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(SEMAM – 2K19)



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Eminent academicians and educationalists providing fine education and an illustrious evolution with the changing times are the two pillars on which Universal Group of Institutions stand upon since being established in 2009. In this ever changing world, dynamicity of minds holds the most importance to habituate oneself. The Joint International Conference on **Emerging Trends and Innovation** with Globally Multidisciplinary Research and Education Association (GMREA) is a fine opportunity. The conference will not only succour the Researchers but all who strive to make a change be it experts of various fields, policy makers, stakeholders or students. To redesign, we need determination and zeal to learn and listen to fresh point of views, to grasp and to achieve. To give you an opportunity to hark to new ideas and trends is what we aim to achieve through this conference being held on an international level providing exposure to varied ideas that exist in the world. To embark upon it and understand distinguished techniques lies in your hand. With an interactive interface, we allow you to learn from different countries, universities on your own terms. We open the gates to a new culture, the one which is coherent to ideas never heard of, theories never read of and allow you to seize the day by presenting your own work, getting feedback and take you one step forward towards your goal for this conference will help you in being part of the circle, be known and explored. We all have experiences, we all have views. All we need is a pull from our bubble, a platform to project what we think and this conference stands as a pedestal to showcase your research. The Universal Group of Institutions aims to share knowledge, illustrate the field of Multidisciplinary Research directed for academicians, researchers and scholars working in any aspect and adduce them to a world unexplored. These proceedings, I trust, will be an impetus to stimulate further study and research in all these areas.

We thank authors and participants for their contributions.

Your's Sincerely

Dr. Gurpreet Singh
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Dr. Virender Kaur

Director Academics

It's with deep satisfaction i write this foreword to the proceedings of International Conference on Emerging Trends and Innovations in Social Sciences, Enginnering, Management, and Agriculture & Medical Sciences held on 26-4-19 in Universal Group of Institutions in collaboration with Globally Multidisciplinary Research and Education Association (GMREA).The dedicated preparation led to a successful conference with broad participation. The papers contained in these Proceedings cover a wide range of topics. The authors have provided state-of-the-art contributions, and this volume could not be produced without their commitment to explore the emerging trends and innovations in higher studies. It also aims to encourage the advancement and exchange of knowledge and experience in the areas of various disciplines among academics, professionals and students.

We thank the key-note speakers of the penalaries, members of editorial board and committees for their cooperation in this conference in different ways.

Dr. Virender Kaur

Director Academics

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Dr. Kompal Wadhawan

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Learning is not attained by chance; it must be sought for with ardour and attended to with diligence. To learn one must be determined to step out in the world full of unexplored fields and uncharted territories. It's only then one witness's augmentation widening their horizon. International Conference on Emerging Trends and Innovations in Social Sciences, Engineering, Management, Agriculture and Medical Sciences (SEMAM2K19) held in Universal Group of Institutions on 26th April 2019 is a stride in the direction of development and advancement. We are very pleased to introduce the proceedings of the International conference with a hope that these proceedings will provide you with an extensive documentation of the original articles of archival value covering research and development topics, which span all areas of Emerging and Innovative Trends in higher education. In addition to new advances in traditional and more established areas of Teacher Education, we seek to include unfathomed findings on emerging and interdisciplinary issues giving all achievers amongst us an opportunity to master their grasp on everything that the world allows us to learn. The Journal is designed to ameliorate the emerging trends of area of study and pave a road for innovative methods and ideologies fabricating the Teacher's Education in a unique demeanour encouraging researchers and authors to submit fundamental and practical aspects together. Through a careful selection of manuscripts, our utmost goal is to adduce and acquaint everyone with all the issues related to theme, sub-themes and contemporary issues under one blanket in the finest way possible.

A venture can never be successful without guidance, persistence, expertise and cognition. Similarly, a proceeding cannot transcend to the top without having an outstanding and enlightening group of Associate Editors and Advisory Board members. I would like to take this opportunity to thank Dr Gurpreet Singh, Chairman, Universal Group of institutions, Dr. Verinder Kaur, Director Academics, UGI and Dr. Manju Dhingra President, GMREA. I am forever indebted to the whole organising committee for their devoted, zealous and professional work of countless hours. They form a truly remarkable group of colleagues, the best in their fields as prolific writers and exemplary teachers. I feel honoured to be a part of this journey which is a joint effort of all eminent teacher educators, authors and researchers for no one can whistle a symphony, it takes a whole orchestra to play it.

Dr. Kompal Wadhawan

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PROMOTING RESEARCH FOR SOCIETY



Dr. Manju Dhingra
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Being the **President** of **GLOBALLY MULTIDISCIPLINARY RESEARCH AND EDUCATION ASSOCIATION (GMREA)**. I would like to thank **Dr. Gurpreet Singh**, Chairman, Universal Group of Institutions, **Dr. Verinder Kaur**, Director Academics, UGI, **Dr. Kompal Wadhawan**, Principal, Universal College of Education, the members of organizing committee and editorial board for their constant support. I feel honored and privileged to serve the best recent developments in the areas of multidisciplinary research through this exciting program.

International conference on **Emerging Trends and Innovation in Social Sciences Engineering, Management, Agriculture and Medical Sciences (SEMAM 2k19)** organized by Universal Group of Institutions jointly with Globally Multidisciplinary Research and Education Association (GMREA) is an excellent and inspiring platform for the Researchers and Academicians to explore their research and then to bring together their ideas collectively in the form of the proceedings.

The conference represents the efforts of many people. We further thank the invited key-note speakers for sharing their insights with us. Finally the conference wouldn't be without the excellent papers contributed by authors. We thank all the authors for their contribution and participation in SEMAM 2K19. We hope this program will further stimulate the research and GMREA will always strive for opening the best of publishing opportunities.

Dr. Manju Dhingra

President

Globally Multidisciplinary Research and Education Association (GMREA)

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THE IMPACT OF WEB 3.0 TECHNOLOGIES IN TEACHING LEARNING PROCESS

Dr. Anju AroraPrincipal, Swami Devi Dyal College of Education, Golpura, Barwala

ABSTRACT

Continuous learning and knowledge updating are becoming an imprescriptible part of our society member's life, and a rapid development of web 2.0 technologies and now web 3.0 technologies suggests new teaching and learning possibilities. The continuous evolution of the Internet has opened unthinkable opportunities and challenges in web based teaching and learning process. At first fundamental version of web i.e. Web 1.0 started as a Read only medium; then the second version Web 2.0 set up itself as Read/Write medium. Nowadays extended version of web, viz., Web 3.0 is said to be a technologically advanced medium which allows the users to Read/Write/Execute. With the help of web 2.0 and now web 3.0 have generated new tools and technologies for facilitating web based teaching & learning and integration into formal study modules. The experience students acquire through learning with the help of such technologies inspires and induces self-directed learning. These online tools and resources have made it easier for teachers to instruct students, and for students to collaborate with those teachers and with other students and parents.

Keywords: web 2.0, Web 3.0, Educational Technology, Online Learning, e-learning.

INTRODUCTION

Nowadays students have grown up surrounded by the digital society, to them traditional teaching is poorly stimulating, for they are used to utilize simultaneously diverse types of technologies. The number of students using interactive tools and social networks has been constantly growing.

Technologies expand communication, interaction, and learning possibilities, therefore, it would be reasonable for higher educational institutions to explore the potential and create conditions for using those technologies in formal educational environments. Contemporary students seek activeness and participation in decision making concerning both study contents and learning tools. In last two decades, the World Wide Web (WWW) is being used to improve communication, collaboration, sharing of resources, promoting active learning, and delivering of education in our society. The WWW helps teachers in planning suitable online delivery structure, sharing goals of learning, and activities for their courses. Web 2.0 and 3.0 are making changes in the way students acquire knowledge and information particularly attractive to younger students who have grown up surrounded by these technologies. The students and other learners may access web based material anytime from anywhere in the world, being connected through Internet.

This article aims to study if, and how, those having these competences with access to digital and virtual tools (web 2.0 and 3.0) will be better prepared and more motivated for lifelong learning. To achieve this goal a literature review will be presented along with examples for further implementation.

What is Web 3.0?

Web 3.0, a phrase coined by John Markoff of the New York Times in 2006, refers to a supposed third generation of Internet-based services that collectively comprise what might be called 'the Intelligent Web'--such as those using semantic Web, micro formats, natural language search, data mining, machine learning, recommendation agents, and artificial intelligence technologies. Tim Berners-Lee, coined the term *Semantic Web*, and promotes the concept of conversion of Web into a big collection of databases.

Finally, we consider what Google's CEO, Eric Schmidt stated: "Web3.0 as a series of combined applications. The core software technology of Web3.0 is artificial intelligence, which can intelligently learn and understand semantics. Therefore, the application of Web3.0 technology enables the Internet to be more personalized, accurate and intelligent."

Web 3.0 operations will be designed to perform logical reasoning using a multitude of rules which express logical relationships between semantic meaning and information available in the Web.

Technologies uses in web 3.0

While web 1.0 denotes the first implementation of world wide web ie, static page to read only medium and web 2.0 refers as social web ie, dynamic content page to read and write medium, at present web 3.0 mention the currently evolving version of web ie semantic web page to Read/Write/Execute.

While Web 1.0 denotes the first implementation of World Wide Web, and Web 2.0 refers to the social web, the new Web 3.0 mentions the currently evolving version of the Web. While Web 1.0 denotes the first

implementation of World Wide Web, and Web 2.0 refers to the social web, the new Web 3.0 mentions the currently evolving version of the Web. While Web 1.0 denotes the first implementation of World Wide Web, and Web 2.0 refers to the social web, the new Web 3.0 mentions the currently evolving version of the W

▪ **Semantic web**

Semantic Web can be define as a relationship between things, described in a manner which makes people and machines able to understand The combination of semantic concepts with new technologies makes it possible to model data and capture the relationships between the data for machine learning. Semantic technologies tap new value by modeling knowledge, adding intelligence and enabling knowledge.

Semantic Web = Web of Integrated, Linked meaningful Data.

The ultimate goal of the Semantic Web is to transform the existing web into “. . . a set of connected applications . . . forming a consistent logical web of data . . .” Semantic Web technologies allow us to build applications and solutions that were previously impossible and unfeasible. Web 3.0 in terms of Semantic Web is the third generation of World Wide Web in which machines will have the ability to read Web contents like Human beings and also the ability to follow our directions.

▪ **Intelligent web**

The driving force for web 3.0 will be artificial intelligence. Semantic is defined as “meaning”, that is web 3.0 will be designed to perform logical relationships between semantic meaning and information available in the Web. In other words, when searching for information in the web, web 3.0 will understand what the learner wants and suggests the information that suits the learner’s needs depending on web 3.0 technology.

▪ **Social web**

The Social Web explains the interaction of people with one another using the underlying technologies of World Wide Web. Technology advancements in Web 3.0 will take the current social computing to a new level called Semantic Social Computing or Socio-Semantic Web which will develop and utilize knowledge in all forms, e.g., content, models, services, & software behaviors.

Web 3.0 tools uses for teaching and learning process

The tools of Web 3.0 technologies would foster a more open approach to learning. Web 3.0 has been proposed as a possible future web consisting of the integration of high-powered graphics (*Scalable Vector Graphics*) and semantic data. There have also been discussions around 3-D social networking systems and immersive 3-D internet environments that will take the best of virtual worlds and gaming environments and merge them with the Web. Web 3.0 offers many tools and services for different kind of web applications on Internet.

• **3D Wikis**

With the evolution of 3D web, researchers & technocrats have been working on new projects to bring a new dimension to the world of Wikis & encyclopedia. A 3D Encyclopedia would be able to provide rich information involving all media and animation, for learners, so that they can have better impact on learning & knowledge. A *Wiki* is a system that allows one or more people to build up a collection of knowledge in a set of interlinked web pages, using a process of creating and editing pages.

• **3D Virtual worlds**

Virtual worlds can be seen as the beginning of new era of e-learning as they allow learners to interact in 3D Worlds for learning purposes. 3D virtual world is a mix of 3D gaming technology, augmented reality, simulated environment powered with Internet technology where users interact through movable *avatars*.

• **Intelligent Search Engines**

When, use a traditional Web search engine, the engine isn’t able to really understand your search. It looks for Web pages that contain the keywords found in your search terms. With Web 3.0, every user will have a unique internet profile based on that user’s browsing history. Web 3.0 will use this profile to tailor the browsing experience to each individual.

• **Intelligent Tutoring Systems**

In this new era of e-learning, the learners have access the unbelievable knowledge source. The tutors are intelligent agents who are customized for the learners. Moreover, the learner can specify the tutor's avatar and gender. Based on the intelligence and personal preferences of learner the tutor must deliver the knowledge. The tutor must collaborate knowledge from various web resources, filter the irrelevant knowledge and share it.

• Synchronous/Asynchronous e-learning

In Synchronous e-learning, communication occurs at the same time between individuals and information is accessed instantly. It is characterized by real time, simultaneous and two way communication. This is commonly supported by media such as Video Conferencing, Virtual Classrooms and Chat sessions. The most familiar form of synchronous electronic communication is real time two way text-based online chat, which is widely used in e-learning. More sophisticated forms of synchronous instruction include virtual classrooms, which use information and communication technologies to mimic a traditional classroom environment.

Thus Asynchronous means you need not be online at the same time. This Asynchronous E-learning is commonly facilitated by media such as e-mail and discussion boards, supports work relations among learners and with teachers, even when participants cannot be online at the same time. Asynchronous instruction allows participants to control their own timetables and fit learning around their other commitments. Asynchronous e-learning makes it possible for learners to log on to an e-learning environment at any time and download documents or send messages to teachers or peers.

The Impact of Web 3.0 Teaching for Instructor

- The Semantic Web has the means to assist instructors in course development, learner support, assessment, record keeping and document control tasks.
- The possibility of Web 3.0 will assist the instructor by creating reusable learning objects and providing immediate feedback to a learner at a specific stages of the learning process.
- Research papers that include machine-readable markup will be more accessible to semantic search engines resulting in more precise returns to users' queries.
- Clark, Parsia, and Hendler (2004) state "the added expressivity of the Semantic Web, coupled with search and query tools already under development, will allow changes in non-scientific fields as well. For example a number of historians could each annotate the same document to express differences of opinion about its comment, creating communities of deconstruction".
- Data collections (ontologies) from different fields will be linked creating "a network effect in academic knowledge".

The Impact of Web 3.0 Learning for Learner

- Web 3.0 will offer personalized learning for learners. Learning modeling uses the learner's background knowledge, skills, aptitudes, motivations, learning and media preferences, mastery of content being taught, and learning progress to tailor the instruction to the learner.
- Personalized Learning can match the complexity of the instruction to the learners' needs.
- Smart agents will assist learners in documenting and archiving their learning products, locating resources, and working collaboratively.
- The learner's beliefs and expectations after the learning, both considering attitudes towards the learning experience and the content. The learning experience itself and the inherent change of the learner's cognitive structure.

CONCLUSION

For digital globalization students have new learning profiles, new ways of creating knowledge and learning. So, Web 3.0 technologies offer an array of services to make a true online classroom a reality. Because of its very nature Web 3.0 services will be having positive impact on teaching and learning. Web 3.0 technologies offer benefits of 3D-wikis, 3D Labs; Intelligent Agent based search engines, Virtual environments like Avatar and Semantic Digital Libraries etc. These benefits can be directly aligned to the existing best practices in online education, and make further authenticated and effective educational environment.

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ROLE OF SMALL SCALE INDUSTRIES IN THE ECONOMIC DEVELOPMENT OF INDIA

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ABSTRACT

India is the country which economy is mainly based on Agriculture. Though, there is industrialization and growth in the technology, Indian industrial sectors are mainly depend on Small Scale Industries depend on agriculture. The economic growth is depend on the industrial growth of the Nation. In India, it is an integral part of Indian economy with major involvement to GDP, industrial production and employment generation. It is the section of economy involved with production of products. Several small scale businesses are depend on Indian agriculture sector. It continues to stay as an important integral part of Indian economy with important contribution to value, industrial production and employment generation in India. Even at the global level Small Scale Industries are accepted as an engine of economic process and for promoting equitable development. The research shows that the number of employees are more in the small scale industries than the large scale Industries in India. This term is related to the unit engaged in manufacture and production on a small scale. Being an agriculture country, India has number of opportunities for the production in the small scale Industries as Milk Production Industries, Pickles Industries, Turmeric related product Industries, cotton Mills, etc. therefore, these Small scale industries play a Vital Role in the growth of Indian Economy. Current research paper focuses on the role of Small Scale Industries on the development of Indian Economy.

Keywords: India, Small Scale Industries, Agriculture Sector, National Growth, Economics etc.

INTRODUCTION

The growth of Nation is depend on the per capita income of the Nation. Industry is that the section of economy which is involved with manufacturing process of products. In this global and technical era, the development of Nation is depend on the Industrial growth. There are two major types of Industries i.e. Large Scale Industry and Small Scale Industry. Large scale business may be a term of entrepreneurship which is engaged in manufacture and production at a large scale while Small scale business may be a term of entrepreneurship which is engaged in manufacture and production at a small scale.

Countries like India, Small scale business refers to agro- primarily based on the rural business. In Indian economy around 60-70 % GDP is collected from the small Scale industries as it is based on agro-sectors. This does not need high capital investment as well as huge infrastructure. Even number of large scale industries are started in India at initial stage with small scale industries and then nurtured into large scales. It helps to overcome the problem of unemployment and increases the opportunities of employment in India. There are several benefits of small scale industries before going to know about it, first it is important to know the concept and features of small scale Industry.

CONCEPT OF SMALL SCALE INDUSTRY

Small scale industries are the industries which produce, provide services, productions are done on little scale or small scale i.e. production of Napkins, tissues, chocolates, toothpick, water bottles, small toys, papers, pens.

Small scale industry is the term which applied for the small entrepreneurs who are involved in manufacture and production at micro scale. The term continues with the sectors which remains an integral part of Indian economy with significant contribution to GDP, industrial production and employment generation in India.

These small scale industries play a vital role in social and economic development of Asian country like India. These industries do a one-time investment in machinery, plants, associated industries that may well be on a possession basis, rent purchase or lease basis. However it doesn't exceed Rs. 1 Crore.

In 1955 small Scale Industries Board outlined small scale business as "A unit using but fifty persons, if exploitation power and fewer than a hundred persons while not the employment of power and with capital assets not exceptional Rs. 5 lakhs"

In 2000, the Union Government has reduced the investment limit in plant and machinery for tiny scale units from Rs. three large integer to Rs. 1 crore. But the investment ceilings for small industries stay unchanged to Rs. 25 lakh.

Features of Small Scale Industry in India: From the above mentioned concept of small Scale Industries, we can define the following features of Small Scale Industries of India:

- a. Small scale industries have vital role in social and economic expansion of India.
- b. It can be run or handle by as a sole trade or sole industry.
- c. Mostly owner is the single person so proper and dedicated management is possible.
- d. Small Scale Industry required one-time investment in machinery, plants, and industries.
- e. Small Scale Industry could be on various types as an ownership basis, hire purchase or lease basis.
- f. Small Scale Industry does not exceed investment more than Rs. 1 Crore.
- g. Small Scale Industries does not require much higher cast units of machineries.
- h. It has Lower Revenue and Profitability. ...
- i. It needs Smaller Teams of workers
- j. It covers Small Market Area.
- k. It has a limited Area of Rarer Locations.

Types of Small Scale Industries in India

India has various kinds of small-scale industries found in manufacturing process or service. Generally these types are divided into five parts as given below:

- a. Manufacturing Small Scale Industries:
- b. Ancillary Small Scale Industries:
- c. Service Small Scale Industries:
- d. Feeder Small Scale Industries:
- e. Mining or Quarries Small Scale Industries:

Examples of Small Scale Industries in India: Following are few examples of small scale industries of India which runs at Bakeries larger scale in India and helps to the growth of Indian Economy:

- a. **Candles:** though technical growth is there, electrical equipments are available for lights in India, there are several parts of India, where either no electricity supply is available or load shading schedule of electricity department is there. Hence, the candle manufacturing business is run at high profit and high demand ration in India.
- b. **Water bottles:** Drinking water is the major aspect faced by each Nation at global level as there is less stock of drinking water. Same is applicable to India. Moreover, the consciousness of health issue is rising factor in individual's mind. So from rural to metro cities of India, the demand of water bottle, water jar in increasing day-by-day. Fortunately, still India does have good stock of drinking water available at wells, even via water purifier machine- the mineral water can be made available at rural part of country also. This business is now working in India at a large number of quantity.
- c. Apart from it there are another various business which are successfully run in India as manufacturing of Leather belt, Small toys, Paper Bags, Xerox and printing, T-shirt Printing, Photography, Beauty parlors, dress-designing, jewellery designing, preparing various kinds of pickles (mango pickles, turmeric pickles, dry fruit-pickles, pineapple pickles, and so on), milk bags, homemade cosmetics, embroidery works, etc.

Thus, there are large number of small scale business which can be start from home and run up to National and now-a-days up to International level. It is given employment at large numbers, it is helping to acquire skill of different manufacturing product- some times with the support of machine and some time at individual level.

OBJECTIVES OF SMALL SCALE INDUSTRIES IN INDIA

- a. To create an employment opportunities living at country side people of India.
- b. To improve per capita income of lower income groups of India.
- c. To improve the living standard of lower income groups of India.
- d. It helps the backward regions of India with economic development.
- e. Raw-material is available easily in India for these small scale industries.

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- f. The objectives of tiny scale industries are:
 - g. To form additional employment opportunities with less investment in India and to scale back regional imbalances.
 - h. To get rid of economic mental retardation of rural and fewer developed regions of the economy.
 - i. To scale back regional imbalances.
 - j. To mobilise and guarantee optimum employment of unexploited resources of the country.
 - k. To make sure equitable distribution of financial gain and wealth.
 - l. To realize by individuals for self-direction living in the country side area of the Nation.
 - m. To adopt latest technology aimed toward manufacturing higher quality merchandise at lower prices.

ROLE OF LITTLE SCALE INDUSTRIES IN THE INDIAN ECONOMY

- a. Total Production:** In Indian economy small scale industries account around four-hundredth of the overall product and services created and they are one in all the most reasons for the expansion and strengthening of the economy.
- b. Employment:** Small scale industries in India are very serious to produce an employment. The full working class cannot realize add the formal sector of the economy. As said earlier the employment ratio of small scale industries is more as compare to large scale industries. It is declared by research that this sector has been conducive regarding four-hundredth of the gross worth of output created within the producing sector and also the generation of employment by the small-scale sector is quite five times to it of the large-scale sector. Moreover, Employments are available to nearby locations of the needy people as compare to large scale industries because mostly large scale industries are situated in Metro cities only.
- c. Women Growth:** Small Scale Industries provide employment opportunities to women in India because most the small scale industries required the skill which Indian women already have as a part of their household task. Another important factor is that with completing the responsibilities of household taking and without moving from home, they can work for the small scale industries as preparation of pickles, making paper bags at home machine, doing the job work of embroidery from home etc. Therefore, small scale industries encourages commercial skills among women as special incentives are given to women entrepreneurs.
- d. Contribution to Export:** Research shows that in Asian countries around half the products means in between 45-55% of the products that are exported and created small scale industries. Concerning thirty fifth of direct exports and V-day of the indirect exports are from the tiny scale industries. Therefore, India's export trade majorly depends on these little industries for his or her growth and development.
- e. Welfare of the General Public:** Apart from the economic growth of the nation small scale industries are necessary for the social growth and development of India. These Small scale industries are typically started by the lower or bourgeois public. They need a chance to earn wealth and worker others. It helps with financial gain distribution and contributes to social progress.
- f. Optimisation of Capital:** As small scale Industries, there is less investment of capital for opening and running industries. Even there are sole or limited partner's investment in it. Hence, they can utilise the capital properly.
- g. Balanced Regional Development:** Large Scale industries develop the urban and metro city area while Small scale industries supports to the rural development because mostly these industries are either situated in rural area or may be nearby rural area due to easy availability of raw material. Therefore, it works as the balanced tool of regional development.
- h. Mobilisation of Local Resources:** The Small scale industries are developed in or nearby rural area as well as the owners know that it's best to appoint the local resources for running these Small scale industries. It helps to save both money and time. Further, we can say that getting raw material from villages or rural part of Nation is the major objective of running Small scale industries hence Mobilisation of Local Resources is possible in Small Scale Industries.
- i. Social Advantage:** Small scale industries help to nearby society in many ways as it gives good rate to the available raw material. Even, the job is available at home or native place to the society where the Small

Scale Industries are located. The jobs are available at native place therefore employees can take care of their farming simultaneous with job. Industrial development helps the technical development of the particular location. Thus, there are various advantage of Small Scale industries for the Society. There has been huge concentration of industries in some giant cities of various states of Indian union. People migrating from rural and semi urban areas to those extremely developed centres in search of employment and typically to earn a far better living that ultimately results in several evil consequences of congestion, pollution, creation of slums, etc. This drawback of Indian economy is healthier resolved by small- scale industries that utilize native resources and brings regarding dispersion of industries within the varied elements of the country so promotes balanced regional development.

- j. Development of Entrepreneurship:** This is the main and important aspect of Indian economic growth and Small Scale Industries. As number of Entrepreneurship sectors increases, the economic growth ratio of Nation increases.

This clearly shows the importance of small-scale industries within the economic development of the country. The small-scale trade are enjoying a crucial important} role within the growth method of Indian economy since independence in spite of stiff competition from the big sector and not very encouraging support from the government.

- k. Equitable distribution of income:** Small-scale industries stimulate to the distribution of wealth, financial gain and political power at intervals societies in ways in which area unit economically positive and while not being politically unbridled. Thus small-scale industries ensures equitable distribution of financial gain and wealth within the Indian society that is basically characterized by additional concentration of financial gain and wealth within the unionised section keeping unorganised sector undeveloped. This can be in the great gift of small scale industries as compared to giant industries and area unit having giant employment potential.
- l. Opportunities for the Development of Technology:** Small-scale industries have tremendous capability to come up with or absorb innovations. They supply ample opportunities for the event of technology and technology reciprocally, creates an atmosphere tributary to the event of small scale units. The entrepreneurs of small scale units play a strategic role in commercialising of new inventions and merchandise. It conjointly facilitates the transfer of technology from one to the opposite. As a result, the economy reaps the advantage of improved technology in rural sectors of India also where these small scale industries are located.
- m. Supports the expansion of enormous industries:** The small-scale industries play a vital role to support larger Scale industries and comes in order that the planned activity of development work is timely attended. They support to large scale industries for the expansion of enormous industries by providing, components, accessories and semi-finished product needed by them. In fact, tiny industries will survive with strengthen into the lifetime of giant industries.
- n. Higher Industrial Relations:** Better industrial relations between the leader and workers helps to increase the potential of workers and reduces the frequency of commercial disputes. The loss of production and man-days area unit relatively less in small- scale industries. There are less chance of any strikes and shut in these industries thanks to sensible employee-employer relationship.

CONCLUSION

Thus, In Indian economy through small-scale and bungalow industries occupy a very important place, as a result of their employment potential and their contribution to total industrial output and exports. In India, these small scale industries have a special position because of its involvement towards socio-economic development of the Nation. They generate more employment per unit of capital invested as compared to the large industrial sectors. Hence, Small Scale Industries become the second largest employer next to agriculture in India. We can't deny the important Role of Small scale industries in Economic Development of India. A healthy economy of Nation requires to increase more number of small scale industries, their growth as well as their sustainability because small scale industries are useful for the healthy, prosperous and the community-at-large benefits and prospers.

Government of India has taken variety of steps to push them. However, with the recent measures, small-scale and bungalow industries facing each internal competition yet as external competition. There is no clear distinction between small-scale and bungalow industries. but it's usually believed that industry is one that is carried on whole or primarily with the assistance of the members of the family. As against this, small-scale business employs employed labour. Moreover industries are usually related to agriculture and supply subsidiary

employment in rural areas. As against this, tiny scale units are chiefly settled in urban areas as separate institutions. increase in range of units, production, employment and exports of small- scale industries over the years area unit thought of essential for the economic process and development of the country. it's encouraging to say that the small-scale enterprises accounts for thirty fifth of the gross worth of the output within the producing sector, regarding eightieth of the overall industrial employment and regarding four-hundredth of total export of the country. Further it helps to develop an advanced techniques in the traditional skills of Indian rural craft works and other business which is help to furnish the quality of product.

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ONE TAX-GOODS AND SERVICES TAX BILL-MYTHS AND FACTS

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ABSTRACT

The present paper is an attempt to highlight the “one tax-goods and services tax bill-myths and facts”. GST network is a non-profit organization that was formed to create a common platform for all concerned parties i.e., Tax Payers, Stakeholders, Government from where they can strategically communicate with each other. The president of India approved the constitution amendment bill for goods and services tax (GST) on 8th sep. 2016, following the bill's payment in the Indian Parliament and its ratification by more than 50% of state legislature. This law will replace all indirect taxes levied on goods and services by the central government and state government and implement the GST by April 2017. The implementation of the GST will have a far reaching impact on almost all the aspects of the business operations in India with more than 140 countries now adopting some form of GST, India has long been a standout exception.

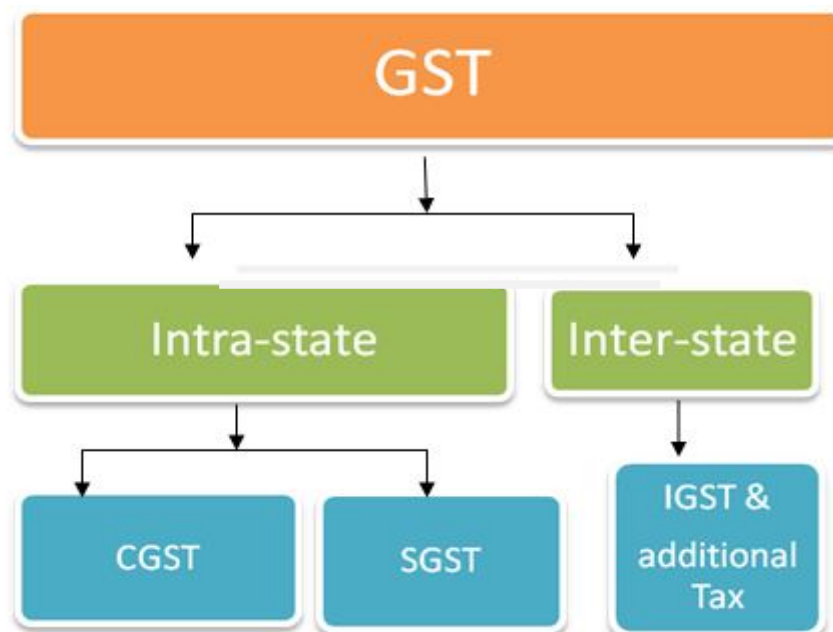
Keywords: Goods and services, Economy, Tax rate.

INTRODUCTION

The introduction of GST in India is a revolutionary step that is expected to cure all the ailments the existing complex tax structure is suffering from. It is primarily conceptualized to replace various sorts of taxes levied by Central and State Governments with well defined tax structure. GST is a proposed taxation system aimed at restructuring the overall Indirect Taxation framework in India. It was introduced as the constitution (one hundred and first parliaments) Act, 2016 with prime intention of merging most of existing taxes, levied by Central and State Governments, in India into a well-defined system of taxation.

GST is administered, monitored and governed by GST council, and it's chairman is Mr. Arun Jaitley, union finance minister of India. It is expected that GST would be implemented w.e.f. July 1st, 2017.

To understand the concurrent Dual GST model, we have to understand three different words



CGST will be levied by central government on intra state supply of goods and/or services and it will be paid to the account of central government. SGST will be levied by state government on intra-state supply of goods and/or services and it will be paid to the account of state government. IGST will be levied by central government on inter supply of goods and/or services and it will be paid to the account of central government. Additional tax to be levied by central government on inter-state supply of goods.

OBJECTIVES OF STUDY

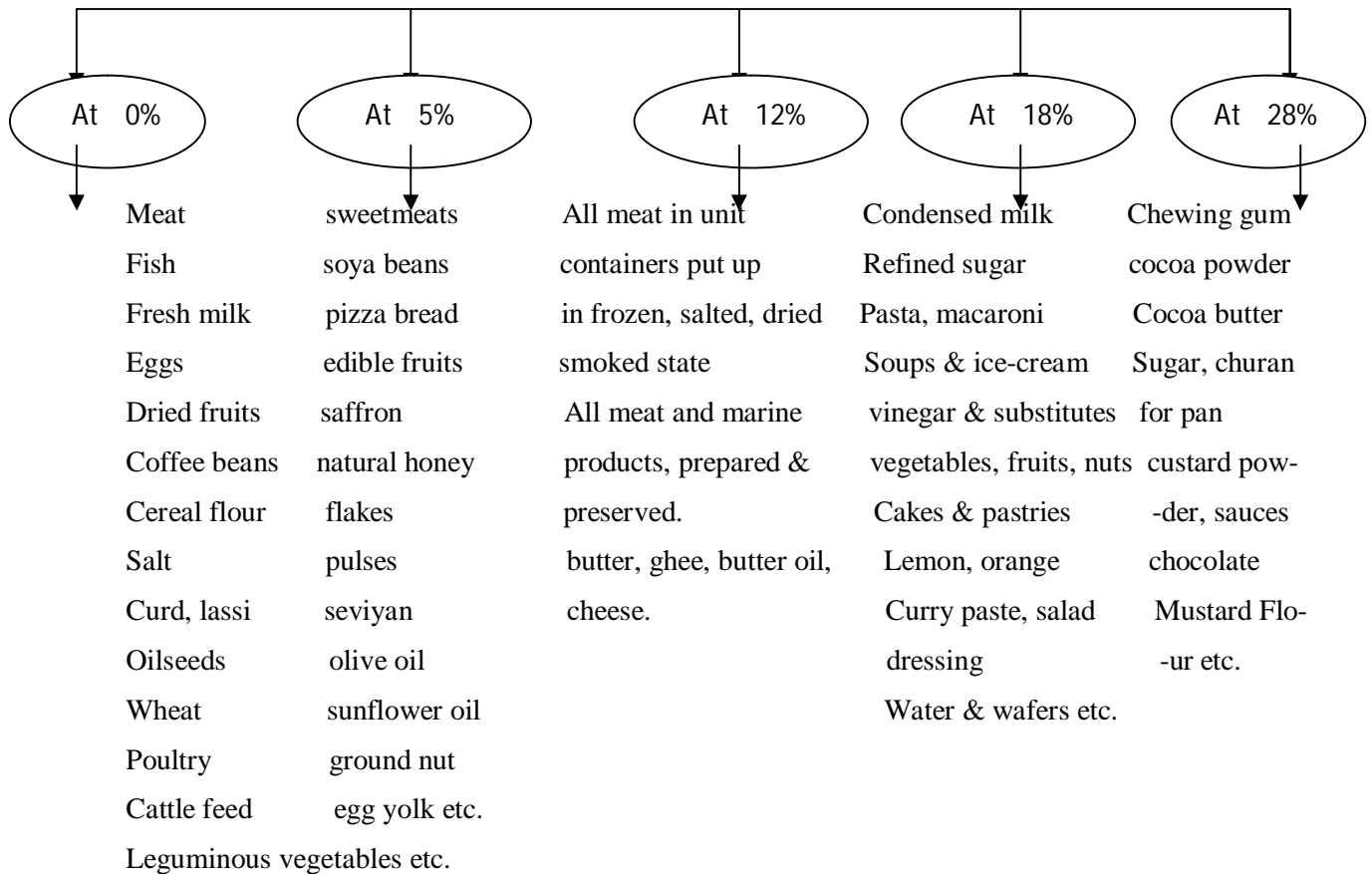
1. To understand the key issues and analysis of GST.
2. To study the Challenges faced by government in implementing the GST system.

3. To study the overall impact of GST over Economy.
4. To study the challenges faced by the people in adopting the GST concept.

RESEARCH METHODOLOGY

The research paper is an attempt of exploratory research based on the secondary data sourced from journal, internet, articles, previous research paper. Looking into the requirements of the objectives of the study, the research paper designed employed for the study is of descriptive type.

GST rates applicable to different items w.e.f. April, 2016 has been shown below



But Guwahati, nov.10, 2017: The GST Council has finally done it. It deserves credit for shifting as many as **178 items** from highest tax bracket of **28% to 18% & 5% slab at its 23rd meeting at Guwahati**. This reduced tax rate would come into effect from **Nov 15, 2017**. After this decision, only about **50 items** are left now in the highest tax bracket say 28% & they are mostly white goods, demerits goods & sin goods.

Besides the goods, the council also approved the key recommendations of the GOM for complete revamp limit is going to be hiked to Rs. 2 crore but only Rs. 1.5 crore is to be notified after the law is amended in future. GST reform is anticipated to benefit the common man & the honest tax payers of the nation. With a promise, to further concretize the Indian Economy, it is designed specifically, to diminish corruption to a significant extent. Although, this taxation reform starts the boll rolling for the vision of **‘one taxation, one tax’**.

LITERATURE REVIEW

Nitin kumar (2014)⁶ studied, “ Goods and Service tax-a way forward” and concluded that implementation of GST in india help in removing distortion by current in-direct tax system and expected to encourage unbiased tax structure which is indifferent to geographical location.

Monika sehrawat (2015) in her paper on GST in india_ A key tax reform concluded that GST will give India a world class tax system by grabbing different treatment to manufacturing and service sector.

Hitesh k . prajapati (2016) in his paper on challenges and implementation of GST in India talked about the challenges in implementation of GST like IT- Sector boomed, threshold limit of turnover for dealers under GST is another bone of contention between the government and empowered committee etc.

Dr. shakir shaik, Dr. S. A. Sameera, Mr. SK. C. Firoj in their paper on does GST leads to Indian Economic development? Stated in conclusion that GST in the Indian framework will lead to commercial benefits which were untouched by the VAT the system and would essentially lead to Economic development. Hence GST may usher in the possibility of a collective gain for industry, trade, agriculture and common consumers as well as of the central governments and the state governments.

Akansha khurana and Aastha Sharma (2016) in their research paper of GST- A positive reform for indirect taxation system concluded that GST will provide relief to producers and consumers by providing wide and comprehensive coverage of input tax credit set off, service tax set off and subsuming the several taxes.

IMPACT OF GST OVER INDIAN ECONOMY

Amidst economic crisis across the globe, India has posed as a beacon of hope with ambitious growth targets, supported by slew of strategic mission like 'Make in India', 'Digital India', etc.

□ Positive impacts

▪ Growth in overall Revenue

It is estimated that India could get revenue of \$ 15 billion per Annum because it would promote exports, raise employment & boost growth.

▪ Single point taxation

Uniformity in tax laws will lead to single point taxation for supply of goods and services all over India. This increases the tax compliances & more assesses will come into tax net.

▪ Simplified the previous tax laws

This reduces litigation & waste of time of Judiciary & the assesses due to frivolous proceeding at various levels of adjudication & appellate authorities.

▪ Transparency in the system

There will be more transparency in the system as the customers would know exactly how much taxes they are being charged and on what base.

▪ Increase Government revenue

GST would add to government revenues by widening the tax base.

▪ Reduce tax Burden on producers

Reducing the tax burden and foster growth through more production. This double taxation prevents manufacturers from producing to their optimum capacities and retards growth. GST would take care of this problem by providing tax credit to the manufacturer.

□ Negative Impacts

▪ Proposed GST Rate is higher than VAT

The rate of GST is proposed to be higher than the current VAT rate in India which although reducing the price in the longer run, will be of no help in cutting down price of common duties.

▪ Dual Control

A business will be indirectly controlled by both the Centre and State in all tax related matters. The state will lose autonomy to change the tax rate which will be regulated by the GST Council.

▪ Certain Sectors will face a negative impact

Sectors that are currently enjoying excise duty to have enjoyed a lot of tax benefits will have to bear the brunt of a higher tax. These include Textiles, Dairy products, Media, IT/TeS and Telecom. The same goes for products. It is supposed that the price of the following commodities will increase-credit cards, mobile phone, and jewelry.

▪ Loss incurred by the manufacturing states

Since GST is mostly related to the manufacturing segment, most manufacturing states may incur losses. But the government has proposed to compensate for those losses for a period of 5 year.

□ Myths and Facts of Goods and Service Tax

- **Myth 1:** I need to generate all invoices on computer/internet only.

Facts: Invoices can be generating manually also.

- **Myth 2:** I need internet all the time to do business under GST.

Facts: Internet would be needed only while filling monthly return of GST.

- **Myth3:** I have provisional ID but waiting for final ID to do business.

Facts: Provisional ID will be your GST in number. So start business.

- **Myth4:** My item of trade was earlier exempt so I will need new registration before starting business now.

Facts: You can continue doing business and get registration with in 30 days.

- **Myth5:** There are 3 returns per month to be filled.

Facts: There is only one return with 3 parts, out of which one part is to be filled by dealer and two other parts would be auto populated by computer.

- **Myth6:** Even small dealer will have to be file invoice wise detail in return.

Facts: Those in retail business (B2C) need to file only summary of total sale.

- **Myth 7:** New GST rate is higher compared to earlier VAT.

Facts: It appears higher because excise duty and other taxes which were invisible earlier now subsumed in GST and so visible now.

CONCLUSION

In short GST is essential for sustainable development in Indian economy. GST will be charged more on Luxuries products, and apply tax credit system for life based products. GST also apply in information technology system, like the tax information network, where the TDS of the VAT credit is recorded in a central data base. Government have to organize the committee in a planed manner to get its implementation successfully, and also joint separation between consumer associations and Non- governmental organizations to ensure world-wide pricing monitoring. And government have to enlist the corporation of big retailers like hyper market for benchmark the price of goods.

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ENHANCING THE ROLE OF TEACHERS IN THE ESSENCE OF EMERGING TRENDS IN EDUCATION

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ABSTRACT

Our classrooms have undergone tremendous changes and those changes will continue in the future. Inability of many educators to shift from one operational standard to another is one of the major barriers to inclusion. This can be proficient by providing experiences that require forthcoming teachers to develop creative problem solving skills and to view situations from different perspectives. Teachers being an essential component to the quality of student's inclusion, special attention must be paid to ensure that classroom teachers have the skills and support needed to provide quality education to children with diverse learning needs. The main purpose of this paper is to stress on role of teacher as a multi-tasked on inclusive education. How the teacher uses the effective methods of teaching and services provided to them and training of teacher because teacher who believes in inclusion recognises the fact that every child is special in one way or the other.

Keywords: Inclusion, Inclusive Education, Teacher

INTRODUCTION

We live in a world of diversities and individual differences. Such diversities and differences become too pronounced in the case of two varying sets of children population termed as normal and exceptional. Education can provide the practical skills, and knowledge needed to break out of the phase of poverty. But inclusive education goes further by giving an opportunity to disabled children and adults to challenge prejudice, become visible and gain the confidence to speak for them and build their own future within the mainstream of society. Thus Inclusive education must respond to all pupils as individuals, recognizing individuality as something to be appreciated and respected. All children and young people of the world, with their separable strengths and weaknesses, with their hopes and expectations, have the right to education

Inclusion is the "keystone" of today's education which applies to accommodate/include all human beings, thus the full spectrum of diverse abilities, within one system, in such a manner that all involved can be guaranteed of successful, equal and quality participation in real life experiences from birth to the grave. This suggests that all have to perceive and treat themselves and others as dignified human beings, in enhancing human potential maximally and in succeeding to achieve whatever outcome is envisioned and humanly possible" (Burden, 2000:29) Van zyl (2002:96-97) highlighted the fact that it is not practically possible to make specialists of all educators on all the diverse needs in overcoming barriers to learning, but inclusive classes, that is, by empowering educators educators in the following basic skills so that they may become competent inclusive educators. "...change is difficult, but inevitable. It is guided first by vision, then planning, then by action. No matter how much we want to hurry, change is systematic and slower than we might wish. But it does occur" (Lilly in: Swart et al., 2002:187) Inclusive education can act as a catalyst for change in educational practice, leading to improved quality of education. Including disabled children in mainstream school challenges teacher to develop more child-centered, participatory and active teaching approaches and this benefit all children. Teachers often think they need special skills to teach disabled children, but experience has shown that in most cases disabled children can be included through good, clear and accessible teaching which encourages the active participation of children.

BARRIERS FOR CHILDREN WITH DISABILITIES

- Teachers lack the professional training and experience necessary to teach children with disabilities, and have difficulty developing individual teaching plans for children with disabilities
- Families do not always encourage their children with disabilities to attend school and do not provide the support needed when they are there
- Children with disabilities are not always welcome in the local school and the special schools are often located far from the village
- Children and youth in the villages and sometimes in school, make fun of these children
- Children with disabilities have very limited opportunities to attend pre-school
- In secondary school in particular, teachers do not have any special training and have so many students to teach that they find it difficult to teach children with disabilities adequately

- School buildings are often inaccessible, with long distance between classrooms, which make it difficult for children with physical disabilities
- Health services and physiotherapy can be expensive and not always available at the village level
- There is no financial support to families who have extra cost in caring for children with disabilities
- There are very limited opportunities for children and youth with disabilities who are out of school

TEACHERS ARE THE KEY TO SUCCESS IN INCLUSION

The current context in which teachers are working is in need of rapid change. All zones of teaching have altered during the past decades, with core changes to the role of teachers, together with the overview of new approaches to the curriculum and assessment. These variations have involved the development of new identifications about the interactive nature of children's needs and a shift in focus from 'what is wrong with the child?' to 'what does the child need to upkeep their learning?' Teachers are often not confident about working with the children who do not fit their expectations of a 'normal' child, particularly where they have fears about what such children will be like. But there are many concrete ways of helping teachers overcome their doubts of the unknown and helping them to work more closely with excluded children in a learner-centered environment.

COMPETENCIES TEACHERS MAY NEED FOR INCLUSIVE SCHOOL

- Creating a learning environment in which learners challenge stereotypes about language, disability, race, gender, ethnicity, culture, geographical location.
- Undertaking analysis of barriers to learning and participation in the local schooling context
- Creating an environment in which all learners are equally valued
- Developing strategies, through the curriculum, to build student's self esteem
- Creating lesson plans that are responsive to student diversity.
- Developing resources to support learning and participation.
- Drawing on community resources to support teaching-learning process
- Drawing on a variety of instructional strategies and assessment techniques, and develop the ability to use the effectively and appropriately
- Evaluating learner's performance and competency in a fair and sensitive manner

TEACHING STRATEGIES FOR INCLUSIVE EDUCATION

Handling diversity does not mean controlling or containing diversity, it means enabling each member to perform to his/her potential. It is however, incumbent upon an inclusive educator to have good teaching strategies in helping the learner to unfold his/her potential. Educators have to be flexible in their thinking, be innovative and creative in their approaches to teaching and learning. Nghipondoka (2001:27) endorses the fact that flexibility in teaching will also enable an educator to continuously develop and implement instructional approaches that are beneficial to all the learners. Among others Van Zyl (2002:98:99) and Nghipondoka (2001:27-33) approve on the teaching approaches that serve as cornerstones for instruction in inclusive classrooms

1. SOCIAL LEARNING

Social learning in its word meaning stands for a type of learning that results from the consequences of observational experiences gained on the part of developing children in the social company of others (elders and more knowledgeable peers). Such observational experiences and their imitation and practice may help a lot to the differently abled or disabled children receive from their non-disabled peers or structured social experiences arranged for them in an inclusive education set up. Social learning as an approach and theory of learning was first brought into existence by the social psychologist Albert Bandura (1977). As proposed by Bandura through his social learning theory most of what we learn is acquired through simply watching and listening to other people. The children from the very beginning keenly observe the behaviour of others, most commonly of the people nearest to them like parents, members of the family, teachers, the older members of society, etc. In turn, they try to imitate and do what they observe. The power of observational learning can be confirmed through laboratory experiments as well as through observation in our daily life. A child who sees his father throwing utensils around simply because he has not been served food of his taste, learns such behaviour and reproduces it in similar circumstances. He may also incorporate and imitate the behaviour of the characters he reads about in

novels, hears about over the radio or sees on TV or in movies. The persons whose behaviour he observes and often imitates are known as models and observational learning is referred to as *modelling*.

2. BUDDY SYSTEM

The **buddy system** is a process in which two people, the "buddies", function together as a single unit so that they are able to monitor and benefit each other. Mostly the system known as peer-to-peer buddy system (pairing two or more students acting as buddies) is adopted for helping and assisting the disabled or differently abled for their adjustment and education in the inclusive set up. In this system a differently abled peer is looked after by a peer or small group of the students called buddies (of the same class in the classroom situations) or by the senior students (in or Out of the class school situations). This small group may vary in size but every time there must be, someone present from the non-disabled buddies for assisting and helping the particular disabled student belonging to their buddy circle in his adjustment and learning.

Regarding their functions, buddies have the opportunities to play their roles both in curricular and co-curricular life of the school. Buddies in the classroom *i.e.* (the non-disabled volunteers along with the disabled peer of their buddy circle) may work together, share equipments and participate together in cooperative group work or project activities. In the games and other co-curricular activities, the students belonging to a buddy circle (comprising non-disabled volunteers and the disabled peer) may work and participate in a cooperative way. Their activities may also be extended to beyond school boundary such as attending social gatherings in the community or inviting each other in family functions, etc.

3. REFLECTIVE TEACHING

Reflective teaching is a method where teachers contemplate over their teaching practices, investigating how something was taught and how the practice might be enhanced or changed for improved learning outcomes. Teaching in the classroom is generally found to be organized at the three levels known as memory level, understanding and reflective level of teaching. **Suherdi (2013)** mentions that one of some ways to develop pedagogical competence to be a professional teacher is by having reflective skill. He defines reflective skill as teacher's skill to identify the strengths and weaknesses of teaching process he/ she had conducted. **Farrel (2016)** mentions that the use of reflective practice in teacher professional development is based on the belief that teachers can improve their own teaching by consciously and systematically reflecting on their teaching experiences. As we know that what teachers think they do, and what they actually do is not always the same as perceptions and realism are not always the same. He adds that teachers have many means of collecting such evidence about their practice such as surveys, questionnaires, classroom observations with or without peers discussion with other teachers groups face to face and/ or using technology (e.g. blogs, forums, or chats) so that they can better inform themselves about their and other practices.

4. MULTISENSORY TEACHING

A multi-sensory teaching, "also known as VAKT (visual-auditory-kinesthetic-tactile) suggests that students learn finest when information is presented in different modalities. The certainty is that students learn a new concept best when it is taught using the four modalities. Multisensory teaching as the name suggests, is a teaching that is executed or performed with the adopting ways and means resting on the use of a number of sensory organs (*i.e.* senses, of sight, hearing, smell, taste and touch). Since senses are termed as the gate way of knowledge and key means for the acquisition of valuable learning experiences, multisensory teaching has a great potential for proving beneficial and useful in any scheme or program of teaching-learning planned and organized for the school children

ISSUES FOR FURTHER EXPLORATION

Inclusive education is a great challenge for our education system, especially for the teacher training system. Building positive attitudes along with equipping teacher educators with appropriate knowledge on inclusion is an issue for education reform. Educators need to tackle the issue of "How to include the excluded" and how to improve the quality and relevance of education in increasingly diverse settings. General barriers towards inclusive education are negative attitudes of people; invisibility in the community; cost; physical access; class size; lack of trained teachers; gender discrimination; and identification problem. Teacher educators must work in ways that work to overcome these barriers in order for change to take place.

Conceptual barriers in teacher education endanger the success of plans for inclusive education initiatives. Contradictions remain regarding education for people with disabilities. Policy makers are still in favour of creating awareness of social inclusion rather than strengthening the capacity of teacher training institutions. Their stance only focuses on enrolling children with disabilities into mainstream schools, and does not emphasize the resources needed to ensure the quality of the process.

A blended system is ideal where mainstream education will open the doorway to education for a number of children with disabilities; at the same time the special education system will ensure the learning needs of children with disabilities are addressed. Preparing the schools as well as teachers towards providing an inclusive education is a grave task. Appropriate policy formulation and adaptation are required to meet this challenge.

CONCLUSION

To bring a change in the behaviour of the teacher educators, we need to bring out innate tendencies of an individual and channelize these tendencies in a desire and planned manner. Then only we can expect a desired outcome from the educators. Inclusion has been incorporated into almost every educational system, but we still need to learn and understand the real meaning of Education for All with quality and equity and recognise the fundamental role of teachers in the advancement of social justice, human rights, and opportunities for welfare. Each one of us needs to face the challenges in order to consolidate inclusion for the benefit of our community.

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GROWTH AND CHALLENGES IN HIGHER EDUCATION IN PUNJAB: A CASE STUDY

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ABSTRACT

Education means change in nature. It teaches how to live the life. In the words of John Dewey, "Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators and also learners may educate themselves." There are two kinds of education i.e. Formal and informal. Informal education in India is existing since ancient era. Gurukul was the pre concept of Indian education. Now-a-days, there are number of challenges in education systems. Quality in education is the major issue of current education system. There are some agencies in India and worldwide to analysis the quality level of higher education system. Such as NAAC, NBA, AICTE etc. Today, UGC, government of India is making mandatory to go for NAAC, NBA, AICTE etc. All the colleges and universities of India are preparing for these accreditation. Punjab is one the focused states of India. Social issues and social crises are working as barrier to the development of the State. Hence, current research work deals with the growth and challenges of higher education in Punjab.

Keywords: growth, higher education, Punjab, quality, challenges etc.

INTRODUCTION

According to the statistics of the UGC website declared in the month of February 2017, there are 789 universities, 37,204 colleges and 11,443 stand-alone institutions in India amongst 29 states. There are 28 deemed universities in Tamil Nadu having highest number of deemed universities whereas Uttar Pradesh has 29 state universities and six central universities, the highest number of universities in India. The oldest university in India is Nalanda University and it is situated in Nalanda district of Bihar State. Nalanda University was a traditional Indian University while the Calcutta University was the first university of India with Western style University in whole Asia at that time. This University was established on 24 Jan 1857 in Kolkata West Bengal. In 1817, the first Western-style arts college in India was established CMS College, Kottayam which was founded by the Church Missionary Society of England. With the changing era, the development in the education was found. Now-a-days, there is a drastic change in education system as compare to previous stage of Education in India. Quality in Education is the need of current education system in India. Current research work is based on the higher education in Panjab with its opportunities and challenges.

LITERATURE REVIEW

NIEPA (1986) conducted a study to review the entry trends of regular Castes (SCs) students at education level. The study concluded that SC students were still insulating material way behind the non-SC communities the least bit levels of education. The tutorial differentiation between SCs and non-SC communities were turning into a lot of acute from the first to secondary level and from secondary to higher levels of education. Besides, the rates of stagnation and dropout among the SCs were significantly beyond those among non-SCs.

Gandhi (2000) rumoured that over the last five decades there had been fantastic growth of the upper education system in Asian countries. Nevertheless within the quick dynamic socio-economic context and wish of sure-handed hands, the upper education system would be exposed to still bigger pressures for growth. It should be owing to demands for social equity and justice, for providing a coaching ground for sure-handed hands to fulfil the wants of spending trade and commerce or for self-employment, for initiating and managing social modification, or simply for intellectual curiosity.

Parhar (2002) whereas examining the growth of upper education in Asian country viewed that despite huge quantitative expansion and diversification within the education it absolutely was inaccessible to an excellent majority of the Indian youth within the people of seventeen to twenty three years of age. Regarding level-wise entry of scholars, she viewed that entry was terribly high in collegian programmes and low within the postgraduate and analysis programmes. She opined that access can be enlarged by introducing multi-shifts and new courses within the existing schools and universities and by offering distance education courses. She additionally opined that the growing ability of the centre category population to pay money for education of their wards and provision of sentimental loans for education by money establishments which would have a positive impact on education entry.

Pathy (2003) has given views as the impact of economic process on education opined that economic process of education had huge potentialities. As economic process treats education as a marketable artefact, the advantages of education beneath economic process can solely flow to them as an agency which is economically authorized to buy it and this may create serious challenges to the constitutional provisions of the quality of instructional opportunities for the minority and therefore the socio-economically marginalized teams.

Ghuman et al. (2006) on the idea of their study it was found that among the regional centres of the colleges, the best proportion of rural students was found within the school of Social Sciences (16.5 percent). They highlighted that instructional attainments of rural students were joined to their socio-economic backgrounds, as proportion of rural regular caste students within the total rural students was 14.60 percent. They so over those universities weren't inclusive for rural students and conjointly for the weaker sections of the society.

Singh (2006) examined and compared impact of the upper education reforms geared toward advancing equality among totally different social teams within the two developing countries i.e. Asian country and island. It absolutely was rumoured that in post-independence Asian country and island, the policy reform was established in the quantitative growth of education to every underprivileged teams. Whereas access widened in every country, Asian country visage a bigger challenge to eradicate numerous social issues. The information established that SCs and STs powerfully supported reservation of seats in education that they believed that they will reduce disparity between the "educated and uneducated" and therefore the "rich and poor" to advance social quality. Apparently, this read was supported by a majority of OBCs and therefore the general class sample. The Indian population recognized that structural exclusion of SCs and STs was the norm for hundreds of years.

Chanana (2007) analysed the influence of economic alleviation on women's access to education and their decisions of subjects. She ascertained that within the post-liberalization amount, the proportion of women's enrolment in education had enlarged speedily and that they had conjointly been shifting from general education to skilled education. She opined that in Asian country, the enrolment of ladies in education varied from state to state. The bulk of ladies registered in skilled courses from southern and western regions, wherever most range of personal schools had been established. Concerning the enrolment of SC and ST girls students, she viewed that they often joined general education course and were denied access to elite courses and establishments. On the idea of such a trend, she remarked that the rise of personal establishments, declining public funding and therefore the restructuring of public universities within the post- alleviation amount would probably extend gender inequalities.

Clancy and Goastellac (2007) compared the policy views for access and equity in education among totally different countries. They found that there was a general movement from the priority given to inherited merit within the admission method through a commitment to formal equality, towards application of some modes of social action for the under-represented teams.

Thorat (2007) viewed that the exclusion from access to education was reflective within the disparities ascertained not only between the poor and therefore the non-poor but also across social teams supported caste, religions, quality and gender. He additionally highlighted that access to education was low among regular castes, regular tribes and alternative backward categories from all religions. Muslims, girls, wage labourers, landless farmers, and marginal farm households among the foremost underprivileged, with the poor inside of these classes suffering the foremost. In his opinion, inclusiveness in education would solely mean enlarged access to education for such teams presently having restricted access. He so instructed a counteractive social action policy and pro-poor policy for making certain inclusiveness in education.

Ghuman et al. (2009) studied the participation of rural students within the skilled education sector in geographic area. They collected knowledge from the establishments and university departments impartation skilled education within the state. On the idea of research of information in terms of variety of socio-economic variables, they found that among the full students following profession courses within the state throughout the session 2007-08, the proportion of rural students was solely 3.71 percent. Further, they ascertained that majority of those students were from comparatively more contented sections of the agricultural society and solely a small proportion of scholars within the skilled establishments were from the weaker sections of rural society. They argued that the degeneration of rural government faculty education and extremely high fees of upper skilled courses square measure the most reasons answerable for exclusion of rural students from the upper skilled education within the state.

Rao (2010) analysed the impact of market driven neo-liberal reforms and quality based mostly social action policies on Malaysian education.

Sianou-Kyriou (2010) in her study on education participation in Balkan nation argued that alternative had been mostly driven by students' people that together with the performance within the national level examinations was a key think about crucial entrance into universities and inflicting increase within the stratification of upper education establishments.

Tilak (2010) emphasised on the necessity of recognizing education as a public smart by the govt. and international community. During this opinion, education may be a basic would like, an individual's right. It's associate investment for development and at identical time it's human investment.

Hill and Chalaux (2011) opined that in Indian education that the growth of instructional infrastructure in education, access has not continually been assured. Though the rights of all youngsters to free and required education can additional carry entry, transfer nearer the government's goal of universal teaching, however high drop-out rates and low attending continues to be a challenge at lower levels and entry at higher levels remains modest by international standards.

Pradhan (2011) instructed that the low enrolment rate in education in Asian countries can be achieved by providing access to any idea of benefit. Education should be refashioned in an exceedingly manner to nurture excellence and fight at the worldwide level normally and therefore the national level especially. But he argued that in an exceeding country with multi-sided diversities in terms of faith, language, socio-economic standing, providing equity and making certain excellence at the same time seems to be a story.

The Economic Survey (2011) expressed that Asian country, presently had a gross entry quantitative relation (GER) of 13.5 % in education (in the people 18-23 years) as compared to 81.6 per cent for USA, 22.1 % in China and 29.7 % in Malaya.

The UGC Report on education in Asian country (2011) treated the expansion in institutional capability (access), growth of entry together with inclusiveness and equity in education. In step with this report, the Gross entry quantitative relation (GER) of rural students is simply 8.99 as compared to 24.52 % urban students in education. The % share of SC, ST and OBC teams is 6.52, 6.57 and 8.77 severally. These disparities square measure additional accentuated ought to one target rural areas. The Gross entry quantitative relation (GER) of women is simply 9.11 in combination and Gross entry quantitative relation (GER) for females' happiness to rural, lower caste teams and social teams (e.g. Muslim) is even lower.

AIMS AND OBJECTIVES

- a. To study the quality of higher education in Punjab, the state of India.
- b. To find out the opportunities of Higher Education, Punjab state of India.
- c. To identify the challenges of Higher Education, Punjab state of India.

HYPOTHESIS

- a. The quality of education is always seen by the product i.e. students passing out from universities and colleges.
- b. There is always need of change in higher education to achieve the goal of excellence.

METHOD OF THE STUDY

For the current study, the data is collected from various sources to get information about the education and higher education in the state Punjab in India. The data is collected from the reliable sources and quality of higher education is measured with the graphical representation and analysed with both parameters as growth and challenges of higher education in Punjab, the state of India.

SOURCE OF THE STUDY

The researcher has used two types of data i.e. primary and secondary data collection.

1. The primary data were collected from the direct websites of selected universities and colleges on Punjab state of India.
2. The secondary data were obtained from journals, textbooks and internet and other supporting printed material.

Selection of the Universities: Universities are the centre points of the study, hence total eight universities of Punjab are selected as the sample size for the current study out of 26 universities means almost 30% of the established universities of Punjab. Following table is taken with its details of recognition and NAAC accreditation for the current study:

U n i v e r s i t y	I n f o r m a t i o n	U G C Recognition	NAAC Accreditation
Baba Farid University of Health Sciences	Kotakapura Road Faridkot - 151 203 Punjab	Recognised	---
Guru Nanak Dev University	Amritsar - 143 005 Punjab www.gndu.ernet.in	Recognised	Five Star
Punjab Agricultural University	Ludhiana - 141 004 Punjab www.pau.edu	Recognised	- - -
Punjab Technical University	PO REC, Dr. B.R. Ambedkar Regional College Campus Jalandhar - 144 011 Punjab www.punjabtechnicaluniversity.com	Recognised	- - -
Punjab University	Patiala - 147 002 Punjab www.university.punjab.org	Recognised	Five Star

Deemed Universities

U n i v e r s i t y	I n f o r m a t i o n	U G C Recognition	NAAC Accreditation
Dr. B.R. Ambedkar National Institute of Technology	G.T. Road By Pass Jalandhar - 144 004 Punjab	Recognised	- - -
Thapar Institute of Engineering and Technology	P B No.32, Patiala - 147 001 Punjab www.thaparinstitute.org	Recognised	B++

Institutes of National Importance

U n i v e r s i t y	I n f o r m a t i o n	U G C Recognition	NAAC Accreditation
National Institute of Pharmaceutical Education and Research	Sector 67, SAS Nagar (Mohali) 160 062 Punjab www.niper.nic.in	Recognised	- - -

Table-1.1: Source <https://www.educationobserver.com/resources/universsities/punjab.htm>

With the study of above colleges, the opportunities and challenges of higher education in Punjab; Out of eight universities of Punjab only three are NAAC accredited by NAAC amongst which two are recognized as Five Star and one with B++. Remaining five are not accredited when data is collected. All of these are approved by UGC. After this study, following are the opportunities found in Punjab at higher study level:

• GOOD HIGHER EDUCATION STRUCTURE

The increasing demands for higher education courses created the need of developing a good structure of education system in not only Punjab but also at national level. This need increased from the rising middle classes and growing culture of entrepreneurship together. Considering this need of education, Punjab state has developed a good higher education structure.

• LONG HISTORY OF HIGHER EDUCATION

It is always said, “old is gold,” same is applicable to the history of higher education in Punjab. Higher education in Punjab – whether formal or non-formal – has a very long and rich history (Kaur, 1992). This statement of Kaur explains the rich heritage of Higher education in Punjab. In 1966, in Punjab, the state government has reorganized and after that it has made many meticulous efforts to develop and expand educational facilities in Punjab. Though these efforts are limited in nature, they are well planned and led to establish large number of colleges in both the public sector or in the aided private sector. As an outcome of these efforts Punjabi University, Patiala in 1962 and Guru Nanak Dev University, Amritsar in 1969 two new universities were established.

• RANK OF PANJAB UNIVERSITY, CHANDIGARH

The quality of excellence in Education can be seen with the rank of the university. According to the rank displayed on internet as the Rankings universities of 2018 amongst above eight universities Panjab University Chandigarh is ranked among top hundred Asian Universities. In India Panjab University, IISc Bangalore and IIT Bombay are ranked 79, 63 and 90 respectively (1.THE Rankings 2018, 2. www.usnews.com/education/best-global-universities/rankings). To be a student of Asian Rank University will obviously stand as a pride and success way to the students. Coin has both sides i.e. good and bad, same for the higher education in Punjab. It has both opportunities and challenges. As the current study shown above opportunities, following are few challenges in higher education on Punjab.

CHALLENGES IN HIGHER EDUCATION IN PUNJAB

1. Weakening of public subsidisation: Public expenditure on higher education in the state dropped significantly during the neo-liberal period in terms of relative priorities with the following manners:

- (a) The proportion of the net state domestic product (NSDP)
- (b) The proportion of total budgetary expenditure of the state.
- (c) The proportion allocated to higher education out of total education budget.

As an example for above is the public expenditure on higher education as a proportion of the NSDP has declined from 0.47 per cent in 1991-92 to 0.38 per cent in 2014-15 (as per Ministry of Human Resource data), while it should have been increased to at least 1.5 per cent (as per the recommendations of Kothari Commission and Central Advisory Board of Education). These cuts have far-reaching repercussions in terms of depletion of quantity and quality of human and non-human inputs

2. PRIVATE EDUCATIONAL SECTORS

There is the Rapid enlargement of higher education in the private sector, but with the lack of quality in Education. As per the National Sample Survey (NSS) data, the private players have become the major higher education providers in Punjab (their student share is approximately 71 per cent, and that of government institutions 29%). This suggests that the major expansion of higher education during this period has been in the private sector. The private sector is playing a noteworthy role in plugging the gap between demand for higher education and its decelerating supply by the government.

Moreover, the average quality of education being delivered to students in the state is exceptionally below par. Not only inadequate faculty, but also inadequately qualified faculty are the main reasons for the low quality in the state. This predicament, although also prevalent in government institutions, is particularly severe in private ones. As per the University Grants Commission (UGC) regulations, an assistant professor should have a master's degree and also cleared the National Eligibility Test (NET) conducted by the UGC etc. But the Comptroller and Auditor-General (CAG) audit (2017) reveals that 123 assistant professors in two private universities of Punjab are graduates, just as two full-fledged professors in another case.

3. THE COST RECOVERY BY ENHANCING FEES AND FUNDS

The CAG audit (2017) has, from inspection of private colleges affiliated with Punjabi University, Patiala, found that a large number of them charged fee much in excess of the prescribed fees, violating UGC regulations. Similar is the scenario of the other private colleges. The picture in state private universities is further forbidding. The Punjab and Haryana High Court had to recently intervene on the high fee structure (vis-à-vis the government capped level) of a medical university. Further, under this market-driven dispensation, a swing to market mechanisms in the government institutions through the introduction of self-financing courses has also been witnessed.

4. Low student enrolment:

In Punjab, the enrolment of students is becoming low day by day because the students are more interested to go abroad for studying and they try to settle down there afterward. Now there is a big question why? Students and parents don't find any future here because after spending so many years and money on education still they don't find a suitable job/work. I observe that enrolment of students in colleges is low rather IELTS centre are growing day by day and students preferred to go abroad for their livelihood. Conclusion: Thus, the universities of Punjab with overcoming all the hurdles and barriers trying to stand with the rank of Asian countries and it shows the quality of Higher education they are trying to achieve or they achieved it. Panjab University Rank stands with IITs, and other known, popular for excellence. This is the proof of achieving the high quality rank at globe level. High growth in teaching establishments within the state have followed a national pattern of transmission teaching within the liberal, technical and professional subjects through the attached faculties and totally different departments of state universities. At the national level, the quantity of teaching connected institutes/colleges augmented an excessive amount e.g. example, 2005-06, there have been 348 Universities in India; which incorporates eighteen Central Universities, 209 State Universities, 103 Deemed Universities, and five special establishments providing teaching established through the state legislation. Besides, thirteen establishments of national importance were operating within the fields of upper education and analysis throughout the 2005-06 (UGC, 2007). Further, there have been 17, 625 attached faculties, of which 5,386 faculties had been recognized by the UGC underneath Section two (f) and twelve (B) of the UGC Act. In 2005-06, 104.81 100000 students were listed in these establishments of upper education against 99.54 100000 students listed throughout the previous year (UGC, 2007).

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A STUDY OF GENDER DISPARITY AND CHILD NUTRITIONAL STATUS: A CROSS NATIONAL PERSPECTIVE

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ABSTRACT

Women in India are more likely to experience malnutrition and health related hazards than their male counterparts. This actually originates from the existence of biased allocation of intra household resources. From the available literature it has been gathered that the empowerment of women has a direct impact on reduction of hunger and the provision of basic needs in education, health, income etc. Female empowerment is also important for the lives of the most vulnerable segment of the population-children. Children could be deemed the most food insecure part of the population because food shortage, poverty and deprivation are likely to have the harshest effects on them given their vulnerability.

This paper basically deals with the following issues and tries to make a comparative study between two different time periods. In particular the study has been done to get an idea as to how nutritional status of children fares between in a cross-national perspective with an improvement in gender specific achievement indicators. It has also been tried to get an idea about the degree of association between food security, gender inequality and development in this connection. Attempt has been made to find out the most significant variable that is responsible for having any possible trend between gender inequality and child nutritional status over time in an econometric framework. Findings are an important cross-national extension of existing research, utilizing new measures that capture the development dynamic.

INTRODUCTION

Gender inequality is a well-known and still widespread reality in the developing countries. One of its most noted manifestations is the unnaturally low Juvenile Female Male Ratio (JFMR) in these areas. Among its proximate determinants are sex differences in domains such as abortion, infanticide, child health care and child nutrition. Child weight and height performance can be viewed as the output of a health production function whose inputs include elements such as nutritional intakes, exposure to infections and health care. In this sense, height and weight are affected by virtually all of the pathways through which gender bias operates. Anthropometric indicators are also extremely important because there is a well-documented relationship between child malnutrition and poor adult outcomes. When evaluating gender differences, another advantage of nutritional status versus, nutrient intakes, morbidity or health care is that the former is easily measured and therefore much less prone to measurement error or reporting bias.

RESEARCH METHODOLOGY AND EVALUATION

We are going to examine how gender inequality and child health status are related in a cross-national framework. The relationship has been established taking cross section data of the developing countries of the world. The objective is to get the view whether in the DC's with an improvement in gender inequality child nutritional status improves or not. Now let us discuss about the variables to be used for numerical analyses.

INTERPRETATION OF THE INDEPENDENT VARIABLES

We take Gender Development Index (GDI), Human Development Index (HDI) and then derive a new indicator namely GI which is nothing but the ratio of absolute difference between HDI and GDI and HDI that is $GI = (hdi - gdi) / hdi$. Now it is important to examine the gap between HDI and GDI indicated by GI to isolate the gender component of the HDI, which absorbs the overall development well being of a society. Using the gap ensures that the effects reported are due to gender inequality and not simply economic development. Apart from that in order to capture gender disparity in the health, education and economically active labour force participation rate we have taken the ratio of female life expectancy at birth and male life expectancy at birth (defined as LEB), female adult literacy and male adult literacy (defined as AL), female labour force participation rate and male labour force participation rate (defined as LFP) to. Besides that we are going to deal with infant mortality rate (IMR), Under 5 mortality rate (U5MR) and maternal mortality rate (MMR) and child mortality rate (CMR) where CMR is the ratio of female child mortality rate (CMRf) and male child mortality rate CMRm. This ratio will more intensely reflect female discrimination than male since the rate of CMR is much more among female children. The problem that we face is that the figure for the CMR is not available for all the DC's in the time frame we are working with (2009-2015). On the other hand, CMR and U5MR are very closely associated concept and statistically speaking there is a high possibility of double counting if both of them are included. So we choose only U5MR for statistical analyses. MMR is another important indicator in the equations to be

estimated since child nutritional status is a direct outcome of mother's. So, despite the fact that it is not a gender segregated /specific figure actually it depends upon an intra-household gender inequality which could in turn determine the nutritional status of mother's.

A reduction in any types of mortality rate (be it for the IMR, the MMR, or the U5MR) would mean betterment in the survival chance. The lesser the death rate the better it is for the children of young age and mother's. So, a possibility remains that an improvement in health status may guarantee which should necessarily accompany an overall progress in the nutritional status. So the percentage of LBW, WAG or HAG should fall. This leads us to expect a directly proportional relationship between these variables and food security. Similarly, any improvement in the LEB and the AL suggest increase in gender equality and hence a corresponding reduction in the child nutritional status. So here the expected association is of inverse. The general expectation about the association between above-mentioned indicators and food security will be positive (for IMR, U5MR, MMR, LFP) and negative (for LEB, AL).

INTERPRETATION OF THE DEPENDENT VARIABLES

Now let us consider the dependent variables. Basically we have taken three variables to represent food security or child nutritional status. They are 1. Percentage of Low Birthweight infants (LBW), 2. Weight-For Age (WAG), 3. Height-For-Age (HAG).

1. LBW is taken to capture the nutritional status of the infants. The greater the percentage the worse is the status of the corresponding country in terms of LBW. The idea is to incorporate the inadequacy of nutritional status on that age group. When a baby is newly born he or she needs more food (in terms of nutrition) for his/her living.
2. If children have low WAG they are said to be underweight. WHO and UNICEF as a composite, one-dimensional index of the overall prevalence of child undernutrition in third-world countries use WAG. All children who have a WAG below 2 S.D. of the NCHS median are defined as undernourished use this. The intention is to capture both the stunted and wasted.
3. Stunted (HAG) children are those who are short for their age; the height-for age measures the prevalence of chronic under-nutrition, which could result from inadequate nutrition over a period of time or chronic or recurrent diarrhoea. The underlying theory is that chronic undernutrition in childhood retards growth in stature, although there is no consensus on the relative importance of nutrition, on the one hand, and disease and unfavorable socio-economic environment, on the other. Height-for -age is not affected by the season in which data are collected.

The three conventional anthropometric height and weight measures are not independent entities: in mathematical terms the weight-for-age indicator is identically the product of the other two:

$$W/A = H/A * W/H$$

Where W/A =Weight-For-Age, H/A =Height-For-Age, W/H =Weight-For-Height

In other words, the W/A indicator does not identify the sum of those who are stunted and / or wasted. The W/A indicator will in fact miss some of the children who are undernourished in the two latter dimensions. The total prevalence of anthropometric failure in a population will thus be underestimated by the weight-for-age indicator (as well as by any of the other two). There are some biological shortcomings that conventional anthropometric measures indicate. For example, failure by the height-for-age indicator has a clear correspondence to a well-defined biological shortcoming: that of being less tall than the genetic potential allows. It is widely agreed that being abnormally short is mainly a consequence of more or less chronic deprivation of food and / or prolonged and frequent illness (although in a few cases, it is for genetic reasons). What the HAG measure indicates is thus relatively unambiguous.

Failure by the weight-for-age indicator is a more ambiguous biological state. A child can have abnormally low weight either because it is short or wasted, or both. These three 'statues' reflect different biological status with partly different outcomes in terms of health and functions. Children with a low weight-for-age thus comprise both those who are chronically and those who are acutely deprived in terms of nutrition and / or health (care). We know, however, that most of the children who have a low weight-for-age have this because they are short for their age, not because they are wasted. In South Asia, about 60 and 70 per cent of children are stunted and underweight, respectively, but only some 15 per cent are wasted. In SSA, the corresponding numbers are 30, 40 and 7 percent, respectively. That relatively few children, especially in south Asia, who have a height-for-age above the norm suggests that only a tiny share of the wasted children are neither stunted nor underweight. This

means that the stunted and underweight groups overlap to a large extent in *population with an overall height prevalence of anthropometric failure rates*, such as those in South Asia. This, in turn, suggests the hypothesis that failures by these two indicators have rather similar correlations to subsequent morbidity / mortality and other impairments.

Table 1: - Representation of the variables with their definitions and expected signs

Variables	Definitions	Variables	Expected Signs
LBW	Low birth weight babies are newborns weighing less than 2,500 grams, with the measurement taken within the first hours of life, before significant postnatal weight loss has occurred.	LBW, HAZ	POSITIVE
HAZ	Prevalence of child malnutrition is the percentage of children under age five whose height for age (stunting) is more than two standard deviations below the median for the international reference population ages 0-59 months. For children up to two years old height is measured by recumbent length.		
LEB	Life expectancy at birth is the number of years a newborn infant would live if prevailing patterns of mortality at the time of its birth were to stay the same throughout its life.	LBW, LEB HAZ, LEB	Negative
IMR	It is the number of infants dying before reaching one year of age, per 1000 live births in a given year.	LBW, IMR HAZ, IMR	Positive
AL	Adult literacy rate is the percentage of people ages 15 and older who can, with understanding, both read and write a short, simple statement about their everyday life.	LBW, AL HAZ, AL	Negative
MMR	Maternal mortality ratio is the number of women who die from pregnancy related causes during pregnancy and childbirth, per 100,000 live births.	LBW, MMR HAZ, MMR	Positive
LFP	Labor force participation rate is the proportion of the population ages 15-64 that is economically active: all people who supply labor for the production of goods and services during a specified period.	LBW, LFP HAZ, LFP	Negative
U5MR	Under five mortality rates is the probability that a newborn baby will die before reaching age five, if subject to current age specific mortality rates. The probability is expressed as a rate per 1,000.	LBW, U5MR HAZ, U5MR	Positive
GI	Ratio of the difference between GDI and HDI and HDI or in other words the percentage reduction of the GDI from the HDI.	LBW, GI HAZ, GI	Negative

The empirical exercises are done in two stages. At first a correlation matrices is obtained to get an idea about how the anthropometric indicators get themselves associated with gender inequality achievement indicators and also those variables that are expected to have a relation with child nutritional status. Then, we want to examine whether a reduction in gender inequality is directly related with child nutritional status or not. For that purpose, we have estimated the following equations taking cross section data set for the year 2010 first and then for 2015 of 67 developing countries.

$$LBWZ = a_1 + a_2 LEB + a_3 IMR + a_4 AL + a_5 MMR + a_6 LFP + a_7 U5MR + u_1 \dots \dots \dots (1)$$

$$LBWZ = b_1 + b_2 GI + b_3 IMR + b_4 MMR + b_5 LFP + b_6 U5MR + u_2 \dots \dots \dots (2)$$

$$HAZ = c_1 + c_2 LEB + c_3 IMR + c_4 AL + c_5 MMR + c_6 LFP + c_7 U5MR + u_3 \dots \dots \dots (3)$$

$$HAZ = d_1 + d_2 GI + d_3 IMR + d_4 MMR + d_5 LFP + d_6 U5MR + u_4 \dots \dots \dots (4)$$

Here u_i , $i=1, 2, 3, 4$, the error terms signify unobserved random components.

A comparison of the coefficients along with the respective signs would guide us about the validity of our hypotheses. After running the OLS regression to begin with, we find that a principal component analysis is required to do in order to remove some statistical problems like multi collinearity. Before that we also have ensured that the problem of heteroscedascity, if found at all, should be removed by some appropriate tests. About the four equations one more point should be discussed here. In the first equation we have considered the so-called achievement indicators of the health and education sector of the GDI. In the second equation instead of taking those indicators separately we have taken the aggregate measure of GDI and HDI and then having obtained GI (already discussed earlier) we inserted that into the equation as the independent variable where other variables remain unaltered. In the case of dependent variables we have considered the Z score of each indicators. We have taken LBW, as it is the most important indicator to gauge early childhood nutritional status. Apart from that we have considered only HAG, as it is capable of demonstrating children’s long term nutritional status. The data are collected for the various issues of the UNDP-Human Development Report and the World Development Indicators.

OUTCOMES

We have determined correlation index taking all variables for two separate years and those we have shown in the Table 1 and Table 2. From the Table 1 and Table 2 given below we find interrelationships between dependent and independent variables for the year 2000 and 2005. We see that LBWZ is inversely associated with the variables who are available in the female to male ratio form and directly associated with them who do not have any sexwise segregated data. The output remains similar for WAZ and HAZ with some differences in the level of significance. This result actually proves our hunch to be right that an improvement in gender inequality adjusted component of LEB, AL, LFP and the aggregate index like GDI and HDI is accompanied by a corresponding decline of the low birth weight infant’s percentages. For example, if LEB (f/m) rises then female’s life span should enhance. Then that implies the health status of them gets improved. As a result, percentage of LBWZ falls. But, the association of LFP ratio and WAZ that with HAZ is directly proportional.

There is an improvement in the association between GDI and LBWZ, HDI and LBWZ, and AL and LBWZ if we compare 2005 with 2000. In each cases the correlation is found to be significant at 1% level. But LEB, GI and LFP are found to be insignificant in 2005. Variables like MMR, IMR and U5MR would reflect an improvement in correlation at 1% level of significance. So the general trend in terms of aggregative index like GDI and HDI the relationship is strongly inverse and it will be direct for any non-gender variable that we have taken. (Apart from GDI and HDI only AL has fared better in 2015 than in 2010). For WAZ we find very similar sort of associations in respective cases.

Table-2: Correlation matrix for the year 2010.

	LBWZ	WAZ	HAZ	GDI	HDI	IMR	LEB	U5MR	AL	MMR	GI	LFP
LBWZ	1											
WAZ	0.465**	1										
HAZ	0.322**	0.822**	1									
GDI	-.058	-0.619**	-0.675**	1								
HDI	-0.255**	-0.643**	-0.648**	0.888**	1							
IMR	0.237	0.558**	0.612**	-0.822**	-.903**	1						
LEB	-0.478*	-0.537**	-0.450**	0.398**	0.521**	-0.467**	1					
U5MR	0.206	0.547**	0.586**	-0.833**	-0.903**	0.991**	-0.461**	1				
AL	-0.266*	-0.543**	-0.470**	0.646**	0.798**	-0.903**	0.448**	-0.749**	1			
MMR	0.156	0.373**	0.349**	-0.476**	-0.594**	0.610**	-0.402**	0.623**	-0.623**	1		
GI	-0.692**	0.278*	0.377**	-0.692**	-0.293*	0.294*	-0.002	0.320**	-0.099	0.039	1	
LFP	-0.296*	0.138	0.192	-0.296*	-0.171	0.084	-0.026	0.107	-0.033	-0.061	0.343**	1

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

* Correlation is significant at the 0.05 level (2-tailed).

Table-3: Correlation matrices for the year 2015.

	LBWZ	WAZ	HAZ	GDI	HDI	IMR	LEB	U5MR	AL	MMR	GI	LFP
LBWZ	1											
WAZ	0.485**	1										
HAZ	0.305*	0.831**	1									
GDI	-0.487**	-0.658**	-0.633**	1								
HDI	-0.440**	-0.634**	-0.657**	0.965**	1							
IMR	0.382**	0.597**	0.610**	-0.907**	-0.950**	1						
LEB	-0.191	-0.260*	-0.17	0.298*	0.315*	-0.270*	1					
U5MR	0.369**	0.575**	0.584**	-0.909**	-0.950**	0.985**	-0.259*	1				
AL	-0.456**	-0.488**	-0.338**	0.686**	0.700**	-0.684**	0.183	-0.683**	1			
MMR	0.460**	0.416**	0.414**	-0.745**	-0.771**	0.766**	0.460**	0.746**	-0.719**	1		
GI	0.257*	0.19	0.001	-0.296*	-0.036	-0.001	0.016	0.01	-0.094	0.053	1	
LFP	-0.098	0.082	0.12	-0.179	-0.249*	0.147	-0.031	0.171	-0.129	0.136	-0.237	1

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

** Correlation is significant at the 0.005 level

CONCLUSIONS

Adult literacy rate, Life expectancy at birth, maternal mortality ratio and labour force participation ratio are the four important factors affecting individual food and nutrition security. But in the ultimate analysis MMR is found to be the most statistically significant component, which is responsible for any possible improvement of child nutritional status. Ultimately, gender inequalities in food and nutrition security lie at the root of the cycle of hunger and malnutrition in the region. It is, in the ultimate analysis, an issue of woman's own perception of her status. Only when women in the region begin to feel empowered and equal in status to men, will the stranglehold of gender disparities across the region weaken and break. It is then that food security will become merely an economic issue with simple solutions to the problem.

It appears from the analysis that gender sensitive index like GDI is not the best one to capture child nutritional status. It is better to analyse in terms of such variables, which can be representative, both in terms of sectors like health, education etc. as well as it is possible to show gender disparity with them. Improvements in food availability and in women's education are the keys for future progress in child nutritional status. Priority should be given to strengthen health environments. Policies should be designed in such a way so that food availabilities can increase with a reduction in mortality rate and population growth.

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HEALTH CARE SYSTEM IN THE SOVIET KAZAKHSTAN

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ABSTRACT

On the exit of Tsars Central Asia including Kazakhstan was plagued with malaria, leprosy, polio, diphtheria, and tuberculosis.¹ The general mortality rate was 30.2 per 1000 inhabitants and infant mortality rate was 272.0 per 1000 births. In 1913, average life expectancy was under 32.0 years, and 0.4 doctors were available per 10,000 inhabitants in Kazakhstan.² The condition in Russia was not far better and as such soon after October 1917, Communist regime in Moscow established, in June 1918, the People's Commissariat of Health, a central body for directing the entire health work of the nation under the supervision of Dr. Samashko,³ to bring a change in the existing set-up and make health sector modern to combat diseases, as well as for winning the population to the Soviet cause.

INTRODUCTION

Soviet medical administrators strongly opposed the traditional practices; fearing the spread of disease was unmanageable for the traditional healer's whose influence at the local level was far and wide.⁴ Since the Soviets believed that religious practices, poverty and illiteracy played as great a role as microbes in illness the state charged medical professionals with fighting disease not only through the application of scientific knowledge about microbes and vectors but also through a struggle against the social conditions viewed as fundamental to creating an environment in which diseases thrived.⁵

INSTITUTIONS FOR IMPLEMENTING THE HEALTHCARE SYSTEM

Beginning in 1928, the Soviets intended to facilitate the transformation of the cultural superstructure at a time when industrialisation and collectivisation provided for fundamental changes in the economic substructure.⁶ There was no place in this new order for vestiges of a superstitious, irrational and unscientific past. Traditional healers, who included shamans, mullahs, and folk doctors, found themselves the targets of a vigorous propaganda campaign meant to drive the indigenous population into the hands of the newly trained biomedical doctors, nurses, and midwives.⁷ Beginning with the early 1920's the Kazakh Ministry of Public Health conducted a large scale medical propaganda campaign, radio programmes, posters, films, lectures, and staged public spectacles on health and hygiene,⁸ that reached the most remote parts of the country.⁹ For the most part, the effort was to persuade the population to distrust traditional healers, even though occasionally the state

¹ Saltanat Sulaimanova, *In the Tracks of Tamerlane: Central Asia's Path to the 21st Century*, Daniel L. Burghart and Theresa Sabonis-Helf (Eds), National Defense University Press, Canada, 2004, p. 224.

² A. K. Patnaik, *History of Civilizations of Central Asia*, Vol. 4, p. 580; Howard M. Lecher, *Health Care Policy in Four Nations*, USA, 1978, p. 203.

³ Soviet Communism: A New Civilization, p. 655.

⁴ Donald A. Bar & Mark G. Field, "The Current State of Health Care in the Former Soviet Union: Implications for Health Care Policy and Reform", *American Journal of Public Health*, Vol. 86, No.3, 1996, pp. 307-308.

⁵ Leonard J. Bruce-Chawtt, *Malaria Research and Eradication in the USSR*, WHO, 1959, pp. 739-740.

⁶ Paula A. Michaels, *The Russian Review*, Vol. 59, 2006, p. 163.

⁷ WHO, *Health care in transition: Kazakhstan*, London, 1999, p. 9.

⁸ M. A. Bykov, *Sanitarnogigienicheskie ocherki I zdravoookhranenie v raionakh Syr-Dar'inskogo okruga*, Chimkent, 1931; c.f. Paula A. Michaels, *The Russian Review*, Vol. 59, p. 167.

⁹ It was on account of the policy made in Moscow administered through a centrally organized hierarchical structure, i.e. the republic level to the oblast or city administrations, then to the subordinate rayon level. Since the policy adopted, involved feldsher (paramedic) stations at the village level, district (rayon) and regional (oblast) levels, topped by an assortment of advanced institutions at the national level, where services were in principle, accessible and mostly free to everyone; Mark G. Field, *Health Care in Central Asia*, pp. 68-70; Paula A. Michaels, *Journal of the History of Medicine*, Vol.59, p. 318.

resorted to coercive methods, such as arrest and imprisonment of Kazakh traditional healers.¹ The development of biomedical institutions in Kazakhstan, even if it was a clear expression of power and control, was but meant for the health and well-being of potential contributors to the Socialist economy.

Even if Kazakhs reluctantly accepted the new medical system the government did create facilities where after the number of doctors grew from 452 in 1927 to 1,571 in 1937.² Until the founding in 1931 of the V.M. Molotov Kazakh Medical Institute (KazMI), all Kazakh doctors received training outside the republic. Even after the institute was opened, the majority of doctors continued to come from outside the republic, transferred there by the USSR Commissariat for Public Health.³ One of KazMI's primary missions was the creation of a cadre of indigenous medical workers. As of 1931, only 30 to 35% Kazakh physicians served the indigenous population.⁴ Even after KazMI began graduating students in 1935, the number of Kazakh graduates remained quite small in the pre-War years. Kazakhs were more numerous at lower levels of the medical profession, working as nurses, midwives, and physician's assistants; still they could not serve the population wholly. In 1935 there were 14,604 health workers in Kazakhstan, but among them just 2,015 were Kazakhs i.e., 13.8% of the total number of health workers.⁵

The number of hospital beds expanded from 3,767 in 1928 to 16,290 in 1941 yet most were concentrated in Slavic urban and industrial areas, and thus were beyond the reach of the region's indigenous population, which was often served by itinerant medical teams that passed through nomadic and semi-nomadic encampments for a few days or weeks at a time.⁶ Nevertheless in agricultural areas, the state established temporary clinical facilities to serve collective farmers during harvesting and sowing seasons. Among other duties, these young, temporary medical cadres bore responsibility for transmitting health awareness to Kazakhstan's villages and as such showed positive results as Soviets accomplished their objective of lowering rates of infectious diseases.⁷

On the occasion of the 25th anniversary of the October Revolution in 1942, numerous public health officials asserted that the Soviets had washed away all the evils of the Tsarist past.⁸ In subsequent decades, dramatic improvements in the field of health were undoubted. By 1960-61, there were 1,620 general hospitals in Kazakhstan with 77,000 hospital beds, 560 polyclinics, 704 health posts, 34 medical and sanitation units, and 3,940 feldsher-midwife posts.⁹ With the great emphasis on preventive medicine some common diseases like malaria, leprosy, polio, tuberculosis and diphtheria including cholera, plague, smallpox, typhus, relapsing fever etc. were brought under certain degree of control by 1960s through widespread preventive measures like mass vaccination and immunization¹⁰ as the incidence of typhoid was reduced by 80%, diphtheria by 75% and scarlet fever by 55%.¹¹ The measures that were taken in Kazakhstan were so concrete that the health status of the

¹ Paula A. Michaels, *The Russian Review*, Vol. 59, p. 160.

² Paula A. Michaels, *The Russian Review*, Vol. 59, p.165.

³ "Tsentral'nyi Gosudarstvennyi Arkhiv Respubliki Kazakhstana", Ed. Kul'turnoestroitel'stvo v Kazakhstane; c.f. Paula A. Michaels, *The Russian Review*, Vol. 59, p.165.

⁴ "Tsentral'nyi Gosudarstvennyi Arkhiv Respubliki Kazakhstana", Ed. Kul'turnoestroitel'stvo v Kazakhstane; c.f. Paula A. Michaels, *The Russian Review*, Vol. 59, p.165.

⁵ David Lane, *Ethnic and Class Stratification in Soviet Kazakhstan (1917-1949)*, Cambridge University Press, Cambridge, 1975, p. 181.

⁶ Paula A. Michaels, *The Russian Review*, Vol. 59, pp. 318-322.

⁷ Paula A. Michaels, *The Russian Review*, Vol. 59, pp. 318-322.

⁸ Kazakh Commissar for Public Health claimed that the "The Great October Socialist Revolution transformed the face of old Russia. Colonial exploitation of Kazakhstan, with its darkness, ignorance, and cultural backwardness has disappeared forever." His deputy, Tleugabylov, enthused that, "casting off the chains of their damnable past, a friendly family of Kazakhs including many others marched hand in hand with the great Russian people along a vast, bright path [to the future]." c.f. Paula A. Michaels, *The Russian Review*, Vol. 59, p.173.

⁹ Medical Services in Central Asia and Kazakhstan, 1963, p.109.

¹⁰ A. K. Patnaik, *History of Civilizations of Central Asia*, Vol. 6, p. 580.

¹¹ "The Russian Health care System: Sick in so many ways", 2007, www.LaRussophobe.com

people showed a lot of improvements. Mortality rates, both infant and general, dropped sharply, the expectation of life correspondingly rose and the general health of the population improved largely, reducing the rate of infant mortality, by opening new children's hospitals and clinics and by increasing the number of pediatricians. Women and infant mortality rate declined substantially. For example, between 1940 and 1960, there was a fivefold drop in infant deaths in Kazakhstan. The general life expectancy reached 43 years in 1942, and nearly 70 years at the time of disintegration of Soviet Union as compared to 32 in 1913.¹ The birth rate was comparably high, 36 per 1000 population, in 1960, 40% above the all Union average. It was the aim of authorities that all confinements should take place in hospital conditions and new maternity homes were constantly being opened to make this possible. There were 11,000 maternity beds and 410 *kolkhoz* maternity homes, more than 500 women's and children's clinics including 196 in rural areas and 11,500 beds in children's hospitals and more than 1,700 children's doctors in Kazakhstan in 1961.² In addition all the *kolkhozes* were being encouraged to build their own maternity homes.³

ACHIEVEMENTS IN HEALTHCARE SYSTEM

The result was that the infant mortality dropped almost five times in the years between 1940 and 1960 even though the death rate of new-born babies, particularly premature ones, was still high.⁴ General mortality declined by 71% and infant mortality by 90% at the close of 1960s.⁵ While in 1937 the death rate in the USSR in general was 40% below the death rate in Russia in 1913 and was constantly being reduced implying a much higher life expectancy, on the other hand the birth rate increased constantly. Even just from 1936 to 1937 the birth rate increased by 18%.⁶ In spite of the growth in population the authorities and health ministries of the republics in the Union took measures to provide substantial infrastructural facilities to measure the health standards of the people. It was therefore mandatory for the entire adult population, to undergo a compulsory medical check-up once every two years. As an example; 104.4 million people were examined by the doctors throughout the Soviet Union in 1965 alone.⁷

To create high health standards Kazakhstan had more than 13,000 doctors and 53,000 feldshers, midwives and nurses by the year 1961.⁸ That means there was one doctor for every 859 inhabitants. There were 23.8 physicians

¹ Medical Services in Central Asia and Kazakhstan, p.123; A. K. Patnaik, *History of Civilizations of Central Asia*, Vol. 6, p. 580; WHO, Regional Office for Europe, 2007, www.who.com.

² Women's consultation centers, maternity homes, health stations at factories and offices, midwife and gynecological institutes and so on were mainly for expectant mothers, and were able to handle all the births in the country; *Soviet Communism: A New Civilization*, pp. 670-674; *USSR: Questions and Answers, 1917-1967*, p. 322; *Rising Infant Mortality in the U.S.S.R. in the 1970s*, Washington, 1980; *Ethnocultural Identity and Induced Abortion in Kazakhstan*, p.319.

³ Medical Services in Central Asia and Kazakhstan, p. 124.

⁴ Examining the reason for this the Health Minister of Kazakhstan remarked in 1961 that a survey was done in 1960 only 78.6% of new-born babies had been visited by doctors in the first three days after discharge from the maternity home; *Medical Services in Central Asia and Kazakhstan*, p. 124.

⁵ The consultation centres looked after children in the area up to age of three. They regularly examined the both healthy and sick children in specialized departments and at home and taught mothers how to protect their children's health, vaccinate children against smallpox, tuberculosis, diphtheria, polio, etc. and supervised the work of the infant-feeding centers where mothers received supplementary food for their babies. Children after reached the age of three were constantly looked after by the district clinic up to the age of 14, or until they finished school. Due to these efforts, with the passage of time Soviet children became stronger, taller, and healthier; *USSR: Questions and Answers, 1917-1967*, p. 323.

⁶ N. A. Abdurakhimova, *History of Civilizations of Central Asia*, Vol. 6, ChahryarAdle (President), UNESCO, Paris, 2005, pp. 139-140.

⁷ Between 1926 and 1959 there was an 8.5 times increase in the number of medical personnel for the USSR as a whole, but as for the Central Asia and Kazakhstan is concerned the increase was 21 times; "Chislennost, Sostav I Razmeshcheniye SSSR", Moscow, 1961; "Kazakhstan Press (KP)", 19.05.1961; c.f. *Medical Services in Central Asia and Kazakhstan*, p.37; A K. Patnaik, *History of Civilizations of Central Asia*, Vol. 6, p. 580; *Health Care Policy in Four Nations*, p. 203.

⁸ "Chislennost, Sostav I Razmeshcheniye SSSR", Moscow, 1961; "Kazakhstan Press (KP)", 19.05.1961; c.f. *Medical Services in Central Asia and Kazakhstan*, p.37; A K. Patnaik, *History of Civilizations of Central Asia*, p. 580; *Health Care Policy in Four Nations*, p. 203.

physicians per 10,000 inhabitants in 1970 and 38.3 in 1981 in the entire Soviet Union as compared to 1.5 physicians per 10,000 inhabitants in 1913 in Russia.¹ The ratio of doctors in Kazakhstan was not the least as there were 21.8 in 1971 and it rose to 38.7 in 1988 doctors for 10,000 inhabitants.² It was a huge accomplishment as compared to 0.4 doctors per 10,000 populations in pre-Soviet days. Since by then education standards had also risen and medical education was well received by the Kazakh population more so by females, therefore by the 1970s about three fourths of the total number of doctors in Kazakhstan was female.³ By organizing the health system in such a way, the entire population was involved directly, and hence felt very strongly about improving the health of the nation.⁴ Accordingly habits and attitudes of the people changed dramatically from the pre- Soviet days not only in Kazakhstan but throughout the Union.⁵

Health thus became a force of unity wherein Soviet accomplishments succeeded tremendously with every passing day, providing equal opportunities to the diversified populations across Kazakhstan without any ethnic divisions. All Kazakh population thus reached to almost western standards of living in just 70 years even if there were still shortfalls in many areas. The benefits that came to Kazakhs in social sector were felt more around the end of the World War II as till then they resented the moves of Soviets unsuccessfully and therefore, Slavs got benefited, as was found in case of supervisions and higher jobs that were occupied by them because of their accepting the programmes launched in education, health, industry, etc.

CONCLUSION

Soviet education and health thus were guarantee to unify not only sexes but also all nationalities to serve the purpose the Soviet leadership desired for them and in the process all of them got better material status after reaching to about 100% literacy levels and attaining better health status. This was not a mean achievement for both Kazakhs and Russians to transfer from below 10% to absolute figures, both for men and women, in a period of just fifty years and attain for themselves gains in all works of life. Soviet education and health provided no opportunities for dividing the diversified nationalities and wherever these existed, those were on political grounds or else because of management skills of the Communist leadership that grew and enlarged in all walks as dictators and as supervisors to keep an eye and check the lives of the people.

¹ SankarBasu, *Culture and Civilization of the USSR*, New Delhi, 1985, p. 120.

² A K. Patnaik, *History of Civilizations of Central Asia*, Vol. IV, p. 58

³ Bejoy Kumar Sinha, *The New Man in Soviet Union*, New Delhi, 1971, p.185.

⁴ It was pointed out that in 1956, 1.3 percent of the entire population of the Soviet Union including Kazakhstan worked in one way or another in the field of public health; Elizabeth Brainerd, "Reassessing the Standard of Living in the Soviet Union: An Analysis Using Archival and Anthropometric Data", *The Journal of Economic History*, Vol. 70, No. 1, 2010, pp. 83-99.

⁵ Sigerist (a prominent scholar of the time) describes some of his experiences in 1936: "The habits of the Soviet people have changed radically in a very short time. The cities are spotlessly clean, and the foreigner soon learns that cigarette butts are not supposed to be thrown on the street but into special cans placed at every corner. I remember a long railroad ride from Moscow to Kazan during which the conductor came to clean my compartment every two hours, which was more often than I liked. When I asked her to let me sleep in peace, she said 'Well, citizen, I have to clean the compartment because the inspector may come in at any station, and the car must be kept as clean as it was when we left Moscow – but I will do it without disturbing you.' No visitor is allowed to go into food factories, medical institutions, or nurseries without sterilized gown and cap. Such regulations may sometimes seem exaggerated, but they are part of great educational programmes and far-reaching results cannot be expected unless there are strict rules which must be followed literally"; "The Russian Healthcare System: Sick in so many ways", www.LaRussophobe.com

SCHOOL ENVIRONMENT AND MENTAL HEALTH**Gauri Bhalchandra Khaire**Research Scholar, Tilak Maharashtra Vidyapeeth, Pune

We all read stories in the newspaper about adolescent students' suicidal. What is the reason behind it? Certainly it is psychological but still what makes him to take such a hard decision. Is it home front or school front? It is very difficult to find answer, yet it would seem that more knowledge of the mind would yield important benefits to education. So what is education? Education is changing in the minds of students. Teachers play an important role in students life. All good teachers rescue students from the boredom, apathy, self - preoccupation and self satisfaction. The teacher is an intellectual and moral life saver.

When a child reaches the age of five or six, the school becomes another major socializing agency in the child's life apart from the home. The school teaches the child his culture in both formal and informal ways. In early childhood child's developing self - concept is largely influenced by parental evaluations, interests, and expectations. As Kuppaswamy (1954) explained that, "the self - concept is not finished product at birth, but is something which develops and how it develops, what its constituent attitudes are, depend upon the family in which the individual is brought up with all the social norms of the group to which his family belongs and the education and experiences of each individual.

Child's relationship with people outside the home are equally important. How people outside the home treat him, what they say about him and what status he achieves with the peers is equally important to a child. Accordingly to Leung et. al (198), school influence is very important in developing students personality as the process of socialization at home should be carried out further in schools. Teacher's judgment of a child and what they do for the child has direct impact on a child. According to Clarke, Stewart and Friedman (1987) in adolescent, the concept of self is further colored by psychological and social relations. Young adolescents are aware of their self - awareness. Later in adolescence people come to understand that some mental events are beyond conscious control.

According to Davids (1974), some children act out their difficulties showing socially unacceptable behaviors that get them into trouble with other parents and school authorities such as aggression, violence, stealing etc. Other children manifest their emotional conflicts by becoming frightened, anxious and depressed. Television, internet, mobiles show youngsters hating to enter the classroom. Research has also shown that usually more than one stress occurs at a time in a child's life and that when several stresses are combined, the effects are more likely to increase geometrically. Children are troubled with problems at home, in school, in sports and with a variety of health related issues. As children spend 15 -17 long years in school, school exerts considerable influence upon their students. The school's influence appeared to be related to how children were dealt with as individuals and to the ethics of the school as social institution.

Medeiros et. al. (1983) showed in his book "children under stress" there are certain typical factors which can be identified as existing or potential sources of stress. These are as follows.

1. School climate
2. Subject anxiety
3. School phobia
4. Too much home work
5. Too many tests and tutorials
6. Over loading in the syllabus.
7. Excessive achievement pressure induced by parents
8. Unhealthy competition.
9. Dissatisfaction with the physical attributes of the schools in terms of facilities offered, resources available, competence of the teacher etc.
10. Failure in examinations, pre - examinations anxiety and extreme marks orientedness.
11. Stress in sports and other extra and co-curricular activities such as arising out of long a match, event or competition.

Children studying different types of schools are generally subjected to varying social, political, cultural and personal experiences. So their intensity of stress also differs to an extent and the later effect on their mental health. The time course over which stress might be expected to influence the development of significant physical pathology which is associated between stress and somatic illness to become event in adolescence. Adolescence is also a time when risks are laid down for chronic conditions which will only become manifest in later adulthood. According to Neumark - Sztainer etc. al (1997), the experience of adolescent stress has been systematically associated with a range of health compromising lifestyles and behaviors. So we can say that the experience of adolescent stress constitutes an issue of central importance to the broader understanding of adolescent health.

As children spend 15 - 17 long years in school, it is the responsibility of school to give supportive and caring environment to their pupils. Supportive schools foster positive outcomes by promoting students sense of 'Connectedness' (Resnick etc. al. 1997) "belongingness" (Baumeister and Leany 1995) or "Community" (Schaps, Battistich and Solomon 1997) during the school day. Children are less likely to become involved in violence and other problematic behavior, Children's mental health is associated with relatedness to teachers, peers and parents, was positively associated with engagement in school. Pupils who perceived teacher support and caring were close associated with greater interest in class and school. Various school characteristics and the school environment were related to child's mental health. Every school has some common features such as benches, black board, principal's office, staff room, corridors, playground, laboratories. But still each school has its own culture. This is referred to as the school environment. The school environment includes the size of the school community, the background of the students, the activity levels of parents, school support system, financial support, other pressure groups etc.

There appears to be a strong link between effective engagement with staff, students and other users of school building and the success of environmental change in having an impact on behaviour, well - being or attainment. Today's classrooms are becoming more diverse. Most classrooms are multi cultural, multilingual and come from a variety of cultural background. So teachers must be able to recognize, respect and adopt to these individual and group differences and to create classroom environment that allow students to belong. Make sure that students have opportunities to set and work toward, realistic goals. Give students a chance to show their independence and responsibility. Provide support to students who seem discouraged. So thus today's schools greatest challenge is to help students achieve important understanding and skills.

o it is necessary to create school environment where all pupils follow a challenging, content - rich curriculum and all teachers give time and support to their pupil. It would transform our education system only if we also realize the needs of our pupils.

ROLE OF TOURISM IN PROTECTED AREAS: A CASE STUDY OF BHIMASHANKAR WILDLIFE SANCTUARY

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ABSTRACT

Tourism development in and around Protected Areas can bring economic benefits to remote areas by creating opportunities for local employment, stimulation of local markets, improvement of transportation and communication infrastructure etc. However, this needs careful planning. The fears of the authorities and the NGOs about the danger inherent in promoting tourism are not unreasonable. Unplanned development of tourism may create the problems, which may endanger the conservation of ecological resources. The primary objective of tourism should be to maximize revenue for the locals while preserving the natural resources. This necessitates the appropriate strategies of development that will not only optimize the revenue but will also reduce the cost of conservation to a greater extent. Bhimashankar Wildlife Sanctuary (BWS) sanctuary is the one such place, which has immense potential to be developed as an ecotourism destination owing to its immense natural beauty. This paper deals with the economics of the tourism industry, its potentials and suggestions to tap these potentials for the economic growth of the people of the BWS.

Index Terms: Bhimashankar Wildlife Sanctuary (BWS), Tourism, Protected Areas (PA's), Sustainable development, Tourism Issues

INTRODUCTION

Ecotourism plays potentially vital role to in conservation by generating economic incentives for nature conservation (Lindsey et al., 2009). Today, ecotourism is one amongst the fastest-growing segments of the tourism trade. Its potential for growth is virtually unlimited. Any tourism program, which is nature – based, ecologically sustainable, where education and interpretation is a major concept and where local people are benefited can be called ecotourism (Santosh Thampi, 2005). Protected areas in developing countries are increasingly popular destinations for wildlife tourists, and tourism has the potential to generate sustainable local benefits ‘sufficient for local people to value, and therefore protect, their wildlife heritage as a source of income’ (Goodwin, 1996). Protected areas as major attraction can make a substantial contribution to the development of a region in general and rural areas of that region in particular because tourism can open new vistas of employment and income generation. The additional income earned by the local people will help to raise their living standards and will set into motion the process of a multiplier effect. However, this requires a proper and careful planning for the development of the region and also the appropriate motivation of the local people towards the changing scenario. However, in order to reap these economic advantages, it is necessary to attract the Tourists to the protected areas. This requires the creation of proper infrastructure and Facilities. This type of tourism requires just as much critical thinking and carefully drawn up policy as any other form and is unlikely to be the panacea hoped for by Western-based proponents (Burns P, 2006). Tourism as an industry with proper planning and investment can yield spectacular results in terms of economic growth and PAs can contribute a lot towards this. Tourism development in and around PAs can bring economic benefits to remote areas by creating opportunities for local employment, stimulation of local markets, improvement of transportation and communication infrastructure etc. However, this needs careful planning. The fears of the authorities and the NGOs about the danger inherent in promoting tourism are not unreasonable. Unplanned development of tourism may create the problems, which may endanger the conservation of ecological resources. The primary objective of tourism should be to maximize revenue for the locals while preserving the natural resources. This necessitates the appropriate strategies of development that will not only optimize the revenue but will also reduce the cost of conservation to a greater extent. Bhimashankar Wildlife Sanctuary (BWS) sanctuary is the one such place, which has immense potential to be developed as an ecotourism destination owing to its immense natural beauty. Attracting people is not a problem at BWS; it is getting the tourist interested in the Wildlife Sanctuary, which is the problem. Tourists come here in hundreds of thousands each year but they are pilgrims who come to the Sanctuary for worshipping the Shiva Temple. The marginalization of the local interests in tourism and no proper source of income have alienated the locals from the forests. Their lifestyle is poverty driven and destructive to the forests. Instead of being rewarded they are being punished for conserving the natural resources. Wealthy businessmen from outside BWS enjoy the benefits of the tourism industry while the people of BWS live a life of poverty and hardships. The aim of this Ecotourism study was to understand and

document the issues and problems, which impact the sanctuary in a major way. The success or failure of implementing a tourism plan for the alleviation of the economic conditions of the villagers would depend on the reduction of the pressure exerted by these issues and problems on the natural resources of the Sanctuary. This paper deals with the economics of the tourism industry, its potentials and suggestions to tap these potentials for the economic growth of the people of the BWS.

METHODOLOGY

I. HOURLY COUNT OF VEHICLES

The aim of the hourly vehicular counts was to estimate the average number of pilgrims; the time spent by pilgrims within the Sanctuary and also estimates the monetary spending capacity of the tourists visiting the Sanctuary based on type/make of vehicle. The vehicle registration number was noted to ascertain the place of arrival of the pilgrims. The data collected for hourly vehicular counts was done by random sampling for a year over a period of 18 days starting from 8 am to 6 pm over a year. The sampling was done in such a way that the seven days of the week would be represented in the data. This was done in order to document the most preferred days of the tourist. All the three seasons of the year was considered while sampling the pilgrim population of the Sanctuary. The peak tourist visiting days like 'Monday's during the month of Shravan (Holy Month in August)' and Hindu holy festival 'Mahashivratri' were monitored to understand the tourist flow during a festive season while off-season days were covered to estimate the minimum number of tourists visiting the place.

The following parameters were recorded for –

- a) Type/Make of vehicle
- b) Registration number of vehicle
- c) The number of hours for which the vehicle stayed in the sanctuary.

The parking facility in BWS comprises of 3 parking lots first one being at the bus stand in BWS, which is generally used all throughout the year. The remaining 2 parking lots are about 1 and 1.5 km away from Bhimashankar Temple on the only main road leading to BWS, which are used during peak tourist visiting days in the month of 'Shravan', and on 'Mahashivratri' (Festival day of Lord Shiva). The hourly vehicular counts were taken at bus stand in BWS on off-season days or when the pilgrims were restricted to this parking lot only. Whereas on festive days we stayed at the main checkpoint of Forest Dept. at "Mhatarbachi wadi" and at the Bus Stop of Nigdale village as these were convenient points which had to be passed by each and every vehicle. On two days of Shravan and on Mahashivratri recordings were done from morning 6 am to 6 pm.

II. TOURIST INTERVIEW

The study involved interacting with the pilgrims and getting information in a predetermined format. A total of 360 pilgrims represented the 3607 members of their groups. The pilgrims were selected randomly from all three economic classes, but well framed questionnaire-based interviews of only those pilgrims could be obtained who were willing to talk. The information collected from the pilgrims comprised details about the tourist in terms of the place from where the tourist had arrived, the total number of members in the group, sex ratio, type/make of vehicle, the intention of the tourists for visiting the Sanctuary and what all problems tourist had to face. Two very important questions posed to the pilgrims were banning vehicles in the BWS and charging an environmental/ entry tax.

III. DATA ANALYSIS

The data from the hourly vehicle was pooled together for all 18 days to assess the average number of tourist visiting sanctuary per day, per season and on holidays as against the working days. Also, the vehicular data were analyzed to assess the state-wise distribution of visitors. With the data from tourist interviews, the economic class distribution was established using type/make/class of vehicle. The pilgrims were divided into three economic classes- poor class, middle class, and rich class. The approximate expenditure of the pilgrims for the whole trip was correlated with parameters such as distance traveled and group size. The data on the sex of visitors was analyzed to determine the sex ratio, which can be extrapolated to the whole population. The problems faced by the visitors were prioritized by the percentage distribution of the problems. Chi-Square was used to determine the significance level of whether the answers to the banning of vehicles and entry/environmental tax were related to an economic class of the tourists.

IV. RESULTS AND DISCUSSION

A. Sex Ratio

Sex ratio was determined by interviewing 360 people, representing 3607 people from their groups. The male: female ratio of the tourists was estimated to be approximately 2:1. The huge difference in the sex ratio was

mainly because men formed small parties of all male groups and visited the sanctuary on motorcycles or Multi-user vehicles. 57% of the pilgrims visiting the sanctuary were males, while females contributed 26% and children were 16% of the population.

	Males	Females	Young
Total	2056	952	599
Percentage	57.00028	26.3931	16.6066

Table-1: Sex class distribution of tourists

B. Hourly Vehicular counts:

1.1 Average Number of pilgrims per day:

Sr. No.	Day	Total Vehicles	Total People
1.	Monday	122	1607
2.	Tuesday	115	1211
3.	Wednesday	63	794
4.	Monday	1525	10004
5.	Tuesday	2518	13957
6.	Thursday	68	951
7.	Friday	56	603
8.	Saturday	116	1410
9.	Sunday	171	2096
10.	Monday	152	1655
11.	Tuesday	99	1216
12.	Wednesday	103	1453
13.	Thursday	176	2288
14.	Friday	2600	17337
15.	Thursday	45	799
16.	Friday	36	566
17.	Saturday	66	944
18.	Sunday	134	1650
19.	Monday	88	1362
		8253	61903
	Avg. Visitors per day	434.36	3264.31

Table-2: Number of pilgrims per day during study days

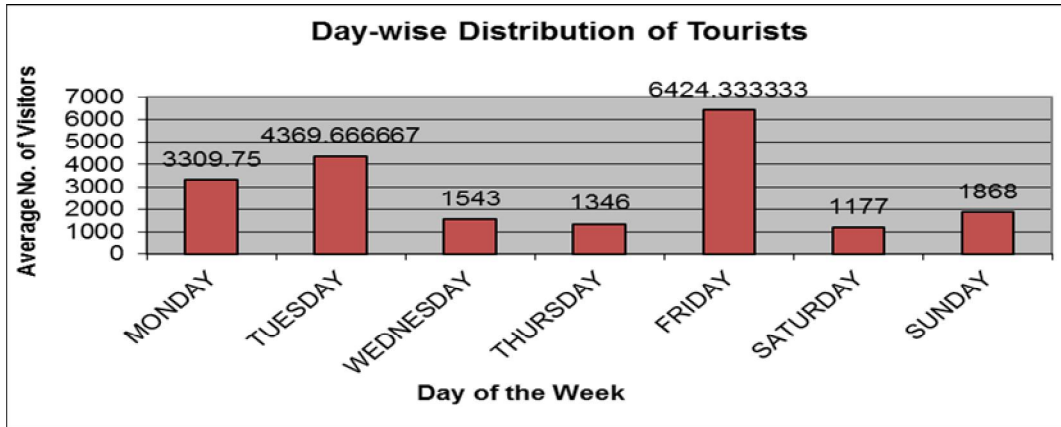
The average number of tourist visiting the sanctuary worked out to approximately 3624 tourists per day. This number was high because of figures from Shravan and Mahashivratri when the figure peaks in tens of thousands. Ignoring the two days of Shravan and the single day of Mahashivratri the average number of people was found to be approximately 1288 pilgrims per day. The number of vehicles visiting the sanctuary was approximately 434 vehicles per hour including two, three and four wheelers.

1.2 Tourism on various days of the week:

The data was also analyzed to estimate the trend in the flow of the visitors on the different days of the week. Not considering the single Friday of Mahashivratri and the two days of Shravan the tourists preferred to visit the temple on Sunday, Monday and Thursday. Sunday and Thursday weekly off while Monday is the day, this is considered auspicious to worship Lord Shiva.

Sr. No.	Day	Average Visitors	Number Of days
1.	Monday	3309.75	4
2.	Tuesday	4369.66	3
3.	Wednesday	1543	2
4.	Thursday	1346	3
5.	Friday	6424.33	3
6.	Saturday	1177	2
7.	Sunday	1868	2

Table-3: Weekday-wise distribution of visitors.



Graph-1: Weekday wise distribution of visitors.

1.3 Holidays against Working days:

The data were analyzed to estimate the difference in the number of visitors on Holidays versus working days.

Day	Total Vehicles	Total People
Monday	1525	10004
Tuesday	2518	13957
Friday	2600	17337
Sunday	171	2096
Sunday	134	1650

Table-4: Holiday wise distribution of visitors.

The average number of pilgrims visiting the Sanctuary on a Holiday was calculated to be approximately 9000, but this number is high due to the three days of 'Shravan' and 'Mahashivratri'.

Sr. No.	Day	Total Vehicles	Total People
1.	Monday	122	1607
2.	Tuesday	115	1211
3.	Wednesday	63	794
4.	Thursday	68	951
5.	Friday	56	603
6.	Saturday	116	1410
7.	Monday	152	1655
8.	Tuesday	99	1216
9.	Wednesday	103	1453
10.	Thursday	176	2288
11.	Thursday	45	799
12.	Friday	36	566
13.	Saturday	66	944
14.	Monday	88	1362

Table-5: Working day wise distribution of visitors.

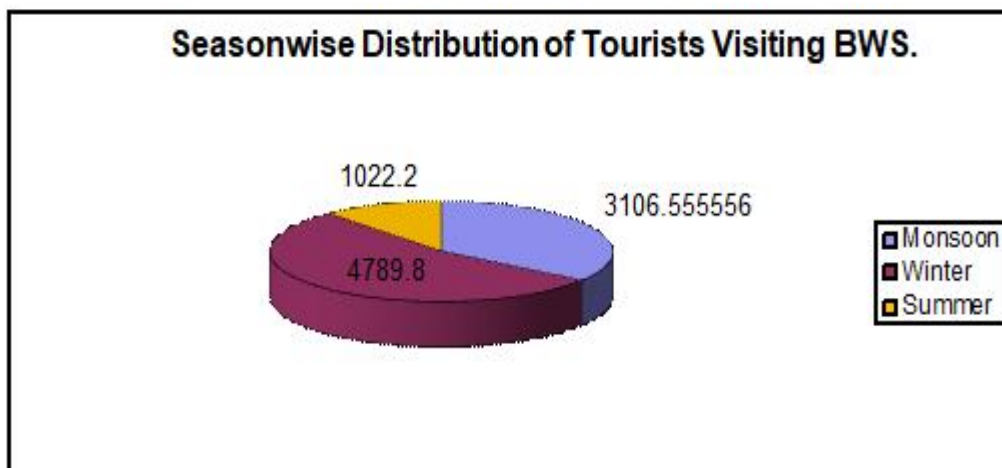
The average number of pilgrims on a working day was as much as 1204 pilgrims. If the average number of pilgrims on a Sunday is considered which is close to 1800 pilgrims then there is a difference of 600 pilgrims or one-third of the population.

1.4 Seasonal variation in the number of visitors:

Average number of visitors per season was calculated from the data which shows the trend as per the following table.

Season	Monsoon	Winter	Summer
Average Visitors	3106.555556	4789.8	1022.2
Number of Days	9	5	5

Table-6: Seasonal variation in the number of visitors.



Graph-2: Seasonal variation in number of visitors.

If the Mahashivratri data is not considered then the maximum number of pilgrims visit the sanctuary during the monsoon season, which is mainly due to Shravan and the natural beauty of the Sanctuary.

1.5 Average number of hours spent by a vehicle:

The average number of hours spent by vehicle from Maharashtra is approximately 1 hour and 20 minutes (N=2744) whereas vehicles from other states spent an average 1 hour 45 minutes (N=198). This number clearly suggests that there was hardly any difference in the time spent by tourists from within and outside Maharashtra. The number also suggests that most of the visitors were here mostly for religious purposes.

1.6 State wise Breakup of vehicles:

The number of visiting cars from outside Maharashtra was estimated to be approximately 2574 while those from within Maharashtra were found to be approximately 200 cars and 2581 visitors. The maximum number of visitors from other states was from Gujarat. From within Maharashtra maximum visitors were from Pune followed by Mumbai.

Table-7: State-wise Breakup of vehicles.

Sr. No.	Day	MH	GJ	M.P	A.P	U.P	KA	CH	DL	RJ	DD	HR	PB	Goa	HP	WB
1	Monday	113	7	0	0	0	2	2	0	1	1	0	0	0	0	0
2	Tuesday	96	7	5	0	1	2	0	0	4	0	1	1	0	0	0
3	Wednesday	54	0	6	0	4	0	0	1	0	0	0	0	0	0	0
4	Thursday	64	3	1	0	1	0	0	0	1	0	0	1	1	0	0
5	Friday	52	2	0	1	1	0	0	2	0	0	0	0	0	0	0
6	Saturday	112	1	1	2	0	2	0	0	1	1	0	0	0	0	0
7	Sunday	161	5	0	3	0	1	0	2	3	0	1	0	0	0	0
8	Thursday	39	0	0	2	1	0	0	0	0	0	0	0	0	0	1
9	Friday	39	3	0	1	0	1	0	0	0	0	0	0	0	0	0
1	Saturday	52	2	1	0	0	0	0	0	0	0	0	0	0	0	0
1	Sunday	117	6	1	5	2	3	0	0	1	1	1	1	0	0	0
1	Monday	76	8	1	0	0	1	0	0	0	0	0	0	0	0	0
1	Sunday	99	5	1	6	0	1	0	2	0	0	0	1	0	1	0
1	Monday	110	0	0	2	0	1	0	0	1	0	0	0	0	0	0
1	Tuesday	87	9	7	2	0	1	0	0	1	0	0	0	0	0	0
1	Wednesday	86	2	2	2	0	0	0	0	0	0	0	0	0	0	0
1	Thursday	134	2	2	3	0	1	1	0	0	0	0	0	0	0	0
1	Friday	1137	9	1	1	1	2	0	0	3	1	0	1	0	0	0
Total Vehicles		2628	71	29	30	11	18	3	7	16	4	3	5	1	1	1
Average per day		146	3.944	1.61	1.67	0.61	1	0.17	0.39	0.89	0.22	0.17	0.28	0.06	0.056	0.06

(Acronyms: MH= Maharashtra, GJ= Gujarat, MP= Madhya Pradesh, A.P= Andhra Pradesh, U.P= Uttar Pradesh, KA= Karnataka, CH= Chandigarh, DL= Delhi, RJ= Rajasthan, DD= Diu & Daman, HR= Haryana, PB= Punjab, HP= Himachal Pradesh, WB= West Bengal)

C. TOURIST INTERVIEWS

The data obtained from interviews of tourists was classified into the economic classes like Poor, Middle, and Rich class, according to the type/make of the vehicle.

2.1 EXPENDITURE/PERSON

The average expenditure for visitors from all three classes was approximately INR. 600/-. Whereas the expense according to the economic class was documented as follows: -

Rich Class (N = 43) = INR. 1501.828

Middle class (N = 158) = INR. 626.70

Poor class (N = 76) = INR. 258.76

2.2 TOTAL EXPENDITURE AND NUMBER OF MEMBER'S IN-GROUP

The total expenditure was expected to get influenced by the group size and the distance traveled. A highly significant positive correlation was found between the total number of members in a group and the total expenditure of the group (N = 326, r = 0.5611).

2.3 DISTANCE TRAVELED

The relation between distance traveled and the total expenditure was also found to be positively correlated at highly significant levels (N = 275, r = 0.3516).

2.4 OWNERSHIP OF THE VEHICLE

Based on the ownership of the vehicle i.e. hired, private and trekkers the data was sorted. This was done with the intention of understanding whether the answers of the tourists were genuine. The tourists were expected to spend more on hiring a car and less if they were traveling by private vehicles and very less if they were trekking up to BWS. The total expense of the visitors traveling by hired vehicles was INR. 730.88 (Number of tourists = 1940) for those traveling by private vehicles it was INR. 467.23 (Number of tourists = 902) while trekkers spend as little as INR. 251.07 (Number of tourists = 214).

The total expenditure of the group from all three classes i.e hired, private and trekkers were expected to have a significant positive correlation with number of members in the group and the distance traveled by the group.

2.5 TOTAL EXPENDITURE WITH NUMBER OF MEMBERS

The correlation between the number of members in a group traveling by private and hired vehicles and those trekking, with the total expense of the trip was highly positively significant.

Hired (n=155, r=0.5716).

Private (N=131, r=0.2877).

Trekkers (N=23 r=0.7575).

2.6 MAKE OF VEHICLE

The data collected from the interaction with the visitors were segregated according to the make of the vehicle and accordingly expenditure per person was calculated. The expense according to the economic class was documented as follows: -

Rich Class (N = 43) = INR. 1501.828

Middle class (N = 158) = INR. 626.70

Poor class (N = 76) = INR. 258.76

2.7 TOTAL EXPENDITURE

The expectations are the same as those of ownership of the vehicle. The total expenditure was expected to be linked to the number of visitors and the distance traveled by the visitors.

2.8 TOTAL EXPENDITURE OF NUMBER OF MEMBERS IN THE GROUP

The correlation coefficient between number of members in the group and total expenditure for all the three economic classes was highly positively significant with the Rich Class having an r-value of 0.944 (N = 43), Middle-class r = 0.7751 (N = 158) and Poor class r = 0.871 (N = 76).

2.9 INTENT OF VISITORS FOR VISITING BWS

In the interview of tourists, it was learned that 231 pilgrims were at BWS for purely religious purposes, while 129 of the visitors were there for both religion and sanctuary. The most important fact highlighted by this data is

that 2/3rd of the population visiting the sanctuary was interested only in the temple. The 211 of visitors did not even know that the temple area was part of a sanctuary. 150 visitors were visiting the sanctuary for the first time in their lives while 210 visitors were visiting the sanctuary more than once. Of the 150 visitors coming to the sanctuary for the first time only 45 of visitors knew that the temple is within the sanctuary while 103 numbers of visitors coming to the sanctuary more than once did not even know of the existence of the Sanctuary. During the interview many people showed the desire to see the sanctuary but were disappointed by the lack of infrastructure.

2.10 OPINION ON TWO ISSUES

During the interview the visitors have posed two questions, which were as follows: -

1. If the entry of vehicles were to be banned into the sanctuary and animal-drawn carriages were to be introduced would they be comfortable with the change?
2. If the forest department were to charge a nominal entry fee to the tourists for the development and management of the park would they be willing to pay the same?

Chi-square analysis was used to test whether the answer to the questions was significantly different between the three economic classes. The response to the questions could be influenced by the economic classes of the tourists, for example, the visitors from the poor class were expected to be against the idea.

1. ENTRY OF VEHICLE BANNED

The response to the banning of entry of vehicles into the sanctuary and the introduction of animal-drawn carriages was overwhelming with 62.77% of the visitors answering in the affirmative. 34.44% of the people were skeptical and didn't like the idea whereas 3.33% of the people could not form any opinion. The chi-square value was not significantly different for the three classes indicating that the answers of the tourists were irrespective of their economic class.

2. INTRODUCTION OF ENTRY/ ENVIRONMENTAL TAX

The response to the introduction of an Entry/ Environmental tax for entry into the sanctuary was accepted by 83.05% of the visitors while 13.88% of the people were against the idea whereas 3.61% of the people could not form any opinion. The chi-square analysis did not show any significant difference in the response of the three economic classes.

D. TOURISM ISSUES

Sr. No.	Tourism Issue	% Tourists
1	No Issues	16.94
2	Unavailability of Drinking Water facility	9.15
3	Lack of Public Toilets	16.77
4	High Costs of goods in shops	0.67
5	Food Quality of hotels	10.67
6	Plastic Spread along Temple	5.59
7	Unavailability of Accommodation facilities	13.22
8	Improper Roads	18.81
9	Frequent electricity failures	1.52
10	Unavailability of Parking facility	1.01
11	Unavailability of Monsoon Shades for tourists	1.35
12	Temple trust does not give funds for development.	0.50
13	Standing in line for hours	1.52
14	Lack of Neon signs on road	0.67
15	Unavailability of Guide	0.67
16	Unavailability of Hospital	0.50
17	Unavailability of Police officers	0.33

Table-7: Tourism Issues

The problems of the tourists were documented during the interview, which can be prioritized by the percentage of votes each problem received. In all 18% of the visitors found the road to BWS to be a major problem, which was because of the fact that the road was in a state of disrepair. 16% of the tourists found the sanitation

infrastructure to be sub-standard. Maximum trouble was born by the women who faced an acute shortage of toilets. Another issue which was raised by 13% of the tourists was the lack of accommodation facilities. During the month of Shravan, more than a 1000 tourists come to the sanctuary with the hope of an early entry into the temple. These visitors can't find any accommodation during this period and have to wait out the long nights cramped in their vehicles. The situation is worsening by the incessant rains and the shortage of drinking water and sanitation facilities. Even otherwise the Dharamshala (Low cost accommodation facility) operated by the Temple trust, a few small hotels and the houses of the locals provide the accommodation at BWS. The other important problem faced by the pilgrims was the lack of drinking water. After the monsoon season is over, an acute shortage of drinking water grips BWS. The hotels and restaurants serve water from an open tank near the MTDC guest house or the water provided by tankers is used. The water of both the tanker and the tank is non-potable. The tank which is meant for the drinking purpose of wild animals is used by humans and domestic animals for bathing and drinking. However, 16% of the population visiting the sanctuary had no problems with the infrastructure of the sanctuary.

CONCLUSIONS

1. Most visitors prefer to visit BWS during the monsoon, especially during the month of Shravan (August). Maximum number of tourists preferred to visit the sanctuary on Sundays and Mondays. The average number of visitors goes up as high as 1800 visitors per day on Holidays. Even on working days, the number of visitors is close to 1200 per day.
2. The average number of visitors per day can safely be estimated at 1300 visitors per day with the observed sex ratio (Male: female) being 2:1.
3. The average number of hours spent by a vehicle from within Maharashtra was calculated to be 1 hour and 20 minutes while that for an outstation vehicle was 1 hour and 45 minutes.
4. Maximum tourists to BWS were from within Maharashtra, Gujarat topped the list from outside Maharashtra. However, the number of tourists from other states is almost negligible.
5. The total expenditure per head was calculated at INR. 600 per head. This included traveling, accommodation, food, and other miscellaneous expenses.
6. The correlation between total expenditure per group and the number of members in a group and the distance traveled by them was positive and highly significant for the entire data, according to the economic classes and even as per the ownership of the vehicle.
7. The tourist readily accepted the imposition of an entry tax and a ban of entry to vehicles in the sanctuary. On any given day the average number of tourists visiting the sanctuary will be close to 1300 individuals per day. With the imposition of an entry tax, the total revenue collected can be approximately INR. 6500 per day at INR.5/- per head.
8. The problems faced by tourists are roads, toilets, accommodation, and water. Construction of pay and use toilets can be a very good source of income with 16% of the population feeling the crunch of toilets i.e. approximately 208 individuals. At Rs 2 per head, the villagers can earn approximately Rs 400 per day. Bathrooms can be charged as high as INR. 10 per bucket for which at least 50 individuals should be easy to find.
9. If accommodation for the tourists is provided at village Kondhwal then the villagers can earn good revenue. As a temporary measure if the locals are helped in arranging waterproof tents during the month of Shravan revenue of INR. 200/- per night per head can be easily earned from approximately 500 tourists.
10. If horses and carriages are introduced then most of the locals from the sanctuary can be employed throughout the year. Also since the entry of vehicle being banned in the sanctuary, the village Mahtarbachi Wadi can earn through parking. The Nigdale village is ideally located to cater to the food industry requirements of tourists.

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TRADE AND COMMERCE IN ANCIENT KASHMIR

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Kashmir has been a meeting place of different nations. North of it is Tibet, and to its north-east is the Russian and Chinese Turkistan. Due to its geographical situation it was in the ancient and Middle Ages a commercial centre between India and central Asia. It maintained its trade relations with India through the south and with Tibet, China, and central Asia through the north and North-west. The traders went almost everywhere from Kashmir to Tehran and even Meshad.¹ A large number of coins found here a testimony to this fact.² From time immemorial, despite the tremendous difficulties of communication and transport, Kashmir had commercial relations with far off places of the world, like Persia and Rome.³

From the available sources it may be said that inter-state trade existed in the period. We have numerous examples of traders, who used to go from one part of the country to another.⁴ The merchants used to carry on business simultaneously at different places. Kalhana's mention of regularly arranged markets (hatta) in the city of the Paravasapura⁵ and references of new foundations of market by some members of the royal family in the other towns,⁶ however, leave no room for doubt that a brisk inland trade was carried on in Kashmir from a remote period. Kalhana describes that king Nara built a town where the markets were kept full of supplies.⁷

The chief items of internal trade were food grains, cattle, saffron, agricultural implements, woollen cloth, leather goods, earthenware etc., the principal centres of trade in Kashmir were the cities of Parihasapura, Huskapura, Pravarapura, Avantipora, Jayapura etc. according to Kalhana, the town of Samaragaurise was famous for wearing of woollen cloths, purchase and sale of cattle.⁸ King Pravarasena II built the town of Pravarapura which was provided with regularly arranged markets.⁹ Lalitaditya's queen Kamalavati founded a market call Kamalahatta at Parihasapura.¹⁰

The available sources reveal that the internal trade was carried on both by land and river. Some idea of the land route may probably be had from the itinerary of the Chinese traveller Hiuen Tsang. He reached the valley in it as an honoured guest for fully two years. He describes his route as leading to the south-east of Urass, the present Hazara district. After Crossing Over Mountains he entered valley from the west through Baramula pass. He passed the first night at Hiskapura the modern Uskur, opposite Baramula. From Baramula he went to Srinagar. From Srinagar Hiuen Tsang crossed the mountains district in south and reached punch. From there he went to Rajapuri so it can be said without any doubt that the commercial products were chiefly carried in the same road through which Hiuen Tsang travelled.¹¹

The available sources reveal that carts used for carrying the goods from place to place and they were drawn by bullocks, buffaloes and other animals,¹² chariots and horses were also used for transport. But in Kashmir most

¹ R. K. Parmu, *A History of Muslim Rule in Kashmir (1320-1819)*, p 419.

² R. C. Kak, *Ancient Monuments of Kashmir*, p. 50

³ Y. B. Sing., commercial activity in ancient Kashmir, in the proceedings of the 10th session, Punjab history conference, 1976, p 38.

⁴ R. T*, VII 190-195.

* R. T – Kalhan's Rajatrangini Translated by M. A. Stein.

⁵ R. T., III., 358.

⁶ R. T., IV., 208.

⁷ R. T., I 201-202.

⁸ R. T., V 162.

⁹ R. T., III., 358.

¹⁰ R. T., IV., 208.

¹¹ R. T., VII., P. 355

¹² Kamla Chauhan, Cultural history of Northern india, p. 199.

of the internal trade was carried by the river Jhelum and its tributaries. River Jhelum played a vital role in trade and commercial during the ancient times. The boats were used for transport through water ways for a remote period. The boats were the principal means of transport and travel is shown by the frequent references in the chronic of Kalhana.¹ He narrates when king Kalasa, who was staying at Vijayasawara wished to pass his last days at the temple of Martand, he sit out by the water-route in boat, along with his ministers and seraglio(and hence cross the alluvial plateau for a distance of about five miles).² Dayaram Sahni is of the opinion that the large sized stone blocks which were needed for the construction of big temples must have been carried in strong boats.³ The river Jhelum played an important role in commercial life of Kashmir is also evident from the fact that most of the cities and towns were flourished on its banks. The roads were not very well maintained, and so journey by road was not very convenient and pleasant. Damodragupta in his *Kuttanimatam* gives a graphic of description of the difficulties, which a traveller had to face.

Kashmir enjoyed brisk external trade since times immortal. As mentioned above Kashmir had political and cultural contacts with India, china, Tibet and central Asia. Kashmir became the hub of the central Asian region so far as trade was concerned. Kashmir established its trade relation with India since the days of Ashoka. Kashmir had started its commercial contacts with central Asia after the conquest of the Kanishka. So Kashmir became a meeting point of traders from the plains of India and from distant cities in central Asia.⁴

The available sources informs us about the various commodities which were sent from Kashmir to different parts of the world. We also learn about the commodities which were brought from other places to the valley. Among the commodities which Kashmir exported to other places the most important were, woollen goods, saffron, kuth etc. the first thing for which Kashmir was famous is its wool products about which we have references from the texts of Kashmir as well as from the texts belonging to Rome.⁵ Kashmir was famous for its quality woollen goods. Wool was one of the valuable commercial products of Ancient Kashmir.

Kashmir being a centre of woollen manufacture must have had brisk export trade in this commodity. Hiuen Tsang notices that various kinds of woollen garments were prevalent in Kashmir and other parts of northern India where the air was cold, the following observations of the Chinese pilgrim deserve to be quoted. The clothing material such the *kauseya* (*kiao-she-ye*) silk derived from a wild silk-worm, muslin (*tieh*), calico (*pu*), linen (*chu*) and wool (*han* (or *kan*)- *po-lo=kambala*) and *ho-la-li* (*ral?*), a texture made from the wool of wild animal.⁶ This wool being fine and soft and easily spun and woven is prized as a material for clothing.

The shawl industry was very prosperous and the Kashmiri shawl was a very popular item when take into consideration the trade with the outside world.⁷ Kashmir produced wool of a particular type of sheep for the shawl weaving,⁸ and high quality wool is now known as *Pushm* or *Pashm*.⁹ A large number of people must have earned livelihood by taking to woollen industry. The extent to which it had become a part and parcel of Kashmiri life is evident from an interesting simile; a man who enjoyed the company of a courtesan without any payment in return is compared to the sheep eating cotton seeds without yielding even a tread of wool.¹⁰ As the wool for manufacture of shawl comes from the high land of Tibet, the trade with that country had therefore an ancient origin.¹¹ For texture and softness no Asiatic wool has been found to equal the *Pashm* or *pushm* wool of the shawl-goat of Kashmir, and this wool, from which are made the famous Kashmir shawls, is available article

¹ R. T., v., 71, 276, 195, vii, 347, 714.

² R. T., VII 714.

³ S. C. Ray., *Early History and Culture of Kashmir*, p129.

⁴ P. N. K. Bamzi., *Cultural and political history of Kashmir*, p 352.

⁵ E. H. Warmingn., *The Commerce Between Roman Empire and India.*, pp. 161-178.

⁶ T. Watters, on yuan chwang, VOL-I , P 148.

⁷ E. H. Warmingn., *op.cit*, p 161.

⁸ Moti Chandra, *Trade and trade routes in Ancient India.*, p 124.

⁹ E. H. Warmingn., *op.cit* , p160.

¹⁰ A. M. Shastri, *India as seen in the Kuttani-Mata of Damodaragupta.*, pp. 204-205

¹¹ P. N. K. Bamzi., *op.cit.*, p252

of trade between Tibet and the lower plains of India.¹ The Kashmir shawl especially the white ones were much prized in the Roman world. Besides Rome, Kashmiri shawls were also exported to Egypt.²

The fine quality of wool cloths are still made in Kashmir.³ The shawl is made of very fine, short, flossy under wool called *keli phumb* or wool of *kel* (shawl-goat) a variety of caprahircus, inhabiting the elevated regions of Tibet. These regions owing to their high altitude are intensely cold and nature had clothed the goats with this warm wool. The higher the goats live, the finer and warmer is their wool.⁴ The high value of this shawl-goat wool in ancient times is shown by the fact when the Sassanid Hormisadas (Hormizd-II married the daughter of the king of Kabul, the bride's trousseau excited great admiration as a wonderful product of the looms of Kashmir, and it is probable that the practice of sending the wool westwards commenced only during the second century A.D.⁵

Many types of woollen cloths, shawls, pallium, blankets, embroidered cloth pieces were exported from Kashmir to different parts of world.⁶ Shawls both coloured and white, embroidered or plain were available for export purposes.⁷ Shawls of Kashmir are mentioned as one of the presents to Yudhisthira in Sabhaparva. Kashmir shawls were exported westwards by way of the Indus or Baryaza.⁸ The wool was one of the essential commodities of trade in Kashmir is evident from a passage in the *Rajatangini* where Kalhana describes that during the reign of Harsha when famine occurred in valley A Khari of rice was brought for five hundred Dinnars, and two palas of grape- juice cost one Dinnar. A pala of wool was sold at six Dinnars.⁹

Saffron was one of the main articles of export of Kashmir. According to Kalhana, "learning, lofty houses, saffron, icy water and grapes: things that even in heaven are difficult to find, are common in Kashmir."¹⁰ The part that entered into trade was the stamens and pistils of the flower, which were used medicinally, as a paint or dye, a seasoning in cookery, and a perfume or ingredient of ointments.¹¹ The cultivation of the saffron is peculiar, and the legend about its introduction into Kashmir shows at any rate that it is an ancient industry.¹² The saffron of Kashmir is famous for its bouquet, and is used as a condiment and as a pigment for the forehead marks of the Hindus.¹³

The demand for Kashmirian saffron in India can be inferred from sri Harsha's, '*Ratnavali*' where the saffron of Kashmir is preferred to the saffron grown in the country of the Parasikas and the Bahlikas.¹⁴ In a verse of the Bhava Prakasa quoted in the *Sabdakalpadruma*, the saffron of the Kashmir is described as the best of all the qualities of saffron grown in other countries.¹⁵ *Nilamatapurana* describes that the saffron used throughout India came mainly from Kashmir.¹⁶

According to D.D. Kossambi, Kashmir had a monopoly of one precious commodity, light enough to be transported over long distances and mountain passes, for which the demand instable mainly saffron, which does

¹ E. H. Warmingn., *op.cit.*, pp 159-160.

² *Ibid.* p 160-161.

³ Wilfred H. Schoff., *The Periplus of the Erythrean Sea*, p 257.

⁴ P. N. K. Bamzi., *op.cit.*, p.252

⁵ E. H. Warmingn., *op.cit.*, P.161.

⁶ Moti Chandra. *op.cit.*, p 187.

⁷ Y. B. Sing, *op.cit.*, p 43.

⁸ Haripada chakraborti., *trade and commerce of ancient India.*, p 217.

⁹ R. T., VII., 1220-1221.

¹⁰ R. T., I., 42.

¹¹ Wilfred H. Schoff., *op.cit.*, , p110

¹² Walter Lawrence., *The valley of Kashmir*, p 342.

¹³ F. Hounghusband, *Kashmir*, p 174.

¹⁴ S. C. Ray., *op.cit.*, P 135.

¹⁵ Ved Kumari., *Nilamatapurana.*, p 128.

¹⁶ *Ibid.*, 129

not grow elsewhere in India.¹ In fact Kashmir was well known for its saffron throughout India. Even to the Kashmir sends saffron in large quantity to Ladakh and other parts of India.² Kashmir saffron was exported to china in early centuries of Christian era.³ The Tibetan and Chinese monks used large quantities of Kashmir saffron in the rituals connected with their daily worship.⁴

Kuth (castus, a root of composite herb) this is the cut root of saussurea lappa, order composite, a tall perennial, growing on the open slopes of Kashmir, and other high valleys of that region, especially in the basins of Chenab and Jhelum.⁵ The Periplus mentions that costus was exported from Barbaricum on the Indus and from Barygaza. Barygaza. It was the product of Kashmir.⁶ According to Kalhana both the saffron and the kuth are since early time's famous products of Kashmir.⁷ It was exported to Europe especially to Rome, where it was used ointments and medicine and for perfuming the wine.⁸ It was also used in sacrifices and in the preservation of fruits.⁹ Pliny states that its price in Rome was 5 dinars per pound. Lanfer opines that "real costus was peculiar to Kashmir".¹⁰ The kuth is still largely exported to china. In china it is used for incense in the jars houses, it is also used in India for cleaning wells.¹¹ As a medicine it has many properties, tonic, aromatic, and stimulant, and it is useful in cough, asthma, fever, and dyspepsia and slain diseases.¹² Besides china it is used in Tibet too was very common like Chinese, the Tibetans also used it for medicine and as an ingredient for incenses.¹³ In modern Kashmir the collection of costus is a state monopoly, the product being sent to Calcutta and Bombay, for shipment to china and red sea ports.¹⁴

Salt was the main item of import. It was not at all found or manufactured in Kashmir and all its requirements had to be met from outside, particularly from Punjab through the Pir Panjal route.¹⁵ Salt is an important article of diet both for men and for cattle and sheep. The Kashmiri like their food very salty. There are two kinds the better quality the better quality comes from the Punjab but salt of inferior quality is brought from Ladakh.¹⁶ Without any sea and without any mountain or mine of salt, Kashmir had to depend up on her neighbouring territories for the supply of this important article. The Pir Panjal route was the cheap way by which salt from Punjab mines were brought to the Pir Panjal valley.¹⁷

Another important item of import was indigo. Damodragupta clearly tells us that Kashmir did not attach much value to saffron as to indigo.¹⁸ It was probably imported from Gujarat.¹⁹

¹ D.D. Kosambi., *An Introduction to the study of Indian history.*, p 2121

² C.E. Bates, *The gazetteer of Kashmir.*, p 72-77

³ Suman Jamwal, *Economy of early Kashmir* p 34

⁴ *Ibid.*

⁵ Wilfred H. Schoff., *op.cit.*, p 168

⁶ Harpipada Chakraborti p 231.

⁷ R.T., VOL-ii., p.365

⁸ Moti.Chandra., *op.cit.*, p.126

⁹ E. H. Warmington., *op.cit.*, p.198.

¹⁰ Prakash Churn Prasad., *Foreign trade and commerce*, p.205.

¹¹ Walter Lawrence., *op.cit.*, p.77

¹² *ibid*

¹³ P.N.K. Bamzai, *op.cit.*, pp.33-34

¹⁴ Wilfred H. Schoff., *op.cit.*, p.169

¹⁵ M.I. Kapoor, *Kingdom of Kashmir*, p.298.

¹⁶ W. Lawrence., *op.cit.*, p 254

¹⁷ S.C Ray., *op.cit.*, p.136

¹⁸ A.M. Shastri., *op.cit.*, p.209

¹⁹ *Ibid.*

Silk was imported from china.¹ The earliest reference of china silk is found in *Nilmatapurana*.² Damodargupta describes that Chinese silk was very costly textile. A son of a government official who wears a yellow coloured gold embroidered cloth and of courtesans who was given a pair of garments made from china silk by one of her admirers. China silk enjoyed great popularity in ancient India at least from the Mauryan period, and from that time onwards we have a continuous chain of references to it in Sanskrit and Prakrit literature indicating its wide spread use over a long period of time.³ Description of various types worn by the people is found in Ksemendra's works like *Samaymatrka*, *Desopadesa* and *Narmamala* where we find references to china silk.⁴ Another item which was widely used by the people of valley was betel leaves. We have plenty of references to the use of betel leaves in Kashmir. Kalhana describes that the people of Kashmir used to chew betel leaves.⁵ According to Kalhana, 'their young teeth, which by the continued use of the betel had become red.'⁶ Kalhana even make mention of rich people engaging betel bearers (tamulakarankavahini) who constantly supplied them tambula (betel leaves).⁷ Kalhana mentions that king Ananta was lavish and fond of the habit of taking betel.⁸ 'The man who sold betel-leaves with Nagarakhanda and other ingredients, made the king then give up almost the whole revenue of the country.'⁹ But the betel leaves were not available inside the valley. So they had to be imported from neighbouring countries. Kalhana describes Padmaraja, a foreigner, used to supply betel leaves to king Ananta.¹⁰ We can also believe that the traders used to bring this commodity from Bengal and other coastal areas. As we know that Gauda and Malabar regions in south had very close relations with the valley since the days of Lalitaditya, probably the betel leaves were brought from these two regions.¹¹

From the available sources we come to know that items like pepper, Assafoetida (hingu) and other items were used in Kashmir but did not grow in Kashmir.¹² Probably these were imported from the regions adjoining Afghanistan. Horses were another lucrative item of import, mostly from Afghanistan. Kalhana mentions that the country of the Kambojas, i.e., the eastern Afghanistan was famous for its swift horses.¹³ It still sends its horses into all parts of northern India. There was great demand of sandalwood in Kashmir. It was used for religious purposes and in daily life as well.¹⁴ As we know that sandalwood was not home-grown. It was probably imported from the hills of Malabar.¹⁵ Besides we can safely assume the import of precious metals and copper and brass for coinage, etc. Marcopolo mentions that coral which was carried from the western parts of the world had a better sale in Kashmir.¹⁶

Thus we see that various types of articles were imported in Kashmir from India, china, central Asia and other countries during the period under review. This proves that foreign trade of Kashmir was a two way traffic and the country was witnessing brisk trade activity.

¹ *ibid*

² Ved Kumari, *op.cit.*, p.116

³ J.C. Jains, *Life in Ancient India as depicted in the Jain Canon*.p.129.

⁴ Suman jamwal., *op.cit.*, p 40

⁵ R. T., IV., 427.

⁶ R. T., VII., 1067.

⁷ R. T., IV., 427.

⁸ R. T., VII., 190-93.

⁹ R. T., VII., 194.

¹⁰ R. T., VII., 190-93.

¹¹ R. T., IV 323-325.

¹² R. T., VII 1221.

¹³ R. T., IV., 165,

Moti. Chandra., *op.cit.*, P 76.

¹⁴ R. T., I. 36. III., 382.

¹⁵ R. T., IV., 156.

¹⁶ P. N. K. Bamzi., *op.cit.*, p 353.

PROGRESSIVISM IN EDUCATION: THE EVOLVING FACE OF EDUCATION IN 21ST CENTURY

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ABSTRACT

Development of technology and increased competition has led to several challenges faced by children of all age groups. As such, education plays a very crucial role in the life of an individual. The progressive growth and development of any nation depends upon the education system structured to reshape the young minds. The modern times has reflected growth in the literacy rate. There has been more awareness among the people. With the changing scenario, the schools failed to adapt to the fast changing needs of the society and fill the ever-increasing gap between education and personal experience of the children as individuals. This demands progressive growth of the students not only confined to the knowledge and information from the textbooks but on various resources to develop their social skills and make them responsible citizens to serve the society. In the words of John Dewey, "Education, therefore, is a process of living and not a preparation for future living." The changing demands of society paved way to progressivism in education. This will not only prepare them for future but also enhance their social understanding and develop their critical thinking as well as problem solving capabilities to deal with the complex world.

Keywords: Child-centered approach, critical thinking, problem solving, learning by doing, personalized learning

Education helps a child to know his real self and his potential. It is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. In the ancient times, the students in Gurukul were imparted practical training also apart from education. Teaching was regarded as a respectable profession. There was a time when a teacher was considered to be a Guru. His respect in society was supreme and the students worshipped the teachers and sought their blessings regularly. Today it is a pitiful condition that neither parents nor students respect the teachers nor the teachers hold such qualities of teachers of past era. Present education system makes difficult for the teachers to handle children due to numerous factors. This is high time to build strong and healthy bonding between students and teachers which keeps on missing with time.

PROGRESSIVE EDUCATION- The concept and meaning

The concept of Progressive education is not new but has gained momentum in the **21st century**. Education broadens the vision of the intellectual level of an individual and should be regarded as a multi-dimensional approach in the modern era to cater to the fast changing needs of the society. It is a child-centered approach and focus on the holistic development of a child. It aims to make the teaching-learning process enjoyable and enrich the experience of an individual beyond the walls of the school thereby improving the quality of life of the students. It prepares the children to face the challenges of life and use the opportunities in the best possible manner as they come their way.

Progressive education leads to a creative environment for the children and direct the immense potential in the children according to their interest, capability, knowledge and experience. Dewey's influence on education was evident in his theory about social learning. He believed that school should be a representative of the social environment and that students learn best when in natural social settings (*Flinders & Thornton, 2013*). John Dewey, states-progressive education is "***a product of discontent with traditional education***" which imposes ***adult standards, subject matter, and methodologies. It should include socially engaging learning experiences that are developmentally appropriate for young children***".

PRINCIPLES OF PROGRESSIVE EDUCATION

Progressive Education works on following principles:

1. Orientation on the needs of children
 2. Personalized learning using the available resources
 3. Social learning-as a method and a goal
 4. Child-friendly environment to enhance learning involve interests, previous experience and capability of students
 5. Creative transfer of knowledge
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6. Balance the pace of space in society with the pace of change in education
7. Deep understanding and ability
8. Addressing performance assessments in an encouraging manner
9. Aims to prepare students actively in the democratic society
10. Discourage learning confined to text books and encourage learning involving various resources
11. Selection of subject matter beneficial to meet societal needs

The “progressivism” concept works involving the development of a child as an individual by transforming the information/ knowledge based on his interests, capability and needs. ***“If the child is thrown into a passive role as a student, absorbing information, the result is a waste of the child's education”***. This helps to maintain his interest in studies but also be beneficial to improve his productivity and performance in the field of his interest.

Progressivism in Education.....defining new heights of education

The present information age demands a revolutionary change in the existing machinery of Education to comply with the fast changing needs of the society. It involves collaborative learning based on many parameters such as critical thinking, problem solving, decision making, and expertise in a particular field etc. At the end of 19th century, “Progressivism” started strengthening its roots with time. In U.S, it affected cultural, political, educational issues etc resulting in changes in the work culture. It was an attempt to improve overall quality of a child as an individual taking into account his mental and physical health and overall well being, providing education to the children in a flexible way. For Dewey, education is not preparation for life, but a part of life itself helping students to think beyond their limitations and make them better citizens. They become self reliant, learn to anticipate the nature of societal problems using their real time experience and latest technology as well as available resources and come up with better solutions. He believed in active participation of the citizens in democratic society. This can be achieved if education imparted through school reflects the community life.

Following a “learner-centered approach”, the role of teachers should be not only of providers of education restricted to the walls of the school but act as facilitators to develop the ability of problem solving and decision making. The concept of “Progressivism” directs the students towards active learning through role play, group discussions and project method and brings an individual closer to the society. The vision of education should be broad. 21st century education should mark school curriculum beyond the school boundaries and should be coupled with creativity and information at a global level enriching the learning environment. This comprehensive approach changes the life of a student in school and as an individual makes him/her self directed, self confident, self reliant and establish a strong place in the society.

The problems faced by the individuals in the community mainly arise due to their inefficiency in their social and communication skills. With Progressive education, the children will become capable not only to take their decisions at school level but can also be a part in the decision making process at home or in society. Their contribution can be valuable establishing healthy bonding between them and the society. It enhances their social and personal skills like time management, social interaction, task management, communication skills, prioritizing their tasks, optimum use of available resources etc.

The responsibility lies with the schools/colleges/university to produce more successful students as individuals. This requires good and successful teachers as they acts as a role model for the students. One of the key differences in progressivism in education today compared to traditional education is the teacher’s role. In the present times, considering individual differences, the role of a teacher acts as a crucial tool to coordinate the resources necessary for facilitating the children’s experience in school and assist him to enrich his abilities of critical thinking and problem solving. e.g Rabindranath Tagore (1861–1941) was one of the most effective practitioners of the concept of progressive education. He believed that education should be a ***“joyous exercise of our inventive and constructive energies that help us to build up character”***.

It motivates students with passion for learning new things and adapts to new situations with confidence. It provides an opportunity to experience real world situations and enhance their skills according to their potential. They learn to lead a healthy life followed by team spirit, systematic planning, creativity and decision making. Schools provide a valuable change in the lives of students. The education system of any nation is a crucial indicator of development. Unfortunately, in our country, the education system still follows a traditional pattern based on rote learning. There is lack of adequate discussions between the teacher and the taught on the topics covered in curriculum. Moreover, the biased attitude of the school authorities towards children further makes it difficult for teachers to handle classrooms situations and modify the behavior of students. The school and

college teachers (on temporary basis) are paid comparatively very less or not given salaries regularly due to which they lack interest to put more efforts to meet various demands of the school/colleges. On one side, there is paucity of better teaching opportunities for good teachers. On the other side, there are more opportunities for recruitment of teachers due to many obligations who may not be competent enough. In the present times, there has been shortage of quality teachers too. Moreover, the teachers are pressurized to produce best results inspite of many odd factors. This results in failure of teachers to establish a rapport with the students. Teaching has largely become a profession for women. At times, due to manifold responsibilities, women prove less professional. One of the reasons for this could be the remuneration. There is certainly a change after the seventh pay commission but, still the best of students with professional competence especially the males do not prefer teaching as a profession and consider it as one of their last choices.

CONTRIBUTIONS OF JOHN DEWEY IN THE FIELD OF PROGRESSIVE EDUCATION

The “Progressive Education Movement” started during the late 19th century in the United States by John Dewey, a great philosopher, psychologist and educational reformer. He was regarded as a principal figure in this movement from the 1880s to 1904. It inspired American public schools from a budding idea to the regular norm. It aimed to tune educational philosophy and concrete school reforms with the changing needs of the society.

John Dewey, father of Progressive Education pointed out that the strict authoritarian approach of traditional education was overly concerned with delivering preordained knowledge, and not focused enough on student’s actual learning experiences. He insisted that education requires a design that is grounded in a theory of experience. He sides neither with traditional education, nor with progressive education, but with the understanding of how humans have the experiences they do, and how this understanding is necessary for designing effective education system. Beginning in 1897 John Dewey published a summary of his theory on progressive education in School Journal. His theoretical standpoints are divided into five sections outlined below.

WHAT EDUCATION IS

According to John Dewey, Education is the “*participation of the individual in the social consciousness of the race*”. He further added that “*education should take into account that the student is a social being. The process begins at birth with the child unconsciously gaining knowledge and gradually developing their knowledge to share and partake in society.*”

Dewey considers the psychological form as the basis of educational process in comparison to the sociological form. The basic instincts of children support their knowledge with everything building upon it. This forms the “*basis of Dewey’s assumption that one cannot learn without motivation*”.

WHAT THE SCHOOL IS

Dewey believed education as an integrated part of the society and should be concerned with the community on the whole. “**Education fails because it neglects this fundamental principle of the school as a form of community life. It conceives the school as a place where certain information is to be given, where certain lessons are to be learned, or where certain habits are to be formed.**” Further, he added “**Education is the process of living and is not meant to be the preparation of future living**”.

THE SUBJECT MATTER OF EDUCATION

Dewey believes that the school curriculum should be designed to understand the society in a better way. According to him, “*The study of the core subjects (language, science, history) should be coupled with the study of cooking, sewing, and manual training*”. Furthermore, he feels that “*progress is not in the succession of studies but in the development of new attitudes towards, and new interests in, experience*”.

THE NATURE OF METHOD

The method used should consider the powers and interests of the children. John Dewey thinks that the result is a waste of the child’s education if it is only restricted to absorption of information provided to him through school/teachers if confined only to books. But the concept of “progressivism” will take the students to reach new heights of understanding the same concept by inculcating in him the capability to the student will be transform his knowledge into new forms, images and symbols.

THE SCHOOL AND SOCIAL PROGRESS

For John Dewey, education regulates “*the process of coming to share in the social consciousness,*” directing towards social progress.

CONCLUSION

In 1840, "Progressive Education Movement" was initiated in response to the limitations of the formal education institutions and traditional system of education. It aspires to develop the potential of an individual as a student and enhance the intellectual, emotional, social and mental capabilities. It promoted the creativity and art in the school curriculum apart from the course. Progressive education provided an environment where students were taught to connect themselves with the society and develop their problem solving and critical thinking. It aimed to train the students making them self-reliant using project method, understanding the nature of the problem, action programmes etc beneficial for society and extends beyond bookish knowledge.

Following child-centered approach, educators who believed in "progressivism" in education, pointed out the importance of diversity, multiculturalism, multiple intelligences, cooperative and collaborative learning. Education was not only confined to the boundaries of the school but also represented society as a whole. It follows the assumption that the students can understand life and learn in a better way if it involves their interests and fosters equality in education. It regards each and every student as an individual learner with different potential, learning abilities and interests should be given opportunity to grow socially, intellectually, emotionally, financially and spiritually and improve his personality through education.

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EFFECTIVENESS OF INCLUSIVE EDUCATION IN MAINSTREAM

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ABSTRACT

Inclusive education/mainstreaming important for the education of children and young people with special educational needs and disabilities. Inclusive Education is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential of all students. This paper discusses concept of inclusive education, importance of inclusive education, challenges and measures to implement inclusive education.

THE CONCEPT OF INCLUSIVE EDUCATION

Inclusive Education is an academic system that allows special education to students to become included in mainstream classes alongside their peers. Education systems have come to be guided by policies to raise educational standards, on the one hand, and by policies to promote inclusion on the other (Norwich: 2008; p.287). A dominant problem in the disability field is the lack of access to education for both children and adults with disabilities. As education is a fundamental right for all, enshrined in the United Nations Universal Declaration of Human Rights, and protected through various international conventions, this is a very serious problem. In many of countries, there is a dramatic difference in the educational opportunities provided for children with disabilities and those provided for non-disabled children. It will simply not be possible to realize the goal of Education for All if we do not achieve a complete change in the contemporary situation. Inclusive education is simultaneously a philosophy and a practice, based on particular theories of teaching and learning. The term Inclusive Education as referring to the education of children and youth with disabilities in general education classrooms with their nondisabled peers (Peters: 2007).

The process of inclusion means focusing on the system and making it welcoming to all. In case of the children with special needs, inclusion illustrates the shift in services from mere education to personal development. Inclusion is based on recognition of the capacities and potential of all children to develop if the environment is responsive to their needs [Rao: 2003].

Inclusion in education system is more than access to education. This perspective has led the necessity to change traditional techniques and strategies and reflecting on collaborative research projects by teachers, pupils and researchers. It also challenges the classic pedagogy of teaching and lead to conflict between values and goals [Vassilio, S.A and Magda, A.N: 2009]. Considering the fact, Government of India had taken initiatives to provide 9 access to education for the children with special needs. One of the great and contemporary initiatives is 'Universalization of Elementary Education' (UEE).

Inclusive Education is a process and an entry point to improve the quality of schools. A majority of policy makers said it was just a laudable theory which could not be put into practice. Lack of faith in their own education system is one of the major causes for the hesitation to accept inclusion in letter and spirit along with lack of convergence in teachers' trainings. There is an urgent need for interventions for equipping general teachers with special skills, making general curricula, teaching methods, evaluation procedures, disability-sensitive learning material and skills in addressing the attitudes of other children in the school. This will help in ensuring effectiveness of such interventions. Otherwise Inclusion and Mainstreaming can easily become "main dumping". So, the concept Inclusive Education needs a careful understanding (CBR Network: 2005; 15).

BACKGROUND OF THE INCLUSIVE EDUCATION PROGRAMME

India is constitutionally committed to ensuring the right of every child to basic education. The Government of India has created numerous policies around special education since the country's independence in 1947. One of the earliest formal initiatives undertaken by the GOI was the Integrated Education for Disabled Children (IEDC) scheme of 1974 (NCERT, 2011). The Kothari Commission (1966) which highlighted the importance of educating children with disabilities during the post-independence period (Pandey 2006). In 1980s the then ministry of Welfare, Govt. of India, realized the crucial need of an institution to monitor and regulate the HRD programmes in the field of disability rehabilitation. Till 1990s, ninety percent of India's estimated 40 million children in the age group- four-sixteen years with physical and mental disabilities are being excluded from mainstream education.

The National Policy on Education, 1986 (NPE, 1986), and the Programme of Action (1992) stresses the need for integrating children with special needs with other groups. The Government of India implemented the District Primary Education Project (DPEP) in 1994–95. In late 90s (i.e. in 1997) the philosophy of inclusive education is added in District Primary Education Programme (DPEP). This programme laid special emphasis on the integration of children with mild to moderate disabilities, in line with world trends, and became one of the GOI's largest flagship programmes of the time in terms of funding with 40,000 million rupees (approximately 740 million US dollars). SarvaShikshaAbhiyan (SSA) was launched to achieve the goal of Universalisation of Elementary Education in 2001, is one such initiative.

Three important aspect of UEE are access, enrolment and retention of all children in 6-14 years of age. A zero rejection policy has been adopted under SSA, which ensures that every Child with Special Needs (CWSN), irrespective of the kind, category and degree of disability, is provided meaningful and quality education. National Curriculum Framework (NCF) 2005 has laid down a clear context of inclusive education.

NEED AND IMPORTANCE OF INCLUSIVE EDUCATION

It is very essential to include children with disabilities in the educational mainstream. The need of inclusive education is explained below. Need for family's vision of typical life for their children can come true. All parents want their children to be accepted by their peers, have friends and lead regular lives. Inclusive settings can make this vision a reality for many children with disabilities.

NEED FOR DEVELOPMENT OF POSITIVE UNDERSTANDING OF THEMSELVES AND OTHERS

When children attend classes that reflect the similarities and differences of people in the real world, they learn to appreciate diversity. Respect and understanding grow when children of differing abilities and cultures play and learn together.

NEED FOR FRIENDSHIP DEVELOPMENT

School are important places for children to develop friendship and learn social skill. Children with and without disabilities learn with and each other in inclusive classes.

NEED FOR LEARNING IMPORTANT ACADEMIC SKILL

In inclusive classroom, children with and without disabilities are expected to learn to read, write and do. with higher expectations and good instruction children with disabilities learn academic skills.

NEED FOR ALL CHILDREN LEARN BY BEING TOGETHER

Because of philosophy of education is aimed at helping all children learn everyone in the class benefits. Children learn at their own pace and style within a maturing environment.

CHALLENGES TO IMPLEMENT INCLUSIVE EDUCATION

In India the number of the disabled people is so large, their problems so complex, available resources so scarce and social attitudes so damaging.

The road to achieving inclusive education is a long and varied one, on which challenges and opportunities will arise. India is a multi-lingual, multi-cultural, multi-religious country, and its people are stratified along sharp socio-economic and caste lines. With an estimated 1,210 million people, India is the world's second most populated country after China. It has 17 percent of the global population and 20 percent of the world's out-of-school children. The aim of inclusion is to bring support to the students. The key SRJIS/BIMONTHLY/DR. J.D. SINGH (3222-3232) DEC-JAN, 2016, VOL. 3/13www.srjis.com Page 3227 purpose has become more challenging as schools accommodate students with increasingly diverse backgrounds and abilities. According to official estimates from the Census of India (Government of India, 2011), the number of people with disabilities in the country is 26 million, or roughly 2.1% of the total population. However, UNICEF's Report on the Status of Disability in India (2000) states that there are around 30 million children in India suffering from some form of disability. 10% of the world's population lives with a disability, and 80% of these people with disabilities live in developing countries. But 75% of people with disabilities live in rural areas in India. The Government has created numerous policies around special education since the country's independence. There could be many challenges for educating children with disabilities in regular classrooms. These challenges could emanate from scarcity of adequate human and material resources, negative attitudes of teachers and community, non-disabled peers and their parents. Although the Government of India has attempted to create policies that are inclusive for people with disabilities, their implementation efforts have not resulted in an inclusive system of education. Moreover, the number of students dropping out of school is getting higher, especially in poverty-stricken areas. Students are forced to leave school due to their parents' poor economic condition, and to work to help their parents make ends meet. This leads to the growing number of child laborers, which in turn leads to physical

and psychological disabilities. There are particular challenges around negative attitudes and behaviour, on the part of both teachers and parents, in relation to the ability of disabled children to learn. Another serious challenge is the fact that most disabled people are still excluded from equal access to mainstream education. Large class sizes present another challenge for the implementation of inclusive education in the Indian context. Das, Kuyini and Desai (2013) examined the current skill levels of regular primary and secondary school teachers in Delhi, India in order to teach students with disabilities in inclusive education settings. They reported that nearly 70% of the regular school teachers had neither received training in special education nor had any experience teaching students with disabilities. Further, 87% of the teachers did not have access to support services in their classrooms.

FEW MEASURES FOR IMPLEMENTING INCLUSIVE EDUCATION

The Right to Education (RTE) must apply to all citizens of India. State and central Governments as well as all the other social actors should recognize the importance of a broadened concept of inclusive education that addresses the diverse needs of all learners. A policy of inclusion needs to be implemented in all schools and throughout Indian education system (NCF, 2005). Schools need to become centres that prepare children for life and ensure that all children, especially the differently abled children from marginalized sections, and children in difficult circumstances get the maximum benefit of this critical area of education. SRJIS/BIMONTHLY/DR. J.D. SINGH (3222-3232) DEC-JAN, 2016, VOL. 3/13www.srjis.com Page 3229 The preparation of teachers for rural special education programmes should be planned differently, as the aim of these programmes would be to integrate disabled persons in their own environment and community. As a system, inclusive education should be flexible. Its flexibility must be reflected in the methods and materials used to give these children the widest possible access to the regular curriculum.

A school-based support team should develop strategies for the whole school to meet the needs of learners with special educational needs. This team should also be a resource for teachers experiencing problems in their classrooms. The school has the primary responsibility for helping children learn alongside their typically developing peers. An inclusive school must enable education structures, systems and methodologies to meet the needs of all children, particularly those who face the greatest barriers to achieving their right to education. Parents have a right to be involved in all decision-making concerning their child. They should be seen as partners in the education process. Where there is such co-operation, parents have been found to be very important resources for the teachers and the schools. Bringing special children into mainstream requires adjustments that schools need to make in advance. Transport facilities should be altered, so that these children can move around with relative ease. Architecturally, there should be ramps and wheelchair access constructed in service areas such as toilets.

Necessary school supplies such as audio learning or textbooks in Braille should be made available. Suitable modification to examination system may be required, so as to eliminate pure mathematical and logical assessments Teachers' attitudes towards inclusive education could be formed and developed in the context of an educational system which can provide some specific conditions in order to have a good practice in this field. Families with children without disabilities should develop relationships with families with children with disabilities and be able to make a contribution.

PROBLEMS FACED BY STUDENTS

- Lack of understanding
- Adjustment problem
- Isolated and segregated
- Inferiority complex
- Lag behind
- Feeling of Extra burden
- Insecurity
- Lack of expression
- Introvert nature
- Negative approach
- Shyness

ROLE OF TEACHER**Curriculum modification**

Most teachers who teach in an inclusive classroom modify their curricula to meet need of their special education students. Curriculum modification can include provision of an audio-taped text shortened assignments and summarized chapters of the text book as well as tools such as graphic organizers and color-coded chapters.

COMMUNICATION

It is important for inclusion teachers to advocate the needs of their special education

Class room environment

According to teacher vision successful inclusive classroom are those that are taught by teacher

- Interaction with family*
- To be able to solve their problem*
- To develop new learning strategies*
- To be able to develop self confidence*
- To be able to provide special facilities*
- To be able to look after their personal needs*
- To be able to recognize their hidden talents*

TEACHING STRATEGIES FOR INCLUSIVE EDUCATION**Co-operative learning Peer tutoring Multi-sensory teaching****DESIGN OF CLASSROOM FOR INCLUSIVE EDUCATION**

- *Size of class*
- *Teaching aids*
- *Restriction of time*
- *Arrangement of light*
- *Attention to physical needs*
- *Special attention to disabled children*

REFORMS IN CURRICULUM

- Use of teaching Aids
- Simple curriculum
- Adequate facilities
- Participation in games
- Co-operative curriculum
- Providing reading material
- Participation in co-curricular activities
- Multi-level and flexible curriculum

NATIONAL CURRICULUM FRAMEWORK (NFC) 2005**NORMAL CHILDREN TEACHER CHILDREN WITH SPECIAL NEEDS**

- Gifted children
- Normal children
- Mentally challenged children
- Physically challenged children

BARRIERS IN INCLUSIVE EDUCATION

- Negative approach
- Lack of physical facilities
- Lack of funds
- Lack of trained teachers
- Social discrimination
- Emotional problems
- Educational problems

STRATEGIES TO IMPROVE INCLUSIVE EDUCATION

Mainstreaming Encourage students Improve textbooks

- Special training to teachers
- Special care of special children
- Improve methods of teaching
- Provision of required resources

CONCLUSIONS

Inclusive education in mainstreaming has been promoted on two bases: the rights of children to be included in mainstream education and the proposition that inclusive education is more effective. This review focuses on the latter issue. The evidence from this review does not provide a clear endorsement for the positive effects of inclusion. There is a lack of evidence from appropriate studies and, where evidence does exist, the balance was only marginally positive. It is argued that the policy has been driven by a concern for children's rights.

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A GLIMPSE ON THE IMPACT OF FEMINISM ON INDIAN ENGLISH LITERATURE

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ABSTRACT

Challenging the traditional framework that construct the 'women' is the main motto of feminist. As Simone de Beavoir puts it, "One is not born, but rather becomes, a woman.... It is civilization as a whole that produces this creature, which is described as feminine". For centuries human experiences have been identical with the masculine experiences, which made the collective image of humanity one sided and incomplete. Woman has not been defined as a subject in her own right, but merely as an entity that concerns man either in his real life or in his fantasy life. This situation has remained the same for centuries. What have shaped the feminine perspective differently from the concerned or parallel developments in the Western culture and in the Indian Continent are differences in dress, in attitudes, in cultural behaviour and family structures. In addition to this, the feminist movement in its initial stages was submerged in the freedom struggle. And, the freedom struggle liberated women from conventional social constraints and gave them Constitutional Rights. The changes that took place at the social level were the natural aftermath of the political upheaval.

INTRODUCTION

The Indian society believes that men have the power and cultural hegemony in the society. A peculiar feature of the Indian society is that men defend maleness and consider women not manly which is not basically human. In this context Linda Gordon's opinion is, "Feminism is an analysis of women's subordination for the purpose of figuring out to change it deserves a mention". This should, conceptually speaking, take to a concentrated study of feminism to place in the proper perspective whatever is vital about woman in life and literature.

The women-centered perspective now locates specific virtues in the female experience. This should, conceptually speaking, take to a concentrated study of feminism to place in the proper perspective whatever is vital about woman in life and literature.

SOCIO-POLITICAL MOVEMENT

The fact remains that feminism is essentially a movement social in basics and socio-political in proliferated dimension and it is primarily directed against the sufferings of women at the hands of wicked men". An ancient lawgiver of Hinduism, Manu says, "The father looks after her during childhood, the husband protects her during youth, and the sons take care of her when she becomes old. Woman is never fit for freedom". This forms Indian view of womanhood that relates primarily to the Indian fabric of living. It is necessary therefore, for the feminist to remember that the Indian society has provided a very complex picture of womanhood. In the modern times we have great political luminaries as Kasturba, Sarojini Naidu, Indira Gandhi who took leading part in making India free. Services of Tara Bai, Ahalyabai, Razia Begum, Rani Durgaavathi, Jhansi Laxmi Bai etc. to our nation are rare and remarkable in nature. Women like Gargi, Mitreyi of ancient times enriched our spiritual heritage. They are also examples of emancipated women.

Primarily the modern Indian feminist movement may be said to have begun with Raja Ram Mohan Roy's success in making the East India Company Government pass a bill making it illegal and punishable for a widow to burn herself on the funeral pyre of her husband. Later, the Brahma Samaj and Arya Samaj worked for the upliftment of women. In Maharashtra, Ramabai Ranade did laudable work for upliftment of women. Later, into the political sphere stepped women like Sarojini Naidu, Vijayalaxmi Pundit and others who fought shoulder to shoulder with men for political freedom under Gandhiji's leadership. Social woman's voice became mute; the term silence is a part of the constitution of female identity, that subjectivity is a crucial factor to women.

Sophocles says, "Silence gives the proper grace to women". Women speak on sufferings in the patriarchal order. That is why culture prefers them to be silent. The concept of silence recurs in women's writings. Women writers have proved themselves as silent protesters. They have given vent to their feelings of protest in their poetry. In pre - independent India, Toru Datta, Sarojini Naidu and a host of other poets produced the best kind of poetry. Toru Datta, a pioneer of Indian English poetry, whose first years of writing poetry were years of estrangement between the family and the Orthodox Hindu community, treated Indian epics and mythologies. Her poems are more than mere poems of action and character. Her heroines of epics and mythologies like Savitri, Sita etc. display a feeling of revolt. As Rajaji comments "The tenderness and purity are the untold sufferings of women take shape as in the Uttar Ramayana are like an un-flickering lamp. It throws light on the equality of their hearts". Toru Dutta observes "sufferings of women but does not extricate the feelings of

women. Sarojini Naidu, the woman, the mother, the patriot, looks into the buried and broken heart of woman. She sees there a new vision of the chained mother and vowed to break the bonds". Her two collections of poems, namely, 'The Golden Threshold', and 'The Broken Wing' consist of sensitive beauty, and the beauty of living, beauty of holiness. There is no distinction of woman's suffering in her poetry. For, Naidu is a patriotic poet, freedom struggle is the main motto of her poetry. Meena Alexander, Sujata Bhatta, and other modernist poets have written poetry on their surroundings, whereas Gouri Deshpande's 'Beyond The Slaughter House', a collection of poems, provides enough proof of her disinterest in Hindu ethos. It is the duty of a Hindu woman to bear children to destroy ancestral darkness. But Gouri rejects babies. Foetus was aborted by her for economic, legal and social reasons. Gouri was able to differentiate the hierarchy between male and female and come out with the injustice she faces in the society. Kamala Das, one of the most aggressively individualistic of the new poets is a new phenomenon in Indo-Anglian Poetry, Kamala Das, a fierce feminist dares without any inhibition to articulate the hurts she received in an insensitive and largely man-dominated world. Her poems in 'Summer in Calcutta' and 'A dozen Poems' describe the heat of Summer, urban sophistication, urban males, and the contrast between desire and spasm. She exclaims: 'Who can help us who have lived so long And have failed in love? The heart an empty cistern, waiting, through long hours, fill itself With coiling snakes of silence... She pours out in the above lines the cauldron of her personality, her sensual longings, frustrations, humiliations and triumphs. Kamala belongs to the Nair Caste, of which she makes a few pejorative remarks such as, "The Nair males are violent in temper and they are crude when sexually aroused. She seems to have not loved anyone including her. She is the type of an unhappy soul who wants the whole world to turn on the axis of her personality, and when it refuses, she condemns it. Feminism comes naturally in her poetry".

Other women poets like Monika Varma, Margaret Chatterji, Tapati Mookelji, Tilottama Rajan, Sujata Balasubramaniam express their views about the vitality and variegated richness of the current output in Indo-Anglian poetry. The touches of feminism have played the vital role in their poetry.

FEMINISM IN INDIAN SHORT STORIES

The publication of stories from *Indian Christian Life* by Kamala Sathianandan in the year 1898 marked the beginning of the short story in English, by the Indian writers. However, the tradition of the short story in India may be traced back to the 'Panchatantra', the Jataka Tales, Katha Sariotsagara. When the Indian short story came of age in the 1930s, its possibilities as an art form were realized. Anita Desai - with Desai, the Indian short story attains a certain degree of maturity, especially in her psychological portrayal of the inner self in her collection of short stories entitled 'Games at Twilight and other Stories' (1978). She pleads for an attitude of moderation and adaptability of changing circumstances in the virtue of her successful characters.

INDO-ANGLIAN LITERATURE

Looking at Indo-English literature of the 1970s it appears that the contribution of female authors has markedly increased and that a greater awareness is also to be found, with many critics to direct their attention at the literary depiction of the modern Indian women's problems, be they of a psychological, emotional, a social or an economic nature. Women's literature is solely or overwhelmingly concerned with comprehensive investigations of a more fundamental nature i.e., common themes like the clash of cultures, East V/s West, Spirituality V/s Materialism, the ideas of India V/s the Externalized goals in the West etc. Most of the young female writers preferred short form of narration to express their ideas. Majority of the writers of the 1970s belonged to the middle class. Life of this class in India does seem to offer the opportunity, the challenge and the material means to a woman to sit down and write her own stories. The experience of life seems to have been much more predictable to them because of their own traditional role as 'woman in the family' and 'woman in society'. Thus female writers, accordingly, chose their themes within the confines of the clearly drawn 'sphere of women'. The short story writers awoke to the question traditional images by way or probing into meaning of a single experience; a mood or a sentiment based on a moment or moments of rebellion. The use of the long narrative form by a generation, as it were, is in the midst of working out for itself new vistas, new approaches to master one's life and experiences would not meet the authors' requirement to give adequate expression to these probing. This is once again 'wrestling with reality'. The use of short story indicates, as it was, the development of the 20th century woman. In the stories of the 20th century women, a woman is given primary importance, and her relationship with man, in many cases her husband, is most touched upon.

Besides, a number of stories depict experiences of girls or young women on the brink of womanhood. These constellations, no doubt, do not differ very much from those of earlier writers but there is a significant difference, more often than not the relationship of man and woman is portrayed as being strained or women is portrayed as being disturbed or even questioned, what we call a feministic trend, and quite frequently this disturbance arises out of the woman's attempt to discover for herself a meaningful life in society, be it in her

profession or in her social activities outside her home. For example, in Raji Narashimhan's 'the Last Embrace', the narrator's wife decides to leave him, 'to retire from life'. Similarly, their daughter decides to live her own life, having turned her attention away from home towards a young man with whom she is in love. Little is being said about the motive of his wife's decision in this story. Joshi, the narrator, feels his supremacy as man being questioned and the only thought he can think of is how to reaffirm it once again by a 'Last Embrace'. From Joshi's reaction it becomes clear that to her, he has become unimportant, a non-entity, who perhaps never in their married lives, fulfilled her deepest desires and needs as an individual. In the same writer's 'A Village Story', a woman leaves her husband to take up teaching in a village. When he visits her to coax her into coming back home to him, she sends him away. Quite similar in theme is Sunita Jain's 'The Landing' telling about a woman's and her children's return from the United States to India leaving husband behind in search of a meaningful life. In Shashi Deshpande's 'Rani', a young woman makes love to her doctor, while her husband is dying. Having married her lover, the past to the woman seems a closed chapter not meant to disturb her decision to live a new life. What all these stories show is that the authors are not so much concerned with the analysis of their heroines' past experience or tribulation, nor are they anxious to justify their decisions 'to be free'. Rather, they are interested in portraying a women's deliberate act of liberating herself and, at times, to behave independently and to turn to a new page in their lives is of such monumental importance. Writings like these, attempting to define a new and anti-traditional image of the role of women can be supplemented by stories in which women question their roles of dependence on the male but are neither sure of the consequences of such question nor of the roles they are hoping for. Malathi Rao's 'Rita', 'Passion Fruit' and 'Oh America' deal with woman's quest for self-discovery. The story 'Rita' shows the growth of the relationship between a young man and a young woman who share a similar undecided outlook on life. Malathi Rao acted in a more emancipated manner in a case where both the young man and the young woman, are being 'offered' the same chance of proving their individuality. At the same time, Malathi Rao's 'Blue Muffler' or Shashi Deshpande's ironical 'A Liberated Woman'. 'The Intrusion', 'An Antidote to Boredom', 'The Dim Corridor', 'The Eternal Theme', all depict the destruction of woman's innocence or of her attempts at self-discovery by the rule of a social mores prevailing in a man's mind or by a male who expects as a sort of a natural law female's obedience and total submission. 'Not for the physical pain, but for the intrusions into my privacy, for the violation of my right into my privacy, for the violation of my right to myself (The Intrusion) reveals her idea. As 'The Intrusion', illustrates the women writers of the 1970s are as realistic as their predecessors and refrain from painting a reality which does not yet exist because in spite of tremendous changes in India during the last forty or fifty years society has proved it is resilience to concepts of man and woman. Thus, the daring of individuals as portrayed in the short stories written in the last ten years or so must be understood as exceptional rather than the rule. Shirwadkar's conclusion on the portrayal of women in Indo English Literature of the 1950s and 1960s which stresses their frustration rather than a sense of fulfillment' Indian women's writing of the 1970s represents an important step ahead which discloses the careful attention of the critic and the interest of the reader. One can establish an order through defiance. One is driven to a situation where there is no way but to hit back. Women writers have tried to hit back with whatever force they have one such writer is Raji Narsimhan, whose novel 'Forever Free'(1979), is a very good example of establishing a different model of living through defiance. Another novel by Uma Vasudev, 'The Song for Anasuya' (1978), is of this kind, of paying back the men in their own terms.

A feminist novel for India is not a novel which a woman writes just because she is a woman and knows how to write. It is written by the one who has understood a woman both as a woman and as a person pressurized by all kinds of visible and invisible, external and internal forces, by the one who is not carried away by feminism. An attempt shall be made to study the various aspects of feminism that were taken by Shashi Deshpande in her novels and to see how far she has succeeded in securing for the members of her sex, their present available status in the family and in society.

There were feministic elements in the novels written by men and women before, but after 1950, feminist novels started becoming more prominent, Venu Chitale's 'In Transit' (1950) Shanta Rama Rao's 'Remember The House' (1956) Attiya Hussain's 'Sunlight On a Broken Column' (1961), Nayantara Sahagal's 'The Day In Shadow' (1971), Bharati Mukherjee's, 'The Tiger's Daughter' (1973), and 'Wife' (1976), Ram Mehata's 'Inside The Haveli' (1977), Mrinalini Sarabhai's 'Thus Alone Is True' (1977), Veena Paintal's 'Midnight Woman' (1979), and Anita Desai's novels are the prominent ones. They discuss distinctly the day-to-day problems such as marital disharmony, sex violence, divorce, extra-marital affairs, role conflict, problems of working women, spinsters etc. One of the later women writers is Shashi Deshpande. She has certainly some feministic elements in her novels, a fact which has inclined some critics to think of her primarily as a feminist. In fact, her attitude to feminism has been changing with time. Talking of her views, P. Ramamoorthi writes,

“Shashi Deshpande feels embarrassed to be called a woman writer and she is not very enthusiastic about the label feminist”. But within a few years, Deshpande came out with a statement “I, now have no doubt at all in saying that I am a feminist. In my own life, I mean. However, not consciously, as a novelist. I must also say that my feminism has come to me very slowly, very gradually and mainly out of my own thinkers and experiences. I started writing first, and only then discovered my feminism. And it was much later that I actually read book about it” in an interview given to Stanley Corvalho in 1990, she said, “It is debatable whether my books are feministic or not”. While she had told M. D. Riti in 1988, “I began reading feminist writings only recently, while my writing has reflected feminist ideas from the start. The contradiction in the statements made Car Valho and Riti is, however, only apparent and not real, by ‘feministic’ she only means propagandist two feminist writers she mentions, as her having read are Simon de Beauvoire and Germaine Geer, but she also says that she read them quite late, long after she started writing, and that they stimulated her. The other feminist writers she is known to have read are Betty Friedan, Virginia Woolf, Margaret Drabble and Doris Lessing. But she has repeatedly asserted that she has never used literature for propagandistic purpose. Shashi Deshapande told Dr. Vanamala Vishwanath, “I don’t believe having a propagandist or sexist to my writing. If it presents such a perspective, it’s only a coincidence”. Ramamoorthy was so right in asserting, “However much she may deny the influence of feminism in her novels, it is the core of her novels ... it becomes quite obvious that the women she has created are feminist, if she is not one”. (apparently this was written before, Smt. Sashi Deshapande came out with the statement that she was personally a feminist). The protagonists are depicted as more intelligent and capable than men are. All the novels are first person narratives, which naturally expresses the feminine point of view. They react to the outmoded traditions and superstitions which tend to impinge upon their personality. They are against marriages and are inclined towards sex freedom. But except in one novel, sex freedom is a minor matter. The protagonists are depicted as having the right of education and exercising their right to have the education they want. They assert themselves in doing what is nearest to their heart. They play a wider role in the social frame of work than average woman as a teacher, wife, novelist, journalist, doctor, or social worker. They are depicted as having the capacity to lead independent lives and making a success of it. In the early stages of their lives, they feel cribbed, cabined and confined in the patriarchal schemes of things, but breakout to be in the open. They go out into the world but they feel a sense of nostalgia for home, which but also proves to be a source of support for them in their difficulties. Home symbolizes the ethos from which they cannot entirely cut themselves off, even if they desire to do so. Shashi Deshapande had expressed her impatience with reviewers who routinely used words like, ‘Sensitive’ and ‘Sensibility’ of the ‘writer happens to be a woman’. The novelist writing mainly about women’s victimization has dogged her far too long. The only other exportable slot the media would think of was the champion of oppressed women. In an uncompromising toughness in her attempts to do what has never been done in English was done by Sashi Deshapande. The only novel in which Shashi Deshapande deals at some length with the problems of sex morality is ‘Roots and Shadows’. The first to be written and second to be published by her. Since it was the first one to be written, we may sensibly assume that the problems dealt with here were nearest to her heart and worried her most. The problem in the novel is the dead weight of tradition in a joint family under the patriarchal system, retarding the natural development of a spirited but sensitive young woman. The system was in existence some decades ago and in some places, it is even today a distinguished characteristic of Indian life. This was an advantage in the agrarian community. However, a rapidly developing commercial and industrial society broke up the old order and unitary families became more common. In the novel four generations, live together under the hierarchical dictatorship of AKKA, Indu’s grandfather’s widowed sister, since the grand father is dead. A household like this cannot be without certain drawbacks. “Living too close, too entangled with one another, so that if you move you are bound to hurt someone else. And if they move they hurt you. So many diverse pulls, so many conflicting feelings”. The one custom against which Indu has a firmly rooted prejudice is arranged marriage. Speaking about the prospective bridegroom of Mini, Akka declares “He has two legs, two arms, two eyes, two ears, so what he’s a little dark? So what if he’s not too bright”? (p. 52). ‘May be the boy is a little ugly, may be a little stupid... but everything else is fine. The family is good, it is known to us, they have money, she will be comfortable’? (p. 56) Mini herself realistically asks, ‘what choice have I Indu’? (p. 137) 20. Indu feels sorry for the helplessness of Mini and of thousands of other girls not only as a feminist but as a simple human being. But when she thinks of the disillusionment of her own love marriage, there is much to ruminate over. She realizes that because of her realistic attitude Mini will be content with on her life, while she herself had been extremely happy but that was only for a short time. Her love - life has been story of disillusionment. “Jayant and I . . . wish I could say we have achieved complete happiness. But I cannot fantasized” (p. 14) How ecstatically happy she had been in the beginning tells Naren, ‘You know the word’, Deflowered ‘they use for girls, Naren? but I told myself my body had burgeoned into a flower of exquisite felicity, (p. 90)

There was a time when she had desired that traditional concept of an ideal woman was the one who loses her identity in husband. That is exactly what had happened to her. She dresses to please him. When I look in mirror, I think of Jayant. When I undress, I think of him. Always what he wants, what he would like isn't there anything, I want at all? Have I become fluid, with no shape, no form of my own? Moreover, that movement a savage truth had started me in the face without wants there is no 'I' (p.54). However, Jayant is just the opposite – "He too expects me to submit, no, not expected. He took it for granted that I would" (p. 174). She submitted because she was afraid of future. She had to show to others that her marriage was successful. There was a certain amount of incompatibility of temperament between. "It's more like.....we're on different levels.....He chooses his level. And try to choose the one would like me to be on, it humiliates me", (p. 90). So she has an affair with Naren with whom she can be herself. She has come to the conclusion that love is a lie while sexual instinct is true. (p. 173). Then at the end, she makes an edifying speech for her own benefit. I would put all this behind me and go back to Jayant. What kind of life can you build on a foundation of dishonesty, had asked myself once, what kind of home have I built? Now I would go back and see if that home could stand the scorching touch of honesty. Nevertheless, I knew I would not tell Jayant about Naren and me. For that was not important. That had nothing to do with the two of us and our life together, (p. 205). There are several feministic elements in the novel - The right to have an education, the right to many whom one likes, and the right to have extra - marital affairs. The last one appears to suggest that the feminist could like both successes to have freedom to indulge in extra marital affairs rather than they be loyal to each other.

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FEMINIST VIEWPOINT THROUGH KAMALA DAS**Dr. Sayarabanu I. Durvesh**

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ABSTRACT

Kamala Das belongs to the first generation of modern English poets who evolved a new poetics for themselves and made a new start both in theme and technique around 1960's. The first phase of Indo-Anglican poetry ended in 1950's. To the poets of this period the spirit of modernism was almost alien. Their main preoccupation was the spirit of nationalism and the war of independence, partition of country. It was only in the sixties that things began to take a new dimension where a new generation of young poets took control of the Indo-Anglican poetic realm. Kamala Das is one of the most powerful voices of this post-colonial era. In Kamala Das' poetry, we find the best expression of feminine sensibility, its suppression in a male dominated society. Therefore, her poetry is confessional and autobiographical to a great extent, but at times she universalizes what is personal. This research paper would unfold how she rebels against the conventional restraints of society, which are meant to exploit women in this man made world. "An Introduction" and "Stone Age" are two of her best known poems where she is intensely conscious of herself as a woman, and through writing about the self she challenges the accepted notions of the female and redrafts general opinion of the feminine mystique.

Keywords: Feminist, Sexuality, Rebel, Patriarchy, Post-Colonial Study

INTRODUCTION

Kamala Das is the first Hindu woman to write honestly about sexual feelings and her bodily needs and was short listed in 1984 for the Nobel Prize in Literature along with Marguerite Yourcenar, Doris Lessing and Nadine Gordimer. She occupies a unique place among Indian English poets. She introduced a new idiom, a genre of her own, a novel approach and an altogether new sensibility. She gathered courage through her wistfulness to assert herself and write poetry, which became an expression of revolt against deep-rooted malaise prevalent in a patriarchal society. Feminist consciousness and language found an exponent of sensuality and spirituality in Kamala Das, who unmindful of brickbats and accolades, carried on untiringly creating poems of abiding charm, enduring empathy and inconceivable audacity. She was not an exhibitionist. She represents the essentials of every woman, their desires and anguish, giving voice to the universally voiceless women. In this venture Kamala Das carried on her mission undaunted, inviting controversies now and then till the point of her death. This paper would try to focus on her well known two poems "AN INTRODUCTION and STONE AGE", related to women psyche from childhood, as a wife, as lover, a voice against exploitation, each role constitutes different demands and a different perspective on the people around her. Such a poetic treatment belongs to the history of the recent years in which there has been a heightening of interest in the work and achievement of women in particular.

Women's poetry in India has a distinct landmark and tradition of its own right from the original tribal songs of its original inhabitants, the *pali* songs of Buddhist nuns of the 6th Century B. C., the Sangam poets of Tamil like Andal and Auvaiyar, the devotional poets of the middle ages like Mirabai, Ratna Bai, Jana Bai, Aatukri Mollw and Akkamahadevi, Muddupalani, Bahinabai, Mahlaq Bai Chanda and Sanoiya Hosannamma of 17th and 18th Centuries and reached up to Kamala Das' mother Balamoni Amma. Kamala Das's poetry has her autobiography written into it. She is not any woman or the incarnation of "essential womanhood" if at all there in one; She is an Indian poet, writing in English when Indian poetry in English is breaking free from the rhetorical and romantic tradition. Kamala's much discussed poem "An Introduction" is a comprehensive articulation of the different individual and social components that go into the making of this subgenre.

First appeared in "Summer in Calcutta" and the in "The Old Playhouse and other poems", "An Introduction" is one of the best poems ever written by Kamala Das. Here we should note that she is the inheritor of many traditions, the regional cultural traditions of Kerala and the pan-Indian tradition: and within the regional tradition she has a specifically matrilineal background provided by her caste, and a specific provincial background offered by Malabar Coast when she was born and spent her early childhood. She bears the fruit of two poetic traditions, that of Malayalam whose roots go back into the ancient Tamil Sangam Poetry and medieval folklore, and another one is Indian English poetry beginning with Henri Derozio and Toru Dutt. She herself has two poets in her family, Balamoni Amma her mother and Nalapat Narayan Menon, her maternal uncle. As a small school-going child, she felt tortured by the 'subtle sadism' of her teachers and housemaids. She did not have a university degree although she was a bilingual writer, Malayalam and English.

“An Introduction” is itself a polyphonic text with several of the poet’s voices seeking articulation in a single verbal construct. The opening statement, “I do not know Politics” has an ambiguous tone that portrays women’s marginalized position in society. Outwardly, it is a confession of ignorance, but it also conceals an irony that the society does not expect a woman to deal in politics. She is never the master in politics but just a victim of it and hence her knowledge of the names that are in power have no impact on her personal life.

Then she brings into account more specifically showing nationality, complexion, place of birth and the language known, an ironic filling up of an ungiven form. The “language she dreams in” again is ambiguous enough to warrant many interpretations: It could be that of imagination, woman’s language, English or Malayalam and many more. She also justifies her choice of English as the medium of expression as she believes that she has the right to use it with her own angularities and eccentricities, her human joys and longing. It is the voice of her instincts as is the lion’s roar and the crow’s cawing. She recalls the unconscious terrors of her childhood from trees, monsoon clouds and the rains. Speaking of adolescence her female body inscribes itself on the text and she remembers too her first encounter with masculine violence that belongs to the same frightening world of trees in the storm and the muttering of the funeral pyre. Reference to the swelling limbs, growing hairs, the pitiful weight of breasts and womb and the sad woman body “emphasize the corporal ground of woman’s experience female physicality often identified with female textually. It has been said that women suffer cultural scripts in their bodies and women writers are like the mythic woman warrior who went into battle scarred by the then blades which her parents literary used to write fine lines of script on her body. The women cannot change her body, so the poet changes her dress and tries to initiate men. But the voices of tradition would force her back into ‘sarees’, the ‘saree’ becomes a sign of convention here. She is pushed back in her expected gender roles: wife, cook, and embroiderer, quarreler with servants: the gender role also becomes a class role. The elders fill her world with taboos asking her to be her parents Amy, her friends’ Kamala or her reader’s Madhabikutty (her pen name in Malayalam). Every deviation from this fixed rule is looked upon as perversion or mental illness. Her humiliated sent begs for real love, the nature similes of the hasty river and the waiting ocean re-emphasize the element of instinct that drives the woman in her. The many ontological dimensions of her being – lover’s darling, drinker of the city nights, one who makes love, feel shame, sinner, saint, beloved, betrayed – are tied together at the end of the poem where the poet’s ego dissolves in others as soon as it is asserted. If the poet finds the male ego, ‘tightly packed like the sword in its sheath’, violent, arrogant and exclusive, she finds her identity to be a moment of deference before a final dissolution in others as she finds that her joys and aches are the same as those of her readers and common women.

Prof. K. R. S. Iyenger characterizes this poem as confessional. In addition, Devindra Kohli calls it “A candid and witty piece of self-revelation.” The poem encompasses the whole of Das’ poetic, journey including the obvious post-colonial agenda. It raises the key post-colonial feminist question of identity of women of substance who also happens to be a poet. It voices her firm refusal abandon English as an alien tongue and, on behalf of those choosing to use this language as a poetic medium, she identifies it as a vital and inseparable component of the Indian Identity.

The poem “Stone Age” belongs to Kamala Das’ third volume of poetry, “The Old Playhouse and other Poems” (1973). The entire poem is in the form of a monologue from the mouth of a woman who finds neither love nor happiness in her relationship with her husband. Like other poems of Das, this poem also deals with the theme of the failure of conjugal relationship. It also shows how step by step the wife develops illicit relationship in the hope of finding proper love but ultimately landed into a barren loveless land.

The poem can easily be divided into two distinct parts. The first part shows the treatment that the woman persona receives from her husband. He treats her not as a human being but merely as an object for beautification placed in some corner of the house. Then she becomes a stone object – a bird or stone or a granite dove. Her husband was very indifferent towards her. Instead of love, she started to beg kindness from him. The image of a fat spider settled in the mind of the wife highlights the sinister nature of man. In turn, it also shows that his love is like the web of a spider that words as a trap for its victim and helps the spider to suck up the vitality from its victim and makes it lifeless. This is a process that makes her completely dependent on the wish of the man. He pays little heed to her comforts and discomforts and even disturbs the serenity of her mind with his beastly behavior, “Fond husband, ancient settler in the mind old fat spider, weaving webs of bewilder. Be kind. You turn me into a bird of stone, A granite dove.....”

Thus dissatisfied in married life, the woman is unconsciously drawn towards illicit relationship in search of pure and true love. This desire is so strong that it makes the pull of traditionalism in her ineffective; these instincts are to be kept hidden from public eyes like gutters beneath clean cities. Behind the back of her husband, she discovers her own ways of finding love. She goes to her secret rendezvous and tries to find love outside

marriage. Curious neighbours peep on her activities as she comes and goes in her blue car. The repetitive use of blue colour indicates the innocent nature of her adventures. The woman's personal efforts to find out true love usually bring her sordid experiences of physical relationship. The man she goes to find relief from the bitter experience of marital relationship seems to be a lion to her for his fierce nature as during sexual intercourse. She remembers the taste of his moth, as well as the brutal way of his love making. Such experience of love is something different from the indifference she received from her husband. The moments of such love relationships are a kind of blinder to her. However, this experience of love turns out to be of very short duration and she knows that she has to pay the price for them. In her autobiography, "My Story" Das says, "In the orbit of illicit sex, there seemed to be only crudeness and violence." All her quests for true love end in disasters of sexual intercourse, which brings only sorrow and fatigue.

..... Ask me, everybody ask me

What he sees in me, ask me why he is called a lion,

A libertine, ask me the flavor of his

Mouth ask me why his land sways like a hooded snake

Before it, claps my pubis. Ask me why like

A great tree, felled, he slumps against my breast,

And sleeps. Ask me why life is short and love is

Shorten, still, ask me what is bliss and what its price.....

As a revolutionary writer Kamala Das always stands apart and has carved a niche of herself. In her writings the Indian first viewed the desire, the sexuality that as a woman she feels and how audaciously she proclaims it. Her poetry is the genuine outburst of her spasmodic force. It is altogether a novel arena of literature where being a woman she freely writes about her body, her instinct, her possessions, her lust which she feels for men. It is a new kind of women born in Indian context a renaissance curvature of history which borders on "The Gita's" statement given by Krishna that nature in itself is wayward, boisterous and chaotic.

Krishna says the world would be destroyed within a minute if He does not control it. Kamala Das is revolting precisely against such male chauvinism which is the will to dominate Das wants to live her life as a woman of flesh and blood, not as traditionally ideal Indian women like 'Sita' or 'Meera'. She wants to love a man who could also have the same kind of passion and sexual urgency that she has for him. This is not a crime and she argues on behalf of it strongly. Since Kamala Das did not find anyone in her life, she changed religion, went to different male partners but her quest remained unfulfilled. Instead of permanency of love, she has encountered the bareness of soulless lustfulness in relationships. She has had to make a fresh start again. The poetry of K. Das has created a new kind of space in Indian English poetic tradition. Specially from the point of view of her use of language, words and bold expression. Due to the impact of social condition and her location in the patriarchal realm, K. Das at times feels guilty. This is the moment when her conscious mind comes to play, bringing her expressions to conform to the Law of the Father-the symbolic order/the-phallic order of the land.

However again by placing herself in the realm, she has used those limitations as a strategy to subvert the hegemonic control.

CONCLUSION

Kamala Das has been branded as a confessional poet. On the other hand, she wants to generate a new role for the women in society and lend voice to the themes of loneliness and subaltern anguish. This paper tried to reveal the act of defining female space, through which she becomes a threat to the existing patriarchal discourse. This paper unfolded a new arena in the field of postcolonial Indian English writing. Colonization is a facet of patriarchy. Patriarchy and colonization go hand in hand. Whites dominate the slaves and slaves dominate the women who are colonized. Therefore, postcolonial feminists say that women are doubly marginalized and colonized. Kamala Das was a woman and a poet. Conventional studies have relegated women to BODY and MIND to men. However, Kamala Das critiqued, mocked and subverted these representations by writing through her body and about her bodily needs. In fact, her writings become a celebration of the women's body through a typical writing of her own. She is very postcolonial in the truest sense of the term as earlier poets had only written poems in praise of country, nature etc. However, Das has turned inwards, towards the self and given voice to the otherwise suppressed women's voice. This article has focused on an altogether novel aspect of postcolonial women writings in the Indian scenario and opens up a new field of studies for further research.

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IMPLICATIONS OF SMART CITY PROJECT WITH REFERENCE TO MIDDLE CLASS POPULATION IN PUNE AND PIMPRI CHINCHWAD CITY.**Prof. Archana Aher**Assistant Professor, MIT Arts, Commerce & Science College, Pune

ABSTRACT

Smart City is a growth engine of the economy. "A smart city...uses digital technologies to enhance performance and well-being, to reduce costs and resource consumption and to engage more effectively and actively with the citizens. The Key smart sectors include transport, energy, health care, water and waste. A smart city should be able to respond faster to urban and global challenges than one with a simple 'transactional' relationship with its citizens". Nearly 31% of India's current population lives in urban areas and contributes 63% of India's GDP (Census 2011). With increasing urbanisation, urban areas are expected to house 40% of India's population and contribute 75% of India's GDP by 2030. This requires comprehensive development of physical, institutional, social and economic infrastructure. All are important in improving the quality of life and attracting people and investments to the city, setting in motion a virtuous cycle of growth and development. Development of Smart Cities is a step in that direction.

Pune and Pimpri Chinchwad city clubbed announced as a smart city in 2016. Various core elements are targeted as smart city project. This research paper focuses on such core elements of Smart city project, availability of various facilities, current situation, problems and future prospects for Pune and Pimpri Chinchwad city.

Keywords: smart city, middle class, consumer durables, waste management etc.

INTRODUCTION

"A smart city...uses digital technologies to enhance performance and well-being, to reduce costs and resource consumption and to engage more effectively and actively with the citizens. The Key smart sectors include transport, energy, health care, water and waste. A smart city should be able to respond faster to urban and global challenges than one with a simple 'transactional' relationship with its citizens".

In other words: "Interest in smart cities is motivated by major challenges, including climate change, economic restructuring, retail and entertainment services moving online, ageing populations, and pressures on public finances". The terms 'intelligent city' and 'digital city' are also used.

OBJECTIVES OF THE STUDY

1. To take review of progress of Smart City project of Pune and Pimpri Chinchwad.
2. To study problems in implementation of Smart City project of Pune and Pimpri Chinchwad.
3. To study the feasibility of project with reference to availability of elements of smart city.
4. To understand the impact of smart city project on growth of middle class.

EXPLANATION

India is drawing on the development of smart cities at the global level. Prime Minister Narendra Modi's vision 'Digital India' has a plan to build 100 smart cities across the country. Modi in his speech said, "Cities in the past were built on riverbanks. They are now built along highways. But in the future, they will be built based on availability of optical fibre networks and next-generation infrastructure."

Smart City,

It's a city outfitted with high-tech communication capabilities. It uses digital technology to enhance performance and well being, to reduce costs and resource consumption, and to engage more effectively and actively with its citizens.

The idea of smart city came into formulation owing to the need to accommodate rapid urbanization of the age. Interest in smart cities continues to grow, driven by a range of socioeconomic and technological developments across the globe. A smart city is an urban development vision to integrate multiple information and communication technology (ICT) and Internet of Things solutions in a secure fashion to manage a city's assets – the city's assets include, but are not limited to, local departments' information systems, schools, libraries, transportation systems, hospitals, power plants, water supply networks, waste management, law enforcement, and other community services. The goal of building a smart city is to improve quality of life by using urban

informatics and technology to improve the efficiency of services and meet residents' needs. ICT allows city officials to interact directly with the community and the city infrastructure and to monitor what is happening in the city, how the city is evolving, and how to enable a better quality of life. Through the use of sensors integrated with real-time monitoring systems, data are collected from citizens and devices – then processed and analyzed. The information and knowledge gathered are keys to tackling inefficiency.

Pune Profile

Pune is the second largest city in the Indian state of Maharashtra, after Mumbai. The modern city of Pune has different neighbourhoods. These include the various peths of the old city on the eastern bank of the Mutha river, the cantonment areas of Khadki and Pune Camp established by the British, and numerous suburbs which are governed by a common municipal body (PMC - Pune Municipal Corporation).

Country	India
State	Maharashtra
District	Pune
Population (2011)	3,115,431
Local Language	Marathi

PCMC is a city area in Pune Metropolitan Region in the State of Maharashtra, India, who had received the “best performing city” award under urban infrastructure and governance in December 2011. It is considered the “Twin city” of Pune. It consists of Pimpri, Chinchwad, Nigdi, Ravet, Akurdi, Bhosari, Hinjewadi, Moshi, Sangvi which are governed by a common municipal body (PCMC - Pimpri-Chinchwad Municipal Corporation). PCMC is the suburb of Pune. It is located to the north-west and is well connected to the centre of Pune city via the Old Pune-Mumbai Highway.

Pimpri Chinchwad Profile

The town ship is situated at a height of 530 meters above the sea level. Atmosphere is pleasant for whole year. Three rivers – Pavana, Mula and Indrayani flow through PCMC area. In the beginning, four villages – Pimpri, Chinchwad, Akurdi, Bhosari were merged in this corporation area. PCMC covers the area of about 181 square km. The nearest airport is Pune airport. The railway station is at Pimpri, Chinchwad, Akurdi. Old Mumbai-Pune road is widened to four lanes. BRT system is under construction for PCMC area. People are known for their helping hand and charity for various religious and other occasions.

Country	India
State	Maharashtra
District	Pune
Population (2011)	1,729,359
Local Language	Marathi
Pin	411033

Source: Secondary Data

Some Tourist places near Pune and Pimpri Chinchwad city

Sr. No.	Place	Distance
01.	Sangram Durg (Chakan fort)	14 km
02.	Tulapur	14 km
03.	Dehu	14.5 km
04.	Aga Khan Palace	20 km
05.	Darshan Museum	21 km
06.	shaniwarwada	22 km
07.	DagadushethHalwaiGanapati Temple	23 km
08.	BalajiMandir	24 km
09.	Raja DinkarKelkar Museum (MastaniMahal)	24 km
10.	Okayama Friendship Garden	26 km
11.	Lonavla	57 km
12.	Sinhagad	58 km
13.	Lavasa	75 km
14	MalshejGhat	100 km

Source: Secondary Data

Research Methodology

Survey method is used for conducting the present research paper.

Hypothesis

Hypothesis

Smart City core elements are significant for growth of middle class.

Scope

1. This research study is applicable for Pune and Pimpri Chinchwad city.
2. This research study is related to citizen only.

Primary Data

Primary data is collected by Self prepared Questionnaire from 100 citizens from Pune and Pimpri Chinchwad city.

Total population of Pune and Pimpri Chinchwad area is divided into four directions. Then 12/ 13 citizens are selected randomly from each sub-area. Stratified & random sampling method is used for sampling to collect Primary data.

Sampling

Sr. No.	Direction	Name of Sub-Area	Sample selected
1	Pune - East	Khadki, Aundh, Ganeshkhind, Kothrud, Dattawadi, Anandnagar, Sahakarnagar, Dhankawadi, Bibwewadi, Yerwada, Chandan Nagar, Wadgaon Sheri, Vishrantwadi, Ghorpadi Hadapsar.	12
2	West	Baner, Balewadi, Pashan, Bavdhan,	12
3	North	Wadgaon Budruk, Katraj, Wanawadi, NIBM, Kondhwa, Undri and Mohammedwadi Wagholi, Mundhwa and Manjri.	13
4	South	Dhanori and Kalas	13
5	Pimpri Chinchwad - East	Ajmera, Nehrunagar, Morwadi, MIDC, Gawali matha, Landewadi.	12
6	West	Chinchwadgaon, Akurdi Railway station, Rawet, Pradhikaran, Akurdigaon.	12
7	North	Chikhali, Talwade, Moshi, Charholi, Nighoje, Dehu.	13
8	South	Pimprigaon, Kalewadi, Navi sangvi, Rahatni, Thergaon, Wakad.	13

Secondary Data

This is collected from libraries through magazines, articles, published literature and Research centers and internet.

Explanation

To make a city Smart city, some facilities should be provided. Such basic and additional facilities are known as core elements of smart city. These core infrastructure elements in a Smart City are as below :



Table No. 01: Quality education in Pune and Pimpri Chinchwad city

Schools: For education facilities there are many schools available for students. 214 public schools which are affiliated to state are available in Pune and Pimpri Chinchwad. 1429 private schools of ICSE and CBSE pattern are available.

Colleges: According to the 2011 Census, for higher level education there are 902 colleges (undergraduate and above), Most colleges in Pune and Pimpri-Chinchwad are affiliated to the Savitribai Phule Pune University.

Table No. 02: Hospitals in Pune and Pimpri-Chinchwad city

Hospitals: In Pune and Pimpri-Chinchwad city 1492 Private hospitals and above 194 Government hospitals are available. These hospitals are providing various treatments to patients for 24 x 7.

Table No. 03: Water supply Pune and Pimpri-Chinchwad city

Four major dams, named as Khadakwasla, Panshet, Varasgaon and Temghar are available in Pune city. 29.35 TMC is the collective water supply of four dams. 11.5 TMC water supply per annum is approved from state government but 15 to 16 TMC water per annum is drawn by the Pune Municipal Corporation. In Pimpri Chinchwad city Pimpri Chinchwad Municipal Corporation is supplying water for 24 x 7.

Table No. 04: Electricity supply Pune and Pimpri-Chinchwad

A public sector undertaking Mahavitaran or Mahadiscom or MSEDCL (Maharashtra State Electricity Distribution Company Limited) which is managed by the Government of Maharashtra provides electricity supply through 1846 sub-stations to Pune and Pimpri Chinchwad. It is the largest electricity distribution utility in India. It provides different sources of power which includes thermal, hydro, gas and non conventional sources like solar, wind etc. apart from hydro power of the Koyna Hydroelectric Project.

Table No. 05: Waste management in Pune and Pimpri-Chinchwad

As waste management is one of the core element of Smart City project, **Pune and Pimpri-Chinchwad Municipal Corporations have undertaken** initiatives in the collection and processing of the different waste streams as below -

- **Biomedical Waste** - As population is increasing in Pune and Pimpri Chinchwad city day by day, the Biomedical waste is also increasing. So to manage this Municipal Corporation has outsourced collection through 7 vehicles with GPRS tracking systems from 400 collection points across the city. It is collected in 3 colour coded bags – yellow (for incineration), red (shredding or recycling or landfill) and white (sharp and glass material that is chemically treated and sent to hazardous treatment plant located at Ranjangaon) and disposal of biomedical waste from various health care establishments.
- **Construction & Demolition Waste** - Pune and Pimpri Chinchwad city generates approximately 250 MT per day of Construction & Demolition Waste from various sources. Pune and Pimpri Chinchwad Municipal

Corporation have developed separate tenders for collection and transportation as also for processing and disposal of Construction & Demolition Waste. District administration has already allocated 2 acres of land at Wagholi for Construction & Demolition waste processing.

- **E-waste** – E waste contains many toxic ingredients including halogenated compounds PCBs and heavy metals. Presently it is collected by bhargarwallas around the city. Various processes like collection, segregation, dismantling reuse, recycle refurbishment, export, open burning and land all is presently managed by informal sector. An authorised E-waste collection centre is established at Kothrud.
- **Plastic waste** – Plastic products have become an vital part of our daily life. It has supported to increase its production. To overcome from this problem of Plastic Waste Management PET bottle crushing machines are started at 20 locations with high pedestrian footfalls.
- **Sanitary waste**- Because of increased awareness of hygiene the use of sanitary napkins and diapers has increased. So the issue of sanitary waste disposal arise. 600 to 900 pieces of sanitary napkins per day are scientifically disposed at each location. In this manner at 3 locations disposal process is going on.
- **Garden Waste** – Pune city is having 28% green cover. So everyday 60 to 70 MT of garden waste is generated. A separate collection system is in place for collecting the waste, shredding it and transporting process is done in the city.

Table No. 06: Transport services in PCMC

- **Public transport** – **Suburban Railway**, bus and **Rainbow BRTS** services operated by **PMPML** and **auto rickshaws** are available in Pune and Pimpri-Chinchwad. **Pune Metro** construction is in progress as it is rapid travel source.
- Online **transport services** like **Uber** and **Ola cabs** also available to provide rideshare and taxi services in the city.
- **Railway stations** - Six railway stations, Chinchwad, Akurdi, Pimpri, Kasarwadi and Dapodi, Pune station are there in Pune and Pimpri-Chinchwad. Indian Railways (Central zone), Pune Suburban Railway as well as the Mumbai Dadar–Solapur sections are also available in PCMC. Daily Mumbai-Pune-Mumbai express trains are available. 81 Terminating Trains, 81 Originating Trains, 134 Halting Trains and 6 Platforms are available in Pune.
- **Personal transport** - It is observed that due to urbanization the population of Pune and Pimpri-Chinchwad is increased by double from 2001 to 2017. Also there is increase in the number of vehicles by 700%.
- **Air Transport** – **Pune International Airport** located at **Lohegaon** 19 km away from Pimpri-Chinchwad. Flights to all major Indian cities are available. Also some international flights are available from this airport.

Table No. 07: Affordable housing facilities

Sr. No.	Particulars	Respondents	Percentage
01.	Affordable	11	11%
02.	Not Affordable	89	89%
Total:		100	100%

Source: Primary Data

It is observed that due to urbanization the population of Pune and Pimpri-Chinchwad is increased by double from 2001 to 2017. There is increase in residence demands also. Due to this cut throat competition is observed among the sellers which make impact on the prices of properties. As Pimpri Chinchwad area is surrounded by 20 Industrial areas the rates also vary by the locations. Same situation is observed in Pune city.

Table No. 08 : IT Connectivity

Pimpri Chinchwad are is close to the cities of Pune, Bhosari MIDC, Chakan MIDC, Talegaon MIDC metropolitan area. In recent decades, areas around PCMC have approx. 20 industrial areas. They are Jejuri, Bhigwan (Sinarmas), Indapur, Jejuri, Kharadi Knowledge Park, Kurkumbh, Patas (Additional Kurkumbh), Rajiv Gandhi InfoTech Park, Talawade Software Park, Ahmednagar I.T. Park Baramati, Chakan industrial area, Pandare, Ranjangaon, Talegaon (Floriculture), Talegaon Industrial Area.

Table No. 09: Awareness of digitalization

Sr. No.	Particulars	Respondents	Percentage
01.	Yes	62	62%

02.	No	38	38%
Total		100	100%

Source: Primary Data

62% respondent citizens of Pune and Pimpri Chinchwad city said that they are well aware with digitalization. They are using online banking facilities, various apps for transaction. Between 25 to 35 years age group prefers this digital trend. But still 38 % respondents need to counsel for the same. They are still following traditional approaches.

Table No. 10: Awareness of e-Governance

Sr. No.	Particulars	Respondents	Percentage
01.	Yes	64	62%
02.	No	34	38%
Total		100	100%

Source: Primary Data

E-governance facilities are started by Pune and Pimpri Chinchwad city. While running in the rat race, citizens are interested to save their time as well as easy access of facilities. With this observation Pimpri Chinchwad municipal corporation has started "SARTHI" helpline.

64% respondents said that, they are aware with this and also they are using the same. But still 34 % respondents are neutral and passive about this facility. So they should make aware with the benefits of the same.

Table No. 11: Various services in Pune and Pimpri Chinchwad

There are various services available in Pune and Pimpri Chinchwad . They are as follows:

- **Courier Service:** PCMC also provide Domestic and International courier service such as DTDC Courier, Shree Nandan courier service, Vadgaonkar Transport, Shree Maruti Courier Service Pvt. Ltd, DTDC Express limited.
- **Post office:** There is also government post office in Shivajinagar, Chinchwadgaon and nearby areas like Pimpri Post Office, Chinchwad Post Office, Kharalwadi Post Office, Kasarwadi Post Office, Bhosarigaon Post Office.
- **Mall:** There are 353 malls are available in Pune and Pimpri Chinchwad. They are Mall Mart, D Mart, Star Bazar, City Mall, Central Mall Mahaveer Super Shoppee etc.
- **Police Station:** 45 Police stations are there in Pune and Pimpri Chinchwad. 6 lockups are available. 2 headquarters are there. The Pune and Pimpri Chinchwad police commissioner ate covers approximately 1415 sq km.
- **Restaurants:** For food and lodging purpose various restaurants are available from 5star, 4star, 3star and 2 star categories.

Table No. 12: Women empowerment in PCMC

Sr. No.	Particulars	Respondents	Percentage
01.	Self-help groups	94	94%
02.	Women education	86	86%
03.	Women entrepreneurs	81	81%
04.	Employment	88	88%
05.	Others	12	12%

Source: Primary Data

Gender equality means that women and men should have the same rights, responsibilities and opportunities in all areas of life. Women is undivided part of the society as well as economy. So to empower each and every woman in Pune and Pimpri Chinchwad lots of efforts taken by Government, Nongovernmental organizations, Private institutions, Society members and women itself. More than 35,000 active Self-help groups are created to make women financially strong. Education is provided by 214 public schools, 1429 private schools and 902 colleges. In education section, female average literacy rate is 86.37% as per census 2011. Many women are doing various types of businesses in Pune and Pimpri Chinchwad. Also women are working in different sectors to stand on their own feet.

Table No-13: Increase in Demand for consumer Durables

Sr.No.	Particulars	Respondents	Percentage
1	Increase	100	100%
2	Not increase	0	0%
	Total	100	100%

Source – Primary Survey

Above table No. 13 shows that all the suppliers agreed that there is 100% increase in demand which is helpful to increase supply for consumer durables like T.V. Refrigerator, washing machine etc.

Demand for the products plays very important role in manufacture and supply of durables. Liberalisation and privatisation increases competition, supply of durables, concessions and facilities to purchase which resulted in to increased income of middle class in urban area. Hence it has been observed that there is 100% increase in the supply of consumer durables.

Table No. 14: Change in standard of living

Sr.No.	Particulars	Respondents	Percentage
1	Yes	100	100%
2	No	00	0%
	Total	100	100%

Source – Primary Survey

From the table No. 14, it is seen that all the respondents, agreed that there is a change in the standard of living because of increase in income.

As there is increase in income of citizen, it results in change in standard of living. Standard of living depends upon the sources of income and the quantity of income of family. Increase in income is the result of inflation, high cost of living and increase in profit margin of any business or vocation. It has direct effect on increasing supply of consumer durables.

FINDINGS

The primary data is collected from 100 citizens of Pune and Pimpri Chinchwad city as representative of population of Pune and Pimpri Chinchwad city gives findings as below:-

Findings related to Smart city project core elements

- Due to smart city project there is increase in the various facilities provided to the citizens.
- Quality Education & health facilities are provided in Pune and Pimpri Chinchwad city.
- Due to increase in demand for water and electricity facility new initiatives are undertaken in Pune and Pimpri Chinchwad city.
- Pune city has formed a core committee for waste management.

Findings on the middle class

- Due to Smart city project, there is increase in income opportunities.
- Due to an increase in income and income sources there is increase in demand of consumer durables.
- 100% Citizen Respondents said that there is change in standard of living because of increase in income.

CONCLUSION

Smart city concept has become a motivating factor for welfare of citizens in the particular area. It has also supported for increase in the demand and supply of various goods and services. This made impact on the income and income sources of citizen. Existence of huge middle class has a very strong impact on increasing demand of consumer durables. Growth in middle class and the purchasing power of people has affected the life style and standard of living of public.

With the help of primary data, it is observed that Pune and Pimpri Chinchwad city is expanding by urbanization. It's also a connecting network to Airport. There is increase in the residing population along with the increase in related requirements. Existing facilities are not sufficient. This leads to much congestion and many social and economic problems. There is a demand found for waste management, facilities for drinking water, toilet facilities, Hotels, Lodges, employment opportunities etc. So Government, Non Governmental Organizations should take initiative for the same.

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RIGHT TO INFORMATION ACT IN JAMMU AND KASHMIR: A VITAL TOOL FOR GOOD GOVERNANCE

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ABSTRACT

Right to information is a basic human right of every individual. In the year 1597, Francis Bacon said, Information is power. Indeed information is the oxygen of democracy, it invigorates wherever it percolates. Every progressive society strives towards good governance. As a matter of the fact it is the measure of the efficiency of any administration. Access to official information held by public authorities is the touchstone of a strong and efficient representative democracy. The importance of "right to information as a basic human right" cannot be negated as a potent tool to supplement the concept of checks and balances, to promote transparency and openness in the governance process by infusing a sense of greater accountability. Transformation of governance to good governance is possible if there is possibility of increasing participation of people in governance and free access to information, Dwelling on the relation of constitutional right to freedom of expression and the right to life, various judicial pronouncements endorsed its legal justification. The people have right to know every public act, everything that is done by their public functionaries. In case of Jammu and Kashmir Omar Abdullah belonging to National Conference party was subsequently elected to power and became the state's Chief Minister. A draft bill was tabled on 7 March 2009 and passed by the legislative assembly and legislative council by the 12 March 2009. The act came into force on 2 March 2009. The focus of this research paper is how Right to information Act become a tool for good governance in Jammu and Kashmir.

Keywords: Democracy, Freedom of expression, transparency, decision making process, Good governance, Corruption, Public information officer, Chief information officer, freedom of people, decisions, openness and accountability, corruption, implementation etc.

1. INTRODUCTION

Information is an unchallengeable and usual right of every individual. The participants in democratic system have right to know what, how and why of any pronouncement is made or alter by the government and its implementation. In a democratic country every person has right to freedom of belief and expression. This right includes right of holding public opinion and to search for, receive and pass on information and ideas from the public authorities. Complete accesses to information produced by society and gathered through time is a fundamental right of every citizen. It should be ensured by sound legislation. The Right to Information is a weapon for today's democratic citizens to be implicated in every political decision which is made for the benefit of the people. Right to use to information not only supports openness, transparency and accountability in administration, but it facilitates active participation of people in democratic governance process. We live in age of transformation in which the free flow of information and facts determines the pace of improvement and well being of the people. The implementation of RTI Act is, therefore an important milestone in our quest for building an enlightened and at the same time prosperous society. Therefore the exercise of RTI cannot be the privilege of only few.

2. ROLE OF THE UN SYSTEM IN PROMOTING THE RIGHT TO INFORMATION

The General Assembly in 1946 hassled in clear terminology FOI is a fundamental right and the hallmark for all freedoms to which the UN is sanctified". UN system has been emphasizing on Human Rights and United Nations Declaration of Human Rights in its article 19 provides that "every person has right to freedom belief without meddling and to seek, receive and pass on information and facts through any media and regardless of frontiers." This Article was given position in International Covenant on Civil and Political Rights through retaining Article 19, which states (1966) "every person has the right to freedom of belief and expression; this right includes freedom to grasp opinions without intrusion and to seek, obtain and impart information and ideas through any media regardless of frontiers."

The first RTI law was enacted by Sweden in 1766. The law was sponsored by Anders Chydenius an enlightened thinker and politician. Having its origin in Scandinavian jurisdiction, in the year 1766 the parliament provided access to the information held by the King of Sweden, which set the principle that government records were, by dealt, open to the public and thereby to grant all citizens the right to demand documents from government and public bodies. This piece of legislation and its profound impact on the governance mechanism over centuries can be ascertained from the fact that it stands as one of the least corrupt country of the globe. Another country

with long history of freedom of legislation in Columbia, whose code of political and municipal organisation, 1888, allowed individuals to request documents held by government agencies.

The United States of America passed a freedom of information law in the year 1967; followed by Australia and the Freedom of Information Act, 1982 was passed at the federal level in 1982, applying to all "ministers, departments and public authorities". Then followed by Denmark 1985, Greece 1986, Austria 1987 and Italy 1990. By 1990, the number of countries with freedom of information laws climbed 13. A code on access to information was adopted by Hong Kong in March 1995, and in Thailand, the official information Act came into effect in December 1997. In South Korea, the act on disclosure of information by public agencies came into effect in 1998, and in Japan, the law concerning access to information held by administrative organs was enacted in April 2001. By 2010, more than 85 countries have national level RTI laws or regulations in force including the major developing countries like China and India. Of all these, Mexico has taken the lead with one of the best examples of a well functioning FOIA in the world. The law passed in 2002 represents a vital element of Mexico's democratic transition, and became a model worldwide. Handling over 200,000 requests in its first five years have resulted in Mexico setting a new international standard for transparency legislation.

In Asia so far almost 20 nations have adopted FOI (FREEDOM OF INFORMATION) laws including Kazakhstan [FOI act, 1993], South Korea [Act of Disclosure of information by Public Agencies, 1996 adopted in 1998 and amended in 2004]. In South Asia, countries such as Afghanistan, Bhutan, Maldives and Sri Lanka, have not adopted any related legislations. Only Nepal [2007], Bangladesh (2009), Pakistan [2002] and India [2005] have such laws. In Pakistan, the FOI ordinance passed in 2002 has provision to fine up to R 10,000 when complaints are deemed to be frivolous, vexatious or malicious the ombudsmen. Likewise, in Bangladesh request for information cannot be rejected on the ground of national security. Jordan is the only Arab country to have enacted a RTI law.

South Africa along with Angola, Uganda and Zimbabwe are the only African countries to have actually passed freedom of information legislation. The 1996 constitution of the Republic of South Africa is perhaps unique, not only in the breadth of its guarantee of freedom of information, but also in that it requires the adoption of national legislation to give effect to this right, within three years of its coming into force. Thus enabling legislation, the Promotion of Access to Information Act, came into effect in March 2001. It applies to a record of public body as well as a record of a private body.

3. GRADUAL EVOLUTION OF RTI IN INDIA

The actual movement for right to information originated from the grass-roots level. The right to information was demanded in a similar way, as the right to work or the right to receive minimum wages. The origins of RTI Act movement lie in Devdungri, a small place situated in the Central Rajasthan, about 10 kilometres south of provincial town of Bhim, in the Northern pocket of Rajasthan district that adjoins the districts of Ajmer, Bhilwara, and Pali. It was 1987, four human activists ----Nikhil Dey, Anchi, Shanker Singh, and Aruna Roy settled in Devdungri. It is worth noting that Aruna Roy was a member of the elite Indian Administrative Service, but left it for her love to work for the people in rural areas.

With their greater influence, the peasants and labourer formed an association Mazdoor Kisan Shakti Sangathan (MKSS) in 1990. In the winter of 1994, their work entered a new phase, breaking new ground with experiments in fighting corruption through the methodology of Jan Sunwais or public hearings in Kot Kirana in Pali district followed by the similar hearing in Bhim and Vijaypuri both in the Rajasthan district, in Jawaja in Ajmer district and in Thana in Bhilwara district. The mode of public hearings initiated by MKSS, by contrast, commences with the premise of the fundamental right of people to information, about all acts and decisions of the state apparatus. Transparency of all development funds in the respective regions was the demand of MKSS and was based on Jan Sunwais. The MKSS managed to get documents which pointed to irregularities in certain state development projects. The documents related to public works are the muster roll, which lists the attendance of the workers and wages due and bills and vouchers. They learnt that a large number of persons, some long dead or non-existent, were listed as workers and shown to paid wages. The people gained unprecedented access to information. The public hearings dramatically changed this, and ordinary people spoke out fearlessly and gave convincing evidence against corruption, and public officials were invited to defend themselves. This differentiated the Jan Sunwai from other methods in the fight against corruption and demonstrated the potential for collective political activity. The MKSS decided to launch at a small town a Dharna. The demand was to press for the issue of administrative orders to enforce the right to information. The state government responded by allowing the citizens to inspect such documents for a fee, but not to obtain certified taken in absence of legally valid copy.

In the second half of 1998 the right to information became a topic for Rajasthan assembly election. The congress party with Ashok Gehlot, the candidate nominated for the post of chief minister supported demands of MKSS. The congress won election against BJP, Ashok Gehlot's government formed a commission to draft legislation. The state assembly passed the Rajasthan Right to information Act, in January 1999 which came into force in June 2000. It was echoed in other states. In 1996, a nationwide network of senior and respected media persons, serving and retired bureaucrats and Non Government Organisations(NGOs)activists advocated the removal of official secrets act 1923.The Delhi based National Campaign on people's RIGHT to information (NCPRI) was formed to carry out advocacy on right to information at the national level. Consequently the government of India appointed a working group under the chairmanship of Mr. H.D. Shourie. The working group submitted the draft bill on Freedom of Information in May 1997, but the draft law was criticised for not adopting a high enough standard of disclosure. The Shourie committee law was reworked into Freedom of information Bill, 2000. The bill was sent to parliamentary standing committee on home affairs which consulted with civil society groups before submitting report. The National Freedom of information Bill 2000 was introduced in parliament in 2000. It was passed in December 2000 and received presidential assent on 6 January 2003.Unfortunately a date for the bill coming into force was never notified for various reasons, and it never actually came into operation.

4. PASSAGE OF RIGHT TO INFORMATION ACT (2005)

The Coalition Government at the centre led by United Progressive Alliance formulated an agenda called 'Common Minimum Programme'. One of the agenda of Common Minimum Programme was ' . The Common Minimum Programme (CMP) stated clearly, " the Right to Information Act will be made more progressive, participatory and meaningful. In order to look after the implementation of Common Minimum Programme the United Progressive Alliance headed by Dr. Manmohan Singh constituted National Advisory Council (NAC), with the job of recommending changes in the Freedom of Information law 2002. The NAC recommended some vital changes to be incorporated, including changing its name from Freedom of Information to the Right to Information Act. Acting on the recommendations of the NAC, the UPA government headed by Dr. Manmohan Singh tabled the RTI Bill in March 2005. The parliament passed the Bill and the President of India consented to the Act, on 15 June 2005.On 15 June 2005, the President gave his assent to the National Right to Information Act, 2005.The central law came into force since it has been published in the gazette on June 21, 2005 as the Right to Information Act 2005. The Right to Information Act, 2005 is a milestone in India's progress as the biggest democracy in the world.

5. RIGHT TO INFORMATION IN JAMMU AND KASHMIR

Jammu and Kashmir is a multi-ethnic, multi- religious state with 64% Muslims, 33% Hindus, and 3% Buddhist, Sikhs, Christians and others. There are three distinct geographical regions-Ladakh (with 58% of the area and 3% of the population), Jammu (26% area, 45% population) and Kashmir (16% area, 52%

population.The primary languages of Ladakh are Ladakhi and Balti, for Jammu Dogri and for Kashmir Kashmiri. In addition, Gojri, Pahari, Punjabi, Shina, and various dialects and mixed languages are also spoken by different ethnic groups within the state. Of the 49% who reside in the Kashmir province, about 13 % are Shia Muslims. 14% of the people in Kashmir province are thepastoral nomadic Gujar and Bakarwal people.(Khan,1980,p01) rules and procedures, complete transparency and proactive dissemination of this relevant information amongst the public is potentially a very strong safeguard against Corruption. Ultimately the most effective systemic check on corruption would be where the citizen herself or himself has the right to take the initiative to seek information from the state, and thereby to enforce transparency and Accountability.

Corruption has been determined as the greatest challenge in the progress of Jammu and Kashmir. The practice of corruption has become well rooted in the society and is anticipated to be a part of any activity. For illegal benefit people paid a bribe or additional fee in the past. But now the RTI ACT has given a opportunity to root out corruption and the culture of secrecy from the government affairs, and pave the way for governance reform, greater accountability and transparency in government affairs. Across the country, a growing number of people are using the RTI applications as weapon to fight corruption and demand their rights. A number of government commissions have noted corruption as being systematic in Jammu and Kashmir because of concentration of power among bureaucrats and politicians. The culture of privacy in governance, which began during the British rule and continues. The Jammu and Kashmir has kept alive corruption where large amount of public money is diverted or redirected by the authorities. But with the Right to Information ACT people say no to bribes. The RTI has been used to bring about policy changes as well as to feed hungry mouths. Some trace the growth of corruption in Jammu and Kashmir to its militancy roots. Corruption is one of the burning issues and has become

a matter of serious discussion across the globe. People in Jammu and Kashmir are among the worst sufferers of corruption. According to centre for media studies (CMS) in its annual corruption study 2017 –has placed Jammu and Kashmir along with Karnataka, Tamil Nadu, Andhra Pradesh as most corrupt among 20 surveyed states. The study reveals that Karnataka (77%) followed by Andhra Pradesh (74%), Tamil Nadu (68%), MAHARASTRA (57%) and Jammu and Kashmir (44%) emerged as more corrupt states. The figure of Jammu and Kashmir in 2005 was 69%.The state of Jammu and Kashmir has been a great victim of corruption due to conflict and instability. The funds meant for development get mismanaged, misappropriated and looted right from village panchayat to CM’s secretariat. The special packages worth millions of rupees are announced by the central government to the Jammu and Kashmir state. The local perception prevails that the benefits of these special packages are hardly visible. Jammu and Kashmir is also provided with a special treatment than the other states of country. Enormous changes have taken place in the field of public administration with the growing transparency and accountability and people’s participation in policy making and its implementation. The decentralization of power has brought new approaches to public administration from traditional approach to modern one. Privacy no longer now can exist, every human being have right to know about administration, what govt thinks and how it performs the responsibility. In the age of liberalization and globalization the concept of invisible government no longer can be seen. The citizens and civil society must get information from the public authorities relating to their administration, operations or decisions. Right to Information Act in Jammu and Kashmir has come into being only with the parallel work of civil society and people in both rural as well as in urban areas. Using RTI one can only expose corruption or other malpractices, after that it is the job of institutions such as state vigilance commission (SVC) or state accountability commission (SAC) that have to act. Right to know is an important ingredient of participatory democracy. As citizens we should not only participate at the time of elections but on a day to day basis when decisions on policy, laws and schemes are being made. With the involvement of public there will be good quality of good governance. Good governance has become a buzz word in development today. Fighting corruption, raising accountability and promoting transparency are increasingly perceived as being indispensable to the notion of good governance. The concept of good governance is gaining popularity and is being used unsparingly in the international community to promote development, economic and social security and peace there is realisation that robust engagement with the civil society is at the heart of good governance. Transparency and accountability run parallel to each other prevail at national and local levels pertaining to economic development of Jammu and Kashmir. The transparency and accountability have remained absent which has bought a greater deal of disenchantment and even alienation from system. The first initiative in this regard was enactment of Jammu and Kashmir RTI 2004. Which is closely based upon the Central Right to Information Act 2005? The Jammu and Kashmir RTI act 2004 was enacted on 7 Jan-2004.The rules to the act were issued on 30-June, 2005.The enhancement of this act came within the larger context of the right to information movement in India. The movement culminated in the passage of the central Right to information Act. 2005, which was partially intended to supersede the various state level Acts. The central Right to information act 2005 does not apply to the state of Jammu and Kashmir, because of special provision under article 370 of the constitution of India. In September 2007,the government passed the Jammu and Kashmir RTI [amendment] Act, which was duly notified in the Jammu and Kashmir gazette in jan-2008.the Amendment Act, was technically in force, but was never implemented in spirit. In December 2008, National Conference party led by Umer Abdullah announced that new RTI Act was among their ‘Election Manifesto GOALS’. The National Conference party was subsequently elected to power, and Umer Abdullah became the state’s C.M.A draft bill was tabled on 7th March 2009[07-03-2009] passed by the Legislative Assembly and Legislative Council 2009.The ACT was subsequently gazetted and came into force on 20-03-2009.The rules to the Act were gazetted on 06-06-2009.on April 2010 new rules were gazetted which repeated the earlier rules.

6. JAMMU AND KASHMIR RTI ACT 2009 TRENDS

The people of Jammu And Kashmir State now have the right to have access to information under the control of public authorities. with the enactment of Jammu and Kashmir Right to information act 2009, government has become more open to public scurnity.RTI has improved to transparency and accountability and has also enlarged a ray of hope among people with freedom of speech and expression. The proportion of females is very less to exercise RTI act as compared to males. Intensive efforts have been made to make public authorities complaint with section 4, which has resulted into some positive response from almost all the administrative departments and number of line departments during the year under report. Now, the implementers of the Act, the PIOs and FAAs, generally show greater responsiveness to the requests of the citizens in sharing the information. In a significant move the Jammu and Kashmir State Information Commission (JKSIC) has decided to receive RTI applications and second appeals online through commission’s official website. The general

public can make use of this facility and send their complaints/appeals to the commission through the medium of the above mentioned website

RTI ACT has given a boost to Public hearings and social audit as tools of successful society, intervention in ensuring accountable administration and to fight corruption we are seeing how the people are using RTI at a marvellous increasing trend from Panchayat level to C.M.s Secretariat, from small government to Governors Secretariat and from district level to High courts.

Jammu and Kashmir RTI performance

S.NO	Item	2009-10	2010-11	2011-12	2012-13	2013-14
1	No. Of RTI requests received by Public Authorities	741	3110	12136	27619	19846
2	Percentage of rejection of requests under different provisions of the Act.	9%	4%	1.37%	1.54%	2.76%
3	Fee and copy charges collected (Rs)	30389	148613	588214	876366	640455
	Fee appeals received by the FFAs	-	-	-	1279	1877
	First appeals disposed of by the FFAs	-	-	-	1243	1723
4	Complaints/2 nd Appeals received by the Commission	13	24	974	741	747
5	Complaints/2 nd Appeals decided by the Commission	0	03	589	902	681
6	No. Of cases in which penalty imposed u/s 17	0	0	5	7	9
7	No. Of cases in which compensation awarded to the information seekers	0	0	1	0	0
8	No. Of depts./Public Authorities which have uploaded Sec.4 (1)(b) on their website.	0	2	26	9	46
9	Training programmes conducted by IMPA for PIOs	0	05	14	15	36
	a) No. Of programmes	0	213	665	4492	998
	b) No. Of participants					
10	PIO meets and interactive sessions with members of cross section of society as part of awareness programmes.	0	1	19	16	1

Source: Annual Report 2013-2014

7. CONCLUSION AND SUGGESTIONS

The Jammu and Kashmir RTI is a magnificent tool for promoting transparency, Accountability and has also removed corruption to some extent. As people in Jammu and Kashmir are worst sufferers of corruption. In Jammu and Kashmir no individual had to access to information held by a public authority up to 2004.information is very essential to participate in the life and governance of society. We can say govt and information are closely related to each other. More the access to information the greater would be responsiveness of the govt.The greater restrictions placed on access to information leads to powerlessness and alienation. A resident of Jammu and Kashmir has a right to access information with the enactment of Jammu and Kashmir RTI act 2009. With the enactment of this act the govt. has become more open to public media and other sources are playing an

important role about awareness of RTI act, mostly in case of rural and far-flung hilly areas the RTI Act 2009 was passed by the state legislature to bring an end to culture of secrecy and change the mindset of highest officials. Noteworthy changes have occurred in case of poor people with partaking of information related to new farming techniques, education, and healthcare and afforestation. The RTI act has changed the power equation between the governments and governed. It has become a potent tool to fight against corruption and demands their rights. With the JK RTI Act 2009 people say no to bribes. Transparency has become the norm of day. Thus it can be said that JK RTI Act is a potent tool that can give noteworthy social benefits. IT can sustain to democracy and can promote good governance by empowering citizen's capability to participate effectively.

8. SUGGESTIONS FOR PROPER IMPLEMENTATION

- It is very important to introduce RTI ACT in the school syllabus so that our future leaders may get brief idea about the act with this they have the idea of transparency and accountability.
- As it is evident that lack of awareness is the main challenge for proper implementation of the ACT. Therefore it is the responsibility of the government to provide more funds for the publicity of the act in case of rural population, backward classes, like SCs, STs and OBCs
- The NGOs and civil society should conduct awareness campaigns to educate rural people, about the Act. because these are the most affected groups (farmers, middle and working class) who suffer due to exploitation of public authorities.
- Public Authorities at district level must be given responsibility of monitoring and implementation of the ACT through various departmental authorities within their respective district.
- At least at college level RTI ACT should be included in the syllabus so that the coming generation say no to bribes and they should be completely aware about the RTI Act and they will be able to provide democratic ideology among others.

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ROLE STRESS AMONG WORKING WOMEN: PROMINENT CONSEQUENCE

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ABSTRACT

Stress refers to the feeling of psychological, physiological and sociological pressure. How to manage these pressures depend on our resistance level and ongoing life activities. Therefore stress may be defined as a reaction to the demands on us and our ability to contend that situation. To meet the demands of more than one group (family, job) simultaneously, resulted in role stress. Roles are the prime aspects of the employees. Employee has to perform job related functions. Employment sector as well as family has some expectations. However if the expectations and perceived roles of the individual imbalances, role stress can results. Due to the shift in the scenario from housewife to working women, creates lot of stress and strain among the working women. Present study aims to identify the symptoms and factors that cause stress among the working women. Recommendations are provided in this regard to reduce the level of stress among working women.

Keywords: Role stress, Work pressure, Employment, Expectations, Working women.

INTRODUCTION

Over the last several decades, role stress has received a lot of attention in the field of psychological, sociological and organisational research studies. Job stress is becoming an emerging issue and major concern for the women employees and the organisations. Job stress can be stated as the reaction of the individual due to organisational pressure in the working environment from which he/she feels in secured. Stress at the workplace results in the burnout and even precipitates suicidal tendencies, if left untreated. Prolonged multiple pressure(s) may be considered as the cause of role stress. Intrinsic stressors to work like time pressure and deadlines, work demands, job design, physical working conditions, and technical problems and role conflict are some of the aspects of role stress. Owing to the extreme pressures of the contemporary world, it is apt to call present century as the “Era of stress and strain.”

STRESS AMONG INDIAN WOMEN

In India, women experience stress due to dual role performed by them. Many of them strive to maintain equilibrium between roles at their workplace and their home. Working women have added a lot of work and subtracted a very little. It is this workload that creates stress for them. Researches revealed that high level of stress is felt among married women. Expectations from women are increased ; on the one hand, professional women gain more respect from the family as well as society and on the other hand they desire to gain equality in the men’s world, as a result they donot have even a hour to relax and feel stressed. Working women have to look after the home, family and job typically undergoes stress that is called multiple role stress. Multiple pressure and demands by performing multiple roles creates many problems among women. Stress is the way to fulfil the unwanted demands of our lives. Multiple role stress is associated with serious physical, emotional and behavioural symptoms which can be best understood as :

Physical	Emotional	Behavioural
1. Fatigue and anger.	1. Increased irritability	1. Unhealthy eating
2. Sleep difficulties	2. Depression and sadness.	2. Use of drugs and alcohol.
3. Allergic problems	3. Overwhelmed	3. Nervousness
4. Headache	4. Sense of loneliness and	4. Avoiding responsibilities.
isolation.		
5. Frequent health issues	5. Loss of concentration.	5. Social withdrawal.

Realising the adverse effects of role stress, a need is felt to study the possible causes of stress among working women and to suggest some recommendations to overcome them. The present paper is an attempt to make a critical study of the literature available on different aspects of role stress and to filter main factors associated with role stress.

OBJECTIVES

1. To study the factors associated with role stress among working women.
2. To suggest some measures for reducing the level of stress among women employees.

RESEARCH QUESTION

1. What are the main factors associated with role stress among working women?

LITERATURE REVIEW

- Stress at working place is a critical issue and it has been increasing rapidly. Various studies had shown the direct as well as indirect consequences of stress. Kermane M M (2016) carried out study on employed women and housewives to assess level of stress among them. Results revealed that stress level is high among the employed women as compared to housewives. Muzhumathi (2015) studied on role stress among women professionals in Chennai city on a sample of 491 professionals like lecturers, bank officers, doctors, engineers. The results showed that the working women in private sector are more stressed. Study also results that there is a significant positive
- Relationship between role stress and other demographic variables. Nagaraju and Nandini (2013) conducted study on female employees to measure their level of satisfaction in
- Insurance sector and to evaluate the relationships between occupational stress, health and job satisfaction. Results showed a significant relationship among the occupational
- Stress and job satisfaction. Rajasekhar and Sasikala (2013) observed that family responsibilities, job insecurity, high demand of performance at workplace and workplace culture are the major source of stressors among working women. Singh et al, (2012) carried out a study on female employees and found that dissatisfaction level is the prime cause of stress among women. Results revealed that there exists high level of stress in the workers of Indian Insurance Industry which significantly effects the health of the employees. Nezhad et.al(2010) focused on occupational stress and family difficulties among working women. 250 married working women with children were selected as a sample for the study. Data was analysed by using correlation analysis, multivariate and by using SPSS. It was found negative effect of stress and family difficulty on physical and mental health of women.
- Goyal and Kashap (2010) examined the various source of organisational role stress among employees working in insurance companies of Punjab mainly Jalandhar, Patiala, Ludhiana, and Gobindgarh. A sample of 250 respondents were selected from private and public companies. Findings of the study showed that there is a significant correlation among the source of organisational role stress and role isolation was the main cause that leads to stress among the employees. Mohsin Aziz (2004) studied the stress among women informational technology professionals. Results revealed that there is a difference in the level of stress between married women employees and unmarried women employees.

CRITICAL APPRAISAL OF THE REVIEWS

- Findings of study conducted by Muzhumathi (2015) showed that women have to devote lot of time to their job as compared to their family. Stress is induced due to imbalance between family and job. Results also revealed about positive relationship between role stress and outcome variables – Life satisfaction, quality of work life and depression among the working women. Nagaraju and Nandini (2013) resulted role isolation, worst work related stress and certain demographic variables do influence the level of stress among women professionals. Rajasekhar and Sasikala (2013) concluded that level of stress among working women has been increasing rapidly and there is a need to develop approach strategies to understand their strength for making role occupants and directing stress for productive purposes, equipping them to cope with stress. Harmanpreet Singh, Lakhwinder Pal Singh and Vikas Monga (2012) concluded that
- personal health is significantly effected by the high level of stress among the employees of Indian insurance companies. Nezhad et.al(2010) revealed that there exists positive relationship between occupational stress and family difficulties. Study was concluded that to reduce the level of stress among working women, effective educational tools must be developed. Goyal and Kashap (2010) also revealed that workplace stress is mainly caused by role isolation. Study conducted by Mohsin Aziz (2004) resulted that most herculean role stressors are role overload followed by personal inadequacy.

FACTORS THAT CAUSE ROLE STRESS

Stress in the job place is critical issue and it has been increasing rapidly now-a-days. Various studies had shown direct and indirect consequences of stress. On the basis of critical analysis of the related studies, the factors which cause role stress among working women are :

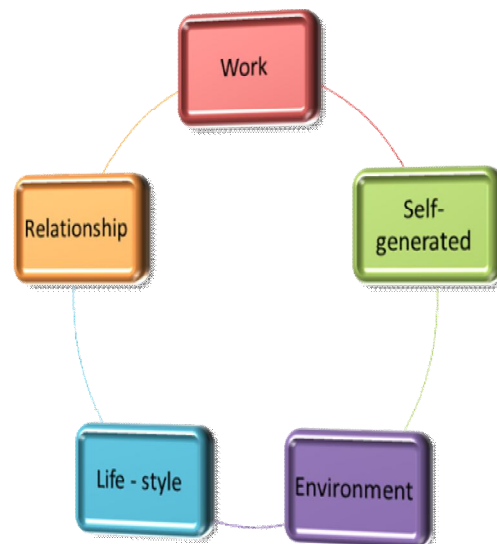


Fig-1: Factors causing role stress

1. **Work** :- A person spends most of his/her time in workplace which can be the source of stress. Overpoweringly work pressure increases the level of stress.
2. **Self-generated** :- Unrealistic expectations and perfectionism generate stressful conditions, which is caused due to the women's inner feeling and thinking.
3. **Life-style** :- Change in the life-style of peoples due to modernisation and urbanisation leads to role isolation. Working women have to maintain balance between job and family, which may sometimes disturbs resulted in frustration, anxiety, depression and workload.
4. **Environment** :- Studies had also revealed that environmental factors such as noise, excessive light can also induce stress.
5. **Relationship** :- Poor and unhealthy relationships with the spouse, family members and colleagues also increase the level of stress.

RECOMMENDATIONS AND CONCLUSION

Rapid changes in life-styles of women results in job stress, irritability, fatigue and depression. Long term stress also results to long term diseases risk. Due to the unhealthy behaviours such as unhealthy diet, poor eating habits leads to stress by which women are continuously coping up as compared to men. In order to manage stress, individual can learn to relax and enjoy every part of life. Best way to reduce stress is to avoid it, which may sometimes not be easier. So for this purpose various stress management techniques like yoga, muscle relaxation, meditation etc should be followed. Therefore it has seen that prime victim of job stress is employed women which must be given due importance by giving some relaxation by the employment sector.

1. To encourage regular meditation, exercise and healthy food eating habits.
2. Social support plays necessary factor to reduce the level of stress.
3. Better stress management methods must be developed in order to reduce the long term disease risk among women.
4. Relaxation techniques which proved to be more effective must be followed in order to reduce the level of depressive symptoms.
5. Psychological therapies should be encouraged among women for the treatment of stress disorders.
6. Maintain balance between job and personal life. It may not be so easy but not impossible.

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MODERN TECHNIQUES OF EVALUATION**Dr. Ajaykumar Ingale**Principal, Ashoka College of Education, Nashik

ABSTRACT

The process of evaluation is essential in everyday's life. If the evaluation process is eliminated from human life, then perhaps the aim of life may be lost. It is only through evaluation that one can discriminate between good and bad. The whole cycle of social development revolves around the evaluation process.

In education how much a child has succeeded in his aims, can only be determined through evaluation. Thus there is a close relationship between evaluation and aims.

In learning, it contributes to formulation of objectives, designing of learning experiences and assessment of learner performance. Besides this, it is very useful to bring improvement in teaching and curriculum. It provides accountability to the society, parents, and to the education system.

INTRODUCTION

Evaluation is an integral part of every educational system. It enables pupil to find out the progress in an individual and spot about the various ups and downs in the graph of its learning. The current system is not independent to fulfil the objectives of evaluation. Modern techniques which are more relevant to real life need to be incorporated in evaluating system. This will make it more effective and guide students towards improving their performance and realising their abilities.

According to Gronlund and Linn, "Evaluation is a systematic process of collecting, analysing and interpreting information to determine the extent to which pupils are achieving instructional objectives. Evaluation enables the evaluator to find out the various aspects of cognitive, psychological, emotional and behavioural development in an individual throughout the period of time.

According to Cambridge dictionary: The process of judging something's quality, importance, or value.

According to Mary Thorpe in "Handbook of Education Technology" "Evaluation is the collection of, analysis and interpretation of information about any aspect of a programme of education or training as part of a recognised process of judging its effectiveness, its efficiency and any other outcomes it may have."

EVALUATION

Evaluation is an attempt to appraise the quality/suitability of a resource. It is not the same as Assessment (at least not here in the UK). There are many reasons why we might want to perform an evaluation.

- Selection – which resource is better?
- Monitoring – is our development heading in the right direction?
- Justifying – show something is value for money.
- Validating – did we make the right decision?
- Improving – can we improve if we change something?
- Research – add to a body of knowledge.

NEED AND IMPORTANCE

Currently, the process of evaluation is confined to the aspects of memory, writing skills, rote learning, marks, grasping and retaining ability. It does not focus on understanding and application of content knowledge. It does not pay attention to the challenges faced by society and environment.

Such techniques should be used for evaluation that ensure social awareness, understanding, practical ability, implementation and problem solving attitude of students. It should be able to make the students curious enough to find out new dimensions of the topic.

OLD METHODS OF EVALUATION

1. **Examination:** An **examination** (exam) is a test. It is a set of question that finds out student's knowledge, skill, aptitude on various topics or fields. In education an examination is a test to show the knowledge and ability of a student. If the candidate is successful, he will have passed the examination. If he is unsuccessful he will have failed. A student who passes an examination may get a certificate or diploma.

Drawbacks

- High pressure on students.
 - Does not develop long term thinking.
 - Unfair comparison between students.
 - Emphasis on obtaining higher marks drags behind the aim of understanding and real learning.
2. **Orals:** Orals are verbal tests taken at the end of academic year to check the speaking ability of students either by reading a paragraph or delivering a short speech.

Drawbacks

- Students only memorize content sufficient for oral and lacks comprehensive approach.
 - It is very difficult for examiner to pay equal attention to all the students in limited time.
 - The language and presentations skills are not properly evaluated.
3. **Dictation:** A test in which examiner dictates piece of content or words to students and they have to write it down accurately.

Drawbacks

- Evaluates only the memory of students as the content is already prescribed.
- Students do not focus on phonetics but rather on the spelling.
- External barriers might not result into proper analysis.

4. Project

A project is a detailed study of a subject by a pupil or student. It has a specific goal. The students have to study about given topics and write their findings and present their conclusions.

Drawbacks

- The topics given are theoretical in nature. It does not arouse curiosity in students.
- Focus is only on submitting written project.
- Practical implications and understanding of the topic are ignored.
- Students do not get an opportunity to explore new ideas. They just copy and paste information from the internet.

New Techniques Of Evaluation



1. Minute Papers and Just-in-Time Teaching

At the end of a class, instructors can ask students to write for a minute or two on one of the following kinds of questions: “What is the most significant thing you’ve learned today?” “What points are still not clear?” Responses can help instructors evaluate how well students are learning the material. A similar approach is “just-in-time” teaching.

Positive effects

- These responses give the instructor a good idea of what the students do and do not understand about the concepts to be considered.
- The instructor can then adjust teaching method in a way that will help the students understand the concepts.

2. Informal Conversations

Instructors can seek feedback through informal conversations with students before or after class. They can ask students about what has been working well or what is problematic.

Positive Effects

- It can reinforce the message that the instructor is listening to students and takes input from them seriously.
- Students find it easy to ask their doubts without any hesitation.
- Students feel comfortable to share their learning experiences and feel less pressurised. This enhances their learning.

3. Index Cards

Several times during the term, an instructor can pass out index cards to students and ask them to respond to two questions, one on the front of the card, the other on the back. General questions can be posed, such as “What’s good about the course” or “Are there any problems?” or “Are the problem sets too difficult?”.

Positive Effects

This gives the teacher a clear idea of the actual progress of students.

- Students can reflect upon the effectiveness of their attention, learning, efforts and performance.
- It is portable and can be used anytime anywhere.
- Once index card is prepared it is easy to operate them and very simple to use.

4. Outside Evaluators

Midway through the term, an instructor can invite a specialist to conduct an oral evaluation with his or her students. At the beginning of the class, the teacher introduces the guest evaluator. Then the evaluator asks students to cluster into groups of five or six to (1) name something in the course they find very helpful or worthwhile, (2) suggest how the course could be improved. The evaluator then provides an oral or written summary for the instructor.

Positive effects

- Variation in the speaker will arouse inquisitiveness in the students to learn something new.
- Expertise of the specialist evaluator can lead to accurate and specific evaluation.

5. Social work

Students will be assigned certain social activities on a small scale. They will work as per their level to bring about a change in society. This will enable them to implement the values they learnt. For example; “No honking” rally at nearby signals, cleanliness in the vicinity, spreading awareness about traffic rules.

Positive effects

- Students will get a chance to explore and implement innovative ideas.
- A feeling of sensitivity will be developed among students.
- Students’ leadership, teamwork, presentation and problem solving skills will be put to test.

6. Monthly test

A required monthly test RMT is a test that must take place once a month. This test helps the teachers to keep a track record of the students’ progress throughout the year. A continuous process of examination every month makes the students stay in contact with the current topics. It acts as a gradual way of increasing the understanding and writing skill of the student with these tests.

Positive effects

- Frequent testing encourages students to study.
- Monthly tests provide feedback to the instructors.

EFFECTIVE IMPLEMENTATION OF EVALUATION METHODOLOGIES

Before revising and implementing policies and procedures for evaluating teaching, especially for summative evaluation, stakeholders should proceed in ways that will confer maximum credibility on the results of their efforts. Depending on the institution in question, administrators, the academic senate or committee on tenure and promotion, and faculty must accept that the results of evaluation efforts will be helpful both in personnel decisions and in improving the teaching effectiveness of faculty. Policies and procedures that could assist in the process include the following:

- Closely involving the institution's faculty in selecting evaluation methods, drafting the policies and procedures to be implemented at the departmental and institutional levels, and determining the procedures to be used for analyzing and reviewing the results of summative evaluations of teaching.
- Recognizing and addressing as part of the system of evaluation the full range of teaching styles and activities, both in and out of class. Effective evaluation systems should be able to assess a broad range of teaching styles and approaches.
- Making evaluation forms and supporting documents freely available to faculty so they understand what information will be considered legitimate and relevant in the evaluation of their teaching performance.
- Establishing uniform procedures for collecting and using information from students. For example, institution-wide procedures should be defined that protect the anonymity of respondents and ensure that instructors do not see end-of-semester student evaluations until after they have submitted their grade reports.
- Establishing a uniform and equitable system for the analysis and review of evaluation data, including appropriate response rates for end-of-course student questionnaires.
- Making clear which letters and surveys will be kept confidential; which can be seen by the faculty under review;

DISCUSSION

- It is evident that the current methods of evaluation are not full-fledged to discern the all-round abilities and performance of students. The evaluation system is marks and theory oriented. Though it is very effective in ensuring deeper knowledge of students, some modifications are required to evaluate other aspects of child development effectively. Some upcoming techniques as mentioned above can support the current evaluation system. These techniques are not only practical and skill oriented but they are also capable of exposing students to such experiences that can enhance their all-round development.
- From the past years it has been evident that the evaluation in the education system has its major focus on the memorizing power, rote learning, writing skill and capability of the brain to retain the previous knowledge. Whereas the current world requires students who have the ability to bring out something new within them. Therefore, the evaluation should be done while keeping in mind the creativity, problem solving ability, logical thinking and reasoning power of the student.
- Thus, there needs to be some changes in the current evaluation system. The old techniques of evaluation like examination, orals, dictation, project are teacher centric which do not provide the information of the actual growth and development of the pupil. Whereas the new techniques of evaluation are student centric like minute papers, informal conversation, index card, monthly tests, social work, exhibition. These are applied in the foreign countries. It challenges the students every now and then to find new ways to prove their efficiency and growth throughout the period of time.

CONCLUSION

- The above discussion illustrates how today's education system needs some thinking to be done in the area of evaluation. Evaluation is just not a result or marks but is actually a reflection of learner's abilities and performance. It has the responsibility to decide the future of students. Thus, it is very important to pay attention to the upcoming challenges and needs in evaluation process.

- The old methods of evaluation are not sufficient in today's world. Today, the world is more demanding and challenging. A mere ranking or degree cannot justify a person's ability to work as a valuable asset in society. Students have immense potential such as problem solving, innovation, technical abilities, language skills, presentation skills, etc. Techniques like exams, orals and projects cannot judge all of these abilities.
- New techniques which are more comprehensive need to be introduced in the education system. At the level of individual teachers and classrooms various methods like informal conversations, social work, exhibitions, monthly test, etc can be applied for a wider range of evaluation. These techniques can also be included in the formal grading system to give them more weightage. These techniques touch a variety of facets of the growth of child.
- After the completion of the teaching learning process, evaluation certifies how much the learners have acquired. It gives the teachers, students and parents a clear image of learners' potentials and interests. Thus, evaluation plays a vital role in determining pupil's future plans. Hence, effective evaluation is essential to give learners the right direction towards progress and bright future.

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STUDY OF PERCEPTION OF PARENTAL ATTITUDE ON PUBLIC SPEAKING ANXIETY IN CHILDREN OF GOVERNMENT AND PRIVATE SCHOOLS

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ABSTRACT

The aim of this research is to study the impact of perception of parental attitude on the public speaking anxiety in children (aging: 15 to 17years) of government and private school. Many studies had been done to find out various facets which could affect the various aspects of personality of child, one such facet is perception of parental attitude. To do so, the sample of 80 students was collected, comprising of 40 students from government school and 40 students from private schools (9th, 10th, 11th), by using questionnaire of Personal Report of Public Speaking Anxiety (PRPSA) developed by McCroskey (1970; 1992) and perception of parental attitude by Bharadwaj et.al in 1995. As per the result, there are few aspects of precipitation of parental attitude, especially of mother that affect the personal report of public speaking anxiety in children.

Keywords: perception of parental attitude, public speaking anxiety.

INTRODUCTION

There are various facets which take part in the growth and development of child. These facets can be either external (way society acts or behave) or internal (effect of family). As said by Greenberger et.al 1987, the parents cause the all-round development of the child that is psychological, physical and mental. So in this study the researcher wants to see that the attitude of parenting has any effect on the public speaking of the child. In 1987 Fitzgerald & Karnes et.al, studied that parents play very important role in the child's speech and language development and parents can help in improving the speech and language of the child. The parenting refers to a style of upbringing which is a responsibility of mother and father together or independently to prepare a child for culture and society as said by Veeness in 1973. According to a report in "Fathers and Their Impact on Children's Well-Being", kids who have an indulging father are more likely to be emotionally safe, assertive to explore their surroundings, and, as they grow older, have well social connections. Abundant studies have shown that dynamic and nurturing style of fathering is connected with better intellectual functioning, verbal skills, and academic attainment among adolescents.

Both the parents play vital role in development of the child. The absence of one can bring high level of imbalance in the life of the child which can induce different types of anxiety.

Speaking anxiety is one of the forms of anxiety in which person often avoid anxiety-producing social or performance situations, but when inevitable, it leads to intense anxiety and distress. Also, anticipatory anxiety often happens as a person start imagining the situation in advance of the real experience. Individuals with public speaking anxiety show a variety of symptoms in a public speaking situation, which includes sweating, palpitations, diarrhea, gastrointestinal discomfort, muscle tension, and confusion. North & Rives; 2001, Burnley et al.(1993) explained that "About 85 percent of the overall population report stating that they suffer from some level of anxiety when they are asked to speaking in public". In the condition of students, this may lead to evading certain courses or even exams in which oral presentations are necessary, avoid speaking in class, or trouble in deciding careers because they would need occasional speaking before a group.

GAP IN THE STUDY

After doing comprehensive research work, it is clear that not much research has been conducted on the effect of perception of parent attitude on public speaking anxiety. Hence there is a gap in knowledge, this research conducted in a particular area is justified.

METHODOLOGY**Problem**

- Does perception of parental attitude of mother has effect on public speaking anxiety of government and private school
- Does perception of parental attitude of father has effect on public speaking anxiety of government and private school
- Is there any difference in level of public speaking class anxiety in children of government and private school

- Is there any difference between the perception of parental attitude of mother of both private and government school
- Is there any difference between the perception of parental attitude of father of both private and government school

OBJECTIVE

- a) To compare the level of public speaking anxiety in government and private school children.
- b) To find the role of all dimensions of perception of mother attitude on public speaking anxiety in children of government school
- c) To find the role of all dimensions of perception of father attitude on public speaking anxiety in children of government school
- d) To find the role of all dimensions of perception of mother attitude on public speaking anxiety in children of private school
- e) To find the role of all dimensions of perception of father attitude on public speaking anxiety in children of private school
- f) To find out the difference between the perception of mother of government and private school
- g) To find out the difference between the perception of father of government and private school

HYPOTHESIS

- There will be no significant difference between the level of public speaking anxiety in government and private school
- There will be no significant role of all dimensions of perception of mother attitude on public speaking anxiety in children of government school
- There will be no significant role of all dimensions of perception of father attitude on public speaking anxiety in children of government school
- There will be no significant role of all dimensions of perception of mother attitude on public speaking anxiety in children of private school
- There will be no significant role of all dimensions of perception of father attitude on public speaking anxiety in children of private school
- There will be no significant difference between the perception of attitude of mother of government and private school
- There will be no significant difference between the perception of attitude of father of Government and private school

RESEARCH DESIGN

The present research is a quantitative research. In this research Correlational, t-value and descriptive technique of non-experimental has been used. A correlation is a single number that describes the degree of relationship between two variables. A sample of 80 was taken by exploratory research method.

SAMPLING DESIGN

The population for this study was children from IXth Xth and XI classes (age 15 to 17years), from this the sample of 80 children were collected, 40 from government and 40 from private school. The sample technique use was Purposive sample.

SAMPLE

This research has been conducted on children of IXth Xth and XI classes (age 15 to 17years) . The number of sample taken is 80 (N=80). The sample contains 40 government school children and 40 private school children.

TOOLS

- Parenting scale, developed by Bharadwaj, Sharma and Garg and Sharma (1995) was used for measuring the perception of children about their parents attitude. Eight dimensions of parenting namely, (1) Acceptance, (2) protection (3) Indulgence, (4) expectation (5) Lenient Standard V/s Moralism, (6) discipline (7) Realistic Role Expectation, (8) Marital Conflict, were studied by the researcher. It is based on 5 likert scale

- Personal Report of Public Speaking Anxiety (PRPSA) developed by McCroskey (1970; 1992) in order to determine the level of anxiety that a student experiences while holding a speech. It is five likert scale. The reliability of the scale in this investigation is .86.

PROCEDURE

The study was carried out on government and private school children. Both the government and private school children were contacted personally. The participants were given instruction properly and explained each and every required detail. All the participants were informed about the nature of the study and confidentiality was assured. It was done in two parts first children were ask to fill the perception of parental attitude questionnaire which contained 40 questions and then after 5mins break they were asked to fill the personal report of public speaking anxiety questionnaire which had 34 questions. Doubts of the participants were clarified. The Questionnaires were administered in the following series: perception of parental attitude and then personal report of public speaking class anxiety. Once the participants had completed the tests, the questionnaires were collected and the participants were thanked for their cooperation.

STATISTICAL TOOL

Inferential statistics (correlation) was used as a method to analysis and to draw the conclusion

Table no-1: Correlation between private report of public speaking class anxiety and perception of father attitude of government school children

Pearson correlation	
Perception of father’s attitude of government school	Personal report of public speaking anxiety
Acceptance	-.178
Protection	.003
Indulgence	.110
Expectation	-.144
Moralism	.084
discipline	.059
Realistic Role of Expectation	130
Marital conflict	.084

Though the result is not significant, however negative correlation exists between two dimensions of perception of parent attitude of father in association with public speaking anxiety in government school children.

As, Acceptance increases class public speaking anxiety decreases

Expectation increases class public speaking anxiety increases

Table no-2: Correlation between private report of public speaking class anxiety and perception of mother’s attitude of government school children

Pearson correlation	
Perception of mother’s attitude of government	Personal report of public speaking anxiety
Acceptance	.150
Protection	-.033
Indulgence	.004
Expectation	-.097
Moralism	.102
discipline	.000
Realistic Role of Expectation	.139
Marital conflict	.071

Though the result is not significant, however negative correlation exists between three dimension of precipitation of parental attitude of mother in association with public speaking anxiety in government school children. The meaning of correlation is as follows

- As, Acceptance increases class public speaking anxiety decreases
- Protection increases class public speaking anxiety decreases
- Expectation increases class public speaking anxiety decreases

Table no-3: Correlation between private report of public speaking class anxiety and perception of mother in private schools

Pearson correlation	
Perception of mother's attitude of private school	Personal report of public speaking anxiety
Acceptance	-.055
Protection	.208
Indulgence	-.358*
Expectation	-.005
Moralism	.222
Discipline	-.088
Realistic Role of Expectation	.223
Marital conflict	.096

- Though the result is not significant, however negative correlation exists between four dimension of perception parental attitude of mother in association with public speaking anxiety in private school children which is
- As acceptance increases class public speaking anxiety decreases
- Indulgences increases class public speaking anxiety decreases
- Expectation increases class public speaking anxiety decreases
- Discipline increases class public speaking anxiety increases

Table no-4: Correlation between private report of public speaking class anxiety and perception of father of private schools

Pearson correlation	
Perception of father's attitude of private school	Personal report of public speaking anxiety
Acceptance	-.081
Protection	-.025
Indulgence	.195
Expectation	.075
Moralism	.149
discipline	-.208
Realistic Role of Expectation	-.125
Marital conflict	-.061

Though the result is not significant, however negative correlation exists between five dimension of perception of parental attitude of father in association with public speaking anxiety in government school children which is

- As, Acceptance increases class public speaking anxiety decreases
- Protection increases class public speaking anxiety decreases
- Discipline increases class public speaking anxiety decreases
- Realistic role expectation increases class public speaking anxiety decreases
- Marital adjustment increases class public speaking anxiety decreases

DISCUSSION

The above study is conducted to see the effect of perception of parental attitude on the public speaking anxiety in the children of government and private school. Public speaking anxiety is one of the most common social phobias. Such individuals have trouble in finding their career choices as they have limited choices and hindrance in promotion opportunities which leads to considerable personal distress, frustration, restlessness and depression. These individuals may underachieve in their personal and professional life.

The result states the relation between perception of parental attitude of mothers and fathers of government and private school children individually on the public speaking anxiety. As quoted above, according to Greenberger & Goldberg, 1989 et.al, the environment or the surrounding where the child is growing up, greatly influence the

development but family is considered to be the for most agent that effect the child's social, emotional and intellectual growth. Both the parents affect the development of the child and negligence from either side can greatly affect the child. This reseach explains that public speaking anxiety gets effected by few dimensions of perception of parental attitude. But more dimensions of perception of mother's attitude effect the child's speaking anxiety like if the mothers are more protective that is if they pay more attention to their children it will help children to reduce the level of anxiety. As studied by, Baumrind (1967), pre-schooler who had authoritarian parents, the parent who neglect, had high level of anxiety, withdrawn and was unhappy. It also explained that father's indulgence helps in making the child disciple which helps child to phase any difficulty or anxiety. Thus, both play very vital role in shaping the child.

CONCLUSION

In nutshell, it can be concluded that public speaking get effect by the perception of parental attitude to some extent, and the result also indicates that it is more affected by the perception of parental attitude of mother than father. So if mothers are more involved with children that can help in reducing the speaking anxiety in children.

LIMITATION

- The sample size of only 80 was taken which is too small to find findings and bigger the sample size, occurrence of error will be less.
- The respondent might not have truly responded to the questions.
- There should be significant difference in the economical level of both the schools.

SUGGESTION

- Try to take large sample and expand the demographic area so that error can be reduced.
- The effect of other psychological aspect like self-esteem, confidence, so on can be seen on public speaking anxiety.
- A researcher can try to find out the coping strategies for public speaking anxiety.
- The effect of other factors like S.E.S, birth order, gender so on can be seen.

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IMPACTS OF SOCIAL MEDIA ON EDUCATION

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ABSTRACT

Social media is the future of communication. It includes an array of internet-based tools and platforms that increase and enhance the experience of sharing information. The platform is all about community-based input, contact, content-sharing, and alliance. This interactive medium has a multitude of interesting things like forums, micro-blogging, social networking, social bookmarking, wikis and podcasts. Now days education is changing drastically it makes impacts on educational strategies to share content. Recent Studies show that online social networks like Twitter, Facebook or MySpace have a great impact on youths' lives.

Keywords: Social Media, Educational Strategies

INTRODUCTION

Famous Greek Philosopher Aristotle remarked more than two thousand three hundred (2300) year before that, "Man is a social animal. He who lives without society is either a beast or God".

The word social means related to society and Media is Communication channels through which news, entertainment, education, data, or promotional messages are disseminated. Media includes every broadcasting and narrowcasting medium such as newspapers, magazines, TV, radio, billboards, direct mail, telephone, fax, and internet. (Business Dictionary) Social media are interactive computer-mediated technologies that facilitate the creation and sharing of information, ideas, career interests and other forms of expression via virtual communities and networks- (Wikipedia).Some of the most popular social media websites are Facebook,Google+, Instagram, Twitter, Viber, WhatsApp etc.

SOCIAL MEDIA AND EDUCATION

The 21st century is the century of computer and technology. Knowledge is growing every day and development takes place in every field. The sources of knowledge are expanding. Social media is one source which helps to gain knowledge and to obtain information. World is revolving around social media. We can say that Social media is essential part of every individual. Social media is media through which individuals or group of individuals and Society, get connected together.

Social media plays vital role in education. Social media gives opportunities for learning with latest technology and so learning process becomes interesting. It becomes possible to connect students with experts to discuss particular topic via social media. In this way student get detail knowledge about that topic.

In this way it is possible to use social media in teaching learning process so that teaching learning process becomes more effective and interesting. So to consider feasible and efficient educational strategies. Different technology is used in education for example different types of projector, computer, mobile, laptop, tablets. In this way education system becomes smart.

POSITIVE IMPACT OF SOCIAL MEDIA ON EDUCATION

Authors observed following positive impacts.

- Social media enhances speed of learning. Speed of communication is very high. Student can get connected with experts to get more information about any topics via social media. In minimum time maximum information can be obtained to study particular topic. Expert's videos are available on various topics. Many videos of different subject are available on you tube. Student can see different videos at home to gain extra knowledge.
- With help of animation videos the different science processes and science experiment can be explained effectively in the class room. Students pay attention and take interest on that topic Social media helps in Research internet-based surveys. Questionnaire can be filled with the help of social sites. So in this way researcher can take feedback from the people who are thousands kilometre far from him. It saves efforts, time and money.
- Management may remain connected with parents. Students get connected with their classmates. They can discuss any topic. It also helps in collaborative learning process. Students learns with the help of groups of students working together to solve difficulty, complete a given task.

- Students can discuss topic in group and for this distance is not a barrier. Students from different location can do Group discussions. Teacher gets connected with parents and teacher provides information regarding student progress. So it helps indirectly to maintain quality of education. Video conference is possible with the help of social networking sites. Video conference is great tool to get connected with different subject experts, scientist etc.
- Students reading and writing skill can be improve .There is big scope for student's creativity .They can write articles, blog on the social sites. Students get motivated with some inspirational videos. Students read eBooks. In this way social media is source of knowledge and E-learning.

NEGATIVE IMPACT OF SOCIAL MEDIA ON EDUCATION

Authors observed following negative impacts.

Student may get addicted to social sites. Symptoms of anxiety, depression and some psychological disorders in people is observed, who use social sites for long time. Student focus towards study is reduced. Students check social sites while studying so concentration power may be reduced Students spend lot of time on Facebook and whatsapp and chat with friends on unimportant topic so face to face communication does not take place.

This is the barrier for effective communication. Students can get distracted and start using the social media for their purposes and not pay attention to the educational content. Sometimes students post inappropriate content that may create a significant problem. Due to continuous use of computer, Smartphone, tablet, laptop there may be possibility of Computer vision syndrome or Dry eye syndrome

CONCLUSION

Even though there is some risk, the benefits can outweigh those risks; you just need the proper social media plan and strategy for how it will be used. Social media is effective and Social media is emerging teaching learning techniques in education. Sites such as Twitter Facebook and you tube can be useful in the classroom teaching.

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GLOBALIZATION: OPPORTUNITIES FOR THE FAIRER SEX

Dr. Vibha Singh

INTRODUCTION

- Over the past decades the amplification of the globalization of the Indian economy has spectacularly influenced Indian social life, both economically and culturally. The literature in this field tends to divide itself into two broad categories with some rare exceptions, those analysis focusing on the economic with discussions of transnational corporations, unregulated flows of international capital, multinational free trade areas, and the economic role of the state; and those studies concentrating on cultural features, concerned with elaborating the notion of the 'global village' by means of concepts such as cultural Diaspora, migration etc.
- Globalization termed as a New World Order has resulted in the shrinkage of the world and the forces of globalization have affected all the social systems. Globalization has and continues to have differential impacts on men and women (Basu 1995; Bergeron 2001; Freeman 2001; Oza 2001; Walby 2000). Moreover, globalization is often viewed as having both positive and negative impacts, making some people winners while others become losers (Bussmann; 2009). The World Bank "Shaping the 21st century: World development report" (1999/2000) draws attention to the strong reactions aggravated by globalization, both positive and negative. According to this report globalization is praised for the opportunities it brings, such as access to markets and technology transfer, but it is also feared and condemned because of the instability and risks that can accompany it. The globalization process thus offers opportunities, as well as challenges for human development and gender equality.
- Gender equality is important for both individual people and economic development (Klasen and Lamanna, 2009). It is visible from the data on gender equality in welfare and work life that there are still gaps between women and men. The eradication of gender inequalities and the empowerment and participation of both sexes in all spheres of public life are global concern (Walby; 2005). For example, modernization has transformed women's opportunities in the UK and USA, yet women's active participation in political life and congress remains relatively low. Since the mid-1980s, India has pursued a policy of economic liberalization, which was a dramatic reversal of earlier policies of protecting domestic industrial capital. It has been argued that the privatization of public sector enterprises, reduction in public sector investment, and lower government expenditure on poverty eradication programs have not served the interests of women (Panini 1995). Yet another study by Ganguly (2003) reveals that women themselves do not perceive this situation to be detrimental to their lives. Instead, they consider themselves to be more empowered compared to an earlier generation of women. Moreover, despite increasing household inequalities they feel women's equality has not been compromised. This is largely due to their class position.
- In recent years, globalization and its implications for gender have been discussed and commented upon in the wider literature. This paper examines relationship between gender equality globalization and impact of trade openness and Ict's on women. Specifically, it examines positive impact of globalization on gender equality and some critical issues faces Indian women due to globalization.

LITERATURE REVIEW

- **Relationship between Globalization and Gender Equality**
- Globalization as a process has been understood in many ways and many forms and the exact nature of globalization cannot be presented or understood in dichotomous terms as either this or that. In the same manner the approach to women's problems and gender issues must be subjected to intensive scrutiny before any conclusive remarks can be made, if at all. A complex relationship exists between women's roles and position and globalization. Relying on empirical studies and reports, it becomes clear that in India, the process is multifaceted and needs to be understood in a historical perspective and although the process of globalization may actually have started earlier, the colonial period makes a good beginning to observe the consolidation of its effects.
- Oostendorp (2004) examined the gender gap in wages since globalization. In a cross-country survey of the impact of globalization on occupational gender wage gap using the data derived from International Labor Organization October inquiry, the study found that increase in economic growth and per capita income leads to reduction in occupational wage gap. The impact of globalization, however, on gender wage gap was found mixed and uncertain.

- Balamoune-Lutz (2006) using cross-sectional data (5 yearly averages) looked at the effects of globalization and growth on gender inequality. Her results found that increased trade openness leads to an increase in gender inequality in Africa. This is so as the increased trade openness leads to increase in the supply of unskilled labor and causes gender inequality to increase. The results further suggested that globalization and economic growth had no effect on gender equality in non-Sub-Saharan countries.
- Shultz (2005) examined the relationship between trade liberalization and economic status of women. Shultz takes schooling and health as the indicator of gender inequality. His study showed that trade restrictions in the form of tariffs, quotas or other restrictions such as, on foreign exchange lead to low trade and also affect women’s education and health. His other results indicated that natural resource exports reduce women’s schooling and health as the girls gain employment and school enrolments decline. Overall, the study indicated that trade liberalization and globalization through spillover effects and increased demand for female labor could lead to increased education and health facilities for women in turn leading to increased gender inequality.
- Seguino (2006) examined the impact of globalization on gender equality in case of Latin American and Caribbean countries. The results suggest that economic growth has not been beneficial for gender equality in the Latin American and Caribbean countries and has actually had negative effect on some indicators. This could be due to out-migration of women in low paid insecure jobs and men’s increased financial insecurity because of their reduced earnings leading to domestic violence. The study also measured the impact of four variables on gender equity in well being- female bargaining power, structure of production, macroeconomic condition, and government spending. Her results showed that production structure or shift to manufacturing impacts gender equity positively. Women’s economic activity leads to their increased bargaining power and has a positive impact on gender equity. The other factors have a negative effect on gender equity.
- The increased trade opportunities through increased employment and output are expected to benefit all population groups including men and women. UNCTAD (2008) summarized the potential positive and negative effects of trade liberalization on women (Table 1). These effects could, however, vary in developed and developing countries depending on the social, economic and institutional factors.

(TABLE 1) POTENTIAL EFFECTS OF TRADE LIBERALIZATION ON WOMEN

Issues	Potential Positive effects	Potential Negative effects
Employment	<ul style="list-style-type: none"> • Increase in quantity of jobs available. New alternatives to Existing employment. • Greater quality in terms of income and work conditions with development of new industries. • Opening of new markets for goods and crafts, in particular traditional crafts. 	<ul style="list-style-type: none"> • Poor quality of opportunities. • Insecurity of employments. • Increase in part-time work, home based work, day-laboring and piece-based remuneration. • Loss of traditional sector of activities and of business because of foreign competition.
Public Service Availability	<ul style="list-style-type: none"> • More efficient and more adapted services in response to women’s specific demands 	<ul style="list-style-type: none"> • Decrease in service availability in some areas because not deemed profitable. • Increase in the cost of services and Medicines.
Price Effect	<ul style="list-style-type: none"> • Growing availability of cheaper foodstuff and goods. 	<ul style="list-style-type: none"> • As local production is displaced, gradually rising price of goods and greater sensitivity to fluctuating exchange rates.
Wage Gap	<ul style="list-style-type: none"> • Unclear whether trade liberalization can have any effect on the wage gap. 	<ul style="list-style-type: none"> • Competitive pressure may drive wages down as firms seek to minimize costs.

Source: UNCTAD (2008).

- In the Indian context in a country level analysis, Pande (2007) urged researchers to incorporate gender perspective in the globalization debate and argued that women in the informal sector with poor access to

land, credit, education and health facilities remain marginalized despite globalization. They are often exploited by working long hours and paid low wages and also lack voice and participation. In this context, the author pointed out that the emergence of self help groups which provide finance to women to start entrepreneurial ventures is a welcome initiative.

- Some other studies (Fontana et al., 1998; Fontana & Wood, 2000; Cağatay, 2001) also found that in the agricultural based economies trade actually leads to increase in gender inequality. Stotsky (2006) too argued in some countries, mainly those still based primarily on subsistence agriculture; inequalities in women's opportunities limit their ability to take advantage of beneficial macroeconomic and structural policies. This is a particular problem highlighted in research on sub-Saharan Africa. Where women are mainly limited to subsistence agriculture, exchange rate depreciation geared toward restoring external balance, can impose a relatively harsher adjustment burden on women. In addition, it is important to separate the short-term from the longer-run effects in assessing the impact of changes resulting from structural adjustment.
- The review of the literature thus, by and large, shows that at the national or cross country level while the impact of high economic growth and increase in per capita income has been positive for reducing gender inequality, this does not appear to hold true if the impact of globalization on gender equality is considered.
- At the sub-national level, the gender-globalization relationship could still be different from the national or cross-country level due to inter-regional disparities. This, however, remains largely unexplored in the existing literature.

POSITIVE IMPACT OF GLOBALIZATION ON WOMEN IN INDIA

- Indian women have been crucial victims of various social, economic and political disabilities, economic dependence, patriarchal form of family, ideal of daughter noble marriages, child marriages, joint family system, illiteracy, etc. and have been victims of various types of violence within the family and outside on the streets and offices. This type of situation can be seen in almost all underdeveloped countries and many of those countries where women are totally ignorant.
- Globalization has brought about some changes, as it is a complex process in which all those changes are included which are connected with the economic, political, social, cultural, psychological and religious aspects of life. These changes are visible in the form of transformation of traditional characteristics, such as development of scientific attitudes, industrialization and urbanization, increase in political awareness, technological development and in per capita income, consequently leading to education of women and improvement of her economic status to some extent. The increase in means of transportation and communications led to exchange of ideas and some attitudinal shifts. Besides this there was improvement in health and welfare services etc. These are the offshoots of modernization and globalization.
- Especially the technological development, due to globalization, has changed the outlook of the Indian society and its social structure, social system and social organization. Thus changes occurring due to modernization and globalization, urbanization especially technological development, have greatly affected the life of Indian women and their status has been seen enough improved. The gradually extension of education and awareness among women is empowering them to face the world; they are being qualified in all types of education equally to men.
- Further, due to globalization a number of industries and corporations have got flourished in which not only men but women also got sufficient opportunities of occupation. As a result, women also started working outside homes as men and started competing them. Their economic dependence raised their self esteem and consequently emancipated her from the traditional norms to some extent. A large number of Men's attitudes towards women also have changed to great extent.
- Another, the communication revolution which has connected the world and brought countries very close with each other which has helped the women all over the country and world to establish close relationship among themselves.

TRADE OPENNESS AND ICTS HAVE INCREASED WOMEN'S ACCESS TO ECONOMIC OPPORTUNITIES

- Over the past 25 years, trade openness and the spread of information and communication technologies have expanded economic opportunities. The demand for female workers in the export and ICT-enabled sectors has increased, and as women have filled these new jobs, the gender distribution of employment across sectors and across countries has changed. Women have moved out of agriculture and into manufacturing

and particularly services. These changes have taken place across all countries, but female (and male) employment in the manufacturing and services has grown faster in developing than developed countries, reflecting broader changes in the global distribution of production and labor. In developing countries, the shares of female manufacturing and service employment in global female employment increased from 6 and 17 percent respectively in 1987 to 7 and 24 percent in 2007.

- At the same time, improvements in ICT technology have allowed women (and men) around the world to access markets in growing numbers by lowering information barriers and reducing the transaction costs associated with market work. Because time and mobility constraints are more severe for women than men, women stand to benefit more from these developments.
- New ICT-enabled jobs in services-particularly information processing in banking, insurance, printing, and publishing-were mainly taken up by women. Later, ICT-related jobs were concentrated in software, call centers, and geographical information systems, and clustered in India, particularly in Delhi and Mumbai, where call centers employ more than 1 million people, most of them women. In both manufacturing and service exports, growth in female employment was faster than ever before and faster than in other sectors.

GENDER INEQUALITY INDEX

- Gender Development Index (GDI) and Gender Empowerment Measure (GEM) were developed by United Nations Development Programme (UNDP) primarily with a view to draw the attention of researchers and policymakers to gender related issues (Schüller, 2006). Gender Development Index or GDI was first introduced by UNDP in its Human Development Report for the year 1995. GDI, similar to the Human Development Index (HDI), takes into account life expectancy, education, and GDP per capita disaggregated by gender. The gender empowerment measure (GEM) examines whether women and men are able to actively participate in economic and political life and take part in decision-making. It shows the share of seats in parliament held by women; female legislators, senior officials and managers, and female professional and technical workers. It also shows the gender disparity in earned income, reflecting economic independence of women.
- Gender inequality has also been measured by other studies. Dollar and Gatti (1999) used four measures of gender inequality which are: i) access to education; ii) health facilities; iii) legal and economic equality of women- in society and marriage; iv) women’s empowerment (measured by women in parliament and women’s right to vote). Other examples are Norway’s Gender Inequality Index (Statistics Norway, 2008) and Swedish Gender Inequality Index for the municipalities (Statistics Sweden, 2008).
- Arora (2012) took education and health as the key indicator of gender inequality and found in her study that states in India with high per capita income, gender inequality is low and in states with low per capita income, gender inequality is high. This finding corresponds to the finding of other cross-country studies (Dollar & Gatti, 1999 among others) which showed that a reverse association exists between gender inequality and per capita income.

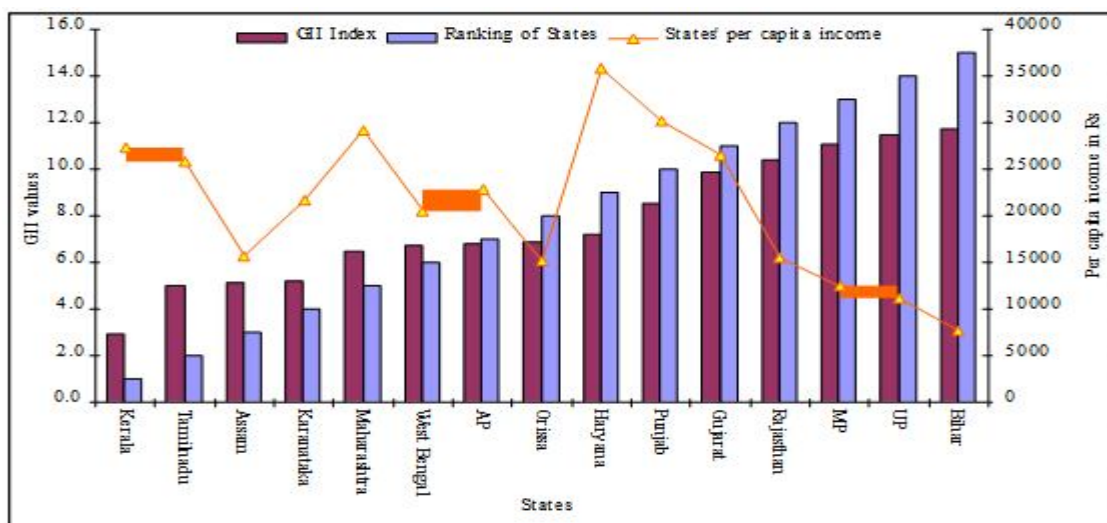


Figure-1: GII index of states by Arora (2012)

Note: The state with the least gender inequality is ranked 1 and state with highest gender inequality is ranked 15th in Gender Inequality Index.

GLOBALIZATION AND GENDER EQUALITY: SOME CRITICAL ISSUES IN INDIA

- Walby (2000) argued that to understand twenty-first-century globalization, the processes of both globalization and modernization need to be considered. These processes have had complex and contradictory effects on women. Modernization has changed gender relations as a result of women's entry into the public sphere. For some groups of women, modernization has reduced gender inequalities and enhanced educational and employment opportunities. However, the decreased reliance on their husbands and fathers and the accompanying rights have been endangered as a result of neoliberal globalization.
- Despite the positive effects of globalization through increased employment opportunities for women, globalization has a darker, more sinister side. Out of the total 397 million workers in India, 123.9 million are women and of these women 96% of female workers are in the unorganized sector.
- It is also observed that due to the New Economic Policy of India (NEP) and globalization, various forms of increasingly flexible or disposable type of labor have appeared in India which permits the producers to reduce both wage and non-wage costs. The majority of the women in developing countries even today carry the double burden of poverty and of discrimination. They are almost invariably paid less than men for the same work, and their entry into better paid jobs is often blocked.
- One of the common hazards faced by the working class in the era of globalization is the increasing threat to job security, which in turn negatively impacts the health of female workers. Among the workers in the informal sector a large number of them are women, who have no job security. They are often unskilled workers who receive low wages. Availability of work is irregular; and when work is available, women must work long hours. It is not only in the unorganized sector or in small enterprises, but also in the sectors like the Information Technology and automobile sector where women are forced to work for 12 hours while the local governments ignore this open flouting of the labor laws. The uncertainties of obtaining work and the dire need to retain a position in the midst of intense competition causes mental tension, strained social relationships, psychological problems and chronic fatigue.
- Though more and more women seek paid employment, the stereotypical attitude towards women and their perceived role in the familial hierarchy has not undergone much change in India. Women continue to be perceived as weak, inferior, second class citizens. For working women, this discrimination is extended to the workplace also. In addition, this perception that they are alone responsible for the domestic work, leads to a feeling of guilt when they are not able to look after the children or family members due to their official work, often resulting in emotional disorders.
- Another influence of globalization is the ideological change. An increasing trend towards consumerism, violence individualism and sexual promiscuity has had negative consequences for society and especially for women. It had led to increasing violence, both inside and outside household and consequently increasing trend of crime against. Increasing consumerism, which is intentionally promoted in the market-oriented economic policy, further devalues the household role of women, literacy and education level has improved. But work participation is known to have declined with development particularly of women belonging to the different marginal groups.
- It is often viewed that globalization for an Indian women could be interpreted as amelioration of women's status, decline her fertility obligations, a reduction of in her morality and contraception burdens, her empowerment so that she should overcome her predicaments, and her active participation in all the democratic institutions of society to ensure equity and justice.
- Despite its subjugation, Indian culture has some positive norms and space for women and their special identity. But due to global process the degradation and vulgarization in the realm of culture is indeed seen as a serious negative aspect of phenomena of globalization. Though Indian culture survived its encounter with west, is the location of individual in the network of powerful communication relationship, kinship and their primacy and use for social cohesiveness but globalization effects the spiritual norms of Indian culture. Globalization is not only dangerous for the Indian culture and positive social roles but also for every society or nation which have their different identities.

CONCLUSION

- In recent years gender has become a significant part of the mainstream discourse on economic growth and development. Gender perspective has been adopted by the international organizations such as, World Bank, WTO and IMF in the formulation of Millennium Development Goals, trade policies and macroeconomic structural programmes. Many studies on gender equality and globalization found positive relationship

between them. While several studies on gender-globalization nexus have found that higher trade openness may not necessarily lead to higher gender equality.

- The evidence suggests that employment in the export sector represents an attractive option for a large number of women in the developing world. These jobs enable women to contribute to household income, increase their economic empowerment within the household, and allow for greater social participation. They sometimes also offer access to government and community-support programs, which would otherwise be inaccessible. So, even where there are negative work attributes, there are also many positives, and women may still prefer this work to the alternatives.
- Persistent gender differences in endowments, time availability, access to productive inputs and agency, and pervasive employment segregation by gender, mean that not all women have fully benefited from the economic opportunities brought about by globalization. And even among women who did benefit, remaining gaps, primarily in wages and working conditions, still need to be closed.

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MANUSCRIPT SUBMISSION

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4. The title of the paper should be in capital letters, bold, size 16” and centered at the top of the first page. The author(s) and affiliations(s) should be centered, bold, size 14” and single-spaced, beginning from the second line below the title.

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5. The abstract should summarize the context, content and conclusions of the paper in less than 350 words in 12 points italic Times New Roman. The abstract should have about five key words in alphabetical order separated by comma of 12 points italic Times New Roman.
6. Figures and tables should be centered, separately numbered, self explained. Please note that table titles must be above the table and sources of data should be mentioned below the table. The authors should ensure that tables and figures are referred to from the main text.

EXAMPLES OF REFERENCES

All references must be arranged first alphabetically and then it may be further sorted chronologically also.

• **Single author journal article:**

Fox, S. (1984). Empowerment as a catalyst for change: an example for the food industry. *Supply Chain Management*, 2(3), 29–33.

Bateson, C. D.,(2006), ‘Doing Business after the Fall: The Virtue of Moral Hypocrisy’, *Journal of Business Ethics*, 66: 321 – 335

• **Multiple author journal article:**

Khan, M. R., Islam, A. F. M. M., & Das, D. (1886). A Factor Analytic Study on the Validity of a Union Commitment Scale. *Journal of Applied Psychology*, 12(1), 129-136.

Liu, W.B, Wongcha A, & Peng, K.C. (2012), “Adopting Super-Efficiency And Tobit Model On Analyzing the Efficiency of Teacher’s Colleges In Thailand”, *International Journal on New Trends In Education and Their Implications*, Vol.3.3, 108 – 114.

- **Text Book:**

Simchi-Levi, D., Kaminsky, P., & Simchi-Levi, E. (2007). *Designing and Managing the Supply Chain: Concepts, Strategies and Case Studies* (3rd ed.). New York: McGraw-Hill.

S. Neelamegham," Marketing in India, Cases and Reading, Vikas Publishing House Pvt. Ltd, III Edition, 2000.

- **Edited book having one editor:**

Raine, A. (Ed.). (2006). *Crime and schizophrenia: Causes and cures*. New York: Nova Science.

- **Edited book having more than one editor:**

Greenspan, E. L., & Rosenberg, M. (Eds.). (2009). *Martin's annual criminal code: Student edition 2010*. Aurora, ON: Canada Law Book.

- **Chapter in edited book having one editor:**

Bessley, M., & Wilson, P. (1984). Public policy and small firms in Britain. In Levicki, C. (Ed.), *Small Business Theory and Policy* (pp. 111–126). London: Croom Helm.

- **Chapter in edited book having more than one editor:**

Young, M. E., & Wasserman, E. A. (2005). Theories of learning. In K. Lamberts, & R. L. Goldstone (Eds.), *Handbook of cognition* (pp. 161-182). Thousand Oaks, CA: Sage.

- **Electronic sources should include the URL of the website at which they may be found, as shown:**

Sillick, T. J., & Schutte, N. S. (2006). Emotional intelligence and self-esteem mediate between perceived early parental love and adult happiness. *E-Journal of Applied Psychology*, 2(2), 38-48. Retrieved from <http://ojs.lib.swin.edu.au/index.php/ejap>

- **Unpublished dissertation/ paper:**

Uddin, K. (2000). A Study of Corporate Governance in a Developing Country: A Case of Bangladesh (Unpublished Dissertation). Lingnan University, Hong Kong.

- **Article in newspaper:**

Yunus, M. (2005, March 23). Micro Credit and Poverty Alleviation in Bangladesh. *The Bangladesh Observer*, p. 9.

- **Article in magazine:**

Holloway, M. (2005, August 6). When extinct isn't. *Scientific American*, 293, 22-23.

- **Website of any institution:**

Central Bank of India (2005). *Income Recognition Norms Definition of NPA*. Retrieved August 10, 2005, from <http://www.centralbankofindia.co.in/home/index1.htm>, viewed on

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