



**Pratibha Spandan**

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# **Recent Trends in Developmental Studies**

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## PREFACE

It gives us immense pleasure to present before the readers a compendium on Recent Trends in Developmental Studies. The main intention of the book is to help the readers get familiar with the emerging trends in the developmental studies. The book consists of two main parts. Part one focuses on Developmental Issues and second part pertains to diverse ideas on Education Research. There are a total of thirty-four chapters in this book. More than forty authors have made their academic contribution to this book.

Part one has a collection of papers on diverse themes, like application of Kautilya's Arthshastra in Reliance Jio; Armed Forces Special Powers Acts; Corporate Governance Practices in India and World; Sustainability of Natural Resources; Urbanization and Economic Growth in India; Political Socialization of Rural Women; Cultural Heritage and Tourism; Climate Change and Farming Traditions; Approaches for Realizing Sustainable Development Goals; Challenges of Sustainable Development and Environmental Problems; Change in the Traditional Land Utilization Pattern and Emergence and Practices of Workplace Spirituality in Contemporary Organisations.

Second Part of the book contains papers on Education and Soft Skills; Education, Equality and Development; Student-Teacher Relationship as an Indicator of Personality Development; Evolution of Teacher Education in India; Education and Human Values; Inclusive Education; Time Management and Multilingual Education.

We are very thankful to the contributors for sharing their view on diverse themes and expect that the content of the book turns out to be useful for the readers. We would like to get the feedback of readers on this collection.

**Editors**

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# PART I DEVELOPMENTAL ISSUES

# **APPLICATION OF KAUTILYA'S ARTHSHAstra**

## **IN RELIANCE JIO**

**AMRITPAL SINGH & AARTI NEGI**

### **INTRODUCTION**

Reliance Jio is an LTE mobile network operator in India. It is a wholly owned subsidiary of Reliance Industries which provide 4G service network and is the only VOLTE operator in India. It covers all 22 telecom circles in India. The services were beta-launched on 27 December 2015 on the eve of the 83<sup>rd</sup> birthday of Late Dhirubhai Ambani, founder of Reliance Industries, and later on 5<sup>th</sup> September 2016, the services were commercially launched.

In 2005, Reliance Industries Limited split and there was one major de-merger of note for Mukesh Ambani. His dream project- Reliance Infocom was given to Anil Dhirubhai Ambani Group. Mukesh Ambani acquires Infotel Broadband Services Limited. The company was the only successful bidder for the pan-India 4G network. Reliance then started working to establish a base for high-speed optical fiber 4G networks. It is actually capable of much more than 4G. After that, Reliance Jio introduced Lyf phones into the market with Jio preview offers. Free unlimited data for 3 months and free voice calls and SMS was offered by them to enter the market. Lyf phones seemed a decent deal, but it was Jio sim that caught people's eyes. After the launch of JIO preview offer many customers attracted towards JIO. Prior to its pan-India launch of 4G data and telephony services, Jio has started providing free Wi-Fi hotspot services in cities throughout India including Surat, Ahmadabad in Gujarat, and Visakhapatnam in Andhra Pradesh, Indore, Jabalpur, Dewas and Ujjain in Madhya Pradesh, select locations of Mumbai in Maharashtra, Kolkata in West Bengal, Lucknow in Uttar Pradesh, Bhubaneswar in Odisha, Mussoorie in Uttarakhand, Collect rate's Office in Meerut, and at MG Road in Vijayawada among others. In March 2016, Jio started providing free Wi-Fi internet to spectators at six cricket stadiums hosting the 2016 ICC World Twenty20 matches. Jionet was made available in Wankhede Stadium (Mumbai), Punjab Cricket Association IS Bindra Stadium (Mohali), Himachal Pradesh Cricket Association Stadium (Dharamshala), Chinnaswamy Stadium (Bengaluru), Feroz Shah Kotla (Delhi), and Eden Gardens (Kolkata) in India.

Till now Reliance JIO had not started recognizing assets of about more than Rs. 1.79 lakh crore as its expenses which the company had invested in building assets like Spectrum and network infrastructure for its telecom arm. It is because of the reason that it doesn't charges anything for its services till now. But now from 31<sup>st</sup> march the company had charged its services from their subscribers with the membership offers. Further for new customers Company had made JIO DHAN DHANA DHAN Plans staring from Rs. 309. Now Reliance Jio is generating revenue by charging its services, after offering free data for more than six months since its launch. Therefore, the company should recognize its expenses. Reliance JIO will consider the amount of money invested in spectrum and towers in its long-term depreciating assets.

### **HISTORICAL BACKGROUND**

In the speech of Mukesh Ambani, which he delivered on Sept. 1, 2016 he mentioned that "it is a fundamental right of every Indian to live life of freedom, life of fulfillment and to

realize their fullest potential.....”We have analyzed the speech and tried to find out the implications or the strategies of the company out of the statements made by MukeshAmbani out of it. The following are the key lines/ statements which drew our attention: He described the data as the oxygen, and oxygen never is short supplied, and must not be unaffordable, doing so shows disrespect for life.

He clearly mentioned that “Digital oxygen is growing explosive”.MukeshAmbani acknowledges the universal truth globally that consumers pay for either calls and texts, or data, they don’t pay for both. This universal truth helps to establish a new industry norm in Reliance policy. Reliance is going to charge 1/10th of the Standard Telecom charges.

The importance of data connectivity will improvise information and knowledge. Manufacturing, data connectivity, computing, software, information together will cause price performance to change very drastically. Life is going digital; we need adigital revolution so Jio is offering a Digital life to the people.

India is ranked 155th of 230 countries in using mobile, broadband, internet access in using digital facilities, with the help of Jio India will take the top 10 position globally, claimed by MukeshAmbani.MukeshAmbani dedicated Jio to India and 120 crore Indians, a tribute to releasing the Digital India vision of Honorable Prime Minister Sh. NarendraModi.

### **JIO'S MISSION**

The Jio’s Mission statement is self-explanatory and gives us a wide scope to draw statements or comments relating to the future strategies of the company. The following lines of the mission statement are worth analyzing:To meet the exploding need and fulfill the need of indie, to take the nation from data storage to data abundance and enable digital life for digital India.

### **RELIANCE JIO'S VISION**

- Reliance's vision for India is that broadband and digital services will no longer be a luxury item. Rather, Reliance envisions an India where these are basic necessities to be consumed in abundance by consumers and small businesses.
- Digital India vision for our nation:
- Digital health care
- Digital currency
- Affordable device
- JIO drive
- Digital Education
- Digital Entertainment and social connectivity
- 100Mn JIO customers
- 60,000 JIO Employees
- Lacs of JIO Tech Partners
- 10Lac JIO Retail Partners

Jio ecosystem is based on 5 quality pillar:

- Best broadband network with highest capacity
- A world of affordable 4G smart phones and wireless IP devices
- Compelling apps and content
- Superior digital services experience
- Affordable and simple tariffs
- Further, brand values of JIO are listed as:
  - Abundant high quality data. (provide more high speed data)
  - Connect intelligence. ( take benefit of human intelligence)
  - Simple, smart and secure. (Make all services simple, smart and secure)
  - JIO Together (Take all people together in JIO movement)
  - JIO Digital Life. (Make everyone's life digital)
  - Life is beautiful. (everyone will say with JIO life if digital and life is beautiful)

Satya (1960) has focused on studying the nature and functions of staff agencies as envisaged by Arthashastra. In his paper he distinguishes between the line agencies and the staff agencies. Staff agencies are those who advise the chief executive and serve and control the line agencies and help in the management of the administration as a whole, whereas line agencies are those that serve and regulate the public. Arthashastra portrays centralized and sizeable administration. To provide the services to the general public departmentization is done, for every department special officer is assigned whose role and responsibility is to regulate the affairs and perform his duties to provide better services. Arthashastra proposes the effective control over the economic life of the country. To run a big organization, management requires properly organized staff agencies. The paper states about that Arthashastra envisages two types of staff agencies:

Four counsellors (mantrinah) to advice the king and three agencies to provide institutional assistance to the king;

Sannidhata- Director of buildings and stores;

Samaharta- director of finance, statistics and personnel

Gananikya- director of accounts.

The counsellor's function is to start the work, assign resources and man power to the project, and division of time for each work and assigning roles and responsibilities.

- Counsellors: He acts as a coordinator who plans, organizes, does staffing, directs them, coordinate with them and utilize the budget in a proper manner.
- Annidhata: His role was overall responsibility for the safe keeping and storage of all state wealth.
- Samharta – His role was to look after the overall financial management to increase the sources of income and decrease the expenditure.
- Statistics do the record keeping, and also helps in the financial management. Personnel (supervision): Samharta assisted by police officers, is to regulate the superintendents and their subordinates.

Director of accounts: maintain accounts concerning the whole of administration. Zamanuz Rashed (2006) tries to set up the coordination between Indian Strategy and Kautilya Strategy (Arthshashtra)

In Kautilya's Arthashastra explains concept of Matsyanyaya i.e. big fish eat small fishes or how a strong entity devours the weaker one. We can see in the present world how big companies are acquiring smaller companies in the market. When a big company sees a company growing it simply acquire the company as a big fish eats small fishes in the pond.

Kautilya taught about mandala system where the centre of circle is termed as nucleus is a kingdom and it is surrounded by its immediate neighbours which are considered to be the enemy of the kingdom of the central kingdom and the next state of the enemy is the enemy of the enemy and friend of the state at the centre. It represents how a state can be attacked by the states that have covered it from all sides and how a central state can take help of the friend state. Here a state termed as Madhyama it is at the boundary of central state (vijigishu) and an neighbouring state. Madhyama plays an important role as it can take the side of either vijigishu or the enemy state. Another state that plays an important role is Udasima i.e. neutral kingdom, which is so powerful that can fight with both vijigishu and enemy state alone. Hence the role of Udasima also plays a vital role. To help Vijigishu Kautilya gives a shadgunya or six fold policy in which he explains if vijigishu is weak he must go for sandhi (peace), if strong then go for vigraha (war), asana (neutral position) if he is so powerful that no one can match its power, if war is starting then go for Yana (march) as it can make enemy fearful about you, if king is weaker then he must go for Samsharaya (seeking alliance or shelter) i.e. seek shelter from the stronger king and last is Dvaividhibhava (double policy) i.e. whoever thinks they must interfere to make end of war must make peace with one and war with another. The shadgunya policy needs to be applied using the specific instrument to make them more effective. These instruments are, Sama (Conciliation) i.e. the king should adopt it when there is no chance of success, Dana (gift) this policy is to be applied to weaker king to win without any war, Bheda (dissension) is to be used if Dana failed and includes sowing seeds of dissension and make enemy confuse and neutralize their threat, Maya-Indrajala (deceit and pretence) i.e. try to outsmart the enemy by hook or by crook, at last Danda (open attack or war) if all above stated instrument failed then go for open war.

Authors show that India just portrays it as a peaceful country to keep it away from affairs of the world. Meanwhile, it keeps on maintaining good relations with powerful developed country US. But along this India did not miss developing or underdeveloped countries and maintain good relations with them. The reason successful Muslim invasion in India was the mandala system within states of India. In the present time India also following mandala system. Right from saving its court now with time India is slowly extending its coverage over the whole Indian Ocean.

Prashad DM in the year 1978 has focused on studying the politics and ethics in Kautilya's Arthashastra. Kautilya bears a power of making a clear decision. He strongly recommends using clever tactics and opportunistic tactics for defeating the enemy. He says that army should be encouraged to war or fight by promises of heaven. He boldly said that conditions of righteousness were wealth and emphasized primarily the material basis of the state. He followed Vedas. He said that people were divided into

four caste Brahman, Kshatriya, Vaishya, and Shudra. Every caste had their special duties as described in Vedas. He said that to maintain our social order we need both Dharma and Danda. According to him evil is inherent in man and Danda make him right. He said that state can run only in the presence of good ruler. Still, he also insists that it was Dharma which guaranteed stability to the social order. According to VarnashramaDharma, everyone should perform their duties. And King could be ruthless and relentless in course of performing his duties and there could be nothing wrong in it. According to him, King should stick to his own Swadharma. Kautilya despite his materialistic and rational approach did not break with past traditions. He gave emphasis on Vedas and he was one of them who tried, firmly to resuscitate the old social order and moral values in all its glory under the protection of a powerful rule. Kautilya's political theory finds resemblance with Hobbe's political theory. Kautilya does emphasize the importance of king being faithful to his duty otherwise he takes upon himself the deed of his subject.

Balbir S. Sihag(2004), (2009) has focused that Kautilya implicitly suggests a linear income tax. He emphasizes fairness, stability of tax structure, fiscal federalism, avoidance of heavy taxation, ensuring of tax compliance and subsidies to encourage capital formation

Dr. Renu Tanwar (2014) has focused that Kautilya's Arthshastra provides valuable basis for economy. It contains useful insights about economics. It can be used to glean relevance to our time and can be useful to illustrate several modern economic ideas. He offered a set of different economic policy measures to promote economic development in the economy. The paper is based on the study carried out to study:

- Structure and Principle of Public Organization in Kautilya's Arthshastra v/s Reliance Jio.
- Role and relation in politics and ethics of Kautilya's Arthshastra and its applicability by Reliance Jio.
- An analysis of the competitors of Reliance Jio to combat the threat by using the policy of Mergers and Acquisitions and its financial implications

## METHODOLOGY

This study is related to the resemblance of Kautilya's Arthshastra with modern day corporate culture which is quite challenging to compare in the changing economic scenario of the administrative environment in the country. For this study, researchers have selected a very new and fastest growing company JIO and relate its strategies with Kautilya's Arthshastra. The study is qualitative in nature and not much primary data is there. So no analytical tools have been used in the study. The report has been prepared after doing a qualitative analysis of the data collected. The data collected for the study is secondary data. The secondary data used is collected from the various reports and research papers.

## RESULTS

**1. Structure and principal of public organization in Kautilya's Arthshastra v/s Reliance JIO:** "Organizations, both public and private, are oriented to the attainment of specific goals "Kautilya" looks at the two fundamental sources of power in the society; authority and coercion"

A country without government cannot exist. An organization without the leader cannot exist. Arthashastra gives a fairly decent account of Weberian elements of bureaucracy such as hierarchy, formality, professionalization and record keeping. A country without the active leader cannot exist. The leader must have the qualities of not only knowledge, competence and skill but also through vision, courage, responsibility and integrity. Successful management of the leadership is to predict and control the human behavior. Training is the crucial element. When compared to the famous Reliance JIO we can see that Mukesh Ambani is a good leader and has a positive leadership value that help him to make the organization sustain and successful. In his organization, he has chosen that person as a managing director, CEO & board of members who have experience of work and has a good vision. The leader doesn't focus on present but see the future as a opportunity and do activities to achieve the goals, to run the organization good leader must emphasize the values and inspire their coordinates so that they can give their best and hence the organization gets to benefit from it, same is doing the Mukesh Ambani creating a new organization and employing new young generation for the telecom jobs and giving them training so that their training helps the organization. Mukesh Ambani is also training his son Akash Ambani so that in future he also runs the organization in a better way by gaining experience. Thus we can clearly see the glimpse of Arthashastra in RELIANCE JIO.

**2. Politics and Ethics in Kautilya's Arthshashtra:** In the statement of Kautilya where he recommends using clever and opportunistic tactics for defeating the enemy. We can compare this statement with Reliance Jio. As Jio see that other organization charging a higher rate for 4G services. So they use this as an opportunity and offer 4G services. Here we can find the resemblance of Kautilya Arthshashtra with Reliance Jio. On the other hand, Kautilya was talking about the condition of righteousness was wealth emphasize primarily the material basis of state and in comparison with Jio. Jio sees the customer as an asset and primary goal of the business is to attract and retain the customer.

Kautilya's emphasize the importance of King being faithful. In the same way, Reliance Jio fulfills his promise. Reliance Jio initially announces free services and fulfill it and further they extend their offer and come up with a new plan. So we can say Jio not only fulfill his promises but also provide some extra services. In a statement of Kautilya Army should be encouraged to war or fight by the promise of heaven. Here in case of Jio heaven is motivation for extreme sacrifices. But Business motivation is to treat the customer with knowledge and courtesy which is beneficial for the organization as well as employees. In some statement regarding politics and ethics of Kautilya's Arthshashtra, it is quite difficult to find a resemblance.

**3. Reliance Jio strategies to sustain in the market v/s competitor's strategies to combat with Jio for their survival:** Reliance Jio Strategy: Reliance Jio offer ends 31st March. Organization aware with the fact that customer may switch after the free service ends. So Jio launches the prime membership with summer offer to retain the existing customer. TRAI has imposed some legal implication according to which summer offer is a mix of promotional and tariff which is against the norm. So JIO has revised the offer as per standard of telecom regulatory. By providing free 4G service Jio attracts a pool of target customer and by charging nominal fee Jio tries to retain the existing customer and attract the newer customer. According to 'Bottom of pyramid approach' stated by Jagdish Seth – Future lies for those companies who see low income group as their customer. Jio sees low income group as their customer. Jio till opted two strategies: -Free

4G service – to attract the new target customer Prime Membership – to retain the new customer (Retention strategy) Jio has successfully adopted his strategy. Organization generally makes various bonds to attract and retain new customer.

- Financial
- Social
- Structural

Here Jio uses financial bond. Strategies adopted by competitors to fight with JIO: Reliance Jio commercially launched its services on 5 September 2016, within the 5 months, the JIO has crossed 100 million subscribers, which is the fastest grabbing up of customers by any mobile network operators anywhere in the world. Jio owns spectrum in 800 MHz, 1,800 MHz bands in 10 and 6 circles, company is having a network of 2,50,000 km of fiber optic cables in the country partnering with local cable operators to get broader connectivity for its broadband services like AIRTEL and RIL. Jio offers its not only 4G broadband services but also provides data, network, instant messaging, live TV, movies on demand, news, streaming music, digital payments platform and free Wi-Fi hotspot services etc. After the entry of Jio in the market, the aggressive strategy of the Jio has caused the present competitors to lose a lot of money in the lowering down of profit, lowered share price, losing customer base.

Whatever happens in the telecom sector was sudden and no one was actually aware of that like most of the present competitors were not ready to launch their 4G services too soon in India. Like Vodafone was planning to float Vodafone India on the local stock exchange. After the JIO entry and facing losses present competitors joined hand with each other so that they can survive in the situation of cut throat competition like Idea and Vodafone, Airtel and Telenor. The merger move comes at a time of a brutal price war in India's telecom industry triggered by the entry of Reliance Jio in early September which has already hit Bharti Airtel's profits and is poised to hit Idea as well. The telco is expected to post its first ever net loss in the quarter ended December.

With the merger of Idea and Vodafone, it will create a formidable entity. The combine will have a 43% revenue market share and over 390 million subscribers, in comparison to Bharti Airtel's 33% market share and 266 million subscribers. As of March 31, 2016, the combined Idea-Vodafone revenues were Rs 80,400 crore. While this was less than Bharti Airtel's consolidated revenues of Rs 96,532 crore, it was more than its India revenues of Rs 70,843 crore.

On the flip side, the combined entity will have a debt of Rs 72,000 crore. The suffocation is also felt by the Airtel too from the JIO. Airtel is India's largest wireless operator with over 269 million subscribers and a revenue market share of over 33 per cent. Airtel will take over Telenor India's spectrum, licenses and operations, including its employees and customer base of 44 million. Telenor's operations and services will continue as normal until the completion of the transaction. Telenor ASA has on 23 February 2017 entered into a definitive agreement with Airtel, whereby Airtel will take full ownership of Telenor India. All these mergers and acquisitions are done to compete with JIO.

## FINDINGS

- In Kautilya's Arthshashtra it was stated that to run an organization the work should be given to those people who are having previous knowledge's and who can play his role and responsibility honestly, in the case of JIO we have found that the top management position is afield with talent, experience and better leadership qualities.
- In Kautilya's Arthshastra it was stated that no organization, the country can survive if they are not lead by a better leader who is futuristic, optimistic, have knowledge values that can bear role model for his subordinate. In the case of JIO Mukesh Ambani act as a good leader who is running one of the largest empires of Reliance Groups and who is creating a job which requires technological knowledge. He is providing the training to subordinate so that they can update themselves with the changing scenario of the technological environment.
- In Kautilya's Arthshashtra it was stated that the leader must use opportunistic and clever tactics for defeating the enemy. So that in return he gets to benefit in the form of wealth. In the case of JIO Mukesh Ambani uses the opportunistic tactics i.e. free 4G services for the Indian customers. The competitors were not at all aware of the plan of Reliance JIO that has to cause the shifting of the consumer base. Due to this shifting of consumer towards JIO will give the benefit of wealth to the JIO
- In Kautilya's Arthshastra it was stated that the leader must do an agreement with those who are stronger by any means. In the case of Jio has made an agreement with the Airtel Company of Rs 1200 Cr for laying the optical fiber cables.

## CONCLUSION

In this study, researcher found the resemblance of Kautilaya's teachings with the Reliance Jio. They are using the strategies which resembles with the Kautilya's teaching. The Kautilya's Arthshastra is an ancient Indian treatise on statecraft economic policy and military strategy, which is still providing the evidence of important lessons which can be used to sustain in global competition warfare. According to Mukesh Ambani leader with the blend of knowledge, values, leadership qualities, and futuristic approach and risk seeker can take the organization to greater heights which are currently being used by Reliance Jio. Arthshastra comprises of various teaching which can be used to compete in today's cut throat competition.

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# ARMED FORCED SPECIAL POWERS ACTS: A HUMAN RIGHT VIOLATION IN THE STATE OF MANIPUR

UMESHWARI DKHAR

*"Government should listen to the will of the people, not the will of the Army. I am also a human being, as a human being I have the right to happiness and freedom,"*

*Irom Sharmila*

## INTRODUCTION

The Armed Forced Special Power Act (AFSPA) is an Act empowering the armed forces to deal effectively in disturbed areas. This Act came into force on September 11, 1958 and was passed by the Parliament of India. According to this Act, in an area that is proclaimed as "disturbed", an officer of the armed forces has powers to:

- Any premise in order to make such arrests. Fire upon or otherwise use force, even to the causing of death, against any person who is acting in contravention of any law against assembly of five or more persons or possession of deadly weapons.
- To arrest without a warrant and with the use of necessary force anyone who has committed certain offenses or is suspected of having done so.
- To enter and search

In 1951, The Nagas, who inhabited the Naga Hills of Assam and Manipur, had opposed the merger of their area with that of India on the grounds that they were racially and socio-politically different from the Indians. They claimed to have conducted a free and fair plebiscite in which 99 percent Nagas reportedly voted for a Free Sovereign Naga Nation. They boycotted the first general election of 1952, thereby demonstrating their non-acceptance of the Indian Constitution and started committing violent acts against the Indian state. In order to deal with this rebellion, the Assam government imposed the Assam Maintenance of Public Order (Autonomous District) Act in the Naga Hills in 1953. When the situation worsened, Assam deployed the Assam Rifles in the Naga Hills and enacted the Assam Disturbed Areas Act of 1955. In May 1958, Dr. Rajendra Prasad, the then President of India, in response to the continued unrest in the northeastern territories of the union, including self determination activities by Naga tribes that spilled over into the state of Manipur, promulgated the Armed Forces (Assam and Manipur) Special Powers Ordinance.

This paper is divided into five parts. Second part gives an overview of the History of Armed Forced Special Powers Act 1958: with Special Reference to State of Manipur. Third parts deal with Armed Forced Special Power Act and Human Right Violation. The fourth parts Critically Analysis the Enactment of Armed Forced Special Power Act in State of Manipur. The last part is conclusion and respectively gives some recommendation.

## HISTORICAL BACKGROUND

### ARMED FORCED SPECIAL POWERS ACT 1958

The origins of the Armed Forces (Special Powers) Act, 1958 can be traced to the Armed Forces (Special Powers) Act of 1948. The latter in turn was enacted to replace four ordinance- the Bengal Disturb Areas (Special Powers of Armed Forces) Ordinance; the

Assam Disturb Areas (Special Powers Of Armed Force) Ordinance; The East Bengal Disturbed Areas (Special Powers of Armed Forces) Ordinance; the United provinces Disturbed Areas (Special Powers of Armed Forces) Ordinance- invoked by the central Government to deal with the internal security situation in the country in 1947.

The Armed Forces Special Power Act of 1948, as a matter of fact, was modeled on the Armed Forces Special Powers Ordinance of 1942, promulgated by the British on August 15, 1942 to suppress the 'Quit Indian Movement'.

Later, the Armed Forced (Special Powers) Act of 1958 was repealed in 1957, only to be resurrected a year later in 1958. In 1951, The Nagas, who inhabited the Naga Hills of Assam and Manipur, had opposed the merger of their area with that of India on the grounds that they were racially and socio-politically different from the Indians. They claimed to have conducted a free and fair plebiscite in which 99 percent Nagas reportedly votes for a Free Sovereign Naga Nation. They boycotted the first general election of 1952, thereby demonstrating their non-acceptance of the Indian Constitution and started committing violent acts against the Indian state. In order to deal with this rebellion, the Assam government imposed the Assam Maintenance of Public Order (Autonomous District) Act in the Naga Hills in 1953. When the situation worsened, Assam deployed the Assam Rifles in the Naga Hills and enacted the Assam Disturbed Areas Act of 1955. In May 1958, Dr. Rajendra Prasad, the then President of India, in response to the continued unrest in the northeastern territories of the union, including self determination activities by Naga tribes that spilled over into the state of Manipur, promulgated the Armed Forces (Assam and Manipur) Special Powers Ordinance. Apart from Northeast India, the Armed Forces Special Powers Act, has been imposed in Two others states viz. Punjab and Jammu and Kashmir with suitable adaptations.

### **THE ARMED FORCES (PUNJAB AND CHANDIGARH) SPECIAL POWERS ACT 1983**

From the year 1983 to 1977, Punjab state was declared disturbed and was subjected to the Armed Forced (Punjab and Chandigarh) Special Power Act. During this period, tens of the thousand people died during a separatist Sikh rebellion and the counterinsurgency launged by the Indian government in response. Sikh militant were responsible for the serious human rights abuses during the insurgency which paralyze the economy and led to widespread extortion and land graps. Non-resolution of the demands such as a larger share of water for irrigation and the return of Chandigarh to Punjab further intensified the disaffection against the central government. It was however, the demand for a separate Khalistan for Sikhs in 1982 that brought matters to boil. The struggle for the hegemony among various Sikhs factions as well as the simultaneous rebellion against the central government worsened the security situation. In the stateforcing the Punjab and the Chandigarh Government to declare the whole state as well as the city of Chandigarh as a disturb areas under the Punjab Disturbed Areas Act and the Chandigarh Disturbed Areas At of 1983.

### **THE ARMED FORCES (JAMMU AND KASHMIR) SPECIAL POWERS ACT, 1990**

Even as the Sikh militant campaign was reaching its height in Punjab, an armed separatist movement started in Kashmir in 1989. Kashmir has been a bone of contention between India and Pakistan over which both countries have fought four wars. On September 11, 1990, the central government enacted the Armed Forces (Jammu and Kashmir) Special Powers Act and enforced it retrospectively from July 5 1990. As per the Act stated that the armed forces would be used to aid the civil administration in

the disturbed area to prevent terrorist acts directed towards striking terror in the people as well as any activity that endangered the territorial integrity of the country or sought the secession of a part of the territory of India or insulted national symbols such as the Constitution, the national anthem or flag.

### **ARMED FORCED SPECIAL POWERS ACTS AND HUMAN RIGHT VIOLATION**

The study of Armed Forces Special Powers Act (AFSPA) can also be studied under the light of Human Right Law. AFSPA has been examined through the prism of human right in the light of constitution provisions, while the human rights perspective has been taken by the BP Jeevan Reddy Committee. The Supreme Court has pronounced on its constitutional validity in its 1998 judgement on the case of *Naga People's Movement of Human Right v Union of India*. The Act empowers the central government and the governor of the state to declare any area within their territory as disturbed based on their judgments.

Human rights are the rights and freedoms that the people are entitled to. They spring from the concept of natural rights. But even after sixty years, the Universal Declaration of Human Rights is still a dream than a reality. In Manipur we see individuals being:

- Tortured or abused
- Subjecting to unfair trials
- Restricted in their freedom of expression.

This is not the end. Women and children are marginalized in numerous ways. Press is not free. Dissenters are silenced. Human rights abuses in Manipur have been an ongoing issue. AFSPA is a controversial legislation as the Indian Armed forces have abused the power through privileges conferred in the Act by using it as a manipulative tool to conduct 'killings, torture, cruelty, inhuman and degrading treatment and enforced disappearances'. The continued application of the Act in Manipur has led to numerous local protests, with the most notable being that of Irom Chanu Sharmila, a civil rights activist, who has been nicknamed as the 'Iron Lady of Manipur'. Following the Malom Massacre on 02.11.2000 by the 8th Assam Rifles, Sharmila has been undertaking a hunger strike since 5th November, 2000 till date with much international attention. Sharmila was stirred by the act of gunning down 10 civilians including an 18-year old National Child Bravery Award winner. In July, 2004, the Nation was rocked by the protest of a group of Manipuri women who marched upto an Assam Rifles based at Imphal (Kangla), stripped them naked and raised a scaring banner: 'Indian Army Rape Us'. They were protesting the rape, torture and murder, a fortnight earlier, of Thangjam Manorama, who was picked up from her house in the night by the Assam Rifles. Manorama was found dead on 11th July, 2004. A young man, Chungkham Sanjit was shot dead by a heavily armed detachment from Manipur's Rapid Action Force, popularly known as Manipur Police Commandos (MPC). Contrary to the official version, Sanjit was standing calmly as the MPCs frisked him. In the same police firing, a pregnant bystander, Rabina Devi was also killed and five others injured. A lawyer in Gauhati High Court's Imphal Branch said that Sanjit was not an insurgent on the run. The court had lifted his periodic appearances. He was a freeman. There were also insignificant inconsistencies in police version of the recovery of weapon. First, they said it was flung away by the fleeing militant. Then they said it was recovered from him.

**Fake Encounters:** There is countless number of fake encounters in Manipur against which numerous petitions have been filed with the National Human Rights Commission. In 2009, over 450 people were shot dead by security personnel in Manipur, this surpassing Jammu & Kashmir. At an average, Manipur is creating 300 widows every year. One observes that life in Manipur is very cheap. You are alive because you are lucky. On the other hand, there have been repeated reports of insurgent groups in Manipur kidnapping young children to bolster their ranks with child soldiers. They are then taken and recruited.

**Violation of Right of Democracy:** The Universal Declaration of Human Rights, Article 21-Right to Democracy states-Everyone has the right to access to public service in his country. But in Manipur, this is grossly violated. Merit is overlooked, Money and backing is the top priority. Foul may be fair and fair may be foul. There is no competition, only favoritisms rules.

**Miscellaneous Violations:** Reports of abduction, ransom demand, rape, killings, etc, are very regular in Manipur. But rigorous investigations and befitting punishments are always waiting. One cannot forget, Lungnila Elizabeth, a little girl of Little Flower School, who was abducted, killed and dumped in a ditch.

In conformity with the UN Human Rights Council's resolution, 18 June 2007, the Committee on Human Rights (COHR), Manipur which is an apex representative human rights organization constituted by NGOs and civil society organizations of the state of Manipur, takes the opportunity to submit this report on the human rights situation in Manipur in India's North East, with particular reference to the ongoing, gross human rights violations that the people of Manipur has been subjected to since the forcible annexation of sovereign Manipur into dominion of India on 15 October 1949 till date. The COHR has led mass movements in Manipur from 1993 by addressing the human rights violations in Manipur and continues to relentless campaign for justice and protection of human rights; it had submitted an alternate report to the UN Human Rights Committee in consideration of Third Periodic Report of the Government of India in 1997 and it substantiates, in the following paragraphs, the failure of the Government of India [government hereafter] to fulfill its national and international human rights obligations. The report comprises three essential components, the first dealing with India's human rights obligations; the second component addressing the trend of human rights violations by the Government, and the last part, outlining the urgent appeal of COHR based on non fulfillment and systematic disregard of India's human rights obligations.

### **ENACTMENT OF AFSPA IN STATE OF MANIPUR: A CRITICAL STUDY**

The Manipurians have been on a long campaign for the repeal of the AFSPA, by engaging in an act like self-immolation and stepping naked in front of an army camp. The Irom Sharmila, a human right activist, has been on a fast until death since 2000, kept alive by being force-fed by doctors while in judiciary custody.

The Opposition of the AFSPA came to a head following the killing of Thangjam Manorama Devi in July 2004. After being arrest by members of the Assam Rifles, Manorama was found dead near her house in the Ngariayan area the next morning. She had been shot through the lower half of her body, leading to suspicious that bullet wounds had been used to hide evidence of rape. For several weeks following Manorama's killing, ordinary Manipurians joined in protest demonstrations calling for repeal of the AFSPA.

Indian Prime Minister Manmohan Singh eventually responded by setting up the Justice B.P. Jeevan Reddy Committee to review the AFSPA. The committee recommended repeal of the Act in its reports submitted on June 6, 2005. The government has yet to act upon the committee's recommendation.

### CRITICAL STUDY

**The Right to Life:** Is violated by section 4(a) of the AFSPA, which grants the armed forces power to shoot to kill in law enforcement situation without regard to international human right law restrictions on the use of lethal force. Lethal force is broadly permitted under the AFSPA if the target is part of an assembly of five or more persons, holding weapons, or "carrying things capable of being used as weapons." The term "assembly" and "weapon" are not defined.

**The Right to Liberty and security of Person:** Is Violated by section 4(c) of the AFSPA, which fails to protect against arbitrary arrest but allowing soldiers to arrest anyone merely on suspicion that a "cognizable offence" has already taken place or is likely to take place in future. Further, the AFSPA provides no specific time limit for handing arrest person to the nearest police station. Section 5 of the AFSPA vaguely advises that those arrested be transferred to police custody "with the least possible delay."

**The Right to Remedy:** Is violated by section 6 of the AFSPA, which provides officers who abuse their powers under the AFSPA with immunity from legal accountability. This section of the AFSPA prohibits even state government from initiating legal proceedings against the armed forces on behalf of their population without central government approval. Since such a sanction is seldom granted, it has in effect provided a shield of immunity for armed forces personnel in serious abuses.

Right to be free from torture, and arrest from cruel or degrading treatment in practice the AFSPA also facilitates violation of the right to be free from tortured from cruel or degrading treatment. Since the AFSPA provides powers to arrest without warrant and then detain serrated persons for unspecified amounts of time, the armed forces routinely engaged in torture and other ill-treatment during interrogation in army barracks.

Areas declares "disturbed" under the AFSPA over the past 50 years vary significantly accorded to their conflict history, ethnic constituency, and level of militancy. However, the entire area share a common experience of widespread human rights abuses during the imposition of the AFSPA. The AFSPA has also had the opposite effect to that intended by the Indian Government' in each state where the AFSPA has been implementation and soldiers have been deployed, the armed forces have become a symbol of oppression and an object of hate.

Human right violations have served to fuel conflicts and act as a recruiting sergeant for militant groups in many parts of the country. Arbitrary detention, torture, and the killing of peaceful critics have had the effect of closing democratic and peaceful paths of opposition, forcing organization underground and fueling a growth in militancy. It is estimated that over 70 armed opposition groups may be operating across the northeast alone. While the conflict has died down in Punjab, there are numerous militant groups operating in Jammu and Kashmir. Many militant groups have responsible for human rights abuses, including torture, indiscriminate killing with bombs and landmines, hostage taking, and targets attacks upon civilians' regarding as

“enemies”. Human right watch has called on all militant groups to cease attacking civilians and ensure compliance with international humanitarian law.

## CONCLUSION

Concluding this paper we can say that the AFSPA Act is essentially an emergency legislation and therefore, by definition, its temporal scope of application and should be limited and clearly defined. The prolonged application of emergency legislation sustains, reinforce or even creates the exceptional state that may justify emergencies, and therefore become the cause rather than the effect of the prevailing situation. It must be kept in mind that the Armed Forces of the Union viz., the army, navy, and the air force are meant to ensure the defence of the Union and all its parts. In others words, the armed forces are meant to guard our borders against any aggression by any foreign power or foreign agency, irrespectively of the manner in which such aggression is perpetrated. The armed forces are trained and are equipped for this purpose. However, this is only for a temporary phenomenon. Therefore the deployment of the armed forces for the said purpose should be undertaken with great care and circumspection. And unless it is absolutely essential for the aforesaid purposes, the armed forces of the union should not be so deployed. Some of the recommendations are:

- To Repeal the AFSPA Act in it's entirely and with immediate effect.
- Ensure the effective investigation and prosecution of Human rights violations committed in Manipur and other disturbed areas under the AFSPA Act and provide effective access to justice and reparation for the victim of such violence
- The deployment of armed forces should be undertaken with great care and circumspection. Unless urgent need for such deployment it should not be enforce as too frequent a deployment carries with it the danger of such forces and may lead to the brutalization of such forces.

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# CHALLENGES OF CARTELS TO A BUSINESS

SUDHIR KUMAR SAKLANI

*People of the same trade seldom meet together, even for merriment and diversion, but the conversation ends in a conspiracy against the public, or in some contrivance to raise prices.*

– Adam Smith

## INTRODUCTION

Profit maximization *versus* wealth maximization is one of the common and crucial dilemmas in the management discipline. According to classical economists, profit maximization is the only objective of organizations, whereas, the modern approach does not curtail to profit maximisation, rather focuses on maximization of wealth. To attain its objective(s), business uses various methods. In their pursuit to eliminate competitors, businesses either adopt fair means (producing high quality products, being cost efficient, developing efficient systems, adopting advanced technologies, etc.) or indulge in unfair means (carrying out restrictive business practices – such as predatory pricing, exclusive dealing, tied selling, abuse of dominant position, etc.). In addition to these means, tendency amongst businesses to detest competition is prevalent, as it drives away profits and takes away their freedom over market activities, like, output and pricing from their control. In any market therefore, competing businesses have an incentive to coordinate their output and pricing activities, to mimic like a monopoly, in order to increase their collective and individual profits. Such practices artificially decrease or even eliminate the natural level of competition in the market. Some of the research questions are:

- Are collusion happens naturally amongst competitors?
- What are the benefits and harms of collusion to a business?
- What measures business should take to avoid being a party to cartel?

The researcher examined a number of books, journals, reports, cases, newspapers and websites dealing with the subject of competition law from various angles. By surveying the existing literature, it is clear that cartels are omnipresent and widely prevalent in India. However research done on cartels in India, is limited. Some of the books or articles relate to similar work, but these have covered different aspects than the topic of the current study.

The study helped to understand cartels, their benefits and harms, and the various measures a business should take to avoid being a party to cartel.

## RESEARCH METHODOLOGY

The study is multi-dimensional in approach and adopts the doctrinal method. The study mainly depends on primary sources like Statutes, Committee Reports, important cases decided on subject matter; and on secondary sources like books, journals and websites, etc.

## RESULTS AND FINDINGS

### WHAT IS CARTEL?

In simple words, cartel refers to collusion amongst businesses at the same level. Such collusion aims to maximise profits by mimicking a monopoly. Cartel conduct includes practices pertaining to price fixing, limiting output, market sharing and bid rigging.

Cartel is one of the most complex business phenomena. Cartel conceive and work in secrecy. Cartel conduct may be through any arrangement, understanding or action in concert, irrespective whether the same is formal or in writing or not. Even a nod or a wink is enough to create cartels. Cartels use different mechanisms like regular monitoring, use of sanctions against cheaters, settlements etc. in order to survive.

### WHAT DO NOT CONSTITUTE CARTEL?

There are exceptions to the general rule, i.e. agreements by way of joint ventures, if increase efficiency in production, supply, distribution, storage, acquisition or control of goods or provision of services does not fall within the contours of cartel. Further, reasonable use of intellectual property rights and any collusion meant exclusively for exports also has exemption from the provisions relating to cartel under the Act. However, acts taking place outside India, but having an effect on competition in India are under the purview of cartel law of India.

### TYPES OF CARTEL

Cartels exist at both domestic and at international levels. An international cartel consists of a group of producers of a certain commodity located in various countries. Such cartel can be at the level of Governments or between private producers/service providers. A domestic cartel on the other hand involves an agreement among competing firms in a particular sector in the same country. Cartels are ubiquitous, i.e. Industry specific, Procurement (Private or Government), Sectors specific – like cement, auto, insurance, films & television, sports, pharmaceutical, transport, banking and finance, education, etc.

### CONDITIONS CONDUCIVE TO FORMATION OF CARTELS

Some of the conditions, which are conducive to formation of cartels, are; highly concentrated markets with few competitors, high entry barriers, similar production costs, excess capacity, constant conditions of supply and demand, and homogeneous and fungible products. Easy concealment of collusion, players competing with each other repeatedly, high dependence of the consumers on the product, active trade association, history of collusion, low levels of penalties, and lax enforcement of competition laws are a few other factors that are conducive to the formation of cartels.

### REQUIREMENT OF COMPETITION LAW

Where competitors are restraining competition, the question arises whether the situation is likely to correct itself or not. Will the invisible hand of competition will work or not? If not, then there is a reason to have additional tools to encourage effective competition or to prevent socially acceptable outcomes. There comes the need for competition law, which provides a set of tools to prevent market failure and preserve a market environment in which competition can flourish. The objective of competition law is to protect the process of competition and maximization of consumer welfare by forcing sellers/producers to, offer consumers a great choice of high-quality products and services at low prices.

### **BENEFITS OF CARTEL**

Cartel helps businesses to reach monopoly level, earn supra-normal profits, and witness a spurt in the growth of income.

### **HARMS OF CARTELS**

Cartels are anti-thesis to the competition law. For the consumers, they results in higher prices, poor quality and reduced choices to the disadvantage of consumers as well as to curtail the incentive for innovation and quality. They create an unfavorable effect on the market and are against the ethos of free and fair competition. For a business, cartels create x-inefficiency, penalties are hefty and painful, and goodwill loss is enormous and difficult to measure. Cartels in addition to creating loss to public exchequer also create deadweight loss, thus, detrimental to the growth of economy. Further, the impact of cartels is not limited to the boundaries of one country; sometimes impact is on many countries. According to Organisation for Economic Co-operation and Development "OECD", the average overcharge in cartels is somewhere in the 20 to 30 percent range, with higher overcharges for international cartels than for domestic cartels.

### **SERIOUSNESS AGAINST CARTELS**

*"The competitor is our friend and the customer is our enemy"* was the motto of world famous lysine cartel. Cartels are regarded as the most pernicious violation of competition law. Mario Monti described cartels as cancer on the open market economy. The US Supreme Court in a case stated that cartels are 'the supreme evil of antitrust'. As per OECD, cartels are the most egregious of all competition law violations and it places them high on its agenda. In other words, cartels are nothing short of thefts.

For these reasons, the competition authorities world over impose higher penalties on cartels than other competition law violation, even in some countries, cartels are considered as a criminal offence.

### **CARTELS AND INDIAN COMPETITION REGIME**

In India, cartels are not considered as a criminal offence; however, they are presumed to have appreciable adverse effect on competition and are *per se* illegal. Competition Law and Market Watchdog in India is Competition Commission of India (hereinafter referred as "the Commission") considered cartels as one of the major contemporary challenges. Cartels are the most pernicious form of competition law violation and their deleterious effect on markets, competition and consumer interest are well established.

### **CARTEL CASES AND PENALTY THEREON IN INDIA**

The Competition Act, 2002 prescribes that the Commission may impose on each member of the cartel a penalty of up to 3 times of its profit for each year of the continuance of such cartel or 10% of its turnover for each year of continuance of such cartel, whichever is higher. In case an enterprise is a 'company', its guilty directors or officers are also liable to be proceeded against.

As on 31<sup>st</sup> March 2019, the Commission has issued final orders / decisions in more than 950 cases; it has passed around 169 orders that have contained substantive discussions on cartelisation under Section 3(3) of the Act. In 58 cases, the Commission imposed monetary penalty on infringers. If we just see the quantum of penalties in some of the cases relating to cartels in India, we would be able to understand the gravity of the problem. The Commission has imposed more than Rs. 15,600 crores monetary penalties in cartel cases, however, a very meager amount has been realised. It may be due to this

reason that most of the orders of the Commission were/are under appeal before the National Company Law Appellate Tribunal “NCLAT” (it is worth noting that earlier the Competition Appellate Tribunal “COMPAT” was dealing with appeals in competition cases), or under challenge before various High Courts or at the Supreme Court.

### **CARTEL DETECTION**

There has always been a problem concerning detection and prosecution of cartels. Detection and prosecution of cartels (in advanced countries) is only around fifteen to twenty percent, which gives a rough indication of their high incidence. In comparison, detection has been much lower in the developing world. This, arguably, was not due to the fact, that cartels are less common in the developing economies like India, but because the competition authorities have not been well equipped to tackle cartel conduct, there is limited capacity of competition authorities to investigate and unearth evidence.

### **LENIENCY MECHANISM**

The Competition Act empowers the Commission to grant leniency by levying lesser penalty on a member of the cartel who provides full, true and vital information pertaining to cartel. The leniency scheme would be helpful in detecting and prosecuting cartels, if effectively and dynamically implemented. In advanced jurisdictions, leniency mechanism are very successful, however, India is an exception. As of now, completing about 10 years of leniency mechanism in existence, Indian competition authority is struggling to get whistle blowers, and has decided only 4 cases through leniency mechanism, the best method to detect cartels.

### **SUGGESTIONS TO BUSINESS**

Business should avoid any conduct, which may result into cartels. Some suggestions to business community are as under:

- Businesses should not discuss, enter into any agreement or indulge in any joint activity with a competitor on any matter concerning the price(s) or quantity (ies) offered/supplied or the conditions on which they are offered. The business should avoid arrangements especially in respect of:
  - prices or quantities
  - marketing/distribution/supply
  - production/development
  - sharing of market or customers, of goods or provision of services.
- Businesses should also restrict themselves from sharing any similar information with industry associations.
- Before entering into any major business transaction with competitor(s), businesses should conduct detailed due diligence exercise.
- Businesses may develop a competition compliance programme to prevent violation of competition law.
- Businesses may also conduct training programmes on competition compliance for its directors, officers and employees.
- Businesses may designate specially trained officers to keep a bird's eye on competition law compliance and infringements.

## CONCLUSION

The Commission uses various methods while detecting and prosecuting cartel conduct, i.e. leniency mechanism, dawn raids, screens, etc. The awareness of competition law and especially of cartel is very limited despite specific provisions on advocacy in the Act. However, ignorance of law is no excuse, as businesses should be well aware of the laws of the land.

The resultant losses of cartels are enormous than the benefits. The cartels create inefficiency, in long run, and firms with cartel conduct are unable to cope with efficient firms; if captured, apart from hefty penalties; the loss of goodwill is enormous. Therefore, a business must deter to enter into cartels, and work in line with ethos and comply with laws, in order for it to flourish, along with the economy, and the Nation for an inclusive world order.

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Section 3(3) “any agreement entered into between enterprises or associations of enterprises or persons or associations of persons between any person and enterprise or practice carried on, or decision taken by, any association of enterprise or association of persons, including cartels, engaged in identical or similar trade of goods or provision of services, which –

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## APPENDIX

**Appendix 1:** Details of penalty (higher amount) in cartel cases imposed by the Commission are as under:

| Date of order     | Case No.                        | Parties to the Case                                                                                                                         | Amount of Penalty (Rs. Lakh) |
|-------------------|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| 18 September 2018 | 21, 29, 36, 47, 48 & 49 of 2013 | India Glycols Limited Informant v. Indian Sugar Mills Association and Ors.                                                                  | 3,805.22                     |
| 30 August 2018    | Suo-Motu 02/2017                | Re: Anticompetitive conduct in the Dry-Cell Batteries Market in India                                                                       | 964.06                       |
| 12 July 2018      | 65, 71, 72 of 2014 & 68 of 2015 | M/s. Alis Medical Agency and Ors. v. Federation of Gujarat State Chemists & Druggists Associations                                          | 4,655.66                     |
| 11 July 2018      | Suo-Motu 02/2013                | Re: Cartelisation by broadcasting service providers by rigging the bids submitted in response to the tenders floated by Sports Broadcasters | 2,236.00                     |
| 19 April 2018     | Suo-Moto 02/2016                | Cartelisation in respect of zinc carbon dry cell batteries market in India v. Eveready Industries India Ltd & Ors.                          | 21,381.00                    |
| 7 March 2018      | 30/2013                         | Express Industry Council of India v. Jet Airways (India) Ltd. & Others                                                                      | 5,436.00                     |
| 10 January 2018   | 61/2013                         | Surendra Prasad v. Maharashtra State Power General Co. Ltd. and Ors.                                                                        | 13,568.00                    |
| 14 September 2017 | 34/2015                         | Western Coalfields Limited v. SSV Coal Carriers Private Limited                                                                             | 1,181.71                     |
| 19 January 2017   | Ref. Case No. 05/2013           | Director, Supplies & Disposals, Haryana v. Shree Cement Limited & Ors.                                                                      | 20,573.00                    |
| 18 January 2017   | Suo moto 03/2014                | Re: Cartelization in respect of tenders floated by Indian Railways for supply of Brushless DC Fans and other electrical items.              | 247.86                       |
| 31 August 2016    | 29/2010                         | Builders Association of India v. Cement Manufacturers' Association & Ors.                                                                   | 6,31,732.00                  |
| 31 August 2016    | RTPE 52/2006                    | Re: Alleged cartelisation by Cement Manufacturers v. Shree Cement Limited & Ors.                                                            | 39,751.00                    |
| 28 July 2016      | 71/2013                         | M/s Maruti & Company v. Karnataka Chemists & Druggists Association and Ors.                                                                 | 7,304.60                     |

|                  |                     |                                                                                                                                                                                                                                                                             |           |
|------------------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1 December 2015  | 28/2014             | Mr. P. K. Krishnan v. Mr. Paul Madavana, Divisional Sales Manager, M/s Alkem Laboratories Limited                                                                                                                                                                           | 7,467.46  |
| 17 November 2015 | 30/2013             | Express Industry Council of India v. Jet Airways (India) Ltd. & Others                                                                                                                                                                                                      | 25,791.00 |
| 10 July 2015     | Suo Moto<br>02/2014 | Re: Cartelization by public sector insurance companies in rigging the bids submitted in response to the tenders floated by the Government of Kerala for selecting insurance service provider for Rashtriya Swasthya Bima Yojana And. National Insurance Co. Ltd. and Others | 67,105.00 |
| 5 February 2014  | Suo Moto<br>03/2012 | Re: Alleged cartelization in the matter of supply of spares to Diesel Loco Modernization Works, Indian Railways, Patiala, Punjab                                                                                                                                            | 6,231.00  |
| 6 August 2013    | 01/2012             | Director General (Supplies & Disposals) v. Puja Enterprises and others                                                                                                                                                                                                      | 625.43    |
| 24 February 2012 | Suo Moto<br>03/2011 | Re: LPG Cylinder manufacturers                                                                                                                                                                                                                                              | 1,658.60  |
| 16 April 2012    | 06/2011             | Coal India Ltd. v. Gulf Oil Corporation Ltd. and Ors.                                                                                                                                                                                                                       | 5,882.65  |
| 23 April 2012    | Suo Moto 2/2011     | Re: Aluminium Phosphide Tablets Manufacturers                                                                                                                                                                                                                               | 31,791.00 |

**Appendix 2** Competition Commission of India (2018).Cartel Enforcement and Competition – ICN Special Project. New Delhi, CCI. The data pertaining to decisional trends expanded based on recent orders of the Commission.

| Year  | Section 26(2) | Section 26(6) | Section 27 | Total |
|-------|---------------|---------------|------------|-------|
| 2009  | 0             | 0             | 0          | 0     |
| 2010  | 2             | 1             | 0          | 3     |
| 2011  | 13            | 10            | 4          | 27    |
| 2012  | 6             | 4             | 14         | 24    |
| 2013  | 5             | 3             | 8          | 16    |
| 2014  | 10            | 2             | 8          | 20    |
| 2015  | 10            | 4             | 13         | 27    |
| 2016  | 7             | 2             | 3          | 12    |
| 2017  | 5             | 1             | 9          | 15    |
| 2018  | 7             | 2             | 12         | 21    |
| 2019* | 2             | 0             | 2          | 4     |
| Total | 67            | 29            | 73         | 169   |

\* Upto 31 March 2019.

# COMPARATIVE ANALYSIS OF CORPORATE GOVERNANCE PRACTICES IN INDIA AND WORLD

KAMAL SINGH DOGRA

## INTRODUCTION

Corporate Governance may be defined as “A set of systems, processes, and principles which ensure that a company is governed in the best interest of all stakeholders.” It ensures Commitment to values and ethical conduct of business, Transparency in business transactions, Statutory and legal compliance, adequate disclosures and Effective decision making to achieve corporate objectives. In other words, Corporate Governance is about promoting corporate fairness, transparency, and accountability. Good Corporate Governance is simply Good Business.

According to Standard and Poor “Corporate Governance is the way a company is organized and managed to ensure that all financial stakeholders receive a fair share of the company’s earnings and assets.” according to Institute of Company Secretaries of India Corporate Governance is the application of best Management Practices, Compliance of Laws in true letter and spirit and adherence to ethical standards for effective management and distribution of wealth and discharge of social responsibility for sustainable development of all stakeholders. *‘Corporate governance includes ‘the structures, processes, cultures, and systems that engender the successful operation of organizations’.* It includes mainly three components i.e. transparency, accountability and security. Transparency] simply means company have nothing to hide from its stakeholders. Accountability means ownership of one’s actions whether good or bad; thus, accountability for failing and for accomplishment. Security means safety and security of shareholder’s fund, without proper security investors may have tuff time ahead. All scandals and breaches bring down value of shares.

## CHRONOLOGY OF CORPORATE GOVERNANCE NORMS

corporate governance is not very old phenomena. It was in late 1980’s that for the first time there was a going awareness and a serious concern in the trade and business community in the UK that all was not well with the system of corporate management. A formal set of rules and recommendation was made available on recommendations of Cadbury committee only in 1992. In India 1<sup>st</sup> attempt was made by CII in 1999 by forming a committee under chairmanship of Rahul Bajaj.

**Corporate governance norms development process in the world:** The real genesis of the corporate governance lies in the business scams and failures. The Junk Bond Fiasco in USA and the failure of Maxwell, and Polypeck in UK Resulted in the Treadway Committee in USA and the Cadbury Committee in UK on corporate governance. A number of committees were set up to look into various aspects of corporate governance throughout the world. Keasey, *et al.* 1997, ‘Introduction: The corporate governance problem -competing diagnoses and solutions,’ In K. Keasey, S. Thompson and M. Wright, Corporate Governance: Economic, Management, and Financial Issues. Oxford University Press

| International scenario at a glance |                                                                        |                                                                                                                                               |
|------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Year                               | Name of committee/body                                                 | Area/Aspects covered                                                                                                                          |
| 1992                               | Sir Adrian Cadbury Committee, UK                                       | Financial Aspects of Corporate Governance                                                                                                     |
| 1994                               | Mervyn E. Kings Committee, South Africa                                | Corporate Governance                                                                                                                          |
| 1995                               | Greenbury Committee UK                                                 | Directors' Remuneration                                                                                                                       |
| 1998                               | Hampel Committee, UK                                                   | Combine Code of Best Practices                                                                                                                |
| 1999                               | Blue Ribbon Committee, Us                                              | Improving the Effectiveness of Corporate Audit Committees                                                                                     |
| 1999                               | OECD (Organization for Economic Cooperation and Development)           | Principles of Corporate Governance                                                                                                            |
| 1999                               | CACG                                                                   | Principles for Corporate Governance in Commonwealth                                                                                           |
| 2003                               | Derek Higgs Committee, UK                                              | Review of role of effectiveness of Non-executive Directors                                                                                    |
| 2003                               | 2003 ASX Corporate Governance Council, Australia                       | Principles of Good Corporate Governance and Best Practice Recommendations.                                                                    |
| 2008                               | UNCTAD Guidelines on Good Practices in Corporate Governance Disclosure | Corporate reporting, Discharge of Board duties in the interest of shareholder                                                                 |
| 2010                               | OECD                                                                   | White paper on corporate governance                                                                                                           |
| 2012                               | Singapore corporate governance code                                    | recommends a majority of Independent Directors when the chairman of the Board is not independent                                              |
| 2014                               | Japan                                                                  | Japanese Prime Minister announced the goal of increasing the percentage of women in executive positions at Japanese companies to 30% by 2020. |

### CORPORATE GOVERNANCE INITIATIVES IN INDIA

There are various committees formed with a view to reform the Corporate Governance in India since 1990s. Some of the committees and their recommendations are highlighted below.

| Indian scenario at a glance |                                                                                 |                                                                                                                                                                                                       |
|-----------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year                        | Committee/body                                                                  | Areas / Aspects Covered                                                                                                                                                                               |
| 1998                        | Confederation of Indian Industry (CII) Desirable Corporate Governance – A Code  | Protection of Investor Interest, Promotion of transparency, Building International standards in terms of disclosure of information                                                                    |
| May 1999                    | May 1999 Report of the Committee (Kumar Manglam Birla) on Corporate Governance? | Responsibilities and Obligations of the board and the management in Instituting the systems for good corporate governance. Disclosures to be made mandatory and to be published in the annual report. |
| 2000                        | SEBI Clause 49 of Listing Agreement. Mandatory                                  | Mandatory disclosures along with Annual Report.                                                                                                                                                       |

|               |                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                          |
|---------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | disclosure along with Annual Report.                                                                                          |                                                                                                                                                                                                                                                                                                                                                          |
| November 2000 | Report of the task force on Corporate Excellence through Governance<br>Corporate Governance in India: A status report         | Best Practices in Corporate Governance: An Indian and International Position Review.<br>Corporate Citizenship and Social Responsiveness<br>Legislation, Regulation and Voluntary Initiatives, Recommendations relating to Corporate Governance matters,<br>Proposal for setting up a Centre for Corporate Excellence.                                    |
| March 2001    | RBI – Report of the advisory group on Corporate Governance: Standing Committee on International Financial Standards and Code. | The comparison of the status of corporate governance in India vis a vis the internationally recognized best standards.                                                                                                                                                                                                                                   |
| April 2002    | RBI Report of the consultative Group of Directors of Banks/Financial Institutions                                             | Supervisory Role of Board of Banks and Financial Institutions. Feedback on the functioning of the boards, compliance, transparency, disclosures, audit committee etc.                                                                                                                                                                                    |
| December 2002 | Report of the committee (Naresh Chandra) on Corporate Audit and Governance Committee                                          | The statutory auditor company relationship, rotation of statutory audit firms/partners, procedure for appointment of auditors and determination of audit fees, true and fair statement of financial affairs of companies.                                                                                                                                |
| February 2003 | N. R. Narayan Murthy – SEBI report on Corporate Governance                                                                    | Audit Committees, Audit Reports, Independent Directors, Risk Management. Directorships and Financial Disclosures.                                                                                                                                                                                                                                        |
| July 2003     | Naresh Chandra Committee II:                                                                                                  | Report of the committee on regulation of private companies and partnerships.                                                                                                                                                                                                                                                                             |
| May 2005      | The J.J. Irani Committee                                                                                                      | mainly focusing on related party transactions, management and investors education and protection, accounts and audit, board governance, minority interest, offences and penalties, access to capital, mergers and amalgamations, and restructuring and liquidation, etc                                                                                  |
| 2009 November | Recommendations for voluntary adoption, Report of the CII Task force.                                                         | The report is structured according to the different elements of corporate governance: Non-executive and independent directors, Committees of the board, Significant related party transactions, Independence of Auditors, Rotation of Audit Partners, Legal and regulatory standards, Effective and credible enforcement, Institutional investors, Media |
| December 2009 | CG Voluntary Guidelines Ministry of Corporate Affairs, Government of India.                                                   | The report is structured according to the different elements of corporate governance: Responsibilities of the Board, Audit Committee, Secretarial Audit, Institutional mechanism for Whistle Blowing.                                                                                                                                                    |
| March 2012    | Ministry of Corporate Affairs constituted a committee under the Chairmanship of Mr. Adi Godrej                                | Grievances Committee, granting of more powers to Audit Committee, Specific clause pertaining to duties of directors, Mode of appointment of Independent Directors and their tenure. Code of Conduct for Independent Directors, Rotation of Auditors and restriction on Auditor's for providing non-audit                                                 |

|                |                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                |                                                                                                          | services, Enhancement of liability of Auditors, Disclosure and approval of RPTs, Mandatory Auditing Standards etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| August 2013    | Company act. 2013                                                                                        | Board of directors and composition. Independent directors, women director, audit committee, serious fraud investigation offence, Disclosure and approval of RPTs, and corporate social responsibilities                                                                                                                                                                                                                                                                                                                                                                                                             |
| September 2015 | Securities and exchange board of India (listing obligations and disclosure requirements regulation, 2015 | prominently addresses related party transactions, vigil mechanism, board structure, Audit Committee, Nomination and remuneration committee, Stakeholders Relationship Committee, Risk Management Committee along with their composition and crucial provisions                                                                                                                                                                                                                                                                                                                                                      |
| June 2018      | Kotak committee                                                                                          | Roles of chairman and managing director at listed firms should be separated, Minimum board strength should be increased to 6 members and at least one woman should be appointed as independent director, at least half of board members to be independent directors at listed companies, while all directors must attend at least half of board meetings, shareholders' permission must for non-executive directors over 75 years of age, cash flow statement in every six months, minimum remuneration to independent directors of Rs 5 lakh per annum and sitting fee of Rs 20,000-50,000 for each board meeting. |

### COMPARISON OF CORPORATE GOVERNANCE PRACTICES IN INDIA AND THE WORLD ON THE BASIS OF MAJOR ISSUES IN SEBI (LODR) 2015

#### COMPOSITION OF BOARD OF DIRECTORS

**Major economies of the world-**Board of directors shall have an optimum combination of executive and non-executive directors with at least one-woman director and not less than fifty per cent of the board of directors shall comprise of non-executive directors.

**Indian economy-**The maximum permissible directors cannot exceed 15 in a public limited company without special resolution in general meeting of shareholders. If there is a full-time chairman, 50 percent of the directors must be non-executives and 50 percent must be executives.

#### INDEPENDENT DIRECTORS

**Major economies of the world-Asia:** Independent Directors are a requirement for listed companies in all Asian economies, where most require at least 1/3rd of the Board to be independent. The 2012 Singapore corporate governance code recommends a majority of Independent Directors when the chairman of the Board is not independent.

**US:** The Council of Institutional Investors (CII), Corporate Governance Policies state that at least 2/3rd of the directors should be independent.

**Europe:** European commission urges member states to have sufficient number of independent non-executive or supervisory directors on Board.

**G20/ OECD:** The latest principles encourage the prominent role of independent Board members. It states that, it is a good practice where remuneration policy and contracts

for Board members and key executives is handled by a special committee of the Board comprising either wholly or a majority of Independent Directors.

**Indian economy**-where the chairperson of the board of directors is a non-executive director, at least one-third of the board of directors shall comprise of independent directors and where the listed entity does not have a regular non-executive chairperson, at least half of the board of directors shall comprise of independent directors. Provided that where the regular non-executive chairperson is a promoter of the listed entity or is related to any promoter or person occupying management positions at the level of board of director or at one level below the board of directors, at least half of the board of directors of the listed entity shall consist of independent directors.

### WOMEN DIRECTORS

**Major economies of the world**-Although, there is no specific law to enforce number of women directors on the Board, following countries have taken steps to maintain the ratio of female Board representation.

**Japan:** In early 2014, Japanese Prime Minister announced the goal of increasing the percentage of women in executive positions at Japanese companies to 30% by 2020.

**UK:** UK businesses had voluntary targets first set in 2011 i.e. to have 25% women on FTSE100 (The Financial Times Stock Exchange) Boards by 2020.

**Canada:** At the Federal level, Canada currently imposed a 40% quota for female Board members of public companies.

**Brazil:** A bill pending in the Brazilian Senate would impose a 40% female quota on the Boards of state-owned enterprises by 2022.

**Europe:** The European Commission has proposed legislation that would require non-executive directors to be 40% women by 2020.

**Indian economy**-All listed companies and public companies are required to have at least a woman director on its Board. Kotak committee 2018 recommended that at least one woman should be appointed as independent director

### VARIOUS COMMITTEES

**Major economies of the world-Asia:** Committees of Boards such as audit, remuneration, and Board nomination are required in all Asian economies except Vietnam. In China, the Audit Committee is to be composed of Independent Directors only.

**Europe:** European Commission in 2005 recommended that companies set up committees on the (supervisory) Board to deal with nomination, remuneration and audit issues.

**US:** The Nominating and Corporate Governance Committee is one of the three standing committees, along with Audit Committee and Compensation Committee, required by NYSE, to be composed entirely of Independent Directors.

**G20/ OECD:** principles encourage formulation of Nomination Committee to ensure proper compliance with established nomination procedures and to facilitate and co-ordinate the search for a balanced and qualified Board.

**Indian economy:** As per Indian norms every company is requiring to formulate various Committees for better governance viz.

- Audit Committee,
- Advisory Committee,
- Nomination and Remuneration Committee,
- Stakeholder Relationship Committee

Every listed entity shall constitute a qualified and independent audit committee in accordance with the terms of reference, subject to the following: -The audit committee shall have minimum three directors as members. Two-thirds of the members of audit committee shall be independent directors. All members of audit committee shall be financially literate and at least one member shall have accounting or related financial management expertise. The chairperson of the audit committee shall be an Independent Director and he shall be present at Annual general meeting to answer Shareholder queries. The Company Secretary shall act as the Secretary to the Audit Committee.

The board of directors shall constitute the nomination and remuneration committee as follows: - the committee shall comprise of at least three directors. all directors of the committee shall be non-executive directors; at least fifty percent of the directors shall be independent directors. The Chairperson of the nomination and remuneration committee shall be an independent director. The listed entity shall constitute a Stakeholders Relationship Committee to specifically look into the mechanism of redressal of grievances of shareholders, debenture holders and other security holders. The chairperson of this committee shall be a non-executive director.

## **DIRECTORS REPORT**

### **MAJOR ECONOMIES OF THE WORLD**

**USA:** The U.S. National Association of Corporate Directors (NACD) identifies Board's role in risk oversight. Responsibilities of the Board include, establishing company's risk management policy, risk appetite, regular review of risks in relation to the risk appetite and evaluation of management response to the significant risks. Board is expected to disclose sufficient information to shareholders at least annually to enable them to assess whether the Board is functioning effectively.

**UK:** The UK Corporate Governance Code 2014 states that Board should monitor company's risk management and internal financial control systems at least annually carry out a review of their effectiveness and report on the same in the annual report. The Board should also state the methodology followed for conducting performance evaluation of the Board, its committees and individual directors. Corporate governance code for most of the countries in Europe (Italy, France, Germany), UK, APAC (China, Japan, India) state requirements of Board oversight on IFC, risk management, related party transactions, and other disclosures in their annual report.

**G20/ OECD** principles state that, the corporate governance framework should ensure that timely and accurate disclosure is made on all material matters regarding the corporation, including the financial situation, performance, ownership, and governance of the company. It says that disclosure should include, but not be limited to, material information on:

- The financial and operating results of the company.
- Company objectives and non-financial information.
- Major share ownership, including beneficial owners, rights and voting.
- Remuneration of members of the Board and key executives
- Information about Board members, including their qualifications, the selection process, other company directorships and whether they are regarded as independent by the Board
- Related Party Transactions
- Foreseeable risk factors
- Issues regarding employees and other stakeholders.
- Governance structures and policies, including the content of any corporate governance code or policy and the process by which it is implemented

### INDIAN ECONOMY

Directors' Responsibility Statement (DRS) Additional requirement on Internal Financial Controls (IFC) and legal compliance is compulsory. Inclusions of Board's Report: Risk management policy, Loans, guarantees and investments, Contracts or arrangements with related parties, formal annual evaluation of its own performance, committees and individual directors, detailed disclosures related to directors remuneration, details of significant and material orders passed by the regulators or courts or tribunals.

### RELATED PARTY TRANSACTIONS

#### MAJOR ECONOMIES OF THE WORLD

**Brazil:** IBGC Corporate Governance Code states that directors should ensure that the RPTs are conducted according to the market practices in terms of deadlines and rates and are clearly reflected in the organisation reports. There is a prohibition on the loans in favour of the controlling partner and the administrators. The operations should be based on the independent appraisal reports and information endorsed by third parties. Loans between related parties should be avoided.

**G20/ OECD:** RPTs should be approved and conducted in a manner that ensures proper management of conflict of interest and protects the interest of the company and its shareholders. Conflicts of interest inherent RPTs should be addressed through proper monitoring and disclosure.

In most jurisdictions, great emphasis is placed on the Board approval, often with prominent role for independent Board members or requirements for the Board to justify the interest of transaction for the company. Shareholders are also given a say in approving certain transactions, excluding the interested shareholders.

### INDIAN ECONOMY

In it is compulsory to formulate of RPT policy. For every company prior Board Resolution at a meeting required for specified transactions with related parties. Any exemption for transactions in ordinary course of business should be on an arm's length basis. Prior approval of Audit Committee required for all RPTs.

## CORPORATE SOCIAL RESPONSIBILITIES

### MAJOR ECONOMIES OF THE WORLD

**Canada:** In 2013, Canada launches SVX, the Social Venture Exchange, one of the first social stock exchanges. It self-describes as a private investment platform made to connect impact ventures funds and investors.

**Brazil:** In 2012, Bovespa releases 'comply or explain' recommendations for all listed companies, encouraging them to state whether they publish a regular sustainability report and where it is available, or explain why not.

**Australia:** In 2014, The Australian Securities Exchange (ASX) updated their non-financial disclosure requirements, now requiring companies to disclose if they have material exposure to 'environmental and social sustainability risks' and how they plan to manage and mitigate this risk. 2010 Companies listed on ASX must disclose if they have developed a code of conduct on environmental risks and controls.

**China:** In 2008, China's State-owned Assets Supervision and Administration Commission (SASAC) releases a directive strongly encouraging state-owned enterprises to follow sound CSR practices and report on CSR activities. While this directive is not binding, SASAC holds a lot of influence in the business community, and such a directive demonstrates serious commitment to corporate social responsibility.

**UK:** In 2013, The Financial Reporting Council (FRC) in the UK announces that it is finalizing guidance on companies' disclosures on environmental, social, and diversity issues. The new strategic report requires companies to provide a complete picture of their business activity, including social effects, calling into question what is material in business reporting.

**Indian economy-**Every company is required to formulate a CSR Committee. It must include at least three directors of which one should be Independent Director. CSR Committee is to formulate the CSR policy. Schedule VII of The Companies Act, 2013 prescribes the CSR projects. Company must have to Disclose and report CSR policy and activities undertaken by the Company in annual report of the company. Every listed company must have to spend at least 2% of its average net profit in the immediately 3 preceding years on CSR activities.

### CONCLUSION

From above comparative analysis it reveals that Indian norms of corporate governance are much robust as compare to corporate governance norms in the world, government of India and its agencies are making it more robust in the interest of investors and economy. Our norms for board of directors, independent directors, and compulsory women directors is equally good but representation of women in board of directors is not enough as some countries are providing 25% to 40% reservation to women in board of directors of companies. Where as composition of various committees is concern all other countries are showing full trust on independent directors, as in India one third to one half of independent directors are compulsory in audit and other committees. In director's reports Indian directors should give report on Risk management policy, Loans, guarantees and investments, Contracts or arrangements with related parties, formal annual evaluation of its own performance, committees and individual directors, detailed disclosures related to director's remuneration etc. other

countries have almost similar norms regarding directors' report. For related parties transactions in most jurisdictions, great emphasis is placed on the Board approval, often with prominent role for independent Board members or requirements for the Board to justify the interest of transaction for the company. Shareholders are also given a say in approving certain transactions. In India, resolution in board meeting for related parties' transactions is must and prior approval of audit committee is compulsory. Exemption for transactions in ordinary course of business may be granted on arm's length basis. For corporate social responsibilities there is a provision that every company must form a CSR committee and CSR committee will form a CSR policy. It is mandatory for every listed company to spend at least 2% of its net profit on CSR projects and must disclose all in annual report. Whereas other countries are concern their focus is on environment protection and social issues. In nut shell we can conclude that all most all the countries are facing many ups and downs in their economies, poor corporate governance and business ethics are one of the major cause behind failing of major companies. Indian economy is stable and growing due to strong corporate governance norms and business ethics. Our government has left no stone unturned to ensure good governance and protection of investors and all stakeholders.

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- <http://www.ita.doc.gov/goodgovernance/> International Trade Administration.
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# **SUSTAINABILITY OF NATURAL RESOURCES IN HIMACHAL PRADESH**

**GURMEL SINGH**

## **INTRODUCTION**

The Himalayas rich in natural resources is now under stress due to overuse. Himachal Pradesh is well known for its rich flora and fauna because it is blessed with an immense amount of natural resources such as forest, water resources and wildlife especially in upper Himachal. These natural resources have the capacity to satisfy all our needs and desires such as air, water, food and clothes. About 38% of area in Himachal is covered by forests along with a variety of wildlife too. Himachal Pradesh is spread over an area of 55673 km<sup>2</sup> and is bordered by Jammu and Kashmir on north, Punjab on south-west, Haryana on south, Uttarakhand on south-east and China on East. Most of the population of Himachal Pradesh resides in rural area and people in the rural area have agriculture as main source of occupation which depends on natural resources viz. land, water. But at present the overuse of these resources exacerbate the vulnerability of this fragile ecosystem. We need developmental and sustainable efforts for the Himalayan region especially like Himachal Pradesh on account of environment protection and sustainability of natural resources. This paper analyzes why the sustainability & development of natural resources in Himalayan region is a necessity of time viz. build a viable and sustainable forest-based economy, soil management for agriculture-based economy, water management-based economy and strategies for environmentally sustainable development and role of the people to sustain these resources.

## **BUILD A VIABLE AND SUSTAINABLE FOREST-BASED ECONOMY**

The forest of Himachal Pradesh constitutes 38% of state's geographic area which is crucial to region's environmental and economic well-being. Forests are a store house of rich biodiversity and also play an important role in the preservation of fragile ecosystem in Himalayas and also a primarily source of its rural population. Today with the passage of time, the increasing population led to a reduced amount of land and massive deforestation to make the way for new settlements. The extraction of forests for development led to wide spread deforestation in the region and increased vulnerability to landslides and deprivation among the people that depend on forests for their survival. Forests provide many benefits to mankind including quality of environment, protection against soil erosion important for rendition of greenhouse gasses and global warming and most crucially as fodder for water resources for sustaining agriculture. In ecological sensitive area like mountains, forests play an important role, such as, prevention of flood etc. Degradation of forest resources has a detrimental effect on soil, water and climate which in fast effect human and animal life. Thus, has created global concern for protection and preservation of forests. The land available to agriculture and forests is now taken over by mining and construction, which aggravates landslides. It is due to these reasons that there is a need of time to make complete stock of forests resources and assign economic value to all intangible including goods and services, soil erosion and agricultural productivity, health etc.

## **SOIL MANAGEMENT FOR AGRICULTURE-BASED ECONOMY**

Soil conservation is the main component from the view point of agricultural production and environment protection programme. Himachal Pradesh has 17,495 inhabited

villages. Himachal by and large is involved in agriculture and allied activities and important crops grown here are cereal, maize, wheat, barley, rice and in addition to these crops vegetation cultivation has taken significant progression too. Fruit cultivation in Himachal Pradesh has already become a history of half a century.

### **FACTORS AFFECTING LEVEL OF PRODUCTIVITY AND QUALITY OF CROPS**

Due to its hilly terrain, the economy of the state is predominantly mixed farming, agro pastoral and silvopastoral. Himachal Pradesh has the advantage of climate and topography in cultivation of variety of fruits. But the agriculture in the state suffers from certain limitations too because of which low level of productivity and quality of fruit crops resulted. The main factor behind this are:

- Losses due to the vagaries of nature.
- Lack of modern production and production technologies and facilities.
- Poor communication due to hilly terrain.
- Inadequate irrigation.
- Lack of post harvest management.
- Soils are shallow

Soil contamination by human activities, directly or indirectly leads to the loss in soil fertility.

### **FACTORS RESPONSIBLE FOR IMPROVEMENT IN PRODUCTION AND QUALITY OF CROPS**

Modernization of agriculture is necessary to improve production and quality in competitive environment.

Seed used is the most important determinant of agriculture potential on which the efficiency of agricultural input depend seeds of appropriate character, variety, quality and certification is required to meet the demand of agro climate and conditions.

Cropping pattern: Production of high quality seeds of different variety must be assured by state agencies.

Improved land and crop production technologies need to be adopted for improving the productivity on sustainable bases.

Reforestation programme must be activated intensively at every level by the govt. and punitive action should be taken against the people who involved in deforestation for their personal benefits.

Practice such as over cropping and overgrazing should be avoided because they increase soil erosion & loss in soil fertility.

Reduce the use of pesticides and fertilizers; because these are major contributors to soil contamination so cutting down on their usage could be better to the soil. We have one earth and if we completely destroy its surface, we will be the first to starve or poison ourselves.

### WATER MANAGEMENT BASED ECONOMY

Water is the most important substance necessary for life and also constitutes a part of larger ecological system and vital to the essential environment for sustaining all life forms. The presence of glaciers and V shaped valleys in Himachal indicates that major part of state was under the influence of glaciations. Himachal is richly endowed with a hilly terrain having an enormous value of water from Ravi, Beas, Sutlej, etc. which are fed by snow and rain fall due to variations in elevation there is a great diversification in climate change in the state with a high variation of topography and rain fall prediction of future climate trends will be difficult specially in the state like Himachal which evident from that farmer are all ready facing the impact of climate change. The impact of climate change in Himachal is also resulted in movement of Apple orchards to higher altitudes, loss of trees species, drying of traditional water resources, and reduction in crop yield and increased vulnerability of winter cropping due to change in rainfall pattern. As the state has enormous potential of water resources in the form of glaciers and river but the ground recourses are limited. The development and exploitation of ground water resources in the state have raised concern about the need for scientific management and conservation. Water is used for diverse purpose in the state such as domestic, commercial, industrial, irrigation, hydro power generation, recreation etc. but the major consumptive use is for irrigation. In this hilly state people generally depend on the smaller neighborhood streams called khuds or khad for their daily water needs including irrigation almost 18% of total geographical area of Himachal comes under irrigation and 82% is still depends on rainfall. The gross irrigation potential of the state is 3.35 lakhs hectare while irrigation potential has reached app. 2.56 hectare by 2013. These mainly six ongoing irrigation projects being carried out by Government of HP-

| Sr.No. | Name of Project                 | Land Irrigation in Hectare | District in which situated |
|--------|---------------------------------|----------------------------|----------------------------|
| 1      | Shah Nehar Irrigation Project   | 15,227 Hectare             | Kangra                     |
| 2      | Babhor Sahib Irrigation Project | 3,563 Hectare              | Una                        |
| 3      | Baldwara Irrigation Project     | 3,400 Hectare              | Mandi                      |
| 4      | Balh Valley Irrigation Project  | 2,410 Hectare              | Mandi                      |
| 5      | Changar Irrigation Project      | 2,350 Hectare              | Bilaspur                   |
| 6      | Giri Irrigation Project         | 5,263 Hectare              | Sirmour                    |

Himachal is also known for its rich hydroelectric resources. Over last two decades, Himachal Pradesh emerged as hub of hydropower projects and has hundreds of small and micro projects out of which some completed and other at various level of completion. The identified hydroelectric potential for the state is 27436 MW and this much of electricity can be generated by the construction of various hydel projects. The main hydropower projects running in H.P. along with the capacity of generating electricity are:

**Commissioned Projects (165 MW)**

| S.No. | Project Name        | Basin  | River/Tributary | Location    | Installed Capacity | Unit Size | COD                    |
|-------|---------------------|--------|-----------------|-------------|--------------------|-----------|------------------------|
| 1     | Kashang HEP Stage-I | Satluj | Kashang Khad    | Kinnaur, HP | 65 MW              | 1X65 MW   | Unit-1-01.09.2016      |
| 2     | Sainj HEP           | Beas   | Beas            | Kullu, HP   | 100 MW             | 2X50 MW   | Unit-I & II-04.09.2017 |

**Under Construction (691MW)**

| S.No. | Project Name           | Basin  | River/ Tributary      | Location    | Installed Capacity | Unit Size |
|-------|------------------------|--------|-----------------------|-------------|--------------------|-----------|
| 1     | Sawra Kuddu HEP        | Yamuna | Pabbar                | Shimla, HP  | 111 MW             | 3X37 MW   |
| 2     | Shongtong Karcham HEP  | Satluj | Satluj                | Kinnaur, HP | 450 MW             | 3X150 MW  |
| 3     | Kashang Stage-II & III | Satluj | Kashang & Kerang Khad | Kinnaur, HP | 130 MW             | 2X65 MW   |

**Under Investigation & Pre-Const. Clearances Stage (1373 MW)**

| S.No. | Project Name           | Basin  | River/ Tributary            | Location           | Installed Capacity |
|-------|------------------------|--------|-----------------------------|--------------------|--------------------|
| 1     | Renukaji Dam Project   | Yamuna | Giri                        | Sirmaur, HP        | 40 MW              |
| 2     | Chanju -III HEP        | Ravi   | Chanju Nallah/ Mahed Nallah | Chamba, HP         | 48 MW              |
| 3     | Deothal Chanju HEP     | Ravi   | Deothal Nallah              | Chamba, HP         | 30 MW              |
| 4     | Thana-Plaun HEP        | Beas   | Beas                        | Mandi, HP          | 191 MW             |
| 5     | Nakthan HEP            | Beas   | Parbati, Tosh               | Kullu, HP          | 460 MW             |
| 6     | Surgani Sundla HEP     | Ravi   | Siul                        | Chamba, HP         | 48 MW              |
| 7     | Gyspa Dam Project      | Chenab | Bhaga                       | Lahaul & Spiti, HP | 300 MW             |
| 8     | Chirgaon- Majhgaon HEP | Yamuna | Pabbar                      | Shimla, HP         | 60 MW              |
| 9     | Dhamwari Sunda HEP     | Yamuna | Pabbar                      | Shimla, HP         | 70 MW              |
| 10    | Triveni Mahadev HEP    | Beas   | Beas                        | Hamirpur, HP       | 78 MW              |
| 11    | Kashang Stage IV       | Satluj | Kerang Khad                 | Kinnaur, HP        | 48 MW              |

**Projects under Prefeasibility Stage (927 MW)**

| S.No. | Project Name       | Basin  | River/ Tributary | Location    | Installed Capacity |
|-------|--------------------|--------|------------------|-------------|--------------------|
| 1     | Lujai HEP          | Chenab | Lujai Nallah     | Chamba, HP  | 45 MW              |
| 2     | Chiroti Saichu HEP | Chenab | Saichu Nallah    | Chamba, HP  | 26 MW              |
| 3     | Saichu Sach Khas   | Chenab | Saichu Nallah    | Chamba, HP  | 117 MW             |
| 4     | Saichu HEP         | Chenab | Saichu Nallah    | Chamba, HP  | 58 MW              |
| 5     | Khab HEP           | Satluj | Khab             | Kinnaur, HP | 636 MW             |

|   |                 |        |               |             |       |
|---|-----------------|--------|---------------|-------------|-------|
| 6 | Bara Khamba HEP | Satluj | Sorang Nallah | Kinnaur, HP | 45 MW |
|---|-----------------|--------|---------------|-------------|-------|

**Project(s) Under Joint Venture (With Govt. of Uttarakhand)**

| S.No. | Project Name                | Basin  | River/Tributary | Location                              | Installed Capacity |
|-------|-----------------------------|--------|-----------------|---------------------------------------|--------------------|
| 1     | Kishau Multipurpose Project | Yamuna | Tons            | Sirmaur (H.P), Dehradun (Uttarakhand) | 660 MW             |

But the Changing climate all around the world affects these water resources at an alarming state. The whole world is facing the problem like global warming which is a consequence of climate change. In Himachal rivers flow, the major contribution is from the snow and glaciers melt which affects the discharge of the streams considerably. The glaciers are receding, precipitation is becoming erratic, and the protection of glaciers is emerging as an important issue and associated livelihood issues that require attention at the moment. On the basis of currently available data, it seems that the effect of climate change is likely to be become more intense by next 2-3 decades because of rise in temp. by 2-4<sup>0</sup> C. Rise in temp will result to loss of glacier fields and snow which in turn affect the flow in river system and the flow in lower elevation would reduce to maximum level. The glaciers are expected to reduce by more them 50% due to rise in temp., melting rate will increased and other consequence are intense erosion, destabilization of slopes etc.

### STRATEGIES FOR ENVIRONMENTALLY SUSTAINABLE DEVELOPMENT

Himachal's revenue and economic growth critically depend on its natural resources viz. agriculture, horticulture, hydropower etc. Hence long-term sustainability of economic growth of H.P is largely based upon responsible management of its environmental heritage which directly linked to its natural resource management. With Himachal's unique geographic conditions and small resource base, their management needs more & more attention.

### FOCUS ON FORESTS

Being a store house of rich biodiversity and having a vital role in preserving the fragile ecosystem the sustainability and development of forests are very much important. In addition to this these are also a primary livelihood source of state's rural population as majority of rural population depends on forests for survival. As per a census done during 2011, H.P. has a population of 6.8 million<sup>[6]</sup> of which 91% live in rural areas and 90% of this rural population depend on forests for their subsistence. Today with growing population, we have to maintain the balance between societies's increasing demand for forest product and benefits and preservation of forest health and diversity. This balance is crucial to survival of forest and to the prosperity of forest dependent communities. The forest strategy for the state must be sensitive to the uniqueness of Himachal's environment and must prioritize the interest of its people. Himachal Pradesh must develop more & more facilitating institution and supporting policies for forest sustainability. The current revised H.P Forest Policy 2006 includes following objectives: -

- Conserving and improving natural resources base i.e. faunal floral and biodiversity.
- Conservation and management through sustainability of good forest practice, economically, socially and environmentally.

- Providing livelihood security to the forest dependent poor people through forest goods and services.
- Forest sector capacity building through training, education & awareness programme.
- Appropriate use of land.

Forest Policy in Himachal Pradesh has recently undergone dramatic changes as the state attempts to involve communities in sustainable forest management after decades of ineffectual top-down management. The Pradesh faces a litany of environmental problems which are exacerbated by poverty. The new H.P. Forest Policy 2006 represents a bold new direction for forest department which had largely been focused on timber production. The govt. has now framing forest sustainable policy in a way that recognize the ecological and social value of environmental services as well as its economic value and all the planning and build up are now culminated in action Govt. has to create political space for forest depending people to secure their rights, control their land and decide their own future. The new Himachal Pradesh forest department working with key stakeholder can work towards sustainable forest management and poverty alleviations.

### **FOCUS ON SOIL MANAGEMENT**

Expansion of agriculture on marginal land and declining crop yield in response to population explosion are considered to be major unsustainable trends in Himachal Pradesh. The loss of soil fertility is seeming to be the reason behind the decline in agricultural production in the region which is attributed as a consequence of deforestation in many instances depends on forests for maintain soil fertility in crop lands on expansion of agricultural land itself was not substituted by new technology. As the forests and livestock provide natural and energy inputs in traditional agriculture seems the risk of forest degradation. In order to meet the present and future challenges meeting sustainability criteria, the traditional systems need to be adopted in ways which enhances crop yields but not at environmental and social costs. Population pressure, beyond the carrying capacity population support capacity of the region, disrupts the balance of utilization regeneration due to increase in demand. The chief reason of soil loss many be cultivation of steep and unprotected slopes, overgrazing and indiscriminate felling of trees. Soil conservation in hilly areas require a well-planned and rational land use programme combined with engineering and cultural measures along with afforestation, steep slopes may essentially be brought under permanent presets & gentle slopes should be terraced and valley bottom should be put under suitable agricultural crops to achieve maximum benefits, it is essential to treat various areas on a complete watershed basis for rational use of forestry and agriculture including horticulture. Indiscriminate grazing by the cattle's (herds) especially sheep and goat are major loss of soil erosion in hilly areas. Therefore, it is necessary that pastures and grass land in hilly area should properly be managed for maximum fodder production and effective erosion control by way of improving their fertility. The efforts should be made to introduce rotational grazing and its benefits should be explained and demonstrated to rural people. Grazing must not be allowed in regeneration areas because during plantation seedling require considerable time for establishment otherwise they stand destroyed.

Exceeded use of pesticides and fertilizers also contributes in loss of soil fertility and so reduction in their use can also contribute towards soil sustainability. Instead of

fertilizers use of manures helps in increasing soil fertility as well as moisture without affecting wildlife.

### **FOCUS ON WATER RESOURCES**

Himachal is a rich state when we talk about water; it is the most important natural resource and of economic value as its consumption for hydropower project, irrigation and drinking purpose is of high level in the state. But global problem like climate change and global warming due to deforestation make these sources threaten a lot. We all know water is essential but too many of us think it's unlimited. In reality fresh water is infinite source that is rapidly becoming scarce. Today, warming climate is drying up lakes and rivers, while rapid urbanization and water pollution are putting enormous pressure on the quality and quantity of surface and ground water. The human activities have caused degradation of stream habitat, contamination of water supplies and ground water depletion through bad management. Water has become an increasingly scarce resource. These are growing environmental concerns about hydroelectric power development in Himachal Pradesh which threatens biodiversity, soil stability, and water quality. The hydroelectric project have become popular in the state but these are generating a lot of controversy as water channels dry out during summer resulting in dramatic change in the ecology of the area especially with regard to biodiversity. Managing forests to provide clean water both in terms of quantity and quality is a need of time. Links between forests and watershed are complicated and vary with geography, weather pattern, and management.

Fresh water management challenges are unevenly common in the state. Potable water would scarce in time to come and preservation is extremely important. The excessive use of quality fresh water being used for crop irrigation is wasteful. Allocation of limited water resources between better agricultural municipal and environmental uses now requires the full integration of supply and demand, water quality and ecological consideration. Water conservation is a key element of any strategy that aims to alleviate the water scarcity crisis. Integrated water resource management "IWRM" is to water what sustainable forest management is to forests. IWRM is an integrated water resource approach that meets the human requirement for fresh water while maintaining the hydrological and biological process essential for functioning of the ecosystem. Protection of drinking water sources from pollution is very essential in Himachal thorough filtration, disinfection, and chlorination and exposure sunlight. Preventing contaminants from reaching streams and aquifers is the most effective way to reduce water contamination. Proper handling, storage, and disposal of toxins substance can prevent this substance from reaching water. The link between water and environment must be perceived beyond pollution and water quality concern. For sustainable development and poverty alleviation goals, recognizing ecosystem values provides the pathway to increase investment and human wellbeing.

### **ROLE OF PEOPLE IN NATURAL RESOURCE MANAGEMENT**

Every one of us has an important part to play in conserving ecosystem for future. Together we can build a future with extensively resilient ecosystem that benefits both biodiversity and human well being. In hilly areas generally rural people are invisible manager of natural resources such as land, water, forest, and wildlife. Generally these people in their day to day life are in direct contact with these natural resources and their families depend directly in exploiting and harnessing supplies from these natural

resources. The sustainability of these natural resources is very crucial to them if they have to sustain livelihood of these resources.

Their traditional activities bring them into daily interaction with natural resources, their impact, attitude and belief on management, exploitation, sustainability of natural resource is critical for resource use and sustainability. Forests impact every part of our lives from the chair we sit on to the newspaper we read. As a consumer, our engorgement is critical in the fight against climate change. We all jointly to act decisively to safeguard our forests People in the rural area through their practical experience and managerial skills have acquired immense knowledge of various types of plants. They know even better than any and should be placed to maintain a balanced ecosystem and well being of their families and communities. Thus when the world environment protection and conservative polices made for protection without any form of use, while ignoring rural people; they become greatest victims of such a policy.

### CONCLUSION

Exploitation of natural resource at a rate much higher than those at which these resources get replenishing have gradually disturbing the balance of this fragile ecosystem. A decade ago, people were not much aware of conservation and management fact of natural resources however with passage of time, they have realized that with the deterioration and depletion of these natural resources, life has become more and more difficult. People have to be understood that climate change is one of the most pressing issue of our time. People have deep relationship with all the components of the ecosystem. The perfect ecosystem can be maintained only when people will be recognized as best manager of ecosystem. In the present circumstance, when ecology and economy of the region have deteriorated to a serious level, development program ought to frame for both short term and long term. Sustaining of natural resource management will keep the balance between ecological, economic and socio cultural system. Hence successful achievement in sustainability of natural resource management will provide integrated benefits to all, ranging from safeguarding local livelihood to protecting the biodiversity and ecosystem provided by forests reducing rural poverty and minimizing some of the effects of climate change.

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# ECONOMICS OF HEALTH

DR. JAGDISH CHAUHAN

## INTRODUCTION

Health has no generally accepted definition, but has a wide range of physical, mental, and social characteristics. The breadth of such characteristics and their essentially subjective nature emphasizes the difficulties inherent in deriving an operational definition for this concept. All the aspects of health are so closely interconnected in such a way that if one component is disturbed, the whole equilibrium of health is spoiled which in turn adversely affect the productivity of an individual in almost all dimensions of life. Health in its comprehensive or holistic sense, refers to the state of complete physical, mental, social and spiritual well-being of a person. The WHO defines health as “a state of physical, mental and social well-being and not merely the absence of disease or infirmity” indicates a clear shift away from earlier narrow organic or functionally-based definitions of health to a more holistic view, it sees the health of an individual or community as being concerned not only with physical (and mental) status, but also with social and economic relationships. Health encompasses all components of welfare in terms of physical (organic and biological), mental and spiritual sides of life. It signifies happiness, satisfaction and social well-being required for harmonious living with surroundings. Health can therefore be regarded both as a means and as an end of development. The thrust of the present paper is on the optimisation of the health of population which ultimately results in the quality and longevity of life of human resources thereby leading to the positive external effects of the pace of economic development.

## RELEVANCE AND NEED OF THE STUDY

It is widely recognized that the health status of the people of a country is as important as their economic status. Vast sections of the population in developing countries like India, who are poor and live in rural areas with severe infrastructural inadequacies, require special attention. Many of diseases they suffer from are concerned with the provision of safe drinking water and primary health care services. The crucial responsibility of the government is therefore to provide the weaker sections of the population with basic primary health services. While this is a fundamental necessity, facilities for specialized health care also need to be established in easily accessible locations accessible locations through public-private funding in which the government is to take a lead. The more well to do sections of the population require health services of a different kind because of their relatively higher affordability by relatively a faster growing class of high income earners in the cities. The nature of political and administrative set-up- whether state-dominated socialistic form or the market oriented capitalistic form will, to a larger extent, determine the nature and extent of public-private mix in health care services.

The technological advancement in the field of medical and health care sector in the recent past makes the issue of economics of healthcare more dynamic in nature especially a market led economy. When new diagnostic procedures and treatments become available in the market, they are usually expensive and beyond the outreach of a larger sections of the society. They remain unaffordable, even for the relatively better-off sections of the population, without some form of subsidy or the insurance coverage.

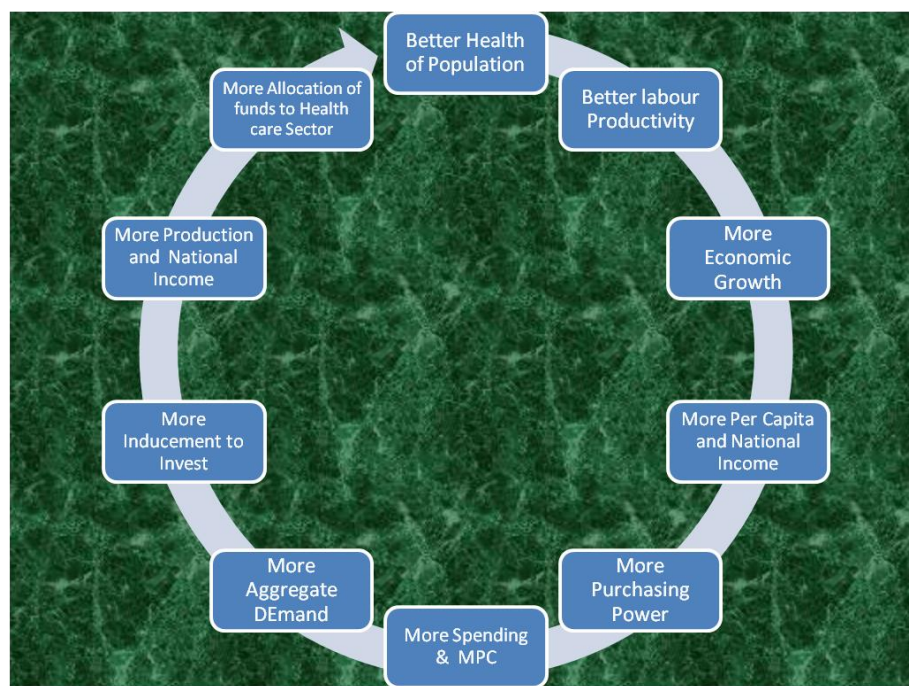
“It is unquestionable that avoiding or alleviating illnesses, and developing and maintaining our physical and mental abilities are something that on an individual and social level are considered an essential part of human welfare”. Health economics, therefore, invites a sober attraction in this regard as it is concerned with issues related to efficiency, effectiveness, value, and behavior in the production and consumption of health and healthcare. “Health economics” can be defined as the application of Economic theories, tools and concepts of economics as a discipline to the topics of health and health care. Since health economics is concerned with issues related to the allocation of scarce resources to improve health, this includes both resource allocations within the economy to the health sector and within the health care system to different activities and individuals. The economics of health lays emphasis on the establishment of a policy framework by which health care providing infrastructure is so developed that an effective balance is maintained between basic health services and specialized health care services by an efficient public and private co-existence. Such a policy environment particularly ensures the concern of equity so that the facilities of health care do not exclude the weaker sections of the population.

The Economics of Health, besides deals with the issue of health planning, its economic dimensions in terms of demand and supply factors, interaction of the insurance sector with the health care market, and the principles underlying the public-private co-existence etc. Further, the Economics of Health Care studies the relationship between the health and development in a two way process. The better health of human resources of a country promotes the chain of consumption and investment. If population of a nation is healthy, it leads to the better quality of human capital formation whose positive external effects are transmitted on the overall economic prosperity of a nation which in turn promotes the health sector thereby further optimising the health of the workforce of a country, which further reinforces the nation to achieve her newer heights of economic prosperity. The study of Economics of Health therefore acquires a vital importance as it studies the dual linkage between the Health of Population and the way it affects the comprehensive and multi-dimensional process of Economic Development with Human Face and vice versa. The study necessitates that the health issues of the population need to be addressed at the priority basis so as to improve the quality of human capital formation, which via generating positive externality further promotes the economic prosperity of a nation which in turn will further promote the health care sector.

#### **HEALTH AND ECONOMIC PROSPERITY: LINKAGE AND IMPACT**

It is apparent that the relationship between health and development is a two way process. While health people in a country promotes the development of the economy by contributing productivity, the economic development, on the other hand, promotes better income earning avenues, which in turn, generate demand for better services including the health care services. The present section deals with the essential linkage between the two sets of processes and the impact they make on each other. There is a duality of linkage between the health and development. Just as healthy human capital of a country creates wider positive external effects that further promote the multi-dimensional process of economic growth and development. The Development, on the other hand, connotes a wider understanding. It is a multi-dimensional process encompassing many aspects of human welfare at the centre of which is the health of the people. The quality of labour in the form of human capital clearly contributes significantly to economic growth. Health is a crucial aspect of human capital, and

therefore a critical ingredient of economic growth. “Healthier workers are physically and mentally more energetic and robust. They are more productive and earn higher wages. They are also less likely to be absent from work because of absence of illness (or illness in their family). Illness and disability reduce hourly wages substantially, with the effect especially strong in developing countries, where a higher proportion of the work force is engaged in manual labor than in industrial countries”.



Linkage between Health and Economic Development

When people are healthy, they are more productive. Higher productivity ensures two important processes which are fundamental to economic growth: better purchasing power signifying better propensity to consume and propensity to save. Savings in turn promote investment and capital formation. In an economy, where this chain of consumption and investment is weak, the process of development gets retarded. Such economies tend to be characterised by features of underdevelopment such as high infant and child mortality rates, lack of infrastructure e.g. non-availability of safe drinking water, poor sanitation, low level of education marked by high proportion of illiterates. Therefore for rectifying this situation, the country needs to invest in priority social sectors like health and education as health and educated workforce is an essential input to economic growth with welfare. Healthcare must be viewed as a right, a basic food which is necessary for survival. But because of its rising cost, the government's role becomes imperative. Investing on health care services and research creates positive external effects on variety of ways. “If one person vaccinates herself against a disease, she is less likely to catch it. But because she is less likely to catch it, she is less likely to become a carrier and infect other people. Thus, getting vaccinated conveys a positive externality. If getting vaccinated has some cost, either in money, time, or risk of adverse side effects, too few people will choose to get themselves vaccinated because they will likely ignore the positive externalities when weighing the costs and benefits. The government may remedy this problem by subsidizing the development, manufacture, and distribution of vaccines or by requiring vaccination. .... When a physician figures

out a new way to treat an ailment, that information enters society's pool of medical knowledge. The benefit to other physicians and patients is a positive externality. Without government intervention, there will be too little research".

However, till the last quarter of the 20th century, there had been a widely believed hypothesis that the benefits of growth will percolate to all layers of the economy so called the Trickle-Down Hypothesis. But the experience and evidences have shown that this does not always happen without the focussed attention of planning required for ensuring the welfare of the weaker sections of the population. Investment in health services therefore assumes critical importance in this context. Therefore, development must be seen and pursued comprehensively in terms of the Human Development Index (HDI) which is based on three related aspects but with wider and extended connotations viz. Longevity: measured by life expectancy at birth; Knowledge: measured by the weighted average of adult literacy; and the Standard of Living: measured by per capita real income adjusted for the purchasing power parity.

Health and development are thus closely interrelated with a potential to influence each other strongly. In recognition to this fact, health has been accorded a distinct status in the measurement of the level of development of an economy. Health contributes to the process of human capital formation making a major contribution to raising the productivity of labour. Due to these strong backward and forward linkages, investment in health increases the returns on other investment in human capital such as in education by contributing to one's learning abilities which is positively reflected in terms of increased productive years of life. Better health, therefore, promotes the chain of consumption and investment. Thus, if population and workforce of a country are healthy, it leads to the better quality of human capital formation whose positive external effects are transmitted on the overall economic development of a nation which in turn promotes the health sector thereby further optimising the health of the workforce of a country.

Now, comes the issues impacting Health and Development. Poverty and malnutrition are the leading causes of high maternal and child mortality rates in the developing countries. If improved health status is ensured through proper nutritional and health care, the rate of return on education is also improved. Better health implies that fewer resources are required to be devoted for curative health care. Resources thus spared can be utilised for the other line of development. Therefore massive funding and policy initiatives are required, which besides focusing on improvement in consumption/nutritional levels can be centred on the major diseases. Further, the focus of policy initiatives needs to be centred more on the rural areas. But again to meet this high cost challenge, the required resources with the modern governments are not sufficient mainly because of the continuous declining share of State in the wake of Liberalisation. Along with the issue of limited resources, the two other issues confronting the task of effective health delivery are inequity and inefficiency. While the former refers to the problem of rural health systems not having enough staff and resources dedicated to women and children, the latter refers to the anomaly on account of non-integration of vertical programmes for specific diseases with general health care system.

Now the challenge is how to deal with the limited resources. One way of meeting the required resources is by tapping on the internal means i.e. by raising the expenditure on

health as a proportion of GDP. While the high income countries are spending more than 5 percent of their GDP on health, some developing countries including India spend less than 1 percent. "At 1.02 percent of its gross domestic product (GDP)—a figure which remained almost unchanged in nine years since 2009—India's public health expenditure is amongst the lowest in the world, lower than most low-income countries which spend 1.4 percent of their GDP on healthcare, according to the National Health Profile, 2018". The issue of inequity concerns the poorest section of the population receiving a very low share of total public health spending especially the basic health care. It is the primary health care services which are mostly needed by the poorest. Thus public investment in health should be more on providing the basic health services needed by the poor especially in the rural areas. Besides, unless the performance of the efficiency of the health system improves, even extra resources generated could be wasted. Therefore, instead of rationing the healthcare by limiting the overall budget for health sector, the funds should be diverted to specific illness and diseases. The focus should be more on the disease eradication, similar to the Smallpox and malaria eradication campaign of 1960s.

### CONCLUSION

In conclusion, it may be stated that the relationship between health and development is a two way process with the linkage and impact being influenced both ways. Basic health is a right like a basic food which is necessary for survival. Optimisation of the health of population, is therefore, important since it ultimately results in the quality and longevity of life of human resources thereby leading to the positive external effects of the pace of economic development. Better health of human resources promotes the chain of consumption and investment. Healthy population of a nation leads to the better quality of human capital formation whose positive external effects are transmitted on the overall economic prosperity of a nation which in turn promotes the health sector thereby further optimising the health of the workforce of a country, which further reinforces the nation to achieve her newer heights of economic prosperity. The demand for health care is both- a consumption good and investment good as well. The role of the government is very crucial in providing basic health care which should be duly supplemented by the private sector, to deal with concerns of insufficient resources and inequity.

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## **ANALYSIS OF URBANIZATION AND ECONOMIC GROWTH IN INDIA FROM 1971 TO 2011**

**TANJOT SINGH**

### **INTRODUCTION**

There is immense literature that has examined the relationship between economic growth and urbanization. According to Kingsley Davis, as quoted in Roy (1962) 'there are three phases in the process of urbanization. Phase one is the initial phase or the primary phase characterized by rural traditional society with predominance in agriculture and allied activities. Phase two is the acceleration phase or the secondary phase where basic restructuring of the economy and investments in social overhead capitals including transportation, communication takes place. In this phase, the proportion of urban population gradually increases from 30 percent to 60 percent or more and the dependence on primary sector gradually declines. Third phase is known as the modern or the western-type phase, where urban population exceeds 70 percent. At this stage, level of urbanization remains more or less the same. Rate of growth of urban population and total population becomes same at the third phase – this is atypical to most developed countries.

Since independence India has been predominantly an agrarian economy and agriculture still continues to be the most important occupation of the masses. The shift from a traditional agrarian to an industrial and service economy is a fundamental driver of economic growth. In other words, it is the type and degree of economic activity in a country that helps to determine the level of economic growth. Unlike agricultural products, industrial goods and services are produced more efficiently by large pool of skilled manpower, a network of complementary firms that supply various inputs to one another and a large number of consumers in densely populated cities. It is for this reason, economic development is accompanied by the growth of urban population and thus, the two are closely related. "In fact, industrialization and urbanization are perceived as twin processes of economic development" (Kim, 2004). Mitra (2011) emphasized that, "in the process of economic development, urbanization and industrialization share a close nexus - industrialization not only leads to urbanization but urbanization also has productive- augmenting effects on industry (Mills and Becker, 1986; Krugman, 1991; Fujita and Thisse, 2003, Kuchiki, 2005)".

'In India, however, the growth in urban population has been much higher than the industrial and economic growth in urban areas. The urban population has increased from 159 million in 1981 to 377 million in 2011 respectively. The level of urbanization (the percentage of urban population to total population) has increased from 23.34 percent in 1981 to 31.16 percent in 2011' as given by the Ministry of Urban Development, Government of India.

Urbanization and economic growth in developing countries go hand-in hand (Tolley, 1987; Henderson, 2000). The degree to which a country succeeds in fostering growth of urban productivity is likely to be the major determinant of its urbanization (Tolley, 1987). According to Venkateswarlu, Ummareddy (1998), there is a well-established positive relationship between urbanization and economic development. This relationship is attributed to various factors such as rapid industrialization,

commercialization, and increase in productivity, employment generation, urban services, infrastructure development etc. Urbanization thus, leads to a rise in incomes, better standard of living, improved quality of services and amenities for the rising population. However, if it takes place in an uncontrolled and unplanned manner, it can also have adverse effects on the urban population and the environment”.

Awasthi (1991) in his book quotes that “The coexistence of industrialization and urbanization in the process of economic growth is a widely observed phenomenon (Lampard, 1955; Richardson, 1973). The relationship between urbanization and industrialization is indirect and circuitous (Breese, 1966). Though it is argued by some that urbanization is a byproduct of industrial development in India (Acharya, 1956), it is also argued that the latter is not a precondition for the former (Banerjee, 1969). For example, a slower tempo of urbanization was observed in a decade of rapid industrialization between 1951 and 1961 (Bose, 1961). However, today industry goes to the urban centers rather than urbanization growing in and around new industrial locations (Bose, 1969; Pathak, 1975; Mohan, 1983).

Kasarda and Crenshaw (1991) stated that “one unequivocal fact about urbanization is its relationship to the level of development. As a general principle, higher the level of development as measured by the percent of the labor force in industry or per capita gross national product, the higher the level of urbanization (Preston, 1979; Bairoch, 1988; Pernia, 1988; Moir 1977; London, 1987). A number of authors found that as income raises the pattern of urban concentration first increases and then decreases (El-Shakhs, 1972; Alonso, 1980; Wheaton and Shishido, 1981).

The objective of the paper is to study the relationship between economic growth and urbanization in India during the pre and post reform period. Second, what is the direction of the casual relationship between the two variables? In other words, is it economic growth that has caused urbanization in India or is it urbanization that has caused economic growth or is it both or is it neither? If there is unidirectional or bidirectional causality then what has been the trend in the pre-reform period in comparison to the post-reform period within the states of India.

## METHODOLOGY

For the purpose of the study, the variable net state domestic product (NSDP) is used as the indicator of economic growth and the degree of urbanization as an indicator for urbanization. The degree of urbanization has been computed from the total and urban population figures. The degree of urbanization indicates the absolute or relative numbers of people who live in the defined urban places. There are different types of indices for measuring the degree of urbanization. The most widely used index and for the present study is,  $U = (U / P) * 100$  ; where, U and P represent the urban and total population of a country. The population figures are obtained from various reports of Census of India. The data on NSDP has been obtained from the Economic Political Weekly Research Foundation of various years with different base years. For the analysis, the data on net state domestic product at constant prices has been considered. The NSDP data for both the pre reform (1970 to 1990) and post reform period (1991 to 2011) have been spliced to a common base year price of 2011-12. The available data on population is in the decadal form while the data on net state domestic product is yearly. In order to make the two variables in a comparable form, the degree of urbanization for all the states was interpolated into year wise data. The study is based on 20 states of

India, due to the unavailability of data, the north east states such as Mizoram, Sikkim, Meghalaya and Nagaland have not been considered for the analysis.

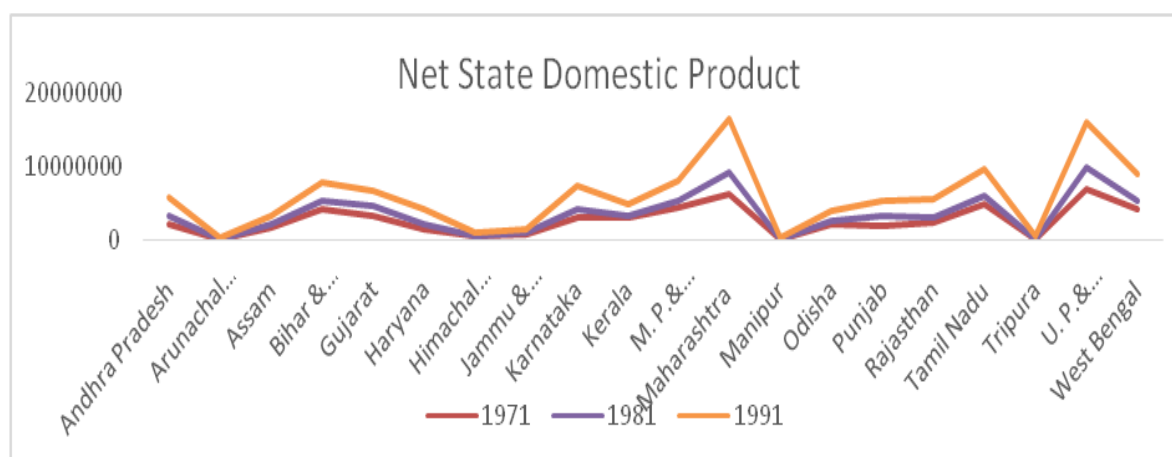
In order to verify our objective of studying the relationship between economic growth and urbanization in India various tests have been done using the statistical software STATA. Logarithmic transformation was first done on the computed data. In the study, Ln (NSDP) represents logarithmic transformation of net state domestic product and (URB) represents the degree of urbanization. The first step of our empirical analysis is to check whether the series is stationary or not. This is done by running the Augmented Dickey-fuller (ADF) test. If there is unit root implying the series is not stationary at level I (0) then the first order difference was computed and checked for stationarity. After first difference, if the series is stationary, we denote it as stationary at level I (1). Second, in order to check the nature of the causal relationship between economic growth and urbanization the diagnostic test of Granger Causality is applied. It tells us the direction of the causal relationship.

### ECONOMIC GROWTH AND URBANIZATION IN INDIA IN THE PRE-REFORM PERIOD

The review of existing literature on economic growth and urbanization suggest that the two are closely inter-linked for both developed and developing nations. Urban economists sometimes consider the economic status of a country depending on the number of large cities it has. The development history of many developed nations has clearly demonstrated a dramatic rise in urbanization as their economies grew (Huges and Cain, 2003). Studies have revealed that the simple correlation coefficient across countries between percentage of urban residents in a country and GDP per capita is about 0.85 (Henderson, 2003) which shows that urbanization is an integral part of growing society.

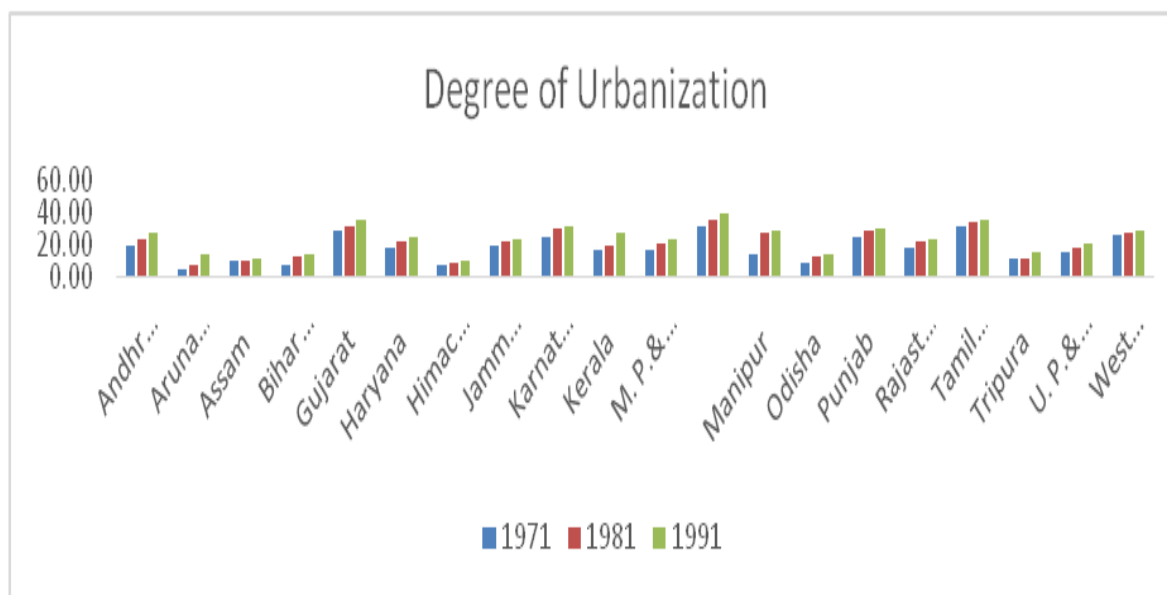
We have classified the states into three categories – high-income, middle-income and low-income states. During the pre-reform period, the high-income states were Maharashtra, Uttar Pradesh & Uttarakhand, Tamil Nadu, West Bengal, Karnataka, Madhya Pradesh & Chhattisgarh, and Bihar & Jharkhand. The Middle-income states were Rajasthan, Punjab, Odisha, Gujarat, Haryana, Assam and Kerala and the low-income states were Tripura, Manipur, Himachal Pradesh, Jammu & Kashmir and Arunachal Pradesh which can be seen in chart 1. It shows the NSDP for states of India in the pre-reform period computed from the table 1 in appendix.

**Chart 1 The Net State Domestic Product of States of India in the Pre-Reform Period**



Source: Computed from table 1

**Chart 2 Degree of Urbanization of States of India in the Pre- Reform Period**



Source: Computed from table 2

The degree of urbanization has been calculated using the formula stated earlier and one can infer that during the pre-reform period the highly urbanized states were Maharashtra, Tamil Nadu, Gujarat, Karnataka, West Bengal and Andhra Pradesh. The least urbanized states were Himachal Pradesh, Arunachal Pradesh, Assam, Bihar & Jharkhand, and Odisha. This can be clearly seen in chart 2 which has been computed from table 2 in appendix.

## RESULTS & FINDINGS

### THE EMPIRICAL ANALYSIS OF THE PRE-REFORM PERIOD

As the first step of the empirical analysis, it is essential to check the stationarity in the data of the variables before examining the impact. The null hypothesis for the test is that there is a unit root and the time series is non-stationary. The alternative hypothesis is that there is no unit root and the series is stationary. For checking the stationarity, the Augmented Dicky Fuller (ADF) test has been used. The ADF unit root tests have been run on the STATA software and the optimal lag order is determined using the lag estimation criteria's such as the AIC, HQIC and SBIC. For the ADF test, the null hypothesis is that the variable has unit root and alternative hypothesis is that the variable does not have unit root. If the t-statistic (ADF value) is greater than the critical value at 5% level then we reject null hypothesis implying that the series is non-stationary at level. If the series is non-stationary, we will do first order difference and then check for stationarity. The test results are shown in table 3. The Ln NSDP is non-stationary at level I (0) for most states except Kerala implying that there is unit root and therefore, we accept the null hypothesis. Then the first difference was computed and denoted as NSDP\_1 and checked for stationarity again using ADF test and the results of all the states were stationary at I (1). The variable URB is stationary at level I (0) for all states implying that there is no unit root and we reject the null hypothesis.

Secondly, in order to find out the causality between the two variables we run the Engel Granger Causality test. We first run the diagnostic tests for lagged selection. The lagged

selection test results give us the number of lags to use which is best suited to the model and then we test for causality. The null hypothesis for granger causality is:

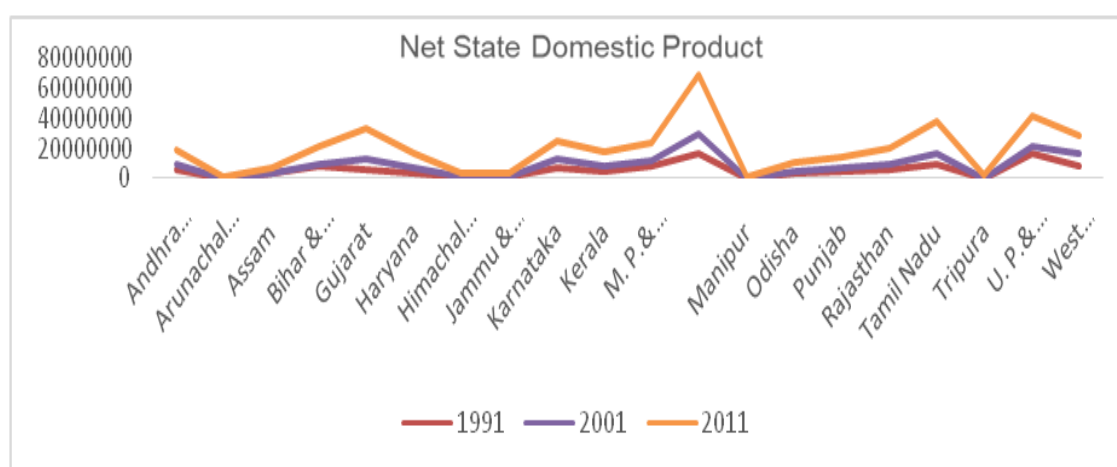
- First equation: Lagged values of URB does not cause Ln NSDP
- Second equation: Lagged values of Ln NSDP does not cause URB

Ln NSDP is the logarithmic transformation of NSDP and it is a semi-log model. The table 4 in the appendix shows the results of the granger causality test of different states of India during the pre-reform period. The results have been varied across the states expressing both unidirectional and bidirectional causality. The states that showed that urbanization causes economic growth were Andhra Pradesh, Gujarat, Himachal Pradesh, Jammu & Kashmir, Kerala, Manipur, Rajasthan, Tamil Nadu, Punjab, Tripura and West Bengal. These states exhibited unidirectional causality. Interesting point to note is some of these states are also the least urbanized states during the pre-reform period. The states that showed economic growth granger causes urbanization were Arunachal Pradesh, Madhya Pradesh & Chhattisgarh, Maharashtra, Himachal Pradesh, and Karnataka. It is noteworthy to point out those low-income states such as Arunachal Pradesh and Himachal Pradesh exhibiting that economic growth caused urbanization in these states during the pre-reform period. The other states that exhibited bidirectional causal relation were Assam, Gujarat, Haryana, Odisha, Bihar & Jharkhand and Uttar Pradesh & Uttarakhand.

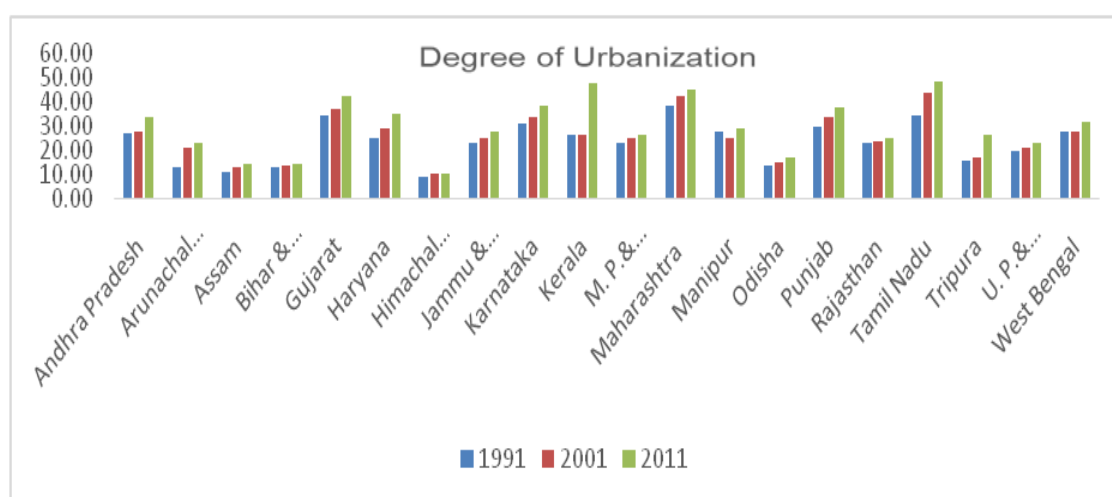
### ECONOMIC GROWTH AND URBANIZATION IN INDIA IN THE POST-REFORM PERIOD

One can see from the chart 3 that there is not much change between the high income, middle income and low-income states of India during the pre and post reform period. Maharashtra continues to be the top state with the highest nsdp and the lowest nsdp is of Tripura, Himachal Pradesh and Manipur. The chart 3 shows the net state domestic product of the states of India during the post reform period which has been computed from table 5 in appendix.

**Chart 3 The Net State Domestic Product of States of India in the Post-Reform Period**



Source: Computed from table 5

**Chart 4 Degree of Urbanization of States of India in the Post- Reform Period**

Source: Computed from table 6

The degree of urbanization during the post reform period has been shown in chart 4. During the post reform period the highly urbanized states were Kerala, Tamil Nadu, Maharashtra, Gujarat, and Punjab. The latter states exhibited high degree of urbanization during the post reform period in comparison to the pre-reform period. The least urbanized states were Assam, Himachal Pradesh, Bihar & Jharkhand, and Odisha. This has been computed using the stated formula and compiled from table 6 in appendix.

### EMPIRICAL ANALYSIS OF THE POST-REFORM PERIOD

The same tests have been applied for the analysis of the post-reform period. The table 7 shows the results of the ADF test used to check for stationarity of the variables. The results of the stationarity tests state that in the post reform period, the variable Ln NSDP is stationary at level I (0) for Assam, Himachal Pradesh, Jammu and Kashmir, Kerala, Maharashtra, Punjab, Tamil Nadu, Tripura, Uttar Pradesh and West Bengal implying that there is no unit root and therefore, we reject the null hypothesis. While for the rest of the states the variable is stationary at I (1). The variable URB is stationary at level I (0) for all states implying that there is no unit root and we reject the null hypothesis.

The table 8 in the appendix shows the results of the granger causality test of different states of India during the post-reform period. The results show a lot of variation across the states and within the states from the pre-reform period. Almost all the states exhibited unidirectional or bidirectional causality except for the state of Himachal Pradesh showed no causal relationship between the two variables during the post-reform period.

The states that showed that urbanization causes economic growth were Arunachal Pradesh, Assam, Bihar & Jharkhand, Haryana, Karnataka, Kerala, Madhya Pradesh & Chhattisgarh, Maharashtra, Punjab, and West Bengal. Here again one can infer that some of the least urbanized states such as Assam, Bihar & Jharkhand exhibited urbanization caused economic growth. The states that showed economic growth granger causes urbanization were Andhra Pradesh, Gujarat, Jammu & Kashmir, Manipur, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh & Uttarakhand. Out of these states, some of the states were low-income states that showed economic growth caused urbanization such

as Manipur and Tripura. In the post reform period, there was no bi-directional causality among the states.

### Comparative Analysis of the Granger Causality Test Results

| States                        | Pre-Reform            | Post Reform           |
|-------------------------------|-----------------------|-----------------------|
| Andhra Pradesh                | URB cause EG          | URB does not cause EG |
|                               | EG does not cause URB | EG cause URB          |
| Arunachal Pradesh             | URB does not cause EG | URB cause EG          |
|                               | EG does cause URB     | EG does not cause URB |
| Assam                         | URB cause EG          | URB cause EG          |
|                               | EG cause URB          | EG does not cause URB |
| Bihar & Jharkhand             | URB cause EG          | URB cause EG          |
|                               | EG cause URB          | EG does not cause URB |
| Gujarat                       | URB cause EG          | URB does not cause EG |
|                               | EG cause URB          | EG cause URB          |
| Haryana                       | URB cause EG          | URB cause EG          |
|                               | EG cause URB          | EG does not cause URB |
| Himachal Pradesh              | URB cause EG          | URB does not cause EG |
|                               | EG cause URB          | EG does not cause URB |
| Jammu & Kashmir               | URB cause EG          | URB does not cause EG |
|                               | EG does not cause URB | EG cause URB          |
| Karnataka                     | URB does not cause EG | URB cause EG          |
|                               | EG cause URB          | EG does not cause URB |
| Kerala                        | URB cause EG          | URB cause EG          |
|                               | EG does not cause URB | EG does not cause URB |
| Madhya Pradesh & Chhattisgarh | URB does not cause EG | URB cause EG          |
|                               | EG cause URB          | EG does not cause URB |
| Maharashtra                   | URB does not cause EG | URB causes EG         |
|                               | EG cause URB          | EG does not cause URB |
| Manipur                       | URB cause EG          | URB does not cause EG |
|                               | EG does not cause URB | EG cause URB          |
| Orissa                        | URB cause EG          | URB does not cause EG |
|                               | EG cause URB          | EG cause URB          |
| Punjab                        | URB cause EG          | URB cause EG          |
|                               | EG does not cause URB | EG does not cause URB |
| Rajasthan                     | URB cause EG          | URB does not cause EG |
|                               | EG does not cause URB | EG cause URB          |
| Tamil Nadu                    | URB cause EG          | URB does not cause EG |
|                               | EG does not cause URB | EG cause URB          |
| Tripura                       | URB cause EG          | URB does not cause EG |
|                               | EG does not cause URB | EG cause URB          |

|                    |                       |                       |
|--------------------|-----------------------|-----------------------|
| U.P. & Uttarakhand | URB cause EG          | URB does not cause EG |
|                    | EG cause URB          | EG cause URB          |
| West Bengal        | URB cause EG          | URB cause EG          |
|                    | EG does not cause URB | EG does not cause URB |

## CONCLUSION

On the basis of a combined assessment of the preceding section the analysis of pre and post reform of economic growth and urbanization within the states of India one can infer the following:

Firstly, there exists a long run association between the two variables and using granger causality we have found out the direction of the causal association between urbanization and economic growth. Some interesting observations were that not all highly urbanized states exhibited urbanization causing economic growth and not all high-income states exhibited economic growth causes urbanization or vice-versa. Thus, there was no uniform pattern within the states or across the states for the direction of the causality. Some noteworthy findings were that the least urbanized states exhibited that urbanization caused economic growth during the pre and post reform period. Second, some low-income states such as Arunachal Pradesh and Himachal Pradesh exhibited economic growth caused urbanization in the pre-reform period and states of Manipur and Tripura in the post reform period. All states showed either unidirectional or bi-directional causal relationship between the two variables in both the periods except for Himachal Pradesh which did not show any causal relationship in the post reform period.

## APPENDIX

**Table 1: The Net State Domestic Product of States of India in the Pre-Reform Period**

| States               | 1971     | 1981     | 1991     |
|----------------------|----------|----------|----------|
| Andhra Pradesh       | 2180050  | 3381320  | 5698710  |
| Arunachal Pradesh    | 32975.08 | 66775.47 | 156800.4 |
| Assam                | 1514138  | 2107898  | 3141802  |
| Bihar & Jharkhand    | 3996480  | 5376254  | 7756733  |
| Gujarat              | 3146834  | 4683194  | 6470080  |
| Haryana              | 1392627  | 2167490  | 4022887  |
| Himachal Pradesh     | 433723.6 | 606573.7 | 914094.6 |
| Jammu & Kashmir      | 673852   | 1019318  | 1319156  |
| Karnataka            | 2963782  | 4232775  | 7296826  |
| Kerala               | 2871437  | 3368221  | 4786826  |
| M. P. & Chhattisgarh | 4250771  | 5440649  | 7797834  |
| Maharashtra          | 6085729  | 9321640  | 16301598 |
| Manipur              | 86766.43 | 159491.5 | 259118   |
| Odisha               | 2031756  | 2681639  | 3820523  |

|                     |          |          |          |
|---------------------|----------|----------|----------|
| Punjab              | 1899968  | 3157482  | 5084286  |
| Rajasthan           | 2295540  | 3114829  | 5441685  |
| Tamil Nadu          | 4748448  | 5949536  | 9473335  |
| Tripura             | 118591.7 | 174165.2 | 306854.9 |
| U. P. & Uttarakhand | 6825750  | 9906655  | 15793040 |
| West Bengal         | 4133364  | 5228512  | 8731990  |

Source: Data compiled from EPW research series and authors calculation

**Table 2: Degree of Urbanization in the Pre-Reform Period**

| States               | 1971  | 1981  | 1991  |
|----------------------|-------|-------|-------|
| Andhra Pradesh       | 19.32 | 23.32 | 26.89 |
| Arunachal Pradesh    | 3.63  | 6.49  | 12.83 |
| Assam                | 8.81  | 9.88  | 11.10 |
| Bihar & Jharkhand    | 6.33  | 12.47 | 13.14 |
| Gujarat              | 28.08 | 31.10 | 34.49 |
| Haryana              | 17.67 | 21.88 | 24.63 |
| Himachal Pradesh     | 6.99  | 7.62  | 8.68  |
| Jammu & Kashmir      | 18.58 | 21.05 | 22.89 |
| Karnataka            | 24.31 | 28.89 | 30.92 |
| Kerala               | 16.24 | 18.74 | 26.39 |
| M. P. & Chhattisgarh | 16.29 | 20.29 | 23.18 |
| Maharashtra          | 31.17 | 35.03 | 38.69 |
| Manipur              | 13.14 | 26.39 | 27.54 |
| Odisha               | 8.41  | 11.79 | 13.38 |
| Punjab               | 23.73 | 27.68 | 29.55 |
| Rajasthan            | 17.64 | 21.05 | 22.88 |
| Tamil Nadu           | 30.26 | 32.95 | 34.15 |
| Tripura              | 10.41 | 11.01 | 15.31 |
| U. P. & Uttarakhand  | 14.02 | 17.95 | 19.84 |
| West Bengal          | 24.75 | 26.47 | 27.48 |

Source: Authors calculation

**Table 3: Stationarity Results of States of India in the Pre-Reform Period**

| States            | Series | t-statistic (ADF) | ADF at 1% level | ADF at 5% level | Results        |
|-------------------|--------|-------------------|-----------------|-----------------|----------------|
| Andhra Pradesh    | LnNSDP | 0.312             | -3.75           | -3.00           | Non Stationary |
|                   | NSDP_1 | -3.984            | -3.75           | -3.00           | Stationary     |
|                   | URB    | -3.492            | -3.75           | -3.00           | Stationary     |
| Arunachal Pradesh | LnNSDP | -3.391            | -4.380          | -3.60           | Non Stationary |
|                   | NSDP_1 | -4.195            | -4.380          | -3.60           | Stationary     |

|                               |        |         |        |       |                |
|-------------------------------|--------|---------|--------|-------|----------------|
|                               | URB    | -4.192  | -4.380 | -3.60 | Stationary     |
| Assam                         | LnNSDP | -0.383  | -3.75  | -3.00 | Non Stationary |
|                               | NSDP_1 | -4.770  | -3.75  | -3.00 | Stationary     |
|                               | URB    | 110.613 | -2.66  | -1.95 | Stationary     |
| Bihar & Jharkhand             | LnNSDP | 0.405   | -3.75  | -3.00 | Non Stationary |
|                               | NSDP_1 | -7.132  | -3.75  | -3.00 | Stationary     |
|                               | URB    | -16.702 | -3.75  | -3.00 | Stationary     |
| Gujarat                       | LnNSDP | -0.625  | -3.75  | -3.00 | Non Stationary |
|                               | NSDP_1 | -7.843  | -3.75  | -3.00 | Stationary     |
|                               | URB    | 142.87  | -2.66  | -1.95 | Stationary     |
| Haryana                       | LnNSDP | 0.386   | -3.75  | -3.00 | Non Stationary |
|                               | NSDP_1 | -5.586  | -3.75  | -3.00 | Stationary     |
|                               | URB    | -8.756  | -3.75  | -3.00 | Stationary     |
| Himachal Pradesh              | LnNSDP | 0.099   | -3.75  | -3.00 | Non Stationary |
|                               | NSDP_1 | -5.187  | -3.75  | -3.00 | Stationary     |
|                               | URB    | 5.817   | -3.75  | -3.00 | Stationary     |
| Jammu & Kashmir               | LnNSDP | -0.953  | -3.75  | -3.00 | Non Stationary |
|                               | NSDP_1 | -5.953  | -3.75  | -3.00 | Stationary     |
|                               | URB    | -19.363 | -3.75  | -3.00 | Stationary     |
| Karnataka                     | LnNSDP | -0.113  | -3.75  | -3.00 | Non Stationary |
|                               | NSDP_1 | -5.996  | -3.75  | -3.00 | Stationary     |
|                               | URB    | -14.412 | -3.75  | -3.00 | Stationary     |
| Kerala                        | LnNSDP | 3.248   | -2.66  | -1.95 | Stationary     |
|                               | URB    | 3.394   | -3.75  | -3.00 | Stationary     |
| Madhya Pradesh & Chhattisgarh | LnNSDP | -0.113  | -3.75  | -3.00 | Non Stationary |
|                               | NSDP_1 | -5.953  | -3.75  | -3.00 | Stationary     |
|                               | URB    | -17.101 | -3.75  | -3.00 | Stationary     |
| Maharashtra                   | LnNSDP | 0.725   | -3.75  | -3.00 | Non Stationary |
|                               | NSDP_1 | -3.125  | -3.75  | -3.00 | Stationary     |
|                               | URB    | -6.477  | -3.75  | -3.00 | Stationary     |
| Manipur                       | LnNSDP | -2.019  | -3.75  | -3.00 | Non Stationary |
|                               | NSDP_1 | -4.851  | -3.75  | -3.00 | Stationary     |
|                               | URB    | -29.621 | -3.75  | -3.00 | Stationary     |
| Odisha                        | LnNSDP | -1.661  | -3.75  | -3.00 | Non Stationary |
|                               | NSDP_1 | -5.797  | -3.75  | -3.00 | Stationary     |
|                               | URB    | -23.749 | -3.75  | -3.00 | Stationary     |
| Punjab                        | LnNSDP | -0.031  | -3.75  | -3.00 | Non Stationary |

|                             |        |         |       |       |                |
|-----------------------------|--------|---------|-------|-------|----------------|
|                             | NSDP_1 | -3.725  | -3.75 | -3.00 | Stationary     |
|                             | URB    | -8.799  | -3.75 | -3.00 | Stationary     |
| Rajasthan                   | LnNSDP | -0.122  | -3.75 | -3.00 | Non Stationary |
|                             | NSDP_1 | -6.372  | -3.75 | -3.00 | Stationary     |
|                             | URB    | -16.848 | -3.75 | -3.00 | Stationary     |
| Tamil Nadu                  | LnNSDP | 0.142   | -3.75 | -3.00 | Non Stationary |
|                             | NSDP_1 | -4.702  | -3.75 | -3.00 | Stationary     |
|                             | URB    | -5.052  | -3.75 | -3.00 | Stationary     |
| Tripura                     | LnNSDP | 0.194   | -3.75 | -3.00 | Non Stationary |
|                             | NSDP_1 | -5.264  | -3.75 | -3.00 | Stationary     |
|                             | URB    | 4.564   | -3.75 | -3.00 | Stationary     |
| Uttar Pradesh & Uttarakhand | LnNSDP | 0.002   | -3.75 | -3.00 | Non Stationary |
|                             | NSDP_1 | -5.631  | -3.75 | -3.00 | Stationary     |
|                             | URB    | -13.472 | -3.75 | -3.00 | Stationary     |
| West Bengal                 | LnNSDP | 0.481   | -3.75 | -3.00 | Non Stationary |
|                             | NSDP_1 | -4.952  | -3.75 | -3.00 | Stationary     |
|                             | URB    | -4.862  | -3.75 | -3.00 | Stationary     |

Source: Authors calculations using STATA

**Table 4: Granger Causality Results of States of India in the Pre-Reform Period**

| States            | Equation          | F Test | Prob > F | Results               | Direction      |
|-------------------|-------------------|--------|----------|-----------------------|----------------|
| Andhra Pradesh    | LN URB to LN NSDP | 6.944  | 0.018    | URB cause EG          | Unidirectional |
|                   | LN NSDP to LN URB | 2.076  | 0.168    | EG does not cause URB |                |
| Arunachal Pradesh | LN URB to LN NSDP | 0.9399 | 0.4937   | URB does not cause EG | Unidirectional |
|                   | LN NSDP to LN URB | 8.8106 | 0.0073   | EG cause URB          |                |
| Assam             | LN URB to LN NSDP | 10.797 | 0.0050   | URB cause EG          | Bi-directional |
|                   | LN NSDP to LN URB | 32.703 | 0.0000   | EG cause URB          |                |
| Bihar & Jharkhand | LN URB to LN NSDP | 5.237  | 0.0360   | URB cause EG          | Bi-directional |
|                   | LN NSDP to LN URB | 0.898  | 0.3574   | EG cause URB          |                |
| Gujarat           | LN URB to LN NSDP | 4.8273 | 0.0347   | URB cause EG          | Bi-directional |
|                   | LN NSDP to LN URB | 0.1673 | 0.9483   | EG cause URB          |                |
| Haryana           | LN URB to LN NSDP | 10.89  | 0.0045   | URB cause EG          | Bi-directional |
|                   | LN NSDP to LN URB | 0.768  | 0.3935   | EG cause URB          |                |
| Himachal Pradesh  | LN URB to LN NSDP | 9.8673 | 0.0025   | URB cause EG          | Bi-directional |
|                   | LN NSDP to LN URB | 4.4724 | 0.333    | EG cause URB          |                |
| Jammu &           | LN URB to LN NSDP | 4.906  | 0.0416   | URB cause EG          | Unidirectional |

|                               |                   |        |        |                       |                |
|-------------------------------|-------------------|--------|--------|-----------------------|----------------|
| Kashmir                       | LN NSDP to LN URB | 0.135  | 0.7181 | EG does not cause URB |                |
| Karnataka                     | LN URB to LN NSDP | 0.415  | 0.6685 | URB does not cause EG |                |
|                               | LN NSDP to LN URB | 3.992  | 0.0445 | EG cause URB          | Unidirectional |
| Kerala                        | LN URB to LN NSDP | 5.296  | 0.0208 | URB cause EG          | Unidirectional |
|                               | LN NSDP to LN URB | 0.758  | 0.488  | EG does not cause URB |                |
| Madhya Pradesh & Chhattisgarh | LN URB to LN NSDP | 3.029  | 0.083  | URB does not cause EG |                |
|                               | LN NSDP to LN URB | 7.099  | 0.008  | EG cause URB          | Unidirectional |
| Maharashtra                   | LN URB to LN NSDP | 2.9581 | 0.1047 | URB does not cause EG |                |
|                               | LN NSDP to LN URB | 6.8917 | 0.0187 | EG cause URB          | Unidirectional |
| Manipur                       | LN URB to LN NSDP | 10.306 | 0.0211 | URB cause EG          | Unidirectional |
|                               | LN NSDP to LN URB | 1.1716 | 0.4517 | EG does not cause URB |                |
| Odisha                        | LN URB to LN NSDP | 10.704 | 0.0048 | URB cause EG          | Bi-directional |
|                               | LN NSDP to LN URB | 7.215  | 0.0162 | EG cause URB          |                |
| Punjab                        | LN URB to LN NSDP | 16.795 | 0.0222 | URB cause EG          | Unidirectional |
|                               | LN NSDP to LN URB | 2.023  | 0.2982 | EG does not cause URB |                |
| Rajasthan                     | LN URB to LN NSDP | 7.515  | 0.0145 | URB cause EG          | Unidirectional |
|                               | LN NSDP to LN URB | 1.693  | 0.2116 | EG does not cause URB |                |
| Tamil Nadu                    | LN URB to LN NSDP | 6.805  | 0.0190 | URB cause EG          | Unidirectional |
|                               | LN NSDP to LN URB | 0.4931 | 0.4926 | EG does not cause URB |                |
| Tripura                       | LN URB to LN NSDP | 7.1106 | 0.0169 | URB cause EG          | Unidirectional |
|                               | LN NSDP to LN URB | 0.5656 | 0.8150 | EG does not cause URB |                |
| U.P. & Uttarakhand            | LN URB to LN NSDP | 8.320  | 0.0108 | URB cause EG          | Bi-directional |
|                               | LN NSDP to LN URB | 15.361 | 0.0012 | EG cause URB          |                |
| West Bengal                   | LN URB to LN NSDP | 6.488  | 0.0215 | URB cause EG          |                |
|                               | LN NSDP to LN URB | 0.936  | 0.3475 | EG does not cause URB | Unidirectional |

Source: Authors calculation using STATA

**Table 5: The Net State Domestic Product of States of India in the Post-Reform Period**

| States              | 1991     | 2001     | 2011     |
|---------------------|----------|----------|----------|
| Andhra Pradesh      | 5698710  | 9617719  | 19155444 |
| Arunachal Pradesh   | 156800.4 | 267428.9 | 498349   |
| Assam               | 3141802  | 3949585  | 6430998  |
| Bihar & Jharkhand   | 7756733  | 10052753 | 20967850 |
| Gujarat             | 6470080  | 12817798 | 33688617 |
| Haryana             | 4022887  | 6809459  | 15852299 |
| Himachal Pradesh    | 914094.6 | 1729577  | 3395474  |
| Jammu & Kashmir     | 1319156  | 2000079  | 3398975  |
| Karnataka           | 7296826  | 12571445 | 24804028 |
| Kerala              | 4786826  | 8379594  | 17691461 |
| M. P.& Chhattisgarh | 7797834  | 12551539 | 23886574 |
| Maharashtra         | 16301598 | 29557799 | 69590440 |
| Manipur             | 259118   | 381974.2 | 641225   |
| Odisha              | 3820523  | 5285176  | 10362763 |
| Punjab              | 5084286  | 7591489  | 13698738 |
| Rajasthan           | 5441685  | 9954881  | 20274905 |
| Tamil Nadu          | 9473335  | 16212073 | 38650813 |
| Tripura             | 306854.9 | 668556.5 | 1442115  |
| U. P.& Uttarakhand  | 15793040 | 21919595 | 41812283 |
| West Bengal         | 8731990  | 16262359 | 28943166 |

*Source: Data compiled from EPW research series and authors calculation*

**Table 6: Degree of Urbanization in India in the Post Reform Period**

| States              | 1991  | 2001  | 2011  |
|---------------------|-------|-------|-------|
| Andhra Pradesh      | 26.89 | 27.30 | 33.45 |
| Arunachal Pradesh   | 12.83 | 20.77 | 22.90 |
| Assam               | 11.10 | 12.90 | 14.10 |
| Bihar & Jharkhand   | 13.14 | 13.35 | 14.36 |
| Gujarat             | 34.49 | 37.36 | 42.60 |
| Haryana             | 24.63 | 28.92 | 34.88 |
| Himachal Pradesh    | 8.68  | 9.81  | 10.04 |
| Jammu & Kashmir     | 22.89 | 24.81 | 27.37 |
| Karnataka           | 30.92 | 33.99 | 38.67 |
| Kerala              | 26.39 | 25.96 | 47.70 |
| M. P.& Chhattisgarh | 23.18 | 24.82 | 26.49 |
| Maharashtra         | 38.69 | 42.43 | 45.22 |
| Manipur             | 27.54 | 25.11 | 29.20 |
| Odisha              | 13.38 | 14.99 | 16.69 |
| Punjab              | 29.55 | 33.92 | 37.48 |
| Rajasthan           | 22.88 | 23.38 | 24.87 |
| Tamil Nadu          | 34.15 | 44.04 | 48.40 |
| Tripura             | 15.31 | 17.07 | 26.16 |

|                    |       |       |       |
|--------------------|-------|-------|-------|
| U. P.& Uttarakhand | 19.84 | 21.02 | 22.65 |
| West Bengal        | 27.48 | 27.97 | 31.87 |

Source: Authors calculation

**Table 7: Stationarity Results of States of India in the Post-Reform Period**

| States                        | Series | t-statistic (ADF) | ADF level at 1% | ADF at 5% level | Results        |
|-------------------------------|--------|-------------------|-----------------|-----------------|----------------|
| Andhra Pradesh                | LnNSDP | 0.514             | -3.75           | -3.00           | Non Stationary |
|                               | NSDP_1 | -3.757            | -3.75           | -3.00           | Stationary     |
|                               | URB    | 4.540             | -3.75           | -3.00           | Stationary     |
| Arunachal Pradesh             | LnNSDP | -2.250            | -4.380          | -3.60           | Non Stationary |
|                               | NSDP_1 | -6.040            | -4.380          | -3.60           | Stationary     |
|                               | URB    | -7.101            | -4.380          | -3.60           | Stationary     |
| Assam                         | LnNSDP | 3.116             | -3.75           | -3.00           | Stationary     |
|                               | URB    | -9.594            | -2.66           | -1.95           | Stationary     |
| Bihar & Jharkhand             | LnNSDP | 1.489             | -3.75           | -3.00           | Non Stationary |
|                               | NSDP_1 | -3.766            | -3.75           | -3.00           | Stationary     |
|                               | URB    | 8.154             | -3.75           | -3.00           | Stationary     |
| Gujarat                       | LnNSDP | -0.543            | -3.75           | -3.00           | Non Stationary |
|                               | NSDP_1 | -3.173            | -3.75           | -3.00           | Stationary     |
|                               | URB    | 100.49            | -2.66           | -1.95           | Stationary     |
| Haryana                       | LnNSDP | 2.655             | -3.75           | -3.00           | Non Stationary |
|                               | NSDP_1 | -6.020            | -4.380          | -3.60           | Stationary     |
|                               | URB    | -10.488           | -3.75           | -3.00           | Stationary     |
| Himachal Pradesh              | LnNSDP | 16.560            | -2.66           | -1.95           | Stationary     |
|                               | URB    | -20.714           | -3.75           | -3.00           | Stationary     |
| Jammu & Kashmir               | LnNSDP | 21.78             | -2.66           | -1.95           | Stationary     |
|                               | URB    | -10.886           | -3.75           | -3.00           | Stationary     |
| Karnataka                     | LnNSDP | 0.186             | -3.75           | -3.00           | Non Stationary |
|                               | NSDP_1 | -3.427            | -3.75           | -3.00           | Stationary     |
|                               | URB    | 108.88            | -2.66           | -1.95           | Stationary     |
| Kerala                        | LnNSDP | 13.276            | -2.66           | -1.95           | Stationary     |
|                               | URB    | 4.70              | -3.75           | -3.00           | Stationary     |
| Madhya Pradesh & Chhattisgarh | LnNSDP | 0.441             | -3.75           | -3.00           | Non Stationary |
|                               | NSDP_1 | -3.947            | -3.75           | -3.00           | Stationary     |
|                               | URB    | -9.163            | -3.75           | -3.00           | Stationary     |
| Maharashtra                   | LnNSDP | 7.133             | -2.66           | -1.95           | Stationary     |
|                               | URB    | -32.651           | -3.75           | -3.00           | Stationary     |
| Manipur                       | LnNSDP | 0.121             | -3.75           | -3.00           | Non Stationary |

|                             |        |         |       |       |                |
|-----------------------------|--------|---------|-------|-------|----------------|
|                             | NSDP_1 | -5.384  | -3.75 | -3.00 | Stationary     |
|                             | URB    | 6.842   | -3.75 | -3.00 | Stationary     |
| Odisha                      | LnNSDP | 0.623   | -3.75 | -3.00 | Non Stationary |
|                             | NSDP_1 | -3.966  | -3.75 | -3.00 | Stationary     |
|                             | URB    | -22.186 | -3.75 | -3.00 | Stationary     |
| Punjab                      | LnNSDP | 10.396  | -2.66 | -1.95 | Stationary     |
|                             | URB    | -17.00  | -3.75 | -3.00 | Stationary     |
| Rajasthan                   | LnNSDP | -0.155  | -3.75 | -3.00 | Non Stationary |
|                             | NSDP_1 | -5.400  | -3.75 | -3.00 | Stationary     |
|                             | LnURB  | -10.195 | -3.75 | -3.00 | Stationary     |
| Tamil Nadu                  | LnNSDP | 7.404   | -2.66 | -1.95 | Stationary     |
|                             | URB    | -11.930 | -3.75 | -3.00 | Stationary     |
| Tripura                     | LnNSDP | 11.795  | -2.66 | -1.95 | Stationary     |
|                             | URB    | 5.527   | -3.75 | -3.00 | Stationary     |
| Uttar Pradesh & Uttarakhand | LnNSDP | 7.615   | -2.66 | -1.95 | Stationary     |
|                             | URB    | -18.432 | -3.75 | -3.00 | Stationary     |
| West Bengal                 | LnNSDP | 16.442  | -2.66 | -1.95 | Stationary     |
|                             | URB    | 7.279   | -3.75 | -3.00 | Stationary     |

Source: Authors calculations using STATA

**Table 8: Granger Causality Results of States of India in the Post Reform Period**

| States            | Equation          | F Test | Prob > F | Results                | Direction      |
|-------------------|-------------------|--------|----------|------------------------|----------------|
| Andhra Pradesh    | LN URB to LN NSDP | 2.116  | 0.156    | URB does not causes EG | Unidirectional |
|                   | LN NSDP to LN URB | 3.627  | 0.048    | EG cause URB           |                |
| Arunachal Pradesh | LN URB to LN NSDP | 4.367  | 0.0354   | URB causes EG          | Unidirectional |
|                   | LN NSDP to LN URB | 1.289  | 0.3083   | EG does not cause URB  |                |
| Assam             | LN URB to LN NSDP | 4.811  | 0.0273   | URB causes EG          | Unidirectional |
|                   | LN NSDP to LN URB | 0.222  | 0.8037   | EG does not cause URB  |                |
| Bihar & Jharkhand | LN URB to LN NSDP | 5.694  | 0.0167   | URB causes EG          | Unidirectional |
|                   | LN NSDP to LN URB | 1.997  | 0.1752   | EG does not cause URB  |                |
| Gujarat           | LN URB to LN NSDP | 2.5027 | 0.1188   | URB does not causes EG | Unidirectional |
|                   | LN NSDP to LN URB | 4.0592 | 0.0398   | EG cause URB           |                |

|                               |                   |        |        |                       |                        |
|-------------------------------|-------------------|--------|--------|-----------------------|------------------------|
| Haryana                       | LN URB to LN NSDP | 8.0182 | 0.0054 | URB cause EG          | Unidirectional         |
|                               | LN NSDP to LN URB | 0.0136 | 0.9864 | EG does not cause URB |                        |
| Himachal Pradesh              | LN URB to LN NSDP | 0.6813 | 0.6299 | URB does not cause EG | No Causal Relationship |
|                               | LN NSDP to LN URB | 0.1120 | 0.9736 | EG does not cause URB |                        |
| Jammu & Kashmir               | LN URB to LN NSDP | 2.176  | 0.1504 | URB does not cause EG | Unidirectional         |
|                               | LN NSDP to LN URB | 4.949  | 0.0237 | EG cause URB          |                        |
| Karnataka                     | LN URB to LN NSDP | 5.994  | 0.0132 | URB cause EG          | Unidirectional         |
|                               | LN NSDP to LN URB | 1.136  | 0.3488 | EG does not cause URB |                        |
| Kerala                        | LN URB to LN NSDP | 4.216  | 0.036  | URB cause EG          | Unidirectional         |
|                               | LN NSDP to LN URB | 2.7506 | 0.0983 | EG does not cause URB |                        |
| Madhya Pradesh & Chhattisgarh | LN URB to LN NSDP | 5.123  | 0.0214 | URB cause EG          | Unidirectional         |
|                               | LN NSDP to LN URB | 3.508  | 0.0582 | EG does not cause URB |                        |
| Maharashtra                   | LN URB to LN NSDP | 3.95   | 0.0465 | URB cause EG          | Unidirectional         |
|                               | LN NSDP to LN URB | 0.918  | 0.4983 | EG does not cause URB |                        |
| Manipur                       | LN URB to LN NSDP | 0.996  | 0.4306 | URB does not cause EG | Unidirectional         |
|                               | LN NSDP to LN URB | 9.147  | 0.0025 | EG cause URB          |                        |
| Orissa                        | LN URB to LN NSDP | 10.06  | 0.0020 | URB does not cause EG | Unidirectional         |
|                               | LN NSDP to LN URB | 1.321  | 0.2981 | EG cause URB          |                        |
| Punjab                        | LN URB to LN NSDP | 6.299  | 0.0136 | URB cause EG          | Unidirectional         |
|                               | LN NSDP to LN URB | 0.862  | 0.5254 | EG does not cause URB |                        |
| Rajasthan                     | LN URB to LN NSDP | 3.156  | 0.0775 | URB does not cause EG | Unidirectional         |
|                               | LN NSDP to LN URB | 4.875  | 0.0275 | EG cause URB          |                        |
| Tamil Nadu                    | LN URB to LN NSDP | 0.0131 | 0.9100 | URB does not cause EG | Unidirectional         |

|                    |                   |        |        |                       |                |
|--------------------|-------------------|--------|--------|-----------------------|----------------|
|                    | LN NSDP to LN URB | 22.763 | 0.0002 | EG cause URB          |                |
| Tripura            | LN URB to LN NSDP | 0.2729 | 0.6081 | URB does not cause EG | Unidirectional |
|                    | LN NSDP to LN URB | 4.9109 | 0.0406 | EG cause URB          |                |
| U.P. & Uttarakhand | LN URB to LN NSDP | 0.9890 | 0.3339 | URB does not cause EG | Unidirectional |
|                    | LN NSDP to LN URB | 4.8015 | 0.0427 | EG cause URB          |                |
| West Bengal        | LN URB to LN NSDP | 6.2567 | 0.0114 | URB cause EG          | Unidirectional |
|                    | LN NSDP to LN URB | 0.0433 | 0.9577 | EG does not cause URB |                |

Source: Authors calculation using STATA

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# EMPLOYABILITY SKILLS AMONG MBA STUDENTS

SULOCHNA SYAL, GUNJAN SHARMA & SWATI

## INTRODUCTION

A definition from Business Dictionary says that Employability aptitudes is a gathering of fundamental capacities that include the improvement of a learning base, ability level and mentality that is progressively essential for accomplishment in the advanced work environment. These are normally viewed as basic capabilities for some, work positions and consequently have turned out to be fundamental for a person's business accomplishment at pretty much any level inside a business situation. (Business Dictionary)

Employability skills are core skills and traits that needed in nearly every job. These are general skills that make someone desirable to an organization. The employment skills are just transferable skills that student need to get employed. Employments are set of skills and behaviours that are necessary for every job. Employability skills are called soft skills and fundamental skills. Different types of employment skills which are necessary to perform a job. These are communication skills, team work, problem solving, self-management, leaderships and technology. In simple words, the employability skills are just transferable skills that a student need to get 'employed'. Good technical understanding and subjective knowledge are important parts of employability skills and employers expect these skills from the students to whom they are going to hire. They outline a set of skills and expecting that the employee will carry those skills that will help them to perform with best of their ability. 'The concept of employability continues to be applied within a range of different contexts and both those in work and those seeking work.'

'Employability depends on our knowledge, skills and attitudes, how we use those assets, and how we present them to employers. The Confederation of British Industry (CBI) has defined employability thus Employability is the possession by an individual of the qualities and competencies required to meet the changing needs of employers and customers and thereby help to realize his or her aspirations and potential in work (CBI, 1999) (McQuaid, R.W. and Lindsay, C. (2005) 'The concept of employability', Urban Studies Vol. 42, No. 2, pp. 197-219). Employability skills are teachable and transferable skills (Yorke, 2016). Employability has been defined as "a set of achievements skills, understandings, and personal attributes that make graduates more likely to gain employability and be successful in their chosen occupations" (Engineering Subject Centre of the UK Higher Education Academy). Different research scholars and researchers have defined employability and the skills that should be opt by the students in their research papers. In simple words, the employability skills are just *transferable skills that a student need to get 'employed'*. Good technical understanding and subjective knowledge are important parts of employability skills and employers expect these skills from the students to whom they are going to hire. They outline a set of skills and expecting that the employee will carry those skills that will help them to perform with best of their ability. 'The concept of employability continues to be applied within a range of different contexts and both those in work and those seeking work.'

Chinnadurai (2019) conducted a study on Employability & skill set of MBA graduates: An Empirical Analysis and identified that the important determinants of overall

employability skills of MBA fresh graduates were communication skill, problem solving skill, planning and organizing, leadership, team work, attitude, decision making, motivation, interpersonal and emotional intelligence, information technology, learning and functional skill. From this study he suggested that management institutions must make greater efforts to help students acquire the employability skills at the levels as required by many organizations & industry for the entry level jobs. All Universities and academic institutions should revise and update their MBA course curriculum with inbuilt provisions for the development of appropriate employability skills to ensure that their management students come out from such institutions with appropriate employability skills as demanded by employers & industry.

Bansal (2018) conducted a study on Employability skills of MBA students: Employers and students perspective. It uncovers the degree of employability abilities as seen by the business are low when contrasted with the degree of employability aptitudes seen by the understudies. The distinction zones are with regards to the employability abilities seen by the MBA understudies and the apparent employability aptitudes of MBA understudies. According to this investigation the primary purpose for this hole is the course educational program of the executives' establishments and college which isn't refreshed according to most recent industry prerequisites. The viable angles which should be given due significance are absent from the educational program.

Sharma (2016) conducted a study on Employability skill literature review in India and concluded that one skill cannot make an individual competent enough to face the challenges therefore individuals should have set of skills that help them to sustain and gain employment. Learning is a continuous process and an individual should never hesitate to learn something new. Apart from this, teachers should practice employability skill during teaching and learning session so that it could assist students to understand ways of applying skills by themselves.

## **OBJECTIVES**

- To understand the concept of Employability skills.
- To study Employability skills expected from MBA students.

## **METHODOLOGY**

This paper seeks to study the employability skills in MBA Students. This study is conceptual study done with the help of available literature survey on Employability skills. Each research paper is reviewed critically to analyse their findings. This study purely includes secondary data that is collected from various journals, books, articles. Content analysis was done for analysis of data.

## **CONCLUSION**

It was observed from the literature review that the presence of one skill doesn't make a person succeed; students need to have set of skills in order to maintain a position in an industry. Employers are looking for people having skills – leadership, creativity & innovation, critical thinking & communication, understanding the purpose of business. Important determinants of overall employability skills of MBA fresh graduates were communication skill, problem solving skill, team work, attitude, planning and organizing, leadership, decision making, motivation, interpersonal and emotional intelligence, information technology, learning and functional skill.

Some of very common skills are Communication skills, Team work, Interpersonal skills, Leadership quality, and Problem solving ability. These skills can be developed by conducting skill development training, more case studies for students, effective communication lectures with student's initiative to improve their communication, effective summer internship programs and interaction of industry employers and management institute, etc.

It was also observed that Curriculums should be updated and maintained in a way that it includes more practical work as compared to theoretical aspect the study revealed that presence of one skill doesn't make a person succeed. The study suggests:

Curriculums should be updated and maintained in a way that it includes more practical work as compared to theoretical aspect. Universities should interact with the industry to get updated about the requirements and prepare their students accordingly.

An employability skill plays a vital role in today's world. These skills are teachable skills, so it should to be made mandatory for the teachers to set some target and teach accordingly. The expectation of corporate and industry from the MBA student are hard core technical knowledge, Technical Skills: ability to apply the theoretical knowledge, Life skills & Values, Latest developments in the industry, dedication, punctuality, alertness, willingness and value addition through new ideas, etc.

One skill cannot make an individual competent enough to face the challenges therefore individuals should have set of skills that help them to sustain and gain employment. Learning is a continuous process and an individual should never hesitate to learn something new.

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## **AN OVERVIEW OF POLITICAL SOCIALIZATION OF RURAL WOMEN IN HIMACHAL PRADESH**

**RAJ**

### **INTRODUCTION**

Political socialization is an important concept because an individual is not born with an innate knowledge of politics. No one of us begin our lives with an inbuilt sense of political tradition. Neither our role in the political life of our country nor our particular political views are genetically preprogrammed. It is the process of political socialization through which our orientations, political values norms are formed and transmitted from one generation to another in the society. The main significance of the concept of political socialization is to train the people in such a way that they become well-functioning members of a particular political system. The success of a democracy largely depends on the political maturity of its all citizens. Political socialization is the process through which such a maturity of thought can be brought among citizens. Political learning is a broad concept that encompasses both formal and informal and active and passive ways in which people mature politically.<sup>1</sup>The present study provides empirical evidence about the political socialization process of rural women in Himachal Pradesh and the role of different socializing agencies in their political socialization.

Political socialization is not a process which takes place in isolation, it is not automatic, self-processed or self- internalized process Political socialization is a process by which an individual gets knowledge about the political system, political values and belief. Political socialization is both a formal and informal process of social and educative learning, by which political attitudes, skill, priorities and beliefs are intentionally and unintentionally absorbed by individuals or citizens. Being a significant process, it orientates the people towards a particular type of political behavior, philosophy and ideology. Political socialization determines the type of participation in politics and government by the people with this, it causes the stability or instability, continuity or change and strength or weakness in a political system. Its aim is prepare good citizens to maintain the stability, sustainability, continuity and the survivability of the political system.

Numerous definitions are given to the process of socialization from the perspective of sociology, psychology, culturology, symbolic interaction, and cognitive theory. Most of the social-scientists consider socialization as ontogenetic, stage process, consisting of the entirety of formative-educative influences exerted by various social groups on individuals that compose them. Through this process individuals assimilate the language, values, norms, habits, attitudes, customs, traditions and principles of the behavior that are specific to the social group to which they belong. Political socialization is a part of whole socialization process.

Political socialization is a facet of the individual's overall, of assimilating the culture of society. It is through this process people are socialized into political participation People develop a political self, a sense of personal identification with the political world. A number of political-scientists seized on the notion of socialization and sought to understand it specifically in political terms. Political Socialization is primarily a psychological concept which deals with orientation of individuals towards political

objects. The concept of Political socialization is very closely related to the concept of Political Culture. The sum total of orientations of the people to political objects and action constitutes the political culture. The process by which people get their orientation towards political objects i.e., their political culture is called Political Socialization.<sup>2</sup> Almond and Powell observes, "Political Socialization is the process by which political cultures are maintained and changed."<sup>3</sup> According to Langton political socialization in the broadest sense, refers to the way society transmits its political culture from generation to generation. It is "the process, mediated through various agencies of society, by which an individual learns politically relevant attitudinal dispositions and behavior patterns."<sup>4</sup> Lucian Pye regards political socialization as the process, through which the individual develops his awareness of his political world and gains his appreciation, judgment, and understanding of political events. Through this process the individual is socialized to his political culture and realizes his political identity.<sup>5</sup>

The modes or forms of political learning are of various kinds and types which may be broadly grouped into two categories, namely direct or manifest learning and indirect or latent learning. It is manifest political socialization when it takes the form of an explicit transmission of information, values, or feelings relating to the roles, inputs and outputs of the political system.<sup>6</sup> Latent or indirect learning refers to the process of informal political learning wherein the individual learns orientations and dispositions, which are not in themselves political but which later on influence the development of the political self.<sup>7</sup>

Political socialization is a continuous life long process by which people of various ages acquire political cognition, attitudes and behavior.

## **METHODOLOGY**

It is a micro-level empirical study confined to Rohru block of district Shimla in Himachal Pradesh. As per Block development office record, Rohur Block consists of 32 Gram Panchayats Out of which we have selected 25 percent i.e.eight Gram Panchayats for the field survey purpose on of the basis of stratified sampling method. The eight selected eight Panchayats includes Arhal, Kutara, Bhalara, Ukhli-Mahendeli, Sheel, Samoli, Dalgaon and Pujarli-iii. Further, we have purposefully selected 16 women (8 political activist and 8 non-activists) from each of these 8 Panchayats. Thus, the size of the sample in the present study is 128 women (64 political activists and 64 non- activists).

## **RESULTS**

### **SOCIO-ECONOMIC PROFILE OF THE RESPONDENTS**

It is the society and economy of a particular area which affect the politics of that area. The socio-economic composition also influences the political socialization process and then political participation of people. An analysis of the socio- economic profile of the respondents reveal that majority of the respondents in the sample are in age group of 31-40 years and are married in the total sample as well as in activist and non-activist categories. It means that women take active part in power politics after getting somehow free from the child bearing and rearing and family responsibilities and married women take more part in various political activities than that of the unmarried women. Most of them belong to Rajput caste followed by Scheduled caste. Further, the cent- percent respondents in the sample are Hindus by religion. Regarding the educational levels of the respondents, it is found that in the total as well as activist and

non-activist categories majority of the respondents are educated up to tenth standard to graduation level. However, some illiterate women are still active in grass-roots politics. Occupation -wise majority of them are housewives and are also engaged in agricultural and horticultural pursuits and MNREGA as well. The present study also reveals that majority of the respondents in the total as well as activist and non-activist categories belong to nuclear and small families. However the proportion of the respondents belonging to nuclear families is higher in the non-activist category than that of the activist category. In case of total annual family income, it is found that the majority of the respondents in the whole sample does not have their own income and are economically, they are dependent upon their families. Further the level of their family income is not very high though enough to meet basic needs and have a quality life. As far as the exposure of the respondents to mass-media is concerned, it is found that respondents are well exposed to mass- media and social – media. Thus mass-media and social –media play significant role in the process of political socialization of rural women in Himachal Pradesh.

### **AGENCIES/ INSTITUTIONS OF POLITICAL SOCIALIZATION OF RURAL WOMEN**

Political socialization is actualized through a number of avenues conventionally known as agents of political socialization. There are different agents of political socialization. Some of them are relatively active and instill the political attitudes among the individuals in a compelling manner, while some others are passive in this regard and do not directly promulgate such socialization.

The family, educational institutions, peer groups, mass-media, political parties and political leaders are generally significant agents of political socialization. The paper analyses the role of these socializing agencies in transmitting of political values, beliefs, norms, attributes and knowledge among the rural women in Himachal Pradesh.

Family is the first and potent agent of the political socialization because the process of political socialization in everyone's life commence within family. It acts as a powerful agent in providing the physical, the social, and the mental the moral and emotional needs of an individual.

Regarding the influence of family on the process of political socialization of rural women it is found that the political family background has a positive and encouraging effect upon the activism of rural women in politics in Himachal Pradesh.. A huge difference in the participation of activists and non-activists' family members in every political activity is the notable findings of the study. It is also found that an overwhelming majority of the Activists' family members are associated with political parties as active members and office bearers in contrast of the family members of non-activists. The present study also revealed the majority of the respondent's activist as well as non-activist do support the political party which is supported by their parents-in law instead of the party which is supported by their parents. Thus it is obvious that situational factors or post marriage family ambience do affect the process of political socialization of women. Further, it is found that the family members of activist respondents discuss politics at home than that of the non-activists. The study also revealed that the women family members of the activist respondents take active part in the political discussion than that of the non-activists. The of the most notable finding of the study is that although there is no restrictions on the participation of women in political activities but their active participation in various decision making bodies is

limited only to the Panchayati Raj institutions or the grass-root politics, 50 percent reservation of seats is the provision behind this participation. Thus we can conclude that family play the foremost role in political socialization process of rural women.

Apart from the family school or educational institutions also play a prominent role in inculcating of the political values, ideas and norms during early stage of every individuals in both ways directly as well as indirectly. It is found that majority of the respondents activist as well as non-activist learnt about the politics at school and others educational institutions. Further, it is also revealed that activist respondent's participation is greater in all types of activities at school or college level than that of the non-activists. Further, it is found that celebration of national events is the most influential factor which have influenced the both activist and non-activist respondents at school or educational institutions. Thus, it is obvious that the school and other educational institutions have a significant and positive impact on their political socialization process of rural women in Himachal Pradesh.

Along with the factors which play the most important role in the process of political socialization, the researcher also tried to highlight the role of mass-media. The information received from the mass media helps them to develop political norms, values, attitudes, attributes and beliefs among them. It is found that mass media has positive impact in the process of political socialization of rural women in Himachal Pradesh. Most of the respondents in the sample obtain political information from mass-media and the influence of mass-media in the formation of the political opinions and behavior is also revealed through the study.

Along with the various prominent agents of political socialization discussed above viz. family, school, educational institutions, mass media. Peer groups has a telling effect in this endeavor. It is found in the study that majority of the activist respondents are the members of peer group whose members are also active in politics as compared to the non-activist respondents and are also encouraged to take part in political activities and to support parties or organizations. Thus, 3/4<sup>th</sup> of the total respondents in the sample accepted the influence of peer group in their political socialization process as well as in their political participation.

The other agency which is also considered in the study of political socialization process of rural women in Himachal Pradesh is political parties and political leaders. It forms other important agencies of political socialization and plays both instrumental and expressive role in generating political awareness or political culture among people. It is revealed through the findings that majority of the respondents both activist and non-activist got political information from the political parties and leaders as well most of them form political opinions according to the policies of a particular political party.

Regarding the agencies which has more impact on the political socialization process study revealed that the family is the first and foremost agent among various socializing agencies.

## CONCLUSION

Political socialization is the most important concept through which citizens of the country are inducted into their political world. It is only through this process people learn and play their role in political process. Political socialization determines the political participation of individuals. Throughout the world, women are found less

active in power politics and different decision-making bodies. Although the reasons are many but less political socialization of women is may be the main reason. As the study revealed that the women, who are politically socialized participate more in every political activities than that of the women who are less socialized. In the process of political socialization various agencies such as family, school/educational institutions, peer groups, mass-media, political parties, leaders play their role but in the study revealed the family the most important agency of political socialization of rural women in Himachal Pradesh. In order to enhance the political participation of women in power politics and various decisions-making bodies it is very important to socialize them politically. Our system and Government should also take serious measures in this direction

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# **BOOSTING CULTURAL HERITAGE AND TOURISM THROUGH MEDIA**

**SARITA BANSAL&VINESH KUMAR**

## **INTRODUCTION**

Culture plays an important role in the development agenda of any nation. It represents a set of shared attitudes, values, goals and practices. Many economies and industries of the countries depend on tourism, which is able to direct the flow of the world. Cultural Tourism is the subset of tourism that is concerned with the country's lifestyle in certain geographical areas, such as their art, architecture, rituals, festivals, and more values that help convey the culture of the country itself. Cultural Tourism involves the visitor getting involved or in contact with the Unique Heritage and special character of a place. More awareness of the place's values, languages, lifestyle, and customs is conveyed to the visitor. Through tourism, lays the possibility of associating cultures together, assisting in creating cohesion amongst the world's inhabitants. Considering that culture and heritage are two important factors in attracting tourists, they maintain their stature as a resource for development, and for improving the economy.

Culture and creativity manifest themselves in almost all economic, social, and other activities. A country as diverse as India is symbolized by the plurality of its culture. The role of media for Cultural Tourism revolves around the functions like preservation and conservation of our cultural heritage and promotion of all forms of art and culture, both tangible and intangible. Media acts to develop and sustain ways and means through which the creative and aesthetic sensibilities of the people remain active and dynamic. The functional spectrum of media now-a-day is wide, ranging from generating cultural awareness at grassroots level to promoting cultural exchanges at international level.

That being said, heritage and culture are both two important assets that should be maintained, conserved, and enhanced. Improving the life quality, living conditions, and reducing poverty will help in further preserving the cultural and natural heritage. Making such assets within reach of humanity, conveying civilizations through a powerful tool as tourism, is considered sustainability of cultural tourism development. Reaching and maintaining such objectives, would require, high standards in design & implementation of Tourism Policies, and conservation and preservation policies involving the participation of communities, in preserving, enhancing, and improving the cultural heritage for the following decades.

Balancing between the society, environment, and Tourism in order to lessen the negative impacts, and have more positive effects, can only be achieved through spreading creativity, and cultural diversity, through maintaining awareness for the importance of cultural tourism and their everlasting positive effects. Cultural Sustainable Tourism (CST- 2017) brings the complex relations between Culture, and tourism, and how planners, architects, and main actors and help in conveying and spreading the right perspective of the importance and role of Cultural tourism and how to maintain it.

Tourists, travellers, and excursionists are being influenced by different types of attractive presentation by specialized television channels, articles by renowned journalists, and fantastic coverage by travel magazines. Gradually all these media are

creative a positive image and a picture of tourism in the attitudes, minds, perception, psychology, behaviour or and in the final selection of the site (inbound and outbound tourist).

As the verdict goes, media have a social responsibility to enhance the blending of local, national, and international cultural values for enriched politics, society and economy. Public communications strategy based on access to quality information and knowledge will drive the new global tourism thorough partnership initiatives such as: peace and security, conflict resolutions for eco tourism, quality tourism, joint ventures, technology transfer, and the like.

Tourism generates nearly 7% of nations GDP and supports millions of jobs. Highlighting the beauty and cultures of INDIA in innovative ways is the need of the hour. And YES, India is beautiful.

As a matter of fact, since the tourism industry is on a high in the 21<sup>st</sup> century and that there is a shift of international tourists from developed countries to the developing ones, the Indian economy leveraged it. With a view to bring focus on the rich multi cultural heritage and diversity persisting in India and to lay emphasis on several aspects like tourism, infrastructure, natural resources, festivals, historical monuments etc., the Government of India is putting its efforts hard to explore the potentialities to expand and explore new horizons in this area.

### **TOURISM STATISTICS**

- Foreign Tourist Arrivals (FTAs) during the period January-November 2018 were 93, 67, 424 as compared to 88, 67, 963 in January-November 2017 registering a growth of 5.6% over the same period.
- During January- November 2018, a total of 20,61,511 tourists arrived on e-Tourist Visa as compared to 14,56,615 during January- November 2017, registering a growth of 41.5% over the same period.
- Foreign Exchange Earnings (FEEs) during the period January- October 2018 were Rs. 1,58,846 Crore as compared to Rs. 1,41,965 Crore in January- October 2017 registering a growth of 11.9% over the same period.
- During 2017, the number of Domestic Tourist Visits to the States/UTs was 1652.5 million as compared to 1615.4 million in 2016 showing growth of 2.3% in 2017 over 2016.
- Tourism industry is a vast industry that not only brings people closer across the globe but also facilitates in educating them about various cultures, traditions, historical and mythological facts related to various places. Similarly, India is also a vast and beautiful country in spite of being geographically, culturally and historically diverse.

In order to further encourage everyone to understand and admire India's true beauty, following are few initiatives which can be taken

- Smooth functioning of tourism boards: The tourism board of India should take initiatives in educating the local people about the various cultural and historical facts which will enable them to share with any inbound or outbound tourists.
- Making online content accessible: Design proper websites for each state that will provide information related to the state, cities, towns, villages and any other place

of interest. Generate content which would be of value to the readers in terms of what they would see, what they might experience, the cultural aspects and so on.

- Event Calender: It should also feature a calendar of any local events or festivals that the tourists can attend or be a part of. These events or festivals should help tourists understand the importance of our culture and also provide a safe and secure environment for everyone.
- Register on online review portals
- Have mobile responsive travel websites and mobile app
- Plan and executive social media strategies using Facebook, Twitter, Instagram, and YouTube
- Efficient and positive advertising with the help of local and national media. Word of mouth publicity should also be given high weightage.

### **ROLE OF MEDIA**

Media are playing an important role in the growth, development and promotion by creating a better awareness and understanding to cater to needs and requirements of domestic and international tourist as one knows is every traveller is a potential tourist, It depends upon the campaign of professional (media professionals and tourism experts) of the industry to tap this potential and convert the 'potential' into the 'actual' clients (tourist).

### **ENHANCING AND PROMOTING CULTURAL TOURISM WITH THE HELP OF SOCIAL MEDIA**

Hiring a dedicated professional agency/ communication consultants for creating the heritage sites' Website, Face book page, Twitter handle is important. Regular and timely posting on social media channels with attractive creative/graphics. Regular sweepstakes contests on Facebook and Twitter. Spread word of mouth through staff members, trustees, and volunteers. Intensive social media marketing in the build up of an event taking place at the heritage site. Ensure that the word of mouth messages are true and positive. Audience members can "like," comment, and "share" postings and pictures. Monitor people's reactions on various updates. Keep audience updated on construction or renovation projects in the heritage site.

Indian Perspective and initiatives towards cultural tourism with the intervention of media

### **DOMESTIC CAMPAIGNS**

- TV Campaign on the North-East Region released on Doordarshan in August and September, 2017 to promote tourism to the North East Region.
- TV Campaign on the State of Jammu & Kashmir released on Doordarshan in August & September 2017 to promote tourism to the State of Jammu & Kashmir.
- Outdoor Branding undertaken across India to promote FIFA U-17 World Cup event from 5th October, - 28th October, 2017
- Radio Campaign undertaken for promoting the International Day of Yoga in June, 2017. v. Radio Campaign for promoting Paryatan Parv 2017 undertaken during October, 2017.
- TV Campaign to promote tourism to the North-East Region released on Doordarshan in October 2017, during Paryatan Parv.

- TV Campaign to promote tourism to the State of Jammu & Kashmir released on Doordarshan in October 2017, during Paryatan Parv.
- SMS Campaigns to publicize the Tourist Helpline and Paryatan Parv undertaken in October, 2017.
- Television Campaign undertaken on private TV channels in October, 2017 to promote tourism.
- Campaign in Cinema Houses across the country being undertaken to promote Tourism.
- Advertising Campaign being undertaken on Railway Tickets to promote the Tourist Helpline and Social Awareness Messages.
- Advertising Campaign being undertaken on Boarding Passes of Air India to promote the Tourist Helpline and Social Awareness Messages.

#### **ADVERTISEMENTS RELEASED ADVERTISEMENTS WERE RELEASED IN VARIOUS NEWSPAPERS FOR**

- National Tourism Awards
- Showcasing improvement of India's ranking in the Travel and Tourism Competitive Index (TTCI) of World Economic Forum
- Promoting Paryatan Parv 2017
- Promoting 'Adopt a Heritage' initiative of the Ministry of Tourism. v. Promoting Domestic Tourism on the "Go Beyond" theme in Mail Today

#### **PRODUCTION OF CREATIVES AND COLLATERALS**

- Promotional film on Mumbai
- Film on 'Swachhta' (Cleanliness of tourist spots)
- Film promoting 'Adopt a Heritage Scheme'
- Creatives designed and produced for all newspaper advertisements released
- Films Promoting Golf Tourism, Fashion, River Cruising in India and Indian Cuisine produced in association with CNN
- Brochure on "Paryatan Parv" detailing the activities and events organised during the 21 day festival
- The 2017 Calendar on the theme "Go Beyond" produced by the Ministry of Tourism, was winner of the PATA Gold Award 2017. The Award was given at Macau on 15th September 2017, during the PATA Travel Mart 2017.

#### **ENHANCED ROLE OF MEDIA AND ITS APPLICATIONS**

- From April to November 2017, a wide range of themes including, the Story Telling Traditions of India such as Kathakali, Puppet Shows, Pattachitra of Odisha, Shadow puppetry of Tamil Nadu, Yakshagana of Karnataka, Kavad Bachana of Rajasthan, Dastangoi, Kathak, Chau Dance, etc., Responsible Tourism, Summer Destinations in India, Mumbai, Chennai and Kolkata, Yoga, Wellness, Monsoon Destinations, Culinary Trails of India, shopping, Union Territories of India, Golden Triangle Circuit, Spice Trail of India, Durga Puja, Forts of India, Diwali, Souvenirs of India, were promoted through Social Media Channels of the Ministry of Tourism.
- Promoted International Day of Yoga on Incredible India Social Media accounts.

- Social media amplification of India's impressive jump in ranking in the Travel & Tourism Competitive Index 2017 of World Economic Forum was undertaken.
- In August 2017, a special promotion was undertaken to publicise Ahmedabad as India's first World Heritage City of UNESCO.
- Creatives designed and posted for promoting National Tourism Awards 2015-16 through Facebook, Twitter, Google+, etc.
- Creative designed and posted on Social Media Accounts of the Ministry on the occasion of World Tourism Day 2017.
- A month long promotion of Paryatan Parv including various activities undertaken across the country was showcased on social media channels.
- India's participation in the World Travel Market 2017 (WTM) from November 6-8, 2017 was highlighted on social media.
- Special film and social media posters were produced to highlight 'Dekho Apna Desh' – Blog, Photo & Video Contests and Incredible India Quiz Contest organised on MyGov Portal as part of Paryatan Parv.
- Wide publicity on e-Visa and 24x7 Multilingual Tourist Helpline provided through social media promotion. xi. World Food India 2017 was publicized through Social Media handles of the Ministry of Tourism.
- Social media promotion of Telangana through a tourism promotional film produced by the State Government was undertaken by Overseas Market.

The Ministry of culture is now actively using the following social media platforms for providing timely information about various cultural events, festivals, programmes, schemes and achievements :-

| Social media handle        | 1st April 2017 | 1st Jan 2018 | Followers / Likes Increased by | Special Achievements                                                                                                                                                                                                                                                                                                                               |
|----------------------------|----------------|--------------|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Face book likes            | 65000          | 85397        | 31%                            | 1. MOC's face book included in the top 5 pages of GoI. 2. Page retains 100 % response rate with 4.5 star public rating 3. User feedback – Excellent 75 %, Very Good 17%, Good-5%, Not Good-3%                                                                                                                                                      |
| Twitter Followers          | 28000          | 64540        | 130%                           | 1. MoC twitter handle gained 81 followers a day from 5 earlier. 2. Daily impression increased by 150% 3. Profile visits increased by 200% 4. Mention increased by 400% 5. The handle followed by Hon'ble PM, PMO, 17 Union Ministers, 45 Union Ministries, 12 Chief Ministers, 60 MP's , several MLA's, Celebrity Artists and Reputed media houses |
| YouTube Subscribers/ Views | 100            | 1191         | 1191 %                         | 1. Webcast of various cultural programs got popular rating during its live display.                                                                                                                                                                                                                                                                |
|                            | 5000           | 95650        | 1913 %                         |                                                                                                                                                                                                                                                                                                                                                    |

#### **FAMILIARIZATION TOURS UNDER THE HOSPITALITY PROGRAMME**

One of the important elements of the Marketing Strategy and Plan of the government is the Hospitality Programme, under which this Ministries associated with the promotion of culture and tourism invites Travel Writers, Journalists, Photographers, Film / TV Teams, Travel agents and Tour Operators, Agencies promoting Incentive / Convention Travel, Opinion Makers / Dignitaries / Celebrities / Speakers and Door Prize / Contest

Winners, through the India tourism offices overseas, to effectively project India as an attractive multi-dimensional tourist destination offering a vast range of attractions. These invited guests are able to get first-hand information / knowledge of the Indian tourism product during their familiarization tours

#### **NEW INCREDIBLE INDIA WEBSITE AND APP:**

The traveller's journey of destination interest, search, researching, decision making and final booking process is an ever evolving one. A comprehensive and robust information base is essential to cater to the information needs of travellers seeking specific, granular information comprising of text, pictures, videos, audio etc. Keeping in mind website is the flagship channel of any organization, the Ministry of Tourism is developing a new Incredible India website, leveraging the latest trends in technology for promotion, and marketing of our country, to provide enhanced visitor experience with personalization and to realise the objectives of the Incredible India 2.0 campaign. This new website is aimed at providing an engaging experience for all visitors by providing relevant, interactive, and immersive experience across multiple digital touch points (website, and mobile app). It is expected to make the Incredible India website a one-stop-shop for all tourists planning to visit India/ Indian Destinations by providing complete details on destinations and enabling end to end planning.

#### **SANSKRITI MOBILE APP**

To get updates and details of the cultural events (Seminars, lectures, exhibitions, musical concerts, film shows & screenings, classical and traditional dance presentations, heritage walkthrough and other cultural programmes) that are being organized by the Ministry of Culture and its various organizations at different locations all over India. The application classifies cultural events into 9 basic categories including Music, Theatre, Dance, Exhibition, Film Shows, Children, Literature, Lectures and Others.

#### **GPS ENABLED MOBILE APPLICATION**

This GPS enabled mobile application by the Ministry of Culture lets the user browse events nearby to his/her location through its 'Search by Venue' feature. It gives the list of events and automatically detects current location of the mobile and the city is selected accordingly. User can also select city of his/her choice and see the listings. This app is now made available on all the popular app stores including Google Play, iOS and Windows App Store.

#### **MYGOV WEB PORTAL**

Group on MyGov web portal has been created in the name of Ministry of Culture to ensure citizens' active partnership in nation-building through Tasks, Discussions, Polls, Blogs and Talks. A discussion link was initiated on the portal to invite suggestions and ideas for effective use of media in promoting Indian culture and heritage. A total of 830 suggestions were received on the above mentioned task initiated on MyGov portal. The suggestion will be incorporated in MoC's comprehensive media strategy.

#### **MEDIA CELL**

Media cell has been created by the Ministry of Culture to work as a nodal entity to promote art, culture and create awareness among generations about rich cultural heritage through various mass communications tools and is functional since July 2015. • The aim of the Media Cell is to disseminate information about the schemes and other initiatives undertaken by this Ministry to the stakeholders and general public in stipulated timeframe.

## MAJOR ACHIEVEMENTS OF THE YEAR

Media Cell has initiated multifaceted / 360 degree efforts for promoting the mandate, initiatives, schemes, and achievements of the Ministry of Culture which are as follows:

- Media cell has established better convergence with all the attached & autonomous organizations and subordinate offices under the Ministry of Culture. Also, Nodal Media Officers have been appointed for all the organizations under the Ministry in order to establish and maintain a regular communication with these organizations. So far, Media Cell has received more than 1500 events which were put in public domain in a stipulated time frame. ii. Websites of all the organizations were analyzed on the basis of parameters including the user friendliness, availability of the content, frequency of website updates etc. Based on the inferences drawn from the content analysis, suggestions to improvise the websites were sent to the respective organization. As on date, 32 organizations have updated / redesigned their websites as per the suggestion.
- The Media Cell has also successfully established convergence with various stakeholders and media units under Ministry of Information and Broadcasting which includes including Press Information Bureau (PIB), Directorate of Audio-Visual Publicity (DAVP) and Directorate of Field Publicity (DFP), Doordarshan and All India Radio etc. for planning and implementing effective communication strategies. The schedule pertaining to the public Information campaign was categorized and sent to the organization for its compliance. All the ZCC's and Libraries and regional offices of various organizations were followed up for the same activity.
- Print, Radio and Television advertising campaigns have been rolled out through DAVP from time to time for wider publicity of various initiatives and interventions undertaken by this Ministry such as Rashtriya Sanskriti Mahotsav, Sardar Patel-Digital Exhibition, Ek Bharat Shreshtha Bharat, Cultural mapping of India and Sankalp Parv etc.
- Organizations under the Ministry of Culture regularly organize cultural programs including seminars, plays, shows, lectures, dance & music festivals, literary festivals, theatre performances, etc. The objective of the Media Cell is to get all such events covered by the mainstream Indian media. Details and updates about all such events are regularly shared with the top bureaucrats of the Government of India (including Secretaries, Additional Secretaries and Joint Secretaries), prominent stakeholders and journalists and media groups on a weekly basis. For bulk emails in one go, Media Cell with the help of the Mail Service Division of the NIC have created a distribution list in the name of "Ministry of Culture invitation" with an email address as- [mocinvitees-list@lsmgr.nic.in](mailto:mocinvitees-list@lsmgr.nic.in). So far 7730 members have been subscribed.
- The content on the Ministry's website is organized under suitable tabs and it is updated regularly. The website provides its users with detailed information about the interventions/initiatives of the Ministry of Culture, including Schemes & Grants, Fellowships, Protected Monuments, Tangible and Intangible Culture of India, etc. Information about MoC's organizations can be accessed on this website through respective icons and also through their website hyperlinks.

- Social Media feeds are also incorporated at the home page of the website of the Ministry of Culture for the ease of the users. Web link for the website - <http://www.indiaculture.nic.in/>
- Media Cell of the ministry is coordinating and uploading the Swachhata Pakhwada activities of the Ministry and its organizations. So far more than 700 photographs with 150 activities of 839 effort hours have been uploaded on MyGov and Swachh Bharat Mission website. With a view to ascertain its feasibility and give it a concrete shape, Media Cell has ascertained the views/capabilities/content availability from its field organizations in which they have reported that near about 21 thousand hours of audio-visual content (in various formats) is available with them. As all organizations associated with the Ministry, regularly organize ground activities including cultural festivals, seminars, plays, shows, lecture etc., the media cell has established convergence with these organizations to promote these events and activities through various media tools.
- A total of 50 web channels fewer than 15 Categories were created by the Media Cell with the help of NIC and made functional on the website of the Ministry of Culture to promote and preserve culture through the means of audiovisual content. We have received 1500 hours of video content in the media Cell out of which 800 hours of video content has been uploaded on the Sanskriti Web Channel. Since its inception, a total of 133 videos of average 2-3 minutes media produced/edited. Same may be accessed on MoC's official facebook page [https://www.facebook.com/pg/indiaculture.goi/videos/?ref=page\\_internal.xx](https://www.facebook.com/pg/indiaculture.goi/videos/?ref=page_internal.xx). Created audio visual content for all the social media platforms of Ministry of Culture (including both Facebook and Twitter) for all important days such as when yoga was inscribed in the Cultural Intangible list of UNESCO, Republic Day, National Science Day, Holi festival, Gudi Padwa, World Heritage Day, Buddha Purnima Diwas, World Museum Day, World Yoga Day, Ashadi Ekadashi, Independence Day, Teachers' Day, Hindi Diwas, World Tourism Day, Diwali festival, Rashtriya Ekta Diwas, Cultural Unity Day (2016, 2017) etc including ongoing commemorations of the Ministry of Culture and for various Press Conferences like International Buddhist Conference, Swachhata Pakwada Conference. Promotional videos for Cultural Mapping of India, 75th anniversary of Quit India Movement and North-East Calling have also been produced.
- An Audio-Visual film on the Year End Review - 2016 of Ministry of Culture which was published by PIB in December 2016 and a video of achievements from 1st January, 2016 - 31st March, 2017 was also produced.
- The Minister of State for Culture (I/C), Dr. Mahesh Sharma inaugurated LED (Video Wall) setup at National Archives of India (NAI) for showcasing upcoming and ongoing events of Ministry of Culture and notable achievements for the general public to increase the footfall of visitors in Museums and Galleries located in Delhi. During current year 33 videos comprising of more than 400 events each in English and Hindi have been showcased.

#### **IMPACT OF MEDIA IN PROMOTING CULTURAL TOURISM INDUSTRY**

- Public Awareness: There is need of general awareness among the people. India citizens lack self esteem, self respect and national proud of their glorious past. In 2007, there was a worldwide campaign to include some heritage sites in modern 'seven wonders'. From India only Taj & Meenakshi

Temple (Madurai) were selected, while United Kingdom tried its best to include the Stonhenge. We have better caves of that age (or thousand times better and older than Petra of Jordan, Which is included in seven wonders), but due to lack of awareness vary few people participated in this campaign.

- Regular programmes on print & electronic media: the programmes should give knowledge about different gems of Indian heritage treasure. It will create a feeling of pride, confidence and belongingness. The citizens of India will become aware about their local and national heritage. Though, there are several programmes and bodies, which deliver such programmes, but there is need of more and more such programmes.

Over the years media have contributed towards shaping tourism into a responsible industry by promoting the following good practices:

- It protects the environment and minimizes the negative social impact of tourism
- It generates greater economic benefits for local people and enhances the well-being of host communities.
- It makes positive contributions to the conservation of natural and cultural heritage and promotes the World's diversity
- It provides more enjoyable experiences for tourists through more meaningful connections with local people.
- It helps to understand the local cultural, social and environmental issues.

## CONCLUSION

India possesses world's longest continuous civilization. Its Vedas (including Ayurveda) are now worldwide recognized as treasure of knowledge. India is a vast country with second largest population. It has very rich cultural traditions. It's rich culture is reflected in the forms of its philosophy, religion, rites-rituals, festivals, languages, literature, art-architecture, music, dance etc. However, it is tragic that despite such vastness of area and richness in all types of cultural heritage, there are very few items listed in 'World heritage list' of UNESCO'. Here are several countries in the world which are smaller in size and population with newer history, but have more heritage sites. This is due to lack of identification and recognition. In India most of old monuments are in shamble condition. The citizens, administrators and policy makers are equally responsible for their pathetic condition. In India, cultural tourism has largest share. Most of inbound & domestic tourists are visiting India to see the uniqueness of Indian Culture. So, it is very necessary to identify the rich cultural so that they can be preserved and transferred to next generation.

Regular programmes on print & electronic media: the programmes should give knowledge about different gems of Indian cultural heritage treasure. It will create a feeling of pride, confidence, and belongingness. The citizens of India will become aware about their local and national heritage. Though, there are several programmes and bodies, which deliver such programmes, but there is need of more and more such programmes.

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# ROLE OF REGULATORS IN FIRING CORPORATE GOVERNANCE FRAMEWORK IN INDIAN COMPANIES

ARPIT RASTOGI

## INTRODUCTION

The role of Indian regulators in strengthening the corporate governance framework is very important. These regulators include: Securities and Exchange Board of India (SEBI), Ministry of Corporate Affairs (MCA), Stock Exchanges, Registrar of companies (ROC), National Company Law Tribunal (NCLT), Institute of Chartered Accountants of India (ICAI), Institute of Company Secretaries of India (ICSI), Institute of Cost Accountants of India (ICAI), and Indian Institute of Corporate Affairs (IICA) etc. It is the shared duty of the regulators besides the corporate, to make sure that the Indian corporate are governed in fair manner, by fulfilling their responsibilities without adversely affecting the society.

## CONCEPT OF CORPORATE GOVERNANCE

The root of the word Governance is from 'gubernate', which means 'to steer'. Corporate Governance would mean to steer an organization in the desired direction. The responsibility to steer lies with the board of directors/ governing board. Governance is concerned with the intrinsic nature, purpose, integrity, and identity of an organization with primary focus on the entity's relevance, continuity and fiduciary aspects. Corporate Governance did not have its roots in the negative happenings in the corporate world. Corporate Governance from that perspective seems to undermine its creative, positive, regenerative and prosperous aspects. Good governance has been an eternal source of inspired thinking and dedicated action.

## PILLARS OF CORPORATE GOVERNANCE

There are three pillars of corporate governance: transparency, accountability and responsibility; on which the base of corporate governance rests. Transparency ensures that all the actions of a company should be checked at any given time by an outside observer/auditor. This ensures that its processes and transactions are verified, so if a question arises about any step, the company can provide a clear answer. It has become a legal necessity that a company has to comply with. Accountability is about having ownership over one's actions whether the outcome of those actions is good or bad. Thus, accountability covers not only failures, but also accomplishments. When the idea of accountability is approached with this positive outlook, people will be more open to it as a means to improve their performance. This applies from the staff all the way up to the corporate board. The board's primary responsibility is of stewardship and trusteeship on behalf of stakeholders, ensuring that the legal entity (i.e. the company or association) remains viable and effective in the foreseeable future.

## ADVANTAGES OF GOOD CORPORATE GOVERNANCE

Good Corporate Governance provides several advantages to the Corporate in the form of greater shareholder satisfaction, increased transparency, accountability and responsibility among management. Following benefits accrue to corporations due to better corporate governance:

- It increases trust.

- Fewer fines, penalties and lawsuits.
- Lowers the cost of capital.
- Decreased conflicts and frauds
- Minimizes waste, risks, corruption.

Karpagam and Selvam (2013) observed that independent directors have so far failed to perform their monitoring role effectively in the study conducted by them on the theme of "Impact of Corporate Governance Mechanism and Firm Performance with Special Reference to BSE Listed Companies in India". It is to be noted that 'board independence' is something that has just started getting importance in India. Board size and performance and board independence and performance were found to be inversely related to each other. A bad performance generally leads to an increase in both board size as well as board independence. The major challenge before us is the limited availability of trained independent directors who are well versed with the procedures, tasks and responsibilities to be discharged in firm as expected by all Stakeholders in their best interest.

Kaushik (2013) observed in his research paper titled "Corporate Governance - Its Origin in Ancient India", that Governance model is not new to our country. Our ancient literature like Vedas, Manusmruti, Somadevaneetistuti, Baharspatyaneetistuti, Arthashastra etc. give more information of the type of governance which existed during the ancient period. With modification, according to present day requirement, one can definitely make use of what is said in our ancient text and can apply those things in the governance model. Instead of copying the western system or ideas in our business environment we can go back to our ancient treasures which have every solution to the current problems.

Mirjana (2013) concluded that, informal institutions are important for corporate governance during his research titled "Informal institutions and corporate governance - a literature review". There exist complex and dynamic relationships between legal traditions, as well as patterns of interaction between formal and informal institutions across different countries. Various disciplinary approaches can influence informal institutions, though corporate governance practice showed that both are refined approaches.

Pal (2013) found in his research titled "Good Corporate Governance Practice With Special Reference to Indian Companies Act, 2013", that Companies Act 2013 is likely to have far reaching implication not only upon the corporate sector of the India alone but also upon Government and professional bodies too. Indeed, corporate governance extends beyond corporate law. Its basic objective is not mere fulfillment of requirements of law, but to ensure maximizing long-term shareholders' value. There is a need of responsibility to set exemplary standards of ethical behavior both within the organization as well as in their external relationships, by virtue of which the company can achieve 'value addition' in terms of stability and growth, confidence, position of pride and exemplary governance credentials, reduction of perceived risks, reduction of cost of capital, stability and long-term sustenance of stakeholders relationship.

Bajpai and Mehta (2014) observed that good corporate governance norm prescribes the chairman of the board and the CEO should be different persons and both the offices should not be held by same person, in their research on "Empirical study of Board and

Corporate Governance practices in Indian Corporate Sector: Analysis of CG practices of ITC and ONGC". A committee comprising the majority of independent directors and the chairman has to determine the performance of individual directors, as well as the board as a whole. In case the board is headed by the CEO (chairman also having the executive responsibility, as is the case in PSUs), a conflict of interest is inherent which should be avoided under any circumstance.

Zabria, Ahmadb&Wahc (2016) found out during their research on "Corporate Governance Practices and Firm Performance: Evidence from Top 100 Public Listed Companies in Malaysia", tried to find the relationship between corporate governance and firm performance. The dependent variables used in the study are Board size and Board independence as indicators, while the independent variables used include firm's ROA and ROE as indicators. The results show that the average number of directors in board and the average ratio of board independence among public listed companies were 9 persons and 46% respectively, it is also found that there is a mixed relationship between corporate governance and firm performance.

Alam&Akhter (2017) examined the impact of corporate governance on performance of commercial banks in Bangladesh in their study titled "Impact of Corporate Governance on Performance of Commercial Banks in Bangladesh", and results revealed that number of independent directors in Board and members of internal audit committee are negatively related to bank performance. It is observed that the Board size and Capital adequacy ratio, as a measure of corporate governance framework does not affect bank performance. Keeping the number of directors in a bank board to an optimum size is recommended. This study suggests that number of independent directors in the board and number of members in the audit committee should be optimum. Instead of focusing on number, their efficiency and effectiveness should be given utmost consideration.

It has been considered essential to take up the study of regulators' role in strengthening corporate governance framework in selected Indian companies, as it is critical in knowing the prevalent activities of corporate, in order to compare and select the best practices.

The study has been carried out to analyze the regulators' role in strengthening corporate governance framework in selected Indian companies.

## **METHODOLOGY**

The study is based on the primary data, published and unpublished articles, ongoing academic working papers and internet are used extensively as a source of information.

## **RESULTS**

### **ANALYSIS OF REGULATORS' ROLE IN STRENGTHENING CORPORATE GOVERNANCE FRAMEWORK IN SELECTED INDIAN COMPANIES:**

Mean, standard deviation, skewness and kurtosis have been used as statistical tools to study the responses of the respondents (14 companies X 20 respondents per company = 280 respondents) of the fourteen companies viz. BPCL, GAIL, GGL, HPCL, IOCL, MRPL, ONGC, OIL, CIL, EOL, IGL, MGL, PLNGL, and RIL, on ten variables extracted from the Questionnaire which are related to the role of regulators in strengthening the corporate governance framework, which are as follows: MCA is effectively overseeing the institutions which are tasked to ensure effective implementation of Corporate

Governance Norms (P.1), Stock prices reflect true intrinsic value of the company (P.2), Stock exchanges take lenient view of the compliance by the Corporate of the Listing requirements (P.3), Indian stock markets are too volatile to arouse investors faith and ensure investor protection (P.4), Stock exchanges should have a say in the appointment of directors, fixation and disbursement of their remuneration (P.5), Stock exchanges encourage formation of investors forum and their participation in annual meetings (P.6), SEBI as an institution formulates the guidelines in tune with international norms and timely amends them to suit the interest of the stakeholders (P.7), Better coordination among the Stock exchanges, Depositories, and Corporate can enhance investors' faith in the stock markets (P.8), Credit Rating Agencies always perform the role of minutely looking at the financial aspects and provide rating as per the actual position of the corporate (P.9), and Auditors have performed the Audit Function effectively by bringing to the light the shortcomings of the management in terms of fulfilling the Corporate Governance Norms as applicable (P.10).

Table 1 shows Company-Wise Descriptive Statistical Analysis of Role of Stock Exchanges, SEBI, MCA, and Auditors in Strengthening Corporate Governance Framework

**Table 1: Company-Wise Descriptive Statistical Analysis of Role of Stock Exchanges, SEBI, MCA and Auditors in Strengthening Corporate Governance Framework**

| Item | Respondents |          |       |          |           |          |       |          |           |          |       |          |           |          |       |          |           |          |       |          |
|------|-------------|----------|-------|----------|-----------|----------|-------|----------|-----------|----------|-------|----------|-----------|----------|-------|----------|-----------|----------|-------|----------|
|      | BPCL        |          |       |          | GAIL      |          |       |          | GGL       |          |       |          | HPCL      |          |       |          | IOCL      |          |       |          |
|      | $\bar{x}$   | $\sigma$ | $S_k$ | Kurtosis | $\bar{x}$ | $\sigma$ | $S_k$ | Kurtosis | $\bar{x}$ | $\sigma$ | $S_k$ | Kurtosis | $\bar{x}$ | $\sigma$ | $S_k$ | Kurtosis | $\bar{x}$ | $\sigma$ | $S_k$ | Kurtosis |
| P1   | 2.5         | .761     | 1.195 | -.037    | 3.35      | .489     | .681  | -1.719   | 3.20      | .894     | 1.040 | .766     | 3.05      | .759     | -.086 | -1.154   | 3.60      | .883     | .429  | -.760    |
| P2   | 2.7         | .657     | .396  | -.547    | 3.60      | .598     | .393  | -.570    | 3.40      | .598     | 1.245 | .783     | 3.05      | .686     | 1.023 | 2.886    | 3.55      | .826     | .447  | -.399    |
| P3   | 2.95        | 1.050    | 1.017 | .068     | 3.25      | .639     | -.253 | -.439    | 3.35      | .813     | 1.194 | .786     | 3.10      | .718     | -.152 | -.880    | 3.75      | .851     | -.036 | -.589    |
| P4   | 4.2         | .616     | -.120 | -.207    | 4.20      | .410     | 1.624 | .699     | 4.70      | .470     | -.945 | -1.242   | 3.60      | 1.353    | 1.014 | -.022    | 4.50      | .607     | -.785 | -.213    |
| P5   | 2.2         | .410     | 1.624 | .699     | 1.85      | .813     | .949  | 1.184    | 3.10      | .912     | 1.138 | 1.157    | 1.75      | 1.851    | .534  | -1.416   | 2.15      | .587     | -.004 | .178     |
| P6   | 2.3         | .571     | 1.845 | 2.861    | 1.80      | .768     | 1.147 | 2.362    | 2.95      | .887     | -.901 | .734     | 1.85      | .813     | .296  | -1.399   | 2.10      | .553     | .083  | .766     |
| P7   | 2.7         | .470     | -.945 | -1.242   | 2.90      | .641     | .080  | -.250    | 3.55      | .759     | 1.017 | -.371    | 2.70      | .657     | .396  | -.547    | 3.30      | .571     | -.038 | -.395    |
| P8   | 3.95        | .510     | -.112 | 1.649    | 4.15      | .366     | 2.123 | 2.776    | 4.65      | .489     | -.681 | -1.719   | 4.00      | .725     | .000  | -.931    | 4.55      | .605     | 1.003 | .189     |
| P9   | 2.85        | .671     | .177  | -.548    | 3.10      | .852     | .363  | -.303    | 3.65      | .813     | .766  | -1.002   | 2.65      | .988     | .445  | .503     | 3.35      | .671     | .613  | .736     |
| P10  | 2.45        | .751     | 1.017 | -.371    | 3.15      | .587     | -.004 | .178     | 3.45      | .759     | 1.389 | .412     | 3.10      | .641     | -.080 | -.250    | 3.25      | .786     | .225  | -.018    |

| Item | Respondents |          |       |          |           |          |       |          |           |          |       |          |                     |          |       |          |           |          |       |          |
|------|-------------|----------|-------|----------|-----------|----------|-------|----------|-----------|----------|-------|----------|---------------------|----------|-------|----------|-----------|----------|-------|----------|
|      | MRPL        |          |       |          | ONGC      |          |       |          | OIL       |          |       |          | CAIRN INDIA/VEDANTA |          |       |          | ESSAR OIL |          |       |          |
|      | $\bar{x}$   | $\sigma$ | $S_k$ | Kurtosis | $\bar{x}$ | $\sigma$ | $S_k$ | Kurtosis | $\bar{x}$ | $\sigma$ | $S_k$ | Kurtosis | $\bar{x}$           | $\sigma$ | $S_k$ | Kurtosis | $\bar{x}$ | $\sigma$ | $S_k$ | Kurtosis |
| P1   | 3.45        | 1.234    | .127  | -1.621   | 3.05      | .686     | -.062 | -.630    | 2.85      | 1.040    | -.607 | -.624    | 2.50                | .889     | .250  | -.497    | 2.80      | .696     | .292  | -.734    |

|     |      |       |       |        |      |      |       |        |      |       |        |        |      |       |       |        |      |       |       |        |
|-----|------|-------|-------|--------|------|------|-------|--------|------|-------|--------|--------|------|-------|-------|--------|------|-------|-------|--------|
| P2  | 3.40 | 1.095 | .149  | -1.220 | 3.00 | .562 | .000  | .807   | 2.90 | .968  | .217   | -.060  | 2.75 | .967  | .559  | .176   | 2.85 | .671  | 1.340 | 5.017  |
| P3  | 3.70 | 1.342 | -.259 | -1.832 | 2.80 | .616 | .120  | -.207  | 2.40 | .995  | -.228  | -1.061 | 2.90 | .852  | .204  | -1.617 | 2.75 | .550  | -.132 | -.076  |
| P4  | 3.85 | .745  | .257  | -1.043 | 3.19 | .447 | -.549 | 2.663  | 3.75 | 1.517 | -1.136 | -.152  | 4.00 | .725  | .000  | -.931  | 3.45 | 1.191 | .028  | -1.528 |
| P5  | 1.60 | .598  | .393  | -.570  | 2.40 | .504 | .442  | -2.018 | 1.80 | .523  | -.294  | .457   | 2.25 | .786  | -.496 | -1.152 | 1.80 | .523  | -.294 | .457   |
| P6  | 1.65 | .671  | .549  | -.548  | 2.35 | .489 | .681  | -1.719 | 1.95 | .510  | -.112  | 1.649  | 2.40 | .503  | .442  | -2.018 | 1.85 | .587  | .004  | .178   |
| P7  | 3.25 | 1.070 | .304  | -1.092 | 2.85 | .671 | .177  | -.548  | 3.05 | 1.432 | -.336  | -1.171 | 2.80 | 1.105 | -.083 | -1.559 | 2.85 | .745  | 1.105 | 2.612  |
| P8  | 3.90 | .788  | .186  | -1.308 | 4.00 | .562 | .000  | .807   | 3.50 | 1.277 | -.589  | -.439  | 3.70 | .923  | -.660 | -.118  | 3.30 | 1.129 | .068  | -1.457 |
| P9  | 3.35 | 1.040 | .133  | -1.069 | 2.80 | .768 | .372  | -1.131 | 2.80 | 1.105 | -.083  | -.396  | 3.00 | 1.124 | .000  | -1.366 | 2.85 | 1.040 | .952  | -.254  |
| P10 | 3.75 | 1.372 | -.314 | -1.873 | 2.70 | .733 | .553  | -.834  | 2.85 | 1.089 | -.488  | -1.002 | 2.70 | 1.031 | .038  | -1.252 | 2.80 | .616  | .120  | -.207  |

| Item | Respondents |          |       |          |           |          |       |          |              |          |        |          |           |          |       |          |         |         |
|------|-------------|----------|-------|----------|-----------|----------|-------|----------|--------------|----------|--------|----------|-----------|----------|-------|----------|---------|---------|
|      | IGL         |          |       |          | MGL       |          |       |          | PETRONET LNG |          |        |          | RIL       |          |       |          | F-Value | P-Value |
|      | $\bar{x}$   | $\sigma$ | $S_k$ | Kurtosis | $\bar{x}$ | $\sigma$ | $S_k$ | Kurtosis | $\bar{x}$    | $\sigma$ | $S_k$  | Kurtosis | $\bar{x}$ | $\sigma$ | $S_k$ | Kurtosis |         |         |
| P1   | 3.65        | .875     | .274  | -.781    | 3.55      | .887     | .084  | -.526    | 2.65         | .489     | -.681  | -1.719   | 3.10      | .641     | -.080 | -.250    | 4.488   | .000    |
| P2   | 3.40        | .681     | .401  | .362     | 3.35      | .813     | -.113 | -.406    | 2.45         | .759     | -1.017 | -.371    | 2.20      | .894     | -.432 | -1.672   | 5.908   | .000    |
| P3   | 3.25        | .444     | 1.251 | -.497    | 3.75      | .851     | -.606 | .239     | 2.70         | .470     | -9.45  | -1.242   | 2.40      | .503     | .442  | -2.018   | 6.505   | .000    |
| P4   | 4.20        | .696     | -.292 | -.734    | 3.90      | .553     | -.083 | .766     | 3.95         | .605     | .012   | .189     | 4.05      | .605     | -.012 | .189     | 3.240   | .000    |
| P5   | 2.00        | .459     | .000  | 2.980    | 2.45      | .510     | .218  | -2.183   | 1.55         | .686     | .887   | -.240    | 1.70      | .733     | .553  | -.834    | 8.240   | .000    |
| P6   | 1.80        | .616     | .120  | -.207    | 2.50      | .513     | .000  | -2.235   | 1.60         | .754     | .851   | -.609    | 2.05      | .887     | .398  | -.526    | 6.424   | .000    |
| P7   | 3.40        | .598     | 1.245 | .783     | 3.85      | .813     | -.358 | -.008    | 2.75         | .444     | -1.215 | -.497    | 3.25      | .639     | -.253 | -.439    | 3.913   | .000    |
| P8   | 3.80        | 1.056    | -.453 | -.894    | 4.20      | .410     | 1.624 | .699     | 3.60         | .754     | .851   | -.609    | 4.05      | .686     | -.062 | -.630    | 4.543   | .000    |
| P9   | 3.35        | .813     | .541  | .190     | 3.85      | .813     | -.358 | -.008    | 2.75         | .444     | -1.251 | -.497    | 3.40      | .821     | .355  | -.065    | 3.573   | .000    |
| P10  | 3.05        | .826     | -.098 | -1.518   | 3.65      | .988     | -.647 | -.498    | 2.70         | .470     | -.945  | -1.242   | 2.90      | .641     | .080  | -.250    | 4.176   | .000    |

**Source:** Data Collected Through Questionnaire

As per Table-1, the mean score of respondents of BPCL is highest (4.2) for Indian stock markets are too volatile to arouse investors faith and ensure investor protection (P.4); their calculated value of standard deviation is highest (1.050) for Stock exchanges take lenient view of the compliance by the Corporate of the Listing requirements (P.3); the positive value of skewness (1.195) is for MCA is effectively overseeing the institutions which are tasked to ensure effective implementation of Corporate Governance Norms (P.1); and negative value of skewness (-1.017) is for Auditors have performed the Audit Function effectively by bringing to the light the shortcomings of the management in terms of fulfilling the Corporate Governance Norms as applicable (P.10); the highest value of kurtosis (2.861) is for Stock exchanges encourage formation of investors forum and their participation in annual meetings (P.6); & least value of kurtosis (-1.242) is for SEBI as an institution formulates the guidelines in tune with international norms and timely amends them to suit the interest of the stakeholders (P.7)

As per Table-1, the mean score of respondents of GAIL is highest (4.20) for Indian stock markets are too volatile to arouse investors faith and ensure investor protection (P.4); their calculated value of standard deviation is highest (0.852) for Credit Rating Agencies always perform the role of minutely looking at the financial aspects and provide rating

as per the actual position of the corporate (P.9); the positive value of skewness (2.123) is for Better coordination among the Stock exchanges, Depositories, and Corporate can enhance investors' faith in the stock markets (P.8); and negative value of skewness (-0.253) is for Stock exchanges take lenient view of the compliance by the Corporate of the Listing requirements (P.3); the highest value of kurtosis (2.776) is for Better coordination among the Stock exchanges, Depositories, and Corporate can enhance investors' faith in the stock markets (P.8); & least value of kurtosis (-1.719) is for MCA is effectively overseeing the institutions which are tasked to ensure effective implementation of Corporate Governance Norms (P.1).

As per Table-1, the mean score of respondents of GGL is highest (4.70) for Indian stock markets are too volatile to arouse investors faith and ensure investor protection (P.4); their calculated value of standard deviation is highest (0.912) for Stock exchanges should have a say in the appointment of directors, fixation and disbursement of their remuneration (P.5); the positive value of skewness (1.389) is for Auditors have performed the Audit Function effectively by bringing to the light the shortcomings of the management in terms of fulfilling the Corporate Governance Norms as applicable (P.10); and negative value of skewness (-1.138) is for Stock exchanges should have a say in the appointment of directors, fixation and disbursement of their remuneration (P.5); the highest value of kurtosis (1.157) is for Stock exchanges should have a say in the appointment of directors, fixation and disbursement of their remuneration (P.5); & least value of kurtosis (-1.719) is for Better coordination among the Stock exchanges, Depositories, and Corporate can enhance investors' faith in the stock markets (P.8)

As per Table-1, the mean score of respondents of HPCL is highest (4.00) for Better coordination among the Stock exchanges, Depositories, and Corporate can enhance investors' faith in the stock markets (P.8); their calculated value of standard deviation is highest (1.851) for Stock exchanges should have a say in the appointment of directors, fixation and disbursement of their remuneration (P.5); the positive value of skewness (1.023) is for Stock prices reflect true intrinsic value of the company (P.2); and negative value of skewness (-1.014) is for Indian stock markets are too volatile to arouse investors faith and ensure investor protection (P.4); the highest value of kurtosis (2.886) is for Stock prices reflect true intrinsic value of the company (P.2); & least value of kurtosis (-1.416) is for Stock exchanges should have a say in the appointment of directors, fixation and disbursement of their remuneration (P.5)

As per Table-1, the mean score of respondents of IOCL is highest (4.55) for Better coordination among the Stock exchanges, Depositories, and Corporate can enhance investors' faith in the stock markets (P.8); their calculated value of standard deviation is highest (0.883) for MCA is effectively overseeing the institutions which are tasked to ensure effective implementation of Corporate Governance Norms (P.1); the positive value of skewness (0.613) is for Credit Rating Agencies always perform the role of minutely looking at the financial aspects and provide rating as per the actual position of the corporate (P.9); and negative value of skewness (-1.003) is for Better coordination among the Stock exchanges, Depositories, and Corporate can enhance investors' faith in the stock markets (P.8); the highest value of kurtosis (0.766) is for Stock exchanges encourage formation of investors forum and their participation in annual meetings (P.6); & least value of kurtosis (-0.760) is for MCA is effectively overseeing the institutions which are tasked to ensure effective implementation of Corporate Governance Norms (P.1)

As per Table-1, the mean score of respondents of MRPL is highest (3.90) for Better coordination among the Stock exchanges, Depositories, and Corporate can enhance investors' faith in the stock markets (P.8); their calculated value of standard deviation is highest (1.372) for Auditors have performed the Audit Function effectively by bringing to the light the shortcomings of the management in terms of fulfilling the Corporate Governance Norms as applicable (P.10); the positive value of skewness (0.549) is for Indian stock markets are too volatile to arouse investors faith and ensure investor protection (P.4); and negative value of skewness (-0.314) is for Auditors have performed the Audit Function effectively by bringing to the light the shortcomings of the management in terms of fulfilling the Corporate Governance Norms as applicable (P.10); & least value of kurtosis (-1.873) is for Auditors have performed the Audit Function effectively by bringing to the light the shortcomings of the management in terms of fulfilling the Corporate Governance Norms as applicable (P.10)

As per Table-1, the mean score of respondents of ONGC is highest (4.00) for Better coordination among the Stock exchanges, Depositories, and Corporate can enhance investors' faith in the stock markets (P.8); their calculated value of standard deviation is highest (0.768) for Credit Rating Agencies always perform the role of minutely looking at the financial aspects and provide rating as per the actual position of the corporate (P.9); the positive value of skewness (0.681) is for Stock exchanges encourage formation of investors forum and their participation in annual meetings (P.6); and negative value of skewness (-0.549) is for Indian stock markets are too volatile to arouse investors faith and ensure investor protection (P.4); the highest value of kurtosis (2.663) is for Indian stock markets are too volatile to arouse investors faith and ensure investor protection (P.4); & least value of kurtosis (-2.018) is for Stock exchanges should have a say in the appointment of directors, fixation and disbursement of their remuneration (P.5)

As per Table-1, the mean score of respondents of OIL is highest (3.75) for Indian stock markets are too volatile to arouse investors faith and ensure investor protection (P.4); their calculated value of standard deviation is highest (1.517) for Indian stock markets are too volatile to arouse investors faith and ensure investor protection (P.4); the positive value of skewness (0.217) is for Stock prices reflect true intrinsic value of the company (P.2); and negative value of skewness (-1.136) is for Indian stock markets are too volatile to arouse investors faith and ensure investor protection (P.4); the highest value of kurtosis (1.649) is for Stock exchanges encourage formation of investors forum and their participation in annual meetings (P.6); & least value of kurtosis (-1.171) is for SEBI as an institution formulates the guidelines in tune with international norms and timely amends them to suit the interest of the stakeholders (P.7)

As per Table-1, the mean score of respondents of CIL is highest (4.00) for Indian stock markets are too volatile to arouse investors faith and ensure investor protection (P.4); their calculated value of standard deviation is highest (1.124) for Credit Rating Agencies always perform the role of minutely looking at the financial aspects and provide rating as per the actual position of the corporate (P.9); the positive value of skewness (0.559) is for Stock prices reflect true intrinsic value of the company (P.2); and negative value of skewness (-0.660) is for Better coordination among the Stock exchanges, Depositories, and Corporate can enhance investors' faith in the stock markets (P.8); the highest value of kurtosis (0.176) is for Stock prices reflect true intrinsic value of the company (P.2);

& least value of kurtosis (-2.018) is for Stock exchanges encourage formation of investors forum and their participation in annual meetings (P.6)

As per Table-1, the mean score of respondents of EOL is highest (3.45) for Indian stock markets are too volatile to arouse investors faith and ensure investor protection (P.4); their calculated value of standard deviation is highest (1.191) for Indian stock markets are too volatile to arouse investors faith and ensure investor protection (P.4); the positive value of skewness (1.340) is for Stock prices reflect true intrinsic value of the company (P.2); and negative value of skewness (-0.294) is for Stock exchanges should have a say in the appointment of directors, fixation and disbursement of their remuneration (P.5); the highest value of kurtosis (2.612) is for SEBI as an institution formulates the guidelines in tune with international norms and timely amends them to suit the interest of the stakeholders (P.7); & least value of kurtosis (-1.528) is for Indian stock markets are too volatile to arouse investors faith and ensure investor protection (P.4)

As per Table-1, the mean score of respondents of IGL is highest (4.20) for Indian stock markets are too volatile to arouse investors faith and ensure investor protection (P.4); their calculated value of standard deviation is highest (1.056) for Better coordination among the Stock exchanges, Depositories, and Corporate can enhance investors' faith in the stock markets (P.8); the positive value of skewness (1.251) is for Stock exchanges take lenient view of the compliance by the Corporate of the Listing requirements (P.3); and negative value of skewness (-0.453) is for Better coordination among the Stock exchanges, Depositories, and Corporate can enhance investors' faith in the stock markets (P.8); the highest value of kurtosis (2.980) is for Stock exchanges should have a say in the appointment of directors, fixation and disbursement of their remuneration (P.5); & least value of kurtosis (-1.518) is for Auditors have performed the Audit Function effectively by bringing to the light the shortcomings of the management in terms of fulfilling the Corporate Governance Norms as applicable (P.10)

As per Table-1, the mean score of respondents of MGL is highest (4.20) for Better coordination among the Stock exchanges, Depositories, and Corporate can enhance investors' faith in the stock markets (P.8); their calculated value of standard deviation is highest (0.988) for Auditors have performed the Audit Function effectively by bringing to the light the shortcomings of the management in terms of fulfilling the Corporate Governance Norms as applicable (P.10); the positive value of skewness (1.624) is for Better coordination among the Stock exchanges, Depositories, and Corporate can enhance investors' faith in the stock markets (P.8); and negative value of skewness (-0.647) is for Auditors have performed the Audit Function effectively by bringing to the light the shortcomings of the management in terms of fulfilling the Corporate Governance Norms as applicable (P.10); the highest value of kurtosis (0.766) is for Indian stock markets are too volatile to arouse investors faith and ensure investor protection (P.4); & least value of kurtosis (-2.235) is for Stock exchanges encourage formation of investors forum and their participation in annual meetings (P.6)

As per Table-1, the mean score of respondents of PLNGL is highest (3.95) for Indian stock markets are too volatile to arouse investors faith and ensure investor protection (P.4); their calculated value of standard deviation is highest (0.759) for Stock prices reflect true intrinsic value of the company (P.2); the positive value of skewness (0.887) is for Stock exchanges should have a say in the appointment of directors, fixation and

disbursement of their remuneration (P.5); and negative value of skewness (-1.251) is for Credit Rating Agencies always perform the role of minutely looking at the financial aspects and provide rating as per the actual position of the corporate (P.9); the highest value of kurtosis (0.189) is for Indian stock markets are too volatile to arouse investors faith and ensure investor protection (P.4); & least value of kurtosis (-1.242) is for Stock exchanges take lenient view of the compliance by the Corporate of the Listing requirements (P.3) & Auditors have performed the Audit Function effectively by bringing to the light the shortcomings of the management in terms of fulfilling the Corporate Governance Norms as applicable (P.10).

As per Table-1, the mean score of respondents of RIL is highest (4.05) for Indian stock markets are too volatile to arouse investors faith and ensure investor protection (P.4) & Better coordination among the Stock exchanges, Depositories, and Corporate can enhance investors' faith in the stock markets (P.8); their calculated value of standard deviation is highest (0.894) for Stock prices reflect true intrinsic value of the company (P.2); the positive value of skewness (0.553) is for Stock exchanges should have a say in the appointment of directors, fixation and disbursement of their remuneration (P.5); and negative value of skewness (-0.432) is for Stock prices reflect true intrinsic value of the company (P.2); the highest value of kurtosis (0.189) is for Indian stock markets are too volatile to arouse investors faith and ensure investor protection (P.4); & least value of kurtosis (-2.018) is for Stock exchanges take lenient view of the compliance by the Corporate of the Listing requirements (P.3).

As per Table-1, F test has been used and the calculated value of F at one percent level of significance is significant. Thus, it can be concluded that respondents of IGL score maximum on the point of MCA is effectively overseeing the institutions which are tasked to ensure effective implementation of Corporate Governance Norms (P.1), respondents of GAIL score maximum on the point of Stock prices reflect true intrinsic value of the company (P.2), respondents of MGL and IOCL score maximum on the point of Stock exchanges take lenient view of the compliance by the Corporate of the Listing requirements (P.3), respondents of GGL score maximum on the point of Indian stock markets are too volatile to arouse investors faith and ensure investor protection (P.4), respondents of GGL G score maximum on the point of Stock exchanges should have a say in the appointment of directors, fixation and disbursement of their remuneration (P.5), respondents of GGL score maximum on the point of Stock exchanges encourage formation of investors forum and their participation in annual meetings (P.6), respondents of MGL score maximum on the point of SEBI as an institution formulates the guidelines in tune with international norms and timely amends them to suit the interest of the stakeholders (P.7), respondents of GGL score maximum on the point of Better coordination among the Stock exchanges, Depositories, and Corporate can enhance investors' faith in the stock markets (P.8), respondents of MGL score maximum on the point of Credit Rating Agencies always perform the role of minutely looking at the financial aspects and provide rating as per the actual position of the corporate (P.9) and respondents of MRPL score maximum on the point of Auditors have performed the Audit Function effectively by bringing to the light the shortcomings of the management in terms of fulfilling the Corporate Governance Norms as applicable (P.10).the study suggests:

- Companies having 5% or more "FII/FPI" as shareholders, should mandatorily have their "Nominee director" on the Board, to improve and bring in the expertise and innovation.
- "Cross directorships" should be encouraged, meaning thereby that Private Sector Company Promoters should be made Independent director in Public sector companies and vice-versa, and quarterly review of their performance should be done by SCOPE/MCA/SEBI.
- "Corporate Governance Report" should be filed quarterly, instead of, once in a financial year/accounting year as the norm stands currently, alongside audited quarterly results.
- "SFIO Audit" should be done for 2% Large Cap, and 5% Mid Cap companies every financial year and companies should be picked on the basis of whistleblower complaints or the mischievous activity if noticed or reported to SFIO by the stock exchanges (or any anonymous person).
- Regulators should launch "Separate Corporate Governance Index" at least for Large Cap and Mid Cap companies at the earliest.
- "Composite Link Index of Corporate Governance and Financial Performance" should also be made to help out the small/retail investors as a ready reference while taking any investment decision.

The present study suffers from the inherent limitations of the bias of respondents, and the secondary data which includes the representative nature of the data, authenticity in disclosing true and correct information and bias of the people working for the corporate sometimes tend to hide crucial piece of information.

## CONCLUSION

Company wise analysis of respondents' responses regarding role of regulators in strengthening corporate governance framework leads us to conclude as follows: in case of P1 the highest mean score is attained by IGL and lowest mean score is obtained by BPCL & CIL; in case of P2 the highest mean score is attained by GAIL and lowest mean score is obtained by RIL; in case of P3 the highest mean score is attained by IOCL & MGL and lowest mean score is obtained by OIL & RIL; in case of P4 the highest mean score is attained by GGL and lowest mean score is obtained by ONGC; in case of P5 the highest mean score is attained by GGL and lowest mean score is obtained by PLNGL; in case of P6 the highest mean score is attained by GGL and lowest mean score is obtained by PLNGL; in case of P7 the highest mean score is attained by MGL and lowest mean score is obtained by BPCL & HPCL; in case of P8 the highest mean score is attained by GGL and lowest mean score is obtained by EOL; in case of P9 the highest mean score is attained by MGL and lowest mean score is obtained by HPCL and in case of P10 the highest mean score is attained by MRPL and lowest mean score is obtained by BPCL.

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# **WOMEN ENTREPRENEURSHIP AND SUSTAINABLE ECONOMIC DEVELOPMENT IN INDIA**

**MEENAKSHI JASWAL**

## **INTRODUCTION**

It is the process in which women initiate a business, gather all resources, undertake risks, face challenges, provides employment to others and manages the business independently. Women entrepreneurship refers to business or organizations started by a woman or group of women. There has been a change in role of women due to growth in education, urbanization, industrialization and awareness of democratic values. The emerging field of entrepreneurship in 20<sup>th</sup> century has made women entrepreneurship to be creative and innovative globally.

The concept appeared for the first time in 1987 with the publication of the Brundtland Report, warning of the negative environment consequences of economic growth and globalization, which tried to find possible solutions to the problems caused by industrialization and population growth. Sustainable development satisfies the needs of the present without compromising the capacity of future generations, guaranteeing the balance between economic growth, care for the environment and social well-being. Living within our environmental limits is one of the central principles of sustainable development. But the focus of sustainable development is far broader than just the environment. It's also about ensuring a strong, healthy and just society. This means meeting the diverse needs of all people in existing and future communities, promoting personal well-being, social cohesion and inclusion and creating equal opportunity. Sustainable development is about finding better ways of doing things, both for the future and the present. We might need to change the way we work and live now, but this doesn't mean our quality of life will be reduced.

## **LINK BETWEEN WOMEN ENTREPRENEURSHIP AND SUSTAINABLE DEVELOPMENT**

Kalpana (2016) affirmed that women contribute and support the economy extensively in different ways by being employed in different sectors. He further stated that many successful businesses are managed by women who are very skilled in entrepreneurial activities. Some of these women are well educated and aware of correct application of theory to business. Vossenbergh (2013) also believed that women have the potential to transmute from a poverty-stricken nation to a vibrant economy through entrepreneurship. World Bank (2013) also confirmed that despite women earning only 10% of the income and owned 1% of the property, yet they performed 66% of the world's work, and produced 50% of the food.

Entrepreneurship is the best way towards self-sufficiency. Kwiatkowski (2004) explains entrepreneurship as the ability to manage two major factors: opportunity and resources, entrepreneurship is above all the ability to perceive opportunities and to tap resources necessary to exploit them. According to (Wennekers & Thurik, 1999) entrepreneurship is also "the willingness and ability of individuals in perceiving and creation of new economic opportunities (this could be new products or services, new production methods, new organizational methods, and new product market combinations) and the introduction of these new ideas to the market, which is full of

uncertainties & other obstacles". Women entrepreneurs in both developed and developing nations of the

Golla (2010) opined that investing in women is recognized not only as the right thing to do but also the smart thing to do. Mounting evidence demonstrates that the increase in women income leads to improvements in children's health, nutrition, and education. Therefore, in present day scenario, sustainable development of women is considered as a land mark of progress for any country, hence the economic sustainability of women is of at most importance to social scientists, economists, policy makers, reformers and NGO's. Tripathi (2014). The present paper is based on study carried out to assess the perceived contributions of women entrepreneurs to economic sustainability in India; to determine the factors motivating women into entrepreneurship in India and to determine the major challenges facing women towards entrepreneurship development in India.

## METHODOLOGY

This paper is entirely conceptual in nature. The conclusions and recommendations are on the basis of research papers studied in the context of women entrepreneurship and sustainable development.

## RESULTS

### THE CONTRIBUTIONS OF WOMEN ENTREPRENEURS TO ECONOMIC SUSTAINABILITY IN INDIA

Women entrepreneurship development has been recognized as important because of the contributions of women's entrepreneurs to the economic development in both developed and less developed countries. Women entrepreneurs therefore enhance economic development through:

**Employment Creation:** Women entrepreneurship development can help women-owned businesses generate more income which then can be used to support their households and improve their family welfare outcomes (Thomson, 2002). This income can help women to start and grow their businesses which will in turn help them to offer employment to others in their community.

**Poverty alleviation:** Many women support themselves and their families through the income they receive from their entrepreneurial activities (Kantor, 1999). Women also are more involved in organizing programmes that focused on empowering women and youths for poverty alleviation.

**Economic Vitality:** Important factors that make living attractive are flow of information, education, health, housing and transportation which are developed and sustained through entrepreneurship. Women have been known for their ability to combine different activities that have the potential to enhance the standards of living and quality of life of the citizenries. Floro (2001) argues that women are more likely to juggle their working time between the market sector and non-market economic activities. Non-market production whether it involves subsistence crop production, water and fuel gathering, food preparation and housecleaning or care for the children and elderly is a crucial element in determining the quality of life.

**Financial Sustainability:** Small enterprises tend to have the flexibility and innovativeness that are critical business needs in developing economy. As Steinem

(1992) notes, women entrepreneurs tend to take a “holistic approach to balanced life, work, family, economic, and cultural values. They integrate economic techniques such as job training, job creation, marketing and management with work place innovations such as flexible scheduling, childcare, language workshop for immigrants.

**Economic growth:** The increase of women prominence in entrepreneurship has positive contribution to the country's GDP and Gross National Income (GNI) (Kantor, 1999). Statistically, more than 30% of the contributions of the country's GDP, comes from women that are self-employed especially in micro and small sized enterprises (Kerta, 1993). This sector of business and its entrepreneurial characteristics are viewed by many to be central to innovation and are considered the engine of economic growth.

### THE FACTORS MOTIVATING WOMEN INTO ENTREPRENEURSHIP IN INDIA

- To have freedom and self- respect
- To develop greater self-confidence
- To have control over my life
- To creates employment
- To be your own boss
- To ensure high job security
- To make a lot of money

The study indicates that to have control over their life, to have freedom and self-respect and to develop greater self-confidence are the most significant factors motivating women entrepreneurs in India. The study is consistent with work of Kalpana (2016) and Brusha and Cooper (2012) who confirmed that women engaged in business for the purpose of having control over their life through financial freedom and self- respect.

### MAJOR CHALLENGES FACING WOMEN ENTREPRENEURSHIP DEVELOPMENT IN INDIA

**Lack of information:** Women entrepreneurs are not generally aware of the subsidies and incentives available to them. Though women may be educated and have qualified knowledge, she lacks practical knowledge and hence hesitates to establish her own venture.

**Lack of access to market:** As generally women entrepreneurs will have small scale business they have to strive hard to sell their products in the modern competitive world. Their marketing knowledge will be less and lack marketing skills as compared to men. When the women started a new venture they had undergone a lot of harassments in registering and operating their business. The society shows negative attitude towards the products and services offered by them Nwoye (2007).

**Lack of access to finance:** Amuchie and Asotibe (2015), the financial institutions are sceptical about the entrepreneurs' abilities of women. The micro finances and other lending institutions attached conditions to the credit facility as they consider women loonies as higher risk than man loonies. Sharma (2013), the women entrepreneurs lack access to external funds due to their inability to provide tangible security. Very few women have the tangible property in hand.

**Lack of access to training:** World Bank (2013), many women are still reluctant to take up the entrepreneurial task as they lack the needed training in terms of poor financial

management, entrepreneurial, managerial and marketing skills which are required to run a business successfully.

**Lack of moral support from the family:** Women's family obligations also bar them from becoming successful entrepreneurs in both developed and developing nations. "Having primary responsibility for children, home and older dependent family members, few women can devote all their time and energies to their business" (Starcher).

**Psychological factors:** Sharma (2013), the greatest deterrent to women entrepreneurs is that they are women. A kind of patriarchal- male dominant social order is the building block to them in their way towards business success. Male members think it a big risk-financing the ventures run by women.

Sajuyigbe&Fadeyibi (2017), The result shows that lack of access to finance and lack of moral support from family are major challenges facing women entrepreneurs. The study is in agreement with the work of Akpodono (2016), Nwoye (2007) which indicated that majority of female entrepreneurs face both psychological and social challenges in their daily struggles to make ends meet. These include low self- esteem, poor relationship with friends, relatives, workmate,& negative community perception.

## CONCLUSION

Entrepreneurship among women, no doubt improves the wealth of the nation in general and of the family in particular. Women today are more willing to take up activities that were once considered the preserve of men, and have proved that they are second to no one with respect to contribution to the growth of the economy. The study confirmed that employment generation, poverty alleviation, financial sustainability, wealth creation and increase in living standards are perceived contributions of women entrepreneurship to sustainable economic development. The study therefore concluded that involvement of women in entrepreneurship is a catalyst to the sustainable economic growth and development. The government should lay a solid foundation by encouraging the education of female children, and reduce the stereotype bias against female children. The government can also establish more training centres including vocational centres for women to acquire skills. In order to enhance productivity and produce goods of global repute, the government must organize platforms that would sensitize women on the need for continuous self- development and capacity building. The study recommends:

- Women Entrepreneurship Centre (WEDC) should be set up by the government in collaboration with private sector to provide financial assistance, business advice, mentorship and other practical support towards realization of the self-employment aspirations & empowerment of women in India.
- Entrepreneurship workshops, seminars and conferences in collaboration with states and local government should be encouraged specifically for women entrepreneurs in order to encourage business start-up and those in micro, small and medium enterprises.
- Government and Non- governmental organizations, and private sectors should give more weight to entrepreneurship development especially women entrepreneurship so as to widen the base of entrepreneurial spirit and education among women all over the country.

- Consider women as specific target group for all developmental programmers.
- Encourage women's participation in decision making.

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## SAARC AND EU: A COMPARATIVE ANALYSIS

BHAWNA SHARMA

### INTRODUCTION

Regional Organizations are formed in International Politics based on characteristics, condition and objectives. Regional Organizations are a kind of International Organizations as they have international membership and encompass geopolitical entities. They are well established as a part of International system as a body they are based on formal instruments of agreements between the governments of nation states. They include three or more nation states as parties to that agreement because if there are two then it will be treated as bilateral relations between them although they may be strategic partnership or business partnership.

Now days, Different countries of the world are giving much more emphasis on the regional economy. Political problems are sort out either by the diplomatic means or they are kept aside to solve them on the proper time. They are trying to adopt the co-operative path instead of conflicts. Now it is believed that conflicts give rise to negative impacts on the economic development, trade is affected, and development slows down. Because of all these reasons The North American Free Trade Agreement (NAFTA), Bay of Bengal Initiative for Multi-Sectoral Technical and Economic Co-operation (BIMSTEC), Asia Pacific Economic Co-operation, Association of Southeast Asian Nations (ASEAN) and many other took roots.

The most important feature of Regional Organizations which is observed is that there is a link between politics and economics but does not privilege one over the other. Palmer and Perkins describes Regional arrangements or pact is a voluntary association of sovereign states within a certain area or having common interests in that area for a joint purpose which should not be of an offensive nature in relation to that area. The sovereign nation states join Regional organizations due to different reasons or motives. Such as-

**Identity-** sometimes it gives nation more respectable or reliable position.

**Accountability-** state increases its stretch of influence and support and may use this platform to make its offenders accountable.

**Support** – regional organisation give support to its members which may be economic, political, moral or any kind this support deters other countries to do anything against it.

**Internal external threats-** Member of regional organisation are bound better and closer because of common internal-external threats. Ex After 2<sup>nd</sup> WW the great threat was communism to western world. Hence North Atlantic Treaty Organization (NATO) came up.

**Domestic politics** - domestic politics frequently becomes a significant variable. Ex International agreements and treaties may affect domestic politics may also change the balance of power between the branches of government.

**Leadership**-regionalism being a tool of local governance also needs leadership from key individuals. Ex.European Union -France and Germany, ASEAN- Indonesia, SAARC- Bangladesh

The South Asian Association for Regional Cooperation (SAARC) and European Union (EU) are well known Regional Organizations one is in Asian continent and the other is in European continent, both are Regional Organizations, but they differ in many ways although they both have some commonalities also.

### **WAVE OF FORMATION**

SAARC, which is geopolitical union of South Asian nations was formed in second wave of Regionalism in modern era. In late 80's regionalism changes its nature and become more global and made its scope much wider as far as purposes were concerned.

On the contrary EU was formed in first wave of Regionalism in modern era. The old or the first wave of 1960's was restricted to Europe. It was protectionist in nature and the purpose was mainly few economic gains. International organizations were first created by European states to smooth their inter-state relations across a range of new activities resulting from industrial revolutions and technological breakthroughs.

### **ROOT CAUSE BEHIND FORMATION**

In 1985 in South Asia was established to enhance peace, co-operation and trade. At that time there were 7 countries India, Pakistan, Bangladesh, Bhutan, Nepal, Maldives, Sri Lanka & the 8th member of SAARC is Afghanistan which was accessioned in 13<sup>th</sup> SAARC summit held in Dhaka, Bangladesh on 13<sup>th</sup> November 2005. General Zia-Ur Rahman of Bangladesh gained de-facto power as head of the government already under martial law imposed by the Mushtaq government. He took over the presidency in 1977, for him it was essential to take such steps so that it reflects that his administration is legitimate. As president he founded Bangladesh Nationalist Party. He initiated and founded the first Asian regional group known as SAARC.

The main motto behind the formation of SAARC is to gather all small neighbours to counterbalance India because on river water distribution issue the both Bangladesh and Nepal have same kind of perception. Some scholars believe that the initiation for SAARC is when America Allude to Bangladesh so that Military dictators of Pakistan and Bangladesh can get recognition in South Asian region.

### **THE OBJECTIVES AND PROCESSES OF REGIONALISM INITIALLY IN WESTERN EUROPE AND SOUTH ASIA DIFFER CONSIDERABLY**

SAARC and the European Union are very different. SAARC as a whole still comprises developing countries with low incomes. The European Union consists of "old" industrial, developed countries, with high per capita incomes. These differences are significant in the identification of problems, of how policies are formulated, and what instruments are used for implementing those policies.

The motivations for regional integration in Western Europe and South Asia are different. Economic and Political motives behind European integration was the result of

- The desire for a new identity; as an alternative for the discarded nationalist identities and ideologies which led to world war.

- The containment of Germany. European integration was thus a solution to Europe's perennial German problem.
- The wish for security against Communist expansion.
- Hopes of economic prosperity; the large common market was to allow economic recovery; and
- The expectation of a new shared power and as a step towards avoidance of double dependence on the two super powers and to achieve political independence. Economic and military integration in Western Europe was considerably facilitated by the external federator, viz. the United States, which was determined to build an economically strong and independent Western Europe so that it would not fall under communist influence. To that end, it gave extensive technical and financial support which provided considerable impetus to integration.

None of these internal or external factors were prime movers of regional co-operation in south Asia. The divergence in security perceptions of SAARC member states handicapped and dampened regional integration. South Asian regionalism was "neither superpowers-sponsored nor born to deal with an external threat".

An extremely important source of pressures impelling European states to cooperate with their neighbours are market forces and powerful economic interests, both public and private, which have stressed the need for a large and secure European market not only as an outlet for their production and services, but also as a base to enable them to compete effectively in their international markets. The driving force behind the Single Market was more economic than political, more the urging of the private sector and the business community than the initiative of the public. In South Asia, on the other hand, the process is from top-down with a minimal role for South Asian business interests to become the driving force for fostering regional integration.

Unlike the dispersal of strength and insistence on autonomy in Europe, South Asia is characterised by the over whelming predominance of India in terms of size, population, and resources and a number of smaller states with no common border between them. While India borders or is adjacent to five SAARC member states, its neighbours have borders with none. This basic asymmetry colours the perceptions of India's neighbours, who have sought to counterbalance Indian influence by seeking the involvement and support of external powers in the region. A prime motivating factor behind establishment of SAARC was the common fear for all small countries of domination by India and hopes that Indian ambitions to regional hegemony could be contained within the framework of a regional grouping. The European Union has the existence of supranational laws and institutions, comparable to those existing in national systems. In the EU, directives apply directly to all member states and supersede national laws. Unlike the European Union where treaties are made and sought to be enforced through national legislation, enforcement in the SAARC is left to national governments.

Despite a common civilization heritage shared history, and potentially integrative eco-systems, member states of SAARC have still been unable to meaningfully and effectively cooperate in fostering greater economic development in trade, industry, and investment. Which distinguishes South Asia from other successful examples of regional co-operation in the world is that as a region, there is a lack of economic complementarity such as that Western Europe.

Unlike the principle of consensus or majority voting as is increasingly followed in the European Union; SAARC follows two ground rules, partly to allay fears that India would dominate the regional organisation.

(a) No discussion of bilateral or contentious issues is permitted,

(b) All formal decisions, including the choice of issues to be discussed and the areas in which to co-operate, must be unanimous.

Thus, there are differences in the conditions and the institutional frameworks for the EU and SAARC one cannot apparently compare the incomparable since the former is perhaps the most successful experiment in human history and the latter, which is nearer the other end of the spectrum. In fact, the keyword in SAARC is regional co-operation whereas the key word of the EU is integration.

### **LINKAGES BETWEEN SAARC AND EU**

Contracts between the European Union and SAARC were initiated when some Members of the European Parliament visited the SAARC Secretariat in Kathmandu in 1988. "After that visit, we were under the illusion that things would progress. In my view, that visit was not conceived properly. The SAARC Secretariat had no authority and I do not know how the Members of the European Parliament thought in their wisdom that visiting the SAARC Secretariat was going to start a dialogue with SAARC" However, the visit by the European Parliament delegation was perhaps more of "an attempt to try to find out what SAARC was". The report written at that time by Hirtsgrath of the External Economic Relations Committee, at about that time was "an attempt to make the European Parliament, as a whole aware that SAARC existed as to try to foster, at that stage, direct links between SAARC and the EC".

In a "very fine resolution" on 26th October 1988, the European Parliament called upon the Commission to contact the SAARC institutions and the SAARC member states in order "to ascertain the areas of regional co-operation in which the help of the Community is desired". It envisaged "particular scope" in providing financial and technical assistance but emphasized the aid shall not be given at the expense of existing bilateral financial co-operation. It expressed the hope that relations between the community and the SAARC would be intensified and calls upon the Commission to examine the possibility of concluding a co-operation agreement with the SAARC. It expected that the initiative in this respect should come from the SAARC and hoped that the SAARC member states would consider the question of entering into co-operation with the community based on an agreement at their next summit meeting.

The European Commission invited SAARC Secretary – General K. K. Bhargava to visit Brussels. But Bhargava felt that this was an "Over reaction because I had, in any case, no mandate. We were not going to discuss any specific programmes of co-operation". Thus, he was unable to accept it since he did not have the mandate since the SAARC is constitutionally structured that he couldn't proceed further without having that kind of mandate.

The First attempt to reach out to other regional economic groupings was made at the Sixth SAARC Summit at Colombo in December 1991. The Colombo Declaration emphasized that "regional self-reliance" should be resolutely promoted through closer co-operation among countries of the association. The standing committee was

requested to study the question of co-operation between SAARC and appropriate international and regional organization considering the evolution of SAARC activities in the core economic areas" and to report to the eleventh session of the Council of Ministers.

Political dialogue between EU and SAARC officially opened in September 1994 in New York between the Foreign Ministers of the EU-Troika and the Bangladesh Foreign Minister representing at that time the SAARC Chairmanship. European Commission and SAARC Secretariat sign Memorandum of Understanding on Co-operation which has provided the background for technical assistance on trade matters.

Since 1998 SAARC has an informal Ministerial level dialogue with the European Union and ASEAN on the side-lines of the United Nations General Assembly. The first dialogue was held on 23<sup>rd</sup> September 1998 at New York on the side-lines of the 53<sup>rd</sup> session of the United Nations General Assembly. This was facilitated by the mandate given by the Tenth SAARC Summit at Colombo in 1998 to initiate dialogue with other regional organisations, viz. the European Union, the Association for South East Asian Nations (ASEAN), the Gulf Co-operation Council (GCC), and the Organisation for American States (OAS).

The EU Troika led by Ms. Benita Ferrero Waldner, State Secretary for Foreign Affairs of Austria, emphasized that they were keen to enter into more concrete areas of activity in enhancing EU-SAARC co-operation. The movement towards SAFTA was an area of possible co-operation; given the EU's own experience. The area of banking and development of norms and standards World Trade Organization(WTO) related issues, transit and maritime issues and the area of environment, were also identified as providing considerable prospects for dialogue and cooperation.

In 1999 EU and SAARC agree to co-operate on improving market access for SAARC products into EU, working towards a cumulation of rules of origin for SAARC products for exports to the EU, giving a Technical support for the establishment of the South Asian Free Trade Agreement and supporting the harmonisation of SAARC standards.

On its part, SAARC expressed the hope that the EU-SAARC dialogue would become a regular feature and the dialogue between the two regional organisations was hailed as a "historic meeting" which demonstrated SAARC's Political will to begin a serious dialogue" with other regional organisations"

The lack of political cohesion among the SAARC members themselves, especially the uneasy relationship between India and Pakistan, makes the organization "unsuitable as a political dialogue partner".

But later, in present time, EU is having observer status in SAARC, which is kind of privilege granted to give them an ability. to participate in the activities. Observers generally have a limited ability to participate in the Regional Organization lacking the ability to vote or propose resolutions. The EU has observer status since 2006. The EU values a lot for cooperation and integration in South Asia region EU believes that it can help in ongoing integration process through its economic influence in the region, its own historical experience of economic and trade integration and of dealing with diversity, and its interest in crisis prevention. It is convinced that SAARC could play a useful role in regional co-operation and dialogue. Cooperation between the EU and

SAARC seeks to promote the harmonisation of standards; facilitate trade; raise awareness about the benefits of regional cooperation; and promote business networking in the SAARC area.

But the present scenario is that Europe Union is engaged, to emerge out of the current turmoil of the Refugee Crisis and Brexit and on the contrary SAARC is in intensive care unit (ICU) because of the Indo-Pak tensions.

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# **CLIMATE CHANGE AND FARMING TRADITIONS: FARMER'S PERCEPTIONS AND COPING APPROACHES IN THE COLD DESERTS OF HIMACHAL PRADESH**

**PANKAJ GUPTA, VIJAY KUMAR SHARMA & AYUSHI GUPTA**

## **INTRODUCTION**

The people their life and livelihood are inextricably intertwined with their environment and a little change can have direct or indirect implication on them. Though it will take time for changes in climate to become apparent, but people's perceptions are certainly very helpful to ascertain the reality that the Himalayan region is facing problems in agricultural production and other livelihood options. Climate change is experienced by the communities, which manifested in raised temperature, intense climatic events, changes in rainfall pattern and occurrence of droughts. With ever increasing requirements of man, the land use has become vital. As a result of global warming, the agriculture world is facing a serious decline and likely to decline in future. Overall, agricultural productivity for the entire world is anticipated to decline between 3 and 16 percent by 2080. Developing countries are likely to suffer an average 10 to 25 percent decline in agricultural productivity, while the affluent countries, which have typically low average temperature, are likely to experience a much milder or even positive average effect, ranging from 8 percent increase in productivity to 6 percent decline. In the Indian Himalay, Vedwan and Rhoades (2001) examined how apple farmers in Himachal Pradesh, Western Himalay perceived climatic changes. They recorded impacts of climate change on blossoming, yield, fruit quality and increase of new pests and diseases. They further stressed on the importance of policies being more inclusive rather than being based on economic maximization alone. Partap (2003) carried out a study in Himachal Pradesh and stated that the climate change has moved the temperate fruit belt upwards by about 50-100 kms. Sharma (2004) studied the role of environmental conditions on flowering and yield in apple in district Kullu of Himachal Pradesh and to work out short-term measures to improve productivity and quality under the changing climate scenario. He found that that low temperature during the winter promote rest completion, whereas the high temperatures interspersed with low chilling temperature retard this process.

Though, the agriculture has always been the integral component of the economy, the paucity of cultivable land has always been a challenge in cold desert areas and people used to grow the traditional food grains in narrow strips of mountain tracts. Therefore, the people used the supplementary food items, like dried apricot and wild edibles to meet the nutritional requirements.

## **RESEARCH METHODOLOGY**

The study was conducted in the cold deserts of district Kinnaur of Himachal Pradesh by taking a significant proportion of respondents from the two blocks, i.e. Kalpa and Pooh. For the accomplishment of the objectives, both primary and secondary data was utilized. Through the fieldwork the researchers were able to gather maximum data. In this regard, the researchers visited the study area and spent time discussing with indigenous people. The indigenous people inhabit the inaccessible areas which are far-off from modern world and where the outside world is not able to gather information.

Following methods were adopted during the field research- a) Questionnaire method; b) Interview Method; c) Focus Group Discussion; d) Transect observations; e) Documentation of oral narratives and f) Structured observation. All these methods helped in assessing the vulnerability of climate change. The questionnaire dealt with respondents' knowledge and perceptions on local environmental and farming practices. The data was collected on traditional farming methods, practices and knowledge of local weather forecasting and use of contemporary methods, use of government schemes pertaining to horticulture and agriculture. The questionnaire was designed to gather respondents' knowledge on the concept of climate, climate change, ecological variability and impacts of climate change.

The questionnaire aimed at collecting information on respondents' perceptions on climate change, changes in farming practices, adaptation strategies, and factors governing the use and existence of local ecological knowledge skills and practices in farming activities. The in-depth Focused Group Discussions were about:

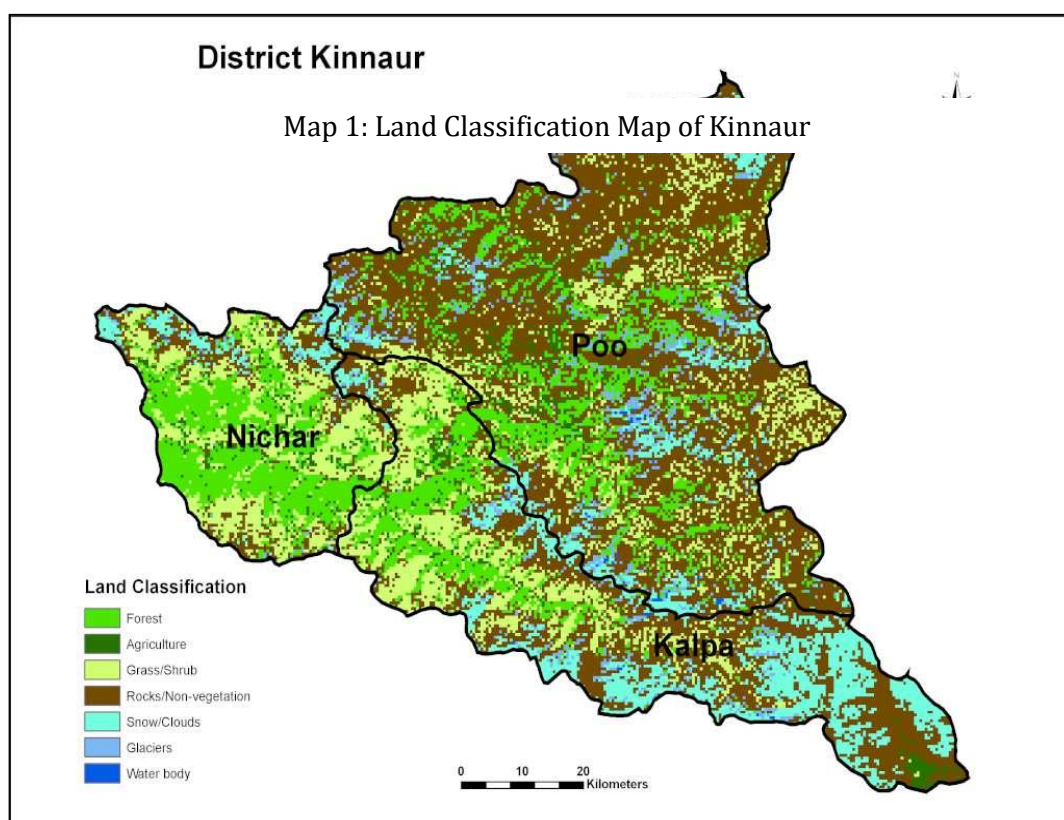
- Farming methods both traditional and contemporary
- Types of seeds used
- Storage techniques
- Local methods on weather indicators and predictors
- Local ways of determining soil fertility
- Reasons for changing cropping patterns
- Impacts of changing climate on farming

### **STUDY AREA**

The study was carried out in cold deserts of district Kinnaur. Pooh Block lies in cold desert of Trans-Himalay, where the climate has extremes of hot and cold together with dryness. Temperature ranges between -10°C during winters to 30°C in summers. Dry conditions prevail in Pooh block mainly because of the absence of monsoon rains. Precipitation is mainly in the form of snow during winters and occasionally there are mild showers. The terrain consists of mountains, valleys and plateaus. The typical topography together with erratic precipitation, population pressure, decreased soil fertility, nutrient loss due to erosion, and scarcity of fodder poses some problems, which compels youth to migrate out in search of new livelihood options. The district has suffered the aftermaths of changing climate. Most of the people depended on apple as their main cash crop, but in recent years, the production has been affected either due to changes in climate. Most of the farming activities in the district depend on natural snow-fed water sources, while few areas are rain-fed; any change in snowfall therefore has impact on agricultural productivity and the farming-dependent livelihoods. The district is vulnerable to the impacts of climate change and Pooh block being located in semi-arid zone, is likely to experience more of these. Hence, this area is more suitable for undertaking people's perceptions on climate, climate change and climate variability, and the role of traditional wisdom linked with farming activities. It helps in understanding the changing conditions, assessing farming coping and adaptation strategies to climate change, as perceived and identified by the respondents in the study area. Lastly, the study suggests possible acclimatization strategies that can be undertaken by agriculturalists in managing their livelihoods under climate change situation. To achieve its goal, the study area was carried out in two blocks, i.e. Kalpa and Pooh, the latter being located in cold desert.

## RESULTS AND DISCUSSION

As stated by National Agricultural Research Project, Kinnaur is positioned in High Hills Temperate Dry Zone. The nearest Krishi Vigyan Kendra is at Reckongpeo, while AGROMET field unit is situated at Kalpa. The land utilization pattern depends on life's aspirations of individuals living therein. It indicates the interaction of physical and economic factors. The land is used for cultivation, pastoral activities, afforestation and construction of buildings, roads, etc. The land use differs from place to place and is governed by ecological and topographical factors. Since the horticulture occupies a prime position, the land use pattern in most villages of Kinnaur is regarded as Horti-Agri-Pastoral. The cash crops such as red kidney beans, peas and apple is the backbone of the economy of villages and apple alone accounts for more than 78 percent of the area under fruit cultivation. According to Indian Council of Agriculture Research, Kinnaur is located in Western Himalay, agro-ecological sub-region. The general land distribution pattern of Kinnaur includes Forest Land, Agriculture Land, Grass/ Shrub Land, Rock/ Non-Vegetation Area; and Area occupied by glaciers and water bodies (Map 1).



Source: Centre for Geo-Informatics Research and Training, CSK HPKV, Palampur, H.P.

Kinnaur district has intricate mosaic of mountain ranges, hills and deep valleys. There is an increase in elevation, from west to east and south to north. Master slope is south-westerly. The drainage system of Kinnaur forms a part of the Indus River basin, except a small part in the northeastern area, which is a part of the Ganga River system. National Bureau of Soil Survey and Land Utilization Planning, Nagpur categorizes the soil of Kinnaur as- Soil of Fluvial Boundary; Soil of Greater Himalay; Soil of Mountains and Valley Fills; Soil of Mountains and Valley Glaciers; Soil of Side/reposed slopes and Soil of Summits and Ridge Tops.

## LAND-UTILIZATION AND CROPPING PATTERN

Land use of an area is the indicator of its natural environment and effectiveness by which limited natural resources are being used. Whole land cannot be considered appropriate for farming, it has to be somewhat flat, fertile with sufficient soil cover and moisture content or should have proper source of irrigation along with promising weather conditions. Land utilization depends on availability of technology, size of land holdings, government policies and infrastructure.

The natural factors which affect the land utilization are climate and physiography. Kinnaur has total geographical area of 655300 hectares, out of which a large proportion is under permanent pastures and grazing lands. Besides this, the land put to non-agricultural use is the second largest category and forests is the third largest group in land use of Kinnaur, followed by barren and uncultivated land. However, in the recent years, there has been decrease in forest area due to construction of hydroelectric projects, developmental activities and influx of outsiders, which has increased stress on the land resources. Traditionally, all inhabitants in Kinnaur excluding the migrant labor own agricultural land. Due to topographically variation and climatic constraints, the farming is not only tough but the yield is less. Winter is a lean period hence the people store food for winters. However, the community participation allows people cultivation of more than what a family is capable of doing. The increase in population has brought more land under agriculture. Agricultural fields in Kinnaur are terraced, fewer and highly segmented on the northern slope due to steeper gradient which resulted in thinner soil cover. People undertake cultivation of crops and some people keep aside some land for growing grass. Irrigation is the main input for enhanced crop productivity in agricultural economies. It is all the more important in the areas which receive less rainfall. The environmental conditions of Kinnaur limits the cultivating season to summer months only. In some areas cultivation is done in spring and autumn seasons. Traditionally, most people used to raise only one crop during a farming season and it is still prevalent in the villages of upper Kinnaur. However, agricultural farms in the low and mid-altitude villages are able to grow two crops with the help of irrigation. Agriculture fields are irrigated by water channels, locally known as *Kuhls*. These channels are damaged due to heavy snowfall and other factors of nature, hence, require conservation. These channels are repaired collectively through community participation. Water distribution pattern is institutionalized through traditional practices which are in harmony with the ecological constraints. Nichar block has less role of water channels unlike upper and middle Kinnaur, because Nichar is located in the zone which receives enough rainfall. However, rainfall is scanty in Kalpa and very low in Pooh block. Hence, farming cannot be achieved without irrigation and it plays significant role in agriculture. According to latest Agricultural Census Database 2016-17 obtained from H. P. Directorate of Land Records, there are 6256 marginal holding, 2466 small holdings, 1522 semi-medium holdings, 468 medium holdings and 45 large holdings in Kinnaur (Table 1). As per state statistical abstract of Himachal Pradesh 2014-17, area under cultivation of different crops and production in district Kinnaur is presented in the Table 2. The table shows that for the year 2016-17, production of barley is 1001 million tonnes. Besides this, production of common millets is 477 million tonnes. As far as the production of potato is concerned, the area under cultivation is 1150 hectares and its production is 7800 million tonnes. Though wheat, maize and rice are cultivated, but to a lesser extent and the production trends for 2016-17 were 205 million tonnes, 209 million tonnes and 100 million tonnes, respectively. The district is

known for its apple throughout the world. Not only apples but other fruits are also grown in the district.

**Table 1: Number of Operational Holdings and Area Operated by Size Class of Holdings in District Kinnaur**

| Operational Holdings               | No. of holdings | Area (Hectares) |
|------------------------------------|-----------------|-----------------|
| Marginal (less than 1.00 hectare)  | 6256            | 2619            |
| Small (1.00 to 2.00 hectare)       | 2466            | 3524            |
| Semi-Medium (2.00 to 4.00 hectare) | 1522            | 4200            |
| Medium (4.00 to 10.00 hectare)     | 468             | 2551            |
| Large (10.00 hectare & above)      | 45              | 1332            |
| Total (All sizes)                  | 10757           | 14226           |

*Note: Total may not tally due to rounding off.*

*Source: Directorate of Land Records, H. P. (Agricultural Census Data Base)*

According to data obtained from Directorate of Horticulture, Himachal Pradesh 2014-17, area under cultivation of different fruits and their production in district Kinnaur is presented in the Table 3. Table shows that for the year 2016-17, maximum area, i.e., 11164 Hectares are under the cultivation of apple and its production is 60210 million tonnes. Besides this, apricot, almonds, peaches, grapes, walnuts and plums are also cultivated in the district.

**Table 2: Area under cultivation and production of different crops in Kinnaur**

| Crops             | 2016-17              |                                                     |           |
|-------------------|----------------------|-----------------------------------------------------|-----------|
|                   | Area in 000` Hectare | Average Yield of Important Crops (Unit per hectare) | (In M.T.) |
| Wheat             | 0.35                 | 1.73                                                | 205       |
| Maize             | 0.05                 | 2.31                                                | 209       |
| Rice              | 0.50                 | 1.19                                                | 100       |
| Barley            | 1.44                 | 1.44                                                | 1001      |
| Pulses            | 3.25                 | 3.25                                                | 4962      |
| Common millet     | -                    | -                                                   | 477       |
| Total Food grains | -                    | 1.98                                                | 6954      |
| Potato            | 1150                 | -                                                   | 7800      |
| Vegetables        | 3748                 | -                                                   | 48180     |

*Source: Directorate of Land Records, H. P.*

According to the Registrar, Cooperative Societies of Himachal Pradesh, till 2016, there were 35 primary agriculture credit co-operative and three non-agricultural credit cooperative societies in district Kinnaur, with 15 and 112 memberships respectively.

**Table 3: Area under cultivation and production of fruits in district Kinnaur**

| Fruit(s) | 2016-17                              |                                |
|----------|--------------------------------------|--------------------------------|
|          | Area under cultivation (in Hectares) | Production (in million tonnes) |
| Apple    | 11164                                | 60210                          |
| Plum     | 14                                   | 4                              |
| Peach    | 78                                   | 2                              |
| Apricot  | 336                                  | 258                            |
| Pear     | 80                                   | 21                             |
| Cherry   | 20                                   | 2                              |
| Almond   | 996                                  | 29                             |
| Walnut   | 237                                  | 64                             |
| Grapes   | 28                                   | 65                             |

Source: Directorate of Horticulture, H. P.

### PEOPLE'S PERCEPTIONS

Land development, improved infrastructure facility, input and credit supply has transformed the cropping pattern in favor of cash crops. Until early seventies, the economy of Kinnaur was typically non-commercial and weak in nature hence, commercial crops were not sown. Earlier, about 90 percent area of total cropped area in Kinnaur was under cereal crops, and very area was under cash crop like fruits, potato and vegetables. During 1970-90, the pattern of commercial crops has undergone change and a lot of area was shifted from non-commercial to commercial crops. This altered drift towards commercialization of farming turns out to be more appropriate. It is due to promising agro-climate settings that guaranteed irrigation, better input supply, etc. The percentage of area under cultivation of fruits and vegetables increased and shows a drive in favor of commercial crops against traditional farming systems. Irrigation due to atypical landscape and persistent scarcity of rains has made farmers to evolve the prospects and methods of irrigation through the kulh system. The main crops sown by most of the respondents include barley, buckwheat, red kidney beans, peas, potatoes and seasonal vegetables. While talking about the cropping pattern of district Kinnaur, one can notice the cultivation of maize, buckwheat, apples, red kidney beans and pea as chief Rabi crops, while the main Kharif crops sown consists of wild apricot, peas and barley. According to the respondents:

“Barley, amaranthus, buckwheat, kodo millets, barnyard millet, white goosefoot and foxtail millet, were sown 20 years back and cultivation of apple and almonds was not common.”

A few traditional crops are still sown in some areas; however, the area under cultivation of these crops is decreasing with the passage of time. People are switching over to horticulture crops, mainly the apples. Agriculture plays a very important role in the life of indigenous people but, according to them, an uncertainty always exists till the crop is harvested. Focused Group Discussion (FGD) on changing land use and cropping pattern and its impact on the life of people was conducted and most of respondents indicated change in attitudes, especially among the young generation, and others commented on climate change that has changed the land-use and cropping pattern. A farmer revealed:

“In reality, the people are not fond of working in fields. Those employed in government/private jobs feel that working in the fields is wastage of time and money. Outward movement of people is another factor responsible for decline

in agriculture. In some families there is nobody who can look after the fields. Earlier people had more livestock wealth, which provided sufficient dung but not anymore.”

Interaction with the people made it clear that many factors are involved in changing agriculture pattern. The prime concern is the impact of contemporary inputs, such as, hybrid seeds, fertilizers and decrease of traditional farming practices. The overall trend has resulted in loss of variety – apple has replaced traditional crops including buckwheat and barley. Another says:

“Nowadays, production of traditional crops has decreased because people are interested in growing apple.”

With few exceptions, most respondents were in favor of revitalizing and upholding the traditional approach. One explained:

“For us, our forefather's techniques were accurate. We are sowing the same seeds.”

While talking about the conventional farming a farmer from Kanam village revealed:

“Traditionally, in Kanam two crops were grown in a year and the crops grown in each cropping season consisted of rabi – wheat, barley, peas, etc. and kharif – proso millets, buckwheat, and potatoes”

The traditional agricultural practices and calendar of Kanam as reported by some elders was:

“Because of the snow, practically nothing was done in the month of January / February. Occasionally, people used to feed their cattle and involved themselves in spinning wool. In March, manuring of wheat and barley was done and land was prepared for sowing peas and potatoes. In April, potatoes were sown. In case of insufficient snowfall, wheat and barley crop were irrigated, which continued till June and weeds were removed in the month of April. In July, barley and wheat was harvested. Bullocks were employed to trample over the dried barley and wheat. Thrashing and winnowing of barley and wheat continued till mid of August and at the same time sowing of buckwheat and proso millets was done. The fields were watered and after single ploughing, the seeds were sprinkled. In the beginning of August, fodder was collected and stocked for winters. Watering of buckwheat and proso millets fields was carried out in September. During this period, the women used to gather the edible green leaves, which were dried and cooked as vegetable in winters. Collection of grass continued till October, when harvesting of buckwheat and proso millets was carried out. Concurrently, the people started preparing land for sowing wheat and barley. Threshing of buckwheat and proso millets and collection of chilgoza cones was undertaken till late October and in the mid-November wheat and barley were sown and watering was done side by side. Chilgoza cones were dried and seeds were extracted from them. In December, irrigation of wheat and barley field was done.

However, with changing climate, the agriculture calendar has seen many changes, which can be seen in changed cropping patterns. People narrated the accounts of indigenous

farming methods and realized the drawbacks of new varieties of seeds. Many still explains the advantages of organic manure. Horticulture is a novel start in the district. It has showed good results and is a sign of a positive development for future. A farmer from Sangla said:

“We have been adopting the conventional farming method as followed by our ancestors. But nowadays, scientists and experts from Agriculture Department and Block Office demonstrate the latest farming techniques. No doubt this has improved our methods and output has increased, however, the cultivation of traditional crops has decreased. Scientists suggest cultivation of apple in place of traditional crops, but it is not possible to completely change the cropping pattern. In last few years, people have even stopped cultivating almonds and wild apricot. Cultivation of traditional crops like kodo millets, buckwheat and barley has totally reduced.”

According to most respondents:

“People are not fond of working in the fields. Those employed in government or private jobs feel that working in the fields is merely a time and money waste. Movement of people to cities is another factor responsible for decline in the agriculture pattern. Youngsters are moving out in search of jobs.”

Most of respondents mention change in attitudes, especially among the young generation, and others opined on the change in climate and scarcity of water in the natural resources which affect the cropping pattern. People opined:

“Though most people have switched over to cultivation of apple leaving aside cultivation of traditional crops, but still many prefer cultivation of traditional crops, which is carried out by using traditional farming practices.”

Interaction with people made it clear that many factors are accountable for changes in agriculture and land use patterns. The prime concern is the impact of modern inputs such as hybrid seeds, chemical fertilizers, and decrease of traditional farming practices. The overall trend is loss of variety - apples have replaced a wide variety of traditional crops. Another expressed:

“Nowadays production of traditional crops has decreased because people have interest in horticulture crops.”

With few exceptions, most respondents were strongly in favor of reviving and maintaining the traditional approach. One explains:

"For us, our ancestor's methods alone were right. We are sowing the same seeds."

The villages selected for study are situated in the cold deserts where the topographic and agro-climatic conditions range from sub-tropical to cold temperature, which permits the cultivation of variety of traditional crops and fruits. The region experiences varied seasonal rise and fall in temperature, insignificant precipitation, and heavy snowfall in winters, besides high intensity of UV and IR radiations with high velocity winds. The soils are shallow, sandy to sandy loam with low organic matter. Nevertheless, agriculture and horticulture in general are handicapped due to steep and

hilly terrain, hazards of climate, scattered holdings comprising of shallow and stony soils. Since times immemorial, the farming communities of cold deserts have developed a variety of traditional on-farm techniques for getting optimum yield. These practices have evolved over the years with hit and trial method. Traditional farming systems act as the pools of huge crop diversity. For centuries, People in Kinnaur have been making optimal use of local resources and traditional farming practices. People narrated interesting and detailed account of indigenous farming methods. Cultivation of traditional crops such as barley, buckwheat and red kidney beans is usually done in the conventional way using traditional farm implements and traditional methods. A few respondents identified disadvantages of new varieties of crops and others distinguished the benefits of organic manure and talked about the negative effects of chemical fertilizer. While they acknowledge that it does increase the yield, yet, they feel that this benefit is of short duration. In long-term, they believe, that chemical fertilizers have damaging effects on land.

Introduction of HYVs of fruit crops mainly the apple in Kinnaur started in last 1970s. This has consistently resulted in unification of new farm technologies, more dependence on high cost agro-inputs, in-flux of Nepalese labour and marketing impacts.



Buckwheat Field in Kanam



Barley Field



Pea Cultivation in Asrang



Apple Orchard



Apple cultivation in Kinnaur

There has been decline in traditional crop diversity in the last two decades. Some traditional crops which used to be the main crops of traditional farming systems are disappearing. Similarly, species of *Fagopyrum*, *Amaranthus* and local cultivars are least

cultivated and are on the verge of extinction. When any plant species or cultivar is lost the centuries old traditional wisdom about the same also fade into oblivion. There has been shift from subsistence heterogeneous farming system to economy oriented market dependence homogeneous production system. Vanishing traditional knowledge, loss of genetic diversity and inequality is rapidly endangering the native landraces and viable farming systems. Conservation strategies related to sustainable traditional farming systems are required for inclusive environmental and socio-economic development by accepting the traditional and suitable contemporary technologies.

### RECENT TRENDS

The crop diversification has made a profound impact on the quality of life of cultivating households of whom a preponderant majority operates less than one hectare of land. At the macro level, this impact is manifested in a number of socio-economic indicators and poverty level that compare favorably both with the mountainous and other developed states. The micro level experiences further show that crop diversification towards high value crops is economically beneficial and ameliorates stress on natural resource base (Chand, 1996; Sharma and Chauhan, 2008). These accomplishments have attracted the attention of development economists and policy makers, and the state has come to be known as a model for other hilly/mountainous states.

The efforts of the state government by strengthening the institutional framework have proved to be beneficial in improvising the farm practices and crop diversification in Kinnaur. The Regional Horticultural Research and Training Station, Sharbo was established in 1958 as Grape and Raisin Research Station under the State Department of Agriculture. Its status was raised to Regional Horticultural Research & Training Station in the year 1985 after the creation of Dr. Yashwant Singh Parmar University of Horticulture and Forestry, Nauni, Solan. This research station and Krishi Vigyan Kendras, Kinnaur were reorganized as Regional Station. This station has one Vegetable Research Station at Kalpa, which was established in 1959. The Research and Training Station & Krishi Vigyan Kendras, Sharbo is situated at 2121.4 meters above the mean sea level and has 8.5 hectares of land to cater the regular and extra needs of the farmers of dry temperate and cold desert zone (Zone-IV) of the state. Vegetable Research Station, Kalpa is situated at 2743.2 meters above mean sea level having a land area of two hectares. The station maintains the germplasm of cabbage, carrot, beans, lettuce and peas, besides cultivating cabbage, carrot, turnip, and radish seed.

The activities of the station focuses on conducting location specific productivity, improving research in dry temperate fruits, vegetable crops, apiculture, plant protection and agro-forestry. Its mandate is collection, introduction and assessment of potential varieties of dry temperate fruits, vegetable, agroforestry, and their multiplication. It undertakes standardization of agro-techniques for plantation of horticultural and forestry crops, besides standardization of technology for application of Integrated Pest Management in horticultural and forestry crops. The station is undertaking the dissemination of improved technology of apiculture, horticulture and forestry crops to the end users.

Inhabiting the snowbound area with tough topographical conditions, indigenous communities from Kinnaur are setting examples in vegetable cultivation by ensuring highest per hectare yield of vegetables. Growing exotic vegetables is adding to the earnings of farmers in the state. Cultivation of vegetables has been taken up on

commercial scale with the help of Vegetable Research Station, Kalpa and farmers have established direct contact with distant markets for better returns. The initiative of state government by starting by Mukhyamantri Adarsh Krishi Gaon Yojna has turned out to be a big boon for the agriculturists. Under this, agriculture development plans have been prepared for selected panchayats and provided ten lakh as gap-filling funds for creation and upgradation of agriculture infrastructure to increase area under cultivation. In the recent years, farmers in the cold deserts are switching over to offseason vegetables cultivation and the diversification from cereal-based cropping system to vegetables is gaining momentum.

### CONCLUSION

People express feelings of ineptness and repentance for the support they primarily showed to the development in the hope of getting jobs, or due to administrative pressure or because of being affected by the development pomposity offered by political legislatures. However, it seems that the concerned authorities seem to or want to overlook the fact that there exists a link between depletion and unplanned construction, and it needs to be considered thoroughly. Today, the people in the cold deserts are forced to cope-up with a rapidly transforming landscapes and accompanying geological, ecological, socio-economic, and cultural changes, which must be conserved for the generations to come.

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## SLUM DWELLERS IN SHIMLA TOWN

KUSHAL SINGH

### INTRODUCTION

There is someone who has to suffer for progress. Usually these someone are the downtrodden or the oppressed of the society, crushed by “wheels of progress” in all the developing or under developed countries. Since the progress has its roots mainly in the cities, these downtrodden are also bound to get rooted in these cities. Gradually they start setting in the unoccupied lands in the hearts of the cities mainly in the outskirts of cities. These abodes get the name ‘slums’ and people living there become slums dwellers.

UN-HABITAT has defined slum as a run-down area of a city characterized by substandard housing and squalor and lacking in tenure security. The term has traditionally referred to housing areas that were once relatively affluent but which deteriorated as the original dwellers moved on to newer and better parts of the city. Slum buildings vary from simple shacks to permanent and well-maintained structures. Most slums lack clean water, electricity, sanitation and other basic services and are usually inhabited by the very poor or socially disadvantaged. Slums are usually characterized by urban decay, high rates of poverty and unemployment. They are commonly seen as “breeding grounds” for social problems such as crime, drug addiction, alcoholism, high rates of mental illness and suicide. In many poor countries they exhibit high rates of disease due to unsanitary conditions, mal-nutrition and lack of basic health care. In the wake of the current economic development and construction boom, serviced lands are increasingly becoming inaccessible or unavailable not only to the urban poor but also to the lower and middle income segments of the population.

According to Census 2011, Slums are of various types. There are:

**Notified Slums:** All notified areas in a town or city notified as ‘Slum’ by State, Union Territories Administration or local government under any Act including a ‘Slum Act’ may be considered as notified slums.

**Recognised Slums:** All areas recognized as ‘Slum’ by State, Union Territories administration or local government, Housing and Slum Boards, which may have not been formally notified as slum under any Act may be considered as recognized slums.

**Identified Slums:** A Compact area of at least 300 populations or about 60-70 households of poorly built congested tenements, in unhygienic environment usually with inadequate infrastructure and lacking in proper sanitary and drinking water facilities. Such areas should be identified personally by the charge officer and also inspected by an officer nominated by Directorate of Census Operations. This fact must be duly recorded in the charge register. Such areas may be considered as Identified slums.

Rapid urbanization, one of the greatest socio-economic changes during the last five decades, has caused the emergence of new kinds of slums. Slum formation is principally originated four type of rapid urban population expansion that is primarily triggered by:

- Rural-urban migration

- Natural growth
- Combinations of natural and migratory growth
- Population displacement

After the industrial revolution, the large number of people has migrated from the rural areas to towns and urban cities that led to drastic increase in population of urban areas and thus the slums are evolved. Unemployment is significant cause for migration that compels many to migrate to the city. Once they arrive in the city, the place to settle down will be the slum. Thus, a large number of slum dwellers are landless and assetless agriculture laborers forced to leave their native place of origin for survival and to earn livelihood in more secured ways. The developing of slums has become a challenge for all the government at different levels.

Slum dwellers are facing many problems and there are serious consequences of slums on urban life. The main problems arising out of mushrooming of slums are:

**Health:** The environments are not healthy and people residing in slums are easily vulnerable to various diseases.

**Lack of Amenities:** Sufficient public facilities like water supply, drainage, sanitation, electricity etc. do not exist.

**Surrounding Locality:** If location of institutions likes school, hospital, library, etc., are near to slum area, then it affects their working.

**Working conditions:** The area being full of noise, traffic congestions, smoke, darkness, fumes, it is not possible to work peacefully in slums.

Over the last century there has been tremendous growth in the urban population. This growth, however, has not been uniform. Growth in urban areas in less developed regions of the world has been especially rapid, increasing at an average rate of 2 per cent annually compared with 0.5 per cent in more developed regions. This trend is expected to continue with most of the less developed countries faced with the challenge of absorbing the majority of the future population growth (United Nations 2015).

### SLUMS SCENARIO IN INDIA

While no Indian city is free from slums, the problem is more acute in metropolitan cities. The problem of slums is vitally linked with the city administration. Any voluntary agency naturally cannot do much without the sanction and/or the support of the government and the city administration. Slums are known by different terms in different regions: *katras*, *gallis*, *juggi-jhopdi* (in Delhi); *chawls* (in Mumbai); *ahats* (in Kanpur); *bastis* (in Kolkata); *Cheris* (in Chennai); *keris* (in Bangalore) and *petas* (in Andhra Pradesh). The share of the urban population to the total population of India has increased from 27.81 per cent in 2001 to 31.16 per cent in 2011. This increase has also been accompanied by the rapid growth of slums in cities. People who are living in slums are also increased by 52 million from 2001 to 2011. According to the Census 2001 total numbers of towns reporting slums were 1743 which increased to 2613 in 2011. In 2011 Census, slums have been earmarked in all the statutory towns irrespective of their population size based on the same definition as in 2001. The 2011 census of India reveals that 17.4 per cent of urban households in India live in cities. The published report on "Housing Stock, Amenities and Assets in Slums" is the first of this kind in the

country. Slums have been divided into three categories such as notified, recognized and identified slums. The new figures show that 13.74 million out of the 78.9 million urban house-holds live in slums. Of this, while 4.96 million households live in the notified slums, 3.79 million live in recognized slums and 4.98 million households live in identified slums in India.

### SLUMS SCENARIO IN HIMACHAL PRADESH

Out of the total population of Himachal Pradesh, 10.03 per cent people live in urban areas. The urban population has increased by 10.03 percent in last 10 years. According to Census 2011, the slum population of Himachal Pradesh is 0.9 per cent of total population. Out of this, male slum population against total slum population is 53 per cent and female slum population is 47 per cent. There are 11 per cent children of 0 to 6 years of age in total slum population among which 54 per cent are boys of 0 to 6 years of age and rest of them are girls from 0-6 years of age (See Table 1.1).

**Table 1.1: Slum Population in Himachal Pradesh**

| Slum Population (in %) | Males Population in Slums (in %) | Females Population in Slums | Children Population 0 to 6 yrs in Slums (in %) | Boys Population 0 to 6 yrs in Slums (in %) | Girls Population 0 to 6 yrs in Slums (in %) |
|------------------------|----------------------------------|-----------------------------|------------------------------------------------|--------------------------------------------|---------------------------------------------|
| 0.9                    | 53                               | 47                          | 11                                             | 54                                         | 46                                          |

*Census of India 2011, Housing and Household List, Office of the Registrar General & Census Commissioner, New Delhi*

### SLUM DWELLERS IN SHIMLA TOWN

Shimla being capital and administrative centre and major educational and tourist destination is the fastest growing hill town. There is increasing need and demand of land for housing in Shimla due to migration of both unskilled and skilled workforce. Shimla attracts lots of migrant labors especially from Jammu and Kashmir looking for employment as porters (*pitthu*) for carrying the payloads up and down the hills. The influx of these migrants led to the mushrooming of slums in Shimla town. *The Himachal Pradesh Slum Areas, HPSA (Improvement and Clearance) Act 1979* has defined slum area “as an area in any respect unfit for human habitation or area by reason of dilapidation, overcrowding, faulty arrangements and design of such buildings, narrowness or faulty arrangement of streets, lack of ventilation, light or sanitation facilities or any combination of these factors is detrimental to safety, health or morals”.

Shimla Municipal Corporation has identified 84 slum pockets housing 3004 households/structures with 13,070 populations within the limits of Shimla town. These slums and the slum dwellers have become an unavoidable part of the city today. They contribute to the economy of the city by engaging themselves in various kinds of activities. Some of these people are construction laborers, some of these people are engaged in traditional shoe making activities, some of these people run stalls in the bazaar that sells *momos* and boiled eggs, some of them engage themselves as potters and so on. But they live in *kuchha* buildings, which don't have proper protection from animals or the weather or anything, despite the fact that major portion of Shimla is under forests and the weather of Shimla is pre-dominantly cold and gets extreme during winters.

## CONCLUSION

In India, no city is free from slums but the problem is more acute in metropolitan cities. The present paper has highlighted the issue of growth of slums in the Shimla town of Himachal Pradesh. Slum population of Himachal Pradesh is 0.9 per cent of total population. Slums in Shimla town have grown sharply being Shimla as capital and administrative center and major educational and tourist destination. Shimla Municipal Corporation has identified 36 slums housing 3004 households/structures with 13,070 populations within the limits of Shimla city. Shimla town has seen rapid mushrooming of slums in past few decades. It is because of various reasons like unprecedented urban population expansion that was primarily triggered by rural-urban migration, natural growth, combinations of natural and migratory growth and population displacement. Slums formation was also the consequence of income inequality, in-migration, lack of economic growth, poverty and lack of affordable housing. The problem of slums is vitally linked with the city administration.

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## **AN ANALYSIS OF APPROACHES FOR REALIZING SUSTAINABLE DEVELOPMENT GOALS IN INDIA**

**SHRIYA MOKTA**

### **INTRODUCTION**

In common usage, the concept of the development is related to the improvement in the economic conditions, but it may be extended to many other spheres, including political, social, cultural, technological and psychological dimensions. One of the inclusions to this list is the usage of energy or the awareness towards conservation of environment and energy resources for the overall development of the human capital popularly known as Human Development Index (HDI) which leads to improvement in the quality of life.

The debate on sustainable can be traced back to the environmental revolution of the sixties 'sustainable development' is the process of socio-economic development which is built on the sustainability approach. It caught up the imagination of the developmentalists all over the world from mid seventies and eighties onwards, in response to a mega crisis faced globally due to unlimited economic growth and expansion on the one hand and social and ecological collapse on the other hand. In order for development to be sustainable, it must meet needs of the present without compromising the ability of future generation to meet their own needs- said commission. This definition is highly generalized and hence has been subjected to a variety of interpretation, broadly speaking, developed countries lay emphasis on economic and technological aspects. How to integrate environmental costs into economic decision making while protecting and enhancing their industrial competitiveness and employment opportunities is the biggest challenge. Sustainable development implies using renewable natural resources in manner in which does not eliminate or degrade them or otherwise diminish their usefulness for future generation. Sustainable development also requires depleting on non renewable energy resources at the slow enough rates so as to ensure that high probability of an orderly society transmission to renewable energy source. The origin of the term 'sustainable development' can be traced to the world conservation strategy document which is indeed formed a major milestone on the popularization of the concept. However, the credit for promoting the concept of sustainable development goes to the United Nations World Commission on environment and development popularly known as Brundtland report (UNWCED, 1987). This report was entitled 'Our Common future' and has to contribute much to the ongoing concern for the sustainable development. A primary goal of 'sustainable development' is to achieve a reasonable and equitably distributed level of the economic well being that can be perpetuated continually for many human generation, if the current trends of industrialization, population growth and depletion of the non renewable natural resources continue unchecked the earth would reach the limits to growth within a hundred years, what is need to reverse these trends, not only to curve population growth, but also to work sustainability revolution. Sustainable development cannot be a static concept and hence cannot be defined once for all. It is dynamic process and will be applied by different countries in tune with their own cultural, political and economic perspective but unless there is a broad agreement on goals, directions and means the concept will prove sterile and the business of development will continue as usual with more tension among the nation state and region and localities with in the nation state. Sustainable development has to be a long

term process and one may say a continuous process. The economic, political, technological and social structure and super structure built during the last few centuries. The world over particularly in industrialized of the world cannot be dismantled in a day. Therefore, the development plans have to ensure:-

- Sustainable and equitable use of resources for meeting the needs of the present and future generation without causing damage to environment.
- To prevent further damage to our life support systems.
- To conserve the nature the biological diversity gene pool and other resources for long term food security.

The 'sustainable development' has set of goals. These are:-

- Basic needs of all human beings, i.e. food, clothing, shelter, education, health, security and self-esteem must be met adequately. Priority must go to these needs. The level of these needs will be determined by natural and technological resources available and global socioeconomic context.
- development process should be so articulated that ecological balance and environmental purity is least distributed, if at all and
- All nations' people must join hand to support each other and work with each other to create world in which the above goals are optimized. Each country should find ways and means to promote this interdependence.

### PRINCIPLES OF SUSTAINABLE DEVELOPMENT

The umbrella principles of sustainable development conceived in Stockholm declaration 1972 and crystallized in Rio Declaration contains within its ambit, a derivable set of principles, namely, principle of Conservation, Principle of good neighbourhood, principle of co-operation principle of integration, polluter pay principle, principle of precaution, common but differential responsibility, principles of intergenerational and intergovernmental equity and all encompassing principle of right to development.

**Principle of Conservation:** As pointed out by the Stockholm declaration man is a creature of his environment which gives him physical sustenance and affords him the opportunity for intellectual, moral, social and spiritual growth such a dependent existence commands human's respect for the nature as well as his responsibility to conserve the same.

**Principle of Good Neighbourliness:** In a way this principle provided the initial footing needed for a adopting precautionous approach in avoiding transboundary environmental harms and also for assuming state responsibility for redressing harms when already caused.

**Principle of Cooperation:** Solution for global environmental issues need the states to cooperate with one another in preventing minimizing or eliminating the environmental adversities. The principle of cooperation has acquired fundamental importance in the back drop of the transition of international relation from classical co-existence to cooperation.

**Principle of Integration:** It is the principle of integration between economic and ecological needs as a means of achieving sustainable development.

**Principle of Polluter Pay:** This principle curves an obligation on the parts of polluter to bear responsibility for causing the pollution and the consequent costs.

**Principle of Precaution:** This contains a range of cautious attitude of taking measure to prevent an unpending danger that is certain to happen and not reacted in time.

**Principle of Common but Differential Responsibility:** The term common reflects the natural reality that the world is an ecological indivisible unit and hence maintenance of healthy environment requires the states to bear the common responsibility. The elements of "differential" responsibility highlights the practical need to take into account the divergent economic social and such other conditions which can either enable or restrict the effective discharge of the common responsibility.

### **PRINCIPLE OF EQUITY (INTRAGENERATIONAL AND INTERGENERATIONAL)**

This principle endorses that it is duty of state to preserve the natural heritage of mankind for the benefit of present as well as future generation.

**Principle of Right to Development:** This principle constitutes the ideological basis for the transformation of socio-economic existence of states that would lead to the overall improvement of quality of life. It could be summarized as follows:

- To every man his due.
- To each according to his needs.

### **AXES OF SUSTAINABLE DEVELOPMENT**

As a global imperative, sustainable development is built around six axes:

- Reviving growth.
- Changing the quality of growth.
- Meeting essential needs for job, energy, water and sanitation.
- Covering and enhancing the resource base.
- Reorienting technology and managing risk and
- Merging environment and economics in decision making.

**2030 Agenda for Sustainable Development:** The 17 Sustainable Development Goals (SDGs) enshrined in the 2030 Agenda for Sustainable Development adopted at the United Nations by the 193 Member States represent a new global development compact. Encompassing three core dimensions of economic, social and environmental development, the Agenda has become the centre of a renewed development framework for countries of the world, including South Asia, to meet the changing development priorities and development gaps that previous strategies have been unable to close

Against that backdrop, the paper analyzes the key challenges to achieving sustainable development in India. It examines the mutually reinforcing nature of key SDG strategies through an exploratory attempt at policy simulations to assess the policy impacts of two selected development priorities -- within a computable general equilibrium framework -- and draws policy lessons.

The structure of the SDGs the 2030 Agenda represents a culmination of an unprecedented extensive process of consultations at national, sub regional, regional and

global levels involving governments, business and industry, civil society among other stake holders including in an Open Working.

The Group of the General Assembly and expert panels, conducted over the past three years following the Rio+20 conferences on sustainable development. Within the Economic and Social Council, a High-level Political Forum was created. At the regional level, ESCAP established Asia-Pacific Forums on Sustainable Development in 2014 and 2015. The 2030 Agenda is complemented by the other significant high-level intergovernmental meetings. One was the third International Conference on Financing for Development held in Addis Ababa in July 2015 resulting in the Addis Ababa Action Agenda (AAAA) that identified a shared vision of pathways to secure the resources to fulfil the sustainable development goals and accelerate development in developing countries. A second significant global accord within the SDG context was the Paris Agreement on Climate Change that was the result of the Conference of Parties (COP) 21 for the United Nations Framework Convention on Climate Change.

**Agenda for Sustainable Development:** The 2030 Agenda for Sustainable Development comprising the 17 SDGs and 169 targets encompassing three core dimensions of economic, social and environmental development was adopted by the world leaders on 25 September 2015. 9 The list of 17 SDGs and 169 targets included in the 2030 Agenda actually covers four broad sets of issues that seek not only to carry forward the unfinished MDG agenda but also to factor in the important lessons learned from the experiences in implementing the MDGs. Achieving the first seven SDGs (SDGs 1-7) requires completing the task of providing basic human development needs and services that began with the MDGs. The India today represents the largest concentration of poverty, hunger and other deprivations in the world. Unlike the MDGs that targeted reduction in deprivations, the SDGs seek to leave 'no one behind' and provide a life of dignity to all.

The 2030 Agenda incorporates the common drivers and cross-cutting issues that are essential to advance sustainable development across all of the dimensions (SDGs 8-10). India investment in growth, infrastructure, inclusion and urbanization will act as the engine that drives sustainable development. The subregion faces significant gaps in these areas, but there is currently an enormous momentum and political will for leveraging strategies to generate concrete actions.

Sustainable Development Goals carried forward the unfinished agenda of the Millennium Development Goals

## **GOA SUSTAINABLE DEVELOPMENT**

Goal 1: End poverty in all its forms everywhere

Goal 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Goal 3: Ensure healthy lives and promote well-being for all at all ages

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Goal 5: Achieve gender equality and empower all women and girls

Goal 6: Ensure availability and sustainable management of water and sanitation for all

Goal 7: Ensure access to affordable, reliable, sustainable and modern energy for all

Goal 8: Enhancing development drivers and cross-cutting issues

Goal 9: Industry innovation & infrastructure i.e Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Goal 10: Reduce inequality within and among countries

Goal 11: Sustainable cities & communities i.e. to make cities and human settlements inclusive, safe, resilient and sustainable

Goal 12: Ensure sustainable consumption and production patterns

Goal 13: Take urgent action to combat climate change and its impacts

Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Goal 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development.

There are various challenges before India those are required to be tackled for achieving Sustainable Development Goals in India some of these challenges are discussed below: -

### CHALLENGES

**Population explosion:** India is projected to surpass China as the World's most populous country by 2027 & will have almost 1.64 billion inhabitants by 2050.

**Poverty & shared Prosperity 2018:** In 2018 Poverty & shared Prosperity 2018 World Bank Group Report Poverty in India has declined considerably from 1994 to 2013 .Over the Commensurate timeframe ,those below India's official poverty line have reduced from 45% to 22% Moreover 43% of STs were below poverty line in 2012 29% of SCs were below poverty line .

**Population lack access to clean water:** According to a recent report by British based charity Water aid nearly 163 million of India's population lack access to clean water close to home. 60% of the Districts face groundwater overexploitation. Not surprising that there is 251 cubic kilometre annual groundwater extraction rate what makes our country World biggest consumer of Groundwater.

**Position of India in Human Capital Index 2018 is dismal:** India was ranked 115<sup>th</sup> Position out of 157 economies in Human Capital Index developed on basis of four indicators

- Under five mortality rate
- Expected year of quality adjusted school
- Adult survival rates
- Rate of stunting for children aged below five years

**Energy Transition Index 2019:** It ranks countries on how well they are able to balance energy and access environmental sustainability and affordability India has been ranked at 76<sup>th</sup> position on Global energy Transition index.

**Position of India in Inclusive Development Index 2018:** Despite an improved performance, India continues to be ranked below neighbours Pakistan, Sri Lanka and Nepal in the Inclusive Development Index released by the World Economic Forum. India has been ranked 62 out of 74 emerging economies on a metric focussed on the living standards of people and future-proofing of economies by the WEF. Pakistan has been ranked 47, Sri Lanka is at 40, and Nepal at 22; Uganda (59) and Mali (60) are also higher on the index than India. This Inclusive Development Index has been developed as a new metric of national economic performance as an alternative to GDP. The WEF study said, "Designed as an alternative to GDP, the Inclusive Development Index (IDI) reflects more closely the criteria by which people evaluate their countries' economic progress." India, the WEF said, reflects an 'improving trend'. There has been a 2.29 per cent improvement in the overall five-year trend of the IDI for India.

**Sustainable Development Goals Index 2019:** India position was 110 out of 149 countries in Sustainable Development Goal Index that was determined on the basis of progress India achieved in attainment of Sustainable Development Goals

**Strategies adopted for achievement of Sustainable Development Goals in India:** In India achieving Sustainable Goals within stipulated time period is the biggest challenge various initiatives have been taken by the Government in this direction some of the initiative taken by the Government has been discussed below.

Various Flagship Programmes have been implemented in large scale in India

Flagships Programmes adopted by India like Swachtha Mission, Pradhan Mantri Awas Yojna, Jan Dhan Yojna, Ujjwala Yojna, Deendayal Upadhyaya Gram jyoti Yojna, Beti Bachao Beti Padhao Yojna focuses that fruits of Development percolates to the Bottom of grassroot democracy. Leading role of Niti Ayog, State Governments, Panchayati Raj Departments, Urban Local bodies & civil societies taken in this direction cannot be ignored.

- Eliminating extreme poverty and reducing inequalities through MGNREGA
- Eradicating hunger and achieving food security through National Nutritional mission
- Quality access to education and health for all through Ayushman Bharat Scheme
- Gender equality and women's empowerment through various gender sensitive policies & programmes

- Providing essential infrastructural services to all through SMART city Project, AMRUT mission, Sagarmala Project
- Sustainable industrialization, economic growth and decent jobs through MUDRA, START UP, MAKE IN INDIA initiatives
- Exploiting the potential of renewable energy through National Electric mobility Plan
- Jal Shakti Mantralaya has been set up to provide piped water connection to every household in India by 2024
- Draft education Policy built on foundation pillars of Access, equality, quality, affordability & accountability has been presented in 2019
- Bureau of Energy efficiency & Alliance for an energy efficient Economy released the State Energy Efficiency Preparedness Index which assesses state Policies & Programmes aimed at improving energy efficiency across various sectors.
- The National Compensatory Afforestation Fund Management & Planning Authority has been set up.

### **SUSTAINABLE DEVELOPMENT NITI AYOJ & CII**

The Niti Ayoj & Confederation of Indian Industries announced a partnership to work towards meeting the Sustainable Development goals of India. The CII launched its report –Indian Solutions for the world to achieve its SDG, which dives deep into individual SDG, targets & business implications thereof.

### **THE SUSTAINABLE DEVELOPMENT INDEX BASELINE REPORT 2018**

The Sustainable Development index Baseline Report 2018 provides a benchmark for all States & Union territories to map their progress in Direction of Sustainable Development Goals it also promotes healthy competition among states to progress & move forward in the direction of achieving Sustainable Development Goals.

### **CONCLUSION**

This paper discussed key SDG policy strategies that build upon the interrelationships between the Goals and targets that would help the sub-region achieve the SDGs. This paper then applies a new computable general equilibrium framework, called the UNESCAP-SANEM Model, developed for SDG analysis in South Asia to estimate the impact of three strategic policy priorities of sustained, broad-based and job-creating rapid economic growth through industry-oriented structural transformation; and addressing food security and hunger with agricultural productivity improvements through sustainable agriculture. These priorities reflect specific SDG targets for SDG 2 on doubling the agricultural productivity and incomes of small-scale food producers; SDG 8 on higher levels of economic productivity through diversification, through a focus on high-value added and labour-intensive sectors; and SDG 9 targets related to resilient infrastructure, inclusive and sustainable industrialization. The results of the simulations show that a successful policy strategy for just these three SDG targets would. Successful implementation of these Sustainable Development goals requires continuous monitoring & evaluation of these Programmes if taken sincerely & earnestly achievement of Sustainable Development Programmes within stipulated timeframe will not be far ahead. We hope that Sustainable Development Targets will be achieved by India within stipulated time period that will be in the interest of our nation also.

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# ISSUES AND CHALLENGES OF SUSTAINABLE DEVELOPMENT AND ENVIRONMENTAL PROBLEMS IN INDIA

PRADEEP TOMAR

## INTRODUCTION

The term sustainability literally means “a Capacity to maintain some entity, outcome or process overtime.” (Jenkins 2009) and carrying out activities that do not exhaust the resources on which that capacity depends. Development is a process whose output aims to improve the quality of life and increase the self sufficient capacity of economies that are technically more complex and depend on global integration (Remeny 2004). Fundamental purpose of this process is a creation of stimulating environment in which people will enjoy and have long, creative life (Tangi 2005). Development and sustainability are two fundamental elements of the concept of sustainable development.

The concept of sustainable development is based on the concept of development (Socio-economic development in line with ecological constraints), the concept of needs (Redistribution of resources to ensure the quality of life for all) and the concept of future generations (the possibility of long run usage of resources to ensure the necessary quality of life for future generations).

The essence of the concept of sustainable development derives from the triple bottom lines which implies the balance between three pillars of sustainability – Environmental sustainability focus on maintaining the quality of life of people, social sustainability ensures human rights and equality, preservation of cultural identity, respect for cultural diversity, race and religion. Economic sustainability necessary to maintain the natural, social and human capital required from income and living standards. Complete sustainable development achieved through a balance between all these three pillars.

The term sustainable development was first coined in 1972 at the United Nations conference on human environment at Stockholm. In 1987, the Bruntland commission published its report “sustainable development that meets the needs of the present generation without compromising the ability of future generation to meet their own needs”. It is improving the quality of life of the present generation without excessive use of natural resources so that they can be preserved for the future generations. Sustainable development is often referred as the marriage between economy and ecology i.e. to attain economic development without compromising the ecological balance.

## THERE ARE THREE AIMS OF SUSTAINABLE DEVELOPMENT

**Economic:** to attain balance growth.

**Ecological:** to preserve the ecosystem and environment.

**Social:** Guarantying equal access to resources to all human beings.

Sustainable development involves the development of better future for the society, economy, and environment. In simple words sustainable development means linking the economy with society and environment and save the resources and environment for the future generations.

## GOALS OF SUSTAINABLE DEVELOPMENT

The main goal of sustainable development is to ensure sustainable development particularly for financial resources; maintaining peace and security in the world, protecting the human rights and fundamental freedom, promoting the international law, eradicating poverty and unemployment, reduction of inequality and promoting the mutual tolerance and cooperation, provide basic human needs to all people (home, food, water, and clothing etc.) Rational and controlled use of resources focused on renewal and long term usage, protection and conservation of nature, raising ecological awareness, stopping population growth using industry and technology in line with environmental requirement.

In the agenda 2030, adapted by most of the counties of the world focus on the following 17 main goals of sustainable development:

- No Poverty
- Zero Hunger
- Good Health and Well Beings
- Quality Education
- Gender Equality
- Clean water and sanitation
- Clean Energy
- Decent Work and Sustainable Economic Growth
- Industry innovation and Infrastructure
- Reduction in inequalities
- Sustainable cities and communities
- Responsible consumption and production
- Climate action
- Life below water
- Life on land
- Peace, Justice and strong Institution
- Partnership for the goals

Overall development of humanity over the last decades has led to the increasingly unfavourable climate change, natural disasters socio economic and political instabilities through their action. Human have negatively impacted the environment endangering the survival on the earth and the future generation. These conditions have indicated changes in the behaviour aiming towards more rational and efficient management of all resources that will allow less pressures and environmental impact. Such responsible behaviour that ensures the long term exploitation of resources without jeopardising future generations is considered within the concept of sustainable development. Any countries environmental problems related to the levels of its economic development, the availability of natural resources and the lifestyle of its population. In India, rapid growth of population, poverty, unemployment, inequality, urbanisation, industrialisation and several related factors are responsible for the rapid degradation of the environment. Environment problems have become serious in many parts of the country, the main environment problems in India related to air and water pollution

particularly in metropolitan cities and industrial zones, degradation of common property resources which effect the poor adversely as they depend on them for their live hood, threat to biodiversity and inadequate system of solid waste disposal and sanitation with consequent adverse effect on health, infant mortality and fertility rate. In India efforts are being made on the environmental management in a sustainable manner.

## **KEY ISSUE OF SUSTAINABLE DEVELOPMENT IN INDIA**

### **POPULATION AND HUMAN RESOURCES**

- World population reached by 8 billion marked by 2025 and projected to increase by around 2 billion by 2050.
- The most rapid population growth is in Asia, Africa and Latin America.

### **FOOD SECURITY**

There is a widespread hunger problem today in India and all over the world. India produces enough food to feed all its citizens, yet it is ranked 100 among 119 countries in the Global Hunger Index. Though the country has been food secured for the past decades, its economic growth and the changing demographics are transforming patterns of food demands. The problem is further complicated on the food baskets differs from the region to region.

New methods of farming have had adverse effect on the environment. Over use of fertilizers and chemical pesticides has led to widespread pollution of water and biological magnification of these chemicals in food chains.

In case of income inequality inequality India is the second most unequal country in the world after Russia in November 2016. The richest 1% of Indians owns 58.4% of wealth. Again unemployment is a major social issue in India and approximately 31 million people re jobless on September-2018 according to Indian government.

## **MAIN CHALLENGES IN THE ACHIEVING THE GOALS OF SUSTAINABLE DEVELOPMENT IN INDIA**

The main challenges to sustainable development in India which are also global in character includes poverty exclusion, unemployment, climate change, conflict and humanitarian aid, building peaceful and inclusive societies building strong institution of governance of supporting the rule of law. The main challenges which India faces to achieve the goal of sustainable goal are as below:

- Ending poverty and hunger, achieving food security and improved nutrition and promote sustainable agriculture by 2030.
- Control population and improve the standard of living of their people so as to maximise the social and economic welfare of their people.
- Ensuring inclusive and equitable quality education and promoting life-long learning opportunities for all by 2030.
- Ensuring availability and sustainable management of water and sanitation for all by 2030.
- Promoting sustainable, inclusive and economic growth, full and productivity employment and decent work for all.

- Sustainable per capita economic growth in accordance with national circumstances and in particular attained at least 7% per annum GDP.
- Promote inclusive and sustainable industrialisation.
- Encouraging innovation by developing quality infrastructure.
- Reducing inequality within and among countries by 2030.
- Making cities and human settlement inclusive, safe and sustainable by 2030.
- Ensuring sustainable consumption and production patterns.
- Taking urgent action to store and mitigate climate change.
- Providing access to justice and peace for all and promote effective, accountable and inclusive institution at all levels.

### AGENDA 2030 AND SUSTAINABLE DEVELOPMENT IN INDIA

India has shared a comprehensive role in designing and shaping out agenda 2030. Our national development target must be an image to sustainable development goals. Implementing agenda 2030 in a fast track mode, government has release a draft of three years' action Agenda covering years 2017-18, 2018-19, 2019-20. Reflecting India's commitment to sustainable development goals, agenda at the highest level of the government, Indian parliament organised several forums including South Asia speaker's summit in February 2017. These forums have central focus on and poverty, no hunger, gender equality and climate change and resource mobilisation for sustainable development goals. Implementing sustainable development goals Agenda, government has initiated series of national programmes such as **"Pradhan Mantri Jan Dhan Yojana"** which is one of the largest programs of financial inclusion globally. Government has been working effectively on strengthening decentralisation which has brought an ecosystem of cooperative and competitive federal governance.

- India's commitment to Paris climate agreement is one of the bold documents to act on sustainable development goal of climate action.
- India has set a voluntary target to reduce carbon emission by 33-35% of the GDP on 2005 level by 2020-30 should be seen as a prospective of advance implementation of Agenda 2030.
- Government's firm commitment of proposing a carbon sinks system of 2.5 to 3.0 billion tonnes CO<sub>2</sub> by 2030. Through additional forest cover, taping renewal energy etc. could be seen as a step forward to implement climate action Agenda properly.
- Sustainable development goals provide one of the armaments for fighting poverty. One way it generates employment that empowers households by uplifting their purchasing power to access basic services food, Clothing, Housing, Education and Health. On other way it helps government to finance social spending. India has continued its economic reforms to achieve sustained accelerated growth.
- In the area of education, there is a national mission to access quality primary education to all. The right to education entities a legal framework for all children (6-14years) to access free and compulsory education without any discrimination.
- India is committed to ensure housing facility to all by 2022. Again Ujjwala Yojana is a parading shift for the rural marginalised households accessing LPG

connection for cooking. This programme was launched in 2016 and so far 3.3 crore of eco-friendly cooking LPG connection have been dispersed to the poor.

Air pollution has emerged a serious issue in India. Government has launched national clean year programme to address the country wide issue of air pollution in a comprehensive manner. To measure the progress regarding the attainment of sustainable development I India NITI Aayog has come up with a single measurable index to track the progress of all states and UT's across the 17 goals of sustainable development. This index provides an aggregate assessment of India's progress. This index helps informed policy information. NITI Aayog has also developed a composite index for each states and UT's which aggregate towards each sustainable development goals. Kerala and Himachal Pradesh are the front runners among the all states of India and Tamil Nadu is also progressing very fast.

Sustainable consumption and production is also a priority of government of India and is reflected in various policies/programme announcements like Make in India, Zero Effect Zero Defect, Smart Cities, Swwach Bharat, Ganga Rejuvenation Mission etc. Resource efficiency has emerged as one of the key strategy towards the 2030 Agenda of achieving sustainable development goals. India has been actively promoting clean energy and clean technology as well as continuing the flagship schemes on combating climate change in both adoption and mitigation fronts.

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# **A REVIEW OF MATERNITY BENEFIT ACT THAT CHANGED THE LIFE OF WORKING MOTHER**

**ANKITA VERMA**

## **INTRODUCTION**

Day-by-day working mothers are striving hard to balance their home and office work and have to juggle to achieve this balance. As a result, their mental wellbeing gets affected causing anxiety and stress (Arieti, 1974, Wethington, et al., 1989, Finn, 2006, Poduval, 2009). In fact, women bring sensitivity and emotions at the workplace to make it more pleasant to work (Ramasudershan, 2011). As compared to their male partners, female report higher level of stress in work/family conflicts, and career development (Rani & Bhuvneshwari, 2014). Women often also suffer from maternity guilt. In fact, maternal responsibility and maternal guilt are the two sides of a coin (Priya, 2018) and no working mother can escape from maternal guilt. There are studies which point out that there is a gender bias towards the 'long iceberg of guilt' and working mothers believe that it is their responsibility to make their child happy (Borg, 2017); and thus have a guilt that they not giving enough time to childcare. This guilt has also lead to depression among working mother as they feel that when their child needs them the most they are not with him/her (Adhikari, 2012).

So, a working woman has a hectic schedule starting from the early morning to late at night (Patel, 1995). When the working woman embraces the motherhood in her life she is faced with situations of the loss of job, possibility of physical and mental stresses etc. (Avasthi & Shrivastana, 2001). Almost half the population is that of females and judicious use of this vast human resource is very critical for the overall development. It is thus important that there is a scope for women friendly policies to encourage them participate more in the development process. Many countries across the world are now alive to the needs of working women and are formulating policies to address the same. In India also the beginning in this regard was made long back with special provision of maternity benefit Act, 1961, which has been recently amended in 2017.

The enactment of Maternity Benefits Act (MBA) reflects the broader societal responsibility. This paper attempts to throw light on the current status of Maternity Benefits Act in general and analyse its implementation in India and Its neighbouring countries. Maternity benefits, though termed as benefits, may not in fact be seen as benefits. A mother is not giving birth to a child only for her sake. Philosophically addressing the issue makes it clear that she is also contributing to the national growth, apart from the personal social or psychological gains that we may assign to child birth (Poduval, 2009). The maternity benefits thus must be considered as the well-earned reward to women for all the pains taken.

## **HISTORICAL BACKGROUND**

History of Indian labour law is interlinked with the British colonialism history, when the laws were mainly to protect the interest of British employer (Mathew, 2003, Yasir, 2016). The first Act that came into existence was Factory Act ([www.legalserviceindia.com](http://www.legalserviceindia.com)) Since the Indian textile goods were giving tough competition to British textile in the export market, thus the Factory Act was introduced in 1883 to make the labour in Indian market costlier. Thus provisions of eight hours of

work, discontinuation of child labour and curtailment of women workers working late night, or working at night shifts and overtime wages (exceeding eight hours of work) were introduced ([www.nclcil.in](http://www.nclcil.in)). At the end of the nineteenth century, the traces of maternity benefit can be found in Germany when the maternity allowance becomes part of the Insurance programme. Great Britain incorporated maternity programme along with its health insurance scheme in 1912. Australia has also adopted maternity benefit act in 1912. The efforts made by the International Labour Organization (ILO) made it possible to enact the maternity benefit scheme in various countries, as the main concern of ILO was women workers' health, their children and that their biological process of becoming a mother does not affect their economic and employment security (Bala, 2012).

The ILO, after adopting the conventions on maternity in 1919, recommended that all the member countries should look into the question of maternity benefit for women worker (Jha, 1976). India, a member country, after consultations with the state governments submitted the report to the International Labour Conference held in 1921 that "legislation upon the subject would be premature, but an attempt would be made to induce the principal organized industries to start voluntary benefits scheme by assisting them financially" (International Labour Code, 1952). The reasons that were provided in support were (i) the impossibility of enforcing the compulsory periods of absence from work in case of the pregnant women workers (ii) the shortage of medical officer who would be necessary for issuing medical certificates, (iii) the impossibility of compulsory contribution schemes to provide benefits and (iv) the absence of need for provision regarding nursing periods and for the protection of women from loss of employment during pregnancy (Jha, 1976). However, the government of India felt the need for maternity scheme and continued consultations with state governments and passed the first Act that of the Mines Maternity Benefit Act, 1941 (Monappa, 2012). In spite of several initiatives, the allegiance towards maternity benefit was not fulfilled. The reasons behind were insufficient crèche facilities in industries and employer negligence towards implementing the maternity benefit provision which was pointed by the Bhore Committee ([www.nhp.gov.in](http://www.nhp.gov.in), 1946). As we adopted our constitution in 1950 it leads us to future legislation which contains provisions, rules and provides rights and benefits to the women. These rights and benefits are contained in the fundamental rights and prescribed in state policy (Bala, 2010).

### **MATERNITY BENEFIT ACT IN INDIA AND THE NEIGHBOURHOOD**

As summarized in the table below, in comparison to its neighbours, India's position is high, along with Bhutan, while Nepal and Maldives provide on 52 days and 60 days' maternity leave to the working women. Bangladesh, China, and Myanmar have a provision of 16 weeks' maternity leave. The table below also provides information on payments and payment liability in these countries. Putting the payment liability solely on the employers makes it difficult for them to adhere to the norms; and thus provisions of insurance or state funding need to be

**Maternity leave provision - India and neighbouring countries**

| Particular              | Countries                                                         |
|-------------------------|-------------------------------------------------------------------|
| Maternity Leave (weeks) |                                                                   |
| Upto 10                 | Nepal (52 days), Maldives (60 days)                               |
| 10-20                   | Pakistan (12), Sri Lanka (12), Afghanistan (13), Bangladesh (16), |

|                            |                                                            |
|----------------------------|------------------------------------------------------------|
|                            | China (16), Myanmar (16)                                   |
| More than 20               | Bhutan (26), India (26)                                    |
| Payments (% of wages)      |                                                            |
| Upto 70%                   | Myanmar (70%)                                              |
| 100%                       | All other countries under consideration                    |
| Payment Liability          |                                                            |
| Employer & Social Security | India                                                      |
| Employer through Insurance | China                                                      |
| Social Security Scheme     | Myanmar                                                    |
| Employer                   | Afghanistan, Bangladesh, Bhutan, Maldives, Nepal, Pakistan |

Among all the countries in its neighbourhood, India has the highest paid maternity leave provision for its female workers, whereas Nepal and Maldives are among those 27 countries which do not even meet the international standard of providing maternity leave (Peskin, 2016). To meet the minimum maternity leave standards set by ILO, China gives 14 weeks' maternity leave which is just 8 days more than the minimum criteria. This maternity leave provision varies from location to location especially when women apply for late maternity leave. This makes it difficult for the employer to calculate the maternity allowance and benefit for the new mother. In China there is no salary but they receive maternity allowance which is given on the basis of average monthly salary of the worker or average salary of all the employees of that organization whichever is less is given from social security scheme. China has the provision of paternity leave which also varies from location like in some places they provide 2 weeks leave and in some places only 10 days' leave is provided (Hu, 2017).

### GLOBAL COMPARISON OF MATERNITY LEAVE

Globally, maternity leave benefits are now a common form of social security and India has overtaken many European and Asian countries in respect of providing maternity leave to its working class of mother (Chandran, 2017). Country wise position of some of the countries, in relation to maternity leave, is depicted in the figure below.

#### Comparison: Duration of maternity leave available in different countries:

| Country   | Number of leaves     | Payment                                    | Source of funding                |
|-----------|----------------------|--------------------------------------------|----------------------------------|
| Canada    | 17 weeks to 52 weeks | 55% for 15 weeks up-to a ceiling           | Public funds                     |
| Australia | 52 weeks             | 18 weeks at the federal minimum wage level | Public funds                     |
| USA       | 12 weeks             | unpaid                                     | No provision                     |
| France    | 16 weeks             | 100% up to a ceiling                       | Social insurance scheme          |
| UK        | 52 weeks             | 90% of wages                               | Mixed (employer and public fund) |
| Sweden    | 56 weeks             | 80% of wages                               | Employer liability               |
| Spain     | 16 weeks             | 100% of wages                              | Social security scheme           |

|                  |                           |               |                                                |
|------------------|---------------------------|---------------|------------------------------------------------|
| Netherland       | 16 weeks                  | 100% of wages | Social security schemes and employer liability |
| Lesotho          | 12 weeks                  | 67% of wages  | Employer liability                             |
| Swaziland        | 2 weeks                   | paid          | Employer liability                             |
| Papua New Guinea | Only government employees | unpaid        | No provision                                   |

The leave varies from 4 weeks to 59 weeks with different provisions for funding. In UK 52 week of maternity leave is given to its working mothers and for the first 6 weeks 90 percent of weekly earning is given and afterwards a fixed amount (that has already been decided by the government) or 90 percent of weekly average earning, whichever is less, is given to the women for the rest of the weeks ([www.gov.uk](http://www.gov.uk)). In Australia, 18 weeks of maternity leave is given and both employer and public funds are used to provide maternity benefits to a woman with minimum wage level. Sweden is the country which gives the best maternity benefit package to its working mothers. It gives 56 week of leave provision with 80% of average monthly salary, which can also extend to 13 weeks with a fixed amount by negotiation between employer and employee. In this package new fathers also get benefit as Sweden has 34 weeks of paternity leave ([www.wageindicator.org.in](http://www.wageindicator.org.in)). Whereas in Croatia it gives 24 weeks of maternity leave with addition 34 weeks of extension, in first 24 weeks it gives 100 percent of monthly salary and in the remaining time the amount is negotiable but at a fixed rate like Sweden. Countries like Canada, France, and Australia also have the provision of paternity leave and fathers are also paid well while they take leave. Sweden has the highest paid paternity leave provision.

The source of funding for maternity leave are different in every country, Like Australia and Canada use its public funds to provide maternity benefits to its working mother where countries like Spain, Sweden, Netherland use social security scheme to raise funds for the maternity benefits. India is among those countries which has both social security scheme and employer liability as a source of funding. But there are some countries where no provisions are there for the working mothers at the time of their pregnancy and child birth and these countries are Papua New Guinea, Swaziland, United States and Lesotho (Phillips, 2014). US provides 12 weeks of maternity leave which has no source of funding either from employer or any social security scheme, and if a mother takes these leave she has only job security with her (Green, 2018).

#### **REASONS WHY COUNTRIES ARE FAILING TO PROVIDE FULL MATERNITY LEAVE**

- Whole pressure is upon the employer as only he or she is liable to pay the cash and other incentives.
- Lack of uniformity in law.
- Lack of implementation of the law
- Most of the population falls under unorganised sector and maternity law is only benefiting the women working in organized sector.
- Lack of knowledge about the Act among the female workers.

#### **ADVANTAGES OF PROVIDING LONG MATERNITY LEAVE**

Women constitute about half the population and 93% mothers are more likely to work if they are given paid maternity leave. It has also been observed that paid leaves have no

impact on the productivity of the business; rather these help the organisation to hold the women who are already working and thus in reducing labour turnover and also attracts the other talented women in competitive market (Stillman, 2017; Vanderkam, 2017). Further, paid maternal leave lowers the infant mortality rate and it also increase the chances of breastfeeding which help in reducing the health related issues in babies (Kongo, 2017). When a working mother is given paid maternity leave of twelve or more weeks she initiates the breastfeeding and a strong bond is established between mother and the child (Mirkovic *et.al*, 2017).

In India, the recent Maternity Benefit Act (Amendment), 2017 provides for and improves upon some of the key benefits mandated under the previous Maternity Benefit Act of 1961 (Singh, 2017). Some of the key amendments made in Maternity Benefits Act, 2017 are as under:

**Increased paid maternity leave:** The MB (Amendment) Act has increased the duration of paid maternity leave available to women employees from the existing 12 weeks to 26 weeks. Under the Act, this benefit could be availed by women for a period extending up to 8 weeks before the expected delivery date and remaining 18 weeks can be availed post childbirth. For women who are expecting after having 2 children, the duration of paid maternity leave shall be 12 weeks (i.e., 6 weeks pre and 6 weeks post expected date of delivery) (Rastogi, 2018).

**Work from home option:** The MB Amendment Act has also introduced an enabling provision relating to "work from home" for women, which may be exercised after the expiry of the 26 weeks' leave period. Depending upon the nature of work, from 1<sup>st</sup> July 2017 the women employees may avail this benefit on terms that are mutually agreed with the employer (<http://pib.nic.in>, 2017).

**Crèche facility:** The amended Act also makes crèche facility mandatory for every establishment employing 50 or more employees and there is a provision for women employees visiting the crèche four times during the day (Rao, 2016).

**Employee awareness:** In order that all women can avail these benefits the Act also makes it mandatory for employers to educate women about the maternity benefits available to them at the time of their appointment. The business must educate the female representatives about their rights and the data needs to be composed and shared, additionally through electronic frame (Prakash & Bhide, 2017).

However, there are ample cases of violations of the provisions of the Act and courts have often been critical of the issues. Courts have often awarded benefits to the female workers in such cases. Some of the reasons for such situations are that the liability of payments benefits is on employers, lack of implementation, and lack of awareness about the provisions of the Act at the field level and also because most of the female workers are in unorganised sector where implementation of the Act is an issue. These situations call for further deeper look at the Act, particularly regarding the provisions for funding of maternity leave.

## CONCLUSION

It is clear from the review that paid maternity leave is important both for the mother and the child and India has the highest paid maternity leave; where employer contribution and social security scheme are used to give maternity leave benefits.

India's position is relatively respectful so far as maternity leave benefits are concerned. Amendments made in the maternity benefits Act have focused on making the Act more working-women friendly. However, there needs to be more emphasis on financing the provision of paid leave so that employers also do not face problems and hence do not resort to practices that go against the spirit of the maternity benefit Act.

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# THE RELATIONSHIP BETWEEN ONLINE CONSUMER BEHAVIOUR AND ELECTRONIC PRODUCTS

ROHIT SUBLAIK

## INTRODUCTION

In the present era the introduction of modern electronic gadgets has captured the attention of global population. The dependency of people on these technological gadgets and services provided by these has reached at such level that, without these, they can't think a step forward in the direction of their growth. The degree of dependency is leading to addiction of the tech-devices and services. Youth is the most vulnerable group among the population to be addicted to technology. Online shopping consumer behavior is also called online buying behavior and internet shopping/ buying behavior. Online shopping behavior has direct relationship with these five elements such as e-stores, logistics support, product characteristics, websites' technological characteristics, information characteristic and home page presentation. According to studies, those people who have wired lifestyles and who have time constrained, they spend less time to buy things online (Johnson, 1999). The study was carried out to analyse the various factors influencing the online shopping behaviour of the consumers towards electronic products; measure the effectiveness of various marketing tools used by websites and to identify the most preferred brand of electronic products.

Intensive efforts have been made to find the relevant studies in consumer behaviour of people. For the research purpose, studies from Indian and foreign countries were reviewed. Studies in consumer behaviour and marketing strategies have also been considered for the research purpose. There are many factors which affects consumer's buying behaviour. "Consumer behaviour is affected by lots of variables, ranging from personal motivations, needs, attitudes and values, personality characteristics, socio-economic and cultural background, age, sex, professional status to social influences of various kinds exerted by family, friends, colleagues, and society as a whole. The following literature was reviewed for this paper;

Prasharet *al.* 2017 in their study titled "Effects of Online Shopping Values and Website Cues on Purchase Behaviour: A Study Using S-O-R Framework" advocated that E-retailers use web atmospherics to differentiate themselves from their competitors and evoke positive cognitive and emotional states of online consumers. This study applies the concept of the stimulus- organism-response to explain Indian buyers' online shopping behaviour, besides examining the importance of design elements in enabling website satisfaction (WS).

Nwaizugbo and Ifeanyichukwu, 2016 in their study titled "Understanding Consumers' Behaviour towards Online Shopping: A Study of Online Shoppers in Anambra State" studied the relationship between perceived outcome, shopping orientations, shopping motivations, normative beliefs, and past experience on online shopping. The study revealed that normative beliefs, and past experience has significant effect on online shopping while perceived outcome, shopping orientations and shopping motivations was seen to have no significant effect.

Jenyo and Kolapo (2015) in their study authors has advocated there is a significant relationship between online marketing and consumer purchase decision in Nigerian

firms. Also, there is a significant relationship between consumers purchase decisions and infrastructure for the Internet.

IvonaStoica (2014) in their study advocated that social networks have a role in influencing the behavior of consumers in the virtual environment, particularly when the degree of exposure of messages and the relation created between the variety of information given and the consumer who is about to make a purchase.

## METHODOLOGY

This study comprises of both primary and secondary data. Structured questionnaire was distributed for data collection. The data collected was analyzed using descriptive and inferential statistics. Multiple linear regression, Factor Analysis and more appropriate statistical test were used as per the nature and requirement of data.

## CONCLUSION

It can be concluded that these variables i.e., monthly income, occupation and purchase decision infrastructure of the internet-- the social media (e-discussion, websites, online chat, email etc.) are crucial in determining the consumer behavior.

Realizing the importance of E-commerce, companies would like to discover more business opportunities and to bring back more customers. As such, it is very important to understand consumers E-commerce adoption behaviour and their online shopping behaviour. This is believed to be different from their behaviour in the traditional shopping environment. Thus, there is a need for the theory of consumer online shopping behaviour.

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# **INVOLVEMENT OF WOMEN IN POLITICS AND FIFTY PERCENT RESERVATION IN PANCHAYATI RAJ INSTITUTIONS**

**ITIKA**

## **INTRODUCTION**

The concept of Women Empowerment has predominantly become focus on political participation. The latter in turn in the context of the debate on the 81<sup>st</sup> Constitutional Amendment Bill regarding reservation for women in Parliament, has become a restricted discourse on the role of woman in formal representative institutions of decision making, whether it is Panchayati Raj Institution or Parliament. In the process, empowerment of women emerges as an extremely limited concept. The fact that empowerment should imply a power to participate in the decision making in all spheres of society, with no separation of the public and private and in all social, political, economic and cultural processes in society is completely obfuscated. The potentials of women remain largely unrecognized and their contributions are often overlooked. Several factors are responsible for women's low participation. The most important are literacy, traditionalism, prejudices, economic dependency, and the unfavourable political structure, with its high rate of predominantly male incumbency and slow turnover. The dire need today is to remove the disparity between women's formal political equality and their meaningful exercise of political power. 2001 was the year of "Empowerment of Women" and was celebrated all over the world. We are now into the 21<sup>st</sup> century. The challenge before us now is not to just talk about the "gender equality" and awareness, but to initiate the process of transforming societies to turn away from "gender discrimination". Not only to make legislation and put them on paper but to see how far they are being implemented as the legislative changes if real with the help in ushering in a radical change in society. "Empowerment" includes overall development in terms of education, employment, legislative powers, decision-making power and health and awareness.

## **PANCHAYATI RAJ SYSTEM IN HIMACHAL PRADESH**

Panchayati Raj system in Himachal Pradesh was established under the provision of the Himachal Pradesh Panchayati Raj Act, 1952. There was 280 Gram Panchayats prior to the enactment of this Act. However, after the enactment of the Act, 466 Gram Panchayats was established in 1954. On 1<sup>st</sup> November, 1966, the hilly area of Punjab was merged in this state and consequently the number of Gram Panchayats increased to 1695. In the merged area, a three tier Panchayati Raj System was in existence under the provisions of Punjab Panchayat Samiti and Zila Parishad Act, whereas two-tier system was prevalent in the State of Himachal Pradesh. With a view to bring uniformity in the Panchayati Raj system in the old and the newly merged areas, the Himachal Pradesh Panchayati Raj Act, 1968 was enacted on 15<sup>th</sup> November, 1970 and the two-tier Panchayati Raj system was established throughout the state. Besides this the Nayaya Panchayats were also in the existence in the state for discharging judicial functions, but during the year 1977 Nayaya Panchayats were abolished and the judicial functions were transferred to the Gram Panchayats. After the enactment of the said Act in the year 1970 the existing Gram Sabhas were recognized or bifurcated from time to time and new Gram Sabhas/Gram Panchayats were established. During the year 2005-2006 Government created 206 new Gram Sabha circles, thereby raising the number to

3243 Panchayats. At present there are 3226 Gram Panchayats, 77 PanchayatSamiti and 12ZilaParishads in Himachal Pradesh.

**Table No. 1: District Wise Panchayati Raj Institutions in Himachal Pradesh**

| Sr. No.                        | Name of the District | No. of Gram Panchayats |
|--------------------------------|----------------------|------------------------|
| 1                              | Bilaspur             | 151                    |
| 2                              | Chamba               | 283                    |
| 3                              | Hamirpur             | 229                    |
| 4                              | Kangra               | 748                    |
| 5                              | Kinnaur              | 65                     |
| 6                              | Kullu                | 204                    |
| 7                              | Lahaul&Spiti         | 41                     |
| 8                              | Mandi                | 469                    |
| 9                              | Shimla               | 363                    |
| 10                             | Sirmaur              | 228                    |
| 11                             | Solan                | 211                    |
| 12                             | Una                  | 234                    |
| Total PRIs in Himachal Pradesh |                      | 3226                   |

**Source:** Obtained from Annual Administrative Report Department of Panchayati Raj Government of Himachal Pradesh, Kasumpti.

### **ENACTMENT OF STATE PANCHAYATI RAJ ACT**

With a view to bring law relating to the Panchayats in conformity with the provisions of the 73<sup>rd</sup> Constitutional Amendment Act, the Himachal Pradesh Panchayati Raj Act, 1968 has replaced and the Himachal Pradesh Panchayati Raj Act, 1994 was enacted with effect from 23<sup>rd</sup> April, 1994.

### **73<sup>RD</sup> CONSTITUTIONAL AMENDMENT ACT, 1992 AND WOMEN RESERVATION**

This has added a new Part-IX to the Constitution of India. It is entitled as 'The Panchayats' and consists of provisions from Articles 243 to 243 O. In addition, the act has also added a new Eleventh Schedule to the Constitution. This schedule contains 29 fundamental items of the Panchayats. It deals with Article 232-G. The act is a significant landmark in the evolution of grass root democratic institutions in the country. It transfers the representative democracy in to participatory democracy. It is a revolutionary concept to build democracy at the grass root level in the country.

The act provides for the reservation of not less than one-third of the total number of seats for women (including the number of seats reserved for belonging the SCs and STs). Further not less than one-third of the total number of offices of chairpersons in the Panchayats at each level shall be reserved for women. This would be rotated among different Panchayats at each level. The act also authorises the legislature of a state to make any provision for reservation of seats in any Panchayat or offices of chairperson in the Panchayat at any level in favour of backward classes.

### WOMEN RESERVATION IN PRIS IN HIMACHAL PRADESH

It is also the way to empower the women by providing them an opportunity to come forward through reservation for electing for the seats in Panchayati Raj Institutions. In male dominated society it becomes very important to give them special chance through a special weapon like 73<sup>rd</sup> Constitutional Amendment Act, 1992. Without providing opportunity to a woman they become just a part of election process. After the election nobody cares about them. As per the provisions of the Constitution, reservation is being provided in the seats of members and offices of Chairpersons of PRIs at all three levels for persons belonging to the categories of the Scheduled Castes, Scheduled Tribes and Women. However reservation is also provided to the persons belonging to the category of Backward Classes in the offices of Pradhans of Gram Panchayats, members and Chairperson of PanchayatSamitis and ZilavParishads. All the offices of Chairpersons of PRIs in schedule-V Tribal areas have been reserved to the Scheduled Tribes as per the requirement of the provisions of the Panchayats (Extension to the scheduled areas) Act, 1996 read with 97-D of Himachal Pradesh Panchayati Raj Act, 1994.

**Table No. 2: Details of Reservation made during the existing term (2015-20) of Panchayats**

| Name of the Post         | Total No of Seats | Reserved for SC Women | Reserved for ST Women | Reserved for OBC Women | Reserved for General Women | Total No. of Seats Reserved for Women | %age of Reserved Seats |
|--------------------------|-------------------|-----------------------|-----------------------|------------------------|----------------------------|---------------------------------------|------------------------|
| Pradhan                  | 3226              | 432                   | 130                   | 122                    | 953                        | 1631                                  | 50.56                  |
| Member Gram Panchayat    | 20348             | 3474                  | 906                   | 0                      | 7398                       | 11778                                 | 57.88                  |
| Member PanchayatSamiti   | 1673              | 238                   | 62                    | 67                     | 487                        | 862                                   | 51.52                  |
| Chairman PanchayatSamiti | 78                | 13                    | 5                     | 5                      | 19                         | 42                                    | 53.85                  |
| Member ZilaParishad      | 250               | 35                    | 13                    | 10                     | 69                         | 127                                   | 50.80                  |
| Chairman ZilaParishad    | 12                | 2                     | 1                     | 1                      | 2                          | 6                                     | 50.00                  |
| Total                    | 25587             | 4194                  | 1117                  | 205                    | 8928                       | 14446                                 | 56.46                  |

**Source:** Obtained from Annual Administrative Report Department of Panchayati Raj Government of Himachal Pradesh, Kasumpti.

The above table shows that out of total 3226 seats of Pradhan 50.56 percent seats are officially reserved for women of different categories in the existing term of Panchayats. 57.88 percentseats of member gram panchayat are reserves for women. 51.22 percent seats of member PanchayatSamiti, 53.85 percent seats of chairpersonPanchayatiSamiti, 50.80 percent seats of member ZilaParishad and 50 percent seats of chairman ZilaParishad are reserved for the women of different categories in existing term of panchayats of Himachal Pradesh.

### PROBLEMS OF ELECTED WOMEN REPRESENTATIVES

Negative and positive aspects of a plan or programme are natural things. But in this sensitive issue like women empowerment it is very important to find out the problems and also find out the solutions and suggestions to solve the problems. There are several

problems in the way of women representatives in Panchayati Raj Institutions. It seems that it is injustice with the women until we are not able to solve such problems. Some of the main problems identified during the study are:

- Political intervention in the functioning of Panchayats.
- Women act as proxies for men.
- Husband's intervention of elected woman in her functioning.
- Lack of political awareness among the women in rural areas.
- Negative public opinion regarding women's leadership capacity.
- Illiteracy or low standard of education among the women in rural areas.
- Lack of training courses especially for women representatives in Himachal Pradesh.
- Dominance of elected male members of the Panchayat.

Following are the suggestions found during the study to increase the participation of the women in Panchayati Raj Institutions:

- It is seen that most of the time the political parties intervene in the functioning of Panchayats. They even intervene in the election process directly. It creates uncomfoting for the women contestants and women representatives. The government should take a strict action in such an intervention of political parties and elections should be conducted fairly.
- Most women are elected because of the status of their husbands, fathers or sons and that such women often act as proxies for men's view at the councils being advised by their men relatives. It shows that women representatives are unable to perform their duties. We should change our negative mentality and government should also organised camps to aware male to don't intervene their independent functioning.
- It has been mostly found that the husband of an elected woman representative always intervene in her day to day functioning. The intervention is not only in small matters but he also intervenes in her decision making matters which is a big back draw in the women's participation. Very few women representatives are active by themselves. Government should penalise such persons and realised both the husband and wife the importance and value of the post.
- In rural areas political awareness among the women is negligible. It is the duty of the state government and local administration to educate the women about the political issues and create awareness among them. The government should organise awareness camps in rural areas with the help of local administration time to time.
- The feudal thinking in our society is a big problem for our society as well as in the path of women representatives of the PRIs. Most of the people of our society have a negative opinion about the women's leadership capacity. But it is wrong. Here is a question of our mentality. We should improve change our mentality in this regard.
- According to 2011 census Himachal Pradesh consist of 6,856,509 total number of population among which 3,382,617 consists female population. It is 49.33% of the total population. 89.96% population of the state lives in rural areas and

only 10.04% of the total population lives in urban areas. It shows that the government should do extra efforts for rural areas of the state. The education facilities in the rural areas are not so good to achieve the education easily. So the education standard of the women is also not so good. It causes lack of awareness among the women about their rights.

- Special training and refresher courses for women representatives should be conducted time to time. It gives them confidence and create political awareness and power.
- Reservation for woman in a Panchayat is only one or two seats. The other elected male members dominate them easily. It is mostly found that the male members dominate even head woman member also. There should be more numbers in reservation in a single Panchayat. It shows majority of women representatives in the Panchayat during meeting or decision making.
- Government should make special provisions for the women representatives and give them more powers as compare to male representatives and educate them about the powers. It helps them to work efficiently and effectively. Realise them about their powers, functions and leadership capacities through various programs.
- There should be a provision to give honour to the women members. Special financial rewards should be given to the Panchayats in which women member elected unopposed or elected more number of women members. It also aware the common people to elect women.

## CONCLUSION

With the establishment of Panchayati Raj Institutions in our country the women get opportunity to prove her as good administrator, decision maker or a good leader. 73<sup>rd</sup> Constitutional Amendment Act, 1992 is a mile stone in this regard. It provides women a chance to come forward. It is up to them to make use of this opportunity. This experiment is proving to be a big success particularly by providing opportunity to women to come out of their houses and participate in administrative and political field. However in many areas of our country this system has been captured by some elite people. The government should provide extra financial, administrative or political assistance to women for the success of the provision of the Amendment. Women constitute half of the population of our country. So it becomes very necessary to encourage the women in such a largest democracy of the world. To give a proper status to the women Government, NGOs, and Universities have to play a vital role in this field. Government should encourage the Universities to do better research in this field and find the problems in the way of implementation of different women programs. There should be a proper check on the grass root level for the success of any programme. Otherwise the programme has no mean.

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# EMERGENCE AND PRACTICES OF WORKPLACE SPIRITUALITY IN CONTEMPORARY ORGANISATIONS

STUTI JALAN

## INTRODUCTION

Corporations of the present era are experiencing colossal developments. The turbulent scenario of the corporate world has forced the managers to strive hard to keep abreast with the constant development. It is essential for the executives to understand that a lack of prompt response to the persistent change would drive them out of the competition. Every firm operates with an objective to earn maximum possible profits. In order to accomplish this motive, the organisations are in constant quest to look out for new avenues in order to improve the performance of their employees. In pursuance of meeting the objectives of the organisations the most crucial resource of the organisation cannot be ignored. It is the manpower that helps the organisation to achieve the desired objectives. In order to keep the workforce happy the organisations are working towards improving the experience of employees at the workplace. Yoga, meditation classes, art of living sessions, healing lectures have emerged as a practice to give mental healing to the employees. Spirituality has added an entirely fresh perspective to the situation.

Milliman *et al.* (2003) established a positive relationship between workplace spirituality and five job attitudinal variables (organisational commitment, intention to quit, intrinsic work satisfaction, job involvement, and organisation based self-esteem) through their empirical study. Marschke *et al.* (2009) found a positive relationship between workplace spirituality and organisational commitment. Pawar (2009) investigated the impact of workplace spirituality & individual spirituality on three work attitudes (job satisfaction, job involvement and organisational commitment). The results of the study indicated that workplace spirituality has a significant association with the considered work attitudes. Rust & Gabriels (2011) investigated the link between workplace spirituality and company values and found an alignment between the employees' personal/spiritual values and company values. Doraiswamy & Deshmukh (2015) explored the impact of workplace spirituality on role stress among nurses in India wherein they found that organisations with high workplace spirituality results in lower stress for the employees. The paper is based on a study carried out to examine the emergence and benefits of spirituality at workplace and to identify the various spiritual practices followed by the corporates across the nation.

## METHODOLOGY

Primarily, secondary data has been utilised for the study. Relevant books, articles, journals, official websites of companies, articles and research papers were analysed and used for the study.

## SPIRITUALITY

Spirituality is an age old concept but it has evolved as a new buzzword amongst the researchers and corporates. It is a very broad phenomenon varying across individuals. It is a continuous discovery and interpretation that a person makes about them. Spirituality emerges from deep within an individual. Spirituality has its origin from the inner soul, which defines an individual. Pathak & Vishnu identified that the traits, strength, ideologies of an individual emerge from his soul. The soul of an individual

distinguishes oneself from the masses giving them a unique identity. Spirituality is a construct that resides deep within an individual. It is a trait that shapes the behaviour, personality and value system of an individual. Spirituality also explains that there is something that exists beyond the physical body of an individual. Spirituality cannot be seen, touched or felt. It is both a discovery and enigma for the generations. Spirituality is an essential aspect of the human identity and also plays a crucial role in execution of various decisions and activities. It is also asserted that spirituality acts as a guide to make ethical decisions. It facilitates to undertake an activity with heart and soul in full force. The objective of spirituality is to enlighten the soul and to connect to it for achieving various individual and organisational objectives. Based on the research conducted by Mitroff and Denton, while interviewing the companies their study asserted that spirituality at workplace can be harnessed for attaining competitive advantage.

### **WORKPLACE SPIRITUALITY**

Materialistic benefits can provide only extrinsic satisfaction. An urging need has been felt for satisfying of inner needs and contentment. The peace and tranquillity can be achieved by altering the inner self only. The fast pace of growth and dynamism in the workplace has resulted in stress. With the advent of globalisation, the organisations are required to compete with both domestic and foreign players. Human relations have lost importance due to mechanical lifestyle which is completely driven by work pressure. Marques et al. (2008) in their book, "Spirituality in the Workplace" identified that the spirituality movement began in the 1990's by which individuals started to abide by their spiritual values at the workplace. Spirituality helped the employees to find peace and satisfaction at their work. Spirituality at workplace encompasses meaningful work; interconnectedness to a supreme force, simplicity and self-expression. Various authors have tried to define workplace spirituality. Giacalone and Jurkiewicz have defined workplace spirituality as a composition of organizational values evident in a culture that facilitates employee's experience of transcendence through the work process, promoting their sense of being connected to others in such a way that results in feelings of connectedness and joy. Henson R. (2003) opined that individuals spend maximum time at the workplaces, so they have started to turn towards the organisation to quench their spiritual needs. It is also encouraged because it has proved to be a beneficiary for the growth and development of the organisations. Ashmos&Duchon (2000) emphasized that this new development that has become apparent in organisations has been also termed as the spirituality movement. It has been identified as a significant transformation where organisations have started to make place for spirituality characterised by meaningful & purposeful work and sense of community. Milliman et al. (2008) asserted that the employees of today demand that spirituality should occupy the same place as their intelligence at the workplace. Singh et al. (2017) examined a study by Tata Institute of Social Sciences that surveyed 1000 executives from 25 different companies. The results of the study showed that 88% of the participant's confirmed that they could better handle stress after engaging in Art of Living program. Burack E. (1999) stated that the allurements of spirituality is apparent in the corporate world. A large number of organisations have reported to imbibe spirituality in their strategies, environment and workplace. This allurements is due to significant changes in the economy characterised by downsizing, environment of distrust, long working hours, profit maximisation and trimming of employee benefits. Companies are trying to reach for workplace spirituality by organising seminars, conferences, yoga, meditation classes.

Art of Living courses organised by Sri Sri Ravi Shankar offers customised motivational programs and workshops to the corporates. One such program run by them is APEX course which has gained popularity among the corporates. Another technique is of Vipassana which has been well accepted by the businesses in India. This technique primarily deals with the wellbeing of individuals and has also succeeded in coping with stress associated with the professional life of the business executives. The experiences gained out of this technique have also helped them to align ethics and spiritual values into their routine business activities. Similar programmes are also organised by Maharishi institute of management studies for the corporate Leaders.

Prominent corporate honchos around the world have realised the importance of spirituality. They have inculcated it both in their personal and organisational environment. It has influenced their management style and organisational decisions. NeebKarori Baba, who died in 1973, is considered as a mystical saint of North India. He influenced corporate honchos like Steve Jobs & Mark Zuckerberg. Narayanan (2015) reported that Zuckerberg realised the importance of staying connected on his spiritual visits. It has helped him to reinforce the same in his organisation.

### **SPIRITUAL PRACTICES UNDERTAKEN BY COMPANIES**

Understanding the potential benefits of spirituality, organisations have incorporated spiritual practices in their work culture. There are various spiritual techniques which can be adapted suiting the needs and interest of group of individuals. The following spiritual practices are undertaken by organisations in the quest to embrace spirituality at workplaces.

### **PROFESSIONAL COURSES FROM ART OF LIVING & ISHA FOUNDATION**

Both these organisations have occupied a prominent place in catering to the spiritual needs of individual. They offer professional courses to the corporates in order to heal from stress and adverse effects of work environment. They offer programmes which can be easily customised as per the needs of the individual. The programmes range from one day workshop to residential programmes. Power Grid Corporation of India has taken up this spiritual initiative for the welfare of its employees.

### **MIND ENLIGHTENMENT AND SPIRITUAL SESSIONS BY BRAHMAKUMARIS**

On the path of spiritual development, individuals are usually perplexed and have lot of questions. They are sometimes unable to choose what should be done in critical situations. Spiritual session by Brahmakumaris have aided in ethical decision making which nurtures the spiritual climate of an organisation. Companies like Maruti Suzuki, Indian Oil Corporation, Larsen & Toubro, Sony Entertainment Television, GE, Apollo; Godrej Industries have involved themselves into these spiritual sessions.

### **YOGA AND MEDITATION WORKSHOPS**

Since ages, practice of yoga and meditation has been suggested for harnessing mental peace in an individual. Gradually, companies are making efforts to include it in their work culture for the mental wellbeing of their employees. Companies like Eicher Consultancy Services, Abbott India, Mahindra & Mahindra, Novartis, Trident Hotels, Indian Railways, Infosys, Snapdeal, Jabong and Intel have resorted to this practice.

### **VIPASSANA RETREATS**

Vipassana, which means to see things as they really are, is one of India's most ancient techniques of meditation. It was rediscovered by Gautam Buddha more than 2500 years

ago and was taught by him as a universal remedy for universal ills. Vipassana is a way of self-transformation through self-observation. It focuses on the deep interconnection between mind and body, which can be experienced directly by disciplined attention to the physical sensations that form the life of the body, and that continuously interconnect and condition the life of the mind. The technique is taught at ten-day residential courses during which participants follow a prescribed Code of Discipline, learn the basics of the method, and practice sufficiently to experience its beneficial results. Companies like Escotel, Oriental Insurance, Dabur have actively involved themselves in sending their employees for these retreats.

### **MAHARISHI MAHESH YOGI'S TRANSCENDENTAL MEDITATION**

Transcendental Meditation is a simple, natural programme for the mind. Through Transcendental Meditation, the mind unfolds its potential for unlimited awareness, transcendental awareness. It is not a set of beliefs, a philosophy, a lifestyle, or a religion. It's an experience, a mental technique one practises every day for fifteen or twenty minutes. Airtel, HP, Hero Honda, TVS have been identified to initiate this spiritual practice at its workplace.

### **CONCLUSION**

The article clearly uncovers that a spiritual revolution has begun in the corporate arena owing to the spiritual initiatives undertaken by them. The companies have made transition from mere economic units to a more meaningful entity where individual spiritual needs are given importance. The literature review clearly indicates the positive impact of workplace spirituality on various employee and organisational variables. Spirituality and workplaces have emerged to be compatible with each other producing remarkable results. Spirituality has also proven to lower the stress levels amongst the individuals. Thus, it has resulted in a more breathable environment in the present state of fierce competition experienced by the individuals. The companies invest a fortune in the development of various skills amongst their employees. Thus, it is suggested that spirituality should occupy a significant position in the training goals of an organisation. It throws light on having a deeper understanding of needs of today's employees. It is proposed that spirituality should be nurtured and developed as a soft skill for organisational transformation.

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# CHANGE IN THE TRADITIONAL LAND UTILIZATION PATTERN IN TWIN VILLAGES OF DODRA & KWAR, DISTRICT SHIMLA, HIMACHAL PRADESH

YOGESH AND PANKAJ GUPTA

## INTRODUCTION

Land is one of the essential natural resources used for the maintenance of all terrestrial ecosystems and survival & prosperity of civilization. Land is not simply soil and surface topography, but includes features such as underlying superficial deposits, climate and water resources, besides plant and animal communities developed consequently after interaction of the physical conditions (FAO). Mowo *et al.* (2013) studied the importance of traditional institutions in natural resource management in the highlands of Ethiopia and Tanzania. They suggested exploring deep knowledge of practical strategies not only to learn lessons from the local institution for natural resource management but also to blend these experiences with the formal institutions. Kala (2017) conducted a study on conservation of natural resources and found that the natural resources such as water, land and forest are conserved in the protected areas and regarded as god or goddess.

Land and water have remained indispensable components of life-support system in all societies, which could flourish only where the two are available. People in Himachal not only consider land as the physical asset but as sociocultural and sacred entity. Agriculture plays a crucial role in the economy of the state and has emerged as the main livelihood of the rural communities. The agricultural sector contributes more than 45 percent to its economy. The entire population of the state more or less depends directly upon the agriculture. Land resource is the basic resource on which all human activities depend. It helps us in getting food, provides a place to live, work and play. The land use pattern denotes the fraction of area under different land uses at a given point of time. The utilization of land must be done in such a manner that the resource is utilized judiciously and the people get more benefit from the available resources. The land utilization shows a close association between man and ecological settings and is utilized for various purposes, like, physical and socio-economic, which depends upon the soil, topography, climate and water sources. The present study was undertaken to understand the land utilization and cropping patterns and the linked traditional wisdom in Dodra-Kwar and how the same has changed in the recent years.

## STUDY AREA

This study was conducted in Dodra-Kwar (31°11'9"N Latitude to 78°05'2"E Longitude) of Chirgaon block which is a remote area of Shimla district, Himachal Pradesh. The distance of Dodra-Kwar is about 175 Kms from the district Headquarters. Dodra-Kwar is a beautiful hilly area located at a height of 2500 mts above the mean sea level. The twin villages of Dodra and Kwar are separated by river Rupin which is a tributary of River Yamuna. Most of the houses have been constructed traditionally.

The Dodra-Kwar region has rich repository of natural resources. There are numerous water sources which are being used by the local people for different purposes. Forest resources also help local people in meeting the day-to-day requirements. There are ample land resources and most of the people are dependent on agriculture for their living. Traditional crops are still grown using the indigenous farming methods. Most of

the land available for cultivation is near the inhabitation. From last 4-5 years, people have started growing apple. There is land which belongs to local deities, viz. Dodra Jakh and Kwar Jakh are given to the landless people who can raise crops in the land and earn for themselves by offering some share to the deity.

### DATA COLLECTION

For the accomplishment of the objective of this study, the data was collected personally by visiting the villages and information was gathered through Focused Group Discussions, interviews, pre-designed formats or questionnaire. The questionnaire consisted of open-ended and closed-ended questions on land resources like traditional categorization of land; traditional crops; changing cropping pattern, etc. The comparative data of Rabi and Kharif crops was gathered from the Revenue department of Dodra-Kwar villages.

### RESULTS AND DISCUSSION

All the respondents of study area have cultivated land and all of them practice agriculture. The crops sown in the village are *Ogla* (Buckwheat); *Fafra* (a variety of Buckwheat); *Chabri* (a variety of Buckwheat); *Jau* (Barley); Gehun/ Gandam (Wheat); Chulai/ Bathu (Amaranthus); Kala bathu (Black Amaranthus); Koda /Mandua (Millet); Belri/Makki (Maize); Shimmi/ Rajmah (Red kidney beans); Bharat/ Local Soya bean (Black Soya bean); Dolash (Brown Lentil); Masur (Red Lentil). The horticultural crops grown in the area are *Seb* (Apple); *Nashpati* (Pear); *Chulli* (Apricot); and *Bemi* (Wild almond).

**Traditional Categorization of land and soil:** The land is categorized traditionally and the different categories of land are: *Ashaye* (barren land); *bageche* (orchard); *dokhre* (field used for cultivation); and *ghaslayi* (pastures). The cultivated lands are also categorized according to the topography or any legend linked with the particular area, for instance, *darapani*, 'Dhar' means 'valley' and 'pani' means 'water', i.e., the land adjoining the water source coming from a valley; *Raniyabaich*: 'Baich' means 'top' so 'Raniyabaich' is a field located at very high altitude; *Rikhni*: 'Rikh' means 'bear' and the land which experiences the attack of bears is called *Rikhni*; etc. People have evolved traditional methods of categorizing soil, which is simply categorized by observing the texture and colour. Different types of soil found in the areas are: *Chopdi Matti* i.e. Red soil; *Kaadi Matti* i.e. Black soil; *Sheti Matti* i.e. Granular soil; and *Badu Matti* i.e. Sandy Soil.

**Traditional Farming:** People in Dodra-Kwar are involved in traditional farming practices, which included:

#### A. USE OF TRADITIONAL FARM IMPLEMENTS

The people of the study area still undertake the traditional farm practices and use different traditional farm implements to carry out the farm activities. Some of the farm implements are: *Hal* (Wooden plough); *Kasi* (hoe); *Dach & Dachi* (sickle); Kuti & Kutdu (small hoe); *Kasketi/Hangsha* (pitchfork) *Kilta* (basket); *Chaage* (a long wooden stick); *Chaalna* (sieve); *Khujiyaina* (sieve); *Jabbar* (digging bar); and *Ghann* (hammer).

#### B. TRADITIONAL FARM PRACTICES

Conventionally, the seeds were selected by examining their texture before sowing. Thin seeds are considered bad. The seeds harvested for the first time are considered good. Initially, *maud*, the cow dung manure *oraaed* (Goat/Sheep dung manure) is spread in the fields. Afterwards, the field is ploughed and so that the manure mixes well with the

soil. After 10-15 days, men plough the field, which is followed by sowing of the seeds by women. People avoid using freshly prepared manure in the fields. The crop rotation is important aspect that has been adopted by the people. The crop grown in the first year is repeated in the third year. Harvesting is done with the help of *daachi*, a sickle. The seeds are separated from husk either by striking the crop with a wooden stick or allowing the oxen to walk over the dried crops. In the last, these are segregated by *chalna*, a sieve. The crops are stored in *kothar*, the separate wooden structure constructed outside the house using the locally grown Deodar tree. The people store the harvests, utensils, farm implements in *kothar*, because of a belief that in case fire breaks in a house, the articles kept in the store are not harmed and can be used in case of emergency. Traditionally, fruits and vegetables are dried and stored in open spaces or attic or *kothar* for long-term use. The land is also linked with the local deity. The person, who owns a land, will have to propitiate the deity in every 2-3 years. Animal is sacrificed to appease the deity.

### CHANGING LAND USE AND CROPPING PATTERNS

The land use pattern has changed in last 20 years. Land use data was obtained for year 1998 and 2018. Some respondents believed that the cropping pattern has changed in the recent years. According to them, the reason for the change is shifting of farmers towards the horticulture crops and thus there is decrease in production of traditional crops. The traditional crops like *Chini* (Prosomillet), *Kawani* (Foxtail millet) and Chabru (a variety of buckwheat) were part of their traditional cooking and were widely grown but due to the changing environmental and preferences these crops are not grown.

There has been change in the area under cultivation of traditional crops in the last twenty years. In 1998, *gehun* (wheat) was sown in 193 hectares and in the year 2018, the area under cultivation was reduced to 128 hectares; likewise the area under cultivation of *chulai* (amaranthus) in 1998 was 176 hectares, which has reduced to 139 hectares in 2018. In 1998, *jau* (barley) was sown in 15 hectares, which has increased in the year 2018 to 20 hectares. The area under cultivation of *koda* (millet) has increased to 61 hectares in 2018 from 37 hectares in 1998. There was no variation in the area under cultivation of *ogla* (buckwheat) and it was sown in 52 hectares in 1998 and in 53 hectares in 2018. The area under cultivation of *belri/makki* (maize) has increased from 39 hectares in 1998 and 57 hectares in the year 2018. Likewise, the area under cultivation of *shimmi/rajmah* (red kidney beans) has increased from 5 hectares in the year 1998 to 94 hectares in the year 2018. In 1998, *chini* (Prosomillet) was used to cultivate in 47 hectares and no longer cultivated in 2018. In 1998, there were no orchards in the area and in 2018, horticulture practices are performed in 200 hectares of area. The comparative analysis shows the changing scenario in cropping patterns and people have changed their cropping preferences. The land which was used earlier for agricultural practices has now diversified for horticulture. The climatic conditions of the area indicate good potential of horticultural crops. In a similar study by Singh *et al.* (1996-97) studied the indigenous knowledge of land use and farming systems in Lahaul valley of Himachal Pradesh. The traditional farming practices were performed by local people but replaced by the cash crops. The findings of the present study are in agreement with findings of Kumar and Najibullah (2013) who examined the changing land use and cropping pattern in Himachal Pradesh, India. The cropping pattern has also shifted to horticulture crops and the cropping intensity has increased marginally in the state. They found that the production of maize, wheat, cereals, food grains and

potato has increased while the production of barley and other crops decreased significantly.

### CONCLUSION

The study concluded that the land utilization and cropping pattern using the traditional knowledge is appreciable. The production of some crops has either increased or has changed very little over the past 20 years because local people are getting good market price for the traditional crops and the people are still consuming the same. The production of some traditional crops has either decreased or not at all sown presently. According to the local people, the reasons behind the decline in production of crops are - changing food preferences; changing climatic conditions; switching over to cash crops, like apple, and easy alternatives available in fair price shops and market.

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## PART II EDUCATION

# **COMPARING THE PLAYERS OF JAWAHAR NAVODYA VIDYALYA AND GOVERNMENT SENIOR SECONDARY SCHOOL OF HIMACHAL PRADESH**

**HARI SINGH&REENA KUMARI**

## **INTRODUCTION**

Adjustment is a dynamic process by which organism meets their needs. A human being from his birth to death remains in close association with the society in which lives. One cannot imagine the harmonious development of one's personality without social interaction. In the process of social adjustment normal reactions of feelings appear to be essential for mental growth and health. Adjustment is a household word. We speak of people as being well adjusted or poorly adjusted. Well adjusted people are regarded as successful in the art of living.

The concept of adjustment was originally a biological one and was corner stone in Darwin's theory of evolution (1859). In biology the term, usually employed was adaption. Darwin maintained that only those form of life capable of adapting to the demands of the physical world about them survived, others died out. Thus we can say that adjustment is a process of maintaining a balance between the needs such as physical, social, psychological and the circumstances that influence the satisfaction of these needs. It implies proper degree of social feelings and sense of social responsibility and leads to the modification of one's behavior and attitudes and with the help of this process a man can change his environment according to his needs. The criteria of good adjustment include psychological comforts, physical, health work efficiency and social acceptance. A well adjust human is always remains physically fit, and lives a stress less and healthy life with society.

Adjustment is the main component part of human life. Living is a process of adjustment and it is a process of unique importance in human life. It is a satisfactory and harmonious relationship of an organism to its environment. Thus the term "adjustment" may be defined as, "the process of finding and adopting modes of behaviour suitable to the environment or to the changes in the environment". Adams (1972) defined adjustment is concerned with individual's ability to cope with the environment around him. An exact definition of adjustment is necessary in order to consider the caused or facts associate with adjustment or mal-adjustment. There is a multitude of themes and ideas about why some individuals adjust to their environment and others do not. Schnuder (1960) writes adjustment by itself is neither good nor bad, it is simply an organism individual, peculiar way of reaching to inner demands or external situations, in same Instance, this reaction is 'efficient', wholesome, satisfying and so on, and it is good adjustment. In the present research paper the researcher will try to compare adjustment between Jawaahar Navodaya Vidyalaya Players and Government Senior Secondary School Players of Himachal Pradesh.

The paper is based on a study carried out to study and compare the home adjustment, health adjustment, social adjustment and emotional adjustment of Jawaahar Navodaya Vidyalaya Players and Government Senior Secondary School Players of Himachal Pradesh.

## METHODOLOGY

The present study was confined to compare adjustment of Jawahar Navodaya Vidyalaya Players and Government Senior Secondary School Players. The collected data was tabulated and suitably analyzed with the help of statistical techniques viz. means, standard deviation, standard error of mean and t-test was used to compare the adjustment of Jawahar Navodaya Vidyalaya Players and Government Senior Secondary School Players of district Bilaspur, Hamirpur, Shimla and Mandi of Himachal Pradesh.

## RESULTS AND DISCUSSION

The obtained data on Adjustment for two groups of Jawahar Navodaya Vidyalaya Players and Government Senior Secondary School Players of Himachal Pradesh were tabulated and analyzed as per the usability of 't' test and the Result were Presented in Table No.1,2, 3 and 4.

**Table 1: Comparison of 'Home Adjustment' Between Jawahar Navodaya Vidyalaya Players and Government Senior Secondary School Players in respect of mean and 't' value**

| Sr. No. | Variables       | Subjects                           | N  | M       | S.D.    | S.E.M. | 't'   |    |
|---------|-----------------|------------------------------------|----|---------|---------|--------|-------|----|
| 1.      | Home Adjustment | Jawahar Navodaya Vidyalaya Players | 80 | 11.3625 | 4.16509 | .46567 | 1.045 | NS |
| 2.      |                 | Govt. Sen. Sec. School Players     | 80 | 12.0250 | 3.84831 | .43025 |       |    |

*df= 158 NS= Not Significant \* = Significant at 0.01 level*

Table no. 1 depicts the mean value, standard deviation and standard error mean of 'Home Adjustment' scores sampled Jawahar Navodaya Vidyalaya Players and Government Senior Secondary School Player. According to the table no. 4.8 the mean value of Autonomy of Jawahar Navodaya Vidyalaya Players is 11.3625 and mean value of Government Senior Secondary School Players is of Government players is 12.0250 which is quite close to each other.

The standard deviation value of 'Home Adjustment' of Jawahar Navodaya Vidyalaya Players is 4.16509 and Government Senior Secondary School Players is 3.84831. The standard error mean value of Home of Jawahar Navodaya Vidyalaya Players is .46567 and Government Senior Secondary School Players is .43025.

The obtained t-value is 1.045 which is statistically not significant when compared with the table value of 't' at 0.01 level of significance (table value of 't' at 0.01 level for  $df = 158 = 2.60$ ).

It is obvious from table 1 that t-value among Jawahar Navodaya Vidyalaya Players and Government Senior Secondary School Players with regard to 'Home Adjustment' came out to be 1.045 which is not significant at 0.01 level. Hence the formulated hypothesis that "There will be no significant difference according to Home adjustment between Jawahar Navodaya Vidyalaya Players and Government Senior Secondary School Players" null hypothesis stand accepted.

**Table 2: Comparison of 'Health Adjustment' between Jawahar Navodaya Vidyalaya Players and Government Senior Secondary School Players in respect of mean and 't' value**

| Sr. No. | Variables         | Subjects                           | N  | M      | S.D.    | S.E.M. | 't'  |    |
|---------|-------------------|------------------------------------|----|--------|---------|--------|------|----|
| 1.      | Health Adjustment | Jawahar Navodaya Vidyalaya Players | 80 | 8.2375 | 4.39863 | .49178 | .444 | NS |
| 2.      |                   | Govt. Sen. Sec. School Players     | 80 | 8.5500 | 4.50569 | .50375 |      |    |

*df*= 158

*NS*= Not Significant

*\** = Significant at 0.01 level

Table no. 2 depicts the mean value, standard deviation and standard error mean of 'Health Adjustment' scores of sampled Jawahar Navodaya Vidyalaya Players and Government Senior Secondary School Player. According to the table no. 4.9 the mean value of Health of Jawahar Navodaya Vidyalaya Players is 8.2375 mean value of Government Senior Secondary School Players is of Government players is 8.5500 which is quite close to each other.

The standard deviation value of 'Health Adjustment' of Jawahar Navodaya Vidyalaya Players is 4.39863 and Government Senior Secondary School Players is 4.50569. The standard error mean value of Health of Jawahar Navodaya Vidyalaya Players is .49178 and Government Senior Secondary School Players is .50375.

The obtained t-value is .444 which is statistically not significant when compared with the table value of 't' at 0.01 level of significance (table value of 't' at 0.01 level for *df* 158=2.60).

It is obvious from table 2 that t-value among Jawahar Navodaya Vidyalaya Players and Government Senior Secondary School Players with regard to 'Health Adjustment' came out to be .444 which is not significant at 0.01 level. Hence the formulated hypothesis that "There will be no significant difference according to Health adjustment between Jawahar Navodaya Vidyalaya Players and Government Senior Secondary School Players" null hypothesis stand accepted.

**Table 3: Comparison of 'Social Adjustment' between Jawahar Navodaya Vidyalaya Players and Government Senior Secondary School Players in respect of mean and 't' value**

| Sr. No. | Variables         | Subjects                           | N  | M       | S.D.    | S.E.M. | 't'  |    |
|---------|-------------------|------------------------------------|----|---------|---------|--------|------|----|
| 1.      | Social Adjustment | Jawahar Navodaya Vidyalaya Players | 80 | 14.8000 | 3.72946 | .41697 | .406 | NS |
| 2.      |                   | Govt. Sen. Sec. School Players     | 80 | 14.5500 | 4.05625 | .45350 |      |    |

*df*= 158

*NS*= Not Significant

*\** = Significant at 0.01 level

Table no. 3 depicts the mean value, standard deviation and standard error mean of 'Social Adjustment' scores of sampled Jawahar Navodaya Vidyalaya Players and Government Senior Secondary School Player. According to the table no. 4.10 the mean value of Autonomy of Jawahar Navodaya Vidyalaya Players is 14.8000 and mean value of

Government Senior Secondary School Players is of Government players is 14.5500 which is quite close to each other.

The standard deviation value of 'Social Adjustment' of Jawahar Navodaya Vidyalaya Players is 3.72946 and Government Senior Secondary School Players is 4.05625. The standard error mean value of 'Social Adjustment' of Jawahar Navodaya Vidyalaya Players is .41697 and Government Senior Secondary School Players is .45350. The obtained t-value for df 158 is .406 which is statistically not significant when compared with the table value of 't' at 0.01 level of significance (table value of 't' at 0.01 level for df 158= 2.60).

It is obvious from table 3 that t-value among Jawahar Navodaya Vidyalaya Players and Government Senior Secondary School Players with regard to 'Social Adjustment' came out to be .406 which is not significant at 0.01 level. Hence the formulated hypothesis that *"There will be no significant difference according to Social Adjustment between Jawahar Navodaya Vidyalaya Players and Government Senior Secondary School Players"* null hypothesis stand accepted.

**Table 4: Comparison of 'Emotional Adjustment' between Jawahar Navodaya Vidyalaya Players and Government Senior Secondary School Players in respect of mean and 't' value**

| Sr. No. | Variables            | Subjects                           | N  | M       | S.D.    | S.E.M. | 't'  |    |
|---------|----------------------|------------------------------------|----|---------|---------|--------|------|----|
| 1.      | Emotional Adjustment | Jawahar Navodaya Vidyalaya Players | 80 | 11.5875 | 4.95727 | .55424 | .015 | NS |
| 2.      |                      | Govt. Sen. Sec. School Players     | 80 | 11.5750 | 5.45818 | .61024 |      |    |

df= 158

NS= Not Significant

\* = Significant at 0.01 level

Table 4 depicts the mean value, standard deviation and standard error mean of 'Emotional Adjustment' scores of sampled Jawahar Navodaya Vidyalaya Players and Government Senior Secondary School Player. According to the table no. 4.11 the mean value of 'Emotional Adjustment' of Jawahar Navodaya Vidyalaya Players is 11.5875 and means value of Government Senior Secondary School Players 11.5750 which is quite close to each other.

The standard deviation value of 'Emotional Adjustment' of Jawahar Navodaya Vidyalaya Players is 4.95727 and Government Senior Secondary School Players is 5.45818. The standard error mean value of 'Emotional Adjustment' of Jawahar Navodaya Vidyalaya Players is .55424 and Government Senior Secondary School Players is .61024.

The obtained t-value is .015 which is statistically not significant when compared with the table value of 't' at 0.01 level of significance (table value of 't' at 0.01 level for df 158= 2.60).

It is obvious from table 4 that t-value among Jawahar Navodaya Vidyalaya Players and Government Senior Secondary School Players with regard to 'Emotional Adjustment' came out to be .015 which is not significant at 0.01 level. Hence the formulated hypothesis that *"There will be no significant difference according to Emotional Adjustment between Jawahar Navodaya Vidyalaya Players and Government Senior Secondary School Players"* null hypothesis stand accepted. The study concluded that:

- It is concluded that the two groups i.e. Jawaharlal Navdya Vidyalaya Players and Government Senior Secondary School Players of Himachal Pradesh do not differ significantly on “Home Adjustment”.
- It is concluded that the two groups i.e. Jawaharlal Navdya Vidyalaya Players and Government Senior Secondary School Players of Himachal Pradesh do not differ significantly on “Health Adjustment”.
- It is concluded that the two groups i.e. Jawaharlal Navdya Vidyalaya Players and Government Senior Secondary School Players of Himachal Pradesh do not differ significantly on “Social Adjustment”.
- It is concluded that the two groups i.e. Jawaharlal Navdya Vidyalaya Players and Government Senior Secondary School Players of Himachal Pradesh do not differ significantly on “Emotional Adjustment”.

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# EDUCATION AND SOFT SKILLS FOR BETTER LIVING

MANJU JOSHI

## INTRODUCTION

To live a life is an art and both emotion and skills are to give shape to human life. Siddhartha Gautama Correctly remarked that

“If you tighten the strings too much, they will snap, and if you leave them too slack they won’t play, but if they are turned to the right point, then and only then does the music start.”

Life is essentially a relationship between a living organism and its surroundings but it is permanently threatened and disturbed. Stress is often referred to as the epidemic of the twenty first century. Most people will experience stress in their personal and work lives. On the other hand there are some persons who are quite calm and placid even in adverse conditions. It can be inferred that the quality of life is related to the ability to handle the situations, which are apparently controlled with heightened emotional expressions. It is to be noted that there can be several reasons for quality of life differing with persons, social groups countries etc. But we have to realize and accept that the ultimate truth and peace in life cannot be attained through materialistic development only. The values such as cooperation, tolerance, sacrifice and love are the source of real peace in life, but it is not easy for everyone to render cooperation and be ready to sacrifice personal interests. One easily gets irritated but it is difficult to remain calm. The turbulence in personality negatively influences the work efficiency. Hence it is essential to think about the ways to handle the situations.

David Stewart, “Some people go through life with apparent ease while their peers with access to similar resources struggle. Life skills such as critical and creative thinking, decision-making, communication, and interpersonal relations make a big difference to the success a person achieves. Of all these skills, those that equip a person to fit into a social structure are known as soft skills.”

## GENERAL PROBLEMS OF ADOLESCENTS

Adolescence is commonly referred to as the age of ‘storm and stress’. The stage is linked with many aspects of the psychological problems that an adolescent individual usually undergoes. Problem of anxiety, adjustment, insecurity, emotional instability and ego strength Hussain (1996) in his study stated that Children in their adolescence seem to be restless and disturbed but considerably a good number of adolescent children perform excellent and show significant achievement in life. This is because of the fact that their achievements in life are determined by many factors and one of the most important factors is emotional intelligence, which turns out to be their potentiality in bringing out best in them. Cohen (1967) in his study stated that adolescent children are keen on their achievement even when they suffer the common problems of adolescence. They are anxious about their achievement and their emotional intelligence plays a vital role in their persistent efforts in academic achievement. Greenberg et al, 1999 found in his research that anxious children tend to have distorted perceptions of the degree of the threat present in certain situation and lack the self efficacy. Social and cognitive skills programs acknowledge emotional coping skills importance. The bulk of the research focuses on anger reduction or conflict management, relaxation techniques to

calm down and to enable to think and deal effectively with frustration and provocation. Pepler and Salovey (1994) through their Social Deficit Model, hypothesized that children who fail to develop the skill for interacting with others in a socially acceptable manner early in life are rejected by their peers and engage in unhealthy behavior (violence, the abuse of alcohol and other drugs etc).

The challenges that children and young people regularly face are many and require more than even the best numeric and literacy skills. Researches show that life Skills programs can - Kirby (1994) prevent high-risk sexual behaviour, Huff (1995) teach anger control, Englander-Golden et al (1989) prevent delinquency, Young (1997) improve self-esteem, Elias (1991) promote positive social adjustment and improve academic performance.

That is why the 164 Nations committed to "Education for All" have included "life skills" as a basic learning need for all young people. The knowledge, our young people acquire is not that of practical wisdom and does not help them to negotiate life with ease. During the last couple of decades several efforts have been made at humanizing education so that young people can develop relationship between learning, acquiring knowledge and life and the need of the society. National Curriculum Framework for School Education, 2005 emphasizes, "Education ideally must prepare students to face the challenges of life." Education must prepare students with the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and social, emotional cognitive and interpersonal challenges of everyday life, so that they can fight the challenges of drug addiction, violence, teenage pregnancy, AIDS and many other health related problems. These skills make students aware of issues such as consumer rights, legal literacy, and understanding of civic and administrative procedures to make their life simple, hassle free and safe.

UNICEF," Life skills are defined as psychosocial abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. They are loosely grouped into three broad categories of skills: cognitive skills for analyzing and using information, personal skills for developing personal agency and managing oneself, and inter-personal skills for communicating and interacting effectively with others."

UNICEF defines life skills based education as basically being a behavior change. LBSE (Life Skills Based Education) is a critical element in UNICEF's definition of quality education. Around the world, LBSE is being adopted as a means to empower young people in challenging situations. LBSE refers to an interactive process of teaching and learning which enables learner to acquire knowledge and to develop attitudes and skills which support the adoption of healthy behaviours. "These skills can enhance our productivity, our self efficacy, self esteem and self confidence. Life skills can give us the tool and techniques to improve inter personal relations and solve and help minor problems. Besides preparing us for the world of work, participation is social, cultural, and political processes and institutions, life skills need to be acquired to maintain good mental, emotional, social, and physical health and a capacity for joyous and happy living and putting to good use our leisure time. Life skills are needed to identify life nurturing, life saving as well as life threatening, and life destroying articles and processes.

WHO (1997) reiterated the significance of life skills as a way of one's life and concisely explained it as, "Life skills are a group of psycho-social competencies and interpersonal

skills that help people to make informed decision, solve problem, think creatively and critically, communicate effectively, build healthy relations, empathies with others and cope with and manage their lives in a healthy and productive manner. These are the abilities that help in promotion of mental and social being and competence in young children to face the hard realities of life.

WHO in its Technical Report Series (1993) defines life Skills as the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life? It recognized ten life skills that are pivotal to lead a healthy and happy life, so that all the human resources can be utilized productively. **EFFECTIVE COMMUNICATION SKILL** - Effective communication is the ability to convey the intended thoughts, ideas feelings, and expectations and plans meaningfully, politely and assertively to others. **SKILL TO COPE WITH EMOTIONS** - Coping with emotions is the ability to express one's emotions rationally taking the surrounding circumstances into consideration. **DECISION MAKING SKILL** - Decision-making involves taking an appropriate decision after weighing the advantages and disadvantages of a situation, and its future consequences. **INTERPERSONAL RELATIONSHIP SKILL** - Interpersonal relationship is the maintenance of friendly, healthy purposeful and successful social relationship with others. **CRITICAL THINKING SKILL** - Skills of estimation of positive and negative dimensions of an experience or events without the influence of personal bias, is critical thinking. There is more objectivity in critical thinking. **SKILL TO COPE WITH STRESS** - Coping with stress is the ability to relieve one's stress constructively without affecting one's morale. **SELF-AWARENESS SKILL** - Self-awareness is the ability to know one's strengths, weaknesses, objectively and one's likes, dislikes, attitudes correctly. That means knowing oneself as he or she is. **PROBLEM-SOLVING SKILL** - The ability to identify the problem correctly, understanding its sources and causes, is the first step in solving a problem. Later, the causes have to be reduced or eliminated at the first stage. Then the sources of the problem have to be handled carefully. Afterwards alternative solutions have to be thought of. The best possible solution can be adopted. **CREATIVE THINKING SKILL** - The ability to form new and original from the available information is creative thinking. This is also called as divergent thinking. **EMPATHY SKILL** - Empathy is the ability to imagine oneself in the position of another person and to feel and understand that person's happiness and sorrows.

Developing of life skills have produced the following effects: lessened violent behaviour; increased pro-social behaviour and decreased negative, self-destructive behaviour; increased the ability to plan ahead and choose effective solutions to problems; improved self-image, self-awareness, social and emotional adjustment; increased acquisition of knowledge; improved classroom behaviour; gains in self control and handling of interpersonal problems and coping with anxiety; and improved constructive conflict resolution with peers, impulse control and popularity. Research studies have also shown that sex education based on life skills was more effective in bringing about changes in adolescent contraceptive use; delay in sexual debut; delay in the onset of alcohol and marijuana use and in developing attitudes and behaviour necessary for preventing the spread of HIV/AIDS.

"Soft Skills" have become one of most used buzz words of the 21st century. However, if you ask people to define soft skills, they are likely to give you similar but vague definitions. Soft Skills are "associated with a person's 'EQ' (Emotional Intelligence

Quotient), the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people.” Soft skills are as “your work ethic, your attitude, your communication skills, your emotional intelligence and a whole host of other personal attributes.

For the first time in 1972 CONARC Soft Skills Conference Dr. Whitmore presented a report aimed at figuring out how the term "soft skills" (in the areas of command, supervision, counseling and leadership) is understood in various CONARC schools. After designing and processing a questionnaire, the following tentative definition was formulated: Soft skills are important job-related skills that involve little or no interaction with machines and whose application on the job is quite generalized, with a remark "in other words, those job functions about which we know a good deal are hard skills and those about which we know very little are soft skills." It is through a 1972 US Army training manual identified formal usage of the term "soft skills" began.

**Concept-** Soft skills are our productive personality traits that characterize our relationships, including social graces, communication abilities, language skills, personal habits, cognitive or emotional empathy, time management, teamwork and leadership traits. A definition based on review literature explains soft skills as an umbrella term for skills under key three functional elements people skills, social skills and personal career attributes.

**The Most Important Soft Skills-** It's hard to judge which soft skills are most important, but this list is broadly what employers mean when they talk about good soft skills and the skills which are most likely to enable you to build constructive working relationships with others, or to be a constructive and helpful employee.

### **1. COMMUNICATION SKILLS**

Communication skills are always top of the 'essential skills' list in any job advertisement. People with strong communication skills can build relationships (from the initial building rapport through to a longer-term relationship), listen well, and vary their communication to suit the circumstances.

If you spend time on nothing else, work on your communication skills.

### **2. MAKING DECISIONS**

Valued by employers for many reasons, being able to make decisions is key to getting on in life. Sometimes the actual decision doesn't even matter; what matters is that you have made one and moved on.

### **3. SELF MOTIVATION**

People who are self-motivated get on by themselves. They don't need close supervision and they are good to work with because they are generally positive about life and can be counted upon to keep going. It also helps to work on your personal resilience and adaptability to change.

### **4. LEADERSHIP SKILLS**

These are the set of soft skills that we least expect someone to develop by themselves. There are many leadership training courses available and much has been written about how to develop your leadership skills.

Our leadership skills pages describe many of the skills needed for effective leadership and how to develop your leadership style.

### **5. TEAM-WORKING SKILLS**

Like leadership skills, there are many training courses to teach you how to work well in a team. However, there is also plenty of thinking to suggest that good communication skills, particularly good listening skills, together with an ability to build rapport will go a long way to support your ability to work well in a team.

### **6. CREATIVITY AND PROBLEM SOLVING SKILLS**

Creativity and problem-solving skills are highly valued because they are hard to develop. There are many people who believe that creative thinkers are born, not made, and there are certainly some people who find these skills much easier. But, like other skills, you can develop them if you work to do so and our pages on these topics will give you some ideas about how to do this.

### **7. TIME MANAGEMENT AND ABILITY TO WORK UNDER PRESSURE**

Many would say that these two skills, which often go hand-in-hand, are more an attitude than a skill. However they can also be developed and honed, which is why we include them as skills. Highly valued by employers, they are also very useful for organising a family or a team, and for making sure that the job gets done.

Following is a list of soft skills compiled by Eastern Kentucky University-Communication – oral, speaking capability, written, presenting, listening.

- Courtesy – manners, etiquette, business etiquette, gracious, says please and thank you, respectful.
- Flexibility – adaptability, willing to change, lifelong learner, accepts new things, adjusts, teachable.
- Integrity – honest, ethical, high morals, has personal values, does what's right.
- Interpersonal skills – nice, personable, sense of humor, friendly, nurturing, empathetic, has self-control, patient, sociability, warmth, social skills.
- Positive attitude – optimistic, enthusiastic, encouraging, happy, confident.
- Professionalism – businesslike, well-dressed, appearance, poised.
- Responsibility – accountable, reliable, gets the job done, resourceful, self-disciplined wants to do well, conscientious, common sense.
- Teamwork – cooperative gets along with others, agreeable, supportive, helpful, and collaborative.
- Work ethic – hard working, willing to work, loyal, initiative, self-motivated,
- On time, good attendance.

### **BENEFITS OF SOFT SKILLS TRAINING:-**

- Enhance and improve employable skills
- The ability to communicate effectively with coworkers, employers, clients and customers, friends and family members
- The opportunity to enhance organizational skills
- Improve Personal and professional effectiveness
- Helps in promotions and upgrading Skills

- Increased efficiency and leadership skills to improve team results
- Development of presentation skills to promote more successful projects
- Gaining the ability to recognize symptoms of stress and learning management strategies
- Soft skills represent a fundamental tribute to today's knowledge based economy.

Life Skills and soft skills based education results in bridging up communication barriers with parents and other adults. It enables young people to handle stressful situations effectively without losing one's temper or becoming moody, learning to disagree politely with use of appropriate "I" messages, and assertive skills are important for development of self esteem, positive attitudes, making a firm stand on values, beliefs and cultural differences. When an individual learns all the basic skills to cope with challenges individuals will feel more confident, motivated, and develop a positive attitude towards life, thus, make more mature and adult like decision, starts taking responsibilities for their actions and in turn refrain from risk taking and risky behaviours and become more useful people for the next generation.

"The greatest discovery of my generation is that a human being can alter his life by altering his attitudes" -William James

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# EDUCATION, EQUALITY AND DEVELOPMENT

SHWETA PANDEY & ANKUR TYAGI

## INTRODUCTION

Educational equity, also referred to as "Equity in education", it is a measure of achievement, fairness, and opportunity in education. The study of education equity is often linked with the study of excellence and equity. Educational equity depends on two main factors. The first is fairness, which implies that factors specific to one's personal conditions should not interfere with the potential of academic success. The second important factor is inclusion, which refers to a comprehensive standard that applies to everyone in a certain education system. These two factors are closely related and depend on each other for an educational system's success. The growing importance of education equity is based on the premise that an individual's level of education directly correlates to future quality of life.<sup>[ 11]</sup> Therefore, an academic system that practices educational equity is a strong foundation of a society that is fair and thriving. However, inequity in education is challenging to avoid, and can be broken down into inequity due to socioeconomic standing, race, gender or disability. Educational equity is also based in the historical context of the location, people and structure. History shapes the outcome of individuals within the education system.

Society has a moral obligation to make sure that all children receive an adequate education that gives them the skills needed to become contributing adults in society. This is also in society's best interest as it is a social waste if some children do not receive a good education. It means that human talents that could contribute to society are not nurtured. All students have talents that grow through formal learning. By failing to develop those talents, society loses opportunities for enrichment and progress. Further social waste is gained by the long-term social and financial costs of poor education. Inadequate education leads to large public and social costs in the form of lower income and poor economic growth, reduced tax revenues, and higher costs of health care, social security, and increased crime.

Educational equity is the study and achievement of fairness, justice, and impartiality (equality) in education. The term equity means accommodating and meeting the specific needs of specific individuals. This means ensuring that everyone's learning needs are met. Educational equity is based on the principles of fairness in distributing resources, opportunities, treatment, and success for every student.

True equity means that differences in educational outcomes are not the result of differences in wealth, income, power or possessions. The significance of this idea is that the quality of education received by each child should not be dependent on the level of wealth and education of his or her family. This is to say that if a child fails in school, it is not because they were poor OR had less opportunities for success than their peers. Furthermore, this means that a child's social, racial or geographic background is irrelevant to the education they should receive. Students are different in terms of what they need to reach any level of achievement. Some students have different needs than others because they may come from a disadvantaged social environment or because they have special educational needs. Simply put, nothing should hold a child back from opportunities to pursue their talents and passions. Everyone deserves the same education. Underprivileged students just need mentors to help guide them in school and

in life choices. You could volunteer at places such as Big Brothers Big Sisters, Boys and Girls Clubs, and the YMCA to serve as a positive role model and mentor to students. Students can succeed with the proper education, a strong support system, and a well-funded school with invested teachers. Call up your local congressperson and tell them that you support better school funding or attend your local school board meetings and make sure your voice is heard.

### **EQUITY**

Equity recognizes that some are at a larger disadvantage than others and aims at compensating for these peoples misfortunes and disabilities to ensure that everyone can attain the same type of healthy lifestyle. Examples of this are: "When libraries offer literacy programs, when schools offer courses in English as a second language, and when foundations target scholarships to students from poor families, they operationalize a belief in equity of access as fairness and as justice". Equity recognizes this uneven playing field and aims to take extra measures by giving those who are in need more than others who are not. Equity aims at making sure that everyone's lifestyle is equal even if it may come at the cost of unequal distribution of access and goods. Social justice leaders in education strive to ensure equitable outcomes for their students.

### **EQUALITY**

The American Library Association defines equality as: "access to channels of communication and sources of information that is made available on even terms to all-- a level playing field--is derived from the concept of fairness as uniform distribution, where everyone is entitled to the same level of access and can avail themselves if they so choose." In this definition of equality no one person has an unfair advantage. Everyone is given equal opportunities and accessibility and is then free to do what they please with it. However, this is not to say that everyone is then inherently equal. Some people may choose to seize these open and equal opportunities while others let them pass by.

### **EQUITY V/S EQUALITY**

Often, the terms "equity" and "equality" are interchanged when referring to educational equity. Although similar, there can be important distinctions between the two.

### **DIFFERENCE BETWEEN EQUITY AND EQUALITY**

Equity is the virtue of being just, even-handed, and impartial. Whereas, equality is described as a state, where everyone is at the same level.

Equity involves fair distribution. Whereas, equality involves even distribution.

Equity recognizes differences, and attempts to counteract unequal individual opportunities. Whereas, equality recognizes sameness and treats everyone as equal.

Equity ensures that people have what they need. Whereas, equality is about providing everyone, the same things.

Education Equality is a voluntary human rights organization established to campaign for equality in the provision of education for all children regardless of religion. Education Equality is calling for an end to all religious discrimination in State-funded schools.

We believe that all children should be treated equally regardless of their religion or non-religion. Equal respect for children and for the beliefs of their parents requires equal access to schools regardless of religion, the ability to choose whether or not a child is present for religious instruction, and a curriculum that does not impose the values of one religion on children of different religions or no religion. We take a human rights based approach to ending discrimination. All citizens have the right to freedom of religion, to non-discrimination and to education under international human rights treaties. The current education system does not respect these rights of all Irish citizens.

### **EQUALITY OF EDUCATIONAL OPPORTUNITIES**

Equality of opportunity means to give equal chance to every individual for the development of his capacity. It is an accepted working policy of all the democratic nations to make provision for equal opportunities.

For equal opportunities, as Dr. Radhakrishnan had pointed out long time back; "Democracy only provides that all men should have equal opportunities for the development of their unequal talents". India is a democratic and secular country. The success of democracy depends upon education of its citizens. It is important that educational opportunities are provided to all citizens to develop their personalities into the fullest extent.

The Constitution of India provides for educational opportunities to all citizens of the country. It also provides that the State shall not discriminate between persons on grounds of their religion, caste, race, sex or place of birth. The Preamble of the Constitution also assures equality to all the citizens. It means that our Constitution is committed to the principle of equality.

### **VALUE AND EQUALITY OF OPPORTUNITY IN EDUCATION**

What kind of values might inform our concern with equality of opportunity in education? Two broad categories of value can be distinguished. First are values that are concerned with the good. This category is potentially very broad (as broad as the number of ways something can be good). It might include well-being, knowledge and many other things besides. I do not mean to claim that all of these values might plausibly inform a concern with equality of opportunity in education. But some do. To see how this kind of value is often invoked in public discourse about equality of opportunity in education, consider an affirmative action policy at a public university. The policy demands that we give extra weight to applications from individuals of a particular group. Proponents of the policy observe that certain groups are currently underrepresented in universities and in the positions of power that university attendance is often a prerequisite for. They argue that the policy is justified because better representation of all groups in government and other positions of power will lead to a higher quality of democracy and better civic outcomes. Opponents of the policy accept that certain groups are underrepresented. Nevertheless, they argue that granting their applications extra weight — or indeed any other groups' applications extra weight will result in less academically able students taking up positions within the university. This will lead to a lower level of academic excellence. And, since we have reason to value academic excellence, the policy should be rejected and the university should select candidates solely on the basis of academic ability.

Here, we have two conflicting conceptions of equality of opportunity, each supported by different values concerned with the good. On one hand, there are the civic values of the

outcomes we realize through having a more representative democracy. On the other hand, there is the value of academic excellence. It is deciding which of these values we have reason to endorse, or how much weight each should be given, that will determine the contours of the conception of equality of opportunity that the university ought to employ, in particular what should count as an obstacle to admission. The second general category of value must be defined in opposition to the first values that are not concerned with the good. Again this category is very broad. It includes values such as justice, legitimacy and consent. Typically, these values are seen as constraints on how we may pursue the good. As before, not all of these values might plausibly inform a concern for equality of opportunity in education. But some do, consider the following example of how the affirmative action policy might be defended (or opposed) with reference to a value that is not concerned with the good. The government, faced with the problem of how to structure university admission, puts the matter to discussions. The result of the discussions is that the affirmative action should be applied.

### **EQUALITY OF OPPORTUNITY THROUGH EDUCATION**

There is a further question that to my knowledge has been overlooked in debates about equality of opportunity in education, namely, how does 'education' connect to 'equality of opportunity'. In what follows, I will sketch two different ways this connection might be made. First, education may be a vehicle for the realization of some more general conception of equality of opportunity. On this view, the task is to first identify what general conception of equality of opportunity is supported by some value, before then determining how education should be employed to achieve that conception. For instance, if the conception of equality of opportunity requires that each individual should have the same means for a good life with differences in how they fare depending only on natural talent and choices to expend effort, the educational system could then be employed to provide remedial treatment for those individuals who had been disadvantaged outside of education. Equality of opportunity in education will be achieved in so far as the educational system serves to realize the more general conception of equality of opportunity. One might call this type of view 'equality of opportunity through education'.

Second, a conception of equality of opportunity may apply directly to education itself. This view does not see education solely as a vehicle; rather it is the educational system and those in it that are the sole concern of equality of opportunity. Indeed, it is a distinguishing feature of this view that it makes no reference to any more general conception of equality of opportunity. For example, a conception of equality of opportunity in education might require that goods are distributed evenly within schools and exams are structured so as to reward the most able, irrespective of how this affects any more general conceptions of equality of opportunity. One might call this type of view 'equality of opportunity for education'.

The distinction between equality of opportunity 'through ' and 'for' education can also be explained in terms of the more general distinction between instrumental and intrinsic value. That distinction is typically applied to whether a particular good is valuable for the other goods it can lead to or for its own sake. By contrast, the cut between 'through' and 'for' applies the instrumental/intrinsic distinction to the distribution of goods within particular educational contexts. It is concerned with whether the distribution of goods within schools, and perhaps other educational settings such as university and adult learning, is important in itself, or whether it is

important because of the education's contribution to the distribution of goods beyond schooling.

Christopher Jencks, deliberately simplified account breaks versions of equality of opportunity into categories with labels such as 'democratic equality', 'moralistic justice', 'weak humane justice' and 'strong human justice', with the suggestion that only one conception is valuable or at least that only one may be selected. But it is not necessarily true that there is only one value that should inform the final conception of equality of opportunity we select. The correct conception might be a compromise between more than one value, and even if it is not, we will have a more constructive dialogue with our opponents if we recognize the underlying values that people with different views are invoking.

There is a tendency to think that equality of opportunity through education must be the correct view. After all, this seems most congruent with the attractive thought that it is a person's life, taken as a whole that constitutes the fundamental unit of moral concern. But there are a number of philosophers who have defended positions that can be read to support equality of opportunity for education. For one, Norman Daniels (1981, 1988, 2008), expanding on Rawls, has argued that we should be concerned not only with how individuals fare over their whole lives, but also how they fare in particular age-groups, including age-groups like 11—16 where people are enrolled in education. On his view, justice places distributive constraints within particular age-groups, with these constraints determined by how one would choose to distribute goods and opportunities across a lifetime in a hypothetical choice situation. For another, Michael Walzer's view that there are 'Spheres of Justice' gives education an importance that is independent of its wider distributive implications. On his account, different goods have their own distributive principles, and so, in so far as education is a distinct good distributed via the educational system, the distribution of education can be determined without reference to how other goods are distributed (Walzer, 1983). There are also everyday examples where we seem to value distributions within schools for their own sake. Consider the policy that each child should wear a school uniform. It is plausible that children should wear school uniforms even if this has no impact on how far these children succeed outside of the education system. This policy might be defended on the grounds that it displays the equal status of children. Furthermore, the case for thinking education might be special becomes even stronger when one considers that school is one of the only periods in a person's life where the state forces her to undergo a particular kind of training and enrolment. If this sort of coercion has special moral significance, it might also generate particular, context-specific, moral principles.

Having made this distinction let me be clear that, my aim is not to defend either view. Rather, I hope the distinction can be used to help clarify existing debates, allowing others to make those substantive arguments more clearly. For example, consider the following statements by Harry Brighouse and Adam Swift (2008): "Education is a crucial gateway to these rewards [income, wealth, status, positions of occupational Advantage]"; a person's level and kind of educational achievement typically has a major influence on where she will end up in the distribution of those potentially life-enhancing goods. It is Unfair, then, if some get a worse education than others because, through no fault or choice of their own, this puts them at a disadvantage.

The Meritocratic Conception: An individual's prospects for educational achievement may be a function of that individual's talent and effort, but they should not be influenced by his or her social class background.

These two statements, given just a page apart, can be read as offering two subtly different conceptions of equality of opportunity in education. The first is a conception of equality of opportunity through education. It identifies certain goods, such as income and wealth, as being constitutive of some form of 'life-enhancing' advantage and observes that it is unfair when some receive better education than others because this will lead to un-chosen or undeserved inequalities in these goods. The education system is seen as a vehicle. It is not important for its own sake. It is important because it may lead to inequalities in these further advantages. The second statement is a conception of equality of opportunity for education. It applies strictly to the educational system, making explicit reference to the goods of educational achievement as the object of the conception. The cut between 'through' and 'for' allows us to accurately distinguish these conceptions of equality of opportunity in education. Finally, note that the distinction between 'through' and 'for' can be made with respect to how equality of opportunity relates to any particular subfield, not only education. The relevant distinction is always just whether the distribution of goods in a particular set-ting, say healthcare, is important for its own sake or important because it serves to realize some broader distributive pattern.

### **SCOPE AND EQUALITY OF OPPORTUNITY IN EDUCATION**

So far, I have argued that discussion of equality of opportunity in education must be sensitive to the different values that one hopes to realize, and I have distinguished two ways in which we might think about equality of opportunity in education, 'for' and 'through'. In this section, I want to introduce one final distinction. It concerns the level of application, or as I will call it the 'scope', of equality of opportunity in education. It concerns whose duty it is to realize a particular conception. My claim is that there may be different conceptions of equality of opportunity in education that operate mutinously with different scopes. Some may have an institutional scope; others may have an interpersonal scope. Conceptions of equality of opportunity with an institutional scope are concerned with the state and the public institutions of society, including educational institutions. These conceptions determine how public institutions ought to be structured and create duties for individuals holding particular positions within these institutions. Conceptions of equality of opportunity with an interpersonal scope are concerned with us, our everyday lives and the states of affairs we may bring about. They guide our actions and create duties for us in a great range of on texts including our interactions with our children, friends and even distant strangers.

The distinction between the different scopes of conceptions of equality of opportunity and the duties they create is familiar from our everyday practice. Here is an example. Suppose that a certain conception of equality of opportunity in education requires a strict equality in the allocation of state resources to individual students. This conception is supported by the value of justice. According to this conception, a teacher, would act wrongly if he were, qua state agent, to give additional resources to particular students.

But teacher might also be a parent. The conception applies only to what the state may do and so only to what teacher may do when acting as an agent of the state. It does not extend to teacher's private life. Privately, a teacher might endorse an alternative

account of the value of equality of opportunity in education. When acting as a parent, his favoured conception may lead him to spend more resources on some children than others. Here, exist two conceptions of equality of opportunity in education that have different scopes and which the same individual adheres to, one after the other.

These are powerful arguments. They show that the luck egalitarian conception is not appropriate as an institutional conception. However, they do not show (and Rawls does not claim that they show) that the luck egalitarian conception is not appropriate as an interpersonal conception. With respect to the first argument, the kinds of legitimacy considerations Rawls mentions are not generally thought to apply to our everyday inter-actions with those around us. Rather we may act on our own comprehensive conception of the good, including our own favoured conception of well-being, when interacting with others. With respect to the second argument, while it is undoubtedly true that the state could not have adequate information to make these responsibility judgments, the same is not true of individuals. Some people will have lived with others for extended periods of time, become familiar with them and their history, and will therefore have a wealth of personal information with which to make responsibility judgments. Indeed, we make such judgments all the time. We make them when determining whether those close to us have acted well or poorly and hold them responsible accordingly. In our personal interactions, fine-grained judgments about other individuals seem both unavoidable and appropriate. To return to the case of the teacher, it might be quite right that he should act on one conception of equality of opportunity in education in his capacity as a teacher, but that he should act on quite another in his capacity as a parent. The extra information he has at his disposal as a parent and the absence of legitimacy constraints change the kinds of judgments it is appropriate for him to make in that role. Reasons that make a conception appropriate at one level may not be present at another. Of course, I am not claiming that the luck egalitarian conception of equality of opportunity is correct. My aim is only to illustrate how different reasons may apply, making different conceptions of equality of opportunity appropriate for different scopes. There may be different conceptions of equality of opportunity that individuals have a duty to realize depending on their role at a particular time.

### **EDUCATION INEQUALITIES AND SOCIAL JUSTICE**

New principles govern education and training policies. They are expected to meet the overall demand of justice inherited from the Enlightenment. However, the meaning of justice has changed overtime. It is also understood rather differently across Europe. Justice can refer to equal opportunities, equal outcomes, equity with "fair inequalities", accountability, respect for users' rights, the search for a compromise with the demand for effectiveness, and so on. Policies and programmes have been developed within the European education community aimed at achieving equality and maintaining social cohesion through the inclusion of differences. These include free school meals, income support measures, bussing, education priority areas, inclusion mechanisms in training systems, the creation of elite streams in working class schools, and widening access policies in universities, to name a few. Key issues here concern the cost/effectiveness ratio of these policies. We might also question whether, for instance, changes in the nature of the welfare state, particular approaches to social justice, create new education inequalities, for which groups, and with what outcomes?

### **CONCLUSION**

In closing the article, let me briefly address a pair of objections. As I have described it, quality of opportunity may be concerned with any one of a number of different, sometimes conflicting, values. Perhaps this squeezes too much into equality of opportunity in education. Rather than caring about equality of opportunity in education because it is fair, efficient or agreed to, equality of opportunity in education might be something that we care about for its own sake with no further value supporting it. It is possible although I do not think plausible that our concern with equality is foundational.

What I have argued is that usually equality of opportunity operates as a sort of short-hand. Often when people claim they are in favor of equality of opportunity, they are, consciously or not, invoking some further value. Equality taken alone seems under-motivated. When one is asked why a particular group of individuals should be treated as equals, further justification is usually appealed to, such as 'because only this respects their equal status' or 'because we need to determine who is the most excellent'. What about the concern that in identifying many possible conceptions of equality of opportunity in education, but not arguing for any particular conception, the preceding analysis does not conclusively determine what we ought to do with respect to reforming the educational system?

The preceding analysis does not aim to identify the correct conception of equality of opportunity in education, let alone consider how it could best be realized in practice. What it aims to do is to make sense of existing statements about equality of opportunity in education, explaining disagreement about equality of opportunity in education, and equality of opportunity more generally, as disagreement about the values that we should aim to respond to. If it is successful, it won't conclusively determine which conception of equality of opportunity we should endorse, but it will provide a framework from which a more satisfactory account of equality of opportunity in education can be developed.

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# **EFFECT OF STUDENT-TEACHER RELATIONSHIP AS AN INDICATOR OF PERSONALITY DEVELOPMENT MODULE ON TEACHER EFFECTIVENESS OF TEACHER TRAINEES IN RELATION TO LOCUS OF CONTROL**

**JAGDEEP KAUR&LATA KUMARI**

## **INTRODUCTION**

Healthy relationships with teachers have imperative, constructive and enduring implications for students' intellectual and collective development. Teachers who foster optimistic relationships with their students create classroom environments more conducive to learning and meet students' developmental, emotional and academic needs. A teacher and student who have affectionate and respectful behavior to each other respectively in the classroom and show interest in teaching from the point of view of the teacher and learning from that of a student will establish a positive relationship in the classroom. It contributes a lot in making a teacher effective in true sense of the term. A teacher having internal locus of control believes that by developing cordial relationship with his/her students s/he can prove to be more effective as a teacher than otherwise.

## **TEACHER-STUDENT RELATIONSHIP**

Teacher-student relationship is the academic relation between teachers and their students.

## **PERSONALITY DEVELOPMENT**

Barun, K. Mitra (2016) opines that personality is not inborn and static. It can be consciously developed and changed. With conscious effort, one can project the desired personality. Identity improvement is the advancement of a sorted out example of practices and mentalities that makes a man unmistakable. Identity advancement happens by the continuous collaboration of personality, character, and condition (Encyclopedia of Children's Health, 2014).

## **TEACHER EFFECTIVENESS**

Effective teachers collaborate with other teachers, administrators, parents and educational professionals to ensure students' success, particularly the success of students with special needs and those at high risk of failure. (Fla and Orlando, 2014).As per NCTE (2011) teacher effectiveness means professional practices that:

- Use deep content knowledge, effective pedagogy and authentic formative assessments to engage students and help them learn.
- Connect students' in-school and out-of-school learning.
- Incorporate appropriate technologies in learning and teaching.
- Include sustained, engaged participation in teaching teams to plan, assess and improve instruction and student learning.
- Engage parents and community members as partners in educating students.
- Use qualitative as well as quantitative data to improve learning and teaching.

## **LOCUS OF CONTROL**

Teacher's locus of control refers to teacher's perception of personal control or responsibility for students' achievement. Previous researches have consistently demonstrated that teaching effectiveness is positively linked to teachers' internal tendencies. Bulus (2011) revealed that a prospective teacher's high level of internal locus of control plays an important role in attaining mastery over goal orientation (goals to improve competence in teaching and mastery over the teaching task) and academic achievement.

The purpose of the study is to throw light on what is student-teacher relationship and what influence does it exert on the teacher effectiveness. It provides information specifically pertaining to student-teacher relationship eg. comparison of student teacher relationship in ancient and contemporary period, negative as well as positive points of contemporary student -teacher relationship ,will technology replace teachers?, if not,why ?

Oreshkina&Greenberg (2010) focused on the analysis of meanings that teachers constructed while describing their relationship with underachieving students and how metaphors worked to construct such meanings. The researchers also used Buber's "I-Thou" concept as an interpretive lens to further understand the meanings of teacher-student relationships. The study concludes that the teacher-student relationship is one of the fundamental themes of the teaching experience and is common for teachers from different countries

Kola, Sunday and Ayinde (2015) studied the perceived central position of professional focus to the effectiveness of any category of teacher in Nigeria. According to literature, indicators like instructional delivery, students' assessment, learning environment, teachers' personal quality, motivation, and subject-content- knowledge among others were used to measure teachers' effectiveness. Distraction, professional development, interpersonal relationship, and punctuality were seen as essential components of professional focus that determines teachers' effectiveness.

Kim, Dar-Nimrod and MacCann (2017) proposing that the Big Five personality domains of teachers are associated with teacher effectiveness tested two potential moderators of these relationships: (a) source of teacher personality report and (b) frame of reference. Teacher personality predicted the subjective measures of teacher effectiveness—the strongest predictors were conscientiousness for teacher academic support, agreeableness for teacher personal support, and neuroticism for student performance self-efficacy. Teacher personality did not predict the objective measure (student academic achievement). These effects were moderated by source of personality report but not by frame of reference. The possibility of including personality as part of the initial teacher trainee selection procedure in the future is briefly discussed.

Nowicki, Ellis, Iles-Caven, & Gregor (2018) used a longitudinal design with a large representative population to provide relevant information concerning the stability and change of adult LOC. Analysis revealed that stresses experienced in relationships with spouses, friends and family, financial stability and job security and illness/smoking were associated with changes in LOC. Results suggested substantial variation of LOC within spousal/parent dyads and moderate stability of LOC over time for both men and women. Stressors associated with change in LOC may be possible in those candidates when considering interventions to modify LOC expectancies. While conducting the study the researcher had the following objectives in mind:

- To develop instructional material for implementing student-teacher relationship as a parameter of Personality Development Module for teacher trainees.
- To study and compare the effect of student-teacher relationship as a parameter of Personality Development Module and traditional training on teacher effectiveness among teacher trainees with internal locus of control.
- To study and compare the effect of student-teacher relationship as a parameter of Personality Development Module and traditional training on teacher effectiveness among teacher trainees with external locus of control.

### **HYPOTHESES**

**H-1** The two instructional treatments will yield equal mean gain scores of the teacher effectiveness of teacher trainees in relation to internal locus of control.

**H-2** The two instructional treatments will yield equal mean gain scores of the teacher effectiveness of teacher trainees in relation to external locus of control.

### **SAMPLE**

The present study was conducted on 300 teacher trainees of colleges of education affiliated to Panjab University, Chandigarh and Panjabi University, Patiala. A random sampling technique was used to select the teacher trainees of B.Ed. course. The whole sample was divided into experimental group and control group on the basis of locus of control.

### **METHODOLOGY**

The present study was employed on variable of instructional treatments which was studied at two levels namely experimental group which was taught by student-teacher relationship as a parameter of Personality Development Module and control group which was taught by traditional instruction. The variable of locus of control was studied at internal and external locus of control.

### **TOOLS USED**

- Lesson plans on the basis of student-teacher relationship as a parameter of Personality Development Module developed by the investigator.
- Teacher Effectiveness Scale developed and standardized by the investigator.
- Teachers' Locus of Control Scale by Madhu Gupta and Indu Nain (2017).

### **STATISTICAL TECHNIQUES USED**

- Mean, Standard Deviation and t- test were employed to analyze the data.

### **METHODOLOGY**

The procedure will be conducted in five phases as stated below: Two main stages were adopted as the procedure of the experiment. These stages were:

**Stage I:** Selecting the sample

**Stage II:** Procedure of the study

Stage I: Selecting the sample

A random sampling technique was used to select the teacher trainees of B.Ed. course. The study was conducted on the sample of 300 teacher trainees of B.Ed. course studying

in colleges of Education affiliated to Panjab University, Chandigarh and Panjabi University, Patiala.

## STAGE II: PROCEDURE OF THE STUDY

The experiment was conducted in five phases as stated below:

**Phase I:** Administration of locus of control scale: Group was equated on the basis of locus of control scale. 300 Students were divided into two groups each having 150 students with internal locus of control and 150 students with external locus of control. The investigator continued with the locus of control scale on teacher trainees until she found 150 teacher trainees with internal locus of control and external locus of control each. Each group of 150 students was again randomly divided into 75 teacher trainees for four groups i.e. experimental and control.

**Phase II:** Administration of Pre-Test: Teacher Effectiveness Scale of teacher trainees was used as a Pre-Test.

**Phase III:** Implementing the instructional programme: The Experimental Group (EG) was taught through lesson plans on the basis of student-teacher relationship as a parameter of Personality Development Module. The Control Group (CG) was taught by the investigator in the traditional way.

**Phase IV:** Administration of the Post – Test: Teacher Effectiveness Scale was used as a Post-Test.

**Phase V:** Scoring: Teacher Effectiveness Scale was scored according to their prescribed scoring key and data was subjected to statistical analysis. .

## DATA ANALYSIS

**HYPOTHESES 1** The two instructional treatments will yield equal mean gain scores of the teacher effectiveness of teacher trainees in relation to internal locus of control.

The result pertaining to this hypothesis is presented in the table-1

**Table 1: Showing t-Ratio among the Two Instructional Treatments on Gain Scores of the Teacher Effectiveness for Students with Internal Locus of Control.**

| Variable              | Group        | N  | Mean   | SD     | t      | df  | Level of Significance              |
|-----------------------|--------------|----|--------|--------|--------|-----|------------------------------------|
| Teacher Effectiveness | Control      | 75 | 7.107  | 2.4471 | 27.356 | 148 | Significant at .01 level (t= 2.61) |
|                       | Experimental | 75 | 19.547 | 3.0857 |        |     |                                    |

Interpretation of Result of Table -1 The t-ratio of 27.356 between control and experimental group for gain scores in the Teacher Effectiveness was found significant at .01 level. This inferred that there was a statistically significant difference in gain scores of the experimental group taught through student-teacher relationship as a parameter of Personality Development Module and control group taught through traditional strategies. Experimental group taught through student-teacher relationship as a parameter of Personality Development Module had higher mean scores than control group taught through traditional strategies.

This result showed that the teacher trainees with Internal Locus of Control taught through student-teacher relationship as a parameter of Personality Development

Module attained more Teacher Effectiveness than the teacher trainees taught through traditional strategies.

Therefore, the hypothesis H-1 states that the two instructional treatments will yield equal mean gain scores of the Teacher Effectiveness for teacher trainees with Internal Locus of Control stands rejected even at .01 level of confidence.

**Hypothesis 2:** The two instructional treatments will yield equal mean gain scores of the teacher effectiveness of teacher trainees in relation to external locus of control.

**Table 2: Showing t-Ratio among the Two Instructional Treatments on Gain Scores of the Teacher Effectiveness for Students with External Locus of Control.**

| Variable              | Group   | N  | Mean | SD     | t     | df  | Level of Significance              |
|-----------------------|---------|----|------|--------|-------|-----|------------------------------------|
| Teacher Effectiveness | Control | 75 | 7.08 | 1.4403 | 36.18 | 148 | Significant at .01 level (t= 2.61) |

From the Table 5.15 it is evident that the t-ratio of 36.18 between control group and experimental group for gain scores in the Teacher Effectiveness was found to be significant at .01 levels. This inferred that there was a statistically significant difference in gain scores of the experimental group taught through Personality Development Module and control group taught through traditional strategy. Experimental group taught through Personality Development Module had higher mean scores than control group taught through traditional strategy.

The result showed that the teacher trainees with External Locus of Control taught through Personality Development Module gained more Teacher Effectiveness than the teacher trainees taught through traditional strategy.

Therefore, the hypothesis H-2 i.e. The two instructional treatments will yield equal mean gain scores of the Teacher Effectiveness for teacher trainees with External Locus of Control stands rejected at .01 level of confidence. The study concluded:

- Student-teacher relationship as a parameter of Personality Development Module was more useful for gain score of teacher trainees with internal locus of control than control group taught through traditional strategies.
- The teacher trainees in experimental group actively strengthened student-teacher relationship and showed effective result as compared to control group.
- The results suggest that student-teacher relationship as a parameter of Personality Development Module had overall positive effect on teacher effectiveness.

#### EDUCATIONAL IMPLICATIONS

- To ensure such a classroom environment where there are more chances of establishing better student teacher relationship
- To enable students to explore new ideas on the basis of their previous knowledge regarding student-teacher relationship.
- To prepare students for becoming effective teachers so that they can think over innovative ideas to solidify student teacher relationship in an effective manner.

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# EFFICIENCY OF SIGHT WORD APPROACH IN READING FUNCTIONAL WORDS AMONG CHILDREN WITH INTELLECTUAL DISABILITY

SUNIL KUMAR

## INTRODUCTION

**Intellectual Disability:** Intellectual Disability (Intellectual Developmental Disorder) is a disorder with onset during the developmental period that includes both intellectual and adaptive functioning deficits in conceptual, social, and practical domains. The following three criteria must be met:

Deficits in intellectual functions such as reasoning, problem solving, planning, abstract thinking, judgment, academic learning, and learning from experience, conformed by both clinical assessment, and individualized, standardized intellectual testing. Deficits in adaptive functioning those results in failure to meet developmental and socio cultural standards for personal independence and social responsibility. Without ongoing support ,the adaptive deficits limit functioning in one or more activities of daily life ,such as communication, social participation and independent living ,across multiple environment such as home, school, work and community.

American Association on Intellectual and Developmental Disabilities gives the definition of ID in 2010 as follows: "Intellectual disability is a disability characterized by significant limitations in both intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills. This disability originates before the age of 18". (aaidd.org)

Reading is a very complicated process, but once learned reading becomes almost effortless. A child learns the word "the", a word that cannot be phonetically sounded out. After the word is stored in memory it is natural for a child to look at the word and know the word. Neurologists have found that the process of reading is done in the left side of the brain, but have discovered that the front area of the brain can compensate for some problem areas within the left side. "At all ages good readers show a consistent pattern: strong activation in the back of the brain with the lesser activation in the front. A struggling reader has a pattern of under activation in the back of the brain" (Shaywitz, 2005, p.81). The route a reading signal follows through the brain is very precise, and no area can be bypassed. Students who struggle with reading have a break where the impulse doesn't travel the same route. The brain compensates by rerouting which causes over activation in the front area of the brain called Broca's region. Most readers' brains transport the information of reading along a certain track of reading, but in more recent years research has found some readers to have neurological disorganization when attempting to read. "The brain processes all of the sounds associated with reading even though one may be reading silently. The areas of the brain that process speech sounds are active just like they would be if the subject were listening to somebody speak. The brain is very structured in the way it processes information. Complex tasks such as reading a passage of text are broken down into easier tasks. The easier tasks are distributed to areas of the brain that specialize in those tasks. The neocortex engages in processing the meaning of the text being read" (Fielding, Kerr, & Rosier, 2007, p.7).

Reading is important for all children and while there has been debate over the components of reading and how it is best taught, its value has not been challenged. However, as noted above, the use of a separate functional curriculum for students with severe disabilities has been prominent since the 1980s (Browder & Spooner, 2006).

Reading is a very important skill as it is recognized as a necessary part of obtaining a better job and access to literature and knowledge. However, reading in a foreign language such as English might be a problem for some people. Snow, Burns and Griffin (2006)

The process of reading involves certain tasks which the brain must perform. The process is a detailed one, and within the process there are five critical areas of reading. Some students find it easy to learn to read, and they can easily master phonemic awareness not even aware they are learning a skill. Other students who struggle with reading must practice and learn this skill along with drills and repetition, consistently practiced with a teacher. Within the landscape of reading there are five critical areas.

Lemons, Christopher J.; Allor, Jill H.; Al Otaiba, Stephanie; LeJeune, Lauren M. (2016) This research focus has been fueled by increased societal expectations for individuals with ID, advocacy efforts, and legislative priorities (e.g., strengthened accountability standards). Findings from this body of work indicate that children and adolescents with ID can obtain higher levels of reading achievement than previously anticipated Provided is a Literacy Instruction and Support Planning tool, and 10 tips for enhancing literacy success are outlined. The hope is that IEP teams who consider the 10 tips will be more reflective and will plan more intensive and effective instruction, and will see increasingly positive student outcomes.

Peters (2009) predicted that “sustained reading for learning, for work, and for pleasure” may disappear until “only at living history farms will we see people reading.” We can now hear novels on our phones, find our way with oral GPS instructions, and use voice-activated software to write our thoughts. Assistive technologies, including computer software that reads text, speech recognition software, talking calculators, and advanced spell check software are common (National Center for Learning Disabilities, 2013). Why then does anyone, including students with intellectual disabilities, need to read?

Barbosa, Thais, et al (2009): This study identified alterations in skills that compared phonological working memory (PWM) and phonological awareness (PA). This formal study compared the PWM and PA skills of 53 Brazilian children aged 7-8 with literacy disabilities. The children were within two groups: Group of Normal Literacy (NL) vs. Group with Literacy Disabilities (LD). Groups were assessed on general cognition functions and skills. The group with LD presented a lower performance when compared to the NL group in the PWM, PA and other language aspects. Children with learning disabilities showed deficits in phonological processing and language. Children with LD appear to have alterations and poor language skills prior to the literacy period causing a poorer performance. Within this study, the PWM is believed to store verbal information. This memory is necessary for spoken and written language, as well as comprehension. The phonological awareness (PA) is the ability to use and make verbal sounds. There is a strong relationship between the two. It is vital to listen to a student's phonological skills. Early identification of such alterations may help prevent future literacy problems. Again, this responsibility lies between parents and educators to decode such alterations.

The scope of study is:

Sight word approach is especially important because it can provide a comprehensive foundation for functional academics.

Functional words is essential to make persons with intellectual disability self reliant and independent. This is even need for living the life of person with special needs in many occasions.

Functional reading skills have the potential to be especially useful to enhance life skills and increase general education participation.

With the increased focus on inclusion of students with mild and moderate intellectual disability in general education, functional academic skills such as sight word approach are receiving renewed attention.

Functional academic involve some discrimination of words or symbols. For example, the use of a bank machine involves reading words and numbers. Telling the time involves reading numbers. Purchasing groceries often involves reading a list. Various theoretical orientations exist to establish beginning reading vocabularies.

Through the acquisition of sight word approach, individuals with mild and moderate intellectual disability can enhance their daily living and job skills. For example, sight word approaches have been used for grocery shopping and household chores. (Lalli& Browder,1993), following instruction for cooking and other daily tasks (Browder,Hines, McCarthy,& Fees,1984),reading product warning labels (Collins & Stinson,1995)and reading signs during community recreation (Schloss et al.,1995).

Sight word approach could be an important technique for teaching functional word to mild and moderate intellectual disability. This technique could be helpful in teaching other area as well as in writing. So, far in India on intellectual disabilities is very scant. This study may throw light on the effect of sight word approach in learning functional words for children with intellectual disability.

**Sight word approach:** - Sight word approach involves associating word name with printed words. By repeated exposure to words, especially in meaningful contexts, it is expected that children will learn to read the functional word without any conscious attention to sub word units.

**Reading:** - Reading is the acquisition and development of memories and behaviors including skills, knowledge, understanding, values and wisdom. It is the product of experience and the goal of education.

**Functional Words:-** The functional words in alphabetical order listed, for example functional words related to body parts, food items, vegetables, fruits and so on which are familiar and very much in use in the students environment are to be selected for teaching in the beginning.

**Intellectual Disability:** - Intellectual Disability characterized by significant limitation both in intellectual functioning and in adaptive behavior as expressed in conceptual, social and practical adaptive skills. This disability originates before age 18 years.

The study was carried out to find out the achievement in reading functional words among children with intellectual disability taught by sight word approach (Experimental Group); to find out the achievement in reading functional words among children with intellectual disability taught by conventional method (Control Group); to find out the achievement in reading functional words among children with intellectual disability taught by sight word approach and children taught by conventional method (Experimental Group and Control Group).

### **HYPOTHESES**

**Hypothesis – 1:** There will be a significant difference between pre-test and post-test mean score (Post > Pre-test) on reading functional words among children with intellectual disability taught by sight word approach (Experimental Group).

**Hypothesis – 2:** There will be a significant difference between pre-test and post-test mean score (Pre > Post test) on reading functional words among children with intellectual disability taught by conventional method (Control Group).

**Hypothesis – 3:** There will be a no significant difference in the pre-test mean scores of Experimental Group and Control Group.

**Hypothesis – 4:** There will be a significant difference in the post-test mean scores of Experimental Group and Control Group.

### **METHODOLOGY**

**Research Design:** The experimental method is the only method of research that can truly test hypothesis concerning cause and effect relationships. For the present study pre-test, post-test control group design was used.

**Variables of the study:** Variable of the study is the conditions or characteristics that experimenter manipulates control or observes. The independent variable is the condition or characteristics that the experimenter manipulates or controls in his or her attempt to ascertain their relationship to observe phenomenon. The dependent variable is the conditions or characteristics that appear, disappear or change as the experimenter introduces, removes or changes independent variable. The independent variables are Gender, Age, Education and dependent variables are performance shown by the subjects.

**Sample Population:** Children with mild and moderate intellectual disabilities between the ages ranging from 9 to 12 years were selected as sample for the present study. The subjects were taken from Samarth Institute of Inclusive Education, Bahadurgarh, Haryana. The sample consisted of 12 students.

**Sample Size:** The sample size for the present study includes 12 students with Mild and Moderate intellectual Disability.

**Selection of the sample:** For the present study 18 students with mild and moderate intellectual disabilities between the age group of 9 to 12 years were assessed to find out their baseline performance in the picture reading ability. A checklist was developed by the investigator to identify the pre-requisites essential for learning to read functional words. Based on the performance level 12 students who have scored between 40 to 45 % were selected for the study. The subjects selected for the study were randomly assigned to the experimental group (6 students) and control group (6 students).

Table No:-1.1. Characteristics of the Subjects

| SN | Name of the Students<br>Exp. Group | Age      | Gender | Current Level                 | Name of the Students<br>Cont. Group | Age      | Gender | Current Level                 |
|----|------------------------------------|----------|--------|-------------------------------|-------------------------------------|----------|--------|-------------------------------|
| 1  | E1                                 | 10 years | F      | Picture Identified and Naming | C1                                  | 9 years  | F      | Picture Identified and Naming |
| 2  | E2                                 | 10 years | F      | Picture Identified and Naming | C2                                  | 10 years | F      | Picture Identified and Naming |
| 3  | E3                                 | 9 years  | F      | Picture Identified and Naming | C3                                  | 10 years | F      | Picture Identified and Naming |
| 4  | E4                                 | 10 years | M      | Picture Identified and Naming | C4                                  | 10 years | M      | Picture Identified and Naming |
| 5  | E5                                 | 12 years | M      | Picture Identified and Naming | C5                                  | 12 years | M      | Picture Identified and Naming |
| 6  | E6                                 | 10 years | M      | Picture Identified and Naming | C6                                  | 12 years | M      | Picture Identified and Naming |

*M=Male, F=Female*

The above table provides the characteristics of the sample for the present study. There were 12 students between the age group of 9 to 12 years. The subjects were randomly assigned to the experimental group (3 female mild and 3 male moderate mental retardation) and the control group (3 female mild and 3 male moderate mental retardation). The male and female ratio of both the group is 3:3

**Development of the Tool:** All research studies involve data collection to test hypothesis. For collecting the data, the researcher had developed two checklists. Before developing the tool a review of literature on existing assessment tools for functional reading was done. However the literature available on teaching reading ability was considered while developing the present tool. For the present study two tools were developed by researcher. These are:

#### **CHECKLIST FOR ASSESSING PERFORMANCE LEVEL IN PICTURE READING ABILITY.**

**Content:** The Checklist consists of 35 Functional words. The words were arranged in a sequential & logical order as per the domains.

**Format:** The format is designed in such a way that where the checklist is consisted of 35 functional words for recording the performance level of the students in picture reading.

**Scoring:** Key was used for measuring the performance level of the students. The keys used were Yes and No. Each performance level is given a score of 1 and 0.

#### **CHECKLIST FOR ASSESSING PERFORMANCE LEVEL IN READING FUNCTIONAL WORDS.**

**Content:** Teaching functional reading follows the steps such as matching, Identification and naming (reading) the functional words. The researchers developed Checklist reading functional words based on the above steps. The checklists consisted of 13 sub tasks and were arranged in a simple to complex steps.

**Format:** The format is designed in such a way that items were arranged in the checklist from simple to complex in a logical sequence. The total number of items was 13 in each checklist. There was a provision for recording the subjects' performance level of the child in each task session wise

**Scoring:** Key was used for measuring the performance level of the students before and after the intervention. The keys used were Independent (+), Verbal Prompting (VP), Gesture Prompting (GP), Modeling Prompting (MP), and Physical Prompting (PP). Each performance level is given a scores as follow (+) 5, (VP) 4, 3(GP), 2(MP) and 1(PP).

### COLLECTION OF THE DATA

**Experimental Group:** The subjects of experimental group were taught to read three functional words (Apple, Tea and Rice) using sight word approach.

**Table:-1.2 Sight word approach for Experimental Group.**

| Activity           | Materials Used                                                       |
|--------------------|----------------------------------------------------------------------|
| Picture to Picture | Picture Cards, Flash Cards, Chair and Table& Carpet.                 |
| Picture to Word    | Picture Cards, Word Cards, Flash Cards, Chair and Table& Carpet etc. |
| Word to Word       | Picture Cards, Word Cards Flash Cards, Chair and Table& Carpet etc.  |

These activities were performed with subjects to teach the reading functional words. Subjects enjoyed the activity and they were given Primary reward (Toffee, Biscuit) and Secondary reward (Good boy or Good girl and say shabash) which teaching time.

**Control Group:** The subjects of control group were taught to read three functional words (Apple, Tea and Rice) using conventional method. The materials used were Picture Cards, Word Cards Flash Cards, Chair and Table& Carpet etc in the classroom. These activities were performed with subjects to teach the reading functional words. Subjects enjoyed the activity and they were given Primary reward (Toffee, Biscuit) and Secondary reward (Good boy or Good girl and say shabash) which teaching time.

**Setting:** The Experiment was conducted at Samarth Institute of Inclusive Education, Bahadurgarh, and Haryana. A classroom was allotted for conducting the experiment. The seating arrangement was made in such a way that the investigator had equal and essay access to all the subjects.

**Sessions:** A total of 20 sessions were carried out for each group. The duration of each session was 30 minutes. The teaching time for each session was 25 minutes and 5 minutes for evaluating the students' performance. Periodical evaluation was done on every alternative way. The performance of the child was recorded in the checklist.

**Administering the checklist:** Before administering the checklist permission from the Principal, Samarth Institute of Inclusive Education, Bahadurgarh, Haryana and consent from Parents for participation in the study was taken. The researcher requested the Teacher and Parents not to teach the School and Home.

**Data Analysis Procedure:** Analysis means the categorizing, ordering, manipulating and summarizing of questions. The purpose of analysis is to reduce data to intelligible and interpretable firm so that the relations of research problems can be studied and tasted.

Interpretation takes the results of analysis makes inferences pertinent to the research relations studied and draws conclusion about these relations. After collecting data for this research study the researcher used both qualitative and quantitative analysis procedure to draw the conclusion.

### THE DATA ANALYSIS AND INTERPRETATION

- To compare the mean achievement scores in reading functional words among children with Intellectual disability taught by sight word approach (Experimental Group).
- To compare the mean achievement scores in reading functional words among children with Intellectual disability taught by conventional method (Control Group).
- To compare the mean scores of the subjects of Experimental and Control Group to find out whether there is homogeneity between both the groups or not.
- To compare the mean achievement scores in reading functional words among children with Intellectual disability between the Experimental Group and Control Group.
- Analysis of data was carried out to compare the Pre and Post test mean scores of the Experimental Group and Control Group in reading functional words.
- A t-test (Independent samples) and Paired t-test (related samples) was carried out to find out the significance. The results are tabulated and discussed below:

### FINDINGS

- Student in the experimental group have shown significant achievement on reading functional reading words that were taught through sight word approach.
- Students in the control group also had shown significant achievement on reading functional words that were taught by conventional method.
- Both experimental and control group had same baseline performance on reading functional words.
- Comparison of achievement scores between experimental and control groups have indicated that the students in the experimental group have made significant achievement on reading functional when compared to control group.

### EDUCATION IMPLICATION

The result of the study the sight word approach was effective method in learning children with mild and moderate intellectual disability on reading functional words. Special Educator can employ this method for learning various concepts like daily living skill, self help skill, grocery items, animal name, fruits name, and language literacy etc. for different level and age groups.

Sight word approach is most important aspect for reading functional words so that reading to any child from infancy has an influencing effect of all variables of development. Reading is a significant aid in brain development and encourages a solidifying, emotional bond between parent and special educators and the child. It is an instrument in forming a foundation on which to build a child's educational carrier on. Reading is an adjustment instrument for the personal, social and successful involvement in the community. (Patton, 1992)

Sight word approach are explored the literacy development of children with and without disabilities. The teachers created environments in which all children were connected to their literate environment and were the students were all competent meaning makers regardless of disability.

So every special school teacher and regular school teacher can use if they can put interest and effort in reading functional words. They can easily prepare teaching learning material to suit the needs of the students in his/her class-room. Sight word approach is an important early phase in reading acquisition for children with and those without intellectual disability. (Conners, 2002)

Hence teaching functional reading to children with intellectual disability is important because the acquisition of such skills may enhance their job and daily living skill as well as increase their participation in education.

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# **ASSESSMENT OF ATTITUDE OF MALE AND FEMALE PRIMARY SCHOOL TEACHERS TOWARDS EDUCATIONAL ADMINISTRATION IN HIMACHAL PRADESH**

**RISHU KUMARI**

## **INTRODUCTION**

Education has always been recognized as the best instrument of training the mind of citizen for the good. The effectiveness and the welfare of mankind have always remained complimentary to each other. Education being the sub social system as well as social system of society plays a key role in molding, shaping, reforming and reconstructing the society from time to time. Education is one by the factor that affecting the physical and mental growth of an individual. Today education is seen as a series of teaching, thinking learning experience which serves to change student's behavior in a specified desired manner. Teaching is a system of action which varies in form and relates to content and pupils behavior in classroom situation. In creating classroom display and in developing content during lesson the teacher connects with and builds on the student is prior knowledge and experience including their home culture?

Educational administration is the process of integration the efforts of personal and utilizing appropriate materials is such way as they promote effectively the development of human qualities. It is concerned not only with the development of children and youth but also with the growth of adults and the particularly with the growth of school personnel.

As is the teacher, so is the nation. In fact, he is the topmost academic and professional person in the educational pyramid. The greatness of a country does not depend on lefty buildings and gigantic project. It depends on ability of the teachers. A teacher has been respected and worshipped throughout human history because of his/her noble mission. "Good Education requires good teachers" A teacher is the most accountable and responsible person of the society. He should feel the important of his profession. He must be honest, devoted and dedicated to his profession. He must possess the essential zeal required by the teaching profession. He should be competent and efficient enough to discharge his unlimited responsibilities towards various groups of society. A teacher should not select the profession his living because nothing else is available. In India primary education is most important part in whole education system. It is expected that the products of primary education must be capable of becoming independent effective citizens endowed with necessary understandings competencies attitude and inclinations. The place and importance of primary school teachers in the society can never be under estimated.

## **METHODOLOGY**

The objective of the study was to find out the attitude of male and female primary school teachers towards educational administration. The null hypothesis was framed. The study was delimited to the two district of Himachal Pradesh namely Hamirpur and Bilaspur.

## TOOL

The investigators will use the tool i.e. Scale for measuring attitudes towards educational administration (ATEA) developed and standardised by Dr. T.R. Sharma.

## SAMPLE

In the present study the sample consists of 100 male and female primary school teachers Hamirpur and Bilaspur District of Himachal Pradesh.

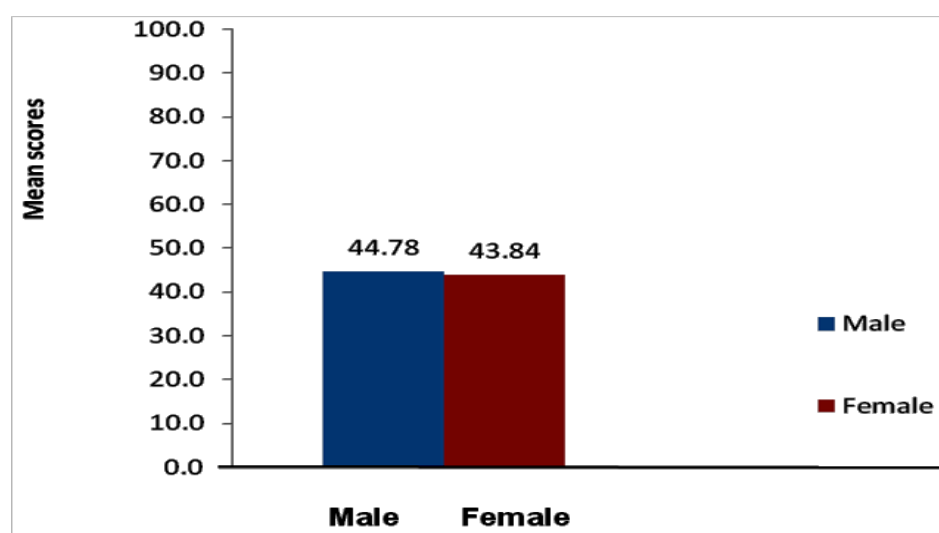
## RESULTS

**Table 1.1: Significance of Difference between the Attitude of Male and Female Primary School Teachers towards Educational Administration**

| Category | N  | M     | S.D  | SED | df | 't' value | Remarks         |
|----------|----|-------|------|-----|----|-----------|-----------------|
| Male     | 50 | 44.78 | 4.35 | 0.9 | 98 | 2.63      | Non Significant |
| Female   | 50 | 43.84 | 4.62 |     |    |           |                 |

It is clear from the table 1.1 that the obtained 't' Value is found to be 2.63. which is non-significant. This means that the hypothesis  $H_{01}$ , "The attitude of male and female primary school teachers towards educational administration do not differ significantly." was accepted. Although, the mean score of male primary school teachers ( $M=44.78$ ) is higher than the mean scores of female primary school teachers ( $M=43.84$ ) In real sense, There was no significant difference between the attitude of male and female primary school teachers towards educational administration. But this apparent difference in mean score is due to some chance factor or sampling errors.

**Figure 1.1: Histogram Depicting the Mean Values of the Attitude of Male and Female Primary School Teachers Towards Educational Administration.**



According to the table 1 reveals that there is no significant difference between attitude of male and female primary school teachers towards educational administration. This means that both male and female primary school teachers have almost same attitude towards educational administration. These previous studies and clearly supported the results of the present study.

**CONCLUSION**

On the basis of obtained results and discussion of findings it has been concluded that the constituents of attitude towards educational administration of male and female primary school teachers attitude have a subject object relationship attitude always involves the relation of individual to specific objects, persons, groups, institutions and value created to his environment.

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# **EVOLUTION OF TEACHER EDUCATION IN INDIA TILL 1947**

**ABHISHEK MAHAJAN**

## **INTRODUCTION**

Good's dictionary of Education defines Teacher Education as "All formal and informal activities and experiences that help to qualify to a person to assume the responsibility as a member of the educational profession or to discharge his responsibility most effectively". The history of teacher education in India is as old as the history of Indian education itself. India has one of the largest systems of teacher education in the world. Education of teachers must have been born in India in 2500 B.C. The history of Indian teacher education may be divided into five parts:

- Ancient and Medieval Period (2500 B.C. to 500 B.C.)
- Buddhist Period (500 B.C. to 1200 A.D.)
- Muslim Period (1200 A.D. to 1700 A.D.)
- British Period (1700 A.D. to 1947 A.D.)
- Teacher education in independent India (1947 up to this date).

## **TEACHER EDUCATION IN ANCIENT & PRE INDEPENDENCE ERA**

### **ANCIENT AND MEDIEVAL PERIOD (2500 B.C. TO 500 B.C.)**

In the beginning of Hindu civilization teaching was concerned with teaching of "Vedas". Out of four classes of Hindu society, Brahmins served as teachers of the community devoting themselves to the work of acquisition, conservation and promotion of knowledge and its transmission to posterity. In the Vedic India, the teacher enjoyed a special status and position. He was held in high esteem by the society and this was due not only to learning and scholarship, but also to qualities of head, heart and hand. The Guru or the teacher was an embodiment of good qualities, a fountain of knowledge and an abode of spirituality. The selection and preparation of a teacher was done with much rigour. Manu remarked that the son of the teacher sometimes helped his father, by teaching in his father's place. The teacher was sometimes assisted in his work by some of the older and abler pupils who acted as monitors. This monitorial system, which was a method of inducting pupils to the position of teachers, was the contribution of the ancient education system. Teaching in the Upanishadic period was known for the personal attention paid to the student. There was an intimate relationship between the teacher and the disciple. The freedom to accept a disciple rested with the teacher, but once he accepted a disciple it became his moral duty to see that the disciple grew. Similarly, a disciple or student had the freedom to choose his teacher. Knowledge was transmitted orally (since writing developed later) and explanation was one of the important methods of teaching. The methods used by teachers were emulated and adopted by the disciples and handed over from one generation of teachers to another. The transmission of methods through initiation and repetition continued. Good teachers devised their own methods and made the matter interesting and meaningful to students by day-to-day examples. Listening to the spoken words, comprehension of meaning, reasoning leading to generalization, confirmation by a friend or a teacher and

application were the five steps to realize the meaning of a religious truth practiced in ancient India.

#### Main Features

- No evidence of teacher training existed in the formal sense.
- There were Certain Brahmin families where teaching was a hereditary profession.
- There was no formal system of teacher's training.
- There was a close contact between teacher and a pupil.
- Complete faith in teacher.

#### **BUDDHIST PERIOD (500 B.C. TO 1200 A.D.)**

The formal system of teacher's training emerged during this period. As the importance of teacher education was recognized it got an expansion. The monastic system which was an important feature of Buddhism required that every novice on his admission should place himself under the supervision and guidance of a preceptor (Upajjhaya). The disciple would 'choose an upajjhaya with much care and showed him the utmost respect. The upajjhaya, on his part, had much responsibility to the novice, the Saddhiviharika. He was to offer spiritual help and promote learning through religion among the disciples by teaching, by putting question to him, by exhortation, by instruction. The teacher was to look after the disciple fully. The teachers employed other methods besides oral recitation such as exposition, debate, discussion, question-answer, use of stories and parables. In Vihars and monastic schools, Hetu-Vidya or the inductive method was adopted and the intellect of the disciple was trained through it. The subject Logic was introduced which helped in sharpening the intellect of the learner.

#### Main Features

- The profession of teaching was no longer the privilege of only Brahmins.
- As the expansion of teacher education was recognised till this period. Any enlightened person from any class of the community may get the status of a teacher after a vigorous training.
- Thus, the formal system of teacher's training emerged during this period.
- Teachers were trained for the purpose of spreading the spirit of Buddhists religion.

#### **MUSLIM PERIOD (1200 A.D. TO 1700 A.D.)**

During this period there was no formal system of teacher training. In the holy Koran, education is urged as a duty and in Muslim countries, education was held in high esteem. Education was public affair. The Mohammedan rulers in India founded schools (Maktabas), Colleges (Madrassahs) and libraries in their dominions. In the Maktab, often attached to a mosque, the students received instruction in the Koran which they had to recite, and reading, writing and simple arithmetic was also taught. The medium of instruction was Persian but the study of Arabic was compulsory. In Madrassahs the course included grammar, logic, theology, metaphysics, literature, jurisprudence and sciences. The teachers teaching in the Maktabas were mostly moulvis, but in the Madrassahs scholarly persons were employed. The method of teacher preparation was

mostly initiation of what the old teachers practiced. Good and experienced teachers with a discerning eye identified able students and appointed them tutors to look after and teach the junior students in their absence. Thus the monitorial system was in vogue during the medieval times too and was the method of preparing the future teachers. The teachers were held in high esteem and were respected by the society and their students. Cramming and memorising were prevalent during this period. The method of teaching was oral. The teachers adopted the lecture method. Students were encouraged to consult books. Practicals were also conducted in practical subjects like medicine. Analytical and inductive methods were also used to each subject like religion, logic, philosophy and politics.

### Main Features

- During this period there was no formal system of teacher training. Educational institutions were called 'Madarshah' where students were taught by 'Molvies'.
- Education was mainly teaching of Quran.
- There were also some Arabic schools with more advanced and comprehensive course of study.
- Need of formal education was not recognized.
- So No special professional training was required.

### BRITISH PERIOD (1700 A.D. TO 1947 A.D.)

The Britishers changed the above educational system according to their own system, their need and philosophy. Advanced system of education was incorporated. Before the arrival of the Britishers in India the European Missionaries first started scholars and later initiated teacher training institutions. The Danish Missionaries established a normal school for the training of teachers at Serampur near Calcutta. In Madras Dr. Andrew Bell started the experiment of Monitorial System which formed the basis of teacher training programme for the time being. It was used in England and known as Bell-Lancaster system. Mr. Campbell, Collector of Bellary, in his Minute dated 17th August 1823, commended this system by which the more advanced scholars are asked to teach the less advanced and this was well received in England. Sir Munro, in his Minute dated 13 December 1823, gave some ideas for the improvement of the education of teachers. He suggested an increase in their allowance and different types of syllabi for Hindu and Muslim teachers. In June 1826, the first normal school was started in Madras under the management and with the finances of the British government. Initially it prepared teachers for the district schools. Later, this normal school developed into the Presidency College. In 1847, in Bombay a normal school was started in the Elphinstone Institution and in 1849, Calcutta too had a normal school.

### TEACHER EDUCATION IN PRE INDEPENDENT INDIA

**Monitorial System (1880):** In India, the idea of formal teacher training originated out of an indigenous technique, called "Monitorial System". It was based on the principle of mutual instruction. The whole class was splitted into a number of small groups and by placing each group under the charge of a brilliant pupil, called monitor.

**Teacher's Training Schools:** The first formal teacher's training School in India was set up at Serampur in Bengal in the name of "Normal School" by Carey, Marshman and Ward in 1793. In Bombay, the Native Education Society trained a number of teachers for the improvement of teaching in primary schools. In Bengal the Calcutta School Society

did pioneering work for the training of teachers for indigenous schools. The Ladies Society of Calcutta started a training class for training women teachers in the Calcutta Central School for girls. A number of government training schools were also set up in the first half of the nineteenth century.

**Wood's Despatch (1854):** The Wood's Despatch (popularly known as Magna Charta of English Education in India), an important educational document was released on 19 July, 1854. It was rightly been called the most important document on English education in India. It gave some very valuable suggestions for the improvement of the education of teachers. It suggested that allowances be given to persons who possess and aptness for teaching and who are willing to devote themselves to the profession of school master. The Despatch urged the establishment of training schools in India. The Despatch suggested the introduction of pupil teacher system (as prevailed in England) in India and an award/ stipend to the pupil teachers and a small payment to the masters of the school to which they were attached. On successful completion of the training programme they were to be given certificates and employment. So the Despatch introduced sufficient incentive for the would-be teachers. Lord Dalhousie, Governor-General of India also suggested implementation of Wood's Despatch which brought into existence a number of normal schools.

**Lord Stanley's Despatch (1859):** In 1859, Lord Stanley, Secretary of State for India, greatly emphasized on teacher training. The Despatch very emphatically stated that the administration should desist from procuring teachers from England and that teachers for vernacular schools should be made available locally. In 1859, the new grant-in-aid rules provided that salary grants to schools be given to those teachers who had obtained a certificate of teacher training. In 1882 there existed 106 Normal Schools, including 15 institutions meant exclusively for women. About the training of secondary teachers, training classes were added to the following schools:

- Government Normal School, Madras (1856)
- Central Training School, Lahore (1877)

In 1886, the first training college to prepare secondary school teachers was set up at Saidapet in Madras followed by the opening of a Secondary Department in the Nagpur Training School in 1889. Towards the end of nineteenth century, there were only six training colleges in India.

**Government of India Resolution on Education Policy (1904):** This is one of the most important educational documents which laid down the policies for the future educational system. Lord Curzon, the-then Viceroy of India felt the need of the training of teachers. It made some very vital suggestions for the improvement of the teacher-training Programme. These were:

**Training Colleges:** The Resolution enunciated that if Secondary Education was to be improved then the teachers should be trained in the art of teaching. There were five teacher training colleges in all at places like Madras, Kurseong, Allahabad, Lahore and Jubbulpur. Intermediates or Graduates could seek admission to these Colleges. The general principles, upon which the training institutions were to be developed, were:

- To enlist more men of ability and experience in the work of higher training.
- To equip the training colleges.

- To make the duration of the training programmes two years and for graduates, one year. The course would comprise knowledge of the principles which underlie the art of teaching and some degree of technical skill in the practice of the art.
- The course would culminate in a university degree or diploma.
- There should be a close link between theory and practice and practicing schools should be attached to each college. There should be a close link between the training colleges and the school, so that the students do not neglect the methods learnt in the college.

**Training Schools:** The Resolution recommended opening of more training schools, particularly in Bengal. The normal schools were mostly boarding schools where students with vernacular education came for training and were given stipends. They received general education combined with the instruction in the methods of teaching and practice in teaching. The Resolution recommended a minimum course of two years. It mentioned courses of training especially suited for teachers of rural schools. Thus, it can be observed that the recommendations and suggestions of the Resolution were of far reaching importance. Universities instituted B.T. degree for graduate teachers.

The Government of India Resolution on Education Policy (1913)–The second resolution on educational policy suggested many useful measures with regard to improvement of Primary education. The resolution suggested that teachers should be drawn from the class of the boys whom they will teach and they should have passed the middle vernacular examination and undergone a year's training. It suggested periodical repetition and improvement courses for teachers. The resolution emphasized that no teacher should be allowed to teach without a certificate and that there should be a constant exchange of ideas amongst the training college staff members and that they should visit different colleges.

**Calcutta University Commission (1917-19):** This Commission, known as the **Sadler Commission** and this commission suggested opening of post graduate department of education in Universities, each department with a Professor, a Reader and a number of assistants and institute a post-graduate degree in Education. It recommended the introduction of Education as an optional subject at the Graduation and P.G. level. The recommendations of the Sadler Commission had salutary effect on the teacher training Programme in India. Mysore University started a faculty of Education in 1925.

**The Hartog Committee (1929):** The work initiated by the Sadler Commission was further carried on by the Hartog Committee. The Committee was primarily concerned with primary education but it made far-reaching recommendations for teacher training as well. It suggested that teachers for rural areas should be inducted from persons who were close to rural society. It also suggested that journals for teacher in the vernacular, refresher courses, conferences and meetings of teacher associations can do much to brighten the lives of the teachers and improve their work. For the secondary school teachers too, the committee had the same suggestions and working on the recommendations of the Sadler Commission, 13 out of 18 universities set-up faculties of education. The Lady Irwin College was setup in New Delhi. Andhra University started a new degree the B.Ed. in 1932. Bombay launched a post-graduate degree the M.Ed. in 1936. Some other important changes in the field of education also took place in the thirties. The Central Advisory Board of Education was revived. Basic Education was

started by Mahatma Gandhi in 1937, leading to the training of teachers for basic schools. In 1938, a Basic Training College was set-up at Allahabad and the Vidyamandir Training School was started at Wardha in 1938.

**The Abbott - Wood Report (1937):** This report submitted in 1937 is again a landmark in the field of education. It primarily analyzed the position of vocational education but also made valuable suggestions about teacher education. According to the report the duration of training should be 3 years to enable the pupil to continue with general education along with professional training. It further suggested a refresher course for the teacher so that he could get a wider experience. Although there was improvement in the percentage of trained teachers from 56.8% in 1937 to 61.3% in 1942, yet there was much still to be done for achieving qualitative improvement. In 1941, there were 612 normal schools out of which 376 were for men and 236 for women. These schools provided one or two years' training. There were 25 training colleges for graduates which were inadequate to meet the needs of the time. In 1941, the Vidya Bhawan teacher's College was started in Rajasthan and the Tilak College of Education in Poona. Bombay took the lead in starting a doctorate degree in education in the same year.

**The Sargent Report (1944):** The Central Advisory Board of Education (CABE) in 1944 presented a scheme of education "Post-war Educational Development in India", popularly known as the "Sergeant Plan" recommended that suitable boys and girls should be picked out into the teaching profession after high school; practical training should be provided, refresher courses be planned and research facilities be provided. It suggested a two year course for pre-primary and junior basic schools (after high school) and a three year course for the senior basic schools. The non-graduate teachers in high schools were to go for two year training and the graduates for one-year training. The first year of the two years training should be devoted to the study of the general and professional subjects. It should be supported by school visits, discussions and other experiences to kindle the trainee's interest in education. It proposed revised pay scales for all categories of teachers, to attract better teachers. In 1947, the number of secondary teachers training colleges in the country had risen to 41.

This was the historical development of teacher education in India till 1947 and after independence different views and recommendations were given by various commissions for the upliftment of teacher education system in of India but after independence education is the sole priority for nation building, so initiative has been taken for fulfilling the priority.

## CONCLUSION

Thus in ancient period the teacher education was limited to certain communities and families. There were Certain Brahmin families where teaching was a hereditary profession. The education was limited to teaching of Vedas. There was no formal system of teacher's training. As the time passed from Ancient and medieval period (2500 B.C. to 500 B.C.) to Buddhist Period (500 B.C. to 1200 A.D.) the profession of teaching was no longer remained the privilege of only Brahmins. Any enlightened person after a vigorous training got the status of a teacher. Thus, the formal system of teacher's training emerged during this period. After that during Muslim period and up till British period there was development in teacher training programmes took place as its need was felt strongly as education took more professional approach in training and teaching.

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## EDUCATION AND HUMAN VALUES

PARUL VERMA & CHAMAN LAL

### INTRODUCTION

According to M.K.Gandhi “If wealth is lost nothing is lost” “If health is lost something is lost” “If character is lost everything is lost”. Best of all things is character. Every one knows that life is precious – that life is important. We all protect our life because we care for it more than anything else. If life is so important, the values of life are even more important. Etymologically speaking, the word education is derived from the Latin word ‘educare’ meaning ‘to raise’ and ‘to bring up’. According to few others, the word ‘education’ has originated from another Latin term ‘Educere’ which means ‘to lead forth’ or ‘to come out’. The term ‘education’ has been interpreted by different people in different ways. Some people refer to it as formal schooling or to lifelong learning. Some others refer to it as acquisition of knowledge, skills, and attitudes. Some say that education is nothing, but training of people’s mind in a particular direction to bring about desired changes.

*“I hold that true education of the intellect can come only through a proper exercise and training of the body, hands, feet, eyes, ears, nose, etc. In other words, an intelligent use of the bodily organs in a child provides the best and quickest way of developing his intellect. But unless the development of the body and mind goes hand in hand with a corresponding awakening of the soul, the former alone would prove to be a poor lop-sided affair”.*

Mahatma Gandhi

According to M.K.Gandhi, education should make children ideal members of the democratic society (NCERT, 2014, p 3 & 9)

### EDUCATION AND VALUES

The word ‘value’ comes from the Latin word valere and an old French word valoir meaning ‘be worth’. The psychological and social sciences define values as preferences or as desirable goals, emotions and interests. The humanistic disciplines define values as functioning imperatives or ‘oughts’ (Mukerjee, 1964). As held by Seshadri (2005), “education is a process of bringing about desirable changes in the way one thinks, feels, and acts in accordance with one’s concept of good life.” (p.10)

“Education must instill the fundamental human values; it must broaden the vision, to include the entire world and all mankind.” Any system of education that does not help discriminate between right and wrong, that does not instill fear of sin and love for God, train you in the codes of humility and reverence, widen the horizon of your wonder, encourage you to worshipfully serve your parents and inspire you to dedicate your skills and attainments to the progress of your family, your village, community language and nation, stands condemned (Chilana & Dewan 2002).

*“Could I climb to the highest place in Athens, I would lift up my voice and shout; fellow citizens why do you turn and scrap every stone to gather wealth and give so little care for your children to whom one day must you relinquish it all?”*

Socrates

Modern education does not transform the individual; it merely informs and very often, deforms the minds of the youth. Based on nations and information’s, it totally ignores the values and the human personality (Chitkara 2015).

Education needs to respond constructively to the twin concerns of individual and societal well-being. We are simultaneously individuals as well as social beings. Interdependence and complementarity are the valuable key features of today's world (Misra, 2006).

### TYPES OF VALUES

Values have been classified in different ways. One simple classification is personal, social, and core or universal values. Values important to a person are referred to as personal values, those to the society are called social values and values prized by all can be termed as core values. Eduard Spranger identified six value types (refer Rao & Rao, 1996). These are described below.

- **Theoretical Value:** The chief motive under this class is the discovery of truth. A person who believes in such values aims to systematise and order knowledge with an overwhelming interest to reach the truth.
- **Economic Value:** This refers to practical values based on what is useful. In this sense this can well be related with the pragmatic theory of values.
- **Aesthetic Value:** Values related with harmony and beauty is called aesthetic values. Here we need to understand that beauty has a wider and deeper connotation than generally understood (and projected by the commercial world). It is not only the external beauty but the beauty within. An aesthetic person sees and seeks beauty everywhere. He/she may not be an artist but has artistic pursuit in all spheres of life.
- **Social Value:** These are the values considered important by the society guiding the desired social conduct, serving as criteria for the members of the society to decide their preferences and course of action from various alternatives. These decide the social standards and are very essential for maintaining a harmonious society.
- **Political Value:** Achieving power, success, etc., are the values that can be put under this category. Individuals believing in these values are not afraid of struggle and competition. They nurture a desire to be on the top and have power over others, be it people or nature.
- **Religious Value:** Religious values are ethical principles founded in religious traditions, texts, and beliefs. Religious values are often based on scriptures and a religion's established norms (Wikipedia). To be one with the nature and with the supreme power, the God, is considered to be the highest religious value.

*The NCERT and Gandhi Peace Foundation* jointly sponsored studies on Gandhian Values at school stage. The values Gandhiji practised him, and suggested for the society are:

- Truth (Honesty)
- Non-violence (Love for mankind, service of humanity, compassion, universal love)
- Freedom (Fearlessness)
- Democracy (National Integration, Positive Attitude)
- Sarva Dharma Sambhava (Composite Culture, Reverence for other's beliefs, Communal unity)

- Equity
- Self-realisation
- Purity of ends and means (Integrity between thought and action)
- Self-discipline
- Cleanliness (non-consumerism/simplicity, etc.)

All these set of values have been suggested keeping in mind the sustainability of society, maintaining peace and harmony in the society, and self-realisation and self-upliftment of the individuals. It is believed that society guided by such value systems would be able to face challenges of violence and fanaticism (Agrawal, 2003).

**Honesty: A Basic Value:** Honesty is the fountainhead from which flow qualities like integrity, uprightness, truth and the ability to stand by one's convictions. An honest person is like a lighthouse to many others who try and lock on to the guide-beam while navigating the choppy waters of life (Chitkara 2015, p 9).

**Citizenship values:** Society is the sum of its people's habit. We talk of culture, traditions, morality, ethics, race memory, inherited traits, all of which are the building blocks of individual character (Gupta, et al. 1990, p.1). Citizenship is a hoary concept, as old as human society. It carries with it rights and responsibilities. Citizenship values are community values, group values, and individual values, in a state of dynamic interaction. They are not static (Chitkara 2015, p 11).

**Positive Values:** Accountability, Confidence, Fairness, Joy, Achievement, Flexibility, Love, Adventure, Courage, Freedom, Loyalty, Attraction, Creativity, Friendship, Persistence, Generosity, Respect, Beauty, Determination, Growth, Security, Challenge, Discipline, Happiness, Spirituality, Clarity, Efficiency, Health, Strength, Commitment, Enthusiasm, Honesty, Success, Communication, Ethics, Humor, Support, Excellence, Vision, Integrity and Wisdom (Merryck, 2016).

**Negative Values:** Anger, Discouragement, Hostility, Regret, Anxiety, Humiliation, Rejection, Bitterness, Embarrassment, Jealousy, Resignation, Condemnation, Failure, Judgment, Rigidity, Criticism, Sadness, Frustration, Loneliness, Self-doubt, Depression, Misery, Sorrow, Despair, Gloom, Suspicion, Despondency, Greed, Withdrawal, Disappointment, Poverty and Worry (Merryck, 2016).

## VALUE EDUCATION

Value education is not simply the heart of education, but also the education of the heart. It is a necessary component of holistic citizenship education. Value education has been globally perceived as an answer to the challenge of strengthening moral and social fabric of societies (Munir & Aftab, 2012). Value education means inculcating in the children sense humanism, a deep concern for the well being of others and the nation. This can be accomplished only when we instill in the children a deep feeling of commitment to values that would build this country and bring back to the people pride in work that brings order, security and assured progress (Venkataiah, 2007, p.1).

The visionary approach to adopt value education must be perceived in some global context with roots in a need based cultural scenario (Majmudar, 1998). Ideally, for a global society to grow further and develop values like aesthetic, spiritual, moral and social must be inculcated among citizens as an imperative measure. Aesthetic values are concerned with arts, music, dance, drama, painting etc. Spiritual values consider soul as

opposed to the matter. Moral and social values are related to ethics and society respectively. In today's professional world, for a global society to flourish, the desired values are charity, compassion, human rights, self-control, fraternity and democracy (Dhokalia, 1999).

Education has to be directed to the full development of the human personality and to the strengthening of respect for human rights. It should promote values like understanding, tolerance, and friendship. Continuous and constant attempts have to be made at all levels for universalising and reinforcing education. The youth have to be given opportunities to develop individual excellence through values and contribute to the progress of the society. Education has to be an effective means to achieve this goal. The main aim of value education in schools should be to make the students good citizens so that they may share their responsibilities for the development of the country. Students should also be able to understand the national goals of democracy and secularism. They could develop themselves to be useful fellow citizens and continuously strive for their inner development. Teachers committed and dedicated to the cause of value-oriented education play a vital role in the portals of formal or non-formal channels of education. They have to develop zeal, a love for learning and an aspiration of doing something good for the society. (NCERT 2014, p.60)

Qualities such as responsibility, courage, self-discipline, honesty, loyalty, compassion etc. are the essentials of good character. Value education enables children to understand by living values and virtues. It is training of the heart and mind. Education is indeed to be and to live together.

- Value education comes through precepts and the logic behind them.
- Children are encouraged into good habits of thought and action.
- Children learn by example and through example. It is here that adult behaviour (teachers) as a determinant of success comes into play. (NCERT 2014, p.63)

## CONCLUSION

Values to be inculcated at primary and secondary school levels are courage, truth, universal love, respect for all religions, respect for elders, dignity of manual work, service, purity, peace, joy etc. Values are to be lived. Like a science course, as in a laboratory, they have to be practised at home. As swimming cannot be taught merely by lectures and a good teacher of swimming has to be a swimmer himself, similarly a teacher of values should himself be a seeker and aspirant of values (NCERT 2014, p.66)

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# PRESENT STATUS OF INCLUSIVE EDUCATION IN HIMACHAL PRADESH

**MONIKA SHARMA**

*Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory."*

*Article 26, Universal Declaration of Human Rights, 1948*

## INTRODUCTION

Education is an essential building block of any civilization. No society can progress in its absence. It is the best investment that a country can make to build affluent, robust and equitable societies. Article 26 of the 1948 Universal Declaration of Human Rights states that "Everyone has the right to education."

Article 24 of the UN Convention on the Rights of Persons with Disabilities lay down that all the countries must take steps to ensure that persons with disabilities must have access to an inclusive, quality and free primary and secondary education on an equality basis with other people in the communities. UNESCO too encourages the development and implementation of inclusive education policies, programmes and practices through a rights-based approach, to ensure equal education opportunities for persons with disabilities. Expanding access to inclusive education is part of a worldwide agenda. Several studies related to inclusive education has been taken by various researchers at different levels. Khochen & Radfort (2010) revealed a positive attitude of teachers towards the inclusion of students in mainstream schools. The students with disability pose challenges for teachers in the regular classroom. Inadequate training in special education, lack of resources, and high student-teacher ratio as barriers to successful implementation of inclusive education (Mukhopadhyay *et al.* 2012)

Successful implementation of inclusive education requires consideration of policy matters, legislation reforms, financial resources, human resources, infrastructural resources and intellectual resources. There is an urgent need for providing competencies at various levels for inclusion to be successful (Astha, Bhargav & Vats 2012). Alhassan (2014) revealed that teachers' attitudes toward students with disabilities are different, and these various differences/reasons are dependent on schools' practices of inclusion. He found that negative attitudes of teachers were associated with large class-sizes and the presence of a student with disability in the classroom. Schmidt M. & Vrhovnik K. (2015) found that the secondary teachers have more positive attitudes towards students with special needs as compared to primary teachers. Teachers without training for work with SN students had a lower level of agreement with respect to support and assistance at educational work with SN students in comparison with trained teachers.

Paul P.J. (2014) revealed in his study that barrier free access has reduced to the construction of ramps and superficial infrastructural changes without any change in institutional attitudes and policies. Teacher training continues to be irregular and irrelevant to the concerns of teachers and students. According to Kumar S. (2015) in order to achieve inclusiveness among all the communities in the various developmental pursuits of the country, a holistic approach of understanding the multiple disadvantages faced by these communities is necessary.

There are several barriers for providing education to special children in a regular classroom such as all forms of superstitious beliefs about disabilities that have for so long inhibited involvement with people with disabilities in education and the community (Jacob and Olisaemeka 2016).

### **INCLUSIVE EDUCATION**

The concept of inclusive education instigated in the Salamanca statement with a framework for action on special needs education in 1994. It stipulates that all governments have been urged to "adopt as a matter of law or policy, the principle of inclusive education, enrolling all children in regular schools unless there are compelling reasons for doing otherwise". The basic idea is that the school should meet the educational needs of all children irrespective of their disabilities.

Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve Education For All (UNESCO). Inclusion refers to the full-time placement of children with mild, moderate and severe disabilities in a regular classroom. Inclusive education differs from earlier terms 'integration' and 'mainstreaming', that tended to be associated primarily with education of children with disability.

### **STATUS OF INCLUSIVE EDUCATION IN INDIA**

Article 41 of Part IV "Directive Principles of State Policy" of the Constitution provides that the State shall make effectual provisions for protecting the right to work, to education and to public assistance in case of unemployment, old age, sickness, disablement and in other cases of undeserved want. Education plays a pivotal role in socio-economic empowerment of Person with Disabilities.

Article 46 of Part IV Directive Principles of State Policy of the Constitution enjoins upon the State to promote with special care the education and economic interests of the weaker sections of the people. Article 38(2) of the same part also enjoins upon the State to minimize inequalities in income and to Endeavour to eliminate inequalities in status, facilities and opportunities, not only amongst individuals but also amongst groups of people residing in different areas or engaged in different vocations.

Further Section 26 of the Person with Disabilities (Equal Opportunities, Protection of Rights and full Participation) Act, 1995 provides that the appropriate Government and the local authorities shall:

- Ensure that every child with disabilities has access to free education in appropriate environment till he attains the age of eighteen years.
- Endeavour to promote the integration of students with disabilities in normal schools. Section 27 (f) of PWD Act, provides that the appropriate Government and the local authority shall by notification make schemes for providing every child with disability free of cost special books and equipments needed for his education.

According to Census 2011 there were 2.68 Crore persons with disabilities in India who constituted 2.22% of the total population .This includes persons with visual, hearing, speech, loco-motor, mental retardation and other disabilities.

'Integrated Education for the Disabled Children (IEDC)' was the first scheme introduced in India that covered children with disabilities at all levels of the school education in

1970. Further National Policy on Education (1986) set the tone for education of disabled which has been fortified in various policies and programmes that were subsequently implemented. Moreover a number of programmes, funded by UNESCO, UNICEF, World Bank and the central government provided requisite fiscal resources and guidelines for the implementation of inclusion, e.g. Project Integrated Education for the Disabled in 1987, *Sarva Siksha Abhiyan* in 2001 and the Action Plan for Inclusive Education of Children and Youth with Disabilities in 2005. Rehabilitation Council of India Act in 1992, Persons with Disabilities (PWD) Act in 1995 and the National Trust Act in 1999 were the major legislations implemented by India related to education of CWSN.

### **THE RIGHTS OF PERSONS WITH DISABILITIES ACT – 2016**

Recently 'The Rights of Persons with Disabilities Act – 2016' was passed by the parliament of India that was notified on December 28, 2016, which replaced the existing PWD Act, 1995

The salient features of the act are:

- Disability has been defined based on an evolving and dynamic concept.
- The types of disabilities have been increased from existing 7 to 21 and the Central Government will have the power to add more types of disabilities. The 21 disabilities are given below:-
- Blindness
- Low-vision
- Leprosy Cured persons
- Hearing Impairment (deaf and hard of hearing)
- Loco motor Disability
- Dwarfism
- Intellectual Disability
- Mental Illness
- Autism Spectrum Disorder
- Cerebral Palsy
- Muscular Dystrophy
- Chronic Neurological conditions
- Specific Learning Disabilities
- Multiple Sclerosis
- Speech and Language disability
- Thalasaemia
- Haemophilia
- Sickle Cell disease
- Multiple Disabilities including deaf blindness
- Acid Attack Victim
- Parkinson's disease

IEDC was revised in 2009 as 'Inclusive Education of the Disabled at the Secondary Stage' (IEDSS). The scheme IEDSS covers all children studying in classes IX to XII in

Government, local body and Government-aided schools, with one or more disabilities as defined under the Persons with Disabilities Act (1995) and the National Trust Act (1999). The type of disabilities range from blindness, low vision, leprosy cured, hearing impairment, loco-motor disability, mental retardation, mental illness, autism and cerebral leprosy, speech impairment, learning disabilities etc. Girls with disabilities are provided with special attention to help them gain access to secondary education, information and guidance for developing their potential. Moreover, the scheme envisages setting up model inclusive schools in every state.

IEDSS is 100% central assisted scheme which is being implemented by various organizations/divisions under the Education Departments of State Governments/UT Administrations.

The Centrally Sponsored IEDSS Scheme aims to

- Enable all students with disabilities completing eight years of elementary schooling an opportunity to complete four years of secondary schooling (classes IX to XII) in an inclusive and enabling environment.
- Provide educational opportunities and facilities to students with disabilities in the general education system at the secondary level (classes IX to XII).
- Support the training of general school teachers to meet the needs of children with disabilities at the secondary level.

The objectives of the scheme are to ensure that

- Every child with disability will be identified at the secondary level and his educational need assessed.
- Every student in need of aids and appliances, assistive devices, will be provided the same
- All architectural barriers in schools are removed so that students with disability have access to classrooms, laboratories, libraries and toilets in the school.
- Each student with disability will be supplied learning material as per his/ her requirement
- All general school teachers at the secondary level will be provided basic training to teach students with disabilities within a period of three to five years.
- Students with disabilities will have access to support services like the appointment of special educators, establishment of resource rooms in every block.
- Model schools are set up in every state to develop good replicable practices in inclusive education.

Assistance is admissible for two major components

- Student/Beneficiary-oriented components such as medical and educational assessment, books and stationery, uniforms, transport allowance, reader allowance, stipend for girls, support services, assistive devices, boarding and lodging facilities, therapeutic services, teaching learning materials, etc.
- Other components include appointment of special education teachers, allowances for general teachers teaching such children, teacher training,

orientation of school administrators, establishment of resource room, providing barrier free environment etc.

The School Education Department of any State Government/Union Territory (UT) Administration acts as the implementation agency and 100 percent Central assistance is provided for all items covered in the scheme. The prerogative to involve NGOs having experience in the field of education of the disabled, in implementing the scheme, completely lies with the implementing agency. The State Governments are only required to make provisions for a scholarship of Rs. 600 per disabled child per annum.

### IEDSS IN HIMACHAL

The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) has been launched in Himachal Pradesh from the year 2009-10. This Scheme replaced the earlier scheme of Integrated Education for Disabled Children (IEDC) and aimed at enable all students with disabilities, after completing eight years of elementary schooling, to pursue further four years of secondary schooling (classes IX-XII) in an inclusive and enabling environment.

In the year 2018 government of India implemented Samagra Shiksha Scheme to ensure inclusive and equitable quality education at all levels of school education. It is a centrally sponsored Integrated Scheme for School Education and is being implemented throughout the country with effect from the year 2018-19. This scheme includes the three previous Centrally Sponsored Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE). It is an overarching programme for the school education sector extending from pre-school to class XII and aims to ensure inclusive and equitable quality education at all levels of school education.

### PRESENT STATUS OF INCLUSIVE EDUCATION IN HIMACHAL

#### PROGRESS UNDER IE SSA

Table-1 shows the district wise enrolment of CWSN in the year 2017-18. It is evident from the table that total 9600 CWSN had been identified from Class I to VIII which is 1.03% of the total child population in the state.

Table-1: District-Wise CWSN: 2017-18

| S. No | District | Total child population<br>(6-14 years) | No. of CWSN Identified | % CWSN<br>against child<br>population |
|-------|----------|----------------------------------------|------------------------|---------------------------------------|
| 1     | Bilaspur | 47998                                  | 778                    | 1.62                                  |
| 2     | Chamba   | 80137                                  | 518                    | 0.65                                  |
| 3     | Hamirpur | 57405                                  | 556                    | 0.97                                  |
| 4     | Kangra   | 181992                                 | 2096                   | 1.15                                  |
| 5     | Kinnaur  | 9341                                   | 118                    | 1.26                                  |
| 6     | Kullu    | 62578                                  | 578                    | 0.92                                  |
| 7     | L&S      | 2987                                   | 91                     | 3.05                                  |
| 8     | Mandi    | 122748                                 | 1531                   | 1.25                                  |
| 9     | Shimla   | 108461                                 | 1254                   | 1.16                                  |
| 10    | Sirmour  | 84462                                  | 499                    | 0.59                                  |
| 11    | Solan    | 99255                                  | 783                    | 0.79                                  |
| 12    | Una      | 71434                                  | 798                    | 1.12                                  |
|       | Total    | 928798                                 | 9600                   | 1.03                                  |

Source: UDISE 2017-18

Table-2 shows the District wise number of schools having enrolment of CWSN. It is evident from the table that total 3980 children have been enrolled in the schools. Moreover most of the schools (3928) have CWSN between 1-5. Only 20 schools have CWSN 10 or more than 10.

**Table No-2: District wise No of Schools having enrolment of CWSN**

| District      | Enrolment |     |            |       |
|---------------|-----------|-----|------------|-------|
|               | 1-5       | 6-9 | 10 and >10 | Total |
| BILASPUR      | 262       | 0   | 1          | 263   |
| CHAMBA        | 249       | 3   | 1          | 253   |
| HAMIRPUR      | 196       | 1   | 4          | 201   |
| KANGRA        | 923       | 3   | 0          | 926   |
| KINNAUR       | 56        | 0   | 0          | 56    |
| KULLU         | 185       | 3   | 1          | 189   |
| LAHUL & SPITI | 25        | 0   | 0          | 25    |
| MANDI         | 565       | 9   | 6          | 580   |
| SHIMLA        | 469       | 5   | 1          | 475   |
| SIRMAUR       | 264       | 2   | 1          | 267   |
| SOLAN         | 409       | 3   | 0          | 412   |
| UNA           | 325       | 3   | 5          | 333   |
| Total         | 3928      | 32  | 20         | 3980  |

Source: UDISE 2017-18

#### MEASURES TAKEN BY THE STATE FOR THE EDUCATION OF CWSN

Under the various schemes the state government has taken following steps for the inclusion of CWSN:

- Medical Camps: In convergence with Artificial Limbs Manufacturing Corporation of India Ltd. (ALIMCO), 40 Medical Assessment Camps for CWSN have been organized.
- Distribution of aids and appliances: State has organized 40 medical camps and distributed the 1677 aids and appliances in convergence with ALIMCO Mohali, Punjab to the needy students.
- Braille Books and Enlarged Print Books for Visually Handicapped Children: 16 Sets of Braille Books from class 1<sup>st</sup> to class 8<sup>th</sup> and 163 sets of enlarged print books have been provided to the blind and low vision children in H.P.
- Assessment camps for severally handicapped.
- Home Based Education Programme under transport allowance for HBE CWSN.
- Day Care Centre for MR Children: 2 Day Care Centres in the Primary schools in the inclusive set up have been established at Shimla and Mandi. These special wings are rehabilitating around 40 children.
- Capacity Building of In-service Teachers: Capacity building of teachers for inclusive education is an integral part of 3 days compulsory In-service Teacher training programme.

- **Therapeutic Services:** The children who are suffering from cerebral palsy, therapeutic services such as physiotherapy, occupational therapy and speech therapy were provided on priority basis.
- **Counselling of parents & Community Involvement:** 1850 parents and other family members of special children were provide counselling session under SSA.
- **Barrier free access:** Barrier Free Access i.e. Hand Rails and Ramps have been made available in all schools where the location of building permits. Out of 15429 schools 13300 are barrier free. 3320 Disabled friendly toilets are being provided.
- **Escort allowance:** - Escort allowance has been provided as per the need of CWSN @Rs.2500/- per annum. 822 CWSN were provided escort allowance.
- **Sports Festival for CWSN:** On 3<sup>rd</sup> December 2018 the District level Sports Festival for CWSN was organized in each district. Near about 750 CWSN of the State has shown their abilities in the above mentioned programme.
- **Multi category training of Resource Teachers:-** 126 Resource teachers are there to provide the education to the children with special needs. These teachers are generally trained in one specialization.

### **CURRENT CHALLENGES & MAJOR ISSUES FOR INCLUSIVE EDUCATION**

State government of Himachal Pradesh is working arduously for Inclusion of CWSN but in spite of all efforts still miles to go for providing quality education to CWSN as per their needs. The major challenges and issues as at present are:

- Lack of trained teachers on all disabilities.
- Lack of Resource Teachers and therapists.
- Gap between the students passing out of elementary classes and enrolling in secondary schools.
- Child Tracking System needs to be developed.
- Low enrolment of CWSN Girls.
- Lack of proper and systematic supervision and monitoring system at state and District level.
- Lack of specialists and Therapists in the states.
- Slow development of Inclusive Model schools in states. Barrier free environment are not appropriate and as per the norms.
- Non representation of CWSN parents and Special Teacher in SMDC.
- Lack of sufficient well equipped Resource Rooms.

### **RECOMMENDATION/ IMPLICATIONS OF THE STUDY**

In spite of the various efforts made by the government for several issues are still to be resolved for providing quality education to CWSN. On the basis of the study following recommendations are made:

- More teachers/resource teachers should be trained on all the disabilities so as to provide quality guidance to CWSN.
- The curriculum should be modified to accommodate CWSN as per their needs.
- Learners in the inclusive educational system should be allowed to learn at their own pace as this will lead to achieving learning objectives

- Resource teachers trained in handling children with special needed should employed and motivated to embrace this system of education
- Child Tracking System needs to be developed.
- Proper and systematic supervision and monitoring system at state and District level should be developed.
- More specialists and Therapists in the states should be enrolled for identification of CWSN.
- Involvement of CWSN parents and Special Teacher in SMDC.
- Provision of sufficient well equipped Resource Rooms.
- Regular teachers should be sensitized, educated and trained in order to equip them for effective educational management of CWSN.
- Sensitization of teachers towards CWSN rights & education
- Awareness camps for parents to understand inclusion & assessing educational needs of their child.

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## A HISTORICAL PERSPECTIVE OF INCLUSIVE EDUCATION

SHALINI

### INTRODUCTION

Historically we had two educational systems- one for children with disabilities (education in special schools) and one for everyone else (education in regular classroom). The movement towards integration of children with disabilities into the regular classrooms started in the second half of the twentieth century. The trend at present is to create one education system that values all children- to devise a classroom that welcomes all children irrespective of disability, community background, sexuality, ethnic background, etc. Julka (2001) has traced the path of inclusion figuratively in the following way:

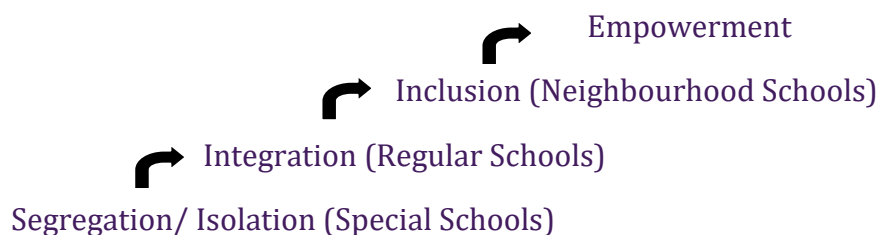


Figure 1: Segregation to Empowerment through Inclusion

As the figure 1 indicates the policy for the provision of facilities for children with special needs has progressed from segregation in special schools to inclusion in the neighbourhood schools which aim at empowerment of all children. Internationally, the drive towards inclusion of children with special needs into the mainstream of regular schools is fuelled by a number of initiatives and treaties including the UN Convention on the Rights of the Child (1987), the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993), Jomtien World Conference on Special Needs Education (1994).

The World Declaration on Education for All, Jomtien, Thailand, which was reaffirmed in the Dakar Framework for Action (2000), gives the message:

In order to attract and retain children from marginalized and excluded groups, education systems should respond flexibly. Education systems must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners.....

In 1994, representatives of 92 governments and 25 international organizations formed the World Conference on Special Needs Education in Salamanca, Spain. They agreed a new dynamic statement on the education of all disabled children, which called for 'inclusion to be the norm'. Paragraph 2 is the key statement of belief and comprises five clauses.

The first clause states a view on children's rights: every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning.

The second clause asserts each child's uniqueness; every child has uniqueness; every child has unique characteristics, interests, abilities, and learning needs.

The third clause states a belief about how the education system should operate as a consequence of this premise; education systems should be designed and educational programmes should be implemented to take into account the wide diversity of these characteristics and needs.

The fourth clause develops this line, stating requirements; those with special educational needs must have access to regular schools, which should accommodate them within a child- centred pedagogy capable of meeting these needs.

Finally, clause five provides a rationale for regular schools: regular schools with this inclusive orientation are the most effective means of combating discriminatory attitude, creating welcoming communities, building an inclusive society, and achieving education for all; moreover, they provide an effective education for the majority of children and improve the efficiency and ultimately the cost- effectiveness of the entire education system.

### **CONCEPT OF INCLUSIVE EDUCATION**

In looking up a dictionary definition of the term 'inclusion' we are directed to the verbal form, 'to include' which is defined as: 'to have as a part; contain in addition to other parts or to put in with something or someone else; take in or consider as part of a group' (Longman's English Dictionary).

In education, 'inclusion' refers to the placement and education of children with disabilities in regular education classrooms with children of the same age who do not have disabilities. The underlying premise of inclusion is that all children can learn and belong to the mainstream of school and community life. Inclusion is a basic value that extends to all children. Inclusion gives a message:

- Everyone belongs to the school.
- Everyone is welcome to the school.

In the words of Loreman and Deppeler (2001) "Inclusion means full inclusion of children with diverse abilities (that is both gifted and disability) in all aspects of schooling that other children are able to access and enjoy. It involves 'regular' schools and classrooms genuinely adapting changing to meet the needs of all children as well as celebrating to meet the needs of all children as well as celebrating and valuing differences."

### **DEFINITIONS OF INCLUSION**

A recent trend to educate children with disabilities is the provision of inclusive education. The term inclusive education is more than a term. It means to welcome all children without discrimination into the mainstream schools. However, internationally it endorses the concept of giving equal opportunity to all children in mainstream schools. The term was formally introduced at the UNESCO World Conference on Special Needs Education held in Spain (Salamanca) in 1994.

Inclusive education is a contentious term that lacks a tight conceptual focus, which may contribute to some misconception and confused practice. In relation to students with disability the United Nations Educational, Scientific and Cultural Organisation (UNESCO)

first stated in 1994 that inclusive schools were the most effective way to counter discriminatory approaches and attitudes towards students. International legislation and policy subsequently evolved to challenge exclusionary practices and focus attention on equity and access to high quality education for all, while respecting diversity (UNESCO, 2008). According to UNESCO (2009) "... an 'inclusive' education system can only be created if ordinary schools become more inclusive- in other words, if they become better at educating all children in their communities (p.8)". Article 24 of the UN Convention of the rights of Persons With Disabilities recognises that education should be accessible "... without discrimination and on the basis of equal opportunity ... within an inclusive education system at all levels ...". It is widely acknowledged, nonetheless, that children with disability continue to experience different forms of exclusion which vary depending upon their disability, domicile, and the culture or class to which they belong (UNICEF, 2013).

Inclusion in education is recognised as a basic human right and the foundation for a more just and equal society (European Agency for Development in Special Needs Education, 2012). Interpretation of inclusive education is, however, an increasingly contentious term that challenges educators and educational systems to think about the work of teaching and learning in different ways and from varied perspectives. According to Grima- Farrell, Bain and McDonagh( 2011,p.118), " Inclusive education represents a whole- school concern and works to align special education with general education in a manner that most effectively and efficiently imparts quality education to all students". The issue of equity has been a major force internationally, underpinning the movement towards a more inclusive educational system and the way in which inclusion is defined (Forlin, 2012). Loreman (2009) argues "... the majority of educators know very well what inclusion is, but it is sometimes politically expedient for them to manipulate the term to suit whatever practice they happen to be currently engaged in, be it inclusive or not" (p. 43). It is also possible that the lack of a tight conceptual focus that inclusive education suffers from may have contributed to misconception and confused practices (Berlach& Chambers, 2011). In the words of Graham and Jahnukainen (2011), "While some might say that we have witnessed the 'globalisation of inclusion', questions remain as to what has spread" (p. 263).

Scholars, practitioners, governments, and organisations such as UNESCO and UNICEF have also provided conceptualisations and definitions of inclusive education. Ainscow, Booth and Dyson (2006), for example, propose a typology of six ways of thinking about inclusion that considers inclusion:as a concern with students with disability having special educational needs; as a response to disciplinary exclusion; in relation to all groups being vulnerable to exclusion; as developing the school for all; as education for all; and as principled approach to education and society.

International human rights agreements, covenants and legislation, thus, provide definitions that are critical for understanding and implementing inclusion as these often bind all signatories and flow on to influence national legislation.

## **INTEGRATED EDUCATION AND INCLUSIVE EDUCATION**

Any discussion on the concept of inclusion needs to make a clear distinction between 'inclusion' and 'integration' since the later term has been, and continuous to be, extensively used, sometimes synonymously with inclusion. Let me explain what the terms integration and inclusion mean in the context of the education of children with

disabilities. The term 'integration' means the placing of children with special educational needs in ordinary schools. The term 'inclusion' has a deeper connotation and does not only refer to children with disabilities, but includes all children who face some kind of barrier to learning. It has a larger philosophy in the acceptance of diversity and how we deal with different children and their needs in the regular school system, teaching all children to understand and accept differences.

Integration involves coming from the outside. Integration programmes aim to involve children with diverse abilities into the existing classes and structures within a school. They endeavour to 'normalise', to help a child fit into the pre existing model of schooling. Inclusion assumes that all children are a part of the regular school system from the very beginning of the school. One goal of inclusion is for every school to be ready in advance to accept children with diverse abilities. Udvari- solner & Thousand (1995) suggest: "Inclusive education is seen as a process of operating a classroom or school as a supportive community. Thus, it is different from integration or mainstreaming which focuses upon how to help a particular category of students to fit into mainstream."

In the existing system of integration, students with disabilities are educated in physical proximity to their age-peers, but significant attention is not paid to qualitative features of this arrangement. In inclusive settings, the focus is on how to develop supportive classrooms and schools that fit, nurture and support the educational and social needs of every student in attendance. Integrated education focuses on the deficiencies of the child. Inclusive education focuses on the quality of schooling.

### CONCLUSION

Inclusion is about how to live with difference and how to learn from difference in the classroom. It is an approach which views difference as normal. Inclusive schools do not just "tolerate" diversity, but welcome it, and see it not as a problem to be solved but as an opportunity to be used to provide better quality education. Within the learning environment, all children must be encouraged to express their thoughts and ideas, to participate fully, and to feel comfortable about who they are and where they come from.

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## **ROLE OF MULTILINGUAL EDUCATION IN NATION-BUILDING IN INDIA**

**PREETY SAHU**

### **INTRODUCTION**

In India's cultural diversity, multilingualism contributes in more ways than one. To define, multilingualism Edwards (2002) calls it the co-existence of numerous languages and the complexity that arises in the society from their co-existence. Therefore, multilingualism is not just the parallel existence of many languages but also their mutual relations and their relations with other dimensions like education and nation-building. Further, the use of multiple languages in education is a symbol of national culture or heterogeneous culture adopted by many nations (Cenoz & Genesse, 1998). However, multilingualism is also used to build human resources by training them in multiple languages. Simultaneously it creates language harmony, tolerance, and acceptance towards language diversity and removes communication barriers. This paper aims to analyze the role of multilingual education in India's nation-building. The paper argues that multilingual education is a necessary condition to promote nation-building in a culturally diverse country like India. Moreover, it upholds the democratic spirit of the country by making peaceful co-existence possible. For this purpose, the discussion is divided into several themes, i.e. a theoretical background, multilingual education in India, the role of multilingual education in India's nation-building, challenges, and conclusion.

### **THEORETICAL BACKGROUND**

To build a theoretical framework, first, it is important to define nation-building. Nation-building aims at uniting otherwise heterogeneous groups by pre-supposing a past and a common legacy of memories (Renan 1991). Therefore, it is a process of creating national-unity through common national identity, political, legal, socio-cultural and economic institutions. The multilingual education is the socio-cultural institution of nation-building in the sense that survival of a nation is predicated upon the survival of its languages. That is why in early times, during the invasion of a nation, the invaders used to replace the native language with that of the invaders. However, languages survive when people can speak, read and write those (Cavidies, 2003). Therefore, education is important for the survival of languages and therefore national identities. On the other hand, multilingual education is necessary for obvious reasons like not all citizens can speak the same language. However, the more important reasons for multilingual education is to educate the rural population, enabling wider communication, growth in literacy rate, learning the language of global and financial importance, and avoid linguistic conflict or identity politics (Cezon and Genesse, 1998). Moreover, multilingual education is evident because it is extremely difficult to find a single pure language. Often, numerous dialects, patois, and minority languages may continue to exist with the advent of national integration, even when the program is as rigid and homogenizing as that found in France (Cavidies, 2003). Yet, multilingual education is not popular everywhere. Even though more than 600 different languages are spoken around the world, only a handful of countries recognize more than two languages as their official language (Centoz & Genesse, 1998).

Therefore, even in multilingual countries emphasis is given to one or two languages in particular. Moreover, in most countries education is exclusively imparted in the first

language in almost all nations. Since dominant native languages are considered as an important part of national identity, hence nations emphasize on educating the citizens primarily in the native language (Biseth, 2009). Thus, they teach their generations about the nation's historical, cultural and political legacies as well as national values. However, modern nation-states need to adopt multilingual education to preserve their democratic values by preserving language diversity (Biseth, 2009). Multilingual education is important as the process of nation-building in a democratic country requires the inclusive participation of its citizens, including the linguistic minorities. And multilingual education facilitates not only inclusive participation but also unity in diversity. Hence, multilingual education serves national interests by helping innation-building.

### **MULTILINGUAL EDUCATION IN INDIA**

India is a multilingual country with over 1500 different languages spoken across the country (Saha, 2017). Therefore, the role of multilingualism in India's nation-building process is both crucial and complex. According to the Official Languages Act of 1963, the English language is used for all official purposes (Department of Official Language, 2019). However, there is a provision to develop the official use of Hindi in both Union and State governments. Despite the status of Hindi and English, there are 22 scheduled languages recognized nationally and is spoken by over 3 million Indians (Groff, 2017). Further, there are special provisions to safeguard minority languages like Urdu since they are crucial for the educational development of the national minorities. The National Policy on the education of 1968 emphasizes on the development of regional language as an important condition for educational and cultural development and unity of India (Ministry of Human Resource Development, 2019). Additionally, it highlights the role of education in regional languages in bridging the gap between the intelligentsia and the common masses. Thus, the policy seeks to unite the Indian population irrespective of their class and regional differences. For this purpose, the policy offers three language formula which is the current language model in the Indian education system. Under the three language formula, a Modern Indian language is studied apart from English and Hindi (Ministry of Human Resource Development, 2019).

Even in higher education, suitable courses are to be provided in both Hindi and English mediums. Further, the constitution of India has laid down provisions for multilingual education in Article 350-A (Bhaskaran, 2017). As it states, it is the duty of every state and local authority to provide primary education to children in their mother tongue. Thus, the provisions are supportive of multilingual education by emphasizing the need to educate citizens in their native tongue. Therefore, it can be argued that the spirit of multilingual education is practiced in the spirit of preserving the linguistic diversity within the country and even within the states.

However, multilingual education in India is not a new phenomenon. In ancient times, education was imparted in Sanskrit, Pali and other vernacular languages (Saha, 2017). It was only after the arrival of the British that the education was standardized and English was introduced as the medium of instruction. Yet, in its early days, the British government did not pay much attention to education and therefore education was multilingual where regional languages like Arabic, Urdu, Persian, Sanskrit, Bengali, etc. were used as the medium of instruction (Saba, 2011). Therefore, education was imparted in mother tongue or native language and it was not centralized. The British were the first to attempt a centralized education system for India based on the English

language. By introducing English education, the colonial government sought to further its administration as a language barrier prevented its attempt to unite and bring the entire population under their rule (Faust & Nagar, 2001). Moreover, the English language was also a means to inculcate British values among the Indians and therefore speed up the process of building a British nation in India. However, English education created a social and economic divide between the people and as a result, people became socially and economically divided (Faust & Nagar, 2001). Therefore, it can be stated that monolingual education created division among Indians instead of unity.

However, the education system in independent India has been dominantly multilingual. The three-tier language policy aimed at the development of regional and modern Indian languages, awareness and respect for a national language, i.e. Hindi, and connecting India with the world through English education. This language formula was welcomed by most of the states except for Tamilnadu (Bhaskaran, 2017). Simultaneously, the Hindi-belt too rejected the proposal to choose a South Indian language. Thus, a little hindrance surfaced in India's national integration. Further, according to the 1986 Education policy of states that measures are to be taken foster among student an understanding of the diverse cultural and social systems of the people living in different parts of the country. Besides the promotion of the link language, programs are launched to increase substantially the translation of books from one language to another and to publish multilingual dictionaries and glossaries.

The young will be encouraged to undertake the rediscovery of India, each in his image and perception (Saha, 2017). Moreover, due to the institutionalization of the English language, education in vernacular languages is marginalized. As a result, many native languages remain outside the school system. In this regard, Rabindranath Tagore commented that English education has created a social cleavage and hierarchy (Singh, 2017). Further, he commented that the clash between the traditional and modern system of education is also a clash between the languages. Thus, he implied the hierarchical relation between English and a native language was created by a colonial education system which prevails till today. English is now the dominant or official language in over 60 countries (Sekhar, 2012). In India too, English medium education is valued more than education in Hindi-medium or vernacular languages. Moreover, in institutions of higher learning, English is dominantly used while the regional languages are ignored or overlooked (Saha, 2017). The reasons range from the scarcity of literature in vernacular languages to the colonial mindset of the intellectual elite.

### **ROLE IN NATION-BUILDING**

The role of India's multilingual education in its nation-building is multi-dimensional. Firstly, multilingual education is important for ensuring social justice. Since education begins with the mother tongue, hence every child from even marginalized language communities have the right to choose his/her mother tongue as the medium of instruction at primary level education (MacKinze, 2008). By ensuring multilingualism the social justice and linguistic rights of citizens are safeguarded. Thus, it helps in building India into an egalitarian nation. Secondly, multilingual education promotes nation-building by acknowledging the language diversity in the country. For example, both bilingualism and trilingualism are common phenomena in the northeast, Kashmir, Punjab, and Maharashtra. While the Northeastern states have many languages and dialects, Punjab, Delhi and Haryana are multilingual too since people speak Hindi, Punjabi, Haryanvi, Sindhi, Urdu, etc. in these states (Saha, 2017). Thus, it is only natural

for India to make policies on education that is in coherence with the society. Therefore, the harmony between societal norms and educational policies will help the process of nation-building. Thirdly, multilingual education promotes nationalization by reducing the impact of the English language which carries the trait of colonial legacies. The revival of indigenous languages is an aid to the revival and glorification of India's national culture. Thus, multilingual education promotes cultural nationalism in India. Fourthly, multilingual education helps develop human resources as well. Since knowledge of multiple languages is an asset, therefore citizens equipped with the knowledge of more than one language are a human resource.

As a result, they can access job opportunities in multiple sectors and even in different states of India without facing the language barrier. Moreover, knowledge of English is important to survive in the age of globalization. Indians avail various job opportunities in the international market because of their good linguistic skills, such as academicians, researchers, translators, teachers and professional jobs in private sectors (Jyothi, 2012). Fifthly, teaching in multiple languages not only benefits the students but also minority communities. It further preserves and enriches their cultural and social identities (Trent, 2013). Thus, linguistic preservation and revitalization is an important tool in promoting cultural diversity, democracy, and national harmony. Moreover, multilingual education induces cognitive thinking in children and makes them better learners (Unicef, 2019). Thus, it helps India in providing an equitable education to all children and the production of human resources. Therefore, it can be argued that multilingual education helps in the process of Indian nation-building in many ways.

### CHALLENGES

However, the road to nation-building in a multicultural and multilingual country like India is not smooth. Firstly, multilingual education is not hurdled free since languages are organic and they evolve with time. Therefore, during their mutual interaction through the medium of education, languages influence each other. In this process, no language stays pure and instead of their individual and peaceful existence, they create one or two dominant and popular languages. For example, Urdu is created as a result of interaction between several languages like Hindustani, Persian and so on. Therefore, the process of merger leads to the marginalization of minority languages which results in language politics. Secondly, the language debate between the Hindi belt and the south is a big challenge for multilingual education and national integration. States in both regions have neglected three-tier language policies of the NPE which ultimately results in a clash over language dominance is a common and popular phenomenon. Recently, a proposal in the NPE 2019 regarding the mandatory use of Hindi in schools nationwide created a controversy among the states from Tamilnadu to Maharashtra (Times Now News, 2019). Hence, the government has to revise its policy and make Hindi optional in education. Thirdly, the relationship between language and education policies is affected by language politics at both national and regional levels. As Hindi dominates the northern belt in the country, similarly every state has its dominant language and minority languages. Hence, the struggle for dominance and survival among language groups creates power politics which hampers the implementation of multilingualism and national unity.

Fourthly, the colonial mindset of the people has made English education so important that vernacular languages are facing negligence and some are endangered (Saha, 2017). Finally, the challenge of providing education in all the major native languages spoken in

India is an obstacle in the path of multilingual education and the building of a democratic nation. Due to the great variety of languages spoken in this country, it seems unlikely that even primary education can be provided to every child in his/her mother tongue.

## CONCLUSION

However, despite these challenges, multilingual education has helped in the process of nation-building by inculcating language diversity and facilitating primary education in the first language. It is important to understand that multilingual education should not be considered as a privilege but a social reality in India. In contemporary times, oral and literacy skills in multiple languages are a necessity. Moreover; a pluralistic nation like India needs to evolve education and language policies in such a way that all its citizens develop a sense of participation in the decision-making process. Besides, individual aspirations such as language identity should be fulfilled so that harmony among various ethnic and linguistic communities prevails. Furthermore, education is considered as a state responsibility in India. Therefore, the individual states must ensure their successful execution. Language is not everything in education but without it education is impossible.

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## TIME MANAGEMENT AMONG STUDENTS OF HIMACHAL PRADESH UNIVERSITY

VIRENDER KAUSHAL, MRITUNJAY SHARMA & SUNITA DEVI

### INTRODUCTION

The time is really a precious element for all human beings. It plays a significant role in our lives and very important factor for all of us. The whole life of human beings revolves around this time. So, it is mandatory to respect it and must understand its value as once it gone is never going to come back. One should follow time instead of regretting later. Thus, humans should never waste their time. There is a famous proverb which tells us about the importance of time in our life, ***"Time and Tide Waits for None."*** It is one of the perfectly matched proverbs because as the tide does not wait for anyone just like time does not wait for anyone too. Therefore, an individual should take time as an opportunity and must grab it properly. Time is more precious than cash and wealth. The money and wealth can be earned at any stage of life but the passed time cannot be earned back. As Saint Kabir said: -

*"Kaal Kare So Aaj Kar, Aaj Kare So Ab!"*

*Pal Me Pralaya Hoyegi, Bahuri Karoge Kab!!"*

(Tomorrow's works do today, today's work now! If the moment is lost, how will the work be done!!)

It means a person must do their work that needs to be done now. There is no other time then now. Thus, human beings should use time properly and effectively.

The maximum number of students and people complain about shortage of time because of this, they get easily frustrated. Ultimately, they fail to complete their tasks before the specified time period. Whereas, others have sufficient time to achieve their targets.

Time management is an art of planning, organising, scheduling, and arranging one's time for creating more effectiveness in work and enhanced output. It is defined as, "a set of principles, practices, skills, tools and systems that work together to help you get more value out of your time with the aim of improving quality of your life."

The time management plays an important role in improving student's performance and productivity. The Saint Kabir said on time management:

*"Raat Gawai Soy Ke, Divas Gawayi Khaay!"*

*Heera Janam Anmol Tha, Kodi Badle Jaaye!!"*

(You waste the night sleeping and the day eating. The precious life which you have got, will be of no use.)

This is the superb Doha by Saint Kabir on time management. Do an individual concerned about the value of time wasted by him each day? A beggar, a spiritual person, an industrialist, an educationist, a professional, a servant, a labourer and others too bothered about their time as that of a student.

Time does not run slower and faster for anyone, it runs at the equal pace for all. It is accessible equally to each and everyone but they fails to use it effectively and efficiently.

Thus, time management is very precious and valuable for personal growth and development. It is essential for all human beings whether he is a beggar, a manager, a professional, a teacher, a workmen, an owner, a director, an administrator, a saint, a spiritual person, an industrialist and for a student too. The appropriate time management helps in enhancing efficiency and improving the performance of the students. The following are the objectives of the present paper: -

- To analyze the behaviour of the students in the examination hall.
- To reveal the reasons for lack of time management among students.
- To determine the time wasted by students during the examination.

### PERIOD

The time period of the study is from November-2015 to June/July-2019. The winter and summer sessions of the examination have been included for the present study. The students appeared in the examination during morning session (9:00 AM to 12:00 Noon) and Evening Session (2:00 PM to 5:00 PM) has been observed.

### SAMPLE

For the purpose of this study the students or candidates present in the examination centres during the examination period have been taken as population. Out of which a sample of 200 students from each session of examination (morning and evening) have been selected on random basis. The sample selected for the purpose of present study: -

| Course      | Examination Period | Number of Students |                 |
|-------------|--------------------|--------------------|-----------------|
|             |                    | Morning Session    | Evening Session |
| PG          | Nov-Dec, 2015      | 200                | 200             |
| UG          | April, 2016        | -----              | 200             |
| PG          | May-June, 2016     | 200                | 200             |
| UG          | October, 2016      | -----              | 200             |
| PG          | Nov-Dec, 2016      | 200                | 200             |
| UG          | April, 2017        | ----               | 200             |
| PG          | May-June, 2017     | 200                | 200             |
| UG          | October, 2017      | -----              | 200             |
| PG          | Nov-Dec, 2017      | 200                | 200             |
| UG          | April, 2018        | -----              | 200             |
| PG          | May-June, 2018     | 200                | 200             |
| UG          | October, 2018      | ----               | 200             |
| PG          | Nov-Dec, 2018      | 200                | 200             |
| UG          | April, 2019        | ----               | 200             |
| PG          | June-July, 2019    | 200                | 200             |
| Total       |                    | 1600               | 3000            |
| Grand Total |                    | 4600               |                 |

*Note: UG—Under Graduate Course; PG—Post Graduate Course*

The Under Graduate courses included in the study are Bachelor of Business Administration (BBA), Bachelor of Computer Applications (BCA), Bachelor of Tourism

Administration (BTA), Bachelor of Tour and Travels Management (BTTM) and Post Graduate courses included are Masters of Business Administration (MBA), Masters of Business Administration-Rural Development (MBA-RD), Masters of Commerce (M. Com.), Masters of Computer Applications (MCA), Masters of Tourism Administration (MTA), Masters of Tour and Travels Management (MTTM), Masters of Fine Arts (MFA), Masters of Science (M. Sc. in Physics, Bio-Technology, Microbiology, Chemistry, Geography, Mathematics, Botany, Zoology, Biology, Environmental Sciences, etc.) and Masters of Arts (M.A. in Music, Public Administration, Political Science, Yoga Studies, Hindi, Sanskrit, Economics, Rural Development, Mathematics, Sociology etc.) and Laws etc. respectively.

### METHODOLOGY

The present study is observational in nature. The data has been collected by using observational method. All the students or candidates selected as a sample appearing in the examination hall were observed by taking into consideration certain parameters while they were busy in attempting their answers in the examination hall. The candidates pursuing degree and diploma via regular mode, private mode and ICDEOL respectively were included in the sample. The parameters considered while observing the students are explained in the finding section of the present paper. On the basis of observations made, results have been drawn.

### FINDINGS

The following activities have been found after observing sample selected for the present study: -

**Table 1: Activities frequently undertaken by Students in Examination Hall**

| S. No.     | Activities                                                                                                                                                                        | Time Wasted in Three Hours (In Seconds) |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| 1.         | Recalling/Memorising                                                                                                                                                              | 568                                     |
| 2.         | Looking Here and There                                                                                                                                                            | 342                                     |
| 3.         | Looking at other's answer sheet especially the neighbouring candidate                                                                                                             | 157                                     |
| 4.         | Asking answers from others and discussion with neighbouring candidate                                                                                                             | 148                                     |
| 5.         | Changing of Pens such as ball pen, gel pen, ink pen, sparkle pen, sketch pen, pencils, highlighter etc.                                                                           | 132                                     |
| 6.         | Itching body parts such as nose, ears, neck head, forehead, hairs and other parts                                                                                                 | 110                                     |
| 7.         | Relaxing Body                                                                                                                                                                     | 086                                     |
| 8.         | Picking up and searching for dropped items such as question paper, admit card, identity card, roll number slip, pens, pencils, eraser, ruler, sharpener and other belongings etc, | 084                                     |
| 9.         | Asking for Pencil, Eraser, Ball Pen, Ruler, and other things from the neighbouring student                                                                                        | 075                                     |
| 10.        | Rubbing Hands                                                                                                                                                                     | 072                                     |
| 11.        | Looking/Staring at Invigilator                                                                                                                                                    | 058                                     |
| 12.        | Writing of the question paper                                                                                                                                                     | 048                                     |
| 13.        | Asking for Time Left                                                                                                                                                              | 036                                     |
| Total Time |                                                                                                                                                                                   | 1916 (31.94 Minutes)                    |

**EXPLANATION**

From the table number 1, it is evident that these are the thirteen (13) activities which students/candidates undertook frequently in the examination hall. These are the activities which are commonly undertaken by the students/candidates while attempting his/her answers. By undertaking these activities they were wasting around 32 minutes in the three hour time of their examination. The students/candidates appearing in the examination hall are totally unaware about all of this happening to them. Wasting 32 minutes in 180 minutes time is unfavourable for the candidates/students appearing in the examination.

**Table 2: Activities happened once in the Examination Hall**

| S. No.     | Activities                    | Time Wasted in Three Hours (In Seconds) |
|------------|-------------------------------|-----------------------------------------|
| 1.         | Stamping on Answer Sheet      | 16                                      |
| 2.         | Signature on Attendance Sheet | 19                                      |
| 3.         | Drinking Water                | 33                                      |
| 4.         | Going to Wash Room            | 72                                      |
| Total Time |                               | 140 (2.34 Minutes)                      |

**EXPLANATION:**

The table number 2 explains about those activities which happened once in the examination hall. We always ignore these types of activities while attempting our answers in the examination hall but these also wasted the time of the students/candidates.

**Table 3: Activities Occasionally Distract Students/Candidates**

| Activities                               | Time Wasted in Three Hours (In Seconds) |
|------------------------------------------|-----------------------------------------|
| Outside Disturbance                      | 022                                     |
| Announcements                            | 018                                     |
| Room Changing                            | 362                                     |
| Late Entry in the Examination Hall/Room  | 436                                     |
| Improper Lighting and Seating Facilities | 342                                     |
| 1180 (19.67 Minutes)                     |                                         |

Table number 3 shows the activities which occasionally distract the students/candidates in the examination hall.

**REASONS**

There are many reasons for the lack of time management by the students appearing in the examination hall. The reasons which acts as basis for lack of time management after asking from the sample selected are as follows: -

- Improper seating arrangement.
- Improper lighting system/facilities.
- Stress and fear of examination.
- Outside disturbance

- Unfavourable environmental conditions.
- Problem of traffic jam.
- Fails to attend classes and lectures properly.
- Do not refer text books.
- Fails to prepare notes of the subjects.
- Fails to revise subjects of course.
- Do not receive notes in time.
- Improper selection of course because of lack of knowledge about the future benefits of course.
- Lack of proper guidance and counseling for the students/candidates because of absence of Guidance and Counselling centre in the educational institutions.
- No separate examination hall.

### CONCLUSION

From the above discussion, it is concluded that most of the students lacks in time management during examination in examination hall. Around 80 percent of the candidates/students wasted their precious and valuable time by undertaking various activities. Because of this lack of time management students wasted around minutes in three hours time duration. The suggestions which help in minimizing the problem of lack of time management by following these students/candidates can utilise the time allotted to them for attempting their answers are as follows: -

- The university authority must construct a separate examination hall to facilitate the students appearing in the examination.
- A Guidance and Counselling Centre should be opened in the university campus, so that counselling and guidance must be provided to them while opting for a particular course.

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