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Founder
S. S. Shashi

Chief Editor
Dharam Vir

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The Need Analysis of Indonesian Language Teaching For Speakers of Other Languages (BIPA)

*Nofrahadi**

As progress has been made by Indonesia in globalization era, the role of Indonesian in intercultural relationship has placed Bahasa as an important language to be acquired. According to Mahsun, the Head of Language Development Agency in 2013, currently, there are at least 45 countries have participated in BIPA with 174 BIPA center spread across the countries (Kompas.com, October 23, 2013). It encourages the researchers to identify BIPA learners from various language centers in Indonesia, especially Language Center in Universitas Pendidikan Indonesia (UPI). This paper is a preliminary study that discussed the results of BIPA learners' need analysis including learners' background and some elements that encourages them to learn Bahasa Indonesia. The results of the analysis can later be used to compile teaching materials, syllabus and design/lesson plans in accordance with the needs of BIPA learners. The research used descriptive qualitative approach. The instrument of the research is a questionnaire that randomly distributed to BIPA learners in language center in UPI or other language centers in Indonesia.

[**Keywords** : Bahasa Indonesia, BIPA learners's need, Teaching materials]

1. Background

Indonesian language learning for foreign speakers (BIPA) becomes popular in many countries around the world. Developed countries in Asia, such as South

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Korea and Japan, are two of them. Based on data from the Ministry of Foreign Affairs in 2013, Indonesian language has the world's fifth largest native speakers, as many as 4.463.950 people spread abroad. Even, the chairman of the House of Representatives in the 32nd ASEAN Inter-Parliamentary Assembly (AIPA) session in 2011 proposed Indonesian language as one of the working languages in AIPA sessions (Kompas.com, October 23,2013). Since 2015 until now, the Language Development Agency through the Center of Development Strategy and Language Diplomacy (PPSDK) has sent BIPA's tutors to various countries in ASEAN, East Asia, Africa, Europe, United States of America, and Australia. It aims to spread Indonesian language internationally (badanbahasa.kemendikbud.go.id., February 3, 2017). It proves that Indonesian language can be compared with other foreign languages such as English, Japanese, French, as a second priority language.

According to Ellis (in Suyitno, 2007 : 62), BIPA learners are foreign learners with different language and cultural background. These language and cultural differences will affect the selection of the materials given, because second language acquisition, including Indonesian is strongly influenced by first language. These facts and problems become the reason for the researcher to do the need analysis of BIPA learners, including the background, problems or difficulties and factors that encourage the learners to learn Indonesian language. The need analysis will later be useful for designing appropriate teaching materials for BIPA learners to achieve the satisfactory result.

2. Method

The research on the Need Analysis of Indonesian Language Learners for Foreign Speakers (BIPA) used descriptive qualitative approach. Qualitative approach in this research is based on the following considerations. First, this research develops concept based on existing data. Second, the research is descriptive, means that the researcher tries to create systematic, factual, and accurate description about facts, characters and relationship between phenomena that is being investigated. It is in line with Hasan's opinion (1990) who stated that qualitative research is always descriptive, i.e. the result of the phenomena will be explained descriptively. The instrument of the research was questionnaire. This study was based on the data obtained through questionnaires to BIPA learners at Language Centers in Indonesia, especially in UPI Language Center. The questionnaires contained BIPA learners identities, and 12 questions including backgrounds, learning sources, media and learning methods they like to learn Indonesian language. There were 41 respondents from 20 different countries. The collected data will be analyzed using Mathematical computation.

3. Results

Based on the findings, there were 41 respondents from various language centers in Indonesia, especially UPI language center. They were from 20 different

countries, i.e. 10 South Koreans, 4 Japanese, 3 Thais, 2 Zimbabweans, 1 Libyan, 5 Australians, 2 Malaysians, 2 Americans, 1 Ukrainian, 1 Italian, 1 Vietnamese, 1 Singaporean, 1 Russian, 1 German, 1 Chinese, 1 Brunei, 1 Namibian, 1 Lao, 1 Dutch and 1 Afghan. Furthermore, high school graduates respondents were 4 people, Diploma 2 people, Bachelor degree 27 people, Master degree 6 people, and those who did not fill the education level were 2 people. The age range was between 19-58 years old. Based on the data, it can be concluded that BIPA learners were adults and highly educated. It is similar to what is stated by Suyitno (2007 : 63), that BIPA learners in general are adults. The adults here are over 17 years old. Therefore, there are some factors that need to be considered by BIPA tutors in the preparation of teaching materials for adults level, not for kids level.

The questionnaires distributed to the respondents contain of 12 questions, where the results will be described as follow :

a. What languages do you speak?

For this question, 10 respondents (24.39%) answered English. Besides English there are several languages that they master. They are French, Ukrainian, Russian, Japanese, Zimbabwean, German, Arabic, Italy, Korean, Malay, Lao, Persian, Urdu, Pashto, Mandarin, and Thai. It means that more than 50% of respondents mastered their first language. Based on these data, it can be concluded that their first language greatly influences the second language acquisition process. In line with the problem, Almatussa'diyah (2016 : 43) reported that one of the things that can be done to cope with the problem of first language interference is by implementing the value of Indonesian culture into the BIPA materials.

b. Have you studied Indonesian before?

As many as 41 responded this question, there are 23 respondents (56.10%) answered yes and 18 respondents (43.90%) answered no.

c. Where did you learn Indonesian before?

There are 23 respondents said that they had studied Indonesian. As many as 21 respondents (51.22%) answered that they had learnt Indonesian at college, 1 respondent (2.44%) answered at course institution, and 1 respondent (2.44%) answered at a private course.

d. Why are you interested in learning Indonesian?

For this question, 8 respondents (19.51%) answered to work in Indonesia, 8 respondents (19.51%) answered to know the culture of Indonesia, 7 respondents (17.07%) answered for entertaining/leisure, 6 respondents (14.63%) answered to study in Indonesia, 5 respondents (12.20%) answered to know more people, 5 respondents (12.20%) answered to stay in Indonesia and 2 respondents (4.88%) answered other reasons. Based on these data, it can be concluded that the purposes of BIPA learners learn Indonesian are for working and knowing the culture of Indonesia.

e. What are your specific goals for learning Indonesian?

There are 19 respondents (46.34%) who answered their specific goal of studying Indonesian language is to work in Indonesia. For the rest of respondents, 15 respondents (36.58%) answered they want to stay in Indonesia for a long time, 8 respondents (19.51%) answered they want to do research in Indonesia, 6 respondents (14.63%) answered they want to take a program on Indonesia at their universities, and 6 respondents (14.63%) answered other options.

f. How long do you think it would be good to learn Bahasa Indonesia?

After analyzing the data, it was found that 14 respondents (34.14%) answered 90 minutes per meeting. In addition, 13 respondents (31.70%) answered 60 minutes, 10 respondents (24.39%) answered 40 minutes, and 4 respondents (9.75%) answered 30 minutes.

g. What language skill do you like best in learning Indonesian?

Table-1 : the most preferred Indonesian language skill

Skill	Frequency	Percentage
Reading	6	14.63
Listening	3	7.32
Writing	6	14.63
Speaking	8	19.51
Listening and speaking	6	14.63
Reading and writing	1	2.44
Reading and speaking	4	9.76
Writing and speaking	2	4.88
Reading, writing and speaking	1	2.44
Reading, listening and speaking	2	4.88
Reading, listening and speaking	2	4.88

From table-1 above, it can be concluded that 8 respondents (19.51%) preferred speaking. It is reasonable because the purpose of learning a language is to be able to speak fluently with other speaker. Related to this, ac Ghazali (in Jazeri, 2016 : 224) stated that the purpose of learning to speak is to master two competencies, for instance (1) to be able to understand the speech of other speaker, and (2) to be able to produce speech that is easily understood by other speaker.

h. What language skill do you find as the most difficult skill to be learnt?

Table-2 presents data on Indonesian's most difficult language skills on the next page :

Table-2 : Indonesian's most difficult language skills

Skill	Frequency	Percentage
Reading	2	4.87
Lstening	7	17.07
Writing	12	29.26
Speaking	12	29.26
Reading and writing	3	7.31
Listening and writing	2	4.87
Listening and speaking	3	7.31

Indonesian language skills that respondents consider to be the most difficult skill are reading for 12 respondents (29.26%), and speaking for 12 respondents (29.26%). Based on these findings, it can be concluded that BIPA learners find that it is difficult to master the ability of productive language.

i. What learning resources would you rather use when learning Bahasa Indonesia?

For this question, 24 respondents (58.53%) answered the teaching materials, 17 respondents (41.46%) answered the internet, 14 respondents (34.16%) answered other learning resources (film, discussion, friends, etc.), 2 respondents (4.87%) answered the newspaper, and 1 respondent (2.43%) answered the magazine. These findings prove that the respondents prefer to use teacher teaching materials. Siroj (2015 : 76) said that teaching materials can overcome differences in characteristics of learners, because learners who can learn quickly do not need to wait for other students.

j. What learning media do you prefer in learning?

The learning media that the respondents prefer to choose are the audio visual media for 24 respondents (58.54%), the surroundings things for 17 respondents (41.46%), traditional costumes for 16 respondents (39.02%), games and simulation for 9 respondents (21.95%), graphic media for 8 respondents (19.51%), and audio media for 8 respondents (19.51%). Based on the findings data it can be concluded that the audio-visual media such as video and other similar media are a media preferred by the respondents.

k. If you can choose your classmates, what criteria would you choose?

The criteria of the classmates chosen by the respondents are classmates that come from different countries for 33 respondents (80.49%), the same languages for 10 respondents (24.39%), different gender for 8 respondents (19.51%), same gender for 5 respondents (12.20%), same origin for 6 respondents (14.63%), and other criteria for 4 respondents (9.76%). The findings show the result that the classmates the respondents want to choose are those from different countries.

1. When studying in class, what learning technique do you prefer?

The preferred technique chose by 19 respondents (46.34%), is group work, 17 respondents (41.46%) choosed in pairs, and 14 respondents (34.15%) chose individual work. The findings show that respondents prefer to study in groups.

4. Conclusion

Based on the analysis of the needs of Indonesian learners for foreign speakers (BIPA) which contains of 12 questions above, we can sum it up into some points. First, the BIPA learners in general are adults between the age of 17 and 58, and are highly educated. Second, the second language learning, in this case Indonesian language, is influenced by the first language of BIPA learners. Therefore, one of the solution is to implement the cultural values into teaching materials. Third, as a whole, BIPA learners have studied Indonesian language previously in their universities and other places both in and outside the country. Fourth, it deals with a special purpose and interest having by the BIPA learners. The purpose of BIPA learners learn Indonesian in general is to work in Indonesia and to know Indonesian culture more closely. Fifth, the effective time to learn Indonesian in one meeting is 90 minutes. Sixth, Indonesia's most preferred language skill is speaking, but the ability to speak is also the most difficult language skills in Indonesia. Seventh, the preferred learning source of BIPA learners is the teacher's own teaching materials. Eighth, the most preferred learning media for BIPA learners is a visual audio media. Ninth, the preferred classmates of BIPA learners are friends from different countries. Tenth, the preferred way of learning for BIPA learners in the classroom is group discussion.

These ten findings can be used by teachers or BIPA's tutors in preparing teaching materials, syllabus, and design/lesson plan in accordance with the needs of learners. It should be noted by the teacher before designing a lesson. Suyitno (2007 : 64) revealed that to understand the characteristics of foreign students is needed especially in the effort to select and to improve the learning materials of BIPA. Thus, learning BIPA is determined by various elements that each period has their own functions and roles in achieving the goals.

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State Structure and Education : From Athens to Modern Era

Vichitra Gupta*

Education plays an important role in building a good society. It promotes good governance and transparency in a state. Right to education is indeed considered as an essential human right since time immemorial. Education is a dynamic process that lends the dignity of man. It's the most important element for growth and prosperity of a nation. Education is an endless journey that opens up new vistas of development of humanism in the pursuit of truth. Knowledge and enlightenment lead to character building, strengthening of mind and expansion of intellect. In the true Athenian and Indian concept, education needs to be free from all its fetters, social economic political, religious or communal. Education is of great instrumental value in the process of growth of the State and sustainable human development. Plato, an ancient Greek philosopher recognized the education as a part of major obligation on the state. According to him the growth and development of state primarily depends on the quality of education it provides to its people. Plato believed in 100% literacy that should be provided by the state free of cost through a uniform pattern and in similar condition. Plato's educational system, therefore is founded on the principle of compulsory education, equal opportunity to all citizens irrespective of gender and birth ground. 21st century academic environment is breaking away from the conventional style of learning and teaching due to the use of online resources by both the teachers and students. The technological enabled teaching has taken the place of old-fashioned model of lectures aimed at passive audiences. Today, attaining the soft skills alongwith their curricula has become necessary so as to evolve the abilities to work in the areas such as communication, team work, organizational system etc. Such

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skills may give them the extra edge to compete in the world of multiple options and careers. The success of higher education depends upon how intelligently one chooses the opportunities and resources at one's disposal to reach the place one aspires for his life.

[Keywords : Education, Technology, Athens, Plato, Tagore, Ken Royal, LEP]

1. Education in Ancient Greece

In ancient Greece, Sophists used to travel from place to place to teach logic, philosophy and rhetoric. They used to look inward to their own thought than upon the world of things. They used to ask questions about anything and challenged any accepted belief or idea. Through that they tried to develop rational faculties of human beings. Only a good educator is able to enhance the capability of people in that way.

Ancient Greek thinker Socrates (470-399 BC) was a real explorer of knowledge. He used to move from place to place gathering inquisitive men around him, asked them questions and then through debate and dialogue he tried to search various possible answers to a particular question to arrive at truth out of that. Socrates believed that a human's mind is the storehouse of knowledge. We have to kick it out through free dialogue. After discussing freely we can get the best solution to a problem that helps us arriving at truth and justice. While the sophists used to charge fee to impart education, Socrates used to instruct free of cost. He did not believe in classroom teaching as the students tend to open up less in a formal atmosphere. He used to take his students in the lawns, under the trees or in the café for a free discussion on the issues. He made his students gain scientific knowledge, search their think tank and open up themselves to a discussion. That would not only build confidence in them but would also instill the democratic values of listening to views of others with patience and accept the ideological differences. They would learn not to impose their views on others but to take out certain good element from each others' views that would quell their arrogance. Socrates believed that ignorance of so-called knowledgeable persons makes them arrogant. When one starts accepting himself to be the most perfect and most knowledgeable, he unknowingly starts drowning in darkness. He used to say, "The only true wisdom is in knowing you know nothing". Socrates as such wanted to convey that however knowledgeable you may be, the learning process never ends and such learning is possible only through free exchange of ideas.

2. Plato's Theory of Education

Plato, the student of Socrates regarded the education as a social process whereby all the units of society get acquainted with social science and imbibe into them the traits to fulfill all social demands. Education, according to him, is not only meant to develop the faculties of an individual but it is an instrument to make him suitable for society and for the service of the state. It is the agency where people

learn to perform their duties selflessly. Plato believes that the rulers should neither be hereditary, nor nominated or elected. The person who is entrusted with the charge of the state should be highly educated and should be selected through a tough examination. Each and every profession should be decided by education only. He had this belief that every person is born with a special instinct and given the proper opportunities to explore this instinct, it would develop into a talent.

Plato's educational system, therefore, is founded on the principle of compulsory education, equal opportunity to all citizens irrespective of gender and birth ground. The purpose of education is to search the hidden talent in the individuals. Therefore, he makes education as the major responsibility of state and does not wish to entrust the private agencies. The state should provide free and uniform education to all. The curriculum conditions would be the same for all. All the children at the age of 5 would be sent to residential schools managed by the state. It would be mandatory for the parents to send their children to the custody of the state so as to gain education. Any parent refusing to educate the child shall be punished under law. Plato believed in 100% literacy. His idea was that all the children after the age of 5 till 20 should be brought up and educated in similar conditions. In the social process of imparting education to individuals by the state, he refers to elementary and higher education.

2.1 Elementary Education

According to Plato the best education for an individual would be gymnastics for the body, music for soul and mind. He gave the two terms- music and gymnastics, a wider and comprehensive meaning. He believed that kids should not be overburdened with books; rather in the initial stage it is important to make their physique strong. So each school shall have a gymnasium and a playground. Till ten years of age, they would be provided only the physical education. Sports will be the main curriculum so as to build the students so healthy that they do not need medicines ever. Then onwards till the age of fifteen, they would be trained in music so as to soften their soul. Music included the interpretation of literary masterpieces and poetry. During that period mathematics, history, science and plastic art would also be part of curriculum but all that would be in the form of verses. The pupils would learn the basics of math and science while singing and enjoying. It would ensure that pupils do not get averse to any subject. Hence both types of training are the means to the formation of a strong body and mind. While the meaning of gymnastics was widened to include bodily exercise, diet and medicine, the music would widen their soul and build their character. All the students from the age of fifteen to twenty shall receive moral education. The curriculum shall include math, science, history and philosophy. At the age of twenty there would be the first comprehensive examination that would test their level of learning. Those who shall fail would join the profession of mechanics, peasants and traders. Successful ones shall join higher education.

2.2 Higher Education

The curriculum of advanced education shall include higher course in philosophy, math, science, history, state of art and political science. The students will be given advanced physical, mental and moral training. It will be followed by a tough military training course. After ten years, a comprehensive examination would be held at the age of 30. Those who fail shall join army, navy or police. The few successful shall be sent for further higher education. According to Plato, whereas the earlier education was meant to be training of youth in civic virtue, the higher education is aimed to train the guardians of the state. Just as the special qualification of the warrior class is courage, same can be enhanced through the study of science and astronomy at that time. At each and every stage philosophy shall be taught to instill the moral values in each and every person so as to build him as a responsible citizen.

2.3 Higher Education Comprehensive

The successful candidates after the second examination would be required to appear in another grand examination. They would be taught higher courses in all the subjects. At the age of thirty five years, final examination would be there which would be the toughest. Those who are successful shall join the ruling class and the rest shall be the administrators who shall assist the ruling class in administering the state, some of them shall be recruited as teachers to teach at various stages. The selected ones after the grand examination at the age of 35 years shall undergo a rigorous training. The person who shall top that training programme shall become the ruler, the philosopher king and the others would be his ministers. Due to the superiority of their virtue, their wisdom, they would rule over the state. The rulers shall be the servants of the people who shall not be allowed to possess any property or family. They would be devoted to the service of the state with a feeling of detachment. They would live together, dine together and would keep minimum goods for their day-to-day use. The guardians of the state shall fully realize the identity of the interest of the state with their own and that they would not have any interest apart from the welfare of the state.

Plato's theories of education seem to build pupils into responsible citizens, having trained in moral values so as to perform their duties in the society in a better way. Plato's dream of 100% literacy, no discrimination on the basis of gender or any other category, the system of uniform curriculum and a single line of education through state only may bring revolutionary changes in today's education system, if implemented. Today we find a big gap between government run schools and public schools funded by private agencies. The students coming out of public schools are more frank, fluent in English, vocal and confident as they get better exposure while the ones from government schools are not confident enough and are reluctant to speak in English due to which they lag behind. The universal curriculum and the system of pupils taught in same conditions, same manner in

residential schools would aid in enriching the talent of each and every child without any discrimination of poor and rich. The state-funded education would do away with any kind of disparities that we find today. The obligatory part on the parents to send their child compulsorily to schools shall do away with the current problems of child labor. Every child shall be brought up and educated at the expense of the state after the age of five. Given the equal opportunities and equal conditions, every child will be given fair chance to enhance his hidden talent, enrich his/her ability and attain the highest position of ruling class.

The education style of Spartans, Sophists, Socrates and Plato to provide education through discussion, dialogue and debate would open up the students to come out with their ideas. It would enhance their individuality and would build up their overall personality. They would develop the habit of expressing their ideas freely and accommodate others' ideas too in a similar manner. They would know that the best idea out of the discussion would be selected for implementation. This style of education can certainly bring revolutionary changes in the education system of today.

3. Rabindra Nath Tagore on Education

Rabindra Nath Tagore (1861-1941) envisioned the education to be deep-rooted in one's surrounding that could be connected to the cultures of the world. He believed that the teaching be held in the open air under trees so that the students connect to Mother Nature. The excursions and nature walks should be part of curriculum. This would not only build their physique but they would be able to observe the life cycles of insects, birds and plants. They would connect with their surroundings and develop an attitude of harmony towards other life forms. This in turn would urge them to protect the environment, a concept that is generally lacking in the youth of today. As Tagore states, "From our very childhood habits are formed and knowledge is imparted in such a manner that our life is weaned away from nature and our mind and the world are set in opposition from the beginning of our days. We are made to lose our world to find a bagful of information instead. We rob the child of his earth to teach him geography, of language to teach him grammar. His hunger is for epic but he is supplied with chronicles of facts and dates."¹

Tagore's philosophy of education lay emphasis upon aesthetic development of the senses as much as intellectual. Music, art, drama and dance had prominent place in the curriculum. A cascade of musical emotion is of great significance to touch the human soul. He encouraged artists to his residential school Shanti Niketan to promote national form of art. Tagore believed that without music and fine arts, the people would remain inarticulate and the highest form of national self-expression would be lacking. "We sang, we acted, we poured ourselves out on every side."²

Apart from dance, drama, music and art, Rabindra Nath inspired the students to compose or write themselves. Instead of listening passively, they should learn how to write and then give presentations on their writings in special literary evenings. The writing or publishing in periodicals would make them confident enough to create their own publications and the presentation of their writings would open them up to speak out and be articulate.

Rabindra Nath Tagore envisioned an education system where the conflicting interests shall be minimized and all shall work together in common pursuit of truth. They would realize that the artists in all parts of the world have created forms of beauty, scientists discovered secrets of the universe, philosophers solved the problems of existence, saints made the truth of the spiritual world organic in their own lives, not merely for some particular race to which they belonged but for all mankind.³ His educational approach emphasized the innovations that would integrate individuals of diverse backgrounds into a framework of common culture, a fusion of East and West. His vision of education emphasized upon social justice, to narrow down the gap between the rich and the poor, to learn the values of mutuality and creative exchange. The education should encourage interacting with one another so as to reconcile the differences with a commitment to mutual interconnectedness leading towards multiculturalism.

Tagore as such attempted to create a humane educational system that would connect the students with environment, animals and with their own fellow beings. The education system of Tagore would not only develop the overall personality of the students but would prepare them to be good humans, responsible fellows of the nation and the Universe at large. He devised a unique programme of education where the learning climate would be congenial to global cultural exchange.

4. Ken Royal on Education

An educator with 34 years of instructional technology teaching experience has written major educational publications. Ken believed that education is a process that creates the leaders. Ken has given an entirely new conception of leadership. He believes that a leader must be open to suggestions, advice and solutions given by others on a regular basis. A problem must always be put up for open discussion. New ideas should be invited to resolve that problem. The leaders should ensure that the followers may generate 5 or 6 new ideas for every question posed. These ideas may be collected in e-mail or online submission format. This process would create a wealth of knowledge and think tank of all sorts of ideas. The followers would feel contended in realizing that their suggestions are quite important and as such they would happily support the school leaders. Any education policy should be framed in a democratic manner where all pros and cons are properly discussed. For a successful direction, a collaborative effort is always desired. It would motivate new committee members for designing education policy. The new members are generally very enthusiastic in the beginning but at

later stage they realize that their work and ideas are not being included in decision-making at all. They would get de-motivated and may try to keep themselves away from the committees. Team work aids in arriving at decisions in a better manner.

According to Ken, same method should be applied to the leadership in students. Some students due to their extra talent may be in a leading position but the democratic discussions would make them acknowledge others' ideas and accept them. That system makes them open to criticism brings humbleness and softness in their behavior. This would make them learn how to accommodate others.

5. Vision Education in Today's Scenario

Education system in modern times has various shortcomings that need to be reformed. The vision today needs to be 'An educational system wherein every student succeeds'. A great vision though, but seemingly a very tough task to accomplish the same. The target needs to be how to improve performance of the students who have limited academic skills and how to bring their other talents to the forefront. For such a purpose, it is required first of all, to create a quality of relationship between teachers and students. When the students feel comfortable in discussing anything with their teachers, it shall aid them in improving their studies. Sometimes the students feel shy, they are introvert, unable to interact or are not confident enough to express themselves. They usually have a perception that if they give wrong answer to a question, they may get scolded by the teacher or made fun of by their fellow classmates. When interpersonal relationships are weak, they lead to lack of mutual trust which in turn might lead to fear and failure. They get overpowered by their lack of confidence. There might be students who have understood the lesson in class but the fear of giving an incorrect answer deters them from speaking up. This fear of incompetence needs to be taken out from their minds. Teachers need to instill confidence in such students that even if their answer is wrong, it hardly matters as nobody is perfectly knowledgeable. The idea should be not to be afraid of making mistakes but to be able to learn from the mistakes committed.

An effort must be made to discover the hidden talents or capabilities in every student and the same must be promoted. A student, who might not be very good academically, might excel in other activities. Everybody is not gifted with equal talent in every sphere. A child who is academically strong might not excel in co-curricular activities such as creative arts, painting, dancing, singing, sports etc. Whatever talent a student possesses should be fanned, encouraged and brought to mainstream. He/she should be given the chance to excel in an area in which he/she is strong enough. The student should be made to realize that the talent he possesses is unique in its own way. Every hidden talent should be polished and made to shine.

Even academically, a child may have different aspects to perform. Some students may be very active in class, very inquisitive, interactive, and responding to every question and even may debate on some point. They might be having a very sharp brain. But while in examination hall, they may get nervous and out of nervousness may not be able to express properly in the exam or may forget whatsoever they had planned to write. On the other hand some students are good in writing in exams but may not be able to speak much in front of the teacher. The task of the teacher is to figure out the backdrop of each and every student and work selectively on the areas that need improvement. The ones who lack confidence must be encouraged to speak up before the class and those who get nervous while writing should be given tips to handle examination stress and maintain their balance of mind so as to perform effectively. Learning Enrichment Programme (LEP) is endeavored to enhance their skills and knowledge.

Building strong relationships should be the priority of education. The teachers need to maintain high levels of positive interactions with students by showing genuine interest in their lives, their activities, their struggles and their goals. A focused mind is a pre-requisite to hard work and success. Such an effort by the teacher can also occasionally be helpful to students facing any critical problem with their peers. Appropriate socio-emotional behavior and social skills must be taught to them so that they become strong enough to handle troublesome situations with ease. They should develop the ability to take all the things along and proceed towards their goal. The aim should not only be on making them academically strong, but also to make them learn moral standards, positive views, respect for parents/teachers, society and nation. They should be made to understand what they are supposed to do for the nation/society rather than contemplating on what the nation is or is not doing for them. They also need to be instilled with moral ethics and a sense of doing well to others. It is the duty of the teachers to build the future citizens of the country who are morally sound and strong in character.

Praise and appreciation must be given to students who perform well, whether in academics, extra-curricular activities, social behavior or emotional relationships. Many students during their struggle do not receive any positive feedback in the classroom or in their personal lives. "When kids are taught with a proactive, praise-worthy approach, they tend to do better", says Erin Green. Generalized comments such as "Good job!" don't help at times. Complimenting the specific behavior each time reinforces that particular behavior.

Today's education needs IT up-gradation, technological advancement, integrating the educational practices all over the world that just by a click of button all sorts of information are available to students and a learning environment be created that would make the students more empowered and knowledgeable. Several learning enhancement programmes are being developed nowadays that require every classroom to be wifi-enabled so that the presentations, slides, notes

and annotations during the lesson shall be captured and sent to entire class. It would save the time and energy of students. Such systems promote peer-to-peer learning who interact with each through digital lesson content. To measure the student understanding of the lesson, questions are sent to them digitally and the student's response determines how much they have grasped.

6. Conclusion

The Athenian system of education though traditional and old has great significance even today. Ideas of student-teacher connectivity, debates, dialogues, responsiveness of students, their creativity, all round development in sports, dance, drama and art apart from academics is still relevant. The only difference being that now in 21st century, we are living in a digital world and the teacher-student connectivity, students' interpersonal connectivity is technologically advanced. Hence there is no or very little room for connecting to the nature or environment as envisioned by Rabindra Nath Tagore. Children at early age connect themselves to digital technology staying indoors to work on computers. Hence there is very little scope for development of their physique. Due to technological advancements the level of competition among students has also got elevated due to which the students are required to stay upgraded. They may excel academically but may lag behind culturally, irresponsive to environment and society. Thus the education policy needs to be reformed so as to not only develop the overall personality of the student but to make him responsive to society and nation as well.

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Regional Patterns in Farm Suicides in India : A Critical Analysis

Manpreet Kaur and Anjali Mehra***

Agriculture is still the mainstay of the Indian economy which engages more than 50 percent of the total workforce contributing 14 percent of country's GDP. Farmers' suicides have become an important socio-economic concern for the country that has profound implication on the quality of life of farmers and their families. The problem has been very acute in some parts of the country like Maharashtra, Madhya Pradesh, Telangana, Kerala, Karnataka, Tamil Nadu, and Chhattisgarh which are considered as the big seven states in terms of number of farmer suicides in India. The present study analyzes the trends and regional patterns of farmer suicides in India between 2000 and 2015. The study also highlights the factors behind increasing number of suicides in the farming sector in India. It has been seen that number of farmer suicides has increased at a high rate after 2013 with large concentration among males. The highest number of farmer suicides was reported in Maharashtra followed by Karnataka, Telangana, Madhya Pradesh, Chhattisgarh, Andhra Pradesh and Tamil Nadu during 2015, they together accounted for 87.5 percent of total suicides in the country. Also the majority of farmers committing suicides in these states were small and marginal farmers accounting for more than 70 percent of such suicides in the country. Bankruptcy or indebtedness was found to be the major cause behind farmer suicides (38.7 percent) followed by farming related issues (19.5 percent) and family problems (11.7 percent). On the whole acute agrarian crisis in India, indebtedness, and inadequate credit policies for small and marginal farmers are considered to be the key drivers of

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farmers' suicides in India. The trend of farmer suicides can be reversed through active participation of the government in addressing the real issues of the farmers that are driving them to suicides. This needs active participation by big farmers, NGOs, corporate and other organizations along with a reorientation of the new liberal policies.

[**Keywords** : Agriculture, Indian economy, Regional patterns, Farm Suicides, Rural sector]

I. Introduction

Agriculture is still the mainstay of the Indian economy which engages more than 50 percent of the total workforce contributing 14 percent of country's GDP. Farmers' suicides have become an important socio-economic concern for the country that has profound implication on the quality of life of farmers and their families. Farmer suicide is the term generally used for intentional ending of one's life by a person dependent on farming as their primary source of livelihood (Parvathamma, 2016). Though suicides by farmers have been there since times immemorial, but the present spurt started in 1986 and has continuously increased during the subsequent decades of the 1990s and 2000s. Farmer suicides have become so rampant in India that the phrase sounds more like a growing epidemic (Basu, Das and Misra, 2016). According to National Crime Records Bureau (NCRB) data more than 2 lakh farmers have committed suicide between 2000 and 2015 with majority 72.4 percent being the marginal and small farmers holding less than 2 hectare of land. Thus incidence of farmer suicides has become a cause for alarm and therefore needs deep introspection with extreme delineation.

There are substantial variations in the stated number of farmers committing suicide in India, each year, partly related to variations in the operationalization of the concept of farming as a profession. This large number of suicides by farmers in various states of the country has been the outcome of the negligence of the agriculture on policy front since independence. In certain states of the country especially the big seven states i.e. Maharashtra, Madhya Pradesh, Telangana, Kerala, Karnataka, Tamil Nadu, and Chhattisgarh; it is like a typhoon overseeing other issues. The southern Indian states are observed to have higher rates of suicides than some of the northern states which can be attributed to regional causes.

1.1 Objectives of the Study

In the light of dominance of agriculture in Indian economy as being the main occupation in rural sector in majority of states, it became necessary to analyze the regional trends in farm suicides in India and also accounting for the factors responsible for them. The main focus of this study is to find out the ground realities of farmer suicides in India highlighting the reasons behind farmer suicides as well as the trends and magnitude of farmer suicides between 2000 and 2015. Specifically the objectives of the study are :

- » To analyze the trend in farm suicides in India over the period 2000-2015.
- » To examine the regional patterns in farm suicides in India.
- » To highlight the factors underlying farm suicides in major states of India.

1.2 Database and Methodology

For fulfilling the objectives of the study, secondary data on farm suicides in India has been collected from 'Accidental Deaths and Suicides in India', National Crime Records Bureau (NCRB), Ministry of Home Affairs, Government of India (2014 and 2015) and Various Issues of Economic Survey of India.

Simple tabular form of analysis has been exercised to acquire a holistic view on the trend of farm suicides in India. To study the growth of the various aspects, compound annual growth rate (CAGR) has also been estimated with the following method of exponential production function

$$Y = ax^b$$

Where Y - time frame, a - constant, b - exponential coefficient, x - variable.

In logarithmic form,

$$\log y = \log a + b \log x$$

The discussion in the paper has been divided into six sections. Section II reviews the literature. Section III elaborates the trends in farm suicides in India. Section IV analyses the regional patterns in farm suicides in India. Section V examines the factors underlying farmer suicides in India and Section VI gives conclusions and suggestions.

2. Review of Literature

Nagaraj (2008), in his study, presented an analysis of farmer suicides in India with a thrust on the regional patterns in farmer suicides in India over the period 1997-2006 also listing the factors underlying the farmer suicides in India. The study had classified 21 major states in the country into different groups on the basis of four criteria - number of farm suicide in the state, farm suicide rate (for 2001), farm suicides as a percent of all suicides in the state; and the trend over 1997-2006 in the number of farm suicides. The problem of farm suicides was found to be most acute in Group I states (i.e. Maharashtra, Karnataka, Andhra Pradesh, Chhattisgarh and Madhya Pradesh). The reasons behind this were recognized as the pre-existing conditions of very high vulnerability in this region, acute agrarian crisis and absence of alternative livelihood opportunities particularly for the poor. The agrarian crisis could highly be attributed to the state policies.

Vishnu and Kannan (2011) attempted to identify the important causes of farmers' suicides in major suicides prone states in India. They also tend to analyze the reasons for different causes of farmers' suicides in various states. The study

revealed that indebtedness was the core cause of farmers' suicides in Punjab and Andhra Pradesh due to higher borrowing from non-institutional agencies and increasing area under tube well. Crops failure had been found to be an important reason in Maharashtra and Karnataka due to continuous drought and negative return from crop production. Decline in prices due to liberalization and fall in productivity have been at the bottom of the cause of farmers' suicides in Kerala. Net profit from the cultivation of various crops was found to be negative thus forcing the peasant cultivators to depend on borrowing and wage labor.

Kennedy and King (2014), in their paper, investigated whether differences in the structure of agricultural production explained inter-state variation in suicide rates in India. It was argued that the liberalization of the agricultural sector in the early 1990s led to an agrarian crisis and that consequently farmers with certain socioeconomic characteristics like cash crops cultivators, with marginal land holdings, and debts were at particular risk of committing suicide. The study showed that there was a significant and positive relationship between the percentage of marginal farmers and suicide rates, but only when one control for either or both cash crop production and indebted farmers. It was also suggested that if the State were able to reduce the proportion of marginal farmers, cash crops, or indebted farmers by one percent, the suicide rates would be reduced by 0.437, 0.518 and 0.549 respectively, when all other variables are held constant. The analysis indicated that state interventions to stabilize the price of cash crops and relieve indebted farmers might be effective at reducing suicide rates in India.

Mishra (2014) estimated suicide rates for farmers and non-farmers across the states of India over 1995-2012. Suicide rates were computed per 100,000 people using suicide incidences for farmers and non-farmers reported by the National Crime Records Bureau (NCRB) from 1995 to 2012 by normalizing the same with age-adjusted interpolated/extrapolated population computed from Census. At the aggregate all India level, it was observed that the suicide rate for male farmers increased to a peak in 2004 and there was a second spike in 2009 but then it declined and also became lower than the suicide rates for male non-farmers in 2011 and 2012. However, state-specific analysis, while showing mixed pattern, indicated that the decline in recent years was largely on account of an abrupt drop in Chhattisgarh on account of changes in reporting and non-reporting of farmer' suicides for West Bengal in 2012. The states of Andhra Pradesh and Maharashtra with large cotton-growing areas and with relatively higher incidence of farmers' suicides, in contrast to the all India trend, showed an increasing trend in recent years.

Ashalaitha and Das (2016), in their paper, examined the suicidal tendency in India over the period 2000-2014. It was seen that during 2003-04 farmers suicidal rate was so much high. Then it decreased at some extent and then up to 2015 it was

172. The incidence of farmer suicides was found to be hit hardly Karnataka region. The top five districts in which farmers were ending their lives were Bidar, Chitradurga, Hassan, Chikmangalur, and Davanagere. Farmers might be at high risk for suicide because of their social environment and due to mental distress. The other factors which played an important role in farmer suicides were identified as chronic indebtedness, rising costs of agricultural inputs and falling prices of agricultural produce and grain drain.

Parvathamma (2016) analyzed the reasons for farmer suicides in India and the state government field surveys (statistics) on variation of farmer suicides in different states. It also focused on government response to farmer suicide and effectiveness of government policies. The major factors identified were monsoon failure, high debt burdens, genetically modified crops, government policies, public mental health, personal issues and family problems. The highest number of farm suicides was recorded in 2004 when 18,241 farmers committed suicide. The farmer suicide rate in India ranged between 1.4 and 1.8 per 100,000 in the total population over a 10-year period through 2005. It was noted that government's response and relief packages have generally been ineffective, misdirected and flawed as they focused on credit and loan, rather than income, productivity and farmer prosperity.

3. Trends in Farm Suicides in India (2000-2015)

It is clear from Table-1 that the number of farmers' suicides have kept a rising trend from 2000 to 2004, thereafter a slight decline is observed till 2008, but again in 2009 the number increased by 1172 (an increase of 7 percent from the previous year). The number is gradually declining over the next years up to 2013 but uplift is observed again in 2014. A total of 12,602 persons involved in farming sector have committed suicides during 2015, accounting for 9.4 percent of total suicides victims. The number of general suicides has seen an increasing trend over the period under study (2000-2015) while the suicide rate, defined as the number of suicides per 100,000 population, has not seen much of a change over this period may be due to an increasing base of general population. In the sixteen year period between 2000 and 2015 as many as 2,51,260 farmers committed suicide in India. Thus, on an average, about 15700 farmers committed suicide every year over the period under study. It is even more shocking to believe that this number may in fact be an underestimation of the actual number of farm suicides in the country during this period due to undercounting of data collected by the National Crime Records Bureau (NCRB). Farm suicides have showed a negative growth of -1.71 percent per annum during the study period while all suicides in the country have increased at an annual compound growth rate of 1.3 percent per annum over the period 2000-2015.

Table-1 : Trends in Farm Suicides in India (2000-2015)

Year	Number of farmer suicides	All suicides	Farmer suicide as a % of all suicide	Suicide Rate (per 100,000 population)
2000	16603	108593	15.3	10.6
2001	16415	108506	15.1	10.6
2002	17971	110417	16.3	10.5
2003	17164	110851	15.5	10.4
2004	18241	113697	16.0	10.5
2005	17131	113914	15.0	10.3
2006	17060	118112	14.4	10.5
2007	16632	122637	13.6	10.8
2008	16196	125017	13.0	10.8
2009	17368	127151	13.7	10.9
2010	15964	134599	11.9	11.4
2011	14027	135585	10.3	11.2
2012	13754	135445	10.2	11.2
2013	11772	134799	8.7	11.0
2014	12360	131666	9.4	10.6
2015	12602	133623	9.4	10.5
Total	251260	1964612	12.8	—
Annual Compound Growth Rate (CAGR)	-1.71	-1.71	—	—

Source : *Accidental Deaths and Suicides in India (ADSI)*, National Crime Records Bureau (NCRB), Ministry of Home Affairs, Government of India.

3.1 Gender Wise Farm Suicides in India

Farm suicides, as can be seen from Table-2, take place overwhelmingly by the male farmers in the country. The percentage share of male farmers in total suicides is quite high in 2015 (more than 90 percent). Over the period 2000-2015, about 86 percent of all the farm suicides are by male farmers, and every fifth male suicide in the country is a farm suicide. Suicides in general, among the population as a whole, are also largely concentrated among males, but the degree of concentration here is significantly lower than in the case of farmer suicides: male suicides in the general population account for nearly 68 percent of all suicides in the country. It is also worth noting that the number of male suicides among farmers has increased at around 2 percent per annum during this period.

The number of female suicides, on the other hand, has remained more or less stable till 2005 but experienced a sharp increase thereafter till 2012.

Table-2 : Gender wise distribution of Suicides in India (2000-2015)

Year	Number of Farmer suicides		Male farmers as % of all farmers' suicides	Number of all Suicides		Male farmers as % of all suicides
	Male	Female		Male	Female	
2000	13501	3102	81.3	66032	42561	60.8
2001	13829	2586	84.2	66314	42192	61.1
2002	15308	2663	85.2	69332	41085	62.8
2003	14701	2463	85.7	70221	40630	63.3
2004	15929	2312	87.3	72651	41046	63.9
2005	14973	2158	87.4	72916	40998	64.0
2006	14664	2396	86.0	75702	42410	64.1
2007	14509	2123	87.2	79295	43342	64.7
2008	14145	2051	87.3	80544	44473	64.4
2009	14951	2417	86.1	81471	45680	64.1
2010	13592	2372	85.1	87180	47419	64.8
2011	12071	1956	86.1	87839	47746	64.8
2012	11951	1803	86.9	88453	46992	65.3
2013	10006	1766	85.1	89129	42521	67.7
2014	10382	1978	84.2	88791	44756	68.0
2015	11582	1018	91.9	91528	42088	68.5
Total	216094	35164	86.0	1267398	695939	64.5
Annual Compound Growth Rate	-0.95	-6.73	—	2.06	-0.07	—

Source : *Accidental Deaths and Suicides in India (ADSI)*, National Crime Records Bureau (NCRB), Ministry of Home Affairs, Government of India.

Large number of male suicides may be partly attributed to the undercounting of female farm suicides in the police records on which the NCRB data are based. The criterion adopted in NCRB records for identifying a farmer is title to land and since the title is generally in the name of male head of the household it is very likely that a female farmer who commits suicide will not be recorded as a farmer in these records. Secondly the reason may be that the male head especially in rural areas is generally considered the 'bread winner' in the household pointing towards

economic distress as a major motivating factor underlying large number of these suicides and the acute agrarian crisis in the country would be the basis for this distress.

4. Regional Patterns in Farm Suicides in India

There is a high degree of variation in terms of number as well as the rate of farmer suicides across different states in the country. There are certain regions in the country where farmer suicides are largely concentrated, where the problem has seen a very sharp increase over the period under study with the farmer suicides increasing as a much faster rate (see Table-3).

State wise analysis reveals that majority of suicides by persons engaged in farming sector were reported in Maharashtra (4291) followed by Karnataka (1569), Telangana (1400), Madhya Pradesh (1290), Chhattisgarh (954), Andhra Pradesh (916) and Tamil Nadu (606) during 2015, they together accounted for 87.5 percent of total such suicides in the country. Nearly 25 percent of farmers committed suicide in Maharashtra during 2015 of all suicides- the figure highest among all other states. The states Andhra Pradesh and Karnataka also have high percentage of farmer suicides over all suicides (above 14 percent). The next come in the series are Chhattisgarh (13.3 percent) and Telangana (11.6 percent). It is also worth mentioning that during 2014 Karnataka was at the sixth position among the top seven states recording highest number of farmer suicides in India while in 2015 it is at the second position. Farmer suicides rose by 104.3 percent in Karnataka in 2015 over the previous year. However, a majority of the farmers who committed suicide are found to be sugarcane growers, pushed to desperation over the last couple of years. Over-production of sugar and the subsequent fall in sugar prices hit them hard and many sugar mills in Karnataka have not paid them their dues (Shiva and Jalees, 2017). Desperation forced the farmers to take high-interest loans from the private money lenders and sell their products below the government set minimum support price. Consequently they were caught into a high debt trap. Even in Maharashtra, the top most state in terms of number of farmer suicides in India, cotton growers were forced to sell their produce to the seed dealers who also doubled as the dealer of all inputs as well as the source of credit. In addition, delayed payments bring hardship to farmers. Even Punjab has recorded a high percentage increase in number of farmer suicides in 2015 over the previous year which was 93.8 percent presenting a depressing picture of farmers in the state. Punjab has 1.2 million acres under cotton farming and almost all of it grows genetically modified Bt cotton, resistant to some major pests such as bull worm but defenseless against the whitefly (Jagga, 2017). The scale of attack in the recent past was unexpected. Deficient rain aggravates the problem further. Though the percentage change in number of farmer suicides is also high in states like Arunachal Pradesh and Assam but the absolute numbers here are very low as compared to the other states of the country.

Table-3 : Incidence of Farmers Suicides in Different States of India- 2015

States	Number of farmer suicides		All Suicides		Farmer suicide as a % of all suicides		%age change in 2015 over 2014
	2014	2015	2014	2015	2014	2015	
Andhra Pradesh	632	916	6101	6226	10.4	14.7	44.9
Arunachal Pradesh	3	10	156	135	1.9	7.4	233.3
Assam	59	138	3546	3231	1.7	4.3	133.9
Bihar	10	7	719	516	1.4	1.4	-30.0
Chhattisgarh	755	954	5683	7118	13.3	13.4	26.4
Goa	0	0	291	302	0	0	-
Gujarat	600	301	7225	7246	8.3	4.2	-49.8
Haryana	119	162	3203	3545	3.7	4.6	36.1
Himachal Pradesh	63	46	644	543	9.8	8.5	-27.0
Jammu & Kashmir	37	21	258	372	14.3	5.6	-43.2
Jharkhand	4	21	1300	835	0.3	2.5	425.0
Karnataka	768	1569	10945	10786	7.0	14.5	104.3
Kerala	807	210	8446	7692	9.6	2.7	-74.0
Madhya Pradesh	1198	1290	9039	10293	13.3	12.5	7.7
Maharashtra	4004	4291	16307	16970	24.6	25.3	7.2
Manipur	0	1	50	37	0	2.7	-
Meghalaya	2	3	99	172	2.0	1.7	50.0
Mizoram	5	1	116	123	4.3	0.8	-80.0
Nagaland	0	0	13	21	0	0	-
Odisha	102	50	4160	4087	2.5	1.2	-51.0
Punjab	64	124	943	1049	6.8	11.8	93.8
Rajasthan	373	76	4459	3457	8.4	2.2	-79.6
Sikkim	35	18	244	241	14.3	7.5	-48.6
Tamil Nadu	895	606	16122	15777	5.6	3.8	-32.3
Telangana	1115	1400	9623	10140	11.6	13.8	3.9

Tripura	32	49	762	746	4.2	6.6	53.1
Uttar Pradesh	192	324	3590	3902	5.3	8.3	68.8
Uttarakhand	0	2	207	475	0	0.4	—
West Bengal	230	0	14310	14602	1.6	0	-100.0
Total (All States)	12336	12590	12561	130639	9.6	9.6	2.1

Source : *Accidental Deaths and Suicides in India (ADSI)*, National Crime Records Bureau (NCRB), Ministry of Home Affairs, Government of India.

The top seven states in terms of the number of general suicides only partially overlap with the above set: they are Maharashtra (16970), Tamil Nadu (15777), West Bengal (14602), Karnataka (10786), Madhya Pradesh (10293), Telangana (10140) and Kerala (7692). These states account for nearly 64 percent of the total suicides in the country.

There are some state-specific aspects which can be counted as underlying causes. The Vidharbha region of Maharashtra, considered as the epicenter of farmers' suicides, brings forth the problem of concurrent risks in multiple dimensions- weather, credit, and prices (both input and output) among others that would adversely affect both yield and income simultaneously. In Telangana the increasing reliance on groundwater through private investments led to a tragedy of the commons that resulted in the depletion of this natural resource making farming as also debt-servicing non-viable. The imposition of the water-intensive green revolution technology in the dry land regions of Karnataka has been counterproductive. In Kerala, the plantation economy bore the brunt of the vagaries of weather, pests and international price fluctuations. In Chhattisgarh, another rain fed region bordering Vidharbha, the story of erratic monsoon, increasing input costs, poor price support and indebtedness repeats. The Bundelkhand region situated in Central India straddling across Madhya Pradesh and Uttar Pradesh suffers from ecological degradation agricultural neglect and rural indebtedness.

4.1 Farmers' Suicides in Different States by Land Holding Status

As per land holding status, the farmers can be classified in four categories namely :

- » Marginal Farmers (having less than 1 hectare of land).
- » Small Farmers (having 1 hectare to below 2 hectare of land).
- » Medium Farmers (having 2 hectare to below 10 hectare of land).
- » Large Farmers (having more than 10 hectare of land) (Nagaraj, 2008).

Analyzing the farmers' suicides in different states by land holding status, it is seen that in Maharashtra a total of 3030 farmers committed suicide during 2015 out

of which 1285 (42 percent) were small farmers, 899 (30 percent) were marginal farmers, 834 (27 percent) were medium farmers and only 12 (less than 1 percent) were large farmers. Similarly in Telangana nearly 44 percent of farmers committing suicide were small farmers and 27 percent were medium farmers (see Table 4). It has also been observed that a total of 45.2 percent and 27.4 percent of victims were small farmers and marginal farmers respectively in all the states, together they accounted for 72.6 percent of suicides. The medium farmers accounted for 25.4 percent of suicides in 2015 whereas only 2 percent victims were large farmers. A total of 160 large farmers committed suicides in 2015. Telangana with 79 such suicides accounted for almost half the numbers and Chhattisgarh was a distant second with 37 suicides by large farmers. In almost all other states the proportion of large farmers in total such suicides is quite low. This can be attributed to the fact that the share of large farmer in land under cultivation is much high as compared to that of small and marginal farmers. Moreover large farmers get easy access to farm credit from formal financial institutions while the small and marginal farmers have to depend upon private moneylenders.

Table-4 : Distribution of Farmers'/Cultivators' Suicides by Land Holding Status - 2015

States	Marginal Farmers	Small Farmers	Medium Farmers	Large Farmers	Total
Andhra Pradesh	202	163	149	2	516
Arunachal Pradesh	0	7	0	0	7
Assam	52	17	7	8	84
Bihar	0	0	0	0	0
Chhattisgarh	354	310	153	37	854
Goa	0	0	0	0	0
Gujarat	4	29	19	5	57
Haryana	3	7	18	0	28
Himachal Pradesh	0	0	0	0	0
Jammu & Kashmir	0	0	0	0	0
Jharkhand	0	0	0	0	0
Karnataka	209	751	235	2	1197
Kerala	0	2	1	0	3
Madhya Pradesh	154	289	134	4	581
Maharashtra	834	1285	899	12	3030

Manipur	0	0	1	0	1
Meghalaya	1	1	0	0	2
Mizoram	0	0	0	0	0
Nagaland	0	0	0	0	0
Odisha	13	7	3	0	23
Punjab	18	70	11	1	100
Rajasthan	0	2	1	0	3
Sikkim	1	14	0	0	15
Tamil Nadu	0	2	0	0	2
Telangana	301	605	373	79	1358
Tripura	0	1	0	0	1
Uttar Pradesh	49	56	30	10	145
Uttarakhand	0	0	0	0	0
West Bengal	0	0	0	0	0
Total (All States)	2195	3618	2034	160	8007

Source : *Accidental Deaths and Suicides in India (ADSI)*, National Crime Records Bureau (NCRB), Ministry of Home Affairs, Government of India.

Among the states with the worst figures of farmer suicides, Chhattisgarh stood out as the only one where more marginal farmers (354) committed suicide than small farmers (310). In most other states, suicide figures for small farmers were more than double that of marginal farmers. Suicides among medium farmers were almost comparable to those among marginal farmers, with Chhattisgarh again an exception. Against 354 marginal farmer suicides in the state there were only 154 medium farmer suicides.

Going through the causes of farmer suicides in India during 2015 according to Table-5, it is observed that bankruptcy or indebtedness and farming related issues are the top most causes of farmer suicides in India during 2015, accounting for 38.7 percent and 19.5 percent respectively of such suicides. Not only their percentage share in total farmer suicides has increased in 2015 over the previous year but they have become more epidemic in some specific states of the country (see Table 6 on next page). Maharashtra has recorded the highest number of farmer suicides due to indebtedness i.e. 41.8 percent (1293 out of 3097), the second state is Karnataka i.e. 30.5 percent (946 out of 3097) and the third in the row is Telangana i.e. 20.4 percent (632 out of 3097). The incidence of indebtedness has been found to be high in the states where the agriculture is more capital intensive. The second highest cause of

farmer suicides is farming related issues including high input costs, failure of crop, inability to sell the produce etc. which is most common in the states of Maharashtra, Telangana and Andhra Pradesh. Maharashtra is again leading in the 'Family Problems' followed by Chhattisgarh and Telangana.

Table-5 : Distribution of Farmers' Suicides by Causes - 2015 (All India)

Cause	2014				2015			
	Male	Female	Total	%age share	Male	Female	Total	%age share
Poverty	140	9	149	2.6	90	2	92	1.1
Property Dispute	52	0	52	0.9	86	0	86	1.1
Marriage Related Issues	63	58	121	2.1	15	42	157	2.0
Family Problems	1038	97	135	20.1	853	80	933	11.7
Farming Related Issues	868	101	969	17.2	1494	68	1562	19.5
Illness	682	63	745	13.2	774	68	842	10.5
Drug Abuse/Alcoholic Addiction	250	0	250	4.4	330	0	330	4.1
Fall in Social Reputation	6	1	7	0.1	1	0	1	0.1
Bankruptcy or Indebtedness	1112	51	1163	20.6	2978	119	3097	38.7
Causes Not Known	208	23	231	4.1	313	21	334	4.2
Other Causes	759	69	828	14.7	522	41	563	7.0
Total	5178	472	5650	100.0	7566	441	8007	100.0

Source : *Accidental Deaths and Suicides in India (ADSI)*, National Crime Records Bureau (NCRB), Ministry of Home Affairs, Government of India.

Table-6 : Distribution of Framers Suicides by Causes - 2015 (State Wise Analysis)

States	Poverty	Property Dispute	Marriage Related Issues	Family Problems	Farming Related Issues	Illness	Drug Abuse/Alcoholic Addiction	Fall in Social Reputation	Bankruptcy/Indebtedness	Other	Total
Andhra Pradesh	13	6	61	64	159	21	11	3	154	24	516
Arunachal Pradesh	0	0	0	0	0	0	0	0	0	7	7
Assam	12	40	0	27	0	5	0	0	0	0	84
Bihar	0	0	0	0	0	0	0	0	0	0	0
Chhattisgarh	0	1	14	153	1	223	48	3	3	408	854
Goa	0	0	0	0	0	0	0	0	0	0	0
Gujarat	6	0	5	2	20	11	1	0	0	12	57
Haryana	0	7	0	4	5	1	0	0	0	11	28
Himachal Pradesh	0	0	0	0	0	0	0	0	0	0	0
Jammu & Kashmir	0	0	0	0	0	0	0	0	0	0	0
Jharkhand	0	0	0	0	0	0	0	0	0	0	0
Karnataka	0	10	9	21	126	24	13	0	946	48	1197
Kerala	0	0	0	0	2	0	0	0	1	0	3
Madhya Pradesh	3	2	19	183	32	150	74	2	13	103	581
Maharashtra	27	12	24	383	795	214	170	2	1293	110	3030
Manipur	0	0	0	0	0	0	1	0	0	0	1
Meghalaya	0	0	0	2	0	0	0	0	0	0	2
Mizoram	0	0	0	0	0	0	0	0	0	0	0
Nagaland	0	0	0	0	0	0	0	0	0	0	0
Odisha	2	0	0	6	0	1	0	0	2	12	23

Punjab	3	6	1	9	7	20	2	1	51	0	100
Rajasthan	0	0	0	0	3	0	0	0	0	0	3
Sikkim	0	0	0	0	0	1	2	0	0	12	15
Tamil Nadu	0	0	0	1	0	1	0	0	0	0	2
Telangana	20	2	4	72	395	160	4	0	632	69	1358
Tripura	0	0	0	0	0	1	0	0	0	0	1
Uttar Pradesh	6	0	20	6	17	9	4	0	2	81	145
Uttarakhand	0	0	0	0	0	0	0	0	0	0	0
West Bengal	0	0	0	0	0	0	0	0	0	0	0
Total (All States)	90	86	157	933	1562	842	330	11	3097	897	8007

Source : *Accidental Deaths and Suicides in India (ADSI)*, National Crime Records Bureau (NCRB), Ministry of Home Affairs, Government of India.

5. Factors Underlying Farm Suicides in India

Socio-economic factors, rather than mental health problems, are associated with farmer suicides, with increased indebtedness playing the predominant role. This has arisen to a greater extent recently, due to an agrarian crisis affecting the most vulnerable farmers. This has multiple manifestations, including lack of agricultural investment and irrigation improvement, use of cash crops, the increased use of non-institutional credit sources, and the reduction of trade barriers. From above the major causes for farmer suicides in India as recognized in the present study are:

5.1 Agrarian Crisis in India

The agrarian crisis was caused by the neoliberal state policies in operation since the beginning of the 1990s which led to distinct aggregate level institutional and policy changes related to public investment, input subsidies, organized credit and external trade (Kennedy and King, 2014). These changes have increased the cost of inputs, while the price of produce has either decreased or become far more volatile. With the decline in capital expenditure by the states as part of its stabilization measures, investments in agriculture (the irrigation, soil conservation etc.) came down and this had very serious consequences in the regions where soil and irrigation problems were already acute. Farmers with small and marginal land holdings, who cultivated cash crops such as coffee and cotton, have been particularly hard hit by these changes.

Cotton cultivation requires relatively large capital expenditure and it is widely argued that these costs have increased dramatically since the liberalization of the economy. Due to the restrictions put in place by World Trade Organization

(WTO), seeds need to be brought every year. Large quantities of fertilizers and pesticides are expensive due to a reduction in subsidies. In addition, cotton cultivation is very water intensive, but since the early 1990s the amount of public money spent on irrigation has fallen and farmers are increasingly forced to invest in their own systems. In many cases, cotton cultivators have to borrow money to pay for these capital outlays and this is particularly true for marginal farmers with very few resources.

Though accounts of suicides among cotton cultivators tend to focus on the increasing costs of inputs, analysis of suicides among coffee farmers concentrate on the decreasing price paid for the product. This is blamed on the purchasing power of Multi National Companies (MNCs) who continue to sell the end product at a high price. Falling prices have had a disastrous effect on the livelihood of farmers who cultivate coffee in the southern states of Andhra Pradesh, Karnataka, Kerala and Tamil Nadu.

5.2 Indebtedness

The build-up of farmer debt is a direct result of the deepening agrarian crisis, and the wave of farmer suicides is a direct outcome of mounting debt. Indebtedness has been pointed out as an important reason for farm suicides especially in Western Maharashtra and also in Punjab. Debt makes marginal farmers extremely vulnerable to disruptions such as illness or crop failure as a result of extreme weather or pests. It has also been observed that the introduction of genetically modified (GM) crops since liberalization has considerably worsened the situation. Bt cotton has claimed to be responsible for farmer suicides specially in Malwa region of Punjab. Bt cotton seeds cost nearly twice as much as ordinary ones. The higher costs forced many farmers into taking ever larger loans, often from private money lenders charging exorbitant interest rates. The moneylenders collect their dues at harvest time and compel farmers to sell their produce to them at a price lower than it fetches on the market. This had created a source of debt and economic stress ultimately suicides, among farmers.

Another factor contributing suicides is extensive use of herbicides. In the last decade, more than 2,50,000 Indian farmers have killed themselves because of Monsanto's costly seeds and pesticides. Globalization and monopoly have forced farmers to buy GMO seeds and since GMO crops have become pest resistant, the farmers have no choice but to purchase Monsanto herbicide (Parvathamma, 2016). More disturbing is the fact that often farmers commit suicide by drinking the insecticide shipped to them by Monsanto. After the use of Monsanto's Bt cotton in 2008, the rate of suicide among Indian farmers increased drastically.

Apart from a meager farm income, rising healthcare costs increase farmer debt. Outstanding loans for health reasons have doubled from 3 percent in 2002 to 6 percent in 2012 according to a 2015 analyses of NSSO data by NABARD. More than

half of India's rural population uses private healthcare services, which are four times as costly as public healthcare. However indebtedness is a symptom and not the root cause of India's farm crisis. Average farm household borrowing is driven by the factors such as stagnation in agriculture, increasing production and marketing risks, institutional limitations and lack of alternative livelihood opportunities. The major states noted in the study where the problem of farm suicides is very critical are very poorly developed even in terms of sustained, decent non-agricultural opportunities. It may be pointed out here that even though the agrarian crisis in certain other parts of the country is as deep and sustained as in these states, the epidemic of farm suicides is not observed in them, partly because of the availability of such non-farm livelihood options during times of crisis.

5.3 Inadequate Credit Policies for Small and Marginal Farmers

With over a billion population, there are more than 185 million small and marginal farmers who comprise over 70 percent of all farming household in the country (Roy, 2017). These farmers largely undertake substitute farming owing to a number of constraints such as small size of land holdings, biased tenurial systems, inefficient water management, lack of access to inputs, inadequate availability of quality input, lack of knowledge etc. Large farmers have benefitted more through loans by banks than the small and marginal farmers (who are mostly financed by cooperatives only). Due to these limiting factors, the small and marginal farmers suffer from low productivity, instability in yield, low employment, less income and poor standard of living hence becoming more susceptible to suicides.

The target of credit to agriculture and to weaker sections continues to remain unattained in recent times. Farmers with higher holding sizes could get as high as 78.9 percent loans from institutional sources. In comparison, shares of small and marginal farmers were 14.9 to 54.8 percent (Tyagi, 2017). The small and marginal farmers find lot of hurdles in getting loan from banks, due to inadequate securities, complicated loan procedures, delay in sanctioning the loan by the bank. Agricultural money lenders were the major source of agricultural credit for them who charges high rate of interest. The other side is that majority of small and marginal farmers are using their own as well as their borrowed fund in unproductive purpose, which leads to indebtedness. A productive debt creates its own means of payment but an unproductive debt becomes a great burden in as much as the principal and interest which goes on increasing (Wadhwa, 2008).

6. Conclusions

From the above discussion it is clear that a suicide, especially farm suicides, is a sensitive issue that needs to be urgently addressed by the government. Several socio-economic factors have enabled an environment vulnerable to distress in the agricultural belts of the nation. Not a single factor can be isolated as the major cause

of farm suicides. So long as the problems discussed above resulting in high levels of farm suicides in India are not addressed by the government, the picture will be worse in the future. Any dip in the number of farm suicides in a year or two cannot be seen as a decisive break from its increasing trend. No doubt the 'package measures' taken by the government from time to time like debt relief, remunerative prices, employment guarantee measures etc. provide a degree of relief and hope to farmers and can bring down the number of suicides at least in short term but these measures by themselves are not a substitute for dealing with the problems of agrarian crisis and rural indebtedness.

Desperate indebtedness has been found to be the common threat that ran through most of the reported suicides. However, the analysis reveals that indebtedness is only a symptom and suicides are a manifestation of growing distress in Indian agriculture. Stagnant technology, rising input prices, weakening support systems and declining profitability have all made cultivation a highly risky and un-remunerative enterprise, threatening the livelihoods of farmers, particularly the small and marginal ones.

India's high rate of farmer suicides is being made worse by globalization and increased expectations for a minimal acceptable lifestyle, crop failure, drought, floods, and indebtedness are the most frequently blamed factors in the suicides of the country's farmers. Moreover, the government's response and relief packages have generally been ineffective, misdirected and flawed as they have focused on credit and loan, rather than income, productivity and farmer prosperity. Assistance in paying off outstanding principal and interest helps the moneylenders, but has failed to create reliable and good sources of income for the farmer going forward. The moneylenders continue to offer loans at interest rate between 24 and 50 percent while income generating potential of the land the farmer works on has remained low and subject to weather conditions. Thus the government has failed to understand that debt relief just postpones the problem and a more lasting answer to farmer distress can only come from reliable income sources, higher crop yields per hectare, irrigation and other infrastructure security.

The trend of farm suicides can be reversed through active participation of the government in addressing the real issues of the farmers that are driving them to suicides. Following are some measures which can be adopted to lessen the problem :

- » Active participation by big farmers to help the poor ones in terms of agricultural finance and implements. NGOs, corporate and other organizations can also play an important role in helping farmers by providing education and training to them to enhance their skills.
- » A complete reorientation of agrarian policies in the sense that there should be basic institutional transformation in the sector as a pre-condition for its comprehensive modernization. The policies in the new liberalization era

should be revamped in such a manner that even the small and marginal farmers can be benefitted.

- » A comprehensive Agricultural Insurance Scheme is required which must cover cash crops like cotton, sugarcane and edible oils.
- » In spite of waving off loans of the debt-ridden farmers government should enable the farmers to help themselves and sustain on their own through their skills and capabilities.
- » The institutional credit system should be simplified for the poor farmers so that they can get easy access to credit and not exploited by the private moneylenders.
- » Minimizing the role of commission agents, traders and intermediaries so that the farmers can get the maximum benefits from their produce.
- » Encourage the organic farming so as to minimize the cost of pesticides and fertilizers.

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Violence against Women in the Age of Social Media

*Sarita Singh**

Social media, an online platform to express and share one's thoughts or experiences, is attracting much attention as a representative new media strengthening real-time accessibility. It has become the primary means of communication these days. 'Social media' refers to the means of interactions among people in which they create, share, and exchange information and ideas in virtual communities and networks. Social media depend on mobile and web-based technologies to create highly interactive platforms via which individuals and communities share, discuss, and modify user-generated content. Social media is a new phenomenon worldwide and is here to stay. Social media has enabled people to be connected in real time and is bringing out new facets of people interest, engagement and behaviour. The present paper is an attempt to analyze the misuses of social media for women. It has been shown that social media has become a significant outlet for violence against women. This is due to the anonymity that it provides. People are anonymous online, and they do not have to be held accountable for violence. They can get away with violent behaviour. Online violence and abuse denies women the right to express themselves equally, freely, and without fear. This is something we need to fight against; we cannot let this become the norm. We must work on both prevention and punishment.

1. Introduction

Violence against women is a broad term covering all practices that humiliate women, impair their health and endanger their lives. The United Nation's

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declaration on the elimination of violence against women (1993) in Fagbemi described violence against women thus : Any act of gender-based violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life. Violence against women is increasing fast in the age of social media throughout the globe.

Social media is a great communication tool to help businesses connect with their customers all over the world. They are tools and technologies that enable people to communicate with people and can immediately see what's on their minds. Social networks sites like 'Facebook' and 'LinkedIn' allow people to connect with other people of similar interests and background, while 'YouTube' and 'Flickr' are media sharing services that allow people to upload and share various media such as pictures and video. 'Twitter' is one of a microblogging services that focus on short updates that are pushed out to anyone subscribed to receive the updates. Online forums allow members to hold conversations by posting messages. Blog comments are similar to online forums except they are attached to blogs and usually the discussion centers around the topic of the blog post. These types of social media have become highly popular and most effective these days not only in US, Europe and other developed countries, but also in country like India.¹

2. Aim of the Paper

Social media is a double edged sword. Besides, the vast potential of social media in political mobilization and bringing awareness among the citizens,² the role of social media in increasing violence and crime against women has become reality. The present paper aims to analyze the role of social media in fostering violence and crime against women. Secondary sources have been used in this paper.

3. Social Media and Women

Social media has become an integral part of modern society. Social media are tools and technologies that enable people to communicate with people and can immediately see what's on their minds. Having a presence on blogs, forums and chat rooms with the customers company managers show that they care about the people who spend money on their products. That is why social media has also contributed to identifying various and creative business models such as social commerce, a new form of e-commerce, and to encouraging innovation of individuals and businesses.

Many social networking sites were created in the 1990s. Some examples include Six Degrees, BlackPlanet, Asian Avenue, and MoveOn. These are, or have been, online niche social sites where people can interact, including sites for public

policy advocacy and a social network based on a web of contacts model. From 1997 to 2001, a number of community tools began supporting various combinations of profiles and publicly articulated friends. Sites like MySpace and LinkedIn gained prominence in the early 2000s, and sites like Photobucket and Flickr facilitated online photo sharing. In 2000 social media received a great boost with the witnessing of many social networking sites springing up. In 2004, popular names like Facebook Harvard, Dogster and Mixi evolved. During 2005, big names like Yahoo!360, YouTube, cyword, and Black planet all emerged.³ YouTube came out in 2005, creating an entirely new way for people to communicate and share with each other across great distances. Today, there is a tremendous variety of social networking sites, and many of them can be linked to allow cross-posting. This creates an environment where users can reach the maximum number of people without sacrificing the intimacy of person-to-person communication.

Social media has evolved from a communication tool for exchanging messages and promoting the socialization of online society to a strategic instrument for sharing valuable information and creating profits. Now social media is exerting a strong influence even on offline society.⁴ According to Daniel Nations⁵, social media is hard to define and is a two-way street that gives you the ability to communicate. Social Media can be called a strategy and an outlet for broadcasting, while Social Networking is a tool and a utility for connecting with others. Furthermore, Cohen reports that "the difference is not just semantics but in the features and functions put into these websites by their creators which dictates the way they are to be used."⁶

Social media is like a double-edged sword. The positive influence of social media is getting bigger, but at the same time, its side effects are also increasing, particularly among the youth. However, the negative effects of these social networking sites outweigh the positive ones. Mamta Singh and Kavita Garg⁷ have discussed the positive and negative impacts of social media. Social sites have caused some potential harm to society. The students become victims of social networks more often than anyone else. This is because of the reason that when they are studying or searching their course material online, they get attracted to these sites to kill the boredom in their study time, diverting their attention from their work. Other negative side effects of social networking website include reduced learning and research capabilities, reduction in their academic performance and concentration to study well, reduction in real human contact, reduction in their command over the language and their creative writing skills, time wastage, loss of motivation in students, etc. Moreover, the overuse of these sites on a daily basis has many negative effects on the physical and mental health of students making them lethargic and unmotivated to create contact with the people in person. They are also criticized for increasing violence and crime against women.

However, it is also argued that social media has positive effects such as allowing the democratization of the internet while also allowing individuals

to advertise themselves and form friendships. With social networks we are able to communicate our thoughts and perceptions over different topics with a large number of audiences, and raise our voice. The sharing feature available on the social networks makes our opinion about any topic reach huge number of people (even to those who are not on your friends list). We have the option to make groups with people who are like minded and share the related news with them and ask for their opinion or input about the topic. Simply, there are a number of options available for any one to communicate with others on these social networks. Violence and crime against women are no exception so far the negative and positive effects of social media are concerned. In this light, we can analyze the role of social media in violence and crime against women. It is being recognized that for many women, the Internet is not a safe space. Although social media platforms in particular have become a critical space for women to express themselves and make their voices heard, they have also become spaces where women are easily targeted for expressing their views. Online violence and abuse denies women the right to express themselves equally, freely, and without fear.

Social media is also said to be useful in preventing violence and crime against women. Social media offers unprecedented opportunities to raise awareness around violence against women and girls, to help users stay safe, and to inspire people to engage in social activism. The power of social media networking as the new feedback system has been exploited by the organizations, individuals, activists, towards creating new strands of collective action in interrogating and resisting violence and redefining justice.

The vibrancy of social media in generating awareness on gender injustices has been well acknowledged in recent burst of online campaigning by the women's organizations, human right groups or civil society associations. Community blogs, organizational reach to Facebook or Twitter have opened up a hitherto unseen virtual space of campaign against violence, pervasive in nature, that breaks the glass ceiling in the public deliberations on gender equality.

However, in this age of globalization, social media is considered a double edged sword and as such always hangs on our heads. On one hand, is the ability to freely express our thoughts and ideas on public platforms, maximizing their reach in an unimaginable way. On the other is the lurking danger of our information being misused, and our privacy and dignity being attacked. Crimes which involve use of the internet, social media and other forms of technology to "humiliate, control and threaten" women are on the rise. In recent years, criminals who invade and negatively use the opportunities offered by the internet and the World Wide Web, seem to be removing smiles off the faces of many women throughout the world, including India. Social media forms like Facebook, due to their high interactivity, are used to perpetuate violence against women.

Role of social media in violence against women is both negative as well as positive. On the one hand, critics of social media put forward the view that violence

and crime against women are accelerated through the use of social media. In fact, it is held that social media is a breeding ground for violence against women. On the other hand, it is also stressed by many social activists that social media offers unprecedented opportunities to raise awareness around violence against women and girls, to help users stay safe, and to inspire people to engage in social activism. As such, social media are considered as boon in preventing violence and crime against women. Let us discuss both these views briefly.

4. How Social Media Fuels Violence against Women ?

Mobile devices and the internet can be powerful tools, but they can also be weapons for breeding ground for violence against women. It is in this context that the UN has issued a “wake-up call” about cyber violence against women. It says it can be just as damaging as physical abuse, especially as technology can now reach remote corners of the world. UN Women’s Phumzile Mlambo-NGCuka says that, “Online violence has subverted the original positive promise of the internet’s freedoms and in too many circumstances has made it a chilling space that permits anonymous cruelty and facilitates harmful acts towards women and girls.”

With one in every three women a victim, the World Health Organization considers violence against women “a global health problem of epidemic proportion”, ranging from domestic abuse to street harassment, sex trafficking, rape and femicide. Social media has fuelled this pandemic, say experts. “The internet is available to everyone, and so is its violence. The perpetrators are no longer limited by geographic or physical boundaries,” says Baroness Patricia Scotland, former UK attorney general and founder of the Corporate Alliance against Domestic Violence.

Across websites and social media platforms, everyday sexist comments exist along a spectrum that also includes illicit sexual surveillance, “creepshots,” extortion, doxxing, stalking, malicious impersonation, threats, and rape videos and photographs throughout the globe. The explosive use of the Internet to conduct human trafficking also has a place on this spectrum, given that three-quarters of trafficked people are girls and women.

Violent online behaviour ranges from virtual harassment and public shaming to the desire to inflict physical harm – and the internet may then become a tool to turn virtual violence real. Violence against women in social media may take the following forms :

1. **Online harassment** : Online harassment may vary from abusive SMS messages to tracking movement through geolocation. Harassment through e-mails includes blackmailing, threatening, bullying, constant sending of love letters in anonymous names or regular sending of embarrassing mails to one’s mail box.
2. **Intimate partner violence** : Threats of disclosure of intimate communications or “revenge porn” are examples of such violence.

3. **Culturally justified violence** : Forwarding a sexist joke to starting a Facebook group that promotes rape is an example of such violence,
4. **Sexual assault** : Technology is used to lure women into situations that result in rape or other forms of physical violence.
5. **Cyber stalking** : Cyber stalking is the use of the Internet or other electronic means to stalk or harass a person. It involves invading the privacy by following a person's movements.
6. **Cyber bullying** : Cyber bullying is the use of Information Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying is willful and repeated harm inflicted through the use of computers, cell phones or other electronic devices, by sending messages of an intimidating or threatening nature.
7. **Impersonation** : The use of technology to assume the identity of the victim or someone else in order to access private information, embarrass or shame the victim, contact the victim, or create fraudulent identity documents; e.g., sending offensive emails from victim's email account; calling victim from unknown number to avoid call being blocked.
8. **Surveillance/Tracking** : The use of technology to stalk and monitor a victim's activities and behaviours either in real-time or historically; eg. GPS tracking via mobile phone; tracking keystrokes to recreate victim/survivor's activities on computer.
9. **Harassment/Spamming** : The use of technology to continuously contact, annoy, threaten, and/or scare the victim. This is ongoing behaviour and not one isolated incident; e.g., persistent mobile calls/texts; filling up voicemail with messages so no one else can leave a message.

India is third on the list behind China and Singapore in the cases of cyber crime according to a report, highlighting the need to take actions and increase education about online behaviour. A number of studies demonstrate that increased use of social media is reportedly pushing up the number of prosecutions for offences against women. Women are subjected to violence or harassment on the social media and the Internet, face book, WhatsApp and twitter platforms were increasingly being misused to target women. While India is witnessing a steady increase in the number of cyber crimes, there is another worrying statistic that goes on to suggest that the nearly 13 per cent of the cases are targeted against outraging or blackmailing a woman.⁸

Cyber crime against women is on at alarming stage and it may pose as a major threat to the security of a person as a whole. The World Wide Web allows users to circulate content in the form of text, images, videos and sounds. The widespread circulation of such content is particularly harmful for women. In recent years, there have been numerous reports of women receiving unsolicited emails which often contains obscene and obnoxious language.

5. Conclusion

The violence women face in social media has in many ways left them feeling vulnerable, not empowered. Online violence against women, that is, violence directed at women by virtue of their gender, violates their human rights and is thus an impediment to the attainment of gender equality. India already has laws that can be used to deal with online abuse. What needs attention is a better implementation of the same. This implementation needs to be coupled with non-legal measures to address the structural inequalities which stem in part from patriarchal notions of morality, lying at the heart of the online abuse faced by women. A starting point to address this gender-based abuse on online platforms can be asking these platforms to start following their own guidelines on “abuse and hateful conduct”, which, as research has shown, are flouted by the platforms themselves.

National organizations such as the National Network to End Domestic Violence, have taken the lead in providing guidance and support to organizations in understanding and addressing safety issues that have and continue to develop with the role of digital communication in our work and lives. As social media campaigns are very important, it is recommended that organizations working in prevention of sexual violence adopt clear guidelines for staff in representing the organization in all media, specifically including social media. Safety guidelines should also include protocol for receiving and documenting disclosures made through social media, including as the result of social media campaigns.

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Role of New Development Bank and Food Security in the BRICS Countries

Pintu Kumar and Prahlad Kumar Bairwa***

BRICS countries are an important grouping to deal with the global food crisis, promote global economic recovery and play an important role in global initiatives on food security. The creation of the BRICS Bank, New Development Bank, by the BRICS nations (Brazil, Russia, India, China & South Africa), competes with the World Bank and IMF, is yet another example of how the international control is skittering away from those nations that are failing to adapt to a changing world. The current economic crisis could well go down in history as the turning point where the entire West failed to turn and adapt itself to the change.

[**Keywords** : New Development Bank, Food Security, BRICS countries]

1. Introduction

Population has always been one of the fundamental factors that influence socioeconomic development. The structure of population growth has, and will have significant impact on the socioeconomic landscape of the BRICS countries as well as the international community.

Maria Printseva writes that growing populations, the increasing role of the middle class, changes in the nature of consumption, and catastrophic depletion of natural resources that support agricultural production may bring about a significant hike in food shortages in the BRICS region (Maria Printseva, 2016).

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Table-1 : Production of Cereal (million tons), 2015

Country	2000	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Brazil	45	53	57	67	77	68	73	75	87	98	97
Russia	65	78	78	82	108	97	61	94	71	92	105
India	186	195	203	216	220	203	226	242	239	246	239
China	405	428	451	456	478	482	496	519	539	553	557
South Africa	14	—	9	9	15	15	15	13	14	14	—

Source : BRICS Joint Statistical Publication 2015, Rosstat.

The rate of population production is more than the production of cereal in the BRICS countries. Table-1 indicates the maximum cereal production in the BRICS countries does not cater to the needs of the growing population.

The approaches that have ensured greater production and higher productivity levels for the last several decades have inflicted irreparable environmental damage; caused land degradation; polluted soil, water, and air and reduced biodiversity. As a result,

- » Land per capita is shrinking - 1 to 1.5 acres, 0.3 hectares
- » Farming is a terrible business - 45% want to quit farming, middle class nightmare
- » Increasing cost of land - \$20,000+ acre,
- » 10 to 100 acres, illegal crop farming, land ceiling act

Globally, we use 50% more natural resources than the planet can generate every year. If the current model persists, we will need to double the level of natural resources currently available by as early as 2030. This means that the global community is running the risk of not only failing to reduce the proportion of the population suffering from hunger during the next development stage, but even that of getting back to where we started (Maria Printseva, 2016). India and China in the BRICS will become the net food importer in 2030. The area of cultivated land of BRICS countries has already been overused and despite the use of scientific cultivation, this land failed to produce for the population of estimated 3.0 billion. Table-2 shows the stagnancy in the production in the BRICS region.

Table-2 : Area of cultivated land (million hectares), 2015

Country	2000	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Brazil	50	63	61	62	65	64	65	67	69	71	71
Russia	124	122	122	122	122	122	121	121	122	122	—
India	156	155	155	156	155	155	156	156	—	—	—
China	130	130	130	130	135	135	135	135	135	135	—
South Africa	—	—	—	—	—	—	—	12	—	—	—

Source : BRICS Joint Statistical Publication 2015, Rosstat.

The Moscow meeting of 2010 and Beijing meeting in 2011 has formulated the Action Plan on Agricultural Cooperation (APAC) of the BRICS countries for the period of 2012-2016 and following points has been highlighted such as :

1. Creation of basic agricultural information exchange system of BRICS countries (coordinated by China in collaboration with other four countries).
2. Development of a general strategy for ensuring access to food for the most vulnerable population (coordinated by Brazil in collaboration with other four countries)
3. Reduction of negative impact of climate change on food security and adaptation of agriculture to climate change (coordinated by South Africa in collaboration with other four countries)
4. Enhance agricultural technology cooperation and innovation (coordinated by India in collaboration with other four countries)
5. Trade and investment promotion (coordinated by Russia in collaboration with other four countries)

New Development Bank (NDB) treaty forced in July 2015 and refers to the exchange of resources, personnel, technology and knowledge between developing countries that acknowledges World without the West. NDB strengthens the Action Plan on Agricultural Cooperation 2012-2016 and Article 19a (Methods of Operation) of the NDB agreement states, "The Bank may guarantee, participate in, make loans or support through any other financial instrument, public or private projects, including public-private partnerships, in any borrowing member country, as well as invest in the equity, underwrite the equity issue of securities, or facilitate the access of international capital markets of any business, industrial, agricultural or services enterprise with projects in the territories of borrowing member countries" (NDB Agreement, 2012-2016).

To fulfill its purpose, the Bank shall support public or private projects through loans, guarantees, equity participation and other financial instruments. It shall also cooperate with international organizations and other financial entities, and provide technical assistance for projects to be supported by the Bank.

2. Issues of Food Security in BRICS

The modern agriculture technology has been developed in the BRICS region that enable to double or triple the production as well but the common concern is that whether this technology gives a guarantee to BRICS future food security? Article 1 (Purpose and Functions) of the NDB agreement states, "The Bank shall mobilize resources for infrastructure and sustainable development projects in BRICS and other emerging economies and developing countries, complementing the existing efforts of multilateral and regional financial institutions for global growth and development" (NDB Agreement, 2012-2016).

Prof. Suresh Kumar spoke during his BBC interview to Prof Andrews, viewed that "We are moving from subsistence farming to sustainable develop-

ment. African farmers need small-small technology right from the irrigation facility, infrastructure, road building, railway, cold storage facility along with the better seeds and better fertilizers. This is the one part of the agriculture development. After that, if they get good market, it will help them in achieving sustainable development. Coming to the Africa and the world, he suggest that lets initiate with the private investors with the 70 : 30 or 60 : 40 policy in which 60 or 70 can be produced for the export and 40 or 30 percent should be used with in Africa or in the African regional market that will give the slogan Remove Poverty, or end to poverty that will be possible only with this configuration of 60:40 or 70:30. If we see the economics, within 30% Africa will be food sustainable, there will be Green Revolution and no people will die of starvation. This 30% will be sufficient for the local people needs, and caters African regional market." Prof Andrews further asked that if you are talking about exports of agriculture products, it will be the issue of protectionism? For example with Japan, Europe and USA. He firmly stated, "As far as the protectionism is concerned, we have to come out of that. All the developing countries demand to re-write the intellectual property rights. This will help the global governance as well. The companies will come with the vision of 60 or 70 % to work in Africa is not coming for the charity. They also need some profit that is genuine. It is good for both. There is a need to come out of the well of the intellectual property rights. With this configuration, it will work for inclusive governance, global development and global governance" (WPC online TV, 2014).

3. GATT 1986 Declaration

He again stated about the GATT 1986 declaration and observed, "Noting that commitments under the reform programme should be made in an equitable way among all Members, having regard to non-trade concerns, including food security and the need to protect the environment; having regard to the agreement that special and differential treatment for developing countries is an integral element of the negotiations, and taking into account the possible negative effects of the implementation of the reform programme on least-developed and net food-importing developing countries" (GATT, 1986).

It is further mentioned specifically under Article 9 (Export Subsidy Commitments), "1. The following export subsidies are subject to reduction commitments under this Agreement :

(a) the provision by governments or their agencies of direct subsidies, including payments-in-kind, to a firm, to an industry, to producers of an agricultural product, to a cooperative or other association of such producers, or to a marketing board, contingent on export performance" (GATT, 1986).

This protectionism does not have any impact on the initiative of the private investors with the 70:30 or 60:40 policy and having no impact of agricultural economics.

4. GATT 1986 and APAC 2012-2016

1. Counterfeiting, Sec 2.495 Counterfeiting is first of all the imitation of a product. The counterfeit is not only identical in the generic sense of the term.
2. Protection of Geographical Indications and Designations of Origin for Agricultural Products and Foodstuffs and in the Agreement on TRIPS did not influence the APAC action plan.
3. Protection of Geographical Indications on the National Level.

The first category comprises **all possibilities of protection**.

The second category covers the protection of geographical indications through **registration of collective marks (including agricultural labels) or certification marks (or guarantees marks)**.

The third category includes all special titles of protection of geographical indications which result from a decision made by the competent government authority establishing the protection. This category, in particular, comprises the protection of appellations of origin-whether they result from a registration with the industrial property office, as under the new Russian law (APAC, 2016).

5. NDB, Food Security and Africa

The NDB agreement guideline supports Action Plan on Agricultural Cooperation (APAC) 2012-2016 and **Article 19 - Methods of Operation states**, a) "The Bank may guarantee---industrial, agricultural or services enterprise with projects in the territories of borrowing member countries" (APAC, 2016).

1. How this method of Operation will work for the food security of BRICS?

NDB and Creation of Green Gene Pool Bank (GGPB)

The Green means working within the framework of environment sustainability. Conserving and making the most of the planet's wealth of genetic resources will be crucial for survival, as people will need to produce sufficient and nutritious food for a growing population, NDB should create the creation of Green Gene Pool Bank (GGPB) and work for the agricultural development in the potential area. The adaptation of the agriculture sector is not merely an option, but an imperative for human survival, and genetic resources will form an essential part of any adaptation strategy. This GPB will recommend the particular variety of cereals for the production that will not become the issue of protectionism as well. The GPB should attach with the soil testing laboratories, producing better seeds, green fertilizers and cold storage facilities as per the local climatic conditions that will strengthen the agricultural productivity.

Looking at the world, the data suggests that Africa needs Green revolution for achieving food security as the population will reach 1.8 billion by 2050. Table-3 highlights the Afro-Asia particulars about the irrigated land area and the potential through irrigation in this sector.

2. How NDB & African agribusiness stakeholders could improve their actions to get better results in the near future?

Table-3 : Irrigated Area Vs. Potential Agriculture land

Particulars(ha)	World	Asia	Africa
Total Area	13.4 Bn	3.1 Bn	3.0 Bn
Cultivated Area	1.5 Bn (11.3%)	560 Mn (17.6%)	200 Mn (6.6%)
Irrigated Area	277 Mn (18%)	194 Mn (34%)	13 Mn (6%)

Source : WWW.FAO.ORG

More than 90% of agriculture in Africa is rain dependent. Africa has abundance of water across the continent. The major water bodies across the African continent includes major rivers such as Blue Nile, White Nile, Limpopo, Niger, Volta, Senegal and Chari and lakes such as Lake Chad, Victoria and Malawi. There are 73 other major rivers and Lakes, 1300 small lakes, 13 major river basins and 104 small river basins across Africa.

Only 20% of it is required to make the continent food secure. It is thus essential to enhance irrigation facilities equipped with extensive infrastructure to fulfil the basic needs' (Food Security: 3-6). Africa needs water pumping system and water management techniques from India. The requirement of little training to African HRD will help installation of pumps for handling it that will change even the deserts into green areas. The NDB agreement Article 21 - Operational Principles The operations of the Bank shall be conducted in accordance with the following principles :

(i) "the Bank shall apply sound banking principles to all its operations, ensure adequate remuneration and have in due regard the risks involved;

(ii) the Bank shall not finance any undertaking in the territory of a member if that member objects to such financing;

(iii) in preparing any country program or strategy, financing any project or by making designation or reference to a particular territory, or geographic area in its documents, the Bank will not seem to have intended to make any judgment as to the legal or other status of any territory or area;

(iv) the Bank shall not allow a disproportionate amount of its resources to be used for the benefit of any member. The Bank shall seek to maintain reasonable diversification in all of its investments;

(v) the Bank shall place no restriction upon the procurement of goods and services from any country member from the proceeds of any loan, investment or other financing undertaken in the ordinary or special operations of the Banks, and shall, in all appropriate cases, make its loans and other operations conditional on invitations to all member countries to tender being arranged;

(vi) the proceeds of any loan, investment or other financing undertaken in the ordinary operations of the Bank or with Special Funds established by the Bank shall

be used only for procurement in member countries of goods and services produced in member countries, except in any case in which the Board of Directors determines to permit procurement in a non-member country of goods and services produced in a non-member country in special circumstances making such procurement appropriate;

(vii) the Bank shall take the necessary measures to ensure that the proceeds of any loan made, guaranteed or participated in by the Bank, or any equity investment, are used only for the purposes for which the loan or the equity investment was granted and with due attention to considerations of economy and efficiency.”

Context of BRICS-NDB-Africa Partnerships

<p>Brazil</p> <ul style="list-style-type: none"> * The Cotton project of Brazil and West African countries * The Rice Culture project in Senegal * Technology transfers in bio-fuel production in Africa * Brazilian support to family farming in Africa * The Pro Savannah project aims to replicate the experience of developing the Brazilian cerrado region (a similar biome to Mozambique’s savannah), which Patriota and Pierrri was converted from barren land into one of the most productive agricultural regions in the world.Pro Savannah is a threefold programme : i) “Project for Improving Research and Technology Transfer Capacity for Nacala Corridor Agriculture Development (ProSavana PI); ii) Plan for Agricultural Development (ProSavana PD); and iii) Project for Rural Extension (ProSavanaPE)” (ABC, 2010a and 2010b).
<p>Russia</p> <p>The preferential tariffs for agricultural products exist but only few African exporters use them, mainly from South Africa, Kenya, Morocco and Egypt. Russian authorities should make it possible for more individual African countries to negotiate for their products to enter the market. The African regional economic blocs can be useful instruments for facilitating trade between Africa and Russia (Pambazuka, 2016).</p>
<p>India</p> <p>Department of Agricultural Research and Education (DARE) of India Indian Council of Agricultural Research (ICAR) India-Africa Institute of Agriculture and Rural Development</p> <ul style="list-style-type: none"> * ICAR-Agriculture Research Centre (ARC), Egypt * ICAR- Ethiopian Institute of Agricultural Research (EIAR) * DARE-Govt. of Republic of Eritrea * ICAR-Golden Valley Agriculture Research Trust (GART), Zambia * DARE- Deptt. of Agriculture, Forestry & Fisheries , South Africa * DARE-ICAR MoU India and the Republic of Tunisia * DARE-ICAR India and Ministry of Agriculture, Mozambique

<ul style="list-style-type: none"> * DARE-ICAR MoU India and the Republic of Tanzania * DARE -Ministry of Agriculture, Water & Rural Dev. Namibia.
<p>China</p> <ul style="list-style-type: none"> * large, state owned farms in 1960s * Africa research and cultivation is based on huge amount of Chinese labour * Chinese Hybrid Seeds in Africa * China is looking for Farming Equipments * Beijing's Global Strategy for Agribusiness * China State Farm Agribusiness Corporation (CSFAC). * Five major Chinese state-owned farming companies to obtain land in Africa * Chinese Lease Land on Annual Rent Payment o the African landowners
<p>South Africa</p> <ul style="list-style-type: none"> * Transfer of technology to agriculture in Africa * Over the last 10 years, large-scale investment contracts in Africa have covered 20 million hectares, which represents more than the arable area of South Africa * The agro-processing industry spans the processing of freshwater aquaculture and mari-culture, exotic and indigenous meats, nuts, herbs and fruit. It also involves the production and export of deciduous fruit; production of wines for the local and export market; confectionary manufacturing and export; and the processing of natural fibres from cotton, hemp, sisal, kenaf and pineapple.(Info, 2016).

3. In what specific areas of agricultural development should the BRICS-Africa forge dynamic ties?

Opportunity for Agribusiness Stakeholders

1. Introduce Low and innovative technologies such as drought-tolerant crops, high-quality seeds, fertilizers etc. that will increase income for small-scale farmers.
2. Processing the goods through Value chain approaches and interventions that will increase productivity.
3. Provision of infrastructure and farm mechanization services.
4. Training to farmers and personnel in other allied activities.

4. How NDB and African agribusiness stakeholders could improve their actions?

- » Africa's main exports to BRICS are in the form of raw materials that need to be further processed after entering the country.
- » Processing within Africa would build higher income for the African farmers
- » It also enables the products to enter the BRICS market at a higher level of the value chain.
- » India train over 600 African scientists, technical and extension officers; offer capacity-building to over 2,500 farmers;

5. How NDB and African agribusiness stakeholders could improve their actions?

- » Enable technology transfers; develop infrastructure and skilled manpower for the textile industry; and boost Greenfield investments.
- » India initiative promising opportunity for expanding agro-processing and value-addition opportunities in Egypt, Ethiopia, Senegal, Sudan, and Tunisia
- » India's famous low cost technology and trained farmers have assisted in Zambia and Tanzania. BRICS should adopt it simultaneously.

6. How can BRICS stakeholders better assist their African partners in adapting and adopting the strategies that propel agricultural production and productivity?

- » Chinese agricultural demonstration stations are available in Mozambique, Liberia and Senegal and Chinese companies' are either using Chinese labour or using outsource/ out growers is not welcomed by the local people in Africa.
- » India's experience in agricultural education has a lot to offer to Africa
- » With 99 ICAR institutes and 66 agricultural universities spread across the country this is one of the largest national agricultural research systems in the world.
- » Pan-African e-Network provides unique knowledge collaboration
- » Setting up of 10 vocational training centres in Burkina Faso, Burundi, Egypt, Ethiopia, Gabon, Gambia, Libya, Mozambique, Rwanda and Zimbabwe

7. How can BRICS increased investment in Africa be structured so as to maximize benefits with regards to: human capital development for Africa, farm technology development and the transfer of skills and technology to African farmers?

- » Many big IT Indian and Chinese companies, such as NIIT and Wipro, with ventures in the African IT market.
- » Rwanda is welcoming investment in this sector in an effort to transform from low-income agriculture based economies to knowledge based service oriented economies.
- » Ethiopia with high enrolment rates in primary education provides a ripe platform for investment in setting up universities including agriculture colleges. It attracts cross border students (Somalia and Sudan) to Ethiopia. Hence, the education sector in Africa merits special attention from Indian investors and It will attract human capital development.

6. Farm Technology Development

- » Africa is land-abundant and comparatively scarcely populated. With 36 people per square kilometer Africa's ratio of population to surface area is much lower than that of Europe (120 in the European Union [EU], East Asia (also 120) and South Asia (342).
- » Africa is land-abundant and skill-scarce relative to other regions. Africa thus has a high land-to-skill ratio. Comparing regions over time, it shows that countries with high ratios of land to skills tend to export mainly primary products.
- » Africa will probably never match the land-skill ratio of Asia or Europe.
- » Africa needs all agriculture mechanization right from tractor to other implements

7. NDB and Modern Agriculture Technology

NDB should facilitate :

- » Sowing machinery such as post hole digger, paddy planter, seed drill for cotton seed, seed cum fertilizer drill, potato planter and multi row vegetable planters, Irrigation systems such as sprinkler systems, drip system, irrigation pumps like centrifugal pumps, stationary diesel engine driven centrifugal pumps, engine set, electric pumps and submersible pumps, Sowing & Harvesting machinery such as maize combine, sugar cane combine, mowers, paddy combine, reaper, wheat combine, fruits harvester, onion harvester, potato digger, cotton picker and Post Harvest Machinery like bailer, tipping trailer, sugar cane grabber, trailer, thresher and maize Sheller. Advance Cold Storage Facility
- » Public-Private Partnership (PPP) mode of investment may bring the farm technology for the development of agriculture sector.
- » It is estimated that the use of 15 percent of the total land in Africa is sufficient for the domestic consumption including having food stock for the emergency.
- » Private investors are buying land in Africa for agricultural purposes.
- » The sharing of the total produce should be in the ratio of 70:30, where 70 percent should be reserved for the export & industry and only 30 percent should be used for domestic consumption. This ratio may vary from 70:30, 75:25, 85:15 and so on depending on particular country's land fertility and the requirements of the total population of the country concerned.

8. The Transfer of Skills and Technology to African Farmers

1. BRICS believes that technology should be accessed by all. India is leading a campaign to re-write intellectual property rights (IPR) in favour of all the developing countries to strengthen their financing and capacity building.

2. BRICS respects value addition in exploration, assisting in settling their different sectors and committed its partnership developing Africa's capacity building as per the need of African countries in policy analysis, planning and training in agriculture sector.
3. The adequate training to the local people of Africa boosts the process in the transformation of skill to them.

9. What is already being Implemented?

Different BRICS-Africa partnerships in the fields of technologies & expertise for agricultural growth, food security & rural development

- » China's growing presence in Africa
- » India-Africa Integrated Textiles Cluster to support the cotton industry and its processing and conversion into high value products
- » India-Africa Centre for Medium Range Weather Forecasting to harness satellite technology for the agriculture
- » Fisheries sectors
- » Contribute towards disaster preparedness and management of natural resources and
- » India-Africa Institute of Agriculture and Rural Development.
 - a. Soil, Water & Tissue Testing Laboratories,
 - b. Regional Farm Science Centres,
 - c. Seed Production-cum-Demonstration Centres,
 - d. Material Testing Laboratories for Highways

10. Conclusion

- » The issue of sharing of the total produce should be in the ratio of 70:30 or 75:25 or 85:15 where 70 percent should be reserved for the export & industry and only 30 percent should be used for domestic consumption for a successful green revolution in Africa.
- » This 30% should use for the teff, orange-colored sweet potato, pearl millet, bean, hybrid corn, cassava and grazing land and fodder for the animals, which should involve the communities in the decision making process to plan benefits.
- » Many African countries lacked radio framework until recently and commercial and community radio stations are still relatively new. Many countries such as Morocco, Zambia, Ethiopia, Kenya have initiated Radio for Farmers. World Bank has sponsored the African Farm Radio Research Initiative and Farm Radio International.
- » All India Radio should share this rich experience and strengthen the Pan Africa e-network of India in developing program to help small-scale farmers improve their food security.

The legal infrastructure around property rights and land titles are the prerogatives of the national governments in Africa. It should be clear to the BRICS investors that any country or private investors cannot lease land without the proper permission of their respective governments. There is a clear difference of forcefully occupation and land on lease for 99 years. The lease of land from the African governments is the part of contract law. African governments should involve the local people participation before any lease of land to any private investors. The land belong to any individual cannot be touched without his/her willingness and the stakeholders here should involve the local governments to sign any lease of contract with the individuals or groups. The land titles of the lease land are always belonging to the individual or the government. Indian investors in any part of Africa have signed the proper documentation before taking over any lease land for the agriculture purposes.

1. Commitments from all the stakeholders for the adequate training of HRD and transfer of technology.
2. Need to introduce more agricultural land and introduce applications of S&T in Africa.
3. The need of community farming under Collective Land System should be promoted, which will help in using scientific agricultural implements in Africa.
4. Promote the African farmers to join agriculture education and literacy programmes. Agriculture extension is an important component of agriculture universities throughout the world, which will help Africa Agriculture Education System to strengthen in rural areas.
5. Dairy Farms, Poultry, Piggery, fisheries, Sericulture, Horticulture, Floriculture and Shrimp & Prawn cultivations should be introduced in Africa as an alternate food resource.

Figure-1 is a sample for Dairy industry as an example to understand the process of investment, setting up the market and relations with the consumers in Africa. It attracts medium Indian and African investors working together as joint firm in any African country that will help in understanding the environment of the country, nature of the people cum customer and society.

Figure-1 : Promotion of IKS and Food Security

* Investment in Livestock, farmhouses, feed & other living conditions with Veterinary doctors (Investors-1, 7 million USD).
* Investment in Collection of milk, storage and milk processing unit. It will prepare milk packets, cream, curd, Cheese, yogurt, ice cream, and other products (Investors-2, 7 million USD).
* Processed Meat to its wholesale distribution. It needs hatchery and refrigeration facilities for meat (Investors-3, 7 million USD).

* Investment in Opening milk distribution outlets and selling milk cream, curd, Cheese, yogurt, ice cream, and other products. Beef meat temperature controlled shops for retail markets (Investors-4, 7 million USD).

* Investment in transportation (through Trucks, mini trucks and other), which will carry milk containers, and other items. The meat from dairy farms to wholesale distributors and supply further to retail markets (Investors-5, 7 million USD).

6. Assist African youth to get training in agriculture sciences and develop technology as per local needs
7. Open Rural Cooperative Banks to strengthen micro-finance and SHGs.
8. Importance of growing trees/plants and the soil conservation awareness programme should be broadcasted on the national TV channels and all channels of Radio including FM stations in regional languages in Africa.
9. African governments should adopt programmes such as food for work and cash for work programmes in the agriculture and related sectors.

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Analysis of 'Freedom of Speech and Expression' in American and Indian Constitution : A Comparative Study

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The 'Freedom of Speech and Expression' is an important fundamental right which helps to preserve the ethos of democracy. United States and India are culturally contrast democracies, which have their own diverse heritage to protect. Both the democracies however have similar law safeguarding the right to speak, criticise and move forward amalgamating the manifold variant citizens. Freedom of speech comes with a responsibility to protect the interest of the nation. The children who are the future of tomorrow safeguarding their interests are the conscientious effort of both the countries. Judiciary has upheld the spirit of liberalization of press on multiple occasions.

[**Keywords** : Restrictions, Citizen, Amendment, Prejudicial, Penalizing, Petitioner, Information, Obscenity, Communication, Broadcasting, Offensive, Censorship, Violence]

1. Overview

America and India are the two powerful democracies of the world. For any democracy 'Freedom of speech and expression' is the foundation to establish the

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structure of democracy. The 'Freedom of speech and expression' extends to the freedom of the Press. The provision with regard to this freedom is quite similar in both legal systems, that being said, the 'Freedom of the Press' of the US constitution has two positive features, that is :

- » Freedom of speech without any restrictions and
- » Freedom of press.

With respect to India, the Apex Court of India does not specifically ensure freedom of press; it is regarded as an expression which makes the freedom a genus. Therefore, there are no specific restrictions which can be levied on any common citizen, but he can't even claim any special privilege (unless directed specifically by law), different from any other citizen.

Justice Bhagwati stated in the landmark case of *Express Newspapers (Private) Ltd. v. Union of India*¹,

[T]hat the fundamental right to the freedom of speech and expression enshrined in our constitution is based on (the provisions in) Amendment I of the Constitution of the United States and it would be therefore legitimate and proper to refer to those decisions of the Supreme Court of the United States of America in order to appreciate the true nature, scope and extent of this right in spite of the warning administered by this court against use of American and other cases.

Even though both the United States and Indian republic have similar approach for the 'Freedom of speech' and have separate set of jurisprudence to guarantee the same based on the acceptance, tolerance and needs of their citizens. To add to that, they also differ in what actually includes and is accepted as free speech. The premier difference among the systems is the extent of the freedom, the US legal system gives the press absolute freedom whereas in India it more of a right which extends to certain levels and the restrictions are well defined. This difference is subject to the reasonable restrictions and moral standard of the respective communities. In India the system of control is more authoritarian which makes the legislature armed with the real power to ensure the 'Rule of Law' in the country. On the other hand US has a more liberal approach.

Free speech is of no use if there is no adequate space to breathe. Any incorrect statement which is repeated again and again will also appear to be true and a part of speech and expression. This view of a famous US case *New York Times v Sullivan*² was applied by the supreme court of India. Accordingly, "statements made against persons in the public eye cannot be considered defamatory unless they were made with 'actual malice'. The reason is any democratic governance mandates a strict scrutiny of the public official duties."³

The result of the extent of the Freedom in the US constitution is that ideas or expression which may be offensive or hurtful or even racial but can be expressed freely. The other side of the coin suggests that it leads to healthy debate on public

issues and such. The government is not allowed to take any decisions when the ideas are expressed with the ideas that may not be expressed. The freedom of expression guaranteed by First Amendment of the Constitution means the freedom of expression in the fullest sense.

With regard to India, the debate of whether the freedom should be inserted into the Constitution as an individual right was heavily discussed by the Constituent Assembly. Dr. B.R. Ambedkar, Chairman of the Constituent Assembly's Drafting Committee concluded that such a provision was not necessary. He based his arguments on :

[T]he press is merely another way of stating an individual or a citizen. The press has no special rights which are not to be given or which are not to be exercised by the citizen in his individual Capacity. The editor of a press or the manager is all citizens and therefore when they choose to write in newspapers, they are merely exercising their right of expression and in my judgment therefore no special mention is necessary of the freedom of the press at all.⁴

Although the Constitution shows has no special provision to safeguard the rights of the press, the Judiciary has taken up the role and confirmed that the rights of the press are implicit in the guarantee of freedom of speech and expression under Article 19(1)(a) of the Constitution. In fact, multiple judgments of the Supreme Court of India have struck down laws that abridge the freedom of the press and have echoed the sentiment expressed in the First Amendment of the US constitution

Ramesh Thappar v. State of Madras⁵, was one amongst the earliest cases to be decided by the Supreme Court and "it involved a challenge against an order issued by the Government of Madras under Section 9(1-A) of the Madras Maintenance of Public Order Act, 1949 imposing a ban on the entry and circulation of the journal, Cross Roads, printed and published by the petitioner. The Court struck down Section 9(1-A) holding that the right to freedom of speech and expression was paramount and that nothing short of a danger to the foundations of the State or a threat to its overthrow could justify a curtailment of the right to freedom of speech and expression". Similarly in Brij Bhusan v. State of Delhi⁶, the Court quashed "a pre-censorship order passed against the publishers of the organiser. The Court held that Section 7 (i) (c) of the The East Punjab Public Safety Act, 1949 authorized such a restriction on the ground that it was necessary for the purpose of preventing or combating any activity prejudicial to the public safety or the maintenance of public order and did not fall within the purview of Article 19 (2)".

2. History of the Freedom of Press

The similarity of the history of this right in the Indian and US legal system ends with the point that the both jurisdiction was ruled by the British Crown.

United States legal Systems adopted freedom of the press as retaliation to the history of press in England. Much before the invention of the printing press in the fifteenth century, government and church leaders in England regularly banned handwritten books that threatened their power. A complete surrender to the British was evident in the early times.

After the invention of the printing press, the government stated that there was a requirement that all printers are required to get a licence the government before they try to publish anything. The control of power was so grave that anyone who criticised the British government was liable to be punished.

Queen Elizabeth I of England in 1585 had enacted certain laws with the intention to control the press of her country. This included the permission to print only in pre-approved press such as Oxford, Cambridge, and London. The content had to be approved by Archbishop of Canterbury or the Bishop of London. Violators of this rule were severely penalized and faced imprisonment or destruction of their printing equipment.

However these arbitrary laws expired by 1695, but the British government continued enforcing these laws on sedation and enforced them even much later. No one was allowed to criticise the government even on a known fact.

The 1948 Universal Declaration of Human Rights stated :

[E]veryone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference, and impart information and ideas through any media regardless of frontiers⁷. Freedom of the press is the right to circulate opinions in print without censorship by the government⁸. In the American Legal system they enjoy freedom of the press under the First Amendment to the Constitution, which states : 'Congress shall make no law...abridging the freedom of speech or of the press'.

In India, the right extends from Article 19(1)(a) of the Constitution of India¹⁰ which is a fundamental right of the citizens of India. The provision of Freedom of the Press is also placed under this section. Further, it also includes the right of free propagation and free circulation without any previous restraint on publication.⁹

The freedom of the press protects the right to publish information and to express the ideas through various media. It is an important right for a free society. To make sure government is running properly, citizens need to be informed about the policies and the programs undertaken. Due to time constraint it is however difficult for the people to watch everything the government does. The press serves the function by investigating and reporting the government's activity. Moreover if the citizens do not like any policy of the government then they can raise opinion through the social media. Spreading information to one and all is done much faster by the electronic mode of communication.

3. Media Independence : Protection of Children

United States has always exemplified a culturally advanced nation who has seen extremes of Digital media. The young generation has high dependability on electronic gadgets for its information, entertainment and communication. An average child spends maximum hours viewing these mediums for its social survival. It is a fast moving society which needs to keep pace for survival. The parents however find electronic gadgets as the last and only resort for upbringing their child. Lack of time makes them dependant on electronic media for recreation and entertainment.

The concern for protecting the children from exploitation can also be sensed for digital arena. The Child Exploitation and Obscenity Section (CEOS) serve a unique and critical function in the enforcement of federal laws in protecting children from exploitation and prohibiting the distribution of obscenity.¹¹ To view summaries of the federal laws that pertain to CEOS's subject areas, click the links below survival.

- » Federal Law on Child Pornography.
- » Federal Law on Child Sexual Abuse.
- » Federal Law on Child Support Enforcement.
- » Federal Law on the Extraterritorial Sexual Exploitation of Children.
- » Federal Law on International Parental Kidnapping.
- » Federal Law on Obscenity.
- » Federal Law on the Prostitution of Children.
- » Federal Law on Sex Offender Registration.

The concept of 'freedom of the press' in the Constitutional framework has been developed by serious historical debates. William Blackstone 'Bill of Rights' is purported to embrace the notion that has been derived after drafting and ratifying the same. A press cannot be said to be free if it is licensed by the sovereign, or otherwise restrained in advance for publication. The debate concerning the same is not yet settled. The Apex court reviewed in the matter of *New York Times Co. v Sullivan*¹² and concluded that the "central meaning of the First Amendment embraces as well rejects the law on sedition." The definition of freedom of the press in US primarily comes to shape by a spree of Supreme Court decisions. Starting with the case *Cohen v. Cowles Media Co*¹³ and ending on the matter. During this period, the Court ruled "at least 40 cases involving the press and fleshed out the skeleton of freedoms addressed rarely in prior cases. In contrast, the Court considered the First Amendment claims of political dissidents in the early part of the last century with some frequency; it took 150 years after the adoption of the Bill of Rights, and the First Amendment, for the Court to issue its first decision on the freedom of the press".

In leading cases such as *Near v. Minnesota*¹⁴ and the 'Pentagon Papers case' *New York Times Co. v. United States*¹⁵, the Court came with the ruling that "freedom of the press on publication is nearly absolute, incorporating the right to publish information that a president concluded would harm the national security, if not the movements of troopships at sea in time of war". In *Miami Herald Publishing Co. v. Tornillo*¹⁶, "the Court embraced the analogous proposition of the government that it has virtually no power to compel the press to publish what it would prefer to leave on the proverbial cutting room floor".

The American Supreme Court's 1979 decision has formulated "the Daily Mail principle", which was held in *Smith v. Daily Mail Publishing Co.*¹⁷ In this matter the Court established that "a newspaper cannot be liable for publishing the name of a juvenile offender in violation of a West Virginia law declaring such information to be private. The protections against subsequent punishments for reporting the truth afforded by the Daily Mail principle are not absolute, but the barriers to such government regulation of the press are set extremely high".

The 1978 decision in the case *Zurcher v. Stanford Daily*¹⁸, the Court held that "the First Amendment did not protect the press and its newsrooms from the issuance of valid search warrants". In another case of 1979 *Herbert v. Lando*¹⁹, the Court observed that "when a member of the press is alleged to have circulated damaging falsehoods and is sued for injury to the plaintiff's reputation, there is no privilege under the First Amendment's that will guaranty freedom of speech and freedom for the press. The plaintiff can inquire into the editorial processes of those who are responsible for the publication and the inquiry can produce evidence material for the proof of a critical element of the plaintiff's cause of action".

In 1991 in *Cohen v. Cowles Media Co.*²⁰ the Court effectively concluded "the treatise on the freedom of the press which had began in *Sullivan*; it did so when it emphasized that the press is properly subject to liability under the 'generally applicable' law of contracts not to disclose the identity of the victim, even in order to report truthful information about the source's involvement in a matter of public concern". "In the 21st century, the debate was broken to revisit the extent to which a 'generally applicable' law such as the federal wiretap statute can constitutionally impose criminal penalties and civil liability on the dissemination by the press. The contents of unlawfully recorded telephone conversations, even when the information so disseminated is the truth about a matter of public concern cannot be permitted".

It was in the year 2001 that the court decided in *Bartnicki v. Vopper*²¹, that, "when a statute that is directed towards a deterring unlawful conduct by not penalizing the content of press reports, will constitute a 'naked prohibition' on the dissemination of information by the press. It is 'fairly characterized as a regulation of pure speech' in violation of the First Amendment. The Court ushered in a new century of First Amendment jurisprudence by reaffirming both the Daily Mail".

4. Freedom of the Press and Censorship

In the United States, 'Freedom of speech' is not absolute. The Supreme Court of the United States has recognized several categories of speech which are excluded from the freedom, and has recognized that governments may enact reasonable restrictions on speech depending upon time, place, or manner. Censorship involves the suppression of speech or other public communication, raises issues of freedom of speech, which is constitutionally protected by the First Amendment to the United States Constitution. The First Amendment (Amendment I) to the United States Constitution prohibits the making of any law abridging the freedom of speech, It was adopted on December 15, 1791, as one of the ten amendments that constitute the Bill of Rights.

The first amendment to the US constitution in facts gives the duty on the State not to create any censorship, that is to say, it cannot control what is to be published and what not to be. In the 1931 case of *Near v. Minnesota*²², "the US Apex court formally dictated that the first amendment prohibits the government from using prior restraint". Also, In *Grosjean v. American Press Co*,²³ the Supreme Court also "outlawed taxes that apply only on the press and not to businesses generally. Such taxes act as a form of prior restraint by making it more difficult for the press to report the news. The above has been done with an effort to value in the flow of information in society. The government has the power to ban the circulation of material which could harm national security". For example, "the government cannot consider the right of censorship as absolute. The Supreme Court has also acknowledged a number of immunities to the rule against censorship. The Court however has stated that the government can ban the printing of obscene material, which is sexual material that is offensive and the Court went on to say that obscenity is not protected by the First Amendment. It is also during wartime, the government may prevent publishers from revealing information such as the location of U.S. troops and their battle plans".

In *Richmond Newspapers, Inc. v. Virginia*²⁴ the Court held "the true meaning of immunity on censorship. The First Amendment affords the press and public affirmative rights of access to government proceedings. This right, however, is not absolute and is routinely balanced against other competing interests articulated by the proponents of secret proceedings".

5. The Federal Communication Council

The US has incorporated an independent government agency to regulate the scope of broadcasting. "The Federal Communication Council or FCC deals with the electronic media in United States".²⁵ The necessity to have FCC was felt to safeguard the general public especially the children from the uncontrolled use of Freedom of Speech and expression. "FCC was formed by the US code."²⁶ The Federal Communications Commission (FCC) has to take care of formulating

regulations for commerce which happening interstate or between foreign countries though the wireless medium. It also has a responsibility to protect the citizens of US from any discrimination happening on the basis of, colour, religion, national origin, or sex etc. For the purpose of promoting safety of life and property through the use of wire and radio communications, and for the purpose of securing a more effective execution of this policy by centralizing authority granted by law to several agencies and by granting additional authority with respect to interstate and foreign commerce in wire and radio communication, there is created a commission to be known as the "Federal Communications Commission", whose focus will be to execute and enforce the interest of the larger population.

"The FCC commissioners and staff are mainly engaged in activities like renewal of licenses for the country's more than 10,000 broadcasting stations, as well as paperwork related to the transferring of ownership for individual stations."²⁷ The FCC incorporated in the Federal structure of US. Electronic media is a part of the US Code that controls all the states in the US.

The Federal Communications Commission (FCC) regulates "indecent" free-to-air broadcasting (both television and radio). Satellite, cable television, and Internet outlets are not subject to content-based FCC regulation. It can issue fines if, for example, the broadcaster employs certain profane words (not relating to that which is sacred or religious;secular). Federal Communications Commission v. Pacifica Foundation²⁸ is a landmark case of the United States. The Supreme Court defined "the power of the Federal Communications Commission (FCC) over indecent material as applied to broadcasting". "The U.S. Supreme Court accepted the government's decision for the interests of children in :

- » Shielding children from potentially offensive material, and
- » Ensuring that unwanted speech does not enter one's home.

The Court stated that the FCC had the authority to prohibit such broadcasts during hours when children were likely to be among the audience, and gave the FCC broad leeway to determine what constituted indecency in different contexts".

6. United States Obscenity Law

The obscenity law of United States prohibits sale and distribution of anything which is obscene. The Laws on obscenity revolve around pornography and censorship of objectionable exhibitions. But it also raises issues of 'freedom of speech' and of the press that are protected by the first amendment to the US Constitution. The States are independently also responsible for the protection of public morality and laying down the punishment for producing and selling obscene materials. The laws of the state however have limitations of jurisdiction to be restricted within each state. In such circumstances the federal government can also control the state in any incidence of distribution, publication, and broadcasting of obscene material.

A comprehensive, legal definition of obscenity has been difficult to establish. Yet key components of the current obscenity test stem from a District Court case tried in 1933. *United States v. One Book*²⁹ called “*Ulysses* by James Joyce” determined that a work investigated for obscenity must be considered in its entirety and not merely judged on its parts.

The cases in US are majorly on obscenity. The movies and games which have overdose of obscenity have to be screened out. “The most infamous is novel ‘*Fanny Hill*’ from the 18th Century.”³⁰ This case Crafts the necessity to give a legal definition for obscenity have the civil liberties enact censorship laws to combat obscenity and restrict freedom of expression.

“Any obscene material cannot be sold and distributed. The Federal Law expressly prohibits the since 1873.”³¹ In most of the American states distribution has been prohibited since the early 19th century. Anthony Comstock had specifically worked for implementing the Federal level adoption of obscenity laws in the United. He created the New York Society for the Suppression of Vice. It was due to Comstock’s intense lobbying that the Comstock Act was passed the statute on anti-obscenity. It made sale and distribution of anything which is obscene a crime. Anthony Comstock was made the postal inspector to supervise the implementation of the Law. The statute does not define obscenity it leaves it on the courts to define on the basis of facts of any particular case.

7. Parents Television Council

A very interesting censorship exists in the United States “Parents Television Council” (PTC).³² “It is a censorship advocacy group that is founded by a conservative Catholic activist L. Brent Bozell III in 1995.”³³ It is a unique concept used in a digitally advanced country to protect the children from the uncensored overflow of content that has the potential of causing harm. The group publishes research reports, articles and issues warnings for various programs which are available online and the apprehended harm they can cause to the child. It also tries to offload all content that can be dangerous to the young citizens of the country.

The objective of PTC is to protect the children and families from graphic sex, violence and profanity in the media, because of their proven long term harmful effects. The vision is to provide a safe and sound entertainment media environment for children and families across America.

The members of the Council make a conscious effort to discourage any program which is not part of healthy entertainment. Programs need to be family friendly and the children have to be protected from the vices of obscenity violence and vulgarity. It is a volunteer work done by the members of PTC to view all content and ascertain the limits of what should be permitted for viewing and what should not be permitted. The PTC has a board which comprises of technically sound people, politicians and social activists to assist the team. The aim is to protect the children from effects of media.

8. Conclusion

The 'freedom of the speech and expression' is important as it protects the right to publish information and to broadcast them through any media. It is an important right for a progressive society. The press enables the policies and programs of government to be scrutinized and citizens become aware of all changes happening. It is the press which tries to remind the citizens of their duty by highlighting the work of the government. Any regulation which tries to restrict the scope of press can be dangerous to mankind. The freedom given to press also needs to be implemented properly. It is a very responsible role which does not have to be taken for granted by the people behind the scenes. Even though the intention of Law framers is the same but conditions for application are very different in India and the United States.

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24. 448 U.S. 555 (1980)
25. "The Federal Communications Commission (FCC) is an independent agency of the United States government, created by Congressional statute and with the majority of its commissioners appointed by the current President. The FCC works towards six goals in the areas of broadband, competition, the spectrum, the media, public safety and homeland security. The Commission is also in the process of modernizing itself. The FCC was formed by the Communications Act of 1934 to replace the radio regulation functions of the Federal Radio Commission. The FCC took over wire communication regulation from the Interstate Commerce Commission. The FCC's mandated jurisdiction covers the 50 states, the District of Columbia, and U.S. possessions. The FCC also provides varied degrees of cooperation, oversight, and leadership for similar communications bodies in other countries of North America. The FCC is funded entirely by regulatory fees. It has an estimated fiscal-2011 budget of US\$335.8 million and a proposed fiscal-2012 budget of \$354.2 million. It has 1,898 federal employees." Available at: <https://www.fcc.gov/about/overview> (last visited 23/04/2017)
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27. "In India there is no unified authority which can decide all the matters relating to broadcasting as in the case of ITA or FCC." Available at: www.fcc.com (Last visited last on 12.2.2014)
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30. "Fanny Hill, also known as *Memoirs of a Woman of Pleasure*, has been a notorious novel since it first appeared in London in 1748-9. Banned for its 'Obscene' content, this fictional account of a young woman's unconventional route to middle-class respectability is, in fact, a lively and engaging comic romp through the boudoirs and brothels of Augustan England, with a heroine whose adventures and setbacks never lessen her humanity or her determination to find real love and happiness. Fanny's story offers modern readers sensuality and substance, as well as an unusually frank depiction of love and sex in the eighteenth century." Available at: http://www.goodreads.com/book/show/195144.Fanny_Hill_or_Memoirs_of_a_Woman_of_Pleasure (last visited 21/1/2017)
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Application of Remote Sensing and GIS for Flood Hazard Management : A Case Study of Bihar (India)

*Md. Karar Ahmad**

Floods are among earth's most common and most destructive natural disasters, affecting people's lives and livelihoods. In Bihar, no other kind of natural disaster has caused more death and destruction than floods. Flood hazard mapping and flood shelters suitability analysis are vital elements in appropriate land use planning for flood-prone areas. No doubt the application of GIS and Remote Sensing (RS) in developed countries has succeeded well in all the flood management stages, viz. pre-flood, during a flood and post-flood stages. Their application can also bring a new revolution in the developing world, including India. Thus, this method is robust enough to develop flood hazard zoning maps and map shelter sites for flood management. The paper describes the application of Remote Sensing (RS) and Geographical Information Systems (GIS) in identifying flood hazard zones and flood shelters in Bihar. Therefore, they are important tools for planners and decision makers. The purpose of this paper is to describe a simple and efficient methodology to accurately delineate flood inundated areas, flood-hazard areas, and suitable areas for flood shelter to minimize flood impacts. The paper also describes the potential techniques for mitigation developed by early warning system.

[**Keywords** : Flood hazard, Flood management, Remote sensing, Geographical information system, Bihar]

1. Introduction

Flooding has been defined in several ways, but generally to mean temporary covering of land by water. For example, Kron and Willems (2002) define flooding

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as a temporary covering of land by water as a result of surface water escaping from their normal confines or as a result of heavy precipitation. Most definitions found in literature also define flood as a temporary covering of water of land not normally covered by water. Among all kinds of natural hazards of the world, flood is probably most devastating, widespread and frequent. In the humid tropics and subtropical climates, especially in the realms of monsoon, river flooding is a recurrent natural phenomenon. Floods resulting from excessive rainfall within a short duration of time and consequently high river discharge damage crops and infrastructure. They also result in siltation of the reservoirs, and hence limit the capacity of existing dams to control floods. For the last two decades improvement in the field of remote sensing and geographic information system (GIS) has greatly facilitated the operation of flood mapping and flood risk assessment. It is proved that GIS has a great role to play in natural hazard management because natural hazards are multidimensional and the spatial component is inherent (Coppock, 1995). The study area is generally facing experiences river floods. River floods are the ones formed from excess rains falling on upstream watersheds and gush downstream with massive concentration, speed and force. Often, they are sudden and appear unnoticed. Therefore, such floods often result in a considerably higher number of tolls; and the damage becomes especially pronounced and devastating when they pass across or along human settlements and infrastructure concentration. The main advantage of using GIS for flood management is that it not only generates a visualization of flooding but also creates the potential to further analyze this product to estimate probable damage due to flood. The number of flood events has increased significantly all around the world over many decades. The main causes of changes in flood risk are climatic changes, changes in land use and other anthropogenic interventions. The most common anthropogenic effects are: urban growth, the partial or total cover of torrent banks, watercourse alignment, improperly dimensioned bridges, deforestation and the consequent erosion, the construction of roads or other structures across the watercourse, subsidence observed in flat regions due to anthropogenic interventions such as over pumping and, finally the change or deviation of the watercourse (Green et al., 2000). It is important to note that complete flood prevention is not feasible, while the evaluation and management of future floods can be carried out. This paper presents a plan for a viable flood preparedness, which consists of two main interlinked components : (a) a proper flood management strategy; and (b) the determination of the hazardous areas in the region of interest. Indeed, the second component is a natural part of the flood management strategy. However, the distinction is very helpful since the emphasis here is on the estimation of areas of high flood hazard. Problems related to flooding significantly amplify, and there is a need for an effective modelling to understand the problem and mitigate its disastrous effects. Human activities such as unplanned rapid settlement development, uncontrolled construction of buildings in general and major land use changes can influence the spatial and temporal pattern of hazards. There are

several factors contributing to the flooding problem ranging from topography, geomorphology, drainage, engineering structures, and climate. Most floods are caused by storms in which a lot of precipitation falls in a short period of time, of both types of rainfall, convective and frontal storms. Intensity and duration of the rain are the most influencing factors for flood hazards. In the recent years, remote sensing and Geographic information systems have been embedded in the evaluation of the Geo-environmental hazards.

2. Literature Review

Hardmeyer and Spencer (2007) were able to use GIS to create a map showing areas where flood would occur and the frequency with which these floods would occur in an Urban Watershed in Rhode Island. They report that the GIS map created was useful to mayors and other town planners in seeing potential flood areas and the possible damages. This in turn would enable them to identify priority areas, thus enhancing flood mitigation planning and communication of the information to the public and other stakeholders. Irimescu et al., 2009 and Jeyaseelan, 2003 have also shown that Remote Sensing data can easily help in prevention, through the mapping of hazardous areas, land cover, drainage lines as well as precise modelling. In addition, Remote Sensing techniques have been helpful in monitoring flood extent and damage even during the event.

3. Objectives of the Study

The objectives of the study are two-fold :

- » To develop a flood hazard map of the catchment area.
- » To develop flood risk maps of the study area.

4. The Data and Methods Used

The Flood Risk assessment requires an understanding of the causes of a potential disaster which includes both the natural hazard of a flood, and the vulnerability of the element of risk. The pair of images, captured by the Moderate Resolution Imaging Spectroradiometer (MODIS) on NASA's Terra satellite-shows how Bihar's waterways changed through the monsoon. Fig. 1 shows the Ganges, Kosi, and several other rivers on September 6, 2017, when flood water with high quantity of silt and sand covered large swaths of the landscape, ultimately led to the floods in the region. Fig. 2 shows the same area on May 24, 2017 before monsoon rains began. Both types of primary and secondary data were used for the analysis of flood affected areas. Satellite images of the study area were downloaded from the USGS, Earth Resources Observation and Science Center (EROS). Two different months of satellite images were used : one image was pre flood in the month of May and other image was for post flood for the month of September 2017. This image covered the flooded areas of northern Bihar, for helping to visualize the extent of the flood along the river courses. Another Landsat image (pre-flood) was obtained on August 25, 2014.

Need of the Study : There have been many demonstrations of the operational use of these satellites for detailed monitoring and mapping of floods and post-flood damage assessment. Remote Sensing information derived from different sensors and platforms, viz. satellite, airplane, and ground etc. are used for monitoring floods in Bihar. A special geographical information system, flood analysis damage information system was developed for estimation of real time flood damages. Besides mapping the flood and damage assessment, high resolution satellite data were operationally used for mapping post flood river configuration, flood control works, drainage-congested areas, bank erosion and developing flood hazard zone maps (Rao et al., 1998).

Study Area : The topography of Bihar is drained by a number of perennial and non-perennial rivers originating from the Himalayan Rivers and their tributaries. In terms of flood behaviour, the Himalayan Rivers are very unusual. The state is considered as the most acutely flood-prone region of India. Heavy monsoonal rains, very high basin relief, steep hill slopes, and tectonic instability among others are some of the significant geo-environmental factors responsible for floods in Bihar. A majority of the rainfall in this region is concentrated in the three months of monsoon, viz. July to September during which the flow of rivers increases up to 50 times causing floods in Bihar. About 76 percent of the population lives under the recurring threat of flood devastation in the state. About 68800 km² out of a total geographical area of 94163 km² comprising 73.63 per cent is flood affected where the plains of Bihar, adjoining Nepal, are drained by a number of rivers that have their catchments in the steep and geologically emerging Himalayas. Kosi, Gandak, Burhi Gandak, Bagmati, Kamla Balan, Mahananda and Adhwara Group of rivers originate in Nepal and carry high discharge and very high sediment load and drop it down in the plains of Bihar. About 35 per cent of catchment area of these rivers lies in Bihar (BSDMA).

The plains of north Bihar have recorded the highest number of floods during the last 30 years. In the years 1978, 1987, 1998, 2004, 2007 and 2008, Bihar witnessed high magnitudes of flood. The total area affected by floods has also increased during these years (FMIS, WRD Bihar). The 2017 flood in Bihar was one of the most devastating floods in the history of Bihar, which occurred on August 12 and lasted till August 20, 2017. The floods affected mostly the 19 northern districts of Bihar. The continuous and heavy rains for eight days at a stretch led to loss of lives and properties and also displacement of a large number of people.

Overall, destruction and devastation of the Bihar region are one of the serious challenges today. Preventive strategies with careful planning and coordination need to be adopted by the local and national agencies for mitigating the flood related problems in the region.

5. Flood Management Strategy

The flood management strategy includes: (i) pre-flood measures, (ii) flood forecasting, and (iii) post-flood measures. Pre-flood measures provide the natural,

institutional and social infrastructure for the viable management of a flood risk. Strategies for preventive flood management include: technical measures to control and manage the flood (small dams and projects on the retention and stabilization of river banks); regulating measures for land use and the planning of settlements; and economic measures for the regulation, promotion and communication (Water Directors, 2003). The Flood Forecasting-Warning System (FFWS) includes the planning of a network of telemetric stations for recording rainfall, meteorological parameters and river flow. This system can also provide a direct warning system for the development of an evacuation plan (Green et al., 2000).

6. Application of Remote Sensing and Geographical Information System

Now a day application of remote sensing and Geographical Information System is playing a vital role in managing and monitoring the natural disasters. Remote sensing is the science and art of acquiring information (spectral, spatial, and temporal) about material objects, or area, without coming into physical contact with the objects or areas, under investigation (Lillesand et al., 2004). Advancements in the remote sensing technology and the Geographic Information Systems (GIS) help in real time monitoring, early warning and quick damage assessment of flood disasters. A Geographic Information System is a tool that can assist floodplain managers in identifying flood prone areas in their community. With a GIS, geographical information is stored in a database that can be queried and graphically displayed for analysis. By overlaying or intersecting different geographical layers, flood prone areas can be identified and targeted for mitigation or stricter floodplain management practices. Remote Sensing can be very effective for flood management in the following way: Detailed mapping that is required for the production of hazard assessment maps and for input to various types of hydrological models. Developing a larger scale view of the general flood situation within a river basin with the aim of identifying areas at greatest risk and in the need of immediate assistance. Remote sensing and GIS techniques have successfully established its application in following areas of flood management, such as flood inundation mapping, flood plain zoning and river morphological studies. In the initial stages of satellite remote sensing the data available was from Landsat Multi Spectral Scanner (MSS) with 80 m resolution. The pioneering investigations in the field of application of remote sensing in flood mitigation were predominantly concentrated in the flood prone regions of the USA. MSS data were used to deal with the flood affected areas in Iowa (Hallberg et al., 1973; Rango et al., 1974), Arizona (Morrison et al., 1973), and Mississippi River basin (Deutsch et al., 1973; Deutsch et al., 1974; Rango et al., 1974; McGinnis et al., 1975; Morrison et al., 1976). Earth observation techniques can contribute to finding out more accurately what causes floods. Together with flood hazard mapping, earth observation techniques can be used to assess damage to property, infrastructure, and agricultural crops. The uses of remotely sensed data in identifying the trends of river channel

migration and as a source of input data for determining river behaviour have been gaining popularity in recent years. One of the main characteristics of remote sensing is its capability to generate a large amount of information frequently and spatially, becoming a powerful tool for monitoring changing aquatic environments. Remote sensing data have been used to document water quality estimate, water depths and also monitor river channel changes and aquatic habitat. Object-based analysis of multispectral imagery has been introduced early in remote sensing literature; however, the object-based approach has largely been ignored in favour of pixel-based methods which have been easier to implement. One of the advantages of object-based image analysis is the multitude of additional information that can be derived from image objects compared to the amount of information available from individual pixels (Uddin, et al. 2013). Most of the Natural and man-made Disaster management activities can be accomplished faster with the help of Geographic Information system (GIS), a computerized database, analyze and visualization system of spatial data. Geographic Information Systems (GIS) provide a range of techniques which allow ready access to data, and the opportunity to overlay graphical location (C. Vijayaraghavan et al., 2012).

7. Scientific Rigorous Monitoring of Flooding

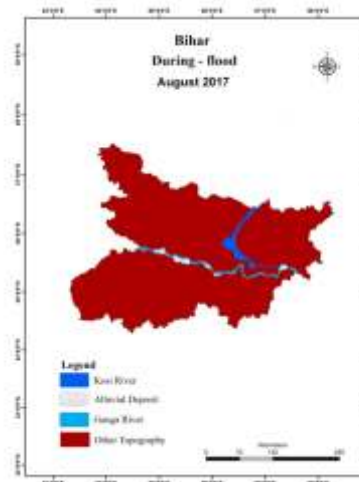
Scientific study of the Flood is compulsory in Bihar because flood occurrence is a very common phenomenon in the region. Although precaution measures have already been taken, they are not sufficient in North Bihar. Bihar has been the witness of great floods since centuries. It is assumed that the damage done by flooding is set to grow further in future. Extensive buildings and many valuable properties along riverbanks and flood plains always come under threat. Climatologists project an increase in extreme weather events including floods. At the advance of any flood occurrence, satellites can help civil protection planners just to anticipate where a river would be most prone to burst its banks, and take action accordingly. Satellite data can provide highly detailed digital elevation models of areas at risk that can serve as the basis of computerized flood simulations.

8. Adoption of Management Tool

Near-real-time images are a management tool for authorities to cope with the disaster, when any flood event takes place. Obtaining a clear picture is one of the major problems of the overall extent of the flood. Wide area satellite images are very helpful to deal with such issues. They can show an entire flood within a single picture, with radar instruments especially well suited for differentiating between waterlogged and dry land. A sequence of satellite images can show whether the flood is growing or diminishing over time, and highlight further areas coming under threat of inundation. Comparing before and after images of the flooded region helps to make it possible a rapid and authoritative damage assessment estimate, factoring in different land cover types to quantify the cost of the flood.

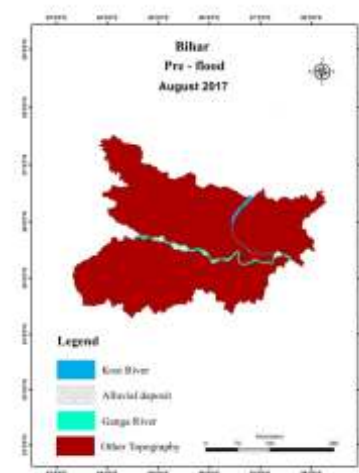
9. Risk Mapping

In the aftermath, risk maps can be created that combine a trio of variables - the flood extent, the type of land inundated and the likely flood return period in order to guide civil protection officials as well as insurers as to how much money should reasonably be spent to protect or insure areas on the map from future floods.



(<https://earthobservatory.nasa.gov/IOTD/view.php?id=90920>)

The pair of images, captured by the Moderate Resolution Imaging Spectroradiometer (MODIS) on NASA's Terra satellite-shows how Bihar's waterways changed through the monsoon. Fig. 1 shows the Ganges, Kosi, and several other rivers on September 6, 2017, when flood water with high quantity of silt and sand covered large swaths of the landscape, ultimately led to the floods in the region. Fig. 2 shows the same area on May 24, 2017, before monsoon rains began.



(<https://earthobservatory.nasa.gov/IOTD/view.php?id=90920>)

10. Conclusions

A method to evaluate the benefits of a flood warning system is presented, as well as a method to estimate the hazardous areas. The estimation of the flood-hazard areas is a fundamental component of a flood management strategy. The proposed approach was applied to the Kosi, Ganga and their tributaries in order to determine the areas and settlements in danger of flooding. The obtained results were validated against data from historical floods in the basin. Since flood phenomena occur in the area of study, the methodology presented in this paper could become a useful tool for the prediction of potential flooding areas and for the better organization of a flood management plan. Furthermore, the combination of this method with an effective forecasting-warning system based on Day's method can be used to avoid flood damage and ensure public safety. The GIS techniques and analysis are valuable tools for various fields of study. This has been used for mapping, modelling and analysis of a variety of applications in disaster management at various levels and scales. The frequency of floods is increasing due to climate change, which will bring heavy rainfall. The poor river management and construction in flood plains reduces the capacity to absorb flood water. The present study shows a simple and cost effective way of using Geographical Information System for creating flood hazard maps from the available data base. In this study, an attempt is made to prepare a flood hazard map to identify the flood extent using ArcGIS software. Using the flood hazard map, flood prone areas are identified, which will assist in appropriate planning of development works. The extent of the flood affected areas was marked by using remotely sensed images, which provides the immediate scenario after the disaster and by using this latest technology the affected areas can be monitored remotely.

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Causes of Child Labour in Nepal : An Analysis from Economic Perspective

*Krishna Raj Acharya**

Child labour varies according to their family type, family income, landholding size, and loan status of family, class category, parent's education and occupation, caste/ethnic, religious background which can be regarded as important determining variables of child labour in general. Among them, one of the major reasons is low family income. Similarly, second important reason for being child labour is food deficiency. Low family income is regarded as one of the major reasons of child labour in Nepal which is also explained by Kausik Basu (1999) and Eric V. Edmund (2007). It was also found that there is strong association between cause of child labour and land holding size of household. Since chi-square value (41.90) is found highly significant ($p=0.000$) at 0.01 level of significance it indicates that size of landholding is associated with the child being labour or not. But parents' occupation is associated at lower level ($p=0.47 > 0.05$). Similarly, the significant p value= $0.03 < 0.05$ () indicates that mother's occupation is also a cause of being child labour in Nepal.

[Keywords : Nepal, Child labour, Employment, Land holding size]

1. Introduction

Nepal is a small landlocked country, bordering India to the south, east and west and China to the north. Geographically, its area is 147,181 square kilometers and it is divided into three ecological belts; Mountain, Hill and Tarai from north to

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south respectively. The northern mountain (or Himalayas) region comprises approximately 35 percent of total area of the country. Elevation here is above 3000m, with Mt. Everest peaking at 8848m. The central strip of the country, which comprises about 42 per cent of land area, is known as the hills. The elevation here ranges from 600 to 3000m. This area is characterized by the Mahabharata range and the Churia hills, but also with many rivers and valleys. The remaining 23 percent of the country is known as the Tarai region, the southern belt of the country, ranging from sea level to 300m (Lietan, 2012).

Demographics of Nepal depicts that children age below 16 years constitute 41 percent of Nepal's population and 29 percent of Nepali children do not have access to primary education. Of these, 36 percent do not go to school, 26 percent of them male and 49 percent female (Singh, 2013). Although it is often argued that for a developing countries like Nepal, the prevalence of child labour is compulsion and that if children do not work, it will be very difficult for their families to make ends meet, the truth is in such thinking that has ensured the continuity of this social evil by making the authorities co placement about child labour.

The definition of child labour constitutes any act where children between the age of 5 and 14 years are directly or indirectly forced to work at home or outside it. As consequences, children are not only deprived of their dignity but also their freedom to play, and their scope to develop physically, mentally and emotionally is lost. These children are also denied education, which is a fundamental right and should be available to them under any circumstances. It is unfortunate that even today the problem of child labour is generally prevalent in the rest of the world (Baraga, 2002).

For many years, child labour has been one of the biggest obstacles to economic development. It is a challenge and long-term goal to abolish all forms of child labour in many countries. In developing countries, it is considered as a serious issue these days. Child labour refers to children who miss their childhood and are not able to have the basic amenities which a child should have. Recently, the International Labour Organization (ILO, 2013) estimated that there are around 215 million children between the ages five to fourteen who work worldwide. They are often mistreated and work for prolonged hours, in very bad conditions. This can affect their health physically, mentally and emotionally. These children do not have the basic rights like access to school or health care.

2. Objectives, Hypothesis and Methods

The overall objective of this paper is to explain the economic causes of child labour in Nepal. Specifically, it aims to explore economic background of their household in term of land holding size and explain the association between the occupation of father and mother and child labour. The null hypothesis of the research is therefore there is no association between landholding size, occupation of parent and child labour.

In order to obtain the objectives the data were collected and tabulated from structural questionnaire from Kathmandu metropolitan and Bharatpur sub-metropolitan cities. The major areas were small tea shops, carpet factories, rag piking, agriculture field, brick kilns, motor cycle repairs center and other concern field of employment. They were selected on the basis of convenient sampling. 235 child labours were selected for the study from two cities of Nepal. Out of 235, 20 were taken from carpet weaving from Kathmandu. 75 child labours were selected from small tea shops of two cities (52 from Kathmandu and 23 from chitwan). Similarly 53 child labours were taken from motor cycle service centers (37 from Kathmandu and 16 from Bharatpur), 2 from brick kiln of Kathmandu, 50 child labours from rag picking (34 from Kathmandu and 16 from chitwan) and 35 child workers from agriculture firms (21 from Kathmandu and 14 from chitwan). Data were collected from child labour and some were collected from secondary sources in this study. Collected data were processed through SPSS 20 by converting them in a homogenous data.

3. Data, Results and Discussion

The information collected from 235 children below of 14 years were selected from different restaurants as the study and convenient sampling technique was applied in the sense that the universe of child labour is indefinite. Data was processed through SPSS where chi-square test taken as a key device to test the condition.

In the context of workshop (repair of motorbikes and cycle), the child labour is doing that work only with the simple food, lodge and dress up to approximately six months without money income but after that nominal money income is given to them. According to the interviewed children their monthly salary ranged from Rs 2500 to Rs 5000.

The child labourers who are working in domestic service and small hotel/restaurants, their wage either very low or no. they are working in these sectors because their parents cannot manage for their food also. Their condition is miserable but they compel to stay and work due to various reasons. Interestingly, some of the employers are really treat them as their own children but they are working hard in their business, known from the sampled child labour in different sectors of Kathmandu and Chitwan. The relation between occupation and their level of income is presented in table-1 on next page.

Child labourers working in various sectors are getting different level of income from those economic activities. Distribution of sampled child labour (Table-1) shows that domestic, worker is a sector where highest number of children work without getting remuneration. Similarly, in domestic worker, highest (64.5 percent) number of sampled children is working at extremely low level of income. Carpet is that sector associated with low level (65.2 percent) of income from their

work. Interestingly, the child labour who are working as a vendor and selling candy flush earning highest (25.0 percent) level of income from their work. Out of 235 interviewed child labourers, 105 sampled child labourers (44.7 percent) are getting low level of income from their harm and long time works. In summary, 71.7 percent (including extremely low and low) sampled child labour are getting low level of income.

Table-1 : Distribution of Sampled Child Labour by Occupation and Salary

Occupations	N	Salary of the Sampled Child Labourers					Total
	%	No	Extremely low	Low	Average	High	
Carpet Weaving	N	0	7	15	0	1	23
	%	0.0	30.4	65.2	0.0	4.3	100.0
Washing/cleaning	N	5	53	37	2	4	101
	%	5.0	52.5	36.6	2.0	4.0	100.0
Workshops	N	1	18	18	2	7	46
	%	2.2	39.1	39.1	4.3	15.2	100.0
Domestic Worker	N	7	20	4	0	0	31
	%	22.6	64.5	12.9	0.0	0.0	100.0
Vendors	N	1	1	6	4	4	16
	%	6.3	6.3	37.5	25.0	25.0	100.0
Agriculture Firms	N	0	6	7	4	1	18
	%	0.0	33.3	38.9	22.2	5.6	100.0
Total	N	14	105	87	12	17	235
	%	6.0	44.7	37.0	5.1	7.2	100.0

Source : Field Survey, 2015 and data was analyzed with the help of SPSS 20 by the author.

Age and salary received by them also related to each others. Lower age children have no capacity to do work properly, effectively and efficiently, so that they are basically not given the wages but other facilities essential to continue their respiratory system. When they grow up, they should satisfy with nominal wage by their employers. According to the marginal productivity theory of wage, their wage should equal to their productivity. But in the context of child labour, their wage is less than their productivity.

Child labourers working in different sectors are different in their receiving salary from their economic activities. Income received by child labour on the basis of their age (Table-2) revealed that only 6 percent of the total sampled child labour does not receive any economic benefits. Low income is basically by majority of child labour (60.0 percent) in the study of sampled children. Surprisingly, some of

them are drawing higher wage even they are at small age group i.e. 6-9 years age. Some of the children are answered higher satisfaction even they are getting lower money income.

Table-2 : Distribution of Sampled Child Labour by Age and Salary

Age Groups	N	Salary of Child Labor			Total
	%	No Salary	Low Salary	High Salary	
6-9 years	N	2	6	2	10
	%	20.0	60.0	20.0	100.0
10-14 years	N	12	135	78	225
	%	5.3	60.0	34.7	100.0
Total	N	14	141	80	235
	%	6.0	60.0	34.0	100.0

Source : Field Survey, 2015 and data was analyzed with the help of SPSS 20 by the author.

3.1 Land Holding Size and Child Labour

Land is one of the important assets that yield income essential to regulate their normal as well as other expenses. Higher the asset, higher will be the chances of being more income and vice-versa. The relationship between cause and land holding is presented in table-3 on next page.

Distribution of child labour across different size of landholding varies widely. Child labour among landless and average/small size holding household is the highest among all. This indicates that the size of landholding of a household is detrimental to causes of child labour. Since the child labour with low family income and food deficiency are in larger number, it has become important reason for being child labour.

Land holding is statistically significant with the causes of child labour in the context of Nepal. There is an association between cause of child labour and land holding by households of working children in this sampled child labour. Since Chi-square value (41.90) is highly significant ($p=0.000$) at 0.01 level of significance average holding of land has a greater chance of being child labour due to low level of family income according to the sampled child labour from various sectors of Nepal. Same cause is dominant in the case of landless and medium holding of land. Interestingly, the child labours from the high land holding size are child labour although the number is quite low due to easy to work in various sectors of Nepal.

Thus, the cause is different according to the size of land holding to be child labour in the context of Nepal. Land size has association to be a child labour. Low size of holding, landless and medium holdings became child labour with the cause of low family income but easy to work is the cause for high size of land holding households.

Table-3 : Child Labour and Land Holding Size

Land Size	N	Causes of Child Worker					Total
	%	Low Family Income	Unemployment of Family Members	Food Deficiency	Family Work Burden	Easy to Work	
Landless	N	18	10	14	5	1	48
	%	37.5	20.8	29.2	10.4	2.1	100
Average Holding	N	74	26	25	12	13	150
	%	49.3	17.3	16.7	8	8.7	100
Medium Holding	N	13	2	1	6	11	33
	%	39.4	6.1	3	18.2	33.3	100
High Holding	N	0	0	1	1	2	4
	%	0	0	25	25	50	100
Total	N	105	38	41	24	27	235
	%	44.7	16.2	17.4	10.2	11.5	100

Chi-square value (χ^2) = 41.90, degree of freedom (df) = 12, asymp. Sig. (2-sided) = 0.000

Source : Field Survey, 2015 and data was analyzed with the help of SPSS 20 by the author.

3.2 Parent's Occupations and Child Labour

Causes of leaving home are affected by father's occupation of the child workers. Higher income of the family may reduce the chances of being child labour in the society. The association between these two variables is shown in table-4 below.

Table-4 : Causes of Leaving Home by Father Occupation

Father Occupation	N	Causes of Leaving Home							Total
	%	Orphan	Family Quarrel	Land slide	Learn Work	Father	Support family	Grand Mom	
Agriculture	N	4	8	5	28	17	39	13	114
	%	3.5	7.0	4.4	24.6	14.9	34.2	11.4	100.0
Service	N	2	0	1	7	7	5	3	25
	%	8.0	0.0	4.0	28.0	28.0	20.0	12.0	100.0

Manual labour	N	2	7	3	11	24	22	8	77
	%	2.6	9.1	3.9	14.3	31.2	28.6	10.4	100.0
Porter	N	0	0	0	3	3	4	0	10
	%	0.0	0.0	0.0	30.0	30.0	40.0	0.0	100.0
Foreign employer	N	0	2	0	3	0	3	1	9
	%	0.0	22.2	0.0	33.3	0.0	33.3	11.1	100.0
Total	N	8	17	9	52	51	73	25	235
	%	3.4	7.2	3.8	22.1	21.7	31.1	10.6	100.0
Chi- square (²) value=23.77, degree of freedom=24, p value= 0.474									

Source : Field Survey, 2015 and data was analyzed with the help of SPSS 20 by the author.

Distribution of child labour across different occupation of father does not vary widely. Child labour among agriculture background father and manual labour is highest among all. There is no significance between these variables. This indicates that father occupation has no significant effect on causes of being child labour.

Although father's occupation seems somehow associated with the causes of child labour in frequency distribution it is statistically insignificant with the causes of leaving home in this sampled child labour working in various sectors of Nepal. Since chi-square value (23.77) is insignificant ($P=0.474$) at 0.05 level of significance there is no association between causes of leaving home and occupation of the father.

Mother of a family is also the cause of leaving home by the children. Mother occupation and the causes of leaving are interrelated to each others. The relationship is presented as;

Table- 5 : Causes of Leaving Home by Mother Occupation

Mother Occupation	N	Causes of Leaving Home							Total
	%	Orphan	Family Unrest	Land slide	Learn Work	Father	Support family	Grand Mom	
Housewife	N	2	5	3	34	19	31	10	104
	%	1.9	4.8	2.9	32.7	18.3	29.8	9.6	100.0
Assist to Husband	N	1	0	0	1	2	5	3	12
	%	8.3	0.0	0.0	8.3	16.7	41.7	25.0	100.0
Manual Worker	N	5	10	6	17	30	35	12	115
	%	4.3	8.7	5.2	14.8	26.1	30.4	10.4	100.0
Carpet/ Restaurant	N	0	1	0	0	0	2	0	3
	%	0.0	33.3	0.0	0.0	0.0	66.7	0.0	100.0

Others	N	0	1	0	0	0	0	0	1
	%	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0
Total	N	8	17	9	52	51	73	25	235
	%	3.4	7.2	3.8	22.1	21.7	31	10.6	100.0
Chi- square (χ^2) value=37.62, degree of freedom=24, p value=0 .038									

Source : Field Survey, 2015 and data was analyzed with the help of SPSS 20 by the author.

Distribution of child labour across different occupations of mother varies widely. Causes of leaving home among manual worker and housewife are highest among all. In the table, carpet/restaurants are highest but the frequency is less than 5 so that it is neglected in the time of interpretation. Causes of leaving home by children in father compulsion is significantly varies. If mother occupation is housewife, then there is chances of being child labour (leaving home) is 18.3 percent and if mother is related with manual labour then the chances is almost doubled i.e. 26.1 percent.

Mother's occupation is statistically significant with the causes of leaving home by the children in the context of Nepal. There is an association between causes of leaving home by the children and mother occupation of working children in this sampled child labour. Since chi-square value (37.62) is statistically significant ($P=0.038$) at 0.05 level of significance, there is difference in causes of leaving home on the basis of their mother occupation.

Thus it can be said that the child labour also determined by the occupation of their mother.

3-3 Food Sufficiency and Child Labour

Children are not interested to leave home in their early age. It is due to various circumstances in their life. They are from marginal land holding family and landless family so that they have no sufficient food grains required to their family. Parent should take loan to feed their children and it is difficult to pay in the future. Children ultimately leave the home and start to work in hazardous and non-hazardous sectors. In the sampled child labour, the relationship between these two variables can be explained as shown in table-6 on next page.

Distribution of child labour across different food sufficiency condition varies widely in the sampled child labour. Child labour among insufficient food production household is highest among all the categories. This indicates that the food sufficiency condition of a household is detrimental to cause of child labour. Since the child labour with food insufficiency household in large number it has become an important cause of being child labour.

Table-6 : Causes of Leaving Home by Food Sufficiency Condition

Food Sufficiency Condition	N	Causes of Leaving Home							Total
	%	Orphan	Family Quarrel	Land slide	Learn Work	Father	Support family	Grand Mom	
Yes	N	0	4	6	26	8	16	15	75
	%	0.0	5.3	8.0	34.7	10.7	21.3	20.0	100.0
No	N	8	13	3	25	39	55	9	152
	%	5.3	8.6	2.0	16.4	25.7	36.2	5.9	100.0
Partial	N	0	0	0	1	4	2	1	8
	%	0.0	0.0	0.0	12.5	50.0	25.0	12.5	100.0
Total	N	8	17	9	52	51	73	25	235
	%	3.4	7.2	3.8	22.1	21.7	31.1	10.6	100.0
Chi- square (χ^2) value=39.95, degree of freedom(df)=12, P value= 0.000									

Source : Field Survey, 2015 and data was analyzed with the help of SPSS 20 by the author.

Food sufficiency is statistically significant with the causes of leaving home by children in the context of Nepal. There is an association between these two variables after an analysis of sampled child labour. Since chi-square value (39.95) is highly significant ($P=0.000$) at 0.01 level of significance, there is difference in causes of leaving home by the children on the basis of food sufficiency.

3.4 Household Income and Child Labour

Income is taken as important factor that affects level of consumption and other macro economic variables. Higher level of income is the symbol of household prosperity in the sense that all demand of their member can manage by the household head. In this sampled child labour, the association between these variables is explained on the basis of crosstab and chi-square value.

Table-7 : Causes of Leaving Home by Family Income

Family Income	N	Causes of Leaving Home							Total
	%	Orphan	Family Quarrel	Land slide	Learn Work	Father	Support family	Grand Mom	
Ultra Poor	N	6	13	3	33	31	53	11	150
	%	4.0	8.7	2.0	22.0	20.7	35.3	7.3	100.0
Poor	N	1	3	6	18	18	19	14	79
	%	1.3	3.8	7.6	22.8	22.8	24.1	17.7	100.0

Rich	N	1	1	0	1	2	1	0	6
	%	16.7	16.7	0.0	16.7	33.3	16.7	0.0	100.0
Total	N	8	17	9	52	51	73	25	235
	%	3.4	7.2	3.8	22.1	21.7	31.1	10.6	100.0
Chi- square (χ^2) value=20.26, degree of freedom(df)=12, P value= 0.062									

Source : Field Survey, 2015 and data was analyzed with the help of SPSS 20 by the author.

Distribution of child labour across different family household income does not vary widely. Child labour among ultra poor and poor households is highest among all. This indicates that the size of family income of a household is not related with the causes of leaving home.

Family income is statistically insignificant with the cause of leaving home. There is no association between family income and causes of leaving home. Since chi-square value (20.26) is insignificant ($P=0.062$) at 0.05 level of significance.

4. Conclusions

In the modern period, various conventions, laws and commitment are formulated and implemented but the condition of using children as main sources of labour unchanged. The case of underdeveloped countries is so chronic because poverty, illiteracy and unemployment are the key features of these nations that are the crucial factors to increase the use of children in work. But in developed countries, there is the lesser use of child labour in present days. In the world, south Asia, Latin America and Africa are highly affected by poverty also the problem of child labour is immense in these continental parts. In these parts of the world, there is still the provision of selling and mortgaging of children to pay the debt that has taken for the fulfillment of daily basic requirements. Thus, child labour remained at larger practice in all countries all over the world. However, child labour varies according to their socio-economic background.

Child labour varies according to their family type, family income, landholding size, loan status of family, class category, parent's education and occupation, caste/ethnic, religious background which can be regarded as important determining variables of child labour in general. economic and health variables are taken into analysis. These aspects are analyzed with respect to age, sex, ethnicity, family income, parent's occupation and land holding of children's parents.

Important reasons for being child labour are five in number in Nepalese context. They are low family income, unemployment of family members, food deficiency, family work burden and easy to work. Among them major reasons seems low family income as about half of the child labour is due to this reason.

Furthermore, both boys and girls child labour are in similar percentage in this reason. Similarly, second important reason for being child labour is food deficiency. . Thus there are a number of factors causing child labour in the context of Nepal leading by low family income which is also explained by KausikBasu (1999) and Eric V. Edmund (2007). But regarding gender aspect of child labour the result in this study contradicts with Bharati and Raynah. Because according to them internal migrant domestic workers are bound by their gender.

There are four major causes of leaving home for child labour. It includes quarrel between their parents, no food at home, support family, and family cause. There are also some other causes reported by interviewed child labour. There are no any types of torture before leaving home which is the second largest condition of working children. However, child labour could have both negative and positive consequences.

As reported by Galli (2000), child labour can affect negatively a country's long run growth through when they become youth. The child labour especially working in hazardous activities and the lower hygiene associated with scarce education translates in the long run into a less healthy and hence less productive adult labour force, subtracting from long run growth. However, child labourers are getting opportunity, some level of salary, shelter, food facility and to some extent security from owner which are positive consequences of child labour.

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Relevance of Marx : A Political Economic Perspective

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With fall of Wall of Berlin (9th November, 1991) - disintegration of Eastern European States and eventually disappearance of USSR, the Soviet Group collapsed and the world became unit-polar. This led many to conclude that communism or Marxism has become irrelevant. However, this paper argues that though prophecies of Marx have not been materialized. The conclusions of his doctrine of historical materialism have not been proved, but the methods of analysis are still relevant and serve frame of references to analyze political economy issue. This paper argues that Marx made serious indictments on capitalism - many of which, capitalism as a system redresses seriously redresses. But the Marxian analysis of capitalism that recurrence of crisis is inbuilt in it. The Marxian notion that capital is international in character and crisis in any part may generate ripples that engulf other part is valid. The great depression of thirties and great recession of 2007, has proved Marx still provides guidelines to understand capitalism

[Keywords : Capitalism, Communism, Class struggle, Surplus value, Determinism]

Karl Marx (May 5, 1818 - March 14, 1883) wrote in his Theses on Feuerbach in (1845) that Philosophers have hitherto only interpreted the world in various ways; the point is to change it. Marx has pervasive influence that no other philosopher has in any sphere of social science had. More importantly in shaping the course of world history Marx's influence is unparalleled. Nearly 34 years after his death, which

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Bolshevik Revolution - the Russian Revolution(1917), inspired idea of Marx and his comrade in arms - Friedrich Engels, gave birth to Union of Soviet Socialist Republic of Russia (USSR or the Soviet Union). The USSR heralded a new political economic system, which enthused revolutionary movements across the world, aiming to evolve an different world order - on Marxian ideals From each according to his ability, to each according to his needs (Marx Karl, 1875). The immediate impact of Bolshevik Revolution was the liquidation of Tsarist Empire. The Tsarist empire though confined countries contiguous to Russia and was small in vis-à-vis British empire. But the liquidation of Tsarist empire and Russian revolution has far reaching impact on the course of world history as, for many it was affirmation of dreams a world free from exploitation can be created. The development after second world - till eighties of the 20th century the world political economic system- was bipolar but divided in three parts. A group was led by United States of America (USA). This group consisted wealthy countries, with a democratic system of governance. The second group was communist societies -were led by USSR. These two camps were engaged in pervasive ideological, political and economic and at times military competition. The third group of countries which - was formally, not aligned to any of the two groups mentioned above but most of the countries were inclined either to USSR or towards USA .As a matter of fact these countries were entwined between these two camps. With fall of Wall of Berlin (9th November, 1991) - disintegration of Eastern European States and eventually disappearance of USSR, the Soviet Group collapsed and the world became unit-polar. This led many to conclude that communism or Marxism has become irrelevant. However, two sayings of Deng Xiaoping , first in 1962 and later in 1992 are often used to validate the perception that that much before the collapse of Soviet Block, many even in the top leadership of Communist Party of China, were convinced of the serious limitations of Marxism. After the death of Mao Zedong (September 9, 1976), in People Republic of China, the 'market' element expanded gradually and in 1992 China publicly stated that its goal is a "socialist market economy with Chinese Characteristics" (Vermin, 2006). In 1986, Socialist Republic of Vietnam also embarked on the path socialist oriented market. Republic of Cuba and Democratic People's Republic of Korea (North Korea) are the two small nations -still claiming to adherence to Socialist Economy Nepal, has a strong communist movement. The Maoist (version of communism) led movement contributed immensely in liquidation of monarchy (in April 2008) and declaring it Federal Democratic Republic of Nepal. In India, communist movement once was strong, but now it is a peripheral movement. These development and other - like demise Cambodia as a socialist state and many atrocities alleged to communist parties and government across the world, since the Russian Revolution (1917) have put serious question marks on the relevance of Marxism. It is alleged that Marxism as a political theory has failed. This paper, the occasion of second birth centenary

year of Karl Marx's intends to examine the relevance of Marxism, in contemporary world.

Though the debate between Marxism and other political thoughts is not new. As pointed by Irving Zeitlin in his *Ideology and the Development of Sociological Theory* that there have been many intense debates with the (Ghost) of Marx's, culminating in many of the theoretical arguments (Berberoglu, 2005 : xii). Frederick Engel, co-author and comrade in arms of Karl Marx, speaking the grave of Karl Marx in Highgate Cemetery of London, on 17th March, 1883, paid rich tribute to Marx and claimed that "Just as Darwin discovered the law of development or organic nature, so Marx discovered the law of development of human history". Narrating contribution of Marx, Engle said "Marx was the best hated and most calumniated man of his time... And he died beloved, revered and mourned by millions of revolutionary fellow workers -- from the mines of Siberia to California, in all parts of Europe and America His name will endure through the ages, and so also will his work" (*Der Sozialdemokrat*, 1883). It is generally agreed that Marxism is rooted in three source - the German - Hegelian dialectical traditions, French Republicanism- Jean-Jacques Rousseau and British Political Economy (the work of Adam Smith and David Ricardo). The conclusive argument of this intellectual amalgamation in Marxian analysis is, "The history of all hitherto existing society is the history of class struggles" and establishment of communism. Communism the highest stage of civilization in which state will wither away. Communism is "a situation, in which class distinctions have disappeared, and all production has been concentrated in the hands of a vast association of the whole nation, the public power will lose its political character" (Marx Karl and Engels Fredrick, 1848).

However, Marx's prophecy of emergence of communism- or doom of capitalism of has not been proved true. His claim that revolution first will take place in rich nations of Europe; Germany, France, and Britain etc, also did not come true. Instead revolution did take place in industrially backward Russia, China, and Cuba etc. Do these facts are evidences enough to prove that Marx grossly misunderstood the resilience of capitalism? Is doctrine of economic interpretation of history which supporters of Marxian ideology claims to be scientific is the fundamental law of motion of human society stand refuted empirically? Are other forces, in the process of change can override the material productive forces of society and relations of production? The celebrated scholar Samuel P. Huntington argues that post 1980s, "the most important distinction between people is not ideological, political or economic. They are cultural. The Peoples and nations are attempting to answer the most basic question humans can face: Who are we? And they are answering that question in the traditional way human being have answered it, by references to things, that mean most to them. People define themselves in terms of ancestry, religion, language, values customs and institutions People use politics not just to advance their interest but also to

define their identity” (Samuel P. Huntington, 1996 : 21). The conflicts within various Eastern Europe, Middle East, Afghanistan are being waged on the very question of identity and not class conflicts. Francis Fukuyama argued that the contradiction or conflict between social forces of production and the relations of production, or the class relations - which as per Marx and Engels is the prime mover of history, has been resolved forever. On dismantling of USSR and market orientation of China, Fukuyama says that there have significant changes in the intellectual climate of the world and with collapse of USSR, greater part of humanity will move towards liberal democracy. He sounds two arguments for it - first economic one second the struggle for recognition. Market is now global which has interlinked societies. Struggle of recognition stems from the fact that unlike animals whose needs are limited to natural needs, food and shelter, human beings carve recognition. (Francis Fukuyama) In other words do these things and dismantling of USSR proclaim the ideological defeat of Marxism in lock stock and barrel?

For Karl Marx, Capitalism is a definite is a step forward in the evolution of civilization and it has absolute merit over feudalism. Servitude was the hallmark of slavery and feudal system, which preceded capitalism. What to talk of slavery, in feudalism too, direct producer (the peasant) was not free The feudal lord was empowered by the social and economic system to make binding decisions on, peasant not only regarding the land and its use but also the distribution (ownership) of produce and about the peasant as person. This relationship in Marx’ words was a “condition of personal dependence ... a lack of personal freedom, no matter to what extent, and being tied to the soil as its accessory, bondage in the true sense of the word”. Capitalism rescued - peasants who constituted majority of the population from this servitude and made land as a private property and to some extent also ennobled people. Under capitalism people sell their labour power and not themselves to earn livelihood. Moreover capitalism unleashed creativity and eradicated all bondages, thrust upon man by “natural superiors” (Marks Karl & Engels Fredrick, 1948). However, capitalism too is ridden with contradictions In Marxian analysis recurrence of economic crisis, the booms and busts are integral to capitalism, due to its profit fetishism The corollary of it is either anarchy production and under-consumption. Also profit fetishism reflects the basic contradiction of capitalism, i.e. production is social but control of production is guided by private (profit) motive. The private entrepreneurs are driven by profit motives, and with changing expectation of profit - investment varies and so vary the employment situation and deployment of other means of production, land, technology and managerial activities. Capitalist system is inherently monopolist in nature. Each Capitalist competes and cooperates with other. Capitalists compete among themselves, as every capitalist wants to monopolize everything. But as a class overtly and covertly cooperate among themselves to control the ascendancy of labour or proletariat as a class. The quest for profit capitalists - squeezes wages

and harness science and technology to save labour. This strips workers of their skills and reduces them in to commodities - mere instruments of production. In this process of competing for markets, big fishes eat small ones, capital enlarges and centralizes, and so are the workers and proletariats, who have nothing to lose in the class struggle and a world to win. The proliferates - as class become the vanguard of change - transition from capitalism to socialism and eventually to communism.

As mentioned earlier that the prophesy of Marx have not come true and wherever revolution inspired by Marxian ideology gained power, it could not achieve what Marx and Engle dreamt. The political practices that flow from Marxian ideology have also been vehemently criticized for being centralized, authoritarian coercive and violent. It is not only the practices but the Marxist philosophy, ideology and methods too have criticized. What put Marxism in troubled waters, is its regimented and reductionist approach to social analysis. It analyzes every phenomenon in the class structure - neglecting the plurality and multiple identities. For example in India - a person may be entrepreneur, affluent, learned but the caste identity, as things stands in present difficult to deny, largely because internalization of caste system or the privileges of caste system bestowed upon the few. This is true despite the fact that the person may not prefer to be identified with caste or even abhor caste system . This and similar issues of overlapping identities have been raised by many post structuralism and post modernism analysis. Consequently as Marx and later Lenin predicated the eventually demise of capitalism - has very little chances of coming true at least in near future. The multiple identity issue is very intricate issues and proved it time and again that because of identity issue - people of different identities respond differently to similar situations. To extent the argument further - time and again it has been proved that cultural issues - may be language, race or religion are not always subservient to economic concerns. These identities, more often than believed, act autonomously to dictate the course of history. Another aspect of this identity issues is, the Marxist analysis fails to analyze changes that local in character and impact but change the social and economic condition of the community.

The other issue which also put serious question the Marxian analysis is rise of middle class. Marx was of the view that gulf between Capitalist and proletariat will always keep on widening and so are the miseries of working class. He along with Fredrick Engel was of the view that this middle class, with widening of the chasm between proletariats (have not) and bourgeoisies (haves - capitalists and landlords) - or in modern parlance with growing inequalities middle class will gradually disappear. But as a matter of fact - there are strong evidences that although inequalities are increasing but with decline in absolute poverty middle class is also increasing. The growth of middle class has economic and as well as social and political impact Middle classes are believed to support democracy and progressive but moderate political platforms.

Does these all suggest that Marxism as theory or practice has lost its relevance? Surely the context of development of Marxian ideology of 19th Century Western Europe, and the capitalism that Marx analyzed have changed itself enormously. Joseph Schumpeter the celebrated economist who analyzed Marx - as a prophet, a sociologist, an economist and a teacher and following Marx's methodology of analyzing history concluded that "capitalism will fail but not because of its failure but because of its success" (Schumpeter). This oxymoron - typifying failure as success, is the gist explaining how capitalism met the challenges thrown by the movement inspired by Marxist ideas. It is a fact that many do not agree with his methods of analyzing and the inferences that Marx drew from economic analysis of history, but very difficult or almost impossible to deny the contribution of Marx in explaining the fact that how changes are inherent in economic structure of the society, i.e. changes in the economy are "endogenous" and many changes in society rest upon the changes in the economic structures. Marx contribution in this regard has to be discerning in the historical context. From the various experiences of labour exploitation in the process of industrial revolution, Marx developed the theory of surplus value . The concept of surplus value states that workers in production process generate more value than they get as remuneration of participating in production process. In simple terms it is the difference between the total value generated by the labour and the amount paid to them. Marx considered this appropriation as exploitation. He concluded that this appropriation will widen the chasm between capitalist and proletariats, eventually resulting in demise of capitalist order. The conclusion of Marx has not been yet proved correct but the surplus appropriated by capitalist - which is also referred as profit - is now recognized as an important source of development. Capitalists often reinvest the profit to generate more profit. This is done because as Marx put it capitalists works for profit and also for accumulation -as Marx puts in Capital Vol I 'Accumulate, accumulate; that is Moses and the Prophets'. Capitalists do it simply to outmaneuver the competitors. It is competition that keeps capitalism moving. Initial value of capital - accrual surplus-value, capital increases in size, generation of more surplus-value and further increase in capital. This process goes own. If capitalism leaves this character the impetus to growth would die down and so the capitalism. As long as capital is being accumulated, more and more opportunities of employment will generate. This will put working class at ease. Thus, although for different reason credit goes to Marx that he made it all concerned to realize, as Schumpeter puts it "capitalist fortunes do not typically arise from saving income dollar and piling them neatly but by the creation of source of return" (Schumpeter J. E., 1954 : 574).

Many do not agree with historical determinism of Marx. This argument has been proved hollow that socialism/communism is capable to provide solution to the problems inflicting society but almost impossible to deny that in the processes of evolution of society the issue of de-humanization, need to be pondered serious.

As a matter Capitalism, had taken this issue very serious and evolved mechanism and institution to see that alienation of workers must not take place in first place or if it happens it must be addressed seriously. The arguments go like this with advance of capitalism; Marx was of the view (real) income workers, because of increasing surplus value (or exploitation of workers) will not increase in proportion to increase in income of capitalists. Since majority of the people are workers, hence if their real income does not grow in proportion to increase in national income (national income is sum total of the value of goods and service produced) - demand deficit is bound to happen and consequently unemployment and other social unrest posing existential threat to capitalism will inevitably creeps in. Capitalists, as a class learnt this lesson of Marx well. Government designed appropriate interventions to check in fall of demand. These institutions regulate wages, working hours and protect workers from all sort of arbitrary decisions of employers. Government resorts to progressive taxations, welfare and social security measures, like provision of unemployment allowance, medical care weekly off and so on. These checked the alienation facilitated emerges of middle class and also undermine the institutions of private property and free competition, which are sacrosanct to capitalism. Thus the lassies- faire market economy changed it into government regulated capitalist (market economy). With these tools the capitalism continue to avert the prophesy that reserve army of labour (unemployed) will swell to the extent that it result in existential threat to capitalism. On the other capitalists driven by profit motive keep on investing and accumulating- thereby creating new opportunities. This process keeps on moving - society and providing better and better deal to its citizenry This led Schumpeter to comment, as mentioned earlier capitalism will fail not because of its failure but because of its success To a large extent Schumpeter's analysis, has correctly portrayed the scenario, but it is also a fact that what Marx talked about widening inequalities is also coming true. Thomas Piketty has forcefully argued that after Second World War after witnessing narrow downing, inequalities after 1970s are on rise and alarmingly has reached to the level that was prevalent during French Revolution (1789). This is because of share of property income - like rent, profit and interest in national output is on increase and that of wages is on decline. What is close to the Marxian conclusion that this increase is attributed not to creativity of entrepreneurs but inheritance? (Piketty Thomas, 2014). These researches undoubtedly re-validate Marx's basic hypothesis of existence of classes in the society i.e. World is divided among 'haves' and 'have-nots'. This theoretical correctness of Marx is still frame of references to many social science researches. The foremost contribution of Marx which has not diminished since publication of Communist Manifesto in 1848, is capital and production - are not mechanical or economic phenomena but political and social processes. Capital, empower, its owner in multiple ways. Marx was explicitly clear that the capital knows no national boundaries and despite national boundaries capitalists - as class, are

well-knit across the globe, if crisis hit any part of the world, it reverberate across the globe. This hypothesis was proved right during great depression of 1930s and again during great recession of 2008.

Endnotes

1. The Bolshevik Revolution inspired by Marx's ideas was first of its kind in human history which aimed to create a class less society in which human being will evolve to the level that there will be no need of state or any other agency to control or regulate social behaviour. People will contribute to the society to best of their ability and will take from society as per need. Therefore in due course of time the state will become redundant and wither away. Aijaz Ahmad has rightly captured this spirit as "This revolution came after a whole chain of revolutions that broke out in Europe in the aftermath of the French Revolution of 1789, but it was the first that envisioned the end not only of the rule of capital but of private property altogether, thus of all class society as such. In his seminal writings of March-April 1917, Lenin in fact envisions an immediate "withering away of the state" ("abolition of Army, police and the bureaucracy", as he put it, and distribution of these functions among some two million people). This was the most far-reaching project that any revolution had ever set for itself.... Two great forces of emancipation were fundamental to the unfolding of history in the 20th century : the struggle to transcend capitalism towards a socialist future, and the struggle to dismantle the global colonial system that capital had spawned (Aijaz Ahmad, 2017).
2. In 1962 in his speech at the Communist Youth League conference on July 7, 1962 Deng Xiaoping said that "It doesn't matter whether the cat is black or white, so long as it catches mice" and later in Jan 18-Feb 21, 1992 in his talk with Wuchang, Shenzhen, Zhuhai and Shanghai, he said "the chief criterion (for telling whether the road is capitalist or socialist) should be whether it promotes the growth of the productive forces in a socialist society, increases the overall strength of the socialist state and raises living standards" (China Daily, 2014).
3. Marx though believed that revolution will happen in advanced industrial countries of Europe- where number of proletariats has swelled. Russia from all indicators - was feudal society, though misery of peasants had created politically explosive situation. Aijaz Ahmad writes that "Not that Marx was not quite well known among the radical and activist sections of the Russian intelligentsia. Some were directly in touch with him. The paramount question they had put to Marx was this: Can the traditional Russian commune become the basis for making a revolution and organizing a socialist society? Marx hesitated a long time and got himself immersed for years in studying Russian history and economy. At some point in the course of that study, he gave a conditional reply: yes, a transition to socialism without passing through a capitalist phase was conceivable but only if the European proletariat came to the aid of such a revolution in Russia.....Lenin thought that revolutionary forces could take power in Russia if conditions for such a seizure became ripe but that they would not be able to build a reasonably socialist society in Russia unless successful revolutions occurred in other European countries more or less simultaneously. In this Marx and Lenin were agreed : the Russian Revolution would need support from the more advanced proletariat of Europe" (Aijaz Ahmad, 2017).

4. "In the social production of their existence, men inevitably enter into definite relations, which are independent of their will, namely relations of production appropriate to a given stage in the development of their material forces of production. The totality of these relations of production constitutes the economic structure of society, the real foundation, on which arises a legal and political superstructure and to which correspond definite forms of consciousness. The mode of production of material life conditions the general process of social, political and intellectual life. It is not the consciousness of men that determines their existence, but their social existence that determines their consciousness. At a certain stage of development, the material productive forces of society come into conflict with the existing relations of production or - this merely expresses the same thing in legal terms - with the property relations within the framework of which they have operated hitherto. From forms of development of the productive forces these relations turn into their fetters. Then begins an era of social revolution. The changes in the economic foundation lead sooner or later to the transformation of the whole immense superstructure. In studying such transformations it is always necessary to distinguish between the material transformation of the economic conditions of production, which can be determined with the precision of natural science, and the legal, political, religious, artistic or philosophic - in short, ideological forms in which men become conscious of this conflict and fight it out. Just as one does not judge an individual by what he thinks about himself, so one cannot judge such a period of transformation by its consciousness, but, on the contrary, this consciousness must be explained from the contradictions of material life, from the conflict existing between the social forces of production and the relations of production" (Marx Karl, 1859 : Preface).
5. Karl Marx & Friedrich Engels wrote in Communist Manifesto that "The bourgeoisie, wherever it has got the upper hand, has put an end to all feudal, patriarchal, idyllic relations. It has pitilessly torn asunder the motley feudal ties that bound man to his 'natural superiors', and has left remaining no other nexus between man and man than naked self-interest, than callous 'cash payment'. It has drowned the most heavenly ecstasies of religious fervour, of chivalrous enthusiasm, of philistine sentimentalism, in the icy water of egotistical calculation". Commenting on how capitalism have been instrumental in development of technology, and social system that functions with institution - under a centralized authority Marx and Engels wrote in Communist Manifesto "the rapid improvement of all instruments of production, by the immensely facilitated means of communication, draws all, even the most barbarian, nations into civilization..... The bourgeoisie has subjected the country to the rule of the towns. It has created enormous cities, has greatly increased the urban population as compared with the rural, and has thus rescued a considerable part of the population from the idiocy of rural life. It has agglomerated population, centralised the means of production, and has concentrated property in a few hands. The necessary consequence of this was political centralization. Independent, or but loosely connected provinces, with separate interests, laws, governments, and systems of taxation, became lumped together into one nation, with one government, one code of laws, one national class-interest, one frontier, and one customs-tariff" (Marx Karl and Friedrich Engels, 1848).

6. A private producer or service provider working for the market, often does not know how much is the demand of a particular commodity in the market? How much of this demand could be met the private producer and how much will be met by others. Production decisions are done as per expectation of profits and accordingly factor of production - labour, capital etc are hired. If these expectations go wrong - as corollary of it, the allocation of resources also goes wrong. This may result over or under production- which results volatility in prices, employment etc, giving rise to bust and booms. Thus absence of any system to regulate production is characterized as anarchy of production. This Marxist concept of 'production anarchy' has been criticized by many economists. It is argued that beneath the anarchy or chaos of market - there is order or system of market or price mechanism. Which gives signals as and when expectations go wrong - as result agents of production - from capitalists to labour from households to corporate do take corrective measure to restore the balance.
7. Dr B. R. Ambedkar has narrated this limitation of Marxism in the context of caste System in India in following words "To excite the proletariat to bring about an economic revolution, Karl Marx told them : You have nothing to lose except your chains." But the artful way in which the social and religious rights are distributed among the different castes whereby some have more and some have less, makes the slogan of Karl Marx quite useless to excite the Hindus against the Caste System. Castes form a graded system of sovereignties, high and low, which are jealous of their status and which know that if a general dissolution came, some of them stand to lose more of their prestige and power than others do. You cannot, therefore, have a general mobilization of the Hindus, to use a military expression, for an attack on the Caste System" (Ambedkar B.R., 1936).
8. The middle class which in Marxian parlance is often mentioned as petty (petite) bourgeoisie are the people who do own some property but also have to work to survive . This group or class of people also hires workers to work in their small enterprises. The middle class consists of "the small manufacturer, the shopkeeper, the artisan, the peasant" (Giddens and Held, 1982 : 24). The characteristic of this class is that it does own some property, but these not sufficient enough to have all work done by employees or workers. Members of this class must also work in order to survive, so they have a dual existence - as (small scale) property owners and as workers. Because of this dual role, members of this class have divided interests, usually wishing to preserve private property and property rights, but with interests often opposed to those of the capitalist class. This class is split internally as well, being geographically, industrially, and politically dispersed, so that it is difficult for it to act as a class. Marx expected that this class would disappear as capitalism developed, with members moving into the bourgeoisie or into the working class, depending on whether or not they were successful. Many in this class have done this, but at the same time, this class seems to keep recreating itself in different forms.
9. It is estimated that the size of the "global middle class" will increase from 1.8 billion in 2009 to 3.2 billion by 2020 and 4.9 billion by 2030. The bulk of this growth will come from Asia: by 2030 Asia will represent 66% of the global middle-class population and 59% of middle-class consumption, compared to 28 percent and 23 percent (Pezzini Mario, 2012).
10. Professor J. E. Schumpeter has remarked about Marx that "he concentrated his analytic powers on the task of showing how the economic process, changing itself by virtue of its

own inherent logic, is incessantly changing the social framework-the whole of society in fact" (Schumpeter, 1954 : 573).

11. In Marxian terminology surplus value = the value created by workers in production process minus the labour-cost paid to workers. This surplus value is appropriated by capitalists.
12. Celebrated economist, J.M Keynes who is considered vanguard of capitalism in his *General Theory of Employment Interest and Money* (1939) and other works has also raised the issue of demand deficit. He argued that with increase in income marginal propensity to consume tends to decline. The capitalist - with high income has lower marginal capacity to consume vis-à-vis workers. Consequently, with increase in inequality or concentration of wealth in the hands of (few) capitalists - give rise to deficiency of demand. This deficiency is first felt in the demand of consumption goods. But soon spreads in capital goods or in investment demand. The mechanism is simple. Capitalist make all business decision -with the sole objective lead profit. When they feel or become apprehensive of fall in consumption demand - they withheld investment. This causes fall in demand of plant and machinery necessary to produce consumption goods. Not only this - the capitalist, if because of falling demand accumulate inventories - the first like to clear that stock and in this process - they may retrench workers- thereby aggravating the problems of unemployment. This is crisis of capitalism which is a recurring phenomenon.
- 13 The Actual and prospective performance of the capitalist system is such as to negative the idea of its breaking under the weight of economic failure, but that its very success undermines the social institutions which protect it, and "inevitably" creates conditions in which it will not be able to live and which strongly point to socialism as the heir apparent (Schumpeter, 1943 : 61).

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Women's Status and Legal Rights in Indian Constitution

*Neetu**

Women, a girl, a wife, a mother, a grandmother, overall woman is a key of a family. World can never be complete without a woman. Law is the set of rules enforced to govern the behavior of people. From the beginning of this world women is treated as a weaker section of the society and they are the victims of the crimes like rape, eve teasing, female infanticide, dowry, domestic violence, child marriage and acid throwing. They were only allowed to live beneath the shoes of their husbands and fathers. Laws are being made to secure the lives of the women from the violence of their families and societies, and to provide them with their rights of which they are the owners. This paper covers the aspect of women from past history to the present world. It shows how the law of our country has contributed its best to change the lives of women, to make them live with dignity and respect not as a slave.

[Keywords : Women's status, Legal rights, Indian Constitution]

1. Introduction

Legally a female is known as a woman after she has passed through her childhood and adolescence, i.e. basically after crossing the teenage a girl is a woman. Government of India has made several laws to provide equal status to women in our country and secure their lives from various violence and crimes.

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Constitution of India provides fundamental rights and fundamental duties to the citizens of India; each and every citizen of this country is equally entitled of these rights and duties. The Constitution of India guarantees to all Indian women equality before law (Article 14), no discrimination by the State (Article 15(1)), equality of opportunity (Article 16), and equal pay for equal work (Article 39(d)). In addition, it allows special provisions to be made by the State in favour of women and children (Article 15(3)), renounces practices derogatory to the dignity of women (Article 51(A) (e)), and also allows for provisions to be made by the State for securing just and humane conditions of work and for maternity relief (Article 42).

Rolling back to the history of our country we can find the pathetic condition of the women from the very first era. According to studies, women enjoyed equal status and rights during the ancient and the early Vedic period. However in approximately 500 B.C., the status of women began to decline, and with the Islamic invasion of Babur and the Mughal Empire and Christianity later worsened women's freedom and rights. Indian women's position in society further deteriorated during the medieval period, when child marriages and a ban on remarriage by widows became part of social life in some communities in India. The Muslim conquest in the Indian subcontinent brought purdah to Indian society. Among the Rajputs of Rajasthan, the Jauhar was practiced. In some parts of India, some of Devadasis were sexually exploited. Polygamy was practiced among Hindu Kshatriya rulers for some political reasons. In many Muslim families, women were restricted to Zenana areas of the house. During the British rule many reformers fought for the betterment of the women. Women also contributed in the struggle of the independence of India. Condition of women started improving from the British rule Women in India now participate fully in areas such as education, sports, politics, media, art and culture, service sectors, science and technology, etc. Indira Gandhi, who served as Prime Minister of India for an aggregate period of fifteen years, is the world's longest serving woman Prime Minister. There are many acts and provisions made by the Government of India for the benefits of women.

2. Women's Legal Status in India

Women in India are being provided with the legal security to secure their economic, social and cultural lives. These are few acts which show the efforts made by Indian Government in interest of women's life safeguard. Dowry Prohibition Act 1961, Maternity Benefit Act 1961, Births, Deaths & Marriages Registration Act 1886, Medical Termination of Pregnancy Act 1971, National Commission for Women Act 1990, Pre-natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act 1999, Protection of Women from Domestic Violence Act 2005, Sexual Harassment of Women at Work Place (Prevention, Prohibition & Redressal) Act 2013, Hindu Widows Remarriage Act 1856, Muslim women (protection of rights on

divorce) Act 1986, Guardians and Wards Act 1890, Indian Penal Code 1860, Christian Marriages Act 1872, etc.

2·1 Women's Role in Family

Family is a cooperative unit based on the common interest and mutual support. A woman is the key role of a family. The support of husband, children and in-laws is must to make a happy family. Earlier woman was just treated as a house keeper. She needs to serve her children, in-laws and her husband. But the scenario has changed now, woman enjoys the equal status in the family and contributes more than her husband as she earns for the family and performs all their responsibilities of the household. Women have now stepped out of the house to live their lives in their own manner. Contribution of woman is more than a man in the present era. The acts for the working women and housewives are, Guardians and Wards Act 1890, Married Woman's Property Act 1872, Indian Succession Act, 1925, Dowry Prohibition Act 1961, Hindu Marriage Act 1955, Muslim Women (protection of rights of divorce) Act 1986.

2·2 Women and Education

The education of women in India plays a significant role in improving livings standards in the country. A higher women literacy rate improves the quality of life both at home and outside the home, by encouraging and promoting education of children, especially female children, and in reducing the infant mortality rate. Several studies have shown that a lower level of women literacy rates results in higher levels of fertility and infant mortality, poorer nutrition, lower earning potential and the lack of an ability to make decisions within a household. Women's lower educational level is also shown to adversely affect the health and living conditions of children. A survey that was conducted in India showed results which support the fact that infant mortality rate was inversely related to female literacy rate and educational level. The survey also suggests a correlation between education and economic growth. In India, it was found that there is a large disparity between female literacy rates in different states. For example, while Kerala actually has a female literacy rate of about 86 percent, Bihar and Uttar Pradesh have female literacy rates around 55- 60 percent. These values are further correlated with health levels of the Indians, where it was found that Kerala was the state with the lowest infant mortality rate while Bihar and Uttar Pradesh are the states with the lowest life expectancies in India. Furthermore, the disparity of female literacy rates across rural and urban areas is also significant in India. Out of the 24 states in India, 6 of them have female literacy rates of below 60 percent. The rural state Rajasthan has a female literacy rate of less than 12 percent. In India, higher education is defined as the education of an age group between 18 and 24, and is largely funded by the government. Despite women making up 24-50% of higher education enrollment, there is still a gender imbalance within higher

education. Only one third of science students and 7% of engineering students are women. In comparison however, over half the students studying education are women. The number of literate women among the female population of India was between 2-6% from the British Raj onwards to the formation of the Republic of India in 1947. Concerted efforts led to improvement from 15.3% in 1961 to 28.5% in 1981. By 2001 literacy for women had exceeded 50% of the overall female population, though these statistics were still very low compared to world standards and even male literacy within India. Recently the Indian government has launched Saakshar Bharat Mission for Female Literacy. This mission aims to bring down female illiteracy by half of its present level.

2-3 Women's Economic, Social and Cultural Rights

The movement to assure women's economic, social and cultural rights (ESCR) as a basic human's right is just emerging in India. The movement aims to locate women's right within the larger human rights framework, and by doing so moves away from women's issue only within the framework of violence and reproductive rights. ESCR attempts to look at the broader issues facing women namely poverty, housing, unemployment, education, water, food security, trade, etc. While the human rights movement at ESCR is largely contained at the international policy level, there are emerging social movements around the world. Although these rights have received less attention than civil and political rights, far more serious consideration than ever before is currently being devoted to them.

In the Indian context, projects like the, Programme on Women's Economic, Social and Cultural Rights (PWESCR) aims to build the women rights movement in India to create equality in all the sphere of women's lives. PWESCR is an international advocacy and educational initiative to promote women's human rights, especially in the context of economic, social and cultural rights, by bringing a gender framework to policy, law and practice at local, national, regional and international levels, through ever-evolving strategies and activities in both conceptual and practical realms.

Key economic social and cultural rights recognized by International Covention held in 1996 are :

- » Right to non-discrimination.
- » Right to just & favourable conditions of work.
- » Right to food.
- » Trade union rights.
- » Right to social security.
- » Right to housing & adequate standard of living.
- » Right to health.
- » Right to education.
- » Right to participate in cultural life.

As independent institutions with a mandate to combat discrimination and promote and protect universal human rights, national human rights institutions (NHRIs) have great potential to address challenges to the full realization of economic, social and cultural rights by women. Women's economic opportunity in India is a rapidly changing landscape as women are not less than any man in every sector whether it may be organized or unorganized. The exposure is needed for the women in unorganized sector.

2.4 Women Reservation

In India women were considered to be kept inside the house for the service of their in-laws, children and husband. Their rights were not secure and they were not given equal opportunity in any of the aspect whether it may be social, economical, political or cultural. Reservation for women started to give exposure to them and to make Indian society feel that women are not less than man in any aspect. In 1993 the constitutional amendment called for random one third village council leader or pradhan position in gram panchayat to be reserved for women. Recent researches on quota system has revealed that it has changed perception on women's abilities, improved women electoral chances, and raised aspirations and educational attainment for adolescent girls. There is a long term plan to extend this reservation to parliament as well as legislative assemblies. For instance some law schools in India have 30% reservation for females. Progressive political opinion in India is strongly in favour of providing preferential treatment to women to create a level playing field for all the citizens. The Women's Reservation Bill was passed by the Rajya Sabha on 9 March 2010 by a majority vote of 186 members in favour and 1 against. As of March 2013, the Lok Sabha has not voted on the bill. Critics say gender cannot be held as a basis for reservation alone other factors should also be considered e.g. economic, social conditions of woman candidate especially when applying reservation for educated women. There also is a growing demand for women reservation in pre-existing reservations like OBC, SC/ST, Physically handicapped etc. Some feminist groups still demand that reservation for women should be at least 50% as they comprise 50% of the population.

2.5 State Initiatives for Women

National Commission for Woman - In January 1992 the Government set up this statutory body to study and monitor all the matters relating to the safeguard of women and reviews the existing legislation to make and suggest amendments wherever necessary. Reservation of women in local self-government - The 73rd constitutional amendment act passed in 1992 ensures one third of total seats to women in all elected bodies in local bodies whether in rural or urban areas. The national plan of action for the girl child (1991-2000) - this plan action was to ensure survival, existence and development of a girl child with the ultimate objective of bringing up the better future of girl child. National policy for the empowerment of

women (2001) - this policy was aimed to bring advancement, development and empowerment of women. Indian women will never be equal as long as these 9 laws will remain in the books :

- » **The Goa Law on Polygamy :** A Hindu man can remarry if his present wife cannot give birth to a male child till the age of 30. And this law is just the tip of the sanctioned sexism across the country.
- » **Hindu Law of Inheritance :** The property of a woman who dies without a will is handled differently from a man. Even if the deceased woman was ill-treated in her marital home her husband's mother or father will get her property instead of her own mother and father.
- » **Parsi's Law of Inheritance :** Parsis still penalize those who marry outside their community-and it's allowed. A non- Parsi woman who is either a wife or widow of a Parsi cannot inherit. Their children still can, although those born to a Parsi woman married to a non-Parsi man are not considered part of the community.
- » **Prohibition of a Child Marriage Act :** The law only prevents the marriages of children; it does not render them illegal once actually happen. The married children have right to make their marriage void. A woman can call off her marriage till the age of 20 where as a man can call off his marriage till the age of 23.
- » **Age of Consent :** sexual intercourse with a girl without her consent is considered rape. A man can legally have sex with his wife even she is minor and does not give her consent to it. Marital rape is not criminalized in India.
- » **Rape of a Separated Wife :** The rape of a separated wife carries lesser punishment than the rape of any other woman. Forced sexual intercourse with the former is punishable with two to seven years of imprisonment. Prison sentence for the rape of any other woman ranges from seven years to life.
- » **Marriageable Age :** The minimum age for marriage for a boy is 21, but 18 for a girl. This is a legal extension of the patriarchal mind-set that believes that a wife should always be younger than the man.
- » **Hindu Minority and Guardianship Act :** Women are still not equal guardians of their children. A father is considered the "natural guardian" of a child, although the custody of offspring under the age of 5 will ordinarily be awarded to the mother.
- » **No right to Marital Property :** Upon separation or divorce, an Indian woman is the entitled only to maintenance from her husband. She has no right on the assets, such as house or commercial property, bought in her husband's name during the marriage. So if she leaves him or gets divorced,

even years after the marriage, she is potentially without assets. Indian government policies do not consider the work done at home by a woman as having an economic value.

2.6 Women Security in Indian Scenario

The government of India has made many laws and acts to safeguard and secure the life of a woman in the country. In spite of such laws, rules and regulations the life of women is still not secure completely. Inequality between men and women runs around every sphere of the country whether it may be education, governance or economic opportunities. Some recent statistics on women include :

- » One bride was murdered every hour over dowry demands in 2010 (National Crime Records Bureau).
- » Almost 45% of Indian girls are married before they turn 18 (International Centre for Research on Women).
- » One in five Indian women, many child mothers, dies during pregnancy or child birth (the United Nations).
- » Upto 50 million of girls are missing over due to female infanticide and female feticide.
- » 66% of women who have experienced physical violence in their lifetimes are divorced, widowed or deserted.
- » 85.3% of women reporting violence claim that their husbands are perpetrators.
- » Particularly women and girls from the northeast region in India living in urban centre have reported experiencing social discrimination and marginalization and many times physical violence.

Safety becomes an excuse to limit women's movement and freedom. Changing mind-sets and spaces are necessary if a more rounded goal of positive as well as negative liberty is to be aimed for India's women. Technology can provide a certain degree of negative liberty and perhaps some feeling of safety. While this sense of safety can be seen as a part of empowerment, it should not be mistaken for empowerment itself.

2.7 Extent of Misuse

Many women who are actually harassed by their husbands and in-laws file case under 498A. Lots of them live in rural areas, unaware of law or lack of necessary economic and moral support from their natal families. Going by the conviction rate reported by several judges and the Centre for Social Research the proportion of women who have genuine case is 2%. 98% of the women who file 498A cases are from urban background, and are either capable of finding themselves or have enough family support to fall back on. In every instance that

one daughter-in-law files a false complaint, at least two women (an innocent sister-in-law and mother-in-law) are arrested and undergo stress, humiliation and harassment in the hands of exploitative police, lawyers, staff and officials in Indian courts before being acquitted several years later. So in every 100 cases 2 women genuinely and 98 women get away with perjury and extortion and many women suffer needlessly.

Every year there is a rising number of cases fabricated by wives only to threaten, extort money from and wreak revenges from husbands and their in-laws, in case of marital discord. There are also false cases of sexual harassment, molestation and rape by women employees in order to threaten their males' colleagues of bosses and to extort money from them and to defame them. According to data obtained (using RTI) from the Ministry of Home Affairs, in the year 2005 alone, 58,319 cases were registered under charges of cruelty by husband and relatives (IPC 498A) and resulted in the arrest of 127,560 individuals including 339 children and 4512 adults over the age of 60. Less than 10% of the cases resulted in conviction of the accused. In the same year 15,409 individuals were arrested in Andhra Pradesh, including 417 senior citizens and 14 children. The Supreme Court of India has labeled the misuse of section 498A as "legal terrorism" and stated that "many instances have come to light where complaints are not bona fide and have been filed with an oblique motive. In such cases acquittal of the accused does not wipe out the ignominy suffered during and prior to the trial. Sometimes adverse media coverage adds to the misery." The Delhi High Court recently stated that, "Provisions under Domestic Violence Act should not go the IPC'S section 498A way (anti-dowry law), which, to our view is the most abused provision." The World Health Organization, in its report on India clearly cited Section 498A as one of the major reasons for the "Increasing Abuse of the Elderly in India".

3. Conclusion

Women - a human being with all the spheres in her which are considered to be the weak part of the society but actually are the strongest one. We see in the history of our country women were ill-treated, were not given any exposure or recognition, but even after such a discrimination there were females like Rani Lakshmi Bai, Razia Sultan and Meera Bai who even after living in such a man, society and culture dominating environment, fought for themselves and their countries. Ma Saraswati; the Goddess of Wisdom, Ma Durga; the Goddess of Courage and Ma Laxmi; the Goddess of Wealth have been worshipped in Indian culture and civilization since ancient times. It is the extreme form of providing honour to the dignity of womanhood.

Contrary to this, sometimes one feels ashamed of current time's occurrence of events pertaining to heinous crimes against women in India. Many initiatives have been taken by the Government for the safety and security of women. The Sexual

Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 has been enacted, which covers all women, irrespective of their age or employment status and protect them against sexual harassment at all workplaces both in public and private sector, whether organized or unorganized.

However, it may be emphasized that the Government can make laws, rules and policies for our security but we do need to remove all the fear and hesitation and step out ourselves for our recognition. Nothing can help a woman until she helps herself. Instead of sitting in pardah women should remove her pardah and see the world around and her. As we can from past to present there is a drastic change in the lives of women, now women with their household work also contributes in the earning of her family and economy of the country. She lacks nowhere behind the man. Everything has its merits and demerits both, some women make proper utilization of legal securities provided to them, some misuse it and some are still unaware of the legal provisions for women. Things will take time to get in systematic manner as I already mentioned government can make laws but its utilization is in our hand.

Women must never be considered the weak part of the society as their household work is more difficult than a man's office work. Men work for 8-10 hours a day with a weekly leave but a woman work whole day without any leave. Struggle of a women's life is more than a man. Respect woman respect world. One who abuses a lady is the biggest coward. Women are not weak, they devote themselves to their families but it does not means that they cannot work outside the house, sometimes they proved to be better than in academic or official performances. Hillary Rodham Clinton has rightly said that "Women are the largest untapped reservoir of talent in this world".

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Human - Nature Relationship in Willa Cather's *O Pioneers!*

*Abha**

*Willella Sibert Cather was an American novelist noted for her portrayals of the settlers and frontier life on the American plains. *O Pioneers!*, *The Song of the Lark*, and *My Ántonia* (and also the first half of *One of Ours*) are linked by place, not by character. *O Pioneers!* begins with a long shot of a snowstorm and a young boy crying because his kitten has gotten away from him; it then homes in on Alexandra, the protagonist, who will eventually, and almost by herself, develop the family farm. The present paper is an attempt to analyze Human - Nature Relationship in Willa Cather's *O Pioneers!* Throughout the novel, one begins to understand that human beings are seen as second-order creatures in the presence of the vast, mighty land and thus it is impossible to forget that the human struggles represented in the text are only minor squabbles when viewed in the context of the land in which they take place.*

[**Keywords** : Human - nature relationship, Natural landscape, Bergson family]

Willa Cather is one of the most powerful short story writers and novelists of America. Most of her stories and novels are based upon her personal experiences. She occupies a prominent place in the American Literary history for her never ending role in the areas of fictional writings.

Remembered for her depictions of pioneer life in Nebraska, Willa Cather established a reputation for giving breath to the landscape of her fiction. Sensitive to the mannerisms and phrases of the people who inhabited her spaces, she

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brought American regions to life through her loving portrayals of individuals within local cultures. Drawing from her childhood in Nebraska, Cather brought to national consciousness the beauty and vastness of the western plains. She was able to evoke this sense of place for other regions as well, including the Southwest, Virginia, France, and Quebec.

Nature in Cather's novels is the description of not merely the natural landscape, but also the relationship between human and environment, human and landscape, and human attitudes to nature. In her novels, both the stories and characters express tremendous love for the land. Cather gives the land a force and presence of its own, utterly independent, even disdainful, of human settlement. She imbues the prairie with a vast inescapability and an undeniable power over those who attempt to exert their will upon it; the land itself is what matters, not the people who inhabit it. Cather writes that land wants and feels; it gives and it takes, leaving the pioneers to submit to its whim. In its vastness, the land seems beyond transformation, always holding individual pioneers in its grasp.

In her fiction, the natural world is often described in great detail, rendering it more significant than a mere setting against which the narrative unfolds. She establishes a reciprocal relationship between natural environment and humans. Cather's narrative voice depicts the natural world in the same way the appearance of different individuals is described. This technique removes the sense of authority from human hands, placing humans within the natural world rather than ruling above it. Human forces are ultimately rendered inconsequential against the unseen powers of nature.

Cather's classical American frontier novel *O Pioneers!*, published in 1913, depicts the life of the Bergson family, particularly the oldest child and only girl, Alexandra. Alexandra's life is devoted to her calling as the leader of the farm, and she works to grow her holding and take care of her brothers. Alexandra deals with her struggles in the same manner that she deals with all other events that occur: with strength that speaks to her pioneering spirit and resolve. It's her unwavering commitment to realizing her father's dreams of a successful farm and happy family that, at least in part, makes her the novel's obvious hero.

The story celebrates the immigrant farmers and their quest to cultivate the prairies. *O Pioneers!* is a classical narrative of the modern immigrant experience. A big part of that experience has to adjust your dreams, hopes and plans when you realize the New World.

Alexandra was the first child of Bergson's four children together with three boys, Oscar, Lou, and Emil. She was a tall, strong girl, walking rapidly as if she knew exactly where she was going and what she was going to do next. She wore a man's long coat and had a serious, thoughtful face. Through the description of her dress and her appearance, Willa Cather presented us with an intelligent, powerful, and independent woman image that was totally different from the stereotyped

weak women images. Alexandra was bound to achieve her self-fulfillment in the taming of the wild land and bringing modern civilization to it with her unusual pioneering spirit.

One of Alexandra's most obvious characteristics is her uncanny connection with the natural world :

When the road began to climb the first long swells of the Divide, Alexandra hummed an old Swedish hymn, and Emil wondered why his sister looked so happy. Her face was so radiant that he felt shy about asking her. For the first time, perhaps, since that land emerged from the waters of geologic ages, a human face was set toward it with love and yearning. It seemed beautiful to her, rich and strong and glorious. Her eyes drank in the breadth of it, until her tears blinded her. Then the Genius of the Divide, the great, free spirit which breathes across it, must have bent lower than it ever bent to a human will before. The history of every country begins in the heart of a man or a woman. O Pioneers! (17)

The beauty, power and restlessness of the Divide seem uniquely reflected in her. The Divide was full of natural scenery-landscapes, the flora, even the changing seasons.

Alexandra reads promise in the land, and sets her face towards it with love and yearning. The land is, for Alexandra, the means of recapturing youth, living the concentrated lifetime, and entering oneself in the chronicles of its. In Cather's fiction the land frequently appears either as source of or as springboard to the recognition and realization of hopes and dreams; conversely, the land may also reflect disappointment or hopelessness futurity.

In this novel Cather advocates the possibility of triumph in life by means of accepting Nature's truths as lesson and guide. Perhaps the simple discovery of her proper setting gave Cather the ability to show her Alexandra what her Alexandra could not see, the chance of creating her own future there of its materials. Nature gives her a vision of the law that justifies her great operations; she receives a sense of personal security, a new consciousness of the country, almost a new relationship to it. Personifying the land as a sleeping giant finally awakened, Alexandra credits it with having made her prosperous by working itself and giving her riches merely for sitting still upon it :

That the land wanted to be let alone, to preserve its own fierce strength, its peculiar, savage kind of beauty, its uninterrupted mournfulness. O PIONEERS! (5)

John Bergson had the Old-World belief that land, in itself, is desirable. But this land was an enigma. It was like a horse that no one knows how to break to harness, that runs wild and kicks things to pieces. He had an idea that no one understood how to farm it properly. O PIONEERS! (6)

It is the land itself rewarding those who work upon it with redemption from suffering. The land is not just the backdrop for the action, but it is symbolic and vital to the plot since it not only reflects the events of the characters but also drives the plot since it is the land that keeps Alexandra independent and dreaming-even if she is hopelessly tied to it for more fundamental and realistic reasons.

Alexandra Bergson's relationship with the land epitomizes the grand struggle between human agency and the larger forces of nature. Alexandra exerts her will upon the land even as it bends and shapes her. Yet her relationship with the land goes deeper than mere control or influence. She is, to some extent, an incarnation of the land.

There are several events in the novel in which her relationship to the land is expressed by images of the earth and her own person. Unlike other characters, her connection with the land is as timeless as the earth itself and thus this connection is revealed through personification of the earth and nature. The essential factors to Alexandra's success under the terrible circumstances include her adventurous spirit to experiment, her willingness to learn from others, and her strong will, passion, and desire. Finally Alexandra brought prosperity to her family and her community, and planted civilization to the wilderness.

Besides Alexandra, Crazy Ivar has lived a life of dedication to the land, loving it and understanding as she does. It is just that he takes it all to an extreme. The Divide is already a pretty isolated place, but Ivar seeks out even more isolation, settling in the rough country and rarely leaving his homestead. Claiming he dislikes the litter of human dwellings, he makes his home in a sod house that's barely visible beneath the grassy plain. He literally lives in the land. And when Alexandra decides to take him in, when he faces financial ruin, he decides he's more at home in her barn :

He dislikes human habitations, so Alexandra has fitted him up a room in the barn, where he is very comfortable, being near the horses and, as he says, further from temptations. O PIONEERS! (21)

Nature is all powerful; it has its own ruling system, its own ways of showing strength and its own ways of taking revenge. Emil and Marie Shabata episode clarifies this universal truth. As Ivar is close to nature, he is against the killing of animals, particularly wild birds but Emil shoots several wild ducks for food and fun, on this act Marie becomes distraught and bursts into tears, saying :

They're too happy to kill. You can tell just how they felt when they flew up. They were scared, but they didn't really think anything could hurt them. O PIONEERS! (31)

This idea is symbolic of the arc of Marie Shabata and Emil Bergson's relationship, their youth, their wildness, their love, and their eventual deaths. Their love is like the wild birds that take flight, and they are shot down by Frank Shabata in the midst of believing nothing can really harm them.

Throughout the novel, one begins to understand that human beings are seen as second-order creatures in the presence of the vast, mighty land and thus it is impossible to forget that the human struggles represented in the text are only minor squabbles when viewed in the context of the land in which they take place.

The land is seen by Cather as a character in this description and is personified and given inner-thought more than many of the real characters are. The land is moody, inconsistent, and prone to unyielding fits of temperament and few characters aside from Alexandra and crazy Ivar seem to understand the meaning and beauty of such an inhospitable display of behavior. At once, the character of the land is seen as brooding and hardly enigmatic or sympathetic to the plights of her inhabitants.

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The Financialization Process and its Effects on the Mexican Productive Sector (1990-2016)

*Javier Lapa Guzmán**

The process of economic financialization is defined as a stage of the capitalist system in which the profits obtained through financial channels acquire a growing importance, regarding to those related to production and distribution. The effects of this process are not limited to the financial sector, they also impact the productive one, at a macro and micro-economic level. In this sense, the Mexican Financial System (SFM) has gone through reforms arising from the adoption of a neoliberal growth model; according to which that financial liberalization contributes to the strengthening of both the financial and productive sector, creating a positive relationship among them.

In order to evaluate if this has succeed in materializing in the case of the Mexican economy, this work is carried out. On one hand, a descriptive statistical analysis on the evolution of the financing granted to the productive sector; and on the other hand, an econometric analysis through a panel data model, relating to the plant investment; to identify the effects of such process, in the levels of productive reinvestment. That is, through the analysis of the two main links between the sectors involved, the implied risks of the process of financialization are showed, for a developing economy as the Mexican.

[Keywords : Financialization, Bank credit and Productive investment]

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1. Introduction

The development of the financial sector has mostly obeyed to a series of reforms carried out under the logic of the Orthodox theory, which argues for the existence of a positive relationship between the financial and the productive sector, so that the development of one, necessarily implies the development of the other one. In this sense, it is considered that the financial repression not only impedes the development of the first one, but limits the positive effects on the second one; therefore, the financial liberalization turns out to be a measurement not only advisable; but necessary for the promotion long term growth. And it is that in this way, the free flow of capitals is promoted; what theoretically brings about a reduction in the cost of financing the productive sector, and moreover, improves the allocation of resources among the different branches of the economy, favoring the more profitable investment projects; strengthening the macroeconomic stability of the country in question.

However, in the case of the Mexican economy, growth expectations are far from being fulfilled, the different recessionary periods which has gone through during the last decades are the proof, despite the considerable development of the financial sector, what raise a number of questions about the true nature of the relationship between such sector and the productive one. And precisely, the financial sector development, facing the scarce productive sector growth, is one of the main aspects of what various authors have called : process of economic financialization (Epstein, 2005; Foster, 2007; and Palley, 2008).

Such process has been approached from different theoretical and methodological perspectives; for some authors it refers to the increasing importance that from the eighties, have gained the interests, markets and financial agents in the functioning of the different national economies (Epstein, 2005). For others, it refers to the fact that the benefits obtained through financial channels, have acquired greater relevance against those obtained traditionally (Duménil and Lévy, 2004; Krippner, 2005; Orhangazi, 2008). In any case, different analyses on the subject, refer to a melting pot of elements summarized in the over sizing that has managed the financial sphere, with regard to the productive one; as well as in the various risks that it implies (Martinez, 2007).

It should be pointed out, that most of the works on the topic are focused on developed countries, mainly in the United States and some others in Europe; meanwhile for the case of underdeveloped economies, the number of investigations is low; in part because these economies have less developed financial systems, however, the growing trend that these present, provides relevance to the analysis of the process in question. Plus, in the case of underdeveloped economies, given its characteristics, the potential risks of the process in question, are bigger.

So, this work seeks to identify the main effects of the abrupt development of the SFM, on the Mexican productive apparatus; for that, the analysis has focused

on two of the most important links between both sectors; credit to the productive sector and the productive investment; that is to say; on the one hand, the changes are analyzed in the composition of the credit granted to the national productive sector by commercial banking, and on the other hand, it analyzes the dynamics of productive investment, for that it builds and estimates an econometric model for a group of companies with stock market activity.

In this sense, although the financialization encompasses various aspects of the country's economy; this study focuses on the relationship between the development of the financial and the productive sector; whereas it is possible to show that contrary to what the Orthodox theory holds, such relationship has not produced the expected results for the Mexican productive sector; a solid argument will be provided about the existence of the process under analysis, in the case of the Mexican economy.

2. The Financialization Process

According to Epstein (2005), the term refers to the increasing role of financial motives, financial markets, financial actors and financial institutions in the operation of the domestic and international economies. For Aglietta and Breton (2001), it refers to the fact that the stock market has been constituted as the dominant force of the "new financial system", that in turn defines the regime of growth. Stockhammer (2004), Crotty (2005), Ryoo and Skott (2008), highlighted the macroeconomic effects of financialization and have used the term to describe the changes between the relations of the financial market and the economy as a whole. On their part, Arrighi (1999), Harvey (2007) and Lapavitsas (2007) identifies the origin of the term in the process of capitalist accumulation, and endow it with a negative sense, since they consider it is a process closely related to the crisis of capitalism over-accumulation. For the latter, the term refers to a series of "harmful aspects", implicit in the recent transformation of the financial system.

In fact, Arrighi (1999) and Aglietta (2000) describe the financialization as a new pattern of accumulation, in which priority is given to the financial sector, that consequently, has acquired a growing economic and political power, by altering its relationship with other economic sectors. And it is precisely such situation that according to Ponsard (2002), it has led to a series of changes in business management; summed up in the fact of having adopted the financial logic as a guideline. Thus, the process of financialization should be understood as the abrupt development of the financial sphere, regarding the productive one, being responsible for a series of changes, not only in finance field, but also in the units whose main activity is not financial in nature, that is to say, it is a process that alters the relationship between the two sectors involved.

It is possible to identify three main features of this process: the first one, refers to the conception and its origin; there is some agreement on the fact of considering it as result of the new era of macroeconomic changes, initiated during the first oil

crisis in 1973, which marked the end of the long postwar boom; the real accumulation has had a precarious increase, opposed to the financial sector that has grown steadily in terms of employment, utilities, and size of the institutions and markets; that is largely due to that processes of deregulation, technological and institutional change, innovation and expansion. The above is reflected in a greater presence of activities related to the financial sector in the economic dynamics of the countries, not only developed, but also in the underdeveloped.

The second, refers to the increase of financial assets acquisition by non-financial companies. Which according to Epstein (2005), it obeys to the search for new channels to obtain higher profits, in increasingly shorter periods of time. The logic, according to Eatwell (2000), has permeated in the activity of the banks that have altered its function of promoting the productive investment; that has modified the traditional channels of financing and profit procurement of the non-financial corporations.

And the third characteristic, makes reference to the fact that after the remarkable development of the financial sector after the adoption of the neoliberal model of growth; authors like Sweezy (1994), Foster (2007) and Stockhammer (2009), consider that a “substitution effect” of the productive investment has begun to set up, by the financial nature; brewing an inverse relationship between the financial sector and the productive one.

The potential effects of this process are varied, both macro and microeconomic levels; twisting the financial system main function; that is to say, to channel the savings to real investment; up to the configuration of a new business logic, that prioritizes the benefits share to shareholders, on the productive reinvestment, compromising the stability of the companies.

In this sense, different authors (Xu, 2000; Orhangazy, 2008; and Lapavitsas, 2007) consider the credit and investment, as the main links between the two sectors involved, so their relationship analysis takes place around these two economic variables.

3. Financing Granted by the Banking Sector

Various aspects link the financial and productive sector; for example; It was expected that the competition inside the banking sector would promote a reduction in the cost of credit granted to the productive sector, therefore, the companies would have a better and greater access to this type of financing.

In this sense, table 1 shows that the funding provided by external sources, went from representing 16% of the total, in 1994, to 27.51% in 2016; whereas the one granted internally went from 84% to 72.49%, during the same period. Moreover, it is possible to observe that during the above mentioned period, the financing granted by commercial banking went to represent the 63.88% of the total, to 37.43%; for its part the development bank, that in 1994 represented the 5.43% of the total financing; for 2016, their participation was 4.29%.

Table-1 : Financing Structure of the Non-financial Private Sector

Year	Financing Total	External Financing (%)	Internal Financing (%)	Commercial Banking Financing	Development Bank Financing
1994	100	16.00	84.00	63.88	5.43
1995	100	20.76	79.24	60.63	5.43
1996	100	20.82	79.18	60.37	5.23
1997	100	22.80	77.20	59.09	4.52
1998	100	27.96	72.04	52.35	3.47
1999	100	29.44	70.56	48.47	3.56
2000	100	30.98	69.02	41.71	3.85
2001	100	30.68	69.32	36.94	4.39
2002	100	30.05	69.95	34.08	4.57
2003	100	28.68	71.32	32.17	4.09
2004	100	25.30	74.70	34.41	2.27
2005	100	23.55	76.45	37.43	2.13
2006	100	22.90	77.10	41.81	1.91
2007	100	21.09	78.91	44.58	1.54
2008	100	23.02	76.98	40.85	1.86
2009	100	20.81	79.19	40.94	2.30
2010	100	20.51	79.49	41.34	2.66
2011	100	22.85	77.15	40.94	2.98
2012	100	22.24	77.76	41.43	3.28
2013	100	24.62	75.38	40.52	3.68
2014	100	27.35	72.65	38.94	4.11
2015	100	27.84	72.16	38.43	4.46
2016*	100	27.51	72.49	37.43	4.29

Source : Elaborated based on data from BIE-INEGI (2016).

*2016 First quarter.

In addition, the composition of the credit granted by commercial banking, has also been altered, becoming priority the consumer and housing loans, while the credit to companies has decreased considerably, as shown in table-2. The credit intended for consumption went from the 7.56% of the total credit granted in 1994 to 20.95% in 2016, reaching its maximum in 2007 (28.14%). While the intended for manufacturing and services, presented a constant decrease throughout the study period; in the case of the manufacturing sector, this represented in 1994, the 17.79%; percentage that by 2016, was 9.74% (see table-2).

It should be pointed out that regarding the total credit to companies, the granted by commercial banking represents in general terms, the third source of financing in level of importance, against the growing trend of the granted by non-banking sources. However, the situation is different in the case of credit granted for consumption, which represents the most important source of financing; While in the housing field, it presents a clear trend to the rise (Banxico, 2016).

Table-2. : Credit granted by Commercial Banking

Year	Total	Private sector total	Manufacturers	Building	Services sector	Housing	Consumption	Financial sector
1994	100.00	90.92	17.79	7.32	34.62	16.36	7.56	4.28
1995	100.00	90.74	16.96	7.32	31.28	21.40	5.30	3.71
1996	100.00	91.30	17.03	7.42	28.54	25.00	4.01	2.16
1997	100.00	91.80	17.41	7.37	28.47	26.47	3.62	1.66
1998	100.00	89.21	18.86	6.73	25.72	27.18	3.36	1.81
1999	100.00	77.76	16.28	4.49	22.36	24.43	3.53	2.52
2000	100.00	73.77	15.48	3.59	23.43	21.06	4.64	2.89
2001	100.00	70.38	14.64	3.29	21.63	19.04	6.65	3.98
2002	100.00	66.70	13.60	2.89	21.52	16.64	8.62	4.32
2003	100.00	66.71	13.32	3.02	20.52	14.41	12.43	3.76
2004	100.00	73.26	14.09	3.14	22.09	13.87	17.60	4.66
2005	100.00	75.05	10.63	3.23	20.35	15.53	23.38	5.41
2006	100.00	82.69	10.16	3.75	21.34	17.48	28.02	4.42
2007	100.00	84.96	9.91	7.44	21.11	16.60	28.14	4.25
2008	100.00	86.54	10.96	9.10	22.69	16.77	25.13	3.34
2009	100.00	81.38	10.96	9.25	22.00	17.49	19.97	2.91
2010	100.00	81.08	10.95	9.76	21.56	17.89	19.12	2.55
2011	100.00	81.55	10.84	9.60	22.05	16.71	20.50	3.25
2012	100.00	81.24	9.62	10.18	20.97	16.36	22.04	3.54
2013	100.00	81.91	10.00	9.41	22.01	16.17	22.42	3.91
2014	100.00	79.71	9.99	8.76	21.76	15.86	21.48	4.13
2015	100.00	79.74	10.17	8.79	22.17	15.67	20.78	4.40
2016*	100.00	80.13	9.74	8.99	22.40	15.92	20.95	4.20

Source : Elaborated with data from Banco de México (2016).

*First quarte of 2016.

One of the main causes of the contraction in credit granted by commercial banking to the productive sector, is related to high rates of interest charged; according to the short-term evaluation of the credit market, the 47.3% of the companies in 2016, considered this aspect as the main constraint to apply for or obtain a bank credit; this perception gets worse in the case of small and medium-sized companies, for which this limitation represented 54.8% of the answers; that is less than the 42.4% that declared the big companies, which also include better financing options, such as the access to credit from foreign sources (Banxico, 2016). Therefore, the credit companies faces a double restriction, on the one hand, the refusal to apply for a credit by companies, and on the other, a limited offer of resources by commercial banking.

It is worth to mention that despite such bank disintermediation; the level of profitability of the banking institutions has not been compromised; in fact, it presents a growing trend over the latest years. That in no way matches the expected results.

4. Financialization Process Effects on the Productive Investment

On the other hand, it was expected that the development of the financial markets, represent a new space for obtaining profit by companies, which thus could carry out more ambitious investment projects; to be said, productive investment would be benefited. In this way, the process under analysis not only has changed the financial logic, but also the companies; to the extent that they are authors that indicate the configuration of a new business logic, called, “corporate governance”; whose main characteristic is the increasing importance that has acquired the financial sphere in the interests of the companies; that have gradually begun to reduce their productive reinvestment levels, in order to increase their participation in activities related to the financial sector (Aglietta, 2000 and Epstein, 2005).

In this regard, it should be noted that during the past decades, various efforts have been conducted to identify the nature of the relationship between the two sectors involved; and unlike what the paradigm McKinnon-Shaw argues, authors such as Xu (2000) have not identified a positive relationship. However, there is no general agreement on this point. In fact, authors like Caprio, Honohan and Stiglitz (2001) actually suggest that the expected benefits of the processes in financial liberalization, are not fulfilled; and they only finish by increasing the fragility of the financial institutions, the macroeconomic instability and the probability of financial crises; reason why it is possible to affirm that it automatically contributes to the long term economic growth. In this sense, Williamson and Mahar (1998), performed a study of 34 countries that liberalized their financial systems between 1973 and 1996; and they do not find tests that they indicate that either the process of financial liberalization contributed to improve the levels of saving and investment in the countries

According to Banerbeck and Tarp (2003), the promotion of the competition after a process of financial liberalization, is not a guarantee of which this one elevates the efficiency of the institutions; it is probable that the ruthless competition wears away the value of the bank franchises and generates a banking unstable atmosphere. In other words, the positive effects of the financial development on the economic growth are not guaranteed under a deregulated environment. In this sense, Lazonick and O'Sullivan (2000), demonstrate that the steep provoked financial development from 1980, is responsible for the change in the logic for the obtaining of profits, in the most of the American non financial companies. Establishing, that until the 70s, the profits they looked for in the retention and reinvestment of the resources in the productive scope, whereas in the later years the financial channels have been privileged, restricting the production levels.

In a similar way Orhangazy (2008), presents econometric evidence, with which it affirms that the increase of the profits and the payments related to the financial sector of the non financial companies, have had a negative effect on the investment level, and therefore, in the accumulation. The mentioned above sustaining to an microeconomic level, since the author considers his model with information at a company level.

4.1 Econometric Methodology

As it was mentioned previously, one of the greater effects of the process under analysis has been the change of logic in dynamics and operation of the non-financial companies; modifying its levels of productive reinvestment; whose increase, according to Kregel (2009), it constitutes an indispensable requirement for the underdeveloped countries obtain periods of sustained growth, through the fortification of its industrial structure. On the other hand, Keynes (1936) consider that the levels of production and occupation, depend directly on the magnitude of the investment.

With the objective to demonstrate that the financial sector development, does not necessarily imply one of equal magnitude for the productive sector, and therefore, it represents a series of risks for this last one; in this case at level of companies; it is that a econometric model is considered, whose variable to explain is the productive reinvestment; whereas the explanatory variables are: the availability of internal funds; the the sales behavior; the indebtedness level that maintains the company; and the financial income that this obtains. This last one, represents the factor of greater interest for the investigation, since it constitutes an indicator of the sense in the relation between the productive and financial activities of the company.

It should be noted, that the model has an microeconomic logic, that is to say, at a company level; reason why some variables, like the exchange rate or the interest rate (an a incentive for the investment), were not considered; with the objective of not changing such logic. In this sense, Stockhammer (2004), considers

that the variables in which the company has no incidence, turn out little relevant to show the change in their logic of operation.

The data base construction represented one of the greater obstacles to raffle, given the statistical information shortage related to the subject. In fact, there is not a formal follow up on the accounting for the small and medium companies; the information available is limited to big companies with stock-exchange activity; reason why it was impossible to shape a statistical sample that was representative for all the mexican enterprise sector. What it's actually true, is that it represents a limit for the model proposed, but in any way invalid for the results obtained; because actually, the big companies are the only ones with access to the stock-exchange sector; and if the objectives pursued in the current investigation are considered, the sample is representative enough to demonstrate the nature of the relation between the financial sector and the productive investment, at a company level. In addition, it was necessary that the companies quoted in the Mexican stock-market, to be able to somehow quantify its gains coming from the financial sector.

The source of statistical information consulted to obtain the data, was *Economática*. Initially, the intention was to include all the companies listed, nevertheless, some did not display the total of its countable entries. Reason why it was decided to solely consider the ones that counted with the necessary information for the estimation of the model. In addition, the fact to include only companies whose main activity outside the productive character was decided, that is to say, the ones dedicated to financial services were discarded, because the main objective of the model, is to recognize the potential risk that the development of the financial activities can represent for the productive sector. In this way, a sample of twenty companies was set; with data for period 1996-2015, quarterly and ordered according to its level of importance in the index of prices and quotations.

Once the described data base was elaborated, a construction of a set of analytical variables was carried out, the ones considered were the pertinent for the proposed model; this was as a mechanism of prevention before the fact that some variables were non significant at the moment of the estimation; that is to say, it was chosen to consider more than an analytical option for each one of the elements proposed in the model. It is pointed out that prior to the model estimation, tests like unit root and causality were performed in the sense of Granger, to the different analytical variables. And in this case, all the variables turned out to be stationary, under the unitary root tests that the econometric package offers (*Eviews*). In addition to the already mentioned, the statistical analysis results of the series, were consistent with the behavior expected of the variables.

4·2 Estimation and Results of the Model

Later, the variables to be included in the final model were identified; for which it was necessary to carry out a systematic process of variables combination.

That is to say, different models were estimated, constructed from the analytical variables initially raised; with the objective, not only to identify the most representative and significant variables, but also, to avoid any error of specification in the model. In this way, it was possible to define the model that is described below :

$$Inv = 1FInt + 2Dem + 3Endeu + 4YFin$$

Where :

Inv = Productive investment

FInt = Internal funds available

Dem = Demand level (sales)

Ende = Indebtedness

YFin = Financial income

Given to the characteristics of the data and the objectives pursued, the methodology used for the estimation of the model, is the generalized least squares data panel and the cross-section weights SUR, that makes possible the incorporation of the specific characteristics of each company, as well as the correction of cross-sectional heteroscedasticity and the contemporary correlation. This, after considering the model under the different options that the software offers, for example, cross-section weights and SUR period. The variables that finally were including in the model, are described next:

- » CINVP is the dependent variable that works like indicator of the productive investment, or in other words, that that is destined to a plant.
- » UTIPLAN, is an explanatory variable that considers the utilities with respect to the plant.
- » CVTAS (-1) is an explanatory variable that represents the growth of the sales with a delay, under the idea that the sales in the past, determine the expectations that the company generates on the future demand.
- » PROVCTOS, is one of the analytical variables proposed to represent the financing of the company. In this case one is the one coming from the providers in proportion to the total costs.
- » CYFIN (-1), is the last of the explanatory variables; included to consider the growth of the financial income, in this case with a delay.

It is worth highlighting, that different tests corresponding to the model were performed; and this one, did not display any problem that endangers the validity of its results. Next, the most relevant results are described for the estimated model.

The first of the explanatory variables, displays a behavior according to the conventional theory, that is to say, is extremely logical the fact that the utilities keep a positive relation with the degree of productive investment, since all the companies that do not generate utilities, not only will jeopardize its productive

reinvestment, but also its permanence in the market, nobody with economic interests would participate in the market if it does not mean the entry of earnings. And although this relation is relatively obvious, does not lack value for the model, since it represents an indicator of the correct interaction between the variables that conform it.

Table-3 : Investment Model (Results)

Dependent Variable : CINVP				
Method : Panel EGLS (Cross-section SUR)				
Sample (adjusted) : 1996Q2 2015Q3				
Periods included : 78				
Cross-sections included : 20				
Total panel (unbalanced) observations : 1541				
Linear estimation after one-step weighting matrix				
Variable	Coefficient	Std. Error	t-Statistic	Prob.
UTIPLAN	0.134510	0.014781	9.100355	0.0000
CVTAS(-1)	0.247336	0.008513	5.548001	0.0000
PROVCTOS	0.009217	0.001573	5.860830	0.0000
CYFIN(-1)	-0.191085	0.360087	-1.193788	0.0327
Weighted Statistics				
R-squared	0.788532	Mean dependent var		0.030318
Adjusted R-squared	0.770561	S.D. dependent var		1.039792
S.E. of regression	0.997748	Sum squared resid		1530.085
Durbin-Watson stat	1.934371			
Unweighted Statistics				
R-squared	0.034838	Mean dependent var		0.003953
Sum squared resid	2.987067	Durbin-Watson stat		1.995537

Source : Elaborated with Econometric Views 6.0

Regarding the relation that the growth presents in the delayed sales in a period, and the one of the investment in plant, it is also comprehensible, since the last sales always constitute an important indicator for the companies, at the moment of determining its future demand; what explains the positive sign of the coefficient. Similarly, the relation of the dependent variable with the financing granted by providers is positive, nevertheless, the coefficient observed is low; what could be explained by the characteristics of the companies that conform the sample

In the end, the relation of the growth of the financial income and the investment in plant, turns out to be of a negative sense, which evidently contrasts

with the conventional theory that it maintains to the existence of a positive relation between the growth of the financial activities and the productive ones. It is certain that the estimated model is susceptible of improvements, however, this result is very meaningful; since it corroborates the essence of this work, on the potential risk that represents the process of financialization for the domestic productive sector.

The previous validates some of the most important features of the process under analysis, for example, the increase of the participation in financial activities by the non financial companies; that constitutes one of the main channels by which according to Stockhammer, (2009), a gradual transference of resources has been carried out, from the productive sector, towards the financial; that implies a reduction of the long term productive investment. And it is that the obtained results of the considered model, allow to infer that the resources, previously destined to the increase of the productive capacity, gradually are flowing towards activities of financial nature, that explains that the growth in the companies' financial income that compose the sample, is not linked in a positive way with the investment. What in turn, suggests that the link between the financial income and the real behavior of the company, has been weakened in the last years; in addition, it becomes feasible that these income are destined again towards financial activities; that in no way is beneficial as far as growth and economic development refers.

The fact that the productive investment is not favored by the development of the financial activities, it represents a serious risk for the country, in terms of growth and economic development; it is enough to remember that for Prebisch (1950), this investment is the only detonating able to be beginning an industrialization process, that for the underdeveloped countries, it represents the main way to obtain benefits from the technical progress; and with it, progressively elevate the population standard of living. In this sense, Reinet (2004), indicates that no country with successful development has been able to avoid the "forced step" of internal industrialization via productive investment, that promotes the development of industries with increasing benefits, and maintains the gains of productivity under the form of increasing internal real wages.

5. Conclusion

Throughout this work, the two main links between the financial sector and the productive one were approached, that is the essence of the process of economic financialization. On the one hand, the effects of the remarkable development of the SFM were analyzed, on the financing to the productive sector, mainly the originating from the commercial banking. And by the other, a econometric model was considered to know the nature of the relation between the productive investment of a group of big companies and its yields obtained via financial channels. The results obtained in both analytical efforts, contrast with what the

orthodox theory argues to the subject; nonetheless, the postulates of such theory cannot be refuted, but to generate the awareness on the necessity to pay greater attention to the financialization process, in which inevitably the Mexican economy will be surrounded with greater intensity in the next years, due to the increasing tendency that presents the financial sector in terms of importance in the economic dynamics of the country.

According to Palley (2008), there is a series of activities in which the companies incur; they denote the configuration of the financialization process; for example, a greater indebtedness, a smaller emission shareholder, repurchase of actions, redistribution of utilities and labour flexibility. And although it is certain, this work does not deepen in the Mexican companies' behavior, to the point of being able to verify in its totality, the different mentioned characteristics; yes it manages to indicate a negative potential relation between the financial sector and the productive one; that it constitutes the last objective of the work; and that represents as well, a solid argument to sustain that the case of the Mexican economy, a financialization process has begun to be configured.

Is important to indicate that in no way in this investigation the importance that the relationship between the financial and productive sector have, is mistrusted, for the growth and development of an economy like the Mexican one; however, it is not considered that all process of financial liberalization or some other reform causes the development of the financial sector, it necessarily will mean positive effects for the economy as a whole. So that this relation is of positive character, it necessarily must comply with a series of conditions that allow the virtuous link that maintains the McKinnon-Shaw paradigm (1973); that therefore it must be considered solely as a specific case of success, and not the general norm.

In the case of the Mexican economy, is difficult to determine if the transition of its financial system; from a scheme characterized by repression, towards one of free market; can be considered as a successful process. Because if the parameter used for it, is the development of the financial sector, then, such transition fulfilled the initial expectations; but other aspects are considered, like the fortification of the industrial network or the growth and general development of the economy; then, the verdict is different; mainly because the SFM presents a series of distortions, that impede their correct relation with the productive sector of the country.

The above, forces to strengthen the links between the productive and the financial sector; and for that reason a credit policy must be promoted according to the necessities of the Mexican companies; that promotes the productive financing from the commercial banking, and the bank of development, with which the capacity of the credit canalization to strategic activities according with an industrialization process, so necessary for the country; and with the same objective, a monitoring of the industrial activities will have to be carried out, that allows to increase the efficiency of the long term investment.

Finally, before the little promising international context that is presented to Mexico in the short term, it is imperative to generate suitable conditions for the development of the productive sector, and for it, its correct bonding with the financial sector, is of its utmost importance. Therefore, the analysis on the financialization process must continue, since only like that, it will be possible to obtain the best results of a process that seems to be unavoidable.”

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Postnatal Health Care among Urban Women

*Amrita Singh**

The health status of women directly reflects the health status of the nation. The health of women depends on their emotional, social and physical well-being which is determined by different social, political and economic context of their lives. Discrimination in food, nutrition, health care, teenage pregnancy and repeated pregnancy, malnutrition in adult female and poor health care services contribute to poor health status of women. The present study is based on Postnatal Health Care among Urban Women. The study is conducted in Meerut. The purpose of the study is to highlights the socio-economic condition of women, the support/ attitude of family members during postnatal period, the post delivery complications of women and the source of consultation/treatment for post delivery complications of women. The data is collected through interview schedule from 100 Hindu women. The study reveals that most of the women belongs to 20-30 age group of general category are educated housewife and belongs to nuclear family of Rs. 35-45 thousands monthly family income. The support/ attitude of the family members of women shows positive ratio in terms of care during postnatal period. During postnatal period most of the women were cared by their mother-in-law and takes complete rest, healthy and nutritious food, and special care about cleanliness and takes over one month to resume work after delivery. Most of the women have normal delivery and less premature delivery. Most of the women faced some complications during postnatal period like- back pain, lower abdominal pain and weakness and were got consultation/treatment in private hospital/clinic.

[Keywords : Women health, Health care, Postnatal care]

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1. Introduction

The concept of women health today has become a major concern among the developing countries because of high prevalence of infant child and maternal mortality and the deteriorating quality of life.

A critical starting point is to focus on women and children, and to ensure that all children have access to quality health care; and adolescents and women have additional access to quality reproductive health care. A woman's health directly influences the health and development of her child. A vicious cycle of malnutrition is created if nutrition before and during pregnancy is not taken care of. A stunted child becomes a small mother, a small mother gives birth to a small baby, small babies grow less, and girls who grow less become small mothers, and the vicious cycle continues.

Women in India, today, are becoming the most vulnerable section as far as their safety and security is concerned. Violence against women can fit into several broad categories. Some of them are rape, domestic violence, sexual harassment, female infanticide etc. In spite of the fact that women contribute in all spheres of life, they suffer in silence and belong to a class which is in disadvantaged position on account of several barriers and impediments.

Society and policy makers need to view health, and particularly reproductive health, within the holistic life cycle approach. The discrimination against girls and women that begins in infancy determines the trajectory of their lives. Neglect of education and appropriate health care arises in childhood and adolescence. These continue to be issues in the reproductive years, along with family planning, sexually transmitted diseases and reproductive tract infections, adequate nutrition and care in pregnancy, and the social status of women and concerns about cervical and breast cancer. Unwanted pregnancies may lead to unsafe abortions, child neglect, malnutrition, disease, and social problems.

The women health policies need to be first priority for the development of society. However, women issues have been subjugated across the whole universe, in varying degrees, to cater to the patriarchal structure of the society. From female feticide to limited accessibilities of women to different employment facilities, this 'second sex' has been suppressed, denied the basic rights and privileges.

2. Conceptualization

Women play an important role in the society as well as in the total life scenario on earth. The changing roles of women have also contributed to their health status. Many women, although making a significant contribution to the household income, continue to take the major responsibility for the care of the family and, in particular, its health. The majority of people living in poverty are women, which highlights their economic vulnerability and the associated health risks of poor diet and housing.

2.1 Medical Sociology

Medical sociology is the study of the societal dimensions of health and medicine. It is a well recognized field that offers great preparation for graduate school in the health related professions. "Medical sociology is concerned with the relationship between social factors and health, and with the application of sociological theory and research techniques to question related to the health care system (Cockerham, 2001 : 1). As a stimulating factor of the origin of the sociology of medicine, the strengthening of the social hygiene could be taken as a scientific, teaching and practical discipline in the previous and the country (Sunder, 2007 : 9).

2.2 Health

Good health is a prerequisite for the adequate functioning of any individual or society. If our health is second, we can engage in numerous types of activities. But if we are ill, distressed, or injured, we may face the curtailment of our usual round of daily life and we may also become so preoccupied with our state of health that other pursuits are of secondary importance or quite meaningless. According to W.H.O. "Health is described as a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity" (Sunder, 2007 : 97).

On the basis of above definition, we can say that health is not only merely the absence of disease or weakness. It is a state in which people have ability to do his everyday activities and role with the complete sense of physically, mentally and socially. "A human condition measured by four components: physical, mental, social and spiritual" (Henslin, 1997 : 157). On the basis of this definition we can say that a person may be called healthy when he is physically, mentally, socially and spiritually well-fitted.

2.3 Health Care

Health care is the diagnosis, treatment and prevention of disease, illness, injury and other physical and mental impairments in human. Health care is delivered by practitioners in medicine, optometry, dentistry, nursing, pharmacy, allied health and other care providers. According to W.H.O. "A well-functioning health care system requires a robust financing mechanism; a well-trained and adequately-paid workforce, reliable information on which to base decisions and policies and well maintained facilities and logistics to deliver quality medicine and technologies" (en.wikipedia.org).

2.4 Women

A woman is a female human being. The term women are usually reserved for an adult, with the term girl being the usual term for a female child or adolescent (<https://en.wikipedia.org/wiki/Woman>). "Of or denoting the sex that can bear offspring or produce eggs, distinguished biologically by the production of gametes

(ova) which can be fertilized by male gametes” (<https://en.oxforddictionaries.com/definition/female>).

2.5 Women’s Health

Women’s health involves women’s emotional, social, cultural, spiritual and physical well being, and is determined by the social, political, cultural and economic context of women’s lives, as well as by biology. Women’s health is the effect of gender in disease and health that encompasses a broad range of biological and psycho-social issues (<https://medical-dictionary.thefreedictionary.com/women%27s+health>).

2.6 Postnatal Care

Postnatal care (PNC) is the care given to the mother and her newborn baby immediately after the birth and for the first six weeks of life. This period marks the establishment of a new phase of family life for women and their partners and the beginning of the lifelong health record for newborn babies (<http://www.open.edu/openlearncreate/mod/oucontent/view.php?id=335&printable=1>).

2.7 Reproductive Health

Reproductive health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity, in all matters relating to the reproductive system and to its functions and processes. Reproductive health therefore implies that people are able to have a satisfying and safe sex life and that they have the capability to reproduce and the freedom to decide if, when and how often to do so. Implicit in this last condition are the right of men and women to be informed and to have access to safe, effective, affordable and acceptable methods of family planning of their choice, as well as other methods of their choice for regulation of fertility which are not against the law, and the right of access to appropriate health-care services that will enable women to go safely through pregnancy and childbirth and provide couples with the best chance of having a healthy infant. In line with the above definition of reproductive health, reproductive health care is defined as the constellation of methods, techniques and services that contribute to reproductive health and well-being by preventing and solving reproductive health problems. It also includes sexual health, the purpose of which is the enhancement of life and personal relations, and not merely counseling and care related to reproduction and sexually transmitted diseases. (Reproductive Health - Dictionary definition of Reproductive Health | Encyclopedia.com: FREE online dictionary).

The reproductive health is the integral part of women’s general health, despite the fact, it needs extra care and precaution during specific time and situation (Sakhuja, 2008 : 101).

3. Need of the Study

India is the second largest country of the world in terms of population. India is a democratic country. The country comprised of many religions and castes. Many problems existing in this country which are related to caste system, corruption, child labour, dowry system, domestic violence, and women issues etc.

The Sociologists like- Gurshaminder Singh Bajwa (2014), I Sudarshan Reddy, A. Neelima (2009), studied on health care, R.S. Balgir, J. Panda, A.K. Panda and M. Ray (2011), studied on Anemia in pregnant women, Nandini Bhattacharya (2009), studied on Abortion, Subrata Mukherjee and Jeen Frederic Levesque (2010), Sthitapragyan Ray (2007), studied on health care, M.N. Shivakumar (1999), studied on fertility, Jayeeta Sen (2012), studied on health seeking behavior, S. Rathi Devi (2014), studied on Anemia, H.R. Channakki and C.G. Hussain Khan (2011) studied on family planning, Annu and Bimla Langyan (2014), studied on health and development, Alison Bolam, Dharma, S. Manandhar (1998), studied on postnatal, C.R. Titalley, M.J. Dibley (1979), studied on reproductive postnatal health care. Pawan Kumar Sharma, Komila Parthi and Anosha Chaudhari studied on reproductive health services.

Thus, there are large numbers of studies on various dimensions of health, but despite all there are few studies on Postnatal Health Care among Urban Women. Women health is one of the major problems in this country. So this research paper is based on Postnatal Health Care among Urban Women.

4. Objectives of the Study

In the light of the above mentioned framework, following objectives have been set for investigation :

1. To assess the socio-economic profile of the women.
2. To assess the support/ attitude of family members during postnatal period.
3. To assess the post delivery complications of women and the source of consultation/treatment.

5. Methodology of Study

Meerut city has been selected for the purpose of the study. According to Census 20011, the area of Meerut district is 2,590.00 Sq Kms., where rural area is 2,342.80 Sq. Kms. and Urban Area is 247.20 Sq. Kms. According to the census 2011 the total population of Meerut is 3443689 in which males are 1825743 & females are 1617946. Sex ratio in Meerut is 886 females per 1000 males. Average literacy of Meerut is 72.84%. Male and female literacy rate is 80.74% & 63.98%.

The data for the present study have been collected from 100 respondents. The data have been collected through interview schedule method. The respondents have been selected by using the purposive sampling. I have collect the information

from Hindu women's belong to the age group of 20-45. The data have been analyzed by simple statistical techniques.

6. Results and Discussion

The socio-economic profile of the selected women is shown in the following table :

Table-1 : Socio-economic profile of the women

S. No.	Variable	Largest	Lowest
1.	Age	63 (20-30)	05 (40+)
2.	Caste	41 (General)	22 (SC)
3.	Education	56 (Literate)	06 (Illiterate)
4.	Type of Family	57 (N. F.)	43 (J.F.)
5.	Occupation	68 (House Wife)	32 (Service)
6.	Family Income/month	67 (35-45 Thousand)	33 (20-25 Thousand)

N.F.= Nuclear Family, J.F.= Joint Family

The result of the above table reveals that a large no. (63%) of the women belongs to the age group of 20-30 years and a small no. (05%) of the women belongs to the age group of 40+ age group, large no. (41%) of the women belongs to the general category and a small no. (22%) of the women belongs to the SC category, large no. (56%) of the women are literate and a small no. (06%) of the women are illiterate, large no. (57%) of the women belongs to nuclear family and a small no. (43%) of the women belongs to joint family, large no. (68%) of the women are housewife and a small no. (32%) of the women are in service and large no. (67%) of the women have Rs.(35-45) thousand monthly family income and a small no. (33%) of the women have Rs.(20-25) thousand monthly family income.

Responses of the selected women on the support/attitude of family members during postnatal period are shown in the following table :

Table-2 : Family members who support the women during postnatal period

S. No.	Family members who supports the women during postnatal period	No. of Respondents
1.	Mother in Law	58
2.	Sister in Law	10
3.	Husband	16
4.	Mother	09
5.	Devarani/Jaithani	07
Total		100

The above table reveals that the more than half of the women (58%) were cared by their mother in law during postnatal period, followed by husband in one-sixth

cases (16%), sister in law in one-tenth cases (10%), mother in one-eleventh cases (09%) and devarani/jaithani in remaining cases (07%).

Table-3 : Care taken to the women during postnatal period

S. No.	Care taken to the women during postnatal period	Yes	No	Total
1.	Take Complete rest	87	13	100
2.	Use of Fruits, Milk & Ghee etc.	93	07	100
3.	Special Care about Cleanliness	52	48	100
4.	Routine checkup	48	52	100

The above table reveals that the large no. (87%) of the women take complete rest during postnatal period and small no. (13%) of the women do not take complete rest during postnatal period, the large no. (93%) of the women take fruits, milk and ghee during postnatal period and small no. (07%) of the women do not take fruits, milk and ghee during postnatal period, the large no. (52%) of the women take special care about cleanliness during postnatal period and small no. (48%) of the women do not take special care about cleanliness during postnatal period, and the large no. (48%) of the women take routine checkup during postnatal period and small no. (52%) of the women do not take routine checkup during postnatal period.

Table-4 : Time taken to resume work after delivery of the women

No.	Time Taken to Resume Work After Delivery	No. of Respondents
1.	After 15 days	14
2.	After one month	49
3.	After 45 days	37
Total		100

The above table reveals that the large no. (49%) of the women were takes one month to resume work after delivery and small no. (14%) of the women were takes 15 days to resume work after delivery.

Responses of selected women on the post delivery complications of women and the source of consultation/treatment are shown in the following table :

Table-5 : Delivery details of the women

S. No.	Delivery details of the women	Response	No. of Respondents
1.	Type of Delivery	Normal	63
		Caesarean	37
		Total	100
2.	Premature Delivery	Yes	06
		No.	94
		Total	100

Table-5 on the preceding page reveals that the large no. (63%) of the women have the normal deliveries and small no. (37%) of the women have the caesarean deliveries, the large no. (94%) of the women have no premature deliveries and small no. (06%) of the women have premature deliveries.

Table-6 : Post delivery complications of women

S. No.	Post delivery complications of women	No. of Respondents		Total
		Yes	No	
1.	Severe Headache	19	81	100
2.	High fever	12	88	100
3.	Lower abdominal pain	59	41	100
4.	Back Pain	62	38	100
5.	Weakness	68	32	100
6.	Body Swelling	19	81	100
7.	Excessive Bleeding	21	79	100

The above table reveals that the large no. (81%) of the women have not severe headache during postnatal period and the small no. (19%) of the women have severe headache during postnatal period, the large no. (88%) of the women have not high fever during postnatal period and the small no. (12%) of the women have the high fever during postnatal period, the large no. (59%) of the women have lower abdominal pain during postnatal period and the small no. (41%) of the women have not lower abdominal pain during postnatal period, the large no. (62%) of the women have back pain during postnatal period and the small no. (38%) of the women have not back pain during postnatal period, the large no. (68%) of the women have weaknesses during postnatal period and the small no. (32%) of the women have not weaknesses during postnatal period, the large no. (81%) of the women have not body swelling during postnatal period and small no. (19%) of the women have body swelling during postnatal period and the large no. (79%) of the women have not excessive bleeding during postnatal period and small no. (21%) of the women have excessive bleeding during postnatal period.

Table-7 : Source of Consultation/Treatment of women during postnatal period

S. No.	Source of Consultation/Treatment of women during postnatal period	No. of Respondents
1.	Government Hospital	37
2.	Private Hospital/Clinic	55
3.	Home treatment	08
Total		100

The above table reveals that the large no. (55%) of the women take consultation/treatment at private hospital/clinic during postnatal period and

small no. (37%) of the women take the consultation/ treatment at home during postnatal period.

7. Conclusion

The study reveals that most of the women belongs to 20-30 age group of general category are educated housewife and belongs to nuclear family of Rs.35-45 thousands monthly family income. The support/ attitude of the family members of women shows positive ratio in terms of care during postnatal period. During postnatal period most of the women were cared by their mother-in-law and takes complete rest, healthy and nutritious food, and special care about cleanliness and takes over one month to resume work after delivery. Most of the women have normal delivery and less premature delivery. Most of the women faced some complications during postnatal period like- back pain, lower abdominal pain and weakness and were got consultation/treatment in private hospital/clinic.

8. Suggestions

It is suggested that the family members should be encouraged in the first place to take care of women. The woman is a category that needs special attention. The Government needs to formulate strategies and policies on various issues affecting the welfare and development of the women. Women health issues should be included in the curriculum of the schools so as to sensitize the younger generations to the problems of the women so that they may keep the family tradition intact. Moreover, there is immediate need to strengthen primary health centres and motivating the doctors to work in the primary health centres both in urban and rural India.

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Ethnicity, Identity and Collective Memory

*Pradeep Acharya**

Collective memories or a set of shared beliefs and/or reconstruction of historical experiences of an ethnic group has been found to be an important dimension of ethnic identity, which constitutes a subjective marker of ethnicity. Given the context, this paper aimed to describe the various objective and subjective markers of ethnicity and identity. Based on the in-depth interviews and oral narratives analysis of the informants carried out among the members of Pahari community living around the Kathmandu valley, the paper has attempted to highlight the major markers of Pahari ethnicity. The analysis of the oral narratives, empirical studies in the past and the historical documents shows that a unique ethnonym, the language and dialects, collective memories, traditional practices of livelihood in the given geographical locality and ascription from the neighborhood etc. as the major markers of ethnicity. Furthermore, it also shows that, despite the transformation in the objective markers of ethnic identity, the collective memories of the past, particularly based on diverse mythologies, have been a very important factor in the dimension and dynamics of ethnicity among the Paharis of Nepal as a separate ethnic group and one of the listed nationalities of Nepal.

[**Keywords** : Ethnicity, Identity, Collective memories, Subjective and objective markers]

1. Ethnicity and Identity

Ethnicity and identity are closely associated concepts in social sciences and it is very difficult to understand them separately. Ethnicity seems to be broader than

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the concept of identity and at the same time identity have other dimensions which is meaningful without any association with ethnicity. Ethnicity as identity and identity as one facet of ethnicity has two aspects - individual identity and social identity. As a form of social identity, ethnicity constitutes, as Donnell (2001) states - as a process of construction of meaning on the basis of related set of cultural attributes which are prioritized over other sources of meaning. Moreover, ethnicity and identity both involves the value and norms of being different from other social groups. Social construction of identity and ethnicity are neither only the product of the different visible cultural attributes nor only the values and meaning making toward institutionalizing the differences among various social groups. It is rather a product of both subjective and objective attributes which exists as a distinguishable social fact that create inter-group and intra-group similarities and differences among the groups living in relation to each other, as Regmi (2003) states ethnicity has relational character, i.e. ethnic identity always materializes in relation to somebody else. Furthermore, such differences and similarities are made relevant through social interaction as Barth (1969) has emphasized the notion of self-ascription and ascription by others. Eriksen, (1995) states when cultural differences are made relevant through interaction i.e. it concerns what is 'socially relevant', not which cultural differences are 'actually there'. Actually, cultural differences, when become less apparent because of increased contact and the general process of modernization, ethnic identity and self-consciousness become increasingly important i.e. the more similar people become, it seems, the more they are concerned with remaining distinctive. Regarding the basic distinction between the concept of ethnicity and identity, Gellner (1997) understands ethnicity as a specific historical condition and identity as a generalized sociological condition and he has exemplified the Newar ethnicity which developed during 17th century only after the Gorkhali conquest of the Kathmandu valley and hence the idea of ethnic identity was irrelevant in pre-Gorkhali period (Newar are the original inhabitants of Kathmandu valley, the current capital of Nepal, which was conquered by the Gorkha kingdom and unified into a single kingdom of modern Nepal). In fact, the idea of similarities and differences either in the forms of cultural attributes or other contemporary socially relevant constructions, the notion of ethnicity and identity emerges only when multiple groups live in a society.

In this context, this paper aims to highlight the discussion on the combination of objective and subjective attributes, social relevance, historical condition etc. that contributes to the process of social construction of ethnicity and identity and these facts are implied by a single terminology "markers" (Wimmer, 2008) of ethnicity or identity. The paper is based primarily on the theoretical discussions made on literatures on ethnicity accompanied by empirical case of Paharis, one of the ethnic groups in Nepal, based on an ethnographic fieldwork done around the Kathmandu valley, Nepal. In short, this paper is intended to revisit some preliminary questions - How is an ethnic unit constituted? How is the ethnic unit identified as a group?

What meaning does the use of particular ethnonym have under different circumstances? To what extent do there exist ethnic identity among a given ethnic group?

2. The Markers

The effort to define any ethnic unit only on the basis of cultural features becomes futile because ethnic groups worldwide can be hardly described in terms of a taxonomically unambiguous categories such as 'clans' or 'cultural categories', rather in terms on classification based on multiple levels of categorization, understood as polytheist classification, i.e. by means of possible criteria or attributes as the basis for each subdivision of a population or for agglomeration of individuals or groups. Furthermore, the classification of categories must be subjectively fulfilling the criteria of self-ascription and ascription by others as mentioned by Barth (1969). For this purpose of answering above mentioned questions, it will not be fruitful neither to attempt to demarcate the clear cut boundaries of the given ethnic groups vis-à-vis each other nor to find intra-level differentiation within the group, rather attempt to search for some objective and subjective markers in socio-historical context from the past to current situation.

Ethnic identity encompasses the incidence of several markers, both objective and subjective, based on which a group is identified as a separate category by the member themselves and the others in the neighborhood. Identity is symbolic in terms of its markers and boundaries and at the same time, it is relative concept. An individual, a group, or a phenomenon identifies itself as such by including and manifesting some markers while excluding some other simultaneously. Most often, the markers included and excluded are mutually exclusive among groups and identity is not only what one is but also what one is not. Given the context, some of the markers of ethnic identity highlighted in this paper are - ethnonym, material and non-material culture and collective memories etc., which can be significantly noticed at present context.

2.1 Ethnonym

To begin with, the name or an ethnonym is the foremost objective marker, common to all ethnic groups worldwide, that serves as the the fundamental criteria for a group to be an ethnic group. The term Pahari, having various connotations and etymology, refers to all those members who understand and claim themselves to be a separate linguistic and cultural community (ethnic group) of the country as well as the members of the officially listed nationality of Nepal. The Paharis are one of the many linguistically and culturally separate groups subsumed under the ethnonym 'Pahari' nationality, one of the indigenous nationalities of Nepal and primarily inhabitants of the central-middle-hill of the country. They are physically Mongolian and speak Tibeto-Burman language. Nepali (1965) have mentioned the ethnonym to denote one category of Hindu Newars at the third level of Newar

caste hierarchy and the Legal Code, 1854 listed them as one of the enslavable alcohol drinkers.

2.2 Culture

Language : Another important objective marker of ethnic identity is language. The term 'language' and 'dialect' have been used here in this paper with similar connotation just to indicate the existence of separate pattern of utterances, however, they have distinct meaning in terms of linguistics. Gierson (1909), in his *Linguistic Survey of India*, described Pahari as representing various ethno-terminologies like Paahee, Pahee, Paadhi, Pahaaree etc and mentioned that the Pahari language to be a sub-dialect of Newari language. Similarly, Shrestha (2002), considering the innate feeling of the native speakers, has stated about pihibhya or pi bhya (Pahari bhasha or Pahari language) as autoglotonym (name given to the language by the speakers) and also about Kodku Pahari or Kodku Pahari language (Kodpa). Bandhu (1967) has surveyed pahai dialect of Thokarpa, Sindhupalchok. As he reported some of the Paharis have adopted Nepali instead of Pahari. He was encountered that the Paharis from Dhuskun, Kodar gaun and Jamune of Sindhupalchok spoke Nepali where as the Paharis of Thokarpa did Pahari.

Besides, in terms of linguistic taxonomy, Pahari language belongs to Newar group of Himalayish sub-section of Bodic branch under Tibeto-Burman sub-family of Sino-Tibetan family and that the Pahari dialects has been divided into 9 sub-dialects, namely - Gamal (Balami) - Basan - Itadi (Ikudol) - Kodku - Shikharpa - Pari - Lele - Khopasi - Thosne (Noonan, 2000 as cited in Shrestha, 2002). Although Pahari dialects have multiple divisions into sub-dialects and study shows that the number of the speakers and the persons who can comprehend the given dialect is limited to certain locality and small population, it has been an important markers of Pahari ethnicity. More clearly, historical evidence of existence of separate dialect of this ethnic community has served the Paharis of Nepal to have a sense of separate ethnic identity and boundary.

Traditional Occupation : The term Pahari, vocalized as "Peehee" in their mother tongue refers to those associated with pee (bamboo or cane), as there is ample evidence of Pahari being bamboo workers in the past i.e. bamboo construct as traditional occupation. It is relevant to quote an interview of an elderly Pahari :

Life was very harder in the past. Firewood collection, nanglo (winnowing tray), bamboo baskets (doko, dalo) making was the only way to survive in the past. Even today bamboo weaving business continues, particularly during festivals but the varieties of items and scale is smaller.

Nevertheless, working with bamboo and making of baskets for daily use and distribution is not unique to Pahari group alone, rather many other ethnic groups around the hills of Nepal work with bamboo to fulfill their requirements of baskets, trays etc. What is important is that, the term Pahari, associated with bamboo in

terms of its literary meaning in their language, strongly justify this work to be Pahari's traditional occupation, unlike their neighbouring groups like Tamang, Newars and other caste groups. It is further justified by the literary evidence regarding the study among the Paharis in the past, "Traditionally, they are principally basket makers and wood cutters, and it was from these two activities that they made their living. In 1854, Hodgson described them in the following words - they make baskets and brooms. They go to forest to cut bamboo and reeds (Chatopadhyaya, 1923 in Toffin, 2007) and Nepali (1965) also recognized Paharis' livelihood relying on bamboo craft.

Geography of Settlements : Toffin (2007), recognized them as a "peripheral group in the rim of Kathmandu valley". The basis of Pahari ethnic identity in contemporary times arises from the fact that the various groups identified by this ethnonym have historically shared a particular geographical territory (i.e. middle hills of central development regions around the Kathmandu valley bordered by Newar civilization in the North and sparse communities of Tamangs, Danuwars and Nepali speaking Bahun-Chhetris in the South). In addition, the current settlements of the Pahari around the seven localities, namely Kodkhu, Pare, Sikharpa, Khopasi, Lele, Itadi and Basan have also been mentioned in Toffin (2007) as the localities occupied by the seven sons of the historically stigmatized and excluded dirty cook from the royal palace.

Marriage Rules : Rules associated with marriage is very important in the construction of ethnic identity which also serves as a cultural markers of ethnicity. Moreover, the biological continuity of an ethnic community is maintained by blood and affinal relationships over time. All ethnic groups have a rule of endogamous marriage practices despite many instances of deviances, so do the Paharis of Nepal. Paharis are endogamous group like other ethnic groups of Nepal and marriage outside the group is not fully accepted at least in terms of cultural prescription. Pahari society is ideally caste endogamous and clan exogamous; marriage with non-Pahari does occur, but the social status of the spouse is different, particularly during the religious rituals. In some ways, they are both Pahari and non-Pahari, and while they are excluded from some ritual interactions because of their alleged impurity, they still possess the potential to produce pure Pahari descendants.

2-3 Collective Memory

Apart from the objective markers comprising the language and ethnonym, Paharis of Nepal also share collective memories of 'stigmatized' status from the historical past, who had been displaced toward the rugged hill outskirts of the Kathmandu valley and placed at lower middle level in the caste hierarchy. Paharis subjectively share, to varying degrees, the belief in the 'degraded and displaced' social status at the hands of bigger groups like Newar and Tamangs. Thus, such an inferior social status from history is another common thing that the Paharis do share. In addition, memories of historical exploitation by caste group around some

part of Sindhupalchok are not quite uncommon among the Paharis. Such a combination of factors has lent itself to a shaping of Pahari identity. In this context, a couple of quotes from the field is worthy mentioning here;

Paharis live inside Kathmandu valley but they are concentrated in kunaakapcha (outskirt corners, away from mainstream centers) like in Khopasi (Kabhre) etc. We were sent here by force i.e. pelera pathayako (forcibly displaced).

Pahari are inferior to Newars. Newars lived in cities from long time while Paharis used to cut firewood very recently. We cannot compete with them (hami le newar sanga sakinna).

In addition, the reflection of the historical social stigma prevalent around the neighborhood and resulting in such an inferior self-image of the ethnic group can be found in a popular Newari phrase, as mentioned by Malla (2054 B.S.) - gajamyaha pai thenjaahm (meaning, "what a Pahari-like person). This phrase is used even today among the Newars, who have been living in close vicinity with the Paharis from past to present, to ridicule someone who behaves in stubborn way.

Whenever the members of Pahari members were asked about something that differentiates them from other groups in the neighborhood, the most emphasized subjective markers have been found to be the collective memories, other than the remarkable objective markers, such as ethnonym, language, traditional occupations, locality of settlements etc. The collective memories of the Pahari members articulate the subjective image of their ethnic identity constructed by the members themselves as reflected in the diverse mythological accounts which indicates the incidences of stigmatization, inferiority and exclusion as remarked by Acharya (2017) that the current status of Paharis seems to have been subjectively expressed in the myths involving derogatory collective memories implying their ancestral connection with wild beast, associating their association with downfall in the hierarchy, as well as stigma of dirty people.

2-4 Continuity and Change : A Discussion

Livelihood Diversification : Paharis opine that, the forced displacement from town, cities and centers to rural periphery due to political events made them intermarry with other groups, change their actual ethnonyms or caste and acculturated with bigger groups nearby such as Newars and Tamangs. Such historical events have greatly shaped the trajectory of the dynamics of the markers of ethnicity in several ways particularly regarding the extent of their social relevance in contemporary Nepali society. Continuity and change in social, cultural, economic and political aspects can be observed among the Paharis of Nepal as glimpsed by the following quote made during the field by a senior citizen in his early 80s;

The life was very harder previously. Firewood collection was the only way to survive. Nanglo (winnowing tray made up of bamboo) and Dalo (bamboo

basket) making was also there but it was not sufficient. Nowadays, only during festivals, it is the important source of income. Nowadays money can buy almost everything. We are inferior to the Newars. Newars lived in cities from long time while Paharis used to cut firewood from early days to very recently. But nowadays some Paharis have improved economically by selling farm lands. Now there is a vast change, *paisa bhaye pachhi je kine pani bhaye* (money can buy almost everything nowadays).

The believed traditional occupation of the Paharis, i.e. bamboo craft, has changed. The reason behind this is very simple. Occupation is connected with the market demand and livelihood needs. The traditional occupation is no longer viable for livelihood and such a change in occupation has somehow blurred the visibility of one of the prominent markers of ethnic identity. However, the ethnonym Pahari derived from the word 'pee or bamboo' is still extant but with number of etymological multiple meanings. The most commonly faced etymological misunderstanding associated with some terminologies like Pahari, Pahadi, and Nagarkoti are certainly in the process of clarification during the regular course of interaction both real and virtual inside and outside the country, though to small extent.

Mobility and Familiarity : The historically stigmatized, ethnically marginalized, ethnographically less studied, so-called backward Paharis of Nepal are now living temporarily for works and studies abroad and have become a member of online communities like social media, face book etc. By and large, such recent phenomenon has not only helped to expose the Pahari members in the medias but also to be in touch with fellow members in such online communities in term of exchange of messages. The widening acquaintances with the member of other ethnic and caste group other than their usual neighborhood in everyday life have helped Paharis to identify themselves as a member of a distinct cultural and ethnic category among the general members of the other communities.

Despite the close association of the name Pahari with a specific hilly piece of geography as well as the fact of very small (almost none) migration in the Pahari history, Paharis have now travelled to India, middle east and Japan etc. Simultaneously, many Paharis are still in a marginalized condition with poor socio-economic condition and ignorance of awareness etc. At the same time, the lack of capacity to move outside the village because of both poor socio-economic condition and lack of awareness are the important reasons behind such a marginalized condition. Therefore, Pahari migration can be said to be ongoing recently leading to new dynamics and dimensions of ethnicity and identity as well as impetus for ethnic activism. One of which is reflected in the current attempt to search for the history and origin as well as in the integration of varied contestations among the geographically dispersed different geographical Pahari communities.

Before the formation of the national organization, ties of Paharis outside the valley with the mainland Badikhel, Lalitpur and other parts of Lalitpur was not so

closer in terms of familiarity and solidarity. Marriage exchanges were rare and non-existent. The constant but slow urbanization of Badikhel had had effect on Paharis, many Pahari families had sold their traditional farming land (khet baari) as housing plot (ghaderi) for relatively larger amount of cash money. In addition, modification of surname (derived from ethnonym) by repositioning it to the surname of other groups, to access the then opportunities and to get rid of historical stigma too can be said to be a demand caused by such process of development involving urbanization, migration and acculturation etc.

3. Concluding Remarks

Pahari, as an ethnic category or as a cultural group, which is evident in history and earlier ethnographies based on the historical marker like occupation. Pahari sense of identity with one's own locality, occupation, language and ethnonym continues to be very strong with lots of dynamics of continuity and changes involving numbers of transformations in historical context.

The economic strategies and the change in the traditional occupation of the Paharis are obvious for them according to the prevailing time, place, and situations. The impact of market economy, globalization, and urbanization can be clearly observed in their daily life and livelihood patterns. Most importantly, such occupational changes have not only affected their daily life, income, and livelihood but their ethnic identity to some extent. The traditional occupation, which is one of the important objective markers of ethnic identity among the Paharis, applicable in case of other caste/ethnic groups too, has replaced by other ones, the modern ones, the globalized ones. From the perspective of ethnicity, the Paharis, now do not refer to those peculiar group, working daily with bamboos at their home, rather something different. However, the fact that the Pahari's ethnonym derived from the term bamboo continues.

Wide impacts of modern transportation, communication, education, and opportunities in the country obviously affected the Paharis of Nepal. Years of democratization, development, globalization had put different groups of Paharis in various contexts and provided them with different networks, different opportunities, as well as different cultural constraints. Temporary small population movements abroad and within country have also been an important and often overlooked effect on Pahari economic and cultural adjustments, their identity and ethnicity, and their description about themselves and others. These aspects have been particularly diverse which involved many members of the Pahari community in recent days.

Nevertheless, all the markers except mentioned here in the case of Paharis of Nepal resembles almost other ethnic groups of Nepal. The one typical marker of Pahari ethnic identity has been found to be the historical social stigma that has been continuously produced and reproduced in their collective memories, which has been in continuity unlike other markers having less or more changed over time.

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Deciphering Dowry Deaths in India

*Renu Agarwal**

Dowry is the money or property that a wife or wife's family gives to her husband when the wife and husband marry in some cultures. Dowry refers to the property, money, ornaments or any other form of wealth which a man or his family receives from his wife or her family at the time of marriage. Dowry is both a practice and a problem with Indian marriage" The payment of dowry has long been prohibited under specific Indian laws including the Dowry Prohibition Act, 1961 and subsequently by Sections 304B and 498A of the Indian Penal Code. The law was widely abused and in 2014, the Supreme Court ruled that arrests can only be made with a magistrate's approval. When one speaks of gender inequality in the India, dowry system can be considered the catalyst for this issue. Twenty-one dowry deaths are reported across the country every day, but the conviction rate is only 34.7 per cent. Most dowry deaths occur when the young woman, unable to bear the harassment and torture, commits suicide. Most of these suicides are by hanging, poisoning or by fire. In this context it is necessary to understand the extent of dowry related violence and the resultant efforts made by the sufferers to stop control or overcome. The present paper is an attempt to decipher dowry deaths in India. It has been stressed that such a complex problem requires an integrated social endeavour to successfully overcome it. It has to be fought on various fronts, legal, social, educational, cultural and political. So many legal laws, penal laws etc. are available to check this phenomenon. So many anti-dowry processions and demonstrations are organized by voluntary groups. But this evil practice continues on unabated

[**Keywords** : Dowry system, Social problem, Social evils, Dowry deaths, Domestic violence]

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1. Introduction

When we think of the deep-rooted social evils in our society, dowry system seems to be one of the most influential of them. With its adoption across different communities across religions or caste has led to a century old ceremony turn into not only a social problem, but a social atrocity. The dowry system in India refers to the durable goods, cash, and real or movable property that the bride's family gives to the bridegroom, his parents, or his relatives as a condition of the marriage. The word dowry owes its origin to Anglo-Norman French word, *dowarie*, and has continued to exist for long in the society. The practice, which once was a gift exchanging ceremony, has transformed into a dilapidated social evil, striking the very building blocks of the relation to shatters. The groom's family seemingly go reluctant to part with the dowry and its the bride's family which faces the brunt.

Dowry refers to the property, money, ornaments or any other form of wealth which a man or his family receives from his wife or her family at the time of marriage. The practice of giving dowry was meant to assist a newlywed couple to start their life together with ease; however, now it has become a commercial transaction in which monetary considerations receive priority over the personal merits of the bride. Dowry system has given rise to many socio economic problems with very serious consequences. Numerous incidents of bride burning, harassment and physical torture of newlywed women and various kinds of pressure tactics being adopted by the husbands/in-laws' pressurizing for more dowry have compelled the social reformers and the intelligentsia to give serious thoughts to various aspects associated with the institution of dowry. Dowry deaths are deaths of women who are murdered or driven to suicide by continuous harassment and torture by husbands and in-laws in an effort to extort an increased.

The payment of dowry has long been prohibited under specific Indian laws. Government of India enacted "Dowry Prohibition Act" in 1961, which was further amended in 1985 and subsequently by Sections 304B and 498A of the Indian Penal Code to control this menace. In spite of these measures the "give and take" phenomenon of dowry is practiced widely throughout India, irrespective of caste and class.

2. Dowry Deaths in India

Twenty-one dowry deaths are reported across the country every day, but the conviction rate is only 34.7 per cent. The National Crime Records Bureau (NCRB) states that in 2015, as many as 7,634 women died in the country due to dowry harassment. Either they were burnt alive or forced to commit suicide over dowry demand. Data further reveals that after registration of dowry deaths, police have chargesheeted around 93.7 per cent of the accused, of which only 34.7 per cent have been convicted. The remaining cases are still pending in various courts. According to Delhi Police, till March 15 this year, 31 women died due to dowry harassment.

In the last five years, as many as 715 cases of dowry deaths have been reported in the national Capital and the crime rate have been increasing with every passing year. Moreover, in Delhi, around 3,877 cases of cruelty by in-laws and husbands have been registered in 2016. Till March 15 this year, as many as 506 such cases have been reported in the city. The Dowry Prohibition Act, 1961, prohibits the request, payment or acceptance of a dowry 'as consideration for marriage', and dowry here is defined as a gift demanded or given as a precondition for marriage.

Dowry deaths in India have increased to an alarming extent. There were 8455 incidence of dowry deaths in 2014 with a crime rate of 1.4 to total IPC crimes reported. In 2015, 7634 incidence occurred with a crime rate of 1.3, whereas in 2016, the number of incidence reported were 7621 with a crime rate of 1.2. Percentage Share of dowry deaths to total IPC Crimes was 0.3.

The following table provides data released by NCRB on dowry deaths under Section 304B of IPC in various states and union territories of India in 2016 :

Table-1 : Dowry Deaths (Sec 304B IPC) in India in 2016

S. No.	State/UT	Incidents	Victims	Crime Rate
States				
1.	Andhra Pradesh	193	194	0.7
2.	Arunachal Pradesh	1	1	0.2
3.	Assam	157	157	1.0
4.	Bihar	987	987	2.0
5.	Chhattisgarh	84	84	0.6
6.	Goa	2	2	0.2
7.	Gujarat	12	12	0.0
8.	Haryana	260	260	2.1
9.	Himachal Pradesh	3	3	0.1
10.	Jammu and Kashmir	6	6	0.1
11.	Jharkhand	278	278	1.7
12.	Karnataka	234	234	0.8
13.	Kerala	25	25	0.1
14.	Madhya Pradesh	629	629	1.7
15.	Maharashtra	248	248	0.4
16.	Manipur	0	0	0.0
17.	Meghalaya	0	0	0.0
18.	Mizoram	0	0	0.0
19.	Nagaland	1	1	0.1
20.	Odisha	397	397	1.9

21.	Punjab	80	80	0.6
22.	Rajasthan	462	462	1.3
23.	Sikkim	0	0	0.0
24.	Tamil Nadu	58	59	0.2
25.	Telangana	254	254	1.4
26.	Tripura	19	19	1.0
27.	Uttar Pradesh	2473	2478	2.4
28.	Uttarakhand	57	57	1.1
29.	West Bengal	535	535	1.2
Total States		7455	7462	1.2
Union Territories				
30.	A & N Islands	0	0	0.0
31.	Chandigarh	4	4	0.5
32.	D & N Haveli	0	0	0.0
33.	Daman & Diu	0	0	0.0
34.	Delhi	162	162	1.7
35.	Lakshadweep	0	0	0.0
36.	Puducherry	0	0	0.0
Total (Union Territories)		166	166	1.4
Total (All India)		7621	7628	1.2

Source : NCRB, *Crime in India, 2016*, New Delhi, Ministry of Home Affairs, Government of India, Table-1A.4, p. 13.

It is evident from the data contained in the table above that Uttar Pradesh was at the top with 2473 dowry deaths in 2016 among all the states and union territories of India. It means that one-third such deaths are reported in Uttar Pradesh. Bihar was second, whereas Madhya Pradesh was third among all the states of India. Among the 19 metropolitan cities, Delhi was on the top.

Experts say that the existing law has certain loopholes and needs to be made stricter. Despite amendments made to the Dowry Act in 1983, the desired results are yet desired to be achieved. Improper investigations at the initial stage of a case slow down the process of judicial proceedings, experts rue. Though, items such as jewellery, clothes, cars and money are traditionally given by the bride's family to the groom and his parents under the outlawed custom to ensure that she is taken care of in her new home, still often the groom's family demands more dowry after marriage, resulting in mental and physical harassment that can lead to suicide or murder of the bride. Dowry has not only turned out to be a bane for women, but even for their families, who often find it hard to arrange the money. Dowry related violence has been regarded as a universal phenomenon, cutting across all sorts of

boundaries and is on continuous increase in India. It may be taken as a matter of grave concern that dowry harassment and death is one of the typical problems of Indian society.

In many cases, when dowry amount is not considered sufficient, the bride is often harassed, abused and tortured (Singh, 2005). Persons participating in dowry related violence are mostly mother-in-law and siblings of the husband. Most of the dowry deaths occur when the young women, unable to bear the harassment and torture, commit suicide. Most of these suicides are by hanging oneself, poisoning or by fire. Sometimes the woman is killed by setting her on fire which is known as 'bride burning' and is disguised as accident to avoid criminal charges and punishment.

Dowry related violence and bride burning (dowry death) are only peculiar to our country and beside husband, his kin also join together in persecuting the bride as the dowry and related customs provide a good excuse to them for humiliating, insulting and even beating up of woman (Haveripeth, 2013). The bride is helpless in her new home and physically so powerless that she cannot retaliate against the coercive tactics or actions of other; not many women have the guts to divorce their husbands on the ground of frequent mental or physical torture since they have nothing to fall back upon in a traditionally and poorly developed country like India (Singh, 2005).

Many economic, social and religious causes/factors are responsible for the dowry deaths. Prevalence of domestic violence is another cause. Recent studies suggest a link between domestic violence and dowry demands. Wife abuse has been found to be higher when a husband and/or his family believes dowry payments are inadequate (Banerjee, 1999; Bloch and Rao 2002). Dowry deaths appear to be a product of socially structured expectations about dowry giving the inferior status of women and consequently the low bargaining power of the women and her parents; the growing urban consumerism among lower and middle class sections of the society as well as the lack of effective legal sanctions against such crimes (Haveripeth, 2013).

3. Conclusion

The issue of dowry deaths is one of the most difficult and serious challenges to the present day Indian society. Today dowry is not the innocent practice that it started out as but has turned into a social menace that cannot be reverted back to its original form; hence it must be eradicated from our society. Elimination of dowry and of the negative impact it impresses on Indian social welfare requires a twofold system of policies. *Firstly*, the domestic violence, murder, and female infanticide that result from the dowry tradition must be abolished through increased enforcement of legal provisions. By vehemently prosecuting and convicting perpetrators of dowry violence, the expected punishment could be increased enough to offset the benefits of committing such dowry-related crime, thereby

reducing the overall frequency of occurrence. *Secondly*, given that crimes related to dowry are rooted in dominant Indian social, religious, and ideological forces, the complete eradication of dowry can only be attained when these social and religious attitudes are forced to change, which is a very difficult task.

In fact, such a complex problem like dowry deaths requires an integrated social endeavour to successfully overcome it. It has to be fought on various fronts, legal, social, educational, cultural and political. So many legal laws, penal laws etc. are available to check this phenomenon. So many anti-dowry processions and demonstrations are organized by voluntary groups. But this evil practice continues on unabated in Indian society.

A lot of proper education and propaganda is needed to inculcate a feeling of moral repugnance among the people about the age old practice of selling of the marriageable to the highest bidder. There is a need for infrastructure to deal with the dowry deaths (Laxmi Singh, 2017). Proper counseling centers, legal aid cells, homes to provide shelter, facilities for vocational training and rehabilitation are needed to combat this social evil. The government should take the initiative of creating a compact network of centers with the help of voluntary agencies and committed individuals. The national commission for women should be empowered with statutory powers to compile data and review all the existing laws affecting women and their implementation. But the success of programmes must not be judged by government.

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Aged Persons in Old Age Homes

Vipin Kumar Malik*

Ageing is a natural and worldwide phenomenon. Old age is the final phase of the life cycle. The starting of this phase, its impact on role relationships, and the meaning related to it vary in different societies. The population of aged persons has been increasing rapidly in both developed and developing countries. Now more health care, falling death rates, health consciousness of the people and the role of mass media have largely contributed to the raising of the standard of living, which in turn, has resulted in increasing the number of the aged. The population of elderly has rapidly increased in India in the recent years and is going to take a vulnerable condition in coming decades. Therefore realizing the urgency problems of the aged persons the present study is based on Aged Persons in Old Age Home. The study is conducted in two old age homes (paid and non-paid) of Meerut city. The purpose of the study is to highlights the socio-economic profiles and reasons for preferring the old age home by the inmates. The data is collected through interview schedule from all the inmates living in O.A.H. The study reveals that in both the old age home (paid and non-paid) most of the inmates belongs to older old age group (70 and above) are male Hindus belongs to general category and nuclear family. In paid O.A.H. most of the inmates are educated (graduate and above) and they were in service at the age of retirement and have the present income of Rs. 20000 and above by the source of pension while in non-paid O.A.H. most of the inmates are educated (10-12th) and they were unemployed at the age of retirement and have not any present income and source of income.

[**Keywords** : Gerontology, Social gerontology, Ageing, Aged persons, Old Age Home]

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1. Introduction

India is the second largest country in the world, both in terms of total population and that of individuals aged 60+. According to the 2011 census, India is home to more than 100 million people aged 60 years and over. Greying of population across the world is an important issue of concern in the twenty-first century and UN criterion categorizes India as an ageing country i.e. it has seven per cent or more older adult population. The absolute numbers will increase from 100 million in 2011 to 137 million by 2021.

Ageing is defined as the process of deterioration in functional capacity of an individual in consequence of structural, physiological changes, and ongoing accumulation of the chronic pathological processes. The overall effect of these alterations is an increase in the probability of dying, which is evident from the rise in the age-specific death rates in the older population. This should be regarded as normal inevitable biological phenomenon (WHO, 1974).

2. Conceptualization

Ageing is the final phase of human development, and must be seen as a part of a continual process of change. It is difficult to find a satisfactory definition of the point where middle age ends and old age begins. The concepts used in this study are clarified as under :

2.1 Gerontology

Gerontology is the scientific study of ageing. 'Social gerontology' is a distinct discipline of studying problems of old age. The term gerontology has been derived from two Greek words namely "Geron" meaning old man and "logy" meaning scientific study (Pant, 1998 : 26). According to Ramasubrahmanyam (1974) "Geriatrics is a branch of medical science which has to do with age and its disease" (Ramasubrahmanyam, 1974 : 130). The aim of gerontological studies is to recognize the conditions and causes which influence the changes of old age.

2.2 Ageing

Ageing is a natural process which begins at birth and gradually crosses the different stages of life and finally ends at death. According to Bhatia (1983), the term "ageing" is a broad one and can be studied under three types – biological, psychological and socio-cultural. But most of the definitions deal with any of these three aspects, generally the biological aspects. Biological ageing refers to bodily changes that occur in the later part of the life of an individual. They included graying of hair, loss of teeth and the diminishing of sight and audibility. Comfort (1968) rightly regards it as "the total effect of all changes which occur in a living being with increasing chronological age and which render it more vulnerable or less viable."

Ageing is the sequential or progressive change in an organism that leads to an increased risk of disability, disease and death. Though ageing has many aspects, but primary ones fall in to three main categories – (1) bio-physiological ageing, (2) psychological ageing and (3) social ageing.

One of the branches of sociology i.e. Sociology of Gerontology or Social Gerontology focuses on what it means to age in society; that is, personal concerns and social issues associated with ageing and the ways in which these themes are influenced and at the same time influence the society in which we live. Thus, according to the sociologists and other social scientists, ageing, looking through the lens of sociological imagination, as devised by C. Wright Mills is not an individual problem rather a widespread issue that is faced by both the developed and underdeveloped nations as a whole. The process of ageing can be approached from four distinct perspectives: functional, symbolic, conflict, and emancipation. (Vankayalapati, 2008 : 36-39)

Gerontology in India is passing through its infancy. The Indian Gerontological Association had been established at Jaipur in the year 1968, and the first issue of its mouth piece, Indian Journal of Gerontology was published in the year 1969. (Modi, 2001 : xiii-xv)

2.3 Elder/ Elderly

People who have reached the age of 60 or 65 years (are called elder person). The age of 60 years has been adopted by the United Nations for the purpose of the world assembly on ageing. (Paul Chowdhry, 1992 : 254),

2.4 Old Age Home

An institution for elderly people who need social support but who do not needs regular nursing care. (Paul Chowdhry, 1992 : 255)

3. Need of the Study

India is the second largest country of the world in terms of population. The population of elderly has rapidly increased in India in the recent years and is going to take a quantum jump in the coming decades. Realizing the urgency problems of the aged persons many studies have been conducted.

The Sociologists like H. S. Bhatia (1983) examines the problems of retired employees, R. N. Pati, B. L. Rath and Kanakalata Devi (1989) highlight a micro-level picture on role, problems and status of the aged persons, Maninder Singh Randhawa (1991) highlights the difference between the rural and urban aged with regard to their social status and role, social adjustment, leisure time activities, health, economic and psychological conditions, Revati S. Hosmath, Dr. V. Gaonkar and P.B. Khadi (1993) highlights the difference in the levels of life satisfaction among the elderly people according to their age and type of family, S. Vijaya Kumar (1995) highlights the real living standards of the elders in rural area,

Chaturbhuj Sahu (1998) highlights the socio-economic profile, living conditions, physical, economic and socio-psychological problem faced by the aged, P. V. Ramamurti (2001) highlight the quality of life of elderly lived in old age homes, R. Bakshi, Rajneesh P. Sandhu and Harpinder (2007) highlight the problems of the aged living with families and in senior citizens homes.

Thus, there are large numbers of studies on various dimensions of aged persons, but despite all there are few studies on paid and non-paid old age home. Therefore there is a need of studying the personal profile and reasons for preferring the old age home. So this research paper is based on "Aged Persons in Old Age Home".

4. Objectives of the Study

In the light of the above mentioned framework, following two objectives have been set for this study :

1. To study the socio-economic background of the respondents.
2. To study the reasons for preferring the old age home by the respondents.

5. Methodology of the Study

5.1 Area of Study

The study has been conducted in two old age homes of Meerut city. The first old age home Abha Manav Mandir is a paid old age home which is situated at Panchwati Colony, Mawana Road, Meerut. The second old age home Shri Swami Satyanand Ji Sewadham is a non-paid old age home which is situated at Bada Rajban Bazar, Cantonment Area, Meerut.

5.2 Universe/ Sample and Respondents

In both the old age homes all inmates constitutes the universe of the study. Listing of the inmates in both the old age homes was done. Thus, 50 respondents have constituted the size of sample for the collection of data from the both old age homes.

5.3 Data Collection

The data for the present study have been collected from all older persons living in both old age homes. Data have been collected through interview schedule method. The data have been analyzed by simple statistical techniques like tabulation, classification etc.

6. Results and Discussion

The socio-economic profile of the respondents is shown in table-1 on the next page :

Table-1 : Socio-economic Profile of the Respondents

Variable/Attribute		N (Paid O.A.H.)	N (Non-paid O.A.H.)
Age group	Younger old age group (60-69)	09 (30%)	08 (40%)
	Younger old age group (60-69)	09 (30%)	08 (40%)
	Total	30 (100%)	20 (100%)
Gender	Male	21 (70%)	12 (60%)
	Female	09 (30%)	08 (40%)
	Total	30 (100%)	20 (100%)
Religion	Hindu	28 (93.34%)	19 (95%)
	Muslim	00 (00%)	00 (00%)
	Sikh	01 (3.33%)	01 (05%)
	Christian	01 (3.33%)	00 (00%)
	Total	30 (100%)	20 (100%)
Caste	General	23 (76.67%)	15 (80%)
	O.B.C.	06 (20%)	03 (15%)
	S.C.	01 (3.33%)	01 (05%)
	Total	30 (100%)	20 (100%)
Marital Status	Married	04 (13.33%)	00 (00%)
	Unmarried	03 (10%)	11 (55%)
	Widow/Widowed	23 (76.67%)	09 (45%)
	Total	30 (100%)	20 (100%)
Type of Family	Joint family	05 (16.67%)	00 (00%)
	Nuclear family	25 (83.33%)	20 (100%)
	Total	30 (100%)	20 (100%)
Respondents' Education	Illiterate	00 (00%)	03 (15%)
	Primary Level	00 (00%)	03 (15%)
	Secondary Level	03 (10%)	05 (25%)
	10-12 th	05 (16.67%)	07 (35%)
	Graduate and above	22 (73.33%)	02 (10%)
	Total	30 (100%)	20 (100%)

Respondents' Occupation	Service	17 (56.67%)	00 (00%)
	Business	05 (16.67%)	02 (10%)
	Labour	00 (00%)	03 (15%)
	Pvt. Job	03 (10%)	05 (25%)
	Unemployed	05 (16.66%)	10 (50%)
	Total	30 (100%)	20 (100%)
Respondents' Present Income	Nil	00 (00%)	20 (100%)
	Up to 10000	00 (00%)	00 (00%)
	10000-20000	05 (16.67%)	00 (00%)
	Above 20000	25 (83.33%)	00 (00%)
	Total	30 (100%)	20 (100%)
Source of Present Income	Pension	22 (73.33%)	00 (00%)
	Savings	06 (20%)	00 (00%)
	Property	02 (6.67%)	00 (00%)
	No source	00 (00%)	20 (100%)
	Total	30 (100%)	20 (100%)

N = No. of the respondents

O.A.H. = Old Age Home

The reading of the data contained in the table above shows following facts :

1. That in paid O.A.H. a largest no. (70%) of the respondents belongs to the older old age group (70 and above) and in non-paid O.A.H. a large no. (60%) of the respondents belongs to the older old age group (70 and above).
2. That a largest no. (70%) of the respondents are male in paid O.A.H. and a large no. (60%) of the respondents are male in non-paid O.A.H.
3. That in paid O.A.H. a largest no. (93.34%) of the respondents belongs to Hindu religion and in non-paid O.A.H. a largest no. (95%) of the respondents belongs to Hindu religion.
4. That in paid O.A.H. a largest no. (76.67%) of the respondents belongs to the general category and in non-paid O.A.H. a largest no. (80%) of the respondents belongs to the general category.
5. That in paid O.A.H. a largest no. (76.67%) of the respondents are widow/ widowed and in non-paid O.A.H. a large no. (55%) of the respondents are unmarried.
6. That in paid O.A.H. a largest no. (83.33%) of the respondents belongs to nuclear family and in non-paid O.A.H. all (100%) of the respondents belongs to nuclear family.

7. The result of the above table reveals that in paid O.A.H. a largest no. (73.33%) of the respondents are educated to graduate and above and in non-paid O.A.H. a large no. (35%) of the respondents are educated to 10-12th.
8. The result of the above table reveals that in paid O.A.H. a large no. (56.67%) of the respondents are in service at the age of retirement and in non-paid O.A.H. half (50%) of the respondents were unemployed at the age of retirement.
9. The result of the above table reveals that in paid O.A.H. a largest no. (83.33%) of the respondents have the income of Rs. above 20000 and in non-paid O.A.H. all (100%) of the respondents have not any income at present.
10. The result of the above table reveals that in paid O.A.H. a largest no. (73.33%) of the respondents have the pension as a source of present income and in non-paid O.A.H. all (100%) of the respondents have not any source of present income.

An attempt has also been made to find out the reasons for preferring the old age home by the respondents. Their responses are shown in the following table :

Table-2 : Reasons of the respondents to preferring the O.A.H.

S. No.	Reasons	N (Paid O.A.H.)	N (Non-paid O.A.H.)
1.	Own Choice	02 (6.67%)	00 (00%)
2.	Have no one to take care	05 (16.67%)	11 (55%)
3.	Due to non co-operation of family members	00 (00%)	05 (25%)
4.	Company of Others	03 (10%)	00 (00%)
5.	Kicked out of home by their Children	00 (00%)	04 (20%)
6.	For Self Respect	04 (13.33%)	00 (00%)
7.	Don't want to be a burden on any one	16 (55.33%)	00 (00%)
Total		30 (100%)	20 (100%)

N = No. of the respondents

O.A.H. = Old Age Home

The result of the above table reveals that in paid O.A.H. a large no. (55.33%) of the respondents prefer the O.A.H. because they don't want to be a burden on any one and in non-paid O.A.H. a large no. (50%) of the respondents prefer the O.A.H. because they have no one to take care.

7. Conclusion

The study reveals that in both the old age home (paid and non-paid) most of the inmates belongs to older old age group (70 and above) are male Hindus

belongs to general category and nuclear family. In paid O.A.H. most of the inmates are educated (graduate and above) and they were in service at the age of retirement and have the present income of Rs. 20000 and above by the source of pension while in non-paid O.A.H. most of the inmates are educated (10-12th) and they were unemployed at the age of retirement and have not any present income and source of income.

8. Suggestions

It is suggested that the elderly must be taken care by their children and family members. Social change is inevitable and this impacts our lives in more ways than we can immediately comprehend. The proportion of the destitute is steadily rising, leading to a rise in old age dependency or income insecurity. Thus the critical gaps in elderly care are ever expanding. The Government needs to formulate strategies and policies on various issues affecting the welfare and development of the elder persons. The family acts as most preferable source for providing care to the elderly people in their later life. So the family members should be encouraged to take care of the elderly. There are several reasons for this trend that have been amply researched and written about.

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Globalization, Citizenship and Subjectivity : A Case Study of Slum Area in Bhaktapur, Nepal

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Globalization and citizenship are important subjects in the contemporary time. These two concepts have extensively affected the subjectivity of an individual. Due to globalization, the way of thinking of an individual has been changing. Economic and technological globalization has been shaping the subjectivity of a person. Before the 17th century a person was able to live without the citizenship of any country. After the citizenship was linked with the civil right of a person in the 18th century, it became essential for everyone to get membership of any country. Various intellectuals say that this notion of citizenship has directly affected the subjectivity of an individual. This article is focused on to what extent this is true. This is based on the field work carried in a slum area along the Manohara River basin in Bhaktapur District. Primary and secondary data were collected during this study. During the primary data collection, in-depth interview was conducted in the three families. It was conducted in that slum area. Three families were selected for purposive sampling in which the three generations of a family were taken into account. In-depth interview was conducted with all three generations of those families. Similarly, various theoretical articles were taken as reference to the secondary data. Do globalization and citizenship affect the subjectivity of an individual? Are globalization, citizenship and subjectivity interrelated? This article has tried to explore the answers to these questions.

We found the various differences among all three families and generations. Going abroad was a very big deal for the first generation. No people talked about foreign employment. They did

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not think of earning by going to foreign countries like today. They were horrified for that. Neither the goods made in foreign countries were abundant in the market. Even citizenship was not major thing for them. However, society has changed in second generation. There has been a vast difference between having and not having citizenship. Every nation gives subsidy, ensures rights and helps to only its citizen so people cannot imagine living without nation. They can go abroad to earn only when they have passport and this can only be made when nation gives citizenship. Third generations people are more affected from globalization and citizenship. This generation is preparing to go out for foreign employment or education making passport. They keep concern on what is going around the world due to access to internet and television. This generation is planning to go to foreign country so that what is going in foreign country is a subject of more concern to them than what is going here in Nepal.

Globalization and notion of citizenship has been shaping the subjectivity of an individual. All three subjects are embedded with each other. The strong interrelationship can be found among these. Older generations were limited within their territory and agriculture was the only way to survive. But the new generations have reached far. The world is a village for them. The citizenship has become important aspect to live. Furthermore the coming generation is going towards cosmopolitan or the dual citizenship. The subjectivity thus is being shaped in a different way.

[**Keywords** : Globalization, Citizenship, Subjectivity]

1. Introduction

Globalization and citizenship are important subjects in the contemporary time. These two concepts have extensively affected the subjectivity of an individual. It is said that 50 years ago the way one thought, the way one did anything and what he or she did is not the same as it is today. Due to globalization, the way of thinking of an individual has changed; the concept of who I am and what I am have also been changed. Economic and technological globalization has been shaping the subjectivity of a person. Before the 17th century a person was able to live without the citizenship of any country. After the citizenship was linked with the civil right of a person in the 18th century, it became essential for every person to get membership of any country. Various intellectuals say that this notion of citizenship has directly affected the subjectivity of an individual. This article is focused on to what extent this is true. This is based on the field work carried in slum area along the Manohara River basin in Bhaktapur District. Do globalization and citizenship affect the subjectivity of the individual? Are globalization, citizenship and subjectivity interrelated? This article has tried to explore the answers to these questions.

Primary and secondary data were collected during this study. During the primary data collection, in-depth interview was conducted in the three families. It was conducted in the slum area of Manohara River basin in Bhaktapur. Three families were selected for purposive sampling in which three generations were taken into account. In-depth interview was conducted with all three generations of

those families. Similarly, various theoretical articles were taken as reference to the secondary data.

This paper has been divided into five sections; first, introduction, second one is theoretical background, the third, analyzing how globalization and citizenship shape the individual's subjectivity, fourth is about globalization, citizenship and subjectivity as embedded issues, and the final chapter is a conclusion.

2. Theoretical Background

2.1 Globalization

Today globalization is in the tongue of everybody. It is hard to pick up a newspaper or listen and watch a radio or television newscast nowadays without encountering the term globalization.

The common usage of the term 'transnational' started in the 1960s among the economists who referred to corporate businesses operating from more than one country as Trans-National Companies or TNCs (Prasain, 2010). Oxford Advanced Learner's Dictionary 8th edition defines globalization as "the fact that different cultures and economic systems around the world the world are becoming connected and similar to each other because of the influence of large multinational companies and improved communication."

'Transformationalists' including Giddens (1994) for whom globalization is a distinctive new phase such that societies and states across the globe are experiencing profound social as well as economic changes-a 'massive shake-out' of social relations, economies, governance and politics- as they seek to adopt to an increasingly interconnected but also unpredictable and uncertain world. In contrast with Wallerstein's (1980) more economist account Giddens (1994) sees globalization as a complex multidimensional process involving a dialectical relationship between the global and local including a sideways stretch, breaking down state boundaries and creating new international agencies (including NGOs) but also leading to new global inequalities and stratification.

Kellner (2002) argues that the globalization is free flow of capital goods and services, cultural and technological transformations and boundlessness. Some intellectuals had given emphasis to the economics (Wallerstein 1980) only while defining globalization while the others only to the technology (Castells, 1996). Kellner (2002) says that these are both extremists and we should be out of it. Kellner (2002) develop a new form of techno-capitalism marked by a synthesis of capital and technology. The notion of techno-capitalism attempts to avoid technological or economic determinism by guiding theorists to perceive the interaction of capital and technology, just as its restructuring is producing novel configurations of a networked global economy, culture, and polity. Globalizations cannot be understood without comprehending the scientific and technological revolutions and global restructuring of capital that are the motor and matrix of globalization (Kellner, 2002).

Similarly, Political Sociologist Charles Tilly (1995) suggests that “Globalization means an increase in the geographic range of locally consequential social interactions, especially when that increase stretches a significant proportion of all interactions across international and intercontinental limits.” Tilly’s definition calls attention to the fact that interactions involving globalization coexist with interactions that do not have an international or international character.

An increasing number of writers are pointing out that global capital, especially financial, is bypassing and trespassing the national boundaries and jurisdictions, almost at its will (Klein, 2008 cited by Prasain, 2010), as pointed out earlier by writers such as Wallerstein (1974). Many ‘national’ governments are now executing the decisions of multi-lateral financial institutions such as the World Bank or the International Monetary Fund who represent the interest of global capitalism and multi-national corporations.

2.2 Citizenship

Citizenship is a political concept. It defines the political relationships between the nation and the people. The ideas of democracy and citizenship that organically evolved in the ancient Greek city states about 2,500 years ago, especially Aristotle (1941) have found their way directly or indirectly in the modern nation-states, with ample modification. Held (1993) mentions that “equality among citizens, liberty, respect for the rule of law and justice” as the main ideals of ancient Greek democracies that inspired the modern political thinking in the west. Aristotle (1941) states in his book *Politics* that an ideal citizen in a democracy “should know how to govern like a freeman and how to obey like a freeman”, and that “he is a citizen in the highest sense who shares in the honours of the state.”

The emergence of modern nationalism and territorial nation-states in Europe since the French Revolution in 1789, more and more people residing within the territories of nation-states were to be included in the formal citizenship regime in the western countries through internal struggles, revolutions or negotiations (Marshall, 1950; Tilly, 1998). Prasain (2010) argues that, the even absolute monarchies or dictatorships not to talk about liberal democracies and socialist states, recognize every native adult as a “citizen” in their formal laws and constitutions, not as “subjects”. In this sense, there has been a huge, universal “quantitative expansion” of state-citizenship, whether for good or bad. Now, everyone born in this world is supposed to be a formal citizen of some state, compulsorily. Even people made stateless or refugees by repressive regimes are recognized by the UN, which is an inter-state body after all.

Expansion of citizenship rights in Britain between 18th to 20th centuries. According to Marshall (1950) citizenship expanded in the 18th as the civil rights which includes individual freedom, liberty of person, freedom of speech, right to own property and right to justice. Similarly, citizenship was linked with the political rights in the 19th century which included the rights to participate in the

exercise of political power, right to vote, the corresponding institutions and parliament. Similarly, it was connected to social rights (e.g. economic welfare, free education, health) in the 20th century.

According to Isin and Turner (2002) globalization has extensively affected the concept of citizenship. They criticize the concept of Marshall (1950). They argue that the concept Marshall (1950) has become outdated and some concepts are to be added to the study of citizenship. *First*, they ask for social citizenship rights as human rights. Citizenship rights should be protected globally. *Second*, the notion of citizenship obligation associated with the idea of virtue. There should be some change in the virtue of citizenship in which it should not be limited to the single culture but it should go in a multicultural way. *Third*, notion of citizenship should not be limited inside a nation-state but should be studied in a globalized manner. Isin and Turner gave emphasis on cosmopolitan citizenship study.

The increasing rates of labour migration and the growth of dual citizenship arrangements indicate that citizenship itself will become differentiated to accommodate these new status positions and identities. These labour and other migratory movements will produce a variety of interconnected social changes that are associated with multiculturalism in terms of marriage, family structures, pluralism and multiplicity (Isin and Turner, 2002).

Scott (2010) presents the case of the strategies used by the upland Southeast Asians to avoid being incorporated into the state. He argues that the previously stateless people might see the state as an internal colonizer than a harbinger of citizenship. However, whether people like it or not, resist it or not, membership in a state has been compulsory.

2.3 Subjectivity

The desire, perception and behaviour all are socially constructed. There are different views of intellectuals about the construction of selfhood. Some (Foucault 1982) say that power constructs the selfhood while others (Mead, 1934) say that the self is first and foremost a reflexive process of social interaction. Similarly, Callero (2003) say that selfhood is socially constructed.

The significance of power in shaping the self is central to a new scholarship associated with Foucault. For Foucault (1982), the self is the direct consequence of power and can only be apprehended in terms of historically specific systems of discourse. So-called regimes of power do not simply control a bounded, rational subject, but rather they bring the self into existence by imposing disciplinary practices on the body (Foucault, 1982). From Foucault perspective, the self is coerced into existence, not to become an agent but as a mechanism of control where system of discourse works from the inside by creating a self-regulating subject.

For symbolic interactionists, the self is first and foremost a reflexive process of social interaction. The reflexive process refers to the uniquely human capacity to

become an object to one's self, to be both subject and object. Reflexivity is not a biological but rather emerges from the social experience. According to Mead (1934), "it is by means of reflexiveness - the turning-back of the experience of the individual upon himself-that the whole social process is thus brought into experience of the individuals involved in it." The Self at its most basic level is a reflexive process that regulates the acting, agentic organism.

Various intellectuals have stated selfhood as a socially constructed issue. The principle of social construction is common to both new and traditional sociological approaches to the self and guides most recent empirical analyses. The social resources employed in the construction process, and the growing importance of non-human objects in self-construction (Callero, 2003). Cerulo (1997) argues that new communication technologies have important effect on self-hood. The evidence suggests that media apparatuses work to assist in the construction of a self that is less place bound and therefore less dependent on "the definition of the situation" (Meyrowitz, 1997). According to Callero (2003) the role of nonhuman apparatuses in the construction of the self is an emerging and important topic of study.

2.4 Interrelationship between Globalization, Citizenship and subjectivity

Actually, the clear interrelationship can be seen among globalization, citizenship and subjectivity. Bourdieu and Wacquant (1992) have stated some issues about this. Bourdieu says that highly differentiated societies are an ensemble of fairly autonomous, historically constituted, social microcosms which he calls fields. A field consists of social groups and agents who have different species of capital-economic, cultural, social and symbolic-which define their power and therefore their position in it (Bourdieu and Wacquant, 1992).

According to Bourdieu and Wacquant (1992) the habitus is the product of the field. The field is the historically constituted. The habitus, being the product of the incorporation of objective necessity, of necessity turned into virtue, produces strategies which are objectively adjusted to the objective situation. It is this mutually constitutive relation between field and habitus, between position and disposition, that explains and the dominated without much resistance. When habitus "encounters a social world of which it is the product, it is like a 'fish in water'; it does not feel the weight of the water, and it takes the world about itself for granted" (Bourdieu and Wacquant, 1992).

We can take globalization as a meta-field. This affects directly in the subjectivity of an individual. The influence of technological apparatuses can be seen in the establishment of "media communities" that add a new dimension to the physical and symbolic environment of our everyday life (Altheide 2000). The process of globalization is a highly contested topic within sociology and there are important debates about its origin, scale, and trajectory (Cuillen, 2001 cited by Callero, 2003). The effects of globalization on the self are seen primarily through the disruption, elaboration, and colonization of local cultures. Global media

culture and increasing rates of migration also expose actors to a wider set of meanings for the construction of identity. This has resulted in the formation of bicultural identities, where the self defined by local meanings and more traditional practices is maintained alongside a self defined by global culture (Arnett, 2002).

Globalization affects directly to the thinking, behaviour and working way of people. According to Hobsbawm (1990) there has been an extensive change in the concept of nationalism due to globalization. Due to the technological globalization, the wish of people from different countries with similar age, occupation, economic condition is similar than that of people from same country (Hobsbawm, 1990). Similarly, due to the uncontrolled migration and the increasing effect of single language like English and French, the definition of nationalism has been changing. It can be expected that due to the extreme globalization, nationalism has been advancing towards the declining way. According to Hobsbawm (1990) after WWII rapidly increased globalization has affected the nation-state and nationalism. Some of the reasons behind this are as follows:

First, the technological revolutions in transportation and communications and international migrations have changed the old concept in nationalism. Second, rise of various international organizations with IMF, World Bank, World Trade Centre has transformed “national economy” to the “world economy”. Third, there is more foreign population than the countries’ citizen in some countries like Singapore and Macao due to the free trade. This has changed the old definition of nationalism. The concept of nationalism has been changed this way which has also changed the subjectivity of an individual.

Gellner (1983) has the similar concept to Hobsbawm (1990). According to Gellner (1983) due to technological and economic globalization, the world has been transformed to a village. Global economy needed people who could read write and had knowledge of language or in other word it needed a person with basic homogeneity. Thus an extensive investment in education sector was made. Today though native culture, identity is brought forward, these are only superficial and the core entity to fix everything is not other than economy. The globe is being homogenized due to the various causes along with economy, education and technology.

Similarly, notion of citizenship has also affected directly to the subjectivity. When the nation-state was weak subjectivity was in accordance with this. There was not much difference in having or not having citizenship a few years ago. According to Marshall (1950), the importance of citizenship has been increasing after the 18th century when citizenship was linked with various rights and responsibilities. Notion of citizenship or the feeling of citizen of a nation and feeling of right and responsibilities towards it has affected also to the subjectivity of an individual. When the state started to protect its people, protect and promote the political, social and other rights then it has affected directly to the people. So those who did not accepted citizenship some decades ago are being incorporated into

state self or forcibly. According to a study carried out by Scott (2010) people like or not, resist it or not, membership in a state has been compulsory.

According to Foucault (1982) from 16th century, state has been shaping the subjectivity of individual people through power. It has been increasing the notion of citizenship in people by showing the greed of rights. More importantly, while government started insuring rights and responsibilities to only its citizen then people were obliged to accept also the obligations and responsibilities set by the nation. Citizenship was a membership of nation-state earlier but according to Isin and Turner (2002) now this definition has been changed. Now citizenship has become membership of a supra-national state. In place of single citizenship concept of 18th and 19th century, double citizenship concept has been put forth. According to Isin and Turner (2002) citizenship is a globalized issue. There is no person is the globe without citizenship. Refugee has also been recognized by UN. In this way, globalized notion of citizenship has made an extensive effect on subjectivity of an individual. Thus a clear interrelationship can be seen among the globalization, citizenship and subjectivity.

3. Globalization and Citizenship Shape the Individual's Subjectivity

There is a slum area along the Basin of Manohara River at the border line of Kathmandu and Bhaktapur districts. Around two hundred and fifty households are dwelling this area. Landless people from around the country are residing there. Saraswati Primary School also exists there which runs class up to grade 5 which was established with the initiation of local people. The discussion was carried out on either people residing in this area who are obscured into poverty, lack of education and scarcity is affected by globalization and citizenship or not. The families with three generations in it were taken in the study which included the family of 62 years old Man Bahadur Tamang who came from Kharibot VDC, Gorkha via Nawalparasi, family of 65 years old Ganesh Hayu who came from Sukajor VDC-1, Birta, Ramechhap and a family of 65 years old Santabir Nepali who came to this area from Naumule VDC, Dailekh.

3.1 Displacement due to Globalization

Man Bahadur Tamang was born in Kharibot VDC of Gorkha District. His family did not have land on its own. His father earned living of his family by working in others' houses. They had to work to pay a debt to the Jimmal as land revenue though they did not have land on their own. His family could not bear this responsibility as it was very hard for them to join their hand and mouth daily. Then his family escaped from there and reached to Nawalparasi on foot. Though Man Bahadur did not remember the exact date, he says that it must be in 1965. At that time land was being distributed by the resettlement company.

The resettlement company was in act. At that time people displaced from hills like us were distributed land. We also got land from there. We worked hard to transform the jungle to an agricultural fertile land. When we were distributed with land they only asked where we came from. At that time my father did not bear a citizenship. The government officers did not ask date of birth of citizenship and anything else. They were mainly focused on whether we spoke Nepali language or not. We were pleased to feel that we were also the citizen of Nepal when government gave us land.

Citizenship was not much important to do any sort of works. He does not know that the citizenship was needed to work as a government employee. A team had come in Man Bahadur's village to admit a recruit around 1968 and they requested Man Bahadur also for this. But he did not want to go. He says that at that time they did not ask for the proof of the citizenship. Later, around 1979 a team for citizenship distribution had come to the village. He got his citizenship at that time. He says that after this, citizenship was needed to do any kinds of works.

To go abroad was a very big deal in the Man Bahadur's time. He wanted to struggle here to which extent he had to do and involve in agriculture. No people talked about foreign employment. They did not think of earning by going to foreign countries like today. They were horrified to think to go foreign country to earn. Neither the goods made in foreign countries were abundant in the market. They used to wear Daura-suruwal (traditional clothes) made from Khand (home-made cloth) in the village. There were no vehicles or telephone. He saw television for the first time in the year 1990. Slowly he got difficult to earn a living for whole family working in the village. When he got married and had children then the land given by Resettlement Company was not enough to feed them all. The value of land increased. They could not buy land further. Slowly they started thinking that agriculture in village could not earn their livelihood. With the construction of highway it became easy to travel to and fro Kathmandu. After this, in 1989 the family of Man Bahadur migrated to Baudhha, Kathmandu. They started working in the garments. Man Bahadur saw telephone and television here. He felt the world transformed then.

After 1989, the trend of going abroad extended. By watching TV and talking in telephone we could know things from far. Around 1998 garment where we worked closed saying that Americans stopped buying our garment. We had no basis to live. Then I reached to this river basin with all my family.

A drastic change can be seen in the 50 years period from 1965 till today. At that time government called and distributed land but today government does not even give 3 anna occupied by them in the river basin. They called us to take distributed land in 1965, says Man Bahadur, but at this time they are destructing the slum area by using excavator.

His two sons are out of the country now. The elder son has recently returned to Nepal by spending two years in U.A.E. and eighteen months in Baharain. Now it

is not possible to survive without going out for foreign employment, says Man Bahadur, the trend taking citizenship, making passports and going for foreign employment has become popular among the youths today. Man Bahadur feels that government is also being cruel these days.

Rajendra Tamang, son of Man Bahadur Tamang is 35 years old now. The society has changed its facade up to his time. There has been a vast difference between having and not having citizenship. Every nation gives subsidy, ensures rights and helps to only its citizen so I cannot imagine living without nation, says Rajendra, we can go abroad to earn only when we have passport and this can only be made when nation gives citizenship and says he is my citizen. He says that he and his brother could not stay long without citizenship as their father. Rajendra got his citizenship and made passport when he was only 16 by increasing his two years age. He had read up to 8 class and he did not want to continue further. By seeing the situation of home, he went to Duwai to earn in his 17 years of age. He never felt that he could earn staying here in Nepal. He decided to go to foreign country to earn seeing his friends going and earning. He is preparing to go Malaysia now and feels abroad to be easily accessible due to the facility of means of communication and transportation.

A daughter of Rajendra Tamang, Samjhana Tamang is 18 years of age now. His son Yakup Tamang is of 17 years. Samjhana is studying at prime campus, Bhaktapur at grade 12 and son is preparing to go out for foreign employment making his passport. Samjhana is also planning to go abroad after completing her intermediate study. She keeps concern on what is going around the world due to access to internet, television, telephone. She has been planning to go to Australia for further study so that what is going in Australia is a subject of more concern to her than what is going here in Nepal.

It is possible for me to settle there after my further study there. I do not want to be limited in Nepal. I need to understand the world. So Australia is a subject of more concern to me than Nepal. I do not want to be limited within this country in this age of globalization.

Globalization and citizenship has been shaping the subjectivity of Man Bahadur's family. The subjectivity of Rajendra is different than Man Bahadur's while it has a further gap till the time of his granddaughter.

3.2 Displacement by Hippi

Ganesh Hayau was born in Sukajor VDC-1, Ramechhap District in 1948. He was born in the disadvantaged community of Hayau which is being lopunmuk (endangered) did not have a joyful childhood. They were not sound financially. There was no situation of asking right with the government. There was no facility in his remote district. Almost all the villagers were depended on agriculture. Father of Ganesh worked in landlord's house. They did not have land on their own. Reminding the situation, Ganesh says :

We did not have land on our own so we stayed in a small hut in the landlord's land. We worked in his land and fed his animals. At that time landlords were of first class and we were the second. We had no right. We only worked and the profit was taken by landlords. My father and others together had turned jungle to the agricultural land but it was for the landlord. We lived as two kinds of people in the same village. We were not in the situation to go against landlords in any kind of exploitation. I felt as if they were greater than us and we were of lower class.

Ganesh escaped from village and came to Kathmandu with a businessman when he was 11 years old. He reached Kathmandu after a four days travel on foot. He got a job to work in a house of local Newar in Mangalbazar, Lalitpur district. His name was Ganesh but his owner called him Kanchha. He did not like someone calling him Kanchha and he used to spoil his work or broke something due to anger. Though the importance of citizenship was not much in the earlier days of his life, he has an experience of sudden increase of its importance later.

To many years he did not have a feeling of being Nepali. There was no difference in having citizenship or not having it. In any job he carried, there was no difference whether he had citizenship or not. Meanwhile he got job in National Investigation Department. Till the starting of his job it was not necessary for him to be Nepali. After about 10 years of his job only the provision of compulsory citizenship for getting job started and according to him it was around 1978. Then he went to Ramechhap and became a citizen of Nepal.

The number of people going abroad for work was less in his time. They had a feeling of doing everything possible here. There was no good means of transportation. Neither there was facility of means of communication like phone and internet. Ganesh shares an experience of seeing radio first time in 1971. He heard radio for the first time in Siddhiman Dangol's house in Mangalbazar. But now he talks every seven days to his son in Malaysia. He used second hand clothes of his owner's children. New clothes were bought only once a year in Dashain festival. However it has been years not wearing second hand clothes though he is staying in slum area.

He got obscured into a wrong peer during his job. It was an age of Hippie at that time in Thamel. He learned to drink and use hashish around 1988 from Hippie. The bad effect of globalization was seen on him.

I learned to drink and use hashish from Hippie. Firstly they used to pay and when I got a habit all the earning was spent in drinks and hashish. Till that time I was already married with two children. As children grew I could not bear all expenditure of family. I could not pay the rent of room in Samakhusi. Drinks and hashish took away my job. We were then displaced. In 1998, we came to Bagmati river basin and later to Manohara basin.

Ganesh has two sons and a daughter. The elder son Arjun Hayau returned from Saudi Arab after three years and he is a helper at trekking now. The youngest

son Kumar is in Malaysia. Arjun is 35 years of age now. Arjun staying by the side of Ganesh says that everything has changed in his time compared to that of Ganesh. He says that his father has not even gone to India in the name of abroad but he himself has travelled countries. He has an experience of change in his conceptions by going abroad and earning.

After the age of foreign employment we do not feel that we can do something in our country. When I felt that we can only earn going abroad and earn a livelihood easily, I did not work here and went immediately to Saudi Arab. The desire of going abroad also increased from television and internet.

Arjun shares the experience of difference between bearing and not bearing a citizenship. At the earlier time, only the responsibilities were given but at present right are also assured and so he feels a difference in being a citizen. Now government has enlisted Hayau as an race on the verge of extinction and gives thousand rupees monthly to each Hayau. He says that his subjectivity towards nation and citizenship has been changed. Though there was a difference in the time of his father between landlords and landless, he feels that there is similar right of all citizens.

Today those living in buildings and we living in these slum areas both have an equal rights and duties towards nation. My human rights are also ensured. I also have a right to vote and be a candidate in the election. Moreover we are provided with One Thousand Rupees monthly in the name of extinct race. This gives us a feeling of equality.

Daughter of Arjun, Sabita is studying at class 10 now. She is impressed by the foreign fashion. As she regularly watches television, her fashion resembles the Hollywood film actresses. She regularly visits cyber and is updated with social networks like Facebook. She says :

I feel this world as a small village. I can talk at the same time with the friends of Kathmandu and New York. I cannot do anything without being a Nepali. Government has provided various facilities only to Nepalese. I feel we are closely related to the national as we need to be a citizen of Nepal to go abroad, to find a job, to be admitted in a college, and to make a driving license.

3.3 Disintegration of Family

The family of Santabir Nepali came to Kathmandu 13 years ago. Son of Santabir, Roshan was a cadre of Nepali Congress. During the Maoist Insurgency, he was attacked by the armed Maoists. Then his family could not stay in the village and they were totally displaced from the village. They had no place to live in Kathmandu so they had an alternative of this slum area.

Santabir came to Kathmandu for the first time then. He reminds his visit once to Nepalgunj years before. He stitched cloths around the villages and earned a living of his seven member family with four sons, a daughter and wife. He says that

he could not give concern to anything else but to earn a living of his family merely to feed his big family.

He complains that though they were Nepali, Nepal Government never helped them. Landlords in the village exploited them, most of the time they did not give his wage but he could never go against the landlords.

I always felt we were inferior to other people and so we should not say anything in front of others or discuss with them as we are Dalits. We never felt we were equal though we were also the Nepalese citizen. We felt as if we were servant of landlords and we could only live if they were happy with us.

But his son Roshan was clever from his school age. Earlier, Dalits were not allowed in the public taps. Roshan was first to go against this in the village. He started a movement for their right to use a public taps. Local cadres of Nepali Congress helped him in this movement and then he became a member of that party.

After that I used to travel to and fro headquarter. I slowly knew about the legal provisions and found that law for equality was already made in 2020 B.S. and there was no such kind of discrimination to dalits. I told my father about this but he could not go against this but I could not remain ideal. I started dalit movement all over the district. I believed that we dalits also should feel proud to be a Nepali.

Three sons of Santabir are in the foreign countries for employment. His second son is in Saudi for three years, next son is in Malaysia and last son had gone to Duwai three months ago. The provision of going to abroad has made his family disintegrated, says Santabir.

My family got disintegrated. Sons refuse to go back to village and involve back to agriculture as the war has ended. My sons feel that they could have a good earning only in the foreign countries. Three sons are outside the country. It was three years ago since I met my second son and next son two years ago. Sometimes I visit cyber to see them. I do not feel good to have all my sons going abroad.

Roshan says that concept of going abroad is a result of present society. There is no situation of getting a good job here. He says, "government has not established national employment promotion board but a foreign employment promotion board and encouraging people to go for foreign countries so why not my brothers."

Santabir and Roshan both have a similar understanding about the changes between being and not being Nepali citizen. Government which discriminated dalits earlier gives protection to dalits now. It has provided allowance to elderly people. Neither anyone can vote nor get a job without being Nepali. Thus both have a similar understanding of the citizenship today. 11 years old son of Roshan, Samir studies at grade 5 of Mount View School, Bhaktapur. Samir visits cyber every Saturday and visits various sites. He stands in first position in the class and

says there is no any discrimination in the school. His friends stays with him and eat with him, no one says him dalit. While ending the discussion, I asked Samir what he wanted to be in future. He was so excited to say that he would go America and be a scientist.

4. Globalization, Citizenship Shape the Subjectivity of an Individual

Seeing all three case studies Globalization, citizenship and subjectivity are the embedded issues. In the time of Man Bahadur, there was no considerable difference in having and not having the citizenship. But by the time of his son, citizenship has become an essential aspect of life. Without being a citizen it was not possible for foreign employment. To get a job also it has become essential to be a citizen. Thus this has also made to increase the importance of citizenship. Today in the time of grandchildren of Man Bahadur, it is not possible for any public works without being a citizen. To get admission in the college also Samjhana needed citizenship who is studying at grade 12 in Prime College, Bhaktapur. Also, it is needed for foreign employment, earn, acquire driving license and get admission in the schools to be citizen thus when every right is related to citizenship, it has been shaping their subjectivity.

The family of Man Bahadur is a good example of how Globalization shapes the subjectivity of an individual. Neo-liberalism started in the 1980s. Especially the initiator of economic globalization, the Washington Consensus (Williamson, 2004) ended quota system. The garment of Nepal which flourished with the quota of America got disintegrated when America stopped the quota. The Man Bahadur's family reached to slum area due to the closing of garment. According to Arnett (2002) global media culture and increasing rates of migration also expose actors to a wider set of meanings for the construction of identity. Sabita, daughter of Arjun who is studying at grade 10 copies the foreign fashion which is the effect of internet and television. Similarly, his son Arjun works as an assistant to trekking guide. These trends can be taken as the effect of migration and media on the subjectivity of people. Similarly, it can be seen that the trend of incoming tourists due to globalization has been shaping the subjectivity of people in a different way. The wrong way of Ganesh Hayauin a peer pressure with Hippi is an example to this. Next example of shaping of subjectivity due to globalization is the sons of Santabir Nepali. They did not give concern to their father when he said to go back to village. Rather they went to foreign countries by taking loan. Similarly, 11 years old his grandson has a dream of going America and being a scientist. This distinct perception of people in a short period of 50 years is ultimately the result of globalization.

Notion of citizenship also shapes the subjectivity of an individual in a different way. There was no considerable difference of being or not being Nepali in

the time of Man Bahadur, Ganesh and Santabir so they did not have a feeling of all citizens to be equal. But slowly, when the notion of citizenship expanded, the feeling of equality, rights and responsibilities developed.

According to Isin and Turner (2002) in the modern times, different movements or rights revolution are concerned with citizenship rights. They argue that movements like that of aboriginals women, cultural, environmentalists cannot be interpreted narrowly as 'minority rights'. Rather these should be linked to citizenship rights.

The concept of Santabir to be inferior to others got changed by the time of his son. He went in the equality movement. It can be seen as this is the movement to get right to a public property but actually it is a citizenship movement. The movement of equality is related to the notion of citizenship.

At the earlier days it was easy to live without being a citizen but this situation does not exist today. Scott (2010) presents the case of the strategies used by the upland Southeast Asians to avoid being incorporated into the state. He argues that whether people like it or not, resists it or not, membership in a state has been compulsory. As said by Scott (2010) time has come when people cannot survive without being a citizen. It is not possible to escape from government in the time of Man Bahadur's son as his father's. Earlier, they wanted to escape but today when the citizenship has been connected to the social welfare, people come to the state in search of it.

Globalization has also been affecting directly to the citizenship. Rajendra has a deep faith on the state. But his daughter is making plan to go to Australia and settle there. As said by Isin and Turner (2002) this has been developing as the cosmopolitan citizenship. Now the notion of citizenship is not limited to the mere territory of a country. The situation has come for new generations that they cannot be limited to a citizenship of a country only.

In this way Citizenship and Globalization have been shaping the Subjectivity of an individual in a different way. People were limited to territory of a country before the introduction of age of globalization. Agriculture was the major source of earning a livelihood. But this has been changed today. Economic and Technological globalization has made the world open and people are not limited to a country only. The slum area is in connection with the world. People are roaming world market to earn. The effect of neo-liberalist world economy can be seen in them too. Similarly, notion of citizenship has changed the subjectivity of people. It was possible in the earlier days to live without connection to the state but it is not possible today. Thus its importance has been increased and so the shaping of subjectivity.

5. Conclusion

Globalization and notion of citizenship has been shaping the subjectivity of an individual. All three subjects and embedded with each other. The strong

interrelationship can be found among these. Older generations were limited within their territory and agriculture was the only way to survive. But the new generations have reached far. The world is a village for them. The citizenship has become important aspect to live. Furthermore the coming generation is going towards cosmopolitan or the dual citizenship. This has been shaping the subjectivity in a different way. As said by Bourdieu and Wacquant (1992), social field create the habitus, it is shaped by structure.

Although, Marhsall (1950) said that civil rights come first then political rights and then social rights. But with the case studies carried out I came to the conclusion that political rights comes first and then social rights while dalits, janajati and women are fighting till today for civil rights.

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Agricultural Productivity in India since 1951 : Plan-wise Analysis

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Agriculture plays an essential role in the process of economic development of less developed countries like India. Besides providing food to nation, agriculture releases labour, provides saving, contributes to market of industrial goods and earns foreign exchange. Agricultural development is an integral part of overall economic development. In India, agriculture was the main source of national income and occupation at the time of Independence. Agriculture and allied activities contributed nearly 50 percent to India's national income. Around 72 percent of total working population was engaged in agriculture. Since independence India has made much progress in agriculture. The present paper is an attempt to analyze plan-wise agricultural productivity in India since 1951. It has been shown that overall performance of the Indian agriculture growth, production and productivity have shown the significant change in the last six and half decades. It reveals that the agriculture major crop has increased over the period of time.

[**Keywords** : Agriculture, Agricultural productivity, Economic development, Crop production]

1. Introduction

India has gone ahead fast on the agricultural front during the past four decades. Much of the credit for this success goes to the crores of small farmers, the backbone of Indian agriculture and Indian economy. Policy support, production

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strategies, public investment in infrastructure, research and extension for crop, livestock and fisheries have significantly helped in increasing the agricultural productivity, food production and its availability. Still producing additional food with limited land, and providing economic access to food at household level for ensuring food security continue to be major challenges for the nation. Changes in agricultural technology and availability of advanced inputs have resulted in a high yield growth per unit of input.

2. Objectives

The Present Study is based on secondary data. They have been collected from various Government of India Reports, RBI reports, Ministry of Agriculture reports, books, articles, and Economic Survey of India (various issues). In this background, the present study is to analyze the trends and pattern of agricultural growth and Production in India. The specific objectives are :

1. To understand the meaning and concept of agricultural productivity in India.
2. To study of agricultural productivity trends (since 1951- A plan wise analysis)

3. Meaning of Agricultural productivity

Agricultural productivity indicates the relationship between output and input employed in any work situation. Agricultural productivity is an efficiency index that measures the rate of output per unit of input.

4. Indian Agriculture : Performance and Challenges

India is the second largest producer of food in the world: more than 200 million tons of food grains, 150 million tonnes of fruits and vegetables, 91 million tonnes of milk, 1.6 million tonnes of poultry meat, 417 million livestock, and 6.05 million tonnes of fish and fish products. Over the last decades the food grain production has increased manifold—from 51 million tonnes in 1950-51 to 252.22 million tonnes during 2014-15 growing at an annual average rate of more than 2.4 percent per annum.

India accounts for only about 2.4 percent of the world's geographical area and 4 percent of its water resources, but has to support about 17 percent of the world's human population and 15 percent of the livestock. Agriculture is an important sector of the Indian economy, accounting for 14 percent of the nation's GDP, about 11 percent of its exports, about half of the population still relies on agriculture as its principal source of income and it is a source of raw material for a large number of industries. Accelerating the growth of agriculture production is therefore necessary not only to achieve an overall GDP target of 8 percent during the 12th Plan and meet the rising demand for food, but also to increase incomes of those who are dependent on agriculture for their livelihood.

**Table-1 : Trends in Agricultural Production during Five Year Plans
(Average Production in Million Units)**

Crop	Five Year Plan										
	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eight	Ninth	Tenth	Eleventh
Rice	25.0	30.3	35.1	41.8	47.3	54.5	65.1	78.7	87.3	85.6	97.3
Wheat	7.9	9.7	11.1	25.4	29.8	41.2	48.3	62.9	71.3	70.2	84.4
Jowar	7.5	8.7	8.8	8.3	10.8	11.3	10.90	10.7	7.9	7.2	7.0
Bajra	3.4	3.4	3.9	6.0	5.0	6.0	5.2	6.7	7.1	8.2	9.2
Maize	2.7	3.6	4.6	6.1	6.3	7.3	7.6	9.8	11.6	14.0	19.8
Other	6.6	6.5	6.3	6.4	7.1	6.0	5.4	4.9	4.5	3.6	4.0
Pulses	10.1	11.7	11.1	10.9	11.7	11.8	12.5	13.3	13.1	13.3	15.9
Total	63.2	74.0	81.0	103.0	118.1	138.1	155.0	189.0	202.9	202.2	237.4
Oilseeds	5.5	6.7	7.3	8.3	8.9	11.4	13.9	21.9	21.2	23.2	28.9
Sugarcane	55.3	80.3	109.2	128.1	153.3	174.9	196.4	258.4	292.4	277.0	325.8
Cotton	3.9	4.8	5.4	5.9	6.8	7.5	8.4	12.2	10.8	16.0	28.1
Jute	3.9	4.4	5.7	5.5	5.2	6.4	8.9	8.1	9.6	10.1	10.3

Source : Sury, M. M., *Five Year Plans of India*, New Delhi : New Century Publications, 2013.

Agricultural production has two components food grains and non-food grains. The former contributes approximately two-thirds of total agricultural and production. The most important component in the food grains category is rice followed by wheat. In non-food grains category, oilseeds constitute the most important group. Sugarcane stands second while cotton stands third.

As far as foodgrains output in concerned, the total production increased form 50.8 million tonnes in 1950-51 to 187.0 million tonnes in the Eighth plan, to 202.9 million tonnes in the Ninth Plan. However, because of drought conditions in the first year of the Tenth Plan 2002-03, the food grains output declined to 174.8 million tones but again rose to 213.2 million in 2003-04 and 252.22 million tones in 2014-15. Production of wheat which averaged only 9.7 million tonnes per annum in the Second Plan and 11.1 million tonnes per annum in the Third Plan, rose to 25 million tonnes per annum in the Fourth plan. The momentum has been consistently maintained with wheat production averaging 84.4 million tonnes per annum in the Eleventh Plan. Wheat production is expected to touch the record level of 84.4 million tonnes in 2007-2012. It was 86.53 million tonnes in 2014-15. Rice production has also picked up considerably since 1980s although there have been setbacks in some years. Rice production increased from 35.1 million tonnes in Third Plan to 97.03 million tonnes in Eleventh Plan. It touched the level of 105.48 million tonnes

in 2014-15. As is clear from Table 1.1 jowar and bajra have shown erratic trends over the planning period as a whole with production remaining almost stagnant for most of time. Maize also exhibited stagnant production levels for a considerable period of planning. However, the introduction of hybrid maize seeds in recent years has suddenly pushed up production. Maize production which was 15.1 million tonnes in 2002-07 rose to as high as 23.7 million tonnes in 2014-15. It was only in 2010-11 that this level was breached and the actual production of pulses rose to 18.2 million tonnes. It was 17.2 million tonnes in 2014-15.

As far as the non-food grains group is concerned, the production of oilseeds rose considerably in the latter half of the 1980s, in certain years of 1990s and the first decade of the present century. For instance, oilseeds production increased from 12.7 million tonnes in 1987-88 to 18.6 million tonnes in 1990-91, and to a level of 24.7 million tonnes in 1998-99. However, it fell thereafter and stood at only 14.8 million tonnes in 2002-03 but rose subsequently. It was 24.9 million tonnes in 2009-10 and touched the record level of 32.5 million tonnes in 2006-2007. In 2011-12, the production of oilseeds declined to 30.9 million and was 33.0 million tonnes in 2013-14. However, just like pulses, there is a large gap. Between demand and supply forcing the country to import large quantities of edible oils.

Production of cotton which averaged 12.2 million tonnes per annum in the Eighth Plan and 10.1 million tonnes per annum in the Ninth Plan rose significantly in later years due to the widespread adoption of Bt cotton in 2002. From an average annual production of 16.0 million tonnes in the Tenth Plan period, the production rose to 34.2 million tonnes during 2002-07 and 34.80 million tonnes in 2014-15. Now almost 90% of cotton area is covered under Bt cotton.

In the non food grains, jute has shown a slow and halting progress during the entire period of planning. As far as sugarcane production is concerned, it registered a more or less steady growth during the first four decades 1952-53 to 2002-03, but fell sharply in 2003-04 and 2004-05. In 2006-07, sugarcane production attained a high level of 355.5 million tonnes but declined in subsequent years. In 2009-10, it was only 292.2 million tonnes but rose to the record level of 361.0 million tonnes during 2002-07. The production of sugarcane rose to 362.34 million tonnes in 2014-15.

Table-2 : Yield per Hectare of Major Crops from 1950-51 to 2014-15 (Kgs per hectare)

Crop	Period							
	1950-51	1960-61	1980-81	1990-91	2000-01	2011-12	2012-13	2014-15
Rice	668	1,013	1,336	1,740	1,901	2,372	2,462	2,390
Wheat	655	851	1,630	2,281	2,708	3,140	3,118	2,872
Jowar	353	533	660	814	764	962	862	953
Bajra	288	286	458	658	688	1,171	1,214	1,272
Maize	547	926	1,159	1,518	1,822	2,478	2,552	2,557

Pulses	441	539	473	578	544	694	786	744
Oilseeds	481	507	532	771	810	1,135	1,169	1,037
Cotton	88	125	152	225	190	491	482	461
Jute	1,043	1,049	1,245	1,833	2,026	2,389	2,350	2,460

Data contained in the table above reveal increases in yield per hectare. This table shows the over the period 1950-51 to 2014-15, yield per hectare of given crops. If we focus on the entire period of planning, the most significant increase has been recorded by wheat with its yield increasing from 655 kgs per hectare in 1950-51 to as high as 3,118 kgs per hectare in 2012-13. Jowar and Bajra recorded much slower rates of growth in productivity. Most disappointing has been the performance of pulses. In fact, productivity of pulses in 2000-01 was at the same level as it was in 1960-61. However, the productivity rose somewhat to 694 kgs per hectare in 2011-12 and further to 786 kgs per hectare in 2012-13 but it reduced to 744 kgs per hectare in 2014-15.

As mentioned earlier, due to the adoption of hybrid maize varieties and Bt cotton in recent years, the productivity of maize and cotton has increased substantially. As is clear from table 1.2, the productivity of maize from 1,822 kgs per hectare in 2000-01 rose to 2,557 kgs per hectare in 2014-15. The most disappointing has been the performance of pulses. If we consider the entire period planning, we find that the average yield per hectare of pulses has grown by less than one per cent annually, on average, since the 1950s. The productivity of oilseeds rose from 4181 kgs per hectare in 1950-51 to 810 kgs per hectare in 2000-01 and 1,037 kgs per hectare in the year 2014-15.

5. Causes of Low Productivity

The causes of low productivity are given below:

5.1 General Causes

1. The heavy pressure of population on land is caused by the limited growth of employment opportunities in the non-agricultural sector for rural people and rapid growth of rural population. It results in subdivision, fragmentation of land holdings that results into low productivity of land.
2. The social environment in terms of illiteracy, superstitious attitude, poor health and unresponsive behavior towards the new technology is also a major limiting factor to the improvement in the agricultural productivity.
3. The increased land degradation is mainly due to the increased use of chemical fertilizers, and low quality of canal water, resulting in loss of nutrients in the land and fall in the productivity levels.
4. The economic rural infra-structural facilities are inadequate in terms of availability of road, transportation facilities, electricity and power.

5. The capital formation in the agriculture sector particularly the public capital formation in the agriculture sector is declining. The depressed capital formation has resulted into low agriculture productivity.

5.2 Institutional Causes

1. The exploitative character of land tenure system in the form of Zamindari system has reduced the capacity, incentive and motivation of the cultivators to improve productivity.
2. The average land-holding in India is not only small in size but split into pieces and scattered due to sub-division and fragmentation of land. This has resulted into the uneconomic land holding making investments in improved technology and inputs unviable.
3. There has been a drastic reduction of institutional credit for agriculture. Banks and financial institutions are reluctant to provide financial assistance at a fair rate of interest to farmers. The share of direct financing of farmers has declined tremendously. Thus, a large section of farmers has to depend upon a non-institutional credit system (like money lenders, and traders) that charge an exorbitant rate of interest.

5.3 Technical Causes

1. Most of the farmers use traditional agriculture methods mainly due to paucity of finance. The use of high-yield variety seeds and fertilizers is very limited. Farmers have to pay exorbitant prices to the private suppliers for the low quality seed variety which has adverse consequences on the agricultural productivity.
2. The increase in the input cost due to reduction in subsidies for fertilizers and better seeds and increase in cost of power are responsible for the deceleration in the agriculture growth in recent years.
3. The vast proportion of cultivable land in India is rain-fed. Further, the infrastructure for irrigation is highly underdeveloped due to defective management. As rainfall is often insufficient, uncertain and irregular, it leads to low productivity. Further, the Government's expenditure on irrigation coverage and flood control has witnessed a declining trend during the reform period.

6. Measures to Improve Productivity

The following measures are required to strengthen the agricultural productivity :

1. The land reforms in terms of Zamindari abolition, ceiling and redistribution of land tenurial relations, consolidation of small and scattered holdings, minimum wages of landless labour etc need to be effectively implemented.

2. The components of modern technology in terms of improved seeds, fertilizers and pesticides have to be made available easily to the farmers at fair prices. Farmers are required to be given training about the usage of these components especially fertilizers and chemical pesticides.
3. The timely and sufficient financial assistance is the precondition to improve usage of better technology. Moreover there is lack of coordination under the multi-agency credit system.
4. The scientific research has mainly focused upon two major crops viz, wheat and rice. The break through in terms of improved varieties of seeds has to be explored for other crops.
5. The inter-linking of river projects needs to be implemented speedily to reduce the ill-effects of floods and droughts. The greater use of dry and commercial cropping that requires lesser use of water should be encouraged. The surface-irrigation and water-pumping arrangements should be increased.
6. The research labs and agricultural universities have to be established, upgraded and sustained. The weakening of link between laboratory research and application on farm has to be minimized.
7. The warehousing facilities should be well developed to avoid decay of food grains.
8. The family planning and population control should be given top priority.
9. The co-operatives should be given greater operational freedom and allowed to enlarge their activities including banking and marketing of agro products.

7. Conclusion

In brief overall performance of the Indian agriculture growth, production and productivity have shown the significant change in the last six and half decades. It reveals that the agriculture major crop has increased over the period of time.

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Dropout and its Impact on the Household Economy

*Nirdosh Kumar**

The economic reforms which were made up for well being of all people equally could not do so. Consequently, economic conditions of poor people became worse. Education could be a key factor in improving economic conditions of a person but it is found that despite knowing that education can be a vehicle to come out from the misery people did not move towards getting education as the governments supposed. The problem of dropout is not always associated with poverty and lack of surety of jobs after getting education, the relationship among the parents, availability of family members at home, taking care of children and diseased family members by staying at the home are also found as responsible causes. Further, process of dropout does not merely result in leaving education but it also coincides with social and economic downfalls in the status of the person in society. People are inclined towards the education due to the inspiration from successful people rather than by the initiatives of the government.

[**Keywords** : Education, Dropout, Household economy, Misery]

1. Education : A Necessity of Social Life

Education has great importance in the whole life of a person. It is a process of learning which continues from birth to death. Education plays an important role in learning approved and disapproved behaviors of society. It is a factor in the process of socialization which prepares a child for social living and is helpful in the creation of prospects of people. Through socialization, a person learns social

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values, beliefs of the society that help him to behave accordingly for maintaining social order. Education plays a key role in all path of development which allows transferring knowledge about culture, values, and skills through teaching and many other learning processes from one generation to another. Education is one of the factors which can help in the formation of an egalitarian society by preventing many social evils like poverty, untouchability, gender discrimination, caste discrimination and dowry etc. Importance of education is generally accepted by the villagers and it is said that for an illiterate person *kala akshar bhais barabar* (black letters are equal to a water buffalo). The saying means that for an illiterate person anything written on paper is useless whether it contains very useful information. Despite this perception, many children leave education before completing the primary level.

A.P.J Abdul Kalam (2005) defined education as an endless journey through knowledge and enlightenment. Education is an instrument for arranging means for deriving livelihood. The schools and other educational institutions are the agencies of learning new skills and the ways to interact with people of diverse social milieus. All socio-economic and cultural innovations are possible through education.

After independence, both central and state governments of India took many initiatives to increase the awareness about education and to make all people educated. Due to the initiatives, rural people understood the value of education and inclined towards getting it. Consequently, they became ready to send their children to the schools. But despite the initiative the target has not yet achieved. Up till now, a large number of children could not be even enrolled in the schools. Many children who somehow were enrolled in schools have dropped out their education before completing a primary level of education.

India is a country of villages as more than 60% of the population resides in villages. So the development of India depends on the development of villages and their educational institutions. During 1990s many changes have been done under economic reform policies to stay competitive for global challenges. Privatization of education was also involved in these reforms to increase the interest of private stock holders and foreign investors. Although it resulted in many severe problems at grass root level which would be among the core interests of this paper. Besides, the paper explores the reasons for barring students to be educated and involvement of them in lower graded working for fulfilling the monetary needs of the families in age of school going children.

2. Dropout : A Historical Overview

Education can help a lot in improving the economic condition of households because it is found that education and economy are in a reciprocal relationship. R. Govinda (2005) found that education is one of the most important factors in human development. Despite it, the dropout rate at different levels of education is very

high among children of rural society in India. This dropout from the education has been because of many reasons as George E. Curry (2006) described that necessity to be engaged in jobs to make more money; becoming a parent; care for a diseased family member; lack of motivation to work hard, failure in early years and feeling that they cannot catch up their classmates are some factors that caused some students to dropout in high school. Abdul Rahim Al-Showthabi (2008) finds that improper economic policies are responsible for children's daily struggle for survival and their dropout from the schools. These policies are also responsible for many evils such as taking drugs, working as drug dealers or even as sex slaves in case of the girls. While Russell W. Rumberger (2013) pointed out that poverty is a cause for dropout from education at high school level among the children. Apart from economic consideration of households Keith Gerein (2009) finds in Canada that children who experience changes in their family structure i.e. numerous divorces among parents are much more likely to become high school dropouts than their classmates whose parents stay together. Promesh Acharya (1994) quoted *The Indian Year Book of Education, 1964* which describes that after the age of 9 a child becomes ready to support his/her parents in terms of family income whether he/she helps in domestic works or works outside to raise the income of the family. Consequently, he/she leaves the school before completing his/her primary education. In case of girls, the book concludes that lack of interest for sending girls to co-ed schools, lack of women teachers and betrothal of marriage etc. are the reasons for dropout in them (Acharya, 1994). The above studies show that leaving education at various levels of schools is not the problem in India only but it is present around the world. Many children leave the schools even before completing the primary education.

3. Methodology

This paper tries to seek some responsible causes for dropout from education at primary level particularly in a village 'Nanhera Aliyarpur' in the western part of Uttar Pradesh. Moreover, it tries to find out its following impact on households economic activities. The paper is based on published literature on the topic and empirical data collected from the villagers through various field visits to the village between 2011 and 2015. The village Nanhera Aliyarpur is situated 7 Km. in the North from Kailsa railway station, which lies on Delhi to Moradabad railway route. This village is a Nyay Panchayat¹ as well as gram panchayat in Block Amroha. This village consists of many schools, hospitals, bank, and shops so it is considered an advance village in comparison to other surrounding villages.

During field visits, Aganwadi's workers worked as an important source of information. There are three Aaganwadi's workers in the village. They have distributed total households of the village into three groups for their functioning. They distributed village households according to their convenience. No official record is available about this distribution. As per the data of October 2012 the total

population of the village was 3318 consisting of 1770 male and 1548 female. Brahmin, Jat, Gurjar, Prajapati, Pal, Saini, Jatav, Balmiki, Bhurji, Kashyap and Dhobi are the castes among the Hindus and Darji, Shekh, Manihar, Mirashi, Badhai, and Teli are the castes among the Muslim in the village.

4. Types of Schools in the Village

Nowadays rural people are inclined to providing good education to children because many people of the rural areas have got selected in salaried jobs in cities. These people are source of inspiration for other people of the village and from its surroundings. There are mainly two types of schools in the village which provide education to children. These schools can be differentiated on the basis of funding and the authorities under which they run. Some schools are running under state government while others are under private ownership. Besides, many schools run in the state through funding by central government and other organizations but the number of such type of schools is less and they are established at few places of rural areas in the state. No school of this type is established in the village.

4.1 Government School

These schools run through the funding of government. State government appoints teachers in these schools. The medium for teaching instruction is Hindi in these schools. Generally, it is found that government schools usually run in a shortage of appropriate buildings for classes, toilet facilities and teaching staffs etc in the state. However, the primary schools located in Nanhera Aliyarpur have proper buildings and toilet but there is a shortage of teaching staffs. Although education is free in these schools till primary level. Besides enrolled students also get dress, books, midday meals, scholarship (in a year), and some amount of grains every month. Despite a number of children in these schools is very small. However, the state government has initiated many efforts for increasing the number of children in the schools. It is found that dropout rate is higher in the government schools as compared with private schools in the area. The village has two older government primary schools (up to 5th class) both co-educational, although the one which is located in the village settlement is known as Kanya Pathsala. Both these primary schools were established in 1954. Besides, there is also one junior high school from sixth class to eighth class which was established in 1958.

4.2 Private School

Private schools are schools which run under private ownership and all funds are arranged by owners of the schools. They collect fees from the students in the name of developing the infrastructure of the school or paying salaries to the teachers. Teachers are appointed in them by management body of the schools. There are two Montessori schools till class 5th. Usually, they use both English and Hindi language as teaching instructions. This is because students are not able to

understand teaching instructions in English only, therefore, they have to use Hindi also. Besides, two convent schools are also available in surrounding villages in the periphery of six to eight kilometers of the village.

5. Dropout in Education and its Factors

Villagers described that many government primary schools and private schools have opened in the village and in its surroundings during last few years. Earlier around 20 years back people from surrounding villages used to come in the village to attend the schools. There were no government schools in those villages at that time. Now surrounding villages also have some government schools. Khempal Singh, 45 years old, a Saini, described that quality of education in government schools have decreased up to a considerable level as compared with the time when government schools were the main source for education in the area. Those days all children of the village and its surrounding villages used to study in the schools irrespective of castes and class. Actually, through this statement, he wanted to point out that because of unavailability of private schools in the area rich people also used to send their children in the government schools so they used to keep an eye on the government schools to maintain the quality of education in them. But nowadays their children attend private schools for education so they are not interested in doing so. When I talked with teachers of these government schools, I found that their children are not enrolled in the government schools while they are teaching in these schools. These teachers prefer private schools for the education of their own children as they know the difference of the qualities of education between private and government schools. Moreover, they also accepted the importance of English in present scenario which is lacking in government schools.

Quality of education in private schools is much better as compared to government school as reported by R. Jeffery et al. (2007) on the basis of their study of district Bijnor in Western Uttar Pradesh. They described that teachers employed in government schools come late and focus on their own domestic work instead of children's education because being permanent, they get fixed salaries whether they work or not (Jeffery et al., 2007). Further, they also differentiate among different kinds of private schools on the basis of the quality of education. They described that children of small town's professionals and rich peasants of Bijnor who study in private schools of the same town are also unable to compete with those who study in much more advanced and sophisticated schools like those in Meerut, Dehra Dun, and Delhi. I found that usually poor parents send their children for getting education in government schools since they are economically incapable for sending their children into private schools. Despite knowing that quality of education is better in private schools than government schools they have to send their children in government schools because education is free of costs in the government schools. Some of them initially get their children enrolled in private

schools but gradually as level of education increases, fees and other expenses also increase consequently they find themselves incompetent to cope up with risen expenses and finally get deregistered their children from private schools and get them admitted in government one. The shifting in schools also creates many problems for children while they try to adapt environment of government schools. I observed that number of children in government schools is very small in comparison of private schools.

Additionally, Shashi Bhushan Singh described that due to the low quality of education in government school people prefer to send their children to English-medium private schools which is costly (Singh, 2004). It depends on the assets of households, which determines how much people can afford on the education of their children. Thus, education in good private schools needs more money and it is not possible for marginal peasants, unlike large landowners, who do not have regular salaried jobs. Education is significant for getting means of livelihood outside agriculture which works as an additional source of income for an agricultural family. Often it is found that possession of resources is in relation to caste in the society. The upper castes have good sizes of landholdings and other sources of income so they are able to afford the costs of education in private schools. On the other hand, a large percentage of people of the lower caste do not possess any land. Owing to their poor economic conditions, their children get education mainly in government primary schools where education is free and they also get dress, books, midday meals, scholarship (in a year), and some amount of grains. Thus the economic condition of the family influences to the education of the children and later on decides to chances for completing primary education.

Nowadays people prefer to send their children to private schools because of a better quality of education and for learning the English language. All they have accepted that the English language is very necessary for the present scenario. It helps in making a good impression when a person is seeking a job. Consequently, many prosperous people are purchasing plots in the cities and constructing them for the purpose of providing good education to their children.

Meanwhile, some people whose economic conditions do not allow for purchasing plots and constructing them they are staying on rents in cities. Usually, these people have regular salaried jobs in same cities or if they work elsewhere then their wives live with their children. Some people whose economic conditions don't allow for sending their children to the cities, they seek better private school in the local area. Moreover, people who have salaried jobs in the surrounding of the village and equally they do not find it compatible to leave their wives and children in the cities, they are sending their children to private schools situated in other villages where the quality of education is better. Many vehicles like vans, autos, and buses are carrying out children to these schools. These vehicles are facilitated by the schools but people pay charges of these vehicles on monthly basis. Besides teaching in private schools mainly these people's children take tuition from a

teacher at home for a better understanding of syllabus and doing homework properly. The tuition also increases knowledge of children and helps them for making better performance in exams.

Lack of awareness of parents is also the responsible reason for dropout even for admission in the schools. Many children do not take admission in schools while some get into the schools but leave the school without completing elementary education. This is because people have a presumption that there is not any surety about salaried jobs after getting education too. They have examples of those people who are educated but work as laborers with them. They describe that on the one hand if a person gets success in getting a salaried job after spending long time and money in education and other works merely as a laborer then a laborer can earn a large amount of money in the time which first spent on education. Moreover, it results in a dual impact on the households first takes money from the household while other give the money to household and support to his parents in fulfilling needs of the family. This type of notion is found mainly among the people of lower castes because relatively they do not feel any problem in working as laborers.

Some poor people reasoned out that they are not economically able to invest on the education of their children for a long time usually above of twenty years. So they find it fruitful for their children to work as laborer either with them at brick kilns or elsewhere which helps in fulfilling needs of the households. An Aaganwadi worker described parents' lack of interest for education to the children;

“When we go to people for admission of their children in schools then they do not take any interest in it. On many visits to their houses, they reason out that many people in the village who got education up to 8th or 10th but still work as laborers like us so what is the benefit of spending time and money on getting an education. There is not even any surety about getting jobs after education.”

Anand Chakravarti (2014) also described in his paper based on field experiences (2001 to 2009) of village 'Muktidih' in Rohtas district of South Bihar that economic and political forces are responsible for the deprivation of marginalized communities. He described that in village Muktidih casual laborers and landless people depend for their livelihood on landowners who usually belong to the upper castes. Some laborers work as sharecroppers or lease-in small amount of land. In agriculture, there is no guarantee of employment throughout the year, and wages are not sufficient to meet the requirements of a family. As a result, laborers have to take a loan in cash or in kind on high interest, on days of unemployment. Somehow, they are barely able to pay back dues with interest. Poor economic conditions of laborers are revealed in their quality of food, clothing, and housing while laborers are aware of ingredients of a good diet (Chakravarti, 2014). Besides Chakravarti, Daniel Thorner also described that socially malik and moneylenders form a distinct group within the village. These maliks generally belong to Brahmin, Thakur, or any other high ranking castes, or respectable

cultivating castes. They live in larger houses, wear finer clothes, and eat a better diet than the rest of villagers. Opposite of this, the kisans are drawn primarily from cultivating or artisan castes and the majdurlog primarily from harijans, scheduled, depressed or “backward” classes (Thorner, 1978). Thus, a difference of economy reflects on the education and other opportunities for transforming life into better one in many ways. Mona Sedwal and Sangeeta Kamat (2011) described that income of the household, parental education, home environment and school environment are main factors to retain a child’s education and complete it and often these are associated with affluent upper caste families (Sedwal and Kamat, 2011). Aaganwaris reported that some parents whose children somehow get enrolled in the school they are not in favor of punishment of their children even if their children do not do homework properly or leave the schools just after taking midday meal. If Aaganwaris insist them for doing homework or punish them then next day their parents do not send them to the school. Their parents do not force them for doing homework properly while doing homework is very necessary after attending the schools. This is like what reported by Rajan and Jayakumar (1992) in their study of south Indian state namely Tamil Nadu. They found that after introducing the midday-meal program in Tamil Nadu the number of girls and boys for attending primary school increased and dropout decreased on the considerable level in the state.

Besides above family composition also influences to the education of children. If a family contains physically disabled parents then all the responsibilities come on the shoulders of children then there is a probability of dropout from the education. This is because most of the expenses are covered by the earning of children. Thus alcoholism, seasonal migrations, parent’s education and neighborhood of family play main roles in creating interest of children towards education followed by a decrease in a number of dropouts. Examples of successful people from kinship and from the village boost interest of people towards the education of children.

I found children of marginal peasants in Nanhera Aliyarpur help their parents in domestic work, and also assist as part-time laborers, and often fail to continue their education. It happens mostly in the peak season of crops (wheat cutting) when the time is critical and timely cutting and threshing is required to store wheat for the household for the year. Children of poor peasant’s families used to work with their parents on their own fields or on others’ fields as their parents alone are not able to earn enough to meet all expenses of the family. Amartya Sen (1971) analyzed data on school dropout for all India and for rural schools of Punjab, Haryana and Uttar Pradesh. He observed that withdrawal of children from school during the peak agricultural seasons was considerably higher among the economically less privileged group (Sen, 1971). Even after 40 years since Sen’s (1971) observation, there is little change in peak agricultural season withdrawal of children of marginal peasant households. Thus, weak economic condition works as

a cause for school dropouts, notwithstanding the common view that education is a basic factor in transforming occupations and economic conditions of peasants.

Education plays significant roles in capacity building for economic activities, improving the livelihood of families and coping with social problems and economic distress (Sidhu et al., 2011). These marginal peasants have small landholdings and due to subdivision of these holdings among successors, it becomes very small and fragmented. Education is double-edged for them. It is seen to serve as a significant agent in arranging a better means of livelihood, but in the short run, dropping out of their children from education to make ends meet, works in the long run, as a failure in arranging additional sources of livelihood and improvement in the condition of the household. Further, as the marginal peasants fail to fulfill the family's requirements from the small size of land, they find it better to arrange non-farming sources for drawing livelihood. In this village, many people have opened their own shops after selling their land which was not providing enough for the family's expenses despite a great deal of hard work.

In case of girl child, it is found that they have been a victim of discrimination always. Gender discrimination reflects in many activities within the households. For example, it can be seen in the context of dieting, health facility, carrying out responsibilities about domestic chores and providing education in the households. Girls are kept on the second stage always in receiving any facilities in the households. They have to sacrifice and leaving education just because of giving financial support to their parents and to help in domestic works. On the later stage they are not permitted to live outside the home for completing education. Sometimes they are bound to be present at home to take care of their younger sisters and brothers.

6. The Subsequent Impact of Dropout

Nowadays agriculture as an occupation is shrinking because agriculture has proved unprofitable and uninteresting due to many reasons. Majority of the peasants falls in the category of marginal peasants and have below than one hectare of land. This landholding is so small that they are not even able to fulfill needs of a family of five members. To overcome the problem peasants have to be involved in working outside the agricultural sector. In this situation education work as an agent for getting good salaried jobs either in government or private sectors while in lacking good education, someone can work as laborer only. After getting salaried jobs he can fulfill his family needs in better ways which are not possible through working as a laborers. Working as a labourer is seen as degrading occupation in the society. Therefore it is seen that it lowers status and prestige of a person in the society. Further, it also affects to future of next generation because such parents are neither able to guide their children in terms of their further study nor able to offer financial support to them for a long time. They also find themselves incapable of helping their children to complete homework properly.

Economic inequality is obvious among villagers and it results in many problems. On the one hand, government initiatives proved limited valuable in increasing number of students enrolled in primary education but aspirations which were the result of successful people of the village and its surrounding villages played a significant role in increasing number of students in schools and to be stayed in education for getting jobs and subsequent bright future.

Education influences economic activities, lifestyle and status of a person in society in various ways. Education is very necessary to be own reliant. If someone gets a good education then there are chances for attaining salaried jobs so he can earn livelihood himself. But a person who dropped out from education it is found that usually he works as laborers with their family members. Further, there will be a great difference in lifestyles of both the persons and their way of thinking. An educated person will understand the value of education and will do his best to provide education of his children.

Footnotes

1. A nyay panchayat consists of few gram panchayats. It works as a link between gram panchayats and Panchayat samiti (Block Panchayat).

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On Measuring the Multidimensional Poverty of Rajendranagar Area of Kolhapur City

*Santosh Shashikant Sutar**

Multidimensional poverty is measured in three dimensions namely education, health and living standard. The multidimensional poverty index is a measure of acute global poverty developed by the Oxford Poverty and Human Development Initiative with the United Nations Development Programme's Human Development Report. This multidimensional poverty index is a measure of multidimensional poverty and is calculated using ten indicators and Alkire-Foster methodology. In the present article, we focused on Rajendranagar area of Kolhapur city. We have collected through a survey to assess the exact status of poverty of the selected region. This can be achieved by estimating the multidimensional poverty index.

[**Keywords** : India, Kolhapur, Maharashtra, Multidimensional poverty index, Poverty assessment]

1. Introduction

The term poverty is very complex and it seem to be easy to define but not so. Many people defined poverty as lack income, lack of shelter, lack of basic needs etc. According to the Oxford English Dictionary (1989), poverty as adjective is “lacking adequate money or means to live comfortably” and as the noun it is defined as “the state of being poor” and as a “want of the necessities of life”.

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The Nobel Laureate Amartya Sen (1976) in his a pioneering contribution discussed the problem of measuring poverty. In his work, he claimed that the measurement of the poverty can be done into two ways, one is the identification of the poor and second is aggregation of the characteristics of the poor into a composite index that quantifies the extent of poverty. Sen (1999) defined poverty as 'poverty is more broadly seen as the deprivation of the capabilities' i.e. the lack of opportunities and resources that would enable people to live the life they value.

In order to measure the poverty, a lot of work has been done by many organizations and also the researches. A set of composite indices have been developed by the United Nations Development Programme (UNDP), namely the Capability Poverty Measure (CPM), the Human Poverty Index 1 (HPI 1) and the Human Poverty Index 2 (HPI 2), to measure multidimensional poverty (UNDP 1996, 1997) using aggregate data. After the UNDP's work the researchers like Anand and Sen (1997), Chiappero-Martinetti (2000), Bourguignon and Chakravarty, (2003), Gordon et al. (2003), Qizilbash (2004), Alkire and Foster (2007), Antony and Rao (2007), Calvo (2008), Wagle (2008), Alkire and Santos (2010), Alkire and Foster (2011), Mohanty (2011), Dehury and Mohanty (2015), Gallardo(2017) and references in the these articles have studied and contributed into the measuring the multidimensional poverty.

The Oxford Poverty and Human Development Initiative with the UNDP's Human Development Report developed the 'multidimensional poverty index (MPI)' as a measure of acute global poverty. The global Multidimensional Poverty Index (GMPI) report (Alkire and Robles (2017)) provides a headline estimation of poverty and its composition for 103 countries across the world. This article is an attempt to assess the poverty status of Rajendranagar area of Kolhapur city with help of MPI methodology. One can extent the same idea to measure poverty of whole Kolhapur district or even at state and national level.

The reset of the paper is organized as: in section 2; we discuss the brief methodology of MPI and its interpretation along with one illustrative example. The data collection procedure and actual findings of MPI of selected region are discussed in section 3. The conclusions and remedial action plan are given in the last section.

2. Methodology of MPI

According to global Multidimensional Poverty Index (GMPI) report (Alkire and Robles (2017)), the global MPI measures the nature and intensity of poverty, based on the profile of overlapping deprivations each poor person experiences. The global MPI is a new generation of multidimensional measures that supports key priorities in the Sustainable Development Goals (SDGs). In the next subsections, we discuss the procedure of constructing MPI and its interpretation.

2-1 Construction of MPI

The MPI is constructed the methodology developed by Alkire and Foster (2011) as follow :

“The MPI is the product of incidence (H) and intensity (A)”. Mathematically, the MPI can be obtained by using following equation.

$$MPI = H \times A. \tag{1}$$

Where, H and A can respectively defined as “Incidence or Headcount ratio (H) is the percentage of people who are poor” and “Intensity (A) is the average share of indicators in which poor people are deprived”.

Following table gives the mapping of dimensions and indicators, along with weights, to the associated SDG’s for estimating MPI :

Table-1 : Dimensions, Indicators along with weights and associated SDG’s

Dimensions (weight)	Indicators (weight)	Associated SDG’s
(D - I) Education (1/3)	(I - 1) Years of Schooling (1/6)	SDG 4 (Quality Education)
	(I - 2) Child Enrolment (1/6)	SDG 4 (Quality Education)
(D - II) Health (1/3)	(I - 3) Child Mortality (1/6)	SDG 3 (Health and Well-being)
	(I - 4) Nutrition Status (1/6)	SDG 2 (Zero Hunger)
(D - III) Living Standard (1/3)	(I - 5) Electricity (1/18)	SDG 7 (Affordable and Clean Energy)
	(I - 6) Drinking Water (1/18)	SDG 6 (Clean Water and Sanitation)
	(I - 7) Sanitation (1/18)	SDG 6 (Clean Water and Sanitation)
	(I - 8) Flooring (1/18)	SDG 11 (Sustainable Cities and Communities)
	(I - 9) Cooking Fuel (1/18)	SDG 7 (Affordable and Clean Energy)
	(I - 10) Assets (1/18)	SDG 1 (No Poverty)

Illustrative example : For illustration, suppose we have four families each with family size 5, 6, 5 and 4. The details regarding dimensions and indicators of these four households are given in Table-2 :

Table-2 : Details of Four Households

Household Number	I	II	III	IV	
Household size	5	6	5	4	
Dimension and Indicators					Weights
D - I : Education					
I-1 (No one has completed five years of schooling)	1	1	0	1	1/6=0.167
I-2 (At least one school-age child not enrolled in school)	0	1	0	0	1/6=0.167

D - II : Health					
I-3 (One or more children have died)	0	0	1	0	1/6=0.167
I-4 (At least one member is malnourished)	1	1	0	1	1/6=0.167
D - III : Living Standards					
I-5 (No electricity)	0	0	0	0	1/18=0.056
I-6 (No access to clean drinking water)	0	0	0	0	1/18=0.056
I-7 (No access to adequate sanitation)	1	1	0	1	1/18=0.056
I-8 (House has dirt floor)	1	0	1	1	1/18=0.056
I-9 (Household uses cooking fuel such as dung, firewood or charcoal)	1	0	1	1	1/18=0.056
I-10 (Household has no car and owns at most one bicycle, motorcycle, radio, refrigerator, telephone or television)	0	0	0	1	1/18=0.056
Score (sum of each deprivation multiplied by its weight)	0.502	0.557	0.279	0.558	
Is the household poor (Score 1/3 = 0.333)?	Yes	Yes	No	Yes	
Censored score	0.502	0.557	0	0.558	

The entries in the rows of I - 1 to I - 10 are either 0 or 1. Where, '1' denoted the 'Yes' response and '0' denoted the 'No' response to the particular question. For example, in case of Household No. - I, we have '0' regarding row corresponding to I-1, it means 'No one from Household No. - I have completed five years of schooling' and '1' regarding row corresponding to I - 4, it means 'At least one member from Household No. - I is malnourished'. The entry regarding to row corresponds to 'Score' is computed as follow.

Score of each person in Household No. - I = $\{(1 \times 1/6) + (0 \times 1/6) + (0 \times 1/6) + (1 \times 1/6) + (0 \times 1/18) + (0 \times 1/18) + (1 \times 1/18) + (1 \times 1/18) + (1 \times 1/18) + (0 \times 1/18)\} = 0.502$.

Similarly, we can compute the scores of each person in Household No. - II, III and IV and we get 0.613, 0.669 and 0.558 respectively. Once we get these scores, Multidimensional Headcount ratio (H) can be obtained as

$$H = \frac{5 + 6 + 4}{5 + 6 + 5 + 4} = 0.750 \quad (2)$$

Where the entry in the numerator is the sum of family sizes of the household which are 'Poor', in this case Household No. - I, II and IV are poor. While, the entry in the denominator is the sum of family sizes of all four families. The value of H turns out to be 0.750, which indicates that 75% of people are MPI poor.

The intensity of poverty (A) is calculated as follow :

$$A = \frac{(5 \times 0.502) + (6 \times 0.557) + (5 \times 0) + (4 \times 0.558)}{(5 + 6 + 4)} = 0.539. \quad (3)$$

The entry in the numerator is simply the sum of product of family size and censored score. While, the entry in the denominator is the sum of family sizes of whose household which are poor. The value of A is 0.539, which indicates that among the poor households, 53.9 % are deprived. Thus, from equations (1), (2) and (3), the value of the MPI is given by

$$MPI = H \times A = 0.750 \times 0.539 = 0.404.$$

2.2 Interpretation of MPI

Following interpretation can be drawn after computing the MPI :

1. A person is identified as 'poor' if s/he is deprived in at least one third of the weighted indicators.
2. A person is identified as 'vulnerable to poverty' if s/he is deprived in 20 per cent to 33 per cent of weighted indicators.
3. A person is identified as in 'severe poverty' if s/he is deprived in 50 per cent or more.

In the next section, we discuss the data collection procedure and the findings from the collected data.

3. Data Collection, Computation and Interpretation of MPI

3.1 Data Collection

We have collected primary data by preparing the questionnaire. We have collected this data in the months of January and February, 2018. We have designed the questionnaire, which contains questions related to each indicators of MPI. The First we have divided the Rajendranagar region into four areas.

Area 1 : Households near to Shantiniketan School.

Area 2 : Households near to Ganesh Temple.

Area 3 : Households to Central Part of Rajendranagar.

Area 4 : Households near Sahyadri Colony.

The map of the Rajendranagar area is given in Figure-1 on next page. Out of these four areas, we have randomly selected 17 households and their data from each of these areas. Hence, in all we have 68 observations from these selected four areas.

3-2 Computation and Interpretation of MPI

From the collected data we have the following results ;

Figure-1 : Google Map of Rajendranagar area of Kolhapur City



Source : Google Map.

Incidence or Headcount ratio (H) is the percentage of people who are poor is 0.5350, which implies that in the selected area 53.50 % of people are MPI poor. Intensity (A) is the average share of indicators in which poor people are deprived is 0.4352, which implies that, on average, the poor are deprived in 43.52 % of the weighted indicators. Thus, from equation (1), the multidimensional poverty index (MPI) for the selected area is given by

$$MPI = H \times A = 0.5350 \times 0.4352 = 0.2328 \quad (2)$$

Hence, we can claim that, the selected area is 'vulnerable to poverty'. In the next section, we give the conclusions and remedial plan for the present study.

4. Conclusions and Remedial Action Plan

In the present article we have discuss and assess the status of poverty of Rajendranagar area of Kolhapur city. The value of multidimensional poverty index is turn out to be 0.2328, which implies that the Rajendranagar area of Kolhapur city is vulnerable to poverty. Hence, the necessary actions have to be taken to control the poverty. This can be done four steps first is identify the dimension and hence the corresponding indicator, which is causes the vulnerability. Then second step is to find out the opportunities for improvement. In third step, action plan has been prepared based on the above two steps and in last step with the support of peoples participation or municipal corporation or state or central government by the funds have to be allocated to implement the action plan.

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Assessment of the Knowledge and Practices of School going Adolescents on Road Safety Measures in Urban Varanasi

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Road traffic injuries claim more than 1.25 million lives each year and have a huge impact on health and development. They are the leading cause of death among young people aged between 15 and 29 years globally. In the South East Asian region of the World Health Organization, India alone accounted for 73 percent of these Road traffic accidents (RTA) burden. The importance of road safety measures needs to be emphasized in the prevention of the road traffic accidents. The present study is a school based study which was carried out in urban area of Varanasi to assess knowledge and practices among school going adolescents regarding road safety measures. The objective of this study is to assess the knowledge and practices of school going adolescent students about road safety in Varanasi city. The study was conducted among 911 students selected from 4 co-ed schools in Varanasi city. The primary tool in this study was a pre-designed and pretested questionnaire for collecting information's pertaining to study objective. Results show that out of total 911 students, boys' ratio was (59.2%) and girls were (40.8%). Maximum students were in the age category of 15-17 yrs. (99%) students had vehicles available at their home. (31.1%)

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students use bicycle as their main mode of conveyance for going to school. Less than one-third (31.9%) of students were aware of the right rule of where to look before crossing the road. More than three-fourth (76.4%) of them were aware of the legal age of getting Permanent driving license as 18yrs. Utmost (96.7%) of students were aware of the rule of carrying own valid driving license while driving any vehicle. Almost one quarter (74.3%) of them were able to identify Zebra crossing sign and nearly more than half (50.5%) of them were not able to identify traffic sign of school ahead correctly. The present study concludes that maximum students were originated with average knowledge about road safety rules. Boys were in better position as comparison to girls with awareness of road traffic rules.

[**Keywords** : Adolescents, Road safety, Awareness, Knowledge, Practices]

1. Introduction

Road transportation provides benefits both to nations and to individuals by facilitating the movement of goods and people. Over 1.2 million people die each year on the world's roads, and between 20 and 50 million suffer non-fatal injuries. In most regions of the world this epidemic of road traffic injuries is still increasing. Over 90% of the world's fatalities on the roads occur in low-income and middle-income countries, which have only 48% of the world's registered vehicles. Road traffic injuries affect all age groups but their impact is most striking among the young. They are consistently one of the top three causes of death for people aged between 5 and 44 years.¹

While road traffic death rates in many high income countries have stabilized or declined in recent decades, data suggest that in most regions of the world the global epidemic of traffic injuries is still increasing. It has been estimated that, unless immediate action is taken, road deaths will rise to the 5th leading cause of death by 2030, resulting in an estimated 2.4 million fatalities per year.¹

Road accidents have earned India a dubious distinction. With over 130,000 deaths annually, the country has overtaken China and now has the worst road traffic accident rate worldwide.⁸ Approximately 62% of reported road traffic deaths occur in 10 countries-which in order of magnitude are India, China, United States, the Russian Federation, Brazil, Iran, Mexico, Indonesia, South Africa and Egypt- and account for 56% of the world's population.^{1,7}

In most low-income and middle-income countries the majority of road users are vulnerable road users - pedestrians, cyclists and those using motorized two or three wheelers. These groups of users do not have a protective "shell" around them and are therefore more at risk than those in vehicles.¹

Road traffic awareness among school going adolescents is one of the most important aspect towards safety concerning traffic rules. The students in adolescence may derive a thrill out of taking risks on road not realizing the consequences such risks may have. This age group is rapidly emerging as a major population of vehicle owners and also constitutes major number of accidents,

making it very important to sensitize this population about road traffic rules, as they are future of the nation.

The studies in relation to road safety measures among young adults are very few in India and are rare in North India. In 2016 Uttar Pradesh accounted for the highest road accidents in India. The present study is aimed to assess the knowledge & practices of road safety measures among school going adolescent students of Varanasi city.

2. Objective

The objective of the study was to assess the knowledge and practices of school going adolescents regarding road safety rules.

3. Methodology

This article is part of a thesis entitled “Knowledge & Practices of school going adolescents: An Interventional Study” in urban area of Varanasi city which was a school based Intervention study. Here in this paper we had discussed about the knowledge and practices of students on road safety at the time of the commencement of study i.e. before intervention.

3-1 Sample and Sampling Technique

The study was carried out among 911 students studying in class IX to XII standard which were sampled from 4 different co-ed schools registered with government and selected through two stage sampling method. Schools were selected through simple random sampling technique. All the sections were included in the study till to get the desired sample size.

3-2 Inclusion and Exclusion Criteria

All the students present in the school on the day of data collection were included in the study with consent of the school authorities. Students who were not present and also were engaged in some other activities were excluded from the study.

3-3 Data Collection Period

Data was collected in the academic session of 2015-16 from four co-ed schools

3-4 Data Collection Instrument

Data collection instrument used was structured questionnaire which consisted of questions on basic road safety rules, penalties on violation of rules, identification of traffic sign and signals, their attitude towards accident prevention and practices followed by them while on road regarding road safety. The knowledge level was scored into three categories: poor, average and good knowledge. Other questions were asked to assess the attitude and practice of the

participants. Data was entered with the help of Epi info 7 and analysis was done with Epi info and MS Excel. The tabulation, analysis and interpretation of data were carried out by using descriptive and inferential statistics.

4. Results

As per the objectives of the study, the results here depict the frequency distribution for the variables related to knowledge and practices followed by the study subjects regarding road safety. The adolescent students who became part of the study were in the age group of 12 to 19 years, where majority (75%) of students fallen in the category of 15-17 yrs age group. Boys' (59.2%) were more in comparison to girls' students (40.8%). One-third (29.3%) students participated from X standard followed by XI (25.3%), IX (24.0%) and XII standard (21.4%) respectively. Almost all (99.0%) students had vehicles available at their home (bicycle, two wheeler & four wheeler). Majority (81.3%) students had two wheeler, 66.5% own bicycle and 42.7% students had four wheelers available at their home. One-third (31.1%) students use bicycle as their main mode of conveyance for going to school followed by pedestrians (20.3%) then comes 15.7% of students who use two wheeler and rest of the students either go by school bus, public transport or by four wheeler as their main mode of conveyance for going to school. More than two-third of students (67.3%) were aware of the fact that maximum deaths among adolescents occur due to road accidents every year.

Table-1 : Knowledge of students regarding basic road traffic rules (n=911)

Basic Road Traffic Rules	N (Correct answer)	Proportion (%)	95% C.I.
Direction of where to look before crossing the road			
Correct answer (Right- Left-Right)	291	31.9	28.9 - 35.1
Somewhat they know (Right- Left)	178	19.5	17.0 - 22.3
Wearing Helmet/Seatbelt is mandatory			
Yes	864	94.8	93.2 - 96.2
Legal age for getting Learning Driving License (DL) for gearless vehicles			
Correct answer (16 yrs)	446	49.0	45.7 - 52.3
Legal age for getting Permanent Driving License (DL) for geared vehicles			
Correct answer (18 yrs)	696	76.4	73.5 - 79.1
Drive on which side of the road			
Correct answer (Left side of road)	662	72.7	69.6 - 75.5
Ideal speed for driving two wheeler			
Correct answer (40-50 km/hr)	372	40.8	37.4 - 44.0
Opening door of four wheeler on the road			
Correct answer (Left side on road)	655	71.9	68.9 - 74.7

The table-1 gives information about knowledge of some important basic rules of road safety among students in which out of total 911 students less than two-third of them (31.9%) responded correctly about the right direction of look before crossing the road (Right-Left-Right) while other one-fifth (19.5%) were familiar with it to a certain extent i.e. (Right-Left). Majority (94.8%) of students were well aware of the fact that wearing helmet/seatbelt is mandatory while driving. More than three-quarter (76.4%) of students were aware of the rule of getting Permanent DL at the age of 18 years. In terms of ideal speed upholding while driving two wheeler (40.8%) students confirms that it is 40-50km/hr which was technically correct. Near about three quarter of the students (71.9%) confirmed it accurately that one should open the door from left side while coming out of the four wheeler.

Table-2 : Knowledge of students about important documents to be carried while driving (n=911)

Documents to be carried while driving	N	Proportion (%)	95% C.I.
Own valid Driving License (DL)	881	96.7	95.3 - 97.7
Vehicle registration certificate	651	71.5	68.4 - 74.3
Vehicle insurance certificate	408	44.8	41.5 - 48.0
Pollution control certificate	224	24.6	22.0 - 27.4
Don't know	14	1.5	0.9 - 2.5

Table-2 depicts knowledge of students regarding which documents needed to be carried out while driving. In this Own valid driving license comes first as a most important document and almost maximum students (96.7%) were aware of that. Nearly three-fourth of them confessed that carrying vehicle registration certificate is equally important as well. Less than half of students (44.8%) confirmed vehicle insurance certificate as an imperative document to be carried always. While only one quarter of students were of the view of pollution control certificate as also an essential one and least number of students (1.5%) said they were not aware of it.

Table-3 : Awareness of students regarding in which places one should not park vehicle and where to slow down the speed of vehicles (n =911)

Variables	N	Proportion (%)	95% C.I.
Vehicles should not be parked in the places like			
Road crossing	646	70.9	67.9 - 73.8
Heavy traffic	720	79.0	76.4 - 81.6
Main road	681	74.8	72.0 - 77.6
In front of another parked vehicle	343	37.7	34.5 - 40.9

On footpath	538	59.1	56.0 - 62.3
Near traffic light	442	48.5	45.2 - 51.7
Don't know	22	2.4	1.4 - 3.4
One should slow down the speed of a vehicle at places like			
Road corners	545	59.8	56.6 - 63.0
Intersections	646	70.9	67.9 - 73.8
Junctions	514	56.4	53.2 - 59.6
Pedestrian crossings	588	64.5	61.4 - 67.6
High traffic area	673	73.9	71.0 - 76.7
School zones	654	71.8	68.9 - 74.7
Speed breakers	761	83.5	81.0 - 86.0
Don't know	14	1.5	0.7 - 2.3

*Multiple responses

Vehicle must be parked on the right place on road is a major problem and more than three quarter of students (79.0%) appeared as aware of the rule that it should not be parked in places of high traffic area. Similarly nearly three-fourth of them admitted that it should not be done on main road (74.8%) and near road crossings (70.9%) as it may cause lot of inconvenience to the moving traffic.

One should be well versed with the speed sustaining of their vehicle at all points of the road. In this regard majority (83.5%) of the students were aware of the fact that one should slow down the speed of their vehicle near speed breakers and it's a good sign of alertness. Likewise three-fourth of them agreed on that one should not drive in high speed near high traffic area (73.9%), school zones(71.8%) and at intersections (70.9%) respectively.

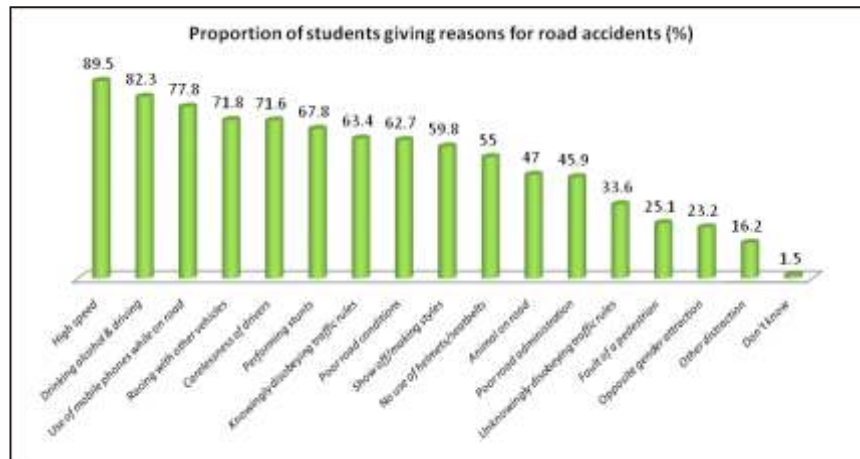
Table-4 : Knowledge of students about the penalties levied on the given situations (n = 711)

Penalties (in Rs.) levied on given situations	N (Correct answer)	Proportion (%)	95% C.I.
Not carrying valid driving license	176	24.8	21.6 - 27.8
Using mobile phones while driving	211	29.7	26.3 - 33.0
Driving without helmet	153	21.5	18.5 - 24.5
Jumping signals	82	11.5	9.2 - 13.8
Parking violations	168	23.6	20.5 - 26.7

Out of total 911 no. of students, 711 (78%) accepted that penalties do exist on violation of road traffic rules. On further query of penalties levied in given situations, (29.7%) students had correctly answered the exact penalty amount

about using mobile phone while driving whereas less than one-fourth of them were able to figure out correct penalties for not carrying valid driving license (24.8%), parking violations (23.6%) and driving without helmet (21.5%). This also shows that they are very well aware of the fact that not carrying driving license, not wearing helmet and talking on phone while driving are rules violations as well.

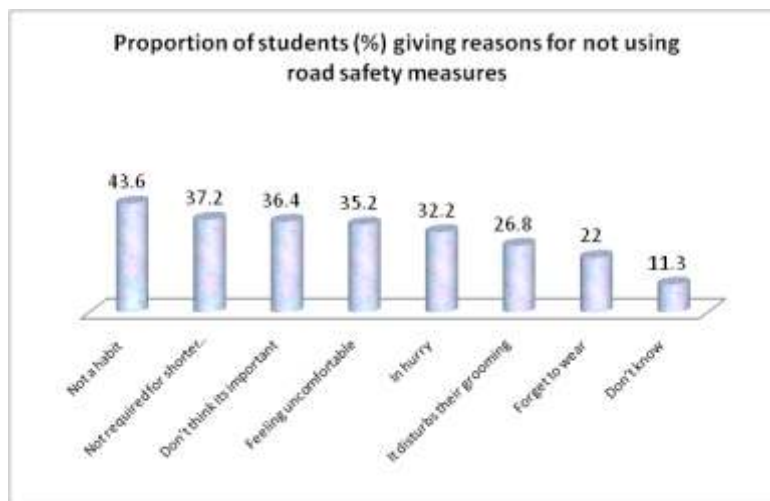
Figure-1 : Reasons for road accidents specified by study subjects (n=911)



*Multiple responses

As the figure-1 shows reasons behind road accidents, majority of students (89.5%) were of the view that high speed is the biggest reason of road accidents followed by drinking alcohol and driving (82.3%) as the second most culprit. Use of mobile phones these days came out as a new problem for road accidents as more than three-fourth of students (77.8%) admitted that. Racing with other vehicles and carelessness of drives falls next to the category with almost same percentage (71.6 %and 71.8%) respectively.







Figure-2 Reasons given by students for not using road safety measures (use of helmet/seatbelt)



*Multiple responses



For reasons behind not using helmet/seatbelt while driving by them and their known ones, (43.6%) students said that it's not a habit while more than one-third (37.2%) of them said that it's not required for a shorter distance and (36.4%) students don't think it's important either. Whereas least (22%) of them also claimed that it's forgotten to be wear most of the time.

Table-5 : Identification of Traffic signs by students (n = 911)

Signs	Interpretation of Sign	N (Correct answer)	Proportion (%)
	Stop sign	742	81.4
	School ahead	451	49.5
	Zebra crossing	677	74.3
	No Horn	632	69.4
	First aid	175	19.2
	Speed limit	519	57.0

Traffic signs are one of the most important parts of road safety rules and regulations. While students were asked to identify and interpret the given road signs, highest (81.4%) number. of students were able to identify Stop sign. Almost three-quarter of them acknowledged Zebra crossing sign correctly and almost only half of them could spot school ahead sign which is an essential sign to be kept near all schools. Less than two-fifth of them were able to make out first aid sign correctly which as a life saving sign was a major drawback.

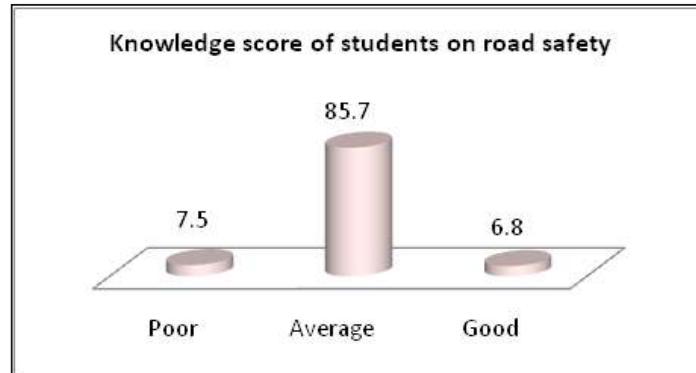
Table-6 : Identification of image of Traffic light and Zebra crossing

Image	Interpretation	Correct answer (N)	Proportion (%)
	Traffic light	427	46.9
	Zebra crossing	677	74.3

Merely less than half of the students (46.9%) identified and interpreted image of Traffic light correctly though three-fourth of them know significance of three

lights of traffic light i.e. (82.7%) aware of red light indicates vehicles to stop, (77.6%) were conscious of yellow or amber light signal that it indicates to be ready and (82.5%) for green light to go or move on. At the same time, nearly three-quarter (74.3%) of them recognized image of zebra crossing properly along with more than two-third (63.1%) of them know for what zebra crossing is used for exactly as well.

Figure-3 : Score of Knowledge on road safety among students



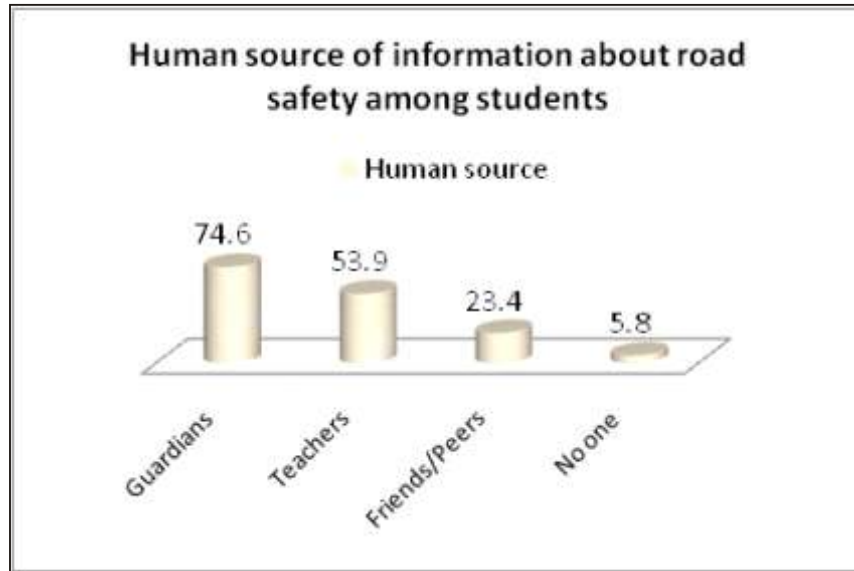
The mean knowledge score of students was obtained as 31.97±7.25 with range 43, (min. 8 and max. 51) score. Overall the study acclaims that maximum (85.7%) students had average knowledge of road safety rules, 7.5% students with poor knowledge score while only 6.8% students were found competent with good knowledge about road safety rules. While comparing the knowledge score between two gender groups it was found that boys acquire better knowledge (72.6%) as compare to girls students (27.4%) in scoring of good knowledge about road safety rules which was found insignificant as well.

Table-7 : Students attitude towards road safety (n=911)

Attitude of students towards road safety	N	Proportion %	95% C.I
Road injuries are preventable			
Yes	724	79.5	76.7 - 82.1
No	187	20.5	17.9 - 23.3
Education on road safety should be given by schools			
Yes	656	72.0	69.0 - 74.9
No	23	2.5	1.6 - 3.8
May be	232	25.5	22.7 - 28.4

While judging the attitude (table 7) of students towards road safety utmost (79.5%) number of students had shown positive attitude that road injuries are preventable. Likewise optimistic response was received where nearly three quarter of students confirmed that education should be given by schools on road safety and one-fourth of them were not seem confident about it.

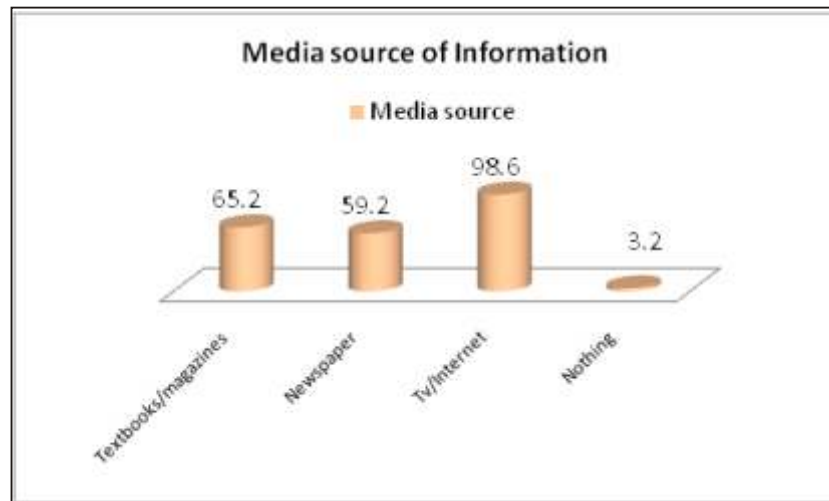
Figure-4 : Sources of information about road safety rules among students



*Multiple responses

While talking about sources of information about road safety among students the given bar diagram shows that guardians play a most significant role in providing information on road safety rules among students where almost three quarter of them (74.6%) had gained it through their guardians, More than half of them (53.9%) achieved it through their teachers who play an important role in students life as well.

Figure-5 : Media as a source of information on road safety among students



At the same time media also plays a key role in providing information to students on road safety. Highest number of students received the information through electronic media including TV and internet (98.6%) then by print media where textbooks/magazines contributed 65.2% and 59.2% students assessed it through newspapers.

**Table-8 : Practices followed by students while walking or crossing road
(As they reported)**

Practices followed by students on roads	Frequencies					
	Mostly		Sometimes		Never	
	N	%	N	%	N	%
Practices followed while walking/crossing road (n=911)						
Use hand signals	634	69.6	204	22.4	73	8
Use mobile phones while walking	35	3.8	215	23.6	661	72.6
Practices followed while riding bicycle on road (n=264)						
Free hand cycling	45	17.0	163	61.7	56	21.2
Chasing other vehicles	59	22.3	132	50.0	73	27.7
Cycling in opposite direction	41	15.5	139	52.7	84	31.8
Cycling in zigzag manner	43	16.3	151	57.2	70	26.5
Practices followed while driving two wheeler (n=537)						
Do stunts with two wheeler	77	14.3	158	29.4	302	56.2
Wear helmet on two wheeler	164	30.5	161	30.0	212	39.5
Drive two wheeler in high speed	70	13.0	321	59.8	146	27.2
Talk on mobile while driving	11	2.0	104	19.4	422	78.6
Drink alcohol and drive	3	0.6	12	2.2	522	97.2
Do tripling on two wheeler	110	20.5	282	52.5	145	27.0

Table-8 shows frequency of practices followed by students. Two-third (69.6%) of students admitted that they use hand signals most of the time while walking/crossing road. While in context of using mobile phones less than one-quarter of them disclosed that they use it sometimes whereas a large no. of students (79.9%) revealed that they never do that.

Similarly in perspective of riding bicycle, half of the students (50%) confirmed that they do chasing with other vehicles sometimes. More than half of them (52.7%) do cycling in opposite direction and (57.2%) used to do cycling in zigzag manner sometimes only.

Among students who drive two wheeler, more than half of them reported that they never do stunts (56.2%) whereas less than one-third insisted that they wear helmet mostly (30.5%) while driving two wheeler. More than two-third of students accepted that they do drive their vehicle in high speed sometimes (59.8%). Further above three-quarter said that they never drink and drive while a little portion of them accepted that they do so sometimes. More than half of students (52.5%) accomplish tripling as well sometimes. Overall study says that (42.2%)

students perform poor practices and more than half of them (57.8%) conceded out good practices as reported by them.

Further study also reveals that students with poor knowledge were found performing better practices of road safety (55.6%) as compare to those students who have good knowledge (50.1%) but it's not affecting their practices much & the association between these two variables was found statistically insignificant.

5. Discussion

The present study was conducted to assess the knowledge and practice of road safety measures among school going adolescents students. Three fourth (75%) of students in this study were in the category of 15-17 yrs age group which is analogous with the study of Lalitha D et al. conducted in Vishakhapatnam city in 2015 where most of the students were under or equal to 20yrs of age.

Study of Priyanka Raj et al. (2011) stated that only 3.0% students correctly responded on in which direction one should look before crossing the road i.e. right-left-right while 61.4% students answered it as right-left which was correct to some extent. Seeing that in the present study 31.9% students pointed it out correctly and 76.4% replied it as right-left. The disparity in the findings were may be due to the locations of study as earlier one was done in a rural community and present one was conducted in urban city where traffic flow is much higher and students get exposed to this too much in daily life as compare to rural areas.

Current study states that near about half of the students (49.0%) were aware of the legal age for getting learning driving license for gearless vehicle which was found almost similar with the findings of H M Swami et al. conducted in 2006 at Chandigarh where 51.2% students were aware of the same but contradicts the finding of Priyanka Raj et al. where only 11.7% students answered it correctly. Whereas for getting Permanent driving license legal age is 18 years, more than three quarter (76.4%) students had acknowledged that which was found little lesser than findings (97.4%) of A. E. Mary et al. done in Chennai 2016. In the same study, majority 99.4% students were aware of mandatory rule of wearing helmet while driving which was much alike of the present findings (94.8%).

In case of penalties levied the study of A. E. Mary et al. stated that more than half of the students (56.9%) were found aware of maximum penalty for driving without driver's license in contradiction of present study outcome where less than quarter (24.8%) mentioned it correctly.

Rule of driving on left side of the road was known to less than three quarter (72.7%) of students which was identical with the findings of an intervention study done by Priyanka Mahawer et al. in Indore (2013) where in pre test (70.4%) students validated same.

In study of Andhra Pradesh conducted by Phanindra D et al. in 2015, 65.1% students were found conscious of stop sign whereas present findings stated more

awareness among students about concerned sign that might be due to stop mentioned on that sign. 35.1% students' verified sign of Zebra crossing in the same study in difference with the present study where nearly three-quarter of students identified the same sign and 51.5% students identified sign of school zone which was similar to the present findings.

In present study male students had ($p < 0.05$) better knowledge compared to females which was found analogous with the study of Taranga Reang among undergraduate medical students in Agartala and study of Raj et al. among high school students in Tamil Nadu where knowledge levels were higher among males. It might be due to the reason that they had the habits of going out more frequently than females and more exposed to outside world and Information and Communication Technology (ICT) activities and traffic signs in cities as compare to females.

Study of Suresh K Sharma et al. done among medical students in Utrakhnad in 2017 revealed that only 18.7% of students has high level of knowledge regarding road traffic safety regulation and majority (81.3%) of them had moderate to low level of knowledge. Whereas present findings disclosed that only 6.8% had good knowledge, 85.7% students with average knowledge and 7.5% belong to poor category.

In context of practices followed study of Din Prakash Ranjan et al. (2018) conducted among college students in Karnataka said that 22.4% students wore helmet while driving two wheeler though present study said that 30.5% students wore helmet mostly and almost equal proportion wore it sometimes. In the same study it was confirmed that 46.3% students were in the habit of using mobile phones while driving whereas in the present study only 2% of students agreed on mobile phone use while driving which might be due to the fact of difference between school and college environment and parents restrictions imposed on them. Phanindra D confirmed in her study that almost half (49.8%) of the students do tripling on their vehicle in comparison of present study where 20.5% students admitted they do so mostly and 52.5% said it happens sometimes. In the same study more than half (51.3%) students agreed on driving vehicle in high speed whereas here 13% said it was done most of the time but 59.8% accepted that they do so sometimes.

6. Conclusion

The present study assessed the knowledge and practices of school going adolescents on road safety rules in urban Varanasi where maximum (85.7%) students were originated with average knowledge about road safety rules. Boys were in better position as comparison to girls with awareness of road traffic rules. Regarding practices study says that (42.2%) students perform poor practices and more than half of them (57.8%) conceded out good practices as reported by them.

Further study also reveals that students with poor knowledge were found performing better practices of road safety (55.6%) as compare to those students who have good knowledge (50.1%) but it's not affecting their practices much & the association between these two variables was found statistically insignificant.

Ethics Approval

This study was conducted with the approval of The Ethical Research Committee of the Institute of Medical Sciences, Banaras Hindu University. Principal of all schools had given the written approval and verbal consent was taken from all students who participated in the study.

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Human Rights, Constitutional Safeguards and Tribals in India : Trapped in Labyrinth

*M. Ramana Reddy**

Tribal community in India has been most vulnerable community in the in equal, domination and exploitation ridden society. They are on the breadline of their socio-economic and political rights. Even after centuries, the unchanged condition of Tribal communities is leading in India. The violation of fundamental human rights and the state brutality has been perpetrated on them, particularly on tribal women. Tribal communities have faced isolation and social discrimination like that of Dalits from the mainstream society. Understanding of current Tribal societies need a basic respect to the historical processes, which have determined the course of consecutive changes in ideological, political, economic and socio-cultural life of the Tribal communities. The Indian democratic state accords several statutes in the constitution where the rights of Tribal communities are protected and social justice is determined for. However, the democratic experiment has not been successful in this respect. Therefore, there is a surge of Tribal movements in the country for their rights. All tribal people of India have a thing in common- they all share a history of injustice. The present paper explores within the larger framework of human rights in general and how tribal rights violated in particular, in India. The paper also focuses on the key issues such as rights of tribal communities, land alienation to non-tribals, failure to ensure forest rights etc.

[Keywords : Constitution of India, Discrimination, Human rights, Indian society, Social justice, Tribal communities]

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I. Introduction : Tribal People in Indian Context

The Tribal people in India have a long history even before the arrival of the colonial government. The Tribal societies that existed prior to the colonial intervention had their own rights and duties within their autonomous sovereign framework. Apart from the encounter of the Tribals with the various civilizations, there was also the influence of the foreign missionaries in the past and of the dominant society through the fundamentalist forces in the recent past (Minz, 1993). There is a little doubt that Tribal communities continue to be the most marginalized group in India. Social indicators of developments tell that Tribal people have life expectancies that are decades shorter than the non-tribals are. Any other social indicator, be it standards of health facilities education opportunities and attainment, level of employment or standard of housing, sees Tribal communities enjoying fewer opportunities, and suffering greater burdens, than the rest of the Indian population.

2. Rights of Tribal Communities are at Stake

Human rights are the birthrights of every human being and they form an integral part of the socio-cultural fabric of humanity all over the world. However, they are vulnerable to abuse and violation. Human rights can be understood as abstract norms and values protected in laws, constitutions, and international conventions. At the same time, human rights are cultural concepts that are slowly evolving in response to social change or contestation (Nair Ravi, 2006). The paper explores how human rights have become applicable to the realities of Tribal lives, and how we can build on the international conventions and agreements that have accomplished this task to understand the dimensions of Tribals' human rights in the Indian society. Tribals' human rights provide fundamental insights into the causes, manifestations and consequences of human rights violations experienced by Tribal communities.

In India, the last quarter of the 20th century has been a witness to the growing recognition of the place and relevance of human rights due to pressure from various collective movements. It is obvious that this concern in human rights is rooted in the denial of life and liberty that was a pervasive aspect of the emergency (1975-77). The mass arrests of the leaders of the opposition and the targeted apprehension of those who could present a challenge to an authoritarian state are some of the dominant images that have survived. The civil liberties movement was a product of the crisis. Preventing subjective detention, imprisonment, the use of the judicial process non-transparently and custodial violence were on the agenda of the civil liberties movement. For past two decades, movements of peasants, tribals, Dalits, women, students and working class movements have highlighted human rights concerns (Shah, 2004).

Thus, human rights have become prominent on the national and international agenda. Coinciding with the United Nation Declaration, the Indian Constitution also replicates that, the State will not distinguish against any citizen on grounds of birth, place, ethnic, religion, caste and agreed that the promotion and protection of all human rights is a legitimate concern of the State. These include basic survival rights to health care, shelter, food and social security; the right to work; the right to education; and the right to participate in the cultural life of one's society. However, there is a huge gap between the ideal of the human rights laws and the reality of continuing gross human rights violations of Tribal communities in India (Poutler, 1998).

3. Land Alienation to Non-tribals

The constitutional safeguards as provided in the 5th Schedule of the Constitution of India and various other State level laws which among others prohibit transfer of the lands of the Tribal communities have failed to prevent widespread land alienation of the Tribal people. The core cause of the land alienation has been the Land Acquisition Act- 1894 under which the government can exercise its sovereign power to take away any land in the name of 'public purposes.

The non-tribals have also illegally occupied hundreds acres of land belonging to Tribal communities by force in Andhra Pradesh, allurements and acquiring Tribal lands by marrying Tribal women. There is ample of evidences that a majority of these non-tribals are from coastal Andhra upper caste and ruling classes. Many scholars who worked on Tribal issues have raised these issues very often. Even Girglani, J.M in his report on 'Tribal Land issues in Telangana Area' submitted to the Government in 2005 says that Telangana have been losing land to non-tribals since long back. The Gonds of Adilabad in the 1930s lost land to Marathis and during 1940s to Hindu and Muslim settlers invited by the Nizam from neighboring districts (Revathi, 2013). The famous Regulation of 1/1970, Scheduled areas in Telangana saw an arrival of non-tribal population, which in due course of time has passed into the hands of Telugu non-tribals mostly from four central coastal Andhra districts. The onslaught of non-tribals from coastal districts over scheduled areas in Telangana continued unabated. According to estimates as much as 1.5 lakhs acres of fertile lands along Godavari River banks of Warangal and Khammam have passed into hands of dominant caste people such as Kammas, Rajulus, Reddys and Kapu landlords and cultivators belonging to the coastal area due to ineffective implementation of the Land Transfer Regulation Acts (LTR). In similar lines with Kerala, Andhra Pradesh Land Transfer Regulation-1959 was amended in 1970, in an attempt to accommodate the interest of non-tribals as a result Khammam district has become a victim to most atrocious non-tribals penetration from coastal areas.

4. Failure to Ensure Forest Rights

After the emergence of private property and the emergence of modern nation states, as Tribal communities have no legal rights over the lands they have been living on and cultivating for generations, it became easy for the non-tribals to acquire the land of Tribal people. Often, the law declares these unregistered lands as reserved or protected forests, or sanctuaries and national parks. The access of Tribal communities to forest produce or to the grazing of cattle is rendered illegal, they are threatened and penalized for entering into the forest. A large number of these people belong to the Tribal communities. They live every day under the unpredictable threat of being evicted from their homes; the only legal protection they have is the due process of law. Over the years, when these people have protested against oppression by the forest department or raised their voices to demand legal rights, the State has used force to suppress them-to the extent of denying them the right to life.

The National Forest Policy of 1988 recognizes symbiotic relationship between forest and Tribal communities yet; the Tribal people have been systematically victimized under the Forest Act of 1927. When the Forest Conservation Act of 1980 came into implementation, thousands of acres of land of Tribal communities were encroached over night. In 2006, the government of India brought the Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act. The Act is aimed at undoing the age-old injustice done to Tribal communities by restoring and recognizing their pre-existing rights (Tipper, 2014). The recognition and restoration has been, however passing through rough weather in respect of its implementation. The Government of India till today has failed to notify the Rules of Procedures of the Forest Rights Act of 2006. In the meanwhile, Tribals continue to be prosecuted for accessing minor forest produce. There were 2,57,226 forest cases pending against 1,62,692 Tribal communities between 1955 and 30 June 2006 under different Sections of the Forest Act of 1927.

5. Development Policies became Disadvantage to Tribal Communities

Tribal people who constituted 8.6% of the total population of India as per 2011 census also constituted 55.1% of the total development project-induced displaced persons up to 2010 on account of mega developmental projects like industries, mining, dams, wild life sanctuaries, parks and conservation of nature, etc. Development projects have become more problematic particularly in Andhra Pradesh during the last few decades. In this context take the Polavaram dam, which is to be built across the Godavari River which will displace around 400,000 people in the three states; Andhra Pradesh, Chhattisgarh and Orissa. Of them at least 150,000 are Tribals (the submergence area includes 170 habitations of Koya and Kondareddy) particularly vulnerable Tribal groups dearly in terms of

livelihood and preservation of distinctive cultural heritage are in shock and the rest mostly Dalits dependent on minor forest produce for their livelihood. Displacement not only disrupts the lives of the individuals and families concerned, but also their entire communities and societies. In many cases, due to displacement, socio-economic systems and community structures breaks down (Huhua, 2009). As a result, Tribal communities are at the lowest point in every socio-economic indicator. Moreover, they are seldom rehabilitated. As India's active economy involves further resources, Tribal communities face more displacement. In the last three years, the National Policy on Resettlement and Rehabilitation for Project Affected Families of 2004 was amended twice - in 2006 and 2007, but failed to address the problems of displaced people. Tribal communities must resist for their right and democratic conscious people should support them in this respect.

6. Culture and Language Rights of Tribal Communities

Tribal communities have been unable to safeguard and promote their language and culture; even though Article 19(5) of the constitution states that a cultural or linguist minority has the right to conserve its language and culture. This means that Tribals as individual and groups have right to use their own language, to practice their own culture, to study their own history, tradition and heritage etc. (Xaxa, 1999) The state cannot, by law, impose upon them any other culture or language. While the state may not have enforced any language or culture on them, neither has it taken any positive steps worth the name towards meeting this provision of the constitution. Rather, the steps taken are far from being in consonance with the provisions laid down in the constitution. The posture that they adopted has invariably been in the direction of assimilation into the language and culture of the major community, rather than protection and promotion of the distinct language and culture of the Tribal communities. Schooling extended to Tribal communities for example, has invariably been made in the language of the dominant regional community of the respective states or in English. The result is that Tribal communities are increasingly losing knowledge of their own language and culture. Indeed the promotion of language and culture has been left to Tribal communities themselves. Yet, because of lack of control over human, organizational and financial resources, the Tribal communities have not been able to take effective measures in this direction. Only where such support has been made available in some form or the other the Tribal communities have been able to protect and safeguard their culture.

7. Violation of PESA Act in India

To reinforce the constitutional provisions for protection of the Tribal communities, this important Panchayat (Extension to the Scheduled Areas) PESA Act 1996, has been enacted in recent years. The act empowers the scheduled Tribes

to safeguard and preserve the traditions and customs of the people, their cultural identity, community resources and customary mode of dispute resolution through the Gram Saba. Interestingly, the provisions of the Panchayat Act hardly find its due place in latter and spirit. However, there are extensive violations of the PESA Act, 1996, in mining and land acquisition in the Scheduled Areas of Andhra Pradesh, Chhattisgarh, Jharkhand and Orissa. Clause 4.e.(1) of the Panchayats (Extension to the Scheduled Areas) Act, 1996, provides that 'every Gram Sabha shall approve the plans, programmes and projects for social and economic development before such plans, programmes and projects are taken up for implementation'. Again, clause 4 (i) says that 'the Gram Sabha or the Panchayat at the appropriate level shall be consulted before making the acquisition of land in the Scheduled Areas for development projects. And before resettling or rehabilitating persons affected by such projects in the Scheduled Areas, the actual planning and implementation of the projects in the Scheduled Areas shall be coordinated at the State level' (Memorandum, 2010). Despite the above provisions for the rights of the Tribal communities, no necessary initiations are taken up during any developmental project to take the opinion and consent of the Gram Sabha, which constitutes people's opinions. The recommendations of Gram Sabha are not made mandatory prior to granting prospecting license or mining lease in many cases. For example in the case of Polavaram a multipurpose project, Gram Sabhas are not conducted in villages and peoples consent has not been taken. This process is neither followed in Andhra Pradesh nor in the neighboring states like Orissa and Chattisgarh. Even though this project did not get environmental clearance, construction of project has been initiated.

The Constitution entrusts the Governor the task of ensuring 'peace and good governance' in Schedule Five Areas, with absolute powers over the state government towards this end. Governors were also required to submit an annual report to the Parliament, which was meant to be an independent assessment on administration in Schedule Five Areas. However, since the enactment of PESA, Governors have slowly but surely been neglecting their duties towards the law, and towards the welfare of the Tribal communities. Even The government of India has also failed to materialize Tribal sub plan in the country.

8. Conclusion

Violation of human rights creates many economic and emotional problems. It affects the nature and welfare of human beings, and creates many disorders. It is possible to imagine the life chances of Tribal communities improving through the implementation of practical measures along with considering the rights accorded. However, silence on rights will always carry with it the danger of a return to paternalism and the treatment of an identifiable group of people as a problem worthy of charity, not as a group of human beings to whom society has responsibilities and duties. The constitutional guarantee, which governs and

protects the rights and sovereignty of Tribal communities, need an immediate implementation. Otherwise, this would lead to a disappearance of the various Tribal communities from the human picture. The Tribal communities' sovereignty is at stake by the intervention of non-tribes in their area. Therefore, there is an immediate need to constitute Tribal autonomy councils so that the Tribal communities themselves can look after the rules, implementation and development of the localities.

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Barriers to Adaptation of Information and Communication Technologies : An Ecological Model Perspective

Nimmy Maria Joseph and P. E. Thomas***

A broad view of research in rural development reflects that alteration in one's existing pattern of life and environment is inevitable in development. The term development points towards a transformation from the current status to a higher one. A revolutionary movement is at times relevant to alter this environment in order to attain progress, especially among the rural populace. Thus, gaining a profound understanding of the rural environment is the essence, particularly the changes that are effected following a break from the conventions. According to the 'Ecological model of Bronfenbrenner', an individual consists of both direct and indirect environments. These ecologies have the capacity to influence a person directly or indirectly and thus one's success and failure is primarily determined by this whole system. The same environment affects the technological advancements. The contemporary world revolves around technologies and one's environment changes accordingly. Regardless of all advancements, a wide digital divide between the urban and rural populace is a hurting concern of contemporary India which pre-empt the development of the latter. Apart from affordability and accessibility, rural people lack a good socio-cultural environment. Thus the rural development through Information and Communication Technologies (ICTS) is still out of reach for many. This paper scrutinizes the environmental barriers of rural population in accepting and effectively utilizing ICTs through the

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perspective of Bronfenbrenner's Ecological system theory. Direct environments like parents, teachers, peers, and neighbours are found to be highly influential in the successful use of technology. Language barrier and lack of technology access, which result from a weak environment, lead to disinterest in ICT usage and thus prevent its effective management. That technological advancement can seldom be a stand-alone to usher in development is a foregone conclusion, rather it is mandatory that it co-exists with an appreciable support of the socio-cultural growth for an optimistic reflection.

[**Keywords** : Bronfenbrenner, ICT, Rural development, Barriers to technology access]

I. Introduction

Information & Communication Technologies (ICTs) have the potential to pave way for substantive development of social environment, especially rural areas. ICTs can be explained as electronic-centred technologies like computers, mobile phones and tablets which are used to gather information, as well as to communicate with others (Angello & Wema, 2010). These technologies provide opportunities for financial progress, social development and poverty reduction (Mamaghani, 2010). The role of ICT in education is more significant today than ever before as it is powerful and capable enough to enhance the learning environments available for education (Pajo & Wallace, 2001). But the effective use of technologies relies on nature of social, cultural, psychological and economic capital surrounded by a person. These factors act as environment of a human being as mentioned in the Ecological model perspective of Bronfenbrenner's theory, which affect the development of a person. The theory allows the reader to understand how the environment of an individual plays a noteworthy role in his/her development.

Recent Indian studies (Kumar & Singh, 2014; Saxena, Tomar, Tiwari, & Kaushi 2014; Rai, Jirli, Singh, Deoraj, & Kumar, 2014; Nayak & Raj, 2014) showed that ICT is a medium that has a tremendous potential to enhance the living standard of the rural population in terms of education, health and economy but the drawbacks in implementation of projects as well as the low adaptation level of users make it unsuccessful. Combining socio-cultural barriers of the rural populace with the theory will provide new insights into their holistic background which will help to identify those factors that restrict them from the effective use of technological innovations. This directs to seize out better practical solutions.

2. The Need for ICTs in Rural Development

Kelles-Viitanen (2005) studied the role of ICT in governing rural development in the Indian context. The study suggested that ICT can become an enabling tool for wider socio-economic development by providing low-priced and efficient tools to access information and communication. When properly used, technologies can increase the ability of the rural people to improve their financial

stability. De and Jirli (2010) opined that the increased access to telephones and internet in Indian villages creates an excellent opportunity for the utilization of ICTs for agricultural development.

ICT is powerful if used in a planned way but proper mobilization is needed to create an interest among the people which could lead to the effective adoption of technologies (Kumar & Singh, 2014). The model of successful ICT projects like 'Akshaya' in Kerala (Nayak & Raj, 2014) and 'Warana project' in Maharashtra can be replicated in other places with suitable manipulations in accordance with geographical variations.

2.1 Relevance of ICTs among Dropouts

School dropout rates in rural areas make career-oriented ICT education more relevant. An overview of dropout rates in India will explain the need for ICT as an alternative. Survey for Assessment of Dropout Rates at Elementary Level in 21 States conducted by TNS India Private Limited in 2013 laid out the status of dropouts in India. The top reasons cited for dropping out from the schools are the lack of interest in studies, economic reasons and family migration for employment. The following graphs provide us the reasons behind discontinuing school education.

Figure-1 : Reasons for dropping out at primary stage in 2009-10

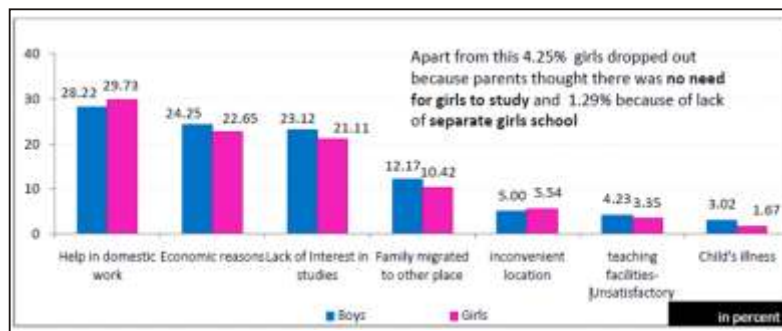
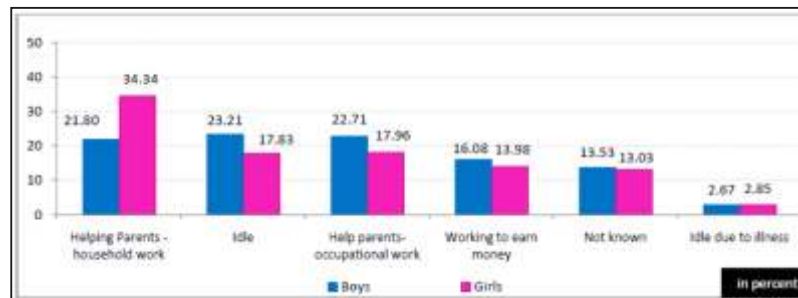


Figure-2 : Activities after Dropouts at Primary Stage in 2009-10



Tilak (2007) explained that most of the literacy and primary education programmes are also found to be not imparting literacy and also rarely serves as a significant terminal level of education. He points out that due to economic barriers people are unable to attain higher education. Higher studies define the occupation

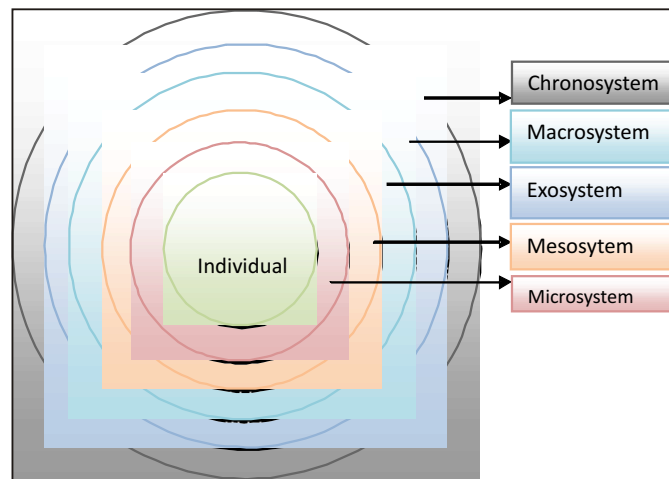
of an individual and unfortunately majority of rural youth are deprived of proper education and thus proper occupation.

All these reasons reaffirm the need for the effective implementation of ICTs in rural areas. India is a place where ICT projects could be applied effectively, but for the initiatives which remain incomplete due to various reasons. This paper focuses on the social, cultural, psychological, and economic environmental barriers that de-motivate the rural populace from technology use. Analyzing these environmental barriers is of prime importance as technological development is dependent on the social structure of rural topographies.

3. Theoretical Perspective

Bronfenbrenner's ecological system theory emphasizes on the import an individual's environment which has both direct and indirect influences on him/her. According to Bronfenbrenner, the interface within these environments becomes more complex for a child who is on the path of development. This complexity is a result of mounting maturation of one's physical and cognitive structures and it attempts to explain the differences in the individual's knowledge, development and competency accentuated by the support, guidance and structure of the society in which one lives.

Figure-3 : Bronfenbrenner's ecological system theory



In many cases the education of children is linked to the traditions and practice of their parents as well as the society. At times, traditions and practices of one's environment contradict the western structure of the outside world serving as barriers to effective ICT adoption. Obviously the attempt introduce ICTs in rural areas is an arduous task.

4. Barriers to Adaptation of ICTs : An Ecological Perspective

Bronfenbrenner categorized five stages of environment that surrounds an individual according to its impact and influence. Analysis of these environments

reveals the characteristic barriers that prevail among that rural populace, especially children, in using ICTs. Only a few researchers suggest that economic resources and technological infrastructure are mere influential factors for a complete digital inclusion process. Thus there exists a need to analyse other major reasons including motivations and needs as well as the social and cultural contexts (Mehra, Merkel, & Bishop, 2004; van Dijk, 2006) of the rural populace. This concept is supported by Helsper (2012) and Robinson et.al (2015). They observed that the digital inequalities reflect the structural and social inequalities. Several studies done on ICTs in rural areas are concentrated upon individual factors such as peoples' novelty, individuality, and motivations; (Venkatesh, Sykes, & Venkatraman, 2014) and environmental factors like interpersonal relations and characteristics of the social structure. All these studies point out the importance of discovering barriers which exist other than affordability and accessibility. As a result, to analyse an individual's personal and environmental characteristics, the ecological model perspective of Bronfenbrenner is germane.

4.1 Microsystem

The microsystem is the closest environment which has a direct contact with an individual. Elements in the microsystem include family, school, neighbourhood, peer groups, childcare environments, etc. At this level, relationship is non-linear. For example, a child's parents may alter their behaviour according to the child and its behaviour has an essence of his parent's traits. Bronfenbrenner calls this link as bi-directional influences and this link is found to be strong as the characteristics of an individual and the microsystem is interdependent on each other. However, interactions at outer levels of the microsystem have a chance to impact the inner structure negatively and positively as well.

4.1.1 Family

Turnbull (1983) identified the relevance of parental roles on an individual's development.. The Warnock Report (1978) emphasized the importance of parents as partners in the tutoring of their children. The role of parents should actively support and enrich their children's educational processes. Korth (1981) indicated that the parents are recognized as the major tutors of their children and they occupy a major share even in their career decisions. All these researchers ascertained the importance of the role of parents in the overall development of a child. But the context may not be the same with rural parents.

Joy and Srihari (2014) observed that a majority of the parents in tribal areas do not have proper education and thus they became early dropouts. This cycle continues through their children. The researchers found that the parents tend to neglect their children's education as a number of welfare schemes of the Government contain them adequately leading to short term benefits rather than

the long-term perceptible effects of education and technologies. Poverty and financial crises are no more the reasons for the increased dropout rate but an imbalanced socio-cultural and psychological environment. Reluctance of parents in pacing the future of their children through ICT training or formal education, keep children away from technological innovations. Kainuwa & Mohammad Yusuf (2013) remarked that literate and academically trained parents are more likely than illiterate and traditionally trained ones to support their children in education.

Village girls are highly affected by these parental barriers. Jane Butigah Atayi (2008) observed that parental demand for education of their daughters is low. Drèze and Kingdon (1999) found strong inter-generational effects (i.e. children of educated parents are more likely to go to school), even after controlling a wide range of variables. Boys' schooling is more responsive to fathers' education than to mothers and vice-versa for girls. Maternal education has a large positive effect on a daughter's chances of completing primary school. So it is purely based on parental background.

Joy and Srihari (2014) found out that alcoholism among parents is a convincing reason for the children to drop out of education. They agreed that the children do not imbibe a presence of mind at home due to alcoholic parents. This will demotivate the children from taking to education. At home, they are not given an atmosphere to study and sometimes are denied even food. This also negatively affects the initiative of introducing ICTs among the children when their family backgrounds lack the basic security and peace.

4.1.2 ICT Educational Organizations

» *Shortage of Skilled Employers*

Rai et al (2014) indicated that there is a shortage of skilled field workers for various training programs in rural areas and now it is mandatory to occupy them with the required skills to tutor the trainees. They also expressed that a good rapport is essential between the workers concerned and the rural residents to reach the isolated people who are left out from the knowledge society.

Provision of ICT skills becomes very important for rural organizations, but well-equipped trainers are seldom available in rural areas. Prior to the implementation of rural development programmes and policies, the authorities are advised to equip the trainers in terms of both technical and communication skills. Low pay also discourages the trainers to reach out these rustic areas.

» *Wrong Working Pattern*

Saxena et al. (2014) expressed that most of the employees do not like to stay in rural areas. They reside in a township and attend to the work in the rural areas by making daily trips. Due to this, the contact between people and working personnel deteriorates. He noted in his study that when access and use of current information

is critical, beneficiaries are rarely consulted for their needs and preferences before designing extension services. In India, many ICT initiatives are just for the sake of profit and not for service. A study in Chile by Correa and Pavez (2016) verified the importance of a good working pattern. They deduced that lack of proper communication from the authorities concerned makes the target audience ignorant about the function and purpose of technological innovations that aims to support their community development. They laid down the example of "Todo Chile Comunicado", a connectivity program that aspires to enhance the internet connectivity in certain villages of Chile. Lack of proper communication and provision for awareness from the policy makers instilled apprehensions in the target audience with regard to the service. Further scrutiny revealed that interpersonal communication plays a major role in communicating with people who are least mediated by the technologies.

» *Negative Attitude towards Educational Organization*

Many of the dropouts reflect a low attitude towards education. They consider education as a boring process. They are not yet convinced about the need for education for their livelihood. On the contrary, they are well aware of the allowances from the government for their education. But the negative attitude towards education makes them stay back at their homes, playing with peers, than going to school (Joy and Srihari, 2014). Thus a negative attitude towards any sort of education including technology curbs its acceptance.

4.1.3 Peer Influence

Evans, Oates, & Schwab (1992) mentioned about the influence of peers with reference to the studies of Summers and Wolfe (1977) and Henderson, Mieszkowski, and Sauvageau (1978). They found that, in education students perform at a higher level if their fellow students are high achievers. Brueckner and Lee (1989), De Bartolome (1990), and Schwab and Oates (1991) opined that peer group influence is a strong catalyst for the development of a person. On a negative note, the chances for harmful influence in terms of education are more among the rural milieu and it is evident from the dropout rates among them. So the lack of affinity towards education among the peer group affects a person adversely generating a sense of disinterest in it. Most dropouts and their parents admit that peer group influence is the reason for their decision to leave schooling and they are influenced by their friends who have dropped out of education. In addition, few children discontinue their education as their siblings are out of it (Joy and Srihari, 2014).

4.2 Mesosystem

A mesosystem is an inter-relation of microsystem. Thus, for a child the mesosystem typically encompasses interactions among family, school, and peer group; for some children, it might also include religious places, camp, or

workplace. An effective interlink between the elements of micro systems could enable the development of a child.

Drèze and Kingdon (1999) showed that their index of parent-teacher cooperation has a positive and significant effect on grade attainment and the result is highly consistent with qualitative observations from the PROBE survey. This survey is built on extensive field work in rural areas. The study mentioned that quality teaching and atmosphere matters for the child's standard quantitative indicators such as physical infrastructure, teacher salaries or class size.

The scrutiny of Epstein's (1987) theory reveals the overlapping spheres of influence of family, school and community environments on educational outcomes. He stated that development of a student and his academic success are dependent on these environments and are best acquired through their mutual cooperation and support. He found high association between family, schools and community of an individual in terms of attaining progress.

4.3 Exosystem

An exosystem is an extension of the mesosystem embracing other specific social structures, both formal and informal that do not themselves contain the developing person but impinge upon or encompass the immediate settings in which that person is found. It has a strong indirect influence over an individual. These structures include the major institutions of the society, both deliberately structured and spontaneously evolved, as they operate at a concrete local level. They encompass, among other structures, the world of work, the neighbourhood, the mass media, agencies of government, the distribution of goods and services, communication and transportation facilities, and informal social networks.

Literatures showed that the distance between school and their home becomes a barrier for children to acquire education. The Survey for Assessment of Dropout Rates at Elementary Level in 21 States revealed that both boys and girls dropped out because of the families migrate from one place to another in search of work and livelihood and that the inconvenient location of educational institutions plays an opposing role holding back the rural populace from education, particularly girls. Educational organizations are best accessed when located near the village that enables children to reach it with ease or where the transportation facilities are often available.

Migration of people in search of better paid jobs is a valid reason for them to deny permanent educational status. Besides, Joy and Srihari (2014) surmised that healthcare issues result in the dropout of some tribal students. The dropouts revealed that adequate medical care is not given when needed which increased the dropout rate. Many of the tribal students who discontinued school pointed out that they are not given proper medical care even when they are extremely ill. So the proper medical infrastructure which are indirect to a person acts as a barrier to

education. As the basic needs are denied the role of ICT for development seems to be trivial.

Kelles-Viitanen (2005) suggested that the role of ICT is catalytic in the complex task of poverty reduction by leveraging the effects on earning opportunities, educational and health services, good governance and promotion of democracy. However, she emphasized that use of ICT will be muted if other basic social needs are denied.

4.4 Macrosystem

A macrosystem differs in a fundamental way from the preceding environments. This environment refers not to the specific contexts affecting the life of a particular person but to general prototypes, existing in the culture or subculture that set the pattern for the structures and activities occurring at the concrete level. One's attitude, behaviour and characteristics are formulated from this system. Some elements of macrosystem exist in explicit form as recorded laws, regulations, and rules. But most macrosystems are informal and implicit-carried, often unwittingly, in the minds of the society's members as ideology made manifest through customs and practice of everyday life.

Macrosystems are conceived and examined not only in structural terms but as carriers of information and ideology that, both explicitly and implicitly, endow meaning and motivation to particular agencies, social networks, roles, activities, and their interrelations. What place or priority children and those responsible for their care have in such macrosystems is of special importance in determining how a child and his or her caretakers are treated and interacted with each other in different types of settings.

4.4.1 Socio-cultural Barriers

Giddens (1984) argued that the attitude and behaviour of an individual are bound by one's social structure. He emphasised the importance of socialization with one's direct and indirect environment in shaping up the characteristics and the resultant practices. Referring to Giddens, Carrea and Pavez (2016) opined that the engagement with technologies in rural areas is highly dependent on distance, remote setting and social dispossession. They stated that historical isolation of a community results in people's reserved traits and pessimism towards new experiences. Thus new technological innovations form a new environment which they seldom adapt to and master. It also makes people resistant to change, making them unaware and incapable of meeting the demands of the changing and progressing environment outside. (Nasution & Omolewa,1985).

At the same time, regions with the highest proportions of traditions and cultures have highest proportion of illiterate adults. Rural areas are proved to be less academically trained and have comparatively more traditional customs and beliefs. For instance, some parents in rural settings feel that education is not

worthwhile for their daughters who will move into their husbands' families. They are not willing to spend money over her education for the reason that a girl's education is a profit only for their son-in-law and not them (Kainuwa & Mohammad Yusuf, 2013).

4.4.2 Pre existing Values

India is considered as a traditional nation. There are enough and more reasons for terming it traditional. Enormous religions, castes, sub-castes, languages, traditional life styles and geographical variations create an enormous number of cultures and value systems. Thus India embraces the concept of "unity in diversity". The phrase appears decisive but Indian studies of "ICT in rural areas" explain that diversities in India remain a barrier to the effective implementation of ICT projects.

Drèze & Kingdon (1999) opined that it is well known that school participation and educational levels in India are particularly low among socially disadvantaged communities, notably the 'scheduled castes'. However, several aspects of the caste bias require further exploration. Joy and Srihari (2014) remarked that some of the dropouts agreed that, to an extent, caste issues were the reasons to stop education. The teachers who are associated with this study also stated that caste is major hurdle for educational developments. Some of the students feel reluctant to sit with students of other castes students and share their properties. This orthodox attitude could be cited as a reason for discontinuance of education. Stratification among the rural population is considered as a social barrier in terms of ICT usage.

All of these cultural barriers, though rampant, are freer from their rigidity than that of the earlier times. Currently our cultural values are more flexible than ever before. Still, rural and tribal populations are proved to be good followers of traditional cultural values in India.

4.4.3 Local Affinity

Affirming that learning is best achieved in one's cultural setting, Arunachalam (2002) observed that there is one aspect that we cannot separate from any ICT project in Third World countries. That is, the development of local databases and local web pages that are relevant to the people and that take into account their daily needs, their culture and their language. Projects such as Akshaya, IT@School, F.R.I.E.N.D.S (Fast, Reliable, Instant, Efficient, and Network for Disbursement of Services) and citizen call centres are aimed at promoting the effective use of ICT among the men, women and youth. Initially, participation from the community is shown to be significantly low even with all provisions (Pal, 2007). This is because of the absence of local content, lack of customization, low connectivity, social stigma and the use of the English language for computing.

To add, Meera (2008) remarked that the lack of local language software is a barrier which hinders the spread of ICT in villages. These all show that attitude of

local inhabitants toward their culture is so strong that they try to hold on to it under any circumstances. So inducing ICT becomes hazardous in such cases. The cultural barriers have their own impact in India.

5. Chronosystem

A chronosystem encompasses change or consistency over time not only in the characteristics of the person but also in the environment in which that person lives. The changes happen during the course of life in the family structure, socio-economic status, employment, place of residence, degree of demanding routine, etc. Marriages, divorces, death in family, and accidents are a few of the elements of chronosystem that alter the existing life pattern of a person.

Early Responsibility: Taking note of the stress on tribal children, Joy and Srihari (2014) observed that shouldering the family responsibility at an early stage by tribal children in Wayanad in Kerala is not uncommon. They are forced to discontinue their education when their parents meet with fatal or nonfatal accidents or contract diseases. The disengaging concern is that children being the only healthy ones in their families, the responsibilities are obviously borne by them. The family's financial instability is a factor that leads to tribal children becoming school dropouts.

The Hindu (2013) reported that The National Crime Records Bureau's account on 'Accidental Deaths & Suicides in India' recorded nearly sixteen thousand in the year of 2010. Around two lakh farmers committed suicide (Sainath P., 2011) between the years 1995 and 2010. Suicides among the rural populace have turned common now. Thus the fatal and non-fatal incidents are higher in the rural setting that affects the chronosystem of its related members.

Comparatively, in rural areas people are engaged with farming, sewage works and other manual works from which they are unable to earn enough money to run their home. As a result such unexpected deaths due to financial crises are higher among them. This forces children to replace the caretakers of the family and it results in a situation where they are unable to seek education in school or even career oriented technological courses provided by the Government or other NGOs.

6. ICT Adoption in Indian Context

Studying the role of ICT in governing rural development in the Indian context, Kelles-Viitanen (2005) suggested that ICT can become an enabling tool for a wider socio-economic development by providing cheap and efficient tools for access to information, exchange of ideas and knowledge. When properly used, it can increase the ability of the poor people to benefit from economic development and developmental programmes. De and Jirli (2010) deducted that the increased

access to telephones and internet in Indian villages created an excellent opportunity for the use of ICTs for agricultural development.

ICT is powerful if used in a planned way but mobilization is needed to create an interest among the people leading to the effective adoption of technology (Kumar & Singh, 2014). That it would be better if successful ICT projects like Akshaya (Nayak & Raj, 2014) and Warana are extended effectively to other states of India with needed handling on the basis of geographical variations is a fact.

The relevant literature reviews recognize India as a place where ICT could be implemented but its incomplete execution and socio-cultural-psychological barriers relegate the process to an unsuccessful attempt. Overall, it could be concluded that the number of efficient ICT projects are insufficient in India to cope up with a vast rural population and their development.

7. Discussion

All the environmental characteristics and barriers discussed above have implicit and explicit relationships with a person's development especially in rural areas. Parental barriers are seen as primary to one's technological and educational attainments. Illiteracy of parents is a result of their economic barriers that prevent their children from seeking education in their childhood and the vicious cycle continues.

Even in educational organizations, employers show less interest in working in rural areas due to lack of proper infrastructure and adequate salary. In this case, skilled trainers are reluctant to work in rural areas where salary and facilities are less and workload, much. Education with technological innovation increases the interest in children to attend classes regularly. Nonetheless, poverty is a barrier. Peer group influence is also found to be relevant in ICT participation.

The next level mesosystem is directly interconnected with the microsystem. When the latter is weak naturally the former gets affected. When parents, teachers/trainers and peer groups are not interested in the education of a child, normally an effective communication between elements in the microsystem fails and thus the learning process eludes the children. The exosystem with a paucity of transportation, inconvenient locations of educational institutions and health issues indirectly forestall educational development. All these areas are mendable with the proper provision of educational and ICT training centres near the villages.

Macrosystem is considered as the actual surrounding of a person when he/she grows up. Socialization has an important role in shaping attitudes and behaviour of a person. Socio-cultural barriers at this level are less influenced by human capital because they deal with one's strong cognitions. Lack of awareness is a major reason for the socio-cultural problems. Superstitions, caste issues, religious beliefs and psychological barriers cannot be clarified easily. In the study by Joy and Srihari (2014), it is inferred that parents are aware of educational organizations or

NGOs that provide the different courses but are not aware of the importance of this tutoring and thus becomes resistive to learning. The chronosystem has a higher probability of inducing setbacks to development in rural areas.

8. Suggestions

8.1 Economic Stability

Correa and Pavez (2016) concluded that the economic structure of a community is highly associated to people's motivation and need to engage with the internet. Usage of internet enhances the usage of technologies. Government and NGOs are the prime entities responsible for the provision of fund and incentives. Even the successful ICT projects have financial barriers in its initial phases. So the government and NGOs are responsible for improving provision of funds for these projects and it also calls for the need to monitor the funding process in order to avoid their improper utilisations. But the challenge is about proficient and proper distribution or usage of funds.

8.2 Creation of Awareness

It is hard to tackle the socio-cultural barriers but the interest in learning among the rural populace can be improved using proper awareness campaigns. Entertainment-Education is a stream which is proved to be a successful measure of persuasion. Creation of awareness should have effective mobilization strategies. Ensuring adequate participation among the entire target group is mandatory. On another dimension, access to computers and other technologies seem to be an opportunity to become aware of them (Correa & Pavez, 2016). As an initial mobilization of Akshaya project, large-scale public communication campaigns were done via the print and electronic media to sensitize and attract all the sections of the society, irrespective of the caste, creed, religious and political affiliations (Nayak & Raj, 2014). It was to attract, generate interest and clear doubts of the people. Efforts should be taken to influence people to adapt themselves to technological innovations.

8.3 Free and Participatory Education

It is of import to ensure that ICT initiatives be accorded in a participatory manner. Participation of the rural folk in a project shows that they are interested in the project. Disinterest leads to ineffective ICT usage. Few studies suggest interpersonal ties and sense of community as strong predictors of technological use in rural areas (Boase, 2010; Venkatesh & Sykes, 2012). The study of Stern and Adams (2010) proved the same. They found that internet becomes a link within communities through the search of local events and groups. Here technology plays a major role in deciding upon the participation level of the rural people. Thus digital intervention among the rustics becomes complex as the individuals and their environment's traits combine together to arrive at a decisive use of

technology. In addition to that the complexity of a process increases when the ability to understand decreases. Proper education is highly relevant to acquire the capacity to understand technologies. Education is mandatory to build a positive attitude towards the technologies and its use in their routine activities.

9. Conclusion

The paper provides an ecological perspective of technological adaptation by the rural public. Through Bronfenbrenner's five levels of environment, socio-cultural and economical barriers are listed out. By improving upon the economic stability, awareness and compulsory participative education, significant changes can be made among the rural population as a result of ICT use. Microsystem, mesosystem, exosystem, macrosystem and chronosystem are overlapped upon each other so that a solution to any of the levels or any element of the levels may stimulate the whole system. So, any short move can be effective in developing a person and above that, it is a collective responsibility of its environment. Taking cues from Sen's (1999) thought that people can obtain development only through things that are valuable for them, the technologies have to become valuable for them so as to gain development through these machines. The freedom and interest in using technologies help an individual curb the barriers that resist technology usage. But to attain this freedom, one's personal space and environment should be flexible.

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Study of Reading and Note Taking as Study Habit's Dimension in Relation to Academic Achievement of Hindu and Muslim Senior Secondary Students

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In the present study, the researchers attempted to study the Reading and Note Taking as Study Habit's dimension in relation to academic achievement of Hindu and Muslim senior secondary students of Kumaun region. For this purpose, 200 Hindu and Muslim senior secondary students were finally taken as sample of different Government senior secondary schools of Kumaun region. Study Habits Inventory developed by B. V. Patel was used. For data analysis, Mean, S.D., t-test and Pearson product moment correlation coefficient were used. Results show that Hindu students were found to have better reading and note taking habits for their studies in comparison of Muslim students. It was also found that the academic achievement of both Hindu and Muslim students was not significantly related with study habit's dimension reading and note taking.

[**keywords** : reading, note taking, study habit, academic Achievement, Senior secondary students]

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1. Introduction

The Senior Secondary education is the stage between elementary and higher education. It acts as the significant tool for deciding and making an individual's approach towards future higher education. One of the most imperative outputs of any educational system is the accomplishment of the objectives by the students up to the extreme. How the students take their school activities and make the studies, significantly determines their level of academic achievements. Active participation in the religious community brings people into contact with others of similar age who have common interests, and with whom social relationships may form. Interpersonal support can result in formation of new healthy social networks, which can facilitate positive personality changes. The religion practiced at home determines the qualities, attitudes and behavior patterns of the parents of the children. These, in turn, must influence the development of the child as he identifies with them and tries to replicate their ways of living.

The students who develop and practice better and effective study habits are expected to achieve good in their studies in comparison of the students who have bad study habits. Thus, study habit is very influential to the academic achievement of every student at all levels. Bolling (2000) explained that good study habits through proper planning help the students set up for what is at the forefront, and get done their educational goals. Study habits play an important role in human performance in academic field. Some research studies have reflected that effective note-taking increases learner's performance at lessons (Austin, Lee & Carr, 2003; Bretzing et al., 2007).

Reading and Note taking are very important activities in the life of students at all level. Reading and note taking have been taken for granted by the teachers as well as learners also. In the last some decades, changes in the landscape of higher education, such as the production of profitable note taking services, have led teachers to ask questions about the effectiveness of note taking in the improvement of learning and their own role in the process (Muraina, Muraina, Amao & Oyelade, 2013; Muraina, 2013). Researches on reading and note taking reflect that reading and taking notes in class and then revision of these notes have a significant impact on the improvement of students learning. Research studies confirm that the learners remind more and more class room lectures if they have written the lectures material in their notes. Learners, who take notes were found to have high marks on both instantaneous and deferred examinations of recall and blend than the learners, who do not take notes (Kiewra, Benton, and Lewis, 2007). Currently, there is no research evidence of any kind available in this regard on the senior secondary students of Kumaun region. So it was felt that there was a need to work on this issue. Hence, the researchers conducted an empirical research to obtain evidence as to how the religion, reading and note taking are related with the academic achievement of senior secondary students of Kumaun Region.

2. Research Methodology

2.1 Method

In the present study, Normative Survey method under the descriptive nature of research was used. All the necessary steps have been followed which have suggested being essential for the Normative Survey Method of research by most of the educationists.

2.2 Sample

For the present study, 200 students (both Hindu and Muslim) of class XI studying in Government Senior Secondary Schools of Kumaun region were taken as sample. For this purpose, random sampling technique was used at each stage.

2.3 Tool Used

The study habits of the students were measured by Study Habits Inventory developed by Dr. B.V. Patel. For the study habit's dimension "Reading and Note Taking," 09 items were included in this inventory.

3. Results and Discussion

To study the significance of differences between Hindu and Muslim senior secondary students on study habit's dimension reading and note taking, t-test was used. All statistical values were calculated with the help of Microsoft Excel. Summary of t-test for difference between Hindu and Muslim students on study habit's dimension reading and note taking is given in Table-1.

Table-1 : Summary of t-test for difference between Hindu and Muslim senior secondary students on study habit's dimension Reading and Note Taking

Religion	N	Sum	Sum of Squares	Mean	S.D.	t- value
Hindu	102	3669	134371	35.971	4.869	2.552*
Muslim	98	3349	116911	34.173	5.040	
*p<0.05 (Significant at 0.05 level)						

It is evident from Table -1 that t-value between the means of Hindu and Muslim students of Kumaun region on study habit's dimension reading and note taking was found to be 2.552. To find out the table value for degree of freedom (df) -198 at 0.05 level of significance and 0.01 level of significance, p-value calculator (<https://www.danielsoper.com/statcalc/calculator.aspx?id=8>) for student's t-test was used. Table values for degree of freedom (df) -198 at 0.05 and 0.01 level of significance were found to be 1.973 and 2.601, respectively. This indicates that the calculated t-value (2.552) was greater than the table value at 0.05 level of significance but less than the table value at 0.01 level of significance. This

reveals the fact that Hindu and Muslim students were found to be differed significantly on study habit's dimension reading and note taking at 0.05 level of significance. Since, the mean difference was in favor of Hindu students which indicate that Hindu students were found to have better reading and note taking abilities than Muslim students of senior secondary schools of Kumaun region.

Table - 2 : Summary of product moment correlation of study habit's dimension reading and note taking with academic achievement of Hindu & Muslim senior secondary students

Religion	Hindu		Muslim	
Variable	Academic Achievement	Reading and Note Taking	Academic Achievement	Reading and Note Taking
N	102	102	98	98
Sum	28757	28757	22744	3349
Sum of Squares	8377311	8377311	5573394	116911
Mean	281.931	281.931	232.082	34.173
S.D.	51.686	51.686	55.141	5.04
Product	1034406		781785	
Correlation	-0.00001*		0.169*	
* $p > 0.05$ (Not significant at 0.05 level)				

It is evident from the above Table that Pearson product moment correlation coefficient between academic achievement and study habit's dimension reading and note taking of Hindu students was found to be - 0.00001. The table values at 0.05 and 0.01 levels of significance and at degree of freedom (df) - 100 are 0.195 and 0.254 respectively. Therefore, it is depicted that the obtained value of the correlation coefficient was less than table value 0.195 at 0.05 level of significance. This indicates the fact that academic achievement of senior secondary students of Hindu religion was not found to be significantly correlated with their study habit's dimension reading and note taking. Similarly, correlation coefficient between academic achievement and study habit's dimension reading and note taking of Muslim students was found to be 0.169. Table values at 0.05 and 0.01 levels of significance and at degree of freedom (df) - 96 are 0.199 and 0.260 respectively. Therefore, it is depicted that the obtained value of the correlation coefficient was less than table value 0.199 at 0.05 level of significance. This indicates the fact that academic achievement of senior secondary students of Muslim religion was not found to be significantly correlated with their study habit's dimension reading and note taking of senior secondary students of Muslim religion.

4. Conclusions

The results show that Hindu and Muslim students were found to be differed significantly on study habit's dimension reading and note taking and it was also concluded that Hindu students were found to have better reading and note taking abilities than Muslim students of senior secondary schools of Kumaun region. These results are due to the variations in the schedule and pattern of living at home and family environment in both the communities. It is also concluded that the academic achievement of both Hindu and Muslim students is not significantly related with study habit's dimension reading and note taking.

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Problems faced by People of different Age Groups for School Education in Villages : A Study of Kalisindh Thermal Power Project

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Education is imperative for people of all age groups to achieve success in life. Therefore school education is prime and essential for everyone. Education influences social life of people. Kalisindh Thermal Power Project is constructed near village Undal in State Rajasthan. For construction of this project apart from Government revenue land, land of villages Devri, Motipura, Nimoda, Singhanian and Undal were also acquired. This study is focused to study problems faced by people of different age groups with available school education for villagers' living in vicinity of Kalisindh Thermal Power Project. A survey of villagers living in villages Devri, Motipura, Nimoda, Singhanian and Undal has been carried out. Required information has been gathered by filling a structured questionnaire during survey. Convenience and judgemental sampling method are used for selection of sample. Frequency, percentage, simple arithmetic mean and ANOVA are the statistical tools used for the analysis. The study revealed that people of age

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group between 25 years to 50 years agreed with problems in school education available in villages. It can be concluded that they expect better education for their children.

[**Keywords** : ANOVA, Convenience Sampling, Judgemental Sampling, Education]

1. Introduction

Education plays a very important role in everyone's life. When we look life as a perspective of development of society people of all age groups shall be educated. Education gives knowledge and develops better understanding towards life. Education can improve milieu of society, where people of different age groups reside.

Peshkin (1978, 1982) showed how vital a school is to the survival of rural communities. He noted that schools serve as symbols of community autonomy, community vitality, community integration, personal control, personal and community tradition, and personal and community identity.

Karra & Mishra (2017) described problems of school education in villages faced by villagers for education of their children.

Kalisindh thermal power project is constructed near village Undal in state Rajasthan. For construction of this thermal power project, land of five villages viz. Devri, Motipura, Nimoda, Singhania and Undal was acquired, for which compensation was paid to villagers. This study is an attempt to explore views of people of different age groups residing in these villages who are facing problems in available education facilities in these villages. This paper presents the findings.

2. Literature Review

Many pioneers have presented their views related to this work. Few of them are mentioned below :

Kingdon (1998) and Kingdon and Unni (2001) found that the education-wage relationship is convex in India, i.e. returns to secondary and higher education are significantly greater than to primary and middle levels of education.

Schommer (1998) suggested that both age and education affect individuals' epistemological beliefs in unique ways. This might have implications for older adults who return to school eager to learn but with misunderstandings about the nature of knowledge, and younger adults who attend school with doubts about the malleability of the ability to learn.

Klasen (2002) suggested that gender inequality in education directly affects economic growth by lowering the average level of human capital. In addition, growth is indirectly affected through the impact of gender inequality on investment and population growth.

Hanushek (2005), summarised that a large body of evidence suggests that workers' productivity and earnings depend not only on years of education acquired but also on what is learnt at school.

Hanushek and Zhang (2006) confirmed significant economic returns to literacy for 13 countries on which literacy data were available. This evidence underlines the importance of ensuring that what schools do leads to learning achievement.

Quinn & Rubb (2006) described about positive impact of education on earnings, wages, and economic growth.

Seetanah (2009) investigated in his study the empirical link between education and economic growth by using static and dynamic panel analysis. He concluded that education was an instrumental element in the growth process.

Johansson & Wadensten (2010) highlighted in their study the value of education in research methods and the importance of supportive leadership.

Arthur et al (2012) indicated in his study that if entrepreneurs, academics, and others collaborated and pooled their knowledge and resources, some of the critical barriers to success could be overcome.

Kena et al. (2016) from National Centre for Education Statistics (NCES) produced an annual report to policymakers about the progress of education in the United States. "The Condition of Education 2016" presents 43 key indicators on important topics and trends in U.S. education. These indicators focused on population characteristics, such as educational attainment and economic outcomes; participation in education at all levels; and several contextual aspects of education, including international comparisons, at both the elementary and secondary education level and the postsecondary education level.

Bonin (2017) provided an overview about the potential economic returns to education of migrants at the aggregate level. He covered the current state of economics research as regards returns in three different areas: economic output and growth, labour markets, and governmental budgets.

Karra et al. (2017) described available education facilities in villages located in vicinity of Kalisindh Thermal Power Project.

Samir & Lutz (2017) explored human populations as cross-classified by age, gender and level of education.

Karra et al. (2018) presented the findings emerged from analysis of developed business opportunities for people having different education levels.

3. Objective

This study is depicted to single objective to study problems faced by people of different age groups for school education of villages located in vicinity of Kalisindh Thermal Power Project.

4. Rationale

School education is prime and essential for everyone. Education influences social life of every person belongs from any age group. Kalisindh Thermal Power Project is constructed near village Undal, Rajasthan. Few more villages are also situated in neighbouring area of this Thermal Power Project. No study has earlier been carried out to find out problems faced by people of different age groups with available school education facilities in these villages. This research is to analyze problems in available school education facilities for villagers living in vicinity of Kalisindh Thermal Power Project. The researcher has gone through exhaustive amount of literature available related to this field of study. Very little research in this field is carried out till now. This study is an endeavour to plug this gap.

5. Hypothesis

Hypotheses framed and tested for this study are mentioned as under :

H₁ : "There is no significant effect of respondent's age on non availability of educational facilities for their children".

H₂ : "There is no significant effect of respondent's age on non availability of school in nearby vicinity".

H₃ : "There is no significant effect of respondent's age on non availability of local teachers".

H₄ : "There is no significant effect of respondent's age on non availability of books in nearby vicinity".

H₅ : "There is no significant effect of respondent's age on non availability of private school in nearby vicinity".

H₆ : "There is no significant effect of respondent's age on non availability of affordable private school".

H₇ : "There is no significant effect of respondent's age on non availability of convenient mode of transportation for distance private school becomes hectic for children".

H₈ : "There is no significant effect of respondent's age on long travelling time for distance private school".

H₉ : "There is no significant effect of respondent's age on lack of teachers' good response".

6. Research Methodology

The type of research used for this study is descriptive and exploratory in nature. A survey of villagers living in five villages i.e. Devri, Motipura, Nimoda, Singhania and Undal have been carried out. A structured questionnaire was filled during survey for gathering required information. People of these villages belong

from almost same background, hence convenience sampling and judgemental sampling was considered appropriate for selection of villagers. Reliability analysis was done to identify internal consistency of the variables. Table1 shows Cronbach's alpha value of the scale. It was found to be greater than 0.7. This shows adequate internal consistency. Frequency, percentage, simple arithmetic mean and ANOVA are the statistical tools used for the analysis.

Table- 1 : Reliability Statistics

Name of Village	Cronbach Alpha
Devri	0.735
Motipura	0.771
Nimoda	0.724
Singhania	0.757
Undal	0.809

7. Data Analysis and Findings

People of all age groups have equal rights to achieve success in life. School education is prime and essential part of their life. In school education school teachers play a very important role to teach children basic education, role of courtesy, manners in their life. Hence relation of teacher and student in schools shall be pure and dedicated. Our objective of this present investigation is to study problems in school education available for villagers' living in vicinity of Kalisindh Thermal Power Project. For assessing the objective following indicators were considered :

- » Non Availability of educational facilities
- » Non availability of school in nearby vicinity
- » Non availability of local teachers
- » Non availability of books in nearby vicinity
- » Non availability of private school in nearby vicinity
- » Non availability of affordable private school
- » Non availability of convenient mode of transportation for distance private school
- » Long travelling time for distance private school
- » Lack of teachers' good response

The data related to this objective was analyzed with the help of statistical tools percentage and ANOVA. The findings of analysis are interpreted as below:-

7.1 Age

Findings emerged through percentage analysis are described as below :

Data contained in table below show that majority of respondents from all five villages, who participated in this survey, are of middle age group i.e. between 25 to 50 years. It infers that most of decisions in most of families in villages are taken by middle age group person.

Table-2 : Age

Name of Village	Less than 25 years (%)	Between 25 to 50 years (%)	More than 50 years (%)
Devri	12	76	12
Motipura	0	66	34
Nimoda	22	59	19
Singhania	14	60	26
Undal	20	67	13

8. Interpretation of ANOVA

The findings and interpretation of ANOVA table is described as below :

8.1 Interaction between Age and Non Availability of Educational Facilities

ONE WAY ANOVA of indicator 'Non Availability of educational facilities' considered for study of problems faced by different age groups for school education in villages near to KaTPP is presented as below:

Table- 3 : ANOVA: Non Availability of educational facilities

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	21.999	2	11.000	13.741	0.000
Within Groups	200.120	250	0.800		
Total	222.119	252			

It can be observed from the above table that F value of interaction between age and non availability of educational facilities is 13.741 with degree of freedom 2, which is significant at 0.01 level. It means that there is significant difference in perception of people from different age groups with respect to non availability of educational facilities. In the light of this the null hypothesis namely "There is no significant effect of respondent's age on non availability of educational facilities for their children" is rejected. Hence, it may be concluded that indicator non availability of educational facilities of dimension school education in villages is not independent of age and perception of people from different age groups is not at par for this indicator.

We found the F value is significant; hence we applied Post Hoc Test for multiple comparisons and found least significant difference (LSD) among all age

groups with respect to non availability of educational facilities. The results concluded as below :

Table- 4 : Post Hoc Test : Multiple Comparisons

Dependent Variable : Non availability of educational facilities						
Age (I)	Age (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Less than 25 years	Between 25 to 50 years	-0.86162*	0.16641	0.000	-1.1894	-0.5339
	More than 50 years	-0.59725*	0.19561	0.003	-0.9825	-0.2120
Between 25 to 50 years	More than 50 years	0.26437	0.14218	0.064	-0.0157	0.5444

*. The mean difference is significant at the 0.05 level.

** I-J: If mean difference column has a negative number, it interprets that 'J' is better and if it is positive then 'I' is better.

Further observations from the above table are as follows :

1. There is significant difference between the respondents of age group less than 25 years and between 25 to 50 years at 0.01 level. Hence null hypothesis namely "There is no significant effect of respondent's age on non availability of educational facilities for their children" is rejected. Mean score of respondents belongs from age group between 25 to 50 years is higher than respondents belongs from age group less than 25 years, so it can be concluded that more respondents of age group between 25 to 50 years agreed with non availability of educational facilities for their children.
2. There is significant difference between the respondents of age group less than 25 years and more than 50 years at 0.01 level. Hence null hypothesis namely "There is no significant effect of respondent's age on non availability of educational facilities for their children" is rejected. Mean score of respondents belongs from age group more than 50 years is higher than respondents belongs from age group less than 25 years, so it can be concluded that more respondents of age group more than 50 years agreed with non availability of educational facilities for their children.
3. There is no significant difference between the respondents of age group between 25 to 50 years and respondents of age group more than 50 years with respect to non availability of educational facilities for their children. The hypothesis is not rejected.

8-2 Interaction between Age and Non Availability of School in nearby Vicinity

ONE WAY ANOVA of indicator 'Non availability of school in nearby vicinity' considered for study of problems faced by different age groups for school education in villages near to KaTPP is presented as below :

Table- 5 : ANOVA : Non availability of school in nearby vicinity

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.000	2	0.000	—	—
Within Groups	0.000	250	0.000		
Total	0.000	252			

It can be observed from the above table that F value of interaction between age and non availability of school in nearby vicinity is negligible, hence insignificant. It means that there is no significant difference in perception of people from different age groups with respect to non availability of school in nearby vicinity. In the light of this the null hypothesis namely "There is no significant effect of respondent's age on non availability of school in nearby vicinity" is not rejected. Hence, it may be concluded that indicator non availability of school in nearby vicinity of dimension school education in villages is independent of age and perception of people from different age groups is at par for this indicator.

8-3 Interaction between Age and Non Availability of Local Teachers

ONE WAY ANOVA of indicator 'Non availability of local teachers' considered for study of problems faced by different age groups for school education in villages near to KaTPP is presented as below:

Table- 6 : ANOVA: Non availability of local teachers

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.884	2	0.942	3.422	0.034
Within Groups	68.812	250	0.275		
Total	70.696	252			

It can be observed from the above table that F value of interaction between age and non availability of local teachers is 3.422 with degree of freedom 2, which is significant at the 0.05 level. It means that there is significant difference in perception of people from different age groups with respect to non availability of local teachers. In the light of this the null hypothesis namely "There is no significant effect of respondent's age on non availability of local teachers" is rejected. Hence, it may be concluded that indicator non availability of local teachers of dimension

school education in villages is not independent of age and perception of people from different age groups is not at par for this indicator.

We found the F value is significant; hence we applied Post Hoc Test for multiple comparisons and found least significant difference (LSD) among all age groups with respect non availability of local teachers. The results concluded as below :

Table- 7 : Post Hoc Test : Multiple Comparisons

Dependent Variable : Non availability of local teachers						
Age (I)	Age (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Less than 25 years	Between 25 to 50 years	-0.19277*	0.09758	0.049	-0.3850	-0.0006
	More than 50 years	-0.01923	0.11471	0.867	-0.2451	0.2067
Between 25 to 50 years	More than 50 years	0.17354*	0.08337	0.038	0.0093	0.3377

*. The mean difference is significant at the 0.05 level.

** I-J: If mean difference column has a negative number, it interprets that 'J' is better and if it is positive then 'I' is better.

Further observations from the above table are as follows :

1. There is significant difference between the respondents of age group less than 25 years and between 25 to 50 years at 0.05 level. Hence null hypothesis namely "There is no significant effect of respondent's age on non availability of local teachers" is rejected. Mean score of respondents belongs from age group between 25 to 50 years is higher than respondents belongs from age group less than 25 years, so it can be concluded that more respondents of age group between 25 to 50 years agreed with non availability of local teachers.
2. There is no significant difference between the respondents of age group less than 25 years and more than 50 years with respect to non availability of local teachers. The hypothesis is not rejected.
3. There is significant difference between the respondents of age group between 25 to 50 years and respondents of age group more than 50 years at 0.05 level. Hence null hypothesis namely "There is no significant effect of respondent's age on non availability of local teachers" is rejected. Mean score of respondents belongs from age group between 25 to 50 years is higher than respondents belongs from age group more than 50 years, so it can be

concluded that more respondents of age group between 25 to 50 years agreed with non availability of local teachers.

8-4 Interaction between Age and Non Availability of Books in nearby Vicinity

ONE WAY ANOVA of indicator 'Non availability of books in nearby vicinity' considered for study of problems faced by different age groups for school education in villages near to KaTPP is presented as below :

Table- 8 : ANOVA: Non availability of books in nearby vicinity

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5.100	2	2.550	3.434	0.034
Within Groups	185.604	250	0.742		
Total	190.704	252			

It can be observed from the above table that F value of interaction between age and non availability of books in nearby vicinity is 3.434 with degree of freedom 2, which is significant at the 0.05 level. It means that there is significant difference in perception of people from different age groups with respect to non availability of books in nearby vicinity. In the light of this the null hypothesis namely "There is no significant effect of respondent's age on non availability of books in nearby vicinity" is rejected. Hence, it may be concluded that indicator non availability of books in nearby vicinity of dimension school education in villages is not independent of age and perception of people from different age groups is not at par for this indicator.

We found the F value is significant; hence we applied Post Hoc Test for multiple comparisons and found least significant difference (LSD) among all age groups with respect to non availability of books in nearby vicinity. The results concluded in Table- 9 on next page.

Further observations from the above table are as follows :

1. There is significant difference between the respondents of age group less than 25 years and between 25 to 50 years at 0.05 level. Hence null hypothesis namely "There is no significant effect of respondent's age on non availability of books in nearby vicinity" is rejected. Mean score of respondents belongs from age group between 25 to 50 years is higher than respondents belongs from age group less than 25 years, so it can be concluded that more respondents of age group between 25 to 50 years agreed with non availability of books in nearby vicinity.
2. There is no significant difference between the respondents of age group less than 25 years and more than 50 years with respect to non availability of books in nearby vicinity. The hypothesis is not rejected.

3. There is significant difference between the respondents of age group between 25 to 50 years and respondents of age group more than 50 years at 0.05 level. Hence null hypothesis namely "There is no significant effect of respondent's age on non availability of books in nearby vicinity" is rejected. Mean score of respondents belongs from age group between 25 to 50 years is higher than respondents belongs from age group more than 50 years, so it can be concluded that more respondents of age group between 25 to 50 years agreed with non availability of books in nearby vicinity.

Table- 9 : Post Hoc Test: Multiple Comparisons

Dependent Variable : Non availability of books in nearby vicinity						
Age (I)	Age (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Less than 25 years	Between 25 to 50 years	-0.33133*	0.16026	0.040	-0.6470	-0.0157
	More than 50 years	-0.05769	0.18839	0.760	-0.4287	0.3133
Between 25 to 50 years	More than 50 years	0.27363*	0.13693	0.047	0.0040	0.5433

*. The mean difference is significant at the 0.05 level.

** I-J: If mean difference column has a negative number, it interprets that 'J' is better and if it is positive then 'I' is better.

8.5 Interaction between Age and Non Availability of Private School in nearby Vicinity

ONE WAY ANOVA of indicator 'Non availability of private school in nearby vicinity' considered for study of problems faced by different age groups for school education in villages near to KaTPP is presented as below:

Table- 10 : ANOVA : Non availability of private school in nearby vicinity

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.829	2	0.414	1.579	0.208
Within Groups	65.590	250	0.262		
Total	66.419	252			

It can be observed from the above table that F value of interaction between age and non availability of private school in nearby vicinity is 1.579 with degree of

freedom 2, which is not significant. It means that there is no significant difference in perception of people from different age groups with respect to non availability of private school in nearby vicinity. In the light of this the null hypothesis namely "There is no significant effect of respondent's age on non availability of private school in nearby vicinity" is not rejected. Hence, it may be concluded that indicator non availability of private school in nearby vicinity of dimension school education in villages is independent of age and perception of people from different age groups is at par for this indicator.

8-6 Interaction between Age and Non Availability of Affordable Private School

ONE WAY ANOVA of indicator 'Non availability of affordable private school' considered for study of problems faced by different age groups for school education in villages near to KaTPP is presented as below :

Table- 11 : ANOVA: Non availability of affordable private school

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	8.975	2	4.488	3.888	0.022
Within Groups	288.590	250	1.154		
Total	297.565	252			

It can be observed from the above table that F value of interaction between age and non availability of affordable private school is 3.888 with degree of freedom 2, which is significant at the 0.05 level. It means that there is significant difference in perception of people from different age groups with respect to non availability of affordable private school. In the light of this the null hypothesis namely "There is no significant effect of respondent's age on non availability of affordable private school" is rejected. Hence, it may be concluded that indicator non availability of affordable private school of dimension school education in villages is not independent of age and perception of people from different age groups is not at par for this indicator.

We found the F value is significant; hence we applied Post Hoc Test for multiple comparisons and found least significant difference (LSD) among all age groups with respect to non availability of affordable private school. The results concluded in Table- 12 on next page.

Further observations from the above mentioned table are as follows :

1. There is significant difference between the respondents of age group less than 25 years and between 25 to 50 years at 0.05 level. Hence null hypothesis namely "There is no significant effect of respondent's age on non availability of affordable private school" is rejected. Mean score of respondents belongs from age group between 25 to 50 years is higher than respondents belongs from age group less than 25 years, so it can be concluded that more

respondents of age group between 25 to 50 years agreed with non availability of affordable private school.

2. There is no significant difference between the respondents of age group less than 25 years and more than 50 years with respect to non availability of affordable private school. The hypothesis is not rejected.
3. There is significant difference between the respondents of age group between 25 to 50 years and respondents of age group more than 50 years at 0.05 level. Hence null hypothesis namely "There is no significant effect of respondent's age on non availability of affordable private school" is rejected. Mean score of respondents belongs from age group between 25 to 50 years is higher than respondents belongs from age group more than 50 years, so it can be concluded that more respondents of age group between 25 to 50 years agreed with non availability of affordable private school.

Table- 12 : Post Hoc Test: Multiple Comparisons

Dependent Variable : Non availability of affordable private school						
Age (I)	Age (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Less than 25 years	Between 25 to 50 years	-0.43976*	0.19984	0.029	-0.8333	-0.0462
	More than 50 years	-0.07692	0.23491	0.744	-0.5396	0.3857
Between 25 to 50 years	More than 50 years	0.36284*	0.17074	0.035	0.0266	0.6991

*. The mean difference is significant at the 0.05 level.

** I-J: If mean difference column has a negative number, it interprets that 'J' is better and if it is positive then 'I' is better.

8.7 Interaction between Age and Non Availability of Convenient Mode of Transportation for Distance Private School

ONE WAY ANOVA of indicator 'Non availability of convenient mode of transportation for distance private school' considered for study of problems faced by different age groups for school education in villages near to KaTPP is presented in Table- 13 on next page.

It can be observed from the above table that F value of interaction between age and non availability of convenient mode of transportation for distance private school is 2.606 with degree of freedom 2, which is not significant. It means that

there is no significant difference in perception of people from different age groups with respect to non availability of convenient mode of transportation for distance private school. In the light of this the null hypothesis namely “There is no significant effect of respondent’s age on non availability of convenient mode of transportation for distance private school” is not rejected. Hence, it may be concluded that indicator non availability of convenient mode of transportation for distance private school of dimension school education in villages is independent of age and perception of people from different age groups is at par for this indicator.

Table- 13 : ANOVA : Non availability of convenient mode of transportation for distance private school

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4.010	2	2.005	2.606	0.076
Within Groups	192.337	250	0.769		
Total	196.348	252			

8.8 Interaction between Age and Long Travelling Time for Distance Private School

ONE WAY ANOVA of indicator ‘Long travelling time for distance private school’ considered for study of problems faced by different age groups for school education in villages near to KaTPP is presented as below :

Table- 14 : ANOVA: Long travelling time for distance private school

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.644	2	0.822	1.125	0.326
Within Groups	182.712	250	0.731		
Total	184.356	252			

It can be observed from the above table that F value of interaction between age and long travelling time for distance private school is 1.125 with degree of freedom 2, which is not significant. It means that there is no significant difference in perception of people from different age groups with respect to long travelling time for distance private school. In the light of this the null hypothesis namely “There is no significant effect of respondent’s age on long travelling time for distance private school” is not rejected. Hence, it may be concluded that indicator long travelling time for distance private school of dimension school education in villages is independent of age and perception of people from different age groups is at par for this indicator.

8-9 Interaction between Age and Lack of Teachers' Good Response

ONE WAY ANOVA of indicator 'Lack of teachers' good response' considered for study of problems faced by different age groups for school education in villages near to KaTPP is presented as below :

Table- 15 : ANOVA: Lack of teachers' good response

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.177	2	1.088	3.994	0.020
Within Groups	68.116	250	0.272		
Total	70.292	252			

It can be observed from the above table that F value of interaction between age and lack of teachers' good response is 3.994 with degree of freedom 2, which is significant at the 0.05 level. It means that there is significant difference in perception of people from different age groups with respect to lack of teachers' good response. In the light of this the null hypothesis namely "There is no significant effect of respondent's age on non availability of lack of teachers' good response" is rejected. Hence, it may be concluded that indicator lack of teachers' good response of dimension school education in villages is not independent of age and perception of people from different age groups is not at par for this indicator.

We found the F value is significant; hence we applied Post Hoc Test for multiple comparisons and found least significant difference (LSD) among all age groups with respect to lack of teachers' good response. The results concluded as below :

Table-16 : Post Hoc Test : Multiple Comparisons

Dependent Variable : Lack of teachers' good response						
Age (I)	Age (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Less than 25 years	Between 25 to 50 years	-0.21687*	0.09709	0.026	-0.4081	-0.0257
	More than 50 years	-0.03846	0.11412	0.736	-0.2632	0.1863
Between 25 to 50 years	More than 50 years	0.17841*	0.08295	0.032	0.0150	0.3418

*. The mean difference is significant at the 0.05 level.

** I-J: If mean difference column has a negative number, it interprets that 'J' is better and if it is positive then 'I' is better.

Further observations from the table-16 are as follows :

1. There is significant difference between the respondents of age group less than 25 years and between 25 to 50 years at 0.05 level. Hence null hypothesis namely "There is no significant effect of respondent's age on lack of teachers' good response" is rejected. Mean score of respondents belongs from age group between 25 to 50 years is higher than respondents belongs from age group less than 25 years, so it can be concluded that more respondents of age group between 25 to 50 years agreed with lack of teachers' good response.
2. There is no significant difference between the respondents of age group less than 25 years and more than 50 years with respect to lack of teachers' good response. The hypothesis is not rejected.
3. There is significant difference between the respondents of age group between 25 to 50 years and respondents of age group more than 50 years at 0.05 level. Hence null hypothesis namely "There is no significant effect of respondent's age on lack of teachers' good response" is rejected. Mean score of respondents belongs from age group between 25 to 50 years is higher than respondents belongs from age group more than 50 years, so it can be concluded that more respondents of age group between 25 to 50 years agreed with lack of teachers' good response.

9. Conclusion and Suggestions

The study revealed that age influences the problems in school education of villages. Thus, we conclude that School education in villages is not independent of age and perception and expectation of people from different age groups are different. Data analysis revealed that people of age group between 25 years to 50 years agreed with problems in school education available in villages. Hence it can be concluded that they are aware about importance of education in life, advance education system and competition for career in life. Hence they expect a better education system for children so they can lead in their life.

Private schools have opportunity to open branches of their school in vicinity of these villages so that villagers of these villages can take benefit of these schools for education of their children. Government shall also improve education level in Government school so that children can learn techniques for facing competition in education system.

10. Limitations of the Study

Limitations observed during this study are mentioned as below :

1. The study is focused on villages located near to the Kalisindh Thermal Power Project. Therefore findings cannot be the generalized. However few findings are common that may be generalized.

2. For collection of primary data convenience and judgmental sampling has been used; it has its own limitations.

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Study of Role Structure of Primary School Teachers of East Delhi

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*and Narendra Kumar****

In the present study, the researchers attempt to assess the Role Structure of primary school teachers of East Delhi. For this purpose, 200 teachers were randomly selected from various primary Schools of East Delhi. The Role Structure Questionnaire developed by Dr. Parva Vig as used to study role structure of primary school teachers. This questionnaire was constructed around eight dimensions of Role Structure. For data analysis, Mean, S.D., and t-test were used. Results show that primary school teachers were found to have varied reflection on different dimensions of role structure.

[**Keywords** : Role structure, Primary school teachers, Education system]

1. Introduction

Regulatory bodies of education system in India frequently make various amendments in educational policies related to primary education in the country. These changes in the education system have an effect on both the function of schools and the role of teachers. New educational practices in India have

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augmented the answerability and responsibility among primary school teachers for student's learning by putting greater emphasis on academic content standards, student assessments and teacher quality. Moreover, primary school teachers are now expected not only to act in accordance with schools' rules and regulation, but also to demonstrate hands-on behaviors for ornamental the school's ability to adapt to these environmental changes (Somech & Oplatka, 2014). Taking into consideration the significance of primary education, the primary school teachers should be well trained and aware the basic principles of child psychology to plan the primary education of the child.

As the role-structure of the primary schools teachers are concerned, it is very significant to be acquainted with their professional commitment towards their work, their professional aspiration, morale, effect of authoritarianism on them, attitude behavior and communication skill, relationship with other colleagues in the school which affect teaching learning process and achievement level of students to a great extent. The concepts of role-structure have socio-psychological connotations. So most of the research work on various dimensions of this concept has sociological and psychological overtones. Perie and Baker (1997) studied the teacher job satisfaction in terms of variables: school characteristics, teacher background characteristics, workplace conditions, and teacher compensation. Brown and Sargeant (2007) studied the job satisfaction of workers at Akra University based on a number of demographic factors. It was observed that workers who were older than age 46 years had higher job satisfaction than younger employees. Many more research studies have been undertaken by scholars for assessing the inter-linkage and importance of variables relating to teaching profession and teachers such as job satisfaction and organizational commitment (Ramana, P. V. L. 1992; Cramer, D. 1996; Crossman, A. & Harris, P. 2006; Felfe, J., Schmook, R., Schngns, B. & Six Bernd 2008; Choi, P. L. & Tang, S.Y.F. 2009; Willis, M. & Varner, L. W. 2010;). The above mentioned research studies were conducted in respect to role-structure of teachers at different levels, but no study had been done earlier at primary level in East Delhi. So it was felt that there was need to work on role-structure of primary school teachers of East Delhi.

2. Research Methodology

2.1 Method

For the present study, Descriptive Survey method of research was used to accomplish the objectives of the study.

2.2 Population

Primary Teachers of Government and Private Schools of East Delhi were taken as the population in the present study.

2.3 Sample

For the present study, 200 primary teachers of Government and Private Schools of East Delhi were taken as sample of the study. For this purpose, simple random sampling technique was used at each stage. The detailed distribution of sample is presented in the following table :

Table-1 : Sampling Frame and Sample Size

S. N.	Type of School	No. of Schools Selected Randomly	No. of Teachers Selected per school	Total No. of Teachers Selected
1.	Government Schools	20	05	100
2.	Private Schools	20	05	100
Total		40	10	200

2.4 Tool Used

Role-Structure Questionnaire developed by Dr. Prava Vig (1999) was used for data collection in the present study. This is a close-ended questionnaire, which covered various parameters of the study. Total score of Role-Structure of the teacher was found with the help of combining the individual scores of the respondents on eight (8) indices which are described in the following table :

Table-2 : Indices of Role Structure

Variable	Index	Number of items
Role-Structure	Professional commitment	9
	Professional aspiration and achievement	9
	Job satisfaction	9
	Morale	9
	Authoritarianism	9
	Relation with role- set members	8
	Professional and social awareness	8
	Attitude, behaviour and communication	11

3. Results and Discussion

To study the nature of total Role Structure and its all dimensions of total primary school teachers of East Delhi (N=200), mean and standard deviation (S.D.) were calculated. All statistical values were calculated with the help of Microsoft Excel. The trends of Role Structure of total primary school teachers of East Delhi are presented in table-3 on next page.

Table-3 : Statistics Showing the Role Structure of Primary School Teachers**(N = 200)**

Dimensions of Role Structure	Mean	S.D.
Professional commitment	6.875	1.303
Professional Aspiration and Achievement	5.545	1.456
Job Satisfaction	6.730	1.686
Morale	7.950	1.106
Authoritarianism	2.885	1.699
Relation with Role- Set Members	7.545	0.749
Professional and Social Awareness	5.740	1.131
Attitude, Behavior and Communication	8.975	1.324
Total Role Structure	52.245	3.983

It is revealed from the above table that the mean value for total role structure of primary school teachers was found to be 52.245 while the maximum score may be 72. Hence, it may be interpreted that all the primary school teachers of East Delhi have good level of role structure. When the mean values for its all dimensions - Professional commitment, Professional aspiration and achievement, Job satisfaction, Morale, Authoritarianism, Relation with role- set members, Professional and social awareness, Attitude, behavior and communication were observed, it was found that the mean values were 6.875, 5.545, 6.730, 7.950, 2.885, 7.545, 5.740, and 8.975 respectively. It indicates that primary teachers of East Delhi have a great deal of professional commitment. It shows that the primary school teachers of East Delhi have a lot of dedication towards their profession and they are highly aspired about their profession.

It is also depicted from above table that the primary teachers of East Delhi was found to maintain a better relationship with their colleagues and possess a better communication skills, healthy behavior and positive attitude with very good professional and social awareness. The teachers were also found to have very high morale and were moderately satisfied with their job and were found to have moderate level of professional aspiration and achievement.

4. Conclusion

The results show that the primary school teachers of East Delhi have good level of role structure. It is also depicted from the above results that primary teachers of East Delhi have a great deal of professional commitment. It shows that the primary school teachers of East Delhi have a lot of dedication towards their profession and they are highly aspired about their profession. The primary teachers of East Delhi were found to maintain a better relationship with their

colleagues and possess a better communication skills, healthy behavior and positive attitude with very good professional and social awareness. The teachers were also found to have very high morale and were moderately satisfied with their job and were found to have moderate level of professional aspiration and achievement.

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