties together Google's G Suite tools for teachers and students. It also acts as a digital organizer where teachers can keep class materials and share them with students -- all paperless-ly. From there, you can pick and choose the features you want to incorporate. This flexibility, and its seamless integration with Google's popular tools, is likely what's made Google Classroom one of the most widely-used detaches tools today.

Google Classroom can help streamline formative assessment, which is important in helping students who might need more support or extra challenges. For example, you can use the platform to quickly create, distribute, and collect digital exit tickets or auto-graded assessments. In a way, Google Classroom can make it easier and faster to gather regular feedback on your students' progress. Of course, there are plenty of other formative assessment tools out there, many of which now offer integrations with Google Classroom.

Google Classroom also makes it easier to customize assignments for individual students or for small groups. This means teachers can give modified or differing assignments to certain students or groups in a class. You also have the option to check in with a student privately to see whether they have questions or need extra help. The option to do all of this online could make teachers' efforts at differentiation less conspicuous to the class, something that can be helpful for students who might feel singled out.

Objectives

- To study the significance of Gurukul Education System.
- To study the significance of Google Classroom.
- To study the comparison between Gurukul Education System and Google Classroom in present scenario.

Definitions of the Terms

- **Gurukul Education System:** A gurukula or gurukulam was a type of education system in ancient India with shishya living near or with the guru, in the same house. It was a residential **schooling system** whose origin dates back to around 5000 BC in the Indian subcontinent. It was more prevalent during the Vedic age where students were taught various subjects and about how to live a cultured and disciplined life.
- **Educational technology:** Educational technology is the combined use of computer hardware, software, and educational theory and practice to facilitate learning.
- Educational technology creates, uses, and manages technological processes and educational resources to help improve user academic performance. The field has been described as a persisting initiative that seeks to bring learners, teacher, and technical means together in an effective way.
- **Google classroom:** A free and easy tool helping educators efficiently manage and assess progress, while enhancing connections with learners from school, from home, or on the go.
- **Virtual classroom:** A virtual classroom is a learning environment in which students engage with the lesson material online. Information is often conveyed through voice or video conferencing with several participants and instructors connected to the same chat interface.

Gurukul Education System and Google Classroom in present scenario-

Gurukul system of education existed during ancient times where students used to reside at guru's place and learn everything which can be later implemented to find solutions to real life problems. An emotional bond between a guru and shishya was must before practicing teaching learning process. The guru imparted the knowledge of everything such as religion, sanskrit, scriptures, medicine, philosophy, literature, warfare, statecraft, astrology, history and many more. The learning was not only to read books but correlating it with the nature and life. It was not memorizing certain facts and figures and writing the answers in examinations. The education was based on vedas, rules of sacrifice, grammar and derivation, understanding secrets of nature, logical reasoning, science and skills necessary for an occupation. The ancient education system in India had explicitly recognized that the supreme goal of life is self-realization and hence it claimed to be unique in the world in several aspects like the society did not in any way interfered with the curriculum of studies or regulating the payment of fees or hours of instruction.

Education has always seen the heavy hand of the whimsical nature of time, when considering a nation with a turbulent history as that of India. Education has been the most opted avenue of expressing freedom of will while inculcating the spirit of thought and moral conscience to a more transcending level. In spite of such rich connotations, the present educational system seems to be devoid of this very essence, promoting mindless acquisition of knowledge to suit vocational pursuits.

It is an undeniable fact that the present day society, which nurtures the younger generation, faces serious shortcomings in terms of moral, ethical, spiritual and Dharmik values. Parental pressures on children are increasing at an alarming rate, with stress to focus on the competitive examinations alone, taking a greater toll on the young mental framework. Children are getting alienated from the crucial aspect of personality development through moral and ethical training. The pointless pressure has taken the reallocation of educational parlance from a

holistic approach towards education to farcical rote learning. Unfortunately, the standard of education has drastically deteriorated in the last couple of decades due to lack of infrastructure and degradation of moral capacities. Consequently, both teachers and students have been completely deprived of the exceptional amenities that could foster a better standard of living.

Students need to have supple minds that are capable of analytical thinking, while integrating complex core concepts that aid them to evolve as human beings. They need to build an infallible foundation of scientific and technological knowledge, while staying true to their roles in the planet. This is possible through deep levels of determination, focus and concentration, that is enshrined in Gurukul learning. This is the reason why Gurukul systems are considered to be the best places to facilitate a sound learning environment

The kernel of Gurukul system of education is intrinsically based on time tested values and principles. It envisions its strength in developing a native sense of concentration and interest while enhancing a child's knowledge and development of the brain. The wards in the Gurukul are oblivious of outer distractions, living in close proximity of a teacher, where greater emphasis is laid on students mental, cognitive, spiritual and physical wellness. The system functions on the well-rounded holistic development of a child, enshrining values such as discipline, self-reliance, right attitude, empathy, creativity, and strong moral beliefs. Initiating children into such an enriching atmosphere in the early stages helps them hone their perceptive skills and critical thinking from a tender age, giving them an edge over others.

Gurukul systems have a vibrant significance in Indian history, holding prominence over the sheer quality of education disseminated. At present, age-old concepts have amalgamated with modern culture to facilitate the progress of an enlivening learning environment for students. Traditionally, Gurukuls have always emphasised on the importance of practical knowledge. Similarly, Gurukul systems today believe that bookish knowledge and rote learning are mere tools of time, not sufficient

enough to demonstrate the true value of human existence. Gurukuls provide practical knowledge under modern infrastructure including practical laboratories with state-of-the-art facilities and technology. The curriculum prepares student to excel in all fields of life, creating a perfect blend of academics and extra-curricular activities, making the educational journey remarkable. With the development of the body, mind and heart the student was trained to develop some such virtues which could make him a socially efficient individual. He was required to be free from deceit, diplomacy, pride and falsehood. He had to believe in giving charities.

The performance of Yagyas (Yajnas) was considered above everything else. The various Upanishads have explained the qualifications that were considered necessary for spiritual development. The Kathopanishad has introduced the term 'introversion' as the best method for spiritual development. This meant that a student had to shut himself up to the external world and was advised to look entirely within himself. During the Upanishadic day's hospitality was considered as a compulsory social obligation, and it was raised to the position of a religious duty also. To offer food to a passerby or to a guest was regarded as equivalent to a sacrifice. The principle of truth was honoured as the highest virtue. The habit of cleanliness was considered as a trait worthy of cultivation by all. During the Upanishad age the preservation and development of culture of the race was given the highest importance in education

Training of the will-power was considered necessary for character development. Towards this end the student was required to -think of only good things. He had to observe various rules of moralities. He had to study Vedas and the other supplementary texts daily. The Upanishad warns a student to shun bad conduct if he wants to develop his character. The complete development aim amounted to controlling of senses and practicing introversion. This was considered as the ideal method for complete living which meant all-sided development. The various duties to be performed daily in the Gurukul had to lead to the realization of the goal of all-sided development. The daily disciplinary life in the Gurukul meant to develop in the

students many individual and social virtues. A student was required to be truthful all his life.

At present, with parents becoming ambitious to make proud statements about their kids academic performance, students are driven by the feeling of animosity by competing with their peers. Replacing rank-based system, Gurukul builds a value-based and value-added education system which identifies and promotes the uniqueness of each student, allowing them to excel in their area of interest. One can visualise a better educational environment which builds the character of a student, and not drag them down. Advantages of studying in Gurukul Education System:

- The teachers of "Gurukula" confer knowledge regarding Hindu religion, Vedas and give them a practical view of life. Their principal objective is to make them good human and teach them human values. So in Gurukula human values are very important for the teachers of Gurukula.
- Their system of education was different from today's education system, in Gurukula, they help to improve the character of the student.
- The mode of communication was "Sanskrit" all the lesson was given in the Sanskrit language. They make them aware about the culture, traditional and virtues and promote the tradition of Hindus. The student develops their skills more efficiently and becomes more disciplined.
- The instructions given by the "Guru" has been the most vital things, and the students of Gurukula have to follow the instructions of the teacher or Gurus. The dress worn by the student was Dhoti & kurta there is no special dress code for the student. The gurus of Gurukula teach the student how to deal with any situation in life.

Disadvantages of studying in Gurukul Education System:

- The student did not get much exposure as he was under the tutelage of a single Guru.

- There was no day and age designated for the course. The understudy needed to reply upon the educator entirely.
- The old framework did not engage the hypothetical aspect of art.

Google Classroom is part of the G Suite for Education (Google for Education) package that includes Gmail, Google Drive, Google Calendar and other apps. The main focus of Google Classroom is that it's simple to use and encourages collaboration between students and teachers. Teachers can create a class and list assignments in a few clicks. They can add students by name or send them a code to join. Students then can see what assignments are due, participate in discussion forums or message the teacher (either in private or via group chat).

Google Classroom is a free service for teachers and students. However, they can't sign up unless their school has registered for the free Google for Education package. Google also offers optional products and services, such as Chrome books, authoring tools and professional services.

Some of Google Classroom's key features include platform branding with school colours/logos, along with the ability to reuse tests, assignments and other content for future classes; share videos, links or images with other students; schedule postings of assignments; export grades to Google Sheets and set permissions for student access/commenting. Some new features introduced recently include the ability to send assignments to individual students, email and mobile notifications of assignments' due dates, and the ability to customize the types of notifications received. Google Classroom has a few ways for users to get support. First, the Help Center provides resources on various Google Classroom topics, as well as a troubleshooting section for solutions to common issues. Second, there's a product forum where users can receive help from other Google Classroom users and Google Classroom staff. There are also dedicated IT guides for schools' IT administrators. Finally, Google Classroom also provides monthly updates about new features and other product upgrades.

Google Classroom isn't available for businesses. Also, unlike other school-based LMSs, it doesn't offer accounts for parents. Instead, parents can sign up to receive an email summary of their children's work and grades.

Advantages of studying in Google Classroom:

- **Easy to use and accessible from all devices.** Even if you are not a Google user, using Google Classroom is a piece of cake. Apart from being delivered through the Chrome browser, which makes it accessible from all computers, mobile phones, and tablets, it makes it really easy for you to add as many learners as you like, create Google documents to manage assignments and announcements, post YouTube videos, add links, or attach files from Google Drive. Learners will find it equally easy to log in, as well as receive and turn in assignments.
- **Effective communication and sharing.** One of the greatest advantages of Google Classroom is Google Docs; these documents are saved online and shared with a limitless number of people, so when you create an announcement or assignment using a Google doc, your learners can access it immediately through their Google Drive, as long as you have shared it with them. Furthermore, Google Docs are easily organized and personalized in Google Drive folders. In other words, you no longer need emails to share information; you just create a document, share it with as many learners as you want, and voila!
- **Speeds up the assignment process.** How about creating an assignment and distributing it with just a click of a button? And how about learners turning in the completed assignment in a matter of seconds? Assignment process has never been quicker and more effective, as in Google Classroom you can easily check who has submitted their assignment and who is still working on it, as well as offer your feedback immediately.

- **Effective feedback.** Speaking of feedback, Google Classroom gives you the opportunity to offer your online support to your learners right away; this means that feedback becomes more effective, as fresh comments and remarks have bigger impact on learners' minds.
- **No need for paper.** There might be a day that grading papers would be impossible to imagine; Google Classroom is certainly interested in getting there as soon as possible. By centralizing eLearning materials in one cloud-based location, you have the ability to go paperless and stop worrying about printing, handing out, or even losing your learners' work!
- **Clean and user-friendly interface.** Staying loyal to clean Google layout standards, Google Classroom invites you to an environment where every single design detail is simple, intuitive, and user-friendly. Needless to say, Google users will feel right at home.
- **Great commenting system.** Learners can comment on specific locations within pictures for a variety of online courses. Furthermore, you can create URLs for interesting comments and using them for further **online discussion**.
- **Is for everyone.** Educators can also join Google Classroom as learners, which mean that you can create a Google Classroom for you and your colleagues and use it for faculty meetings, information sharing, or professional development.

Disadvantages of studying in Google Classroom:

- **Difficult account management.** Google Classroom doesn't allow access from multiple domains. Furthermore, you cannot log in with your personal Gmail to enter it; you need to be logged in Google Apps for Education. As a result, if you have already a personal Google ID, it may be frustrating to juggle multiple Google accounts. For example, if you have a Google document or a photo in your Gmail and you want to share it in the Google Classroom, you will need to save it separately in your computer's hard drive, log out, and then log in again with your Google Classroom account. Quite a hassle.
- **Limited integration options.** Google Classroom hasn't yet integrated with Google Calendar, or any calendar whatsoever, which may cause some problems with organizing material and assignment deadlines.
- **Too "googlish".** First time Google users may get confused, as there are several buttons with icons familiar only to Google users. Additionally, despite enhanced integration between Google and YouTube, which significantly helps video sharing, support for other popular tools is not built in, and you may find it frustrating that you will need to, for example, convert a simple Word document to a Google Doc to work with. All in all, you will only find yourself comfortable in the Google Classroom environment as long as the tools you are using are aligned with Google services.
- **No automated updates.** Activity feed doesn't update automatically, so learners will need to refresh regularly in order not to miss important announcements.
- **Difficult learner sharing.** Learners cannot share their work with their peers, unless they become "owners" of a document, and even then they will need to approve sharing options, which will create a chaos if they want to share a document with their, say, 50+ classmates.
- **Editing problems.** When you create an assignment and you distribute it to learners, learners become "owners" of the document and they are allowed to edit it. That means that they can delete any part of the assignment they want, which could cause problems, even if it happens accidentally.
- **No automated quizzes and tests.** One of the main reasons that Google Classroom cannot yet fully replace your Learning Management System is that it doesn't provide automated quizzes and tests for your learners. In general, Google Classroom is more suitable for a blended learning experience than a fully online program.

- **Impersonal.** Speaking of a blended learning environment, Google Classroom has not integrated Google Hangouts, which creates a problem; online interaction between teachers and learners is only possible through Google documents. Effective education requires interaction and building relationships with learners, and online discussions are the best way to achieve this in a virtual environment. Unfortunately, there is no way to have a live chat in Google Classroom; at least, not yet.

Conclusion

One needs to comprehend the reason for Gurukul: how it worked, what society resembled in the past and how the objective of Gurukul training can be accomplished in the present day setting. It is not just a case of copying the past. There must be an adjustment and a mix of both cutting edge instruction and convention if the gurukul framework is to survive and affect today's general public. The objective of the new age gurukul education should be to prepare students in a manner that they do not just have the learning of the current training framework, but also beyond that. Gurukul graduates should not feel substandard compared to their peers. It is evident from the above mentioned facts that Gurukul system is the path towards a healthier, conscientious world. We should progress with this vision to educate young minds and foster ethical, social, moral and spiritual values through holistic learning.

Using Google Classroom can save teachers and students' time and make learning process more effective. High technology and understandable interface enable teachers to work much easier, so they can concentrate on their work and the main target of the course instead of concentrating on solving minor

problems such as printing and sharing assignments or explaining material to each student individually. This can also significantly decrease budget consumption for further improvement of the learning process.

References:

1. Frederick A.G., (2016). A comparative study between gurukul system and western system of education. IRA international journal of education and multidisciplinary studies 3(1) DOI:10.21013/jems.v3.n1.p5
2. Joshi D., Gurukul and modern education system in India: Holistic outlook
3. Karve S.K., Comparative study of ancient gurukul system and the new trends of guru-shishyaparampara. American International Journal of Research in Humanities, Arts and Social Sciences.
4. Shelly K.J., (2015). Relevance of Gurukul Education System in Present Circumstance:
5. A Philosophical Perception. Journal of Philosophy, Culture and Religion www.iiste.org
6. ISSN 2422-8443 An International Peer-reviewed Journal Vol.12, 2015
7. <https://elearningindustry.com/google-classroom-review-pros-and-cons-of-using-google-classroom-in-elearning>
8. <https://timesofindia.indiatimes.com/blogs/desires-of-a-modern-indian/the-importance-of-the-gurukul-system-and-why-indian-education-needs-it/>
9. <https://en.wikipedia.org/wiki/Gurukula>
10. <https://www.educationworld.in/relevance-of-modern-gurukul-system-in-new-india/>

A STUDY OF RELEVANCE OF VIDYASAGAR ON HIS BICENTENARY

Dr. Kumud Ranjan Mandal

Assistant Professor, Calcutta Girls' B. T. College, Kolkata. W.B.

Sudip Kumar Pal

Assistant Teacher, Kachua High School (H.S.), 24 Pgs (S), W.B.

Abstract:

Ishwar Chandra Vidyasagar was a noble person. He is famous not only for his contribution in the field of educational & social reformation but also for his literary works & contribution in the development of modern Bengali language. Before him there was no such simple, easy and systematic text book for the learners. So the researcher aims to find out literary works of Ishwar Chandra, his contribution in the development of modern Bengali language and its present day relevance in Education. To fulfil those aims and objectives the researcher has framed some research questions.

Keywords: Literary works, Language development, Educational philosophy, Psychology, Relevance.

Introduction:

Ishwar Chandra Vidyasagar, the glittering star of the nineteenth century and the 'Sind River of Kindnesses', is famous writer, educationist, philanthropist, social reformer, teacher and intellectual in the world. He had great devotion to his study and was very disciplined and obedient to his mother. Throughout his life he did many activities for the betterment of the society, the improvement of the condition of the women, the enrichment of Bengali literature. He modernized Indian education. He had a personality made with extreme dedication to his education and later in profession, vast knowledge in eastern and western disciplines, devotion to extreme dedication to his education and later in profession, vast knowledge in eastern and western disciplines, devotion to his parents, morality, mercifulness, kindness, sympathy, cooperation, non - conservative attitude, a heart full with regret to then situation of women and a vision to give Indian educational system a modern perspective.

Objectives of the study:

1. Find out the activities of Ishwar Chandra Vidyasagar for the development of Bengali language among the children.

2. Find out the literary works of Ishwar Chandra Vidyasagar in the nineteenth century.
3. Analyse the present relevance of his linguistic activities in the light of education, philosophy and psychology

Research questions of the study:

This study has the underlying research questions framed by the researcher according to framed objectives. The research questions are:

- What activities Vidyasagar did for the development of language among children?
- What are literary works of Vidyasagar during 19 th century?
- How has he made Bengali a modern Indian language for the expansion of education and eradication of superstitions among the mass?
- How much do his linguistic and literary works support principles of educational philosophy and educational psychology in the present day?

Methodology:

The study is a descriptive type, historical research study. So a format of historical research is followed by the researcher to carry on study and in presenting research report.

Literary Works of Ishwar Chandra Vidyasagar:

Ishwar Chandra not only involved himself in writings but also made his colleagues and friends inspired to write Bengali books and literatures. After Rabindranath Tagore, the world-famous poet and dramatist, the name came Ishwar Chandra. His writings encourage young generation to eradicate social evils or to fulfill the crisis of good Bengali literature. He wrote "Vetala Panchavinsati" by translating from Sanskrit book "Kathasaritsagara" in 1847. He wrote Shakuntala and "Sitar Bananas" in 1854 and 1860 respectively.

Development of Modern Bengali Language:

Modern Bengali language developed in the 19th century with the contribution of Bengali Pandits of Fort William College. Their translated works, text books publication, publication of magazines and periodicals made the platform for the evolution of Bengali language and literature. He is the pioneer of the modern Bengali language. He translated Sanskrit, Hindi and English books mainly for the aim of mass education. He modernised Bengali prose by publishing his famous "Barna Porichay", a classic in Bengali literature

Relevance of Vidyasagar's Linguistic and Literary Works in Present Context:

Vidyasagar, the Father of Modern Bengali Prose, was an educational reformist. His philosophy of education was influenced by the western theory of philosophy and Indian philosophy. When he was the Principal of Sanskrit College, he modified the education system, curriculum and other administrative rules of the college. His educational plan is considered as the first Indian Educational Plan. He rejected Halliday's Proposal of "Downward Filtration Theory" and gave importance on the mass education by one's own mother tongue. He first understood the

problem of Indians and thus tried earnestly throughout his life to make them educated. Modern Indian society and Bengali literature is being contribution of one and only the great person Vidyasagar.

The present relevance of his linguistic and literary works is discussed below:

Principles of Educational Philosophy:

Vidyasagar believed in practical application of the philosophical principles in the lives of the students or people. He was influenced by the Indian Vedanta and Samkha Western philosophies like Idealism, Pragmatism and Realism. Famous Western philosopher like John Locke, Johann Herbert and John Dewey, John Mill influenced his thought. But he never blindly accepted their ideas. (Banu, A. and Alam, S. 2016)

- To convince readers the difference between eastern and western philosophy, he included western philosophy along with eastern in the curriculum of Sanskrit College which we may see as the subject content in the present curriculum till now.
- Like Herbert, he emphasized moral development of the students as an aim of idealism by adding moral talks at the end of every short story in the books of "Kathamala", "Bodhoday" etc.
- As a humanist he wrote books in an easy comprehensible language for the countrymen.

Principles of Educational Psychology:

Vidyasagar followed many psychological principles in structuring and organizing subject materials and books. These are:

- According to the Constructivist Approach, he used different writing style for the presentation of subject content in his books.
- Organised the text books for children with interesting pictures and innovative concepts following the principle of interest and active learning in education which is a psychological principle. Thus students will be attracted and interested to read them.
- In 'Barnaporichay' Part -1 student can learn letters, rhythmic words and small

sentences. In Barnaporichay Part -2 students can gradually know the two famous moral stories of "Rakhal", the bad boy and "Gopal", the good boy (Good boy- Nice girl, Orientation Stage of Kohlberg).

Findings

The major findings of the Study are stayed below:

- a. Vidyasagar is one of the greatest writers of Bengali Literature. His milestone work " Barnaporichay" will remain as the beginner book to readers after many centuries.
- b. He is the pioneer of modern Bengali language and literature. Even standing in the 21st century every Indian and Bengalee appreciate him and his creation proudly.
- c. He simplified Bengali literature for the understanding of young children and the Indians. He wrote some books for the eradication of social evils and reformation of Indian Education like Bidhaba Bibaha , Bohu Bibaha.
- d. Lastly, to find the answer of the third question the researcher found that his pre- independent educational plan paved the way of successful post-independent educational plan. Till now, not all but his educational ideas are being reflected in the present educational plan, curriculum, teaching - learning process and in other institutional activities.

Conclusion

About Vidyasagar, Rabindranath Tagore wrote, "one wonder of God, in the process of producing Forty million Bengalees, produced a man "(Wikipedia). He was a man with iron will power. He realised that Indians have the power and ability to make their own educational plan and can make run this plan also. He is the first who understood that only education through mother tongue can make people educated. He had a heart with combined knowledge of eastern and western education. He made unforgettable contribution in the social reformation, educational

reformation and development of Bengali Literature. He spent his last 18 -20 years among Santhals at ' Nandan Kanan ' in Jharkhand and died on 29th July, 1891. Many sculptures were made in his memory and respect like " Vidyasagar Setu" over Hooghly river , organisation of" Vidyasagar Mela" in Kolkata Birsingha, establishment of Vidyasagar University in Paschim Midnapur, "Vidyasagar College" in Kolkata , " Vidyasagar Street" in Central Kolkata," Vidyasagar Stadium " at Barasat and" Vidyasagar Residence Hall" at Kharagpur.

Reference:

1. Banu, A.and Alam, S.(2017). Similarities and Dissimilarities between Ishwar Chandra Vidyasagar and Rabindranath Tagore's Philosophy of Education. International journal of Education and Psychological Research,6(1), 66-73. Retrieved from www.ijepr.org.
2. Banu, A. and Alam,S.(2016). Influence of Western Knowledge and Culture upon Ishwar Chandra Vidyasagar and his Philosophy of Education. International Journal of Education and Psychological Research,5(2),12-18. Retrieved from www.ijepr.org.
3. Chatterjee,A.(2007). Ishwar Chandra Vidyasagar: A profile of the Philanthropist Protagonist.Retrieved from www.bolokids.com.
4. Devnath,S.(2014). Tattabodhini Patrika. Retrieved from www.en.banglapedia.org.
5. Ghosh,B.(1984). Vidyasagar O Bangla Samaj. Orient Longman, Kolkata.
6. Halder,G.(1972). Vidyasagar: A Reassessment. West Bengal Public Library Network. Retrieved from www.dspace.wbpublibnet.gov.in.
7. Ishwar Chandra Vidyasagar. Retrieved from <http://en.m.wikipedia.org>.
8. Kumar,Dr.R.(2017). Ishwar Chandra Vidyasagar: Women Education and Empowerment, Social and Women. Retrieved from www.busesseconomics.in
9. Kumar,S.(2016). Contribution of Socio-Religious Reform Movement to Attain the Social Justice in Indian Society. International Journal of Advances in Social Sciences, 4(2),107-110. Retrieved from www.anvpublication.org

10. Kindy, M. (2012). Ishwar Chandra Vidyasagar: Ocean of Knowledge who is famous around India, Sind River of Kindness, True Friend of Poor People
11. Luca, R. (2018). Ishwar Chandra Vidyasagar: Biography, Social Reforms & Quotes. Retrieved from <https://biographypoint.com>
12. Mitra, S.C. (2016). Ishwar Chandra Vidyasagar, a story of his life & work/Introduction. Retrieved from <https://en.markisource.org>
13. Modern Bengali Literature. Retrieved from www.gktoday.in
14. Murshid, G. (2018). Vidyasagar, Ishwar Chandra. Retrieved from www.en.banglapedia.org
15. Vidyaratna, S.C. Vidyasagar. Jibancharit, 1321, Siddheswari Press Depository, Kolkata. Retrieved from <https://commons.m.wikipedia.org>
16. Vidyasagar, I.C. (1932). Barnaporichay Part 1. Kolkata. Retrieved from <https://commons.m.wikipedia.org>

Best sellers of 2020

***Himself* by Jess Kidd**

Jess Kidd: The award-winning author of *Himself*, Jess Kidd is a spectacular writer with one foot in the mythical and the other planted firmly in reality. Kidd creates remarkable characters and real-life settings, and then makes them magical. Her upcoming novel, *Things in Jars*, is a mesmerizing gothic mystery that follows detective Bridie Devine as she investigates the kidnapping of a London society man's secret daughter—a girl who is rumored to have supernatural powers. Kidd expertly uses her cast of characters to create and solve the mystery, and her books are ones you don't want to miss.

***Gorgeous Lies* by Martha McPhee**

Martha McPhee: New York Times bestselling author Martha McPhee's poetic prose and incredibly aware domestic fiction always delivers. McPhee's work is expertly crafted and incredibly enticing. Her most notable novel, *Gorgeous Lies*, is a colorful, quirky story of a dying therapist who tries to make sense of his life and his relationships with his family as his conditions worsen. McPhee's ability to write about relationships also comes across in her upcoming novel, *An Elegant Woman*, which follows four generations of women as they fight for their freedom and work toward a better future.

***All the Missing Girls* by Megan Miranda**

Megan Miranda: The bestselling author of *All the Missing Girls*, Megan Miranda writes thrillers that keep you wondering what will happen next—all the way up to the last-minute plot twist. Her latest book, *The Last House Guest*, is a chilling tale of two friends, Avery Greer and Sadie Loman, who might as well come from different worlds. The things that connect them are Littleport, Maine, and its wealthy summer residents and a dangerous secret that somehow involves the Loman family. *The Last House Guest* is thrilling and unpredictable, and perfect for fans of domestic thrillers looking for a contemporary angle. Miranda also writes YA fiction, so you'll have plenty of material to read if you like crossover appeal or if you're a diehard Megan Miranda fan.

***The Beautiful Bureaucrat* by Helen Phillips**

Helen Phillips: Dynamic author Helen Phillips is incredibly skilled at weaving together wild fantasy with the mundanity of everyday life. Longlisted for the National Book Award, *The Beautiful Bureaucrat* tells the story of a woman named Josephine, whose job it is to enter numbers into a mysterious system called The Database. But when her husband disappears, and reappears with no explanation, things quickly turn become bizarre and terrifying. Phillips expertly balances the fear and terror of Josephine's experience and the exhilarating twists and turns of a political thriller.

STRESS MANAGEMENT TECHNIQUES IN ORGANIZATIONS

Loveneesh Goutam

Research Scholar, Ranchi University

Luvgoutam1991@gmail.com, M: 8444932626

Neha Kumari

Research Scholar, Ranchi University

Neha.tiwari90492@gmail.com M: 6202083599

Abstract

Stress has become an inevitable part of our everyday life. According to 2019 Cigna 360 Well-Being Survey, 89% of India's population is suffering from stress. And nearly 75% of them are not comfortable to discuss their problems with the medical professionals because of mainly cost issue. The survey also revealed that the major cause of stress among people in India were their financial problems and work issues. The term stress can be defined as any type of change that causes physical, emotional, or psychological strain. It is a reaction that people experience due to excessive pressures or demand put on them. It arises when an individual is unable to cope with the problems or situation. Stress may have multiple implications on the individuals and on the organization where he works. And if not properly managed, excess stress may cause harm to individual physically, mentally and behaviorally. Gradually, this would also affect the organization in terms of productivity, employee turnover, cost etc. Managing stress has become very important for both individuals as well as the organization. The present study is an attempt to study the techniques used by the various organization in India for managing employees' stress.

Keywords: Stress, tension, pressure, job stress, stress management, stress management techniques

Introduction:

Chronic stress at work has become very common these days and it has been shown to be a risk factor for a range of diseases, including depression, cardiovascular disease, and musculoskeletal disorders. Moreover, the costs of work stress are also high and it affects both individuals and organizations. According to 2019 Cigna 360 Well-Being Survey, 89% of India's population is suffering from stress. And nearly 75% of them are not comfortable to discuss their problems with the medical professionals because of mainly cost issue. The survey also revealed that the major cause of stress among people in India were their financial problems and work issues. Consequently, work stress interventions provide a promising approach towards reducing stress levels in the workplace. Different companies are adopting various stress management techniques to manage work

place stress so as to bring out the best from the employees.

Research Methodology- This is a review paper which uses secondary data taken from relevant books, articles, journals and various websites.

Conceptualizing Stress- Stress is a feeling of emotional or physical tension. It is the reaction that people experience due to excessive pressures or other types of demand put on them. It arises when they worry that they can't cope with the problems or any situation. Stress can come from any event or thought that makes you feel frustrated, angry, or nervous. Stress is a body's reaction to a challenge or demand. In short, stress can be positive, such as when it helps you avoid danger or meet a deadline. But when stress lasts for a long time, it may harm physical and mental health.

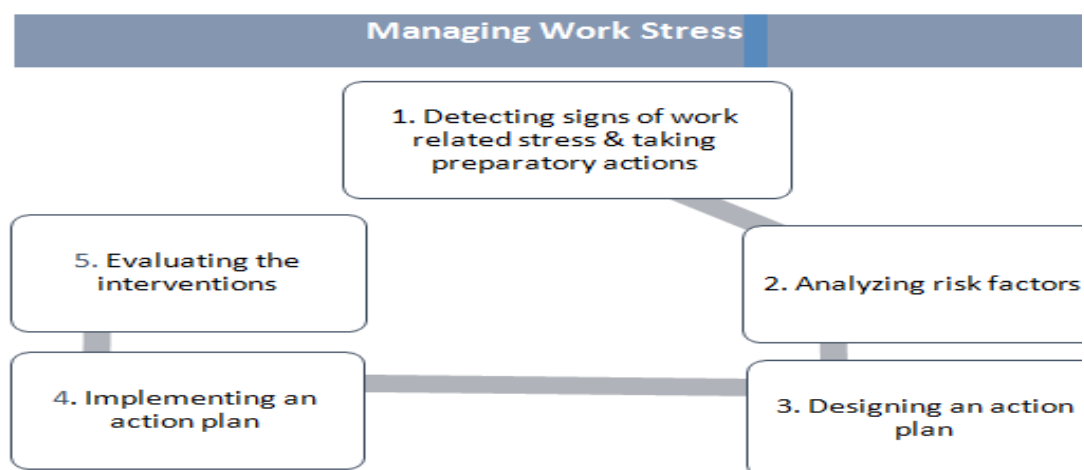
Table 1: Symptoms of Stress

Although we all experience stress differently, some common symptoms include:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Difficulty sleeping; • Weight gain or weight loss; • Stomach pain; • Irritability; • Teeth grinding; • Panic attacks; • Headaches; • Difficulty concentrating; | <ul style="list-style-type: none"> • Sweaty hands or feet; • Heartburn; • Excessive sleeping; • Social isolation; • Fatigue; • Nausea; • Feeling overwhelmed; • Obsessive or compulsive behaviors. |
|---|--|

Stress management in organization Stress management has become a key challenge for the organizations because organizations with stressed employees are more likely to be unsuccessful in the market. It is most important and valuable technique to boost the employee morale and their productivity. All the organizations have understood that the employees play a key role and they should be given a stress-free working environment to give their best performance. Stress management is the current need for Indian organizations. Stress management is a broad spectrum of techniques and psychotherapies aimed at controlling a person's level of stress, especially chronic stress, usually for the

purpose of improving everyday functioning. Stress produces numerous physical and mental symptoms which vary according to each individual's situational factors. These can include physical health decline, behavioral change as well as depression. The process of stress management is named as one of the keys to a happy and successful life in modern society. Stress management starts with identifying the sources of stress. Further, it involves a step wise process which incorporates so many interrelated activities. The following chart shows the step wise process of prevention of stress.



Stress management techniques throughout the world- With growing stress level among the employees, employers are giving attention to personal enhancement of employees to increase the efficiency at business organization. Nowadays stress management has become key responsibility area of managers

in many organizations. All the business organizations are just not only focusing on IQ but also on EQ, and SQ. The following table shows the recreational activities undertaken by Indian companies for stress management, as per Tower Watson 'stress at work' survey.

Table 2 : Top 10 steps taken by employers to manage stress

Initiatives	India	Asia Pacific	United States	EMEA
Flexible Working Options	50%	40%	51%	50%
Stress Mgmt Interventions (E.G., Workshops, Yoga, Tai Chi)	43%	38%	39%	16%
Education And Awareness Campaigns	41%	41%	40%	26%
Promotion Of Employee Assistance Program (Eap)	40%	24%	85%	29%
Specialised Training For Employees	30%	26%	23%	39%
Training For Managers	23%	24%	34%	41%
External Resources Used To Design And Deliver Program(S)	16%	12%	23%	18%
Expanding Eap And Other Services To Dependents	15%	10%	46%	25%
Anti-Stress Space	12%	10%	10%	4%
Written Guidelines On Stress	10%	9%	7%	9%

Stress management techniques adopted by organisations in India- Some organizations even employ counselors to deal with stress related problems of employees. Activities like picnics, outdoor sports, stress management seminars and lectures are also undertaken by organizations to reduce stress levels among their staff.

Now let us look at stress management practices undertaken by the some big business organizations in India.

GOOGLE INDIA

Google India is one of the best companies to work in and the employees are most satisfied, claims many surveys conducted by different organization year on year. The company provides very warm and sound organizational culture to every employee in each of the department. The stress management techniques at Google India includes- Flexible working hours and don't have time cards.

- **Googler 2 Googler :** Nooglers (New hires) have induction programme at some of the most beautiful place in the world, enables employees to share their knowledge with peers.
- **Play Dough:** Every manager was given a budget to spend on a fun group activity outside office.
- **Legal Advice:** Googlers get free legal advice.
- **Travel Without Worries:** All googlers and family members get travel insurance

and emergency services even when they are on personal vacation.

- **Celebration of Local Festivals:** In all the campus of Google India, company celebrates all major local festivals.
- **Cafeteria:** Google provides the best food and one can never get bore eating at Google cafeteria. The chief chef will come to dining table and will ask about the taste and suggestions for the food.
- **Sports Activities:** Google office features foosball, ping pong and pool tables, an outdoor basket-ball court and indoor cricket pitch.
- **Gym:** Google provides excellent gymnasium facility and a massage centre.

ACCENTURE

Accenture offers the all employees 'Total Reward' package to which includes compensations, perks, personal growth opportunities and a successful career with healthy life style involving, family, friends, and community. The company has applied ergonomics – the science of fitting the physical aspect of work environment to the human body. It helps employees to understand the potential hazards of incorrect work station posture and apply correction to the posture. Accenture provides work place flexibility which includes – Flexi time schedule, job sharing, work from home, fly back etc.

TATA CONSULTANCY SERVICES

At TCS work life balance is an important aspect of employees. TCS regularly organizes employee engagement programmes. TCS has introduced stress management as part of HR policy of the company.

Sports: TCS offices are equipped with facilities like Table tennis, basket ball, badminton and tennis with professional coaches to train and help employees to enhance their ability.

- Gym: TCS office in Mumbai has a fully equipped gym with latest machine and trained fitness experts.
- Yoga : TCS regularly organizes Yoga camps for the employees.
- Maitree: The other initiatives include fun events, picnics, wellness program, and trekking camps and also promotes community development projects as part of work life balance programme.

INFOSYS

Infosys has always been most preferred Indian company as it provides very good facilities to its employees which just not include monetary package but a homely environment and motivating work culture.

- HALE: To curb the stress level amongst employees, Infosys launched a Health Assessment & Lifestyle enrichment plan. This has been a focused response to rising concerns of employee health and the impact of work stress on our employees and their families. HALE improves organizational productivity through healthy employees and has done work in the area of employee health (physical and mental), creating a healthy work environment, amongst other things.
- Nurture your Passion: Infosys has a range of clubs for activities such as music, movies, sports, theatre, and photography. You can also create new clubs with like-minded Infoscions and add it to their club roll.

- Get Social: Meet, collaborate, and share your interests with Infoscions around the world on our intranet portal Sparsh and our social networking platform Infy Bubble. Also be part of entertaining events on campus — from concerts and family days to festivals and award ceremonies.
- A Friendly Ear: At Infosys, you'll find mentors to guide you in your career. You will only get better every day with managers who provide you constructive feedback and track your progress.
- Infosys allows its employees to use twitter, face book or other social networking sites.
- It provides facilities like gym, saloon, swimming pool, table tennis etc

LARSEN & TOUBRO

The company has made efforts towards employee wellness through 'Working on Wellness' initiative. This focuses on stress management and essential healthcare to enhance the overall employee well-being and promote work -life balance.

Suggested organizational structure to manage stress

The workplace is an important source of both demands and pressures causing stress, and structural and social resources to restrain stress. It is one of the most serious problems faced by the organizations at present. Stress cannot be eliminated from daily life; the only solution is to manage it effectively. Organizational stress management is regarded as a new dimension of Human resource management. As stress affects all at some time, the HRM department should have its focus on identifying, measuring and taking steps to manage stress. Therefore, planning for strategies and implementing them is a big challenge for management. On the basis of existing literature, following are the key points an organization can take:

1. Create Supportive Organizational System: There should be decentralized and participative decision-making structure where upward

- communication exists. Clarify organizational policies to everyone and provide more job control and proper job description. The organizational culture should be such that, innovative thinking is encouraged this also helps in bringing down the stress experienced by the employees.
2. Ergonomics and Environmental Design: The equipment used in organizations need to be improved and it should be in good physical working conditions these are in much demand in present tech-savvy world, and undoubtedly this will become one of the best stress coping strategies at organizational level. Therefore, organizations should provide all resources to get better output and avoid worker's stress and frustration.
 3. Awareness about New Technology: The use of the computer and other software technology has been unavoidable and necessary. Therefore, all the employees should be introduced to various computer tools, and the proper training should be organized on continuous and regular basis.
 4. Stress Counseling: A counselor can be provided to the employees for helping them to deal with work related and personal problems in order to understand and solve stress related problems to control mostly behavioral and emotional outcomes of employees.
 5. Educational and Training Programs: Plan and develop career paths and provide educational programs especially tailored to suit employee's job profiles. The employees can be given weekly sessions of Yoga and other such relaxing exercises so that they are able to deal with stress in an effective manner. Life style modification programs at individual and organizational level are recommended.
 6. Organizational get together and Fun: An informal get together would help in creating personal bonds between the various individuals belonging to the organization and this will definitely contribute towards better relations at the work place.
 7. Stress-audit: Stress-audit should be conducted at organizational level to understand what causes stress and its impact on the employees. This leads to design the best suitable strategies for managing the stress.
 8. Work Balance Initiatives: Companies have introduced a variety of strategies to help employees achieve work – life balance in India. They include flexible time options, Job sharing, work from home, use of telecommuting in fulfilling the job, and child care support.
 9. Life style modification programs: To combat the harmful effects of stress, life style modification programs at individual and organizational level are recommended, after discussing experts. Ultimately individual should be responsible to carry forward these programs.
 10. Finding triggers and stressors: Identifying triggers and stressors through continuously monitoring health of the employees and proactive organizational style will be a coping strategy in stress management.
 11. Stress counseling programs: Introducing stress counseling programs, in order to understand and solve stress related problems to control mostly behavioral and emotional outcomes of employees.
 12. Spiritual programs: Conducting spiritual programs at organizational level will lead to introspection of employees and reduce stress to create more energetic and enriched platform which can increase organizational performance.
 13. Miscellaneous Organizational Change: The workload should be in line with workers' capabilities and resources, Job design should stimulate and provide ample opportunities for workers to use their skills. Clarity in workers' role and responsibilities, Improved channels of communication, Provide meaningful and timely feedback, and greater responsibility, The organizational goals should be realistic and known to the employees, Have a fair and proper distribution of

incentives and salary structure, Promote job rotation and job enrichment, Create a unbiased and safe working environment, Have effective hiring and orientation procedure, Appreciate the employees on accomplishing and Ensuring social interaction opportunities among workers. The fundamental approach to manage stress should be based on openness, honesty, and integrity. It is essential that a mutual understanding between staff and managers is created and developed. If it is not managed properly organizations and their managers must be prepared to face problems of absenteeism, illness, injury, and burnout as a result.

Physical activities planned in job design The body can release stress, better through physical exertion, as physicians were suggesting, indulging any kind of physical activity is recommended while job design. The stress management techniques can be used by not only organizations but also the individuals.

Conclusion

After analyzing the existing literature, it is found that the work-related stress is a real challenge for an employee and their employing organization. Stress has become contemporary due to dynamic social factor and changing needs of life styles. Stress is man's adaptive reaction to an outward situation which would lead to physical, mental and behavioral changes. The workers and employees are very stressed nowadays because in this competitive era they are highly target driven and highly pressured on results, they have rising targets, strict deadlines, stiff competition, hectic working hours, turbulent work environment, increasing ambitions and conflict among staff, misleading organizational policies, and lack of proper communication in the organization. Stress can make an individual productive and constructive when it is identified and well managed. Positive attitude and meditation will be helpful for reducing the stress. At organizational level, well designed coping strategies have become the attention of companies like Tata Consultancy Services, Infosys, Wipro, Microsoft, and Cognizant etc. Some of the stress coping strategies identified by this study includes

supportive organization system, stress management programs, awareness about New Technology, physical activities planned in job design, life style modification programs, finding triggers and stressors, stress counseling programs, and spiritual programs. It can be termed as a new dimension of Human resource management. A good strategy -being is providing stress-free work environment. Actions to reduce job stress should be given top priority in order to prove good management and good organization.

References

1. Tower watson report 'stress @ work' survey 2013/14 available on <http://www.towerswatson.com/en-IN/Press/2014/05/Indian-employers-rank-stress-as-1-lifestyle-risk-factor>
2. M. Jani, Dr. Jyotindra, 2016 'Stress Management Practices in Indian Industry' Quest Journals Journal of Research in Humanities and Social Science Volume 4 ~ Issue 11 (2016) pp: 141-144 ISSN(Online) : 2321-9467
3. Steven B. Donovan, Brian H. Kleiner, (1994) "Effective Stress Management", Managerial Auditing Journal, Vol. 9 Iss: 6, pp.31 - 34
4. Lawrence R. Murphy, Joseph J. Hurrell, Jr, (1987) "Stress Management in the Process of Occupational Stress Reduction", Journal of Managerial Psychology, Vol. 2 Iss: 1, pp.18 – 23
5. Jennifer R. Bradley, Valerie Sutherland, (1994) "Stress Management in the Workplace: Taking Employees' Views into Account", Employee Counselling Today, Vol. 6 Iss: 1, pp.4 – 9
6. W M A Wan Hussin, Managing stress at the workplace: The application of Wan Hussin 3-Dimensional Stress Management Model, 2008, Vol 11, Issues 2, The Journal of Management Awareness.
7. Pestonjee, D.M., Stress and Coping, The Indian Experience II Edition (Sage Publications Ltd., 2009)
8. Lakshminarayanan R, An Overview Of Strategic Planning To Combat

Occupational Stress – Need Of The Hour In The Present Indian Context, (2010) Available via: <http://omjhnt.com/file-doctc/fSu/strategic-planning-to-comabt-stress-need-of-the-.html>

Web References

1. <https://www.helpguide.org/articles/stress/stress-management.htm>
2. [https://www.worldwidejournals.com/indian-journal-of-applied-research-\(IJAR\)/page/p/downloads](https://www.worldwidejournals.com/indian-journal-of-applied-research-(IJAR)/page/p/downloads)
3. <https://oem.bmj.com/content/59/1/67>
4. https://www.researchgate.net/publication/246871144_A_STUDY_ON_STRESS_MANAGEMENT_WITH_SPEC

IAL_REFERENCE_TO_A_PRIVATE_SECTOR_UNIT

5. <https://www.betterhealth.vic.gov.au/health/healthyliving/work-related-stress>
6. <https://oem.bmj.com/content/59/1/67>
7. <https://positivepsychology.com/stress-management-techniques-tips-burn-out/>
8. <https://www.businessmanagementideas.com/stress-management/stress-management/21296>
9. <https://www.betterhealth.vic.gov.au/health/healthyliving/work-related-stress>
10. <https://courses.lumenlearning.com/boundless-management/chapter/stress-in-organizations/>
11. <https://www.medicalnewstoday.com/articles/323324#managing-stress>
12. https://en.wikipedia.org/wiki/Stress_management

NEW BOOKS – INDIA

Legend of Suheldev: The King who Saved India (2020)

The Legend of Suheldev is the eighth book of Amish Tripathi and the first in the Immortal Writers' Centre. The past historical series rolled back to 3000 - 4000 years history whereas this book depicts the historical incidents nearly 1000 years ago. The story as usual tells the history with a touch of fiction and fantasy. Suheldev along with his father counter attacks the brutal act of demolishing Lord Shiva temple by Mahmud of Ghazni. A mission to save India from intruders in limns of Amish. This Amish Tripathi book is a ray of hope to look forward to contemporary stories by the legend.

Passing a decade since 2010, the legendary work by Amish Tripathi has inspired many because of his unforgettable pieces of writings and unbelievable play of words. As a modern mind to recreate history and a trendsetter for writers is very much necessary in the current world. The Amish Tripathi books will remain timeless through millenniums. Generations will read them and they will stay relatable to them all. What do you say?

Kavya Dharshini

A STUDY ON ALGORITHMIC TRADING AND AUTOMATED TRADING SYSTEM - USES AND CHALLENGES

Mallika a Shetty

Assistant professor

MGM College, Udupi

Email- mallika_arunshetty@yahoo.com

Abstract

Algorithmic trading has become synonymous with big data due to the growing capabilities of computers. The automated process enables computer programs to execute financial trades at speeds and frequencies that a human trader cannot. Within the mathematical models, algorithmic trading provides trades executed at the best possible prices and timely trade placement and reduces manual errors due to behavioral factors. Institutions can more effectively curtail algorithms to incorporate massive amounts of data, leveraging large volumes of historical data to backtest strategies, thus creating less risky investments. This helps users identify useful data to keep as well as low-value data to discard. Given that algorithms can be created with structured and unstructured data, incorporating real-time news, social media and stock data in one algorithmic engine can generate better trading decisions. Unlike decision making, which can be influenced by varying sources of information, human emotion and bias, algorithmic trades are executed solely on financial models and data. This paper throws a light on what is algorithmic trading challenges and uses.

Keywords: - Algorithmic trading, Industry 4.0 , automated trading system.

Introduction- The vast proliferation of data and increasing technological complexities continue to transform the way industries operate and compete. Over the past few years, 90 percent of the data in the world has been created as a result of the creation of 2.5 quintillion bytes of data on a daily basis. Commonly referred to as big data, this rapid growth and storage creates opportunities for collection, processing, and analysis of structured and unstructured data. The adoption of big data continues to redefine the competitive landscape of industries. An estimated 84 percent of enterprises believe those without an analytics strategy run the risk of losing a competitive edge in the market. Financial services, in particular, have widely adopted big data analytics to inform better investment decisions with consistent returns. In conjunction with big data, algorithmic trading uses vast historical data with complex mathematical models to maximize portfolio returns. The continued adoption of big data will inevitably

transform the landscape of financial services. However, along with its apparent benefits, significant challenges remain in regards to big data's ability to capture the mounting volume of data.

Automated trading system- An automated trading system (ATS), a subset of algorithmic trading, uses a computer program to create buy and sell orders and automatically submits the orders to a market center or exchange. The computer program will automatically generate orders based on predefined set of rules using a trading strategy which is based on technical analysis, advanced statistical and mathematical computations or input from other electronic sources. Automated trading systems are often used with electronic trading in automated market centers, including electronic communication networks, "dark pools", and automated exchanges. Automated trading systems and electronic trading platforms can execute repetitive tasks at speeds orders of magnitude greater than any

human equivalent. Traditional risk controls and safeguards that relied on human judgment are not appropriate for automated trading and this has caused issues such as the 2010 Flash Crash. New controls such as trading curbs or 'circuit breakers' have been put in place in some electronic markets to deal with automated trading systems.

Advantages of Automated Trading System

Minimizes Emotion- As orders are processed automatically once the pre-set rules are satisfied, emotional mistakes are minimized. It also helps traders to stay disciplined when the market is highly volatile.

Ability to Backtest- Before actually using the automated trading or the underlying algorithm, traders are able to evaluate their rules using the old data. It allows the traders to minimize potential mistakes and determine the expected returns.

Achieves Consistency-As orders are processed only when the pre-set rules are satisfied and traders only trade by plan, it helps the traders achieve consistency.

Improved Order Entry Speed -As computers process the orders as soon as the pre-set rules are met, it achieves higher order entry speed which is extremely beneficial in the current market where market conditions can change very rapidly.

Diversifies Trading-Automated trading systems allow users to simultaneously trade in multiple accounts which allows them to diversify their portfolio. Diversifying the

portfolio allows the users to minimize their risks by spreading the risk over various instruments.

Disadvantages of Automated Trading System

Even though the underlying algorithm is capable of performing well in the live market, an internet connection malfunction could lead to a failure.

Monitoring -Although the computer is processing the orders, it still needs to be monitored because it is susceptible to technology failures as shown above.

Over-Optimization -An algorithm that performs very well on backtesting could end up performing very poorly in the live market. Good performance on backtesting could lead to overly optimistic expectations from the traders which could lead to big failures.

The past few years have seen the impeccable rise of Algorithmic trading to eminence. Some of the best performing hedge funds attribute their success to it. Devoid of human emotions, repelling latency, technology-oriented and fast-paced, Algorithmic trading executes trading commands instantly and with accuracy. Currently, trading is happening in the span of microseconds and going on to Nanoseconds, with just one millisecond accounting for millions in revenue per year from market trades. Anonymity, Cost, and Speed are few of the many desirable qualities of Algo trading besides ease of use, customization, etc.

Table 1 Rise in algorithmic trading (US)

United states	Now	Then
Economy	27%(Present	43%(2026
Equity trading	70%(2012)	
Worldwide trading volume contribution	75%(present)	

Source Morgan Stanley report

Machine learning and algorithmic trading- Machine learning adds a layer of intelligence on top of algorithms by providing powerful

tools to extract patterns from data processed all across the globe, giving technology the opportunity to study it in real time. the

intelligent machine could very well lead the entire trading revolution owing to its evolution and newer technologies becoming predominant with every passing day, those like:

- Quantum Computing
- Crypto currency
- Blockchain technology
- Cloud Computing
- Fintechs
- Big Data
- Internet of Things IoT, etc.
- Combination of Machine Learning with the following technologies could create wonders:
- Use of nanotechnology in trading
- Custom chips that allow HFT execution in 74 nanoseconds could

further evolve to attract investments worth millions (Source: snipethtrade website)

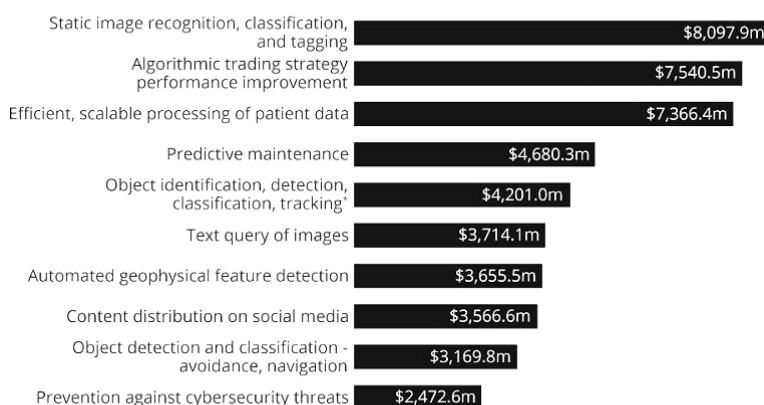
- Superfast microwave transmission technology that transmits data at the speed of light
- Companies that use crypto-currency for services could increase in numbers
- Achievements like further reduction of latency to less than 20 nanoseconds, etc.

Artificial Intelligence and Algorithmic Trading- **Artificial Intelligence** (A.I.) might be able to trade in and out without any repercussions by itself as it would drive improvements for trading strategies.

Figure 1: the future of A.I

The Future Of A.I.

Forecasted cumulative global artificial intelligence revenue 2016-2025, by use case (U.S. dollars)



© StatistaCharts * From geospatial images
Source: Tractica

statista

Trading Systems of the Future- The future systems could study all the historical data that we have archived over the course of the entire trading history, analyze it with ease to find out the trends, what would work and what would not. It could also teach itself to predict the future markets with ease while trading multiple accounts and strategies to spread risk and reject or accept real-time bids and offers.

If the market does not favour your trading strategy rules, the system's self-learn algorithms would adjust trading to different patterns and alter the rules to match market conditions.

It could be capable of checking out multiple market conditions across the globe simultaneously saving a lot of time and eliminating any possibility of the slightest gap in time or occurrence of an error. Market crashes might become a thing of the past with trading become sentient and realizing the impact of a buy/sell gone wrong, or market volatility to dip in the exchange and rising up to the challenge to recover from that without any human intervention. We can thus expect the elimination of certain discrepancies like Flash Crashes. **Algorithms** could be

programmed into the chips directly for increased efficiency and easier communication. Specific global regulation and kill-switches could also be programmed. Imagine a system so powerful, with a vast reach with Big Data and connectivity like the likes of the IoT rapid internet speed and gigaflops of processing power incorporating structured and unstructured data, utilizing real-time global news feed, with LIVE social media and current and historical stock data across the globe in one algorithmic engine.

CHALLENGES

Despite the financial services industry increasing embrace of big data, significant challenges still exist in the field. Most importantly, the collection of various unstructured data supports concerns over privacy. Personal information can be gathered about an individual's decision making through social media, emails and health records. Within financial services specifically, the majority of criticism falls onto data analysis. The sheer volume of data requires greater sophistication of statistical techniques in order to obtain accurate results. In particular, critics overrate signal to noise as patterns of spurious correlations, representing statistically robust results purely by chance. Likewise, algorithms based on economic theory typically point to long-term investment opportunities due to trends in historical data. Efficiently producing results supporting a short-term investment strategy are inherent challenges in predictive models.

THE BOTTOM LINE

Big data continues to transform the landscape of various industries, particularly financial services. Many financial institutions are adopting big data analytics in order to maintain a competitive edge. Through structured and unstructured data, complex algorithms can execute trades using a number of data sources. Human emotion and bias can be minimized through automation; however, trading with big data analysis has its own specific set of challenges. The statistical results produced so far have not been fully embraced

due to the field's relative novelty. However, as financial services trend towards big data and automation, the sophistication of statistical techniques will increase accuracy.

THE ROLE OF ALGO TRADING IN THE CRYPTOCURRENCY BOOM

There are few international EPAT participants based out of different locations in the world who have been working on Crypto currency related projects and have also created systems for trading Crypto currencies using automation tools given that some of the Crypto currency exchanges do give API access. That's there but I don't think there is any role of algorithmic trading. It is definitely not because of people using algorithms to buy Crypto currencies just that people are trying to invest in whichever way they can and yes the kind of volatility is very different. So to answer the question again, I don't think there is any role of algorithmic trading as of now in the Crypto currency domain.

ARTIFICIAL INTELLIGENCE ALGORITHMS CHANGE THE FUTURE OF ALGO TRADING

It definitely will be giving a lot of power to individual and retail traders in addition to the big institutions because with AI and ML it's not just about the speed of execution. For faster execution, you need high-end infrastructure which becomes out of question for a lot of traders. But a lot of analysis can be done on the cloud and that has become much cheaper as compared to the physical infrastructure if you had to own and that is what you need for training your algorithms. There are a lot of algorithms in ML and AI like reinforcement, supervise etc. so all these algorithms are available and accessible to the retail traders, with high computing power and affordable cost. This is how it will change how algorithmic trading has been developing and algorithm trading will be doing all the volumes which will be happening in the future, we expect that there will be more retail participation than HFTs or few big institutions. From self-driven cars to food delivering drones, automation is the way forward and financial sector cannot be left out of that. So more

and more automation & tools will keep on coming as people become more aware and learn all these things there will be better tools available for them at better pricing not just for the big institutions but for retail as well.

How it Works- Automated trading system can be based on a predefined set of rules which determine when to enter an order, when to exit a position, and how much money to invest in each trading product. Trading strategies differ such that while some are designed to pick market tops and bottoms, others follow a trend, and others involve complex strategies including randomizing orders to make them less visible in the marketplace. ATSS allow a trader to execute orders much quicker and to manage their portfolio easily by automatically generating protective precautions.

Back-testing- Back-testing of a trading system involves programmers running the program by using historical market data in order to determine whether the underlying algorithm can produce the expected results. Back-testing software enables a trading system designer to develop and test their trading systems by using historical market data and optimizing the results obtained with the historical data. Although back-testing of automated trading systems cannot accurately determine future results, an automated trading system can be back-tested by using historical prices to see how the system would have performed theoretically if it had been active in a past market environment.

Forward Testing- Forward testing of an algorithm can also be achieved using simulated trading with real-time market data to help confirm the effectiveness of the trading strategy in the current market. It may be used to reveal issues inherent in the computer code.

Live Testing- Live testing is the final stage of the development cycle. In this stage, live performance is compared against the back-tested and walk forward results. Metrics compared include Percent Profitable, Profit Factor, Maximum Drawdown and Average Gain per Trade. The goal of an automated trading system is to meet or exceed the back-

tested performance with a high efficiency rating.

Market disruption and manipulation- Automated trading, or high-frequency trading, causes regulatory concerns as a contributor to market fragility.[18] United States regulators have published releases[19][20] discussing several types of risk controls that could be used to limit the extent of such disruptions, including financial and regulatory controls to prevent the entry of erroneous orders as a result of computer malfunction or human error, the breaching of various regulatory requirements, and exceeding a credit or capital limit.

The use of high-frequency trading (HFT) strategies has grown substantially over the past several years and drives a significant portion of activity on U.S. markets. Although many HFT strategies are legitimate, some are not and may be used for manipulative trading. A strategy would be illegitimate or even illegal if it causes deliberate disruption in the market or tries to manipulate it. Such strategies include "momentum ignition strategies": spoofing and layering where a market participant places a non-bona fide order on one side of the market (typically, but not always, above the offer or below the bid) in an attempt to bait other market participants to react to the non-bona fide order and then trade with another order on the other side of the market. They are also referred to as predatory/abusive strategies. Given the scale of the potential impact that these practices may have, the surveillance of abusive algorithms remains a high priority for regulators. The Financial Industry Regulatory Authority (FINRA) has reminded firms using HFT strategies and other trading algorithms of their obligation to be vigilant when testing these strategies pre- and post-launch to ensure that the strategies do not result in abusive trading.

FINRA also focuses on the entry of problematic HFT and algorithmic activity through sponsored participants who initiate their activity from outside of the United States. In this regard, FINRA reminds firms of their surveillance and control obligations under the SEC's Market Access Rule and Notice to Members 04-66, as well as potential issues

related to treating such accounts as customer accounts, anti-money laundering, and margin levels as highlighted in Regulatory Notice 10-18 and the SEC's Office of Compliance Inspections and Examination's National Exam Risk Alert dated September 29, 2011.

FINRA conducts surveillance to identify cross-market and cross-product manipulation of the price of underlying equity securities. Such manipulations are done typically through abusive trading algorithms or strategies that close out pre-existing option positions at favorable prices or establish new option positions at advantageous prices.

In recent years, there have been a number of algorithmic trading malfunctions that caused substantial market disruptions. These raise concern about firms' ability to develop, implement, and effectively supervise their automated systems. FINRA has stated that it will assess whether firms' testing and controls related to algorithmic trading and other automated trading strategies are adequate in light of the U.S. Securities and Exchange Commission and firms' supervisory obligations. This assessment may take the form of examinations and targeted investigations. Firms will be required to address whether they conduct separate, independent, and robust pre-implementation testing of algorithms and trading systems. Also, whether the firm's legal, compliance, and operations staff are reviewing the design and development of the algorithms and trading systems for compliance with legal requirements will be investigated. FINRA will review whether a firm actively monitors and reviews algorithms and trading systems once they are placed into production systems and after they have been modified, including procedures and controls used to detect potential trading abuses such as wash sales, marking, layering, and momentum ignition strategies

Conclusion- We are all familiar with the History of Algorithmic Trading and the Evolution of Algorithmic Trading, and most of us have witnessed these changes firsthand or been a part of such remarkable moments that have changed the world forever. But in the process, these moments changed lives, flipped bottom economies to the top and put a common man having the

knowledge of Algorithmic trading at par with some of the best minds in the business. The trading of the future will be based on so many newer technologies that we cannot even fathom to imagine. It would definitely be worth the wait to see where we stand in terms of trading in the future. The future is the algorithm. The next step in the evolution of trading is the algorithm. It is tremendous. Technology is here to stay, need to manage its usage rather than reduce it. Algorithmic trading is only a more speedy powerful mechanism to manage trading process. Humans still are in charge of what goes on exchange platforms. No evidence that higher AT adversely affects the markets. Good regulation making must be based on scientific evidence and extensive consulting. Given the access to data, it is important to identify the areas of concerns in the context of the Indian markets. Demonstrate market failure, review past regulations, study the impact and analyze the costs and benefits of the interventions. Consider market solutions such as 'Long life orders', analyses the global experience.

References

1. Are fleeting orders by high frequency traders a source of market abuse?
2. Aggarwal and Anand, Aug 29, 2016, Ajay Shah's blog.
3. The changing landscape of equity markets, Aggarwal and Anand, Jul 10, 2015, Ajay Shah's blog.
4. Do regulatory hurdles on algorithmic trading work? Aggarwal,
5. Panchapagesan and Thomas, 2016, White paper, NSE-NYU Research Initiative).
6. The causal impact of algorithmic trading on market quality, Aggarwal
7. and Thomas, 2014. IGIDR Working Paper.
8. Low-latency trading and co-movement of order flow and prices,
9. Boehmer and Shankar, 2014, NSE-NYU Working paper.

A STUDY ON WOMEN EMPOWERMENT WELFARE SCHEMES IN INDIA

Reetika Agarwal

Assistant professor, School of management,
BBD University, Lucknow, UP

Abstract

Women's empowerment has become a significant topic of discussion in development of Modern India. It can also point to approaches regarding other trivialized genders in a particular political or social context. Empowering women to participate fully in economic life across all sectors is essential to build stronger economies, proportionate growth and improve the quality of life for women, men, families and communities. The local ordinance empowers the board of health to close unsanitary restaurants. Women's empowerment is the process in which women elaborate and recreate what it is that they can be, do, and accomplish in a circumstance that they previously were denied. Empowerment can be defined in many ways, however, when talking about women's empowerment, empowerment means accepting and allowing people (women) who are on the outside of the decision-making process into it. "It is empowering women to make them able to get their real rights in the society. Women's Empowerment Principles: Equality Means Business. Empowering women to participate fully in economic life across all sectors is essential to build stronger economies, achieve internationally agreed goals for development and sustainability, and improve the quality of life for women, men, families and communities. As we all know that India is a male dominated country where males are dominated in every area and females are forced to be responsible for only family care and live in the home including other many restrictions. Almost 50% of the population in India is covered by the female only so the full development of the country depends on the half population means women, who are not empowered and still restricted by many social taboos. In such condition, we cannot say that our country would be a developed in the future without empowering its half population means women. If we want to make our country a developed country, first of all it is very necessary to empower women by the efforts of men, government, laws and women too. The Government of India initiated so many Schemes for empowerment of Women. Ministry of Women and Child Development, Government of India has started so many programmes. The Study is Purely Theoretical. The Study is based on secondary data sources. The necessary information about the Women Empowerment Schemes in India and its various components are collected from Books, Journals, Internet Source or related topic. The study is based on the Importance of women Empowerment in India.

Introduction

Women's empowerment is the process in which women elaborate and recreate what it is to be in a circumstance that they previously were denied. Empowerment can be defined in many ways, however, when talking about women's empowerment, empowerment means accepting and allowing people (women) who are on the outside of the decision-making process into it. "This puts a strong emphasis on participation in political structures and formal decision-making and, in the economic

sphere, on the ability to obtain an income that enables participation in economic decision-making." Empowerment is the process that creates power in individuals over their own lives, society, and in their communities. People are empowered when they are able to access the opportunities available to them without limitations and restrictions such as in education, profession and lifestyle. Feeling entitled to make your own decisions creates a sense of empowerment. Empowerment

includes the action of raising the status of women through education, raising awareness, literacy, and training. Women's empowerment is all about equipping and allowing women to make life-determining decisions through the different problems in society.

Alternatively, it is the process for women to redefine gender roles that allows for them to acquire the ability to choose between known alternatives whom have otherwise been restricted from such an ability. There are several principles defining women's empowerment such as, for one to be empowered, they must come from a position of disempowerment. Furthermore, one must acquire empowerment themselves rather than have it given to them by an external party. Other studies have found that empowerment definitions entail people having the capability to make important decisions in their lives while also being able to act on them. Lastly, empowerment and disempowerment is relative to other at a previous time; therefore, empowerment is a process, not a product.

Women empowerment has become a significant topic of discussion in development and economics. It can also point to the approaches regarding other trivialized genders in a particular political or social context.

Women's economic empowerment refers to the ability for women to enjoy their right to control and benefit from the resources, assets, income and their own time, as well as the ability to manage risk and improve their economic status and well being.

While often interchangeably used, the more comprehensive concept of gender empowerment refers to people of any gender, stressing the distinction between biological and gender as a role.

Countries around the world including India are emphasizing on women empowerment. With initiatives like #metoo and #time'sup, violence and discrimination against women gained attention and helped raise the voice of vulnerable and silent victims around the world. The Indian government has also recognized women issues and their contribution to the country's economy.

Entire nations, businesses, communities and groups can benefit from the implementation of programs and policies that adopt the notion of women empowerment.] Empowerment of women is a necessity for the very development of a society, since it enhances both the quality and the quantity of human resources available for development. Empowerment is one of the main procedural concerns when addressing human rights and development.

Women's empowerment and achieving gender equality is essential for our society to ensure the sustainable development of the country. Many world leaders and scholars have argued that sustainable development is impossible without gender equality and women's empowerment. Sustainable development accepts environmental protection, social and economic development, and without women's empowerment, women wouldn't feel equally important to the process of development as men. It is widely believed that, the full participation of both men and women is critical for development. Only acknowledging men's participation will not be beneficial to sustainable development. In the context of women and development, empowerment must include more choices for women to make on their own. Without gender equality and empowerment, the country could not be just, and social change wouldn't occur. Therefore, scholars agree that women's empowerment plays a huge role in development and is one of the significant contributions of development. Without the equal inclusion of women in development, women would not be able to benefit or contribute to the development of the country.

METHODOLOGY

The study is based on secondary data sources. The necessary information about various Women empowerment schemes in India & its various components are collected through various journals, books & various internet related sources of related topics.

Economic empowerment-Economic empowerment increases women's agency, access to formal government programs, mobility outside the home, economic independence, and purchasing power. Policy makers are suggested to support job training to aid in entrance in the formal markets. One recommendation is to provide

more formal education opportunities for women that would allow for higher bargaining power in the home. They would have more access to higher wages outside the home; and as a result, make it easier for women to get a job in the market.

Strengthening women's access to property inheritance and land rights is another method used to economically empower women. This would allow them better means of asset accumulation, capital, and bargaining power needed to address gender inequalities. Often, women in developing and underdeveloped countries are legally restricted from their land on the sole basis of gender. Having a right to their land gives women a sort of bargaining power that they wouldn't normally have; in turn, they gain more opportunities for economic independence and formal financial institutions.

Political empowerment supports creating policies that would best support gender equality and agency for women in both the public and private spheres. Popular methods that have been suggested are to create affirmative action policies that have a quota for the number of women in policy making and parliament positions. As of 2017, the global average of women whom hold lower and single house parliament positions is 23.6 percent. Further recommendations have been to increase women's rights to vote, voice opinions, and the ability to run for office with a fair chance of being elected. Because women are typically associated with child care and domestic responsibilities in the home, they have less time dedicated to entering the labour market and running their business. Policies that increase their bargaining power in the household would include policies that account for cases of divorce, policies for better welfare for women, and policies that give women control over resources (such as property rights). However, participation is not limited to the realm of politics. It can include participation in the household, in schools, and the ability to make choices for oneself. Some theorists believe that bargaining power and agency in the household must be achieved before one can move onto broader political participation.

Reasons for the empowerment of women- Today we have noticed different Acts and Schemes of the central government as well as state government to empower the women of India. But in India women are discriminated and

marginalized at every level of the society whether it is social participation, political participation, economic participation, access to education, and also reproductive healthcare. Women are found to be economically very poor all over the India. A few women are engaged in services and other activities. So, they need economic power to stand on their own legs on par with men. Other hand, it has been observed that women are found to be less literate than men. According to 2001 census, rate of literacy among men in India is found to be 76% whereas it is only 54% among women. Thus, increasing education among women is of very important in empowering them. It has also noticed that some of women are too weak to work. They consume less food but work more. Therefore, from the health point of view, women folk who are to be weaker are to be made stronger. Another problems is that workplace harassment of women. There are so many cases of rape, kidnapping of girl, dowry harassment, and so on. For these reasons, they require empowerment of all kinds in order to protect themselves and to secure their purity and dignity.

To sum up, women empowerment can not be possible unless women come with and help to self- empower themselves. There is a need to formulate reducing feminized poverty, promoting education of women, and prevention and elimination of violence against women.

Women Empowerment schemes in India-

1. **Beti Padhao, Beti Bachao Scheme-** The main aim of this scheme is to generate awareness and improve the efficiency of welfare services meant for girls Launched on 22 January 2015.
2. **One Stop Centre Scheme-** To provide support and assistance to women affected by violence both in private and public spaces. The Scheme will be funded through Nirbhaya Fund.

3. **Women helpline scheme**-Scheme for Universalization of Women Helpline is meant to provide 24 hours immediate and emergency response to women affected by violence. Objectives of the scheme was to provide toll-free 24-hours telecom service to women affected by violence seeking support and information, to help crisis and non-crisis intervention through referral to the appropriate agencies such as police/Hospitals/Ambulance services/District Legal Service Authority (DLSA)/Protection Officer (PO) and to provide information about the appropriate support services, government schemes available to the woman affected by violence.
4. **Working Women's Hostel (WWH)**- The main objective of the scheme is to promote availability of safe and conveniently located accommodation for working women with day care facility for their children wherever possible in urban, semi urban or even rural areas where employment opportunity for women exist.
5. **Pradhan Mantri Matru Vandana Yojana**- Scheme ensures safe delivery and good nutrition for mothers having their first child. Launched: The scheme was launched in 2010 as Indira Gandhi Matritva Sahyog Yojana (IGMSY). It was renamed as Matritva Sahyog Yojana in 2014 and again as Pradhan Mantri Matru Vandana Yojana (PMMVY) in 2017. Main objective of the scheme were to providing partial compensation for the wage loss in terms of cash incentive s so that the woman can take adequate rest before and after delivery of the first living child. The cash incentive provided would lead to improved health seeking behaviour amongst the Pregnant Women and Lactating Mothers (PW& LM).
6. **Mahila e-Haat**-To strengthen financial inclusion of Women Entrepreneurs in the economy by providing continues sustenance and support to their creativity. Main Objectives of the scheme are:
 - Mahila E-Haat is an initiative for meeting needs of women entrepreneurs.
 - This startup Rashtriya Mahila Kosh website leverages technology for showcasing products made/manufactured/sold by women entrepreneurs.
- They can even show their services of their creative potential. This unique e-platform will strengthen the socioeconomic empowerment of women.
- To act as a catalyst by providing a web-based marketing platform to the women entrepreneurs to directly sell their products.
- To support 'Make in India' through online marketing platform.
7. **Mahila police volunteers**- The Role of Police is pivotal in ensuring the safety and security of citizens in general and women in particular.
 - An MPV will serve as a public-police interface in order to fight crime against women.
 - The broad mandate of MPVs is to report incidences of violence against women such as domestic violence, child marriage, dowry and violence faced by women in public spaces.
 - She will act as a role model for the community.
8. **National Mission for Empowerment of Women (NMEW)**- It is an initiative of the Government of India for empowering women holistically. The main objective of the scheme is to strengthen the conceptual and programmatic basis of women-centric schemes implemented. Training & Capacity Building to enhance and strengthen understanding of gender issues, build a Resource Pool (trainers) at the National and State level to bridge gaps between knowledge and practice will be the other focus area of NMEW
9. **Pradhan Mantri Mahila Shakti Kendra scheme**- Aim is to promote community participation through involvement of Student Volunteers for empowerment of rural women. The main purpose of this scheme is to enhance women's quality of life. Starting from saving and surviving of girl child, their primary as well as secondary education and overall quality of life will be improved through the implementation of this scheme.
10. **Rastriya Mahila Kosh (RMK)**- the aim of the scheme is to provide micro-credit

to poor women for various livelihood support and income generating activities at concessional terms in a client-friendly procedure to bring about their socio-economic development.

Objective:

- To demonstrate and replicate participatory approaches in the organization of women's groups for effective utilization of credit resources leading to self-reliance.
 - To promote and support the expansion of entrepreneurship skills among women.
 - To do all such lawful acts & things as may be necessary or conducive for furthering the objects of the Kosh.
11. Pradhan Mantri Ujjwala Yojana- Aim of this scheme is to provide clean fuel to women who are below poverty line who generally use unclean cooking fuels that does more harm than good and replace the same with LPG.

Objective:

- Protecting the health of women and empowering them
 - Curbing health issues that result from using fossil fuels and other fuels for cooking
 - Reducing casualties that occur as a result of unclean fuels used for cooking
12. Sukanya Samriddhi Yojana- this scheme aims to encourage parents of a girl child order to create a fund for the future education and marriage expenses for their child. To ensure the financial independence of women by encouraging them to invest in a savings scheme that would enable them to fulfil their long-term life goals and dreams like higher education, marriage, etc. and ensure financial stability.
13. eSamvad portal-To provide a platform for NGOs and civil society to interact with the Ministry on relevant subjects. It acts as an interactive portal allowing NGOs to contact the Union Ministry of Women and Child Development and share their

feedback, suggestions, grievances and their best practices.

14. Nari Web Portal- The portal aims to spread information about schemes and benefits provided by the Government to women.
15. New Draft National Policy-This Policy aims to make women able to participate as equal partners in all spheres of life. The draft policy addresses the diverse needs of women through identified priority areas:
- Health including food security and nutrition
 - Education
 - Economy (including agriculture industry, labour, employment, NRI women, soft power, service sector, science and technology), Violence against women
 - Governance and decision making
 - Violence Against Women
 - Enabling environment (including housing, shelter and infrastructure, drinking water and sanitation, media and culture, sports and social security)
 - Environment and climate change.

References-

1. Baruah B. (2013) Role of Electronic Media in Empowering Rural.
2. Goswami, L. (2013). Education for Women Empowerment. ABHIBYAKTI: Annual Journal, 1, 17-18.
3. Baruah, B. (2013). Role of Electronic Media in Empowering Rural Women Education of N.E. India. ABHIBYAKTI: Annual Journal, 1, 23-26.
4. Kadam, R. N. (2012). Empowerment of Women in India- An Attempt to Fill the Gender Gap. International Journal of Scientific and Research Publications, 2(6), 11-13.
5. Nagaraja, B. (2013). Empowerment of Women in India: A Critical Analysis. Journal of humanities and Social Science (IOSRJHSS), 9(2), 45-52 [WWW page]. URL <http://www.Iosrjournals.Org/empowerment.html>.

6. Deshpande, S., and Sethi, S., (2010). Role and Position of Women Empowerment in Indian Society. International Referred Research Journal, 1(17), 10-12.
7. Kishor, S. and Gupta, K. (2009), Gender Equality and Women's Empowerment in India, NATIONAL FAMILY HEALTH SURVEY (NFHS-3) INDIA, 2005-06, International Institute for Population Sciences, Deonar, Mumbai.
8. Suguna, M., (2011). Education and Women Empowerment in India. ZENITH: International Journal of Multidisciplinary Research, 1(8), 19-21.
9. Dr. Dasarati Bhuyan "Empowerment of Indian Women: A challenge of 21st Century" Orissa Review, 2006
10. Vinze, Medha Dubashi (1987) "Women Empowerment of Indian : A Socio Economic study of Delhi" Mittal Publications, Delhi..
11. Dhruba Hazarika "Women Empowerment in India : a Brief Discussion" International Journal of Educational Planning & Administration. Volume 1, Number 3 (2011)
12. Pankaj Kumar Baro1 & Rahul Sarania "Employment and Educational Status: Challenges of Women Empowerment in India" , A Peer-Reviewed Indexed International Journal of Humanities & Social Science.
13. <http://www.slideshare.net/puneetsharma5688/women-empowermentpuneet-sharma>
14. Cheston S and Kuhn L. 2002. "Empowering Women through Microfinance", Draft, Opportunity International
15. Pillai J.K 1995. "Women and empowerment" Gyan Publishers House, New Delhi.
16. Hoshemi, S.M. 1996. "Rural credit programmes and women's empowerment in Bangladesh" World Development 42 (34), 635-653.
17. <http://www.importantindia.com/19047/short-paragraph-onwomen-empowerment/>
18. <http://www.newincept.com/central-government-schemes-forwomen-empowerment.html>
19. <http://www.indiacelebrating.com/speech/womenempowerment-speech/>

START UP INDIA: OPPORTUNITIES AND CHALLENGES

Khushboo Rai

Assistant Professor

University Department of Commerce and Business Management

Ranchi University, Ranchi

Johnrambo8103@gmail.com

Abstract

Startup India seeks to foster a conducive ecosystem to accelerate startup growth and aims at giving much needed fillip to the ease of doing business. It encourages the development of innovative products and solutions in India. As per the plan of the Government of India, the programme is designed to suit Indian conditions and focus on ensuring benefits for the youth from the lowest strata of the society. The Startup movement is aimed at promoting bank financing for startup ventures, offer incentives to boost entrepreneurship and job creation. Importantly, the Government is adopting successful, tried and proven methods from other parts of the world to make India the world's second largest entrepreneurial hub after the US. Entrepreneurship and startups are only a recent phenomenon in the country. It is only in the last decade and half that people in the country have moved from being job seekers to job creators. Doing a startup is tough and every country sees more failures than success. More often than not an entrepreneur needs to be prepared to face failures and unprecedented hardship. However, culturally we are not groomed to fail and failure is frowned upon. Entrepreneurship thrives on celebrations and a society that fails to appreciate business failures stifles innovation and creativity even before it can start. A startup failing has to be encouraging as failures often teach an entrepreneur, what to do and what not to do. Doing a startup is perilous and often a lonely journey. Startups often suffer from the uncertainty regarding the exact regulatory requirements to set up its operations. In order to ensure that such information is readily available, it is intended that a checklist of required licenses covering labour licensing, environmental clearances etc. be made available. Currently, the Startup ecosystem in India also lacks formal platform for Startups to connect and collaborate with other ecosystem partners.

Having a brilliant idea is different from making that idea a success business. For a startup, it is very important to have mentors who have been through a similar process of starting or have business experience. A great mentor is often what separates success from failure by providing valuable inputs. However, there is no formal mechanism to mentor startups in the country. Every mentoring that happens is on an ad-hoc basis. A startup that has raised funds can count the investors for some form of mentoring, but honest, unbiased, good business mentors are far and few in between. For startups finding a good mentor is often an uphill task. A startup often cannot match the salaries drawn at larger companies nor is a job at a startup seen as a steady one. This means startups face severe hiring challenges and at times have to settle for the next best option.

Key Words: Entrepreneurship, innovation, unprecedented, valuable inputs, licensing.

INTRODUCTION

The Prime Minister of India, Shri Narendra Modi had this year in his Independence Day speech announced the "Start-up India" initiative. This initiative aims at fostering entrepreneurship and promoting innovation by

creating an ecosystem that is conducive for growth of Start-ups. The objective is that India must become a nation of job creators instead of being a nation of job seekers which aims to provide a platform to bring together all stakeholders, stimulate dialogue on key challenges that the Indian innovation

ecosystem currently faces, and provide the potential solutions to address them. Fostering a fruitful culture of innovation in the country is a long and important journey. This initiative will go a significant way in reiterating the commitment of making India the hub of innovation, design and Start-ups.

Startup India is a flagship initiative intended to build a strong eco-system for nurturing innovation and Startups in the country that will drive sustainable economic growth and generate large scale employment opportunities. The Government through this initiative aims to empower Startups to grow through innovation and design. With this Action Plan we hope to accelerate spreading of the Startup movement from digital or technology sector to a wide array of sectors including agriculture, manufacturing, social sector, healthcare, education, etc.; and from existing tier 1 cities to tier 2 and tier 3 cities including semi-urban and rural areas. Government is the single largest enabler for the entrepreneurial ecosystem. Government's role in ease of doing business and helping companies start is vital to ensuring success. The latest World Bank Ease of Doing Business (out of 189 economies) ranks India at an abysmal 142 where starting a business rank for the country is even lower at 158. It is uncannily difficult to start a business in India and myriad laws and regulations means it takes about 30 days to comply compared to just 9 days in OECD countries. The government's role has so far been limited to giving out grants and loans, but without an effective, enabling environment, implementation is far off the target. In this regard it will be interesting to see the contours of the recently announced Startup Fund in this year's budget. For startups to thrive and succeed, the government has a lot to do and understand the importance of entrepreneurship in economic development. The economy has been in a flux and along with the world economy the heady days of high growth are long gone. In an uncertain economy where one is not sure about demand, for a startup, it is particularly difficult to make correct estimates on the number of employees needed. This, however, is the minor problem where the biggest issue is about finding skilled manpower. India's skilling need is so huge that

National Skill Development Corporation (NSDC) has been mandated to skill 150 million Indians by 2022. For a startup, it is particularly difficult to attract and hire talent and skilled workers.

Capital and access to capital has been a perennial problem for startups. While, of late angel investors, venture capital and private equity have brought succor to some extent, a large number of startups still grapple to raise funds from institutional setup. Funding challenge is not merely limited to seed rounds, but also for vital Series of other rounds. For a startup looking to scale, it is still very hard to raise rounds to scale as the number of investors that write larger investment in India are very limited in number.

Successful start-ups are usually created by those who are driven by an idea, or an urge to solve a problem that people face. Making money is not the primary objective, but is often a by-product. Start-up innovators are often driven by a sense of compassion for others. In order to turn the youth of India from job-seekers to job-creators Start-up can offer employment to even five people, it would be doing a great service to the nation. Some areas where youth innovators should focus include crop wastage, and cyber security. Start-ups will be exempted from paying income tax on their profit for the first three years. Government is working on a simple exit policy for Start-ups and is working towards fast-tracking of patent application of start up. Government announced an eighty percent exemption in patent fee for Start-up businesses, and a self-certification based compliance system for Start-ups would be introduced for 9 labour and environment laws, the Atal Innovation Mission will be launched to give a boost to innovation.

OBJECTIVES OF START UP INDIA

1. To reduce the regulatory burden on Startups thereby allowing them to focus on their core business and keep compliance cost low.
2. To create a single point of contact for the entire Startup ecosystem and enable knowledge exchange and access to funding.

3. To serve as the single platform for Startups for interacting with Government and Regulatory Institutions for all business needs and information exchange among various stakeholders.
4. To promote awareness and adoption of IPRs by Startups and facilitate them in protecting and commercializing the IPRs by providing access to high quality Intellectual Property services and resources, including fast-track examination of patent applications and rebate in fees.
5. To provide an equal platform to Startups (in the manufacturing sector) vis-à-vis the experienced entrepreneurs/ companies in public procurement.
6. To make it easier for Startups to wind up operations.
7. To provide funding support for development and growth of innovation driven enterprises.
8. To catalyze entrepreneurship by providing credit to innovators across all sections of society.
9. To promote investments into Startups by mobilizing the capital gains arising from sale of capital assets.
10. To promote the growth of Startups and address working capital requirements. With a view to stimulate the development of Startups in India and provide them a competitive platform, it is imperative that the profits of Startup initiatives are exempted from income-tax for a period of 3 years.
11. To encourage seed-capital investment in Startups. Investment by venture capital funds in Startups is exempted from operations of this provision. The same shall be extended to investment made by incubators in the Startups.
12. Organizing Startup Fests for Showcasing Innovation and Providing a Collaboration Platform .To galvanize the Startup ecosystem and to provide national and international visibility to the Startup ecosystem in India.
13. To serve as a platform for promotion of world-class Innovation Hubs, Grand Challenges, Startup businesses and other self-employment activities, particularly in technology driven areas.
14. To ensure professional management of Government sponsored / funded incubators, Government will create a policy and framework for setting-up of incubators across the country in public private partnership.
15. To propel successful innovation through augmentation of incubation and R&D efforts.
16. To foster and facilitate bio-entrepreneurship. The Biotechnology sector in India is on a strong, growth trajectory.
17. Launching of Innovation Focused Programs for Students. To foster a culture of innovation in the field of Science and Technology amongst students.
18. To support creation of successful world class incubators in India. For a new idea to become a successful commercial venture, adequate support and mentoring at various stages of the business lifecycle is required. Incubators play an important role in identifying early stage Startups and supporting them across various phases of their lifecycle. In order to build an effective Startup ecosystem, it is imperative that world class incubators, adopting leading industry practices, are setup in the country.

RESULTS AND DISCUSSIONS

In order to meet the objectives of the initiative, Government of India is announcing this Action Plan that addresses all aspects of the Startup ecosystem. With this Action Plan the Government hopes to accelerate spreading of the Startup movement:

- From digital/ technology sector to a wide array of sectors including agriculture, manufacturing, social sector, healthcare, education, etc.; and

- From existing tier 1 cities to tier 2 and tier 3 cities including semi-urban and rural areas. The Action Plan is divided across the following areas:

- Simplification and Handholding

- Funding Support and Incentives
- Industry-Academia Partnership and Incubation

OPPORTUNITIES

Demographic dividend: India is having the largest concentration of youth population despite having a smaller population than China. This augurs well for the country as right education and healthcare can see the economy soar. Youth is the driving force behind innovation, creation, and the future leaders of a country. Youth also drives demand and consumption pattern in a country. For startups youth make up the workforce that it so desperately needs and going forward youth can be a huge talent base for startups. Best suited to address emerging countries' challenges - India has a unique set of problems that need innovations to originate out of the country. Problems around its health, education, infrastructure, sanitation are unique to the country and solutions from western world cannot solve it. Each problem provides a unique opportunity for startups to solve some pressing issue and at the same time create a business around it. What helps is that most problems around emerging economies are similar in nature and solutions applicable here can also work in many countries in Africa and elsewhere. This enables Indian startups to acquire an even bigger scale and at the same time make a meaningful impact around the world.

Large population: For startups in the country, it is not essential to go overseas. India, with over a billion people, present a very large home market for any goods or services. A rising disposable income and growing aspirations of a mushrooming middle class have meant there is a large appetite for brands. The large population has also led to a consumer expenditure growth, which has in turn has propped up supply and production. Startups that look to service and cater to the large population in solving a pain point or providing a utility in one of the world's most important consumer markets stand to do well.

High Mobile penetration: According to latest Trai figures India's tele-density reached 76.55 percent with a subscriber base of 95.76 crore. Significantly wireless subscriber base touched

95.76 crore, just shy of 100 crore mark. High mobile penetration in urban and rural India has reshaped the economy of the country and how goods and services are offered. It has led to greater efficiencies and increased productivity. It has meant businesses profit through faster decision making, better logistics and even something like access to bank accounts. Higher mobile penetration has also led to increased financial inclusion and flow of credit to the unbanked. Growth in mobile penetration is transforming the way businesses and consumers communicate and work. With data enabled mobile phones, the very nature of startups and businesses have changed. For example, startups that develop mobile apps now have an ever increasing market to cater to.

India is at crossroads where it now has to cater to the aspirations of a billion people. Existing frameworks can prove to be inadequate and there is a great need to leverage a billion minds and become a global power. Startups and entrepreneurship is the best way forward in becoming a knowledge superpower

CHALLENGES OF START UP INDIA

Coming up with a startup idea is a very regular thing for someone aiming for an independent work life. But implementing the idea is a real big challenge which gradually gives rise to a chain of challenges. Here's a list of challenges every startup is bound to face.

1. **Team:** The most important element of every startup is a team of dedicated people who know their work and do it without being reminded of the same. Finding a good team is the first major challenge. As per a survey, 23% of the failed startups had the wrong team.
2. **Location:** The most important problem faced by an Indian startup is the location from where it is being launched. India is a place of varied culture and taste, thus, every product might not be welcomed equally by every region. A survey found out that 42% of the failed startups attribute their failure to the lack of their market need. Now, this is where we shouldn't

follow Steve Jobs' suggestion of 'not asking what the customer wants.'

3. **Marketing Strategy:** Just like the fact that every product is not meant for every location, every marketing strategy wouldn't work for every region. Poor marketing is the reason behind 14% of the failed startups.
4. **Legal Constraints:** Once a company has been founded, it's significant for the members to get acquainted with all the legal constraints associated with the product(s) they are dealing with. 8% of the failed startups are due to legal challenges.
5. **Funding:** This challenge is solely dependent on the business model. The model decides whether a huge amount of funding requires or not and most importantly when's the right time to invest.
6. **Management of resources right from the beginning:** Once the business starts flourishing, it gets all the more important to manage the inflow. Investment in an organized way is needed as there would soon be generated too many data to handle. Every small bit of mismanagement would amplify as the company would grow and things can get real messy and out of proportion.
7. **Getting the right information/advice:** This comes down to the challenge of getting in contact with the right kind of people who has in-depth knowledge on the areas concerning the startup.
8. **Fighting demotivation:** This gets more important when it comes to Indian startups because in many regions here the idea of students choosing an unconventional path is still perceived as destroying one's career.

RESEARCH METHODOLOGY

Exhaustive literature survey regarding the topic and related concepts has been done. Secondary data inclusive of quantitative and qualitative data as well collected from various sources including books, research papers,

newspapers, magazines, and websites is used for the purpose of study.

CONCLUSION

"Start-up India" is an effective initiative which can act as an important tool for transforming India through entrepreneurship, technology and innovation which can encourage the youths of the country to turn them from job-seekers to job-creators. Amongst the many incentives bestowed through this initiative, the key one for start-up include, exemption from paying tax on the profit for the first three years, a simple exit policy, fast tracking of the patent applications, 80 percent exemption is patent fee, self certification based compliance system etc. which will help the entrepreneurs to grow and prosper in a burden free environment. A tax and regulatory friendly environment created through this initiative may bring new investments and accelerate its economic growth. It will be worthwhile to see that whether these incentives are becoming part of the regulatory framework in real sense or not in time to come.

Businesses starts with a hope to get success but it takes more than just a hope to make the dream for them to grow into successful businesses—including the tenacity to overcome the many challenges facing start-ups today. Start-ups take time, effort, and energy. Funding is a major concern for start-ups and small businesses. When the economy tanked, it made it harder to convince investors and banks alike to part with the cash that is essential for growth in the early days of a business. Credit today is tight, and it is not clear precisely when it will become more readily available. Plus, there is a growing trend of smaller initial investments in early stage startups. Intensifying the challenge of raising funds, major leaps in technology have led investors to raise the bar in terms of how much legwork entrepreneurs are expected to do before even pitching their companies

The government has launched an action plan with regard to start up at the time when Indian economy is in need of fresh capital, better regulatory environment and co-operative attitude of the relevant department, and therefore if implemented in true spirit, it can place India on a high growth trajectory .

Reference:

1. The Hindu Business Line, <http://www.thehindubusinessline.com/info-tech/india-lacks-enough-angelinvestors-to-fund-startups-nasscom/article7817740.ece>, Printable version, Nov 20, 2015 9:50:48PM.
2. Aswath Damodaran, Valuing Young, Start-up and Growth Companies: Estimation Issues and Valuation Challenges, SSRN Electronic Journal 06/2009; DOI: 10.2139/ssrn.141868
3. Au, K., & Kwan, H. K. (2009). Start-up capital and Chinese entrepreneurs: The role of family. *Entrepreneurship Theory and Practice*, 33(4), 889-908.
4. Graham, Paul (September 2012). Start up Equals Growth, in *Graham's Essays on entrepreneurship*
5. 5.Action Plan: Report of Government of India on Start up India

SERVIVAL:

SENTINELESE



The Sentinelese have lived on their island for up to 55,000 years and have no contact with the outside world.

The Sentinelese are an uncontacted tribe living on North Sentinel Island, one of the Andaman Islands in the Indian Ocean. They vigorously reject all contact with outsiders. Survival International lobbies, protests and uses public pressure to ensure their wish to remain uncontacted is respected. If not, the entire tribe could be wiped out by diseases to which they have no immunity.

In 2006, two Indian fishermen, who had moored their boat near North Sentinel to sleep after poaching in the waters around the island, were killed when their boat broke loose and drifted onto the shore. Poachers are known to fish illegally in the waters around the island, catching turtles and diving for lobsters and sea cucumbers.

The tribe have made it clear that they do not want contact. It is a wise choice. Neighboring tribes were wiped out after the British colonized their islands, and they lack immunity to common diseases like flu or measles, which would decimate their population. In the late 1800s M.V. Portman, the British 'Officer in Charge of the Andamanese' landed, with a large team, on North Sentinel Island in the hope of contacting the Sentinelese. The party included trackers, from Andamanese tribes who had already made contact with the British, officers and convicts. They found recently abandoned villages and paths but the Sentinelese were nowhere to be seen. After a few days they came across an elderly couple and some children who, 'in the interest of science' were taken to Port Blair, the island's capital. Predictably they soon fell ill and the adults died. The children were taken back to their island with a number of gifts. It is not known how many Sentinelese became ill as a result of this 'science' but it's likely that the children would have passed on their diseases and the results would have been devastating. It is mere conjecture, but might this experience account for the Sentinelese's continued hostility and rejection of outsiders? During the 1970s the Indian authorities made occasional trips to North Sentinel in an attempt to befriend the tribe. These were often at the behest of dignitaries who wanted an adventure. On one of these trips two pigs and a doll were left on the beach. The Sentinelese speared the pigs and buried them, along with the doll. Such visits became more regular in the 1980s; the teams would try to land, at a place out of the reach of arrows, and leave gifts such as coconuts, bananas and bits of iron. Sometimes the Sentinelese appeared to make friendly gestures; at others they would take the gifts into the forest and then fire arrows at the contact party.

EDUCATION AND ITS IMPACT ON FEMALE LABOUR FORCE PARTICIPATION: A STUDY OF UTTARAKHAND STATE

Dr. Neha

Research Associate

Department Of Economics, HNB Garhwal University

Srinagar (Garhwal) Uttarakhand,

E-Mail: Nehaverma9528@Gmail.Com

Abstract

The present paper explores the impact of female education on labour force participation rate in agriculture and non-agriculture activities in hill region of Uttarakhand. This paper also analyses the labour force participation rate of different socio-economic groups of female. The study is based on primary survey of female labour participation rate in hill districts of the state.

Key words: Female labour force participation rate, Hill Rural areas, Marital status

Introduction:

According to the Census 2011, there has been an increase of around 16 lakh persons in Uttarakhand during 2001-2011. Increase among males has been around 8.12 lakh while among females it has been 7.85 lakh. The growth rate of females (18.9 per cent) is higher than that of males (18.8 per cent). The rural population has seen an increase of 11.5 per cent, while the urban population has registered a growth of 39.9 per cent. 74.4 percent of Uttarakhand population lives in its villages. Of this 50.2 percent are women. Of the total female population 76.1 percent are rural women. In rural Uttarakhand, women are contributing up to 90 per cent of the total work in agriculture and animal care. The participation rate of women in the economy of the state is much higher than several states and also the national average. Uttarakhand is considered as female economy because whether be it the Separate State movement or the famous Chipkko movement the women of Uttarakhand have been the forerunners in them. In the overall ranking among all the states for female work participation rate, the rank of Uttarakhand was 11th in 1991 which fell to 17th in 2001 even though there has been remarkable improvement in the literacy rate of women of Uttarakhand, both at rural and urban

levels. In Table -1 the overall female literacy rate and the percentage of total female workers of all the 13 districts of the state is given. From the table it can be seen that the overall literacy rate of the females in Uttarakhand has improved remarkably between 2001 and 2011. Except for the district of Rudraprayag where there has been only 1% increase in the literacy rate, all the other districts have shown an increase of more than 7%. The district with the highest increase in the literacy rate i.e. Uttarkashi has also shown the least reduction in the percentage of total female workers. On the contrary, district Champawat which has shown 14% increase in the literacy rate has also shown the maximum reduction in the percentage of total female workers in its district area. On the whole there is increase in the literacy rate in all the districts but there is also reduction in the percentage of female workers. Table -2 depicts the female literacy rate and the percentage of total female workers in rural areas of all the 13 districts of Uttarakhand for 2001 and 2011 census. Table-3 will depict the trend in the urban females for their literacy rate and the percentage of total workers for all the 13 districts of the state. From the above table also it can be noted that the higher literacy rate has not shown any significant improvement in the percentage of female workers in urban areas also. District

Rudraprayag which showed the highest fall in the percentage of overall and rural female workers is depicting the highest rise in female workers in urban areas even though the rise in literacy rate has been small. Only the urban areas of four districts Rudraprayag, Tehri Garhwal, Dehradun and Bageshwar show rise in the female workers percentage. All the rest have shown a fall in the female workers in the urban areas. The point to be noted here is that urbanized districts like Dehradun, Udham Singh Nagar, Haridwar, Nainital have also not shown any remarkable improvement in the female work participation rate.

The Present Study

The present research work was conducted in the three hill districts district Pauri Garhwal, Chamoli and Rudraprayag. In the study out of total 10 development blocks were randomly selected. Around 5 villages from each block and from each village a total of 20 rural households were randomly selected and studied. Thus in the present study a 50 villages and 1000 households were studied. Stratified random sampling method was utilized to cover all the different target groups demarcated for the present study. In some cases the use of judgment sampling methodology was utilized to cover up the ample amount of samples whose study was relevant in the meeting out the objectives of the present study.

Result and Discussion

Women's participation in the labour market is influenced by social norms governing gender roles and responsibilities as much as it is by economic and structural factors. What could be easily concluded is that the underlying mechanisms that affect women's economic activity are not really well understood and there are no straightforward explanations that are pertinent across contexts. The factors impacting women's employment also interrelate among themselves making it complicated to extricate their effect. The impact of education, for example, will depend on both economic opportunities available and cultural perceptions that administer women's work norms. This to a certain degree will also be decided by the economic status of

households. Educational status a demand side factor is one of such social factor which is considered to considerably influence the participation of female labour force in employment in rural areas. The results of the study for female participation rate in agricultural activities is given in table -4.

The distribution of female participation rate with their educational status reveals that majority of females participating in it are illiterates or have attained very low level of educational status. Study depicts that about 25.3 percent of females engaged in the workforce in agriculture activities are illiterates. Only about 3 percent of females engaged in the workforce in agriculture activities have attained higher education. The figure represents the higher participation of illiterate females in agricultural activities which indicates that illiteracy could be working as a push factor for females which could have lead to their increased participation in agriculture. The study further examined the female participation rate of females in hill rural areas in non-agricultural sector which is categorized in two activities i.e. one in which females are working as marginal worker and the another in which the females are working as main worker. The detailed of the results of the study is given in table -5

Table -5 reveals that female labour force participation in non-agriculture sector reflects a different trend in which there is relatively higher participation of illiterate females in activities which generate marginal level of employment while in the case of the activities in which the female gets employment in the form of main worker, the participation of females in them having relatively higher education is more. The employment which generates marginal level of employment requires no skill from females and hence its absorption of illiterate females is higher than the employment activities which requires skill labour and generates employment in the form of main worker. It is also important to mention that majority of the employment generated for females as marginal worker is from MNREGA activities in which female employment has increased mainly as it provides employment nearby to their residences in these regions. The easier availability of job under MNREGA has

pulled various females working in agricultural sector towards it and in majority of cases females has took time off from agricultural activities to actively participate in it as marginal worker. Same has not been the case with the other form of employment i.e. as main worker cause that would not have permitted the females to give more time for agricultural activities which is easily facilitated in the case of marginal form of employment. Generally it is considered that higher educational attainment leads to more participation in the labour force. But many studies have revealed the reverse impact of the higher level education attainment and labour force participation. As per NSS data rural Indian women experience the largest declines in LFPR (Labour Force Participation rate) over time. In 1987, their LFPR was around 55%; by 2011, only 44% were working in the market. The results of NSS data reveals that increasing levels of education among rural married women and the men in their households are the most prominent attributes contributing to the decline in LFPR in both decades. Keeping these results in consideration the present study analyzed the distribution of the females who are voluntarily unemployed in the hill rural regions of the state. Educational and unemployed/voluntarily unemployed female workers is given in table -6

Table-6 depicting the educational status of unemployed/ voluntarily unemployed females reveals that majority of such females have attained higher level of Education. Study shows that about 19 percent of females have passed intermediate course while about 43 percent of females have attained degree college level education. About 13 percent of the unemployed/ voluntarily unemployed females are illiterate. The above results clearly indicates that higher the educational attainment among the females more they are probable to deviate from employment activities mainly in such under developed regions where there are dearth of employment opportunities suited for the well educated mass.

Conclusion and suggestions

The males migrate to plain areas in search of jobs or they rely on the tourists for their livelihood visiting the religious places of the State. The females are left to manage the domestic work and farm work. Lack of industrialization does not provide job opportunities in the secondary sector for both the males and the females. The females do not move to other places in search of jobs and there are very less job opportunities in their native areas. Higher literacy rates along with improvement in per capita income have not improved the female participation rate in the state. This study will bring to light that even though the steps taken by the Government of Uttarakhand have drastically improved the female literacy level in the state, but the lack of efforts by the Government to create employment opportunities for the educated females will lead to more and more numbers of unemployed females both in the rural and urban areas. The limitation of this study has been its' being a bivariate analysis. This area of study should be taken into as a multi-variate analysis, to give a more precise and reliable picture for the low female WPR in a state which has higher growth rate in female population than the male population.

The female labour force participation rate of illiterate and low education level shows that their participation is higher in the agriculture as compare to educated female with engaged in of the non-agricultural activities where the females are working as marginal or casual worker. Further the higher participation of females in the case of the non-agricultural activities where the females are working as marginal or casual worker indicates that that they are largely unskilled and have low educational status which compels them to work under this sector. Keeping this aspect in consideration the study strongly recommends to develop a policy of development of such females by bringing them in income generating activities.

For this the study recommends to develop a policy structure for training and skill development of such females with equal emphasis on easy credit facility to them. To harness the educated female human resource

in these regions the present study suggests the generation and promotion of female centric entrepreneurial activities.

The female empowerment in these regions could not only be attained by enhancing the female labour force participation rate but it is equally important to make their participation more productive so that they could generate income and enjoys the economic prosperity thus enhancing their social significance in the society and more important within their respective families.

References

1. Census of India (2011), Govt of India, Rural-Urban Distribution Uttarakhand Series-6, Provisional population totals, Paper 2, Volume 2.
2. Directorate of Economics and Statistics. (2013). Census 2011. Dehradun, Uttarakhand: Uttarakhand Government.
3. Das, M.B. and S. D. (2003). Why are Educated Women less likely to be employed in India: Testing Competing Hypothesis. Washington, USA: Human Development Network, The World Bank.
4. Dighe, Anita (2008), Women's Empowerment at the Local Level (WELL) - a study undertaken in the state of Uttarakhand, Commissioned by the Commonwealth of Learning, West Hastings Street, Vancour, Canada.
5. Labour Bureau, (2007-08). Statistical Profile on Women Labour. Chandigarh/ Shimla: Ministry of Labour and Employment, GOI.
6. Planning Commission, GOI. (2009). Uttarakhand Development Report. New Delhi: Academic Foundation.
7. Rahul Lahoti, H. S. (2013). Economic Growth and Female Labour Participation in India. Working Paper No. 414. IIM Bangalore.
8. Schultz, T. 1970: The Reckoning of Education as Human Capital. In W. L. Hansen, Education, Income and Human Capital, National Bureau of Economic Research, (pp. 295-306).

Table 1. District wise Female literacy rate and Percentage of Total Female Workers in Uttarakhand (2011 and 2001)

Districts	Female Literacy Rate	Change in Literacy Rate	Percentage of Total Female Workers	Change in percentage of Total Female Workers
	2011 (2001)		2011 (2001)	
Uttarkashi	62 (47)	15	45.2 (45.94)	-0.72
Haridwar	66 (53)	13	9 (13.26)	-4.26
US. Nagar	66 (54)	12	18.6 (19.9)	-1.3
T. Garhwal	62 (50)	12	43.5 (49.76)	-6.26
Champawat	69 (55)	14	30.5 (46.44)	-15.94
Bageshwar	70 (57)	13	47.9 (55.07)	-7.17
Almora	70 (61)	9	47 (55.25)	-8.25
Rudraprayag	61 (60)	1	47.5 (52.67)	-5.17
Pithoragarh	73 (63)	10	42.2 (50.25)	-8.05
Chamoli	73 (63)	10	44 (50.44)	-6.44
P.Garhwal	73 (66)	7	35 (49.99)	-14.99
Nainital	78 (71)	7	25.9 (30.72)	-4.82
Dehradun	80 (71)	9	15.4 (18.46)	-3.06

Note: The figures in brackets show the 2001 census data.

Source: 1) Census 2001 quoted in Uttarakhand Development Report 2009. 2) 2011 data – Census 2011(Provisional Data) and the compiled data provided by DES, Uttarakhand Government, Dehradun.

Table 2. District wise Rural Female Literacy Rate and Percentage of Total Female Workers in Uttarakhand (2011 and 2001)

Districts	Rural Female	Change in Rural	Percentage of Total Rural	Change in Percentage of Total
	Literacy Rate	Literacy Rate	Female Workers	Rural Female Workers
	2011 (2001)		2011 (2001)	
Haridwar	59 (44)	15	9 (14.84)	-5.84
Uttarkashi	61 (45)	16	47.3 (47.53)	-0.2
U.S.Nagar	63 (50)	13	23 (24.07)	-1.07
T. Garhwal	60 (47)	17	47 (53.62)	-6.62
Champawat	67 (52)	15	33.9 (52.7)	-18.8
Almora	68 (59)	9	50.3 (57.95)	-7.65
Bageshwar	69 (57)	12	49 (55.88)	-6.88
Chamoli	71 (61)	10	47.7 (53.96)	-6.26
Pittoragarh	70 (60)	10	46.7 (52.7)	-6
Rudraprayag	70(60)	10	48.3 (53.35)	-5.05
Dehradun	73 (62)	11	18.5 (24.92)	-6.42
P.Garhwal	71 (64)	13	39.5 (53.86)	-14.36
Nainital	77 (68)	9	35.5 (37.68)	-2.18

Note: The figures in brackets show the 2001 census data.

Source: 1) Census 2001.2) 2011 data – Census 2011(Provisional Data) and the compiled data provided by DES, Uttarakhand Government, Dehradun.

Table 3. Districtwise Urban Female Literacy Rate and Percentage of Total Female Workers in Uttarakhand (2011 and 2001)

Districts	Literacy Rate of Urban Female	Change in Literacy Rate	Percentage of Total Urban Female Workers	Change in Work Participation
	2011 (2001)		2011 (2001)	
U.S. Nagar	70 (63)	7	10.5 (9.73)	0.77
Haridwar	76 (71)	5	8.2 (9.5)	-1.3
Champawat	77 (73)	4	9.1 (16.66)	-7.56
Nainital	82 (77)	5	10.4 (11.14)	-0.74
Uttarkashi	82 (78)	4	17.5 (19.42)	-1.92
Tehri Garhwal	82 (80)	2	10.9 (9.01)	1.89
Rudraprayag	84 (81)	3	23.4 (4.54)	18.86
Dehradun	85 (80)	5	12.9 (11.84)	1.06
Chamoli	89 (82)	7	19.5 (21.6)	-2.1
Bageshwar	87 (82)	5	12.2 (12.03)	0.17
Pauri Garhwal	86 (83)	3	10.6 (12.72)	-2.12
Pittoragarh	89 (84)	5	13.6 (21.4)	-7.8
Almora	92 (89)	3	12.4 (12.93)	-0.53

Note: The figures in brackets show the 2001 census data.

Source: 1) Census 2001.2) 2011 data – Census 2011(Provisional Data) and the compiled data provided by DES, Uttarakhand Government, Dehradun.

Table 4: Educational status and overall female labour force participation rate in agriculture

Educational status	Agriculture and allied activities	Participation rate
Illiterate	431	25.3
Read and	84	4.9
Upto 8th STD	189	11.1
Upto 10th STD	228	13.4
Upto 12th STD	163	9.6
U.G	38	2.2
P.G.	16	0.9
Total	1149	67.4

Source: Primary survey 2017- 2018

Table 5: Educational status and female labour force participation rate in non-agriculture sector

Educational status	Non-agricultural sector	Participation rate/Marginal Worker	Non-agricultural sector	Participation rate/Main Worker
	Casual/Marginal Worker		Main Worker	
Illiterate	212	12.4	-	-
Read and	121	7.1	4	0.2
Upto 8th STD	48	2.8	6	0.4
Upto 10th STD	32	1.9	12	0.7
Upto 12th STD	71	4.2	26	1.5
U.G	11	0.6	20	1.2
P.G.	5	0.3	3	0.2
Total	500	29.3	71	4.2

Source: Primary survey 2017- 2018

Table 6: Educational status of unemployed/ voluntarily unemployed female

Educational status of unemployed/ voluntarily unemployed female	No. of Unemployed/ voluntarily unemployed females	Percentage of unemployed/ voluntarily unemployed females
Illiterate	41	12.5
Read and	27	8.3
Upto 8th STD	15	4.6
Upto 10th STD	41	12.5
Upto 12th STD	62	19.0
U.G	88	27.0
P.G.	53	16.2
Total	327	100

Source: Primary survey 2017- 2018

UNVEILING OF GENDER ISSUES IN LISA WILLIAMSON'S: THE ART OF BEING NORMAL

Nisha A

PhD Scholar, Sree Narayana Guru College, Chavadi, Coimbatore - 641 105

Dr. A J Manju

HOD, Dept. of English Sree Narayana Guru College, Chavadi, Coimbatore - 641 105

Abstract

The society in which we live is bound to certain rules and regulations which is mainly on the basis of one's gender and no individual is bound to break the rules. Fixing up of a body is something beyond our control and unfortunately no science or technology can win over it. *Transgender* is a clinical term or an anagram which we use to express those people who live inbetween both the gender. All over the world they are highly discriminated and marginalized and categorized as the "Neglected". Either they have the body of a man and they live as a woman or they have the body of a woman and inside that they are bound to live as a man. Society has formed certain rules and regulations or gender code for human beings in which they are not supposed to behave. Most interesting thing is that even character or behavior of a person should be based on his gender. At the time of birth of a human being, the first question asked by the society is in which gender the baby belongs to. Whether it is a boy or girl? Eventhough this gender crisis or behavioral mismatch may not be visible at the time of birth, transgender people begin to feel the changes at a very early age, might be during their adolescence or puberty period. Due to the fear of society, they hide their feelings or problems and inside their body they struggle hard which no other could help. Gradually they begin to hate their body; finds it difficult to live inside the body of a man and feelings of a woman or vice versa. Some transgender people who desire medical assistance to transition from one gender to another identity, referred to as *Transsexual*. Many transgender people feel *gender dysphoria*, and some other seek medical assistance and treatments like *hormone replacement surgery*, *sex reassignment surgery* and *psychotherapy*. Transgender people have to undergo different crisis in life. They have to live a life in a body which is not matching to their feelings. It is just like living in a room which is not comfortable for us. It is a fact that all over the universe, there is *Transphobia* and the issues related to it are common. Many of them become mentally, emotionally and psychologically isolated. Due to this social isolation, many transgender people commit suicide or went away from their family and relatives. They are discriminated in schools, public vehicles, hotels and all other comforts in a society.

Key words: Transgender, discriminated, transition, transphobia.

"All human beings are born free and equal in dignity and rights".(Article 1, Universal Declaration of Human Rights)

The Universal Declaration of Human Rights was signed by world leaders in 1948; still it is a sad truth to realize that all over the world the sexual minority people continue to suffer discrimination, abuse and extreme violence simply because of their identity crisis. Sexuality and gender identity are often confusing terms. Sexual orientation is the way

you identify yourself- through desires, feelings and sexual activity, whether that's towards people of the same sex or opposite sex from you. Gender identity is rooted less in physical identity and refers to the way you identify with and express yourself in masculine and/ or feminine notions of identity. In the UK, research shows that a group of transgender people live in fear and most likely to have suicidal thoughts due to the incidents of crime and severe attacks against them.

‘Transgender’ is an umbrella term we used to refer a group of people whose gender identity is not clear at the time of birth. It belongs to people who are neither male nor female. The society in which we live is gender based. The role each one of us has to play depends on the assigned gender at the time of birth. But even after this huge development in technology, gender confirmation is not in our hands. Even science is helpless for the gender confirmation of a person or the making of an individual.

All over the world, there are millions of people who struggle with this crisis. They could not confirm a gender for them. Many of them have the body of a man and the feelings of a woman or vice versa. They struggle themselves within their assigned body. They feel alone, depressed and finds it difficult to live in a society which is gender based. The most interesting thing is that in our society, everything is gender based. A person's appearance, dress, hair style, name, ornaments and behavior all are gender based. There are separate seats for gents and ladies in public transports, and separate toilets for them. In our certificates also there is a column, in which the candidate has to mention his/ her gender. Society has created certain roles for the men and the women have to do some other duties and responsibilities. What happens to this gender queer people in the society? That remains an unanswered question.

There are some writers who focus their writings on the problems faced by the transgender people. Lisa Williamson, in her debut novel ‘*The Art of Being Normal*’, speaks about the identity crisis and dilemma faced by Liam and David, who belong to the category of gender queer people.

The Art of Being Normal, as the name suggests, is the story about the life of two teenagers in the United Kingdom, who face gender identity crisis. Lisa Williamson was inspired to write such a novel, after the work and experience she got from her service in England's national health service, in a department dedicated to helping teens who face the problems of gender identity crisis. Written in the first- person narrative mode, the story presents an opportunity for the readers to understand the dilemma that happens to such

people during their period of puberty and the problems they have to face in their later lives.

The British transgender teens have to face serious bullying and loneliness in their school. They become isolated and leads a life in turmoil and dilemma. In this novel, David who is of fourteen-years old realizes that she is a girl. But she keeps it as a secret from everyone including her family. Fifteen-year old Leo was born with the body of a girl but he has to live his life as a boy and he had to think about his poor family also. As Leo and David were in same school, an unexpected encounter with others makes them friends. Leo appears as a serious and tough guy, alone and fully concentrated on his studies. The most beautiful girl in their school, Alicia falls in love with Leo and begins dating; until she realizes that he's biologically female. Leo and David share their problems and difficulties in life.

David and Leo narrate their story in a chapter wise order. David speaks about his fear and discomfort in life and Leo is always depressed and guilty for his relationship with Alicia. In this story, Lisa Williamson speaks about the common problems and bodily changes that happens at the age of puberty. David feels disappointed for increasing height and the masculine figure. He wishes to have the curves of his mother and steals her dress to fulfill his ambitions of a girl. When he was left alone at home, David uses his mother's costumes and wanders freely in his own world as a girl. Leo appears as an introvert, who lives in his own world of solitude and depression. At first Leo always tries to avoid David. Leo realizes his birth identity as a girl named Megan but being identified as a male from an early age. He gets transition and joins in Eden Park, to start a new beginning. He thought in this new atmosphere no one would realize his real identity. The readers realize that the reason for him leaving the previous school was that some of his friends still thought of him as a female. One day they forcefully took him into the woods, removed his clothes and checked his body.

In Eden Park, he falls in love with Alicia, the most beautiful girl in the school. Alicia was madly in love with Leo and later came to know that he is a transgender. She was really

shocked and avoided him. His friends started to make stories and secrets, which was spread all over the school. David transforms himself as Kate and both of them go for a trip in search of Leo's father. The most touching and unforgettable incident of the novel is that both of them visits a pub, where Kate, expresses herself as a girl, wearing tight dress and heavy make-ups and Leo does Karaoke. The two gets drunken and sings and dances accordingly. In those moments, they became their real selves what they always wanted to be. When he meets his father with his new wife and children, Leo was totally broken and feels his entire life meaningless.

Williamson brings the readers to awareness about the life of transgender. The problems they face never end up with their outed personalities. The reactions of his classmates about his secrets make Leo frustrated. However he tries to become bold. It is clear that for a transgender, his/her identities are really important. Williamson, by presenting these two characters, asks a question to the world; "What it means to be normal"? Leo concludes; "Normal, is such a stupid word".

Both David and Leo know that they are not the real ones they wanted to be. At the beginning of the story when the teacher asks them what they want to be when they grow up, all the students wrote the "normal things" like, wants to become a doctor, a computer engineer or a popular singer. David wrote that he wants to be a girl. At that time, he was of eight years and now he is of fourteen years. Still there is no change in his ambition. Nothing has changed. He tries to hide his feelings before others because he was afraid of their bullying and laughing at him. He becomes relieved when he gets another one who also suffer with the same problems. David always keeps a scrap book in which he has written all about himself; including height size, hip size, foot size and even penis size. Harry, the popular in his school finds this book and makes fun of him.

This story is of acceptance, friendship and of confidence. Leo and David are eagerly waiting for the acceptance of their real identity by their dear ones. Readers get really emotional when at the end of the story Alicia accepts Leo, with

all his dis-formalities and loves him. His mother accepts him and this suggests that for the survival of transgender, acceptance from the part of family is a must. Only with this, they will get the courage to face the society as they really be. This novel makes awareness about the need to accept such people because they're different. This story also presents a new perspective when David was accepted by his family and friends. They really love him as he is; ignoring totally his physical appearance.

The Art of Being Normal, as the name suggests, represents the quest of two teenagers to become 'normal'. According to their school mates, they are a 'freak show'. Imagine a situation when at the age of eight, a child realizes that he is not of his real identity; that he wants to be a girl! The school life was always a nightmare for David and Leo where other students always bully them. Shifting from one school to another did not solve the problem of the transgender because where ever they go, people are the same. At the end, this novel leaves a question before the readers; exploring the real meaning of what it means to be 'normal or 'who is normal'? The story ends up with a positive tone when Leo and David are accepted by their family and friends. Alicia and Leo once again become close friends as before and now he feels really happy because he does not want to be afraid of his real identity. Lisa Williamson throws so many questions to the readers that how many of us are able to accept the transgender? Will it come in reality that all people live in equal happiness sharing the same freedom irrespective of their body appearance?

Transgender people are always a feast for the eyes of society. They are forced to do prostitution for making money. The main stream society considers the body of transgender as a public property that they can misuse it according to their wish. The family of transgender people faces the same dilemma. They also face criticism and harassment by the society. They are discriminated and are considered as inhuman.

"My body does not define who I am, I am a boy, but body may show different. I know who I am, and I don't need anyone to tell me or call me what I am not". (Anon).

Conclusion

It is can be difficult for the people who do not belong to the category of transgender to imagine how a transgender feels inside his body. It is beyond our imagination if we could not accept the shape of our body and our feelings. Even feelings and thoughts should match to the gender in which we belong to. Imagine a person who is a man in appearance, but in his mind, he thinks and feels like a woman; and wants to be a woman! They have to live in suffocation until their death.

The Art of Being of Normal considers so many issues that are related to the life of a transgender; like friends, family, bullying and the difficulties growing up in life and the consequences of being born as a transgender. The dialogue, setting and the story of the novel are so interesting that the reader begins to feel emotional. When they realize that there is a mismatch between their body and mind, at first, they pray innocently to God to fix them. Gradually they realize that even God is helpless. Then they treat their body like a house, decorates it, to invite the guests. Lisa Williamson, presents the story in a very natural way that the readers are also transformed into the mental status of Leo and David. In most cases, it is a truth that many

parents know about this during the early childhood days of these transgender people. They hide the truth and act accordingly due to the fear of the society and the consequences they have to face, due to this shame. *The Art of Being Normal*, highlights the current issues of the world and the stigma of being a transgender.

Works Cited

Primary source

The Art of Being Normal, Williamson Lisa, David Fickling Books, 2015.

Secondary sources

- National Center for Transgender Equality, July 9, 2016.
- The Art of Being Normal, www.goodreads.com
- The Art of Being Normal, us.macmillan.com
- The Art of Being Normal, www.supersummary.com
- Transquotes.tumblr.com

Endangered **TRIBES** of Jharkhand

In 2015 UNESCO put Asur, Birhor and Korwa in its list of world's endangered languages while Birhor has been tagged as 'critically endangered' with just 2,000 speakers left. The 2011 census threw up startling numbers of these tribes –a mere 6,000 of Birjias left in the state, the number of Savars stood at 9,000. The population of other tribes ranged from 10, 000 to 1.35 lakh. Along with a few other tribes like the Savar, Mal Paharia and Sauria Paharia – settled in other remote pockets across the state -- these eight form the particularly vulnerable tribal groups (PVTGs) of Jharkhand.

THE IMPACT OF E-COMMERCE IN THE DEVELOPMENT AND GROWTH OF JHARKHAND

Nirmala Khess

Research Scholar,

University Department of Commerce and Business Management,

Ranchi University, Jharkhand E-mail: nirmalakhess@gmail.com,

Phone 8709256959

Dr. S. Chaturvedi

Hod , Department Of Commerce And Business Management

Doranda College, Ranchi, Jharkhand

E-Mail: Sumandoranda1962@Gmail.Com

Phone: 9431527640

Jharkhand is the 28th state of the India, lies on the east of the country. The state is diversely rich with natural resources and flora & fauna. Jharkhand is known for the one of the highest contribution of minerals to the country. It's been 18 years to be separated from Bihar but the state is still in developing phase. The capital city Ranchi is well known for the education and job hub for the students and youth of the state as well for the neighbouring states. The capital city has been connected to the every parts of the country through roadways, railways and airways, the people now can find every facility at the doorstep. E- Commerce refer to electronic trading of goods, services and electronic materials by using internet or online social networks. It allows customers to electronically exchange goods and services with no barriers of time and distance. In India, earlier e-Commerce mainly attracted the people or customers of metro-cities as there was the facility of internet or social networking. But now, e-Commerce is not limited to metro cities, now it's pulling the customers or businesses and started to make a good customer base all over the state, which also create many opportunities for the youth and new entrepreneurs. After the arrival of e-commerce in Jharkhand, the state witnessed the growth and development. The paper is descriptive in nature and highlights the impact of e-commerce in the growth and development of Jharkhand. The paper also traces the prospect of e-commerce in Jharkhand.

Key Words: E-commerce, Online Shopping, Development, Opportunities, Social Networking, Jharkhand

Introduction

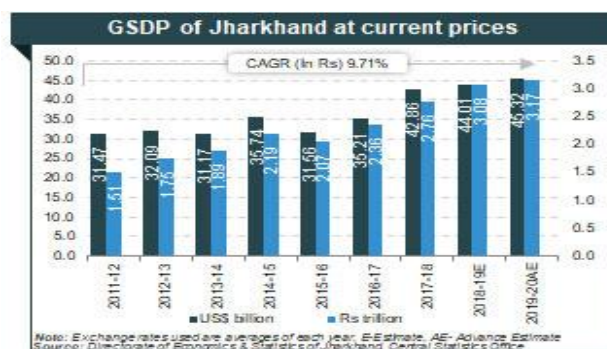
Jharkhand is a state in eastern India¹, later it was the part of Bihar and separated on 15th November 2000. The state is rich in natural resource as it accounts 40% of mineral resources of India². The natural resources, policy incentives and location-specific advantages of the state supports the investment in sectors such as mining and metal extraction, engineering, iron and steel, and chemicals. The percentage of mineral resources produced by Jharkhand is coal (27.3 per cent of India's reserves), iron ore (26 per cent of India's

reserves), copper ore (18.5 per cent of India's reserves), uranium, mica, bauxite, granite, limestone, silver, graphite, magnetite and dolomite. Since Jharkhand has around 40 per cent of the country's mineral wealth, its extensive mineral resources make mining, metals and related sectors especially lucrative for investments. Jharkhand is the only state in India to produce coking coal, uranium and pyrite. The state is also a leading producer of coal, mica, kyanite and copper. Jharkhand is the largest producer of tussar silk (a non-mulberry silk) in India. Mineral production during 2017-18 in the state stood at Rs

2,070.39 crore (US\$ 286.96 million) and Rs 2,313 crore (US\$ 330.95 million) between April 2018-February 2019³, but 39.1% of its population is below the poverty line and 19.6% of children under five years of age are

malnourished⁴. The state is primarily rural, with only 24% of the population living in cities⁵. Jharkhand is among the leading states in economic growth. In 2018– 19 GSDP growth rate of state was at 10.38%.

Figure 1: GSDP of Jharkhand at current Price



A sound physical, financial and socio-infrastructure is the key requirement for the progress of any economy. In this regard, it is commendable that a large number of initiatives have been taken by the state to strengthen its infrastructure over the years. Although, agriculture forms an important component of Jharkhand's economy, however, services and industrial sectors of the state have also made significant developments over the years. Ranchi the capital city of Jharkhand is growing and expanding at a rapid pace. Increased economic activities and infrastructure development has resulted in extensive urbanization, as a result of which urban and semi-urban areas are expanding. Due to a change in land use policies more areas are being added to the vicinity of the city. After being awarded with the capital status to Ranchi, there has an emerged a need to meet the requirements of the increasing population.

Easily available manpower, reputed technical, management and educational institutions, good transport and communication facilities and improving power position makes the RIA (Ranchi Industrial Area) region attractive for entrepreneurs. Efforts are being made to generate ample employment, infrastructural and institutional amenities for the benefit of the people. In this age of urbanization, industrialization & modernization one should not forget to preserve and protect the present environment. A sustainable & eco-friendly

way of development is this required for Ranchi city.

Ranchi, being the capital of Jharkhand is an important centre of trade & commerce in the State. The high literacy rate, hardworking people, stable political environment and availability of basic facilities make a favourable environment for business to flourish in the area. The government is offering lucrative schemes to draw investment to the city of Ranchi. All types of business can be found in Ranchi from small daily need shops, medical stores, ready-made garments to high end branded stores. Many premium brands, fast –food chains & multiplexes have set shop in Ranchi. With the increasing spending power of the consumer many malls & multiplexes are also doing great business in Ranchi. Ranchi also has a number of Multinational Companies, Public Sector Enterprises & Private Limited Companies, which provide good employment opportunities. The Ranchi city thus offers ample business opportunity to the new entrepreneurs & job opportunities for working professionals.

The e-Commerce industry in India has now become one of the fastest growing industries, as its growing at a compound Annual Growth Rate (CAGR) of 25 percent since 2010. The rising incomes, growing middle class, need for convenience, increasing internet penetration, multiple options with competitive prices and

growing consumerism have played vital role in the growth of e-Commerce business in semi-urban and rural areas. To connect the 2,50,000 Gram Panchayats with high-speed broadband connections from 2Mbps to 20Mbps, the National optical Fibre Network (NOFN) programme of government initiated in 2011, could not be rolled out as desired. However, rising mobile penetration has empowered semi-urban and rural populace with internet services. It has paved the way for the e-Commerce business in semi-urban and rural India too.

Impact of e-commerce in the growth and development of Jharkhand:

The Service sector in Jharkhand is growing rapidly, it has been observed that the Growth in this sector has benefited from all its components. Trade, Hotels and Restaurants and Other Services, the growth rate of all other sub-sectors in the service sector has been in two digits. The banking and insurance, communication, and public administration sectors, in particular, have made notable growth in last few years – by more than 15 percent per annum. E-commerce business has also shown a rapid growth in Jharkhand especially in the capital city Ranchi. There are many e-commerce companies who are doing well and comforting the customers of Ranchi. Like Swiggy, Zomato, FoodPanda, UberEats, etc. there are logistic companies who tie up with the e-commerce companies to get delivered their products such as Flipkart, Amazon, club Fatory, Myntra, Naaptol, etc. After the arrival of E-commerce in the state, it has witnessed certain development and growth which are mentioned below:

1. **Helps in Eradicating Unemployment:** Currently e-commerce is providing 1 million jobs to the Indian work force. **Indian ecommerce industry statistics** forecast a massive growth in employment opportunities in this sector which would create 12 million new jobs in coming decade.
2. **Markets are now easily Reachable:** Online retail is no longer limited to the big towns and cities. The unreachable pockets and 2nd and 3rd tier towns are now being targeted as the largest untapped potential

audience by e-commerce companies. They are overcoming infrastructure barriers by creating warehouses in the most remote locations and enabling easier access of goods and services to the remotest corners.

3. **Changing the face of Retail:** Retail market has been revolutionized by e-commerce. Online stores are offering better choices, deep discounts and convenience of shopping. The combined sale of three top e-commerce players in India is already more than the sales of ten biggest offline retailers. Brick and mortar shops account for only 10% of total retail sales.
4. **Beneficial for the new entrepreneurs:** Startup environment has seen a positive growth with the rise of e-commerce. SMEs operating from home or garage are able to sell on popular market places and cater to global audience. This is contributed to increased exports even from the unorganized sectors and beneficial for the new entrepreneurs.
5. **Raised the standard of living:** There are both positive and negative impacts on society. E-commerce may offer the potential for shifting the balance of opportunity, wealth, and social and political inclusion. As much as these trends can be beneficial to the small town community, now people can avail the imported things easily without paying extra custom duties. Ecommerce has also raised the stand of living of the small town people.

6. Social Impact:

- a. **Access for 24 Hours:** If we buy from an online store, we spend low operating costs; we have a better quality of service and, therefore, additional costs can save us unnecessary costs. For example, if our goods or services are downloadable, shipping costs will be completely cancelled. With every online business, more and more coupons and deals cannot be avoided.
- b. **Compare to Actual Buying, Through Online the Price Gets Reduced:** If we buy from an online store, we spend low operating costs; we have a better quality of service and, therefore, additional costs can

save us unnecessary costs. For example, if our goods or services are downloadable, shipping costs will be completely cancelled. With every online business, more and coupons and deals cannot be avoided which is quite awesome for customers.

- c. **Global Market Place:** Every customer from all over the world can find the site, product, and information without leaving the house. In e-commerce, we do not need to visit the business physically. The facilities of the physical firm are not the criteria to be taken into account. We can buy from us at home; users can easily choose products among various choices without having a physical movement.
- d. **Easy to Compare Prices:** Everyone can easily compare product prices of different companies and products in terms of quality and quantity, or the services provided with them. price, because prices are easily comparable. They are accompanied by various specification while when the products are put online. They are finding various methods to compare with them and set us to attract them. So far, additionally to the terms offered within the exchange, electronic commerce is that the market niches to the model of good competition.
- e. **Return of Goods-**Returning goods online can be problematic. Uncertainties about the upfront payment and delivery of goods can be exacerbated during this process. Will the goods be returned to their source? Who pays the return fees? Will the refund be paid? Will I have nothing left? How long will it take? Compare that with offline experience of returning goods to a store. It is important to consult the return policy before buying. Always make sure that returning goods is an option.

Literature review:

The rise of e-commerce in recent years has had a significant impact on many businesses that do not have a presence on the web; E-commerce has grown excessively from 2010 till now. E-commerce is the biggest thing that happened to India since the mobile revolution. This change has an all pervading impact on the economy and has the potential to reshape the

Indian economy by the next decade. E-commerce involves an online transaction, which provides multiple benefits to the consumers in form of availability of goods at lower cost, wider choices, saves time and showing tremendous business growth. India is among the fastest growing economy of the world, thus it is very much important to stabilise and increase the growth of e-commerce industry in the economy. It is bringing efficiency in supply chain what is reflecting in lower price of goods and also creating jobs. The growth of ecommerce would impact various spheres of **Indian economy**⁶.

E-commerce is growing at 30%, online shopping site are growing at 60%. The no. of customers of the company has increased from 1 million to 2.5 million in India in last 4 years and expected to grow further in coming year (Dr. Bimal Anjum 2011)⁷. "affreenara and Dr Kishore Kumar Das in their paper "Growth of E-Commerce in India" talked about Ecommerce one of the highest growing business, with India having great market potential for investments. There has been huge surge in investment since; last year and more, is expected in coming years. The rapid growth in use of mobile and internet users has facilitated ecommerce business in both urban and rural cities. The topics covered include the terms study of commerce, key drivers of growth, market growth potential, investment, retail market, logistics infrastructure, internet regulations, key challenges and future of ecommerce."

Assisted shopping is another form of e-commerce in towns (Tier 3 and villages) which is helping people to achieve their aspirations. E.g. Indian females are buying undergarments from e-commerce assisted shopping and men buy electronics goods by assisted shopping (Assisted Shopping - A man with tablet or smart phone with internet connectivity buys product on behalf of villagers and supplies them after delivery and the villagers pay the money to this man). Governments and especially businesses are confronted with an "adapt or die" scenario, particularly in developing countries, to fall behind in technology and innovation could increase the gap with wealthier, more

advanced economies. For a country such as India, one of the most impactful benefits of e-commerce is its potential to help a developing rural community to leap-frog into the knowledge paradigm. Electronic commerce is currently a crucial component of India's trade facilitation policy. E-Commerce is providing useful resource for growth of microfinance and MSME's. The positive effects of e-commerce can be magnified beyond purely commercial growth to have a profound impact on all aspects of rural community and the country.

Objective of study:

India is one of the largest growing economies of the world. There is heavy use of internet among Indian citizens which signifies there will be a drastic growth of e-commerce business in near future. E-commerce is one of the major topic which is growing fast and attracting almost the population of the country. There are several impact of the e-commerce business in the economy or the growth and development of an area.

The main objectives behind the study are:

- a) To study the growth of E-commerce in Jharkhand.
- b) To study the impact of e-commerce in the growth & development of the state.
- c) To study the prospects of e-commerce in Jharkhand.

Methodology

Secondary Data: The paper is descriptive in nature, as the study has been collected from only secondary sources like newspapers, Internet, Research Journals etc. In order to complete this study, the data collected as a means of secondary collected through articles, business magazines, business newspapers, international journals, reports by private institutions, news channels, published research, through internet & Intensive library work.

Conclusion and suggestion:

The role of government in increasing the growth of e-commerce is very important and plays huge role in the growth of e-commerce in Indian market. It is the government policies and reforms which not only affects the foreign investment and mindset of investors across the globe, but it is the people who also affects from the governmental policies. Since 2014 government of India has announced various initiatives namely Digital India, Make in India, Start-up-India, Skill India, Innovation fund, etc. The proper functioning of and effective implementation of these program has certainly boosted the growth trend of e-commerce in India. Government Of India has put lot of money and reforms which have impacted in growth of e-commerce in India. Not only growth but also has increased the standard of living of people. With the unemployment rate decreasing and rate of literacy is increasing over time which directly give the positive impact on the growth of economy., one thing which Gov. of India is currently focusing is on growth of entrepreneurs in India . The scheme start up India is encouraging the growth of young entrepreneurs. Thus government of India has also launched various initiatives like UDAAN, UMANG, START-UP INDIA PORTAL etc.

E-commerce presents unique opportunities for less developed countries to greatly expand their markets, both internally and externally. Externally, the Internet and other technologies may allow for low-cost international trade, even for small, local businesses. Internally, many groups of citizens who had been considered "marginalized" and "unbanked" may gain affordable access to financial services, and may thus participate more readily in all aspects of the economy.

Rural areas & semi urban areas of Jharkhand considered too costly or unprofitable for business development but with the arrival of e-commerce and various schemes of government it might increasingly become a focus for investment and market expansion, and also for relocating corporate offices. There is a development of microfinance institutions to provide financial services to the semi urban and rural Areas. M-banking (Mobile banking)

reduces the transaction cost of banking industry thereby increasing access to financial services through rapidly growing mobile market. Micro, small and medium enterprises can leverage the technology to market their products globally.

The e-commerce boom has given a boost to manufacturing, transport, sales and other related activities. This is fostering an overall environment for financial growth of various sectors in Jharkhand. On September 8th 2019, Flipkart, India's leading e-commerce marketplace, signed an MoU with the Government of Jharkhand to onboard Jharkhand's artisans, weavers and craftsmen onto 'Flipkart Samarth' – an initiative aimed at enabling and handholding craftsmen from across India to set up an online business. The MoU will bring thousands of artisans, weavers, and craftsmen from Jharkhand into the e-commerce fold. This shows there is a bright future of e-commerce industries in Jharkhand.

References:

1. "Jharkhand – At a Glance". Archived from the original on 5 May 2012. Retrieved 9 May 2020.
2. "Jharkhand: Here is why India's richest mineral state is not even close to development". Daily Bhaskar. 31 March 2014. Archived from the original on 4 April 2019. Retrieved 30 April 2020.
3. "Industrial development & Economic Growth of Jharkhand". www.ibef.org . Retrieved March 2020
4. "UNDP- Jharkhand: Economic and Human Development Indicators" . www.in.undp.org. Archived from the original on 27 January 2018. Retrieved 20 March 2017.
5. Jharkhand Profile (2011). "Census India" . censusindia.gov.in. Archived from the original on 22 April 2016. Retrieved 20 December 2020
6. Ecommerce is accelerating the growth of economy of India: storehippo / August25'2016 / [https:// www.Storehippo.com](https://www.Storehippo.com)
7. Growth of e-commerce in India: International Journal of computing and corporate Research/ Retrieved 20 December 2020

Human-animal conflict in Jharkhand



Since Jharkhand's creation, 1,405 people and around 80 elephants killed in human-animal conflict. Experts said the state does not have a "concrete" elephant management plan. Steady depletion of forest habit forces elephants to enter villages looking for food. From 2016 till January this year, 301 people have died, 609 people have been injured in the conflict. Due to increase in mining and forest degradation, the elephant habitat has been disturbed, forcing them change their diet. Bamboo plant is a staple for elephants, but it has depleted and they are attracted towards paddy and maize. An elephant calf that sees its mother feeding on grains does the same later.

Experts said the government spends a lot of money in compensation and it is in the state's interest to improve elephant habitat. Earlier elephants used to move from Saranda forest to Dalma Sanctuary in West Bengal via Khunti and Saraikela. Due to forest degradation, the elephants are "scattered everywhere", increasing human-animal conflict. The biggest problem is that in all developmental activities elephants are not considered a stakeholder.

EFFECTIVENESS OF PERFORMANCE APPRAISAL IN PUBLIC SECTOR ENTERPRISES AND ITS EFFECT ON EMPLOYEES MOTIVATION

Aditi Singhania

Research Scholar

University Dept. of Commerce& Business

Management, Ranchi University, Ranchi, Jharkhand

E-Mail ID–aditisinghania862@gmail.com, Phone 9534125422

Dr. S Chaturvedi

Head of the Department, Department of Commerce and Business Management

Doranda College, Ranchi(A Constituent unit of Ranchi University, Jharkhand)

sumandoranda1962@gmail.com

Mobile No.:9431527640

Abstract

Employee performance has historically been accorded prime focus by human resource managers. As a result, variety of performance appraisal techniques has over time been devised to assist establish employee's performance. Within the modern times, the utilization of performance appraisals has been extended on the far side rating of the employee's performance to aspects like motivation. Consequently, this study sought-after to research effectiveness of performance appraisal systems and its effect on employee motivation. Public enterprises square measure autonomous or semi-autonomous corporations and companies established closely-help and controlled by the state and engaged in industrial and commercial activities. It can also be seen as a never-ending method to secure the data necessary for creating correct and objective choices on employees Performance appraisal could be a two-way communication method that involves active communication between employees and supervisors concerning performance. The performance of the employees is evaluated by their supervisors, peers or outside sources like customers and employees themselves. The study's main objectives pertained to establishing the tempering role of performance appraisal as a motivation tool likewise as potential challenges.

The study findings show the presence of great positive outcomes once an organization uses performance appraisal as a motivation tool. Further, the study finds that the utilization of quite one appraisal techniques helps yield bigger satisfaction and consequently higher psychological feature levels. The precise aspects of performance appraisal systems (PAS) that facilitate improve motivation embody the linking of performance to rewards; using the PAS to assist set objectives and benchmarks; likewise because the use of PA to assist determine employee's strength and weaknesses. Performance appraisal is that the method of getting, analyzing and recording info concerning the relative value of an employee.

Key words: Performance, Appraisal, Motivation, Employee, Public Enterprises, Autonomous

Introduction

The business units closely-held managed and controlled by the central, state or local

government are termed as public sector enterprises or public enterprises. These also are called public sector undertakings. A Public Sector Enterprise is also outlined as any business or industrial enterprise closely-held and managed by the govt. with a view to maximize social welfare and uphold the general public interest. Public enterprises encompass nationalized non-public sector enterprises, such as, banks, Life Insurance Corporation of India and the new enterprises discovered by the government such as Hindustan Machine Tools (HMT), Gas Authority of India (GAIL), State Trading Corporation (STC) etc.

The public enterprises came into existence as results of the increasing scope of public administration. The arrival of the thought of state when the Second World War and also the increasing organic process initiative undertaken by Government across the world, the system of public enterprises was developed. The government sells product and services to the common people through the means that of a state-owned enterprise system which includes the characteristics of both public and non-public enterprises. For e.g. the railway train facility for commutation in massive cities, developed, managed and run by the government.

The government operates within the square measure as those are of basic or strategic importance and conjointly also the areas that need large investments on the far side the scope of non-public enterprises. The public enterprises in India have been on a gentle rise since their massive show within the Third Five Year Plan and have engaged themselves in a number of economic activities like advancing loans, regulating trade and commerce, heavy machine manufacturing, chemical medicine and fertilizers, oil drilling etc.

The government of India boasts of five Maharatnas and nine Navratnas (Ratna meaning gems) public enterprises which are engaged in myriad of economic and developmental activities in the country. Examples, The

Steel Authority of India Limited (SAIL), Hindustan Aeronautics Limited (HAL), National Thermal Power Corporation (NTPC) etc.

Performance appraisal may be a wide mentioned thought within the field of performance management. The importance accorded to performance appraisal systems partially arises from the character of the current business surroundings that is marked by the necessity to attain organisational goals likewise as stay relevant in intensely competitive markets through superior employee performance (Chen and Eldridge, 2012). Among this context, varied studies recommend that organisations will hardly manage the behaviour of their employees (Attorney, 2007). The organisations will but manage however employees perform their jobs. Additionally, performance management research shows that a significant number of employees tend to own the will to perform their jobs well as part of their individual goals likewise as an indication of loyalty towards the organisation (Wright & Cheung, 2007). Arguably, the key to making sure that employee perform well lies within the ability to supply them with the correct operating surroundings. Such an environment generally includes fair treatment, giving of support, effective communication and collaboration. According to Maley (2013) these are the terribly qualities that are created by a good performance appraisal system.

While focusing on performance appraisal as a psychological feature tool, studies in this field powerfully recommend that performance appraisal systems may be wont to enhance motivation (Chen & Eldridge, 2010; Appelbaum et al., 2011). However, the link between performance appraisal and employee motivation has typically been studied in a traditional or general manner and therefore the connection tends to be blurred in nature. The standard use of performance appraisal has for example been criticised for the reward of —win-lose results as opposed to —win-win results in which the system promotes confirmative and cooperative behaviour (Rowland & Hall, 2012). Despite the above shortcomings in approaches to performance appraisal, existing literature on performance management still indicates that performance

appraisal once undertaken within the right manner will contribute considerably to employee motivation (Tuytens & Devos, 2012). Once undertaken in the absence of clear goals, performance appraisal but however have serious ramifications in terms of employee discontentment and consequently a discount in productivity and organisational commitment (Maley, 2013). On the positive aspect, it has been argued that performance appraisal provides an important avenue to recognise employees' work efforts. Recognition during this case has for long been thought of as a key employee incentive. Its importance is underscored by Samarakone (2010) who indicates that human beings in a number of instances prefer negative recognition as against no recognition at all.

The Concept of Performance Appraisal: Performance Appraisal could be a methodology of Evaluating the behaviour and performance of employees within the geographic point. This includes appraisal of both qualitative and quantitative aspects of job performance. Performance Appraisal Programme provides factual info to be used as a basis to create differentiation between efficient and inefficient employees within the business organization. Off late, the thought of performance appraisal in its broad perspective not only includes the performance appraisal of individual employee however includes the performance appraisal of organization still. It's during this context currently days, most of the corporations / companies in non-public sector are more and more practicing performance appraisal of the organization as a full, in developed countries as well as in India. The US Government has created it necessary for public sector enterprises to conduct performance appraisal and report it to the US senate. In India, until date there are very few public sector undertakings which are doing performance appraisal as it is not mandatory. But keeping in view the benefits of performance appraisal it may be said that all public sector undertakings should do the organizational performance appraisal so as to check, correct and control the variation and sail smoothly. Performance Appraisal is that the systematic analysis of the performance of employees and to grasp the talents of a person for further growth and development.

Performance appraisal is usually done in systematic ways which are as follows:

- a) The supervisors measure the pay of employees and associate it with targets and strategies.
- b) The supervisor analyses the factors behind work presentations of employees.
- c) The employers are in position to guide the employees for a much better performance.

Performance Appraisal is often finished following objectives in mind:

- a) To keep up records in order to determine compensation correspondences, income structure, salaries raises, etc.
- b) To identify the strengths and weaknesses of employees to place right men on right job.
- c) To keep up and assess the potential gift during a person for further growth and development.
- d) To produce a feedback to employees regarding their presentation and associated standing.
- e) To produce a feedback to employees concerning their presentation and associated standing.
- f) It serves as a basis for influencing operating habits of the employees.
- g) To review and retain the persuasive and other training sequencers.

Types of Performance Appraisal

360 Degree / Multi-rater Performance Appraisal-

A 360-degree analysis is an assessment tool that has employees with the chance to receive performance feedback from supervisors, peers, co-workers and additionally external parties like suppliers and customers. The 360-degree evaluation method also permits organizations to achieve insight into the performance and potential of future leaders, and to determine the development needs of employees.

There are three communal reasons companies indicate to gather 360 degree multi-rater feedback:

- To achieve insight into the performance and possible of current and future leaders.
- To achieve broader insight into the growth requirements of employees.
- To collect broader feedback for performance appraisals, serving to guarantee their fairness, particularly wherever the manager doesn't have direct, first-hand information of their employees' performance.

Companies that have employees who work for remote managers, who work for numerous managers, who work completely different shifts than their manager or who work on project groups typically realize they have to collect multi-rater feedback as input for their performance appraisal process in order to give their managers the perception they have need into employee performance. Whenever an employee's manager is not in a position to directly observe the employee's performance, 360 degree evaluations help make performance appraisals fairer, and the feedback given to employees additional comprehensive and useful.

In making the choice why, it's important to contemplate organizational needs, as well as organizational culture. A company with a additional collaborative, collegial and supportive culture may possibly have the benefit of gathering multi-rater feedback for performance appraisals, while one that is highly competitive and individualistic might risk doing harm and further differentiating their workforce. These companies ought to contemplate beginning with a development focus. The underlying premise behind the custom of 360 degree performance appraisal is that a major amount of enactment data about a given employee can be congregated when multi- sources are used (Sahoo & Mishra, 2012). In different words, the 360 degree appraisal system permits for gathering of knowledge concerning an individual from unrelated degree and angles. While supporting such views, Deb (2009) underscores that the use of multiple assessment sources helps ensure that an employee's performance is double checked. Moreover, the 360 degree performance appraisal system is considered as one that helps in overcoming drawbacks such as preconception, subjectivity and halo errors,

which symbolise traditional assessment systems (Hsu et al., 2005). Espinilla et al., (2013) for occurrence notes that the use of this evaluation method makes it unlikely that the employee is criticised solely by the manager. Sahoo and Mishra (2012) add that systems of 360-degree appraisal are perceived by employees as more accurate and more reflective of their performance. They are thus considered as quite effective in providing comprehensive information which can be used to determine the employee's training needs.

Management by Objectives(MBO)-

Management by Objectives (MBO) may be a personnel management technique wherever managers and employees work along to line, record and monitor goals for a particular amount of your time. Organizational goals and planning flow top-down through the organization and are translated into personal goals for organizational members. The technique was first championed by management expert Peter Drucker and became commonly used in the 1960s. MBO has some distinct advantages. It delivers a means to identify and plan for the accomplishment of goals. If you don't know what your goals are, you will not be able to achieve them. Planning permits proactive performance and a disciplined approach to goal accomplishment. It also permits you to arrange for contingencies and roadblocks that will hinder the plan.

In terms of effectiveness, the MBO approach has been found to provide vital advantages to both the organisation and the employees (Armstrong, 2009). Notably, the MBO approach encourages objectivity, allows for a two-way feedback as well as encourages performance development of employees through motivation. In a similar vein, Drucker (2013) underscores that the MBO approach when correctly implemented helps in establishing a performance appraisal system that is based on efficiency and fairness. Huang et al., (2011) while supporting the need for organisations to implement MBO notes that this approach adds significant value to productivity in the sense that employees tend to show upkeep for goals which they agree are acceptable. In this case, employee acceptance of the organisational objectives is measured as

one of strongest motivators in the MBO process.

A critical review of MBO literature reveals that this kind of performance appraisal is not without shortcomings. One of the main inadequacies of this approach pertains to the fact that it does not allow monitors to ascertain however employee contend with every occurrence over the given work period. This is attributed to the main target on outcomes (Bipp&Kleingeld, 2011). During this case, the way in which the employee under appraisal arrives at the outcomes may not essential represent the most well-organized use of resources. Additionally, Bipp and Kleingeld (2011) argue that the MBO approach provides very little consideration for relative evaluation as no benchmark are provided supported the changing workplace environment throughout the work period.

Graphical Rating Scales- Graphic Rating Scale could be a sort of performance appraisal methodology. During this methodology traits or behaviours that are important for effective performance are listed out and every employee is rated against these traits. The rating helps employers to quantify the behaviours displayed by its employees. Ratings are typically on a scale of 1-5, 1 being Non-existent, 2 being Average, 3 being Good, 4 being Very Good and 5 being Excellent.

Characteristics of a virtuous Graphic Rating scale are:

- Performance assessment measures against which an employee has to be esteemed must be well defined.
- Scales ought to be behaviourally based mostly.
- Ambiguous behaviours definitions, like loyalty, honesty etc. ought to be avoided
- Ratings ought to be relevant to the behaviour being measured. For example, to measure “English Speaking Skill” rates ought to be fluent, hesitant, and laboured rather than of excellent, average and poor.

Despite their simple use, numerous studies highlight variety of limitations referable to the

graphical rating scales. First, the standardised nature of the scales overlooks the aspects of attributable relevancy (Armstrong, 2009). Armstrong (2009) in this case notes that some traits are more significant in some jobs compared to others and hence specific workplace context ought to be taken into account. In addition, rating scales may suffer from systemic advantage in which case relevant indicators of enactment might be excluded and thus the inability to attain results that are reflect the employee’s full worth (Woods,2012).

Concept of employee motivation:

Employee motivation has on the other hand been approached from a variety of different perceptions. Wolff and Gunkel (2007) for instance outline employee motivation as the willingness to exert high levels of effort toward organisational objectives, conditioned by the effort’s ability to gratify some individual needs (p.21). From a quite a simplistic way, Chiang and Jan (2008) defines employee motivation as —the process of an employee being moved to work (p.10). While further expounding on employee motivation, Wolff and Gunkel (2007) argue that motivation often results from the psychological need associated with the need to gratify needs that persist unsatisfied.

Intrinsic and Extrinsic Motivation- As Miao et al., (2007) further explains intrinsic motivation entails an internal state that is responsible for activating behaviour as well as the influences that initiate change. From a human resource perspective, intrinsic motivation is well-thought-out as a form of motivation that captures the aspects of doing work for its own sake (Osterloh& Frey, 2004). Further, intrinsic motivation is explained as one that provides the employees with psychological assistances of well-being, self-actualisation, increasing obligation and self-sustenance (Lee &Whitford, 2007).

Extrinsic motivation is on the contrary delineated within the field of human resource because the importance that employees place on external rewards, which could include promotions and salary increases (mark). It could also comprise negative aspects such as the menace of dismissal or demotion (Van

Herpen, Van Praag, and Cools, 2005). From a theoretical perspective, the agency theory suggests that incentives that are offered by organisations as a way of increasing employees' intrinsic motivation are usually crucial. The rationale in this case is that employee actions are either rewarded or punished hence determining the employees' action and performance (Jensen & Murphy, 2004). Similarly, the expectancy theory postulates that associating incentives to an employee's performance hence motivate the employee to increase effort as well as performance (Cullen, 2005).

Research Methodology

The study adopts a mixed strategies research style which implies that both quantitative and qualitative methods are pragmatic in the collection of primary data from the case study organisation. A positivist research pattern is used to help collect knowledge

based on reality and therefore the flexibility to substantiate or reject the study hypothesis. Notably, the study reviews employees at Shines Communication and interviews the HR manager to help uncover performance appraisal and motivation problems within the organisation.

Data Analysis-Research data on performance appraisal and employee motivation was collected through the questionnaire method. Additionally, an interview was held with the HR manager so as to realise rich insights on the case organisation's performance appraisal system as well as employee motivational performs. The survey data was entered in the SPSS software for analysis through regression analysis. The qualitative data was analysed for key themes and used to amplify responses from the survey.

Table 1: Demographic profile of the respondents (Gender)

Gender	Frequency	%age
Male	25	56%
Female	20	44%
N	45	100%

The above table shows that males (56%) prevails females (44%) from the total number of respondents in the study. These proportions

however maintain a relative balance between the two genders.

Table 2: Age Groups of the respondents

Age group(years)	Frequency	%age
18-25	11	24%
26-35	19	43%
Over 35 Years	15	33%
N	45	100

The above figure shows that the simple random sampling technique made it possible for respondents from varying age groups to

take part in the study hence a more representative study.

Figure 3: Respondent's Department

Department	Frequency	%age
HR	8	18%
Accounts	4	9%
Research & Development	10	22%
Sales	16	36%
Others	7	16%
N	45	100

As can be seen from the above table study involved participants from different departments within the organisation. Notably, the employee from the organisation's sales department represented the largest proportion (36%) of respondents.

Findings and Conclusion

The first aim of the study concerns the analysis of the categories of performance appraisal techniques and motivation and their effectiveness. From the interview conducted with the organisation's HR manager revealed that several performance analysis systems are used. These include the multi-rater / 360 degree system, behavioural attached rating scale and graphical ratingscale.

In terms of effectiveness, the study finds that the 360 degree performance appraisal system is quite effective in offering a comprehensive analysis of the employee's performance at Shine Communications. This is often consistent with the reviewed literature, which underscores that 360- degree appraisal helps assess an employee's performance from different angles and is therefore reflective of the employee's actual performance (Sahoo & Mishra, 2012). In the case of graphical rating scale, the literature reviewed recommends that this traditional appraisal system tends to overlook a number of employee traits due to its standardised nature (Armstrong, 2009). The study findings however indicate that such a scale still performs a useful role especially in work tasks that are supported explicit objectives and quantifiable **immature**. In regards to sorts of motivation, it is evident that the Shine Communication makes use of both extrinsic and intrinsic motivation. The consequential high satisfaction with these types of motivation as evident from the survey helps validate the wisdom of the Herzberg's

hygiene theory of motivation, which suggests that combining intrinsic and extrinsic motivation factors can have a positive impact on employee performance (Huang et al., 2011). In terms of the factors affecting the level of motivation, the study findings indicate that the study respondents had mixed attitudes on the effect of rewards and recognition. The mixed responses in this case can it part be explained through the help of Maslow's hierarchy theory, which suggests that employees experience different classes of needs with varying degrees of strength at any given time (Saeednia,2011).

Overall, the study findings in regards to the first research question indicate that a cumulative total of 78% of the employees were satisfied with the existing PAS at the organisation. It can therefore be concluded that the use of a variety of performance appraisal techniques and motivation yields greater satisfaction when compared to a single techniques or type of motivation. This additional confirms that different types of appraisals and motivation have different outcomes on employee motivation. The study findings also point out to rewards as the most statistically significant factor influencing satisfaction with existing PA

In the study's investigation into the ways in which performance appraisal influences employee motivation. Five main ways were during this context identified. They include the linking of PA to rewards and incentives; use of PA to assess employee's ability to satisfy set objectives; use of job description as performance yardsticks; use of PA to help identify employees' strength and weaknesses; and use of PA as a promotional tool. Based on data analysis, each of these uses of performance appraisal contributes positively to employee motivation.

The above findings are largely consistent with the literature reviewed in the study. Kominis and Emmanuel (2007) for instance consider promotions and pay for performance as one of the most effective ways of rewarding and motivating employees. Long and Shields (2010) also consider rewards and acknowledgment based on achieved job description goals as one of the ways that help trigger innovative behaviour as an outcome of motivation. Additionally, the use of performance appraisals to identify employee strengths and weaknesses is considered as an effective way of motivating employees through supervisory support (Jong et al., 2009).

Notably, the statistical analysis shows that use of performance appraisal for identifying employee strengths and weaknesses as well as a basis for employee promotion are the most statistically significant factors that influence employee motivation. It can therefore be concluded that the

Organisation should focus on the two aspects to help improve motivation. Overall, the positive impact of the five identified roles in improving employee motivation helps confirm that a positive relationship exists between performance appraisal and employee motivation.

Performance appraisal systems should be designed in such a way that they create perceptions of fair treatment relative to other employees as well as the employee's own expectations. This can contribute significantly towards positive attitudes, which have been shown in this study to be a significant determinant of employee's level of enthusiasm and consequently work performance.

The study also shows that employees differ in their preference for rewards following a performance appraisal. Organisations should therefore familiarise a more personal approach in linking performance appraisal results to rewards and incentives. This might contribute significantly towards boosting of employee motivation as a result of improved levels of satisfaction.

References

1. Anthony, R. and Govindarajan, V. (2007) *Management Control Systems*, 12th ed., Irwin, Singapore.
2. Armstrong, M. (2009) *Armstrong's Handbook of Performance Management: An Evidence-Based Guide to Delivering High Performance*. London: Kogan Page Publishers.
3. Hon, H., Wilco W. and Chan, L. (2013) "Overcoming work-related stress and promoting employee creativity in hotel industry: The role of task feedback from supervisor", *International Journal of Hospitality Management*, 33(2), pp.416-424.
4. Kumar, J. (2012) "Performance appraisal and promotion process: A measure approach", *International Journal of Advancements in Research & Technology*, 1(1), pp.1- 6.
5. Lepsinger, R. Lucia, D. (2009) *The Art and Science of 360 degree Feedback*. New York: John Wiley & Sons.
6. Maana, R. (2008) "Strategic Aspects of the Importance of Employee Management", *Journal of Diversity Management*, 3(1), pp.1-6.
7. Pat-El, R., Tillema, H. and Sabine W. (2012) "Effects of formative feedback on intrinsic motivation: Examining ethnic differences", *Learning and Individual Differences*, 22(4), pp.449-454
8. Peterson, T.M. (2007) "Motivation: How to increase project team performance", *Project Management Journal*, 38(4), pp.60-69.
9. Sahoo, C. and Mishra, S. (2012) "Performance management benefits organizations and their employees", *Human Resource Management International Digest*, 20(6), pp.3 – 5.
10. Swan, S. (2012) *Ready-to-Use Performance Appraisals*. New York: John Wiley & Sons.
11. Van Herpen, M., Van Praag, M. and Cools, K. (2005) "The effects of performance measurement and compensation on motivation: an empirical study", *De Economist*, 153(3), pp.303-29.

12. Wright, P. and Cheung, K. (2007) "Articulating appraisal system effectiveness based on managerial cognitions", *Personnel Review*, 36(2), pp.206–230.

13. Maana, R. (2008) "Strategic Aspects of the Importance of Employee Management", *Journal of Diversity Management*, 3(1), pp.1-6.

Angkor Wat is an enormous Buddhist temple complex located in northern Cambodia. It was originally built in the first half of the 12th century as a Hindu temple. Spread across more than 400 acres, Angkor Wat is said to be the largest religious monument in the world. Its name, which translates to "temple city" in the Khmer language of the region, references the fact it was built by Emperor Suryavarman II, who ruled the region from 1113 to 1150, as the state temple and political center of his empire. Originally dedicated to the Hindu god Vishnu, Angkor Wat became a Buddhist temple by the end of the 12th century. Although it is no longer an active temple, it serves as an important tourist attraction in Cambodia, despite the fact it sustained significant damage during the autocratic rule of the Khmer Rouge regime in the 1970s and in earlier regional conflicts. Angkor Wat is located roughly five miles north of the modern Cambodian city of Siem Reap, which has a population of more than 200,000 people. However, when it was built, it served as the capital of the Khmer empire, which ruled the region at the time. The word "Angkor" means "capital city" in the Khmer language, while the word "Wat" means "temple." Initially, Angkor Wat was designed as a Hindu temple, as that was the religion of the region's ruler at the time, Suryavarman II. However, by the end of the 12th century, it was considered a Buddhist site. Unfortunately, by then, Angkor Wat had been sacked by a rival tribe to the Khmer, who in turn, at the direction of the new emperor, Jayavarman VII, moved their capital to Angkor Thom and their state temple to Bayon, both of which are a few miles to the north of the historic site. As Angkor Wat's significance within the Buddhist religion of the region increased, so too did the legend surrounding the site. Many Buddhists believe the temple's construction was ordered by the god Indra, and that the work was accomplished in one night. However, scholars now know it took several decades to build Angkor Wat, from the design phase to completion.

Although Angkor Wat was no longer a site of political, cultural or commercial significance by the 13th century, it remained an important monument for the Buddhist religion into the 1800s. Indeed, unlike many historical sites, Angkor Wat was never truly abandoned. Rather, it fell gradually into disuse and disrepair.

Nonetheless, it remained an architectural marvel unlike anything else. It was "rediscovered" in 1840s by the French explorer Henri Mouhot, who wrote that the site was "grander than anything left to us by Greece or Rome." The compliment can likely be attributed to the temple's design, which is supposed to represent Mount Meru, the home of the gods, according to tenets of both the Hindu and Buddhist faiths. Its five towers are intended to recreate the five peaks of Mount Meru, while the walls and moat below honor the surrounding mountain ranges and the sea. By the time of the site's construction, the Khmer had developed and refined their own architectural style, which relied on sandstone. As a result, Angkor Wat was constructed with blocks of sandstone. A 15-foot high wall, surrounded by a wide moat, protected the city, the temple and residents from invasion, and much of that fortification is still standing. A sandstone causeway served as the main access point for the temple. Inside these walls, Angkor Wat stretches across more than 200 acres. It's believed that this area included the city, the temple structure and the emperor's palace, which was just north of the temple. However, in keeping with tradition at the time, only the city's outer walls and the temple were made of sandstone, with the rest of the structures built from wood and other, less durable materials. Hence, only portions of the temple and city wall remain. Even so, the temple is still a majestic structure: At its highest point—the tower above the main shrine—it reaches nearly 70 feet into the air. The temple walls are decorated with thousands of bas-reliefs representing important deities and figures in the Hindu and Buddhist religions as well as key events in its narrative tradition. There is also a bas-relief depicting Emperor Suryavarman II entering the city, perhaps for the first time following its construction.

ROLE OF ICT IN LEARNER CENTERED EDUCATION

Fazal Iqbal

Research Scholar (Ph.D.)

B.R. Ambedkar Bihar University, Muzaffarpur (Bihar)

Prof. (Dr.) Azizur Rahman Khan

Dean, Faculty of Education

B.R. Ambedkar Bihar University, Muzaffarpur (Bihar)

Email:-fazalisrail786@gmail.com

Abstract:

The Learner-Centered Education (LCE) focuses on both teacher's and learner's experiences. It helps to motivate teaching, learning and its achievement. ICT can be exploited to enhance the integration of the learning centered principles by supporting the learners and teacher's need and capabilities while promoting creative and critical thinking. Teachers must advance in their methods of instruction and knowledge of technology to support the individual learner in learner-centered frame work.

Keywords: ICT, Education, Learning, Technology, Skills,

Learner- Centered Education- Learner-centered education places the focus on each student's individual needs. According to this model, the educator must first understand each student's unique educational context and evaluate the student's progress toward specified learning objectives. The purpose of the learner-centered model is to provide an individualized, flexible learning environment for every student.

Integration of ICT in LCE

Technology of instruction can make an ordinary man capable of superior performance and a means, either printed or electronic, to distribute that instruction. There are two main characteristics of technology in the context of LCE.

- a) To use well-planned way the scientific or other organized knowledge for practical task
- b) To divide such task in categories and sub-categories.

Technology can support "learning centered" principles in two main facts researching and creating an authentic product for assessment.

The internet provides an unrestricted number of sources of information and data on most topics. Web pages are a popular form. Documents, studio presentations, video animations, web movies, digital camera images and excel spread sheets. Thus all products should here be technology based.

The above flow chart shows that ICT approach on LCE focuses upon all the aspects of teaching and learning. The four quadrants of the chart contain the specific planning steps, each of which is necessary and important. The charts provide more significance on both teacher and learner. Thus, the LCE can answer any questions regarding teaching-learning process. It gives technological explanations also. A shift from teacher-centered education to learner-centered education is needed to enable students to acquire the new 21st century knowledge and skills.

Instructional Role of ICT

The ultimate goal of ICT is to increase learning with longer retention and increased performance. For a teacher to change their teaching methods and incorporate ICT into their teaching is an emerging trend. They must

have time, confidence, motivation, training, the proper technology supported environment and the incentive to do so. Technology alone, of course, does not produce learning; technology is a tool that can be used in many ways, to enhance LCE. The literature generally describe three major categories of instructional use of ICT; these are:

- a) Learning from the technology
- b) Learning about the technology
- c) Learning with the technology.

LCE is fundamentally based on Constructivist theory-based on observation and scientific study-about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences.

The impact of ICT

Teachers have taught through lectures and presentations interspersed with tutorials and learning activities designed to consolidate and rehearse the content. Contemporary settings are now favouring curricula that promote competency and performance. Curricula are starting to emphasise capabilities and to be concerned more with how the information will be used than with what the information is.

The impact of ICT on students learning

Just as technology is influencing and supporting what is being learned in schools and universities, so too is it supporting changes to the way students are learning. Moves from content-centred curricula to competency-based curricula are associated with moves away from teacher-centred forms of delivery to student-centered forms. Through technology-facilitated approaches, contemporary learning settings now encourage students to take responsibility for their own learning. In the past students have become very comfortable to learning through transmissive modes. Students have been trained to let others present to them the information that forms the curriculum.

ICT is a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural matters (UNESCO, 2002). ICT stands for Information and Communication Technologies. ICT is a part of our lives for the last few decades affecting our society as well as individual life. ICT which is now broadly used in educational world. Teacher, Student, administrator and every people related to education are popularly used ICT. Teacher use ICT for making teaching learning process easy and interesting. A competent teacher has several skills and techniques for providing successful teaching. So development and increase of skills and competencies of teacher required knowledge of ICT and Science & Technology. In modern science and technological societies education demands more knowledge of teacher regarding ICT and skills to use ICT in teaching –learning process. The knowledge of ICT also required for pre-service teacher during their training programme, because this integrated technological knowledge helps a prospective teacher to know the world of technology in a better way by which it can be applied in future for the betterment of the students. Now – a days ICT's are transforming schools and classrooms a new look by bringing in new curriculum based on real world problems, projects, providing tools for enhancing learning, providing teachers and students more facilities and opportunities for feedback. ICT also helps teachers, students and parents to come together. Continuous and Comprehensive Evaluation (CCE) helps students as well as teachers to use more technology for making teaching learning more attractive for the betterment of our future generation. Teachers must know the use of ICT in their subject areas to help the learners for learning more effectively. So, the knowledge of ICT is very much essential 2 Baishakhi Bhattacharjee and Kamal Deb for the both prospective teachers as well as in-service teachers also. This will help teachers to know integrated technology with classroom teaching. This paper discussed about the role of ICT in 21st Century's teacher education.

Recent Trends in Teacher Education

Based on various changing needs of our society now emphasis is also given to the various educational theory and educational practices. According to these theories and practices changes are also undergo in teacher education also. It is natural that teacher education must include new technology. Teachers should also know the right attitudes and values, besides being proficient in skills related to teaching. As we know the minimum requirement of any training programme is that it should help the trainee to acquire the basic skills and competencies of a good teacher. Now-a-days new trends in teacher education are Inter-disciplinary Approach, Correspondence courses, orientation courses etc. Simulated Teaching, Micro Teaching, Programmed Instruction, Team Teaching are also used in teacher education. Now-a-day Action Research also implemented in Teacher Education. ICT acts as the gateway to the world of information and helps teachers to be updated. It creates awareness of innovative trends in instructional methodologies, evaluation mechanism etc. for professional development.

Different Strategies for applying ICT in Teacher Education:-

Providing adequate infrastructure and technical support.

- a. Applying ICT in all subjects.
- b. Applying new Pre-service teacher Education curriculum.
- c. By using application software, using multimedia, Internet e-mail, communities, understanding system software.

Role of ICT in 21st Century's Teacher Education

ICT helps teachers in both pre-service and in-Service teachers training. ICT helps teachers to interact with students. It helps them in preparation their teaching, provide feedback. ICT also helps teachers to access with institutions and Universities, NCERT, NAAC NCTE and UGC etc. It also helps in effective

use of ICT software and hardware for teaching – learning process. It helps in improve Teaching skill, helps in innovative Teaching. It helps in effectiveness of classroom. It also helps in improving professional Development and Educational management as well as enhances Active Learning of teacher Trainees. It is now replacing the ancient technology. As we know now-a day's students are always have competitive mind.

So teacher must have the knowledge of the subject. This can be done through ICT. ICT helps teachers in preparation for teaching. In order to introduce ICT in pre-service teacher education different methods and strategies are applied. Different tools are used such as word processing, Database, Spreadsheet etc. Various technology based plans are used to help the teachers for their practice teaching. ICT prepares teacher for the use of their skills in the real classroom situation and also make students for their future occupation and social life. ICT used as an, assisting tool" for example while making assignments, communicating, collecting data & documentation, and conducting research.

Typically, ICT is used independently from the subject matter. ICT as a medium for teaching and learning. It is a tool for teaching and learning itself, the medium through which teachers can teach and learners can learn. It appears in many different forms, such as drill and practice exercises, in simulations and educational networks. ICT as a popular tool for organisation and management in Institutions. Teachers must provide technological support to learn using motion picture, animation, simulation training which helped student teachers to give model presentation. If the teacher is highly equipped with technology, the student will also be equipped with technology. It removes the traditional method of teaching and prepare teacher to apply modern method of teaching. ICT is plays an important role in student evaluation.

ICT is store house of educational institution because all educational information can safely store through ICT. ICT helps Teacher to communicate properly with their students. So

ICT bridge the gap between teacher and students. ICT helps Teacher to pass information to students within a very little time. ICT helps Teacher to design educational environment. ICT helps Teacher to identify creative child in educational institute. Role of ICT in 21st Century's Teacher Education 5 ICT helps Teacher to motivate students and growing interest in learning. ICT helps Teacher for organizational preconditions (vision, policy and culture). It is also helps Teacher for their personnel support (knowledge, attitude, skills). ICT helpful for technical preconditions (infrastructure). ICT helpful for designed learning situations which are needed for both vocational education and the training of future teachers (in the teacher training institutes). Teacher training institutes can develop their curriculum using ICT. With the help of ICT Teacher training institutes can develop communication network. Teachers learn most from their own networks (learning from others) with the help of ICT. Conclusion:- Teaching occupies an honorable position in the society.

ICT helps the teacher to update the new knowledge, skills to use the new digital tools and resources. By using and acquire the knowledge of ICT, student teacher will become effective teachers. ICT is one of the major factors for producing the rapid changes in our society. It can change the nature of education and roles of students and teacher in teaching learning process. Teachers in India now started using technology in the class room. Laptops, LCD projector, Desktop, EDUCOM, Smart classes, Memory sticks are becoming the common media for teacher education institutions. So we should use information & communication Technology in Teacher Education in 21st Century as because now teachers only can create a bright future for students.

THE IMPORTANCE OF USING ICT IN TEACHING-LEARNING PROCESS:-

Several studies argue that the use of new technologies in the classroom is essential for providing opportunities for students to learn to operate in an information age. It is evident, as argued that traditional educational

environments do not seem to be suitable for preparing learners to function or be productive in the workplaces of today's society. She claimed that organizations that do not incorporate the use of new technologies in institutions cannot seriously claim to prepare their students for life in the twenty-first century. This argument is supported by Grimus who pointed out that "by teaching ICT skills in higher educational institutions the students are prepared to face future developments based on proper understanding". Similarly, reference reported that "what is now known about learning provides important guidelines for uses of technology that can help students and teachers develop the competencies needed for the twenty-first century" (p. 206). ICT originally is applied to serve as a means of improving efficiency in the educational process [8]. Furthermore, it has been shown that the use of ICT in education can help improve memory retention, increase motivation and generally deepens understanding. ICT can also be used to promote collaborative learning, including role playing, group problem solving activities and articulated projects. ICT allow the establishment of rich networks of interconnections and relations between individuals. Some authors maintain that technology has the power to change the ways students learn and professors teach. Still other authors posit that technology can "revolutionize" the learning process. In other words, ICT extend professors' and students' capabilities, and their well determined use can transform roles and rules in the classroom. Many people recognize ICTs as catalysts for change; change in working conditions, handling and exchanging information, teaching methods, learning approaches, scientific research, and in accessing information. Lecturers could use ICT to facilitate learning, critical thinking and peer discussions. Reference , recognize that technology-based teaching may not be essential in all classes but generally it is most facilitative as a result of providing relevant examples and demonstrations; changing the orientation of the classroom; preparing students for employment; increasing flexibility of delivery; increasing access; and satisfying public demands for efficiency. "The whole

purpose of using technology in teaching is to give better value to students". This better value should also impact the learners/students' performance. Reference, argue that ICT holds much promise for use in curriculum delivery. Thus, technology can effectively improve teaching and learning abilities, hence increasing learners' performances. As and posit, ICT has the means to aid in the preparation of learners by developing cognitive skills, critical thinking skills, information access, evaluation and synthesizing skills. In addition, ICT provides fast and accurate feedback to learners.

References:-

1. Barron, A. (1998). Designing Web-based training. *British Journal of Educational Technology*, 29(4), 355-371.
2. Berge, Z. (1998). Guiding principles in Web-based instructional design. *Education Media International*, 35(2), 72- 76.
3. Collis, B. (2002). Information technologies for education and training. In Adelsberger, H. Collis, B. & Pawlowski, J. (Eds.) *Handbook on Technologies for Information and Training*. Berlin: Springer Verlag.
4. Duffy, T., & Cunningham, D. (1996). Constructivism: Implications for the design and delivery of instruction, *Handbook of research for educational telecommunications and technology* (pp. 170-198). New York: MacMillan.
5. Freeman, M. (1997). Flexibility in access, interactions and assessment: The case for web-based teaching programs. *Australian Journal of Educational Technology*, 13(1), 23-39.
6. Jonassen, D. & Reeves, T. (1996). Learning with technology: Using computers as cognitive tools.
7. D. Jonassen (Ed.), *Handbook of Research Educational on Educational Communications and Technology* (pp 693-719). New York: Macmillan.
8. Kennedy, D. & McNaught, C. (1997). Design elements for interactive multimedia. *Australian Journal of Educational Technology*, 13(1), 1-22.
9. Laffey J., Tupper, T. & Musser, D. (1998) A computer-mediated support system for project-based learning. *Educational Technology Research and Development*, 46(1), 73-86.
10. Lebow, D. (1993). Constructivist values for instructional systems design: Five principles toward a new mindset. *Educational Technology, Research and Development*, 41(3), 4-16.

LEMON GRASS HAS BECOME A BOON FOR JHARKHAND LADIES

This is the story of ladies from Bishunpur village of Gumla district which is 120 km far from Ranchi, the capital of Jharkhand. These ladies are now financially self-dependent by cultivating lemongrass. Even our Prime Minister included their success story in "Mann ki Baat" on 26 July 2020. Ladies of Sakhi Mandal connected with medicinal plants farming by Gramin Seva Kendra and now they are cultivating lemongrass, which is also one of the medicinal herbs. 500 ladies of Bishunpur village are earning through this lemongrass farming. Sumati Devi of Rahkuba group of Bishunpur who started lemongrass farming on her 26 thousand square feet land after taking loan, said, "I've not even listened about lemongrass ever but now after knowing about its benefits, we suggest others also about farming of lemongrass. Lemongrass for us is like gold on barren land. We got training about this under Women Farmer Empowerment project. And I've started the farming of lemongrass this year only in the month of January. Despite the lockdown so far, about 1 lakh 10 thousand have been earned, while the expenditure on farming was only Rs. 22 thousand." And Rupmurti Devi of Navagadh Sirka village also cultivated lemongrass on her 22 thousand square feet of land and earned about 1 lakh 45 thousand. Rupmurti Devi also mentioned that farming of lemongrass has improved their financial condition for the last two years. One more female farmer from Sirka village, Basanti Devi said, "We have started lemongrass farming in the year 2018 and now I'm cultivating lemongrass on 10 acres of land, and presently 25 lakh plants of lemongrass are there on my farm. I'm happy to mention that now we are able to earn from the land which was once barren and of no use."

Source : <https://krishijagran.com/success-story/know-how-lemon-grass-has-become-a-boon-for-jharkhand->

COALITION GOVERNMENTS IN INDIA: A STUDY

Sukhwinder Singh

Research Scholar

Department of Political Science,

Punjabi University, Patiala

Abstract

In the Indian political system, the politics was dominated by almost a single party on the political platform. The Congress party held a monopoly on the Indian political platform until about 1969. Many political science experts call this system the "Congress system". The anti-Congress parties felt that the Congress was in power due to their division. In the fourth general elections of 1967, the Congress party was facing voters without Nehru for the first time. Half the ministers of Indira Gandhi's cabinet lost their election. This was the time when the coalition incident in Indian politics came to the fore. The shape of emerging trends of Indian politics was clear that the participation of new classes and groups in Indian politics starts in this period. Coalition politics in India has started because of the lack of Congress domination. Until one party achieves the status of domination like the Congress, coalition politics will continue to exist in India. This research paper discussed about how coalition governments take place in India.

Key Words: Coalition, Government, Centre, Regional, Parties

Introduction

Coalition refers to a government that is formed by several parties. In this coalition government, leaders of various political parties assume the position of minister and join the government. A coalition government becomes necessary because no party gets a majority in the Lok Sabha. Therefore, coalition government is a necessity of political system in the changing party politics of India. Consent and cooperation is the basic foundation of coalition government. Some coalitions take place before the elections; some are aimed at gaining power after the elections. If there is an alliance between the different parties before the elections, then there is no difficulty in understanding each other, making similar programme and running the government.

Going through the process of the coalition, there will be such polarization in politics that a two-party system will be established in the country. A two-party political system is likely to be established in the near future. This change may come first at the national level. It will take some time to come to the states. Till

then, we have to take multi-party rule by taking small parties along with the decision of voters.

The emergency period was the root reason for the change of coalition governments from the one-party government in the country. The report of the Mandal Commission had also played an important role in raising coalition politics. Regional parties have always existed in Indian politics - even during the national movement before Independence and for a long time after Independence. But his role was limited to the states concerned only. It is not surprising to have so many regional parties in a country full of democracy and diversity like India, but it is a matter of regret that most of the regional parties are individual-based and are operated by one person or his family. This situation is going to weaken democracy.

History of Coalition Governments in India

After Indian Independence in 1947, the Congress party had continuously won all elections till the third Lok Sabha election. The

Congress Party fought the country's first three general elections under the leadership of Jawaharlal Nehru and the party was also successful in this. After the death of Nehru in the year 1964, there was no other leader of his stature in Congress. Lal Bahadur Shastri was the first among the leaders of the second line. After his death in 1966, the party preferred Indira Gandhi over Morarji Desai. The coalition politics that was started in the country after the 1970 era of turmoil is a big truth today. The alliances with each election show political compulsion, but the reality is that without them today no political party can even think of staying in power. One of the main advantages of a coalition government is that due to having to share a mandate, this leads to broader representation, as the two or more parties have to compromise on their opposing ideologies in order to create policies that result in legislation.

In the Indian political system, politics was dominated by almost a single party on the political platform. The Congress Party held its monopoly on the Indian political platform until about 1969. Many political science experts call this system the "Congress System". The anti-Congress parties felt that the Congress is in power only because of their division. In the fourth general elections (Lok Sabha and Assembly) of 1967, Congress was facing voters without Nehru for the first time. This was the time when the phenomenon of coalition appeared in Indian politics. For the last 20 years; the political situation in the country is such that approximately 75 percent of the states have coalition governments in power. Before that only one party had power.

It is worth noting that the beginning of coalition politics in India was a process of gradual development. Its beginnings can be seen in the history of climbing the stairs of development from the independence of the country. At the same time, with the awareness of the general public and the people, Indian political situations set their condition and direction. Today, not only the election process is conducted in a more efficient manner, but every voter is better aware of their vote value, its future, and its results. Somewhere it is the product of coalition politics in which many

issues and consciousness were placed before the people. Broadly, coalition politics has brought about significant positive reforms in Indian politics.

The existence of the coalition government in India started to be taken as a negative situation due to the change of successive governments. Atal Bihari Vajpayee's government lasted for 13 days in 1996, immediately after that, from June 1996 to April 1997, the government of Devgowda lasted for a short period, then the government of Gujral came and went in the short term and then the 13-month government of NDA made coalition politics. It showed the weakness that is reflected in the crisis of politics.

The threat to the existence of a coalition government is often seen in the context that a government consisting of several parties has to form co-ordination between several principles and avoid a situation of imbalance. For example, due to the ideology of parties related to communism, many times industrial decisions have to be changed or completely abolished. Such decisions are not only applied to the transformation of domestic issues, so differences in ideals are an important challenge of coalition politics. Prior to the coalition era, the issues of a single party used to dominate the national issue. But due to the coalition, now many important issues are not only brought before the nation, but debates are also initiated on them. There have been disputes over corruption, issues related to minorities or many nuclear projects.

The strongest aspect of parliamentary democracy is that the wrong decision can be changed. The leader making the wrong decision can also be replaced. This is especially applicable in a party or two-party political system. If a party is ruled, it is both possible to take immediate decisions and implement them. In the coalition government, the decision-making process takes a long time. While many regional parties came into existence through coalition politics, many national parties dug up the roots of social problems that have been buried over time. BSP raised the issue of upliftment of Dalits, other parties made political and social claims of backward castes. The issue of "reservation",

which is playing an important role in solving this backwardness problem, is the result of this equation. Many parties made important issues like women's domestic violence, child rights, and the right to education a part of Indian politics.

Conclusion

Coalition politics gave rise to the politics of consent. The agreement was beneficial for the current development of the country on several important issues. Among these issues, coordination and coordination of economic policies was of paramount importance. Many parties jointly believe that new economic policies have been the main reason for bringing development in the country today than before. At present, all the parties ignore their ideological differences and agree to cooperate in practical terms. This is the basis of coalition politics. The Left parties and the Bharatiya Janata Party both opposed the Congress in 1989 and supported the National Front government. Although, coalition politics has been exist in Indian politics for the last 25 years. But coalition politics has matured in the first decade of the 21st century. In Indian politics, coalition is no longer considered a threat to democracy, but it is being taken as a natural change of democracy in the circumstances of India.

References

1. Martin, Lanny W., and Georg Vanberg. "Policing the bargain: Coalition government and parliamentary scrutiny." *American Journal of Political Science* 48.1 (2004): 13-27.
2. Ziegfeld, Adam. "Coalition government and party system change: Explaining the rise of regional political parties in India." *Comparative Politics* 45.1 (2012): 69-87.
3. Khan, M. G. "Coalition Government and Federal System in India." *The Indian Journal of Political Science* (2003): 167-190.
4. Adeney, Katharine, and Lawrence Sáez, eds. *Coalition Politics and Hindu Nationalism*. Routledge, 2007.
5. Pal, Kushal. "Dynamics of Party System and Formation of Coalition Government in India." *The Indian Journal of Political Science* (2008): 329-340.
6. Chiriyankandath, James. "'Unity in diversity'? Coalition politics in India (with special reference to Kerala)." *Democratization* 4.4 (1997): 16-39.
7. Chaudhuri, Kausik, Friedrich Schneider, and Sumana Chattopadhyay. "The size and development of the shadow economy: An empirical investigation from states of India." *Journal of Development Economics* 80.2 (2006): 428-443.
8. Laws, David. *Coalition: The inside story of the Conservative-Liberal Democrat coalition government*. Biteback Publishing, 2016.
9. Patil, S. H. "India's Experiment with Coalition Government at the Federal Level." *The Indian Journal of Political Science* (2001): 586-593.
10. Rudolph, Susanne Hoeber, and Lloyd I. Rudolph. "South Asia faces the future: new dimensions of Indian democracy." *Journal of Democracy* 13.1 (2002): 52-66.
11. Kailash, K. K. "Federal calculations in state level coalition governments." *India Review* 10.3 (2011): 246-282.
12. Sridharan, Eswaran. "Coalitions and party strategies in India's parliamentary federation." *Publius: The Journal of Federalism* 33.4 (2003): 135-152.
13. Pal, Kushal. "Dynamics of Party System and Formation of Coalition Government in India." *The Indian Journal of Political Science* (2008): 329-340.

HR PRACTICES IN POST PANDEMIC PERIOD: CHALLENGES AND SOLUTIONS

Binita kumari

Research scholar,
Ranchi University, Jharkhand

Dr. Sanjiv Chaturvedi

Head of the department
Dept of Commerce and Business Management
Dornada College, Ranchi, Jharkhand

Abstract

Covid-19 has changed the business world. Old rules and methods of training and development are fast on change. During the Covid period employees were asked to work from home. Working from home needs many new skills. It is enough to have good knowledge of computers but also expertise in online information sharing and other IT skills.

Even before the Covid-19 pandemic, human resource management was undergoing change process. The corona virus pandemic has made this process more urgent. Workers across industries must figure out how they can adapt to rapidly changing conditions, and companies have to learn how to match those workers to new roles and activities in a new working conditions. This dynamic is about more than remote working—or the role of automation and AI. It's about how leaders can reskill and upskill the workforce to deliver new business models in the post pandemic era

The paper presented here discusses the challenges, current trends and likely HR solutions in post- Covid-19 period.

Key Words: Covid-19, Pandemic, Post pandemic era Human resource management, challenges new HR policies and practices.

Introduction

According to Leonard Nadler, "Human resource development is a series of organised activities, conducted within a specialised time and designed to produce behavioural changes."¹ Human Resources are the asset of any Organization, and requires continuous improvement to ensure the effectiveness and productivity. They play a major role in the overall productivity and growth of the firm. Every firm has separate department for managing and enhancing its worker's performance and their overall development. In the post covid-19 pandemic period companies are developing new HR models for the effective development and growth of human resources. Social distancing, work from home, employee morale, work time flexibility and online meetings and conferences are the new

buzz words in HRM. Training, development and recruitment are the major functions of Human Resource management. It also has its own significance when it comes to framing the HR policies, as the maximum of the firm's policy rotates around its workforce ensuring their betterment, expertise, welfare, health, safety, uplifting its behavioural skills, recognizing their technical and soft skills, selecting, recruiting, the right person to the right job at the right time.

The new HR policy during the post Covid-19 period must ensure that there is no gap between the actual workforce requirement and the existing ones during this critical pandemic period. Also The most important function of the HR management in changed circumstances is relevant training and development of the workforce. It has its specific implications for the health and safety apart from effectiveness and productivity at

workplace which is not essentially a physical place, may be virtual workplace. Training and personal development during the Pandemic has become the need of an hour to focus more on the training related to ones safety and mental well being while engaged in production work or in service.

Impact of Pandemic on the workforce

The major impact on the workforce of the firm was their workplace shift as people had comfortably started to work remotely as if they had always been part of a remote workforce, however it has changed in more ways and that also includes training. During pandemic it was observed that organization had first reacted to it swiftly and focused more on setting the place, plans for coordination for the survival of the business.

Responding to the same Companies devised ‘Work from home’ policies launching Learning and

development programs on resilience, coaching, management and wellbeing, it was observed company immediately came up with the ‘Crash Digital Transformation programs’² which was completed in days, initially which was about to take years.

Returning to normal was the next step which any organization would be thinking which is evidently not the previous well known normal but the THE NEW NORMAL, and that would be the phase of some serious business transformation where special training is required to be more aligned to the current business needs more than ever. Organization which had always focused on the workplace training or on the Job training and had all the necessary arrangements for the same, and had no plans for any digital training had to take 180 degree turn, Thanks to the Covid 19 pandemic, had to switch to digital learning over night. Following table shows the challenges of HR professionals in pandemic period.

Table 1: Challenges of HR Professionals in Pandemic period

Mental Health and Wellbeing	The sudden shift in work culture took a toll on overall employee health and wellbeing. Stress, anxiety, and other mental health issues have always been there, and it is no new story.
Managing Remote Work	The transition to remote work culture is not as seamless as it seems. Before the COVID-19 outbreak, less than 50% of companies had a remote work program. Banks, regulated industries, and many financial services companies did not encourage remote working. Now almost all of them rushing to build remote work strategies.
Lack of Agility	Many HR teams are not designed for agility. And this affecting the HR professional big time. In this crisis, it is critical to respond fast and move quickly
Employee Communication	Communication is another major challenge that is on the priority list. Communication, in itself, is a critical aspect that needs to be taken into account whether or not the workforce is working remotely. Without the right communication channels, it becomes difficult to manage a workforce.
Uncertainty	Uncertainty can paralyze anyone. The daunting feeling of not knowing what the future holds or what measures to take to sustain organizational operations is a huge challenge.
Employee Engagement	The ultimate company goal is the productivity of its employees. It becomes challenging to keep the employees engaged when they are working remotely and that too, in a crisis.

Expected changes in corporate training in Post Covid 19- period

To get rid of multiple challenges faced by different organizations: What is clearly different today is that keeping people safe and reducing risk has, for now, displaced cost as the key driver behind digital

learning. Apart from it, there are any other important steps needed to meet the challenges. Some specific changes are discussed next.

Speed of learning: Business is subject to change and there is a clear shift from the structured organizational learning to the operational learning

which focuses on how exactly the work is done which is what required in these challenging times. Companies had a tough time and its survival was at stake and hence it is finding new ways of doing business, and such changes need to percolate to the employees means learning has to be delivered at the speed of business needs.

Digital transformations: Prior Pandemic a lot of operational knowledge was stored on manuals and books which became inaccessible for the organization which has not opted for the digital transformation, it was not possible to provide learners classroom training with subject matter experts, neither it was possible to approach the co-worker for any assistance. Many Organization took steps to convert their classroom training into virtual –instructor-led training or E-Learning and it is expected that many more organization would follow suit.

Mobile compatibility of learning resources- Organizations have taken interest in developing mobile compatible corporate learning which is capable of providing training the moment it is needed. It was primarily offered to the employees or learners to continue their learning efforts at their own pace. It is expected that companies would demand the eLearning developers to develop Native mobile learning experiences.

Micro learning- It refers to Bite sized learning, as more than corporate learning experiences, learning has to be more accessible to the people at their own convenience. A Bite sized learning would help them internalize and apply it quickly in their next client meeting over phone.

Pandemic has left people stressed out and they don't want to spend hours over computer take detailed online training and hence they might prefer or be more receptive to the learning which is delivered in the form of micro learning nugget.

How training has changed during Covid 19-pandemic period

As it well known fact that Hiring and Training new employee is like building the foundation of the house, if it is done correctly, the house would be able to test the time. According to the Trio of training experts who spoke on a panel during a webinar which was sponsored by PEAK REVENUE LEARNING.³ It has to be made sure that the new Hires are trained properly, how maintenance is needed to the house standing for decades while ongoing Training for employees who have been on the job for months and years is

as important as the training they get when they are new to the job and the panel agreed. similarly. The training process has changed significantly ever since the pandemic sent most industry employees home to work and training and learning programs has been conducted remotely using tools like Zoom, slack, webex and Microsoft Teams Webinar – Learning has been made easy by allowing the learners to attend seminars over online platforms such as webex, zoom etc.

Issue of health and safety in post pandemic manufacturing sector

The Pandemic has been the largest disruption to the manufacturing sector which has caused the major producers to stop production due to the fear of spreading the virus or often at the demand of the federal government Many companies required their nonessential employees to work from home when possible and furloughed their employee worked on assembly lines. Due to which company was forced to run the facilities with the smallest number of employees possible which resulted in the production at reduced rate. Steps taken by manufacturing units were:

Managing contacts – Limiting the number of people entering the facility then ensuring appropriate distancing to control the infection at the workplace.

Restricting access to the common areas, such as Break rooms and lunch rooms to prevent unnecessary contact between employees. Maintaining the six feet distance between the employees on an assembly line poses a major challenge.

Barriers- As per CDC guidelines a barrier equipment has been installed between workers made from metal or any impermeable material. While physical barriers can block transmission, hence a tape or sign used to give visual reference to the employees for distancing.

To meet these challenge, companies crafted a talent strategy to employees' critical digital and cognitive capabilities, their social and emotional skills and their adaptability and resilience.⁵ Now is the time for companies to double down on their learning budgets and commit to reskilling. Developing this muscle will also strengthen companies for future disruptions. It is important for the agencies to keep in mind that individuals may want more than the job they have now. Training is not only required to improvise their skills for their current position but it is also important to offer

them training in other areas like leadership and management training. There are many large agencies having team of individuals who focus on training programs for new hires and current employees, many agencies do not provide support to such kind of positions, in such circumstances

the best trainers can be a colleagues and co-workers.⁶

Following table suggests and effective HR practices during the pandemic period

Table 2: HR practices during pandemic

Creating an Emergency Response Team	Turn your HR team into an emergency response team. Provide proper guidance on how to act promptly and effectively during an emergency situation. Share policies and strategies to manage remote employees, share probable risk factors, and train your team to respond to the crisis perfectly. Keep values and equity in the center of the decision-making process. Set regular meetings with your emergency response team to get regular updates, to set strategies and initiatives that need to be taken for the company, and also for the employees.
Share Updated Information	There are so many rumors regarding COVID-19. These rumors can be detrimental for your human resources department. In this critical time, the HR department should guide employees towards the right information for employees' health and safety. So, the HR department should create a platform where employees can get reliable information regarding this pandemic.
Engage with Your Employees	During this critical period, your employees need motivation, compassion, and empathy. So, engage with them. Motivate them to stay healthy and on track. Reward them for their good performance in remote work. Stay connected with each of your employees so that they can feel that they belong. In this critical time, if you stand for them, they will stand for you
Reconsider Leaves and Policies	This is the time to revise your HR policies again. Now, you have to act fast otherwise your whole company will suffer. So as a part of HR best practices, revise the rules and regulations for the company. Formulate rules for WFH and revise performance evaluation rules too. Formulate benefits that impact employees' lives and help them to stay healthy in this serious world emergency. Clearly define all these policies and procedures with transparency that works both for the company and for the employees.
Use Employee Monitoring Software	Usage of employee monitoring software has increased during this period. Now that employees are stuck at home, there is no other option but remote. To manage employees smoothly, this kind of software helps companies a lot. Using employee monitoring software, now HR can confirm their employees' attendance based on their check-in and check-out time, see employees' performance during work hours, and check employees' level of productivity throughout the working day from a single dashboard. It eases management and helps the HR manager to be more efficient and effective.

Source: <https://www.m2sys.com/blog/workforce-management/top-5-hr-best-practices-during-covid-19/>⁷

Conclusion

Covid-19 pandemic has resulted in many changes in human resource strategy. This change is at many levels. The issue is not only about work place and safety but also about emotional and mental well being. We have to prepare our human resources mentally as well as physically to work in a new environment. The fear and uncertainty inside them has to be eliminated. Now, new information technology has become indispensable. Due to the pandemic's effect on the economy, organisations

were quickly forced to transform and adapt to the new normal in order to survive. It is vital that HR evolves and transforms across every element of the HR lifecycle to meet a new set of organisational needs. Simply put, HR will need to increasingly find ways to support business leaders in restructuring during and after the pandemic, take workforce rationalisation measures while managing risks associated with such interventions, and increase productivity and employee engagement. After all, the COVID-19 pandemic will most likely be with us well into 2021, so we need to learn to

live with it. It's essential to act now – the more HR lags behind, the more time it will take for organisations to adapt and succeed in the post-COVID era.

Bibliography

1. The Handbook of Human Resource Development, Leonard Nadler
2. Assemblymag.com
3. <https://www.accountsrecovery.net/2020/09/24/how-training-has-changed-during-covid-19/>
4. Blog.commlabindia.com
5. <https://www.mckinsey.com/business-functions/organization/our-insights/to-emerge-stronger-from-the-covid-19-crisis-companies-should-start-reskilling-their-workforces-now>
6. <https://www.mckinsey.com/business-functions/organization/our-insights/to-emerge-stronger-from-the-covid-19-crisis-companies-should-start-reskilling-their-workforces-now>
7. Source;
<https://www.m2sys.com/blog/workforce-management/top-5-hr-best-practices-during-covid-19/>
8. <https://www.forbes.com/sites/hillennevins/2020/07/18/re-thinking-training-and-development-in-a-post-covid-world-a-case-study/>
9. <https://www.mckinsey.com/business-functions/organization/our-insights/to-emerge-stronger-from-the-covid-19-crisis-companies-should-start-reskilling-their-workforces-now>
10. <https://blog.vantagecircle.com/challenges-of-hr/>

Chhutni Devi of Jharkhand to get Padma Shree

Jharkhand social worker Chhutni Devi (Chutni Devi) will be honored with the Padma Shri Award by the President during the ceremony to be held in March-April. There was a time when she was expelled from the village as a witch. She is now working as a director in the Association for Social and Human Awareness (ASHA) in the village itself. Let us tell you who is the main goddess who received the Padma Shri award...Chhutni Mahato, 62, has rescued over a hundred women branded as witches in Jharkhand since she survived a murder and rape attempt 25 years back after she too was called a witch. Chhutni Mahato, 62, has rescued over a hundred women branded as witches in Jharkhand since she survived a murder and rape attempt 25 years back after she too was called a witch. She has now been conferred with Padma Shri, the country's fourth-highest award, in recognition of her work.

Mahato was married off at 13 in 1978 when she was in Class 3. Her life changed completely in March 1995 when some of her neighbours attempted to rape her accusing her of practising black magic after a girl fell sick in their neighbourhood. "Panchayat fined me ₹500. Six months later, the villagers beat me and tried to kill me. I fled," she said. Mahato rushed to the local lawmaker's house for help and shelter but in vain. She then approached the police, who demanded ₹10, 000 for lodging a case.

Bureaucrat Nidhi Khare helped her by sending her to an NGO working to root out witch-hunting practice in Jharkhand. "The then West Singhbhum deputy commissioner Amir Khare helped me set up anti-witch-hunting consultation centre, which has so far saved 125 so-called witches," said Mahato. A documentary was made on her struggles in 1996 and how she was fighting the menace and helping others. Bollywood film Kala Sach – The Dark Truth was made on her life in 2014. According to National Crime Records Bureau data, 575 women have been lynched after branding them witches in Jharkhand between 2001 and 2019.

Paper Reviewers

Dr. P.K Pani

Examination Controller, Kolhan University, Jharkhand

Dr. Swati Chakraborty

Royal Thimphu College, Bhutan

Dr. Prakash Chand

Dept of Political Science, Dayal Singh (Ev) College, Delhi University

Dr. Kh.Tomba Singh

Professor, Department of Commerce, Manipur University

Dr Abhay Kr Pandey

D.K College, Dumraon, Buxar, Bihar

Dr.Manisha Kumari

IMS, Ranchi University, Ranchi, Jharkhand

Dr. K.M Mahato

Dept. of Commerce,

Jamshedpur Co-operative College, Kolhan University, Jamshedpur, Jharkhand

Dr. Kamini Kumari

Dept. of Commerce, Jamshedpur Women's College, Jamshedpur, Jharkhand

Dr. Subhabrata Chakrabarti

Department of Economics, Kharagpur College, W.Bengal

Dr. S.K Pandey

HOD, Dept. Of Commerce, J.S College, N.P University, Jharkhand

Dr. Jayant Kumar Dab

Assistant Professor, Tamluk College, West Bengal

Dr. Minakshi Pandeya

Ranchi, Jharkhand

P. Bala Muralidhar

Assistant professor, Department of Commerce (UG and PG), Prabhat Kumar College, Contai,

West Bengal

Dr. Piali Biswas

Assistant professor, Department of Commerce, Jamshedpur Co-operative College,

Jamshedpur



Owner of Jamshedpur Research Review, English bimonthly is Gyanjyoti Educational and Research Foundation (Trust), 62, Block No 3, Shastrinagar, Kadma, Jamshedpur, Jharkhand, Pin -831005, and published and printed by Mithilesh Kumar Choubey and printed at Gyanjyoti Printing Press, Gyanjyoti Educational and Research Foundation, 62, Block No.-3, Shastrinagar, Kadma, Jamshedpur, Jharkhand, Pin-831005, and published at Gyanjyoti Educational and Research Foundation(Trust), 62, Block No.-3, Shastrinagar, Kadma, Jamshedpur, Jharkhand, Pin-831005, and editor is Mithilesh Kumar Choubey