

Volume 8, Issue-3(1), March, 2021
International Journal of Academic Research

IJAR-ACHIEVED PULICATION EXCELLECE AWARD FOR OUTSTANDING CONTRIBUTION IN THE FIELD OF
INTERDISCIPLINARY RESEARCH

Published by

Likhitha Publications
Kakinada-533005 &
Visakhapatnam – 530 017
Andhra Pradesh – India
website :www.ijar.org.in

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Editor-in-Chief, IJAR –Vol.8, issue 3(1),March, 2021

Typeset and Printed (Sucharitha publications) in India:

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March, 2021

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Editorial

Integrate and harmonize the intellectuals concerning various disciplines is a great task in the dynamic world. Meanwhile, International Journal of Academic Research - A Common Platform of Voice of Intellectuals as Change Agents for better Society' has been taking care towards the stare with the well acknowledged advisory and editorial committee speaks of strong backbone and its conscious action to deliver the best to the society, state, nation and the world by its unique features covering the areas of Social Science, Humanities and Technology. To add to this thought and idea, with the contributors from various university Professors and institutions of national and international importance, IJAR establish its credibility with the continuous effort to deliver the qualitative aspect of International repute.

IJAR enriches the world by adding the committed dynamic researchers and wish to utmost cooperation from the readers and intellectuals of institutions, universities, colleges etc. in improve the journal. IJAR believes that the present Issue enriches the aim of the journal. IJAR is conveying special thanks and congratulations to the participants with their valuable writings.

This volume is the glimpses of voice of authors that are enthusiastically associated with various issues. 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.


Editor-in-Chief



Social Work Education: A Study of Perceptions/Views of Senior Social Work Professionals

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ABSTRACT

A study on the perceptions/views of senior social work professionals regarding social work education at post-graduate level (MSW) is being made. The subjects, numbering 52, include both practitioners and academicians. A pre-tested questionnaire was administered on all 52 subjects. The ethical issues of research were complied with. All social work professionals have fond memories of their student days and the academic exposure they had experienced. The senior professionals are optimistic about the future of social work. They are also confident that quality education paves way for preparing the best pool of talented social workers. The professionals are of the view that every component of social work education – theory (courses), field work practicum, and research project – needs to be improved so as to make it more relevant to social reality.

Keywords: Senior Social Work Professional, Social Work Education, Schools of Social Work, Students of Social Work.

INTRODUCTION: Social Work Education is being offered in different schools of social work both at undergraduate and post-graduate levels. The professionals belong to schools of social work / departments of colleges / autonomous colleges affiliated to universities; departments of social work of universities and deemed-to-be universities. Sir Dorabji Tata Graduate School of Social Work (presently known as Tata Institute of Social Sciences), established in 1936, was the first one to offer social work education in India. The growth of schools of social work in terms of real numbers was rather slow but steady till the 1980s. A fast growth was observed in the 1990s and thereafter. The

number of such schools in India offering PG course has exceeded 500 but their distribution is rather uneven with heavy concentration of schools is found in southern parts. Desai (1981) has observed that with regard to introduction of social work education, heavy emphasis was observed on conducting PG rather than UG course. This has resulted in offering beginning skills at the entry level of PG course when education at this level should have been advanced in preparing the students for career.

Social work education is a blend of three major components – (a) course work to acquire knowledge mainly in the classroom, (b) research in the form of dissertation / research project to acquire



competencies needed for undertaking empirical work, and (c) field work practicum to learn practical aspects of profession in the field and to dovetail knowledge and practice. The curriculum content of social work education includes core domain, supportive domain, interdisciplinary domain, and elective content (UGC Model Curriculum in Social Work Education, 2001). According to Blok and Hartman (2016), social work is a global profession and social workers are found everywhere in the world. They have a professional identity. Further, social workers share a common knowledge base and are being educated according to a set of prescribed standards at international level and are bound by ethical aspects of the profession.

Over a period of time, social work education, especially at post-graduate level, has acquired higher recognition and has widened its scope and stands in the forefront as a helping profession. The alumni of schools of social work, found in large numbers, are witness to these developments. Such a strong band of alumni is required for any service-based profession to understand its past, analyse its present state, and plan for sound future. The alumni are the strong voice of the profession. This study is meant to understand the perceptions/views of senior professionals in social work regarding issues concerned with social work education.

SOCIAL WORK EDUCATION – ISSUES OF CONCERN

Literature on social work education is available adequately in terms of curricular and practice aspects for the interested researchers. Here, an attempt is being made to present four aspects of

social work education: (a) students' reason(s) for opting social work course, (b) course input, (c) students' aptitude, and (d) prospects of social work.

a) People pursue an academic course for one definite reason or a combination of varied reasons and such explanations generally include: acquiring knowledge; enhancing one's employability; acquiring a degree of practice-based profession, to provide service to the community and many such others.

In the past, the practice of social work was based primarily on spiritual or philosophical foundations and the approach was in tune with the motives of those who carry out social work. The spirit of charity, helpfulness, and personal responsibility dominated the concern with regard to outcome of the efforts made (Stroup, 1960). In this approach, the means was accorded greater prominence than the outcome. In a study on why students join the course of study to get Master's Degree in Social Work, Bozek et al. (2017) administered an online questionnaire on 116 MSW students. The findings reveal that students scored higher on instrumental motivation than expressive motivation. Instrumentally motivated students want to acquire a degree in social work because of its advantage of secure jobs. Improved career opportunities for MSWs and the high compensation package they get are factors associated with instrumentally motivated students. Students with expressive motivation are those who want to improve their ability so as to help those people who have lesser opportunities to grow. Further, they explicitly choose the course because of its content.



b) The demand for macro and micro practice skills required for social workers is mentioned by Peralta et al. (2009). The authors have mentioned that in schools of social work of the United States, the students are trained to work for either direct or indirect human service agencies. The authors opined that macro practice of social work receives less attention. The reason could be due to the demand for micro skills with clinical orientation essential for the graduates in social work to find employment opportunities. This refers to employment as direct service practitioners in varied fields of human services including child, youth and family services, child protection, mental health, aging and correctional services.

c) Ramachandran and De Sousa (1985) have analysed the research aptitude of students of social work. They opined that the system of education that is being followed in the school would either facilitate or work as obstacle in creating such research aptitude. If the system encourages independent thinking and creativity, it would facilitate in creating the right kind of aptitude in students. On the contrary, if the system only promotes reproduction of what is being said in the class, and also if faculty members are rigid in their approach and recognize only memory power as the criterion for awarding marks, then the system itself is to be found fault with as far as originality is concerned.

d) Referring to the prospects of social work, Bell (1983) mentioned that three trends would affect the future of social work. These include (a) **Biprofessionalism**: This refers to opting for a second degree complementary to social work to improve the opportunities of practice. It may also be in the form of creating new areas of

specializations, viz., industrial social work, oncology social work, legal aid social work etc., (b) **Computer capability**: This is mainly to improve the quality of research undertaken and to facilitate imparting knowledge; and (c) **Entrepreneurial social work**: This implies upgrading one's credentials so as to be competitive in the employment market. This also includes enrolling for doctoral programme. Its increased enrolment in some schools of social work has been noticed. There are analysts who are optimistic about the future of social work. The limited review, made above, give a clue to understand the future of social work education on the basis of past experiences and views of experienced persons. In this regard, the term **senior social work professional** has been coined. The present study is intended to understand how senior social work professionals perceive/view social work education at Master's level in present times.

RESEARCH METHODOLOGY

The main objective of the study is to examine the perceptions/views of senior social work professionals about social work education in present times on the basis of their acquaintance with the academic activities and professional issues of schools of social work. The subject for the study is a social work professional who is either a practitioner or a faculty member of social work and is an alumnus of a school of social work. The practitioner is one who is well aware of social work programme at PG level and has closely associated himself/herself with the schools of social work in the capacity of agency field work supervisor and/or a member of statutory bodies like Board of Studies in Social Work and/or a



member of selection committee for recruitment of social work professionals. Faculty members are those who occupy higher positions and are closely associated with other schools of social work in different capacities including membership of academic committees/and or membership on the board of selection committee for recruitment of candidates for teaching/other positions in universities/government agencies/corporate sector/NGOs. All subjects are post-graduates in social work and have obtained their Master's Degree during the period 1980 - 2005.

To begin with, a list of known senior social work professionals was prepared and they were asked to provide the names of others who fit into the inclusion criteria stated above. The study comprises a sample size of 52 senior social work professionals (both social work educators and practitioners). A questionnaire was prepared covering the issues concerned with the objective of the study. It comprises four parts – a) personal and professional details; b) issues concerning admission of candidates, duration of course and composition of teacher - student ratio; c) curricular issues; and d) other professional issues. The tool was pre-tested on subjects similar to the subjects of proposed study. The observations were noted and the tool was modified and pre-tested again so as to make it suitable for data collection.

All subjects were encouraged to give detailed responses wherever necessary for the questions/statements/issues rather than just limiting the response to the options given. The core data were collected during the 2018-19 academic year. All chosen social work professionals fondly recalled their student days during

the initial contact itself and were willing to be subjects of the study. All were contacted and administered the questionnaire by adopting the ethical issues of research, especially of informed consent and confidentiality. All the subjects had taken up social work as their choice and identify themselves with pride as social workers. They still had very fond memories of social work discipline and recalled their student days and professional career thereafter.

Characteristics of Respondents: The personal and professional details of senior social work professionals are presented in Table 1.

1. Personal and Professional Details of Senior Social Work Professionals: The profile of 52 senior social work professionals indicate the following:

The age of professionals ranged from 38 to 65 years with a mean age of 51.08 years and a good number falling in the 46 - 60 age group. Male participants constitute 90.38% and a good majority (53.85%) have been serving/ have served as senior HR professionals; HRM was the field of specialization/ area of interest of 32 (61.54%) professionals during their MSW studies. The results and discussion are presented under three parts.

RESULTS AND DISCUSSION

The results are presented in tabular form followed by question/statement/issue under Parts A, B and C (from Table 2 to 14). Further, the results are discussed.

Part A: Issues Concerning Admission of Candidates, Duration of Course and Composition of Teacher: Student Ratio

2) As many as 19 (36.54%) professionals are of the view that admission to MSW course must be made open to any graduate (except medicine and engineering). This admission



criterion is being followed in many universities in India. An equal number of professionals also mentioned that admission to MSW course must be open to all graduates including medicine and engineering. It is appropriate to mention the words of Stroup (1960) who had mentioned very candidly that social work is not a branch of any stream of science. It has distinctive knowledge of its own and also rests on knowledge of various branches of learning including psychology, sociology, economics, political science, physical science, biology and many others. Hence, admission of all graduates to MSW course is quite justifiable.

3) As many as 49 (94.23%) are of the view that the existing duration of two-years is good enough to provide high quality education at PG level. But planning has to be done in such a way that the duration of the course is properly utilized by paying attention to theory component (course work, including, research project/dissertation) and field work practicum. While the duration of most of the PG courses is of two academic years, the uniqueness of social work programme is that its duration is more than two academic years, after including the duration of Block Placement. While endorsing the view that social work academic programme is more of skill based, there are a few who suggest that the duration of Block Placement be enhanced to six months so that the students get appropriate exposure to the practical aspects of the profession and thereby become well equipped with needed competencies. There is also another suggestion from a senior academician that the duration of MSW course should be of two academic years for candidates

with BSW and three years for other graduates.

4) The ideal faculty: student ratio is not explicitly expressed by the professionals. While one - third have advocated 1:10, another one-third suggested 1:15. These two opinions probably were based on the concern for high quality education. The ratio of 1:10 is an idealistic one and the other is realistic. A teacher: student ratio of 1:15 is suggested at various academic fora of social work education. But in practice, this suggestion is rarely followed. There are schools, being run with two or three faculty members and with no regard for the norms prescribed. Further, a long-time problem lies unresolved even now is the calculation of workload of teachers, especially the components of field work supervision and guidance of research project. In the absence of clear guidelines, many schools are not in a position to justify the workload of teachers. This invariably resulted in considering field work as an adjunct of course work and social work programme is considered on par with other academic programmes with no practical component.

Part B: Curricular Issues

5) A good number of professionals are of firm impression that the content and relevance of courses, field work practicum, and project report / dissertation need to be improved in accordance with placement/practice requirements. Implementation of uniform course content and methods of monitoring and evaluation of the performance of candidates are to be examined in view of the variations being found in the content of the curriculum and the methodology followed in the



conduct of academic programmes, including examination.

6) Mention should be made about the intake of candidates to MSW course. It was observed that in some schools of social work, the number of students admitted to the course is much lower than the sanctioned (prescribed) strength, and this situation is glaringly obvious in those run by private managements. Some of these institutions are continuing the course with limited number of students as a matter of commitment, though such an arrangement is not financially viable.

Coupled with this, many schools are not well equipped in terms of the required infrastructure, faculty strength and opportunities for sound field work practicum. For these schools, maintenance of standards has become a herculean task. Now, MSW programme is more confined to university departments and departments of social work of government first grade colleges. Absence of an authority like Council on Social Work Education has resulted in wide differences in the content of curriculum from one university to another, including, admission criteria and system of evaluation. All these affect adversely the quality of training being imparted to students. Developing a sound academic programme is the major responsibility of teachers, students, administrators and agency field work supervisors. The present study indicates that students of social work need to show more academic interest and to acquire knowledge on current affairs, display passion for the course, willingness to learn new things, interest in professional career and self-motivation in acquiring competencies, besides maintaining punctuality in attending academic activities.

The senior professionals are of the view that in the present volatile situation of job market and stiff competition among the candidates, acquiring skills, knowledge and values are greatly essential. The essence of the clear message would be a) learning at all times, and b) learning and updating skills. The latter includes mainly analytical skills and mathematical ability. The same is true for persons who wish to be involved in voluntary work, or to function as freelance workers. A few practitioners are of the view that persons with practical exposure and those who are a part of policy making, need to be considered as faculty members. Similarly, persons with practical experience in the field, along with required academic requirements need to be considered for the position of faculty member. This would certainly improve the quality of training being imparted to students.

7) As a value-based profession, social work is relevant at all times. For those who consider social work as a way of life, its relevance is forever. The importance of the course is felt greatly in the present times (38/52 or 73.08% professionals rated the importance of social work education in modern times from **average** to **good**) and from that perspective, there is likely to be no decline in its demand over a period of time. This is especially true of schools that maintain the standards. Controlling the mushrooming of schools of social work, being run with inadequate facilities, is the need of the hour. However, one has to think whether quality education is offered and minimum standards are maintained in offering the course. Career opportunities are plenty for social work post-graduates (40/52 or 76.92%). Professionals rate the



opportunities from **average** to **good**, and the supply of qualified persons to take up the profession is reasonable in terms of the number (32/52 or 61.54% professionals rated the output of qualified persons to the job market/professional field as **good to average**).

8) The intake of candidates for admission to MSW course has to be fixed on the basis of the observations made in need assessment, the availability of infrastructure, availability of learning opportunities through field work practicum and strength of qualified faculty. In the absence of the above, mere increase in intake would result in dilution of the quality of education which in turn diminishes the chances of acquisition of desired competencies by students at the end of the two-year course. This would further discourage the young talent when suitable job placement is not available. A majority (40/52 or 76.92%) of the professionals felt that a regulation prescribing the optimum intake is required.

Part C: Other Professional Issues

9) As many as 51 (98.08%) senior social work professionals have no regrets for having studied MSW course. In fact, they are proud of identifying themselves as professional social workers. This is partly due to the sound academic exposure that they have had and the demand for the course during their times. According to them, social work course was the most sought after by the youngsters of the day. It was a dream for many to join MSW course and in fact some had to wait for years and prepare well to face the entrance examination to join the course. It was not unusual to witness candidates opting to do other PG courses when they do not get admission

in social work and wait till they obtain a seat in MSW course.

10) Almost all professionals (96.15%) emphasize that MSW is their most cherished programme and they advise the wards of their friends/relatives to pursue MSW course, but only in specified schools. The brand image of the school goes well with the quality of education it offers. Needless to mention that some schools are maintaining high standards in providing quality social work education and such schools are more successful in placement of students.

11) Most of the social work professionals (59.62%) say that a common professional identity is missing among all professionals irrespective of their field of practice/interest. Instead of identifying themselves as social workers, the professionals prefer to call themselves as HR/IR professionals, Medical Social Workers, Psychiatric Social Workers, NGO functionaries, Counselors, etc., In turn, the professional associations also function in a similar manner. This division of trained persons according to their field practice/title of the jobs that they hold may help in the development/promotion of that specific area/stream of social work, but does not in any way promote to a greater extent oneness among all the professionals.

12) While most of the respondents (90.38%) want professional status to social work, there are a few who say that one has to be honest and remain committed to the profession whether statutory status is accorded or not.

13) Many professionals are optimistic about the future of social work. They are confident that in due course of time, a clear professional identity would emerge (73.08%), public recognition would be clear (65.38%), and professionalization



would happen (71.15%). The only solution some have offered to actualize optimism is to pay greater attention to the quality of education, and keep maintaining the highest standards in every sphere of practice.

14) Senior professionals expect a pro-active approach from students and advise them to imbibe the positive aspects of profession and acquire competencies that are needed to call themselves proud social work trainees. They need to be

loyal/committed to the profession (98.08%), acquire good communication skills (96.15%), show willingness to take up challenging responsibilities (96.15%), show willingness to develop good interpersonal relations (96.15%), learn good behaviour (98.08%), and display pleasant manners (98.08%).

The senior professionals considered social work as an attractive academic programme and the young trainees have very bright professional future ahead.

Table 1
Personal and Professional Details of Senior Social Work Professionals

Detail	No. of Senior Social Work Professionals N:52	%
Age (in years)		
45 and below	11	21.15
46 - 60	25	48.08
61 and above	16	30.77
Range: 38 – 65 years; Mean: 51.08 years; SD: 8.785		
Gender		
Male	47	90.38
Female	5	9.62
Field of Specialization/Special Interest at PG Level		
Community Development	5	9.62
Personnel Management & Industrial Relations/HRD	32	61.54
Medical and Psychiatric Social Work	8	15.38
Family and Child Welfare	2	3.84
Correctional Social Work	5	9.62
Field of Work		
Teaching	16	30.77
Work in Industrial Establishments	28	53.85
Work in the field of Women and Child Development/ Correctional Services	4	7.69
Work in the field of Community Development/ Medical and Psychiatric Social Work	4	7.69



Table 2

Question/Statement/Issue: What according to you should be the academic background of the candidates to get admitted to MSW course?

Response	No. of Senior Social Work Professionals N:52	%
Only Graduates of Arts/Social Sciences	9	17.31
Only Graduates of Social Work/specialised subjects	5	9.61
All Graduates including of Medicine & Engineering	19	36.54
All Graduates except of Medicine & Engineering	19	36.54

Table 3

Question/Statement/Issue: What according to you should be the duration of MSW course?

Response	No. of Senior Social Work Professionals N: 52	%
Existing two years	49	94.23
Three years	2	3.85
Others	1	1.92

Table 4

Question/Statement/Issue: What according to you is the ideal Faculty: Student ratio?

Response	No. of Senior Social Work Professionals N: 52	%
1:10	18	34.62
1:15	17	32.69
1:20	12	23.08
1:25	5	9.61



Table 5: Question/Statement/Issue: Rate the following on the basis of your observation / hear-say

Criterion : MSW Course Curriculum	No. of Senior Social Work Professionals N: 52		
	Response	Good	Average
Theory content & Relevance	5 (9.61%)	15 (28.85%)	32 (61.54%)
Field Work Practicum	7 (13.46%)	14 (26.92%)	31 (59.62%)
Project Report / Dissertation	8 (15.38%)	15 (28.85%)	29 (55.77%)

Table 6

Question/Statement/Issue: Rate the following on the basis of your observation / hear-say.

Criterion: Performance of Students	No. of Senior Social Work Professionals N: 52		
	Response	Good	Average
Punctuality in attending academic activities	7 (13.46%)	23 (44.23%)	22 (42.31%)
Academic interest	7 (13.46%)	23 (44.23%)	22 (42.31%)
Knowledge on current affairs	2 (3.85%)	18 (34.61%)	32 (61.54%)
Display of passion for the course	4 (7.69%)	20 (38.46%)	28 (53.85%)
Willingness to learn new things	7 (13.46%)	25 (48.08%)	20 (38.46%)
Interest in professional career	8 (15.38%)	26 (50.00%)	18 (34.62%)
Self-motivation in acquiring competencies	4 (7.69%)	17 (32.69%)	31 (59.62%)

Table 7: Question/Statement/Issue: Rate the following on the basis of your observation / hear-say

Criterion: Outlook of MSW Course	No. of Senior Social Work Professionals N: 52		
	Response	Good	Average
Importance of Social Work Education in modern times	15 (28.85%)	23 (44.23%)	14 (26.92%)
Career opportunities for students	15 (28.85%)	25 (48.08%)	12 (23.08%)
Output / supply of qualified students to the job market / professional field	6 (11.54%)	26 (50.00%)	20 (38.46%)



Table 8: Question/Statement/Issue: Do you think that the schools of social work should regulate the intake of students to MSW course as the supply of qualified social workers has exceeded in the recent past?

Response	No. of Senior Social Work Professionals N: 52	%
Yes	40	76.92
No	12	23.08

Table 9: Question/Statement/Issue: Have you ever regretted your decision for having pursued MSW course?

Response	No. of Senior Social Work Professionals N: 52	%
Yes	1	1.92
No	51	98.08

Table 10: Question/Statement/Issue: Would you recommend/advise the wards of your friends / relatives to pursue MSW course?

Response	No. of Senior Social Work Professionals N: 52	%
Yes	50	96.15
No	2	3.85
If the response is Yes.....		
Choice	No. of Senior Social Work Professionals N: 50	%
Any School	-	-
Select School	50	100.00

Table 11

Question/Statement/Issue: Do you feel that all social workers, irrespective of their field of practice/interest, share a common professional identity?

Response	No. of Senior Social Work Professionals N: 52	%
Yes	21	40.38
No	31	59.62



Table 12

Question/Statement/Issue: Do you advocate professional status to social work like other professional courses?

Response	No. of Senior Social Work Professionals N: 52	%
Yes	47	90.38
No	5	9.62

Table 13: Question/Statement/Issue: Are you confident that social work in the days to come will have.....

Response	No. of Senior Social Work Professionals N: 52	%
A clear professional identity	38	73.08
Public recognition	34	65.38
Professionalization	37	71.15

Table 14 Question/Statement/Issue: What are your expectations from the present MSW students?

Response	No. of Senior Social Work Professionals N: 52	%
Loyalty/commitment to profession	51	98.08
Good communication skills	50	96.15
Willingness to take up higher responsibility	50	96.15
Good interpersonal relations	50	96.15
Good Behaviour: Dependable persons	51	98.08
Pleasant manners	51	98.08

CONCLUSION

Social Work Education at Post-Graduate (PG) level is a unique programme in comparison to many other post-graduate courses. While the duration of many PG courses is of two years, the duration of the course is more than two academic

years including the Block Placement. It is two more months after two academic years taking into consideration the duration of block field work and its evaluation work thereafter. The course includes a blend of theory, field work practicum and research project. Roy



(2017) rightly mentions that social work education provides opportunities for the students to acquire and internalize in-depth knowledge of theory and techniques for fulfilling the objectives of social work.

Certain issues of social work education have been deliberated for years and they need to be settled in the best interest of sound academic programme in social work. Francis Adaikalam (2014) has raised certain issues of social work education that require the attention of all professionals. They include:

Clarity with regard to calculation of workload on field work practicum supervision in the workload of faculty members,

Nature of social work education: Specialization versus Generic course, Creation of Social Work Council, and

Growth of schools of social work in certain geographical areas and more so in cities and industrial belts.

All senior work professionals in the present study have fond memories of their student days and the academic exposure that they have had. In case of practitioners, all still have marked association with social work education in some professional capacity. The senior professionals are optimistic about the future of social work. They are also confident that quality education paves way for preparing the best pool of talented social workers. The professionals are of the view that every component of social work education – theory, field work practicum, and research project – needs to be improved so as to make it more relevant to the social reality. The objective of social work education is not of acquiring information by memorizing the concepts, but it should include positive thinking

and expression of feeling and doing good to people.

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Terms Used:

1) Field Work Practicum: A compulsory component (core domain) of social work education at PG level – also called as Social Work Practicum/Field Work Education / Practicum.

2) Student of Social Work: Refers to the student of MSW course.

3) Research Project: Also termed as Project Report / Dissertation / Major Project.

4) Block Placement: Also known as Block Field Work.

5) Personnel Management and Industrial Relations/HRD: Also termed as HRM in the present context.

Note:

The data presented in this paper are part of larger empirical work on “A Study of Current Status of Social Work Education in Karnataka”; undertaken by Dr. TBBSV. Ramanaiah (first author of this paper) and as a fulfillment of Emeritus Fellowship in Social Work, awarded by the University Grants Commission, New Delhi.

The authors declare that there is no conflict of interest in undertaking this work.



Use Pattern of Library Resources by the Faculty Members and Students of Government Polytechnic Colleges: A Case Study

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Abstract

This research article focused on access, use and satisfaction with print and electronic resources by the faculty members and students of Government Polytechnic Colleges, Proddatur, YSR District of Rayalaseema region of Andhra Pradesh. Especially, for this present research article, the researcher was distributed 280 questionnaires to different subject faculty and students of final year diploma courses and received duly filled-in were 199, with a good response rate, 76.43 per cent. A total of 214, a large majority, 195 (91.12) respondents were `Male`, and remaining, a small per cent of age, 8.88% were `Female` respondents, followed by, a large majority, 197 (92.05) respondents are visiting the library, a majority per cent of the respondents, 88 (41.12%) were expressed that they visit library to `borrow books`, 22.43 per cent, to enhance their `update knowledge`, 37.85 per cent of the respondents expressed that they are using more `Text Books`, 25.70% were using journals/periodicals frequently, 57.01% were felt that they are very much satisfied with library resources, and at the end, based on the present study results, the researcher has provided some of the useful suggestions to enhance the collection development, training to library professionals on par with regular teaching staff.

Key words: Education, Technical education, Govt. Polytechnic Colleges, Use Pattern, library resources and services

Introduction: Education plays an important role in the society and its transformation, since days from primitive society to today`s modern digital world and the technical education contributes to the national economy, and paves way for the improvement of the life of the people, thus leading to self reliance. The technical education has a dual purpose, to serve, aiming at not only training professionally competent engineers, but also, to bestow more attention in the creation of a new society on the lines of new economic world order, to achieve

these objectives, the technical education has to respond to the ever changing and increasing scientific and technological advancement. Technical education in India contributes a major share to the overall education system and plays a vital role in the social and economic development of our nation. In India, technical education is imparted at various levels such as: craftsmanship, diploma, degree, post-graduate and research in specialized fields, catering to various aspects of technological development and economic progress.



Meaning of Polytechnic: The word `polytechnic` is derived have been originated from a Greek word `poly` means, `Many` and `Tekhniko's` means `Art`. A polytechnic is a technical institution that teaches engineering and technology rather than art and science academic subjects with different types of degrees. `Poly` means, many and `technic` means an easy method solved with a tool in less consumption of energy and time for the best result. Hence, polytechnic is an educational institution, which teaches different type of professional courses in engineering and technical in nature.

Need and Importance Libraries in Technical Educational Institutions:

Education without a well knit library is like a body without soul, a vehicle without an engine, and an edifice merely a collection of bricks without cement. A well considered blue print of technical in the socialistic pattern of free India, should stress the importance of library in higher and technical education.

Every educational organization needs a library, to full fill the aims and objectives, which they stotted/framed. Especially, the educational institutions/organizations very much need the establishment the libraries in their premises, to provide/facilitate the library resources and services to its college students, research scholars, faculty and also non-teaching staff as and when they need.

So, the libraries are recognized as the one of the essential and important component of educational institution/organization. The technical institutional libraries are a major source of information in the organization it serves. The core function of the Polytechnic library should be to provide

books and other library material to its clientele at the right time. A library can be effective only, if its role and functions are definitely distinctive.

The Government Polytechnic, Proddatur, YSR District (1959)-A Profile:

The Government Polytechnic College was established in 1959 at Proddatur area of YSR District of Rayalaseema region of Andhra Pradesh. Presently, this polytechnic college is offering various types of diploma courses such as, Civil, Mechanical, Electrical, Electronics and Communication and Compute Sciences. The college library have a good collection of text books, general books, journals, encyclopaedias, dictionaries, theses and s project works, for use of the college faculty, students and also non-teaching staff. The library will be kept be opens 10.00 A.M. to 4.00 P.M. The novel feature of the college library is, having a good digital library, with internet connection, which is located inside the college library.

Review of Literature: In any kind of research, the previous and existing available literature is very needful and useful, to know the nessacity of the research problem. So, the review of related literature is essential, to collect and analyzezed by the research scholar. The following recent literature is discussed briefly hereunder.

- **Anjaiah, M. and Lalitha, R.** (2021) were conducted a survey on, *Use Pattern of Electronic Resources by the Faculty Members of Selected NAAC and NBA Accredited Engineering Colleges: A Study of KITSW and BITS Engineering Colleges of Warangal District of Telangana State.* A total of 100 questionnaires were distributed among the faculty members, to collect the primary data, out of which, 85 (85%) filled-in questionnaires were received. 24 per cent of the respondents



were visiting the library monthly, a majority (63.53%) of the faculty members are visiting the library for the purpose of accessing the e-resources, a majority (64.71%) of faculty members are using the e-journals, a majority (51.76%) of faculty members are using IEEE database frequently, followed by 48.24 per cent were Springer Links, a majority (55.29%) were very much satisfied with the availability of e-resources. The study found that there is need to enhance the various types of resources, and conduct of awareness and information literacy programmes and at the end, it is also suggested that the KITS engineering college authority have to establish digital library with fully modern facilities, to utilise all types of e-resources.

- **Jennifer Mayer**, et al. (2020) study investigates the phenomenon explored student success via two approaches in this multi-method study: 1) through individual student interviews to capture the student voice; and 2) through hierarchical linear and logistic modelling of institutional data to capture the institutional perspective. Through the qualitative component, students articulated how they define success and how the library contributes to their success, especially in terms of providing a sense of belonging and facilitating the work of a community of scholars.

- **Kiran Kumar, G.** (2017). Study investigates the use of information resources and services available in the library by the postgraduate students and research scholars of University of Agricultural Sciences, Dharwad. The study found that the frequency of use of electronic information resources, level of satisfaction towards utilization of library resources and role of library in promoting the use of information resources. The

outcome and suggestions of the study would be beneficial to take appropriate measures to improve information resources and services.

- **Narasimha** (2016 study suggested that college library should carry out user studies at regular intervals to strengthen the library collections and services to meet user needs.

- **Mohindra Kumar & Rajan V.R.** (2015) in their paper "User Satisfaction on Library Services in Anna University with Special Reference to Engineering Colleges in Coimbatore, Tamil Nadu: A study" reported the majority 86.36 % of respondents visited the library for study purposes, followed by 129 (58.63 %) to borrow books, 51(23.2 %) respondents are using library web-pages daily, 71.49 % view that library service attributes are helpful towards their academic success.

Objectives: For the present study, the following objectives are made:

1. To know the availability of library resources and services in the Government Polytechnic College Library of the present research article;
 2. To ascertain faculty and students visit and frequency of college library;
 3. To know the level of use of library resources and services;
 4. To know the level of satisfaction of respondents on availability, use pattern and library services by the selected college respondents;
 5. To provide valuable suggestions to develop library collection and services, to utmost satisfaction of the college users.
- Hypotheses:

1. There would not be significant difference among the faculty and students with regard to visit, frequency



and purpose of Polytechnic College Library

2. There would not be significant difference among the faculty and students with regard to usefulness and satisfaction with regard to library resources.

Methodology: For the present study, the survey method is adopted. The required data was collected randomly from the respondents and analyzed with convenient tables and graphs. A total of 280 administered questionnaires were distributed to faculty members and

students and 199 duly filled-in were received. The response rate is **76.43** per cent.

Data Analysis and Interpretation:

The gender-wise distribution of respondents: For any research study, separation of respondents is very important to collect the data. As in research topic mentioned selected faculty members and students and analyzed gender-wise details, presented in the Table-1.

Table-1 Gender-wise distribution of the respondents

S.No.	Gender	Faculty members	Students	Total
1	Male	63(29.44%)	132(61.68%)	195(91.12%)
2	Female	6(2.80%)	13(6.07%)	19(8.88%)
3	Total	69(31.78%)	145(67.76%)	214 (100%)

Source: field study

The above Table-1 shows that the gender-wise distribution of respondents of selected Govt. Polytechnic College of Proddatur, YSR district of Rayalaseema region of Andhra Pradesh. A total 214 out of which, 195 (91.12) respondents were `Male` and remaining, a small per cent age, 8.88% is `Female` respondents. Among faculty members, there were 29.44% `Male` and from the students 61.68% of them are `Male` respondents, from faculty there were 2.80% and from the students 6.07% female respondents. It is found from the above table that, among all the respondents, the large majority, 91.12 per cent age of respondents are `Male`.

Figure.1: Gender-wise distribution of the respondents

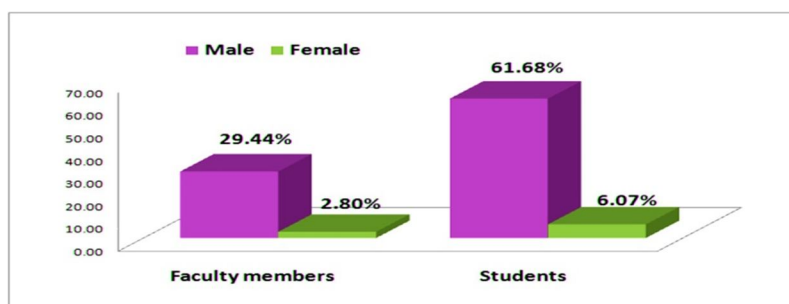




Table-2: Residential-wise distribution of the respondents

Sl. No.	Residential Area	Total No. of Respondents	Per cent
1	Rural	175	81.78
2	Urban	39	18.22
3	Total	214	100.00

Source: field study

It is observed from the Table 2, with regard to residential-wise respondents of the present study. A total of 214, a large majority, 175 (81.78) of the respondents were belong from rural area, and; remaining, a small, 39 (18.22) belong from urban area. It shows that, a large majority of the respondents belongs from rural area, because, this polytechnic college is established in rural region.

Table-3: Visiting the Polytechnic college library by the respondents

Sl. No.	Visiting college library	Total No. of Respondents	Per cent
1	Yes	197	92.05
2	No	17	7.94
3	Total	214	100.00

Source: field study

Data mentioned in the above Table 3, explains about visiting of the respondents of the Govt. Polytechnic College Library, Proddator. Out of 214, a large majority, 197 (92.05) respondents are visiting the college library, remaining and negligible per cent of the respondents, 17 (7.94) are not visiting.

It is really appreciated that the majority, i.e. faculty and students are visiting the college library regularly, to use the available library resources and services as per their academic requirement. It is a good sign.

Frequency of Visit the Library: The respondents visit the library for better use of library resources for their academic career and development. A question has been asked to the respondents and their replies were presented in the following Table-4 in detail.

Table-4: Frequency of visit the college library by the respondents

S. No.	Frequency	Faculty members	Students	Total
1	Daily	17(24.64%)	97(66.90%)	114(53.27%)
2	Weekly	16(23.19%)	22(15.17%)	38(17.76%)
3	Fortnightly	12(17.39%)	14(9.66%)	26(12.15%)
4	Monthly	24(34.78%)	12(8.28%)	36(16.82%)
	Total	69(100%)	145(100%)	214(100%)

Source: field study

Table-4 shows with regard to frequency visit of the college library by the respondents of the selected polytechnic college library of the present study. Out of 214, half of the majority, 114 (53.27%) of the respondents are visiting the library `daily`, followed by, 38 (17.76%) of them `weekly`, 36 (16.28%), `monthly`, and; remaining, 26 (12.15%) were `fortnightly` visit the library. It can be found from the study that, a majority of



students, 97 (66.90%) students and faculty members, 17 (34.78%) are visiting the library daily.

It is also observed that the respondents are very much interest to use the library print and e-resources and services by the respondents.

Table-5: Purpose of visiting the library

Sl. No.	Purpose	Faculty	Students	Total
1	To borrow books	9(13.04%)	79(54.48%)	88(41.12%)
2	To update knowledge	21(30.43%)	27(18.62%)	48(22.43%)
3	To read newspapers	8(11.59%)	12(8.28%)	20(9.35%)
4	To prepare notes/study material	12(17.39%)	10(6.90%)	22(10.28%)
5	For research/project work	14(20.29%)	6(4.14%)	20(9.35%)
6	For competitive books	5(7.25%)	11(7.59%)	16(7.48%)
7	Total	69 (100%)	145 (100%)	214(100%)

Source: field study

Table-5 illustrates the purpose of visiting the library, among 214 respondents, a majority per cent of the respondents, 88 (41.12%) were expressed that they visit library to `borrow books`, followed by, 22.43 per cent of them to `to update knowledge` and 10.28% of them visit to `prepare notes/studying course material`, 9.35% of them visit to `read newspapers` and for `research/project work`, a majority faculty (30.43%) visit library `to update knowledge`.

Table-6 Respondents` awareness on college library resources and services

Sl. No.	Opinion	Faculty members	Students	Total
1	Excellent	24 (34.78%)	39 (26.90%)	63 (29.44%)
2	Good	32 (46.38%)	51 (35.17%)	83 (38.79%)
3	Average	11 (15.94%)	41 (28.28%)	52 (24.30%)
4	Don't know	2 (2.90%)	14 (9.66%)	16 (7.48%)
5	Total	69 (100%)	145 (100%)	214 (100%)

Source: field study

It is found from the **Table 6** that the awareness of the faculty members on the college library resources. A majority, 46.38 per cent of the respondents were expressed that they have good enough awareness on library resources, and from students` side 35.17% of them have good awareness on library resources. The overall majority of 38.79% have good knowledge and 29.44% of them said `Excellent`, 24.30% of them said `Average` knowledge on library resources and finally 7.48% of them didn't know about library resources.

Hence, it could be noted that a large majority of the respondents have full awareness on the availability of college library resources and services.



Table-7: Use Pattern of library resources by the respondents

S. No.	Library collection	Faculty members	Students	Total
1	Text books	14 (20.29%)	67 (46.21%)	81 (37.85%)
2	Reference books	21 (30.43%)	14 (9.66%)	35 (16.36%)
3	Journals/periodicals	18 (26.09%)	37 (25.52%)	55 (25.70%)
4	A/V Material	12 (17.39%)	21 (14.48%)	33 (15.42%)
5	E-Resources	4 (5.80%)	6 (4.14%)	10 (4.67%)
6	Total	69 (100%)	145 (100%)	214 (100%)

Source: field study

It is observed from the above Table-7 that with regard to use pattern of library resources by the respondents. A majority, 37.85% respondents expressed that they use `Text Books`, followed by, 25.70% use Journals/Periodicals, 16.36% use `Reference Books`, 15.42% use `A/V materials` and 4.67% of them were expressed that they use e-resources.

It is found from the study that a large majority of the respondents (37.85) are using the library resources, among them, `Text Books` and Journals/Periodicals` are also using more than other library resources, which is a good and healthy habit of the faculty and students.

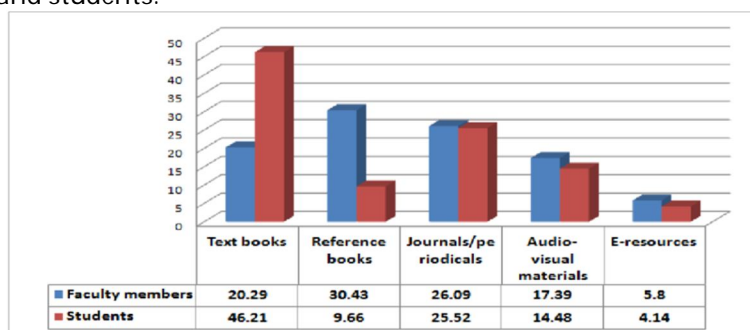


Figure.2: Use of library resources by the respondents

Usefulness of library Resources: A question has been put to the respondents with regard to the usefulness of library resources in the learning processes. The responses are shown in the following Table 8 in detail. The above Table 8 describes about the usefulness of library resources in the selected Polytechnic college library of the study.



Table-8: Usefulness of library Resources

Type of Library Resources	Strongly Agree	Agree	Disagree	Total
Text Books	85 39.71	135 63.08	24 11.21	214 (100)
Book Bank	78 36.44	118 55.14	18 8.411	214 (100)
Journals/ Magazines/ Newspapers	56 26.16	131 61.21	27 9.81	214 (100)
Project Reports/Theses	98 45.79	112 52.33	4 1.86	214 (100)
Reference Collection	69 32.24	133 62.14	12 5.60	214 (100)

Source: Primary Data

- Text books: Out of 214, a majority (135; 63.08%) of the respondents were `Agree` with the usefulness of `Textbooks`, followed by 39.71% were `Strongly Agree` and only 11.21% were `Disagree` with the usefulness of text books which are available in the library.
- Book Bank: Out of 474, a majority (50.21%) of the respondents were `Agree` with the usefulness of `Book Bank`, followed by 39.9% were `Strongly Agree`, 9.07% were cannot say and only 1.47% were `Disagree` with the usefulness of book bank which are available in the libraries.
- Journals/ Magazines/ Newspapers: Out of 474, a majority (42.82%) of the respondents were `Agree` with the usefulness of general and bestselling books, followed by 20.88% were `Strongly Agree` and 5.49% were `Disagree` with the use of general and bestselling books which are available in the libraries.
- Project Reports/Theses: Out of 474, a majority (41.56%) of the respondents were agree with the usefulness of journals in the learning process, followed by 28.69% were cannot say, 27.63% were strongly agree and only 2.11% were disagree with the usefulness of journals which are available in the libraries.
- Reference Collection: Out of 474, a majority (45.14%) of the respondents were agree with the usefulness of magazines in the learning process, followed by 37.13% were strongly agree, 14.13% were cannot say and only 3.58% were disagree with the usefulness of magazines which are available in the libraries.

Library Resources in the Inclusion of the Study The following Table explains about the percentage of library resources in the inclusion of the study is discussed in detail.

Table-9: Library Resources in the Inclusion of the Study

Inclusion in the study	Faculty (N=69)	Students (N=145)	Total (N=214)
Less than 25%	5 2.33	29 13.55	34 15.88
25% to 50%	12 5.60	36 16.82	48 22.42
50% to 75 %	32 14.95	23 10.74	55 25.70
More than 75%	20 11.68	57 26.63	77 35.98

Source: Primary Data



As per the data presented in the above Table 9 with regard to inclusion of library resources in study and teaching by the respondents of selected polytechnic college. A total of 214, a large majority, 77 (35.98) of the respondents were using more than 75 per cent age of library resources, followed by, 55 (25.70) were 50% -75%, 48 (22.42) were 25% -50% and

34 (15.88) were less than 25% of library resources are using the library resources.

On the whole, majority faculty and student respondents are using more than 75 per cent of library resources in their academic assignments. It is a good sign and also the library staff also very much helping the users of the selected polytechnic college.

Tale-11: Level of satisfaction on library resources.

Sl. No.	Level of Satisfaction	Faculty Members	Students	Total
1	Very much satisfied	37(53.62%)	85(58.62%)	122(57.01%)
2	Satisfied	21(30.43%)	44(30.34%)	65(30.37%)
3	Somewhat satisfied	9(13.04%)	11(7.59%)	20(9.35%)
4	Not satisfied	2(2.90%)	5(3.45%)	7(3.27%)
	Total	69(100%)	145(100%)	214(100%)

Source: field study

The data presented in the above Table 11 with regard to the level of satisfaction on library resources of the selected Polytechnic College of the study. Out of 214, a large majority 122 (57.01) respondents were `Very much satisfied` with library resources, followed by, 65 (30.37) were `Satisfied`, 20 (9.35) of them are `Somewhat satisfied, and 3.27% of them are `Not satisfied` with library collection.

It could be found from the study that, a large majority, 187 (87.38) faculty and students were satisfied with the availability of the respondents in the Government Polytechnic library, Predator, YSR district of Andhra Pradesh.

Major findings: From the above analysis, the following major findings were found:

1. A majority of 91.12 per cent of the respondents are `Male`, among them, 29.44 per cent are `faculty members` and; 61.68 per cent are `Students`.

2. A majority percent of the respondents (53.27) are visiting library `Daily`, and it also observed that the majority of 66.90 per cent students visit daily, and 34.78 per cent faculty members visit the library.

3. The study also found that the majority of the respondents 41.12 per cent expressed that they visit library to borrow books and majority of faculty 30.43 per cent visit library to update knowledge and students are to borrow books.

4. It is observed that the level of knowledge on library resources, among faculty members majority of 46.38 per cent of them expressed their opinion that they have good knowledge about resources, and from student's side 35.17% of them said that they have good knowledge on library resources. The overall majority 38.79 per cent of them said that they have good following, 29.44 per cent of them said that they have excellent knowledge, 24.30% of them said



per cent of them said that they did not know anything about library resources.

5. It is found that regarding the use of library resources by the respondents, majority of 37.85 per cent respondents expressed that they use text books.

6. A large majority, 197 (92.05) respondents are visiting the library,

7. A majority per cent of the respondents, 88 (41.12) are visiting the college library to `borrow books`,

8. A majority of the respondents are using the library resources (22.43) to `Update Knowledge`,

9. A large majority, 37.85 per cent of the respondents expressed that they are using more `Text Books`,

10. A majority, 25.70 per cent of the respondents are using Journals/Periodicals frequently,

11. A large majority, 57.01 per cent of the respondents were very much satisfied with library resources.

Conclusion:

Library is considered an integral component of any efficient education system. It plays an important role in the improvement of the organisation. The study evaluates in detail the type of material, sources and the services used by the students. It examines the extent of use of library resources in government polytechnic college library. Library has always been described as the heart of the university. It has been called the brain of the academic body. Library has become so important that renowned scholars judged the quality of education by the quality of library service in the university. But, in today's scenario, the position of the library in the academic institution does not seem to be the same. With the development of technology, in particular information and communication technologies more comprehensive

relevant and easily searchable subject directories and search engine like (e.g. Yahoo and Google) and ubiquity of the web have resulted in a generation of students who now perceive the Internet as the most familiar, convenient and expedient source of information.

Suggestions: Based on the present study results, some of the following suggestions were made. They are:

1. The Government Polytechnic College Library, is need to acquire more subject related text books.

2. Need more computer terminals need in the digital library, to avoid the delay, to access the e-resources.

3. There is also need to procure subscribed digital/e-resources for the benefit of the users of the college library, to full-fill the needs of them.

4. The librarian is need to conduct information literacy programmes frequently to student community, to understand and use more different kinds of library resources.

5. Finally, the state governments, NAAC and AICTE monetary bodies, need to allocate more funds to polytechnics, to provide all types of e-resources, which are very essential in the present digital world, to become a worthy knowledgeable engineers to India, to speedy development in S&T as said by the then, Prime Minister of India, Pt.Jawaharlal Nehru.

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NEP 2020: A Game Changer for Higher Education System in India

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Abstract

Education in any free and complex society is influenced by socioeconomic and political circumstances as well as by education philosophy. Higher education plays an important role in economic & social development of a country. The Indian Higher Education expanded rapidly after independence in fragmentation manner. The NEP 2020, is supposed to be a game changer for Higher Education System as it will build multidisciplinary and interdisciplinary Higher Education Institutions along with large no. of new independent organizations for its smooth functioning and monitoring. The policy is based on the conception of Indian tradition, culture, values as well as transforming the nation into equitable, sustainable and vibrant knowledge society. The objective of NEP 2020 is to develop creative potential of each individual by providing multidisciplinary liberal education and to raise 50% GER by 2035. Under this policy, a lot of changes will take place in respect of curriculum, regulation, accreditation, funding, affiliation and so on in HEIs. Thus, our study analyse Indian Higher Education System under NEP 2020 in comparison with NEP 1986.

Key Words : NEP 2020, HEIs, Multidisciplinary Education, Autonomy.

Introduction:-

Education plays a powerful role not only in building the nation but also the future of a nation. Education in any free and complex society is influenced by socio-economic and political circumstances as well as by education philosophy. Higher Education plays an important role in economic and social development of a country and prepares youths not only to earn for their livelihood but also making this planet a happiest space. Quality Education to all is essential for making India self-reliant and knowledge super power at Global Map.

In ancient India, we had famous centers of higher learning such as Takshashila, Nalanda and Vikramshila which were

imparting multidisciplinary teaching and research for acquiring knowledge and making competent for disciples. System of education in ancient India was mostly Gurukules. By 1947, we had only 25 institutions and the no. of students in colleges and Universities were 2.5 lakhs. The growth of higher education expanded very rapidly after independence. Currently there are 845 Universities and nearly 40000 Higher Education Institutions in India, reflecting overall high fragmentation and small sized HEIs in the country. India has the third position in Higher Education System of the world after America and China but Indian universities don't have place among top 100 ranking Universities of



the world. The world is undergoing rapid changes in the educational landscape with technological advancement like machine learning and artificial intelligence. Universal high quality education in higher education is the best way for developing rich talents and resources in the interest of individuals and the country as a whole. Recently Govt. of India announced National Education Policy 2020 recommended by Kasturirajan Committee duly approved by the union cabinet in July 2020. The current National Education Policy 2020 is commonly known as New Education Policy (NEP) 2020. The NEP 2020 is the first education policy of the 21st century which replaces the 34 years old national education policy 1986. The NEP is a game changer for Higher Education System as it builds multidisciplinary and interdisciplinary higher education institutions. The policy is based on the conception of Indian tradition, culture, values as well as transforming the nation into equitable, sustainable, accountable and vibrant knowledge society. The objective of NEP 2020 is to develop creative potential of each individual by providing multidisciplinary liberal education and to raise 50% GER by 2035. The vision of the policy is to make India self-reliant. The essence of Bhartiya is the Hallmark of NEP. Our study analyse Indian Higher Education System under NEP 2020 in comparison with NEP 1986.

Objective of the Study:-

The objective of our study are (i) To overview the Indian Higher Education system under NEP 2020 & (ii) To compare existing NEP 1986 with newly NEP 2020 in terms of higher education system in India.

Methodology:-

Our study is based on conceptual study of higher education under NEP 2020 which has been derived from secondary sources i.e. published journals, magazines, newspapers and Websites.

Analysis of the study

1. Optimal Learning Environments and Students' Support:

Under NEP 2020, Curriculum, Pedagogy, Continuous Assessment and students' support are essential elements for quality learning and learning environment. All HEIs and faculties will have Autonomy to design and innovate on the matters of curriculum, pedagogy, assessment/evaluation and grading at department level. Teaching learning method includes in class teaching, ODL and online teaching examination is the part of continues evaluation and teaching.

All Universities and Colleges will set up high quality support centers to provide adequate funds and resources to the students belonging to socio-economically disadvantaged Group (SEDG). For students' support, professionals, academic and career counselor will be available to ensure physical, psychological and emotional support. Under NEP 1986, the faculties don't have autonomy in deciding curriculum, criterion-based grading, comprehensive assessment and evaluation at department level. Teaching learning method is basically dependable on inclass teaching. Examination is conducted separately by the affiliating university as it is separate part of teaching. The choice based credit system (CBCS) under NEP 1986 will be revised gradually by innovation and flexible competency based grading system.

2. Internationalization of Education:



Internationalization of education proposed under NEP 2020 will lead to a great attraction of international academics to participate in the Indian Higher Education System. India will show its presence on the global higher education map by setting its HEIs campuses in other countries. Top 100 ranking foreign Universities of the world will also be allowed to set up their campuses in India, which were not directly allowed to operate in India under NEP 1986. Under NEP 2020, teaching/research collaborations and faculty/students exchange programmes will be facilitated and mutual beneficial MoU will be signed. The various rigorous initiatives in this regard will also help to attract foreign investment in HEIs. The students of both the countries will have plenty of opportunities to participate in sports and cultural activities.

3. **Financial Support for Students:**

Under NEP 2020, student support and financial assistance will be provided to the students belonging to ST, SC, OBCs and other socio-economically Disadvantaged Groups (SEDGs). The National Scholarship portal will be expanded to support, foster and track the progress of students. Private HEIs will also be encouraged to offer large number freship and scholarship to their students, particularly to SC, ST, OBCs and other SEDGs. Such efforts for financial support to SEDGs has not been provided under NEP 1986.

4. **Motivated, Energized and Capable Faculty:**

NEP 2020, recognizes that the success of HEIs mostly depends on the quality and involvement of its faculty. To motivate, energize and make the competent faculty, HEIs will be well equipped with basic infrastructure and facilities. The duties of

teachers will not be too excessive and teacher's student's ratio will also not be too high. Faculty will have autonomy to design their own curriculum, pedagogy, grading system and assessment/evaluation at departmental level. The role of Faculty members of HEIs will be as collaborators and guide for making students innovators and creative thinkers. Faculty performance and accountability will be linked to promotion and compensation. Excellence among faculty will be incentivized through appropriate rewards, promotion, recognition and leadership. In this way, the faculty members of HEIs will be more competent, motivated and energized than ever before.

Under NEP 1986, Faculties are less motivated and energized since they don't have adequate infrastructure, facilities and autonomy of designing curriculum and evaluation, on the one hand and on the other, they have excessive load of teaching. Faculty Performance and accountability is not linked with compensation. Faculties are only facilitators rather than collaborators and guide. In spite of several initiatives under NEP 1986, faculty motivation in terms of teaching, research and services in HEIs remains for lower than desired level.

5. **Equity and inclusion in Higher Education:**

Under NEP 2020, opportunities shall be available to all individuals including SEDGs ensuring equitable access and inclusion. There are certain facets of exclusion which are more particular in Higher education. Thus, Additional steps shall be taken by all governments and HEIs for equity and inclusion.

Steps to be taken by the governments are:- a) setting clear target for higher GER particular of SEDGs. b)



Enhancing access by establishing high quality HEIs in aspirational districts and special education zones containing large number of SEDGs. c) Providing more financial assistance and scholarship to SEDGs in both private and public HEIs. d) Conducting outreach programme on higher education opportunities and scholarship among SEDGs. e) Enhancing gender balance in admission of HEIs.

Steps to be taken by HEIs: a) Providing more financial assistance and scholarship to SEDGs students. b) Developing more degree courses to be taught in Indian language and bilingually. c). Ensuring disabled friendly buildings and facilities in HEIs. d) Developing bridge course for SEDGs students. e) Ensuring sensitization among faculty, counsellors and guide on gender issue. The steps taken by Govt. and HEIs under NEP 1986 in respect of equity and inclusion were not satisfactory.

6. **Quality Academic Research through NRF:**

A robust ecosystem of research is more relevant for progressive and vibrant nation than ever before due to rapid changes occurring in the world day to day. As research and innovation in Indian higher education institutions is vital, there is an urgent need to further strengthen research and innovation in the 21st Century.

The NEP 2020 views the comprehensive approach for transforming quality research and establishment of National Research Foundation (**NRF**). The NRF or any other agencies will make funding of research in all disciplines to HEIs. Under NEP 1986, all research funding is being made through UGC or through any other agencies.

The primary activities of NRF will be:- a) To make funding for competitive and peer reviewed grant proposals across all disciplines. b) To seed, grow and facilitate research at Universities and colleges. c) To liaison between researchers and relevant departments of governments as well as with industries. d) To recognize outstanding research proposals.

7. **Transformations in the Regulatory system of Higher Educations:**

Regulations of higher education in India have been too heavy handed for the decades with too little result. Thus, there is an urgent need for complete overhauling of regulatory system in India in order to re-energize the higher education system.

Under NEP 2020, Regulatory system of higher education will ensure the distinct functions of regulations, accreditation, funding and academic standard setting by National Higher Education Regulatory Council (**NHERC**), National Accreditation Council (**NAC**), Higher Education Grant Council (**HEGC**) and General Education Council (**GEC**) respectively, as independent verticals within single umbrella of Higher Education Council of India (**HECI**). NHERC will function as a single regulator for higher education sector excluding medical and legal education. NHERC will regulate in a '**Light but tight**' and facilitative manner. Accreditation of Higher Education Institutions by NAC will be compulsory for functioning and offering the degree. A robust system of graded accreditation shall be established for good governance and autonomy of HEIs. HEGC will carry out funding to higher education for scholarship and development of institution. The General Education



council (GEC) will frame learning materials for higher education programs. NEP 1986 authorizes UGC for regulation, funding and academic standard setting and NAAC for accreditation of Higher Education Institutions for availing funds and Govt. facilities as per their grading.

Public and Private Higher Educations will be governed by the same sort of norms for regulations, accreditation and academic standard. The private higher education institutions may decide their programme fees independently but within regulatory framework. The Professional councils will act as professional standard setting bodies.

8. **Curbing Commercialization of Higher Education:**

Under NEP 2020, commercialization of Higher Education will be stopped by multiple mechanisms with check and balance. Under this policy, all educational institutions will maintain similar standard of audit and disclosure as a '**not for profit**' entity. There will be a transparent public disclosure in respect of financial matters of HEIs. All private & public HEIs shall be treated at par within regulatory frame work. All fees and charges set by private HEIs will be transparent and fully disclosed. During the period of enrolments, there shall be no arbitrary increase in the fees/ charges by private HEIs. Under NEP 1986, commercialization of education has not been stopped due to non-slandered audit and untransparent public disclosure in respect to financial matters.

9. **Governance and Leadership for HEIs:**

Effective Governance and Leadership enables HEIs to create culture of excellence and innovations. Through a

suitable system of graded accreditation and graded autonomy in phased manner, over a period of 15 years, all HEIs in India will become independent and self-governing institutions. For greater institutional autonomy and governance a Board of Governors (**BOG**) shall be established at each HEIs. The BOG shall be accountable to the stakeholders and responsible for meeting all regulatory guidelines mandated by HECI.

All leadership positions and head of the institutions will be offered to persons having high academic qualification, administrative experience and capabilities to manage complex situations. All HEIs will make strategic Institutional Development Plan (**IDP**) with the joint efforts and participation of members of BOG, leaders, faculty, staff and students of the HEIs. Under NEP 1986, above provisions have not been taken into consideration.

10. **Holistic and Multidisciplinary Education:**

India has long tradition of holistic and multidisciplinary education since its inception. The ancient Indian Universities like Takshila, Nalanda and Vikramshila have demonstrated multi-disciplinary education. Banabhatt's Kadambari also describes 64 kalas/arts which includes Singing and Dancing, Physics, Chemistry and Maths as well as Vocational Courses. In fact, holistic and multidisciplinary education is the need of the hour of 21st century. The new education policy 2020 envisages a broad based multidisciplinary holistic education at all HEIs. The objective of this education is to develop a person all-rounder and more practical in life.

For holistic and multidisciplinary education, the flexible and innovative curricula options will be



offered to the students. All HEIs shall include credit based courses and projects in the area of community engagement and services, environmental education and value based education. NEP 2020 proposes lifelong learning to avoid to be outdated in the society. Students of HEIs will be provided opportunities of intensive internship in different area to be more practical for employability.

Under NEP 2020, the **undergraduate degree** in every subject will be either for three or for four years duration with multiple entry and exit option. Certificate, after passing First year, diploma, after passing Second year and bachelor degree, after passing third year will be awarded. The four years bachelor degree program shall be preferred option with major/minor research project. Under NEP 1986, Undergraduate programmes are offered for three years only and degree is awarded after completion of 3 years Bachelor programme. There is no option of multiple entry/exit in the said policy. **Academic bank of credit (ABC)** shall be established to store the academic credit digitally earned from various recognized HEIs, to award the degree, but such bank does not exist under NEP 1986.

Post-graduation

Education- a) For students completing four years bachelor degree programme with research projects, there will be one year master degree programme for them. b) For students who have completed three years bachelor degree programme, there will be two year master degree programme for them and c) There may be an integrated five years Bachelor/Master degree programme. PG programme under NEP 1986 is of two years only with specialization in any paper opted by the students.

Under NEP 2020, **Ph.D.** shall require either a Master degree or four years Bachelor Degree with research. One year M.Phil in any subject shall be discontinued under NEP 2020. In existing policy 1986, one year M.Phil degree in any subject, continues for preliminary experience to do research. HEIs will focus on **research and innovation** by setting up incubation center, technology development center, center in frontier area of research, and interdisciplinary research. The HEIs will also take the lead to undertake research in the area of infectious diseases, diagnostics, vaccinology and other pandemics. Such research provisions have not been incorporated under NEP 1986. **Multidisciplinary Education and Research University (MERU)** will be set up by Model Public University at par with IITs, IIMs to attain the highest global standard in quality education and research. It will also be helpful in setting up the highest standard for multidisciplinary education across India. MERU does not exist under 1986.

11. Institutional Restructuring and consolidation :-

Thrust area of NEP 2020 is to end the fragmentation of higher education existing in NEP 1986 by transforming HEIs into large multidisciplinary Universities and Colleges with an objective to have 3000 or more students. **The HEIs will be restructured in three tiers** i.e. (i) Teaching Intensive University (ii) Research Intensive University and (iii) Autonomous Degree Granting College by 2035. Under NEP 1986, state university, central university, deemed to be university and affiliated/constituent colleges exists.

The system of affiliation under NEP 2020 will be stage wise



phased out over a period of 15 years and there will no affiliated college within state Universities. Under existing policy 1986, most of the colleges are affiliated to state university. Over a period of time, it is envisaged that every college will be developed into either an autonomous degree granting college or a constituent college of a University. **A Single Stream HEIs** which exists under NEP 1986 will also be phased out over a period of time and all HEIs will move towards multidisciplinary institutions by 2040. NEP 2020 aims to increase gross enrolment ratio (**GER**) in higher education including vocational education from 26.3% (2018) to 50% by 2035. All three types of HEIs will have option to run open distance learning (ODL) and online programme provided that they are accredited to do. (only accredited universities are allowed to offer ODL education in existing education policy 1986.)

12. Teachers education/B.Ed. :

Currently 2 years B.Ed. Programme is imparted by B.Ed Colleges under NEP 1986. Under NEP 2020, All teachers Education Programmes must be conducted within multidisciplinary institutions. The Four Years Integrated B.Ed. course will be the minimum qualifications for school teachers. The Four years integrated B.Ed will be a dual Bachelor Degree Programme consisting B.Ed. with specialization in subject such as Music, Mathematics, Computer Science, Economics etc. Each HEIs will have a network with government and private schools to work closely. A National Mission for mentoring shall be established to provide short and long term mentoring support to Universities and colleges teachers.

13. Vocational Education :-

Vocational Education under NEP 2020 has been given Prime importance to become India self-reliant. Vocational education will be integrated in HEIs in phased manner over the next decade. By 2025, at least 50% learners in higher education shall have exposure of vocational education. To overview the vocational education, MHRD will constitute a National Committee for Integration of Vocational Education (**NCIVE**), having experts in vocational courses and representatives across ministries. To boost the vocational education, incubation centers will also be set up in HEIs.

B.Voc. degree under existing NEP (Introduced in 2013) will continue but vocational course will also be available to students enrolled in all other Bachelor's degree programme including 4 years multidisciplinary Bachelor degree programme.

14. Professional Education:-

All professional education such as agriculture education, legal education, health care education and technical education will be an integral part of the higher education system. Stand-alone agriculture universities, legal universities, health care universities and technical universities will aim to become multidisciplinary institutions under NEP 2020. India should come forward in preparing professional for enhancing employment and opportunities to youth professionals. Technical education should be offered by multidisciplinary educational institutes. University/Institute offering law education must prefer to offer bilingual education. Institutions offering agricultural education must benefit the local community directly. Students of health care education should have basic



knowledge of Ayurveda, Yoga, Naturopathy, Unani and Homeopathy. No such provisions have been taken into account under NEP 1986.

15. Promotion of Indian Languages, Arts & Culture:-

Promotion of Indian Language, Arts & Culture is not only important for a nation but also for individual for cultural awareness, expression and personality development. In fact, language is a dress of thoughts. HEIs will provide more programmes in local language as a medium of instruction and will offer programmes bilingually to promote Indian languages. High quality programmes, Graphic designing and Web-designing will be created in higher education system. Creating such programs HEIs will also provide employment opportunities.

Under NEP 2020, Indian Institute of Translation and Interpretation (IITI) will be established to aid in translation and Interpretations. Sanskrit University will move towards becoming large multidisciplinary institution of higher learning. Under this policy, National Institute of Pali, Prakrit and Persian will also be set up within university campus. Universities dedicated to languages will become multidisciplinary.

16. Technology Education:-

Technology education is a journey not a destination. The use of technology in HEIs will play an important role in transforming the Nation into digitally empowered society and knowledge economy in the light of digital India campaign. Under NEP 2020, National Educational Technology Forum (NETF) will be created to use of technologies in enhancing learning, Assessment, Planning and administration of HEIs. It will also help in classroom teaching,

faculty and professional development. Technology based platforms such as Diksha and SWAYAM will be integrated across higher education institutions. Through technology HEIs will play active role in conducting research, creation of course materials including online courses.

17. Online Education and Digital Education:-

Wherever traditional and in-person educations are not possible due to epidemics and pandemics like Covid 19, recommendation has been made for promoting online education. To look after e-education in HEIs, digital infrastructure, e-content and capacity building will be created by MHRD under NEP 2020. Online education and Digital education have not been given due importance under NEP 1986.

18. Qualification of Asst. Professor:-

Under NEP 2020, Ph.D. qualification is compulsory along with Master degree and NET/SLET for being Asst. Professor in HEIs but under NEP 1986 Ph.D. in not compulsory for being Asst. Professor. Only NET/SLET is required in addition to Master's degree in any subject.

19. Admission Process :-

Under NEP 2020, admission in undergraduate/postgraduate public HEIs will be taken on the basis of scores of National Testing Agencies (NTA) conducted on National level, but under NEP 1986 admission in undergraduate and P.G. are taken on the basis of either on secured marks in preceding examination or score of entrance examination conducted on college/state level except NITs & NEET for Medical colleges.

20. Conclusions :-

On the basis of analysis of our study, we come to the conclusion that NEP 1986 emphasizes on restructuring of higher



education but failed to improve quality education in respect of creating employability skills, generating research output and so on. To compensate the past failure, NEP 2020 has been launched with a view to provide liberal multidisciplinary education and research at undergraduate and P.G. level by 2030. The Policy is based on the conception of Indian tradition, culture and values as well as transforming the Nation into equitable, sustainable, accountable and vibrant knowledge society. The essence of Bhartiya/Indians is the Hall-Mark of NEP 2020 for making India self-reliant.

Thus, NEP 2020 will be a game changer for Indian higher education system as a lot of New Independent Organisations/Institutions will be set up and it will move from teacher-centric to student-centric, learning-centric to research-centric, examination-centric to evaluation-centric, choice-centric to autonomy-centric, one stream-centric to multidisciplinary-centric and marks-centric to skills-centric education.

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Agricultural Education, Technology and the Development: A Case Study of the Colonial Punjab

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Abstract

The present paper attempts to focus on the agricultural education which played a vital role in agricultural development and ultimately shaped the policy by the Colonial State in India, especially in British Punjab. The Britisher started improving the agricultural technology for peasant proprietors initially then widened its scope to remaining agriculturalists later to boost up the agricultural production for their industries, which inception in middle of the nineteenth century in England. How many institutions like agri-horticultural, agricultural department, experimental farms, model farms, veterinary hospitals, taccavi loans agencies, agricultural exhibitions, agricultural education and agricultural conferences worked to achieve this target, which have been set by the Colonial State and how much cultivated area amplified during the period under reference?

Keywords: National Archives of India, Taccavi, Ataliq Zamidarian, Kuchha-Pucca, Riverian.

I

The process of interaction between the European technology and the traditional system of cultivation in the Punjab started with the appointment of the British Resident at Lahore in 1846. Under the guidance of the Lawrences, the early British officers examined the resources of the Punjab and studied their prospects for development. They formulated schemes for the construction of new canals, the repair of old canals, the re-opening of ruined wells and rehabilitation of deserted villages. An experienced British engineer was appointed and three lakh rupees were set apart by the Council of Regency for public improvements.¹

¹ *Punjab Agricultural Report*, 1849-51, p. 13, (Henceforth PAR.)

The introduction of European knowledge in India was very slow. Robert Edgerton, the Lieutenant Governor of the Punjab (1877-82), was of the view that before 'We can hope to impart to the agricultural community generally any useful lesson in regard to their system of agriculture and staples, a great deal more had to be learnt regarding the existing system of cultivation and the suitability of innovations to climatic conditions of the country, nature of the soil and economic resources of the people.² Consequently, changes in technology in the initial stage remained confined to a small section of the agriculturists. The Government of India expressed its

² *National Archives of India Proceedings of the Revenue and Agriculture Department (Agriculture and Horticulture)*, No. 46, August 1880. (Henceforth N.A.I.)



conviction that in dealing with agricultural improvement her earliest ambition was to secure the active aid of those members of the agricultural community who were sincerely interested in agricultural improvements.³

The authorities acknowledged that after all it was only through and by all those peasant-proprietors who had facilities for making improvements that agricultural improvements could on any important scale be effected. To secure their co-operation was, therefore, an important object. A further valuable source of information and advice existed in the European community of planters and land lords who had already given a useful lead to native enterprise in the adaptation of western appliances into the agricultural system of the East.⁴

The major task before the early British administrators was to pass technical knowledge regarding agriculture on to the peasant-proprietors who happened to constitute the most receptive section of agricultural population capable of assimilating the established results of agricultural research and imported technology. Even then many institutions were needed to persuade the peasant-proprietors to adopt the new methods.⁵ The most effective means could be agricultural associations, local demonstrations, village agencies, vernacular agricultural journals, leaflets and circulars, agricultural shows and exhibitions, itinerant assistants, seed depots,

utilization of the services of expert cultivators for the introduction of improved methods, training of sons of cultivators, co-operation between the agricultural departments and district administration, and prizes for good cultivation.⁶ These means were applied by institution like agri-horticultural society, agricultural department, experimental farms, model farms, veterinary hospitals, taccavi loans agencies, agricultural exhibitions, agricultural education and agricultural conferences.⁷

The first institution created by the British for agricultural research and education in the Punjab was Agri-Horticultural Society of the Punjab established on May 16, 1851 in Lahore. Henry Lawrence was elected its first president.⁸ Although formed by the British officers, strictly speaking, it was not a government organisation. The objectives of the society included the improvement of the existing modes of cultivation and irrigation including the use of manure, improved as well as new agricultural implements and the improved breeds of cattle. Experiments were made in the gardens of the society regarding various crops, vegetables and fruit trees.⁹

³ *Ibid.*

⁴ N.A.I., *Proceedings of the Revenue and Agriculture Department, (Agriculture)*, No. 34, June 1897.

⁵ *Ibid.*

⁶ N.A.I., *Proceedings of the Board of Agriculture in India Held at Pusa on the 21st February 1910 and the following Days*, Calcutta, 1910, pp. 68-72.

⁷ *Ibid.*

⁸ PAR, 1852-53, p.17.

⁹ N.A.I., *Proceedings of the Department of Revenue, Agriculture and Commerce. (Agriculture and Horticulture)*, No. 12, December 1873.



The Department of Land Records and Agriculture was constituted in the Punjab under Resolution No. 668 of the Finance Department of the Government of India dated 9th February 1887.¹⁰ The services of the Department of Agriculture were availed of by a very small fraction of the peasant proprietor class. Experiments were made with exotic varieties of cotton, wheat and maize.¹¹

The importance of agricultural education for the dissemination of new knowledge was realized. The practical steps towards the introduction of agriculture as a subject in educational institutions were taken in the closing decades of the nineteenth century.¹² The agricultural conference in its meeting at Simla in October 1893 expressed the view that the spread of education would be an important element in the improvement of agriculture. It was viewed to be more helpful to remove the prejudices attached to caste and custom which prevented progress in agricultural methods. It would give rise to a more intelligent farming class.¹³ The technical education was needed to develop the material resources of India and to improve its agriculture to compete in the world market.¹⁴

II

¹⁰ N.A.I., *Proceedings of the Department of Revenue and Agriculture (Agriculture)*, Nos. 5-12, Feb.1888.

¹¹ *Ibid.*

¹² N.A.I., *Proceedings of the Department of Revenue, and Agriculture (Agriculture)*, No. 5, September 1895.

¹³ *Ibid.*, No. 10, Feb. 1894.

¹⁴ *Ibid.*, No. 7, May 1891.

The Government of India resolved in 1894 that agricultural education should form part of the general educational programme.¹⁵ Another resolution of Sept. 1895 supporting the above view further recommended that the elementary principles of agriculture should form a prominent subject in education imparted in the village schools. The agricultural conference in its Lahore meeting in March 1896 recommended that the men trained in scientific agriculture be appointed in the revenue and the related departments.¹⁶ To curb the tendency amongst the expert agriculturists to shift to other professions, preference was given to those having formal qualifications in agriculture in filling government posts requiring knowledge of agriculture.¹⁷

In a limited way the vernacular literature on agriculture began to be published. About 1877 an Urdu periodical, *Ataliq Zamindarian* devoted exclusively to agricultural subject began to be published from Hoshiarpur. It was the only periodical of its kind published in vernacular in the Punjab at that time. The government attitude towards this indigenous enterprise was favourable.¹⁸ The agricultural exhibitions also displayed machinery and implements, which were in common use in England and America so that the native agriculturists could compare them with the implements used locally and also

¹⁵ *Ibid.*, No. 5, September 1895.

¹⁶ N.A.I., *Proceedings of the Department of Revenue, and Agriculture (Agriculture)*, No. 34, June, 1897.

¹⁷ *Ibid.*

¹⁸ *Punjab Report in Reply to the Inquiries Issued by Famine Commission*, Vol. 1, p. 306.



witnesses the improvements that were affected by the application of implements hitherto unknown to them.¹⁹ In a country in which illiteracy was so widespread ocular demonstrations were considered to be the best method of convincing the cultivating classes of the advantages of agricultural improvement. There were two methods of demonstration—the demonstration farm and the demonstration plot.

The quickest method of influencing the peasant proprietors was to use small plots cultivated under departmental control or direction to demonstrate an improvement in crops or methods. This had the advantage of bringing demonstration right into the heart of a village.²⁰ The demonstrations at the peasant proprietors own fields were held in two ways. In the first a plot was hired for the purpose of demonstration and the cultivation was done by the departmental staff.²¹ In the other, cultivation was carried on by the peasant proprietors themselves under the close supervision of a demonstrator.²²

Steps were also taken to establish experimental and model farms. The proposal came from F. Halsey who had practical knowledge of farming. Initially, the possibility of establishment of an experimental farm at Amritsar was considered. All those officers associated with agricultural improvements unanimously favoured the improvement

of agriculture and live-stock through an experimental farm²³

In January 1872, J.B. Lyall, officiating Settlement Commissioner of the Punjab, held that there was only one way to induce the natives to alter the established systems of husbandry, and that was to convince them, by experiments worked out before their eyes, that some other system was better. The only possible way to do this was to establish model farms. On March 7, 1873 the control of experimental farms in the Punjab was transferred from the Government of India to the Government of the Punjab.²⁴ The model farms in the course of time became of real benefit to the country by leading to the introduction of new staples and even of some improvements in agricultural technology.

Iron ploughs leave the ground uneven and, therefore, require supplementing by some instrument of the nature of a harrow. Harrows, horse-hoes, and cultivators were implements consisting of a number of teeth affixed below some kind of frame intended for stirring the soil and breaking its surface. Light harrows, had many fine points. Owing to their slight weights, they can be used on many crops (after they had been sown) without dislodging the seed or tearing up the plants.²⁵ Drills for sowing seed in two or more rows at a time were until recently unknown in the Punjab, though they had been used for centuries

¹⁹ Sukhwant Singh, *Technological Breakthrough And Peasant Enterprise ; (Peasant Proprietors in the Punjab 1849-1901)* , p. 106.

²⁰ PLRAR, 1862-63, p. 14.

²¹ PLRAR, 1869-70, p. 8.

²² *Ibid.*

²³ PLRAR, 1873-74, p. 68.

²⁴ N.A.I., Proceedings of the *Department of Agriculture, Revenue and Commerce*, Progs. No. 1, Part B, September 1873.

²⁵ *Punjab Land Revenue Assessment Report*, 1889-90, p. 29.



in many parts of India. They had been introduced to the Punjab by the Agricultural Department and had been adopted by many farmers with very encouraging results.²⁶

The rapid diminution of ordinary pasture, as more and more land came under cultivation, derived the peasant to rely more and more on wheat straw as fodder, and this had increased the importance of the mechanical fodder cutter, which not only economizes time but also the straw as well.²⁷ The Agricultural Department had for many years sent out mechanics to do simple repairs when required, while the staff on district work assists in putting things right when the trouble was slight. To further reduce this trouble a short course for village black smiths had been started in the Agricultural College at Lyallpur.²⁸ Despite the continues rise in prices-some implements cost now nearly 75 percent more than they did before the war, and some, as chaff-cutters, were unobtainable it was satisfactory to find that the number of improved agricultural implements of all kinds that were imported from Europe or America; sold in the province.

The system referred to co-operative societies in the central Punjab districts stock *Meston* ploughs for sale, as sub-agents for the firm supplying them, had been adopted by about 20 of these societies, and was working satisfactorily. The Bhainimilvan Union (Gurdaspur District) sold 270 *Meston* ploughs and 100 shares in the year. In the Bet (riverain) lands of the Ferozepore

district, near Mamdot, the *Raja* plough was very popular and very effective for eradicating dab grass.²⁹ But the price was complained about: one *zaildar* told that he could buy a pair of the wretched little animals used for plugging in this circle for Rs. 30 (Rs. 15 each) the price of the complete plough. Near the same place a field of sugar cane which had been cultivated by the *Rajah* plough the produce of which was being sold standing for Rs. 400 an acre, compared with the figure of Rs. 200 an acre, the figure which neighboring sugarcane fields, which had been cultivated with a country plough, were fetching.³⁰

As, it had been said in previous reports, country blacksmiths had now taken to imitating the *Meston* plough: One blacksmith in Kotli Nangal, near Gurdaspur, sold 150 shares, and 15 ploughs, of the *Meston* pattern, which he made himself during the year. The high price of iron was of course preventing progress from being as fast as it would have been otherwise.³¹ A small iron foundry at Phagwara (near Jullundur) was trying to manufacture chaff cutters both power and hand driven, on the England model: a line of action it embarked on without suggestion or hint from any member of the Agricultural Department.³² An agriculture report suggested³³ that the new ploughs should have cost effectiveness, if possible not more than Rs.20. For a good plough, there was no need of two handles. Zamindars seldom used more than one

²⁶ *Ibid.*

²⁷ *PAR*, 1916-17, p. 321.

²⁸ *Ibid*, p. 322.

²⁹ *PLRAR*, 1917-18, p. 22.

³⁰ *RODA*, 1916-17, para 15, p. 6.

³¹ *PAR*, 1919-20, p. 42.

³² *Ibid.*

³³ *RODA*, 1916-17, para 11, p. 6.



handle of the existing Punjab or Rajah ploughs. A wheel at the end of the beam was a luxury. Elaborate nozzles and hakes and designs for regulating width were unnecessary, and a draft must be moderate and under 1½ cwts.

The new ploughs would probably be called "Lyalpur" ploughs. The Lyallpur plough was a very marked and important advance on anything that had so far been put forward in the Punjab.³⁴ It was not of course as yet ready to be placed on the market, not yet being indeed entirely out of the experimental stage.³⁵ As a result of these experiments, the older "Jat" plough had been finally discarded.

The 'Kaiser' plough was tried in Gurgaon district by the big land-owner on the initiative of the Deputy Commissioner.³⁶ The advantages counted by the Deputy Commissioner were (i) that it left no space between the furrows, (ii) it effectually cleared off all jungle growth, (iii) in land already cultivated and in light soil, it worked well so much so that it was equivalent to two or three ordinary ploughings.³⁷

But on the other hand, (i) it required longer and stronger bullocks than ordinary ones used in the neighbourhood, (ii) the shaft was much light and in hard ground, it was liable to breakage, which was irreparable in the villages, (iii) its handle being short, needed good pressure, (iv) its price was high, (v) its furrows were made deep, preventing seeds from germination, (vi) it

could not make straight furrows and beside these, so many other defects were pointed out by the cultivators.³⁸ Though the defects could be obviated by slight alteration in its manufacture, but its adoption by the cultivators was rather doubtful. In other districts also, the 'Kaiser' plough was not adopted by the agriculturists.³⁹

The implements sold in the Punjab show that by far the greater part of them was ploughs. Harrows were much fewer in number. The reason for this was not far to seek: the advantages the farmer gains from an improved plough were more than from any one other agricultural implement and imported harrows cost far more than imported ploughs.⁴⁰

Yet it was exceedingly important to introduce among the cultivators improved implements for harrowing, and also to help them to sow their crops in lines. Hence the introduction of simple harrows, drills and hoes made of simple articles as wood and iron, which can be obtained in any village, and which though infinitely cheaper than the imported article, do work not much inferior to it, had received much attention during the year.⁴¹

At present these simple implements were being made and sold only at the Lyallpur farm, but arrangements were being too made, in connection with the measures being taken to increase the area under food

³⁴ *Ibid.*

³⁵ *Ibid.*

³⁶ *PLRAR*, 1882-83, p. 16.

³⁷ *Ibid.*

³⁸ *PAR*, 1890-91, p. 34.

³⁹ *Ibid.*, p.36.

⁴⁰ *RODA*, 1916-17, p. 7.

⁴¹ *Ibid.*



grains next winter, to considerably expand the manufacture of bar harrows of these implements in 1916-17, 60 were sold, nearly all to *zamindars*, at a cost of Rs. 14 each, and 212 drills, costing Rs. 7 each, were also sold. Copies of them, locally manufactured had already begun to appear in villages.⁴²

Agricultural implements were more widely diffused in the Punjab. Many types of improved equipment were imported from Britain, especially ploughs, harrows, and hoes, and to a lesser extent drills, chaff cutters, and cane crushers. Such instruments were considered too had advantage over the local varieties, and ploughs such as the *Raja* and *Meston* earned great repute. These simpler, cheaper implements were within the reach of the smaller cultivator. They did not require elaborate maintenance, and could usually be repaired locally. But after World War even the price of these goods become inordinately high. Partly as a result, such implements increasingly came to be produced by indigenous manufacturers, most of whom were based in the town of Batala in Gurdaspur District.⁴³

Within a decade, Indian made implements began to outsell imported ones. In 1929, for example, 14,207 Indian and 7,120 imported implements were sold in the Punjab. By 1930 Batala had twenty-six iron foundries, with a total output of over 19,000 machines valued at Rs. 537,000. The use of only these smaller implements, although a promising sign, provided a contrast to the advances in agricultural technology that were taking place in the more industrialized parts of

the world.⁴⁴ No major changes occurred in cropping techniques in the Punjab. Double cropping was practiced where the water supply permitted, and a number of crop combinations were extant several rotational systems were practiced.⁴⁵

III

The produce of land in Punjab was largely dependent upon natural factor of irrigation i.e. rainfall. In addition to it, the other sources of irrigation were wells, ponds and canals.⁴⁶ The use of wells for irrigation was very much in vogue. There were two types of wells-*Kuchha* and *Pucca*-the former with no walls and with upper level water and the latter with masonry wells and with deep water in it.⁴⁷

The apparatus which worked on wells were of many kinds. *Dhenkli* was a very simple and indigenous device by which the water to be raised came up in a vessel suspended from a long arm of a lever of the balance kind and its weight was overcome by the weight of a block of hard earth or stone piled on the other hand of the lever. This device needed very much manual labour and could irrigate a small portion of land. Another device was *charasa*.⁴⁸ The *Jhalar*⁴⁹ system of irrigation was found on the lands near the rivers, streams or *jhills*. It was merely a variety of a Persian wheel with larger water buckets.

⁴⁴ PLRAR, 1933-34, p. 76.

⁴⁵ N.A.I., *Punjab Colony Manual*, Lahore, 1926.

⁴⁶ *SR Rohtak District*, 1873-79, p. 87.

⁴⁷ *Ibid*, p.88.

⁴⁸ *Ibid*.

⁴⁹ *Ibid*.

⁴² Imran Ali, *op.cit.* p. 232.

⁴³ *Ibid*.



According to the Punjab Administration Report of 1887-88, the "importance of the irrigation supplied from the canals in the Punjab formed one of the special features of the revenue administration of Punjab."⁵⁰ Great advancement was made in the irrigation technology. Irrigation was effected by branch canals and distributaries called *rajbahas* which took water from the main canal and distributed through culverts. The irrigation channels called *khals* then took water to the fields to be irrigated.⁵¹ The advanced engineering was evident from the construction of permanent headworks, head-regulators well defined courses, extensive system of distributaries and irrigation primarily by overflow rather than by lift.⁵² These improvements vastly expanded the area irrigated by each canal.

IV

Several kinds of sugar-mills were tried with varying success. The *behia* mill became popular with the farmers to crush sugarcane,⁵³ though it rendered the refuse-cane unfit for rope-making purpose, and the mill could not be repaired by the village blacksmiths.

However, sugar-mills manufactured at Roorkee in North West Provinces were appreciated by the agriculturists of Gurgaon district and

these were going popular. There were 63 such mills in that district in 1882-83.⁵⁴ In Ambala district also, especially in Jagadhari tehsil, these mills became very popular.⁵⁵ The experiments made by the Department itself were not very numerous.⁵⁶ It was made with a sugar mill invented by Dr. Thakur Das with the object of preserving the sugarcane fibre (*pachi*), the destruction of which by the Behia Sugar mill was almost the only objection now urged to that most popular machine.⁵⁷ The Table indicates the following particulars from the traffic returns of the East Indian Railway show a large increase in the exports from the Shahabad Railway Stations of sugar (grain sugar and gur) from 1874 the year hich these improvements began to operate.⁵⁸

⁵⁰ PAR, 1887-88, p.11.

⁵¹ Baden-Powell, *A Hand Book of the Economic Products of the Punjab*, Vol. 1, pp. 205-06.

⁵² *Bari Doab Canal Project*, 1850, pp. 1-13; *Bari Doab Canal Revised Estimate*, 1856, pp. 4-5, and *DG Gurdaspur*, 1883-84, pp. 8-9.

⁵³ PAR, 1886-87, p. 82.

⁵⁴ PAR, 1882-83, p. 36.

⁵⁵ *Ibid.*

⁵⁶ *Ibid.*

⁵⁷ *Ibid.*

⁵⁸ N.A I., *Revenue and Agricultural Department*, Proceedings Nos. 7 to 10, File No. 1, June 1891, p. 9.



Table: Behia Mills Product Export

Year	Behia mills working in district	Maunds : Sugar and gur exported
1874	A small number of experimental mills	28,170
1875	266	56,900
1876	714	51,550
1877	1,639	307,200
1878	2,813	486,000
1879	5,358	401,400
1880	6,800	638,000
1881	8,000	606,000
1882	9,286	817,000
1883	10,000	496,100
1884	10,200	236,000
1885	10,300	431,500
1886		621,400

These figures were an indication only of what the total increase had been; as there were exports south, north, and in the other directions by carts, pack bullocks, boats & etc, and a substantial increase in the local consumption.¹ Behia sugarcane crusher was most successful in the Punjab. Introduced in the last quarter of the nineteenth century, it had almost ousted the old wooden crusher by the turn of the century. The new sugarcane-crusher crushed more quantity and gave higher yield. It superseded the native press called *belna* which was a cumbersome arrangement of cogged wooden wheels.² The information collected by the Punjab government on the working of the Behia crusher affords strong evidence of the great importance of the crusher as an economizer of the labour of the cattle, cultivators and artisans. The crusher was useful because it shortened, facilitated

and cheapened the work of crushing. The director of the agricultural department of the Punjab reported that the new crusher was particularly useful in the production of white sugar.³

Moreover for boiling the sugarcane juice the shallow evaporating pans manufactured by Thomson and Mylne Behia were adopted in the Punjab in 1889-90.⁴ They required little fuel. More progress in sugar industry was made in the Grudaspur district where apart from the iron crushers, the sugar refineries known as *kanchies* were set up to produce better quality of sugar. Another landmark in this field was the establishment of Sujampur sugar works in

¹ *Ibid.*

² *PLRAR*, 1889-90, p. 23.

³ Himadri Benerjee, *op.cit.* pp. 91-93.

⁴ *PLRAR*, 1889-90, p. 23.



May 1877 which commenced working in November 1878.⁵

V

Increasing attention was also paid to the growth of agricultural science and technology. High yielding varieties of crops in wheat and cotton and sugarcane were either imported or evolved in various research institutions in the Punjab and elsewhere in India. Agricultural research and education in the twentieth century made considerable headway and experimental farms were established at places such as, Lyallpur (where an Agricultural College was established in 1909), Gurdaspur, Hansi, Sirsa, Montgomery, Rawalpindi; and Jullundar all had major experimental farms. In these farms, the experiments were tried mainly on the commercial crops i.e. cotton and sugarcane, for example in Hansi in 1931 and 1932 the varieties of sugarcane tried were Co. 205, Co.285, Co. 213, Co. 290 and *Surentha*. However, in 1933, Co. 205, Co. 285 given up and three new Co. varieties, viz. Co 300, 3120 and 313 were introduced. In Hansi, selections of cotton research botanist and some American varieties were tried. The two varieties of Japan rapeseed, - black leaved and white leaved, - were grown.⁶ Some results were achieved

by the Sirsa Agricultural Farm. The yield of varieties of sugarcane i.e. Co. 244 had 94 *maunds*, while Co. 227 had 65 *maunds* as calculated.⁷ In the twentieth century more sophisticated, durable iron implements like the sugarcane press, Persian wheel, fodder cutter, harrow and iron plough had gradually become very popular,⁸ and extension of new scientific methods increase the product from the land and contributed to the ongoing process of commercialization. The agricultural growth of the Punjab province was also marked by sharp contrasts and regional disparities. The south-east tracts did not show the same development of agriculture as the province as a whole.

Around the mid nineteenth century, when the British annexed the Punjab just about 25 percent for the land was under cultivation. As a cumulative result of the colonial policy towards the agricultural education and technology and as far as extension of cultivated areas, new conditions of British rule and the response of the people to them, the gross cultivated area of the Punjab increased from 23 percent in 1849 to 49 in 1901 and further increased to 53 percent in 1947.⁹ Of the total area of 5.22

⁵ Sukhwant Singh, *Technological Breakthrough And Peasant Enterprise : (Peasant proprietors in the Punjab 1849-1901)*, p. 121.

⁶ See, for detail, *Report on Karnal Revenue Rates, 1878*, appendix, liii-liv; and Malcolm Darling, *Wisdom and Waste in the Punjab Villages*, OUP, London, 1934, 168; *A Note on the Experimental Work conducted with different Crops at*

the Hansi Agricultural Station, from 1931 to 1934, Government Printing, Lahore, 1936, 219.

⁷ *Department of Agriculture, Punjab, Annual Report of the Agricultural Experiment Farm, Sirsa, 1930*, 12.

⁸ Sukhwant Singh, 'Agricultural Development in the Punjab, 1858-1947', 91.

⁹ Sukhwant Singh, 'Agricultural Development in the Punjab, 1849-1947,'



crores acres in the Punjab province under which the cultivated area was 1.27 acres and cultivable area was 54 lakhs acres (nearly 10 percent of total area) in 1855.¹⁰ Of the total area of 65 million acres in 1868, about 28 percent acres were cultivated and 20 percent acres were cultivable, while 43 percent were considered barren.¹¹ By the turn of the century, the cultivated area had further risen to 2.53 crores acres by 1911 to 2.72 crores acres.¹² By 1936-37 cultivated area had risen to 3.10 crores acres.¹³ The cultivable but not cultivated area was 34515 square miles in 1880-90 and decreased 26373 square miles in 1903-04 i.e 24 percent.¹⁴

VI

Thus, from the above accounts, it can be deduced that the experimental measures under taken by the British in various agricultural and allied fields did not

Journal of Regional History, Amritsar, 1980, 100.

¹⁰ Himadri Banerjee, *Agrarian Society of the Punjab, 1849-1901*, Manohar, New Delhi, 1982, 17 (notes).

¹¹ *Report on the Census of Punjab, taken on 17th February 1868*, 8.

¹² B.S.Saini, *Social and Economic History*, 191.

¹³ The actual figures were 52240171 total areas from which cultivated area was 12751161 in 1855, and then increased to 25363161 in 1901, which again increased to 27231422 in 1911, and shoot up to 31041660 by 1936-37. *Land Revenue Administration of the Punjab for the Year ending, 1937*, Statement No. ii, IV.

¹⁴ *Imperial Gazetteer of India, Punjab*, Vol. I, Superintendent Government, Calcutta, 1908, 154.

prove successful to the full satisfaction of the British. The imported seeds could not thrive here successfully, nor did the improved agricultural implements and equipment suit the soil and climate to boost up productions. The agriculturists did not adopt the new machines for simple reasons of non-utility and non-profitability. But wherever the new experiments proved beneficial to the agriculturists, they did not mind adopting them with eagerness. The *Behia* sugar mills went very popular with this class, perhaps more due to its beneficial purposes than the novelty of things.¹⁵ The attitude of the agriculturist class was not rigid to the new experiments and innovations applied here, but they adopted them if they suited them economically also.

Colonialism brought about a tremendous transformation in Indian agricultural economy. This effort was not with a view to improving Indian agriculture, to increase production and ensure the welfare and prosperity of the Indian agriculturist, but to obtain for themselves in the form of land revenue, all surplus available in agriculture and to force the Indian agriculture to play its assigned role in the colonial economy. These features manifested themselves in different ways depending on the geography, political process and economic modes in different regions. The Punjab with its ample agricultural potentialities likes the fertile plains, extensive river system and meticulous peasantry, was regarded by its British conqueror as more treasured than the encounter of the richest mines.

¹⁵ Chattar Singh, *op.cit.* pp. 167-84.



Caste system a division of labour in ancient India and social evil and modern India

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Abstract

The Caste system was not sanctioned by Dharmasastras, Vedas, and Puranas. The Caste system is developed through the professional life of the people. Varna system is different from the Caste System. The lower Varna is called Sudra. The responsibility of Sudras is to cater the needs of upper Varna's. The sudras are divided into different professions. The professions like weavers, Gold smiths, Cobblers, Oil tillers, Construction workers, and Potters were existed in the Ancient Hindu society. In the initial stages these professions have been treated as Srenis. The head of the Sreni was Srestin. The Sresti had produced the raw material and handed over them to the particular profession to manufacture items. These items were sold away by the head and distributed the money among workers. Later these professions have been changed as castes. Each cost would have their own rules and regulations inter dining, customs, culture etc... which can be formed as endogamies group. The Sreni system itself has been changed as caste. Each caste is having their own kinship and gotra. They have their own god to worship. These gods are none other than their first ancestor. Intercaste marriages are strictly prohibited. They are not allowed to inter mingle with others and to dine with others. These caste system became an evils in the modern society. The caste system is further strengthened through the reservations for backward castes scheduled castes and scheduled tribes which weekend the social structure and social solidarity. All these issues would be high lightened in the full text paper.

Introduction

India has a rich culture. This culture is scientifically accepted and systematically transmitted. Indian culture is heterogeneous. Different communities, different groups, and different culture have been intermingled with each other. Traditionally Varna system and cast system are the parts of the Indian culture. Present paper highlights merits and demerits of the Indian culture.

Objectives

The paper presenter has kept following objectives in her mind to present the paper.

1. To focus and the ancient Indian society which is based upon division of labour.
2. To lay emphasis on the origin of caste system.
3. To bring out the conditions and which the caste system is turned as evil.
4. To bring out the repercussions of the caste system on modern society.



Methodology

The paper presented has consulted different social leaders to know their opinion on the caste system in India. She has visited number of libraries to collect the available data pertaining to the caste system. She has attended workshops and seminars conducted by several universities on this aspect. She has consulted original research works on caste system.

Hypothesis

Caste system is developed as division of labour in the ancient Indian society. Different professions have been turned as castes. Fortunately all the castes have involved in the manufacturing activities to cater the needs of the people. But in the modern time the caste system has deviated the society and sown the seeds of disintegration. On the basis of these observations present study has been conducted.

Significance of the study

This topic got much importance in the present day society. Modern society is facing a threat from the caste system which is an evil. The caste system has shaken the routes of the society. There has been no co-ordination among the people all the castes are demanding reservations which kept the merit away from the education and employment. Reservations must be provided not on the basis of the castes but on the basis of their economic status. Present study has been conducted to bring out significant value of the reservations on the basis of economic status which brings social unity.

Theme of the paper

Varna system and caste system are interlinked with each other. The word Varna denotes the completion of human beings. Varna is nothing but colour that is White, Red, and Black. Caste system indicate the professions held by the people. The word caste is derived from the word "Casta" the Greek word "Casta" means a group. Group of persons living together following the same cultural traits. The India different professions like Cobblers, Shepherds, Potters, Weavers, Goldsmiths and etc...have carried out their professions. Those professions have prescribed endogamous rules to the followed by the member. Inter-dining, and marriage with in the groups are the formidable rules. These endogamous rules have made the professions has caste ridden. The Caste system slowly became a part in Hindu society and threatens the existence of the society. The bhakti leaders and social reformers have strongly condemned the caste system. Ramananda, Kabir, Santtukaram, had preached the unity among the people the social reformers of 19th century, Rajarammohan Roy, Dayananda Saraswathi, theosophical society have called upon the people reject the caste evils. But all the efforts of the enlightened people are in vein.

Casteism and modern society

After the Independence Indian Democracy has been threatened by the Caste system the Political leaders are not adamant to wipe out the feeling of the Casteism. To bring out the equilibrium between the upper and lower castes Dr Br Ambedkar has advocated the reservation policy. His intension is to reduce the gulf between rich and



downtrodden. Dr Br Ambedkar has opined that reservation should be extend for only ten years. If the target is not reached another 10 years should be extended for reservation but his call has been rejected and constitution is being amended after every 10 years to provide reservations to the downtrodden people. This vote bank politics has weakened the routes of Democracy. Reservations in the politics has vitiated the political atmosphere. All Indians are one nation. All the people are equal to one another. Social unity, Social solidarity, and security must be the basis principle. The reservations should be provided to all the people those who are weak in the society. These economic reservations create unity in place of disunity. The economic reservations instead of social reservations would provide opportunity to the meritorious from the economic backward community. The caste reservations hamper the society and paved no way for development. Division of society among the castes is an abstackle in the economic prosperity. Thus Scholars should strive their best to strengthen the society for the development of economic routes. To discord the social reservations and to provide economic reservations is only the way to establish harmonious, peaceful and prosperous society.

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Scheduled Tribes and Constitution of India

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Abstract

The Fundamental Rights Chapter of the Constitution (Part III) details the concept of equality at some length. Article 14 recognises the right to equality before law and equal protection of the law and makes the same available to all persons, that is, citizens as well as non-citizens. The Constitutional provisions as well as numerous judicial precedents firmly establish that a mere 'formal' equality approach has been rejected. Instead, the Constitution clearly recognises that to be completely meaningful, a 'substantive' approach to equality has to be adopted, and therefore the historical discrimination of certain groups and classes must not only be abjured by the state, but concrete steps must be taken to reverse the present consequences of such historical discrimination. It is only with such substantive or affirmative approach can equality in a real sense being achieved.

Description

Article 244 of the Constitution of India read with two Schedules – the Fifth and Sixth Schedules to the Constitution of India provide special arrangements for areas inhabited by Scheduled Tribes. A large number of areas predominantly inhabited by Adivasis had been declared to be Excluded/Partially Excluded Areas during the British period. These areas came under the purview of the Scheduled Districts Act of 1874 and the Government of India (Excluded and Partially Excluded Areas) Order 1936. Following Independence, these areas were brought under the Fifth and Sixth Schedules respectively, and referred to as Scheduled Areas. Some other predominantly Adivasi areas were declared to be Scheduled Areas by the President subsequently. For the purpose of the present document, we will be looking closely at the law relating to Fifth Schedule areas only Article 244, contained in Part X of the Constitution

entitled "The Scheduled and Tribal Areas", provides as follows: "Article 244 (1) The provisions of the Fifth Schedule shall apply to the administration and control of the Scheduled Area and Scheduled Tribes in any State other than the States of Assam, Meghalaya, Tripura and Mizoram." The purpose of Scheduled Areas, as also recognized in several judgments, is to preserve the tribal autonomy, their culture and economic empowerment, to ensure social, economic and political justice, and preservation of peace and good governance.

1 It is with this object in mind that the Constitution created the Fifth Schedule which has famously been called "A Constitution within a Constitution" by late Dr. B.D. Sharma, former Commissioner for Scheduled Castes and Scheduled Tribes. The Panchsheel Doctrine,



2 a set of five fundamental principles devised by Sh. Jawaharlal Nehru, India's first Prime Minister, enunciated tribal development as follows:

1. People should develop along the line of their own genius and we should avoid imposing anything on them. We should try to encourage in every way their own traditional arts and culture. 2. Tribal rights to land and forest should be respected.

3. We should try to train and build up a team of their own people to do the work of administration and development. Some technical personnel from outside will no doubt, be needed, especially in the beginning. But we should avoid introducing too many outsiders into tribal territory.

4. We should not over administer these areas or overwhelm them with a multiplicity of schemes. We should rather work through, and not in rivalry to, their own social and cultural institutions.

5. We should judge results, not by statistics or the amount of money spent, but by the quality of human character that is evolved. It is in this constitutional and policy approach that the Fifth Schedule is examined in the present compendium.

In Part II of the present compendium, the law relating to local self governance in Fifth Schedule areas, primarily through village panchayats, is examined. Panchayats as an institution of local self governance have been in existence in many parts of India since centuries. The Constitution of India gave the panchayats a constitutional status in 1993 with the 73rd Amendment to the Constitution. It introduced specific provisions for the setting up of Panchayats across the country in rural areas as a fourth rung of representative democracy.

In Part III we make a brief examination of how these constitutional and statutory protections translate into reality, by examining some of the key challenges to the rights of tribals over their homelands, resources and livelihoods, and whether the legal framework has provided the expected protections.

The Fifth Schedule and its Provisions:

The Preamble to the Constitution of India makes a commitment to 'Justice social, economic, and political'. The right to life under Article 21 of the Constitution has been interpreted in a catena of judgments to include the right to a life of dignity, which includes therefore a host of other rights which are necessary and important to ensure that this life is holistic and complete. Therefore the right to livelihood,⁴ the right to shelter,⁵ the right to a clean environment,⁶ the right to water,⁷ and numerous other rights which are of a socio-economic nature, have been held by judicial precedent to be part of the fundamental right under Article 21. At its core, the Constitution bears a commitment to the concept of equality of all citizens before the law, as stated at the outset in the Preamble itself when it commits to the vision of 'equality of status and opportunity' as a core part of the aspiration of a newly independent state. The fundamental right to equality has been held to be part of the 'basic structure' of the Constitution and therefore unalterable even by constitutional amendment.

Not surprisingly, the Fundamental Rights Chapter of the Constitution (Part III) details the concept of equality at some length. Article 14 recognises the right to equality before law and equal



protection of the law and makes the same available to all persons, that is, citizens as well as non-citizens. The Constitutional provisions as well as numerous judicial precedents firmly establish that a mere 'formal' equality approach has been rejected. Instead, the Constitution clearly recognises that to be completely meaningful, a 'substantive' approach to equality has to be adopted, and therefore the historical discrimination of certain groups and classes must not only be abjured by the state, but concrete steps must be taken to reverse the present consequences of such historical discrimination. It is only with such a substantive or affirmative approach can equality in a real sense be achieved.



Impact of Farmer's Suicides on the women in the Victim's Families in Andhra Pradesh, Karnataka, Tamilnadu, Telangana, Kerala and Pondicherry

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Abstract:

Indebtedness of farmers is one of the principle issues driving them to commit suicide. The issue begins off with the accessibility of convenient credit. Keeping money segment isn't prepared to give credit/advance to agriculture for maintaining a strategic distance from the hazard. With the Breakdown of formal credit, structures will make the farmers expanded depending on casual segments. Agriculture dependably has requested from the very latest credit, and a minute ago credit came at higher rates due to the great request hypothesis the more the request higher the monetary value. The banks take no role in this, as it isn't conceivable to take credit from banks casual wellsprings of acknowledging come just from the more prominent premium weight driving the farmers to an interminable loop of private debt Farmers need credit for buying seeds, pesticides and other major inputs and immense measures of credit is similarly required by them for introducing tube wells. Well, we can see credit is required by them in each angle they work in. There is a further absence of credit accessibility for small agricultural farmers

Introduction:

Agriculture is the subsistence division of Indian economy. It has likewise been brought up that farming and allied areas contribute almost 14 per cent of Gross Domestic Product (GDP) of India, while around 65 to 70 per cent of the population is subject to agriculture for their occupation. On the cutting edge time frame, the agriculture has turned into an industry on one side and along the other; it is confronting issues because of the absence of financial and credit facilities. Shockingly because of the vulnerability of monsoon, nonaccessibility of credit, expanding costs of seeds, pesticides and composts, agribusiness has turned into a most critical industry and farmers are enduring because of financial pain and

they are conferring suicide on a vast scale in various areas of the nation.

Indebtedness of farmers is one of the principle issues driving them to commit suicide. The issue begins off with the accessibility of convenient credit. Keeping money segment isn't prepared to give credit/advance to agriculture for maintaining a strategic distance from the hazard. With the Breakdown of formal credit, structures will make the farmers expanded depending on casual segments. Agriculture dependably has requested from the very latest credit, and a minute ago credit came at higher rates due to the great request hypothesis the more the request higher the monetary value. The banks take no role in this, as it isn't conceivable to take credit from banks casual wellsprings of acknowledging come just from the more prominent premium



weight driving the farmers to an interminable loop of private debt. Farmers need credit for buying seeds, pesticides and other major inputs and immense measures of credit is similarly required by them for introducing tube wells. Well, we can see credit is required by them in each angle they work in. There is a further absence of credit accessibility for small agricultural farmers.

Farm suicides have been a sin in India, and this is growing every year. This untoward activity is every day in agriculturally develop areas also. Combination of economic, institutional and social factors is responsible for this. Though it is a difficult task to identify a set of factors, it is instead growing at a high rate in India.

Agricultural practices in India have declined at a soaring rate since 1990. The symptoms of unprecedented in post-independence India and agrarian distress shows a high rate of farmer's suicides in India. Approximately 0.5 million farmers have committed suicide in India from 1995 to 2017 according to National Crime Records Bureau of India (NCRB, GOI), This number has been increasing each year with more cases reported to the states which practice cash crop farming. In 1995, the number of farmer's suicide in India was 10,720 and it reached up to 17,130 in 2005. In 2017, the numbers stood at 18,098. This implies that the number of farmer's suicides had increased to an unacceptable level.

With rising number of farmers' suicides, there is a large number of survivors left behind them. Suicide in a family triggers a wide range of negative outcomes. High rates of anxiety, depression, and pathological grief along

with difficulties in social life have been reported among suicide survivors. Though suicide by farmers is reported as special category and studies are available on suicide victims, to the best of our knowledge, there are very few systematic studies focusing exclusively on "farmers" suicide survivors' across India and this is the first study covering south Indian states.

These farmers and their families are among the victims of India's longstanding agrarian crisis. Over the past three decades, economic reforms and the opening of Indian agriculture to the global market have increased costs, while reducing yields and profits for many farmers, to the point of great financial and emotional distress. Farmer suicide has significant impact on farm households, especially on the women, a growing proportion of women are the sole or principal earner of their households.

After the death of husband the entire responsibly lies on the widow. In a situation of distress she faces difficulties in managing the household among with farming activity as a female head of the family. Various reports and studies on the farmers suicide addressed mainly economic and policy failure in this regard, but the role of social fabric is missing in all studies. This social fabrics must be strengthened to cope with this calamity.

Research Methodology:

Universe of the study:

The study was carried out in the states of Andhra Pradesh, Karnataka, Tamilnadu, Telangana , Kerala and Pondicherry.



The project director contacted the officers of the Directorate of Agriculture, Government of Pondicherry for the farmers suicides information. The officials said that there are no farmer suicide cases in Pondicherry. As per the information the state was not included in the present research study. Hence the study was carried out in the states of Andhra Pradesh, Karnataka, Tamilnadu, Telangana , Kerala and Pondicherry.

Sample of the study:

As per the information provided by the selected state Directorate/Commissionerate of Agriculture, two districts with highest concentration of farmers suicides families were selected for the study. Besides, the researcher also contacted the farmers associations and also collected reports about farmers suicides from local news papers.

In the third stage, from each of the selected district, 100 farmer suicide families were randomly selected for the study. Therefore, the total sample of the study comes to 1000 widows (i.e. wives of the deceased farmers) in the victims survival families in the above mentioned states.

Sources of data: Both primary and secondary data was collected and used in the study.

Method of data collection:

Primary data:

In order to collect the primary data, a structured interview schedule was used. The schedule consists the information on the socio-economic profile of the respondents families at present and personal profile of the deceased farmers as per the statements provided by the respondents and impact of farmers

suicides on the victims families in the selected areas.

Secondary data:

Besides, secondary data was also gathered from the relevant offices and books and journals including internet data also used for the study.

Data processing and analysis:

Keeping in view of the objectives of the study the collected data was processed and analysed by using statistical techniques like percentages in the analysis of the data.

The present study mainly focus on the following - Profile of the deceased farmer's such as year of suicide, means of suicides, age, occupation, education, socio-psychological profile, debt burden at the time of suicide, social participation of the deceased farmers, symptoms observed by the victims family members and causes of suicides, farming related causes of suicides, indebtedness related causes of suicides, social and other causes related to the suicides, ownership of land, awareness about property rights among farm widows, problems perceived by the families in rural livelihood sustainability, consequences due to suicides, coping mechanisms after suicide, Health problems faced by the victims family members, Economic conditions, impact of suicides on the victims families followed by suggestions by the victims families.

Conclusions of the study:

Socio-economic profile of the respondents families:

❖ A large percentage of the total sample respondents belongs to forward castes/other castes followed by backward castes, scheduled castes and scheduled tribes.



❖ Majority of the respondents are found in the age group between 31-40 years to 51-60 years, it indicates that they experience widowhood at a very young age.

❖ 34.70% of the total sample respondents are illiterates, of them more number of illiterates are found in the sample of Karnataka, Telangana, Andhra Pradesh and Tamilnadu. In the case of Kerala the rate of illiteracy is low when compared to the other sample states (13.50%). Of the literates majority of the respondents have primary education (29%) followed by high school education (24%), intermediate (9.60%) and degree (2.70%).

❖ Out of the total sample families 54.20% are engaged in agriculture and allied activities, more or less similar results are noticed in all the sample states with small percentage of variation on this occupation. The remaining families are engaged in different types of occupations such as agriculture labour (21.60%), wage work in non-farm activities (19.50) and 14.70% are engaged in small and petty business. It indicates that a few percentage of the sample families left agriculture activities or leased out their lands to their close relatives, friends, neighbours.

❖ A large percentage of the sample families are small and marginal farmers in the total as well as in all the sample states.

❖ Nearly about 50% of the total selected families were having moderate fertile soil land followed by 36.80 per cent families with poor fertile soil and 13.40 per cent with rich fertile type of soil.

❖ Majority (73%) families did not possess any source to access the

irrigation. They solely depended on monsoon rains. While 27.40 per cent families were having open well as irrigation source.

❖ Social conditions of the respondents (participation in agricultural operation before husband's suicide) reveal that nearly about 70% said that they participated in agriculture activities before her marriages.

❖ 61.30% of the total sample families have not owned any livestock and the remaining 387 families have owned cow/ox/buffalo, sheep/ goats, birds and others. Of the total 21.60% of the families had owned cow/ox/buffalo, 12.90% had sheep/ goat 2.50% had birds/poultry and 1.70% had other type of live stock.

❖ Approximate annual income of the sample families are ranges from below Rs.25,000 to 1.50 lakhs and above. 62.10% of the total sample families are found in the annual income between Rs.50,000-75,000 to 1.00-1.25 lakhs. The remaining families are found in the income range of Rs.1.25-1.50 lakhs (9.70%), 5.7% in Rs. 1.50 lakhs and above, 17.20% are in the range of Rs.25,000-50,000 and 5.30% are in below Rs.25,000.

❖ Annual expenditure of the sample families ranges from below Rs.25,000-1.50 lakhs and above. 78.90% of the total sample families are found in the annual expenditure range between Rs.75,000-1.00 lakhs to Rs. 1.25-1.50 lakhs and 10.60% of them are found in expenditure range in between Rs. 1.50 lakhs and above.

❖ 3,4,2 and 5 members families are more in the total sample families. The average size of the total sample families



is comes to 3.47 persons. The same for Andhra Pradesh sample is 3.50 persons, 3.50 persons in Karnataka, 3.11 persons in Tamilnadu, 3.75 in Telangana and 3.5 persons in Kerala.

❖ Majority of the total sample families are belongs to nuclear type of families (75%) and 24% are joint families. In all the sample states majority of the sample families are nuclear type followed by joint families.

❖ Out of the total sample families, close to 55% have no savings, the same situation is observed more or less with minor percentage of variation in this aspect in all the sample states. The remaining families have savings and the range of savings are below Rs.5000 to Rs.25000 and above. Of them 20% are found in the savings group of Rs.10000-15000 to 15000-20000.

❖ All the sample families are in debt at present. The quantum of debt is ranges from below Rs.1.00 to 6.00 lakhs and above. Nearly about 65% of the total sample families are found in the debt range from below Rs. 1.00 lakh to 1.00 lakh- 2.00 lakhs. A large percentage of the sample families are found in the debt range in between Rs.1.00-2.00 lakhs in Andhra Pradesh, 53% are in below Rs.1.00 lakh in Karnataka, 60% are in below Rs.1.00 lakh to 1.00-2.00 lakhs in Tamilnadu, 51.50% are in below Rs.1.00 lakh in Telangana and 63.50% are in the debt range of below Rs.1.00 to 1.00-2.00 lakhs in Kerala.

❖ Of the total families 55% got loan from moneylenders followed by 36% from banks and the remaining 8.80% raised advances from their friends and relatives.

❖ With regard to type of housing of the sample families, nearly about 73% of

them are living in pucca houses, 15% are in semi-pucca houses and 12% in katcha houses. In the type of housing more or less same situation is observed in all the states sample families with minor percentage of variation.

❖ Overwhelming majority of the total sample families are living in their own houses and 10% of them are inhabiting in rented houses. More than 80% of the total sample families residing in own houses in all the states.

❖ Two rooms houses are more in number in the total houses of the sample families (72%) followed by 18% have 3 and above rooms and 10% of the houses have single room. All the houses of the sample respondents have electricity facility. Nearly 75% of the houses of the sample families have toilets facility. 85% of the total sample families have bath rooms in their houses and the remaining sample families have no such kind of facility.

With regard sources of drinking water a large percentage of the total sample families are getting water from public taps (67.20%) followed by 18% are fetching drinking water from government hand pumps and nearly about 15% are depend on open wells for drinking water i.e., these wells are located in the houses of the sample families. Overwhelming majority of the sample families are using LPG as medium of cooking in their houses and 12% of the families are still depend on fire wood as medium of cooking in the study area.

Impact of farmers suicides on the victims families:

❖ Out of the total farmers suicides cases, 19.50% are reported in the year



2017, 16.60% in the year 2014, 15.20% in 2015, 14.90% in 2016, 9.80% in 2011, 11.30% in 2013, 7.80% in 2012 and 4.90% in 2010.

❖ 56% of the total farmers committed suicides by hanging, 36% consumed poison and 7% used other methods of suicide like drowning, jumping into well/river.

❖ Majority of the deceased farmers i.e., 63.20% are found in the age between 41-50 years to 51-60 years followed by nearly about 28% in the group of 31-40 years.

❖ 31.70% of the total deceased farmers are illiterates. 29.80% of the total deceased farmers have primary education, 24% have high school level education and 9.80% have intermediate level of education and degree (4.60%).

❖ Majority of the deceased farmers engaged in agriculture and allied activities (70%), 20% of them are engaged in both agriculture and agriculture labour, 5.20% are engaged in agriculture and non-agriculture wage work and 4% engaged in agriculture and small business.

❖ Out of various symptoms observed by the family members before farmers committed suicides, 91.30 percent of them viewed that the victim mingling with family members, mingling with community adequately (79.20%). 71.30 percent reported that the victim take food regularly, 68.20% stated that their husband was mingling with their neighboring households and friends. They are sleeping during the night time without any mental illness (73.50%).

❖ Crop failure due to drought/lack of irrigation (89%) is the major farming related causes of suicides.

❖ Increased indebtedness (74.50%), torturing by moneylenders for repayment of loan (23.50%), recovery pressure from money lenders (28.50%) were the indebtedness related causes of suicides.

❖ Drop in Socio-economic status (57.50%), addictions of victims (37.10%), marriageable age of daughters/sisters (27.20%), chronic health problem of their own or family members (26.50%) are the major social and other causes related to the suicides.

❖ Out of the total deceased farmers, 40% of them are indebt in between Rs.4.00-5.00 lakhs, 25.60% are in between Rs. 3.00 lakhs -4.00lakhs, 17% are indebt between Rs.2.00lakhs-3.00 lakhs, 10.50% are in between Rs.1.00-2.00 lakhs and 6.70% are indebt in 5 lakhs and above at the time of suicide.

❖ 65% of the land of the deceased farmers were in the name of their father/mother, 28.60% are in the name of deceased farmer, 5.40% are in the name of the brother of the victim.

❖ 62% of the total sample farm widows have little information about the property rights, 24% of the farm widows aware about the property rights and 13% of them have no knowledge and awareness about property rights.

❖ Following are the problems faced by the victims families in the livelihood sustainability- erratic rainfall/monsoon vagaries (87.80%), lack of irrigation sources (78.60%), Untimely inputs availability in market (52.10%), Poor accessibility of extension agencies for technical guidance (48.20%), Lack of electric connection (12.60%), Non availability of institutional credit and procedural delay in obtaining farm loan (31.60%), Non remunerative prices and



price fluctuations (88.30%), High cost of inputs (84.60%), Non availability of work in lean season (32.40%).

❖ Following are the different consequences faced by victims families due to suicide: continuing the agriculture by the spouses or children (54.20%), land tenancy to others (19.40%), land sold (8.20%), left barren(13.30%), tenant farmer(9.40%), other assets sold for livelihood (gold, live stock, bullock cart) (4.20%), Converted to Agriculture labour (21.60%), converted to Non- agriculture labour (14.70%), migration to urban for work (11.30%), pressure of repayment of loan(55.70%), lost elder person in family(9.20%), stopped education of children(9.70%), anxiety about the marriage of daughter/daughters and delayed marriages(20.30%), got help from the friends and relatives and neighbourers (12.60%), worried about children and old age people in their family (62.10%), Severe mental stress(39.50%), Suicide by the other members of the family(1.10%), lack of financial help/aid(87.30%), spouse living alone(6.20%), heavy medical expenditure after attempting suicide before death(5.50%), compensation received(57.10%), widow pension received(91.20%).

❖ Coping mechanisms adopted by the victims families after suicides- savings of family (45.10%), land sold out (8.20%), other assets sold out(4.20%), borrowing from money lenders (76.20%), stopped education of children(9.70%), converted to ag. labour(21.60%), converted to non-ag. labour(14.70%), joining children in Government residential schools on free of cost (5.30%), social assistance from villagers/ neighbours/ relatives(92.30%), help from

close relatives/ friends(11.60%), reducing daily expenses(21.40%), reducing marriage expenses(13.60%), compensation received from government(57.10%), widow pension received(91.20%).

❖ Health problems faced by the victims family members are frequent headache (28.80%), Sleeplessness (23.40%), Mental stress (39.50%), physical weakness (29.90%) and BP/diabetes (14.50%).

❖ Economic conditions- Gender bias in getting help from government(9.60%), received the relief package offered by the government(57.10%), husband's land transferred(64.20%), 51.20% have land patta costs of inputs have gone up(76.20%), any generational change in occupation(19.60%), money lenders have tried to grab the land after the episode money lenders have taken the relief money(18.20%), unable to send children to school(9.70%), unable to meet the expenditure of crops(85.60%), mobility (12.10%), ill-health(15.60%), Market constraints(87.10%), lack of access to agricultural inputs(36.60%), Spurious seeds(57.60%), lack of knowledge about the price of fertilizers(23.20%), lack of access to storage facilities(18.60%), lack of bargaining power (71.20%) and current financial situation satisfactory (15.10%).

❖ Impact of suicides on the victims' families- discontinuation of agricultural activities(45.80%), no earning member(75.00%), land sold out(8.20%), other assets sold(4.20%), postponement of marriage(19.70%), illness among family members(11.00%), family member under depression(60.00%), converted to ag labour(21.60%), converted to non-ag



labour(14.70%), stopped education of children(9.70%) and migration(11.30%).

Recommendations:

In view of the above conclusions the study made the following suggestions.

➤ New category of women from 'farm suicide households' be create for accessing bank credit on a priority basis.

➤ Sanction free pucca houses to the victims families under Indira Awaas Yojana (IAY) or Government free housing programme.

➤ Provide sources of irrigation to the victims families including free electricity connection.

➤ Government should formulate appropriate farm credit policy.

➤ In agrarian households, encourage women to take active part in cultivation and create awareness among farm widows about various schemes and facilities like crop loan, crop insurance, kisan credit card, subsidy inputs, land records etc.

➤ Action should be taken against moneylenders who pressure and harass for repayment of loans.

➤ Create awareness among the farm widows about knowledge on property and land rights.

➤ Provision should be made for land transfer in the name of wife of the deceased farmers and also issue land pattas simultaneously.

➤ Ensure administrative reform processes—at the local, state, and national levels in the interests of farm widows related to property and land entitlements, with the aim of ensuring their access to and control over housing,

agricultural land, property, and inheritance.

➤ There is an urgent need to declare remunerative prices for the crops of farmers in consonance with the cost of cultivation. Presently, cost of cultivation has increased manifold due to sharp rise in the cost of inputs, but prices of farm produce have not increased correspondingly.

➤ Extension training programs and technical guidance should be organized properly at block/village level.

➤ Provision should be made to immediate release of adequate compensation for crop loss due to natural calamities.

➤ Government relief package for farmers suicides families should be released immediately after the incident.

➤ Farmers concern will be taken into account while designing government relief packages and remedial measures for the affected families.

➤ Provide widow pensions under social security scheme on saturation basis to the widows in the victims families.

➤ Free education including boarding to the children of suicide families either in public (Government residential) or private school/ college.

➤ Waiving of all loans taken for agriculture purpose whether from Government banks or private moneylenders.

➤ The Government should encourage basic infrastructure facilities like ware housing facilities, cold storage facilities in the rural areas.

➤ To assess the extent and pattern of farmers suicides across the country, an



all India level expert committee involving farmers representatives, agricultural economists and policy makers should be appointed immediately by the Central Government.

➤ Provide Job cards to all the farmers suicides families under MGNREGS and implement the Mahatma Gandhi National Rural Employment Guarantee Act to ensure that women are able to get fair wages including wage work during lean periods of agriculture.

➤ Efforts need to be undertaken to restructure MGNREGS by linking it with the farming work to reduce the cost of cultivation especially during peak seasons.

➤ Family counseling for increasing self confidence and also establish counseling centers and help lines to the distressed women.

➤ Adequate compensation should be provided in case of crop loss and timely crop loan with low interest rate.

➤ Skill up gradation/capacity building center must be established at block level.

➤ Timely supply of better quality seeds and fertilizers and agricultural tools on subsidy basis.

➤ Strict vigilance on the cost of agriculture inputs in the market including quality of seeds and fertilizers.

➤ Health insurance should be made mandatory with government support for the farmers.

➤ Health card for free health chekup or treatment in private sector hospitals.

➤ Development of a monitoring system at District/ Block/ Revenue

Division level to identify vulnerable farmers and offer them timely help.

➤ The need for stress relief camps and counseling services for farmers suicides families.

➤ There is a need to strengthen the national mental health program at primary health level so as to offer support and counseling to vulnerable farmers in rural areas.

➤ Government should encourage farm widows to develop of such alternative income generating activities sources should have market demand.

➤ Dairying, fisheries and allied activities should be supported through the different schemes that are currently available with agriculture departments.

➤ Promotion of organic farming and reducing dependency on commodities such as chemical fertilizers, pesticides, and genetically modified seeds.

➤ The current strategy of government to provide merely financial help to suicide households, though important in itself, does not seem to be working and a more comprehensive strategy involving psychological, social and economic interventions is needed.

➤ Crop loans to be extended to women from these victims families.

➤ These conclusions could be taken into account for formulating or strengthening existing suicide prevention strategies.



A Study on Customer Satisfaction

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INTRODUCTION

Customer satisfaction is the level of person's felt state resulting from comparing a product's perceived performance in relation to customer's expectations. In other words, the satisfaction level is a function of the difference between perceived performance and expectation. In today's competitive business environment, successful organizations are raising expectations of the customers and are delivering actual performance to match those expectations. Most successful organizations are increasingly focusing their efforts on implementing customer satisfaction measures. In fact, customer focus is being ingrained organizations culture and sophisticated methodology indicators into improvement process, empowering employees to handle customer problems/complaints establishing efficient complaints resolutions system and the process of minimizing future recurrence of problems. To stay ahead of the competition, organizations focus on delight customers by delivering actual performance so as to exceed the customer expectations. While customers seek meeting their products by service needs,

know as stated needs there are other needs, while are unmet such as assumed, with held and unknown needs. It is the unmet needs, which offer ample opportunities in delighting customers.

NEED FOR THE STUDY

Today's companies are facing their toughest competition ever. Too many companies think that is the marketing or sales department's job to procure customer. If they cannot, the company draws conclusion that is marketing people isn't very good. But, In fact, marketing is only one factor in attracting and keeping customers. The best marketing department in the world cannot sell products that are poorly made or fail to meet anyone's need. The marketing department can be effective only in companies whose various department and employees have designed and implemented competitively superior customer value-delivery system.

Objectives of the Study

- To identify the brand image of Honda motor Company Ltd. motors among respondents.

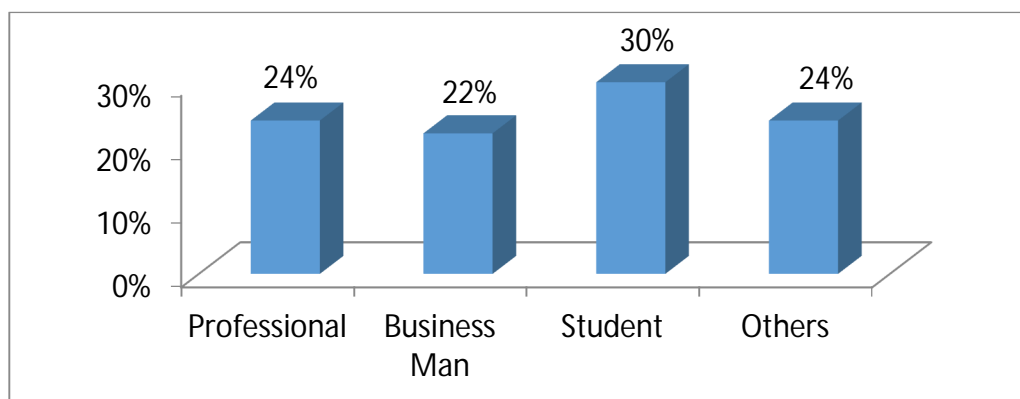


- To find out customers attribute towards the newly introduced models.
- To find out the basic problems encountered by the customers in riding the various models of two wheelers.
- To find out the quality of service provided by DADI MOTORS.
- To identify the different models of Honda motor Company Ltd. to identify preference to the customers.

RESULTS AND DISCUSSIONS

Table 1. Occupation wise distribution

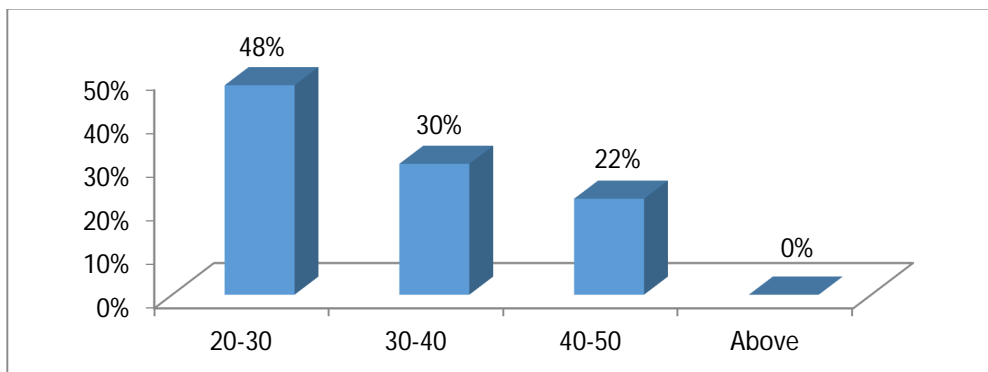
Occupation	No. of Respondents	Percentage
Professional	12	24%
Business Man	11	22%
Student	15	30%
Others	12	24%
Total	50	100%



INTERPRETATION: Occupations of the respondents were discussed. It is clear that students are having 30% they are more in person using the Honda motors company Ltd Vehicles comparing to other, here professional got 12% businessman 11%, others 12%. Majority of the people using these vehicles are students.

Table2. Age wise classification

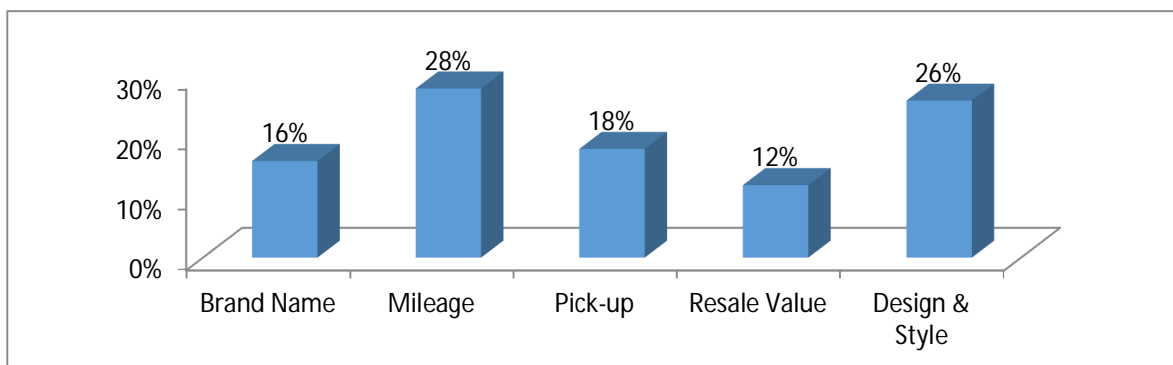
Age	No. of Respondents	Percentage
20-30	24	48%
30-40	15	30%
40-50	11	22%
Above 50	0	0%
Total	50	100%



INTERPRETATION: Here age group between 20-30 are using these Honda motors company Ltd vehicles rather than other age group, here age group between 20-30 having 2 respondents out of 50 people and the remaining are 30-40 having 15 respondents, 40-50 age groups having 11 respondents.

Table 3. Reasons for buy the Vehicle

Basis	No. of Respondents	Percentage
Brand Name	8	16%
Mileage	14	28%
Pick-up	9	18%
Resale Value	6	12%
Design & Style	13	26%
Total	50	100%



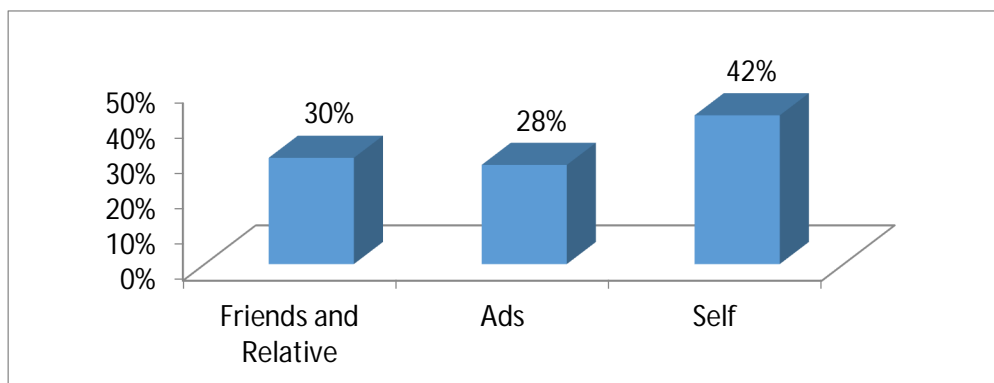
INTERPRETATION:

Majority of the respondents were using this vehicle because of good mileage they are 14 respondents out of 50 and the remaining are design & style 13 respondents 26% pick up of respondents 18% brand name 8 respondents 16%.



Table 4. Motivational factors to buy this vehicle

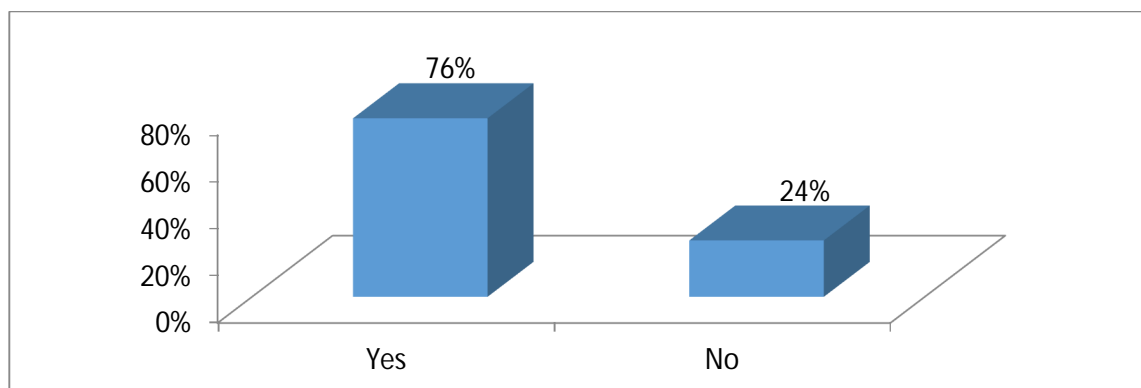
Influence	No. of Respondents	Percentage
Friends and Relative	15	30%
Ads	14	28%
Self	21	42%
Total	50	100%



INTERPRETATION: Majority of the respondents are by self out of 50, 21 were influenced by self, 14 respondents influenced by Ads, 15 influenced by friends & relatives.

Table 5. expected Mileage to your vehicle

Mileage	No. of Respondents	Percentage
Yes	38	76%
No	12	24%
Total	50	100%



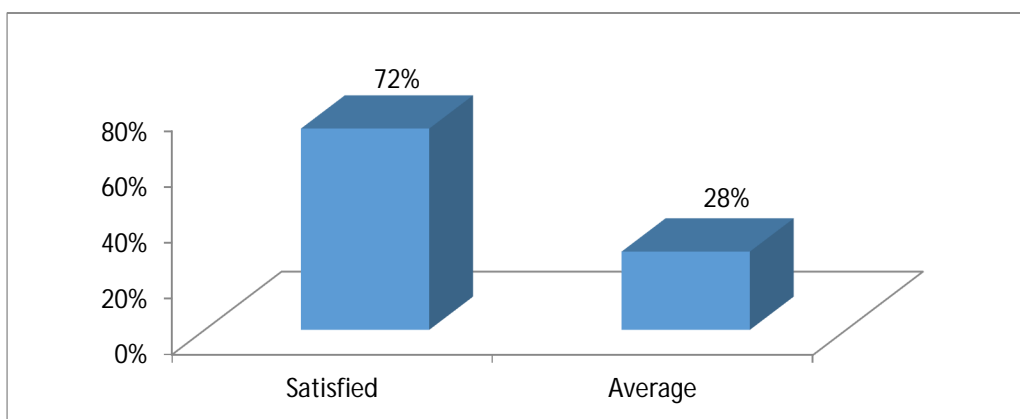


INTERPRETATION:

Here majority of the respondents are getting expected mileage, 38 out of 50. Where Mas other 12 out of 50 were not getting expected mileage.

Table 6. Respondent’s opinion on feel the products of Honda motors company Ltd

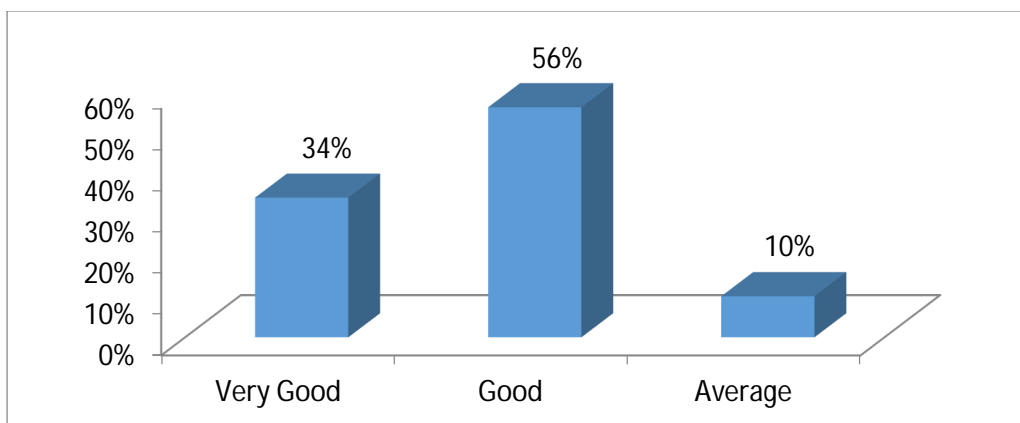
Opinion regarding the products	No. of Respondents	Percentage
Satisfied	36	72%
Average	14	28%
Total	50	100%



INTERPRETATION: Here majority of the people of satisfied regarding the project of Honda motors company Ltd, that means 36 respondents out of 50 were feeling satisfied and remaining 14 out of 50 were feeling average.

Table 7. opinion regarding the services offered by the show room

Opinion regarding services	No. of Respondents	Percentage
Very Good	17	34%
Good	28	56%
Average	5	10%
Total	50	100%

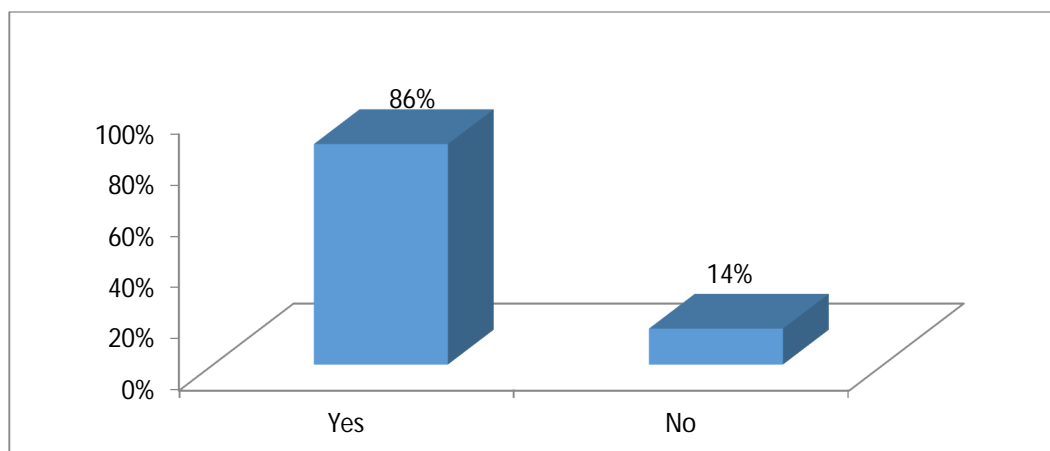


INTERPRETATION:

Here majority of the people like 28 out of 50 were feeling good regarding the services offered by the show room, 17 respondents were feeling very good, 5 people were feeling average about the services offered by the show room

Table 8. Respondents opinion on difference between branded spare parts and local manufacture parts in quality

Opinion	No. of Respondents	Percentage
Yes	43	86%
No	7	14%
Total	50	100%



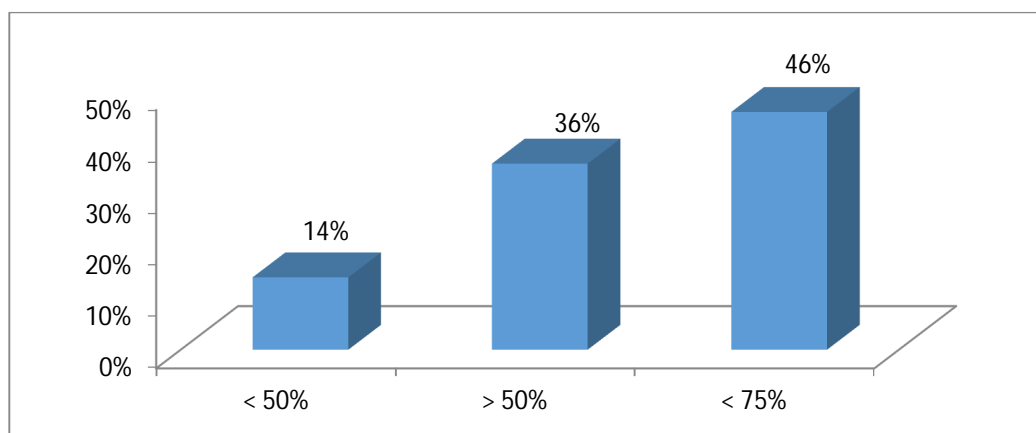


INTERPRETATION:

Here majority of the people like 43 out of 50 were saying “Yes” and 7 out of 50 were saying “No”.

Table 9 the level of satisfactory to your vehicle

Level	No. of Respondents	Percentage
0- 50%	7	14%
51-75%	18	36%
76-100%	23	46%
Total	50	100%

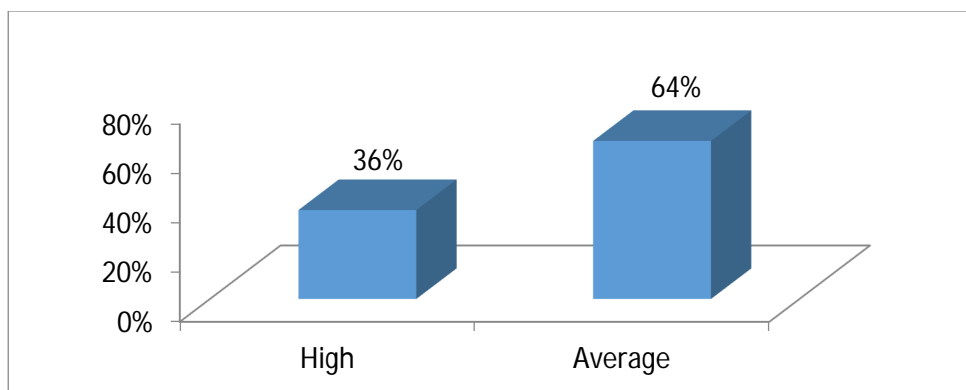


INTERPRETATION:

Here majority of the respondents have given the level of satisfaction less than 75%, out of 50, 23 people have given this level of satisfaction, and 7 respondents have given less than 50%, 18 respondents have given greater than 50%.

Table 10. Respondent’s opinion about the price of the spare parts

Price of the spare parts	No. of Respondents	Percentage
High	18	36%
Average	32	64%
Total	50	100%



INTERPRETATION:

Here majority of the people were feeling price of the spare parts is high, 32 people were feeling average.

CONCLUSION

The main reason for preferring HONDA MOTORS COMPANY LTD seems to be shared by mileage and stylish design, and some customers look for trouble free use durability. Most of the customers at DADI MOTORS buy original spare parts from showroom only and always give their vehicle for servicing at showroom. The ambience of the showroom seems to be good by most of its customers. A significant amount of them found it average.

When compare to its competitors the benefits provided by DADI MOTORS seem to be good by its customers. Among the customers questionnaire, friends and

relatives seems to be playing major role in deciding about the purchase of new vehicle. The overall performance of the HONDA MOTORS COMPANY LTD. seems to be good by its customers and it is suitable for middle class people and higher-class people.

DADI MOTORS is widely known to people threw friends and nearby advertisements and showroom people seem people to be having less impact of on their customers.

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Teachers' Job Satisfaction and Effectiveness in Private Schools in Visakhapatnam (Urban)

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ABSTRACT

Job satisfaction to the teachers is important for effective teaching learning progression in the schools. Therefore, effective teaching is the outcomes of job satisfaction. If the teacher dissatisfied with his work he unable to motivate his pupils to accomplish learning. More ever, teachers' Job satisfaction leads to focus on attention for scholastic researchers. Thus, there is link between job satisfaction and organizational comportsment. The commission on Teacher Education (Teachers for our time, 1944) considers teaching indispensable to the preservation and growth of a nation. In teaching or in education process, there is need for the services of good teaching, good practicing teachers, who also good human are being as well. Gage (1963)³ gave very precise but comprehensive definition of teaching as- "Teaching is the stimulation, guidance, direction and encouragement of learning". Teaching lies in the heart of educational enterprise. The quality of education imparted to the children has a direct relationship with the quality of teacher education which determines their excellence and their commitment towards profession. Teachers have an important role to relate education in national development & social change by providing direction for the growth and development of students into citizens of tomorrow

KEY WORDS: Job satisfaction, Teaching Effectiveness, Teachers'

INTRODUCTION

The top most aim of education is to give information and creates our life in harmony with well beings. The teachers play the indispensable role in the progress of the entire educational system. There are many qualities, duties and responsibilities of teachers for the development of society. No society without student or man or teacher. The growth of countries in this knowledge economy is totally dependent on teaching profession as teachers facilitate the process of creation, acquisition and dissemination of knowledge. Teacher is an important labour input in this sector. The range and depth of knowledge

provided, the quantity and quality of the outputs of this industry i.e., students depends upon teacher.

Job satisfaction to the teachers is important for effective teaching learning progression in the schools. Therefore, effective teaching is the outcomes of job satisfaction. Job satisfaction denotes to a person's sensation of satisfaction on the job that act as enthusiasm to work. It is not merely a satisfaction, happiness or self-contentment, but it is always in relation to the job. Job satisfaction is a motivation and integration factor too. Therefore, it can be said that job satisfaction is the favorableness to the employees at their



work. Thus, teachers' effectiveness leads to job satisfaction and vice versa.

The survival and growth of nations in this knowledge economy is totally dependent on teaching profession as teachers facilitate the process of creation, acquisition and dissemination of knowledge (Khan et al., 2012)¹. It is very difficult to determine teacher effectiveness but at the same time it is an important and crucial issue. Teaching without effectiveness is like body without soul (Sharma, 2006)². It helps teachers to apply strategies to aid students' achievement. The behaviour, whether, positive or negative exhibited by teachers determine their effectiveness to a great extent in the classroom and, ultimately, the impact they have on students' achievement. A teacher's effectiveness has more impact on student learning than any other factor under the control of school systems, including class size and school size (Steven et al., 2005).

The commission on Teacher Education (Teachers for our time, 1944) considers teaching indispensable to the preservation and growth of a nation. In teaching or in education process, there is need for the services of good teaching, good practicing teachers, who also good human are being as well. Gage (1963)³ gave very precise but comprehensive definition of teaching as- "Teaching is the stimulation, guidance, direction and encouragement of learning". Teaching lies in the heart of educational enterprise. The quality of education imparted to the children has a direct relationship with the quality of teacher education which determines their excellence and their commitment towards profession. Teachers have an important role to relate education in national development & social change by providing direction for

the growth and development of students into citizens of tomorrow.

The Secondary Education Commission (1953)⁴ mentioned that most the significant issue in the anticipated educational modernization is the teacher and his excellence, educational qualifications, professional training and the place he occupies in the school and community. The status of a school and its stimulus on communal unvaryingly be contingent on the kind of teachers working.'

Objectives of the Study

The main purpose of the study was to find out the level of job satisfaction and determine how it influences effectiveness of teachers in private schools located in Visakhapatnam urban, Andhra Pradesh. The following were the objectives of this study sought to achieve:

- To study the socio-economic attributes like- age, gender, educational attainment and number of years in the service and monthly salary etc. of the teachers working in private schools in Visakhapatnam urban
- To study the level of job satisfaction of private school teachers in Visakhapatnam urban
- To discuss the degree of teaching effectiveness of private school teachers in in Visakhapatnam urban.
- To study the working conditions, professional growth, financial incentives and professional competency of the private school teachers in Visakhapatnam urban.



- To find out the significant relationship between the level of job satisfaction and level of teachers' effectiveness among the private school teachers in the study area.
- To offer suitable policy implications to improve the job satisfaction and effectiveness of the teachers.

Hypothesis of the Study

The following null hypotheses are framed:

H0₁: There is no significant correlation among the teachers on personal aspects and teacher effectiveness

H0₂: There is no significant correlation among the teachers on professional competency and teacher effectiveness

H0₃: There is no significant correlation among the teachers on teachers' skill related to teacher effectiveness

H0₄: There is no significant correlation between job satisfaction, teacher effectiveness and social factors like sex, education, and teaching experience.

H0₅: There is no significant correlation among the teachers job satisfaction and teacher effectiveness of teachers.

Methodology of the study

In order to achieve the objectives descriptive research method was followed. The survey is conducted in selected private schools located in Visakhapatnam urban, Visakhapatnam district, Andhra Pradesh.

The study is established on both primary source information and secondary data. The primary data is collected by canvassing a structured questionnaire through personal

interaction with the selected samples and information gathered by mailed questionnaire.

Stratified random sampling method was used to select the private schools as well as teachers. In fact there are 363 private schools in Visakhapatnam urban. Of which, 182 equaling to 50 per cent of the schools are taken for the study. The researcher aimed to collect data from 518 equaling to 25% of the teachers and canvassed questionnaire. But 31 teachers were not responded. Thus, the researcher has confined to sample size of 487 teachers of the private schools located in Visakhapatnam urban.

Several other parameters like individual job satisfaction factors, professional growth, working conditions, financial incentives, teacher relations, personal aspects, social aspects, professional competency and teachers' skill are considered in view to find out the teachers' perception on job satisfaction and teachers' effectiveness.

The data are processed using recognized statistical packages like SPSS 20.0 version, Micro soft office Excel etc.

For the purpose of data analysis and interpretation various statistical tools like percentages, averages; simple growth rate and ANOVA(Analysis of Variance) model, Z-test, F-test and simple regression are used at appropriate places.

Research Findings

Demographic features of the teachers

Factors relating to the teachers perception on Job satisfaction and effectiveness in Visakhapatnam urban.



For the purpose of the study, 487 teachers are randomly selected. Out of the samples, about 7.60% of the respondents are selected from private aided and the remaining 92.40% from private unaided schools. About 392 respondents equaling to 80.49% are female teachers and remaining 19.51% are male. It can be said that majority of the respondents by 69.40% are under the age of 30-40 years.

About 487 respondents are selected from four categories of SCs by 14.78 percent, STs at 2.46 percent, BCs by 50.32 percent and OCs recorded by 32.44 percent. Around 408 (83.78 percent) of the respondents are married, followed by un-married 55(11.29%), about 2.67% are Divorced and 2.26% are Widower / Widow.

Thus, it can be said that majority of the respondents' are graduates and Post-graduates. All the teachers have teaching qualifications like D.Ed (3.29%), B.Ed (77.41%), M.Ed (18.69%) and Pandit Training (0.62%) respectively. majority of the teachers by 70.02% have 5-10 years of teaching experience followed by below 5 years (15.40%), 10 – 15 years (13.14%) and above 15 years (1.44%). Majority of respondents by 66.33 per cent were recorded under the income group of Rs 10 -20 thousand.

The selected teachers are taught three stages like primary level (42.30%), secondary level (45.79%) and higher secondary level (11.91%). majority of the teachers taught languages followed by social sciences, Mathematics, Natural Sciences and Physical Sciences. The medium of instruction of majority of the teachers is English

Issues relating to job satisfaction

Individual job satisfaction factors:

Teachers' perception on the issues relating to individual job satisfaction is satisfactory level and the Likert score is recorded by 586 points. On an average, about 83.77% of the teachers are satisfied with the job-related factors (IJS). The standard deviation (SD) among the factors was found to be 306.59. The ANOVA results shows that there is a significant correlation among the teachers on individual job satisfaction" at 5 percent level of significance.

Professional growth:

Teachers' perception on professional growth and job satisfaction is satisfactory level and the Likert score is recorded by 729 points. On an average, about 87.48% of the teachers are satisfied with the Professional growth and job satisfaction (PG). But, regarding, the standard deviation (SD) among the factors was found to be 156.53 percent. There is a significant correlation among the teachers on professional growth and job satisfaction" at 5 per cent level of significance.

Financial incentives:

Teachers' perception on financial incentives and job satisfaction is acceptable manner. The Likert score is recorded by 508 points. On an average, about 72.28% of the teachers are satisfied with the financial incentives and job satisfaction (PG). But, the standard deviation (SD) among the factors was found to be higher at 389.86 per cent. There is a significant correlation among the teachers on financial incentives and job satisfaction" at 5 percent level of significance.

Teachers' relations: Teachers' perception on Teachers' relations and job



satisfaction is highly satisfactory manner in the study area. About 98.97 % are satisfied in this regard (TR). The Likert score is recorded by 853 points. The standard deviation (SD) among the factors was recorded at very lower by 4.10 percent. There is a significant correlation among the teachers on teacher relations and job satisfaction" at 5 per cent level of significance.

Cumulative results on issues relating to job satisfaction

Summary on issues relating to job satisfaction (JS) is presented in table. It is clear from the table that the teachers' perception on job satisfaction is significant level as registered by 83.57 % in this regard(JS). The Likert score is recorded by 637 points. The standard deviation (SD) among the factors was recorded at 151.97 per cent.

Table also reveals the ANOVA (One-way) results revealed job satisfaction level at $p < 0.05$. It is found that the p-value is recorded by $3.3411 > 0.05$ (alfa). Thus, the null hypothesis (H_0) is rejected and accepted the alternative hypothesis "There is a significant correlation among the teachers on job satisfaction" at 5 per cent level of significance.

Teacher effectiveness factors

Personal aspects: The teachers' perception on personal aspects and teachers' effectiveness is highly satisfactory level in the study area. About 99.18 % are satisfied in this regard (PA). The Likert score is recorded by 784 points. The standard deviation (SD) among the factors was recorded at 137.01 percent. The ANOVA (One-way) results

revealed. There is a significant correlation among the teachers on personal aspects and teacher effectiveness at 5 percent level of significance

Social aspects: The teachers' perception on social aspects and teachers' effectiveness is highly satisfactory manner in the study area. About 99.38 % are satisfied in this regard (SR). The Likert score is recorded by 868 points. The standard deviation (SD) among the factors was recorded at very lower by 10.23 per cent. There is a significant correlation among the teachers on social aspects and teacher effectiveness at 5 percent level of significance. **Professional Competency:** About 97.57% of the teachers are satisfied about the professional competency issues are lead to teachers' effectiveness. The average Likert score is recorded by 766 points. The standard deviation (SD) among the factors was recorded at 241.37 per cent. The ANOVA (One-way) results shows that There is a significant correlation among the teachers on social aspects and teacher effectiveness" at 5 percent level of significance.

Teachers' Skill: On an average, about 99.18% of the teachers are satisfied about the Teachers' skill and teachers' effectiveness. The average Likert score is recorded by 848 points. The standard deviation (SD) among the factors was recorded at 13.21 per cent. As per ANOVA, the p-value is recorded by $1.9419 > 0.05$ (alfa) in this regard. Thus, the null hypothesis (H_0) is rejected and accepted the alternative hypothesis (H_a) at 5 per cent level of significance.



Table 1: Cumulative results on issues relating to job satisfaction

S. No.	Parameters	1	2	3	4	5	Total Score (& rank)
IJS	Individual job satisfaction	248[496] (50.92)	160[160] (32.85)	25[0] (5.13)	37[-37] (7.60)	17[-34] (3.49)	586 (3)
PG	Professional Growth	335[670] (68.79)	91[160] (18.69)	33[0] (6.78)	26[-26] (5.34)	3[-6] (0.62)	729 (2)
WC	Working Conditions	277[554] (56.88)	86[160] (17.66)	14[0] (2.87)	97[-97] (19.92)	13[-26] (2.67)	517 (4)
FI	Financial incentives	285[570] (58.52)	67[160] (13.76)	26[0] (5.34)	78[-78] (16.02)	32[-64] (6.57)	495 (5)
TR	Teacher relations	373[746] (76.59)	109[160] (22.38)	3[0] (0.62)	2[-2] (0.41)	0[0] (0.0)	853 (1)
	Average	304[608] (62.42)	103[160] (21.15)	20[0] (4.11)	48[-48] (9.86)	13[-26] (2.67)	637
	SD	49.87	35.40	11.78	38.80	12.71	151.97
	Confidence Level (95.0%)	61.92	43.96	14.62	48.18	15.78	188.70
<i>F-value</i> : 65.4457							
<i>p-value</i> .33411							

Cumulative results of Teacher Effectiveness

The cumulative results of teacher effectiveness. It is clear from the table that the teachers' perception on teachers' effectiveness factors are significant level as opined by 97.74 % in this regard (TE). The Likert score is recorded by 828 points. The standard deviation (SD) among the factors was recorded at 40.72 per cent. Table also reveals the ANOVA (One-way) results revealed to teacher effectiveness level at $p < 0.05$. It is found that the p -value is recorded by $1.6315 > 0.05$. Thus, the null hypothesis is rejected and accepted the alternative hypothesis "There is a significant correlation among the teachers regarding teachers' effectiveness.

Table 2: Cumulative results of Teacher Effectiveness

S. No.	Parameters	1	2	3	4	5	Total Score
PA	Personal aspects	342[684] (70.23)	141[141] (28.95)	4[0] (0.82)	1[-1] (0.21)	0[0]	824
SA	Social Aspects	386[772] (79.26)	98[98] (20.12)	2[0] (0.41)	1[-1] (0.21)	0[0]	869
PC	Professional Competency	342[684] (70.23)	111[111] (22.79)	5[0] (1.03)	27[-27] (5.54)	2[-4] (0.41)	764
TS	Teachers' Skill	376[752] (77.21)	107[107] (21.97)	2[0] (0.41)	2[-2] (0.41)	0[0]	857
	Average	362[724] (74.33)	114[114] (23.41)	3[0] (0.62)	8[-8] (1.64)	1[-2] (0.21)	828
	SD	19.82	16.15	1.30	11.12	0.89	40.72
	Confidence Level (95.0%)	24.61	20.05	1.62	13.81	1.11	50.56
<i>F-value</i> : 463.3545							
<i>p-value</i> :1.6315							



Social factors and significant signs of Job satisfaction and Teachers' effectiveness

Gender of the teachers: Teachers by gender and significant signs of Job satisfaction and Teachers' effectiveness are measured with ANOVA test. The p-Value of Job satisfaction factors is 0.01 and the p-Value of teachers' effectiveness is 0.03 at $p < 0.05$. Therefore, the null hypothesis 'there is no significant correlation between the gender of teachers job satisfaction and teachers' effectiveness. The aggregate results (Job satisfaction vs teacher effectiveness) are also shows the similar acceptance (0.04 at $p < 0.05$) at 5% level of significance. Both of male and female are exhibited equal degree of effectiveness toward their teaching profession.

Age of the teachers: In case of age consideration, the p-Value of Job satisfaction factors is 0.01 and the p-Value of teachers' effectiveness is 0.01 at $p < 0.05$. Therefore, the null hypothesis 'there is no significant correlation between the age of teachers' job satisfaction and teachers' effectiveness. The aggregate result also shows the similar acceptance (0.01 at $p < 0.05$) at 5% level of significance.

Caste of the teachers: Regarding Caste of the teachers, the p-Value of Job satisfaction factors is 0.24 and the p-Value of teachers' effectiveness is 0.11 at $p < 0.05$. Therefore, the null hypothesis 'there is a significant correlation between the community of teachers job satisfaction and teachers' effectiveness. The aggregate results also show the similar acceptance (0.01 at $p < 0.05$) at 5% level of significance.

Educational qualifications: Regarding educational qualifications of the teachers, the p-Value of Job satisfaction factors is 0.01 and the p-Value of teachers' effectiveness is 0.01 at $p < 0.05$. Therefore, the null hypothesis 'there no significant correlation between the educational qualifications of teachers job satisfaction and teachers' effectiveness. The aggregate results also show the similar acceptance (0.01 at $p < 0.05$) at 5% level of significance.

Length of service: In case of length of service of the teachers, the p-Value of Job satisfaction factors is 0.08. Therefore, the null hypothesis is rejected. In case of teachers' effectiveness, the p-Value is 0.01 at $p < 0.05$. Thus, the null hypothesis is accepted. But, on the aggregate (Job satisfaction vs teacher effectiveness and length of service) the null hypothesis, there is a significant correlation between the age of teachers' job satisfaction and teachers' effectiveness is accepted. It can be said that length of service has more influence on teacher effectiveness.

Significant signs of correlation between job satisfaction and teacher effectiveness

The correlation between job satisfaction and teacher effectiveness is also measured with help of regression test. Factors relating to job satisfaction are considered as independent variable and teacher effectiveness factors are referred as dependent factors. In fact both have inter-related correlation. Job satisfaction leads to more teachers' effectiveness and vice versa. The results reveal that the job satisfaction factors considered in the model were significant explanatory variables of teacher



effectiveness in the study area ($F = 0.632$, $sig. = 0.399$). Therefore, basing on these results, the null hypothesis is Rejected, leading to a conclusion that the level of job satisfaction does significantly influence teacher effectiveness in selected

private schools study area and vice versa. The results thus, showed that there is a significant correlation among the teachers job satisfaction and teacher effectiveness of teachers at 5% level of significance.

Table -3: Regression results on Job Satisfaction Vs Teachers' Effectiveness

S.No	Teacher Effectiveness Vs Job Satisfaction	
1	Description	Value
2	Beta	0.091
3	R Square	0.017
4	F value	0.004
5	Sig.	0. 0.399
6	Interpretation	Job satisfaction has significant effect
7	Decision on null hypothesis	Rejected

Therefore, basing on these results, the null hypothesis is Rejected, leading to a conclusion that the level of job satisfaction does significantly influence teacher effectiveness in selected private schools study area and vice versa. The results thus, showed that there is a significant correlation among the teachers job satisfaction and teacher effectiveness of teachers at 5% level of significance.

Conclusion

An attempt is made to present the factors relating to the teachers perception on Job satisfaction and effectiveness in Visakhapatnam urban. For the purpose of the study, 487 teachers are randomly selected. Out of the samples, about 92.40% of the respondents are selected from private aided and the remaining 7.60% from private unaided schools. About 392 respondents equaling to 80.49% are female teachers and remaining 19.51% are male. It can be said that majority of the respondents by 69.40% are under the age of 30-40 years. Thus, it can be said that majority of the

respondents' are graduates and Post-graduates. Majority of the teachers taught languages followed by social sciences, Mathematics, Natural Sciences and Physical Sciences. The medium of instruction of majority of the teachers is English.

The ANOVA results shows that there is a significant correlation among the teachers on individual job satisfaction" at 5 per cent level of significance. There is a significant correlation among the teachers on professional growth, financial incentives, teacher relations and job satisfaction at 5 per cent level of significance. The cumulative results revealed that the teachers' perception on job satisfaction is significant level. The standard deviation (SD) among the factors was recorded at 151.97 per cent. There is a significant correlation among the teachers on job satisfaction" at 5 per cent level of significance

Regarding teacher effectiveness, there is a significant correlation among the teachers on personal aspects, social aspects, professional Competency,



teachers' skill the null hypothesis is rejected. The cumulative results on Teachers' effectiveness found as 'there is significant level. There is no significant correlation between the gender of teachers' job satisfaction and teachers' effectiveness. The aggregate results (Job satisfaction vs teacher effectiveness) are also shows the similar acceptance (0.04 at $p < 0.05$) at 5% level of significance. In case of age consideration, there is no significant correlation between the age of teachers' job satisfaction and teachers' effectiveness. The aggregate result also shows the similar acceptance (0.01 at $p < 0.05$) at 5% level of significance.

Regarding Caste of the teachers, there is a significant correlation between the community of teachers' job satisfaction and teachers' effectiveness. Regarding educational qualifications of the teachers, there no significant correlation. In case of length of service, 'there is a significant correlation. The correlation between job satisfaction and teacher effectiveness is also measured with help of regression test. Factors relating to job satisfaction are considered as independent variable and teacher effectiveness factors are referred as dependent factors. In fact both have inter-related correlation. Job satisfaction leads to more teachers' effectiveness and vice versa. The results reveal that that there is a significant correlation among the teachers job satisfaction and teacher effectiveness of teachers at 5% level of significance.

The present study is confined to Visakhapatnam urban area only. At the same time, limited private schools and samples randomly are taken for the study. Thus, the results may or may not be universe to all the schools and areas. Therefore, there is a scope to conduct

studies on job satisfaction and teachers effectiveness. It is hoped that the present study would encourage and stimulate for further research that may be conducted in the following ways. The present research findings are totally based on the teachers of private schools, a similar kind of research can be conducted on secondary school levels. A comparative study of job satisfaction and teacher effectiveness among the teachers of secondary and primary level can be conducted. A study of job satisfaction and teacher effectiveness of secondary school teachers and its relation to the academic achievement of student may also be conducted in different areas. Impact of organizational climate on teachers' job satisfaction and effectiveness may be a topic for study. A comparative study may be undertaken on job satisfaction and teacher effectiveness among the secondary school teachers of Andhra Pradesh and other neighboring states.

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ఇల్లిందల వారి మల్లిక - సామాజిక చైతన్యం

డా॥ లంకిపల్లె జ్యోతీశ్వర నాయుడు,
అంధ్రోపన్యాసకులు,
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మానవుని మనస్సుకు ఆనందాన్ని కలిగించి, ఆలోచింపజేసి, అతనిని సన్మార్గంలో నడిపించేది సాహిత్యం. అట్టి సాహిత్యం అనంతమైంది. ప్రబంధం - శతక - పద్యం - గద్యం. యక్షగానం - ఉదాహరణ - నాటకం-నవల-కథ ఇత్యాదిగా తెలుగు సాహిత్యం వివిధ ప్రక్రియాయుతమై విరాజిల్లుతోంది. వీటల్లో 'నవల' అనే ప్రక్రియ 19వ శతాబ్దంలో కందుకూరి వీరేశలింగం పంతులుగారి పుణ్యమాయని తెలుగు నేలలో మెలకలెత్తింది. నవాన్ విశేషాన్ లాతి గృహ్లాతి ఇతి నవలా' అని వ్యుత్పత్తి. ఆంగ్లములోని 'నావెల్' తెలుగులో నవలగా మారింది. "మానవ జీవిత యధార్థ చిత్రణాన్ని కల్పనకతతో మేళవించి సమకాలీన సంఘ స్వరూపాన్ని సముచితంగా ప్రతిబింబిస్తూ పాఠకుణ్ణి పట్టి చదివించే మనోరంజక సరళశైలీ సముపేత గద్యరచన నవల. ఉదాత్త వర్ణన - నాటకీయత - పాత్ర చిత్రణ కథా కథన శిల్పం నవలాకారుని ప్రతిభకు గీటురాళ్లు" అని అంటారు శ్రీ పుల్ల భోట్ల వెంకటేశ్వర్లు (తెలుగు నవలా సాహిత్య వికాసము - పుట -48) సమకాలీన సంఘ స్వరూప నిరూపణకు ఆయా వ్యక్తులు ఎదుర్కొంటున్న సమస్యల్ని, అనుభవిస్తున్న కష్ట సుఖాల్ని తెలియజెప్పడానికి మానవ జీవిత వాస్తవ చిత్రణానికి, సామాజిక చైతన్యానికి నవల ఎంతగానో తోడ్పడుతుంది.

మల్లిక:-

1920 ప్రాంతంలో దేశంలో స్వాతంత్ర్యోద్యమం తారాస్థాయికి చేరుకున్న రోజుల్లో జాతీయోద్యమ ప్రభావితులై కొందరు రచయితలు నవలల్ని వ్రాయగా మరికొందరు ఆంగ్ల భాషా పరిజ్ఞానంతో పాశ్చాత్యుల నాగరికతను, ఆచార వ్యవహారాల్ని గ్రహించి నవలలను వ్రాశారు. స్వాతంత్ర్యానంతరం సంఘ వ్యవస్థలో, ప్రజా జీవన విధానంలో ఎన్నో మార్పులు చోటుచేసుకున్నాయి. ముఖ్యంగా అస్పృశ్యతా నివారణకై, హరిజనోద్ధరణకై ఎందరో బద్ధకంకణులయ్యారు. వారి సమస్యలపై ఎన్నో నవలలు వెలువడ్డాయి. అలా వచ్చిన నవలల్లో 'మల్లిక' అనే నవల ఒకటి. ఇది క్రీ.శ. 1949లో వ్రాయబడిన నవల సాంఘిక సమస్యను ఆధారంగా తీసుకొని సంఘ చైతన్యానికి నడుంబిగించిన ఒక ఉచితాశయంతో ఇల్లిందల రంగనాయకులు గారు ఈ నవలను వ్రాశారు. వీరు నరసరావుపేటలోని సుబ్బారాయ అండ్ నారాయణ కళాశాలకు ప్రాచార్యులుగా పని చేశారు. సంఘ సంస్కార దృష్టితో వ్రాయబడ్డ నవల ఇది. దీనిలో అంటరానితనం గూర్చి విస్తారంగా చెప్పబడింది. అస్పృశ్యతా నివారణ గూర్చి ఉద్యమిస్తున్న రోజుల్లో యుగధర్మాన్ని జీర్ణించుకొని తత్ సంస్కృతికి గుర్తుగా ఈ నవల రాయడం విశేషం. మతాలు - కులాలు - వర్గాలు - వర్గాలు - అనేవి మానవుల కల్పితాలు. మానవులందరు అన్నదమ్ములే అని చాటడానికి ప్రేమ అనే ములసూత్రం ఉందని గ్రహిస్తే మానవ సౌందర్యానికి ఈ కులమత భేదాలు అడ్డుగోడలు కావు. అయితే సంఘంలో స్వార్థపరత్వం - అహంకారము - అధికారం - అభిజాత్యం భేదాలు అడ్డుగోడలు కావు. అయితే సంఘంలో స్వార్థపరత్వం - అహంకారము - అధికారం - అభిజాత్యం - మూర్ఖత్వం పలుకుబడి మున్నగునవి కులమత విద్వేషాల్ని



రేకెత్తిస్తున్నాయి. మానవ మనోగత సంకుచితత్వం కులమత భేదాన్ని అడ్డుపెట్టుకుని లోకంలో మానవ సమాజ ఔన్నత్యానికి అడ్డుగా నిలబడుతోంది. దాని నుండి సమాజాన్ని జాగృత పరచడానికి ఈ 'మల్లిక' నవల వ్రాయబడింది. కాలానుగుణంగా వ్రాయబడ్డ నవల ఇది. దీనిలోని కథ క్లుప్తంగా ఇలా.

మల్లికలోని వస్తువు :-

అదొక పట్టణం అమరావతి. దానిలో ఒక ఆశ్రమం. ఆ ఆశ్రమంలో వికటానందుడనే ఒక సన్యాసి. పేరుకు సన్యాసి అయినా మంచి భోగపురుషుడు, మోసగాడున్ను. ఊళ్ళో వాళ్ళందరినీ మాయ మాటలతో తన వైపు త్రిప్పుకొని ఇష్టం వచ్చినట్లు ప్రవర్తిస్తుంటాడు. ఆ ఊళ్ళోనే లక్ష్మీనాథ శాస్త్రి అనే పేరొందిన మంచి బ్రాహ్మణుడొకడున్నాడు. సంఘసంస్కార పరాయణుడు. ప్రజలందరూ ఒకటే అంటూ పంచముల్ని సైతం ఆదరిస్తూ, వికటానందుని వంటి కుసంస్కారుల్ని ఎదిరించి నిలిచిన ధైర్యశాలి. ఆ నవలకు ముఖ్యపాత్ర అనదగిన మల్లిక పంచమకులంలో పుట్టిన స్త్రీ. తల్లిదండ్రులు పార్వతీ శంభుదాసులు. వారికి మల్లిక ఒక్కతే బిడ్డ. చిన్నపిల్ల, ఎనిదేళ్ళ వయసు. ఆమె ఒక రోజు పూలపై కోరికతో ఆశ్రమంలో పూలు కోసుకుంటూ ఉంటుంది. అది గమనించిన వికటానందుని శిష్యులు ఆ పాపను రాళ్ళతో కొడుతూ తరుముతూ ఉండగా లక్ష్మీనాథ శాస్త్రి పాపను కాపాడి తన ఇంటికి తీసుకుపోతాడు. ఆ రోజునుంచి శాస్త్రి అన్నా ఆయన కుటుంబమన్నా మల్లికకు ఎనలేని గౌరవం. అయితే పంచముల పిల్లను తాకి శాస్త్రి కుటుంబం మైల పడిందని వికటానందుని శిష్యులు ఆయనను అవమానిస్తారు. ఇదే విషయం తమ గురువు వికటానందునితో అంటారు. లక్ష్మీనాథ శాస్త్రికి కుడిభుజం లాంటి శిష్యుడొకడున్నాడు. అతని పేరు కేశవుడు. అలాగే శాస్త్రి తమ్ముడు మాధవుడు. శాస్త్రికి మాధవునికి హస్తీమశకాంతరం. అన్నగారికి పూర్తి వ్యతిరేక భావం మాధవునిది. అన్నగారు పంచముల్ని చేరదీయడం మాధవునికి నచ్చదు. దాంతో వాడు వికటానందుని పంచ జేరి వాని బోధనలకు లోసవుతాడు.

ఇలా ఉండగా ఒకసారి లక్ష్మీనాథ శాస్త్రి తండ్రి గారి తద్దినం వస్తుంది. దానికాయన పంచముల్ని కూడా భోజనానికి పిలుస్తాడు. ఆది నచ్చని మాధవుడు ఇంట్లోనుంచి వెళ్ళిపోయి వికటానందుని ఆశ్రమంలో తద్దినం పెట్ట నిర్ణయిస్తాడు. లక్ష్మీనాథ శాస్త్రి తాను మాత్రమే పితృకార్యం చేసి పంచములతో సహా అందరికి భోజనాలు పెడతాడు. వారంతా శాస్త్రిని దేవునిగా భావించి ప్రశంసిస్తారు. శాస్త్రిది అంతా మోసమంటాడు వికటానందుడు. శాస్త్రిని మీ ఇళ్ళకు భోజనానికి పిలిచి అన్నం పెట్టమని వికటానందుడు పంచములతో అంటాడు. వారలు పాపమంటారు. కాని మల్లిక శాస్త్రిని భోజనానికి పిలుస్తుంది. ఆయన ఆమె ఇంటికి వెళ్ళి భుజిస్తాడు. వారందరూ చదువుకొని చైతన్యవంతులు కావాలని నిర్ణయించి వారికొక పాఠశాలను ఏర్పాటు చేసి దానికి ఉపాధ్యాయునిగా తన శిష్యుడైన కేశవుని నియోగిస్తాడు శాస్త్రి.

ఆ అమరావతిలోనే ధనగుప్తుడనే వైశ్యశిఖామణి ఒకడున్నాడు. నౌకావ్యాపారం సాగించి సార్థక నాముడయ్యాడు. వాని మెదటి భార్య పిల్లల్ని కనకుండానే కన్ను మూసింది. వాడు హైమావతి అనే ఆమెను రెండవ భార్యగా పెళ్ళాడాడు. పదేళ్ళు గడచినా ఆమెకు కూడా పిల్లలు కలుగలేదు. అందుకు మిక్కిలిగా విచారించిన ధనగుప్తుడు తనకు సన్యాసుపై నమ్మకం ఉన్నందువల్ల భార్యతో కలిసి వికటానందుని దర్శిస్తాడు.

ఈ కాపటికుడు ఆమె అందానికి ముగ్ధుడై ఎలాగైనా ఆమెను పొందాలనుకొని పిల్లలకొరకని ఒక వింత వ్రతాన్ని ఉపదేశించాడు. ఆమె ఆ వ్రతాన్ని ఏకాంతంగా అనగా భర్తగాని, ఇతరులు ఎవ్వరూగాని దగ్గరలో లేకుండా చేయాలంటాడు. వాని ప్రవర్తనను గమనించిన హైమావతి అందుకు ఒప్పుకోలేదు.



దాంతో ఆమెపై పగను పూనాడు. ఆమె శీలం మంచిది కాదని ప్రచారం చేస్తాడు. ధనగుప్తుని తన వైపు త్రిప్పుకొని ఆమె చేత ఎలాగైనా వ్రతం చేయించాలని, అలా కానిచో నిన్ను కూడా నాశనం చేస్తానని వైశుని బెదిరిస్తాడు. పంచముల ఇంటినుండి వస్తుండగా ఆమె శాస్త్రిని చూసి తన మనసులోని కోరిక చెప్పింది. తన పరిస్థితిని తెలుపుతుంది. ఆయన ఆమెను గూర్చి ధనగుప్తునితో మాట్లాడతానంటాడు. ఈ సంగతి వికటానందునికి తెలుస్తుంది. వాడు లక్ష్మీనాథ శాస్త్రికి హైమావతికి అక్రమ సంబంధం అంటగట్టి ధనగుప్తుడు ఆమెను అవమానించేటట్లు చేస్తాడు. వారిరువురిని నిందిస్తాడు. కోమటికి నిజం తెలియాలనే ఆశతో వారెన్ని అన్నా లక్ష్మీనాథ శాస్త్రి ఏమీ అనడు.

అమరావతిలో రైతుల పొలాల్ని వికటానందుని ప్రోద్బలంతో ధనగుప్తుడు లాక్కుంటాడు. వారందరూ లక్ష్మీనాథ శాస్త్రిని ఆశ్రయిస్తారు. అప్పుడు రైతులకు ధనగుప్తునకు పోరాటం జరుగగా శాస్త్రి రైతు పక్షాన ఉంటాడు. ఆ పోరాటంలో శాస్త్రి శిష్యుడు కేశవుడు మరణిస్తాడు. ప్రజలు శాస్త్రికి సానుభూతి చూపించి వికటానందుని నిందిస్తారు. దీనికంతటికీ తన భార్యే కారణం అని వైశుడు అమెను తిడతాడు. దాంతో మనసు వికలమై ఆమె అర్ధరాత్రి ఊరి చెరువులో పడి ఆత్మహత్య చేసుకొంటుంది. భార్య మరణంతో కళ్ళు తెరుచుకున్న వైశుడు లక్ష్మీనాథ శాస్త్రిని శరణం అని తన ధనం మొత్తం పంచముల అభ్యున్నతికి ధారపోస్తాడు. ఏభైవేల రూపాయలతో ఒక పెద్ద భవనం నిర్మించి దానికి పంచముల కోరికపై 'కేశవ మందిరం' అనే పేరు పెడతాడు. ప్రజా వ్యతిరేకతతో పారిపోవాలని ప్రయత్నించిన వికటానందుని లక్ష్మీనాథ శాస్త్రి ఆ మందిరంలోనే బంధించి, విచారణానంతరం కారాగారానికి అప్పగిస్తాడు. కథ సుఖాంతం.

సామాజిక చైతన్యం:-

అస్పృశ్యతా నిరసనం ఈ నవలలో చెప్పబడింది. లక్ష్మీనాథ శాస్త్రి తాను బ్రాహ్మణుడయినా పంచముల ఉద్ధరణకు పాటుపడ్డాడు. కులమత భేద భావాలు లేవని ప్రజలంతా ఒక్కటేనని నిరూపించాడు. తరువాత వారికి మార్గ నిర్దేశం చేసాడు. ముఖ్యంగా దొంగ స్వాముల్ని ప్రజలు నమ్మరాదనే విషయం నవలలో రచయిత తెలిపారు. మనం నిత్యం ఇట్టి దొంగ స్వాముల్ని చూస్తున్నాం. మూఢవిశ్వాసాలతో ఇలాంటి స్వాముల్ని నమ్మితే నశిస్తాం. ఇది గుర్తుంచుకోవాలి అందరూ మరియు సొంత వారితో పాటు అన్య స్త్రీ పురుషుల్ని అనుమానించడం, అవమానించడం కూడ మంచిదికాదు. సర్వమానవ సౌభ్రాతృత్వంను అందరూ అలవరచుకోవాలని ఈ నవల ద్వారా రచయిత చాటారు.

నవలకు మల్లిక అనే పేరు పెట్టారు. నవలలో ముఖ్య పాత్రగా భావించబడ్డ ఆమె కథలో కొంత వరకే ఉంటుంది. మల్లిక తన అంటరానితనాన్ని ఆలోచించక శాస్త్రిగారి ఇంటికి వెళ్ళడం, ఆయనకు భోజనం పెట్టడం జరుగుతుంది. ఈ సంఘటనలకు మూలకారణం ఆమె. ఆమె లేనిచో అస్పృశ్యతా నిరసనం జరగదు. అందువల్ల హరిజనాభ్యుదయాన్ని దృష్టిలో ఉంచుకొని రచయిత ఆమె పేరుతోనే నవల వ్రాసి ఉండవచ్చు ఇలా సామాజిక చైతన్యానికి, లోకోపకారానికి ఈ నవల దోహదం అవుతుంది.

ఆధార గ్రంథము :-

- 1) తెలుగు నవలా సాహిత్య వికాసము - పుల్లారాజు వెంకటేశ్వర్లు
- 2) మల్లిక - ఇల్లిందల రంగనాయకులు



Transition to the Empty Nest - A Critical Review

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Abstract

The family is said to be universal because it is found in more societies than any other social institution, including the economy, the state, religious communities, and educational organizations. The family as an institution performs vital functions for the individual and the society. The functions of the family relate to five main areas of activity that are the biological, economic, educational, psychological and socio-cultural, though not all activities necessarily apply to all families and their respective salience for any given family will vary according to the stages of the life cycle. At every stage of the family life cycle involves developmental tasks that the family unit is expected to encounter and it is important to note that, all families do not move through the family life cycle in the same way as each family has its own unique and particular aspects. One of the stages of the family life cycle which is focal point of the present article is the post parental period which is also called as the Empty nest. It is the phase of the family life cycle during which all the children are grown up and are no longer living at home. The empty nest phenomenon has become more prevalent in our modern society as the traditional extended family is becoming less of a reality than that of the past; and today many old adults are left living by themselves while the children are working far away from home seeking their own future. When a child leaves, it is a significant event for both parents and child and from parents perspective it can be a positive event for them and it can be a conflicted time. The theoretical overview of the empty nest phase of family life cycle is discussed in this article.

Introduction:

The family is the fundamental instrumental foundation of the larger social structure, in that all other institutions depend on its contributions. It is the first institution that cultivates social values and social behaviour among individuals and it modifies individual behaviour and cultivates tolerance, patience, respect for others, love and affection, dedication, care and sacrifice. The family is said to be universal because it is found in more societies than any other social institution, including the

economy, the state, religious communities, and educational organizations. The family as an institution performs vital functions for the individual and the society, the basic ones being: (a) procreation, upbringing and rearing of children; (b) educating the young and inducting them into the larger society; (c) assignment of status to its members; (d) providing recreation to them; and (e) care of the aged and disabled members of the kindred (MacIver and Page). Above all, it trains individual for the society. More so, a



nation's cohesion or disintegration relates directly to its structure and values (Cormack, 1961). It is the conduct through which initial status, basic skills and models of performance pass from one generation to another. As the repository of tradition, it acts as the transmission belt linking the past to the future (Goode, 1963). The family varies in form but in industrialized societies particularly it is the nuclear family which is the most common comprising husband, wife and children. The functions of the family relate to five main areas of activity that are the biological, economic, educational, psychological and socio-cultural, though not all activities necessarily apply to all families and their respective salience for any given family will vary according to the stages of the life cycle. Most families necessarily pass through the traditional family life cycle which comprises of predictable stages. Evelyn Duvall and Reuben Hill (1948) proposed one of the most widely used approaches is the eight stage family developmental model and those eight stages include: 1) Newlyweds, 2) Child-bearing, 3) Pre-School, 4) School Aged, 5) Teenagers, 6) Launching, 7) Empty-nest, and 8) Retirement. These developmental tasks are based on the concept of the traditional family-husband working, wife at home with children in the first and only marriage for both spouses (Duvall and Miller, 1985). Each of the eight stages involve developmental tasks that the family unit is expected to encounter. The general areas addressed at each stage include: 1) taking care of basic needs such as food, shelter and clothing; 2) budgeting and management of resources; 3) division of labor; 4) socialization of family members; 5) establishing communication and expressive skills; 6) raising children; 7)

developing methods and policies to work with and to incorporate outside systems into the family unit such as relatives, friends, schools, church, etc.; and 8) maintaining morale and motivation, rewarding achievement, meeting crisis and goals, and developing family loyalties and values.

In each stage, one faces challenges in one's family life, that cause one to develop or gain new skills. The development of these skills helps the individual to work through the changes that nearly most families go through. Mastering the skills and milestones of each stage is important to successfully move to the next stage. Successful transition may help prevent emotional and stress related disorders. The inability to master the skills does not mean that the family will be detained at one stage. The family will still move on to the next phase, but its members are more likely to have difficulty with relationships and future transitions. The missed skills can be learnt and recovered at any stage to improve the quality of family life. It is important to note that, all families do not move through the family life cycle in the same way. Each family has its own unique and particular aspects. While majority of the families experience the life cycle discussed above, they have different experiences based on various factors such as: rich or poor, large or small, living in the city or village, class, caste, nuclear or joint family.

During its life cycle, the family alternatively grows and contracts in size (Sussman, 1955). This contraction of the immediate family is associated, in particular, with the empty nest, a period faced by most parents during their



midlife. The empty nest, also called the post parental period, is the phase of the family life cycle during which all the children are grown up and are no longer living at home (Dennerstein et al. 2002; Deutscher 1964; Raup and Myers 1989). This period is regarded as a normative event, in the sense that parents are aware that their children will become adults and eventually leave home (Crowley et al. 2003; Mitchell and Lovegreen 2009). Many researchers distinguish the launching phase from the empty-nest phase. The launching phase refers to the stage when a family is in the process of having children depart from the parental home (Feeney et al. 1994; Hagen and DeVries 2004). In the launching phase, the oldest children may have left home, but younger children may still be living with their parents. The launching phase ends when the last child leaves home (Ellicott 1985; White 1994). The recognition of the existence of a launching phase takes into consideration that, particularly in families with more than one child, an empty nest does not occur overnight; there is usually a transitional nest-emptying period (Cooper and Gutmann 1987). Only in the 20th century did this phase of life develop to a period lasting many years constituting 25 to 35 percent of people's entire lifespan (Lauterbach, 2004). Entry into the post parental phase is less institutionalized than marriage or the birth of a child (Scherger 2007). The empty nest phenomenon has become more prevalent in our modern society as the traditional extended family is becoming less of a reality than that of the past; and today many old adults are left living by themselves while the children are working far away from home seeking their own future.

Definitions of Empty nest

The empty-nest period is the time in a family's life cycle when children move out of their parents' home or parents (Beaupré, Turcotte, & Milan, 2006; Dare, 2011; Glenn, 1975). The empty-period or the post-parental period (Dennerstein, Dudley, & Guthrie, 2002; Raup & Myers, 1989) indicates a process, not a sudden change (Feeney, Peterson, & Noller, 1994; Hagen & DeVries, 2004). The definition of 'empty nest' is reasonably precise, describing it as a period beginning after the last child leaves home for whatever reason (Harkins, 1978). Duvall (1977) defines the empty-nest stage in family development as starting with the departure of the last child from the home. The post-parental years and the period of the "empty nest" are terms used to describe the time for families which lies between the departure of the last child from the home and the retirement of the spouse(s).

Emergence of Empty nest families

Hareven (1978), historian and sociologist, stated that the empty nest was almost nonexistent before 1900. Demographically children left the home at the age of independence, but many came back during hard times or settled in the nearby community. During the nineteenth century there was also a conscious effort to keep the "nest" filled either by pressuring the youngest child to stay home or by substituting boarders in the place of the leaving children as a functional economic exchange. In general, people live longer and remain healthier for a larger portion of their lives. These increases in longevity,



together with decreases in family size, have significantly extended the post-parental 'empty nest' period (Deutscher1964; Raup and Myers 1989). If median ages of death in men are taken as criteria, the post-parental period did not begin to appear until about 1900 (Deutscher1964; Hershberger 1982; Schram1979). Increased longevity results in a longer period of time for the average couple to reside by them-selves after their children have gone. Changes in birth control technologies and in fertility values, which have led to smaller families and a compression of the childbearing years, also explain the lengthening of the post-parental period over the years (Cassidy 1985; Rodgers and Witney1981; Schram1979). Increased economic affluence and a shift to a more formalized labor market economy have also contributed to the ability of parents to retire from family and paid work roles. Thus, because more people live to middle and old age and beyond, more and more couples experience a period of time together after their children have left home. The concepts of empty nest and empty-nest syndrome have sometimes been used interchangeably (Dare 2011), which has accentuated the potential for post parenthood to be interpreted as problematic. To eliminate any confusion, it is important to acknowledge that the term empty nest describes the stage of family life, whereas the term empty-nest syndrome refers to possible negative reactions to the transition (Beaupre´ et al. 2006; Sheriff and Weather all, 2009).

Empty nest is a challenge or opportunity

When a child leaves, it is a significant event for both parents and child. And although many parents view it as a highly

positive event, for others it is a conflicted time: a period of loving and letting go and a time when the day-to-day parental role is surrendered. For the child, it is a step toward independence; a symbolic marker of adulthood. However, "achieving balance between closeness and autonomy is not always an easy one for children or their parents" (Seiffge-Krenke, 2006). The transition to the empty nest is characterized by important role changes which provide new challenges and opportunities. Research reveals that this transition has the potential to increase parents' marital happiness and life satisfaction, especially in the period immediately after the child's departure. White and Edwards (1990) conducted a study to determine the effect of children leaving home on "parental well-being" and found that that the empty nest was associated with significant improvement of marital happiness for all parents. Life satisfaction is significantly improved based on frequent contact with grown children. Just as the parental role is associated with stress, its loss may bring relief. Over half of the parents in Deutscher's (1984) study evaluated their post parental life as preferable to their parental life. Parents also observe and learn from other families who are in the post parental stage. Parents, therefore, learn to prepare for post parental living through anticipatory socialization, and the majority of them experience this period as a time of new freedoms.

Some researchers considered this period as time of crisis because it marked the "desertion" of children from the home or children's "abandonment" of their parents (Blood & Wolfe, 1960). Mention is also made of the fact that the empty nest stage has frequently been conceptualized



in negative terms. Although there was a virtual absence of research about the post parental phase of the family cycle before the mid-1950's (Deutscher, 1964), already in 1937, a reference was made to this phase. It was provided by McIver (1937) who called this period "the empty nest stage" (cited in McCullough, 1980, p.174). Thus this period has often been viewed in terms of loss, when the middle-aged parents, after focusing their lives around their children, now are alone and Therefore find life dismal and empty (Duvall, 1971).

Although both men and women emotionally experience this transition, it has been considered uniquely stressful for women since it entails the loss of the major components of the mother role, a role which has traditionally been a central focus of many women's lives and identities (Harkins 1978). The termination of the children's dependency, which has been seen as one of the significant indications of the onset of middle age in the parents, influences a mother more than a father. The maternal functions which have constituted her central interest and moulded her activity for two or more decades, come to an end. Concerns for her children may remain a dominant interest, but they are in the form of thoughts and feelings and no longer take up much of her time and effort. She feels that her major life function has been completed. Though she may be pleased and even relieved at the release from so much work and responsibility, she usually also has regrets and feels an emptiness in her life. (Lidz, 1968).

There are three theories relating to role status changes that are role identity theory, role change theory, and role stress theory. Role identity theory argues that role loss will have a negative impact on psychological functioning. Role identities provide consumers with existential meaning and guidance in behaviors and actions. These qualities are thought to be essential to individual well-being. Therefore, according to role identity theory, the more roles individuals have, the better off they will be psychologically. Consequently, role identity theory suggests that, when children leave their parents' home, their departure will be associated with a decrease in parental well being (Thoits 1983; White and Edwards 1990). However, this premise rests on the assumption that launching one's children means that the parent then abandons the parental role. Many scholars reject this premise and believe that once individuals have had children, then they continue to occupy a parental role throughout their lives. Role change theories, too, suggest that the role change associated with the empty nest stage will have negative effects on the individual's psychological and physical well-being (Holmes and Rahe 1967; White and Edwards 1990). The empty nest phase of the family life cycle is thought to negatively impact parents transitioning into the empty nest stage because it accompanies a role transition in their parental role. A more general perspective is that of the role stress theories which suggest a very different effect when parents reach the empty nest stage. These theorists suggest that the effect of a role change depends on the stress associated with that role. If there is stress associated with a role, then

Role status theories and Empty nest



the individual that is able to shed that role will benefit from the role loss. Many studies find evidence that the parental role is a stressful one. Thus, according to role stress theory, the role status change to an empty nest stage of the family life cycle will result in a positive effect on the parents' well-being (Barnett and Baruch 1985; McLanahan and Adams 1967; White and Edwards 1990).

Parental role change in the Empty nest phase

Parents play an important role in the overall development of their children and every child needs the time to time guidance from the parents. At each stage of parenthood parents perform specific tasks that promote the development of children (Palkovitz & Palm, 2009; Reitzes & Mutran, 2002). Children and parents come to the world bind together. In this bond they serve as suppliers of needs for one another. Parents provide their children with the relevant response for connection, security, protection and physical and emotional nourishment. Children provide their parents with the relevant response for the need of worthiness, influence and leadership, and the answer to the sense of uniqueness and importance. Each side provides the other with the need for love and belonging (Smadar Trainin Cohen, 2015). The role of parents constantly changes and decreases with the increasing modify age of their children and when they depart from home and become independent (Erikson, 1963) and the parent withdraws from the active parental role (Peck, 1968). Both parent and child will have to adjust to the situation in which the parenting role will be less prominent, or at least different from the situation in which the child was

living at home (Deutscher, 1964). Decreasing parental support while transferring all types of responsibilities to children is a major objective of parents in the launching stage (Fingerman et al., 2012; Harnett et al., 2013; Young, Marshall, Domene, Graham, Logan, Zaidman-Zait, Mart, & Lee, 2008).

Parent-child relationship in Empty nest phase

When children move out of the parental home, many things change in the family structure and relationships between parents and children (Crowley, Hayslip, & Hobdy, 2003; Rodgers & White, 1993; Sussman, 1955). Parent child relationship is one of the strongest social ties available to individual and that it carries important implication for the parents' behaviour, attitude, values and adjustment (Durkheim, 1951, Erikson, 1963, Parsons and Bales, 1955). The parent-children relationship greatly influences life quality because they live together for a long year. Positive parent-child relationships increase psychological and physical well-being and children are more open to parent suggestions, while in negative relationships children resist parent assistance information and advice making transferring care giving responsibility more difficult (Young et al., 2008). Parents who have close relationships with their adult children are less likely than those who do not to be depressed or lonely. They have higher morale and a higher life satisfaction (Dean, Kolodny, & Wood, 1990). Some research findings also indicate that, for parents, the relationship is the reward for parenting (Blieszner & Mancini, 1987; Francis-Connolly, 2000) and life satisfaction of parents improves



significantly when there is frequent contact with non-resident children. (Lynn White and John N. Edwards (1990).

Marital relationship of empty nest parents

Marital satisfaction is much more important to personal well-being than occupational success, religion, housing, or finances combined (Bellah et al., 1985; Fowers, 1998). A prime concern of researchers has been the effects of the empty nest transition on the marital relationship. This is important as marital satisfaction is likely to be a key determining factor of overall happiness (Glenn, 1975). Studies have found moderate, mostly positive results when examining the effect of the empty nest stage on marital relationship quality. Both men and women perceived a difference in the marriage relationship that occurs after the departure of children, some describing it in positive, others in negative terms, but all realizing a new marital adjustment to be made (Neugarten and Danan, 1974). Research has demonstrated that marital happiness over the span of an entire marriage is usually in a "u-shape" - at the beginning it is high, it declines in the child-rearing years, especially right before the children are launched, it goes up again after children leave home (Bjorkland & Bee, 2008) and this increase in marital satisfaction was driven by an increased enjoyment of time with partners (Gorchoff et al., 2008). Parents report enjoyment of time with partner (Gorchoff et al., 2008), and pleasure with their new-found freedom (McQuaide, 1998). It is during the post-parental period that a couple is typically beginning to have the freedom to re-

examine their marital bonds and cultivate a deeper relationship (Raup & Myers, 1989). Many couples have even reported this period as feeling like a "second honeymoon" (Bjorkland & Bee, 2008). However, they also report the risk of divorce (Hiedemann et al., 1998), stress (Crawford & Hooper, 1973; Hobdy et al., 2007), a sense of loss (Lippert, 1997), and a sense of anxiety, solitude, and lower self-esteem (Ackerman, Rosen, & Zosky, 2008).

How empty nest couple spends their time

At each stage of parenthood, an essential aim of the parent role is to perform specific tasks that promote the development of children (Palkovitz & Palm, 2009; Reitzes & Mutran, 2002). For parents, the empty nest is an exciting time after years of prioritizing their children; they are now free to think of themselves first. After years of spending much time watching children, the departure of children from the parental home, they were now able to adjust to the couple alone time and to spend more time with each other and become involved in activities in which they were interested. Some of the factors that support the adjustment of the empty nest phase are understood the reason of the children leave, support of the husband, intense communication with the child, good relationships with friends and also having new activities to distract the feeling of loneliness in empty nest phase (Ni Km. Peby Darmayanthi & Made Diah Lestari, (2018). Living alone provides a great opportunity for empty nest parents to enjoy their leisure time (Dennerstein, L.et.al.2002; White, L.; Edwards, J.N.1990). It is time for the empty nest



parents to explore activities that they missed earlier and to reconnect with each other which could not possible before because of active parenting. (Cassidy 1985; Gorchoff et al. 2008; Condie and Doan 1978). Partners expressed pleasure at their newfound freedom to do what they desired (Bozett 1985; Deutscher 1964; McQuaide 1998; Sussman 1955). Research also indicated that empty nest mothers saw this as a time of adjustment and an opportunity to pursue goals of their own such as new interests and leisure activities (Donald Spence and Thomas Lonner, 1971).

Health aspects of Empty nest parents

Empty nests had a significantly adverse influence on elders' physical health, cognitive ability and psychological health (Zhuojun Li et.al. 2017). Parents may feel that one of their principal roles in life is parenting, and realize that this part is over or at least less prominent (Glenn, 1975; Kahana & Kahana, 1982; Sheriff & Weatherall, 2009; White & Edwards, 1990). As a consequence, parents may experience feelings of loss (Lippert, 1997), sense of anxiety, solitude, and lower self-esteem (Ackerman, Rosen, & Zosky, 2008), loneliness, identity uncertainty, emotional instability, and even depression (Borland, 1982; Bouchard, 2014; Crowley et al., 2003; Mitchell & Lovegreen, 2009; White & Edwards, 1990). Studies indicated that the Empty nest parents had high levels of loneliness and lower physical and mental scores (Li-Juan Liu & QiangGuo, 2007). If these symptoms cannot be eliminated in time, they can weaken elders' immunity and, more seriously, further increase their risk of cognitive disability and Alzheimer's disease (Zeng, Y. et al. 2013).

In contrast, some studies also revealed that the Empty nest has a protective effect on elders' health (Sibai, A.M.; Yount, K.M.; 2007, Liu, H.; Gao, S.; Wang, J.2011), and they have a better health condition than elders who live with their children (Waite, L.J.; Hughes, M.E.1999–Sun, X.2011).

Conclusion

The Empty-nest stage of the family life cycle is becoming more prevalent in our Society (Gee, 1987). This is a time when both the parent and child are experiencing role transitions. Changes will occur as the child leaves the parental home and becomes independent (Erikson, 1963) and the parents withdraws from the active parental role (Peck, 1968). A transition will occur in the relationship between the parent and the child due to the emerging developmental and role changes. More research is needed in this area as "entry into the empty-nest phase is a family transition with changing parameters and effects. DeVries, Kerrick and Oetlinger (2007) suggested that future research on the empty-nest transitional phase would be "most valuable in clarifying how parents negotiate this major shift in family relationships and life roles". Digging deeper through a qualitative study to examine this phenomenon and discover what works and what doesn't work can provide practical data that may help tens of millions of empty nest parents who will confront these life phase issues and it can also helps them to enhance marital satisfaction during the empty nest phase.



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महादेवी वर्मा कृत "मैं नीर भरी दुःखः की बदली "

-काव्यगत विश्लेषण

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आलेख सार -Abstract

हिन्दी साहित्य को जिन रचनाकारों ने अपनी अलग पहचान के साथ समृद्ध किया है, उनमें महादेवी वर्मा का नाम प्रमुखता से लिया जाता है। महादेवी हिन्दी साहित्य के छायावादी युग की कवयित्री हैं। उन्हें "आधुनिक मीराबाई" भी कहा जाता है। छायावाद का युग उथल-पुथल का युग था। राजनीतिक, सामाजिक, सांस्कृतिक, आर्थिक आदि सभी स्तरों पर विभ्रम, द्वंद्व, संघर्ष और आंदोलन इस युग की विशेषता थी। इस पृष्ठभूमि में अन्य संवेदनशील कवियों के समान ही महादेवी ने भी अपनी रचनाशीलता का उपयोग किया। यहां हमारा लक्ष्य छायावादी युग की सामाजिक-राजनीतिक पृष्ठभूमि की विशद व्याख्या करना नहीं है। कवि अपने समय की वास्तविकता, यथार्थ से प्रभावित होकर अपनी रचनाओं में उसकी विशिष्ट प्रवृत्तियों को अभिव्यक्ति देता है और उसकी रचनाएं ही उस युग-विशेष की मूल प्रवृत्ति को रूपायित करती हैं।

मुख्य -शब्द: Keywords

1. काव्यगत विश्लेषण 2. नारी -सौंदर्य और प्रेम चित्रण 3. प्रकृति प्रेम 4. दार्शनिकता 5. रहस्यवाद 6. भाषा और शैली

Full paper:

भूमिका

छायावादी कविता में कवि विषयवस्तु की खोज में बाहर नहीं अपने मन के भीतर झांकता है। छायावादी कविता में प्रकृति को इतना महत्व दिया गया है कि बहुत से लोग इसी को छायावाद कहते हैं। छायावादी कवियों के प्रेम चित्रण में मिलन की अनुभूति का व्यापक चित्रण है। छायावादी कविता में रहस्यवाद एक आवश्यक प्रवृत्ति है। महादेवी वर्मा मुख्यतया वेदना की कवयित्री हैं। उनकी अधिकांश कविताओं में अलौकिक प्रेम यानि रहस्यवाद भी देख सकते हैं। छायावादी कविताओं की समस्त प्रवृत्तियां महादेवी जी की कविताओं में निहित हैं।

महादेवी वर्मा अपने आप में एक जीवन गाथा हैं। महादेवी का प्रसिद्ध गीत "मैं नीर भरी दुःख की बदली" इस बात का परिचायक है कि उनका यह जीवन दर्शन है जो मीराबाई जैसा ही है। "मैं नीर भरी दुःख की बदली" इसका अर्थ यह है कि एक लडकी माटी की गुडिया के समान है जिसे अपनी जिंदगी के हर मोड़ पर टूटने और बिखरने का डर है। उसकी जिंदगी में परेशानियों का सफर हमेशा चलता रहता है। महादेवी जी की तमाम सुंदर रचनाओं के बीच "मैं नीर भरी दुःख की बदली" काफी लोकप्रिय है।

उद्देश्य:

"मैं नीर भरी दुःखः की बदली" कविता की काव्यात्मक विशेषताओं पर विस्तार से अध्ययन

महादेवी वर्मा की पीडा वेदना सार्वजनिक पीडा है वेदना है। इसी कारण वे अपने



व्यक्तिगत जीवन की पीडा को नीर से भरी हुई बदली से तुलना करते हुए अन्तर्मन की भावना को व्यक्त किया है। "बदली" यहां प्रतीक प्रयोग है। यह पीडा लौकिक भी अलौकिक भी। वेदना के विभिन्न रूपों की उपस्थिति इस काव्य की एक प्रमुख विशेषता है।

"मैं नीर भरी दुख की बदली" - काव्यगत विश्लेषण"

"विस्तृत नभ का कोई मेरा न कभी अपना होना"

संवेदना के साथ इस पंक्ति को पढते हैं तो हमें साफ पता चलता है कि यह विस्तृत नभ, अंतरिक्ष की विराटताओं को नहीं धरती के जीवन को एक स्त्री-मन की व्यथित पुकार है। महादेवी ने अपनी व्यक्तिगत वेदनानुभूति की अभिव्यक्ति के लिए प्रकृति का सहारा लिया। जो कुछ वह सीधे-सीधे अप्रत्यक्ष रूप में नहीं कह सकती थी, प्रकृति का आवरण ले लेने पर वही सब कुछ वह अत्यंत सहज, सरल ढंग से कह जाती हैं।

नारी -सौंदर्य और प्रेम चित्रण:

महादेवी जी अपने व्यथित हृदय की पीडा को सुनाने के लिए प्रकृति को ही सहृदय और उपयुक्त पात्र माना है। "मेरा पग-पग संगीत भरा" - महादेवी जी इस पंक्ति में यह कहना चाहती है कि जिस प्रकार जल से भरी बदली रह-रहकर मंद स्वर में गरजकर अपने सजग संगीत का परिचय देती है उसी तरह कवयित्री के जीवन का क्षण-क्षण भी प्रियतम के रहस्य प्रेम के संगीत से भरा हुआ है। "श्लासों से स्वप्न-पराग झरा" - इस पंक्ति में महादेवी यह कहना चाहती है कि उसकी हर सांस से सपनों का पराग झरना रहता है, अर्थात् उसकी सांसों में सुखद कल्पनाओं और प्रेम की सुगंध विद्यमान रहती है। इस सुखद कल्पना और प्रेम के कारण महादेवी का संपूर्ण जीवन सुगंध से, अर्थात् प्रेममय मधुर अनुभूति से भरा हुआ है।

प्रकृति प्रेम-

महादेवी जी ने प्रकृति के माध्यम विभिन्न रूपों द्वारा अपने मन की घनीभूत वेदना को मूर्त रूप में चित्रित किया है। उन्होंने प्रकृति के माध्यम से विभिन्न रूपों द्वारा अपने मन की घनीभूत वेदना के मूर्त रूप में चित्रित किया है। "मैं नीर भरी दुःख की बदली" - बदली जिस प्रकार जल कण के घनीभूत होने से अपने यथार्थ रूप को पाती है ठीक उसी प्रकार महादेवी जीका भी जीवन घनीभूत पीडाओं से व्यथित है। महादेवी जी अपने व्यथित हृदय की पीडा को सुनाने के लिए प्रकृति को ही सहृदय और उपयुक्त पात्र माना है। कुछ उदाहरण इस प्रकार है---

मेरा पग पग संगीत भरा,
श्लासों में स्वप्न पराग झरा,
नभ के नव रंग बुनते दुकूल,
छाया में मलय बयार पली,
मैं नीर भरी दुःख की बदली ।

रहस्यवाद:

"मैं क्षितिज-भृकुटि पर घिर धूमिल चिंता का
भार बनी अविरल
रज-कण पर जल कण हो बरसी
नव -जीवन अंकुर बन निकली।"

ये पंक्तियां रहस्यवादी भाव को अपने में समेटे हुए हैं। इस नश्वर संसार में सुख-दुख के बीच सारा जन-जीवन पीडित है। चिंताओं के मार से व्यथित है। रहस्यवाद जीवात्मा की उस अंतर्निहित



प्रकृति का प्रकाशन है जिसमें वह दिव्य और अलौकिक शक्ति से अपना शान्त और निश्चल संबंध जोड़ना चाहती है और यह संबंध यहाँ तक बढ़ जाता है कि दोनों में कोई अंतर नहीं रह जाता।

दार्शनिकता:

महादेवी जी अंतःकरण से ब्रह्म के प्रति भी समर्पित भाव से अपनी मुक्ति के लिए काव्य-सृजन द्वारा निवेदन प्रस्तुत करती हैं। ब्रह्म और जीव के अटूट संबंधों को व्याख्यायित करते हुए महादेवी जी ने अपनी व्यक्तिगत पीड़ा, वेदना, चिंता को सार्वजनीन प्रदान करते हुए कविता को विसृत भावभूमि प्रदान की है।

"विस्तृत नभ का कोई कोना

मेरा न कभी अपना होना

परिचय इतना इतिहास यही

उमड़ी कल थी मिट आज चली"

इन पंक्तियों में कवयित्री ने भौतिक जगत की नश्वरता पर दान आकृष्ट किया है। उनका कहना है कि इस नश्वर संसार के किसी भी कोने में मेरा अपना कोई नहीं है। मेरा अस्तित्व कल था लेकिन आज नहीं है। इन पंक्तियों में भौतिक और आध्यात्मिक जगत का यथार्थता का विथण करते हुए महादेवी जी ने अपना मंतव्य प्रकट किया है। इस प्रकार कर्म की प्रधानता है। नाम की नहीं। कहने का सूक्ष्म भाव यह है कि मानव इस धराधाम पर आकर अपनी यशस्वी कृतियों के बल पर ही अमर बन सकता है।

भाषा और शैली:

इस कविता की भाषा संस्कृतनिष्ठ खड़ी बोली है। इनकी शैली मुक्तक गीतिकाव्य की प्रवाहमयी सुव्यवस्थित शैली है। उनकी काव्य-भाषा प्रायः तत्सम शब्दों से निर्मित है। लाक्षणिकता की दृष्टि से प्रस्तुत कविता बहुत प्रभावशाली है। प्रकृति का मानवीकरण महादेवी के काव्यों में प्रकृति आलम्बन, उद्दीपन, उपदेशात्मकता आदि रूपों में प्रस्तुत हुई। महादेवी के गीत अपने विशिष्ट रचाव और संगीतात्मकता की कारण अत्यंत आकर्षक हैं।

निष्कर्ष:

भक्तिकाल में जो स्थान कृष्ण भक्त मीरा को प्राप्त है, आधुनिक काल में वह स्थान महादेवी वर्मा को मिला है। महादेवी के व्यक्तित्व में जो पीड़ा, करुणा और वेदना, विद्रोहीपन है, अहं है। दार्शनिकता एवं आध्यात्मिकता है उन्होंने अपने काव्यों में सूक्ष्मता से उन भावनाओं का वर्णन किया है। साथ ही समाज में बदलाव की आकांक्षा और विकास के प्रति सहज लगाव को भी चित्रित किया है। महादेवी वर्मा साहित्य जगत में महिला सशक्तिकरण का प्रतीक हैं।

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Rural Tourism

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Abstract

This paper focuses on The Flower Model for developing Rural Community with the support of Tourism Industry. It takes into consideration the four categories: Homestay, Agritourism, Community-based Tourism and Village Tourism, their services and products, how they generate employment, who is involved in each strand and how they can be utilized for the development of the individual, the community/society and the nation as a whole. This Flower Model for Rural Tourism Development is being designed to uplift the rural community with a sustainable development approach. This model will also showcase the job opportunities, local community involvement and the government's role in strengthening the local economy.

Key Words: Homestay, Agritourism, Community-based Tourism, Village Tourism

"It is better to travel well than to arrive"
--- Lord Buddha

How remarkably true Lord Buddha is! Can we imagine a life without travel? Can we think of growing roots in just one place instead of exploring the roots of different places? The answer is **NO**. Life is an adventure. There is nothing in this world that teaches us more than travel. Our knowledge widens with every travel.

Tourism is a word that brings smiles to everyone. Just mention the word, and it would brighten up one's dull moments. All destinations are unique in their own ways. With the several travelogues written across the world by several adventurers, we may even say that it is not possible to explore all those places in our short lifetime.

The word "Tourism" has evolved in the present day to such an extent that it has become a theory and a practice. The theory can be found in the literature

written on it and the practice is found in its industry.

Tourism Industry in India

With a history of more than 5000 years and the richest culture to share with the world, India is a haven to tourists all over the world. Tourism Industry is one of the largest industries in the world which gives both direct and indirect jobs. It is also capable of uplifting the rural community. The greatest advantage of tourism development is that it will sustain our local culture and tradition as it is; and the tourists will be highly motivated to visit it again and again. It is a win-win situation where Tourist-Local Community-Culture will get benefits and support.

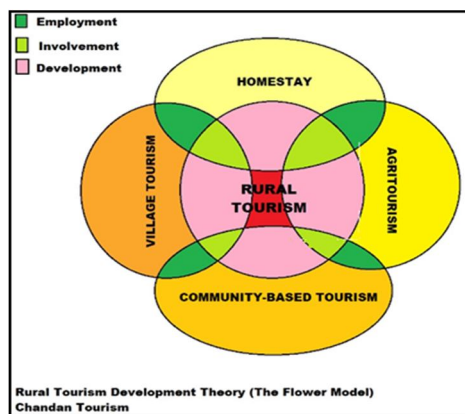
Tourism Industry involves many sub-industries within it which can give life to millions. Attractions, Accessibility, Accommodation, Activities and Amenities generate huge number of employment opportunities which include both direct

and indirect jobs and can make substantial differences by using environmentally-sound management practices. Tourist requirements must be fulfilled by providing good accommodation, hygienic restaurants, parking, Guide and proper Tourism infrastructure. Tourism is now recognized as being an economic activity of global importance. As the importance of the activity has increased, the attention given to it by governments and organizations in both the public and private sectors, and academics has also increased.

Tourism requires inputs of an economic, social, cultural and environmental nature. In this regard, it is a versatile industry. Tourism is not like the traditional industry in which products are produced and can be measured. It varies from country-to-country and even region-to-region. It will be interesting to note that in India, we showcase the way of life. India is still evolving itself in certain aspects of Tourism like accommodation (involving Bed and Breakfast) and transportation, which are famous in Europe/America, but not in South-East Asian countries. Self-driving is another concept which is very much in vogue in such developed countries.

World is fast changing and so is Tourism Industry. Rural Tourism is the next big thing in India as it showcases the true Indian lifestyle to the world. If this is taken in the right direction with proper plan, local communities can gain a lot because Tourism helps to sustain our culture and also generate income for the people involved.

“Rural Tourism Development Theory: A Flower Model to Uplift Rural Community”



Rural Tourism is a unique and participatory model of Tourism which offers an interminable potential to create real and everlasting benefits for a wide range of participants, both inside and outside the rural area. It is not merely a magic solution or a saviour to rescue local communities from all their troubles; but a perfect, pre-configured solution to several issues of a community.

The Flower Model is all about developing Rural Community with the support of Tourism Industry. It takes into consideration the following four categories: Homestay, Agritourism, Community-based Tourism and Village Tourism. A brief explanation of each Flower Petal follows:

Homestay: Homestay is a type of Hospitality Service whereby the host shares the residence with guest/guests who visit the tourist destination. On sharing the culture, tradition, food habits and lifestyle of that local community with the host, the guest/tourist would get a



chance to experience the true Indian Culture.

Once Homestay is started at any tourist destination, the host can plan on expanding Tourism by adding the Agritourism concept. This can be achieved by providing the tourists an opportunity to involve themselves in agricultural activities and also allowing them to experience the local lifestyle. From simple Homestay, the host can now add value to the Tourism business by including Agritourism.

Employment: Owner & Family members, Local Recruitment

Involvement: Individual Family, Local Panchayat, Department of Tourism (DoT), Government of Karnataka (GoK)

Development: Individual Family, Local Recruitment

Agritourism: Agritourism is an experience/hands-on training that tourists will get when they involve themselves in agricultural processes. This will give the tourists an opportunity to get back to their roots from which human civilization started. Tourists can be part of the everyday life of a farmer who involves in various agricultural activities, cultural and traditional practices, celebration, food habits etc.

When an individual starts Agritourism with Homestay or any other type of accommodation and starts facilitating tourists, the local communities will slowly start to involve; they begin to understand the importance of Tourism and plan to facilitate the tourist requirements based on their strength and this in turn leads to Community-based Tourism. Each village will have a farming community growing variety of

crops and raising livestock as well. These different farming communities can offer various products and services which the tourists can enjoy. They can also gain knowledge of life skills and rejoice the rural lifestyle.

Employment: Owners & Family members, Local Recruitment

Involvement: Individual Family, Other Farming Family, Local Panchayat, DoT, GoK

Development: Individual-Farming Family, Farming workers, Local Recruitment

Community-based Tourism: Every village in India is a combination of different communities who practise various occupations like Agriculture, Pottery, Handloom, Fishing, Arts like Sculpting, Carpentry etc. All these occupations are being practised by individual communities within a village. When these communities unite themselves and work together, they can improve their lifestyle. Likewise, when various communities with a variety of occupational skills come together, it will create a wonderful cultural platform and attract tourists towards it. For instance, the tourists can stay with the Pottery-making family and enjoy their lifestyle or with the Handloom-making family and experience their way of life.

Moreover, once the individual communities start to involve in facilitating the tourists, the whole village with various communities practising different occupations will join the moment and involve in the Tourism business.



Employment: Owners & Family members, Local Recruitment

Involvement: Individual Family, Other Farming Family, Other supporting occupations in limited number, Local Panchayat, DoT, GoK

Development: Individual-Farming Family, Farming workers, Local Recruitment, Othersupporting occupations

Involvement: Individual Family, Other Farming Family, Other supporting occupations in large number, Local Panchayat, DoT, GoK

Development: Individual-Farming Family, Farming workers, Local Recruitment, Other supporting occupations, Village Infrastructure

Village Tourism: Village Tourism is about visiting the country-side to experience the true Indian Culture. To know 'India' in totality, one should know the Indian villages first.

A village is a small world with unique lifestyle of its own. Many little communities make up a village which together showcases the whole village culture. One community can offer accommodation, another one can offer attractions and another one can offer activities etc. Thus all the components of tourism: Attractions, Accessibilities, Accommodation, Activities and Amenities are catered to by a single village. This will facilitate the tourist inflow and employment. The income generation will be equally distributed which in turn will lead to the development of the **local economy**.

Once Village Tourism gains momentum and Tourism business is started in one village, the nearby villages will also start involving themselves in similar activities. When two or more villages come together and start Tourism business, then it will lead to Rural Tourism.

Employment: Owners & Family members, Local Recruitment

Though each petal of the Flower is unique in its own way, one can notice the connecting thread that would culminate in Rural Tourism. This Flower Model for Rural Tourism Development is being designed to uplift the rural community with a sustainable development approach. This model will showcase the job opportunities, local community involvement and the government's role in strengthening the local economy. Rural Tourism encourages visitors to spend quality time in an old-fashioned manner by engaging them in different cultural features of rural areas. In this modern age, people are drawn into a busy work schedule and they are quite detached from nature. A perfect rural setting forces the urban population to escape into it. What they would get is a perfectly calm and silent setting that can heal their inner soul. When tourists start visiting these rural settings, an opportunity is created to do business in Tourism, thus shaping the rural community by bringing benefit both in monetary and social terms.

The World Tourism Organization states that Rural Tourism is 'a type of tourism activity in which the visitor's experience is related to a wide range of products generally linked to nature-based activities, agriculture, rural lifestyle/culture and sightseeing.' The involvement of the local community is



essential for sustainable Rural Tourism to succeed. People from every corner of the globe are increasingly able to communicate with each other, crossing the boundaries of nations and reshaping the boundaries of thoughts. Can we ask a question here? Does the development of rural community offer a genuine potential to truly develop mankind? The answer is **YES**. Tourism Industry responds to a striking factor in human instinct that seems to draw individuals to travel and explore whenever they get a chance. Rural landscape gives a chance to get back to the roots to involve and understand our past and future.

To conclude, the Flower Model focuses on developing **Rural Community** and strengthening **Local Economy**. These two attributes are very important to uplift our country so that India becomes a global leader. We have rich cultural and natural resources in our country, especially in the country-side, which attract millions of tourists both within and outside India. The young generation mainly from the metropolitan cities needs to be connected to their roots which will create belongingness and attachment towards this great country. Rural Tourism is here to stay. There are plenty of opportunities in Rural Tourism that can enhance the individualistic goals and the goals of the country as well. It is up to every Indian citizen to recognize the vast scope of Rural Tourism and enjoy its products and services.

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Women in Higher Education

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Abstract:

National Development recognizes women as a unique power unit and a potential resource and has played crucial role in social reforms, economic Development and also in the political process. Women's development is a pre requisite for all round development of the society. In a package of development inputs available to community, education should form an effective means to improve the physical quality of life of the masses. Many studies have shown that is a strong correlation between several development indicators and level of literacy of the population. Correlations are particularly strong with the level of women education.

Keywords: National, economic, political, quality, correlation, women education.

Introduction:

Higher education is in the age of massification. In recent times, globalization, internationalization, cross border mobility of students and academics not only increased the competition, but also expedited measuring, auditing and reforming higher education. Education is regarded as the key factor in overcoming the barriers that women face and the basic tool for empowering women and bringing them into the mainstream of development. Education not only provides knowledge and skills to improve health and livelihoods, but it empowers women to take their right place in society and the development process. Education gives status and confidence in decision making, educating women is the key to reducing poverty the need for women education is emphasized all over the

world. Woman's access to higher education is one of the most considerable global transformations in education in the last decades. The trend of the narrowing gender gap in higher education is significant and sometimes it changed completely. The success of social development depends upon making women full partners. They must be enabled not only to contribute their capacities but also to share equally in the benefits of development.

Higher education in India:

The Indian higher education system is largest one of the largest in the world. It consists of colleges, universities and institutions of national importance such as Indian institutes of Technology, Indian institutes of management and Indian institute of science etc..And



autonomous institutions with the status of deemed universities.

Historically women have a much lower literacy rate than men in India. From the British raj to India's independence, literate women accounted for only 2-6% of the total female population. Upon the establishment of the Republic of India, The government has attached great importance to women's education. An RGCC (Register general and census commissioner) report cited by Velkoff(1998) found that Indian's female literacy rate reached 22% in 1971,nearly half of the male's 46%. This figure jumped to 39% and 64% respectively two decades later. The trend continues 2011 survey showed that the average female and male literacy rose to 65.5% and 82.1% respectively (RGCC).Despite the fact that many more women are becoming literate persists. If we look closer at how much education the literate women had, the situation becomes even more discouraging.

Over the past decades great progress has been made in promoting women's education, the gap between has been male and female literacy rates declined from 26.62% to 21.69% in 2001 which was further reduced to 16.6% in 2011.However the 34.5% illiteracy rate in 2011 means there 252,249,642 women unable to read or write in India today.

Participation of women in higher education system in India is dismal. The enrolment of women in higher education

is still below average. Gross enrolment ratio in higher education in India is 24.5%, which is calculated for 18-23 years of age group while GER for female s, it is % In the Science, Engineering and Mathematics, popularly known as STEM, the enrolment of women is poor.

As per All India survey on higher education 2015-16 total enrolment in higher education has been estimated to be million with 18.6 million boys and 16 million girls. Girls represent 46.2% of the total enrolment. On this context, universities exclusively dedicated for women holds the key for promotion of education among women. In India there are 799 universities while 13 are exclusively dedicated for women, known as women university as on 31 March 2017.

Ministry of human resource development had initiated an All India survey on higher education in 2011 to prepare a sound database on higher education in the country. The survey covers all the institutions in the country engaged in imparting the higher education. It is getting updated from the annual data submitted by the institutions. The number of female student enrolment for all higher education institution in All India in 2012-2013 was 11582708. Thus the percentage of female student enrolment in total student enrolment in All India



India's Literacy Distribution in 2011:

Gender	Male		Female		Total	
Item	Total	%	Total	%	Total	%
Total	623,700,000	51.5	586,500,000	48.5	1,210,193,422	100
Literate	444,203,762	82.1	334,250,000	65.5	778,453,762	74
Illiterate	179,496,238	17.9	252,249,642	34.5	431,745,880	36

Higher education in Andhra Pradesh:

The break-up of number of universities in the state on the basis of type of Universities is shown below. Andhra Pradesh ranks third highest among all state in India with 46 Universities after Tamil Nadu (59) and Uttar Pradesh (56) on total of number of universities. The state also ranks first on number of state public universities with 30 Universities. AP has 7.4% of all universities in the country. Andhra Pradesh ranks second with 45 Universities in total (not counting others above). The state also ranks third highest on number of General Universities with 26 Universities following Tamil Nadu (29) and Uttar Pradesh (27).

AP with 4,780 colleges has a share of 14.5% of all colleges in India and ranks No. 1 in terms of total colleges in any state in India. In terms of access, AP has the highest concentration among all major states with 48 colleges per lake population as compared to the all India average of 23 colleges per lake population. In terms of average enrolment per college, AP (493) is significantly lesser than all India average of 700. Total enrolment of students in

regular mode in higher education institutes in AP is around 23.76 lacs. Out of the total colleges in the state, 96% are affiliated to Universities, and the remaining are constituent/university colleges, PG/off campus or recognized centre's by the Universities. In terms of management, AP colleges are dominated by the Private Unaided colleges, forming 81% of all colleges in the state, followed by 12% owned by Government and 7% that are private aided (status of Higher Education in south India,2013).

Resent research on women in higher education and the problems they encounter in India is in a *nascent* stage. There are a handful of studies which focus on accessibility and gender equity. Contends that given the more urgent health, employment, and educational issues facing rural and working-class girls and women, the limited research on academic women is not surprising. Manuh (2002) reveals that higher education has often played a pivotal role in critiquing the structure of social inequalities with major ethical and policy implications. It has also contributed to public debates around various forms of discrimination and has produced a wealth of gender experts working transnational.



Morley(2005) asserts that although there have been some equity gains in higher education, particularly in relation to women’s access as students, universal patriarchal power appears hard to neutralize in elite professions.

Furthermore, studies conducted in the State of Andhra Pradesh in respect of women problems in higher education is in embryonic stage. Moreover, studies conducted at the micro-level seem to be out of sight.

very important role in the overall development in the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside. Educated women not only tend to promote education of their girl children but also can provide guidance to all their children. Moreover educated women can also help in the reduction of infant mortality rate and growth of the population.

Women colleges in India:

Women education in India:-

Women education in India place a

Year	1970-71	2000-2001	2010-2011	2011-12
Total No of colleges	3604	12806	33023	35539
Women colleges	412	1578	3982	4266
% Total colleges	11.43	12.32	12.06	12.0

Importance of higher education:

Higher Education refers to the third stage of education that learners take on in the learning process. Tertiary education is under taken in colleges or Higher Education Institution like universities and it may be delivered virtually or at a distance. Education is the sole weapon which can be successfully used against almost all the deep rooted evils prevailing in the society. Sex biases are common everywhere whether it is in home educational institutional place of work or society in general. These biases create barriers both structural and attitudinal in women students to have higher education in particular. Some of the prominent problems in women

education are Social problem, Economic problem and Educational problem, social attitude towards education of women is generally not positive. Education for women is considered as an important practice of Paradah system, Early marriage, parental illiteracy, lack of Educational facilities at home, male teachers as the tutors and girls responsibilities at home are the other hindrances among girls access to education. Economic problems the women are in condition to care of siblings perform household chores. Earn and contribute to family income especially in economically worse families. Educational problems girls are not prepared (socially) to join further education or training on the other hand there are no institutions and facilities available to them. The



women students are highly motivated to avoid success. They perhaps feel secure if they opt for more traditional occupational than for nontraditional ones. Some more problems faced by women students to have tertiary education are ignore of higher education by illiterate parents , no adequate transport facilities in remote areas, economically backward families adopt girl students for daily wages, women students are considered weaker sex in the society. Parents feel that higher education is more expensive poor economic background of the family guidance and counseling for higher education are out of reach of women students may achieve success in their tertiary education. Giving guidance and counseling to illiterate parents the importance of tertiary education to women students Fees concessions and other facilities offered for the women students regarding higher education and career development.

Gender inequality in higher education is a consequence of importunate discrimination prevailing through the education system from an early age. Girls lag behind boys in the provision of education and in the access to schooling available . There are a number of explanations for this gender-based criterion of resource allocation.

The preference for sons is due to their leading and productive role in household life. Male members of the family are encouraged to get a good quality of education to compete for resources in the outside world. On the other hand, female family members are trained about domestic tasks and taught how to be good mothers and wives. Parents do not prioritize education for girls due to low family household income.

Khalid and reported the main reason for low participation of females in higher education is financial such as fee issues, textbooks, and other materials. It is also expected that girls should perform their responsibilities in the home.

Need of the study:

The mission of higher education is to achieve access, equality, justice, quality, employability, inclusiveness and create knowledge, society economy. To increase access, the number of institutions in the country must double in the next five years. More universities must come up from central government and the existing universities must be developed. Also, programs that allow shift system of education (morning and evening shifts), evening PG programs and integrated UG/PG programs would help the cause of access to higher education. There should be about 20% to 30% increase in intake of students every year. In order to improve the areas of research, it is necessary to upgrade laboratories, motivate researchers and

60 percent of them girls. UNESCO Institute for Statistics (2006) says that the adult literacy rate for South Asia provide research funding. International collaboration of research must be promoted and the researchers must be released from undue restrictions rates in higher education from girls, SC/ST students, minorities and physically handicapped.

In an age of digital literacy, where the ability to sort, use and analyze massive amounts of information through information communications technology has become indispensable, 793 million adults still lack basic literacy skills



(UNESCO,2012) . Two-thirds of them are women, many living in remote rural communities in Asia-Pacific countries. The barriers to acquisition of literacy mirror the difficulties confronted by women in everyday life. Restrictions to movement, poverty, early marriage, domestic work, discrimination, violence, non-ownership of assets and political disenfranchisement are all intertwined causes of illiteracy (UNESCO-2012).

According to World Bank (2000), there is horrible situation of female literacy worldwide with 880 million or more illiterate adults and youth, 60 percent of them women. There are 130 million out-of-school children aged 6-11 and about during the year 2002-04 was 58.7% for both sexes, for male 70.5% and for female 46.3%. These illiterates are the hindrance in the development of the nations. In South Asia there exists huge gender gap with low literacy of females. The present picture in South Asia indicates the huge challenges in the female literacy. In countries where over all literacy rates are comparatively low, male/female and urban/rural disparities are also large. Women's literacy is the crucial importance in addressing wider issues of gender inequality. In a country like India, 70 women are literate for every 100 literate men.

The Indian higher education system is one of the largest in the world. It consists of colleges, universities and institutions of national importance (such as Indian Institutes of Technology, Indian Institutes of Management and Indian Institutes of Science, etc.), and autonomous institutions with the status of deemed universities.

Historically, women have a much lower literacy rate than men in India. From the British Raj to India's independence, literate women accounted for only 2-6% of the total female population. Upon the establishment of the Republic of India, the government has attached great importance to women's education. An RGCC (Register General and Census Commissioner) report cited by found that India's female literacy rate reached 22% in 1971, nearly half of the male's 46%. These figures jumped to 39% and 64% respectively two decades later (p.1). The trend continues: a 2011 survey showed that the average female and male literacy rose to 65.5% and 82.1% respectively. Despite the fact that many more women are becoming literate, as indicated by the figures, the gap between male and female literacy rates persists. If we look closer at how much education the literate women had, the situation becomes even more discouraging.

Significance of the study:-

Women constitute almost half of the population in the world. But the hegemonic masculine ideology made them suffer a loss as they were denied equal opportunities in different parts of the world. The rise of feminist ideas has, however, led to the tremendous improvement of women's condition throughout the world in recent times. Access to education has been one of the most pressing demands of these women's rights movements.

Higher education assists women in two ways. It empowers qualified women to become leaders in society and it permits them to become role models for younger girls. It also helps women to choose domains of expertise, whether this



is a decision makers through influence on policy issues related to social, economic, and cultural development, or by their participation in family and community life.

At the same time, educated women have a greater sense of control over their lives and more power and control over resources within the family as compared to uneducated women. They get social recognition, which helps them to get insight and have an awareness of what is undesirable and unfavorable about their current situation. The educated female can perceive a better situation and the possibility of attaining it. She can realize what is within her reach and what she should do to affect the improvement. In this way, educated women become empowered and have increased status and autonomy. They can enjoy this empowerment at community or regional/national level as well as within the family/household.

Objectives of the study:

1. To study the perceptions of women students towards Challenges and Requisites in Higher education.
2. To find out the relationship between the areas of Challenges and Requisites in Higher Education as perceived by Women Students.
3. To study the perceptions of women students towards Utility of Girls Education according to their socio-economic background.

Hypotheses of the Study:-

1. To study the perceptions of women students towards Challenges and Requisites in Higher education.
2. There is no significant relationship between the areas of

Challenges and Requisites in Higher Education as perceived by Women Students.

3. There is no significant difference among the perceptions of women students towards Utility of Girls Education according to their socio-economic background.

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Tourism in Karnataka: Opportunities and Challenges

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Abstract

Karnataka State is one of the most attractive tourist destinations in India and has a prominent place on the world tourist map. It has varied tourist attraction for both domestic & international tourists. The Karnataka is a premier tourist destination which attracts tourist for its historical forts, palaces, art, and culture. In the world scenario also, tourism has emerged as the biggest industry and posse's great employment potential. The boost in the tourist arrivals have resulted in the swift growth of tourism sector in Karnataka. The growth of tourism sector has resulted in employment generation, foreign exchange earnings, development of infrastructure facilities, capital investment, socio-economic growth, increasing in the contribution to GDP and so on. This paper is an effort to understand the perspective of tourism in economic development of Karnataka and identify the factors influencing the growth of tourism. It also identifies the challenges and opportunities of tourism development in Karnataka.

Keywords: Karnataka, Tourism, Economic development, Challenges, Opportunities.

Introduction: In many developing countries, tourism is widely accepted as a way to contribute to economic development, job opportunities and foreign revenues. Due to these factors tourism worldwide has developed rapidly in the last decades. Tourism consists of the activities undertaken during travel one place to another for the pleasure and enjoyment of certain destinations, and the facilities that cater to the needs of the tourist. The travel and tourism sector in India provides significant socio economic benefits. While the direct contribution to GDP is estimated at INR 14,809 billion (USD208billion) in 2016, 3.3% of total GDP and is forecast to rise by 6.9% in 2017. These have further been forecasted to rise at a growth rate of 12 per cent

over the next decade. In 2014-15 the travel industry contributed Rs 7.6 trillion and 3.6 million jobs to the Indian economy. By the end of the 2016, the travel and tourism sector will support around 25 million direct and 40.3 million total jobs, these have been forecasted to increase at a growth rate of 2.1 per cent by 2023. India is ranked 37th for providing the good air transport network in the world. The Indian travel and tourism industry ranked 5th in the long-term (10-year) growth and by end of 2020 Indian tourism industry expected to emerge as a second largest employment generator in the world. Apart from economic benefits, tourism plays a vital role in cross-cultural exchange of the two cultures. It helps to learn about different languages, life styles and tradition. It



provides opportunities to adopt the qualities of different cultures vice versa, as tourists are also bound to cause tension among the local population by introducing new life styles and progressively promoting social, cultural and religious disruptions. Tourism provides opportunities to local people to raise their living standards by increasing employment opportunities. Tourism serves as a means of conserving the cultural heritage of the local area which otherwise might be lost due to development. It provides scope for conserving local dance, art, craft, music, drama, dress and old historic monuments.

Objectives

- ❖ To examine the factors responsible for the growth of tourism in Karnataka
- ❖ To examine the contribution of tourism to the Karnataka economy
- ❖ To identify the challenges and opportunities of tourism development in Karnataka

Methodology

The information in the study is collected from secondary sources that are from various online sources, websites, articles, Reports, Books related to tourism in Karnataka.

Review of literature

Mrs. Lakshmi et.al (2014) studied that, the development of the state, supporting industries, income earned by the region and infrastructural facilities of the government of Karnataka. It could be concludes that the Karnataka tourism policy had the main aim of attracting more number of both domestic and foreign tourists which increase the revenue to government as well as

economic development of the state. Thus, policies framed should take care of fulfilling the responsibility in developing tourism sector in proper direction and the forthcoming policy could even more supported to the tourism development.

Dr. B. Sudha (2015) discussed that, the development of current tourism scenario and its impact on hotel and food services. It could be concluded that, an effort has been made to identify areas requiring improvement including those currently not so developed or popular but with sufficient potential for attracting tourists. **Sahel and Bashir (2018)** analysed that, the relationship between the number of tourists, tourism investment, and government tourism spending and economic growth in south Sumatra. The authors found that there is a one-way relationship between the number of tourists and economic growth, while investment tourism has a two-way relation to economic growth.

Anitha KP et.al (2018) stated that, the main purpose of their paper is to study to assess and analyze the opportunities, challenges and other related issues of tourism industry in Karnataka. This study also identifies the need of a well balanced and effective policy of the state government towards the sustainable tourism development in Karnataka. The authors concludes that, the central and state government, private sector and the community at large pertinent for sustainable development and maintenance of the travel and tourism sector in the state. Existing literature it is argued, have explored aspect of tourism development like; its economic, social, cultural and environmental role and impact destination. (Mrs. Lakshmi and Dr. S. J. Manjunath (2014), Dr. B. Sudha, 2015; Sahel and Bashir, 2018;

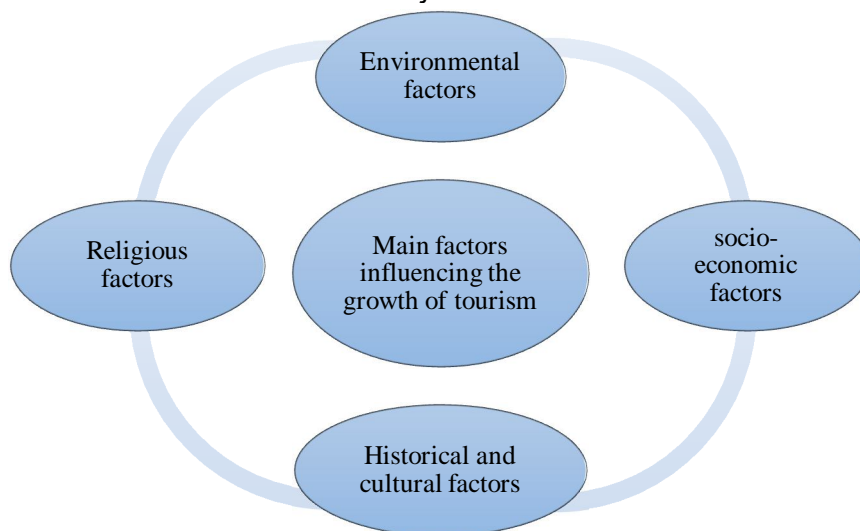


Anitha KP and Dr. B. Chandrashekara, 2018) These are limited to certain area of our present study in so far as offering a theoretical perspective. Some studies have tackled government evolving sustainable in tourism policy formulation and implementation and the various influences on the performance of this growth as well as the constraints. Here Researcher deals with different objectives

which are helping to take further study to know the role of tourism in economic development it has wider scope. Likewise there is big research gap between revived studies and our study which is to be filled by further research.

Factor effecting tourism

Studies reveal that following are the broad categories of factors that affect tourism.



Environmental factors

Two main environmental factors that have led to the growth of tourism:

Good climate: Good climate is one of the most important features of attraction for any tourist place. Pleasant climate with warmth and ample of sunshine attracts tourists who come from the temperate and colder regions. In Karnataka the evergreen forest in the Northeast parts of the state is also a major attraction for visitors, particularly for foreign tourist. Karnataka has emerged as one of the leading state in India and Karnataka was the fourth preference of travel destination in India.

Beautiful scenery: Tourism booms at picnic spots with beautiful sceneries. For example, Mullayanagiri Hills, St. Mary's Island, Kavala Caves, Sangama and Mekedatu, Yana, Charady Ghat, Devaramane, Glenlorna Tea Plantations, Bisle Ghat and Viewpoint Long Sea Beaches, Fresh Water Lakes, Waterfalls, etc., often attract large numbers of tourists. There are number of lakes in Karnataka which are popular for their pilgrimage place and tourist place for its natural surroundings and beauty which attracts tourists to visits these lakes. The famous lakes in Karnataka are Hiekolale Lake, Ayyanakere Lake, Cauvery Nisargadhama, Bhadra Dam,



Honnamana Kere Lake, Chiklihole Dam, Hemavathi Dam, Bheemeshwari.

Socio-economic factor

Accessibility: In Karnataka major destinations are already on the rail map. At present, there are many famous trains run by Indian Railway with joint effort of KSTDC to provide easy and cheapest convenience by rail to domestic and foreign tourists. The major luxury train which attract tourists are the Golden Chariot. For easy conveyance of tourist the state will encourage air taxi service and helicopter service by air taxi operators within the state.

Accommodation: Hotels and motels provide an experience of Karnataka with safety and security to the traveller. Variety of rooms such as, AC and non-AC, standard and tents provide rests to traveller. The hotels and motels are standardized for categorization in three to one star and heritage category. These hotels provide facilities of travel counters, shopping arcades, indoor and outdoor games for children and city sightseeing tours which make the stay in KSTDC hotel a complete experience.

Amenities : Growth of tourism at a particular place is also influenced crucial factors like; how well the site is maintained for touring activities like skiing, roping, paragliding, rowing, fishing, surfing, safari adventure, etc. The Karnataka safari tours are fast becoming the preferred options for most tourists, especially the adventurous. The most popular safaris are Bus Safari, Jungle Safari and jeep safari.

Historical and cultural factors: Many tourists are attracted to places of historical significance and that which have a legacy of rich cultural heritage. People love and enjoy exploring destinations where there are famous

ancient monuments, marvellous forts, castles and palaces of earlier kings and queens, etc. The Royal state of Karnataka offers many grand forts and palaces, which are part of the heritage of India and attract a large number of tourists from all over the world. The Mysore Maharajas, Hampi Virupaksha Temple, Badami Cave Temples, Sringeri Sharada Peetham, Pattadakal Mallikarjun Temple and Hoysal Temples are the major attractions for tourists to enjoy heritage of Karnataka.

Religious factors: Karnataka is undoubtedly the most charming and colourful state of the country acknowledged for its lively and colourful traditions, arts, heritage and culture. At the same time, Karnataka is home to a number of religious communities that reside in peace and harmony here. People of various faiths including Hindus, Muslims, Jains and Christians have lived in perfect communal harmony for many centuries. Some of the famous pilgrimage sites in Karnataka are Durga Temple in Aihole, Keshava Temple in Somanathpur, Murudeswar Shiva Temple in Bhatkal, Udupi Sri Krishna Temple, Vitthal Temple in Hampi etc.

Contribution of Tourism to the Karnataka Economy

Tourism makes a large contribution to the economy of Karnataka in India. Recent hike in the figures of tourists to Karnataka in India has proved that tourism is a vital source of income for the state of Karnataka. One may not forget that many heritage hotels all over Karnataka are being run successfully for a handsome amount of money and the considerable amount of tax being paid to the state government support the local economy and people of Karnataka which



would have not been possible without the tourists visiting Karnataka. Local transporters, hotels, shopkeepers, monuments, museums, guide and tour operators are just a few who survive through tourists. If proper efforts are taken, then 36% of the total population of Karnataka can live from tourism. Rural tourism of Karnataka could bring enormous wealth to the villages of Karnataka. Tourism accounts for 14.8 percent of Karnataka economy and provides economic benefit like foreign exchange earnings, regional development, infrastructure development and promotion of local handicraft.

❖ In Karnataka tourism accounts for 2.1 percent of gross state domestic product and 1.8 percent of the state employment

❖ In a labour intensive industry such as tourism the greater proportion of income is likely to be derived from wages and salaries paid to those working in jobs either directly serving the needs of tourists or benefitting indirectly from tourists' spending

❖ Tourism has a significant multiplier effect on the state economy. It increases employment opportunities, generating revenue, developing infrastructure, increasing investment opportunities and revival of traditions and heritage conservation and management. It is estimated that every rupee spent by a tourist changes hands 13 times and that every hotel room generates direct employment to three persons and indirect employment to eight persons.

❖ The tourism industry aids and supports the foreign exchange reserves. It benefits our state in generating foreign currency. Every year a large number of tourists visit Karnataka. They visit

places; stay and shop in our state. All this contributes to a significant amount of foreign currency generation.

❖ In Karnataka, tourism is the third largest employer after agriculture and textiles sector.

❖ Tourism Industry is more gender neutral as compared to other Industries and women account for 46% of the international tourism workforce. For Karnataka also tourism sector provides enabling platform for increasing labour force participation rate.

Tourism in Karnataka

Karnataka, the sixth largest state in India, has been ranked as the third most popular state in the country for tourism in 2014. It is home to 507 of the 3600 centrally protected monuments in India, the largest number after Uttar Pradesh. The State Directorate of Archaeology and Museums protects an additional 752 monuments and another 25,000 monuments yet to receive protection. Tourism centres on the ancient sculptured temples, modern cities, the hill ranges, forests and beaches. Broadly, tourism in Karnataka can be divided into four geographical regions: North Karnataka, the Hill stations, Coastal Karnataka and South Karnataka. The Karnataka government has recently introduced The Golden Chariot a train which connects popular tourist destinations in the state and Goa.

North Karnataka: North Karnataka has monuments that date back to the 5th century. Kannada empires that ruled the Deccan had their capitals here. Badami chaluhyas monuments are located at Pattadakal, Aihole and Badami. Aihole has been called the cradle of Indian



architecture and has over 125 temples and monuments built between 450 and 1100 BC. Rashtrakuta monuments at Lokapur, Bilagi and Kuknur and Kalyani Chalukyas monuments built in Gadag style of architecture at Lakkundi, Gadag, itagi in Koppal District and the Vijayanagar Empire temples at Vijayanagara are some examples. Hampi in Ballary District has ruins spread over an area of 125 km², with some fifty four world heritage monuments and six hundred and fifty national monuments. An additional three hundred monuments await protection. The Deccan sultanate monuments at Bijapur and Gulbarga show unique and discrete Hindu influences and rival the Muslim monuments of North India.

Coastal Karnataka: Coastal Karnataka is the stronghold of Hindu and Jain pilgrimage spots with Udapi and its many temples being the centre of Dvaita philosophy, Gokarna is known for Vedic studies, Sringeri has the first of the Shankaracharya mathas and important for its Asvaita philosophy, Karkala and Mudabidri are well known places of Jain worship and Vaishnava rituals. Exquisite Vijayanagar temples built in Chalukya

Malabar region combinational style are seen in Bhatkal, Kumta, Shirali etc.

South Karnataka: South Karnataka is a unique combination of spectacular vesara style Hoysala architecture, colossal Jain monuments, colonial buildings and palaces of the Kingdom of Mysore, impregnable fort at Chitrasurga and densely forested wildlife sanctuaries that offer some of the best eco-tourism available in the country. Belur, Halebidu in Hassan District, Somnathpura in Mysore District, Belavadi, Kalasa and Amrithapura in Chikmangalur District, Balligavi in Shimoga District offer some of the best of Hoysala architecture dating from the 11th to 13th centuries, while Shravanabelagola in Hassan district and Kambadahalli in Mandya district have well known 10th century Jain monuments. Scenic forests and the high density of wild animals of this region are a popular attraction for those interested in the wilder side of life. Bandipur National Park, Nagarahole, Biligirirangana Hills, Bhadra wildlife Sanctuary and Bannerghatta national parks are a few popular places for jungle safaris.

Table 1 Arrival of Domestic and Foreign Tourists in Karnataka from 2015-2019

Year	Domestic tourists	Foreign tourists	Total
2015	119863942	636498	120500440
2016	129762600	461752	130224352
2017	179980191	498148	180478339
2018	187239994	544152	187784146
2019	186728001	615149	187343150
Total	803574728	2755699	806330427

Source: Economic Survey of Karnataka 2019-20

The above table shows that the arrival of domestic and foreign tourists in Karnataka from 2015 to 2019. In the year 2015 domestic tourists are 119863942 and foreign tourists are 636498 arrived in

Karnataka and in 2019 domestic tourists are 186728001 and foreign tourists are 615149 arrivals to Karnataka. Finally it will show that domestic and foreign



tourist's arrive to increase year by year in Karnataka tourist destinations.

Challenges of Tourism Industry in Karnataka

Despite its many tourists' attractions, tourism has not been developed to its full potential in Karnataka because of the following challenges:

Poor infrastructure: In Karnataka, most infra-structure development has been concentrated around industrial districts while tourist destinations have been neglected in this respect. The maintenance of link roads other than national and state highways is extremely poor. The absence of intra-city air connectivity has been a major bundle. Connectivity has been a road block in attract tourist visiting Bijapur-Bagalkot-Gadag. Accessibility to reach tribal remote areas is so poor that the tourism is not able to reach these areas.

Lack of innovativeness in marketing: Karnataka is one of the famous tourist destinations in the India but the tourism marketing is not so developed. There is no such promotional marketing activity about Karnataka tourist attractions so that tourists can be attract towards Karnataka. There is also no holding of cultural programmes in other state and countries of the world to make people aware about Karnataka tourism.

Tourism policies instability: The lack of any comprehensive policy for the development of tourism is one of the major factors responsible for the slow growth of tourism sector in Karnataka.

Language problem: language can be one of the hindrances in tourism. Although Kannada is an official language, but in many parts of Karnataka people do not understand it.

Trained tourist guide: Availability of trained guide will be a problem. The guide plays a very important role in attracting tourists. The guide should have thorough knowledge about the place and he or she should able to generate interest in the mind of tourist to visit the site. The guide can show the album, video film, brochure to give knowledge about the places.

Lack of cleanliness at various monuments: Apart from roads tourist visiting Karnataka have stressed the need to provide basic amenities like clean toilet and other facilities. Bagalkot is a very beautiful city an exotic local perfect holiday spot but also deals with dirty interiors of city. In a recent survey Karnataka's most well know lakes the Murnal Lake and Agasthya Lake in the list of most severely polluted water bodies in the country.

Safety Concerns: The state governments presently have no legal provisions to give protection to the visiting tourists. Several incidents of misbehave, molestation and sexual harassment with foreign tourist have been reported in various parts of the state in the recent past. These kinds of incidents create insecurity in the mind of tourist.

Lack of facilities provided by the government: Tourism has been announced as the exports industry, but the facilities provided by the government to KSTDC is not similar to the one provided to the other exports oriented units.

Opportunities of Tourism Industry in Karnataka

Tourism in Karnataka is one of the fast growing industries. There are many tourism products in the state which attracts tourists such as forts and palaces, shopping, safari tours, wildlife



sanctuary parks, heritage and pilgrimage places, lakes in Karnataka and many more. There are many popular tourist destinations in the state which attract tourists from India and abroad that include historic cities Hampi, Mysore, Bijapur, wildlife sanctuaries Mookambika, Arabithittu, Bhimgad. Mysore and other cities of Karnataka have developed some unique selling proposition to attract domestic and foreign tourists. Some of the hotels of Karnataka are providing traditional food in a very traditional style. The state runs the "Palace on Wheels", 'Heritage on Wheels' and luxury train 'Golden Chariot on Wheels', which is a famous attraction for foreign tourists. The government can promote medical tourism by providing super specialty medical facilities at a cheaper rates the government can also develop infrastructural facilities for promoting camp tourism and eco- friendly nature tourism. If efforts are made by KSTDTC to promote tourism, by means of adopting better marketing strategy, providing services at a cheaper and reasonable rate compared to that being provided by the other countries, then definitely the inflows of foreign tourists will go up from the present level. If this is achieved than the tourism industry in Karnataka will be greatly benefitted. Thus it can be said that tourism industry in Karnataka is a very important economic activity, which has direct and indirect impact on economic, social and cultural life of the people.

Conclusion

Tourism is a triadic composition of social, natural and the cultural phenomenon, which is emerging as the world's largest employment generating industry. Tourism in Karnataka offer many unique products such as forts and palaces,

heritage hotels, colourful fairs and festivals, local art and handicrafts. The total number of domestic and foreign tourist arrivals in the state has increased. It showed an increasing trend except few years during the study period. No doubt tourism industry in Karnataka suffers some social and environmental problems. Though it is true that the state government is giving concentration both on the development of the tourism and activities related to tourism industry in Karnataka.

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UJJAWALA: A Comprehensive Scheme for Prevention of Trafficking and Rescue, Rehabilitation and Re-Integration of Victims of Trafficking for Commercial Sexual Exploitation

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Abstract:

A multi sectoral approach is needed which will undertake preventive measures to arrest trafficking especially in vulnerable areas and sections of population; and to enable rescue, rehabilitation and reintegration of the trafficked victims. Keeping the above issues and gaps in mind the Ministry has formulated a Central Scheme "Comprehensive Scheme for Prevention of Trafficking for Rescue, Rehabilitation and Re-Integration of Victims of Trafficking for Commercial Sexual Exploitation-Ujjawala". The new scheme has been conceived primarily for the purpose of preventing trafficking on the one hand and rescue and rehabilitation of victims on the other

INTRODUCTION

Trafficking of women and children for commercial sexual exploitation is an organized crime that violates basic human rights. India has emerged as a source, destination and transit for both in-country and cross border trafficking. The problem of trafficking of women and children for commercial sexual exploitation is especially challenging due to its myriad complexities and variation. Poverty, low status of women, lack of a protective environment etc. are some of the causes for trafficking. A multi sectoral approach is needed which will undertake preventive measures to arrest trafficking especially in vulnerable areas and sections of population; and to enable rescue, rehabilitation and reintegration of the trafficked victims. Keeping the above issues and gaps in mind the Ministry has formulated a Central Scheme "Comprehensive Scheme for Prevention of Trafficking for Rescue,

Rehabilitation and Re-Integration of Victims of Trafficking for Commercial Sexual Exploitation-Ujjawala". The new scheme has been conceived primarily for the purpose of preventing trafficking on the one hand and rescue and rehabilitation of victims on the other¹.

Objective of the Scheme:

The Scheme is intended to achieve the following objectives...

To prevent trafficking of women and children for commercial sexual exploitation through social mobilization and involvement of local communities, awareness generation programmes, generate public discourse through workshops/seminars and such events and any other innovative activity.

1 Effective 1st April, 2016 by Government of India, Ministry of Women and Child Development



To facilitate rescue of victims from the place of their exploitation and place them in safe custody.

To provide rehabilitation services both immediate and long-term to the victims by providing basic amenities/needs such as shelter, food, clothing, medical treatment including counselling, legal aid and guidance and vocational training.

To facilitate reintegration of the victims into the family and society at large

To facilitate repatriation of cross-border victims to their country of origin.

Target Group/Beneficiaries:

Women and children who are vulnerable to trafficking for commercial sexual exploitation.

Women and children who are victims of trafficking for commercial sexual exploitation.

Implementing Agencies:

The implementing agencies can be the Social Welfare/Women and Child Welfare Department of State Government, Women's Development Corporations, Women's Development Centres, Urban Local Bodies, reputed Public/Private Trust or Voluntary Organizations. The organization must have adequate experience in the field of trafficking, social defence, dealing with women and children in need of care and protection, children in conflict with law, etc

Eligibility Conditions:

The implementing organizations must fulfil the following eligibility conditions:

The agency should be registered under law and must have a properly constituted Managing Body with its powers, duties and responsibilities clearly defined and laid down in its Constitution;

The organization must not work for the profit of any individual or body of individuals;

It should ordinarily have three years experience after its registration;

Its financial position should be sound;

It should have facilities, resources, experience and personnel to initiate the scheme for which assistance is sought;

Voluntary organisations should be registered with the NGO PS portal of NITI Aayog.

The Components of Scheme and Pattern of Assistance:

The Scheme shall have the following main components:-

PREVENTION
RESCUE
REHABILITATION
RE-INTEGRATION
REPATRIATION

The implementing agencies may seek assistance for one or more the components as mentioned under the scheme. While applying for a particular component(s), the implementing agencies should provide justification for selecting the specific components and the location of projects².

Description of the Components of Scheme:

Assistance will be provided for the following:-

Prevention:

a. Formation and functioning of Community Vigilance Groups

² The implementing agency has to bear 10% of the project cost.



(Each community vigilance group constituted under Prevention component should have a woman from the community duly recommended/nominated by the respective Panchayat/Municipality Corporation, as the case may be, where the project is being implemented.)

b. Sensitization Workshops/Seminars. Representatives of Gram Panchayat/Municipality Corporation, as the case may be, should also be invited to all Sensitisation workshops/Seminars.

c. Awareness generation through mass media including kala jathas, street plays, puppetry or through any other art forms, preferably traditional

d. Development and printing of awareness generation material such as pamphlets, leaflets and posters (in local language) (Implementing agency has to distribute IEC Materials during the meetings of Gram Sabhas also.)

Component(Prevention)		Annual Budget*
1.1	Formation and functioning of Community Vigilance Group (Minimum 3 Community Vigilance Group)	
a.	Formation	6000
b.	Nurturing (monthly meeting, correspondence, transport etc.)	18000
1.2	Sensitization Workshops/Seminars(2 days)	
a.	Hiring of Venue	5000
b.	Communication	1000
c.	Resource Persons	2500
d.	Lunch and Refreshment (at least 30 participants x Rs.100 x 2 days)	6000
e.	Resource material	2000
f.	TA/DA for participants	3000
1.3	Awareness generation through mass media including kala jathas, street plays, puppetry or through any other art forms, preferably traditional	
a.	Performance of play (includes travel, lodging/boarding, publicity @ Rs.2500 x 10 plays)	25000
1.4	Development and printing of awareness generation material such as pamphlets, leaflets and posters hoardings, advertisements etc. (in local language)	31500
TOTAL		1,00,000

*(including 10% share of the implementing agency) (In Rs.)



Rescue:

Information gathering: Through formation of network of Police, NGOs, Women’s Groups, Youth Groups, Panchayat, Hotels and tour operators etc., to gather information on traffickers, suspicious people and vulnerable families.

Rescue operations: The scheme would provide for-

Incentives to decoy customers/informers;

Transportation cost of victim(s) from place of rescue to shelter home; Initial documentation.

Immediate Relief on Rescue: The scheme will provide food, shelter, toiletries, clothing, trauma care/counseling, medical aid etc. during the interim period between rescue and production before the concerned authorities.

COMPONENT-2 (RESCUE)		Annual Budget *
2.1	Information gathering---Communication	6000
2.2	Rescue operation	
a.	Informers	5000
b.	Transport	2000
c.	Documentation, filing of reports etc.	500
2.3	Immediate Relief on Rescue	
a.	Basic Amenities	5000
b.	Medical Aid	5000
TOTAL		23,500

*(including 10% share of the implementing agency) (In Rs.)

Rehabilitation:

Setting up of Protective and Rehabilitative (P&R) Homes - The P&R Homes would be set-up by the agency.

Basic amenities - to provide basic amenities such food, clothing and other items of personal use.

Medical Care - This Scheme would provide Doctor’s fee, cost of medicines, hospitalization, appropriate linkages to de-addiction centres. Since the victims of trafficking undergo immense psychological trauma, professional counselling services would be provided through a qualified clinical psychologist and psychiatrist.

Legal Aid- As victims are the main witnesses against the trafficker/pimp/perpetrator, or to claim their right to property, marital rights, divorce, maintenance and custody of children, they will need to be provided with legal aid

which would include court work and documentation relating to the victims court case.

Administrative Costs - To support small contingencies arising out of the project.

Education - As a large proportion of the rescued victims are children, they will need to be inducted in to the formal or open school system, for which some expenditure on text-books, notebooks, stationary, school uniform and other incidental expenses may have to be incurred.

Vocational Training and Income generation activities - in order to completely rehabilitate the victim it is necessary to provide alternate livelihood options. Therefore, support for vocational training is provided



COMPONENT-3(REHABILITATION)		Annual Budget*
3.1	Setting up of Protective Homes (50 victims)	
a.	Rent*	
	A Grade Cities(Delhi, Mumbai, Kolkata, Chennai, Bangalore and Hyderabad) (Rs.40000 x 12months)	480000
	B Grade Cities (Rest of India) (Rs.30000 x 12 months)	360000
b.	Staff#	
	Project Director (Rs.10,000 x 1 x 12 months)	120000
	Social Worker (2) (Rs.6000 x 2 x 12 months)	144000
	Clinical Psychologist (Rs.6000 x 1 x 12months)	72000
	Clerk cum Accountant (Rs.5000 x 1 x 12 months)	60000
	Guard (2) [Rs.5000 x 2 x 12 months]	120000
	Doctor (Part time) [Rs.6000 x 12 months]	72000
	Psychiatrist (Part time) [Rs.6000 x 12 months]	72000
c.	Furniture, utensils, linen beds, locker etc. (non- recurring)	150000
d.	Electricity and Water (Rs.3000 x 12 months)	36000
3.2	Basic amenities	
a.	Food (Rs.1300 x 50 girls x 12 months)	780000
b.	Personal (Rs.175 x 50 girls x 12 months) such as clothes, toiletries, Sanitary items etc.	105000
3.3	Medical Care (Medicines includes emergency care) [Rs.200 x 50 x 12 months]	120000
3.4	Legal Aid (court work and documentation) [Rs.200 x 12 x 50]	120000
3.5	Administrative Support	10500
3.6	Education	
a.	Formal School [support - Rs.200 x 12 x 30 victims]	72000
3.7	Vocational Training and Income generation activities^ [Support - Rs.5000 x 20 victims]	100000

*(including 10% share of the implementing agency) (In Rs.)

3.8	Flexi fund@	10000
TOTAL :A Grade Cities		26,43,500
:B Grade Cities		25,23,500



*Subject to Rent Assessment Certificate from State PWD
 # Wherever possible appointment of eligible SCs/STs/OBCs/Minorities may be undertaken @ Expenditure incurred in transporting the victims for P & R Home to another P & R Home located in the Home State of the victim can be incurred under this Head. Proof of expenditure like copies of train ticket/bus ticket etc. is necessary for admitting expenditure under this Head.
 ^ The Implementing Agencies are required to get the training imparted through recognized Vocational Training Institutes only. In cases where such institutes are unable to provide vocational training, the Implementing Agencies have to make alternative arrangement for vocational training.

Re-Integration:

Setting of Half-Way Home - Half-Way Home is a Home within the community, where a group of victims, ready for reintegration, live and work out of this place. This is to facilitate smooth transition from the life in P&R Home to an independent living in the community. A Half-Way Home is for a group of victims who are gainfully employed and can live semi-independently with minimum supervision. This is a phased approach to re-integration into the community.

Restoration to Families - The scheme would cover travel of the victim and an escort from destination area to her hometown/village, expenses incurred towards her food during her travel and incidental expenses.

COMPONENT-4(RE-INTEGRATION)		Annual Budget *
4.1	Setting of Half-W ay Home (for 10-15victims)*	
a.	Rent for Half-Way Home (Rs. 6000 x 12)	72000
b.	Furniture/Utensils etc (onetime, Non-recurring)	10000
4.2	Restoration to Families	
a.	Seed Money (Rs.5000 x 5 victims)	25000

*(including 10% share of the implementing agency) (In Rs.)

b.	Transport for the victim and escort (Rs.1000 x 2 x 5 victims)	10000
c.	Networking/Follow-up including two visits (Rs.1500 x 5 victims)	7500
TOTAL		1,24,500
*Subject to Rent Assessment Certificate from State PWD		

Repatriation (Cross-Border)

Facilitate repatriation procedures - The scheme would provide for expenses incurred in fulfilling various formalities for obtaining repatriation order for the victim.



Repatriation to country of origin - The scheme would cover travel of the cross-border victim and an escort from destination area to her country of origin or border, expenses incurred towards her food during her travel and incidental expenses.

COMPONENT-5 (REPATRIATION-CROSS BORDER) Applicable only to those agency who have victims of cross-border trafficking		Annual Budget
5.1	Facilitate repatriation procedures, Communication and Documentation	5000
5.2	Repatriation to country of origin (Transport to the victim and escort, includes food and other incidentals)	20000
TOTAL		25,000

(including 10% share of the implementing agency) (In Rs.)

Summary Statement of Grant under all Components of the Scheme:-

Component	Name of the Component	Total Budget for the Component		
		Recurring		Non-recurring
		Grade-A Cities	Grade-B Cities	For A & B Grade Cities
1.	Prevention	100000	100000	-
2.	Rescue	23500	23500	-
3.	Rehabilitation	2493500	2373500	150000
4.	Re-Integration	114500	114500	10000
5.	Repatriation Cross border	25000	25000	-
	Total	2756500	2636500	160000
Total Budget for all Component for the Project (Recurring + Non-Recurring)		2916500	2796500	

Sanction of New Project under the Scheme

The State Governments will assess the number of new projects required in the State and communicate to the Joint Secretary in charge of the Scheme in the Ministry of Women and Child Development, Government of India, Shastri Bhavan, New Delhi along with justification by 30th September of every year. Subject to availability of resources, the central Government will communicate number of projects those

can be approved and make necessary provision in the budget of subsequent financial year.

The State Governments may invite applications from eligible organizations and the proposals which fulfill the norms may be placed before a Project Sanctioning Committee (PSC) chaired by Secretary (WCD) of the State/UT concerned and comprising representatives from the Finance and Labour Department of the State/UT in



addition to any other representative as the State Government/UT administration may decide.

Grant of the Ujjawala scheme will be sanctioned initially for a period of three (3) years. After implementation for 3 year period, the Project Sanctioning Committee may decide on its further continuance or otherwise depending on its performance and need.

Procedure for Release of Grant

State Govts./UT Administrations will release the grant to the implementing agencies as under -

Assistance is sought towards Ujjawala scheme, release shall be made in two equal installments every year..First installment will ordinarily be released along with the sanctioning of the Project. The one-time grant for non-recurring items shall be released with the first installment. It may be ensured before release of the GIA that the implementing organisation is registered with the NGO portal of NITI Aayog.

The second and subsequent installment will be released after the implementing agency furnishes proof that it has spent the previous installment for the purpose for which it was granted. Request for release of the second and subsequent installment shall be accompanied by the following documents:

Utilization Certificate of the previous installment and an up to date consolidated statement of actual expenditure incurred. Inspection Report by the state administration giving the

details of Ujjawala scheme with the details of beneficiaries.

Release of grant by the Central Government

The funding pattern for the release of funds will be shared between the Central Govt., States and implementing agencies in ratio 60:30:10, except North Eastern and Himalayan States where the applicable sharing ratio shall be 80:10:10 respectively and in case of UT administrations the sharing ratio shall be 90:10 between the Central Govt and implementing agency. Funds to the States/UTs will be released in two installments every year. Allocation to a State/UT for the year will be decided considering the number of operational projects, number of new projects likely to be sanctioned in the year and availability of resources. First installment amounting to 50% of allocated grant will be released in the beginning of the Financial Year after deducting any unspent balance available with the State/UT. Second installment will be released after 60% of the first installment has been utilized. State Governments/ UTs are required to furnish half yearly statement of expenditure to the Ministry of Women and Child Development.

Non adherence of Schematic norms and other violations

All assets created out of Government grant shall revert to the Government of India or the amount involved would be recovered as arrears of land revenue from the implementing agency.

Major violation of provisions of the Scheme like falsification of records, unlawful activities including sexual,



mental and physical harassment of inmates by the members of management and staff will result in stoppage of grant and black listing of the implementing agency without prejudice to criminal action

Transitional Provisions:

All existing Ujjawala projects functioning on the date the new guidelines come into force shall operate as per the new guidelines. The State Governments/ UT administrations may assess the need and functioning of these projects and take action for further continuance or otherwise.

Liabilities committed prior to introduction of new guidelines shall be calculated as per pre-revised norms and shall be reimbursed to the implementing agencies by the Ministry of Women and Child Development on the recommendation of State Governments/ UT administrations and on submission of requisite documents by the implementing agencies.

Monitoring of the Scheme:

The continuation of grant to the agency would be based on the satisfactory performance reported by the State Government/UT Administration. In addition, it is proposed that periodic inspection will be undertaken. Separately periodic evaluations of the project will also be undertaken by reputed institutions, Panchayati Raj Institutions, Block Level Institutions, and District Level Institutions.

Monitoring at the State Level

The Secretary in-charge of Social Welfare/Department of Women and Child Development in the State Government/UT Administration shall be the chairperson of the State Level/UT

Administration Monitoring Committee for the Scheme. The other members of the Committee would be nominated by the Secretary. The Committee at the State Level / UT Administration shall meet at least twice a year and monitor the project.

Monitoring at the Central Level

The Division dealing with the Schemes shall monitor the scheme, co-opting a representative from the State Government whenever necessary.

The Ministry may cause inspection of P&R Home/Half Way Home whenever necessary. The Central Government can incur expenditure not exceed 5% of annual outlay for monitoring and IEC activities out of which 3.5% for the Central level expenditure and 1.5% for giving non-recurring GIA to Implementing Agencies for installation of CCTV, computer and accessories to enable effective monitoring of the Ujjawala Homes by the Ministry.



Rejection leads to Aversion

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Abstract

Refusing a person/ proposal/idea is painful, it leads to heartache. People generally get depressed when somebody rejects their idea/ proposal / or that person. Rejection is faced by every human being at some or the other point of time in life. All the humans cannot absorb it alike, in some cases it leads to loss of life, depression, sorrow, anger, jealousy, grudge, determination etc. In order to avoid these, one should be trained to be mentally strong to face the challenges in life right from the childhood by their parents, teachers and the society. In this paper I aim to suggest some tips to become mentally and emotionally strong to face refusal in life.

Key words: Rejection, Anger,grudge ,Jealousy , mentally strong ,

Introduction:

Every human being has to face Rejection in their life .This is very painful to accept According to FMRI studies the Brain undergoes the same type of movement , when one experience physical and mental pain.-([www.psychologytoday .in](http://www.psychologytoday.in)) Every time he recalls that particular incident one gets hurt the same leading to emotions.

Rejection leads to guilt, depression, frustration, anger, grudge, sorrow, jealousy, determination, lack of confidence, lack of self esteem, stress etc -(www.apa.org)

In order to encounter this kind of situations in life , the child should be trained to face all the rejections by not providing all the demanded things by him, by avoiding too much of pampering , making him mentally strong by teaching problem solving skills , self discipline and by allowing the child to face uncomf

by building emotion controlling skills.-(www.verywellfamily.com)

Objectives: to study the factors of Rejection leading to Aversion.

1. To give tips to the students to face the Rejection efficiently.
2. To study the current situation of the people when rejected.

Sample of my study:

I have taken seven people of different ages for my study.

1. A – An educated old lady of 80 years.
2. B - A middle aged lady of 60 years old.
3. C - A middle aged lady of 50 years old.
4. D - A middle aged man of 50 years old.
5. E – A young man of 40 years old
6. F - A young man of 35 years old
7. G – A young man of 30 years old.



Design of the study:

My study is descriptive one.

In my observation **character 'A'** is of high self esteemed , bold and was brought up with seven siblings along with her , and was married into a big family , who could accept rejection though its painful, thinking positive, that she might be somewhere wrong .

Character 'B' is the middle aged lady who believes in God , accepts rejection thinking , all humiliations are allowed by God for one's own good.

Character 'C' this 50 year old lady was brought up by a pessimistic mother who was abandoned by her husband, developed negative thoughts throughout her life suspecting people at every point of time . when rejected she feels jealousy and tries to revenge.

Character 'D' this middle aged man is also a bleak. Who are never happy grudges when rejected as he was pampered much by his parents.

Character 'E' this 40 years old man has faced many rejections when he was young , with all the experiences he had moulded his flaws to strengths inspite of the pain , avoiding such awkward situations to maximum extent.

Character 'F' he gets depressed when rejected as he never faced rejection before.

From my investigation, found out that the family back ground also plays a great role in being bold. The one who faces many rejections builds bold character inspite of the pain experiencing, converting to strengths.

Suggestions to cope up Rejection:

After in depth analysis my findings are that

Drain emotions by crying :

When one is hurt by rejection, cry as long as your emotions drain away, never again cry on this same incident, when reminded, though it hurts

1. **Accept the Truth**

Accept the truth that you are rejected, digest it . don't judge anyone or anything.

2. **Locate the fault:**

Assess the reasons for rejection, identify the faults, and try to reform mistakes to strengths.

3. **Correct your mistakes**

Correct your mistakes if any, so that rejection may not repeat. Learn from your mistakes.

4. **Ignore:**

Ignore the incident and people, never lower your self esteem.

5. **Use Rejection for betterment:**

Take it as an opportunity to brush yourself towards betterment.

6. **Cut off for a while:**

If rejection is related to relation, give a break, your value will be recognised , never loose your self respect.

7. **Revive your self worth:**

a. Don't compare yourself with others.

b. Exercise regularly

c. Try to find happiness alone

d. Concentrate on your interests

e. Locate the things to better yourself.

f. Try to enjoy every moment



- g. Inculcate patience
- h. Make friends of your type
- i. Be grateful with what you have.

8. **Learn from your rejection**

Rejection is an opportunity to learn new things and our past will teach us the future.

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