Editorial Board

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C O N T E N T S

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Editorial......

It is heartening to note that our journal is able to sustain the enthusiasm and covering various facets of knowledge. It is our hope that IJMER would continue to live up to its fullest expectations savoring the thoughts of the intellectuals associated with its functioning .Our progress is steady and we are in a position now to receive evaluate and publish as many articles as we can. The response from the academicians and scholars is excellent and we are proud to acknowledge this stimulating aspect.

The writers with their rich research experience in the academic fields are contributing excellently and making IJMER march to progress as envisaged. The interdisciplinary topics bring in a spirit of immense participation enabling us to understand the relations in the growing competitive world. Our endeavour will be to keep IJMER as a perfect tool in making all its participants to work to unity with their thoughts and action.

The Editor thanks one and all for their input towards the growth of the **Knowledge Based Society**. All of us together are making continues efforts to make our predictions true in making IJMER, a Journal of Repute

Dr.K.Victor Babu
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THE INFLUENCE OF SHOPPER GENDER AND SHOPPER AGE ON SHOPPER'S PREFERENCE TOWARDS SHOPPING MALLS: A STUDY WITH RESPECT TO RAJASTHAN

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Abstract

Shopping Mall is used as a connotation for organised retailing in most of the tier II cities of India. Even in this age of phenomenal growth of e-commerce, shopping malls are undoubtedly the game changers for the retail revolution in India. The real challenge lies in segmentation, targeting and positioning of shopping malls. Only this can lead to its proper development, planning and management. Though real estate companies have been pumping a huge amount of money in the development of these mammoth structures that does not solve the purpose. These require a huge investment in terms of funds and human capital. Hence, the success of these shopping malls requires combined efforts of real estate management and mall management. One of the major aspects to consider while devising mall management strategies is to gauge the demographic characteristics of the shoppers who visit a mall, which is part of STP (Segmentation, Positioning and Targeting) strategy of a shopping mall. This study aims to understand the whether the basic demographic characteristics like shopper age and shopper gender influence their preference for shopping malls. Hence, this study can be significant in helping mall managers to plan and practice apt STP strategies and engagement activities as per the requirement of the specific age group and gender group. A total of 372 respondents were surveyed from Shopping Malls across Jaipur, Udaipur, Jodhpur and Rajasthan for this study.

Keywords: Retailing, Shopping Mall, Shopper Gender, Shopper Age, Preference

1.   Introduction

Rajasthan has been a haven for heritage tourism and traditional shopping. Any time of the year, the traditional markets have been bustling with the city dwellers or the tourists. But with the advent of

the Shopping Malls, which are the epitome of organised retail in India, the urban landscape and retail landscape of the prominent cities of Rajasthan are witnessing massive changes. Though change is inevitable it has to be monitored so as to foster the perfect blend between the traditional markets and the modern shopping malls. Indian Retail is generating substantial interest within the country and abroad. A significant percentage of this phenomenal retail growth is fuelled by the youth (teenagers and young couples) in the country. Organized retail, best represented by the burgeoning malls, has come to play an essential role in building and supporting this absolute base of retail consumers. Therefore, it is of paramount interest to the retailers and academia alike to understand the consumer dynamics behind the newly evolved consumption culture. The present study aims to explore if demographic factors like shopper gender and shopper age of the regular shoppers in shopping malls of Rajasthan and their influence the preference for shopping malls.

2. Literature Review

One of the chief goals of marketing is to segment consumers and to try to target the products/services to their explicit needs. Shopper Gender has an extensive history in marketing, as an integral segmentation factor. It meets all the required criteria: it is easily identifiable, information is accessible and the segments are large enough to generate more profit (Meyers-Levy and Sternthal, 1991; Palanisamy, 2005). Shopper Gender in this study is operationalized as a binary construct – male/female – and is termed as 'gender' and not as 'sex', as gender is viewed as both a biological and sociological process (Babin and Boles, 1998; Wolin and Korgaonkar, 2005). Several research on shopping has indicated strong differences in shopping behaviour between the genders (Otnes and McGrath, 2001; Grewal *et al.*, 2003; Knowledge@wharton, 2007). This difference seems to originate from the fact that the traditional division of labour at home called for the man, the husband

and father, to be the earner while the woman, the wife and mother, was expected to take care of the family and the domestic needs. She took care of children and all the household chores, including shopping for the entire family. In spite of the fact that gender roles in other walks of life have stretched as a result of women being employed outside the home, women continue to be the main buying agents for the majority of families (Lunt and Livingstone, 1992; Miller, 1998; Alreck and Settle, 2002). This has played significant role to create gender stereotypes. Both men and women associate shopping as a feminine activity or tag it a 'female-typed task' (South and Spitze, 1994; Firat and Dholakia, 1998; Dholakia and Chiang, 1999). This stereotyping of shopping roles was dubbed 'the Savannah hypotheses' by Dennis and McCall (2005). Their study across cultures indicated that this difference was evolutionary rather than culturally determined. Recent studies, though, have unveiled evidence that points towards an increase in male participation in shopping-related activities. This is reflective of the drift in demographic profile wherein men are assuming a more egalitarian function because of gender-role transcendence in the face of rising pressure to share the shopping duties in today's time-crunched world (Dholakia *et al.*, 1995; Lee *et al.*, 2005). But most of these studies on shopper gender and shopper age or shopping behaviour are in the American context. Given that the Indian retail environment, mall penetration, demographics and cultural background are very different, there is need to examine the issue in the local environmental framework.

Research Objective and Hypotheses

The main objective of this paper is to study the influence of demographic factors like gender and age on the preference for shopping from Shopping Malls with respect to the Malls in Rajasthan. Based on this objective, the following hypotheses are framed

H_{01} – There is no significant difference on in the preference for Shopping Malls with respect to gender.

H_{a1} - There is a significant difference in the preference for Shopping Malls with respect to gender.

H_{02} – There is no significant difference on in the preference for Shopping Malls with respect to age

H_{a2} – There is a significant difference in the preference for Shopping Malls with respect to gender.

3. Data and Methodology

The present study is exploratory and descriptive in nature. The study was conducted under natural conditions.

Data

Primary data was collected from 372 shoppers from shopping malls across tier II cities of Rajasthan i.e. Jaipur, Jodhpur, Udaipur and Kota, using a structured questionnaire based on 5- points Likert scale. The data was collected using the simple random sampling method. In addition to this, secondary information was sourced from reputed research publications, journals, periodicals and Trade magazines.

Methods

The responses collected through survey were coded and tabulated in SPSS 22. For analyzing data, both descriptive statistical measures (i.e., average, standard deviation and standard error) and inferential statistical tools [Cronbach's alpha, , bi-variant Pearson's correlation and One-way Analysis of Variance] were used.

The tests were conducted at 95% confidence level (or 5% level of significance). A 5-point
Likert scale ranging from strongly Always prefer (1) to Never Prefer (5) was used.

Analysis

a. Descriptive Analysis

	Frequency	Percent
Male	193	51.9
Female	179	48.1
Total	372	100.0

Source: Own Compilation

Respondent's Gender Profile

Female 48%

Male 52%
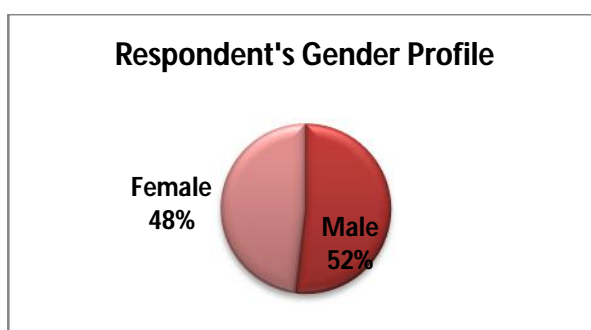
Source: Primary Data

Out of the total respondents that participated in the study 51.9 percent i.e. 193 respondents were female respondents and remaining 48.1 percent were male respondents i.e. 179 respondents.

	Frequency	Percent
Less than 20	48	12.9
20-30	147	39.5
31-40	99	26.6
41-50	56	15.1
More than 50	22	5.9
Total	372	100.0

Source: Own Compilation
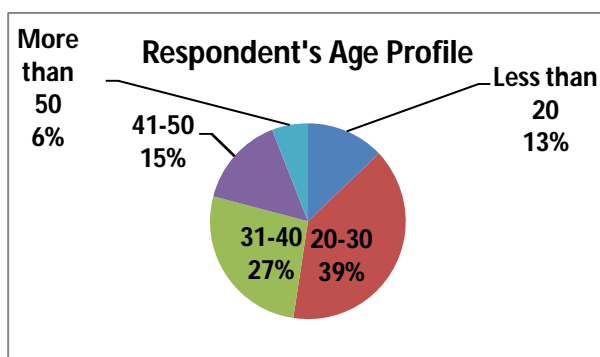
Source: Primary Data

Out of the total respondents 12.9 percent (48 respondents) were less than 20 years, the maximum was 39.5 percent (147 respondents) were of the age group 20-30 years, 26.6 percent (99 respondents) were of the age group 31-40 years, 15.1 percent (56 respondents) were of the age group 41-50 and the lowest was 5.9 percent (22 respondents) were more than 50 years.

b.   Inferential Analysis

Independent sample t test

This table provides descriptive statistics for the two shopper gender groups that are compared, including the mean and standard deviation.

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Preference for Shopping Malls	Male	193	31.96	6.969	.502
	Female	179	29.58	5.961	.446

Source: Own compilation

This table below provides the actual results from the independent t-test.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Preference for Shopping Malls	Equal variances assumed	1.291	.257	3.523	370	.000	2.378	.675	1.050	3.705
	Equal variances not assumed			3.543	367.633	.000	2.378	.671	1.058	3.697

In Levene's Test for Equality of Variances box, Sig.>0.05. A value greater than .05 means that the variability in your two conditions is about the same.

An independent-samples t-test was conducted to compare the preference for shopping mall among male and female respondents. There was a significant difference in the scores for Male respondents (M=31.96, SD=6.969) and Female respondents (M=29.58, SD=5.961) conditions; $t(370)= 3.523$, $p = 0.000$. These results suggest that gender plays a significant role in the preference for shopping from a shopping mall.

One way ANOVA

This table provides descriptive statistics for the shopper age groups that are compared, including the mean and standard deviation.

A one-way analysis of variance (ANOVA) was calculated on respondents' ratings of demographic variable age. The analysis was significant, $F (5, 367) = 4.120$, $p = .0003$, $p < .05$, hence the null hypothesis is rejected. Out of the various age groups, Less than 20(M=34.19, SD=7.954), 20-30years (M=30.78, SD= 6.773), 31-40 years (M= 30.03, SD= 5.458), 41-50 years(M=29.61,SD = 5.416), More than 50 years(M=30.27, SD= 7.802), the age group of 41-50 years has the lowest mean, thereby prefers shopping from shopping mall the most.

Descriptives								
Preference of Shopping Malls								
					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
Less than 20	48	34.19	7.954	1.148	31.88	36.50	15	52
20-30	147	30.78	6.773	.559	29.68	31.89	16	50

31-40	99	30.03	5.458	.549	28.94	31.12	18	41
41-50	56	29.61	5.416	.724	28.16	31.06	20	45
More than 50	22	30.27	7.802	1.663	26.81	33.73	20	44
Total	372	30.81	6.603	.342	30.14	31.49	15	52

Source: Own compilation

ANOVA					
Preference of Shopping Malls					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	695.225	4	173.806	4.120	.003
Within Groups	15480.976	367	42.182		
Total	16176.202	371			

Source: Own compilation

Multiple Comparisons						
Dependent Variable: Preference of Shopping Malls						
Tukey HSD						
					95% Confidence Interval	
(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Less than 20	20-30	3.405*	1.080	.015	.45	6.37
	31-40	4.157*	1.142	.003	1.03	7.29
	41-50	4.580*	1.278	.003	1.08	8.08
	More than 50	3.915	1.672	.134	-.67	8.50
20-30	Less than	-3.405*	1.080	.015	-6.37	-.45

	20					
	31-40	.752	.844	.900	-1.56	3.07
	41-50	1.175	1.020	.778	-1.62	3.97
	More than 50	.510	1.485	.997	-3.56	4.58
31-40	Less than 20	-4.157*	1.142	.003	-7.29	-1.03
	20-30	-.752	.844	.900	-3.07	1.56
	41-50	.423	1.086	.995	-2.55	3.40
	More than 50	-.242	1.531	1.000	-4.44	3.95
41-50	Less than 20	-4.580*	1.278	.003	-8.08	-1.08
	20-30	-1.175	1.020	.778	-3.97	1.62
	31-40	-.423	1.086	.995	-3.40	2.55
	More than 50	-.666	1.634	.994	-5.15	3.81
More than 50	Less than 20	-3.915	1.672	.134	-8.50	.67
	20-30	-.510	1.485	.997	-4.58	3.56
	31-40	.242	1.531	1.000	-3.95	4.44
	41-50	.666	1.634	.994	-3.81	5.15
*. The mean difference is significant at the 0.05 level.						

Source: Own compilation

Findings and Conclusion

- The mean value of female mall shoppers is less compared to male mall shoppers. (As a 5-point Likert scale ranging from strongly always prefer (1) to never Prefer (5) was used) This indicates

that females prefer shopping from malls compared to their male counterparts. This is an indicator of significant demographic change in the tier II cities, as women are joining the organised workforce in large numbers which leaves them with less time for shopping and family entertainment. They try to juggle both the essential elements together and also, have a disposable income for the same. Understanding the fundamental preferences of female shoppers seems mostly neglected. Keeping the female shoppers happy could be a great way to create a long term loyalty. Also, they have the power to influence the other family members and also generate word-of-mouth publicity.

• Respondents were from all the age group ranging from 20 to more than 50 visit malls, most being from 20-30 years old, followed by the 31-40 years old age group. This comprises youth and young couples with/without small kids (as per the Rajasthan's socio-cultural demographic profile). The Shopping Malls need to segment and target these age groups with attractive offerings so that they turn mall loyalists. Preference for products and facilities would vary among different age group. Hence, assortment of stores, facilities and marketing activities should be undertaken by the Mall Managers accordingly.

Conclusion

The results depict that shopper gender and shopper age plays a significant role in influencing the shopper's preference towards a shopping mall. This can help mall managers to devise STP strategies accordingly. For example the assortment of stores while planning the tenant-mix can be done as per the requirements of these age groups and genders. This can help in creating better shopper engagement programmes and loyalty programmes which can ensure success of a high investment realty product i.e. Shopping Mall.

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GENDER EQUALITY AND WOMEN EMPOWERMENT IN ANDHRA PRADESH WITH REFERENCE TO SUSTAINABLE DEVELOPMENT GOALS

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Abstract:

Andhra Pradesh, in its vision 2029 envisaged to become the best state in India. The state has adopted the objective of inclusive growth to provide equal justice and equal opportunities to all irrespective of caste, religion and sex. It also has adopted a target oriented strategy to achieve sustainable Development Goals by 2029. Andhra Pradesh Government has followed an integrated approach by combining SDGs with Samaja Vikasam and Kutumba Vikasam .This paper tries to examine the status of SDGs relating to gender equality and women empowerment in Andhra Pradesh and policy implications in achieving inclusive growth.

Key words: Inclusive Growth, Sustainable Development, Women

Introduction:

The success of economic growth lies in promoting human capabilities and enhancing the well-being and freedom of people. Accordingly, UNDP introduced Human Development Index as an indicator of development and later introduced "Gender Inequality Index" for equitable world. The UN Millennium Summit of 2000 has set 8 MDGS of which promotion of gender equality is one of the goals. Later in 2015, the UN Summit document titled "Transforming our world, the 2030 agenda for Sustainable Development" focussed on several social issues. India, a member country of UN and signatory of the summit document has adopted SDG Agenda as the guiding framework for its national agenda till 2030. Andhra Pradesh, the

sunrise state has decided to adopt the global SDGs (2030) and targets to direct and drive the social and economic development policies and programmes in the state.

Why MDGs and SDGs focus on gender equality and women empowerment?

Acceleration of economic growth improved educational levels of women and policy measures for women empowerment expanded the role of women. However, the manifestation of patriarchal mindset of society suppressed women at all levels. She started facing violence at work place in addition to low wages. She has to bear the burden of unpaid wok of caring children, the sick and elderly at home along with cooking and cleaning. Instead of enjoying the economic freedom, she is more worried about balancing of household activities and targets at work place. Globalised era of advanced technology added fuel to the fire and questioned her protection every minute with acid attacks, gang rapes, trafficking, cyber crimes and crimes of pornography. Hence The UN Summit envisaged the importance of gender balanced growth from time to time. Sustainable Goals also target to achieve" GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS". In this connection, present paper tries to examine the following issues relating to gender equality in Andhra radish.

Objectives of the study:

1. To discuss the Sustainable Development Goals related to gender equality and indicators of draft document

2. To examine the status of Millennium Development Goals in Andhra Pradesh

3. To study the targets set by the Andhra Pradesh government to achieve the goals

4. To review the present status of indicators

5. To observe the programmes announced by the government for welfare of women

Methodology:

The present paper is based on secondary data and used web sources, magazines journals, government orders, reports published by various committees, socio economic survey report, Fact sheet published by the Ministry of Human Resources and Plan document.

Indicators of Gender equality in SDGs:

The draft document prepared by UN team in 2014 has observed following indicators and the feasibility of the data available for indicators.

A) Percentage of seats held by women in legislative bodies (national, regional and local) divided by their respective population share. It demonstrates the extent to which women have equal access to key decision making position within the political process. Participation in elected office is a key aspect of women opportunities in political and public life which is linked to their empowerment and helps to bring light their concerns.

B) Average number of hours spent on paid and unpaid work ensures the women/girls to collect water or on care or domestic activities can be reduced by gender impact analysis of public services provision and infrastructural development, such as electricity and rural schools.

C) In addition to the above indicators share of women in boards of national/MNCs, gender gap in wages, percentage of women without incomes of their own are also discussed .But based o the limitations of the data all the above indicators may not be used.

Status of the MDG goals in Andhra Pradesh:

➢ Andhra Pradesh state at the end of the MDGs period of 2015 achieved
➢ 100% child immunization against measles

➢ 100% births delivered by the skilled personnel

➢ Almost 3/4ᵗʰ the population have access to improved drinking water

However major issues to be viewed are 56% of population lacking improved sanitation, decreasing share of women in non-agriculture employment and increasing percentage of slum population.

Targets set by the Andhra Pradesh government to promote gender equality and women empowerment:

Andhra Pradesh government considered the base line before determining the targets and strategy to achieve the objective

Base line:-

   a) In 2014-15, the ratio of girls to boys in primary education is 0.94, in secondary education 1.01,   (2011-12) and in tertiary education is 0.78 respectively.

   b) In 2011, female literacy rate is 60.01%

   c) In 2014, percentage of seats held by women in state legislature is 10.3 only

   d) In 2011, the gap in male and female work force participation is over 50%

Based on the above guidelines, the following goals are being set by the government in its vision document.

1) End all forms of discrimination against all women and girls everywhere

2) Eliminate all forms of violence against all women and girls in the public and private spheres,   including   trafficking   and   sexual and other types exploitation

3) Eliminate all harmful practices such as child, early marriages and female genital mutilation

4) Recognize and value unpaid care and domestic work through the provision of public services,   infrastructure and social protection policies, promotion of shared responsibility within the household and the family as nationally appropriate

5) Ensure women's full and effective participation and equal opportunities for leadership at all   levels of decision making in political, economic and public life.

6) Ensure universal access to sexual and reproductive health and reproductive rights as agreed in   accordance   with   the pragramme of Action of the International Conference on population   and Development and the Beijing Platform for Action and Outcome documents of their   review conference

Table- I : List of targets to be achieved under SDGs

SI. No	TARGET/INDICATOR	Baseline primary %	Target 100% by 2019
1	Gross enrollment ratio	89.2	100
2	Female literacy rate	60	100
3	Proportion of women seats in state assembly	10.3	50(by 2029)
4	Rural habitation connected to safe drinking water	48	100
5	Toilet facility	52.4	100

Source: Vision 2029, Planning Department, Government of Andhra Pradesh

STRATEGY:

1. "MAA INTI MAHALAXMI "Scheme for gender balance and woman employment.
2. Enforcement of right to education Act 2019 APSCSP & 60 % TSP ACT 2013 along with states growth strategy of "20" non-negotiable to commitment on women empowerment.

3. Streenidhi for access to credit and skill development of women for diversification of income generation and micro enterprising.
4. Creating employment for women through skill development mission.
5. The state Govt. of A.P. will undertake structural reforms to give equal rights to economic resources and land property, financial, natural and inheritance.
6. In additional to the above, there are certain national schemes like JANANI SURAKSHA YOGANA, SUKANYA SAMRUDDI YOJANA, BETI BACHAVO, BEDI PADHAVO, SWADHAR AND UJJWALA.MATERNITY BENEFIT SCHEME

Observations and findings:

The work force participation rates are available in National Sample Survey 2011-2012 and for the remaining , the details are taken from National Family Health Survey report published by the Ministry of health and Family Welfare.

Table – II: LABOUR FORCE PARTICIPATIN RATES PER 1000 POPU

(CURRENT DAILY STATUS)

SL.NO	YEAR	ANDHRA PRADESH		
RURAL		MALE	FEMALE	PERSONS
1	1999-2000	582	387	484
2	2004-2005	586	399	492
3	2009-2010	578	376	477
4	2011-12	584	375	47
URBAN				
1	1999-2000	517	158	341
2	2004-2005	567	210	388
3	2009-2010	545	170	363
4	2011-12	567	166	368

Source: A.P. Socio-economic Survey 2016-17

The Ministry of Health and Family Welfare entrusted the task to International Institute of Population Studies, Bombay to examine the

status of certain demographic indicators along with status of women in various aspects. For the first time the survey conducted on broad aspects at all state and district levels. The following table shows the position of women at the state level which indicate the status of SDGs goals.

Table – III: Fact Sheet of Women's status in Andhra Pradesh

SL.NO	Details of Indicator	URBAN	RURAL	TOTAL
1	Women participated in house – hold decisions	78.8	80.4	79.9
2	Women who worked and paid in cash	29.2	48.2	42.1
3	Women who have experienced spousal violence	42.4	43.4	43.2
4	Women owing a house /land alone or jointly	42.8	45.6	44.7
5	Women who have banking account and use by themselves	58.9	69.9	66.3
6	Women who have mobile phones and use for themselves	54.1	27.8	36.2
7	Households with improved drinking water and sanitation	72.7	53.6	63.6

Source: National family and health survey – 4

The National crime report also revealed that Andhra Pradesh is one among the states where the crime rates are high on women. On reviewing all the above facts, the government has announced its plan of action on International Women's Day'

Policy implications and suggestions:

As the above findings reveal that the protection of women and the girls is the serious issue the government recently announced the following measures for the protection and health of women

1. Opening a toll free number helpline "181"for women in distress

2. A mobile application "Abhayam" along with appointing a women police inspector general   rank for women's security (SHE TEAM)

3. Free master health check up for 35+ age group through master health card for early diagnosis   o non-communicable diseases as breast cancer and other life style diseases

4. Free tele ultra-sonograhy services for pregnant women

5. Compulsory registration of girls and women in hostels

6. Standing committees for women welfare and protection in local bodies

7. To eliminate child marriages the government would facilitate compulsory registration of   marriages in all gram panchyats

The present paper makes an appeal to all the academicians, voluntary organizations, press and media to give wide spread propagation of the policy measures taken by the government which enables the state to achieve the goal of gender equality and empower all women and girls in the stipulated period.

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A STUDY OF LEARNING & THINKING STYLE IN RELATION TO CAREER PREFERENCE OF SECONDARY SCHOOL STUDENTS

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Abstract

This study investigated learning & thinking style in relation to career preference of senior secondary school students in Buland Shahr. The study used senior secondary school students because they are at the critical stage of career decision making process. Relevant literatures that were related to the study were reviewed. In order to be able to measure the variables for the study, six hypothesis were developed. Chi-square test was used to analyze the response to the instrument.The findings from the study indicated that Learning and Thinking style has been reported as an important factor influencing various career preferences. Students who have right hemispheric dimension, chose mass media and journalism as a career, who have left hemispheric dimension, chose medical, commercial & management, law & order and science & technology as a career and who have whole hemispheric dimension, chose educational administration & teaching as a career.

Key Words: Learning& Thinking style, Hemispheric Dimensions, Career Preference.

INTRODUCTION

The style of learning& thinking is as important as levels of ability and we ignore to identify the thinking styles at their earlier and appropriate stage. It isforemost important for the teachers to focus their attention on student's favourite thinking styles before imparting the subject

matter. If they fail to do so, the consequences may be serious because the teachers may tend to confuse styles of students mind. Since the method of teaching adopted by teachers often reflects their personal thinking style, the students who have the same thinking style of the teachers are only benefited and rewarded. Since any subject can be taught in any way that is compatible with any style, students will seek learning activities that are compatible with their own preferred styles, both teachers and students tend to exploit their preferred styles. This may or may not match. Therefore, it is important for the teachers to know the students preferred styles, so that the teachers can capitalize the opportunities for students learning. Styles like abilities are not formed by birth. They are partly developed due to environmental condition and by way of nurturing children by their parents and teachers.

Some individuals may have one preferred style at one stage and another preferred style at another stage. Styles are not fixed, but changeable. We need to recognize the preferred styles of students and ourselves. The efforts to understand learning and thinking styles and to learn to use them flexibly requires the identification of an individual's preferred style of learning and thinking.

LEARNING STYLE

Learning style is that which promote knowledge acquisition through reflection on personal explore, discover and construct knowledge that is relevant, applicable and useful to them instead of passively receiving information from teachers. Students no longer have to perceive prepackaged content but can actively contribute towards constructing their own knowledge for real world activities.

THINKING STYLE

Thinking style can be called the thinking process of an individual. This term refers what the little children think about concepts-verbally

(things which they can represent in their native language) or visually (which they think in pictures and images) and translate in to verbal concepts before they can talk about something.

In present study, learning and thinking style is defined in terms of Torrance by indicating a student's learning strategy and brain hemisphere preference in problem solving. Awareness of learning style helps students understand how they learn and how to approach a variety of challenges. Learning style is related to verbal learning, content preference learning, class preference learning, and learning style. Thinking style is related to logical thinking, convergent/divergent thinking, creative thinking, problem solving and imagination.

CAREER PREFERENCE

Career Preference is a chosen pursuit; a profession or occupation by an individual. Career Preference is a process. It is a sequence of lesser decisions. Some of them decisions as to the level at which to strive, some of the decisions as to the field in which to work. Career choices depends on economic and social opportunity open to him, with a whole set of kibitzers (parents, friends, teachers, etc.)

REVIEW OF RELATED LITRATURE

Javed (1990) studied the Vocational Interest of the students of arts, science and commerce studying at graduation level and found that rural students were disinterests in agriculture and more interested in vocations completed with science. Students from arts and commerce faculty expressed high interest in persuasive and executive vocation. Students of all the three faculties showed low and little interest in social vocation; white collar vocations were preferred by students they showed low interest in vocations requiring physical labour.

Sundarajan (1993) examined the relative importance given by the higher secondary students to vocational opportunities. Five hundred sixty students of higher secondary stage from 8 higher secondary

selected in Chidambaran district. It was found that boys and girls did not differ significantly with regard to their preference on their vocations namely the medical, engineering and administration (District collector). No significant difference was seen in respect of first two vocation but significant difference was seen in respect of third vocation viz district collector. In respect of the other categories of students, significant differences in the percentage were found with regard to all the three vocations. There was no association between the gender and most preferred 3 vocations.

Sand et. al (1991) analysed career choices and their relations to parental and family background variables. The sample consisted of 140 children (60 females and 80 males) and their parents phase 1 of the study was conducted when children were between 3 and 13 years of age and approximately five years later. Phase 2 was carried out. Male children chose largely non overlapping career. Boy's choices were hardly gender stereotyped. In contrast, over one quarter of females during phase I and phase II chose male dominated occupations. Gender difference in career choices were not accompanied by difference in family background and parental variables.

Garciâ, Hughes (2000) examined whether college students' learning styles (LS) and thinking styles (TS) were interrelated, and if these could predict academic achievement. A total o 210 college students completed two inventories, one of LS (LSQ, Kolb), and the other of TS (MSG, Sternberg). The results of canonical correlation analysis revealed the presence of a moderate relationship between both types of styles. The results of regression analysis indicated that students' academic achievement was related to students' thinking styles. Students that prefer to work individually (Internal), that do not enjoy creating, formulating, and planning for problem solution (Legislative in a negative sense) and those that have adherence to existing rules and procedures (Executive) were those which obtained higher academic

achievement. The implications of these findings for educational psychologists, which include assessment of LS and TS and the need to encourage thinking as an important part of the learning process, are discussed.

Sharma, Neetu (2011) attempted to find out the relationship and significance of difference between academic achievement and learning-thinking style of secondary school students. The study was delimited to class X students only. It has been found that learning-thinking style and academic achievement of secondary school students are positively and significantly related to each other. Students having high academic achievement are better for teaching. It can be said that academic achievement is a factor which influence the learning-thinking style of secondary school students. It can also be concluded that male and female secondary school students are not different in respect to their academic achievement whereas they are different in respect to their learning-thinking style.

Dhawan, Deepti (2012) found that no significant difference was found between the vocational preferences of different like skills group (of dimensions) of 11th class students. There was no significant difference at 0.05 level between the mean scores of vocational preference of 11th class boys and girls. However in the areas of vocational preference viz. literary scientific and executive vocational areas boys and girls differed significantly at 0.05 level. In household vocation boys and girls differ significantly at 0.01 level where as in the vocational areas such as commercial, constructive, artistic, persuasive and social areas, boys and girls did not differ significantly. The result revealed that the 11th class boys were found to prefer more executive and scientific areas whereas girls were found to be more inclined toward literary and household areas.

Turki (2012) aimed to recognize The Thinking styles "in light of Sternberg's theory" prevailing among the students of Tafila Technical University and its relationship with some Variables. The sample consisted of (800) students (male and female) chosen in stratified, clustered and random method. The researcher used a list of methods for Sternberg and Wagner (1991) for the instrument of the study. The results indicated that the common thinking styles came mid in general , it also indicated that there are no statistical differences on level of (α = 0.05) attributed to the variable of gender in all the styles except the legislative and judicial style, the differences came to the favor of males. The differences of the executive style came to the favor of females.

Anjum (2013) Research finding revealed that majority of the students have right hemispheric dominant style of learning and thinking. Significant difference was found in right hemispheric and whole hemispheric dominant learning & thinking style of urban and rural students. Insignificant difference was found in left hemispheric learning thinking style of urban and rural students. Boys and Girls differ significantly in right, left and whole hemispheric dominant style of learning & thinking.

Nzesei (2015)found that majority of the students are trimodal learners, followed by bimodal (VA) learners and thirdly by unimodal (V) learners. The least preferred learning style is the single kinesthetic modality which was preferred by only 2 female students. There is no significant difference in learning style preference among male and female students and among high and low academic achievement groups. There is strong positive and statistically significant relationship between learning styles and academic achievement for the trimodal learners, and among male and female students.

OBJECTIVES OF THE STUDY

1. To find out learning & thinking style of secondary school students.

2. To find out career preference of secondary school students.

3. To find out relationship between learning & thinking style and career preference of secondary school students.

HYPOTHESIS OF THE STUDY

H_1. There is no significant relationship between learning& thinking style and career preference of secondary school students.

H1.1. There is no significant difference between learning & thinking style and mass media journalism preference for career of secondary school students.

H1.2.There is no significant difference between learning & thinking style and medical preference for career of secondary school students.

H1.3. There is no significant difference between learning & thinking style and commercial & management preference for career of secondary school students.

H1.4.There is no significant difference between learning & thinking style and law & order preference for career of secondary school students.

H1.5.There is no significant difference between learning & thinking style and science & technology preference for career of secondary school students.

H1.6.There is no significant difference between learning & thinking style and educational administration & teachingpreference for career of secondary school students.

DELIMITATIONS OF THE STUDY

No empirical study for the present type can be made if its scope in terms of its variables and sample of subjects is unlimited. Exigencies of time, practibility and resources make it all the more necessary that the study be limited in its scope.

In this context the present study has been confined to:

1.   The method is delimited to normative survey method.

2.   The study is delimited to the prospective secondary school students of Buland shahr.

3.   There are so many students studied in secondary school but the investigator has confined her studies to 480 secondary school students.

RESEARCH DESIGN

For the present study normative survey method was applied to find out relationship between learning & thinking style and career preference of secondary school students.

POPULATION AND SAMPLE OF THE STUDY

Student studying in XI grade and belong to the district Buland Shahr. The sample of 480students was selected randomly from senior secondary schools of Buland Shahr district.

VARIABLE

A variable is any feature or an aspect of an event, function or process that by its presence and nature effects some other events or process which is being studied. In the present study following variables are used:-

1 Learning & thinking Style

2 Career Preferences

STATISTICAL TECHNIQUE USED IN STUDY

The statistical technique chi-square were applied in the study.

TOOL TO BE USED IN STUDY

Table: Description of tools used in study

S. No. of Tool	Name of the Tool	Constructed by	Purposes
1.	Style of Learning And Thinking (SOLAT)	D. Venkataraman	To assess the learning and thinking styles of students.
2.	Career Preference Record	Researcher herself	To assess the career choice of students.

DATA ANALYSIS AND INTERPRETATION

Table 1: Showing chi square value for hemispheric dimensions of learning & thinking style for career preference of mass media & journalism

Learning & Thinking Style / Career Preference	Hemispheric Dimensions						
	Sample Size	Right	Left	Whole	Degree of Freedom	χ^2 Value	Level of Significance
Mass Media & Journalism	50	25	6	19	2	11.32	Significant **

*Value of .05 = 5.99, **Value of .01 = 9.21

The table 4.1 shows left, right, and whole hemispheric dimensions for learning & thinking style in students who have mass media journalism preference for career. Right Dominance pattern was found out only 25 students, left dominance pattern was noticed in 6 students and whole

dominant pattern was followed by only 19 students. Therefore, mostly students were following right dominant pattern for learning& thinking style. However, chi square value is found 11.32 which is significant at 0.01 level of significance and $H_{1.1}$ is rejected. Thus it may be interpreted that students those have mass media & journalism preference for career have significant differences in hemispheric dimensions and they give more emphasis to right hemispheric dimensions of learning& thinking style.

Table 2 : Showing chi square value for hemispheric dimensions for learning & thinking **style in students those have medical preference for career**

Learning &Thinking Style Career Preference	Hemispheric Dimensions						
	Sample Size	Right	Left	Whole	Degree of Freedom	χ^2 Value	Level of Significance
Medical	46	11	30	5	2	22.22	Significant **

*Value of .05 = 5.99, **Value of .01 = 9.21

The table 4.8 shows left, right, and whole hemispheric dimensions for learning & thinking style in students those have medical preference for career. Right Dominance pattern was found out only 11 students, left dominance pattern was noticed in 30 students and whole dominant pattern was followed by only 5 students. Therefore, mostly students were following left dominant pattern for learning & thinking style. However, chi square value is found 22.22 which is significant at 0.01 level of significance and hypothesis $H_{1.2}$ is rejected. Thus it may be interpreted that students those have medical preference for career have

significant differences in hemispheric dimensions of learning &thinking style and they give more emphasis to left hemispheric dimensions.

Table 3: Showing chi square value for hemispheric dimensions for learning & thinking style in students those have commercial & management preference for career

Learning & Thinking Style Career Preference	Hemispheric Dimensions						
	Sample Size	Right	Left	Whole	Degree of Freedom	χ^2 Value	Level of Significance
Commercial & Management	52	15	31	6	2	18.50	Significant **

*Value of .05 = 5.99, **Value of .01 = 9.21

The table 4.3 shows left, right, and whole hemispheric dimension for learning& thinking style in students those have commercial & management preference for career. Right Dominance pattern was found out only 15 students, left dominance pattern was noticed in 31 students and whole dominant pattern was followed by only 6 students. Therefore, mostly students were following left dominant pattern for learning& thinking style. However, chi square value is found 18.50 which is significant at 0.01 level of significance and $H_{1.3}$is rejected. Thus it may be interpreted that students those have commercial & management preference for career have significant differences in hemispheric dimensions and they give more emphasis to left hemispheric dimension of learning & thinking style.

Table 4: Showing chi square value for hemispheric dimensionsfor learning**& thinking style in students those have law & order preference for career**

Learning & ThinkingStyle / Career Preference	Hemispheric Dimensions						
	Sample Size	Right	Left	Whole	Degree of Freedom	2 Value	Level of Significance
Law & Order	54	11	25	18	2	5.44	Not Significant **

*Value of .05 = 5.99, **Value of .01 = 9.21

The table4 shows left, right, and whole hemispheric dimension for learning& thinking style in students those have law & order preference for career. Right Dominance pattern was found out only 11 students, left dominance pattern was noticed in 25 students and whole dominant pattern was followed by 18 students. However, chi square value is found 5.44 which is not significant at .05 level of significance and $H_{1.4}$ is accepted. Thus it may be interpreted that students those have law and order preference for career have no significant differences in hemispheric dimension and they use right hemisphere, left hemisphere and whole hemisphere dimensions similarly.

Table 5: Showing chi square value for Hemispheric dimensionsfor learning &thinking style in Students who have science & technology preference for career

Learning &Thinking Style / Career Preference	Hemispheric Dimensions						
	Sample Size	Right	Left	Whole	Degree of Freedom	$\chi2$ Value	Level of Significance
Science & Technology	58	9	32	17	2	14.60	Significant **

*Value of .05 = 5.99, **Value of .01 = 9.21

The table 5 shows left, right, and whole hemispheric dimensions for learning & thinking style in students those have science & technology preference for career. Right Dominance pattern was found out only 9 students, left dominance pattern was noticed in 32 students and whole dominant pattern was followed by 17 students. Therefore, mostly students were following left dominant pattern for learning &thinking style. However, chi square value is found 14.10 which is significant at 0.01 level of significance and $H_{1.5}$is rejected. Thus it may be interpreted that students those have science & technology preference for career have significant differences in hemispheric dimensions and they give more emphasis to left hemispheric dimensions of learning & thinking style.

Table 6: Showing chi square value for hemispheric dimension for learning& thinking style in students those have educational administration & teaching preference for career

Learning & thinking Style / Career Preference	Hemispheric Dimensions						
	Sample Size	Right	Left	Whole	Degree of Freedom	χ^2 Value	Level of Significance
Educational Administration & Teaching	52	17	8	27	2	10.42	Significant **

*Value of .05 = 5.99, **Value of .01 = 9.21

The table 6 shows left, right, and whole hemispheric dimensions for learning & thinking style in students those have educational administration & teaching preference for career. Right Dominance pattern was found out only 17 students, left dominance pattern was noticed in 8 students and whole dominant pattern was followed by only 27 students. Therefore, mostly students were following whole dominant pattern for learning& thinking style. However, chi square value is found 10.42 which is significant at 0.01 level of significance and $H_{1.6}$is rejected. Thus it may be interpreted that students those have educational administration & teachingpreference for career have significant differences in hemispheric dimension and they give more emphasis to whole hemispheric dimension.

FINDINGS

1. It has been found out that there is no significant difference between learning & thinking style and mass media journalism preference for career of secondary school students.

2. It has been found out that there is no significant difference between learning & thinking style and medical preference for career of secondary school students.

3. It has been found out that there is no significant difference between learning & thinking style and commercial & management preference for career of secondary school students.

4. It has been found out that there is no significant difference between learning & thinking style and law & order preference for career of secondary school students.

5. It has been found out that there is no significant difference between learning & thinking style and science & technology preference for career of secondary school students.

6. It has been found out that there is no significant difference between learning & thinking style and educational administration & teachingpreference for career of secondary school students.

CONCLUSION

Learning and Thinking style has been reported as an important factor influencing various career preferences. Students who have right hemispheric dimension, chose mass media and journalism as a career, who have left hemispheric dimension, chose medical, commercial & management, law & order and science & technology as a career and who have whole hemispheric dimension, chose educational administration & teaching as a career.

EDUCATIONAL IMPLICATION

1. Teachers being self-reflective and explicit about the role of learning and thinking style can make teaching more rewarding and enhance students learning outcomes.

2. Teachers can use learning & thinking style to guide a student for choosing a stream after X class.

3. Awareness for learning & thinking not only supports learning & thinking but also improves the student's self-confidence.

4. Different teaching techniques and methodologies can be adopted to activities and influence the brain hemisphere functions of the brain.

5. Teachers can also guide the parents in providing learning conditions suitable for the students learning & thinking style.

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"తెలుగు వ్యవహారిక భాషపై జానపద భాషా ప్రభావం"

డా॥నారిశెట్టి వేంకట కృష్ణారావు

ఆచార్య నాగార్జున విశ్వవిద్యాలయం

వత్తూరి శ్రీనివాసులు

జానపదాలంటే పల్లెటూళ్ళనీ, జానపదులు అంటే పల్లె ప్రజలనీ అందరికి తెలిసిన విషయమే. అందరూ అంగీకరించినదే. అయితే వ్యవహారిక భాషపై జానపద భాషా ప్రభావం అనే దృష్టితో పరిశీలన చేసినప్పుడు ఇప్పటి వరకూ చూడని మరో కొత్త కోణాన్ని జానపద విజ్ఞానంలో చూడవలసి వుంది. అసలు 'జనపదం' అనే పదాన్ని గురించి లోతైన చర్చ జరగవలసి వుంది. మన పెద్దలు, పూర్వులు జానపద విశేషాలను గుర్చి చెప్పిన దానిని పునర్మూల్యాంకనం చేయవలసిన అవసరం వుంది. ఇక్కడ పెద్దవారిని, పూర్వీకులను విమర్శించడం, వ్యతిరేకించడం అనే దృష్టి ఎంత మాత్రం కాదు. ఎందుకంటే అసలు ఈ విధంగా ఆలోచించగల స్థాయిని, అవకాశాన్ని కల్పించింది వారే. వారికి నమో వాకాలు. అయితే పరిశోధన ఎప్పుడూ కొత్త కోణాలు ఆవిష్కరించాలనే కోరుకుంటుంది. పరిశోధన పరమార్థం కూడ అదే. ఈ దృష్టితో చూచినప్పుడు జనపదానికి ఇప్పటి వరకూ వున్న పల్లెటూళ్ళు పల్లె ప్రజలు అనే అర్థాలు సమంజసంగా ఉన్నాయా? అనే సందేహం కలుగుతుంది.

జనపదానికి వ్యవస్థీకృతమైన అర్థాన్ని పరిశీలిస్తే పల్లెటూళ్ళు, పల్లెప్రజలు కనిపిస్తారు. కానీ నిజంగా ఆ పదానికి ఆ అర్థం వుందా? అనేది ప్రశ్న. 'జనపదము' – ఈ పదాన్ని వాస్తవిక దృష్టితో పరిశీలన చేస్తే – 'జన' అనగా జనం లేక ప్రజలు అని, 'పదము' అనగా మాట లేక వాక్కు అనేది స్పష్టంగా అర్థమయ్యే రీతిలో కనిపిస్తుంది. అంటే జనపదమనగా జనుల మాటలు లేక ప్రజల వాక్కులుగా పరిగణించాలి. ఇంకా స్థూలంగా చెప్పాలంటే 'జనపదం' అంటే జనం మాట / ప్రజావాక్కు అని పేర్కొనాలి.

ఈ అర్థాన్ని అంగీకరించక పై అర్థాన్నే స్వీకరిద్దామనుకొంటే జనపదానికి, దీని కన్నా ముందే ఒక పూర్వరూపం వుండి వుండాలి. అది మహా ప్రాణంతో కూడిన 'పథ'. 'జనపథం' అంటే జనుల త్రోవ లేక ప్రజల మార్గం. ఈ 'జనపథం' పదం కాలక్రమేణా 'జనపదం'గా మారిందా? దీనిపై మరలా ప్రత్యేకమైన చర్చ, అధ్యయనం జరగాల్సిన అవసరముంది.

వ్యవహారిక భాషపై జానపద భాషా ప్రభావం అన్నప్పుడు మరలా ఒక ప్రశ్న ఎదురవుతుంది. ఏ వ్యవహారిక భాష? ఎవరి వ్యవహారిక భాష? ఇక్కడ కూడ గమనించాల్సిన అంశం ఒకటుంది. సమాజం అనాగరిక దశ నుండి నాగరిక దశకు చేరుకొన్న తర్వాత, ప్రపంచం పరిణామం చెందిన

పిదప ప్రతి దేశంలోనూ ప్రధానంగా మూడు వైరుధ్యప్రాంతాలు ఏర్పడ్డాయి, కనిపిస్తున్నాయి. అవి పల్లెలు, పట్టణాలు, నగరాలుగా గుర్తింపు పొందాయి. ఈ మూడు ప్రాంతాలు వాటి వాటి స్థాయిల్లో అవి క్రమ పరిణామం పొందుతూనే వున్నాయి. ఇక్కడ కూడ మనం గుర్తించాల్సింది ఈ మూడు ప్రాంతాల్లోనూ వున్నది జనులే. వారు నిరంతరం వ్యవహారాల్లో మాట్లాడేది వారి వారి మాటలే. అంటే అవి వారి వారి జనపదాలే గదా! ముందే చెప్పినట్లు జనపదాలంటే జనుల మాటలే గనుక ఈ మూడు విభిన్న ప్రాంతాల్లోని జన పదాలు కూడా ఒకే రకంగా వుండే అవకాశం వుండి తీరాలి. అవకాశం వుంది.

పల్లెలు పట్టణాలుగా, పట్టణాలు నగరాలుగా విస్తరిస్తాయనేది కాదనలేని ఒక సామాజిక పరిణామం. ఈ దృష్టితో చూచినప్పుడు మూలమైన పల్లెలోని జానపదాలే పట్టణాలు, నగరాలకు విస్తరించి వుంటాయనడంలో సందేహం లేదు. అయితే పట్టణాలు, నగరాల్లో జరిగే అభివృద్ధి, ఆధునికత, ప్రపంచీకరణ క్రమ పరిణామ వికాసాల వలన మూలమైన పదాలు కనుమరుగయ్యే అవకాశమూ లేకపోలేదు. ఆ పల్లె పదాల స్థానంలో వేరే ఆధునికమైన పదాలు వచ్చి చేరే అవకాశము వుంది. అయినా మూలం గట్టిది గనుక పట్టణాలు, నగరాల్లో ఇంకా కొన్ని పల్లెపదాలు యథాతథంగానూ, మరికొన్ని పదాలు కొద్ది మార్పులతోనూ వ్యవహరింపబడుతూ వున్నాయి. ఇది విశేషం. ఆవిధంగా వ్యవహరింపబడుతూ వున్న ప్రత్యక్ష సారూప్య పదాలు, సమీప సారూప్య పదాల పరిశీలనమే ప్రస్తుతాంశం.

స్థూలంగా చూస్తే సమాజంలోని ప్రతి రంగమూ సామాజిక రంగానికి చెందినదే. పరిశోధనా సౌలభ్యం కొరకు, సూక్ష్మ దృష్టితో వివేచన చేయాలనుకొన్నప్పుడు సమాజంలోని ప్రతి రంగాన్ని ఒక ప్రత్యేక విభాగంగా చూడవలసి వుంటుంది. వ్యవహారిక భాషపై జానపద భాషా ప్రభావం అనే ఈ అంశం పరిధి చాలా విశాలమైనది, విస్తృత చర్చ గలది. సమాజంలోని ప్రతి రంగాన్ని పరిశీలించవలసి వుంది. స్థూలంగా సమాజంలోని కొన్ని రంగాలు.

1. సామాజిక రంగం
2. ఆర్థిక రంగం
3. రాజకీయ రంగం
4. సాహిత్య రంగం
5. సాంస్కృతిక రంగం
6. సాంకేతిక రంగం
7. విద్యారంగం
8. వైద్య రంగం
9. న్యాయ రంగం
10. క్రీడా రంగం
11. చేతివృత్తుల రంగం
12. ఆధ్యాత్మిక రంగం
13. కర్షక రంగం
14. శ్రామిక రంగం
15. వ్యాపార రంగం
16. రవాణా రంగం
17. సినిమా రంగం
18. పత్రికా రంగం మొ॥నవి.

పైన పేర్కొనబడిన దాదాపు 20 రంగాలలో ప్రయోగింపబడుతున్న పదాల పరిశీలనం అత్యంత విలువైన సమాచారం. అయితే ప్రస్తుతం ఒక్క 'ఐదు' రంగాలలోని పదాలు మాత్రమే తెలియజేయబడ్డాయి.

సామాజిక రంగం :	జానపదం	వ్యవహారిక పదం
	కూకో	కుర్చీ
	ఆడ	అక్కడ
	ఏంటి / ఏటి	ఏమిటి
	దోవ	దారి
	యాది	వీధి
	ఎగసాయం	వ్యవసాయం
	బయలెల్లు	బయల్దేరు
	సిలక	చిలుక
	సక్కనోడు	చక్కనివాడు
	కూసింత	కొంత / కొంచెం

ఆర్థిక రంగం :	జానపదం	వ్యవహారిక పదం
	ఎల	వెల
	అరువు	అప్పు
	రొక్కం / రుసుం	డబ్బులు
	యాపారం	వ్యాపారం

విద్యా రంగం :	జానపదం	వ్యవహారిక పదం
	యిద్దె	విద్య
	సదువు	చదువు
	గ్యానం	జ్ఞానం
	అయ్యోరు	అయ్యవారు
	అమ్మోరు / అమ్మతల్లి	అమ్మవారు (దేవతాస్త్రీ)

వైద్య రంగం :	జానపదం	వ్యవహారిక పదం
	హైత్యకం	హైత్యం
	పసర	పసరు

	ఏపమందు	వేపమందు
	సేపమందు	చేపమందు
<u>సంగీత రంగం :</u>	**జానవదం**	**వ్యవహారిక వదం**
	వాయిజ్ఞం	వాయిద్యం
	తానం	తాళం
	సిందు	చిందు
	నాట్టెం	నాట్యం

ఇలా పరిశీలిస్తే ఎన్నో పదాలు మనకు కనిపిస్తాయి. కొన్ని భ్రమప్రమాదాలకు గురయ్యే అవకాశం ఉంది. కనుక పదాలను జాగ్రత్తగా పరిశీలించాలి.

ఈ విధమైన దృష్టితో ఆయా రంగాలను పరిశీలించినప్పుడు పట్టణ, నగర ప్రజలు రోజు వారీ మాట్లాడే మాటల్లో అనేక పదాల్లో జానపదుల మాటల ప్రభావం ఎంతగానో వుందని తెలుస్తుంది. ఇది కేవలం ఒక ప్రశ్నను, ఒక ఆలోచనను రేకెత్తించి తద్వారా ఒక పరిశోధన చేయడానికి విస్తృతమైన అవకాశం కలిగిన అంశం వుందని తెలియజేయడానికి మాత్రమే. భవిష్యత్తులో కొంతమంది పరిశోధక విద్యార్థులు ఈ అంశం పై దృష్టి సారించాలని ఆశ.

<u>పరిశీలించిన గ్రంథాలు :</u>

1) జానపద సాహిత్యం   –   ఆర్వీయస్.సుందరం
2) ఆంధ్రుల జానపద విజ్ఞానం   –   ఆర్వీయస్.సుందరం
3) జానపద విజ్ఞానాధ్యయనం   –   ఆచార్య జి.యస్.మోహన్
4) ఆధునిక యుగంలో జానపద సాహిత్యం – డా॥ దేవరాజు మహారాజు

తెలంగాణ సంస్కృతి - బోనాలు - విశిష్టత

డా॥ ఏటూరు జ్యోతి

అసిస్టెంట్ ప్రొఫెసర్, తెలుగు
యూనివర్సిటీ ఆర్ట్స్ & సైన్స్ కాలేజ్,
హనుమకొండ

మానవుడి జీవిత విధానంలో ప్రకృతి, ప్రకృతి శక్తులు నమ్మకాలు దైనందిన విభాగాలుగా మారిపోయాయి. తర్వాతి కాలంలో సాంస్కృతిక, ఆర్థిక, కుటుంబ, సంబంధాలతో విశ్వాసాలు, ఆచరణలు జీవితంలో భాగమైపోయాయి. జన సమూహంలోని నమ్మకాలు, సంప్రదాయాలు పండుగలుగా ఏర్పడ్డాయి. ప్రకృతి ఆరాధనగా ప్రారంభమై, సంస్కృతిగా ఒక స్పష్టమైన రూపం పొంది, ప్రాచీన ఆచారాలు జనుల ఆనందం కోసం ఆచరించేవి పండుగలు. ప్రాచీన కాలంలో సమాజం కోసం, గ్రామం కోసం, ప్రజా సంక్షేమం కోసం జరిగేవే ఉత్సవాలు, జాతరలు, ఉరేగింపులు, సామూహికంగా జరుగుతాయి. సామాన్య ప్రజలచేత పూజలందుకునే స్థానిక దేవతలే గ్రామ దేవతలు. గ్రామాన్ని కాపాడే దేవత ఊరి పొలిమేరలో ఉంటూ రక్షించడం చేత గ్రామ దేవత అయ్యింది. ప్రజా జీవితంలో పండుగలు, వ్రతాలు, ఉత్సవాలు, జాతరలు భాగమైనాయి. వీటిలో కొన్ని సంతోషం కోసమైతే మరికొన్ని మూఢ నమ్మకాలను ప్రోత్సహించేవి. మానవుని సాంస్కృతిక వికాసానికి, కుటుంబ వ్యవస్థను పటిష్టపరచడానికి పండుగలు ప్రధాన భూమిక పోషిస్తాయి. స్త్రీలతో మొదలైన వ్యవసాయము క్రమక్రమంగా అభివృద్ధి అయి పురుషుల చేతుల్లోకి వెళ్ళింది. ఉత్పత్తి శక్తుల చేతుల్లో పంట ఉన్నపుడు మాతృస్వామ్యం అమలులో ఉండేది. ఈ వ్యవస్థలో భాగంగానే గ్రామ దేవతలు వెలిశారు. కాబట్టి వీరంతా ప్రధానంగా స్త్రీ దేవతలు, దుష్టులను శిక్షించడమే గ్రామ దేవతల ఆరాధనకు ఆజ్యం పోసింది. తద్వారా గ్రామాలను రక్షించుకోవడమే ప్రాధాన్యం అని జానపదుల నమ్మకం. దేవత అనుగ్రహం ఉంటే పల్లెలు పశుసంపద, ధాన్యాలతో తులతూగుని లేనిచో అతివృష్టి, అనావృష్టి, అంటు వ్యాధులు వ్యాపించడం, ఆకస్మికంగా మరణాలు సంభవించడం దానితో గ్రామం మొత్తం సర్వనాశనం అవుతుందని భయం ప్రజలకు ఉంటుంది. అలాంటివి సంభవించినపుడు గ్రామానికి ఏదో కీడు వాటిల్లుతుందని, లేదంటే దేవతకు కోపం వచ్చిందని, దేవత అనుగ్రహం కోసం దున్నపోతులను, గొర్రెలను, మేకలను, కోళ్ళను బలియిచ్చి, నైవేద్యం సమర్పించి ఒక ఉత్సవంగా జరుపుతారు. ఆ ఉత్సవమే బోనాలు. గ్రామ దేవతలు పూజలందుకునే విధానము ప్రకృతికి దగ్గరగా ఉంటుంది. పోచమ్మ, మైసమ్మ, ఉప్పలమ్మ, ఎల్లమ్మ, బాలమ్మ, మహంకాళమ్మ, పెద్దమ్మ అను ఏడుగురిని అక్కా చెల్లెళ్లుగా తెలంగాణాలో పేర్కొంటారు. పోతురాజు వీరందరికి సంరక్షకుడిగా వ్యవహరిస్తారు. పోతురాజు పని ఊరిని కాపాడడమే గ్రామంలో ఉండే బొడ్రాయిని పోతురాజుగా కొలుస్తారు.

ప్రతి గ్రామంలో బొడ్రాయి పూజ అనేది ప్రత్యేకంగా ఉంటుంది. గ్రామంలో దేవతలకు ప్రత్యేకమైన గుళ్ళులేవు. చెట్ల క్రింద, గుట్టు మీద రెండు వైపుల రెండు రాళ్ళు పెట్టి పైన రాయి కప్పు లాగా ఉంచి దానిని

గుడిగా భావించారు. గ్రామ దేవతలకు ప్రత్యేక ఆకారాలు లేకుండా, విగ్రహాలు కనిపించవు. గ్రామ ప్రజల కోసం ప్రాణాలు పోగొట్టుకున్నవాళ్ళు, వీరకృత్యాల వలన మరణించిన వాళ్ళను గ్రామదేవతలుగా పేర్కొంటారని ఒక అభిప్రాయం. గ్రామదేవతలపై గల భయభక్తుల వలన, మొక్కులు తీరడం చేత గ్రామస్తులు తమ సంతానానికి గ్రామ దేవతల పేర్లు పెట్టుకోవడం అనే ఆచారాన్ని చూస్తాం. అమ్మాయిలకైతే ఎల్లమ్మ, మైసమ్మ, పోచమ్మ, భీరమ్మ అని, అబ్బాయిలకైతే ఎల్లయ్య, మైసయ్య, పోచయ్య, భీరయ్య అనేవి పేర్లుగా పెట్టుకొని నమ్మకాన్ని కొనసాగిస్తారు.

గ్రామ దేవతలను పూజించుటకు దళిత బహుజనులు మాల, మాదిగ, పంచాల, చాకలి, మంగలి, కుమ్మరి, గొల్ల మొదలగు వారికి అవకాశం ఉంటుంది. ఇక్కడ పూజారి వ్యవస్థ ఉండదు. ఊరవతల ఎలాంటి గుడి, గోపురము లేకుండా, ప్రత్యేక రూపంలేని కొయ్య బొమ్మలు, బండ ఆకారాలతో ఉండి గ్రామ దేవతలుగా పూజింపబడ్డారు. పసుపు, కుంకుమలు చల్లడం, నైవేద్యంగా కోళ్ళు, గొర్రెలు, మేకలను బలి ఇస్తారు. తెలంగాణాలోని ప్రజా జీవితంలో గ్రామ దేవతలకు అధిక ప్రాధాన్యత ఉంది. ఇష్టదేవతగా, కులదేవతగా నమ్మకానికి ప్రతీకలుగా గ్రామ దేవతలను పూజిస్తారు.

తెలంగాణాలో మైసమ్మ దేవత పశుసంపదను కాపాడే దేవత అని కొలుస్తారు. పశువుల పాకలో ఒక గూడుకు సున్నం వేసి కుంకుమతో అలంకరించి దానిని మైసమ్మ గూడుగా పిలుస్తారు. అలాగే చెరువు కట్టమీద బండరాయి రూపంలో ఉండే నీటి దేవతని కట్టమైసమ్మ అని, కోట పక్కన స్థాపించబడితే కోటమైసమ్మ అని, గడిలో పూజిస్తే గడి మైసమ్మ అని పిలుస్తారు. పశువులకు బాగా లేనపుడు మైసమ్మ పండుగ చేస్తారు. అందరిని భరించే అమ్మ ఎల్లమ్మ. ఈమెను మాహురమ్మ, అక్కలిదేవి, రేణుక, ఏకవీర అనే పేర్లతో పిలుస్తారు. బైండ్లోళ్ళు జమిడికలను మయిస్తూ ఎల్లమ్మ కథ చెప్తారు. శ్రీనాధుడి క్రీడాభిరామంలో 'కాకతమ్మకు సైదోడు ఏకపీర', రేణుక దేవత అనే ప్రస్తావన కనిపిస్తుంది. రేణుక దేవత గౌడులను వారి జీవనోపాధియైన తాటివనాలను రక్షించడంచే ఈమెను కులదేవతగా భావించి రేణుకాదేవికి బోనాల పండుగ చేస్తారు.

పోచమ్మకు ఊరి ప్రజలు మశూచి వ్యాధి కల్గించే శక్తిగల దేవతగా నమ్ముతారు. మశూచి వ్యాపించినపుడు ఆ దేవతకు ఇంటింటి నుండి కల్లుపోయిస్తామని మొక్కుకుంటారు. మశూచి సోకితే పోచమ్మతల్లి అంటారు. దీనిని మందులు వాడకుండా వేప ఆకును పూతగా వాడుతారు. చాలా గ్రామాలలో పెళ్ళికి ముందు వధూవరుల చేత పోచమ్మకు పూజ చేసాకే పెళ్ళి ప్రారంభం చేస్తారు. దీనినే పోచమ్మకు చేసుడు అంటారు. పోచమ్మకు చేయడాన్నే పోచమ్మ పండుగ, బోనాల పండుగ అంటారు.

పోచమ్మలు బద్ది పోచమ్మ, నల్ల పోచమ్మ, అంబడి పోచమ్మ అని పిలుస్తారు. వీరిలో నల్ల పోచమ్మ భయంకరమైనదని జానపదుల నమ్మకం. పోచమ్మ చేసేపుడు కుటుంబంలోని అందరూ కలుసుకుంటారు.

పల్లెలో అంతా పండుగను తలిపిస్తుంది. ఆషాడ మాసంలో గురువారం, ఆదివారాల్లో ఒక్కో పండగ ఒక్కో చోట ఒక్కోరోజు నెలంతా జరుపుకుంటారు. ఇలాంటి పండగలకు పెద్దమ్మగుడిని ప్రధాన స్థావరంగా పెట్టుకొంటారు.

సమాజంలో మానవుడిని ప్రకృతి భీభత్సాలు, దుష్టశక్తుల భయం పట్టి పీడిస్తూ ఉండేది. ఈ ప్రకృతి వైపరీత్యాల నుండి తమను తాము రక్షించవలసిందిగా గ్రామ దేవతలను ప్రార్థించేవారు. ఈ ప్రార్థనలు కోరకల రూపంలో విన్నవించేవారు. కోరిక తీరితే కృతజ్ఞతగా కానుకలు సమర్పించేవారు. కాలక్రమంలో ఈ భక్తిలో పవిత్రత కోసం నిప్పులమీద నడవడం, నీటితో, రక్తంతో శుభ్రం చేయడాన్ని శుద్ధీకరణగా భావించారు. గ్రామ దేవతలు ఉండే స్థలాన్ని అతిపవిత్రంగా భావిస్తారు. గ్రామ దేవతల ముందు సంకేతాలుగా శూలాలు కనిపిస్తాయి. దేవతానుగ్రహం కోసం తనను హింసించు కోవడానికి కూడా వెనుకడుగు వేయడు భక్తుడు. గ్రామ దేవత ముందు కాళ్ళు, చేతులు నరుక్కోవడం, దవదలో శూలాలు దించుకోవడం, నాలుకలో శూలాలు గుచ్చుకోవడం కనిపిస్తుంది. గ్రామదేవతలకు బలి ఇవ్వడం కనిపిస్తుంది. బలి ఇచ్చే జంతువును బలి వేదిక దగ్గరకు తెచ్చి తలంతా కడగడం, పసుపు రాయడం తర్వాత దేవత చుట్టూ తిప్పి దేవతకు ఎదురుగా బలి యిస్తారు. బలి ఇచ్చిన జంతువు నుండి రక్తం బాగా వస్తే దేవత తృప్తి చెందిందని విశ్వాసం. ఏదో ఒక ప్రయోజనాన్ని ఆశించి జానపదులు దేవతలకు బలి ఇస్తారు. ఈ ఆచార సంప్రదాయాలు, అనాదిగా ఎన్నో ఏళ్ళ నుండి వస్తున్నాయి. బోనాల పండుగ తెలంగాణలో అమ్మవారిని పూజించే పండుగ. జూలై లేదా ఆషాడ మాసంలో ఈ పండుగ జరుపుకుంటారు. బోనం అంటే భోజనం. భోనం దేవతకు సమర్పించే నైవేద్యం. అన్నంవండి, పాలు, బెల్లంతో కలపడం, లేదంటే ఉల్లిపాయలతో వండిన బోనాన్ని మట్టి కుండలో పెట్టుకుని వేపాకులతో, పసుపు, కుంకుమలతో అలంకరించి తలపై పెట్టుకుని డప్పుచప్పుళ్ళతో ఊరేగింపుతో దేవత గుడికి వెళ్ళడం కనిపిస్తుంది. బోనం కుండపై చిన్న దీపం వెలిగించి, అగరవత్తులు పెట్టడం మాత్రం మరచిపోరు. బోనం కుండను చక్కగా అలంకరించడం సంప్రదాయం.

ఆషాడ మాసంలో దేవత తన పుట్టింటికి వెళుతుందని భక్తులు ఈ పండుగ సమయంలో దేవిని తమ సొంత కూతురు ఇంటికి వచ్చిందన్న భావంతో ప్రేమ, ఆప్యాయతలతో బోనాలను ఆహార నైవేద్యంగా సమర్పిస్తారు. ఈ తంతును ఊరడి అంటారు. దీనిని ఒక్కో ప్రాంతంలో పెద్ద పండగ, ఊర పండుగ వంటి పేర్లతో పిలుస్తారు. కాలానుగుణంగా ఊరడి బోనాల పండుగగా మారింది. బోనాలను తలపై పెట్టుకుని మోసుకెళ్తున్న మహిళలను అమ్మవారు ఆవహిస్తారని నమ్మకం. దీనినే పూనకం లేదా "పైనిండడం" అని పిలుస్తారు. ఈ సమయంలో బోనం ఎత్తిన మహిళ కోపంతో ఊగిపోతుంది. కాబట్టి ఆమెను శాంతపరచుటకు మహిళలు ఆలయమును సమీపించు సందర్భంలో వారి పాదాలపై నీళ్ళు గుమ్మరిస్తారు. తమ భక్తికి చిహ్నంగా ప్రతి భక్తుడు తొట్టెలను సమర్పించడం ఆచారంగా ఉంది. తెలంగాణాలో బోనాల పండుగ

సందడి గోల్కొండ కోటలోని గోల్కొండ ఎల్లమ్మ ఆలయం దగ్గర మొదలయి లష్కర్ బోనాలుగా పిలువబడే సికిందరాబాద్‌లోని ఉజ్జయిని మహంకాళి ఆలయం, బల్కంపేటలోని ఎల్లమ్మ దేవాలయాల మీదుగా సాగుతుంది.

బోనాలు – చరిత్ర:

కాకతీయ వంశస్థుల నుండి బోనాలు జరుపుతున్నట్లు తెలుస్తుంది. కాకతి దేవత ఎదురుగా అన్నాన్ని పెద్ద కుంభంగా పోసి దేవతకు నైవేద్యంగా సమర్పిస్తారు. తరువాత గోల్కొండ నవాబుల కాలంలో ఈ ఉత్సవాలు ప్రసిద్ధిలోకి వచ్చాయి. బోనాలు ప్రజల సమైక్య జీవిత విధానానికి రహతీకలుగా నిలుస్తాయి. 1869 వ సంవత్సరం ప్రాంతంలో హైదరాబాదు, సికిందరాబాద్ జంటనగరాలలో మలేరియా వ్యాధి ప్రబలి ప్రజలు తీవ్ర బాధలకు గురైతే, అమ్మవారి కోసం వచ్చిందని భావించిన ప్రజలు ఆమెను శాంతపరచడానికి బోనాలు, జాతరలు జరపాలని నిర్ణయించారని ప్రతీతి. అవే బోనాలుగా ప్రసిద్ధి చెందాయి.

తెలంగాణాని అన్ని ప్రాంతాలలో ఈ బోనాలను చాలా వైభవంగా జరుపుతారు. అంటువ్యాధులు రాకుండా, ప్రకృతి భీభత్సాలు జరగకుండా, పాడిపంటలు సమృద్ధిగా ఉంటూ, తమ పిల్లలను చల్లగా చూడమని దేవతకు బోనం సమర్పిస్తారు. వర్షాకాల ప్రారంభంలో వచ్చే మొదటి పండుగ ఇది.

భోనం విశిష్టత:–

భోనం అంటే భోజనం. శుభ్రంగా అన్నాన్ని మట్టికుండలో వండుకని పసుపు, కుంకుమలతో వేపాకు తోరణాలతో అలంకరించడమే భోనం. మంగళ వాయిద్యాలతో భోనాన్ని అమ్మకు సమర్పిస్తారు. అమ్మకు నివేదించిన తర్వాత ఆ ప్రసాదాన్ని కుటుంబ సభ్యులు, అతిథులతో కలిసి సేవిస్తారు. పండుగ జరిగే ప్రాంతమంతా అమ్మవారి కీర్తనలతో మారుమోగుతుంది. విందులు, మాంసాహార వంటకాలతో కోలాహలంగా ఉంటుంది.

పోతురాజు:

అమ్మవారికి సోదరుడు పోతురాజు. పోతురాజు బోనాలలో ముఖ్యపాత్ర వహిస్తాడు. వ్యక్తి బలిష్ఠుడై శరీరమంతా పసుపు రాసుకని, వేపాకు మండలు కట్టుకని పెద్ద కుంకుమ బొట్టు పెట్టుకని, కాలిక గజ్జెలతో కొరడా ఝూళిపిస్తూ పూనకం వచ్చినట్లు వీరంగం చేస్తూ, విన్యాసాలతో ఆడుతాడు. అమ్మవారికి సమర్పించే ఫలహారాన్ని అతడే ముందుండి నడిపిస్తాడు. పూజా కార్యక్రమాలకు ప్రారంభకుడిగా, భక్త సమూహాన్ని రక్షించేవాడుగా ఉంటాడు. కొరడాతో బాదుకుంటూ, వేపాకులను నడుముకు చుట్టుకని, భక్తరాళ్ళను ఆలయంలోకి తీసుకువెళతాడు.

రంగం:

రంగం పండుగ రెండవ రోజు ఉదయం జరుగుతుంది. ఈ రంగం కార్యక్రమంలో పోతురాజు వేషం వేసిన వ్యక్తికి పూనకం వస్తుంది. ఆ కోపాన్ని తగ్గించుటకు అక్కడ ఉన్న భక్తులు కొమ్ములు తిరిగిన మేకపోతును ఇస్తారు. పోతురాజు తన పళ్ళతో ఆ మేకపోతును కొరికి, తల, మొండెం వేరుచేసి పైకి ఎగరేస్తాడు. ఈ కార్యక్రమం జాతర ఊరేగింపు తర్వాత జరుగుతుంది.

ఘటం:

అమ్మవారి ఆకారంలో అలంకరింపబడిన రాగి కలశాన్ని ఘటం అంటారు. సాంప్రదాయక వస్త్రధారణ, శరీరమంతా పసుపు పూసుకున్న పూజారి ఈ ఘటాన్ని మోస్తాడు. పండుగ మొదటి రోజు నుండి చివరి రోజు నిమజ్జనం వరకు ఈ ఘటాన్ని డప్పులు, మేళ, తాళాలతో ఊరేగిస్తారు. ఘటము ఊరేగింపు చాలా ఆ ద్భుతంగా అనిపిస్తుంది. హైదరాబాద్ హరిబౌలిలోని అక్కన్న, మాదన్న దేవాలయము వారి ఘటముతో ఏనుగు అంబారీపై అశ్వాల మధ్యన, అక్కన్న మాదన్నల బ ఒమ్మల మధ్య ఊరేగింపు మొదలయి సాయంత్రానికి నయాపుల్ వద్ద ఘటముల నిమజ్జనంతో ముగుస్తుంది. ఈ విభాగంలో వివిధ రకాల వేషధారణతో పాటలు పాడుతూ, నాట్యం చేస్తూ సందడి చేస్తారు. ఈ సందర్భంగా తెలంగాణ జానపద గీతాలు ప్రసిద్ధమైనవి. కోడిబాయె లచ్చుమ్మదీ. అమ్మా బైఎల్లినాదే ... వంటి పాటలతో ఘటాల ఊరేగింపు జరిగాక ఆ సంవత్సరమంతా పిల్లలను, కుటుంబాన్ని అమ్మ నల్లగా చూసుకుంటుంది అని నమ్ముతారు.

పండుగలు మన సంస్కృతీ, సంప్రదాయాలు, ఆచారాలను ప్రతిబింబిస్తాయి. తెలంగాణా ప్రజలు అత్యంత ఇష్టంగా జరుపుకునే పండుగ బోనాలపండుగ, కుటుంబసభ్యులు, చట్టు ప్రక్కల వాళ్ళు, అందరూ కలిసి దేవి గుడికి వెళ్తారు. ఈ పండుగ అందరిని కలిపి అనుబంధాలు, బాంధవ్యాలను నిలిపివుంచేది ప్రపంచీకరణ ముసుగులో సంబంధాలు పతనమవుతున్న దశలో ఇలాంటి పండుగలను జరుపుకోవడం తెలంగాణ ప్రజలు సామాజిక జీవితానికి చిహ్నంగా, ప్రజల సంబంధ బాంధవ్యాలను పటిష్టపరిచేవి సంస్కృతీ సంప్రదాయాలు. మనిషి మనుగడ ఉన్నంత వరకు ఇవి సమాజంలో నలిచి ఉంటాయి.

NON-VOLENT EDUCATON OF M.K. GANDHI

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The world has changed drastically since the passing away of the "Father of the Nation" sixty years ago. Political and social tensions have increased. Of course, war and violence were not unfamiliar to the world during Gandhi's lifetime. But the menace of terror is a phenomenon that came much later. Acts of violence during his time were not targeted at innocent people and soft targets. Even those acts he did not approve of as he preached non-violence. Today, acts of terror are being committed and brazenly justified as means to political, social and economic ends. Worse, they are sometimes being given a religious dimension.

For Gandhi Ahimsa was a Dharma. It never bothered him if it was a plant of slow growth. Satyagraha, the pursuit of Truth, fully imbibed with Ahimsa, was the only weapon he used to fight his political battles with the British. Though he faced many trials and tribulations all along, he finally won freedom for India. It was possible because he was brave and humble at the same time. Above all, the Mahatma was free from hatred. Herein lies the solution to the world's many conflicts today. If people are free from hatred, they can find answers to any question, political, economic and social.

Needless to stress that such an approach would demand both-courage and freedom from ill-will among nations. Gandhi was always ready to negotiate and discuss. In the late 1920s he opposed the exploitation of the textile workers of Ahmedabad by the mill-owners. But he did not seek a strike to end it. He favoured discussion, dialogues, conciliation, arbitration and adjudication as the last resort.

Gandhi lived an austere life, practiced strict vegetarianism and abstained from alcoholic drinks, tobacco and even the milder stimulants like coffee and tea. His attachment to simple natural remedies against illness and disease and his radical ideas on education find expression in the system of governance. Village economy and village self-rule are being followed in the running of the Panchayati Raj system. His stress on basic education finds expression in the universalisation of elementary education. His fight for women's rights and emancipation also find expression in the current efforts to give them a place of importance in political decision-making:

"Gandhi's relevance today was acknowledged globally when the UN General Assembly observed, for the first time, the Mahatma's birth anniversary as the International Day of Non-Violence on October 2 last year. The day now forms a significant occasion in the calendar of the world body."[1]

Non-violence is not merely a personal virtue. It is also a social virtue to be cultivated like other virtues. Though society is largely regulated by the elements of non-violence in its mutual dealings, its social virtue needs much emphasis for the welfare of man and society. That non-violence which only an individual can use is not much use in terms of society. If disorder takes place, they will be a test of non-violence. Non-violence is a force that gains in intensity with the increase in violence that it has to deal with. In non-violence there is no place for secrecy. Non-violence is overt. Secrecy aims at building a wall of protection, while non-violence disdains all such protection. Non-violence functions in the open and in the face of odds. Secrecy is an appendage of violence. Gandhi says about himself that he has grown up from youth to 76 years in abhorrence of secrecy. He further says:

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[1] Rajamani, R.C., *International Year Of Non-violence: For Gandhi Ahimsa was Dharma,* The Indian Sub-Continent Times, 3r October, 2008.

"My life has been an open book. I have no secrets and I encourage no secrets."[2]

In the estimation of Gandhi, the employment of the atom bomb for the wholesale destruction of men, women and children is the most diabolical use of science. Non-violence is the only thing that the atom bomb cannot destroy. In this age of the atom bomb unadulterated non-violence is the only force that can confound the tricks of violence put together. He says:

"We are witnessing the tragic insolvency of military science and practice in its won home."[3]

Non-violence is disciplined conduct that rules man and society. It sets at naught the forces of destruction and establishes peace and harmony in the sphere of human relations. "Non-violence can never lead to anarchy."[4]

Love and hatred:

"According to Gandhi, love and hatred both together as twins do not at all play any part in his creed. It is in the complete elimination of hatred from the human heart that man hopes to tread the path of humanism. This can only be possible through love that rules the human heart and that drives away the demon of hatred."[5] In Gandhi's estimation, hatred can only be overcome by love as counter-hatred only increases the surface as well as the depth of hatred. Thus, wickedness hidden in hatred is exposed to ridicule. Hatred versus hatred is no potential for the creation of love. It is only hate that is produced.

In the woes and sorrows of the people, who suffered untold miseries and privations as a result of communal frenzy, Gandhi saw the

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[2] Gandhi, M.K., *Communal Unity*, p. 167.
[3] Gandhi, M.K., *Hindu Dharma*, p.143.
[4] Gandhi, M.K., *Non-violence in Peace and War*, Vol. I, P. 278
[5] Gandhi, M.K., *Non-violence in Peace and War*, Vol II, p. 97.

emergence of evil in the cry for retaliation. To bring back peace and security to them in time of their distress and trouble was a task that required heroic courage and bravery. The whole atmosphere of the country was seething with distrust and suspicion, hatred and malice, enmity and revenge. "Gandhi, in the midst of all turmoil and disorder, attempted to diagnose the disease and prescribed an unusual remedy for other national malaise in the form of pure love and selfless service. He believed that right action, irrespective of circumstances or conditions reaped its own harvest in abundance and plenty and its effect would be a peace-promoting change from distrust to trust, from hatred to love."[6] Gandhi, like a moralist, is a supporter of good as against evil. He says:

"We have to learn to distinguish between good activity and evil activity."[7]

In the same way he justifies the retention of moral principles in spite of their antiquity. Mere ancientness should not be the cause of their rejection. It is, on the contrary, wrong to retain them in view of their long standing unless they are good. Their overthrow is imperative, if they are bad. He says"

"Anything that is ancient and consistent with moral values has a title to be retained. Per contra, anything that does not conform to moral values has to go. Wrong has no prescriptive right to exist merely because it is of a long standing. He does not subscribe to the belief that everything old is bad."[8]

Non-violence played a very important role in defining the course of Indian national movement, from the 1920s to the final achievement

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[6] Ishwara Thopa., Ethos of Non-violence, p. 18.
[7] Gandhi, M.K., *Towards Non-violent Socialism*, p. 14.
[8] Gandhi, M.K., *Non-violence in Peace and War*, p. 103.

of the freedom. It formed the basis of the methods of Satyagraha that became closely associated with the Gandhian whirlwind in Indian politics. Gandhi understood economic profit to be the guiding force of the imperialist project and attacked the British government at where it hurt most, which was financial gain. Picketing, non-cooperation and organised resistance to British modes of oppression were the main modes of the non-violent political movements in India. It shaped the course of the Civil Disobedience Movement as well. Even at a later time, during the Quit India movement, Gandhi's theory of non-violence held strong in the face of the new and radical waves in the world of Indian politics like communism and armed revolution. Even at the dawn of independence, as Nehru was getting ready to eloquently unleash his 'tryst with destiny', Gandhi was busy on the troubled roads of Bengal, preaching non-violence to mad rioters. It was probably pre-ordained that he had to lay down his life for holding on to his ideals.

Gandhi was truly a martyr for the cause of non-violence, who not only preached but practiced what he preached. His life was a glorious example of his thoughts, and thousands of Indians from all walks of life, from cities and villages alike, took encouragement and force from his simple life and unshaken faith in the innate goodness of the human soul. He wielded the weapon of love and understanding, and succeeded to upturn even the strongest of the martial nations with it. Gandhi has left the world richer with a renewed faith in the dictates of non-violence.

Gandhi's theory of education may be called non-violent education. The principle of non-violence was the basis of Gandhi's scheme of basic education. Through this scheme he wanted to develop those qualities in future citizens of India which he considered necessary for building a non-violent society. His system of education wanted to root out exploitation and centralization in society and create a non-violent social order. Gandhi says:

"If a man believes in a principle, it is his first duty to put it into practice. Belief in a principle without practice would tantamount to mere utterance of vain words. Its embodiment in life is real. It is immaterial to the believer whether or not other follows him in pursuance of his principle."[9]

Gandhi's secularism and openness to all kinds of theological and philosophical schools is well-known. It was through an assimilation of various concepts and philosophical tenets that Gandhi arrived at his own understanding of non-violence. Jainism and Buddhism were the most important influences that lay behind the foundation of Gandhi's non-violence theory. Both Jainism and Buddhism preached non-violence as the basic principle of existence. All other thoughts and actions propagated by these two religious schools were based on this base of non-violence. Gandhi was deeply influenced by his readings of these scriptures. The Acaranga Sutra of the Jains stated all life to be dear and precious, and Gandhi believed in it earnestly.

The Bhagvadgita was another important influence, with its stress on non-attachment and selfless action. Christianity, along with its message of love and compassion, extended even to one's enemies, was another important influence on Gandhi's life. Bringing together all these theological schools, Gandhi was in search for a meaningful life, a life based on truth and honesty, a life that would boast of a moral courage to stand for the right and for justice, even at its own cost. It was this outlook that Gandhi employed as a tool to guide India's freedom struggle, which eventually succeeded to unite the length and breadth of the country like never before.

Gandhism, in quite simple and clear words, is an amalgam of Mahatma Gandhi's views and practices. In other words, it consists of the ideas which Mahatma Gandhi put before the world, and side by

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[9] Gandhi, M.K., *Community Unity*, p. 88.

side, to the maximum possible extent, treated his individual life in accordance with these ideas. Those who hold merely his theory to be the Gandhism, they are not correct, because simply his theory cannot be accepted as Gandhism. Gandhism revolves around ahimsa-non-violence, which is the most ancient, perpetual, individual as well as social, all timely and welfaristic value; it is an active force, connected with God and, thus, stays to be true, and it is a dharma in grandeur. Along with this, "non-violence is permanently present in human nature, and it is an essential condition for existence, the basis for development and the achievement of the goal. "[10]

Most religions preached non-violence as a way to celebrate the miracle of life. Gandhi's concern was both based on theological as well as more pragmatic considerations. Gandhi in his trial speech accepted that Indian history is replete with tales and narratives of countless foreign invasions. However, he accused the British rule of being particularly despicable because they left the Indians more helpless and emasculated than any of its predecessors. India was in no position to get into an armed conflict with the British, having been robbed of all economic and moral strength. So, Gandhi had the option of reinvigorating a nation that has lost all confidence in its power and inner strength. After these practical considerations, Gandhi found that the only alternative was to fall back upon what was integral to India's cultural and historical psyche, the principle of non-violence.

This non-violence was used in conjunction with the philosophy of non-attachment. Gandhi declared the two goals of his life to be ensuring India's freedom and to achieve it through non-violence. One without the other would be unacceptable and weakening. Violence, Gandhi believed, breded violence, and can never be a solution to India's problem. To shame the opponent into submission was a unique feature of Gandhi's

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[10] Gandhi, M.K., *Community Unity*, p. 88.

political ideology, as were discussions and amicable arrivals at convenient conclusions. "No person, for him was integrally good or bad, and he was cautious never to stoop into a visceral rhetoric of hatred, except against what was unacceptable to his spiritual ideology."[11]

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[11] Ishwara Topa., *Ethos of Non-violence*, p. 15.

PROBLEMS AND PROSPECTS OF EMPOWERING RURAL ADOLESCENT GIRLS – A STUDY OF GANTYADA MANDAL OF VIZIANAGARAM DISTRICT IN ANDHRA PRADESH

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Introduction

Adolescent has been defined by World Health Organization as the period of life spanning between 10-19 years. There are 600 million adolescent girls in the world, most of them living in the developing countries. Every 10 minutes, an adolescent girl dies as a result of violence . Pregnancy and child birth are the leading causes of death and illness for adolescent girls. 65 million girls are out of school. Almost 1,000 young women are newly infected with HIV every day (UNICEF Report). The reports of global poll on menstrual hygiene management highlighting the real challenges girls face , including inability to attend school while on their period due to absence of sanitation services, lack of knowledge of and access to safe, reliable, affordable sanitary products.(UNICEF U-Reports, 2017).

Status of Adolescent girls in India

When we glance at the status of adolescents in India, every fifth person is an adolescent. Adolescents form a large section of population, about 22.5 percent, that is about 225 million. Adolescent sex ratio is 898 per 1000 adolescent boys. Median age at marriage for girls in rural areas is alarmingly low at 14.5 years. 50% of women in India had a child before reaching the age of 20. Literacy rate of

adolescent boys accounted for 91.7% whereas for girls it is only 88.2%.(Census 2011). Most of the girls in the rural areas, especially , adolescents , are deprived of above primary level education even though the government has been putting maximum efforts in girl's education. The national level dropout rate at the primary level was 4.34% and it was 17.86% at secondary level , in 2014-15 (MHRD report) . There are many reasons why a girl child drop out from school, which range from migration of families and child marriage, to lack of school infrastructure such as drinking water and toilets.

Education is the tool to empower an individual. The rural adolescent girls are facing many challenges to continue their education which has become hurdle for their empowerment. In this context, the present study made an attempt to examine the educational status of rural adolescent girls , who are living near the urban agglomeration and find out the reasons for drop outs , thereby analyze the prospects for continue their education . And also focus on the awareness of adolescent girls about the reproductive health issues which helps to reduce maternal deaths. More specifically the objectives of the present study are as follows.

Objectives
1. To review the problems and challenges faced by the rural adolescent girls.

2. To study the educational status of adolescent girls living in rural areas with a view to examine the reasons for low literacy rate in rural areas.

3. To find out the reasons for dropouts among adolescent girls.

4. To assess the health awareness of adolescent girls about menstrual hygiene and reproductive health issues

5. To suggest the measures for empowering the adolescent girls based on research findings.

Data and Research Methodology

Simple random sampling method was used to select the mandal of Gantyada located in Vizianagaram District of Andhra Pradesh. Gantyada mandal consists of 44 villages. Out of it , 4 villages namely; Korlam, Pollanki, Pentasrirampuram and Thamarapalli were randomly selected for the purpose of the present study. In this study area , almost all the villages have only Mandal Praja Parishad Schools and did not have junior college or even high school. Primary data has been obtained from 104 adolescent girls living in these villages , by using a well organized questionnaire consisting of socio-economic conditions, educational status, reasons for dropouts and their present status , awareness of adolescent girls about menstrual hygiene and reproductive health issues. Simple statistical tools like averages and percentages are used for data interpretation.

Need for the Study

Majority of our population are living in rural India . Many villages, in most of the mandals , except taluk and district headquarters have only MPPS schools and do not have junior colleges or even high schools. If the adolescent girls want to continue their studies , they have to go to other places even for secondary education by using private/public transport to reach the school. In case, if they want to go for higher education , it will become expensive and difficult to the parents to meet the expenditure . Despite of various schemes/ programmes implementing by the government , still the conditions of rural adolescent girls are miserable. Though they are interested to go for higher education, the internal as well as external factors are not favourable for them . With low levels of education, the adolescent girls do not have awareness even about reproductive health issues. Hence, there is a need to identify the factors which are not conducive for their empowerment, and find out remedial measures.

Review of literature

Most of the girls in rural areas, are deprived of above primary level education even though the state government has been putting maximum efforts in girl's education. *Ramandeep Kaur* (2013) in his study on '*Rural education in India*' explained that majority of India still lives in villages. Every village is not provided with school which means that students have to go to another village to get education. Owing to this parents usually do not send their daughters to school, leading to a failure in achieving rural education in India. *Syed Intishab Ali* (2012) in his work '*Adolescent girls in rural areas miss out on education: Survey*' found that , girls generally go to schools but till primary level and most dropout cases are reported after primary level due to poor outreach of schools. Parents are reluctant in the villages to send their daughters to school located in outskirts or other villages to study. They don't want their daughters to cover long distances for school". *Nisha Nair* (2010) in her study '*Women's Education in India: A situation analysis*' critically examined the barriers for girls education in India. She pointed out that, inadequate school facilities can sometimes serve as a deterrent for the girl child's participation in formal schooling. The chief barriers to women's education in India are inadequate sanitary facilities, shortage of female teachers and gender bias in curriculum. *Nitu Konwar* (2013) , highlighted the *key issue of women's enrollment in higher education in rural India.* Gross enrolment ratio is very poor in rural areas. The situation is even worse for female population in regard to gross enrolment ratio. The study found that the current status of higher education in rural areas of India is characterized by low enrolment, poor completion rates and high dropout.

Adolescence is the period of rapid physical growth, sexual and psychological changes. Adolescent girls definitely constitute a socially disadvantageous in our society, especially in rural areas.

Aravind Dubey in his study on *'Health for Adolescent girls'* found that the median age at marriage for girls in rural areas is alarmingly low at 14.5 years. Worldwide, more than 60 million women aged 20-24 were married before they turned 18. Each year , 15 million adolescent girls become mothers. Many adolescent girls are sexually active but lack information and skill for self-protection i.e low level of information on family planning, low contraception use. They have simple but wide pervading crucial reproductive health needs- menstrual hygiene, contraception, safety from sexually transmitted diseases and HIV and Communication gap exists with parents and other adults especially on these issues. Sunil *Kumar Sain & Sudhir Kaware* (2013) in their study *'Status of Women Education in India'* highlighted that, education for women is the best way to improve the health, nutrition and economic status of a household. In India, women achieve far less education that of men. The study traced out that the growth of women's education in rural areas is very slow.

In addition to the low educational status , adolescent girls are being faced the social problems like child marriages and gender bias which is a common practice in villages. Educational attainment of girls is the ultimate remedial measure to prevent all social problems prevailing in the society and empowers the adolescent girls.

Analytical representation

The present study is mainly focused on educational status of adolescent girls in rural areas and find out the reasons for dropouts. And also to understand their problems and thereby suggest to overcome the barriers for their empowerment. The following data give the details of the age, educational status of the adolescent girls , occupation and incomes of their parents and reproductive health awareness of the adolescent girls.

Table-1 gives the details of the age of the respondents. The data reveals that most of the respondents are in between the age group of 13 to 15 years (48%), followed by the age group of 16-19 years (47%). An insignificant proportion of adolescent girls aging in between 10-12 years (5%) has been covered as the study focus on awareness of the adolescent girls on reproductive health issues.

<p align="center">Table-1
Age-wise distribution of the respondents</p>

SI.No	Age	frequency	Percent (%)
a	10-12 years	5	5
b	13 -15 years	50	48
c	16-19 years	49	47
	Total	**104**	**100**

Since, social factors like caste/religion play a crucial role in determining the occupational status of the households and thereby economic status which in turn influence educational status of their children, an attempt was made to obtain data on social status of the respondents. Table-2 **& 3** give the details of caste and religion of the respondents. The data shows that majority of the respondents belong to OBC (74%). A considerable proportion of the respondents belong to under privileged communities i.e SC/ST (20%) . Majority of the respondents belong to Hindu religion. (89%).

Table-2
Caste-wise distribution of the respondents

SI.No	Caste	frequency	Percent (%)
a	SC / ST	21	20
b	OBC	77	74
c	OC	6	6
d	Minorities	-	-
	Total	**104**	**100**

Table-3

Religion-wise distribution of the respondents

SI.No	Religion	frequency	Percent (%)
a	Hindus	89	86
b	Christians	15	14
c	Muslims	-	-
d	Others	-	-
	Total	**104**	**100**

Generally, the main occupation and source of income of the family reveals the economic status of any household. Hence an attempt was made to know the main occupation and family income of the parents of the respondents with a view to examine, the economic status of the parents, which is one of the factors influencing educational status of the adolescent girls.

Tables - 4(a), 4(b) & **5** present the occupation of the parents of the respondents. The data, reveals that majority of the fathers of the respondents are engaging in farming activities either on their own land or working for others land as agricultural labourers for their livelihood (45%) followed by daily wage workers (38%) .Only an insignificant percentage of the parents of the respondents are employees (7%) and running their own petty business (5%) . The data also reveals that

majority of the women are working for daily wage as coolies (77%) and an insignificant percentage of them working as domestic workers (16%). Since almost all respondent's parents are either agricultural labourers or daily wage workers (87%).

Table-4(a)
Details of occupation of the respondent's father

Sl.No	Occupation of father	frequency	Percent (%)
a	farmer	47	45
b	Daily wage worker	40	38
c	Petty trader	-	-
d	Driver	1	1
e	Self employment like Tailoring	4	4
f	Running own shop/business	5	5
g	Private employee	6	6
h	Govt.employee	1	1
	Total	**104**	**100**

Table- 4 (b)
Details of occupation of the respondent's mother

Sl.No	Occupation of mother	frequency	Percent (%)
a	Domestic Servant	17	16
b	Daily wage worker	80	77
c	Tailoring	2	2
d	Street vendor	-	-
e	Running own	4	4

	shop/business		
f	Private employee	-	-
g	Govt.employee	1	1
	Total	**104**	**100**

Table-5 gives the income levels of the respondents. The data reveals that since majority of the parents of the respondents working in farms, where the nature of work is seasonal and most of them are daily wage workers where they will not find work throughout the month . The majority of the respondents' family income is below Rs.3,000/- per month (72%) which is a meager amount to feed their family . obviously , they can not afford for education to their children . In case of girl children, they feel that it is an additional burden to invest on education for girls .Only an insignificant percentage earns Rs.10,000/- per month (4%) and Rs.15,000/- (2%) who are running petty business or working as government employee.

Table-5
Distribution of the respondents based on family income per month

Sl.No	Family income per month	frequency	Percent (%)
a	Below Rs.3,000/-	75	72
b	Below Rs.5,000/-	23	22
c	Below Rs.10,000/-	4	4
d	Below Rs. 12,000/-	-	-
e	Above Rs.15,000/-	2	2
	Total	**104**	**100**

A girls education depends upon not only on occupation and income of the family but also on size of the family. Hence an

attempt was made to know the size of the family of the respondents. **Table-6** gives the data. It was noticed that , size of the family is the majority of the respondents consist of four members (58%). A considerable percentage of the families consist of five members (20%).From the data , it can be understood that in rural economy, where the main occupation is cultivation which is seasonal , they do not find any other alternative work, except work for daily wages which is also not certain. Because of this , it will become difficult to feed even two children with their poor economic conditions. Obviously, parents feel that girls education is burden on the family.

Table-6
Details of size of the family

Sl.No	Size of the family	frequency	Percent (%)
a	Three	15	14
b	Four	60	58
c	Five	21	20
d	More than five	8	8
	Total	**104**	**100**

Tables -7 presents the details of educational status of the respondents. Noteworthy point was a considerable   percentage of the respondents are college going i.e 27%. All of them are attending to the high school/college which is located in other places. i.e. Gantyada , the mandal headquarters and Vizianagaram, the district headquarters for college educationThe data shows that, most of the respondents are school going (47%) children studying higher secondary classes. Surprisingly, it was noticed that a significant percentage of the respondents are dropouts .i.e 26%. The data reveals that, despite of various government schemes and programmes, still the dropouts among rural adolescent girls has been increasing. Hence , there is a

need to focus more on rural girls education and find out the reasons for drop outs.

Table-7
Educational status of the respondents

SI.No	Educational status	Frequency	Percent (%)
a	School going	49	47
b	College going	28	27
c	Drop out	27	26
	Total	**104**	**100**

An attempt was made to find out the reasons for dropout of the respondents. **Table-8** presents the details. It was found that , a significant percentage of the respondents are dropouts from school education , mainly due to financial problems (37%). It was also found that, most of the parents are not interested to send their daughters for education (22%) due to various reasons, especially, they are not willing to send girls to other places for education. Another most important reason for dropouts   among adolescent girls is the practice of child/early marriages in rural areas . The data reveals that a significant percentage of the respondents have drop out from schools as the parents are bringing out the   marriage proposals (37%) and they are in opinion that, the ultimate task of the girls is to get marriage and held the responsibilities of the in-laws' family.

Table-8
Reasons for drop out of the respondents

SI.No	Reasons for drop out	frequency	Percent (%)
a	Financial problem	10	37
b	Parents are not interested	6	22

c	Family problems	1	4
d	Lack of facilities viz. toilets	-	-
e	Failed in previous classes	-	-
f	Sexual harassment at school/college	-	-
g	School/college far away from home	-	-
h	Sharing household responsibilities	-	-
i	Marriage proposals	10	38
j	Any other specify	-	-
	Total	**27**	**100**

Table-9 gives the details of the present status of the respondents who have been dropout from school education. The data reveals that, majority of the drop outs are staying at home and helping their mothers at domestic works (78%). An insignificant percentage of them are learning tailoring for their livelihood (15%). From the data , it can be understood that , most of the drop outs are away from the process of empowerment which involves the adolescent girls to use their innate skills and knowledge and create awareness , improves their capabilities and self-confidence to live independently and participate in decision making process of family as well as community matters.

Table-9
Details of present status of the drop out respondents

sSI.No	Present status	frequency	Percent (%)
a	Helping mother in	21	78

	domestic works		
b	Taking training in vocational courses	-	-
c	Engaging in handicrafts	-	-
d	Learning tailoring	4	15
e	Any other	2	7
	Total	**27**	**100**

The study also made an attempt to know whether the respondents want to continue their education and go for higher education or not. Interestingly, it was found that, majority of the respondents want to continue their education despite of unfavourable conditions at home and school (72%) . Surprisingly, it was found that , an insignificant percentage of them only want to go for higher education.(27%). A considerable percentage of the respondents are not interested to continue their education, as their parents discourage them to study.(28%) . (**Tables - 10, 11 &12).** Hence, there is need to create awareness about the importance of education in empowering adolescent girls and uplifting women's status in the society, which is possible only through education.

<u>**Table-10**</u>
Do you want to continue your education

SI.No	do you want to Continue your education	Frequency	Percent (%)
a	Yes	75	72
b	No	29	28
	Total	**104**	**100**

Table-11
Do you want to go for higher education

Sl.No	Do you want to go for higher education	frequency	Percent (%)
a	Yes	28	27
b	No	76	73
	Total	104	100

In order to encourage the adolescent girls towards education, the study made an attempt to understand which type of support the respondents expected from the family and government . The data revealed that , majority of the respondents need financial support (46%) of the government by providing them incentives and special scholarships as well as establishment of government educational institutions in their villages, especially, high school and junior colleges with adequate infrastructure like toilets(46%) **.(Table-12)**

Table-12
If Yes, which type of support do you need

Sl.No	Type of support need	frequency	Percent (%)
a	Family support	2	7
b	Financial support	13	46
c	Support from govt.	13	46
d	Any other specify	-	-
	Total	**28**	**100**

The study is also made an attempt to examine whether the adolescent girls have clarity about their future by asking their ambition in life. **Table-13** gives the details. Unfortunately, it was found that , most of the respondents have no idea about their future and have no ambition in their life (69%). Noteworthy point was that a considerable

percentage of respondents have the ambition to become government employees (25%) and a few of them want to flourish in corporate sector (4%).

Table-13

What is your ambition to achieve in your life?

SI.No	Ambition to achieve your life	frequency	Percent (%)
a	To become govt. employee	26	25
b	To flourish in corporate sector	4	4
c	Work from home	-	-
d	To become entrepreneur	-	-
e	To work in any field/sector	2	2
f	To become home maker	-	-
g	No idea	72	69
	Total	**104**	**100**

An attempt was made to understand the awareness of the adolescent girls about the government schemes and programmes which encourage the education of rural girls. **Table-14** gives the details .It was noticed that, majority of the respondents do not have awareness about government schemes/ programmes (63%). Hence , there is a need to create awareness among adolescent girls as well as to their parents , how to avail the benefits of government schemes and programmes which help the adolescent girls to empower.

Table-15
Awareness about Govt. Schemes / Programmes

SI.No	Awareness about govt. Schemes/Programmes	frequency	Percent (%)
a	Yes	34	37
b	No	66	63
	Total	**104**	**100**

Many research studies revealed that most of the adolescent girls , even who are studying in schools , do not have awareness about the management of menstrual hygiene. They are unable to understand the repercussions of unhygienic menstrual periods which cause infections   and diseases. The data reveals that,   most of the respondents do not have awareness about menstrual hygiene (81%). It was found that, almost all the respondents are still using the traditional methods during periods, such as using cloth (98%) without having awareness about proper maintenance of menstrual hygiene like using clean material, washing and drying of cloth, changing pads in frequent time intervals etc. The rural adolescent girls are unable unable to put their effort to purchase sanitary pads due to their low levels of family incomes. Hence , the government should take steps to provide sanitary napkins to the adolescent girls for least cost.   **Tables-15 & 16** give the details.

Table-15
Do you know how to maintain menstrual hygiene

SI.No	Awareness about Maintainance of menstrual hygiene	frequency	Percent (%)
a	Yes	20	19
b	No	84	81
	Total	**104**	**100**

Table-16
Which type of napkins will you use

Sl.No	Type of napkins	frequency	Percent (%)
a	cloth	102	98
b	sanitary pads	2	2
c	any other.,	-	-
	Total	**104**	**100**

Reproductive health of adolescent girls is crucial in determining the health of future generations. In rural areas , parents often shows gender bias even in maintaining health of the girl children. Due to various socio-economic factors like poverty , illiteracy and ignorance, existence of dowry system etc, parents considered girl children as burden on family. So they used to marry their daughters immediately after they attain puberty or before they reach 18 years. As a result most of the adolescents girls do not know the self protection methods .

Table-17 presents the details. It was noticed that , due to vigorous campaigns about girls age at marriage or availing the right to vote after completing 18 years of age, most of the respondents know about the lower age limit to get marry (77%). Except this, the respondents are not having any awareness about reproductive health issues like knowledge about menstrual cycle (99%) and the safe period for not conceiving a child. A significant percentage of the respondents do not know even the preferable age to get marriage (23%) . They are not having any knowledge about the safest age to give first birth to a child (100%) , space between births (51%) , and the need and methods of family planning(71%). They also not aware of the most common health issues of women in recent years such as breast cancer , and cervical cancer (99% & 100% respectively). At the same time , Due to wide publicity given by the government about HIV/ AIDS , majority of the respondents came to know about this sexual transmission disease.

No respondent is having awareness about the importance of nutritious food. The data reveals that the rural adolescent girls , are getting marriage without preparing mentally and physically which may cause maternal mortality .

<div align="center">

Table-17
Details of knowledge about reproductive health issues

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SI.No	Knowledge about reproductive health issues	frequency	Percent (%)
i	**age at marriages**		
	a) Yes	80	77
	b) No	24	23
ii	**menstrual cycle**		
	a) Yes	1	1
	b) No	103	99
iii	**age at first birth**		
	a) Yes	0	0
	b) No	104	100
iv	**space between births**		
	a) Yes	51	49
	b) No	53	51
v	**family planning**		
	a) Yes	30	29
	b) No	74	71
vi	**breast cancer**		
	a) Yes	1	1
	b) No	103	99
vii	**cervical cancer**		
	a) Yes	0	0
	b) No	104	100
viii	**HIV / AIDS**		
	a) Yes	92	88
	b) No	12	12
ix	**Importance of nutritious food** a) Yes	7	7
	b) No	97	93
	Total	**104**	**100**

Most of the respondents felt that there is a need for counseling about reproductive health issues , which helps them to maintain their health even after   getting marriage.(50%)..   Majority of the respondents felt that , they need counseling to get educational aspirations through career guidance and creating awareness about government schemes and programmes for girls (63%) . **Tables - 18 & 19** give the details.

Table-18
Do you feel that any govt /non-govt. organizations should give Counseling for adolescent girls

Sl.No	counseling for adolescent girls	frequency	percent (%)
a	Yes	52	50
b	No	52	50
	Total	**104**	**100**

Table-20
In what aspects, the adolescent girls need counseling

Sl.No	the adolescent girls need counseling in the aspects of	frequency	percent (%)
a	creating awareness to parents on importance of girls education	17	33
b	safety issues	1	2
c	menstrual hygiene	1	2
d	reproductive health issues	-	-
e	educational aspirations by creating awareness about govt. schemes/programs	33	63
f	help them to remove depression, suicidal thoughts	-	-
g	all the above	-	-
	Total	**52**	**100**

Research Findings

➢ The data has been obtained from the respondents aging between 13 to 15 years (48%), followed by the age group 16-19 years (49%).The data has been covered with an insignificant proportion of girls, in between 10-12 years of age (5%) as the study focus on awareness of the adolescent girls on reproductive health issues.

➢ Majority of the respondents belong to OBC (74%). A considerable proportion of the respondents belong to under privileged community i.e. SC/ST (20%) and belong to Hindu religion (89%) and Christianity.(11%).

➢ Almost all parents of the respondents are either agricultural labourers or daily wage workers (87%) hence , it is found that majority of the respondents' family income is below Rs.3,000/- per month (72%) which is a meager amount to feed their family .

➢ The data shows that the percentage of school going respondents are 47% and a considerable percentage of the respondents are college going students..i.e 27%.

➢ Surprisingly , it was noticed that, a significant percentage of the respondents are dropouts .i.e 26%.

➢ It was observed that , most of the respondents are dropouts from school education , mainly due to financial problems (37%). And most of the parents are not interested to send their daughters for education (22%) due to various reasons, especially, they are not willing to send girls to other places for education.

➢ The data reveals that a significant percentage of the respondents have drop out from schools as the parents are bringing out the marriage proposals (37%).

➢ The data reveals that, majority of the drop outs are staying at home and helping their mothers at domestic works (78%). An

insignificant percentage of them are learning tailoring (15%) for their livelihood.

➢ Interestingly, it was found that, majority of the respondents want to continue their education despite of unfavourable conditions (72%) .

➢ An insignificant percentage of them only, want to go for higher education(27%). At the same time , the same proportion of the respondents are not interested to continue their education, as their parents discourage them to study.(28%) .

➢ The data reveals that , majority of the respondents need financial support (46%) of the government by providing incentives and special scholarships. They also felt that the government should establish schools in their villages especially, high school and junior colleges with adequate infrastructure like toilets.(46%) .

➢ Surprisingly, it was found that , most of the respondents have no idea about their future and have no ambition in their life (69%).

➢ It was noticed that majority of the respondents do not have awareness about government schemes/ programmes (63%) for girls education.

➢ The data reveals that most of the respondents do not have awareness about menstrual hygiene (81%). It was found that almost all the respondents are still using the traditional methods such as using cloth during periods (98%) with inadequate hygiene.

➢ It was observed that , due to vigorous campaigns about girls age at marriage or availing the right to vote after completing 18 years of age, most of the respondents know about the lower age limit to get marry (77%). Except this, the respondents are not having any awareness about reproductive health issues such as menstrual cycle, age at first birth, space between births, family planning etc.

➢ Most of the respondents felt that , there is a need for counseling about reproductive health issues , which helps them to maintain their health even after getting marriage.(50%).And also counseling to get educational aspirations about career guidance and awareness about government schemes and programmes. (63%).

Summary and Conclusion

Based on the research findings of the present study , it is understood that in rural economy , where cultivation is the main occupation and is seasonal in nature.The rural people do not find any other alternative work except work for daily wage which is also uncertain. Because of this uncertainity in occupation , it will become difficult to feed even two children. obviously , they can not afford for education of their children . In case of girl child, they feel that , it is an additional burden to invest on girls education. It was observed that , since , almost all the villages in Gantyada mandal have only primary schools, the children have to go to other places even for high school education i.e. Gantyada , the mandal headquarters, and for college education they are going to Vizianagaram , the district headquarters , by using private transport like autos or RTC buses which has become financial burden on parents. Surprisingly , it was noticed that a significant percentage of the respondents are dropouts . The data reveals that, despite of various government schemes and programmes, still the dropouts among rural adolescent girls has been increasing. A considerable percentage of the respondents are not interested to continue their education, as their parents discourage them to study. Hence , there is a need to focus more on rural girls education and find out the reasons for drop outs. Most of the drop outs are away from the process of empowerment which involves the adolescent girls to use their innate skills and knowledge and create awareness , improves their capabilities and self-confidence to live independently and

participate in decision making process of family as well as community matters.

Rural population need to get awareness about the importance of education in empowering adolescent girls and uplifting women's status in the society, which is possible only through education. unfortunately, most of the respondents have no idea about their future and have no ambition in their life .Most of the successful stories of the achievers revealed that if an individual have an ambition in their life , then he/she will put efforts to achieve their goal. Here , most of the respondents are not having any sort of goals which reveals that they need counseling and awareness campaigns about career guidance so that, they maight know the value of education. Hence , there is a need to create awareness among adolescent girls as well as to their parents , how to avail the benefits of government schemes and programmes for girls education.

Reproductive health of adolescent girls is crucial in determining the health of future generations. In rural areas , parents often shows gender bias even in maintaining health of the girl child. Due to various socio-economic factors like poverty , illiteracy and ignorance, existence of dowry system etc, parents considered girls as burden on the family. So that they used to get married their daughters immediately after they attain puberty or before they reach 18 years of age.. The study reveals that most of the respondents do not have awareness about menstrual hygiene. Almost all the respondents are still using the traditional methods such as using cloth during periods without having awareness about proper management of menstrual hygiene like using clean material, washing , drying and changing pads in frequent time intervals . They can not put effort to purchase sanitary pads due to their low levels of family income. Hence , the government should take steps to provide sanitary napkins to the adolescent girls at free of cost or at least cost. Most of the adolescents

have no idea about self protection methods. The present study reveals that the respondents are not having any awareness about reproductive health issues like knowledge about menstrual cycle and what is the safe period for not conceiving a child, the preferable age to get marriage , the safest age to give first birth to a child , space between births , and the need and methods of family planning. They also not aware of the most common health issues of   women in recent years such as breast cancer , and cervical cancer . Almost all the respondents are not having awareness about the importance of nutritious food. The data reveals that the rural adolescent girls , are getting marriage without any preparation both mentally and physically, which may deteriorates their health and causes maternal mortality.

Prospects of Empowering Adolescent Girls

1) Enhancement of girls' to education up to secondary education and preferably higher education which provide them opportunities to get employment.

2) Government should provide incentives for girls to continue their studies i.e special scholarships which include transport allowance to attend to the school /college which is far away from their place, as the government programme of 'providing bicycles to school going girls' has not been covered in all villages.

3) In case , if they are staying in hostels, there should not be any lapse or delay in 'government fee reimbursement' to the college going students as the rural adolescent

girls are attending to the college, out of great difficulty .

4) Steps should be taken to provide adequate toilet facilities and its proper maintenance in every school , with a view to check out the problems of dropouts.

5) Since menstrual unhygiene is one of the problems facing by the adolescent girls in rural areas, the government should take steps to encourage the SHG women entrepreneurs to produce sanitary napkins with low cost and provide to the school going children at low price .

6) Empowering the adolescent girls with information about their rights such as right to education, freedom to express their opinion about getting marriage, improving skills , services is one of the main strategy.

7) Financial or moral support from governmental or non-governmental organizations encourages the adolescents to continue their education.

8) Mobilize and educate parents and communities to change harmful norms and practices such as child marriages, dowry system etc.

9) In schools , the teachers should take personal interest to educate the girls students about reproductive health issues which are hesitated to teach by some teache even though the topics are included in their syllabus. Hence , frequent workshops should be organized by the schools/colleges about reproductive health and also the problems in child marriages.

10) NGOs, Government officials should take steps to provide counseling facilities to the adolescent girls about menstrual hygiene , reproductive health issues and motivate them to continue education

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ROLE OF NPTEL IN TEACHING ENGLISH: A STUDY

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Abstract:

NPTEL is an acronym for National Programme on Technology Enhanced Learning which is an initiative by seven Indian Institutes of Technology (IIT Bombay, Delhi, Guwahati, Kanpur, Kharagpur, Madras and Roorkee) and Indian Institute of Science (IISc) for creating course contents in engineering and science. They have also created online video lectures in the field of economics, management, philosophy and English. In this article I would like to look into the role played by NPTEL in Teaching English Language and Literature.

Keywords: NPTEL, English Language, English Literature, Teaching English, Learning English, CALL, Computer Assisted Language Learning

Introduction:

The National Programme on Technology Enhanced Learning (NPTEL), a project funded by the Ministry of Human Resource Development (MHRD) was first conceived in 1999 to pave the way for introducing multimedia and web technology to enhance learning of basic science and engineering concepts. Significant infrastructure has been set up earlier for production of video-based teaching material by the Indian Institutes of Technology (IIT) and Technical Teacher Training Institutes (TTTI). In the first phase of the NPTEL project (June 2003-June 2007), seven IITs and the Indian Institute of Science (IISc) have worked together to develop web and video based material for basic undergraduate science and engineering courses in order to enhance the

reach and quality of technical education in the country. (http://nptel.ac.in/)

The concept of multimedia based courses with high potential of interactivity has become a popular and a viable option for both the developed and the developing nations, though for different reasons. Offering multimedia courses in technology assisted modes has not only become invaluable for the learner, but also an attractive and creative option for faculty. Such courses have the potential to enhance the on and off-campus learning experience for students and in a distance learning mode. Technology opens up several interesting avenues for innovation in design and delivery of courses as also for sharing expertise among faculty in different parts of the world. In India, where a large number of private institutions have entered the field of engineering education with inadequate faculty support and training, the project is aimed at providing a standard for academic content for both the teacher and the student. (http://nptel.ac.in/)

The objective of TEL (Teaching Enhanced Learning) is to enhance the way students learn concepts, to enhance the learning component and to reduce the tedious and mechanical aspects of some of the current learning methods through the use of technology in a variety of forms: (http://nptel.ac.in/)

a) Computer applications include:

• Computer-Assisted Instruction (CAI) that uses the computer as a self contained teaching machine to present individual lessons.

• Computer-Managed Instruction (CMI) that uses the computer to organize instruction and track student records and progress. The instruction itself need not be delivered via a computer, although CAI is often combined with CMI.

• Computer-Mediated Education (CME) consisting of applications that facilitate the delivery of instruction. Examples include networked classrooms, electronic mail, discussion boards, real-time computer conferencing and World-Wide Web (WWW) applications.

b) Voice - Instructional audio tools that include interactive technologies of telephone, audio conferencing, and the passive (i.e., one-way) audio tools of tapes and radio.

c) Video - Instructional video tools that include still images such as slides, pre-recorded moving images (e.g., film, videotape), and real-time moving images combined with audio conferencing (one-way or two-way video with two-way audio).

d) Print – instructional print formats that include textbooks, study guides, workbooks and case studies.

Technology enhanced learning initiative involving IITs and Indian Institutes of Management (IIMs) was first proposed by IIT Madras in the year 1999, immediately following a Workshop on Technology Enhanced Learning (WoTEL) conducted in Chennai in collaboration with Carnegie Mellon University (CMU), Pittsburgh, USA. The vast experience of CMU in setting up a successful virtual university in Mexico was useful in drawing up the initial proposal which envisaged four initiatives, namely providing distance education, developing interactive and electronic resources for core courses for undergraduates, conducting joint Ph. D. programmes and setting up a digital library focused on the role of technology in knowledge accumulation, storing and disseminating content for education in three sectors: university, industry and government.

 A formal Memorandum of Understanding (MoU) between five IITs, four IIMs and CMU established a Virtual Centre for Technology Enhanced Learning (VCTEL). It was the first initiative in which all IITs and IIMs shared a common vision and proposed to work together

to improve the quality of science, engineering and management education all across the country by offering courses through VCTEL. This proposal was submitted to MHRD in 1999 and revised several times. (http://nptel.ac.in/)

The broad aim of the project NPTEL is to facilitate the competitiveness of Indian industry in the global markets through improving the quality and reach of engineering education. The operational objective of NPTEL is to make high quality learning material available to students of engineering institutions across the country by exploiting the advances in information and communication technology. The target group for this project consists of students and faculty of institutions offering undergraduate engineering programmes in India. The educational goals are: (http://nptel.ac.in/)

• Make video lectures in a format appropriate for broadcasting that would provide quality content through the Technology channel named the Eklavya channel by the previous Honourable Minister for Human Resource Development in recognition of the first student of distance education named in the great Indian epic Mahabharata thousands of years ago.

• Create web-based (e-learning) material and make it available in the form of a portal / DVDs that would be tailored to meet the needs of engineering students across the country.

• Create a website for NPTEL activity.

• Make e-learning material available in the web for the video lectures to supplement class room teaching.

• Advise target institutions with regard to the software/hardware requirements for benefiting from the national project.

NPTEL has developed curriculum based video courses (110 new courses and 109 existing courses encapsulated in digital video format) and web-

based e-courses (129). This has been undertaken by IITs (Seven) and IISc Bangalore as Partner Institutions (PI) and other selected premier institutions as Associate Partner Institutions (API) through a collaborative effort.

NPTEL & English Language/Literature Learning:

Computer Assisted Language Learning (CALL) is often perceived, somewhat narrowly, as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element. Levy (1997:1) defines CALL more succinctly and more broadly as "the search for and study of applications of the computer in language teaching and learning". Levy's definition is in line with the view held by the majority of modern CALL practitioners.

CALL's origins can be traced back to the 1960s. Up until the late 1970s CALL projects were confined mainly to universities, where computer programs were developed on large mainframe computers. The PLATO project, initiated at the University of Illinois in 1960, is an important landmark in the early development of CALL (Marty 1981). In the late 1970s, the arrival of the personal computer (PC) brought computing within the range of a wider audience, resulting in a boom in the development of CALL programs and a flurry of publications. Early CALL favoured an approach that drew heavily on practices associated with programmed instruction. This was reflected in the term Computer Assisted Language Instruction (CALI), which originated in the USA and was in common use until the early 1980s, when CALL became the dominant term. There was initially a lack of imagination and skill on the part of programmers, a situation that was rectified to a considerable extent by the publication of an influential seminal work by Higgins & Johns (1984), which contained numerous examples of

alternative approaches to CALL. Throughout the 1980s CALL widened its scope, embracing the communicative approach and a range of new technologies. CALL has now established itself as an important area of research in higher education.

Traditional CALL programs presented a stimulus to which the learner had to provide a response. In early CALL programs the stimulus was in the form of text presented on screen, and the only way in which the learner could respond was by entering an answer at the keyboard. Some programs were very imaginative in the way text was presented, making use of colour to highlight grammatical features (e.g. gender in French and case endings in German) and movement to illustrate points of syntax (e.g. position of adjectives in French and subordinate clause word order in German). Discrete error analysis and feedback were a common feature of traditional CALL, and the more sophisticated programs would attempt to analyse the learner's response, pinpoint errors, and branch to help and remedial activities. A typical example of this approach is the CLEF package for learners of French, which was developed in the late 1970s and early 1980s by a consortium of Canadian universities.

Early personal computers were incapable of presenting authentic recordings of the human voice and easily recognizable images, but this limitation was overcome by combining a personal computer and a 12-inch videodisc player, which made it possible to combine sound, photographic-quality still images and video recordings in imaginative presentations - in essence the earliest manifestation of multimedia CALL. The result was the development of interactive videodiscs for language learners such as Montevidisco (Schneider & Bennion 1984), Expodisc (Davies 1991), and A la rencontre de Philippe (Fuerstenberg 1993), all of which were designed as simulations in which the learner played a key role.

In 1992 the World Wide Web was launched, reaching the general public in 1993. The Web offers enormous potential in language learning and teaching, but it has some way to go before it catches up with the interactivity and speed of access offered by CD-ROMs or DVDs, especially when accessing sound and video files. For this reason, Felix (2001:190) advises adopting hybrid approaches to CALL, integrating CD-ROMs and the Web and running audio conferencing and video conferencing in conjunction with Web activities. The Web Enhanced Language Learning (WELL) project, which has been funded under the FDTL programme of the HEFCE, aims to promote wider awareness and more effective use of the Web for teaching modern languages across higher education in the UK.

An increasing number of professional associations devoted to CALL are emerging worldwide. The older associations are grouped together under WorldCALL, which is in the process of establishing itself as an umbrella association of associations. WorldCALL held its first conference at the University of Melbourne in 1998, and the second WorldCALL conference will take place in Banff, Canada, 2003: http://www.worldcall.org/. The current professional associations represented in WorldCALL are:

EUROCALL: The leading European professional association for CALL. The ReCALL journal is published by Cambridge University Press on behalf of EUROCALL: http://www.eurocall-languages.org

CERCLES: The European Confederation of Language Centres in Higher Education. http://www.cercles.org/. CERCLES embraces a similar constituency to IALLT in North America.

CALICO: The leading North American professional association for CALL. Publishes the CALICO Journal: http://www.calico.org/

IALLT: International Association for Language Learning Technology, based in North America: http://www.iallt.org/. IALLT publishes the

IALLT Journal of Language Learning Technologies and embraces a similar constituency to CERCLES in Europe.

CCALL/ACELAO: Currently in the process of establishing itself as a formal professional association in Canada. No website is available at present.

LLA: The Language Laboratory Association of Japan, also known as LET, which now embraces a wider range of language learning technologies:. http://langue.hyper.chubu.ac.jp/lla

ATELL: The Australian Association for Technology Enhanced Language Learning consortium: http://www.arts.uq.edu.au/ATELL. ATELL used to publish On-CALL, which has now merged with CALL-EJ (Japan).

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• For the new courses there is a link as "Course downloads", from which handouts, assignments, lecture notes, others can be downloaded by clicking the links provided.

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Table 1:

Course Name	Type	Coordinator
Better Spoken English	Video	Prof. Shreesh Chaudhary
Communication Skills	Video	Dr. T. Ravichandran
Contemporary Issues in Philosophy of Mind & Cognition	Web	Dr. Rajakishore Nath Dr. Ranjan K.Panda
Contemporary Issues in Philosophy of Mind & Cognition	Video	Dr. Rajakishore Nath Dr. Ranjan K.Panda

Contemporary Literature	Web	Dr. Aysha Iqbal Viswamohan
Contemporary Literature	Video	Dr. Aysha Iqbal Viswamohan
Cultural Studies	Web	Dr. Liza Das
Cultural Studies	Video	Dr. Liza Das
Introduction to Film Studies	Web	Dr. Aysha Iqbal Viswamohan
Introduction to Film Studies	Video	Dr. Aysha Iqbal Viswamohan
Introduction to Modern Linguistics	Video	Prof. Rajesh Kumar Prof. Shreesh Chaudhary
Philosophy of Language	Web	Dr. Satya Sundar Sethy
Technical English	Web	Dr. G.P. Ragini
Translation Studies and Theory	Web	Prof. Mini Chandran
Understanding Creativity and Creative Writing	Video	Prof. Neelima Talwar
Communication Skills	Web	Dr. T. Ravichandran
English Language and Literature	Video	Dr. Krishna Barua Dr. Liza Das
Professional Communication: An Introduction	Web	Dr. Shashikantha Koudur
Psycholinguistics	Web	Dr. Vaijayanthi Sarma
Reading Poetry	Web	Prof. Meghna Mudaliar
Language and Mind	Video	Dr. Rajesh Kumar
Literary Theory and Literary Criticism	Video	Prof. Aysha Iqbal

Conclusion:

By this article, I would like to put forth a proposal to the CALL association worldwide to accept NPTEL as one of the content providers. NPTEL has a large database of Web contents and Online Video lectures on English Language and Literature. Thereby, I would like to propose NPTEL as an authentic Computer Based Instruction tool.

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http://nptel.ac.in/
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SOCIO ECONOMIC EMPOWERMENT OF PRADHAN MANTRI JAN DHAN YOJANA ACCOUNT BENEFICIARIES IN TAMIL NADU

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Abstract

Financial inclusion is the way to provide an opportunity to extend banking and financial services to the unreached and poor people in the country. Pradhan Mantri Jan Dhan Yojana is translated in English as People Money Scheme. A comprehensive financial inclusion providing all households in the country with banking services, with particular focus to empower the weaker sections of society, including women, small and marginal farmers, and labourers, both urban and rural areas. In order to provide, universal access to banking facility, Honourable Prime Minister Narendra Modi announced the scheme Pradhan Mantri Jan Dhan Yojana on 15 August 2014. With the help of Pradhan Mantri Jan Dhan Yojana, 19,83,84,533 accounts were opened as on 30.12.2015. Therefore, there is a need of an evaluation study on Pradhan Mantri Jan Dhan Yojana and its impact on socio-economic empowerment of the people concerned. This study will be useful to the policy makers to identify the strength and weakness of the schemes which help in effective implementation. Now our country achieved more than 80 per cent of the financial inclusion through inclusive banking. But has the Pradhan Mantri Jan Dhan Yojana scheme made an impact on socio-economic development of the account holders? With this question, the present research is undertaken. The primary objective of the study is to measure the performance of select Pradhan Mantri Jan Dhan Yojana scheme in Tiruchirappalli District. Research methodology is one of the major parts of the research work, which

decides the structure, and design of the research. Therefore, this study concludes, the socio-economic empowerments of the respondents have been improved with respect to Pradhan Mantri Jan Dhan Yojana scheme and influenced their social and economic status in a positive aspect.

Key words: Financial Inclusion, Inclusive Banking, PMJDY, Socio-Economic Development, weaker section of society.

Introduction

In developing countries like India inclusive growth is one of the emerging aspects which help in the overall and sustainable socio-economic growth. In this regard, Reserve Bank of India constituted a committee to formulate the model to extend the banking services to, the unreached and unbanked people in the country. Based on that, Reserve Bank of India introduced a concept called financial inclusion. It is one of the innovative socio-economic contribution scheme which aims at providing financial services to the unreached people at an affordable or free of cost.

Banks play a key role in financial inclusion; hence, it is also called inclusive banking. Banking is one of the unavoidable segments of socio-economic aspects of the country, which leads to increased employment opportunities, industrial growth, and infrastructural development, human resource up gradation, poverty eradication, capital formulation and speedy delivery of capital flow. Banking industry in India is well organized and regulated by various autonomies & statutory bodies such as Reserve Bank of India, Banking Regulation Act 1949, Foreign Exchange Management Act 1999, Negotiable Instruments Act 1881etc. Financial inclusion is one of the emerging aspects in the socio – economic development of the country. Pradhan Mantri Jan Dhan Yojana scheme is a national priority for every Indian citizen who can easily open a bank account. This scheme is mostly helpful for all the

income group people who can easily open and continuously have transactions in banking sector. Hence, Pradhan Mantri Jan Dhan Yojana bank account holders are also getting RuPay debit card. RuPay debit card is useful in two ways for payment and purchasing.

Financial Inclusion is a national priority of the Government as it is an enabler for inclusive growth. Financial Inclusion is important as it provides an avenue to the poor for bringing their savings into the formal financial system, an avenue to remit money to their families in villages besides taking them out of the clutches of the usurious money lenders. In the campaign launched in the year 2011 by Government of India, about 74,000 villages with a population of more than 2,000 persons (as per 2001 census) were covered with banking facilities.

The earlier campaign however was limited in its approach in terms of reach and coverage. Convergence of various aspects of comprehensive financial inclusion like opening of bank accounts, access to digital money, availing of micro credit, insurance and pension was lacking. The campaign focused only on the supply side by providing banking facility in villages with a population greater than 2000 but the entire geography was not targeted.

Statement of the Problem

A comprehensive financial inclusion provides all households in the country with banking services, with particular focus to empower the weaker sections of society, including women, small and marginal farmers, and labourers, both in urban and rural areas. Therefore, there is a need of an evaluation study on Pradhan Mantri Jan Dhan Yojana and its impact on socio-economic empowerment of the people concerned. This study will be useful to the policy makers to identify the strength and weakness of the schemes which help in effective implementation. Though the financial inclusion was implemented in 2006, it has reached only a limited target owing to lack of awareness or

accessibility of banking services. Now our country achieved more than 80 per cent of the financial inclusion through inclusive banking. But has the Pradhan Mantri Jan Dhan Yojana scheme made an impact on socio-economic development of the account holders? With this question in mind, the present research is undertaken.

Objectives of the Study

1. To study the details of Pradhan Mantri Jan Dhan Yojana bank accounts maintained by the respondents and the opinion towards the practice of inclusive banking in   Tamil Nadu.
2. To assess the impact of Pradhan Mantri Jan Dhan Yojana on socio – economic empowerment of the respondents.

Hypothesis

The present research study consists of primary hypothesis, which have been formulated according to their relevance and importance. Formulated hypothesis have been tested with appropriate statistical tools. There is no association between impact of Pradhan Mantri Jan Dhan Yojana on socio-economic empowerment and demographic profile of the respondents.

Research Methodology

The present research study is descriptive in nature with the use of secondary data. Secondary data were collected from the reports of Reserve Bank of India, Ministry of Finance, bank reports, journals, thesis, dissertation, magazines and books etc.

Scope of Research Work

The present research work is one of fact finding with respect to the performance and its impact of Pradhan Mantri Jan Dhan Yojana account holders and impact on socio – economic development of the account holders.

Review of literature

Paramasivan C and **Kamaraj R (2015)** observed that Pradhan Mantri Jan Dhan Yojana scheme is a totally contributory scheme and everyone can easily open a bank account. In the last few years Reserve Bank of India launched many more schemes for banking sectors. Pradhan Mantri Jan Dhan Yojana scheme has created an impressive result in the banking sector with regard to eradication of financial untouchability in the country.

Paramasivan C and **Kamaraj R (2015)** explain that Pradhan Mantri Jan Dhan Yojana, which is to eradicate the financial untouchability in the country, has achieved a high target in India. Its contribution and transactions are the basic features of the banking sectors. Pradhan Mantri Jan Dhan Yojana scheme has been more useful and people's life has improved through new banking technology.

Reetika Bhatt and **Chinmaya Pant (2015**) disclosed that Pradhan Mantri Jan Dhan Yojana is a recent initiative and has gained momentum in a short span of time. Pradhan Mantri Jan Dhan Yojana has been executed in the Mission Mode, which envisages provision of affordable financial services to all citizens within a reasonable distance.

Shanti Rai (2015) says that Pradhan Mantri Jan Dhan Yojana provides zero-balance bank accounts with linked insurance coverage, RuPay debit card and over draft facility etc. to those who are outside the formal banking system will certainly benefit the poor and vulnerable sections of the society and will have positive impact on savings. Pradhan Mantri Jan Dhan Yojana is a positive shift from quantity of inclusion to the quality of inclusion and could be achieved only when certain implementations are addressed like poor banking infrastructure, effective awareness and monitoring.

Ahmed Hussain (2015) found out that the Pradhan Mantri Jan Dhan Yojana requires sustained efforts over many years and

emphases that quality rather than quantity should be the priority. Under Pradhan Mantri Jan Dhan Yojana, a bank account is not a mere bank account, but a bunch of gifts of financial product and services. It is worth mentioning that successful implementation would not only reduce poverty but also put a check on corruption, the burning issue faced by our country.

Table No.:01
Public Sector Banks On Pradhan Mantri Jan Dhan Yojana in Tamil Nadu

S. No	Bank Name	Total Account	%	Rupay Card Issued	Rupay card %	Deposits in Lakh	%
1.	Allahabad Bank	33484	0.64	32802	0.66	145.35	0.44
2.	Andhra Bank	69676	1.34	68644	1.37	364.07	1.10
3.	Bank of Baroda	156675	3.01	152513	3.05	1184.5	3.57
4.	Bank of India	164559	3.16	160259	3.20	817.24	2.46
5.	Bank of Maharashtra	7226	0.14	7142	0.14	156.02	0.47
6.	Bhartiya Mahila Bank	999	0.02	999	0.02	3.46	0.01
7.	Canara Bank	1008485	19.36	1008485	20.15	4898.65	14.75
8.	Central Bank of India	196740	3.78	182715	3.65	848.63	2.56
9.	Corporation Bank	171878	3.30	162402	3.24	2043.14	6.15
10.	Dena Bank	55707	1.07	53910	1.08	345.3	1.04
11.	IDBI Bank	46022	0.88	43103	0.86	136.28	0.41
12.	Indian Bank	1027592	19.73	975503	19.49	6137.16	18.48
13.	Indian	933100	17.91	885367	17.69	6609.81	19.91

	Overseas Bank						
14.	Oriental Bank of Commerce	50797	0.98	49969	1.00	1215.65	3.66
15.	Punjab & Sind Bank	13224	0.25	12930	0.26	118.84	0.36
16.	Punjab National Bank	70717	1.36	63126	1.26	409.16	1.23
17.	State Bank of Bikaner & Jaipur	5042	0.10	4346	0.09	173.63	0.52
18.	State Bank of Hyderabad	34392	0.66	33948	0.68	250.08	0.75
19.	State Bank of India	565800	10.86	533292	10.65	1286.92	3.88
20.	State Bank of Mysore	21201	0.41	20341	0.41	9.61	0.03
21.	State Bank of Patiala	10525	0.20	9669	0.19	212.54	0.64
22.	State Bank of Travancore	42057	0.81	40130	0.80	669.26	2.02
23.	Syndicate Bank	186919	3.59	183249	3.66	1616.36	4.87
24.	UCO Bank	79521	1.53	68565	1.37	1149.92	3.46
25.	Union Bank of India	150310	2.89	146820	2.93	1208.21	3.64
26.	United Bank of India	21063	0.40	19842	0.40	874.99	2.64
27.	Vijaya Bank	85849	1.65	85849	1.71	321.64	0.97
	Grand Total	**5209560**	**100**	**5005920**	**100**	**33206.42**	**100**

Source: www.pmjdy.gov.in

Table No. 01 indicates the public sector banks on Pradhan Mantri Jan Dhan Yojana in Tamil Nadu.

With respect to total number of bank accounts opened under Pradhan Mantri Jan Dhan Yojana, Indian bank is placed first with 1008485 accounts (19.35%), Canara bank with 1008485 (19.36%), Indian Overseas Bank with 933100 (17.91%), State Bank of India with 565800 (10.86%), Central Bank of India with 196740 (3.78%), Syndicate Bank with 186919 (3.59%), Corporation Bank with 171878 (3.30%), Bank of India with 164559 (3.16%), Bank of Baroda with 156675 (3.01%), Union Bank of India with 150310 (2.89%), Vijaya Bank with 85849 (1.65%), UCO Bank with 79521 (1.53%), Punjab National Bank with 70717 (1.36%), Andhra Bank with 69676 (1.34%), Dena Bank with 55707 (1.07%), State Bank of Hyderabad with 34392 (0.66%), State Bank of Travancore with 42057 (0.81%), Allahabad Bank with 33484 (0.64%), Punjab & Sind Bank with 13224 (0.25%), State Bank of Mysore with 21201 (0.41%), State Bank of Patiala with 10525 (0.20%), United Bank of India with 21063 (0.40%), Bank of Maharashtra with 7226 (0.14%), State Bank of Bikaner & Jaipur with 5042 (0.10%) and Bhartiya Mahila Bank with 999 (0.02%).

Table No: 02
Private Banks on Pradhan Mantri Jan Dhan Yojana In Tamil Nadu

S. No	Bank Name	Total	%	Rupay Card Issued	Rupay card %	Deposits in Lakh	%
1.	Axis Bank Ltd	34491	6.46	33975	8.18	147.95	1.57
2.	City Union Bank	58960	11.04	0	0.00	461.82	4.89
3.	Federal Bank Ltd	30320	5.68	29683	7.14	714.4	7.57

4.	HDFC Bank Ltd	101748	19.06	101744	24.48	677.79	7.18
5.	ICICI Bank Ltd	158132	29.62	157868	37.99	6926.55	73.40
6.	Indusland Bank	2345	0.44	2287	0.55	13.3	0.14
7.	Jammu & Kashmir Bank	69	0.01	0	0.00	1.1	0.01
8.	Karur Vysya Bank Ltd	58431	10.94	56266	13.54	197.92	2.10
9.	Kotak Mahindra Bank Ltd	6695	1.25	6596	1.59	15.25	0.16
10.	Lakshmi Vilas Bank Ltd	54395	10.19	11951	2.88	128.96	1.37
11.	Ratnakar Bank	5197	0.97	5197	1.25	4.44	0.05
12.	South Indian Bank Ltd	23012	4.31	10006	2.41	147.42	1.56
13.	Yes Bank Ltd	67	0.01	0	0	0.21	0.00
	Grand Total	**533862**	**100**	**415573**	**100**	**9437.11**	**100**

Source: www.pmjdy.gov.in

Table No. 02 indicates the private banks on Pradhan Mantri Jan Dhan Yojana in Tamil Nadu. With respect total number of bank accounts opened under Pradhan Mantri Jan Dhan Yojana ICICI bank Ltd., is placed first with 158132 accounts (29.62%), HDFC Bank Ltd with 101748 (19.06%), City union bank Ltd with 58960 (11.04%), Karur Vysya Bank Ltd with 58431 (10.94%), Lakshmi Vilas Bank Ltd with

54395 (10.19%), Axis bank Ltd with 34491 (6.46%), Federal bank Ltd with 30320 (5.68%), South Indian Bank Ltd with 23012 (4.31%), Kotak Mahindra Bank Ltd with 6695 (1.25%), Ratnakar Bank Ltd with 5197 (0.97%), Indusland Bank with Ltd 2345 (0.44%), Jammu & Kashmir Bank Ltd with 69 (0.01%) and Yes Bank Ltd with 67 (0.01%).

Table No: 03
Regional Rural Banks on Pradhan Mantri Jan Dhan Yojana In Tamil Nadu

S. No	Bank Name	Total Account	%	Rupay Card Issued	Rupay card %	Deposits in Lakh	%
1.	Indian Bank	170565	72.79	26000	96.30	694.62	64.09
2.	IOB	63739	27.20	998	3.70	389.15	35.91
	Grand Total	234304	100	26998	100	1083.77	100

Source: www.pmjdy.gov.in

Table No. 03 indicates the regional rural banks on Pradhan Mantri Jan Dhan Yojana in Tamil Nadu. With respect total number of bank accounts opened under Pradhan Mantri Jan Dhan Yojana, Indian Bank is placed first with 170565 accounts (72.79%) and Indian Overseas Bank 63739 (27.20%).

Table No.:04
Commercial Banks Wise Pradhan Mantri Jan Dhan Yojana in Tamil Nadu

S. No	Type of Bank Name	Total A/c Holders	%	Rupay Card Issued	Rupay card %	Deposits in Lakh	%
1.	PSBs	5209560	87.15	5005920	91.88	33866.07	76.30

2.	PBs	533862	8.93	415573	7.63	9437.11	21.26
3.	RRBs	234304	3.92	26998	0.50	1083.77	2.44
	Grand Total	**5977726**	**100**	**5448491**	**100**	**44386.95**	**100**

Source: www.pmjdy.gov.in

Table No. 04 indicates commercial banks wise Pradhan Mantri Jan Dhan Yojana in Tamil Nadu; with respect total number of bank accounts opened under Pradhan Mantri Jan Dhan Yojana, Public Sector Bank placed first with 5209560 accounts (87.15%) Private Bank 533862 accounts (8.93%) and Regional Rural Bank 234304 accounts (3.92%).

Findings

1.   It is found that, majority of the account holders opened under the PMJDY Scheme in Tamail Nadu, public sector bank, private sector bank and regional rural bank respectively, Indian Bank (PSB)1027592 (19.73%), ICICI Bank Ltd (PB) 158132 (29.62%) and Indian Bank (RRBs) 170565 (72.79%).

2.   It is observed that, majority of the bank issued RuPay debit card under the PMJDY Scheme in Tamail Nadu, public sector bank, private sector bank and regional rural bank respectively, Canara Bank (PB) 1008485 (20.15%) RuPay card issued, ICICI Bank Ltd (PSB) 157868 (37.99%) and Indian Bank (RRB) 26000 (96.30%).

3.   It is indicates that, majority of the bank account holders maintained balance amount(lakhs) under the PMJDY Scheme in Tamail Nadu, public sector bank, private sector bank and regional rural bank respectively, Indian Overseas Bank (PB) 6609.81 (19.91%) RuPay card issued, ICICI Bank Ltd (PSB) 6926.55 (73.40%) and Indian Bank (RRB) 694.62 (64.09%).

4.   On the whole commercial banks, majority of the account holders opened under the PMJDY Scheme in Tamail Nadu, public sector bank, private sector bank and regional rural bank respectively, Public Sector

Bank placed first with 5209560 accounts (87.15%) Private Bank 533862 accounts (8.93%) and Regional Rural Bank 234304 accounts (3.92%).

Suggestions

Financial inclusion is one of the emerging areas in the modern economic development of the country which consists of socio-economic aspects of the people. When the concept of financial inclusion was initiated in the year 2006, the purpose was restricted to include the unbanked rural population. Since, there it has been extended as no frill accounts, business correspondence and technology enabled banking, and now became Pradhan Mantri Jan Dhan Yojana. Therefore, there is a need for continuous follow up of financial inclusion with the latest technology to foster the financial inclusion throughout the country to achieve inclusive growth in socio-economic aspects.

Conclusion

Inclusive banking is the part of financial inclusion which concentrates only on provision of banking services to the unbanked people in the country. With the effect of financial inclusion policy, Government have taken serious steps to extend the financial services to all the parts of the country with the help of the banking and financial institution. It has reached as a viral effect and linked with all kinds of socio-economic assistance from the government; Pradhan Mantri Jan Dhan Yojana in Tamil Nadu has significantly contributed sufficient number of zero balance accounts and commercial banks have significantly contributed to open the bank accounts under the Pradhan Mantri Jan Dhan Yojana. Banking practice of the respondents and their operational performance have improved with respect to visiting of banks, savings, loan facilities etc. Therefore, this study concluded, that the socio-economic empowerment of the respondents has improved with respect to Pradhan Mantri Jan Dhan Yojana scheme and influenced their social and economic status in a positive aspect.

Scope of further Research

The present research provides socio economic empowerment and opportunities to explore some of the issues in future research such as state wise performance analysis of Pradhan Mantri Jan Dhan Yojana, outreach and efficiency of Pradhan Mantri Jan Dhan Yojana, Role of commercial banks in Pradhan Mantri Jan Dhan Yojana, savings performance of accounts holders of Pradhan Mantri Jan Dhan Yojana, status of zero balance account and its future in banking industries and technology based Pradhan Mantri Jan Dhan Yojana.

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मूल्यसंवर्धने भगवत्गीतायाः योगदानम्

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Tirupati

उपोद्घातः

श्रीमद्भगवद्गीता भारतीयसंस्कृतेः, आत्मतत्त्वानुभवस्य, वैदिकदिव्यज्ञानस्य, प्राच्यविद्यायाः, शैक्षिक-सामाजिक-नैतिक-धार्मिकमूल्यवोधस्य, मनोवैज्ञानिकतायाश्च प्रत्यक्षं प्रमाणं भवति। यद्यपि संस्कृतकाव्यग्रन्थेषु आदर्शजीवनयापनार्थं मूल्यशिक्षाविषये विशदवर्णनं विस्ताररूपेण विद्यते। वेद-उपनिषद्-पुराण-रामायणम्-महाभारतम्-श्रीमद्भगवद्गीता-स्मृतिशास्त्रम्(मनु-याज्ञवल्क्य-पराशर-वसिष्ठ-नारद), नीतिशास्त्रम् (भर्तृहरि-चाणक्य-विदुर) एतेषु ग्रन्थेषु मानवाः जीवनमूल्यविषये शिक्षां ज्ञानं च प्राप्यते ।तथापि एतेषु प्रमुखो भवति श्रीमद्भगवद्गीता। महाभारते अर्जुनमुद्दिश्य तस्यैव मोहनाशव्याजेन सम्पूर्णस्य समाजस्य, सम्पूर्णमानवजातेश्च कृते भगवता स्वमुखेन दिव्यज्ञानं परिप्रकाशितम्। इदमेव दिव्यज्ञानं भगवन्मुखनिसृतत्त्वेन उपनिषदामपि महत्त्वं वर्तते। अतः एवमोक्तम् -

गीता सुगीता कर्त्तव्या किमन्यैः शास्त्रविस्तरैः।

या स्वयं पद्मनाभस्य मुखपद्माद्विनिस्सृता।।[1]

मूल्यस्य परिभाषा -

1) The school atmosphere, the personality and behaviour of teachers the facilities in the school will have large say in developing a sense of value[2].

2) मूल्यं तद् चारित्रिकविशिष्टं भवति। यत्र मनवैज्ञानिकं, सामाजिकं, सौन्दर्यबोधकं दृष्ट्या च महत्त्वपूर्णम्। प्रायेण सर्वेऽपि विचाराः मूल्याभीष्टचरित्रं स्वीकुर्वन्ति[3]।

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1. **गीतामाहात्म** - 4

2 . Educational Commission – 1964-66

3 . **सि.वि.गुड्**

श्रीमद्भगवद्गतायाः महत्त्वम् –

श्रीमद्भगवद्गीतायां जाति-धर्म-वर्णनिरपेक्षरूपेण सर्वेषां कृते उपदेशाः प्रदत्ताः। यत्र भगवता 'नियतं कुरु कर्मत्वम्'[4] इति कर्मणः श्रेष्ठयत्वं प्रतिपादितम्। तत्रैव 'सर्व कर्माखिलं पार्थज्ञाने परिसमाप्यते'[5] इति निर्देशेन ज्ञानस्यापि महिमा व्यक्तीकृतम्। पुनः 'सर्वधर्मान् परित्यज्य मामेकं शरणं व्रज'[6] इति अत्र भगवता शरणागतिरूपेण भगवद्भक्तेः परमोत्कर्षः साधितः। एवं रूपेण भगवद्गीता कर्म-ज्ञान-भक्तिरूपाणां विश्वमानवम् अवगाहन्ती सर्वेषां परमकल्याणस्य मार्ग प्रस्तौति।

गीता न केवलं पारमार्थिकं शास्त्रमपि तु एषा व्यवहारिकीं विद्यामपि शिक्षयति। यथा -

युक्ताहारविहारस्य युक्तचेष्टस्य कर्मसु।

युक्तस्वप्नावबोधस्य योगो भवति दुःखहा।।[7]

महाभारतयुद्धे मोहगतस्य अर्जुनस्य मोहनाशनाय कार्यं वा साधयेयं शरीरं वा पातयेयमिति मन्त्रमुपदिशति स्वयं भगवान् श्रीकृष्णः। अर्जुनाय उपदेशप्रदानच्छलेन विश्वगुरुणा भगवता समग्रमानवजातेः हिताय, जगतः सर्वासां समस्यानां समाधानाय च गीताग्रन्थे उपायः प्रस्तुतः। मोहमायान्धकारे संलग्नः मानवः कथं मुक्तिं लभ्यते? कथं वा चैतन्यरूपस्य सर्वशक्तिमतः सच्चिदानन्दस्वरूपस्य च दर्शनं प्राप्येत ? इति हेतोः भगवता श्रीकृष्णेन उपदेशः प्रदत्तः।

समाजस्य साम्प्रतिकस्थितिः -

साम्प्रतिकसमाजे औद्योगिकविस्फोरणेन अत्यधिकपाश्यात्यसंस्कृतिग्रहणेन नैतिकतायाः अधःपतनेन किं करणीयं किं न करणीयम् इति विषये मानवाः सामाजिकसिद्धान्तान् विस्मरन्ति। मानवाः शारीरिकसुखं सर्वोपरि विचिन्त्य अन्धवत् भौतिकवादं स्वीकुर्वन्ति तथा च

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4 . *गीता* – 3/8

5 . *गीता* – 4/33

6 . *गीता* – 18/66

7 . *गीता* – 6/17

मानवीयमूल्यं विश्वमानवं जनयति विश्वशान्तिञ्च स्थापयति। परन्तु मानवीयमूल्यं विना हिंसा, द्वेषः, अनैतिकता इत्यादयः शनैः शनैः समाजे वर्धन्ते। अनेन मानवाः असंयतं, चरित्रहीनं, धर्महीनं, कर्मविमुखीं, नीतिहीनं, परोपकारहीनं भवन्ति स्म।

मूल्यसंवर्धने गीता -

श्रीमद्भगवद्गीता न केवलम् उपनिषदः सारभुतम् अपि तु समग्रस्य संस्कृतवाङ्मयस्य सारतत्त्वमेव अत्र वर्तते । गीतायां यानि मूल्यविषयकसारतत्त्वानि उपदिष्टानि तानि अत्र प्रस्तूयन्ते -

1) **कर्मणः श्रेष्ठत्वम्**

इदं जगत् कर्मक्षेत्रमस्ति। पौरुषास्माकमधीनं फलं तु दैवाधीनम्। सर्वदा फलं परित्यज्य कर्माणि कर्तव्यानि। उक्तञ्च श्रीकृष्णेन -

कर्मण्येवाधिकारस्ते मा फलेषु कदाचन।
मा कर्मफलहेतुर्भूर्मा ते सङ्गोऽस्त्वकर्मणि।।[8]
त्यक्त्वा कर्मफलासङ्गं नित्यतृप्तो निराश्रयः।
कर्मण्यभिप्रवृत्तोऽपि नैव किञ्चित् करोति सः।।[9]
यदृच्छालाभसन्तुष्टो द्वन्द्वातीतो विमत्सरः।
समः सिद्धावसिद्धौ च कृत्वापि न निबध्यते।।[10]

पुनश्च नियतं कुरु कर्मत्वं इति भगवता उपदिष्टम्। भगवतः श्रीकृष्णस्य एष उपदेशः सर्वकालिक-सर्वजनिनश्च अस्ति। तदर्थं भगवता श्रीकृष्णेन उक्तम् -

कर्मणैव हि संसिद्धिमास्थिता जनकादयः।

लोकसंग्रहमेवाऽपि संपश्यन् कर्तुमर्हसि।।[11]

वर्णधर्मानुसारं श्रीकृष्णः कर्मणः विभागमारभते। तद्यथा -

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8 . **गीता** – 2/47

9 . **गीता** – 4/20

10 . **गीता** – 4/22

11 . **गीता** – 3/20

अन्तेन्द्रिय-बाह्येन्द्रिययोः संयमः, तपः, शौचं, सरलता, शास्त्रज्ञानं, विज्ञानं, धर्मपरायणता च ब्राह्मणानां प्रधानकर्माणि भवन्ति। श्रीकृष्णेन प्रोक्तम् -

शमो दमस्तपः शौचं क्षान्तिरार्जवमेव च।

ज्ञानं विज्ञानमास्तिक्यं ब्रह्म[12]कर्म स्वभावजम्।।[13]

पराक्रमः, तेजः, धैर्यं, कर्मणि कुशलता, युद्धभूमेः अपलायनं, दानं, शासनञ्च क्षत्रियाणां प्रधानकर्माणि भवन्ति। श्रीकृष्णेन उक्तम् -

शौर्यं तेजो धृतिर्दाक्ष्यं युद्धे चाप्यपलायनम्।

दानमीश्वरभावश्च क्षात्रं[14] कर्म स्वभावजम्।।[15]

कृषिकार्यं, गोः रक्षणं, वाणिज्यञ्च वैश्यानां, शुश्रूषा एव शूद्राणां प्रधानकर्माणि भवन्ति। गीतायां प्रोक्तम् -

कृषिगौरक्ष्यवाणिज्यं वैश्यकर्म[16] स्वभावजम्।

परिचर्यात्मं कर्म शूद्र[17]स्यापि स्वभावजम्।।[18]

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12 . अध्यापनमध्ययनं यजनं याजनं तथा। दानं प्रतिग्रहं चैव ब्राह्मणानामकल्पयत्।।(मनुस्मृतिः – 1/88)

13 . **गीता** – 18/42

14 . प्रजानां रक्षणं दानमिज्याऽध्ययनमेव च।विषयेष्वप्रसक्तिश्च क्षत्रियस्य समासतः।। (मनुस्मृतिः – 1/89)

15 . **गीता** – 18/43

16 . पशूनां रक्षणं दानमिज्याऽध्ययनमेव च।वणिक्पथं कुसीदं च वैश्यस्य कृषिमेव च।।(मनुस्मृतिः – 1/90)

17 . एकमेव तु शूद्रस्य प्रभुः कर्म समादिशत्।एतेषामेव वर्णानां शुश्रूषामनसूयया।।(मनुस्मृतिः – 1/91)

18 . **गीता** – 18/44

अनेन प्रकारेण अतिसरलतया चतुर्वर्णस्य कर्माणि संक्षेपेण निर्दिशति। स्वकर्मणि नियुक्ताः मानवाः एव सिद्धिं प्राप्नुवन्ति। यथा -

स्वे स्वे कर्मण्यभिरतः संसिद्धिं लभते नरः।[19]

ये च मानवाः कार्यं वा साधयेत् शरीरं वा पातयेत् इति मन्त्रोच्चारणदीक्षिताः भवन्ति, ते नूनं भूवने कृतकार्याः भवन्ति सर्वदा।

2)**अहिंसाव्रतपालनम्** –

न हिंसा-अहिंसा इति विग्रहानुसारं हिंसायाः अभाव एव अहिंसा। अतः सर्वदा सर्वविधायाः हिंसायाः परित्याग एव अहिंसा। शान्तेः मूलम् एव अहिंसा। अहिंसायाः व्यवहारः सर्वत्र सौहार्दं जनयति, सौख्यम् उत्पादयति, औदार्यं विस्तारयति, दयाभावं शान्तिं च प्रसारयति। अतः भगवता उपदिष्टम् -

अहिंसा सत्यमक्रोधस्त्यागः शान्तिरपैशुनम्।

दया भूतेष्वलोलुप्त्वं मार्दवं ह्रीचापलम्।।[20]

ध्यानं जपं च न केवलं तपः, अपितु ब्रह्मचर्यपालनं, अहिंसापालनम् अपि तपः सदृशम्। अतः भगवता उच्यते -

ब्रह्मचर्यमहिंसा च शारीरं तप उच्यते।[21]

अहिंसापालनं हि मानवानां महान् गुणः। अहिंसायाः पूजकः महात्मागान्धिमहोदयः उक्तवान् यत् -

Nonviolence is the great virtue.

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19 . **गीता** – 18/45

20 . **गीता** – 16/2

21 . **गीता** – 17/14

सर्वेषां धर्माणां विचारकाः अहिंसा परमो धर्मः इति उक्तवन्तः। अतः अस्मिन् विषये महाभारते पितामह-भीष्मेण उक्तं यत् -

अहिंसा परमो धर्मस्तथाऽहिंसा परो दमः।

अहिंसा परमं दाममहिंसा परपं तपः।।[22]

अहिंसा परमो यज्ञस्तथाहिंसा परं फलम्।

अहिंसा परमं मित्रमहिंसा परमं सुखम्।।[23]

3)**क्षमाचारणम्** -

मानवजीवनस्य द्वौ प्रकारकौ गुणौ स्तः। यथा – आभ्यन्तर-बाह्यौ। आभ्यन्तरगुणेषु क्षमा अन्यतमा वर्तते। भगवान् श्रीकृष्णः गीतायां प्रतिपादयन् आह -

तेजः क्षमा धृतिः शौचमद्रोहो नातिमानिता।

भवन्ति सम्पदं दैवीमभिजातस्य भारत।।[24]

क्षमागुणेन युक्तस्य पुरुषष्य समक्षं दुर्जना अपि सुजन इवाचरन्ति। तस्य जगति कश्चन शत्रुरेव न भवति। सर्वे जनाः तस्य समादरं कुर्वन्ति।

4)**ज्ञानार्जने गुरुभक्तिः** -

समग्रेऽस्मिन् विश्वशिक्षावाङ्मये एकरेव गुरुः विशिष्यते, स एव भगवान् श्रीकृष्णः। ज्ञानार्जने गुरोः भक्तिः आवश्यकी। जिज्ञासुनां हृदये गुरोः भक्तिः नास्ति चेत् स गुरोः समीपं श्रद्धया स्वीयाभिप्रायं प्रष्टुं नार्हति। तेन गुरोः अपि असन्तुष्टं भूत्वा सम्यक् उत्तरं न प्रददाति। अतः भगवता प्रोक्तम् -

तद्विद्धि प्रोणिपातेन परिप्रश्नेन सेवया।

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22 . **महाभारत**- **अनुशासनपर्व** – 116/38

23 . **महाभारत**- **अनुशासनपर्व** – 116/39

24 . **गीता** – 16/3

उपदेक्ष्यन्ति ते ज्ञानं ज्ञानिनस्तत्त्वदर्शिनः।।[25]

अत्र सर्वमाहत्य गुरुशिष्ययोः यत् आचरणं तत् भवति एका श्रद्घापूर्वकसफलशिक्षणप्रक्रिया।

गुरुः भवति कश्चन मार्गदर्शकः सारथिस्वरूपश्च। सः रथीनम् अर्थात् शिष्यं समुचितदिशं प्रति परिचालयति। शिष्यः सदा गुरोः अनुस्मरणीयः भवति। साधारणतः अधुना छात्रेषु भौतिकवादस्य पाश्चात्यसंस्कृतेः यन्त्रस्य च प्राधान्यं विद्यते। अतः कुत्रचित् गुरूणां स्थानेषु यन्त्राणां व्यवहारः दृश्यते। शिक्षाव्यवस्थायां गुरूणां स्थानं सदा ससम्मानं संरक्षणीयं वर्तते। यतः ते आध्यात्मवादिनः गुरवः शिष्यान् संप्रेषयितुं सर्वदा पारङ्गताः। आध्यात्मवाद एव भूतवादं समुचितदिशं प्रति प्रचोदयति। यत्र यत्र आध्यात्मवादभौतिकवादयोः अनुकूलनं तत्र तत्र विजयः इति निष्कर्षत्वेन गीतायां उक्तम् -

यत्र योगेश्वरः कृष्णो यत्र पार्थो धनुर्धरः।

तत्र श्रीर्विजयो भूतिर्ध्रुवानीतिर्मतिर्मम।।[26]

अत्र योगेश्वरः कृष्णः आध्यात्मवादस्य चुडामणिः, धनुर्धरपार्थः भौतिकवादस्य चरमोत्कर्षः। उभयोः अनुकूलनेन सर्वाः विभूतयः विजयश्रीः च संसाधिताः जनाः। अपरपार्श्वे तस्यां महाभारतभूमौ कर्णवधस्य एकं प्रमुखकारणमासीत् रथिसारथ्योः(कर्णशल्ययोः) विवादः। तयोः एकरूपताभावेन अनर्थः सञ्जातः। अतः सर्वदा गुरुशिष्ययोः अनुकूलनेन एव समाजस्योन्नतिः भविष्यतीति श्रीमद्भगवद्गीता उपदिशति।

निष्कर्षः -

श्रीमद्भगवद्गीतायाः द्वितीये अध्याये शङ्काग्रस्थस्य अर्जुनस्य मोहनाशये भगवता स्थितप्रज्ञपुरुषस्य व्यवहारः, तस्य भाषणादिविषये च यत् किमपि उक्तं तत् तु जडबुद्धिसम्पन्नस्य अर्जुनस्य अहंबुद्धिविनाशार्थमेव। आधुनिके काले अपि स्थितप्रज्ञविषयकश्लोकानां तथा प्रदत्तानां उपदेशानां च प्रासङ्गिकता वर्तते। सम्प्रति

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25 . **गीता** – 4/34

26 . गीता – 18/78

मूल्यरहितसमाजे क्रमशः सामाजिकार्थिकाध्यात्मिकमूल्यानि ह्रासं जायमानं सन्ति । तत् निवारणार्थं मूल्यसंवर्धनार्थञ्च सर्वग्रन्थेषु साररूपेण लिखिता गीता आश्रयनीया। अपि च आदर्श-मानवाः[27] यथा आचरन्ति आदेशन्ति च सर्वेषां तथा करणीया। यथा -

<div align="center">

यद्यदाचरति श्रेष्ठस्तत्तदेवेतरो जनः।

स यत्प्रमाणं कुरुते लोकस्तदनुवर्तते।।[28]

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28 . **गीता** – 3/22

PEOPLE'S PARTICIPATION – A SOCIAL WORK PERSPECTIVE

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Introduction:

Participation, Engagement and Involvement are all terms that are popular today. While there are differences in the meaning of these terms there is also overlapping. All these terms are associated with the importance of involving wider groups of people in decisions, services and design. There is growing agreement across the society that the state cannot (and should not) direct the actions of citizens without their co-operation, any more than the market alone can be relied upon to address the challenges of our time. Whether in dealing with climate change, public health concerns, tackling international terrorism or promoting pro-social behavior, we are entering an era in which progress is only possible if individuals, communities and public services are each able and willing to contribute to the solution. For this to happen, public participation must become the core, not the counterpart, of the future of public service decision-making. Over time the public has grown less deferential towards authority and this means that the relationship between elected representatives and their constituents and between the institutions of the states and the citizens must change. This is why participation is important to the public-sector.

What participants gain from participation?

Participation is not only important for organizations in the public, private and not for profit sectors, it also has the potential to change how individuals and communities live and interact. Taking part in local decision-making or discussing future policy can have a transformative effect on how people think about themselves and their role in society, as these quotes testify:

"It has made me realize that my contribution as a citizen is important. I am keen to be involved in future in any way possible if given the opportunity."

"It was great, it was good for the brain, it was good to meet other people,

to engage, and to feel you matter as a human being, and everybody wants to feel that."

Why participation is important to the community?

In the future if community and voluntary groups want to be effective campaigners or advocates they will need to be able to show how they have engaged with their constituents. Most charities that deliver services are committed to user involvement. The information gathered by a forward thinking program of engagement will allow community and voluntary groups to adapt to changing circumstances and to remain relevant in the future.

Many a Government was run without people's involvement. Once an elected government is in place, people are considered to be outsiders; they are not given any knowledge of the amount spent on the various schemes and the extent of deficiency in meeting the requirement. Lack of involvement makes the people to ask only for rights and not talk about duties.

There are many schemes which require common man's participation. The Government should be in direct conversation with the people on the various issues which requires large scale funding. A road map should be drawn up and the extent of funding should be made known to the people. People should be told as to how much should be the contribution per person to meet the requirement on various schemes.

If the Government does not enlist the participation of the public in the various schemes of public importance, the dream of making advancement of any country will only remain a dream. When public is directly involved, the amount of emotion will be different. Even a rupee spent is accountable. A sense of belonging and responsibility in developing the country can be built up in this way.

People's Participation through Information, Education and Communication:

Information, Education and Communication (IEC) activities are essential ingredients of a developmental program and play a crucial role in opening the gateways to social transformation. It is now increasingly realised that the willing participation of the people in the development process is a pre-requisite in attaining the objectives of various

developmental program. Lack of awareness has been a major difficulty in mobilising peoples' participation in the developmental activities.

The IEC activities has played a meaningful role in bridging the communication gap, which was somewhat overlooked hitherto and has provided adequate communication support to various programmes of rural development through an integrated IEC strategy aimed at awareness generation. In view of the vast magnitude of the task of reaching out to nearly one third of the population living below the poverty line in rural areas, their geographical spread and diversities, it was felt that the objective of well-formed target groups could only be achieved through concerted efforts at different levels, with maximum involvement of people at the grassroots.

The different levels are community level, group level and at individual level. Now this paper is trying to give clear vision of participation at different levels with social work perspective.

1. COMMUNITY (level) PARTICIPATION

Enhancement of community participation also requires a clear understanding and also the expected target of achievement. Because of the lack of clarity in the concepts of participation, most people find it difficult to define the levels of achievement as they progress with the project.

What does a participating community look like?

While it varies from one place to another, participating communities share several characteristics.

❖ In participating communities, many people are involved in the community's activities. Even welfare measures are not simply run by governmental agencies, but it is the work of everyone.

❖ Participating communities conduct their business openly and publicize it widely. Citizens are well informed about the community's work and about their opportunities for personal involvement in meaningful roles.

❖ In participating communities, there is no such thing as a bad idea. All ideas are treated with respect and welcomed as a source of inspirations with potential value for the entire community.

Participating communities encourage citizens to offer their best for the common good.

❖ Participating communities make no distinctions among various groups and types of personalities who offer themselves to community involvement. All persons are actively welcomed, regardless of caste, age, gender, prior community involvement, level of education, occupation, personal reputation, handicap, religion,or any other factor.

Level of participation

Sherry Arnstein, writing in 1969 about citizen involvement in planning processes in the United States, described a ladder of participation with eight steps. However it can be compressed into five stances which are as under:

Here's the original Arnstein model.

1 Manipulation and 2 Therapy. Both are non participative. The aim is to cure or educate the participants. The proposed plan is best and the job of participation is to achieve public support by public relations.

3 Informing. A most important first step is to legitimate participation. But too frequently the emphasis is on a one way flow of information. No channel for feedback.

4 Consultation. Again a legitimate step - attitude surveys, neighborhood meetings and public enquiries. But Arnstein still feels this is just a window dressing ritual.

5 Placation. For example, co-option of hand-picked 'worthies' onto committees. It allows citizens to advise or plan ad infinitum but retains for power holders the right to judge the legitimacy or feasibility of the advice.

6 Partnership. Power is in fact redistributed through negotiation between citizens and power holders. Planning and decision-making responsibilities are shared e.g. through joint committees.

7 Delegated power. Citizens holding a clear majority of seats on committees with delegated powers to make decisions. Public now has the power to assure accountability of the programme to them.

8 Citizen Control. Have-nots handle the entire job of planning, policy making and managing a programme e.g. neighborhood corporation with no intermediaries between it and the source of funds.

Participating communities operate openly and with an open mind. They are not controlled by any single organization, group, or philosophy, and their leadership is used to facilitate discussion of a diversity of viewpoints, rather than to push its own agenda. Leaders are not ego-driven but focused on operating a high-quality, open decision-making process. Communities seeking to empower themselves can build active citizen participation by welcoming it, creating valuable roles for each person to play, actively reaching out to build inclusive participation. In short, participation is the soul of an empowered community. This we can observe in the following factual example.

Example:

It may have begun as any other day, but it marked a turning point in the lives of thousands of people. Reminiscent of the successful anti-arrack mass movement eight years ago, thousands of unemployed agricultural labourers, most of them women, gathered to fight against arrack.

Anti-Arrack Movement

Credit: The Hindu

An altogether different kind of mobilisation in the rural areas was taking shape in the southern State of Andhra Pradesh. It was a

spontaneous mobilization of women demanding a ban on the sale of alcohol in their neighbourhoods. Stories of this kind appeared in the Telugu press almost daily during the two months of September and October 1992. The name of the village would change in each case but the story was the same. Rural women in remote villages from the State of Andhra Pradesh fought a battle against alcoholism, against mafias and against the government during this period. These agitations shaped what was known as the anti-arrack movement in the State.

Origins

In a village in the interior of Dubagunta in Nellore district of Andhra Pradesh, women had enrolled in the Adult Literacy Drive on a large scale in the early nineteen nineties. It is during the discussion in the class that women complained of increased consumption of locally brewed alcohol- arrack – by men in their families. The habit of alcoholism had taken deep roots among the village people and was ruining their physical and mental health and also their livelihood. It affected the rural economy of the region with a great deal. Indebtedness grew with increasing scales of consumption of alcohol, men remained absent from their work and the contractors of alcohol engaged in crime for securing their monopoly over the arrack trade. Women were the worst sufferers of these ill effects of alcohol as it resulted in the collapse of the family economy and women had to bear the brunt of violence from the male family members, particularly the husband.

Women in Nellore came together in spontaneous local initiatives to protest against arrack and forced closure of the wine shop. The news spread fast and women of about 5000 villages got inspired and met together in meetings, passed resolutions for imposing prohibition and sent them to the District Collector. The arrack auctions in Nellore district were postponed 17 times. This movement in Nellore District slowly spread all over the State.

The slogan of the anti-arrack movement was simple — prohibition on the sale of arrack. But this simple demand touched upon larger social, economic and political issues of the region that affected women's life. Thus, the anti-arrack movement also became part of the women's movement.

Chipko movement

The movement began in two or three villages of Uttarakhand when the forest department refused permission to the villagers to fell ash trees for making agricultural tools. However, the forest department allotted the same patch of land to a sports manufacturer for commercial use. This enraged the villagers and they protested against the move of the government. The struggle soon spread across many parts of the Uttarakhand region. Larger issues of ecological and economic exploitation of the region were raised. The villagers demanded that no forest-exploiting contracts should be given to outsiders and local communities should have effective control over natural resources like land, water and forests. They wanted the government to provide low cost materials to small industries and ensure development of the region without disturbing the ecological balance. The movement took up economic issues of landless forest workers and asked for guarantees of minimum wage. Women's active participation in the Chipko agitation was a very novel aspect of the movement. The forest contractors of the region usually doubled up as suppliers of alcohol to men. Women held sustained agitations against the habit of alcoholism and broadened the agenda of the movement to cover other social issues. The movement achieved a victory when the government issued a ban on felling of trees in the Himalayan regions for fifteen years, until the green cover was fully restored. But more than that, the Chipko movement, which started over a single issue, became a symbol of many such popular

movements emerging in different parts of the country during the 1970s and later.

2. Group level participation:

What is a Group?

A group is an aggregate of individuals, which persist in time, which has one or more interests and activities in common and which is organized. A group is any number of human beings in reciprocal communication.

The culture of a group is determined by attitudes and customs established through practice by group members. Once united as members of any group, the new culture is characterized by-

• Strong feeling of unity
• Respect for others
• Freedom of expression of ideas and feelings
• Democratic decision making
• Equality in the commonality of group membership.

Why people join a group?

People join groups because they perceive that membership in a group will somehow provide satisfaction of some basic need. Membership in a group is not merely a chance matter, because people actively search for relationships with others in a group situation because of expectation that they will be rewarded through the satisfaction of some needs. Furthermore the people will continue in a group if they continue to have an expectation of need satisfaction. A group promises the individual an opportunity too grow, develop, fulfill, enhance, create-or simply to become that for which he has the potential.

The task of the group

The essential task of the group becomes the selection of goals and of means of reaching those goals. The task of the group is to adjust to the changing needs. Its members, therefore, are in a continuous state of adjusting to the tensions, conflicts and problems arising from the ever-changing needs of its members.

Development of a Group:

There are stages through which a group must develop in reaching a state of 'maturity'. The best known version of this is the scheme put forth by Barry Tuckman (1965), who came up with four stages of group development which he described as follows:

Forming:

This stage exploring what groups will be like, finding the basis of forming, relationships with others, finding out who they are, acceptance of whoever is in the formal leadership role etc.

Storming:

Conflicts break out as subgroups emerge, differences are confronted, control becomes an open issue and is resisted, regardless of its source…. Including formal leaders.

Norming:

At this stage, the acceptable ways of behaving start to emerge for carrying out the task of the groups, these rules are applied in dealing with conflicts and a spirit of co-operation develops.

Performing:

Conflicts are resolved, energy put into accomplishment – the group becomes effective.

It is important to note that the manner in which these issues surface and get resolved will vary from group to group. The important thing is to be aware of them and to be prepared to deal with them. Once we known the different stages a group passes through and the issues and the issues it deals with it becomes easier to deal with group dynamics and group processes.

A SHG is a small group of persons who come together with the intention of finding a solution to a commonproblem with a degree of self-sufficiency.1 Within development initiatives, SHGs can be formedaround various issues related to livelihoods and resources. One sees groups around watershedmanagement, forest management, livelihood generation, etc. However, largely, the SHG is theconduit through which *micro credit* is routed to the poor in the belief that it will prove catalytic inhelping them to pull out of poverty.

A Self-Help Group is a small voluntary association of poor people preferably from the same socio-economic back drop. The micro-credit given to them makes them enterprising; It can be all women group, all-men group or even a mixed group. However, it has been the experience that women's groups perform better in all the important activities of SHGs.

A success story:

The lives of the Tribal women who are living at the Yelagiri Hills at Vellore District were very miserable. These women were dependent on their husbands for their day to day expenses whom widespread unemployment drove to pursue illegal activities like poaching of trees, illegal distillation of spirit, hunting of wild animals etc. Poverty prevented their children from getting even the basic education. Poverty and lack of awareness among the tribal resulted in health problems too.

The key ingredient in the recipe for transition was identified to be providing employment opportunities and social security, improving the status of women including advocating late age marriage and access to health care and family planning services. It was, therefore, necessary to take this factor into account both for planning and execution of development programmes.

The formation of **SHGs** and promoting thrift and credit activities helped in empowering the women, creating awareness regarding their rights and responsibilities. Through the poverty alleviation schemes the much needed employment opportunities were created thereby ensuring financial and social security. This is endorsed by the change of scene today. It is a complete transition for the women who have been organized into SHGs. Mustering Rs.10/- to Rs.20/- they have created savings, opened Savings Bank Accounts, gained entry into banking facilities and linkage to credit.

A Success Story

That people's participation is crucial for the success of any scheme is well demonstrated in this success story at S. Rangapuram in Peapully mandal of Kurnool district. After the initial hesitation, the people of this village whole-heartedly accepted the watershed development programme. The awareness among them was created through various ways like the Kalajatha programme, **self-help groups, thrift groups** etc. The kind of terrain that the village has, would have made it

unthinkable to have a watershed development programme here. The land is characterised by undulating topography with hillocks spread over eastern, middle and southern portion of the watershed. The soil type is mostly red gravel to red loamy. The soil depth is medium to shallow. The average rainfall of this area is recorded as 480 mm.

Remarkable changes were noticed after the implementation of the watershed programme in this village. These changes were widespread and reflected in different aspects of village life and in the lives of the people here.

3. Individual level participation:

Individual level of participation includes where that particular person is empowered by "process by which individuals and groups gain power, access to resources and control over their own lives. In doing so, they gain the ability to achieve their highest personal and collective aspirations and goals"

Process of increasing intrapersonal, interpersonal and political power so that individuals can take action to improve their own lives

- ❖ To give power or authority;
- ❖ To give ability to;
- ❖ Enable;
- ❖ To make powerful, give strength and validity;
- ❖ Process of gaining power, developing power, taking or seizing power.

` It has been proved through the case study approach where the researcher applied empowerment approach to participate the HIV patients in improving their health status. A brief summary of the study as follows:

Due to the various constraints, the HIV/AIDS situation in India is quite serious though not grim. However, a window of opportunity exists. Without ignoring the warning signs prompt control measures needs to be initiated and strategies developed keeping in view the present study employed a basic interpretive qualitative design that used in-depth, semi-structured, face-to-face interviews for data collection. The sample of 3 purposefully selected the individuals living with HIV/AIDS. One of the main objective of this study was to assess the effect of social work intervention through empowerment approach with HIV/AIDS patients. As such for this study pre-test and post test design was adopted this is

one of the pre-experimental research designs. Data collection was done in three phases these are pre-intervention data, intervention data and post intervention data. To see effectiveness of the participation through intervention t-test was used and concludes that the social work intervention was effective among the three cases.

From the above three levels of participation of the people it clearly shows that the following issues are seen directly or indirectly helped them to overcome their situation. That is initially one should be informed about the issues, consult them in dialogue method to know the facts simultaneously making or creating awareness on the identified issues thirdly motivate them in participating thorugh involvement, fourthly collaborating each to progress ultimately reaching empowerment to the success.

5. empower   1. inform

4. collaborate   2. consult

3. involve
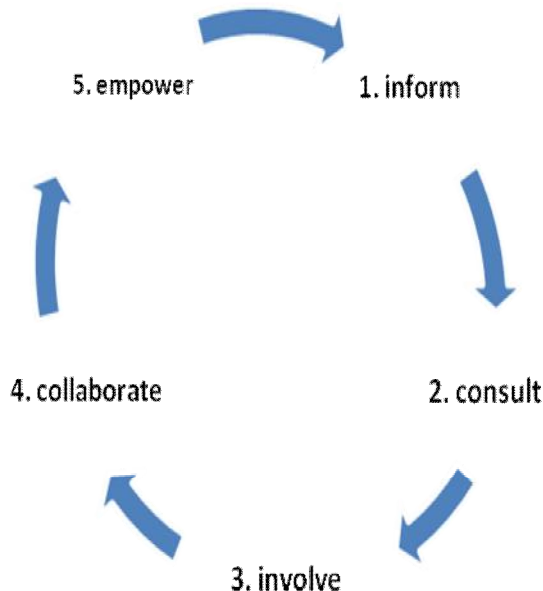
Conclusion:

Even ordinary villagers have rich resources, both material and human, to contribute to the development process. They can significantly contribute to the implementation of the projects. There are also

evidences of a few successfully implemented departmental schemes where the field level administrators showed initiative to directly involve the people.

After observing all the success stories of different level of participation of the people, should have a clearer understanding of (a) what is meant by participation in the context of development, (b) under what circumstances participation becomes really meaningful and effective, (c) what are its advantages and (d) its preconditions. Participation in these cases is seen as a socially exciting process whereby people identify the development activities as their own.

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EFFECTS OF YOGA AND PLYOMETRIC TRAINING ON PHYSICAL FITNESS AND PERFORMANCE OF SPRINTERS

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Abstract:

The purpose of the study was to find out the effects of plyometric training with yogic practices on selected physical and physiological variables among adolescent boys. To examine 30 adolescent boys were selected from Andhra University, Visakhapatnam. The age group ranges from 19 to 24 years. Subjects were equally divided into two equal groups namely experimental group and control group. Plyometric training with yogic practices was given to experimental group. Control group did not participate in any special training programme. The Plyometric training with yogic practices was scheduled for twelve weeks prior and after the training for the subjects pre – test and post – test was conducted on agility and breath hold time were tested. The data collected from the subjects were statistically analyzed with't' ratio to find out significant difference among experimental group and control group. The analysis of the data indicates that plyometric training with yogic practices improved agility and breath hold time.

Key words: Plyometric training, Yogic practice.

Introduction

Physical exercise is any bodily activity that enhances or maintains physical fitness and overall health and wellness. It is performed for various reasons including strengthening muscles and the cardiovascular system, honing athletic skills, weight loss or maintenance, as well as for the purpose of enjoyment. Frequent and regular physical exercise boosts the immune system, and helps prevent the "diseases of affluence" such as heart disease, cardiovascular disease, Type 2 diabetes and obesity. Plyometrics, also known as "jump training" or "plyos", are exercises based around having muscles exert maximum force in as short a time as possible, with the goal of increasing both speed and power. This training focuses on learning to move from a muscle extension to a contraction in a rapid or "explosive" way, for example with specialized repeated jumping. Plyometrics are primarily used by athletes, especially high jumpers, to improve performance, and are used in the fitness field to a much lesser degree. The term plyometrics was coined by Fred Wilt after watching Soviet athletes prepare for their event in track and field. He felt this was a key to their success. It is a poor term to describe what happens but it has since been accepted and is now well established. When Wilt learned of the work being done by Michael Yessis on Soviet (Russia) training methods, they quickly collaborated to help disseminate information on plyometrics. Wilt, Fred & Yessis, Michael. The use of plyometric with yogic practices in younger has proven itself to be successful in improving their agility ,linear jump capabilities and breath holding performance, but also, execution, concentration and aptitude for learning new motor skills. The level of intensity, the total volume, should be sacrificed for increased frequency and exposure to skill development.Yoga is another way to stretch your body while also working on balance, endurance and stress relief. Adding yoga to

your routine a few times a week is a nice compliment to strength training and cardio, giving you a gentle, soothing way to work your body and mind. Asana is a body position, typically associated with the practice of Yoga, originally identified as a mastery of sitting still. In the context of Yoga practice, asana refers to two things: the place where a practitioner (or yogin, in general usage), yogi (male), or yogini (female) sits and the manner (posture) in which he/she sits. In the Yoga sutras, Patanjali suggests that asana is "to be seated in a position that is firm, but relaxed" for extended, or timeless periods.

2.Methodology

To execute the study, the scholar random sampling method and thirty adolescent boys were selected as subjects from Andhra University, Visakhapatnam. The age ranged between 19-24 years. The subjects were divided into two groups. Namely Experimental group and control group. Experimental group consist of 15 subjects this group underwent plyometric training with yogic practices and control group consist of 15 subjects this group do not participate in any specific training. Agility was measured by shuttle run, and breath hold time was measured in Seconds. All the subjects were treated with plyometric training with yogic practices for twelve weeks before and after the training pre test, post test scores were taken for all the subjects and analyzed the data using 't' ratio statistics.

3. Analysis Of Data

The collected data was statistically analyzed by using dependent't' test. It was found that there was a significant increase in plyometric training with yogic practice for adolescent boys. In all cases the level of significance was set at 0.05 level.

VARIABLES		MEAN	S.D	M.D	SE	't' Ratio	SIG
Agility	Pre	12.28	0.552	1.54	0.278	5.541	.000
	Post	10.73	0.668				
Breath holding time	Pre	20.02	4.22	3.43	0.432	7.942	.755
	Post	23.45	5.13				

TABLE 1:Computation Of 'T' – Ratio Between Pre And Post Test Means Of Plyometric Training With Yogic Practice Group
Significant At 0.05 Level Of Confidence (2.145)

Table I reveals that computation of 't' ratio between mean of pre and post test on agility of adolescent boys. The mean values for pre and post test of experimental group were 12.28 and 10.73 respectively. Since the obtained 't' ratio 5.541 was greater than the required table value 2.145, it was found to be significant for the degrees of freedom 1 and 14 at 0.05 level of confidence. The computation of 't' ratio between mean of pre and post test on breath hold time of adolescent boys. The mean values for pre and post test of experimental group were 20.02 and 23.45 respectively. Since the obtained 't' ratio 7.942 was greater than the required table value 2.145, it was found to be significant for the degrees of freedom 1 and 14 at 0.05 level of confidence. The results clearly indicated that the agility, breath hold time of adolescent boys significantly improved to the influence of plyometric with yogic practices group.

VARIABLES		MEAN	S.D	M.D	SE	't' Ratio	SIG
Agility	Pre	12.35	0.524	0.133	0.086	1.533	.148
	Post	12.48	0.466				
Breath holding time	Pre	20.02	4.23	0.165	0.519	0.318	.788
	Post	19.85	4.59				

Table 2:Computation Of 'T' – Ratio Between Pre And Post Test Means Of Plyometric Training With Yogic Practice For Control Group
Significant At 0.05 Level Of Confidence (2.145)

Table II reveals that computation of 't' ratio between mean of pre and post test on agility of adolescent boys. The mean values for pre and post test of plyometric group were 12.35 and 12.48 respectively. Since the obtained 't' ratio 1.533 was less than the required table value 2.145, it was found to be not significant for the degrees of freedom 1 and 14 at 0.05 level of confidence. The computation of 't' ratio between mean of pre and post test on breath hold time of adolescent boys. The mean values for pre and post test of plyometric group were 20.02 and 19.85 respectively. Since the obtained 't' ratio 0.318 was less than the required table value 2.145, it was found to be not significant for the degrees of freedom 1 and 14 at 0.05 level of confidence. The results clearly indicated that the agility, breath hold time of control group adolescent boys of plyometric with yogic practices group had not been improved.

4.Discussion And Finding

The hypothesis were tested on the subjects after 12 weeks of combined plyometric training and yoga practice which lead to the improvement in physical fitness and physiological variables. Moreover it was observed that the subjects practiced the training showed greater different from pretest to posttest for experimental group when compared to control group.

Results from several investigation involving adults suggest that combined plyometric training with yogic practices may be useful for enhancing physical and physiological performance Roophand Martin s, Lue-Chin p (2010) and Michael G. Miller I, et.al.,(2006). Reported that after 3 weeks of training adult subject who combined plyometric training with yoga practices can

lead to significantly improves in agility. Madanmohan, Thombre DP et.al., (1992). Results show that yoga practice for 12 weeks results in significant increase in and breath holding times.

5. Conclusion

From the result it was concluded that plyometric training with yogic practices programme the following improvements occurred on speed, agility, resting pulse rate and breath hold time. Plyometric training with yogic practices improves the speed, agility, resting pulse rate and breath hold time. After twelve weeks of plyometric training with yogic practices the variables are speed, agility, resting pulse rate and breath hold time increased on performance on plyometric training with yogic practices for adolescent boys when compared to the control group.

6.Reference

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2. Monier-Williams, Sir Monier (1899). "A Sanskrit-English Dictionary". Oxford

3. Clarendon Press, p. 159.

4. Roopchand-Martin S, Lue-Chin P. (2010), Plyometric training improves power and agility in Jamaica's national netball team. Section of Physical Therapy, Department of Basic Medical Sciences, The University of the West Indies, Kingston 7, Jamaica, West Indies. 59(2):182-7.

5. Stampfer, M. J.; Manson, J. E.; et.al., (2000). "Primary Prevention of Coronary Heart   Disease in Women through Diet and Lifestyle". New England Journal of Medicine 343 (1): 16–22.

6. Wilt, Fred & Yessis, Michael. (1984) Soviet Theory, "Technique and Training for Running and Hurdling". Vol 1.

DIGITIZATION OF INDIAN JUDICIAL SYSTEM: BARRIERS AND CHALLENGES IN ADOPTION

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Abstract

The advancement in technology has provided an impetus to almost all verticals of work, right from business to technology to judiciary. The increased awareness of computerization has led the courts to become efficient in dealing with cases involving criminal as well as civil cases. The Indian judiciary has also made advancements in the e-courts processes such as inclusion of Case Information System, inclusion of programs such as COURTNIC and JUDIS and provision of payment through Information Communication System portal. The Supreme Court, High Courts and other subordinate courts have been included in this program for widespread use of e-services in the judicial sector. However, the adoption rate in India is quite low, mainly due to lack of infrastructure, connectivity issues, resistance to change, and lack of skillset for internet related processes. This study, thus, provides insight on the various challenges and barriers for adoption of digitization of judicial services, and provides solutions to the same. The study also provides recommendations such as inclusion of user friendly interface, provision of regional languages in the software, providing training sessions for workers for ICT processes, and awareness drives providing knowledge on the benefits of digitized judiciary system on the expedition of justice in the Indian Judicial System. The study, thus, aims to become a piece of reference to other researchers of the same area of interest as well as administrators and executives that are responsible for implementing ICT in Indian judiciary, and adopt recommendations provided for furthering the goal of e-justice through e-courts in India.

Keywords: Digitization, Indian Judicial System, barriers, Challenges, ICT, e-courts

1.1 Background of the study

1.1.1 Digitization of judicial system: Need and Current Practices

The judiciary system in India is vast as there are around 24 high courts, thousands of district and subordinate courts, millions of advocates, and around 50,000 judges. Approximately, 6 lakh new cases are added every month but there are still 2 Cr cases that are pending for judgment. Approximately 7 lakh cases are also disposed of per month, but this speed is quite slow as it will still take around 20 years for clearing the pending cases[1]. Thus, it is very important to expedite the whole judicial system that can be only possible with digitization. The processes that can be incorporated to expedite this process includes availability of forms online, e-filing, case management software, databases for e-records, as well as readily availability of information to the concerned parties in terms of centrally accessible portals. If every form related to cases is made available online and e-filling is used extensively, it will reduce large amount of paperwork. It is also estimated that complete digitization of the judicial system can save around 12,000 Cr rupees in a year[2]. Additionally, there is a pressing need of reducing pendency in Indian legal system. The Indian judicial system has been facing enormous pressure to reform its functioning. The extremely low judge-to-population accounts only to high incidence of pendency in legal system. Re-litigations and litigations as well as RTI's accounts further increase the number of cases along with normal civil and criminal case[3]. Thus, digitizing the process of judiciary would help decrease cost as well as time, and provide effective justice to the litigants.

The foregoing Indian judicial system relied heavily on paperwork, with relatively less incorporation of digitization; however, the on-going legal system is evolving to include the use of technology and aiming for

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[1] A.C. Upadhyay, "Information and Communication Technology and Judiciary" 1 *J. Assam* (2014)

[2] Waiting for justice: 27 million cases pending in courts, 4500 benches empty, *available at*: http://www.hindustantimes.com/india-news/waiting-for-justice-27-million-cases-pending-in-courts-4500-benches-empty/story-H0EsAx4gW2EHPRtl1ddzIN.html (Last modified on November 15, 2016)

[3] PTLB, "E-Courts in India And E-Judiciary In India" *Electronic Delivery Of Justice In India And Legal Enablement Of ICT Systems In India* (2014)

digitizing the complete judicial system[4]. With a number of small advancements taken by the Supreme Court and High Courts in digitization, the Indian Legal system is still lagging behind in many domains. Linkage with National e-Governance Programme has helped in reduction of time in judgment[5]. It has been noted that digitization has also helped with availability of information up to some extent. List of Business Information System, Filing Counter Computerization, COURTNIC, JUDIS, Supreme Court and High Courts pending Cases on IVR, display boards, and Cause Lists on Internet are some of the effective measures taken over the past years[6]. However, these steps that were taken at the level of High Court and Supreme Court are also needed at the district and subordinate level for similar services all over the country, as these courts contain the majority of pending cases. In September 2016, the Supreme Court launched the NJDG (National Judicial Data Grid), which provides access to pending cases of the lower courts throughout the country, but these systems are not user friendly[7]. Under the e-court project, the cause list, case status, and judgment can be tracked for all the courts; however, there are many discrepancies with the uniformity of data with various courts, thus this portal makes it difficult to analyze data and compare it with other courts in India.

1.1.2 Relationship between law and technology

The relationship between law and technology has been reviewed in the past, wherein laws were made to change to incorporate the changes in the life of humans due to technology. This can be established from the example of establishment of copyright law, cyber laws, among others[8]. Apart from this, the legal scenario of businesses also changed through

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[4] Prashan Mali, "Electronic Evidence/ Digital Evidence & Cyber Law in India", *LinkedIn* (2015)

[5] Online Justice: Why courts should explore emerging digital possibilities, available at: https://www.theguardian.com/public-leaders-network/2017/jan/16/online-justice-courts-explore-digital-possibilities (Visited on July 10, 2017)

[6] N Robinson, "Expanding judiciaries: India and the rise of the good governance court", 8(1), *Wash. U. Global Stud. L. Rev* (2012)

[7] M.P. Gupta, "Tracking the evolution of e-governance in India" *Technology Enabled Transformation of the Public* (2012)

[8] M. Chemin, "Does court speed shape economic activity? Evidence from a court reform in India" 28(3) *Journal of Law, Economics, and Organization* 460 (2012)

incorporation of technology, such as sending of e-documents related to proposals, letters of business interactions, notices and signing of e-letters through e-signatures[9]. After technology being the reason to change laws, it also became as a tool to change the legal system. Inclusion of different softwares such as e-filing, e-payment, management of case history online, scheduling of hearings and posting judgments can be used for better access to justice[10]. These processes lead to easier documentation and retrieval. Other uses of Information Technology in law include; use of video conferencing to streamline the judicial process for hearings, use of advanced devices and technologies for evidence generation[11]. These processes ensure timely collection and reproduction of evidences to the court, reduced cost by saving resources such as vehicles, fuel etc., resulting in timely justice delivery.

1.2   Objectives of the study

The aim of this study is to provide an assessment of barriers and challenges of effective adoption of digitization in the judicial system of India. The objectives of this study are:

i)   To understand the needs of the Indian Judicial system in terms of recent technologies and software for digitizing judiciary.
ii)   To assess the current digital practices that are prevalent in the various courts of India and their operability and adoptability within the judicial framework.
iii)   To analyze the barriers and challenges that restrict the adoption of digitization in the courts of India.
iv)   To provide solutions and recommendations for overcoming challenges and breaking barriers related to digital processes in judiciary, and increase adoption of e-courts.

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[9] Judicial Process in India, *available at:* http://www.legalservicesin dia.com/arti cle/ar ti cle/judicial-process-in-india-464-1.html (Visited on July 13, 2017)
[10] Gagandeep Kaur Malhotra, " Challenges of Information Technology to the Criminal Justice System of India" 1 *SSRN Electronic Journal* 9-13 (2011)
[11] Giampiero Lupo and Jane Bailey, "Designing and Implementing e-Justice Systems: Some Lessons Learned from EU and Canadian Examples" 3 *Laws* 353 (2014)

1.3   Literature Review

1.3.1   Current digital practices and procedures

Digitization is the process of conversion of any type of information or data into digital format. Digitization or digitalization is very important for effective storage, processing, interpretation and analysis of data. It provides a crucial aid in management as well as sharing of data[12]. The 21st century has witnessed tremendous changes in the way industries deal with data. Digitalization has acted as a pivotal point for advancement of a large number of domains. The paperwork in Indian courts has also started to become redundant in the courts, with the government aiming to revolutionize the judicial system[13]. The e-filing has been launched in the Supreme Court a decade ago, with the launch in district courts and high courts also following lead. However, its implementation has been very slow. The computerization of these courts completed at a cost of 935 Cr rupees in 2015[14]. Apart from this, the government launched the Phase II project of computerizing judicial premises in July 2015 for a budget of 1670 crore rupees for 4 years, but the progress of this phase is negligible. COURNIC is an e-repository of pending or disposed cases of Supreme Court and High Courts[15], while JUDIS is the e-repository of all the judgments provided by these courts[16]. Even though these processes are available, there has been limited up gradation in this sphere. The Indian courts have procedures for e-filing and to access the information of any case, but further development has not occurred much in the judicial vertical for better outcomes.

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[12] Emma Rooksby and John Weckert (eds.), *Information Technology and Social Justice* (IGI Global, 2007)

[13] Chitranjali Negi, "Information Technology, E-Justice & ODR" 1 *SSRN Electronic Journal* 1 (2015)

[14] Judicial Process in India, *available at:* http://www.legalserv icesindia.com /article/article/judicial-process-in-india-464-1.html (Visited on July 13, 2017)

[15] Disposed & Pending Case Status, *available at*: http://courtnic.nic.in/courtnicsc.asp (Visited on July 9, 2017)

[16] The Judgment Information System, *available at*: http://judis.nic.in/ (Visited on July 9, 2017)

1.3.2 Barriers and challenges to digitization in India: empirical review

A study conducted by Schild (2009)[17] assessed the access of judiciary in the various parts of India, and aimed to provide an analysis of how this access was not able to reach the citizens. The author hypothesized that lack of access to judiciary was mainly due to the challenges and barriers faced by the judiciary system in digitalizing their services. The researcher found out that these challenges were deep-seated, and needed to be eradicated to provide advantages of ICT to transform the judicial process in the country. The main challenge that the researcher uncovered in this research was the increased level of resistance among the various cultures of judiciary in accepting change from paper based processes to digital processes. The employees involved in changing the scenario were those whose jobs would be redundant after implementation, thus they stalled the processes to save their jobs. Also, as judiciary is a separate entity from politics, the political parties also do not put much attention to revolutionizing processes, thus the efforts lack strong stakeholders that can drive the process forward. Along with the previous two barriers, low level of education in ICT and fairly less access and familiarity with technology is also a big problem in eradicating paper based processes, something that the mass population is very comfortable with. Even the judges have problems acquainting themselves to the technological process, and need to acquire a new skill set, something that many are not keen to do. Thus, these challenges pose a serious threat to advancement of technology and digitization of judiciary in India. To overcome these challenges, there might be a need to increase stakeholder for the process, so that the process may be able to progress and not be stalled every time any judicial or non-judicial person finds a problem with the process for their own selfish reasons.

A study conducted by Moni and Misra (2009)[18] provided an insight on the barriers that presented itself while implementing e-judiciary in rural parts of India. India comprises of majority of rural places, with wide cultural and language diversity. The study aimed to assess any barriers that restricted the effective implementation and user of

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[17] R. Schild, "The Role of ICT in Judicial Reform- An Exploration" *The Centre for Internet and Society*. New Delhi, (2009).

[18] M. Moni, S. Misra, "Rural India : achieving millennium development goals and grassroots development", *Concept Pub. Co*. (2009)

Information Communication Systems in the local and district courts of regional rural places. The research revealed that language barrier was the most common and greatest hurdle of ICT implementation. The people of rural places were most versed with their regional languages, and did not have strong command over English. This created a problem while filling forms for petition, paying fees and for tracking cases over the portal provided by the judiciary. The employees were trained to provide translation services, however, this step did not completely eradicated the barrier.

Prakash et al. (2011)[19] conducted a study that discussed about Information Communication Technology and its relation in Judiciary System of India. The authors discussed that Indian judiciary has a large pending case history and keeping up the case record has become increasingly difficult and strenuous for the officials. However, physical data has many limitations, and thus the Indian Judiciary has started to shift their working processes towards digitization of these cases. However, the research aimed to assess the challenges that the judiciary would face in this transition. Thus, the authors assessed the procedure of the courts of Delhi and Allahabad, and the challenges that emerged from the study provided insight that the amount of data that is produced in these courts per year would amount to 8.5 thousand files amounting to 1.3 TB of data. If the courts lost even a single file, the entire record of the case would be made invalid. Secondly, the technology today would turn obsolete in the future, and the courts would need to constantly upgrade their systems, hardware and methodology, and this upgradation is a great barrier in government institutions in India. Thus, the courts and the government needs to take into account these matters while designing and implementing UCT strategies in the judiciary system of India.

A study conducted by Srivastava (2014)[20] assessed the concept of e-justice in India as a process included in the e-governance. The authors aimed to understand the concept and framework, and then process the issues and challenges in implementing these concepts. The authors hypothesized that there were many challenges associated with the

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[19] R. Prakash, T. Mohanty, R. Gupta, V. Jain, "ICT in Indian Court Challenges & Solution" 1 *International Journal of Internet Computing* 2231–6965 (2011).
[20] A.K. Srivastava, "e-judiciary: Computerizing the judicial system." 3(1) *The Social ION*, 77–84 (2014).

correct implementation of e-justice, and easy access to justice. The research found out that the main challenges for correct working of e-justice include trust, digital divide, resisting change in process of working, privacy concerns, and security concerns. In terms of resistance to change, the study found out that the customers, the employees and the government had different views of how transactions should proceed, and all parties disagreed with each other leading to a situation where digitization of courts was stalled. In terms of trust, the customers did not have trust that their information would be more secure, citing a number of cybercrimes that compromise the security of the institutions. Thirdly, the researchers found out that due to the economic divide among the majority of population of India, most were not acquainted with technology, and thus were not sure how to use this technology for filing petitions, paying fees, tracking care progress, among others. Privacy and security are also very serious concerns, as the courts have personal data which can be sensitive in nature and thus, requires highest level of security from web based threats. Lack of security standards pose a direct threat in terms of compromising the privacy of every person that has filed for justice, or the ones on whom are under the knife of justice.

A study conducted by Sharma (2015)[21] assessed the results of e-Court implementation by analyzing the results of the objectives that were set by the government during its inception. The study assessed the challenges that have emerged during the implementation of e-judiciary in various courts of India. The study assessed 5 high courts, 20 High Court complexes from these courts, and 3 Subordinate Court complexes from as the sample. The results provided insight that the lack of infrastructure, unskilled manpower, connectivity issues for internet, and incomplete training provided to the employees were the main challenges to effective implementation of the digitalized process of judiciary. The author was also able to assess that lack of customization in reports ad lack of local language conversion led to decreased use of digital services by the petitioners and court officials. As the employees were made to work manually, as well as on computerized systems, the users were less keen on learning the digital process. Little provision for accessing backlog data also restricted its user among lawyers, as well as

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[21] A.K. Sharma, "Evaluation Study of eCourts", *Integrated Mission Mode Project* (2015).

decreased security of data and no software upgradation was seen as a big barrier in implementation of digital processes in the Indian judiciary.

Another study by Midha (2016)[22] assessed the barriers of implementing digital initiatives in the courts of India. As per the author, "Digital India" project started by Prime Minister Mr. Modi, is aimed to connect the county and improve the technological aspect of various departments, including judiciary. However, the barriers are present for its effective implementation are many and needs to be solved for the project to effectively execute. The challenges presented in this study include infrastructural deficit such as computers, internet connection, storage capacity; lack of skilled employees who lack the basic knowledge of computer systems, and how to work through the intra- and internet; the lack of digital implementation in auxiliary services such as police, governance, and prisons. These barriers pose a threat to the implementation of effective facilities related to digitalization, and needs to be properly tackled for technology advancement in judiciary.

A study conducted by Chandra (2016)[23] talks about access to justice as Indian population is by far denied justice due to the lengthy court cases with limited availability of resources to speed up the proceedings. The researcher also provides a view that access to justice is the fundamental right of the Indian citizens. The latest advancements in technology has promised to provide a means for creating a balance between the petitions and justice provided. However, a major barrier that has been erected to hinder a successful implementation of access of justice is the gap of demand and supply. The researcher observed that as demand is very high, and there is an increasingly pending cases left for the judiciary, effective implementation of e-justice is not possible, as by shifting focus on e-justice, mostly courts lose precious time that could be devoted to decrease the judiciary burden. The transfer of old cases on the e-judiciary portals will cost more and take more time, leading to heavy workload on employees that will shift their focus on transmission of data rather than taking care of present cases and hearing, creating a

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[22] R. Midha, "DIGITAL INDIA: BARRIERS & REMEDIES" In *International conference on Recent Innovations in Sciences, Management, Education and Technology* (6). Sirsa: ICRISMET, (2016).

[23] A. Chandra, "Indian Judiciary and Access to Justice: An Appraisal of Approaches" (2016).

large work deficit, adding to the pile of long overdue cases by the courts.

1.3.3 Systematic table and Inferences

Author	Challenges/Barriers	Inferences
Schild (2009)	High level of resistance in judiciary employees Low level of Stakeholder interest Technological Illiteracy	The study provides insight on the resistance that judiciary employees provide in effective implementation of digitalized services. To combat this barrier, the judicial administrators and higher officials would require to employ people that would oversee effective implementation, and monitor transition towards e-services of the courts.
Moni and Musra (2009)	Language barrier	Language barrier is one great challenge as India has many national and regional languages. Also, some languages have different dialects which further increase problems in implementation, as many citizens are versed only in their languages. Rural people are more prone to this barrier, thus subordinate courts, tehsils and district courts face more problems in digitization of judiciary due to this barrier
Prakash & Mohanty (2011)	Large e-space required for storage of e-files Loss of one file may lead to redundancy of whole data in a case Continuous	The study provided the conclusion that security and privacy were paramount in the transition of data from paper based format to e-files, and that the loss of files is a very serious but probable possibility. Also, as technology is changing every day, the judiciary would need to keep up with this

	Technological updates	advancement to provide effective digitalized services, and would also require budget for the upkeep of the same.
Insights (2014)	Lack of trust Increased digital divide Resisting change Privacy concerns Security concerns	The study's assessment of challenges led to the conclusion that Indian citizens and members of judiciary do not trust digitalization, as there are privacy and security concerns. The respondents also resist from change, as there is a digital divide in terms of knowledge and practical implementation of technology.
Sharma (2015)	Lack of infrastructure related facilities Unskilled manpower Connectivity issues for internet Incomplete training provided to the employees	Courts in India have implemented the system of e-courts, but there are serious infrastructural deficit. The courts have old computers, running on old operating system, which creates problems when new software needs to be installed. Also, the judicial files are large whereas storage capacity is less, which also prove to be a challenge. Internet connectivity issues delay fast work, and sometimes the process become more tedious than its paper based counterpart. The training services are mostly redundant, as in the services sessions that are conducted, the employees do not visit, leading to lack of knowledge of the system and of the procedures related to e-court
Midha	Infrastructural deficit such as	Lack of infrastructure and internet connectivity leads to

(2016)	computers, internet connection, storage capacity	increased time for processing requests, sanctioning dates and processing fee receipts. Thus, the process that aims to speed up judicial services is not able to do so. Lack of knowledge of officials, service boys, judges towards computer systems and software proves to be a hindrance in wide adoption of e-services in the courts.
	Lack of skilled employees who lack the basic knowledge of computer systems	
	Lack of digital implementation in auxiliary services such as police, governance, and prisons	Also, lack of similar services in other department considerably reduces the advantages of digitization of judiciary
Chandra (2016)	Imbalance between demand and supply of judicial services	Demand refers to the number of litigants and their grievances that are filed in the court for justice and supply refers to the justice provided through means of ending the case with appropriate judgement. The lack of balance creates a deficit in providing efficient justice to all, and implementation of digitization through the employees assisting in providing justice compromises their time and efforts to provide this justice. Thus, the gap of demand and supply widens further, which poses additional challenge to digitization of judiciary
	Loss of working hours for present cases	
	Increased number of pending cases over the present number	

Table 1: Systematic Review of Barriers and Challenges identified

1.4   Discussions and Conclusions

The challenges discussed in the section above are evidences of serious setbacks to efficient and effective implementation of digitization of judicial system of India. The challenges restrict the progress of the judiciary system of India to provide solutions to grievances of people, as majority of the time the employees of the judicial system are involved in taking care of the miscellaneous works of the office, instead of taking care of cases and providing justice. To be able to address these challenges and barriers, there is a need for serious thought from the government and the judicial officials. There is a need for the government to take an active role in revolutionizing the judiciary system of keeping track of cases, providing solutions through e-courts, without hampering the freedom of the judiciary. For this, there is a need to create a well-defined and well-thought framework where setting up of e-courts and its effective execution is encouraged. The employees that face loss of employment through digitization should be trained as service managers to these e-processes, so that there is no hindrance and stalling of the process. The upgradation of infrastructure is also a must to expedite the process of effective e-courts in India. In terms of infrastructure, there is a need to install hardware in every court and prepare for its maintenance, before thinking of installing software and implementing e-court processes. Another main aspect of ensuring effective digitization of judiciary through e-courts is maintenance of a robust security system. This is due to the fact that decreased security decreases trust in e-courts, which hampers digitization. Also, increased security means better implementation of justice as tampering with court evidence, files and judgments will not happen. This, the security processes needs to be decided and implemented strictly. The process of user-friendly services is also a must to the Indian judicial systems, as the majority of litigants hail from rural background, where exposure to technology is highly limited. Provision of different language options in the e-services will also provide a boost in the use of e-services for judicial processes. These user-friendly processes are of vital importance, as this will decrease hesitance, and will promote accessibility of judicial service leading to increased adoption and use. Another important aspect is training and development of personnel for maintaining and entering e-data. The government should make efforts to provide trainings in a way that it should not hamper present proceedings and work of the employees, so

that there is no increased deficit of services to the litigants. This can be done by providing classes before the start of court proceedings, on certain public holidays, or during annual leave to the judiciary. The training must include the processes on how to e-file entries related to notification, service, summons, bail orders, ready references, and warrants. Also, the process should make the judges familiar to these procedures, which will help in smooth running of e-courts. Lastly, it is very important to create awareness regarding the need of e-courts and digitization of judiciary for the benefit of the nation, expedited justice delivery, ease of providing justice and creating better outcomes for the future. This can be done through interactive workshops, road shows, awareness marathons and plays and seminars.

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सामाजिकनीतावाचारोपयोगः मूल्यञ्च

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सन्दर्भसार: (Abstract)- नीतिस्तु मूल्याश्रिता कर्षणोपादानस्वरूपा वैयक्तिकवर्त्तननियामका च। वर्तनन्तु व्यक्तिभेदेन भवति भिन्नं भिन्नम्। यदि व्यक्तिभेदाद्वर्त्तनस्यापि भिन्नत्वं परिलक्ष्यते तर्हि यथामानस्यानुक्रमः कथं सम्भवेत्? किं वा तावद्वैयक्तिकाभ्युदयविषयस्य सभादिषु उद्घोषणेन? कथं वा वैयक्तिकं मानं सामाजिकादर्शस्य हेतुभूतो भवति येन सामाजिकेषु सर्वेषु प्रतिष्ठानान्तरसहबोधः जनयेत्?

एतेषामुदितानां प्रश्नानां धर्मशास्त्रदृष्ट्या समाधानद्वारेणैव आचारोपयोगाः उपस्थापयिष्यामि यैः सामाजिकादर्शः भवति प्रतिष्ठितः।

कुञ्चीशब्दा: (Key words)- सामाजिकादर्शः, आचारः, मूल्यबोधः, अभ्युदयसिद्धिः, सामाजिकविधिः, सामाजिकन्यायः

मनुष्यः समाजे निवसति, अतः स समाजं निर्माति, समाजेन सह आत्मनः स्थितेः उच्चावचं विचार्यैव प्रयोजयति, समाजापेक्षायै मूल्यबोधस्वरूपस्य धर्मस्यानुसरणं करोति, अपि परस्परसहयोगेन वैयक्तिकानुवर्त्तनेन च सामाजिकन्यायस्य उद्वर्तनं करोति येन तेषु प्रतिष्ठानान्तरसहबोधो भवत्यधिष्ठितः इति अविसंवादितं सत्यम्।

अतः आचारः यः खलु सहयोगेन अनेन सामाजिकनीतेः हेतुभूतो भवति, सः व्यवहारिक-औपचारिक-वैषयिक-इति पादत्रयस्योपरि भवति न्यस्तम्। पुनरयमाचारः सामाजिकादर्शनिश्चितये

कारणभूतो भवति। अतः नीति आदर्शश्च अन्योन्याश्रयसम्बन्धयुतौ। यदा आचारः कर्त्तव्यतयोपदिष्टस्तदायमुपदेशात्मको धनात्मको वा (Prescriptive), परन्तु मीमांसकानां नये यदा विकल्पोहाभ्यामयमुद्दिष्टस्तदा भवत्यर्णात्मकः (Proscriptive)।

अत्र एव वक्तव्यं यत् यद्यपि आचारोच्चारणेनैव आचरणं झ्वटित्येवास्मम्माकं मनसि पदं करोति, तथापि एतयोः उभययोः किंचिन्मानसिकबुद्ध्यान्तर्यमस्ति। आचारस्तु पारम्परिकं पितृपैतामहागतं कर्त्तव्यतयोपदिष्टं वैयक्तिकं वा। अपरत आचरणन्तु व्यवहारिकं परस्पराश्रयि मिथः सहयोगेनान्वितम्। आचार आचरणद्वारेणैव समाजोपयोगी भवति। यदा वैयक्तिकाचारः सामाजिकादर्शस्य परिपन्थी भवति तदा आचाराश्रितं समाजोपयोगिनमाचरणमवश्यमेव वलवद्धवति।(मनुः १/९६)

आचार्येन अरविन्देन तदीये **'Foundations of Indian Culture'** इति ग्रन्थे प्रतिपादितं यत् न्यायदृष्ट्या सामाजिकं विवर्तनं नारोपितं भवति, अपि च सामाजिकानां स्वतः आचाराभ्युदये इतरेतरानामान्तःसहयोगेन प्रतिष्ठितं भवति। अतः वैयक्तिकाचार ऐतिह्यस्य तथा मूल्यानामुद्वर्त्तनेन सामाजिकं भवति इति। अत्रावश्यमेव स्मर्तव्यमेतत् यत् यावन्त आचाराः धर्मविषये प्रमाणाः भवन्ति ते खलु सर्वे आध्यात्मिकतायां नैतिकतायां वा भवन्ति प्रतिस्थापिताः।

ननु समुदितेयं जिज्ञासा केनोपायेन कथं वा एतेषामाचाराणामनुपालनं कुर्म्मः? तत्रोच्यते-

'साक्षादनुभवैर्वैदृष्टो न श्रुतो न गुरुदर्शितः।

लोकानामुपकाराय एतत्सर्वं प्रदर्शितम्॥'-इति।

अतः स्वीयाभिज्ञाश्रितं यौक्तिकं चिन्तनम् आचारो वा व्यक्ते समाजस्य चाभ्युदयसाधनो भवति। आचाराः न केवलं व्यक्तिजीवनस्य पुष्टिमश्नुवन्ते, अपि तु समृद्धिमातन्वन्ति, ये खलु परिणामे समाजाभ्युन्नतये सुसाधका भवन्ति। श्रुतञ्च स्मृत्याम्-

"आचाराल्लभते आयु आचाराद्धनमक्षयम्।

आचाराल्लभते सुप्रजा आचारोऽत्यन्तलक्षणम्॥"-इति

आचार्यादाहृतं ज्ञानमात्मविश्लेषणेन तथा जीवनप्रक्रियायां संयोग-वियोग-मार्जन-विपरिणमनैः समाजोपयोगी भवति। अतः एतदेव स्पष्टं यद्धर्मानुसारी सामाजिकनीतेरभिलक्षी मूल्याश्रितो

व्यवहार एव आचारः चरितं वा भवति। प्रख्यातैः समाजवैज्ञानिकैः आरिस्टोटल-महाभागैर्भाषितं यद्वैयक्तिकमूल्यानुशीलनमेव व्यापकतया सामूहिकमूल्यानां जनको भवति, यत्तु आचारमेवानुकरोति। अतः व्यवहारभेदेन सामाजिकदृष्ट्या आचारस्यापि परिवर्त्तनं भवति। अप्रासंगिकाचार एव अनाचारः, ऋणात्मकफलप्रसवी एव दुराचारः, हितफलकश्च सदाचार आचारो वा।

अलिखितनियमरूप आचारः व्यवहारात् किंचिद्भिन्नतया प्रतिभातः धर्मशास्त्रकृद्भिः। धर्म-व्यवहार-चरित-राजानुशासनभेदैः विवादस्य पादचतुष्टयं विद्यते। श्रूतञ्च-

'धर्मश्च व्यवहारश्च चरितं राजशासनम्।

चतुष्पाद्व्यवहारोऽयमुत्तरः पूर्ववाधकः॥'-इति।

यद्यपि राजशासनं चरितवाधकत्वेन प्रतीयते तथापि एतदेव स्पष्टं यत् यदि आचारानुशीलनं धर्माश्रितं भवेत्तर्हि राजशासनोपयोगो नैव विद्यते। परन्तु यदि आचारः सामाजिकन्यायस्य परिपन्थी भवेत्तर्हि स व्यवहारेण वाध्यते। शास्त्रप्रमाणाभावे विवादविषये राजा पारम्परिकाचारमाचिनोति, यत्खलु मूल्याश्रितं सामाजिकादर्शनकं भवति। अत्रेदमवधार्य यदाचाराध्यायपठितराजधर्मव्यवहाराध्यायपठिराजधर्मयोः अयमेव भेदो यदाचाराध्याये कर्त्तव्यत्वेन धर्मा उपदिष्टाः, व्यवहाराध्याये कर्तव्याचारेषु यत्र यत्र सन्देहो भवति तन्निराकरणार्थं विधयः संकलिताः।

आश्रमभेदेनाचारोऽपि सत्त्वविकल्पं स्वीकरोति। समूल्यानां नीतिनामाश्रयणेन यथाश्रमविहिताचारेण च व्यष्टे आत्मोपलब्धिः उत्पद्यते यत्खलु परस्परभावनद्वारेण अन्तिमे समष्टेः प्रतिष्ठां सूचयति। 'आचारो परमो धर्मः'-इति वचनेन धर्मशास्त्रकृता मनुना न केवलं धर्मभावकत्वेन आचारस्य वरत्वं प्रतिपादितमपि चाश्रमचतुष्टयस्य धर्मस्याचारपरकत्वं स्वीकृतम्। लक्ष्यणीयं यत्योगीश्वरः याज्ञवल्क्यः ब्रह्मचर्यगृहस्थाश्रमधर्मान् आचाराध्याये अन्तर्भावयन् वानप्रस्थसंन्यासाश्रमयोर्धर्मान् प्रायश्चित्ताध्याये विवृणोति। कारणं ब्रह्मचर्यगृहस्थाश्रमौ साक्षात्समाजान्वितौ। सामाजिकविधिभिः साकमेतावाश्रमौ सम्पृक्तौ। यद्यप्यवशिष्टयो आश्रमयोः श्रुतिस्मृतिप्रतिपादिताः केचन धर्माः आचारतो लभ्यन्ते, न हि सर्वसामान्याचारधर्मस्वरूपेण तेषां परिकलनं सम्भवति। तत्रविहिताचारैः निःश्रेयससिद्धिर्भवति, परन्तु ब्रह्मचर्यगार्हस्थ्याश्रमयो

आचाराणां समाजबद्धत्वेन परस्परभावकत्वेन अभ्युदयसिद्धौ प्रवृत्तिर्भवति, तेभ्यः एषां स्वरूपतः पार्थक्यात्।

आचारव्यवहारयोर्मिथर्सहसम्पर्कमाचरणात्प्रतिष्ठितं भवति। कदापि आचारः व्यवहारं प्रभवति, कदापि वा व्यवहारेणायं वाध्यते। आपातदृष्ट्या व्यवहारादाचारस्य पृथक्त्वं परिलक्ष्यते परन्तु शास्त्रविहिताचारस्य सामाजिकोपयोगत्वेन व्यवहारपरकत्वमस्ति। आचारस्तु पारम्परिकचरितान्नापसारणेच्छा। परन्तु देशकालस्थितिभेदैराचाराचरणद्वारैश्च व्यवहारस्य उद्वर्तनं साधनीयं यतः वैयक्तिकाचारः न सदैव समानतया सामाजिकदर्शोपयोगः साधयति। समर्थितञ्च शान्तिपर्वणि –

<div align="center">

देशकालनिमित्तानां भेदैर्धर्मो विभिद्यते

न हि सर्वहितः कश्चिदाचारः सम्प्रवर्त्तते।

तस्मादन्यः प्रभवति सोऽपरं वाधते पुनः

आचाराणामनैकाग्रयं तस्मात् सर्वत्र लक्षये।।-इति।

</div>

ननु क्रमेण दृष्टान्तसहायेन सामाजिकादर्शेषु आचारस्य उपयोगः व्याख्यास्यामः।

१) **वैयक्तिकाभ्युदयः-** आजन्मन आचारनियमितः मनुष्यः स्वनियमनेन स्वाभीष्टं फलमश्नुते यत् खलु चरितोन्नयनसाधकं भवति। जन्मनः अस्माकमानृण्यं वर्त्तते समाजात्पितृपैतामहेभ्यश्च। आचारस्य यथाविहिताचारणमेवार्णमुक्तेः सहायकं भवति। कर्तव्याकर्तव्यविनिर्णयानुशीलश्चरिताभिज्ञः स समाजे आत्मानमवस्थापयति। पारम्परिकं परीक्षिताचारमनुसरतः सामाजिकमानप्रतिस्थापने एका मानसिकी स्थितिरुत्पद्यते या वैयक्तिकाभ्युदयं साधयति, या खलु परिणामे मूल्याश्रितं सामाजिकं संहतिं जनयति।

२) **सामाजिकन्यायः-** आचारः वैयक्तिकवर्त्तननियामको भवति। आचारः भवति सामाजिकदायः यः खलु कृष्टेः संरक्षणं साधयति अपि च वंशानुक्रमेण समाजोगोपयोगिनं मूल्यं प्रवहति। अयमेव आचारः अवबोधनप्रक्रियया यथाविहितप्रतिविधानेन उद्भूतायाः सामाजिकसमस्यायाः अपनोदनं करोति यया सामाजिकसुरक्षायास्तथा स्थैर्यस्य बोधः जनयेत्। सामाजिकाः इतरेतराणां सुखदुःखभाजाः सन्तः सहबन्धनमेकं जनयेत् यत् संहतिं

जनयति। परन्तु एतदेव स्वीकर्त्तव्यं यन्मनुष्याः भिन्नाः तेषां रुचयर्भिन्नाः प्रवृत्तयश्च भिन्ना भिन्नाः तत आचाराः कथमाचरणिकमैक्यं साधयति इति जिज्ञासायां वक्तुं शक्यते सत्सु अपि भेदेषु आचारनिष्ठा मर्यादा मूल्यबोधजननद्वारेण सामाजिकन्यायरूपं विभर्त्ति। अनया वैयक्तिकमर्यादया साधारणाः पारस्परिकप्रतियोगितायामुद्युक्ताः भवन्ति याः खलु न केवलं वैयक्तिकाभ्युदयाय अपि च परोक्षतया सामाजिकाभ्युदयाय सुसाधकाः भवन्ति। अतः सामाजिकन्यायप्रतिष्ठायां सामाजिकेषु सहयोगितायाः प्रतियोगितायाश्च मूल्यबोधप्रस्तुतये प्रोत्साहनं कर्त्तव्यम्।

३) व्यवहारोपयोगः- व्यवहारोद्गमेषु त्रयेषु आचारस्य महत्वं धर्मशास्त्रकारैः सर्वैरङ्गीकृतम्। श्रुतिस्मृतिभ्यां यत्र साक्षादाचारस्य विरोधो दृश्यते तत्र आचारोऽवरस्त्यज्यश्च। यदा व्यवहारविषये आचारस्य प्रामाण्यत्वं स्वीकृतं तदा आचारविधिरुत्पद्यते (**customary law**)। आचारः स्वयमेव कारणभूतः नापि सन्व्यवहारं यदा निर्माति तदा सामाजिकाः स्वतः स्वकीयैराचरणै सामाजिकसंहतिं जनयन्ति। आचारदृष्ट्या विधिस्तु आचरणनियमः येन सर्वेषां सामाजिकानां निश्चयात्मकः प्रकाशो भवेत्। आचारविधिरयं प्रथमतया. सामाजिकैरवहितम् ततः. सामाजिकैश्चानुसृतम् भवति। तादृशस्य आचारस्य व्यवहारविषये विधिपरकत्वमस्ति यः खलु सामाजिकसाम्याधिकारेण तथा सामाजिकविलक्षणाभावाधिकारेण प्रतिष्ठितः भवति। अतः वक्तुमिदमत्र शक्यते यत् सर्वेषु व्यवहारेषु यद्यपि आचारस्योपयोगो नैव विद्यते तथापि सर्वदैव आचारस्य व्यवहारपरकत्वमस्ति। प्रख्यातैः पाश्चात्यदार्शनिकैः सिसेरो-महोदयैर्न्यायसंज्ञायां- '**Justice has emanated from nature. Therefore certain matters have passed into custom by reason of their utility. Finally the fear of law, even religion, gives sanction to these rules which have both emanated from nature and have been approved by custom.**'- इति संज्ञितम्। भारतीयसर्वकारस्वीकृतं संबिधानं, यत्र कर्त्तव्याधिकारव्यवहारविधयः संकलिताः, यमनुसृत्य सामाजिकादर्शः भवति प्रतिष्ठितः, तत्रैव त्रयोदशे परिच्छेदे एते शास्त्रविहिताचाराः शिष्टाचारबिधिरिति केवलं नामान्तरमाश्रित्य प्रवर्त्तन्ते। एते विधयश्चित्रान् सामाजिकान् इतरेतरैर्योजयन्ति, तेषामाचरणामात्तीकरणेन यथामानानुसारणं कुर्वन्ति, संकीर्णानां स्वार्थानामापाकरणैः पारस्परिकसहबन्धनैश्च सामाजिकेषु सामूहिकचेतनां जनयन्ति।

अत आचारः न केवलं गणतान्त्रिकतायामपि च सार्विकतायां प्रतिष्ठितं भवति। यतः एषः सामूहिकचेतनायैर्विनिर्मितं, सामाजिकाभ्युदये सर्वेषामैकान्तिकमवदानञ्चास्ति तत एषः गणतान्त्रिकः। अपरतः यतः एषः वैयक्तिकात्मानुभूतेस्तथा समष्ट्यनुभूतेः सहायको भवति, अपि च सामाजिकानाम् मनन-प्रत्यय-वर्त्तनानामनुप्रेरको भवति तत एषः सार्विकाभ्युदयसाधकः इति।

४) मनोवैज्ञानिकोपयोगः- आचारः पितृपैतामहागतः पारम्परिकः इति मया पूर्वमेव भाषितस्ततः पितृपैतामहैः सुप्रयुक्तोऽयमाचारः स्वाभिज्ञतायैः सुकरेणैवालं साधयितुं अभ्युन्नतिकामी जनः। एतेषामाचारानामाचरणेनैव तेषु निरापत्तायास्तथा सुरक्षायाश्च बोधः जनयेत् यः खलु आत्मनः सामर्थ्यानुभवः जनयेत्। अयमनुभव एव वैयक्तिकाभ्युन्नतये हेतुभूतो भवति। अयमनुभवः न सामाजिकमूल्यैर्विसृष्टो भवति। अतः मूल्याश्रित एषो हि पारस्परिकानुवर्त्तनैः समाजाभ्युदयाय प्रेषितो भवति।

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INNOVATIVE EXPERIMENTS IN BIOLOGY TEACHING LEARNING PROCESS AT SECONDARY LEVEL

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Abstract:

Science is essentially based on observation. Experimentation and induction, and teaching and learning of science should reflect these. However, observation and experimentation are often missing from classroom activities related to science teaching in most government schools consequently, teaching and learning of science often become textbook-based.

Non-availability of adequate science apparatus is the reason cited for this state by most science teachers. The study involved the use of low cost or no cost materials.

Using a pre-test and post-test single group design, this study was conducted on 49 students of class X (Girls -24 and Boys – 25).

The investigator has attempt to demonstrate through this study how various low cost innovative experiment can used to support teaching learning process and by this way how we can enhance their achievement in Biology learning.

Keywords: - Study of Biology - Viable strategy - scientific attitsude - improving teaching learning through innovative practices – Gain scores (%) can mean gain score are sufficiently high to support the target.

INTRODUCTION

Biology is a branch of science which is the study of living organism, their living environment and various interactions between living things and environment. The study of Biology helps an individual to indentify his position with respect to his environment and the general laws of Biology help one to think logically and broadly to live up with the biological principles. Biological education helps to shape modern scientific outlook and overcome the superstitions of the past.

Studies of classroom repeatedly show that nearly 90 percent of time in the classroom is filled with teacher talk and student note taking. However cognitive researchers argue that knowledge is not simply passed intact from teacher to pupil in the learning process, but rather is actively constructed by the pupil.

Science is universal. It is concerned with the fundamental knowledge of our world and its environment. It searches the reality or truth behind a natural phenomenon or about a material substance through observation, experimentation and induction. Science and scientific knowledge concepts, generalization and theory are of a definite nature.

Technology is not universal and it changes according to the facilities, situations, resources etc. Unlike science, it details with the numerous ways and means of pressing science into human service, making or changing thing for the better and meeting public ends. It is through technology that we reap the benefits of science.

Considering the relevance of science and technology, the National Curriculum Frame work for School Education (NCERT, 2000) recommends the teaching of "Science and Technology" as one of the subject areas in place of "Science" at the upper primary and secondary levels with the main aim of providing "Science and Technological Literacy" Needless to say that concepts in science should be developed as far as possible around experiments. However adequate facilities are not available in terms of chemicals and apparatus in most elementary and secondary schools.

NEED AND SIGNIFICANCE

Learning is an active process on the part of the learner. It should take place through understanding and not through memorization. Learning by doing is perhaps the quickest and the most effective way to understanding. Learning through innovative experiments provides firs than experience and arouses curiosity and interest among students. Experiments and original thinking are the basis of science. Science teaching is not just giving information about science to students. The ultimate purpose of teaching science is to educate students by making science a part of their life's activities.

Teachers are not willing to make their teaching interesting and are satisfied with the traditional chalk and talk method. There is hesitation

on the part of the teachers to try out innovational classroom teaching. Activities are seldom included in the classroom deliberations and laboratory programs are seldom organized as an opportunity for exploration (Nayar and Pushpam, 2000).

To make science learning a fun by giving students a chance to express their creativity, science teachers need to emphasize and organize scientific activities including experimental work. Experimental work is not possible in the absence of adequate science apparatus. Most of our elementary schools do not have lab facilities and cannot afford to buy these apparatuses. Besides, the government cannot supply all the requisite apparatus for obvious financial constraints. Instead or waiting for the government to supply the necessary apparatus to them, science teachers can use these disposable plastic containers and prepare necessary apparatus and help their students enjoy learning science through a variety of activities.

OBJECTIVES

The following were the objectives:

1. To widen students' outlook about science and enable them to apply its knowledge in life situations.
2. To promote learning by doing i.e. Joyful learning.
3. To familiarize the students with the process of handling science apparatus.
4. To provide opportunities to the students for developing scientific skills.
5. To inculcate scientific attitude.
6. To provide opportunities for fostering the student's creativity and innovation power.
7. To promote self learning which is long-term.
8. To enable the students to explore local resources and protect the environment.
9. To develop among the students values like co-operation, tolerance and waiting for one's turn.
10. To help the students prepare improvised science apparatus of their own.

METHODOLOGY

When these innovative experiments were used by the secondary levels students the pre-test single group design was used for this investigation.

a) Section of the sample- From the entry test score 49 students were selected from descending order for the experiments.
b) The pre-test- based on items on Biology as given in the innovative experiments.
c) Treatment on Exposure- For two weeks.
d) The post-test- Based on items on biology the pretest was used as the control.

High Level ⟶ **50%** **(Unit -1)**

Medium Level ⟶ **>25%** **(Unit-2)**
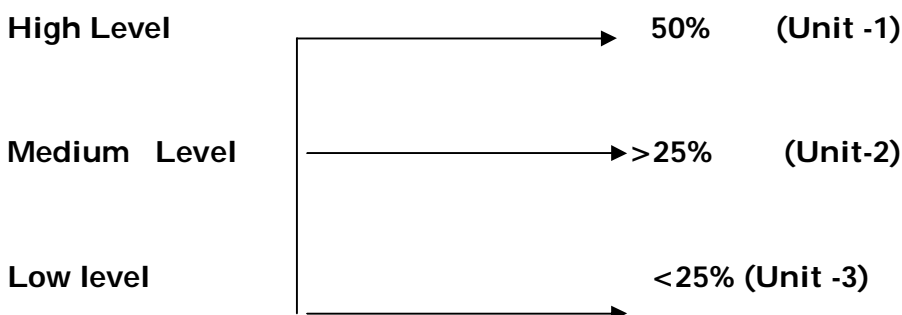
Low level **<25% (Unit -3)**

FIG. – 3 SAMPLE ENTRY TEST SCORE

INNOVATIVE EXPERIMENTS

There are many simple problems, nevertheless, that can be solved by means of careful observation and deduction, for their solution clears though and logical reasoning is necessary. Plant physiology is a branch of the work in which clear and logical thinking may be trained, by means of experiments carried out with simple apparatus. But, as every teacher knows, the value of such experimental work is nil, unless the pupils are quite clear as to what they are setting out either to prove or to discover.

It is, of course that a child does not pass suddenly out of one state into the next, the very use of the word 'development' indicates that there is a gradual transition. There is, however, a sufficiently sharp line of

demarcation to justify the assertion that observation must precede classification, and that reasoning will then follow as a logical result.

Certain physiological facts can be deduced by simple experiment leaves, for instance, give off water vapour, generally speaking, more water vapour is given off from the lower than from the upper surface, water passes through the veins leaves of plants in the dark are small and colourless.

Experiments carefully carried out will demonstrate the part played by foliage leaves in carbon-assimilation and transpiration. Stomata should be seen under the microscope. When the pupils do more advanced work they will make their own microscopic preparations, and learn to recognize different tissues and associate them with the work for which they are designed.
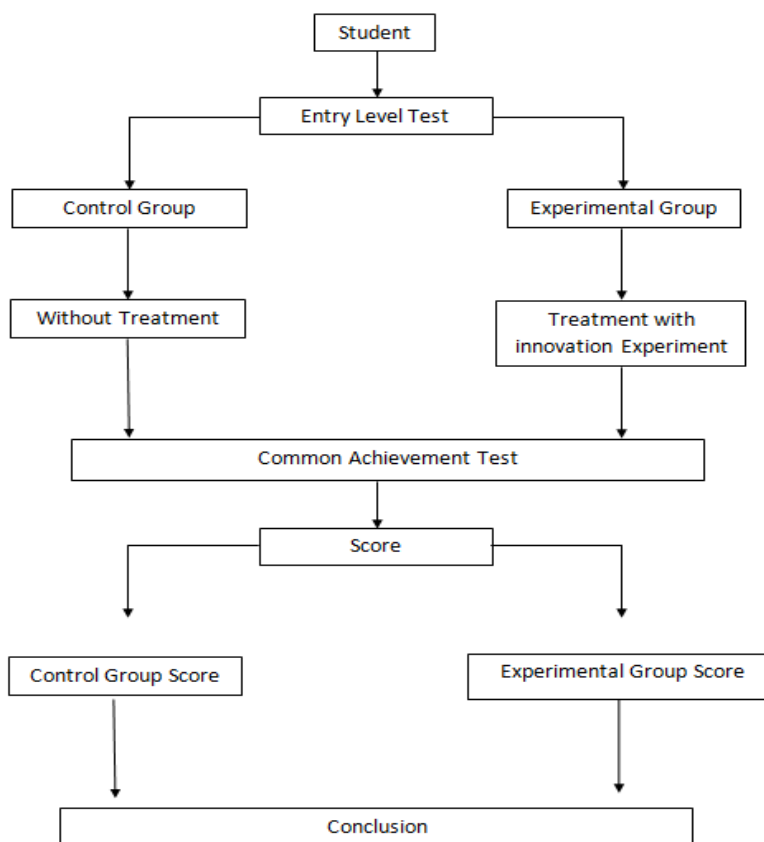
FIG. – 2. EXPERIMENTAL DESIGN

INNOVATIVE EXPERIMENTS

EXPERIMENT – 1

Title : Simple experiment to show that plants lose water through their leaves.

Subject Area : Life processes in plants.

Class :- IX

Content :- Transpiration (Water evaporation through plant leaves).

Principle involved.

Loss of water by plants occurs in the form of vapors through their leaves. This leads to lowering of water level in the ground/container. The extent of this loss depends on nature of the plant leaves.

EXPERIMENT – 2

Title: Simple experiment indentify the components of green colour of leaves by chalk – chromatography.

Subject Area: Life processes in plants.

Class: - X

Content: - Leaves and their Colour.

Principle involved.

The green colour of leaves generally contains at least four different pigment molecules, i.e. chlorophyll-A, chlorophyll –B, Carotene and Xanth ophyll. These four pigment can be separated from each other by applying chromatography technique. Using this technique, it can be easily shown that the green colour of plant leaves is actually a result of four different pigment molecules.

EXPERIMENT – 3

Title : Experiment to show capillary circulation in fish tail.

Subject Area : Life processes

Class :- X

Content :- Blood circulation in fishes.

Principle involved.

The tail of fishes shows their membranous areas in between the tail fin rays. The vascular tail fin when seen through the low power of a microscope, a string of RBC (s) is seen moving through the tail fin capillaries.

EXPERIMENT – 4

Title : An activity showing the growth of microorganisms in pond water through simple experiment.

Subject Area : Life processes .

Class :- IX

Content :- Microorganisms growth.

Principle involved.

The pond water, when put under the sun light for an hour, attains turbidity, Whereas if distilled water is put under the same condition, no such change takes place. Development of turbidity in pond water is due to growth of microorganisms, which gets accelerated under the sun due to attainment of optimum temperature, required for rapid growth of microorganisms.

EXPERIMENT – 5

Title : Demonstration of the phenomenon of endosmosis and exosmosis in class room situation.

Subject Area : Life processes.

Class :- IX

Content :- Osmosis in plants and animals.

Principle involved.

When two solutions different concentrations are kept separated by a semi-permeable membrane, solvent molecules (water in the case of solution made water) diffuse through the membrane till the concentration equalizes at either side of the membrane. This movement of solvent molecules through semi-permeable membrane from a region of lower concentration to a region of higher concentration is called osmosis.

Table: - 1 The Pre-test Post-test and Gain Scores % (N=49)

Sl. No.	Pre-Test (a)	Post-Test (b)	Gain Score %
1.	40.0	83.3	43.3
2.	46.7	76.6	30.0
3.	73.3	100.0	26.7
4.	50.0	73.3	23.3
5.	56.7	80.0	23.3
6.	53.3	86.7	33.4
7.	60.0	83.3	23.3
8.	30.0	60.0	30.0
9.	50.0	73.3	23.3
10.	60.0	80.0	20.0
11.	50.0	76.7	26.6
12.	66.7	93.3	26.6
13.	53.3	90.0	36.7
14.	43.3	63.3	20.0
15.	60.0	76.7	26.6
16.	33.3	50.0	26.6
17.	53.3	86.7	33.4
18.	50.0	73.3	23.3
19.	66.7	86.7	20.0
20.	60.0	83.3	23.3
21.	63.3	93.3	30.0
22.	46.7	83.3	36.6
23.	63.3	80.0	16.7
24.	66.7	80.0	13.3

25.	43.3	63.3	20.0
26.	56.7	73.3	16.6
27.	50.0	76.7	26.7
28.	56.7	83.3	26.6
29.	46.7	66.7	20.0
30.	66.7	83.3	16.6
31.	60.0	86.7	26.7
32.	83.3	96.7	13.4
33.	70.0	93.3	23.3
34.	53.3	80.0	26.7
35.	53.3	73.3	20.0
36.	43.3	70.0	26.7
37.	43.3	63.3	20.0
38.	66.7	90.0	23.30
39.	73.3	96.7	23.4
40.	40.0	60.0	20.0
41.	63.3	83.3	20.0
42.	73.3	90.0	16.7
43.	96.7	100.	3.3
44.	60.0	86.7	26.7
45.	60.0	80.0	20.0
46.	50.0	63.3	13.3
47.	70.0	93.3	23.3
48.	43.3	70.0	26.7
49.	40.0	63.3	23.3
Mean	**56.3**	**79.6**	**23.3**

FINDINGS & CONCLUSION

Gain score (%) were calculated and mean gain score was sufficiently high to support the conclusion that the exposure given to students through activity based teaching and learning of Biology (innovative) is effective in enthusing them and increasing their achievement. In conclusion we may say Biology textbooks not only be loaded with information rather it should also inspire the students to acquire new knowledge and help to develop scientific attitude.

Using innovative experiments for teaching learning Biology resulted in higher learner achievement and their greater involvement in teaching learning activities.

This investigation illustrates how simple and innovative teaching aids can improve the quality of Biology teaching as was recommended by the Education Commission (1964-1966).

Knowledge of the working definitions of Biology produces scientifically literate citizen. The primary goal of Biology education is to help students develop the understanding of science as well as technology. Experiments and practical sustains the interest of students in learning Biology.

It is through experimentation that positive attitude about Biology and learning science can be developed among the students by the help of innovative experiments. For proper orientation of teachers, workshops need to be organized to prepare and handle these innovative experiments.

By the innovative experiments maximum achievement in Biology teaching-learning process is highly solicited. In conclusion we may say one or two classes should be provided in daily routine of the school. This will create a remarkable impression in students' mind. It is also a part of joyful learning.
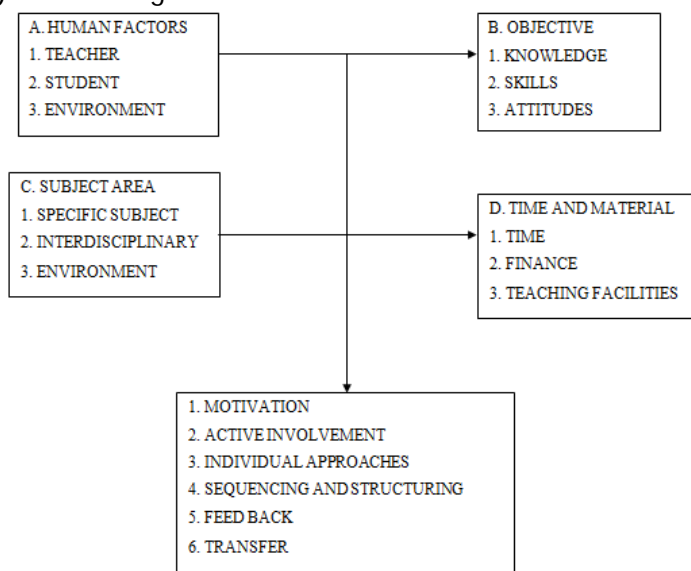

FIG. – 1. FACTORS AFFECTING THE SELECTION OF TEACHING METHOD

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TEACHING OF ENVIRONMENTAL EDUCATION PROBLEMS AND PROSPECTS

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ABSTRACT

Environmental Education is the process of recognizing values and clarifying concepts related to environment and its problems in order to develop skills and attitudes necessary to understand the environment. It also entails practice in decision making and self formulating a code of behavior about issues concerning environmental quality. The universities have a crucial role to play by educating people at all levels, conducting research, making objective assessments and advising on policy matters. The problems are many and will have to be tackled with a sense of urgency. A concerted effort with a mission-mode is called for and there is confidence that the universities will take up the challenge. Environment Education movement has gained momentum allover the world. To make this movement an observable reality in India, universities and colleges should come forward and give Environment Education its proper place in teaching, research as well as extension activities in all courses of study. It is only self-motivation and sense of duty in teachers themselves which can bring a grass roots change by bringing changes in knowledge, attitude, skill and behavior of masses.

Key Words: Self Formulating, Multidisciplinary, Human Environment, Self Motivated Effort

Introduction

Environment generally consists of two main aspects natural and manmade or social. The study of interactions between the man, the

natural and social environment is called Environmental Education. Environment is the outer biophysical system in which people and organisms exist. In a broad sense the word environmental can be used to refer to anything, living CI or non-living that surrounds and influences living organism.

Definition of Environmental Education

Environmental education is an integral process which deals with man's interrelationship with his natural and man-made surrounding's including the relation of population growth, pollution resources allocation and depletion, conservation, technology / urban and rural planning to the total human environment. Environment education is a study of the factors influencing ecosystems, mental and physical health, living and working condition, decaying cities, and population pressures.

Environmental Education is the process of recognizing values and clarifying concepts related to environment and its problems in order to develop skills and attitudes necessary to understand the environment. It also entails practice in decision making and self formulating a code of behavior about issues concerning environmental quality.

Conceptual Models

Environmental Education curriculum is mostly of multidisciplinary or interdisciplinary nature, depending upon organization of concept and the treatment during the study. In interdisciplinary model relevant components of many disciplines are drawn to create an un it of environmental education.

In multidisciplinary model the concepts of a theme of environmental education are infused into various established disciplines multi desiparadas approach is more, comprehensive but requires curriculum coordination to achieve in depth coverage. The characteristics of environmental education are as:

i. Environmental education should be integrated into the whole system of formal education at all levels.

ii. Environmental education should be interdisciplinary in nature.

iii. Environmental education should adopt a holistic perspective which will examine the ecological, social, cultural and other aspects of particular problems.

iv. Environmental Education should be centered on Practical problems related to real life.

v. Environmental education should aim at building up sense of values.

History of Environmental Education

The concept of environmental education is about a century old there has been a sudden increase in the activities related to it, during the past quarter century. This is visible in the form of a large amount of literature, variety of school, college and university curricula, plays, films, radio and television programmes, conferences, seminars and many other national and international activities.

In 1899, Patrick Geddes, the Scottish professor of botany, founded a unique educational establishment, 'The Outlook Tower' in Edinburgh, England. Its purpose was to improve upon the existing environment and qualities of education were closely interdependent.

It was in 1965, at the University of Keele, Germany, the environmental education was agreed to be an essential part of education for all because of its immense educational potential and importance of understanding the environment. With the organization of conference on 'Human Environment' at Stockholm in 1972, Environmental Education became truly international. This conference is popularly known as 'Stockholm Conference' and was attended by 113 nations, United Nations agencies and-governmental organizations. The conference established the need of environmental education in view of

generalized environmental problems and show that there is wide interest to solve these problems. As a part of its action plan, the conference recommended that United Nations Environment Programme (UNEP) be established, 'environment fund' be launched 5th June be celebrated every year as 'World Environment Day'.

The recommendation take the necessary steps to establish an international programme in environmental education, interdisciplinary in approach, in-school and out-of-school, encompassing all levels of education and directed towards the general public, in particular the ordinary citizen.

Unison together with United Nations Environment Programme (UNEP) launched in Jan. 1975 an International Environment Education Programme (IEEP). Its major objectives were designing and evaluating new methods, curricula, materials and programmes (both in school and out-of-school; youth t/ and adult) in environmental education, training and retraining personal to adequately staff environmental education programmes.

In October 1975, IEEP organized the historic International Environment Education Workshop in Belgrade Yugoslavia. Majority of countries (63%) said that they need environmental education programme for both types, formal and non-formal education sectors.

In 1988, Ministry of Human Resources Development (MHRD) launched the scheme of Environment Orientation of School Education: This scheme is implemented in the states and union territories through education department and the voluntary agencies having expertise and interest in environmental education.

Goals of Environmental Education

The goals of Environmental Education are to develop concern and awareness among world population about the total environment and its

associated problems and commitment to work individually and collectively towards solution of current problems and the prevention. The goals of environmental education are:

i. To improve the quality of environment.

ii. To create an awareness among the people on environmental problems and conversation.

iii. To create an atmosphere so that people participate in decision-making and develop the capabilities to evaluate the developmental programmes.

Objectives of Environmental Education

The objectives of Environmental Education are classified as follows:

i. *Awareness:* to help social groups and individuals acquire an awareness of and sensitivity to the total environment and its allied problems.

ii. Knowledge: to help social groups and individuals to gain a variety of experiences and acquire a basic understanding of the environment and its associated problems.

iii. Attitudes: to help social groups and individuals to acquire a set of values and feeling of concern for the environment and the motivation for actively participating in environmental improvement and protection.

iv. Skills: to help social groups and individuals to acquires the skills for identifying and solving environmental problems.

v. Participation: to provide social groups and individuals with an opportunity to be actively involved at all levels in working towards the resolution of environmental problems.

The objectives of environmental education are very essential for the successful formulation, implementation and evaluation of its

programme. However, these objectives can only be achieved and understood properly, if we know what our environment is, what is contained in it. Objectives of environmental education can be subsumed in three domains discussed by Bloom in his book. "Taxonomy of Educational Objectives": i.e., cognitive, affective and psychomotor.

i. The cognitive domain includes those objectives which deal with the recall or recognition of knowledge of development of intellectual skills and abilities, which means. it includes the following behaviors: remembering; problem solving; concept formation and to a limited extent, creative thinking. In other words, this area includes all conscious mental processes from ordinary recall or recognition to higher ones, like solving a problem which involves abstract thinking.

ii. The affective domain includes the objectives that describe changes in interest, attitudes and values and the development of applications and adjustment. This area covers the entire continuum from ordinary attention to an object to deep own existence, involvement in the service of the suffering masses, involvement which is reflected in the indomitable spirit of those who conquer mountains tame rivers who scud in space or stay at the bottom of the sea for days together. It also includes contrary behaviors, that is the aversion, antipathy or fear one shows for certain objects.

iii. The psychomotor domain covers the manipulative or motor-skill area. This area includes neuromuscular coordination's found in handwriting, speech-making, performing physical exercises, dancing, doing yoga, winding a screw, using a saw and it doing a lot of the things which are required to be done under socially useful productive work and in vocational and technical courses.

Principles of Environmental Education

The Principles that butters support to the inclusion environmental education in school curriculum are given below:

i.   Environmental education helps in programming learning experiences from simple to complex.

ii.   Environmental education helps to proceed form indefinite ideas to definite ones.

iii.   Environmental education helps to proceed from concrete to the abstract.

iv.   Environmental education helps in the ordering of learning experiences from the empirical to the rational.

v.   A corollary of the foregoing principle which is so dear to the hearts of educationists is that education should help the child in the process of self-development.

vi.   The important educational principle which is germane to the programmes of environmental education is the pleasurable excitement which these programmes create in the pupil.

vii.   The principle of environmental education is that it makes education problem based, for understanding environment and the hazards of its pollution, the pollution of air and water.

viii.   The important principle of environmental education is its social relevance, its relevance to man's interaction with his physical and social environment, its relevance to changing human attitudes.

Legislations

The importance of environment has been recognized in India since long. This is also reflected in its constitution, wherein it states:

It shall be the duty of every citizen, to protect and improve the natural environment, including forests, lakes, rivers and wildlife and to have compassion for living creatures.

Article 51 A(g)

The importance of environment education is reflected in National Policy on Education (NPE 1986 & 1992) in the following words: There is paramount need to create a consciousness of the environment. It must permeate all ages and all sections of the society; beginning with the child. Environment consciousness should inform teaching in school and colleges. This aspects be integrated in the entire educational process.

Today, in India there are about 200 Central and State laws, including 30 major Enactments, that can be interpreted one way or the other to protect the environment. These include water (Prevention and Control of Pollution) Act 1984. The Air Prevention and Control of Pollution Act 1981, the Factory Act, Insecticide Act, The Wild life (Protection) Act, 1972 and the latest Environmental (Protection) Act 1986.

Status of Environmental Education

The environmental education (EE) is as diverse as the environment at various places itself. Efforts have been made for EE through legislation, involving community at large, using formal and/or informal education system, as a disciplinary, multidisciplinary and interdisciplinary subject area and so on.

The environmental education should be at all aspects of education including primary, secondary and tertiary education, through formal and informal system of education. This has been shown Environmental education has the target population that includes students, doctors, engineers, administrators, leaders, housewives and the common man. One has to use both formal and informal systems of Education. It has

to have special emphasis on teacher education so that the quality of EE improves in the formal system of education.

Environmental Education in National Curriculum Frame Work for School Education

It has been mentioned in National Curriculum Framework 2000 that teaching and learning would be woven around the environment of the learners and integrate environmental concerns as well at classes I and II. Environmental studies will be separate subject for study at class III to V. Environmental education will be included in science and social sciences at Upper Primary Stage (3 Years).

Essentially it has to be learnt mainly through concrete situations related to immediate environment during the first two years at the primary stage.

The remaining three years of primary education where environmental studies are to be introduced. The focus would, however, remain on object, events, natural phenomena and learner's environment. Children would continue to learn to observe, explore and identify occurrences in their environment. At upper primary stage the environment should continue to be a major source of the learning and the students should try to understand the changes talking place all around. At secondary stage, learning of science would continue to be built around natural and social elements of environment.

UGC Core Module of Environmental Education

Sufficient self-motivated efforts have not been made to implement environmental education in universities and colleges. University Grants Commission (UGC) issued notices to all universities in India for compulsory implementation of six month module for environmental studies for undergraduate courses in all branches of higher education with effect from academic year 2003-04. For this purpose, the course

outline of the module has been also developed and sent by UGC to different universities.

The core module syllabus for Environmental Studies proposed by UGC is quite comprehensive. It has eight different units, (i) The multidisciplinary nature of environmental studies, (ii) Natural Resources, (iii) Ecosystems, (iv) Biodiversity and its Conservation, (v) Environmental Pollution, (vi) Social Issues and Environment (vii) Human Population and the Environment and Field Work.

Role of University

The universities have an important role to play in generating public awareness, protecting the environmental and promoting sustainable development. The Indian universities can play an important role in meeting environmental challenges by undertaking the activities in teaching, research and extension. In teaching by introducing at the Master's level el1vironment- specific courses/ papers in each subject by developing 'certificate' and 'diploma' programmes on different aspects of environment and by designing short courses on environment management and conservation of resources, essentially for managers.

In research by undertaking, at M.Phil and Ph.D levels, by undertaking surveys aimed at obtaining multifaceted information on areas that are relevant to sustainable development and by encouraging consultancy services related to pollution-control. In extension by undertaking programmes aimed at raising public awareness about the environment, and by involving its students, through NSS and similar activities, in programmes of eco-development like aforestation and water conservation.

Environmental Education in India Education

The need for trained personnel is becoming more and more apparent today. It was during the first Inter Governmental Conference on EE

convened by UNSECO during 1977 in Tbilisi, USSR, that worldwide recognition was given to the need for teacher training in EE. The Tbilisi Conference Report recommended the following points on the training of personal in EE:

- Environmental education should be included in the curricula for pre-service teacher education.

- The staffs of teacher education institutions should be educated in these respects.

- The implementation and development of inservice training. including practical training in environmental education should be made in close cooperation with professional organizations of teachers

- Teachers and learners should be involved in the preparation and adaptation of instruction a! material of environment education.

The Tbilisi Conference recommends that teachers in formal education, organizers in non-formal activities for young people and adults, administration personal and educational planners and instructors should be familiarized with environment linked subject matters. Teachers training programme in environment education should focus on development of knowledge, skills and attitudes concerning environment, its issues and problems and development of competences in the teaching and supervision of the activities related to EE.

Both international and intergovernmental organizations and agencies have recognized the urgent need to develop environmental education in teacher education programme. This has been documented in many conferences, such as International Union for Conservation of Nature and Natural Resources (IUCN), Environmental Education Conferences (197 I) Belgrade Workshop (1975), The Tbilist Conference (1977) and more recent United Nations on Environmental Development, the Earth

Summit 1992 The UNESCO-UNEP international environmental education programme has described the preparation of 'teachers as ·'the priority of priorities" for action to improve the effectiveness of environmental education (1990).

The Wilkes 1985 stated that "The key to successful environmental education is the classroom teacher. If teachers do not have the knowledge, skill and commitment to environmentalise their curriculum, it is unlikely that environmentally literate student will be produced. For this, special training to prospective and individualized behavior based on global ethics, which can be realized only through the enlightenment and training of educational professionals, this idea was advocated by Simpson el al (1988). Thus there is a need for intensive teacher education programme for both teachers and teacher educators".

UGC and NCERT have also undertaken various programmes for the enhancement of university and school curricula in the field of environmental education. The UGC had granted a project on environmental education in April 1994 and Faculty of Education, Mahatma Gandhi Kashi Vidyapeeth, Varanasi was designated as regional resource centre for teachers training in environmental education. This intensive teachers training programme in the field of environmental education is being conducted at different levels.

The teacher plays an important role in shaping and molding the habits, manners and good character of the children. Therefore, to gear up environmental awareness programme, It is essential that teacher should have sufficient knowledge of environmental education. It is the responsibility of teachers training college and universities to groom teachers for this task also. The existing teachers training course (Nursery Teacher Training BEd, MEd, in-service teachers training) should be suitably amended to incorporate environmental education content emphasizing methods to deal with environmental education

content at school and college and to develop skills in organizing environmental education programmes with co-curricular activities like NCC, NSS etc.

Conclusions:

The universities have a crucial role to play by educating people at all levels, conducting research, making objective assessments and advising on policy matters. The problems are many and will have to be tackled with a sense of urgency. A concerted effort with a mission-mode is called for and there is confidence that the universities will take up the challenge. Environment Education movement has gained momentum allover the world. To make this movement an observable reality in India, universities and colleges should come forward and give EE its proper place in teaching, research as well as extension activities in all courses of study. It is only self-motivation and sense of duty in teachers themselves which can bring a grass roots change by bringing changes in knowledge, attitude, skill and behavior of masses.

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RURAL STUDENTS IN URBAN SPACES: REVISITING THE ROLE OF HABITUS AND FIELD IN POST- MODERN DISCOURSE.

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INTRODUCTION:

Education: without which no man can seek in general to be himself at his best. As said by Emile Durkheim (father of sociology of education), education is the secondary socializing agent after family. Education gives emancipation, and helps for the all round development of the individual, without education one cannot said to be an enlightened human being. Pierre bourdieu's concept of forms of capital (social, cultural, economic) need to be seriously debated in the academic arena of India because without the availability of these three forms of capital, access to education in general and quality education in particular remains a mid-day dream. Pierre Bourdieu's extensive emphasis on concepts of habitus, field and cultural capital stands as bench mark to analyse the problems faced by rural students who are migrated to urban places in search of quality education. In the era of globalization where everything is specialized to the core, education has become as a lens without which we cannot see what is going on around in the society.

Panning the focus towards India, ours is a country where more than two thirds of the populace lives in villages, and agriculture is the main occupation of the masses here, due to the post liberalization reforms in India after 1991, India increasingly becoming a service sector economy leaving behind its main contributor to economy the agriculture, which has stopped being a remunerative activity. Since then rural people

started migrating to urban cities for 3 E'S (Education, Employment and Entertainment) among which education takes pole position.

Coming to the question of education, education being a cognitive activity it requires certain pre installed qualities like upbringing, personal history, preferences of language, position and disposition of the family background and Habitus which is said to be a structuring structure which organizes practices and the perception of practices.

To dwell upon the concept of Habitus and Fied of Pierre Bourdieu, is an apt theory to understand the social and cultural gaps rural students face in the academic environment in the urban spaces like universities and colleges in cities.

Let us look deeply into Bourdie's concepts of Habitus and field which helps us to understand better the shortcomings faced by the rural students which acts as hurdles for their overall development in urban spaces.

HABITUS:

Habitus as a concept has a very long history dating back to Aristotle. According to Bourdieu it is through the workings of habitus that practice (agency) is linked with capital and field (structure). In relation to the charge of determinism, Bourdieu argues that habitus becomes active in relation to a field, and the same habitus can lead to very different practices and stances depending on the state of the field.

Habitus is a kind of transforming machine that leads us to 'reproduce' the social conditions of our own production, but in a relatively unpredictable way, in such a way that one cannot move simply and mechanically from knowledge of the conditions of production to knowledge of the products. (Bourdieu, 1990c, p. 87).

However, as the quote reveals, the addendum in Bourdieu's work is always an emphasis on the constraints and demands that impose themselves on people. While the habitus allows for individual agency it also predisposes individuals towards certain ways of behaving:

The habitus, as a system of dispositions to a certain practice, is an objective basis for regular modes of behaviour, and thus for the regularity of modes of practice, and if practices can be predicted … this is because the effect of the habitus is that agents who are equipped with it will behave in a certain way in certain circumstances.

Habitus as a complex interplay between past and present:

Habitus 'refers to something historical, it is linked to individual history. Individual histories therefore are vital to understanding the concept of habitus. Habituses are permeable and responsive to what is going on around them. Current circumstances are not just there to be acted upon, but are internalized and become yet another layer to add to those from earlier socializations:

The habitus acquired in the family is at the basis of the structuring of school experiences …; the habitus transformed by the action of the school, itself diversified, is in turn at the basis of all subsequent experiences … and so on, from restructuring to restructuring.

Therefore, although the habitus is a product of early childhood experience, and in particular socialization within the family, it is continually re-structured by individuals' encounters with the outside world. Schooling, in particular, acts to provide a general disposition, a turn towards what Bourdieu terms 'a cultured habitus' (Bourdieu,1967, p. 344). Thus, while habitus reflects the social position in which it was constructed, it also carries within it the genesis of new creative responses that are capable of transcending the social conditions in which it was produced. Bourdieu (2000b) maps this process of transformation in relation to the Algerian working class during the

1950s and 1960s, demonstrating how habitus is 'the product of social conditionings, and thus of a history. The range of possibilities inscribed in a habitus can be envisaged as a continuum. At one end, habitus can be replicated through encountering a field that reproduces its dispositions. At the other end of the continuum, habitus can be transformed through a process that either raises or lowers an individual's expectations. Implicit in the concept is the possibility of a social trajectory that enables conditions of living that are very different from initial ones.

Habitus is only an aspect of Bourdieu's conceptual tool-box. For Bourdieu it is the interaction of habitus, cultural capital and field that generates the logic of practice (Bourdieu, 1990b). In particular, the concept of field adds to the possibilities of Bourdieu's conceptual framework and gives habitus a dynamic quality:

The relation between habitus and field operates in two ways. On one side, it is a relation of conditioning: the field structures the habitus, which is the product of the embodiment of the immanent necessity of the field (or of a hierarchy of intersecting fields). On the other side, it is a relation of knowledge or cognitive construction: habitus contributes to constituting the field as a meaningful world, a world endowed with sense or with value, in which it is worth investing one's energy.

However, when habitus encounters a field with which it is not familiar, the resulting disjunctures can generate change and transformation. The refractory and destabilizing implications that the notion of field has for the concept of habitus can produce nuanced understandings of power relations and political agency.

Habitus can be used to focus on the ways in which the socially advantaged and disadvantaged play out attitudes of cultural superiority and inferiority ingrained in their habitus in daily interactions. As

McClelland highlights, such dispositions are influenced by gender and 'race' as well as social class.

I would add that expanding habitus to include race and gender differences is equally important in relation to smaller research contexts such as classrooms, staffrooms and playgrounds:

Habitus is a way of looking at data which renders the 'taken-for-granted' problematic. It suggests a whole range of questions not necessarily addressed in empirical research; How well adapted is the individual to the context they find themselves in? How does personal history shape their reponses to the contemporary setting? What subjective vocations do they bring to the present and how are they manifested? Are structural effects visible within small scale interactions? What is the meaning of non-verbal behaviour as well as individuals' use of language? These questions clearly raise issues of gender and 'race' alongside those of social class. (Reay, 1995a, p. 369)

So habitus can be used to uncover how class, 'race' and gender are embodied, played out not only in individuals actions and attitudes, but also in a whole range of bodily gestures.

It can also provide a corrective to 'sociological naïve claims about the transformation of social (and sexual) identities' by highlighting the rootedness of class, gender and ethnic divisions (McNay, 1999, p. 106).

Forms of capital:

The four basic forms of capital are economic capital, symbolic capital, social capital and cultural capital. The concept of economic capital, i.e. money, refers to capital of real character. Symbolic capital refers to knowledge, titles or, for example, the power of a famous family name, and consists of grounded attributes that are valuable to different groups. Social capital includes social position or the advantages of connections in networks or membership in social groups. Cultural

capital refers to the legitimated and dominating culture in a society; through an incorporating process of economic resources, education and cultivation, cultural capital can be used to generate privilege for certain groups.

The concept of habitus is close to the concept of capital and refers to competencies gained from upbringing, experiences and schooling. Habitus is gained from individual or collective experiences in the past and is a product of history. These experiences produce individual or collective practices and are based on particular views of education and social capital. Attitudes, values, etc. are deeply rooted in human beings and familiar forms, and people are disposed to do, think and imagine in the perspective of the past. Therefore, the habitus of an individual or collective tends to be constant over time. In Bourdieu's research, schooling plays a fundamental role in the creation of an individual's habitus.

The concept of field in Bourdieu's research refers to the study of dominance differences between individuals or professional groups and is used to describe the situations in which groups with some autonomy have something in common. The field refers to relationships in the social space and has its own structure and forces. A social field is defined by Bourdieu as: 'a system of relations between positions of special agents and institutions who struggle for a common cause

Conclusion:

As part of human evolution individual enters into society and societs consists of different spaces and further subdivided into sub spaces or fields, for which we call society as a multi- dimensional space. Space can be classified into physical space (geographic) and social space (environment). Social space consists of social group, kin group, class,etc.

While entering into these spaces the individual always has with him the Habitus. Habitus further contains 'Doxa' which is the model logic of belief or disbelief or rules of space. In the spaces mentioned above power structures emerges and each individual or groups have specific positions depending on his capital resources and how they are mediated, understood and interpreted in social interactions.

Here we cant really measure habitus, we cant really calculate capital forms in the abstract, we need to see how they actually play out in practice, so studying social practice what people do online for example in a forum helps us to understand how habitus capital and spaces playing its part in social interactions and social life.

In this paper I have approached Bourdieu's concept of habitus from three perspectives. First, I have outlined its conceptual development and theoretical status. Second, I have examined its relevance for understanding the relation between habitus and social development of rural students in urban spaces. And emphasizing strengths but also a number of limitations, particularly in relation to gender, race and everyday reflexivity. Finally, I have explored habitus as a methodological tool to draw a line between advantaged and disadvantaged sections students and how they are suffering from lack of social, cultural and economic capital forms as said by Bourdieu.

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EVALUATION OF PSYCHOLOGICAL EMPOWERMENT AND ORGANIZATIONAL COMMITMENT AT WORKPLACE: A RESEARCH ON IT PROFESSIONALS

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ABSTRACT: The paper examined the relationship between various dimensions of psychological empowerment (impact, self-determination, competence and meaning) and organizational commitment among IT professionals. Psychological empowerment has been associated with positive work outcomes such as improvement in performance and increased commitment. The research was conducted on 90 employees from the IT sector. Correlation analysis was used to test the hypothesis where all dimensions of Psychological empowerment (impact, self-determination, competence and meaning) were a significant predictor of organizational commitment . Meaning was the most significant predictor of organizational commitment out of all the dimensions of empowerment. The employees who reported higher levels of psychological empowerment perceived higher levels of commitment.

Keywords: Psychological Empowerment, Organizational Commitment, IT Professionals.

INTRODUCTION

The IT sector has created massive employment opportunities in India. The IT sector has created job opportunities in the education sector too, especially for computer science and engineering. The drive to promote digitization in India has lead to a large market opening up in the country. But with globalization comes a challenge like competitiveness. With technology advancing rapidly, managers and competitors pressurize the IT employees to implement new technology. The challenge here is in deciding which new technology is going to work for the organization's growth and which will harm the organization's growth. In such challenging times, it is important for organizations to retain their valuable employees and increase organizational commitment. Psychological empowerment and organizational

commitment are key motivators that have a strong influence on employee's behaviour at workplace (Spreitzer, 1995: Meyer & Allen, 1997). Practise of empowerment is encouraged in all institutions whether public or private. The term empowerment has been approached from two different viewpoints: relational and psychological (Conger & Kanungo, 1988). The relational approach refers to the transfer of power from leaders to followers in the form of authority or control, whereas the psychological approach refers to enabling followers rather than just delegating work. Psychological empowerment has emerged as an important management strategy in present management reforms (Lau, 2010). Organizations have started adopting some or the other form of empowerment initiatives in their employees. Many researchers believed that organizations can be shaped in a way that empowerment of its members can be enhanced. Employee empowerment leads to stronger organizational commitment, stronger task commitment and higher job satisfaction in employees (Spreitzer, 1995; Tomas & Velthouse, 1990).

Psychological empowerment has been believed to be increasing decision making at lower organizational levels and also enriching the work lives of employees (Liden, Wayne & Sparrowe, 2000). Psychological empowerment has been defined as "a motivational construct manifested in four cognition: meaning, self-determination, competence and impact" (Spreitzer, 1995). Meaning refers to the value a task has in relation to the individual's value system. Self-determination refers to "an individual's sense of having the opportunity to initiate and regulate actions". If employees have high levels of self determination, they choose which tasks need to be work on, how to structure the tasks and how long to work on the chosen tasks. Employees become empowered when they perceive themselves to be empowered (Spreitzer, 1995). Empowerment has been recognized as being an important factor in both managerial and organizational effectiveness by researchers. Competence refers to "an individual's confidence in his or her own ability to perform activities". Competence is similar to self-efficacy which refers to the belief that an individual has on his or her capability of successfully performing a task or activity. Empowered employees feel increased intrinsic work motivation and have a proactive orientation towards their work.

In order for an organization to work properly it is very important for the employees to be committed towards their work and organization. Organizations need to implement better strategies to increase employee commitment. When employees are empowered they feel appreciated and supported (Carman-Tobin, 2011). This leads to an increase in employee's commitment. Organizational commitment has been defined as "the likelihood of an individual remaining with a job and feeling an attachment towards it, whether it is intrinsically satisfying or not" (Farell & Rusbult, 1981). It refers to an employee's relationship with the organization he works for. Employees, who are psychologically and positively attached to their organizations, are more productive and satisfied (Hunter & Thatcher, 2007). Allen and Meyer (1991) explained three components of organizational commitment: Affective, continuance and normative commitment. Affective component relates to an attachment with the organization based on emotions and desires. Positive outcomes of affective commitment have been increased performance, job satisfaction, low rates of attrition and decreased intention to leave. Employees who have high affective commitment towards their organization put more effort into their work. Normative commitment refers to an attachment based on obligation and sense of loyalty or duty. Continuance commitment relates to an attachment based on perceived cost. Employee's intention to leave or remain with the organization depended on availability of other job opportunities outside the organization. The employees wish to remain with the organization because they need to. If the employee leaves the organization he/she has much to lose, including retirement funds.

A number of studies have shown that organizational commitment has a strong relationship with psychological empowerment. Increase in perception of empowerment at work led to an increase in organizational commitment of quantity surveyors in construction companies in Hong Kong (Liu, Fellows & Chiu, 2006). Organizations should provide their employees with substantial opportunities to take on more responsibilities at work and perform tasks that are more challenging (Meyer & Allen, 1991). Employees who feel empowered are willing to work harder and wish to remain with their organization. In a research on teachers from elementary schools in South-western United States, psychological empowerment was positively and significantly related to organizational commitment (Dee, Henkin & Duemer, 2002). The power to make decisions in management work resulted in an increase

on organizational commitment in teachers. Employees within an organization must believe that they have the skills and capability required to perform a task in a better way (Spreitzer, 1995). Supervisors at work should assign tasks that are attainable and not very difficult to achieve. Nabila (2008) found that meaning and self-determination were not significant with organizational commitment whereas competence and impact had a significant relationship with commitment. In a study Chen and Chen (2008) found that meaning, impact and competence had a significant relationship with organizational commitment.

METHODOLOGY

The participants were professionals working in the IT sector in India. The participants were employees working in the industry for a minimum period of 2 years.

Inclusion criteria: Employees working at mid levels in the companies, full time employees, employees with a minimum experience of 2 years in the IT industry, employees with a minimum educational qualification of b tech.

Exclusion criteria: Employees who are part timers, employees with an experience of less than 2 years in the IT industry, employees with less than the required educational qualification.

OBJECTIVE:

To investigate the relationship between all levels of psychological empowerment (Meaning, self-determination, competence and meaning) and organizational commitment.

To explore the contribution of psychological empowerment in relation to organizational commitment.

HYPOTHESIS:

There will be no significant relationship between all the dimensions of psychological empowerment (Meaning, self-determination, competence and meaning) and organizational commitment.

Psychological empowerment will not significantly contribute to predict organizational commitment.

TOOLS USED:

Psychological Empowerment: Spreitzer's (1995) scale was used to measure Psychological empowerment in employees. Meaning, self-determination, competence and impact were four dimensions that provide an overall measure of empowerment. The scale consists of 12 items, 3 items for each sub scale of empowerment.

Organizational commitment: Organizational commitment scale (Meyer & Allen, 1997). The scale measured three dimensions of commitment namely affective commitment, continuance commitment and normative commitment. The scale consisted of 18 items in total, 6 items for each dimension of commitment.

RESEARCH DESIGN: CORRELATIONAL DESIGN

PE- Psychological Empowerment
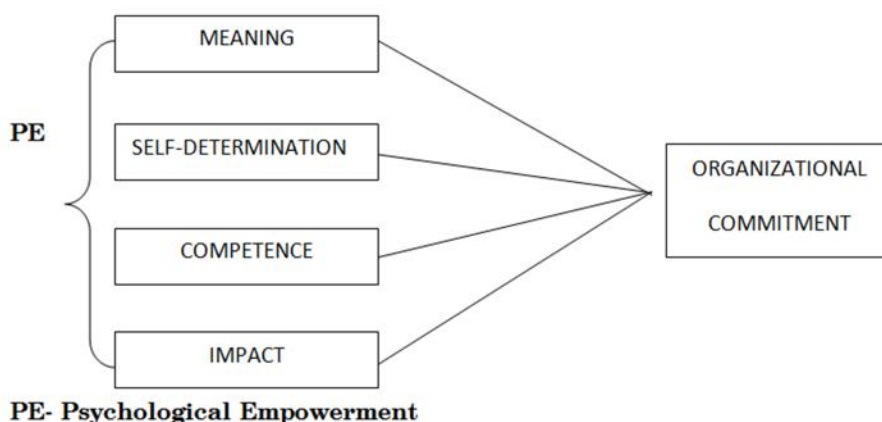
RESULT TABLES:

Table 1: Mean and Standard deviation of Psychological Empowerment & Organizational Commitment

	Mean	Std.Deviation
Meaning	17.52	3.49
Self- Determination	17.22	3.45
Impact	16.30	3.75
Competence	18.25	3.15
Organizational Commitment	84.63	14.85

(N = 90)

Table 2: Correlational Matrix

Predictor Variable	Criterion Variable
	Organizational Commitment
Meaning	0.490
Self-determination	0.434
Impact	0.402
Competence	0.384

**Correlation is significant at the 0.01 level (2-tailed)

Table 2 shows correlation between all variables under study. It is evident from the above table that significant positive correlation has been found between Psychological Empowerment (Meaning, self-determination, Impact and competence) and organizational commitment at 0.01 levels.

Table 3: Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.519a	.270	.235	12.99136

Predictors: (Constant), impact, competence, self-determination, Meaning

The above table reveals that 23.5% of the variance in the criterion variable (Organizational Commitment) is accounted for by the predictor variables of the study.

ANOVAa

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	5292.977	4	1323.244	7.840	.000b
Residual	14345.923	85	168.776		
Total	19638.900	89			

Dependent Variable: Organizational Commitment

Predictors: (Constant), Impact, Competence, Self-determination, Meaning

The above table reveals that all dimensions of Psychological Empowerment (Meaning, Self-determination, Competence and Impact) predict Organizational Commitment. The value was found to be significant.

Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
1(Constant)	45.297	8.298		5.459	.000
Meaning	1.748	.681	.411	2.569	.012
Competence	-.625	.785	-.133	-.797	.428
Self-determination	.996	.654	.231	1.523	.131
Impact	.181	.557	.046	.325	.746

Dependent Variable: Commitment

As evident from the above table, Meaning contributed the most to Organizational Commitment.

DISCUSSION

The purpose of the present paper was to examine the relationship between psychological empowerment and organizational commitment. The hypothesis formulated was that there will be no significant relationship between all dimensions of psychological commitment and organizational commitment. Meaning ($r= .49$, $p<0.01$), self-determination ($r= .43$, $p<0.01$), competence ($r= .38$, $p<0.01$) and impact ($r= .40$, $p<0.01$) predicted organizational commitment. Consistent with the findings of previous researches, psychological empowerment and all its dimensions (Meaning, self-determination, competence and impact) showed a significant and positive relationship

with organizational commitment. Kirkman and Benson (1999) found that increase in empowerment was related to increase in organizational commitment. Psychological empowerment emerged as a significant predictor of organizational commitment (p<0.01) and accounted for 23.5 % of the variance on organizational commitment. The results show that the more psychologically empowered the employees are, the more committed they are to the organization. When employees believe that the work assigned to them possess certain motivating characteristics, skill variety, strong feedback and task significance, their level of commitment increases. At the managerial level it is important to build an atmosphere where employees can have open communication with supervisors and colleagues which will encourage them to express their views and opinions, while also keeping in account other's opinion and views. Empowerment complements relationship with supervisors and colleagues in determining commitment and performance (Liden, Wayne & Sparrowe, 2000). When employees are given feedback on the tasks performed by them, given more responsibilities at work, they feel confident and committed towards their job. Empowerment gives power of decision making to employees which results in affective and normative commitment. Employees wish to remain with the organization as they feel emotionally attached to the organization. Nyhan (2000) found that psychological empowerment of employee's leads to increased trust in supervisors and this further leads to increased organizational commitment in employees. When superiors empower employees by giving them opportunities to make decisions about work methods, there is an increase in employee commitment (Nabila, 2008). When Employees have control over tasks at work, in what they have to do and how much effort to put into the task, self-determination exists. Self- determination is very important in organizations as it enhances organizational commitment (Spector, 1986).

 Regression analysis of data indicated that meaning emerged as the most significant predictor of organizational commitment. Organizational commitment increased when the employees felt that the task they performed was meaningful and added value to them (Kebriaei, Rakhshaninejad & Mohseni, 2014). If a task assigned to an employee is meaningful, it becomes easier for the employee to concentrate on that task. If the task is meaningful then employees feel attached and committed to their jobs. Meaningful work is a good fit

between the requirement and purpose of an employee's work roles and personal value system (Rawat, 2012). The organizations need to make sure that the objective of the work assigned to their employees is compatible with the employees' value systems in a way that the task is perceived as meaningful and employees are committed to the organization (Brief & Nord, 1990).

CONCLUSION:

Psychological empowerment through commitment and motivation leads to increased effectiveness and performance in organizations. It can be inferred from the results that psychological empowerment lead to commitment in employees. The more psychologically empowered the employees are, the more committed they are towards the organization. Psychological empowerment help employees feel they are in control at workplace and also increase their tendency to respond positively and actively to changes within the organization.

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THE ROLE OF WOMEN IN INDIA'S FREEDOM STRUGGLE

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Abstract:

India gained Independence after nearly 200 years of British Rule. One of the most important aspects of the Nation's Freedom Struggle was the ever increasing participation of woman. The contribution of Indian women to National Movement has been significant. Many of them aimed at protecting Indian culture from the blows of westernization and contributed to this cause as much as men section of India. They fought for the elevation of the status of women in Indian society and sought their empowerment. They were active from the beginning of Indian Freedom struggle till the end.

The Women Freedom Fighter like, Kittur Rani Chennamma, Jhansi Rani LaxmiBai, Sarojini Naidu, Dr. Anni Besant, Kalpana Dutt, Aruna Asif Ali, Kamala Devi Chattopadhya, Kastrurba Gandhi, Preethilatha Waddedar, Vijalaxmi Pandit, Suchetha Kripalani, Captian Laxmi, Madam Cama, Durgabai Deshmukh, Indira Gandhi, Bin Das, Urmila Devi and many others actively participated in Freedom Struggle.

Jhansi Rani Laxmi Bai one of the leading warriors of India's struggle who laid an outstanding influenced on the succeeding women freedom fighters. She was a symbol of bravery, patriotism, self –respect and resistant to British Rule. Anni Besant was an actively involved in movement and established Home Rule League. Madam Cama promoted the cause of freedom movement outside India. Kamaladevi Chattopadhya one of the Freedom Fighter from Dakshina Kannada also motivated the people by saying "British empire is like a shadow. India must get rid of it by fighting against it". Sarojini Naidu fought for the protection of Hindu Widows and the education of Hindu Women. Indira Gandhi joined the struggle in 1942 Quit India Movement and later she became the First Women Prime Minister of India.

The Women National Leaders also played a vital role in the Swadeshi Movement, Non- Co-operation Movement, Civil Disobedience, Salt Satyagraha and Quit India Movement. Many women attended the Congress rallies along with their children. They also actively participated in many regional campaigns, agitations and social reform movements. Many women associations like Mahila Rashtriya Sangha, Nari Satyagraha Committee, Ladies Association and Ladies Picketing Board were raise the spirit of Nationalism and Patriotism in India.

This research article tries to convey the message of women's increased participation in freedom struggle had been a significant role in the nation building process and highlights the women's role in Indian National Movement.

Keywords: Patriotism, Freedom, Nationalism, Self Respect, Social Reforms

INTRODUCTION:

India gained Independence after nearly 200 years of British Rule. One of the most important aspects of the Nation's Freedom Struggle was the ever increasing participation of Woman. The contribution of Indian women to National Movement has been significant. The History of Indian Struggle would be incomplete without mentioning the contributions of women. The Sacrifice made by the women of India will occupy the foremost place. They fought with true spirit and unafraid courage and faced various tortures, exploitations, and hardships to earn us freedom. When most of the men freedom fighters were in prison the women came forward and took charge of the struggle. The list of great women whose names have gone down in history for their dedication and undying devotion to the service of India is a long one. Women's participation in India's freedom struggle began as early as in 1817. Bhima Bai Holkar fought bravely against the British Colonel Malcolm and defeated him in Guerrilla warfare. Rani Laksmi Bai of Jhansi's heroism and superb leadership laid on outstanding example of real patriotism. Sarojini Naidu, Kasturba Gandhi, Vijay Lakshmi Pandit, Annie Besant etc. are the names which remembered even today for their singular contribution both in battlefield and in political field. The entire history of the freedom movement is replete with the saga of bravery, sacrifice and political sagacity of hundreds and thousands of women of our country.

OBJECTIVES:

This article tries to convey the message of women's increased participation in freedom struggle had been a significant role in the nation building process and highlights the women's role in Indian National Movement.

BHIMA BAI HOLKAR:

Women's participation in the freedom struggle began as early as 1817 when Bhima Bai Holkar fought against the British Colonel Malcolm and a defeated him in Guerrilla warfare. At a very critical time for our motherland when the British East India Company was fast expanding its empire in India, When Tippu Sultan had been eliminated (1799), the proud Marathas had been humbled (1815), Chennamma the widowed queen of Raja Malla Sarja frustrated the mechanization of British to annex her kingdom Kittur, a tiny principality in the present Belgaum District of Karnataka. She fought against the mighty British army and scored initial success.

JHANSI RANI LAKSHMI BAI:

Jhansi Rani Lakshmi Bai's heroism and superb leadership laid an outstanding example for all future generations of women freedom fighters. She married to Gangadhar Rao head of the state of Jhansi. She was not allowed to adopt a successor after his death by the British, and Jhansi was annexed. With the outbreak of the Revolt she became determined to fight back. She used to go into the battlefield dressed as a man. Holding the reins of their horse in her mouth she used the sword with both hands. Under her leadership the Rani's troop showed undaunted courage and returned shot for shot. Considered by the British as the best and bravest military leader of rebels this sparkling essence of courage died a hero's death in the battlefield. The first name that comes to the mind is that of famous Rani Lakshmi Bai of Jhansi. She led the soldiers to war against the British. Even her enemies admired her courage and daring. She fought valiantly and although beaten she refused to surrender and fell as a warrior should, fighting the enemy to the last. Her remarkable courage inspired many men and women, fighting the enemy to the last. Her remarkable courage inspired many men and women in India to rise against the foreign rule.

BEGAM HAZRAT MAHAL:

Begam Hazrat Mahal was a great Indian freedom-fighter who played a major role during India's First War of Independence. She was also known as Begum of Awadh and the wife of Nawab Wajid Ali Shah, ruler of Lucknow. She led a band of her supporters against the British, and was even able to seize the control of Lucknow. She worked in close association with other leaders of the India's First War of Independence, including Nana Sahib. Begum was not only a strategist but also fought on the battlefield. When the forces under the command of the British re-captured Lucknow and most part of the Awadh, she was forced to retreat. When her forces lost ground, she fled Awadh and organized soldiers again in other places. She turned down all offers of amnesty and allowances by the British rulers. Finally, she took refuge in an asylum in Nepal, where she died in the year 1879.

SAROJINI NAIDU:

Sarojini Naidu had known as "Cuckoo of India". She was a distinguished poet; renowned freedom fighter. Her father was principal in Nizam College. At that time Nizam was not in favour of Women's education, hence Sarojini was sent to Madras for schooling. She topped the matriculation examination at the age of twelve. She met English authors Arthur Simon and Edmond Gausse. It was Gausse who convinced Sarojini to stick to Indian themes India's great mountains, rivers, temples, social milieu to expenses her poetry.

Sarojini Naidu was elected as a president of Indian National Congress. Dramatic meeting with another respected leader of time, Gokhle, in 1906 was to change her life forever. His response to her fiery speech brought into her life the impact of a visionary who saw in her oratory and brilliance a leader of the future. The period from 1917 to 1919 was the most dynamic phase of Sarojini's career. During this time, she campaigned for the Montagu Chelmsford Reforms, the Khilafat issue, the draconian Rowlatt Act and the Satyagraha. When Gandhi launched the Civil Disobedience Movement, she proved a faithful lieutenant. With great courage she quelled the rotors, sold proscribed literature, and addressed frenzied meetings on the carnage at Jallianwala Bag in Amritsar. In 1930 when Mahatma Gandhi chose her to lead the salt Satyagraha the stories of her courage became legion. After Gandhi's arrest she had prepared 2,000 volunteers under the scorching sun to raid the Dahrsana Salt works, while the police faced them half a mile up the road with rifle, lathis (canes) are steel tipped clubs. The

volunteers wildly cheered when she shook off the arm of the British police officer who came to arrest her and marched proudly to the barbed wire in full force. She gave up writing poetry and fully devoted herself to emancipation of women, education, Hindu-Muslim unity etc. she became a follower of Gandhi and accompanied him to England. Whenever in England, she openly criticized British rule in India which caught the attention of scholars and intellectuals.

KASTURBA GANDHI:

Kasturba Gandhi, Mahatma Gandhi's wife joined her husband while he was in South Africa and worked with him for many years there. She was a leader of Women's Satyagraha for which she was imprisoned. She helped her husband in the case of Indigo worker in Champaran, Bihar and the No tax Campaign in Kaira, Gujarat. She was arrested twice for picketing liquor and foreign cloth shops, and in 1939 for participating in the Rajkot Satyagraha. She took part in Quit India movement and was arrested. She died while imprisoned in Poona in 1944.

ARUN ASAF ALI:

Arun Asaf Ali, a radical nationalist played an outstanding role in the historic Quit India Movement launched by Mahatma Gandhi on August 9, 1942 and was a prominent leader of underground movement. She published bulletins, went from place to place and even met Mahatma Gandhi to avoiding arrest. She edited Inqulab a monthly journal of the India National Congress.

MADAM CAMA:

Madam Cama fought for the freedom of the country till the last in her own way, and helped many revolutionaries with money and materials. She unfurled the first National Flag at the International Socialist conference in Stuttgart (Germany) in 1907. She declared "The flag is off Indian Independence! Behold it is born! It has been made sacred by the blood of Young Indians who sacrificed their lives. I call upon you, gentlemen to rise and salute this flag of Indian Independence. In the name of this flag, I appeal to lovers of freedom all over the world to support this flag. "A thousand representatives from several countries were attended. She travelled a lot of places including America and propagates Americans about Indians struggling for independence. She could aptly be called "Mother of India's first cultural representatives of USA".

KAMALA NEHRU:

Kamala Nehru, Jawaharlal Nehru's wife gave full support to her husband in his desire to work actively for the freedom struggle. In the Nehru home town of Allahabad, she organized processions, addressed meetings and led picketing of liquor and foreign cloth shops. She played a prominent part in organizing the No Tax Campaign in United Provinces now modern day Uttar Pradesh. In the Non Co-operation movement of 1921, she organized groups of women in Allahabad and propagated use of khadi cloths. When her husband was arrested, to prevent him delivering a "seditious" public speech, she went in his place to read it out. She was twice arrested by British.

VIJAYA LAKSHMI PANDIT:

Vijay Lakshmi Pandith is the daughter of Motilal Nehru. He was the president of congress and the sister of Jawaharlal Nehru, India's first Prime Minister. She was inspired by Rani Lakshmi Bai of Jhansi and impressed by Sarojini Naidu. She entered the Non Co-operation Movement to fight against the British rule. Vijaya Lakshmi Pandit represented India in many of the conferences abroad. She attended numerous public lectures and challenged the British dominated delegate's rights to represent India therein. She was a great fighter and took parts in many of the freedom movement .She was arrested in 1932 and sentenced to one year's rigorous imprisonment. She was arrested in 1940 and yet again during the Quit India Movement in 1942.

RANI GAIDINELIU:

Rani Gaidineliu was a prominent Naga nationalist woman leader from Manipur who took over the movement of Naga Nationalists against the British. Her movement was active during the Civil Disobedience Movement to oust the foreigners from Manipur. For her remarkable patriotism, she received praise from the nationalist leaders. She was arrested in 1932 and released after Indian Independence. "Rani of the Nagas" the popular title was bestowed upon her by Jawaharlal Nehru for her influence and work for the Nagas.

KAMALADEVI CHATTOPADHYAYA:

Kamaladevi Chattopadhyaya also tried to rouse the entire women hood of the country to come forward to take their place in the society and in the body politics as an equal partner of man. She said "The politics of

the nation are the supreme need of humanity in its attempt to scale the ladder of freedom. No one sex can build up a nation. Women has her own unique contribution to make for the purpose of enriching life so that it may fulfill its own divine mission to perfection, so in the struggle for freedom. They are destined to play their legitimate part and bear their share of the responsibility in breaking the chains that weigh heavily on people". Kamaladevi was India's most dynamic women. She took part in salt Sathyagraha, was a violent freedom fighter and was one of the Founder of AIWC.

KALPANA DUTT:

She was born in 1913. She pursued higher education in Calcutta University. She joined an organization named 'Ladies Association' and underwent training in the use of weapons and bomb-making. She used to dress herself in men's wear. She was suspected in connection with the attack of Pararthali Club. She was arrested in connection with the attack on Chittagong Armory and punished with life imprisonment along with Surya Sen. In 1939 she was released. Later she started giving publicity to communism. She paid visits to the worker's base and participated in the activities of Kissan Sabha. She became a permanent member of 'Tramway Workers' union and started carrying out communist activities secretly. She married communist leader, B.C. Joshi, and took active role in freedom struggle.

SUCHETA KRIPLANI:

Sucheta Kriplani was an ardent nationalist with socialistic orientation. She was a close associate of Jai Prakash Narayan who actively participated in Quit India Movement. The St. Stephen's educated politician sang Vande Mataram in the independence session of the Constituent Assembly on August 15, 1947. She was a member of Constituent Assembly in 1946.

RAJ KUMARI AMRIT KAUR:

Raj Kumari Amrit Kaur was a close follower of Gandhiji from 1919 onwards. As a Congress member, she actively participated in the 1930 Salt Satyagraha and the Quit India Movement. She became the First Health Minister in Post- Independent India. She was the founder – President of Indian council of child welfare and the founder – member of All India Women's Conference.

USHA MEHTA:

Usha Mehta known as child leader as in 1928, eight year old Usha participated in a protest march against the Simon Commission and shouted her first words of protest against the British Raj: "SIMON GO BACK" As a child, she did not comprehend the significance of her action except that she was participating in a moment to free her country under the leadership of Gandhi. She and many other children participated in morning protects against British raj and picketing in front of liquor shop.

Usha Mehta is remembered for board casting the Congress Radio, and called her the Secret Congress Radio an underground radio station, which was functioned for few months during Quit India movement of 1942. During the Quit India moment Usha quickly became a leader and she moved from Delhi to Mumbai there she hoisted tri colour on August 9th, 1942 at Gawalia Tank Ground.

Usha Mehta a committed patriot setup a radio transmitter called the "VOICE OF FREEDOM" to this disseminates the 'mantra' of freedom war. News of protest and arrest deeds of young nationalist and Gandijis famous 'do or die' message for QUIT INDIA Moment where circulated among the masses. Usha Mehta and her brother persisted with their task of broadcasting until their arrest.

INDIRA GANDHI:

Indira Gandhi was the most remarkable woman in Modern India. From the early years was also active in the National liberation struggle. During the 1930 movement, she formed the 'Vanara Sena' the children's Brigade to help freedom fighters she became a member of Indian National Congress in 1938. Soon after her return to India in March 1941, she plunged into political activity. Her public activity entered a new phase with India's Independence   in 1947.

PADMAJA NAIDU:

Sarojini's daughter Miss Padmaja Naidu devoted herself to the cause of Nation like her mother. At the age of 21, she entered the National scene and became the joint founder of the Indian National Congress of Hyderabad. She spread the message of Khadi and inspired people to boycott foreign goods. She was jailed for taking part in the Quit India movement in 1942. After Independence, she became the Governor of

West Bengal. During her public life spanning over half a century, she was associated with the Red Cross. Her services to the Nation and especially her humanitarian approach to solve problems will long be remembered.

MATANGINI HAZRA:

One of the courageous women whom we remember in connection with the Quit India Movement was Matangini Hazra, a peasant widow of 72 years. She displayed exemplary courage when she led a massive crowd marching to capture the Tamluk Thana in Midnapore district. She was shot by the police and fell down dead, holding the flag of freedom in her land.

FOREIGN WOMEN IN THE INDEPENDENCE MOVEMENT OF INDIA

Besides the hundreds and thousands of Indian women who dedicated their lives for the cause of their motherland, there were a number of noble and courageous foreign women who saw in India - its religion, its philosophy and its culture, a hope for the redemption of the world. They thought that in India's spiritual death shall world find its grave. These noble women were sick of the material west and found in India and in its civilization, solace for their cramped souls. First of all we will take up those who were influenced by the great men of India like Swami Vivekananda, Aurobindo Ghosh, Mahatma Gandhi, and came to this country to serve it.

SISTER NIVEDITA:

Sister Nivedita was one among the host of foreign women who were attracted towards Swami Vivekananda and Hindu philosophy. Born in Ireland on 28 October 1867, she arrived in India in January, 1898, in search of truth. She was impressed by the ideals of Womanhood in India. She once remarked that India was the land of great women. She, however, felt that Indian women needed, to cultivate among themselves a wider and broader concept of the nation, so that they could participate along with men in building a free and strong nation.

On the death of her spiritual Master, Swami Vivekananda, she freed herself from the obligations of the Monastic Order, spoke and wrote against the British policy in India. She attacked Lord Curzon for the Universities Act of 1904 and partition of Bengal in 1905. She held the

British responsible for disastrous state of Indian economy; she attended the Banaras Congress in 1905 and supported the Swadeshi Movement. She helped Nationalist groups like the Dawn Society and the Anusilan Samiti. She was a member of the Central Council of Action formed by Aurobindo Ghosh and took up the editorship of the Karmayogin when he left for Pondicherry. She propagated for the cause of India throughout America and Europe. Swami Vivekananda described her as a real Lioness. Rabindranath Tagore regarded her as Lok-Mata and Aurobindo Ghosh as Agni-sikha.

DR. ANNIE BESANT:

Dr. Annie Besant, along with Charles Braudlaugh, it is said, did more than anyone had done in a hundred years to break down the barriers of bigotry and prejudice, who won the greatest victories of their times for the freedom of speech and liberty of the press which Britain enjoys today. A strong votary of truth, she came to India in 1893 at the age of 46, impressed as she was by its great religion and philosophy. On arrival, she found that the state that things in India were bad, and that the Indians had almost lost their moorings. Through her lectures, she tried to awaken them to their lost heritage by dedicating herself to the cause of religion, society and education of India. In doing so, she was watchful that Indian revival must be through Indian traditions and customs and not through any of the European concepts. As early as 1898 and later in 1902 she urged Indians to were native dress, use and develop Indian manufacturers and also develop a national language.

Dr. Annie Besant entered active politics in 1914. She demanded Home Rule for India and suffered internment for it from June to September 1917. By then she had tried and achieved unification of the Congress and Hindus and Muslims in 1916. She had done ample work to formulate favourable opinion about the Indian question in outside world. The August declaration of 1917 is attributed to her efforts. She fittingly became the president of Indian National Congress in 1917. Tilak declared that if we were nearer our goals, it was due to Dr. Annie Besant's sincere efforts. Gokhale considered her a true daughter of Mother India. Subash considered her a doughty fighter for Indian freedom. Jawaharlal Nehru said that in India, her memory would endure, especially for the part she played in our freedom struggle in the dark days of the Great War and afterwards. Sarojini Naidu had this to say. "Had it not been for her and her enthusiasm, one could not have

seen Mr. Gandhi leading the cause of Indian freedom today. It was Mrs. Besant who laid the foundation of modern India -   Dr. Besant was a combination of Parvati, Lakshmi and Saraswati."

MIRA ALPHONSE:

Mira Alphonse, universally known as the 'Mother' was born in Paris in 1878. She came to India in 1914 and met Shri Aurobindo. She was the inspirer of Auroville, the international town near Pandicherry. She played an important role in motivating women like Annie Besant and Nellie Sen Gupta. The Mother had also contributed to enrich India's age-old heritage and culture.

MEERA BEHAN AND SARLA BEHN:

Meera Behn and Sarla Behn Mahatma Gandhi's two English daughters helped for the cause of freedom. She was born as Madeliene Slade in England and she was named Mira Behn by Mahatma Gandhi. She was a close disciple and associate of Gandhiji. She accompanied Gandhiji to Round Table Conference. She did pioneering work for social reforms in rural areas. Katherine Mary Heilaman as original name later she was named Sarla Behn by Mahatma Gandhi. She was a great social worker. She set up an Ashram at Kausali in the Kumaon Hills of Uttarakhand. She went from village to village helping the families of political prisoners. She authored a book entitled 'Reviving Our Dying Planet'.

NATIONAL MOVEMENT:

The Women National Leaders also played a vital role in the Swadeshi Movement, Non- Co-operation Movement, Civil Disobedience, Salt Satyagraha and Quit India Movement. Many women attended the Congress rallies along with their children. They also actively participated in many regional campaigns, agitations and social reform movements. Many women associations like Mahila Rashtriya Sangha, Nari Satyagraha Committee, Ladies Association and Ladies Picketing Board were rose the spirit of Nationalism and Patriotism in India.

WOMEN & INDIA'S INDEPENDENCE MOVEMENT:

"We record our homage and deep admiration for the Womanhood of India who in the hour of peril for the motherland forsook the shelter of their homes and with unfailing courage and endurance stood shoulder to shoulder with their men folk, in the frontline of India's national

army to share with them the sacrifices and triumphs of the struggle".

In keeping with this tradition, burden of tears and toils of the long years of struggle for India's freedom was borne by the wives, mothers, and daughters, silently and cheerfully. The programme of self-imposed poverty and periodical jail going was possible only because of the willing co-operation of the worker's family. In the various resistance movements in the villages, the illiterate women played this passive but contributory part as comrades of their men folk.

CONCLUSION:

Women in Indian freedom struggle have significantly contributed almost at par with their male counter parts in fighting the British yoke. The initiative, bravery guts and headship that the women have showed in the freedom movement for the country's independence from colonial rule have given them wide spread name, fame and significance in the Indian society.   After a century of revolutions, struggle, blood shedding, Sathyagrahas and sacrifices, India finally achieved independence on August 15, 1947. The Hindus, the Muslims, the Sikhs, the Christian and all the other brave sons and daughters of India fought shoulder to shoulder to throw out the British. Perhaps for the first and the only time in world history, the power of a mighty global empire 'on which the sun never set', had been challenged and overcome by the moral might of a people armed only with peace, ideals and courage.

Women shouldered critical responsibilities in India's struggle for freedom. They held public meetings, organized picketing of shops selling foreign alcohol and articles, sold Khadi and actively participated in National Movements. They bravely faced the baton of the police and went behind the iron bars. Hundreds and thousands of Indian women dedicated their lives for obtaining freedom of their motherland and only very few could include in this essay due to space restriction.

While on one side, women fought for independence, on the other they also set up women's organizations to improve their social, legal and economic positions, the most outstanding of which was the All India Women's Conference formed in 1927. National workers and eminent patriots such as Annie Besant, Kamaladevi Chattapadhyay, Raj Kumari Amrit Kaur, Renuka Roy and Muthulaxmi Reddy all worked for the welfare of women. The list of women who participated in the freedom

movement is impressive and they simultaneously fought for freedom of the country and upliftment and emancipation of the members of their community.

We record our homage and deep admiration for the Womanhood of India who in the hour of peril for the motherland forsook the shelter of their homes and with unfailing courage and endurance stood shoulder to shoulder with their men folk, in the frontline of India's national army to share with them the sacrifices and triumphs of the struggle.

On the auspicious occasion 70th year of celebration of the Independence Day of our country it will be most befitting on our part to pay our respectable homage to all those brave daughters of Mother India and to those noble and courageous foreign women who fought and contributed enormously to the success of our freedom struggle and all other nation building activities of the country.

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GLOBALIZATION AND SKILL DEVELOPMENT IN INDIA

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Abstract

Globalization as an all encompassing phenomenon has brought tremendous transformations in almost all aspects of life. Globalization associated with Liberalization, and Privatization has been a major force for social, economic, political, and cultural development around the World. On the one hand, Globalization has created numerous job opportunities, on the other hand it has put several challenges for the traditional occupations and has put challenges before the employees and the employers, before the service provider and service receiver resulting into unemployment of the work force.

New job opportunities have posed higher demand on skilled work force. Lack of desired skills and required level of skills also cause unemployment. One of the major challenges has been high demand of skilled work force throughout the globe.

INTRODUCTION:

Globalization as an all encompassing phenomenon has brought tremendous transformations in almost all aspects of life. Globalization associated with Liberalization, and Privatization has been a major force for social, economic, political, and cultural development around the World. On the one hand, Globalization has created numerous job opportunities; on the other hand it has put several challenges for the traditional occupations and has put challenges before the employees

and the employers, before the service provider and service receiver resulting into unemployment of the work force.

New job opportunities have posed higher demand on skilled work force. Lack of desired skills and required level of skills also cause unemployment. One of the major challenges has been high demand of skilled work force throughout the globe.

Developing employability skills is an effort to combat both these problems. The government of India having conceptualized the need of Skill Development has coordinated Action on Skill Development with a Three – Tier institutional structure consisting of

(1) P.M.'s National Council
(2) National Skill Development Coordination Board (NSDCB) and
(3) National Skill Development Corporation.

The policy is not devoid of challenges. The present paper tries to study the challenges before the Skill Development Policy and their solutions with respect to the Universities' departments of Life Long Learning and Extension. The objectives of the paper are:

To study the background of Skill development in India

To study the National Policy on Skill Development and Government's Action Plan on Skill Development(APSD)

To study the challenges before the government in carrying out the APSD

To analyze the role of LLLE departments in solving the challenges in implementing the Policy of SD

To suggest measures to improve employability skills of the job seekers/employed persons

Methodology:

It is based on secondary sources of data which include books, journals, Internet. The present **paper is divided in to six sections viz.**

1. Introduction,
 2. Background of Developing Employability Skills in India,
3. National Skill Development Policy and Government's Coordinated Action on Skill Development,
4. Challenges before the government in carrying out the APSD,
 5. Role of LLLE departments in solving the challenges in implementing the Policy of Skill Development and
 6. Conclusion.

The Background of Developing Employability Skills in India: Skill development can be viewed as an instrument to improve the effectiveness and contribution of labor to the overall production. Skill development can also be seen as a means to empower the individual and improve his/her employability. Skill development in India draws its attention from the changing demographic profile. India has a unique 20-25years window of opportunity known as 'demographic dividend'. Global economy is expected face a skilled manpower shortage to the extent of around 56 million by 2020. Hence, skill development in India is a big challenge although; skill development has several challenges before it.

Need for Skill Development: In the backdrop of India's employment scenario it becomes imperative to formulate a National Policy on Skill Development and initiate a Program of Action.

Table-1 Composition of Workers of **Age 15 Years and Above by Level of Education 1999-2000**

	Not Literate	Literate& Schooling up to Primary level	Schooling up to Middle and Higher level	Total	Share in Work force
Male	32.9	25.8	41.3	100	69.55
Female	69.3	15.8	14.9	100	30.5
Person	44	22.7	33.3	100	100

The above table-1 shows that there is a great difference between male and female share in the work force. This indicates a greater need for skill development.

National Skill Development Policy and Government's Coordinated Action on Skill Development

As India is a growing knowledge society which also has maximum population in the age group of 20-25years, it has created (in 2008) a Coordinated Action on Skill Development with a three – tier institutional structure consisting of

(1) P.M.'s National Council

(2) National Skill Development Coordination Board (NSDCB), and

(3) National Skill Development Corporation (NSDC). P.M.'s National Council on Skill development has formed a policy in the form of "core principles" and has given a vision to create 500 million skilled people by 2022.

Objectives of National Skill Development Policy

1. Create opportunities for all to acquire skill throughout life, especially for youth, women, and disadvantaged groups.

2. Promote commitment by all stakeholders to own skill development initiatives.

3. Develop a high quality skilled workforce/entrepreneur relevant to current and emerging market needs.

4. Enable the establishment of flexible delivery mechanisms that respond to the characteristics of a wide range of needs of take holder.

5. Enable effective coordination between different ministries, the Centre, and the State and public and private providers.

Scope of the National Skill Development Policy

1. Institution based Skill development including ITIs/ITCs/Vocational /Technical Colleges/ Poly techniques/ Professional Colleges etc.
2. Learning initiative of sect oral Skill development organized by different ministries/departments.
3. Formal & Informal apprenticeships and other types of training by enterprises.
4. Training for self employment/entrepreneurial development Adult learning

Challenges before the government in carrying out the APSD

The policy is not devoid of challenges. Following are the challenges before the Government in carrying out the Action Plan.

1. Disseminating information about the availability and effectiveness of training programs.
2. Improper and inadequate development of vocational training system.

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3. Lack of coordination between vocational training institutions and absence of partnership between these.

4. There is a need to identify institutions to carry out impact evaluation studies / tracer studies/ Surveys of graduates from vocational institutes on a regular basis.

5. Innovative means to encourage good quality public/ private/in-service is not given much attention.

6. Vocational training institutes should be given greater freedom in terms of resource generation (sale of production or service activities, consultation of) and utilizing the proceeds for not only cost recovery but also incentivizing those who generate revenues.

Role of LLLE departments in solving the challenges in implementing the Policy of Skill Development

Success of any Government policy and its effective implementation to a large extent depend upon people's willingness and participation in it. There are instances where the Government may need support of other agencies. Globalization has witnessed privatization and Liberalization of many sectors which is continuously increasing. Government's Policy of developing employability skills has certain inherent challenges which have been cited above.

These challenges can be met by the department of Life Long Learning of the Universities which aim at imparting lifelong learning including skill development. This is possible if the government collaborates with the LLLE departments which have students; and Teachers' force who can help in many ways to achieve the target.

❖ The department of LLLE can help in disseminating the information about the availability of Training programmers in local as well as remote areas. As we have been running mass awareness generating programmers hence these can also be incorporated.

- ❖ The department can offer number of vocational courses suited to the employability of the work force.
- ❖ The departments can also carry out impact assessment research on a regular basis and can suggest measures to make the plan of Action more effective and viable.
- ❖ The departments can conduct large scale surveys to identify the need of type of employable skills and the availability of the employable work force.
- ❖ These departments can also develop resources by running Self Financing Courses and also by developing SHGs (Self Help Groups).

To suggest measures to improve employability skills of the job seekers/employed persons

The departments of Life Long Learning and Extension have major human resource as students' enrolment. Research is an essential activity along with Extension and imparting Life Long Learning. Although Skill Development has been conceived

Primarily for the labor but in a Globalizing world it is essential for all Job seekers and employed people. The department of LLLE can from time to time conduct courses on Soft skills, Personality Development, Communication Skills/ Research

Methodology/ Short Term Industrial Training Programs etc.

For the demographic dividend to be economically fruitful there is a need of the Government to collaborate with the Universities' department of Life Long Learning and Extension. This will enhance the effectiveness of Government's policy on Skill Development. This partnership between the Government and the departments will be inclusive, time efficient, economic, and symbiotic. There is no other way for the Government to achieve the goal. For the social and economic development of our country skill development is the foundation.

Conclusion:

➢ Globalization has been a major force for social, economic, political, and cultural development of all nations.

It has created new job opportunities and has also put challenges before the employer and employee.

➢ Globalization has also caused unemployment due to demand of new job skills suited for the new jobs.

➢ India has a Demographic Dividend which can serve not only our nation but the need of the global economy provided the youth is equipped with modern skills.

➢ National Policy on Skill Development is designed to serve the need.

➢ There are certain challenges before the Government in the implementation of the Policy, such as in disseminating information about the availability of programs, inadequate vocational training system, need of institution to carry out impact evaluation studies etc.

➢ Universities' departments of Life Long Learning and Extension like their any other departments are rich source of human resource.

➢ The departments can work for disseminating information about the Program, can run vocational courses, can carry out impact assessment research, and can suggest measures to make the plan of action more viable.

➢ There is an urgent need of Partnership between the Government and Universities' departments of Life Long Learning and Extension to achieve the goal of National Policy of Skill Development.

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CHANGES IN RNA CONTENT IN VARIOUS TISSUES OF THE FISH *CYPRINUS CARPIO COMMUNIS* EXPOSED TO SUBLETHAL CONCENTRATION OF MACHETE

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Abstract

Machete is being used to control weeds in rice and to increase yields When these pesticides have been persistent in the environment, they may cause problems of mass mortality of many non-target organisms, both terrestrial and aquatic organisms. The changes in the RNA content can be useful to estimate the effect and toxicity of Machete when the fish is exposed to Machete. The amount RNA estimated in different tissues after exposed to Machete sublethal concentration is studied and the RNA content in kidney is highest followed by liver, gill and brain. The sublethal concentration of Machete is able to show effects on the tissues of the fish, Cyprinus carpio communis.

Key Words:RNA,toxicity,Machete, Sublethal Concentration,Cyprinus Carpio Communis

INTRODUCTION

Machete has been the leading herbicide for farmers all over the country. It is essential for farmers to be able to maximize the benefits of using Machete to control weeds in rice, leading to increase yields and lower input costs. When these pesticides have been persistent in the environment, they may cause problems of mass mortality of many non-target organisms, both terrestrial and aquatic organisms. The persistence of these pesticides in the environment due to the indiscriminate use of the pesticides and biomagnifications of the pesticides cause changes in nucleic

acid contents. Toxicity can be defined as the inherent capacity of a toxicant to effect adversely any biological activity of an organism.

The changes in the RNA content can be useful to estimate the effect and toxicity of Machete when the fish is exposed to Machete(EC)

MATERIALS AND METHODS

Estimation of Ribonucleic Acid (RNA)

The RNA was estimated by the methods of Searchy and MacLennis [1&2]. The selected and freshly dissected 100 mg of tissue was taken and homogenized in 5 ml of 0.5 N perchloric acid and the contents were boiled for 20 minutes at 90°C in a hot water bath and then cooled to room temperature. After cooling, the tissue homogenates were centrifuged. The supernatant obtained was separated to estimate RNA by the following procedures:

Table 1
Changes in the amount of R.N.A. (µg/g) wet weight of different tissues of *Cyprinus carpio communis* (Linnaeus) exposed to sublethal concentration of Machete 50% E.C. (commercial product)

Tissue	Control	Machete
Gill	188.03 ±4.17	89.24 ±3.38 (-24.4%)
Liver	143.43 ±5.25	112.88 ±6.39 (-21.29%)
Kidney	152.64 ±3.60	133.91 ±4.65 (-12.27%)
Brain	110.0 ±6.7	67.25 ±6.009 (-38.86%)
Muscle	97.23 ±5.74	75.16 ±7.37 (-22.69%)

Values represent mean of five observations
± indicates the Standard Deviation
* indicates values are significant at $p < 0.05$
% change (+) indicates increased percentage
(-) indicates decreased percentage

Some portion of the supernatant was taken into a clean test tube and 3 ml of orcinol reagent (300 mg of orcinol is dissolved in 5 ml of absolute ethanol and 3.5 ml of this was added just before use to solution ferric chloride in concentrated hydrochloric acid (HCl) and then contents were boiled for 20 minutes (while boiling all test tubes were sealed with aluminium wraper) in a hot water bath. After cooling, the absorbance was read at 665 nm on a spectrophotometer. The standard graph was prepared by using pure yeast RNA as standard.

RESULTS AND DISCUSSION

The amount of RNA is estimated in different tissues after exposed to sunlethal concentration of Machete (Table 1 Graph 1).In control, the RNA content in kidney was highest followed by liver, gill and brain. The lyotropic series in terms of increment in RNA content was:

Gill >Kidney > Liver > Brain > Muscle

All tissues exposed to sublethal concentration of Machete (50% EC), the RNA content was decreased:

Kidney > Liver > Gill > Muscle > Brain

The RNA content in all the tissues *Cyprinus carpio communis* (Linnaeus) showed a very significant decrease over the control, the decreasing trend was more significant in sublethal concentrations.

Similar results are observed in genotoxicity studies. Butachlor is genotoxic to toad and frog, tadpoles, catfish and it causes DNA strand break induction in erythrocytes [3].

Butachlor is also an indirect mutagen to hamsters and rats [4]. The genotoxicity in catfish. Butachlor is genotoxic to mammalian cell cultures [5&6].

Butachlor exhibits only limited mutagenic or genotoxic impacts on whole mammals [7&8].Many reports based on the experiments explain that Machete affects RNA.

Graph 1
Changes in the amount of R.N.A. (mg/g) wet
weight of different tissues of *Cyprinus carpio communies* (Linnaeus) exposed to sublethal
concentration of Butachlor (Technical grade) and
Machete 50% E.C. (commercial product)
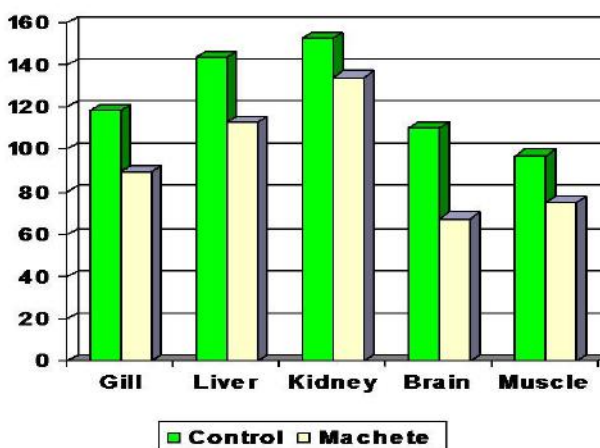
CONCLUSION

Toxicity of Machete shows its effect on different tissues in the body of the fish, *Cyprinus carpio* communis. The Tissues of gills, liver, kidney, brain and muscle are affected and the RNA content in the tissues is decreased. The RNA content of gill is much reduced due to the toxic effects of machete.

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