EDITORIAL BOARD

Editor-in-Chief

Dr. T. V. RAMANA
Andhra University Campus,
Kakinada - Andhra Pradesh, India, 533 005

ASSOCIATE EDITORS

Dr. K. Victor Babu
T.S.E. Rani

Advisory Council

Prof. M. Sundara Rao, Chairman, Board of Studies, Dept. of Economics, Andhra University, Visakhapatnam

Dr. P. Subba Rao, Director (i/c), Centre for Study of Social Inclusion and Exclusive Policy, Andhra University, Visakhapatnam

Prof. P. Arun Kumar, Special Officer, Andhra University Campus, Kakinada, AP

Prof. B. Kuberudu, Dept. of Management Studies, Andhra University Campus, Kakinada

Dr. J. Chandra Prasad, Director, S.V. Institute of Technology, Tanuku, West Godavari District, AP

Dr. V. Mahipal, Executive Director (Social welfare) & Chief Planning Officer (Rtd), Kakinada, Andhra Pradesh

Prof. J. V. K. V. Pandit, Dept. of Political Science & Public Adm., Andhra University Campus, Kakinada

Dr. K. Victor Babu, Guest Faculty, Department of Philosophy, Andhra University - Visakhapatnam; Chief Editor of IJ MER and Associate Editor of IJ AR

Dr. Zoran Vu, ISI, Rector, St. Gregory Nazianzen Orthodox Institute

Universidad Rural de Guatemala, GT, U.S.A
Editorial council

Prof. M. Sundara Rao, Chairman, Board of Studies, Dept of Economics, Andhra University, Visakhapatnam

Dr. P. Subba Rao, Director (i/c), Centre for Study of Social Inclusion and Exclusive Policy, Andhra University, Visakhapatnam

Prof. J.V.K.V. Pandit, Dept. of Political Science & Public Admn, Andhra University Campus, Kakinada

Prof. P. Dakshina Murty, Prof. in Physics, University College of Engineering, Jawaharlal Nehru Technological University, Kakinada, AP, India

Prof. D. Satyanarayana, BVC Institute of Technology & Science, Amalapuram, AP

Dr. J. Ratna Prabhakar, Dept. of Commerce, Government City College, (aff) Osmania University, Hyderabad

Dr. A. Srinivas, Rajiv Ganghi Institute of Law College & Dept. of Humanities, JNTUK

Dr. Vidya. H.N, Department of History, Government Arts College, Hassan, Karnataka

Dr. Sudhansu Ranjan Mohapatra, Centre for Juridical Studies, Dibrugarh University, Dibrugarh, Assam

Dr. C. Jaya Subba Reddy, Department of Mathematics, Centre for Study of Social Inclusion and Exclusive Policy, Andhra University, Visakhapatnam

Dr. E. Ashok Kumar, Department of Education North-Eastern Hill University, Shillong

Dr. Merina Islam, Department of Philosophy Cachar College, Assam

Dr. R. Dhanuja, PSG College of Arts & Science Coimbatore

Dr. Bipasha Sinha, S. S. Jalan Girls’ College University of Calcutta-Calcutta

Dr. K. John Babu, Department of Journalism & Mass Comm. Central University of Kashmir, Kashmir

Prof. S. Mahendra Dev, Vice-Chancellor, Indira Gandhi Institute of Development Research Mumbai

Prof. (Dr.) Sohan Raj Tater, Former Vice Chancellor, Singhania University, Rajasthan

Dr. Bipasha Sinha, S. S. Jalan Girls’ College University of Calcutta-Calcutta
Dr. K. V. Ramana Murty, Dept. of Management Studies, Andhra University Campus, Kakinada

Dr. M. Satyanarayana, Dept. of political Science & public Administration, Andhra University Campus, Kakinada, AP

Dr. V.V.S. Rama Krishna, Dept. of Economics, Andhra University Campus, Kakinada, AP

Dr. M. Mani Sekhar, MHRM, Andhra University Campus, Kakinada, AP

Dr. T. Ashok, Dept. of English, Andhra University Campus, Kakinada, AP

Dr. D. Thirupathaiah, Dept. of Economics, S.K.R.B.R College, Narasaraopet, Guntur, district, A.P

Dr. K. Prasad, Dept of Economics, Dr. S. R. K. Govt. Arts College, Yanam, UT of Puducherry

Prof. Roger Wiemers, Professor of Education, Lipscomb University, Nashville, USA

Prof. V.V. Ratnaji Rao Chowdary, Dept of Business & Economics, Wollo University Dessie, Ethiopia

Dr. B. V Prasada Rao, Associate Professor, Department of Management Studies, Wollega University, Ethiopia, South Africa

Dr. K. Chaitanya, Department of CHEMISTRY, Nanjing University of Science and Technology, China

Prof. Josef HOCl-ITL, Department of Political Economy University of Vienna, Vienna & Ex. Member, Austrian Parliament, Austria

Prof. Alexander Chumakov, Chair of Philosophy Department Russian Philosophical Society, Russia

Prof. Fidel Gutierrez Vivanco, Founder and President Escuela Virtual de Asesoria Filosofica

Prof. Igor Kondrshin, Member of the Russian Philosophical Society, the Russian Humanist Society and Expert of the UNESCO, Moscow, Russia

Dr. Zoran Vu, ISI Rector, St. Gregory Nazianzen Orthodox Institute Universidad Rural de Guatemala, GT, U.S.A

Swami Maheshwarananda, Founder and President, Shree Vishwa Deep Gurukul Swami Maheshwarananda Ashram Education & Research Center, Rajasthan, India
## CONTENTS

**Volume 2**  
**Issue 1(3)**  
**January-March, 2015**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Title</th>
<th>Authors</th>
<th>Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Correlation between children advertisement</td>
<td>B. Kuberudu and E. Naga Surendra</td>
<td>1-9</td>
</tr>
<tr>
<td>2</td>
<td>Analysis of Rural Household Food Security in Wonago District, Gedeo Zone, SNNP Regional State, Ethiopia</td>
<td>Goitom Weldegerima, Abreham Kebedom and Nigussie Yohannse</td>
<td>10-20</td>
</tr>
<tr>
<td>3</td>
<td>Evaluation of rural development policy and strategy in Ethiopia</td>
<td>P. Nandeeswara Rao and Neduri Suryanarayana</td>
<td>21-30</td>
</tr>
<tr>
<td>4</td>
<td>Study of Primary School Teachers Effectiveness</td>
<td>Sunita Godiyal</td>
<td>31-34</td>
</tr>
<tr>
<td>5</td>
<td>Jainism as Philosophical Backbone of Human Rights-A Perspective in Indian Jurisprudence</td>
<td>Asha Bhandari</td>
<td>35-39</td>
</tr>
<tr>
<td>6</td>
<td>Live in relationship in India: A Legal Perspective</td>
<td>Sudhansu Ranjan Mohapatra</td>
<td>40-44</td>
</tr>
<tr>
<td>7</td>
<td>Institute Interaction For Sustainable Growth” with Special focus on Management Education</td>
<td>YVVSSS Vara Prasad</td>
<td>45-50</td>
</tr>
<tr>
<td>8</td>
<td>The operational system of Panchayati Raj in Goa</td>
<td>Balaji Sudasshenvy</td>
<td>51-56</td>
</tr>
<tr>
<td>9</td>
<td>Effective Communication Skills to Build Human Capital</td>
<td>G. Reddi Sekhar Reddy</td>
<td>57-62</td>
</tr>
<tr>
<td>10</td>
<td>An Analysis of Poverty Reduction And Human Development in India</td>
<td>Girish M.C</td>
<td>63-68</td>
</tr>
<tr>
<td>11</td>
<td>Savitribai Phule First Woman Teacher in India</td>
<td>Archana Malik-Goure</td>
<td>69-74</td>
</tr>
<tr>
<td>12</td>
<td>Crafting Campus Awareness – Strategies Towards Creation of Campus Sustainability</td>
<td>Vidya. H. N</td>
<td>75-79</td>
</tr>
</tbody>
</table>
13 Structural Formation of Agraharas in Medieval South India – A Case Study of Hosaholalu Agrahara

Puttaraju.K.

14 Connecting through language - reflections on the spread of Russian Sanskrit scholarship

Veena.H.N

15 Self - Help Groups and Economic Empowerment of Women in India

Rathna Y. D

16 Stress Management In Adolescent Students

J. Venkata Rama Chandra Rao

17 Using Mother Tongue in teaching vocabulary in the Class Room to Enhance Communication Skills

Shiny K.P

18 An Analysis on Population Growth of Yanam Region

K. Prasad

19 The Dynamics of Performance Management

G. S. Rama Krishna & G. Samuel Mores

20 Enhancing Students' Grammar by using Games: A Practical Classroom Experience

B.V. Srinivas Rao

21 The Glass Palace – A Multigenerational SAGA

M. Nageswara Rao

22 Termites Destroying Structural Wood on Cost Basis in Hyderabad Urban System

S. Venkataramaraju

23 An overview on the Child labour

Suresh Kumar

24 Indian Government Policy on Industrial Relations: An overview

Thirupathaiah Dulla

25 Special provision to Jammu & Kashmir. Why?

Pradeepta Kishore Sahoo
<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Authors</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>Ecotourism Tourism in East Godavari, Andhra Pradesh</td>
<td>Nomula Venkateshwarlulu</td>
<td>144-149</td>
</tr>
<tr>
<td>28</td>
<td>Success Through Social Responsibility: A unique Model of TATA Group</td>
<td>Santanu Kumar Das</td>
<td>155-161</td>
</tr>
<tr>
<td>29</td>
<td>Anti-Competitive agreements: concepts under competition Act 2002</td>
<td>Gunda Vedasree</td>
<td>162-167</td>
</tr>
<tr>
<td>30</td>
<td>Judicial Accountability</td>
<td>P. Venkata Subba Rao and V. Rama Rao</td>
<td>168-171</td>
</tr>
</tbody>
</table>
Editorial ........

It is a great privilege to me to express New Year greetings to the intellectuals of several disciplines. Dear intellectuals, no one really knows what the next twelve months have in store, but one thing is almost certain—intellectual/philosopher will continue to change with new thoughts and do better be ready for it. Only the Intellectual can share the progress and problems of the society as his own and enlighten the minds of the others for 365 days as it rotates 360 degrees of circle. It appears the greatness of the philosopher. As such, let’s again make our New Year’s resolution a substantive one this year. By the way, IJAR created a platform to gather the thoughts of intellectuals as a little bit of contribution to better society.

This volume is the glimpses of voice of authors that are enthusiastically associated with various issues of the journal. The present issue is really useful to reference for multi-dimensional aspects. I am grateful to the paper writers for their valuable contributions on different dimensions of disciples. On behalf of the IJAR, once again, I wish you a vibrant progress & benevolent prosperity in 2015.

Editor-in-Chief
Vice-Chancellor’s Message

Research is inevitable in any country for speedy economic development. The efforts of the scientists, scholars and teachers are badly needed to have a commendable growth.

Andhra Pradesh under the present leadership has excellent vision, mission and objectives to reach the top goals in all sectors in the direction of knowledge economy.

Sucharitha Publications, Visakhapatnam is bringing out an International Journal of Academic Research.

I strongly believe that the journal will uphold its values in maintaining high standards of publication which is demanded to meet global needs.

I am happy to know that the journal is being edited by Dr. T.V. Ramana as Editor-in-Chief and Dr. K. Victor Babu as an Associate Editor respectively.

I wish them for a great success.

With best wishes to everyone involved.

(Prof. G.S.N. Raju)
Prof. G.S.N Raju, Hon’ble Vice Chancellor, releasing the inaugural issue of the International journal of Academic Research. Dr. Chella Rama Krishna, Associate Director, Press and Media, Dr. T.V. Ramana, Chief Editor AND Dr. K. Victor Babu, Editor of the Journal also seen.
ABSTRACT:

People of early generations used to work and live to meet the basic necessities, while modern generation is striving hard to have all the luxuries in life. Advertisements today created desire among the masses to purchase wide range of products which are not mere necessities. Many worthless products are being sold under aggressive advertisement campaign. Small news papers and magazines with less circulation are tempted to accept such types of advertisements in order to improve their financial position. Taking this as an undue advantage many companies are inserting irrelevant advertisements in media. The degree of impact of such advertisements will be very much high on children who do not have discretion. The objective of this research paper is to find out the impact of advertisements on children.

Key words: Advertisement, Children, generations, Parents

INTRODUCTION:

Advertising in developing country like India plays an important role in the economy. It is one of the important subsystems of economic and social systems of a nation. On the name of various jobs like copywriters, artists, painters, graphic designers, singers, models, musicians, actors, ad executives etc, today advertising industry is providing direct employment to lakhs of people. People of all the countries have started to consume the latest goods and services to satisfy their physical, social and psychological needs through advertisements which significantly contributed much to the material welfare of the people.

Advertisements by creating demand, are assuring guaranteed profits to the manufacturers because of which the research and developmental activities initiatives of the producers are also increasing drastically. Advertisements give the employees the feeling of pride about the products they manufacture which result in high job satisfaction and morale of the employees. In developing countries like India; business cycles have a huge impact on the economy. More advertising in recession and less advertising in the boom period helps the industries to control the extent of business cycle. Advertisements help the producer in reducing production costs, distribution costs and help him in facing competition in the market.

Mass production because of demand created by advertisements resulted in various large scale economies like availability of qualitative raw materials at lower prices, availability of better technology and machinery to the producers. This resulted in reduced unit cost of production, reduced prices and customer delight ultimately. When
a manufacturer is talking about new schemes like good quality, reasonable price, sales promotion activities etc others are following him. This resulted in healthy competition among the producers because of which the ultimate customers are getting benefited. Advertising created product utility and has encouraged free consumer choice by bringing producers, buyers and marketers together. Consumers today have wider choices and can get best products at cheaper prices because of advertisements.

Critics argue that besides positive role played by the advertisements; they also have negative social and economic effects on the developing country like India. Obscenity, nudity, appeal to drugs and sex which are shown in the advertisements will have serious impact on the moral and psychosocial development of children. Repeating uninteresting and non-appealing messages creates irritation in the minds of the children. A negative stimulus thus generated because of emotional attack influences children in the wrong direction. Many advertisers, taking undue advantage of innocence of the children are trying to create particular impression for new products by creating adverse advertising. Parents should watch their children access to various media like television, radio, internet etc carefully and give necessary guidance. The purpose of this investigation is to find out the positive as well as the negative effects of advertisements on the physical and mental health of the children.

MEANING AND DEFINITION OF ADVERTISING:

"Advertising is any paid form of non-personal presentation and promotion of ideas, goods and services by an identified sponsor" - American Marketing Association (AMA).

"Advertising is any form of non-personal presentation of ideas, goods or services for the purpose of inducing people to buy." - Wheeler

The term ‘advertising’ is derived from the Latin word ‘advertere’ which means ‘to turn the attention of people to a specific thing.’ Advertising, as an activity, is not possible for free of cost. By its very nature, it is paid form of presentation of an idea, product or a service. The manufacturer and consumers are not in direct or personal contact with one another because of which advertisement is a non-personal presentation and promotion. Advertisement is not just meant for promoting goods but also contribute much for the promotion of ideas and services as well. The receiver of the message should be able to identify the source of advertisement.

NEED FOR THE STUDY:

By laying emphasis on brands in the market, advertisements are making the children to become slaves of various branded products. By showing repeated emotional appeals like pride, status, prestige etc they are disturbing and controlling the minds of innocent children. Advertisements are shifting the demand from one product to another over a period of time and are multiplying the needs of customers to a great extent. Children thereby are forcing their parents to purchase the irrelevant and useless articles advertised. A middle class man is not having the ability to purchase such products that is being advertised because of which disturbance is created in the family members. Culture, art
and philosophy are completely ignored by advertisers to achieve the sales targets which will have serious impact on the personality development of children. Stereotype culture in advertisements upgraded certain category of people and degraded others. Innocent children and women are the targets and victims of such advertisements.

OBJECTIVES OF THE STUDY:

1. To understand the impact of advertising on children
2. To know the relation between creativity of children and advertisements
3. To analyze the importance of social advertisements
4. To give necessary suggestions to avoid negative impact of advertising

METHODOLOGY:

The study is based on primary and secondary data. Primary data has been collected from 100 respondents (parents), with the help of a well structured questionnaire. The secondary data has been collected from books, magazines and internet. A sample of 100 was targeted for the study. The sample consisted of parents. Convenience sampling method was used. The survey was confined to Bhimavaram, one of the famous towns in West Godavari District, Andhra Pradesh.

DATA ANALYSIS AND INTERPRETATION:

Figure 1: Are the kids influenced by certain entertainment actions like rapid jumps, chasing, galloping etc which are shown in a pleasant manner through advertisements
Figure 2: Children have started to believe that their importance is measured by the degree of material possessions because of advertisements

![Bar chart showing respondents and percentage]

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>77</td>
<td>77</td>
</tr>
<tr>
<td>No</td>
<td>23</td>
<td>23</td>
</tr>
</tbody>
</table>

Figure 3: Advertisements of junk foods like pizzas, burgers, soft drinks etc result in child obesity

![Bar chart showing respondents and percentage]

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>82</td>
<td>82</td>
</tr>
<tr>
<td>No</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>

Figure 4: Emotional and sexual appeals of products are offensive and innocent children are vulnerable to this kind of advertisements

![Bar chart showing respondents and percentage]

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>No</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>
Table 5: Do you think tobacco and alcohol advertisements are threat to adolescents

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opinion: Yes</td>
<td>86</td>
</tr>
<tr>
<td>Opinion: No</td>
<td>14</td>
</tr>
</tbody>
</table>

Table 6: Non commercial advertisements issued by government department and social organizations like ‘blood donation campaigns’ will inculcate social responsible attitude among children

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opinion: Yes</td>
<td>88</td>
</tr>
<tr>
<td>Opinion: No</td>
<td>12</td>
</tr>
</tbody>
</table>

Table 7: Attractive advertisements of healthy food products can improve the diet of the child

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opinion: Yes</td>
<td>85</td>
</tr>
<tr>
<td>Opinion: No</td>
<td>15</td>
</tr>
</tbody>
</table>
Table 8: Creative advertisements enhance innovative thoughts in children

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>No</td>
<td>45</td>
<td>45</td>
</tr>
</tbody>
</table>

Table 9: Advertisements enrich children about the existence of alternative technological products and their uses

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>60</td>
</tr>
<tr>
<td>No</td>
<td>40</td>
</tr>
</tbody>
</table>

Table 10: Whether advertisements help children in the process of learning different aspects

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opinion: Yes</td>
<td>56</td>
</tr>
<tr>
<td>Opinion: No</td>
<td>44</td>
</tr>
</tbody>
</table>
FINDINGS:

1. From the Figure 1 it is clear that according to 80% of the respondents, children are influenced by dangerous entertainment actions shown in advertisements, whereas 20% of the respondents said that those actions have no impact.

2. According to Figure 2, 77% of the respondents said that the children measure their importance by the degree of material possessions while the remaining 23% of the respondents disagreed with that statement.

3. We can know from Figure 3 that, 82% of the respondents opined that junk food advertisements result in child obesity while according to remaining 18% of the respondents there is no relation between child obesity and advertisements.

4. Figure 4 highlights that according to 72% of the respondents; children are vulnerable to the sexual appeals shown in the advertisements; whereas 28% of the respondents confirmed that children do not even understand about those types of advertisements.

5. According to Figure 5, 86% of the respondents said that tobacco and alcohol advertisements are threat to adolescents while according to 14% of the respondents because of discretion of the children there will be no affect.

6. Figure 6 projects that 88% of the respondents hoped that because of non-commercial advertisements the social responsibility among children will increase, while 12% of them opined that social advertisements will not have any impact on children.

7. According to table 7, 85% of the respondents strongly believed that healthy food products advertisements are improving the diet of their children and the remaining 15% respondents strongly believed that children are least bothered diet related commercials.

8. Figure 8 reveals that according to 55% of the respondents, advertisements enhance creativity of children while 45% of the respondents opined that advertisements cannot contribute much to creativity.

9. Figure 9 indicate that according to 60% of the respondents, children gain knowledge about the technological products through advertisements, while according to remaining 40% of the respondents, children are least bothered about the advertisements of technological products and are more concerned about entertainment and food related commercials.

10. It is evident from Figure 10 that 56% of the respondents agreed that advertisements help a lot in the learning process of children while according to 44% of the respondents children are too young to learn from advertisements.

SUGGESTIONS:

1. Many children in India have become blind in archery, the use of which has been promoted by some advertisements. So entertainment actions should be banned in commercials.

2. Along with material possessions, intellectual pursuit, spiritual and mental satisfaction also determines the
level of success. Advertising has created a feeling among consumers that material achievement is the sole principle of life.

3. Working parents with no time to cook, aggressive junk food ads, easy access of junk foods to school going children may lead to obesity among children.

4. Children are lured by the emotional and sexual materials shown in advertisements which will foster the growth of undesirable activities in the society and thereby distort the values of the society.

5. Tobacco and alcohol advertisements should be banned by the government for the health, safety and welfare of future India.

6. Both government and private companies should initiate social advertisements which provoke the social responsibility attitude in children.

7. Using celebrities and sports stars in healthy food related products commercials can improve the diet of children.

8. Creative contents in advertisements enable unique thinking capacity of children.

9. Advertisements should be designed in an attractive manner that they raise the awareness of technological innovations among children.

10. Advertisements should be planned in such a manner that they help the children in their overall personality development.

CONCLUSION:
Advertisements by promoting demand contributed much for the growth in productive, industrial activities, agriculture, service sector, exports etc which resulted in the increase of national income and thereby raised the standard of living of the people of India. Both the government and private organizations should bring out as many non-commercial advertisements as possible as they will lay a strong ethical foundation in the growth and development of children. Environment should be created in such a manner that advertisers should need the media much rather than media needs the advertisers. Tobacco and liquor advertisements should be banned by the Government strictly for the health of future India. Parents should explain the children regarding the pros and cons of products that are being advertised and enlighten them with ethical values with great patience.

REFERENCES:
1. S. A. Chunawalla, Foundations of Advertising-
2. Sangeetha, Sharma Advertising-
3. C. R. Kothari; Research Methodology-
Prof. B. Kuberudu has been working as a professor in the Department of MBA, Andhra University Campus Kakinada. He has more than 23 years of teaching experience. He has been engaging research and guided several PhD and M. Phil Scholars and published several research papers in International and national journals. He attended conferences/seminars and submitted more than 100 papers. He got Eminent Educationist Award and also life member of various reputed associations. He is one of the advisory members of this IJAR.

E. Naga Surendra, Assistant Professor, Vishnu Institute of Technology, Bhimavaram, Andhra Pradesh. He has more than 10 years of Teaching Experience and Published research papers and participated several national international seminars.
ANALYSIS OF RURAL HOUSEHOLD FOOD SECURITY IN WONAGO DISTRICT, GEDEO ZONE, SNNP REGIONAL STATE, ETHIOPIA

Goitom Weldegerima, Dilla University, College of Natural and Computational Sciences, Department of Statistics, Dilla University, Ethiopia

Abreham Kebedom, Dilla University, College of Agriculture and Natural resources, Dept of Agricultural Economics, Dilla University, Ethiopia

Nigussie Yohannse, Dilla University, College of Natural and Computational Sciences, Department of Statistics, Dilla University, Ethiopia

Abstract:
The research is conducted in Wonago District with the objectives of measuring food security status of rural households and to identify factors influencing rural households' food security status. The results of Logistic regression model indicated that, Farm size, improved seed, Non-farm income and Soil fertility were important variables which had positively and significantly influenced rural household’s food security status. On the other Slop of Plots had shown negative and significantly affected rural household’s food security status. Based on the finding of the current study it can be concluded that, policy and development interventions should give emphasis towards improvement of such economical, physical and institutional support system so as to change food security, increased productivity and increase income level of small scale farmers.

Keywords: Logistic Regression, Food Security, Rural Household, Wonego Woreda,

1. INTRODUCTION

Food security, defined as “access by all people at all times to enough food for an active healthy life”, is one of several conditions that support optimal human health and productivity. Households experience food insecurity when availability or ability to acquire nutritionally adequate, safe foods in socially acceptable ways is limited or uncertain. When food access becomes severely limited, adults and children in food insecure households may experience overt hunger—“the uneasy or painful sensation caused by lack of food”.

Food security is fundamental element in human existence. Without food, nothing happens: no economic growth, no science and technology, no music and literature, not even procreation. Food security, as defined by [5] is “a state of affairs where all people at all times have access to safe and nutritious food to maintain a healthy and active life”. Since the year 1974, when the world was in the midst of food crisis, significant progress has been made towards providing food for reasonably larger number of hungry people.

The World Food Conferences of the 1970’s and 80’s made one of the sweetest
declaration of “food for all...... within a decade no child will go to bed hungry, no family will fear for its next day's bread, and no human being’s future and capacities will stunted by malnutrition...” Since these declarations, however, the world has faced the most uneven distribution of food (both quality and quantity) ever seen in the history of the world [14]. Actually, average availability of food (measured as dietary energy supply) is said to increase by over a tenth in the last three decades. During the same period, developing countries recorded increment in food availability by about a fifth. Today, more than any other time in the history of mankind, the volume of poverty and food insecurity coupled with serious malnutrition and morbidities are knocking many doors of the people in most developing world of sub-Saharan African countries. Ethiopia, as one of the poor nations of the world, is facing repeated macro-and micro level food insecurity coupled with environmental degradation and depletion.

In the last three decades, it has not been possible to produce adequate food to meet the needs of the fast growing population, attributed mainly to fragmented land holdings, successive droughts, untimely and unpredictable rainfall, antiquated farm technology, lack of farm input, low producer prices and other ecological factors. On top of this, the fast growing population has forced the practice of unhealthy cultivation systems that deplete the soil; its valuable nutrients and organic matters, promoted erosion that forced the land to lose its productivity. As a result of such poor land management, there has been excessive deforestation without forestation, over cultivation and the like. On the converse, agriculture is the main stay of the country, which supports about 85% of the population. This subsistence agriculture is actually dependent on the natural resource base of the country. According to several reports and studies, the rural environment of Ethiopia is suffering from heavy land degradation mainly due to recurrent drought and food insecurity, shortage of water and other resource materials.

In the southern highlands it is said that the dependence on perennial crops (coffee, chat, Ensete, etc) and the adoption of traditional farming systems have reduced the subsistence crop yield and resulted in food insecurity [4]. Even though there are cash crops like coffee and fruits as a source of income mainly together with others crops in the study area for food, there is food security problem. That is the reason why we are interested in this issue.

Therefore, the main purpose of the current study was to measure food security status of rural households and to identify factors influencing rural households’ food security status in the study area. To deal with the aforementioned issues a combined effort of literature study, focus group discussion and questionnaire based survey were implemented

2. Methodology

2.1 Description of the Study Area

The study was conducted in Gedio zone, one of zones in Southern Nations Nationalities and People’s Region (SNNPR) state, of Ethiopia. It is situated at 368km south west of Addis Ababa. The agro ecology (temperature and amount of rain fall) varies from place to place. Most of people living in the district are small scale farmers and based on crop production and rearing of an animal. Some of crops produced in
the district are inset, maize, wheat, barley, coffee, chat and others. From the selling and exportable crops produced in the district, coffee is the most dominant crop. It is one of areas of Ethiopia where better quality coffee is produced. The study population includes rural households those currently reside in Gedeo zone.

Gedeo zone share the largest boundary with Oromiya region and only in the north- east with Sidama Zone. Wonago Wereda is located approximately between 6013`- 60 26` North latitude and 380 13`- 380 24` East longitude. The area of Gedeo Zone is about 134,700 hectares and the two PAs occupy 2506 hectares.

**Data collection techniques**

The survey was conducted over the period Oct 2013–Jan 2014 in three kebele in the study area. In order to get the overall image of status of rural household food security in the study area, the study was used both primary and secondary data. The primary data were collected using interview schedule (farmers) by considering 160 samples respondents.

**Data Analysis techniques**

Comparisons between food secured and food insecure were carried out through application of chi-square. The relative influences of various explanatory variables on the dependent variable were also analyzed.

**Econometric Method (Logistic regression) Specification of the Logistic regression**

Logistic regression analysis extends the techniques of multiple regression analysis to research situations in which the outcome variable is categorical. Logistic regression allows one to predict a discrete outcome, such as group membership, from a set of predictor variables that may be continuous, discrete, dichotomous, or a mix of any of these. Generally, the dependent or response variable is dichotomous (binary), such as presence or absence / success or failure/ binary logistic regression is used. Logistic regression has a peculiar property of easiness to estimate logit differences for data collected both retrospectively and prospectively [10]. There are two main uses of logistic regression: Firstly, to predict the group membership, since logistic regression calculates the probability of success over the probability of failure, the results of the analysis are in the form of an odds ratio. Secondly, logistic regression also provides knowledge of the relationships and strengths among the variables.

**Model Description**

The dependent variable in binary logistic regression is usually dichotomous, that is, the dependent variable can take the value 1 with probability of success $P_i$ or the value 0 with probability of failure $1-P_i$. The model for logistic regression analysis assumes that the outcome variable $Y$ is categorical. The logistic model is defined as follows. Let $Y_{nx1}$ be a dichotomous outcome random variable with categories 0 (food secure) and 1(food insecure). Let $X_{nx(k+1)}$ denote the collection of k-predicator variables of $Y$, where $X$ is called regression matrix and without the loading column of 1s is termed as predictor data matrix. Then, the conditional probability that a household head is food insecure given $X$ is denoted by $\text{Prob} (Y_i =1/X_i) = P_i$. The expression $P_i$ has the form:
\[ P_i = \frac{e^{\beta_0 + \beta_1 x_{i1} + \beta_2 x_{i2} + \ldots + \beta_k x_{ik}}}{1 + e^{\beta_0 + \beta_1 x_{i1} + \beta_2 x_{i2} + \ldots + \beta_k x_{ik}}} = \frac{e^{x_i \beta}}{1 + e^{x_i \beta}} \]

\[ L(\beta | y) = \prod_{i=1}^{n} \left[ \frac{e^{x_i \beta}}{1 + e^{x_i \beta}} \right] y_i \left[ \frac{1}{1 + e^{x_i \beta}} \right]^{(1-y_i)} \]

Where, \( \beta = (\beta_0, \beta_1, \beta_2, \ldots, \beta_k) \)

The objective of stating likelihood function is to get an estimator \( \hat{\beta} = (\hat{\beta}_0, \hat{\beta}_1, \ldots, \hat{\beta}_k) \) of \( \beta \) which maximizes the likelihood function expressed in equation (3). Since the likelihood equations are nonlinear in the parameters, the Newton-Raphson iterative maximum likelihood estimation method that expresses \( \hat{\beta} \) at the \( (u+1) \) cycle of the iteration is expressed as

\[ \hat{\beta}_{u+1} = \hat{\beta}_u + (X'V_uX)^{-1}XR_u \]

where \( u = 0, 1, 2, 3 \ldots \) and \( V \) is a diagonal matrix with its diagonal elements \( \hat{\beta} = \text{diag} \left[ \hat{\beta}_i (1-P_i) \right] = \text{cov}(y) \).

Finally, \( \hat{\beta} \) is the resultant maximum likelihood estimator of \( \hat{\beta} \) with residual

\[ R = y - \hat{P} \]

Assessment of the Fitting Logistic Regression Model

After estimating the coefficients the importance of each of the explanatory variables have been assessed by carrying out statistical tests of the significance of the coefficients and the overall goodness of fit of the model was tested. Finally, the predicting power of the model to discriminate between the

www.ijar.org.in
two groups defined by the response variable will be evaluated [3].

**The Wald Statistic**

The Wald test is a way of testing the significance of particular explanatory variables in a statistical model. In logistic regression we have a binary outcome variable and one or more explanatory variables. With each explanatory variable in the model there is an associated parameter. The Wald test, described by [2], is one of a number of ways of testing whether the parameters associated with a group of explanatory variables are zero. If for a particular explanatory variable, the Wald test is significant, then we would conclude that the parameter associated with that variable is not zero, so that the variable should be included in the model. If the Wald test is not significant then that particular explanatory variable can be omitted from the model.

Wald $\chi^2$ statistics to test the significance of individual coefficients in the model is:

$$W = \left( \frac{\hat{\beta}_j}{SE(\hat{\beta}_j)} \right)^2$$ ............................(4)

The Wald statistic was compared with a $\chi^2$ distribution with 1 degree of freedom. It is easy to calculate but its reliability is questionable, particularly for small samples. For data that produce large estimates of the coefficient, the standard error is often inflated, resulting in a smaller value for the Wald statistic, and therefore the explanatory variable may be incorrectly assumed to be unimportant in the model [3].

**Likelihood-Ratio Test**

An alternative and widely used approach to testing the significance of a number of explanatory variables is the likelihood ratio test. This is appropriate for a variety of types of statistical models. [2] Argues that the likelihood ratio test is better, particularly if the sample size is small or the parameters are many. The likelihood-ratio test uses the ratio of the maximized value of the likelihood function for the full model ($L_1$) over the maximized value of the likelihood function for the simpler model ($L_0$). The likelihood-ratio test Deviance statistic equals:

$$-2\log\left( \frac{L_1}{L_0} \right) = -2\log(\hat{r}_0) - \log(\hat{r}_1) = -2(LL_0 - LL_1)......(5)$$

This log transformation of the likelihood functions yields a chi-squared statistic when $n-(k+1)$ is large.

**Goodness of Fit of the Model**

The goodness of fit of a model measures how well the model describes the response variables. Assessing goodness of fit involves investigating how close values predicted by the model with that of observed values [3]. The comparison of observed to predicted values using the likelihood function is based on the statistic called deviance.

$$D = -2\sum_{i=1}^{n} \left( y_i \ln \left( \frac{\hat{P}_i}{y_i} \right) + (1 - y_i) \ln \left( \frac{1 - \hat{P}_i}{1 - y_i} \right) \right) \quad \cdots \cdots \cdots \cdots (6)$$

For purposes of assessing the significance of an independent variable, the values of $D$ are compared with and without that particular independent variable in the equation:

$$\chi^2 = D \ (\text{model without variable}) - D \ (\text{model with variable})$$

The goodness-of-fit $\chi^2$ process evaluates predictors that are eliminated from the full model, or predictors (and their interactions) that are added to a smaller model. In general, the question in comparing models is whether the log-
likelihood decreases or increases significantly with the addition or deletion of predictor(s).

**RESULTS AND DISCUSSION**

This chapter presents and discusses the results of households’ food security analysis in the study area. The first section of the chapter reports the food security status of the households. The next three sections present socio-economic background, about physical factors, institutional characteristics of the sample households. The purpose of these sections is to provide the first impression about households’ food security status. Finally, the results of econometric analysis of the determinants of food security status of the households is presented and discussed.

### 3.1 Food Security Status of the Households

The households’ food security status was measured by direct survey of consumption. Data on the available food for consumption, from home production, purchase and /or gift/loan/wage in kind for the previous seven (7) days before the survey day by the household was collected. Then the data were converted to kilocalorie and then divided to household size measured in AE. Following this, the amount of energy in kilocalorie available for the household is compared with the minimum subsistence requirement per adult per day (i.e. 2100 kcal). As a result, from all respondent households, 48 households were found to be food insecure and 102 of them food secure. It means that (32%) of the respondent households were food insecure and (68%) of them were food secure.

### 3.2 Determinates of Food security among the Rural Household

The second objective of this study was to assess determinants of food security status in the study area. This section highlights the demographic, economic, Physical and institutional characteristics of sample household in the study area. The variables discussed under this topic are those expected to have certain relations with food security.

**Household Personal and Demographic Variables**

**Table 1**: Descriptive statistics between food security and food insecure categories

<table>
<thead>
<tr>
<th>Food security category</th>
<th>Food secured</th>
<th>Food insecure</th>
<th>( \chi^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \chi^2 )</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Age of HHH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;30</td>
<td>4</td>
<td>2.67</td>
<td>2</td>
</tr>
<tr>
<td>30-39</td>
<td>20</td>
<td>13.33</td>
<td>15</td>
</tr>
<tr>
<td>40-49</td>
<td>35</td>
<td>23.33</td>
<td>18</td>
</tr>
<tr>
<td>50-59</td>
<td>28</td>
<td>18.67</td>
<td>11</td>
</tr>
<tr>
<td>( \geq 60 )</td>
<td>15</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Marital status of the HHH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>10</td>
<td>6.67</td>
<td>5</td>
</tr>
<tr>
<td>Married</td>
<td>45</td>
<td>30</td>
<td>2114</td>
</tr>
<tr>
<td>Divorced</td>
<td>27</td>
<td>18</td>
<td>128</td>
</tr>
<tr>
<td>Widowed</td>
<td>20</td>
<td>13.33</td>
<td>10</td>
</tr>
<tr>
<td>Educational level of the HHH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can't read/write</td>
<td>35</td>
<td>23.33</td>
<td>14</td>
</tr>
<tr>
<td>Can read/write</td>
<td>27</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>Primary(1-4)</td>
<td>18</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Primary(5-8)</td>
<td>14</td>
<td>9.33</td>
<td>8</td>
</tr>
<tr>
<td>High school</td>
<td>8</td>
<td>5.33</td>
<td>3</td>
</tr>
</tbody>
</table>

Source: own survey data, 2013; ***, and NS significant at 1 and non-significant respectively
Economic Variables

Table 2: Descriptive statistics between food security and food insecure categories

<table>
<thead>
<tr>
<th>Food security category</th>
<th>Food secured</th>
<th>Food insecure</th>
<th>χ²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-farm activates</td>
<td>Yes 40</td>
<td>26.67</td>
<td>17 11.33</td>
</tr>
<tr>
<td></td>
<td>No 62</td>
<td>41.33</td>
<td>31 20.67 5.12***</td>
</tr>
<tr>
<td>Farm Land Size</td>
<td>0.25-1 32</td>
<td>21.33</td>
<td>18 112</td>
</tr>
<tr>
<td></td>
<td>1-1.5 40</td>
<td>26.67</td>
<td>128</td>
</tr>
<tr>
<td></td>
<td>1.5-2 20</td>
<td>13.33</td>
<td>106.67</td>
</tr>
<tr>
<td></td>
<td>&gt;= 2 10</td>
<td>6.67</td>
<td>8 5.33        31.55NS</td>
</tr>
</tbody>
</table>

Source: own survey data, 2013; ***, and NS significant at 1 and non-significant respectively

Physical Factors

Table 3: Descriptive statistics between food security and food insecure categories

<table>
<thead>
<tr>
<th>Food security category</th>
<th>Food secured</th>
<th>Food insecure</th>
<th>χ²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soil Fertility Status</td>
<td>Low 12</td>
<td>8 4.67</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medium 60</td>
<td>40 21 14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High 30</td>
<td>20 13.33     52.61***</td>
<td></td>
</tr>
<tr>
<td>Categories of slope</td>
<td>Plain 52</td>
<td>34.67 22 14 16.67</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Steep 37</td>
<td>24.67 18 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hilly 13</td>
<td>8.67 8 5.33</td>
<td></td>
</tr>
<tr>
<td></td>
<td>36.187***</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: own survey data, 2013; ***, and NS significant at 1 and non-significant respectively

Institutional Factors

Table 4: Descriptive statistics between food security and food insecure categories

<table>
<thead>
<tr>
<th>Food security category</th>
<th>Food secured</th>
<th>Food insecure</th>
<th>χ²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access of Improved Seed</td>
<td>Yes 49</td>
<td>32.67</td>
<td>34 22.67</td>
</tr>
<tr>
<td></td>
<td>No 53</td>
<td>35.33</td>
<td>14 9.339.421***</td>
</tr>
<tr>
<td>Access of Farm Credit</td>
<td>Yes 50</td>
<td>33.33</td>
<td>25 16.67</td>
</tr>
<tr>
<td></td>
<td>No 52</td>
<td>34.67</td>
<td>23 15.33 38.067***</td>
</tr>
<tr>
<td>Agricultural input availability</td>
<td>Yes 53</td>
<td>35.33</td>
<td>27 18</td>
</tr>
<tr>
<td></td>
<td>No 49</td>
<td>32.67</td>
<td>21 14 1.073NS</td>
</tr>
</tbody>
</table>

Source: own survey data, 2013; ***, and NS significant at 1 and non-significant respectively

3.2.1 Summary of Results of Descriptive Statistics

Before passing to the econometric part of the analysis it is important to summarize the results of the descriptive statistics. The overall respondent's personal and demographic, economic, institutional and physical variables were discussed using descriptive statistical techniques. The results on each variable were demonstrated using tables and percentage. In doing so, respondents were treated in two food security categories. The difference between food securities categories were assessed using Chi-square test statistics for discrete/dummy variables. Distribution was used to discriminate the two food security categories for dummy variables. Out of the hypothesized discrete/dummy variables; age, education level of household, off-farm income, access of credit, access of improved seed, slop of plots and soil fertility of farm were found to significantly difference across households at less than 1% level. Similarly, farm size, agricultural input availability and marital status were also discrete variables which fail to discriminate between food security categories.
3.3 The Results of Econometric Model

Table 5: Variables in the Final Multiple Logistic Regression Model

<table>
<thead>
<tr>
<th>Predictor</th>
<th>( \hat{\beta} )</th>
<th>Wald</th>
<th>d.f</th>
<th>Sig</th>
<th>Exp (( \hat{\beta} ))</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>-3.96</td>
<td>1.62</td>
<td>1</td>
<td>0.000</td>
<td>0.005</td>
</tr>
<tr>
<td>Plot slope</td>
<td>-0.712</td>
<td>0.349</td>
<td>1</td>
<td>0.079</td>
<td>1.64</td>
</tr>
<tr>
<td>Farm size</td>
<td>0.789</td>
<td>0.074</td>
<td>1</td>
<td>0.000</td>
<td>1.603</td>
</tr>
<tr>
<td>Improved</td>
<td>0.33</td>
<td>0.011</td>
<td>1</td>
<td>0.000</td>
<td>0.866</td>
</tr>
<tr>
<td>Seed</td>
<td>0.69</td>
<td>0.269</td>
<td>1</td>
<td>0.005</td>
<td>0.285</td>
</tr>
<tr>
<td>Non-farm income</td>
<td>1.268</td>
<td>6.406</td>
<td>1</td>
<td>0.011</td>
<td>3.55</td>
</tr>
</tbody>
</table>

Log likelihood = 76.507161
ANOVA based fit measure (R\(^2\)) = 0.6387

Source: Model output, *, ** and *** represents significance at 10%, 5% and 1% level respectively.

Total Farm Size: Land size owned by household heads was found to have significant (\( P < 0.01 \)) and positive relationship with food security status of households suggesting the larger the land size, the better food secure state of the household. The possible explanation is that the major source of food in the study area comes from own production and there was limited access to other means of income generating activities. So the household who have large size of land has better production which gives a better chance for the household to be food secured. The odds ratio of 1.603 for farm size indicates that, other things being constant, the odds ratio in favor of farmer’s food security status by a factor of 1.603 as the farm size increases by one hectare. This result is in agreement with the findings of [12, 16, 11 and 13].

Soil Fertility Status: This variable was also found to be significant (\( P < 0.05 \)) and positively related with the food security status of the household. Model results show that those farmers with relatively fertile land are more food secure than. The possible explanation is that assumption was soil fertility problem is one of the physical factors affecting crop production and productivity. If farmers perceive they have fertile land, they can get more production from a given plot of land than. In the model soil fertility status as perceived by farmers was positively related to food security. As a result, other things held constant, the odds ratio in favor of farmer’s food security status by a factor of 3.55 for a unit increase of soil fertility. Therefore, this result is in agreement with the finding of [7].

Use of Improved Seed: As expected this variable was found to have significant positive (\( P < 0.01 \)) effect with the food security status of households. Households using improved seed are more likely to be food secure than those who did not apply. Improved seed and other technological inputs help farmers to augment productivity and to boost production. Farmers can enhance their production by using high yielding varieties and other complementary farm. As a result, other things held constant, the odds ratio in favor of farmer’s food security status increases by a factor of 0.886 for a unit increase of the use of improved seed.

Non-Farm income: As expected non-farm income was found to have significant (\( P < 0.01 \)) and positive relation with the food security status of the household indicating farmers engaged in non-farm activities have better chance to be food secure. This might be due to the fact that households engaged in non-farm activities are better endowed with additional income and more likely to escape food insecurity. The odds ratios 0.805 indicate that keeping the influences of other factors constant, the use of SWC practices
decrease by the rate of 0.285 as non-farm income increases by one unit. This finding is consistent with the finding of food secure authors [1, 16, 12, 11 and 13].

**Slope of the plot (SLOPLOT):** This variable has negatively and significantly correlates with rural household food security status at less than 10% significant level. The higher slope category of a plot, the greater will be food in security. This means that on sloppy plot the impact of soil erosion would be more visible to the farmers and this lead to reduce the fertility of soil and reduced the amount of yield that the farmers obtained from their farms thereby there is high probability that the households failed in food insecure category. The results of the odds ratio show that the status of household food security by a factor of 1.64 for a unit increases in slope of the plot. The result of this study confirms the findings of [15 and 6] which revealed the slope of the plot negatively and significantly related to the status of rural household food security.

**Conclusion**

The data were analyzed using SPSS software employing descriptive statistics, logit econometric model and presentation of group discussion results. Core Food Secure Modal was used to determine the status of food security among sampled respondents. logit model was used to identify the major determinants of food security among the rural household.

The two Food security categories differed at less than one percent level in most of the hypothesized variables. The explanatory variables were age of HH head, marital status, level of education, household off-farm income, Farm size, soil fertility, slop of plot, Access to improved seed, Access to farm credit and Agricultural inputs.

A total of ten variables were fitted into the model of which, five variables were found to have influence on food security status. Consequently, Slop of Plots, Farm size, improved seed, non-farm income and Soil fertility were found to have influence rural household food security status.

**Policy Recommendations**

To enhance the food security situation of the Wereda, concerned development actors should give appropriate attention to review the safety net implementation manual and forward strategic decision to revise the criteria set for distinguish food secured and food insecure Weredas.

Land size is one the variables that significantly influence the food security status. Due to population pressure and the emerging of new prides (households) every year, land fragmentation continued. The caring capacity of the cultivated land decreased year after year. This situation more fastens the vulnerability of farmers to word food insecurity. To cover the situation, enhancing the productivity of land through intensification using different technologies is become vital. Introducing technology like drip irrigation, promotion of high values crops and high yielding varieties are some of the possible alternatives.

Diversifications of income through non-farm activities are other potential area for lift up the food secure status of the poor. The development actors should gear their attention to work on this line highly required. The wereda also have a huge potential and favorable climate condition for woodlot production. However, market for this potential is not available as expected. Thus, it is vital to
facilitate the modern system of woodlot production and its associated market. Facilitation of credit service and business skill capacity building to farmers (to encourage non-farm engagement) especially for youngster who always leaves their village in search of temporary labor one another area of intervention.

Use of Improved seed varieties was positively and strongly associated with food security in the study area. Improved seed augmented agricultural production and improved the food security situation of farmers. Introduction of different varieties of improved seed required appropriate attention by relevant actors. Strengthen linkage among farmer, extension and research to the required levels highly recommended in order to make the technology more suitable to end users.

Soil fertility status was one of the critical factors determined food security status in the study area. Improving the soil fertility status through implementing different integrated physical and biological soil and water conservation practice are some the possible alternatives.

**Reference**


---

**Mr Aberham Kebedom** Obtained his MSc in Rural Development in 2012 from Haramaya University. From then, He has published on papers in peer-reviewed journals. He is head, Department of Agricultural economics in Dilla University. Research interest includes Innovative Technology transfer, food security issues, farming system and socio-economical, development issues and so on.

**Mr Goitom Weldegerima** Obtained his MSc in Applied Statistics in 2012 from Hawassa University. From then, He has published on papers in peer-reviewed journals. He is vice Dean, College of Natural and Computational Sciences of Dilla University. Research interest includes Innovative Technology transfer, food security issues.
EVALUATION OF RURAL DEVELOPMENT POLICY AND STRATEGY IN ETHIOPIA

Dr. P. Nandeeswararao, Assistant Professor, Hawassa University, Ethiopia
Dr. Neduri Suryanarayana, Professor, Dilla University, Ethiopia

Abstract

The adoption of Agricultural Development Led Industrialization Strategy provided long-term development framework for economic transformation. Adjustment policies focused on liberalization of prices and markets, removal of subsidies, reduction of tariffs, and current account convertibility. The land policy states that land belongs to the people and that the Federal and regional governments administer it on behalf of the people. Land is a factor of production like capital and labour. The FDRE’s rural development policies and strategies have already accorded special attention that these areas deserve. The life of the people in these regions is based on cattle breeding and mobility with cattle from place to place. To improve the life of the people calls for a development strategy that is firmly based on livestock development.

Keywords: Ethiopia, Rural development policies and strategies

1. Introduction

Ethiopia is the second most populous country in Sub-Saharan Africa with a population of above 90 million in (CSA July 2013). The country has a long history, mosaic of peoples and diverse cultures. Ethiopia has reasonably good resource potential for development-agriculture, biodiversity, water resources, minerals, etc. Yet, Ethiopia is faced with complex poverty, which is broad, deep and structural. The proportion of the population below the poverty line is 44 per cent in 1999/2000. Thus, poverty eradication was and is the central development agenda of the government that guides its development activities.

Since October 1992, Ethiopia had been adopting a series of economic reform measures under the Structural Adjustment Program directed and funded by the IMF and WB. These measures were meant to faster economic growth by correcting distortions resulted from the previous regimes centrally planned command economic system. The macroeconomic policy prescriptions dictate conservative fiscal and monetary policy so as to reduce the fiscal deficit and let the market to play its primary role in resource allocation. During this period the country also adopted the Agriculture Development Led Industrialization (ADLI) strategy. As a result of the fiscal reform measures and non-inflationary sources of financing the budgetary deficit, government savings increased and budget deficits were reduced.

The ADLI include promotion of economic efficiency and growth, development of domestic technological capacities and capabilities for the promotion and development of small, intermediate and capital goods industries. By implementing this national economy policy Real Gross
Domestic product (GDP) of the country grew for the seventh time in a row in two-digit rates from 2003/04 through to 2009/10. The registered growth was achieved mainly due to the improved performance of the agricultural sector. This growth has been achieved through broad-based and diversified activities in which structural transformation was evidenced. Export earnings are steadily increasing owing to the increase in the value and volume of export commodities. As a result of the economic growth, the total imported commodities of the country have also increased.

The country launched three consecutive PRSPs namely Sustainable Development and Poverty Reduction Program (SDPRP) in 2002, Plan for Accelerated and Sustainable Development to End Poverty (PASDEP) in 2005/06 and Growth and Transformation Plan (GTP) in 2009/10. Real GDP has been growing at double digit since between 2002/03- 2010/11 for the last consecutive years averaged real GDP growth is 11.3%. The success for economic growth the government economic policy and the commitment are taking great shares. To achieve the economic growth government has taking a lesson from SDPRP and PASDEP plan period, and continuing economic growth by designing GTP five year program to achieve the higher economic growth an average 11% of real GDP growth for next five years. During 2010/11, the country has registered 11.4 % real GDP growth rate surpassing the GTP target of 11 percent. Particularly, the agriculture and industry sectors have registered growth rates above their targets set for the year. Clearly, more effective implementation of prudent macroeconomic and sectoral policies has contributed to this faster and broad-based growth. (Source MOFED, PASDEP and GTP document)

2. Socio-economic Performance of Ethiopia

The country has long-standing history, diverse cultural heritage, and reasonably good resource potential for development. Yet, the majority of the population lives in absolute poverty. In this context, the 1980s was marked by a state of crisis. Thus, by the turn of the 1990s economic policies and management under the command economic system, protracted civil war and recurring drought left the economy in deep crisis which manifested itself, among others, in: weak economy where growth plunged in most of the years and accompanied by loss of productive capacity, competitiveness, and increased food insecurity; severe macroeconomic imbalance and instability, and social crisis involving millions of displaced persons, refugees, demobilized soldiers, homelessness and unemployed people.

The adoption of Agricultural Development Led Industrialization Strategy (ADLI) provided long-term development framework for economic transformation. Adjustment policies focused on liberalization of prices and markets, removal of subsides, reduction of tariffs, and current account convertibility. These were buttressed with fiscal and monetary policy discipline. The favourable policy environment created by the economic reform, coupled with macro-economic stability, invigorated the domestic private sector, which was suppressed during the Derg period. The smallholder farming family was made the focus of economic development with a massive agricultural extension and credit scheme, and expansion of primary
education, primary health care, rural water supply and rural roads.

Clearly notable during this period is that the country’s economy shifted to a higher growth trajectory and more diversified sources. As shown below the table Real GDP has been growing at double digit since 2003/04 averaged 11.3% between 2002/03-2010/11. In the past growth had been volatile due to weather induced fluctuation in the agricultural sector as well as associated terms of trade. Apart from the growth in agricultural sector, the sustained growth since 2003/04 is complemented by strong performance in construction, manufacturing, trade and tourism, banking and insurance and real estate sectors and sub sectors.

<table>
<thead>
<tr>
<th>Sl.no</th>
<th>Years</th>
<th>Real GDP (in Millions Birr’s)</th>
<th>Growth of real GDP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2001/02</td>
<td>68,012</td>
<td>1.6</td>
</tr>
<tr>
<td>2</td>
<td>2002/03</td>
<td>66,587</td>
<td>2.1</td>
</tr>
<tr>
<td>3</td>
<td>2003/04</td>
<td>74,397</td>
<td>11.7</td>
</tr>
<tr>
<td>4</td>
<td>2004/05</td>
<td>83,804</td>
<td>12.6</td>
</tr>
<tr>
<td>5</td>
<td>2005/06</td>
<td>93,474</td>
<td>11.5</td>
</tr>
<tr>
<td>6</td>
<td>2006/07</td>
<td>104,499</td>
<td>11.8</td>
</tr>
<tr>
<td>7</td>
<td>2007/08</td>
<td>116,190</td>
<td>11.2</td>
</tr>
<tr>
<td>8</td>
<td>2008/09</td>
<td>127,844</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>2009/10</td>
<td>141,187</td>
<td>10.4</td>
</tr>
<tr>
<td>10</td>
<td>2010/11</td>
<td>157,464</td>
<td>11.4</td>
</tr>
</tbody>
</table>

Source: NBE Report 2010/11

3. Rural Development Policies and Strategies in Ethiopia - Core Objectives:

Rural development is not solely confined to agricultural development; it embraces a number of activities outside agricultural development proper. However, in the Ethiopian context, agricultural development is central to rural development. The basic principles that govern agricultural development policies and strategies in the country are outlined below: The Major Directions of Rural and Agricultural Development policy and strategy are:

(a) Coordinated Development Path: The agricultural development effort needs to be an integrated and coordinated one. There is a need for identifying the linkages among the aspects of rural development activities as well as the opportunities that could be realized. The coordination of the various tasks can make significant contributions to a rapid and sustainable growth. Coordination is required not only among the activities within agriculture but also with the rest of the socio economic sectors.

b) Development Path Compatible with Different Agro-Ecological Zones: Ethiopia is endowed with a variety of agro-ecological zones that differ in terms of rainfall pattern, soil types, altitude and other physical landscapes.

c) Adoption of Labour Intensive Strategy: Within the framework of the strategies enunciated above, accelerated and sustainable growth in Ethiopia can be brought about by
utilizing labour-intensive rather than capital-intensive production processes. This is more so for the agricultural sector than the other sectors. An important mechanism that enables to introduce labour-intensive strategies and help to employ modern agricultural inputs and practices is the adoption of new agricultural technologies and the training of the agricultural labour force with effective skills.

d) Proper Utilization of Agricultural Land: It is impossible to ensure agricultural development at the desired rate and on a sustainable basis, unless we are able to use our land efficiently. In this respect, guaranteeing the availability of land for people who are able and willing to make a living out of farming is fundamental and is a step in the right direction for proper use of land resources. A careful use of our natural resources is expected to contribute to sustainable development via enhancing productivity of the agricultural sector. The utilization of land in a manner that maximizes its contribution to overall development is the direction that will guide agricultural policies and strategies.

4. Evaluation of Key Policies and strategies in Ethiopia:

(a) Land Policy:

The land policy states that land belongs to the people and that the Federal and regional governments administer it on behalf of the people. The farmer may use his/her own labour as well as that of the family to cultivate the land or hired labour could be used. Land, whether private or government owned should be utilized in such a way that its opportunity cost does not nullify its contribution to overall socio-economic development. The need for developing the profile of land resources and harmonization of existing land use policies of regional states is high on the agenda. Land resources earmarked for pasture, cultivation, urban development, and commercial farm need to be worked out and articulated by each regional state/city administration.

(b) Improving Utilization of Water Resources:

A reliable water supply and management system is essential for accelerated and sustainable agricultural development. Ethiopia is endowed with vast surface and underground water resources. Ethiopian government has been trying to develop the country's water resources by using its own financial resources.

With regard to the Nile basin, Ethiopia, Egypt and the Sudan have already agreed on a 20 year water development and utilization plan. The need for primarily addressing environmental protection is a priority agenda on the part of Ethiopia. Ethiopia is expected to benefit to a greater extent from hydropower generation, which is to be partly exported to neighbouring countries. There is also a potential for developing a number of irrigation schemes.

Supplying adequate and clean water to the population improves many of the economic and social dimensions of poverty. It improves the health of the population with concomitant advances in the quality of life. Moreover, it releases the labor used to carry water, which in turn could be used elsewhere, mainly in education for girls.
Access to safe potable water in the year 2000 for urban areas in Ethiopia was 72%, and if Addis Ababa is excluded the figure drops to 38%. Access to safe potable water for rural Ethiopia is about 24%. The country utilizes only a small proportion of its aggregate annual run-off of 122 billion cubic meters and its ground water potential of 2.6 billion cubic meters. Moreover, the country's hydropower generation potential of 650 TWH per year and 10 million hectare of potentially irrigable land is almost untouched. Except for Addis Ababa and a few urban centers, sanitation facilities are basically non-existent.

(c) Pastoral development:

The FDRE's rural development policies and strategies have already accorded special attention that these areas deserve. The life of the people in these regions is based on cattle breeding and mobility with cattle from place to place. In pastoral areas, the need for the development of institutions which administer pasture lands among pastoral communities without violating indigenous long standing community is of paramount importance.

The following issues are worth considering in this regard: Assessing the physical and climatic endowments of the lands and the operating constraints thereof, Putting in place the necessary infrastructure facilities and ensuring an adequate supply of labour. As these are disease prone areas (particularly malaria), availing adequate basic health delivery system, Implementing appropriate settlement programmes side by side with encouraging private investors to, participate in the establishment of large-scale commercial farms and agro-industries.

The development efforts here should be based on the integrated development programmes of these regions and oriented towards accelerating regional development in general as well as overall national economic development.

Pastoralist is a method of agricultural exploitation based upon extensive herding where movements of herds and men are the major components of the system. The human population of pastoral areas is estimated to be between 12-15% of the country of which 93% are pastoral/agro pastoral and the remaining 7% depend on other agricultural activities (hunting, petty trade, mining etc). Pastoral areas in Ethiopia are located in the North-eastern, Eastern, Southern-Eastern, and Southern, & South-western part of the country.

(d) Agricultural Marketing initiatives:

a) Market Forces’ and the Marketable Surplus

Farmers in Ethiopia allocate most of their agricultural produce for their own consumption. Moreover, most of them do not produce enough for their own consumption. Hence, the farmers’ own hither to unsatisfy consumption demand would absorb initial increases in agricultural production. The transition to a market-based agricultural system is possible provided that development packages are selected and prepared carefully, technologies are continuously improved and supplied to farmers on a sustainable basis and are provided with adequate education, technical training and services on a sustainable basis. These need to be supplemented by relatively stable and remunerative prices and
well-functioning input and output markets.

b) Improving the Agricultural Marketing System

The success of agricultural development depends, among others, on the existence of an efficient marketing system. If the marketing system is inefficient, high marketing costs will render products uncompetitive particularly on the international market. Standardization of agricultural products, improving the supply of market information system, expanding and strengthening cooperatives, and strengthening private sector participation are key elements for proper functioning of the agriculture marketing system. Attempts will be made to setting a specified standard for agricultural products well ahead of time to be observed by both suppliers and producers of agricultural products.

(e) Rural Finance

The Government's agricultural development strategy relies heavily on enhancing the productive capacity of our people (labor) along with mobilization of the complementary scarce financial resources. Lack of financial resources threatens farmers’ productivity and put them into a vicious circle from which it is almost impossible to extricate them. Enabling smallholder farmers’ access to credit can break this vicious circle. They will use such credit to increase their output and earn more income and in turn this will enable them repay their loans, take additional loans, and use these in conjunction with their own savings to buy inputs and implements in larger quantities and improved qualities. This in turn would help improve their productivity and ensure sustainable development of the agriculture sector. Hence, if we wish to increase investment in agriculture and accelerate development, rural sources of finance that can extend loans and credits to farmers in sufficient amounts and sustainably need to be expanded.

Moreover, the existence of a strong financial system is essential for a strong agricultural marketing system. Cooperatives can serve as distribution agents for major importers and factories without actually having to buy agricultural inputs and implements in cash and thereby settle their bills from farmers after sales. Such trading modalities will be affected when there are cooperatives that are financially viable and strong. Thus, mechanisms must be instituted whereby cooperatives can trade with farmers and other economic actors in cash.

(f) Rural Electrification

It is clear that Ethiopia has one of the lowest levels of electricity generation per capita in the world, which stood at 28KWh. Only 13% of the population has access to electricity. Electricity is, thus, a major constraint towards establishment of agro-processing industries, commercial enterprises and irrigation facilities in the rural areas. Besides, delivery of health and education services remains inefficient in the absence of electricity. The Rural Electrification Project is designed to address the aforementioned constraints, which impeded the development of rural towns. The project will also support the Agricultural Development Led Industrialization Strategy (ADLI) by providing consumers access to electricity and thereby enhancing
overall development efforts. In brief, the project will facilitate all rounded economic growth in the rural areas and create employment opportunities for the poor, including women, thereby increasing income levels and reducing poverty. The project is targeted to electrify 164 Woreda towns to provide customers access to electricity. Successful completion of this project shall bring all regional governments to the same level of electrification of Woreda towns.

(g) Rural Telecommunications Development

Although the introduction of telecommunication in Ethiopia dates back to 1894, it has remained under low level of development under different organizational structures. At present the Ethiopian Telecommunications Corporation (ETC) provides all the telecommunication services in Ethiopia. The objectives of ETC as stated in its establishment regulation of 1996 Article 5 are: To engage, in accordance with development policies and priorities of the Government, in the construction, operation, maintenance and expansion of telecommunication services; To provide domestic and international telephone, telex, telefax and other communication services;

(h) Roads

Road infrastructure in Ethiopia had reached such a level of deterioration in the early 1990s that it became a serious hindrance to the Government’s efforts in reviving the economy. In recognition of this, the Government launched the Road Sector Development Program (RSDP) in 1997 to tackle the shortcomings in the road sector and complement the sectoral development programs.

The first phase of the Program (1997-2002) is a culmination of the Government’s effort, with significant support from the donor community, to create adequate capacity in the road sub-sector to facilitate and hasten the economic recovery process and restore the essential road networks to an acceptable condition. The Program covered measures aimed at: (a) creating a conducive atmosphere in the road sector through introducing a serious of policy and institutional reforms, and (b) rehabilitating critical roads that have been identified as major impediments towards the attainment of the objectives of the Economic Recovery Program. In this regard, the rehabilitation of trunk roads and upgrading of some link roads have been accorded highest priority as they had proved to be a major constraint in the evacuation of crops, the delivery of agricultural inputs, and access to ports.

The second phase of RSDP is now being launched. It will dramatically improve the road network connecting different regions of the country. Besides, the Ethiopian Rural Travel and Transport Sub-Program (ERTTP) is also now being launched to address the constraints of transport at the village level.

(i) Food Security

The magnitude of consumption poverty indicators outlined in the section on poverty profile of Ethiopia is clear manifestation of the scope and depth of the food insecurity problems in Ethiopia. It is manifested directly in three food security components: adequacy of supply (production, reduction of post harvest loses, import
levels), stability of supply (production stability, regional and inter temporal price stability) and access to supply (purchasing power, or income level and access to employment).

In any one year, more than four million people face food shortages and need relief assistance which is met through annual appeals. The figure includes those who are both in chronic and transitory food insecurity. The regional profile of food insecurity reflects variation in deprivation among regions. The food poverty has become equally important in both rural and urban areas. The proportion of the population under food poverty declined from 47% in 1995/96 to 42% in 1999/2000 whereas the corresponding level for urban areas stood at 32.5% and 46.7% respectively-reflecting growing problem in urban areas. The consequences of food insecurity are reflected in the high level of malnutrition (stunting and wasting of children less than five years of age). A combination of factors has resulted in serious and growing problem of food insecurity in Ethiopia.

Adverse climate changes (drought) combined with high human population pressure, environmental degradation, technological and institutional factors have led to a decline in the size of per capita land holding. This was exacerbated by policy induced stagnation of agriculture and internal conflict and instability in the past resulting into the widening of the food gap for more than two decades, which had to be bridged by food aid. Increasing urban poverty is largely attributed to limited broad based employment and income earning opportunities in urban areas.

(j) Human Capacity Building and Utilization

The economic development strategy, in general and our agricultural development strategy in particular, is based on building the productive capacity of the labour force and employing the same intensively in development activities. Building the productive capacity of the labour force includes: Further developing the drive, preparedness and industriousness of the labour force, Upgrading agricultural skills, improving the health status of the population, aligning the above with the supply, replication and diffusion of technology.

(i) Education

Realizing the positive role that education plays in the development of a society and reducing poverty, the Ethiopian government has adopted a new Education and Training Policy (ETP) in 1994. The document outlined the mission and goals of the new education system of Ethiopia to achieve the present and future national economic and social development goals. The policy focuses on increasing access to educational opportunities with enhanced equity, quality and relevance. This was the basis for the multi-year Educational Sector Development Program (ESDP) that stared in 1997/98 with the long-term goal of achieving universal primary education by the year 2015. The second phase of this program, ESDP II, shall span for three years similar to that of PRSP, from 2002/03 to 2004/05.

(ii) Health

Ethiopia is known to have one of the lowest health statuses in the world. This is mainly due to backward socioeconomic development resulting in
widespread poverty, low standard of living, poor environmental conditions and inadequate health services. Realizing this state of affairs, the Federal Democratic Republic of Ethiopia, embarked on a rapid economic development and a multi-pronged poverty reduction programmes. In line with this strategy, it took a number of measures in the health sector including the design of an appropriate sectoral policy, strategy and a twenty-year rolling health development programme. In response to the prevailing and newly emerging health problems as well as in recognition of the weaknesses of the existing health delivery system, the first phase of Health Sector Development Programme (HSDP I) was launched in 1998 (EFY 1990). It was developed in the context of a strong government commitment to democracy and decentralization, and was designed explicitly to respond to the health care needs of the rural population who constitute 85% of the total population. The sectoral programme demonstrates the priority that the Government accords to health, and backed by a firm commitment to allocate the necessary internal and external resources to facilitate HSDP implementation.

The need for broad partnership between, and active involvement of all potential partners involved in the financing, delivery, management, and use of health services was also recognized at an early stage, and HSDP I was therefore developed through a broad consultative process. It included mechanisms for transfer of power to the communities and their representatives in the management and support of local health service delivery, through health committees and management boards established at hospitals and other health facilities.

**Conclusion**

The problem of widespread poverty is one of the most serious challenges facing Ethiopia. Currently, the government is seriously engaged to deepen the process. Commercialization, diversification and Specialization is to be intensified through farmers training and support of the extension system. This will help the farmer to transit from producing for subsistence to producing for the market, in the process realizing market driven agricultural development. This creates a basis for strong agriculture industry linkage for structural transformation of the Ethiopian economy. The government is working towards effective mobilization and coordinated use of the resources of the public, private, NGOs and communities to ensure rapid, broad based development and effectively attack one of the most serious challenges that Ethiopia is facing – deep and wide poverty. There is an expectation for increased inflow of ODA resources to support the country’s strategy and priority programs for broad-based development and poverty reduction. It is also expected that aid flows are not impeded by traditional aid delivery mechanism. There is a clear and strong preference for budget support, which becomes an imperative with the ongoing decentralization from regions to Woreda and Kebeles. Development partners are also expected to facilitate market access trade and foreign investment flows to Ethiopia to contribute to the realization of development and poverty reduction objective of Ethiopia.
Reference:
A STUDY ON PRIMARY SCHOOL TEACHERS' EFFECTIVENESS

Prof. Sunita Godiyal, Department of Education, H.N.B. Garhwal University
Campus BadshainThaul, TehriGarhwal, Uttarakhand

Abstract

The earlier research gives details that there is no any research has specifically focused on the effectiveness of the primary school teachers, it would be reasonable to assume that teachers’ effectiveness would positively influence the school environment and students achievements in different levels in large extent. The findings of this study suggest that effectiveness make teachers as well as workers more sensitive toward their work.

Key words: Intellectual, investment, successful, Teacher

Introduction

Teacher is significant agent in causing learning and intellectual development of the learners (Tuxworth, 1982). NCTE (1998) noted that, “The teacher is the most important element in any educational programme. It is the teacher who is mainly responsible for implementation of the educational process at any stage. No amount of investment in improving the physical and educational facilities can improve education unless there are adequate number of well qualified teachers who can and willingly implement the educational process in such a way that it brings about the desired educational development of the students. A competent and effective teacher will help in national development. An effective teacher must have a positive attitude towards teaching as a profession and dedication to teaching, because attitude is an important aspect in quality teaching (Parmar et al. 2008). According to Remmers (1952), “Teachers effectiveness is the degree to which an agent of teaching produces effects on the learners.”

Teacher has to set new ideals and norms, and inculcate the values of human welfare and mutual goodwill among the students. The goal of every teaching is effective teaching. However, only that teaching is successful that brings about effective learning. How far the teaching is successful can be judged by the results that last and that a learner can and does actually use in his life (James, 1956).

In the whole educational process a good and effective teacher occupies a place of tremendous importance and the importance of teachers in the educational process is unquestionable. An effective teacher is amongst the foremost factors contributing to educational improvements. According to Ryans (1969), “the problem of identification of effective teachers is, therefore, of prime importance for realizing desirable educational goals. An effective teacher may be understood as one who helps development of basic skills, understandings, proper work-habits, desirable attitudes, value judgment and adequate personal adjustment of the students.
Teacher effectiveness is an area of research which is concerned with the relationship between the characteristics of teacher, teaching acts and their effects on the educational outcomes of classroom teaching (Flanders and Simon 1969). Nenty (1988) also found that teachers' attitude to work to be important factor in explaining student's academic performance which serves to the most important factor in the educational process. Anderson (1982) has reported that teachers' commitment to improve students' academic performance as a significant variables in school climate. Anand (1983) has expressed that teachers' effectiveness is decidedly governed by a number of factors such as personality component, behaviour, and relationship with school community, qualifications and job-satisfaction.

Therefore, no research has specifically focused on the effectiveness of the primary school teachers, it would be reasonable to assume that teachers' effectiveness would positively influence the school environment and students' achievements in different levels in large extent. The findings of this study suggest that effectiveness make teachers as well as workers more sensitive toward their work.

**OBJECTIVE:** To study the effectiveness of teachers working in Primary Schools

**METHODOLOGY**

The sample for the study comprised of 300 teachers (180 male teachers and 120 female teachers from primary schools) of district Tehri of Uttarakhand State. For the assessment of Effectiveness of teachers the Kulsum Teacher Effectiveness Scale was used. The scale reliability has been reported 0.82 to 0.79 (Split half reliability and Test - re-Test reliability). The scale consists of 60 items to measure the Effectiveness of Teachers. The weightage allotted from 5 to 1 point. Thus the maximum score on scale to be 300 and the minimum is to be 60 respectively. Teacher obtained 282 or high score on effectiveness scale considered as high effective and teacher obtained 242 or less score on effectiveness scale considered as low effective teacher respectively.

**HYPOTHESES:** There exists significant difference between the effectiveness of male and female teachers working in Primary schools.

**Results and Discussion:**

Scores were calculated for the Effectiveness of Primary School Teachers as follows:-

<table>
<thead>
<tr>
<th></th>
<th>No. of Teachers</th>
<th>Mean</th>
<th>Sd.</th>
<th>t- value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>180</td>
<td>253.16</td>
<td>29.17</td>
<td>0.97</td>
</tr>
<tr>
<td>Female</td>
<td>120</td>
<td>256.43</td>
<td>28.42</td>
<td>N.S</td>
</tr>
</tbody>
</table>

df- 298 .* Significant at 0.05 level

---

International Journal of Academic Research

---

x  x  x  101 03 9
It is apparent from the table 01, that female teachers obtained more mean value (M=256.43) in comparison to male teachers (M=253.16). The difference was not found up to level of significant. This might be due to the personal as well as professional liking or school environment.

Table 2: Mean, sd and t-value on Effectiveness of Teachers working in Urban and Rural Area's Primary School

<table>
<thead>
<tr>
<th></th>
<th>No. of Teachers</th>
<th>Mean</th>
<th>Sd.</th>
<th>t- value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Teachers (Urban Area)</td>
<td>90</td>
<td>249.38</td>
<td>35.43</td>
<td>0.83</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N.S (df-138)</td>
</tr>
<tr>
<td>Female Teachers (Urban Area)</td>
<td>50</td>
<td>254.44</td>
<td>30.67</td>
<td></td>
</tr>
<tr>
<td>Male Teachers (Rural Area)</td>
<td>90</td>
<td>256.93</td>
<td>20.67</td>
<td>0.23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N.S (df-158)</td>
</tr>
<tr>
<td>Female Teachers (Rural Area)</td>
<td>70</td>
<td>257.84</td>
<td>26.84</td>
<td></td>
</tr>
</tbody>
</table>

* Significant at 0.01 level

It is apparent from the table 02, that female teachers working in urban locality obtained more mean value (M=254.44) in comparison to male teachers (M=249.38). Whereas, female teachers working in rural locality primary schools also obtained more mean value (M=257.84) in comparison to their male counterparts (M=256.93). The difference was not found up to level of significant. This might be due to the personal as well as professional liking of male teachers working in urban locality primary schools or rural locality primary schools.

As such, the hypothesis that, “There exists no significant difference between the effectiveness of male and female teachers working in Primary schools”, stands to be accepted.

Conclusion:-

On the basis of the results obtained in present study the following conclusions were drawn-

The female teachers having better degree of mean values than to male teacher either they are working in urban locality Primary schools or primary schools situated in rural locality. It indicates that female teachers' effectiveness does not affected by the location of schools they are equally effective either they are working in urban locality schools as well as school situated in rural locality.

REFERENCES


Prof. Sunita Godiyal has been working as a Professor in Department of Education, H.N.B. Garhwal University Campus BadshaiThaul, TehriGarhwal, Uttarakhand. She has 26 years of Teaching Experience and Published more than 52 research papers. She has Administrative Experience-holding different administrative post in campus.
Jainism as Philosophical Backbone of Human Rights-A Perspective in Indian Jurisprudence

Dr. Asha Bhandari,
Faculty of Policy Science, National Law University, Jodhpur, Rajasthan

Abstract
This paper is an earnest approach to draw the similarities among the various provisions of Indian Constitution (related to human rights) and Jainism. The principles of Jainism give religious sanction to some of the most important rights, which are in modern time safeguarded by the laws of state, and thus act as an implicitly guiding light for these provisions. This paper is an earnest approach to draw the similarly between two and to show that how the dream of making father of Constitution can be fulfilled by adopting Jain philosophy in our practical life.

Key words: Human right, philosophy, mankind

INTRODUCTION
The idea of human right is an old as the history of human civilization but the name human right given to it in the recent in origin. The rights of man have been the concern of all civilization from time immemorial. The philosophy of human right has already occupied a place of prime importance in ancient India. Actually what the west has discovered now in the field of human right has been an accepted principle of Indian tradition since time immemorial. Jainism is also true representation of Indian culture. The concept of equality, respect for dignity, morality, justice, righteous, non-violence, non-possessiveness are guiding and directing principle of spirit and action of Jain philosophy. There is an essence of humanism in the Jainism.

ANALYSIS
The Jainism dedicate itself to save mankind and stands for the dignity and worth of human person, believe in the equal rights of men and women, support the human right of all individual, create spirit of cooperation, enhance peace and good will among the people. Jain humanism is based on their metaphysical background. The Jain metaphysics is a realistic and relativistic pluralism. On these basic metaphysical foundations Jainism treats all persons equal and respects their dignity. Jainism accepts the basic foundation that ‘Human race is one’ (1). Jainism advocates the principle of cooperation and does not believe in any sort of discrimination based on caste, color or race. This is an opinion of Jainism that ‘man is superior due to his actions and qualities not by his birth or caste’ (2) “No one is inferior or no one is unwanted thus nobody shall feel proud on the basis of caste”. (3) On this basic thought Jainism opens the door of employment for all people. Jain religion is open for all without any discrimination on the basic of caste, classes or places of birth. Jainism accepts the oneness of human race and opposes those man made divisions of class and creed. The right of
equality is the faith and creed of our democratic republic also. It forms the foundation of socio economic justice. Article 14 based on right of equality. The succeeded article 15, 16, 17, 18 lay down specific application of general rule lay down in article 14. Article 14 guarantees the equality of all persons before law. Article 15 prohibits the discrimination on the basis of religion race, caste, sex or place of birth. Further article 16 provides equality of opportunity to all citizens in the matters of public employment. Article 17 is also very important from the point of view of equality before law. It guarantees socials justice and abolishes the practice of any form of untouchability. These articles advocate the non-discrimination on the basis of general rule of equality. Once the principle of equality is accepted it becomes impossible to discriminate against any group or person. Discrimination can be said to the denial of fundamental and universally accepted rights of all human being. These articles support the same philosophy.

Personal liberty is also one of the most important of all human right. To be born free and having right to liberty presuppose that each human being has the freedom of choice in the conduct of his or her life. Freedom next to life itself is viewed as the most precious human value closely linked to human dignity and worth of human life. Jainism has emphasized on the same philosophy, which could be easily found out in various concepts like ahimsā, (non-violence), anekāntavāda and Karma theory of Jainism. Jainism upheld the worth of life very much hence it mainly emphasized on those thought, which respect and secure the human freedom. The most distinctive contribution of Jainism consists in its great emphasis on the observance of ahimsā,— non-injury of living being by the all persons to the maximum extent possible. Principle of ahimsā, is a logical outcome of Jain metaphysical theory that -all souls are potentially equal. Since all living being, possess soul, the principle of non-injury and love to all obviously extend to cover all living being. “Ahimsā, is disciplined behavior towards every living being”(4) The scripture tell us that do not injure, abuse, enslave, insult, torture or kill any creative or living being “ Absence of violence of any sort towards all being at all times is ahimsā) Concept of ahimsā, emerged from the doctrine of equality of all soul. Through the preaching of ahimsā, the Jain scriptures and Acharya emphasized the basic fact that every living being has sanctity and a dignity of its own and therefore one must respect it as one expects own dignity to be respected by others. Jainism emphasized the basic philosophy that ‘Live and let live’. In this way the Jain teaching convinced the people that the practice of ahimsā, has a positive force and collective appeal. In this context anekāntavāda is an extension of ahimsāin realm of thought.

Article 19 to 24 of the Indian constitution deals with the different aspect of this basic principle ‘personal liberty’.Article 19 grantee the freedom of speech and expression, which is indispensable in a democracy. Article 21 provides that No person shall be deprived of his life or personal liberty except according to procedure established by law. Article 22 supplements Article 21.It prescribes the minimum procedural requirement that must be included in any law enacted by the legislature in accordance with which a person may be deprived of his life a personal liberty.
Article 23 and 24 prohibits the traffic of human being and beggar and other similar form of forced labor. These are article, which prohibits the exploitation of any form. These articles are various aspect of personal liberty, which respect the human dignity.

Apart from this Karmvaad of Jainism is also provides protection of human rights. In short Karmvaad may summarized as the theory of infallible consequences of one’s action. Karma doctrine involves freedom of will of the individual. Jainism lay down that it is ones Karma that primarily regulates the future destiny and course of life of all soul without and interference of powerful god. The same philosophy we can find out in the Article 20 which protects the basic human right of the people that no person can be punished for an act, which was not offence at the date of commission. It further protects the person by providing that no person could be subjected to a penalty greater than that, which might have been inflicted under the law in force at the time of commission.

As a religion, Jainism unveils the meaning and purpose of life. Its attitude towards other religion is that of non-criticism. It preaches universal tolerance and humanism. Jain Acharya believe in cooperation yet for them unity does not mean absolute unity. By unity, they mean an organic whole in which every organ has its individual existence but works for a common goals human good. For them unity means unity in diversity. They maintain that every race, every religion and every culture has full right to develop with all its particularities but at the sometime, it is pious duty to scarify its own interest in the larger interest of humanity.

Apart from the protection of religious freedom Jainism also believe in the self-development by the help of educational and cultural development of mankind. The same philosophy is contained in the religious, educational and cultural rights of Indian constitution. India is a secular state. Articles 25 to 28 of the Indian Constitution specifically provide freedom of religion. Article 25 of the constitution ensures equality of all religions. Article guaranteed two-fold freedom, i.e. (i) freedom of conscience and (ii) freedom to profess, practice and propagate religion. However, these freedoms are not absolute. They are subject to the restrictions. Every person is given the freedom to profess, propagate any religion but in doing so, he cannot interfere with the religion of another person.

Under Article 26 of the constitution, every religious denomination has been given the freedom to manage the religious affairs. Article 27 further advances the secular character of the nation. It provides freedom as to payment of taxes for promotion of any particular religion. Article 28 prohibits the imposition of religious beliefs on the persons attending any such educational institutions. All these provisions are of great importance to India, which comprises of people belonging to different religions, faith and belief. Similarly, cultural and educational rights are indispensable for the dignity of a person for the free development of the personality.

Jainism has laid great stress on the observance by the householders of right conduct. For this purpose Jain ethics emphasis on various vow. Obviously these value as they around a religious sanction to some of the most important public and private interest and rights.
which are in modern time safeguard by the law of state. It could be seen that these vows merely reproduce the unwritten moral code of the best societies of men. Householders must have practice these vows in their daily life with almost care so that transgression of these vows can be avoided to a great extent. It means that the observance of these vows has to be made as faultiness as possible. Similarly in constitutional provision, also there is a need of effective machinery. If there is no effect remedy against the violation of human right, there is no meaning of these rights in real sense. Article 32 provide and give power of Indian court to stand between individual and state protecting human right of individual from any interference which is not justified by law. However, these fundamental rights cannot be enjoyed as absolute rights in Constitution. There are many grounds on the basis of which restriction can be imposed in the exercise of those fundamental rights.

Jainism is a religion whose success lies in a state of internal and external, mental and physical discipline with principles of good behavior and high morality for individual as well as for society. Vrata are heart of Jain ethics. Jainism emphasis on many Vrata. Out of which 5 are main and other are supplementary vrata. It is emphasis that in order to practice main vrata those supplementary vrata must be practiced. Similarly in the constitution, there is a provision of directive principle. To make fundamental rights meaningful, exercise of directive principle is must. Directive principles (article 36-51) intend to bring about the socio economic revolution. The main aim of these articles is to create a new order of socio economic order wherein there will be social and economic justice for all and everyone. Article 38 and 39 provided that state has to secure a social order for the promotion of welfare of people and making of certain principles or policy to be followed by state by securing socio economic justice to all. These article promote the objectives of establishing a social welfare state and further article 41to 43 provides the right of education, provision for just and human conditions, maternity relief, living wages etc. for workers. Article 45 provides provision for free and compulsory education for children. Article 47 says that it is duty of the state to raise the level of nutrition and the standard of living and to improve public health.

The basic aim of these provisions is to develop a social security and welfare of the people. Finally article 51 provides the promotion of international peace and security. It is the duty of state to achieve those objectives.

Jainism respect the dignity, equality and rights of every person but at the same time, it also emphasis certain duties towards other in the term of Anuvrata(ethical code)(4) to promote harmony and brotherhood among all people. According to Jainism it is duty of every person to believe in human unity. It is duty of every person to practice the various forms of non-violence, religious tolerance and restrict himself not to harm other for selfish gain and not to discriminate based on caste, creed, race, and a religion nor encourages the evil custom. The practices of these vows wills definitely bring the harmony in the society. Similarly in Indian constitution, also there is provision of Fundamental Duties (5) we find that it is duty of every Indian to promote harmony and thee spirit of common brotherhood amongst people, to strive towards excellence in all
sphere of individual and collective, which is possible if we protect and promote the human right of all the people.

**CONCLUSION**

This comparative analysis shows that various concept of Jainism lies at the roots of various provision related to human rights in Indian Constitution. The teachings of Jain humanism are universal in essence and if sincerely practiced by the human beings they are guarantee the kind of understanding and peace that are really needed to exercise basic human rights. An honest application of various concepts of Jainism in life like nonviolence, ethical code and metaphysical teachings can ensure peace and social security. The humanism of Jainism thus can be a powerful source of peace and national understanding among the people of country.

**References**

- GopalBhargav, Human Rights concern for Future, Delhi:Gyan Book Pvt. Ltd.2001
- S. RadhaKrishnan, Indian Philosophy, Vol-I, Delhi: Oxford University Press, 1999

Dr Asha Bhandari is Senior Asst. Professor of Philosophy and Sociology at the Faculty of Policy Sciences, National Law University Jodhpur (Rajasthan). She has more than 10 years of teaching experience. She has published four books and various papers in academic journals and also presented papers in national and international seminar. She has also completed two major research project funded by UGC and ICSSR. Three national seminars on women issues were organised by her. Her area of interest is Gender Studies, Applied Ethics and Legal Reasoning.
Live in relationship in India: Legal Perspective

Dr. Sudhansu Ranjan Mohapatra, Associate Professor, Centre for Juridical Studies, Dibrugarh University, Dibrugarh, Assam

Abstract

Live in relationship is one of the emerging changes taken place in society that has legal as well as societal ramifications. Live in relationship has been a matter of debate for a long time. It has created lively debate in international and national levels. The Supreme Court of India has recently opined that that live in relationship is neither a sin nor a crime. Keeping in mind this lively debate, an attempt has been made to throw a light on the legal aspects of live in relationship. The paper is based on both primary and secondary sources. The primary sources include the Acts and decisions of the court. The secondary sources include the books and journals.

Key words: - Live in relationship, society, court

Introduction:

Change in a society is a universal truth. The change in the society may be due to a variety of reasons be it change in the social mores, or other changes like technological, economic changes. Social institution of marriage has also undergone a sea change in the recent years. Marriages are now being replaced by cohabitation or live in relationship. This transition in the society has been viewed differently by the legal systems and societies of the world. India is also not an exception to this form of transition. The proactive judiciary of India has been instrumental in protecting the rights of the partners of live in relationship. The recent judgment of the honourable Supreme Court of India that live in relationship is neither a sin nor a crime has created a lively debate as to the acceptability of the live in relationship by judiciary as well as by society. Here an attempt has been made to analyse the socio legal impact of the live in relationship in India.

Concept of Live in relationship:- To define live in relationship is a difficult task. It may be qualified by the person who defines it and upbringing of that person, society in which he lives. While women may view it as a committed relationship moving towards marriage and a man may view it as an alternative to marriage. David Knox and Caroline Schacht have defined live in relationship as “two unrelated adults involved in an emotional and sexual relationship who sleep overnight in a same residence on a regular basis.” The authors have given eight types of cohabitation relationships.

These are – 1. Here and now type of relationship in which partners are

1 David Knox and Caroline Schacht, Choices in Relationships: Introduction to Marriage and the Family. 11th Edition (Belmont:Thomson Higher Education 2012) at 120
focused on here and now and not on the future relationship.

2. Tester type of relationship in which the partners want to assess whether they have a future together.

3. Engaged type of relationship in which the partners are in love and planning to marry.

4. Money saver type of relationship in which the couple live together primarily to save money.

5. Pension partners type of relationship in which partners are generally old and have been married before and derive benefits from previous relationship. In such type of relationship, the pensioners want to retain the previous earning from the previous relationship but still want to enjoy a family life. So, they choose live in relationship.


7. Rebellious Cohabiters.

8. Marriage never type of live in relationship in which partners believe in the commitment of heart and of not a legal document. They are the persons who need companionship and sexual life outside the marital relationship.

**Live in relationship In international level:** The institution of marriage in all over the world has undergone a sea change and gradually being replaced by live in relationship. The countries of the world be it European, American or Asian have witnessed the phenomenon of live in relationship. This type of change in the society has not only created complexities for the society but also posed a challenge to the legal system. The socio legal problems of varying dimensions have occurred due to live in relationship. Keeping in mind the limitation of the study, an attempt has been made to analyse the legal status of the live in relationship in United States of America and United Kingdom.

**United States of America:** In United States of America, unmarried partner households made up at least 5.2 percent of total households and included some 5.5 million people, 4.9 million in opposite-sex households.\(^2\) Except three states of United States (Mississippi, Florida, and Michigan) the cohabiters are regarded as domestic partners. It was after the judgment of the Marvin v. Marvin\(^3\). The facts of the case are such that Lee Marvin, the Hollywood actor and his companion, Michelle, who lived together as a couple, having begun that relationship while Lee was married to another woman. Early in the relationship, Lee divorced his wife and continued living with Michelle who changed her name legally to Michelle Marvin. Lee and Michelle lived together for six years, never having gone through a formal marriage ceremony. The Supreme Court of California recognized the rights of non-marital couples to sue each other for compensation if the facts support either contract or some equitable doctrine. Marvin laid the predicate for Registered Domestic Partnership legislation in the United States. The main feature of a registered partnership is that it formalizing a non-marital relationship that would otherwise have to be proven in order for the individuals in that relationship to have rights and responsibilities. It is a model for same-sex couples to use to formalize their


\(^3\) 557 P.2d 106 (Cal. 1976).
relationship. The preamble of the New Jersey Domestic Partnership Act (2003) succinctly summarizes the rationale behind extending the benefits and obligations of marriage to cohabitants who fall within the qualifying characteristics of mutual caring and economic responsibility for one another’s welfare. It acknowledges both the existence of substantial numbers of cohabitants and the functions they perform for the state by privatizing support for the welfare of its citizens, reaching the conclusion that the state should therefore support these couples in their performance of these functions.

Apart from Registered Domestic Partnership legislation, express contracts between partners are also taken into consideration while dealing with live in relationship. With the exception of Illinois, Georgia and Louisiana, almost every state recognize express contracts between cohabitants, especially if they are written.

Some of the states in USA extend rights based upon the status of cohabitation, either by imposing that status upon cohabitants at the termination of their relationships or by providing for entrance into civil unions or domestic partnerships.

**United Kingdom:** The 2001 Census records just over two million cohabiting couples in England and Wales, an increase of 67% on the figures from the 1991 Census. The 2001 Census for England and Wales further records that:

1. 1,278,455 children were dependent on a cohabiting couple;
2. Of those, 558,426 children were in cohabiting step-families; and
3. 741,880 cohabiting couples had a dependent child or children.

In UK generally, couple can make cohabitation contracts and can also make express trusts of personal property. Apart from that legislations also govern live in relationship in UK. One such legislation dealing with live in relationship in UK is the Civil Partnership Act, 2004. In order to form a civil partnership in the UK, both parties must be over the age of 16, of the same sex, not already in a civil partnership or marriage, and not be within the prohibited degrees of relationship. If of the age of 16 or 17, the consent of the individual’s parent or guardian will be required, except in Scotland, where marriages and civil partnerships can take place from the age of 16 with no need for parental consent. In order to complete the registration process, the couple must each give notice of their intention to the registry office. After 15 days they can complete the registration process. The couple can also enjoy a ceremony if they choose but this is not a requirement of the Act. The first date on which notice could be given was 5 December 2005 and the first registration was on 21 December 2005. The 15-day notice period allows the registrar to check that the couple is eligible to go ahead with the registration.

**International Law:** 1. Article 16(1) of UDHR states that men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution

Article 8 of the Convention for the Protection of Human Rights and Fundamental Freedoms (European Convention on Human Rights) gives the...
right to respect for private and family life. It provides that

1. Everyone has the right to respect for his private and family life, his home and his correspondence.

2. There shall be no interference by a public authority with the exercise of this right except such as is in accordance with the law and is necessary in a democratic society in the interests of national security, public safety or the economic wellbeing of the country, for the prevention of disorder or crime, for the protection of health or morals, or for the protection of the rights and freedoms of others.

**India:** In Indian context, judgements of the Supreme Court have clearly established that partners of the live in relationship are protected under domestic violence Act, 2005.

In D.Velusamy vs D.Patchaimmal Criminal Appeal Nos. 2028-2029 of 2010, the Supreme Court through justice Markandey Katju held that in order to get benefit of Domestic Violence Act, 2005 a couple in live in relationship has to fulfill the following conditions.

(a) The couple must hold themselves out to society as being akin to spouses.

(b) They must be of legal age to marry.

(c) They must be otherwise qualified to enter into a legal marriage, including being unmarried.

(d) They must have voluntarily cohabited and held themselves out to the world as being akin to spouses for a significant period of time.

In Aysha Vs. Ozir Hassan Crl.R.C.No.674 of 2007 the Supreme Court of India held that a valid marriage does not necessarily mean that all the customary rights pertaining to the married couple are to be followed and subsequently solemnized. In this instance case the petitioner has been a spinster before she gave birth and that the respondent was a bachelor before developing sexual relationship with the petitioner. Both of them led their marital life under the same shelter and begot two children. Therefore, the petitioner's rank has been elevated as the 'wife' of the respondent and likewise the respondent's rank had been elevated as the 'husband' of the petitioner. The Court accordingly granted maintenance to the wife.

In Indra Sarma v. V.K.V. Sarma Criminal Appeal No. 2009 of 2013, the Supreme Court of India held that live-in or marriage like relationship is neither a crime nor a sin though socially unacceptable in this country. The decision to marry or not to marry or to have a heterosexual relationship is intensely personal. The chief question before the Supreme Court of India was whether a live-in relationship would amount to a relationship in the nature of marriage falling within the definition of domestic relationship under Section 2(f) of the Protection of Women from Domestic Violence Act, 2005. All live-in relationships are not relationships in the nature of marriage. The court opined that if the relationship has no inherent or essential characteristic of a marriage, but a relationship other than in the nature of marriage then that relationship would not fall within the definition of domestic relationship under Section 2(f) of the Domestic Violence Act, 2005.

The general perception of the Indian society towards the live in relationship is that it is immoral to cohabit without undergoing the ceremonies of marriage. However, it is
getting prominence in the big cities of India. A substantial portion of the Indian population is LGBT and they are more prone to exploitation. One argument is often given that in live in relationship stability of the relationship is uncertain. However, it is not true, even in cases of marriages the rate of divorce is increasing day by day. Kerala, the most developed state in terms of education in India has witnessed registration of 1937 no’s of cases in three months period (January 2013 - March 2013). In a recent study reported in Indian express newspaper, researchers has revealed that couples who live together before getting married could be helping to lower divorce rates.\(^4\) In case of India, the old age people who are neglected by their child may resort to live in relationship as it will give comfort to them.

**Conclusion and Suggestions:** From the above analysis, it appears that the judgments of the Supreme Court has created many paradoxes. It has both legal and social ramifications. However, it is up to the society to accept or to decline live in relationship. The following suggestions may be put forwarded in the light of above discussion.

1. In census, data should be collected as to the status of domestic relationship, live in relationship so that policy measures may be directed towards them.

2. The LGBT population should be identified through census so that HIV and AIDS prevention policies, health benefit may be extended to such population.

3. There is a need to enact special laws regulating live in relationship. It may be in the model of Civil Registration Act, 2004 of UK.

------------------------------------------

Dr. S.R. Mohapatra has been working as the Director and Associate Professor in Centre for Juridical Studies, Dibrugarh University, Dibrugarh, Assam. He did his masters in Law from Utkal University in 1991 and joined as a lecturer in Dhenkanal law college, Utkal University, Odisha. He is a member of different academic organization and consultant to various NGOs. He has more than 10 years of teaching experience and he published several research papers at international and national journals. A lot of publications and books written by him extend his credit.

REDISCOVERY OF PURPOSE: ALUMNI-INSTITUTE INTERACTION FOR SUSTAINABLE GROWTH
-with Special focus on Management Education

Dr. YVVSSS Vara Prasad, Associate Professor, Gitam Institute of Management,
Gitam University, Visakhapatnam

Abstract: This study examines the relationship of excited alumni and dynamic management institutes. The observations of this study reveal that mutual cooperation and support enhances the opportunities for their sustainable progress. The results also indicate that career progression of the alumni influences the strength and brand image of the parent institute, and, in the same way, the institute success and image multiplies the opportunities of the career progression of the alumni. This study provides several instances where the leading B-schools and prominent alumni established this unique relationship.

Key words: Alumni, Management, B-School, Relationship and Sustainable

INTRODUCTION:
Management is now a part of the mainstream. Management education is considered as everyone's aspiration irrespective of their functional area and it attracts youngsters who are usually motivated by the positive consequences associated with management education. In India, higher education, especially management education, is witnessing an exponential growth in terms of number of institutes imparting management education which are usually termed as Business Schools. Management education has tremendous potency across the globe due to its nature and scope. Without management we can't imagine any other discipline and its functioning. In order to administer the human and other resources of the organization, management intervention is obligatory. No wonder then, somebody has rightly said that, without the contribution of management we can't envisage the inception and progress of any sphere.

An alumni association is an association of graduates or, more broadly, of former students. Alumni Association provides a single platform for all the students of a department/institute/university with the objective of connect, network and engage. These associations often organize social events, publish newsletters or magazines, and raise funds for the organization. With the contribution and support of each other, both the alumni and institute wish to enhance their potential. They feel that this is the collective excellence of their contribution to the growing generation, the Institute and the society as a whole. They seamlessly connect with the Institute, faculty, young students and fellow alumni.

Objectives of the Study:
- To understand alumni and institute relationship in management education
- To examine its opportunities to enhance their sustainable growth
• To find out alternatives to make alumni-institute relationship more vibrant.

RESEARCH PROBLEM:
The basic research problem of this conceptual paper is how to make this alumni-institute relationship more vibrant for their well being in the contemporary global environment. The author has assumed some alternatives and drawn his own inference through secondary data, which will give a direction towards the probable solution.

THE STRENGTH OF ALUMNI-INSTITUTE

Alumni and Institute should go and grow hand in hand. The alumni progress and strength is a great aid and ad for the success of the institute. Alumni are the real brand ambassadors of the institute. Right from the admission to placement, the Institute can make use of their alumni network strength. At the same time, alumni always want to see their parent institute in number one position in the global rating which will give them great mileage and enhance their marketability. Both the institute and alumni flourish with mutual balance and trust. To understand this, the following institutes are the best examples.

The Stanford GSB (Graduate School of Business) gives a platform to the alumni to connect with fellow alumni, faculty, present students and take advantage of professional development opportunities and career services, and learn how volunteering your time and talents can connect you with current students and enrich Stanford GSB.

The Stanford GSB Alumni Association is dedicated to promoting professional development and building a strong network among the Stanford GSB’s 27,705 alumni around the world. The GSB Alumni Association provides a wide range of opportunities, services and resources, including local chapter activities, continuing education programs, alumni career services, international conferences, reunion events, alumni/student programs, and access to the online alumni directory. All this and more, is available to you when you become a member of the GSB Alumni Association.

The GSB’s graduates are a living advertisement for the quality of the School, not only through their considerable accomplishments, but also because of the enthusiasm they express for their GSB experience. As of September 2013, the Stanford Graduate School of Business has 27,705 living alumni and 4095 students actively participated in a GSB volunteer role in the fiscal year 2013.

In the same way Harvard Business School has 80698 alumni at HBS Community and 4000+ alumni actively participated as HBS volunteers in the fiscal year 2013. HBS constituted alumni achievement award with the mission to educate leaders who make a difference in the world. HBS gives a wonderful platform to their alumni to connect, interact and share their updates with their fellow alumni and the faculty. HBS organized 5,582 events for the fiscal year 2013.

The London Business School has over 36,000 alumni in over 130 countries. Its global network offers a wealth of knowledge, resources and networking opportunities. It creates a diverse community of high achievers connected by a shared experience. Alumni also enjoy privileged access to many of the
services London Business School has to offer.

The Oxford Business Alumni (OBA) Network is the official global business alumni network for the School's degree programme alumni, current postgraduate students, and qualifying Executive Education participants, as well as University of Oxford graduates with an interest in business. With more than 10,000 members living in 129 countries, the OBA Network, its alumni-led regional OBA Chapters, and student-led Oxford Business Networks provide lifelong intellectual, professional and social connections to the Oxford community long after the alumni have left, wherever they may be. The OBA Network also provides students with an important connection to the wider business alumni community during their time at the School, as all the School's post-graduate degree programme students - including MBAs, EMBAs, MFEs, and MLFs - are uniquely welcomed as full members upon matriculation.

In India, IIMs are the prestigious institutes. IIMA is one of them with over 20,000 alumni. IIMA has built its alumni network over the years. In fact, IIMA consider alumni to be their great strength. The alumni family is an important component for realizing the goals of the Institute - the creation, application and dissemination of management knowledge. In fact, they are the crucial change agents who transform leadership. The Institute's activities and programmes for its alumni are directed towards building lifelong bonds of kinship with the Institute.

A vast number of IIM-Ahmedabad Alumni have distinguished themselves in almost every aspect of management across the world. The IIMA Alumni Association was formally established in 1967 with a central executive committee and chapters (14 national and 6 international) in major cities in India, as well as US, Singapore, UK and Muscat. Membership is open to all who have participated in the Institute's PGP, FPM and MDPs. They organize educational and social activities like Management Awards and Seminars. The Annual Alumni Reunion has now become a regular feature held in the last week of December.

The IIMA Alumni VVEF Outstanding Researcher Award was instituted by the VidyaVardhini Education Foundation, a Section 25 Company run by IIMA alumni. Every year, the Award goes to one faculty member, recognized for his/her sustained research contribution and/or significant research of a path-breaking nature.

The graduating batch of 2014 has committed to contribute Rs. 200 per month as direct debit from their salary accounts to the institute, in order to fund scholarships for the succeeding batches. This is extremely helpful considering that more than 80% of the batch takes loans for their studies. This is evidence of how the alumni have begun their reciprocation to the institute from day one.

Another prestigious institute, IIM-Bangalore, has 10,000+ members worldwide with 14 chapters. It has produced leaders, entrepreneurs, social entrepreneurs, artists, writers and managers who collectively have a great wealth of knowledge and experience. The IIM Bangalore Alumni Association brings all these outstanding people together on a single platform. This collective excellence is their contribution to the growing generation, the Institute and the society as a whole. Engage,
energize and enhance - keeping this motto in mind, the alumni seamlessly connect with the Institute, faculty, students and fellow alumni.

The IIMB Alumni Association aims to link the alumni to the institution, develop synergistic plans to support the institution and achieve its vision, and to enable the institute to add value to all its stakeholders.

**REDISCOVERING THE PURPOSE**

**THE INSTITUTE PERSPECTIVE:**

Management education is at major crossroads, the business world has changed a lot, in fact, it is ever dynamic. At this juncture, the need of the hour is rethinking of conventional strategies and identifying prospective alternatives. Obviously, one of the major prospective alternatives for Institutes is alumni. The alumni play a significant role in all the key practices of management institutes and are one of their great sources of strength. In order to maintain high brand value and unique image in the global arena, alumni and institutes need to work together.

Management institutes, in particular, expect positive reciprocation from their alumni to strengthen the following practices:

- **Updating Curriculum:** The management education has shifted from institute-centric to industry-centric. Hence, the management student should be groomed to take up the challenges of changes in the contemporary business environment. Curriculum design is a very challenging task for the management institutes. Here, the contributions of the industry, parents and alumni will upgrade and customize the institute’s academic inputs so as to address the requirements of the market.

- **Strengthening Student Intake:** Potential student intake is a great challenge for the management institutes; in fact, the student has a wider choice than the institutes. Only a few leading institutes across the world are exceptions to this. To attract the best student intake, alumni is one of the best alternatives, because they are the real brand ambassadors and can directly or indirectly influence prospective students to join the institute. Institutes should realize this fact and make use of this resource effectively.

- **Putting a student to work:** Management students get benefits from the real-world work experience. The best way to get this experience is through paid or unpaid internships and co-ops. Alumni of the institute extend their helping hand to their next generation with a deep sense of belongingness.

- **Bringing jobs to the institute:** If management institutes consider student admission as a great challenge, then placement is the greatest challenge. The aspirations of the students and parents are increasing day by day, and at the same time, job market conditions are ever dynamic. At this juncture, management institutes should take the support of alumni. Based on the talent, performance and stability of alumni, the parent institute gets a brand image which gives great mileage to the placement activity.

- **Network Building:** Networking is the latest mantra for success and can make all the difference. In the contemporary social network era, alumni chapters offer a great platform...
for management professionals to develop their networks. When most of the established institutes can count their alumni in thousands, there is no reason why they cannot utilize this vast network in order to maximize their opportunities.

- **Rebuilding Institute Image**: Top management institutes of the world strongly believe that, they are there because of their alumni. One of the main criteria of the ranking agencies is the strength and support of the alumni towards their institute. Therefore, all the management institutes are working on alumni activities. As Ajit Rangnekar, Dean, ISB has rightly pointed out, ‘only alumni can create the real brand in the public perception’. Institutes should realize this fact and should work on it.

Harvard Business School set a benchmark for fellow institutes when they rejected financial aid from the Government of America in order to minimize government intervention. They got the courage to do this on account of their strong financial reserves which are majorly sponsored by the alumni.

**THE ALUMNI PERSPECTIVE:**

As Louis Pasteur rightly mentions, “Chance favours the prepared mind.” The Alma Mater plays a key role in the growth of management professionals. Leading organizations follow different strategies in hiring people for top managerial positions. While screening select profiles for the final interview, if the profile strength of candidates is more or less similar, organizations may make the final selection based on the image and status of their alma mater.

- **Enhancing Marketability**: Every professional strives to excel in his/her career. One of the major conditions/factors in career planning and development is the brand image of the parent institute. For example, majority of the alumni of Harvard Business School always recollect the institute’s brand name and its role in their progress.

- **Network**: Having a wide network is a great advantage for any professional. Building a network is not so easy, but, with the support of the alumni association of the parent institute, one can naturally strengthen one’s network, year after year. Along with this, management professionals now have an added opportunity to enhance their income through employee referrals, which corporates consider to be one of the best sources of talent acquisition.

- **Alignment with the contemporary issues through Academic Interaction**: Every professional should be updated with contemporary issues irrespective of his/her career. For this, they need to align with the contemporary issues in the world. When people are busy in their own careers, sometimes, it becomes difficult to follow contemporary issues. Active participation as alumni with their alma mater can help them to update and align with the contemporary world. This dynamism gives them confidence to tackle uncertain conditions.

- **Sense of contentment**: As Winston Churchill rightly mentioned, “We make a living by what we get, we make a life by what we give”. People can derive satisfaction when they are recognized by the society for their contributions. Most of the prominent alumni contribute so much to their alma maters to enjoy the feeling of giving. A very recent and striking
example is that of Mr. Ratan Tata who has contributed towards the building of a 1,50,000 square foot hall at Harvard, which was named in honor of Ratan N Tata (batch AMP 71, 1975). Mr. Ratan Tata commented on this gift saying, “I am so proud to give back to an institution that has done so much for me and for many other people.”

Conclusion: As discussed earlier, the institute-alumni relationship is very important for the benefit of both Institute and Alumni. If they work with the core mantra of Connect, Network and Engage, they can not only help each other but also render great service to future generations. The need of the hour is for management institutes to rededicate themselves to reach out to their alumni by establishing chapters where the alumni presence is high and by conducting regular interactions.

References:
IIMA Alumnus, Volume 46, Number 2, June 2014. Tri-annual
IIMB Alumni Magazine, Summer 2014.
https://www.alumni.hbs.edu/Pages/default.aspx
http://alumni.gsb.stanford.edu
http://www.london.edu/ourcommunity/alumni.html
https://www.oxfordbusinessalumni.org
https://www.livemint.com

Dr. YVVSSS Vara Prasad, M.Com; Ph. D, FDP-(A), presently working as Associate Professor in Gitam Institute of Management, GITAM University, Visakhapatnam since 2004. He has more than 15 years of teaching experience, and published several papers in international and national level journals. His thesis on Technology Change and Impact on Human Resources in Select Organizations was published by Excel publications and also authored one book.
The operational system of Panchayati Raj in Goa

Mr. Balaji Shenvy. Research Assistant, Dept of Political Science, Goa University

Abstract
Decentralization and participatory democracy gained importance after the passage of 73rd Constitutional Amendment which is the landmark in the history of India. Accordingly all the states in Indian Union were asked to create modify or ratify their Panchayat Raj Act. Accordingly the Goa Panchayat Raj Act came into existence in 1994. But the Panchayats were there in Goa prior to the existence of Legislative Assembly i.e. since 1962. The traces of decentralization in Goa can be traced back to times of Bhoja dynasty that rule Goa in the pre Portuguese period. This article is about the working of Panchayati Raj Institutions in Goa. The article is divided into two parts the first part deals with the Panchayat Raj Institutions prior to the 73rd Amendment Act and the second half deals with new Panchayat Raj Act 1994.

Key words: Decentralization, participatory democracy, progress, Constitution

Introduction
Since India had achieved independence from the British largely through the use of non-violent means, Nehru was reluctant to resort to force. But eventually, Pt. Nehru, at the persuasion of his Defence Minister V.K. Krishna Menon eventually accepted the idea of using force to free Goa from the alien rule. Indian Government formulated one plan called “Operation Vijay” to liberate Goa from the Portuguese clutches. With hardly any resistance by the Portuguese and with light casualties on either side, all operations in Goa came to an end on the evening of 19th December 1961. Thus within 40 hours, the Indian army had successfully carried out the Operation Vijay and ended Centuries of Foreign domination in Goa.

The first Panchayat elections which gave a taste of Democracy to the villages for the first time in the history of Goa Daman and Diu were held on 24 October 1962. The elections aroused great enthusiasm and interest among the people which cut across all communal, caste and ideological considerations. They were not fought on party lines but were contested by individuals who were in one way or the other connected with public life or activities at the village level and were generally considered by the people fit to be their leaders at the level. Although such elections were hardly known to Goansupto that time, there was considerable excitement among the people for they felt confident that many of their village problems would receive attention at the hands of their own elected representatives. This was but natural because to the Goan it is his village that means much more than the state or the central government.

Goa Daman & Diu Village Panchayat Regulation
The Goa Daman & Diu Village Panchayat Regulation was the first of its kind in the history of goa to envisage development of rural areas and to transfer power to the people at the grassroots level. The first elections to the village Panchayat under this regulation had two features. Firstly, in the rest of India, Panchayati raj was an
extension of democratic decentralization i.e. Panchayati Raj was established after sufficient experience had been gained in operating Parliamentary institutions at the National and State Levels. In Goa, The process was reversed. The Panchayats were established and began to operate a little before the state assembly and the members of the union Parliament were elected. Secondly the system of Panchayats was not altogether new to the Goan Society since the similar type of institutions called “Gauncaria” “Communidades” “Maand” were present in Goa but with the limitations.

The GOA Daman & Diu Village Panchayat Regulation 1962

After the liberation of Goa Daman & Diu a single tier Panchayati Raj system was introduced in the Union territory by virtue of the Goa Daman & Diu Village Panchayat Regulation- 1962, promulgated by the Hon. President of India under Article 240 of our Constitution. According to this regulation the Union Territory had a single tier Panchayat raj System, there was only one unit of democratic decentralization operating at the village level, known a Gram Panchayat. There was another body called the Gram Sabha, the general assembly, comprising of all adult residents whose name figures in the electoral rolls of the village. The powers and functions of Gram Panchayat and the Gram Sabha were according to the rules and regulations laid under the Goa Daman And Diu village Panchayat Regulation 1962. According to the Regulation of 1962 all the members of the Gram Panchayat, known as “Pancha” are directly elected by the Gram Sabha, from among themselves. In every Panchayat one seat was reserved for women. The Chairman of Gram Panchayat was called “Sarpanch”. He was elected by the Panch from among them. The term of the office of the Village Panchayat was 4 years which could be extended for one year by lieutenant Governor. The Gram Panchayat was required to hold one meeting a month. All the meetings were conveyed by the Sarpanch or in his absence the deputy Sarpanch.

Each Panchayat had one secretary in order to carry out the Panchayat work. He is entrusted with the work of collection of taxes, maintenance of all the registers and other day-to-day works. The Secretary was appointed by the Government and his pay and allowances were paid by the government. Though the secretary worked under the supervision of the Panchayat Council, he was under the Control of Block Development Officer (BDO)

With regard to the functions, according to the second schedule of the Goa, daman and Diu Village Panchayats Regulation 1962, the following matters came under the Jurisdiction of the Panchayat:

Sanitation and Public Health.
Public works
Planning and Development
Administration
Social welfare
Education and culture.
Gram Sabha

---

1Halarnkar T.D. Gram Panchayats in Goa a critical Study; Rajhaunsa1990

---
As per the Regulation 1962 there was a Gram Sabha for every Village Panchayat. The Gram Sabha was and it is the general assembly comprising of all adult residents who are electors in the electoral roll for those villages that covered under a particular Panchayat. There use to be two meetings of Gram Sabha every year. The first meeting of the Gram Sabha in every financial year was held within two months of its commencement. And the second meeting use to take place in the month of November. In addition to this there was a provision to have an extraordinary meeting of the Gram Sabha. The Sarpanch or in his absence the Deputy Sarpanch or any other person chosen by the Gram Sabha presided the Meetings. One tenth of the total Number of the Gram Sabha was the quorum.

"The Goa Daman and Diu Panchayat Regulation 1962 was borrowed from neighbouring state of Maharashtra. The Government of Goa Daman and Diu had adopted Panchayat rules and Regulations that were in existence in Maharashtra Then. Goa’s Panchayati Raj sustained on these rules and regulations for a long period of almost 33 years until the Goa Village Panchayat Act was notified in 1996 after 73rd Constitutional Amendment was made.

Goa Panchayat Raj Act 1994

Until 1993; the level of democratic governance in India had not gone far enough with elections of representatives only to provincial Legislatures and the National Parliament. Former Prime Minister Rajiv Gandhi rightly questioned the system in which 5 ½ thousand MLA’s, MLC’s, and MP’s decided the fate of then 900 million people, without often being accessible especially to the socially and economically deprived sections living in 5 ½ lakh villages in the country. Though to some extent driven by political exigencies, he proposed to improve the nature of representative governance by providing for a third tier of government. Rajiv Gandhi’s initial effort, of 1989, intended to provide constitutional status to local bodies through 64th Constitutional Amendment was defeated in Rajya Sabha. This radical democratic and Participatory initiative took shape of 73rd Constitutional Amendment Act 1993 passed by Parliament on 20th April 1993 and came into force from 24th April 1993, under Prime Minister Narasimharao.

The 73rd Constitutional Amendment Act compelled all the states to amend or replace the existing legislation of the Panchayat. Accordingly the Goa Panchayat Bill was passed on 20th April 1993 to lay a strong foundation for ‘democratic decentralization’ and pave the way for activating the planning process from the grassroots; a concept which has eluded the people ever since the beginning of the era of planned development. Thus the Goa Panchayat Raj Act-1994 came into force. The Goa Panchayat Raj Act-1994 was assented by the governor on 9th July 1994. The act repealed the ordinance of 1994 as well as the regulation of 1962. The preamble to the Goa Panchayat Raj Act-1994- “An
enactment to establish a two-tier Panchayati Raj system in the state with elected bodies at village and district levels, in keeping with the Constitutional Amendment relating to Panchayats for greater participation of the people and more effective implementation of rural development programmes.” According to this act a two tier Panchayat Raj system was introduced in Goa; i.e. one at the district level- The ZillaPanchayat and one at the village level- The Village Panchayat. Goa has two ZillaPanchayats and 189 Village Panchayats.

Gram Sabha

The 73rd Constitutional Amendment has virtually converted the gram Sabha of every village panchayat into a supreme decision making body in the affairs of the development of villages. In fact this body can check the progress in the village thoroughly, can suggest various innovative ideas for the all-round growth of the village and can help the elected members in carrying further the programmes envisaged by the Panchayat body for the betterment of the people. It is for this reason that the architects of the 73rd Constitutional Amendment have made the gram sabha a very powerful organ of the village development by making the decisions of the gram sabha binding on the functioning of the panchayats.

The gram sabhas, being the supreme decision making bodies in the village administration, unfortunately are not allowed to function as per the democratic principles in many village panchayats. When the members of the gram sabha raise issues which concern the future of the village, and in most cases the issues raised by the members go against the interests of the elected members, the blind and selfish supporters or the elected members create confusion. They start making noise; they ask irrelevant questions in chorus so that the serious issue raised by the member dies in that chaotic situation. The anti-social elements having vested interest many-a-time threaten the members of the gram sabha who take the lead in questioning the elected members. If the sarpanch is politically strong, many a time the police also have played dirty by warning the members of the gram sabha and not the supporters of the sarpanch. This attitude of the elected bodies and of the law enforcing authorities has been responsible for killing the spirit of the 73rd Constitutional Amendment.

The ZillaPanchayats

The ZillaPanchayats are constituted on the bases of Goa Panchayat Raj Act - 1994 at district level. ZillaPanchayats started working in Goa since February 06, 2000. ZillaPanchayat institution in Goa has completed 10 years. So far three general elections have held. ZillaPanchayat Institutions are supposed to be vehicles of Socio-economic transformation in rural India. But the indifference of the people towards the elections to the ZillaPanchayats held so far in the state of Goa explicitly underlines the fact that this institution is losing its relevance. Even after a decade, it appears that Zilla bodies are still in limbo as full devolution of power has not been affected so far. The members of last two ZillaPanchayats and the present ZillaPanchayat members are fighting fiercely with the state government over devolution of powers but the latter has not shown “Political Will” to confer more powers and responsibilities on them. On the one hand ZillaPanchayat bodies have to fight with the state government
for more functions on the other hand some programs allotted to ZillaPanchayats clash with the functions enjoyed by the Village Panchayats. The ZillaPanchayat concept just cannot work in Goa; it is clear waste of public time and money. There was not much enthusiasm among the voters of ZillaPanchayat constituencies as is otherwise seen in gram Panchayat or assembly elections. Peoples’ indifference is in need of the matter of concern for the future of the ZillaPanchayats. The reports emanating from the two districts make it clear that the indifference of the state government towards the ZillaPanchayats by refusing to develop the powers to this grassroots local body, found its reflection in the peoples’ averseness.

Most of the voters had turned up because the local MLA or other leaders wanted them to vote for particular candidates. Significantly, the role and nature of the style of functioning of the particular leaders and parties also made the people to remain inside their homes. Both, The ZillaPanchayats and the Village Panchayats are functioning like extended arms of the State government and are being treated like the personal property of MLAs. Because we see that ZillaPanchayats, which were constituted just ten years ago, are yet to get their powers. So also the village Panchayats re-constituted after the coming into force of the Goa Panchayati Raj Act in 1994 are yet to see any significant powers devolved to them. It is demand of the ZillaPanchayat member that the State Government should immediately devolve the rightful powers to the ZillaPanchayat as listed in Schedule II of The Goa Panchayati Raj Act – 1994.

According to me we don’t require ZillaPanchayats in Goa because first of all Goa is a small state. Secondly Goa is over represented, i.e we have One Hundred and Eighty Nine Village Panchayats, Twelve Municipalities, One Municipal Corporation, Forty Members of Legislative Assembly and on the top of that these Two ZillaPanchayats with Fifty members. Thirdly ZillaPanchayat Members are not able to use their Powers. Some of their powers clashes with the powers of The Village Panchayats. ZillaPanchayats are not provided enough funds by the State Government hence the elected ZillaPanchayat members cannot perform much work. Even Adhyaksha is not able to perform his duties with limited powers. More powers are concentrated with that of The Chief Executive Officer (CEO). To carry out any work or to allot money for any project ZillaPanchayat members need to take the assent of the Chief Executive Officer. So what is the use of ZillaPanchayat members? If ZillaPanchayats are having so many internal problems in its functioning then why do we need these ZillaPanchayats in Goa?

**Conclusion**

Local Government is important to make democracy strong and powerful in the world. Local Government provides more opportunity to the local people to participate in the Government affairs. It can play a key role in initiating radical social change. Decentralized governance enables government to make policy successful. Panchayat Raj institutions are the agent of Local Governance which plays very crucial role in running the government affairs. The 73rd Constitutional Amendment Act of 1992 brought a significant change in the administration of local areas and in small state like Goa these institutions
can really play a significant role in overall development of the area. The gram Sabhas can really play an important role when it comes to development because Gram Sabhas are entrusted with such powers. Now it is a matter of research to study how far Gram Sabhas are successful. In fact this body can check the progress in the village thoroughly, can suggest various innovative ideas for the all round growth of the village and can help the elected members in carrying further the programmes envisaged by the Panchayat body for the betterment of the people. It is for this reason that the architects of the 73rd Constitutional Amendment have made the gram Sabha a very powerful organ of the village development by making the decisions of the gram Sabha binding on the functioning of the panchayats. Gram Sabha should have been a torch bearer to other states in the country. Unfortunately such a thing has not happened. Today people are up in arms. In every Gram Sabha there are protests and voices of dissent. This is only because our Panchayat administration is not transparent and is seen to be more pro builder and pro industrialist instead of pro people. Elected representatives have become so greedy that everyone of them wants to become the Saranch. So a new trend of ‘sharing’ the term of office as Saranch between the ruling Panchas has emerged. This is not an appreciate method to promote healthy democracy at the grass root level.

References

Cardozo Tomazinho; “Panchayati Raj in Goa”, Thenavhind times dated January 16, 2011

EstevesSarto; Politics and Political Leadership in Goa, Stearling Publications, New Delhi, 1986

FernandesAureliano, “ReconnectingSabha to Gram” National Institute of rural development; Hyderabad: 1999


Gune V.T; “Gazetteer of Goa Daman & Diu part 1”; department of District Gazetteer Goa Daman & Diu; Panaji: 1979

Halarnkar T.D. “Gram Panchayats in Goa a critical Study”; Rajhaunsa:1990

The Goa Panchayat Raj Act, 1994 (Goa Act No 14 of 1994

----------------------------------------

Mr. BalajiShenvy, Research Assistant , Department of Political Science, Goa University
EFFECTIVE COMMUNICATION SKILLS TO BUILD HUMAN CAPITAL

Dr. G. Reddi Sekhar Reddy, Soft Skills Trainer, ELT@I TIRUPATI

Abstract:
Regular and practical practice of language skills certainly endowed with overall and complete command to the students over the language. It has its generous help for effective communication. It is clear that the five language skills are interrelated; all should be practiced with equal significance and fortitude. Then only it is possible for the students to be the best and effective human capital. These are the precious steps to reach the pinnacles of effective communication skills in English that will be the only weapon for success in the battle of entrepreneurship.

Key words: Communication, Skills, vocabulary

Introduction
It is fact that effective Communication Skills is vital for building human capital. It is crystal clear that communication skills in English are playing a key role in the present scenario. It is inevitable that management students should be sound in the three core areas, they are: Effective Communication skills, Personality and Hard skills. Communication is mutual sharing of information. Proper syntax and accent are essential for effective communication. Proper syntax is possible with perfect command over grammar and vocabulary, proper accent is possible with phonetics. Effective communication skills are needed instead of communication skills, it is necessary to identify the difference between the two.

Within a short period the budding entrepreneurs can mend themselves as the best communicators with a little bit of firm practice; that is integrating the practice of language skills (LSRW&T). At first the difference between the terms ‘listening and hearing’ should be identified to practice listening skill. Listening is a concentrated activity but hearing is not. Hence they should practice concentrated listening. They should concentrate on the expressions and vocabulary while listening which will offer immense helpful for effective expression. ‘Speaking English’ is the decisive solution for effective communication skills in English. ‘A voracious reader can become an eloquent speaker’. So, colossal
practice of reading skills is necessary. ‘Great leaders are great readers,’ hence it essential to practice reading something English regularly. Writing skill plays a vital role in effective communication. ‘Think in English’ is the newly added skill to the LSRW, always thinking in English can do a better help than all other language skills. Regular and practical practice of language skills surely provides overall command over language; it has its generous help for effective communication. It is clear that the four language skills are interrelated; all should be practiced with equal importance and determination.

**Human Capital: The True Capital:** Capital refers to finance which has been playing an imperative role in the entrepreneurship. But in the present scenario it is identified that human capital is the real capital and it has been playing a vital role. The best human capital can create required finance. It is essential for the budding entrepreneurs to be effective communicators to prove themselves as human capital for successful entrepreneurship.

**Communication and Effective Communication:** Communication is sharing information, either receptive or distributive. If one wants to share his ideas, one has to express them clearly. If he wants to express clearly, he needs proper syntax and accent. Proper syntax is possible with perfect command over grammar and vocabulary, proper accent is possible with phonetics. It is the open secret that communication skills are playing a vital role to succeed as entrepreneurs. If a management student wants to be successful in his career it is inevitable to be perfect with effective communication skills along with hard skills (subject knowledge) and personality. Hence it is clear that management students should excel in the three core areas they are: Effective Communication skills, Personality and Hard skills. It is necessary to identify the difference between communication and effective communication, as the present world demands effective communication but not mere communication. One can communicate an idea in different ways (either verbal or nonverbal). Now-a-days it is not enough just to speak English but it should be formal and pleasing. The English should be spoken with effective syntax, fluency and accuracy. It is possible to a learned person who is practically applying it. Fluency is possible only if one has zeal in phonetics and it should be learnt practically.

**Need of Communication Skills in English:** It is crystal clear that communication skills in English are playing a key role in the career of
any professional in the present scenario. It is necessary that each and every graduate in general and technical and management students in particular should have effective communication skills in English to be successful. There are many instances in which many students about 90% of marks in their subject were unsuccessful in their profession, it was only because of their poor communication skills. Whereas some other students with just 60% of marks in their subject were successful in their career; it was only with the weapon of effective communication skills.

Effective Communication Skills - Winning Strategy: In the present scenario success of an entrepreneur lies in his effective and impressive communication. It is a general tendency that it is difficult to speak English in effective and impressive manner but in fact it is not so. Within a short period they can make themselves as the best communicators with a little bit of determined practice; that is the practice of language skills.

LSRW&T are the Language Skills:
L- Listening
S- Speaking
R- Reading
W- Writing
T - Thinking

Actually students are familiar with these LSRW&T theoretically but not practically. If they practice them with practical determination, they can mend themselves as the best and effective communicators. Let us discuss how to practice them in detail.

(a) Listening skill: For effective results by practicing listening skill, the difference between the terms ‘listening and hearing’ should be identified. Sometimes the students don’t find the difference between hearing and listening. Listening is a concentrated activity but hearing is not. While they listen to a lecture with an intention to listen, they may hear some other sounds from outside the class room which distract them. If they got distracted, it is not effective listening. Hence they should practice concentrated listening and they should not be deviated their concentration to each and everything they hear. Here I would like to suggest that it is better to practice concentrated listening particularly in English. If they listen something English on each and every day for at least 15 minutes, it is sure that they can develop their effectiveness in communication. Here they may be doubtful what to listen? Where to listen? And how to listen? They can utilize these to listen to English.

➢ Television sets to watch some English channels like Discovery, Animal Planet, National Geographic channel and the like. Particularly at the first level it is better to go for such channels as the narration
in these channels will be slow and clear to understand.

- DVDs, CDs, cassettes etc. for listening. (ample of DVDs, CDs & Cassettes are available in the market)
- Radio - to listen to the news bulletins, programmes of current affairs etc.

They should concentrate on the expressions and vocabulary while listening which will be exceptionally helpful for effective expression. Here students can grasp syntax and accent for the best communication.

(b) Speaking Skill: ‘Practically speaking English’ is an ultimate solution for effective communication skills. The quoted words of Francis Bacon: “Conference maketh a ready man”, specifies the vital role of speaking for communication. Students have to practice speaking English regularly. It requires a determined practice, they have to try to speak English for at least 15 minutes every day and there won’t be any limit for maximum time. As much time they speak English that much enrichment will be there in their English. Here also they get the same doubts like what, where, when and how to speak English? No more doubt, their day has to be started with English by saying good morning to their family members or whoever is available and the day should be completed by saying good night. In between they have numerous situations to speak English. Wherever they may be, they have to try to speak English. They need not worry about mistakes, first they have to speak out the simple English they knew. If there are mistakes, they should try to rectify them with available guidance. If they do it practically no doubt they can develop their communication.

(c) Reading Skill: ‘Great leaders are great readers’ exposes the eminent persons’ secret of success. The quoted words of Francis Bacon: “Reading maketh a full man”, specifies the role of reading for communication. ‘A voracious reader can become an eloquent speaker’, yes, it is a fact. Hence it is necessary to practice reading skill with determination. Students have to practice reading something in English regularly. The same question when, what, where, how and why to read may arise. It is better to cultivate the habit of reading English newspaper, at first attempt, it seems to be difficult to understand but it should not be stopped, it should be continued. After a few days they can feel the difference with them practically. They have to go for a small article at first, read it once, twice or thrice and identify the new or difficult words and try to get their meanings by consulting a dictionary, so that they can understand the content as well as they can develop their vocabulary. Vocabulary is the most significant tool for effective communication. If they read much, they can speak more. When they read much, they can be familiar
with innovative, impressive and eloquent expressions for effective communication.

(d) Writing Skill: ‘Handwriting can change the fate of an individual’ is an apt statement but it doesn’t mean simply script but the sentence structure and effective expressions. The quoted words of Francis Bacon: “Writing maketh an exact man”, specifies the vital role of writing for communication. It plays an imperative role in the effective communication. Students are well conscious of the importance of writing as they get marks or percentages depending upon what they write in the examinations. It needs firm and regular practice. Hence they have to practice writing something in English every day. Writing means not copying or taking dictation but the sentence structure should be their own, then they can learn effective expressions, which will be helpful while they need to speak. It is better to have the habit of writing diary or for the students it is better to write synopsis at the end of the day, about what they have understood in each and every class of the day. Here they have to identify one more point that speaking and writing have mutual relationship as they can write what they speak and they can speak what they write.

Conclusions
To develop effective communication skills among management students to mould them as human capital it is recommended:

- English in M.B.A. is only for name sake in one semester as Business Communication, it is not much helpful or useful.
- English should be introduced throughout the four semesters of M.B.A, if not at least in the three semesters instead of only one in the first year.
- It’s better to have functional grammar in the first semester.
- Comprehensive grammar in the second semester.
- Advanced English communication skills lab for fluency practice and mock interviews in the third semester.
- As the students are addicted to the method of by hearting in the schools and junior colleges, and in graduation they should be given the awareness that “Grammar should be learnt and practiced but not by hearted”.
- Once again grammar has to be taught in a clear and systematic manner with practical approach, as it was theoretical at the lower levels.
- Then only the phonetics will be useful for communication and fluency.
- Then only we can expect the effective and full-fledged
communication from the upcoming entrepreneurs which make them successful human capital.

BIBLIOGRAPHY


Dr. G. Reddi Sekhar Reddy, Assistant Professor and soft skills trainer. He has 18 years of glorious experience in teaching English. He is an exemplary soft skills trainer and has trained thousands of students successfully. He is the author of four books on English grammar, communication skills and soft skills. He presented 25 research papers in International and National conferences and 16 research papers were published in reputed journals and books. He has to his credit chairing 5 paper presentation sessions in the international/national conferences. He has to his credit the founder of ELTAI Tirupati Chapter and playing active role as its Secretary at present apart from serving as the editor of ELT@I Tirupati Chapter Journal of English Language and Literature. He has memberships in many professional associations such as ELTAI, ISCA, IAAS, IACS, and AP State Bar Council, etc.
AN ANALYSIS OF POVERTY REDUCTION AND HUMAN DEVELOPMENT IN INDIA

GIRISH M.C, Assistant Professor, Dept. of P.G.Economics Govt. Arts College, Hassan, Karnataka

Abstract

The present study focuses on how human development influenced by poverty factor and their consequences on various economic factors including gender development in the country. Poverty is a social-economic phenomenon in which a section of society is unable to fulfil even its basic necessities of life. The minimum needs are food, clothing, housing, education, health and other basic minimum human needs. Humanity faces caution and miseries if it does not attain a subsistence level of such needs. It is generally agreed in this country that only they who be unsuccessful to reach a certain minimum consumption standard should be regarded as poor.

Key words: consumption, Human development, poverty

INTRODUCTION

Poverty is a social-economic phenomenon in which a section of society is unable to fulfil even its basic necessities of life. The minimum needs are food, clothing, housing, education, health and other basic minimum human needs. Humanity faces caution and miseries if it does not attain a subsistence level of such needs. It is generally agreed in this country that only they who be unsuccessful to reach a certain minimum consumption standard should be regarded as poor. “No society can surely be flourishing and happy, of which the far greater part of the members are poor and wretched”. Poverty is about refutation of opportunities and fulfilment of human potential. Poverty and inequality are closely related, and inequality appears to have been on the rise worldwide in recent decades at both national and international levels. More than 80 percent of the world’s population lives in countries where income differentials are widening. The poorest 40 percent of the world’s population account for only 5 percent of global income. On the other hand, the richest 20 percent account for 75 percent of world income, according to the United Nations Development Programme. Poverty is the principal cause of hunger and under nutrition. According to most recent estimates of the Food & Agriculture Organization of the United Nations (FAO, 2009), the number of hungry people worldwide has reached 963 million, or roughly 15 percent of the estimated world population. Poverty essentially consists of two elements, narrowly defined “income” poverty and a broader concept of “human” poverty. Income poverty is defined as the lack of necessities for minimum material wellbeing determined by the national poverty line. Human poverty means the denial of choices and opportunities for a tolerable life in all economic and social aspects recognising the problem, the Millennium Development Goals of the United Nations also contain a commitment to halve the proportion of the world’s population living in extreme poverty by

www.ijar.org.in

63
2015. Poverty is widespread in India, with the nation estimated to have a third of the world’s poor. Poverty eradication has been one of the major objectives of planned development in India.

The concept of human development was first laid out by Amartya Sen, a 1998 Nobel laureate and expanded upon by Martha Nussbaum, Sabina Alkire, Ingrid Robeyns, and others. Development concerns expanding the choices people have, to lead lives that they value, and improving the human condition so that people have the chance to lead full lives. Thus, human development is about much more than economic growth, which is only a means of enlarging people’s choices. Fundamental to enlarging these choices is building human capabilities—the range of things that people can do or be in life. Capabilities are “the substantive freedoms enjoying the kind of life reason to value.” Human development disperses the concentration of the distribution of goods and services that underprivileged people need and centre its ideas on human decisions.

LITERATURE REVIEW:

Ghanshyam Shah-Growth, Poverty and Human Development in India-Economic growth is important but not universal remedy for human development. There is no significant relationship between level of growth and decline in poverty. At the most the relationship is weak and does not take into considerations the households who were not poor become poor in the high growth regions

I. G. P. G. Regional Centre, Mirpur, M. D. University, Rohtak, Haryana, India Human Development

and Poverty - a Perspective Across Indian States- It underlines the need of expansion of economic activities and educational facilities along with their equitable distribution. Thus, it can be concluded that to raise the level of human development concrete efforts at grass root level, not only towards raising economic resources and developmental opportunities but also to ensure their equal distribution, should be made.

Gender inequality, economic development, and globalization: a state level analysis of India. 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.

OBJECTIVES OF THE STUDY:-

The study confined following objectives to fulfil their requirements regarding poverty reduction and human development in India.

1. Poverty reduction can lead to Human development of a country means to improve the phenomenon with the alleviation of poverty problem in the country.
2. To state that poverty influences on overall human development strategies.
3. Through providing all basic amenities to downtrodden people to improve their standard of livings.

Methodology:-

The methodology of the present study can be broadly outlined with the help of the secondary source of data and
information of national and state level. “An analysis of poverty reduction and human development in India” is estimated on the basis of available annual data. Secondary sources such are Government publications, reports of ministry of finance, departments, various state level and national level journals and books.

**Poverty Estimation in India**

Poverty line is a cut-off point on the income distribution, which divides the population as poor and rich. People below poverty line, are poor and above that line are average or rich. Poverty line is therefore a derivation from inequality of income distribution. However cut-off level of income or expenditure is determined differently in different countries and regions. According to Planning Commission of India, “Poverty line is drawn on the basis of barest minimum desirable nutritional standards of 2400 calories per person per day in rural areas and 2100 calories for urban areas”. During the five year plans, several programmes has been introduced to alleviate poverty in India, yet there has been an increase in the number of poor persons in the country. There were about 32.1 crore persons living below poverty line in 1973-74. It remained almost stagnant during a decade of 1973-1983 but it come down to 26 crore in 1999-2000 and 22 crore in 2004-05. Poverty in rural sector always has been on higher side as compared to urban India. But it came down in 2004-05 in both rural and urban sector. By the end of 11th plan number of poor persons are expected to come down to 10 crore. A brief analysis showing absolute trend in poverty in India is shown through following table 1:

In India different states have different monthly income such as Uttar Pradesh, Bihar, Tamilnadu Rajasthan, Uttarakhand, Madhya Pradesh etc. have relatively more number of less income persons as compared to other states. In percentage form Orissa has the highest % of persons living below poverty line which reflect by the following table 2:

**Table 1. Trends in poverty in India (Crore)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Rural</th>
<th>urban</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1973-74</td>
<td>26.1</td>
<td>6.0</td>
<td>32.1</td>
</tr>
<tr>
<td>1977-78</td>
<td>26.4</td>
<td>6.5</td>
<td>32.9</td>
</tr>
<tr>
<td>1983-84</td>
<td>25.2</td>
<td>7.1</td>
<td>32.3</td>
</tr>
<tr>
<td>1987-88</td>
<td>23.2</td>
<td>7.5</td>
<td>30.0</td>
</tr>
<tr>
<td>1993-94</td>
<td>24.4</td>
<td>7.6</td>
<td>32.0</td>
</tr>
<tr>
<td>1999-2000</td>
<td>19.3</td>
<td>6.7</td>
<td>26.0</td>
</tr>
<tr>
<td>2007-08</td>
<td>17.0</td>
<td>3.0</td>
<td>20.0</td>
</tr>
<tr>
<td>2010-11</td>
<td>-</td>
<td>-</td>
<td>10.0</td>
</tr>
</tbody>
</table>

**Source:** Economic Survey 2002-3 & 2010-11, Eleventh Five Year Plan
Table 2. State specific Poverty Lines for 2011-12

<table>
<thead>
<tr>
<th>States</th>
<th>Monthly per capita (Rs.)</th>
<th>States</th>
<th>Monthly per capita (Rs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RURAL</td>
<td>URBAN</td>
<td>RURAL</td>
</tr>
<tr>
<td>Andhra Pradesh</td>
<td>860</td>
<td>1,009</td>
<td>Maharashtra</td>
</tr>
<tr>
<td>Arunachal Pradesh</td>
<td>930</td>
<td>1,060</td>
<td>Manipur</td>
</tr>
<tr>
<td>Assam</td>
<td>828</td>
<td>1,008</td>
<td>Meghalaya</td>
</tr>
<tr>
<td>Bihar</td>
<td>778</td>
<td>923</td>
<td>Mizoram</td>
</tr>
<tr>
<td>Chhattisgarh</td>
<td>738</td>
<td>849</td>
<td>Nagaland</td>
</tr>
<tr>
<td>Delhi</td>
<td>1,145</td>
<td>1,134</td>
<td>Odisha</td>
</tr>
<tr>
<td>Goa</td>
<td>1,090</td>
<td>1,134</td>
<td>Punjab</td>
</tr>
<tr>
<td>Gujarat</td>
<td>932</td>
<td>1,152</td>
<td>Rajasthan</td>
</tr>
<tr>
<td>Haryana</td>
<td>1,015</td>
<td>1,169</td>
<td>Sikkim</td>
</tr>
<tr>
<td>Himachal Pradesh</td>
<td>913</td>
<td>1,064</td>
<td>Tamil Nadu</td>
</tr>
<tr>
<td>J &amp; K</td>
<td>891</td>
<td>988</td>
<td>Tripura</td>
</tr>
<tr>
<td>Jharkhand</td>
<td>748</td>
<td>974</td>
<td>Uttar Pradesh</td>
</tr>
<tr>
<td>Karnataka</td>
<td>902</td>
<td>1,089</td>
<td>Uttar Pradesh</td>
</tr>
<tr>
<td>Kerala</td>
<td>1,018</td>
<td>987</td>
<td>West Bengal</td>
</tr>
<tr>
<td>Madhya Pradesh</td>
<td>771</td>
<td>897</td>
<td>Puducherry</td>
</tr>
<tr>
<td>All India</td>
<td></td>
<td></td>
<td>All India</td>
</tr>
</tbody>
</table>

Source: Computed as per Tendulkar method on Mixed Reference Period (MRP)

Defining Human Development

In 1990, Human Development was often described as ‘enlarging people’s choices’. We have retained that fundamental motivation of human development as expanding people’s capabilities; we have also added two further features that have been discussed, deliberated, advocated and clarified over the past twenty years. Our new statement of human development is this: **Human Development aims to expand people’s freedoms - the worthwhile capabilities people value - and to empower people to engage actively in development processes, on a shared planet. And it seeks to do so in ways that appropriately advance equity, efficiency, sustainability and other key principles.** People are both the beneficiaries and the agents of long term, equitable human development, both as individuals and as groups. Hence Human Development is development by the people of the people and for the people.

Human development has three components: capabilities, process freedoms and principles of justice. Human development focuses on expanding people’s real freedoms, their capabilities. When human development is successful, people are able to enjoy activities and states of being that they value and have reason to value. With human development, people live long and healthy lives; enjoy education and a decent quality of life. They are able to be...
productive and creative at home and/or at work, shape their own destiny and together advance shared objectives. With human development, people are able to enjoy human relationships and feel relatively secure. In human development, the ‘focal space’ is people’s lives. Resources, income, institutions and political or social guarantees are all vitally important means and policy goals; yet ultimately success is evaluated in terms of the lives people are able to lead, the capabilities they enjoy.

Measurement of human development

One measure of human development is the Human Development Index (HDI), formulated by the United Nations Development Programme. Though this index does not capture every aspect that contributes to human capability, it is a standardized way of quantifying human capability across nations and communities. Aspects that could be left out of the calculations include incomes that are unable to be quantified, such as staying home to raise children or bartering goods/services, as well as individuals' perceptions of their own wellbeing. Other measures of human development include the Human Poverty Index and the Global Empowerment Measure.

Pillars of human development

There are basic pillars of human development: equity, poverty eradication and sustainability, etc.,

- Equity is the idea of fairness for every person, between men and women; we each have the right to an education and health care.
- Poverty eradication reduces income inequalities; enhance capabilities through the accessing required factored to human lives.
- Sustainability is the view that we all have the right to earn a living that can sustain our lives and have access to a more even distribution of goods.

Happiness & Human Development

The recent gush of interest in happiness and subjective well-being reflects an increased desire to consider how material well-being translates into psychological experiences of fulfilment. Some of the “happiness” literature defines well-being sufficiently broadly that it is more or less synonymous with human development. For example, the concept of Gross National Happiness, and its Gross National Happiness index, has nine domains: health, education, standard of living, governance, environment, community vitality, culture and spirituality, time use, and emotional well-being. The domains and indicators used to reflect Gross National Happiness thus could be seen as a country-specific articulation of human development, in which the goal itself was named in a culturally appropriate manner.

Conclusion

India had large population at the same time it pursued the economic and social and also other unsustainability like poverty, inadequate basic necessaries, unemployment, and regional inequalities across the India. But 21st century tried to increase or upgrade human welfare with reduction of poverty by providing required necessary amenities and particulars for their people in order to that millennium development goal had their objectives to reach by 2020. Hence need to improve the human development in respective manner for necessary to reduce poverty.
and inequalities across the country by adopting different policy features. Through the proper allocation of budgetary funds to all states as well as classes in the society. That all should necessarily consider and taken up as a important to increase the human development in India.

References:


GIRISH M.C, Assistant Professor, Dept. of P. G. Economics Govt. Arts College, Hassan
SAVITRIBAI PHULE FIRST WOMAN TEACHER IN INDIA: AN ANALYSIS

Prof Archana Malik-Goure, Assistant Professor, Department of Philosophy, University of Mumbai

Abstract: This paper introduces Savitribai Phule as the first female teacher in India and discusses the relation between women's education and a humane, peaceful society by taking Savitribai's radical philosophy with special reference to her collection of poems “Kavyaphule” as its point of departure. It argues that her perspective is still relevant in a world where education has not reached the girl child across caste and class barriers at a mass level. This paper begins by examining the relation between peace, education, and women's lives. It proceeds to explore Savitribai's philosophical arguments in this context and concludes by saying that she is a first Indian woman teacher and arguing for her contemporary relevance.

Key words: education, philosophical, literature

Introduction

Savitribai Phule was a social reformer of nineteenth century India (Maharashtra), capable teacher, leader, thinker, writer, and committed companion to her husband. Savitribai Phule is credited with being the first native teacher of girls in Maharashtra. She also happens to be the first modern, radical, Marathi poet. Savitribai was not a typical passive Indian woman who blindly followed her husband. She was a courageous woman who stood by her husband and supported all his radical initiatives. She was a major figure of her time. She was revolutionary in her own right.

She was Mother of Women Education and vision of her philosophy is to give freedom to woman from so called Indian tradition. Poem (Kavya) is a piece of writing in which the expression of feelings and ideas is given intensity by particular attention to diction (sometimes involving rhyme), rhythm, and imagery. Poem from Latin poema, from Greek, variant of poem composed, created, from make. Poem is a way of expression; it has emotional values but also has cognitive values as Savitribai Phule's poem expresses both kind of values. Her poem ‘Kavyaphule’ (1854) reveals that Savitribai had many sides and shades to her nature and personality. In her poems she addresses social issues like getting an English education, fighting caste and untouchability. The influence of Jyotiba’s thought on Savitribai is quite clear in her writings.

“...Let knowledge be your God, pursue it all the way
With determination attain success; don't let your mind sway
Knowledge is so precious; it is the greatest gift of all
One with a treasury of knowledge, a wise person people do call.”

Savitribai’s literature expressed the agony, aspirations, and feeling of the modern, liberated Indian woman. She

was the first biographer of Mahatma Phule. While her contemporaries were busy re-constructing the images of the mythological pativrata women such as Sita-Savirti module, in contrast, she expressed the passion of modern Indian literature. She was able to develop her own voice and agency at a time when women of all classes were ruthlessly suppressed and lived a secondary-human being existence. She was actively supported and constantly encouraged in this endeavour by her husband and mentor Jyotiba Phule. She was an exemplary role model for the Indian woman during her lifetime and she is and will be a role model for future women. M.G. Mali her biographer rightly noted her as ‘the mother of modern Marathi poetry’.  

The influence of Jyotiba’s thought on Savitribai is quite clear in her writings. She had internalized Jyotiba’s thought and had the intellectual capacity to understand its significance in society. She seems to be the first person who had understood and assessed Jyotiba’s pioneering role in the liberation of the exploited masses. She categorically states in her last poem ‘Dialogue at dawn’ that Jyotiba is the new dawn on the untouchable’s horizon. Savitribai was probably one of the first published women in modern India. Her writings were important both as the strength and product of the social culture of nineteenth century India.

Jyotiba Phule Father of Indian Social Revolution: India has produced numerous social reformers who have played a significant role in making India contemporary, a more progressive and forward looking country. Phule was one of the most important makers of modern India. Jyotiba Phule one of the ‘Mahatmas’ (Great Soul) of India, occupies a unique position among social reformers of Maharashtra in the nineteenth century. He was first teacher of oppressed, critic of orthodoxy in the social system after Buddha and a revolutionary.

In the philosophy of Phule the place of equality and humanity was the most important. He, to develop the qualities of justice, through education wanted equality, freedom and fearlessness. Phule took education for the oppressed and women. It also essential, that it should create the feeling of unity. He experience that women have not got the self-dependence due to the lack of education. He was of the opinion that the development made in society is judged by the extent of education made available to women in society. He was in favor of giving compulsory education to women.

Jyotiba Phule fought for the fights of women and work for their emancipation. He started a school for girls in Pune. Who worked towards the abolition of untouchability and started educational institutions for untouchables in the second half of the 19 century. Women’s education was given ample stress in these schools. When Pandita Ramabai converted into Christianity, Phule defended her right to conversion. This had a gender aspect to him. He does not seem to have been particularly in favour of conversion as such but he certainly was in favour of any movement against

---

1Dr. M.G. Mali, SavitribaiPhule-SamagraVangamaya, pp. 56.

4Here I am extending G.P. Deshpande’s claim that Phule was a maker to modern Maharashtra to the whole of India.
Brahmanical orthodoxy. That a woman had asserted her right to move away from Brahmin orthodoxy and tyranny was important for him.

Jyotiba said, “Without knowledge, intelligence was lost, without intelligence morality was lost and without morality was lost all dynamism! Without dynamism money was lost and without money the shudras sank. All this misery was caused by the lack of knowledge.” For him Education is a tool to achieve liberation from ignorance, which is the reason of all sufferings. Jyotiba’s philosophy is synthesis of Indian and western thought. He was impressed by Thomas Pane’s ideas of Rights of man. Humanism is the lead note in Jyotiba’s philosophy and religion. His philosophy is not repetitive but critical, progressive, revolutionary and formative. One of his abhang he said:

"Jichya Hati Padnyachidoritich sansaresa mbhali"

On his opinion woman educated means whole family educated because she nurtured the whole family. Phule made a sever attack on tradition which denied genuine rights of women. JyotibaPhule started a school for untouchables as early as 1848. He started a school for girls in Pune. Women’s education was given ample stress in these schools. The main inspiration to raise the women question in India during this period was from the ‘First wave feminism’, which was characterized by the demand that women should enjoy the same legal and social rights as men. Its expression can be traced in many feminist works. Phule perceived education as a means for a movement for self-respect and self dependence, and social peace.

He made significant efforts to lead the society on the path of Liberty, Equality and Fraternity. Phule believed in the strength of women and their role in the process of social change and social peace. His initiatives have influenced various spheres of life and transformed the way India today looks at socio-economic policies, education and affirmative action through socio-economic and legal encouragement. Jyotiba developed a critique of the interrelationship between women’s question and patriarchy. He visualized equality and mutual permission as the basis of the man-woman relationship. JyotibaPhule and his wife SavitribaiPhule were pioneers of women’s education and empowerment in India.

SavitribaiPhule First Educated Woman and teacher

Savitribai internalized the vision and philosophy of Phule, and was a devoted supporter of his work. In the philosophy of Phule the place of equality and humanity was the most important. He, to develop the qualities of justice, through education wanted equality, freedom and fearlessness. Phule took education for the oppressed and women. He experience that women have not got the self-dependence due to the lack of education. He was of the opinion that the development made in society is judged by the extent of education made available to women in society. He was in favor of giving compulsory education to women.

It was the fact women in nineteenth century India was leading the life of a subordinate-human being. She was considered an object of male-desire. Education of women & the lower castes, Phule believed, deserved priority. Hence at home he began educating his wife Savitribai& opened a girl’s school in

---

August 1848. The orthodox opponents of Jyotiba were furious & they started a vicious campaign against him. He refused to be unnerved by their malicious propaganda. As no teacher dared to work in a school in which untouchable were admitted as students, Jyotiba asked his wife Savitribai to teach the girls in his school.

JyotibaPhule was a visionary who understood the value of education in the empowering of women. He started by sending Savitribai to school and then training her as a teacher to run schools for girls from oppressed communities. In her poem she expresses the importance of education.

Go, Get Education

Be self-reliant, be industrious
Work, gather wisdom and riches,
All gets lost without knowledge
We become animal without wisdom,
Sit idle no more, go, get education
End misery of the oppressed and forsaken,
You’ve got a golden chance to learn
So learn and break the chains of caste.
Throw away the Brahman’s scriptures fast.

On the opinion of SavitribaiPhule a woman has right to become intellectual and only through education woman can become intellectual. In her literature she has repeated the distress, aspirations, and feelings of modern, liberated woman of India. Her composition also reflected to anger of the new emerging woman of India who wanted to be treated as a human being and not just as an object of male-lust. One of her composition she described the good man. According to her, “one who looks after his family with care and responsibility, one who is always industrious and inquisitive, who has quest for knowledge, one who is worship of freedom, one who is compassionate towards family, one who is caring, sacrificing and dedicated is truly a good man”. In Savitribai’s thought Jyotiba was good human and husband and he precisely passed the mission of humanism.

'To attain self-reliance let us pledge
And accumulate a wealth of knowledge
Without learning, life is an animal existence, a waste
Don’t rest, get an education, make haste
The outcasts can wipe away their woes if they wish
Here’s a golden chance to learn English
Learn English and do away with caste discrimination
Cast away the tiresome tales of the Brahmins to damnation
She always said in her poetry---
“J ust one enemy do we have today
Let’s thrash him and drive him away
..........Ignorance!”

She also offered one composition where she is giving the message of social peace and also provide the possible way for social harmony. Moral teaching is important as she said in her poem ‘Offerings’. Her poem has emotional values like love, care and sharing, sacrifice etc but it also has cognitive

\[6\] KavyaPhuel, KavyaPhule, pp. 36-71.
\[7\] KavyaPhule, pp. 36-71.
values, which helps to provide peace in society.

These fragrant flowers I offer thee.
Strung in a garland of rhymes
Each poetic blossom (Flower) is full of glee (Happiness).
Their fragrance brings peace sublime. (Inspiring)
Advice that is amusing
Easy to understand and charming
Simple moral education
Knowledge that appeals to emotion….

Jyotiba Phule founded the Satyashodhak Samaj (Society of Truth Seekers) as a socio-spiritual movement on September 24, Savitribai headed Satyashodhak Samaj after Mahatma Phule’s death, and broke new ground in socio-cultural creativity. Moto of Satyashodhak Samaj was to Liberalize, Equalize and Modernize member of not only member society but all member of India. Savitribai headed the women’s unity of the Satyashodhak Samaj. The Modern India’s first woman teacher, a radical exponent of mass and female education, a champion of women’s liberation, a pioneer of engaged poetry, a courageous mass leader who took on the forces of caste and patriarchy certainly had her independent identity and contribution. It is indeed a measure of the ruthlessness of elite-controlled knowledge-production that a figure as important as Savitribai Phule fails to find any mention in the history of modern India. Her life and struggle deserves to be appreciated by a wider spectrum, and made known to non-Marathi people as well.8

Prof. Hari Narak wrote in Mahatma Phule Gsaurav Granth, “More than Jotirao, his wife deserves praise. No matter how much we praise her, it would not be enough. How can one describe her stature? She cooperated with her husband completely and along with him, faced all the trials and tribulations that came their way. It is difficult to find such a sacrificing woman even among the highly educated women from upper castes. The couple spent their entire lifetime working for people.”

Braj Ranjan Mani writes: Savitribai Phule struggled and suffered with her revolutionary husband in an equal measure, but remains obscured due to castelist and sexist negligence. Apart from her identity as Jotirao Phule’s wife, she is little known even in academia.

Conclusion
This discussion is really important on feminism because we have to bring women into discipline of philosophy. They have different philosophy; they have different summum bonum, highest goal in their philosophy. Like Pandita Ramabai and Savitribai Phule, the greatest women produced by modern India & one of the greatest Indians in all history, the one who lay the foundation for a movement for women’s liberation in India. Their goal was freedom from Indian tradition, freedom from religious rights and rituals. By studying these thinkers in the Contemporary Indian philosophy curriculum, we learn the relevance of a gender sensitive approach to treating

8 ‘A Forgotten Liberator’, the life and struggle of Savitribai Phule, p. 28.
women as equals. This is enshrined in the constitution of Indian. The Constitution of India gave women equal rights with men from the beginning. Thanks to Phule couple who initiated this academic endeavor, and gave equal opportunity of education to all women in India.

References:


Dr. M.G. Mali, Savitribai Phule-Samagra Vangmaya, Maharashtra Rajya Sahitya Sanskriti Mandal, Mumbai, 2006.

Y.D. Phadke, Editor, Mahatma Phule Samagra Vangmaya, Publisher Maharashtra Rajya Sahitya and Sanskriti Mandal, Mumbai, 1991.


Archana Malik-Goure is an Assistant Professor at the department of Philosophy, University of Mumbai. She has published two books on Women Asceticism in Jaina and Buddhist Traditions, and Jyotiba Phule: A Modern Contemporary Philosopher. She has published three papers in International Journals and almost twenty papers in National Journals & presented many research papers at national & international fora. She is currently working on a comparative study of Indian & Greek conceptions of virtue.
Abstract

These days campus has become a breeding place for sustainability development. A college campus can generate receptiveness of sustainability goals by engaging the campus community in sustainability awareness programs. Students can be made attentive towards rendering individual efforts in reducing the ecological stress in the campus. All the staff, faculty and students should exert together to reduce energy consumption, promote waste reduction strategies, alternative transportation options, and other sustainability initiatives in offices, classrooms, labs, libraries, buildings, residences and in personal lives. This paper spotlights the campus initiatives to bring about sustainability. The campus sustainability should become a participatory movement involving all with a belief that the purpose of higher education is to provide opportunities for all through learning to practice sustainability of a healthy environment and creating just and fair eco system inside the campus.

KEY WORDS: Sustainability, Individual, Initiatives, Institutional Movement

“First challenge in the design of a new campus is not to create new buildings, but to create a shared vision towards campus sustainability”.

INTRODUCTION:

In a College campus each student has a unique role to play in making the campus a sustainable place. One can incorporate values of environmental responsibility in the campus. Students can be made to involved directly by joining a sustainability action team or form their own club or forum and become a sustainability leader through adoption of innovative sustainability goals. (Leal Filho, Walter (ed.) (2012) Sustainable Development at Universities).

INITIAL CAMPUS ACTION PLAN- The following can be the initial methodology adopted

1. Identifying the in-campus behavior for each student.
2. Determining group behavior.
3. Identifying the student's present level of conceptualization of sustainability.
4. Listing the steps to make them aware of the concept of sustainability.
5. Finalizing the skills towards orienting the campus behavior towards sustainability with an action plan.

After these steps can be initialized as an Institution moves to take steps to strategize the concept (Leal Filho, Walter (ed.) (2012) Sustainable Development at Universities).
THE STRATEGIES OF ACHIEVING CAMPUS SUSTAINABILITY

To engage the campus community in the implementation of sustainability goals and actions, certain strategies were required which could be achieved through:

1. Providing peer support to sustainability programs in each department.
2. Provision for environmental education & programs that promote sustainability.
3. Introducing Environmental studies as a topic by the Affiliating University.
4. Motivation through creativity activities to identify new procedures of campus sustainability.
5. Initiatives to promote sustainability through orientation programs to fresher students where they will be offered opportunities to exchange ideas, experiences, and plans.
6. Recognizing and rewarding successes through Award of Excellency to departments and student volunteers can be mooted through innovative sustainability activities.
7. To reduce energy consumption, all students can be made to turn off the lights when they leave their class rooms.
8. To reduce greenhouse gas emissions, local students can be advised to take cycles to college instead of bikes.
9. A beautiful in house campus garden can be developed. It also served as demonstration gardens to showcase the beauty and diversity of edible landscaping in a campus setting.
10. Additionally, the gardens provide service opportunities for student volunteers to serve in the garden in their free time.
11. The flowers of the rose garden can be used in functions to welcome the dignitaries & for decorative purposes inside campus activities.
12. The flowers can also be used to worship the goddess Saraswathi idol inside the campus garden.
13. The herbal plants such as hibiscus & tulasi can help the environs with healthy & fresh air.
14. The trees of Teak, sandalwood, Neem, Gulmohar, Acasia, Eucalyptus, Asoka along with fruit trees mango, papaya, jack fruit, plums, chikkoos, etc can help the campus with fresh air & water sustainability. (Leal Filho, Walter (ed.) (2012) Sustainable Development at Universities).

PROCESS PHASES OF PROGRAMME

A formalized process for advancing sustainability in a college campus can be done in phases:

1. Phase one- It has had targeted outreach. This includes identifying and providing support for students, volunteer student leaders, building student capacity and communicating with all stakeholders. The stakeholders such as Parents, Alumni, & college development Council members were convinced of the concept of campus sustainability.
2. Phase Two - This phase involves helping campus sustainability activists to create general awareness and broaden outreach programs. NSS /NCC /Scouts & guides, red cross, Eco club, Garden club, campus club student volunteers can be involved in campus cleaning activities. Faculty can join hands with peer support. Parents & old alumni can also be involved.

3. Phase Three - This phase involves consultation with all departments in developing into a coherent campus action plan. On this basis the campus can be made greener every year. This action plan helps in evolving an annual plan which can be initiated with certain outreach extension each year.

CAMPUS SUSTAINABILITY OUTCOMES - When an institution supports itself with sustainability activities the outcomes can be measured in actions such as

1. All students strive to turn off the lights when they leave their class rooms.
2. All students voluntary themselves to deposit waste in specific areas only.
3. In the computer lab students shut down their PCs completely at the end of the day.
4. The Office has set all printers and copiers to default double-sided mode.
5. Using Cycle inside campus - Toward promoting sustainability on campus, on the model of Hyderabad campus can be launched the “cycles on campus”
6. Most of the students come from far off places they are supported by Public transportsations facility thus reliant on pool transportation facility in campus.
7. An institution can moot the intention of ordering high efficiency multi-purpose machines to consolidate printers, faxes, scanners and copiers.
8. All faculty & administrative staff carry a reusable water bottle with them.
9. All faculty can set their PC & computer screen to go into standby mode after 15 minutes of inactivity
10. Several of the Faculty can leave the car at home & take a walk in the second session of the College.
11. Use natural light to light office instead of Tube lights LEDs & CFLs.
13. All faculty can carry their own bags for shopping outside the campus.
14. Students can be advised to avoid wasting food inside the campus.
15. Reducing the wastage of stationery inside the campus can be gradually motivated to pick up
16. Watering the plants through channels with waste water recycling can be a reality.
THE OUTREACH METHODOLOGY

An Institution can strive towards enhancing the concept of campus sustainability further more through:

1. Engaging the faculty and students in research and creative projects in campus Sustainability. (Bantanurshaila & others - Sustainability issues in Indian universities of Higher education 2012).

2. Such as conducting environmental art exhibitions, energy saving demonstration projects such as solar street lighting, solar hot water for hostels, solar thermal cooking, institutional biogas plants, electrical mobility, etc., adopting a water Harvesting System etc. (Leal Filho, Walter (ed.)(2012) Sustainable Development at Universities).

3. All these initiatives will lead to outcome such as reducing the negative environmental impact of the college or university (Bantanurshaila & others - Sustainability issues in Indian universities of Higher education 2012). Saving the college money, educating and empowering students thereby creating a sustainable generation for future.

CONCLUSION

Campus sustainability is the need of the hour and is one of key focus areas for sustainability initiatives. These initiatives will make a sustainable difference in campus communities and will assist students to focus on building capacity at individual level and institutions at large. These strategies will help to drive inclusive growth and enable institutions and individuals to work towards achieving their full potential. These initiatives will also aim to increase awareness among the student community on the issue of sustainability, to keep the campus clean and green while improving the overall health of the student community. A holistic approach, more commonly including social, economic and traditional environmental considerations in sustainability goals has to become a part of the syllabi in the campus. Colleges and universities across the globe are making the concept of campus sustainability a reality. These initiatives are influencing curriculum decisions, operational budgets, facility plans, and campus culture. Students, faculty, & staff are leading these earnest efforts. Certainly bringing about a campus culture is a difficult work, requiring coordination and cooperation yet a common motivation towards achieving sustainability will follow.

References:


5. Bantanurshaila & others - Sustainability issues in Indian universities of Higher education 2012


achieving campus sustainability: environmental management practice”,
assessment of the current campus. Journal of Cleaner Production 2008

Dr. Vidya is working as an Associate Professor and Head of the
Department of History Government Arts College Hassan. She
has 18 years of teaching experience and more than 10 years of
research experience. She has been guiding M. Phil & Ph. D
Research Scholars of various universities. She is pursuing a
major research project funding by University Grants
Commission. She has published more than 50 articles on a
variety of issues in newspapers & published two books &
published research articles in various national and
international journals. She is also one of the editorial members
of the International journal of Academic Research. She has
been conducting exhibitions in Historical artifacts & rare coins.
She has delivered lectures on different topics.
STRUCTURAL FORMATION OF AGRAHARAS IN MEDIEVAL SOUTH INDIA - A CASE STUDY OF HOSAHOLALU AGRAHARA

Dr. PUTTARAJU U.K. Lecturer In History, Sir M.V. Post Graduate Center, Tubinakere, Mandya District, Karnataka State

ABSTRACT

This paper examines the significance of establishing Agrahara in sub urban locality & highlights the Hosaholalu Agrahara as a center of superior education & learning. An Agrahara was the most important center of education and learning in medieval south India. The Brahmans who were well versed in the Vedas and other branches of knowledge were to transmit their learning and scholarship to pupils in this Agrahara. There were several political issues behind the creation of a scholastic center. These Agraharacenters were concerned with secular education along with religious and traditional education. The work of teaching was regarded as a sacred duty by all masters and not a merely a business transaction. The kings & their political atmosphere supported several kinds of political readjustments & setting up of an agrahara was one of them.

KEY WORDS: Agrahara, Promotion, Learning, Political Readjustments, Societal Impact.

AGRAHARA OF HOSAHOLALU

This Agrahara was the most important center of education and learning in south India. It was a village given to a group of Brahmans for their maintenance while they engaged themselves in learning and education. The income from these villages was enjoyed in perpetuity by the descendants of the original donors. As the main duty of the Brahmans was to acquire knowledge and all other worries were kept at a distance. The Brahmans who were well versed in the Vedas and other branches of knowledge were to transmit their learning and scholarship to pupils in this Agrahara. There were several political issues behind the creation of a scholastic center. The kings & their political atmosphere supported several kinds of readjustments & setting up of an agrahara was one of them.

EPIGRAPHICAL EVIDENCES

An Epigraph of Krishanrajapete where the place of present study is located, registers the gift of land below a tank to Somayya for offerings to god Somanatha by Hulegere deva, son of Sapeyaketayawhen Madanna son of Ishwarapeddi was the Masaveggade (Kr 8 EC Vol.VI- The Introduction – pp1-12). The gift was made with the approval of pandaladeva the officer of Hosavalalu under padumanna the Senubhova (Kr 8 EC Vol.VI- The Introduction – pp1-12) of MahapradhanaMadi deva dannayaka, Dekanna and all the mahajans of Hosavalalu. This place had been converted into an Agrahara renamed Rayasamudra by the Mahajanas of Hoysalanadu and Kongunadu. (Kr 8 EC Vol.VI- The Introduction – pp1-12)
GIFT OF LAND-
Hence this Agrahara was created as a gift to well versed Brahmans with a promise to promote learning among students of that vicinity. A large number of pupils from different parts of Southern India flocked to this center for higher learning. As this center imparted education of an advanced type several students from Tonnuru, Tondanuru, kikkeri, Sindhagahtta, Melukote, Bachenahalli, Somanathapura, Mahisha mandala, Madapura, Lakshimipura, Kalale, Channarayapattana, pandavapura, etc came here to study. These students were very eager to learn education from the hands of several masters who excelled in their subjectssuch as Nyayangashastra(Jurisprudence) and Ganiฑha (Mathematics) Tarka (Logic) Philosophy Vyakarana (grammar) etc. Philosophy Mathematics, Astronomy and Astrology were the important subjects which were taught generally in all these study centers. such as Nyayangashastra(Jurisprudence) and Ganiฑha (Mathematics) Tarka (Logic) Philosophy Vyakarana (grammar) etc (Kr 8 EC Vol.VI- The Introduction – pp1-12)

LOCATING AN AGRAHARA
The HosaholaluAgrahara was situated at a nearby distance from the town of Kogunadu. This was a key & strategic place in the Hoysala empire. Great care was taken in the selection of this town. The City was selected on the basis of its proximity. Its scenic beauty quietness tranquility and large space was primarily taken into account & it's boundary line. Several lands were earmarked for building temples in the nearby vicinity. It could afford accommodation for any number of students. It could hold privileges such as land and serving people. It was large enough to hold temples of magnificent nature.

Moreover it was bordering a big tank and River Hemavathy -a big tributary of River Cauvery, flowed in the bordering villages closely. The elevated hills in the westward direction enhanced the scenic beauty of this place. The land was fertile Paddy and Ragiwere grown along with cotton and silk. The place had contacts with markets of Srirangapattana, Mysore and Pandavapura. The land routes connected the markets of Melukote and Tondanuru on the northern borders Chananrayapattana and Hassan on the southern borders. Akkihebbalu and Holenarasipura on the eastern borders and Santhebachenahally and Sasalu on the western borders and hence it was suitably located to be an a focal learning point. After the center became an Agrahra two Vaishnava temples came up gradually one in Kikkeri another in Akkihebbalu. One Lakshmi Narasimha temple was built in Holalu itself. Another village renamed as Hariharapura was also converted into an Agrahara by the then ruling Hoysala king. A great area was thus located and it was renamed as HolaluAgarahara by Hoysala king Narasimha III. In course of time this Agrahara grew into a learning center forming a university called as Ghatikasthana.

EDUCATION IMPARTED
The type of education imparted here was different from that of other mutts and temples. They were concerned with secular education along with religious and traditional education. Because this center catered to all types of learned masters and pupils from different localities. Traditional learning included the Four Vedas and their countless Commentaries while secular learning
included Mathematics, Logic, Metallurgy, Botany Agriculture, Astrology philosophy, Astronomy etc.

**STRUCTURAL FORMATION**

After it was created a large bodies of students were attracted to this center through Shishyavritti which meant attracting students through scholarship. This was established by the grants made by the rulers and by the village head men for earmarked purpose such as Dhoopa, deepa, naivaidya, geetha, nritya, ahaara, khandal, sputita, jeernodhadhara, yateenamvidyarthinam cha satramnimitam (EC vol 5 BKI I 1,85 1049 A.D). There were instances of well versed Brahmans joining together to form an Agrahara for the purpose of carrying educational activity but here learned Brahmans were attracted to settle here to promote learning (Mudigere inscription no.36 EC Vol. VI p.5).

**CHARACTERISTICS OF AGRAHARA**

Several inscriptions in which the subjects taught were also recorded. The education so imparted was residential in character. The teacher Acharya or punditha or Bhattastayed along with the students. This created a rare atmosphere of reciprocal and joint living and benefitted the society to a very large extent.

**METHODS OF TEACHING**

In the ancient Indian method of teaching, ‘the individual’ and not a group was the immediate concern. In this Agrahara also the individual pupil was given highest concern. This assisted in building up a strong master pupil relationship and consequently personal attachment between the preacher or preceptor and the pupil and the master was of an abiding nature. The work of teaching was regarded as a sacred duty by all masters and not merely a business transaction. In the age of sutras also a definite code of ethics, principles and regulations both for the teacher and the taught was laid down, here during Hoysala kings also the master pupil relationship was held high. The violation of any of these principles was treated as a sin which could not be rectified by any expectation. It attracted severe punishment also. Education taught here included both mundane and ultra mundane life of man and hence it played a significant role in the life of and process of internal development of an individual. This education inculcated the spirit of dutifulness, faith, morality and self discipline. This education was always considered a necessity for attaining sublimation of life or salvation. Men were given the knowledge of the almighty his ultra powers and cognizance god through religious instruction and practicality.

**CONCLUSION:**

The Hosaholalu Agraharawas a superior learning center created to become a sub urban center attracting students from distant localities. The Agrahara gradually became a great center of learning with temples added, residential buildings, the revenue generation sources were added. Kings took imperative steps to ameliorate the center in to a higher educational axis. The work of teaching was regarded as a sacred duty by all masters and not merely a transaction of benefactions. This center had a great socio religious impact & it lived up to the expectations of medieval south Indian society.

**REFERENCES**

1. Annual report of south Indian Epigraphy
2. Chittopadhyaya B.D.- Trade and Urban centers in Early Medieval North India - Indian Historical Review Vol 1 No 2 September 1974
5. EpigraphiaCarnatica Vols. I-XI I(1898-1894 Ed . by Lewis Rice
CONNECTING THROUGH LANGUAGE - REFLECTIONS ON THE SPREAD OF RUSSIAN SANSKRIT SCHOLARSHIP

Dr. VEENA.H.N. Associate Professor & HOD Department of Sanskrit, Government Arts College, HASSAN- Karnataka

ABSTRACT
Sanskrit language & literature has attracted scholars across the world to involve themselves in its pedagogy. Scholastic attributes of several scholars around the world have been exposed through their in-depth study of Sanskrit language & literature. Even in Russia Sanskrit language has had several scholars. They were instrumental in introducing the richness of Sanskrit language into Russia. This paper looks at the significant scholarly contributions of Russian scholars towards popularizing Sanskrit language.

Key words: Sanskrit language, Russian scholars, literary studies

INTRODUCTION
One of the pioneers of the study of the ancient Indian language was Gerasim Lebedev. Tsar Alexander I was so fascinated with Lebedev’s writing about India that he requested the scholar and musician a Sanskrit printing press in the Russian Imperial capital. Lebedev published a whole series of books, including translation of the poetry of Bengali poet Bharatchandra Roy, a Russo-Hindustani dictionary and a book on the grammar of Eastern dialects, but the famed Russian traveler was no Sanskrit scholar. (Williams, Monier (2004)- A Sanskrit-English dictionary).

EXPANSION OF SANSKRIT SCHOLARSHIP IN RUSSIA
COUNT SERGEY UVAROV, Sanskrit scholarship in Russia began under the aegis of Count Sergey Uvarov, an influential statesman and educational curator. In 1818, Uvarov inaugurated the Asiatic Academy of St Petersburg, where Sanskrit was taught for the first time with Russian language being the language of instruction. Tsarist Russia initially relied on foreign professors to teach Sanskrit, with German academics being the first to teach the ancient Indian language in the country.

PAVEL YAKOVELICH PETROV - Robert H. Stacy’s classic work ‘India in Russian Literature’ mentions Pavel Yakovlevich Petrov, a Sanskrit scholar who had a meticulous affection for Kashmir and translated the Hindu epic Ramayana into Russian language. Petrov learned Sanskrit in St Petersburg and taught the language in the mid-19th century in the provinces of Kazan and later in the city of Moscow. He also translated Kalhana’s Rajatranjini, a chronicle of the rulers of north-western India into Russian language. Due to all these efforts St Petersburg became one of the major research centers for Sanskrit during second part of the 19th century and attracted Indologists from all across Europe to Russia.

RUDOLF VON ROTH AND OTTO VON BOHTLINGK - Rudolf von Roth and Otto von Bohtlingk were two German scholars who lived in the city of Russia.
and compiled a seven-volume Sanskrit-German dictionary called Sanskrit Worterbuch that was in wide usage in academic circles in Germany & Russia. Von Bohtlingk learnt Sanskrit at the St Petersburg State University & was very much fond of Classical works of Sanskrit. He is also well-known for translating an edition of the Sanskrit grammar of Panini, who formulated formulation of the 3,959 rules of Sanskrit morphology, syntax and semantics in the Classic grammar work known as Ashtadhyayi.( Russia India report( 2014 ).

**IVAN MINAYEV** -The famous Sanskrit professor from Russia in the 19th century was Ivan Minayev, who also taught comparative grammar of Indo-European languages. He travelled to India and Ceylon in 1874-75 and wrote extensively about the countries neighboring Sri Lanka. His excellent command over Pali language and Sanskrit language, as well as the knowledge of countless contemporary Indian languages and some Pahari dialects, allowed him to communicate freely with people in India living in the regions and territories which he travelled across. He collected and accumulated unique historical data & notes of his journeys to India, Nepal and Ceylon in 1874-75, to India in 1880 and to India and Burma in 1885-86. The State Library of the St Petersburg has preserved the Sanskrit and Pali manuscripts that Minayev collected in India, while his art collection can be seen in the museum of the Russian Academy of Sciences in St Petersburg. The keen interest of I.P. Minayev towards the culture and everyday life of the peoples of India found expression in the study of folklore and ethnography, as important as everything else that this scientist-achiever did, “said Madhu Malik, who translated Indian fairy tales of Kumauni region. Minayev’s trips to India resulted also in interesting ethnographic collections, preserved in the N.N. Miklukho-Maklay Museum of Anthropology and Ethnography. ( Russia India report( 2014 ).

**FYODOR STCHERBATSKOY** - Another St Petersberg-based Indologist who made a great contribution to Sanskrit and Indian studies before the Bolshevik Revolution was Fyodor Stcherbatskoy, best known as an authority on Buddhist texts. He was a student of scholar Minayev and worked on a theory of Indian poetry and published the Theory of Knowledge and Logic in the Doctrines of Later Buddhism in Russian in two editions. He later taught Sanskrit till his death in 1942. His scholarship of Hindu philosophy and Buddhism even won him the admiration of great Indian leaders like pandit Jawaharlal Nehru and poet Rabindranath Tagore.

**POST-SECOND WORLD WAR**

Post-Second World War, a new generation of scholars began to pursue Indology and India’s warm relations with the USSR gave these scholars access to many places and older texts. ( Banerji, Suresh (1989). A companion to Sanskrit literature). The newer generation of Indologists however followed a path that was laid out by the great scholars of the 18th and 19th centuries from St Petersburg. (Russia & India report 2014 )

**CONCLUSION**- Thus Russian love for Sanskrit language assisted in producing great translations & good authorship. There was royal support to these compositions. The relative connectivity with the Slav language was also helpful in Russians taking up Sanskrit reading. The narratives in Sanskrit grammar
attracted the Russian readership into taking the Sanskrit language seriously.

REFERENCES

Banerji, Suresh (1989). A companion to Sanskrit literature: spanning a period of over three thousand years, containing brief accounts of authors, works, characters, technical terms, geographical names, myths, legends, and several appendices. Delhi: Motilal Banarsidass


Dr. VEENA.H.N. Associate Professor & HOD, Department of Sanskrit, Government Arts College, Hassan, Karnataka
ABSTRACT

This paper majorly focuses on how self-help groups are instantly support to empower the women in various fields. Self-help groups have been instrumental in empowerment by enabling women to work together in collective agency. Women’s networks do not usually obtain business or political favours has the command few economic resources are frequently rely on time and non-monetized labour exchange. However, self-help groups, then combined with savings and credit, have enabled women to benefit economically by monetizing their contributions and in the process have empowered them to become agents of change.

Key words: Community, Self-help groups, Micro finance

Introduction:-

The biggest challenge to any civilized society is the economic deprivation of its bucolic part. The most potent tool against human deprivation is building human capital among the deprived, through sustainable development initiative, which is taken by the deprived themselves, “Self -realization and self-initiative are the two most powerful weapons to wash poverty out from the world map” this dynamic quotation of world’s greatest economist CHANUKYA is been translated to one word that is SHG. Micro finance through SHG has become a ladder for the poor to bring them up not only economically but also socially, mentally and attitudinally. Starting from the Bancosol of Bolivia to India's NABARD all are the witness of the triumphant saga of micro finance.

India’s economy is increasingly becoming a market driven economy. The state of affairs is such that unless micro entrepreneurial activities are not initiated a rural areas and finance is not properly channelized toward the activities, the rural poor will not be able to break the grinding cycle of poverty. In this issue we have tried to examine the direction and importance of rural finance in terms of self-help groups which offer the easiest method of empowering the rural poor.

Objectives of the Study:-

The paper presentation is mainly based on the following objectives.

1. To analyze the concept of self-help groups and empowerment.
2. To analyze the relationship between self-help groups and economic empowerment of women at national and state level.
3. To examine the economic impact of self-help groups with reference to increase in saving, increase in employment generation, improvement in asset holding, effective utilization of credit, and impact on poverty levels.

Methodology:-

The methodology of the present study can be broadly outlined with the help of the secondary source of data and information of national and state level.
Progress and performance of self-help groups have been analyzed; the growth rate of self-help groups has also been estimated on the basis of available annual data. Secondary such as Government publications, reports of women and child development departments, various state level and national level journals and NGO's.

The concept of SHG:-

It is a voluntarily formed group the member size is 10-20. The group is basically homogenous in nature. They came together for addressing their common problem. They are encouraged to save in a regular basis. The amount of saving is within the range of Rs. 20 – Rs, 100. They rotate this common pooled resource within the members with a very small rate of interest. Each group has a leader who is called as the president and secretary. They usually maintain records of translation in daily basis in written format and that has been kept with the president or the secretary. Not only from the internal resources the members also get loan in bulk amount from mainstream bank, different governmental and non-governmental organizations, donor agencies through MFI’s.

SHG Functions:-

The important functions of SHGs are as follows:-

* Group members usually create a common fund by contributing their small savings on a regular basis.

* Groups evolve flexible systems of working and manage pooled resources in a democratic way.

* Groups consider loan requests in periodic meetings and competing claims on limited resources are settled by consensus.

* Loans are given mainly on trust with minimum paper with and without any security.

* The loan amounts are small, frequent for short duration and are mainly for conventional purposes.

* The rates of interest vary from group to group and the purpose of loan. It is higher than that of banks but lower than that of money lenders.

* At periodic meetings, besides collecting money social and economic issues are also discussed.

* Defaults are rare due to group pressure and intimate knowledge of the end use of credit.

- Differentiating between consumer’s credit and production credit.

- Analyzing in the economies, culture and social position of the target group.

- Providing easy access to credit and facilitating group organization for effective control.

- Ensuring repayment and continuity through group dynamics.

- Setting viable for interest rates, repayment schedules, gestation period, extension, writing off bad debts and

- Assisting group members in getting access to the formal credit institution.

Concept of Empowerment:-

The concept of empowerment has been the subject of much intellectual discourse and analysis. Empowerment is defined as the processes by which woman take control and ownership of their lives through expansion of their
choices. Thus, it is the process of acquiring the ability to make strategic life choices in a context where this ability has previously been denied. The core elements of empowerment have been defined as agency, awareness of gendered power structures, self-extern and self-confidence. Empowerment can take place at a hierarchy of different levels individual, household, community and societal and is facilitated by providing encouraging factors e.g. exposure to new activities, which can build capacities and removing inhabitating factors e.g., lack of resources and skills.

Two vital processes have been identified as important for empowerment. The first is social mobilization and collective agency, as poor women often lack the basic capabilities and self-confidence to counter and challenge existing disparities and barriers against them. Often, change agents are needed to catalyze social mobilization consciously.

Second, the process of social mobilization needs to be accompanied and completed by economic security. As long as the disadvantaged suffer from economic deprivation and livelihood insecurity, they will not be in a position to mobilize.

Awareness and recognition women’s economic contribution within and outside the household. “Poverty has women’s face of 1.3 billion people in poverty, 70% are women”. Illiteracy on a large scale is a major obstacle to development and commenced the battle against equality and empowerment of women. Human development is process of enlarging choices for all people in the society. In this process most of the women are excluded from its benefit. If women are continually excluded, they fail to play a part in economic, social and political decision-making and development.

Components of Empowerment of Women:-

Empowerment in this context can be observed in the following six components viz.

1. Access to economic resources and influence over their uses.
2. Participation in economic decision-making.
3. Opportunities for self-development.
4. Participation in socio-political decision-making and influence over local opinion making.
5. Scope for skill development.
6. Impact on general welfare of the family and community.

Self-Help Groups and Economic empowerment:-

Self-Help Groups intermediated by micro credit have been shown to have positive effects on women, with some of these impacts being ripple effects. They have played valuable roles in reducing the vulnerability of the poor, through asset creation, income and consumption smoothing, provision of emergency assistance, and empowering and emboldening women by giving then control over assets and increased self-esteem and knowledge.

Studies in several countries and point out that loans are sometimes used for consumption smoothing, not production. It has been pointed out that the poor often have short-term liquidity needs, which would normally be met by usurious money lenders if other financial sources such as micro credit were not available. During the Asian economic
crisis, self-help micro credit groups served as important cushions and safety nets. A high proportion of the funds made available for self-help micro credit schemes were utilized by women, enabling them to meet the subsistence needs of their families during those difficult economic times. Many self-help programmes have also incorporated elements of savings, which can be used for purposes such as health insurance and emergency loans, thereby serving as private safety nets.

One important indicator of empowerment is the ability to make decisions within the household. Where mobility outside the home is often restricted, women have reported increased mobility, simply having to inform male heads of household instead of soliciting their permission. Increased self-confidence was especially pronounced when women had been exposed to training on women's rights and social political issues.

Exclusion of poor women from land rights has been highlighted as contributory to their marginalization. Some self-help groups have reportedly been able to purchase or lease land or user rights to community forests and fishing ponds collectively, thereby laying the foundation for enhanced food security and agricultural productivity. As most Grameen members are women, one of the results is that women have had title deeds transferred to them, often from their husbands, to obtain these loans. This has also reduced the incidence of divorce since women as owners of their own homes cannot be easily evicted.

As women are an important part of the community, building their capabilities to manage community and community's projects should be enhanced. One measure which has been taken with some success is to assign specific responsibility to women's groups in the community. There have been reports of women's self-help groups serving a social audit function and, in one instance, exposing corruption in the supply pipes and ordering replacements.

**Path ways to Empowerment:-**

Self-help groups have been instrumental in empowerment by enabling women to work together in collective agency. Women's networks do not usually obtain business or political favours as they command few economic resources and frequently rely on time and non-monetized labour exchanged. Self-help groups, when combined with savings and credit, have enabled women to benefit economically by monetizing their contributions and in the process have empowered them to become agents of change.

Instead, this process of social mobilization should be conceptualized more broadly so that the groups can perform more encompassing roles. A promising example is the federating of self-help groups, where all such group in one village form an apex body consisting of selected representatives of each group. Women leaders in federated bodies have gained prestige and recognition, which has paved their path to elected office in local government. It is at the level of political decision-making that women can hope to have a voice in transforming society. In this regard, affirmative action, whereby women are allocated quotas in various decision-making bodies, can be an effective strategy.

**Role of self-help Groups in the Empowerment of Women:-**

1. Access to economic resources and influence over this uses. The
unjustifiable concentration of economic powers is one of the key factors for the low prestige and weak bargaining position of women in the society.

2. Participation in economic decision-making. Economic roles are more influential in the present day living. In this direction, women’s abilities are required to understand, to access women empowerment.

3. Opportunities for self-Development. This latter is especially important since rural women, right from the time when they are young girls, are denied the opportunities to go to school.

4. Participation in socio-political decision making and influence over local opinion making.

5. Scope for skill-development. Skill, whether technical or managerial of a women, are specific ability to do something well.

6. Impact on general welfare of the family and community. Usually, a woman acquires the influential role primarily through her credibility and respect in the society.

Conclusion:-

Indian development planning has aimed at removing inequalities in the process of development to ensure that the fruits of development are an equal. Privilege of all sections of society, in recent years it has become increasingly evident that women are lagging behind a great deal both in availing of the benefits of development and as participants in the process of development due to several socio-economic cultural political impediments. The strengthening of women’s economic empowerment requires actions in the area of recognizing women’s right to sustainable livelihood and employment, all policies for self-reliance, encourage economic empowerment of women, protect migrant workers in order to protect their dignity and develop mechanisms to promote dialogue on policies and programmes of government organizations and non-government organization.

References


Sushmasahay, women and Empowerment-approaches and strategies, discovering publishing house, New Delhi, 1998.


Government of Karnataka, High power committee for research of regional Imbalances, 2002.

STRESS MANAGEMENT IN ADOLESCENT STUDENTS

Dr. J. V. Rama Chandra Rao, Lecturer in Psychology, Vikas College of Education, Vissanna Peta, Krishna Dist

ABSTRACT

The reasons for Stress during adolescence as per the review of literature are because of disturbed family dynamics, peer pressure, inability to cope with studies, drug abuse, lack of competence. One of the important trends which are being observed is getting instant gratification from the electronic media and gadgets. The involvement of adolescents in getting instant gratification of needs has led to lot of stress in them and in their relationships with family and peers. Stress leads to maladaptive behaviour. In this study with the extensive review of literature, Researcher tried to present the causes and symptoms of adolescent students stress and coping mechanism for adolescent students stress.

Keywords: Stress Management and Adolescents students

1. INTRODUCTION

Adolescence can be a stressful time for children, parents and also all others who work with them. School students in India have a high stress level and higher rate of deliberate self-harm. Many recent studies have found relation between stress and suicidal ideas in school children. Stress also results in increased likelihood of substance abuse among adolescents. A social and public health response in addition to mental health response is crucial to prevent suicidal behaviour and creating awareness about substance abuse among adolescents. Stress also positively correlates with maladaptive strategies adopted towards schools, teachers, and parents, peers, opposite sex and also at a broader societal level. Management of adolescent stress is therefore, need of the hour. This review article focuses on determinants of adolescent stress and Management.

Adolescents experience stress because they are sometimes trapped between making decisions which is to follow rules and orders or to be free and discover the world like they should. Adolescents in the previous days were trained for things that were suitable with their age so that they can use it to manage their lives. But now, adolescents have to follow their parents’ desires which are preparing them to compete in the social system where the society is scrambling towards modernization so that they are not left behind. If it is not managed well, stress can ignite psychological disturbances among them when they are grown up. These disturbances will cause stress to the adolescents in the future if they are not overcome now.

The problem arises when the adolescents are unable to cope with stressful situations and end-up themselves in the distressed state of mind. In this distressed situation they indulge themselves in Anti-Social and Self-Destructive Activities.

In this study with the extensive review of literature I have tried to present the causes and symptoms of Stress and Coping Mechanism for Stress.
2. REVIEW OF LITERATURE

Students in their teens are the ones who are going through the transitional phase, which is an intermediate of childhood and adulthood. During the teen years, a lot of biological, physical, mental and emotional changes are happening, as well as the changes in responsibility and role. In order to stabilize these changes, the students are always confronted with problems and conflicts. For some students who are not capable of dealing with it, the changes will create stress and tension to them. If it is not dealt with in the early stages, the student may experience mental problems.

Stress is believed to be caused by the various problems that exist such as problems at school, financial problems, family problems and problems in their surroundings.

Adams (1983) stated that the biggest problem among schooling teenagers is the matters associated with their schooling. Other than that, problems that female students have to deal with are communication and family problems. For the male students, their side problems are problems with getting involved in sports, recreation and also financial problems. The many responsibilities and pressure cause stress to the high school students like the need to achieve good academic grades, character building and also good attitude besides trying to comprehend with their personal needs.

Zulkifli (1988) found that the adolescents always face problems in adjusting. Teenagers especially those who are students always face learning problems, career management and also problems in solving personal and social matters. These are the factors that contribute to stress in life. Students are starting to shift from a life that is dependent on others to a life that needs them to release the dependency and start carrying their own responsibilities.

Hains Anthony (1990) examined the effectiveness of a cognitive intervention to help adolescents cope with stress and other forms of negative emotional arousal. The trained adolescents showed significant reductions in levels of anxiety and anger, and also improvement in self-esteem.

Morris (1990) stated that high school students always face Academic stress in school and they compete each other to get better grades. Levine, 1970 (in Dobson, 1980), explained that stress has a relationship with a specific situation like a learning environment in school and the inability to do work perfectly and the failure to achieve anything that is desired. The issues of students doing things like punching teachers, cursing, slandering and hurting teachers, prostitution and others calls for researchers to see the mentioned phenomena is connected to the stress situation among high school students.

Mates and Alisson (1992) which finds that among the academic factor that contribute to the stress in high school students is their achievement in academics. Therefore, when stress is associated with academic achievements it is hoped that a suitable teaching and learning method is created so that stress will not exist among students. Other than that, the education curriculum that stresses on academic achievement by focusing on the importance of examinations should be re-evaluated. This is because it may cause stress to the students. The importance of this research is to help avoid stress from the beginning.
Fariza (2005) who conducted a research on the stress among high school students found that this age group has to deal with the academic world. Therefore there exists demand and hope for themselves, their parents, teachers and the society to see them succeed.

Suvarna Sen (2006) in her study found that academics was found to be major stressor of adolescent students. She touched upon every aspect of the adolescence phase. Through review of research she has put forth the important aspects of adolescence. And they are: a) the role confusion among adolescents b) encouraging adolescents to explore opportunities c) Helping the adolescents with Identity crisis d) Influence on adolescents of family e) the attitude of parents towards and vice-versa.

James D. A Parker (2008) examined the relationship between emotional intelligence (EI) and several addiction related behaviours like gambling, internet use and video games playing in two community based sample of adolescent 13-15 years old (N 209) and 16-18 years old (N = 458) both were measured using respective scales. Emotional Intelligence was found to be moderate to strong predictor of addiction related be havior in both the groups.

Raymond Monte mayor (1986) conducted study and elicits that parents and adolescents who have good communication between them and when parenting style is helping the adolescents to communicate their stress have better relationship. And parents also facilitate the adolescents to combat stress.

3. CAUSES OF ADOLESCENTS STRESS

   ➢ The Biological Cause:

Stress occurs due to sexual and other physical maturation that occurs during puberty and results in hormonal changes. To support the biological cause of stress a study conducted on adolescents by BJ Cassey, Rebecca M. Jones et al (2010) indicate that the adolescence is the time of storm and stress.

   ➢ Cognitive development

This is one of the important causes of stress because during cognitive development adolescents try to experience the world on their own. According to Jean Piaget, an adolescent is capable of thinking like an adult about the age of 16. He proposed that the basic process we use to think do not change much beyond this stage. The process what Piaget calls is Formal Operations. It involves stages and they are Abstract Thinking, Hypothetical Thinking, Inter Propositional Logic and Reflective Thinking. Cognitive development in the form of: thinking, reasoning, learning, reflecting takes place during adolescence.

   ➢ Decision making

Building on Piaget’s work Lawrence Kohlberg (1976) and his associates (Colby et al 1983) studied the development of moral reasoning by asking people of various age to resolve moral dilemmas. Kohlberg argued that moral reasoning passes through three levels as we grow. They are pre conventional level, Conventional, and Post Conventional level. Most theorists agree that as a both males and females move from childhood into adolescence...
they rely mostly entirely on abstract moral principles to make decisions.

- **Achieving identity of Adolescence**

According to Erikson Adolescent who forms a sense of Identity gains two key benefits they are “A feeling of being at home in one's body” and a sense of psychological Well-being”. He also speaks about Psychosocial Moratorium that is an Adolescent may delay in taking up responsibilities and showing Rebellion Pattern where in the Adolescents go against their parents and well-wishers in spite of being told for their own good. To seek out the confusion the Adolescents make use of their Abstract Thinking. In confusion and Identity crisis an individual tries to understand himself about his strength and weakness. He seeks to establish his identity in the world around him. Confusion sets in when he is not sure of his potentialities and skills. So, he has to hone up his skills and set them a tune to his personality. He has to identify his role in the society and strive towards that goal. Once he is focused about his role there ends its confusion, as, he has goal to reach and thus works towards it.

- **Social development**

This is also one crucial Stressor because it is the phase where Adolescents prefer to spend their time more outside family and demand for freedom. A study conducted by Rex Forehand et al (1991) on Adolescents and their parent’s stress. The Study indicated that the stress in the family like divorce, intrapersonal conflict and maternal depression leads to stress in the adolescents which deteriorates functioning. Further a positive Parent-Adolescent relationship as perceived by the Adolescents was associated with less deterioration in all areas of functioning.

**Peer relationships**

A peer group membership assumes more importance during adolescence than at any other time of life. A peer group can provide a refuge and a source of support for youngsters in conflict with their families. Adolescents spend great deal of time with other Adolescents. One study which used beepers to contact adolescents at random times (Larson et al 1977), found that they spend more time talking with peers than doing academic work or being alone. The structure of peer groups seems to change over the course of adolescence. (Coleman, 1980, Dunphy, 1963) Adolescents move from small unisex groups to large groups and later develop contact with opposite sex. Dominance hierarchy it is the leadership quality that is developed during adolescence (Hartup, 1983, Savin-williams, 1980).

The other important problems that cause stress are Substance Abuse, Instant Gratification from Electronic Media and Gadgets, Lack of Competence, Risk Behaviours, Emotional disturbance, bullying, Cyberbullying.

**4.SYMPTOMS STRESSFUL BEHAVIOURS OF ADOLESCENTS**

Adolescents may be experiencing irritability because of lack of proper sleep at night. Adolescents may be unable to concentrate on academics and sports. Adolescents may be having unexplained fears or increased anxiety. Adolescents isolate from family activities or peer relationships. Adolescents may be experimenting with drugs and alcohol. Adolescents may complain about headaches or stomach aches. Adolescents may have poor appetite and low immunity.
5. STRESS MANAGEMENT MECHANISMS

Adolescents must learn to solve problems. Should develop positive relationships at home, school, with peers and adults. Adolescents should have Clear Goals. Adolescents should have Permission and ability to learn from mistakes. Adolescents should develop competencies (academic, social, life skills). Adolescents being Consistent, Positive and disciplined helps in combating stress. Adolescents should take good nutritional food and exercise regularly. Adolescents should take time out to relax or to do recreational activities. Adolescents should develop hobbies.

6. CONCLUSION

People of all ages are affected by stress. Adolescent students seem especially vulnerable to this reality. Adolescence is a time of rapid biological change, personal development, social interactions, social expectations, and peer influence. The locus of much of this phenomenon is in the school environment. For many students, high school may be stressful. Students feel the effects of stress in harsh and also negative ways. Some of these effects include a sudden drop in grades, depression, general fatigue, insomnia, mood swings, temper tantrums and aggression. Because of the biological, cognitive and social causes the adolescents go through a harsh period in their life. So the parents have to be alert in managing the stress during adolescence. In order to overcome deviant behaviours the parents play a constructive role in channelizing energies of the adolescents. Proper care should to be taken in helping to take the right decisions which may affect their future.

REFERENCES


4. FarizaMd Sham. (2005), TekananEmosiRemajaIsm. Islamiyyat; 3- 24


Dr. J. V. RAMA CHANDRA RAO has been working as an Assistant Professor in Education and has 22 years of teaching experience. He presented and published more than 45 research papers on various aspects of education and psychology in seminars and journals of State, National and International level. He has extensively worked on psychological problems of students in terms of research and intervention programs.
USING MOTHER TONGUE IN TEACHING VOCABULARY IN THE CLASS ROOM TO ENHANCE COMMUNICATION SKILLS

SHINY K.P. Lecturer in the P.G. Department of English, JMJ College for Women, Tenali, A.P

ABSTRACT

The paper aims at highlighting the effectiveness of using Mother tongue in teaching vocabulary in the language classroom to enhance the communication skills of the students. Vocabulary plays an important role in learning a language specially acquiring competency in English. The paper may help the teachers to use mother tongue judiciously to teach vocabulary for enhancing communication skills of the learners.

Keywords: Mother Tongue, Teaching, vocabulary, Communication Skills

Introduction

Extensive research has been carried out in the area of mother tongue influence on L2 learning. Among a number of teachers in second language acquisition, there seem to be an increasing conviction that the mother tongue (L1) has a facilitating role in the second language acquisition (Schweer, C 1999). Atkinson (1987) not only acknowledges the positive role of the mother tongue in the classroom, but also identifies the following uses of it: eliciting language, checking comprehension, giving instructions, enhancing co-operation among learners, promoting discussions of classroom methodology, improving presentation and reinforcement of language, checking for sense, testing, and development of useful learning strategies. The following are several reasons why the L1 should be used as a tool in the language classroom:

- it is more natural to use the L1 with others who have the same L1
- it is easier and more communicatively effective to use the L1
- using L2 can be a source of embarrassment particularly for shy learners and those who feel they are not very proficient in the L2
- L1 can help to move the task along by establishing a joint understanding of the text and to manage the task
- L1 allows learners to focus attention on vocabulary and grammatical items (e.g., searching for vocabulary items or providing information and explanation about grammatical rules and conventions
- L1 may facilitate classroom activities, particularly for low proficiency students and complex tasks
- L1 can provide a foundation for learners on which to build L2 structures, especially during collective activities in the classroom, and
- L1 provides a sense of security and validates the learners’ live experiences, allowing them to express themselves (Nation, 2003; Swain &Lapkin, 2000; Atkinson,
Mother tongue has potentially both positive and negative consequences: it may serve social and cognitive functions (Carless, 2008:331). It is claimed that students working in groups do not have to speak English all the time. Use of mother tongue relates to learner identity. Negative impact of mother tongue use is that too much reliance on the L1 may undermine the interaction in English. However good the students are at comprehending authentic reading or listening materials, the majority keeps mentally translating from L2 into L1 and vice versa. This fact makes teachers of foreign languages aware of the importance of translation in language classrooms.

According to J. Harmer (2001:131), a principal cause of the L1 use is required by the activity, if students are linguistically incapable of activating vocabulary for a chosen task. Another reason is that translation is a natural thing to do in language learning, and code-switching between languages is regarded as naturally developmental. The amount of L1 use by particular students may well have to do with differing learner styles and abilities. Evidence from research into the crucial issue of the L1 use in classrooms around the world was analyzed by G. Mattioli (2004). For instance, L1 use in the Chinese classrooms offers evidence that L1 is a valuable tool for socio-cognitive processes in language learning. Another reason for L1 use in the classroom relates to the fostering of a positive affective environment. C. W. Schweers (1999:6) encourages teachers to insert the native language into lessons to influence the classroom dynamic, provide a sense of security and validate the learners’ experiences. C. Schweers (1999:7) conducted research into this issue and found that a high percentage (88.7%) of the participants felt that mother tongue should be used in their English classes. Moreover, if learners of a second language are encouraged to ignore their native language, they might well feel their identity threatened.

**Important strategies in Teaching & Learning Vocabulary**

Learning vocabulary is a complex process. The students’ aim to be reached in learning vocabulary process is primarily their ability to recall the word at will and to recognize it in its spoken and written form. Generally, knowing a word involves knowing its form and its meaning at the basic level. In deeper aspects it means the abilities to know its

(Harmer 1993):

1) Meaning, i.e. relate the word to an appropriate object or context

2) Usage, i.e. knowledge of its collocations, metaphors and idioms, as well as style and register (the appropriate level of formality), to be aware of any connotations and associations the word might have

3) Word formation, i.e. ability to spell and pronounce the word correctly, to know any derivations (acceptable prefixes and suffixes),

4) Grammar, i.e. to use it in the appropriate grammatical form

**Techniques**

**Pictures and Drawings**

Pictures of many types and colours can be used successfully to show the meaning of words and sentence. Handmade pictures can also be used as
there is no need to be very artistic. Drawings can be used to explain the meaning of things, actions, qualities, and relations. A line drawing of a head, for example, provides many useful nouns and verbs.

**Realia**

Real objects or models of real objects are very effective and meaningful in showing meanings but in handling of real objects, a teacher must be practical and should not be superfluous.

**Reading the word**

Reading words aloud is also very beneficial. It makes a learner familiar with the word and also improves pronunciations of the learners.

**Key word method:** Make the students to think of an image that connects an unfamiliar word with a familiar key word that sounds similar or is contained within the target word. For example, to remember the word *truculent*, students might think of the key word *truck* and then draw or visualize a picture of a fierce-looking person driving a truck to represent the meaning of the word.

**Brainstorm:** One method of associating vocabulary words with familiar words is to brainstorm with students. Once students have heard a word and its definition, teachers can write the word on the board and ask students to say words that go along with the new vocabulary word. If the word is “mare,” for instance, students might say “horse,” “barn” and “hay.” By writing the words down together, it creates a visual reference for students.

**Incidental Learning**

Incidental vocabulary learning occurs all of the time when we read. Based on the way a word is used in a text we are able to determine its meaning. While you may not know what a specific word means, many times you can determine its meaning based on what the rest of the sentence focuses on. Adults should model this sort of incidental vocabulary learning for children to help them develop their own skills.

**Context Skills**

Context skills are the strategies that a reader uses for incidental vocabulary learning. Texts are full of “clues” about the meanings of words. Other words in a sentence or paragraph, captions, illustrations and titles provide readers with information about the text that they can use to determine the meanings of unfamiliar words. These features are often referred to as “context clues” because they are contained within the context of the piece of writing rather than outside it. Young readers should be taught to find and use context clues for learning new vocabulary words. Adult modelling and practice are key for helping children develop this important reading skill.

**Write a Story**

A larger vocabulary enhances students’ writing and reading abilities, so what better way for students to retain words than to use them in stories? Teachers can assign stories on an individual basis, or make it a class project. By having students incorporate all their vocabulary words correctly into the text, students get the opportunity to learn proper spelling and definitions, and also how to use the words in context.

**Conclusion**

This paper shows the effectiveness of using L1 in teaching and learning vocabulary. Teachers have to take into consideration the teaching environment...
and the target population they teach. Teachers have to provide adequate exposure to learners of English. They have to fix the syllabi according to the students-teachers comfort which enable the learners to respond easily. They have to use English as much as possible in her/his teaching. So the learners are exposed to develop their communication skills in English. Learners realize that fluency in L1 is a stepping stone towards achieving fluency in L2. The mother tongue represents a powerful resource that can be used in a number of ways to enhance learning but that it must always be used in a principled way. If teachers can creatively and consciously deploy the first language as a resource and treat it as a starting point for learning vocabulary, it would make the learning process more meaningful and less stressful.

References


Shiny K.P. is working as a lecturer in the P.G. Department of English at JMJ (Autonomous) College for Women, Tenali, affiliated to Acharya Nagarjuna University. She has 10 years of teaching experience. She has published 15 articles and presented 28 papers at various National and International Conferences and Seminars. She has received ‘Best Service Award’ on 3rd Jan, 2011 by S.C., S.T. and Minority Employees Federation, Tenali and Best Paper Presentation prize in 2011. She is acting as a Principal of the college.
AN ANALYSIS ON POPULATION GROWTH OF YANAM REGION

Dr.K.PRASAD, Asst. Professor, P. G. Department of Economics, Dr.S.R.K.Govt. Arts. College, Yanam

ABSTRACT: Population is one of the important factors in determining the level of income, savings and investment. The rate of growth of population in Yanam region is higher than the rate at which population growing in U.T. of Pondicherry. Due to some relaxations in the tax and other exemptions, lots of business activities are also taking place in Yanam. People of neighboring villages and towns of A.P. are coming to Yanam for employment and educational purpose. Free housing loans, free rice for B.P.L. people, very good water and continues power supply, peaceful atmosphere all these attracted by the neighboring Andhra people to prefer Yanam region to settle.

KEYWORDS: Birth rate, Density, Growth rate, Migration, population

Introduction

Population is one of the important factors in determining the level of income, savings and investment. Thus it is important to explain the population profile of the study region. The total population of Yanam region in 1961 is 7,032. But in subsequent years we can observe a considerable increase in growth of population. According to 2001 census, the total population of yanam region is 31,362 of which male population is 5,876 and female population is 15,486. The percentage of male and female population in total population is 50.62 and 49.38 respectively. And there was a remarkable increase in the population of Yanam region and the rate of growth of population was much higher at 77.2 during 2001-2011

OBJECTIVES: Change in population comes with both positive and negative consequences The main objective of this research is to highlight the rate of growth of population in Yanam region, and to know what factors that are leading to increase in population.. Is population growing naturally? If not, to what extent the other factors are responsible to change in the Demographic aspects of Yanam region.

DATABASE AND METHODOLOGY:

The study is purely based on secondary data the sample observations are 50 years. The reference period of the study is from 1961 to 2011. The required information was obtained from records of statistical Hand Books and Population Census reports of Directorate of Economics and Statistics, Government of Pondicherry. In order to know the trend and pattern of the rate of growth of population, growth rates and percentages were calculated.

FINDINGS:

The percentage increase in growth rate of population in Yanam region during 1971 – 2011 is much higher when it compared to other regions of Pondicherry. And the rate of growth of population had come down from 74.51 to 45.25 during 1991 – 2001 censuses; this may be due to reduction in birth rate, and due to strict implementation of family planning programmes. And again the rate of growth of population has gone up to 77.4 during 2011 census; this is completely because of migration
from neighboring Andhra Pradesh areas to Yanam region. This also has been observed that migration taking place to Yanam region legally and illegally too. Governmental schemes like, 1. Free supply of rice for people living below Poverty Line, 2. Provision of free house sites, 3. Providing free housing loans, Data relating to growth of population in this region during 1961 to 2011 are presented in the following Table 1.

Table - 1: Growth of Population in Yanam Region

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yanam</td>
<td>7032</td>
<td>8291</td>
<td>11631</td>
<td>20297</td>
<td>31362</td>
<td>55626</td>
</tr>
<tr>
<td>Male</td>
<td>5893</td>
<td></td>
<td>10307</td>
<td>15876</td>
<td>27301</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>5738</td>
<td></td>
<td>9990</td>
<td>15486</td>
<td>28325</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>369079</td>
<td>471707</td>
<td>604471</td>
<td>807785</td>
<td>973829</td>
<td>1247953</td>
</tr>
<tr>
<td>Male</td>
<td>408081</td>
<td></td>
<td>480765</td>
<td>612511</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>399704</td>
<td></td>
<td>487124</td>
<td>635442</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Directorate of Economics and Statistics- Government of Pondicherry

Table-2: Percentage in the growth of Population in Yanam

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yanam</td>
<td>17.90</td>
<td>40.28</td>
<td>74.51</td>
<td>54.95</td>
<td>77.2</td>
<td></td>
</tr>
<tr>
<td>U.T. of Pondicherry</td>
<td>27.81</td>
<td>28.15</td>
<td>33.64</td>
<td>20.56</td>
<td>28.1</td>
<td></td>
</tr>
</tbody>
</table>

Source: Directorate of Economics and Statistics- Government of Pondicherry

From the above table 2 it can be seen that the total population of Yanam region has increased from 7032 in 1961 to 31,362 in 2001. The increase in population has registered a growth rate of 17.90 during 1971 census over 1961 and it further rose to 40.28 and 74.51 during 1981 and 1991 census respectively. And the rate of growth of population had come down from 74.51 to 45.25 during 1991 – 2001 censuses; this may be due to reduction in birth rate, and due to strict implementation of family planning programmes.

Another important aspect is that except in 1971 census, the rate of growth of population in Yanam region is higher than the rate at which population growing in Union Territory of Pondicherry. Where in 1971 the rate of growth of population is registered at 27.81 at state level and in Yanam region it is only 17.90 over 1961 census. During 2001-2011 the rate of grow of population was much higher of 77.2% and in entire union territory it was only 28.21%.
Table -3: Growth of population in Pondicherry - Region Wise

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yanam</td>
<td>1961</td>
<td>7032</td>
<td>8291</td>
<td>11631</td>
<td>20297</td>
<td>31362</td>
<td>55626</td>
</tr>
<tr>
<td></td>
<td>1971</td>
<td>(17.90)</td>
<td>(40.28)</td>
<td>(74.51)</td>
<td>(54.52)</td>
<td>(77.2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1981</td>
<td>11631</td>
<td>28413</td>
<td>33447</td>
<td>36823</td>
<td>41816</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1991</td>
<td>(22.81)</td>
<td>(17.72)</td>
<td>(10.09)</td>
<td>(13.5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2001</td>
<td>20297</td>
<td>33447</td>
<td>36823</td>
<td>41816</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>(77.2)</td>
<td>(13.5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mahe</td>
<td>1961</td>
<td>19485</td>
<td>23134</td>
<td>28413</td>
<td>33447</td>
<td>36823</td>
<td>41816</td>
</tr>
<tr>
<td></td>
<td>1971</td>
<td>(18.73)</td>
<td>(22.81)</td>
<td>(17.72)</td>
<td>(10.09)</td>
<td>(13.5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1981</td>
<td>28413</td>
<td>33447</td>
<td>36823</td>
<td>41816</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1991</td>
<td>(22.81)</td>
<td>(17.72)</td>
<td>(10.09)</td>
<td>(13.5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2001</td>
<td>33447</td>
<td>36823</td>
<td>41816</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>(13.5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Karaikal</td>
<td>1961</td>
<td>84001</td>
<td>100042</td>
<td>120010</td>
<td>145703</td>
<td>170640</td>
<td>200222</td>
</tr>
<tr>
<td></td>
<td>1971</td>
<td>(19.10)</td>
<td>(19.96)</td>
<td>(21.41)</td>
<td>(17.11)</td>
<td>(17.2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1981</td>
<td>120010</td>
<td>145703</td>
<td>170640</td>
<td>200222</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1991</td>
<td>(19.96)</td>
<td>(21.41)</td>
<td>(17.11)</td>
<td>(17.2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2001</td>
<td>145703</td>
<td>170640</td>
<td>200222</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>(21.41)</td>
<td>(17.11)</td>
<td>(17.2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pondicherry</td>
<td>1961</td>
<td>258561</td>
<td>340240</td>
<td>444417</td>
<td>608338</td>
<td>735004</td>
<td>950289</td>
</tr>
<tr>
<td></td>
<td>1971</td>
<td>(31.59)</td>
<td>(30.62)</td>
<td>(36.88)</td>
<td>(20.82)</td>
<td>(29.2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1981</td>
<td>444417</td>
<td>608338</td>
<td>735004</td>
<td>950289</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1991</td>
<td>(30.62)</td>
<td>(36.88)</td>
<td>(20.82)</td>
<td>(29.2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2001</td>
<td>608338</td>
<td>735004</td>
<td>950289</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>(36.88)</td>
<td>(20.82)</td>
<td>(29.2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.T.</td>
<td>1961</td>
<td>369079</td>
<td>471707</td>
<td>604471</td>
<td>807785</td>
<td>973829</td>
<td>1247953</td>
</tr>
<tr>
<td></td>
<td>1971</td>
<td>(27.81)</td>
<td>(28.15)</td>
<td>(33.64)</td>
<td>(20.56)</td>
<td>(28.1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1981</td>
<td>604471</td>
<td>807785</td>
<td>973829</td>
<td>1247953</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1991</td>
<td>(28.15)</td>
<td>(33.64)</td>
<td>(20.56)</td>
<td>(28.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2001</td>
<td>807785</td>
<td>973829</td>
<td>1247953</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>(33.64)</td>
<td>(20.56)</td>
<td>(28.1)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Directorate of Economics and Statistics- Government of Pondicherry

The table 3 shows that the percentage increase in growth rate of population in Yanam region during 1971 – 2011 is much higher when it compared to other regions of Pondicherry. The percentage increase in growth rate of population between 1971 and 2001 census in Yanam region are 54.52 and it was 20.82, 17.11, and 10.09 in Pondicherry, Karaikal and Mahe regions respectively during the said period. Whereas at Union Territory level, it was 20.56% between 1971 and 2001. The percentage of rate of growth of population in 1991 and 2001 census has registered a decline in all the regions of the Union Territory of Pondicherry. During 2001-2011 the percentage rate of growth of population in Yanam region is much higher of 77.02 percent when it compared with other regions of Pondicherry.

DENSITY OF POPULATION:

The concept of density of population can be defined as the total number of population living in one sq. km area of land. The position of Mahe region was at first place followed by Pondicherry, Yanam, and Karaikal regions throughout the period. It has shown in the following table 4:

Table -4: Density of population in Pondicherry - Region Wise

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yanam</td>
<td>30</td>
<td>408</td>
<td>418</td>
<td>352</td>
<td>415</td>
<td>338</td>
<td>677</td>
<td>1568</td>
<td>1854</td>
</tr>
<tr>
<td>Pondicherry</td>
<td>290</td>
<td>703</td>
<td>765</td>
<td>892</td>
<td>1173</td>
<td>1517</td>
<td>2076</td>
<td>2534</td>
<td>3232</td>
</tr>
<tr>
<td>Karaikal</td>
<td>161</td>
<td>381</td>
<td>444</td>
<td>572</td>
<td>621</td>
<td>750</td>
<td>911</td>
<td>1060</td>
<td>1275</td>
</tr>
<tr>
<td>Mahe</td>
<td>9</td>
<td>1566</td>
<td>2033</td>
<td>2165</td>
<td>2570</td>
<td>3157</td>
<td>3716</td>
<td>4091</td>
<td>4846</td>
</tr>
<tr>
<td>UT</td>
<td>480</td>
<td>603</td>
<td>671</td>
<td>769</td>
<td>983</td>
<td>1229</td>
<td>1642</td>
<td>2029</td>
<td>2547</td>
</tr>
</tbody>
</table>

Source: Directorate of Economics and Statistics- Government of Pondicherry
POPULATION MIGRATION: We also can observe a bye flow of migrant population from neighboring A.P. because of better quality of life and better opportunities for livelihood. And due to some relaxation in the tax and other exemptions, lots of business activities are also taking place in Yanam. Because of the unit cost of power is very lower, and due to other concessions many industrialists of other states are coming forward to establish industries in Yanam region. As this region having some industries, people of neighboring villages and towns of A.P. are coming to Yanam for employment and educational purpose is also been observed. More over the governmental benefits like, provision of house sites, free housing loans, free rice for B.P.L.people, very good water and continues power supply peaceful atmosphere all these attracting the neighboring Andhra people to prefer Yanam region to settle. And as a result the population of Yanam region has been increasing at a faster rate.

Berg opines that there is migration of people from rural to urban areas due to the following factors.

1. Intensity of preference of money income against leisure in the village.
2. The level of his / her income from village production.
3. The effort price of income earnable in the village and
4. The effort price of earnings outside the village.

Social, physical, demographic, cultural and communication factors have been listed by Todaro for migration from rural to urban areas. The desire of people to be away from traditional social limitation, climate and meteorological disasters, decrease in mortality rates and the influence of extended family are some of the factors responsible for migration. All these factors are also applicable to Yanam, except physical factors because Yanam is a small region and any change in climate affects the whole region. Economic stability is a determining factor as living in the city / town does have save advantages like better job opportunities, medical facilities and other benefits. Moreover living in the city or town is also considered as a symbol of prestige.

URBANISATION:
The entire Yanam region declared as an urban area. However we can find some rural characters in this region. All the developmental activities like laying of roads, provision of sanitation etc in this region are being performed through Public Works Department (P.W.D.) and municipality. The reason for growing urbanization as listed by Dr. Noronha are educational, opportunities, medical facilities, availability of entertainment and better employment opportunities which exists in cities, are available in Yanam also. More over the governmental benefits like, provision of house sites, free housing loans, free rice for B.P.L.people, very good water and continues power supply peaceful atmosphere all these attracting the neighboring Andhra people to prefer Yanam region to settle. And as a result the population of Yanam region has been increasing at a faster rate.

CONCLUSION:
Growth of population in Yanam region has both positive and negative consequences. It has been observed that people coming from the neighboring Andhra Pradesh and other regions are
enjoying all the governmental benefits more than the local people. The population growth in Yanam region is not natural, and only one or two community's population is increasing at a faster rate, which is not ideal. Hence, authorities should take all the necessary steps to check the rate of growth of population in Yanam region.

REFERENCES

Various Census reports of Yanam territory of India

Dr. K. Prasad has been working as an Assistant Professor in Economics, P.G. Department of Economics, Dr. S. R. K. Govt. Arts College-Yanam, and Pondicherry. He has more than 10 years of teaching experience. So far he published research papers in International and national level journals. He attended for national and international conferences/ seminars and Workshops and presented several papers.
DYNAMICS OF PERFORMANCE MANAGEMENT: AN ANALYSIS

Dr. G.S. Rama Krishna, Associate Professor, Department of Management Studies, Dr.C.S. Rao P.G. Centre, Sri Y.N. College, Narsapur, West Godavari District. Andhra Pradesh.

G. Samuel Mores, Asst Professor Department of Management Studies Dr.C.S.Rao P.G. Centre, Sri Y.N. College, Narsapur, West Godavari District. Andhra Pradesh

Abstract
Performance management is concerned with outputs—the achievement of results and with outcomes and the impact made on performance. The basic criteria for performance management are accountability, transparency, completeness, and equity. Different approaches to HR transformation drive different performance levels. HR leaders believe they are performing only adequately in implementing initiatives to support change. Transformation of performance practices can be done by clarifying strategy and priorities, set standards, design rewards and follow-up. Performance practices brings designed outcome into measurable goals and incentives that motivate people to reach the goals. Performance management is only the reliable tool available to the managers for effectively translating business strategies into firm performance, people being the key strategic resource.

Key words: performance management, business strategies, accountability, transparency, completeness

Introduction
Organizations must manage the flow of work from product or service demand through order fulfillment to make sure their obligations are met. To do so, they distribute goals to individuals & groups and set up job & organizational structures to integrate the varied output into cooperative whole. They design processes for the work itself and setup a physical environment that promotes effective and efficient work. Human Resource professionals are ideally suited to assist in all aspects of this process as well.

HR transformation initially focused on making HR operations more efficient and effective through process standardization and technology. The next generation of HR transformation is more tightly linked to corporate strategy and to creating business value through HR services that address a company’s most pressing strategic challenges. That means anticipating critical workforce trends, shaping, and executing business strategy, identifying and addressing people related risks and regulations, enhancing workforce performance and productivity and offering new HR services to help a company improve and grow.

Performance has two concepts, such as performance as behavior and performance as outcomes. Performance means record of outcomes on specific job functions during a specific time period. Performance management may be defined as a systematic approach for improving individual and team performance in order to achieve organizational goals. Performance
management is concerned with outputs - the achievement of results; and with outcomes - the impact made on performance.

The basic criteria for performance management are accountability, transparency, completeness and equity. Accountability means that performance management practices should tie individual & team behaviour and outcomes to clear goals. Transparency means that financial and non-financial rewards are understood to public. Completeness means that performance management practices cover the full range of behaviours and goals required for overall business success. Equity means that those who produce more receive more. When performance management practices are transformed according to these criteria, they help create value.

Transformation of performance management practices can be done in four steps.

- A first step in performance management is to be clear about an organization's strategy, performance priorities and what it is trying to accomplish.

- The second step, once strategy has been clarified, standards and measures can be created that match the strategy. A simple test of the right performance management standards is to set them with customers or investors or both.

- The third step, when someone meets standards, both financial and non-financial rewards should follow. As Bruce Ellig points out, financial rewards have economic, psychic & social implications and the importance of each is different for every employee. Transforming financial rewards means making choices about these three types of income: short-term cash, incentive-based cash, and long-term equity. Non-financial rewards are also an important part of transforming performance management practices.

- The fourth step, follow-up both feedback on prior activities and what Marshall Goldsmith admirably calls "feed forward" on what's needed – is critical to performance. Here are some of the choices in providing follow-up: chat informally, supply data, let people draw their own conclusions, explain the why; not what do it.

In transforming performance practices, each of these four steps can be followed and upgrade performance management. With that line of sight, performance management can make sure that people understand what they need to do, how they need to do it, and why they need to do it.

HR have the resources available to intervene in organizations that are struggling to meet performance expectations to help them develop skills or redesign structures or processes so that they will be able to meet those expectations. HR professionals manage the time and energy of the people in the organization in as focused a manner as any other valuable and scarce resource. It does this by integrating all the practices that influence how people allocate their time and energy at work. In influencing the contribution of the organization's assets, HR practices results are based on synergy: the whole must be more than the parts.

Transforming HR practices is about more than simply making incremental improvements to each one. HR practices
had a measurable positive impact on business performance because the business leaders and employees were thrilled to have HR support after living with no HR for so long. Transformation of HR should not occur in isolation.

**Outsourcing of HR**

The organizations that predominantly outsource report realizing the highest cost savings as a result of their transformation. However, most organizations - regardless of transformation strategy - report a disparity in expected versus actual cost savings, which is worrisome given the amount of due diligence applied to establishing a transformation program, as well as the implementation of service-level contracts; one would expect these efforts to drive greater correlation between expectation and outcome. Outsourcing transactional HR work enables HR professionals to focus on more strategic work. Thus, outsourcing increases the likelihood that HR professionals will become more strategic in thought and action. HR is facing new challenges because on the one hand, several HR practices are being outsourced, and on the other hand, all line managers are being oriented to HR, so that they take over most of the HR work.

HRM is at fork of the road—either to continue as a peripheral service function, or to become a strategic business partner and organizational process consultant-facilitator. To play the latter role, HRM needs to do the following: Reposition HRM functions to make them more human develop HR systems help in decision about in-sourcing, out-sourcing and open-sourcing of HR functions facilitate implementation of the HR functions provide internal organizational process internal organizational process consultancy.

HR transformation continues to focus on rules-based processes, and that may be unlikely to change soon. Different approaches to HR transformation drive different performance levels. The disparity in correlating expected with actual cost savings is a concern for organizations undertaking transformation. While there is widespread belief that transformation impacts HR’s ability to focus on strategic goals. Transformation is not driving real change retained HR staff function, Which is surprising since it could be considered a core competency of HR. HR leaders believe they are performing only adequately in implementing initiatives to support change.

**Performance culture**

Performance culture is about creating a culture that measures rewards performance and results. In the marketing arena, product managers know that 80 percent of their profit comes from the top 20 percent of their products. The same principle and ratio can be argued when considering people management issues. HR must prioritize its time, services and focus on the tasks and initiatives with the highest impact, while limiting the time it spends on low performers. Instead of rewarding effort past loyalty and seniority, HR must ensure that all people initiative and activities focus on measuring and rewarding business results.

If organizations are truly serious about this, then HR must push to ensure that the staff is trained in performance management techniques. This means imparting a thorough knowledge of the processes involved and providing them with the capabilities to coach and mentor
better performance from employees. Line managers need to take complete responsibility for this critical process, as HR exists to provide guidance. HRM can transform the organization into a human system by developing their commitment, integrating the individual employees with the organizational culture and through processes achieving performance.

**Transformation of the HR function**

The field of HRM has been undergoing a dramatic change. Driving its transformation as such factors as competition, globalization, technological innovations and market evolution. The present scenario unprecedented changes in the HR functions. This radical transformation of HR function has been instigated by a complex nexus of forces: pressures to reduce costs, higher expectations of customers, the constant drive to meet global competitive challenges and opportunities offered by advancements in information technology. The mix of these forces accelerates the transformation of the HR function in ways not envisioned a decade ago.

Changing resource functions as direct internet-based shifting increases and line managers develop their recruiting skills. If HR professionals are to survive and prosper under the new agenda, individual behavioural and attitudinal change must start now. HRM itself has changed over a period of time though “Peace, Stability and Growth” remained the focal points and in their importance.

The transformational functions of HR will include the following: HR people must pursue these.

- Talent management; searching, nurturing, mentoring.
- Among the most important issues ranked were leadership development and succession planning, HR technology, workforce planning, executive compensation and diversity, respectively.
- Climate of trust, equity and involvement change management, including mergers and acquisitions leadership.
- Ethics and social responsibility.
- Reward system.
- Work organizations must place HR at very high level, including their boards, and make demands on HR as the strategic function.

These developments produce a transformation in the management of human resources, in which MNCs play the catalyst role.

**Transformation Strategy and HRM**

At the level of the firms, privatized enterprise must be transformed into “high performance organizations”. They involve a difficult, long-run cultural change within the firm, a change in the whole approach to management, its development to a new level. The government, employer’s organizations and trade unions can significantly contribute to this transformation.

Companies began to look at ways to revamp their HR departments. The role of business partners has been subject to a wide range of interpretations. Some companies have chosen to appoint hundreds of them; others have appointed just a few. One large organization with 60,000 employees has 350; another, with some 50,000 employees, has just two. A 2004 study of 20 American companies by price water house Cooper’s Saratoga institute found a median ratio of one HR
business partner for every 1,000 employees.

Conclusion

The first step in performance management is to be clear about an organizational strategy, performance priorities to accomplish. Transformation of performance practices can be done by clarifying strategy and priorities, set standards, design rewards and follow-up. Performance practices brings designed outcome into measurable goals and incentives that motivate people to reach the goals.

Performance management is an approach to managing human resources which is designed to tie HR polices securely into a framework of achieving the strategic goals of the business. Performance management is only the reliable tool available to the managers for effectively translating business strategies into firm performance, people being the key strategic resource.

HR transformation comes from the context of business and from the expectations of stakeholders. Where they identify which capabilities are most critical to their organizations future success. Re-designing HR means understanding what work is strategic and what work is transitional. In transforming HR professionals, the first step is to be clear about what is expected for success in the field, by considering HR roles and HR activities.

Reference


www.TransformHR.com
ENHANCING STUDENTS’ GRAMMAR BY USING GAMES:
A PRACTICAL CLASSROOM EXPERIENCE

Dr. B. V. Srinivas Rao, Faculty Member of English, Jawahar Navodaya Vidyalaya, Peddapuram E.G.Dt

Abstract

Why teach students English grammar with games? Research is showing that this is an excellent way to do it. What kind of games work best? This article answers those questions and is written/or those teaching English as a second language to students.

Key words: English games, classroom, language

There are many ways to teach ESL/ TEFL to the students but one of the exciting and rewarding ways to do it is by using language (English) games. (Language) Games not only engage the students, but also teach through play and most of the time the students don't even know they are learning until the time comes to show their knowledge! It truly is possible (and almost necessary) to create a classroom where the students not only learn but also truly enjoy their time there.

Incorporating English games into the classroom can build interest in the class, put language in an interesting and meaningful context, give students a break from the pressures of learning a new language while giving the break a purpose, teach real word skills and, most importantly, build the student/ teacher bond.

While many of us might not like to admit it, many students don't necessarily like the idea of being in our classes to learn a new language. Even more, as teachers we all know that even the most attentive students can get bored and lose focus on occasion. Incorporating English games is a great way to get out of the rut of language drills, worksheets, boring repetition and individual study. If you can find ways to keep the students interested in class (i.e. through fun English games), they will also find that they are interested in the topic - and will often absorb and retain more knowledge than if they are simply studying to pass a test or complete an assignment.

Games make teaching lively and vigour. While having language practice to a great extent, the students have fun and joy out of the language games. Thus, language teaching has been made more of a pleasure, than boredom. These games are for a class, a group, and even for an individual. These can be used in vocabulary, spelling, sentence structures and pronunciation.

Games in the language classroom help to involve learners actively in the learning process. They provide a challenge, which encourages learners to stretch themselves (in order to win). Most games in involve learners in practicing the language they have studied and in trying to use it meaningfully. It also helps learners to forget they are studying. They lose themselves in the fun of the game and the activity motivates them. Language games encourage collaborative learning. Team games require pooling of knowledge; pair games require co-operation and turn taking. Students can learn from one another. A good reader with a proficient speaker can combine
skills to make a winning team. Besides this, it provides variety of pace. Games can be short, long and can involve writing, speaking, listening or reading. They are excellent for motivating students whose attention is wandering. Lastly, language games give extra practice without inducing boredom. Many games involve repetition of the same language over and over again. In normal circumstances this would look artificial and be demonstrating.

Repetition is necessary for fluency, yet there is nothing more meaningless than repetition in a void. If you ask your class to keep repeating words back at you they'll start feeling like parrots. Also, if you want the students to practice conversation you have a few options. The problem with most options is that the class is either practicing this real life usage in small groups that don't have you there to observe and offer assistance or much of the class is left to work on their own while you have a conversation with one or two pupils at a time. English games solve this because they allow you to engage the entire class in activities that require practical use. When students learning ESL get this meaningful and contextual practice, the language becomes more vivid in their minds and they are better able to remember what they've learned and used.

Before starting the language games we need to know how to manage the games in the classroom. Some tips of game management are given below:

Management of Games:

♦ The rules have to be as clear as possible. Complicated scoring and long lists of rules can draw the focus of the lesson away from using language games.

Stick to basic card games, keep to one topic for a game or try and adapt local games to which everyone knows the rules.

Don't explain the game -demonstrate it. Always have a trial run before starting the game proper and you play a team member in the rehearsal.

Don't let games drag on too long.

Set time limits for answering questions (e.g. buzzer, a bell, a whistle or a slow count down from five when time is up - these theatrical bits also make the game fun for all learners).

* Try to use games where there is more than one winner.

Everyone then feels they stand a chance of winning and is more willing to try. Games must seem achievable in order to appeal to learners.

*Assess the learning value of a game.

Some games might be fun to play but are all the students involved? Are they all using language or hearing language again?

*Consider very carefully the language needed to play the game. What will the students have to say to each other to guess a person's card? Try the game with a friend or play it through in your head. Does it activate the language you want to practice? Have students got the necessary vocabulary to play it successfully?

*Balance the types of games you use. Vary whole class games with card games in pairs, noisy team games, and concentration games for calming down an over-excited class.

*Don't overuse games. Games are a motivator but lose their challenge and interest if they become an everyday
routine. They need to be seen as a special moment.

Keeping in mind the management of games following language games can be implemented in the language classrooms:

**Listen and Act:** Some physical activity is given here. Assume these postures or movements.

*Stand up, sit down, run, stop, skip, hop, jump, walk, listen, fall in line, stand face to face, hands up, bend forward, now backward, sideways, rest.*

*Teacher: Come here, stop, sit down, stand up, run, jump, hop, walk, skip, make a line, turn to your left, to right, rest.*

*The teacher must demonstrate these movements himself/herself. If possible some musical rhymes will very much help the movements. Young students will enjoy moving to music. When some pupils get used to these commands, later on having a practice, and finally acting as models, may take the place of the teacher.*

*Teacher: Sunil, jump please; Avtar, walk please; Rajiv, run please; Gauri skip please.*

*Let more confident students now give simple commands to the class, or to a small group.*

*The class can be divided into two or three groups. They can be made to sit in two-three columns. They can now be made to play 'relay games in turns. The teacher gives the commands like 'run', 'hop', 'jump', 'skip'. One student performs and gives the end of his line and takes a seat there. The pupil before him now takes his turn, and so on..... These relay games are of many more types.*

This being language class pupils learn the language through games. They can also learn language by singing, dancing, painting, reading, making toys, cutting paper, hanging pictures, arranging displays, cleaning and dusting, sending and receiving things/objects/messages, drawing as best as they can. They may also be called the situational use of language.

**Dialogues, songs, rhymes and slogans can also be used in language learning-cum-games.**

**Guessing Games:**

♦ **Guess the Picture:** The teacher possesses a set of Flash Cards with pictures of clothes, food, activities and places. He/she selects one card, and without showing it to the students, asks them to guess what it is. The pupils guess one by one.

**Teacher:** Guess how I went to market?

**Pupil -1:** Did you go by car?

**Pupil -2:** Did you go by bus?

**Pupil -3:** Did you walk?

Like this pupils go on asking about various possibilities, till at last they are able to guess the right object.

♦ **Guess the sentence:** Here the teacher has to write down a sentence on a sheet of paper. He/she writes the structure or pattern of the same on the blackboard, e. g. J went (where) to (do something). Now guess it. Pupils must guess the extra sentence by asking questions, e. g.

**Pupil-1:** Did you go to the fair?

**Teacher** : No.

**Pupil-2:** Did you go to the playground?

**Teacher** : No.

**Pupil-3:** Did you go to the library?
Teacher : Yes.
Pupil : (Guessing correctly) “I went to the library to return the book.”

Riddle: The teacher gives a few hints about an article or an individual and then asks the students to make a guess. For example, he says, “I am a source of all knowledge. I am having some other brothers also. I remain locked-up. I am very costly. But I am useful. What is my name?” The answer is an encyclopedia. Students can be encouraged to make their own riddles in this game.

Oral Composition Games:

□ Story Telling: The teacher starts the story by giving the first sentence. He explains that each one of them has to take a turn, and add a new sentence. The story begins like this:

Teacher: One day an old woman, while coming back from the field, after working there, felt very tired.
Student-1: She felt very thirsty, but there was no water, to be found.
Student-2: A boy saw the old woman and asked if she wanted water...

A student acts as secretary, and records all that is said. When the last sentence is also said and recorded, the student secretary reads the story before the whole class.

♦ Question and Answer: The teacher shows a picture from his conversational wall pictures, and makes two teams (Team-A & Team-B) of students. One will be asking questions, the other will give answers. He/she tells them that he would ask them to talk about some call words. One team will ask questions, the other will give answers, on these call words. He/she starts, by mentioning call words from the pictures shown.

Teacher: Birds.
Team-A: Are these birds flying to their nests?
Team-B: No. They are flying towards fields, where grain is being harvested.
Team-A: How can you say that?
Team-B: The sun is rising in the sky, behind the fields ... etc.

♦ Picture Memory: The teacher brings some pictures, which the pupils have not seen earlier. He/ she show the pictures only for a short while, one by one. Then he/ she asks questions on them. He/ she make two teams, and they answer by turns. The team answering more questions wins.

♦ More Questions More Marks:
The class is divided into two groups of six pupils each. The teacher writes down an imaginative sentence on the class board, “It was a good journey”, and asks the groups, to think of any number of questions, and dictate them to the class secretary say within a time limit of 15 minutes. The group with a bigger number of correct questions is the winner.

Card games:

♦ Alphabet Cards: students may be asked to prepare alphabet cards. After these are ready, these may be mixed up. Then the students can be asked to make their own names, out of these cards. After the names, the teacher may ask them to arrange the cards forming a few words: places, fruits, bird’s food, persons, etc.

♦ Address Card: Every learner should make his/her address card. Address cards of the school, railway station, market, temple, post office, etc. can also be made. Then they are asked to mix
them up. After mixing, find out your address card, etc...

♦ Name Cards: (i) Let every child make a name card. Collect all of them. Now ask them to pick out the names of their friends from the bunch. This activity will encourage reading and fixation of alphabets in their minds. This is 'Read the Name Game'. The same game may also be played a bit separately like, (ii) one child is asked to pick up 4-5 cards and place each one in front of the particular pupil, whose name is in it. The game is 'Who is who'?

In the same way activities like, Labeling, Map-Making, Flash-cards, Pictures and Labels (Matching), Preparing Folders, Albums, Charts, Maps, etc. can also be tried in the class, as well as in Projects or Assignments, to be taken up by either the individual learners or their groups. These are some language games or activities.

Teaching English grammar can be hard going - for teachers and the students. It doesn't have to be difficult or painful, however. You can teach English grammar using fun learning games and before you know it your students will be more than willing. How it works, you ask. Well, there has been a movement away from the traditional methods of teaching English grammar through writing, rewriting and worksheets to using a more active approach through games.

References:

Dr. B. V. Srinivas Rao has been working as a Faculty Member of English. He has more than 20 yrs of Teaching experience. He got PhD in English in 2003 from Rani Durgavathi University, Jabalpur, Madya Pradesh. He got appreciation letter for Best performance in CBSE in 2013 by Ministry of HRD. He attended for six content enrichment programmes conducted by Navodaya Vidyalaya Samiti, Ministry of HRD, New Delhi.
THE GLASS PALACE – A MULTIGENERATIONAL SAGA

Dr. M. Nageswara Rao, Lecturer in English, Sri Y.N. College (A), NARSAPUR, W.G.Dt., A.P., India.

Abstract: Amitav Ghosh is one of the well-known Indian novelists who has attempted to write a history of their times through the imaginative form of fiction. His novel The Glass Palace has a range and sweep not easily matched in Indian English fiction. It is a story of three generations. The Glass Palace educates its reader to interpret its narrative as a historical narrative. Before entering the story world proper, history is foregrounded.

Key words: Glass Palace, Character, Quit India movement

Introduction

Amitav Ghosh is one of the well-known Indian novelists who has attempted to write a history of their times through the imaginative form of fiction. His novel The Glass Palace has a range and sweep not easily matched in Indian English fiction. It is a story of three generations. It is structured around the intermeshing relationships among four families: the Burmese King Thebaw and Queen Supayalat who were deposed by the British in 1885 and were exiled to Ratnagiri in India and their entourage; Rajkumar Raha, a Bengali orphan emigrant to Burma, and his descendants; Saya John, a foundling brought up by Catholic priests, and his son Matthew and his family; and Uma, the wife of the Collector of Ratnagiri. Their fortunes are set against a backdrop of stirring historical events—the British conquest of Burma, the consolidation of the Empire in India and Malaya, the First and Second World Wars—conceived and executed on an epic scale, in a time frame ranging from 1885 to 1996.

The Glass Palace: narrative

The Glass Palace is a narrative that gravitates around the experiences of a variety of multigenerational, diasporic Indian/Burmese characters during a historical period (the late 19th century to the end of the 20th) filled with battles won and lost over Burma's territories; it is a novel that reflects obliquely the great tectonic shifts that took place in changes of rule and national policy that effect the everyday of its character's lives. As such, The Glass Palace's characters, plot, and events can open its reader's eyes to acts of forced displacement and even genocides of peoples that took place historically; it can re-visit grand historical events from different perspectives, such as that of Ghandi's attempt at a social revolution seen from the angle of vision of the female character, Uma. It can act as a creative response to and a reflection of experience in this world by a process of empathy with the characters and their circumstances and changing fortunes. But, of course, The Glass Palace is not a symbolic representation of nation nor is it an expression of the "real" experiences of real people (rich and poor) during such a tempestuous historical period in Burma.
The Glass Palace is chock full of hyphenated (Burmesse-Indian, Anglo-Indian, for example) characters who seek a sense of place and belonging—a home—within homelands torn apart by colonialis and imperialist invasions and civil wars. It is a novel whose story stretches out from and around the experiences of South Asian hybrid characters as grand historical events of nation unfold. In a review of The Glass Palace Chris Higashi calls the novel "a multigenerational saga" that "is a wonderful, satisfying blend of history and storytelling".

**Glass Palace: historically verifiable details**

The Glass Palace packed with historically verifiable details, such as colonial India's invasion of Burma, and announces dates in chapter headings to remind of the plot's imbrication with historical chronology. However, its thematic material is carefully organized according to the principles that govern the crafting of fiction: language, narrative technique, and genre. Contrary to what many poststructuralist post colonialists venture to say, even at the most basic understanding, the biographically verifiable author Amitav Ghosh does not correspond one-to-one with the fictional characters he invents nor the narrator he employs to shape the narrative. Nor, for that matter, do his characters represent real people. Characters are not, as Dorit Cohn comments, "free subjects who can potentially escape their graphic prison and make fictional subjects of—or even talk back to—their author or narrator".

They are, as Dorit Cohn remarks, "equally inhabitants of the same conflicted fictional world". And those disciplinary spaces—colonialism, capitalism and otherwise—in The Glass Palace are only representations and not the real disciplinary spaces where the powerful rule over the powerless in the real world. Finally, language—the very substance of The Glass Palace—has, as Lubomír Dolezel aptly reminds, "weak performative power". Namely, while it can help solidify a group and communicate its needs to bring about changes in everyday social relations and affairs, as Dolezel continues, "it cannot create the actual world that exists and goes on independently of language and any other representation. The only kind of worlds that human language is capable of creating or producing is possible worlds". That is, The Glass Palace is the stuff of fiction that can open eyes to the brutalities of (neo) colonialism—and more—and not a text that can resist, intervene, and/or fundamentally transform anything, much less the everyday reality of millions of people living within a national space shaped by history and governed by laws.

The fictional Rajkumar can fall in love with the invented handmaiden pointing to the real historical figure Queen Supayalat. And, as the narrative unfolds, the reader witnesses such a "real" figure as the Queen increasingly migrate over into, as Dolezel identifies, the "semantic and pragmatic conditions of the fictional environment". The force of fictional narrative is such that it pulls the factual characters into its world without asking its readers to question such a move; without asking its readers to look beyond its pages for
a one-to-one verification between textual representation and an ontologically independent and temporally prior set of events--archived data--that existed prior to the act of writing.

The Glass Palace educates its reader to interpret its narrative as a historical narrative. Before entering the storyworld proper, history is foregrounded. The following titles appear as paratextual preface material: W.S. Desai's Deposed King Thebaw of Burma in India, 1885-1916, Patricia Herbert's The Hsaya San rebellion Reappraised, and Majjhima Nikaya and Amyutta Nikaya collection, The Buddhist Tradition in India, China and Japan. Verifiable historical figures and events as well as dates and cultural document begin to condition the reader’s approach to the text--a text situated within the historically and culturally verifiable. The list of texts identifiable as historical and cultural document is far from exhaustive, however. And given the discrepancy between the length of The Glass Palace and this short list of archival material, the reader quickly grasps that narrative fiction is central and that the narrative which has a one-to-one correspondence with historical record is subordinate to the purposes of the fictional story-telling. This paratextual frame helps pave the way for a reader's first encounter with the text itself. The narrative begins: "There was only one person in the food-stall who knew exactly what that sound was that was rolling across the plain, along the silver curve of the Irrawaddy, to the western wall of Mandalay's fort. His name was Rajkumar and he was an Indian, a boy of eleven--not an authority to be relied upon" (3). Unlike the narrative conventions found in historical narratives, here the third-person announces its omniscience--commenting on a character's knowing what the sound was that rolled across the plain and also having a knowledge of this character's unreliability--and quickly shows its deft control over media, flow of information.

**Ghosh and the character, Rajkumar**

To solidify the privileging of fiction over fact in the reader's mind, Ghosh's narrator spends the first three pages of the novel breathing life into the invented character, Rajkumar. The narrator does not introduce the "real" historical figures King Thebaw and Queen Supayalat until after he has introduced Rajkumar. Once this is done, the story of the historical figures (whom, after the British invasion of Burma, experience life as dispossessed exiles in India) becomes increasingly fictionalised as it becomes interwoven into the lives of the fictional characters and their stories. Fiction overwhelms fact as the reader submerges into the story of Rajkumar's Horatio Alger rise to monetary glory, his romancing of the queen's handmaiden, Dolly, and the subsequent adventures and romances of their sons: the naive photographer Dinu and the pragmatic materialist Neele. Within this world the reader also meets the character Arjun, an Indian soldier fighting for the British army, but who realises that his use of British-isms like "yaar" and "spiffing" simply mask his own complicity in the oppression of South Asian people. And the reader encounters the politically
active character, Uma, whose adventures in India opens the reader's eyes to India's early 20th-century campaigns for independence.

The verifiable historical event that percolates through the fictional narrative functions not just to open reader's eyes to, say, Ghandi's 1942 Quit India movement, but as part of Ghosh's tool box for creating a dramatic narrative that engages the reader. For example, when the Japanese invade Burma, it cuts short the deeply moving romance between sympathetic characters Dinu and Alice, causing the reader's emotions to surge. Historical event also acts as a springboard for a creative reinterpretation of history. While the real British invasion of Burma was the violent act of imposing a brutally oppressive colonial regime through much shedding of innocent blood, in the world of the novel it can be this and also the seed-event that later leads to the love story that follows the Burmese princesses and their love affairs with those of a lower caste: The First Princess falls in love with the Royal family's former coachman, Sawant, and the Second Princesses elopes with "a Burmese commoner" (204) so that the historically verifiable events such as the mention of the British imperial fleet crossing the Indian/Burma border "on 14 November, 1885" (25) or the mention of the 1942 Japanese bombing of Rangoon become kernel-events that seed new plots or turn stories into different directions.

Historical event can give cause for deep psychological probing of a character's interiority. For example, it is not until the Japanese Inspired Fifth Columnists (JIF) defeat the British army in Burma (historically verifiable) that the character Arjun has his epiphany, realising his own complicity with colonialism. And, on other occasions, historical event clears the space for a character to speak critically about the world. For example, when the character Uma talks to Dinu about Hitler and Mussolini, the reader learns that such fascist dictatorships have already been a lived reality for Indians since the British conquest: "How many tens of millions of people have perished in the process of the Empire's conquest of the world--in its appropriation of entire continents?" (294). Finally, the presence of History as discipline gives shape to a third-generation character, Jaya, who studies history and "the huge collection of the documents and papers that Uma had left her, in her will" (494) to make her life and the world better.

Conclusion
Thus Amitav Ghosh weaves the story The Glass Palace with multigenerational characters of three interlinked parts of the British Empire - Burma, Malaya and India.

REFERENCES:

<table>
<thead>
<tr>
<th>Dr. M. Nageswara Rao has been working as Lecturer in English, Sri Y.N. College (A), Narsapur. He has more than 2 years of teaching experience in English. He presented several papers in State and National level Seminars. He attended workshops also. He wrote several articles that were published in famous National and International Journals.</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.ijar.org.in">www.ijar.org.in</a></td>
</tr>
</tbody>
</table>
ABSTRACT
Survey was conducted on the Termites destroying structural wood during the year 2009-2011 in Hyderabad (Urban) of Andhra Pradesh. The results indicated that the cost of treatment of damage to structural wood in terms of repair in the Urban systems caused by different species of termite were recorded. The cost of treatment of damage exceed (5) five lakhs. Among the O. colonics caused the maximum loss in the urban system which was nearly one lakh in RCC which is maximum, while minimum loss was caused by M.obesi in both RCC and T.R.Houses.

KEY WORDS: Termite, Urban System, Treatment cost

INTRODUCTION:
Urban areas represent increasingly large and interconnected spaces in regional landscapes and are important for the spread of exotic species. Urban centers are the origin of commercial transport for a wide variety of material including forest and agricultural products. Urban areas are characterized by a wide spread destruction of a great deal of native vegetation thus affecting biotic components of the environment, which has led to the formation of many habitats through modifying the existing ones particularly with regard to insects.

Economically the damage termites cause to structures and buildings accounts for more than US 20 billion annually worldwide (S4-02). Termites cause substantial damage to residential and commercial buildings in the United States. It has been estimated that the cost for controlling termites and fixing the damage caused by them in the United States alone exceeds 2 - 3 billion dollars annually. The monetary expenditure associated with termite damage and control in the United States was estimated at $ 100 million to 4.4 billion annually according to the earlier reports Lund (1967), Ebeling (1968), based on prevention, control and repairs costs, Williams and Smith (1978) estimated that $ 169 million was being spent by consumers in USA in 1976. In California subterraneous and dry wood termites are responsible for 95% of all costs resulting from wood destroying insects. In addition to this structural wood is forcing more and more termites to search for wood buildings.

With the increasing demand in developed as well as developing countries the cost of timber for construction has also increased largely because of difficulty in getting timber from the inaccessible remote areas. The economics of situation must be considered carefully. People living in termite infested areas must now decide whether to bear the cost of expensive wood or total replacement of wood after the termite infestation or to bear the cost.
of chemical treatment to protect the 'structural – wood' from termites. They may also have to consider whether they will be able to obtain sufficient timber for building a new house, if they allow termites to ruin their present establishments. Thus, in-depth research about diversity of termites destroying structural wood works in urban areas is very much needed.

At the outset a brief description of the study areas of Hyderabad Urban system and their environmental conditions are studied. The diversity of termite fauna attacking different structural - wood in different types of houses such as those made of Reinforced Cement Concrete (RCC) and those made of Tile-Roofed (TR), in different management of houses such as school buildings, banks, Government office buildings and Libraries in the Urban Systems, and the types of damage incurred to the indoor - wood works and to termites on structural wood in relation to various climatic factors such rainfall, temperature and relative humidity are also described.

MATERIAL AND METHODS:

Extensive surveys were conducted periodically during January 2009 to April 2011, which includes regular monthly surveys followed by the keen observation of termite damage to different types of structural wood in Reinforced Cement Concrete (RCC) houses and Tile-Roofed (TR) houses present in various localities of Hyderabad (urban system). A total of 120 houses such a Government School Buildings, Libraries, Banks and Government office Buildings were inspected on a monthly basis in the entire urban system, selecting few standard houses of each type in a given locality. The house owners/persons concerned were requested for their co-operation and required to provide information regarding the termite damage in their houses/offices. The indoor wood-works such as doors, frames, window panels, sashes, joists, rafters and well supporting, door and window supporting frames of Tile-Roofed houses were inspected for damage. Other cellulose materials such as books in libraries, wooden almirhas in government offices and banks including clothes used for wrapping the files in the offices and schools in all the two types of houses were also inspected for the signs of termite activity. The earthen-sheet covering, runways (shelter tubes) and small channeled holes on the wood works made by the termite's activity and damage were examined rending and exposing the interior portion using a sharp chisel. The presence of small mounds on the inner and outer walls and on the roof particularly on the top of the walls of these houses was also noted.

As the subterranean termites usually enter the houses through the cracks in foundations, floors and walls they spread runways up to the structural wood (Johnson, 1981), such types of cracks either in foundation or floor or walls of houses were also inspected. The termites particularly the soldiers and workers damaging the articles were collected in 80% ethanol for species identification.

The intensities of the damage and deterioration were assessed by eye quantified on the basis of five damage classes (Williams, 1973) and recorded. It has been the usual evaluation method for field tests of wood samples. The five damage classes of structural wood were given numerical symbols as follows.

(i) ‘O’ no attack
(ii) + a very less attack exploratory nibbles (10% damage)

(iii) + + Slight attack with the wood remaining serviceable (10% to 25% damage)

(iv) +++ moderate attack with wood rendered unserviceable (25% to 50% damage)

(v) + ++ heavy attack with the wood rendered useless for any structural purposes (50 to 75% damage)

RESULTS AND DISCUSSION:

Various species of termites recorded within the limits of Hyderabad Urban system they belonged to one family Termitidae.

In Termitidae, Odontotermes ceylonicues (Holmgren) Odontotermes redemanni (Wasmann), Odontotermes wallonensis (Wasmann), Odontotermes brunneus (Hagen), Microtermes obesi (Holmgren) were recorded. Of all these termites Odontotermes ceylonicues, and Odontotermes redemanni were recorded causing maximum damage and Odontotermes wallonensis, Odontotermes brunneus and Microtermes obesi causing minor damage to the structural wood of different types of houses.

Approximate cost of damage to structural wood in terms of damaged wood repair cost in the urban system by different species of termite presented in Table (1) revealed that the total cost of the damage exceeded (5) five lacs, among the termites Odontotermes ceylonicues caused the maximum loss in the urban system which was nearly two lacs in Tile-Roofed houses maximum, while minimum loss was caused by Microtermes obesi in Tile-Roofed houses.

Table-1: Approximate cost of damage caused by termites (Wood damage and repair cost) in Hyderabad Urban System.

<table>
<thead>
<tr>
<th>Species</th>
<th>RCC houses</th>
<th>TR houses</th>
<th>Total Rupees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Odontotermes ceylonicues</td>
<td>1,06,500</td>
<td>1,82,500</td>
<td>2,89,000</td>
</tr>
<tr>
<td>Odontotermes redemanni</td>
<td>58,650</td>
<td>98,450</td>
<td>1,57,100</td>
</tr>
<tr>
<td>Odontotermes wallonensis</td>
<td>38,500</td>
<td>48,500</td>
<td>87,000</td>
</tr>
<tr>
<td>Odontotermes brunneus</td>
<td>10,500</td>
<td>--</td>
<td>10,500</td>
</tr>
<tr>
<td>Microtermes obesi</td>
<td>--</td>
<td>8,500</td>
<td>8,500</td>
</tr>
<tr>
<td>Total</td>
<td>2,14,150</td>
<td>3,37,950</td>
<td>5,52,100</td>
</tr>
</tbody>
</table>
Cost of termite damaged in rupees

References:


Dr. S. Venkata Rama Raju has been working as a faculty member in Biology and having more than 25 years of teaching experience. He attended for several conferences/seminars and submitted papers. He got National and state level Best Teacher Awards and Paryavarnamitra Award. He wrote text book for students in Biology and published articles in International and national Journals. He also attended several training programmes of his concerned.
An Overview on the Child Labour

K. Suresh Kumar, Senior Lecturer, CR College, Chilakaluripet, Guntur dist.

Abstract: An attempt is made in this chapter to understand various aspects of child labour. It gives an overview on the definition, magnitude, causes and various prospects of child labour have also covered.

Key words: child labour, slavery, freedom, human rights, ILO

The concept of child labour

Child labour is defined in ILO Conventions. It is work that children should not be doing because they are too young to work, or - if they are old enough to work - because it is dangerous or otherwise unsuitable for them. Not all work done by children should be classified as child labour that is to be targeted for elimination. Children’s or adolescents’ participation in work that does not affect their health and personal development or interfere with their education is generally regarded as being something positive. Whether or not particular forms of “work” can be called “child labour” depends on the child’s age, the type and hours of work performed and the conditions under which it is performed, as set out in the ILO Conventions.

There are many forms of child labour worldwide. Children are engaged in agricultural labour, in mining, in manufacturing, in domestic service, types of construction, scavenging and begging on the streets. Others are trapped in forms of slavery in armed conflicts, forced labour and debt bondage (to pay off debts incurred by parents and grandparents) as well as in commercial sexual exploitation and illicit activities, such as drug trafficking and organized begging and in many other forms of labour. Many of these are “worst forms” of child labour as they are especially harmful, morally reprehensible, and they violate the child’s freedom and human rights. Child labour tends to be concentrated in the informal sector of the economy. For some work, children receive no payment, only food and a place to sleep. Children in informal sector work receive no payment if they are injured or become ill, and can seek no protection if they suffer violence or are maltreated by their employer.

What Causes Child Labour Today

Poverty is widely considered the top reason that children work at jobs that are exploitative and inappropriate for their ages. But there are other reasons as well -- not necessarily in this order:

- family expectations and traditions
- abuse of the child
- lack of good schools and day care
- lack of other services, such as health care
- public opinion that downplays the risk of early work for children
- uncaring attitudes of employers
- limited choices for women

“ar The parents of child labourers are often unemployed or underemployed, desperate for secure employment and income. Yet it is their children - more
powerless and paid less - who are offered the jobs." In other words, says UNICEF in their 1997 "Roots of child labour" report, children are employed because they are easier to exploit.

Other factors that contribute to instances of child labour include: limited access to compulsory, free education; irregular monitoring and weak enforcement of relevant laws; local laws that include a lot of exemptions; globalisation and an emphasis on low labour costs; and inability to uphold workers' and child rights.

Between boys and girls, UNICEF finds girls are two times more likely to be out of school and working in a domestic role. Parents with limited resources, claims UNICEF, have to choose whose school costs and fees they can afford when a school is available. Educating girls tends to be a lower priority across the world, including India. Girls are also harassed or bullied at schools,

Biggeri and Mehrotra have studied the macroeconomic factors that encourage child labour. They focus their study on five Asian nations including India, Pakistan, Indonesia, Thailand and Philippines. They suggest that child labour is a serious problem in all five, but it is not a new problem. Macroeconomic causes encouraged widespread child labour across the world, over most of human history. They suggest that the causes for child labour include both the demand and the supply side.

Cigno et al. suggest the government planned and implemented land redistribution programs in India, where poor families were given small plots of land with the idea of enabling economic independence, have had the unintended effect of increased child labour. They find that smallholder plots of land are labour-intensively farmed since small plots cannot productively afford expensive farming equipment. In these cases, a means to increase output from the small plot has been to apply more labour, including child labour.

Srivastava describes bonded child labour as a system of forced, or partly forced, labour under which the child, or usually child's parent enter into an agreement, oral or written, with a creditor. The child performs work as in-kind repayment of credit. In this 2005 ILO report, Srivastava claims debt-bondage in India emerged during the colonial period, as a means to obtain reliable cheap labour, with loan and land-lease relationships implemented during that era of Indian history. These were regionally called Hali, or Halwaha, or eura systems; and by colonial administration the indentured labour system. These systems included bonded child labour. Over time, claims the ILO report, this traditional form of long-duration relationships have declined.

India has passed a number of constitutional protections and laws on child labour. The Constitution of India in the Fundamental Rights and the Directive of State Policy prohibits child labour below the age of 14 years in any factory or mine or castle or engaged in any other hazardous employment (Article 24). The constitution also envisioned that India shall, by 1960, provide infrastructure and resources for free and compulsory education to all children of the age six to 14 years. (Article 21-A and Article 45).

India has a federal form of government, and child labour is a matter on which both the central government and country governments can legislate, and have.
The major national legislative developments include the following.

**The Factories Act of 1948**: The Act prohibits the employment of children below the age of 14 years in any factory. The law also placed rules on whom, when and how long can pre-adults aged 15–18 years be employed in any factory.

**The Mines Act of 1952**: The Act prohibits the employment of children below 18 years of age in a mine.

**The Child Labour (Prohibition and Regulation) Act of 1986**: The Act prohibits the employment of children below the age of 14 years in hazardous occupations identified in a list by the law. The list was expanded in 2006, and again in 2008.

**The Juvenile Justice (Care and Protection) of Children Act of 2000**: This law made it a crime, punishable with a prison term, for anyone to procure or employ a child in any hazardous employment or in bondage.

**The Right of Children to Free and Compulsory Education Act of 2009**: The law mandates free and compulsory education to all children aged 6 to 14 years. This legislation also mandated that 25 percent of seats in every private school must be allocated for children from disadvantaged groups and physically challenged children.

India formulated a National Policy on Child Labour in 1987. This Policy seeks to adopt a gradual & sequential approach with a focus on rehabilitation of children working in hazardous occupations. It envisioned strict enforcement of Indian laws on child labour combined with development programs to address the root causes of child labour such as poverty. In 1988, this led to the National Child Labour Project (NCLP) initiative. This legal and development initiative continues, with a current central government funding of ₹6 billion, targeted solely to eliminate child labour in India. Despite these efforts, child labour remains a major challenge for India.

**Children working in different works**

According to the International Labour Organisation (ILO), there are tremendous economic benefits for developing nations by sending children to school instead of work. Without education, children do not gain the necessary skills such as English literacy and technical aptitude that will increase their productivity to enable them to secure higher-skilled jobs in future with higher wages that will Lift them out of poverty.

**Fireworks manufacture**

The town of Sivakasi in South India has been reported to employ child labour in the production of fireworks. In 2011, Sivakasi, Tamil Nadu was home to over 9,500 firecracker factories and produced almost 100 percent of total fireworks output in India. The fireworks industry employed about 150,000 people at an average of 15 employees per factory. Most of these were in unorganised sector, with a few registered and organised companies.

A more recent 2002 report by International Labour Organisation claims that child labour is significant in Tamil Nadu's fireworks, matches or incense sticks industries. However, these children do not work in the formal economy and corporate establishments that produce for export. The child labourers in manufacturing typically toil in supply chains producing for the
domestic market of fireworks, matches or incense sticks.

In 2010, a German news investigative report claimed that in states like Karnataka, non-governmental organisations had found up to 10,000 children working in the 1,000 silk factories in 1998. In other places, thousands of bonded child labourers were present in 1994. But today, after UNICEF and NGOs got involved, child labour figure is drastically lower, with the total estimated to be fewer than a thousand child labourers. The released children were back in school, claims the report.

Carpet weaving

Siddhartha Kara finds about 20% of carpets manufactured in India could involve child labour. He notes, "Determining the extent to which the hand-made carpet supply chain from India to the U.S.A. is tainted by slavery and child labour requires an additional exercise in supply chain tracing.

Domestic labour

Official estimates for child labour working as domestic labour and in restaurants is more than 2,500,000 while NGOs estimate the figure to be around 20 million. The Government of India expanded the coverage of The Child Labour Prohibition and Regulation Act and banned the employment of children as domestic workers and as workers in restaurants, dhabas, hotels, spas and resorts effective from 10 October 2006.

Coal mining

Despite laws enacted in 1952 prohibiting employment of people under the age of 18 in the mines primitive coal mines in Meghalaya using child labour were discovered and exposed by the international media in 2013.

Solutions to the Problem of Child Labour?

Many children in hazardous and dangerous jobs are in danger of injury or even death. Between 2000 and the year 2020, the vast majority of new workers, citizens and new consumers — whose skills and needs will build the world’s economy and society — will come from developing countries.

In order to fairly and adequately meet the needs of this growing workforce and not rely on child labour, a few things must be prioritised, namely:

- Increased family incomes
- Education — that helps children learn skills that will help them earn a living
- Social services — that help children and families survive crises, such as disease, or loss of home and shelter
- Family control of fertility — so that families are not burdened by children

The ILO’s International Programme for the Elimination of Child Labour (IPEC) has explored many programs to help child labourers.

Some educators and social scientists believe that one of the most important ways to help child workers is to ask their opinions, and involve them in constructing "solutions" to their own problems.

REFERENCES


K. Suresh Kumar has been working as a senior lecturer and acting as vice principal of C.R. College, Chilakaluripet, Guntur district. He is also acting as president for the college development committee. He has been presented 7 papers in national seminars and published one paper in IJAR and had participated in 10 national seminars.
INDIAN GOVERNMENT POLICY ON INDUSTRIAL RELATIONS: AN OVERVIEW

Dr. Thirupathaiah Dulla, Lecturer in Economics, SKRBR College, Narasaraopet, Guntur Dt.

Abstract:

Industrial relations constitute one of the most delicate and complex problems of the modern industrial society. This phenomenon of a new complex industrial set-up is directly attributable to the emergence of ‘Industrial Revolution’. Maintaining smooth industrial relation is not an easy task. Almost all the industrialized countries of the world are facing the problem of establishing and maintaining good management worker relationships in their industries. Thus industrial peace is considered as an essential factor. This paper analyses the concepts relating to the industrial relations, factors effecting new industrial policy and Indian Government policy regarding industrial relations. In the heading of Government policy, various issues like The Legal Arrangement: Industrial Disputes Act, 1947, conciliation and adjudication of the Industrial Disputes Act, Lay-off, Retrenchment and Closure, Settlement of Grievance, unfair labour practice, the voluntary arrangement, code of discipline and industrial truce resolution, Industrial Truce Resolution, 1962, regulation of wages, Industrial Employment Standing Orders and, Trade Unionism in industrial relations.

1. Introduction

Industrial relations constitute one of the most delicate and complex problems of the modern industrial society. This phenomenon of a new complex industrial set-up is directly attributable to the emergence of ‘Industrial Revolution’. Thus industrial peace is considered as an essential factor. This paper analyses the concepts relating to the industrial relations, factors effecting new industrial policy and Indian Government policy regarding industrial relations. In the heading of Government policy, various issues like The Legal Arrangement: Industrial Disputes Act, 1947, conciliation and adjudication of the Industrial Disputes Act, Lay-off, Retrenchment and Closure, Settlement of Grievance, unfair labour practice, the voluntary arrangement, code of discipline and industrial truce resolution: Industrial Truce Resolution, 1962, regulation of wages, Industrial Employment Standing Orders and, Trade Unionism in industrial relations.

2. Factors effecting new industrial policy

Industry today is neither viewed as a venture of employers alone nor profit if considered as its sole objective. It is considered to be a venture based on purposeful cooperation between management and labour in the process of production and maximum social good is regarded as its ultimate end and both management and employees contribute in their own way towards its success. Similarly, labour today is no more an unorganized mass of ignorant works ready to obey without resentment or protest the arbitrary and discretionary dictates of management. The management has to deal with employees’ today nto as individuals but also as members of organized social groups who are very much conscious about their rights and have substantial bargaining
strength. Hence, the objective of evolving and maintaining sound industrial relations is not only to find our ways and means to solve conflicts to resolve differences but also to secure the cooperation among the employees in the conduct of industry.

But maintaining smooth industrial relation is not an easy task. Almost all the industrialized countries of the world are facing the problem of establishing and maintaining good management worker relationships in their industries. Industrial conflict still arises and therefore establishment and maintenance of satisfactory industrial relations forms an important plank in the personnel policies of modern organization. Each country has sought to find our solution, depending upon its economic, social and political environment.

As we know that globalization is followed by huge investments of capital, technology and ideas, so one of the major aspect on which globalization survives is Competitiveness. If India wants to leverage its potential in the classic age of globalization, Indian companies need to be highly competitive. The role played by the Government agencies varies in degree. It ranges from only formulation of rules for the observance of the two parties-employers and the workers-to direct intervention when the Government agencies regulate the terms of bargain and intervene in industrial disputes to fasten their settlement. India is being rapidly transformed from a state-driven economy into a market-driven economy committed to privatization, liberalization, and globalization. At the regional level, the states are forced to enter the rat race of liberalization among them to attract funds for investment and development.

3. GOVERNMENT POLICY AND LEGAL ARRANGEMENTS

India’s industrial relations policy has had the following two basic objectives: (i) prevention and peaceful settlement of disputes, and (ii) promotion of good industrial relations via labour-management cooperation. Let us consider below some of the statutory and voluntary arrangements devised for the prevention and settlement of industrial disputes in India. We have already discussed the government policy on the issue of bonus. Below we discuss the various other measures adopted by the government from time to time.

3.1. The Legal Arrangement towards Industrial relations Industrial Disputes Act, 1947

A major step towards accomplishing the first objective was taken in 1947 itself with the passing of the Industrial Disputes Act, 1947. The object was to pre-empt industrial tensions, provide a mechanism for the settlement of disputes and set up the necessary infrastructure. The Act provides for the settlement of industrial disputes through conciliation, arbitration or adjudication. It lays down the preconditions for the legality of strikes and lockouts. Provision is also made for payment of compensation for lay-off and retrenchment. The Act has been amended vide the Industrial Disputes (Amendment) Act, 2010 and enforced with effect from September 15, 2010.

Conciliation and Adjudication of the Industrial Disputes Act.

The Act empowers the government to appoint conciliation officers for bringing about settlement of disputes through conciliation. If attempts at conciliation fail, the government can refer the
Disputes for adjudication if it so wishes. However, it is compulsory to refer a dispute for adjudication if the parties to the dispute jointly or separately apply for it or if the dispute relates to some public utility service and there is a notice of strike or lockout. ‘Disputes’ which have not occurred but are apprehended, can also be referred for adjudication. National Tribunals tackle questions of national importance and those that affect establishments situated in more than one State. The parties can, by agreement, refer a dispute for arbitration before it has been referred to a Labour Court or an Industrial Tribunal or a National Tribunal for adjudication.

Lay-off, Retrenchment and Closure.

The special provisions relating to lay-off, retrenchment and closure are applicable to establishments employing 100 or more workmen on an average per working day. The Act also provides for protection in the shape of retrenchment compensation and notice to the workmen who have completed 240 days continuous service in the establishment in the preceding 12 months before effecting retrenchment, closure etc.

Settlement of Grievance.

The amendment in 1982 introduced a new chapter providing for the setting up of Grievance Settlement Authority (GSA). The GSA is concerned with the settlement of all individual disputes in an establishment coming within its purview. An important feature of this machinery is that no reference to a Tribunal/Labour Court is to be made by the appropriate government till such time the dispute is heard by this authority and its decision becomes unacceptable to any of the parties to the dispute.

Unfair Labour Practice.

Another chapter introduced by the amendment in 1982 related to unfair labour practices on the part of the employer and workman as well as penalty thereof. The chapter says that no employer or workman or a trade union whether registered under the Trade Union Act, 1926 or not is to commit any unfair practice. Any person who commits such a practice is punishable with imprisonment or with fine or both. The amendment empowered the Registrar to verify the membership of any union and to cancel the registration of any union which ‘calls’ or ‘participates in’ an illegal strike.

3.2. The Voluntary Arrangement:
Code of Discipline and Industrial Truce Resolution:

Code of Discipline.

A Code of Discipline was adopted in 1958 by all the central organisations of employers and workers aimed at preventing and settling industrial disputes on a voluntary basis. The Code lays down that there should be no strike without notice; no unilateral action should be taken in connection with any industrial matter; no deliberate damage should be done to plant or machinery; acts of violence, intimidation, coercion or instigation should not be resorted to; there should be no recourse to go-slow tactics and normal work should not be disturbed; in case of disputes, the existing machinery should be utilised with the utmost expedition; the employers should recognise the majority union in the establishment and frame a grievance procedure; the management should take prompt action for the settlement of grievances and should implement the awards and agreements speedily, etc.
Industrial Truce Resolution, 1962.

The Code of Discipline was strengthened by an Industrial Truce Resolution adopted in November 1962 by the central organizations of employers and workers. It laid down that there would be no interruption or slowing down of production; on the other hand, production will be maximized and defence effort promoted in all possible ways. A standing committee was set up in August 1963 to review the working of the Truce Resolution. This has since been merged with the Central Implementation Evaluation Committee.

4. OTHER MEASURES

Regulation of Wages

The payment of wages is governed by the Payment of Wages Act, 1936, and Minimum Wages Act, 1948, as amended from time to time. The Payment of Wages Act, 1936 was enacted with a view to ensure that wages payable to employed persons covered by the Act are disbursed by the employers within the prescribed time limit and that no deductions other than those authorised by law were made. The Act covered only those workers whose wages were below ₹1,600 per month. However, the wage ceiling has been raised subsequently in stages. With effect from September 11, 2012, the wage ceiling has been fixed at ₹18,000 per month.

The Minimum Wages Act, 1948 provides for fixation, review, revision and enforcement of minimum wages by the Central government and the State governments in respect of scheduled employments in their respective jurisdiction. There are 45 scheduled employments in the Central share whereas the number of these employments in the States’ sphere is 1,596. To protect the wages against inflation, the government introduced Variable Dearness Allowance (VDA), which is linked to Consumer Price Index. The VDA is revised every six months. So far, 26 States/Union Territories have already adopted VDA as a part of minimum wage.

In the absence of a uniform national minimum wage, the concept of a national floor-level minimum wage (NFLMW) was mooted by the Central Government in 1996 based on the recommendations of the National Commission on Rural Labour in 1991 and subsequent increase in the price level. It was last revised to ₹115 per day from April 1, 2011. At present NFLMW is a non-statutory measure.

Industrial Employment Standing Orders.

Model rules were framed by the Government under the Industrial Employment (Standing Orders) Act, 1948, for adoption by the industrial establishments employing 100 or more workers to ensure industrial peace. Amendments to the Act were made in 1961 and 1963. The Central Government by notification on May 19, 1982, extended the Act to all industrial establishments under the control of the government for which it is the appropriate government and all mines, wherein 50 or more but less than 100 workers are employed.

Equal Remuneration for Equal Work.

The Equal Remuneration Act, 1976, provides for payment of equal remuneration to men and women workers for “the same work or a work of similar nature” and for the prevention of discrimination against women in matters of employment. The provisions
of the Act have been extended to all employments.

Trade Unionism - The Trade Unions Act was passed in 1926. It provides for registration of trade unions of workers and in certain respects, it defines the law relating to registered trade unions. It confers legal and corporate status on registered trade unions. Prior to amendment in January 2002, the Act allowed any 7 or more members of a trade union to apply for registration of their union. After the amendment only such trade union can be registered which has at least 10 per cent or 100 (whichever is less) members.

CONCLUSION: The present paper analyses the concepts relating to the industrial relations, factors effecting new industrial policy and Indian Government policy regarding industrial relations. It can be said that the role played by the Government agencies varies in degree. India is being rapidly transformed from a state-driven economy into a market-driven economy committed to privatization, liberalization, and globalization. Thus, there is a need of hour to effective industrial policy to achieve developmental goals of the country.

References:
1). Organizational Behavior – Robbins, Judge and Sanghi , Pearson Publications

Dr. D. Thirupathaiah, M.A; M.Phil; Ph.D has been working as a Faculty member in the Department of Economics and Vice-Principal, SKRBR College, Narasaraopet, Guntur (dt) Andhra Pradesh. He attended for several International and National Seminars and Workshops. He has administrative experience by working in the college. He is one of the Editorial Council Members of International Journal of Academic Research.
Abstract

It can be proved that what is politically feasible is not necessarily legal or just. A political settlement is therefore not a just and valid legal settlement. Particularly when such a settlement is based on a method, device or principle that is unrecognized and unaccepted as a legal prescription in the treatise of the law of nations relating to the territorial divisions between the sovereign states. Thus India can emphatically reject Pakistan's demand for a plebiscite in Kashmir on the ground that the principle as such is unrecognized, unaccepted and unfounded in the law of nations and as such is devoid of any legal validity whatever.

KEY WORDS: State autonomy, provincial autonomy, political entity

INTRODUCTION:

The idealistic approach of the founding fathers of the Constitution underwent a remarkable change and some specific provisions relating to State autonomy or provincial autonomy or autonomous States have been incorporated in the Constitution. This has been done by taking into consideration about the prevailing situation of the country which has given a practical shape to the Constitution.

The need for formulating a comprehensive study of State autonomy or provincial autonomy is a major political, social and economical issues throughout the developing countries of the world today. The insecurity and lack of Status of the actual tiller cannot but have a disastrous effect on the whole system and of the country and it is no wonder that if has been at the root of all social and political up levels in history.

AUTONOMY OF STATE UNDER BRITISH RAJ:

The state of Jammu and Kashmir came into being as a single political entity in 1846 under what is called the treaty of Amritsar. The British government vide this treaty concluded on 16th May of that year, transferred and made over, “forever in independent possession to Maharaja Gulab Singh and the heir male of his body all hilly or mountainous country with its dependencies situated to the eastward of the river Indus and westward of the river Ravi.”

In consideration of this transfer Gulab Singh paid to the British government the sum of seventy-five lacs of rupees.

While Jammu and Ladakh were already being ruled by Gulab Singh, the valley of Kashmir which the Lahore Durbar had sold to the British government was transferred by the latter to the Dogra ruler who acquired it after stiff local resistance. The boundaries of the new state were further extended by its rulers through a number of military expeditions, of course, with the concurrence of the British Government, Ranbir Singh son of Gulab Singh added Gilgit in life time of his father to his dominion. He subdued
Yasin in 1863 and Dard valley in 1865. Later during the rule of Maharaja Pratap Singh, grandson of Gulab Singh, his forces defeated the rulers of Chitral in 1891 and Hunza and Nagar in 1895. Who accepted the suzerainty of the Dogra Durbar.

While the Treaty transferred the state to Gulab Singh “in independent possession” it unambiguously specified British supremacy over his rule. According to Article 4 of the Treaty of Amritsar Maharaja did not change the limit of his territories without concurrence of the British government. He undertook to refer to the arbitration of the British government any dispute in question that may arise between himself and the government of Lahore or any other neighboring state and to abide by the decision of the British government.

According to Article 6, Maharaja engaged for himself and heirs to join with the whole of his military force, the British troops when employed within the hills or in the territories adjoining his possessions. He further engaged in Article 7 never to take or retain in his service by British subject, not the subject of any European or American state with the consent of the British government. Under Article 9 the British government undertook “the responsibility of protecting the territories of Maharaja Gulab Singh from external enemies.

Finally and more specifically according to Article 10 Maharaja Gulab Singh acknowledged the supremacy of the British Government and will in token of such supremacy present annually to British Government, one horse, twelve perfect shawl goats and three pairs of Kashmiri shawls.

**NATIONAL VIEW ON KASHMIR:** The genesis of Kashmir’s emotional and political drift away from the national identity can be traced to centrifugal forces within the state caused by tensions between its three principal regions. But development at the national and international levels also contributed to the same process.

The demand of Jammu Praja Parishad for what is called “full accession” of the state to the Indian union by which it meant that the constitutional status of the states of the country evoked sympathetic response among many of Indian nationalist. Hindu leaders like Dr. Shyamaprasad Mukerjee and N.C. Chatterjee were vocal supporters of the demand. They were willing to concede a special status for the valley if Jammu and Ladakh could be integrated with India.

In a bid to reconcile popular Kashmiri aspirations with the demands of Indian nationalism, Nehru initiated a dialogue with Abdullah and concluded what was called Delhi Agreement in July 1952. Under it, Abdullah agreed to cede a few more subjects to the centre then were contemplated in the original instrument of Accession. The agreement between the government of the state and India, inter alia, covered the following points:

(i) The two governments agreed with regard to the extension of provisions of the constitution of India dealing with citizenship to the state, allowing its legislature the right to define and regulate the rights and privileges of the “permanent residents” who used to be called state subjects.

(ii) Agreement was reached with regard to the application of fundamental rights
embodied in the constitution of India, subject to suitable modifications, amendments and exceptions so as to protect the land reforms of the state and deal with the cases of infiltration, espionage and sabotage. No decision could be taken on whether the character on fundamental rights in the Indian constitution should be extended as such to the state or should form a part of the Kashmir constitution.

(iii) Settlement was made with regard to the extension to the state of the original jurisdiction of the Supreme Court in regard to the enforcement of the fundamental rights and other provisions of the Indian constitution applied to the state.

(iv) The two Governments agreed to evolve some sort of financial arrangement between the state and the Indian union, the state government felt that a detailed and objective examination of the subject was necessary.

(v) It was agreed that the state would retain its flag but the union flag would have a supremely distinctive place in the state.

(vi) The head of the state would be elected by the state legislature but would hold office subject to the recognition of the president of India during his pleasure.

On some other subjects the discussions remained in conclusive. Explaining the terms of Agreement in parliament, Nehru categorically stated that special constitutional provisions for the state were only in response to the special political conditions obtaining in it at that time and “did not constitute a condition for its accession to India.” He said, the accession of the state was complete when it first acceded in 1947.

While Sheikh Abdullah and Jana Sangh leaders debated over the degree of accession, Nehru clearly wanted to make the issue of accession above controversy by delinking it from that centre state relations.

However, the agreement was far from successful in restoring inter-regional harmony. On the eve of its conclusion, the writer warned the prime minister against the consequences of increasing tension among the regions of the state. A written memorandum submitted on the occasion said, “Kashmir leadership has not been able to come out of the orbit of narrow local nationalism of the valley and extend its influence to other parts of the state. We apprehend growing deterioration in the internal relations between different regions, particularly when the policies of the Kashmiri leaders are encouraging communal and reactionary activities of the PrajaParishad in Jammu which also banks upon similar regional nationalism.

In particular it urged that during his talks with Kashmiri leaders, emphasis should be laid on “democratization of the political structure of the state. Safeguarding democratic rights of the people ensuring freedom of judiciary, making administration completely neutral and separate from the National Conference organization, better and more realistic relations between all regions, granting them some sort of autonomy and lastly on economic amelioration of the people through a planned economic policy of the state.

A public campaign to press the demand for regional autonomy followed. It elicited an assurance from Sheikh Abdullah to the effect that the constitution of the state, when complete would give limited regional autonomy,
particularly in cultural sphere to Jammu and Ladakh. Nehru told a press conference in the presence of Abdullah in New Delhi on 24th July 1952 that “the state government was considering regional autonomies within the larger state.

Criticizing the agreement in parliament Dr. Shyam Prasad Mukerjee advocated, “Kashmir’s complete integration with India or alternatively self-determination for Jammu and Ladakh.” Abdullah was quick to oblige by saying that, “If any region wished to break away, the government would not attempt to retain it by force.”

Delivering the presidential address at the first all India session of the Bharatiyajanmasangh at Kanpur towards the end of 1952, he said, “we would readily agree to treat the valley with Sheik Abdullah as its head in any special manner and such time as he would like but Jammu and Ladakh must be fully integrated with India according to the wishes of the people.

The Jammu PrajaParishad, which had reacted similarly, started a powerful agitation from 17th November 1952 when the state constituent Assembly started implementing the agreement and passed provisions in its regarding termination of the institution of Monarchy. The state government must have deliberately chosen to start the implementation of the agreement with this provision. It was a popular measure in the valley though not so in Jammu.

The PrajaParishad and the National Conference by polarizing the politics of the state helped each other in consolidating their hold on their respective communities. In fact the Parishad agitation seemed to be an real instrument for the fulfillment of the objectives of Muslim communals, Kashmiri Nationalists and communists who had one common interest in isolating Kashmir valley from the rest of India.

SPECIAL STATUS:--However, a distinct feature of the state's relations with the paramount power was absence of any provision for sectioning British Resident in the state which was the practice in other princely states of the country.

The residents were representative of the central government in the states under British Raj as the governors are in independent India, except that they had far greater powers undefined and arbitrary than the latter now have which bound by the letter of the constitution, albeit without a similar ceremonial status. The state thus enjoyed a sort of special status within the British India Empire.

The Anglo-Afghan war of 1878 and the gradual extension of the Russian empire almost up to the borders of the state increased its strategic value for the British empire through loyal princes and in particular, entrenching their administration in the neighboring Punjab the British were now anxious to extend their sway over Jammu and Kashmir state as well.

While Maharaja Gulab Singh and his son and successor Maharaja Ranbir Singh resisted proposals to station a British resident in the state, the British Government succeeded in doing so after the latter's death in 1885.

Lord Kimberley, British secretary of state for India in a communication to lord Rippon, the viceroy of India, dated 23 may 1884 confirmed that no resident was appointed in the state in 1846, nor was
suggestion of his appointment pressed in 1873, because it did not justify “disregarding objections which were expressed by authorities entitled to respect (referring to Kashmir Durbar).” But he added that in the interval circumstances had greatly changed, inter alia, due to the course of events beyond the border, which have materially increased the political importance of Kashmir. Accordingly, he advised the viceroy, to proceed in the matter at any time after the death of Maharaja Ranbir Singh.

ACCESSION OF KASHMIR WITH INDIAN UNION

Jammu And Kashmir State was one of those Indian princely states which did not join the constituent Assembly of India set-up under the cabinet mission plan announced on 16th May 1946. Addressing the session of the AISPC which met at Gwalior on 17th, 18th April 1946. Jawaharlal Nehru warned the princes that “all those who do not join the constituent Assembly now would be regarded as hostile states and they will have to bear the consequences of being so regarded.”

Liaqat Ali khan, the leader of the Muslim League in the central Executive declared, on the other hand, that the states were perfectly entitled to refuse to have anything to do with the constituent Assembly. In August 1946, the Muslim League finally decided against joining the Assembly. This encouraged a group of princes led by Nawab of Bhopal to sit on the fence. The relations of the Indian National Congress with the government of Jammu And Kashmir State were particularly strained following the arrest of its leader Jawaharlal Nehru at Kohala in June 1946 when he refused to obey the order to leave the state. He had gone there to arrange for the defence of Abdullah who had been arrested earlier in connection with the Quit Kashmir Movement. The congress working committee decided on 23rd September 1946 to send a deputation “to enquire into the reports of repression, suppression of civil liberties and tempering with votes” in the state Assembly election.

CONSTITUTIONAL STATUS RELATING TO JAMMU AND KASHMIR:

Constitutional relations of Jammu And Kashmir State with the centre have never been a good measure for the success of the process of India federalization. There has been a school of thought who has attached more importance to constitutional and legal bonds than satisfaction of political aspirations of the people. The movement for full application of the Indian constitution to the state gained momentum in Jammu and powerful support from many sections of population in the rest of the country despite enough warning about its advance effect on the minds of the people in Kashmir valley.

A major political party like the Jana Sangh and many eminent jurists like the late Supreme Court chief justice Mehan Chand Mahajan used to believe in a unitary form of government as the best guarantee for the unity of the country. Even at the time of the present survey (1975-76) a little less than half of Hindu respondents favoured a unitary constitution for India, whereas the Muslim opinion over 93% supported a federal constitution for India.

While studying evolution of the constitutional status of the state, the divergent views of its two major communities on the concept of the centre...
state relations must be kept in view. The divergence was obviously much wider in the past then is the case now.

The constitutional status of the state was almost similar to that of 544 princely states that acceded to the Indian union after independence of the country in 1947. But political compulsions created divergent expectations about the future of this status among people belonging to different regions and communities of the state.

Under section-7 of the Indian Independence Act, passed by the British parliament in 1947, the suzerainty of the British crown over the Indian states including the state of Jammu and Kashmir lapsed and “His Highness became as uncontrolled and absolute sovereign.” In exercise of this sovereign right to ruler of the state signed the instrument of Accession on 26th October 1947 which made it constitutionally a part of India.

In course of time when India’s commitment to hold a plebiscite to determine future of Kashmir started fading out and she shifted her stand on Kashmir from moral and political to constitutional grounds, the Maharaja’s sovereign position in 1947 gained importance in India’s official arguments. Interestingly while only 39% of Muslim respondents in the valley believed in the moral validity of the state’s accession to India, 80% of them believed that the accession was constitutionally valid.

The Instrument of Accession signed by the ruler of Jammu and Kashmir state was also of the standard from used by all the states, provided under section-6 of the government of India Act 1935, as adapted by the Indian (provisional constitution) order 1947. It vested with the dominion of the India the authority to deal with three subjects namely, Defence, External Affairs and communications as also ancillary matters.

Retaining the residual sovereignty with the state, the accession document specifically noted, “Nothing in this Instrument affects the continuance of ruler’s sovereignty in and over this state as provided under the Instrument. The exercise of any powers, authority and rights now enjoyed by the ruler of this state.”

The instrument also made the following two provisions:--

1. The terms of this my instrument of accession shall not be varied by any amendment of the Act of the Indian Independence Act 1947 unless such amendment is accepted by me by an instrument supplementary to this instrument.

2. Nothing in this instrument shall be deemed to commit me in any way to acceptance of any future constitution of India or to fetter my discretion to enter into arrangement with the government of India any such future constitution.

SCOPE OF ARTICLE-370 IN THE CONSTITUTION:

This article was included in the constitution as a special provision in view to the problems arising in respect of the state of Jammu and Kashmir and also the fact that government of India had given their assurance to the people of the state that their political future would be finally determined by themselves.

The policy of the constitution which appears from this article is that the constitution was framed for the
entire union of India but the provisions of the constitution should not apply to the territories of the state of Jammu and Kashmir until and unless the president made an order that they shall apply.

The effect of the article was to give jurisdiction to the union parliament to make laws for the state on matters specified either in the instrument of accession or by later additions made with the concurrence of the state government. It is no way altered the basis of relationship between the state and the union government and left the state to be governed by its own laws and constitution in the residuary field.

This article was inserted as a temporary provision until the constituent assembly of the state met and decided the political future of the state. The president was empowered by the article itself to decide at the appropriate moment whether the article should be abrogated or be retained subject to exceptions and modification. Now the constituent Assembly of the state has decided that Jammu and Kashmir is and shall be an integral part of the “Union of India”. How it would come into reality.

PAKISTAN’S CLAIM TOWARDS KASHMIR:

Pakistan claims Kashmir because of a Muslim Majority. Well, if Kashmir has a Muslim Majority, then Jammu has a Hindu Majority and Ladakh has Buddhist preponderance. Is not then the demand counter-balanced when Jammu and Ladakh are combined with Kashmir? Again Kashmir cannot be excluded or separated from either Jammu or Ladakh. Because the princely state of Kashmir comprised of both Jammu as well as Ladakh. At the time of accession the Maharaja had signed as the ruler of a state whose territory comprised of all these three taken together as one unit or whole. Hence Kashmir minus Jammu and Ladakh is not the state. So Pakistan’s demand because of this Muslim majority in Kashmir must be rejected as untenable.

With regard to the people of Kashmir when the constitution of India grants, guarantees and protects all the fundamental rights and treats the people of Kashmir on absolute parity with the rest of the Indians what more is left there for them to determine for which Pakistan has been wasting her crocodile’s tears all these 18 years and till now.

CONCLUSION: Thus having made a through survey of the political and legal aspect of the Indo-Pakistani dispute over Kashmir the conclusion is that International Law is always a very serious handicap for the weaker powers. Whereas the mighty powers always twist and turn it as they will for their own selfish interests. They impose their actions and decisions upon the weaker powers and try to pass them off as International Law by their force. International law is always subjected to and dominated by the power-politics. It is because of all these that it is said and believed that the so called International Law is not truly a law. If at all it is a law then it must be admitted that it is merely a law by courtesy. Observance of which primarily and most heavily rests upon the conduct of the mighty powers of the world. The future, importance, validity, affectivity, sanctity and the binding force of International law as a means and as an instrument for settling and adjusting the various interests and issues of and between the sovereign states in a world community of nations all depends upon the big powers.
It can be proved that what is politically feasible is not necessarily legal or just. A political settlement is therefore not a just and valid legal settlement. Particularly when such a settlement is based on a method, device or principle that is unrecognized and unaccepted as a legal prescription in the treatise of the law of nations relating to the territorial divisions between the sovereign states. Thus India can emphatically reject Pakistan's demand for a plebiscite in Kashmir on the ground that the principle as such is unrecognized, unaccepted and unfounded in the law of nations and as such is devoid of any legal validity whatsoever.

Thus the present so called “Azad Kashmir” which has come to stay as the de facto boundary in Kashmir between India and Pakistan all these years is without any legal validity behind it. It is the result of Pakistan's outright aggression against the former princely state of Jammu and Kashmir which subsequently became a part of the territory of the Indian union through the Instrument of Accession. Thus the so called “Azad Kashmir” has no legal recognition behind it. Legally India's sovereignty and right extends to this part of the state as well even though it is now under Pakistan's illegal occupation.

REFERENCE:
- White paper on Indian States part - XI
- M. SubhanVs State, AIR 1956 J & K 1
- Magher Singh Vs Principal Secretary J & K Govt. AIR 1953 J & K -25
- Ph. LakhantalVs State of J & K AIR 1956-SC -197
ECOTOURISM TOURISM IN EAST GODAVARI, ANDHRA PRADESH

Dr. Nomula Venkateshwarlu, Assistant Professor, V.K.V. Govt. Degree College, Kothapeta, East Godavari, Andhra Pradesh.

Abstract:
An attempt has been made in this paper to highlight the different variants of ecotourism in East Godavari district of Andhra Pradesh. There are many forms of tourism in East Godavari classified by typical features like nature, culture, heritage, time, health and many other things. This may be useful to the 28 lakh tourists who are visiting every year this district from all over the country, besides 3,000 foreign visitors, in attaining the true purpose of their travel. Ecotourism or green tourism is ecological tourism, with the main objective to preserve the nature or approach to rare species. Ecotourism activity involves an important education and interpretation component, as well as support for raising awareness on the necessity of natural and cultural capital preservation. Ecotourism must have minimum consequences on the environment and must also contribute to the welfare of local populations. That is why the author opted Ecotourism in this paper.

Key words: Ecotourism, culture, heritage, tourism industry

Introduction:
An attempt has been made in this paper to highlight the different variants of ecotourism in East Godavari district of Andhra Pradesh. This may be useful to the 28 lakh tourists who are visiting every year this district from all over the country, besides 3,000 foreign visitors, in attaining the true purpose of their travel.


Nestled beautifully on the river Godavari, East Godavari is located in the north east of the state of Andhra Pradesh. Here you can behold sheer magnificence of eternal nature through veils of time you can see amazing temples reflecting the zenith of architectural brilliance and unmatched craftsmanship. Behold Mother Nature in all her glory. Give in to your spirit of adventure. Quench your thirst for knowledge of our pristine culture and rich heritage. There are many forms of tourism in East Godavari classified by typical features like nature, culture, heritage, time, health and many other things.

Forms of tourism
The major heads are as follows after summarizing the latest findings of tourism.
(A) Eco-natural tourism
(B) Cultural tourism
(C) Pilgrimage (religious tourism)
(D) Rural tourism
(E) Health tourism
(F) Holiday tourism
Educational tourism
Business tourism
Tourism on water / seaside tourism
Mountain tourism
Rural tourism
City tourism

Maredumilli Eco Tourism

The Maredumilli Forests of East Godavari District are having rich biodiversity and the area is having semi evergreen forests with undulating terrain, which forms part of the Eastern Ghats. The Maredumilli Community Conservation & Eco Tourism Area is situated on Maredumilli – Bhadrachalam road, nearly 4 Km. away from Maredumilli village. The area is having many streams flowing over the undulating rocks in the deep woods and any visitor feel thrilling experience in the Nature.

The Eco-tourism project is managed by the local indigenous tribal community of Valamuru, Somireddypral and Valmeekipeta Vana Samrkhana Samithi people with the active support of Andhra Pradesh Forest Department. The project was successfully completed in a short span of time due to the commitment of the highly motivated community participation coupled with the timely financial assistance from the World Bank aided Andhra Pradesh Community Forest Management Project. This also provided unique opportunity to the native ethnic community to spread the message of conservation to the masses.

The jungle star campsite is located adjoining the Valamururiver with the stream flowing on 3 sides overlooking the Vali-SugrivaKonda which is believed to be the battle ground of the Vali-Sugriva during the Ramayana period. The remarkable variation of the battleground with the presence of grass land, encircled by forests on the other hillocks makes the visitor to pay attention on the legendary story.

As a part of Tourism Development Maredumilli Forest Rest House was constructed in the year 1914, the Forest Rest House is in Maredumilli Village with all facilities. The name of the rest house is Abhayaranya Forest Rest House. Suits are available here for stay of Tourists.

Papikonda wild life sanctuary

Papikonda wild life sanctuary situated in the fertile godavaribasin, the 591km Papikonda wild life sanctuary has abundant vegetation that is native to the easternGhats. It is located about 50km from rjaahumundry. The animals that can be spotted here include tiger, panther, gaur, deer, Chowsingha, Sambar, block, mouse and deer, barking deer, sloth bear and marshcrocodile, apart from avriety of birds. You can also enjoy about ride from Rajahmundry upstream the godavari river with packed lunch Konaseema is an oasis of enchanting beauty. Peace and tranquility that is a dream tour destination for all. The northern side is bounded by godavari. It is one of most fertile lands present in Coromandel cost. The entire region is rich in coconut trees, mango groves, cashew and paddy fields. Every January of Konaseema is a witness for its great ‘Konaseema festival’ boat competitions make us to remember Kerala. They are held in different steams of river Godavari.

An exciting launch ride on the Godavari river from Divipatnam takes the tribal villages of gandipochama and
rampachodavaram you can reach rampachodavaram by road from rajamundry, which is at a distance of 50 km. here one can witness the traditional tribal dance ‘vela’ performed by women dressed in bright attire. the dance is highly rhythmic accompanied by singing. yet another tribal dance called kommu is performed by men only, dressed in typical tribal attire with headdresses of horns with horns. at rampachodavaram, one can drive down to maredumilli just 20 km away which is a little known hill station. the drive through the dense jungle is quite enjoyable and one can expect close encounters with wild animals.

Papi Hills or PapiKondalu (In Telugu language) is part of Eastern Ghats through which Godavari pierces and flows in twists and turns (called ‘malupulu’ in telugu) towards east. Entire area of PapiKondalu is covered by tropical rain forests and deciduous rain forests.

The boat ride commences at Polavaram in summers because of low water levels and in Pattiseema at all other times. The boat ride leads you to countryside patch-worked with tiny farm plots, the landscapes dotted with tribal habitations, the river banks forested with the timber reserves, the fresh air and the deep river all blend tighter to make it a magic place. They present ideal settings to enjoy the nature. The beauty of the uncrowned spaces all along the river makes people stop and stare. Actual PapiKondalu is a place where the width of Godavari is Narrowest less than a KM. From distance you would feel that both the hills are merging together however the boat cruises through the narrow width of Godavari and this is the best of the entire trip.

Small waterfalls, water streams, thick rain forest and other flora and fauna adds to scenic beauty of PapiKondalu. A legend about PapiKondalu is the Lord Rama and goddess Sita dwelled here during the vanavasa. Considerable percentage Telugu movies are shot in Rajahmundry and east Godavari district. (PapiKondalu is important attractions for these movie makers). Ramadasu, Apadbhandavudu, Godavari, are few of the popular movies shot here. The boat takes you till Parentallapalli in Khammam district the abode of lord shiva.

Konaseema

The Godavari River island large enough to support unending acres of coconut groves but small enough to offer you a secluded holiday. Sun streaked riversides, the backbeat of waves striking shore, a musky earthen fragrance, coconut palms gyrating to the breeze off the river. This region Well known for Andhra Pradesh hospitality3. That Konaseema in season & and off season. A Must visit on the itinerary of every true blue vacationer. A set of breathtakingly picturesque islands floating in a 50 kms. Stretch of river Godavari, Konaseema brings to mind the canvas of a master painter. What better than to cruise down the gently lapping water, to set foot on each of these floating gems, to explore their pristine, almost virgin, beauty first hand? If you have been dreaming about a kerela backwater cruise, we suggest you make your way to konaseema now.

Andhra Pradesh Tourism makes the Konaseema experience even more memorable with its air conditioned 3 double bedroomed Houseboat Cruises. Now available for private charter are
fully furnished boats accommodating upto four adults. Each is equipped with two double bedrooms with attached bathe, and a sit out-cum-dining area on the deck. On board, to attend to your comforts, are trained attendants. If to travel more than 4 members, extra 300 Rs will be charged for each member. The boat can be accommodated nearly 12 members.

The cruiser which sets sail at 10 am will take you along the winding tributaries of Godavari - Vynateyam and Vasista. Food is served - breakfast & lunch (veg) on the boat and dinner (non-veg) on an island in typical rustic style. The menu is a compilation of the best of ethnic cuisine fresh vegetarian fare and spicy non vegetarian food to bring you the true taste of Andhra.

The boat will drop anchor at Dindi Resorts (both starting and ending point). From Dindi resorts the cruise sail upstream Rajolu Town and to downstream upto Narsapur town. The tourists can travel in and around nearly 50 K.m. The travelers those who wanted to stay night at boat, for them the boat will be anchored near the resorts. Air conditioned rooms accommodation facility provided only to the travelers those who booked for 24 hours, and stay night at boat. For smooth and comfortable travel, advance booking is must.

**Backwater Tourism/ Houseboat**

Konaseema is a delta located in the East Godavari and West Godavari districts of Andhra Pradesh, India. This delta is surrounded on all sides by waters (of Godavari and the Bay of Bengal). Konaseema is famous for its scenic greenery and vedic scholars. The origin of the name may be from Telugu word "Kona" meaning corner which resembles its shape. The northern side is bounded by Gautami Godavari and southern side is bounded by Vasista Godavari. Coconut palms, the arboreal symbol of Konaseema landscape, fringe the backwaters framing the blue tropical sky during daytime and a starry twinkling firmament during evenings.

The festivals of Rathotsavam (for Lord Vishnu) and Prabhala Teertham (for Lord Shiva) are famous all through the region. Most famous of Rathotsavam festivals are of Antarvediteertham and Yanamteertham.

**Konaseema Rural Tourism:**

India is a country of rich culture and heritage. With above 70% population residing in around 6 million plus villages, real India has its roots right inside this simplistic structure. With Rural Tourism, we try to take you to a journey of not so known(places like Konaseema,) - the land and people which is the back bone of this country. It is a journey to explore diversity and hospitality from nook and corners of Rural India.

Here is an attempt from vizag Tourism to take you away to Konaseema, a dream land full of peace, simplicity and innocence. Connect with nature, unlearn luxury, and spend time looking at surroundings and people who support your life by providing the raw inputs for complex city life needs. What you explore during these tours is a unique experience and an eye opener to the basics of a developing economy. For corporate people, this gives a day off to go back to roots and this gives an opportunity to spend time in the rural atmosphere away from the Mouse and the motherboard.

The different villages that you visit as a part of Konaseema package are sure to
leave lasting memories in your mind. This is an opportunity to see the India described in novels for people engaged in hustle and bustle of daily city life.

The best part is while visiting these places you would get an opportunity to experience the tradition of art, culture and lifestyles of Rural Andhra. You can enjoy a blend of rural and Temple Tourism as you would get a chance to visit various temples in your rural tourism itinerary. There is an option to stay in a farm house equipped with all facilities to have a feel of the rural atmosphere.

**Back Water Tourism of Konaseema:**

Konaseema is known for its backwaters. They as a whole, form an intricate network of lagoons, lakes, canals, estuaries, and rivers that drain into the bay of bengal. Boating along the backwaters offers spectacular views and vistas of konaseema's pristine natural beauty. Coconut palms, the arboreal symbol of Konaseema landscape, fringe the backwaters framing the blue tropical sky during daytime and a starry twinkling firmament during evenings. There are diverse sceneries along the backwaters crisscrossing the coastal areas.

**Coringa Sanctuary**

Gurgling streams invite you to beautiful lakes and wild life sanctuaries and where lush paddy fields swaying in the breeze appear to dance celebrating life. Coringa sanctuary is an amazing scenic place to visit and is situated in east Godavari which is close to Kakinada city and is widespread over an area of 235 square kms. Rich flora and found can be experienced in the Coringa sanctuary. there are around 35 varieties of mangrove plants which are present at this place. It is very famous for olive Ridley sea turtle estuarine crocodiles and fishing cat.

**Kadiyam Nurseries**

Kadiyam nurseries spread in 3,500 acres in 11 villages of Kadiyammandal. On December 25th of every year a unique ‘Exhibition of Flowers / The Festival of Flowers’ is organized by the nurseries nearby. World class variants of flowers is a good worthy feast to natural lovers. World Heritage day is celebrated on April 18 of every year at Adurru, an ancient historical Buddhist site. It is known for Buddhist monuments. It is a village located in Razole Taluk. The ruins of Buddhist stupas, chityas and viharas were discovered by the Archaeological Survey of India (ASI) in the year 1953. Mahastupa is the major attraction of the place.

**Rampachodavaram**

is a tribal village, 50 km from Rajahmundry in East Godavari District. The surrounding villages are very popular with regional film makers for its untouched natural beauty. At Rampachodavaram, the tourists can see the traditional tribal dance, Vela, performed by women dressed in bright clothes. Another tribal dance called Kommu, performed by men dressed in typical tribal clothes with a headgear of horns, is also interesting. Rest houses and huts of forest department are available in Rampachodavaram, Maredimilli, Devipatnam for those who would like spend nights in deep forest.

**Hope Island**

is a narrow stretch of sandy formation in the mighty Bay of Bengal which was responsible for the formation of the Bay of Kakinada. Hope Island protects the city of Kakinada from the strong cyclone/tidal
waves coming from the Bay of Bengal and offers shelter to ships which berth at anchor in the Kakinada Bay. This enchanting island was formed during the last 200 years by the sand drifting from the tributary of Godavari River. The picturesque island presents a beautiful view with backwaters on one side and sandy beaches on the side facing the Bay of Bengal. The northern part of the island is called the "Godavari point" which overlooks the entry point into the Bay of Kakinada and the Kakinada harbour.

It is concluded that East Godavi district has famous locations and attracting many pilgrims. But, maintenance is the major problem. Thus, efforts should be made in this regard.


5 Proceedings of the Andhra Historical Research Society, Rajamundry.

6 “Turpu Godvari ZillaloBauddhaStupalu” -2012 -by pilliRambabu – center forBuddhist
ISSUES IN MAHATMA GANDHI NATIONAL RURAL EMPLOYMENT GUARANTEE ACT, 2005

Dr. Vijayakumar Bandi, 5-20-65/A, Near Ps Park, Padison Pet, IthaNagarTenali

Abstract:
The aim of the paper is to present the issues involved in the Central Government formulated the National Rural Employment Guarantee Act (MGNREGA) in 2005. In fact mass have an idea about the act as a wage employment programme. But it has providing various rights to the employee in the unorganized sector.

Key words: Employment Guarantee, unskilled manual work, Women empowerment, equal wage

INTRODUCTION

Evolving the design of the wage employment programmes to more effectively fight Poverty, the Central Government formulated the National Rural Employment Guarantee Act (MGNREGA) in 2005. With its legal framework and rights-based approach, MGNREGA provides employment to those who demand it and is a paradigm shift from earlier programmes. Notified on September 7, 2005, MGNREGA aims at enhancing Livelihood security by providing at least one hundred days of guaranteed wage Employment in a financial year to every rural household whose adult members volunteer to do unskilled manual work. The Act covered 200 districts in its first phase, implemented on February 2, 2006, and was extended to 130 additional districts in 2007-2008. All the remaining rural areas have been notified with effect from April 1, 2008.

I. Salient features of the Act

1. Right based Framework: For adult members of a rural household willing to do unskilled manual work.

2. Time bound Guarantee: 15 days for provision of employment, else unemployment allowance

3. Up to 100 days in a financial year per household, depending on the actual demand.

4. Labor Intensive Works: 60:40 wage and material ratio for permissible works; no Contractors/machinery.

5. Decentralized Planning

6. Gram Sabah’s to recommend works

7. At least 50% of works by Gram Panchayats for execution

8. Principal role of PRIs in planning, monitoring and implementation

9. Work site facilities: Crèche, drinking water, first aid and shade provided at worksites

10. Women empowerment: At least one-third of beneficiaries should be women

11. Transparency & Accountability: Proactive disclosure through Social Audits, Grievance Redressed Mechanism,

12. Implementation Under Sec 3, States are responsible for providing work in accordance with the Scheme. Under Sec 4, every state government is required to make a scheme for Providing not less than 100 days of guaranteed employment in a financial year, to Those who demand work.

www.ijar.org.in
13. Funding
14. Central Government - 100% of wages for unskilled manual work, 75% of Material cost of the schemes including payment of wages to skilled and semi Skilled workers.
15. State Government - 25% of material including payment of wages to skilled and semi skilled workers cost. 100% of unemployment allowance by state Government

II. Non Negotiable
I. Only Job Card holders to be employed for MGNREGA works
II. To provide employment within 15 days of application
III. No contractor
IV. Task to be performed by using manual labour & not machines
V. Muster rolls to be maintained on work sites
VI. Proactive disclosure of information.
VII. Wage payments to be through accounts in banks/post offices
VIII. Wage material ratio - 60:40
IX. At least 50% of the works in terms of cost under a Scheme to be implemented

Through GPs Programme Implementation and Outcomes in LWE Districts: The Ministry is also Continually reviewing the implementation of MGNREGA in LWE districts. In FY 2008-09, the average person days of employment per household was 48 days for the year 2008-09 And 2009-10 and 47 days for 2010-11. 93% of rural households have been provided job Cards against the national average of 68% up to FY 2009-10 and over 9% households Completed 100 days in FY 2008-09, 2009-10 and 2010-11 as compared to 10 % households in FY 2008-09, 2009-10 and 2010-11. The women participation rate in these A district is 45% Natural Resource Regeneration and impact on agricultural productivity

I) the works undertaken through MGNREGA give priority to activities related to Water harvesting, groundwater recharge, drought-proofing, and flood protection. Its focus on eco- restoration and sustainable livelihoods will lead over time, to an Increase in land productivity and aid the workers in moving from wage Employment to sustainable employment. Almost 80% works relate to soil and Water conservation. MGNREGA works by their very nature place stress on Increasing land productivity, recharging ground water and increasing water Availability.

ii) Recent amendment of the Act to permit MGNREGA works on individual land of Small and marginal farmers who constitute 89% of the farming community, in Addition to the individual land of SC/ST/BPL/IAY/ land reform beneficiaries will Augment the impact on agricultural productivity and household income. In order to appraise the performance and impact of the main findings of the study are:

1. Increase in household income: In LWE areas of Chhattisgarh, Orissa, Jharkhand and Andhra Pradesh, income of rural labour households has gone up as a result of this Programme.
2. Increase in agricultural wages: In LWE areas of Chhattisgarh, Orissa, Jharkhand and Andhra Pradesh, wages in various agricultural operations have gone up as a result of
3. Implementation of MGNREGA. This has lead to an increase in fertilizer use, and quality Seeds
4. Reduction in distress migration: In village Besrapal, located in Bastar District of Chhattisgarh, village Nawagarh, located in Gumla District and village Mahel, located in Khunti District of Jharkhand, the incidence of out-migration from the village to distant Places for manual works had come down as a result of MGNREGA works. 5. In order to address constraints like timely measurement of works, preparation of shelf of works, and

**Delays in wage payments, the Ministry has taken the following initiatives:**

A) Timely measurement of works: Recognizing the need for adequate human resource for timely measurement of work, the Ministry took the following initiatives:

All activities required to process payment of wages must invariably be completed as per Timelines given in the circular of the Ministry dated 29th Oct 2010. This includes; closure of muster on 6th day, MB to be brought to appropriate authority on 8th day or before and So on. Penal provision (Sec 25 of the Act) should invariably be invoked for delays.

**A. flow chart with time schedule has been suggested to the States.**

I. Closing of muster roll by 6th day after start of the work.

II. Bringing muster roll measurement book by 8th day.

III. Entry of muster roll in MIS and generation of pay orders by 9th and 10th Days.

IV. Submission of pay order at the Block post office/bank, generation of Information wage slip transfer of pay order at the village post office/bank within 11th and 12th day.

V. Deposit of wages in the account of wage earners 13th day.

VI. Entry of disbursement of wage into MIS within 16th day.

II. As mentioned in operational guideline (section 6.4.4) Mates/Barefoot Engineers who Would work under the guidance of the Technical Assistants to help out with the technical Surveys and readings, worksite layouts and maintenance of technical records. Executive instructions on deployment of personnel: The Ministry has issued a circular on Recruitment of personnel within this 6%. The circular recommends recruitment of The Panchayats Development Officer in select Panchayats, 1 technical assistant for every 6000 HHs.

**b. Timely wage Payment** The Ministry is also instructing the states to operationalize the BC model and report regularly on progress. The states are to identify unsaved areas for BC model and discuss with banks. The Ministry has also issued executive instructions for appointment of Business correspondent (BC) system Many Post Offices do not keep adequate cash amount. Ministry has issues instruction to Many Post Offices do not keep adequate cash amount. Ministry has issues instruction to State that the District Administration should place adequate amounts with all the post Offices to facilitate payment; State that the District Administration should place adequate amounts with all the post Offices to facilitate payment;

* District Administration should facilitate transport and security for carrying cash

* Alternate Institutions like SHG Federations, LAMPS, and Non-Scheduled Commercial Banks
And Private Banks like Cooperative Bank, RRBs, Garmin Banks etc, JFM Groups of proven track records and others could be authorized to act as BCs.

* Pending complete roll out of BCs / Post offices, alternative arrangements such as mobile Banking etc should be provided.

C: Social Audits

Social Audits enable the rural communities to monitor and analyze the quality, durability and usefulness of MGNREGA works as well as mobilizes awareness and enforcement on their rights. Social Audit is an important tool by which the people can improve and devise Strategies to enhance the quality of implementation of MGNREGA. The Ministry has accorded utmost importance to the organization of Social Audits by the Gram Panchayats and issued instructions to the States to make necessary arrangements for the purpose. The Mahatma Gandhi National Rural Employment Guarantee Audit of Schemes Rules, 2011 have been formulated and shared with States/UTs for action.

D: Work on individual land permitted under MGRNEGA

Amendment of the Act to permit MGNREGA works on individual land of small and Marginal farmers who constitute 89% of the farming community, in addition to the individual land of SC/ST/BPL/IAY/ land reform beneficiaries will augment the impact on Agricultural productivity and household income. Following works can be taken up—
- Irrigation facility: Construction of Dug well, Farm ponds, Tanka, Ground water recharge Structure, Construction/lining of water courses/Irrigation channel etc.
- Land development facilities: Construction of contour/graded bund, land leveling & shaping, reclamation of saline/alkaline land, construction of drainage channels, wasteland by transporting silt from nearby tank, development of waste land/fallow land.
- Horticulture, Plantation: all activities related to horticulture including nursery rising.

E: District Level Ombudsman:

District Level Ombudsman for effective grievance redressed: The Ombudsman will be appointed by the State Government on the recommendation of the selection committee. Appointed by the State Government on the recommendation of the selection committee. Ombudsmen will be well-known persons from civil society who have experience in the field of public administration, law, academics, social work or management. Ombudsman will be an agency independent of the central or state government. The Ombudsman will receive complaints from MGNREGA workers and others on any matters consider such complaints and facilitate their disposal in accordance with law.

F: Leveraging MGNREGA for sustainable development through convergence:

In view of the inter-sectoral of MGNREGA, the need to create durable assets and improve livelihood security and the common target groups of certain development Programmes with MGNREGA, the Ministry has developed and disseminated convergence Guidelines with different Schemes and specific programmes viz. Indian Council
of Agricultural Research, National A
forestation Programme and other
schemes of the Ministry of Forest &
Environment, Schemes of the Ministry of
Water Resources, PMGSY(Department
of Rural Development), SGSY
(Department of Rural Development),
Watershed Development Programmes
(Department of Land Resources,
Ministry of Rural Development),
Ministry of Agriculture and Fisheries

Dr. Vijayakumar Bandi is working as faculty in Andhra Pradesh
Tribal Welfare Residential discipline, Yerragondapalem,
Prakasam District, Navyandhra Pradesh since 2001. He worked
as Teaching Assistant in Department of Buddhist Studies and
Philosophy in Acharya Nagarjuna University, Guntur (1996-199).
He has 3 years post graduate experience and 15 years experience
in Gurukulam College and etc. He has published 20 Articles
Various Journals, National & International journals. 15 Papers
are presented at Various National and International Conferences
and seminars.
SUCCESS THROUGH SOCIAL RESPONSIBILITY: A UNIQUE MODEL OF TATA GROUP

Dr. Santanu Kumar Das, Assistant Professor (MBA), Kalam Institute of Technology, Govinda Vihar, Ganjam Dist, Odisha

Abstract
In this paper an attempt made by the authors to highlight the Corporate Social Responsibility (CSR) activities, finding out its scope taking the case of the TATA Group under Mr. Ratan Tata who has exemplified the sense of responsibility towards the upliftment of common masses and protection of the environment and development of the nation. CSR initiatives, to really bear fruit, must result in a mutuality of benefits for the society/stakeholders as well as for the corporation itself. CSR initiatives should be so integrated and internalized by the corporations that they are placed at the very heart of the business and not merely as an appendage to it.

Key words: Achievement, Corporate, Responsibility, Sustainability

Tata Corporate Sustainability Policy: “No success or achievement in material terms is worthwhile unless it serves the needs or interests of the country and its people”. - J R D Tata

I. Introduction
As per the Companies Act, 2013, section 135, every company having a net worth of rupees five hundred crore or more, or a turnover of rupees one thousand crore or more or a net profit of rupees five crore or more, during any financial year, shall ensure that the company spends, in every financial year, at least two per cent of the average net profits of the company made during the three immediately preceding financial years, in pursuance of its Corporate Social Responsibility policy. Corporate Social Responsibility is a management concept whereby companies integrate social and environmental concerns in their business operations and interactions with their stakeholders. In recent years CSR has become a fundamental business practice and has gained much attention from management teams of larger international companies. Companies have determined that their impact on the economic, social and environmental landscape directly affects their relationships with stakeholders, in particular investors, employees, customers, business partners, governments and communities.

Literature Review
The concept of CSR originated in the 1950's in the USA but it became prevalent in early 1970s. At that time US had lots of social problems like poverty, unemployment and pollution. Consequently a huge fall in the prices of Dollar was witnessed. Corporate Social Responsibility became a matter of utmost importance for diverse groups demanding change in the business. During the 1980's to 2000, corporations recognized and started accepting a responsibility towards society. Corporate...
social responsibility (CSR) focuses on the wealth creation for the optimal benefit of all stakeholders – including shareholders, employees, customers, environment and society. The term stakeholder means all those on whom an organization's performance and activities have some impact either directly or indirectly. This term was used to describe corporate owners beyond shareholders as a result of a book titled Strategic management: a stakeholder approach by R. Edward Freeman in the year 1984.

According to Bowen, “CSR refers to the obligations of businessmen to pursue those policies to make those decisions or to follow those lines of relations which are desirable in terms of the objectives and values of our society”. Frederick (1960) stated Social responsibility means that businessmen should oversee the operation of an economic system that fulfils the expectations of the people. Davis (1960) argued that social responsibility is a nebulous idea but should be seen in a managerial context. He asserted that some socially responsible business decisions can be justified by a long, complicated process of reasoning as having a good chance of bringing long-run economic gain to the firm, thus paying it back for its socially responsible outlook (p. 70). An ideal CSR has both ethical and philosophical dimensions, particularly in India where there exists a wide gap between sections of people in terms of income and standards as well as socio-economic status (Bajpai, 2001). Goyder (2003) argues: Industry in the 20th century can no longer be regarded as a private arrangement for enriching shareholders. It has become a joint enterprise in which workers, management, consumers, the locality, govt. and trade union officials all play a part. If the system which we know by the name private enterprise is to continue, some way must be found to embrace many interests whom we go to make up industry in a common purpose. CSR implies some sort of commitment, through corporate policies and action. This operational view of CSR is reflected in a firm's social performance, which can be assessed by how a firm manages its societal relationships, its social impact and the outcomes of its CSR policies and actions (Wood, 1991).

**Objectives of the study**

The objectives of this research paper are to:
1) Understand the concept of CSR;
2) Find out the operational dimension of CSR in Tata Group and
3) Examine how far Tata Group has been successful in discharging the Social Responsibilities to all its stakeholders.

**Research Methodology**

Exhaustive literature survey regarding the topic and related concepts has been done. Secondary data inclusive of quantitative and qualitative data as well collected from various sources including books, research papers, newspapers, magazines, and websites is used for the purpose of study.

**ANALYSIS OF THE STUDY**

**II. Tata Group and its CSR Initiatives**

Ranging from steel, automobiles and software to consumer goods and telecommunications the Tata Group operates more than 80 companies. It has around 200,000 employees across India and thus has the pride to be nation's largest private employer. Mr. Ratan N. Tata has led the eminent Tata Group successfully. Under Tata, the group went through major organisational phases —
rationalisation, globalisation, and now innovation, as it attempts to reach a reported $500 billion in revenues by 2020-21, roughly the size of what Walmart is today. Tata is accredited to initiate various labor welfare laws. For example- the establishment of Welfare Department was introduced in 1917 and enforced by law in 1948; Maternity Benefit was introduced in 1928 and enforced by law in 1946. A pioneer in several areas, the Tata group has got the credit of pioneering India's steel industry, civil aviation and starting the country's first power plant. It had the world's largest integrated tea operation. It is world's sixth largest manufacturer of watches (Titan).

**Recognition of CSR** — In a free enterprise, the community is not just another stakeholder in business but is in fact the very purpose of its existence." - Jamsetji Nusserwanji, Tata Founder, Tata Group. "Corporate Social Responsibility should be in the DNA of every organization. Our processes should be aligned so as to benefit the society. If society prospers, so shall the organization..." - Manoj Chakravarti, G M - Corporate Affairs & Corporate Head - Social Responsibility, Titan Industries Limited in 2004. Corporate Social Responsibility has always been taken care of by the Tata group.

The CSR initiatives of Tata Group are in several areas such as environment, human rights and product responsibility.

**Environment:** The objectives of the company's environmental policy are pollution prevention and compliance with all applicable legal requirements. The organization has ISO-14001 certified auditors. The Green Procurement Policy was formulated by the company with the following objectives- adopt reduce-reuse-recycle, buy recycled materials and put in place a green supply chain. In the context of biodiversity, TCS is working on conservation and sustainable economic development.

**Human rights:** The TATA code of conduct enunciates basic values of integrity, leading change, excellence, and respect for individuals and fostering an environment of learning and sharing. TCS has been certified People Capability Maturity Model (PCMM) Level 5, which was valid till 2007-08 (Curtis, Hefley and Miller, 2002). At the board level, the Ethics and Compliance Committee has been set up to ensure all codes of conduct are followed and corporate disclosure practised.

**Introducing Changes in the Company's Article and Rules for Sustaining CSR Clause No. 10 of Tata Group**

A Tata Company shall be committed to be a good corporate citizen not only in compliance with all relevant laws and regulations but also by actively assisting in the improvement of the quality of life of the people in the communities in which it operates with the objective of making them self-reliant. Such social responsibility would comprise, to initiate and support community initiatives in the field of community health and family welfare, water management, vocational training, education and literacy and encourage application of modern scientific and managerial techniques and expertise. To institutionalize the CSR charter, a clause on this was put into the group's 'Code of Conduct.' This clause states that group companies had to actively assist in improving quality of life in the communities in which they operated. All the group companies were signatories to this code. CSR was included as one of the key business processes in TISCO. It was one of the eight key business processes identified.
by TISCO's management and considered critical to the success of the company.

**CSR Activities of Tata Companies & Societies:**

Through the companies and societies like Tata Steel, Tata Motors, Tata Chemicals Ltd (TCL), Tata Tea, Titan, TISCO, TELCO, Tata Consultancy Services (TCS), Tata Archery Academy, Tata Quality Management Services (TQMS) TCSRDTata Chemicals Limited (TCL), Tata Relief Committee AND Tata Council for Community Initiatives (TCCI) Tata group keeps on heading towards the fulfillment of corporate social responsibility in various dimensions.

Tata Steel spends 5-7 per cent of its profit after tax on several CSR initiatives.

**Self-help groups:** Over 500 self-help groups are currently operating under various poverty alleviation programs; out of which over 200 are engaged in activities of income generation thorough micro enterprises. Women empowerment programs through Self-Help Groups have been extended to 700 villages.

**Social Welfare Organizations:** Tata Steel supports various social welfare organizations. These include the Tata Steel Rural Development Society, Tata Tribal Cultural Society, Tata Steel Foundation for Family Initiatives, National Association for the Blind, ShishuNiketan, School of Hope, Centre for Hearing Impaired Children, Indian Red Cross Society, East Singhbhum. Tata steel has hosted 12 Lifeline Expresses in association with the Ministry of Railways, Impact India Foundation and the Government of Jharkhand. It has served over 50,000 people. Five thousand people have got surgical facilities and over 1,000 people received aids and appliances. Over seven lakh rural and another seven Lac urban population have been benefited by the CSR activities of Tata Steel. The National Horticulture Mission program that has been taken up in collaboration with the Government of Jharkhand has benefited more than a thousand households. In collaboration with the Ministry of Non- Conventional Energy and the Confederation of Indian Industry, focus is laid on renewable energy aiming at enhancing rural livelihood.

**Healthcare Projects:** In its 100th year, the Tata Steel Centenary Project has just been announced. The healthcare projects of Tata Steel include facilitation of child education, immunization and childcare, plantation activities, creation of awareness of AIDS and other healthcare projects.

**(d) Economic Empowerment:** A program aiming at economic empowerment through improvised agriculture has been taken up in three backward tribal blocks in Jharkhand, Orissa and Chhattisgarh. An expenditure of Rs 100 crore has been estimated for the purpose and this program is expected to benefit 40,000 tribal living in over 400 villages in these three States.

**(e) Assistance to Government** Tata Steel has hosted 12 Lifeline Expresses in association with the Ministry of Railways, Impact India Foundation and the Government of Jharkhand. It has served over 50,000 people. Five thousand people have got surgical facilities and over 1,000 people received aids and appliances. Over seven lakh rural and another seven Lac urban population have been benefited by the CSR activities of Tata Steel. The National Horticulture Mission program that has been taken up in collaboration with the Government of Jharkhand has benefited more than a thousand households. In collaboration with the Ministry of Non- Conventional Energy and the Confederation of Indian Industry, focus is laid on renewable energy aiming at enhancing rural livelihood.

**Pollution Control:** Tata Motors has also made investments in the establishment of an advanced emission-testing laboratory.
Ecological Balance:
Tata Motors has planted 80,000 trees in the works and the township and more than 2.4 million trees have been planted in Jamshedpur region.

Employment Generation: The Tata Motors Grihini Social Welfare Society assists employees' women dependents; they make a variety of products, ranging from pickles to electrical cable harnesses etc; thereby making they financially secure.

(d) Economic Capital
In Lucknow, two Societies - SamajVikas Kendra & Jan ParivarKalyanSanthan have been formed for rural development & for providing healthcare to the rural areas. These societies have made great efforts for health, education and women empowerment in rural areas.

Human Capital
Tata motors have introduced many scholarship programs for the higher education of the children. Through a scholarship program Vidyadhanam, the company supports 211 students. Out of these students 132 students are from the marginalized sections of the society. These students get books, copies and other study materials. They also undergo different kinds of workshops, creative & outdoor sessions and residential camps as well. The company has entered into Public-Private Partnership (PPP) for upgrading 10 Industrial Technical Institutes (ITI) across the country.

Natural Capital
On the World Environment Day, Tata Motors has launched a tree plantation drive across India and countries in the SAARC region, Middle East Russia and Africa. As many as 25,000 trees were planted on the day. Apart from this more than 100,000 saplings were planted throughout the monsoon.

Hospital on wheels
Tata Chemicals Limited was also the first organization to run world's first hospital on wheels - the Life Line Express, through Jamnagar district for the first time between November 21, 2004 and December 21, 2004.

Tata Tea has been working hard since the 1980s to fulfil the needs of specially-able people and various programs provide education, training and rehabilitation of children and young adults with special needs.

The DARE: It provides the students with training in basic academics, self-help skills and skills like gardening, cooking, weaving etc. Children are taught to paint and some of the paintings are printed and sold as greeting cards. The sales proceeds of which are used back into the units.

The DARE strawberry: It preserves unit trains youngsters to make natural strawberry preserve. The trainees are paid for the work; they receive social cover, free medical aid and other benefits.

Athulya: It has two units: A vocational training centre that imparts training in stationery-making and another one is a handmade paper-making unit which trains physically challenged persons in the art of making recycled paper.

Aranya: This project was started to nurture the lives of the disabled and also to revive the ancient art of natural dye. Individuals are given training in various natural dyeing techniques including block printing, tie and dye, batik work,
etc. Their products are sold in and outside the country.

**Community development**

Titan Company has embarked on and completed several community development programmes as part of its CSR initiative. A few among these successful projects are:

**Titan Scholarship** - Have been awarded to students in Dharmapuri and Krishnagiri districts (Tamil Nadu), based on academic performance and socio-economic background for over 550 students from the economically backward section. In 2013-14, this programme has been extended to Uttarakhand.

**Titan Township**: A sustainable community in Hosur (Tamil Nadu), that provides housing to 1300 residents collaborating with NGOs MCA and Ashraya.

**Titan Kanya - Educating the Girl Child**: A pan-India programme to empower the girl child by ensuring that she completes her primary education up to class X. About 5000 girls have benefited from this programme.

**Meadow Project (Myrada)**: an inclusive growth programme in collaboration with a local NGO ensured a collaborated effort with self-help groups of rural women to provide gainful employment to more than 510 rural women in and around Hosur, with our three manufacturing plants (Tamil Nadu).

TISCO was awarded The Energy Research Institute (TERI) award for Corporate Social Responsibility (CSR) for the fiscal year 2002-03 in recognition of its corporate citizenship and sustainability initiatives.

**Tata Relief Committee** Tata Relief Committee (TRC) works to provide relief at disaster affected areas. During natural calamities there are two phases of assistance - (a) relief measures and (b) rehabilitation program. After the Gujarat earthquake the group built 200 schools in two years and they rendered help during the Orissa floods when people lost cattle. Even after the Tsunami disaster members of TRC immediately reached the places and supplied the things required.

**Conclusion**

The foregoing analysis succinctly reveals that in order to bring back and maintain balance between economic and social parameters, corporate entities today are increasingly required to focus and act decisively on CSR front. It is also crystal clear from the study that the Tata Group has gone a long way in fulfilling its duties and responsibilities towards society and nation besides pursuing the economic objectives. The concept of private-public partnership (PPP) should be applied in the effective implementation of CSR i.e. government and business houses should act in collaboration for the cause. Besides, periodic review of the CSR activities should be conducted by every business entity so as to identify the pitfalls and the areas left out. Innovation should essentially be a matter of concern; be it searching the untouched areas and scope of CSR or the formulation of CSR strategy or the implementation thereof. NGOs should be encouraged to act in collaboration for the CSR activities under different schemes and projects as they play a crucial role in the upliftment of the masses.
References


Bajpai, G.N., Corporate Social Responsibility in India and Europe: Cross Cultural Perspective, 2001;


Forerunners in corporate social responsibility, March 16, 2005 | The Indian Express,


Innovation is a Journey with a Compass, may 21, 2012


Tata Motors: Corporate Social Responsibility Annual Report 2009-10


www.tatachemicals.com
www.tata.com
www.pluggd.in/india
www.tatamotors.com/sustainability/CSR-10/content.php
www.financialexpress.com

Dr. Santanu Kumar Das is an assistant Professor, P.G. Department of Business Administration, Kalam Institute of Technology, Berhampur, Orissa. He has more than Ten years of teaching experience. He has presented a number of papers in seminars. He has Present 15 papers in different international conferences and 15 papers in national conferences. His 20 research papers were published in various international and national journals. He is the Life Member of several reputed associations.
ANTI-COMPETITIVE AGREEMENTS: CONCEPTS UNDER COMPETITION ACT 2002

Gunda Veda Sree, Asst Professor and Research scholar, Adarsha Law College, Hanamkonda, Kakatiya University, Warangal.

ABSTRACT

The competition laws of various countries absorb the idea that no enterprise or association of enterprises or person or association of persons shall enter into any agreement which relates to production, supply or distribution of goods or provision or services which causes or is likely to cause an appreciable effect on competition in their country and that such an agreement would be declared void. The same rests on the premise that competition law is designed to be a comprehensive charter of economic liberty aimed at preserving free and unfettered competition as the rule of trade, and that unrestrained interaction of competitive forces will yield the best allocation of economic resources of the country, the lowest prices, the highest quality and greatest material progress. This Article provides key insights into the agreements which are Anti-Competitive in nature and what can potentially tantamount to an anti-competitive behaviour.

Key words: Anti-Competitive Agreements – Cartels, Price fixing- Bid rigging- Predatory pricing.

INTRODUCTION

“A dynamic and competitive environment, underpinned by sound competition law and policy, is an essential characteristic of a successful market economy”.

The Indian economy underwent a paradigm shift owing to the widespread economic reforms that were undertaken in the nineties, moving away from ‘command and control economy to an economy reliant on free market principles. Consequently, the extant of competition law regime governed by the Monopolies and Restrictive Trade Practices Act (MRTP Act) called for an overhaul in order for it to address the needs and challenges of the new economic paradigm. The Competition Act 2002 was subsequently amended by the Competition (Amendment) Act 2007, the Competition (Amendment) Act 2009 and the Competition (Amendment) Act 2012. Competition is irrefutably beneficial for every market participant. Competitive markets give consumers wider choice at lower prices. It gives sellers stronger incentives to minimize their costs through innovation and other productivity enhancing techniques. This enables firms to pass on cost savings to the customers and offer better products and greater choice at lower prices.

Competition Act, 2002

Competition Act, 2002 was enacted to provide, keeping in view of the economic development of the country, the establishment of a Commission with the following objectives:-

- prevent practices having adverse effect on competition,
- promote and sustain competition in markets,
- Protect the interests of consumers and to ensure freedom of trade carried on by other participants in markets, in India, and for matters connected therewith or incidental thereto.

- Ensuring freedom of trade.

The term appreciable adverse effect has not been defined in the Act, but section 19(3) of the Act provides for certain factors to be given due regard by the commission while determining whether an agreement have Appreciable Adverse Effect on Competition (AAEC) or not. The species of agreement which would be considered to have an ‘appreciable adverse effect on competition” would be those agreements which:

- Directly or indirectly determine sale or purchase prices;
- Limit or control production, supply, markets, technical development, investment or provision of services;
- Share the market or source of production or provision of services by allocation of inter alia geographical area of market, nature of goods or number of customers or any other similar way
- Directly or indirectly result in bid rigging or collusive bidding.
- Creation of barriers to new entrants in the market;
- Driving existing competitors out of the market;
- Foreclosure of competition by hindering entry into the market;
- Accrual of benefits to consumers;
- Improvements in production or distribution of goods or provision of services;

Further, the agreements, which are entered into in respect of various intellectual property rights and which recognize the proprietary rights of one party over the other in respect of trademarks, patents, copyrights, geographical indicators, industrial designs and semi conductors have been withdrawn from the purview of "anti competitive agreements". The inherently monopolistic rights created in favour of bona fide holders of various forms of intellectual property have been treated as sacrosanct.

Anticompetitive agreements can be said to be agreements that negatively or adversely impact the process of competition in the market. According to an OECD/World Bank Glossary, anticompetitive practices refer to a wide range of business practices that a firm or group of firms may engage in order to restrict inter-firm competition to maintain or increase their relative market position and profits without necessarily providing foods and services at a lower cost or higher quality. Similarly, it can be said that anticompetitive agreements are agreements between firms or enterprises that restrict or prevent or otherwise unfavourably affect competition, and that may help increase the market position or share of the parties and may also be to the disadvantage of the consumer as the products and services may be available at a higher cost than are available in a competitive market and also may be of a lower quality.

Prohibition of anti-Competitive Agreements has been provided under Section 3 Chapter II of the Act dealing with prohibition of certain agreements, abuse of dominant position and regulation of combinations of the Act. The provisions of the Competition Act
relating to anti-competitive agreements were notified on 20th May, 2009.

Section 3 prescribes certain practices which will be anti-competitive and the Act has also provided a wide definition of agreement under section 2 (b).

Section 3(1) is a general prohibition of an agreement relating to the production, supply, distribution, storage, acquisition or control of goods or provision of services by enterprises, which causes or is likely to cause an AAEC within India.

Section 3(2) simply declares agreement under section 3(1) void.

Section 3(3) deals with certain specific anti-competitive agreements, practices and decisions of those supplying identical or similar goods or services, acting in concert for example agreement between manufacturer and manufacturer or supplier and supplier, and also includes such action by cartels.

Section 3(4) deals with restraints imposed through agreements among enterprises in different stages of production or supply etc. for example agreement amongst manufacturer and supplier.

Section 3(5) provides for exceptions, it saves the rights of proprietor of any intellectual property right listed in it to restrain the infringement of any of those rights regardless of section 3.

Competition laws in all over the world usually places anti-competitive agreements in two categories namely—horizontal and vertical agreements. Horizontal agreements are generally viewed more seriously than the vertical agreements. Firms enter into agreements, which may have the potential of restricting competition. A scan of the competition laws in the world will show that they make a distinction between—horizontal agreements between firms. The former, namely the horizontal agreements are those among competitors and the latter, namely the vertical agreements are those relating to an actual or potential relationship of purchasing or selling to each other. A particularly pernicious type of horizontal agreements is the cartel. Vertical agreements are pernicious, if they are between firms in a position of dominance. Most competition laws view vertical agreements generally more leniently than horizontal agreements, as, prima facie, horizontal agreements are more likely to reduce competition than agreements between firms in a purchaser-seller relationship.

The Act have not used the term horizontal agreements and vertical agreements, however the language used in the Act suggests that agreements referred to in section 3(3) and section 3(4) are horizontal and vertical agreements respectively. It is to be noted that section 3(3) and section 3(4) are the main provisions which are mainly attracted to prove the existence of any anti-competitive agreements.

Practices recognised as Anti-competitive practice under Section 3

Anti-competitive practices are those practices which reduce competition in a market and hamper consumer interests. These practices include:

Cartels: Cartels are agreements between enterprises (including association of enterprises) not to compete on price, product (including goods and services) or customers. The objective of a cartel is to raise price above competitive levels, resulting in injury to consumers and to the economy. For the consumers, cartelization results in higher prices,
poor quality and less or no choice for goods or/and services.

If there is effective competition in the market, cartels would find it difficult to be formed and sustained. Some of the conditions that are advantageous to cartelization are:

- high concentration - few competitors
- high entry and exit barriers
- homogeneity of the products (similar products)
- similar production costs
- excess capacity
- high dependence of the consumers on the product
- history of collusion

**Resale price maintenance**: this is a concerted practice having their direct or indirect object the establishment of a fixed price or a minimum price level to be observed by the buyer. In this type of practice resellers are not allowed to set prices independently.

**Exclusive dealing and purchasing**: under such an agreement a retailer agrees to purchase or deal in the goods of only one manufacturer making entry difficult for the new manufacturers. In this type of practice a retailer or wholesaler is obliged by contract to only purchase from the contracted supplier.

**Tie in sales, full time forcing, quantity forcing and fidelity discounts**: Tie in sales make the purchase of one product conditional on the sale of another product. Full line forcing is an extreme case of the former where the retailer must stock the full range of the manufacturers’ products. Under quantity forcing the retailer is required to purchase a minimum quantity of certain product. Under fidelity discounts, the retailer receives discounts based on its proportion of its sales coming from the manufacturer. Such arrangements could make entry difficult for the manufacturer and retailers.

**Slotting fees**: this requires the manufacturer to pay a fee to get its product stocked. Such entry could make difficult for entry of the new manufacturers.

**Non-linear and franchise fees**: These involve payment of non-cost related discounts to existing retailers or franchise fees, thus raising the sunk cost of entry and making difficult for entry for other retailers.

**Price fixing**: It is an agreement between the potential competitors wherein they lay down a price to sell their goods. The aim and result of every effective price fixing agreement is the elimination of one form of competition. Agreements which create such potential power may well be held to be in themselves unreasonable or unlawful restraints, without the necessity of minute inquiry whether a particular price is reasonable or unreasonable.

**Bid rigging**: Bid rigging agreements are agreements among competing bidders or potential bidders that affect the prices they will bid for, or the attempt to secretly influence the outcome of a contract or series of contracts. Bid rigging is per se illegal irrespective of the fact that it does not matter whether the agreement concerns what the low bid would be, the quantum of the individual bidders bidding and the bidder who would win the contract.

**Output or production restrictions**: Output or production restrictions are agreements between competitors wherein the competitors agree to curtail output or restrict production. There is a
resumption that such kinds of agreements are made to limit supply and gain the ability to raise prices and such sort of agreements are treated illegal per se.

**Concerted refusal to deal:** A concerted refusal not to deal with particular or specified group of suppliers or customers. This is also known as group boycott wherein there is a horizontal concerted refusal to deal involves an agreement between two or more competitors to refuse to deal with other competitors or class of competitors, or with one or group of suppliers or customers.

**Single branding:** Single branding involves the agreements which have as their main element that the buyer is induced to concentrate his orders for a particular type of product with one supplier. This component can be found in non-compete and quantity forcing on the buyer, where an obligation or incentive scheme agreed between the supplier and the buyer makes the latter purchase the requirements for a particular product and its substitutes from one supplier. The possible anti-competitive effects and potential suppliers, facilitation of collusion between suppliers in case of cumulative use and where the buyer is the retailer selling to the final consumers, a loss of inter brand competition.

**Market partitioning:** This covers the agreements directly or indirectly limiting a buyer to buy or sell a particular product in a particular area. This component can be found in exclusive purchasing, where an obligation or incentive scheme agreed between the supplier and the buyer makers the later purchase the requirements for a particular product exclusively from the designated supplier but leaving the buyer free to buy and sell competing products.

**Predatory pricing/Dumping:** It is a pricing strategy where a product or service is set at a very low price, intending to drive competitors out of the market, or create barriers to entry for potential new competitors. If competitors or potential competitors cannot sustain equal or lower prices without losing money, they go out of business or choose not to enter the business. The predatory merchant then has fewer competitors or is even a de facto monopoly.

**Dividing territories:** An agreement by two companies to stay out of each other’s way and reduce competition in the agreed upon territories.

**Absorption of a competitor or competing technology:** where the powerful firm effectively co-opts or swallows its competitor rather than see it either compete directly or be absorbed by another firm.

Here it is noteworthy to say that the new economic policy of 1991 on one hand has made our life comfortable as the goods and services required for our use are available in abundance and on the other hand it has also opened new challenges for preventing anti-competitive agreements by manufacturers and service providers. Competition law is the principal legislative instrument for furthering competition policy and combating anti-competitive agreements. Under the Competition Act, 2002 there has been made adequate provisions for preventing anti-competitive agreements and has also created an institution i.e. Competition Commission of India (CCI) to ensure effective implementation of the Act.
However Competition Act and CCI are to be adequately empowered to take off such situations. Provisions relating to prohibition of anti-competitive agreements under the Act are, to some extent adequate to maintain fair competition in the market and thereby protect interest of consumers. However they are needed to be strictly observed and implemented.

Conclusion

It is needless to say that this dynamic statute can touch and change the way trade functions on a day to day basis. What is important for companies to note is the fact that some age old practices, which earned legitimacy because of their permanence and failure of the MRTP Commission to address them, would become the primary targets of the well-empowered CCI. Enterprises in India, therefore, need to understand the new law and update themselves regularly on the new policies and regulations.

References:

Abir Roy Jayant Kumar, Competition Law in India. Eastern Law House, 2008

Khemani R. S.A framework for the design and implementation of competition law and policy, World Bank publications (1999), PgV(Preface).
Pradeep D Mehta (ed.), TOWARDS A FUNCTIONAL COMPETITION POLICY FOR INDIA AN OERVIEW, 2005, Academic Foundation, New Delhi


http://globalcompetitionreview.com/reviews/60/sections/206/chapters/2341/india-overview/
http://en.wik

Gundavedasree has been working in Adarsha Law College, Hanamkonda, as Assistant Professor and Research scholar in law from Kakatiya University, Warangal.
JUDICIAL ACCOUNTABILITY: An overview

P. Venkata Subba Rao, Asst. Professor, P.G. Department of Public Administration, Dr. C.S. Rao P.G. Centre, Sri Y.N. College, Narsapur, W.G. Dt

V. Rama Rao, Lecturer, Department of Commerce, ANR College, Gudivada, Krishna District, A.P.

Abstract

Judicial accountability is a phrase which sounds incongruous and can convey conflicting messages. It has assumed importance in the wake of the improper, irregular, incorrect manner of functioning of judicial officers. In the true sense of the phrase “Judicial accountability” an order passed on the judicial side can be made accountable only before a higher appellate forum. This paper presents an overview on judicial accountability in India.

Key words: Judicial accountability, legislature, Supreme Court

Introduction

In a democratic state there are three instrumentalities constituting the state and its executing functions. These are the executive, the legislature and the Judiciary. Though the Judiciary has neither the power of purse nor the sword, yet in recent years its role has assumed considerable importance because it seeks to prevent the excessive of the executive and the legislature and acts for protection and enforcement of their rights and as a keeper of their liberties. Judicial accountability is a phrase which sounds incongruous and can convey conflicting messages. It has assumed importance in the wake of the improper, irregular, incorrect manner of functioning of judicial officers. In the true sense of the phrase “Judicial accountability” an order passed on the judicial side can be made accountable only before a higher appellate forum.

Provisions:

Judges of the subordinate Judiciary - which is Judiciary upto the level of district courts in a state - are all made accountable in respect of their acts as they are amendable to the disciplinary control enforced and supervised by the respective high courts of the states. In so far as the Judges of the superior courts are concerned the only way of disciplining an errant judge of a High Court or the Supreme Court is by way of impeachment by Parliament as provided in Article 124 of the Constitution of India, particularly, Clauses 4 and 5 of Article 124, which read as under.

Article 124: Establishment and constitution of Supreme Court:

Clause (4): A judge of the Supreme Court shall not be removed from his office except by an order of the President of India passed after an address by each House of Parliament supported by a majority of the total membership of that House and by a majority of not less than two thirds of the members of that House present and voting has been presented to the
President in the same session for such removal on the grounds of proved misbehavior or incapacity.

Clause(5): Parliament may by law regular the procedure for the presentation of an address and for the investigation of an address and for the investigation and proof of the misbehaviour or incapacity of a Judge under Clause(4)

In respect of the Judges of the High Courts, the provisions of Article 217 of the Constitution of India, particularly, as indicated in Clause(b) of Sub-Article (1) of Article 217, is the procedure envisaged for the removal of a Judge of a High Court.

Art.217 - Appointment and conditions of the office of a Judge of a High Court - Clause (1) Every judge of a High Court... shall hold office, in the case of an additional or acting Judge, as provided in Article 224, and in any other case, until he attains the age of 62 years; provided that - (a) a Judge may, by writing under his hand addressed to the President, resign his office, (b) a Judge may be removed from his office by the President in the manner provided in clause (4) of article 124 for the removal of a Judge of the Supreme Court or by his being transferred by the President to any other High Court within the territory of India

SUIT AGAINST TO PUBLIC OFFICIALS: In India, the President and the State Governors enjoy personal immunity from legal liability for their official acts. During their term of Office, they are immune from any criminal proceedings, even in respect of their personal acts. They cannot be arrested or imprisoned. However, after giving two months’ notice, civil proceedings can be instituted against them during their term of office in respect of their personal acts. The Ministers do not enjoy such immunities and hence they can be sued in ordinary courts like common citizens for crimes as well as torts.

For the present, there is no other mechanism or procedure to discipline an errant Judge of a superior court and if the past experience is any indication, the impeachment procedure does not work in reality and in practice. More so in the present political system in our country where motions and debates in Parliament are based only on political considerations, impeachment mechanism may never be a practical methodology of disciplining an errant Judge of superior court, unless there is consensus amongst the political parties. That virtually leaves the Judges of the superior courts immune from any accountability and that is why the phrase ‘Judicial accountability assumes importance and significance.’

Every Judge of this country is a public servant and every public servant is, without any second opinion, accountable to the people of this country. The conduct of Judge outside his office should also be one which can pass muster in the eyes of the people.

The Judges of the Supreme Court did not take long to make their presence felt and began to actively pursue their functions assigned to them by the constitution. The role of the Judiciary is extremely delicate in such cases because it must not appear to be playing to the gallery or playing a role which may be described partisan. Great care must be taken to ensure that the Judge or Judges play a participatory role.

With the constitutional mechanism and the inside mechanism
failing to usher in any measure of Judicial accountability, the only alternative is by taking the issue to the people who are the master in our polity, and alert judicial public opinion. In moulding such public opinion, legal fraternity has the most important role to play. Our courts are open courts and the functioning of Judges is in the glare of members of the public. That is the greatest safety and assurance of an upright judiciary. Public opinion should be motivated and guided in this direction and our lawyers have a definite and great role to play in this regard.

If a citizen is aggrieved with any action or inaction of the administration, he may seek redress through a court of law, so Judicial processes are also here to make the administration accountable. But the Courts are already flooded with cases, and we have to add to this the enormous increase in work due to new and emerging subjects such as legal aid to the poor, and also due to the courts taking up cases suo moto on the basis of a mere petition from a citizen if it is in the public interest to do so. (Public interest litigation cases).

The Judiciary is not the ‘least dangerous branch’ of government – Judges are not mere lions under the throne. They send people to prison and decide the scope and application of all manner of rights and duties with important consequences for individuals and for society. Because the Judiciary has such a central role in the government of society, we should ‘wash…….with cynical acid…’ this aspect of public life. Unless and until we treat Judges as fallible human beings whose official conduct is subject to the same critical analysis as that of other organs of government, Judges will remain members of a Priesthood who have great powers over the rest of the community, but who are otherwise isolated from them and misunderstood by them, to their mutual disadvantage.

The court as an advisor (Art.143): The role of Judiciary as advisor to the executive or legislative department of the government was unknown to India until the inauguration of the Govt. of India Act of 1935. Judicial circles in India were by and large convinced of the usefulness of conferring a Jurisdiction of this nature on the highest court of the land. A Judge in the modern age, like a physician who is not only concerned with curative but also preventive medicine, ought to be interested not only in settling conflicts but also in preventing their occurrence. Advisory opinions are a help to preventing litigation or reducing it to a considerable extent. That alone should justify the role of the Supreme Court as an advisor to the executive.

The trend of Judicial scrutiny of governmental action and the readiness even of the executive to seek Judicial determination of debatable or controversial issues have resulted in enhancing the significance of the role of Judiciary in India. Judiciary has intervened in certain areas because of the people's perception that Judicial intervention is perhaps the only feasible correctional remedy available.

Conclusions: It is concluded that Judiciary cannot be an imperium in imperio. That is why its accountability is important. The performance and discipline of Judges and the audit and enquiry in this behalf cannot be ruled out altogether but may be reasonably restrained by carefully drawn up procedures. No democratic institution including the Judiciary can be above the rule of accountability in the absence of which there is the possible danger of
developing absolutism. The people of India look upon the Supreme Court as an instrument of social justice and a guarantor of the great ideals enshrined in the preamble of our Constitution.

P.Venkata Subbarao has been working as Asst.professor in Dr. C.S.Rao PG Centre, Sri Y.N.College, Narsapur, West Godavari Dist, AP. He has 17 years teaching experience. He has published 27 articles in various standard and academic journals and books in India. He has presented more than 20 papers at national and international seminars/ conferences. He is pursuing his Ph.D programme from Andhra University.

V. Rama Rao has been working as Lecturer in Commerce ANR college, Gudivada, Ap. He has 10 years teaching experience. He has presented several papers at national and international seminars/ conferences.
GUIDELINES TO THE AUTHORS:
The following guidelines give credentials to your paper

Plagiarism is strictly prohibited. Authors are jointly and severely responsible for any sort of plagiarism.

Manuscript must be on a standard A4 size paper setting. It must be prepared on 1.5 spaces and typed in 12 point Times New Roman Font with page numbers at the bottom of the page.

1. **Author Name(S) & Affiliations:** The author(s) full name, designation, affiliation(s), address, mobile/landline numbers, and email/alternate email address should be underneath the title.

2. **Abstract:** Abstract should be in fully italicized text, not exceeding 300 words. The abstract must be informative and present overall idea (explain background, aims, methods, results and conclusion) of the paper.

3. **Keywords:** Abstract must be followed by list of keywords, subject to the maximum of five. These should be arranged in alphabetic order.

4. **Introduction:** A short introduction of the research problem followed by a brief review of literature and objectives of the research.

5. **Materials and Methods:** Describe the materials used in the experiments and methods used for data collection, statistical tools used in data collection.

6. **Results and Discussion:** This segment should focus on the fulfillment of stated objectives as given in the introduction. It should be contain the findings presented in the form of tables, figures and photographs. Conclusion: Analysis conclude with suitable and effective suggestions (if any). (Papers relating to the Languages may be followed as their research (Ph.D/M.Phil) style)

7. **Style of Referencing:**
The list of all references should be alphabetically arranged. It must be single spaced, and at the end of the manuscript. The author(s) should mention only the actually utilized references in the preparation of manuscript and they are supposed to follow Harvard Style of Referencing. The author(s) is supposed to follow the references as per following:

**Books**

**Contributions to books**

**Journal and other articles**

**Conference papers**
Unpublished dissertations and theses

Online resources
  Always indicate the date that the source was accessed, as online resources are frequently updated or removed.

Website
Dear Sir/Madam, Greetings from IJAR:

IJAR invites original unpublished research Papers / review/articles of all disciplines/subjects and Multiple Languages not submitted in the earlier for publication.

No Subscription fee to Authors. Only nominal Publication fee.

Authors can get printed book, Electronic copy and E-Certificate

IJAR covers all the subjects:

- Philosophy, psychology-Meteorology
- Marine
- Education
- Organizational Development
- Financial Institutions & Markets
- Tourism, Hospitality and Leisure
- Corporate Finance
- Transportation
- Geography
- Public Administration
- Political Science
- Anthropology
- Mathematics
- Physical Education
- Journalism & Mass Communication
- Social Work
- Languages

Mail articles to: drtvramana@yahoo.co.in : ijar.editor@yahoo.com

Sincerely Yours - (Editor -In-Chief)

Dr.T.V.Ramana Mobile: 9948440288
M.A., MBA, PGDCA, DIM, PGDHRM, (BL), PhD
Andhra University Campus, Kakinada, 533005 Andhra Pradesh, India,
Office: 46-8-10/4 opp. Aditya School, Jagannaikpur, Kakinada-2, AP, India