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### Editorial.....

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

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

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

**Dr.K.Victor Babu**  
**Editor-in-Chief**

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## ROLE AND RELAVANCE OF MUNSIFFS & OTHER FUNCTIONARIES IN THE STRUCTURE AND FUNCTIONS OF JUDICIAL ADMINISTRATION IN COLONIAL MALABAR

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### **Abstract**

This paper focuses the role of Munsiffs and other related functionaries in the early administration of justice in the colonial Malabar. Village Munsiff, a class of Indian judicial servants played a remarkable role in the administration of justice. Courts of Adalath's were established for better and proper justice. Muhammadan law officers propounded the Muslim law and Pandiths explains the Hindu law and assist the Zillah judge in the dispensation of justice. Vakels and Pleaders played an exceptional role and handled the cases and helped the litigants as a legal representative of parties.

**Keywords:**Judiciary, Colonialism, Legal system, Modernity, Customs, Regulations, Justice

### **Introduction**

The focus of the present treatise is on the momentous role played by the judiciary in its capacity as one of the most important administrative organs of the British colonial government in India that attempted and succeeded in restructuring of an out and out custom-ridden, overly conservative and near static society in Malabar into one vibrant and throbbing society in tune with the values, ideals and criteria of a modern society. During the period of British colonial rule in India, judiciary was identified as an essential part of the British colonial government. It was widely perceived that the customary function of the judiciary was to work in tune with the demands, designs and ideology of the colonial government. The judiciary gradually turned out to be the agency of radical social change through which Malabar was passing when the region came face to face with the Western system of social practices and Western world view as part of colonial intervention.

### **Origin of the Research problem**

After the colonial acquisition of India, the East India Company's earliest endeavors were directed at the evolution of a judicial system in India in general and Malabar in particular with the practical aim of increasing revenue collection from the province. The establishment of an enduring system of judiciary endowed with high and noble conventions, traditions and values such as independence, impartiality, equity and fairness should be deemed as one of the most valuable contributions of the British rule in India.



The present study focuses on the historic and historical role played by one of the most important organs of the British administrative machinery in India, that is, the judiciary, in the radical recasting of an extremely custom oriented, highly conservative, almost village centered, stagnant, traditional and orthodox Malabar society that recently experienced chaos and disorder owing to Mysorean invasion into one well suited to the modern standards of life and rule of law. The aim of this study is to highlight the history of British judicial system in Madras Presidency, particularly the evolution of law and legislative system in Malabar and the establishment and subsequent reforms of civil and criminal courts for the evolution of a modern society inspired and guided by the collective values of the ideology of modernity.

### **Interdisciplinary Relevance**

The study of legal structure, code, procedure etc is interdisciplinary in nature. Insights from theories of Sociology, Anthropology, Economics and Political Science etc will supplement the study of legal system. The history of the evolution of judicial system in British Malabar is really interdisciplinary in character.

### **Scope**

The scope of the present paper is limited to the study of a region so that it becomes regional study which in turn, becomes part of a wider topic of the judicial history of India. An attempt has been made to address the major problems related to the evolution of judiciary.

### **Review of Research and Development in the subject**

In spite of the fact that the history of Kerala has become significant and important on account of the valuable contributions of Indian as well as foreign scholars, no adequate attention has been paid to the presentation of the judicial history of Malabar, whether it be ancient, medieval or modern periods. So far, no comprehensive historical work exclusively dealing with the judicial system, particularly the role of *Munsiff* in Malabar has been published. At present, only a few research monographs on the judiciary of Malabar are available.

A survey of the previous literature points out that none of the scholars has made a special or in-depth study focusing on the evolution of judiciary and the role of *Munsiff's* under the British administrators in Malabar region. Here, a sincere and humble attempt is made with the aim of presenting a detailed and comprehensive account of the history of the evolution of law and legal system, the prevailing law and order situation and the establishment of civil and criminal courts in Malabar through this present study.

### **Significance of the study**

The evolution of a sound judicial system can be regarded as the best and the most valuable legacy left by the British rule in India. The judicial system so evolved in India can be viewed as one of the centripetal forces that exerted a positive impact in the emergence of a unified India by virtue of its innate ability to aim at uniformity and universality in the implementation of the law through the judicial institution. With administrative reforms and introduction and implementation of a new legal system, the

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British rulers attempted to make it well suited to the modern standards of life and criteria of modernity within the framework of British colonialism. They provide an impressive role and influence in changing a predominantly orthodox and static society into a vibrant and dynamic society that is capable of responding to and interacting with the changing social relations, forces of production and distribution and evolving social and political visions and ideologies that define and determine modernity in later period of history.

### Objectives

- To explore the traditional judicial system that existed in Malabar.
- To unravel the role and relevance of *Munsiff's* and other functionaries in the structure and functions of legal administration in colonial Malabar
- To present the comprehensive and salient features of the role of *Munsiffs* in the administration of justice
- To understand the introduction and implementation of the progressive aspects of the administration of justice
- To formulate and present the findings on Malabar judicial systems.

### Sources

The following documents and sources such as the District Records, Dairies, Minutes Books, Register of Letters, Reports of different Commissions, Accounts, Ledgers and Journals, Recodes kept by Supervisors, Police Superintendents Records, Proceedings of the Court of Justice, Letters, Magisterial Records, Court Orders, Documents connected with the Litigations etc also have been carefully examined as part of research. Also attempts have been made, where ever necessary, to corroborate evidence from these documents with other available sources. In addition to these, tools of oral history also have been utilized for the study. For extracting facts and minute details from different documents, interviews were helpful. In the overall grasp of available documents interviews were conducted and documenting their opinions and interpretations was rightly regarded as part of research related to history.

As part of the corpus of records and documents, letters dispatched by the district officials to the government located at Madras and replies to the same, the officials diaries of the Malabar Superintendents, Supervisors, Joint Commissioners, *Tellichery* factory officials, report of the District Collector and Sub-Collectors, the Minutes of the Governor and Minutes of the Board of Revenue, Government Circular, Government Orders, proclamations and relevant administrative documents like revenue and judicial proceedings have been read and utilized wherever necessary for the thesis. Among these reports, different letters and extracts of reports of collectors, the minutes of Governors and minutes of the Board of Revenue and Governors observations of the government on these subjects have been of seminal value and use for the clarification of key points related to the preparation of thesis.

The different reports prepared by many important persons such as the Joint Commissioners of Malabar, Second Commissioners Mr. Tackery, Mr. H.S. Graeme, Mr. Sullivan, Mr. T.C. Strange et. al. are found to be of considerable relevance, value and use for this present work. On the whole, these reports have presented issues and

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developments in a credible and reliable manner. By and large, they have presented authentic views and attitudes of the officials and the responses of the government towards the problems of the people.

### **Methodology**

In this present study, historical methodology is used for analyzing the source materials and arriving at historical inference. For collecting data and source materials, exploratory method has been used. Tools of local history and oral history also have been used. In short, the methodology adopted in this study can be characterized as critical, analytical, descriptive and interpretative in nature. Insights drawn from interdisciplinary approach of study are also carefully utilized to gain better clarity and greater precision in the research work.

All the data and source materials are carefully collected, critically analyzed and presented in detail. The most scientific and objective approach devoid of any bias and prejudice is adopted in writing this paper. Necessary comments and relevant interpretations are given in each chapter where and when it is required. A chronological sequence is observed in the presentation of the ideas and arguments.

The entire work was done keeping it within the framework of legal transformation for which the descriptive and interpretative approach become quite suitable. By formal and non-formal techniques of conducting interviews and observations, the relevant data has been collected for study. The present paper is primarily based on the close study of the primary data. Also, it is further augmented and supplemented by a close consideration and consultation of the secondary sources available in the form of published books, journals, newspapers and souvenirs. Wherever necessary and relevant, a historical and deductive method is resorted to in order to reach conclusions.

### **National status**

Since Malabar was under the direct rule of the British, the emergence of the modern legal and judicial system took place in this region early in comparison with the state of affairs in princely states where the tempo of change was slow. However, drawing insights from the practices implemented in region, there arose demand for similar legal and judicial reforms in princely states also. Hence the legacy of the legal and judicial practices implemented by the British exerted wide influence and resulted in much positive changes throughout India thereby creating a modern judicial system all over India. So, it can be seen that the proposed project has got importance at the national level also.

### **International status**

The area of focus of the proposed project is evolution of a modern legal system in the north Malabar and how it came into existence as a result of the coming of the British and the subsequent intervention in the administrative, legal and judicial practices of the region. Undoubtedly the legal and judicial practices that emerged out of this encounter between the East and the West have an international dimension because the erstwhile society having the social system based of feudalism and monarchy

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underwent positive changes in tune with the tenets of modernity. Consequently, society gradually became modern in terms of legal and judicial practices. A close and detailed study of this process of change has obvious international status because similar changes have occurred in different areas of the world as a result of colonial encounter. So, it is obvious that the proposed project has got international importance.

### **Radical reforms**

In the light of its historical evolution, it can be understood that the reforms prepared and implemented on 1<sup>st</sup> January 1802 in Madras were purposefully charted out so that it would form the basis of an important legal system which would achieve greater perfection and inner strength later on. The main features of the original legal system are already outlined. Its further developments and possible lines of improvement in terms of its official hierarchy and mode of functioning began to take shape after 1804 in many districts of British India.

The lowest rank but numerically the largest; the *Munsifs* formed the most important class of Indian judicial servants. The jurisdiction of the courts of *Adalath* or courts of judicature for trial of civil cases was clearly defined and demarcated under Regulation 11th of 1802. By this regulation officials functioning as the Collector of revenue were freed of their judicial duties as a result of which they could concentrate on the work of revenue administration. As a result of this de-linking of function and duties, the considerable inconvenience related to the combination of these two officers was done away with so that the respective official could be more responsible and effective in his particular official role. As part of the regulation now implemented, the duties of the Judge or magistrate would be discharged by a different person having necessary official role other than the collector. Courts of *Adalath* were established in several districts for the better and proper administration of justice. In Madras presidency the *Adalath* system framed on the plan of Lord Cornwallis was introduced in 1802, and “A regulation for granting commissions to natives to hear and decide civil suits for sums of money or personal property of a value not exceeding eighty *Arcot* rupees, and prescribing for the trial of the suits and enforcing the decision which may be passed upon them” was enacted on January 1<sup>st</sup>.

The Mohammad en law officer's main responsibility was to propound Muslim law and to assist Zillah judges in dispensing civil and criminal justice. The Zillah judge got the assistance of a *Kazi* and a *Mufti* when he handled cases that required the exposition of Mohammedan law. A Pundit assisted the Zillah judge when the dispensation of justice headed the administration of Hindu law. These experts in personal law assisted the Zillah judge in handling cases related to succession, inheritance, marriage and caste and all religious customs and institutions. He could proceed according to justice, equity and good conscience nor the works on Hindu and Mohammedan law neither their opinion nor the regulations. He had very wide field within which to exercise his discretion in cases of no law of contract, no law of succession, no law of administration of diseased estates etc. The Muslim law officers by their *Futwa* gave findings after hearing the evidence and their verdict was not binding on the judge, but in case of a difference of opinion between the judge and the Muslim law officer, the instead of passing the sentence made a reference of the case to the court

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of *NizamAdalath* and in the event of a difference of opinion in the superior court, the final verdict was given on the basis of majority opinion in the *NizamAdalath*.

As part of the judicial administration in those days, there were some native commissioner's courts which were subordinate to the Zillah judge. The native commissioners were appointed from respectable Indians belonging to aristocratic classes like landowners, *Jagirdars*, tradesman, *Kazis*, and the like. They were chosen to the possession of native judge by commissioners issued by the Zillah judge with the prior approval of the *SuderAdalet*. As for the number of native commissioners to be appointed, the Zillah judge had the discretion and power in this case. With regard to their official duties and functions, they had a triple role to be performed. In suits for money or other personal property not exceeding Rs.80 in value they were functioned as referees. In any suit referred to them by the parties without the intervention of the court under a written arbitration bound they acted as arbitrators. In suits against under renters and ryots in *Jagirs* they acted as *Munsiffs*.

Not precisely a part of the regular cadre of Indian judicial functionaries, Hindu and Muslim law officers popularly called *Pandits* and *Kazis* or muftis played a fairly substantial role in the dispensation of justice. The need for the appointment of the Hindu and Mohammedan law officers of civil and criminal courts of judicature was clearly specified in the regulation XI of 1802 which is outlined as follows. 'It is essential to the due administration of justice, that the law officers in the courts of judicature should be held by men of integrity, well versed in the laws, and that they should be so constituted as to render persons possessing the requisite qualification solicitous to obtain them and to afford every encouragement to such persons, when appointed, to continue to discharge their duty with uprightness. It is likewise necessary, upon general principles, that the law officers should be subject to penalties for misconduct, in order that they may be deterred from abusing their important trusts''. They were first appointed in Bengal in 1793 and in Madras in 1802 and in Bombay in 1827.

The judicial officers attached to the provincial court of appeal were three law officers, a *Kazi*, a pundit and a *Muffti* with a registrar and ministerial staff. Only a qualified person who had previously worked as judge or magistrate of a Zillah court for a period of not less than three years was regarded as qualified to be appointed to the office of the judge of the provincial court.

The Governor –in-council appointed them and they could not be removed unless misconduct or incapacity in the performance of their public duty was proved or on account of any act of open and downright profligacy in their private life. In the trail of cases, to help the native commissioners, the pundits clarified the laws and usages in the light of Hindu *Dharma Shasta's* and the *Kazis* explained the laws on the basis of *Koran* and related scriptures. The Regulation IX of 1809 endowed the law officers with judicial power.

Another notable aspect of the judicial reform was the provision to appoint a number of licensed Hindu and Mohammedan *Vakels* or pleaders to handled cases. In the case of suitors who were not willing to handle their own cases, these *Vakils* performed as the legal representatives of the parties. The regulation provides a more systematic basis to *Vakils* and pleaders in the discharge of their functions in the Bengal Presidency, and this model was subsequently adopted in the presidencies of Madras and Bombay as

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well. In the Zillah courts, provincial courts of appeal and *Suder Adalat*, adequate number of pleaders were permitted to discharge their duties related to the trial of cases. According to the value of the suit the fees they were entitled to charge were carefully graduated'. This regulation was adopted and implemented with the aim of eradicating the unwelcome results connected with the practice of employing private advocates who were, generally, inclined to protract cases because that enabled them to collect more fees by delaying the case. There was the possibility for the parties involved in the dispute to bribe the pleader of the opposite party. As a safeguard against their possibility of malpractice, the government took steps to make their profession, more sober and strict. For this, only properly qualified persons were permitted to plead in the courts. This instilled a spirit of novelty, imparted a new orientation, and endowed a new vision to the profession of lawyers. When a pleader belonging to one court, intend to plead in another court, special permission was required to undertake the legal procedure.

Regarding the system of pleaders connected with courts, it should be noted that the pleaders establishment exercised a wholesome and salubrious effect on the judicial organization, though certain unwelcome trends found its way into the establishment later on. One immediately noticeable positive change was that suitors got the opportunity to have expert advice and guidance in the legal matters. The pleaders establishment and the associated organization exerted a great beneficial influence and contributed much of positive value to the legal system in India because they could rely on the consolidated experience of many years of legal practice along with the western concepts of justice and propriety that led to the gradual emergence of a perfect legal practice to ensure equitable justice. Since they were eminent men having abundance of knowledge and well versed in legal practice, they proved to be a reasonable and effective check and control on the arbitrary authority of the judges. Thus, instead of nurturing and enjoying a state of independent greatness in their elevated status, they proved themselves to be a source of check and balance to ensure the dispensation of impartial justice. This point was clarified by Cornwallis in the following words'', they would not only inform the judge by their pleadings but also be a good check upon their conduct; no act of partiality or deviation from the laws could escape their notice, or fail to be exposed. They lay the judges under the necessity of making themselves acquainted with the laws and regulations and of administering them impartially; they would put a stop to all the numerous abuses which are daily practiced by the ministerial officers of the court'.

The *Sader Adalat* was empowered to grant *Sanad* to the pleaders who could plead the causes of the parties in the suits in which the name of the pleader, the date of appointment and the court to which the pleader was admitted were specified and ratified under its seal. These details were entered in the register of each court which entitled pleader to undertake the prosecution or defense of a suit in accordance with the articles of the regulations. The party for whom he undertook the duty of a pleader had to give him four *annas* as remuneration for giving legal aid. Once this remuneration or retaining fee was accepted, the pleader was bound by law to handle the case in the proper manner, the failure of which was punishable in the form of removal from the profession. The pleader was bound by law to accept only the specified fee mentioned for that purpose.

With the purpose of solving difficulties and conflicts in the working of the government machinery in connection with the native population, the regulations of 1816

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were systematically introduced in Malabar Province. For the immediate promulgation and implementation of regulations, IX, X, XI and XII of 1816, the secretary of state gave official direction to the collector of Calicut on 28<sup>th</sup> September 1816. The commissioners gave directions to the collectors of the Zillah's in Malabar to dispatch their reports specifying whether copies of the translation of regulations IV, V and VII of those years had been circulated so as to make known to the native population that these rules and regulations had to be accepted and obeyed by all with immediate effect. In case this action was not taken, the collectors were further instructed to undertake that duty "without delay in the most public manner possible. In reply Thomas Warden stated that the above mentioned regulations had not been circulated or promulgated yet.

We have to consider the pattern of reforms incorporated as part of the Regulations of 1816 which was drafted by Munro and his colleagues. The head inhabitants of the villages were officially declared as *Munsiffs* in their particular villages by the Regulation IV of 1816. This administrative reform was implemented in order to decrease the heavy load of suits and petitions of the Zillah courts, to lessen the expense of litigation in petty suits and to increase the speed of settlement of suits without causing inconvenience to natives in that often they had to away from house to deal with cases in Zillah courts. The person who collected the revenue and under whose authority the village servants acted was termed the headman or Patel.

The Village *Munsiffs* or Judges as the heads of village had original jurisdiction in suits for real or personal property not exceeding ten rupees. In the official capacity as arbitrator the Head of Village had extended jurisdiction to suits for real or personal property up to one hundred rupees, in cases when both parties agreed by a bond to obey his Judgment. The recommendation put forwarded by the court of directors was that the Village *Munsiff* should decide without limitation as to the amount and without appeal, except in cases of alleged corruption and act as an arbitrator in all suits brought before him by voluntary consent. Commissioners set a limit to the jurisdiction up to Rs 100, since that would be reasonably extensive to meet every useful purpose, all the more so because in the same village, the contending parties had the option to approach the *Panchayath* having jurisdiction which was wider and often unlimited.

The headman or *Patel* should be a permanent resident of that particular village in which he was headman. In order to point out the importance of his office, the court of Directors specified that "he is the most powerful instrument that any Government can possess for conducting the detailed operation of its internal administration as well in regard to the distribution of justice as the direction of the police. It appears to be through this agency that the frame and constitution of the little village communities have been held together for so many centuries. They are unquestionably the natural and permanent authorities of the country and true policy strongly dictates the expediency of our availing ourselves of their services, for it is thus only, as we are now firmly convinced that the business of the Government can be adequately conducted in a foreign country like India in which the population is so extensive and the habits and manners of the people so different from our own".

Appeals was admitted from the village *Munsiffs* court not beyond the District *Munsiffs* court since one appeal was reasonably adequate in petty suits that were limited up to Rs.10 . He was not allowed to try suits for damages of any kind in which he or his

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servants were interested and suits against residents outside his jurisdiction. He was prevented from demanding any security and from allowing in his verdict a rate of interest above 12 percent per year. In the case of loan having a lower rate of interest mentioned in the bond, the same lower rate was to be granted. In no context, a greater sum than the amount of principal should not be allowed for interest. Except in certain cases the village *Munsiff* could not punish any party, *Vakil* or witness.

In case the defendant appeared within the time specified, the complaint should be read to him after which the village *Munsiff* should advise the parties for amicable settlement. If and when the plaintiff was satisfied by the defendant, the *Munsiff* was empowered to cause him to execute before him a “*Razeenamah*” stating how the defendant had reached an amicable settlement with him. The village *Munsiff* had to certify as having been executed in his presence in this instrument and deliver to the defendant”.

In case the suit was not amicably settled, the village *Munsiff* would give a copy of the complaint to the defendant and demand him to deliver his answer within a time limit of five days. No further pleading was allowed after the submission of the answer in writing. The *Munsiff* gave his judgment after examining the truth of the complaint, if the parties dispensed with witnesses and on due consideration of the documents produced. In case either of the parties was willing to allow the cause to be settled by the verbal oath of the other party, the *Munsiff* was empowered to supervise the oath taking and pass Judgment in accordance with that procedure.

The judges conducted official proceedings of the trial in a simple and intelligible manner. After the submission of a petition in writing to the village *Munsiff*, by verbal summons, the *Munsiff* would demand the defendant to appear before him in person or by *Vakkil*, either immediately or within a limit of two days after the summons was conveyed. The village servant would normally serve the summons and he would be accompanied by the plaintiff or his *Vakil* to point out the defendant and to make known the complaint against that person. The Village *Munsiff* should proceed to give judgment if the defendant failed to appear within the time specified, on the plaintiff's vouchers and the evidence of his witnesses, after taking the oath from the village servant to the service of the summons. There is also provision to witnesses were summoned verbally.

With the intention of settling legal disputes at the local level, the court of directors proposed that Zillah court was empowered to refer specific causes to the village *Munsiff* as part of which the village *Munsiff* was in a position to function as referee for speedy and effective disposal of suits. When the commissioners, finally drafted the regulation, they were not in favor of resorting to this mode of settlement because the village *Munsiff* was already overburdened with his duties associated with the official capacity as village *Munsiff*, as head of the police as revenue officers. To decide any suit for money or personal property to an unlimited amount of value the village *Munsiff* was authorized to summon a village *Panchayath* at the request of both parties who were within his jurisdiction according to another regulation. This administrative reform was incorporated in order to decrease the expense of litigation and also to make the notable inhabitants of the region useful and honorable by empowering them in the process of dispensing justice to their natives in the neighborhood.

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The village *Munsiff* had the power and authority to attach the property of the party who failed to satisfy the other in whose favor the Judgment had been made within the specified period. In that case, he had to communicate the same in writing to the district *Munsiff* along with the day decided for the sale of the property thus attached. After this, the district *Munsiff* had to send a peon to sell the property by auction in the presence of the village *Munsiff*, when the time specified in the notice of sale expired. The peon was not entitled to have any charge on the property under legal procedure. As a part of his duty he was to sell it and receive the purchase money out of which he had to pay the amount decreed to the party concerned. His duty included taking his receipt which was to be attested by the *Karnam* and the village *Munsiff*. During his deputation the peon was allowed a *bata* of two *annas* per day.

Regarding the office and functions of the village *Munsiffs* and his subordinates, different regulations were passed. Also, possible variations for these regulations were considered so that it would be more appropriate in the context of the local conditions in Malabar. One general regulation required that the resident head of the village, who was empowered to collect the *Sirkar* revenues should be the *Munsiff*. The *Potail* or *Patel* of *Kanara* belonged to this category of government official. Simultaneously he was a resident, native and *Mukhyastan* of a group of villages called the *Hobily* for which he discharged duties as *Patel*. It was necessary that he should be a *Mukhyastan* and that he discharged his duties in the *Hobily* where he was the *Mukhyastan*. This effected the assimilation of the *Parbutty* to the system of *Patel* envisaged in the regulation. An intensive study made by Munro here, revealed the local peculiarities with regard to the offices of village Heads or *Parbutties*, *Menons* and *Kolkars*. Accordingly, some alterations were effected especially in the village *Munsiff* Regulation and the *Parbutties*, *Menons* and *Kolkars* who were employed in the collection of the revenue immediately from the people were assimilated to the offices of *Patel*, *Karnam* and *Kotwal*. There is also provision to dismissal for incapacity, oppression, and embezzlement of public revenues or any other misconduct. Regular monthly pay was given to them and they received no *Maunioms* assigned to them. Except in the Madras presidency, where the village *Munsiffs* (heads of villages) exercised penal powers in petty cases, the *Munsiffs* in Bengal and Bombay did not enjoy any criminal jurisdiction. Enunciating the principal that each Court of every class, "should be charged with both civil and criminal jurisdiction".

As a result of the comparatively negligible range in which the village courts had been relied on for tackling disputes, their effect in listening the expense of the legal process was limited. It seemed that the cases brought before the village *Munsiffs* were not, generally speaking, quickly talked in those days. When the number of cases tackled in each division is compared with the number of cases handled in the previous year, the pending cases proved to be larger than the agency could possibly tackle now that the cases had to be disposed without causing delay. Hence the aim and objective of the legal agency had not achieved to the satisfaction of all concerned. Probably as a result of the negligence or refusal on the part of the village *Munsiffss* to perform their legal responsibilities and duties or on account of the unwillingness of the suitors to rely on these village tribunals, they aim of the agency could not be satisfactorily fulfilled.

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The appointment of the Hindu law officers of the provincial courts to be *Sader Ameens* or head native commissioners for the trial of cases referred to them by the judges of Zillah's was a notable reform introduced in 1816. Similarly, the Hindu and Mohammedan law officers of the Zillah courts were designated as *Sader Ammeens*. In Bengal and Madras law officers of the city and Zillah Courts were ex-officio *Sader Ameens*, though later they were divested of this privilege. In suits for real and personal property not exceeding Rs.300 in appeals from the decisions of the district *Munsiff* and District *Panchayaths*, they were bound to function as ex-officio with referee jurisdiction. Appeals lay from their decisions to the Zillah judge in referee cases. Their decisions were final in their appellate jurisdiction. It was widely regarded as true that with their respectable office and high salaries, these judicial officers would not given in to corruption in their decision, neither would they arrive at erroneous decisions with their wide experience and in depth knowledge in the legal proceedings. As the commissioners clearly stated, "If they confirm the decisions of the *Panchayath*, it is not at all probable that both should be wrong, and if they reverse it, it is not likely that they should do so without cause, under the eye of the judge."

The introductions of the system of using the expert service of *Vakils* were another notable reform of the existing legal system. This system of the appointment of native pleaders was in service, the cause of certain corrupt practices. In this context the court of directors observed as follows; "The employment of licensed *Vakils* is so connected with the judicial system now established that we are certainly not prepared to do away with this class altogether, but we are very desirous that the subject should be maturely considered by you, as well as by the surd court, with a view to devising, if possible, a remedy for an evil, so generally acknowledged." With the purpose of effecting this positive change, the commissioners took the decision that they should be prevented from practicing at all courts of native jurisdiction. The generally accepted practice that prevailed in those days was that no *Vakils* should be accepted and recognized as proper to render service in any *Munsiff's* court or before any *Panchayath* if he is not a relative, servant or dependent of the party for whom he intends to provide legal assistance. The *Sader Ameens* were attached to the provincial and Zillah court. Under the existing rules and regulations, pleading in before them was carried out the same manner as in the courts by the acknowledged *Vakils* of the Zillah Courts.

The village *Munsiff* was to be assisted by a village *Karnam* in legal proceedings such as hearing, trying and deciding cases. His official duty consisted of attending as assessor and recording the proceedings of the *Munsiff*. In addition to this, he was the keeper of the registers of suits submitted to the village *Munsiff*. The village *Karnam* was authorized to keep a register of all such sales of property. Suits dealt with by the village *Munsiff* were exempt from all fees, stamp duties, *batta* and charges of all types. He had to send all fines levied by him to the district *Munsiff* by the end of every month as part of his duty. In addition to this, he was entitled to communicate in writing to the district *Munsiff* a report prepared by the *Karnam* of the suits legally settled during the preceding month, in a form prescribed for that purpose. Every year, on the first of January and the first of July, a similar report containing details of the causes pending before him for trial or settlement was to be drafted and submitted to the district *Munsiff*.

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The general attitude of the Madras government was clear from the appointment of village *Parbutties* which was later reduced in terms of the number of officers thereby converting it into a subordinate district establishment. As for the British, they had a more refined administrative system with the *Thasildars* who were called *Sheristadars* in Malabar and a *Huzur* or provincial one under the supervision of the collector. Regarding these officers, the Head Native servants were provided with unsatisfactory remuneration so that it was unlikely to get good service from them. Even though those establishments existed, there was no reliable means to obtain and preserve precise accounts at the village level. There existed double district establishment without a similar one at the village level which created a gulf between the district collector and the landholders. As a result of that the real condition of landholders was not officially known to the collector. To rectify this gap in the administrative system, the first commissioner recommended increasing allowances for the principal officer of the *Huzur* and district *Catcheries* to make it more respectable and to implement a proper and systematic establishment at the village level.

## Conclusion

In the institutional history of Malabar, the appointment of *Munsiffs* and other functionaries had its own merits and importance. It was the first attempt to change and regulate the judicial administration of Malabar. It also marks the foundation of the modern judicial system in the country. It was a bold attempt to establish an orderly and regulated life in the state and to replace arbitrary rules in the administration of justice by the rule of law. The system of appointment of these functionaries ended an age of customary law and inaugurated an era of modern judiciary in colonial Malabar.

It was the British rule of law that effected a transition from the feudalistic and customary laws to a modern age characterized by stern laws and rigid methods. The implementation of these new laws brought in general prosperity, security, and stability of the society in Malabar. The system became more open, transparent and accountable. The officials, rulers and administrators became more accountable to the people as well as the principle of justice. In the political and social life of the people in Malabar, a radical and through change took place. The Regulations led to the formation of a noticeable and striking impact on contemporary society and its effects in the later history was all pervasive, radical and lasting so that it created an enduring and qualitative change with regard to the social formation in Malabar. One salient feature of the new judicial system was the combination and integration of the centuries old mighty indigenous legal practices of the natives with the British rule of law on the basis of justice, equity and good conscience.



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**COLONIAL BODY COLONIAL MIND  
GLOBALISED EDUCATION AND THE THIRD WORLD EXPERIENCE:  
SOME ALTERNATIVES**

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**Abstract**

Education is the process by which a human being learn facts and skills and develops abilities and attitudes and there by generates the elements of knowledge culture and values. As Bertrand Russell earmarked 'Education is the key to the New World'.

Education has been the earliest in its beginning in India and the idea of university is as old as ancient civilisation. The Buddhist and Islamic education in the medieval period had its specializations and novel features.

Education in India underwent a substantial transformation During the colonial period. Macaulay's Minutes paved the Way for the emergence of English education in India and this was followed by the concept of this civilising mission. Its aim was to build a cultural dependency to the ruling Masters.

Globalisation is a process which has affected many areas of life one of those being education. Following colonisation, in the 20th century many developing countries have experienced a growth in the educational system transplanted from the West. This has raised concerns among the Colonised as it adversely affected their indigenous culture. From the mid 19<sup>th</sup> century Western countries have been expanding their educational institutions across foreign borders which had its tremendous impact upon Third world countries including India. This is nothing more than colonisation of Indian Body and Mind. It is argued that as a result of the globalization of education, more or less it is an attempt to establish a new form of cultural Imperialism. To overcome this lacuna we, have some alternatives – Gandian Education.

As a visionary, Gandhi realised that the introduction of modern education was benefited only to a certain group of people. Therefore, he advocates an education meant for the development of the spiritual and moral personality of the individual and ones character formation. He wants education to the needs of the people at the grass root level. Thus, his education becomes a consistent response to the contemporary knowledge explosion that seems to threaten us and put us in an alien culture.

**Keywords:** Association of Ideas, Apperception, Socialisation of Humans, Madrassas and Maktabs, Globalization, Social Capital, Cultural Capital, Symbolic Power, Colonisation of Indian Body and Mind, Decolonising the Mind, Third World, Alienation of Culture.



## Introduction

The world education has been derived from the latin word ‘educatum’. It is a combination of two words ‘E’, ‘Duco’ meaning ‘out of’ and ‘to lead’ respectively. Literally, it means ‘to lead’ the outside from inside, ie it develops the inner Powers.<sup>1</sup>

Education is the process by which a human being learns facts and skills and develops abilities and attitudes. It signifies the methods through which a society hands down to its next generation the elements of knowledge, culture and values<sup>2</sup>. As Bertrand Russel earmarked “Education is the key to the New World”<sup>3</sup>. It siphons philosophy into the life of a people to enliven it after the aims and ideals that a society, at a particular time, cherishes. Behind every social change there is an educational system mooted by the philosophy that inspired the social change or provided the leading idea.<sup>4</sup>Philosophical speculations on education can be traced to Plato. According to him, the main aim of education is to aid the human intellect by a dialectical or logical process to pierce through the shifting shadows of the immediate world so as to have the glimpse of the ideal world of reality beyond. Education must emanate from the innate ideas.<sup>5</sup> Aristotle treated education as an aspect of politics. He said “No one will doubt that the legislator should direct his attention above all to the education of the youth, the citizen should be moulded to suit the form of govt. under which he lives.<sup>6</sup> In his classic essay ‘Some Thoughts Concerning Education’ John Locke Visualises that all young children had the potential for complete transformation which ever society wanted them to go and that process is clearly enunciated by Locke as that which makes him a social being.<sup>7</sup> According to him it is the duty of the ruler to fashion the carriage and firm the mind; to settle in his pupil good habits and the principles of virtue and wisdom; to give him a little view of mankind and work him in to a love and imitation of what is excellent and praiseworthy; and in the persecution of it, to give him vigor activity and industry<sup>8</sup>. Rousseau in Emile advocates that the task of education is social regeneration.<sup>9</sup>Johan Friedrich Herbert developed the concept of ‘association of ideas’ in to educational theory of ‘apperception’. The child learns the new in terms of the old. He arranged the curriculum according to his ‘culture-epoch theory’. It required the child to pass through the various epochs- savagery, nomadism, agrarianism etc through which the human race has passed in its history.<sup>10</sup>

John Dewey, the political philosopher is considered a proponent of ‘progressive’ education and child centred education.Dewey also conceived of education as an instrument of social reform. He was favoured with the application of modern science. He held reform as basically experimental. He favoured continual and effective reconstruction of individual and social experience.<sup>11</sup> Emile Durkheim points out the significant role that education plays in the socialisation of humans.<sup>12</sup> Max weber argued that the purpose of education was to cultivate the student for a conduct of life, whether it is of a mundane or of a religious character.<sup>13</sup> Thus it is evident that the children are the prime actor motivating social transformation and therefore the process has a crucial significance. However often the children are excluded or marginalised or discriminated in the process of social change.<sup>14</sup>Education has been the earliest in its beginning in India as compared to other countries. There is no country where the love of learning had so early as origin or has exercised so lasting and powerful influence. India had developed rich philosophy, theology and literature when the yearning spirit of Europe had not even

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opened its speculative eyes. It was originally progressive and liberal.<sup>15</sup> In addition to the vedas, secular studies such as mathematics, astronomy, history, economics, chemistry and ancillary studies such as phonetics, Etymology and Grammar received much attention. Elementary schools were commonly held in temples or private homes. Some Gurukulas or schools of vedic studies came up and Takshasila, Varanasi and Nalanda, later attained fame as renowned ancient Universities.<sup>16</sup>

The idea of University is as old as ancient civilization. India had the privilege of holding the first University at Taxila and Nalanda as early as 700BC. It attracted scholars from far off places in search of knowledge and truth. Generation and dissemination of knowledge was considered a noble task and imparting education to the deserving was considered sacred and charitable.<sup>17</sup> The aim of education was deliverance from the temporal mundane life. Buddhist education was a reaction to Brahmanical education. Its content was not vedic. It was available to all people regardless of caste. The Buddhist school was the monastery. It was an elaborate system of apprenticeship. It provided vocational training to the sons of artisans and maintained a high order of technical skill under the control of highly organized guilds.<sup>18</sup> In the medieval period higher Islamic education was imparted in the Madrasah. There was provision for both secular and religious education in the Madrasah. Generally medium of instruction was Arabic or Persian. Basically, Muslim education was Koran based. There were two types of educational institutions: The Madrasahs and the Makhtabs. The former was a higher grade and the later one was a subsequent grade. The makhtabs were attached to mosques. The Madrasahs were manned by the erudite teachers and eminent scholars. Madrasahs generally taught logic, Rhetoric, Medicine, Euclid, Philosophy, Grammar etc.<sup>19</sup> In Madrasahs analytical and inductive method were also adopted. Under Islamic system of education, an attempt was made to understand the psychological working of the child's mind.<sup>20</sup>

Education in India underwent a substantial transformation during the colonial period under the administration of the East India Company.<sup>21</sup> A beginning was made in this direction with the Charter Act of 1813, under which, Parliament directed the East India Company to accept responsibility for the education of the Indian people and to spend a sum of not less than Rs.1,00,000 a year for the purpose. It was included section 43 of the Charter Act 1813.<sup>22</sup> However, it was followed by the infamous minute on February 1835 in which he argued that Indian languages were not sufficiently developed to serve the purpose and that oriental learning was completely inferior to European learning.<sup>23</sup>

Macaulay, however, was ready to respect some of the existing interest<sup>24</sup> but would like to strike at the root of the bad system which has hitherto been tolerated by us. Macaulay loosened his last shaft at Oriental Education by declaring that "the Present system stands not to accelerate the progress of truth but delay the natural death of expiring errors" and threatened to resign if his suggestions were not approved.<sup>25</sup> In short, Macaulay's minutes and Bentinck's Resolution (7 March 1835), paved the way not only for the emergence of English as the most powerful language in British India but also for the development of vernacular language which the missionaries had been popularising along with English in their schools while propagating the Gospel among Indians since 1813.<sup>26</sup>

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The fact remains that, the Government of India, under the Company and later, under the Crown, however, did not really take serious interest in spreading western learning or any other learning in India. Even the limited effort that was made was the result of factors which had little to do with philanthropic motives like, to economise the cost of administration, to provide cheap supply of clerks, to equip English language, a language of the master and British administration. The Colonialists were also in good faith that lastly, Western education was expected to reconcile the people of India to British rule. Macaulay, for example, observed: “We must at present do our best to form a class who may be interpreters between us and the millions whom we govern: a class of persons, Indians in blood and colour, but English in taste, in opinions, in morals and in intellect.”<sup>27</sup> The British thus wanted to use modern education to strengthen the foundation of their political authority in the country. After a century of British rule, India remained predominantly an illiterate country. The literacy ratio in the vedic age was 60% and it came down to 10% under the rule of the so called progressive nation by the time of the Second World War.<sup>28</sup>

In the wake of national resurgence, The English education (System was severely criticised by all political parties including Indian National Congress. For improving this condition (dependence) Mahatma Gandhi advocated a scheme of primary education based on Indian traditional culture through the medium of mother tongue. Gandhiji expressed his views on education through a series of articles in ‘Haryan’ in June 31, 1937 which later on developed in to the Wardha scheme of basic education.<sup>29</sup> Soon after gaining independence in 1947, making education available to all had become a priority for the government. As discrimination on the basis of caste and gender has been a major impediment in the healthy development of the Indian society, they have been made unlawful by the Indian constitution. The 86<sup>th</sup> constitutional amendment has also made elementary education a fundamental right for the children between the age group of 6 to 14.<sup>30</sup>

Although the Britishers succeeded in crushing the Indians physically yet they could not change Indias’ mental defiance. It is a rethinking of the bitterness of European Imperialism and an ardent wish to throw off foreign yoke. Following the footsteps of National leaders like Mahatma Gandhi, Tagore, Aurabindo, Maulana Abdul Kalam Azad, Independent India could develop a distinct education system throughout the country. As when we talk about globalization of education it would be fair to think in terms of Gandhian views on education. When Gandhi wrote his Hind Swaraj (1909) he expressed his views that sought to reject Western Civilization as a moral force, as it emphasised the politics of power and the economics of self interest. His Swaraj, undoubtedly, laid the groundwork for a morality that was not based on external source for its realization but lay in the foundations of Indian Society and Civilization.<sup>31</sup> He believed that education was the primary source for the development of morality and character education and meant bringing our senses under subjection and putting our ethics on a firm foundation.<sup>32</sup> He recommended indigenous education for its role in developing this morality. Our ancient school system is enough for character building and his basic education ‘NaiTaleem’ focused on an all-round development as stated earlier.<sup>33</sup> The significance of Gandhi’s approach lay in his transformation of the school curriculum through the inclusion of productive handicrafts.<sup>34</sup> The village community,

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which had been marginalized by both the colonialists and by the upper sections of Indian Society, was to be made more self sufficient, independent, and simultaneously progressive and self-reliant. By training children from all sections of society in productive work and by making cooperative and community living a real possibility, Gandhi wanted India to get rid of its desire for westernization, industrialization and modern progress.<sup>35</sup> Gandhi believed in the triumph of goodness over the evil forces that tend to be part of social relations and basic education, with its emphasis on right values, love for the earth, crafts, languages and indigenous culture, as well as academic training was to provide the bedrock for this goodness.<sup>36</sup>

As a visionary Gandhi realised that the introduction of modern education was benefited only to a certain group of people. Never it meant an education for the masses.<sup>37</sup> Gandhi realised that it is merely a modern version of cultural imperialism and the current modern system of education and institutions in the Indian subcontinent have their origins from the Colonial Powers.<sup>38</sup> It is evident from the infamous minutes of Macaulay that the Europeans are social superiors and there was a paucity of culture, art, language and civilization on the sub continent.<sup>39</sup> The civilising mission,<sup>40</sup> therefore, was to civilize the uncivilized. The Objective was to erode, and ultimately eliminate indigenous culture and replace it with an alien institution that had very little to do with the lives and culture of the colonized.<sup>41</sup> The primary purpose of this 'cultural conquest'<sup>42</sup> was to build a cultural dependency to the ruling masters. As a result, the English educated middle class showed respect and veneration to the West and concomitantly, a contempt and disdain for their own culture and people.<sup>43</sup> Thus India, as a Colony, had experienced various forms of Western Imperialism that is in effect, an offshoot of later much acclaimed Globalisation.<sup>44</sup>

Globalisation is a process, which has affected many areas of life, one of those being education.<sup>45</sup> It can be described, simply, as an expansion of economic activities across national boundaries.<sup>46</sup> It is essential to recognise that economics provides a critical but limited perspective on globalisation which is a multi dimensional phenomenon. It extends much beyond the economy to polity, society and culture.<sup>47</sup> To make it clear, this is applicable not only to the tangible elements but also to the intangibles like knowledge. The term globalisation was coined firstly by Theodore Levitt to describe changes in global economics.<sup>48</sup>

Globalisation has radically transformed the world in every aspect. But it has specially transformed the world economy which has become increasingly interconnected and inter dependent.<sup>49</sup> Globalisation has a close relation with education. As education has an important place in shaping a society, Globalisation has to be connected with education and the global activities have a deep impact on it. It creates the opportunities for new partnerships in research and teaching with agencies and institutions across the world.<sup>50</sup>

These educational initiatives prioritize global access to school from the primary to the university levels, instigating learning experiences that prepare students for multinational leadership roles. Globalisation and education then come to affect one another through mutual goals of preparing young people for successful features during which their nations will grow increasingly connected. It also provides today's learners the ability to be more familiar and comfortable with abstract concepts and uncertain

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situations, and achieving a more comprehensive understanding the complex reality facing the world system.<sup>51</sup>

Due to colonizing process, in the 20<sup>th</sup> century, many developing countries have experienced a growth in the educational system transplanted from the West.<sup>52</sup> This has raised concerns among the Colonized as it adversely affect their indigenous culture.<sup>53</sup> From the mid 19<sup>th</sup> century Western Countries have been expanding their educational institutions across foreign borders. This was exclusively meant for privileged elites (in linguistic skills, pedagogic techniques, sartorial style, culinary tastes) and can simultaneously be differentiated from the rest, the uncultured, uncivilized native other.<sup>54</sup> This form of colonisation was experienced in colonial India too.<sup>55</sup>

It is clear that markets and Globalisation are transforming the world of higher education. Market forces and technical progress have opened up a new world of opportunities in education and of course, these opportunities and access come at a price which may not be affordable for a majority particularly in the third world countries.<sup>56</sup> This is actually the lose of a 'Capital', a 'social capital'<sup>57</sup> or a 'symbolic power'<sup>58</sup> coined by Pierre Bourdieu or ideological state apparatus<sup>59</sup> theorised by Althusser, as it is a vision of looking education as a process of liberation; an authentic tool for the emancipation of human being.

In this backdrop, it is better to read some works on African colonization and its effects on Third World culture. Paulo Freires' Pedagogy of the oppressed, for example. It is a study of education in the Third World, particularly Latin America. His experience of teaching illiterate and oppressed people in Latin America has made him particularly sensitive to the specific psychology of the oppressed, the multiform forces of oppression, and the methods necessary to release the one from the other. He proceeds to analyse the socio-political and economic forces which have constituted the psychology of the oppressed and he shows that these forces of oppression have become culture in the Third World. This culture prevents the people of the Third World from ever releasing themselves from oppression: in their psychology those forces have been interiorized, they are part of the atmosphere in which these people live, which combine to form the culture of the oppressed. He has helped to empower countless impoverished and illiterate people throughout the world. It is a vision of looking education as process of liberation; as education as an authentic tool for the emancipation of human being. As I mentioned earlier, the legacy of colonial education ensured the reproduction of colonized minds<sup>60</sup>. In their article, 'The Four faces of Colonialism', Gail. P. Kelly and Philip G. Altbach define the process of Colonial Education as an attempt to assist in the consolidation of foreign rule<sup>61</sup>. Ngugi WaThiongo, in his article 'Decolonizing the mind' displays his anger towards the isolationist feelings Colonial education causes<sup>62</sup>.

One of the areas Colonialism affected in Africa was education and language. Colonialism is a process that is an attempt to strip the colonized people away from their indigenous learning structures and draw them towards the structures of the Colonizers<sup>63</sup>. David Arnold went a step further and has written of the Colonisation of Indian Body and Mind.<sup>64</sup> Through this, the Colonial masters tried to establish 'hegemony', a gramscian term, over its colonized minds<sup>65</sup>. Gramsci defines hegemony as "a ruling class, can manipulate the value system and mores of a society". Literally, hegemony indicates political, economic, military and cultural predominance or control over others.

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Cultural hegemony indicates “by the possession of cultural capital, which is an insidious social mechanism that ensures the social reproduction and the cultural reproduction of the dominant class.<sup>66</sup> Hegemony is also established by means of language. It is well attested by the leading theoreticians like Terry Eagleton, Bernard Cohen and others<sup>67</sup>. Eagleton cited how the Western Countries setup educational system in African countries mediated by Western languages to diminish the traditions.<sup>68</sup>

Frantz Fanon in his wretched of the earth, provides a psychiatric and psychologic analysis of the dehumanising effects of colonization upon the individual.<sup>69</sup> Similar dehumanising effects of colonization upon the individual and the nation is beautifully drawn out by Derek Walcott in his A Far cry from Africa.<sup>70</sup> This is what is called an ‘Alienation of culture’. This has resulted a feeling of otherness among the majority in the society.<sup>71</sup>

### Conclusion

So, the current spread of education across international borders is not a new phenomenon. However, it is recently that the issue has been raised, as to the effect of this internationalisation of education on cultures. It is argued that as a result of the globalization of education, cultures are being taken over by the West in a process of cultural imperialism designed to create a global, essentially western culture. Such an education system doing more harm than good because although these people are receiving an education, they are doing so at the cost of their unique culture. It did nothing to the marginalised sections.<sup>72</sup> The denial of education to the Third World is not an exception. No where it is different as compared to other colonies in the other world also.<sup>73</sup>

Colonized children are treated differently than the Colonizer Children. Such differential treatment has without a doubt, had immeasurable adverse effects on Colonized Children.<sup>74</sup>

As a Third World, our experience was also the same. The Dalits, Adivasis and other marginalized are being denied the right to education even after Independence.<sup>75</sup> The spread of education internationally, as a result of globalization, has clearly had effects on cultures world-wide.<sup>76</sup> However, this is not the only change that can be seen. The capital society is gradually becoming global with a strong emphasis on free trade emerging. Educational institutions have reacted accordingly, by becoming more market oriented, focusing their energy more on creating funds rather than providing sufficient education for students.<sup>77</sup>

Modern education is almost exclusively focused on preparing children for an urban future, as consumers in a global free market. The globalization of education, more or less, is a new form of cultural imperialism,<sup>78</sup> as stated elsewhere. The demands of globalisation increase pressures on the education system, form groups with the greatest political power, increasing inequality and segregation in schools. They increase, violence, instability and political conflict, which acts negatively on the education system.<sup>79</sup> This is totally in contrast to what social scientists and educationalists dreamt of an ideal form of education.

From this backdrop let me examine the relevance of Gandhian education and its application as an alternative. Gandhism has emerged today as one of the most potent

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vehicle of understanding the contemporary religious, Socio-economic, political and educational problems the country in particular and world in general are facing. Gandhian education is exactly a part of his philosophy. Education, for Gandhi, is not relative, peripheral or superficial phenomenon<sup>80</sup> whereas modern education is based on behaviouralistic, materialistic and pragmatic concepts.

Gandhi's thoughts on education became crystallized in his scheme of basic education. It is only a frame work in which Gandhi envisages a solution for growing problem of rural alienation in a developing country. Gandhi consistently spoke out the need for a drastic modification of the system of education introduced by the British. The present system of education does not meet the requirements of the country in any shape or form. The British introduced English education with a view to getting their imperialist ends. It never attempted to harmonise the child's' personality, by achieving a proper integration of the training of the mind, body and spirit.<sup>81</sup> The education that was planned, couldnot come down to the villagers.<sup>82</sup>

Education as conceived by Gandhi aims at the formation and development of the spiritual and moral personality of the individual, as stated earlier. He says Education is thus an awakening of the soul. He blames modern education has the tendency to turn away from the soul.<sup>83</sup>

By education Gandhi aimed at an intellectual development which is a condition necessary for the formation of character. Gandhi defines education as the all round drawing of the best in the child and man-body, mind and spirit. He wanted education to the needs of the people at the grass root level. Gandhi alleges that today's education does not in any way reach the poverty and problems of the villages.<sup>84</sup>

In short, Gandhian education thus permeated by the concepts, principles and from different ages, religions and systems. It touches and reaches out every aspect of the life of an Indian in particular and a world citizen in general. It aims at the holistic welfare of man. Through his basic education Gandhi deplored the present system of education that made students totally dependent, instead of liberating them. Liberation that was the motto of our education from ancient times, visible in the saying 'Sa Vidyaya Vimuktaya', 'education for liberation'.<sup>85</sup>

To conclude, Gandhi's perpetual search for the refinements of truth and ahimsa manifests itself magnificently in the frame work of Gandhian education and becomes a consistent response to the contemporary knowledge explosion that seems to threaten us and put in an alien culture.

### End Note

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## GENERATING MASSIVE RURAL EMPLOYMENT THROUGH MGNREGA IN BIHAR

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### **Abstract**

Bihar, a populous state of over 90 million, is India's poorest state with one third the per capita income of India as a whole and one fifth that of India's most prosperous states. This study examines the changing employment and livelihood patterns of rural labour households in Bihar. The study is based on the high-frequency. Bihar also has the lowest literacy levels and the lowest human development index ranking among Indian states. Employment Guarantee Scheme (MGNREGA) is the flagship programme of the UPA Government that directly touches lives of the poor and promotes inclusive growth which was launched in February 2006 and it provides guarantee for one hundred days of employment in every year to adult members of any rural household to do public work-related unskilled manual work at the statutory minimum wage. The MGNREGA achieves twin objectives of rural development and employment. These two objectives are landmark and milestone which enhance human resources for inclusive growth. When the Act was passed, there was a fairly strong consensus that this was an initiative that would have the potential to transform rural India. By contrast, women's employment in the farm sector has declined, though their employment in the non-farm sector has increased. Both the farm and non-farm sectors have witnessed an increase in the wages of labourers during the past four years, but the increase has been much higher in the non-farm sector (65 %) than in the farm sector (15 %).

### **Introduction**

As India registers impressive growth rates and is increasingly seen as an emerging economic superpower, Bihar serves as a vivid reminder of the parts of India that are being left behind. The Unique Identification (UID) is a project of the UPA-II government. The Unique Identification Authority of India's (UIDAI) ambitious plan of issuing a unique biometric-enabled number, innocuously called "Aadhaar", to every Indian resident has also begun to generate a debate on citizen-state relations, privacy, financial implications, and operational practicalities. What the debate has largely missed so far, however, is the credibility of the UIDAI's claims in the field of social policy, particularly the MGNREGA and Public Distribution System (PDS). A number of benefits claims like the project possess the power to eliminate financial exclusion, enhance accessibility, and uplift living standards for the majority poor etc... have been made by the UIDAI. The UID is projected as an innovative and revolutionary initiative, with unprecedented gains in efficiency and transparency. The ability of UID to positively establish and authenticate the identity of every individual can overcome many



of the challenges faced by targeted benefit programs. Here we are discussing various opportunities and challenges offered by UID for implementation of MGNREGS.

### **Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA)**

MGNREGA makes the Government legally accountable for providing employment to those who ask for it and thereby goes beyond providing a social safety net towards guaranteeing the Right to Employment. A very significant feature of this Act is that if a worker who has applied for work under MGNREGA is not provided employment within 15 days from the date on which work is requested, an unemployment allowance shall be payable by the State Government at the rate prescribed in the Act. MGNREGA is a unique weapon to activate and empower the Panchayats. It is a revolutionary step for India's rural poor. It aims to identify the development activities. It lies the solution of the crux of the problem of long term employment opportunities. It has prevented distress migration and helped in empowerment of rural women. Moreover, it is an integral part of rural development plan.

### **Social Security of The Poor**

Social security net is important to give a cushion to the poor, underprivileged and marginalized sections of the society so that they are also able to taste the fruit of development. The Centre's expenditure on social services as a percentage of total spent rose to 12.83 per cent in 2013-14 from 11.83 per cent in the previous year. Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) has really given a cushion to the most disadvantaged and needy people of our society against poverty and hunger. On an average, 25 per cent of the rural households seek employment under the Act, annually. The scheme has made an impact on the lives of the people in the rural areas.

### **Reforms MGNREGS for UID**

To effectively leverage the UID program, the MGNREGS scheme will need to be modified to incorporate the UID number into beneficiary interactions. In order to accommodate UID authentication, MGNREGS will need to engineer its business processes. The most basic requirement for change will be in the form of incorporating the UID method of authentication. Work sites will have to adhere to norms and procedures specified by the UIDAI for fingerprint capture and verification, and introduce a robust biometric authentication process at every point. The key areas in the MGNREGS process that need to be addressed are summarized below:

- **UID in Job Cards** - The job cards will need to be updated with the UID numbers of all family members. This could be accomplished by issuing a new job card or by collecting and incorporating the UID numbers into the beneficiary data base without reissue of the job cards.



- **UID in Muster Rolls** - The muster rolls should contain a reference to the UID of the citizen who is earning wages. This should be incorporated at the time of allocation of the labor to the project (works).
- **UID in Bank account** - The UID should be incorporated with the bank/post office account information of a beneficiary to which the wages are being paid. Mechanism to encourage bank /post office to incorporate the UID into their systems is being pursued. authentication against the UID database should be implemented at different citizen touch points starting with the job card. The ideal situation would be the recording of attendance on a hand held system using biometric authentication. UID will also endeavor to introduce a biometrics authentication for amount withdrawal from the account in to which wages are paid. The above change can be implemented in the MGNREGS program with minimal effort. There are *aiSO Synergies* With other government programmes such as *TPDS* that can be explored that can further ease the implementation in areas such as handheld deployment.

### Massive Migration from Rural Bihar

There is a bright chance that eventually the number of BPL population in Bihar may touch 1.5 crore, which is a big number to cater to. Massive migration from Rural Bihar is closely related to poverty. It is predominantly a distress migration to escape the hardship of poverty and is often caused by the incapability of the local economy to provide sustain livelihood, ensure sufficient income and employment security. Though rural indebtedness is a universal phenomenon, it is more pronounced in case of the poor people. Another disturbing phenomenon is the inaccessibility of the institutional credits for the poor. The credit reserve ratio in Bihar is still pegged at 30.46 per cent. In fact, it is less than 25 per cent in 12 districts of the state. During the earlier days, the little empowerment of the indigenous entrepreneurial class and that of the Bihar's business community also had some economic and political implications. In a political landscape dominated by rural oligarchy, the business class had little capacity to influence the politicians. This has surely changed now in Bihar. No wonder, despite the bottlenecks everything is not spinning out of control for Bihar. The state has the sturdy conviction that destiny can be commanded with sheer courage and perseverance.

### Conclusion

The study further indicates that male labourers are employed at higher wages than women labourers in both the farm and non-farm sectors. The wage determinant analysis reveals that a healthy, educated and land-owning adult male labourer is likely to get higher wages than others. The study also shows that labour households face several constraints and their access to institutional credit is abysmally low in Bihar. They primarily depend on non-institutional sources for meeting their credit needs. It has been observed that about one-third of the labour households borrow mainly to meet consumption and medical expenses. Various programmes for the welfare and development of the weaker sections are being implemented by different government

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departments. However, the erstwhile flagship development schemes such as the Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS), Indira Awas Yojana (IAY), Kisan Credit Card (KCC) and Self-help Group (SHG) schemes have virtually ceased to operate in the villages under study. Hence, there is a need to revive these projects by laying greater emphasis on the upliftment of the weaker sections of society.

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## A CASE STUDY ON EMPLOYEE'S EARNING GOAL CLASSIFICATION USING MACHINE LEARNING STRATEGY APPLIED USING KNIME TOOL

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### Abstract

The machine learning is the latest trend driven technology. As per the current growth of the technology, the demandable technology is machine learning. There are lots of tools and technology available to perform the predefined algorithms to perform the analytical modeling. This paper is focus on the open source machine learning tool to perform the analytical case study of machine learning. The case study focus on the employee's earning level with different types of employment. The data collected by filling the questionnaire form from various employees who are associated with public or private sector. After collecting the data, the preprocessing is applied for prove the collected data set is statistically fit. This work is focus on predictive and classification techniques of machine learning. The aim of this work is to perform comparative study to analyze the performance of Machine Learning Classifier and predictor. This case study uses the KNIME open source tool to perform the ML analytics.

**Keywords:** Classification, Decision Tree, KNIME Tool, Machine Learning, Prediction

### Introduction

Machine learning is most demandable technological strategy to perform the analytics and modeling. Machine learning is the scientific study of algorithms and mathematical models used by computer systems to perform a particular task without using explicit instructions, relying instead on patterns and inferences. It is known to be a branch of artificial intelligence. While the term machine learning is applied to several various things, in general, the term refers to sanctionative a pc to hold out tasks while not receiving specific line-by-line directions to try to to thus. A machine learning specialist doesn't need to write out all the steps necessary to resolve the matter as a result of the pc is capable of "learning" by analyzing patterns among information[the info|the information } and generalizing these patterns to new data.

### Machine learning systems have 3 basic parts:

Inputs

Algorithms

Outputs

The inputs area unit the information that's fed into the machine learning system, and therefore the computer file is divided into labels and options. Options area unit the relevant variables, the variables which will be analyzed to find out patterns and draw conclusions. Meanwhile, the labels area unit classes/descriptions given to the individual instances of the information.



Features and labels are employed in 2 differing types of machine learning problems: supervised learning and unsupervised learning. There are many tools available for applying machine learning analytics. Here in this work machine learning is applied using KNIME open source. It is challenging to become a Machine Learning engineer/Data human. One in every of the most important challenges for newcomers to the current field is that there are a unit such a lot you would like to be told at an equivalent time — Statistics, algebra, processing, Programming Databases, etc. Knowing mathematical ideas and applied mathematics models don't seem to be enough, you furthermore might ought to find out how to code them quickly. Trendy Engineers/Data Scientists additionally ought to have nice soft skills like the flexibility to interact with senior management, sensible business acumen, glorious visual style skills, ... etc.

This can be overwhelming, particularly if you or your team hasn't any background in coding! during this article, i'll introduce a number of the advantages of victimization KNIME to kick-start machine learning for your team or your business. The tool is significantly helpful if you simply wish to try to a fast demo or Proof-of-Concept on Machine Learning.

### Literature Survey

There are many algorithms available to perform supervised study. For this case study, three different types of classifiers are applied.

1. Decision Tree
2. Naïve Bayes
3. Multilayer Perceptron

### The main features of each algorithm are discussed below:

1. Decision Tree: This is the one of the tree based classifier. This is one of the algorithms that have conditional nodes. It is specially applied for decision making analytical problems and stratified the goal fulfillment. The Tree based algorithms are most applicable classifier for supervised study. This algorithm are also strengthen the predictive modeling by achieving more accuracy, reliability, and interpreting than linear modeling strategies. It also famous for nonlinear data modeling. So, for this work this algorithm is very adaptable.
  2. Naïve Bayes: This is also the classifier which suitable for two or multiclass classification. It achieves more accurate result for categorical variables than continuous variable. The most admirable feature of this algorithm is to work well in sentimental study, filtering and recommendations type of analytical study. It purely based on probabilistic study and giving prompt implementation. The downside of this algorithm is predictors to be independent but in every case it may not possible. This study also compromises this condition.
  3. Multilayer Perceptron: MLP is also one of the best classifiers which trains the model and also identifies the correlation among parameters. The training phase also tunes the weights and biases to minimize the error. It is characterized by many layering of input nodes and connected to intermediated layers with output node.
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### Tools Description

There are lots of algorithms are available to deal with it for machine learning study. KNIME is also one of the best machine learning tool and its open source. It supports almost data mining and Machine Learning strategies to perform on case study. The weka is also similar to Knime but Knime supports well when data size is also lengthy. Knime is also admirable for customization. This study apply the KNIME tool because after identifying best strategy the modification in that algorithm will developed by performing parameter tuning.

### Experimental Study

1. Data Collection: As mentioned the data collected through questionnaire. It also passes through Normalization process. By applying One way ANOVA this model prove the Hypothesis testing. After applying this test, the p-value is 0.08 so this data set statistically applicable and the parameters collected for main objective is accepted.
2. The following figure shows the workflow of One-way ANOVA which is used to compare the mean between groups.

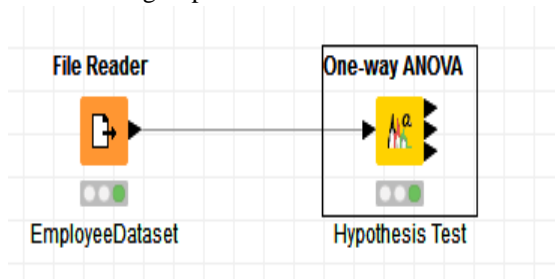


Figure 1: Hypothesis Testing

3. Algorithm Experiment: The algorithms are applied on same type of configuration. The input data are similar and the same class variable as income category.
- The first this model apply the Decision Tree classifier. The following shows the workflow of DT Classifier.

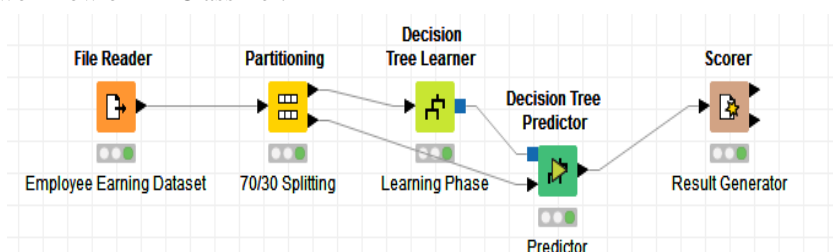
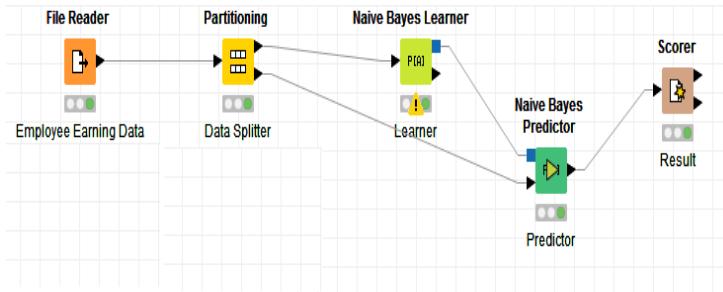


Figure 2: DT Classifier

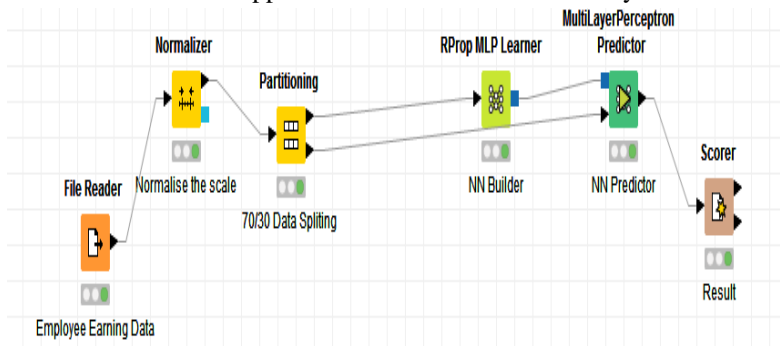


- The second algorithm applied for this case study is Naïve Bayes with same configuration.



**Figure 3: NB Classifier**

- MLP Classifier is also applied to same dataset for this study.



**Figure 4: MLP Classifier**

**Result Interpretation and Conclusion**

The Decision tree classifier generates the tree as shown below:

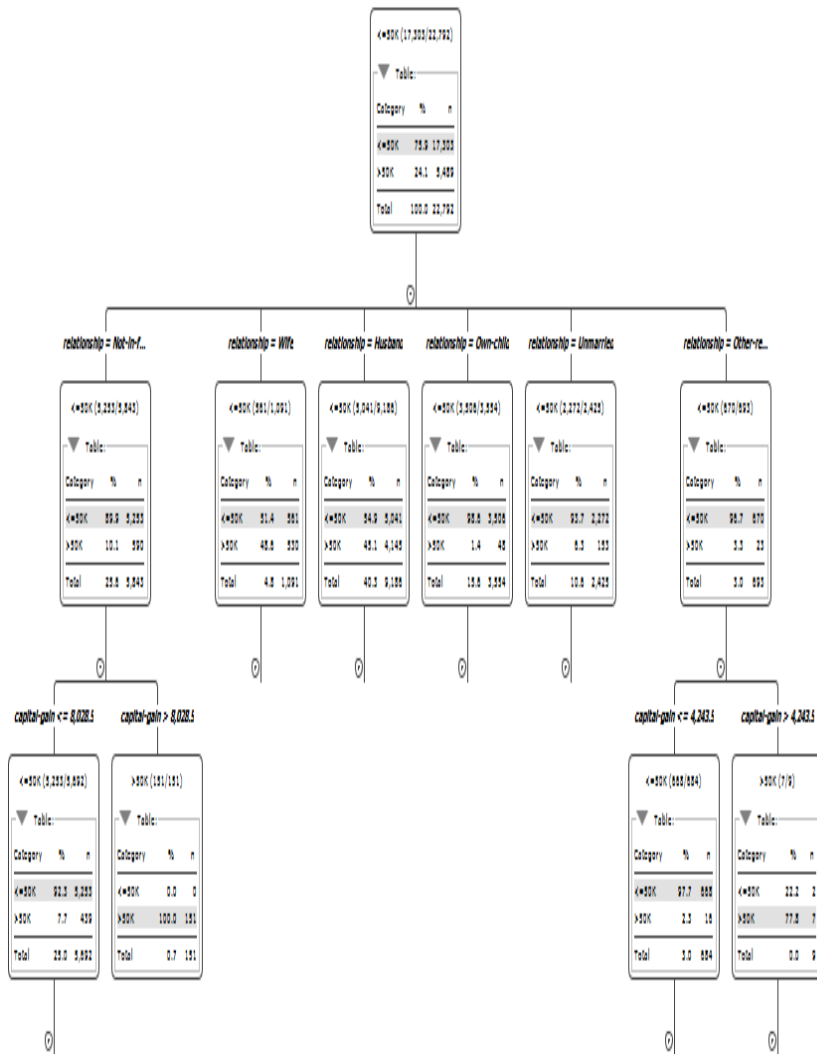
**Figure 5: Generated DT for Employee Earning**

The accuracy of this model is 82.24%

The NB is applied to the same data set and gives 84.22% of accuracy.

The MLP generates the NN schema and gives 89% of accuracy.4

The model gives the predicted output is ass shown below.



**Figure 6:** Predicted employee earning data

So as per the comparative analytics study MLP gives more accuracy. So the further extension of this study is to develop the MLP by modifying weight assignment and parameter tuning so model can achieve more accuracy.



Row ID	Tringht	S education	I educat...	S marital-status	S occupation	S relation...	S race	S sex	I capital...	I capital...	I hours-p...	S native...	S income	D P (pro...	D P (pro...	S Predict...
Row1	83511	Bachelors	13	Married-div-spouse	Exec-managerial	Husband	White	Male	0	0	13	United-States	<=50K	1	0	<=50K
Row2	215646	HS-grad	9	Divorced	Handlers-clean...	Not-in-family	White	Male	0	0	40	United-States	<=50K	0.993	0.002	<=50K
Row3	224721	11th	7	Married-div-spouse	Handlers-clean...	Husband	Black	Male	0	0	40	United-States	<=50K	1	0	<=50K
Row4	45781	Masters	14	Never-married	Prof-specialty	Not-in-family	White	Female	14084	0	50	United-States	>50K	0	1	>50K
Row13	28887	11th	7	Married-div-spouse	Sales	Husband	White	Male	0	0	50	United-States	<=50K	1	0	<=50K
Row21	302146	HS-grad	9	Separated	Other service	Unmarried	Black	Female	0	0	20	United-States	<=50K	0.985	0.005	<=50K
Row27	180111	Some-college	10	Married-div-spouse	?	Husband	Asian-Pac.is...	Male	0	0	60	South	>50K	0.602	0.398	<=50K
Row33	59951	Some-college	10	Married-div-spouse	Adm-clerical	Own-child	White	Male	0	0	40	United-States	<=50K	1	0	<=50K
Row34	311512	Some-college	10	Married-div-spouse	Other service	Husband	Black	Male	0	0	15	United-States	<=50K	0.971	0.029	<=50K
Row35	242426	11th	7	Never-married	Machine-op-in...	Unmarried	White	Male	0	0	40	Puerto-Rico	<=50K	1	0	<=50K
Row38	89154	Some-college	10	Married-div-spouse	Sales	Husband	White	Male	0	0	38	?	>50K	1	0	<=50K
Row41	112987	Bachelors	13	Married-div-spouse	Tech-support	Husband	White	Male	0	0	50	United-States	<=50K	0.182	0.818	>50K
Row49	274466	Assoc-voc	11	Never-married	Prof-specialty	Not-in-family	White	Male	0	0	40	United-States	<=50K	1	0	<=50K
Row50	32275	Some-college	10	Married-div-spouse	Exec-managerial	Wife	Other	Female	0	0	40	United-States	<=50K	0.946	0.054	<=50K
Row57	56352	Assoc-voc	11	Married-div-spouse	Other service	Husband	White	Male	0	0	40	Puerto-Rico	<=50K	0.796	0.204	<=50K
Row69	220381	Some-college	10	Never-married	?	Own-child	White	Male	0	0	40	United-States	<=50K	0.997	0.003	<=50K
Row71	339974	Bachelors	13	Separated	Sales	Own-child	Black	Female	0	0	40	United-States	<=50K	1	0	<=50K
Row75	213921	HS-grad	9	Never-married	Other service	Own-child	White	Male	0	0	40	Mexico	<=50K	1	0	<=50K
Row77	212759	10th	6	Married-div-spouse	?	Husband	White	Male	0	0	2	United-States	<=50K	0.647	0.353	<=50K
Row82	51618	HS-grad	9	Married-div-spouse	Other service	Wife	White	Female	0	0	40	United-States	<=50K	0.795	0.205	<=50K
Row87	220251	Masters	14	Married-div-spouse	Prof-specialty	Husband	White	Male	0	0	50	United-States	<=50K	0.762	0.238	<=50K
Row93	117747	HS-grad	9	Married-div-spouse	Sales	Wife	Asian-Pac.is...	Female	0	1573	35	?	<=50K	0.836	0.164	<=50K
Row102	149116	Masters	14	Never-married	Prof-specialty	Not-in-family	White	Female	0	0	50	United-States	<=50K	0	1	>50K
Row113	377869	Some-college	10	Married-div-spouse	Sales	Wife	White	Female	4664	0	25	United-States	<=50K	0.702	0.298	<=50K
Row125	111997	Some-college	10	Never-married	Adm-clerical	Own-child	White	Female	0	1719	28	United-States	<=50K	0.997	0.003	<=50K
Row128	129305	HS-grad	9	Married-div-spouse	?	Husband	White	Male	0	0	40	United-States	<=50K	0.716	0.284	<=50K
Row130	69621	Assoc-acadm	12	Never-married	Sales	Not-in-family	White	Female	0	0	60	United-States	<=50K	1	0	<=50K
Row135	129333	Masters	14	Married-div-spouse	Prof-specialty	Husband	White	Male	0	0	40	Iran	>50K	0.011	0.989	>50K
Row138	34310	Some-college	10	Never-married	Sales	Own-child	White	Male	0	0	20	United-States	<=50K	0.997	0.003	<=50K
Row139	81973	Some-college	10	Married-div-spouse	Craft-repair	Husband	Asian-Pac.is...	Male	0	0	40	United-States	>50K	1	0	<=50K
Row140	66614	HS-grad	9	Married-div-spouse	Craft-repair	Husband	White	Male	0	0	40	United-States	<=50K	0.988	0.012	<=50K
Row143	166394	Assoc-voc	11	Never-married	Prof-specialty	Not-in-family	White	Female	1564	0	40	United-States	>50K	1	0	<=50K
Row150	189109	Some-college	10	Divorced	Adm-clerical	Unmarried	White	Female	0	0	38	Mexico	<=50K	0.988	0.012	<=50K
Row153	286158	HS-grad	9	Never-married	Craft-repair	Own-child	White	Male	0	0	35	United-States	<=50K	1	0	<=50K
Row155	187715	HS-grad	9	Married-div-spouse	Craft-repair	Husband	White	Male	0	0	46	United-States	<=50K	0.855	0.045	<=50K
Row160	38317	1st-4th	2	Divorced	?	Not-in-family	White	Female	0	0	20	United-States	<=50K	1	0	<=50K
Row163	88419	HS-grad	9	Never-married	Exec-managerial	Not-in-family	Asian-Pac.is...	Female	0	0	40	England	<=50K	0.503	0.492	<=50K
Row164	201080	Masters	14	Married-div-spouse	Sales	Husband	White	Male	0	0	40	United-States	>50K	0.081	0.919	>50K

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**A STUDY ON SUBSTANCE DEPENDENCE AND ROLE OF DE-ADDICTION CENTRE: A STUDY ON DE-ADDICTION CENTRE OF AOD HOSPITAL DIGBOI**

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**Preface**

Alcoholism is a severe problem in a large number of families in India. Abuse of alcohol and the consequent problems accompanying it, have become one of the major issues of concern especially in Indian villages. Alcoholism results in deterioration in physical health, conflicts within the family, problems of job, violence and breakdown of the moral values, lack of awareness of magnitude of the problem, coupled with lack of the treatment facilities which results in the alarming growth of the problems in rural and urban areas. Alcoholism has spread all over the world as well as in every corner of India. This spreading of alcoholism has caused various harmful effects on the lives of people and also led to death. Though after the occurrence of the various harmful events people are not at all aware and are still consuming alcohol at a higher rate and finally become an addict. For this reason, various de-addiction centres have been established all over the world as well as in India to reduce the rate of alcoholics and make the addicts de-addict. These de-addiction centres all over the world as well as in India play an important role in de-addicting the addicts by making full effort towards their treatment procedure.

There are various de-addiction centres in India such as AIMS Delhi which works for the entire alcoholic as well as other drug addicted patients in India. One such de-addiction centre SUTU (Substance Use Treatment Unit) is also established in Assam in Digboi AOD Hospital initiated by IOCL (Indian Oil Corporation Limited) under the guidance of AIMS Delhi and AMC (Assam Medical College) Dibrugarh under which the study was conducted. This de-addiction centre of Digboi works mostly with the alcohol addicts that too only with the employees of IOCL. The centre also works with some of the other drug addicted patients but mostly it focuses on the alcoholic patients. It provides regular counseling, diagnosis and therapy to the patients. It performs awareness programs in schools, colleges, and villages and among the family members and couples. The centre is trying its best to make full effort in de-addicting the patients those who relapsed again and is also trying its best to bring the non-entitled patients in the centre as soon as possible so that it may also become helpful for the people of the society. This de-addiction centre helps to bring changes in the patients' nature and behavior and also help them to prevent from various diseases as well as it brings great changes in the society and in the family.

The topic "A study on substance dependence and role of de-addiction centre" (A study on de-addiction centre, SUTU of AOD Hospital, Digboi) was taken to see the functioning, working and role of the de-addiction centre of Digboi and their contribution towards the patients in helping them to get fully de-addicted. In this research study the focus was made on the history of the alcohol addicts, their opinion towards the centre and the role and working of the de-addiction centre of Digboi.

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I wish that this research report will enrich the readers with comprehensive understanding and available information about the study of substance dependence and the role of de-addiction centre SUTU of Digboi AOD Hospital to de-addict the patients with full support.

### **Abstract**

Alcoholism is a severe problem in a large number of families in India. The study was conducted on the substance dependence of the de-addiction centre and to study the role of the de-addiction centre SUTU of AOD Hospital of Digboi in de-addicting the addicts. This study shows that all the patients of the de-addiction centre are the employees of IOCL (Indian Oil Corporation Limited). Among these patients it was seen that maximum of the patients got addicted towards alcohol due to peer pressure and to give company to their friends and co-workers whereas some due to depression, tension, etc and some occasionally and hard work.

**Objectives:** 1. To find out the number of substance dependence persons in and around Digboi AOD Hospital de-addiction centre (SUTU). 2. To probe the reasons of substance dependence who were registered under SUTU. 3. To investigate the role of SUTU in De-addicting the addicts. 4. To look into the way of life of the persons who were De-addicted by De-addiction centre of AOD Hospital.

**Methods:** in this study it was examined that the study was based on explanatory research design as it dealt with case history of the alcohol addict patients. Sampling method was used to select the respondents randomly on whom the study has been conducted. An overall checklist of questions was prepared to carry on with case study as well observation was done. Both primary and secondary sources of data were collected. 10 case studies were done. About 400 patients were registered in the centre and it was about 40% of them got fully de-addicted and other relapsed again. As such SUTU is trying their best to bring out 100% de-addict patients under the guidance of AIMS of Delhi and AMC of Dibrugarh and make their life a better one.

**Conclusion:** So, from the overall study it was revealed that whatever the reason may be for getting addicted towards alcohol, it is a greatest disease for both mental and physical health of people which may cause various diseases and may sometimes lead to death due to liver inflammation and so the respondents should be given proper treatment to get de-addict. The respondents should also receive proper support and care from their respective family members for faster relief and cure. And the de-addiction centre SUTU is doing also its best to provide better treatment and counseling to the patients.

**Keywords:** Alcoholism, Substance User and De-Addiction Centre.



## Introduction

Alcoholism has now become a common word in Indian society. Alcohol abuse is one of the greatest plagues to society. Alcoholism not only affects the alcoholic, but his or her families, employers, and neighbors. Although often considered a 'dry' country, alcohol use in India has risen 171% in the last 15 years. The problem of alcoholism, until a few decades ago, was considered a moral problem and a sign of social responsibility. It is of course considered as an illegal act. Alcoholism is a condition in which an individual loses control over his/her alcohol intake in that and he is constantly unable to refrain from drinking once he begins. Huge consumption of alcohol causes hazardous effects of people mostly in the rural areas, as the people of rural area are not much aware of the harmful diseases caused by heavy drinking of alcohol. Taking alcohol sometimes or occasionally leads people into addiction which in turn becomes hazardous for health. Nowadays alcohol consumption is seen much more in the urban area than in the rural area. Drinking of alcohol both by men and women in the urban sector has become a fashion which makes them forget about their personal, family as well as social life.

Alcohol is the leading risk factor related to the major burden of disease in underdeveloped and developing countries. It is the third most prevalent factor for leading diseases and injuries in developed countries (WHO 2002). Even as alcohol consumption is decreasing in some developed countries, it is on the rise in developing nations. Globally, a significant proportion of the young population consumes it as a hazardous level. Addiction is defined as a chronic, relapsing disease, characterized by compulsive drug-seeking and abuse because of long-lasting chemical changes in brain.

The World Health Organization (WHO) estimates that there are about two billion people worldwide, who consume alcoholic beverages and 76.3 million with diagnosable alcohol-use disorders, including harmful use and dependence, 78% of whom remain untreated. The rate of alcohol use disorder for men is 2.8% and for women it is 0.5%. It causes 1.8 million deaths (3.2% of the total) and a loss of 58.3 million (4% of the total) Disability-Adjusted Life Years (DALY) (WHO 2002). According to WHO, in 2005, alcohol consumption was estimated to be present among 21% of the Indian population.

The de-addiction center was started on April 2007. The very first drug de-addiction camp was organized by the International Association for Human Values (IAHV) and Kashmir State Police in Anantnag district, Kashmir in April 2007. A large number of drug users (more than 500) sought treatment in the camp. The IAHV brought in Dr. Anju Dhawan and Dr. Nanaji Kaw, Associate Professors, Psychiatry, AIIMS and doctors from Srinagar Medical College and district hospitals of Anantnag. The camps were organized in order to increase awareness amongst people. Most patients were youths or belong to the lower strata of society. Drug use is an illness, a disease that has an adverse effect on the addicts' families also. Lack of awareness, along with the social stigma attached to addiction, prevents people from coming forward. These people do not know whom to turn to for help. Out of all the addicts, only 2% actually come for treatment, that too after 5 to 6 years of being alcohol or drug dependent. The government de-addiction centers are vacant, as people do not come forward. This is where volunteers of the art of living make a difference. Many of the addicts are

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approached through the women of their families. Women suffer a lot because of drug addiction, as they are subjected to mental and physical abuse. 80% of the crimes are committed when the criminals are drunk. Addiction is detrimental to the addict's health and severe addiction is fatal too. These drugs are easily available but are so costly that the addicts are forced to steal money, first from their family members and friends, and later from others. Since the drugs cause dependency, it is very difficult to get rid of them even if the addict wishes to do so. Drug addicts become a nuisance to the family and to the society. Many youngsters are drug addicts. Volunteers contacted the women, who in turn put them in touch with members of their family who were addicts. The special sessions for the addicts were started in PGIMER's Inpatient Drug De-addiction Centre in an enclosed environment. After a few sessions, the patients said that they were able to relax and sleep in peace, something that they had not been able to do for a long time. However, the process of de-addiction is not easy. The patients are required to stay in the drug de-addiction centre for a month or so. After a month, they sometimes return home, back to the same environment and situations that started their addiction in the first place. The major problem that is faced is the chance of relapse. Drug use is a chronic relapsing disorder like diabetes and hypertension, and relapse is a part of recovery process. Detoxification and medical treatment forms only about 20% of the complete process. Rehabilitation of the patients and re-integration into the mainstream is a major issue. The important thing is that worldwide studies have indicated spirituality to be a very potent protective factor to prevent relapse. Getting the addicts engaged during the processes or sessions is also a huge challenge, which is overcome through various techniques like games, laughing, singing songs, sharing light knowledge, etc. This puts them at ease and builds an environment of trust. At PGIMER, approximately 2000 patients have benefitted until the year 2014.

According to Palatty L., "The de-addiction centers play a vital role towards the upliftment of alcoholic dependents by involving themselves in detoxification, intervention, counseling, and follow-up". The de-addiction centers also play an important role in de-addicting the alcohol abusers through treatment procedure such as counseling, disulfiram therapy, rehabilitation process, etc. These de-addiction centers find the alcohol addicts from their place and start giving their treatment to the addicts. They treat the patients in such a way that some patients get totally de-addicted and some relapses again after some years. One such de-addiction centre is the de-addiction centre of AOD Hospital Digboi SUTU (Substance Use Treatment Unit) where only the employees of IOCL (Indian Oil Corporation) are treated and given counseling and therapy. Other non entitled patients are not given treatment in that centre. In these centre it was seen that some have totally been de-addicted and some relapsed again. This centre was established on 1<sup>st</sup> September 2010 under Digboi IOCL and AOD Hospital. This centre was established under AIMS Delhi and AMC Dibrugarh. They continue their treatment to the patient after medical checkup of the patient done by the doctors and also through investigation from various other sources. This centre has given treatment to many alcoholic employees of IOCL in these few years and is trying to do their best in the coming days.

Alcoholism is a severe problem in a large number of families in India. Abuse of alcohol and the consequent problems accompanying it, have become one of the major

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issues of concern especially in Indian villages. Alcoholism results in deterioration in physical health, conflicts within the family, problems on the job, violence and breakdown of the moral values, lack of awareness of magnitude of the problem, coupled with lack of the treatment facilities which results in the alarming growth of the problems in rural and urban areas. All these indicated that group therapy is effective in improving the psychological wellbeing of the alcohol dependents. Hence group therapy should be conducted for alcohol dependents in order to promote psychological wellbeing through the effort of social work counselors as an effectiveness of this study.

### **Statement of the Problem**

As the problem regarding the research study is, “A study on substance dependence and role of de-addiction centre” (A study on de-addiction centre SUTU of AOD hospital Digboi) so the statement of the problem basically deals with the substance dependence and substance users of the de-addiction centre of SUTU. It states that the study was conducted on the alcohol users of SUTU of AOD hospital Digboi. So an overall research study was conducted on the basis of getting proper information about the study of the problem which became helpful for analyzing the data that were collected in the study area during the time of data collection. This statement of the problem actually says that, how many patients became fully de-addicted with the help of this de-addiction centre as well as by probing the reason behind their consumption of alcohol. Though there are certain many specific reasons for consuming alcohol by the employees of IOCL but finally one way or the other it leads to addiction which had further become hazardous for the health.

### **Significance of the Study**

The study of the problem is based on the substance dependence and role of de-addiction centre of AOD Hospital, Digboi i.e. SUTU. Here identification was done to find out the actual reason behind the consumption of alcohol that lead to addiction which have further caused harmful effects on life and sometimes also lead to death. The importance of the study was to visit the de-addiction centre of AOD hospital, Digboi i.e. SUTU and to find out the information of the alcoholics and the reason behind their drinking of alcohol and to do an analytical study based on the data collected from the study area. Here also much more importance is given on examining the impact of the study through the de-addiction centre which had helped the researcher in checking the issue of alcoholism.

### **Objectives, Field and Methodology**

In this chapter the objectives, field and methodology of the research study is described. The types of methods and the tools that are being used to collect the data while doing the study are clearly described in this chapter. A brief outline of the field of the research study is also presented in this chapter.

### Objectives of The Study

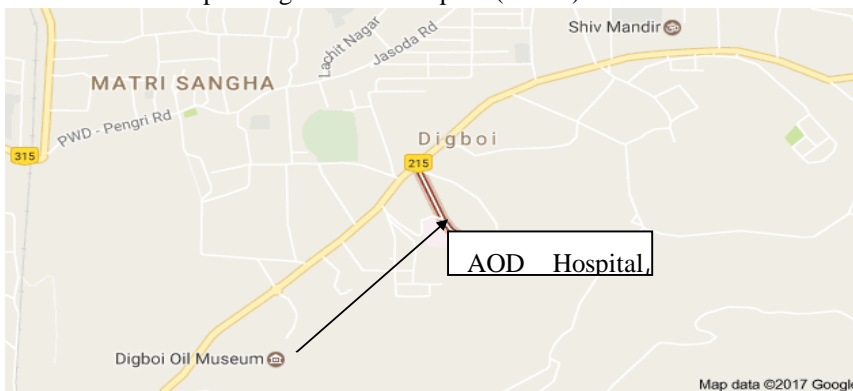
The objectives of the study are as follows:

1. To find out the number of substance dependence persons in and around Digboi AOD Hospital de-addiction centre(SUTU)
2. To probe the reasons of substance dependence who were registered under SUTU.
3. To investigate the role of SUTU in De-addicting the addicts.
4. To look into the way of life of the persons who were De-addicted by De-addiction centre of AOD Hospital.

### Field of Study

The field of the research study on the topic “A study on substance dependence and role of de-addiction centre” (A study on de-addiction centre SUTU of AOD hospital Digboi) was carried on the de-addiction centre (SUTU) of AOD Hospital of Digboi. This centre was established on 1<sup>st</sup> of September 2010 by the IOCL of Digboi under the guidance of AIMS Delhi and AMC Dibrugarh. This centre till date consists of 400 patients who were registered under the centre and out of that 400 patients 10 patients were taken as the respondents for the study that were carried out. The study was conducted from 26<sup>th</sup> of February till 26<sup>th</sup> of March 2017.

Table 1: Map of Digboi AOD Hospital (SUTU).



Sources:

[http://www.google.co.in/?ei=Y1w5WcWLEMWL8QeG27zYDA&gfe\\_rd=cr#safe=active&q=map+of+digboi+AOD+hospital&spf=1496976472873](http://www.google.co.in/?ei=Y1w5WcWLEMWL8QeG27zYDA&gfe_rd=cr#safe=active&q=map+of+digboi+AOD+hospital&spf=1496976472873)

### Research Design

The study conducted is based on explanatory research design as because explanatory research design is mainly concerned with the causes and why factor about some phenomenon. It does not involve comparison and factors of change. According to the area of study the explanatory research design helped to find out the cause and effect of use of alcohol among the people and also to identify the reason behind getting addicted to alcohol. This also helped to know about the complete treatment process of the de-addiction centre.



### **Sample Design**

- a) Statement of the sample size- the sample size of the study was taken as 10 respondents according to the area of study and the place.
- b) Method of sampling- the type of sampling techniques used while the collecting the data was PROBABILITY SAMPLING as because the data collected by the researcher was based on the list of alcoholics which was selected out from the de-addiction centre (SUTU).

### **Simple Random Sampling**

Under this sampling the LOTTERY METHOD was used as because this process continues until the required number of respondents was reached and it helped to remain unbiased.

### **Tools of Data Collection**

The tools used during data collection were to prepare a checklist of number of questions to conduct a case study for each of the 10 respondents as well as an observation was also done in the study area. But according to the study area case studies are conducted for each of the respondents that required analyzing the respondents own history as well the working of the de-addiction centre. The checklist consisted of some general questions such as the age, sex, marital status, religion, nationality, educational qualification, address, occupation, etc. and all other questions related to alcohol addict and the de-addiction centre.

### **Sources of Data**

Primary sources of data are collected for the description of the actual respondent and also some secondary sources of data are also collected from the de-addiction centre.

### **Operational Definition of The Keywords**

**Alcoholism-** Alcoholism or alcohol addiction is a chronic disease characterized by uncontrolled drinking that affects people of all walks of life.

**Substance dependence-** Substance dependence is an adaptive state that develops from repeated drug administration in which a person gets addicted towards use of substance. It leads to clinically significant tolerance, impairment, or distress.

**De-addiction centre-** The de-addiction centers play a vital role towards the upliftment of alcoholic dependents by involving themselves in detoxification, intervention, counseling, rehabilitation, disulfiram therapy and follow-up.

### **The Socio-Economic Background of The Respondents**

Socio-economic background refers to an economic and sociological combination of total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education and occupation. It refers to the income level and lifestyles of the people living in a particular community or society. As such, in this study the socio-economic background of the respondents refers to those respondents who are registered in the de-addiction

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centre SUTU and are alcohol addicts.

The socio-economic status of the respondents of the de-addiction centre SUTU of Digboi AOD Hospital was quite heavy and good. All the respondents registered under the centre were employees of IOCL (Indian Oil Corporation Limited). They belong from a good family background. They belong from that background whose monthly income is more than lakhs. They are the both skilled and unskilled worker and regular employees of IOCL.

But the social background of the respondents registered in the centre fully differs from one another according to their situation and condition. Each respondents of the centre belong from different background with different social status. Some have good social status and some lack in acquiring the proper social status in the society. In this study it has been seen that the respondents are alcohol addicts, so they lose their social status in the society for their heavy drinking of alcohol and for their worst behavior to the society and in their family, which leads them to lose their self-consciousness.

In this study as all the respondents are male it was seen that there was a question in the checklist about the relationship with their wives. So, according to the question asked it was seen that most of the respondents had sweet relationship with their respective wives, some had bitter relationship and some neither had sweet nor a bitter relationship with their wives. So, this sweet and bitter relationship with their wives comes under the social background of the respondents in the society. The respondents who had bitter relationship with their wives did not have a peaceful relation in their family. This bitterness was created only because of their heavy drinking of alcohol and creating scenes by going against their wives and other family members. Sometimes these respondents create chaos in the workplace and in the society and also with the community people where they live in. So, heavy drinking of alcohol and getting addicted towards it also lays a negative impact to the social background of the respondents both in the society, workplace and among the family.

It was also seen while conducting the study that some of the respondent's father was an addict and also got involved into quarrels in the family. So, these quarrels among their parents in the family laid a heavy social impact in the mind of the respondent and motivated him to do the same in the future. It can also be said that children learn from their parents and elders at home which they commit it in the future. This also counts from which social background the respondent belongs. So, in this study both the social and economic background is not at the equal level. Though the respondents have high economic background some of them have low social background which is harmful for both the society and the respondents themselves. As well as with economic background the social background of the client should be maintained equally.

### **Case Studies, Findings and Suggestions**

In this chapter the case analysis, findings and suggestions of the entire study is described elaborately with proper findings and suggestive measures of each case.



### **Case 1:**

Date: 03/03/2019

Name of the institution- SUTU (Substance Use Treatment Unit) Sex- Male

Age- 56 years

Address- Digboi

Occupation- Employee of IOCL (Indian Oil Corporation), Digboi Nationality- Indian

Religion- Hinduism

Educational attainment- High school

### **Introduction**

The study was conducted to a client/respondent who was an employee of IOCL, Digboi. The client himself was the permanent resident of Digboi. The client was a skilled and a regular worker of IOCL. As he was an alcohol addict, due to his further treatment to help him stop consuming alcohol he had to visit the de-addiction centre (SUTU), Digboi.

### **Case History**

The client/respondent is a permanent resident of Digboi and is an employee of Digboi, Indian Oil Corporation Limited, (IOCL). He is of the age of 56 years. He is a married person. His marriage was performed at the age of 25 years. He has two children, a daughter and a son. While interviewing the client it was known that the client has a sweet relationship with his wife. After that suddenly a question came on the mind that if he has a sweet relationship with his wife then why he got addicted towards alcohol? Then by interviewing him it was known that the client was not involved in any type of family quarrels and also, he was not in any kind of depression state, rather he had a sweet relationship with his family. The client was also asked about his age of alcohol consumption. With regard to this the client disclosed that he started consuming alcohol when he was at the age of 40 years and slowly got addicted towards alcohol. It was also revealed that the client did not consume alcohol due to any type of depression, hard work or anxiety; rather he consumed alcohol in certain occasions in giving company to his co-workers which slowly stretched him towards getting addicted to alcohol. The client reported that he was much more acquainted with IMFL drinks such as whisky, gin, rum, vodka, etc. The client himself belongs to a good family background where his father was not an addict. They were in total 5 brothers and sisters and the client was in 4<sup>th</sup> order. Though he was the 4<sup>th</sup> child of his parents, he received full love and affection from his parents. And still now he is having a full and happy family with his wife and his two children.

It also further came to be known that the client did not face any accident, he was not caught by any police, he did not feel sick due to consumption of alcohol and he did not ever miss his work due to his consumption of alcohol. The client also said that he did not even feel any sort of physical disorder and as such he did not think to consult any doctor. He did not even know where to go if any treatment is required to help him stop consuming alcohol. But finally, the client admits that he got addicted to alcohol and he was taken to the de-addiction centre of Digboi AOD Hospital by his family members.



### **Opinion of the client about the de-addiction centre (SUTU)-**

Though the client was totally unknown about the de-addiction centre, he was taken to the centre by his family members. According to him he was registered in the centre on 18<sup>th</sup> of July 2013.

He said that first of all when he was taken to the de-addiction centre he became angry and did not answer any the question that was asked him by the counselor of the centre. But slowly he got acquainted with the counseling and attended the treatment and counseling thoroughly which helped him to get de-addicted slowly. He said that it took time to get de-addicted. But he also said that he was not at all in touch of alcohol for 3 years but now again he sometime feels of tasting alcohol.

### **Plan intervention-**

After counseling the client it was reached to the intervention part that this client is now at the age of 56 years and after 4 years he will become a retired person. So, as the client said that he did not feel the need of any treatment, but being a researcher, I think that according to the age some or the other disease may occur as he grows older. So, it was thought that more and more counseling and also therapy is required for this client as because consuming alcohol may again relapse in future, as alcohol addiction is also considered as a type of disease.

### **Case 2:**

Date: 04/03/2019

Name of the institution- SUTU Sex- male

Age- 48 years Address- Digboi

Occupation- Employee of IOCL Nationality- Indian

Religion- Hinduism

Educational Qualification- High school

### **Introduction:**

The client/respondent for this study was an employee of IOCL, Digboi. The client himself is the resident of Digboi. He was also a substance dependent (alcohol addict) person who was registered under the de-addiction centre (SUTU) of Digboi AOD Hospital. The client was an unskilled worker but a regular employee of IOCL.

### **Case History:**

The client is a permanent resident of Digboi and is an Employee of IOCL, Digboi. The client is of 48 years. He is a married person and his educational qualification is up to high school. The client also belongs to Hindu religion. He has two children, a daughter and a son. His marriage was performed at the age of 25 years. After his marriage he became an alcohol user that too at the age of 35 years. While interviewing the client it was gathered that he always consumed alcohol with his peer group. It clearly depicts that the client started consuming alcohol before his employment. It was viewed that when he was an unemployed person or may be as a student, he used the money for buying drinks that was given to him by his parents as his pocket money. It was also

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known that the client neither had a sweet nor a bitter relationship with his wife and also sometimes he was involved in quarrels with his wife. His father neither was an addict nor did his parents gets involved into quarrels. The client had a total of four sisters and two brothers of his own and he was the fifth one by order. Though he was the fifth child of his parents, he received full love and affection from his parents.

While the interview was going on it was also known that the client was depressed, tensed, etc with some of his thoughts. It was also known that the client consumed alcohol to get relief from frustration, tension, depression, etc. But it was also noted that the client started consuming alcohol before his marriage but though he got married, he had some tensions and depressions for which he started consuming more and more. By interviewing it was gathered that the client did not consumed alcohol for the last 30 days as his counseling was still on process. Among the various forms of alcohol, the client preferred to consume the IMFL drinks such as whisky, gin, rum, vodka, etc as these types of drinks contains more percent of alcohol and nicotine which leads him to heavy drowsiness and also help him to forget his every depressions, frustrations and tensions. While interviewing the client said that did not face any accident, he was not caught by any police, he did not feel sick due to consumption of alcohol and he did not ever missed his work due to his consumption of alcohol. The client also said that he did not even feel any sort of physical disorder and as such he did not think to consult any doctor. He did not even know where to go if any treatment is required to help him stop consuming alcohol. But finally, this client also admits that he got addicted to alcohol and he was taken to the de-addiction centre of Digboi AOD Hospital by his friends.

### **Opinion of the client about the de-addiction centre (SUTU)**

The client was taken to the de-addiction centre by his friends. According to him, he was registered in the centre in 3<sup>rd</sup> June, 2013. He said that he was totally unknown about the centre and first when he was taken to the centre he became angry and did not respond clearly to any questions, also he felt ashamed. But slowly then he got acquainted with the counseling and treatment procedure and attended the treatment thoroughly which helped him get de-addicted slowly. But in this client's case it was noted that he was not in touch with alcohol from more than last 30 days as his treatment was on process.

### **Plan intervention**

After the overall interview with the client, in the intervention part it is to be noted that the client was a regular alcohol user who became an addict later on. But through the counseling and treatment procedure of the de-addiction centre the client till now is de-addict. But according to the study the client should be aware and should stay away from those of his peer groups with whom he got addicted. As alcohol is considered as a disease it may relapse again in future.

### **Case 3:**

Date: 10/03/2019

Name of the institution- SUTU Sex- male

Age- 46 years Address- Digboi

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Occupation- Employee of IOCL Nationality- Indian

Religion- Hinduism

Educational Qualification- up to primary level

### **Introduction**

The study was conducted to a client/respondent who was an employee of IOCL, Digboi. The client himself is the resident of Digboi. He was also a substance dependent (alcohol addict) person who was registered under the de-addiction centre (SUTU) of Digboi AOD Hospital. The client was an unskilled worker but a regular employee of IOCL.

### **Case History**

This client is also a permanent resident of Digboi and is an employee of IOCL, Digboi. The client is of 46 years. He is a married person and he attained his educational qualification up to the primary level. He has two children i.e. two sons. His marriage was performed when he was at the age of 24 years. After his marriage he became an alcohol user when he was at the age of 30 years. While interviewing the client it was known that the client started consuming alcohol with his office co-workers. Here it clearly shows that the client started consuming after his employment as he started taking drink with his co-workers. It was also gathered that the client had sweet and happy relationship with his wife and his children's. The client belongs to a good family background. The client's father was a very honorable person and was not at all an addict. His parents never got involved into any quarrels. The client has a total number of two brothers and two sisters including him. He is the fourth one by order. Being the fourth child of his parents he received full love and affection from his parents. Now the question arises why did he start to take drink? According to the client's answer it was gathered that during his employment at IOCL, he was a laborer. Being a laborer, day by day his work load became more. And he became fully pressurized. So, when he saw his co-workers consuming alcohol, he slowly day by day started consuming alcohol accompanying them to make him feel relax which later on turned him to addiction. From here it clearly comes out that the client took into drinking due to hard work. It was also gathered that the client took alcohol frequently. Among the various forms of alcohol, the client mostly preferred the IMFL drinks such as whisky, gin, rum, vodka, etc because these drinks contain more percent of alcohol and nicotine which helps him to forget everything and makes him feel relax. It was further came to be known that the client did not face any accident, he was not caught by any police, he did not feel sick due to consumption of alcohol and he did not ever miss his work due to his consumption of alcohol. The client also said that he did not even feel any sort of physical disorder and as such he did not think to consult any doctor. He did not even know where to go if any treatment is required to help him stop consuming alcohol. But finally, this client also admits that he got addicted to alcohol and he was taken to the de-addiction centre of Digboi AOD Hospital by his family members.





### **Opinion of the client about the de-addiction centre (SUTU)**

The client was taken to the de-addiction centre by his family members. According to him, he was registered in the centre in 8<sup>th</sup> August, 2013. He said that he was totally unknown about the centre and first when he was taken to the centre he felt awkward and ashamed as what to say and what not to say. But slowly he got acquainted with the counseling and treatment procedure and attended the treatment thoroughly which helped him to reduce consuming alcohol. But while he was saying his opinion it was also gathered that he still wants to take drinks sometimes due to his over loaded work pressure.

### **Plan intervention**

After interviewing the client as a whole, it was gathered that the client was a regular alcohol user who became an addict later on. As he is at the age of 46 years, he has many years of his job to get retired. He has his family and two small children of whom he has take care of the rest of the life. But as the client said that still now sometimes, he feels to consume alcohol due to his hard work, the interviewer assumes that if this happens it will hamper the client's future. So, for this more and more counseling treatment is required for the client in further which will help him not to get addicted to alcohol once again.

### **Case 4**

Date: 11/03/2019

Name of the institution- SUTU Sex- male

Age- 59 years Address- Digboi

Occupation- Employee of IOCL Nationality- Indian

Religion- Hinduism

Educational Qualification- up to primary level

### **Introduction**

The client/respondent for this study was an employee of IOCL, Digboi. The client himself is the resident of Digboi. He was also a substance dependent (alcohol addict) person who was registered under the de-addiction centre (SUTU) of Digboi AOD Hospital. The client was an unskilled worker but a regular employee of IOCL.

### **Case History:**

This client is also a permanent resident of Digboi and is an employee of IOCL, Digboi. The client is of 59 years. He is a married person and he attained his educational qualification up to the primary level. He has three children i.e. two daughters and a son. His marriage was performed when he was at the age of 27 years. He became an alcohol user before his marriage when he was at the age of 25 years. While interviewing the client it was known that the client started consuming alcohol with his colleagues that are with the co-workers. But it was known that he did not start consuming alcohol before his employment as he became employed at a very early age. It was also gathered that the client had a very sweet relationship with his wife and children. Here in this case the client's father was also an addict and his parents also got involved in quarrels. The client

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had a total number of three brothers and a sister and he was the third child of his parents by order. Being the third child, he received full love and affection from his parents. While interviewing him it was gathered that he started taking drink as he felt it was very tasty for him. When he first tasted the alcohol with his co-workers, as he was forced to taste it, he liked the taste of alcohol at once and slowly from one day to the other he started consuming alcohol regularly and became fully an addict. Till his working period, he was alright but when he reached at the age of 57 years he felt sick. But according to his report he told that he did not feel sick due to the consumption of alcohol. He mostly preferred the IMFL drinks such as whisky, gin, rum, vodka, etc because these drinks were more tasteful than the other drinks for him. It was further came to be known that the client did not face any accident, he was not caught by any police, he did not feel sick due to consumption of alcohol and he did not ever missed his work due to his consumption of alcohol. The client also said that he did not even feel any sort of physical disorder and as such he did not think to consult any doctor. He did not even know where to go if any treatment is required to help him stop consuming alcohol. But finally, he says that due to his heavy drinking of alcohol various other disease started attacking him of which he was unknown and he was taken to the de-addiction centre of Digboi AOD Hospital by his family members.

#### **Opinion of the client about the de-addiction centre (SUTU)**

The client was taken to the de-addiction centre by his family members due to his heavy drinking of alcohol which started attacking his body parts. According to him, he was registered in the centre in 3<sup>rd</sup> September, 2013. He said that being an employee of IOCL for so many years he had never heard about the de-addiction centre of AOD Hospital before. When he was taken to the centre he felt ashamed and became angry. He did not respond to any question that was asked to him by the counselor at first. But slowly by visiting the centre day by day he got acquainted with the counseling and treatment procedure and attended the treatment thoroughly which helped him to reduce consuming alcohol. But he also says that till now he haven't touched alcohol but he says that he has no further guarantee about the future whether he will again take drink or not.

#### **Plan intervention**

After interviewing the client as a whole it was gathered that the client was a heavy alcoholic. As he is at the age of 59 years, he has only one more year of his job. After that he will be a retired person and will attain the post of senior citizenship. So, further if he again attempts to consume alcohol, he should be immediately taken to the de-addiction centre for counseling as earlier he was being made to taste alcohol forcefully by his co-workers and it may relapse again in near future.

#### **Case 5**

Date: 14/03/2019

Name of the institution- SUTU Sex- male

Age- 59 years Address- Digboi

Occupation- Employee of IOCL Nationality- Indian

Religion- Hinduism

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Educational Qualification- Graduate

### **Introduction**

The study was conducted to a client/respondent who was an employee of IOCL, Digboi. The client himself is the resident of Digboi. He was also a substance dependent (alcohol addict) person who was registered under the de-addiction centre (SUTU) of Digboi AOD Hospital. The client was a skilled worker and a regular employee of IOCL.

### **Case History**

This client is also a permanent resident of Digboi and is an employee of IOCL, Digboi. The client is of 59 years. He is a married person and he attained his educational qualification up to the graduate level. He has three children i.e. a daughter and a son. His marriage was performed when he was at the age of 30 years. He became an alcohol user after long back from his employment and even 20 years after his marriage i.e. he started taking drinks when he was at the age of 50 years. While interviewing the client it was known that the client started consuming alcohol with his group of co-workers. But it was gathered that he did not start consuming alcohol before his employment. Therefore, the client had a sweet and peaceful relationship with his wife and his children's. The client has a good family background. It was also known that the client's father was not an addict, but instead of not being an addict his parents sometimes got involved into quarrels for other family matters. The client had a total number of four brothers and according to that he is the first child of his parents and received love and affection from his parents. But he says that his parents were sometimes biased towards him.

After interviewing the client it was gathered that he started consuming alcohol at the age of 50 years. As he says that his work pressure became more and more and due to heavy work pressure, he started consuming alcohol as he thought that he would get some power and energy or would get relief from that hard work. After starting taking alcohol with his co-workers he slowly got addicted towards alcohol as he felt that he gets relief from hard work pressure. He also says that he started liking alcohol from that time. He continued drinking alcohol till years. The client while drinking alcohol mostly preferred the IMFL drinks such as whisky, gin, rum, vodka, etc because these drinks are available in the markets and also makes him forget everything and he could have a good sleep. It was further came to be known that the client did not face any accident, he was not caught by any police, he did not feel sick due to consumption of alcohol and he did not ever missed his work due to his consumption of alcohol. The client also said that he did not even feel any sort of physical disorder and as such he did not think to consult any doctor. But he says that he knew where to go if any treatment is required to help him stop consuming alcohol. But finally, he admits that he fully got addicted towards alcohol and he was required for the treatment procedure. He was taken to the de-addiction centre by his co-workers.

### **Opinion of the client about the de-addiction centre (SUTU)**

The client was taken to the de-addiction centre by his co-workers due to his

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heavy drinking of alcohol which made him fully dependent on alcohol. According to him, he was registered in the centre in 3<sup>0th</sup> August, 2014. He also said that he knew about the centre but did not feel the requirement for any counseling or treatment. When he was taken to the centre by his co-workers he became angry and shouted at them as well as at the counselor. But slowly and steadily he got acquainted with the counseling and treatment procedure and attended the treatment thoroughly and started responding normally which helped him to reduce consuming alcohol. He says that he is not consuming alcohol anymore and he is still under the treatment procedure.

### **Plan intervention**

After interviewing the client as a whole, it was gathered that the client became fully addicted on alcohol. As this client is also at the age of 59 years, he has left out with only one from retirement. So, as after his retirement he will also attain the post of senior citizenship he should stop consuming alcohol as soon as possible, as it may lead to various other diseases. As his counseling and treatment procedure is still going on, his family members should take full care of him as he may not get into addiction after getting cured because alcohol addiction is a disease and it may relapse again.

### **Findings**

The study was undertaken with four major objectives. The major findings of the study concerning each objective are presented below:

1. To find out the number of substance dependence person in and around Digboi AOD Hospital de-addiction centre(SUTU).The de-addiction centre (SUTU) of Digboi AOD Hospital was established on 1<sup>st</sup> of September 2010. This centre was set up by IOCL (Indian Oil Corporation), Digboi under the guidance of AIMS Delhi and AMC Dibrugarh this centre deals with the treatment procedure of the alcohol dependents as well as sometimes with the drug dependents also when necessary. But till now they have continued their treatment with the maximum number of alcoholic patients. As of now till the date it was being established, the de- addiction centre had a total of 400 patients under treatment. Whereas some are done with their treatment and some are still under treatment. These patients are none of the other patients but only the employees of IOCL who are working in IOCL, as this centre deals only with the entitled patient of IOCL. But as far the information gathered the centre is going to involve even the non- entitled patients of Digboi town. There is a counselor, a doctor and three assistants who run the de-addiction centre daily. But the study was conducted on only 10 patients. Among these 10 patients some were totally de-addicted and some are still under treatment and some have relapsed again.
2. To probe the reasons of substance dependents those were registered under SUTU. The de-addiction centre SUTU deals mostly with the alcoholic patients then with minimum numbers of drug abuse patients. As of now 400 patients have been registered under SUTU out of which the study is conducted taking 10 patients as respondents of the study. Among those 10 respondents there were patients dealing



with variety of reasons for consuming alcohol. A checklist of required questions was prepared according to which the study was carried on. The checklist also consisted of the question related to the reasons of substance dependents those who were registered under SUTU. There were nine valid reasons on the checklist to probe out the reasons such as to give companion to your friends, to get relief from depression, frustration and tension, occasionally, hard work, taste, to get energy, traditionally, habituated, and enough income. So, among these nine reasons and 10 respondents each type of patients from each of these reasons were found and also repeated reasons such as to get relief from depression, frustration and tension and occasionally were found. According to the respondents it was seen that they could easily identify their reason behind getting addicted to alcohol. Also, they got much more acquainted with their addiction that they could even speak out easily about their treatment procedure and what would happen if they continue with their addiction after being treated. Even they could also identify the reasons of their other co-workers.

3. To investigate the role of SUTU in de-addicting the addicts. SUTU of Digboi AOD Hospital has played a vital role in de-addicting the addicts since its date of establishment till the present day. It is working under AIMS of Delhi and AMC of Dibrugarh in making the treatment procedure more curable and fruitful. The counselor and the doctor of the SUTU play an important role in de-addicting the addicts. The counselor with help of the doctor starts the treatment procedure. The centre adapts many ways in bringing the addicts to the centre for their treatment as because if the patient by any chance gets to know about the treatment that will be provided to them then they may not visit the centre and remain hidden from the centre. So, the counselor has to apply various techniques in bringing the patients to the centre. Some of the techniques that this centre uses in bringing the patients to the centre are: first, the counselor is informed by the co-workers or family or peer groups of the patients about their alcohol use. After that the counselor gives suggestion to the family members, peer groups and co-workers about how to bring the patient to the hospital for certain medical treatment and checkups. After bringing the patient for doctor checkup the patient is advised by the doctor to have certain tests and after the results of the test of the patient the patient is to send to the de-addiction centre for further treatment and then the patient is bound to continue his treatment in the centre. Secondly, the counselor sends the assistants and other workers to the patient's house to have a casual visit with the family members of the patient. After visiting there they talk with the family members and convey the message of the counselor to them and also talks with the patient motivating them by calling them to the centre after that some way or the other, the patients are brought to the centre for treatment. Also, they collect information from the society. After bringing them to the centre the counselor carries on with the treatment procedure step by step. Treatment is also done through counseling, rehabilitation, therapy, diagnosis, etc. Full diagnosis of the patient is done. History of the patient is taken and then follow up is done. During the treatment some of the patients who are having the chance of getting HIV are asked to have a HIV test by the doctors. After the treatment procedure gets over the report of each and every patient daily, monthly



and yearly is send to AIMS Delhi for further investigation. Their treatment procedure takes a long period of time. SUTU has also taken steps in giving awareness programs in schools, colleges, villages and also among spouses. In all this way the de-addiction centre SUTU of AOD Hospital Digboi play an important role in de-addicting the addicts.

4. To look into the way of life of the persons who were de-addicted by de-addiction centre of AOD Hospital(SUTU).The patients who were registered in the de-addiction centre SUTU were all employees of IOCL. As these centre deals only with the entitled substance dependents patients and not with the non entitled patients. The ways of life of the entitled patients are very luxurious as they are the permanent employee of IOCL. They have a very high standard of living style. So, for this they should maintain their life from being destroyed and getting addicted to substances which are very harmful for health and life. As all the patients on whom the study is conducted are married person and have their children and wife. So, for this they are to be conscious about their rest of the life and their family members. But due to some reasons they become addicts. So, to make them de-addict and lead their life happily with their family members IOCL has opened a de-addiction centre SUTU in Digboi AOD Hospital for the benefit of the substance dependents patients and their family. The patients on whom the study was conducted are all the permanent residents of Digboi. They draw higher facilities and attention than any other local persons of the area. As such the way of life of the persons who were de-addicted by the de-addiction centre is a very happy way of living life. Some are fully de-addicted; some are in the continue treatment process and some relapsed again.

### Suggestions

After all the objectives, case studies, analysis and findings done on the de-addiction centre SUTU of Digboi AOD Hospital, it was seen that many changes have occurred among the lives of the patients of the centre who were employees of IOCL and were registered in the de-addiction centre for their treatment. As this centre deals with the treatment procedure with maximum of the alcohol abusers and sometimes with the other drug abusers, so, it was successful in finding and continuing the treatment with the alcoholics of only the entitled patients of AOD Hospital i.e. the employees of IOCL, Digboi.

As all of us is known to the fact that consumption of alcohol is very harmful for health. So, people should be aware of consuming alcohol frequently and getting addicted towards it. Sometimes in some occasions in rare cases consumption of alcohol is not a crime but that sometimes might lead a person towards addicted towards alcohol people start suffering from various physical and mental disorders. These disorders towards health may sometimes lead to death. Through this alcohol addiction, people commits many crime and attain punishments according to the law for lifelong which destroys their life and the lives of their family from which they belong. So, it is better to get rid of consuming alcohol and getting addicted. As alcohol is considered as a disease many

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therapies, counseling, rehabilitating and tests have come out for better treatment procedure to cure the patients those who are addicted towards it.

As, nowadays, every disease has become curable, as such; the disease of getting addicted towards alcohol has also become curable. Also, there are many such reasons that people get addicted towards alcohol. So, to cure this disease full family support, peer support as well as doctor's support is required. As it is seen in the de-addiction centre SUTU of Digboi that any patients are fully de-addicted, some are in the continuous treatment process and some have relapsed again. So, those of the relapsed patients requires full family support, their peer groups support, their co-workers who are working with them and are not an addict and the doctor's support make the patients fully de-addicted, so that they may not relapse again in future. And the patients who are fully de-addicted got full support from each of these supportive groups. So, for these reasons more and more counseling and treatment is required for the patients to motivate their minds. So, the de-addiction centre SUTU of Digboi AOD Hospital is trying their best to provide proper counseling and treatment to motivate the people to come out from addiction towards drug abuse. As well as, they are providing awareness programs to the society, schools, and colleges and among the family of the houses about the use of alcohol and drugs. The de-addiction centre SUTU of Digboi is working hard and trying their best to cure the patients so that the patients can lead a healthy, respectful and peaceful life. So, not only the patients those who are registered under the de-addiction, but also all the people of the society should be aware of not consuming alcohol and get addicted towards which is very harmful for health and causes various diseases and may sometimes lead to death at a very early age.

### **Conclusion**

The case studies of 10 alcohol addicts who were registered in the de-addiction centre SUTU of Digboi AOD Hospital were elaborately described in the preceding chapters above. While describing each case elaborately it was seen that each and every respondents had a reason for taking drink and becoming an addict. These reasons are sometimes considered as valid and sometimes considered as non valid. The non valid reasons are the silly reasons which also leads a person towards becoming an addict and changes his/her mind set. The change of mindset causes a psychological effect in the person's mind. This whole study reveals about the role of the de-addiction centre SUTU of Digboi AOD Hospital towards de-addicting the substance dependents and to look into the way of life of the employees of IOCL who were registered under the de-addiction centre. As many as 10 case studies are done to bring out an overall scenario and historical background of the patients of the de-addiction centre. It was found that the patients first of all were totally unaware about the de-addiction centre but slowly when they were motivated and brought to the centre for their treatment, they got acquainted to the centre as well as the treatment procedure adopted to cure them. The study also revealed that some of the patients after their treatment and counseling got fully de-addicted, some are in their continuous treatment process and some were admitted to the de-addiction centre for consuming alcohol to get regular treatment. The important finding in making the person fully cure can be attributed to the care of the family, society, peer group and co-workers. It was further found that some of the respondents

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had good relationship with their family, some belonged to the good family background, some of the respondent's father was not an addict and loved them too much but then also they took drink due to their hard work, to give companion to their friends, due to peer pressure, due to habit, enough income, to get energy, occasionally, traditionally, etc. But it was also seen that there were respondents who took drink to get relief from tension, frustration and depression.

This was a reason which was found repeatedly. So, from all the case studies it was revealed that whatever the reason may be for getting addicted towards alcohol, it is a greatest disease for both mental and physical health of people which may cause various other diseases and so the respondents should be given proper treatment to get de-addict. And the de-addiction centre is doing its best to provide proper treatment and counseling to the patients.

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## DEFINING ELEMENTS OF THE NEW NATIONAL EDUCATION POLICY 2020: A CRITICAL REVIEW

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### Abstract

After almost 30 years, changes were introduced in the NEP to make it suitable to fulfil the demands and challenges of 21<sup>st</sup> century. The drafting of NEP 2020 has taken more than 5 years and it has considered many remarkable and radical ideas to modernize India's school and college education. The Education Ministry of India openly invited views and suggestions of all stakeholders such as teachers, policy makers, educational institutions and the general public on the basic draft of NEP submitted to the Ministry in May 2019.

The new National Education Policy (NEP) 2020 aims at making the education system in India more flexible, holistic, and multidisciplinary and has also kept in view the provisions of the 2030 sustainable Development Goals. The five fundamentals of NEP 2020 are access, affordability, equity, quality and accountability. It envisages an inclusive, participatory and holistic approach. To make it more comprehensive NEP 2020 seems to have considered the opinions of expert, field experiences, findings of empirical research, feedback of stakeholder and results of best educational practices.

Education for Self – reliant India, Education to boost the Economy, World rank Higher Education, Education for developing socially significant values, Digitalization of pedagogy, Teachers with up-to-date technological skills, etc. are the defining elements of NEP- 2020.

**Key Words:** National Education Policy, NEP-2020, Education in India.

### Introduction

India's National Education Policy (NEP) was framed in 1986. It was further modified in year 1992. After almost 30 years, changes were introduced in the NEP to make it suitable to fulfil the demands and challenges of 21<sup>st</sup> century, keeping the main thrust on quality, innovation and research. NEP 2020 accentuates on holistic multidisciplinary education to build a solid academic foundation for its stakeholders to take on challenges posed by rapidly changing world. The drafting of NEP 2020 has taken more than 5 years and it has considered many remarkable and radical ideas to modernize India's school and college education.

The Education Ministry of India openly invited views and suggestions of all stakeholders such as teachers, policy makers, educational institutions and the general public on the basic draft of NEP submitted to the Ministry in May 2019.

The five fundamentals of NEP 2020 are access, affordability, equity, quality and accountability. It envisages an inclusive, participatory and holistic approach. To make it more comprehensive NEP 2020 seems to have considered the opinions of



expert, field experiences, findings of empirical research, feedback of stakeholder and results of best educational practices.

### Defining Elements of NEP- 2020

- **Education for Self – reliant India:**The NEP aims to create a foot hold for different Government of India initiatives such as make in India, skill India, start-up India, etc. It also focuses on boosting the mantra of self reliance and thereby promoting entrepreneurship over jobs to endorse the scheme, ‘Atma-Nirbhar India’. This approach would encourage the self-sustained skill-based model of education to curb unemployment of youth. Section 3, 4 and 7 of School education along with 10.8 article of NEP-2020, give prime importance to skill education in schools as well as at higher education level. NEP 2020 aims to transfer at least one vocational skill to each student by introducing it at pre-school. It will be taught up to 12th class and further continuing it in Higher Education, too. The policy also intends to increase the GER (Gross Enrolment Ratio) in higher education from 26.3% (2018) to 50% by 2035 with help of vocational education. To further initiate and regulate the process, ‘National Committee for the Integration of Vocational Education’ (NCIVE) will be constituted to create the supportive framework.
- **Education to boost the Economy:**It is a well-accepted truth that knowledge economy being interconnected to society at large; can boost socio- economic development in multiple ways. NEP- 2020 aims at strengthening Indian economy by promoting vocational studies to develop skills, making available required guidance through incubation canters, creating sources of initial funding and support the entire entrepreneurship activity to ultimately boost the economy. Section 17 of NEP-2020 clearly stresses upon knowledge economy and promoting cultural heritage. It focuses on increasing GER in Higher Education by aspiring youth to pursue higher education to a greater extent and creating a pool of skilled youth who would improve national economy to build the nation. The policy also aims at providing technology solutions to the higher education institutions to digitally empower them.
- **World rank Higher Education:** For the first time in the history of Indian Higher Education, a worldwide perspective is being added. The focus is on making India a knowledge hub that would allure foreign students to join hands with Indian universities for research collaboration and student exchange programmes. The stress is on encouraging linkages between Indian and global institutions through organised efforts. There would be open acceptance to exchange of credits between foreign universities and home institutes for the award of a degree, as per rules of HEI. This initiative would not only open up the job market across the globe but also boost international business relations. It will add a multi-beneficiary significance to Indian Higher Education and spread awareness about Indian culture, socio-economic diversity, trade regulations, industry strengths and other important aspects to its overseas as well as domestic students.



- **Education for developing socially significant values:** UN has defined 17 Sustainable Development Goals (SDG) and the SDG4 is about 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. According to UN in India (2017), significant progress had been made in universalising primary education, with improvement in the enrolment and completion rates of girls in both primary and elementary school. The net enrolment ratio in primary education for boys and girls was at 100%, while at the national level, the youth literacy rate was 94% for males and 92% for females.<sup>(1)</sup> Article 7.12 of NEP-2020, emphasise about constituting 'Samajik Chetna Kendra' at schools that would undertake activities for serving the society and introduce students to socially cohesive environment. The article 10.3 and 10.6, categorically mentions about the crucial responsibilities of HE Institutions to promote cooperation and collaboration with the local community and undertake activities that focus on value-based education. The NEP 2020 is determined to imbibe eco-friendly habits in students' right from the primary level of education.
- **Digitalization of pedagogy:** The current crisis of Covid-19 pandemic has given momentum to the Government initiative of digital India, and spelled out the need and creation of digital libraries, digital content, digital pedagogy and classrooms with online teaching and learning, online organisation of events and forums. All this along with learning of different languages through digital methods is highlighted in NEP 2020. Section 23 and 24 of NEP 2020 provide details of integrating technology into educational pedagogy. It also pronounces the need to create a dedicated unit to plan and develop digital infrastructure, digital content and helping both school and higher education institutions to build capacity of technology for e-education in order to make India a digitally empowered society and knowledge economy. The main challenge is to implement it in all levels. Making available internet connectivity at the required massive scale, technological devices at affordable costs and other supportive infrastructure, is a crucial test. The National Educational Technology Forum (NETF), in capacity of an autonomous regulatory body, proposes to provide a platform to facilitate decision making on the induction, deployment, and use of technology, as well as the opportunity to consult and share best practices.
- **Teachers with up-to-date technological skills:** To train school and higher education teachers many schemes were introduced. Also, there were efforts to train teachers in using digital technology for education. There was an effort to make courses like MH-CIT (Maharashtra State Certificate in Information Technology) essential for school and college teachers and also for aspiring Ph.D. students. Remuneration incentives were also given for the teachers to perk up their pedagogical skills to ease and improvement in knowledge transfer. This has proven to be useful during the current COVID 2019 pandemic situation for conducting online classes for school going as well as college students. Numerous forums in form of seminars, faculty development programmes, workshops and short term



training programmes have provided latest technological skills and digital know-how to teachers.

- **A layered Accreditation system:** A new layered accreditation system for on campus and for online distance learning (ODL), infrastructure for quality degree granting institutes and universities, autonomy to faculty and institutes defines NEP2020 in 21st century for India. The layered Accreditation system will differentiate between a degree granting stand-alone college and a wholesome University. Affiliation system is to be stopped and teaching and research forms two major activities in an institute. Accreditation should be able to set standards in quality of infrastructure, faculty, technology, GER, research facilities. (Aggarwal, 2020)

### Conclusion

The new National Education Policy (NEP) 2020 aims mainly at making the education system in India more flexible, holistic, multidisciplinary and aligned to the vocational needs of the 21st century. It has also kept in view the provisions of the 2030 sustainable Development Goals. The overall objective of NEP 2020 appears to be ideal in many ways and brings about transformational reforms to make the coming generations more productive, progressive, open minded and empowered contributors to the Indian economy. However, the success of attaining all its goals in the true sense will be marked by actual implementation of NEP 2020 on ground.

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पातंजलयोग, आसन, अष्टांगयोग, गोपनीयता, शिवसंहिता, घेरण्डसंहिता, हठयोगप्रदीपिका, योगसूत्र

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orèku le; ea; ks dk dycykgaftl sn[ogh ; ks djueyxkgavkf[kj ; g ; ksGD; k ; ks ds l k fleg'k'ratfy dk Hkh uke fy; ktrkg'k'ratfy us ;ksl # dh jpuk dh gA ;ksl # ; ks dk ikphureikef.kdxkkekuktkrkgstl ea ; ks ds ief[k fl)klrka dk o.kzfd; ks; ksA ; fng; ;ksl # dk v/; ; u djrk;k; ksd ;ksLrnr% , d l/kuk ; k ril; ksftl dkmnas; ekk ikfngAekkk , d , d hvofkkgstkd gtiki; ughA iR; d0; fDrek dh vfkyl'kk j[k] ; g ughAkrkAy[kkajk/kskha ls dktcjkghk dh ftKkl kdjrkgsksl ghek; uamlsklrdjus dh vjvxl jgrkgA ;ksl # eaf.kf ;ksn'kzvirel kkkrdkj dh ml volfk dk o.kzgstl skldrdjus[kst] bflnz; kutko ds l/kk.k o l kelt; Lrjijogckkx; ; HkhughA ; kschds ;ksl k/kuk ds foHkkuLrjij gkukysvthk k/kk.k0; fDrdksvkddirhgksgA ; ks exzR; lrdfBugkus ds dkj.kghri vfkkl k/kukdgtrkgAorèku le; eris ;ksdls bl : iei pkj rfd; ktkjggekukngjst+ ds uk'rstS kdngstl iR; d0; fDrfkA/k ; k cgrdjsvo'; A ; ks ds ipyr : iea/kl uvks ik.kk; ke 'knl okz/kykdfz ; ks; g'k'ratfyftl ; ks dh ckdjrgbgv"vta; ; ksGaml dØe k% vB vak gSts ; e] fu; e] vkl u] ik.kk; ke] iR; kqkj] /kkj.kk] /; ku] l ekf/k ds : iemYyf[krgAvkl urh] jk o ik.kk; kepkkk vak gA ;ksl k/kukbudki kyuhkbl hØeaid; ktrkgA ;ksl # eil o= eu dsfu; #.k dh ckdrgx; hgA ; ks dk mnas; eu ds iwkf% fu; #.k ls ghi jkgsrkgAeudksu; i=r djus ds nsmik; cryk; x; gñ vli; kl vksj kx; AoS kx; ds Hkrola ds vHkoeeufu; i=r ds gksk\ orèku ; ks&/kksrksj kx; dghu tjughAkrkA ; e tksd ; ks dk iFke vak gbgg&vfgd k] lR;] vLrs] cāp; vks vijxg dk vkpj.kA tcrd ; ks hemij kdr iapHkoughAkrng ; ks hdgykus dh ; kx; rkugha j[krkAD; kvkt ds ; s rFktcfkr ; ks h buea ls fdl HkHkko ls ; DrgA ; ks djusksks ; ks djusksksdruy;ksGatksvfgd k] vijxgkfnHkko ls ; e] gS ;ksl # eaiskx] }sk] ekj] lkl fjd thou vks ; gk; rfdLefr] funktvknkHkkl ekldrdjus dh ckdrgx; hgA ;ksl # rkdNvyxghdgkukhdrgkAfoHkkuvkl uvks muds 'kkjhfjdykik ;ksl # emYyf[krughAfdl hekvflokØ; k dk Hko.kzughAvr% buvkl ula o epkvla ls iratfydktk/kukvks ogHkorèkuiipyrLo: i l] l ghughA ; fngebufoHkkuvkl ula dh [kst ;ksl # eajkrkgeujk'kghgkfyxshA ;ksl # ea, d Hkvrkl u dk uke ughA

vkl ula ds o ik.kk; kekn ds fcuk ; ks dh dYi ukughk k r h A buds folrro.kzgrgegB; ks ds xikryk'kdjrgA iratfy ds ;ksl # eadghkh 'gB; ks\* 'kn dk iz ksugthA gB; ksD; ksG o ml ea; ks dk D; kLo: icryk; ks; ksG ; kscdjus ; kx; 0; fDrdkugvks ; kxdfØ; kvla dk D; kmnas; gS buiz ula dk mRrjiLrnyk ekldrdjus dk iz, kl fd; ks; ksA



gB; lx l s l e f / r o y k d f i z ; i e i p f y r v k l u h e p t v k a o f 0 ; k v k a d h t k u d j h g r q h u i z e [ k x f i k v / k j L r i k d g s t k l d r g s / k j o g u j B ; l x i n f i d k ] ? k j . M l f i g r k o f ' k o l f i g r k A b u l s v f / k d i k p h u v i j d k b k i k f t l e g B ; l x d h f 0 ; k ; i o f l ) k r k a d k o k u f d ; k x ; k g l m i y C / k u g h e g B ; l x d s c k j e a d g k x ; k g d g B ; l x f o | k d k m i n s k j h v k f n u k F k u s f d ; k g A 1 x f i k j h k e i ' k o o n u k d h x ; h g A J h v k f n u k F k l s r i R i ; l ; g l k x o k u f ' k o l s g h g A g B ; l x i n f i d k d s j p u k d j L o k R e k j k e ; l x h g A 2 e R L ; b n u k F k o x l j { k u k F k d k h k x f i k d k j u s g B ; k s x ; k a o v i u s i o f o } k u k a d h J s k h e a j [ k k g A 3 b l d s v f i j D r h k j o ] d j s / d j p i / h j d k i k y h d d p . M h ' o j ] i v Y y k e ? k k / k p s y h i f v i v . k h i [ k . M d k i k f y d v k f n v u d g B ; k s x ; k a o f l } k a d s u k e l a d k H k m Y y e k g A ; s l H k e r ; q d s f o t r k c r y k ; x ; g B k s a i k e l e k e . k d j r j g r s g A 4 ? k j . M l f i g r k j ? k j . M \_ f ' k d s m i n s k g s t . k p . M d k i k f y u k e d ; l x d i c l s n ; x ; g A / k j . M l f i g r k e l k h v k l u h e ; k s x d f 0 ; k v k a o e p t v k a d k o . k i i k l r g k s k g A

f'kol fgrk ds ckjeki "Vughgfdml dj p u k d j d k g A f d i r t p l e m Y y e [ k r l w - k a l s ; g l a r f e y r k g f d ; g H k x o k u f ' k o } k j k i k o r h d l s n ; x ; g B ; l x f o ' k ; d m i n s k k a d k l a d y u g A i L r i p y e k e e m i j k D r r i u k a k f i k a d s v k / k j i j g e ; g n f k u s d k i z k l d j a k d g B ; l x f o | k d l x g . k d j u o k y 0 ; f D r d h D ; k ; k k ; r k g s u p k f g ; s / k j b l ; l x d k m n n s ; D ; k g A D ; k ; g i R ; d 0 ; f D r d k d j u k p k f g ; s v F k o f d l f h o ' k s k m n n s ; d h i i r l d s f y ; b u v i l ; k l a d k f d ; k t k ; A o r e k u l e ; e p k g d k b u s k g s d s h g s j v i j k / k h g s f [ k y k M h g k l H k d s f y ; s ; l x d k m i n s k f d ; k t k j g k g A i R ; d o x l d s f y ; } i R ; d i v k ; p x l d s f y ; s b l s y k h i n c r y k ; k t k j g k g A m n n s ; H k h v u d k u d f u x k ; s t k j g g A ' k i j h L o L F k j g s k l v k ; q c < s c h ] , d k x r k c < s c h ] r u k o d e g k x k l L o k f i k e k u t k s x k o x j g o x j g A f t u j k s k a d k m i p k j v k / k u d i ) f r e a u g h m u d k m i p k j h k h g k s k A ; l x d h i ) f r o m l d y k h k a c k h k y H k h k r l e > u s d s f y ; g e a ; l x d s i k p h u r e x f i k a c l s [ k a k y u k g h i M e k A

**; k d j u s d h ; k ; r k %**

; k d j u s d h D ; k ; k k ; r k g s ; g i z u e g R o i w k j 0 ; k i d m i j k D r x e k b l f o | k d l s ; k k ; 0 ; f D r d k g h i n k u d j u s j c M k t k j n r g A i R ; d 0 ; f D r ; l x f o | k d l x g . k d j u s d k v f / k d k j h u g h e A ; g ; l x f o | k i j e x i u h ; c r y k ; h x ; h g s t l s ; j u g h l H k h d s f y ; s t k x j d j n u s d h l [ r e u k g h d h x ; h g A l k e k u ; t u d s f y ; s ; g ' k k L = d n k i u g h e A ; g Q y h l a r g h r e g l e r h g s t c l q k = } k j l x g . k d h t k r h g A ^ ; g ; l x ' k k L = , d x k i u h ; f o ' k ; g s t k s j S B R d t u k r F k i J S B R e k d k g h n k r 0 ; g s 5 x k i u h ; v F k i r - N i j k d j j [ k u s ; k k ; A ; f n b l s J S B R e k d k g h n u k p k f g ; r k o g J S B R e k g k o c k s k N o g , d o j k k ; i w k 0 ; f D r g k s k D ; k i d ' f u R ; o u s e f u k d d e k e u k l f D r d k R ; k x d j ; k s e i d u k g h u k p k f g ; A t x r e d H k h Q y k a d h b P N i d k R ; k x n u k p k f g ; A ^ 6 ' f e f ; k c s y u o k y 0 ; f D r l s ; l x f l f ) d H k h u g h e k d r h A ^ 7 r i R i ; l ; g g f d ; l x d k v k j k g h , d r R o n ' k i j f o o d h 0 ; f D r d j i k r k g A o g l k d k f j d e k ; k j e l e g l s n i j j g u s d h i o f u k o y k g r k g A ; f n > B c k y u o k y 0 ; f D r l s ; l x f l ) g h u g h e k d r k r k e k j j k t u r k D ; k a i u k o t u r k d k l e ; u ' V d j o k j g g A ^ ; l x d k m i n s k x k i u h ; g A ; l x d i c l s / k r { l e k r i j ' k i p } c i j } y T t k b u f u ; e l a d k i k y u d j u k p k f g ; A ^ 8

; s l H k h y { k . k r o g s t k s ; l x i k j E l k d j u o k y 0 ; f D r e g k u p k f g ; A ; l x d j u s / s d j o k u p k y s F k i r - m i n s k d t l s k t d y ; l x l w / j p y k r g s f d r u s b l J s k h e a w k r g A ; g r k i i ' V g h g A b u l H k f o ' k s k r i v k a d s v H k k o e a t k d i f d ; k t k ; x k o g m Y d m i k y g k d e l s d e ; l x u g h e k d r i k A f o f H k u v k l u l a d s l e a k e 0 ; k d g k x ; k g s ; f n e g m l s n f l a r k s ^ i n e k l u x k i u h ; v k l u g s F k i g j f d l h d s ; g i t r u g h e k s k A ^ 9 ^ ; l x d k v i l ; k l e k s k d e l e v F k i r - e l e k d h d k e u d j u o k y 0 ; f D r d k g h d j u k p k f g ; A ^ 10 g B ; l x f o | k d h x k i u h ; r k d k m i n s k e k = , d v k l u ; k f 0 ; k v F l o k e n k d s f y ; u g h a f i r i j R ; d i v k l u j f 0 ; k o e n k d s f y ; c r y k ; k x ; k g A ^ e n k i j e x k i u h ; g A b l s i R ; d 0 ; f D r d k u g h e r k u k p k f g ; p k g s k . k d . B e g h D ; j u v k t k k ; A ^ 11 ^ e g k e n k d k 0 ; o g j x k i u h ; g s b l s g j f d l h d k u g h e r k u k p k f g ; A ^ 12 f d l H k h ; l x d h f 0 ; k d s l e a k e a ; g u g h y [ k k g f d b l s c a k H k d j j c P p h k d j j v j r h k d j a H k h v i l ; k l d j a t s s i g s f t r u h k h v l u y x y x k ; j / h j s / h j d c y x u y x t k ; A ^ 13 v i o l e a l s l e ; f u d k y d j d i l e ; ; l x d k n j ; s l d c g h i k f u n t ' k r u g h e A , d ; l x h l k e k u ; l k k j h t h o u t h u s o k y 0 ; f D r u g h e k s k g s / k j ; l x d k d k b z , d k i d j u g h e s t k s b l ; i e i d ; k t k r k g s t s l v k t d y ; l x f ' k f o j y x k y x k d j d j o k ; k t k j g k g A ; l x i s v u d f l f ) ; k a i k l r g k h g s o e l e k d h i k f l r g l s h g s t k u ' d e l e k k o d k g h u k e g A i j l r q ; f n ; s ; c i k l r u g h e k d d r k s d e l s d e ' k i j j r i k o L F k j g h t k ; s k l , d f d l H k h x e m Y y e k u g h e A



gB; lx dh , d ifl ) enkgstls [kpjhentkgtkrkgA ^ [kpjhentk.k ds l ekugstli r; uiwzlxki uh; j [kukpkfg; A ; g gjfdl hclki nukdjus ; k; ughgA<sup>13</sup> ^tkyalkj cak dklhxlxi uh; o norkvka ds fy; klnhykrcryk; lx; kga<sup>14</sup> ; kskh; kl fdl hl koztudLFkuijdjus dk Hkhfu"sk gBogepij] l egea ; k HkhM+ ds : iea , d l kfdnkfi ughid; ktrkvlg ml dkin' kurlsd l Hkh j'reaughd; ktukpkfg; Aeycak ds o. kuzefy [kk gsd ^xlrvis tu'W; LFkueabl cak dk vH; kl fd; ktukpkfg; A<sup>15</sup> foijhrdj.kh enk ds l cak emYyfk gsd ^futZLFkueabl dkvH; kl djukpkfg; A<sup>16</sup> otshentkhlhi jexki uh; gA<sup>17</sup> ; lx l s l ca/krdtkbklhvk l uj fØ; kvfokent , d hugghst l dskjea ; g funskgisdogtul enk; }kjbdVBlgldjfd; ktk; Atcfdge ; g n[ krgiddk; ky; ke) Ldnyke) LVSM; eepcukdj , d 0; fdrekbdydjmi nskd ds : ieaBtkrgsVgHkhM+ dlvH; kl djus dk funsknskjrgkAl Qyrkl pvdvklMkhi s kfd; stkrghd ; gkgtkj us ; ksfcd; kj ; gkay [k us fd; kAnskaid; kvkjs fonskeid; kA ; fn ; ghi fØ; kpyrhjghrks ; lx dk okLrfodLo: itkueul; ds fy; dY; k.kdjhghogfogyrgstsk; skvlg ml ds kFkHkjr; fparuijEijk dk ob' kV'; HkhA 'kjhjfd; k; kela dk vkp .kvlg muckfoLrkj l s v/ ; ; u dj 'kjhjfdmR—"Vrki ktrdjuea f' petns k gel s dkOlvxgAmudhmR—"V rduhd muds f [kykfm+ ka ds in' kzeaa n[ khlhtkrhgA ; lx 'kjhjfdi {k dkegRo u ndjeu ds fu; a- k dh ckrdjrgkA ; lx l # Li"V : i l s bufl ) krlakli LrdjrgkA ; lx l # eakli uh; rkolyhckrugghA xli uh; rki jbrukvf/kdvxggB; lx ds xrkkeghi ktrgkrgA xli uh; rk ds vfrjDr ; ksexz dh l Qyrkeavkopyfo?uka dk HkhMYyfk fd; lx; kga<sup>18</sup> ukjh] oL= /kuj jRu onkfn 'kL=] uR; ] xhrl achr] vkhk.k] okgu ; s l Hkhkx ; lx ds fo?ugA<sup>19</sup> vFkkr- ; kxhl kl kfd thou l s iukr; kvyxgkrgA ; kxhLo; rkl Ttu] l k/k; fdrgskgh] nqtZka l s l akr j [kuykchkh ; kxhughgk l d rka<sup>19</sup> ; ; kxkxi uh; ghughi jexki uh; gA<sup>20</sup> brulghugha ^rhukvclkebl l s f/kdxi uh; dNughgA ; Ruiwz bl s xli uh; j [kukpkfg; A ; g dkhk; k; k ds yk; dHkughgA<sup>21</sup> vFkkr- ; lx dk mi ns kranjmi dho; k; k Hkh u djA f' kol igrk ds l ekughgB; lx inifidkklh oE- gBfo | kdokxi uh; j [kus dk vxzggA<sup>22</sup> gB; lx dh fo | kvr; l rxi uh; gkshgA xlr j [kui jghoh; brhcu hj rghSVU; Fkroh; zhugstkrhgA<sup>22</sup> ^egkentkzi Ruiwz xlr j [kvi gfdl hclhkh u cryk; A<sup>23</sup> ^on] 'kL= vlg i jk. ked Hkh k/kj .kxf. kdk ds l ekugAcloy 'kklkohepghdhyo/kq ds l ekuxi uh; gkshgA<sup>24</sup> rRi ; Z; g gwkdon] 'kL= o i jk. kl cds l e{k [kvg] muckkklhzi; kxdj l drngsfdugb; lx ol k/kj .k ; k; ughgA

; fn ?kj .MI igrkdyrks l ekkh ; ksfcd; kvk dh xli uh; rk dk mi ns kga<sup>25</sup> /kkrfØ; kvrtoxli uh; gA<sup>25</sup> ^kkrnsokklnhykrcryk vrtoxli uh; gA<sup>26</sup> l Hkhnrkklhbl dki ktrdjus ds mlkj k/kdjhughgA Ojeul; ka dh rkskrghD; kga<sup>27</sup> ; lx dh enk; j f l fdl h ; k; ] v; k; dks ns ughgAnorkvka ds fy; klnhykrcryk<sup>27</sup> ^egkost enk] [kpjhentkxlxi uh; gA<sup>28</sup> bl hi zkj foijhrdj.kh] ; ksuent o 'kfa pkyuentxi uh; cryk; lx; hgA<sup>29</sup> ok; ohept dk mi ns k gjfdl h 'kB ; k Hkfa ghudkughd j ukpkfg; s/U; FkkgfugshgA<sup>29</sup> ^dkheptk crl=kaxki uh; gA<sup>30</sup> ftrulhvk l uj fØ; k o enkgR; d ds fy; xli uh; rkgS , d vlg Hkjhxi uh; rk o nll jhvj ; lx dk Hkjhij pknkuea l xrrkga i k.k; ke ds l cak eadgk; kgsd ^njns ke] jkt/kueh] vj.; e] tuka ds chpea ; lx dk vkjkk u djbl l f l f) ughgkshAuxjeadjus l s ; g l koztudgkrgs r% ughd j ukpkfg; s<sup>31</sup> ; kxdjrs l e; dky dk Hkhfopij dj ukpkfg; A ; g ughid tcrdHkHkhMbdj ; lx i kj Ehdjuyx<sup>32</sup> ^gear] f' k' kj] xh'e] vlg o'kL \_repa ; kxj Hkughd j ukpkfg; A t l o; fDrferlgkjh u gkrgg ; lx i kj Ehdjrgin l l dkbz ; kxf l ) ughgkshvkj vuadj kxmr i l ugstkrhgA<sup>32</sup> ; kxhD; fa ds fy; su"sk i nkfw dh , d yechl p h x k e g A D ; korZku ; kshbufu; elak; ; kuea j [krgkax

mi; Dr m) j.k ; g n' krgid ; lx , d , d hfo | k o vH; kl gSts , d ; k; ik= dkgih nukdj uk l k f k g A f o | lxg .kdj uskyi k= dh ; k; rkl cakhi {k vr; l regro i ukj s k ; g i z umRi Uudj rkgd vkf [kjog ; k; 0; fafd l izkj dk gkxft l xq ; g fo | knudj xkAgkykd b l dkdNdNvntkrks/Hkhrd ds o.kz l s i krgstkrkgS j urqk k uea bl ckdj eD; kdNmYyfk krgin d kvoyk d u l h h de : fpdj ughgA

; ksf o | kxg .kdjus ; k; 0; fa"3





; kxfo | kxg. kdjus ds ; kx; 0; fävlg ; kx l k/kukjr0; fä dk vkpj. k] nksukgh ; kxh0; fä dh ; kx; rk  
 dk in' kudjrgaf' kol'grk ds ikj Ekkedgkx; kgfd ~vReKkuh0; fä; ka ds fy; s ; kx' kkl= dk  
 min'skg<sup>33</sup> vReKkuh 'kndkOht fVyga vReKkuhfdl dgtk; k; s ; kx' kkl= dk  
 JSBhkä tukul'sk; JSBRekdghnkr0; gA<sup>34</sup> gld drkgse ; gAJSBhkä] vReKkuhFkJSBRek dh , d  
 Li "VifjHk"kk u ns ik; ä jUrq ; g 0; fäfdl idkj dk gkxbl dk , d vkbfM; kgejueuro';  
 gAmI ds/kkjjgelgtgh l e> l drg'dorëku ; kx f0; k; j djuokys bl Js kh eugh/krAvkxstks  
 y(k. kcryk; x; gñul khidVgsk; xkfd ; kx l k/kfdl idkj dk 0; fDrgskgA bl txred cQyla dh  
 bPNkrFkdeläkr; kxnukpfg; A ; gk; rd fdfur; o ufeUkddeläkrvkl fDräkr; kxdj  
 ; kxei dUkkukpfg; A<sup>35</sup> \*\*08; fätlyk'ddl xfroky' vfrl xoky' feF; kcsyuokys fu" BgHk"kh] l erkHko u  
 j [kuokys' bflnz; kajo'k u j [kuokys' l a fervlgkjughv; uokysgrgbs bl fo] kndHkl Qyughkd drA<sup>36</sup>  
 ~; kxkh; kl hoklEy] rh(k. k] ued] l j] k dVh] vfrHke. k] ikr%Luku] rSyeky' k] pgs'ofk] fga k] ]Sk] vglkj  
 ?k. k] miokl] vl R; ] ekj] ik. kh iHh] L=hl x] vfi; cysuk] vfrHkst u] rFkvf/kdfi;  
 cysukbl HhdkR; kxnukpfg; A<sup>37</sup> \*\*ogk; l s jg; /kr] {kek ri] 'kko] cfi] yTtkrFkxq l okbfu; eka dk  
 ; kxhvkpj. kdjA<sup>38</sup> ; kxelz , d dfBuekx'ftl i jpyukvR; l rntd jgAb l fhy; s bl s l k/kuk ; k  
 ri l; kdgx; kgA ~bl eagr , l s nk: k fo?ugr; g] , d kurea Bcjl k/kdfblnz; kxkl a rdj d s zko dk  
 tki d jA<sup>39</sup> ; kx fdl hyl d d l k vFokj kx fuok. k ds fy; ughgA ; kx dk mnas; ekk  
 i kfrg'st; k vReKkuvFkokvRek dh fl f) dh ikfrd gktkrkgA vRek dh fl f) grq  
 ; kxh R; ui d d l k/kudjA<sup>40</sup> ~ek(kdehtula }kj kbl dkfur; vl; kl fd; ktkukpfg; A<sup>41</sup> HkxkdHkksuokyo; fä  
 ; kxughd j drkA ; fn , d kg's; k eturkvt dytkd j jghgD; kgS ; fnl k/kj. kl ka kfj d thou  
 0; rhrd jrg 0; fä ; kxughd j drkrkgk fki koka dh l k/kj. kmNydm d s ; kx uke l s D; k] p l k t k ; A  
 ; kxfo | kokykrk d k b h y(k. kbl emi fLkrughn [krAvkt dyrkck; ky; kughv'kQI Vtbe l s gh d l l e;  
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 N g k j k ] d V g y ] e l j ] i B k ] ? h ; k ] v f n d l o F k R ; k x n a u h c ] y g l p ] d e j [ k ] g h c ] x k h k h ] e D [ k u ] ? h ] ' k D d j ]  
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 l e ; v k g j ; s l c u d j A<sup>43</sup>

bufu; eka dk dkiuyudj drkgs ; g rki "VghgA L=hl xoft'rgA bl idkj ds  
 cäpjh d g h e y x s ; kx d juokys o d juokys f d r u b u d l k v ; k a j [ k j m r j r g s ; kx dk mnas; ml dkl gh  
 : i e d j u s j g h i j k g r k g s l ; F k o g j k x d k j d o g k f u d j d f l ) g k r k g A ~ ; kx l n b v k r e D ;  
 g k d j g h d j u k p f g ; A<sup>44</sup> mi no j f g r ] / k e z u " B i n s k e a b l f o | k d h  
 l k / k u k j u h p f g ; A<sup>45</sup> vkgj l Ecl/hcdMfu; egB; kxi nhfi dkeHhga

mij kDro. kZu ; g n' k' k' g' s' d' b' u' x' l' F' k' e' o' f' k' r' ; kx l s u r k o r e k u r j h d k e y [ k r k g s o u g h ; kx dk  
 okLrfodmnas; A ; kx fl QZ , d uke ds : i e b l r e k y f d ; k t j g g A ; f n l c d n c n y x ; k g s k Q j ; kx dh  
 ikphurk dk joxvykiuk on d j a n g k b h r g s k p h u r k d h v l g i k p h u l o ; i d s v u l k j g e l n H k u g h A ; g  
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 f p o r u i j E i j k d k d k b b s ' k V ; i d V g l x A ; kx dh xki uh; rkvlg ml d l x g . k d j u o k y b ; f D r d h  
 ; kx ; r k t k d b u x l F k a d s v k / k j i j l e u s / k ; h g b n l d s v u q i r k d k j e a ; k x h f e y u n y B k g A t k s ; kx ; u g h s m u d s  
 fy; s ; kx i j e x k i u h ; g s k g ; kx ; 0 ; f ä g u g h v c i z u ; g g d y k s D ; k d j j g g s k g f d l s ; kx dk uke nsjggA

I Urthä pth

- 1- gB; kxi nhfi dk] i Fkeli ns k] 'ykd 1
- 2- gB; kxi nhfi dk] i Fkeli ns k] 'ykd 2
- 3- gB; kxi nhfi dk] i Fkeli ns k] 'ykd 4



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4-	gB; ks i nhfi dki i Fkei ns k] 'ykd 16&9½
5-	f'kol fgrk] i Fkei Vy] 'ykd 19
6-	f'kol fgrk] i Fkei Vy] 'ykd 30
7-	f'kol fgrk] rrrh; i Vy] 'ykd 18
8-	f'kol fgrk] rrrh; i Vy] 'ykd 35&42
9-	f'kol fgrk] rrrh; i Vy] 'ykd 115&118
10-	f'kol fgrk] prfiki Vy] 'ykd 17
11-	f'kol fgrk] prfiki Vy] 'ykd 20
12-	f'kol fgrk] prfiki Vy] 'ykd 36
13-	f'kol fgrk] prfiki Vy] 'ykd 57
14-	f'kol fgrk] prfiki Vy] 'ykd 60
15-	f'kol fgrk] prfiki Vy] 'ykd 68
16-	f'kol fgrk] prfiki Vy] 'ykd 77
17-	oghh] 'ykd 78
18-	f'kol fgrk] ipei Vy] 'ykd 1&5
19-	f'kol fgrk] ipei Vy] 'ykd 39
20-	f'kol fgrk] ipei Vy] 'ykd 57
21-	f'kol fgrk] ipei Vy] 'ykd 172
22-	gB; ks i nhfi dki i Fkei ns k] 'ykd 11
23-	gB; ks i nhfi dki rrrh; ki ns k] 'ykd 18
24-	gB; ks i nhfi dki prfiki ns k] 'ykd 35
25-	?kj .MI fgrk] i Fkei ns k] 'ykd 18
26-	?kj .MI fgrk] i Fkei ns k] 'ykd 20
27-	?kj .MI fgrk] rrrh; ki ns k] 'ykd 5
28-	?kj .MI fgrk] rrrh; ki ns k] 'ykd 24
29-	?kj .MI fgrk] rrrh; ki ns k] 'ykd 79
30-	?kj .MI fgrk] rrrh; ki ns k] 'ykd 87
31-	?kj .MI fgrk] ipeki ns k] 'ykd 3] 4
32-	?kj .MI fgrk] ipeki ns k] 'ykd 8] 16
33-	f'kol fgrk] i Fkei Vy] 'ykd 3
34-	f'kol fgrk] i Fkei Vy] 'ykd 19
35-	f'kol fgrk] i Fkei Vy] 'ykd 30
36-	f'kol fgrk] rrrh; i Vy] 'ykd 17&&20
37-	f'kol fgrk] rrrh; i Vy] 'ykd 36&38
38-	f'kol fgrk] rrrh; i Vy] 'ykd 42
39-	f'kol fgrk] rrrh; i Vy] 'ykd 56] 57
40-	f'kol fgrk] rrrh; i Vy] 'ykd 114
41-	f'kol fgrk] prfiki Vy] 'ykd 17
42-	f'kol fgrk] ipei Vy] 'ykd 219&222
43-	?kj .MI fgrk] ipeki ns k] 'ykd 23&30
44-	?kj .MI fgrk] "k"Blki ns k] 'ykd 17
45-	gB; ks i z] i Fkei ns k] 'ykd 12



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## MARSHALL MCLUHAN 'MEDIUM IS THE MESSAGE' APPROPRIATENESS IN CONTEMPORARY MEDIA STRUCTURE: A CRITICAL ANALYSIS

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### Abstract

The main aim of this study is to find out the relevance of present mass mediums also known as new media particularly social media in comparison to traditional Media taking into consideration the famous enigmatic paradox "medium is the message" by an early educator and pioneer of the study of communication, Marshall McLuhan. It is being done through the critical analysis of how new media (i.e social media) as a medium is disseminating information among the public and its impact in comparison of mediums of traditional media. Two main portions of mass communication that is Medium and Message on the both traditional media (Television, Radio and Newspaper) as well as new media (Internet included Social Media) are being examined with the help of both quantitative and qualitative research i.e, observation, content analysis and questionnaire.

**Keynotes:**Medium is the message, Traditional Media, New Media, Social Media.

### Hypothesis

**H1:** In mass communication medium has its own impact on the process of disseminating information

**H2:** Audiences categories information on the basis of their source as well as medium through which information is being disseminating

**H3:** Concept 'Medium is the message' has more applicability in contemporary mass communications mediums.

### Identification of Variables

In this study researcher is trying to decipher the concept 'Medium is the message' in that case concept Medium becomes dependent variable because main focus is upon the concept that how this concept is valid in current scenario of new mass communication mediums. On the other hand, how message is being received and manipulated by the audience is independent variable. Along with message how a nature of receiver is also an independent variable.

### Introduction

Even though Marshall McLuhan had never experienced Internet as he died on 1980's but his words in his book Understanding Media: The Extensions of Man that "Medium is the message" reflects contemporary media's attitude which audiences are being experienced in the form of fake news. Understanding Media: The Extensions of Man is a 1964 book by Marshall McLuhan emphasis that the media should be keep in consideration than content. He came up with this contemplation that medium affects the



society which in turn plays a role due to its characteristics of medium rather than the content.

When it comes to understanding these various media, one of the best to learn from is Marshall McLuhan. Born in 1911 and passing in 1980, McLuhan had no opportunity to experience the Web the way we know it today, but that didn't stop him from exerting a huge influence on it. Despite the fact that in absence of new technology McLuhan was the first communication expert in his era who indicated about technology and communication having the ability to create a global village. As an early communication educator when it was difficult to imagine the impact of new form of expression and media at that his expression "The medium is the message has had redounding impact not just on Web design but on mass media in general (Mark Federman,2014).

People often presume the predictable meaning for "medium" that refers to the mass-media of communications - radio, television, the press, the www. And most apply our predictable understanding of "message" as content or information. Putting the two together allows people to jump to the mistaken conclusion that, somehow, the channel supersedes the content in importance, or that McLuhan was saying that the information content should be ignored as inconsequential. Often people will successfully appreciated that the medium is "no longer the message," or flip it around to proclaim that the "message is the medium," or some other such nonsense. McLuhan meant what he said; unfortunately, his meaning is not at all obvious, and that is where we begin our journey to understanding.

### **New Media**

The term "New Media" is a hybrid practice involving a wide range of practical skills and intellectual resources, refers to as essential components of practice in associative terms with new media like 'New territory', 'Emerging fields', 'Uncharted space' and 'New frontiers'. If we tend to travel incyberspace, we should choose internet rather than any material form of knowledge is what new media is all about. The power of new media guides us through a space of no end. New media is a way to map something for example air currents or air routes which are in a state of flux (unreal). Anything that is 'new' always draws attention as if its a time lapse of the present and past or what the future might withhold (Archan Mitra ,2011).

The concept of New media could not be explained in two shades of colors or its domain is not confined to limited areas but this term is mixture of unlimited concepts which together produces humongous domain.

Thus, new media is nothing but the concoction of various types of media into one latest system, all the perceptions, ideas and theories of the original media are inserted into the new system. The definition of New media can be segregated into three distinct aspects as follows:

1. Technological aspect
2. Cultural and Social aspect
3. Environmental aspect



## **Traditional Media**

Any form of mass communication available before the advent of digital media. This includes television, radio, newspapers, books, and magazines. Traditional media also refer to conventional means of mass communication as practiced by various global communities and cultures from ancient times. In a developing country like ours, traditional folk media have been reckoned as successful mass-motivators. During the years preceding the advent of electronic media, the traditional folk media not only reflected the joys and sorrows of people, but also inspired the masses. Mass media have extended the area of coverage of a folk performance, while traditional folk media, with their inspiring colour and costumes, dance and music; have enriched the content of the mass media channels. In addition, utilization of traditional media for communication revives culture.

## **Review of literature**

McLuhan tells us that a "message" is, "the change of scale or pace or pattern" that a new invention or innovation "introduces into human affairs." (McLuhan 8) Note that it is not the content or use of the innovation, but the change in inter-personal dynamics that the innovation brings with it. Thus, the message of theatrical production is not the musical or the play being produced, but perhaps the change in tourism that the production may encourage. In the case of a specific theatrical production, its message may be a change in attitude or action on the part of the audience that results from the medium of the play itself, which is quite distinct from the medium of theatrical production in general. Similarly, the message of a newscast are not the news stories themselves, but a change in the public attitude towards crime, or the creation of a climate of fear. A McLuhan message always tells us to look beyond the obvious and seek the non-obvious changes or effects that are enabled, enhanced, accelerated or extended by the new thing (M.Federman,2009).

McLuhan uses interchangeably the words medium, media, and technology. For McLuhan a medium is "any extension of ourselves" or, more broadly, "any new technology." Contrastly, in addition to forms such as newspapers, television, and radio, McLuhan includes the light bulb, cars, speech, and language in his definition of media: all of these, as technologies, mediate our communication; their forms or structures affect how we perceive and understand the world around us (M. McLuhan 1964).

The instance of the electric light may prove illuminating in this connection. The electric light is pure information. It is a medium without a message, as it were, unless it is used to spell out some verbal ad or name. This fact, characteristic of all media, means that the "content" of any medium is always another medium. The content of writing is speech, just as the written word is the content of print, and print is the content of the telegraph. If it is asked, "What is the content of speech?," it is necessary to say, "It is an actual process of thought, which is in itself nonverbal." An abstract painting represents direct manifestation of creative thought processes as they might appear in computer designs. What we are considering here, however, are the psychic and social consequences of the designs or patterns as they amplify or accelerate existing processes. For the "message" of any medium or technology is the change of scale or pace or pattern that it introduces into human affairs. The railway did not introduce

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movement or transportation or wheel or road into human society, but it accelerated and enlarged the scale of previous human functions, creating totally new kinds of cities and new kinds of work and leisure. (M. McLuhan 1964 Understanding Media: The Extensions of Man by Marshall McLuhan).

### **Limitation**

This study is just confined methods of content analysis and observation which cover limited parameters of concept 'Medium is the message' this limitation was due to inadequate time duration otherwise research would be more imperial in nature.

### **Conclusion**

The research studies showed that credibility is one of the important factor which audience keep in consideration while receiving information form any medium of mass communication. Example is fake news; the word fake news has highlighted more in the era of social media compared to traditional media. Though it we could not deny the fact the concept of fake news was always there since the inception technological advancement in medium of mass communication but compare to new media era it was hypnotically.

Apart from fake news this research study also showed that medium is also responsible for propagating reach and impact of propaganda which was not that influential in traditional media. Joseph Goebbels propaganda during Nazi was limited only because of medium of message otherwise it would have had much more impact than Germany.

Lastly, the research work as showed that concept of doctrine can be propagated and medium plays vital role in it. Globalization was possible only in presence of new media (internet), concept might not be that successful if advanced medium not available. In terms of 'medium is the message' there was many such message which civilizations had been given but right now it is advancement in medium in terms of technology that international concepts are being propagated in no time.

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## A STUDY OF JEWISH COMMUNITY'S ABSORPTION INTO INDIAN VILLAGE SOCIETY AND THEIR COMMUNAL LIFE

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### **Abstract**

The Jewish community in India is one among a large number of groups who had come from outside the country's modern territorial borders and made India their home. However, what marks the Jews out is their ability to blend into the local culture of the region, through continuous contact with the natives and then the later foreign visitors. At present, numbering some 6,000 across India, the Jewish Indian identity developed over time. While today this small, tightly integrated group is busy protecting the last remnants of Jewish heritage in the country like the 35-odd synagogues spread across India, some cemeteries and schools, they are also known to have made significant entrepreneurial and cultural contributions to India's rich history.

### **Jews in India**

Jews in India, unlike those across the globe, are divided into three distinct groups as per their geographical location and origin myths in the country — the Cochin Jews, the Bene Israeli and the Baghdadi Jews. Each of these three categories arrived at different points in time and formed their Jewish identity as per the historical forces operant in India at that time.

There are three main Jewish communities in India, each of a different origin and with different cultural characteristics and traditions: the Cochinitis, the Bene Israel and the Baghdadis. None has faced direct persecution, but they are all declining in numbers due to emigration to Israel and other countries. Cochin Jews maintained trading and religious links with Middle Eastern Jewish communities but, although they numbered 2,500 in 1948, emigration to Israel has reduced their numbers to a handful. In 1951 there were 20,000 Bene Israel, but by the 2006 there are no more than 5,000. There are only a few hundred Baghdadi Jews remaining. In the latter half of the twentieth century, some indigenous groups in the north-east of India have claimed to be Jewish. These belong to the Shinlung ethnic communities, usually called Kuki in India and Chin in Burma. They number around 7,000, although their claims for recognition remain contested. They believe themselves to be the descendants of one of the lost tribes of Israel and to have maintained Jewish practices until their conversion to Christianity in the last century. These 'Manipur Jews' have established a number of synagogues and have gained thousands of converts. Some observers have seen this conversion as a way of escaping the constraints of the caste system.

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### Historical context

Malayalam-speaking Jews from the city of Cochin in Kerala claim to have arrived in the subcontinent after the destruction of the Temple, in Jerusalem although the earliest documentary evidence dates from the ninth century. They are divided into three endogamous groups (a community in which the members generally marry within the group): White Jews, a mixture of indigenous Indian Jews and Middle Eastern and European Jews; Black Jews, who are in most ways indistinguishable from local Indians; and Meshuhharim, descendants of Indian slaves who were attached to both groups. Bene Israel lived for centuries on the Konkan coast and, later, in Bombay, isolated from Jews elsewhere but maintaining some Jewish religious practices. From the nineteenth century onwards they made efforts to bring their customs into line with Orthodox Jewish practices. Compared to Cochin Jews and Bene Israel, Baghdadi Jews are relatively recent settlers in India. Originally from Aleppo, Baghdad and Basra, as well as Yemen, they settled in Calcutta and Bombay in the early nineteenth century, when British rule was already established in India. As white non-Indians, the Baghdadis enjoyed special status and prospered under the British, but after independence most left for Israel or other countries, and by the 1990s probably no more than 300-400 remained in India.

The Bnei Menashe (sons of Manasseh) claim descent from one of the Ten Lost Tribes of Israel, who were sent into exile by the Assyrian Empire more than 27 centuries ago. Their ancestors wandered through Central Asia and the Far East for centuries, before settling in what is now northeastern India, along the border with Burma and Bangladesh. Throughout their sojourn in exile, the Bnei Menashe continued to practice Judaism just as their ancestors did, including observing the Sabbath, keeping kosher, celebrating the festivals and following the laws of family purity. And they continued to nourish the dream of one day returning to the land of their ancestors, the Land of Israel. The Bene Israel are probably the only Jewish community in the world today which did not experience anti-Semitism. Living in harmony with their Indian neighbors for two thousand years, they were free to practice Judaism and develop as a community. The Bene Israel were fully absorbed into Indian society, yet still retained a separate sense of identity; however, they remained isolated from the mainstream of Judaism for centuries. The process of rapprochement with world Jewry culminated in the recognition given in 1964 by the Israeli Rabbinate that the Bene Israel are “full Jews in every respect”.

### Origins

Some of the Bene Israel claim descent from the “lost” ten tribes of Israel. According to Biblical history, these ten tribes, which formed the Kingdom of Israel, were exiled from their capital, Samaria, by the Assyrian King Shalmaneser and subsequent kings from the year 722 BCE on. Others among the Bene Israel believe that their ancestors escaped by sea from Israel in the year 175 BCE, during the reign of Antiochus Epiphanes (prior to the events that led to the festival of Chanukkah). Tradition recounts that during the voyage from the Kingdom of Israel, the forefathers of the Bene Israel were shipwrecked and washed ashore the Konkan coast, south of Bombay. The survivors – seven men and seven women – buried their dead in a site near the village Nawgaon, which later became the Bene Israel cemetery.

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### **Absorption into Indian Village Society**

The survivors were offered shelter by the local inhabitants and decided to settle permanently in the Konkan villages. They adopted Hindu names similar to their Biblical first names, but became known by their “-kar” surnames, which indicated the village in which they lived; for example, Nawgaonkar came from the village of Nawgaon, Penkar from the village of Pen and Wakrulkar from the village of Wakrul. More than one hundred village surnames can be found among members of the Bene Israel community today.

The Bene Israel adopted the occupation of oil pressing in the Konkan and became known as “Shanwar Telis”, or “Shabbat-observing oilmen”, because they did not work on the Sabbath. They adopted Marathi, the local language, as their mother tongue and became physically indistinguishable to outsiders from the local population. Within village society, the Bene Israel were clearly differentiated from others because of their adherence to Judaism. Tradition recounts that the holy books were lost in the shipwreck, and the Bene Israel forgot all the Hebrew prayers except the “Shema Yisrael...” (“Hear, O Israel...”). However, they observed the Shabbat, celebrated the major festivals, circumcised their sons and performed most of the prescribed offerings mentioned in the Bible.

### **The Cultural Exchange**

It was upon the arrival of David Rahabi that the Bene Israel came into contact with other Jews. Neither his exact origin nor the date of arrival are certain: he may have been a Cochin Jew, who came in the 18th century from South India, although Bene Israel tradition records his arrival as far back as 1000 CE. According to the Bene Israel, Rahabi requested the women to prepare him a fishmeal. When they singled out the fish with fins and scales from the non-kosher fish, Rahabi was convinced of the Bene Israel’s Jewish identity and agreed to instruct them in the tenets of Judaism. Speaking about the exchange of culture between the Jews and Indians, Rabbi Malekar mentioned that each of the groups had adopted several aspects of the local culture. “The Bene Israeli who went back to Israel still speak Marathi, they wear the local Maharashtrian dress and tie the Mangal Sutra in weddings,” he said. Use of coconut oil and camphor inside the synagogues, haldi and henna in weddings are few other examples of a Jewish culture in India, heavily influenced by Indianness.

Rahabi allegedly introduced the Bene Israel to the festivals of Shavuot and Sukkoth, which they did not celebrate previously, despite the Biblical references; and to Birdiacha Roja or “Birda-curry fast” on the ninth of the month of Av, the Jewish fast day which commemorates the destruction of the Temple. Rahabi also introduced them to Ramzan (reminiscent of the Moslem Ramadan), a fast held throughout the month of Elul, when Jews repent before the New Year and Day of Atonement; Naviacha Roja, or “New Year Fast”, on the third day of Tishri, which corresponds to the fast of Gedaliah; Elijah Hannabicha Oorus, or “The Feast of Elijah the Prophet”, which took place on the same day as the Jewish “New Year of the Trees”; and to Sabbi Roja, or “Fast of the Fourth Month”, which took place on the 17th of the month of Tamuz, commemorating



the siege of Jerusalem. The task of guiding the community in religious matters was taken over by three hereditary leaders selected and trained by Rahabi.

By the 19th century, Cochin Jews became involved in training the Bene Israel religious leadership. Cochin Jews served among the Bene Israel community as teachers, cantors (hazzanim) and ritual slaughterers (shochatim). In addition, the religious revival of the Bene Israel was assisted by the Baghdadi Jews who had transferred their enterprises and communal and religious institutions from Iraq to the commercial centers of Bombay and Calcutta from the end of the 18th century on.

At the same time, Christian missionaries, paradoxically, reinforced the Bene Israel's Jewish identity by tightening their relations with English speakers all over the world. They established schools for their children, educating them in the English language and translating the Jewish Prayer Book and other religious works from Hebrew into Marathi. This encouraged the Bene Israel in turn to translate their holy books into English and Marathi.

### **The Move to Bombay**

In 1746, the Divekar family moved to Bombay, where religious freedom was ensured by the British. Their five sons enlisted in the East India Company. Samuel Ezekiel Divekar, promoted in 1775 to the rank of Native Commandant, established the first Bene Israel synagogue in Bombay, in 1796. Encouraged by the success of this family, more Bene Israel enlisted with the British forces, some reaching the rank of Subedar Major, the highest military rank the Government of India bestowed on a native. Bene Israel soldiers received distinctions in the Anglo-Mysore, Anglo-Afghan and Anglo-Burmese wars, and as a group, they remained loyal to the British in the Indian Mutiny of 1857. By the end of the 19th century, when the British changed the process of army recruitment, the Bene Israel began to turn to white-collar work. In Bombay, the men were also employed as skilled workers in factories and workshops, and some of the women were employed as teachers, nurses and secretaries. In the course of time, the Bene Israel community produced renowned doctors, lawyers, writers, architects, professors, social workers and civil servants.

### **Emigration and Demography**

As a result of the opportunities offered to the Bene Israel by the British at the end of the 19th century, Bene Israel families began to emigrate to other centers as far afield as Burma and Aden. By the 20th century, groups of Bene Israel moved to the hill-stations along the railway lines. A large community was settled in Karachi (now Pakistan). In 1921 a Bene Israel Synagogue was established in Poona, and in 1934 another was built in Ahmedabad. In 1956 the Judah Hyam Prayer Hall was opened in New Delhi.

The Bene Israel population steadily increased from 6,000 in the 1830s to 10,000 by the return of the century. At their peak in India in 1948, they numbered 20,000 but by 1961 this number had declined to 16,000 as the result of emigration to Israel. Prior to 1948 the Bene Israel had displayed little interest in Zionism. In 1897, when they were invited to participate in the First Zionist Congress, they declined on the grounds that the resurrection of Israel was a divine decision and not a human concern.

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However, in 1920 when the first Zionist Organization was established in India, the Bene Israel community passed a resolution expressing full sympathy with the Zionist cause. From the 1930s on, the Jewish Agency sent emissaries to India to encourage Zionist activity.

When the British withdrew from India in 1947, and the State of Israel was established in 1948, the Bene Israel began to emigrate to the Jewish State. The Bene Israel community's integration into Israeli society was not easy. In 1951 a small number of the Bene Israel claimed discrimination and demanded repatriation; after a series of strikes, they were returned to India. Most of these Jews re-emigrated at a later date. Furthermore, some orthodox Rabbis in Israel did not recognize the Bene Israel as Jews and therefore the Bene Israel faced difficulty marrying other Jews. After 1964, when the religious status of the Bene Israel was finally settled in Israel, emigration increased.

Today (2001), there are less than 5,000 Jews in India – the majority of whom are Bene Israel. The vast majority of Bene Israel moved from India to Israel, but some 2,000 are settled in English-speaking countries, such as Britain, Canada, USA and Australia. Today, more than 60,000 Bene Israel, including children born in Israel to Indian Bene Israel parents, live in Israel.

### **Religious Life**

More than twenty synagogues and prayer halls have been built in India, all of which followed the orthodox tradition, except the Jewish Religious Union (founded in Bombay in 1925 by Dr. Jerusha Jhirad, a Bene Israel gynecologist, who in 1966 received the distinguished Padma Shri award for outstanding services in the field of social welfare). In 2001, only a handful of these are able to maintain a regular service on Saturdays and in the villages outside Bombay several beautiful synagogues remain shut. The Bene Israel themselves never had a rabbi of their own, although individuals versed both in Sephardi and exclusive Bene Israel liturgy acted as hazzanim. In recent years, there have been several visiting Rabbis sent to Bombay, who have served for short spells, as well as representatives of the Lubavitch movement. Kosher fowl is still available in Mumbai.

The Bene Israel adhere to their own traditions and rites. In the marriage ceremony, for example, the bride is dressed in a white sari and goes to meet the groom as he sings the special Bene Israel "groom song" from the podium (bimah) of the synagogue. Elijah the Prophet is invoked on all auspicious occasions, including circumcisions and purification after childbirth.

The most important Jewish festivals for the Bene Israel are Rosh Hashanah, Yom Kippur, Simchat Torah and Passover. On Rosh Hashanah the whole community appears in its finery in synagogue, and between Rosh Hashanah and Yom Kippur it is customary to visit friends and family. On Yom Kippur the community dresses exclusively in white. The Bene Israel arrive at the synagogue before dawn, On Simchat Torah they celebrate by dancing merrily in the synagogue with the Torah scrolls. On Passover Bene Israel make matzoth, whitewash their houses and tin their copper pots.



## Education

In 1875, “The Bene Israel Benevolent Society for Promoting Education” established the “Israelite School”, an English-language primary school which developed into a high school in 1892. In the 1930s the school became known as the Elly Kadoorie School after its benefactor, and taught its pupils, most of whom were Jewish, Hebrew as well as English and Marathi. Today, the school has become a Marathi-language school in which none of the pupils are Jewish. The Israelite School Old Students’ Union, which later became known as the Maccabean Fellowship, was established in 1917 and in its heyday in the 1950s it attracted hundreds to social gatherings.

The Jacob Sassoon Free School was founded at the end of the 19th century as an English school for Baghdad children in Bombay. Although at first a quota for Bene Israel pupils was imposed, by the 1970s nearly all of the Jewish pupils (125 out of 400) were Bene Israel. In 2001, there were hardly any Jewish pupils at the school.

The Bombay ORT school for boys was established in 1962; the school for girls in 1970. In 2001, there were still a small number of Jewish pupils who receive technical and vocational training, many of them later emigrating to Israel with knowledge of Hebrew.

## Communal Life

Communal life in India has been characterized by many social and charitable organizations. The Stree Mandel, which was established in 1913 as a women’s organization, is still active today. The Home for Destitutes and Orphans, which caters for a handful of elderly people, was established in its present form in 1934. A variety of other sports clubs, Zionist organizations and charitable and credit associations have been in operation over the years.

The Bene Israel in India today represents a small, struggling community, surviving through the efforts of Jewish organizations like AJDC (American Jewish Distribution Committee), which organized the baking of matzoth for the entire Jewish community in India for the Pesach festival 2001. Owing to large-scale emigration, communal activity has declined and Bene Israel newspapers and periodicals, once prolific, are now published infrequently. Notwithstanding, consolidation is taking place between the different Indian Jewish communities, and connections have been forged with different Jewish groups in Israel and in the United States.

## The Future

The Bene Israel who remain in India can be divided into two sub-groups: those who stay because of their overriding attachment to India, and those who will emigrate to Israel and re-unite with their families and the majority of their community. The former group includes Indian nationalists, non-Zionists and those who are too old to envisage emigration. The latter group includes Zionists who see the eventual future of the Indian Jewish community in Israel – in spite of hundreds of years of harmonic co-existence with the non-Jewish population of India.

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## AN EMPIRICAL STUDY ON FINANCIAL PERFORMANCE OF SCHEDULED COMMERCIAL BANKS IN INDIA

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### Abstract

The SCBs are those included in the second schedule of the RBI Act 1934 and carry out banking business such as accepting deposits, lending loans and other banking services. In India before July 1969 all the commercial banks, 73 scheduled and 26 non-scheduled banks except the State Bank of India and its subsidiaries were private sector banks. On July 1969, 14 major commercial banks with deposits of over 50 crores were nationalized. In April 1980, another 6 banks were also nationalized by the government. The main objective of nationalizing the banks was reach the clients in rural areas and to provide quality services. The study is conducted to analyze the performance of Scheduled Commercial Banks (SCBs) in India through the financial indicators such as Deposit, Credit, Investment, Return on Assets, Return on Equity, Net Interest Income, Capital Risk Adequacy ratio (CRAR), Gross NPAs and operating profit for the period from 2011-2012 to 2018-2019. The study concluded that the percentage of the profitability is decreasing year after year and there are fluctuations in the operating profit percentage. Hence, the banks should improve their operations.

**Keywords:** SCBs, NPAs, Return on Assets, CRAR, Net Interest Income, Return on Equity

### Introduction

Commercial banks are joint stock companies which deal with deposits and credit. Commercial banks play a vital role in our economy and are the heart of financial structure. The primary objective of commercial banks is to receive deposits and lend loans. The SCBs are those included in the second schedule of the RBI Act 1934 and carry out banking business such as accepting deposits, lending loans and other banking services. In India before July 1969 all the commercial banks, 73 scheduled and 26 non-scheduled banks except the State Bank of India and its subsidiaries were private sector banks. On July 1969, 14 major commercial banks with deposits of over 50 crores were nationalized. In April 1980, another 6 banks were also nationalized by the government. The main objective of nationalizing the banks was to reach the clients in rural areas and to provide quality services. Nationalized bank in India is of higher quality because they have 53,000 branches and 17,000 ATMs and this helps the customers to withdraw their cash in any of the branches. Scheduled Commercial Banks in India are one of the most important source of existing financial system and around two-third of financial resources are accumulated and allocated by active participation of these banks. In India Scheduled commercial banks are of three types:



**Public Sector Banks:** These banks are owned and controlled by the government. The objective of public sector banks is to provide service to the society without aiming on profits. Some the examples of public sector banks are State Bank of India, Bank of India, Canara Bank, etc.

**Private Sector Banks:** These banks' major equity is owned and controlled by private shareholders. The objective of these banks is to earn profits. Some of the examples are ICICI bank, HDFC bank, IDBI bank, etc.

**Foreign Banks:** These banks are owned and controlled by foreign promoters. The number of foreign banks has grown rapidly since 1991, when the process of economic liberalization had started in India. Some the examples are Bank of America, Standard Chartered Bank, etc.

**Banking Functions:**The main function of the banking is to mobilize resources from the public and channel them into growth oriented activities. The well developed banking system would perform better financial intermediation. The banking system with its widespread network is most effective in collecting funds from the public and allocating it to productive channel. The banks also undertake asset transformation from a depositor by placing the resources in the bank and the bank in turn lends to the market.

### Review of Literature

According to Reserve Bank of India Report, the stability in banking sector is directly dependent on financial performance, soundness and liquidity of a bank. The profitability and the soundness are the two subsets of financial performance in the organization. Likewise capital adequacy, Return on Assets is two subsets to measure the profitability performance. Nutan N. Thoke and Parikshit K. Pachorka in their study attempted to analyse the relationship between financial performance indicators (variables) ROA (Return on Assets) and Interest Income size to Bank size (Total Assets), Assets Management measured by Assets utilization ratio (operational profit divided by total Assets), Operational Efficiency measured by the operating efficiency ratio (total operating expenses divided by net interest income). The study also compared the various types of banks in Indian Banking industry i.e. PSB's (Public Sector Banks), Private Sector banks on the above measures to find out if there is any difference between PSB's and Private Bank's performance with reference to points like role of other incomes, credit deposit ratio. This study used correlation analysis as a method to analyse relationship between independent and dependent variables and some banking ratios. Comparing PSB's with Private Banks would underline the difference in their performance. The study throws light on, how by concentrating on some parameters can enhance the performance of a bank. Study also provides a base for further research in the domain of comparative analysis of financial performance of banks. Rani et al, studied the performance and growth of different commercial banks in India for the period 2009-2012, post global economic crisis. In the aftermath of the crisis, the Indian commercial banks were found to show steady positive trends in their performance. The SBI group and private banks were observed to have performed better than other public

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sector banks. Paul, P. (2015) assessed the working performance of all the commercial banks for the period of ten years from 2004 to 2013. The parameters selected for this study were Aggregate Deposit, Current-Deposit Ratio, Investment-Deposit Ratio and share of Scheduled Commercial Banks in the priority sector lending. Besides, the study revealed a significant improvement in the working performance. Pallauvi and Sluja, R (2017) assessed the profitability of scheduled commercial banks in India. Some parameters were selected in order to examine the profitability such as, operating profit as percentage of working fund and net profit as a percentage of total deposit and total income. The study concluded that net profit to working fund is better than operating profit to working fund and net profit to total income is better than net profit to total deposit. Uppal (2011) has analyzed the profitability and performance of various bank in the era of liberalization. The performance of productivity is measured by using the variables such as deposits per branch, credits per branch, business per branch, total expenditure per branch, total earnings per branch. The results highlighted that the total earnings per branch had increased in all the branches of the bank.

### **Objectives of the study**

- To evaluate the performance of SCBs branches' productivity by measuring in terms of expansion of branches, deposits and credit growth during the study period.
- To analyze the financial performance of Scheduled Commercial Banks during the study period.
- To make an attempt to identify the performance of profitability indicators of the Scheduled Commercial Banks.

### **Study Period and Data collection**

In the present study a period of 8 years has been taken i.e., from 2011-2012 to 2018-2019. The data is collected from the secondary sources which are available in published form as well as the data collected from various research works. The data have been collected from the following sources:

- Annual reports of Commercial Banks
- Annual report of Reserve Bank of India

### **Tools of the Study**

The study is the combination of both theoretical as well as analytical study. The data have been analyzed in many ways as possible by using statistical tools and techniques with a view on evaluating the financial performance of SCBs in India during the period of the study. To analyze the data statistical tools like Average growth rate, Compound growth rate, Mean, Standard Deviation have been used to have an idea of the variables. Based on the need of the study Correlation and one way ANOVA test has also been made.

### **Hypothesis**

$H_0$  – There is no significance difference in the performance of SCBs during the study period.

$H_1$  – There is significant difference in the performance of SCBs during the study period.

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### Productivity and Financial Indicators of Scheduled Commercial Banks

After nationalization of banks there was rapid expansion of bank branches. Banks emerged as an important tool for socio-economic changes. The main objectives of nationalization of banks are as follows;

- To make availability of credit for priority sector in India on the bases of terms and conditions and to maintain the profitability by regulating the cash reserve ratio and liquidity ratio under the guidance of RBI.
- To open bank branches in rural areas.

The details of the growth rate of branches during the study period are given in the following table;

**Table: 1 Number of Branches of SCBs in India**

Yea	Rur	A	Semi	AGR	Urb	AG	Metropo	AG	Tota	AG
201	333	4.4	23630	9.81	175	5.41	16403	6.17	9091	6.3
201	359	7.2	26392	10.47	188	6.59	17478	6.15	9861	7.8
201	391	8.3	29163	9.50	198	5.35	18348	4.74	1065	7.4
201	446	12.	32216	9.48	215	7.63	19589	6.34	1179	9.6
201	481	7.2	34526	6.69	230	6.85	20879	6.18	1266	6.8
201	505	4.7	36455	5.29	243	5.32	22088	5.47	1334	5.1
201	498	-	39073	6.70	250	2.61	26697	17.2	1406	5.0
201	508	1.9	39652	1.46	253	1.19	26641	-	1424	1.2
CA		<b>5.4</b>		<b>6.68</b>		<b>4.69</b>		<b>6.25</b>		<b>5.7</b>
r		<b>0.9</b>		<b>0.99</b>		<b>0.98</b>		<b>0.96</b>		

The number of SCBs' branches in India has gradually increased from 2011-12 to 2014-15 to the highest 9.67 percent in the year 2014-15. Among the total number of branches, the number of branches situated in the rural area increased by 5.42 percent, in semi urban area the increase was 6.68 percent, urban area consists of 4.69 percent and the metropolitan area increased to the extent of 6.25 percent. Hence it is inferred that during the study period SCBs' branches were opened more in semi urban areas than other areas. The correlation analysis also proves the same and it is evident from the analysis that the correlation is 0.95 for rural areas, 0.99 for semi urban areas, 0.98 for urban areas and 0.96 for the metropolitan areas. On the whole the Table 1 shows a positive growth rate in semi urban and metropolitan areas.

**Table 2: Deposit Mobilization of SCBs in India**

Year	Rural	AGR	Semi urban	AGR	Urban	AGR	Metropolitan	AGR
2011	250254	10.4	212043	10.7	168037	9.4	179796	6.0
2012	283072	11.6	239951	11.6	180626	7.0	199551	9.9
2013	335347	15.6	283990	15.5	203091	11.1	222677	10.4
2014	406624	17.5	340522	16.6	231521	12.3	248043	10.2
2015	493970	17.7	404661	15.9	266228	13.0	275033	9.8
2016	576171	14.3	470711	14.0	297715	10.6	301519	8.8



<b>2017</b>	604231	4.6	540511	12.9	317462	6.2	364448	17.3
<b>2018</b>	642225	5.9	568454	4.9	327038	2.9	373787	2.5
<b>CAGR</b>		<b>12.50</b>		<b>13.12</b>		<b>8.68</b>		<b>9.58</b>
<b>r</b>		<b>0.99</b>		<b>0.99</b>		<b>0.99</b>		<b>0.98</b>

**Table 3: Deposit Position of SCBs in India**

The primary objective of Scheduled Commercial Banks is to mobilize the savings of the

<b>Year</b>	<b>Demand Deposits</b>	<b>AGR</b>	<b>Time Deposits</b>	<b>AGR</b>	<b>Total Deposits</b>	<b>AGR</b>
<b>2011</b>	625330	-2.62	5283752	13.58	5909082	11.87
<b>2012</b>	662299	5.58	6088155	13.21	6750454	12.46
<b>2013</b>	713921	7.23	6991639	12.92	7705560	12.40
<b>2014</b>	794029	10.09	7739256	9.66	8533285	9.70
<b>2015</b>	888996	10.68	8438294	8.28	9327290	8.51
<b>2016</b>	1281439	30.63	9476217	10.95	10757656	13.30
<b>2017</b>	1370282	6.48	10055767	5.76	11426049	5.85
<b>2018</b>	1511287	9.33	11062484	9.10	12573772	9.13
<b>CAGR</b>		<b>11.66</b>		<b>9.68</b>		<b>9.90</b>
<b>r</b>		<b>0.96</b>		<b>0.99</b>		<b>0.99</b>

community through deposits. The above Table:2 shows the performance of deposits of Scheduled Commercial Banks. Overall deposit growth slowed down since 2016 despite the crisis due to demonetization and rising interest rates. The deposit position in Metropolitan has increased in the year 2017 with 17.3 percent. The CAGR during the study period depicts that deposit position of semi urban area is high with 13.12 percent, followed by rural area with 12.50 percent, metropolitan with 9.58 percent and urban area with 8.68 percent growth. The correlation analysis shows that there is high significance in the deposit position to the extent of 0.99 percent in rural, semi urban and urban areas. The Table: 3 shows that deposits of the SCBs have witnessed significant growth during the study period in the Indian economy. During the study period the total deposits revealed that the growth rate has grown gradually over the years of study from 2011 to 2018 and has reached a compound growth rate of 9.90. Out of the total deposits, demand deposits constitute 11.66 percent whereas time deposits constitute 9.68 percent. The analysis of correlation during the study period was highly significant to the extent of 0.99 for time deposits. This is evident in the total deposit too which has a high positive correlation of 0.99 percent.



Table 4: Credit Position of SCBs in India

Year	Rural	AGR	Semi urban	AGR	Urban	AGR	Metropolitan	AGR
2011	40018	7.36	28772	5.99	16896	3.87	35038	-9.26
2012	41749	4.15	31292	8.05	17740	4.75	40099	12.62
2013	45703	8.65	34621	9.62	20924	15.21	27038	-48.31
2014	48343	5.46	39094	11.44	25379	17.55	25934	-4.25
2015	52777	8.40	39526	1.09	23777	-6.73	28160	7.90
2016	57297	7.89	44832	11.83	28014	15.12	32231	12.63
2017	58864	2.66	47019	4.65	28795	2.71	37706	14.52
2018	59197	0.56	53245	11.69	37204	22.60	47330	20.33
<b>CAGR</b>		<b>5.02</b>		<b>8.00</b>		<b>10.37</b>		<b>3.83</b>
<b>r</b>		<b>0.98</b>		<b>0.98</b>		<b>0.95</b>		<b>0.36</b>

The above Table: 4 show the credit position of Scheduled commercial banks in India during the study period 2011-2012 to 2018 -2019. The table shows that high credit growth in CAGR is in urban area with 10.37 percent and 8.00 percent growth in CAGR in semi urban area. The credit position growth is lower in metropolitan area which is about 3.83 percent. The results of correlation shows that are high significance in credit position in rural, semi urban and urban areas which are 0.98 and 0.95 percent respectively during the study period.

Table 5: Investment and Credit Position of SCBs in India

Year	Investments	AGR	Credit	AGR
2011	1737787	13.59	120724	1.72
2012	2006105	13.38	130880	7.76
2013	2212821	9.34	128286	-2.02
2014	2491825	11.20	138750	7.54
2015	2625509	5.09	144240	3.81
2016	3030963	13.38	162374	11.17
2017	3318454	8.66	172384	5.81
2018	3381056	1.85	196976	12.48
<b>CAGR</b>	8.68		6.31	
<b>r</b>	0.99		0.95	

The Credit and Investments of SCBs shows that the annual growth rate over the years was about 13.38 percent in 2016-17, whereas in the 2017-18 and 2018-19 the investment growth rate decreased to 8.66 percent and 1.85 percent respectively. The credit position has increased enormously with a growth rate of 12.48 percent. The degree of correlation for the investment and credit witnessed during the study period was about 0.99 and 0.95 for investment and credit respectively. It reveals the scheduled commercial banks have shown significant performance during the study period.

**Hypothesis Testing:** In order to examine whether there is difference in the financial performance of the SCBs during the study period 2011-12 to 2018-19. One way ANOVA test has been employed to test the hypothesis. The results of the test is given in the Table: 4

H<sub>0</sub>: There is no significant difference in the financial performance of the SCBs

H<sub>1</sub>: There is significant difference in the financial performance of the SCBs.

**Table 6: One way ANOVA for the Financial Indicators of SCBs in India**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	32.04	3	10.68	4.29	0.09
Residual	9.95	4	2.48		
Total	42	7			

The above Table: 6 shows the ANOVA test, which indicates that there is highly significant difference among the profitability indicators of Scheduled Commercial Banks in India during the study period 2011-2012 to 2018-2019. The value of F ratio is 4.29 as against the table value, for the degree of freedom (3, 4) at 5% level of significance, 9.12. As the calculated value is lesser than the table value, it is concluded that there is no significance in the indicators ascertained during the study period. Thus the null hypothesis is rejected i.e., where there is significant difference in performance of scheduled commercial banks in India.

**Table 7: Income and Expenditure of SCBs in India**

Year	Interest Income	Other Income	Interest Expenses	Operating Expenses	Net Interest Income	Operating Profit
2011	491341	79850	298925	123140	192416	149126
2012	655284	86344	430356	137572	224928	173700
2013	763607	97784	513801	156664	249806	190926
2014	855133	114093	577165	182416	277968	209645



<b>2015</b>	940776	132409	637057	202803	303718	233325
<b>2016</b>	990945	144093	666063	225423	324882	243552
<b>2017</b>	1012032	193314	669189	248423	342843	287734
<b>2018</b>	1021968	195598	653510	271470	368458	292587
<b>CAGR</b>	9.59	11.85	10.27	10.39	8.46	8.79
<b>r</b>	0.95	0.97	0.91	0.99	0.99	0.99

The Table: 7 reveal the Income and Expenditure of Scheduled Commercial Banks in India for the study period 2011- 2012 to 2018-2019. The table shows that other income earned 11.85 percent is higher compared to the interest income which is about 9.59 percent. The net interest income growth rate is 8.46 percent growth and in case of expenditure there is slight variation in interest expenses and operating expenses. There is a growth of 10.27 percent in interest expenses and 10.39 percent growth in operating expenses. The operating expenses are expenses related with the operation and maintenance of the business to generate income. The operating profit is termed as total earnings less total expenses, excluding provisions and contingencies. In the overall study period the operating profit reveals a growth of 8.79 percent.

**Table 8: Profitability Indicators of SCBs in India**

<b>Year</b>	<b>Return on Assets</b>	<b>Return on</b>	<b>Net Interest</b>	<b>Gross NPAs</b>	<b>CRAR</b>	<b>Operating Profit</b>
<b>2011</b>	1.08	14.6	2.91	2.2	14.2	2.26
<b>2012</b>	1.04	13.84	2.9	3.0	13.8	2.24
<b>2013</b>	0.8	10.69	2.79	3.6	13	2.13
<b>2014</b>	0.8	10.42	2.7	4.4	13	2.04
<b>2015</b>	0.4	3.58	2.64	5.0	13.3	2.00
<b>2016</b>	0.4	4.16	2.6	9.3	13.3	1.94
<b>2017</b>	0.4	4.2	2.4	11.7	13.7	2.01
<b>2018</b>	-0.2	-2.8	2.5	14.6	13.8	2.13
<b>Mean</b>	<b>0.59</b>	<b>7.33</b>	<b>2.68</b>	<b>6.7</b>	<b>13.51</b>	<b>2.09</b>
<b>SD</b>	<b>0.42</b>	<b>6.01</b>	<b>0.18</b>	<b>4.57</b>	<b>0.43</b>	<b>0.11</b>
<b>r</b>	<b>0.89</b>	<b>0.90</b>	<b>0.92</b>	<b>0.89</b>	<b>0.02</b>	<b>0.50</b>



The profitability of the SCBs is measured in terms of Return on Assets, Return on Equity, Net interest income, Gross NPA, Capital risk Assets Ratio and Operating Profit. The above table shows that ROA has a mean of 0.59 units with a standard deviation of 0.42 units. ROE reflects a declining percentage with the mean value of 7.33 units with the standard deviation of 6.01. The net interest income has a mean value of 2.68 units with the standard deviation of 0.18. The correlation is high and positive in the case of net interest income of about 0.92, followed by ROE with 0.90 and ROA and Gross NPA both having 0.89 correlation value.

**Hypothesis Testing:** In order to examine whether there is difference in the performance of the profitability indicators of SCBs during the study period 2011-12 to 2018-19. One way ANOVA test has been employed to test the hypothesis. The results of the test is given in the Table: 6

H<sub>0</sub>: There is no significant difference in the performance of the profitability of SCBs

H<sub>1</sub>: There is significant difference in the performance of the profitability of SCBs.

**Table: 9 One way ANOVA for the Profitability Indicators of SCBs in India**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	41.736	5	8.35	63.27	0.01
Residual	0.263	2	0.13		
Total	42	7			

The above table shows the ANOVA test, which indicates that there is highly significant difference among the profitability indicators of Scheduled Commercial Banks in India during the study period 2011-2012 to 2018-2019. The value of F ratio is 63.27 as against the table value, for the degree of freedom (5,2) at 5% level of significance, of 5.78. As the calculated value is greater than the table value, it is concluded that there is significance in the indicators ascertained during the study period. Thus the null hypothesis is accepted i.e., where there is no significant difference in performance of Scheduled Commercial Banks in India.

**Conclusion:** In this paper, the performance of scheduled commercial banks in India has been evaluated. The study reveals the overall performance of SCBs in India. The financial indicators such as Investment, Deposit and Credit have increased through the years. The profitability indicators such as return on assets, return on equity, net interest income, operating profits, CRAR, NPAs have no significant performance during the study period. The percentage of the profitability is decreasing and there is a fluctuation in operating profit percentage. Hence the SCBs should improve their operations. The total income of the SCBs is mainly driven by Interest Income. The interest income is restrained by the increase in NPAs. During 2016-17 the banking sector faced challenges due to demonetization with worsening asset quality with implications in the form of declining profitability. The Return on Assets also shows a declining percentage. It can



be concluded that the performance of the Scheduled Commercial Banks is progressive due to increased provisions. The SCBs have best technology though it has to concentrate on utilizing the manpower in effective and professional manner.

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## BRITISH WAR AGAINST MAJOR INDIAN POWERS AND CONSOLIDATION OF ITS STRONGHOLD IN INDIA

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### Synopsis:

British had to wage fight with many local Indian rulers in order to strengthen its power and stronghold in India. The Sikh power under Maharaja Ranjit Singh had made the British East India Company anxious and the British crushed the Sikh empire and took complete control over it. On the other side the Marathas were posing a great threat to the British's policy of colonial supremacy. The British had to enter into war with Marathas with great tact and force. First the British made allies with the kings that were hostile to the Marathas. Later, after securing victory over the Marathas, the British betrayed the allies and took them also under control.

**Keywords:** War, Alliance, Allies, Troops, Capture, Defeat, Surrender, Treaty, Etc.

British fought wars with the Kings of Mysore, Sikhs and Marathas to establish their supremacy in India. The major Indian powers were Rajas of Mysore like Haider Ali and Tipu Sultan, Sikhs Rajas like Ranjit Singh in Punjab and Marathas Kings like Baji Rao Peshwa in Deccan.

**Wars with Mysore:** The British had to fight four wars with the kings of Mysore.

**The first Anglo-Mysore war (1767 to 69)** was fought between Nizam, Marathas and Haider Ali on the one side and the British on the other. The British at Madras were frightened. They finally surrendered and made peace with Haider Ali.

**The Second Anglo Maratha War (1780–1784)** saw the rise of Sir Eyre Coote, the British commander who repeatedly defeated Hyder Ali. However, Hyder and his son Tipu prevailed. This led to the last British-Indian treaty with an Indian ruler on equal footing. The war ended in 1784 with the signing of the Treaty of Mangalore. By this treaty both sides agreed to restore the pre-war situation.

**The Third Anglo-Mysore War (1789–1792)** - Tipu Sultan, the ruler of Mysore made friendship with France, invaded the nearby state of Travancore in 1789, which was a British ally (friend). The resultant war lasted three years and was a resounding defeat for Tipu. The war ended after the 1792 capture of Seringapatam by the British. The Treaty of Seringapatam was signed. "Tipu Sultan, unable to pay an indemnity of 330 lakhs of





rupees, was required to surrender two of his three sons as hostages of war.” (Narwane, 2014)

**The Fourth Anglo-Mysore War (1799)** saw the defeat of Tipu Sultan. Mysore's alliance with the French was seen as a threat to the East India Company. Mysore was attacked from all four sides by Nizam, Marathas and British. The enemies' troops were four times larger than that of Tipu Sultan. Mysore had 35,000 soldiers, whereas the British commanded 60,000 troops. The Nizam of Hyderabad and the Marathas launched an invasion from the north. The British won a decisive victory at the Battle of Seringapatam in 1799. Tipu was killed during the defence of the city. Mysorean territory was annexed by the British, the Nizam and the Marathas. The remaining part around Mysore and Seringapatam, was restored to the original Indian prince belonging to the Wodeyar dynasty.

The British took indirect control of Mysore, restoring the Wodeyar Dynasty to the Mysore throne (with a British commissioner to advise him on all issues). Tipu Sultan's young heir, Fateh Ali, was sent into exile. The Kingdom of Mysore became a Princely State under the system of Subsidiary Alliance introduced by the British.

### **English supremacy over the Sikhs and Punjab**

Maharaja Ranjit Singh was born at Gujranwala on 2<sup>nd</sup> November 1780. A.D. He remained under the protection of regency council set up by his mother for 5 years and assumed the reins of the government in 1779 A.D. He led the foundation of an extensive Sikh kingdom after conquering the Punjab states one after the another by taking full advantage of the disorderly and disturbed political condition of the Punjab. Maharaja Ranjit Singh died on 29<sup>th</sup> July 1839A.D. and with his death the Sikh state which he had built began to fall.

Anglo Sikh relations in the beginning were quite friendly. The growth of the Sikh power under Maharaja Ranjit Singh had made the British East India Company anxious, so they concluded a treaty with Ranjit Singh in 1809, known as the treaty of Amritsar. It was made between Maharaja Ranjit Singh and Sir Charles Metcalfe on behalf of English in 1809 A.D. Under the agreement river Sutlej was recognized as the separation between both the empires. The agreement stopped the immediate expansion of the Sikh Empire under Ranjit Singh towards the east yet Ranjit Singh conquered Attock (1813), Kashmir (1819), Dera Gazi Khan(1820), Dera Ismail Khan (1821), Peshawar, Kangra, Multan, etc in the south, west & north. But after his death at the age of 59 his successors weren't able to provide the right kind of leadership required to sustain such a huge empire. After various pretensions and bloodbath finally the youngest son of Ranjit Singh, Dileep Singh took charge of his empire in 1843 under the guidance of his mother, Queen Jhinnan. But he too was unable to cope up with the internal dissensions.

Prevailing chaos invited the British East India Company to fish in the troubled waters. They started a military build up in the eastern fringe of Sutlej. the concerned Sikhs made a huge political blunder by breaking the treaty of Amritsar and crossing the river Sutlej. Later the war with the British became imminent.

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**First Anglo –Sikh war (1845 – 1849)** - on 13th December, 1845, the British Governor General Henry Hardinge declared war on the Sikhs. Between 1845 to 1849 Sikhs and the British fought two wars. The first war was fought in Mudki on 18th December 1845. Sikhs under their Prime Minister Lal Singh attacked and got a decisive edge over the British, but the sudden running away of Lal Singh from the battle field at a time when the battle was at its pinnacle gave a huge blow to the Sikh morale. Again on 21st December 1845 the two armed forces met at Ferozeshahar, again the sudden running away of Lal Singh and General Teja Singh led to the defeat of the Sikhs. But the Sikhs on 21st January, 1846 came back with a new vigour when under the leadership of Ranjodh Singh and Ajit Singh they defeated the army of Harry Smith.

The Sikhs and the British fought two more battles on 28th January at Aliwal and on 10th February at Sobraon. These battles led to the Treaty of Lahore, in which the Sikh territories east of Sutlej were confiscated also the Sikhs were forced to surrender Jalundhur - Doab region to the British. Also Sikhs were forced to hand over Kashmir as a penalty to the British which the British East India Company later sold to Maharaja Gulab Singh of Jammu for 10 Lakh Pounds. The King and his queen Mother were later on pensioned off.

**The Second Anglo-Sikh War** was fought at Chilianwala on 13<sup>th</sup> March 1849. After the war a truce was reached at by both warring sides. But the truce was not long lasting. A succession controversy resulted in the resignation of the then Governor of Multan, Moolraj. His resignation brought in an era of chaos and confusion. So to control the situation two British Officers under Khan Singh were deputed to Multan but both the British Officers were murdered there. Soon Queen Mother Jhindaan was arrested and charged with treason and inciting other Sikhs. She was deposed. This disgraceful behavior with the Queen Mother triggered of the second Anglo-Sikh war.

On 13th January, 1849 both the Sikh and the British Forces under Lord Guff met. The Sikh forces were lead by Jawahar Singh Nalwa. This was the most gruesome battle the British forces ever fought. The total British losses in terms of the dead and the injured were approximately 2, 400 which included 89 officers. But the battle was indecisive so the next battle was fought in Gujarat on 21st February but this time the Sikhs lost decisively. On 12th of March the Sikhs finally laid down their arms and on 29th March Punjab was annexed to the British dominion of India. On 29 March 1849, Lord Dalhousie annexed the Sikh kingdom to the British crown. The Punjab was annexed to the British Empire by a proclamation on March 28, 1849 A.D. of Lord Dalhousie. The Khalsa army was disbanded. Maharaja Dalip Singh himself had to part with the famous diamond Kohinoor. Furthermore, the Sikh Sardars were forced to considerably reduce their territorial and judicial control leaving only four Sardars in charge of the judiciary, with Sardar Chattar Singh Atariwalla controlling the area between the Jhelum and the Indus, Sardar Kahan Singh Mann controlling Lahore, Sardar Ram Singh Jallawala controlling the Chaj Doab, and Sardar Lehna Singh Majithia controlling the Majha including lands south east of the Ravi up to the hills and down to Kasur. (Khuswant Singh, 1977)

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### **War with Marathas**

Balaji Baji Rao was appointed the third Peshwa of the Marathas in 1740. Maratha power spread to the north during 1757-60. The third Battle of Panipat took place in 1761 between the Marathas under the Peshwa's son and the Ahmad Shah Abdali in alliance with Nazib-ud-daulah of Rohilkhand and Shuja-ud-daulah of Awadh. Marathas were defeated. SadasivaBhao was killed. Visvas Rao, the son of Peshwa, was also killed. Malhar Rao Holkar saved his life by running away from the battlefield. Mahadji Scandia was able to save his life but he became lame. This loss jolted Balaji Baji Rao. He retired broken-hearted to Poona and died in 1761 a few days later.

**The First Maratha War (1775-82):** The first Maratha War was fought between the English and the Marathas from 1775 to 1782. Nana Phadnavis made friendship with Nizam and Haidar Ali. Their combined army defeated Goddard's army in 1781. Soon the Nizam left the side of the Marathas. However, Warren Hastings was in favor of ending the war. The Treaty of Salbai was concluded between the English and the Marathas under MahadjiScindia on May 17<sup>th</sup>, 1782, and status quo was maintained.

**The Treaty of Bassein (1802):** This treaty was later made between the last Peshwa of the Marathas, Baji Rao II and the English on December 31<sup>st</sup>, 1802. By concluding this treaty the Peshwa lost his independence for the sake of his protection and sacrificed the interest of his country and the community to achieve his selfish ends.

**The second Maratha War (1803):**The second Maratha war broke out between the English and the Maratha Chiefs – Scindia and Bhosale. The reason of this war was Lord Wellesley's desire to extend the British Empire. The English won the war. The Treaty of SurjiArjungaon was made on Dec. 30<sup>th</sup>, 1803. The English territory extended considerably and many important areas were annexed to the British Empire.

**The Third Maratha War (1817 – 1818):** In 1815, Trimbakji, a minister of the Peshwa, murdered a Brahmin envoy of the ruler of Gaikwar who had gone to Poona under a British self-conduct. Elphinstone suspected a foul play. He forced Baji Rao to surrender Trimbakji. He also forced the Peshwa to enter into a new subsidiary alliance and grant a piece of territory for the maintenance of the contingent force. He compelled him to give up the headship of the Maratha confederacy. Later on Baji Rao revolted and attacked and burnt the British Residency. But Elphinstone managed to escape. In the battle of Kirki, Peshwa was defeated.

Appa Saheb Bhosale of Nagpur and Holkar declared war against the English. Appa Saheb was defeated at Sitabuldi and was forced to surrender. Holkar's army was also defeated in the battle of Mahidpur. The Peshwa was chased and defeated at Ashti and Koregaon. Baji Rao Peshwa was forced to surrender in 1818. The Fort of Asingarh was captured in 1819. The English abolished the office of Peshwa. But Baji Rao was given a generous treatment by way of a pension of Rs. 8 lakh a year for his life. A representative of the line of Shivaji was put on the throne of Satara. Appa Saheb Bhosale was deposed and a new Raja was put in his place. The Narbada territory of



Bhosale was annexed. Holkar was forced to enter into a subsidiary alliance and grant some territory for the maintenance of the contingent army.

The French in India were also a power to reckon with. The rivalry between English and French over gaining control of India led to several wars between the French and the English. Finally, at the Battle of Wandiwash the French were finally washed out. **First Carnatic War (1746–1748):** In 1740 the War of the Austrian Succession broke out in Europe. Great Britain was only drawn into the war in 1744, when it entered the war opposed to France and its allies. The trading companies of both countries maintained cordial relations among themselves in India while their parent countries were bitter enemies on the European continent. Dodwell writes, "Such were the friendly relations between the English and the French that the French sent their goods and merchandise from Pondicherry to Madras for safe custody."

Although French company officials were ordered to avoid conflict, British officials were not, and were furthermore notified that a Royal Navy fleet was en route. After the British initially captured a few French merchant ships, the French called for backup from as far afield as Isle de France (now Mauritius).

On 21 September 1746, the French captured the British outpost at Madras. Dupleix, to placate the Nawab of Arcot, had promised him Madras, but withdrew that promise after the capture. The Nawab then sent a 10,000-man army to take Madras from the French, but was decisively repulsed by a small French force in the Battle of Adyar. The French attempted to capture the British outpost at Cuddalore, but could not do so. With the termination of the War of Austrian Succession in Europe, the First Carnatic War also came to an end. In the Treaty of Aix-la-Chapelle (1748), Madras was given back to the British in exchange for the French fortress of Louisbourg in North America, which the British had captured. The war was principally notable in India as the first military experience of Robert Clive, who was taken prisoner at Madras, escaped, and then participated in the defense of Cuddalore and the siege of Pondicherry.

**Second Carnatic War (1749–1754):** After the death of the Nizam-ul-Mulk in 1748, the Nizam of Hyderabad, a civil war for succession, now known as the Second Carnatic War, broke out in the south between Mir Ahmad Ali Khan (Nasir Jung), the son of the Nizam-ul-Mulk, and HidayatMuhiud-Din Sa'adu'llah Khan (Muzaffar Jung), the grandson of Nizam-ul-Mulk. This opened a window of opportunity for Chanda Sahib, who wanted to become Nawab of Arcot. He joined the cause of Muzaffar Jung and began to conspire against the Nawab Anwaruddin Muhammed Khan in Arcot. The French allied with Chanda Sahib and Muzaffar Jung to bring them into power in their respective states. But soon the British also intervened. To offset the French influence, they began supporting Nasir Jung and Muhammad Ali Khan Walajah (son of the deposed Nawab Anwaruddin Muhammed Khan of Arcot). Initially, the French succeeded in both states in defeating and murdering their opponents and placing their supporters on thrones in 1749.

In 1751, however, Robert Clive led British troops to capture Arcot. Clive's success led to additional victories for the British and their Nizam and Arcot allies. The war ended with the Treaty of Pondicherry, signed in 1754. Muhammad Ali Khan Walajah was recognized as the Nawab of Arcot. The French leader Dupleix was asked

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to return to France. The directors of the French East India Company were dissatisfied with Dupleix's political ambitions, which had led to immense financial loss. In 1754, Charles Godeheu replaced Dupleix.

**Third Carnatic War (1757–1763):** The outbreak in 1756 of the Seven Years' War in Europe resulted in renewed conflict between French and British forces in India. The Third Carnatic War spread beyond southern India and into Bengal where British forces captured the French settlement of Chandernagore (now Chandannagar) in 1757. However, the war was decided in the south, as British commander Sir Eyre Coote decisively defeated the French under the Comte de Lally at the Battle of Wandiwash in 1760. After Wandiwash, the French capital of Pondicherry fell to the British in 1761. The war concluded with the signing of the 1763 Treaty of Paris, which returned Chandernagore and Pondichéry to France, and allowed the French to have "factories" (trading posts) in India but forbade French traders from administering them.

The British won every battle with the Indian powers either alone or with allies but did never allow any other to supersede them in any matter whatsoever. It had developed tactful contrivances to put control over all of them. The major reason for their victory may be assigned to their invincible strategies and team work added with their modern mercenaries. Initially they remained confined to *de-facto* ruler-ship and later, in course of time they became *de-jure*.

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## COVID-19 REDEFINING FUTURE OF EDUCATION

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### Abstract

When the world was running at its pace it was suddenly stopped by major roadblock in terms of coronavirus pandemic. Like any other system, the educational system was also affected. However, online based education acted as a boon to ensure the continuity of the education. This article deals with the positives, and challenges of online based education system. Positives of online education include assurance of continuity of education in adverse circumstances, access to expertise, promotion of girls education and differently abled students education, self-paced and flexible learning, cost-effectiveness, greener approach and improvement of technical skills of students and teacher. Challenges that are required to be overcome include cyber attacks, need of clear government policies, cost to infrastructure. Students related challenges include reaching out marginalised and under-privileged learner, lack of efficient communication skills, less accountability, need of self discipline and self direction, promotion of corresponding education, high dropout rates, overdependence to technology. Teacher's related challenges include lack of essential qualities, less brain storming and difficulty in maintaining personal and professional balance.

**Keywords:** COVID-19, Online education, Positives, Challenges.

### Introduction

COVID-19 which was originated in China in December 2019 has now become a pandemic, infecting 213 countries or territories (Singh, 2020). Due to exponential rise in the COVID-19 cases, several governments across the globe has enforced lockdown measures in order to curb the movement of people to limit the spread of the infection and also due to shortage in the medical facilities. Some of the countries are observing complete lockdown while some are lifting the lockdown measures as the critical cases are falling. India, on the other hand has implemented the world's biggest lockdown from March 22, 2020 to May 30, 2020 (June 30, 2020 in containment zone) (Sharma, 2020). The idea of lockdown is not new and has been chosen often to escape the wrath of dire conditions such as wars, pandemics and other emergencies. The lockdown measure was first taken in the Italy Renaissance period during the plague outbreak. According to John Henderson, it surfaced in Italy over the 15th, 16th and 17th centuries and, in 1630-31, it was applied with full blast during the plague outbreak in Florence. Today's COVID-19 lockdown measure exhibits parallels to those 400 year old lockdown in Florence (Khadilkar, 2020).

India has witnessed many circumstances in past that empowered the governing authorities to impose such lockdown measures time and again. In 1897, Bubonic plague broke out in the Bombay state and to tackle the situation, The Epidemic Diseases Act,

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1897 was passed which empowered the state government to authorize regulations for inspecting travellers, segregation of suspected individuals in hospital or temporary settings (Rakesh, 2016), prohibition of Mecca pilgrimages, emigration from India, religious gatherings, railways bookings etc (Verma, 2020). Similarly, Governing authorities of India declared national emergencies in a number of instances, as in 1962 (China War), 1971 (Pakistan war) and in 1975 (internal disturbances). From 1975-1977, a State of Emergency was declared by then Prime Minister Indira Gandhi across the India during which civil liberties were held back and elections were suspended (Bari, 2017).

COVID-19 has not only affected the public health negatively but also has devastating impact on global economics, politics, geopolitics, environment, religion and education (Scott, 2020). With complete lockdown measures school, colleges, and Universities are on shut and over billions of students are unable to go to school or colleges worldwide. As per the report of UNESCO, 191 countries have implemented nationwide closures of their schools and universities and as of April 16, 2020, affecting nearly 157 crores learners (enrolled at pre-primary, primary, lower-secondary, and upper-secondary levels of education as well as at tertiary level] across the globe (McCarthy, 2020). Policymakers are facing the dilemma between closing and opening these educational institutions, as the closure is required to save lives and operation is required to ensure the continuous learning and allowing the workers to work (Scott, 2020).

Most countries such as **Argentina, Croatia, China, Cyprus, Egypt, France, Greece, Italy, Japan, Mexico, Portugal, Republic of Korea, Saudi Arabia, United Arab Emirates and United States** are providing online platforms and utilizing the internet to facilitate the continuous learning. **Teachers and school administrators around the globe are encouraged to provide live and massive open online course (MOOC) styled lessons, and to utilize applications that facilitate communication between them and learners.** However, Information and Communication Technology (ICT) based learning draws a major concern for the learners hailing to under-privileged backgrounds. There are areas where electricity and internet are still a constraint and hence ICT based education is a challenge. But, some countries, for instance, France is providing devices and printed assignment to 5% of such under-privileged learners. China, on the other hand, is providing computers to learners from low-income background and offering telecommunication subsidies and mobile data packages to such students. In Portugal, the government suggested collaboration with the post office services for delivering work sheets to the students (Chol Chang, 2020).

The idea of e-learning in India has travelled all the way from distance education to the present stage. Distance education has more than 200 years of existence. It first began as correspondence courses and with the developments, it transformed into today's style of education. 1800s to 1900s comprised mainly of correspondence courses, 1950s to 1960s and 1950s to 1980s mainly comprised of video conferencing and teleconferencing respectively and web based instruction extended from 1990s to present. In India, University of Delhi, was first to offer distance learning bachelor's degree programmes in arts, sciences and social sciences in 1962 and by 2008-09 over 3.6 million students enrolled in distance education programmes (Chol

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Chang, 2020) (Kentnor, 2015). E-learning has given rise to Virtual Learning which range from products such as webCT and Blackboard to institutional indigenous system to fulfil their particular needs (Vovides, 2007). The Virtual Classroom which is based on computer group ware and internet via worldwide web (www) are recently added in this type of learning setup. Learners get benefited by such courses using local computers. Once the learner gets access he/she can download course materials, gain video and audio material etc (Ray, 2012). Similarly, a “Virtual university” is a separate online entity which is analogous to conventional university and is based on the medium level of learning organisation structure. All the information are organized and stored as web based courses/lessons/pages and are delivered in digital form at a distance. In Virtual University, management design the courses and assure that all the aspects related to this purpose such as deliverance of lecture, planning funds, staff and other resources are fulfilled (Choudhary, 2020).It is very important to analyse any new concept with the challenges faced along with the positives. This article aims to consolidate all aspects of online learning.

### **Positives of Online Learning**

**Ensure continuity of learning in adverse situation:** Online learning is the best tool of education when the world is dealing with any pandemic situation. With complete lockdown across the globe school, college and Universities are on shut, online learning is the best tool to ensure the continuity of learning (Nair, 2020).

**Access to expertise:** Online learning enables the students to get to learn by world's renowned faculty since the distance is not a constraint in it. For instance, an educator of West is just a fingertip away from a student in Asia, means a student can get benefits from the educator around the world irrespective of the distance between them. Likely, the student can get access to the specialized degree courses which are otherwise not available at local colleges and institution of learning (Jain, 2019).

**Promotes girl education:** Education is the basic human right and Indian constitution guarantee equal right to male and female for the same. Despite that, girl's education in India is still a question, pertaining to socio-cultural barriers. In such cases, online learning act as a rescuer. Ministry of Human Resource Development, Government of India and Central Government Digital Programmes have taken a number of initiatives to promote girls education in India. Digital Gender Atlas, Udaan, e-pathshala are some of the schemes run by the government to promote the education of girl child digitally (Barden, 2017).

**Facilitates learning of differently-abled students:** If the learning institution has well-equipped software and system for differently-abled students then definitely online learning is a boon for such learners. For instance, students with dyslexia or visual disorders can alter the color, font style and size using IT system and software which help them to perceive the information effectively. Likely, students with mobility impairment do not need to rush to the school and colleges and can learn within their comfort zone. Similarly, technologies like braille keyboards or voice-to-text software

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and audio recordings can make learning easy for visually impaired students. In the case of students with hearing impairment use of video lectures with subtitles can help a lot (Obstander, 2019).

**Facilitate learning while working professionally:** Some people for one reason or other may not commit themselves to a full-time graduate course. For instance, those who are working or for those, with whom working is mandatory to earn a livelihood. Such people can count on online program or courses which will provide them with the opportunity to learn and pursue higher education while working professionally (Dumbauld, 2020).

**Self-paced and flexible:** Online learning is self-paced where the time pressure that exists with live classrooms does not exist and the learner can decide themselves, where and when to schedule their lecture and exams (Gilbert, 2015).

**Better understanding:** Online learning makes use of the latest technology, simulations and models assist students with an in-depth understanding of the topic (Broderick).

**Cost-effective:** Online education facilitates learning of financially weaker section of society as the tuition fee and the cost per credit hour of online courses is less compared to traditional campus-based courses. Moreover, many colleges and universities accept credits earned by a student through massive open online courses (MOOCs) making the course almost free. Also, with online learning, expenses such as commuting cost, massive textbook cost, activity cost are reduced or absent. (Gogeun, 2020).

**Improves technical skills:** As online learning is totally dependent on technology, students learn to develop new computer skills and navigate different learning management system and programs. Students will have to learn to download lectures, upload assignment and test, navigate the course lecture and communicate with instructor and peers digitally (Gogeun, 2020).

**It is a green option:** Online learning promotes go green approach compared to traditional class-based learning as it facilitates a paperless form of learning, hence protects the environment by saving trees. As per the report of National Wildlife Foundation every ton of wasted paper is equivalent to the death of 16 large trees. With online learning remission of carbon dioxide is also reduced. According to a study, there is 90% less power consumption and 85% less carbon emission with online learning compared to traditional class learning. Use of non-renewable resources such as plastics, wood, metal, building materials is also reduced with online learning (Bordoloi, 2020).

### Challenges

**Cyberattacks:** With COVID-19 outbreak, teachers and professor across the nation have to adapt the whole new mode of teaching i.e. technology driven education (Morris, 2020). The hackers find such situation as an endless opportunity to exploit people by spreading misinformation and tricking end users into sharing credit card information,

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login credentials and other form of personal detail (Nanda, 2019). Therefore, it is necessary that before implementing technology based learning, cyber security and privacy must be considered, neglecting which may end up putting students and educators at substantial security and privacy risks.

**Framing clear government policies:** The human resource development ministry believes that the online learning is reformative and helps in college teacher training. It is estimated that by 2022, online learning will be preferred by 6.5 million people. However, such courses have implementation issues in colleges and universities and lack clarity and structure. A Delhi University professor says that there is very little awareness, motivation and implementation of online courses in a University system. For instance, Swayam, an online education platform designed by government has huge enrolment but low completion. UpGrad, TalentSprint, and Learnapp are some of the private ed-tech players which are trying to bring the industry into equation (Kapadia, 2018).

On the other hand the government policy are not very clear about whom to target (freshers or executives), quality assessment, and how professors will be benefitted by offering such courses. UGC has now recognised the validity of online mode of education under its University Grants Commission (Online Courses or Programmes] Regulations, 2018 (“**Online Education Regulations**”) under which non-technical courses can be offered online by a University and an Institution deemed to be a University (Palvia, 2018).

Government is working on reaping benefits of online education through platforms such as Digital India, Skill India, e-Basta (schools’ books in digital form), e-Education (all schools connected with broadband and free WiFi) in all schools, development of pilot MOOCs (Massive Online Open Courses), NandGhars (digital tools as teaching aids), Skills Online (learning portal for skill training) (Mukhopadhyay, 2020).

**Reaching out at Rural India:** Despite the launch of many schemes, the condition of education in India is still miserable. Access to internet is one of the major concerns in rural areas. Internet access does not mean that the household has internet facility at home. In fact, only 47% of household own computing device to access internet and only 5% of students have internet access at home in rural area. In states like West Bengal and Bihar, internet access is limited to only 7-8% of rural households. 55% of students studying in Universities belong to rural areas among which only 28% of students have internet access at home (SGT University, 2020). So, it is definite to say that not all are getting benefitted and large percentage is being ruled out from e-learning in rural India. Therefore, it become necessary to address the problem and long term strategies such as increasing ethernet connectivity, or subsidising data on mobiles, subsidise cheap smartphones for students should be implemented.

**Reaching differently disabled students:** Differently abled students already face stigma and neglect due to limited accessibility and during COVID-19 outbreak, where the traditional teaching is being transformed into online learning, situation now have

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become little more challenging for successful inclusion of such students. For instance, student with hearing disability cannot take benefit of online learning involving audio recording and face to face teaching and use of sign language becomes must in such case. (Zachariah, 2020). Similarly for children with special needs such as Autism, Spectrum Disorder, Down Syndrome, Cerebral Palsy, Learning Disability online learning becomes difficult. AIMS media, an education solution company has transformed all their educational services into online/virtual through video conferencing mediums such as zoom (India TV lifestyle desk, 2020). It become challenging for teachers as well, as they have to design the pedagogy according to level and category of disability the student is having. The government and all universities, therefore, should facilitate the teaching of differently abled students by means of framing and implementing policies and designating special taskforces.

**Cost to Infrastructure:**With an urgent need of digital education during COVID-19 outbreak, there is need of democratize the technology involved such as facilitating internet connectivity, affordability of online system, availability of laptop/desktop, softwares, online educational and assessment tools, telecom infrastructure etc which raises the cost of pedagogy. However, only a handful of school and colleges could effectively implement online learning. Majority of low income school and colleges are on complete shut down as they are not having access to e-learning solutions. Lack of proper infrastructure is impeding the digital growth. Thankfully, government has promised availability of fund for digital education (Bagga, 2020).

**Training teachers for digital education:** The quality of e-learning is directly correlated with the quality of faculty involved. One of the important parameter is familiarization of faculty with the e-learning technology. For this very reason, faculty selection should be linked to technology friendliness and eagerness for technology adoption. For this, special training and orientation of faculty is required to achieve maximum benefit of e-learning among students. One of the problems in this is that many teachers are reluctant to get trained and adopt digital technologies in thought that technologies will replace them completely (Mukhtar, 2020).

### **Students Related Challenges**

**Lack of efficient communication:** Online classes lack immediate and regular access to the teachers and class fellow as traditional one-on-one classes which exert negative impact on student and teacher interaction. It also negates social and team building activities that normally takes place in traditional classes. Mark Edmundson, an English professor, University of Virginia said that online learning creates a “monologue and not a real dialogue” (Tom, 2017). In online education, building relationship with instructor and class peers necessitate more efforts. AvitoliZhimo, Assitant Professor, Department of anthropology, University of Delhi, said that she misses the debates and discussion in the classroom and the physical interaction where the students laugh at her sarcasm. (Desai, 2020)

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**Less Accountability:** Accountability of online courses in terms of dependence on instructor and peer feedback is low compared to traditional classes, as there is lack of substantial opportunity by the instructor to have regular informal feedback before and after the classes. (Kokemular, 2020).

**Requirement of self discipline and self direction:** Although, online courses have its time frame for submissions, tests and etc still learners are required to manage their time and organization skills such as allocation of time period to each task and equilibrating the coursework against other prime concern of the life. Learner's tendency to procrastinate makes it difficult for them to get benefitted by online course (Tom, 2017).

**Extended screen time:** Anita's (name changed), son who is currently studying in class 6, taking online classes due to coronavirus outbreak. The biggest concern of Anita is her son's health. She says that her son in addition to spending 4-5 hours in online classes he spent some time on watching television also which expose him to extended the screen time. American Academy of Pediatrics recommends for children between the ages of 2 and 5 screen time of less than one hour per day (Mayo Clinic Staff, 2019). *World Health Organization issued guidelines* recommends that children between the ages of 2 and 4 should have no more than one hour of screen time per day (News release Geneva, 2019). Also, there are chances of development of Computer vision syndrome/ digital eye strain. *American Optometric Association* defines it as a group of eye and vision related problem that results from prolonged computer, tablet, e-readers and cell phone use. (Sheppard, 2018).

**Malnutrition related roadblock:** As per Global Hunger Index 2017, India ranks 100 out of 119 countries in prevalence of malnutrition. Due to severe malnutrition, 43% of children under 5 years are underweight and 48% are stunted. Partnerships and Opportunities to Strengthen and Harmonize Actions for Nutrition in India (POSHAN) reported that malnutrition directed low birth weight, underweight and iron deficiency is responsible for death of 876,200 babies die during their first month of life. Besides the risk of infectious disease and other illnesses, malnutrition impairs cognitive and motor functions of the child. Such children are reported to have problems in academic learning and psychosocial behaviour. It was reported in a study that malnourished children exhibits delayed vision, fine motor skills, language skills and personal skills. Vitamin A deficiency is directly linked impaired vision or blindness (Narayan, 2018). India, with such a huge percentage of malnourished children is likely to have eye related issue which can get worse with online learning.

**Problem faced by marginalized and underprivileged learners:** Marginalized and underprivileged students may be excluded ICT based educational practices (World Bank, 2005). For instance, in affordability of using expensive technology is prime concern in economically disadvantaged students. Similarly for impaired students, there are certain legal and technical requirements which need to be met by the institution when using ICT based education. If the institution fails to comply with such guidelines the impaired student may not be able to utilize ICT based courses (Trucano, 2005).

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Also, 65% of Indian population resides in rural areas where power, electricity and internet distribution is limited. For any student to succeed in online program, he/she must be able to access the online learning environment. Success of online program is dependable on internet access and it poses significant cost to the user. Lack of access attributable to economical or logistic reasons will eliminate otherwise eligible students from the course, which is a considerable issue in rural and lower socioeconomic areas. If the student's participation is limited by the amount of internet access, then the benefit of online program will not be equitable for all students enrolled in a course (Kundu, 2020).

**Learners with Limited Language Skills:**Learners with an expressive or receptive learning disability or with language limitation may find themselves in difficulty with the rapid pace and multiple dialogues during online lectures. Learners with limited language skills may be challenged in communicating their feelings and thoughts and there may be chances of communicative misunderstandings between the members. In such cases, supportive methods such as orienting the non-traditional student, providing personal feedback, handling issues related to language conventions, guidance and reminders in course materials etc can be provided to facilitate online learning (Jindal, 2020).

**Online learning promotes correspondence education:**When we talk about online education, the first thing that comes in anyone's mind is that the course pursued is correspondence, which eventually lessens the importance of the course in their minds. Large proportion of the students and even parents prefer regular education over correspondence education. Most of multinational companies (MNC's) prefer regular education in view that it is enriched with practical knowledge. Most organisation don't even interview correspondence students because their level of education does not match with the organisation's job profile which eventually lead to their unemployment, low salary packages or not getting job in good organization (Kuwakhedawala, 2017).

**Obstacle to practical based education:**Not all courses can be efficiently transformed from a traditional classroom experience to a totally online based learning. Online education is not a good option for practical based courses such as medical and paramedical courses, science and engineering. Majority of subjects namely physics, chemistry, mathematics, account etc. require traditional classes which involve use of writing markers/chalk and boards and interaction/discussion between the instructor and the students which cannot be accomplished using online education.

**Overdependence on technology:**Online learning requires appropriate infrastructure and its cost efficiency determines its growth. As we are in the era of rapidly changing technology, institutions and students find it difficult to keep the pace with. The technology used should be user friendly and reliable, however, even for highly sophisticated technology, complete reliability cannot be assured. Breakdowns can occur at any point of time along the system and any software or hardware malfunctioning can bring the ongoing process to halt. The cost of upgrading programmes and system for online education may be heavy. In synchronous learning, the initial and running cost are

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generally high, on contrary, in asynchronous learning, the cost of producing the content is high (University of Illinois, 2020).

**High dropout rates:**The dropout rates of online courses are high compared to regular courses which may be attributed to several reasons such as Lack of time, lack of motivation, lack of management oversight, problem with technology. Lack of student support, poorly designed courses, substandard or inexperienced instructors etc. According to Brooking Institution report students in online courses perform substantially low compared to students taking traditional in-person courses (Frankola, 2020).

### Teacher Related Challenges

**Lack of Essential Online Qualities:**Online program demands properly trained teachers who are adequately prepared to function in the virtual classrooms. In traditional teaching, the instructor develop his/her teaching material according to their and student's conveniences. However, for preparation of online lectures, the instructor must be up to date with the recent technology and must know the instructional pedagogies that create effective online experience. Moreover, many teachers believe that online instructions do not solves difficult teaching and learning problems and hence they do not support online teaching. The major reasons include the diverse nature of technology, the complexity of network systems, instability in online learning environments and limited understanding about information and communication technology (Mahlangu, 2020).

**Less brain storming:**Real-time answer filled with creativity and knowledge lacks in online classes. In traditional classes there is one-on-one interaction between teacher and student. For any question asked by the student, teacher has to respond quickly based on knowledge, experience and creativity. In online classes, the teacher have time to research the question and furnish the answer, while some teachers simply copy paste the answers. In traditional classes, the teacher analyses the mind and behaviour of students and based on student's grasping and learning capacity they teach about the subject, this is not possible with online classes.

**Personal v/s professional balance:** With this COVID-19 crisis, teachers are stuck in situation of being exceptional parent and teacher. The whole scenario of waking children and sending them school, and going to workplaces has been changed into monitoring and guiding their kids whole day and delivering a perfect lecture to their students. Educators, therefore, are looking for new normal of balancing their personal and professional life (Ramamoorthy, 2020).

### Conclusion

The current pandemic crisis has changed the education system across the globe and navigated to online based education. Online based education emerged as the pivotal tool and ensured consistent deliverance of education in rural as well as urban areas. Moreover, it has also paved a way to ideas that lockdown is not the only situation where

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online education serves as a boon but it can also act as tool for deliverance of better education in several other socio-economic circumstances. However, there are multiple challenges that are required to be overcome to warrant its maximum benefits of online education. Also, focuses are to be shifted in use of technology which ensures maximum output with minimum input.

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**पाणिनीयस्तथा पाणिनिपरवर्तिवैयाकरणैः साकं वेदभाष्यकाराणांमतवैचित्र्यम् – कतिपयानां  
वैदिकपदानामालोके**

**विप्लवमण्डलः**

शोधच्छात्रः

संस्कृतविभागः

कोलकाता,

रवीन्द्रभारतीविश्वविद्यालयम्

**अनादिनिधनं ब्रह्म शब्दतत्त्वं यदक्षरम् ।**

**विवर्ततेऽर्थभावेन प्रक्रिया जगतो यतः ॥ ( हरिकारिका १/१ )**

सत्यं यदस्ति तदेव ज्ञानम् । ब्रह्मणो ज्ञानात्मकत्वं सिध्यति ब्रह्मसत्यं जगन्मिथ्या इति महावाक्येन । अपि च ब्रह्म एव ज्ञानञ्चेत्तर्हि शब्द एव ब्रह्म, तदेव ज्ञानमिति । एवं शब्दाश्लिष्टं ज्ञानमिति वयं प्रतिप्रादयितुं शक्नुमः । यदि शब्द एव ब्रह्म, अपि च ब्रह्म एव ज्ञानं तर्हि शब्दज्ञानमेव मोक्षप्राप्तेः साधनमिति । शब्दब्रह्मणो ज्ञानलाभार्थं व्याकरणमेव प्रमुखं साधनम् । छन्दःकालादारभ्य निरवच्छिन्ना व्याकरणग्रन्थरचनापरम्परा यद्यपि विलोक्यते, तथापि पाणिनिकृताया अष्टाध्याय्याः प्राक् कश्चित् व्याकरणग्रन्थः सम्पूर्णतयासाम्प्रतं नासाद्यते । व्याकरणसाहित्यजगति महर्षेः पाणिनेः व्याकरणं खलु सर्वोत्कृष्टम् । अत्र पाणिनिना लौकिकवैदिकोभयशब्दानामेव उपदेशः कृतः । वैदिकशब्दानां लौकिकशब्दाभिन्नत्वादापि पुनरेषामनुशासनं लौकिकशब्देभ्यो भिन्ना अपि वैदिकशब्दाः सन्ति । यथा – 'त्मना देवेषु' 'मध्या जभार' 'गृभ्णामि ते' चेत्यादयो वेदे दृश्यन्ते । लोके तु आत्मना, जहार, गृह्णामि चेत्यादीनि रूपाणि जायन्ते ।

महर्षेः पाणिनेरष्टाध्याय्यां वैदिकशब्दानां कृते प्रायः द्विनवत्यधिकपञ्चशतसूत्राणि प्राप्यन्ते । एतेषु वैदिकप्रक्रियामूलकानि प्रायः त्रिषष्ट्यधिकद्विशतानि सूत्राणि सन्ति । षोडशशतकस्य शेषार्धस्य वैयाकरणेन भट्टोजिदीक्षितेन सिद्धान्तकौमुद्या वैदिकप्रकरणे प्रयोगसिद्ध्यर्थं प्रायः अष्टाधिकसप्तशतपदानि उपस्थापितानि । प्रबन्धेऽस्मिन् तेषु त्रयदशपदानां रूपगतम् अर्थगतञ्च विश्लेषणमुपस्थापितं पाणिनीयस्तथा पाणिनिपरवर्तिसम्प्रदायानां वैयाकरणानां मतानुसारतोवेदानाञ्च संहिताब्राह्मणादीनां भाष्यानुसारतः ।

**अब्जाः**

अप्सु जायते उत्पद्यते वेत्यर्थं अप्-पूर्वात् जन्धातोः जनसनखनक्रमगमो विट् (अष्टा. ३.२.६७) इति विटि तस्य सर्वापहारिलोपे विड्वनोरनुनासिकस्यात् (अष्टा. ६.४.४१) इति नकारस्थाने आकारादेशे सवर्णदीर्घे अब्जा इति रूपं जायते । न्यासकारेण पदेऽस्मिन् जननार्थं ह्रादिगणीयं जन्धातुं स्वीकृत्य अप्सु जायते इति विग्रहः उपदिष्टः । नागेशाचार्यस्तु शेखरे प्रादुर्भावार्थं दिवादिगणीयं जन्धातुं गृहीत्वा अप्सु उत्पद्यते इति विग्रहो निर्दिष्टः । अत एव अब्जा इति पदे उभयार्थस्यैव ग्रहणं भवति



।कातन्त्रछन्दःप्रक्रियायां अब्जादिपदार्थं पृथक्सूत्रं न प्राप्यते । परन्तु चन्द्रकान्तेन *किब्बहुलं हन्तेः* (का.छ. ४.१.१६) इति सूत्रस्य वृत्तौ पदविषयेऽस्मिन्नालोचितम्<sup>१</sup> । परन्तु भोजदेवः सरस्वतीकण्ठाभरणे *सुप्युपसर्गयोर्जनसनखनक्रमगमो विट्* (स.व्या. ८.१.३१) इति सूत्रं विरच्य अप्-जनादिधातुभ्यो विट्प्रत्ययं निर्दिष्टवान् ।

निगमे अब्जाशब्दो विविधार्थकस्य वाहकः । भाष्यकाराः शब्दमिमां विविधार्थेषु व्याख्यातवन्तः । सायणाचार्येण ऋक्संहिताभाष्ये व्याख्यातं यत् य खलु उदकेषु जायते स एव अब्जा इति । दयानन्दस्वामिनापि *व्योमसदब्जा गोजा* (ऋ.सं. ४.४०.५) इत्यत्र यो मनुष्यः अद्भ्यो जातः स एव अब्जा इति जल्पितम् । महीधराचार्यस्तस्य वेददीपभाष्ये द्विविधरूपेण पदमिदं व्याख्यातवान् । यथा उदकजातत्वाद् मत्स्यः खलु अब्जा, अपि च अद्भ्यो जातैरश्वैरुपेतत्वादब्जा<sup>२</sup> इति । शतपथब्राह्मणे सायणाचार्यः आलोचितवान् यत् अद्भ्यो जातैरश्वैरुपेतत्वादब्जाः, अपि वा सूक्ष्मभूतेषु जायते इति अब्जाः<sup>३</sup> ।

### उरुष्या

आत्मन उरुमिच्छतीत्यर्थे *सुप आत्मनः क्यच्* (अष्टा. ३.१.८) इति क्यचि *सर्वप्रातिपदिकेभ्यो लालसायामसुग् वक्तव्यः*<sup>४</sup> इति औपसंख्यानिकोऽसुकि *सुषामादिषु च* (अष्टा. ४.३.९४) इति षत्वे उरुष्य इति नामधातोः लोपमध्यमपुरुषस्यैकवचने सेर्हि इत्यादेशे *अतो हेरिति हेर्लुकि ऋचि तुनुधमक्षुत्तुङ्कुत्रोरुष्याणाम्* (अष्टा. ६.३.१३३) इति अन्त्यस्वरस्य दीर्घे उरुष्या इति रूपं जायते ।

हरदत्तजयकृष्णादीनां मतेन तु रक्षणार्थकात् कण्डादियगन्त-उरुष्धातोस्तं लोटः मध्यमपुरुषैकवचने उरुष्या इति सिद्ध्यति । दयानन्दस्वामिना पदमिदं कण्वादिगणीयनामधातौ पठितम्<sup>५</sup> । कातन्त्रछन्दःप्रक्रियाकारस्यापि अभिमतं यत् पदमिदं रक्षणार्थकं कण्ड्यादौ पठ्यते । तेन दीर्घस्तुनुधमक्षुत्तुङ्कुत्रोरुष्याणामृचि (का.छ. १.१.२) इति सूत्रेण उरुष्येति पदस्य बहुलं दीर्घो विहितः । भोजराजस्तु पदमिदं पाणिनिवत् व्याख्यातवान्<sup>६</sup> । पाणिनीयस्तथापाणिनीयवैयाकरणे अपि च वेदभाष्यकाराः सर्व एव रक्ष इत्यर्थे एव उरुष्येति पदं व्याख्यातवन्तः । यास्काचार्योऽपि उरुष्यती रक्षाकर्मा<sup>७</sup> इति कथितवान् । परन्तु स्कन्दस्वामिना उरुष्या णो अभिशस्ते (ऋ.सं. १.९१.१५) इत्यत्र पदस्यास्य पालय इत्यर्थो जल्पितः । वेङ्कटमाधवस्य मतेन अस्यार्थः अस्मत्तः पृथक् कुरु इति । दयानन्दस्वामी तद्भाष्ये सेवस्व<sup>८</sup> इत्यर्थे पदमिदं व्याख्यातवान् ।

### गोषणिम्

गाः सनोतीत्यर्थे गा इति कर्मण्युपपदे सन्धातोः *छन्दसि वनसनरक्षिमथाम्* (अष्टा. ३.२.२७) इति इन्द्रप्रत्यये अमि परे पूर्वरूपैकादेशे षत्वे च गोषणिमिति रूपं सञ्जातम् । अस्मिन् पदे षत्वविषये सुबोधिन्यां शेखरे च मतभेदः परिदृश्यते । जयकृष्णेण *सुषामादिषु च* (अष्टा. ८.३.९८) इति सूत्रानुसारतः पदस्यास्य षत्वं विहितम् । नागेशभट्टेन तु शेखरे मतमिदं खण्डितम् । तन्मतेन *सनोतेरनः* (अष्टा. ८.३.१०८) इति सूत्रस्थप्रत्युदाहरणे गोसणिमिति षत्ववर्जितं रूपमस्माकं दृष्टिपथमागच्छति । भाष्येऽपि 'गोसनिशब्दस्य सवनादिषु पाठः करिष्यते' इति वचनादत्र षत्वं न प्राप्नोति । तथापि षत्वं कथं भवतीति



जिज्ञासायामुच्यते दन्त्यस्यैव मूर्धन्यवत् पाठो वैदिकसम्प्रदायसम्मतः । अत एव पदपाठेदन्त्यमेव 'गोऽसनिम्' इति । सुषामादित्वात् षत्वकरणे तु भाष्यविरोधः स्यात् ।

पाणिनिव्याकरणस्य इन्द्रप्रत्ययस्थाने चन्द्रकान्तेन कातन्त्रछन्दःप्रक्रियायां कर्मणि वनसनरक्षमथामिः (का.छ. ४.१.२) इति सूत्रेण इन्द्रप्रत्ययो विहितः । तन्मतेन कर्म गा इत्युपपदे सन्धातोः इन्द्रप्रत्यये विभक्तिकार्ये षत्वे णत्वे च गोषणिमिति रूपं जायते । भोजदेवस्तु वनसनरक्षिमथाम् इन् (स.व्या. ८.१.२६) इति सूत्रेण गोषणिमिति पदम् इन्द्रप्रत्ययान्तं स्वीकृतवान् । ऋग्वेदस्य प्राचीनतमभाष्यकारेण स्कन्दस्वामिना उत नो गोषणिं धियम् (ऋ.सं. ६.५३.१०) इत्यत्र गोषणिमिति पदे यथा भ्वादिगणीयः सम्भक्तार्थकः सन्धातुः स्वीकृतः, तथैव तनादिगणीयो दानार्थकः सन्धातुरपि अङ्गीकृतः । तेन अस्मिन् पदविषये आलोचितं यत् गोसम्बद्धमिति अथवा अस्माकं गवादीनामुपरि प्रज्ञां दात्रीं कुरु नृवत् यथा राजाऽन्यो वा क्वचित् कस्यचिदुपरि कुर्यादिति । वेङ्कटमाधवसायणाचार्यादयोऽन्ये वेदभाष्यकाराः केवलं गवादीनां सम्भक्तार्थं एव गोषणिमिति पदं व्याख्यातवन्तः ।

## जीवसे

'जीव प्राणधारणे' इति जीवधातोः तुमर्थं सेसेनसेअसेन्.. (अष्टा. ३.४.९) इत्यादिसूत्रेण असे असेन् चेत्युभयप्रत्यययोगेनैव जीवसे इति पदं सिध्यति । अत्र से असेन् चेत्युभयप्रत्यय एव तुमर्थं व्यवह्रियते । तुमुनोऽर्थस्तुमर्थः । तुमर्थः खलु भावः । परन्तु कर्त्तरि कृदिति कर्त्रर्थं तुमुनो विधानात् कथं भाव इति जिज्ञासानिरसनार्थं सुबोधिनीकारो नागेशश्च अत्ययकृतो भावे इति वचनात् समाधृतवन्तौ । काशिकाकारस्य मतेन वचनसामर्थ्यादेतद् ज्ञायते । अर्थात् तुमुनोऽर्थश्चेत् कर्ता भवेत् तर्हि कर्त्तरि कृदिति सूत्रेणैव तदर्थः प्रकाशयते । पुनः सूत्रे 'तुमर्थं' इत्यस्य प्रयोजनं नासीत् । तर्हि सूत्रे पदमिदं कर्त्तरपकृष्यते । न च अन्यस्मिन्नर्थं तुमुन् आदिश्यते । अतः अत्र प्रत्ययाः स्वार्थं भवन्ति । धातूणां स्वार्थश्च भावार्थ एव प्रकाशयते<sup>९</sup> । महर्षिः पाणिनिः तुमर्थं सेसेनादिसूत्रे निदनिदिति द्विविधरूपेण प्रत्येकं प्रत्ययं विहितवान् । परन्तु चन्द्रकान्तस्तदग्रन्थे केवलं प्रत्ययस्य नित्-रूपमेव<sup>१०</sup> गृहीतवान् । जीवते पदेऽपि तेन असेन्प्रत्ययो विहितः ।

जीवसे इति प्रसिद्धमेकं वैदिकपदम् । वेदेऽस्य भूयो व्यवहारो लक्ष्यते । ऋक्संहितायामस्य एकचत्वारिंशत्कृत्यो व्यवहारः परितृश्यते । यास्काचार्येण निरुक्ते जीवसेपदस्य अर्थः कथितः चिरं जीवनाय इति । स्कन्दस्वामी तद्भाष्ये जीवितुम्, जीवनाय, चिरं जीवनाय चेत्यादीन् अर्थान् जल्पितवान् । उद्गीथाचार्यः जीवसे स्वस्त्यग्निम् (ऋ.सं. १०.३५.१२) इति मन्त्रे पदविषयेऽस्मिन् आलोचितवान् यत् यर्वस्य अस्मदादिकस्य सुखजीवनाय इति । वेङ्कटमाधवेन ऋगर्थदीपिकायां भूतजाताय जीवितुमित्यर्थं जीवसे इति पदं व्याख्यातम् । सायणाचार्यस्तु तस्य ऋक्संहिताभाष्ये किञ्चिद्भिन्नरूपेण लोकत्रयरक्षणाय<sup>११</sup>, चिरकालावस्थानाय<sup>१२</sup> चेत्यादिष्वर्थेषु पदमिदं व्याख्यातवान् । माध्यन्दिन<sup>१३</sup>-तैत्तिरीय<sup>१४</sup>-शौनका<sup>१५</sup>दिसंहिताषु तथा तैत्तिरीय<sup>१६</sup>प्रभृतिब्राह्मणेषु जीवनाय, जीवयितुम्, जीवनार्थं चेत्यर्थं पदमिदं व्याख्यातम् ।

## तरुता

'तृ प्लवनतरणयोः' इति तृधातोः तृचि तस्य चार्धधातुकत्वाद् इट्प्राप्ते ग्रसितस्कमित.. (अष्टा.



७.२.३४) इत्यादिसूत्रेण इटः स्थाने निपातनाद् उडागमे गुणे रपरत्वे च स्वादिकार्ये तरुतेति पदं निष्पद्यते । निपातनात् ऊडागमे तरुतेति रूपं जायते । कातन्त्रछन्दःप्रक्रियायां तरतेः तृचि तरुतृतरुतृवरुतृवरुतृरश्च (का.छ. ४.२.१८) इति सूत्रेण उट् ऊट् इत्येतावगमौ निपात्येते । अपि च निपातनादिडभावे तरुता तरुता चेत्युभयरूपं निष्पद्यते । विपूर्वस्य शसेः तृचि विशस्तृशस्तृशास्तारः (का.छ. ४.२.१७) इति निपातनादिडभावे विशस्तेति पदं व्याख्यातवान् । भोजदेवस्तस्य सरस्वतीकण्ठाभरणस्य अष्टमाध्यायस्य द्वितीयपादे ग्रसितस्कभितस्तमित्..(स.व्या. ८.२.८२) इति सूत्रं कृत्वा पाणिनिवत् पदमिदं व्याख्यातवान् ।

सायणाचार्येण तु तृधातोस्तं तृन्<sup>१७</sup> तथा तृच्<sup>१८</sup> उभयप्रत्ययेनैव प्रक्रिया निर्दिष्टा । वेदे तरुतृशब्दस्य अर्थवैचित्र्यं लक्षणीयम् । स्कन्दस्वामिना तस्य ऋक्संहिताभाष्ये विविधार्थेषु शब्दोऽयं व्याखातः । तेन तृधातोः प्लवनार्थो गमनमेव इत्युक्त्वा तरुता गन्ता इति, अर्थात् सङ्ग्रामे गत्वा अस्माकं नित्यं साहाय्यं करोतु इत्यर्थः । यद्वा सङ्ग्रामे सङ्ग्रामस्थम् अस्मच्छत्रुं हिसिताऽस्तु<sup>१९</sup> इत्यर्थः । वेङ्कटमाधवस्य मतेन तरुतेति पदस्यार्थः तारकः तरिता वेति । अर्थात् अश्वैः सङ्ग्रामं तरीतेति । सायणाचार्येण उल्लङ्घनस्य कर्ता, दाता, शत्रूणां तारकश्चेत्यादयोऽर्था निगदिताः पदस्यास्य । दयानन्दस्वामिना पारंगमयिता, संप्लवनकर्ता, उल्लङ्घयिता चेत्यादिष्वर्थेषु पदमिदं व्याख्यातम् । ऐतरेयब्राह्मणेऽपि तेन तरुता उल्लङ्घयितेत्यर्थो<sup>२०</sup> जल्पितः ।

### देवयज्या

देवानां यजनमिति देवशब्द उपपदे यज्धातोः छन्दसि निष्टर्क्यदेवहूय.. (अष्टा. ३.१.१२३) इत्यादिसूत्रेण निपातनाद् यत्प्रत्यये स्त्रीत्वविवक्षायां देवयज्येति रूपं सिद्धम् । काशिकाकारेणोक्तं स्त्रीलिङ्गनिपातनमिति पदम् अर्थात् स्त्रीत्वविवक्षायामेव निपातनं भवति नान्यथा । अपि च तेन देवशब्द उपपदे यजेर्यदिति कथितम् । परन्तु दीक्षितपादेन पदेऽस्मिन् यज्धातोः यत्प्रत्ययोऽङ्गीकृतः<sup>२१</sup> । महाभाष्ये प्यदेकस्माच्चतुर्भ्य इत्यादिश्लोकवार्तिकस्य यशब्दश्च इत्यांशस्य भाष्ये 'यशब्दश्च देवयज्या' इति कथितं पतञ्जलिना । एतस्मात् स्पष्टं जायते यत् देवयज्यापदे यत्प्रत्ययः वार्तिककारस्यापि अभिमतम् ।

कातन्त्रछन्दःप्रक्रियायां चन्द्रकान्तः निष्टर्क्यदेवहूयदेवयज्या (का.छ. ४.१.४) इति सूत्रं विरच्य वृत्तौ कथितवान् यत् एते निपात्यन्ते इति । तन्मतेन देवशब्द उपपदे यज्धातोः निपातनात् यत्प्रत्यये देवयज्येति पदं जायते । भोजदेवेन तस्य सरस्वतीकण्ठाभरणे पाणिनिवत्<sup>२२</sup> पदमिदं व्याख्यातम् ।

दैवी पूर्तिर्दक्षिणा देवयज्या (ऋ.सं. १०.१०७.३) इति मन्त्रभाष्ये सायणाचार्यः छन्दसि निष्टर्क्यादि पाणिनीयसूत्रानुसारेण पदमिदं निपातनसिद्धमिति कथितवान् ।

छन्दसि देवयज्येति पदस्य अर्थवैचित्र्यं लक्षणीयम् । दुर्गस्वामिना तस्य निरुक्तवृत्तौ देवयजनार्थे<sup>२३</sup> देवयज्येति पदं व्याख्यातम् । देवयज्या देवप्रीणनं धनदानमि<sup>२४</sup>त्यभिमतं वेङ्कटमाधवस्य । सायणाचार्यस्तु अभ्रु वः सुशका देवयज्या (ऋ.सं. १०.३०.१५) इति मन्त्रे इन्द्रादिदेवानुद्दिश्य क्रियमाणा यागक्रिया इत्यर्थे देवयज्यापदं व्याख्यातवान् । महीधराचार्येण वेददीपभाष्ये अस्य पदस्य देवसंबन्धिनी दर्शादिकाया यागक्रिया<sup>२५</sup> इत्यर्थः निगदितः । दानव्रतादिरूपं स्मार्तमपि कर्म<sup>२६</sup> एव देवयज्यापदवाच्य इति तैत्तिरीयसंहितायां सायणाचार्यः । शतपथब्राह्मणे स देवयजनार्थे<sup>२७</sup> पदमिदं व्याख्यातम् ।



### देवहूयः

देवाः ह्यन्तेऽस्मिन् इत्यर्थे देवशब्दे उपपदे ह्येधातोः क्यप्प्रत्यये वचिस्वपियजादीनामिति वकारस्य सम्प्रसारणे पूर्वरूपैकादेशे हलः (अष्टा. ६.४.२) इति सम्प्रसारणान्तस्याङ्गस्य उकारस्य दीर्घे देवहूय इति पदं सिद्ध्यति । अपि वा देवशब्दोपपदे हवनार्थकहुधातोः क्यपः पित्वात् ह्रस्वस्य प्राप्तुगागमाभावे उकारस्य दीर्घादेशे देवहूय इति पदं जायते । महाभाष्यकारेण तद्ग्रन्थे श्लोकवार्तिकमेकं<sup>३८</sup> पठितम् । तत्र 'चतुर्भ्यः क्यप्' इत्यांशेन जायते देवहूयप्रणीयोन्नीयोच्छिष्यश्चेति चत्वारो निपातितशब्दाः क्यप्प्रत्ययान्ताः । चन्द्रकान्तस्तस्य कातन्त्रछन्दःप्रक्रियायां निष्टक्याद्यष्टादश निपातनसिद्धशब्दान् पञ्चसूत्रेषु विभज्य आलोचितवान् । महर्षिणा पाणिनिना तु एकसूत्र एव एते शब्दाः कथिताः । देवहूयादिपदार्थं तेन सूत्रं कृतं निष्टक्यदेवहूयदेवयज्या (का.छ. ४.१.४) इति । तेन दीक्षितपादमनुसृत्य देवशब्दे उपपदे ह्यतेर्जुहोतेर्वा क्यप् दीर्घश्च निपातितौ । एकादशशतकस्य वैयाकरणेन भोजदेवेन तस्य सरस्वतीकण्ठाभरणे निष्टक्यादिनिपातनसिद्धशब्दानां कृते पाणिनिमनुसृत्य निष्टक्यदेवहूय..(स.व्या. ८.२.२४)इत्यादि सूत्रं कृतम् । छन्दसि देवहूयशब्दस्य अर्थवैचित्र्यं परिदृश्यते । ऋगर्थदीपिकायां वेङ्कटमाधवेन अस्य शब्दस्यार्थः कृतो देवाह्वानम् । इदं देवाह्वानं सांगामिकेषु एव लभ्यते<sup>३९</sup> । सायणाचार्यस्तु तस्य ऋक्संहिताभाष्ये पदमिदं विस्तरेणालोचितवान् । तत्र तेनालोचितं यत् देवा ह्यन्ते अर्थात् विजिगीषवो योद्धारः परस्परमाहूस्वन्ते इति देवहूयः अर्थात् देवहूयशब्दस्यार्थो भवति संग्रामः । अस्मिन् देवहूये संग्रामे शत्रवः स्पर्धन्ते<sup>३०</sup> ।

### नृमणाः

नृषु मनो यस्येति विग्रहे पूर्वपदस्थाद् ऋकारान्तादवग्रहात् छन्दस्युदवग्रहात्<sup>३१</sup> (अष्टा. ८.४.२६) इति नकारस्य नकारादेशे स्वादिकार्ये नृमणा इति पदं जायते ।

चन्द्रकान्तस्तस्य कातन्त्रछन्दःप्रक्रियायां णोन्स्यावग्रहाद्दत्तः संहितायाम् (का.छ. २.३.१२) इति सूत्रेण अवग्रहयोग्यादकारात् नकारस्य णत्वं विहितवान् । विषयेऽस्मिन् तेन ऋक्संहितायाः तृतीयमप्सु नृमणा अजस्रम् (ऋ.सं. १०.४५.१) इति मन्त्रांशोऽप्युदाहृतः । भोजदेवेन तु तद्ग्रन्थे ऋतोऽवग्रहान्नो णः (सर.व्या. ८.२.१५५) इति सूत्रं विरच्य नृमणा इति पदस्य णत्वं साधितम् ।

छन्दसि नृमणा इति पदस्य 'नृषु भवो यस्येति' 'नृणां यत्र मनः' चेति विग्रहद्वयमपि प्राप्यते । नृषु अनुग्राहकत्वेन आसक्तमना वरुण एव नृमणा इति उद्गीथाचार्यस्य अभिमतम्<sup>३२</sup> । ऋगर्थदीपिकायां वेङ्कटमाधवेन नृमनश्शब्देन सविता, इन्द्र चेत्यादयो देवा बोधिताः । सायणाचार्येण तस्य ऋग्भाष्ये पदस्यास्य 'मनुष्येषु वृष्टिप्रदानमनोयुक्ता'<sup>३३</sup>, 'यजमानमनाः सविता'<sup>३४</sup>, मनुष्येषु अनुग्राहकतयासक्तचित्तोऽग्निः<sup>३५</sup> वरुण<sup>३६</sup> आदित्यो<sup>३७</sup> वेति नृमणाः चेत्यादयोऽर्थाः निगदिताः । दयानन्दस्तु तुका रोदसी नृमणाः (ऋ.सं. १.१६७.५) इत्यत्र कथितवान् यत् नृषु नायकेषु मनो यस्य स एव नृमणा इति । महीधराचार्यस्य मतेन यजमानेषु मनो यस्य स एव नृमणा इति । यजमानेषु अनुग्रहबुद्धिर्यस्य स नृमणा इति तैत्तिरीयसंहितायां<sup>३८</sup> सायणाचार्यः । अपि च तेन शतपथब्राह्मणे<sup>३९</sup> नृविषयमनोयुक्तः प्रजापतिरेव नृमणा इति निगदितम् ।



## पुरीषवाहनः

पुरीषं वहतीत्यर्थे पुरीषमिति सुबन्त उपपदे वहधातोः कव्यपुरीषपुरीष्येषु ज्युट् (अष्टा. ३.२.६५) इति ज्युट्प्रत्यये अनुबन्धलोपे युस्थाने अनादेशे त्रित्वादुपधावृद्धौ पुरीषवाहन इति पदं निष्पन्नम् । चन्द्रकान्तस्तु

पाणिनेः ज्युट्प्रत्ययस्थले ञकारानुबन्धं परित्यज्य युट्प्रत्ययं निर्दिष्टवान् । तेन पुरीषशब्दोपपदे वहधातोः कव्यपुरीषपुरीष्येषु वहर्युट् च (का.छ. ४.१.१४) इति सूत्रेण युट्प्रत्ययेन पुरीषवाहन इति पदं व्याख्यातम् । भोजराजस्तु पदमिदं पाणिनिवदेव<sup>५०</sup> व्याख्यातवान् । माध्यन्दिनसंहितायाः अग्नेः पुरीषवाहणः (मा.सं. ११.४४) इति मन्त्रे पुरीषवाहण इति पदं मूर्धन्यान्तं परिदृश्यते । परन्तु पाणिनीयापाणिनीयवैयाकरणाः शब्दस्यास्य णत्वं न विहितवन्तः । केवलं निगमे एव अस्मिन् पदे णत्वं दृश्यते ।

पुरीषवाहन इति पदस्यार्थं सायणाचार्यः तैत्तिरीयसंहिताभाष्ये आलोचितवान् यत् हतुभूतं पुरीषं यो गर्धभो वहति तादृशः गर्धभ एव पुरीषवाहनः<sup>५१</sup> । उवटाचार्यस्तु पुरीषशब्दस्यार्थं पशव्यं यवसमित्युक्त्वा तं वहतीति पुरीषवाहणो रासभ इति कथितवान् । महीधराचार्यस्य मतेन पांशुरूपा मृदपि पुरीषः, तां वहतीति पुरीषवाहणः । शतपथब्राह्मणे सायणाचार्यः पुरीषशब्दस्य गोमयः, सैकतश्वेत्यर्थद्वयं जल्पितवान् । एतयोः वाहकत्वाद् रासभ एव पुरीषवाहणः ।

## पृतनाषाट्

पृतनेति सुबन्त उपपदे सह-धातोः छन्दसि सहः (अष्टा. ३.२.६३) इति सूत्रेण ष्विप्रत्यये ष्वेः सर्वापहारिलोपात् उपधावृद्धौ सुविभक्तौ च हल्ङ्याब्भ्यो दीर्घादिति सूत्रेण सुलोपे हो ङः (अष्टा. ८.२.३१) इति हस्य ङकारे तस्य च जश्त्वे वाऽवसाने इति चर्त्वे षत्वे च पृतनाषाडिति पदं निष्पन्नम् । अत्र षत्वविषये पाणिनिसम्प्रदायस्य वैयाकरणेषु वैमत्यं परिदृश्यते । काशिकायां सहे साडः सः (अष्टा. ८.३.५६) इति सूत्रेण षत्वं विहितम्, अन्येषामपि दृश्यते (अष्टा. ६.३.१३७) इत्यनेन च दीर्घत्वं साधितम् । सुबोधनीकारेणापि सहे साडः स इति सूत्रेण षत्वं कथितम् । परन्तु केषाञ्चिदाचार्याणां मतेन सहेः पृतनतर्भ्याञ्च (अष्टा. ८.३.१०९) इति सूत्रेण षत्वमुचितम् । पाणिनिपरवर्तिवैयाकरणेषु भोजदेवेन सरस्वतीकण्ठाभरणे सुप्युपपदे सहो ष्विः (स.व्या. ८.१.२७) इति सूत्रं विरच्य सहेर्धातोः सुबन्त उपपदे ष्विप्रत्ययः जल्पितः ।

सायणाचार्येणापि दुश्च्यवनः पृतनाषाट्युध्यः (ऋ.सं. १०.१०३.७) इति मन्त्रभाष्ये सहे साडः स इति सूत्रेण षत्वं विहितम् । छन्दसि पदस्यास्य अर्थवैचित्र्यं परिलक्ष्यते । वेङ्कटमाधवेन ऋगर्थदीपिकायां पृतनाशब्दस्यार्थः सेना इत्युक्त्वा पृतनाषाट् सेनानां सोढा अभिभविता वेत्यर्थो निगदितः । सायणाचार्येणापि तस्य ऋग्भाष्ये अधिकस्थलेषु शत्रुसेनानामभिभवितेत्यर्थं पदमिदं व्याख्यातम् । परन्तु तेन अयमग्निः पृतनाषाट् (ऋ.सं. ३. २९.९) इति मन्त्रे पृतनाशब्दस्यार्थः कृतः युद्धः, अतः युद्धं सहमानो भवति पृतनाषाडिति । दयानन्दस्वामिनो मतेन पृतनाशब्दस्यार्थः नृसेना, नृसेनां सहते येन स एव पृतनाषाट् इति । उवटमहीधराचार्यो पृतनाशब्दस्य संग्राम इत्यर्थं कृत्वा संग्रामं सहते अभिभवति यः स एव पृतनाषाट् । तैत्तिरीयसंहिताभाष्ये तु सायणाचार्येण किञ्चिद्विन्नरूपेण पदमिदं व्याख्यातम् । तत्र तेनालोचितं यत् पृतनां परकीयसेनाम् अस्मत्पशूनाम् अपहर्न्त्रीं सहते विनाशयतीति पृतनाषाट् ।



## ब्रह्मवनिम्

ब्रह्म वनतीत्यर्थे ब्रह्मच्छब्दे उपपदे वन्धातोः छन्दसि वनसनरक्षिमथाम् (अष्टा. ३.२.२७) इति इन्द्रप्रत्यये ब्रह्मवनिशब्दः, तस्मात् द्वितीयैकवचने ब्रह्मवनिमिति रूपं जायते । धातुपाठे द्वौ वन्धात् प्राप्येते । एको भ्वादिगणीयो निरनुबन्धकः<sup>४२</sup>, अपरस्तु तनादिगणीयः सानुबन्धः<sup>४३</sup> । जयकृष्णस्य मतेन अस्मिन् पदे निरनुबन्धकत्वाद्<sup>४४</sup> भ्वादिगणीयवन एव ग्रहणं भवति । काशिकाकारेण तु 'वनषण संभक्तौ' एवमुक्त्वा इन्द्रप्रत्ययो विहितः । पाणिनिव्याकरणस्य इन्द्रप्रत्ययस्थाने चन्द्रकान्तेन कातन्त्रछन्दःप्रक्रियायां कर्मणि वनसनरक्षिमथामिः (का.छ. ४.१.२) इति सूत्रेण इन्द्रप्रत्ययो विहितः । तन्मतेन कर्म ब्रह्म इत्युपपदे वन्धातोः इन्द्रप्रत्यये विभक्तिकार्ये ब्रह्मवनिमिति रूपं जायते । भोजदेवस्तु वनसनरक्षिमथाम् इन् (स.व्या. ८.१.२६) इति सूत्रेण ब्रह्मवनिमिति पदम् इन्द्रप्रत्ययान्तं स्वीकृतवान् । सायणाचार्येणापि<sup>४५</sup> पदमिदम् इन्द्रप्रत्ययान्तं व्याख्यातम् । अपि च माध्यन्दिनसंहितायाः प्रसिद्धभाष्यकारौ उवटमहीधराचार्यौ<sup>४६</sup> तत्तद्भाष्ये अस्य पदस्य व्याख्याने पाणिनिमेव अनुसृतवन्तौ । ब्रह्मवनिं त्वा क्षत्रवनिम् (तै.सं. १.३.१.२) इति मन्त्रे सायणाचार्येण व्याख्यातं यत् ब्रह्म अर्थात् ब्राह्मणजातिं वनति भजतीति ब्रह्मवनिः । अपि च तेन कान्वसंहिताभाष्ये कथितं यत् ब्रह्मणा ब्राह्मणेन वन्यते पुरोडाशनिष्पत्यर्थं सम्यक् क्रियत इति ब्रह्मवनि । उवटाचार्यस्य मतेन ब्रह्म एव यद्वनोति संभज्यते तत्कपालमिति ब्रह्मवनि<sup>४७</sup> ।

## मर्थः

'मृड् प्राणत्यागे' इति मृधातोरुत्तरं ण्यति प्राप्ते निपातनाद्यत्प्रत्ययेन इगन्ताङ्गस्य गुणे रपरत्वे च मर्थ इति पदं जायते । पतञ्जलिना तद्भाष्ये ण्यदेकस्माच्चतुर्भ्यः क्यप्<sup>४८</sup> इत्यादि श्लोकवार्तिकमेकं पठितम् । तत्र 'चतुर्भ्यश्च यतो विधिः' इत्यांशेन मर्थशब्दो यत्प्रत्ययान्त इत्यवगम्यते । अपाणिनीयव्याकरणेषु कातन्त्रछन्दःप्रक्रियायां चन्द्रकान्तेन सूत्रं कृतं खन्यखान्यमर्थध्वर्यभाव्यस्ताव्याः (का.छ. ४.१.३) इति । वृत्तौ तेनालोचितं यत् मृधातोरुत्तरं घ्यण्<sup>४९</sup>प्रत्ययप्राप्ते यत्प्रत्ययेन मर्थ इति रूपं जायते । भोजदेवेन तस्य सरस्वतीकण्ठाभरणे निष्कर्षादिनिपातनसिद्धशब्दानां कृते पाणिनिमनुसृत्य निष्कर्षदेवह्यः. (स.व्या.८.२.२४) इत्यादि सूत्रं कृतम् । सायणाचार्योऽपि कथितवान् तद्भाष्ये मर्थशब्दः कृत्यत्युटो बहुलमिति बहुलवचनात् कर्तरि छन्दसि निष्कर्षादिपाणिनीयसूत्रानुसारेण निपातनात् सिद्धः । निगमे मर्थशब्दो विविधार्थं प्रयुक्तो भवति । स्कन्दस्वामी तद्भाष्ये कश्चित् मनुष्य इत्यर्थे इमं शब्दं व्याख्यातवान् । उद्गीथाचार्यस्तु किञ्चिद्विशेषं प्रख्याप्य अस्यार्थः कथितः अत्यन्तं मोदमानो मनुष्य इति<sup>५०</sup> । वेङ्कटमाधवेण मनुष्याद्यर्थः सह शत्रूणां मारक इत्यर्थे मर्थशब्दो व्याख्यातः । सायणाचार्यस्तु तस्य ऋक्संहिताभाष्ये असुराणां मरयितेन्द्रो<sup>५१</sup> मर्थ इति जल्पितवान् । दयानन्दस्वामिनो मतेन मर्थशब्दस्यार्थः मरणधर्मा मनुष्य इति । माध्यन्दिनसंहिताया मन्त्रभाष्ये उवटाचार्येण मर्थशब्दस्यार्थः कथितः मनुष्य इति । सायणाचार्यः तैत्तिरीयसंहितायाः रथो अनु मर्यो अर्वन्ननु (तै.सं. ४.६.७.३) इति मन्त्रभाष्ये मर्यो मर्त्योऽश्ववारः इति जल्पितवान् । ब्राह्मणग्रन्थेषु तेन मर्थशब्दस्य मर्त्यः<sup>५२</sup>, मरणयोग्यो मनुष्य<sup>५३</sup>श्चेत्यादयोऽर्थाः कथितवान् ।





## मादयध्यै

मद्वातोः णिचि तुमर्थं सेसेनादिसूत्रेण शध्यैप्रत्यये उपधावृद्धिस्तथा गुणे अयादेशे च मादयध्यै इति रूपसिद्धिः । काशिकाकारेण पदेऽस्मिन् शध्यै शध्यैन् चेत्युभयप्रत्ययो निर्दिष्टः । न्यासकारस्तु 'मदी हर्षे' इति हर्षार्थकमद्वातोः शध्यैन्प्रत्ययम् अङ्गीकृतवान् । द्वयोः प्रत्यययोः स्वरस्तु विशेषः<sup>५४</sup> । महर्षिः पाणिनिः तुमर्थं सेसेनादिसूत्रे निदनिदिति द्विविधरूपेण प्रत्येकं प्रत्ययं विहितवान् । परन्तु चन्द्रकान्तस्तदग्रन्थे केवलं प्रत्ययस्य नित्-रूपमेव<sup>५५</sup> गृहीतवान् । मादयध्यैपदेऽपि तेन शध्यैन्प्रत्ययो विहितः । महीधराचार्येण हर्षार्थकस्तथा तृस्यर्थक उभयमद्वातोः णिजन्तात्तुमर्थं शध्यैप्रत्ययः स्वीकृतः<sup>५६</sup> । सायमाचार्यस्तु पदेऽस्मिन् तुमर्थं अध्यैप्रत्ययं कथितवान्<sup>५७</sup> ।

महर्षिः पाणिनिः तुमर्थं सेसेनादिसूत्रे निदनिदिति द्विविधरूपेण प्रत्येकं प्रत्ययं विहितवान् । परन्तु चन्द्रकान्तस्तदग्रन्थे केवलं प्रत्ययस्य नित्-रूपमेव<sup>५८</sup> गृहीतवान् । मादयध्यैपदेऽपि तेन शध्यैन्प्रत्ययो विहितः । पदस्यास्य अर्थवैचित्र्यमपि लक्षणीयम् । दुर्गाचार्यस्तस्य निरुक्तवृत्तौ तर्पणायेत्यर्थे<sup>५९</sup> पदमिदं व्याख्यातम् । स्कन्दस्वामी तथा सायणाचार्य उभय एव तर्पयितुमित्यर्थे<sup>६०</sup> पदमिदं व्याख्यातवन्तौ । दयानन्दस्तु सर्वत्रैव आनन्दयितुमित्यर्थे पदमिदं व्याख्यातवान् । मन्त्रभाष्ये उवटाचार्येण भोजनार्थं वेददीपभाष्ये च महीधराचार्येण हर्षयितुमित्यर्थे पदमिदं जल्पितम् । पदस्यास्य हर्षयितुमित्यर्थस्य निर्देशः सायणाचार्येण तैत्तिरीयसंहिताभाष्ये<sup>६१</sup> कृतः। एवं प्रकारेण वेदेन सह तथा वैदिकसंस्कृत्या सह सम्बन्धितानामेतेषां पदानां पाणिनीयापाणिनीयसम्प्रदायानुसारतो भाष्यानुसारतश्च प्रवृत्तिनिमित्तकार्थस्य, व्युत्पत्तिनिमित्तकार्थस्य रूपतत्त्वस्य च विश्लेषणेन यथा वैदिकपदानाम् अर्थावगतिर्भवति, तथैव समग्रवैदिकसंस्कृतेः तात्पर्यमपि किञ्चिदवगम्यते । अपि चोभयपक्षिण आलोचने एकत्र कृते उभययोः यथा सादृश्यं तथैव वैयाकरणमपि परिलक्ष्यते । तेन पदानां सम्यगालोचनं प्राप्यते उभययोश्च व्याख्याया दृष्टिभङ्गिरपि परिस्फुटिता भवति । वैदिकपदानाम् अर्थगतविश्लेषणं सर्वदा आधुनिकभाषाविज्ञानसम्मतं भविष्यतीति तु न, तथापि व्याकरणगतदृष्टौ वैदिकपरम्परानुसारतश्च एतादृशविश्लेषणस्य तथा अर्थतत्त्वविषयकालोचनस्य विशेषगुरुत्वमवश्यमेव स्वीकरणीयम् । अतोऽत्र प्रबन्धस्य कलेवरसंकोचनार्थं त्रयदशवैदिकपदानां विश्लेषणमुपस्थापितम्।

## शब्दसंक्षेपाः

अष्टा. = अष्टाध्यायी	का.व्या. = कातन्त्रव्याकरणम्	नि.वृ. = निरुक्तवृत्तिः
स.व्या. = सरस्वतीकण्ठाभरणव्याकरणम्		
ऋ.सं. = ऋक्संहिता	तै.ब्रा. = तैत्तिरीयब्राह्मणम् वा. = वार्तिकम्	सा.भा. =
सायणभाष्यम्		
ऐ.ब्रा. = ऐतरेयब्राह्मणम्	तै.सं. = तैत्तिरीयसंहिता	श.ब्रा. = शतपथब्राह्मणम्
सि.कौ. = सिद्धान्तकौमुदी		
का.छ. = कातन्त्रछन्दःप्रक्रिया नि. = निरुक्तम्		शौ.सं. = शौनकसंहिता



### तथ्यसूत्राणि

१. विट् क्रमि गमि खनि सनि जनामिति सिद्धम् (कातन्त्रछन्दःप्रक्रिया, पृ. २०३ ) ।
२. अब्जा गोजा ऋतजा अद्रिजा ऋतं वृहत् (मा.सं. १०.१४) ।
३. व्योमसदब्जा गोजा (श.ब्रा. ५.४.३.२२) ।
४. अष्टा. ७.१.५१, काशिका वा.३ ।
५. अयं कण्वादिगणे नामधातुर्गणनीयः (ऋ.सं. १.५८.८) ।
६. दीर्घस्तुनुधमक्षुकुत्रोरुण्याणामृचि (स.व्या. ८.२.४१) ।
७. ऋ.सं. ५.२४.३ नि.५.२० ।
८. ऋ.सं. ४.२.११ ।
९. अष्टा. ३.४.९, काशिका ।
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१८. तरतेस्तृचि ग्रसितस्कभित.. इत्यादिसूत्रे उडागमो निपात्यते । (शौ.सं. ७.९०.१)
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## ETHICS AND HUMAN VALUE FOR BUILDING NATION

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### Abstract

Teachers at all levels to become teachers of human values, through modeling, discussing and critiquing values-related issues. Truth is fundamentally regarded as a human value, which is eternal and not subject to change. Nation-building generally assumes that someone or something is doing the building intentionally. This definition of nation-building is substantially different than those which see nation-building as the province of people within a nation. The definition centers around the building of democratic processes, but many argue that the use of the military to bring about Democracy may be inherently contradictory. Whether nation-building can be imposed from outside is one of the central questions in this field, and whether that can be done by the military is a further part of the question. "A route to the spiritual, moral, social and cultural, physical and mental development, and thus the well-being of the individual". For society the claim is that education is a "route to equality of opportunity for all, a healthy and just democracy, a productive economy, and sustainable development". Nation-building always requires partners, there must be communication. Human societies do not follow formulas. Nation-building is a process which does not produce clear, quick results.

**Keywords:** People, Human Values, Work-Oriented, Emotional, Ethical and Nation Building.

### Introduction

Nation-building generally assumes that someone or something is doing the building intentionally. The latest conceptualization is essentially that nation-building programs are those in which dysfunctional or unstable or "failed states" or economies are given assistance in the development of governmental infrastructure, civil society, dispute resolution mechanisms, as well as economic assistance, in order to increase stability.

Many people believe that nation-building is evolutionary rather than revolutionary, that it takes a long time and is a social process that cannot be jump-started from outside.

There is need for economic recovery, re-establish democratic institutions and goals of peace and genuine social justice to build a nation as strong, peaceful, wealthy and cultured. The task of building a nation is an amazing one. Along with these goals, it is a prime need as well to build people with character, values and morale. For this purpose it is essential to change structures, to rebuild the society, to redesign the Education system and to change people.



Education for Citizenship has become an increasing concern for educationalists and politicians over the last twenty-five years. Whereas formerly there was a call for the liberation of children, there is now an acknowledgement, expressed in the United Nations Convention of the Rights of the Child, that children and young people are citizens with certain citizenship rights. Schooling is thus about educating citizens who are entitled to shape their present as well as their future.

### **Meaning of Nation**

To understand the concept of nation-building, one needs to have some definition of what a nation is. Early conceptions of nation defined it as a group or race of people who shared history, traditions, and culture, sometimes religion, and usually language. Thus the United Kingdom comprises four nations, the English, Irish, Scottish, and Welsh. The people of a nation generally share a common nation identity, and part of nation-building is the building of that common identity. Some distinguish between an ethnic nation, based in (the social construction of) race or ethnicity, and a civic nation, based in common identity and loyalty to a set of political ideas and institutions, and the linkage of citizenship to nationality.

### **National Curriculum - Values**

The people of a nation generally share a common nation identity, and part of nation-building is the building of that common identity. "A route to the spiritual, moral, social and cultural, physical and mental development, and thus the well-being of the individual." For society the claim is that education is a "route to equality of opportunity for all, a healthy and just democracy, a productive economy, and sustainable development". This suggests that properly educated citizens will help shape society on the basis of commitment to equality, democracy and sustainable development of society and of the economy. Education is thus a process designed to take forward a project of realising a vision of a good society.

### **Education and Human Values**

There is undoubtedly growing pressure for all teachers at all levels to become teachers of human values, through modeling, discussing and critiquing values-related issues. Education can no longer be concerned solely with academic achievement because even this is not possible if children do not know how to care for others and be cared for by others.

**survival of society:** In fact, while the survival of society is dependent upon people who are literate, numerate and able to cope with solving the problems of day-to-day life: Our children and youth are in real need of positive youth development-and the cornerstone of youth development is character development. Every child has the right to develop will allow them to be a child of character and competence. Character, Integrity, Responsibilities in people are common values and goals to bring a diverse community and well cultured and developed Nation. The people of a nation generally share a common nation identity, and part of nation-building is the building of that common identity. Some distinguish between an ethnic nation, based in race or ethnicity, and a



civic nation, based in common identity and loyalty to a set of political ideas and institutions, and the linkage of citizenship to nationality.

### **Human Development, Human Values and their related modes of expression**

- The first value is *truth*, which corresponds to the child's **cognitive development** and the ability to make informed choices through the expression of accuracy, curiosity, discrimination, honesty, human understanding, integrity, self-reflection, and sincerity. Truth is fundamentally regarded as a human value, which is eternal and not subject to change.
- The second is *right action*, which corresponds to the child's **physical development** and **physical environment**. Adherence to this human value, through discernment gives the individual the self-confidence to do the right thing, at the right time, in the right way.
- The third human value is *peace*, which corresponds to the child's **emotional development**. Peace is recognized as a “state of mind” and includes modes of expression such as calmness, concentration, contentment, equanimity, optimism, self-acceptance, self-discipline, self-esteem, and a balance of nature and technology.
- The fourth value is *love*, which corresponds to the **development of the child's conscience**. Love incorporates compassion, consideration, forgiveness, humaneness, interdependence, selflessness, and tolerance.
- Love is in fact considered to be the *basis of character* and encompasses all of the other values: love as a thought is truth, love as a feeling is peace, love as understanding is non-violence, and love as an action is right action.
- The fifth value is *Non-violence*. This is the ultimate aim and corresponds to the **spiritual development of the child** and the **ability to live with others in peace and harmony**. Non-violence refers to sub-values such as benevolence, co-operation, concern for ecological balance, respect for diversity, respect for life, respect for property, and unity.

### **Character building, developing good character is essential to youth development**

Children and youth today don't live in a “kid friendly” world. They face serious problems as never before – problems such as family unrest, substance abuse, teen pregnancy, and youth violence. These are all ethical issues. The long-term solution to solving these problems is to develop a societal norm based on a limited number of core values. Our children and youth are in real need of positive youth development-and the cornerstone of youth development is character development. Every child has the right to develop will allow them to be a child of character and competence. The development of Nation lies in the people, who are creative, resourceful, adept at learning, and able to improvise and make use of whatever is at hand in order to create and produce. Society with such people is a symbol of productivity, innovation, entrepreneurship, equanimity, and survival.



**Building good character in today's youth s essentially an adult issue/concern. It needs six core values to build a character at home and at school5 C's for youth development**

- 1. Competence 2. Confidence 3. Connection 4. Caring/Compassion 5. Character

**Ability to Survive:** Ability to survive is an ability to survive which is manifested in one's capacity for endurance despite difficult times, and in the ability to get by on so little. This survival instinct helps people to carry bravely on through the harshest economic and social circumstances which in turn pave a way for the better circumstances. Our children and youth are in real need of positive youth development- and the cornerstone of youth development is character development. Every child has the right to develop will allow them to be a child of character and competence.

**Lack of Discipline:** The concept of lack of discipline encompasses several related characteristics. We have a casual and relaxed attitude towards time and space which manifests itself in lack of precision and compulsiveness, in poor time management and in p0rocrastination. A feeling of aversion will rise to follow strictly a set of procedures, which results in lack of standardization and quality control. The lack of discipline often results in inefficient and wasteful work systems, the violation of rules leading to more serious transgressions, and casual work ethic leading to carelessness and lack of quality.

**Passivity and Lack of Initiative:** The people who are passive, lacking in initiative strongly reliant on others to do things will be generally submissive to those in authority, and is not likely to raise issues or to question decisions. This result in social injustice and violation of basic rights. The people will be long suffering and will be oppressed or exploited

**Lack of Self-Analysis and self –Reflection:** There is a tendency in the Filipino to be superficial and even somewhat flighty. In the face of serious problems both personal and social, there is lack of analysis or reflection. Joking about the most serious matters prevents us from looking deeply into the problem. There is no felt need to validate our hypotheses or explanations of things. Thus, we are satisfied with superficial explanations for, and superficial solutions to, problems.

### **8 Keys of Excellence Character Education Program**

**The 8 Keys are:**

- |                           |              |
|---------------------------|--------------|
| *Integrity                | *Commitment  |
| *Failure leads to success | *Ownership   |
| *Speak with Good purpose  | *Flexibility |
| *This is it!              | *Balance     |

8 Keys of Excellence address both areas with its school character education program and family character development program. Building character in students

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through the 8 Keys of Excellence helps young people realize their greatness and enables schools to achieve better results. The 8 Keys of Excellence family character development program gives parents a simple and engaging eight week action plan for establishing core character principles in their kids, strengthening family relationships and deepening the feeling of belonging, safety and connectedness.

### **Goals to be achieved through value education**

The following goals and values for a better change are proposed to reach through value Education.

- A sense of patriotism and national pride a genuine love, appreciation, and commitment.
- A sense of the common good the ability to look beyond selfish interests.
- A sense of justice and a sense of outrage at its violation.
- The value and habits of discipline and hard work
- The value and habits of self – reflection and analysis, the internalization of spiritual values, and an emphasis upon essence rather than on form.

**General Strategic Principles:** In identifying goals for change and developing our capabilities for their achievement, it is necessary to consider certain general principle

- Strategies must be multi-layered and multi – sectoral
- Strategies must emphasize change in the power-holders as well as in the mass
- The change should involve a critical mass of people
- The goals should be divided into small pieces for implementation

**Successful Nation-Building efforts must incorporate five principles:** Education provides knowledge, through knowledge we can make our life successful.

**Partners:** Nation-building always requires partners, there must be communication between people on the ground and people in distant government offices.

**Process:** Human societies do not follow formulas. Nation-building is a process which does not produce clear, quick results.

**Problem-Solving:** Leadership must start small, addressing basic problems. Public trust during a period of occupation emerges from the fulfillment of basic needs.

**Purpose:** Small beginnings must serve larger purpose. Citizens must see the value in what they're doing.

**People:** Nation- building is about people. Large forces do not move history.

### **Conclusion**

Human values clearly play a central role in defining an active citizen. They provide a disposition upon which the individual is encouraged to act in accordance with his/her own individual conscience, for the betterment of society at large. These aspirations are directly related to the outcomes of Citizenship. However, the methods of help not only to address key areas of Citizenship, but also provide a structured

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framework in which a broad subject can be made tangible and accessible to all children regardless of race, religion or creed. The influencing factors in building character of a child are identified as the Family and Home Environment, the Social Environment, Culture and language, the Educational System, Religion, our children and youth are in real need of positive youth development-and the cornerstone of youth development is character development. Every child has the right to develop will allow them to be a child of character and competence. The development of Nation lies in the people, who are creative, resourceful, adept at learning, and able to improvise and make use of whatever is at hand in order to create and produce.

Nation – building that will be likely to contribute to stable international peace will need to emphasize the democratic participation of people within the nation to demand rights. It will need to build the society, economy and polity which will meet the basic needs of the people, so that they are not driven by poverty, inequality, unemployment, on the one hand, or by a desire to compete for resources and power either internally of democracy, but the underlying culture which recognizes respect for the identities and needs of others both within and outside. It means development of human rights i.e. political, civil, economic and social, and the rule of law. Hence it is essential to build such a designed, sustainable environment around the children in order to build people who can prove as a strong, long lasting foundation of a wealthy, healthy, cultured Nation with good civilization.

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## ACCEPTANCE, AWARENESS AND MANAGEMENT OF MENSTRUATION: THE FIRST STEP IN EMPOWERING GIRL CHILD

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### **Abstract**

Reproductive health is a major concern for the woman, so in the process of empowerment she should have full and enough knowledge to safeguard her reproductive rights. A girl should be well conversant with different components of reproductive health especially with menstruation as it is the threshold of reproductive health. Although menstruation is a natural reproductive process it bears a strong cultural taboo that commands that it not to be seen, discussed, or in most ways acknowledged. Lack of confirmed information is averting their capability to assert their ownership over their own health and thus fail to meet the requisites of empowerment. Again, they are incapable of realising and expressing provisions required for dealing with specific condition. Thus from the beginning the process of their empowerment fails to get a solid foundation which also affect the process of becoming self reliant in later stages of their life. This particular study conducted with school going adolescent girls in West Bengal aspires to find out how the perception of menstruation as something grimy and disgraceful is impeding the youth from acquiring proper awareness. This composition will also depict how lack of apt knowledge is leading the adolescent girls towards inappropriate management of menstrual hygiene causing alarming health problems, detrimental to their overall reproductive health and also to the process of empowerment.

**Keywords:** Empowerment, Management of Menstrual Hygiene, Lack of Awareness, Girl Child, Sensitization, Role of School.

### **Introduction**

‘Empowerment’ may be described as a process which helps people to assert their control over the factors which affect their lives. Empowerment of women means developing them as more aware individuals, who are politically active, economically productive and independent and are able to make intelligent decisions in matters that affect them.<sup>1</sup> Women empowerment as a concept was introduced at the International women Conference in 1985 at Nairobi, which defined it as redistribution of social power and control of resources in favour of women.

If we dissect the definition of empowerment minutely, then we can infer that the essence of empowerment lies in a person’s control over the issues which can influence their life in some way or the other. Now the question may arise what is life? Life can be defined as the existence of an individual human being. This existence of a human includes both his body and soul. So, a person’s life is worthy only when both his body

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<sup>1</sup>U.Koko. (1992). Empowering People for Health and Family Planning. *IASSI Quarterly*, Vol 11, 2.



and mind are in a condition of absolute wellbeing. And for this human being has to be in command over the external and internal forces that control both their body and mind.

If we follow the above mentioned argument then being politically active and economically independent will not consummate the process of empowerment for the women. Because before being politically and economically self reliant, she should be fully aware of her own body and its requirement so that she can exert full control over her body. Health is considered to be one of the basic rights of man. Health of women is not merely a state of physical wellbeing but also an expression of many roles they play as wives, mothers, health care providers in the family and in the changed scenario even as wage earners.”<sup>2</sup>Through ages women are suffering from neglect and discrimination, as a result of which, their health status has remained below the desired levels. Still today the status of women’s health especially reproductive health is not very satisfactory.

Women are honoured in this country as they give birth to next generation. So, their reproductive health should be of utmost importance. And most important part of reproductive health is menstruation. Cumulatively, across a normal life span, women experience menstruation for a large part of their lives. But unfortunately, menstruation and menstrual practices along with menstrual waste disposal is usually kept under wraps. It has been considered as a taboo and several socio-cultural restrictions are attached to it. This issue has always been inadequately recognized and it has always been side lined while designing programmes for improving women’s health. As a consequence, adolescent girls remain unacquainted with the scientific facts and hygienic health practices, which may lead to several adverse health conditions. Consequently, the issue of disposal of menstrual waste especially its impact on environment has also been clouded with several misconceptions. The issue has not yet been addressed properly leaving the adolescent girls and the women totally ignorant about the hostile result of both practice and improper disposal.

Menstrual cycle is not a contagious disease with social stigma rather it is a sign that a girl is in good physical shape and her physiological development is absolutely normal. However, commonly the days of menstruation, usually lasting up to 5 days every month are considered as ‘polluting’ in traditional sense and in the hygienic sense. Menstruation starting at puberty implies that the school-going adolescent girls have to deal this in connection with school attendance where they may not find amenable or suitably hygienic conditions to feel comfortable. The problems of heavy discharge may pose special situations embarrassing to a girl studying in co-ed schools. So one of the main concerns in their lives to have the essential information, amenities and cultural environment to deal with menstruation hygienically, and with dignity at every stage of life and especially at the onset of the menstrual cycle during which time the body has to adjust to new hormonal secretions as well as adjust psychologically to a changed identity linked more to gender and gender roles.

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<sup>2</sup>Yadav, D. N. (2008). *Women and Reproductive health*. Retrieved March 17, 2017, from Vigyan Prasar Science Portal : [http://www.vigyanprasar.gov.in/Radioserials/women\\_and\\_reproductive\\_health.pdf](http://www.vigyanprasar.gov.in/Radioserials/women_and_reproductive_health.pdf)



Although menstruation is a natural reproductive process it bears a strong cultural taboo that commands that it not to be seen, discussed, or in most ways acknowledged. This desire to keep menstruation secret is often paired with an attitude that menstruation is dirty and distressing. Even today many young girls opine that it is quite shameful of being seen with menstrual product or even they are discomfited with the fact that they are having menstruation .As an obvious upshot they often cannot accept it as a normal biological process and they consider menstruation as an issue which cannot be discussed publicly unlike any other health issues. Consequently, they endure problems associated with menstruation silently and sometime experience severe health hazards which may even turn into fatal situation. On other hand insufficient information also compel the adolescent girls to lose control over their body as they fail to comprehend the requirements of their body and thus fail to be in a decisive position regarding issues related to their health.

### **Objective of the Study**

The main objectives of the study are:

- To find out how the perception of menstruation as something grimy and disgraceful is impeding the youth from acquiring proper awareness regarding menstruation.
- To portray how lack of apt knowledge is leading the adolescent girls towards inappropriate management of menstrual hygiene causing alarming health problems, detrimental to their overall reproductive health.
- To illustrate how inadequate information is hampering the process of empowerment of the girl child.
- To look for apt solutions to overcome the shortcomings which are present both in the mind of people due to lack of proper sensitization and also in the policy level. These solutions will also be helpful in designing intervention strategies.

### **Management of menstruation Hygiene**

As the main premise of this paper is management `of menstruation hygiene so at first it should be clarified what Menstruation Hygiene Management signifies and what are the different aspects of MHM.

An appropriate menstrual hygiene is defined as:

- Women and adolescent girls use a clean material to absorb or collect menstrual blood, and this material can be changed in privacy as often as necessary for the duration of menstruation.
- Menstrual hygiene also includes using soap and water for washing the body as required; and having access to facilities to dispose of used menstrual management materials.(UNICEF and WHO, 2014)

So, it can be articulated that the whole procedure of dealing with menstruation in a hygienic manner in order to avoid infections and other severe health issues and to ensure that women can continue with their regular routine without any interruption and embarrassment can be termed as Menstrual Hygiene Management. It also refers to the process of dealing with menstruation in a rational way without any myth or

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misconception. In this particular study the whole process of Menstrual Hygiene Management is consisted of several components. And they are as follows:

- Proper knowledge and awareness regarding menstruation and menstrual hygiene management.
- Using hygienic absolvent during the process.
- Maintaining proper cleanliness during menstruation.
- Dealing with other related health issues like heavy bleeding, irregular periods, severe pain etc.
- Proper disposal of menstrual waste.
- Over all handling menstruation in a methodical way without any myths and stigma.

### Methodology

In this particular study there are three groups of respondents. The primary target group of this research project is the adolescent girl students of the selected schools. In this particular study the adolescent girls will be divided into two groups on the basis of their class. Respondent has been chosen from class VI and IX. The second group of respondents are the six headmistresses of the selected schools and the third group of respondents are the mothers of school going girls of the selected schools. The researcher has selected one mother from each district.

As the study mainly deals with the adolescent school going girls so the focus area is certainly the higher secondary schools. For this study total 6 schools have been chosen form 3 districts of West Bengal namely Kolkata, South 24 Parganas and Birbhum. The districts have been selected as per the literacy rates and nature of population.

**Table: 1**

Name of the District	Literacy Rate (%)2011 census	Nature of population
Kolkata	87.14	Urban
South 24 Parganas	78.57	Both urban and rural
Birbhum	70.90	Semi urban and rural

For this study the following data collection methods have been used:

**i) Focus Group Discussions:** During this study the researcher has conducted two FGDs in each school. One group is from class VI and another is from class IX. Both the groups are consisted of 12 adolescent girls' students. Proper FGD guide has been developed and used in the sessions.

**ii)Semi Structured Interview:** The researcher has conducted semi structure interviews with the headmistress of the selected schools and with mothers of the adolescent girls with the help of proper interview schedules.



**Discussion:**Let's start the core discussion with a true case study, the researcher has come across during collecting data while conducting group discussions with school going adolescent girls in several districts of West Bengal.

**Case Study:** Arati (name changed) studied in class VIII in a village school in West Bengal and she always stood first in her class. She always dreamt of a bright and prosperous future ahead and was passionate about her studies. She was loved by her parents, due to her sincerity. She loved going to her school as it is like her second home. She had great company of her loving friends and blessings and cooperation of her respected teachers. Life was quite smooth for her. But one fine morning she started bleeding heavily during her monthly cycle. Due to lack of proper amenities and proper awareness she was not able to follow hygienic procedures for managing menstruation. And as she had been manipulated to perceive menstruation as something disgraceful and not a matter to be discussed, she felt hesitation to share this issue with anyone. As a consequence, the situation became worse and she was admitted in a hospital. In spite of sincere efforts from the doctors, she lost her battle with life due to severe infection and excessive bleeding. Her mournful friends were too shocked by the incident that they became reluctant to attend schools during their periods. But concerned headmaster made a promise to himself that he would never let it happen again. He single handedly with his enthusiasm and with support from Government department and NGOs made his school fully equipped for proper management of menstrual hygiene with hygienic toilets, vending machine and incinerator for proper disposal. He started organising awareness programme with special reference to menstrual hygiene. He was quite inventive in constructing a sanitation committee of students who are responsible for taking proper care of machineries and toilets and also contribute a negligible amount per month for the maintenance of the same.

So, this case study has two aspects. One is negative and other is positive s Apparently the main cause for the girl's death is heavy bleeding due to severe infection, but the real cause is more intense. A valuable life has been lost simply due to ignorance. Some insignificant taboos and age old superstitions have snatched the life and demolish all the dreams of her parents in a while. But unfortunately, we cannot punish them because they have a strong shelter in the mind of most the people in our society. The positive side is that still we have some exceptional people in our society who dare to take new initiatives which change course of life.

Apart from this particular case study during the sessions of group discussion the researcher also have some observations and findings on the basis of which she has penned down some deliberations as follows:

**Acceptance:** Although the contemporary generation of young girls are a step forward in accepting menstruation as a normal biological process but still today some misconceptions regarding menstruation have pulled them back. It has been observed that girls who are in younger age group (Like class VI, VIII) are mostly unaware about it. Even though they can have some vague idea from the peer group, but most of their mothers are uncertain in discussing it with them. Even in the school they are not permitted to participate in the awareness programme on management of menstrual

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hygiene. Even if they ask question out of their inquisitiveness, their mothers or other family members try to avoid them saying that they are too small to know the same.

**Awareness:** It has been observed that today girls are aware about procedures of maintaining proper hygiene during menstruation, but their knowledge is mostly superficial and is clouded with several superstitions. Sometimes management of menstrual hygiene also hampers due to unavailability of proper facilities. Most of the girls especially in rural areas do not wash their heads during this period. They don't change pads during school and some time they avoid coming to school as they feel uncomfortable. Sometimes the teachers are compelled to send them home as the school cannot meet specific requirements during this period. Many girls are suffering from many associated problems like excessive bleeding, rashes, itching, irregular periods, but in most cases, they are uncomfortable in discussing these problems with their parents. Mainly in rural belt sometimes their mothers also do not provide required attention to it due to lack of knowledge. And most importantly the adolescent girls are not very much aware about the relationship between menstruation and reproductive health and related health issues. Awareness programmes in schools are not very frequent and even the teachers are not very keen to make the student aware.

**Disposal of menstrual waste:** Lack of awareness and absence of proper facilities regarding menstrual waste disposal has been observed. In most cases the girls are following inappropriate means to dispose it of. In spite of keeping dustbin in the bathroom, they dump it in some secret place like dead lane, abandoned ground or pond etc. They mostly don't wrap it properly. Even some time they just throw it in the toilets which are creating clogging problems. While interviewing one headmistress, the researcher found that she has to spend a handsome amount to clear the drainage clogging in her institution. Ignorance, several flimsy fallacies, and unavailability of proper resources are holding them back to adapt health and environment friendly ways of disposal.

Now the question may arise how ignorance about menstruation can hamper the process of empowerment. As decided in Beijing Conference 1995 two most important indicators of women empowerment are:

- Developing a sense of self-worth, a belief in one's ability to secure desired changes and the right to control one's life;
- Increase in articulation, knowledge and awareness on health, nutrition reproductive rights, law and literacy.

So this indicators clearly implies that a woman can be said empowered when she is self confident to lead her life in the way she desires and when she is fully aware and accrue suitable information regarding issues related to her health , so that she can execute her choice to meet the requirements of her own health.

- When girls enter her puberty, she has to undergo lots of changes both in her body and mind and menstruation is the most important of all. If they are not well aware about menstruation, the first experience may be shocking for her. Incomplete and vague knowledge may leave them in a state of confusion and her decisions regarding management of menstrual hygiene can easily be persuaded.
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- Lack of awareness may also act as the barrier for the young girls to choose best practices for proper management of menstrual hygiene. The misconception of menstruation as something polluted and shameful is preventing the young girls to come up with specific requirements and problems associated with the same. As a consequence, mostly they suffer from severe health condition which may be fatal for them. So, in this process they are losing control over their own body.
- In absence of proper awareness about the changes in their body which take place as soon as menstruation started, the young girls become innocent prey of undesirable circumstances. Unsafe motherhood and unsafe abortion are bleak area of reproductive health care of India which pose serious threat to women's health in general and their reproductive health in particular.
- This ignorance may also hinder the young girls to follow proper procedures for environmentally friendly disposal of menstrual waste. And in this situation, they are not only harming her own health but also others and also increasing the risk of environmental pollution.
- As menstruation has been always been covered by shadow of mystery, the policies and schemes designed for women has always missed this component. The embarrassment of young girls and women has hindered them to raise their voice about their requirements. Especially the young girls are not aware enough to pronounce their requisite which is essential for their comfortable stay in the school .or in other institutions. Rather they find it easy to avoid school during this period. As a consequence facilities are never sufficient to meet their need.

In short it can be articulated that due to inadequate awareness the girls are lagging behind in controlling their health related issues as their thoughts are easily being influenced by the existing mind set of the society. Lack of confirm information is averting their capability to assert their ownership over their own health and thus fails to meet the requisites of empowerment. Again, they are incapable of realising and expressing provisions required dealing with specific condition. Thus, from the beginning the process of their empowerment fails to get a solid foundation which also affect the process of becoming self-reliant in later stages of their life.

**Intervention Process:** So, from the above discussion it is quite evident that misconceptions and myths regarding menstruation which has been implanted in the mind of the young girls since they have entered puberty can have detrimental effects on their health as well as also on their personality. Even lack of consciousness is also incubating the improper disposal of menstrual waste which is amplifying the risk of pollution for our environment .So the need of the hour is to conceive an appropriate and sustainable system or mechanism which can contribute towards creating an environment where young girls can be conversant with their monthly cycle as an usual biological process and can be equipped enough to manage menstruation with dignity and more importantly without any hesitation and feeling of disgrace. This particular mechanism should inculcate proper information among them so that they can execute their full control over their health and will be competent to convey apt verdict regarding health issues.



This particular system can be divided into two parts. The first is sensitization of people and the second part is designing new policies and schemes and its strict and proper implementation. Sometime only sensitization is not enough to eradicate malpractices regarding menstruation. For proper management of menstrual hygiene, the young girls require proper infrastructure like proper toilet running water, soap, availability of sanitary napkin, proper arrangement for environment friendly disposal etc. And for providing suitable infrastructure the schemes and policies should be based on provisions for women’s reproductive health with special focus on management of menstrual hygiene. Time to time evaluation of these policies and schemes and its implementation is very much required to weigh up the efficacy of the same. In this whole process the most important part is sensitization of the people or making people aware about the graveness of the problem and also about its remedies. Because when you want to bring changes in an existing system of a society, at first attempt should be made to change the mindset of the people residing in it as they are the society. Unless the people will not feel that the change is required, the process cannot be initiated because it is the public or mass who have acted as the catalyst for the change. Different policies and schemes can only be effective and sustainable when the people will understand the graveness of the situation and will realize the exigency of implementing such policies.

**The Sensitization Model:** This sensitization model should be designed in such a way that it can eliminate deep routed dogmas and will enlighten the mass who can then contribute towards actual empowerment of the society. Now the awareness module can be described in table presented below:

**The Awareness Programme Module**

ISSUE	OBJECTIVE	CONTENT	POSSIBLE OUTCOME
Menstruation – a normal biological process	To break the shackle of menstruation related myths and misconception	i) Representing menstruation as normal biological process. ii) Explaining physiology of menstruations in a simple language. iii) Logical explanation of myths and taboos. iv) Explaining menstruation as something not to be ashamed of.	i) Elimination of misconceptions. ii) Enhanced awareness regarding menstruation. iii) Acceptance of menstruation as normal biological process among adolescent girls.
Apposite maintenance of menstrual hygiene	To emphasize the issue of maintenance of proper menstrual hygiene. to encourage women for maintenance proper menstrual hygiene To sensitize concerned authorities for providing better sanitation facilities.	i) Explaining different components of menstrual hygiene ii) Reviewing knowledge level of target audience about menstrual hygiene iii) Inculcating importance of maintaining menstrual hygiene iv) Different procedures of maintaining menstrual	i) Improved awareness about importance, processes and consequences of maintaining proper menstrual hygiene.



		<p>hygiene</p> <p>v) Effects of different products used as period protection.</p> <p>vi) Adverse consequences of not maintaining menstrual hygiene.</p>	
Proper and environment friendly disposal of menstrual waste	<p>i) To disseminate awareness about adverse upshot of inappropriate menstrual waste disposal and to emphasize appropriate disposal process to safeguard environment and individual health.</p> <p>ii) To initiate policy changes regarding menstrual waste disposal management</p> <p>iii) To encourage women for maintenance proper menstrual hygiene and proper disposal of menstrual waste.</p> <p>iv) To sensitize concerned authorities for providing better sanitation facilities</p>	<p>i) Different ways of disposing menstrual waste</p> <p>ii) Adverse effect of improper disposal on environment and health</p> <p>iii) Different barriers that restrain proper disposal.</p> <p>iv) Recommended ways of disposal.</p> <p>v) Facilities required for proper disposal.</p> <p>vi) Existing laws for waste disposal</p> <p>vii) Gap in the existing law.</p> <p>viii) Recommendations to make these laws apt for proper management of menstrual waste disposal.</p>	<p>i) Increased awareness regarding proper disposal of menstrual waste.</p> <p>ii) Initiation of policy changes for proper disposal and waste management.</p> <p>iii) Different programmes for providing a barrier free environment for proper disposal.</p>

**Role of School:** A girl usually spends most of her adolescent age in the school which is also considered as second home for a student. In school, she not only acquires academic skills, but also life skill education which facilitates her to lead a healthy and venerable life. So, the role of schools in encouraging the young girls to maintain proper menstrual hygiene cannot be undermined. Even it can be stated that school and teachers can be most vital medium to disseminate proper and relevant information which will wipe out the taboos and stigmas from the mind of the young girls. As a consequence, the girls can put their first step towards empowerment with a healthy body and fearless mind.

A mother usually satisfies all the quarries of her child and helps to cope with the changes and hindrances, he or she faces in early life. A child always depends on his or her mother to find answer to each and every unknown fact of life. And it is very obvious that when a girl enters into puberty, she will expect guidance from her mother to deal with these sudden changes of her body and mind. Primarily it is also mother's responsibility to guide her daughter about how to maintain proper hygiene during menstruation. But sometimes specially in rural belt mothers are not capable of providing required guidance because of illiteracy and lack of awareness. They themselves are not aware of the adverse effect of using cloth rather than using sanitary napkins during menstruation. For them it is the only option as they have been grown up with these habits and negative and irrational assumptions about menstruation. In such



circumstances, the educational institute plays very vital role in imparting knowledge about management of menstrual hygiene.

After home and parents, school and teachers play a relevant role in establishing the foundation of a prosperous future of a boy or girl. On one hand the teachers equip the students with academic skills for their professional success in future and on the other they also prepare them to deal with transformations and ups and downs of life. The school is very much responsible for imparting life skill education which includes health as one of the crucial elements.

In adolescence, there is a tendency among the girls to establish a role model in their mind and they want to follow their foot prints. In most of the time the teachers become this role model. In this situation the girls follow the advice of their teachers as holy phrase. So, if the teachers take initiative to instill information regarding management of menstrual hygiene, the girls may follow it indisputably.

In puberty as girls experiences some crucial changes in both her body and mind, they can pre occupied with some bizarre problems, which they will not be able to share even with their mothers. In such circumstances the girls may take their teachers in confidence and can share their views. Teachers can be their driving forces, who can help them to deal with these problems and to avoid mistakes which can distract them from their aim in life.

The peer group is one of the most important agent of socialization. During adolescence the influence of peer group on an individual is utmost. So, it has been observed that likelihood of accumulating apt and pertinent awareness regarding different issues from the peer group is quite high among the young girls. During this particular period of life, the young girls also feel quite comfortable in ventilating different dilemmas associated with puberty to their friends rather than to parents or other family members. So, the peer group can be a significant medium of infusing awareness on one hand. On the other hand, sharing experience can also facilitate the girls to realize the severity of the problems and to find out possible solution for the same. And obviously school is the place where she can find a bunch of like minded friends who can be an inspiration for her to combat certain dilemmas in life.

As teachers spent a quality times with the girls it will not be difficult for them to assess the level of awareness among the girls regarding menstrual hygiene and they can also locate the specific problems, the girls are facing due to lack of relevant information. The school can then arrange for awareness programme which can be conducted by doctors, NGOs or officials of government health services. The teachers can also play a significant role in designing the awareness module with special reference to the problems faced by the girls in the particular area.

The last but not the least and most significant point is that teachers may have the lead role in instigating concerned authorities to prepare blue print of new policies and schemes to provide the school going girls with proper infrastructure, pertinent information and safe environment to handle menstruation in a dignified way. The school authority can easily unearth the lacuna in the existing system which is hampering the well being of their students. They can also easily envision the severe consequences of these loopholes which may harm the potentials of the students in future. So, School

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authority should be prompt to push the concerned authorities for implementing apt schemes and policies to ensure a healthy future of the students which is constructed on the foundation of relevant knowledge required for proper empowerment of a soul.

**Conclusion:** Reproductive health is a major concern for the woman, so in the process of empowerment she should have full and enough knowledge to safeguard her reproductive rights. As a consequence, a girl should be well conversant with different components of reproductive health especially with menstruation as it is the threshold of reproductive health. If from the tender age the girls can be cultured to accept menstruation as nothing to be ashamed of but as a natural biological process of their own body, then it will be quite simple for them to internalize the precise procedures to manage it. But if their minds are overburdened with myths and misapprehensions then they may not be open enough to be sensitized to choose the best practices for proper management of menstruation. Process of empowerment will then stumble as eventually they will lose control over the decision; she should take for well being of herself which will inauspiciously affect their health as well as their confidence. Their empowerment will be partial. So, it is high time when we should take a step forward towards implementing a more exhaustive policy to enhance the psychical well being of the girls and to provide with more amenities and apt knowledge for choosing best practices, which will eventually complete the process of empowerment in its true sense.

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## EFFECT OF FAMILY ON EMOTIONAL MATURITY

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### Abstract

Present study was conducted to explore the effect of joint and nuclear family system has any role in attaining emotional maturity in young generation. A sample of one hundred undergraduate students was collected gender wise. Self-prepared Personal information blank and Emotional Maturity Scale prepared by Sigh and Bhargava were used for data collection. The nuclear family setup scored high on emotional maturity scale which indicated immaturity whereas samples of joint family setup showed emotional maturity. The emotional maturity is influenced by many other ways but the family set plays a pivotal role in the emotional development of children. The nuclear and joint family parent's engage in different specific cultural practices which facilitate their children's cognitive development differently.

**Key Words:** Family, Joint family, Nuclear family, Emotional maturity and Emotional-immaturity.

### Introduction

Family refers to the immediate physical and social setting in which people take birth, grow and live. It is bare fact that family is the primary and basic unite of social environment where one takes birth and develops in a grownup individual. The studies of Linton (1945) proved the effect of family environment on the personality development of the children. Consistent and continuous contact and interaction with the parents and other family members helps the child in learning the language, customs, values and beliefs along with some necessary competencies in dealing with life problems. The slightest variation in parents or family members attitude towards children upbringing, such as, the condition of nursing, weaning, and toilet training, deprivation or discrimination in maternal care, over and under protection have lasting impact on children-psyche, consequently shaping his mental makeup and behavior pattern. Faulty parent-child relation or family interactions are a fertile source of maladjustment. Ainsworth (1962) have emphasized that discontinuation or deprivation in maternal care effect adversely to emotional development. Over protection or over parental indulgence causes lack of self-confidence and ability to cope realistically with their problems.

There is an old saying that, "as the twig is bent, so grows the tree." In every societies it parents are solely responsible for upbringing the children and shaping their personality in desirable directions, by supervising, teaching, and disciplining them (Maccoby, 2000). Early childhood has been thought to be a period in the life when children can be mould in desired direction and are open to social influences on characteristics, they will carry with them long after they have left their family of origin.



Recent psychoanalytic theories have emphasized the importance of early in-family experience in determining subsequent inner conflicts, defence mechanism, and internalization of values.

Structure of the family, either nuclear or joint, have significant lifelong effect on children mental makeup, temperament, emotionality as well as his total adjustment. Nuclear family consists of a couple and their dependent children; it is regarded basic social unit. Nuclear family is a group of people who are united by the ties of partnership and parenthood and consisting of a pair of adults and their socially recognised children. Children in nuclear family may be the couples' biological or adopted offspring. Joint family is a type of extended family, which consists of parents, their children, uncles, aunties, their spouses and their offspring in one household. Joint family is a group of people who are economically and socially dependent on one another, influence each other's ideas and values, and depend on one another for unconditional love and support. The family is built up on a mutual feeling of kinship, based on blood, adoption or marriage relations, and traditionally established around marriage. Both types of family differ not only in constitution but in culture and climate also. There is less liberty, personal space, freedom and more restriction in joint family; whereas there is more freedom and less restrictions and discipline in nuclear family. The main focus remains on children and parents use to fulfil all demands of their children. The children do not have to compromise and share anything with others. Such children possess less patience, tolerance and emotional control. In joint family, members are emotionally connected with each-other and use to sacrifice their own interest for the sake of others and have to control own emotions and feelings in the interest of other members of the family. Thus, they learn during the rearing automatically to control their emotions and sentiments according to situations.

Emotion is one of the major aspects of human life which play a great role in the development of child's personality. Not only his physical growth and development is linked with his emotional makeup but his intellectual, social, moral and aesthetic developments are also controlled by his emotional behavior and experience. According to Charles E Skinner (1891-1983) an emotionally matured person is one who is able to keep a lid on his feelings. He can suffer in silence; he can bite the time in spite of present discomfort. He is not subject to swings in mood, he is not volatile. When he does express emotion, he does so with modesty, decency and in good order. Walter D. Smithson (1974) expressed it. "Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra physical and intra personality.

Emotion is often associated and considered reciprocally influential with mood, temperament, personality, disposition, and motivation, as well as influenced by hormones and neurotransmitters. The most outstanding make of emotional maturity is the ability to bear tension. Besides, an emotionally matured person persists in capacity for fun and recreation. He enjoys both play and responsible activities and keeps them in proper balance (Cole, 2006).

Emotionally matured person exhibits some behavioural characteristics, such as, no sudden in appropriate out bursts, almost all emotions distinctly seen in him and their

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pattern of expressions can be easily recognized. An emotionally mature person expresses his emotions in a socially desirable way.

Many psychologists like Kumar (2014) and Singh, et.al (2014) have supported the view that family relationship determines the emotional maturity of adolescent's students. Researches of Stack, Serbin, Enns, Ruttle and Barrieau, (2010) revealed the importance of parenting process in the development of emotional competence or problematic emotional development over a period and across generations. Bester and Rooyan (2015) explained that parent's play the significant role in determining the family environment which directly influences the children emotional development.

In recent times we have to face intolerance and sudden emotional out bursts mostly among adolescents and young people on silly matters which were not seen usually in recent decades. Now we have two family systems named nuclear and joint family. Both family system own different family environment and behaviour patterns which directly influence their child during child rearing practice. As family has great influence on physical, mental and emotional development, this research has been planned to examine the impact of family type i.e. nuclear and extended on emotional maturity of adolescents.

### **Objective of the study**

In the light of the previous studies the following objectives of present study were set.

- To examine the effect of nuclear family on the emotional maturity of under graduate students.
- To find out the relationship between the emotional maturity and nuclear family of under graduate students.
- To compare the emotional maturity of under graduate students of joint and nuclear family set up.

### **Hypothesis**

In the light of the relevant literature following hypotheses were formulated for the present study.

- ❖ There would be significant effect of the nuclear families on the emotional maturity of under graduate students.
- ❖ There would be relationship between the emotional maturity and nuclear family of under graduate students.
- ❖ There would be significant difference in the emotional maturity of the students belonging to nuclear families and joint families.

### **Methodology**

The sample of the study comprised of 100 undergraduate students selected from the Degree Colleges of Muzaffarpur district of Bihar. Equal number of students from joint and nuclear families of both genders were included in the sample. The non - probability purposive sampling method was used for the selection of samples. The age range of sample was 17 yrs. to 19 yrs.

Instruments:

1. Self-constructed information Blank was used to collect personal information from the
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samples.

2. To measure emotional maturity, the Emotional Maturity scale developed by Dr.Yashvir

**Singh and Dr. Mahesh Bhargva (2010)** have been used for this research work. High scores (107- 240) on emotional maturity scale is indicative of extremely emotionally immature whereas 89- 106 and 81-88 range show emotionally immature and moderately emotionally mature respectively. The low scores 50-80is indicative of extremely emotionally mature.

### Results & Conclusions

The scores obtained on emotional maturity were tabulated separately according to the types of family joint family and nuclear family. The mean and Standard deviation was calculated with the scores of both groups (joint and nuclear family) and T-test was applied to find out the significance of difference between both means i.e. joint family and nuclear family. The descriptive analysis of data and comparison made between means of both groups revealed that the joint family group has scored less on emotional maturity than the other group of nuclear family. The joint family group has scored mean value= 78.2 with SD =4.9 where as nuclear family group has scored mean =88.9 and SD=3.2. While 78.2 mean of joint family group shows extreme emotional maturity, the nuclear family exhibited mean value= 88.9 which is indicative of emotional immaturity. The T-test results has t-value = 4.40, df= 98 and significance level .01. The difference of these two means is significant at .01 level of confidence. Thus, it is clear that the nuclear family samples were found emotionally immature whereas the joint family samples were found emotionally mature.

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## RELIGION AND POLITICS

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### Introduction

Everywhere there are societies which are influenced by religion and try to influence politics with regard to religion. It is also claimed that religion has been the source of political mobilization. This happens because people turn towards religion for various reasons like identity, authenticity, broader regionalism, revivalism for example Islam religion is strongly followed in all Islamic countries if there are non-Muslims living in these Islamic States, they have to pay an extra tax known as the Jiziat to the government. Their State religion being Islam. Over 20% of the world have states which have an official state religion. Out of which 27 countries are Islamic (Muslim Countries). There are 13 officially Buddhist countries where Bhutan being one of them. 27 countries follow Christianity or state churches. Some states are termed as secular meaning are not having any religion that is to say they don't recognize any religion. Thus, this is a very complex issue because politics and religion have been hand in hand for a long time.

**Christians and Politics:** Many thinkers have termed this as Christian communism, Christian socialism, Christian anarchism, Christian liberalism or Christian democracy. The history of Christianity and the state goes back to hundreds of years like when the Roman persecution came to an end under Constantine 1 with the Edict of Milan and the Nicene Christian became the favored religion of the Roman Empire, when this came into being the Christian officials thought how they were to function when they were ruled by another faith a person named Augustine of Hippo confronted these issues to defend the Christians he wrote a book named The City Of God. This Roman Empire faded out in the 5<sup>th</sup> century after which both Popes and Emperors recognized the church the secular rulers also encouraged the church officials to strengthen their rule. The Bishops and abbots were not only church leaders but also owned large lands and were considered princes. The relationship between the state and Christianity are not clear. In any given country if the major part of the population are Christians they do influence as to how the government should work. When a survey in America was done 57% felt that religion should be involved in helping the government in helping the poor people, 60% felt that religion should also help people in education by suggesting reform policies in favor of education. Even when they vote people were very much influenced by the fact that the candidate to whom they give their vote should be a Christian. They feel this way because only then will their ideologies match the ideologies with the candidate. They are of the thought that the ethical values of their religion are not any different from the value by which a government rules thus there is no hard and fast rule of a division from the religion and the politics of the ruling government. For example, in Canada a man named Jake Epp who was a distinguished member of the Canadian House of Commons in the 1980s brought out a revised constitution of Canada with reference to God for this untiring effort of him people looked up to him that is the Canadian Christians. Even in

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the US on the currency it would be written In God We Trust and in 1956 this was considered to be national motto. A National Prayer room for the Politicians was open on Capitol Hill in 1955. Christians also have groups which are extreme in nature they target the young crowd to join their group to influence the rest of the mundane people of the ideologies they hold by extremist we mean people who will believe in things which are related to their religion and they would not relax their beliefs for anybody. If any of them by chance is in the government office, they would want the government to adapt their Christian laws when making decisions for the common people. They feel that the truth of Jesus Christ is valued for all if it is led in the correct sense sometimes the ruling government feel the stress of the church interfering with the law because of some people being extremists. But to be an extremist is not wrong if it is going in the right path like to help thy neighbor, be kind to everyone even if the person is not a Christian if we look at the positive side these extremists Christians would make very good law-abiding citizens if they are peaceful with everyone. Christians also have a lot of hostile feelings for people of other religions for example people who followed Islam was always looked down upon in a country where the Christian population than the people who follow Islam this hostility is due to many reasons, in some places Christians are looked down as enemies like China, Vietnam and North Korea. Christians feel that the church laws should be included in the laws of the state because the laws of the divine are the best which cannot be denied if it is denied then that law is not just that is they are doing injustice to the people by not following proper laws for judgement. This Christianity and politics cannot be separated because the laws of Christianity also stand for justice so do the laws of the state stand for justice for example nobody can escape from the laws of the divine. The major vision of the Christians is the same as the vision of the state or government which work towards the common good which consists of the political and social aspects this does not mean the person who is a Christian only benefit but the others also benefit if the government is run properly as the state plays an important role in the welfare of the people. The family is the fundamental unit of any given society which are in turn belong to a community which also depends on the culture which maybe many. The education and property (private) are embedded in the role of the family because in education the government or the church are the institution which play an important role in the life of an individual. The role of the government is to serve the people not the other way around. If we see the Bible, we get a view that there were a lot of laws which are used in politics this is so from hundreds of years back. These laws which were in the Bible was made to have a good government who always were concerned about the welfare of the people. They stressed mainly on uplifting the poor, strong emphasis on the morality of the people both personal and co-operate. The church claims that all the laws which are needed to rule are present in the Bible to rule the government in a good way. It also points out as to how a good leader should rule a government. How a person should not be biased when punishing a person when they are wrong. There was lot of instructions in the Bible to led one towards ruling well and also provide wisdom to the person. If people follow these laws then the whole world would be at peace. People should first learn not to be greedy for power and money because thesetwothings brings a downfall to a person so a person should always learn to serve one's nation if laws are properly followed then people would lead a better life.

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## Various Religions in Relation with Politics

### Hindus and Politics

The politics and the religion of Hinduism has been so in all the Hindu states where majority of the people believe in Hinduism. In a country where the majority of the population is practicing Hinduism in that country the rules and regulations will also be part of the government's ideology maybe not all but a part of the laws. If we take the example of India most of the people are Hindus. So there would groups which are also strong believers of Hinduism so these people who staunchly follow Hinduism would form a group there was one such group known as Hindutva which literally means Hinduness this group was founded by Vinayak Damodar Savarkar in the year 1923 this group was patronized by the RSS (Rashtriya Swayamsevak Sangh) this group is widely supported by Bhartiya Jantha Party (BJP) even today. This group strongly support all Hindus. Many Hindu reforms took place in the 19<sup>th</sup> century. This movement in Hinduism lead fresh interpretations of the Upanishads and Vedanta. One of the most important features was revolting of the white supremacy and western superiority which was during the time of the Britishers rule in India. The Indians resisted the dominance of the British which lead to a lot of political ideas to fight against the British India was also known as Hindustan meaning land of the Hindus by the Nepal king during the rule of the Mughals in the North of India. Another group was started by Ram Mohan Roy in 1828 called the Brahma Samaj he had a modern vision of India. Another great personality who is remembered even today for his Vedanta is Swami Vivekananda who always stood for the Hindus he joined Brahma Samaj for a short time then he met Ramakrishna who was a priest in Kali Mandir Calcutta who then became his Guru he promoted the philosophy of Advaita Vedanta which according to him was the essence of Hindu ideologies. He went to Chicago to the Parliament of the World Religions in 1893 his speech was well appreciated by the westerns and he felt that the thought of his could even challenge the westerns they interpreted it as western spirituality, such as nondualism, New Age and influence of Ramana Maharishi. By this we can see that Swami Vivekananda was a well know philosopher not only in India but throughout the world. According to the RSS Vivekananda was like the Gita to the RSS as his ideologies helped the people towards independence from the British rule. Another famous personality who was inspired by the ideologies of Swami Vivekananda was Sir Aurobindo who was one of the first nationalist who worked towards an independent India his ideology was to get India free because the Indians had the right to freedom he was a member of a revolutionary group called Anushilan Samiti who were very much involved in the struggle towards freedom from the British. They also believed in the ideologies of Hinduism. He felt that Hinduism was a universal religion because it could fight against materialism. Mahatma Gandhi also believed in the Hindu dharma though he didn't call himself a Hindu nationalist. He got India independence after independence there was a partition of India where the Muslims were separated from India and after that it became India and Pakistan here majority of the population were Muslims.

Even in today's life politics and Hinduism go hand in hand for many political parties for example when the AamAdami Party won the election he and his party

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members went to the Hanuman Temple which is situated in Connaught place (New Delhi) to pay his respects. Due to a survey data done the Hindu rituals are practiced by many political parties. One of the most famous group which even politicians support is Hindutva. The term Hindutva first was coined in the mid-1870s in a novel named Anandamath which was written by Bankim Chandra Chattopadhyay. This term was later on used by Bal Gangadhar Tilak who was a national figure. The people of this group propagated the term Hindu identity this ideology was gradually built up to defend the Hinduism and also the Hindu state and prove to be the strength of all the Hindus. This was also the motto of the founder Savarkar. This has always tried to remain as the follower of Hinduism the ideology also were got from the culture and heritage of Hinduism. This was the major cause of the rift between the Muslims and Hindus during the time of partition during the post-independence era. Where India became Pakistan and India. The RSS which took an active part in politics were strongly connected with Hindutva and its ideology they generally took members from the Hindu religion though some of them were Jains but mostly Hindus thus promoting Hinduism. This has been going on since several decades. The RSS was put to bad light when Nathuram Godse was arrested for assassinating Mahatma Gandhi he belonged to the RSS group it was said that he was a volunteer of this group this group was then banned by Jawaharlal Nehru and more than two lakh people were arrested but later on let go by the Indian courts. After the release the volunteers of RSS felt that they were falsely accused and condemned. After many years of independence, the strength of the RSS grew along with the Hindutva which in 1980 got a lot of support from the Bhartiya Jantha Party the people of this party said that Hindutva represents cultural nationalism which is the base of every Indian citizen and was also termed as Indian identity. Hindutva focused on many ideologies of the Hindus like political representation of Hindu nationalists, they also felt that the Christians and Muslims should accept their ideologies, implementation of social justice, reservation and rural interests according to the Hindutva model. Strengthen the defense forces of India and give importance of secularism, sort out religious disputes on religious sites like Ayodhya. Reform Indian economy. Protection of Hindu interests were given priority for example they wanted a stronger law to favor Hindus in Jammu and Kashmir because of the attack of Hindus in the Wandhama massacre in 1998. The people in the group of Hindutva protected the Hindu culture and traditions according to them Indian culture are same as Hindu culture. India's union government under the BJP banner launched an attack on the militants in 2018 and dissolved the ruling government of Jammu and Kashmir and after that it became the direct rule of BJP. So much so the Indians also want India to be a Hindu Republic these views are recent from the 21st century the argument being that if Pakistan Middle East countries can be a Islamic state based on Islam then why can't India be a Hindu Republic this has become even a strong factor under the rule of prime minister Narendra Modi. In his rule people have witnessed a different kind of India where the Hindus are gaining more prominence than the other religion so people are of the opinion whether India would finally be a Hindu Rashtra? Thus, the politicization of the Hindu religion and erecting a new face for a new Republic which will be on the Hindutva will in turn damage and cause friction among the other religions. If this happens then everyone would pay a huge price for not being a secular government. According to an eminent

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Pakistan scholar named F.S.Aijazuddin, he says that We Pakistanis have paid a huge price by violent conflicts, extremism, intolerance and loss of rights and freedom because we allowed Islamisation of our state and society he feels that if we as Hindus also keep stressing the Hindutva without being secular then we would also face a lot of problems which can be avoided if we are a secular state. The BJP followed the slogan namely Hindu first where they were very much into the Hindutva ideologies. This has also been one of the foremost objectives of the BJP. Our constitution is such that it banstheslaughter of cows this is a civil code for all Hindus this doesn't mean that only Hindus can be prime ministers Hindus never said that this was said by former minister Subramanian Swamy. Thus, by all this we can see that the Hindus also had people who were extremists about their religion in India the population of the people 85% were Hindus which leaves the rest of the population in the minority so we can't help the Hindu ideologies being strong as in Islamic states the Islam is strong.

### **Islam and politics**

The Muslims have also been very fanatical about their religion just like any other religion. Most of their traditional rules are from their Holy book Quran. They follow this Holy book for their laws even today. Their leaders are called the Caliphs. This Caliph system was abolished after the Ottoman Empire in 1924. The political democracy of the people of Islam never favored the western ideologies they believed their own religious ideas. The basis of the Islamic government believed in the shura these reflect the Islamic ideologies rather than the western ideas. The Islamic state followed the laws of the Quran as these were the sayings and rules of the Prophet Mohammed, according to them their way of life and the government is supremely ruled by their religion that is Islam. The Islamic states are Afghanistan, Pakistan, Iran and also the Middle Eastern regions-Saudi Arabia. In these states Islam is the official religion all people who are non- Muslims residing in these places are required to pay an extra tax known as jizya. These Islamic laws are also legal laws which each citizen of the Islamic state should abide. For example, in Saudi Arabia the Islamic laws are followed according to the ancient constitution (Islamic) in the purest form. The Islamic aims are unique which are both religious and worldly they always make it a point to play along with the Gods will who is Allah. The people of these states take their religion seriously in such a way that they have police who are special who are dedicated to the Islam religion their job is to monitor whether they are following the religion carefully for example Friday is a holiday so no business activities take place on this day if some does violate this then they are in for trouble with the religious police. The constitution of the Islamic state is based on the Quran according to them all the Islamic states should observe everything based on the Quran. The Muslims are so fanatical of their religion is they have two terrorist's groups (namely Al-Qaeda and ISIS) which are known worldwide for their destructive methods which have claimed so many innocent lives. The extremist behavior is the main cause of the violence which take place. Pan-Islamism is a form of religious nationalism within political Islam which advocates all Muslims to be under one Muslim domain. These Islamic states give a lot of importance to religion they are only self-centered on their religion people of other religions are a minority in their states. The Muslims are very staunch on their belief on the five pillars of rules which is

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supposed to be followed by all Muslims they are very strict about their laws. In some of their mosques only Muslims are allowed. They believe in the shariah law this is the only legitimate basis of the government for the Islamic states.

According to a survey conducted people are of the opinion that Islamic parties which have religious leaders are far better than the parties who don't. People say that if there is a religious leader in the party the party would function better. For example, in Egypt it experienced that the Islamic parties were more dominant than the other political parties. But these Islamic parties were very concerned about the extremism of some Muslims they were more worried about the Muslims than the Christians it is found out that in majority of the countries in the Muslim states Islam plays a major role in the politics of the state that is Islamic state. 84% of the Muslims in these countries feel that Islam should have a major role to play. This is so in Pakistan in the last two years. But all these countries reject the Muslim extremists' parties for example in a survey conducted in six Islamic nations it was found out that less than 20% supported the Al-Qaeda or the Taliban. But in Egypt the Egyptians rate these extremist groups favorably. In the Islamic countries things like Economy policy, Foreign policy, Social norms and so on are subject to Islam rules that are mentioned in the Quran. Thus, by this we can see that the influence of one's. But in the Islam religion the politics is also very much influenced by religion, so much imbibed in all of us as 90% of us believe in God but in the Islamic state's religion is the ruling order compared to the other democracies.

### **Buddhism and politics**

Buddhism has been influenced in many ruling governments of the south east Asia in various times over the past 2000 years. The early Buddhist texts have the reference for the use of Buddhism in the governance of the country. These governments ruled using the Buddhist ideologies. These ideologies were got from the Buddhist texts which were got from the teachings of Gautama Buddha. Buddhism also played a major role in the politics of Japan it influenced the leaders of the highest level by which it influenced the economy and potent political leader. By this way it influenced the architecture, art the country also adapted Buddhism as its official religion. This led to the Japanese way of Buddhism so in the Japanese history the Buddhism was used more for political power. The temples did not escape the influence of the Buddhist politics they very much needed to protect their temples artifacts and temple grounds, there were monks appointed in the high posts who had a lot of power to rule the common people this caused a lot of friction among the people, there were bitter disputes between the peasants and mercenary soldiers this rose in the middle of 10<sup>th</sup> century. There was also a disagreement between the monks for the appointment of a person which displeased them this fight was there involving 969 monks the dispute was over the temple lands which resulted in deaths of some monks. In the 11<sup>th</sup> century the conflict named Heike Monogatari led to a battle between the Buddhist sects and the monks this brought a turmoil and an uncertainty. In the 16<sup>th</sup> century the group named Ikko came into power. A leader named Tokugawa Iyasu was able to settle this dispute and was able to protect the Buddhist temples. Then there was a Zen religion which came up this was a sub-sect of Buddhism. This Zen came up in the 17<sup>th</sup> century they got new ideologies like loyalty,

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self-sacrifice, archery, sword fighting and so on. This Zen got imbibed with the Japanese political ideologies. There were extracurricular activities which included art, poetry and tea ceremony. The archery and sword fighting were introduced in schools and those who wanted could train there to becoming a samurai this would happen when a person would excel in the skills taught. This process involved discipline and constant practice. This doesn't mean that this is the only school which exists there are other schools which also existed along with this school. The Japanese laws also had an impact with the Zen Buddhism. Buddhism is a very peaceful religion. The countries that follow Buddhism in their politics are Sri Lanka, Japan, Myanmar, Thailand and China. The laws of the states come from the scriptures or ancient texts of Buddhism this is written in Pali language which is also a very ancient language which dates back to thousands of years. For example, Saddharmapundarika Sutra served as the key text for the modern Japanese Soka Gakkai which means value creation of society, same way in Sri Lanka it was Mahavamsa. All these books had rules and regulations as to how a country should be run in the correct and just way. In this way they link the Dharma to the politics of the given country. These texts hold the teachings of Buddha these books also set a role of conduct for the people by which it would promote rightness and security by which it would guide the government towards the right ways to rule. By this we could say that Buddhism allows its citizens towards the responsibility to maintain economic and social equality unlike the Hindus who had a caste system which differentiated all the citizens as upper caste and lower caste. Buddha had put forth some rule on whose principles if run would be the correct way to run a government. It is argued by many scholars that the political ideologies are got from the Pali Canon. The ideal model of a harmonious coexistence between the rulers and citizens form the core of the philosophy of Buddhism that is the teaching of the Buddha. As the years went by the state and the people of these countries adapted the teachings of Buddha for example during the rule of the Mauryan Empire under Asoka who became an ardent follower of the Buddha because of this he adapted his teachings to rule the country not only this he built a lot of stupas which the teachings of Buddha engraved on it even today we can visit some of these Stupas. Because of his spread of Buddhism everyone became aware of this religion. The Theravada Buddhism in the southeast Asia also adapted the teachings of the Buddha in their politics for example in southern Burma (Myanmar) where the central plain is called Chao Phraya, even in Sri Lanka under the rule of Dutthagamini in 150 BCE who invited five hundred monks to protect him from the Tamil invaders who was also an ardent follower of the Buddha. Even in Tibet the monk was appointed to take care of the political affairs of the government according to the Buddhist way. This Buddhism effect was also on Nepal, Sikkim and Bhutan. Where the government merged with the religion. Here in these regions' Buddhism dominated the communities for example Tibetan Buddhism all these places for centuries have been very much dominated by Buddhism. Religion was always used for justifying the conflicts and wars. No political system can be one which is peaceful and keep the citizens happy when people are filled with greed, desires, lust and so on. But following the Buddhist ways and rules the country can be ruled justly if they follow this way, they would be encouraging the way to equality among all classes if every citizen follows the path of Buddha then the government could run in a better manner. The Buddhist approach was

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moralization and responsible use of public power according to the Buddha if the ruler is just and moral then the minister automatically becomes just and moral and if all the members of the parliament become just and moral definitely all the citizens will also be just and moral in Buddhist way it is known as AnguttaraNikaya.

### **Rules to Follow So That the Society Would Run Better with Religion**

According to the Buddha only punishing the person for the crime of theft was not a good idea but a good ruler should focus on improving the economic condition of the society then there were ten rules which was put forward by the Buddha to rule these ten rules can be used by any government to succeed on the political side and in turn do good for the common citizens the ten rules are:

- 1) Be liberal and avoid being selfish
- 2) Maintain a high moral character
- 3) Be prepared to sacrifice one's own pleasure for the sake of the common citizens
- 4) Be honest and maintain absolute integrity
- 5) Be kind and gentle
- 6) Lead a simple life for the subjects to understand that you are one of them
- 7) Be free of hatred
- 8) Exercise non-violence or adapt non-violence
- 9) Practice patience
- 10) Respect the public opinion to promote peace and harmony

These rules if followed sincerely then the society would be a better place to live in. Even in China the Buddhism affected the lifestyles of people this Buddhism was brought in by Indian Buddhist monks who travelled to China this Buddhism pervaded from the sixth century BCE many schools of Buddhism came up during this time. Here they concentrated more on the Bodhisattvas philosophy they were people who were enlightened by the teachings of Buddha and had no desire which was related to worldly things. This Chinese Buddhism earned lot of prominence during the rule of the Han dynasty when missionaries from India came to China. Where the Emperor Ming of Han built a White Horse Temple in the honor of Buddhism or the Buddha. This was in the year 68CE. This Buddhism mixed with Daoism which was the religion in China this religion was based on the ideology that everything should be in harmony thus it matched the ideology of Buddhism. As the scriptures were carried on the backs of the white horses thus the temple was named White Horse Temple. The scriptures which were in Pali language was then translated into Chinese scriptures. Some of these principles were then used to rule the country. There were two schools which came up namely Pure Land Buddhism and Chan (Zen) Buddhism. Even in the mainland of China where religion was suppressed by the government, they allowed these two schools to flourish. During the 19<sup>th</sup> and 20<sup>th</sup> centuries Buddhism as a religion underwent or faced many challenges of the influence of the western world many of the Buddhist countries faced the rule of the westerners which in turn felt the pressure on different aspects of life like the western

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religion, economy and also cultural. Buddhism brought in their set of ideologies in different and modern ways which spread rapidly not only in the west which was mainly non-Buddhist but also throughout Asia India was also one of the main reasons for this change which brought about new developments. There were two organizations formed namely The World Fellowship of Buddhists in 1950 and World Buddhist Sangha in 1966. It was believed that the teachings in Buddhism would bring change in the outlook of the social, political and economic front. By this the Buddhists thought that it would help with the modern way of democracy. For example, one large organization named the Dhamma kaya group in Thailand which not only propagated peace but also the belief of success in the financial front that is the economy. In Sri Lanka and Myanmar, the dominant religion is Buddhism. In Bhutan it is referred to as a spiritual heritage. Buddhism was again revived in countries where the Buddhism had died as time went by. In India also, Buddhism was established by BR. Ambedkar known as the Mahar Buddhist community. Which blended the Mahar tradition with Buddhism. Mahar (means a great warrior) religion is a religion of schedule caste people mainly people living in Maharashtra (India) that is the lower caste in the Hindu religion. 90% of them converted to Buddhism. According to the people who practice Buddhism they say that only if the government runs smoothly only then can people can lead a happy life so if they follow Buddhas ideologies then we are sure to live a peaceful life. The ideologies of Buddhism have always been focused on helping humanity in turn the society then the nation. They want the government to adapt their view points and ideas to rule better for example during the time of election people should vote only for the person whom they feel that would look after the citizens well and in the proper manner. They feel that only if you have a strong political system which is good follow the path of dharma as said by the Buddha only then will the government work well. Without these political leaders to manage the country then the country would be in chaos. Thus, by all this we can see that religion played a major role in the lives of people who practiced these religions. Regarding the studies of the different religions mentioned I can come to the conclusion that whichever religion is the majority in that particular place. For which were of the religion example, Islam is dominant in all Middle East countries thus these became Islamic countries where the official religion was Islam. The ideologies of the religion Islam played a major role in the political system in the respective country.

The family is the main for religious structure as a family has a network of relationships and interactions which influence the personality of the person which include the attitudes, social skills, behavior and so on. Because of all these functions the family is regarded as the basic social unit. The family is responsible for the values and beliefs of the religion from the early age thus, this plays a vital role in the religious education of a person. Thus, most of the countries have a religion which becomes the state religion of that place. The main criteria for a particular religion to be the state religion depends on how many people are there in the country for example in the Middle East the population of the Muslims are in the majority so the official religion is Islam, like in India the population of Hindus are maximum thus we are a Hindu country previously known as Hindustan. So, we can see that religion does influence the laws of that given country. We as individuals have strong beliefs in certain things same way the political leaders also have some strong ideologies of the religion which they practice

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which does influence the way the country is ruled for exam in Islamic states Islamic laws from their Holy book Quran is used. There are a lot of religious wars which are fought from centuries in the name of religion to prove that their ideologies are correct though as the saying goes all roads lead to Rome similarly all religions lead to God. For example, the Syrian civil war this is the most recent war which was fought between the Baathist Syrian Republic and the Syrian government. This takes place when people have difference of opinion which are not the same with the other group this causes friction among the people and people who have extreme ideologies, they are the most affected and hostile this is the cause of the war. Just like politics religion can also be used as a tool for conflicts with difference of opinion in different sects of people. Muslims use these justifications for their wars where thousands of innocent people tend to lose their lives. There is a debate on is it right and how does this affect our society and also how does this affect the political front. These are very complicated issues for example the church has also been fighting for their ideologies and want everyone to accept the way they think from time immemorial there has always been a fight between the Jews and the Christians this happens when the military and economic differences are held along with the moral superiority religion is very good at conferring the moral superiority among their followers which gives them the feeling of being superior to the other religions thus the friction takes place by which the differences arise among the people when these become very hostile this leads to war. Religion does have a place in the political aspect but when bishops, rabbis, priests and mullahs get political roles they may tend to corrupt the good governance in the given country. Some scholars are of the opinion that politics and religion should be kept apart but this view is easier said than done as religious people we can't see when injustice takes place in front of our eyes we as humans tend to react to these things for example the anti-gay laws across Africa and law against abortion in so many Catholic Christian countries. Politics do play a huge part in our lives there are many positive issues which the politics deal with like human dignity, enabling family life to be economically possible, fighting homelessness, opposing wars and violence and in turn protecting the citizens. This does not mean to disrespect religious leaders they do play a very big role in the minds of the people and they are the ones to help people who are oppressed. They provide people solace which is very important to lead a good life. Both politics and religion should coexist in such a way that it would be able to make a good society. Faith in religion is a part of every individual but this should not be biased it should always be just and kind to other religions or rather we can say secular. Many people put their children in faith-based schools for example there may be Christian schools which encourage only Christian students where the children get very much influenced by the Christian ideologies and hence the children also tend to strongly support these ideologies sometimes this causes friction at a later on date when the children become adults. The states should be secular in its view rather than practicing a religion for example Islamic states where the stress is only to practice Islam. It is also noted that when religion is used for political purposes it empties the religion of its eternal truth and becomes just a means to acquire power. The faith of religion and politics should be held separated for less fights among the citizens but this is highly impossible thing to state as people who are having strong belief of their religion tend to impose it on the society especially if religious leaders govern a given

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country they are very vulnerable to impose their ideologies in ruling the country. Many scholars are of the opinion that there should be a wall of separation between the church and the state. Political scientist Pazit Ben-Nun Bloom and Gizem Arıkan did a survey on 54 countries from the world known as World Values Survey found out that religious beliefs and religious participation had different effects on different people. They found out that people who took active part in religious organizations had a lot of interest in politics more support for institutions and democracy as the organizations help the people to acquire civic skills which would in turn help them to become good democratic leaders or in democratic participation. For example, in Hong Kong 2014 protests leadership in Christian communities had a key role. When we say a state has an official religion we are implementing that the place is definitely influenced by ideologies of religions. For example, Islamic Republic of Iran where Islam is the state religion which follows Islamic laws while governing the state. There is a term known as Theocracy this is a Greek word this means the state holds God as the supreme head to rule the state or we can even say that this is the rule guided by the divine power. For example, Moses led the Israelites and Mohammed led the early Muslims thus, there is a fine line between appointing religious leaders to run the state having religious based government. But these leaders were offered the role because they were highly knowledgeable and trustworthy. When they have a holy book, it is supposed to be ruled by God and we are only his messengers. It is of the opinion that religious leaders are not after money or any worldly things they are only concerned about the well-being of the people of the country. For example, Iran was termed as a theocratic republic according to their constitutional matters like civil, penal financial, economic, administrative and so on are all based on the Islamic criteria. Many of the religious officials are in powerful government posts. Thus, religion does play a major role in the governance of a given society which has both positive and negative sides. This also is there where the people who rule the government as to how far are, they influenced by the religion.

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## A STUDY ON CAUSES OF AVOIDING MID DAY MEAL BY UPPER PRIMARY STUDENTS IN HOWRAH SADAR SUB DIVISION, WEST BENGAL

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### **Abstract:**

Mid-Day Meal was introduced to reduce the drop outs and to enhance educational and nutritional attainment. But some portion of students both from rural and urban area reluctant to take the meal. In urban area the educational level and family's economic condition may trigger not taking Mid-Day Meal. But in rural areas where most of the students comes from the poor family, why they are not eager to take meal in the school? The scheme started for all the students who are studying in class I-VIII. The causes may be many like personal, social psychological, economic. This study will focus in finding out the causes differently in urban and rural respectively. This study enables us to identify the causes of avoiding Mid-Day Meal by the students and can introduce various practices so that the left out student will enjoy and make the scheme fruitful.

**Keywords:** Universalization of Elementary Education, National Programme of Nutritional Support, Self Help Group, Mid-Day Meal, Drop Out.

### **Introduction:**

History of India revealed that education changed the society. Through the educated mind, revolution and protest comes. Education itself very dynamic and it makes the people so. Keeping in mind the importance of education many commissions, committee have been appointed by the central government to prepare guidelines for the improvement of educational system of India. Near about all the commission and committee recommends for universalization of elementary education. One after one committee suggests the aim and guidelines for achieving universalization elementary education but still now some portion are excluded from elementary education. School age has been recognized for various types of development. During school age, children passed through the physical, spiritual, mental, emotional development. But if they do not get enough nutrition, all types of development will be hampered which will be a problem in near future. As they remain hungry, they will fell down ill and that will increase the dropout rate. The entire above factor stimulated the provision of school feeding programme for all children. In 1995, central government introduced National Programme of Nutritional Support to primary education which cooked meal was to be provided to all the children studying in government, local body and government aided primary school. The West Bengal government implemented the Mid-Day Meal scheme in 2003. Many research studies, reports have been done on Mid-Day Meal scheme and everywhere the positive impact of Mid-Day Meal has been shown. Mid-Day Meal increased the enrolment rate stopped class room hunger, enhanced nutritional status of the student. Mid-Day Meal is running successfully near all the institution of west

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Bengal. But an interesting fact is now coming into the light that some portion of the student is not taking Mid-Day Meal. This trend is similar in both urban and rural areas.

**Background of the study:** The impact of education on human life is enormous. According to the census of India, 2011, 26 percent people are illiterate. By proper education we can transform the illiterate person into resources. Various reports, reviews, article, research shows that much importance has been given on higher education, neglecting the basic education. Mid-Day Meal was introduced to reduce the drop outs and to enhance educational and nutritional attainment. But some portion of students both from rural and urban area reluctant to take the meal. In urban area the educational level and family's economic condition may trigger not taking Mid-Day Meal. But in rural areas where most of the students comes from the poor family, why they are not eager to take meal in the school? Various study, reports and research talks about the impact of Mid-Day Meal scheme on educational and nutritional attainment of school students. But very few research works focused on avoiding Mid-Day Meal by the students. Various government and non government organization worked a on the Mid Day Meal and result shows that the scheme has substantial impact over reduce the hunger and increasing enrolment of the student.

**Study area:** Howrah district is located in the southern part of the West Bengal. The Howrah district lies between 22°48' N and 22°12' N latitudes and between 88°23' E and 87°50' E longitudes. The district is bounded by the Hooghly River in the east and south east, by Rup Narayan River on west and south-west, on north side, the boundary is an artificial one except for Bally Canal on north-east and Damodar river on north-west. Howrah district has two subdivisions: Howrah Sadar and Uluberia. Howrah Sadar consists of Bally Municipality and Howrah Municipal Corporation and five community development blocks (CD blocks): Bally-Jagacha, Domjur, Panchla, Sankrail and Jagatballavpur. The five blocks contain 67 Gram Panchayats and 44 census towns. The subdivision has its headquarters at Howrah

**Objectives:** Major objectives of the study are:

- To find out the overall causes of avoiding Mid-Day Meal.
- To find out the causes of avoiding Mid-Day Meal in rural schools in particular.
- To find out the causes of avoiding Mid-Day Meal in urban schools in particular.

**Materials and method:** This study is purely based on primary survey. The target group for this research study is the upper primary students who avoid taking Mid-Day Meal of government sponsored schools of Howrah Sadar Subdivision. The field survey was conducted in 2019-20. From the 354 total government sponsored school of Howrah Sadar Subdivision 10 schools has been selected on the basis of simple random sampling for conducting this research. Out of the 10 school, 5 school selected from urban areas and 5 schools selected from rural areas. To choose the students who avoid taking Mid-Day Meal from the randomly choosing school, purposive sampling has applied. 20 students from each school of urban area, total 100 students have selected from the urban

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school. 20 students from each school of rural area, total 100 students have selected. Five point Likert scale have been used to get the opinions of the student.

**Result and discussion**

- (i) **Low quality of food:** Table-1 exhibits that 56 percent students opine strongly agree/ agree that the quality of food supplied to them as Mid-Day Meal is low. 61 percent rural student tested Mid-Day Meal previously but now they do not eat the meal. Many of them complained that they have found stones many times in their meal.

**Table-1:** showing students response (%) to low quality of food- as a cause of avoiding Mid-Day Meal

Category/Responses	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Rural	16	40	8	30	6
Urban	6	62	12	16	4
Total(in percent)	11	51	10	23	5

Source: Field Survey 2019-20

Many of them complain that sometimes rice is not cooked properly. So, low quality of food is one of the causes of avoiding meal to rural students. On the other hand, 68 percent urban students opine that low quality of food is provided to them. Only 20 percent students respond disagree/ strongly disagree to this cause. Overall 62 percent students are not satisfied with the quality of food provided to them.

- (ii) **Cooking in Unclean Place:** The investigator surveyed five rural school and found constructed kitchen shed in all institution. Cooking of Mid-Day Meal is running there. The worker cleans kitchen regularly. The fig 1 showing that most of the rural students opine strongly disagree/ disagree about cooking is running in unclean place. In urban area all the head of the institution gives priority in cleanness.

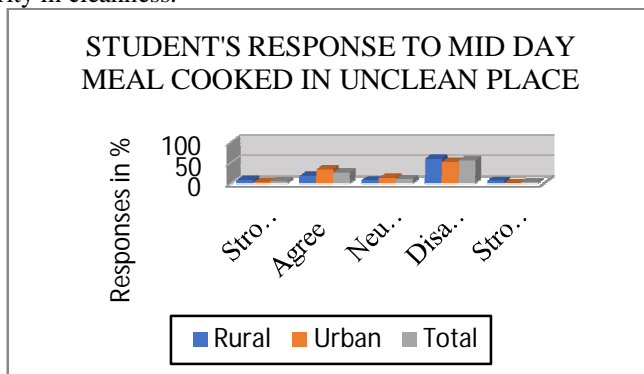


Fig: 1Source: Field Survey, 2019-20





Apart from that pressure of educated, conscious guardian is also leads them to keep the cooking place clean. As a result, 52 percent students opine disagree/strongly disagree about the uncleanness of cooking place.36 percent students shows agree/ strongly agree towards uncleanness of cooking place. In totality 59 percent students gives their opinion against the cause that Mid-Day Meal cooked in unclean place.

- (iii) **Unhygienic food:** Majority of rural students opine that Mid-Day Meal is not an unhygienic food and that is not a cause of avoiding Mid-Day Meal for them. Only 18 percent students treated Mid Day Meal as an unhygienic food. So rural students refuses Mid Day Meal as it seems to them as unhygienic food. The scenario of urban student's response toward Mid Day Meal- an unhygienic food and a cause of their avoiding is totally reverse.57 percent students expressed their views as strongly agree/ agree to Mid Day Meal- an unhygienic food.72 percent students never tested meal and 38 percent neutral response is the result. So to the urban student it is one of the causes of avoiding Mid Day Meal. Overall it cannot be treated as a cause of avoiding Mid Day Meal.
- (iv) **Monotonic menu:** As Mid Day Meal is running six days in a week, it is very difficult to cook different item per day for such huge number of students. To avoid the monotonic menu some school arranged fish, chicken fortnightly and egg twice per week.

**Table: 2** showing Student's Response (%) to Monotonic Menu

Category/Responses	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Rural	45	16	7	24	8
Urban	49	6	2	38	5
Total(in percent)	47	11	4.5	31	6.5

Source: Field Survey,2019-20

But still some students replied that *sei ekisoyabeanertarkari, arkhetebhalolagena*( students are fed up with taking soyabean curry). Table 2 revealed that 61 percent rural students are strongly agree/ agree about the prosy menu. Only 32 percent students do not think that menu of Mid Day Meal is monotonic. The urban students feel the same as rural students. 55 percent students expressed strongly agree/ agree towards monotonous menu. Overall 58 percent students opine that menu of Mid Day Meal is irksome. So it is treated as a cause of avoiding Mid Day Meal.

- (v) **Insufficient quantity of food:** 64 percent rural students opine that quantity of food served to them is sufficient. Only 22 percent students are not satisfied with the quantity of food. Some students stated that many times cooks give them more meal than they can eat. Urban students also have similar type opinion like rural.83 percent are satisfied with the quantity of food. In totality 73.5 percent students strongly disagree/ disagree to take insufficient quantity of food as a cause of their avoiding Mid Day Meal.

- (vi) **No fixed place for eating:** Majority of the rural and urban students strongly agree/ agree with that they avoid Mid Day Meal as there is no fixed place for eating. Many students are completing their eating unorganized manner and many of them are standing as the floor is very dirty. Some school are using abandoned classroom as the place of eating and every day the room also are not cleaned by the helpers. Some of the students take

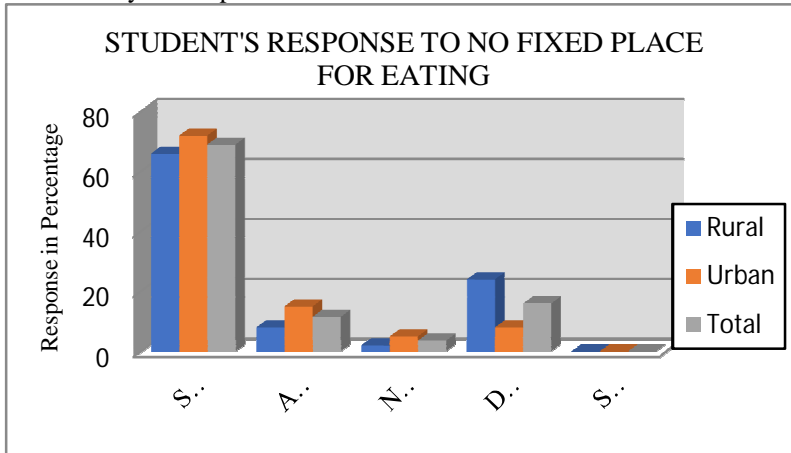


Fig: 2 Source: Field Survey, 2019-20

Mid Day Meal to their class room and eat there as a result their class room turned as an unclean place. 87 percent urban students also support the lack of fixed place for eating as a cause of their avoiding Mid Day Meal. But many students who avoid Mid Day Meal eager to eat if there is a fixed place of eating,

- (vii) **Have to dine with other religion and caste:** Education has an immense impact on the man's thinking process. Still now caste system is very much prevalent in the Indian society especially in rural area. The survey results gives aencouraging direction that 74 percent students from rural school do not hesitate to sit with the other religion and caste students during taking Mid Day Meal. We all know that in urban area the society is very much divided in class rather than caste. 90 percent urban students replied that they don't feel any problem with sitting other religion and caste during taking Mid Day Meal. Overall 82 percent students opine that taking meal with other caste and religion is not a cause of their avoiding Mid Day Meal.
- (viii) **Cleanness of cook:** In most of the rural school cooks and helpers is appointed from the Self Help Group (SHG) and in urban area school managing committee appointed local women from economically poor deprived family. Cleanness of cooks and helpers is one of the main sides in enhancing the acceptability of Mid Day Meal among the students. Fig 17 clearly indicates that cleanness of



cooks is not at all a problem to the students. 72 percent rural and 61 percent urban students think that cooks and helpers are clean. Only 22 percent rural and 25 percent urban students strongly agree/ agree with that cooks and helpers are not clean.

- (ix) **Cooks belongs to other caste and religion:** In Rajasthan, Bihar and Uttar Pradesh and many other states of India when Mid Day Meal was first introduced, objection come from the higher caste that mid day will not be cooked by any Dalit or Muslim cooks. After that time passed, issue also loosens its relevance. But still now the issue is dormant condition. A common misconception is that as the cooks belongs to the socially disadvantaged group, students avoid taking meal. But the present study within in Howrah Sadar Subdivision geographical region, reveal a different picture. It is clear that majority of students from rural and urban school opine strongly disagree/ disagree with that they avoid to take meal as the cooks belongs to other caste and religion. But still some portion of students has the taboo about the cook's caste. So overall it is very interesting findings that younger students are not still affected by the so called caste system.
- (x) **Mid Day Meal takes much time to complete:** Mix response of students over the item that Mid Day Meal takes much time to complete and they get less time to eat. In contrast to that they can complete homemade Tiffin within few minutes and make more free time to play. Majority of the school don't have the fixed place for eating as a result students have to wait long time in long queue to take Mid Day Meal. They have only the tiffin time to play, but due to the long time spends to complete the Mid Day Meal, 44 percent rural and 34 percent urban students responses strongly agree/ agree with this cause. On the other hand 48 percent rural and 44 percent urban students show strongly disagree/ disagree with the above cause.
- (xi) **Fall down ill after taking Mid Day Meal:** 86 percent rural students did not fall down ill after taking Mid Day Meal, only 14 percent reported of fall down ill after taking meal. Some students specified in the column other reasons that '*Mid Day Meal kheyamarbomibomipachillo*'( After taking Mid Day Meal students condition is like about to vomiting). Majority of urban students shows neutral response to this item as they have not taken Mid Day Meal
- (xii) **Preference of homemade tiffin:** The menu of Mid Day Meal lacks variety. 58 percent students thinks that menu of Mid Day Meal is monotonic. The irksome menu leads some students to prefer homemade tiffin. 70 percent rural students like home made Tiffin than Mid Day Meal.
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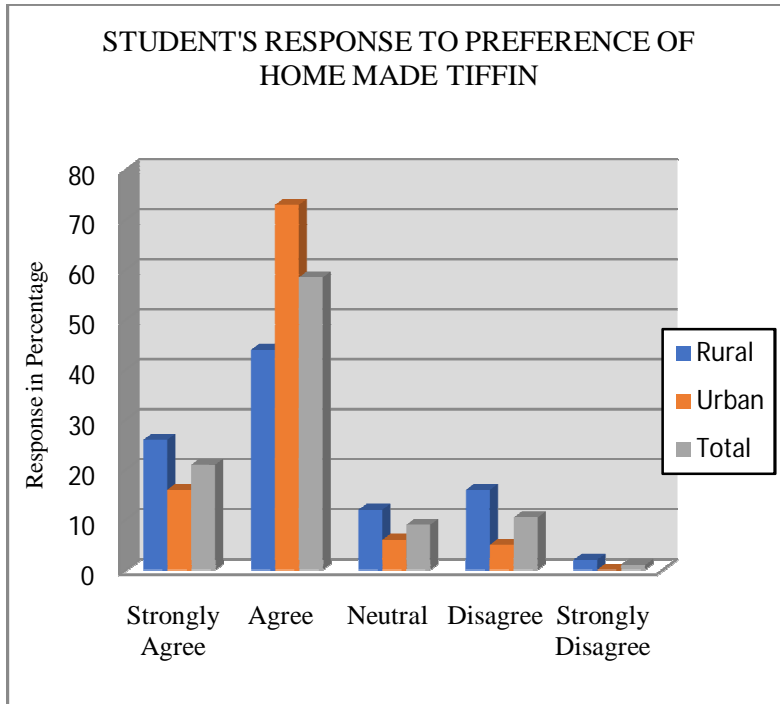


Fig: 3Source: Field Survey, 2019-20

Only 18 percent students are against that cause. In urban areas students are more responsive, 89 percent students like homemade Tiffin than Mid Day Meal. So in urban areas liking homemade Tiffin is one of the major causes of avoiding Mid Day Meal.

- (xiii) **Parents forbid eating Mid Day Meal:** Parents has some role in shaping the decision of taking meal of their children. The urban guardians are more conscious than the rural.65 percent urban student’s parent is graduate and post graduate and 31.5 percent student’s family monthly income is above 20,000. This statistic corresponds with the fact, 68 percent urban students replied that their parents forbid taking Mid Day Meal. On the other hand, only 28 percent rural student’s parents are graduate and post graduate and 10 percent student’s monthly family income is above 20000. Only 22 percent rural students stated that their parents forbid taking Mid Day Meal. Hence, we can clearly understand that education and income level has some impact of forbid the students to avoid meal.

**Causes of avoiding Mid Day Meal in rural school**

- Students have to stand long time in queue for taking Mid Day Meal.
- No fixed place for eating.
- Like home made tiffin than Mid Day Meal.
- Monotonous menu.



- Low quality of food

#### **Causes of avoiding Mid Day Meal in urban school**

- Students have to stand long time in queue for taking Mid Day Meal.
- Like home made Tiffin than Mid Day Meal.
- No fixed place for eating
- Parents forbid eating.
- Low quality of food.
- Unhygienic food.
- Monotonous menu.

#### **Common causes of avoiding Mid Day Meal in rural and urban school.**

- Have to stand long time in queue for taking Mid Day Meal.
- Like home made Tiffin.
- No fixed place for eating
- Low quality of food.
- Monotonous menu.

#### **Remedial Measures:**

- Quality of food needs serious attention. The cooks and helpers should give more attention and care while preparing the meal.
- Before cooking the rice, cooks and helpers needs to wash the carefully and separate the stones from the rice. Because some students complain that they have got stones in the rice. Cooks need to clean the vegetable properly in fresh water and no damaged vegetable will be used.
- Government allocates Rs 4.48 for class V and 6.71 for class VI-VIII. It is very difficult to arrange variety of menu with that low cost. But to bring the avoiding students, head of the institution should try to arrange different menu.
- It will be better for the students if institution builds a fixed place for eating. So that every students can eat together. In this regard government should allocate sufficient fund for this purpose.
- Students get irritated as they have to stand long time in queue, often they quarrel among them and make chaotic situation. To control the line all the teaching and non teaching staff should take active part.

**Conclusion:** Mid Day Meal is now an integral part of school life. Mid Day Meal enhances school participation, prevents school hunger, facilitates the healthy growth of children, foster social equity and enhances gender equity. Parents of urban areas are more conscious about their children's health and they provide different types of food throughout the day to meet the nutritional demand. Parents and students are doubtful about the quality of food and the hygienity of food. So, majority of the parents forbid to take the meal. In this connection head of the institution should arrange parents-teacher meeting to make understand the positive impact and cleanness and quality assurance to the parents. In rural areas guardians are not aware about children's health. Majority of

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the guardians are not aware about malnutrition and how much nutrition is needed for growing children. In this regard teachers have to consult to that portion student's guardians who avoid Mid Day Meal, so that despite the all the associated problem, students take the meal. In this connection government should take courageous initiative by enhancing the cooking cost per students and allocating more funds in constructing fixed place for eating. So, all the stake holders have to play more actively to include the left out students to make the Mid Day Meal scheme really successful.

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## INDIAN LOCAL MARKET IS FULL OF DRAGON GOODS: A GROUND LEVEL STUDY BASED ON CUSTOMERS

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### **Abstract**

The purpose of this paper is to analyze the nature of impact of Chinese items at the ground level of the Indian economy, so that priority should be given to increase production, and exports with the help of technological up gradation and modernization in the product range. As per this study we will discuss many attributes or characteristics in Chinese product that are responsible for increasing import in India whereas CAIT (Confederation of All India Traders) wants to bring down the imports from China \$13 billion by 2021 from \$70 billion in 2018-19. If we will improve our technological skills in all aspects at a faster pace, and facilitate integrated value chain in the industry then only our industry can compete with Chinese products and operate efficiently. As India is the biggest market for Chinese business to sustain our local market and to increase exports, we should have resilience and strength on local products to face the challenges and continue to grow in the competitive environment. This study we particularly discuss the factors that seek by Indian customer in Chinese products, rather to focus on local product they purchase Dragon Goods which create hindrance in the growth of our local trade and market and also increase our reliance on imported products. On this backdrop it is an attempt to analyze the cause, effect and suggestion of improving our local trade.

**Keywords:** Local Trade, Chinese Products, Banning Chinese Products.

### **Introduction**

China is the biggest trading partner for India as well as for the rest of the world. India and China are the two most important countries in the world, which are rapidly leading as powerful economies of the world. As it is said that if India and China unite together they will become the largest economic power in the world and also, the growth of China and India has a great influence on the world economy, not only in good times (Srinivasan 2006) but also in bad times when the tension arises at the border this leads in fall down of the political and economical relationship between these two country. Recently in April 2019, China had a share of 11.8% the total import of India whereas on the other hand only 3% of total export of India which are exported to China. Whereas the trade deficit of India with 3.3 billion \$ in February 2019. It rose over 13% in comparison to previous year and India's import with China increased from 13.7% to 14.1% in 2019-20.

From the point of view of investment, the Chinese investors have invested an estimated value of 4 billion \$ into Indian start-ups, also Chinese smart phones such as



Xiaomi, Oppo has upto 72% share in Indian market where brands like Samsung, Apple were left behind.

### Objectives of The Study

- 1) To know the actual impact of Chinese items in Indian market.
- 2) To know how to deal with Chinese products which gives a negative impact on Indian products .
- 3) To know what exactly customers like about Chinese product.
- 4) Also to find out the ways to replace Chinese products with Indian product.
- 5) To understand the behavior and needs of Indian customers in a better way etc.

### Literature Review

It comprises of collection of literature in the selected area of research in which the scholar has limited experience. In the past few studies or research articles relating to Indo-China trade relations have been conducted by researchers, academicians and think tank some of them are:

India's trade imbalance with China will increase further in near future. Since China has emerged as India's largest trading partner and increased India's dependence on its products is one of the major reason behind the trade deficit, but it is crucial that the Sino-Indian relationship continues to flourish. A good planning and strategy is required in a way that India's domestic product competitive with Chinese imported products , which can enhance India's export to China and addressing the constraints that China places on Indian market (Sekhani 2015).

It has been observed that the number of goods that India sells to China is less than the number of Chinese goods which are imported in India. The products exported by China to India are still more diversified than the Indian exports to China's exports to India , which includes manufacturing goods, mostly power equipment, iron and steel, fertilizers whereas India's exports to China comprises of raw materials and intermediate goods. The difficulty behind the large trade deficit is India's export of raw materials and import finished product. India's trade basket consists of cotton, gems and precious metals, copper and iron ore where as China is now exporting capital goods. Since India does not produce enough high- technology products for exports and domestic use, it has to depend on imports from the outside not on the local markets (Claws 2017).

We have the opportunity, as we build our infrastructure, to make both the countries increasingly interdependent economically, to allay future concerns as we will continue to grow long after China's growth stabilizes (Mukul Sanwal 2013)

It is observed that the economic reformation in India has taken a new shape consequently, the trade volume between China and India touched a new height. As China and India are the world's two most rapidly developing nations, both the countries has recognised their potential for trade between them and strengthening bilateral trade that would be of great mutual benefit for both the economies (Vishakha Sharma 2015 )

### RESEARCH PROBLEM

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To understand the difficulties in trade between India and China and also to find, what are the factors which increased the import from China, as well as what customers like or dislike about Chinese products, and what are the factors which should be adopted for increasing self reliance on domestic products and what drive foreign items to increase the demand in Indian market and how these affects our local market.

### **Hypothesis**

**Ho:** There is no significant attributes or characteristics in Chinese products which are seek by Indian customers.

**H1:** There is some significant attributes or characteristics in Chinese products which are seek by Indian customers.

In the terms of statistics:

Significance level = 0.05

Confidence level = 0.95

Then,

If  $p \text{ value} > 0.05$ , we accept Null hypothesis and reject Alternative hypothesis.

If  $p \text{ value} < 0.05$ , we reject Null hypothesis and accept Alternative hypothesis.

### **Research Methodology**

I have done Triangular Research approach of research, as it needed special emphasis on research of studying the factors that are responsible for purchasing foreign products especially for Chinese products by Indian customers rather to go for local products.

### **Research Tools**

Analysis of data has been done using various descriptive and inferential statistical tools like Frequency distribution, Percentage, Arithmetic Mean and Z test etc.

### **Data Collection and Sampling Plan**

For this study multi method approach of data collection is used, this study is the mixture of primary and secondary method of data collection, the questionnaires were developed to know what are the factors that encourage the export of China in Indian market or why Indian customers purchase their products.

The focus points of questionnaires are:

- 1) What are the qualities of product liked by customers
- 2) How Chinese product affect Indian local market
- 3) Which Chinese products attract Indian customers
- 4) What are the problems faced by customers in our local market
- 5) How to replace Chinese products with local products etc.

For this questionnaires was sent to number of people, some were in paper form and some were sent via E-mail, about 213 questionnaires were filled but some of them are not completely filled or some of them are wrongly filled in this way it took around 2 months to collect the answers of these questionnaires, from all this questionnaires 157 of

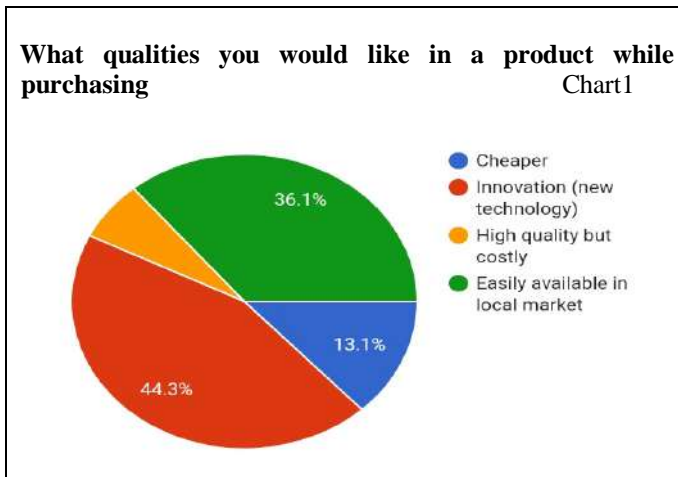
them are included in our research because the response rate of mail survey often low in business population (according to survey of Dennis wj 2003).

**Table** shows the gender profile of the respondents, the majority of the respondents i.e. 56.68 percent is male and 43.31 percent respondents are female in the study. According to Qualification of the respondents, Graduate are 54.14 and Post graduate are 13.37, also approximately 40 percent are qualified up to 12<sup>th</sup>.

Variables	Groups	Frequency	Percent
Gender	Male	89	56.68
	Female	68	43.31
Age	18 to 30	99	63.05
	31 to 40	47	29.93
	41 to 50	3	1.92
	50 & above	8	5.09
Education	Up to school (12th)	64	40.76
	Graduate	85	54.14
	Post graduate	21	13.37
Employed	Employed	102	64.96
	Unemployed	55	35.04

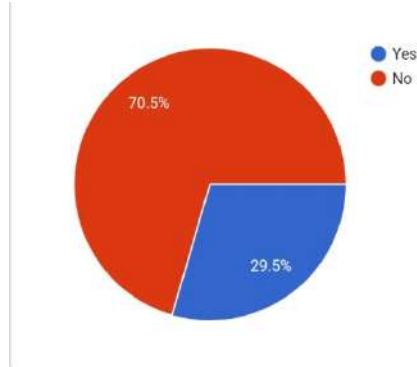
**Data Analysis**

These data has been collected with the help of questionnaire, which took around 2 months to collect the data from customers. Out of which data of 157 respondents has been presented here, which have a respondent rate nearly 73.70 %. Here we can find 44.3% of the total customers wanted innovation and new technology in the products, but customer also not ready to pay high cost while purchasing any product.



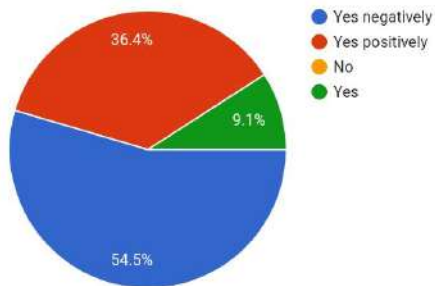


**You feel that Chines product are good enough to meet our need**  
Chart2



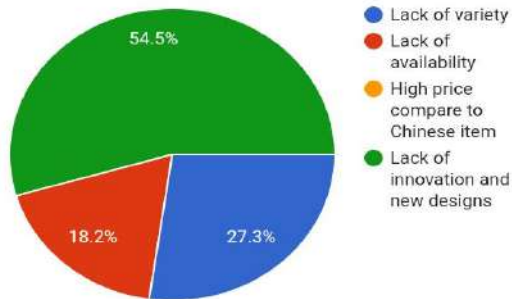
**Chinese products effect Indian local market**

Chart3

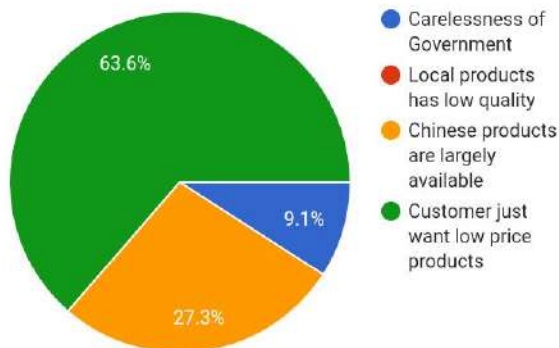


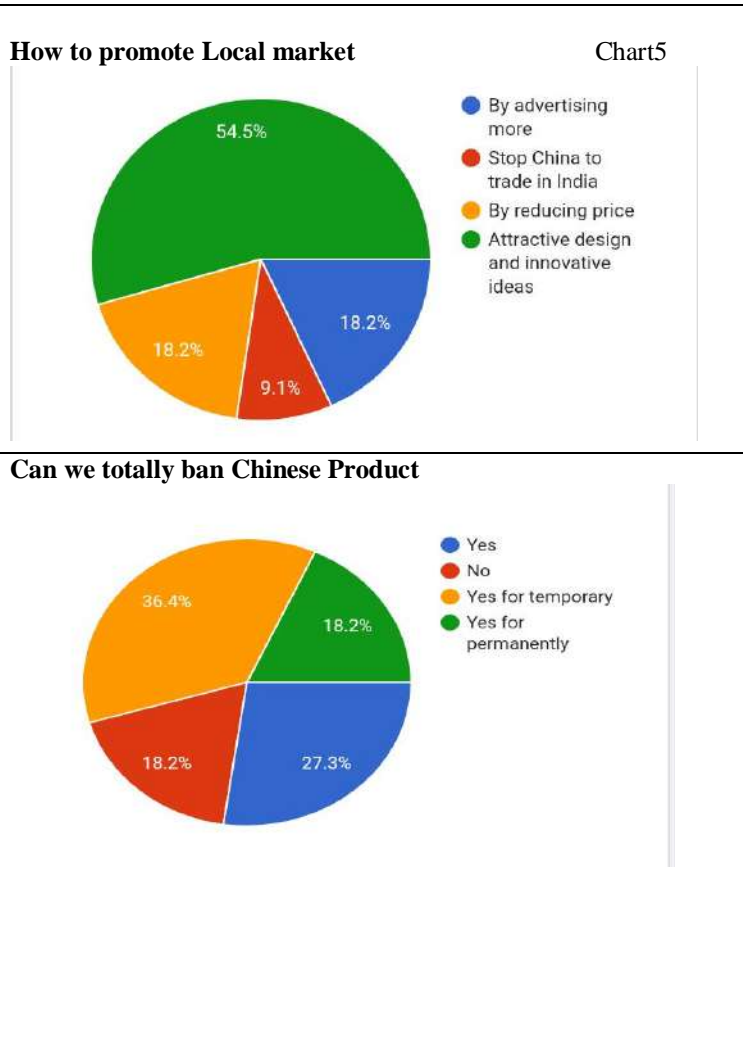


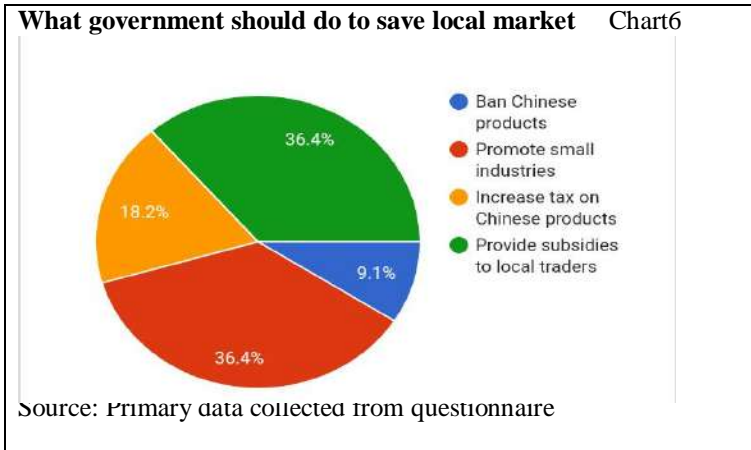
**What problems you face purchasing products from local market**  
Chart4



**What do you think why China is dominating India market**  
Chart5







According to data presented above in pie charts (1,2,3,4,5 and 6) around 63.6% customers voted that China is dominating Indian market just because of low price, this study also finds that for promoting local market we have to invest in new design and innovation as 54.5% customer suggested the same and this study also provide answer of what our Government should do to save local market as per data 36.4% said to provide subsidies to local traders and again 36.4% suggested to increase taxes on Chinese products.

### Comparison of the data collected by Questionnaires and Online Survey

As per data collected by many more sources to increase the reliability of data thus it is a comparison between the data collected by questionnaire. The survey conducted by LocalCircle published by Hindustan Times points out at the various aspects of import of Chinese goods into India, their categories, and people's perception about Chinese imports in India. In the first survey, out of the 8,689 respondents, 38% said they mostly buy Chinese consumer durables such as mobile phones and other electronic items and 15% said they buy home utility and decoration items while 10% gift items. And 37% said they buy Chinese goods across all these categories.

Attributes	Data1 (By questionnaire)	Data 2 ( Online survey)
Low price is cause of Chinese product demand	63.6%	83%
Local product has low quality than Chinese products	0%	17%
Chinese product should be ban	45.5%	56%

LocalCircles found 83% of 8,973 people prefer a Chinese product over its Indian version as they believe they are cheaper and that Indian goods are quite expensive, whereas according to data collected by questionnaire found that 63.3% of



people think that Chinese products are imported more because of only low price. Out of the 8,213 people who voted in the third survey, 52% said Indian products are of far more superior quality than the Chinese version, 21% said China made items were better in quality than the Indian made and 17% said both are more or less similar in quality. And, 10% were unsure about their choice, whereas according to the questionnaire data 0% said that local product has low quality than Chinese product. Also the 9,217 people who voted, 56% of these said Chinese imports in some product categories should be banned but according to questionnaire 45.5% (aggregate of yes Chinese products should be ban 27.3% + yes it should be ban permanently 18.2%) found Chinese products have to be banned.

### Research Finding

After collection and analysis of data, it is essential to know the result of our study. To check whether there are any factor or significant attributes in Chinese products which attract Indian customers also they are demanded in India for some specific reason or not. For this I have find out z test,

Attributes of Demand of Chinese products	Z test	P value
Low price is cause of Chinese product demand	-6.3323	0.00001
Local product has low quality than Chinese products	-5.6598	0.00001
Chinese product should be ban	-3.0874	0.002

The test result indicate that there are many characteristics in the Chinese product but for increasing demand of Chinese product in India one main factor is responsible that is "Price of the Chinese products", according to my study the low cost of the products is an important reason to be purchased by Indian customer which is also responsible for increasing Import of Chinese product in India. The Z value of low price is cause of Chinese product demand is -6.3323 and P value is 0.00001 which is less than our predetermined level of significance, Z value of attribute that the local product has low quality than Chinese products is -5.6598 and P value is again 0.0001, which is also less than our predetermined level of significance. As many scholars said that banning Chinese product completely is not a permanent solution however this study finds Z value of -3.0874 and P value is 0.002 on the question Chinese product should be ban India which is again lower than significance level (According to a online survey published on Hindustan Times 56% people voted that Chinese product should be banned).

As all three set of attributes showed p value less than significance level (0.05) thus we can reject null hypothesis and failed to reject researcher hypothesis thus alternative hypothesis accepted, there is some significant attributes or characteristics in Chinese products which are sought by Indian customers.



## Conclusion

This study examines the impact, low cost of Chinese product is a great concern for Indian local market therefore Government has to maintain it through increasing quota and tariff on Chinese product but Government also has to consider WTO agreement and other treaties with China. We have to focus, more on innovation and improved technology production at our home country as per the study it is also found out that Indian customer are not happy with the quality of Chinese products, they only purchase them for cheap price and no other option available in Indian market. Thus, to make Dragon down in selling unnecessary products in Indian market and we should focus only on necessary products to be imported from China.

## Scope of Further Research

The present study took a small sample of respondents which could be broadened to make it more representative to draw more meaningful inferences. The coverage area was also restricted to some region which could be broadened to cover whole region of the India, study which was beyond the means of the scholar can be done by any research institution or by large group of research scholars across the country.

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## A STUDY ON EMPLOYEES' PERCEPTION TOWARDS GREEN HRM PRACTICES IN BANKING SECTOR DURING COVID-19 IN INDIA

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### Abstract

As an emerging concept, (green HRM) green human resource management means "HRM activities, which boost optimistic environmental outcomes". Green HRM involves eco-friendly HR practices and maintenance of human capital. In this direction, the banking sector also started practicing green practices and adopted assorted strategies related to eco-friendly and sustainable development techniques. The present study aims to know the employees perception towards Green HRM practices in the banking sector (like green training and development, meeting through video conferencing, green banking, etc.) during COVID-19 in India. The study was conducted through primary data. Primary data was collected by a questionnaire (online) from the employees of the bank in India. 50 questionnaires were sent to the respondents using the convenience method of sampling. All the responses were collected on a five-point Likert scale using a close-ended question. The data was measured on a matric basis then apply mean else count. The result indicates that the Green HRM is a pop-up theme during COVID-19 and green banking was also very useful during quarantine for everyone.

**Keywords:**COVID-19, Green HRM Practices, Green Banking.

### Introduction

In India, an extremely populous country, it becomes necessary to see an interest in environmental concerns in the service sector such as banking, as well as in any commercial industry. Now, green policies are implemented in every area to reduce environmental issues. In human resource management, green policies are developed to save the damage of their resources for the future expansion of the banking sector together with humanity. Therefore, banks need to undertake some green growth initiatives inside and outside their organizations to create a strong and successful low-carbon economy. But banks now play a vital role in green growth through their green banking practices. Green banking is a common word, which can include a multitude of areas from the ecological banking system to how and even where your money is invested. A green bank is a bank that promotes environmental and social responsibility, but operates as a traditional community bank and provides excellent services to investors and customers. His progressive approach to the public and the land makes him different from the crowd. A green bank is also called an environmentally responsible bank, ethics bank, socially responsible bank, or a sustainable bank, and is predicted to think about all social and environmental factors. Currently, in India, the concept of green banking is catching up and banks are actively looking for ways to present themselves as Green Bank.



## Green Banking

Green Banking is a general term used for practices and guidelines that make banks economically, environmentally, and socially sustainable. Its goal is to make banking processes and the use of IT and physical infrastructure as efficient and effective as possible, with zero or minimal impact on the environment. Green Banking practices can be classified into two parts:

**1. Greening Processes, Products, Services, and Strategies:** Making daily business operations, banking products and services greener by following simple practices and making them environmentally friendly. Among them are:

- Electronic and telephone banking services, making it easier for customers to run most of their banking needs at anytime and anywhere.
- Automatic payments reduce the need to write and send cheques by mail.
- The use of electronic means to maintain contact with potential customers and consumers and minimize paper correspondence, etc.

**2. Greening infrastructure:** In the current environment, all banks are computerized. In this IT environment, bankers need to use these IT resources environmentally. According to the available literature, a lot of energy is wasted when a laptop is loaded. The charger lowers the voltage and converts the Command Air to DC. This happens as long as the charger is connected to the outlet, regardless of whether the laptop is connected to the outlet or not, resulting in a waste of energy. By making IT infrastructure (including data center) and physical infrastructure (including buildings) greener and taking action, banks could generate electricity for their consumption. Strategies that can help reduce energy consumption include:

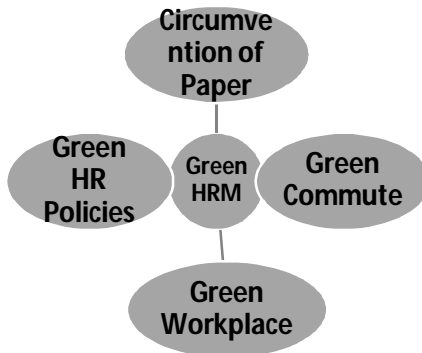
- Reduce the brightness of your computer screen;
- When any background activity is running on your computer and you don't need to use the monitor during this time, turn off the monitor instead of using screen protectors like display, savers also consume some energy; etc.

## Green HRM

Green HRM is a pop-up theme in the current scenario. Green Human Resource Management can be defined as the set of policies, practices, and systems that stimulate the green behavior of a company's employees in order to create an environmentally sensitive, resource-efficient, and socially responsible general environment and organization. Green HRM provides for the use of human resource management policies to promote the sustainable use of resources within corporate organizations and, in general, to promote the cause of environmental sustainability.

Green human resources related to two essential elements

1. Environmentally friendly HR practices
2. The preservation of the capital of knowledge.



### Green HR Practices

- Green hires
- Green selection
- Ecological performance management
- Ecological training and development
- Eco-compensation
- Ecological initiatives
- Paperless office
- Energy conservation
- Waste recycling

#### 1. Green recruitment:

- Green recruitment means a paperless recruitment process with minimal environmental impact.
- Applications are invited through online means such as emails, online application forms, or the global talent group. This method is very fast, cheap, and easily accessible.
- If possible, telephone or video interviews are conducted to minimize the environmental impacts of travel.

#### 2. Green selection

Interviews are conducted through group discussions, personal interviews, and various activities and online tests. Candidates may be given more environmental friendly preferences for an organization.

#### 3. Green performance management

- Managers used to set green targets, goals, and responsibilities, and
- Ecological standards for all departments.

#### 4. Green training and development

- Train the employees in ways of working that consume energy and reduce waste.
-



- The trainer must give his training in presentation or video conference.
  - Increase awareness of becoming world-friendly and purchasing eco-friendly products.
5. **Green compensation**
- The rewards and compensation motivate them to make the most of their efforts to achieve the organization's goals.
  - The compensation and compensation system must be directly related to the use of green skills. Special bonuses are granted to employees for their lower carbon footprint effort.
6. **Green Initiatives:- here are some of the green initiatives**
- a.) **Paperless Office**
  - b.) **Energy conservation**
  - c.) **Waste recycling**

## **COVID 19**

### **Corona virus disease 2019**

- COVID-19 is an infectious disease caused by severe acute respiratory syndrome corona virus. Firstly, corona virus was identified in December 2019 in Wuhan city of China and spread worldwide, resulting in the ongoing 2019-2020 corona virus pandemic. Till 1<sup>st</sup> may 2020 more than 3.27 million cases have been reported across 187 countries and territories, resulting in more than 2 lakh 33 thousand death more than 1.02 million people have recovered. It is an infectious disease having symptoms like, fever, cough, shortness of breath, loss of smell. In INDIA the 1st case of COVID was reported on 30th January 2020, On 22nd March 2020, INDIA observed a 14-hour voluntary public curfew at the instance of the prime minister Narendra Modi, the government followed it up lockdown in 75 districts where COVID cases had accrued as well as all cities ahead of 24th March, the Prime minister ordered a nationwide lockdown for 2 days and it continued till 3rd May.

### **Impact on Banks**

- Banks in country are likely to witness a spike in their nonperforming assets ratio by 1.9% and credit cost ratio by 130 basis point in 2020 followed in an economic slowdown on account of COVID-19 crisis, says by a report. Because of this crisis country especially banks face many challenges and to overcome these challenges banks implemented many provisions that are diagnosed in this Research Paper.

### **Challenges**

During COVID-19 nation faced lots of challenges such as:

1. Many people are illiterate so to withdraw money they step in a bank that is risky for them as well as bankers.
  2. Reaching of customers to the branch for unnecessary and nonessential services cause disturbance for genuine customers.
-



3. In this quarantine time banks are still setting targets for generating revenue for economy and cash handling next biggest problem these days etc.

### Literature Review

**(kyota, Bali, Copenhagen, & Agreement, 2016)** These treaties have personified a metigiol determination around the world to do so. Under these prevailing conditions, business organizations can no longer distance themselves from their environmental responsibilities. Entrepreneurs must give due knowledge of this aspect of their responsibility, otherwise the whole world suffers. Basically, what really sets this planet apart from the rest of the outer space bodies in the universe is the presence of life. To count, "Going Green" is the need of the hour, as it is indispensable for the survival of life on this earth. Nothing remains intact if the green is swept away.To this end, organizations aspire to include a newer concept in their work culture commonly known as "Green Human Resource Management".

**(Ahmad, 2015)** States that Green HRM does not include full attention to environmental issues, but also represents the social and economic well-being of both the organization and employees within a broader perspective. It can be used to reduce carbon footprint, as well as costs, better efficiencies, making awareness about green products among employees and start green work balancing programs.

**(Rani & Mishra, 2014)** Green HRM means using every employee interface in a way that promotes and maintains sustainable business practices, as well as raising public awareness, which in turn helps organizations, operate in an environmentally sustainable way. Therefore, Green HRM includes two main elements: environmentally friendly HR practices and capital knowledge. The current study focuses on Green HRM as the company's strategic initiative to promote sustainable business practices.

**(Opatha & Arulrajah, 2014)** These researchers also identified four viz. conservationist, preservationist, non-contaminant and producer functions for an employee to become a green employee. As a result, Green HRM's goal is to create, improve and retain green ideas within each employee so that he or she can give his best in each of these roles.

**(Nijhawan, 2014)** Taking the initiative of existing literature, this study is an effort to provide simplified information on the well-known al-cticas of Gesture's known as green human resources and its application on the basis of existing literature.

**(Prasad, 2013)** defined it as the contribution of human resources policies to protect and preserve the natural environment. In other words, the policies, practices and systems that aims to make the employees of an organization green for the benefit of people, society, the natural environment and companies under Green HRM's radar.

**(Mathapati, 2013)** made it clear that at Green HRM, various human resources practices such as recruitment and selection, performance assessment, compensation and training

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are modeled in such a way that a workforce is created that understands and supports green behaviour in the organization.

**(Mathapati, 2013)** Studied the response of Indian banks investment turbulence and its action, given the adoption and gap of green banks. They discussed that the main obstacle to environmental sustainability is the lack of RBI mandates” and RBI needs to make more policies incorporating green issues. Results showed that India is adopting ecological practices very slowly compared to other countries.

**(Mathapati, 2013)** examined several models of green banking practices adopted by Indian companies to grow and concluded that banks adopting green banking practices influence the performance of the organization. SBI was the first bank in the country to think about generating green energy and implementing the renewable energy project for captive use.

### 3.1 Research Methodology

Research methodology is the specific procedures or techniques used to identify information to select, process, and analyze a topic. In other words, research methodology is an endeavour to discover answers to intellectual and practical problems through the application of scientific method. The issue is raised to understand the impact of green HRM on the banking sector during the national lockdown period of the COVID-19 pandemic in India. The aim of the study is to explore the attitude of the bank's employees towards Green HRM.

### 3.2 Objectives

- To know about employees perception towards green HRM practices adopted by Bank during COVID era.
- To know about employees perception towards Green Banking Services.
- To know the impact of Green HRM practices on bank during quarantine.
- To know about challenges faced in banking industry during COVID-19 epidemic period.
- To find out those Green HRM practices which are implemented in banks during COVID-19

### 3.3 Research Frame Work:

In this research, the research framework is about Green HRM.

- **Dependent Variable:** Green training, online meeting, telecommuting
- **Independent Variable:** Green HRM practices

**3.5 Research design** = Descriptive research

**3.6 Data collection** = Data was collected through primary mode of data collection

- **Tools for data collection** = Questionnaire (online)



### 3.7 Sampling Design

- **Types of universe** = Finite
- **Sampling Area** = Different Banks in India
- **Sample size**= It was proposed to obtain responses from 50 individual.
- **Sampling technique**= Convenience

### 3.8. Method of Data Representation and Analysis

#### • **Reliability Analysis**

Reliability analysis is conducted to measure the internal consistency, i.e., do all items within the instrument measure the same thing. The closer the alpha is to 1.00, the greater in the internal consistency of items in the instrument being assessed.

#### • **Cronbach’s (alpha)**

Cronbach’s alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability. Technically speaking, Cronbach’s alpha is not a statistical test – it is a coefficient of reliability (or consistency).

#### Case Processing Summary

	N	%
Case Valid	15	100.0
Excluded <sup>a</sup>	0	.0
Total	15	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.941	15

#### Interpretation

The above statistics table is given the value of alpha = .941 which is acceptable to measure the intended dimension. If the value of ALPHA is >= 0.6 is usually considered as good scale. Questionnaire is continuously measuring what it intends to measure hence it demonstrates internal consistency of the question.



**Data Analysis and Interpretation.**

**1. General attitude of banking professionals towards Green HRM practices.**

**Descriptive Statistics**

actices.HRM	N	Mean	Std. Deviation
Green HRM is become the need of this quarantine.	47	3.7660	1.14612
Green Banking useful during this period.	47	3.9787	1.15136
Eliminating excess use of paper is the best practices for going green	47	3.8298	1.12905
My organization focuses on Green training and development.	47	3.5745	1.05799
Computerized training is the best practices in quarantine.	47	3.8936	1.12741
My organization provides telecommuting (work from home) in quarantine.	47	3.5532	1.34824
I am satisfied with the transfer practices of my bank during quarantine.	47	3.5745	1.03723
Video conferencing is the best green practices for meeting in quarantine.	47	4.1277	1.03456
Valid N (listwise)	47		

As per the above data, it can be inferred that all Green HRM practices play a vital role during quarantine but the highest mean is 4.1277, it means that the responses for the statement **“Video conferencing is the best green practices for meeting in quarantine”** are most consistent. The value of the std. deviation for the statement is 1.03456 which is lowest among all other statements. Hence, it can be said that Video conferencing is the best green practices for meeting in quarantine.

**2. General attitude of banking professionals towards Green Banking Services.**

**Descriptive Statistics**

Green Banking Services	N	Mean	Std. Deviation
Customers are using more ATMs during COVID-19.	47	3.3404	1.10879
Majority of the customers are using mobile banking.	47	3.5532	1.23021
Digital Wallet (pay tm, Google pay etc.) are the best practices during quarantine.	47	4.0000	1.17954
Valid N (listwise)	47		





From the above table, it can be observed that all Green Banking Services play an important role during quarantine but the highest mean is 4.0000, it means that the responses for the statement “**Digital Wallet (pay tm, Google pay, etc.) are the best practices during quarantine**” are most consistent and the lowest value of standard deviation is 1.10879. So from the above table, it can be observed that **Digital Wallet (pay tm, Google pay, etc.)** is one of the best practices during the quarantine.

**3. General attitude of banking professionals towards Challenges faced during COVID-19.**

**Descriptive Statistics**

Challenges	N	Mean	Std. Deviation
My organization maintains a social distancing during COVID-19.	47	4.0851	1.10000
It is very challenging to get aware about online banking to those customers who didn't know to operate it during quarantine.	47	3.7021	1.15936
Due to customers convenience use digital wallet instead to come in bank for cash during quarantine, that become more challenging for us.	47	3.6596	1.33964
Banks send advisories to customers to move towards digital channels for their banking needs in quarantine.	47	3.7872	1.12165
Valid N (listwise)	47		

By looking at the following table it can be inferred that the all given challenges were faced in COVID-19 but the highest mean is 4.0851, it means that the responses for the statement “**My organization maintains a social distancing during COVID-19**” are most reliable and the value of the standard deviation for the statement is 1.10000 which is lowest among all other states. Hence, it can be said that maintaining social distancing during COVID-19 is the imperative challenge and followed in the bank.

**4. From when you start meeting through video conferencing**

From when you start meeting through video conferencing:-	Frequency	Percent	Mean
Valid Before quarantine	22	46.8	1.6383
During quarantine	21	44.7	
Now thinking to implement.	3	6.4	
Not interested.	1	2.1	
Total	47	100.0	

From the above data, it can be observed that the majority of the employees start meeting through video conferencing before quarantine and mostly start during the quarantine.

**5. From when your organization starts telecommuting (work from home):**

From when your organization starts telecommunications(work from home):	Frequency	Percent	Mean
Valid Before quarantine	13	27.7	1.9149
During quarantine	29	61.7	
Now thinking to implement.	1	2.1	
Not interested.	4	8.5	
Total	47	100.0	

As per the above data, it can be inferred that the majority of the employees said that their organization starts telecommuting during the quarantine.

**Findings**

1. All Green HRM practices play an important role during COVID-19 but the Video conferencing is the best green practice for face to face conversation in quarantine and telecommuting also play an essential role for all employees during quarantine hence it can be said that majority of the employees are satisfied with provision of these facilities by respective organizations in difficult times.
2. Green Banking is very useful during quarantine for everyone and the majority of the bank employees said the utmost of the person used digital wallet in quarantine.
3. During COVID-19 Bank employees faced lots of challenges such as maintaining a social distance, making people aware about online banking who didn't know how to operate it and suggest that customers ought to use digital wallets instead to coming in the bank for cash withdrawal during quarantine, etc. but according to the respondents maintaining a social distance is extremely challenging.

**Suggestion**

The government needs to give more emphasis on banking employees, and impose more policies for banking customers such as – a pass should be provided to all so that it can be monitored that they are going once in a week for an emergency. Suppose a man visited a branch with pass a seal or a tick to be mentioned that he went to the branch once this week. So that people don't come out and go the banks for just roaming around, otherwise, lockdown could be a failure. It should not be only for banks, for Kirana, for vegetables otherwise people will go out every day with some other excuses.

In short, it is suggested that during COVID-19 people should not go outside without any reason and an urgent situation because it is dangerous for us. Stay at home,



adopt new technologies, follow Gov. Rules, and used green banking services. So, in this period avoid going to banks also and take advantage of green banking services because it is good for us.

Green HRM is the best policy even during normal days so it should be implemented as soon as possible in a broad way.

### Conclusion

Green Banking is a general term used for practices and guidelines that make banks economically, environmentally, and socially sustainable. Currently, in India, the concept of green banking is catching up and banks are actively looking for ways to present themselves as Green Bank. During this epidemic period, Green HRM practices also play a vital role such as meeting through video conferencing, telecommunicating, online training, etc. This is the best policy even during general days because this can speed up the process, in short, we can say that Green HRM and online banking is a pop-up theme in the current scenario.

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## LENDING THROUGH WOMEN SELF HELP GROUPS: A MACRO MOVE FOR INCLUSIVE GROWTH IN INDIA

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### Abstract

The Indian economy has for long been striving hard to attain the macroeconomic objective of providing access to the products or services provided by formal financial institutions. Thus, for decades the policymakers are initiating their efforts in the direction of undertaking a wide spectrum of procedures that facilitate the inclusion of those who have somehow been excluded or the under-served within the ambit of formal financial spectrum. In this regard, a macro move in form of inclusion of poor or very poor women through Self Help Groups (SHGs) was initiated and implemented. The consideration of SHGs is one of the criteria to achieve inclusive growth in India. This is due to the fact that the self-help groups help in strengthening the position of women folks in the society by empowering them. They represent an initiative that has not only delivered the financial services to those who require them but has also turned out to be the engine for development process.

The present paper is an attempt to study the macro move initiated by Women Self Help Group Model for ensuring inclusive Growth in Indian economic structure. This paper is divided under four sections. The first section deals with the introduction section, statement of problem and research objectives. Section II discusses the concept of financial inclusion and Self Help Groups. The section III elaborates the review of literature in context of role of SHGs in financial inclusion of poor women and its role in ensuring their empowerment. The last section (section IV) delineates the conclusion of the paper.

**Keywords:** Financial Inclusion, Formal Financial Spectrum, Inclusive Growth, Macroeconomic Objective, Self Help Group.

### SECTION I

#### 1. Introduction

In the past decades, there is a spurt of talks pertaining to the development agendas round the world that have emphasized the need of ensuring inclusive growth in an economy. Keeping pace with the developmental thoughts of world economies, Indian economy is also struggling hard to consider and enforce this agenda. The motive is to bring lower strata of the people, especially the poor and the destitute into the ambit of mainstream financial institutions and ensuring and promoting inclusive growth. In this direction, a major initiative was undertaken by NABARD in 1991-92 by linking the SHGs with the formal financial institutions and making the access of finance easy for



poor and destitute. This was done to make banking smoother and more meaningful for those who were poor and destitute (Kokate and Narwade, 2013).

The formation of SHG model aimed at transforming the lives of the poor especially women because of its tendency to give tangible results to the poor people, especially women (Balu, 2005). The model involves provision of supporting activities like training, raw material supply, marketing of products which provide a support to the “micro-enterprises” run by these “women micro-entrepreneurs”. These micro-enterprises help women generate main or supplementary income for supporting their families. This has resulted in generation of feeling of self confidence and self-belief as they feel self-reliant to run their microenterprises as well as support their families (Anbalagan et al., 2005). Thus, the formation of self-help groups leads to holistic empowerment of these women SHG members. Keeping in mind the role played by SHGs in Indian Social spectrum, the present study has been done in order to unfurl the indispensable role played by SHG model in ensuring inclusive growth in Indian economy.

## **2. Statement Of The Problem:**

In Indian economic structure, women as mothers and homemakers help in shaping the society by imbuing culture and values among elements of society. They are an important constituent of population of the country. If this nation’s human resource is neglected, the wealth of a country remains unutilised or under-utilised. Several affirmative development programmes have been initiated round the world to make optimum utilization of this human resource and thereby promoting gender equality. In addition, the initiatives are being taken to promote inclusive growth where women at grass root level are being inspired to undertake economic activities so that they are in a position to supplement their family incomes. Thus, the present study seeks to unfurl the indispensable role played by SHG model in ensuring Inclusive Growth in India.

## **3. Research Objectives**

The objectives of the present research are as follows:

- 1) To explore the concept of financial inclusion and SHG Model.
- 2) Reviewing the review of literature in context of role of SHGs in financial inclusion of poor women and its role in ensuring their empowerment.; and
- 3) Highlighting the conclusion based on review of literature.

## **SECTION II**

### **4. The Concept of Inclusive Growth**

Ali and Son (2007) explained the concept of inclusive growth as the growth process that increases the social opportunity function. The social opportunity function was defined in terms of average opportunities available to the population and mechanism of sharing of opportunities among the population. World Bank in the year 2009 defined the concept as the growth which has attributes including the access to assets by everyone and equity in the opportunities for next generation. In the year 2013, inclusive growth was defined by Asian Development Bank as the economic growth

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supplemented by access to socio economic opportunities. However, in the words of Burange et al. (2014), the word ‘inclusive’ means not excluding any section of society.

### 5. Concept of Self- Help Group

The SHG model was popularized on account of the successful experiment of the ‘Grameen Bank’ set up in 1979 in Bangladesh by Prof. Mohammad Yunus. The objective was to empower the rural poor by means or the formation of ‘saving’ & ‘credit’ groups. The credit is provided after 6 month savings, bank provides credit to these groups. The credit supplied by bank is on the group basis and not on individual basis (Kokate and Narwade, 2013).

However, Sooryamoorthy (2005) defined Self-Help Group as a peer-controlled, small and informal association of the poor who are organized around savings and credit activities. On similar lines, Saravanan (2016) defined Self-Help Group (SHG) as a small voluntary association of poor people. However, the belongingness of poor masses from same socio-economic background was highlighted. A year later, Nandhini et al. (2017), redefined and confined the concept of SHG to a group of rural poor females. It was added that these poor women have volunteered to form group in order to eradicate poverty of the members. Thus, Self-Help Group (SHG) is a small voluntary association of poor people or poor women, preferably from the same socioeconomic background who come together for the purpose of solving their common problems through self-help and mutual help.

The formation of SHGs Group reflects the informal association of the poor women who come together, form group. Since these groups are formed on the basis of the natural bonds like caste, community, place of origin and activity, hence are called ‘affinity groups. These groups provide monetary as well as moral support to members in times of difficulty; they are also called “solidarity groups” (Sultana, 2005). These SHGs are lent funds by banks or other financial institutions which results in their financial inclusion and thus, it facilitates the process of inclusive growth. This has been shown in fig.1:

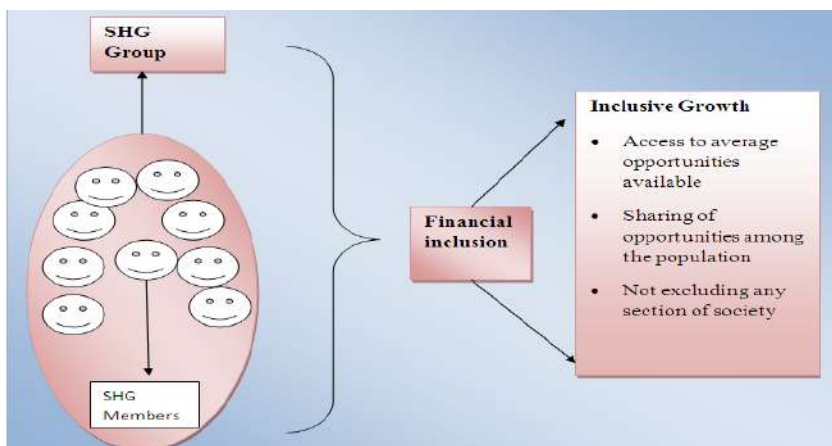


Fig. 1: Inclusive Growth through Self Help Group Model

Source: Author



### SECTION III

#### **6. The Role of Self-Help Groups as a Macro Move for Inclusive Growth in India**

In earlier times, credit schemes for women were almost negligible. Men were considered as provider of basic necessities for family and woman the caretaker of home. It was considered that they could only assume the role of “home maker” “their task was only to manage the household activities and keep their family happy. The developing economies have rigid roles for men and women with attributes labelled as being masculine and feminine. The financial institutions did not feel free to provide loans to the women as there were certain fallacies associated with the requisite skills to manage business, credit worthiness, and therefore the women were not considered “bankable” (Sooryamoorthy, 2005).

The formation of self-help groups help in consolidating the position of women who organise themselves in form of groups. The analysis of majority studies in existing literature reveal that improvement in the attitude (Manimekalai and Rajeshwari, 2000), improvement in self confidence (Puhazhendi and Satyasai, 2000; Reddy and Manak, 2005) and confidence to deal with the bank officials (Lokhande, 2010). In addition, it was pointed that there was improvement in communication skill (Puhazhendi and Satyasai, 2000; Lokhande, 2010; Reji, 2009). As a result, there was promotion of leadership potential (Manimekalai and Rajeswari, 2001; Sultana, 2005), development of organisational skill (Manimekalai and Rajeswari, 2001) and modernisation of business activities (Manimekalai and Rajeswari, 2001, Sultana, 2005) which ensured economic development of members (Chiru, 2018).

It was also pointed that as a result of the membership in SHGs, the members gained respect in their family (Dadhich, 2001; Reji 2009) and also got fair treatment in the family (Puhazhendi and Satyasai, 2000; Reji, 2009). Further, they had a say in family decision making (Reji, 2009; Kapila et al., 2016; Kumar, 2016). With SHG membership, there was development of better language and financial skills through the SHG (Reddy and Manak, 2005). As a result the SHG members were able to fight against alcoholism, child marriages, dowry and superstitions (Lokhande, 2010). These members are able to fight for their rights and entitlements (Reddy and Manak, 2005) and have even forced liquor shops to close down and are in a position to chase away drunken men entering into the village (Dadhich , 2001). SHG helps in tackling exploitation and gives them social autonomy (Mansuri, 2010), participation in social welfare programmes (Lokhande, 2010) and educational development of children of members (Reji, 2009). Thus, SHG membership ensures better quality of life for it members on social front (Diro and Regasa, 2014).

On economic front, it helps in enhancing women participation in economic activities (Sharma, 2001; Sandhu, 2013) and is technique to enhance income generating activities of the poor (Diro and Regasa, 2014; Sandhu, 2013). This results in improving households’ average monthly income (Diro and Regasa, 2014; Sandhu, 2013; Nandhini, 2017), monitoring households’ average consumption expenditure, (Diro and Regasa, 2014; Nandhini, 2017) and accumulation of savings (Diro and Regasa, 2014; Nandhini, 2017). Further, it positively ensures housing improvements (Diro and Regasa, 2014).



However, there are studies on record that reflect that borrowers are ‘eating less in order to meet loan repayments’, and lost ‘confidence and sleep due to worry about how to find the money for the next instalment’ (Chan et al., 2011). On similar lines, studies by Banerjee and Jackson (2017) opined that the fund provisioning to these groups increases indebtedness among already impoverished Communities. In addition, it was also asserted that the problems of members are aggravated on economic, social and environmental front.

The social processes of microfinance provision through SHGs to these women help in changing this perception and is proving that the women are bankable clients (Panigrahi, 2010). These groups help in strengthening member women’s self esteem and self worth, instill a greater sense of awareness of social and political issues leading to increased mobility and reduced traditional seclusion of women (Lokhande, 2010). Most importantly micro-finance programmes enable women to contribute to the household economy, increasing their intra-household bargaining power. Thus, microfinance through self-help groups has transferred the real economic power in the hands of women and has considerably reduced their dependence on their male counter parts (Singh and Kumar, 2008; Ssendi and Anderson, 2009).

Earlier, the poor had been considered as unbackable (Sooryamoorthy, 2005), but the spread and popularity of the micro-finance programmes through the savings mobilized by them and he success in terms of their improved recovery rate (Sharma et al., 2001) changed such a view. The contemporary view on SHG is based on the ideology that “poor can save and are bankable” (Panigrahi, 2010).

Thus, SHG model ensures that poor women who are not getting credit on account of a number of reasons including illiteracy, lack of collateral security, complicated procedures and formalities get the credit. Thus, SHGs ensure financial inclusion especially in rural women (Devi and Nagendra, 2017). Shetty and Pinto (2017) has also affirmed that inclusive growth gained momentum through a constructive effort of linked banks in providing financial services to the SHG members. This was also supported by Uma and Rupa. (2013) who called it as “A revolutionary step” in rural banking. It was asserted that SHG model is an important tool of financial inclusion as it leads to income generation of poor especially women and other sections of society that do not have access to credit and opportunities (Kokate and Narwade, 2013). Thus, SHGs are an important driver of inclusive growth as they ensure the access to assets by everyone and equity to opportunities for those who have been excluded from the social fabric.

## SECTION IV

### 7. Conclusion

The SHG model is one of the vital strategic initiatives that have resulted in inclusive growth by including and considering those who do not have access to credit. These programmes help in consolidating the position of women who organize themselves in form of groups. The analysis of majority studies in existing literature reveal that SHGs ensure empowerment of women SHG members, improvement in the attitude, raises self

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confidence of group members. In addition, it promotes leadership potential and ensures modernization of business activities.

It was also pointed that as a result of the membership in SHGs, the members gained respect in their family, got fair treatment in the family and were able to fight against social evils like alcoholism, child marriages, dowry and superstitions. It has also resulted in educational development of children of members and ensures better quality of life for its members on social front. The SHGs have also ensured women participation in economic activities which has resulted in improving households' average monthly income, consumption expenditure, and accumulation of savings. However, there are studies on record that opined that the fund provisioning to these groups increases indebtedness among already impoverished Communities and raised tensions among the members. Thus, the social processes of lending through SHGs help members and makes bankable clients.

Thus, SHG model ensures that poor women who are not getting credit on account of a number of reasons including illiteracy, lack of collateral security, complicated procedures and formalities get the credit. Thus, SHGs ensure financial inclusion especially in rural women. It is an important tool of financial inclusion as it includes and considers those who have somehow been excluded from formal financial institution. Thus, SHGs are the institutional agencies that ensure access to assets, equity to opportunities and socio-financial autonomy to the members.

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## READING UNCRC AND CHILDREN'S RIGHTS SOCIOLOGICALLY: A PARADIGM SHIFT FROM 'PROTECTION TO RIGHTS'

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### Abstract

This paper traces the progressive journey of children's rights from the protectionist view to rights based framework by revisiting the 1989 United Nations Convention on the Rights of the Child (UNCRC) declarations in context of India. The role of UNCRC is significant in bringing this paradigm shift, as it has brought children's rights in the spotlight at international platform and has played a significant role in advocacy for ensuring children's rights. With respect to exercising and actualizing children's rights, this paper brings upon the importance of socio-cultural contexts of children's lives (Global-South) while advocating for their rights. Through evidences from secondary literature, the paper is foregrounding children's voices to demonstrate children's agentic side which is enmeshed with their socio-cultural contexts, informing children's rights and lives, and should not be judged against Global-North.

**Keywords:**Children's Rights, Global North, Global South,Indian Childhoods, UNCRC 1989.

### Introduction

The United Nations Convention on the Rights of the Child (henceforth UNCRC, 1989) accompanied with it a conglomeration of 54 articles to ensure children's rights. With it, immense attention towards children's rights got disseminated across the globe. These 54 articles encompass all aspects of children's life namely: civil, political, economic, social and cultural. Regardless of ethnicity, class, gender, religion, language, abilities; UNCRC (1989) recognises the rights of every child. It has provided for a broad framework to work for ensuring children's rights. The UNCRC is ratified by about 196 countries worldwide including India<sup>1</sup>, which makes it all the stronger and more foundational document that strengthens and ensure voicing up for children's rights. The elevation of the child's status as a rights bearing individual be made possible by UNCRC. Recognising rights of the child, at the same time retaining child's exceptional status wherein very few responsibilities are articulated on to children, UNCRC amalgamates and presents a progressive liberal vision. In totality the UNCRC has triumphed in bringing children's rights to the forefront. But it is also important to note that as a universally binding document, located in Western notions of childhood, this has certain limitations when read in the context of Global-South. Children's rights must be located and understood in specific socio-cultural contexts. The universalism, which the convention imparts, must also be complemented by the cultural specific understanding

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<sup>1</sup>India has signed the UNCRC but is the only member state that is not a party to it. Link: [https://treaties.un.org/pages/ViewDetails.aspx?src=IND&mtdsg\\_no=IV-11&chapter=4&lang=en](https://treaties.un.org/pages/ViewDetails.aspx?src=IND&mtdsg_no=IV-11&chapter=4&lang=en)



around children's lives and their contextual rights. India became signatory of UNCRC and its optional protocols in 1992. Thereafter, there has been a thrust in visibility as well as advocacy about children's rights. Different commissions got constituted. Children's right to safety, education have been reiterated from time to time. Some of the notable developments on children's rights are formulation of National Policy for Children (NPC, 2013), the National Plan of Action for Children (NPAC, 2016) and within legal framework, different policies and acts that strengthen and talk about children's rights include Juvenile Justice (Care and Protection) Act (JJ Act 2015), establishment of National Commission for the Protection of Child Rights (NCPCR 2007) and respective State Commissions for the Protection of Child Rights (SCPCR), Right to Free and Compulsory Education Act (RTE, 2009), Protection of Children from Sexual Offences Act (POCSO 2012) to name a few. But, it is significant to ask that to what extent are these progressive laws and provisions be implemented to realise children's rights? In what ways these provisions have made difference to children's lives in India? Does there still exist a gap between these policies, provisions and day to day lives of children? If yes, then the question arises, despite such progressive laws and provisions at international and national levels, what is still blocking away the path to ensure children's rights?

In this paper, I aim to trace the progressive journey of children's rights from the earlier protectionist view to rights based framework. By doing so, I have revisited the UN declarations and the convention in context of India. I have also tried to translate UNCRC's vision (articles) for children by positioning it in specific socio-cultural contexts of Indian children and their childhoods. Contextually situating the Indian childhoods and children's rights, I reiterate the importance of children's socio-cultural milieu. Thereby, building upon the framework provided by UNCRC, I reflect on the social embeddedness of children as a complementary understanding in ensuring their rights. By foregrounding the evidence from secondary literature, children voices of resistance have been shared to show their agentic side acknowledging their lived realities.

The following sections trace the shift in the understanding of children's rights followed by locating children, their childhoods and understanding their rights contextually.

## **Literature Review**

### **From 'Protection to Rights': A Paradigm Shift**

The UNCRC (1989) builds upon the earlier attempts to codify children's rights. The Geneva Declaration of the Rights of Child (henceforth GDRC) adopted by League of Nations in 1924 and the UN Declaration of Rights of the Child (henceforth UNDRC), 1959 are namely the attempts on which UNCRC is further based (Cregan & Kuthbert 2014). Indeed, the initial efforts that paved the way for UNCRC are important but comparatively are limited in scope and not legally binding. It is important to note that both these previous declarations i.e. GDRC 1924 and UNDRC 1959 have expressed concerns for children in a paternalistic manner. Though the previous documents tried to put forward rights of the child but it was still embedded into protectionist or welfare

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framework (Cregan & Kuthbert 2014; Ramesh 2001). The GDRC 1924, in its governing principle assumed negligible agency for the child and treated child as passive recipient of the treatment from adults. The assumptions of child's dependency could be extracted from the wordings of the articles which mentions, "[t]he child must..." and hinting towards the special duties and responsibilities owed to children by adults (GDRC 1924). The specific articles (GDRC 1924) are:

1. The child must be given the means requisite for its normal development, both materially and spiritually;
2. The child that is hungry must be fed; the child that is sick must be nursed; the child that is backward must be helped; the delinquent child must be reclaimed; and the orphan and the waif must be sheltered and succoured;
3. The child must be the first to receive relief in times of distress;
4. The child must be put in a position to earn a livelihood, and must be protected against every form of exploitation;
5. The child must be brought up in the consciousness that its talents must be devoted to the service of fellow men.

From the above articles, it is evident that GDRC 1924 has recognised children as requiring special attention from adults but it does not challenge the previous views that treated children as dependent and passive. Also, viewing children as 'future citizen' (Articles 4 and 5) the long standing tension between 'being' and 'becoming' is articulated clearly.

Advancing on from GDRC 1924, which referred vaguely to education, UNDRC 1959 acknowledged the need for children's education. Its mentions:

The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture and enable him, on a basis of equal opportunity, to develop his abilities, his individual judgement, and his sense of moral and social responsibility, and to become a useful member of society. (Principle 7, UNCRD, 1959)

The UNDRC 1959 in its expanded principles acknowledges child's right to identity and citizenship, their right to play and recreation, recognition towards their psycho-social needs. Progressing from GDRC (1924), UNDRC (1959) notes the important shifts in the way children and their rights have been viewed.

Furthering the efforts of UNDRC, United Nations Convention on the Rights of the Child (UNCRC, 1989) brought a broader view of children's rights by bringing in light various dimensions namely economic, social, cultural, civil and political, which impacts children's lives. In comparison to the earlier documents, UNCRC has been described as *innovative and integrationist*; expressing children's best interests (Ramesh 2001). In influencing one's position and decision-making, according to UNCRC involves provision, protection, prevention, and also participation which its articles comprise of. With the progressive UNCRC articles, children's rights registered an ideological shift from "protection to autonomy, from nurturance to self-determination and from welfare to justice" (Ramesh 2001: 1948). In the backdrop of rights based movements that emerged post 1960s led to the culmination of UNCRC's

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conceptualisation and articulation around *children's rights* (Freeman 1992). Addressing to civil and political rights of children in a number of articles, UNCRC (1989) produces a politically contextualized vision of children's rights. Rights of personhood, privacy, right to be heard, to be cared have been upheld by the convention in a firm and strengthening manner by developing a holistic approach.

Referring to the marginalised position of children in the society, Lansdown (1994) mentions two-fold vulnerability on the part of children namely inherent and structural. Inherent vulnerability according to Lansdown (1994) arises from the fact that children are considered physically weak, immature, lacking in knowledge and experience as compared to adults. And structural vulnerability arises as children are not granted political, economic and civil rights across societies. This structural vulnerability is challenged by UNCRC which reiterates civil, political, economic, social rights for children.

UNCRC has reframed children's needs as rights by following the rights based framework which provides a special status to children. By emphasising children's rights the UNCRC has in a way provided 'agency' to a child also, by reiterating the right to be heard, cared, nurtured, it also privileges child to be entitled to get things done by adults and other stake holders. To recognise children's right to participate in range of activities including political and civil, perhaps are the most significant aspect of UNCRC. It aims to recognise children as equal participant in matters pertaining to them and generally in the society and thereby it in a way threatens the traditional boundaries between adult and child set by cultural attitudes and beliefs. Right to participate acknowledges 'agency' of the child.

Following these developments at International platform, in India National Commission for Protection of Child Rights was established in March 2007 under the Commission for Protection of Child Rights (CPCR) Act, 2005 under Ministry of Women and Child Development, Government of India. It aims to ensure all laws, policies, programmes and administrative mechanisms in consonance with the child rights perspective (from website NCPCR). Adopting UNCRC's vision, National Policy for Children 2013 also laid down its guidelines as:

- i) every child has universal, inalienable and indivisible human rights
- ii) the rights of children are interrelated and interdependent, and each one of them is equally important and fundamental to the well-being and dignity of the child
- iii) every child has the right to life, survival, development, education, protection and participation
- iv) right to life, survival and development goes beyond the physical existence of the child and also encompasses the right to identity and nationality
- v) mental, emotional, cognitive, social and cultural development of the child is to be addressed in totality
- vi) all children have equal rights and no child shall be discriminated against on grounds of religion, race, caste, sex, place of birth, class, language, and disability, social, economic or any other status
- vii) the best interest of the child is a primary concern in all decisions and actions affecting the child, whether taken by legislative bodies, courts of law,



- administrative authorities, public, private, social, religious or cultural institutions
- viii) family or family environment is most conducive for the all-round development of children and they are not to be separated from their parents, except where such separation is necessary in their best interest;
  - ix) every child has the right to a dignified life, free from exploitation
  - x) safety and security of all children is integral to their well-being and children are to be protected from all forms of harm, abuse, neglect, violence, maltreatment and exploitation in all settings including care institutions, schools, hospitals, crèches, families and communities
  - xi) children are capable of forming views and must be provided a conducive environment and the opportunity to express their views in any way they are able to communicate, in matters affecting them
  - xii) children's views, especially those of girls, children from disadvantaged groups and marginalised communities, are to be heard in all matters affecting them, in particular judicial and administrative proceedings and interactions, and their views given due consideration in accordance with their age, maturity and evolving capacities. (NPC, 2013)

UNCRC represents an important attempt to overcome the limits of cultural relativism and to ensure children's well-being across globe (James & James, 2012). As an international platform, UNCRC has talked about children's rights by downplaying their cultural and sociological positioning in the respective societies. UNCRC though acknowledges the significance of culture in some of its articles but it still maintains a universal framework which could be applicable globally. As an umbrella organisation it has wider scope and does not delve much deeper into country and society's specificities. But we must not forget that there exist multiple childhoods and their multiplicity of contexts would demand an understanding of culturally sensitive rights. To ensure it the responsibility lies with respective signatory countries. Given the huge diversity in children's lives and experiences across globe, having a culturally and sociologically contextualised understanding of children's experiences and lives would help better in empowering them. With the provisions of UNCRC, theoretically children are empowered to seek help and demand justice if their rights are been violated. But it would be important to note that out of such progressive provisions are children granted autonomy and right to self-determination? Or is it that such provisions remain at the level of policies and not adapted in practise? These questions must be uncovered by making explorations on specific culture and contexts of which children are part. Following section would try to locate children and multiple childhoods in India vis a vis with the idea of the child as discussed in UNCRC, 1989.

### **Relocating 'The Child' of UNCRC in Socio-Cultural Context of India**

The child being a 'social actor' is embedded in networks of relationships of family, community, society and so on. Extracting him or her out of the social context would not be of much help to the child. This section very briefly discusses about the rich and competing debates around the category and understanding of *child*. It shows how

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different societies, convention and legal frameworks understand the child and misses upon the holistic understanding.

The definition of child according to UNCRC includes everyone under the age of 18. In Indian context this definition is applicable partially. As in Indian context different laws and provisions acknowledges children in different ways namely as child, as juvenile, as minor with distinctive age group by empowering and disempowering children. At the receiving end of such an ambiguous understanding lies the children between the age 15-18 years old (Sikdar, 2012). The Child Labour (Prohibition and Regulation) Act, 1986 defines a child as a person who has not completed 14 years of age, whereas the laws around child rights such as trafficking, marriage, juvenile justice have variable definitions of minimum age. Such a scenario shows the intense level of ambiguity in the understanding of the *child*. This hints us the high ambiguity which is informed by Nieuwenhuys (1998), when she reminds us that, “*child*” is considered as “sociologically empty category” (p. 271) which does not acknowledges a child’s socio-cultural contexts. Also, the differential norms for boy and girl children of different ages, the experiences of rural and urban children, children of different castes and communities inform us again and again of their social embeddedness. Kumar (2016) asserts that common label of childhood is limiting when it comes to capturing the reality of girl children and their childhood experiences in India and we cannot equate childhood with girlhood.

We now know that childhood is a social category. Different societies have their different beliefs, roles and ideals attached to children and the understanding of childhoods which in turn influence children’s lives and their growing up experiences. Social construction perspective articulates the view that the understanding of childhood must be read in the very contexts in which children are embedded into. The *social* in social constructionist perspective refers to the grounding of children with respect to their societies, culture and time and other variable that shapes their lives.

Locating childhood socially and historically, Aries (1962) has showed how the conceptualization of modern childhood – as a distinctive phase came into being. James and Prout (2015) building upon Aries’s work shows that childhood varies with different cultures and their understanding and interpretations around immaturity and meanings attached to it. James and Prout (2015) demonstrated that childhood is a social construct and thereby paved the way for multiple childhoods that are embedded into local cultural constructions.

Various Indian scholars studying childhood with their contextualised researches tries to establish a dialogue between cultures and societies based on mutual respect and consideration for each other’s experiences. Kakar (1978) has examined the infancy and childhood of upper caste Hindu male child in Indian context and its embeddedness into specific cultural and social context. Similarly, Nandy (1997) also deconstructs childhood in Indian context in the backdrop of India’s colonial past. Within a society there can held multiple beliefs about what it means to be a child, what are the roles and responsibilities to be accorded to the child? As per age, gender how different children to be treated? These norms then define the life course of the child accordingly. A vision of ‘child rights’ that does not take into account these local norms would then be

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limiting in realising rights of children. Therefore, both the child and the understandings of *rights* must be decoded contextually- if it is to make any difference to child's life.

### **Revisiting rights: Reading 'children's rights' contextually**

Where after all do universal human rights begin? In small paces, close to home- so close and so small that they cannot be seen on any map of the world. Yet they are the world of the individual person: the neighbourhood he lives in; the school or college he attends; the factory, farm or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world. Eleanor Roosevelt (remarks at the United Nations, March 27, 1958)

The abovementioned position on human and children's rights by Roosevelt (1958) places the importance upon the context in which an individual is rooted. Acknowledging the centrality of rights in an individual's life, Roosevelt (1958) attaches the importance on the legitimacy and relevance of universal rights and their acceptance at local level. She further mentions if these rights are not been upheld in the very private and intimate sphere of individuals, then they do not have meaning otherwise. Such a visualisation of rights must take shape in the lived reality of children. The universality of rights must be assessed at the very local.

What does *having a right* mean to the child? How does a child's right to be nurtured, to be loved is been upheld by the family, community in which child lives? What does the right to be heard, to be able to express one's views means to the child? And how does the local community make sense of these rights (provided to the child)? Such questions can be answered by paying greater attention to the local contexts, meanings, also to the power dynamics that operate between children and adults within societies. Pointing to the reading of children's rights to be read in socio-cultural contexts Morrow and Pells (2012) mentions that "rights not to be read as rules but as structures, relationships and processes" (pp. 906). Turner (cited in Morrow and Pells 2012) suggests that locating rights sociologically means "reading them as a whole with the issues of power" (p. 907). Knowledge of the processes, structures and practices of specific society would add on to the understanding and better implementation of rights. Akerkar (cited in Morrow and Pells 2012) recognises that despite many constitutional frameworks to enforce rights, in reality "vast sections of the Indian population continue to be discriminated against" (p. 911). In a traditional society like India, though appears to be developing and modernising in current neo-liberal scenario but it still holds back its prejudices and inequalities. Caste, class, gender, ethnicity still constitutes a major reality of individual's growing up experiences in the country. Gender is one important dimension that defines and directs children's lives and their childhood experiences. Kumar (2006) mentions, "...curtailing of girl child's physical movements long before the puberty sets in, the body-centric consciousness and later active denial of intellect" (p. 13) constitutes a growing up environment which is filled with strict patriarchal regime.

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On the other side, with respect to children's work, Balagopalan (2002) constructs images of indigenous childhoods showing that children's work is an integral part of day to day life and child's maturational experiences. According to Balagopalan (2002) "work is inherent to the definition of 'Indian childhoods' which would provide an "essentialist core of tradition when compared to the western modern ideal of the protected child" (p. 26). Constituting a law against children in work (labour) suddenly criminalises children and their families who are into agriculture and cottage industry where the whole family works as a unit from generations. Morrow and Pells (2012) also foregrounds children's views on work, where being prevented from work children shared, "I cannot imagine a life without working. Work means everything to me...unless I work, we cannot run our house...we need to buy food to run our home...and I have to work to raise money to buy all these" (p. 913). Also, to be able to financially support one's family gives a sense of accomplishment to children. Within UNCRC, though children are not prohibited from working, but often Article 32 (right to be protected from economic exploitation and harmful work), is been "wrongly interpreted and cited in isolation of each other" (Bissell cited in Morrow and Pells 2012. p. 913). Furthering it, Bourdillion et al. (cited in Morrow and Pells 2012. p. 913) reiterates for a balanced approach where advantages and disadvantages of children's work be assessed considering children as social agents who have capabilities as well as responsibilities rather than treating them as passive dependent beings in the eternal need to be cared off. Another example which demonstrates active and voicing up children fighting for their rights include children of sex workers (Sircar and Dutta, 2011). These children challenge the longstanding prejudiced understanding of their lives which cast their lives into a category of problem which need to be amended.

Sircar and Dutta (2011) shows how actively children are engaged in the struggles to gain dignity for their mothers instead of being rescued and rehabilitated away from their care-givers. It shows that children understand and articulate the understanding of their rights embedded into their lived realities. Many of the children whom Sircar and Dutta (2011) interviewed shared that, "the very fact of forcibly taking them away from the mother in the name if 'rescue' is no different from trafficking" (p. 344). Children's narrations of their own experience are described as:

...although fragmented-disturbs the neatness with which the images of suffering lives of children of sex workers consume us. Clearly they have had difficult lives- but the entangled realities of their lives don't paint a picture of helplessness, but one where in the face of stigma they are powerfully resilient, reworking, through odds and resisting discrimination with equal gusto. (Sircar and Dutta 2011, p. 346)

Further acknowledging children's agency, Katz (2004) has also talked about altogether a different model of viewing children and their childhood experiences which include: resilience, reworking and resistance. This model foregrounds the agency of the child rather than treating him or her as the victim of situation. Children coping up with their daily situations and reorienting themselves innovatively, according to Katz (2004) is an important strategy which must be recognized.

Apart from this researches informed with the 'New Sociology of Childhood' (Prout and James 1997) show how children's right to participate and to express their

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views (Article 12 UNCRC) can be ensured while working with very young children-who are yet to master the language. Sharma (2015) in her research with pre-schoolers shows how children's voices and views also include their unspoken silences, behavioural cues, their bodily expressions and gestures with which young children communicate with those around them. These non-verbal cues are also must be read contextually keeping in mind the power relations operating between the researcher and the researched.

The above mentioned researches shows that locating and understanding rights and children's lives in context would enable children to be treated as *being* rather than *becoming* or a future potential citizen. Such an approach would elevate child's social position to a right bearing individual rather than a dependent being that is just seen as future investment.

### Concluding Remarks

On completing thirty years of UNCRC, 1989, it is important to revisit and assess its impact across societies. For it, is important to note that children's rights and their situations must be seen in contexts and the progress in these matters must be read holistically. We have seen in the sections above how various markers of inequalities still act as hurdle in the implementation of UNCRC in specific context of India. If the convention remains only a document or statement of intent without a proper implementation and considering children's rights contextually, then much talked about rights would take no time to dissolve under inequalities prevailing in the state.

Instead of only assessing Indian childhoods as per the standards of UNCRC and Global North, the attempts by local governments and stakeholders must also be taken into account. With initiatives taken at International platforms, state specific networks for ensuring children's rights must be strengthened. Children's rights must be ensured with full reading of their contexts and situations as urban or rural, girls or boy, specific caste, class, religion by identifying the child within her or his context especially of Global South. If children's rights have to be ensured then their socio-cultural and economic locations must be given recognition and due weightage. Also, for further progress the needed support system must be built so that treating UNCRC framework as the basis- a more localised and holistic approach towards children's right be ensured.

With changing times, modifications in UNCRC are also sought. In the present scenario with consumeristic market oriented developing societies, UNCRC must revisit and modify the understanding on children's rights. As in the language of consumer driven market models often children are dubbed as consumers and it is pushed upon by portraying it as children's right. Education, care, play, health, proper nutrition which are termed as children's rights by the UNCRC are now being hijacked by the private players and are sold as *commodities* to them (Sharma 2015). It is important to ensure the basic rights of the all children- be it from privileged or underprivileged backgrounds to have these rights actualized. For actualization, state governments must take steps to prioritise child budgeting and to ensure healthy start to all children despite their structural location in society.

Also, suggestive coping up strategies with respect to digital exposure of children must be given due attention, which has heightened during COVID-19 times.

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With regressive video-games and harming contents easily accessible, it is all the more important to ensure children's right to safety and privacy at digital platforms. As adults along with advocating for children's rights we must also ensure their representation, participation and their voices to be heard. Children must be allowed to speak for themselves and this can only happen by smashing the power structures operating in the societies between adult and child, by making the process of participation decentralized, by making it a part of day to day exercise.

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## TRANSFORMATION OF TRADITIONAL RURAL HOUSES OF UTTARAKHAND HILLY REGION

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### **Abstract**

Uttarakhand state is well known for its traditional rural houses, folk art and ornamentation, kati-banal style of architecture and considered as one the examples of sustainable vernacular architecture. In general, the traditional rural houses in hilly areas of Uttarakhand have experienced significant transformation in last few decades. One of the important reasons behind the significant transformation in traditional rural houses is urbanization due to rural to urban migration (mostly from rural areas in the hills to urban area in plains). As per the Census of India (2011), the share of rural population in Uttarakhand was 74.33 per cent in the year 2001, which decreases to 69.45 per cent in the year 2011. People from the rural system migrate to urban system in search of better employment opportunity, better education and to improve their quality of life. As per the Census of India (2011), due to rural to urban migration 33 villages no longer exist in the State's map and about 1053 villages are completely abandoned and turned into uninhabited ghost villages. This has direct impact on the traditional rural houses and resulting into loss of traditional vernacular architecture, art and culture. The present study focuses on the traditional rural houses and the impact of urbanization on the traditional rural houses of Uttarakhand State.

**Keywords:** Urbanization, Migration, Rural Development, Sustainable Development, Traditional Rural House, Vernacular Architecture

### **Introduction**

Traditional vernacular architecture of rural India is an example of rich diversity of Indian culture. The traditional rural houses in India differs from place to place and has their own style which entirely depends upon the location, climatic condition, availability of local materials, locally prevailed social customs, craftsmanship and low cost intensive construction techniques to meet the needs of the local people. There cultural identities are well defined in their built forms, decorations and lifestyle. Rural housing have direct relationships with environment, ecological, economic, social and cultural patterns of the region.

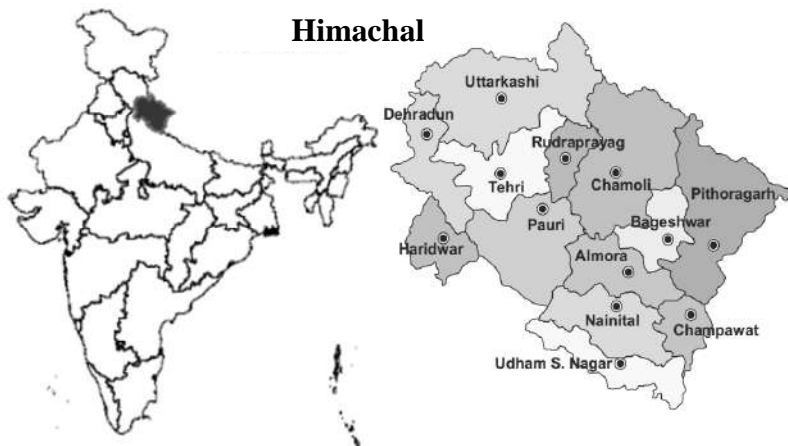
Significant transformation can be observed in the traditional rural houses in last few decades. One of the most important reasons behind this significant transformation in traditional rural houses is detribalization due to rural to urban migration in search of better employment opportunity, better education facility and to improve their quality of life. As per the Census of India (2011), rural to urban migration increased from 42 per 56 per cent in the year 2001 and 2011. Migration leads to abandonment of villages, which resulted in the degradation of land, unliveable villages; and further cause's congestion in the cities. As the result of migration, people in the rural system get in

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contact with the people in the urban system and their culture, which results into loss of traditional vernacular architecture characteristics, cultural identity and uniqueness. The present study focuses on the traditional rural houses and the impact of urbanization on the traditional rural houses of Uttarakhand State.

### Study Area

The Uttarakhand State was carved out of Uttar Pradesh State in the year 2000 and became the 27th state of India. Dehradun is the capital of the State. Uttarakhand share borders with China in the North and Nepal to the East, while its neighbouring States is Himachal Pradesh to the West and Uttar Pradesh in the South. This State is spread over an area of about 53,483 sq. km. More than three-fourth (86 per cent) of the state is hilly area and rest (14 per cent) is plain area. This state consist of 13 districts, of which nine districts lies in the hilly region and rest four districts (Nainital, Haridwar, Dehradun and Udham Singh Nagar) lies in the plains. The study area is presented in the Fig.1.



The Population of Uttarakhand was 10,086,292 in the year 2011 (Census of India 2011). Out of total population 69.44 per cent (7,025,583) resides in 16,793 villages and the remaining 30.55 per cent (3,091,169) resides in urban areas. The rural urban population of the state is presented in the Fig.2. More than 90 percent of the population in nine hill districts are residing in the villages. This clearly shows that four districts located in plains are more urbanized as compare to the rest nine district located in the hills. The industries are mostly restricted in the four plain districts and act as a major service centre for the entire region. Every year large number of people migrate from rural to urban areas. The impact of rural to urban migration can be observed on the traditional rural houses of the state.



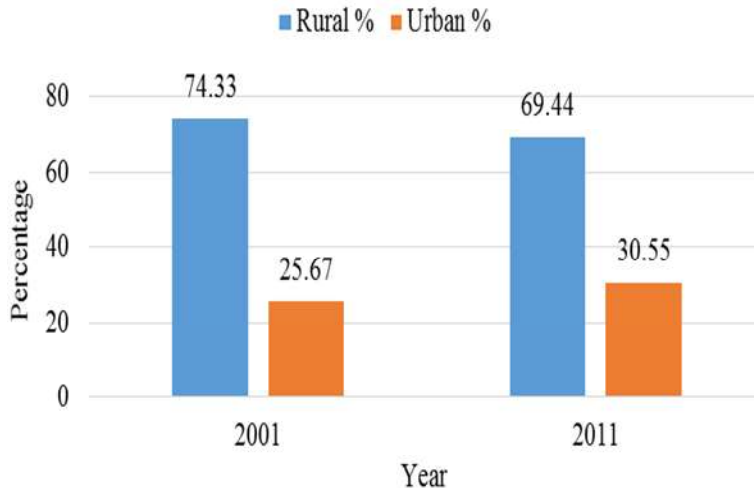


Fig. 2 Rural – Urban population (per cent) of Uttarakhand state (2001 & 2011)  
(Source – Census of India)

### Traditional Rural Houses in The Study Area

The traditional rural houses in Uttarakhand hills is an example of traditional vernacular architecture. These houses are energy efficient, cost-efficient, stabile, earthquake proof structure, artistic magnificence and can endure the adverse weather conditions. These houses has its own style of architecture based on locally available materials like wood, stone, clay and etc. The houses have withstand so many natural disasters (earthquakes, flash floods, etc.) due to their extraordinary features. The life span of these houses are well over hundred years and they can be considered as the architectural wealth of this region. Thses houses were built in keeping in view the geographical conditions, resources, locally available material and environment of the site. The architectural styles of Kumaun and Garhwal regions of Uttarakhand State is almost similar with maximum use of stone and minimum use of wood.This style of architecture is called as *Koti Banal* Style of architecture.It is observed that that in Kumaun and Garhwal region wall are generally constructed in stones and wood are used only for making doors, windows, etc. In Jaunsar–Bawar region, ground floor walls are generally constructed in stone and first floor wall are constructed in wood as shown in the image A & B. In this region ground floor is used to keep domestic animals like cow, goat etc., whereas first floor is used as living area. The architectural character of these rural housing is always highly sustainable in nature, due to its strong and deep rooted vernacular tradition.



A



B

Image A&B are the examples of Traditional rural housing in the study area(Source – Author)

Rural houses in the study area are energy efficient as they do not require any special mechanisms to keep their house cool in summers and warm in winters. Most of these buildings usually constructed to withstand climatic extremes and to make indoor conditions comfortable regardless of weather conditions outside. Thick stone wall provides a high time lag for the transmission of the internal temperature to the external area. Some places especially in high altitude hill area, temperature is low throughout the year. Stone walls increase heat efficiency in winter. Also, stone slates on the gable roofs to reduce the heat loss and to store energy in mass of walls to keep the house hot throughout day and night. Houses have small doors and windows to reduce the loss of heat from the internal area of the house as shown in the image C. Ground Lentil or horse beans are used as a mortar. Mud paste is used for plastering of walls (both outer and inner surfaces) as shown in the image D. Clay and dung have insulation properties which help the rooms to keep warm in winters and cool during the summer season. The use of locally available materials reduce the initial embodied energy as well as cost.



C



D

Image C showing Small windows to trap heat & Image D showing use of Clay and dung plaster on the exterior walls (Source – Author)

Carvings are observed in the door window shutters, frames, chajja and pillars which are more than centuries old and are example of their social and cultural believes as shown in the image . The old houses of this region are full of rich wood carvings. The wooden lintel are covered with anthropomorphic motifs as shown in the image 6. Traditional rural housing are one of the examples of artistic magnificence, vernacular architecture and sustainable architecture.



E

F

Images showing Carving on the wooden lintels and pillars (Source – Author)

### Impact of Urbanization on Traditional Rural Houses in the Study Area

The impact of urbanization due to rural to urban migration can be observed on rural system as well as urban system. Urbanization has indirect impact on traditional rural houses. As the impact of Urbanization cities are becoming more congested day by day, whereas village are becoming abandoned and uninhabited and turning into ‘bhottiyagao’ or ghost villages. As the result of this traditional rural houses in these villages are in a dilapidated condition and no one is there to maintain them as shown in the image G & H.



G

H

Images showing the present condition of the housing in the study area due to migration  
(Source – Author)

Rural to Urban migration involves the loss of the familiar traditional way of farming, traditional architecture and social values. Rural to urban migration resulting into loss of traditional housing characteristics, regional identity and uniqueness. Urban

influence on the traditional rural houses can be clearly observed in the last decade. Urban influence has direct impact on construction techniques and materials used in construction. Instead of using locally available materials like stone and clay, material like bricks and cement are commonly used as shown in the image I. The impact of material like iron grill and glass can also be observed on the rural houses. This change can be observed in the construction techniques among the people instead of using stone slates roof start using R.C.C and G.I sheets as shown in the image J. In place of using clay and mud for plaster they are using sand and finishing floor by tiles.

**I****J**

Images showing the influence of urban culture on the tradition rural housing (Source – Author)

## Conclusion

Traditional rural houses in Uttarakhand state is one of the example of vernacular architecture, sustainable architecture, energy efficient and climate responsive architectural design. Urbanization due to rural to urban migration in search of better employment opportunity, better education and to improve their quality of life. The cause of migration are lack of infrastructure planning and poor enforcement of existing plans by the government agencies. The impact of urbanization can be observed on the traditional rural houses. Extensive use of bricks, cement and glass in the building in place of using locally available material clearly show the urban influence on the rural houses. One side government is spending lots of money in research on making the building sustainable, cost effective, energy efficient, and earthquake proof and on other side the traditional knowledge of low cost sustainable architecture of traditional rural housing is at a verge of being lost. Necessary step should be taken by the government to stop migration and to conserve and maintain the traditional rural houses of the Uttarakhnad state.

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## STUDY ON THE EFFECTS OF CORROSION IN RC BUILDING STRUCTURES

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### Abstract

The present study is mainly focussed on the quantifying the influence of steel fibres on corrosion of reinforcement bars embedded in un cracked concrete and cracked concrete and study the impact of steel fibres on corrosion propagation in un cracked concrete and the influence of steel fibres on initiation and propagation of cracks in concrete including the impact of fibres on corrosion-induced cover cracking.

The present study concerning the impact of steel fibres on initiation and propagation of cracks was linked to corrosion initiation and propagation of embedded reinforcement bars. Cracks in the concrete cover are known to alter the ingress rate of depassivating substances and thereby influence the corrosion process.

The impact of steel fibres on corrosion induced cracking of the concrete cover, was studied numerically which are covered traditional reinforcement embedded in either plain concrete or SFRC and also noted that once a crack in the concrete cover was formed, the development of the crack width at the concrete surface was reduced in SFRC compared to plain concrete and resultant the fibres restrains the propagation of corrosion-induced cracks and thereby reduce the detrimental impact of cracks on the corrosion process.

### Introduction

Reinforced concrete is versatile and most commonly used construction material which has character to turn up in different variety of shapes and finishes. Through moulding it is durable and strong, for thousands years except corrosion of the embedded steel bars used as reinforcement. Concrete material established protecting conditions for the embedded steel from corrosion through formation of passive film around the steel rods.

The breakdown of this passive film only due to chloride attack or carbonation attack. So, Corrosion originate due to the damage and weak durability of RC material which causes enormous costs for inspection, maintenance, restoration and replacement. The detection of corrosion and timely remedial action on the affected area can facilitate an optimum utilization of the structure.

The condition of the structure is monitored by visual inspection and remedial measures are resorted to serious damage in Reinforced Concrete. For the prevention of deterioration levels reaching burst conditions, it is essential to monitor the construction materials using structural health monitoring techniques. The electro-mechanical impedance technique has also find out the damage at the incipient condition. The EMI technique adapt the piezoelectric ceramic patches as collocated actuators-sensors and employ ultrasonic vibrations to utilize the characteristic of the structure, which includes structural damages and breakage. The EMI technique is well established for damage detection and quantification structures. The 11 EMI & PZT sensors are performed



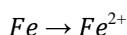
applications of the equivalent parameters for corrosion damage of rebar's embedded in concrete.

The Steel fibres are also an alternative to traditional reinforcement bars. The concrete material also having the character of reduced crack widths in concrete formed, among other reasons, due to shrinkage and mechanical loading. Steel fibres are also used in combination with reinforcement for structural concrete, where the role of the fibres is to minimize the crack widths whereas the traditional reinforcement bars are used for structural aspect which is called, combined reinforcement systems.

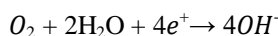
The Corrosion also known as chemical or electro-chemical reaction between a material, usually a metal, and its environment, that produces a deterioration of the material and its properties" the corrosion is also responsible for adverse effect on structures and mechanism and the associated fields. Metals are extracted from the ore through the utility of a considerable amount of energy when it reacts with the environment chemically and able to return to its original lower energy level. Steel, like most metals, is thermodynamically unstable under normal atmospheric conditions and tends to revert back to its natural state i.e. iron oxide, or rust by evolving energy, this process is also called corrosion. The following elements may cause for corrosion damages:

- There must be at least two metals or two locations on a single metal at different energy levels.
- An electrolyte and finally a metallic connection are required. Without these corrosion survival cannot be possible.

In the electro-chemical corrosion of metals, the 'corroding' metal undergoes oxidation, whereas the 'corrosive' chemical species undergoes reduction. Corrosion, is the sum of two half reactions, oxidation and reduction. Both half Reactions must simultaneously exist at the same rate to ensure equitable production and consumption of electrons for the electro-chemical reaction to proceed without an external source and to maintain the charge balance. The generic form of the oxidation of a metal is:



The reduction reactions contributing to the corrosion of a metal are:



The chemical reactions depend on the availability of oxygen and on the pH in the vicinity of the metal. The rebar has many areas at different energy levels and concrete material reacts with the electrolyte and metallic connection is provided by the rebar itself in which the microscopic pores in concrete structures high concentrations of soluble calcium, sodium and potassium oxides then form hydroxides when mixed together with water, creating a high alkaline environment of pH 12-13. The high alkalinity enables the formation of the passive layer over the rebar surface.

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The high pH atmosphere around the steel rebar protecting the steel is not always maintained, and can be destroyed either by chloride attack or carbonation attack which reduces the pH of the pore solution. The basic methods for transport of these aggressive ions include capillary suction, permeation, diffusion, and migration. The flow of these ions penetrate to breakdown the passive film is a function of the quality and quantity of the concrete structure and environments. The time limits for chloride ion concentration to reach a critical level which is called as the 'Initiation Period'.

The protective layer around the reinforcement has been separated out corrosion can take place in the presence of moisture and oxygen. The time taken for corrosion to result in sufficient deterioration in which remedial action is essential called as the 'propagation period'. The chloride corrosion and carbonate corrosion are various types of corrosion of RC. CHLORIDE

### Chloride Corrosion

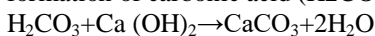
The main reason for corrosion in RC structures is the presence of chloride ions causes localized breakdown of the passive film that initially forms around steel as a result of the alkaline nature of the pore solution in concrete. The corrosive agents, that is, the chlorides, is important material in which The aggressive chloride ions can originate either from the contaminated mixing ingredients (cast into the concrete as part of the ground water/seawater in the mix or contaminated aggregates or due to sea salt spray/direct wetting or dicing salts) in the fresh state or from the surrounding environment in the hardened state.

Tutti's Model has been reported in the past that the corrosion initiation takes place when the chloride concentration at the rebar level reaches a critical level, which is also often referred to as the threshold level. Mechanism of breakdown of the passive film was reported.

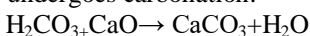
### Carbonate Corrosion

Carbonate Corrosion is the result of the interaction of carbon dioxide gas in the atmosphere with the alkaline hydroxides in the concrete like many other gases, carbon dioxide (CO<sub>2</sub>) dissolves in water to form carbonic acid. The carbonic acid does not attack the cement paste, but just neutralizes the alkalis in the pore water, mainly forming calcium carbonate that fills the pores.

Calcium hydroxide is not the only substance that reacts with Carbon Dioxide, the other hydration products and even the residual unhydrated cement compounds also take part into carbonation reactions. The formation of calcium carbonate requires three equally important substances: carbon dioxide, calcium hydroxides, and water, CO<sub>2</sub> is present in the surrounding air, calcium phases mainly calcium hydroxide and calcium silicate hydrate are present in the concrete, and water is present in the pores of the concrete material. The process of carbonation is the first reaction in the pores is the formation of carbonic acid (H<sub>2</sub>CO<sub>3</sub>) can be written as



Once Ca(OH)<sub>2</sub> has been converted, hydrated CSH will release CaO which also undergoes carbonation:







These reactions showed the drastic decrease in the pH value from 12.6 to a value about of 8.0, a critical-value when the passive layer cannot protect the steel leading to corrosion.

### **Evaluation Methods of Corrosion**

Corrosion can cause serious failures, potentially causing irreparable economic losses. It is also important to reduce the extent of such failures is to detect the corrosion as early as possible and adopt effective preventive measures. For finding out and to measure the corrosion rate of rebars in the RC structures, several electrochemical, destructive and non-destructive techniques are available.

#### **Electro-Chemical Method**

The visual study is the general method to find out the corrosion as there bar corrosion which are usually signs of rusting, cracking and spalling due to the different degrees of aggressiveness of concrete quality and of structural geometry, the signs of deterioration are seen on the concrete such as cover rust, cracking and spalling. They are commonly used methods for the study of rebar corrosion in field investigations. The commonly used electro-chemical techniques 18 include potential measurement, polarization resistance measurement and electro-chemical impedance measurement.

#### **Potential Measurement Method**

The basic evaluation in potential measurement method is the voltage of the electro-chemical cell formed between the embedded steel and a reference electrode which is placed on the concrete surface. These measurements can be performed on all kinds of real life RC structures. The identification of active corrosion of rebars embedded in concrete is delicate and depends on numerous factors related to the material and its environment such as concrete moisture, cement characteristics etc. It is essential to always quote the reference electrode being used for potential measurements.

The common reference electrode or half- cell is a simple device, consisting of a piece of metal in a known concentration solution of its own ions. The most commonly used reference electrodes are Copper- copper sulphate ( $\text{Cu}/\text{CuSO}_4$ ), Calomel ( $\text{Hg}/\text{HgCl}_2$ ), Silver- silver chloride ( $\text{Ag}/\text{AgCl}$ ), with limited constant and reproducible potential versus the standard hydrogen electrode (SHE). The potential measurement using reference electrode gives an indication of the corrosion risk of the steel.

#### **Concrete Defects**

Reinforcement corrosion in concrete is also related to macro and micro structural defects and when concrete has defects, corrosion of steel initiation is more likely to result. At macro level scale, spalling and delamination of concrete cover which calls for repairs at defected part of a structure which can result into macro galvanic corrosion cells at the new repaired part and the old concrete. While at micro scale level, cracking, porous nature of concrete, voids due to poor concrete compaction and heterogeneity of concrete are the common defects.

#### **Literature Review**

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Corrosion is recognized as the predominant factor that reduces the service life of RC structures exposed to aggressive environment. Material loss due to corrosion within the structure and significant reductions in mechanical strength and fatigue life occurs in the localized corroded region of the rebar due to advanced crack growth with enhanced risk of failure of structure. Since the structural damage due to temporary corrosion pitting is small and the crack growth rates are relatively large, easy detection of the corrosion prior to local failure can prevent catastrophic collapse of the structures. For the control to monitor corrosion in a structure and detect damage at the earliest possible stage is pervasive throughout the civil, mechanical and other concerned authorities.

From the results of the potential measurements along with other techniques, it was found that chloride ions are more aggressive for rebar corrosion than sulphate ions studied by Sakir (2005).

A practical application of the potential measurements for corrosion assessment on an existing prestressed concrete. It is also reported that the most negative potential area on the equipotential contour map corresponds to the point with high chloride content and localized corrosion and concluded that the potential gradient is a good indicator to select the position for further destructive tests if there are no signs of corrosion on the concrete surface. It also found that the measured values of the potential fluctuated due to various factors, such as the temperature, the type of reference electrode, and the pre-wetting time. So, the potential gradient pattern remained same for the structure. It is also found that numerical values of the potential are not particularly suitable for assessing the corrosion risk of the existing concrete structures. The equipotential contour map is more reliable tool for detecting localized corrosion and deciding the position for further destructive tests.

The potential measurements are stable indicators of rebar corrosion initiation based on their experiments conducted on RC beams. The critical chloride level leading to corrosion initiation is not a unique value and varies with steel type, cement type, and water-cement ratio. Blended cements, i.e., Portland pozzolana cement and Portland slag cement, both exhibited higher chloride tolerance and corrosion initiation period than those exhibited by OPC. Similarly, Tempcore thermo-mechanically treated bars resulted in higher values of chloride tolerance and longer corrosion initiation period than those exhibited by Thermex thermo-mechanically treated and cold twisted deformed bars.

The potential measurements numerically by solving the Laplace's equation, considering the effect of resistivity, cover thickness, oxygen availability, and anode-to-cathode area (A/C) ratio on the potential mapping. Based on the results, they concluded that in low resistivity concrete, the potential distribution along the surface closely represents the potential distribution at the interface of steel/concrete. As the resistivity of concrete increases, the potential distribution at the surface tends to part noticeably from that of the steel/concrete interface. This difference was more significant at sections close to the transition zone between the anode and the cathode. They also found that with increase in cover thickness, the potential of the surface differed from that of the interface significantly studied by Ghaz et al. (2009).

They further noticed that oxygen concentration in concrete is not a significant factor affecting potential measurement unless concrete is completely deprived of

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oxygen. A higher average potential value at the surface of concrete implies lower the probability of the corrosion as per ASTM (1999). However, the rate of such corrosion, if occurring locally, was found to be very high. On the other hand, at small values of average potential, the probability of the corrosion is higher, but such corrosion may proceed more uniformly. Accurate detection of localized corrosion, in which A/C ratio is small, may not be feasible with potential measurement method unless supplementary measurements are made.

Even though potential measurement technique is widely used, following points highlights some of its limitations. The numerical value of the measured potential difference between the rebar in concrete and the reference electrode depends on the type of reference electrode used and on the corrosion condition of the rebar in concrete. In addition, potentials of rebar in concrete cannot be measured directly at the interface of steel/concrete due to the presence of the concrete cover and are thus influenced by voltage drop through electrolyte in the cover, the macrocell current and possibly the junction potentials studied by (Elsener et al., 2003).

A simple comparison of the potential data with the ASTM guidelines on rebar corrosion probability could not be worthwhile, as, a more negative reading of potential, which is generally considered to indicate a higher probability of corrosion, may not always be valid as many factors can shift the potential readings towards more positive or negative values (Gu et al., 1996). While carrying out the potential measurements, potential readings should be interpreted in accordance with the resistivity of the system. Otherwise, the results can be misleading, for the same corrosion rate, one can measure different potentials at the surface of concrete, corresponding to different values of resistivity, and thus have more than one probability for the same state of corrosion. Owing to the above said limitations, the application of potential measurements is restricted to as the first approach for corrosion detection, and needs to be supplemented with other non-destructive testing methods for further diagnosis (Gu et al., 1996).

The main causes of rebar corrosion in RC structures due to chloride induced and carbonation. Various techniques to detect and quantify the rebar corrosion are elaborated with their limitations. The applications of PZT sensors to corrosion monitoring using the EMI technique to explain the concept of SHM, sensing abilities and diverse applications of the PZT sensors. At present, the EMI technique using the PZT sensors has proven to be an efficient tool in SHM. From the critical literature review regarding rebar corrosion detecting techniques and from the SHM using EMI technique. The following points are important in study:

- The use of potential measurements to assess corrosion has been criticized in the past by various researchers for its instability depending on the prevailing measurement conditions (Ghaz et al., 1990; Elsener et al., 2003).
- There is no general correlation between the icorr (corrosion current rates) and potential measurements. For practical purposes, the potential values need to be complimented with other corrosion assessment techniques.



- The LPR measurements are subjected to several complications, such as the compensation of IR drops, the presence of localized corrosion, the interference with other electrical signals, and the determination of the rebar area being tested (Gonzalez et al., 1985).
- The gravimetric measurements such as mass loss method is an efficient method for determining the corrosion rates, however it is destructive in nature and is generally performed after long exposure periods.
- It is found that the EMI technique is very effective and sensitive in detecting the damage (loss of structural parameters) caused to the structures. Detection of corrosion in RC structures using this technique is still a new area of research and has not yet been explored, although some of the researchers had applied the EMI technique for corrosion monitoring using PZT sensors, their has been only limited to the metallic structures and using statistical parameters only.

Further, limited research is available based on the utilization of extracted equivalent parameters for correlation with the actual parameters, while all the previous studies used the raw conductance signature for damage detection. The success of the equivalent parameters in concrete (Soh and Bhalla, 2005) and fatigue provides motivation for exploring their potential for better corrosion assessment.

### **Experimental Work**

The findings in a sense that structure owners could feel comfortable regarding the defects likely to be left on their structures after the test exercise that is the case when destructive techniques used. The NDT are comparably quick since they are done on site and results are attainable from there. This was one of the intension of the research to collect data from the structures exposed to the natural environment rather than basing on the findings experimentally generated under laboratory conditions or prediction methods. In laboratory conditions, specimen is small and conditions are Chloride Ions test controlled rather than natural. Prediction models and laboratory results are strongly affected by limited capacity to consider all parameters and their interactions that prevails in natural environment surrounding the structures. Some laboratory experiments were conducted for comparison in order to validate the field results.

The present study including enquiries, observations and tests conducted at the field or at site locations of structures is regarded as field work.

### **Field Observations**

The monitoring of people about corrosion of steel in concrete is one of the most important factors to consider for prevention and control in RC structures. Due to lack of knowledge and understanding of corrosion some structures are easily repaired without knowing the cause of apparent defects which are confusing and not easy to differentiate between a new structure or an old structure, or even the structural health when some repair like painting has been recently done on a structure and found important to make enquiries

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from the public about structure health in general and corrosion of steel in RC structures which is essential for the study in order to identify the structures suitable for the observations.

### NDT Experiments

NDT experiment involves acquiring, recording some relevant information regarding the structure background, construction and maintenance from the owner of the structure and holders of the documents that contain construction execution including with maintenance information.

### Visual Observations

The visual observations noted by carrying out physical observations of the structures. The physical observations could help in planning for the full inspection. By physically observing theselected structures, visible and inspected defects on the structures were identified, the environment surrounding the structure and other information provided by the owner of the structures were recorded which on site drawing and taking measurements and photographs. On the structure with critical defects and measured. Techniques for the tools, resources involved in inspection investigated RCC structures.

### Ultrasonic Pulse Velocity

UPV monitoring was conducted as per IS 13311 (Part 1) -1992 method. UPV is a non-destructive monitoring method for assessing the quality of concrete homogeneity and changes in the structure of the concrete which may occur with time; UPV in concrete is mainly concerned to density and modulus of elasticity.

**Table No.-1 Pulse Velocity of Concrete Quality**

Pulse velocity Km/sec	Below 3.0	3.0 to 3.5	3.5 to 4.5	Above 4.5
Concrete quality Grading	Doubtful	Medium	Good	Excellent

The concrete core monitoring is extracted from the hardened concrete in the structure to compute theequivalent compressive strength of cube .Number of parameters, which influence the measured compressivestrengths from concrete cores and parameters include size (diameter) of the specimen,length-to-diameter ratio, direction of drilling, method of capping and drilling operations, moisture conditions of cores at the time of testing etc. After extraction of core and assessment within bore space, the core hole was rehabilitee using concrete which possess same value of modulus of elasticity. The other set of variables relates to the intrinsic difference that exists between the concrete in structure and in standard laboratory controlled specimens of concrete core representing the samples. The methods for sampling, preparing, testing and calculating the equivalent compressive strength with corrections are given were found responsible for effect of the

strength of concrete is lower than those of laboratory controlled cube/samples. To compare the equivalent compressive strength of cube from the core specimen.

**Table.- 2- Pulse Velocity of Concrete Quality**

S.No.	Total chloride (wt.% of cement)	Condition of concrete adjacent to reinforcement	Corrosion risk
1	Less than 0.4%	Carbonated High	High
2		Uncarbonated with cement containing less than 8% C3A	Moderate
3		Uncarbonated with cement containing more than 8% C3A	Low
4	0.4%-1.0%	Carbonated High	High
5		As above Uncarbonated with cement containing less than 8% C3A	High
6		Uncarbonated with cement containing more than 8% C3A	Moderate
7	More than 1.0%	More than 1.0% All cases High	High

**Results & Discussions**

It important to select the NDT to be used after the Visual Inspection and to arrange them in a manner that information regarding a particular parameter is given or obtained with more than one technique for the purpose of comparison or validation.

**Table -1 -Column Concrete Strength & Cracks**

Floor Number	Structural Beam : Beam linking column number (c <sub>n</sub> )	Cracks width (mm)	Concrete cover (mm)	Cracks length (m)
First Floor	C <sub>1</sub> -C <sub>2</sub> ,C <sub>9</sub> -C <sub>10</sub> C <sub>3</sub> -C <sub>4</sub> -C <sub>5</sub> -C <sub>6</sub>	No Cracks	43,43,34	No Cracks
	C <sub>11</sub> -C <sub>12</sub> -C <sub>13</sub> - C <sub>14</sub> , C <sub>3</sub> -C <sub>11</sub> ,C <sub>6</sub> -C <sub>4</sub>		41,41,41	
	C <sub>7</sub> -C <sub>8</sub> -C <sub>15</sub> -C <sub>16</sub> ,	1, 1.1	28,13	2, 2.30
Second Floor	C <sub>11</sub> -C <sub>12</sub> -C <sub>13</sub> - C <sub>14</sub> , C <sub>3</sub> -C <sub>11</sub> ,C <sub>6</sub> -C <sub>4</sub> , C <sub>7</sub> -C <sub>8</sub>	No Cracks	41	No Cracks
	C <sub>3</sub> -C <sub>4</sub> -C <sub>5</sub> -C <sub>6</sub>		51	



Third Floor	C <sub>1</sub> -C <sub>2</sub> C <sub>7</sub> -C <sub>8</sub> C <sub>9</sub> -C <sub>10</sub>	No Cracks	35	No Cracks
	C <sub>6</sub> -C <sub>14</sub> , C <sub>15</sub> - C <sub>16</sub> , C <sub>3</sub> -C <sub>11</sub>		39	No Cracks
	C <sub>3</sub> -C <sub>4</sub> -C <sub>5</sub> -C <sub>6</sub>	No Cracks	35	No Cracks

**Table 2-Beam Concrete Strength & Cracks**

Floor Number	Structural Member : Column linking column number (c <sub>n</sub> )	Cracks width (mm)	Concrete cover (mm)	Crack s length (m)
Ground Floor	C <sub>1</sub> ,C <sub>2</sub> ,C <sub>3</sub> ,C <sub>4</sub> ,C <sub>5</sub> ,C <sub>6</sub> ,C <sub>7</sub> ,C <sub>8</sub> C <sub>9</sub> ,C <sub>10</sub> ,C <sub>11</sub> ,C <sub>12</sub> ,C <sub>13</sub> ,C <sub>14</sub> ,C <sub>15</sub> , C <sub>16</sub>	No Cracks	31,41,38,19,31,25,37,31,24 ,31,34,39&44	No Crack s
	C <sub>6</sub> , C <sub>8</sub> & C <sub>11</sub>	1, 1.2 & 1	19, 32 & 12	2.52,3.92&3.92
First Floor	C <sub>1</sub> ,C <sub>2</sub> ,C <sub>3</sub> ,C <sub>4</sub> ,C <sub>5</sub> ,C <sub>6</sub> ,C <sub>9</sub> ,C <sub>10</sub> , C <sub>11</sub> ,C <sub>12</sub> ,C <sub>13</sub> ,C <sub>14</sub> , & C <sub>16</sub>	No Cracks	32,46,41,39,47,52,41,50,52 ,37,41,54	No Crack s
	C <sub>6</sub> ,C <sub>7</sub> ,C <sub>8</sub> ,C <sub>15</sub>	1, 1,1,1	19,14,14,19	3,2.8,3.38,1
Seco nd Floor	C <sub>1</sub> , C <sub>7</sub> , C <sub>8</sub> , C <sub>10</sub> , C <sub>13</sub> - C <sub>15</sub> ,C <sub>16</sub>	1,1,1,2,1, 1,1,1	12,13,16,14,14,12,18	2.7,1., 4.6,3., 1.3,1.2 ,4.6
	C <sub>2</sub> ,C <sub>3</sub> ,C <sub>4</sub> ,C <sub>6</sub> ,C <sub>5</sub> ,C <sub>9</sub> ,C <sub>11</sub> ,C <sub>12</sub> , C <sub>14</sub>	No Cracks	12,30,35,40,39,16,54,57,49	No Crack s
Third Floor	C <sub>1</sub>	No Cracks	15	1.6
	C <sub>2</sub> ,C <sub>3</sub> ,C <sub>4</sub> ,C <sub>5</sub> ,C <sub>6</sub> ,C <sub>7</sub> ,C <sub>8</sub> C <sub>9</sub> ,C <sub>10</sub> ,C <sub>11</sub> ,C <sub>12</sub> ,C <sub>13</sub> ,C <sub>14</sub> ,C <sub>15</sub> , C <sub>16</sub>	0.8	33,33,39,30,30,30,30,30,30 ,40,43,59	No Crack s

**Table 2- Masonry Wall Strength & Crack**

Floor Number	Structural Member : (Masonry walls) Wall number - M <sub>n</sub>	Cracks width (mm)	Cracks length (m)
Ground Floor	M <sub>1</sub>	1	3.2
	M <sub>2</sub> , M <sub>3</sub> , M <sub>4</sub> , M <sub>5</sub>	No Cracks	No Cracks
First Floor	M <sub>1</sub> , M <sub>4</sub> , M <sub>5</sub>	1,1,2	2.1,1.4,0.59
	M <sub>2</sub> , M <sub>3</sub>	No Cracks	No Cracks
Second Floor	M <sub>1</sub> , M <sub>2</sub> , M <sub>3</sub> , M <sub>4</sub>	No Cracks	No Cracks
	M <sub>5</sub>	2	1.4
Third Floor	M <sub>1</sub> , M <sub>2</sub> , M <sub>3</sub> , M <sub>4</sub>	No Cracks	No Cracks
	M <sub>5</sub>	4	2.80

It is reasonable to comment that sometimes protective maintenance on RC structures is overlooked or neglected and it ends into irreversible state of reinforcement corrosion for RC structures and found that if the structure was in critical situation for all parameters as indicated in table of results.

**Table 4- Strength and Probability of Corrosion**

Site	Sampling Site 1	Sampling Site 2
1 <sup>st</sup> year of construction	2008	1990
Age (years)	12	30
1 <sup>st</sup> Evolution and Submission	2020	2020
UPVTQN/mm <sup>2</sup> Rebound - Hammr	Medium Good	Concrete Doubtful
Half-cell (H.P.)	High Probability of corrosion	High Probability of corrosion
Carbonation PH CT(Kg/m <sup>2</sup> ) Grade of concrete	Not to level of reinforcement 10.5-11.66 0.16-0.24 25	Not to level of reinforcement 10.5-11.66 0.16-0.24 3.2-14

It is reasonable to comment that sometimes protective maintenance on RC structures is overlooked or neglected and it ends into irreversible state of reinforcement corrosion for RC structures and found that if the structure was in critical situation for all parameters as indicated in table of results .The carbonation was at level of steel and above in all test conducted which necessitated reconstructions. It was due to aging of the concrete, poor quality of concrete and improper construction practices including less grade and insufficient cover concrete and lack of maintenance which resulted into





carbonation. This caused spalling and delamination concrete deteriorated and finally corrosion of reinforcement reached irreversible stage. The observed cracks in the bearing structure are as follows:

- The cracks were only in the columns and beams situated around the expansion joint.
- Cracks roughly followed a straight line (the position of the main steel reinforcement longitudinal direction of the member), indicating corrosion of steel in concrete.
- The concrete cover to the steel reinforcement of the cracked elements varied between 12mm and 52mm on the side of the expansion joint.
- The concrete cover delamination indicated that the construction work was improper.
- It is also found that without minimum maintenance reinforced concrete structures service life and performance can diminish with in short time than comparatively long time.

Table 5-Water Absorption of Concrete and Stones

Hours of curing	W/C Ratio	Water penetration (mm) at 32 <sup>0</sup> C Water Ponding Temperature					
		Mix Designation					
		GP 100	GP 70	GP 50	GP 30	GP 10	GP 0
1hr	0.35	17.5	14.3	16.0	14.2	17.2	17.4
2hr		21.1	18.2	21.0	18.0	21	21.5
1hr	0.40	16.3	15.0	16.0	15.2	16.4	16.8
2hr		21.1	21.1	21.4	20.2	21.3	21.8
1hr	0.45	16.2	16.1	16.3	16.0	16.1	16.5
2hr		21.5	21.1	22.1	21.2	21.7	22.5

The above data shows absorption of the slabs 100 mm x 500 mm x500 mm containing granite powder are lower than that of RS (GP0) as presented. In the case of concrete mix GP30 the average absorption for 1 and 2 hours is 17.2 mm and 23 mm respectively. The average absorption of concrete mix RS for 1 and 2 hours is 18.1 mm and 23.7 mm. It is observed that the reduction in water absorption for GP30 is 7% compared to conventional concrete RS (GP0) mix presented in Table. It could be noted that the variation in absorption for different concrete mixes was found to be normal for 2 hours of curing when compared to 1 hour of curing.

Conclusions

Following are the conclusions of the study:

1. The structure owners are not knowledgeable about corrosion of reinforcement concrete structure that have led to deterioration of reinforced concrete by causing corrosion of reinforcement steel are numerous which includes carbonation, chloride ions, non-proper mixed concrete cover, weak quality of concrete as well as lack of minimum timely maintenance of structures during their service life.



2. Pollution factors seem to favour and facilitate the deterioration process of concrete material. The average carbon dioxide CO<sub>2</sub> range of 430 ppm – 6500 ppm, 75 % relative humidity, wet and dry seasons of an average temperature 15.9% - 39% in Old Bhopal City
3. Atmosphere is also responsible for faster carbonation induced corrosion in reinforced concrete structures.
4. The quarries for the source of materials especially aggregates are not certified. These materials are not tested before they are used in construction of RC structures.
5. Poor quality materials of fine aggregates with more slit and clay materials are improved by use of admixtures. Which is a good alternative for the scarce natural pond material but the problem is that the admixture would increase the chloride ions which increase the vulnerability of structures to initiation of corrosion.
6. The structure owners must be well conversant with the problem and in holistic approach fight against corrosion.
7. The engineers related to construction are reluctant to taking measures for prevention and control against corrosion especially due to inexpensive protocol involved and limited knowledge is available about the cause and corrosion phenomena in concrete.
8. Corrosion condition assessment in every 10 years is required. And new reinforced concrete structures, corrosion monitoring systems should be incorporated especially in large structures with high designed service life.
9. The carbonation and chloride threshold are among the decisive factors for corrosion initiation. Carbonation is the most cause for corrosion in the investigated RC structures and NDT test are useful
10. The cracked structure members could be rehabilitated.

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## हरिसम्भवमहाकाव्ये कालिदासानुसरणम्

पि. श्रीनिवासरवः

शोधच्छात्रः

साहित्यविभागः

राष्ट्रीयसंस्कृतविश्वविद्यालयः

तिरुपतिः

“पुण्यश्लोकस्य चरितमुदाहरणमर्हति” इति आलङ्कारिकोक्तिम् अनुसृत्य महात्मनः स्वामिनारायणस्य चरितं शतानन्दस्वामिना रचितं त्रयस्त्रिंशत् सहस्रश्लोकात्मकं “श्रीहरिलीलाकल्पतरुं” नामकं द्वादशस्कन्ध विभक्तिं भक्तिशास्त्रं आधारीकृत्य अचिन्त्यानन्दस्वामिनः सप्तदशसर्गात्मकं न्यूनाधिकतया सहस्रश्लोकात्मकं हरिसम्भवमहाकाव्यं रचयामासुः। प्रायशः महाकवयः स्वप्रज्ञया साधितैः शब्दार्थजलैः भावैः च काव्यं निबध्नन्ति। तथापि कवित्वसिद्धये लोकशास्त्र काव्यादि अवेक्षणोऽपि पूर्वेषां महाकविनां भावसाम्यम् अयत्नसिद्धमेव स्वकृते काव्येऽपि स्वीकुर्वन्ति।

भारतादि पुराणेतिहासेष्वपि महर्षिणा वेदव्यासेन पूर्वजनस्य वाल्मीकेः श्लोकाः अनुकृताः लक्ष्यन्ते। एवं कालिदासादि निबन्धेष्वपि वाल्मीकिव्यासयोः प्रभावः दृष्ट एव। अत एव आलङ्कारिकाः पूर्वकविप्रभावेन जातमनुसरणं अवश्यकरणीयमेव इति अङ्गीचक्रुः। यदाह वामनः

“अर्थो द्विविधः

अथोनिः अन्यच्छाया योनिर्वा, इति सूत्रितवान्। आनन्दवर्धनोपि-

“वाणी नवत्वमायाति पूर्वर्थान्वयवत्यपि” इति सिद्धान्तितवान्। हरिसम्भवमहाकाव्येऽपि कालिदासकवेः, माघमहाकवेः, श्रीहर्षस्य, जयदेवस्य च भावानां छायाः लक्ष्यन्ते।

इदानीं अचिन्त्यानन्दस्वामिना गृहीताः कतिपये कालिदासस्य भावः हरिसम्भवकाव्य-सन्दर्भं समान्वयेन निरूपिताः भवन्ति।



### 1. कवेः गर्वपरिहारः –

महाकवयः स्वयं विद्वांसोपि विनयं दर्शयन्तः स्वगृहीतस्य वस्तुनः स्वचिकीर्षितादपि औन्नत्यं प्रतिपादयन्ति। अचिन्त्यानन्दकविरपि स्वामिनारायण चरितं वर्णनं मम शक्तिः अपर्याप्ता इति कालिदासः इव स्वाभिमानपरिहारं करोति।

यथा –

क शोमुषी मेऽविदुष्कं स्थवीयसी

क संधनं क्षीरनिधेर्गरीयसः।

कियान्पराणुः किल यत्र मन्दरो

निमज्जति क्षोणिधरो महानपि<sup>1</sup>।।

मे मतिः अत्यल्पा स्वामिनारायण चरितं समुद्रम्। इव विस्तीर्णं मन्दररः प्रमाणेन महान् अपि समुद्रैकदेशे यथा निमज्जति तथा अहमपि तच्चरित्रवर्णने कृतयत्नः। एष भावः रघुवंशश्लोकस्य स्मारयति।

क सूर्यं प्रभवो वंशः क्वाल्पविषया मतिः।

तितीर्षुः दुस्तरं मोहादुडुपेनास्मि सागरम्<sup>2</sup>।।

अत्र कवेः अल्पमतित्वं विषयस्य सागरसादृश्यं उभयसाधारणं लक्ष्यते।

अपि च मम शक्तेः अपर्याप्तत्वेपि चापल्येन इतिवृत्तवर्णनं कर्तुं प्रवृत्तोऽस्मि इति अचिन्त्यानन्द यदुक्तवान् सापि उक्तिः कालिदास्भावानुसारिणी – यथा

स चापलायाहमशर्महारिभिर्गुणैर्भवोच्छेदकरैः प्रणोदितः।

करोमि तत्राप्य मम श्रवो दरेर्यथामनीषं च सतां प्रसत्तये<sup>3</sup>।।

<sup>1</sup> श्री हरिसम्भवमहाकव्यम् – १/७ श्लोकः

<sup>2</sup> रघुवंशम् – १/२ श्लोकः

<sup>3</sup> श्री हरिसम्भवमहाकव्यम् – १/११ श्लोकः



शतानन्दकविना निर्मितं भक्तिशास्त्रं सर्वदुःखहारकं भवच्छेदकारि इति काव्यगुणान्  
श्रुत्वा “चालपाय प्रणोहितः” अर्थात् चापल्येन प्रचोदितः यथामति श्रुतं तद्गुणकीर्तनं करोमि  
इति भावे कालिदासभावसाम्यं शब्दप्रयोगसाम्यमपि दृश्यते। यथा कालिदासस्य

रघूणामन्वयं वक्ष्ये तनुवाग्विभवोऽपि सन् ।

तद्गुणैः कर्णमागत्य चापलाय प्रचोदितः<sup>4</sup> ॥

अनुष्टुभः उत्तरार्धे स्थितानि पदानि अचिन्त्यानन्देन ईषत् परिवृत्य तुल्यार्थपदैः  
गृहीतानि। प्रणोदितः प्रचोदितः, श्रवः प्राप्य कर्णमागत्य, इत्यादि।

सतामभ्यर्थनम् –

मम काव्यपरीक्षा सज्जनैः काव्यगुणनिर्णयसमर्थैः कृतं चेत् श्लाघ्यं भविष्यति।  
सुवर्णस्य शुद्धता अग्नौ यदा परीक्ष्यते तदैव ज्ञायते इति भावः कालिदासादेव गृहीतः।

यथा –

अर्हन्ति संश्रोतुमिदं हिसाधवः

शुभं तदैश्वर्यसुधारसाश्रयम्।

तथाहि शुद्धिः पुरटस्य लक्ष्यते

मलीमसत्त्वं च हिरण्यरेतसि<sup>5</sup> ।।

उत्तरार्धे स्थितं उपमानं कालिदासादेव गृहीतम्। यथा- कालिदासस्य

तं सन्तः श्रोतुमर्हन्ति सदसद्बक्ति हेतवः।

हेन्नः संलक्ष्यते ह्यग्नौ विशुद्धिः श्यामिकापि वा<sup>6</sup> ।।

4. रघुवंशम् – १/९ श्लोकः

5 श्री हरिसम्भवमहाकाव्यम् – १/१२ श्लोकः

6 रघुवंशम् – १/१० श्लोकः



### इष्टजनवियोगः –

सहजानन्दः जातवैराग्यः “यदहनि विरद्येत तदहनि प्रव्रजेत्” इति परिव्राजक सिद्धान्तमनुसृत्य बालः एव गृहात् निष्क्रान्तः। तदानीं सहजानन्दस्य आप्तानां विलापे कालिदासभावानुसरणं दृश्यते। यथा –

करुणाविधुरं निरगसां भवसि क्रूरतरो निसर्गतः।

भृशमर्दयितातिरिच्यसे तनुभाजामपि हंसतो विधे<sup>7</sup> ॥

मृदूनां जनानां हिंसने विधिः धातुकादपि नृशंसतरो भवतीति भावः कालिदासात् गृहीतः। दशरथस्य पिता अजः। अजस्य पत्नी इन्दुमती पूर्वजन्मनि अप्सराः शापवशात् भूलोके जाता। दिव्यकुसुमदर्शनेने शापात् सा मुक्ता भविष्यतीति तृणबिन्दुना महर्षिणा अनुगृहीता च। एकदा नारदवीणायाः च्युतं दिव्यपुष्पं भूमौ पतितं इन्दुमत्या दृष्टम्। इन्दुमती शापमुक्ता दिवंगत। तदा अजस्य विलापे विधेः क्रौर्यप्रतिपादकाः द्वित्राः श्लोकाः वर्तन्ते। (८/४४ तः ४७ रघुवंशम्) तेषु अचिन्त्यानन्दश्लोकस्य अत्यन्त मूलभूतः श्लोको यथा –

अथवा मम भाग्यविप्लवादशनिः कल्पित एष वेधसा ।

यदनेन तरुर्न पातितः क्षपिता तद्विटपाश्रितालता<sup>8</sup> ॥

अत्र आश्रयम् अपातयित्वा आश्रयिणः पातनं विधिना क्रूरतरं कृतमिति विधेः क्रूरता गम्यते।

### हिमवद्वर्णनम् –

सहजानन्दः तपश्चरणार्थं हिमालयं गतवान्। तदानीं हिमालये दावाग्निः वृष्टिं विनापि शशाम। विशेषा फलपुष्पवृद्धिः आसीत्। क्रूरजन्तुः सादुजन्तून् न बाधितवान् इति वर्णनं सर्वथा रघुवंशवर्णनम् अनुकरोति। नन्दिनीम् चारयितुं दिलीपः हिमवत्पर्वतेषु अरण्यं गतवान्। तदा अरण्ये यादृशी स्थितिरासीत् सैव हरिसम्भवकाव्येपि वर्णितं।

यथा – अचिन्त्यानन्दस्य

<sup>7</sup> श्री हरिसम्भवमहाकव्यम् – ८/३० श्लोक

<sup>8</sup> रघुवंशम् – ८/४७ श्लोकः



अशमदुरुदवो विनापि वृष्टेरतिशयिनी फलसूनवृद्धिरासीत् ।  
अबलमतिबलोऽतुदन्न सत्त्वं प्रविशति नैष्ठिकराज्यरण्यमीशे ॥<sup>9</sup>

कालिदासस्य यथा –

शशाम वृष्ट्यापि विना दवाग्निरासीद्विशेषा फलपुष्पवृष्टिः ।  
उन्नं न सत्त्वेष्वधिको बबाधे तस्मिन् वनं गोत्तरि गाहमाने<sup>10</sup> ॥

एवमेव सहजानन्दः हिमवदरण्य गतैः वृक्षैः आदृतः । कीचकाः तस्य यशो गायन्त इव मधुरं  
नादं चक्रुः इति भावोपि कालिदासात् गृहीत एव । दिलीपोपि हिमालये एवमेव चकार ।

अचिन्त्यानन्दस्य यथा –

निजविमलयशो लतागृहेषु हरिश्रृणोद्वनदेवताभिरुक्तम् ।  
पवन चलितकीचकैर्मनोर्ज्ञं मुहुरुपपादितवंशकार्यमुच्चैः<sup>11</sup> ॥

कालिदासस्य यथा –

स कीचकैर्मारुतपूर्णरन्ध्रैः कूजद्विरापादितवंशकृत्यम् ।  
शुश्राव कुञ्जेषु यशः स्वमुच्चैरुद्गीयमानं वनदेवताभिः<sup>12</sup> ॥

एवं प्रथमश्लोकद्वये शशाम इति कालिदासक्रियपरस्थाने कविना अशमद् इति लुडः  
प्रयोगः । द्वितीयोदाहरणे छन्दोभेदः इत्येव विशेषः । एवम् उदाहरणान्तराण्यपि  
विस्तरभयात् नोदाहतानि ।

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<sup>9</sup> श्री हरिसंभवमहाकाव्यम् – १०/२४ श्लोकं

<sup>10</sup> रघुवंशम् – २/१४ श्लोकः

<sup>11</sup> श्री हरिसंभवमहाकाव्यम् – १०/२८ श्लोकं

<sup>12</sup> रघुवंशम् – २/१२ श्लोकः